Maricopa Community Colleges Monitoring Update
(Indicators of Institutional Effectiveness)

November 2009

MARICOPA COMMUNITY COLLEGES

Indicators of Institutional Effectiveness
Monitoring Update, November 2009

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2009 Monitoring Report Summary

Background

The Maricopa Community College District Institutional Effectiveness Monitoring Report provides an annual update of effectiveness indicators. Monitoring updates to the Board have been provided for the last decade. The current indicators have been part of the annual report for six years. The annual monitoring reports are posted at this site: Board monitoring reports.

The Board Monitoring reports inform planning by providing comparisons to national benchmarks and measuring change over time. The continued monitoring of the indicators of progress is one component of the on-going use of information to help inform decision-making in support of the district mission. The Chancellor has challenged MCCCD to act upon his number one priority, helping students succeed by working together as "One Maricopa" to support student success.

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.

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 Performance Dashboard compares MCCCD's actual performance to performance targets from the 2006 National Community College Benchmarking Project (NCCBP) and the 2007-08 Carl Perkins IV federal performance reporting for all Arizona public community colleges. The performance targets were agreed upon by the Strategic Planning Advisory Council (SPAC) in 2007.

The dashboard indicators are tracked over time to measure change. Six-year trends are reviewed and changes since the prior year are noted. In addition, indicators are disaggregated by student characteristics of race/ethnicity, gender, age, high school graduation status, student intent, and full or part-time enrollment status. Details are provided in the appendix of the report.

The first baseline results of the Student Success Pilot Project measures are presented in this report as well. The plan to measure the success of the student success project was developed during the planning phase. Development of measures of success, development of a district-wide plan to identify student cohorts, creation of queries, and preparation of reports are part of the implementation plan. The measures and queries are available to all colleges.

Community College Survey of Student Engagement (CCSSE) and Noel-Levitz student satisfaction surveys also provide feedback concerning the student experience. Aggregate results from the most recent administrations of the CCSSE and the Noel-Levitz survey are included in the appendix of this report. National comparisons are provided for both surveys. The Noel-Levitz survey and the CCSSE will be administered district-wide on a standardized schedule starting this year.

Summary of Findings

There has been improvement in fourteen of eighteen indicators since the prior year.

Targets have been met in five new areas for the first time this year.
- Institution wide credit course success,
- College-level course success,
- college algebra success,
- developmental reading success, and
- transfer first-year GPA.

Targets continue to be met for developmental first college-level English success, transfer persistence to next year and credit course excelling rates. Targets have not yet been met in ten other areas.

Withdrawal rates and course retention rates are the lowest scores relative to the targets, although both have shown notable improvement over the past year.

Workforce performance targets have been met or exceeded for the prior three years. This year new indicators are based on Carl Perkins IV federal reporting 2007-08 requirements. When compared to the state overall, Maricopa exceeds the target.

Analysis by Indicator Category

Student Progress Key Findings

Helping students achieve academic success is a primary focus of the Maricopa Community College district. Several student progress indicators are based upon the grades that students receive from all credit courses and college-level credit courses (100 level or higher).

The majority of student progress indicators have improved since last year. Since Fall 2007 the share of grades reflecting successful course completion has increased for all credit courses, withdrawal rates have fallen, and retention in college level courses has improved. Persistence rates remain relatively unchanged. The targets for credit course success rates, excelling rates have been exceeded this year and college level success rate target has been met.

In Fall 2008, 73% of grades in institution wide credit courses reflect successful completion (A,B,C, or P grades) and 18% indicate withdrawal from the class (W, Y grades), and 58% of grades are A or B (excelling). When only college-level credit courses are considered (100 level or higher), 83% of grades indicate the student completed the course (retention) and 74% of grades indicate successful completion (A,B,C, or P grades). The credit course withdrawal rate is 18%.

Credit student persistence measures continued enrollment within a school year and between years. In Fall 2007, 61% of students continued their enrollment to the following spring and 45% continued to the following fall.

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).

Since the prior year, the rate of successful completion has improved in ENG101, ENG102, and College Algebra, while the success rate for College Communication remains relatively unchanged. The target for College Algebra success has been exceeded.

Successful completion rates vary widely between areas. The highest success rate is for Communication (72%), followed by first-level English (English Composition I) (71%). Success rates for English Composition II (64%) and College Algebra (60%) are considerably lower.

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 16,071 students (13.3%) enrolled in one or more developmental education courses on 45th Day Fall of 2008.

The math, English and reading success rates and success rates in the first college level math course have improved since the prior year while success in the first college-level English course has remained relatively stable. The reading success rate and the first college-level English success rates have both met the district target.

Successful completion (A, B, C, and P) varies by subject. In Fall 2008, 53% of developmental math, 65% of developmental English, and 70% of developmental reading grades reflect successful completion. Of the students who completed a developmental math course, 64% successfully completed intermediate algebra within one year, and 72% of students who completed developmental English successfully completed English 101 within one year.

Transfer Key Findings

For many students, transfer to a baccalaureate-granting institution is a primary goal. The indicators of student transfer success are based on the performance of students who transferred twelve or more Maricopa credit hours and received a grade in an Arizona university course. The information is obtained from the Arizona State System for Information on Student Transfer (ASSIST). ASSIST is a database containing enrollment, transfer, and degree completion information on students attending Arizona's three public universities and ten public community college districts.

The first-year GPA at a transfer institution has improved slightly since the prior year. Persistence to the second year at the university is significantly higher than the prior year. First semester GPA meets the district target and persistence rates exceed the target.

Maricopa transfer students had an average first year Arizona university GPA of 2.93 on a four point scale in 2007-08. Of the students who transferred in 2007-2008, 86% continued on to their second year at the university. When tracked over time, 61% of Maricopa transfer students earned a bachelor's degree within four years of transfer and 68% of students attain this goal within 6 years. Students earned an average of 19.4 credit hours during their first year at the university (last data available was 2006-07).

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. The Workforce indicators are based on the federal reporting requirements (Carl Perkins IV aka CPIV) for vocational and technical education programs. Since this is the pilot year for the new CPIV concentrator, the analysis is based on the most recent reporting year (2007-08).

Maricopa indicators exceed the state targets in all areas. The targets have been met consistently for the past reporting periods.

The overall technical skill attainment in FY 2007-08 was 94% based on all students who passed the Nursing Council Licensure Examination for registered nurses. Approximately 49% of students identified as concentrators in an occupational field completed 12 occupational credit hours in their field of study, or received an award and were classified as a workforce completer. The retention and transfer measure indicates that 62% of students re-enrolled or transferred to one of the Arizona public community colleges or universities in the subsequent Fall term. The job placement indicator shows that, 67% of completing students were employed in Arizona within three months after program completion. Of those, 91% remained continuously employed for six months.

Student Success Pilot Project

The MCCCD Student Success Pilot Project (SSPP) was introduced during the 2009 spring and fall semesters. Currently all colleges are implementing student success strategies. The objective of the Student Success Pilot Project is to develop and implement systematic student success strategies to positively impact student retention and goal completion. SSPP calls for all new to college students enrolling in at least twelve credit hours with the intent to earn a degree or transfer to a university to participate in the required student success experiences. Experiences include attending a comprehensive new student orientation; taking placement assessments for reading, English and math; and receiving academic advising allowing for a qualitative analysis of their readiness for college. Students testing into developmental-level coursework are required to begin that coursework during their first semester. In addition, students testing into developmental courses are required to enroll in a student success course.

As of 2008-09, data were received from two colleges for the fall 2008 cohort analysis and seven colleges for the spring 2009 cohort analysis. During their first fall term, 41% of the fall 2008 cohort successfully competed all of their courses, and 65% successfully completed at least three-fourths of their courses. The completion rates fell in the spring, when 37% completed all of their courses and 58% completed at least three-fourths of their courses successfully. In both periods underrepresented minorities have lower completion rates and females have higher completion rates.

Forty percent of the students who started in the spring of 2009 completed all of their courses successfully in their first term. Nearly 60% completed three-fourths of their courses successfully. Demographic differences were similar to the fall cohort. Persistence measures the percent of students who enrolled in subsequent terms. In the fall 2008 cohort, 86% remain in the spring and 70% remain in a Maricopa school the following fall. Of the students who started in the spring, 67% return in the fall.

Performance Dashboard

The performance dashboard provides a quick overview of the status of the performance indicators. For each indicator the target or goal is provided in the first column, the Maricopa value for the current year is listed in the "Actual" column, and the direction of change is provided in the last column.

Performance targets for Student Progress, General Education, Developmental Education and Transfer were set based on the median value of the colleges participating in the National Community Benchmarking Project. The median, or midpoint, is the point at which half of the college scores are above the value and half are below the value. The actual Maricopa value for the current year is presented in the adjacent column. Actual values for the most recent year are color coded based upon the relative standing of the score. Green scores are at or above the median, yellow scores are between the 25th percentile and the median, and red values are below the 25th percentile (75 % of colleges perform above this level.)

Workforce indicators compare district values to the statewide federal Carl Perkins IV scores. There is no percentile ranking available for those values. Values shaded red are below the state average and green are above the state average. The Student success pilot project outcome measures that are presented at the bottom of the page are baseline information. No performance targets have yet been set, since this is the first analysis of the cohorts. The measures are specific to the student success cohorts.

Student Progress*

	NCCBP Median Target	Actual	Change Prior year
Institution Wide Credit Course Withdrawal Rate	12%	18%	↓
Institution Wide Credit Course Success Rate	72%	73%	↑
Institution Wide Credit Course Excelling Rate	55%	58%	↑
College-Level, Credit Course Retention Rate	88%	83%	↑
College-Level, Credit Course Success Rate	74%	74%	↑
Credit Student Persistence Fall 2007-to-Spring 2008	69%	61%	↔
Credit Student Persistence Fall 2007-to-Fall 2008	47%	45%	↔

General Education*

	NCCBP Median Target	Actual	
Core Academic Skill Areas, College Algebra Success Rate	59%	60%	↑
Core Academic Skill Areas, English Composition I Success Rate	72%	71%	↑
Core Academic Skill Areas, English Composition II Success Rate	69%	64%	↑
Core Academic Skill Areas, Communication Success Rate	77%	72%	↔

Developmental Education*

	NCCBP Median Target	Actual	
Developmental Math Success Rate	56%	53%	↑
Developmental English Success Rate	66%	65%	↑
Developmental Reading Success Rate	70%	70%	↑
First College-Level Math Success Rate	66%	64%	↑
First College-Level English Success Rate	72%	72%	↔

Transfer*

	NCCBP Median Target	Actual	
Transfer First-Year Grade Point Average	2.93	2.93	↑
Transfer First-Year Credit Hours Completed	21.67	n/a	not available
Transfer Persistence to Next Year	76%	86%	↑

Workforce **

	Carl Perkins State Target	Actual	
Technical Skill Attainment	77%	94%	New
Completers	44%	49%	New
Retention & Transfer	57%	62%	New
Job Placement	62%	67%	New

Student Success Pilot Project (SSPP) Outcomes

2-Year Persistence Rate		2nd Semester	3rd Semester	4th Semester
Fall 2008 Cohort		82%	70%	n/a
Spring 2008 Cohort		67%	n/a	n/a
Percent of Classes Successful Completed	1st Semester	2nd Semester	3rd Semester	4th Semester
Fall 2008 Cohort	65%	58%	n/a	n/a
Spring 2008 Cohort	58%			

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

** Indicators are based on Carl Perkins IV 2007-08 definitions. Targets are based on all Arizona Public Community Colleges. Prior years used Carl Perkins III indicators.

Red = below the 25th percentile
Yellow = 25th percentile – median
Green = median or above

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 2008 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

-1.4%**

Fall 2008*

17.8%

Success Rate

Change from prior year

+1.4%**

Fall 2008*

73.3%

Excelling Rate

Change from prior year

+2.4%**

Fall 2008*

57.7%

Withdrawal Rate

17.6% 17.8% 18.6% 18.4% 19.1% 17.8%

Success Rate

74.4% 74.0% 72.8% 72.7% 71.9% 73.3%

Excelling Rate

56.7% 56.6% 55.9% 56.0% 55.3% 57.7%

6-Year Trends
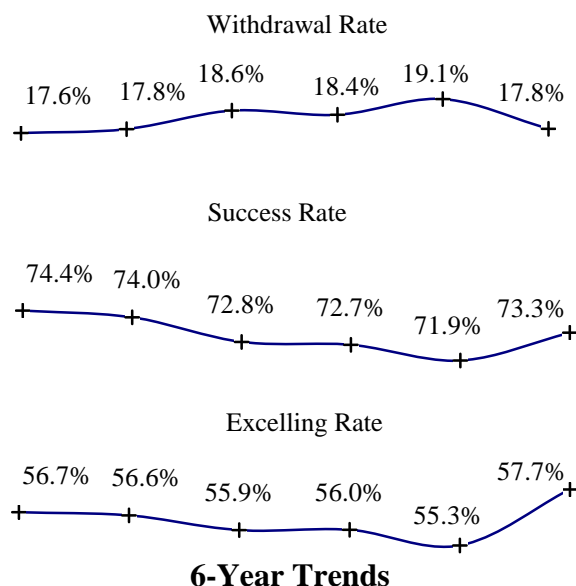
College-Level, Credit Course Retention

This indicator shows the *retention rate* and *success rate* for credit college-level courses. Fall 2008 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

+1.4%**

Fall 2008*

82.7%

Success Rate

Change from prior year

+1.4%**

Fall 2008*

74.1%

Course Retention

82.9% 82.7% 82.0% 82.1% 81.3% 82.7%

Course Success

75.2% 75.0% 73.8% 73.5% 72.7% 74.1%

6-Year Trends
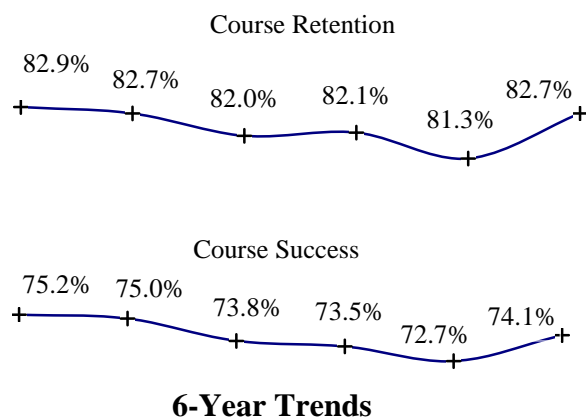
Credit Student Persistence

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 MCCCD college. Fall 2007 is the most current data for this indicator. Excludes dual enrollment.

Performance Targets

Fall-to-Spring = 69%

Fall-to-Fall = 47%

Fall 07-to-Spring 08

Change from prior year

+0.5%**

Fall 2007

61.4%

Fall 07-to-Fall 08

Change from prior year

+0.3%**

Fall 2007

45.1%

Persistence Fall-to-Spring

60.2% 62.1% 62.3% 60.5% 60.9% 61.4%

Persistence Fall-to-Fall

44.5% 45.7% 45.4% 44.2% 44.8% 45.1%

6-Year Trends
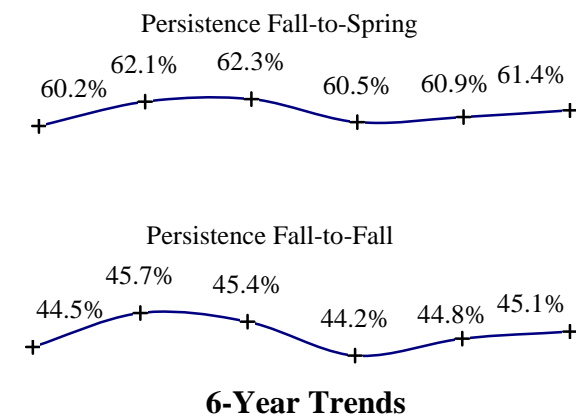
*Preliminary numbers not submitted to NCCBP yet
**Statistically significant change

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 achieve academic success is a primary focus of the Maricopa Community College district. The majority of the student progress indicators have improved since last year.

Several student progress indicators are based upon the grades that students receive in credit courses. In Fall 2008, 73.3% of grades in institution wide credit courses reflect successful completion (A,B,C, or P grades) and 17.8% indicate withdrawal from the class (W, Y grades), and 57.7% of grades are A or B (excelling). When only college-level credit courses are considered (100 level or higher), 82.7% of grades indicate the student completed the course (retention) and 74.1% of grades indicate successful completion (A,B,C, or P grades).

Credit student persistence measures continued enrollment within a school year and between years. In Fall 2007, 61.4% of students continued their enrollment to the following spring and 45.1% continued to the following fall. Persistence of credit students (both fall-to-spring and fall-to-fall) has remained relatively stable this year and has shown a slight positive trend the past few years.

- 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 (25%) compared to full-time students (2%).
- Full-time students enrolled in college-level credit courses have a 91% course success rate and achieve a fall-to-spring persistence rate of 84% and a fall-to-fall persistence rate of 65%.
- The 25 or older category reflects higher institution-wide credit course completion success rates (77%), excelling rates (62%), and retention rates (85%).
- Students under the age of 25, who are frequently full-time students, have considerably higher fall-to-spring and fall-to-fall persistence rates (68%) than students over the age of 25 (51%).
- Students with a high school diploma have higher institution-wide credit course success rates (72%) and college-level credit course success rates (73%) than students with a GED (67%, 69%.)

