



Maricopa Community Colleges

Monitoring Update

(Indicators of Institutional Effectiveness)

November 2008



Indicators of Institutional Effectiveness Monitoring Update, November 2008

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2008 Monitoring Report Summary

Background

The Maricopa Community College District Institutional Effectiveness Monitoring Report provides an annual update of effectiveness indicators. Indicators are used to help document the extent to which the district is accomplishing its mission. The district mission defines the overall purpose of the district.

The district is a Community of Colleges...Colleges for the Community...working collectively and responsibly to meet the life-long learning needs of our diverse students and communities. The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through: University Transfer Education, General Education, Developmental Education, Workforce Development, Student Development Services, Continuing Education, Community Education, Civic Responsibility and Global Engagement.

Selected core indicators in student progress, general education, developmental education, workforce development and transfer are presented in this report. The indicators are disaggregated by student characteristics of race/ethnicity, gender, age, high school graduation status, student intent, and full or part time enrollment status. A comparison to the prior year and six year trends are presented in the analysis that follows. The indicator pages provide details concerning all changes from the prior year and illustrate six-year trends.

The *Performance Dashboard* compares MCCCCD's *actual performance* to *performance targets* from the 2006 National Community College Benchmarking Project (NCCBP) and the 2004-05 Carl Perkins III performance reporting for all Arizona public community colleges. The *performance targets* were agreed upon by the Strategic Planning Advisory Council (SPAC) in 2007.

Many colleges are using this information to develop strategies to improve student success. A district-wide initiative, the MCCCCD Student Success Pilot Project, is being developed by the colleges and will be introduced during the 2009 spring and fall semesters. The pilot development process is being informed and shaped by national and local research and by the student success pilot projects in several Maricopa colleges. The student success initiatives of a number of League for Innovation "Vanguard Colleges" are also sources of "best practices".

The Student Success Pilot Project calls on colleges to reconsider and recast a number of core business strategies and practices to more purposefully and more uniformly support higher levels of student retention, student persistence and student success within the district. The five core business strategies and practices that will be reconsidered include placement testing, course placement, new student orientation, academic advising and student success courses.

The Spring 2009 Pilot Project is projected to involve approximately 6,200 students who are new to higher education and are enrolled in 12 credit hours and intend to earn an associate's degree or transfer to a baccalaureate-granting institution. The Student Success Pilot Project will prescribe the following five experiences for all students who have been identified as members of the pilot cohort:

1. Participation in a comprehensive student orientation program prior to the beginning of the student's first class.
2. Completion of placement testing in mathematics, English and reading at the same time to improve and facilitate the academic advising experience.
3. Participation in academic advising before enrolling in any college course.
4. Placement into one or more developmental course(s) in the first semester of enrollment based on placement test scores
5. Enrollment in a student success course for any student who placement tests into a developmental course.

The continued monitoring of the indicators of progress is one component of the on-going use information to help inform decision-making in support of the district mission. The Chancellor has challenged MCCCDC to act upon his number one priority, helping students succeed by working together as “*One Maricopa*” to support student success.

Summary of Findings

Analysis was conducted to determine if changes in indicators were statistically significant and would most likely not have occurred by chance. The majority of indicators are relatively unchanged when compared to the prior year. Areas of significant improvement include the increased rate of credit student persistence between fall semesters and gains in several occupational indicators. Areas that have declined since the prior year include lower course completion rates and higher course withdrawal rates.

Workforce performance targets have been met or exceeded for the past two years. However, the majority of Student Progress, General Education, Developmental Education, and Transfer targets have not been met yet. Four indicators that met targets are the percent of enrollments in credit courses classified as excelling (grades of A and B), the share of students who transfer to the university and persist to the next year, the share of developmental students who completed ENG071 and within one year successfully completed First-Year Composition, and the success rate for credit courses.

Areas of significant improvement:

- ✚ The share of students who continue their education from one fall to the next has improved since the previous reporting period.
- ✚ Since the last reporting year, there have been improvements in several workforce indicators. There is a notable gain in the share of occupational completers. In addition, the share of occupational completers who are employed within three months, and the percent of completers who remained employed nine months after completion have risen.

Areas of significant decline:

- ✚ Several indicators of student progress have fallen. The share of grades reflecting successful course completion has fallen and withdrawal rates have risen for all credit courses. College-level course retention has fallen and the share of grades of A or B has decreased. Over the six-year period these indicators have shown a negative trend.
- ✚ The success rate for developmental reading is significantly lower than in the prior year.
- ✚ Workforce concentrators continued university enrollment from their first fall semester to the following spring is below the level reported last year.

Areas relatively unchanged:

- ✚ Since the prior year, the rate of successful completion has not shifted significantly in any of the general education indicator subject areas (College Algebra, English I, English II and Communication.)
- ✚ The share of developmental education enrollments reflecting successful completion in math and English remained relatively unchanged from the prior year. Subsequent success in first college-level math and English has not changed substantially.
- ✚ Several indicators of transfer success, first year university GPA and credit hours taken at the university did not change significantly.
- ✚ Persistence of credit students from fall to spring has remained stable.

Analysis by Indicator Category

Student Progress Key Findings

Helping students succeed is a primary focus of the Maricopa Community College district. Several student progress indicators are based upon the grades from all credit courses and college-level credit courses (100 level or higher). In Fall 2007, 71.9% of grades in all credit courses reflect successful completion (A,B,C or P) and 19.2% indicate withdrawal from the class (W, Y). For all credit courses 55.3% of grades are A or B (excelling). Since Fall 2006 the share of grades reflecting successful course completion has fallen for credit courses and in total. College-level course retention has fallen and credit course withdrawal rates have risen. In addition, the share of students who excelled (A or B grades) has fallen. Over the six-year period these indicators have shown a negative trend.

When only college-level courses are considered (100 level or higher), 81.3% of grades indicate the student completed the course (retention) and 72.3% of grades indicate successful completion (A,B,C or P). In Fall 2006, 60.9% of students who enrolled continued their enrollment to the following spring and 44.8% continued to the following fall. Student persistence measures credit students continued enrollment within a school year and between years. Persistence of credit students (both fall-to-spring and fall-to-fall) has improved since the prior year and has overall shown a positive trend since 2001.

General Education Key Findings

Indicators of general education effectiveness include the share of grades that reflect successful completion (A,B,C,P) in the following areas: College Algebra (MAT150, MAT151, MAT152), English Composition (ENG101, ENG102), and Communication (COM100).

Successful completion rates vary widely between areas. The highest success rate is for Communication (72.4%), followed by first-level English (English Composition I) (67.7%). Success rates for English Composition II (59.5%) and College Algebra (55.5%) are considerably lower.

Since the prior year, the rate of successful completion has not changed significantly in any subject area, and when reviewed over time, the success rate in all areas is lower for the most recent three years than the preceding three-year period.

Developmental Education Key Findings

Helping students to succeed by providing developmental education courses is fundamental to the mission of the Maricopa Community Colleges. Courses under 100 level (excluding ESL) fall into this category.

There were 14,875 students (12.5%) enrolled in one or more developmental education courses on 45th Day Fall of 2007. Successful completion (A, B, C, P) varies by subject. In Fall 2007, 49.7% of developmental math, 60.9% of developmental English, and 65.3% of developmental reading grades reflect successful completion. Of the students who completed a developmental math course, 61.8% successfully completed intermediate algebra within one year, and 72.1% of students who completed developmental English successfully completed English 101 within one year.

Developmental math and English indicators remained relatively unchanged from the prior year. However, the success rate for developmental reading (65.3%) was nearly 3% lower.

Workforce Key Findings

The district is the largest provider of workforce training in Arizona, with programs in areas such as nursing and allied health, information technologies, business, construction and manufacturing, public services (police and fire science), and design fields. In 2006-2007, 88% of students classified as concentrators in an occupational area met the criteria for academic skill attainment, and 89% met occupational skill attainment criteria. Approximately 55%

of students completed 18 occupational credit hours in their field of study, or received an award and were classified as an occupational completer. A relatively small share of completers transferred to an Arizona state university the fall term after completion (10%). Of those who transferred in the fall, 87% persisted to the spring semester. Overall, 63% of completing students attained employment in Arizona within three months. Of those, 88% remained continuously employed nine months after program completion. Indicators and definitions are based on the Carl Perkins III federal reporting requirements for vocational and technical education programs.

Since the last reporting year notable changes include a 4% gain in the share of occupational completers. In addition, there was an increase in completers who are employed within three months (4.6%), and those completers who remained employed nine months after completion (10.0%).

Transfer Key Findings

Preparing students for transfer is central to the mission of the Maricopa Community College District. Nearly half of students enrolled at Maricopa as of Fall 2007 indicated that they plan to transfer to a four-year institution. The indicators of student transfer success are based on the performance of students who transferred twelve or more Maricopa credit hours to an Arizona state university. Students who received a grade in at least one university course are included in the indicator analysis. The majority of students transfer to Arizona State University, followed by Northern Arizona University and The University of Arizona. Students who transfer out of state are not included in this analysis.

On average, in 2006-2007, Maricopa transfer students had a first year university GPA of 2.9 on a four point scale and earned 19.45 credit hours. Of the students who transferred in 2006-2007, 84% enrolled in their second year at the university in 2007-2008. When tracked over time, the majority of students earned a bachelor's degree within three years of transfer and nearly 71% of students attain this goal within 6 years.

No significant changes were noted from the prior year for three indicators; first year GPA, average credit hours earned and bachelor's degree attainment. However, there was a decrease in persistence to the second university year which fell from 85.8% to 84%.



Maricopa Community Colleges Performance Dashboard November 2008 Monitoring Report

Student Progress*	<u>Target</u>	<u>Actual</u>
Institution Wide Credit Course Withdrawal Rate	12%	19%
Institution Wide Credit Course Success Rate	72%	72%
Institution Wide Credit Course Excelling Rate	55%	55%
College-Level, Credit Course Retention Rate	88%	81%
College-Level, Credit Course Success Rate	74%	73%
Credit Student Persistence Fall 2006-to-Spring 2007	69%	61%
Credit Student Persistence Fall 2006-to-Fall 2007	47%	45%
General Education*	<u>Target</u>	<u>Actual</u>
Core Academic Skill Areas, College Algebra Success Rate	59%	56%
Core Academic Skill Areas, English Composition I Success Rate	72%	68%
Core Academic Skill Areas, English Composition II Success Rate	69%	60%
Core Academic Skill Areas, Communication Success Rate	77%	72%
Developmental Education*	<u>Target</u>	<u>Actual</u>
Developmental Math Success Rate	56%	50%
Developmental English Success Rate	66%	61%
Developmental Reading Success Rate	70%	65%
First College-Level Math Success Rate	66%	62%
First College-Level English Success Rate	72%	72%
Workforce **	<u>Target</u>	<u>Actual</u>
Academic Skill Attainment	87%	88%
Occupational Skill Attainment	86%	89%
Occupational Completers	41%	55%
Occupational Completer & University Transfer	10%	10%
Occupational Completer & University Persistence Fall-to-Spring	80%	87%
Occupational Completers Job Placement within 3 Months	49%	63%
Occupational Completers Continuous Employment for 9 Months	78%	88%
Transfer*	<u>Target</u>	<u>Actual</u>
Transfer First-Year Grade Point Average	2.93	2.90
Transfer First-Year Credit Hours Completed	21.67	19.45
Transfer Persistence to Next Year	76%	84%

*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 Course Grades

This indicator shows institution-wide grades for all credit courses including developmental, 100 and 200-levels. Fall 2007 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	= 72%
Excelling	= 55%

Withdrawal Rate

Change from prior year

+0.8%**

Fall 2007*

19.2%

Success Rate

Change from prior year

-0.8%**

Fall 2007*

71.9%

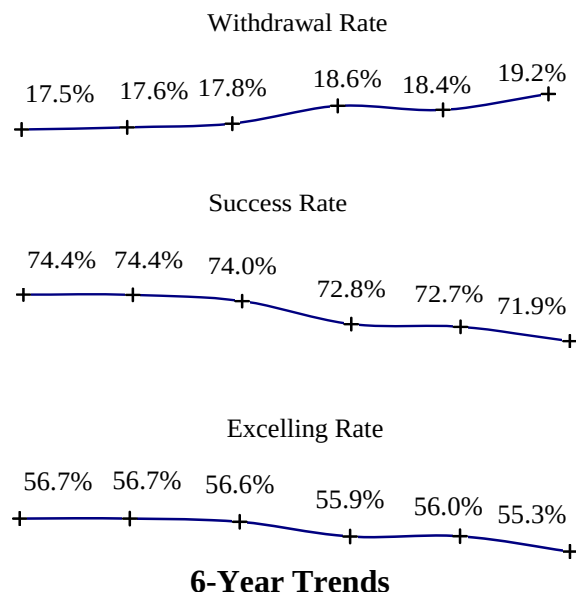
Excelling Rate

Change from prior year

-0.7%**

Fall 2007*

55.3%



College-Level, Credit Course Retention

This indicator shows the *retention rate* and *success rate* for credit college-level courses. Fall 2007 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

-0.8%**

Fall 2007*

81.3%

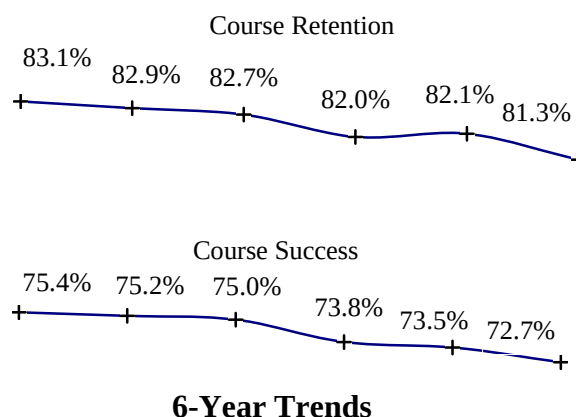
Success Rate

Change from prior year

-0.8%**

Fall 2007*

72.7%



Credit Student Persistence

This indicator shows *district-wide*, the percent of students enrolled in a Fall term who enrolled in the subsequent Spring and Fall terms at any MCCCDC college. Fall 2006 is the most current data for this indicator. Excludes dual enrollment.

Performance Targets	
Fall-to-Spring	= 69%
Fall-to-Fall	= 47%

Fall 06-to-Spring 07

Change from prior year

+0.4%

Fall 2006

60.9%

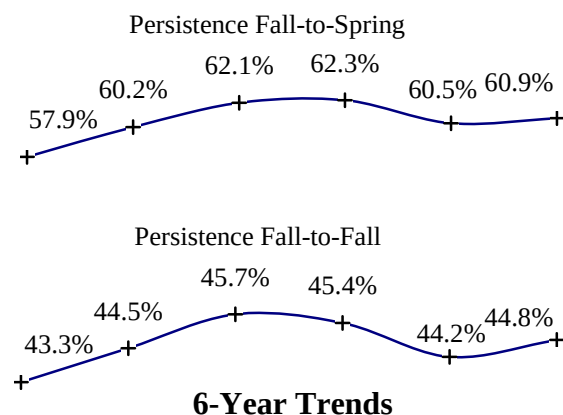
Fall 06-to-Fall 07

Change from prior year

+0.6%**

Fall 2006

44.8%



*Preliminary numbers not submitted to NCCBP yet

**Statistically significant change

Student Progress

The indicators used 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:

Helping students succeed is a primary focus of the Maricopa Community College district. Several student progress indicators are based upon the grades from all credit courses and college-level credit courses (100 level or higher). In Fall 2007, 71.9% of grades in all credit courses reflect successful completion (A,B,C or P) and 19.2% indicate withdrawal from the class (W, Y). For all credit courses 55.3% of grades are A or B (excelling). Since Fall 2006 the share of grades reflecting successful course completion has fallen for credit courses and in total. College-level course retention has fallen and credit course withdrawal rates have risen. In addition, the share of students who excelled (A or B grades) has fallen. Over the six-year period these indicators have shown a negative trend.

When only college-level courses are considered (100 level or higher), 81.3% of grades indicate the student completed the course (retention) and 72.3% of grades indicate successful completion (A,B,C or P). In Fall 2006, 60.9% of students who enrolled continued their enrollment to the following spring and 44.8% continued to the following fall. Student persistence measures credit students continued enrollment within a school year and between years. Persistence of credit students (both fall-to-spring and fall-to-fall) has improved since the prior year and has overall shown a positive trend since 2001.

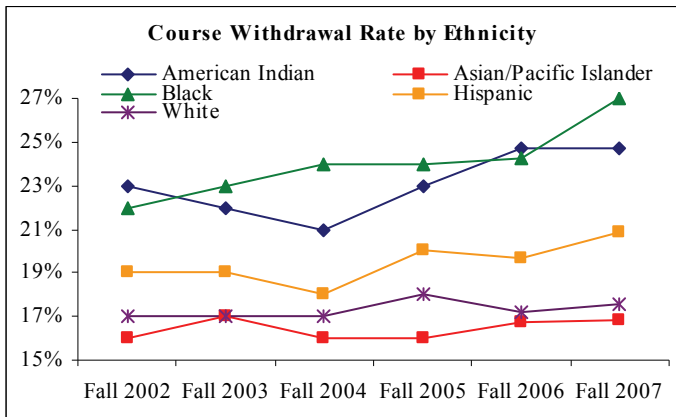
- The characteristics of higher-performing students include full-time, female, non-underrepresented minority, 25 or older, and having a high school diploma.
- The characteristics of under-performing students includes part-time, male, underrepresented minority, younger than 25, and without a high school diploma or GED.
- The share of course withdrawals is higher for part-time students (27%) compared to full-time students (3%).
- Full-time students in college-level credit courses have a 90% course success rate and achieve a fall-to-spring persistence rate of 87%.
- Non-underrepresented minorities (White and Asian Pacific Islander) have higher institution-wide credit course successful completion rates (75%), college-level credit course retention rates (83%), and college-level credit course excelling rates (59%).
- The 25 or older category reflects higher institution-wide credit course completion success rates, excelling rates, and retention rates.
- Students under the age of 25 and full-time students have considerably higher fall-to-spring and fall-to-fall persistence rates.
- Students with a high school diploma reflect higher institution-wide credit course success rates (71%) and college-level credit course success rates (72%) than students with a GED (65%, 66%).

Institution Wide Credit Course Withdrawal, Success & Excelling

The course withdrawal rate in Fall 2007 is almost 1% higher than the rate last fall (19.2% vs. 18.4%). The successful course completion and the excelling enrollment percents are almost 1% lower than the prior year. Most notable changes in the institution-wide course enrollment rates occurred in the Black and GED categories since Fall 2006.

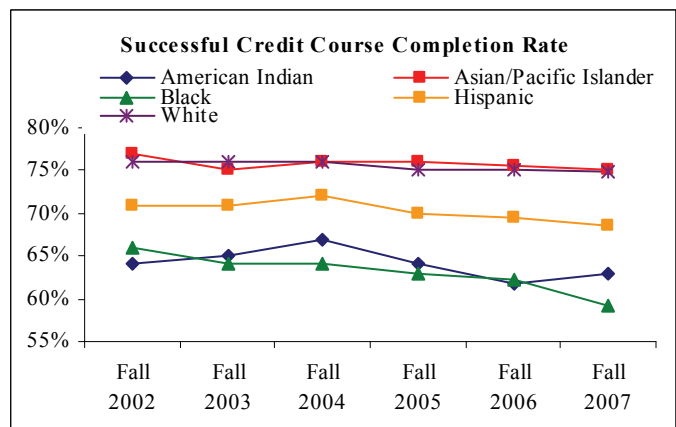
- The table to the right shows that withdrawals are highest for developmental courses.
- The course withdrawal rate is higher for students under the age of 25 (20%) when compared to older students (18%).
- Course withdrawals for underrepresented minority students (American Indian, Black, and Hispanic) are 5% higher than White and Asian Pacific Islanders.
- The share of withdrawals from courses for students with a GED is 7% higher (26%) than those with a high school diploma (19%).

Fall 2007 Institution Wide Credit Grades				
Course	Withdrawals	Completions	Successful	Excelling
Developmental	24%	74%	61%	38%
100 - Level	19%	79%	71%	55%
200 - Level	15%	84%	78%	61%



In Fall 2007, 71.9% of courses were successfully completed, which is almost 1% less than Fall 2006.

- There is a 3% difference in female successful completion rates (73%) than males (70%).
- The share of successful course completion for underrepresented minority students (American Indian, Black, and Hispanic) is 7% lower when compared to all others.
- Successful course completion rate is higher for full-time students (89%) than part-time students (64%).
- The successful course completion rate is higher for 25 or older students (75%) than younger students (70%).
- The share of successful enrollments for students with a high school diploma is 6% higher than the rate for those students with a GED (71% vs. 65%).
- In Fall 2007, students who declared a certificate intent had the highest successful credit course enrollment completion rates of 86%.



In Fall 2007, 55% of credit course grades were categorized as excelling (A or B grades.)

- The share of excelling grades for full-time enrollments (70%) is considerably higher than part-time enrollments (48%).
- The share of excelling grades is 11% lower for underrepresented minority students (48%) when compared to all other enrollments (59%).
- The share of excelling grades is 6% higher for those 25 or older (59%) than for younger students (53%).

College-Level Credit Course Retention & Success

There has been a slight decrease in college-level retention and successful completion rates over the past 6 years.

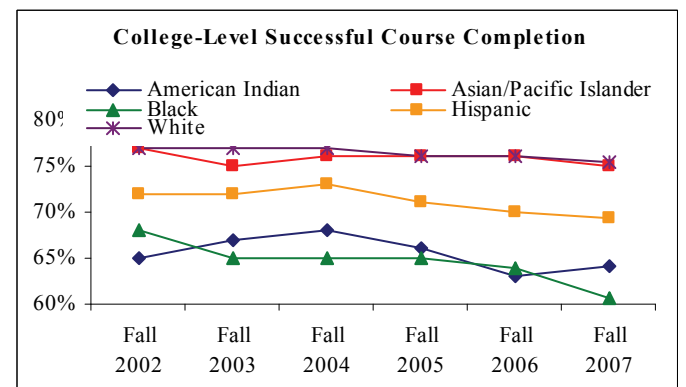
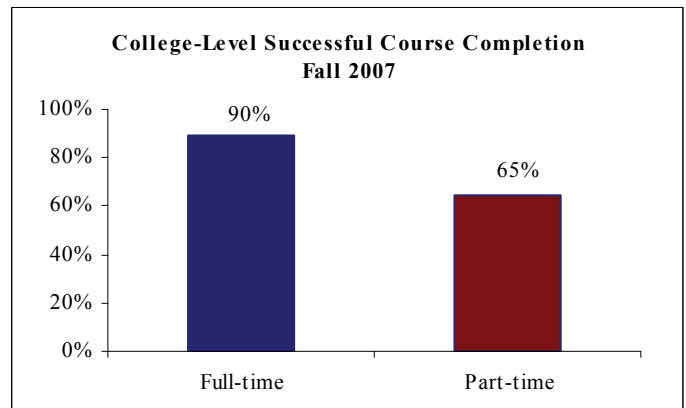
The Fall 2007 retention rate (81.3%) is slightly below the 6 year average of 82%.

- The table to the right shows the top ten course enrollments in Fall 2007.
- The course with the highest success rate is COM100 followed by PSY101 and ENG101.
- The course with the highest withdrawal rate is MAT120 followed by MAT121 and ENG102.
- More than one third of students withdrew from MAT120.
- The college-level retention rate of full-time enrollments (97%) is 23% higher than for part-time enrollments (74%).
- The course retention rate for underrepresented minority enrollments (78%) is 5% lower when compared to all other students.
- The college-level course retention rate for students with a high school diploma is 6% higher than for those with a GED (81% vs. 75%).
- In Fall 2007 the credit college-level retention rate by college ranged from 77% to 90%.

Top 10 Course Enrollments					
Fall 2007					
Course	Enrollment	Retained (not W,Y grades)	Successful (grades A,B,C,P)	Withdrawn (W,Y grades)	Unsuccessful (grades D,F,Z)
ENG101	16,709	78.0%	67.7%	22.0%	10.3%
PSY101	9,626	80.8%	68.6%	19.2%	12.2%
ENG102	7,786	68.3%	59.5%	31.7%	8.8%
CIS105	7,114	76.5%	64.9%	23.5%	11.7%
MAT120	3,424	65.0%	49.8%	35.0%	15.2%
MAT151	3,416	73.1%	59.2%	26.9%	13.8%
SOC101	3,352	76.9%	67.6%	23.1%	9.3%
COM100	3,307	82.3%	72.4%	17.7%	9.9%
MAT121	3,277	67.6%	51.0%	32.4%	16.6%
PED115	2,967	84.0%	48.1%	16.0%	35.8%

In Fall 2007, 72.7% of the students enrolled in credit courses successfully completed.

