



Maricopa Community Colleges

Monitoring Update

(Indicators of Institutional Effectiveness)

November 2007



Indicators of Institutional Effectiveness Monitoring Update, November 2007

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About This Year's Report

This year's Institutional Effectiveness Monitoring Report continues to refine the restructuring and redesign of last year's monitoring report. This time around, dashboard pages are designed to provide more of an 'at a glance' picture of performance for each of the monitoring areas. Additional information has been added this year as well, including a summary of all the indicators from the National Community College Benchmark Project (NCCBP) 2007 Report, a list of NCCBP 2007 participants, and results from the Community College Survey on Student Engagement (CCSSE) for participating colleges.

The *Performance Dashboard* compares MCCC'D's *actual performance* to *performance targets*. The *performance targets* were agreed upon by the Strategic Planning Advisory Council (SPAC) this past year and are based on the 2006 National Community College Benchmark Project (NCCBP) medians along with Carl Perkins III 2004-05 performance reporting for all Arizona public community colleges. This is the first year (2007) all MCCC'D colleges participated in the NCCBP. Based on feedback from last year's Monitoring Retreat, November 2006, NCCBP created a custom report for each college that compares them individually to MCCC'D as a whole. Colleges should have received this report, as well as the national comparison report.

Two indicators, *Credit Student Persistence* and *Transfer*, were revised based on feedback from participants at last year's retreat. Both of these indicators are now calculated from a district-wide perspective. *Credit Student Persistence* now follows students enrolled in a fall semester and determines if they continued to be enrolled at any of the Maricopa Community Colleges in the subsequent spring and/or fall semesters. Viewing persistence from a system perspective improved rates about 4%. The major change to *Transfer* indicators is that transfer students are defined as having 12 or more MCCC'D transfer hours versus 12 or more from an MCCC'D college. This results in an unduplicated count of transfer students this year as compared to last year, when students were counted once for each college from which they transfer MCCC'D credits. All prior years indicators were recalculated based on these changes.

All indicators are disaggregated in the data tables by the following categories: Race/Ethnicity, Gender, Age, High School Status, Intent/Goal, and Enrollment Status. Enrollment Status indicates if students attended full-time or part-time. For the *Transfer* indicators, enrollment status indicates if students were primarily full-time or part-time while attending MCCC'D, not the university. Data tables at the end of the report show data by these categories.

The monitoring report will be available on the web in more of a dashboard format. As priority areas are identified for improvement, where applicable, we will address providing real-time monitoring.

We look forward to your feedback.

The Staff of Office of Institutional Effectiveness
Maricopa Community College

**Maricopa Community Colleges
Performance Dashboard
November 2007 Monitoring Report**

Student Progress*	<u>Target</u>	<u>Actual</u>
Institution Wide Credit Course Withdrawal Rate	12%	18%
Institution Wide Credit Course Success Rate	72%	73%
Institution Wide Credit Course Excelling Rate	55%	56%
College-Level, Credit Course Retention Rate	88%	82%
College-Level, Credit Course Success Rate	74%	74%
Credit Student Persistence Fall 2005-to-Spring 2006	69%	61%
Credit Student Persistence Fall 2005-to-Fall 2006	47%	44%
General Education*	<u>Target</u>	<u>Actual</u>
Core Academic Skill Areas, College Algebra Success Rate	59%	55%
Core Academic Skill Areas, English Composition I Success Rate	72%	69%
Core Academic Skill Areas, English Composition II Success Rate	69%	60%
Core Academic Skill Areas, Communication Success Rate	77%	71%
Developmental Education*	<u>Target</u>	<u>Actual</u>
Developmental Math Success Rate	56%	50%
Developmental English Success Rate	66%	62%
Developmental Reading Success Rate	70%	70%
First College-Level Math Success Rate	66%	63%
First College-Level English Success Rate	72%	73%
Workforce **	<u>Target</u>	<u>Actual</u>
Academic Skill Attainment	87%	90%
Occupational Skill Attainment	86%	89%
Occupational Completers	41%	51%
Occupational Completer & University Transfer	10%	11%
Occupational Completer & University Persistence Fall-to-Spring	80%	89%
Occupational Completers Job Placement within 3 Months	49%	59%
Occupational Completers Continuous Employment for 9 Months	78%	78%
Transfer*	<u>Target</u>	<u>Actual</u>
Transfer First-Year Grade Point Average	2.93	2.92
Transfer First-Year Credit Hours Completed	21.67	19.32
Transfer Persistence to Next Year	76%	86%

*Target based on 2006 National Community College Benchmark Project (NCCBP) Medians

** Target based on Carl Perkins III 2004-05 Performance Reporting for All Arizona Public Community Colleges

Student Progress Indicators

Institution Wide Credit Grades

This indicator shows institution-wide grades for all credit courses including developmental, 100 and 200-levels. Fall 2006 is the most current data for this indicator.

Withdrawal includes grades of W&Y
Success includes grades of A,B,C,&P
Excelling includes grades of A&B

Performance Targets

Withdrawal = 12%

Success = 84%

Excelling = 55%

Withdrawal Rate

% Change from prior year

-0.2%

Fall 2006*

18.4%

Success Rate

% Change from prior year

0.0%

Fall 2006*

72.7%

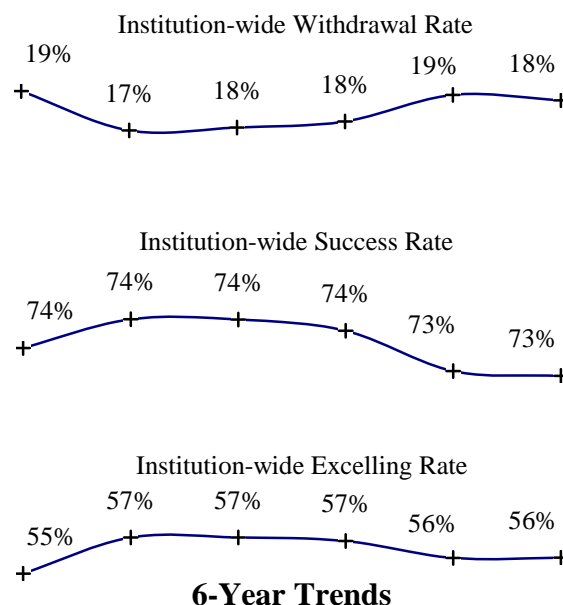
Excelling Rate

% Change from prior year

0.0%

Fall 2006*

56.0%



College-Level, Credit Course Retention

This indicator shows the *retention rate* and *success rate* for credit, college-level courses. Fall 2006 is the most current data for this indicator.

Retained includes grades A,B,C,D,F& P
Success includes grades, A,B,C,&P

Performance Targets

Retention = 88%

Success = 74%

Retention Rate

% Change from prior year

0.1%

Fall 2006

82.1%

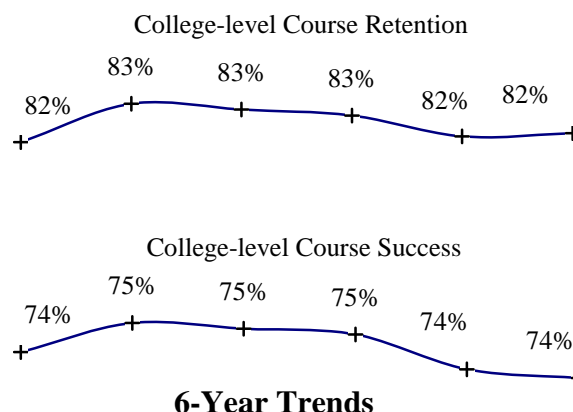
Success Rate

% Change from prior year

-0.3%

Fall 2006

73.5%



Credit Student Persistence

This indicator shows *district-wide*, the percentage of students enrolled in a Fall term who enrolled in the subsequent Spring and Fall terms at any MCCCDC college. Fall 2005 is the most current data for this indicator.

Performance Targets

Fall-to-Spring = 69%

Fall-to-Fall = 47%

Fall-to-Spring

% Change from prior year

-1.8%

Fall 2005

60.5%

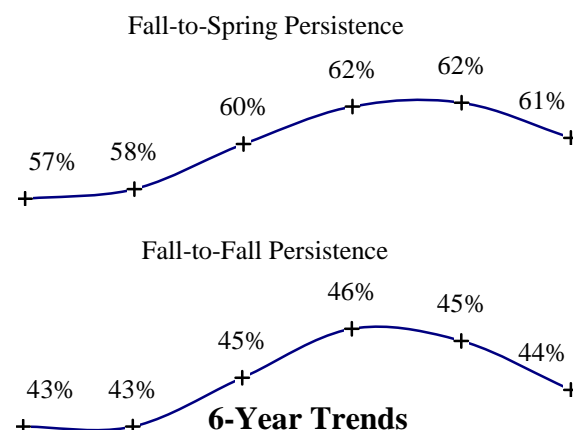
Fall-to-Fall

% Change from prior year

-1.2%

Fall 2005

44.2%



Student Progress

The indicators we use to monitor *Student Progress* include:

- ✚ **Institution Wide Credit Course Withdrawal, Success & Excelling**
- ✚ **College-Level Credit Course Retention & Success**
- ✚ **Credit Student Persistence Fall-to-Spring & Fall-to-Fall**

Key Findings:

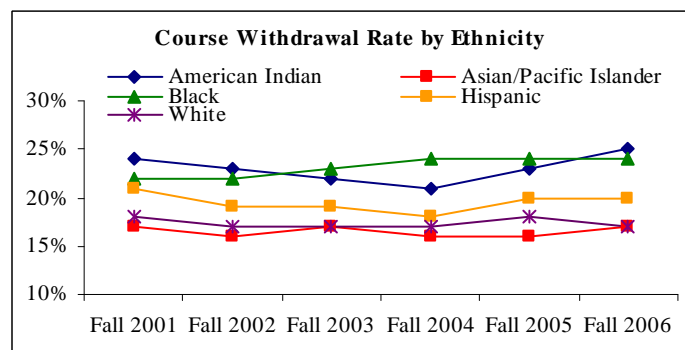
- **Students with Higher-performance** – Characteristics of higher-performing students include full-time, female, non-underrepresented minority, older than 25, and having a high school diploma.
- **Students Under-performing** – Characteristics of under-performing students include part-time, male, underrepresented minority, younger than 25, and without a high school diploma or GED.
- Full-time females have higher performance rates in all student progress areas when compared to part-time males. Only 2% of full-time students withdraw from credit courses and 91% successfully complete college level credit courses. The full-time fall-to-spring persistence rate is 88%.
- Non-underrepresented minority students (White and Asian Pacific Islander) have higher successful completion rates and college-level course retention rates, while underrepresented minority students (American Indian, Black, and Hispanic) have slightly higher fall-to-spring and fall-to-fall persistence rates.
- Students older than 25 are more likely to successfully complete courses, receive excelling grades, and have higher retention rates than younger students. However, students younger than 25 who attend full-time have considerably higher fall-to-spring and fall-to-fall persistence rates.
- Students who enter college with a high school diploma and attend full-time are consistently more successful than students with a GED or no diploma/GED.

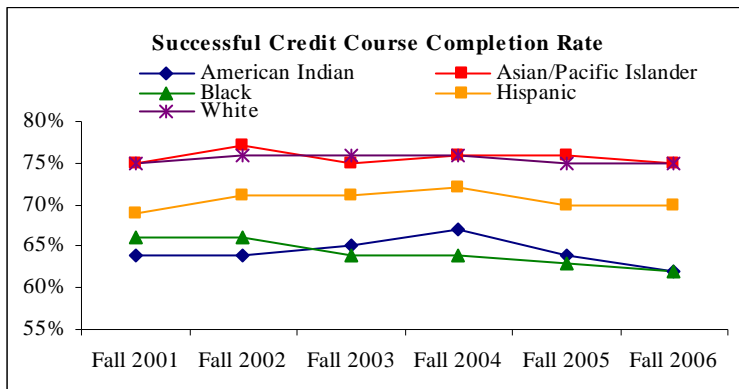
✚ Institution Wide Credit Course Withdrawal, Success & Excelling

The trend shows there has been no major change in any institution wide course completion category. However, MCCCDC has seen a slight improvement (1%) in the percent of withdrawals in Fall 2006 compared to Fall 2005. Completions, successful completions, and excelling have remained the same.

- The percent of students withdrawing from courses has averaged 18% for the past six years. Although the majority of students attend part-time, 26% withdraw from their courses, compared to 2% of full-time students.
- Students enrolled in lower-level courses are more likely to withdraw than students in higher-level courses.
- Students under the age of 25 (20%), traditionally known as college age, withdraw more often than older students (17%).
- Students with a GED (23%) are more likely to withdraw than students with a high school diploma (19%).
- Underrepresented minority students (American Indian, Black, and Hispanic) withdraw at a 6% higher rate than White and Asian Pacific Islanders.

Fall 2006 Institution Wide Credit Grades				
Course	Withdrawals	Completions	Successful	Excelling
Developmental	25%	75%	62%	37%
100 - Level	19%	81%	72%	55%
200 - Level	15%	85%	79%	63%





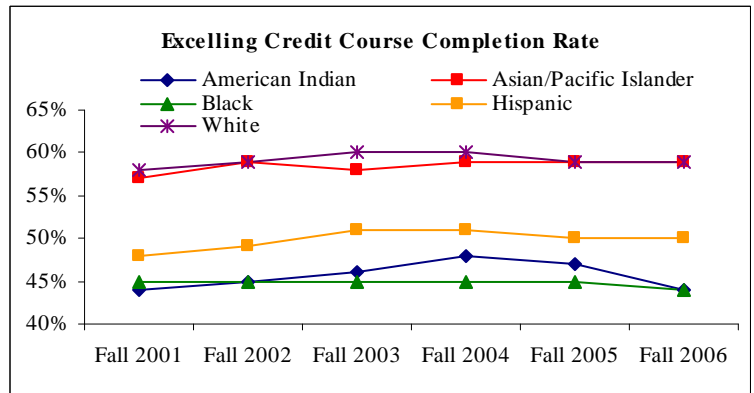
In Fall 2006 73% of students enrolled in courses completed successfully.

- Females have a 3% higher successful completion rate than males.
- Students attending full-time have a 26% higher successful completion rate (91%) than those attending part-time.
- Underrepresented minority students (American Indian, Black, and Hispanic) successful completion rate (64%) is 10% lower when compared to all other students.

- While students older than 25 are more likely to successfully complete courses (77%) than students less than 25 (70%), those students who have a high school diploma have higher successful course completion rates (71%) than students with a GED or no GED/diploma (69%).
- In Fall 2006 students who declared an intent in the following three categories had the highest successful credit course completion rates: Certificate (83%), Workforce (76%), and Degree (74%).

In Fall 2006 56% of students who successfully completed credit courses received Grades A & B.

- The excelling completion rate for full-time students (72%) is considerably higher than part-time students (49%).
- Underrepresented minority students are less likely to receive grades A and B (46%) when compared to all other students (58%).
- Students older than 25 (60%) are more likely to receive grades A and B than students less than 25 (53%).
- Students with a high school diploma or a GED receive more A & B grades (54%) when compared to students with no GED/diploma (50%).



College-Level Credit Course Retention & Success

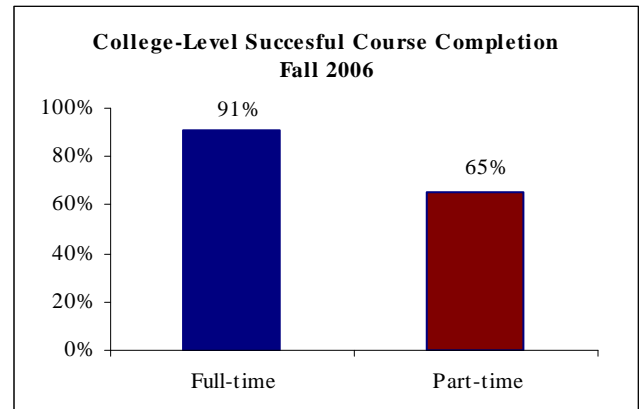
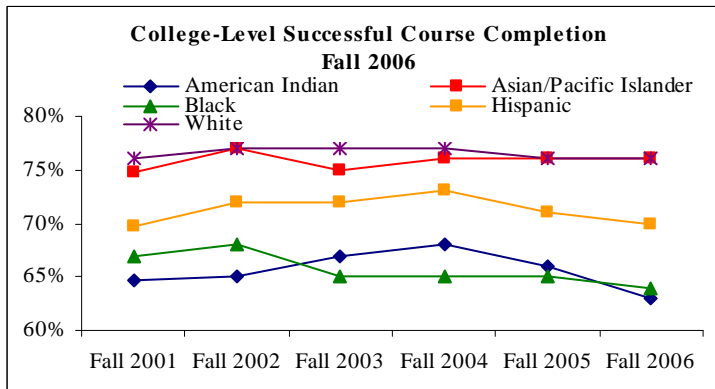
There has been no major change in college level retention and successful completion rates over the past 6 years. Since Fall 2001, the retention in college-level courses has averaged 82%. The Fall 2006 retention rate (82%) is equal to the 6 year average.

- In Fall 2006, the credit college level retention rate by college ranged from 77% to 90%.
- The college level retention rate of part-time students (75%) is 23% lower than full-time students (98%).
- The retention rate of females (75%) is higher than males (72%).
- The retention rate for underrepresented minority students (78%) is 5 percent lower when compared to all other students.
- Students older than 25 have a higher retention rate (84%) than younger students (81%).
- Students with a high school diploma are more likely to complete college level courses (81%) than students with a GED (78%).

Top 10 Course Enrollments Fall 2006				
Course	Enrollment	Retention	Success	% Difference
ENG101	16,428	78.9%	68.6%	10.3%
PSY101	8,917	81.8%	68.4%	13.4%
ENG102	7,507	69.4%	59.5%	9.9%
CIS105	7,320	77.5%	64.0%	13.5%
MAT120	3,615	67.7%	51.5%	16.2%
PED115	3,296	89.0%	48.5%	40.5%
COM100	3,294	81.5%	70.7%	10.8%
MAT151	3,256	72.0%	58.7%	13.3%
SOC101	3,142	80.6%	70.4%	10.2%
SPA101	3,081	76.0%	67.9%	8.1%

In Fall 2006 74% of students successfully completed their college level credit courses.

- In Fall 2006, credit college-level success rate by college ranged from 69% to 81%.
- Full-time students have a 26% higher successful college level course completion rate (91%) than students attending part-time.
- Students older than 25 are more likely to successfully complete college level courses than younger students.
- MCCC students with a high school diploma have higher successful course completion rates (72%) than students with a GED (70%) or no GED/diploma (71%).
- Females have a higher successful college course completion rate (75%) than males (72%).



- The successful college course completion rate for underrepresented minority students (American Indian, Black, and Hispanic) (66%) is 9% lower when compared to all other students.

Credit Student Persistence Fall-to-Spring & Fall-to-Fall

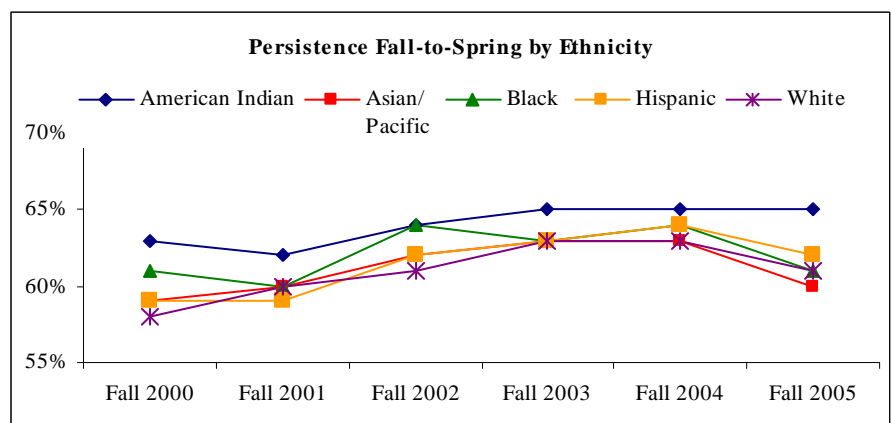
MCCCD Persistence Rates			
Persistence	Fall 2000	Fall 2005	Difference
Fall-to-Spring	57%	61%	+4%
Fall-to-Fall	42%	44%	+2%

Based on feedback from last year's Board Retreat, the methodology has been changed for the credit persistence indicator. Previously, we looked at students to see if they persisted at the college where they started. This year we counted students only once and looked district wide at persistence.

All previous fall terms were re-calculated. The result was higher persistence rates across the board. However, because Rio Salado is a non-traditional college serving a very unique and diverse student population, the numbers were influenced. Fall-to-spring persistence rate for all 10 MCCCD colleges is 61%. If Rio Salado is excluded from the calculation, the persistence rate is 64%.

MCCCD persistence rates show improvement. The 2005 fall-to-spring persistence rate (61%) was 4% higher than Fall 2000.

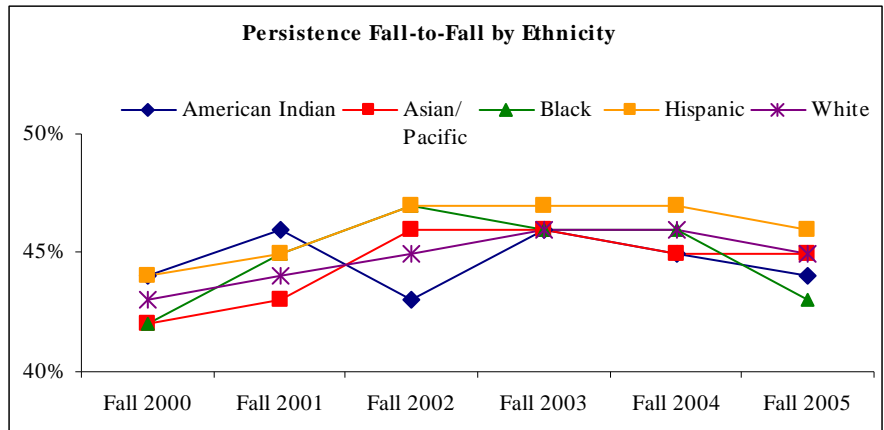
- Underrepresented minority students (American Indian, Black, and Hispanic) have higher fall-to-spring persistence rates than White students. On average, American Indian students have the highest persistence rates (65%) followed by Hispanic (62%). Black and White students both have fall-to-spring persistence rates of 61%.



- Full-time students have a considerably higher fall-to-spring persistence rate (88%) when compared to part-time students (55%).
- On average, females have a slightly higher fall-to-spring persistence (62%) than males (59%).
- Students less than 25 have a considerably higher fall-to-spring persistence rate (67%) than students older than 25 (54%).
- Students with a high school diploma have higher fall-to-spring persistence rates (62%) than those with a GED (60%) or no GED/diploma (57%).

The fall-to-fall persistence rate has been between 42% to 46% since Fall 2000.

- The fall-to-fall persistence rate (71%) of full-time students is 32% higher than part-time students.
- Females have a slightly higher fall-to-fall persistence rate (46%) than males (43%).
- Underrepresented minority students (American Indian, Black, and Hispanic) have slightly higher persistence rates (44%) when compared to other students (43%).
- Students less than 25 have a considerably higher fall-to-fall persistence rate (51%) than students older than 25 (38%).
- Students with a high school diploma have higher persistence rates (45%) than those with a GED (42%) or no GED/diploma (40%). There is very little difference in persistence rates for students who declare earning a degree/certificate (53%) or transfer (49%) as their intent. On average, students identifying workforce as their intent have the lower persistence rates (36%).



General Education Indicators

Core Academic Skill Areas

This indicator shows successful completion in College Algebra (MAT150, MAT151, MAT152), first-year English Composition (ENG101 & ENG102, and Communication (COM100). Fall 2006 is the most current data for this indicator.