Institution Wide Credit Course Withdrawal, Success & Excelling

In Fall 2008, the course withdrawal rate improved by 1.4% from the prior year (17.8% vs. 19.1%). The successful course completion and the excelling enrollment percents also improved 1.4% and 2.4% respectively.

- Developmental courses have the highest withdrawal rate (see table).
- Students under the age of 25 have a higher course withdrawal rate (19%) than older students (16%).

Fall 2008 Institution Wide Credit Grades				
Course	Withdrawals	Completions	Successful	Excelling
Developmental	24%	76%	63%	41%
100 - Level	18%	82%	72%	57%
200 - Level	15%	85%	78%	63%

- Males have a 2% higher course

withdrawal rate than females.

- Course withdrawals for underrepresented minority students (American Indian, Black, and Hispanic) are 7% higher than White and Asian Pacific Islanders.

- Students with a GED have a 5% higher withdrawal rate (23%) than those with a high school diploma (18%); the GED withdrawal rate improved by 3% since last year.

Course Withdrawal Rate by Ethnicity

In Fall 2008, 73.3% of courses were successfully completed, an improvement of 1.4% from Fall 2007.

- The share of successful course completion for underrepresented minority students (American Indian, Black, and Hispanic) is 11% lower when compared to all others.

- There is a 4% difference in female successful completion rates compared with males (75% vs. 71%).

- The successful course completion rate is higher for full-time students (90%) than part-time students (65%).

- The completion rate is higher for 25 or older students (77%) than younger students (71%).

Successful Credit Course Completion Rate

- The share of successful enrollments for students with a high school diploma is 5% higher than the rate for students with a GED (72% vs. 67%).

- Students who intended to earn a certificate had the highest successful completion rates of 87%.

In Fall 2008, 57.7% of credit course grades were categorized as excelling (A or B grades.)

- The share of excelling grades for full-time enrollments (73%) is considerably higher than part-time enrollments (51%).

- The share of excelling grades is lower for underrepresented minority students (46%) when compared to all other enrollments (59%).

- The share of excelling grades is higher for those 25 or older (62%) than for younger students (55%). Also, the share of excelling grades for those 25 or older increased 4% since last year.

College-Level Credit Course Retention & Success

There has been a slight improvement in college-level retention and successful completion rates this past year. The Fall 2008 credit course retention rate was 82.7% compared to 81.3% in Fall 2007, and the Fall 2008 credit course success rate was 74.1% compared to the Fall 2007 rate of 72.7%.

- The table on the next page shows the top ten course enrollments in Fall 2008.
- Courses with the highest success rate are COM100, PSY101, and ENG101.
- Courses with the highest withdrawal rate are MAT120, MAT121, and ENG102; almost one third of students withdrew from MAT120.
- The college-level retention rate of full-time enrollments (98%) is 22% higher than for part-time enrollments (76%).
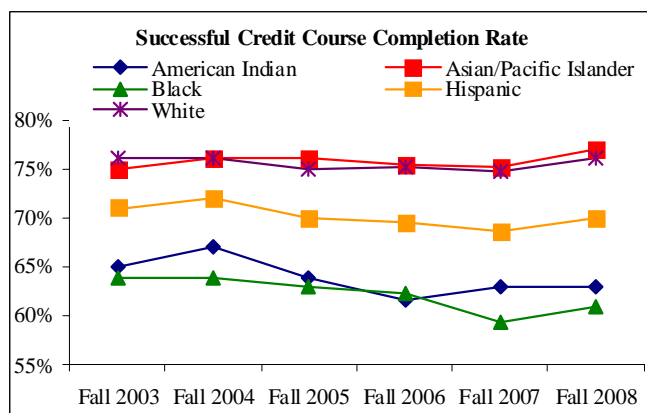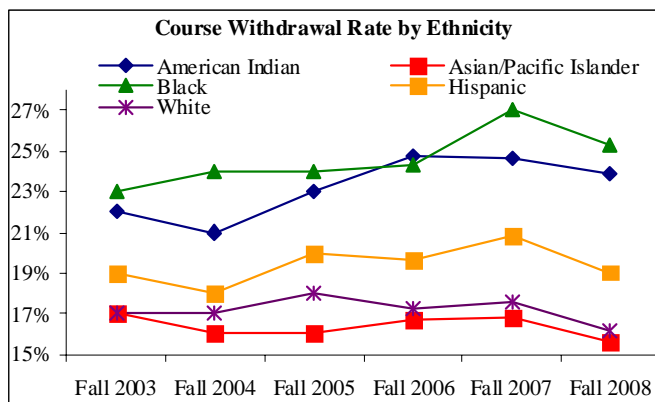
- The college-level retention rate of full-time enrollments (98%) is 22% higher than for part-time enrollments (76%).

- 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 4% higher than for those with a GED (82% vs. 78%). The college-level course retention rate for students with a GED increased 3% since last year.

- The credit college-level retention rate by college ranged from 79% to 92%.

Top 10 Course Enrollments Fall 2008					
Course	Enrollment	Retained (not W,Y grades)	Successful (grades A,B,C,P)	Withdrawn (W,Y grades)	Unsuccessful (grades D,F,Z)
ENG101	16,954	80.8%	71.1%	19.2%	9.7%
PSY101	10,443	82.9%	71.3%	17.1%	11.6%
ENG102	8,137	72.0%	64.0%	28.0%	8.0%
CIS105	7,115	76.4%	62.7%	23.6%	13.7%
SOC101	3,576	79.9%	68.5%	20.1%	11.4%
MAT121	3,429	71.2%	54.5%	28.8%	16.7%
MAT151	3,363	76.9%	64.0%	23.1%	12.9%
COM100	3,353	82.1%	72.1%	17.9%	10.0%
CHM130	3,260	78.0%	62.6%	22.0%	15.4%
MAT120	3,243	68.6%	54.5%	31.4%	14.0%

In Fall 2008, 74.1% 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 students.

- Successful college-level course completions are higher for 25 or older students (78%) than for younger students (72%).

- Students with a high school diploma have higher successful course enrollment completion rates (73%) than those with a GED (69%), though rates for students with a GED increased 3% since last year.

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

- Credit college-level success rate by college ranged from 70% to 85%.

College-Level Successful Course Completion Fall 2008

Full-time	91%
Part-time	66%

College-Level Successful Course Completion

Legend: American Indian, Asian/Pacific Islander, Black, Hispanic, White

(Fall 2003, Fall 2004, Fall 2005, Fall 2006, Fall 2007, Fall 2008)
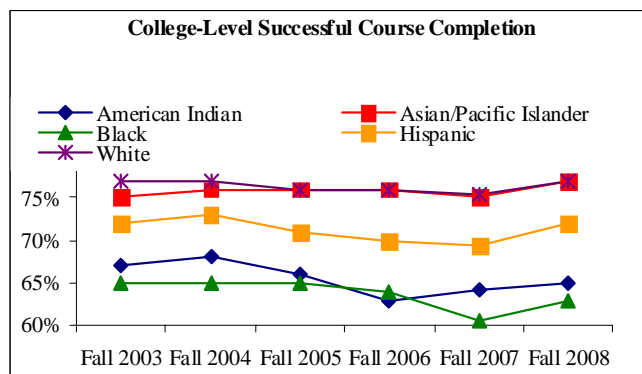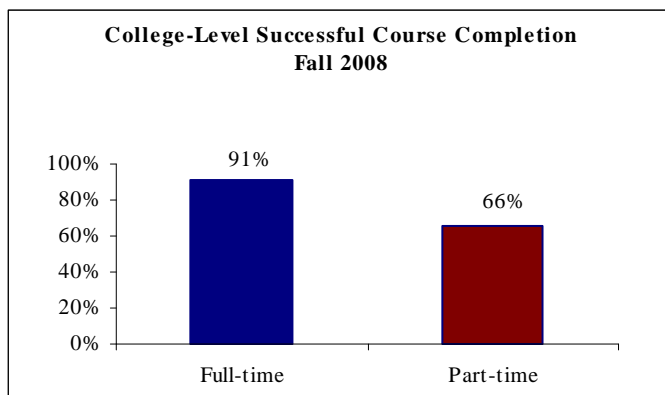
✦ Credit Student Persistence Fall-to-Spring & Fall-to-Fall

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

The 2007 fall-to-spring persistence rate (61.4%) an improvement of 1.2% from Fall 2002 (see table on next page).

- Black and Hispanic students have the lowest fall-to-spring persistence rates (61%).
- Full-time students have much higher fall-to-spring persistence rate (84%) when compared to part-time students (56%).
- 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 (61%) than those with a GED (58%). The fall-to-spring persistence rate for students with No GED/Diploma improved 5% from the prior year.

MCCCD Persistence Rates

Persistence	Fall 2002	Fall 2007	Difference
Fall-to-Spring	60.2%	61.4%	+1.2%
Fall-to-Fall	44.5%	45.1%	+0.6%

Persistence Fall-to-Spring by Age
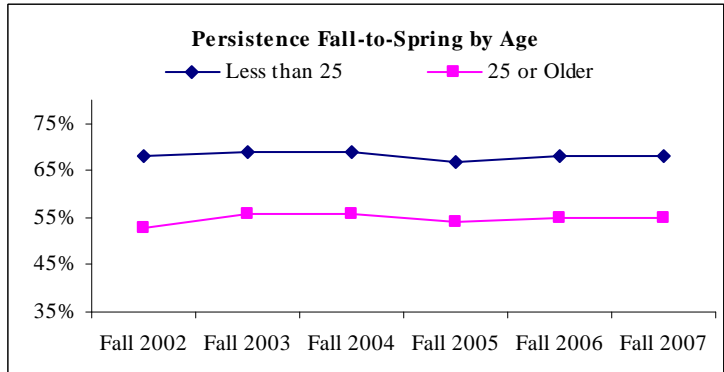
The fall-to-fall persistence rate has increased slightly from 44.5% in 2002 to 45.1% in 2007.

- The fall-to-fall persistence rate of full-time students (65%) is notably higher than the rate of part-time students (40%).
- The chart to the right shows that the Asian/Pacific Islander and Hispanic students have slightly higher 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 (38%).
- Students with a high school diploma have higher persistence rates (45%) than those with a GED (41%).

Persistence Fall-to-Fall by Ethnicity
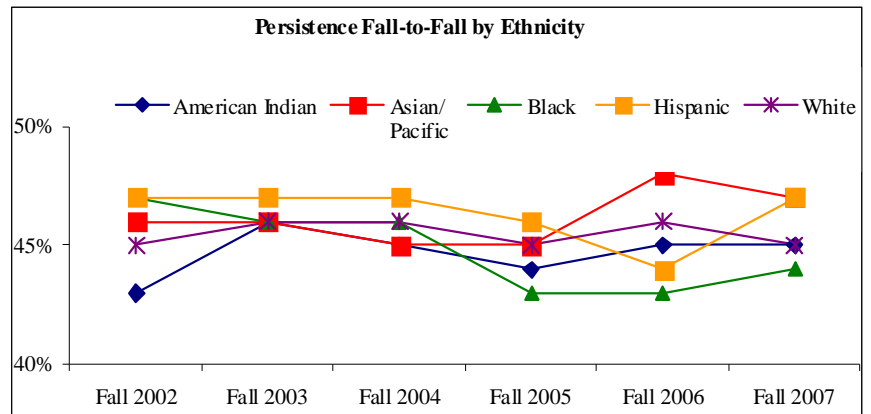
Student Success Pilot Project (SSPP)

The MCCCD Student Success Pilot Project (SSPP) was introduced during the 2009 spring and fall semesters. Currently all colleges are implementing student success strategies. The objective of the Student Success Pilot Project is to develop and implement systematic student success strategies to positively impact student retention and goal completion. SSPP calls for all new to college students enrolling in at least twelve credit hours with the intent to earn a degree or transfer to a university to participate in the required student success experiences. Experiences include attending a comprehensive new student orientation; taking placement assessments for reading, English and math; and receiving academic advising allowing for a qualitative analysis of their readiness for college. Students testing into developmental-level coursework are required to begin that coursework during their first semester. In addition, students testing into developmental courses are required to enroll in a student success course.

As of 2008-09, data were received from two colleges for the fall 2008 cohort analysis and seven colleges for the spring 2009 cohort analysis. During their first fall term, 41% of the fall 2008 cohort successfully competed all of their courses, and 65% successfully completed at least three-fourths of their courses. The completion rates fell in the spring, when 37% completed all of their courses and 58% completed at least three-fourths of their courses successfully. In both periods underrepresented minorities have lower completion rates and females have higher completion rates. The outcome measures used to monitor the *Student Success Pilot Project* include:

- **Completion of the semester with a grade of C or better**
- **Persistence from semester to semester at any MCCCD college**
- **Successful completion of college-level courses after completion of the developmental sequence**
- **Persistence to goal (degree/transfer)**

Key Findings:

- The fall 2008 cohort persisted to the 2nd semester at a higher rate than the spring 2009 cohort (86% compared to 67%).

- Overall, females have a higher persistence rate than males.

- Underrepresented minorities have a lower persistence rate.

- 65% of the fall 2008 cohort successfully competed 75% or more of their classes in Fall 2008 and 58% in Spring 2009.

- 58% of the spring 2008 cohort successfully completed 75% or more of their classes in Spring 2009.

- Underrepresented minorities and males have the lowest percent of successfully completed classes.

Fall 2008 SSPP Cohort

■ % Fall-to-Spring   ■ % Fall-to-Spring-to-Fall

	Underrepresented Minorities	Asian	White	Other	Unknown
% Fall-to-Spring	82%	95%	87%	84%	88%
% Fall-to-Spring-to-Fall	66%	91%	69%	90%	71%

Spring 2009 SSPP Cohort

■ %Spring-to-Fall

	Underrepresented Minorities	Asian	White	Other	Unknown
%Spring-to-Fall	60%	67%	70%	83%	74%
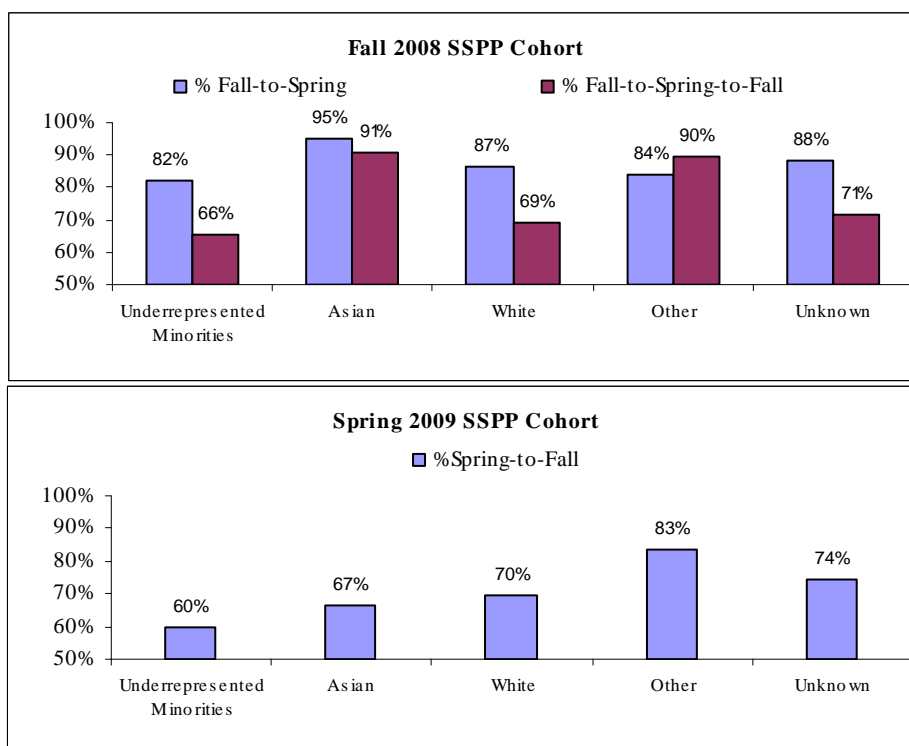
⊞ Completion of the semester with a grade of C or better measured as a percent of total courses completed

This outcome measures the completion of the semester with a grade of C or better in all classes. The number of classes successfully completed with grades A, B, C, or P is divided by the number of classes enrolled.

- Two-thirds of the fall 2008 cohort successfully completed 75% or more of their classes; in spring 2009 58% successfully completed 75% or more.

- 58% of the spring 2009 cohort successfully completed 75% or more of their classes.

- Female successfully completed classes at a higher rate than males.

- Underrepresented minorities have the lowest successfully completion rates.