- The chart to the right shows that the successful college-level course completion rate is 25% higher for full-time.
- Successful college-level course completions are higher for 25 or older students (76%) than for younger students (71%).
- MCCCD students with a high school diploma have higher successful course enrollment completion rates (72%) than those with a GED (66%).
- The successful college course completion rate for underrepresented minority students (American Indian, Black, and Hispanic) is 9% lower when compared to all other groups.
- In Fall 2007, credit college-level success rate by college ranged from 69% to 83%.



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

Student persistence measures continued enrollment at any Maricopa Community College. MCCCCD persistence rates have shown improvement over the past six years.

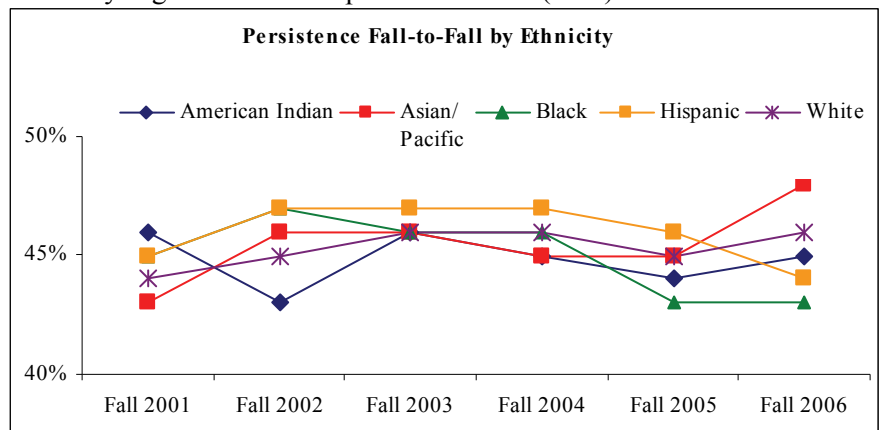
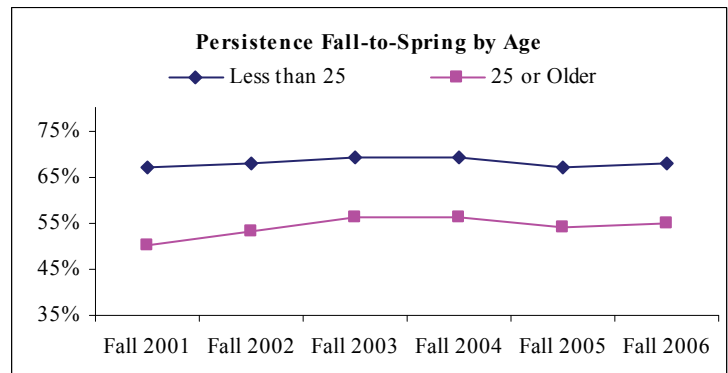
The table to the right shows the 2006 fall-to-spring persistence rate (60.9%) was 3.0% higher than Fall 2001. The 2006 fall-to-fall persistence rate (44.8%) was 1.5% higher than Fall 2001.

- Black students have lower fall-to-spring persistence rates (60%) than other ethnicities.
- Full-time students have much higher fall-to-spring persistence rate (87%) when compared to part-time students (55%).
- Females have slightly higher fall-to-spring persistence (63%) than males (60%).
- Students younger than 25 have a considerably higher fall-to-spring persistence rate (68%) than students 25 or older (55%).
- Students with a high school diploma have higher fall-to-spring persistence rates (63%) than those with a GED (59%).

The fall-to-fall persistence rate has been between 43% and 46% since Fall 2001.

- The fall-to-fall persistence rate (72%) of full-time students is 32% above the rate of part-time students.
- The chart to the right shows that the underrepresented minority students (American Indian, Black, and Hispanic) have slightly lower fall-to-fall persistence rates when compared to other students.
- Students younger than 25 have a considerably higher fall-to-fall persistence rate (51%) than students 25 or older (39%).
- Students with a high school diploma have higher persistence rates (46%) than those with a GED (42%) or no GED/diploma (40%). On average, students identifying workforce as their intent have lower persistence rates (34%).

MCCCCD Persistence Rates			
Persistence	Fall 2001	Fall 2006	Difference
Fall-to-Spring	57.9%	60.9%	+3.0%
Fall-to-Fall	43.3%	44.8%	+1.5%



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 2007 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

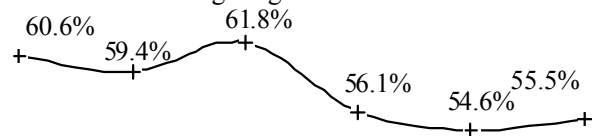
Change from prior year

+0.9%

Fall 2007*

55.5%

College Algebra Success Rate



English Comp I

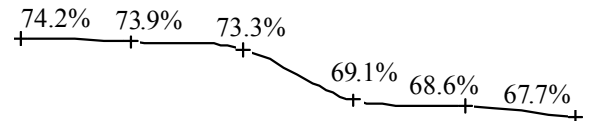
Change from prior year

-0.9%

Fall 2007*

67.7%

English Composition I Success Rate



English Comp II

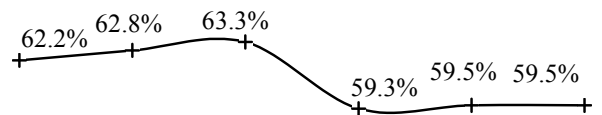
Change from prior year

+0.0%

Fall 2007*

59.5%

English Composition II Success Rate



Communication

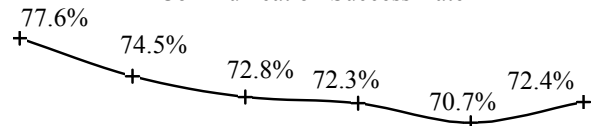
Change from prior year

+1.7%

Fall 2007*

72.4%

Communication Success Rate



6-Year Trends

* Preliminary numbers not submitted to NCCBP yet

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**

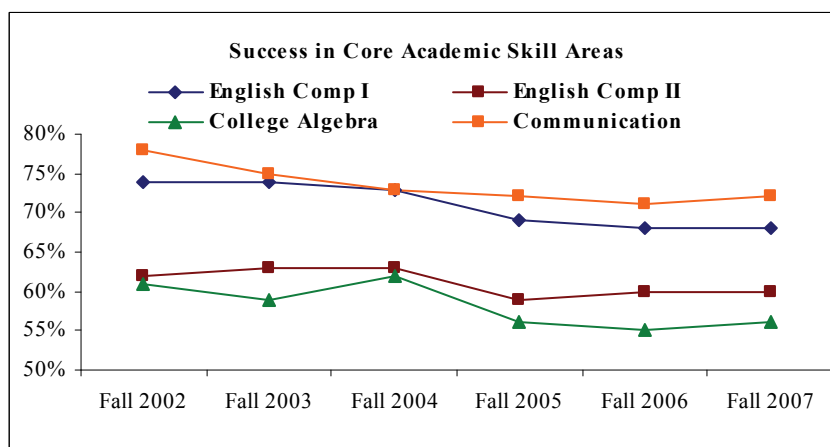
Key Findings:

Indicators of general education effectiveness include the share of grades that reflect successful completion (A,B,C,P) in the following areas: College Algebra (MAT150, MAT151, MAT152), English Composition (ENG101, ENG102), and Communication (COM100).

Successful completion rates vary widely between areas. The highest success rate is for Communication (72.4%), followed by first-level English (English Composition I) (67.7%). Success rates for English Composition II (59.5%) and College Algebra (55.5%) are considerably lower.

Since the prior year, the rate of successful completion has not changed significantly in any subject area, and when reviewed over time, the success rate in all areas is lower for the most recent three years than the preceding three-year period.

- Underrepresented minority students (American Indian, Black, and Hispanic) have lower successful course completion rates than White students in all four core academic areas.
- Female enrollments consistently reflect higher success rates than males regardless of core academic area.
- Success rates are significantly higher for English Comp II when students 25 or older are compared to younger students.

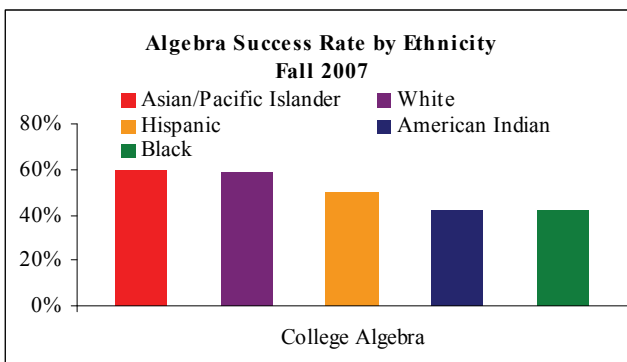


- Part-time students in core academic courses represent the largest segment of enrollments. However, full-time student course success rates are considerably higher in all four core academic areas.
- When analyzed by student intent, the majority of enrollments in these courses are for students who intend to transfer, or to obtain a degree and transfer.
- The majority of enrollments in the core academic areas are for students who have obtained a high school diploma. Overall, the share of grades reflecting successful completion is higher for students who have a high school diploma than for enrollments of students who have a GED.

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

Algebra consistently has the lowest successful course completion rate of all core academic areas. The Fall 2007 completion rate (56%) is 1% higher than the previous year.

- The success rate of underrepresented minority students is 15% lower than for White students.
- The completion rate of females is 3% higher than that of males.
- Full-time students have a 33% higher successful completion rate (78%) than part-time students (45%).
- In Fall 2007 the successful completion rate by college ranged from 40% to 77%.



Core Academic Skill Areas College English Composition I Success Rates

In Fall 2007 the success rate for English Comp I are similar to the previous year (68%). This rate is the lowest it has been in 6 years.

- Underrepresented minorities have a 16% lower successful course completion rate than White students.
- On average, females (72%) have a higher success rate than males (64%).
- Students with a high school diploma have higher success rates (63%) than those with a GED (54%).
- Students who attend full-time have a considerably higher successful completion rate (87%) than students who attend part-time (60%).
- Dual enrollment students also have a considerably higher course success rate in English Comp I (96%) when compared to students younger than age 25 (69%).
- In Fall 2007 the successful completion rate by college ranged from 60% to 80%.

Core Academic Skill Areas College English Composition II Success Rates

The Fall 2007 success rate (60%) has remained flat since the previous year.

- Females have a 4% higher successful completion rate than males (57%).
- Students enrolled full-time have a remarkably higher success rate (86%) than part-time students (50%).
- The success rate in English Comp II (59%) is considerably lower than English Comp I (67%).
- Students older than 25 (61%) have higher success rates than students less than 25 (59%).
- The successful completion rate by college Fall 2007 ranged from 54% to 65%.

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 Communication Success Rates

Students enrolled in Communication have higher successful completion rates (72%) than any other core academic area. The successful completion rate is nearly 2% higher than the previous year.

- Underrepresented minority students (American Indian, Black, and Hispanic) have a 14% lower successful course completion rate than White students (76%).
- Students attending full-time (93%) do considerably better than part-time students (60%).
- Younger students have a higher successful completion rate (73%) than older students (72%).
- On average, females (74%) have a higher course success rate than males (71%).
- The successful completion rate by college ranged from 59% to 83% in Fall 2007.

Developmental Education Indicators

Developmental Math, English, & Reading Success Rates

This indicator shows successful completion of developmental courses (course number less than 100, excluding ESL) in Math, English and Reading. Fall 2007 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%

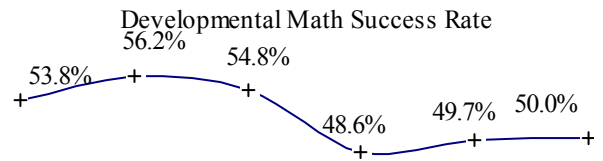
Developmental Math

Change from prior year

+0.3%

Fall 2007*

50.0%



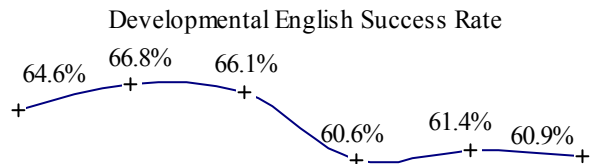
Developmental English

Change from prior year

-0.5%

Fall 2007*

60.9%



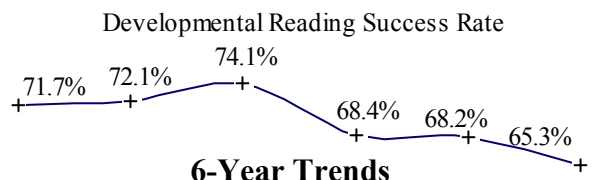
Developmental Reading

Change from prior year

-2.9%**

Fall 2007*

65.3%



6-Year Trends

First College-level Math & English Success Rates

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%

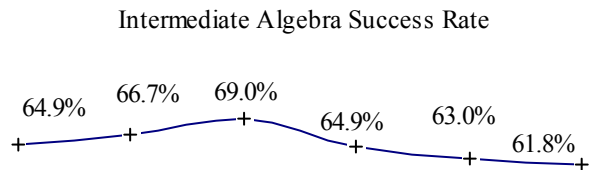
Intermediate Algebra

Change from prior year

-1.2%

Fall 2006

61.8%



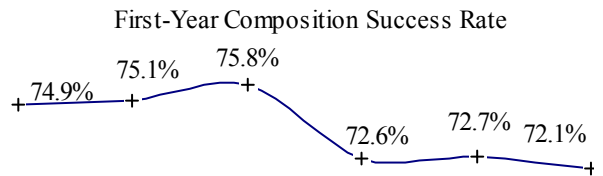
First-Year Composition

Change from prior year

-0.6%

Fall 2006

72.1%



6-Year Trends

*Preliminary numbers not submitted to NCCBP yet.

** Significant difference

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:

Helping students to succeed by providing developmental education courses is fundamental to the mission of the Maricopa Community Colleges. Courses under 100 level (excluding ESL) fall into this category.

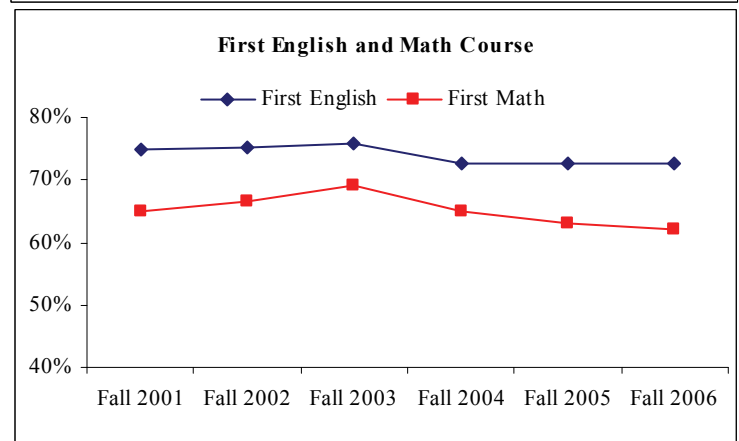
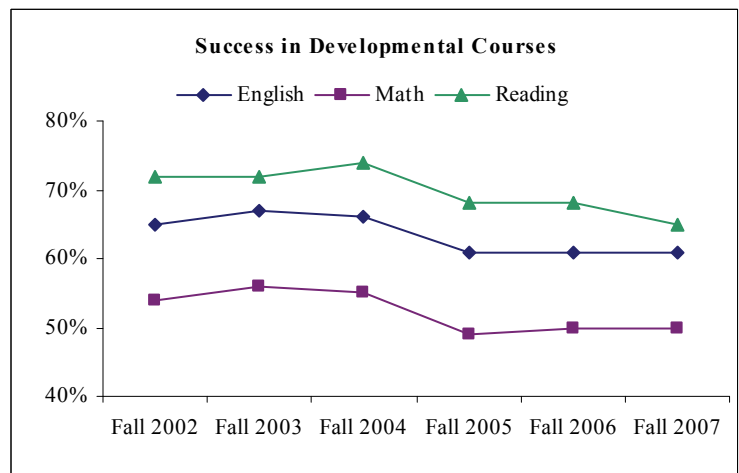
There were 14,875 students (12.5%) enrolled in one or more developmental education courses on 45th Day Fall of 2007. Successful completion (A, B, C, and P) varies by subject. In Fall 2007, 49.7% of developmental math, 60.9% of developmental English, and 65.3% of developmental reading grades reflect successful completion. Of the students who completed a developmental math course, 61.8% successfully completed intermediate algebra within one year, and 72.1% of students who completed developmental English successfully completed English 101 within one year.

Developmental math and English indicators remained relatively unchanged from the prior year. However, the success rate for developmental reading (65.3%) was nearly 3% lower.

Developmental Student Profile

- Almost half (46%) of the students enrolled are age 19 or less.
- The majority (70%) report no prior college experience.
- The highest percent of these students are White (43%) followed by Hispanic (28%), Black (11%), American Indian (5%), and Asian (4%).
- Females outnumber males by 18% (58% vs. 40%).

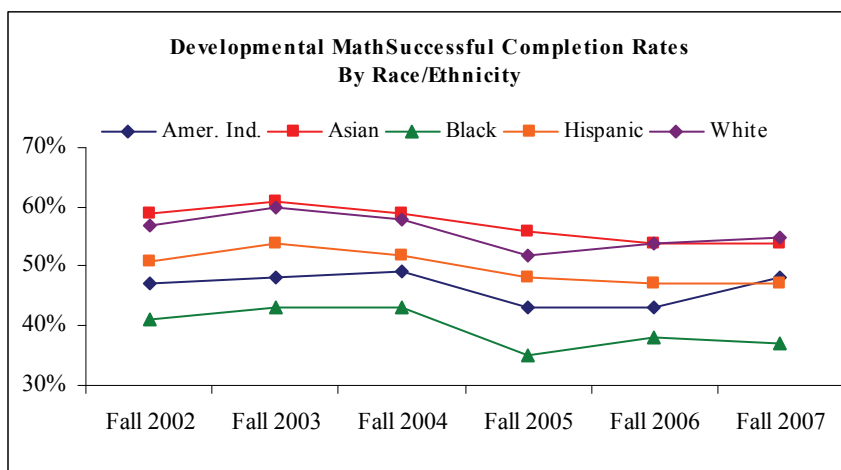
- Underrepresented minority students (American Indian, Black and Hispanic) have lower developmental course success rates than White students in all three Developmental Education categories.
- Students 25 and older do better (66%) in all three academic areas than younger students (57%).
- Females have higher success rates (63%) than males (53%), 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 (50%) is considerably lower than full-time students (81%).
- There are twice as many enrollments in developmental math courses as there are in developmental English, and three times as many as developmental reading. The rate of successful completion is highest for reading courses.
- Since last year, there were no significant changes in the 1st college-level course completion rate of developmental students.



- Underrepresented minority students (American Indian, Black, and Hispanic) complete college-level math courses at a lower rate (57%) than all other students (62%)
- There is no significant difference in successful English completion. Black, Hispanic, 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 both Math and English college-level courses.
- 60% of grades reflect successful completion in college-level Math and were from students who intend to transfer to a university.
- 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 2007 successful completion rate (50%) was 2% lower than the 6 year average.

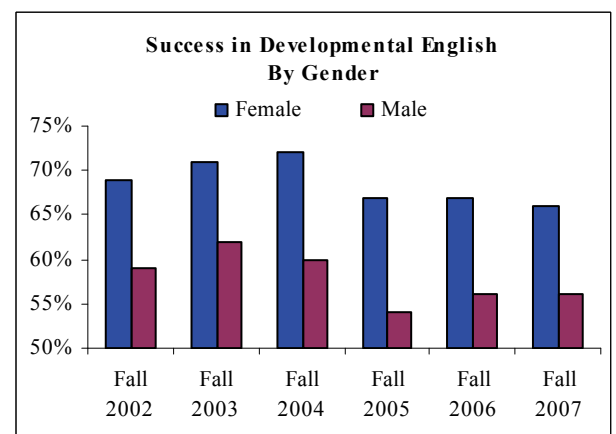


- Underrepresented minority students (American Indian, Black, and Hispanic) successfully complete developmental math courses at a lower rate (44%) than all other students (51%).
- Females have a considerably higher successful completion rate (53%) than males (46%).
- Students 25 or older have a higher success rate (54%) than students younger than 25 (48%).

Developmental English Success Rate

The Fall 2007 success rate in developmental English is 61%. This success rate has remained flat for the past three years.

- American Indian and Black students have the lowest success rate (55% and 51% respectively).
- Females consistently have a higher success rate in developmental English (66%) than males (56%).
- The successful completion rate of students 25 or older is 6% higher than younger students.
- Students with a high school diploma have higher success rates (61%) than those with a GED (56%) or no GED/diploma (53%).
- Students who attend full-time have a 29% higher success rate than those who attend part-time.

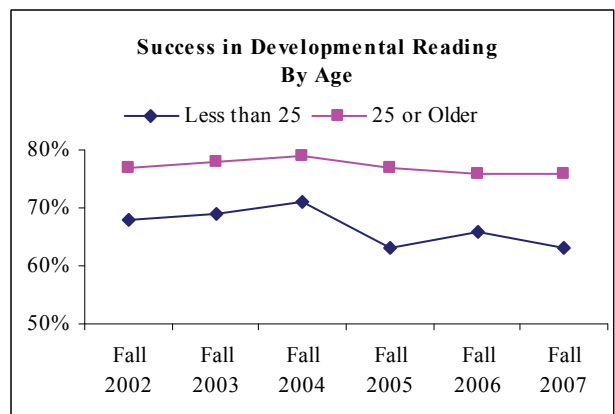


Developmental Reading Success Rate

The Fall 2007 successful completion rate (65%) is almost 3% lower than the previous year.

- American Indian and Black students have the lowest success rates (54% and 53% respectively).

- On average, females have a significantly higher successful completion rate (70%) than males (58%).
- Students 25 or older have higher success rates (76%) than younger students (63%).
- Students attending full-time are considerably more successful (84%) than those attending part-time (57%).
- Students with no high school diploma or GED have a higher successful completion rate.

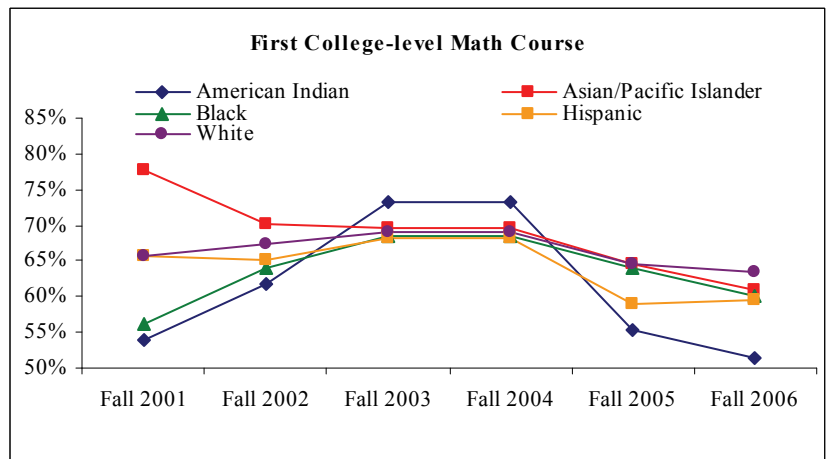


✚ First College-Level Math & First College-Level English Success Rate

First College-Level Math

The Fall 2006 successful completion rate (62%) for students who enrolled in their first college-level Math course remained unchanged from the previous year.

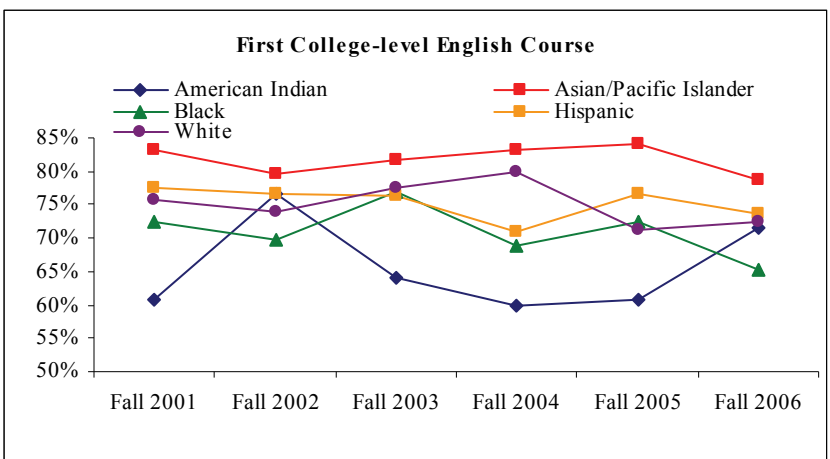
- White student had the highest success rate (64%) while American Indian students had the lowest (51%).
- Females consistently have a higher successful completion rate (64%) than males (57%).
- Students 25 or older have a considerably higher success rate (72%) than students younger than 25 (57%).
- The successful completion rate of full-time students (64%) is 4% higher than part-time students.
- Students who have declared the intent to transfer with a degree (59%) have a 9% higher successful completion rate than those intending to transfer with a certificate.