Success includes grades, A,B,C,&P

Performance Targets

College Algebra	=	59%
English Comp I	=	72%
English Comp II	=	69%
Communication	=	77%

College Algebra

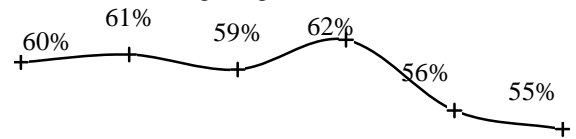
% Change from prior year

-1.5%

Fall 2006*

54.6%

College Algebra Success Rate



English Comp I

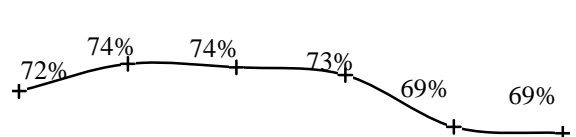
% Change from prior year

-0.5%

Fall 2006*

68.6%

English Composition I Success Rate



English Comp II

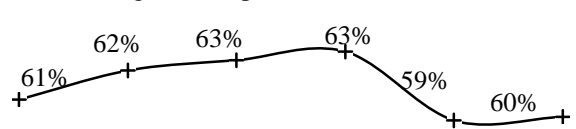
% Change from prior year

0.2%

Fall 2006*

59.5%

English Composition II Success Rate



Communication

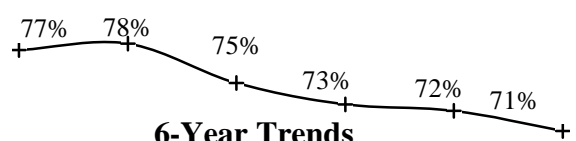
% Change from prior year

-1.6%

Fall 2006*

70.7%

Communication Success Rate



6-Year Trends

General Education

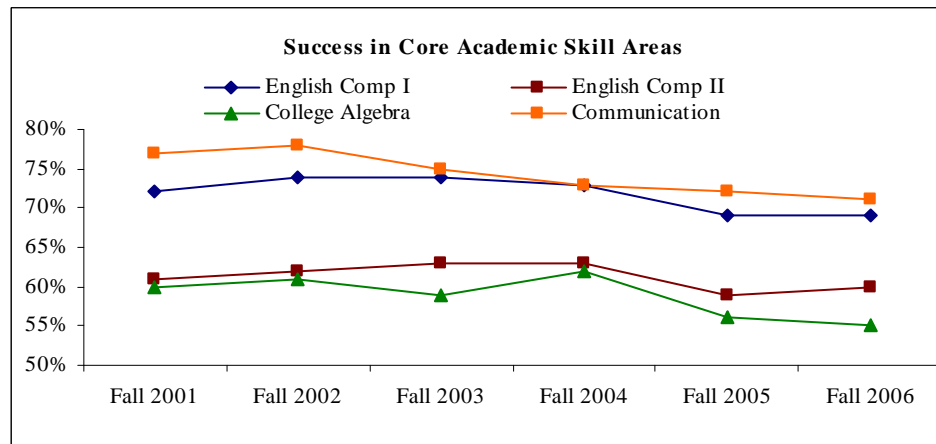
The indicators we use to monitor *General Education* include:

- ✚ **Core Academic Skill Areas College Algebra Success Rates**
- ✚ **Core Academic Skill Areas College English Composition I Success Rates**
- ✚ **Core Academic Skill Areas College English Composition II Success Rates**
- ✚ **Core Academic Skill Areas College Communication Success Rates**

Key Findings:

- 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.
- Overall, older students have higher success rates than younger students. While younger students do slightly better in English Comp I, older students do significantly better in English Comp II. Age makes no difference in success rates for students taking Algebra and Speech.
- Part-time students in core academic courses represent the largest segment of enrollment. However, full-time students do considerably better in all four core academic areas.

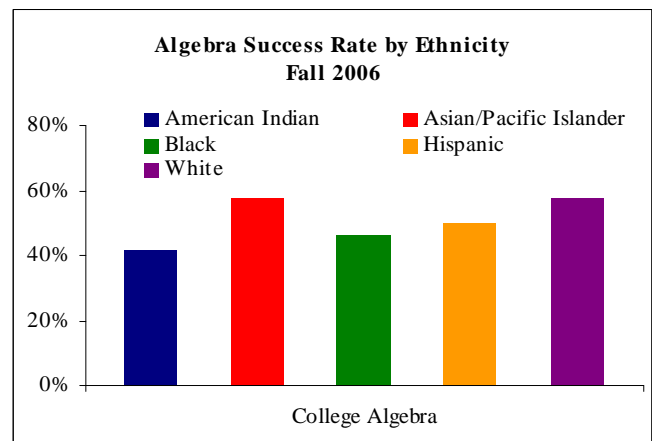
The Fall 2006 successful course completion rate for College Algebra and Speech is the lowest in six years. English Comp I remains flat, while English Comp II has seen slight (1%) improvement.



✚ **Core Academic Skill Areas College Algebra Success Rates**

Algebra consistently has the lowest successful course completion rate of all core academic areas. The Fall 2006 completion rate (55%) was the lowest in the past 6 years.

- In Fall 2006 the successful completion rate by college ranged from 36% to 79%.
- The success rate of underrepresented minority students is 6 percent lower than White students.
- The completion rate of females is 6% higher than males.
- Students attending full-time have a 34% higher successful completion rate (77%) than part-time students (43%).
- There's no significant difference in successful completion rates between students with high school diplomas and those with a GED.



- In Fall 2006, dual enrollment students (included in the “Other/Unknown” high school category) demonstrate a higher successful course completion rate in Algebra (97%) when compared to students younger than 25 (55%).

Core Academic Skill Areas College English Composition I Success Rates

In Fall 2006 the success rate for English Comp I remained the same as the previous year (69%). However, this rate is the lowest it has been in 6 years.

- In Fall 2006 the successful completion rate by college ranged from 58% to 81%.
- Underrepresented minorities have a 15% lower successful course completion rate than White students.
- On average, females (73%) have a higher success rate than males (64%).
- Students with a high school diploma have higher success rates (64%) than those with a GED (54%). Students with no GED/diploma (64%) do as well as students with a high school diploma.
- Students who attend full-time have a considerably higher successful completion rate (89%) than students who attend part-time (60%).
- Dual enrollment students also have a *considerably* higher course success rate in English Comp I (98%) when compared to students younger than age 25 (69%).

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.

Core Academic Skill Areas College English Composition II Success Rates

The Fall 2006 success rate (60%) has increased by 1% since the previous year.

- The successful completion rate by college Fall 2006 ranged from 33% to 66%.
- The success rate in English Comp II (60%) is considerably lower than English Comp I (69%).
- More students repeat English Comp II (27%) than any other core academic course.
- Students older than 25 (63%) have higher success rates than students less than 25 (58%).

Core Academic Skill Areas College Communication Success Rates

Students enrolled in Communication have higher successful completion rates (71%) than any other core academic area. However, the successful completion rate is the lowest it's been in six years.

- The successful completion rate by college ranged from 61% to 79% in Fall 2006.
- Underrepresented minority students (American Indian, Black, and Hispanic) have an 8% lower successful course completion rate than White students (73%).
- Students attending full-time (92%) do considerably better than part-time students (60%).
- Age made no difference in success rates.
- On average, females (73%) have a higher course success rate than males (69%).

Developmental Education Indicators

Developmental Math, English & Reading Success Rate

This indicator shows successful completion of developmental courses (course number less than 100) in Math, English and Reading. Fall 2006 is the most current data for this indicator.

Success includes grades, A,B,C,&P

Performance Targets

Developmental Math = 56%
Developmental English = 66%
Developmental Reading = 70%

Developmental Math

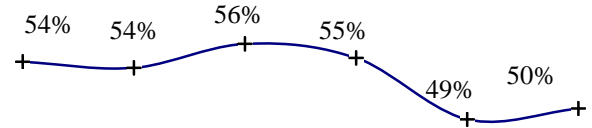
% Change from prior year

1.1%

Fall 2006

49.7%

Developmental Math Success Rate



Developmental English

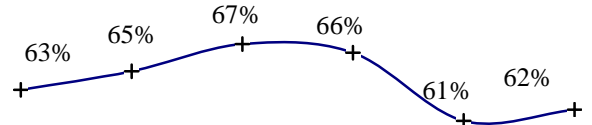
% Change from prior year

0.9%

Fall 2006

61.5%

Developmental English Success Rate



Developmental Reading

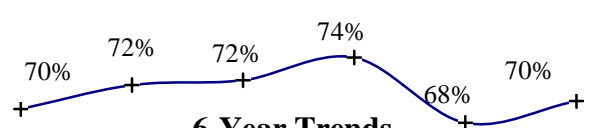
% Change from prior year

1.9%

Fall 2006

70.3%

Developmental Reading Success Rate



6-Year Trends

Success in First College-level Math & English Course

This indicator shows the success rate of students who successfully completed developmental Math and English in a fall semester and enrolled in a subsequent college-level course within one year. Fall 2006 is the most current data for this indicator.

-Success in MAT09x and subsequent enrollment in intermediate algebra (MAT12x) within one year
 - Success in ENG071 Fundamentals of Writing and subsequent enrollment in First-Year Composition (ENG101) within one year

Success includes grades, A,B,C,&P

Performance Targets

Intermediate Algebra = 66%
First-Year Composition = 72%

Intermediate Algebra

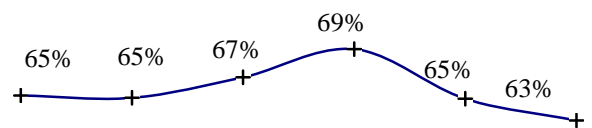
% Change from prior year

-1.8%

Fall 2006

63.0%

Intermediate Algebra Success Rate



First-Year Composition

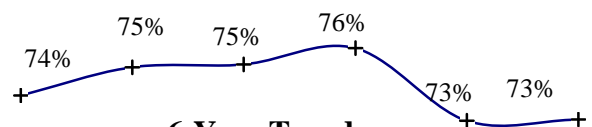
% Change from prior year

0.1%

Fall 2006

72.7%

First-Year Composition Success Rate



6-Year Trends

Developmental Education

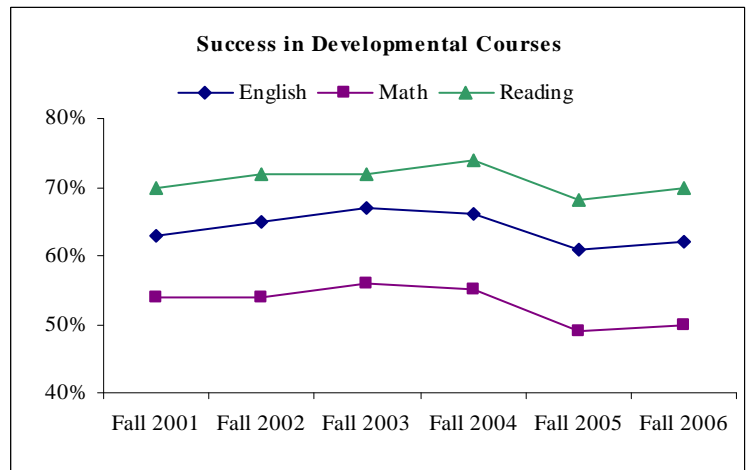
The indicators we use to monitor *Developmental Education* include:

- ✚ **Developmental Math Success Rate**
- ✚ **Developmental English Success Rate**
- ✚ **Developmental Reading Success Rate**
- ✚ **First College-Level Math Success & First College-Level English Success Rate**

Key Findings:

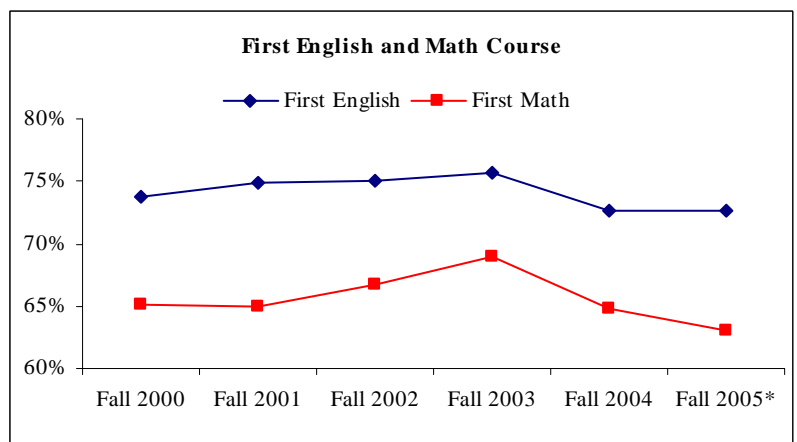
Developmental Courses

- Underrepresented minority students (American Indian, Black and Hispanic) have lower success rates than White students in all three Developmental Education categories.
- Students 25 and older do better (60%) in all three academic areas than younger students (57%).
- Females have higher success rates (64%) than males (55%), regardless of the academic area.
- The largest segment of developmental course enrollments is represented by part-time students. The successful course completion rate of these students (53%) is considerably lower than full-time students (83%).
- There are twice as many enrollments in developmental math courses then there are in developmental English or reading.



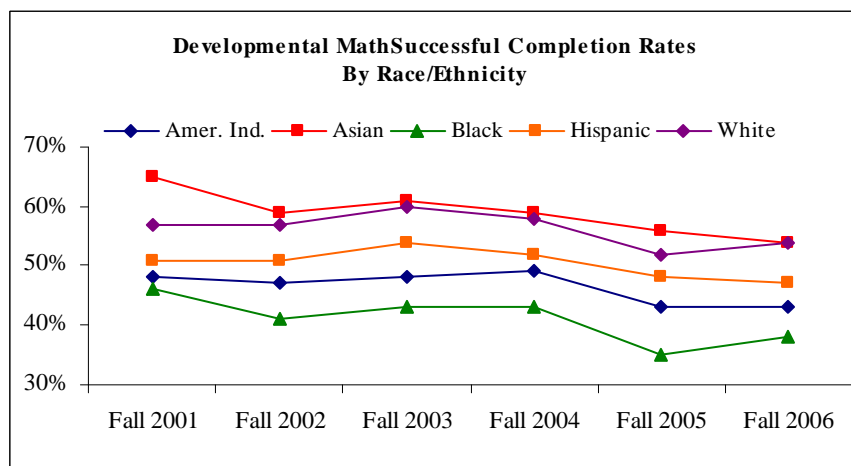
First College-Level Course

- Success in the first college level Math course has decreased 2% from the previous year while success in the first college level English course has remained the same.
- Underrepresented minority students (American Indian, Black, and Hispanic) complete college level math courses at a lower rate (59%) than all other students (65%), but there is no significant difference in successful English completion. Black, White, and Asian Pacific Islander students do equally well in college level Math, while Hispanic and Asian Pacific Islanders have the highest success rates in college level English.
- Females do better in Math courses, but males have a higher successful completion rate in college level English.
- Students with no degree or GED do considerably better (8%) in college level English than those students who have a degree/GED.
- Full-time students consistently do better than part-time students.



Developmental Math Success Rate

Developmental Math consistently has the lowest successful course completion rate of all academic developmental areas. The Fall 2006 successful completion rate (50%) was 3% lower than the 6 year average.

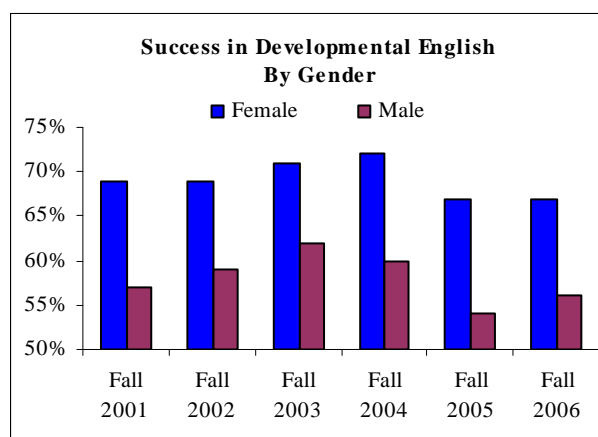


- Underrepresented minority students (American Indian, Black, and Hispanic) successfully complete developmental math courses at a lower rate (42%) than all other students (49%).
- Females have a considerably higher successful completion rate (53%) than males (45%).
- Students older than 25 have a higher success rate (50%) than students 25 or younger (46%).

Developmental English Success Rate

The Fall 2006 success rate in developmental English is 62%. This shows a slight increase (1%) since Fall of 2005.

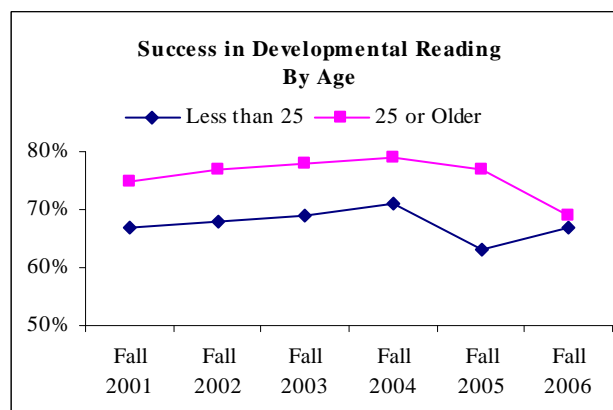
- Underrepresented minority students (American Indian, Black, and Hispanic) have a lower successful completion rate in developmental English (56%) than all students (61%).
- Females consistently have a higher success rate in developmental English (67%) than males (56%).
- The successful completion rate of students over 25 is 3% higher than younger students.
- Students with a GED have higher success rates (62%) than those with a Diploma (60%) or no GED/diploma (58%).
- Students who attend full-time have a 31% higher success rate than those who attend part-time.



Developmental Reading Success Rate

The Fall 2006 successful completion rate (70%) increased 2% from the previous year.

- Underrepresented minority students have a lower successful completion rate (62%) than white students (67%).



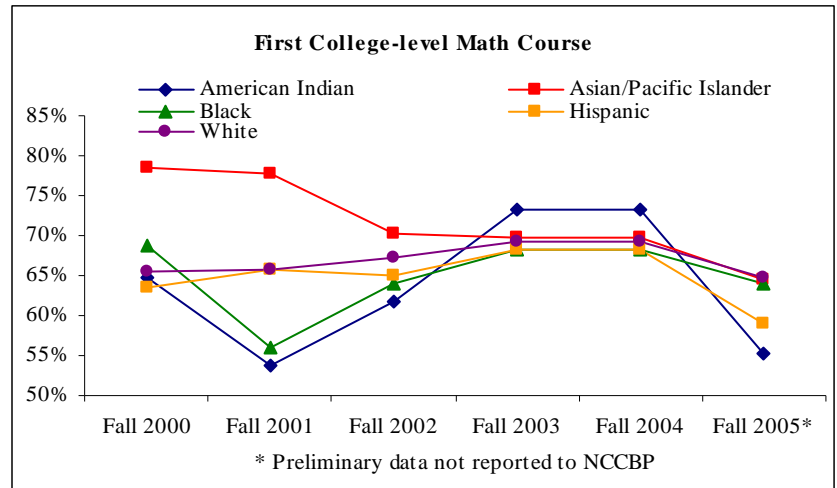
- On average, females have a significantly higher successful completion rate (74%) than males (64%).
- Students 25 and older have higher success rates (69%) than younger students (67%).
- Students attending full-time are considerably more successful (89%) than those attending part-time (64%).
- Students with a high school diploma have a higher successful completion rate in developmental reading.

First College-Level Math Success & First College-Level English Success Rate

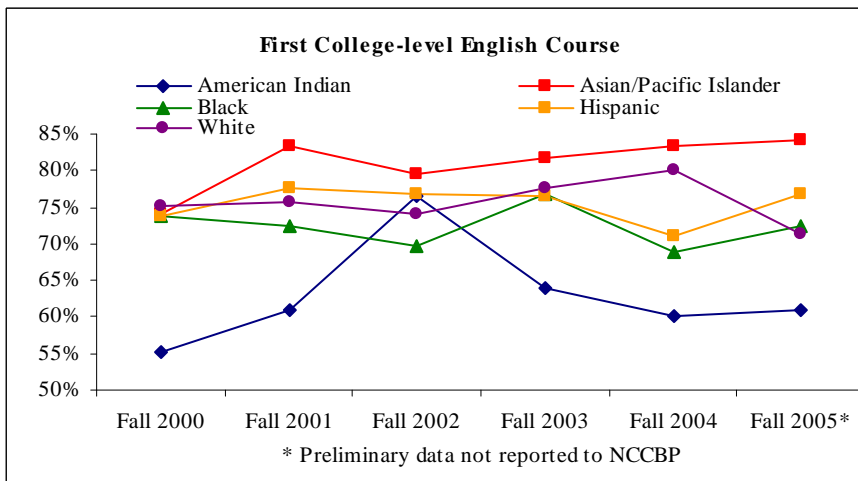
First College-Level Math

The Fall 2005 successful completion rate (63%) for students who enrolled in their first college level Math course has decreased 2% from the previous year. This is the lowest successful completion rate since Fall 2000.

- Underrepresented minority students (American Indian, Black, and Hispanic) successfully complete developmental math courses at a lower rate (59%) than all other students (65%).
- Females consistently have a higher successful completion rate (65%) than males (59%).
- Students older than 25 have a considerably higher success rate (74%) than students 25 or younger (58%).
- The successful completion rate of full-time students (65%) is 4% higher than part-time students.
- Students who have declared the intent to transfer with a certificate (75%) have a 10% higher successful completion rate than those intending to transfer with a degree.



First College-Level English



The Fall 2005 successful completion rate for students who enrolled in their first college level English course (73%) has remained the same as the previous year. This is the lowest completion rate since Fall 2000.

- There is only a slight difference in successful completion rates of White students (71%) compared to underrepresented minority student (American Indian, Black, and Hispanic) (70%).

- Males have a slightly higher successful completion rate (73%) than females (72%) in their first college level English course.
- The successful completion rate of students over 25 (79%) is 8% higher than younger students (71%).
- Students with no GED or diploma have a 7% to 8% higher success rate (80%) than those with a Diploma (73%) or GED (72%).
- Students who attend full-time (77%) have a higher success rate than those who attend part-time (69%).

Workforce Indicators

Academic & Occupational Skill Attainment

There are no NCCBP benchmarks for workforce, so indicators are based on the performance measures included in the Carl Perkins III federal reporting requirements for vocational and technical education programs. FY 2005-06 is the most current data for this indicator.

-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.

Performance Targets

Academic Attainment	= 87%
Occupational Attainment	= 86%

Academic Skills

% Change from prior year

0.5%

FY2005-06*

89.5%

Occupational Skills

% Change from prior year

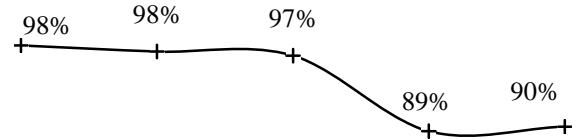
0.8%

FY2005-06*

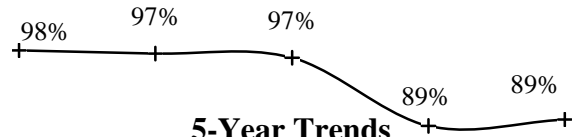
89.3%

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.

Academic Skill Attainment



Occupational Skill Attainment



5-Year Trends

Note: Drop in performance past two years is due to change from GPA to course grades.

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.

Occupational Completers

-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.

Performance Targets

Occupational Completers	= 41%
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Occupational Completers

% Change from prior year

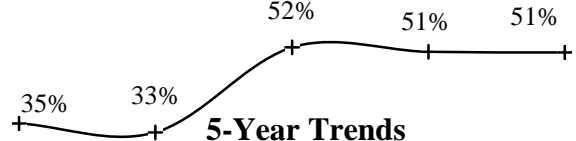
-0.1%

FY2005-06*

51.2%

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.

Occupational Completers



5-Year Trends

Note: Increase due to completers no longer required to earn a degree.

Workforce Indicators

University Transfer & Persistence

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.

- 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.