Fall 2008 Cohort

☐ Fall 2008   ■ Spring 2009

Percent of Courses Completed Successfully
100%: 41% / 37%
75%+: 24% / 21%
50%+: 13% / 17%
25%+: 9% / 9%
< 25%: 4% / 2%
None: 9% / 14%

Spring 2009 Cohort

☐ Spring 2009

Percent of Courses Completed Successfully
100%: 40%
75%+: 19%
50%+: 15%
25%+: 5%
< 25%: 4%
None: 19%
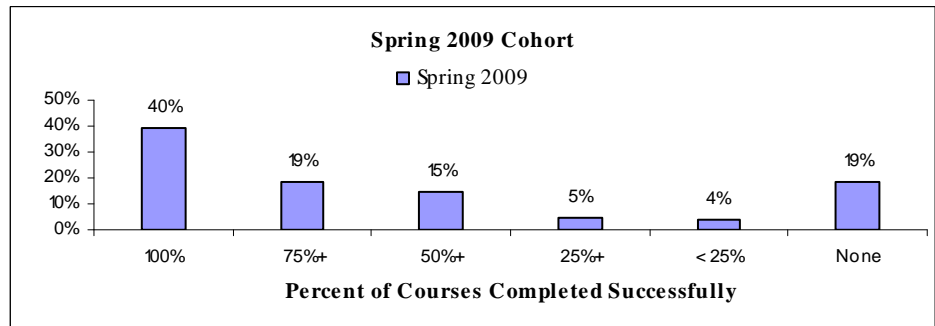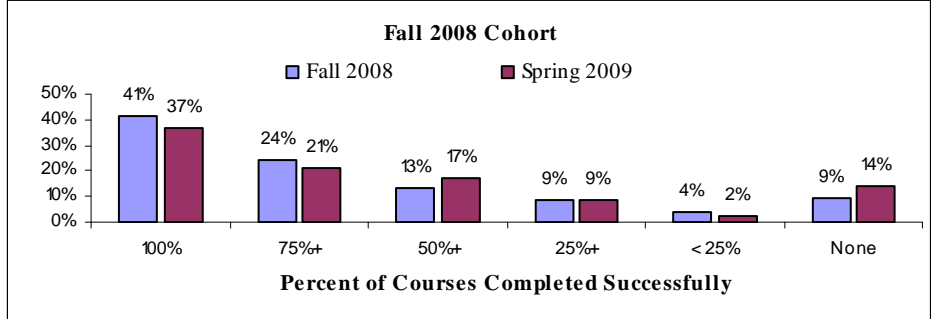
Percent of Classes Successfully Completed			
Cohort	Gender	Fall 2008	Spring 2009
Fall 2008	Females	72%	63%
	Males	59%	54%
Spring 2009	Females	n/a	65%
	Males	n/a	52%

Percent of Classes Successfully Completed			
Cohort	Ethnicity	Fall 2008	Spring 2009
Fall 2008	Underrepresented Minorities	64%	51%
	Asian	81%	60%
	White	66%	60%
	Other	63%	73%
	Unknown	63%	58%
Spring 2009	Underrepresented Minorities	n/a	51%
	Asian	n/a	58%
	White	n/a	64%
	Other	n/a	17%
	Unknown	n/a	72%

✚ Persistence from semester to semester at any MCCCD college

This outcome measures persistence from semester to semester at any MCCCD college and is based on the NCCBP persistence measure, Credit Students Who Enrolled Next Term and Next Fall. Fall cohorts are tracked from fall-to-spring-to-fall-to-spring, and the spring cohorts are tracked spring-to-fall-to-spring-to fall.

- The fall 2008 cohort persisted at a higher rate to the second semester compared to the spring 2009 cohort (86% compared to 67%).
- Females had a higher persistence than males.
- Underrepresented minorities had a lower persistence rate.
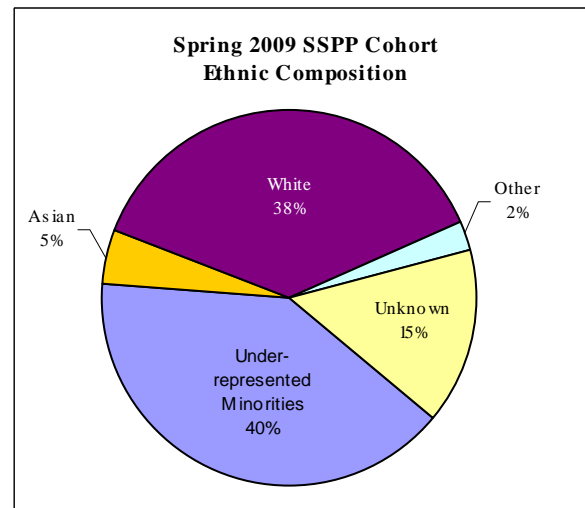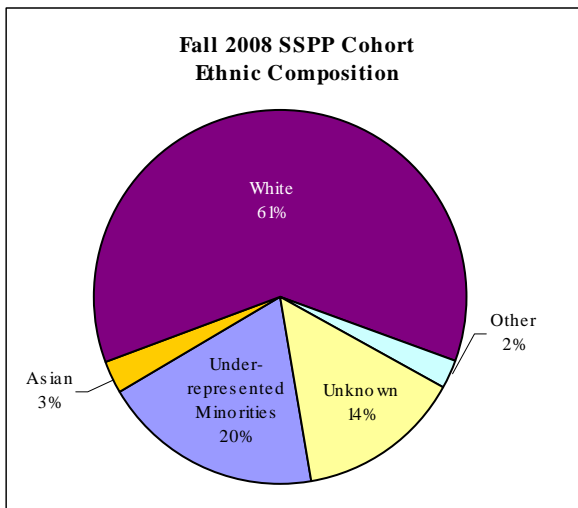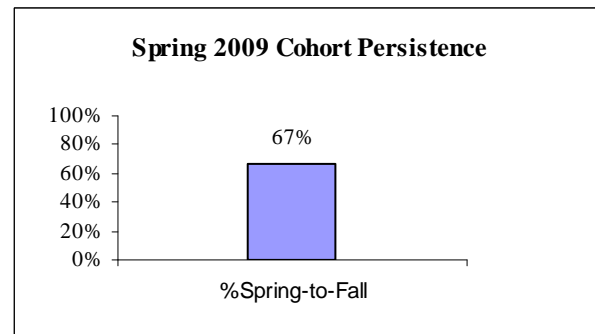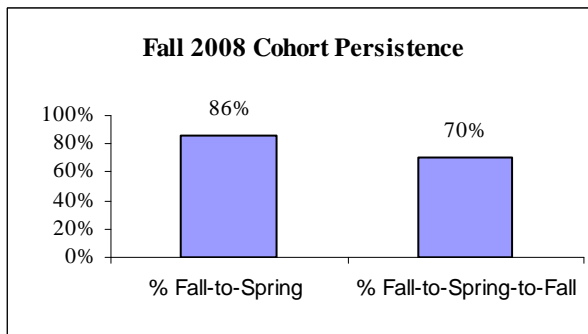
Fall 2008 Cohort Persistence

Spring 2009 Cohort Persistence

Fall 2008 SSPP Cohort Ethnic Composition

White 61%
Other 2%
Unknown 14%
Under-represented Minorities 20%
Asian 3%

Spring 2009 SSPP Cohort Ethnic Composition

White 38%
Other 2%
Asian 5%
Unknown 15%
Under-represented Minorities 40%

✚ Successful completion of college-level courses after completion of the developmental sequence

This outcome measures the success rate of students who successfully complete developmental math and/or English and enroll in a subsequent college-level course within one year. The measure is based on the NCCBP indicator, Credit Developmental/Remedial Student Retention and Success in First College-level Courses. Because the Student Success Pilot Project was initiated in Fall 2008, data for this outcome will not be available until next year.

- Developmental English -- ENG071 to ENG101 and
- Developmental Math -- MAT09x to MAT12x.

Persistence to goal (degree/transfer)

For this outcome, students will be tracked from year three to year six to determine if they earned a community college degree or transferred to the university. If statewide database, ASSIST, is used to track students, only transfers to ASU, NAU, and UA will be included. If the National Clearinghouse can be used, more public and private institutions would be included. Data for this outcome will not be available until three years from the initiation of SSPP (academic year 2008-09).

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 2008 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
+4.4%
Fall 2008
59.9%
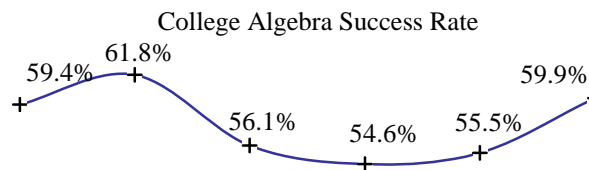
English Comp I
Change from prior year
+3.4%
Fall 2008
71.1%
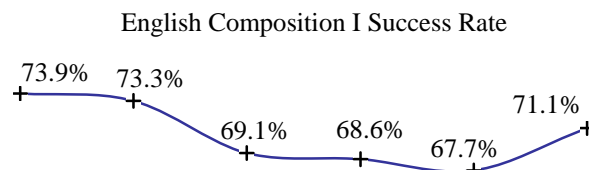
English Comp II
Change from prior year
+4.7%
Fall 2008
64.0%
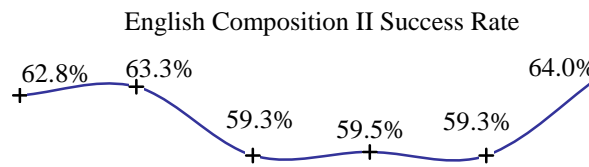
Communication
Change from prior year
-0.3
Fall 2008
72.1%

College Algebra Success Rate
59.4% 61.8% 56.1% 54.6% 55.5% 59.9%

English Composition I Success Rate
73.9% 73.3% 69.1% 68.6% 67.7% 71.1%

English Composition II Success Rate
62.8% 63.3% 59.3% 59.5% 59.3% 64.0%

Communication Success Rate
74.5% 72.8% 72.3% 70.7% 72.4% 72.1%
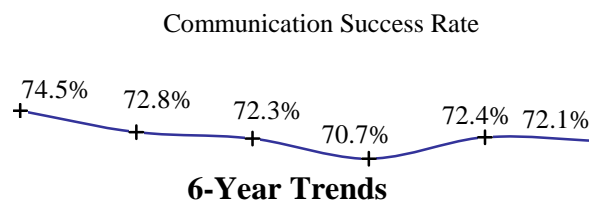
6-Year Trends

* 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 (72.1%), followed by first-level English (English Composition I) (71.1%). Success rates for English Composition II (64.0%) and College Algebra (59.9%) are considerably lower.

Since the prior year, the rate of successful completion has increased significantly in ENG101, ENG102, and College Algebra, and when reviewed over time, the success rate in all areas except College Communication is higher 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 for younger students in English Comp II have increased 5% and are higher than students 25 or older for the first time in 6 years.

Success in Core Academic Skill Areas
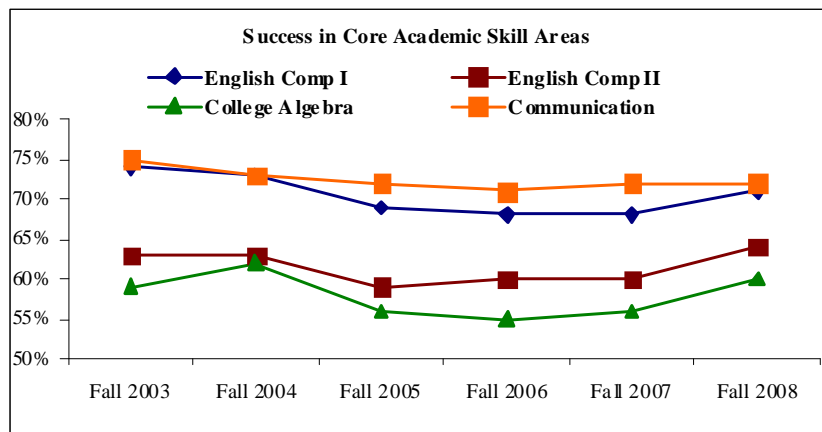
- Part-time students in core academic courses represent the largest segment of enrollments. However, full-time student course success rates are considerably higher in all four core academic areas.

- 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. However, the Fall 2008 completion rate (60%) is 4% higher than the previous year.

- The success rate of underrepresented minority students is 13% lower than for White students.
- The completion rate of females is 10% higher than that of males.
- Full-time students have a 32% higher successful completion rate (81%) than part-time students (49%).
- In Fall 2008 the successful completion rate by college ranged from 42% to 84%.

Algebra Success Rate by Ethnicity
Fall 2008
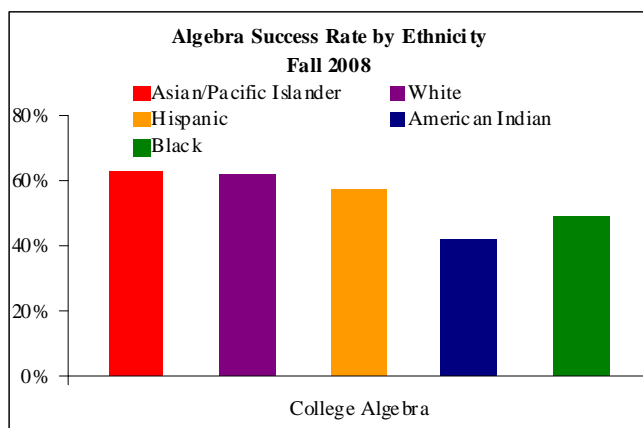
⬇ Core Academic Skill Areas College English Composition I Success Rates

In Fall 2008 the success rate for English Comp I (71%) increased by more than 3%. This rate is the highest it has been in 4 years.

- Underrepresented minorities have a 16% lower successful course completion rate than White students.
- On average, females (75%) have a higher success rate than males (67%).
- Students with a high school diploma have a 10% higher success rate (66%) than those with a GED (56%).
- Students who attend full-time have a considerably higher successful completion rate (89%) than students who attend part-time (63%).
- In Fall 2008 the successful completion rate by college ranged from 64% to 81%.

⬇ Core Academic Skill Areas College English Composition II Success Rates

The Fall 2008 success rate (64%) is higher than it has been in 6 years.

- Females have a 6% higher successful completion rate than males (67%).
- Students enrolled full-time have a remarkably higher success rate (88%) than part-time students (54%).
- The success rate in English Comp II (64%) is considerably lower than English Comp I (71%).
- Students older than 25 (63%) have a slightly lower success rate than students less than 25 (64%).
- The successful completion rate by college Fall 2008 ranged from 55% to 70%.

⬇ Core Academic Skill Areas College Communication Success Rates

Students enrolled in Communication have higher successful completion rates (72%) than any other core academic area. However, the successful completion rate has decreased slightly since the previous year.

- Underrepresented minority students (American Indian, Black, and Hispanic) have a 11% lower successful course completion rate than White students (74%).
- Students attending full-time (93%) do remarkably better than part-time students (59%).
- Older students have a higher successful completion rate (73%) than younger students (72%).
- On average, females (75%) have a higher course success rate than males (69%).
- The successful completion rate by college ranged from 57% to 81% in Fall 2008.

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 2008 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

+3.1%

Fall 2008*

53.2%

Developmental Math Success Rate

56.2% 54.8% 48.6% 49.7% 50.1% 53.2%
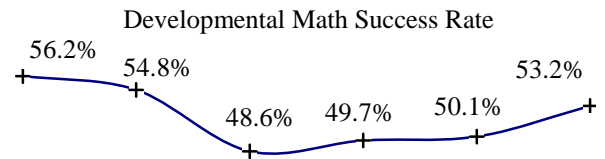
Developmental English

Change from prior year

+3.7%

Fall 2008*

64.6%

Developmental English Success Rate

66.8% 66.1% 60.6% 61.4% 60.9% 64.6%
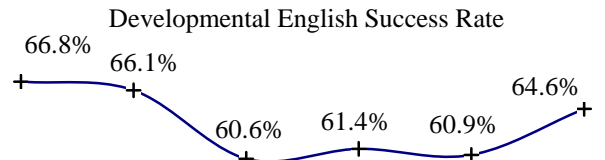
Developmental Reading

Change from prior year

+4.2%

Fall 2008*

69.5%

Developmental Reading Success Rate

72.1% 74.1% 68.4% 68.2% 65.3% 69.5%
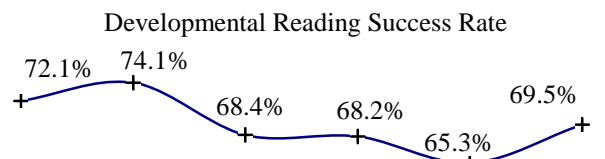
6-Year Trends

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 2007 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

1.7%

Fall 2007

63.5%

Intermediate Algebra Success Rate

66.7% 69.0% 64.9% 63.0% 61.8% 63.5%
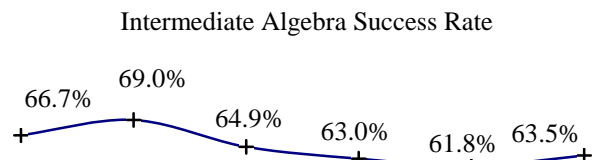
First-Year Composition

Change from prior year

-0.3%

Fall 2007

71.8%

First-Year Composition Success Rate

75.1% 75.8% 72.6% 72.7% 72.1% 71.8%
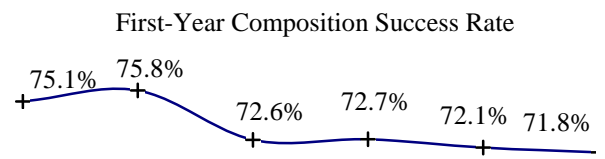
6-Year Trends

*Preliminary numbers not submitted to NCCBP yet.

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 16,071 students (13.3%) enrolled in one or more developmental education courses on 45th Day Fall of 2008.

The math, English and reading success rates and the first college level math success rate have improved since the prior year. First college-level English has remained relatively stable. The reading success rate and the first college-level English success rate have met the district target.