First College-Level English

The Fall 2006 successful completion rate for students who enrolled in their first college-level English course (72%) is similar to the previous 2 years.

- Black students have the lowest success rate (65%).
- Females have a 5% higher successful completion rate (75%) than males (70%) in their first college-level English course.
- The successful completion rate of students 25 or older (74%) is 2% higher than younger students (72%).
- Students with no GED or diploma have a significantly higher success rate (85%) than those with a Diploma (64%) or GED (71%).
- Students who attend full-time (76%) have a higher success rate than those who attend part-time (71%).



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 2006-07 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

-1.5%

FY2006-07

88.0%

Occupational Skills

Change from prior year

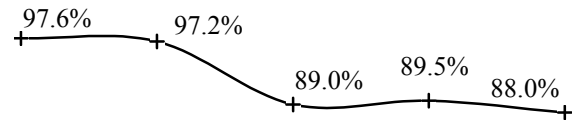
-0.2%

FY2006-07*

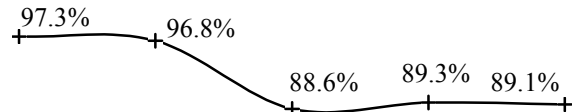
89.1%

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

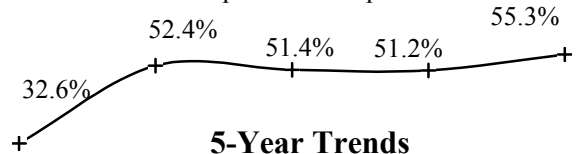
+4.0%

FY2006-07

55.3%

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.

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

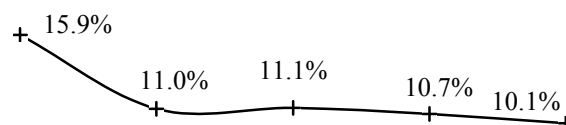
Change from prior year

-0.6%

FY2006-07

10.1%

Percent Transferring to University



Persisting to Spring

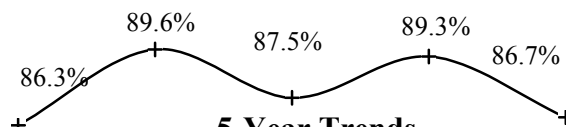
Change from prior year

-2.6%

FY2006-07

86.7%

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

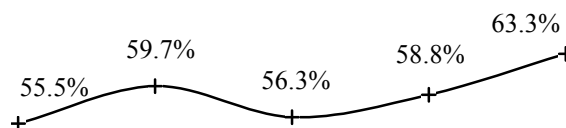
Change from prior year

+4.6%

FY2006-07

63.3%

Job Placement within 3 Months



Performance Targets

Placement Within 3 Months = 49%

Continuous Employment = 78%

9 Months

Continuous Employment for 9 Months

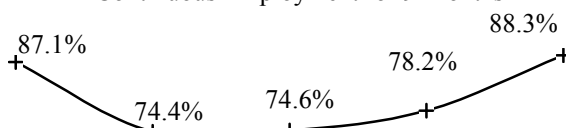
Change from prior year

+10.0%

FY2006-07

88.3%

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:

-  **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:

The district is the largest provider of workforce training in Arizona, with programs in areas such as nursing and allied health, information technologies, business, construction and manufacturing, public services (police and fire science), and design fields. In 2006-2007, 88% of students classified as concentrators in an occupational area met the criteria for academic skill attainment, and 89% met occupational skill attainment criteria. Approximately 55% of students completed 18 occupational credit hours in their field of study, or received an award and were classified as an occupational completer. A relatively small share of completers transferred to an Arizona state university the fall term after completion (10%). Of those who transferred in the fall, 87% persisted to the spring semester. Overall, 63% of completing students attained employment in Arizona within three months. Of those, 88% remained continuously employed nine months after program completion. Indicators and definitions are based on the Carl Perkins III federal reporting requirements for vocational and technical education programs.

Since the last reporting year notable changes include a 4% gain in the share of occupational completers. In addition, there was an increase in completers who are employed within three months (4.6%), and those completers who remained employed nine months after completion (10.0%).

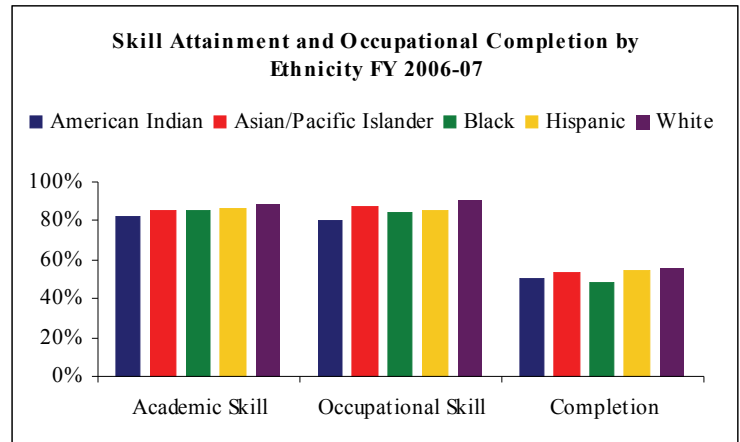
- For all time periods analyzed, students 25 or older continue to achieve higher academic and occupational skill attainment, as well as completion of program and fall-to-spring persistence results. However, a higher percent of students younger than 25 transferred to one of the 3 public universities in the Fall term after completion.
- Underrepresented minority students achieve lower results in most of the workforce categories. American Indian concentrators achieve the lowest skill attainment.
- Male students account for a smaller percentage of concentrators (48% of 9,158) and achieve slightly lower academic skill attainment results (87% vs. 89%) than females. Occupational skill attainment results (89%) are the same for both males and females.
- More females complete the occupational program (57% vs. 54%), but slightly more males (89%) are continuously employed 9 months after completion than females (88%).
- More of the high school graduates (56%) complete the occupational program than those with a GED (53%). The same percentage of high school graduates as GED completers (88%) are continuously employed 9 months after program completion.

Academic & Occupational Skill Attainment

The overall academic skill attainment is 1.5% lower than the previous year.

- There were 981 more concentrators than last year, an increase of 11.9%.
- American Indian concentrators achieve lower occupational skill attainment (80%) when compared to all other race/ethnic groups.

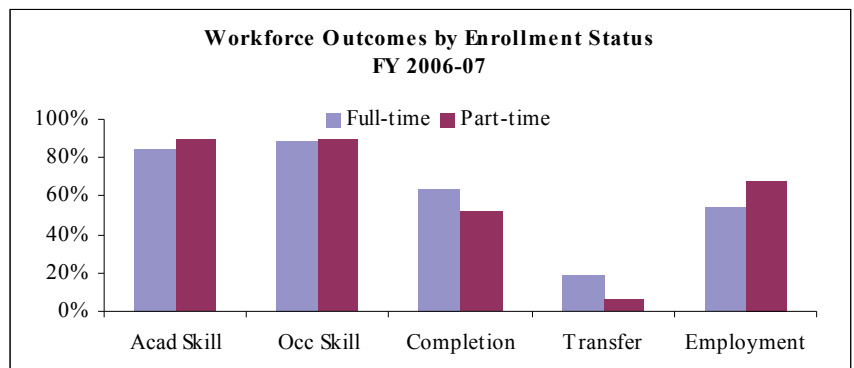
- Students younger than 25 have lower academic skill attainment (85%) than those 25 or older (92%).
- Males have slightly lower academic skill attainment (87%) than females (89%), but both do equally well (89%) in occupational skill attainment.
- Those who declare a *take courses intent* have the highest occupational skill attainment (93%) compared to all other students who declare other intents.



Occupational Completers

The percent of occupational completers is 4.1% higher than the previous year.

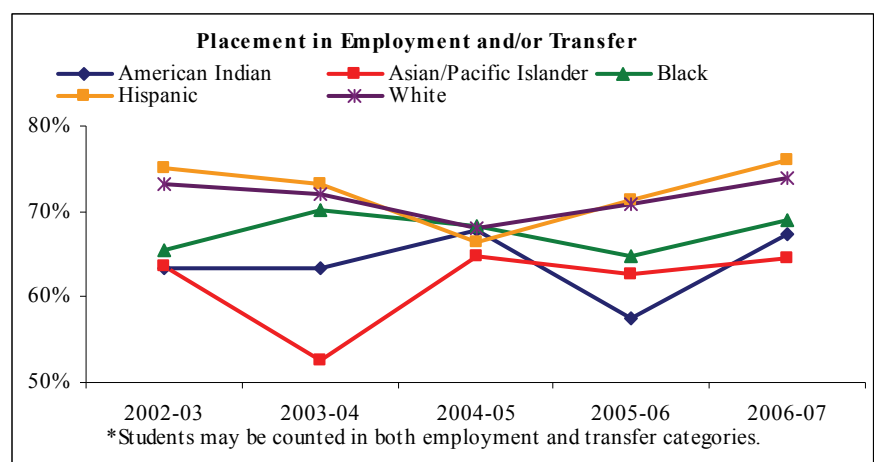
- Full-time students have a higher completion rate (64%) when compared to part-time students (52%). They also have a higher university transfer rate (18% vs. 6%).
- The completion rate for male students is 54%, which is 3% lower than female students (57%).
- Students 25 or older (59%) have a higher completion rate than those of traditional college age (53%).



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

Only 510, or 10% of the total occupational completers (5,061) transferred to one of the 3 state universities the Fall term after completion. Of those who transferred, 87% persisted to the spring semester.

- Although the majority of completers do not intend to transfer, 10% of completers transfer to Arizona public universities.
- More traditional college-age completers transfer to the university (13%) when compared to students 25 or older (5%).

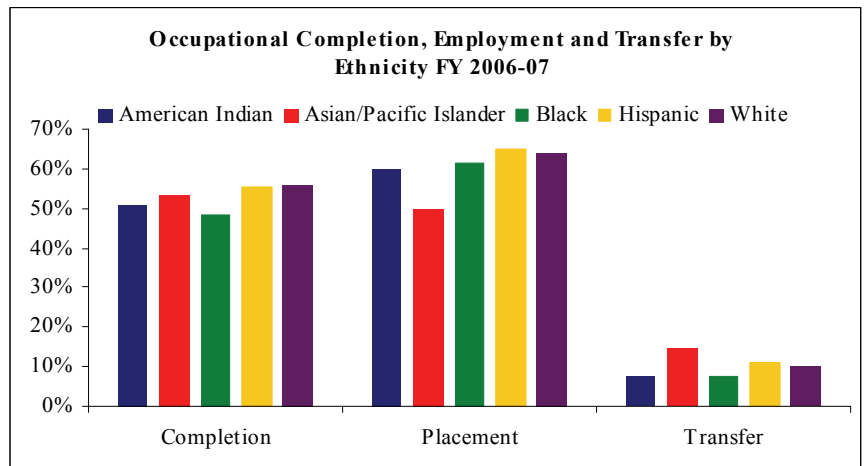


- More completers who identify '*transfer*' do indeed transfer to the university (23%) compared to other intents. The majority of students who declare an intent to '*transfer*' persist to the next semester (89%).

✚ 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 are continuously employed 9 months after completion (retention).

- The number of completers continuously employed 9 months after program completion increased by 744. This indicates an 88% retention rate, with the highest retention for those students who declared a *take courses intent* (91%) or a *degree intent* (90%).
- Slightly more males (89%) than females (88%) are continuously employed 9 months after program completion.
- Completers 25 or older have a slightly higher 3 month employment placement rate (64%) with a 90% 9 month retention rate, compared to traditional college age students who have a 63% employment placement rate and an 87% retention rate.
- The share of students employed within 3 months of completion is higher for part-time completers (68%) than full-time completers (54%). In addition, a higher percent of part-time completers (89%) remain employed 9 months after completion when compared to full-time completers (86%). (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 50%, American Indian 60%, and Black 61%). However, their employment rates have increased from last year (Asian/Pacific Islander 47%, American Indian 48%, and Black 56%).
- All race/ethnic groups increased their 9-month continuous employment results during the past year.

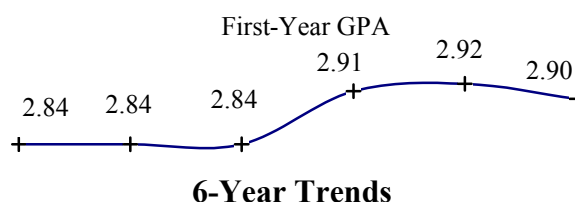


Transfer Indicators

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 2006-07 is the most recent data available for this indicator.

First-Year GPA
Change from prior year
-0.02
FY 2006-07*
2.90



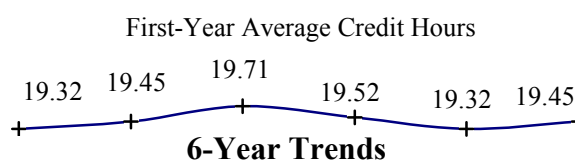
Performance Targets

First-Year GPA = 2.93

First-Year Credit Hours Completed

For the same group of students described above, this indicator shows the average completed. FY 2006-07 is the most recent data available for this indicator.

First-Year Credit Hours
Change from prior year
+0.13
FY 2006-07*
19.5



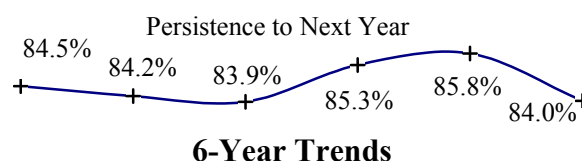
Performance Targets

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 2006-07 is the most recent data available for this indicator.

Persistence to Next Year
Change from prior year
-1.8%
FY 2006-07*
84.0%



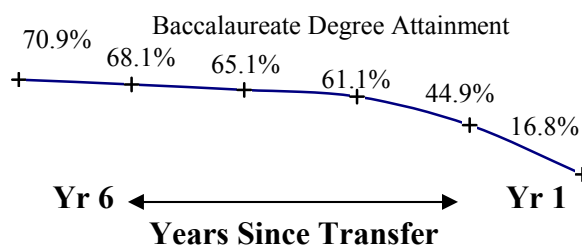
Performance Targets

Persistence to Next Year = 76%

Baccalaureate Degree Attainment

For the same group of students described above, shows the percent earning bachelor's degrees. FY 2006-07 is the most recent data available for this indicator.

This chart shows degree attainment over time. 71% of transfer students earn a bachelor's degree within six years of transfer.



*Preliminary numbers not submitted to NCCBP yet

**Statistically significant change

Transfer

Indicators of student transfer performance include:

- ✚ **First-Year Grade Point Average (GPA)**
- ✚ **First-Year Credit Hours Completed**
- ✚ **Persistence to Second University Year**
- ✚ **Baccalaureate Degree Attainment**

✚ **Key Findings**

Preparing students for transfer is central to the mission of the Maricopa Community College District. Nearly half of students enrolled at Maricopa as of Fall 2007 indicated that they plan to transfer to a four-year institution. The indicators of student transfer success are based on the performance of students who transferred twelve or more Maricopa credit hours to an Arizona state university. Students who received a grade in at least one university course are included in the indicator analysis. The majority of students transfer to Arizona State University, followed by Northern Arizona University and The University of Arizona. Students who transfer out of state are not included in this analysis.

On average, in 2006-2007, Maricopa transfer students had a first year university GPA of 2.9 on a four point scale and earned 19.45 credit hours. Of the students who transferred in 2006-2007, 84% enrolled in their second year at the university in 2007-2008. When tracked over time, the majority of students earned a bachelor's degree within three years of transfer and nearly 71% of students attain this goal within 6 years.

No significant changes were noted from the prior year for three indicators; first year GPA, average credit hours earned and bachelor's degree attainment. However, there was a decrease in persistence to the second university year which fell from 85.8% to 84%.

Indicators for 2006-2007 show the following differences between students:

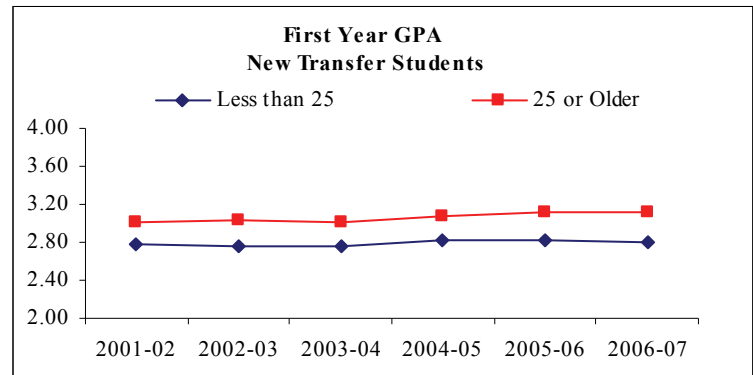
- Underrepresented minority students have relatively lower indicators for first-year grade point average, average first-year credits completed and transfer persistence to next year.
- Women generally have higher GPA's and earn more first year credit hours than men.
- Students 25 years of age or older have significantly higher GPA's and earn fewer credit hours during their first year when compared to younger students. Students younger than 25 are, however, more persistent than older students.
- Students who received a GED have lower university persistence rates and fewer first year university credit hours than students who earned a high school diploma.
- Overall, the number of hours taken at a Maricopa Community College is positively correlated to all indicators. The more hours taken prior to transfer the more positive the results.
- Nearly 70% of the transfer students used in the indicator analysis had attended the community college on a full time basis prior to transfer and 68% of the students were under the age of 25. The greatest share of students (50%) were younger than 25 and had been full-time students at the community college prior to university enrollment.

MCCCD Transfer Students Profile 2006-2007						
Community College Most Recent Attendance Type by Age						
	Full time Community College Attendance		Part time Community College Attendance		Total	
Under 25	2,619	50%	942	18%	3,561	68%
25 or older	1,016	19%	646	12%	1,661	32%
Total	3,635	70%	1,588	30%	5,223	100%

In general, over the past six years Maricopa new transfer students have become more ethnically diverse. The share of students who transfer 64 or more hours from Maricopa has increased. In FY07-08 approximately 80% of new transfer students transfer more than 31 hours from a Maricopa College. More information about transfer students is available at [IE Website - Maricopa Transfer Students](#)

✚ First-Year Grade Point Average (GPA)

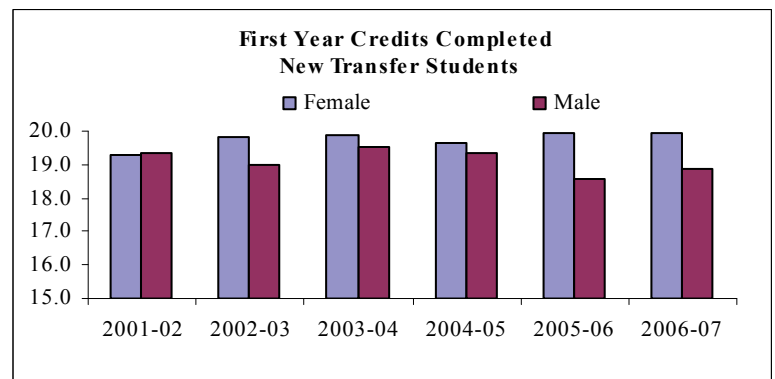
- In 2006-2007, Maricopa transfer students had an average first year university GPA of 2.9 on a four point scale.
- First year university GPA rose from 2.84 in 2001-2002 to 2.90 in 2006-2007, but has been relatively unchanged for the past three years.
- In 2006-2007, differences in GPA were observed by gender. Female students had an average GPA of 2.99 compared to a GPA of 2.79 for male students. This pattern has been consistent over the past six years.
- Students categorized as underrepresented minority students (American Indian, Black, and Hispanic) had lower GPA's overall when compared to other students.
- Students 25 or older had higher GPA's (3.1) than younger students (2.8).
- University cumulative GPA is higher for students who last attended the community college on a part time basis when compared to students who attended on a full time basis. Nearly 41% of the students who attended community college on a part time basis were 25 years or older and have significantly higher GPA's than younger students.



A study of Arizona State University transfer students found that new Maricopa transfer students earned a higher average GPA when compared to other non-Maricopa transfers. [Transfer Briefing paper](http://www.maricopa.edu/academic/ccta) (www.maricopa.edu/academic/ccta)

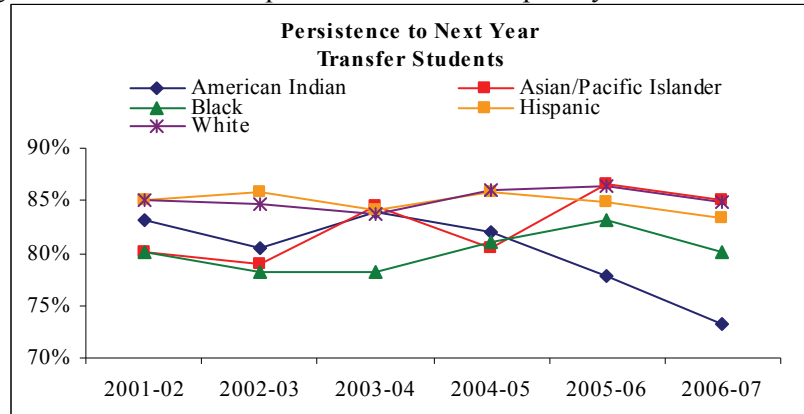
✚ First-Year Credit Hours Completed

- As of 2006-2007, MCCC students completed, on average, 19.5 credit hours during their first year at the university. Overall, there was no significant change in credit hours completed since the prior year.
- When analyzed by student characteristic the following differences in first year credit hour completion were noted:
 - Students who are younger than 25 have more first year credits at the university than older students.
 - Women complete more credit hours than men.
 - Underrepresented minorities earn fewer first year credit hours.
 - Students who received a GED certificate earn less hours than those who earned a high school diploma.
- Full-time community college students under the age of 25 were compared by gender and minority status.
 - Females completed more university credit hours than males.
 - White or Asian students completed more credits than underrepresented minority students.
- Credit hours completed by older full-time community college students (25+) do not differ based on gender or minority status.



Persistence to Second University Year

- The share of students who persisted to the next year at the university dropped from 85.8% in 2005-2006 to 84% in 2006-2007. The groups that had significant decreases in persistence from the prior year included males, those 25 years of age or older, and students who had enrolled at the community college on a part-time basis.
- Overall, the persistence rate for underrepresented minority students is lower than that for other students.
- Students who indicate a transfer goal are more persistent than those who indicated other goals.
- Full-time community college students under the age of 25 have been more persistent than older full-time students. There are no differences by age group for students who had attended the community college on a part-time basis prior to transfer.
- The students categorized as underrepresented minorities who last attended the community college on a full time basis have similar rates of persistence as White or Asian students.
- Underrepresented minority students who attended on a part-time basis are, however, less persistent.



Baccalaureate Degree Attainment

- Over the last ten years, the number of bachelor's degrees granted to students with 12 or more Maricopa transfer credits from state universities has grown from 4,079 in 1996-97 to 6,080 in 2006-07.
- The rate of bachelor degree attainment for new transfer students increases each year a student is enrolled at the university. After six years from time of transfer, 71% of new Maricopa transfer students have attained a bachelors degree.
- When analyzed by student characteristics, persistence differs by ethnicity, gender, age and full time attendance. The share of students who attain a degree is higher for White students when compared to other ethnicities. Females have a higher rate of degree attainment over time and students who attended the community college on a full time basis also have higher rates of degree attainment.

A study of ASU transfer students indicates that former Maricopa students overall have higher persistence rates and graduation rates than non-Maricopa counterparts.

[Transfer Briefing paper](http://www.maricopa.edu/academic/ccta)

(www.maricopa.edu/academic/ccta)

Arizona Transfer Rate Study – Maricopa Results

What percent of students who enter an Arizona community college and plan to transfer to a university, transfer to an Arizona public university?

In April 2008, a work group of researchers from across the state convened to design a meaningful measure of the rate of community college student transfer to the Arizona public university system.

Students exhibiting the following transfer intent behavior during the first three years of attendance at the community college were placed in a cohort: earned 12 or more community college credit hours; declared an intent to transfer or obtain a transfer degree; and completed at least one core course from the Arizona General Education Curriculum (AGEC). Students were followed for 6 years to determine whether they transferred to a state University.

Key findings for **Maricopa** students include:

- After six years, 30% of the 2001-2002 cohort had transferred to an Arizona public university.
- Transfer rates increase over time (for the 2001-2002 cohort, 22%, 27%, 29% and 30% by year 6).
- Of the nearly 2,900 students enrolling at a university after six years, approximately three-quarters (73%) do so within the first 3 years after initial entry.

First Year at Community College	Share of students who Transfer			
	3 yr	4 yr	5yr	6yr
Time from first CC				
2001-02	22%	27%	29%	30%
2002-03	20%	23%	26%	-
2003-04	20%	24%	-	-
2004-05	21%	-	-	-

Community College Survey of Student Engagement (CCSSE)

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

The Community College Student Report

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.