Transferring

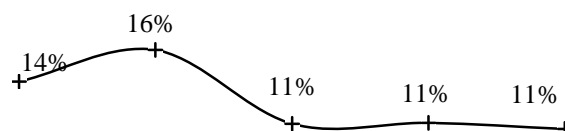
% Change from prior year

-0.4%

FY2005-06*

10.7%

Percent Transferring to University



Persisting to Spring

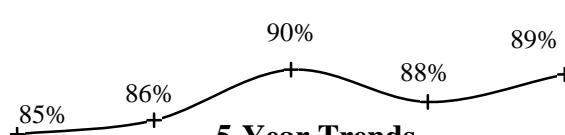
% Change from prior year

1.8%

FY2005-06*

89.3%

Percent Persisting to Spring



5-Year Trends

Note: Beginning in FY 2003-04, the change in 'concentrator' definition resulted in more students being measured.

Performance Targets

University Transfer = 10%

Persistence Fall-to-Spring = 80%

Employment

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

Job Placement within 3 Months

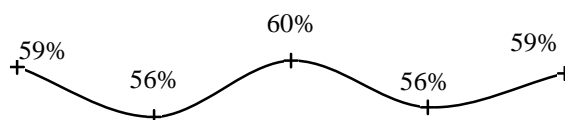
% Change from prior year

2.5%

FY2005-06*

58.8%

Job Placement within 3 Months



Performance Targets

Placement Within 3 Months = 49%

Continuous Employment = 78%

9 Months

Continuous Employment for 9 Months

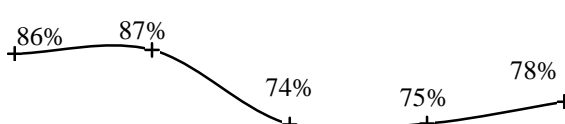
% Change from prior year

3.7%

FY2005-06*

78.2%

Continuous Employment for 9 Months



5-Year Trends

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.

Workforce

Several indicators are used to monitor occupational completers' workforce performance (*All analyses are based on most current FY unless otherwise stated*):

- ✚ **Academic & Occupational Skill Attainment**
- ✚ **Occupational Completers**
- ✚ **Occupational Completers & University Transfer Fall-to-Spring & Persistence**
- ✚ **Occupational Completers Job Placement Within 3 Months & Continuous Employment for 9 Months**

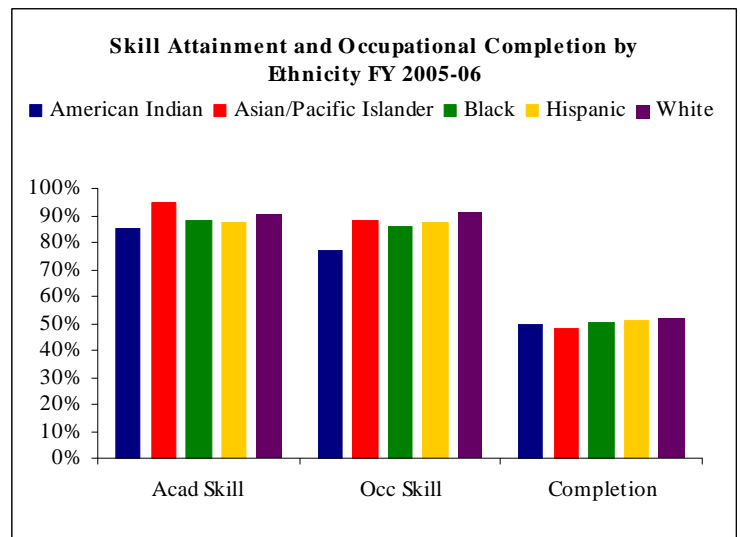
Key Findings:

- Students older than 25 continue to achieve higher academic, occupational, completion of program and fall-to-spring persistence results for all time periods analyzed. The majority of the students were continuously employed for 9 months after program completion or 78%.
- Underrepresented minority students remain a smaller population of the students and continue to achieve lower results in most of the workforce categories. American Indian concentrators achieve the lowest skill attainment, though are in line with the rest of the race/ethnic groups with about half of the students completing the program.
- Males are a smaller percent of the concentrators (46% of 8,177) and achieve slightly lower academic skill attainment results (88% vs. 91% for females) and occupational skill attainment results (88% vs. 90% for females). Regardless, a slightly higher percent of the males complete the occupational program (52% vs. 51%) and exceed the females in the 9 months of continuous employment after program completion (79% vs. 77%).
- Students with a GED achieve comparable skill attainment results as those with a high school diploma. More of the high school graduates complete the occupational program than those with a GED (52% vs. 48%). About the same percentage of high school graduates as GED completers are continuously employed 9 months after program completion (79% vs. 78% respectively).

✚ Academic & Occupational Skill Attainment

The overall academic and occupational skill attainment has remained constant. There are 717 more students than last year an increase of 9.6%.

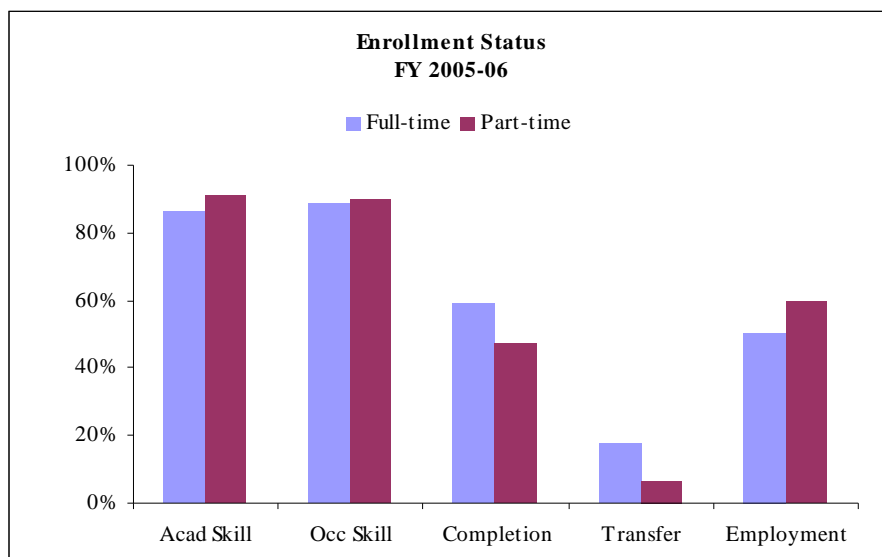
- American Indian concentrators achieve lower occupational (77%) skill attainment when compared to all other race/ethnic groups. Their program completion rates are in line at 50% with the rest of the students.
- Concentrators less than 25 have lower academic skill attainment (87%) than those older than 25 (94%).
- Males have a slightly lower academic and occupational skill attainment (88% and 88%) when compared to females (91% and 90%).
- Concentrators who declare a *workforce intent* have the highest occupational skill attainment (94%) compared to all other concentrations who declare other intents.



Occupational Completers

The overall occupational completer percent of 51% was the same as last year.

- The completion rate for male students is 52%, which is comparable to female students (51%).
- Concentrators older than 25 (54%) have a higher completion rate than those of traditional college age (50%).
- Full-time students (59%) have a higher completion rate when compared to part-time students (47%) and also have a higher university transfer rate (18% vs. 6%).



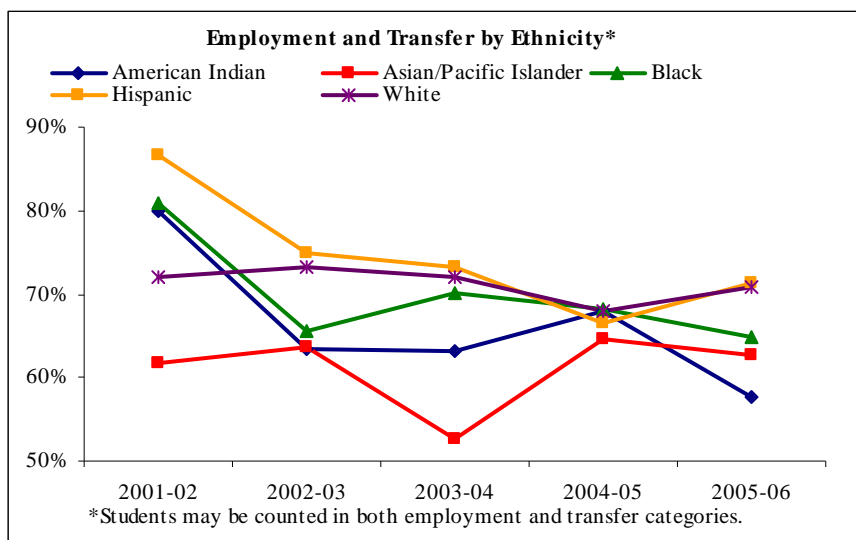
Occupational Completers & University Transfer Fall-to-Spring & Persistence

Only 448 or 11% of the total occupational completers (4,185) transferred, and of those who transferred, 89% persisted to the spring semester.

- Few completers actually transfer to the universities (between 10% to 16%), and Black students have the lowest rate of all (8%). Although a small number of Black students transfer (20), all of them persisted to spring compared with all other race/ethnic groups (between 80% through 95%).
- Traditional college-age completers are more likely to transfer to the university (14%) when compared to students older than 25 (6%).
- More completers (22%) who identify 'transfer' do indeed transfer to the university compared to other intents. A high number of *transfer* intent students (92%) persist to the next semester.

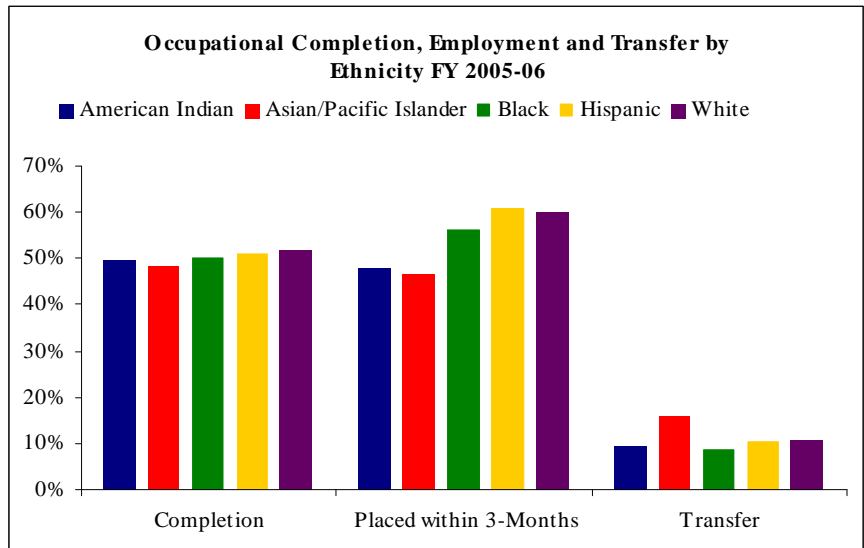
Occupational Completers Job Placement Within 3 Months & Continuous Employment for 9 Months

Employment includes completers who are employed within 3 months of program completion and those who remained employed 9 months after completion (retention). The number of completers continuously employed for 9 months increased by 307 students or 14.2% higher than last year. There is a 78% retention rate with the highest retention where students declared a *workforce intent* (81%) and a *degree and transfer intent* (81%).



- Slightly more males are continuously employed for 9 months after program completion compared to females (79% vs. 77%).

- Completers older than 25 have a slightly higher employment placement of 60% with a 78% retention rate compared to traditional college age students with a 58% employment placement with a 78% retention rate.
- Part-time completers (63%) are more likely to be employed within 3 months of completion than full-time completers (52%). Though part-time completers are just as likely to remain employed 9 months after completion when compared to full-time completers (78% each). 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.
- Several ethnic groups have the lowest employment rates within 3 months of completing the program (Asian/Pacific Islander 47%, American Indian 48%, and Black 56%). Unfortunately, their employment rates dropped from last year (Asian/Pacific Islander 54%, American Indian 54%, and Black 59%).
- These students achieved rates of continuous employment (American Indian 78%, Asian/Pacific Islander 69%, and Black 80%) comparable to overall completers (78%).
- All race/ethnic groups increased their 9-month continuous employment results except the Asian/Pacific islander group that dropped to 69% a 9% decrease.

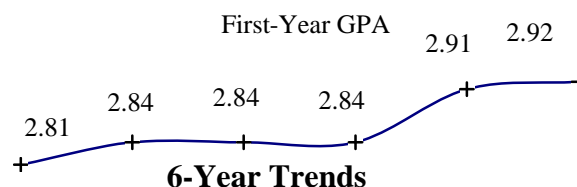


Transfer Indicators

First Year Grade Point Average (GPA)

This indicator shows the average first-year GPA for students who transferred 12 or more MCCCDC credits to an Arizona public university, and received grades of A,B,C,D,E,&P in their university courses. Incomplete, withdrawal, and audit grades are excluded. FY 2005-06 is the most recent data available for this indicator.

First-Year GPA
% Change from prior year
0.01
FY 2005-06
2.92



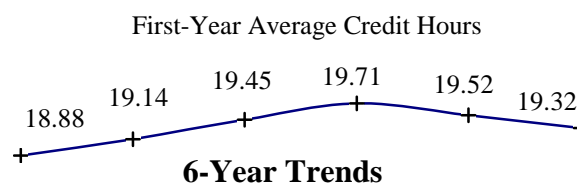
Performance Targets

First-Year GPA = 2.93

First Year Credits Completed

For the same group of students described above, this indicator shows the average completed. FY 2005-06 is the most recent data available for this indicator.

First-Year Credit Hours
% Change from prior year
-0.20
FY 2005-06
19.32



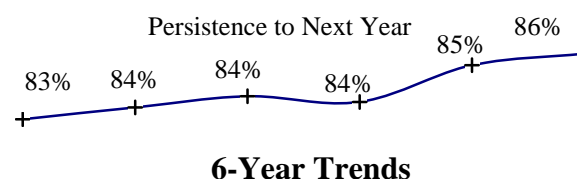
Performance Targets

First-Year Credit Hours = 21.67

Persistence to Next Year

For the same group of students described above, this indicator shows the percent of students who returned for their second year. FY 2005-06 is the most recent data available for this indicator.

Persistence to Next Year
% Change from prior year
0.44%
FY 2005-06
85.8%



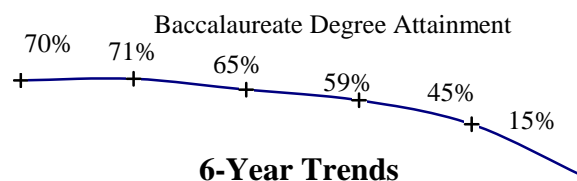
Performance Targets

Persistence to Next Year = 76%

Baccalaureate Degree Attainment

For the same group of students described above, shows the percent earning bachelor's degrees. FY 2005-06 is the most recent data available for this indicator.

Note: Three or more years after students transfer, the percent earning a bachelor's degree begins to increase substantially.



Transfer

Several indicators are used to monitor student transfer performance (*All analyses are based on most current FY unless otherwise stated*):

- ✚ **First-year Grade Point Average (GPA)**
- ✚ **First-year Credit Hours Completed**
- ✚ **Persistence to Second University Year**
- ✚ **Persistence to Bachelor's Degree**

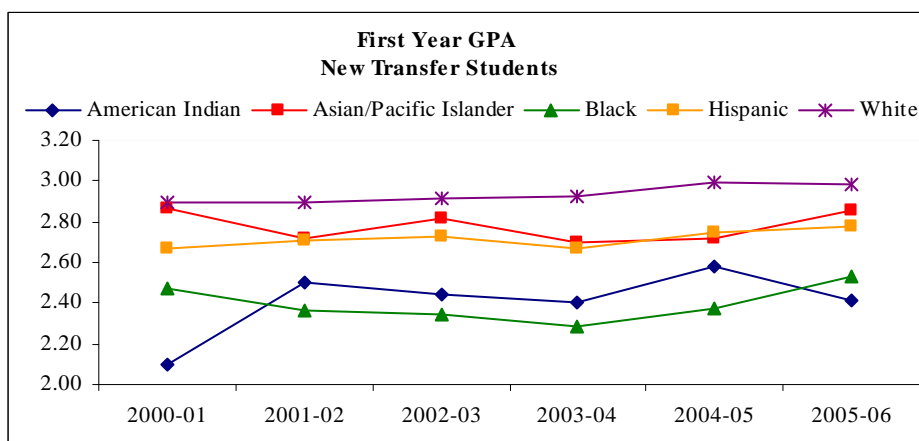
Key Findings

- Overall females continue to outnumber male students with 2,967 or 56% of the total transfer students. Female students consistently earn higher GPA's (3.00 vs. 2.81) and more continue on to earn a Bachelor's degree than the male students (75% females vs. 66% males in FY2000-01).
- Over three-fifths (68% or 3,619) of the transfer students are traditional college-age. More of these students earn a Bachelor's degree (74% under 25 years vs. 65% over 25 in FY 2000-01).
- Underrepresented minority students earn lower first-year GPA's (American Indian 2.41) and fewer go on to earn a Bachelor's degree (American Indian 48% in FY 2000-01) compared to Hispanic students (2.78 GPA and 70% degree completion FY in 2000-01) or White students (2.98 GPA and 72% degree completion in FY 2000-01).
- Most transfer students have a high school diploma (4,889 or 92%) and 86% of them persist to next year with 71% completing a Bachelor's degree in FY 2000-01. Also, students who declare a *transfer intent* are most likely to complete their 4-year degree (74% in FY 2000-01).

✚ First-year Grade Point Average (GPA)

There has been a general upward trend in the first-year GPA of students transferring to an Arizona public university. Female students consistently perform better (3.00) than male students (2.81) in their first university year. Students over 25 perform better (3.11) than the traditional college-age students (2.82).

- American Indian transfer students earned the lowest GPA of 2.41, though the trend has increased over the time period analyzed.
- Black transfer students also earn a lower GPA than other students though experienced a GPA increase to 2.53 from 2.37.
- Hispanic transfer students increased their first-year GPA to 2.78 an upward trend over the time period analyzed, though still lag behind the White students GPA of 2.98.
- Students who were primarily full-time at MCCCDC before transferring completed 19.9 credit hours while the part-time students completed 18.0 hours. Full-time students earned a lower GPA than the part-time students (2.88 vs. 3.00).



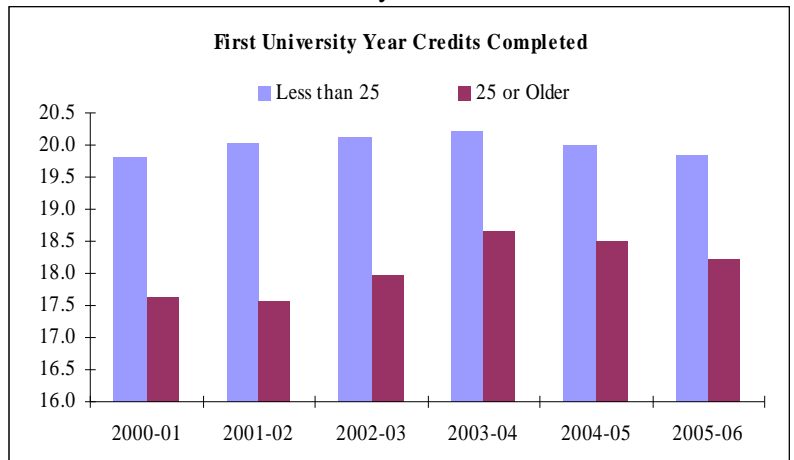
FY 2005-06		
Community College Attendance Status	First-Year GPA	First Year Credit Hours
Full-time	2.88	19.9
Part-time	3.00	18.0

- Most students declare a *degree and transfer intent* (51% of 5,341) or a *transfer intent* (31%). Students who declare a *degree and transfer intent* perform better (2.94 GPA) compared to students declaring a *transfer intent* (2.88 GPA).

✚ First-year Credit Hours Completed

The number of credit hours completed by the students their first year at the university has remained flat. The current average is 19.3 credit hours.

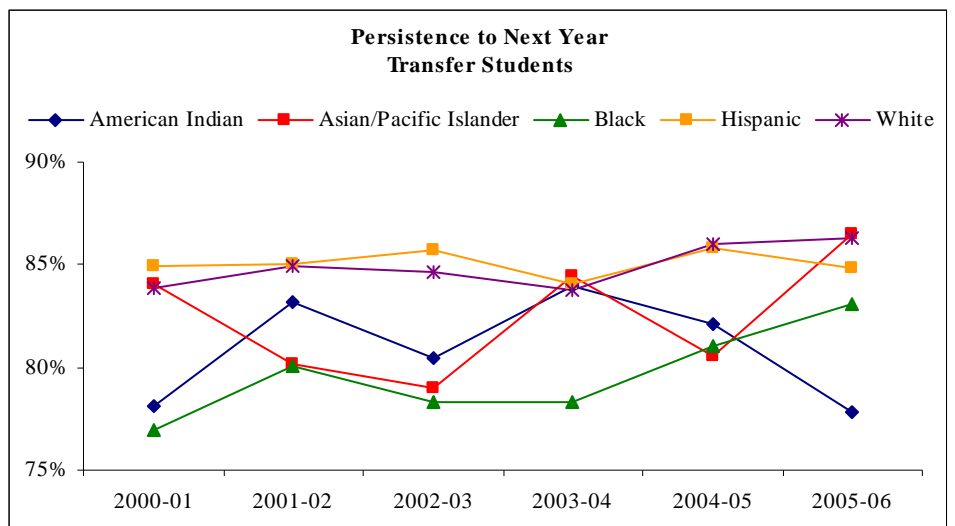
- Underrepresented minorities earned fewer credit hours. Black students completed the lowest number of credit hours (17.2) their first university year which was a decrease of 1.1 from last year.
- The traditional college-age students consistently complete more first year credits at the university (19.9) and comprise over three-fifths (68% or 3,619) of the transfer students. Students older than 25 complete fewer first year credits (18.2).
- Students who declare a *transfer intent* at the community college completed 19.8 hours their first year at the university. This is more than students who declared an *intent to get their associate's degree or certificate* (19.0 and 16.1 credit hours).



✚ Persistence to Second University Year

The trend in the persistence rate over the past six years has increased slightly to 86%. Students who were primarily full-time at MCCCCD before transferring and declared a *transfer intent* are most likely to persist (87% second-year persistence and 74% of them earn a Bachelor's degree in FY 2000-01).

- American Indian and Black students continue to lag behind other minority groups in terms of persistence to second university year (78% and 83%).
- Traditional college-age students persist at a slightly higher rate (86%) than those 25 and older (85%).
- The smaller group of students with a GED actually persist at higher levels (89%) than high school graduates (86%).



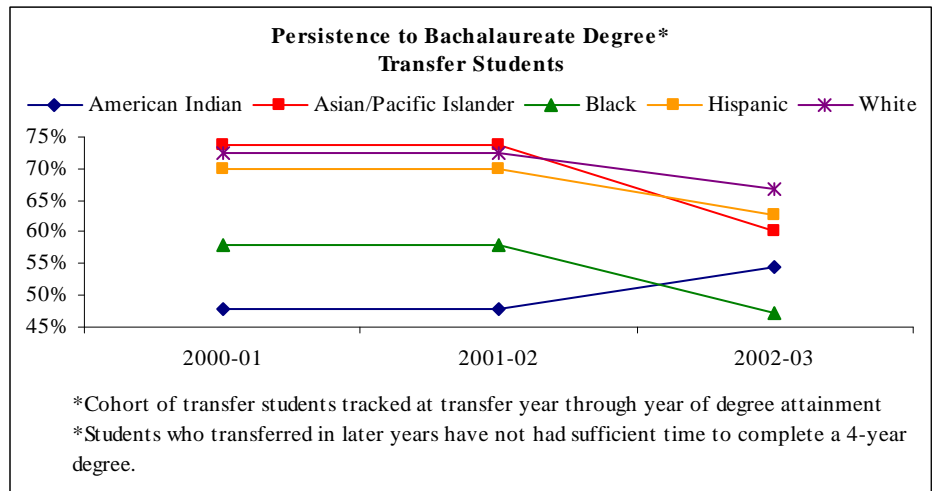
Transfer Student Persistence Trend			
Transferred in Year	Time Since Transfer*	% Persisted to 2 nd Year	% Attained 4-year Degree
2002-03	4 years	84%	65%
2001-02	5 years	85%	69%
2000-01	6 years	84%	71%

NOTE: Three or more years after students transfer, the percent earning a bachelor's degree begins to increase substantially.