Successful completion (A, B, C, and P) varies by subject. In Fall 2008, 53.2% of developmental math, 64.6% of developmental English, and 69.5% of developmental reading grades reflect successful completion. Of the students who completed a developmental math course, 63.5% successfully completed intermediate algebra within one year, and 71.8% of students who completed developmental English successfully completed English 101 within one year.

> ### *Developmental Student Profile*
>
> - Almost half (49%) of the students enrolled are age 19 or less.
> - The majority (71%) report no prior college experience.
> - The highest percent of these students are White (43%) followed by Hispanic (28%), Black (10%), American Indian (5%), and Asian (4%).
> - Females outnumber males by 16% (56% 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 (67%) in all three academic areas than younger students (61%).

- Females have higher success rates (66%) than males (57%), regardless of the academic area.

- The largest segment of developmental course enrollments is represented by part-time students. The successful course completion rate of these students (53%) is considerably lower than full-time students (85%).

- 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 was a nearly 2% increase in the 1st college-level Math course completion rate of developmental students.

- Underrepresented minority students (American Indian, Black, and Hispanic) complete college-level math courses at a lower rate (61%) than all other students (66%)

Success in Developmental Courses

First English and Math Course
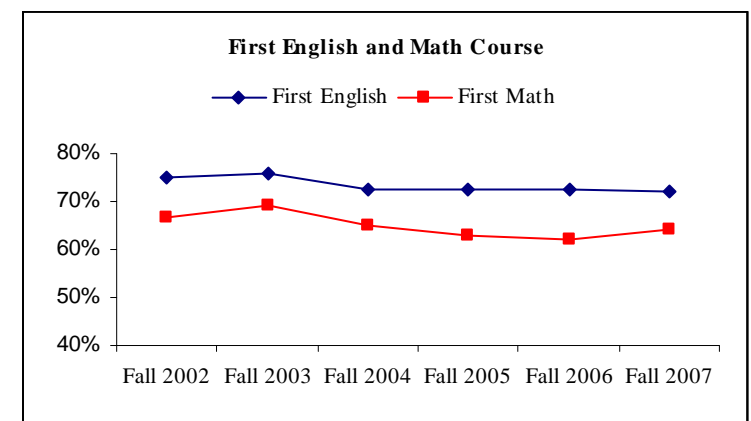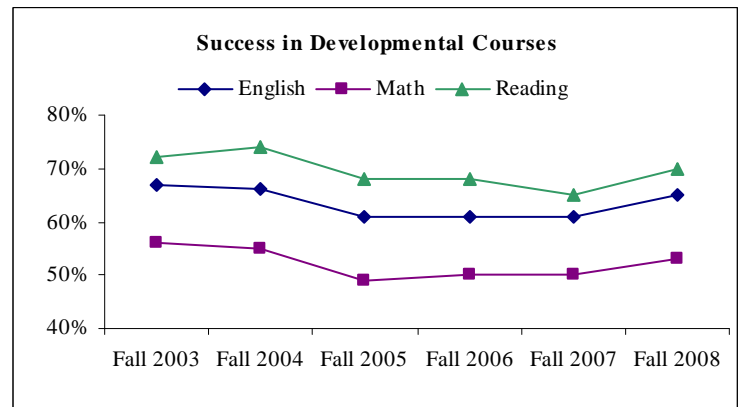
- Females do better in both Math and English college-level courses.
- 61% of grades reflect successful completion in college-level Math and were from students who intend to transfer to a university.
- Full-time students consistently do better than part-time students.

⊞ Developmental Math Success Rate

Developmental Math consistently has the lowest successful course completion rate of all academic developmental areas. However, the Fall 2008 successful completion rate (53%) was 3% higher than the previous year.

Developmental MathSuccessful Completion Rates By Race/Ethnicity

◆ Amer. Ind.   ■ Asian   ▲ Black   ■ Hispanic   ◆ White
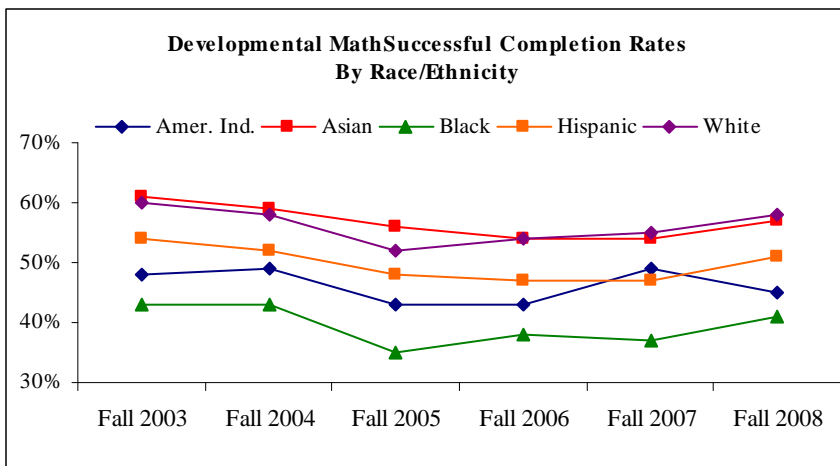
- Underrepresented minority students (American Indian, Black, and Hispanic) successfully complete developmental math courses at a lower rate (46%) than all other students (54%).
- Females have a considerably higher successful completion rate (56%) than males (49%).
- Students 25 or older have a higher success rate (58%) than students younger than 25 (51%).

⊞ Developmental English Success Rate

The Fall 2008 success rate in developmental English is 65%. This success rate has increased by 4% since the previous year.

- American Indian and Black students have the lowest success rate (54% and 55% respectively).
- Females consistently have a higher success rate in developmental English (69%) than males (60%).
- The successful completion rate of students 25 or older is 4% higher than younger students.
- Students with a high school diploma have higher success rates (65%) than those with a GED (53%) or no GED/diploma (50%).
- Students who attend full-time have a 33% higher success rate than those who attend part-time.

Success in Developmental English By Gender

■ Female   ■ Male

Success in Developmental Reading By Age

◆ Less than 25   ■ 25 or Older
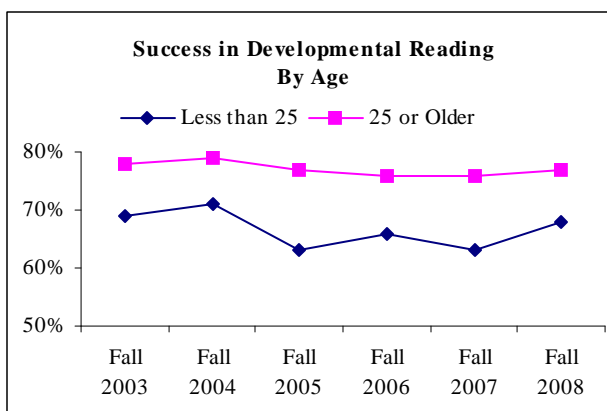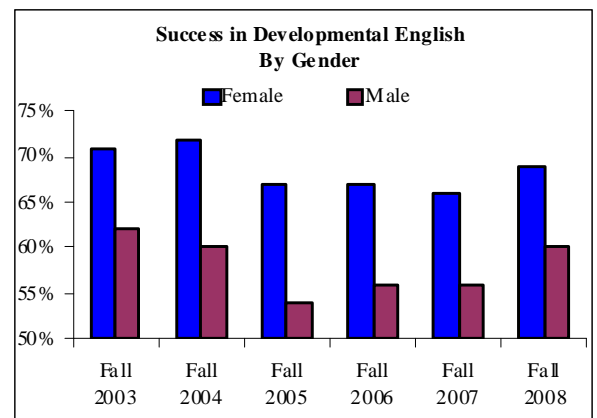
⊞ Developmental Reading Success Rate

The Fall 2008 successful completion rate (70%) is almost 5% higher than the previous year.

- American Indian and Black students have the lowest success rates (59%).
- On average, females have a significantly higher successful completion rate (75%) than males (62%).
- Students 25 or older have higher success rates (77%) than younger students (68%).

- Students attending full-time are considerably more successful (90%) than those attending part-time (60%).
- Students with a high school diploma have a higher successful completion rate.

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

First College-Level Math

The Fall 2007 successful completion rate (64%) for students who enrolled in their first college-level Math course increased by almost 2%.

First College-Level Math Course

Legend: American Indian, Asian/Pacific Islander, Black, Hispanic, White

Y-axis: 50% to 75%
X-axis: Fall 2002, Fall 2003, Fall 2004, Fall 2005, Fall 2006, Fall 2007
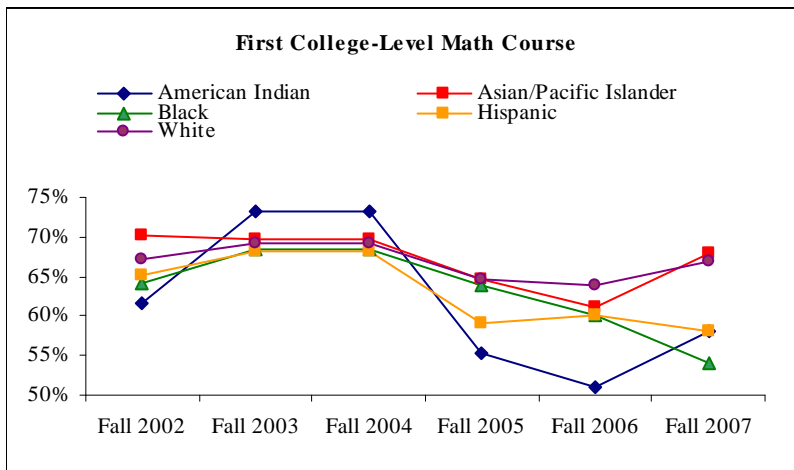
- Asian/Pacific Islanders had the highest success rate (68%) while Black students had the lowest (54%).
- Females consistently have a higher successful completion rate (66%) than males (59%).
- Students 25 or older have a considerably higher success rate (72%) than students younger than 25 (59%).
- The successful completion rate of full-time students (65%) is 3% higher than part-time students.
- Students who have declared the intent to transfer with a degree (63%) have a 5%

higher successful completion rate than those intending to transfer with a certificate.

First College-Level English

The Fall 2007 successful completion rate for students who enrolled in their first college-level English course (72%) is similar to the previous 3 years.

- American Indian students have the lowest success rate (62%).
- Females have a 5% higher successful completion rate (74%) than males (69%) in their first college-level English course.
- The successful completion rate of students 25 or older (75%) is 4% higher than younger students (71%).
- Students with no GED or diploma have a significantly higher success rate (84%) than those with a Diploma (69%) or GED (67%).
- Students who attend full-time (75%) have a higher success rate than those who attend part-time (69%).

First College-Level English Course

Legend: American Indian, Asian/Pacific Islander, Black, Hispanic, White

Y-axis: 50% to 85%
X-axis: Fall 2002, Fall 2003, Fall 2004, Fall 2005, Fall 2006, Fall 2007
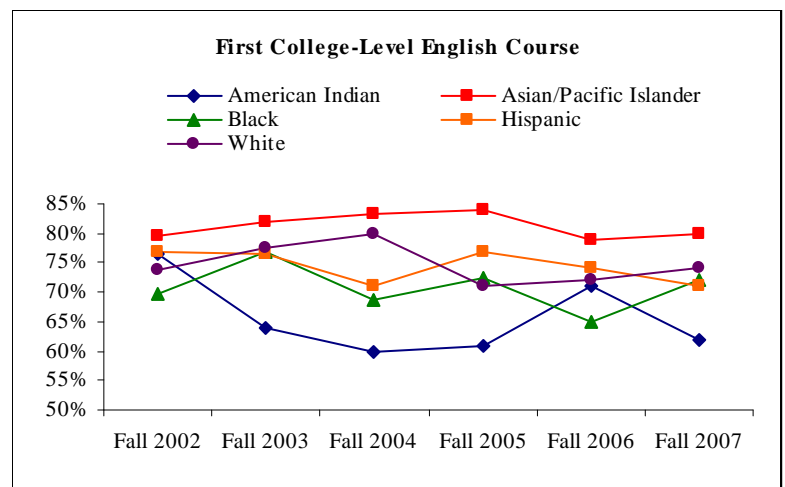
Transfer Indicators

First-Year Grade Point Average (GPA)

This indicator shows the average first-year GPA for students who transferred 12 or more MCCCD 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 2007-08 is the most recent data available for this indicator.

First-Year GPA

Change from prior year

0.03

FY 2007-08*

2.93

First-Year GPA

2.91   2.92   2.90   2.93

2.84   2.84

6-Year Trends
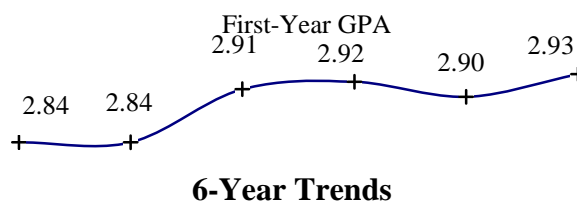
Performance Targets	
First-Year GPA	**= 2.93**

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

na

FY 2007-08

na

First-Year Average Credit Hours

19.45   19.71   19.52   19.32   19.45

5-Year Trends

(07-08 not included due to missing data)
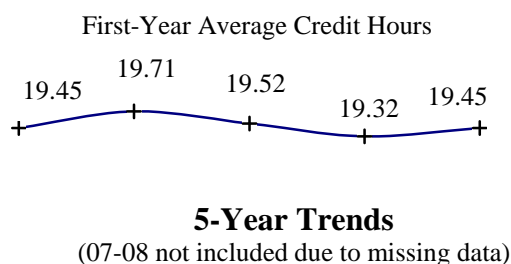
Performance Targets	
First-Year Credit Hours	**= 21.67**

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 2007-08 is the most recent data available for this indicator.

Persistence to Next Year

Change from prior year

+1.7%**

FY 2007-08*

85.8%

Persistence to Next Year

85.8%

85.3%   85.8%

84.2%   83.9%   84.1%

6-Year Trends
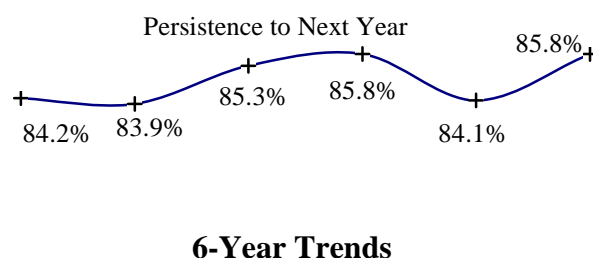
Performance Targets	
Persistence to Next Year	**= 76%**

Baccalaureate Degree Attainment

For the same group of students described above, shows the percent earning bachelor's degrees. FY 2007-08 is the most recent data available for this indicator.

This chart shows degree attainment over time. 68% of transfer students earn a bachelor's degree within six years of transfer.

Baccalaureate Degree Attainment

65.1%   68.1%

61.1%

44.9%

18.2%   16.8%

Yr 1   **Yr 6**

Years Since Transfer
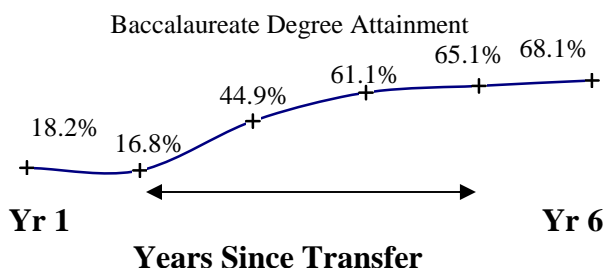
*Preliminary numbers not submitted to NCCBP yet
**Statistically significant change

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

For many students, transfer to a baccalaureate-granting institution is a primary goal. Therefore, successful transfer is an important indicator of student success. The indicators of student transfer success are based on the performance of students who transferred twelve or more Maricopa credit hours and received a grade in an Arizona university course. The information is obtained from the Arizona State System for Information on Student Transfer (ASSIST). ASSIST is a database containing enrollment, transfer, and degree completion information on students attending Arizona's three public universities and ten public community college districts.

Maricopa Community College transfer students comprise 45% of the new transfer students at state universities. The majority of Maricopa students transfer to Arizona State University, followed by Northern Arizona University, and The University of Arizona. Nearly half of ASU Baccalaureate degree recipients had transfer credits from MCCCD in 2007-08. Statewide, one third of all bachelor degree recipients had 12 or more transfer credits from MCCCD.

On average, Maricopa transfer students had a first year Arizona university GPA of 2.9 on a four point scale in 2007-08. Of the students who transferred in 2007-2008, 86% continued on to their second year at the university. When tracked over time, 61% of Maricopa transfer students earned a bachelor's degree within four years of transfer and 68% of students attain this goal within 6 years. Students earned an average of 19.4 credit hours during their first year at the university (last data available was 2006-07).

First-year GPA and persistence are at or above the targets that the district has set. Persistence has increased significantly from the prior year.

Indicators for 2007-2008 show the following differences by student characteristics:

- Underrepresented minority students have relatively lower indicators for first-year grade point average, and transfer persistence to next year. In 2006-2007 the average first-year credits completed was also significantly lower for this group of students.

- Women generally have higher GPA's. In 2006-2007 women earned more first year credit hours than men. For the past two years baccalaureate degree attainment rates were higher for females.