- [2008 CCSSE additional questions](#)
- [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](#)

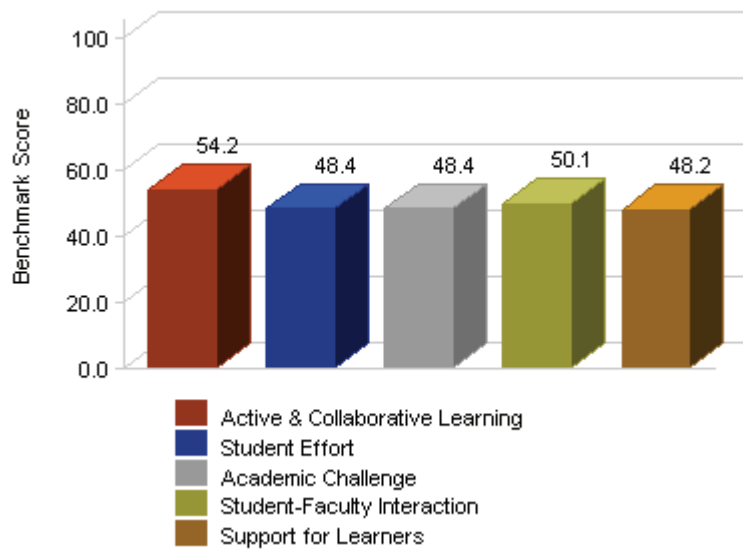
To learn more about *The Community College Student Report* and the work related to the psychometric properties of the survey, click on the following link.

- [CCSSE Psychometrics Paper](#)

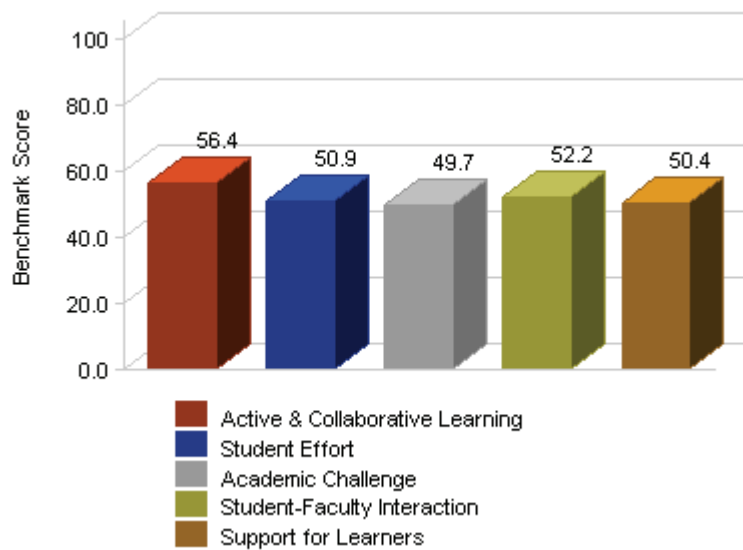
NSSE's Survey Instrument

CCSSE's partner, the [National Survey of Student Engagement](#), began administering a similar survey to students at four-year colleges and universities in 1998. For more details about similarities and differences between the surveys, see "[The Relationship of the Community College Survey of Student Engagement \(CCSSE\) and the National Survey of Student Engagement \(NSSE\)](#)," or view NSSE's [Student Engagement: Pathways to Collegiate Success](#).

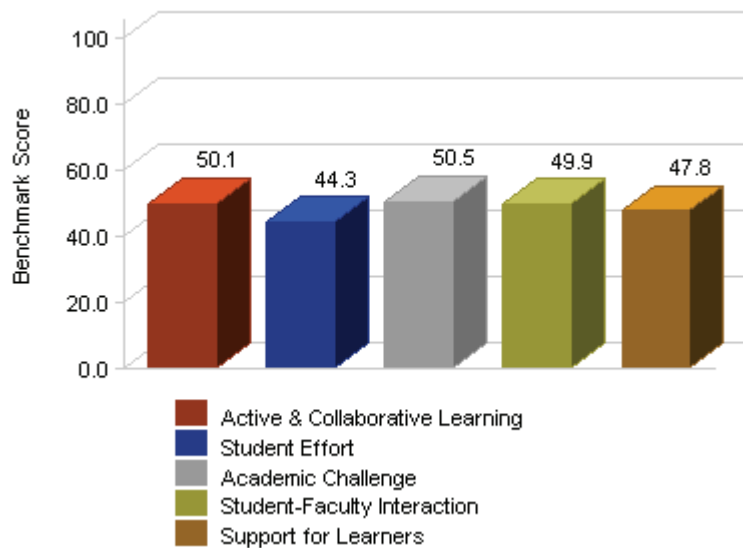
CCSSE Participant Results



**Chandler-Gilbert CC
2007 Results**

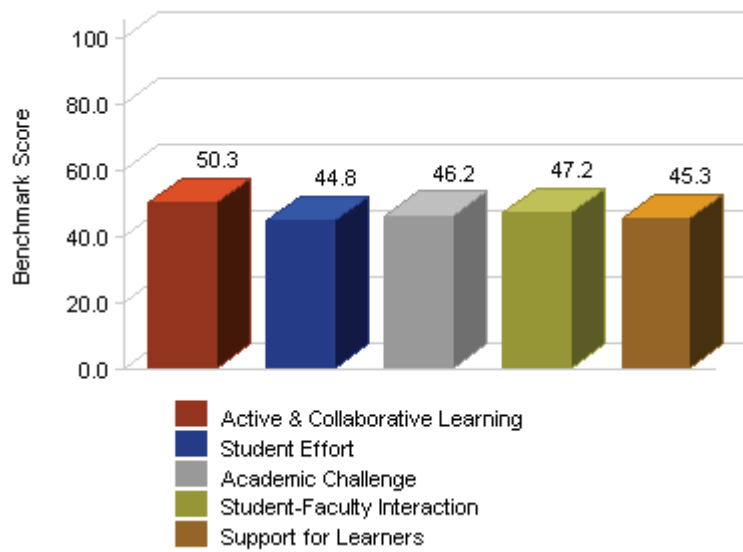


**Estrella Mountain CC
2006 Results**

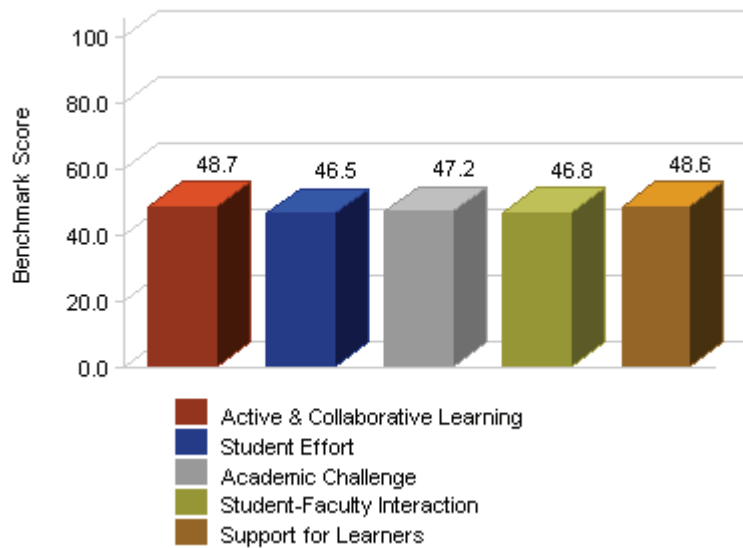


**Gateway CC
2008 Results**

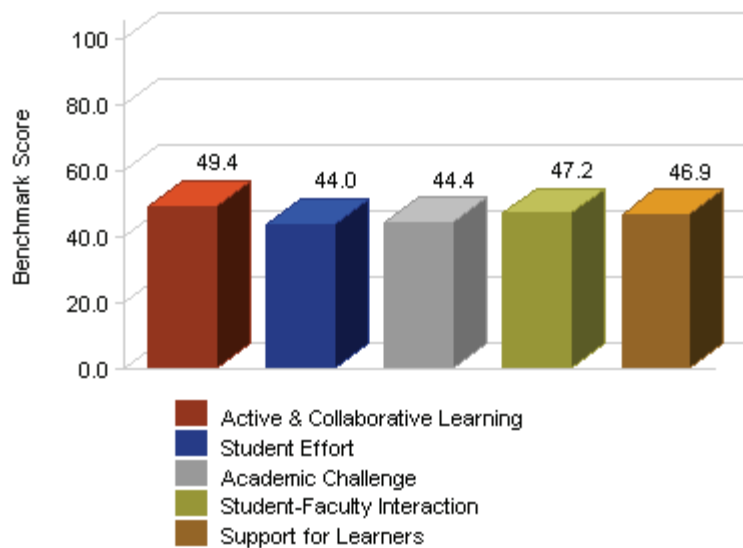
CCSSE Participant Results



**Mesa CC
2008 Results**

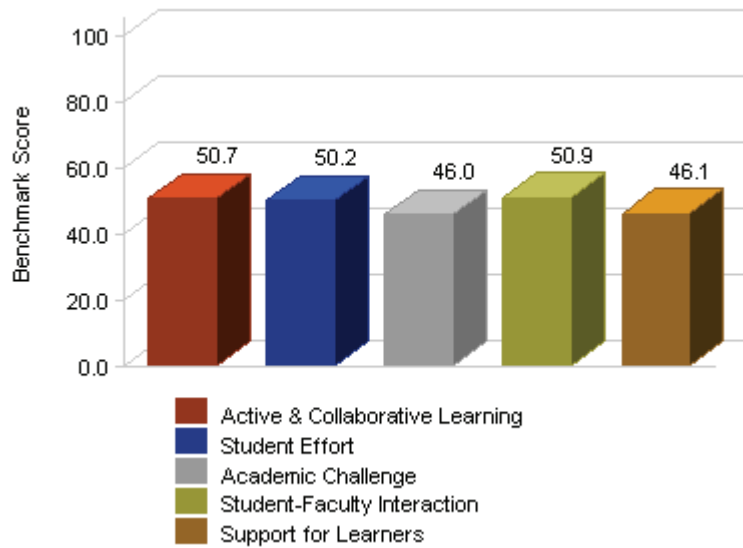


**Phoenix College
2008 Results**

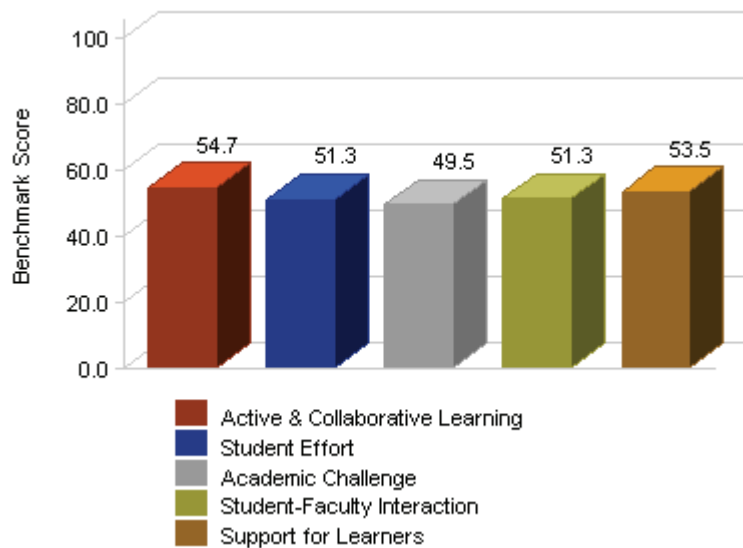


**Paradise Valley CC
2006 Results**

CCSSE Participant Results



**Scottsdale CC
2008 Results**



**South Mountain CC
2007 Results**

Maricopa Community College Custom CCSSE Questions

A group of MCCCDC institutional researchers designed common questions to supplement the CCSSE survey. The group compared the CCSSE survey to other surveys administered within the district, noted key areas missing, and added the following ten questions.

As a result of my studies at this college, I have gained an understanding of my role as a citizen in a global society.

	Total	Percent
Strongly Agree	573	13.2%
Agree	1181	27.2%
Neutral	1905	43.9%
Disagree	416	9.6%
Strongly Disagree	265	6.1%
Total	4339	100.0%

This college provides the courses I need to meet my academic goals

	Total	Percent
Strongly Agree	1716	39.5%
Agree	1736	40.0%
Neutral	706	16.3%
Disagree	134	3.1%
Strongly Disagree	48	1.1%
Total	4340	100.0%

I feel safe at this college.

	Total	Percent
Strongly Agree	1914	44.9%
Agree	1690	39.7%
Neutral	529	12.4%
Disagree	87	2.0%
Strongly Disagree	41	1.0%
Total	4261	100.0%

Instructors respect the diversity of students.

	Total	Percent
Strongly Agree	2204	51.9%
Agree	1538	36.2%
Neutral	437	10.3%
Disagree	54	1.3%
Strongly Disagree	15	0.4%
Total	4250	100.0%

Staff members respect the diversity of students.

	Total	Percent
Strongly Agree	1953	45.9%
Agree	1594	37.5%
Neutral	638	15.0%
Disagree	55	1.3%
Strongly Disagree	15	0.4%
Total	4253	100.0%

I am satisfied with the overall quality of instruction.

	Total	Percent
Strongly Agree	1666	39.2%
Agree	1902	44.7%
Neutral	555	13.1%
Disagree	97	2.3%
Strongly Disagree	33	0.8%
Total	4251	100.0%

Library services meet my needs.

	Total	Percent
Strongly Agree	1382	32.6%
Agree	1428	33.7%
Neutral	1284	30.3%
Disagree	110	2.6%
Strongly Disagree	36	0.8%
Total	4239	100.0%

It is easy to register for classes at the college.

	Total	Percent
Strongly Agree	1842	43.4%
Agree	1653	38.9%
Neutral	473	11.1%
Disagree	197	4.6%
Strongly Disagree	81	1.9%
Total	4245	100.0%

What type of access do you have to the Internet at home? (Student Access)

	Total	Percent
Dial-Up (standard phone line access)	289	6.9%
High Speed (Cable, DSL, Satellite, WiFi)	3485	83.2%
No Home Access	347	8.3%
Other	70	1.7%
Total	4191	100.0%

Information about programs of study is easy to find.

	Total	Percent
Strongly Agree	1154	27.6%
Agree	1803	43.1%
Neutral	940	22.5%
Disagree	253	6.0%
Strongly Disagree	32	0.8%
Total	4184	100.0%



Committing to Student Engagement

Reflections on CCSSE's First Five Years

2007 Findings

The Community College Survey of Student Engagement (*CCSSE*) this year celebrates five years of helping community colleges better serve their students. With its unrelenting focus on using data to improve students' educational experiences, *CCSSE* has established itself as a leading voice in community college improvement efforts. More important, *CCSSE* has helped a growing number of college leaders change the way they think about their work. College faculty and administrators who once made decisions based on their personal perceptions now increasingly base decisions — about everything from allocating resources to selecting teaching strategies — on evidence.

And perhaps most significant, over the past half decade, *CCSSE* and its member colleges have learned a great deal about how to engage students so they will be more likely to attain their academic goals. This year, in honor of its fifth anniversary, *CCSSE* presents the results of its annual survey in terms of lessons learned and strategies that work.

What We've Learned About Student Engagement

There is no silver bullet that will help more community college students succeed. There is, however, a growing body of data and research that can help colleges improve their educational practices and chart a course that will lead to better results. *CCSSE* is proud of its contributions to this critical effort.

In its first five years, *CCSSE* has:

- ★ **Created the *CCSSE* survey and the *CCSSE* benchmarks**, which give participating colleges objective and relevant data about their students' experiences. With these data, the colleges can better understand how effectively they are engaging their students and identify areas for improvement.
- ★ **Grown significantly.** *CCSSE* has surveyed almost 700,000 students from 548 different colleges in 48 states, British Columbia, and the Marshall Islands. Colleges that have participated in *CCSSE* represent about half of the nation's public community colleges and 56% of the national community college credit student population.
- ★ **Provided colleges with training and online tools** that help them use their data.
- ★ **Created *CCFSSE*, the Community College Faculty Survey of Student Engagement**, which helps colleges focus on faculty members' professional roles and compare faculty members' and students' perceptions about the educational experience.
- ★ **Established *CCSSE*'s reliability and validity.** *CCSSE*'s validation research shows that the *CCSSE* survey instrument provides a valuable proxy for student success in community colleges.
- ★ **Initiated the three-year *CCSSE* cohort**, which further increases the stability of the overall results.
- ★ **Introduced special focus survey items** that each year delve into an issue important to the field. At the same time, the core *CCSSE* survey remains consistent to allow for year-to-year comparisons.
- ★ **Demonstrated a commitment to transparency and improvement** through public reporting, a no-holds-barred analysis of the data, and an unwavering focus on both challenges and solutions.

Five Lessons Learned

CCSSE's work has contributed to the body of research and practice that together help colleges better engage students, retain students, and increase the likelihood that students will succeed. Here CCSSE offers five lessons learned in its first five years of work.

Lesson #1: Be intentional. Engagement doesn't happen by accident; it happens by design. Community colleges serve high percentages of students who juggle school, work, and family care commitments, and who attend college part-time. Most students simply are not on campus enough for engagement to occur spontaneously. Consequently, most students typically do not get the benefit of spur-of-the-moment conversations about course-work or unplanned study sessions. They rarely bump into professors on campus and have serendipitous informal conversations. Community colleges, therefore, must be deliberate and aggressively create opportunities to involve students so that engagement becomes central to every student's experience.

Lesson #2: Engagement matters for all students, but it matters more for some than for others. Throughout higher education, there are consistent, unacceptable gaps between outcomes for high-risk students and outcomes for their peers. CCSSE data show that when there are differences in engagement between low- and high-risk students, the students typically described as high-risk — including academically underprepared students, students of color, first-generation students, and nontraditional learners — are *more engaged* in their college experience than their peers.

At the same time, many of these students have lower aspirations and less successful outcomes. In other words, they are working harder, but achieving lower results. Colleges, therefore, should disaggregate their data, compare results for different student groups, and maximize engagement opportunities for those who are most at risk.

Lesson #3: Part-time students and faculty are the reality of community colleges — and typically are not adequately addressed in improvement efforts.

Close to two-thirds of community college students attend college part-time, and about two-thirds of community college faculty members teach part-time.*

There is ample evidence that attending college part-time puts students at greater risk of not attaining their educational goals. Community colleges can better address the needs of part-time students by building more engagement opportunities into the classroom experience and by making certain activities mandatory.

Colleges also are recognizing that they must change the way they approach the 67% of their faculty members who, on average, are employed part-time. Refocusing work with part-time faculty likely will have the greatest effect on part-time students; this is because part-time faculty are more likely than full-timers to teach at night and on weekends, when part-time students are more likely to take classes.

Lesson #4: Data are our friends. Since its inception, CCSSE has encouraged colleges to build a culture of evidence —

a culture in which administrators, faculty, and staff consider data to be signposts that their college can use to set goals, monitor progress, and improve practice. All of these stakeholders regularly review data on student engagement, progress, and achievement, and they make decisions based on what these data show.

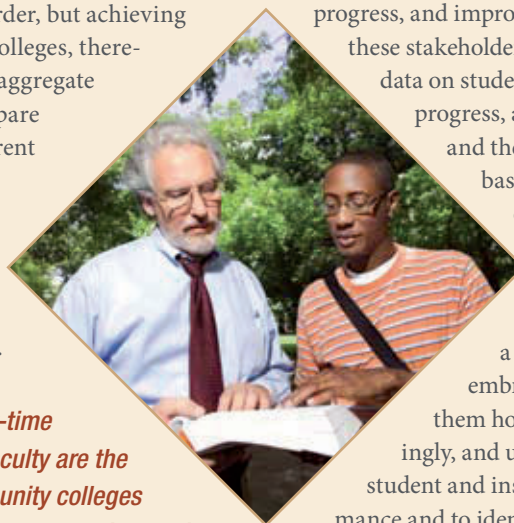
Individuals operating within a culture of evidence embrace data, sharing them honestly and unflinchingly, and use them to assess student and institutional performance and to identify means for improvement. These individuals know that transparency builds credibility, ownership, and support for change.

Lesson #5: Look behind the numbers.

Colleges that are working within a culture of evidence know that looking at survey data answers some questions — and it raises others. CCSSE encourages colleges to go deeper to learn more. For example, student focus groups provide rich information about student observations, insights, likes, and dislikes.

CCSSE also looks behind the numbers on a national scale. Examples of this include the *MetLife Foundation Initiative on Student Success* (a CCSSE project), which has added to the growing body of research that shows that developing relationships — with other students, faculty, and staff — is a significant contributor to students' success.

*U.S. Department of Education, National Center for Education Statistics, *2004 National Study of Post-secondary Faculty (NSOPF: 04) Report on Faculty and Instructional Staff in Fall 2003, May 2005.*



Five Strategies That Work

Every year, CCSSE results bring good news about how community colleges are using data to restructure students' educational experiences and maximize student engagement. But the data also reveal where individual colleges, and the field as a whole, have work to do.

Research and experience point to a number of strategies that can provide important returns in terms of strengthened student engagement and improved student outcomes. The following pages describe five strategies that are working for community colleges, along with relevant 2007 CCSSE and CCFSSSE findings. Please note that survey items and CCSSE benchmarks are not tied to specific strategies. In fact, the best engagement strategies likely will have an impact on a range of survey items and benchmarks. (Visit www.ccsse.org to see descriptions of the benchmarks, specific survey items associated with each benchmark, and key findings organized by benchmark.)

Strategy #1: Set High Expectations and Clear Goals

Setting and communicating high expectations. Every college has a stated commitment to educating all students, but their actions tell us more than their mission statements. Even a casual visitor can walk onto a college campus and know, almost instantly, whether the college community *believes* that all students can learn. Do they look at their students in terms of attributes or deficits? Do they talk about difficult subjects or difficult students? The students' ability to learn or the students' right to fail? Institutions that expect students to perform well use language that communicates students' value and potential.

This language helps set high expectations for students — and it is contagious. In high-expectation cultures, students who need developmental education start to believe, some of them for the first time, that they are capable of college-level work. Those who come to college seeking an associate degree start planning for the bachelor's degree they'll earn next. When colleges believe in their students and push them to do more, the students' aspirations rise.

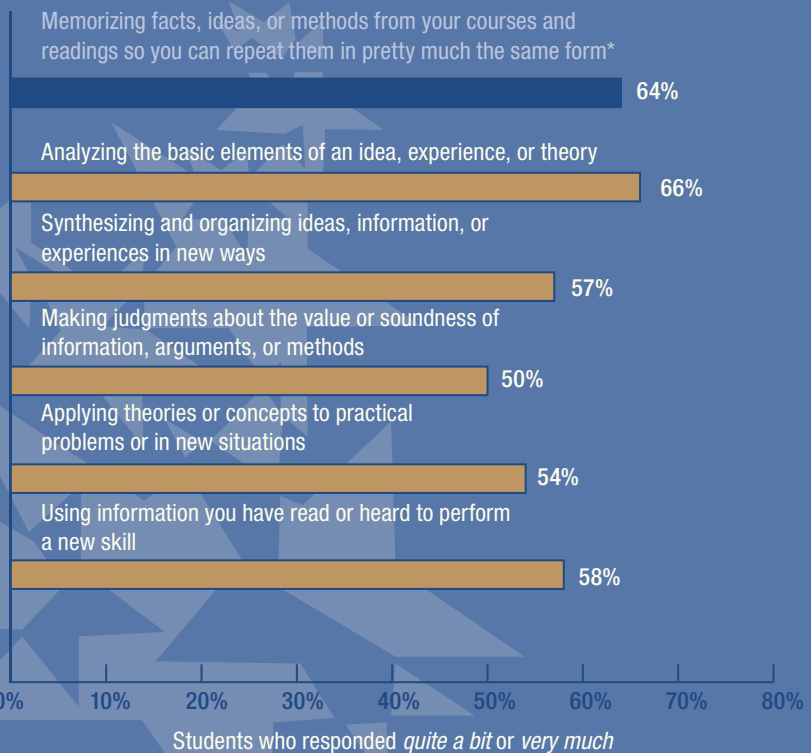
Items that make up the **academic challenge** benchmark reflect a college's

expectations of its students. For example, 57% of 2007 CCSSE Cohort respondents report that their college emphasizes synthesizing and organizing ideas, information, or experiences in new ways *quite a bit or very much*, and 50% say their college emphasizes making judgments about the value or soundness of information or arguments *quite a bit or very much*. These are recognized as examples of higher-order thinking, an indicator of greater academic challenge. By contrast, 64% of 2007 CCSSE Cohort respondents report that their college emphasizes the rote work of memorizing facts and ideas *quite a bit or very much*.