✚ **Persistence to Bachelor's Degree** *(analyses based on the oldest years reported 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.

- Only 48% of the American Indian students and 58% of the Black students earned a Bachelor's degree. A large number of the Hispanic students (70%) and White students (72%) earned a 4-year degree.
- The degree attainment for females (75%) and traditional college-age students (74%) are higher overall. Also more full-time students (74%) and high school graduates (71%) earn a Bachelor's degree.



Community College Survey of Student Engagement (CCSSE)

Source: CCSSE Web Site <http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm>

Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. *The Community College Student Report*, CCSSE's survey instrument, builds on this research and asks students about their college experiences — how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on.

To view the survey results for a particular college, see “[Member Colleges](#).” For more analysis of important survey findings or to search the data, see “[Survey Results](#).”

CCSSE's Survey Instrument - You may download PDF files to view and print the following versions of the survey.

- [2005-2008](#)
- [2004](#)
- [2003 \(for individual colleges\)](#)
- [2003 with additional items \(for consortia\)](#)
- [2002](#)
- [2001](#)

Beginning in 2006, each year we will select a different topic for the special item set, based on interest among CCSSE colleges and the research community, and we will share national results in CCSSE's annual report. This strategy will help to keep the survey fresh — addressing issues of importance to community colleges and their students — while also keeping the core survey stable.

- [2007 CCSSE additional questions](#)
- [2006 CCSSE additional questions](#)

The Research Behind CCSSE

In 2006, CCSSE completed a major validation research study that examines the relationship between student engagement and community college student outcomes. While the connection between student engagement and student success has been emphasized in a number of major studies and reports on the undergraduate experience, the extant literature has focused almost exclusively on students in four-year colleges and universities -- until now. This report on a three-pronged collection of studies validates the relationships between student engagement and a variety of student outcomes in community colleges -- including academic performance, persistence, and attainment.

- Working Paper: [CCSSE Validation Research 2006](#)

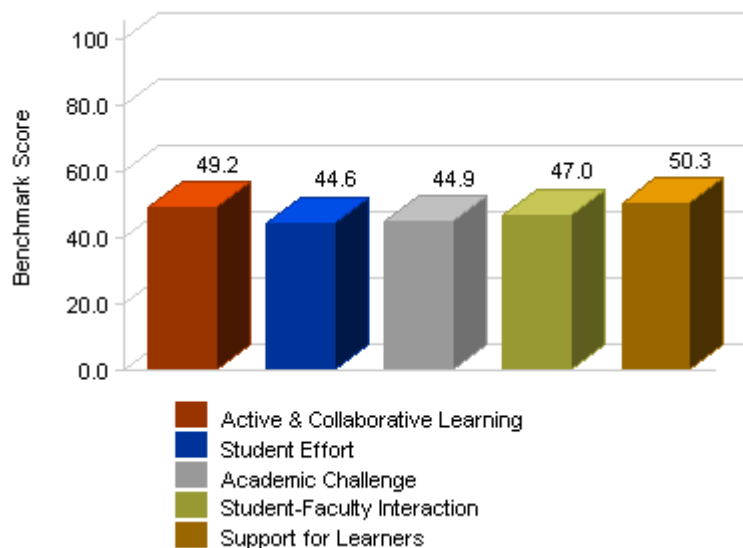
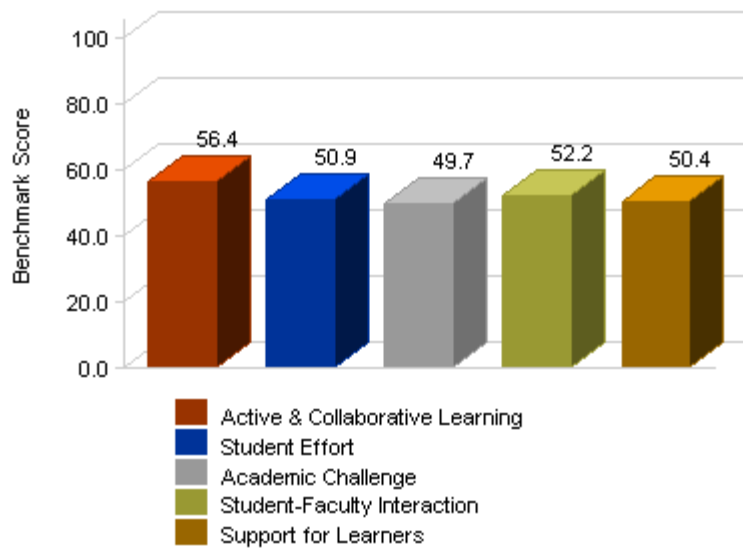
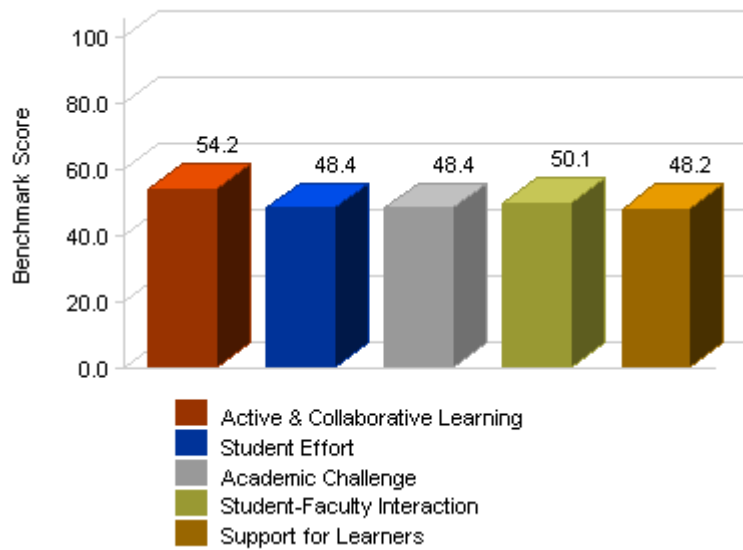
For information about the research related to the items on CCSSE's student survey, *The Community College Student Report*, click the link below. The link will lead you to a copy of the survey instrument; there you may click on any item and see an annotated list of related research articles.

- [Annotated Bibliography](#)

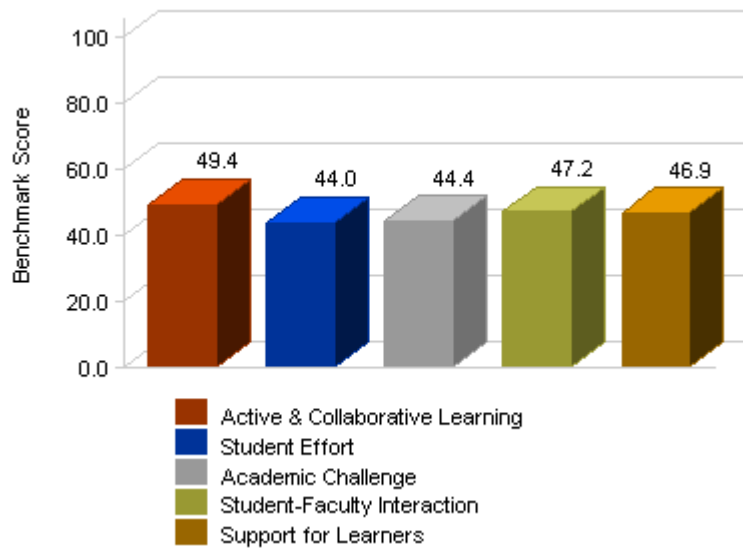
To learn more about *The Community College Student Report* and the work related to the psychometric properties of the survey, click on the following link.

- [CCSSE Psychometrics Paper](#)

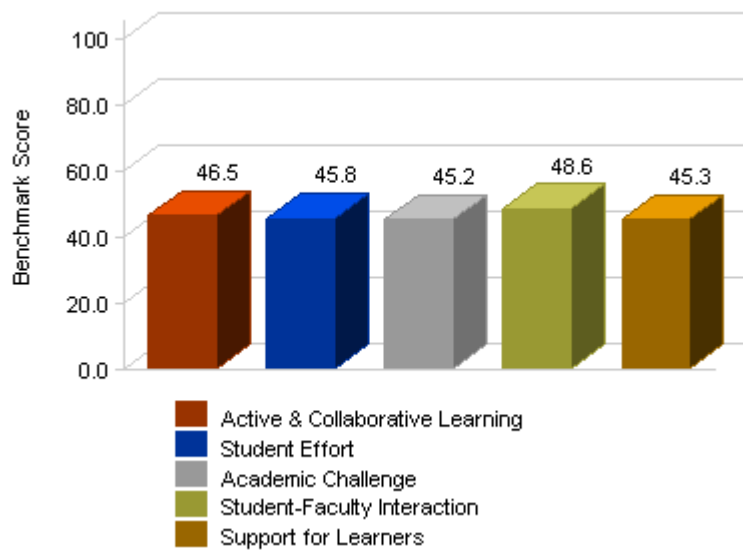
CCSSE Participant Results



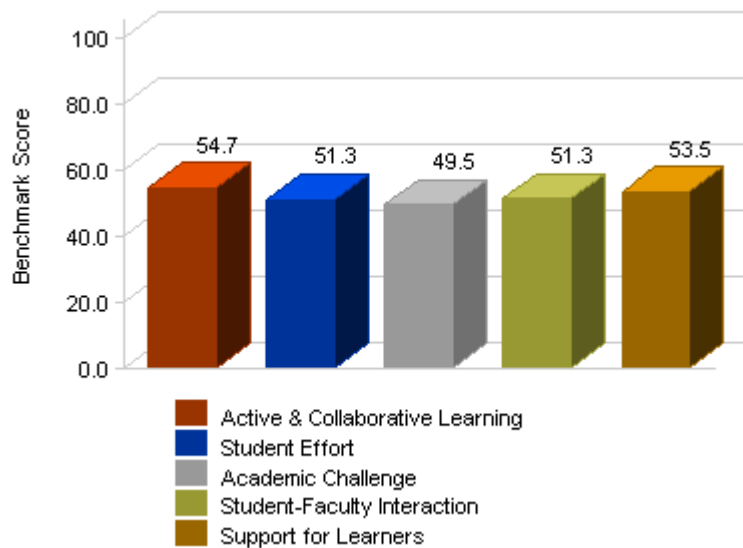
CCSSE Participant Results



**Paradise Valley CC
2006 Results**



**Scottsdale CC
2005 Results**



**South Mountain CC
2007 Results**

ACT ON FACT

Using Data To Improve Student Success

2006 Findings Executive Summary



Each year, the Community College Survey of Student Engagement (CCSSE) presents the results of its annual survey — and helps colleges use that information to improve student learning and persistence. CCSSE results give community colleges objective and relevant data about students' experiences at their colleges so they can better understand how effectively they are engaging their students — and identify areas for improvement.

This work is essential. Community colleges often serve students who have the fewest options and the greatest challenges. If they do not succeed at their community colleges, these students likely will not have access to further education, productive jobs, or any of the benefits these opportunities bring. When this happens, it isn't just the students who lose. Our neighborhoods and our nation need these students to succeed. More and more, we rely on every individual to participate productively in our economy, our democracy, and the worldwide community.

Why Student Engagement? Why CCSSE?

Research shows that the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter they study — the more likely they are to learn, to stick with their studies, and to attain their academic goals. Student engagement, therefore, is a valuable yardstick for assessing the quality of colleges' educational practices and identifying ways they can produce more successful results — more students across all subgroups learning at higher levels and attaining their academic goals.

CCSSE's survey, *The Community College Student Report*, focuses on institutional practices and student behaviors

that promote student engagement. Beginning this year, all CCSSE data analyses include a three-year cohort of participating colleges. Using a three-year cohort increases the number of institutions and students in the national dataset, optimizes representation of institutions by size and location, and therefore, increases the reliability of the overall results.

This year's three-year cohort — called the 2006 CCSSE Cohort — includes all colleges that participated in CCSSE from 2004 through 2006. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2006 CCSSE Cohort includes 249,548 students from 447 institutions in 46 states.

CCSSE Is a Starting Point: How Colleges Use Data

For colleges, participating in CCSSE and getting the results are not ends unto themselves. In fact, they are just the beginning of understanding — and acting on — student results. Colleges that use data wisely are in a never-ending cycle of gathering, analyzing, and most important, *using* data. Their work looks like this:

The inarguable fundamentals

1. The center of community college work is student learning, persistence, and success.
2. Every program, every service, every academic policy is perfectly designed to achieve the exact outcome it currently produces. If a program isn't producing the desired outcome, the only rational action is to modify or discontinue it.

The cycle of using CCSSE data to assess, inform, and act

1. **Identify the areas that are most important to your college.** What priorities are identified in your strategic plan? What issues does your college most value? What are the needs of your students? These answers may be defined broadly (e.g., we place a high value on student-faculty interaction) or narrowly (e.g., how can we strengthen the emphasis on writing across our college curriculum?).
2. **Identify the survey items that address the identified priorities and the student groups in need.** For example, colleges concerned about strengthening students' writing skills might carefully examine writing expectations across the curriculum, devise appropriate assessments of writing, and agree on rubrics to maximize consistency in feedback for students.
3. **Review and analyze the data — part 1: Start with the benchmarks.** Benchmark scores highlight a handful of key areas of the student experience. They don't tell the whole story, but they paint broad outlines — and give clues about where colleges should look more closely.
4. **Review and analyze the data — part 2: Look at individual survey items associated with each benchmark.** For each item, ask whether the college's performance is what users expect and what they desire.
5. **Review and analyze the data — part 3: Disaggregate the data** to gauge engagement and outcomes among various student groups. The goal is to look at the data and see which students are being well served and which may need more intervention. All colleges should disaggregate data by race and ethnicity, income, and enrollment status (full-time versus part-time) to identify their more- and less-engaged student groups.
6. **Get members of year college community involved and encourage them to ask questions.** Involve faculty members and others and see what questions they raise about the data — and do so early in the process. Efforts to initiate change typically are more effective when key groups identify areas of interest or concern themselves.
7. **Design strategies that address concerns and set targets for progress.** For example, colleges concerned about retention might build career advising into coursework, require a visit with an academic advisor in the first week of classes, or have a visible presence of staff and faculty helping students navigate around campus in the first weeks of classes.
8. **Share the data and plans to address them with a broad range of stakeholders,** including faculty, staff, students, families of students, community members, business leaders, and policymakers. Involve these people in improvement efforts.
9. **Track progress by measuring outcomes.** Use CCSSE (comparing the same survey items after each administration of the survey), student cohort tracking, program/service evaluations, student focus groups, student learning assessments, and other means to collect data. Continue to disaggregate data and look at outcomes for the same groups of students.
10. **Scale up efforts that are working; modify or discontinue those that are not.** Channel resources where they will best serve students and lead to better student outcomes.
11. **Repeat.**

Focus attention on educational practices, programs, and policies that may be in need of improvement and those worthy of celebration.

2006 CCSSE Cohort Results: Looking Behind the Numbers

As colleges review their CCSSE results — looking at individual survey items and disaggregating findings to see how various student groups are faring — they work to get at the student experiences behind the numbers. They ask questions, such as:

- Which students are having a more productive college experience? For whom is our current practice working? Who, if anyone, might be left behind?
- What are the differences in various students' experiences? Are certain practices mandatory for some students but not for others? Should they be required for all students?
- What practices are built into the classroom experience now? Should we incorporate more expectations, activities, or services into coursework?

Below we provide results for the 2006 CCSSE Cohort along with a discussion of how colleges might analyze the data. The results are organized by benchmark, but they focus on the specific survey items associated with each benchmark. For detailed results for every survey item associated with each benchmark, visit www.ccsse.org.

Active and Collaborative Learning

When reviewing the survey items associated with active and collaborative learning, it often is useful to compare activities that happen in the classroom with those that happen outside the classroom. Given the competing demands for students' time (working, caring for dependents, commuting) and the fact that most students attend college part-time, colleges have limited time to engage their students. The more colleges understand current patterns of student engagement, the better they can design programs to expand active and collaborative learning.

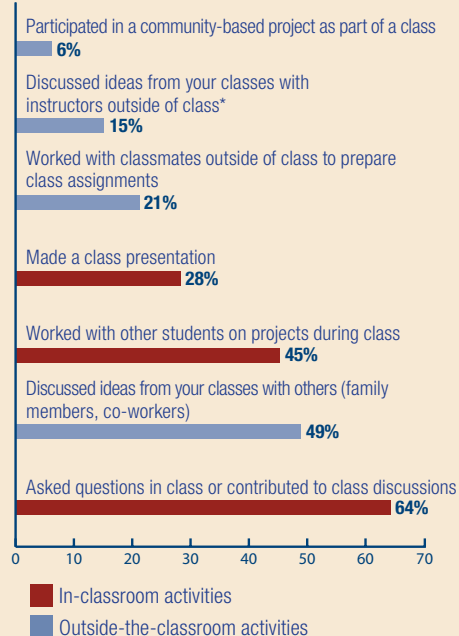
Key findings. More students are engaged in active and collaborative learning inside the classroom than outside. For example, whereas 21% of students work with classmates outside of class to prepare class assignments, more than double that number, 45%, work with other students on projects during class.

Next steps. To strengthen active and collaborative learning, faculty members may build more collaborative projects into their classroom activities. Colleges also may mandate the inclusion of community-based projects in

certain classes or introduce more learning communities or study groups. Finally, colleges may consider professional development that helps faculty members become more comfortable with interactive teaching.

ACTIVE AND COLLABORATIVE LEARNING: IN THE CLASSROOM COMPARED WITH OUTSIDE THE CLASSROOM

Percentage of students responding *often or very often*



*This survey item is not part of the active and collaborative learning benchmark but is included here to help illustrate the differences in student experiences inside and outside the classroom.

Source: 2006 CCSSE Cohort data.

Student Effort

When reviewing survey items associated with student effort, colleges may compare performance of different student groups. They also should ask questions about how much students *should be* studying, reading, and writing.

Key findings. More than a third of full-time students (38%) spend five hours per week or less preparing for class. Full-time women put forward more effort by this measure than full-time men: 33% of women, versus 46% of men, spend between zero and five hours preparing for class; and 52% of women, versus 46% of men, spend between six and 20 hours preparing for class.

Next steps. Colleges that are focused on encouraging greater student effort may consider mandating a first-year student success course that addresses learning strategies and expectations. They also may find ways to connect all students with college services — writing and math centers, peer tutoring, and other resources that promote student success — in the first weeks of their academic experience.

To further engage men in particular, colleges might review other survey items to see where men are engaged and then create programs that build study skills and academic engagement into those areas of the student experience.

Academic Challenge

When analyzing data for survey items associated with academic challenge, colleges might compare students' responses on survey items that correspond with higher-level cognition with their responses about memorizing facts and ideas.

Key findings. The 2006 CCSSE Cohort responses indicate that students' coursework emphasizes rote memorization as much as, or more than, higher-level cognition. Almost two-thirds (64%) of students report that their coursework emphasizes work associated with memorizing facts *quite a bit or very much*. A similar percentage of respondents say their coursework emphasizes analyzing ideas, and fewer respondents report that their coursework emphasizes synthesizing ideas or information, making judgments about the value and soundness of information, and applying concepts to practical problems or in new situations.

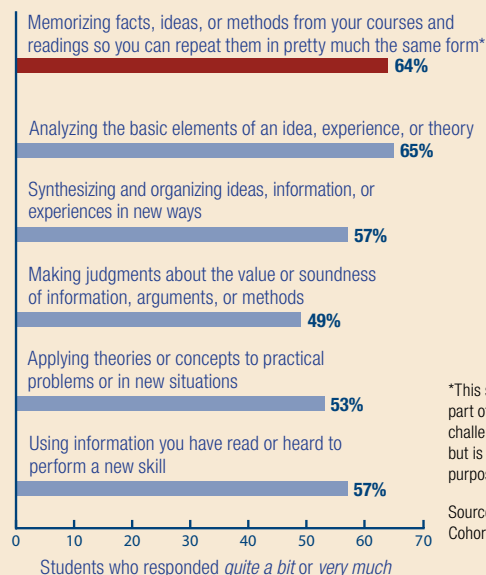
Next steps. Colleges with similar results may focus on learning outcomes or core competencies that all students are expected to meet to graduate and identify how each course contributes to these outcomes. Some colleges implement writing requirements in most courses. Others create interdisciplinary faculty teams that develop strategies, such as oral presentations in math classes, that bring core skills to all types of classes. Colleges also may consider faculty development that focuses on bringing higher-level thinking into coursework.

Student-Faculty Interaction

In the past, CCSSE data for this benchmark have revealed intriguing engagement differences for black men, whose connections to the college tend to emphasize out-of-class and social activities. Black men, for example, are more likely than other groups to work with instructors on activities other than coursework. Colleges whose data reflect these types of differences may better serve black male students if they

KEY FINDINGS FOR ACADEMIC CHALLENGE

During the current school year, how much has your coursework at this college emphasized the following mental activities?



*This survey item is not part of the academic challenge benchmark but is included here for purposes of comparison.

Source: 2006 CCSSE Cohort data.

find ways to build on out-of-class interests to strengthen students' academic engagement.

Key findings. It is useful to compare part-time and full-time students' responses to survey items associated with student-faculty interaction. In the 2006 CCSSE Cohort, responses to all but one survey item associated with student-faculty interaction show significant differences between part-time and full-time students. Part-time students are less likely than full-time students to use e-mail to communicate with an instructor (34% of part-time students, versus 47% of full-time students, say they *often or very often* do so), talk about career plans with an instructor or advisor (19% of part-time students versus 30% of full-time students), and discuss grades or assignments with an instructor (40% of part-time students versus 51% of full-time students).

Next steps. Given the dramatic differences in the experience of part-time and full-time students, colleges might explore ways to maximize such interactions for students who spend limited time on campus. They might, for example, revisit advising roles for both full-time and part-time faculty, bearing in mind that part-time faculty typically teach at least half of all sections taught at community colleges — and are more likely to teach in the evenings, when part-time students are more likely to attend classes.

Support for Learners

Once again, the story behind the numbers emerges through disaggregating the data. Each year, CCSSE data show significant differences in engagement between

academically underprepared students and their more prepared peers across all benchmarks. Academically underprepared students, in general, exert more effort, experience greater support from their colleges, and use academic services more extensively than their adequately prepared peers. They also experience greater academic challenges and, as high-risk students, are more likely to discontinue their studies.

Research shows that early success and, therefore, early intervention are critical for retaining these students — and that these efforts yield high dividends.

Key findings. Academically underprepared students use services more than their adequately prepared peers, but far fewer than half of academically underprepared stu-

dents report using these services often. Among all students, the gap between perceived importance and use of these services also indicates that more students value these services than use them.

Next steps. Colleges that want more students to take advantage of services must make services inescapable by integrating them into students' educational experiences and providing them at times and in places that accommodate students' schedules. Colleges might, for example, make the use of certain services mandatory or build them into coursework, or they might offer services in the evenings and on weekends, when students — and in particular, high-risk students — can more easily take advantage of them.

CCFSSE: Go to the Head of the Class

The Community College Faculty Survey of Student Engagement (CCFSSE), which is aligned with CCSSE, elicits information from faculty about their teaching practices, the ways they spend time both in and out of class, and their perceptions regarding students' educational experiences. CCFSSE now is in its second year, and this year, all CCFSSE analyses use a two-year cohort of participating colleges. This year's cohort — called the 2006 CCFSSE Cohort — includes all colleges that participated in CCFSSE in 2005 and 2006 (each college's most recent year of participation).

How Faculty Members Spend Their Time

This year's CCSSE special focus survey items target academic planning and advising because of their demonstrated value in helping students succeed. Students, moreover, identify faculty members as their best source of academic guidance. Given that finding, it is disheartening to note that 22% of faculty members do not spend any time in a typical week advising students.