- Students 25 years of age or older have significantly higher GPA's and, in 2006-07, earned fewer credit hours during their first year when compared to younger students. Students younger than 25 are, however, more persistent than older students. Approximately 75% of the younger students attended the community college on a full time basis compared to 56% of students who were over twenty-five years of age.

- Overall, the number of hours taken at a Maricopa Community College prior to transfer is positively correlated to the university cumulative GPA and persistence. The more hours taken prior to transfer the more positive the indicator results.

> More information about transfer students is available at IE Website - Maricopa Transfer Students The share of male new transfer students is increasing and the new transfer population is increasingly diverse. More than 81% of students transfer 31 or more hours from Maricopa. One third of students obtain a Maricopa degree prior to transfer (32% in 2007-2008).
>
> The calculation of a state-wide transfer rate based upon student stated intent to transfer and course taking indicate that 25% of community college students statewide transfer to an Arizona public university within four years of entry to the community college. More information about the study is on the IE webpage.

First-Year Grade Point Average (GPA)

- In 2007-2008, Maricopa transfer students had an average first year university GPA of 2.9 on a four point scale.

- First year university GPA has been relatively unchanged for the past three years.

- In 2007-2008, differences in GPA were observed by gender. Female students had an average GPA of 3.00 compared to a GPA of 2.85 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 (2.9)

First Year GPA
New Transfer Students

American Indian — Asian/Pacific Islander — Black — Hispa[nic]

(Line chart with y-axis from 2.00 to 3.20, x-axis years 2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
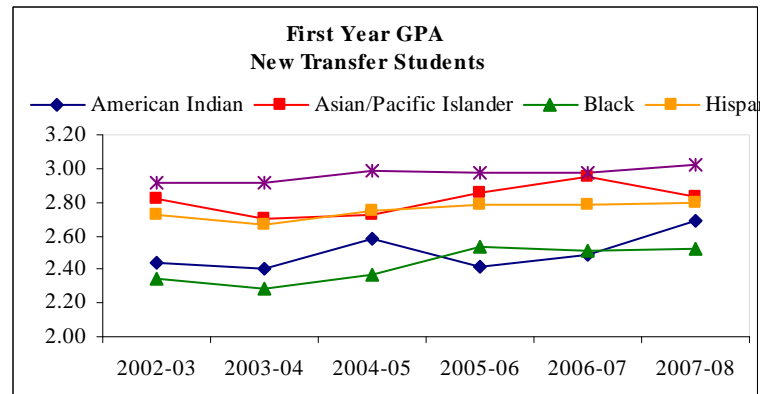
⊞ First-Year Credit Hours Completed

- Data for 2007-2008 was not complete at the time of this report, therefore, data reported in the prior year follow.

- As of 2006-2007, MCCCD 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 (2005-06).

- When analyzed by student characteristic the following differences in first year credit hour completion were noted:

  o Students who are younger than 25 have more first year credits at the university than older students.

  o Women complete more credit hours than men.

  o Underrepresented minorities earn fewer first year credit hours.

  o Students who received a GED certificate earn less hours than those who earned a high school diploma.

First Year Credits Completed
New Transfer Students

☐ Female   ■ Male

(Bar chart with y-axis from 15.0 to 20.0, x-axis years 2001-02, 2002-03, 2003-04, 2004-05, 2005-06, 2006-07)

- Full-time community college students under the age of 25 were compared by gender and minority status.

  o Females completed more university credit hours than males.

  o 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 Next Year

☐ Less than 25 ☐ 25 or Older

(2002-03, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08)
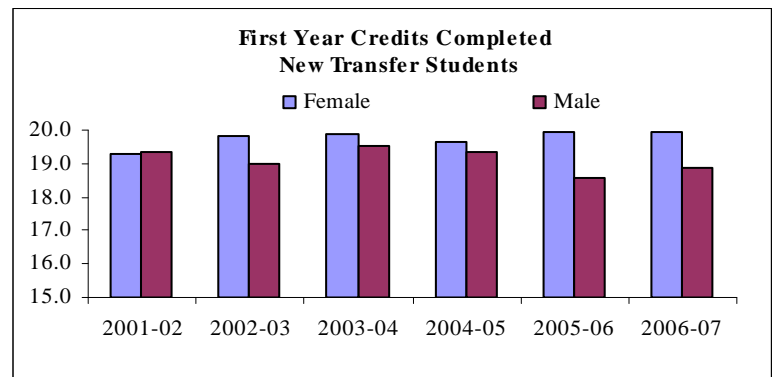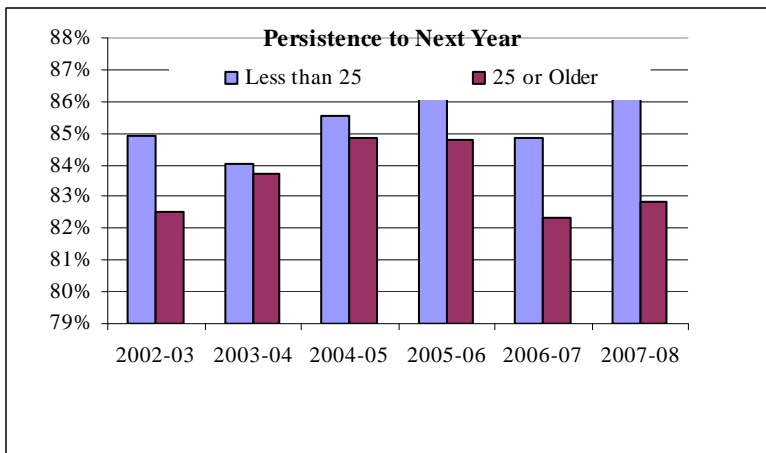
♣ Persistence to Second University Year

- The share of students who persisted to the next year at the university increased from 84% in 2006-2007 to 86% in 2007-2008.

- Overall, the persistence rate for underrepresented minority students is lower than that for other students.

- Full-time community college students under the age of 25 have been more persistent than older full-time students.

♣ 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 4,412 in 1998-99 to 6,193 in 2007-08. The majority, 5,076 were conferred from Arizona State University. http://www.maricopa.edu/business/ir/university_transfer.php

- 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, 68% of new Maricopa transfer students have attained a bachelors degree.

- When analyzed by student characteristics, degree attainment 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.

- The highest ranking baccalaureate degree area from the state universities is Business, Management, Marketing, and Related Support Service CIP (classification of instructional program) code followed by education. Details of degrees conferred by University and College are available at:

http://www.maricopa.edu/business/ir/university_transfer.php

In addition to the transfers to state Universities many students transfer to other institutions of higher learning. Data from the National Student Clearinghouse will be available in the future and will provide a more complete picture of transfer for the Maricopa Community College students.

A recent survey of institutions that have partnership agreements with MCCCD was conducted by the Center for Curriculum and Transfer Articulation. Student transfer and degree attainment at selected institutions was obtained. University of Phoenix has the largest number of MCCCD transfer students attending in 2008 (5,140) followed by Grand Canyon University (2,243), Ottawa (662) and Brigham Young (663). The degrees awarded are shown in the table below.

Transfer Partner Survey Summary 2008-09 Baccalaureate Graduates: Bachelor's Degrees Awarded to MCCCD Transfer Students	
University of Phoenix	637
Grand Canyon University	314
Ottawa University	198
Brigham Young University	86
Ashford University	50
Wayland Baptist University (Phoenix)	33
The Art Institute of Phoenix	18
Excelsior University	15
DeVry University-Phoenix	12
Other Partner Institutions	33
Total Transfer Partner Degrees	1,396

Source: Maricopa Community Colleges Center for Curriculum and Transfer Articulation.

Workforce

These are the indicators we use to monitor Workforce:

- **Workforce Technical Skill Attainment**
- **Workforce Completers**
- **Workforce Retention & Transfer**
- **Workforce Job Placement**

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. The Workforce indicators are based on the federal reporting requirements (Carl Perkins IV aka CPIV) for vocational and technical education programs. Since this is the pilot year for the new CPIV concentrator, there are no data available for evaluating trends. All analysis has been done looking at the most recent reporting year (2007-08). Previous reports were based on Carl Perkins indicators that no longer apply. Workforce concentrators have completed 12 occupational credit hours in their field of study or have received an award of less than 12 hours. A relatively small share of concentrators transferred to a public Arizona institution the fall term after completion (9%). Overall, 67% of these students attained employment in Arizona within three months of receiving an award. Of those, 91% remained continuously employed for six months.

- Overall, students 25 or older continue to achieve higher workplace technical skill attainment as well as completion of programs. However, students younger than 25 have higher Fall persistence and transfer rates. All students, regardless of age, achieve successful workforce retention.

- Underrepresented minority students achieve lower completion results, but students in all ethnic groups have workforce employment retention rates that range from 90 to 94%.

- Male students account for a slightly higher percentage of completers (52% of 10,938) and achieve slightly higher workforce skill attainment results (96% vs. 94%) than females.

- Significantly more females complete the occupational program than males (55% vs. 44%), but more males were employed (71%) than females (64%). All students, regardless of gender or age (91%) remain continuously employed for 6 months.

- More of the high school graduates (50%) complete the occupational program than those with a GED (46%). The same percentage of high school graduates as GED completers (91%) are continuously employed for 6 months.

Workforce Technical Skill Attainment

Technical skill attainment includes all students who passed the RN_NCLEX (Nursing Council Licensure Examination for registered nurses). The overall technical skill attainment in FY 2007-08 was 94.1%.

- There were 774 students who took the licensure test the pilot year (2007-08).

- Black students achieved lower occupational skill attainment (88%) when compared to all other race/ethnic groups.

- Students younger than 25 have lower technical skill attainment (91%) than those 25 or older (96%).

- Females have slightly lower technical skill attainment rates (94%) than males (96%).

- The majority of students (741) declared a degree intent and 94% achieved success.

- Students attending part-time are more successful (95%) than those attending full-time (89%).

⊹ Workforce Completers

A workforce concentrator is an enrolled student who has completed at least 12 credit hours in an occupational area, or completed an occupational program of less than 12 hours. Workforce Completer is a concentrator who left with an award. Of all the concentrator students who did not re-enroll in the subsequent Fall term, 49.1% received an award.

- Full-time students have a higher completion rate (56%) when compared to part-time students (47%).

- The completion rate for male students is 44%, which is 11% lower than female students (55%).

- Students 25 or older (52%) have a higher completion rate than those of traditional college age (46%).

- Underrepresented minorities (American Indian, Black, and Hispanic) were not as successful as Asian/Pacific Islander and White students.

Workforce Completion by Enrollment Status
FY 2007-08
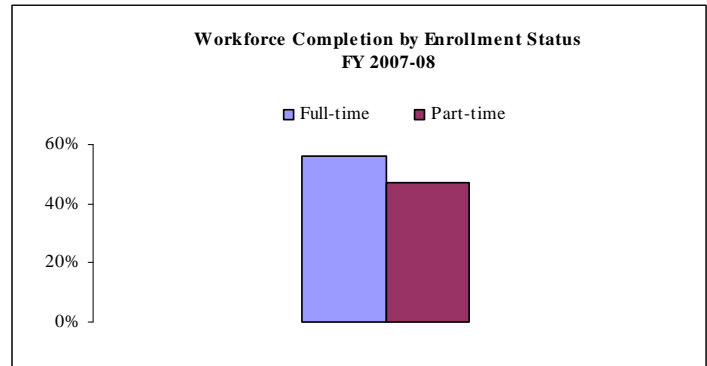
⊹ Workforce Retention & Transfer

Education retention or transfer includes concentrators who re-enrolled in the subsequent Fall term, or transferred to one of the Arizona public community colleges or universities in the Fall term.

Of the 9,064 concentrators enrolled in the Fall, 53% re-enrolled at the same college, while 9% transferred to one of the public Arizona institutions in the subsequent Fall term.

- The majority of concentrators intend to complete and receive an award.

- More traditional college-age concentrators transfer to the university (11%) when compared to students 25 or older (6%).

- Concentrators who identify 'transfer' and 'degree & transfer' do indeed transfer to the university (15%) compared to other intents.

- More females (10%) transfer to one of the public Arizona institutions than males (8%).

Workforce Concentrator Retention by Ethnicity
FY 2007-08
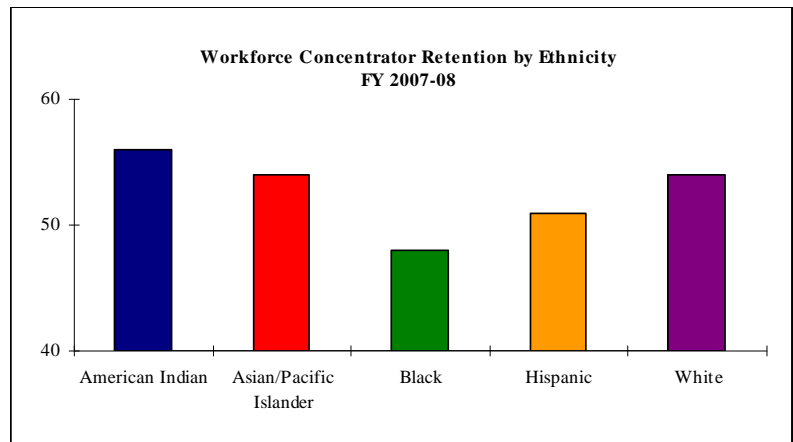
⊹ Workforce Job Placement

Employment includes concentrators who left the college and are employed in October through December of the year following exit. Workplace retention includes those concentrators who remain continuously employed in January through March of the following year.

- 6,912 concentrators who left the college and obtained employment in October to December, 6,309 were continuously employed for 6 months. This indicates a 91% workplace retention rate, with the highest retention for those students who declared intent to earn a degree or certificate (92%).

- More males (71%) than females (64%) are employed in October to December the year following exit, but both males and females (91%) are continuously employed for 6 months.

- Concentrators 25 or older have a slightly higher 3 month employment placement rate (68%) when compared to traditional college age students. However, all students, regardless of age, had a 91% retention rate.

- The share of students employed in October to December is higher for part-time concentrators (69%) than full-time concentrators (63%). In addition, a higher percent of part-time concentrators (92%) remain employed for an additional 3 months when compared to full-time concentrators (88%). (A possible explanation for this may be the increased likelihood that part-time students may already be employed while enrolled, while full-time students may be seeking initial employment.)

- Hispanic students had the highest job placement rate (70%). The ethnic groups with the lowest employment rates in October to December are Asian/Pacific Islander 58%, and American Indian 63%. Black and White students did equally well at 66%.

- Students with a HS Diploma or a GED had a higher workplace retention rate (91%) than students with no diploma or GED.

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.

- 2005-2009

Beginning in 2006, each year we will select a different topic for the special-focus items, 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.

The Research Behind *CCSSE*

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

- Working Paper: *CCSSE* Validation Research 2006

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

- Annotated Bibliography

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

- *CCSSE* Psychometrics Paper

CCSSE Participant Results
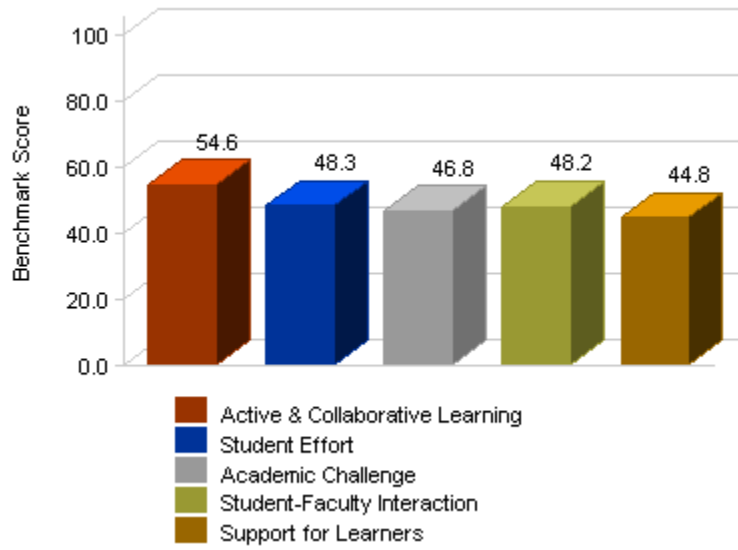
**Chandler-Gilbert CC
2009 Results**
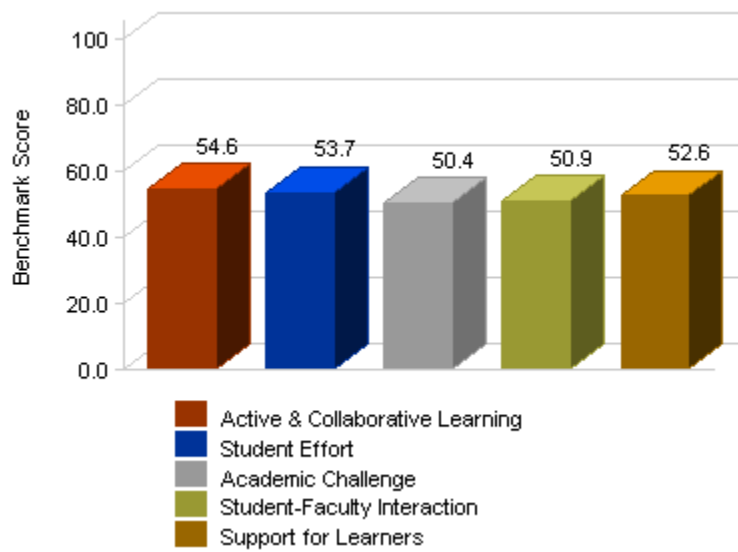
**Estrella Mountain CC
2009 Results**