CCSSE BENCHMARK

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: 2007 CCSSE Cohort data.

Setting goals and providing the support to meet them. Increasing expectations is only one step toward success. For too many students, the journey starts and ends with aspiration because they don't have a clear path toward their goals. Some students are surprised to learn that they must pass one or more developmental education classes before they can start college-level work. Others aren't sure which classes they should take to reach their goals. Colleges can help students turn their wishes into concrete plans by requiring them to create academic road maps and then giving them support that helps them stay on track.

Strategy #2: Focus on the Front Door

By all measures, attrition, particularly in the first semester, is a significant problem for community colleges and their students; community colleges typically lose about half of their students prior to the students' second college year.

Current research indicates that helping students succeed through the equivalent of the first semester (12–15 credit hours) can dramatically improve retention. Successfully completing the first semester, moreover, improves students' chances of attaining further milestones and, ultimately, earning certificates and degrees.

Colleges must address the precipitous loss of new students by focusing on the front door — designing engagement efforts that capture students from the moment of their first interactions with the college.

Undoubtedly, academic advising and planning are central to any strategy that focuses on entering students. Items associated with the **support for learners** benchmark show how often students use these and other services as well as how much they value those services.

Every year, CCSSE respondents place the highest value on academic advising, and consistently, there is a gap between the percentage of students who value advising and those who use it. In the 2007 CCSSE cohort, 89% of respondents say that academic advising and planning are *somewhat* or *very important*; 54% report using that service *sometimes* or *often*, and more than a third of students say they *rarely* or *never* use this service.

Students not only value advising, but also they place a premium on certain advisors. The 2006 CCSSE special focus questions

revealed that students identify faculty members as their best source of academic guidance. Yet 2007 CCFSSSE results show that 23% of faculty typically spend zero hours per week advising students.

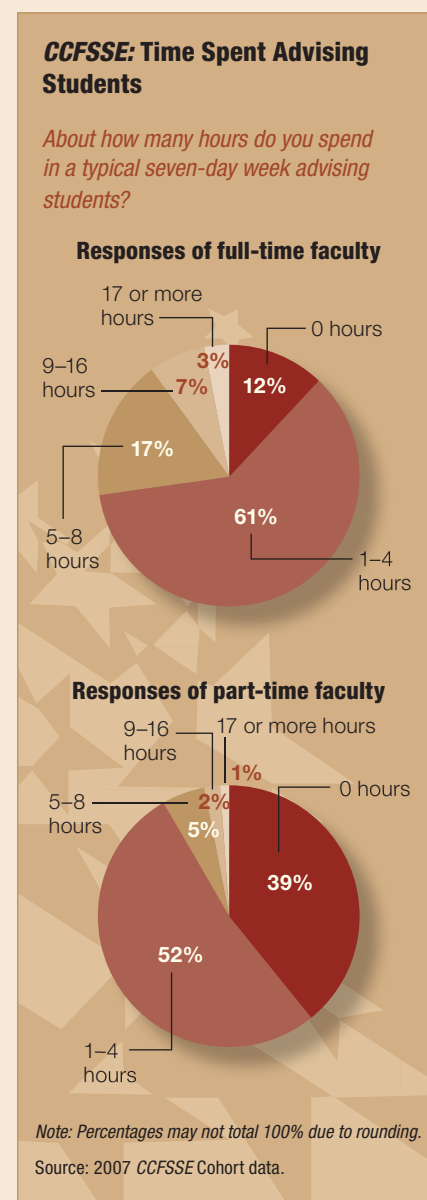
Disaggregating the data uncovers an even greater gap between students' reported needs for advising and faculty members' reported advising activities. Nearly four in 10 part-time faculty members (39%) report spending zero hours in a typical week advising students. About two-thirds of community college faculty members teach part-time. These faculty members, moreover, typically teach half to two-thirds of all course sections. If a significant portion of part-time faculty members are not advising students, then a large percentage of students may have little opportunity to receive guidance from faculty members.

In addition to advising, engagement efforts that focus on entering students, such as orientation and student success courses, typically help students make connections to other students, faculty, and staff. Ideally, these experiences also build academic skills and connect students to academic tools and support services, helping them find the resources they will need to succeed at the college.

Strategy #3: Elevate Developmental Education

It is estimated that up to 61% of all first-time community college students are assessed as underprepared for the academic demands of college-level courses, and the numbers are far higher in some settings.* Community colleges cannot significantly strengthen student success unless they first focus on providing effective developmental education and appropriate levels of student support.

*Adelman, C. January 2004. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972–2000*. Washington, DC: U.S. Department of Education, Institute of Education Sciences.



Research shows that effective remediation pays high dividends, but success may depend on early intervention. Thus, colleges that want to better serve academically underprepared students may choose to focus more attention and resources on supporting these students in their first semester of work. This support should begin with accurate and effective placement information. It also should include making sure that there are enough developmental course sections — and that all are taught by qualified faculty who want to teach them.

Finally, colleges should pay attention to the academically underprepared students who are working hard but not getting solid results. Items in the **student effort** benchmark consistently show the effort underprepared students put into their work. For example, 59% of academically underprepared students *often* or *very often* prepare two or more drafts of a paper or assignment before turning it in versus 42% of academically prepared students.

Strategy #4: Use Engaging Instructional Approaches

Most community college students are attending college part-time, working and commuting. Many also are caring for dependents. Given these competing priorities, most students spend little time on campus beyond the time they attend classes. Indeed, CCSSE data indicate that overall, the most successful engagement strategies are likely to happen in classrooms.

The value of capitalizing on the time students spend in class is illustrated by items from the **active and collaborative learning** benchmark. These data consistently show that students are more engaged in the classroom than anywhere else. For example, whereas 21% of students *often* or *very often* work with classmates outside of class to prepare class assignments, more than double that number, 45%, *often* or *very often* work with other students on projects during class.

CCSSE research shows that active and collaborative learning is broadly related to a range of student outcomes, including persistence and academic achievement. Colleges and their faculty can play to the strength of in-class engagement and maximize use of instructional approaches that engage students.

CCFSSE data, particularly those concerning how faculty members use class time, also provide useful insights. Almost a third of faculty respondents (31%) report that they spend more than half of their class time lecturing. More than one-fifth of respondents (21%) spend zero hours on small group activities; nearly three quarters of respondents (74%) spend less than 20% of class time on such activities. Colleges can use these data to encourage faculty members to use more engaging instructional strategies and to identify areas of focus for professional development.

Strategy # 5: Make Engagement Inescapable

Colleges are most likely to engage students when they make engagement inescapable.

For example, survey items from the **student-faculty interaction** benchmark show that students and faculty members are most likely to interact when they already are in the same place — the classroom. Strikingly, only 15% of students say they discussed ideas from classes with instructors outside the classroom *often* or *very often*, and nearly half (47%) say they *never* had such conversations.

But colleges and their faculty members can set the tone for — and set the terms of — student engagement. With regard to student-faculty interaction, for example, colleges can require students to see faculty members in their offices at least once before mid-semester or develop strategies for faculty to build career planning into the classroom experience.

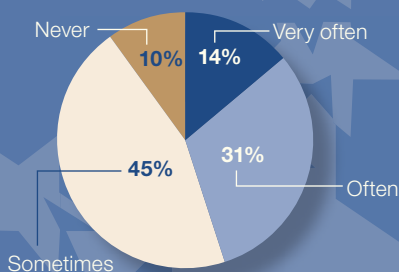
Faculty members who are thinking intentionally about course design also can make other types of engagement inescapable. They can require students to work on projects with other students outside of class, require a service learning project, make the end-of-course assessment a group project, and so on.

CCSSE BENCHMARK

Student-Faculty Interaction Happens Primarily in the Classroom

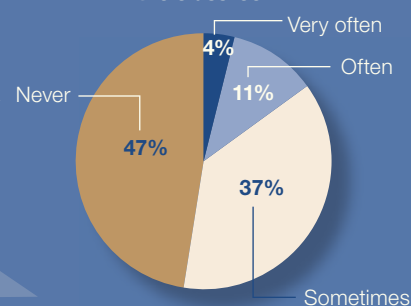
In your experience at this college during the current school year, about how often have you done each of the following?

Discussed grades or assignments with an instructor



Source: 2007 CCSSE Cohort data.

Discussed ideas from readings or classes with instructors outside the classroom



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

Special Focus: Entering Student Engagement

The CCSSE survey includes five *special focus* items that examine an area of student experience and institutional performance that is critical for student success. The special focus items address a different topic each year.

The 2007 special focus items highlight entering student engagement, an area of growing interest to CCSSE and to many community colleges.

The CCSSE survey is administered in the spring term, by which time most students will have had some substantial experience with their institutions — experience that is important for responding to the CCSSE survey. But longitudinal data show that community colleges lose many students before a second term of enrollment. Thus, by the spring term, the students who still are in college, particularly those from higher-risk groups, might already be considered college “survivors.”

Thus, CCSSE is introducing a sharper focus on the front door of the college. This work begins with the 2007 special focus survey items, which elicit information from students about their experiences in the first four weeks of college. These survey items address advising, instructional techniques, orientation, and other practices associated with improved student success.

CCSSE's focus on the front door will continue with its new Survey of Entering

Student Engagement (*SENSE*). Results from the *SENSE* pilot administration will be described in the first-look report for *SENSE — Starting Right: A First Look at Engaging Entering Students* — to be published in spring 2008.

Taken together, CCSSE and *SENSE* will offer complementary pieces of the student success puzzle, with CCSSE providing a comprehensive look at the overall quality of all students' educational experiences and *SENSE* offering a focused snapshot of new students and their earliest college experiences.

Entering Students: Get Them While You Can

The special focus survey items show that fewer than half of students (43%) met with an advisor to discuss educational goals in the first four weeks of college, and more than a third of students (36%) did not complete an assessment test for course placement by the end of their first four weeks of college.

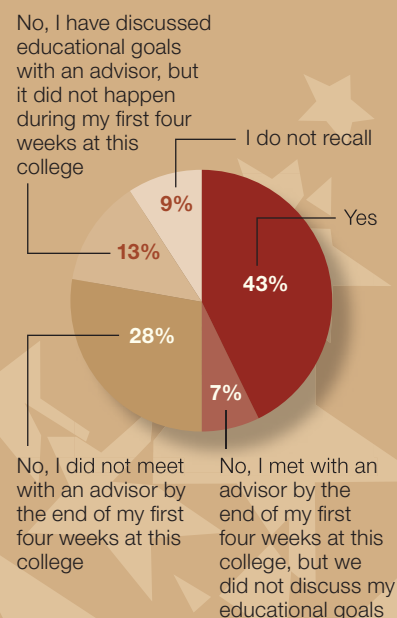
Nearly one-third of entering students (32%) did not attend an orientation course. Among students who attended an orientation course, slightly more than a third (36%) say they were *very satisfied* with their experience.

In classrooms, 62% of respondents report that instructors used techniques that encouraged them to be actively involved *often or very often* during their first four weeks of college. Overall, 35% of students report that they are *very satisfied* with their colleges' processes for working with new students.

Key Findings: Entering Student Experiences

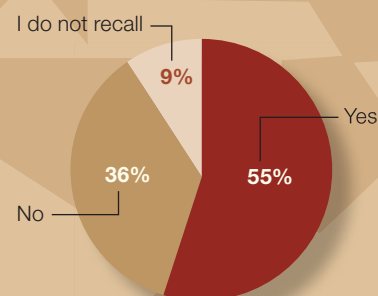
Advising

By the end of my FIRST FOUR WEEKS at this college, I had met with an advisor to discuss my educational goals.



Assessment tests

By the end of my FIRST FOUR WEEKS I had completed an initial assessment test to determine which reading, writing, and math courses I should enroll in.



Source: 2007 CCSSE data.



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National Community College Benchmark Project
MCCCD and National Results
2008 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
Cost per Credit Hr. & FTSE	Cost per Credit Hour	\$117	\$87	\$130	\$205	X		
	Cost per FTSE	\$3,505	\$2,608	\$3,904	\$6,145	X		
Credit, College-level Course Retention & Success	College-level Course Retention (A,B,C,D,F,P)	82%	81%	89%	93%	X		
	Successful College-level Course Completion (A,B,C,P)	74%	68%	74%	82%		X	
Persistence	Fall 2006 to Spring 2007	61%	58%	69%	75%	X		
	Fall 2006 to Fall 2007	45%	39%	47%	54%	X		
First-time Student Cohort (3-yr Completions)	3-Yr. Completer Rate for Full time Students	17%	9%	17%	33%		X	
	3-Yr. Completer Rate for Part time Students	5%	2%	5%	15%		X	
Transfer of First-Time Students (RTK) to College	3-Yr. Transfer Rate for Full time Students	6%	7%	18%	30%	X		
	3-Yr. Transfer Rate for Part time Students	2%	3%	12%	26%	X		
	3-Year Completer or Transfer Rate for Full time Students	23%	22%	37%	58%	X		
	3-Year Completer or Transfer Rate for Part time Students	8%	8%	18%	33%	X		
Core Academic Area Successful Completion (A,B,C,P)	College Algebra	55%	44%	56%	71%	X		
	English Composition I	69%	60%	70%	79%	X		
	English Composition II	59%	57%	67%	76%	X		
	Speech Communication	71%	66%	75%	86%	X		
Institution-wide Credit Grades	Credit Course Withdrawals	18%	7%	12%	19%			X
	Credit Course Completers	82%	81%	88%	93%	X		
	Credit Course Success	73%	67%	73%	80%		X	
	Credit Course A & B Grades	56%	49%	55%	62%			X
Transfer Performance	1st Year Cumulative GPA for New Transferees	2.91	2.70	2.88	3.13			X
	1st Year Avg. Credit Hours Taken by New Transferees	19.32	15.89	21.61	25.46	X		
	Percent Persisted to Following Year	86%	69%	79%	88%			X
Developmental Course Retention (A,B,C,D,F,P)	Developmental Math Retention	66%	68%	83%	92%	X		
	Developmental English Retention	77%	76%	88%	94%	X		
	Developmental Reading Retention	82%	79%	88%	94%	X		
Developmental Course Success (A,B,C,P)	Developmental Math Success	50%	46%	54%	67%	X		
	Developmental English Success	61%	53%	64%	74%	X		
	Developmental Reading Success	68%	54%	68%	78%		X	

National Community College Benchmark Project
MCCCD and National Results
2008 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%	61%	70%	81%			X
	Developmental Math Student - Successful Completion of First College-level Math Course within 1 Year	63%	50%	65%	78%	X		
Market Penetration	Credit Student Market Penetration	6%	1%	3%	6%			X
	Non-Credit Student Market Penetration	1%	0.2%	1%	6%		X	
Access & Participation	Minority Student Representation	32%	5%	19%	54%			X
	Minority Employee Representation	22%	3%	11%	35%			X
Average Class Size	Credit Sections	20.8	14.9	19.0	22.6			X
Student/ Faculty Ratio	Credit Courses	16.5	13.7	17.8	23.2	X		
Instructional Faculty Load	% Credit Hours by Full time Faculty	40%	42%	54%	72%	X		
	% Credit Hours by Part time Faculty	60%	28%	46%	58%			X
	% Sections by Full time Faculty	37%	38%	53%	68%	X		
	% Sections by Part time Faculty	63%	32%	47%	62%			X
Retirements & Departures	Retirements Rate	2%	0%	2%	4%		X	
	Departures Rate	7%	2%	5%	12%			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/>

2008 NCCBP Participants
Characteristics: All Reporting Institutions

Institution Type			Calendar		
Single-campus:	123	65.43%	Semester:	179	95.21%
Multi-campus:	60	31.91%	Quarter:	7	3.72%
Multi-college District:	5	2.66%	Trimester:	1	0.53%
			Other:	1	0.53%
Campus Environment			Faculty Unionized		
Primarily Urban:	51	27.13%			
Primarily Suburban:	76	40.43%			
Primarily Rural:	60	31.91%	Yes:	94	50.00%
			No:	94	50.00%
Control					
Public:	188	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 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)
 Colorado Mountain College (CO)
 Chipola College (FL)
 Lake City Community College (FL)
 Polk Community 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)
 Middle Georgia 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)

Hawkeye 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)
Western Iowa Tech Community College (IA)
Black Hawk College (IL)
College of DuPage (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)
Waubonsee Community College (IL)
Ivy Tech Comm College of Indiana-Cent Office (IN)
Barton County Community College (KS)
Butler Community College (KS)
Fort Scott Community College (KS)
Garden City Community College (KS)
Hutchinson Community College (KS)
Johnson County Community College (KS)
Kansas City Kansas Community College (KS)
Ashland Community & Technical College (KY)
Bluegrass Community & Technical College (KY)
Bowling Green 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 Community & Technical College (KY)
West Kentucky Community & Technical College (KY)
Quincy College (MA)
Carroll Community College (MD)
Hagerstown Community College (MD)
Howard Community College (MD)
Central Maine Community College (ME)
Bay de Noc Community College (MI)
Delta College (MI)
Jackson Community College (MI)
Kalamazoo Valley Community College (MI)
Lake Michigan College (MI)
Macomb Community College (MI)
Northwestern Michigan College (MI)
Oakland Community College (MI)
Schoolcraft College (MI)
Southwestern Michigan College (MI)

Century College (MN)
 Minneapolis Community and Technical College (MN)
 East Central College (MO)
 Metropolitan Community College - Kansas City (MO)
 Metropolitan Community College - Longview (MO)
 Metropolitan Community College - Penn Valley (MO)
 Ozarks Technical Community College (MO)
 St. Charles Community College (MO)
 State Fair Community College (MO)
 Asheville-Buncombe Technical Comm College (NC)
 Central Piedmont Community College (NC)
 Wake Technical Community College (NC)
 Metropolitan Community College (NE)
 Burlington County College (NJ)
 Gloucester County College (NJ)
 Raritan Valley Community College (NJ)
 Doña Ana Community College (NM)
 Eastern New Mexico University - Roswell (NM)
 San Juan College (NM)
 Truckee Meadows Community Colleges (NV)
 Broome Community College (NY)
 Cayuga Community College (NY)
 Clinton Community College (NY)
 Columbia-Greene Community College (NY)
 Corning Community College (NY)
 Dutchess Community College (NY)
 Erie Community College (NY)
 Fashion Institute of Technology (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)
 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)
 Tompkins Cortland Community College (NY)
 Ulster County Community College (NY)
 Westchester Community College (NY)
 Cincinnati State Technical and Comm College (OH)
 Cuyahoga Community College (OH)
 Lorain County Community College (OH)
 Oklahoma City Community College (OK)
 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)
Westmoreland County Community College (PA)
Spartanburg Community College (SC)
Tri-County Technical College (SC)
Trident Technical College (SC)
Chattanooga State Technical Comm 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 District (TX)
Brazosport College (TX)
Brookhaven College (TX)
Collin County Community College District (TX)
Del Mar College (TX)
North Central Texas College (TX)
Northwest Vista College (TX)
Palo Alto College (TX)
Richland College (TX)
San Antonio College (TX)
St. Philip's College (TX)
Salt Lake Community College (UT)
Bellevue Community College (WA)
Clark College (WA)
Lower Columbia College (WA)
Spokane Falls Community College (WA)
Fox Valley Technical College (WI)
Milwaukee Area 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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Withdrawn	56,308	17.5%	59,261	17.6%	62,228	17.8%	65,254	18.6%	63,607	18.4%	65,952	19.2%
Race/Ethnic Background												
American Indian	2,151	23%	2,243	22%	2,251	21%	2,454	23%	2,473	25%	2,641	25%
Asian/Pacific Islander	1,758	16%	1,850	17%	1,868	16%	2,026	16%	2,180	17%	2,544	17%
Black	3,558	22%	4,267	23%	4,866	24%	5,183	24%	5,200	24%	6,609	27%
Hispanic	10,481	19%	11,411	19%	11,829	18%	13,403	20%	13,268	20%	14,390	21%
White	31,930	17%	32,711	17%	34,747	17%	35,880	18%	33,771	17%	36,285	18%
Other	1,499	18%	1,681	20%	1,762	20%	1,802	20%	1,684	19%	1,484	20%
Unknown	4,931	16%	5,098	16%	4,905	17%	4,506	17%	5,031	18%	1,999	18%
Gender												
Female	28,242	17%	30,104	17%	31,652	17%	34,044	18%	32,918	18%	33,719	18%
Male	25,416	19%	26,502	19%	28,505	19%	29,513	20%	29,008	20%	30,244	20%
Unknown	2,650	15%	2,655	15%	2,071	16%	1,697	17%	1,681	18%	1,989	21%
Age												
Less than 25	35,936	18%	37,606	19%	38,948	19%	42,620	20%	41,326	20%	43,213	20%
25 or Older	19,680	16%	21,180	16%	22,760	17%	22,281	17%	21,858	17%	22,589	18%
Unknown	692	13%	475	10%	520	11%	353	10%	423	12%	150	10%
High School Status												
HS Diploma	42,776	18%	45,473	18%	48,193	18%	51,458	19%	50,506	19%	54,664	19%
GED	4,927	23%	5,376	22%	5,928	24%	5,801	23%	5,237	23%	6,341	26%
No GED/Diploma	1,662	23%	1,649	21%	1,743	22%	1,708	22%	1,826	21%	1,496	22%
Other/Unknown	6,943	13%	6,763	13%	6,364	12%	6,287	13%	6,038	12%	3,451	11%
Intent/Goal**												
Transfer												
Transfer	22,397	19%	23,098	20%	24,643	20%	25,822	21%	24,959	21%	22,981	21%
Degree + Transfer	6,510	18%	6,866	19%	6,678	19%	9,708	20%	9,175	19%	23,624	19%
Certificate + Transfer	97	14%	130	16%	168	19%	304	21%	333	16%	1,522	18%
Workforce												
Degree	8,950	16%	10,304	16%	11,302	17%	8,469	17%	7,807	16%	3,836	16%
Certificate	985	9%	1,391	11%	1,570	12%	1,324	11%	1,526	12%	2,024	10%
Take Courses	6,399	17%	6,496	17%	6,899	16%	8,202	16%	7,884	17%	6,173	20%
Personal Interest	4,146	18%	3,655	16%	3,530	16%	3,827	17%	3,579	17%	2,581	18%
Unknown	6,824	16%	7,321	16%	7,438	17%	7,598	19%	8,344	18%	3,211	18%
Enrollment Status												
Full Time	2,165	2%	2,201	2%	2,165	2%	2,016	2%	1,972	2%	3,732	3%
Part Time	54,143	24%	57,060	25%	60,063	25%	63,238	26%	61,635	26%	62,220	27%

* Preliminary numbers not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Successful	239,473	74.4%	250,643	74.4%	259,288	74.0%	255,517	72.8%	251,159	72.7%	247,547	71.9%
Race/Ethnic Background												
American Indian	5,999	64%	6,637	65%	7,025	67%	6,803	64%	6,177	62%	6,731	63%
Asian/Pacific Islander	8,383	77%	8,316	75%	8,709	76%	9,427	76%	9,846	75%	11,348	75%
Black	10,672	66%	11,754	64%	13,242	64%	13,641	63%	13,330	62%	14,499	59%
Hispanic	38,742	71%	43,047	71%	46,879	72%	46,666	70%	46,879	70%	47,275	69%
White	145,028	76%	149,545	76%	155,139	76%	153,660	75%	147,373	75%	154,305	75%
Other	5,907	73%	6,124	72%	6,142	71%	6,240	70%	6,288	71%	5,147	70%
Unknown	24,742	78%	25,220	78%	22,152	76%	19,080	74%	21,266	74%	8,242	73%
Gender												
Female	129,939	76%	136,624	76%	142,872	76%	141,563	74%	138,793	74%	135,900	73%
Male	94,739	71%	99,860	72%	106,729	72%	106,476	71%	105,492	71%	105,117	70%
Unknown	14,795	81%	14,159	80%	9,687	77%	7,478	75%	6,874	73%	6,530	68%
Age												
Less than 25	140,023	72%	145,937	72%	151,351	72%	153,873	72%	148,258	70%	150,467	70%
25 or Older	95,359	78%	100,709	78%	104,080	77%	93,600	70%	100,032	77%	95,852	75%
Unknown	4,091	80%	3,997	83%	3,857	83%	2,609	74%	2,869	82%	1,228	84%
High School Status												
HS Diploma	178,049	74%	188,020	74%	195,479	73%	192,724	72%	188,416	71%	200,575	71%
GED	14,811	68%	16,463	69%	16,887	68%	17,102	68%	15,562	68%	15,791	65%
No GED/Diploma	4,942	67%	5,304	69%	5,472	69%	5,350	68%	5,881	69%	4,537	68%
Other/Unknown	41,671	80%	40,856	80%	41,450	81%	40,341	80%	41,300	81%	26,644	83%
Intent/Goal**												
Transfer												
Transfer	82,981	72%	83,504	72%	86,436	71%	85,483	69%	82,948	69%	73,474	68%
Degree + Transfer	26,900	74%	26,919	73%	25,115	72%	34,692	71%	33,711	71%	86,299	71%
Certificate + Transfer	520	76%	602	75%	635	72%	980	69%	1,551	76%	6,116	74%
Workforce												
Degree	41,909	75%	47,415	75%	51,048	75%	37,811	74%	35,950	75%	18,276	77%
Certificate	8,861	85%	10,805	84%	11,428	84%	9,961	84%	10,330	83%	17,670	86%
Take Courses	27,887	75%	30,181	77%	33,496	77%	39,454	78%	36,386	76%	22,207	72%
Personal Interest	17,344	74%	16,982	76%	17,198	77%	17,362	76%	16,275	76%	10,581	74%
Unknown	33,071	78%	34,235	77%	33,932	76%	29,774	73%	34,008	74%	12,924	72%
Enrollment Status												
Full Time	88,570	91%	97,159	91%	100,716	91%	97,194	91%	96,974	91%	98,419	89%
Part Time	150,903	67%	153,484	67%	158,572	66%	158,323	65%	154,185	65%	149,128	64%