A review of how faculty members spend their class time also yields noteworthy results. Almost a third of faculty respondents report that they spend more than half of their class time lecturing. On the other end of the spectrum, more than half (51%) of respondents say they spend less than 20% of their class time on teacher-led discussion, and 91% of faculty respondents say that they spend less than 20% of their class time on in-class writing. Half of faculty respondents say they spend none of their class time on in-class writing.

As with CCSSE results, colleges should analyze their CCFSSE results in terms of their institutional priorities. These findings

suggest that to boost student engagement colleges might encourage more faculty members to use more engaging instructional strategies, integrate courses through learning communities, support each other with team teaching, and build service learning and other experiential learning opportunities into their coursework. CCFSSE results also can help colleges identify areas of focus for professional development.

CCFSSE: HOW FACULTY MEMBERS USE CLASS TIME

In your selected course section, on average, what percentage of class time is spent on each of these activities?

	0%	1–19%	20–49%	50–74%	75–100%
Lecture	2%	27%	40%	22%	9%
Teacher-led discussion	4%	47%	38%	8%	3%
Teacher-student shared responsibility	24%	45%	25%	5%	2%
Small-group activities	22%	53%	20%	4%	1%
Student presentations	39%	50%	10%	1%	1%
In-class writing	50%	41%	7%	1%	<1%
Experiential	64%	17%	12%	4%	2%
Hands-on practice	27%	34%	22%	9%	7%

Source: 2006 CCFSSE Cohort data.

Note: Percentages may not total 100% due to rounding.

Special Focus: Academic Advising and Planning

Roadmaps for Success

This year, CCSSE introduced a new feature for its survey: five *special focus* survey items that examine an area of student experience and institutional performance that is critical for student success. Each year, the special focus items will concentrate on a different topic. With this structure, CCSSE can present fresh ideas and address current interests — and keep the core survey stable so colleges can make comparisons across survey years.

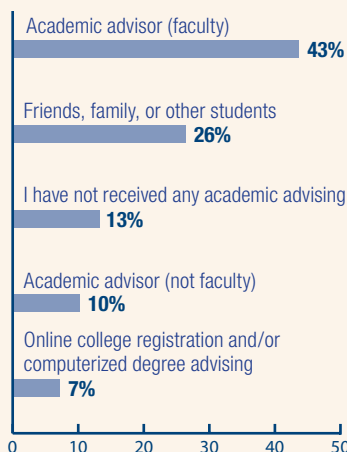
The 2006 special focus items help colleges take a closer look at academic advising and planning. Every year, CCSSE respondents place more value on academic advising than

on any other student service, and consistently, there is a gap between the number of students who value advising and those who use it. In the 2006 CCSSE Cohort, 89% of respondents say that academic advising is *somewhat* or *very important*; 55% report using that service *sometimes* or *often*.

The importance of academic advising and planning is well documented. Having a plan — a clear goal and a roadmap for reaching it — plays a critical role in students' choosing to return to school the next day, next month, and next year. Anyone interested in reaching a goal is well served by having clear milestones for progress. In focus groups, community college students report a particularly strong need for these milestones because their educational goals compete with work, caring for dependents, and other responsibilities.

KEY FINDINGS: ACADEMIC ADVISING AND PLANNING

While attending this college, what has been your best source of academic advising?



Source: CCSSE 2006 data.

Faculty Members' Roles in Advising

The special focus questions show that students value advising from faculty members more than from any other source. When asked about their best source of advising, 43% of respondents choose faculty members. More than one-quarter of students (26%) name friends, family, or other students as their best source of advice, indicating that these sources are serving students better than services provided by their colleges. Only 7% of students say that online services are their best source of advising, suggesting that students value the personal interaction that is part of an advising relationship.

Asked to rate the strength of their relationships with their advisors, 23% of all students say they do not use advising services. For part-time students, the percentage is 29%, a concern when nearly two-thirds of community college students attend part-time.



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of Teaching

Category	Indicator	MCCD Results	National Results			MCCCD Mean is: Below, Equal to, or Above National Median		
		Mean	10th Percentile	Median	90th Percentile	Below	Equal	Above
Cost per Credit Hr. & FTSE	Cost per Credit Hour	\$110	\$79	\$131	\$198	X		
	Cost per FTSE	\$3,313	\$2,356	\$3,923	\$5,948	X		
Credit, College-level Course Retention & Success	College-level Course Retention (A,B,C,D,F,P)	82%	81%	88%	93%	X		
	Successful College-level Course Completion (A,B,C,P)	74%	68%	74%	81%		X	
Persistence	Fall 2005 to Spring 2006	61%	58%	68%	76%	X		
	Fall 2005 to Fall 2006	44%	40%	47%	53%	X		
First-time Student Cohort (3-yr Completions)	3-Yr. Completer Rate for Full time Students	17%	10%	19%	33%	X		
	3-Yr. Completer Rate for Part time Students	7%	2%	6%	13%			X
Transfer of First-Time Students (RTK) to College	3-Yr. Transfer Rate for Full time Students	6%	7%	17%	32%	X		
	3-Yr. Transfer Rate for Part time Students	2%	2%	10%	22%	X		
	3-Year Completer or Transfer Rate for Full time Students	23%	23%	38%	58%	X		
	3-Year Completer or Transfer Rate for Part time Students	8%	8%	16%	34%	X		
Core Academic Area Successful Completion (A,B,C,P)	College Algebra	56%	43%	57%	72%	X		
	English Composition I	69%	61%	69%	78%		X	
	English Composition II	59%	57%	67%	77%	X		
	Speech Communication	72%	66%	75%	84%	X		
Institution-wide Credit Grades	Credit Course Withdrawals	19%	7%	12%	19%			X
	Credit Course Completers	81%	81%	88%	93%	X		
	Credit Course Success	73%		72%				X
	Credit Course A & B Grades	56%	48%	55%	62%			X
Transfer Performance	1st Year Cumulative GPA for New Transferees	2.91	2.70	2.91	3.10		X	
	1st Year Avg. Credit Hours Taken by New Transferees	19.52	17.57	20.58	27.90	X		
	Percent Persisted to Following Year	85%	72%	79%	88%			X
Developmental Course Retention (A,B,C,D,F,P)	Developmental Math Retention	66%	69%	83%	92%	X		
	Developmental English Retention	75%	73%	87%	94%	X		
	Developmental Reading Retention	82%	78%	88%	95%	X		
Developmental Course Success (A,B,C,P)	Developmental Math Success	49%	45%	55%	67%	X		
	Developmental English Success	61%	54%	65%	74%	X		
	Developmental Reading Success	68%	54%	68%	79%		X	

National Community College Benchmark Project
MCCCD and National Results
20007 Report of Aggregate Data

Category	Indicator	MCCD Results	National Results			MCCCD Mean is: Below, Equal to, or Above National Median		
		Mean	10th Percentile	Median	90th Percentile	Below	Equal	Above
Developmental Success in First College-level Courses	Developmental English Student - Successful Completion of First College-level English Course within 1 Year	72%	56%	70%	80%			X
	Developmental Math Student - Successful Completion of First College-level Math Course within 1 Year	65%	49%	66%	79%	X		
Market Penetration	Credit Student Market Penetration	6%	1%	3%	6%			X
	Non-Credit Student Market Penetration	1%	0.4%	2%	5%	X		
Access & Participation	Minority Student Representation	31%	5%	16%	56%			X
	Minority Employee Representation	29%	2%	10%	36%			X
Average Class Size	Credit Sections	21.4	15.6	19.3	23.2			X
Student/ Faculty Ratio	Credit Courses	16.8	13.1	17.9	23.0	X		
Instructional Faculty Load	% Credit Hours by Full time Faculty	38%	39%	54%	71%	X		
	% Credit Hours by Part time Faculty	62%	29%	46%	61%			X
	% Sections by Full time Faculty	36%	36%	50%	69%	X		
	% Sections by Part time Faculty	64%	31%	50%	64%			X
Retirements & Departures	Retirements Rate	2%	0.2%	2%	4%		X	
	Departures Rate	8%	1%	6%	11%			X

National Community College Benchmark Project (NCCBP)

The National Community College Benchmark Project provides community colleges with opportunities to report outcome and effectiveness data, receive reports of benchmarks, and compare their data with those of other institutions.

NCCBP was established in 2003 to satisfy needs for comparative data in critical performance areas. Annual data collection begins in March, and reports of national aggregate data and opportunities to compare benchmark results with other community colleges become available each fall.

Data are confidential. Institutional data are not identified in national aggregate reports to other subscribing institutions, and institutions can make peer comparisons without revealing their own information. An annual report to facilitate exchange of best practices, however, lists names of institutions, with their permissions, that scored above the 80th percentile on each benchmark.

Subscribers provide benchmark data on a range of learning outcomes and institutional processes. Definitions of benchmarks are included in data-collection materials and are updated annually. NCCBP benchmarks include the following:

- Certificate, degree completion and transfer rates
- Credit course persistence rates
- Performance in transfer institutions
- Student satisfaction and engagement ratings
- Student goal attainment
- College-level course retention and success rates
- Developmental course retention and success rates
- Developmental student success in first college-level courses
- Career program completers' employment status and employer ratings
- Success rates in core academic skill areas
- Institution-wide grade information
- Minority participation rates
- High school graduate enrollment rates
- Market penetration rates
- Business and Industry productivity
- Average credit section size
- Student/faculty ratio
- Distance learning outcomes
- Instructional faculty load
- Cost per credit hour and FTE student
- Distance learning sections and grade distributions
- Student/student services staff ratio
- Human resources statistics
- Cost per credit hour
- Training expenditures per e

Source: NCCBP Web Site <http://www.nccbp.org/>

2007 NCCBP Participants
Characteristics: All Reporting Institutions

Institution Type			Calendar		
Single-campus:	118	66.30%	Semester:	171	96.10%
Multi-campus:	55	30.90%	Quarter:	6	3.40%
Multi-college District:	5	2.80%	Trimester:	1	0.60%
			Other:		
Campus Environment			Faculty Unionized		
Primarily Urban:	50	28.10%			
Primarily Suburban:	63	35.40%	Yes:	97	54.50%
Primarily Rural:	65	36.50%	No:	81	45.50%
Control					
Public:	178	100.00%			
Private:					

Mid-South Community College (AR)
 NorthWest Arkansas Community College (AR)
 Ouachita Technical College (AR)
 Chandler-Gilbert Community College (AZ)
 Cochise College (AZ)
 Estrella Mountain Community College (AZ)
 GateWay Community College (AZ)
 Glendale Community College (AZ)
 Maricopa County Community College District (AZ)
 Mesa Community College (AZ)
 Paradise Valley Community College (AZ)
 Phoenix College (AZ)
 Rio Salado College (AZ)
 Scottsdale Community College (AZ)
 South Mountain Community College (AZ)
 Yavapai College (AZ)
 Chaffey College (CA)
 Colorado Mountain College (CO)
 Chipola College (FL)
 Gulf Coast Community College (FL)
 Lake City Community College (FL)
 Miami Dade College (FL)
 Seminole Community College (FL)
 South Florida Community College (FL)
 St. Johns River Community College (FL)
 Valencia Community College (FL)
 DeKalb Technical College (GA)
 Hawaii Community College (HI)
 Honolulu Community College (HI)
 Kapiolani Community College (HI)
 Kauai Community College (HI)
 Leeward Community College (HI)
 Maui Community College (HI)
 Windward Community College (HI)
 Des Moines Area Community College (IA)
 Ellsworth Community College (IA)
 Iowa Lakes Community College (IA)
 Iowa Western Community College (IA)
 Kirkwood Community College (IA)

Marshalltown Community College (IA)
 North Iowa Area Community College (IA)
 Northeast Iowa Community College (IA)
 Black Hawk College (IL)
 College of DuPage (IL)
 College of Lake County (IL)
 Harper College (IL)
 Illinois Central College (IL)
 Illinois Valley Community College (IL)
 Kankakee Community College (IL)
 Kaskaskia College (IL)
 Moraine Valley Community College (IL)
 Richland Community College (IL)
 Waubonsee Community College (IL)
 Allen County Community College (KS)
 Garden City Community College (KS)
 Highland Community College (KS)
 Johnson County Community College (KS)
 Kansas City Kansas Community College (KS)
 Ashland Community & Technical College (KY)
 Big Sandy Community & Technical College (KY)
 Bluegrass Community & Technical College (KY)
 Bowling Green Technical College (KY)
 Elizabethtown Community & Technical College (KY)
 Gateway Community & Technical College (KY)
 Hazard Community & Technical College (KY)
 Henderson Community College (KY)
 Hopkinsville Community College (KY)
 Jefferson Community & Technical College (KY)
 Madisonville Community & Technical College (KY)
 Maysville Community & Technical College (KY)
 Owensboro Community & Technical College (KY)
 Somerset Community & Technical College (KY)
 Southeast Kentucky Comm. & Technical College (KY)
 West Kentucky Community & Technical College (KY)
 Carroll Community College (MD)
 Hagerstown Community College (MD)
 Howard Community College (MD)
 Central Maine Community College (ME)
 Grand Rapids Community College (MI)
 Jackson Community College (MI)
 Kalamazoo Valley Community College (MI)
 Lake Michigan College (MI)
 Macomb Community College (MI)
 Northwestern Michigan College (MI)
 Schoolcraft College (MI)
 Southwestern Michigan College (MI)
 St. Clair Community College (MI)
 Washtenaw Community College (MI)
 Riverland Community College (MN)
 Rochester Community and Technical College (MN)
 East Central College (MO)
 Metropolitan Community College - Kansas City (MO)
 St. Charles Community College (MO)
 State Fair Community College (MO)
 Asheville-Buncombe Technical Comm. College (NC)
 Wake Technical Community College (NC)
 Metropolitan Community College (NE)
 Burlington County College (NJ)

Gloucester County College (NJ)
 Hudson County Community College (NJ)
 Raritan Valley Community College (NJ)
 Central New Mexico Community College (NM)
 Dona Ana Branch Community College (NM)
 Eastern New Mexico University - Roswell (NM)
 San Juan College (NM)
 College of Southern Nevada (NV)
 Truckee Meadows Community College (NV)
 Adirondack Community College (NY)
 Broome Community College (NY)
 Cayuga County Community College (NY)
 Clinton Community College (NY)
 Columbia-Greene Community College (NY)
 Corning Community College (NY)
 Dutchess Community College (NY)
 Erie Community College (NY)
 Fulton-Montgomery Community College (NY)
 Genesee Community College (NY)
 Hudson Valley Community College (NY)
 Jamestown Community College (NY)
 Jefferson Community College (NY)
 Mohawk Valley Community College (NY)
 Monroe Community College (NY)
 Nassau Community College (NY)
 Niagara County Community College (NY)
 North Country Community College (NY)
 Onondaga Community College (NY)
 Orange County Community College (NY)
 Rockland Community College (NY)
 Schenectady County Community College (NY)
 Suffolk County Community College (NY)
 Sullivan County Community College (NY)
 Tompkins-Cortland Community College (NY)
 Ulster County Community College (NY)
 Westchester Community College (NY)
 Bucks County Community College (PA)
 Butler County Community College (PA)
 Community College of Allegheny County (PA)
 Community College of Beaver County (PA)
 Community College of Philadelphia (PA)
 Delaware County Community College (PA)
 Harrisburg Area Community College (PA)
 Lehigh Carbon Community College (PA)
 Luzerne County Community College (PA)
 Montgomery County Community College (PA)
 Northampton Community College (PA)
 Pennsylvania Highlands Community College (PA)
 Reading Area Community College (PA)
 Westmorland County Community College (PA)
 Trident Technical College (SC)
 Chattanooga State Technical Community College (TN)
 Cleveland State Community College (TN)
 Columbia State Community College (TN)
 Dyersburg State Community College (TN)
 Jackson State Community College (TN)
 Motlow State Community College (TN)
 Nashville State Technical Community College (TN)
 Northeast State Technical Community College (TN)

Pellissippi State Technical Community College (TN)
Roane State Community College (TN)
Southwest Tennessee Community College (TN)
Volunteer State Community College (TN)
Walters State Community College (TN)
Amarillo College (TX)
Austin Community College (TX)
Brazosport College (TX)
Collin County Community College District (TX)
Del Mar College (TX)
Northwest Vista College (TX)
Palo Alto College (TX)
Richland College (TX)
San Antonio College (TX)
Clark College (WA)
Spokane Community College (WA)
Spokane Falls Community College (WA)
Fox Valley Technical College (WI)
Moraine Park Technical College (WI)
Waukesha County Technical College (WI)
Northern Wyoming Community College District (WY)

Institution Wide Credit 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Withdrawn	56,301	19%	56,308	17%	59,261	18%	62,228	18%	65,254	19%	63,497	18%
Race/Ethnic Background												
American Indian	2,044	24%	2,151	23%	2,243	22%	2,251	21%	2,454	23%	2,465	25%
Asian/Pacific Islander	1,855	17%	1,758	16%	1,850	17%	1,868	16%	2,026	16%	2,177	17%
Black	3,021	22%	3,558	22%	4,267	23%	4,866	24%	5,183	24%	5,179	24%
Hispanic	10,389	21%	10,481	19%	11,411	19%	11,829	18%	13,403	20%	13,256	20%
White	32,523	18%	31,930	17%	32,711	17%	34,747	17%	35,880	18%	33,712	17%
Other	1,502	21%	1,499	18%	1,681	20%	1,762	20%	1,802	20%	1,682	19%
Unknown	4,967	16%	4,931	16%	5,098	16%	4,905	17%	4,506	17%	5,026	17%
Gender												
Female	28,434	18%	28,242	17%	30,104	17%	31,652	17%	34,044	18%	32,831	18%
Male	25,123	20%	25,416	19%	26,502	19%	28,505	19%	29,513	20%	28,972	20%
Unknown	2,744	14%	2,650	15%	2,655	15%	2,071	16%	1,697	17%	1,694	18%
Age												
Less than 25	36,065	20%	35,936	18%	37,606	19%	38,948	19%	42,620	20%	41,306	20%
25 or Older	19,253	17%	19,680	16%	21,180	16%	22,760	17%	22,281	17%	21,771	17%
Unknown	983	16%	692	13%	475	10%	520	11%	353	10%	420	12%
High School Status												
HS Diploma	42,553	19%	42,776	18%	45,473	18%	48,193	18%	51,458	19%	50,456	19%
GED	4,806	24%	4,927	23%	5,376	22%	5,928	24%	5,801	23%	5,222	23%
No GED/Diploma	1,724	24%	1,662	23%	1,649	21%	1,743	22%	1,708	22%	1,826	21%
Other/Unknown	7,218	14%	6,943	13%	6,763	13%	6,364	12%	6,287	13%	5,993	12%
Intent/Goal												
Degree	7,558	17%	8,950	16%	10,304	16%	11,302	17%	8,469	17%	7,801	16%
Certificate	1,256	11%	985	9%	1,391	11%	1,570	12%	1,324	11%	1,524	12%
Transfer	23,268	21%	22,397	19%	23,098	20%	24,643	20%	25,822	21%	25,125	21%
Degree + Transfer	7,390	19%	6,510	18%	6,866	19%	6,678	19%	9,708	20%	9,168	19%
Certificate + Transfer	93	14%	97	14%	130	16%	168	19%	304	21%	150	15%
Workforce	6,638	19%	6,399	17%	6,496	17%	6,899	16%	8,202	16%	7,867	17%
Personal Interest	4,319	18%	4,146	18%	3,655	16%	3,530	16%	3,827	17%	3,572	17%
Unknown	5,779	17%	6,824	16%	7,321	16%	7,438	17%	7,598	19%	8,290	18%
Enrollment Status												
Full Time	2,314	3%	2,165	2%	2,201	2%	2,165	2%	2,016	2%	1,969	2%
Part Time	53,987	25%	54,143	24%	57,060	25%	60,063	25%	63,238	26%	61,528	26%

* Preliminary numbers not submitted to NCCBP yet

Institution Wide Credit Course Completion Success 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Successful	221,138	74%	239,473	74%	250,643	74%	259,288	74%	255,517	73%	250,345	73%
Race/Ethnic Background												
American Indian	5,555	64%	5,999	64%	6,637	65%	7,025	67%	6,803	64%	6,127	62%
Asian/Pacific Islander	7,939	75%	8,383	77%	8,316	75%	8,709	76%	9,427	76%	9,806	75%
Black	8,902	66%	10,672	66%	11,754	64%	13,242	64%	13,641	63%	13,271	62%
Hispanic	34,574	69%	38,742	71%	43,047	71%	46,879	72%	46,666	70%	46,743	70%
White	134,308	75%	145,028	76%	149,545	76%	155,139	76%	153,660	75%	146,744	75%
Other	5,017	70%	5,907	73%	6,124	72%	6,142	71%	6,240	70%	6,261	71%
Unknown	24,843	79%	24,742	78%	25,220	78%	22,152	76%	19,080	74%	21,393	74%
Gender												
Female	117,547	75%	129,939	76%	136,624	76%	142,872	76%	141,563	74%	138,322	74%
Male	87,678	71%	94,739	71%	99,860	72%	106,729	72%	106,476	71%	105,029	71%
Unknown	15,913	82%	14,795	81%	14,159	80%	9,687	77%	7,478	75%	6,994	73%
Age												
Less than 25	127,716	71%	140,023	72%	145,937	72%	151,351	72%	153,873	72%	147,961	70%
25 or Older	88,729	77%	95,359	78%	100,709	78%	104,080	77%	93,600	70%	99,526	77%
Unknown	4,693	77%	4,091	80%	3,997	83%	3,857	83%	2,609	74%	2,858	82%
High School Status												
HS Diploma	160,764	73%	178,049	74%	188,020	74%	195,479	73%	192,724	72%	187,872	71%
GED	13,203	67%	14,811	68%	16,463	69%	16,887	68%	17,102	68%	15,480	68%
No GED/Diploma	4,688	66%	4,942	67%	5,304	69%	5,472	69%	5,350	68%	5,881	69%
Other/Unknown	42,483	80%	41,671	80%	40,856	80%	41,450	81%	40,341	80%	41,112	81%
Intent/Goal												
Degree	33,889	75%	41,909	75%	47,415	75%	51,048	75%	37,811	74%	35,796	74%
Certificate	9,948	85%	8,861	85%	10,805	84%	11,428	84%	9,961	84%	10,303	83%
Transfer	77,895	70%	82,981	72%	83,504	72%	86,436	71%	85,483	69%	83,635	69%
Degree + Transfer	28,785	73%	26,900	74%	26,919	73%	25,115	72%	34,692	71%	33,644	71%
Certificate + Transfer	509	79%	520	76%	602	75%	635	72%	980	69%	753	75%
Workforce	26,074	74%	27,887	75%	30,181	77%	33,496	77%	39,454	78%	36,172	76%
Personal Interest	17,362	73%	17,344	74%	16,982	76%	17,198	77%	17,362	76%	16,253	76%
Unknown	26,676	77%	33,071	78%	34,235	77%	33,932	76%	29,774	73%	33,789	74%
Enrollment Status												
Full Time	79,914	91%	88,570	91%	97,159	91%	100,716	91%	97,194	91%	96,614	91%
Part Time	141,224	66%	150,903	67%	153,484	67%	158,572	66%	158,323	65%	153,731	65%