**Gateway CC
2008 Results**

Benchmark Score

Active & Collaborative Learning	50.1
Student Effort	44.3
Academic Challenge	50.5
Student-Faculty Interaction	49.9
Support for Learners	47.8

**Mesa CC
2008 Results**

Benchmark Score

Active & Collaborative Learning	50.3
Student Effort	44.8
Academic Challenge	46.2
Student-Faculty Interaction	47.2
Support for Learners	45.3
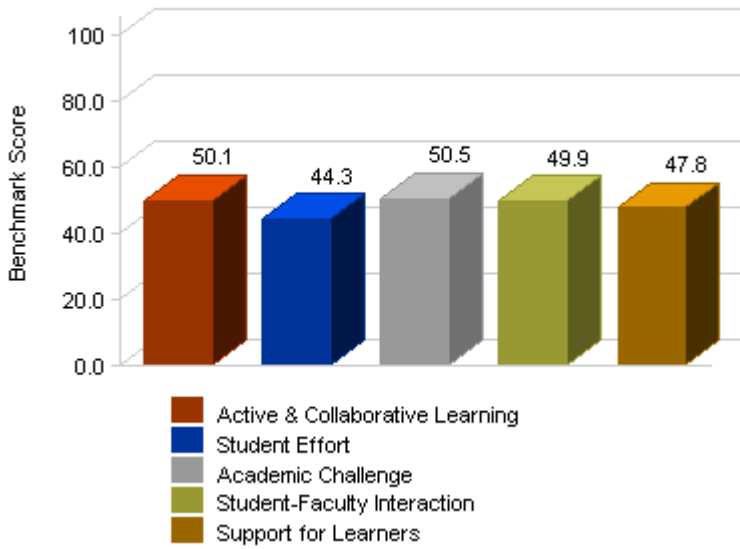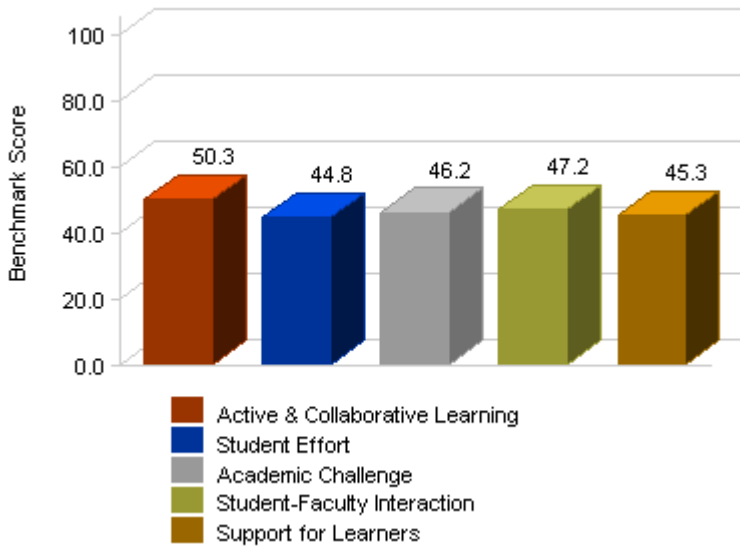
**Phoenix College
2008 Results**

Benchmark Score

Active & Collaborative Learning	48.7
Student Effort	46.5
Academic Challenge	47.2
Student-Faculty Interaction	46.8
Support for Learners	48.6
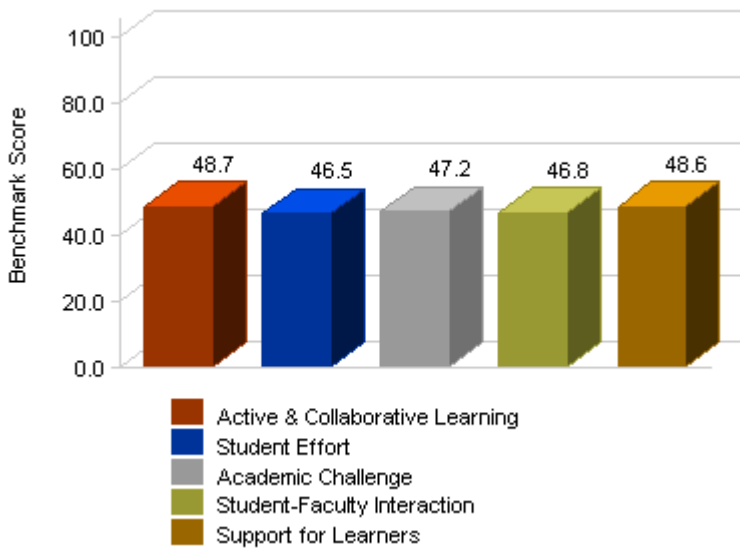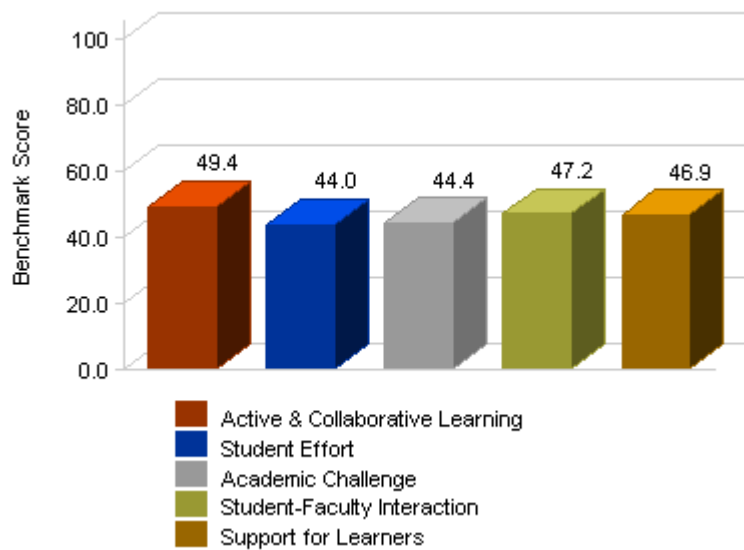
**Paradise Valley CC
2006 Results**

Benchmark Score

49.4 44.0 44.4 47.2 46.9

Active & Collaborative Learning
Student Effort
Academic Challenge
Student-Faculty Interaction
Support for Learners
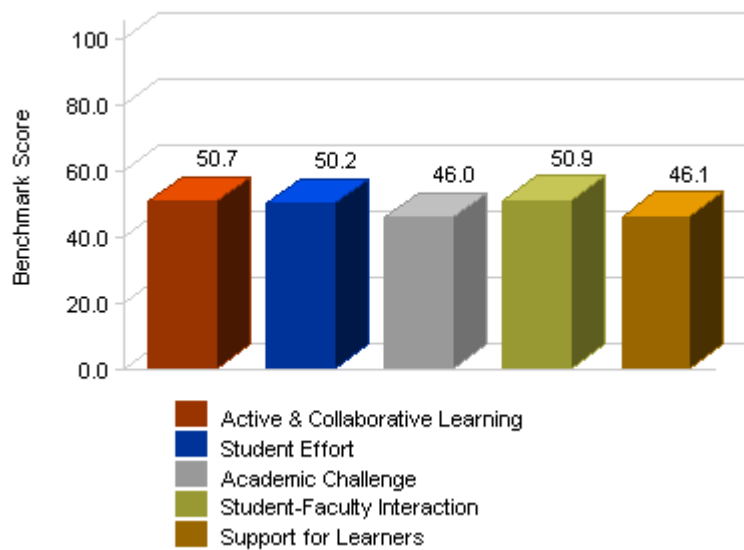
**Scottsdale CC
2008 Results**

Benchmark Score

50.7 50.2 46.0 50.9 46.1

Active & Collaborative Learning
Student Effort
Academic Challenge
Student-Faculty Interaction
Support for Learners
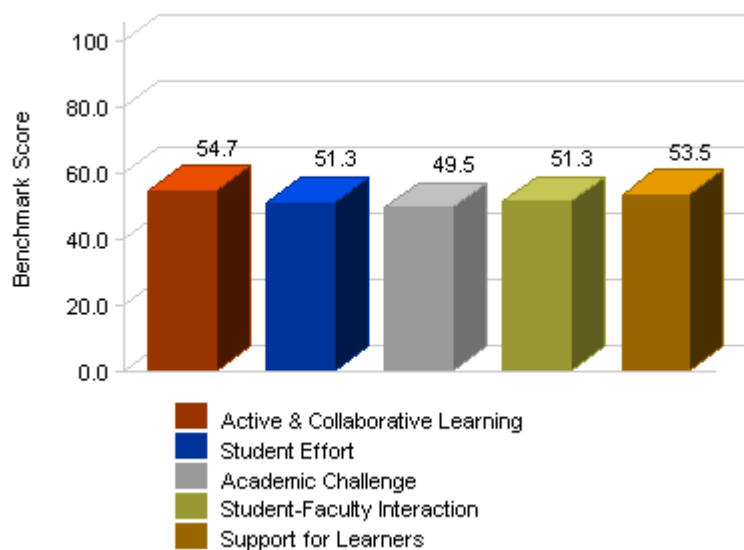
**South Mountain CC
2007 Results**

Benchmark Score

54.7 51.3 49.5 51.3 53.5

Active & Collaborative Learning
Student Effort
Academic Challenge
Student-Faculty Interaction
Support for Learners

Maricopa Community College Custom CCSSE Questions
As of July 2008

A group of MCCCD 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%

National Community College Benchmark Project
MCCCD and National Results
2009 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	$108	$86	$134	$212	X		
	Cost per FTSE	$3,255	$2,568	$4,019	$6,361	X		
Credit, College-level Course Retention & Success	College-level Course Retention (A,B,C,D,F,P)	81%	83%	89%	93%	X		
	Successful College-level Course Completion (A,B,C,P)	73%	68%	74%	80%	X		
Persistence	Fall 2007 to Spring 2008	60%	58%	69%	75%	X		
	Fall 2007 to Fall 2008	42%	39%	48%	55%	X		
First-time Student Cohort (3-yr Completions)	3-Yr. Completer Rate for Full time Students	18%	8%	18%	35%		X	
	3-Yr. Completer Rate for Part time Students	6%	2%	7%	20%	X		
Transfer of First-Time Students (RTK) to College	3-Yr. Transfer Rate for Full time Students	5%	9%	18%	30%	X		
	3-Yr. Transfer Rate for Part time Students	2%	3%	9%	23%	X		
	3-Year Completer or Transfer Rate for Full time Students	23%	23%	38%	53%	X		
	3-Year Completer or Transfer Rate for Part time Students	8%	8%	16%	37%	X		
Core Academic Area Successful Completion (A,B,C,P)	College Algebra	56%	45%	58%	74%	X		
	English Composition I	68%	60%	69%	79%	X		
	English Composition II	59%	58%	68%	78%	X		
	Speech Communication	72%	65%	75%	85%	X		
Institution-wide Credit Grades	Credit Course Withdrawals	19%	7%	11%	18%			X
	Credit Course Completers	81%	82%	89%	93%	X		
	Credit Course Success	72%	67%	73%	79%	X		
	Credit Course A & B Grades	55%	48%	55%	62%		X	
Transfer Performance	1st Year Cumulative GPA for New Transferees	2.90	2.62	2.89	3.07			X
	1st Year Avg. Credit Hours Taken by New Transferees	19.44	15.36	20.66	25.32	X		
	Percent Persisted to Following Year	84%	64%	77%	87%			X
Developmental Course Retention (A,B,C,D,F,P)	Developmental Math Retention	68%	72%	85%	91%	X		
	Developmental English Retention	76%	72%	85%	91%	X		
	Developmental Reading Retention	80%	77%	89%	94%	X		
Developmental Course Success (A,B,C,P)	Developmental Math Success	50%	44%	54%	66%	X		
	Developmental English Success	61%	53%	63%	76%	X		
	Developmental Reading Success	65%	54%	67%	77%		X	

http://www.nccbp.org/

National Community College Benchmark Project
MCCCD and National Results
2009 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	73%	55%	70%	81%			X
	Developmental Math Student - Successful Completion of First College-level Math Course within 1 Year	64%	46%	64%	80%		X	
Market Penetration	Credit Student Market Penetration	6%	1%	3%	6%			X
	Non-Credit Student Market Penetration	1%	0.2%	1%	5%		X	
Access & Participation	Minority Student Representation	33%	6%	17%	57%			X
	Minority Employee Representation	22%	3%	11%	39%			X
Average Class Size	Credit Sections	22.5	15.4	19.0	22.9			X
Student/ Faculty Ratio	Credit Courses	16.8	13.1	18.1	26.7	X		
Instructional Faculty Load	% Credit Hours by Full time Faculty	36%	38%	54%	72%	X		
	% Credit Hours by Part time Faculty	64%	28%	46%	62%			X
	% Sections by Full time Faculty	34%	37%	52%	70%	X		
	% Sections by Part time Faculty	66%	30%	48%	63%			X
Retirements & Departures	Retirements Rate	2%	0%	2%	4%		X	
	Departures Rate	6%	0%	5%	12%			X

http://www.nccbp.org/

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/

2009 NCCBP Participants
Characteristics: All Reporting Institutions

Institution Type

Single-campus:	147	70.00%
Multi-campus:	52	24.76%
Multi-college District:	11	5.24%

Campus Environment

Primarily Urban:	71	34.13%
Primarily Suburban:	78	37.50%
Primarily Rural:	59	28.37%

Control

Public:	210	100.00%
Private:		

Calendar

Semester:	201	95.71%
Quarter:	7	3.33%
Trimester:	1	0.48%
Other:	1	0.48%

Faculty Unionized

Yes:	106	50.48%
No:	104	49.52%

Shelton State Community College (AL)
NorthWest Arkansas Community College (AR)
Ouachita Technical College (AR)
Central Arizona College (AZ)
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 (AZ)
Scottsdale Community College (AZ)
South Mountain Community College (AZ)
Yavapai College (AZ)
Pikes Peak Community College (CO)
Edison State College (FL)
Florida Community College at Jacksonville (FL)
Gulf Coast Community College (FL)
Palm Beach Community College (FL)
South Florida Community College (FL)
St. Johns River Community College (FL)
DeKalb Technical College (GA)
Hawaii Community College (HI)
Honolulu Community College (HI)
Kapi'olani Community College (HI)
Kauai Community College (HI)
Leeward Community College (HI)
University of Hawaii 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)

Black Hawk College (IL)

College of DuPage (IL)

College of Lake County (IL)

Harper College (IL)

Heartland Community College (IL)

Illinois Central College (IL)

Illinois Valley Community College (IL)

Kankakee Community College (IL)

Kaskaskia College (IL)

McHenry County College (IL)

Moraine Valley Community College (IL)

Waubonsee Community College (IL)

Wilbur Wright College (IL)

Ivy Tech Community College - Bloomington (IN)

Ivy Tech Community College - Central Indiana (IN)

Ivy Tech Community College - Columbus (IN)

Ivy Tech Community College - East Central (IN)

Ivy Tech Community College - Kokomo (IN)

Ivy Tech Community College - Lafayette (IN)

Ivy Tech Community College - North Central (IN)

Ivy Tech Community College - Northeast (IN)

Ivy Tech Community College - Northwest (IN)

Ivy Tech Community College - Richmond (IN)

Ivy Tech Community College - South Central (IN)

Ivy Tech Community College - Southeast (IN)

Ivy Tech Community College - Southwest (IN)

Ivy Tech Community College - Wabash Valley (IN)

Ivy Tech Community College Central Office (IN)

Barton Community College (KS)

Butler Community College (KS)

Fort Scott Community College (KS)

Garden City Community College (KS)

Hutchinson Community College and Area Vocational School (KS)

Johnson County Community College (KS)

Kansas City Kansas Community College (KS)

Pratt Community College (KS)

Bluegrass Community and Technical College (KY)

Gateway Community and Technical College (KY)

Hazard Community and Technical College (KY)

Henderson Community College (KY)

Jefferson Community and Technical College (KY)

Maysville Community & Technical College (KY)

West Kentucky Community and Technical College (KY)

Carroll Community College (MD)

Hagerstown Community College (MD)

Howard Community College (MD)

Central Maine Community College (ME)

Delta College (MI)

Grand Rapids Community College (MI)

Jackson Community College (MI)

Kalamazoo Valley Community College (MI)

Macomb Community College (MI)

Northwestern Michigan College (MI)

Schoolcraft College (MI)

Southwestern Michigan College (MI)

Washtenaw Community College (MI)

Lake Superior College (MN)

Minneapolis Community and Technical College (MN)

Rochester Community and Technical College (MN)

Crowder College (MO)

East Central College (MO)

Jefferson College (MO)

Metropolitan Community College - Blue River (MO)

Metropolitan Community College - Kansas City (MO)

Metropolitan Community College - Maple Woods (MO)

Mineral Area College (MO)

Moberly Area Community College (MO)

North Central Missouri College (MO)

Ozarks Technical Community College (MO)

St. Charles Community College (MO)

St. Louis Community College (MO)

State Fair Community College (MO)

Central Community College - Grand Island, Nebraska (NE)

Metropolitan Community College (NE)

Burlington County College (NJ)

Gloucester County College (NJ)

Raritan Valley Community College (NJ)

Central New Mexico Community College (NM)

Doña Ana Community College (NM)

Eastern New Mexico University - Roswell (NM)

San Juan College (NM)

Truckee Meadows Community College (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)

Fulton-Montgomery Community College (NY)

Genesee Community College (NY)

Hudson Valley Community College (NY)

Jamestown Community College (NY)

Jefferson Community College (NY)

Mohawk Valley Community College (NY)

Monroe Community College (NY)

Niagara County 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 Community College (OH)
Cuyahoga Community College (OH)
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 Cmmunity College (PA)
Westmoreland County Community College (PA)
Trident Technical College (SC)
York Technical College (SC)
Chattanooga State Technical Community College (TN)
Cleveland State Community College (TN)
Columbia State Community College (TN)
Dyersburg State Community College (TN)
Jackson State Community College (TN)
Motlow State Community College (TN)
Nashville State Technical Community College (TN)
Northeast State Technical Community College (TN)
Pellissippi State Technical Community College (TN)
Roane State Community College (TN)
Southwest Tennessee Community College (TN)
Volunteer State Community College (TN)
Walters State Community College (TN)
Amarillo College (TX)
Austin Community College District (TX)
Brazosport College (TX)
Brookhaven (TX)
Cedar Valley College (TX)
Collin County Community College District (TX)
Dallas County Community College District (TX)
Del Mar College (TX)
Eastfield College (TX)
El Centro College (TX)
Lone Star College System (TX)
Mountain View College (TX)
North Central Texas College (TX)
North Lake 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 College (WA)
Clark College (WA)
Lower Columbia College (WA)
Shoreline Community College (WA)
Spokane Falls Community College (WA)
Fox Valley Technical College (WI)
Madison Area Technical College (WI)
Milwaukee Area Technical College (WI)
Waukesha County Technical College (WI)
Western Technical College (WI)
Northern Wyoming Community College District (WY)
Western Wyoming Community College (WY)

Noel-Levitz Student Satisfaction Inventory Overview

The purpose of the Noel-Levitz Student Satisfaction Inventory (SSI) is to evaluate academic, instructional and student support services from the student perspective. The results of the Student Satisfaction Inventory are used to improve the services offered to students at the colleges where it is administered.