* Preliminary numbers not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

Institution Wide Credit Course 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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Excelling	182,513	56.7%	192,587	56.7%	198,095	56.6%	196,340	55.9%	193,397	56.0%	190,419	55.3%
Race/Ethnic Background												
American Indian	4,206	45%	4,727	46%	5,076	48%	4,968	47%	4,457	45%	4,910	46%
Asian/Pacific Islander	6,425	59%	6,389	58%	6,728	59%	7,371	59%	7,722	59%	8,917	59%
Black	7,253	45%	8,252	45%	9,328	45%	9,714	45%	9,397	44%	10,322	42%
Hispanic	27,075	49%	30,812	51%	33,383	51%	33,711	50%	33,739	50%	34,503	50%
White	113,317	59%	118,074	60%	121,904	60%	121,410	59%	116,723	59%	121,786	59%
Other	4,386	54%	4,589	54%	4,572	53%	4,717	53%	4,789	54%	3,947	54%
Unknown	19,851	63%	19,744	61%	17,104	58%	14,449	56%	16,570	58%	6,034	53%
Gender												
Female	98,804	58%	105,284	58%	110,075	58%	109,242	57%	107,179	57%	105,052	57%
Male	71,481	54%	76,043	55%	80,378	54%	81,261	54%	80,846	54%	80,463	54%
Unknown	12,228	67%	11,260	64%	7,642	61%	5,837	58%	5,372	57%	4,904	51%
Age												
Less than 25	105,856	54%	110,658	55%	115,258	55%	113,323	53%	113,081	53%	115,049	53%
25 or Older	73,497	60%	78,918	61%	79,780	59%	80,753	60%	78,042	60%	74,419	59%
Unknown	3,160	62%	3,011	63%	3,057	66%	2,264	64%	2,274	65%	951	65%
High School Status												
HS Diploma	134,583	56%	143,364	56%	148,293	56%	146,916	55%	143,515	54%	152,858	54%
GED	11,206	52%	12,729	53%	12,970	52%	13,420	54%	12,350	54%	12,495	51%
No GED/Diploma	3,393	46%	3,882	51%	3,886	49%	3,905	50%	4,230	50%	3,460	52%
Other/Unknown	33,331	64%	32,612	64%	32,946	65%	32,099	64%	33,302	66%	21,606	67%
Intent/Goal**												
Transfer												
Transfer	64,146	56%	64,779	55%	66,955	55%	66,286	54%	64,396	54%	57,300	53%
Degree + Transfer	20,251	56%	20,468	55%	19,179	55%	26,349	54%	25,709	54%	65,584	54%
Certificate + Transfer	356	52%	437	55%	482	55%	717	50%	1,201	58%	4,771	58%
Workforce												
Degree	30,016	54%	35,158	56%	36,744	54%	27,098	53%	25,664	53%	13,754	58%
Certificate	6,979	67%	8,494	66%	8,988	66%	7,909	67%	8,325	67%	13,885	68%
Take Courses	21,816	59%	23,648	60%	25,987	60%	31,680	62%	29,007	61%	17,492	56%
Personal Interest	12,807	55%	12,714	57%	13,257	59%	13,287	58%	12,483	58%	7,797	55%
Unknown	26,142	61%	26,889	60%	26,503	59%	23,014	56%	26,612	58%	9,836	55%
Enrollment Status												
Full Time	70,113	72%	76,994	72%	79,443	72%	77,170	72%	77,007	72%	77,534	70%
Part Time	112,400	50%	115,593	50%	118,652	50%	119,170	49%	116,390	49%	112,885	48%

* Preliminary numbers not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	295,899	83.1%	309,337	82.9%	321,481	82.7%	324,810	82.0%	320,510	82.1%	320,573	81.3%
Race/Ethnic Background												
American Indian	8,383	78%	9,057	79%	9,404	79%	9,534	78%	9,106	76%	9,677	76%
Asian/Pacific Islander	9,867	84%	9,803	83%	10,260	84%	11,241	84%	11,695	83%	13,579	83%
Black	14,328	79%	16,249	78%	18,399	77%	19,344	77%	19,252	77%	21,833	74%
Hispanic	45,150	82%	50,285	81%	54,322	82%	56,625	81%	56,796	81%	60,526	80%
White	180,938	84%	185,489	84%	193,905	84%	195,802	83%	188,491	83%	198,101	83%
Other	7,397	82%	7,791	81%	7,935	80%	8,139	80%	8,152	82%	6,665	80%
Unknown	29,836	85%	30,663	85%	27,256	84%	24,125	83%	27,018	83%	10,192	83%
Gender												
Female	156,179	84%	164,214	84%	172,392	84%	175,759	83%	172,945	83%	171,661	82%
Male	122,187	82%	128,109	82%	137,186	82%	139,622	81%	138,752	81%	140,145	80%
Unknown	17,533	86%	17,014	85%	11,903	84%	9,429	84%	8,813	83%	8,767	80%
Age												
Less than 25	178,394	82%	185,830	82%	192,829	82%	197,900	81%	196,859	81%	200,753	80%
25 or Older	112,698	84%	118,984	84%	124,231	84%	123,481	84%	120,301	84%	118,411	83%
Unknown	4,807	87%	4,523	91%	4,421	89%	3,367	90%	3,350	88%	1,409	90%
High School Status												
HS Diploma	221,802	83%	233,974	83%	244,735	82%	248,654	81%	245,157	81%	262,531	81%
GED	19,606	79%	21,548	78%	22,516	77%	22,867	78%	20,942	78%	22,327	75%
No GED/Diploma	5,759	79%	6,140	80%	6,417	79%	6,306	79%	6,855	80%	5,684	78%
Other/Unknown	48,732	87%	47,675	87%	47,813	88%	46,983	88%	47,556	89%	30,031	90%
Intent/Goal **												
Transfer												
Transfer	107,283	81%	108,153	81%	113,374	80%	115,536	80%	112,833	80%	100,342	79%
Degree + Transfer	33,966	83%	34,292	82%	32,315	81%	45,185	81%	44,225	81%	113,203	81%
Certificate + Transfer	656	86%	737	84%	819	82%	1,358	80%	1,973	84%	7,924	82%
Workforce												
Degree	49,676	85%	56,217	84%	60,739	84%	45,920	84%	43,831	85%	22,288	85%
Certificate	10,074	91%	12,374	89%	13,257	89%	11,558	89%	12,208	88%	20,081	90%
Take Courses	33,792	84%	36,115	84%	39,793	85%	47,241	85%	43,791	84%	27,973	81%
Personal Interest	21,171	83%	20,089	84%	20,242	85%	20,603	84%	19,243	84%	12,707	82%
Unknown	39,281	85%	41,360	84%	40,942	84%	37,409	82%	42,406	83%	16,055	82%
Enrollment Status												
Full Time	90,996	98%	99,107	98%	103,066	98%	101,140	98%	101,567	98%	104,927	97%
Part Time	204,903	77%	210,230	76%	218,415	76%	223,670	75%	218,943	75%	215,646	74%

* Preliminary numbers not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	295,899	75.4%	309,337	75.2%	321,481	75.0%	324,810	73.8%	320,510	73.5%	320,573	72.7%
Race/Ethnic Background												
American Indian	8,383	65%	9,057	67%	9,404	68%	9,534	66%	9,106	63%	9,677	64%
Asian/Pacific Islander	9,867	77%	9,803	75%	10,260	76%	11,241	76%	11,695	76%	13,579	75%
Black	14,328	68%	16,249	65%	18,399	65%	19,344	65%	19,252	64%	21,833	61%
Hispanic	45,150	72%	50,285	72%	54,322	73%	56,625	71%	56,796	71%	60,526	69%
White	180,938	77%	185,489	77%	193,905	77%	195,802	76%	188,491	76%	198,101	75%
Other	7,397	74%	7,791	72%	7,935	71%	8,139	71%	8,152	72%	6,665	71%
Unknown	29,836	79%	30,663	78%	27,256	76%	24,125	75%	27,018	75%	10,192	74%
Gender												
Female	156,179	77%	164,214	77%	172,392	76%	175,759	75%	172,945	75%	171,661	74%
Male	122,187	73%	128,109	73%	137,186	73%	139,622	72%	138,752	72%	140,145	71%
Unknown	17,533	82%	17,014	81%	11,903	77%	9,429	76%	8,813	74%	8,767	69%
Age												
Less than 25	178,394	73%	185,830	73%	192,829	73%	197,900	71%	196,859	71%	200,753	71%
25 or Older	112,698	79%	118,984	78%	124,231	78%	123,481	78%	120,301	77%	118,411	76%
Unknown	4,807	81%	4,523	84%	4,421	83%	3,367	85%	3,350	83%	1,409	85%
High School Status												
HS Diploma	221,802	75%	233,974	75%	244,735	74%	248,654	73%	245,157	72%	262,531	72%
GED	19,606	70%	21,548	70%	22,516	70%	22,867	70%	20,942	70%	22,327	66%
No GED/Diploma	5,759	69%	6,140	71%	6,417	70%	6,306	70%	6,855	71%	5,684	69%
Unknown	48,732	81%	47,675	81%	47,813	82%	46,983	81%	47,556	82%	30,031	84%
Intent/Goal **												
Transfer												
Transfer	107,283	73%	108,153	72%	113,374	72%	115,536	70%	112,833	70%	100,342	69%
Degree + Transfer	33,966	75%	34,292	74%	32,315	73%	45,185	72%	44,225	72%	113,203	72%
Certificate + Transfer	656	76%	737	76%	819	74%	1,358	70%	1,973	76%	7,924	75%
Workforce												
Degree	49,676	77%	56,217	76%	60,739	76%	45,920	76%	43,831	76%	22,288	78%
Certificate	10,074	86%	12,374	85%	13,257	84%	11,558	85%	12,208	84%	20,081	87%
Take Courses	33,792	76%	36,115	78%	39,793	78%	47,241	79%	43,791	78%	27,973	73%
Personal Interest	21,171	74%	20,089	76%	20,242	78%	20,603	77%	19,243	77%	12,707	75%
Unknown	39,281	79%	41,360	77%	40,942	77%	37,409	74%	42,406	75%	16,055	73%
Enrollment Status												
Full Time	90,996	92%	99,107	92%	103,066	92%	101,140	92%	101,567	91%	104,927	90%
Part Time	204,903	68%	210,230	68%	218,415	67%	223,670	66%	218,943	65%	215,646	65%

* Preliminary numbers not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	105,128	57.9%	111,424	60.2%	114,120	62.1%	117,224	62.3%	117,656	60.5%	115,070	60.9%
Race/Ethnic Background												
American Indian	2,890	62%	3,074	64%	3,230	65%	3,304	65%	3,339	65%	3,220	63%
Asian/Pacific Islander	3,766	60%	3,778	62%	3,870	63%	3,870	63%	4,202	60%	4,286	63%
Black	4,539	60%	5,352	64%	5,891	63%	6,463	64%	6,847	61%	6,841	60%
Hispanic	17,648	59%	19,200	62%	20,488	63%	21,807	64%	22,553	62%	22,992	62%
White	63,055	60%	65,959	61%	66,088	63%	68,027	63%	67,754	61%	64,613	62%
Other	2,348	61%	2,612	66%	2,734	65%	2,749	67%	2,818	63%	2,797	65%
Unknown	10,882	43%	11,449	47%	11,819	52%	11,004	55%	10,143	54%	10,321	52%
Gender												
Female	55,218	60%	59,097	63%	61,234	64%	63,473	64%	64,478	62%	63,343	63%
Male	44,184	58%	46,472	60%	47,476	61%	49,379	61%	49,353	59%	48,157	60%
Unknown	5,726	35%	5,855	40%	5,410	45%	4,372	50%	3,825	49%	3,570	47%
Age												
Less than 25	49,389	67%	53,119	68%	55,342	69%	57,328	69%	58,200	67%	57,525	68%
25 or Older	53,159	50%	56,000	53%	56,667	56%	58,179	56%	58,035	54%	56,230	55%
Unknown	2,580	38%	2,305	40%	2,111	37%	1,717	40%	1,421	35%	1,315	36%
High School Status												
HS Diploma	82,057	60%	87,140	62%	89,158	64%	92,217	64%	93,065	62%	91,605	63%
GED	7,490	57%	7,971	59%	8,341	62%	8,701	60%	8,742	60%	8,294	59%
No GED/Diploma	3,071	50%	2,975	55%	2,974	58%	3,118	58%	3,092	57%	3,385	57%
Other/Unknown	12,510	46%	13,338	49%	13,647	52%	13,188	53%	12,757	53%	11,786	51%
Intent/Goal*												
Transfer												
Transfer	34,066	65%	35,472	67%	36,069	67%	36,069	67%	37,753	67%	36,622	66%
Degree + Transfer	19,252	67%	19,166	69%	19,224	73%	19,224	73%	15,714	76%	13,612	75%
Certificate + Transfer	625	77%	546	87%	580	87%	580	87%	709	82%	988	100%
Workforce												
Degree	8,365	65%	10,172	67%	11,342	72%	11,342	72%	16,071	68%	15,042	70%
Certificate	3,258	63%	3,241	71%	3,374	69%	3,374	69%	3,758	65%	3,694	72%
Take Courses	15,788	46%	16,263	51%	16,407	51%	16,407	51%	16,902	50%	18,430	48%
Personal Interest	11,562	47%	11,290	48%	10,776	48%	10,776	48%	10,184	48%	9,907	47%
Unknown	12,212	43%	15,274	48%	16,348	51%	16,348	51%	16,133	53%	16,775	51%
Enrollment Status												
Full-time	17,069	88%	19,467	88%	21,327	89%	22,256	89%	20,978	88%	20,716	87%
Part-time	88,059	52%	91,957	54%	92,793	56%	94,968	56%	96,678	55%	94,354	55%

***Conversion of Legacy data resulted in an increase in transfer intent/goals.**

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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	105,128	43.3%	111,424	44.5%	114,120	45.7%	117,224	45.4%	117,656	44.2%	115,070	44.8%
Race/Ethnic Background												
American Indian	2,890	46%	3,074	43%	3,230	46%	3,304	45%	3,339	44%	3,220	45%
Asian/Pacific Islander	3,766	43%	3,778	46%	3,870	46%	3,870	45%	4,202	45%	4,286	48%
Black	4,539	45%	5,352	47%	5,891	46%	6,463	46%	6,847	43%	6,841	43%
Hispanic	17,648	45%	19,200	47%	20,488	47%	21,807	47%	22,553	46%	22,992	44%
White	63,055	44%	65,959	45%	66,088	46%	68,027	46%	67,754	45%	64,613	46%
Other	2,348	48%	2,612	50%	2,734	49%	2,749	47%	2,818	46%	2,797	49%
Unknown	10,882	32%	11,449	34%	11,819	38%	11,004	39%	10,143	38%	10,321	38%
Gender												
Female	55,218	45%	59,097	47%	61,234	48%	63,473	48%	64,478	46%	63,343	46%
Male	44,184	43%	46,472	43%	47,476	44%	49,379	44%	49,353	43%	48,157	44%
Unknown	5,726	28%	5,855	29%	5,410	34%	4,372	35%	3,825	34%	3,570	33%
Age												
Less than 25	49,389	51%	53,119	52%	55,342	52%	57,328	52%	58,200	51%	57,525	51%
25 or Older	53,159	37%	56,000	38%	56,667	40%	58,179	40%	58,035	38%	56,230	39%
Unknown	2,580	28%	2,305	29%	2,111	27%	1,717	28%	1,421	25%	1,315	23%
High School Status												
HS Diploma	82,057	45%	87,140	46%	89,158	47%	92,217	47%	93,065	45%	91,605	46%
GED	7,490	41%	7,971	42%	8,341	44%	8,701	43%	8,742	42%	8,294	42%
No GED/Diploma	3,071	37%	2,975	37%	2,974	40%	3,118	41%	3,092	40%	3,385	40%
Other/Unknown	12,510	35%	13,338	37%	13,647	39%	13,188	38%	12,757	39%	11,786	36%
Intent/Goal*												
Transfer												
Transfer	34,066	49%	35,472	49%	36,069	49%	36,069	49%	37,753	49%	36,622	48%
Degree + Transfer	19,252	51%	19,166	52%	19,224	54%	19,224	54%	15,714	56%	13,612	57%
Certificate + Transfer	625	60%	546	65%	580	63%	580	63%	709	60%	988	90%
Workforce												
Degree	8,365	51%	10,172	52%	11,342	56%	11,342	56%	16,071	50%	15,042	54%
Certificate	3,258	52%	3,241	55%	3,374	57%	3,374	57%	3,758	56%	3,694	56%
Take Courses	15,788	34%	16,263	37%	16,407	37%	16,407	37%	16,902	36%	18,430	34%
Personal Interest	11,562	33%	11,290	34%	10,776	34%	10,776	34%	10,184	33%	9,907	33%
Unknown	12,212	31%	15,274	35%	16,348	37%	16,348	37%	16,133	39%	16,775	37%
Enrollment Status												
Full-time	17,069	70%	19,467	70%	21,327	71%	22,256	70%	20,978	71%	20,716	72%
Part-time	88,059	39%	91,957	40%	92,793	41%	94,968	40%	96,678	39%	94,354	40%

***Conversion of Legacy data resulted in an increase in transfer intent/goals.**

Core Academic Skill Areas College 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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	4,854	60.6%	4,666	59.4%	5,014	61.8%	4,875	56.1%	5,007	54.6%	5,136	55.5%
Race/Ethnic Background												
American Indian	134	48%	162	51%	150	57%	140	46%	150	42%	174	42%
Asian/Pacific Islander	170	62%	147	60%	163	58%	146	64%	194	58%	233	60%
Black	189	53%	172	57%	219	54%	233	50%	263	46%	288	42%
Hispanic	850	58%	835	56%	941	61%	938	54%	1,021	50%	1,133	50%
White	3,131	62%	2,929	62%	3,102	63%	2,975	57%	2,964	58%	3,033	59%
Other	143	60%	129	52%	149	58%	135	56%	143	49%	123	53%
Unknown	237	58%	292	59%	290	62%	308	60%	272	56%	152	68%
Gender												
Female	2,610	63%	2,412	61%	2,606	65%	2,437	59%	2,347	58%	2,338	57%
Male	2,168	58%	2,135	57%	2,303	59%	2,355	53%	2,582	52%	2,673	54%
Unknown	76	49%	119	59%	105	58%	83	58%	78	55%	125	58%
Age												
Less than 25	3,925	61%	3,638	59%	3,929	62%	4,002	56%	4,190	55%	4,299	56%
25 or Older	905	58%	972	60%	1,048	60%	845	58%	793	55%	826	55%
Unknown	24	75%	56	77%	37	87%	28	75%	24	67%	11	82%
High School Status												
HS Diploma	3,779	58%	3,691	56%	3,913	59%	3,784	52%	3,802	50%	3,993	51%
GED	188	51%	219	58%	215	50%	179	52%	182	51%	186	51%
No GED/Diploma	74	50%	85	55%	83	63%	67	52%	81	48%	95	60%
Other/Unknown	813	78%	671	79%	803	78%	845	74%	942	77%	862	76%
Intent/Goal**												
Transfer												
Transfer	2,520	59%	2,317	58%	2,404	58%	2,289	53%	2,311	51%	2,068	53%
Degree + Transfer	688	55%	687	56%	706	60%	898	59%	906	53%	2,088	58%
Certificate + Transfer	7	57%	8	50%	14	50%	28	46%	30	27%	85	48%
Workforce												
Degree	624	71%	606	65%	749	70%	472	64%	516	65%	103	53%
Certificate	9	89%	28	64%	24	54%	26	50%	19	53%	36	36%
Take Courses	374	61%	381	63%	369	62%	399	54%	340	61%	314	55%
Personal Interest	247	66%	188	63%	212	65%	221	65%	215	58%	131	57%
Unknown	385	61%	451	62%	536	67%	542	58%	670	60%	311	60%
Enrollment Status												
Full-time	1,717	85%	1,661	82%	1,841	84%	1,666	81%	1,706	77%	1,650	78%
Part-time	3,137	47%	3,005	47%	3,173	49%	3,209	43%	3,301	43%	3,486	45%

* Preliminary data not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	14,863	74.2%	15,237	73.9%	16,057	73.3%	15,838	69.1%	16,435	68.6%	16,709	67.7%
Race/Ethnic Background												
American Indian	406	57%	456	65%	456	62%	438	53%	439	55%	490	56%
Asian/Pacific Islander	397	76%	395	73%	463	75%	470	75%	579	74%	672	71%
Black	672	67%	772	63%	804	65%	821	57%	925	56%	1,071	53%
Hispanic	2,575	69%	2,738	68%	3,023	69%	3,103	64%	3,383	63%	3,476	60%
White	9,615	77%	9,479	77%	9,811	76%	9,750	72%	9,713	73%	10,091	72%
Other	403	76%	409	67%	427	72%	426	67%	480	68%	391	68%
Unknown	795	72%	988	75%	1,073	73%	830	68%	916	65%	518	70%
Gender												
Female	7,937	77%	8,054	78%	8,535	77%	8,452	73%	8,763	73%	8,757	72%
Male	6,615	71%	6,792	69%	7,165	69%	7,127	64%	7,351	64%	7,539	64%
Unknown	311	70%	391	77%	357	76%	259	66%	321	68%	413	60%
Age												
Less than 25	12,591	74%	12,790	74%	13,519	73%	13,579	69%	14,163	69%	14,517	68%
25 or Older	2,115	75%	2,335	74%	2,344	72%	2,170	68%	2,162	68%	2,161	67%
Unknown	157	78%	112	74%	194	84%	89	80%	110	79%	31	77%
High School Status												
HS Diploma	10,301	72%	10,490	71%	10,879	70%	10,602	65%	11,126	64%	11,956	63%
GED	920	61%	1,019	62%	970	62%	926	55%	883	54%	1,010	54%
No GED/Diploma	379	67%	393	69%	418	67%	368	59%	462	64%	428	69%
Other/Unknown	3,263	86%	3,335	86%	3,790	87%	3,942	85%	3,964	87%	3,315	88%
Intent/Goal**												
Transfer												
Transfer	6,761	76%	6,488	75%	7,006	74%	7,132	72%	7,426	71%	6,984	71%
Degree + Transfer	1,494	73%	1,739	73%	1,571	70%	2,304	66%	2,324	66%	5,158	65%
Certificate + Transfer	31	74%	29	69%	48	60%	45	49%	73	60%	258	62%
Workforce												
Degree	2,170	69%	2,421	70%	2,528	68%	1,806	65%	1,842	64%	784	66%
Certificate	157	68%	144	63%	149	71%	156	65%	138	55%	264	69%
Take Courses	1,530	72%	1,436	72%	1,586	72%	1,621	67%	1,752	66%	1,519	62%
Personal Interest	844	78%	930	76%	1,012	82%	859	72%	913	76%	756	76%
Unknown	1,876	77%	2,050	76%	2,157	76%	1,915	67%	1,967	68%	986	69%
Enrollment Status												
Full-time	4,920	93%	5,194	93%	5,392	92%	4,771	91%	4,810	89%	4,989	87%
Part-time	9,943	65%	10,043	64%	10,665	64%	11,067	60%	11,625	60%	11,720	60%