* Preliminary numbers not submitted to NCCBP yet

Institution Wide Credit Courses Excelling 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Excelling	166,557	55%	182,513	57%	192,587	57%	198,095	57%	196,340	56%	192,794	56%
Race/Ethnic Background												
American Indian	3,803	44%	4,206	45%	4,727	46%	5,076	48%	4,968	47%	4,415	44%
Asian/Pacific Islander	6,069	57%	6,425	59%	6,389	58%	6,728	59%	7,371	59%	7,695	59%
Black	6,050	45%	7,253	45%	8,252	45%	9,328	45%	9,714	45%	9,345	44%
Hispanic	23,811	48%	27,075	49%	30,812	51%	33,383	51%	33,711	50%	33,626	50%
White	103,386	58%	113,317	59%	118,074	60%	121,904	60%	121,410	59%	116,285	59%
Other	3,835	53%	4,386	54%	4,589	54%	4,572	53%	4,717	53%	4,767	54%
Unknown	19,603	63%	19,851	63%	19,744	61%	17,104	58%	14,449	56%	16,661	58%
Gender												
Female	87,628	56%	98,804	58%	105,284	58%	110,075	58%	109,242	57%	106,843	57%
Male	66,051	53%	71,481	54%	76,043	55%	80,378	54%	81,261	54%	80,481	54%
Unknown	12,878	67%	12,228	67%	11,260	64%	7,642	61%	5,837	58%	5,470	57%
Age												
Less than 25	95,263	53%	105,856	54%	110,658	55%	115,258	55%	113,323	53%	112,894	53%
25 or Older	67,885	59%	73,497	60%	78,918	61%	79,780	59%	80,753	60%	77,636	60%
Unknown	3,409	56%	3,160	62%	3,011	63%	3,057	66%	2,264	64%	2,264	65%
High School Status												
HS Diploma	120,602	55%	134,583	56%	143,364	56%	148,293	56%	146,916	55%	143,133	54%
GED	9,736	49%	11,206	52%	12,729	53%	12,970	52%	13,420	54%	12,273	54%
No GED/Diploma	3,114	44%	3,393	46%	3,882	51%	3,886	49%	3,905	50%	4,228	50%
Other/Unknown	33,105	63%	33,331	64%	32,612	64%	32,946	65%	32,099	64%	33,160	66%
Intent/Goal												
Degree	24,258	54%	30,016	54%	35,158	56%	36,744	54%	27,098	53%	25,521	53%
Certificate	7,648	65%	6,979	67%	8,494	66%	8,988	66%	7,909	67%	8,308	67%
Transfer	59,418	54%	64,146	56%	64,779	55%	66,955	55%	66,286	54%	64,968	54%
Degree + Transfer	21,617	55%	20,251	56%	20,468	55%	19,179	55%	26,349	54%	25,660	54%
Certificate + Transfer	355	55%	356	52%	437	55%	482	55%	717	50%	559	56%
Workforce	20,064	57%	21,816	59%	23,648	60%	25,987	60%	31,680	62%	28,870	61%
Personal Interest	12,695	54%	12,807	55%	12,714	57%	13,257	59%	13,287	58%	12,468	58%
Unknown	20,502	59%	26,142	61%	26,889	60%	26,503	59%	23,014	56%	26,440	58%
Enrollment Status												
Full Time	63,039	72%	70,113	72%	76,994	72%	79,443	72%	77,170	72%	76,680	72%
Part Time	103,518	49%	112,400	50%	115,593	50%	118,652	50%	119,170	49%	116,114	49%

* Preliminary numbers not submitted to NCCBP yet

College-Level Credit Course Retention Rates 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	277,546	82%	295,899	83%	309,337	83%	321,481	83%	324,810	82%	319,436	82%
Race/Ethnic Background												
American Indian	7,753	77%	8,383	78%	9,057	79%	9,404	79%	9,534	78%	9,044	76%
Asian/Pacific Islander	9,502	82%	9,867	84%	9,803	83%	10,260	84%	11,241	84%	11,647	83%
Black	12,098	78%	14,328	79%	16,249	78%	18,399	77%	19,344	77%	19,161	77%
Hispanic	40,907	80%	45,150	82%	50,285	81%	54,322	82%	56,625	81%	56,638	81%
White	170,873	82%	180,938	84%	185,489	84%	193,905	84%	195,802	83%	187,712	83%
Other	6,561	80%	7,397	82%	7,791	81%	7,935	80%	8,139	80%	8,119	82%
Unknown	29,852	84%	29,836	85%	30,663	85%	27,256	84%	24,125	83%	27,115	83%
Gender												
Female	143,985	82%	156,179	84%	164,214	84%	172,392	84%	175,759	83%	172,305	75%
Male	114,855	81%	122,187	82%	128,109	82%	137,186	82%	139,622	81%	138,193	72%
Unknown	18,706	86%	17,533	86%	17,014	85%	11,903	84%	9,429	84%	8,938	74%
Age												
Less than 25	165,953	81%	178,394	82%	185,830	82%	192,829	82%	197,900	81%	196,463	81%
25 or Older	105,849	84%	112,698	84%	118,984	84%	124,231	84%	123,481	84%	119,640	84%
Unknown	5,744	84%	4,807	87%	4,523	91%	4,421	89%	3,367	90%	3,333	88%
High School Status												
HS Diploma	204,532	81%	221,802	83%	233,974	83%	244,735	82%	248,654	81%	244,445	81%
GED	17,724	77%	19,606	79%	21,548	78%	22,516	77%	22,867	78%	20,826	78%
No GED/Diploma	5,491	77%	5,759	79%	6,140	80%	6,417	79%	6,306	79%	6,848	80%
Other/Unknown	49,799	87%	48,732	87%	47,675	87%	47,813	88%	46,983	88%	47,317	89%
Intent/Goal												
Degree	40,584	84%	49,676	85%	56,217	84%	60,739	84%	45,920	84%	43,658	85%
Certificate	11,529	90%	10,074	91%	12,374	89%	13,257	89%	11,558	89%	12,173	88%
Transfer	103,229	79%	107,283	81%	108,153	81%	113,374	80%	115,536	80%	113,674	80%
Degree + Transfer	36,682	82%	33,966	83%	34,292	82%	32,315	81%	45,185	81%	44,138	81%
Certificate + Transfer	612	87%	656	86%	737	84%	819	82%	1,358	80%	952	86%
Workforce	32,102	82%	33,792	84%	36,115	84%	39,793	85%	47,241	85%	43,524	84%
Personal Interest	21,262	82%	21,171	83%	20,089	84%	20,242	85%	20,603	84%	19,195	84%
Unknown	31,546	84%	39,281	85%	41,360	84%	40,942	84%	37,409	82%	42,122	83%
Enrollment Status												
Full Time	82,609	97%	90,996	98%	99,107	98%	103,066	98%	101,140	98%	101,175	98%
Part Time	194,937	75%	204,903	77%	210,230	76%	218,415	76%	223,670	75%	218,261	75%

* Preliminary numbers not submitted to NCCBP yet

College-Level Credit Course Success Rates 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.

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	277,546	74%	295,899	75%	309,337	75%	321,481	75%	324,810	74%	319,436	74%
Race/Ethnic Background												
American Indian	7,753	65%	8,383	65%	9,057	67%	9,404	68%	9,534	66%	9,044	63%
Asian/Pacific Islander	9,502	75%	9,867	77%	9,803	75%	10,260	76%	11,241	76%	11,647	76%
Black	12,098	67%	14,328	68%	16,249	65%	18,399	65%	19,344	65%	19,161	64%
Hispanic	40,907	70%	45,150	72%	50,285	72%	54,322	73%	56,625	71%	56,638	70%
White	170,873	76%	180,938	77%	185,489	77%	193,905	77%	195,802	76%	187,712	76%
Other	6,561	71%	7,397	74%	7,791	72%	7,935	71%	8,139	71%	8,119	72%
Unknown	29,852	80%	29,836	79%	30,663	78%	27,256	76%	24,125	75%	27,115	75%
Gender												
Female	143,985	76%	156,179	77%	164,214	77%	172,392	76%	175,759	75%	128,603	75%
Male	114,855	72%	122,187	73%	128,109	73%	137,186	73%	139,622	72%	99,625	72%
Unknown	18,706	83%	17,533	82%	17,014	81%	11,903	77%	9,429	76%	6,639	74%
Age												
Less than 25	165,953	72%	178,394	73%	185,830	73%	192,829	73%	197,900	71%	196,463	71%
25 or Older	105,849	78%	112,698	79%	118,984	78%	124,231	78%	123,481	78%	119,640	77%
Unknown	5,744	77%	4,807	81%	4,523	84%	4,421	83%	3,367	85%	3,333	83%
High School Status												
HS Diploma	204,532	74%	221,802	75%	233,974	75%	244,735	74%	248,654	73%	244,445	72%
GED	17,724	68%	19,606	70%	21,548	70%	22,516	70%	22,867	70%	20,826	70%
No GED/Diploma	5,491	67%	5,759	69%	6,140	71%	6,417	70%	6,306	70%	6,848	71%
Unknown	49,799	81%	48,732	81%	47,675	81%	47,813	82%	46,983	81%	47,317	82%
Intent/Goal												
Degree	40,584	77%	49,676	77%	56,217	76%	60,739	76%	45,920	76%	43,658	76%
Certificate	11,529	85%	10,074	86%	12,374	85%	13,257	84%	11,558	85%	12,173	84%
Transfer	103,229	71%	107,283	73%	108,153	72%	113,374	72%	115,536	70%	113,674	70%
Degree + Transfer	36,682	74%	33,966	75%	34,292	74%	32,315	73%	45,185	72%	44,138	72%
Certificate + Transfer	612	80%	656	76%	737	76%	819	74%	1,358	70%	952	77%
Workforce	32,102	75%	33,792	76%	36,115	78%	39,793	78%	47,241	79%	43,524	78%
Personal Interest	21,262	74%	21,171	74%	20,089	76%	20,242	78%	20,603	77%	19,195	77%
Unknown	31,546	78%	39,281	79%	41,360	77%	40,942	77%	37,409	74%	42,122	75%
Enrollment Status												
Full Time	82,609	91%	90,996	92%	99,107	92%	103,066	92%	101,140	92%	101,175	91%
Part Time	194,937	67%	204,903	68%	210,230	68%	218,415	67%	223,670	66%	218,261	65%

* Preliminary numbers not submitted to NCCBP yet

Credit Student Persistence Fall-to-Spring

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

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

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	101,171	57%	105,128	58%	111,424	60%	114,120	62%	117,224	62%	117,656	61%
Race/Ethnic Background												
American Indian	2,800	63%	2,890	62%	3,074	64%	3,230	65%	3,304	65%	3,339	65%
Asian/Pacific Islander	3,666	59%	3,766	60%	3,778	62%	3,870	63%	3,870	63%	4,202	60%
Black	4,315	61%	4,539	60%	5,352	64%	5,891	63%	6,463	64%	6,847	61%
Hispanic	16,445	59%	17,648	59%	19,200	62%	20,488	63%	21,807	64%	22,553	62%
White	62,819	58%	63,055	60%	65,959	61%	66,088	63%	68,027	63%	67,754	61%
Other	2,198	63%	2,348	61%	2,612	66%	2,734	65%	2,749	67%	2,818	63%
Unknown	8,928	43%	10,882	43%	11,449	47%	11,819	52%	11,004	55%	10,143	54%
Gender												
Female	53,400	59%	55,218	60%	59,097	63%	61,234	64%	63,473	64%	64,478	62%
Male	43,025	57%	44,184	58%	46,472	60%	47,476	61%	49,379	61%	49,353	59%
Unknown	4,746	37%	5,726	35%	5,855	40%	5,410	45%	4,372	50%	3,825	49%
Age												
Less than 25	45,888	67%	49,389	67%	53,119	68%	55,342	69%	57,328	69%	58,200	67%
25 or Older	50,818	51%	53,159	50%	56,000	53%	56,667	56%	58,179	56%	58,035	54%
Unknown	4,465	34%	2,580	38%	2,305	40%	2,111	37%	1,717	40%	1,421	35%
High School Status												
HS Diploma	82,498	59%	82,057	60%	87,140	62%	89,158	64%	92,217	64%	93,065	62%
GED	6,709	56%	7,490	57%	7,971	59%	8,341	62%	8,701	60%	8,742	60%
No GED/Diploma	2,418	44%	3,071	50%	2,975	55%	2,974	58%	3,118	58%	3,092	57%
Other/Unknown	9,546	48%	12,510	46%	13,338	49%	13,647	52%	13,188	53%	12,757	53%
Intent/Goal												
Degree	7,213	63%	8,365	65%	10,172	67%	11,342	72%	11,342	72%	16,071	68%
Certificate	2,456	68%	3,258	63%	3,241	71%	3,374	69%	3,374	69%	3,758	65%
Transfer	35,049	65%	34,066	65%	35,472	67%	36,069	67%	36,069	67%	37,753	67%
Degree + Transfer	20,249	66%	19,252	67%	19,166	69%	19,224	73%	19,224	73%	15,714	76%
Certificate + Transfer	533	81%	625	77%	546	87%	580	87%	580	87%	709	82%
Workforce	16,451	44%	15,788	46%	16,263	51%	16,407	51%	16,407	51%	16,902	50%
Personal Interest	12,324	45%	11,562	47%	11,290	48%	10,776	48%	10,776	48%	10,184	48%
Unknown	6,896	41%	12,212	43%	15,274	48%	16,348	51%	16,348	51%	16,133	53%
Enrollment Status												
Full-time	15,973	87%	17,069	88%	19,467	88%	21,327	89%	22,256	89%	20,978	88%
Part-time	85,198	52%	88,059	52%	91,957	54%	92,793	56%	94,968	56%	96,678	55%

Credit Student Persistence Fall-to-Fall

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

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

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	101,171	42%	105,128	43%	111,424	45%	114,120	46%	117,224	45%	117,656	44%
Race/Ethnic Background												
American Indian	2,800	44%	2,890	46%	3,074	43%	3,230	46%	3,304	45%	3,339	44%
Asian/Pacific Islander	3,666	42%	3,766	43%	3,778	46%	3,870	46%	3,870	45%	4,202	45%
Black	4,315	42%	4,539	45%	5,352	47%	5,891	46%	6,463	46%	6,847	43%
Hispanic	16,445	44%	17,648	45%	19,200	47%	20,488	47%	21,807	47%	22,553	46%
White	62,819	43%	63,055	44%	65,959	45%	66,088	46%	68,027	46%	67,754	45%
Other	2,198	47%	2,348	48%	2,612	50%	2,734	49%	2,749	47%	2,818	46%
Unknown	8,928	31%	10,882	32%	11,449	34%	11,819	38%	11,004	39%	10,143	38%
Gender												
Female	53,400	44%	55,218	45%	59,097	47%	61,234	48%	63,473	48%	64,478	46%
Male	43,025	41%	44,184	43%	46,472	43%	47,476	44%	49,379	44%	49,353	43%
Unknown	4,746	26%	5,726	28%	5,855	29%	5,410	34%	4,372	35%	3,825	34%
Age												
Less than 25	45,888	51%	49,389	51%	53,119	52%	55,342	52%	57,328	52%	58,200	51%
25 or Older	50,818	36%	53,159	37%	56,000	38%	56,667	40%	58,179	40%	58,035	38%
Unknown	4,465	24%	2,580	28%	2,305	29%	2,111	27%	1,717	28%	1,421	25%
High School Status												
HS Diploma	82,498	44%	82,057	45%	87,140	46%	89,158	47%	92,217	47%	93,065	45%
GED	6,709	41%	7,490	41%	7,971	42%	8,341	44%	8,701	43%	8,742	42%
No GED/Diploma	2,418	28%	3,071	37%	2,975	37%	2,974	40%	3,118	41%	3,092	40%
Other/Unknown	9,546	34%	12,510	35%	13,338	37%	13,647	39%	13,188	38%	12,757	39%
Intent/Goal												
Degree	7,213	48%	8,365	51%	10,172	52%	11,342	56%	11,342	56%	16,071	50%
Certificate	2,456	52%	3,258	52%	3,241	55%	3,374	57%	3,374	57%	3,758	56%
Transfer	35,049	47%	34,066	49%	35,472	49%	36,069	49%	36,069	49%	37,753	49%
Degree + Transfer	20,249	49%	19,252	51%	19,166	52%	19,224	54%	19,224	54%	15,714	56%
Certificate + Transfer	533	60%	625	60%	546	65%	580	63%	580	63%	709	60%
Workforce	16,451	32%	15,788	34%	16,263	37%	16,407	37%	16,407	37%	16,902	36%
Personal Interest	12,324	32%	11,562	33%	11,290	34%	10,776	34%	10,776	34%	10,184	33%
Unknown	6,896	29%	12,212	31%	15,274	35%	16,348	37%	16,348	37%	16,133	39%
Enrollment Status												
Full-time	15,973	68%	17,069	70%	19,467	70%	21,327	71%	22,256	70%	20,978	71%
Part-time	85,198	38%	88,059	39%	91,957	40%	92,793	41%	94,968	40%	96,678	39%

Core Academic Skill Areas College Algebra Success Rates 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	4,558	60%	4,854	61%	4,666	59%	5,014	62%	4,875	56%	5,006	55%
Race/Ethnic Background												
American Indian	125	45%	134	48%	162	51%	150	57%	140	46%	149	42%
Asian/Pacific Islander	170	62%	170	62%	147	60%	163	58%	146	64%	196	58%
Black	164	62%	189	53%	172	57%	219	54%	233	50%	263	46%
Hispanic	781	57%	850	58%	835	56%	941	61%	938	54%	1,021	50%
White	3,015	61%	3,131	62%	2,929	62%	3,102	63%	2,975	57%	2,959	58%
Other	98	49%	143	60%	129	52%	149	58%	135	56%	143	49%
Unknown	205	66%	237	58%	292	59%	290	62%	308	60%	275	56%
Gender												
Female	2,452	62%	2,610	63%	2,412	61%	2,606	65%	2,437	59%	2,344	58%
Male	2,021	58%	2,168	58%	2,135	57%	2,303	59%	2,355	53%	2,583	52%
Unknown	85	65%	76	49%	119	59%	105	58%	83	58%	79	56%
Age												
Less than 25	3,669	60%	3,925	61%	3,638	59%	3,929	62%	4,002	56%	4,188	55%
25 or Older	848	60%	905	58%	972	60%	1,048	60%	845	58%	794	55%
Unknown	41	66%	24	75%	56	77%	37	87%	28	75%	24	67%
High School Status												
HS Diploma	3,758	58%	3,779	58%	3,691	56%	3,913	59%	3,784	52%	3,803	50%
GED	171	58%	188	51%	219	58%	215	50%	179	52%	182	51%
No GED/Diploma	57	51%	74	50%	85	55%	83	63%	67	52%	81	48%
Other/Unknown	572	75%	813	78%	671	79%	803	78%	845	74%	940	77%
Intent/Goal												
Degree	387	61%	624	71%	606	65%	749	70%	472	64%	517	65%
Certificate	7	71%	9	89%	28	64%	24	54%	26	50%	19	53%
Transfer	2,590	60%	2,520	59%	2,317	58%	2,404	58%	2,289	53%	2,325	51%
Degree + Transfer	804	60%	688	55%	687	56%	706	60%	898	59%	905	53%
Certificate + Transfer	6	50%	7	57%	8	50%	14	50%	28	46%	16	25%
Workforce	298	53%	374	61%	381	63%	369	62%	399	54%	342	61%
Personal Interest	228	65%	247	66%	188	63%	212	65%	221	65%	215	58%
Unknown	238	63%	385	61%	451	62%	536	67%	542	58%	667	60%
Enrollment Status												
Full-time	1,690	84%	1,717	85%	1,661	82%	1,841	84%	1,666	81%	1,705	77%
Part-time	2,868	46%	3,137	47%	3,005	47%	3,173	49%	3,209	43%	3,301	43%

* Preliminary data not submitted to NCCBP yet

Core Academic Skill Areas College English Composition I Success Rates 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	13,800	72%	14,863	74%	15,237	74%	16,057	73%	15,838	69%	16,428	69%
Race/Ethnic Background												
American Indian	373	59%	406	57%	456	65%	456	62%	438	53%	439	55%
Asian/Pacific Islander	365	72%	397	76%	395	73%	463	75%	470	75%	580	73%
Black	576	64%	672	67%	772	63%	804	65%	821	57%	923	56%
Hispanic	2,390	67%	2,575	69%	2,738	68%	3,023	69%	3,103	64%	3,381	63%
White	9,079	75%	9,615	77%	9,479	77%	9,811	76%	9,750	72%	9,701	73%
Other	378	69%	403	76%	409	67%	427	72%	426	67%	479	68%
Unknown	639	67%	795	72%	988	75%	1,073	73%	830	68%	925	66%
Gender												
Female	7,388	76%	7,937	77%	8,054	78%	8,535	77%	8,452	73%	8,755	73%
Male	6,165	68%	6,615	71%	6,792	69%	7,165	69%	7,127	64%	7,349	64%
Unknown	247	70%	311	70%	391	77%	357	76%	259	66%	324	69%
Age												
Less than 25	11,883	72%	12,591	74%	12,790	74%	13,519	73%	13,579	69%	14,158	69%
25 or Older	1,746	73%	2,115	75%	2,335	74%	2,344	72%	2,170	68%	2,160	68%
Unknown	171	74%	157	78%	112	74%	194	84%	89	80%	110	79%
High School Status												
HS Diploma	9,659	70%	10,301	72%	10,490	71%	10,879	70%	10,602	65%	11,123	64%
GED	862	58%	920	61%	1,019	62%	970	62%	926	55%	882	54%
No GED/Diploma	271	61%	379	67%	393	69%	418	67%	368	59%	461	64%
Other/Unknown	3,008	84%	3,263	86%	3,335	86%	3,790	87%	3,942	85%	3,962	87%
Intent/Goal												
Degree	1,553	69%	2,170	69%	2,421	70%	2,528	68%	1,806	65%	1,843	63%
Certificate	102	68%	157	68%	144	63%	149	71%	156	65%	138	55%
Transfer	7,006	73%	6,761	76%	6,488	75%	7,006	74%	7,132	72%	7,460	71%
Degree + Transfer	1,678	72%	1,494	73%	1,739	73%	1,571	70%	2,304	66%	2,321	66%
Certificate + Transfer	13	62%	31	74%	29	69%	48	60%	45	49%	37	54%
Workforce	1,302	68%	1,530	72%	1,436	72%	1,586	72%	1,621	67%	1,756	66%
Personal Interest	872	75%	844	78%	930	76%	1,012	82%	859	72%	914	76%
Unknown	1,274	74%	1,876	77%	2,050	76%	2,157	76%	1,915	67%	1,959	68%
Enrollment Status												
Full-time	4,538	92%	4,920	93%	5,194	93%	5,392	92%	4,771	91%	4,811	89%
Part-time	9,262	62%	9,943	65%	10,043	64%	10,665	64%	11,067	60%	11,617	60%

* Preliminary data not submitted to NCCBP yet

Core Academic Skill Areas College English Composition II Success Rates 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	6,115	61%	6,970	62%	7,281	63%	7,422	63%	7,153	59%	7,507	60%
Race/Ethnic Background												
American Indian	187	51%	227	50%	242	56%	240	49%	234	50%	251	47%
Asian/Pacific Islander	175	59%	188	67%	194	66%	208	63%	175	63%	250	60%
Black	296	54%	344	61%	395	57%	454	60%	403	55%	465	49%
Hispanic	1,004	56%	1,222	57%	1,338	58%	1,384	61%	1,398	53%	1,524	55%
White	3,949	64%	4,444	64%	4,483	65%	4,455	66%	4,290	62%	4,384	63%
Other	160	55%	170	55%	178	57%	217	62%	203	54%	177	61%
Unknown	344	56%	375	66%	451	64%	464	60%	450	61%	456	58%
Gender												
Female	3,243	64%	3,759	66%	3,921	66%	3,992	66%	3,878	62%	4,168	63%
Male	2,731	57%	3,061	57%	3,184	59%	3,272	60%	3,134	56%	3,180	56%
Unknown	141	57%	150	69%	176	63%	158	58%	141	61%	159	55%
Age												
Less than 25	4,645	59%	5,178	61%	5,337	60%	5,337	62%	5,339	58%	5,486	58%
25 or Older	1,414	64%	1,758	66%	1,922	69%	2,056	67%	1,792	63%	2,012	63%
Unknown	56	64%	34	65%	22	64%	29	83%	22	68%	9	89%
High School Status												
HS Diploma	5,042	59%	5,707	62%	5,901	63%	5,966	63%	5,774	59%	5,923	58%
GED	366	60%	481	61%	530	60%	562	58%	504	53%	524	56%
No GED/Diploma	93	55%	152	53%	151	60%	147	58%	131	60%	137	59%
Other/Unknown	614	71%	630	70%	699	67%	747	69%	744	67%	923	69%
Intent/Goal												
Degree	719	60%	1,002	63%	1,250	63%	1,372	66%	938	62%	960	63%
Certificate	31	81%	46	59%	76	68%	46	57%	72	54%	51	47%
Transfer	3,176	60%	3,341	61%	3,348	62%	3,314	62%	3,172	58%	3,344	58%
Degree + Transfer	1,015	60%	1,031	63%	991	64%	979	61%	1,331	59%	1,354	60%
Certificate + Transfer	13	62%	9	78%	12	75%	16	56%	21	48%	26	73%
Workforce	499	62%	649	62%	604	63%	641	65%	591	60%	671	63%
Personal Interest	305	65%	316	61%	273	61%	285	74%	280	70%	293	63%
Unknown	357	60%	576	67%	727	64%	769	61%	748	58%	808	57%
Enrollment Status												
Full-time	1,697	88%	2,093	89%	2,178	89%	2,256	89%	2,080	87%	2,003	86%
Part-time	4,418	50%	4,877	51%	5,103	52%	5,166	52%	5,073	48%	5,504	50%