The Noel-Levitz instrument provides a dual rating system that measures the perceived importance and relative satisfaction with student services and programs using a 7-point Likert scale.

- Students are asked to rate items based on: "How important it is for your institution to meet this expectation?" Importance is rated on a scale of 1-7 (1=not important and 7=very important.)
- Students are also asked how satisfied they are: "How satisfied you are that your institution has met this expectation? (1=not very satisfied at all to 7= very satisfied) The standard deviation, variability in the responses, is provided for the satisfaction score. (SD)
- The gap (or difference) between the satisfaction and importance is provided for each item and scale.
- The mean difference compares the satisfaction mean for Maricopa Colleges to the Satisfaction scores to the national community college sample. The asterisks indicate if the result is significantly different, or most likely did not occur by chance.

Aggregate Noel-Levitz survey summary report for the following colleges follows.

The Maricopa Community College System participating colleges are.
- Gateway Community College (2008-2009),
- Phoenix College (2008-2009),
- Chandler-Gilbert Community College (2007-2008),
- Glendale Community College (2007-2008),
- Estrella Mountain (2006-2007), and
- Scottsdale Community College (2008-2009).

The Noel-Levitz survey will be administered system-wide spring 2010.

Scale Descriptions

Note that some items appear on more than one scale

Academic Advising and Counseling Effectiveness assesses the comprehensiveness of your academic advising program. Academic advisors and counselors are evaluated on the basis of their knowledge, competence and personal concern for student success, as well as on their approachability.

Academic Services assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring and study areas.

Campus Climate assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students.

Campus Support Services assesses the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a variety of areas.

Concern for the Individual assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

Instructional Effectiveness assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

Admissions and Financial Aid Effectiveness assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Registration Effectiveness assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; commuters; part-time students; and older, returning learners.

Safety and Security assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence assesses the attitude of staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness assesses your campus's efforts to convey to students that they are important to the institution. This scale measures your institution's attitude toward students and the extent to which they feel welcome and valued.

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Student Satisfaction Inventory

Institutional Summary

	Maricopa CC District 09			National Community Colleges			
Scale	**Import**	**Satis / SD**	**Gap**	**Import**	**Satis / SD**	**Gap**	**Mean Difference**
▶Student Centeredness	5.85	5.24 / 1.13	0.61	5.96	5.34 / 1.13	0.62	-0.10 ***
▶Instructional Effectiveness	6.08	5.28 / 1.10	0.80	6.16	5.38 / 1.06	0.78	-0.10 ***
▶Responsiveness to Diverse Populations		5.38 / 1.27			5.43 / 1.24		-0.05 *
▶Campus Support Services	5.32	4.83 / 1.15	0.49	5.44	4.94 / 1.15	0.50	-0.11 ***
▶Safety and Security	5.97	4.94 / 1.20	1.03	5.98	4.97 / 1.20	1.01	-0.03
▶Academic Advising/Counseling	6.02	4.93 / 1.32	1.09	6.11	5.19 / 1.29	0.92	-0.26 ***
▶Admissions and Financial Aid	5.86	4.87 / 1.23	0.99	6.01	5.10 / 1.21	0.91	-0.23 ***
▶Academic Services	5.97	5.39 / 1.08	0.58	6.03	5.42 / 1.05	0.61	-0.03
▶Registration Effectiveness	6.07	5.30 / 1.07	0.77	6.14	5.39 / 1.04	0.75	-0.09 ***
▶Service Excellence	5.85	5.14 / 1.09	0.71	5.94	5.23 / 1.07	0.71	-0.09 ***
▶Concern for the Individual	5.95	5.03 / 1.20	0.92	6.07	5.21 / 1.20	0.86	-0.18 ***
▶Campus Climate	5.85	5.16 / 1.07	0.69	5.95	5.27 / 1.06	0.68	-0.11 ***

National Group Means are based on 198833 records

Noel-Levitz®

Student Satisfaction Inventory

Institutional Summary

Summary	Maricopa CC District 09	National Community Colleges	Mean Difference
So far, how has your college experience met your expectations?	4.82	4.76	0.06 *
1=Much worse than expected	1%	1%	
2=Quite a bit worse than I expected	1%	1%	
3=Worse than I expected	6%	6%	
4=About what I expected	37%	39%	
5=Better than I expected	24%	24%	
6=Quite a bit better than I expected	12%	11%	
7=Much better than expected	16%	14%	
Rate your overall satisfaction with your experience here thus far.	5.46	5.44	0.02
1=Not satisfied at all	1%	1%	
2=Not very satisfied	2%	2%	
3=Somewhat dissatisfied	5%	5%	
4=Neutral	13%	12%	
5=Somewhat satisfied	17%	17%	
6=Satisfied	40%	41%	
7=Very satisfied	20%	18%	
All in all, if you had to do it over, would you enroll here again?	5.79	5.68	0.11 ***
1=Definitely not	1%	2%	
2=Probably not	3%	4%	
3=Maybe not	3%	3%	
4=I don't know	8%	9%	
5=Maybe yes	10%	10%	
6=Probably yes	31%	32%	
7=Definitely yes	40%	37%	

Institutional Summary

Scale	Maricopa CC District 09			National Community Colleges			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▼Student Centeredness	5.85	5.24 / 1.13	0.61	5.96	5.34 / 1.13	0.62	-0.10 ***
1. Most students feel a sense of belonging here.	5.34	5.22 / 1.36	0.12	5.45	5.28 / 1.37	0.17	-0.06 *
16. The college shows concern for students as individuals.	5.96	4.94 / 1.54	1.02	6.09	5.10 / 1.52	0.99	-0.16 ***
27. The campus staff are caring and helpful.	5.91	5.29 / 1.34	0.62	6.02	5.40 / 1.33	0.62	-0.11 ***
28. It is an enjoyable experience to be a student on this campus.	6.02	5.42 / 1.40	0.60	6.10	5.47 / 1.41	0.63	-0.05
36. Students are made to feel welcome on this campus.	6.01	5.44 / 1.38	0.57	6.12	5.53 / 1.36	0.59	-0.09 ***
57. Administrators are approachable to students.	5.90	5.11 / 1.49	0.79	5.98	5.22 / 1.47	0.76	-0.11 ***
▼Instructional Effectiveness	6.08	5.28 / 1.10	0.80	6.16	5.38 / 1.06	0.78	-0.10 ***
2. Faculty care about me as an individual.	5.81	5.24 / 1.42	0.57	5.94	5.35 / 1.40	0.59	-0.11 ***
18. The quality of instruction I receive in most of my classes is excellent.	6.32	5.47 / 1.40	0.85	6.40	5.57 / 1.33	0.83	-0.10 ***
23. Faculty are understanding of students' unique life circumstances.	6.00	5.13 / 1.48	0.87	6.10	5.19 / 1.52	0.91	-0.06 *
29. Faculty are fair and unbiased in their treatment of individual students.	6.14	5.29 / 1.49	0.85	6.22	5.33 / 1.48	0.89	-0.04
37. Faculty take into consideration student differences as they teach a course.	5.96	5.12 / 1.48	0.84	6.05	5.20 / 1.45	0.85	-0.08 **
46. Faculty provide timely feedback about student progress in a course.	6.07	5.20 / 1.50	0.87	6.15	5.28 / 1.46	0.87	-0.08 **
54. Faculty are interested in my academic problems.	5.88	5.03 / 1.45	0.85	6.00	5.16 / 1.46	0.84	-0.13 ***
58. Nearly all of the faculty are knowledgeable in their fields.	6.21	5.54 / 1.37	0.67	6.29	5.64 / 1.31	0.65	-0.10 ***
61. Faculty are usually available after class and during office hours.	6.08	5.41 / 1.44	0.67	6.18	5.56 / 1.38	0.62	-0.15 ***
64. Nearly all classes deal with practical experiences and applications.	5.96	5.30 / 1.39	0.66	6.05	5.40 / 1.35	0.65	-0.10 ***
65. Students are notified early in the term if they are doing poorly in a class.	6.03	4.76 / 1.70	1.27	6.14	4.89 / 1.69	1.25	-0.13 ***
66. Program requirements are clear and reasonable.	6.14	5.33 / 1.45	0.81	6.22	5.49 / 1.37	0.73	-0.16 ***
69. There is a good variety of courses provided on this campus.	6.22	5.46 / 1.47	0.76	6.27	5.55 / 1.42	0.72	-0.09 ***
70. I am able to experience intellectual growth here.	6.22	5.63 / 1.36	0.59	6.28	5.67 / 1.32	0.61	-0.04
▼Responsiveness to Diverse Populations		5.38 / 1.27			5.43 / 1.24		-0.05 *
81. Institution's commitment to part-time students?		5.53 / 1.43			5.55 / 1.37		-0.02
82. Institution's commitment to evening students?		5.39 / 1.48			5.44 / 1.43		-0.05
83. Institution's commitment to older, returning learners?		5.41 / 1.43			5.51 / 1.39		-0.10 ***
84. Institution's commitment to under-represented populations?		5.26 / 1.42			5.33 / 1.38		-0.07 *
85. Institution's commitment to commuters?		5.28 / 1.43			5.33 / 1.45		-0.05
86. Institution's commitment to students with disabilities?		5.38 / 1.43			5.44 / 1.41		-0.06
▼Campus Support Services	5.32	4.83 / 1.15	0.49	5.44	4.94 / 1.15	0.50	-0.11 ***

10. Child care facilities are available on campus.	4.49	4.34 / 1.58	0.15	4.58	4.46 / 1.63	0.12	-0.12 ***
17. Personnel in the Veterans' Services program are helpful.	4.57	4.50 / 1.32	0.07	4.67	4.57 / 1.35	0.10	-0.07 *
19. This campus provides effective support services for displaced homemakers.	5.00	4.60 / 1.32	0.40	5.10	4.74 / 1.36	0.36	-0.14 ***
30. The career services office provides students with the help they need to get a job.	5.69	4.86 / 1.41	0.83	5.83	4.98 / 1.43	0.85	-0.12 ***
38. The student center is a comfortable place for students to spend their leisure time.	5.64	5.17 / 1.46	0.47	5.66	5.17 / 1.47	0.49	0.00
47. There are adequate services to help me decide upon a career.	5.90	5.05 / 1.48	0.85	6.02	5.18 / 1.46	0.84	-0.13 ***
59. New student orientation services help students adjust to college.	5.65	5.07 / 1.45	0.58	5.78	5.20 / 1.47	0.58	-0.13 ***
▼Safety and Security	5.97	4.94 / 1.20	1.03	5.98	4.97 / 1.20	1.01	-0.03
4. Security staff are helpful.	5.52	4.91 / 1.54	0.61	5.50	4.85 / 1.58	0.65	0.06 *
11. Security staff respond quickly in emergencies.	5.86	4.81 / 1.42	1.05	5.87	4.84 / 1.46	1.03	-0.03
24. Parking lots are well-lighted and secure.	6.12	5.02 / 1.66	1.10	6.10	5.07 / 1.64	1.03	-0.05
31. The campus is safe and secure for all students.	6.19	5.40 / 1.41	0.79	6.25	5.50 / 1.35	0.75	-0.10 ***
39. The amount of student parking space on campus is adequate.	6.16	4.52 / 1.90	1.64	6.15	4.54 / 1.95	1.61	-0.02
▼Academic Advising/Counseling	6.02	4.93 / 1.32	1.09	6.11	5.19 / 1.29	0.92	-0.26 ***
6. My academic advisor is approachable.	6.09	5.04 / 1.64	1.05	6.19	5.39 / 1.59	0.80	-0.35 ***
12. My academic advisor helps me set goals to work toward.	5.93	4.71 / 1.73	1.22	5.96	5.00 / 1.68	0.96	-0.29 ***
25. My academic advisor is concerned about my success as an individual.	5.94	4.69 / 1.69	1.25	6.09	5.06 / 1.67	1.03	-0.37 ***
32. My academic advisor is knowledgeable about my program requirements.	6.15	5.02 / 1.67	1.13	6.25	5.36 / 1.61	0.89	-0.34 ***
40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.07	4.94 / 1.68	1.13	6.10	5.10 / 1.61	1.00	-0.16 ***
48. Counseling staff care about students as individuals.	5.90	4.95 / 1.54	0.95	6.01	5.16 / 1.51	0.85	-0.21 ***
52. This school does whatever it can to help me reach my educational goals.	6.09	5.12 / 1.49	0.97	6.18	5.21 / 1.48	0.97	-0.09 **
▼Admissions and Financial Aid	5.86	4.87 / 1.23	0.99	6.01	5.10 / 1.21	0.91	-0.23 ***
7. Adequate financial aid is available for most students.	5.96	4.85 / 1.67	1.11	6.18	5.09 / 1.69	1.09	-0.24 ***
13. Financial aid awards are announced to students in time to be helpful in college planning.	5.82	4.55 / 1.67	1.27	6.00	4.87 / 1.66	1.13	-0.32 ***
20. Financial aid counselors are helpful.	5.82	4.73 / 1.66	1.09	6.03	5.02 / 1.66	1.01	-0.29 ***
33. Admissions counselors accurately portray the campus in their recruiting practices.	5.62	4.91 / 1.41	0.71	5.74	5.10 / 1.41	0.64	-0.19 ***
41. Admissions staff are knowledgeable.	6.04	5.20 / 1.47	0.84	6.12	5.35 / 1.42	0.77	-0.15 ***
49. Admissions counselors respond to prospective students' unique needs and requests.	5.84	4.95 / 1.48	0.89	5.94	5.14 / 1.45	0.80	-0.19 ***
▼Academic Services	5.97	5.39 / 1.08	0.58	6.03	5.42 / 1.05	0.61	-0.03
14. Library resources and services are adequate.	6.09	5.48 / 1.44	0.61	6.12	5.56 / 1.37	0.56	-0.08 **
21. There are a sufficient number of study areas on campus.	5.92	5.33 / 1.49	0.59	5.94	5.33 / 1.51	0.61	0.00
26. Library staff are helpful and approachable.	5.90	5.48 / 1.41	0.42	5.92	5.48 / 1.39	0.44	0.00
34. Computer labs are adequate and accessible.	6.07	5.60 / 1.36	0.47	6.17	5.54 / 1.44	0.63	0.06 *
42. The equipment in the lab facilities is kept up to date.	6.01	5.38 / 1.39	0.63	6.12	5.42 / 1.41	0.70	-0.04
50. Tutoring services are readily available.	5.92	5.33 / 1.49	0.59	5.95	5.36 / 1.45	0.59	-0.03
55. Academic support services adequately meet the needs of students.	5.86	5.12 / 1.40	0.74	5.96	5.23 / 1.37	0.73	-0.11 ***