* Preliminary data not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	6,970	62.2%	7,281	62.8%	7,422	63.3%	7,153	59.3%	7,523	59.5%	7,786	59.5%
Race/Ethnic Background												
American Indian	227	50%	242	56%	240	49%	234	50%	255	46%	213	48%
Asian/Pacific Islander	188	67%	194	66%	208	63%	175	63%	250	60%	308	62%
Black	344	61%	395	57%	454	60%	403	55%	466	50%	551	52%
Hispanic	1,222	57%	1,338	58%	1,384	61%	1,398	53%	1,525	55%	1,735	55%
White	4,444	64%	4,483	65%	4,455	66%	4,290	62%	4,394	63%	4,598	63%
Other	170	55%	178	57%	217	62%	203	54%	179	60%	185	61%
Unknown	375	66%	451	64%	464	60%	450	61%	454	58%	196	56%
Gender												
Female	3,759	66%	3,921	66%	3,992	66%	3,878	62%	4,171	63%	4,184	61%
Male	3,061	57%	3,184	59%	3,272	60%	3,134	56%	3,192	55%	3,407	57%
Unknown	150	69%	176	63%	158	58%	141	61%	160	55%	195	54%
Age												
Less than 25	5,178	61%	5,337	60%	5,337	62%	5,339	58%	5,491	58%	5,842	59%
25 or Older	1,758	66%	1,922	69%	2,056	67%	1,792	63%	2,023	62%	1,936	61%
Unknown	34	65%	22	64%	29	83%	22	68%	9	89%	8	25%
High School Status												
HS Diploma	5,707	62%	5,901	63%	5,966	63%	5,774	59%	5,932	58%	6,412	58%
GED	481	61%	530	60%	562	58%	504	53%	527	56%	491	53%
No GED/Diploma	152	53%	151	60%	147	58%	131	60%	137	59%	205	73%
Other/Unknown	630	70%	699	67%	747	69%	744	67%	927	69%	678	76%
Intent/Goal**												
Transfer												
Transfer	3,341	61%	3,348	62%	3,314	62%	3,172	58%	3,332	58%	2,978	58%
Degree + Transfer	1,031	63%	991	64%	979	61%	1,331	59%	1,356	60%	2,977	60%
Certificate + Transfer	9	78%	12	75%	16	56%	21	48%	43	70%	177	59%
Workforce												
Degree	1,002	63%	1,250	63%	1,372	66%	938	62%	959	63%	429	66%
Certificate	46	59%	76	68%	46	57%	72	54%	51	47%	102	54%
Take Courses	649	62%	604	63%	641	65%	591	60%	674	63%	525	60%
Personal Interest	316	61%	273	61%	285	74%	280	70%	292	63%	240	60%
Unknown	576	67%	727	64%	769	61%	748	58%	816	57%	358	59%
Enrollment Status												
Full-time	2,093	89%	2,178	89%	2,256	89%	2,080	87%	2,004	86%	2,130	86%
Part-time	4,877	51%	5,103	52%	5,166	52%	5,073	48%	5,519	50%	5,656	50%

* Preliminary data not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,097	77.6%	3,386	74.5%	3,437	72.8%	3,423	72.3%	3,301	70.7%	3,307	72.4%
Race/Ethnic Background												
American Indian	107	67%	126	60%	124	67%	130	67%	95	61%	115	62%
Asian/Pacific Islander	138	78%	119	76%	103	67%	159	78%	126	77%	148	80%
Black	182	68%	249	66%	279	61%	260	59%	289	62%	310	56%
Hispanic	638	75%	636	70%	699	72%	726	70%	705	71%	681	70%
White	1,786	80%	1,908	79%	1,902	76%	1,816	76%	1,763	73%	1,878	76%
Other	94	86%	92	73%	83	74%	97	75%	77	68%	63	64%
Unknown	152	79%	256	71%	247	66%	235	64%	246	67%	112	80%
Gender												
Female	1,520	81%	1,652	79%	1,648	78%	1,689	75%	1,661	73%	1,641	74%
Male	1,510	74%	1,644	70%	1,690	69%	1,638	71%	1,543	69%	1,564	71%
Unknown	67	81%	90	77%	99	62%	96	59%	97	60%	102	69%
Age												
Less than 25	2,429	77%	2,592	74%	2,625	73%	2,549	73%	2,531	71%	2,478	73%
25 or Older	649	81%	779	76%	795	72%	857	70%	758	70%	828	72%
Unknown	19	58%	15	87%	17	71%	17	71%	12	42%	1	100%
High School Status												
HS Diploma	2,571	78%	2,766	75%	2,789	74%	2,747	73%	2,731	71%	2,843	73%
GED	206	68%	224	66%	212	66%	217	61%	189	63%	223	62%
No GED/Diploma	53	66%	63	76%	72	68%	72	75%	72	60%	55	73%
Other/Unknown	267	80%	333	73%	364	68%	387	72%	309	71%	186	74%
Intent/Goal**												
Transfer												
Transfer	1,302	78%	1,382	75%	1,450	73%	1,365	71%	1,371	71%	1,180	72%
Degree + Transfer	474	78%	440	77%	379	76%	618	78%	558	72%	1,282	73%
Certificate + Transfer	3	100%	9	44%	12	92%	20	65%	15	60%	88	76%
Workforce												
Degree	600	79%	713	73%	710	73%	496	71%	422	74%	169	83%
Certificate	36	72%	44	66%	49	69%	39	59%	25	48%	68	69%
Take Courses	277	77%	294	79%	308	72%	304	74%	341	70%	227	66%
Personal Interest	151	74%	124	73%	138	77%	160	74%	138	70%	102	78%
Unknown	254	78%	380	72%	391	69%	421	70%	431	68%	191	70%
Enrollment Status												
Full-time	1,273	96%	1,396	93%	1,333	93%	1,243	93%	1,142	92%	1,278	93%
Part-time	1,824	65%	1,990	61%	2,104	60%	2,180	60%	2,159	60%	2,029	60%

* Preliminary data not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	12,657	53.8%	13,697	56.2%	14,557	54.8%	11,737	48.6%	10,419	49.7%	10,662	49.7%
Race/Ethnic Background												
American Indian	596	47%	615	48%	658	49%	530	43%	483	43%	512	48%
Asian/Pacific Islander	259	59%	311	61%	286	59%	261	56%	248	54%	270	54%
Black	867	41%	1,113	43%	1,127	43%	1,076	35%	1,020	38%	1,191	37%
Hispanic	2,814	51%	3,041	54%	3,526	52%	3,012	48%	2,654	47%	2,732	47%
White	7,136	57%	7,467	60%	7,617	58%	5,850	52%	5,082	54%	5,304	55%
Other	335	55%	365	56%	390	56%	315	44%	279	42%	249	44%
Unknown	650	53%	785	57%	953	57%	693	49%	653	48%	404	51%
Gender												
Female	7,371	58%	7,983	59%	8,426	58%	6,936	52%	6,231	53%	6,312	53%
Male	5,037	48%	5,435	52%	5,799	50%	4,557	44%	3,949	45%	3,986	46%
Unknown	249	53%	279	55%	332	56%	244	47%	239	48%	364	48%
Age												
Less than 25	8,982	52%	9,620	54%	10,190	54%	7,891	46%	6,893	46%	7,097	48%
25 or Older	3,572	59%	3,992	62%	4,264	57%	3,805	54%	3,486	57%	3,547	54%
Unknown	103	55%	85	53%	103	68%	41	54%	40	50%	18	67%
High School Status												
HS Diploma	10,091	55%	10,798	57%	11,551	56%	9,155	49%	8,182	50%	8,584	50%
GED	1,282	45%	1,460	49%	1,494	45%	1,333	43%	1,158	45%	1,347	47%
No GED/Diploma	354	44%	395	46%	432	41%	383	41%	368	42%	271	43%
Unknown	930	56%	1,044	59%	1,080	61%	866	52%	711	54%	460	54%
Intent/Goal**												
Transfer												
Transfer	5,202	54%	5,458	56%	5,815	54%	4,475	48%	3,921	47%	3,600	49%
Degree + Transfer	1,625	55%	1,782	53%	1,732	56%	2,110	47%	1,823	50%	4,024	50%
Certificate + Transfer	19	58%	29	59%	35	34%	41	34%	34	41%	211	51%
Workforce												
Degree	2,580	53%	3,114	57%	3,411	54%	2,050	50%	1,808	51%	764	53%
Certificate	136	54%	168	50%	145	55%	125	49%	77	47%	167	53%
Take Courses	1,425	55%	1,323	59%	1,458	57%	1,323	51%	1,272	53%	1,074	49%
Personal Interest	578	55%	548	60%	532	58%	460	51%	419	54%	311	51%
Unknown	1,092	53%	1,275	57%	1,429	58%	1,153	49%	1,065	51%	511	50%
Enrollment Status												
Full-time	3,662	78%	4,305	79%	4,279	79%	2,765	77%	2,269	77%	2,511	77%
Part-time	8,995	44%	9,392	46%	10,278	45%	8,972	40%	8,150	42%	8,151	42%

* Preliminary data not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,552	64.6%	3,789	66.8%	3,977	66.1%	4,002	60.6%	3,815	61.4%	4,332	60.9%
Race/Ethnic Background												
American Indian	231	58%	266	56%	223	63%	248	55%	207	52%	270	55%
Asian/Pacific Islander	121	79%	141	75%	145	70%	147	63%	185	75%	217	75%
Black	357	56%	426	62%	462	59%	527	53%	450	53%	576	51%
Hispanic	1,274	66%	1,393	69%	1,477	68%	1,495	62%	1,456	62%	1,637	63%
White	1,230	66%	1,232	67%	1,295	67%	1,250	63%	1,195	64%	1,338	62%
Other	108	57%	104	61%	118	59%	118	63%	103	64%	132	61%
Unknown	231	67%	227	69%	257	65%	217	64%	219	58%	162	58%
Gender												
Female	1,779	69%	1,980	71%	2,045	72%	2,007	67%	1,974	67%	2,193	66%
Male	1,672	59%	1,736	62%	1,834	60%	1,904	54%	1,760	56%	2,017	56%
Unknown	101	70%	73	75%	98	63%	91	67%	81	56%	122	61%
Age												
Less than 25	2,664	63%	2,904	65%	3,103	65%	3,164	58%	3,094	59%	3,579	60%
25 or Older	844	69%	846	73%	848	69%	820	69%	708	71%	746	66%
Unknown	44	57%	39	80%	26	65%	18	61%	13	62%	7	71%
High School Status												
HS Diploma	2,710	65%	2,908	67%	3,099	67%	3,143	60%	2,941	60%	3,425	61%
GED	326	60%	347	64%	334	56%	305	60%	271	62%	296	56%
No GED/Diploma	145	56%	135	58%	136	61%	112	58%	144	58%	128	53%
Unknown	371	67%	399	70%	408	69%	442	66%	459	69%	483	69%
Intent/Goal**												
Transfer												
Transfer	1,154	64%	1,212	67%	1,288	66%	1,277	61%	1,263	63%	1,359	61%
Degree + Transfer	378	63%	416	64%	374	68%	608	61%	545	63%	1,412	63%
Certificate + Transfer	6	83%	12	75%	9	67%	12	58%	24	63%	55	64%
Workforce												
Degree	947	64%	1,153	68%	1,141	68%	843	58%	690	58%	325	61%
Certificate	63	60%	74	62%	78	69%	75	55%	40	60%	84	60%
Take Courses	449	66%	428	68%	482	63%	518	62%	566	62%	588	58%
Personal Interest	172	67%	157	69%	158	61%	179	64%	177	61%	194	56%
Unknown	383	65%	337	63%	447	65%	490	61%	510	60%	315	60%
Enrollment Status												
Full-time	970	88%	1,201	87%	1,172	88%	1,044	85%	965	85%	1,145	82%
Part-time	2,582	56%	2,588	57%	2,805	57%	2,958	52%	2,850	54%	3,187	53%

* Preliminary data not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,973	71.7%	4,072	72.1%	4,180	74.1%	4,290	68.4%	2,886	68.2%	3,032	65.3%
Race/Ethnic Background												
American Indian	192	60%	227	61%	203	70%	213	57%	173	53%	194	54%
Asian/Pacific Islander	230	80%	252	75%	254	80%	241	78%	177	79%	206	74%
Black	359	61%	363	64%	423	61%	433	54%	360	59%	466	53%
Hispanic	2,025	73%	1,997	74%	2,087	77%	2,206	72%	1,249	72%	1,128	68%
White	795	72%	827	73%	808	72%	837	65%	687	67%	810	70%
Other	112	70%	110	71%	99	64%	124	66%	64	73%	92	62%
Unknown	260	76%	296	72%	306	79%	236	75%	176	71%	136	65%
Gender												
Female	2,242	77%	2,344	77%	2,454	78%	2,489	73%	1,706	73%	1,732	70%
Male	1,621	64%	1,618	65%	1,599	68%	1,720	61%	1,107	61%	1,205	58%
Unknown	110	77%	110	71%	127	80%	81	72%	73	69%	95	65%
Age												
Less than 25	2,450	68%	2,534	69%	2,603	71%	2,677	63%	2,312	66%	2,479	63%
25 or Older	1,473	77%	1,492	78%	1,544	79%	1,589	77%	559	76%	549	76%
Unknown	50	76%	46	74%	33	61%	24	79%	15	60%	4	100%
High School Status												
HS Diploma	2,821	72%	2,973	72%	3,130	74%	3,192	67%	2,292	68%	2,502	65%
GED	254	75%	264	71%	253	68%	242	72%	168	63%	183	57%
No GED/Diploma	332	66%	262	67%	254	73%	251	67%	111	70%	92	69%
Unknown	566	70%	573	75%	543	77%	605	75%	315	74%	255	73%
Intent/Goal**												
Transfer												
Transfer	1,042	74%	1,105	69%	1,077	72%	1,107	63%	938	69%	966	63%
Degree + Transfer	317	71%	334	67%	308	67%	630	67%	436	68%	1,126	65%
Certificate + Transfer	3	100%	10	60%	11	73%	12	42%	13	46%	45	67%
Workforce												
Degree	1,105	71%	1,249	74%	1,294	75%	937	70%	640	68%	232	69%
Certificate	64	58%	68	68%	70	77%	56	70%	33	73%	42	74%
Take Courses	550	70%	507	74%	503	75%	593	71%	349	68%	324	65%
Personal Interest	367	76%	328	76%	315	74%	336	74%	115	68%	111	74%
Unknown	525	71%	471	73%	602	78%	619	72%	362	67%	186	66%
Enrollment Status												
Full-time	1,053	91%	1,217	89%	1,317	88%	1,128	87%	821	88%	943	84%
Part-time	2,920	65%	2,855	65%	2,863	57%	3,162	62%	2,065	60%	2,089	57%

* Preliminary data not submitted to NCCBP yet

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	2,720	64.9%	3,251	66.7%	3,675	69.0%	3,670	64.9%	2,682	63.0%	2,403	61.8%
Race/Ethnic Background												
American Indian	119	54%	128	62%	134	73%	134	73%	96	55%	105	51%
Asian/Pacific Islander	81	78%	77	70%	99	70%	99	70%	65	65%	59	61%
Black	107	56%	128	64%	196	68%	196	68%	147	64%	145	60%
Hispanic	536	66%	607	65%	681	68%	681	68%	667	59%	551	60%
White	1,677	66%	2,072	67%	2,248	69%	2,248	69%	1,486	65%	1,350	64%
Other	63	62%	88	76%	105	68%	105	68%	64	66%	49	63%
Unknown	137	65%	151	67%	212	71%	212	71%	157	66%	144	63%
Gender												
Female	1,622	68%	1,978	67%	2,235	70%	2,236	67%	1,651	65%	1,483	64%
Male	1,030	59%	1,221	66%	1,369	67%	1,359	62%	978	59%	872	57%
Unknown	68	65%	52	67%	71	76%	75	68%	53	66%	48	69%
Age												
Less than 25	1,984	62%	2,289	64%	1,023	76%	2,669	63%	1,837	58%	1,598	57%
25 or Older	698	73%	930	72%	2,632	66%	980	69%	834	74%	793	72%
Unknown	38	74%	32	75%	20	60%	21	81%	11	64%	12	75%
High School Status												
HS Diploma	2,224	64%	2,684	67%	3,024	69%	3,035	65%	2,200	63%	1,958	62%
GED	217	64%	239	66%	302	67%	270	57%	218	61%	212	59%
No GED/Diploma	48	71%	72	60%	68	66%	224	68%	145	62%	128	60%
Unknown	231	71%	256	69%	281	71%	141	71%	119	64%	105	72%
Intent/Goal**												
Transfer												
Transfer	1,333	63%	1,470	66%	1,566	64%	1,566	64%	1,108	63%	925	60%
Degree + Transfer	421	64%	435	65%	519	60%	519	60%	498	65%	488	59%
Certificate + Transfer	6	100%	6	100%	6	50%	6	50%	4	75%	2	50%
Workforce												
Degree	403	67%	569	68%	765	65%	765	65%	437	61%	407	63%
Certificate	12	50%	27	67%	30	67%	30	67%	21	62%	16	56%
Take Courses	261	72%	360	71%	298	72%	298	72%	275	65%	256	66%
Personal Interest	117	69%	109	72%	115	66%	115	66%	88	64%	75	67%
Unknown	167	69%	275	65%	371	69%	371	69%	251	63%	234	66%
Enrollment Status												
Full-time	1,346	67%	1,624	69%	1,887	71%	1,844	68%	1,228	65%	1,031	64%
Part-time	1,374	62%	1,627	65%	1,788	67%	1,826	61%	1,454	61%	1,372	60%

****Conversion of Legacy data resulted in an increase in transfer intent/goals.**

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 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	1,085	74.9%	1,307	75.1%	1,386	75.8%	1,458	72.6%	1,361	72.7%	1,320	72.1%
Race/Ethnic Background												
American Indian	74	61%	77	77%	89	64%	70	60%	74	61%	63	71%
Asian/Pacific Islander	42	83%	49	80%	44	82%	48	83%	44	84%	75	79%
Black	91	73%	106	70%	134	77%	141	69%	149	72%	129	65%
Hispanic	362	78%	452	77%	510	76%	538	71%	471	77%	467	74%
White	445	76%	514	74%	498	78%	35	80%	507	71%	478	72%
Other	24	88%	37	78%	40	83%	94	74%	52	63%	38	89%
Unknown	47	68%	72	79%	71	69%	532	75%	64	69%	70	69%
Gender												
Female	879	74%	1,051	74%	1,103	75%	260	78%	753	72%	737	75%
Male	190	77%	241	80%	269	79%	1,189	71%	581	73%	557	70%
Unknown	16	75%	15	80%	14	71%	9	89%	27	85%	26	73%
Age												
Less than 25	879	74%	1,051	74%	1,103	75%	260	78%	1,075	71%	1,079	72%
25 or Older	190	77%	241	80%	269	79%	1,189	71%	283	79%	234	74%
Unknown	16	75%	15	80%	14	71%	9	89%	3	100%	7	86%
High School Status												
HS Diploma	851	75%	1,047	74%	1,095	75%	91	77%	110	73%	95	64%
GED	92	72%	128	82%	114	77%	1,182	72%	1,062	72%	1,005	71%
No GED/Diploma	37	81%	102	77%	42	76%	132	79%	136	80%	158	85%
Unknown	106	75%	31	77%	135	81%	53	74%	53	75%	62	76%
Intent/Goal**												
Transfer												
Transfer	425	73%	462	74%	484	77%	529	71%	480	73%	487	73%
Degree + Transfer	170	72%	153	81%	162	72%	157	72%	239	71%	226	71%
Certificate + Transfer	3	133%	2	150%	5	120%	2	50%	2	100%	8	75%
Workforce												
Degree	225	74%	347	76%	424	73%	405	73%	265	70%	232	71%
Certificate	10	90%	20	70%	17	76%	27	63%	18	72%	8	88%
Take Courses	118	82%	153	76%	142	79%	149	74%	154	76%	157	77%
Personal Interest	59	78%	43	63%	54	85%	40	73%	55	71%	47	74%
Unknown	75	81%	126	76%	98	81%	149	76%	148	76%	155	72%
Enrollment Status												
Full-time	480	79%	594	80%	666	81%	665	77%	601	77%	568	76%
Part-time	605	71%	713	71%	720	71%	793	69%	760	69%	752	71%

****Conversion of Legacy data resulted in an increase in transfer intent/goals.**

Maricopa Community College District - Office of Institutional Effectiveness

Workforce 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.

	FY2002-03		FY2003-04		FY2004-05*		FY2005-06*		FY2006-07*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	4,096	97.6%	7,524	97.2%	7,460	89.0%	8,177	89.5%	9,158	88.0%
Race/Ethnic Background										
American Indian	116	97%	214	96%	227	80%	251	85%	254	82%
Asian/Pacific Islander	132	98%	242	96%	222	88%	260	95%	284	86%
Black	168	98%	369	92%	421	89%	470	88%	481	86%
Hispanic	640	98%	1,283	97%	1,290	87%	1,498	87%	1,757	87%
White	2,781	98%	5,045	98%	4,889	90%	5,282	91%	5,883	89%
Other	114	94%	184	98%	201	87%	196	82%	216	85%
Unknown	145	99%	187	97%	210	93%	220	89%	283	90%
Gender										
Female	2,004	98%	4,064	98%	4,132	91%	4,382	91%	4,806	89%
Male	2,092	97%	3,460	97%	3,328	86%	3,795	88%	4,352	87%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,503	97%	4,796	97%	4,827	87%	5,133	87%	5,521	85%
25 or Older	1,391	99%	2,411	98%	2,333	94%	2,730	94%	3,277	92%
Unknown	202	96%	317	97%	300	89%	314	88%	360	92%
High School Status										
HS Diploma	3,193	97%	6,007	97%	5,995	88%	6,548	89%	7,365	87%
GED	384	98%	653	97%	641	93%	832	92%	866	93%
No GED/Diploma	85	100%	119	96%	124	92%	135	87%	169	92%
Other/Unknown	434	98%	745	98%	700	93%	662	91%	758	90%
Intent/Goal**										
Transfer										
Transfer	830	97%	1,451	96%	1,551	86%	1,622	86%	1,733	84%
Degree + Transfer	785	98%	1,371	98%	1,171	87%	1,678	89%	1,531	87%
Certificate + Transfer	93	97%	134	99%	137	84%	128	90%	136	85%
Workforce										
Degree	1,345	98%	2,483	97%	2,646	91%	2,398	92%	2,659	90%
Certificate	303	98%	642	98%	602	92%	625	91%	730	90%
Take Courses	351	97%	758	97%	742	89%	1,029	90%	1,332	89%
Personal Interest	134	98%	194	95%	219	92%	279	94%	350	92%
Unknown	255	98%	491	96%	392	90%	418	88%	687	88%
Enrollment Status										
Full-time	1,476	98%	2,551	98%	2,514	86%	2,700	86%	2,585	85%
Part-time	2,620	98%	4,973	97%	4,946	91%	5,477	91%	6,573	89%

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

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

Workforce 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.

	FY2002-03		FY2003-04		FY2004-05*		FY2005-06*		FY2006-07*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	4,096	97.3%	7,524	96.8%	7,460	88.6%	8,177	89.3%	9,158	89.1%
Race/Ethnic Background										
American Indian	116	97%	214	92%	227	79%	251	77%	254	80%
Asian/Pacific Islander	132	96%	242	95%	222	83%	260	88%	284	88%
Black	168	96%	369	92%	421	82%	470	86%	481	85%
Hispanic	640	97%	1,283	95%	1,290	87%	1,498	87%	1,757	86%
White	2,781	98%	5,045	98%	4,889	91%	5,282	91%	5,883	91%
Other	114	93%	184	97%	201	88%	196	90%	216	91%
Unknown	145	98%	187	95%	210	84%	220	85%	283	92%
Gender										
Female	2,004	98%	4,064	97%	4,132	90%	4,382	90%	4,806	89%
Male	2,092	97%	3,460	97%	3,328	87%	3,795	88%	4,352	89%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,503	97%	4,796	96%	4,827	88%	5,133	88%	5,521	89%
25 or Older	1,391	98%	2,411	98%	2,333	90%	2,730	91%	3,277	90%
Unknown	202	96%	317	97%	300	89%	314	90%	360	89%
High School Status										
HS Diploma	3,193	97%	6,007	97%	5,995	88%	6,548	89%	7,365	89%
GED	384	97%	653	96%	641	87%	832	88%	866	88%
No GED/Diploma	85	99%	119	96%	124	84%	135	78%	169	86%
Other/Unknown	434	98%	745	98%	700	93%	662	93%	758	94%
Intent/Goal**										
Transfer										
Transfer	830	97%	1,451	96%	1,551	87%	1,622	89%	1,733	88%
Degree + Transfer	785	97%	1,371	96%	1,171	87%	1,678	89%	1,531	88%
Certificate + Transfer	93	96%	134	97%	137	93%	128	91%	136	91%
Workforce										
Degree	1,345	97%	2,483	97%	2,646	88%	2,398	88%	2,659	87%
Certificate	303	98%	642	98%	602	95%	625	92%	730	90%
Take Courses	351	98%	758	98%	742	90%	1,029	94%	1,332	93%
Personal Interest	134	98%	194	97%	219	89%	279	92%	350	91%
Unknown	255	97%	491	97%	392	87%	418	86%	687	90%
Enrollment Status										
Full-time	1,476	97%	2,551	96%	2,514	86%	2,700	89%	2,585	89%
Part-time	2,620	97%	4,973	97%	4,946	90%	5,477	90%	6,573	89%

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

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

Workforce 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.