* Preliminary data not submitted to NCCBP yet

Core Academic Skill Areas College Communication Success Rates 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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	2,808	77%	3,097	78%	3,386	75%	3,437	73%	3,423	72%	3,294	71%
Race/Ethnic Background												
American Indian	91	65%	107	67%	126	60%	124	67%	130	67%	94	62%
Asian/Pacific Islander	99	73%	138	78%	119	76%	103	67%	159	78%	124	77%
Black	164	71%	182	68%	249	66%	279	61%	260	59%	289	62%
Hispanic	553	73%	638	75%	636	70%	699	72%	726	70%	703	71%
White	1,696	79%	1,786	80%	1,908	79%	1,902	76%	1,816	76%	1,756	73%
Other	79	85%	94	86%	92	73%	83	74%	97	75%	76	68%
Unknown	126	79%	152	79%	256	71%	247	66%	235	64%	252	68%
Gender												
Female	1,409	80%	1,520	81%	1,652	79%	1,648	78%	1,689	75%	1,655	73%
Male	1,353	74%	1,510	74%	1,644	70%	1,690	69%	1,638	71%	1,539	69%
Unknown	46	78%	67	81%	90	77%	99	62%	96	59%	100	61%
Age												
Less than 25	2,278	76%	2,429	77%	2,592	74%	2,625	73%	2,549	73%	2,525	71%
25 or Older	503	81%	649	81%	779	76%	795	72%	857	70%	757	71%
Unknown	27	85%	19	58%	15	87%	17	71%	17	71%	12	42%
High School Status												
HS Diploma	2,335	79%	2,571	78%	2,766	75%	2,789	74%	2,747	73%	2,725	72%
GED	164	65%	206	68%	224	66%	212	66%	217	61%	188	63%
No GED/Diploma	80	60%	53	66%	63	76%	72	68%	72	75%	72	60%
Other/Unknown	229	77%	267	80%	333	73%	364	68%	387	72%	309	71%
Intent/Goal												
Degree	449	74%	600	79%	713	73%	710	73%	496	71%	421	74%
Certificate	22	86%	36	72%	44	66%	49	69%	39	59%	25	48%
Transfer	1,273	78%	1,302	78%	1,382	75%	1,450	73%	1,365	71%	1,373	70%
Degree + Transfer	502	81%	474	78%	440	77%	379	76%	618	78%	557	72%
Certificate + Transfer	5	80%	3	100%	9	44%	12	92%	20	65%	9	78%
Workforce	239	75%	277	77%	294	79%	308	72%	304	74%	340	70%
Personal Interest	143	76%	151	74%	124	73%	138	77%	160	74%	138	70%
Unknown	175	74%	254	78%	380	72%	391	69%	421	70%	431	68%
Enrollment Status												
Full-time	1,193	95%	1,273	96%	1,396	93%	1,333	93%	1,243	93%	1,140	92%
Part-time	1,615	64%	1,824	65%	1,990	61%	2,104	60%	2,180	60%	2,154	60%

* Preliminary data not submitted to NCCBP yet

Developmental Math Success Rates by Student Characteristics

n - This column shows the total enrollments in developmental Math courses by category.

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

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	10,765	54%	12,657	54%	13,697	56%	14,557	55%	11,737	49%	10,413	50%
Race/Ethnic Background												
American Indian	508	48%	596	47%	615	48%	658	49%	530	43%	480	43%
Asian/Pacific Islander	245	65%	259	59%	311	61%	286	59%	261	56%	248	54%
Black	701	46%	867	41%	1,113	43%	1,127	43%	1,076	35%	1,017	38%
Hispanic	2,423	51%	2,814	51%	3,041	54%	3,526	52%	3,012	48%	2,653	47%
White	6,107	57%	7,136	57%	7,467	60%	7,617	58%	5,850	52%	5,073	54%
Other	266	51%	335	55%	365	56%	390	56%	315	44%	278	41%
Unknown	515	56%	650	53%	785	57%	953	57%	693	49%	664	48%
Gender												
Female	6,213	58%	7,371	58%	7,983	59%	8,426	58%	6,936	52%	6,223	53%
Male	4,325	49%	5,037	48%	5,435	52%	5,799	50%	4,557	44%	3,945	45%
Unknown	227	56%	249	53%	279	55%	332	56%	244	47%	245	47%
Age												
Less than 25	7,904	53%	8,982	52%	9,620	54%	10,190	54%	7,891	46%	6,892	46%
25 or Older	2,755	59%	3,572	59%	3,992	62%	4,264	57%	3,805	54%	40	50%
Unknown	106	63%	103	55%	85	53%	103	68%	41	54%	3,481	57%
High School Status												
HS Diploma	8,470	56%	10,091	55%	10,798	57%	11,551	56%	9,155	49%	8,178	50%
GED	1,125	46%	1,282	45%	1,460	49%	1,494	45%	1,333	43%	1,157	45%
No GED/Diploma	295	46%	354	44%	395	46%	432	41%	383	41%	368	42%
Unknown	875	56%	930	56%	1,044	59%	1,080	61%	866	52%	710	54%
Intent/Goal												
Degree	1,845	53%	2,580	53%	3,114	57%	3,411	54%	2,050	50%	1,807	51%
Certificate	89	47%	136	54%	168	50%	145	55%	125	49%	77	47%
Transfer	4,670	55%	5,202	54%	5,458	56%	5,815	54%	4,475	48%	3,928	47%
Degree + Transfer	1,649	53%	1,625	55%	1,782	53%	1,732	56%	2,110	47%	1,821	50%
Certificate + Transfer	17	53%	19	58%	29	59%	35	34%	41	34%	22	41%
Workforce	1,238	56%	1,425	55%	1,323	59%	1,458	57%	1,323	51%	1,274	53%
Personal Interest	540	54%	578	55%	548	60%	532	58%	460	51%	419	54%
Unknown	717	53%	1,092	53%	1,275	57%	1,429	58%	1,153	49%	1,065	51%
Enrollment Status												
Full-time	3,026	81%	3,662	78%	4,305	79%	4,279	79%	2,765	77%	2,270	77%
Part-time	7,739	44%	8,995	44%	9,392	46%	10,278	45%	8,972	40%	8,143	42%

* Preliminary data not submitted to NCCBP yet

Developmental English Success Rates by Student Characteristics

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

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

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,135	63%	3,552	65%	3,789	67%	3,977	66%	4,002	61%	3,813	62%
Race/Ethnic Background												
American Indian	230	57%	231	58%	266	56%	223	63%	248	55%	207	52%
Asian/Pacific Islander	150	69%	121	79%	141	75%	145	70%	147	63%	185	75%
Black	302	59%	357	56%	426	62%	462	59%	527	53%	449	54%
Hispanic	1,124	62%	1,274	66%	1,393	69%	1,477	68%	1,495	62%	1,454	62%
White	1,107	66%	1,230	66%	1,232	67%	1,295	67%	1,250	63%	1,194	64%
Other	78	58%	108	57%	104	61%	118	59%	118	63%	102	64%
Unknown	144	65%	231	67%	227	69%	257	65%	217	64%	222	58%
Gender												
Female	1,616	69%	1,779	69%	1,980	71%	2,045	72%	2,007	67%	1,970	67%
Male	1,459	57%	1,672	59%	1,736	62%	1,834	60%	1,904	54%	1,757	56%
Unknown	60	70%	101	70%	73	75%	98	63%	91	67%	86	56%
Age												
Less than 25	2,357	62%	2,664	63%	2,904	65%	3,103	65%	3,164	58%	3,092	59%
25 or Older	734	66%	844	69%	846	73%	848	69%	820	69%	13	62%
Unknown	44	66%	44	57%	39	80%	26	65%	18	61%	708	71%
High School Status												
HS Diploma	2,367	65%	2,710	65%	2,908	67%	3,099	67%	3,143	60%	2,941	60%
GED	301	55%	326	60%	347	64%	334	56%	305	60%	270	62%
No GED/Diploma	132	58%	145	56%	135	58%	136	61%	112	58%	144	58%
Unknown	335	63%	371	67%	399	70%	408	69%	442	66%	458	69%
Intent/Goal												
Degree	686	63%	947	64%	1,153	68%	1,141	68%	843	58%	690	58%
Certificate	41	66%	63	60%	74	62%	78	69%	75	55%	40	60%
Transfer	1,074	63%	1,154	64%	1,212	67%	1,288	66%	1,277	61%	1,274	63%
Degree + Transfer	416	64%	378	63%	416	64%	374	68%	608	61%	543	63%
Certificate + Transfer	7	57%	6	83%	12	75%	9	67%	12	58%	12	50%
Workforce	424	65%	449	66%	428	68%	482	63%	518	62%	566	62%
Personal Interest	211	62%	172	67%	157	69%	158	61%	179	64%	177	61%
Unknown	276	59%	383	65%	337	63%	447	65%	490	61%	511	60%
Enrollment Status												
Full-time	798	85%	970	88%	1,201	87%	1,172	88%	1,044	85%	966	85%
Part-time	2,337	56%	2,582	56%	2,588	57%	2,805	57%	2,958	52%	2,847	54%

* Preliminary data not submitted to NCCBP yet

Developmental Reading Success Rates by Student Characteristics

n - This column shows the total enrollments in developmental Reading courses by category.

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

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,604	70%	3,973	72%	4,072	72%	4,180	74%	4,290	68%	4,347	70%
Race/Ethnic Background												
American Indian	173	65%	192	60%	227	61%	203	70%	213	57%	179	55%
Asian/Pacific Islander	253	74%	230	80%	252	75%	254	80%	241	78%	307	77%
Black	262	62%	359	61%	363	64%	423	61%	433	54%	412	60%
Hispanic	1,881	70%	2,025	73%	1,997	74%	2,087	77%	2,206	72%	2,350	73%
White	725	70%	795	72%	827	73%	808	72%	837	65%	733	67%
Other	99	64%	112	70%	110	71%	99	64%	124	66%	112	77%
Unknown	211	74%	260	76%	296	72%	306	79%	236	75%	254	76%
Gender												
Female	2,086	75%	2,242	77%	2,344	77%	2,454	78%	2,489	73%	2,619	74%
Male	1,418	62%	1,621	64%	1,618	65%	1,599	68%	1,720	61%	1,630	64%
Unknown	100	72%	110	77%	110	71%	127	80%	81	72%	98	71%
Age												
Less than 25	2,167	67%	2,450	68%	2,534	69%	2,603	71%	2,677	63%	2,703	67%
25 or Older	1,377	75%	1,473	77%	1,492	78%	1,544	79%	1,589	77%	29	69%
Unknown	60	70%	50	76%	46	74%	33	61%	24	79%	1,615	76%
High School Status												
HS Diploma	2,554	69%	2,821	72%	2,973	72%	3,130	74%	3,192	67%	3,199	70%
GED	256	67%	254	75%	264	71%	253	68%	242	72%	211	67%
No GED/Diploma	293	69%	332	66%	262	67%	254	73%	251	67%	285	69%
Unknown	501	73%	566	70%	573	75%	543	77%	605	75%	652	74%
Intent/Goal												
Degree	879	70%	1,105	71%	1,249	74%	1,294	75%	937	70%	899	71%
Certificate	50	70%	64	58%	68	68%	70	77%	56	70%	40	78%
Transfer	930	69%	1,042	74%	1,105	69%	1,077	72%	1,107	63%	1,206	71%
Degree + Transfer	382	67%	317	71%	334	67%	308	67%	630	67%	541	70%
Certificate + Transfer	8	50%	3	100%	10	60%	11	73%	12	42%	8	25%
Workforce	466	68%	550	70%	507	74%	503	75%	593	71%	667	70%
Personal Interest	436	74%	367	76%	328	76%	315	74%	336	74%	332	71%
Unknown	453	70%	525	71%	471	73%	602	78%	619	72%	654	70%
Enrollment Status												
Full-time	899	87%	1,053	91%	1,217	89%	1,317	88%	1,128	87%	1,062	89%
Part-time	2,705	64%	2,920	65%	2,855	65%	2,863	57%	3,162	62%	3,285	64%

* Preliminary data not submitted to NCCBP yet

First College-Level Math Success Rates by Student Characteristics

n - This column shows the number of students who successfully completed developmental math in a fall semester & enrolled in intermediate algebra within one year.

% - 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	2,233	65%	2,720	65%	3,251	67%	3,675	69%	3,670	65%	2,683	63%
Race/Ethnic Background												
American Indian	82	65%	119	54%	128	62%	134	73%	134	73%	96	55%
Asian/Pacific Islander	56	79%	81	78%	77	70%	99	70%	99	70%	65	65%
Black	83	69%	107	56%	128	64%	196	68%	196	68%	147	64%
Hispanic	392	64%	536	66%	607	65%	681	68%	681	68%	667	59%
White	1,466	66%	1,677	66%	2,072	67%	2,248	69%	2,248	69%	1,487	65%
Other	49	63%	63	62%	88	76%	105	68%	105	68%	64	66%
Unknown	105	60%	137	65%	151	67%	212	71%	212	71%	157	66%
Gender												
Female	1,304	65%	1,622	68%	1,978	67%	2,235	70%	2,236	67%	1,652	65%
Male	876	64%	1,030	59%	1,221	66%	1,369	67%	1,359	62%	978	59%
Unknown	53	72%	68	65%	52	67%	71	76%	75	68%	53	66%
Age												
Less than 25	1,644	63%	1,984	62%	2,289	64%	1,023	76%	2,669	63%	1,837	58%
25 or Older	556	72%	698	73%	930	72%	2,632	66%	980	69%	835	74%
Unknown	33	70%	38	74%	32	75%	20	60%	21	81%	11	64%
High School Status												
HS Diploma	1,931	65%	2,224	64%	2,684	67%	3,024	69%	3,035	65%	2,201	63%
GED	140	63%	217	64%	239	66%	302	67%	270	57%	218	61%
No GED/Diploma	28	64%	48	71%	72	60%	68	66%	224	68%	145	62%
Unknown	134	74%	231	71%	256	69%	281	71%	141	71%	119	64%
Intent/Goal												
Degree	227	71%	403	67%	569	68%	765	65%	765	65%	437	61%
Certificate	1,174	63%	12	50%	27	67%	30	67%	30	67%	21	62%
Transfer	8	75%	1,333	63%	1,470	66%	1,566	64%	1,566	64%	1,108	63%
Degree + Transfer	430	65%	421	64%	435	65%	519	60%	519	60%	498	65%
Certificate + Transfer	1	100%	6	100%	6	100%	6	50%	6	50%	4	75%
Workforce	198	67%	261	72%	360	71%	298	72%	298	72%	276	65%
Personal Interest	118	68%	117	69%	109	72%	115	66%	115	66%	88	64%
Unknown	77	73%	167	69%	275	65%	371	69%	371	69%	251	63%
Enrollment Status												
Full-time	1,152	69%	1,346	67%	1,624	69%	1,887	71%	1,844	68%	1,228	65%
Part-time	1,081	61%	1,374	62%	1,627	65%	1,788	67%	1,826	61%	1,455	61%

* Preliminary data not submitted to NCCBP yet

First College-Level English Success Rates by Student Characteristics

n - This column shows the number of students who successfully completed developmental English in a fall semester & enrolled in ENG101 within one year.

% - 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	1,016	74%	1,085	75%	1,307	75%	1,386	76%	1,458	73%	1,362	73%
Race/Ethnic Background												
American Indian	69	55%	74	61%	77	77%	89	64%	70	60%	74	61%
Asian/Pacific Islander	31	74%	42	83%	49	80%	44	82%	48	83%	44	84%
Black	92	74%	91	73%	106	70%	134	77%	141	69%	149	72%
Hispanic	323	74%	362	78%	452	77%	510	76%	538	71%	472	77%
White	431	75%	445	76%	514	74%	498	78%	35	80%	507	71%
Other	28	89%	24	88%	37	78%	40	83%	94	74%	52	63%
Unknown	42	88%	47	68%	72	79%	71	69%	532	75%	64	69%
Gender												
Female	812	72%	879	74%	1,051	74%	1,103	75%	260	78%	754	72%
Male	183	78%	190	77%	241	80%	269	79%	1,189	71%	581	73%
Unknown	21	90%	16	75%	15	80%	14	71%	9	89%	27	85%
Age												
Less than 25	812	72%	879	74%	1,051	74%	1,103	75%	260	78%	1,076	71%
25 or Older	183	78%	190	77%	241	80%	269	79%	1,189	71%	283	79%
Unknown	21	90%	16	75%	15	80%	14	71%	9	89%	3	100%
High School Status												
HS Diploma	827	74%	851	75%	1,047	74%	1,095	75%	91	77%	110	73%
GED	85	67%	92	72%	128	82%	114	77%	1,182	72%	1,062	72%
No GED/Diploma	22	77%	37	81%	102	77%	42	76%	132	79%	137	80%
Unknown	84	82%	106	75%	31	77%	135	81%	53	74%	53	75%
Intent/Goal												
Degree	145	73%	225	74%	347	76%	424	73%	405	73%	265	70%
Certificate	7	86%	10	90%	20	70%	17	76%	27	63%	18	72%
Transfer	465	76%	425	73%	462	74%	484	77%	529	71%	480	73%
Degree + Transfer	215	74%	170	72%	153	81%	162	72%	157	72%	239	71%
Certificate + Transfer	3	100%	3	133%	2	150%	5	120%	2	50%	2	100%
Workforce	94	62%	118	82%	153	76%	142	79%	149	74%	155	76%
Personal Interest	49	78%	59	78%	43	63%	54	85%	40	73%	55	71%
Unknown	38	79%	75	81%	126	76%	98	81%	149	76%	148	76%
Enrollment Status												
Full-time	459	77%	480	79%	594	80%	666	81%	665	77%	601	77%
Part-time	557	71%	605	71%	713	71%	720	71%	793	69%	761	69%

* Preliminary data not submitted to NCCBP yet

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.

	FY2001-02		FY2002-03		FY2003-04		FY2004-05*		FY2005-06*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	4,009	98%	4,096	98%	7,524	97%	7,460	89%	8,177	90%
Race/Ethnic Background										
American Indian	96	96%	116	97%	214	96%	227	80%	251	85%
Asian/Pacific Islander	146	99%	132	98%	242	96%	222	88%	260	95%
Black	193	99%	168	98%	369	92%	421	89%	470	88%
Hispanic	593	98%	640	98%	1,283	97%	1,290	87%	1,498	87%
White	2,751	98%	2,781	98%	5,045	98%	4,889	90%	5,282	91%
Other	117	100%	114	94%	184	98%	201	87%	196	82%
Unknown	113	99%	145	99%	187	97%	210	93%	220	89%
Gender										
Female	2,012	99%	2,004	98%	4,064	98%	4,132	91%	4,382	91%
Male	1,997	98%	2,092	97%	3,460	97%	3,328	86%	3,795	88%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,428	98%	2,503	97%	4,796	97%	4,827	87%	5,133	87%
25 or Older	1,363	99%	1,391	99%	2,411	98%	2,333	94%	2,730	94%
Unknown	218	100%	202	96%	317	97%	300	89%	314	88%
High School Status										
HS Diploma	3,178	98%	3,193	97%	6,007	97%	5,995	88%	6,548	89%
GED	316	99%	384	98%	653	97%	641	93%	832	92%
No GED/Diploma	67	97%	85	100%	119	96%	124	92%	135	87%
Other/Unknown	448	99%	434	98%	745	98%	700	93%	662	91%
Intent/Goal										
Degree	1,133	98%	1,345	98%	2,483	97%	2,646	91%	2,398	92%
Certificate	333	98%	303	98%	642	98%	602	92%	625	91%
Transfer	765	97%	830	97%	1,451	96%	1,551	86%	1,622	86%
Degree + Transfer	983	99%	785	98%	1,371	98%	1,171	87%	1,678	89%
Certificate + Transfer	110	96%	93	97%	134	99%	137	84%	128	90%
Workforce	359	99%	351	97%	758	97%	742	89%	1,029	90%
Personal Interest	127	98%	134	98%	194	95%	219	92%	279	94%
Unknown	199	99%	255	98%	491	96%	392	90%	418	88%
Enrollment Status										
Full-time	1,435	98%	1,476	98%	2,551	98%	2,514	86%	2,700	86%
Part-time	2,574	98%	2,620	98%	4,973	97%	4,946	91%	5,477	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.

	FY2001-02		FY2002-03		FY2003-04		FY2004-05*		FY2005-06*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	4,009	98%	4,096	97%	7,524	97%	7,460	89%	8,177	89%
Race/Ethnic Background										
American Indian	96	95%	116	97%	214	92%	227	79%	251	77%
Asian/Pacific Islander	146	97%	132	96%	242	95%	222	83%	260	88%
Black	193	96%	168	96%	369	92%	421	82%	470	86%
Hispanic	593	98%	640	97%	1,283	95%	1,290	87%	1,498	87%
White	2,751	98%	2,781	98%	5,045	98%	4,889	91%	5,282	91%
Other	117	97%	114	93%	184	97%	201	88%	196	90%
Unknown	113	96%	145	98%	187	95%	210	84%	220	85%
Gender										
Female	2,012	98%	2,004	98%	4,064	97%	4,132	90%	4,382	90%
Male	1,997	97%	2,092	97%	3,460	97%	3,328	87%	3,795	88%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,428	97%	2,503	97%	4,796	96%	4,827	88%	5,133	88%
25 or Older	1,363	98%	1,391	98%	2,411	98%	2,333	90%	2,730	91%
Unknown	218	100%	202	96%	317	97%	300	89%	314	90%
High School Status										
HS Diploma	3,178	97%	3,193	97%	6,007	97%	5,995	88%	6,548	89%
GED	316	99%	384	97%	653	96%	641	87%	832	88%
No GED/Diploma	67	96%	85	99%	119	96%	124	84%	135	78%
Other/Unknown	448	99%	434	98%	745	98%	700	93%	662	93%
Intent/Goal										
Degree	1,133	98%	1,345	97%	2,483	97%	2,646	88%	2,398	88%
Certificate	333	98%	303	98%	642	98%	602	95%	625	92%
Transfer	765	97%	830	97%	1,451	96%	1,551	87%	1,622	89%
Degree + Transfer	983	97%	785	97%	1,371	96%	1,171	87%	1,678	89%
Certificate + Transfer	110	99%	93	96%	134	97%	137	93%	128	91%
Workforce	359	99%	351	98%	758	98%	742	90%	1,029	94%
Personal Interest	127	95%	134	98%	194	97%	219	89%	279	92%
Unknown	199	98%	255	97%	491	97%	392	87%	418	86%
Enrollment Status										
Full-time	1,435	97%	1,476	97%	2,551	96%	2,514	86%	2,700	89%
Part-time	2,574	98%	2,620	97%	4,973	97%	4,946	90%	5,477	90%

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

Occupational Completers

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.