	FY2002-03		FY2003-04		FY2004-05*		FY2005-06*		FY2006-07*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	4,096	32.6%	7,524	52.4%	7,460	51.4%	8,177	51.2%	9,158	55.3%
Race/Ethnic Background										
American Indian	116	26%	214	55%	227	49%	251	50%	254	51%
Asian/Pacific Islander	132	33%	242	49%	222	52%	260	48%	284	54%
Black	168	33%	369	48%	421	49%	470	50%	481	48%
Hispanic	640	34%	1,283	53%	1,290	51%	1,498	51%	1,757	55%
White	2,781	33%	5,045	53%	4,889	52%	5,282	52%	5,883	56%
Other	114	32%	184	53%	201	57%	196	47%	216	59%
Unknown	145	32%	187	51%	210	48%	220	50%	283	58%
Gender										
Female	2,004	39%	4,064	53%	4,132	52%	4,382	51%	4,806	57%
Male	2,092	27%	3,460	52%	3,328	51%	3,795	52%	4,352	54%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	2,503	30%	4,796	49%	4,827	49%	5,133	50%	5,521	53%
25 or Older	1,391	37%	2,411	59%	2,333	56%	2,730	54%	3,277	59%
Unknown	202	28%	317	50%	300	56%	314	49%	360	57%
High School Status										
HS Diploma	3,193	34%	6,007	53%	5,995	52%	6,548	52%	7,365	56%
GED	384	29%	653	55%	641	52%	832	48%	866	53%
No GED/Diploma	85	21%	119	48%	124	45%	135	52%	169	53%
Unknown	434	31%	745	48%	700	47%	662	46%	758	49%
Intent/Goal**										
Transfer										
Transfer	830	7%	1,451	26%	1,551	26%	1,622	27%	1,733	31%
Degree + Transfer	785	50%	1,371	63%	1,171	62%	1,678	60%	1,531	65%
Certificate + Transfer	93	57%	134	71%	137	74%	128	74%	136	84%
Workforce										
Degree	1,345	41%	2,483	63%	2,646	63%	2,398	65%	2,659	71%
Certificate	303	60%	642	73%	602	73%	625	69%	730	71%
Take Courses	351	10%	758	41%	742	38%	1,029	42%	1,332	46%
Personal Interest	134	5%	194	36%	219	30%	279	31%	350	31%
Unknown	255	20%	491	38%	392	32%	418	36%	687	41%
Enrollment Status										
Full-time	1,476	37%	2,551	58%	2,514	57%	2,700	59%	2,585	64%
Part-time	2,620	30%	4,973	50%	4,946	49%	5,477	47%	6,573	52%

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

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

Workforce 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.

	FY2002-03		FY2003-04*		FY2004-05*		FY2005-06*		FY2006-07*	
	n	%	n	%	n	%	n	%	n	%
Total Completers**	1,333	15.9%	3,913	11.0%	3,824	11.1%	4,185	10.7%	5,061	10.1%
Race/Ethnic Background										
American Indian	30	23%	115	14%	112	13%	125	10%	129	8%
Asian/Pacific Islander	44	14%	118	13%	116	10%	125	16%	152	14%
Black	55	13%	178	10%	205	10%	236	8%	233	8%
Hispanic	220	16%	672	11%	663	10%	763	10%	969	11%
White	901	17%	2,647	11%	2,513	11%	2,735	11%	3,286	10%
Other	37	14%	95	11%	114	15%	93	11%	120	13%
Unknown	46	2%	88	7%	101	10%	108	12%	172	6%
Gender										
Female	770	15%	2,134	12%	2,122	12%	2,228	11%	2,717	11%
Male	563	17%	1,779	10%	1,702	10%	1,957	10%	2,344	10%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	769	20%	2,379	14%	2,395	14%	2,570	14%	2,944	13%
25 or Older	560	10%	1,525	6%	1,404	6%	1,602	6%	2,075	5%
Unknown	4	0%	9	22%	25	20%	13	31%	42	14%
High School Status										
HS Diploma	1,063	17%	3,146	12%	3,089	12%	3,383	11%	4,112	11%
GED	112	15%	358	8%	327	6%	400	7%	457	4%
No GED/Diploma	17	18%	55	13%	55	7%	70	13%	103	7%
Unknown	141	10%	354	8%	353	13%	332	10%	389	8%
Intent/Goal***										
Transfer										
Transfer	81	43%	435	27%	423	21%	432	22%	537	23%
Degree + Transfer	365	23%	763	17%	670	18%	824	20%	862	20%
Certificate + Transfer	54	15%	99	8%	107	8%	87	7%	122	6%
Workforce										
Degree	552	14%	1,536	7%	1,612	9%	1,607	7%	1,888	6%
Certificate	178	3%	438	4%	423	4%	413	3%	508	4%
Take Courses	26	12%	220	9%	209	8%	303	5%	398	6%
Personal Interest	10	0%	82	10%	85	8%	115	11%	135	7%
Unknown	67	1%	340	6%	295	7%	404	7%	611	6%
Enrollment Status										
Full-time	568	23%	1,500	16%	1,440	18%	1,601	18%	1,636	18%
Part-time	765	10%	2,413	8%	2,384	7%	2,584	6%	3,425	6%

* 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.

***Conversion of Legacy data resulted in an increase in transfer intent/goals.

Workforce 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.

	FY2002-03		FY2003-04		FY2004-05*		FY2005-06		FY2006-07	
	n	%	n	%	n	%	n	%	n	%
Total Transfers	212	86.3%	432	89.6%	424	87.5%	448	89.3%	510	86.7%
Race/Ethnic Background										
American Indian	7	86%	16	88%	15	73%	12	83%	10	100%
Asian/Pacific Islander	6	100%	15	93%	12	92%	20	95%	22	91%
Black	7	100%	17	76%	20	85%	20	100%	18	83%
Hispanic	35	86%	76	92%	66	85%	80	86%	106	88%
White	151	85%	292	89%	284	88%	293	89%	327	85%
Other	5	80%	10	90%	17	100%	10	80%	16	94%
Unknown	1	100%	6	100%	10	80%	13	100%	11	91%
Gender										
Female	116	90%	262	94%	248	87%	246	89%	287	86%
Male	96	82%	170	84%	176	88%	202	89%	223	88%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	157	86%	339	88%	336	87%	348	89%	391	86%
25 or Older	55	87%	91	95%	83	88%	96	91%	113	88%
Unknown	0	0%	2	100%	5	100%	4	75%	6	83%
High School Status										
HS Diploma	178	88%	369	89%	356	88%	377	89%	451	87%
GED	17	76%	27	93%	18	89%	29	97%	19	89%
No GED/Diploma	3	67%	7	100%	4	75%	9	78%	7	100%
Unknown	14	79%	29	93%	46	80%	33	91%	33	76%
Intent/Goal**										
Transfer										
Transfer	35	100%	117	94%	87	87%	97	92%	122	89%
Degree + Transfer	84	80%	131	89%	123	93%	164	91%	173	88%
Certificate + Transfer	8	88%	8	100%	9	67%	6	83%	7	100%
Workforce										
Degree	76	88%	111	87%	145	86%	109	87%	122	83%
Certificate	5	60%	16	81%	17	76%	14	93%	20	80%
Take Courses	3	100%	20	80%	16	88%	16	81%	22	82%
Personal Interest	0	0%	8	100%	7	100%	13	85%	10	70%
Unknown	1	100%	21	86%	20	80%	29	86%	34	97%
Enrollment Status										
Full-time	132	88%	245	93%	253	88%	283	92%	302	89%
Part-time	80	84%	187	84%	171	87%	165	85%	208	84%

* 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.

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

Workforce 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.

	FY2002-03		FY2003-04		FY2004-05		FY2005-06		FY2006-07	
	n	%	n	%	n	%	n	%	n	%
Total Completers	1,336	55.5%	3,944	59.7%	3,831	56.3%	4,189	58.8%	5,061	63.3%
Race/Ethnic Background										
American Indian	30	40%	117	50%	112	54%	125	48%	129	60%
Asian/Pacific Islander	44	50%	118	40%	116	54%	126	47%	152	50%
Black	55	53%	178	61%	205	59%	236	56%	233	61%
Hispanic	220	59%	677	62%	664	56%	764	61%	969	65%
White	904	57%	2,662	61%	2,519	57%	2,736	60%	3,286	64%
Other	37	43%	97	56%	114	55%	93	55%	127	58%
Unknown	46	48%	95	47%	101	43%	109	46%	165	63%
Gender										
Female	772	53%	2,152	55%	2,129	52%	2,228	54%	2,717	59%
Male	564	59%	1,792	65%	1,702	61%	1,961	64%	2,344	68%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	763	54%	2,370	59%	2,366	55%	2,571	58%	2,938	63%
25 or Older	516	57%	1,414	62%	1,298	58%	1,464	60%	1,918	64%
Unknown	57	56%	160	51%	167	55%	154	62%	205	64%
High School Status										
HS Diploma	1,073	56%	3,172	61%	3,112	59%	3,416	61%	4,141	64%
GED	112	47%	359	54%	332	47%	401	49%	456	55%
No GED/Diploma	18	50%	57	46%	56	48%	70	49%	90	68%
Unknown	133	57%	356	53%	331	38%	302	46%	374	65%
Intent/Goal*										
Transfer										
Transfer	59	61%	383	58%	410	54%	438	57%	542	64%
Degree + Transfer	393	52%	865	56%	730	52%	1,000	53%	989	59%
Certificate + Transfer	53	49%	95	58%	101	58%	95	43%	114	59%
Workforce										
Degree	557	55%	1,565	62%	1,674	59%	1,559	64%	1,896	65%
Certificate	181	54%	469	50%	441	49%	432	57%	520	60%
Take Courses	36	75%	310	73%	283	66%	428	65%	611	69%
Personal Interest	7	43%	70	51%	65	46%	86	51%	110	50%
Unknown	50	88%	187	68%	127	58%	151	52%	279	71%
Enrollment Status										
Full-time	553	49%	1,476	53%	1,425	50%	1,593	52%	1,649	54%
Part-time	783	60%	2,468	64%	2,406	60%	2,596	63%	3,412	68%

***Conversion of Legacy data resulted in an increase in transfer intent/goals.**

Workforce 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.

	FY2002-03		FY2003-04		FY2004-05*		FY2005-06*		FY2006-07	
	n	%	n	%	n	%	n	%	n	%
Total Employed Completers	742	87.1%	2,356	74.4%	2,155	74.6%	2,462	78.2%	3,206	88.3%
Race/Ethnic Background										
American Indian	12	83%	58	64%	61	72%	60	78%	77	83%
Asian/Pacific Islander	22	86%	47	70%	63	78%	59	69%	76	87%
Black	29	76%	108	70%	120	70%	133	80%	143	89%
Hispanic	130	90%	420	75%	375	74%	465	78%	630	90%
White	511	87%	1,624	75%	1,430	75%	1,644	79%	2,102	88%
Other	16	75%	54	67%	63	71%	51	82%	74	88%
Unknown	22	86%	45	80%	43	74%	50	72%	104	88%
Gender										
Female	411	87%	1,189	71%	1,115	73%	1,214	77%	1,607	88%
Male	331	88%	1,167	77%	1,040	77%	1,248	79%	1,599	89%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%
Age										
Less than 25	414	86%	1,394	75%	1,312	74%	1,491	78%	1,853	87%
25 or Older	296	89%	880	74%	751	75%	876	78%	1,222	90%
Unknown	32	84%	82	70%	92	77%	95	81%	131	91%
High School Status										
HS Diploma	604	88%	1,946	74%	1,848	75%	2,092	79%	2,652	88%
GED	53	87%	195	74%	155	74%	196	78%	250	88%
No GED/Diploma	9	100%	26	69%	27	67%	34	79%	61	93%
Unknown	76	79%	189	75%	125	74%	140	73%	243	90%
Intent/Goal**										
Transfer										
Transfer	36	81%	221	71%	221	73%	249	76%	349	87%
Degree + Transfer	205	89%	487	75%	382	76%	529	81%	579	87%
Certificate + Transfer	26	88%	55	69%	59	76%	41	78%	67	82%
Workforce										
Degree	304	88%	968	76%	985	76%	993	79%	1,227	90%
Certificate	97	87%	236	78%	218	67%	247	70%	311	85%
Take Courses	27	78%	226	69%	186	76%	280	81%	419	91%
Personal Interest	3	100%	36	72%	30	73%	44	73%	55	84%
Unknown	44	84%	127	76%	74	73%	79	80%	199	88%
Enrollment Status										
Full-time	270	87%	775	71%	718	71%	831	78%	892	86%
Part-time	472	87%	1,581	76%	1,437	77%	1,631	78%	2,314	89%

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

**Conversion of Legacy data resulted in an increase in transfer intent/goals.

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 MCCCCD hours.

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

	FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06		FY 2006-07*	
	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA
Total Students	4,972	2.84	5,659	2.84	5,357	2.84	5,495	2.91	5,341	2.92	5,229	2.90
Race/Ethnic Background												
American Indian	131	2.50	138	2.44	137	2.40	145	2.58	135	2.41	138	2.51
Asian/Pacific Islander	161	2.72	176	2.82	186	2.70	180	2.72	193	2.86	195	2.92
Black	176	2.36	221	2.34	221	2.29	195	2.37	236	2.53	231	2.52
Hispanic	668	2.71	814	2.73	834	2.67	836	2.75	796	2.78	804	2.78
White	3,562	2.90	3,989	2.91	3,633	2.92	3,763	2.99	3,667	2.98	3,600	2.97
Other	94	3.02	110	3.09	81	3.16	65	2.90	65	3.08	46	3.21
Unknown	180	2.86	211	2.78	265	2.90	311	2.92	249	3.00	215	2.89
Gender												
Female	2,737	2.92	3,108	2.96	2,991	2.95	3,074	3.01	2,967	3.00	2,893	2.99
Male	2,235	2.73	2,551	2.71	2,366	2.70	2,421	2.77	2,374	2.81	2,336	2.79
Age												
Less than 25	3,516	2.77	3,857	2.76	3,640	2.75	3,756	2.82	3,619	2.82	3,562	2.81
25 or Older	1,456	3.01	1,802	3.03	1,717	3.01	1,739	3.08	1,722	3.11	1,667	3.11
High School Status												
HS Diploma	4,655	2.83	5,268	2.84	4,954	2.84	5,073	2.91	4,889	2.92	4,793	2.90
GED	118	2.70	146	2.74	149	2.66	131	2.80	154	3.01	138	2.98
No GED/Diploma	3	3.87	12	3.27	17	3.09	26	2.88	34	2.62	34	2.89
Unknown	196	3.00	233	2.95	237	2.85	265	2.87	264	2.85	264	2.89
Intent/Goal												
Transfer												
Transfer	1,685	2.86	1,952	2.84	1,846	2.82	1,736	2.89	1,649	2.88	1,683	2.87
Degree + Transfer	2,727	2.83	2,952	2.83	2,750	2.83	2,918	2.91	2,749	2.94	2,627	2.91
Certificate + Transfer	31	2.72	28	2.80	26	2.56	24	2.86	24	2.93	22	2.90
Workforce												
Degree	182	2.81	220	2.88	226	2.87	193	3.03	285	2.96	225	2.99
Certificate	30	2.71	22	2.97	40	2.62	40	3.00	42	3.12	46	2.88
Take Courses	130	2.77	157	2.91	152	2.99	147	2.90	166	2.91	157	2.87
Personal Interest	98	2.74	134	2.99	112	2.92	126	2.92	111	2.83	133	2.88
Unknown	89	2.99	194	2.89	205	2.97	311	2.84	315	2.84	336	2.97
Enrollment Status												
Full-time	2,826	2.83	3,330	2.83	3,275	2.82	3,562	2.88	3,697	2.88	3,636	2.88
Part-time	2,146	2.85	2,329	2.87	2,082	2.87	1,933	2.94	1,644	3.00	1,593	2.96

* 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 MCCC hours.

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

	FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06		FY 2006-07*	
	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS
Total Students	4,972	19.32	5,659	19.45	5,357	19.71	5,495	19.52	5,341	19.32	5,229	19.45
Race/Ethnic Background												
American Indian	131	20.9	138	20.1	137	19.9	145	20.2	135	18.4	138	17.6
Asian/Pacific Islander	161	19.3	176	18.9	186	20.5	180	18.6	193	17.6	195	20.7
Black	176	17.2	221	17.9	221	18.8	195	18.3	236	17.2	231	18.0
Hispanic	668	18.4	814	18.5	834	18.7	836	18.7	796	19.0	804	18.9
White	3,562	19.4	3,989	19.6	3,633	19.9	3,763	19.7	3,667	19.6	3,600	19.6
Other	94	25.7	110	23.8	81	26.6	65	22.9	65	23.2	46	26.2
Unknown	180	18.4	211	19.6	265	18.7	311	19.4	249	19.4	215	19.1
Gender												
Female	2,737	19.3	3,108	19.8	2,991	19.9	3,074	19.7	2,967	19.9	2,893	19.9
Male	2,235	19.4	2,551	19.0	2,366	19.5	2,421	19.4	2,374	18.6	2,336	18.8
Age												
Less than 25	3,516	20.0	3,857	20.1	3,640	20.2	3,756	20.0	3,619	19.9	3,562	20.1
25 or Older	1,456	17.6	1,802	18.0	1,717	18.7	1,739	18.5	1,722	18.2	1,667	18.1
High School Status												
HS Diploma	4,655	19.3	5,268	19.4	4,954	19.7	5,073	19.6	4,889	19.3	4,793	19.4
GED	118	18.2	146	18.3	149	17.7	131	18.0	154	18.4	138	18.6
No GED/Diploma	3	17.3	12	17.3	17	19.6	26	23.7	34	17.0	34	21.3
Unknown	196	20.1	233	20.7	237	20.6	265	19.5	264	20.3	264	20.4
Intent/Goal												
Transfer												
Transfer	1,685	20.2	1,952	20.2	1,846	20.3	1,736	20.3	1,649	19.8	1,683	20.0
Degree + Transfer	2,727	18.8	2,952	19.2	2,750	19.4	2,918	19.1	2,749	19.2	2,627	19.3
Certificate + Transfer	31	21.8	28	16.1	26	18.4	24	17.8	24	19.0	22	19.3
Workforce												
Degree	182	20.0	220	18.4	226	18.8	193	18.7	285	19.0	225	18.1
Certificate	30	19.2	22	16.6	40	17.0	40	18.6	42	16.1	46	15.7
Take courses	130	18.3	157	19.2	152	19.2	147	19.2	166	18.7	157	19.3
Personal Interest	98	20.5	134	19.1	112	20.7	126	20.1	111	19.8	133	18.3
Unknown	89	17.5	194	18.8	205	20.8	311	19.7	315	18.9	336	20.0
Enrollment Status												
Full-time	2,826	20.3	3,330	20.5	3,275	20.4	3,562	20.4	3,697	19.9	3,636	20.1
Part-time	2,146	18.1	2,329	17.9	2,082	18.6	1,933	17.9	1,644	18.0	1,593	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 MCCCDC hours.

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

	FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06		FY 2006-07*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Students	4,972	84.5%	5,659	84.2%	5,357	83.9%	5,495	85.3%	5,341	85.8%	5,229	84.0%
Race/Ethnic Background												
American Indian	131	83%	138	80%	137	84%	145	82%	135	78%	138	73%
Asian/Pacific Islander	161	80%	176	79%	186	84%	180	81%	193	87%	195	85%
Black	176	80%	221	78%	221	78%	195	81%	236	83%	231	80%
Hispanic	668	85%	814	86%	834	84%	836	86%	796	85%	804	83%
White	3,562	85%	3,989	85%	3,633	84%	3,763	86%	3,667	86%	3,600	85%
Other	94	84%	110	82%	81	91%	65	80%	65	85%	46	91%
Unknown	180	83%	211	82%	265	88%	311	84%	249	87%	215	79%
Gender												
Female	2,737	84%	3,108	85%	2,991	85%	3,074	86%	2,967	85%	2,893	84%
Male	2,235	85%	2,551	84%	2,366	83%	2,421	84%	2,374	86%	2,336	84%
Age												
Less than 25	3,516	85%	3,857	85%	3,640	84%	3,756	86%	3,619	86%	3,562	85%
25 or Older	1,456	83%	1,802	83%	1,717	84%	1,739	85%	1,722	85%	1,370	82%
High School Status												
HS Diploma	4,655	85%	5,268	84%	4,954	84%	5,073	85%	4,889	86%	4,793	84%
GED	118	79%	146	84%	149	80%	131	82%	154	89%	138	79%
No GED/Diploma	3	67%	12	75%	17	88%	26	96%	34	82%	34	85%
Unknown	196	85%	233	83%	237	78%	265	89%	264	85%	264	83%
Intent/Goal												
Transfer												
Transfer	1,685	87%	1,952	87%	1,846	85%	1,736	86%	1,649	87%	1,683	86%
Degree + Transfer	2,727	84%	2,952	83%	2,750	84%	2,918	85%	2,749	86%	2,627	84%
Certificate + Transfer	31	77%	28	79%	26	88%	24	88%	24	88%	22	68%
Workforce												
Degree	182	77%	220	82%	226	77%	193	83%	285	81%	225	79%
Certificate	30	90%	22	82%	40	70%	40	83%	42	93%	46	65%
Take Courses	130	82%	157	83%	152	91%	147	82%	166	81%	157	82%
Personal Interest	98	81%	134	78%	112	87%	126	83%	111	90%	133	83%
Unknown	89	85%	194	80%	205	82%	311	84%	315	84%	336	85%
Enrollment Status												
Full-time	2,826	85%	3,330	85%	3,275	84%	3,562	86%	3,697	86%	3,636	84%
Part-time	2,146	84%	2,329	83%	2,082	83%	1,933	84%	1,644	85%	1,593	83%

* 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 MCCCCD hours.

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

Time to	FY 2001-02		FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06		FY 2006-07*	
	6 years		5 years		4 years		3 years		2 years		1 year	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Students	4,972	70.9%	5,659	68.1%	5,357	65.1%	5,495	61.1%	5,341	44.9%	5,229	16.8%
Race/Ethnic Background												
American Indian	131	58%	138	56%	137	48%	145	54%	135	27%	138	7%
Asian/Pacific Islander	161	65%	176	63%	186	66%	180	55%	193	34%	195	15%
Black	176	56%	221	50%	221	50%	195	43%	236	32%	231	11%
Hispanic	668	70%	814	66%	834	61%	836	58%	796	45%	804	16%
White	3,562	72%	3,989	70%	3,633	67%	3,763	63%	3,667	47%	3,600	18%
Other	94	84%	110	77%	81	88%	65	72%	65	60%	46	28%
Unknown	180	73%	211	67%	265	67%	311	58%	249	41%	215	12%
Gender												
Female	2,737	73%	3,108	71%	2,991	69%	3,074	65%	2,967	49%	2,893	20%
Male	2,235	69%	2,551	65%	2,366	60%	2,421	56%	2,374	40%	2,336	12%
Age												
Less than 25	3,516	73%	3,857	71%	3,640	66%	3,756	62%	3,619	45%	3,562	16%
25 or Older	1,456	66%	1,802	63%	1,717	63%	1,739	60%	1,722	44%	1,667	18%
High School Status												
HS Diploma	4,655	71%	5,268	68%	4,954	65%	5,073	61%	4,889	45%	4,793	17%
GED	118	57%	146	60%	149	56%	131	52%	154	38%	138	13%
No GED/Diploma	3	50%	12	55%	17	65%	26	64%	34	39%	34	21%
Unknown	196	70%	233	67%	237	64%	265	60%	264	40%	264	11%
Intent/Goal												
Transfer												
Transfer	1,685	74%	1,952	72%	1,846	66%	1,736	64%	1,649	45%	1,683	15%
Degree + Transfer	2,727	70%	2,952	67%	2,750	65%	2,918	61%	2,749	46%	2,627	19%
Certificate + Transfer	31	75%	28	63%	26	54%	24	50%	24	40%	22	14%
Workforce												
Degree	182	64%	220	60%	226	56%	193	56%	285	44%	225	16%
Certificate	30	61%	22	56%	40	43%	40	60%	42	45%	46	7%
Take Courses	130	64%	157	64%	152	73%	147	58%	166	37%	157	15%
Personal Interest	98	68%	134	64%	112	65%	126	61%	111	37%	133	14%
Unknown	89	70%	194	64%	205	69%	311	53%	315	43%	336	14%
Enrollment Status												
Full-time	2,826	73%	3,330	71%	3,275	67%	3,562	64%	3,697	47%	3,636	18%
Part-time	2,146	68%	2,329	65%	2,082	62%	1,933	56%	1,644	40%	1,593	14%

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