	FY2001-02		FY2002-03		FY2003-04*		FY2004-05*		FY2005-06*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	4,009	35%	4,096	33%	7,524	52%	7,460	51%	8,177	51%
Race/Ethnic Background										
American Indian	96	36%	116	26%	214	55%	227	49%	251	50%
Asian/Pacific Islander	146	38%	132	33%	242	49%	222	52%	260	48%
Black	193	38%	168	33%	369	48%	421	49%	470	50%
Hispanic	593	34%	640	34%	1,283	53%	1,290	51%	1,498	51%
White	2,751	34%	2,781	33%	5,045	53%	4,889	52%	5,282	52%
Other	117	36%	114	32%	184	53%	201	57%	196	47%
Unknown	113	33%	145	32%	187	51%	210	48%	220	50%
Gender										
Female	2,012	41%	2,004	39%	4,064	53%	4,132	52%	4,382	51%
Male	1,997	28%	2,092	27%	3,460	52%	3,328	51%	3,795	52%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,428	32%	2,503	30%	4,796	49%	4,827	49%	5,133	50%
25 or Older	1,363	39%	1,391	37%	2,411	59%	2,333	56%	2,730	54%
Unknown	218	38%	202	28%	317	50%	300	56%	314	49%
High School Status										
HS Diploma	3,178	36%	3,193	34%	6,007	53%	5,995	52%	6,548	52%
GED	316	35%	384	29%	653	55%	641	52%	832	48%
No GED/Diploma	67	18%	85	21%	119	48%	124	45%	135	52%
Unknown	448	29%	434	31%	745	48%	700	47%	662	46%
Intent/Goal										
Degree	1,133	46%	1,345	41%	2,483	63%	2,646	63%	2,398	65%
Certificate	333	62%	303	60%	642	73%	602	73%	625	69%
Transfer	765	5%	830	7%	1,451	26%	1,551	26%	1,622	27%
Degree + Transfer	983	52%	785	50%	1,371	63%	1,171	62%	1,678	60%
Certificate + Transfer	110	63%	93	57%	134	71%	137	74%	128	74%
Workforce	359	6%	351	10%	758	41%	742	38%	1,029	42%
Personal Interest	127	4%	134	5%	194	36%	219	30%	279	31%
Unknown	199	11%	255	20%	491	38%	392	32%	418	36%
Enrollment Status										
Full-time	1,435	43%	1,476	37%	2,551	58%	2,514	57%	2,700	59%
Part-time	2,574	30%	2,620	30%	4,973	50%	4,946	49%	5,477	47%

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

Occupational Completers & University Transfer

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.

		FY2001-02		FY2002-03		FY2003-04*		FY2004-05*		FY2005-06*	
		n	%	n	%	n	%	n	%	n	%
Total Completers**		1,390	14%	1,333	16%	3,913	11%	3,824	11%	4,185	11%
Race/Ethnic Background											
American Indian		35	20%	30	23%	115	14%	112	13%	125	10%
Asian/Pacific Islander		55	11%	44	14%	118	13%	116	10%	125	16%
Black		73	22%	55	13%	178	10%	205	10%	236	8%
Hispanic		200	17%	220	16%	672	11%	663	10%	763	10%
White		948	13%	901	17%	2,647	11%	2,513	11%	2,735	11%
Other		42	10%	37	14%	95	11%	114	15%	93	11%
Unknown		37	8%	46	2%	88	7%	101	10%	108	12%
Gender											
Female		831	13%	770	15%	2,134	12%	2,122	12%	2,228	11%
Male		559	15%	563	17%	1,779	10%	1,702	10%	1,957	10%
Unknown		0	0%	0	0%	0	0%	0	0%	0	0%
Age											
Less than 25		794	18%	769	20%	2,379	14%	2,395	14%	2,570	14%
25 or Older		585	8%	560	10%	1,525	6%	1,404	6%	1,602	6%
Unknown		11	9%	4	0%	9	22%	25	20%	13	31%
High School Status											
HS Diploma		1,132	15%	1,063	17%	3,146	12%	3,089	12%	3,383	11%
GED		110	9%	112	15%	358	8%	327	6%	400	7%
No GED/Diploma		17	12%	17	18%	55	13%	55	7%	70	13%
Unknown		131	10%	141	10%	354	8%	353	13%	332	10%
Intent/Goal											
Degree		526	12%	552	14%	1,536	7%	1,612	9%	1,607	7%
Certificate		198	5%	178	3%	438	4%	423	4%	413	3%
Transfer		61	34%	81	43%	435	27%	423	21%	432	22%
Degree + Transfer		480	17%	365	23%	763	17%	670	18%	824	20%
Certificate + Transfer		75	13%	54	15%	99	8%	107	8%	87	7%
Workforce		15	20%	26	12%	220	9%	209	8%	303	5%
Personal Interest		4	25%	10	0%	82	10%	85	8%	115	11%
Unknown		31	0%	67	1%	340	6%	295	7%	404	7%
Enrollment Status											
Full-time		627	20%	568	23%	1,500	16%	1,440	18%	1,601	18%
Part-time		763	9%	765	10%	2,413	8%	2,384	7%	2,584	6%

* 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.

Occupational Completers & University Persistence Fall-to-Spring

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.

	FY2001-02		FY2002-03		FY2003-04		FY2004-05*		FY2005-06	
	n	%	n	%	n	%	n	%	n	%
Total Transfers	192	85%	212	86%	432	90%	424	88%	448	89%
Race/Ethnic Background										
American Indian	7	86%	7	86%	16	88%	15	73%	12	83%
Asian/Pacific Islander	6	100%	6	100%	15	93%	12	92%	20	95%
Black	16	88%	7	100%	17	76%	20	85%	20	100%
Hispanic	34	74%	35	86%	76	92%	66	85%	80	86%
White	122	89%	151	85%	292	89%	284	88%	293	89%
Other	4	75%	5	80%	10	90%	17	100%	10	80%
Unknown	3	67%	1	100%	6	100%	10	80%	13	100%
Gender										
Female	107	85%	116	90%	262	94%	248	87%	246	89%
Male	85	86%	96	82%	170	84%	176	88%	202	89%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	145	85%	157	86%	339	88%	336	87%	348	89%
25 or Older	46	87%	55	87%	91	95%	83	88%	96	91%
Unknown	1	100%	0	0%	2	100%	5	100%	4	75%
High School Status										
HS Diploma	167	84%	178	88%	369	89%	356	88%	377	89%
GED	10	100%	17	76%	27	93%	18	89%	29	97%
No GED/Diploma	2	100%	3	67%	7	100%	4	75%	9	78%
Unknown	13	85%	14	79%	29	93%	46	80%	33	91%
Intent/Goal										
Degree	65	92%	76	88%	111	87%	145	86%	109	87%
Certificate	9	89%	5	60%	16	81%	17	76%	14	93%
Transfer	21	90%	35	100%	117	94%	87	87%	97	92%
Degree + Transfer	83	80%	84	80%	131	89%	123	93%	164	91%
Certificate + Transfer	10	70%	8	88%	8	100%	9	67%	6	83%
Workforce	3	100%	3	100%	20	80%	16	88%	16	81%
Personal Interest	1	100%	0	0%	8	100%	7	100%	13	85%
Unknown	0	0%	1	100%	21	86%	20	80%	29	86%
Enrollment Status										
Full-time	125	86%	132	88%	245	93%	253	88%	283	92%
Part-time	67	85%	80	84%	187	84%	171	87%	165	85%

* 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.

Occupational Completers Job Placement Within 3 Months

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 3 months of completion.

	FY2001-02		FY2002-03		FY2003-04		FY2004-05		FY2005-06	
	n	%	n	%	n	%	n	%	n	%
Total Completers	1,392	59%	1,336	56%	3,944	60%	3,831	56%	4,189	59%
Race/Ethnic Background										
American Indian	35	60%	30	40%	117	50%	112	54%	125	48%
Asian/Pacific Islander	55	51%	44	50%	118	40%	116	54%	126	47%
Black	73	59%	55	53%	178	61%	205	59%	236	56%
Hispanic	201	70%	220	59%	677	62%	664	56%	764	61%
White	949	59%	904	57%	2,662	61%	2,519	57%	2,736	60%
Other	42	43%	37	43%	97	56%	114	55%	93	55%
Unknown	37	38%	46	48%	95	47%	101	43%	109	46%
Gender										
Female	833	57%	772	53%	2,152	55%	2,129	52%	2,228	54%
Male	559	62%	564	59%	1,792	65%	1,702	61%	1,961	64%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	780	59%	763	54%	2,370	59%	2,366	55%	2,571	58%
25 or Older	530	61%	516	57%	1,414	62%	1,298	58%	1,464	60%
Unknown	82	50%	57	56%	160	51%	167	55%	154	62%
High School Status										
HS Diploma	1,136	59%	1,073	56%	3,172	61%	3,112	59%	3,416	61%
GED	112	58%	112	47%	359	54%	332	47%	401	49%
No GED/Diploma	12	67%	18	50%	57	46%	56	48%	70	49%
Unknown	132	64%	133	57%	356	53%	331	38%	302	46%
Intent/Goal										
Degree	522	61%	557	55%	1,565	62%	1,674	59%	1,559	64%
Certificate	208	60%	181	54%	469	50%	441	49%	432	57%
Transfer	35	57%	59	61%	383	58%	410	54%	438	57%
Degree + Transfer	509	56%	393	52%	865	56%	730	52%	1,000	53%
Certificate + Transfer	69	55%	53	49%	95	58%	101	58%	95	43%
Workforce	22	77%	36	75%	310	73%	283	66%	428	65%
Personal Interest	5	40%	7	43%	70	51%	65	46%	86	51%
Unknown	22	86%	50	88%	187	68%	127	58%	151	52%
Enrollment Status										
Full-time	612	51%	553	49%	1,476	53%	1,425	50%	1,593	52%
Part-time	780	66%	783	60%	2,468	64%	2,406	60%	2,596	63%

Occupational Completers Continuous Employment for 9 Months

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 9 months after completion.

	FY2001-02		FY2002-03		FY2003-04*		FY2004-05*		FY2005-06*	
	n	%	n	%	n	%	n	%	n	%
Total Employed Completers	825	86%	742	87%	2,356	74%	2,155	75%	2,462	78%
Race/Ethnic Background										
American Indian	21	95%	12	83%	58	64%	61	72%	60	78%
Asian/Pacific Islander	28	86%	22	86%	47	70%	63	78%	59	69%
Black	43	91%	29	76%	108	70%	120	70%	133	80%
Hispanic	140	88%	130	90%	420	75%	375	74%	465	78%
White	561	85%	511	87%	1,624	75%	1,430	75%	1,644	79%
Other	18	89%	16	75%	54	67%	63	71%	51	82%
Unknown	14	86%	22	86%	45	80%	43	74%	50	72%
Gender										
Female	478	86%	411	87%	1,189	71%	1,115	73%	1,214	77%
Male	347	87%	331	88%	1,167	77%	1,040	77%	1,248	79%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	461	83%	414	86%	1,394	75%	1,312	74%	1,491	78%
25 or Older	323	90%	296	89%	880	74%	751	75%	876	78%
Unknown	41	90%	32	84%	82	70%	92	77%	95	81%
High School Status										
HS Diploma	667	87%	604	88%	1,946	74%	1,848	75%	2,092	79%
GED	65	82%	53	87%	195	74%	155	74%	196	78%
No GED/Diploma	8	88%	9	100%	26	69%	27	67%	34	79%
Unknown	85	85%	76	79%	189	75%	125	74%	140	73%
Intent/Goal										
Degree	321	88%	304	88%	968	76%	985	76%	993	79%
Certificate	125	82%	97	87%	236	78%	218	67%	247	70%
Transfer	20	80%	36	81%	221	71%	221	73%	249	76%
Degree + Transfer	283	86%	205	89%	487	75%	382	76%	529	81%
Certificate + Transfer	38	84%	26	88%	55	69%	59	76%	41	78%
Workforce	17	88%	27	78%	226	69%	186	76%	280	81%
Personal Interest	2	100%	3	100%	36	72%	30	73%	44	73%
Unknown	19	100%	44	84%	127	76%	74	73%	79	80%
Enrollment Status										
Full-time	314	86%	270	87%	775	71%	718	71%	831	78%
Part-time	511	87%	472	87%	1,581	76%	1,437	77%	1,631	78%

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

Transfer First-Year Grade Point Average (GPA)

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

GPA - This column shows the average first year grade point average.

	FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06*	
	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA
Total Students in Cohort	4,670	2.84	4,972	2.84	5,659	2.84	5,357	2.84	5,495	2.91	5,341	2.92
Race/Ethnic Background												
American Indian	96	2.10	131	2.50	138	2.44	137	2.40	145	2.58	135	2.41
Asian/Pacific Islander	176	2.87	161	2.72	176	2.82	186	2.70	180	2.72	193	2.86
Black	152	2.47	176	2.36	221	2.34	221	2.29	195	2.37	236	2.53
Hispanic	629	2.67	668	2.71	814	2.73	834	2.67	836	2.75	796	2.78
White	3,371	2.90	3,562	2.90	3,989	2.91	3,633	2.92	3,763	2.99	3,667	2.98
Other	86	3.07	94	3.02	110	3.09	81	3.16	65	2.90	65	3.08
Unknown	160	2.88	180	2.86	211	2.78	265	2.90	311	2.92	249	3.00
Gender												
Female	2,646	2.94	2,737	2.92	3,108	2.96	2,991	2.95	3,074	3.01	2,967	3.00
Male	2,024	2.70	2,235	2.73	2,551	2.71	2,366	2.70	2,421	2.77	2,374	2.81
Age												
Less than 25	3,213	2.75	3,516	2.77	3,857	2.76	3,640	2.75	3,756	2.82	3,619	2.82
25 or Older	1,457	3.01	1,456	3.01	1,802	3.03	1,717	3.01	1,739	3.08	1,722	3.11
High School Status												
HS Diploma	4,406	2.83	4,655	2.83	5,268	2.84	4,954	2.84	5,073	2.91	4,889	2.92
GED	116	2.93	118	2.70	146	2.74	149	2.66	131	2.80	154	3.01
No GED/Diploma	10	3.49	3	3.87	12	3.27	17	3.09	26	2.88	34	2.62
Unknown	138	2.93	196	3.00	233	2.95	237	2.85	265	2.87	264	2.85
Intent/Goal												
Degree	162	2.95	182	2.81	220	2.88	226	2.87	193	3.03	285	2.96
Certificate	28	2.90	30	2.71	22	2.97	40	2.62	40	3.00	42	3.12
Transfer	1,578	2.88	1,685	2.86	1,952	2.84	1,846	2.82	1,736	2.89	1,649	2.88
Degree + Transfer	2,624	2.79	2,727	2.83	2,952	2.83	2,750	2.83	2,918	2.91	2,749	2.94
Certificate + Transfer	26	2.52	31	2.72	28	2.80	26	2.56	24	2.86	24	2.93
Workforce	111	2.88	130	2.77	157	2.91	152	2.99	147	2.90	166	2.91
Personal Interest	65	3.09	98	2.74	134	2.99	112	2.92	126	2.92	111	2.83
Unknown	76	3.04	89	2.99	194	2.89	205	2.97	311	2.84	315	2.84
Enrollment Status												
Full-time	2,569	2.82	2,826	2.83	3,330	2.83	3,275	2.82	3,562	2.88	3,697	2.88
Part-time	2,101	2.86	2,146	2.85	2,329	2.87	2,082	2.87	1,933	2.94	1,644	3.00

* Preliminary data not submitted to NCCBP yet

Transfer Average First-Year Credits Completed

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

HRS - This column shows the average credit hours completed during the first year.

	FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06*	
	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS
Total Students	4,670	19.1	4,972	19.3	5,659	19.5	5,357	19.7	5,495	19.5	5,341	19.3
Race/Ethnic Background												
American Indian	96	19.4	131	20.9	138	20.1	137	19.9	145	20.2	135	18.4
Asian/Pacific Islander	176	19.1	161	19.3	176	18.9	186	20.5	180	18.6	193	17.6
Black	152	18.9	176	17.2	221	17.9	221	18.8	195	18.3	236	17.2
Hispanic	629	18.1	668	18.4	814	18.5	834	18.7	836	18.7	796	19.0
White	3,371	19.2	3,562	19.4	3,989	19.6	3,633	19.9	3,763	19.7	3,667	19.6
Other	86	24.1	94	25.7	110	23.8	81	26.6	65	22.9	65	23.2
Unknown	160	18.8	180	18.4	211	19.6	265	18.7	311	19.4	249	19.4
Gender												
Female	2,646	19.1	2,737	19.3	3,108	19.8	2,991	19.9	3,074	19.7	2,967	19.9
Male	2,024	19.2	2,235	19.4	2,551	19.0	2,366	19.5	2,421	19.4	2,374	18.6
Age												
Less than 25	3,213	19.8	3,516	20.0	3,857	20.1	3,640	20.2	3,756	20.0	3,619	19.9
25 or Older	1,457	17.6	1,456	17.6	1,802	18.0	1,717	18.7	1,739	18.5	1,722	18.2
High School Status												
HS Diploma	4,406	19.1	4,655	19.3	5,268	19.4	4,954	19.7	5,073	19.6	4,889	19.3
GED	116	17.8	118	18.2	146	18.3	149	17.7	131	18.0	154	18.4
No GED/Diploma	10	30.2	3	17.3	12	17.3	17	19.6	26	23.7	34	17.0
Unknown	138	21.9	196	20.1	233	20.7	237	20.6	265	19.5	264	20.3
Intent/Goal												
Degree	162	16.1	182	20.0	220	18.4	226	18.8	193	18.7	285	19.0
Certificate	28	18.3	30	19.2	22	16.6	40	17.0	40	18.6	42	16.1
Transfer	1,578	19.8	1,685	20.2	1,952	20.2	1,846	20.3	1,736	20.3	1,649	19.8
Degree + Transfer	2,624	18.9	2,727	18.8	2,952	19.2	2,750	19.4	2,918	19.1	2,749	19.2
Certificate + Transfer	26	18.6	31	21.8	28	16.1	26	18.4	24	17.8	24	19.0
Workforce	111	19.1	130	18.3	157	19.2	152	19.2	147	19.2	166	18.7
Personal Interest	65	20.5	98	20.5	134	19.1	112	20.7	126	20.1	111	19.8
Unknown	76	19.6	89	17.5	194	18.8	205	20.8	311	19.7	315	18.9
Enrollment Status												
Full-time	2,569	20.3	2,826	20.3	3,330	20.5	3,275	20.4	3,562	20.4	3,697	19.9
Part-time	2,101	17.7	2,146	18.1	2,329	17.9	2,082	18.6	1,933	17.9	1,644	18.0

* Preliminary data not submitted to NCCBP yet

Transfer Persistence to Next Year

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

% - This column shows the percent who enrolled the next academic year.

	FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Students	4,670	84%	4,972	85%	5,659	84%	5,357	84%	5,495	85%	5,341	86%
Race/Ethnic Background												
American Indian	96	78%	131	83%	138	80%	137	84%	145	82%	135	78%
Asian/Pacific Islander	176	84%	161	80%	176	79%	186	84%	180	81%	193	87%
Black	152	77%	176	80%	221	78%	221	78%	195	81%	236	83%
Hispanic	629	85%	668	85%	814	86%	834	84%	836	86%	796	85%
White	3,371	84%	3,562	85%	3,989	85%	3,633	84%	3,763	86%	3,667	86%
Other	86	87%	94	84%	110	82%	81	91%	65	80%	65	85%
Unknown	160	83%	180	83%	211	82%	265	88%	311	84%	249	87%
Gender												
Female	2,646	85%	2,737	84%	3,108	85%	2,991	85%	3,074	86%	2,967	85%
Male	2,024	82%	2,235	85%	2,551	84%	2,366	83%	2,421	84%	2,374	86%
Age												
Less than 25	3,213	85%	3,516	85%	3,857	85%	3,640	84%	3,756	86%	3,619	86%
25 or Older	1,457	81%	1,456	83%	1,802	83%	1,717	84%	1,739	85%	1,722	85%
High School Status												
HS Diploma	4,406	84%	4,655	85%	5,268	84%	4,954	84%	5,073	85%	4,889	86%
GED	116	83%	118	79%	146	84%	149	80%	131	82%	154	89%
No GED/Diploma	10	100%	3	67%	12	75%	17	88%	26	96%	34	82%
Unknown	138	88%	196	85%	233	83%	237	78%	265	89%	264	85%
Intent/Goal												
Degree	162	77%	182	77%	220	82%	226	77%	193	83%	285	81%
Certificate	28	71%	30	90%	22	82%	40	70%	40	83%	42	93%
Transfer	1,578	86%	1,685	87%	1,952	87%	1,846	85%	1,736	86%	1,649	87%
Degree + Transfer	2,624	83%	2,727	84%	2,952	83%	2,750	84%	2,918	85%	2,749	86%
Certificate + Transfer	26	81%	31	77%	28	79%	26	88%	24	88%	24	88%
Workforce	111	86%	130	82%	157	83%	152	91%	147	82%	166	81%
Personal Interest	65	85%	98	81%	134	78%	112	87%	126	83%	111	90%
Unknown	76	82%	89	85%	194	80%	205	82%	311	84%	315	84%
Enrollment Status												
Full-time	2,569	84%	2,826	85%	3,330	85%	3,275	84%	3,562	86%	3,697	86%
Part-time	2,101	83%	2,146	84%	2,329	83%	2,082	83%	1,933	84%	1,644	85%

* Preliminary data not submitted to NCCBP yet

Transfer Baccalaureate Degree Attainment

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

% - This column shows the percent who received a bachelor's degree to date.

	FY 2000-01		FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06	
	6 years to complete		5 years to complete		4 years to complete		3 years to complete		2 year to complete		1 year to complete	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Students	4,670	71%	4,972	69%	5,659	65%	5,357	59%	5,495	45%	5,341	15%
Race/Ethnic Background												
American Indian	96	48%	96	48%	138	54%	137	43%	145	34%	135	8%
Asian/Pacific Islander	176	74%	176	74%	176	60%	186	58%	180	41%	193	11%
Black	152	58%	152	58%	221	47%	221	43%	195	30%	236	10%
Hispanic	629	70%	629	70%	814	63%	834	53%	836	43%	796	15%
White	3,371	72%	3,371	72%	3,989	67%	3,633	61%	3,763	47%	3,667	16%
Other	86	80%	86	80%	110	76%	81	85%	65	52%	65	20%
Unknown	160	66%	160	66%	211	63%	265	61%	311	43%	249	15%
Gender												
Female	2,646	75%	2,737	71%	3,108	68%	2,991	63%	3,074	49%	2,967	18%
Male	2,024	66%	2,235	66%	2,551	61%	2,366	53%	2,421	40%	2,374	11%
Age												
Less than 25	3,213	74%	3,516	71%	3,857	67%	3,640	59%	3,756	45%	3,619	15%
25 or Older	1,457	65%	1,456	63%	1,802	60%	1,717	58%	1,739	46%	1,722	16%
High School Status												
HS Diploma	4,406	71%	4,655	69%	5,268	65%	4,954	59%	5,073	46%	4,889	15%
GED	116	66%	118	56%	146	58%	149	48%	131	41%	154	11%
No GED/Diploma	10	90%	3	67%	12	50%	17	53%	26	31%	34	6%
Unknown	138	73%	196	69%	233	62%	237	59%	265	40%	264	13%
Intent/Goal												
Degree	162	58%	182	62%	220	59%	226	53%	193	42%	285	17%
Certificate	28	64%	30	53%	22	59%	40	43%	40	40%	42	5%
Transfer	1,578	74%	1,685	72%	1,952	69%	1,846	59%	1,736	46%	1,649	15%
Degree + Transfer	2,624	71%	2,727	68%	2,952	64%	2,750	59%	2,918	47%	2,749	16%
Certificate + Transfer	26	69%	31	71%	28	54%	26	50%	24	42%	24	13%
Workforce	111	68%	130	61%	157	62%	152	63%	147	41%	166	11%
Personal Interest	65	66%	98	67%	134	59%	112	62%	126	38%	111	12%
Unknown	76	72%	89	67%	194	57%	205	61%	311	34%	315	10%
Enrollment Status												
Full-time	2,569	74%	2,826	72%	3,330	68%	3,275	61%	3,562	49%	3,697	16%
Part-time	2,101	68%	2,146	65%	2,329	60%	2,082	55%	1,933	37%	1,644	12%