▼Registration Effectiveness	6.07	5.30 / 1.07	0.77	6.14	5.39 / 1.04	0.75	-0.09 ***
5. The personnel involved in registration are helpful.	6.10	5.15 / 1.58	0.95	6.15	5.34 / 1.54	0.81	-0.19 ***
8. Classes are scheduled at times that are convenient for me.	6.38	5.34 / 1.54	1.04	6.42	5.39 / 1.53	1.03	-0.05
15. I am able to register for classes I need with few conflicts.	6.22	5.25 / 1.54	0.97	6.33	5.39 / 1.52	0.94	-0.14 ***
35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.02	5.29 / 1.47	0.73	6.13	5.41 / 1.42	0.72	-0.12 ***
43. Class change (drop/add) policies are reasonable.	6.00	5.23 / 1.51	0.77	6.07	5.41 / 1.44	0.66	-0.18 ***
51. There are convenient ways of paying my school bill.	6.06	5.45 / 1.49	0.61	6.11	5.40 / 1.48	0.71	0.05
56. The business office is open during hours which are convenient for most students.	5.92	5.27 / 1.44	0.65	6.01	5.34 / 1.44	0.67	-0.07 *
60. Billing policies are reasonable.	5.97	5.25 / 1.50	0.72	6.03	5.28 / 1.46	0.75	-0.03
62. Bookstore staff are helpful.	5.94	5.51 / 1.47	0.43	6.00	5.50 / 1.48	0.50	0.01
▼Service Excellence	5.85	5.14 / 1.09	0.71	5.94	5.23 / 1.07	0.71	-0.09 ***
5. The personnel involved in registration are helpful.	6.10	5.15 / 1.58	0.95	6.15	5.34 / 1.54	0.81	-0.19 ***
22. People on this campus respect and are supportive of each other.	5.85	5.19 / 1.37	0.66	5.91	5.24 / 1.38	0.67	-0.05
26. Library staff are helpful and approachable.	5.90	5.48 / 1.41	0.42	5.92	5.48 / 1.39	0.44	0.00
27. The campus staff are caring and helpful.	5.91	5.29 / 1.34	0.62	6.02	5.40 / 1.33	0.62	-0.11 ***
44. I generally know what's happening on campus.	5.36	4.64 / 1.54	0.72	5.50	4.90 / 1.52	0.60	-0.26 ***
57. Administrators are approachable to students.	5.90	5.11 / 1.49	0.79	5.98	5.22 / 1.47	0.76	-0.11 ***
62. Bookstore staff are helpful.	5.94	5.51 / 1.47	0.43	6.00	5.50 / 1.48	0.50	0.01
63. I seldom get the "run-around" when seeking information on this campus.	5.91	5.02 / 1.60	0.89	6.03	5.08 / 1.62	0.95	-0.06
67. Channels for expressing student complaints are readily available.	5.78	4.81 / 1.60	0.97	5.90	4.88 / 1.59	1.02	-0.07 *
▼Concern for the Individual	5.95	5.03 / 1.20	0.92	6.07	5.21 / 1.20	0.86	-0.18 ***
2. Faculty care about me as an individual.	5.81	5.24 / 1.42	0.57	5.94	5.35 / 1.40	0.59	-0.11 ***
16. The college shows concern for students as individuals.	5.96	4.94 / 1.54	1.02	6.09	5.10 / 1.52	0.99	-0.16 ***
25. My academic advisor is concerned about my success as an individual.	5.94	4.69 / 1.69	1.25	6.09	5.06 / 1.67	1.03	-0.37 ***
29. Faculty are fair and unbiased in their treatment of individual students.	6.14	5.29 / 1.49	0.85	6.22	5.33 / 1.48	0.89	-0.04
48. Counseling staff care about students as individuals.	5.90	4.95 / 1.54	0.95	6.01	5.16 / 1.51	0.85	-0.21 ***
▼Campus Climate	5.85	5.16 / 1.07	0.69	5.95	5.27 / 1.06	0.68	-0.11 ***
1. Most students feel a sense of belonging here.	5.34	5.22 / 1.36	0.12	5.45	5.28 / 1.37	0.17	-0.06 *
2. Faculty care about me as an individual.	5.81	5.24 / 1.42	0.57	5.94	5.35 / 1.40	0.59	-0.11 ***
16. The college shows concern for students as individuals.	5.96	4.94 / 1.54	1.02	6.09	5.10 / 1.52	0.99	-0.16 ***
22. People on this campus respect and are supportive of each other.	5.85	5.19 / 1.37	0.66	5.91	5.24 / 1.38	0.67	-0.05
27. The campus staff are caring and helpful.	5.91	5.29 / 1.34	0.62	6.02	5.40 / 1.33	0.62	-0.11 ***
28. It is an enjoyable experience to be a student on this campus.	6.02	5.42 / 1.40	0.60	6.10	5.47 / 1.41	0.63	-0.05
31. The campus is safe and secure for all students.	6.19	5.40 / 1.41	0.79	6.25	5.50 / 1.35	0.75	-0.10 ***
36. Students are made to feel welcome on this campus.	6.01	5.44 / 1.38	0.57	6.12	5.53 / 1.36	0.59	-0.09 ***
44. I generally know what's happening on campus.	5.36	4.64 / 1.54	0.72	5.50	4.90 / 1.52	0.60	-0.26 ***
45. This institution has a good reputation within the community.	5.92	5.43 / 1.40	0.49	6.02	5.60 / 1.35	0.42	-0.17 ***
52. This school does whatever it can to help me reach my educational goals.	6.09	5.12 / 1.49	0.97	6.18	5.21 / 1.48	0.97	-0.09 **

57. Administrators are approachable to students.	5.90	5.11 / 1.49	0.79	5.98	5.22 / 1.47	0.76	-0.11 ***
59. New student orientation services help students adjust to college.	5.65	5.07 / 1.45	0.58	5.78	5.20 / 1.47	0.58	-0.13 ***
63. I seldom get the "run-around" when seeking information on this campus.	5.91	5.02 / 1.60	0.89	6.03	5.08 / 1.62	0.95	-0.06
67. Channels for expressing student complaints are readily available.	5.78	4.81 / 1.60	0.97	5.90	4.88 / 1.59	1.02	-0.07 *

National Group Means are based on 198833 records

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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Withdrawn	59,261	17.6%	62,228	17.8%	65,254	18.6%	63,607	18.4%	66,129	19.1%	60,739	17.8%
Race/Ethnic Background												
American Indian	2,243	22%	2,251	21%	2,454	23%	2,473	25%	2,626	25%	2,467	24%
Asian/Pacific Islander	1,850	17%	1,868	16%	2,026	16%	2,180	17%	2,549	17%	2,260	16%
Black	4,267	23%	4,866	24%	5,183	24%	5,200	24%	6,654	27%	6,146	25%
Hispanic	11,411	19%	11,829	18%	13,403	20%	13,268	20%	14,449	21%	13,112	19%
White	32,711	17%	34,747	17%	35,880	18%	33,771	17%	36,491	18%	31,626	16%
Other	1,681	20%	1,762	20%	1,802	20%	1,684	19%	1,507	20%	1,636	19%
Unknown	5,098	16%	4,905	17%	4,506	17%	5,031	18%	1,853	18%	3,492	18%
Gender												
Female	30,104	17%	31,652	17%	34,044	18%	32,918	18%	34,085	18%	30,928	17%
Male	26,502	19%	28,505	19%	29,513	20%	29,008	20%	30,432	20%	28,368	19%
Unknown	2,655	15%	2,071	16%	1,697	17%	1,681	18%	1,612	21%	1,443	16%
Age												
Less than 25	37,606	19%	38,948	19%	42,620	20%	41,326	20%	43,257	20%	41,037	19%
25 or Older	21,180	16%	22,760	17%	22,281	17%	21,858	17%	22,736	18%	19,646	16%
Unknown	475	10%	520	11%	353	10%	423	12%	136	11%	56	6%
High School Status												
HS Diploma	45,473	18%	48,193	18%	51,458	19%	50,506	19%	52,074	20%	50,105	18%
GED	5,376	22%	5,928	24%	5,801	23%	5,237	23%	6,036	26%	5,833	23%
No GED/Diploma	1,649	21%	1,743	22%	1,708	22%	1,826	21%	1,977	22%	1,335	24%
Other/Unknown	6,763	13%	6,364	12%	6,287	13%	6,038	12%	6,042	12%	3,466	9%
Intent/Goal**												
Transfer												
Transfer	23,098	20%	24,643	20%	25,822	21%	24,959	21%	26,300	23%	17,898	20%
Degree + Transfer	6,866	19%	6,678	19%	9,708	20%	9,175	19%	17,245	18%	23,769	18%
Certificate + Transfer	130	16%	168	19%	304	21%	333	16%	974	18%	970	15%
Workforce												
Degree	10,304	16%	11,302	17%	8,469	17%	7,807	16%	4,424	15%	6,362	16%
Certificate	1,391	11%	1,570	12%	1,324	11%	1,526	12%	2,438	10%	1,902	9%
Take Courses	6,496	17%	6,899	16%	8,202	16%	7,884	17%	7,840	21%	5,627	19%
Personal Interest	3,655	16%	3,530	16%	3,827	17%	3,579	17%	3,244	19%	2,427	15%
Unknown	7,321	16%	7,438	17%	7,598	19%	8,344	18%	3,664	19%	1,784	19%
Enrollment Status												
Full Time	2,201	2%	2,165	2%	2,016	2%	1,972	2%	2,311	2%	2,079	2%
Part Time	57,060	25%	60,063	25%	63,238	26%	61,635	26%	63,818	27%	58,660	25%

* 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-

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

	Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Successful	250,643	74.4%	259,288	74.0%	255,517	72.8%	251,159	72.7%	248,582	71.9%	250,440	73.3%
Race/Ethnic Background												
American Indian	6,637	65%	7,025	67%	6,803	64%	6,177	62%	6,679	63%	6,552	63%
Asian/Pacific Islander	8,316	75%	8,709	76%	9,427	76%	9,846	75%	11,446	75%	11,146	77%
Black	11,754	64%	13,242	64%	13,641	63%	13,330	62%	14,621	59%	14,918	61%
Hispanic	43,047	71%	46,879	72%	46,666	70%	46,879	70%	47,633	69%	48,750	71%
White	149,545	76%	155,139	76%	153,660	75%	147,373	75%	155,255	75%	149,395	76%
Other	6,124	72%	6,142	71%	6,240	70%	6,288	71%	5,276	70%	6,127	72%
Unknown	25,220	78%	22,152	76%	19,080	74%	21,266	74%	7,672	73%	13,552	71%
Gender												
Female	136,624	76%	142,872	76%	141,563	74%	138,793	74%	137,116	73%	138,013	75%
Male	99,860	72%	106,729	72%	106,476	71%	105,492	71%	106,023	70%	105,742	71%
Unknown	14,159	80%	9,687	77%	7,478	75%	6,874	73%	5,443	69%	6,685	75%
Age												
Less than 25	145,937	72%	151,351	72%	153,873	72%	148,258	70%	150,924	70%	154,632	71%
25 or Older	100,709	78%	104,080	77%	93,600	70%	100,032	77%	96,573	75%	95,059	77%
Unknown	3,997	83%	3,857	83%	2,609	74%	2,869	82%	1,085	84%	749	86%
High School Status												
HS Diploma	188,020	74%	195,479	73%	192,724	72%	188,416	71%	187,945	71%	197,021	72%
GED	16,463	69%	16,887	68%	17,102	68%	15,562	68%	15,023	65%	16,783	67%
No GED/Diploma	5,304	69%	5,472	69%	5,350	68%	5,881	69%	6,258	69%	3,764	67%
Other/Unknown	40,856	80%	41,450	81%	40,341	80%	41,300	81%	39,356	80%	32,872	85%
Intent/Goal**												
Transfer												
Transfer	83,504	72%	86,436	71%	85,483	69%	82,948	69%	75,076	66%	61,589	70%
Degree + Transfer	26,919	73%	25,115	72%	34,692	71%	33,711	71%	72,832	74%	93,212	72%
Certificate + Transfer	602	75%	635	72%	980	69%	1,551	76%	3,992	74%	4,817	77%
Workforce												
Degree	47,415	75%	51,048	75%	37,811	74%	35,950	75%	22,851	78%	30,532	75%
Certificate	10,805	84%	11,428	84%	9,961	84%	10,330	83%	20,777	87%	18,943	87%
Take Courses	30,181	77%	33,496	77%	39,454	78%	36,386	76%	27,029	71%	22,090	73%
Personal Interest	16,982	76%	17,198	77%	17,362	76%	16,275	76%	12,145	72%	12,290	78%
Unknown	34,235	77%	33,932	76%	29,774	73%	34,008	74%	13,880	71%	6,967	73%
Enrollment Status												
Full Time	97,159	91%	100,716	91%	97,194	91%	96,974	91%	98,015	90%	97,128	90%
Part Time	153,484	67%	158,572	66%	158,323	65%	154,185	65%	150,567	63%	153,312	65%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007*		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Excelling	192,587	56.7%	198,095	56.6%	196,340	55.9%	193,397	56.0%	191,218	55.3%	197,054	57.7%
Race/Ethnic Background												
American Indian	4,727	46%	5,076	48%	4,968	47%	4,457	45%	4,879	46%	4,985	48%
Asian/Pacific Islander	6,389	58%	6,728	59%	7,371	59%	7,722	59%	8,992	59%	8,900	61%
Black	8,252	45%	9,328	45%	9,714	45%	9,397	44%	10,420	42%	10,737	44%
Hispanic	30,812	51%	33,383	51%	33,711	50%	33,739	50%	34,794	50%	36,826	53%
White	118,074	60%	121,904	60%	121,410	59%	116,723	59%	122,505	59%	120,450	61%
Other	4,589	54%	4,572	53%	4,717	53%	4,789	54%	4,037	54%	4,782	56%
Unknown	19,744	61%	17,104	58%	14,449	56%	16,570	58%	5,591	53%	10,374	55%
Gender												
Female	105,284	58%	110,075	58%	109,242	57%	107,179	57%	106,040	57%	109,065	59%
Male	76,043	55%	80,378	54%	81,261	54%	80,846	54%	81,109	54%	82,800	56%
Unknown	11,260	64%	7,642	61%	5,837	58%	5,372	57%	4,069	52%	5,189	58%
Age												
Less than 25	110,658	55%	115,258	55%	113,323	53%	113,081	53%	115,388	53%	120,092	55%
25 or Older	78,918	61%	79,780	59%	80,753	60%	78,042	60%	74,980	58%	76,382	62%
Unknown	3,011	63%	3,057	66%	2,264	64%	2,274	65%	850	66%	580	67%
High School Status												
HS Diploma	143,364	56%	148,293	56%	146,916	55%	143,515	54%	143,020	54%	153,304	56%
GED	12,729	53%	12,970	52%	13,420	54%	12,350	54%	11,907	51%	13,735	55%
No GED/Diploma	3,882	51%	3,886	49%	3,905	50%	4,230	50%	4,732	52%	2,921	52%
Other/Unknown	32,612	64%	32,946	65%	32,099	64%	33,302	66%	31,559	65%	27,094	70%
Intent/Goal*												
Transfer												
Transfer	64,779	55%	66,955	55%	66,286	54%	64,396	54%	58,052	51%	48,839	55%
Degree + Transfer	20,468	55%	19,179	55%	26,349	54%	25,709	54%	56,069	57%	72,218	56%
Certificate + Transfer	437	55%	482	55%	717	50%	1,201	58%	3,152	59%	3,920	62%
Workforce												
Degree	35,158	56%	36,744	54%	27,098	53%	25,664	53%	16,758	57%	23,353	57%
Certificate	8,494	66%	8,988	66%	7,909	67%	8,325	67%	16,510	69%	16,100	74%
Take Courses	23,648	60%	25,987	60%	31,680	62%	29,007	61%	21,236	56%	17,676	59%
Personal Interest	12,714	57%	13,257	59%	13,287	58%	12,483	58%	8,958	53%	9,565	60%
Unknown	26,889	60%	26,503	59%	23,014	56%	26,612	58%	10,483	54%	5,383	56%
Enrollment Status												
Full Time	76,994	72%	79,443	72%	77,170	72%	77,007	72%	77,270	71%	78,157	73%
Part Time	115,593	50%	118,652	50%	119,170	49%	116,390	49%	113,948	48%	118,897	51%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	309,337	82.9%	321,481	82.7%	324,810	82.0%	320,510	82.1%	322,112	81.3%	316,745	82.7%
Race/Ethnic Background												
American Indian	9,057	79%	9,404	79%	9,534	78%	9,106	76%	9,626	76%	9,259	77%
Asian/Pacific Islander	9,803	83%	10,260	84%	11,241	84%	11,695	83%	13,701	83%	12,957	84%
Black	16,249	78%	18,399	77%	19,344	77%	19,252	77%	22,032	74%	21,579	75%
Hispanic	50,285	81%	54,322	82%	56,625	81%	56,796	81%	61,016	80%	60,519	82%
White	185,489	84%	193,905	84%	195,802	83%	188,491	83%	199,427	83%	187,637	84%
Other	7,791	81%	7,935	80%	8,139	80%	8,152	82%	6,835	80%	7,707	81%
Unknown	30,663	85%	27,256	84%	24,125	83%	27,018	83%	9,475	83%	17,087	82%
Gender												
Female	164,214	84%	172,392	84%	175,759	83%	172,945	83%	173,508	82%	170,574	84%
Male	128,109	82%	137,186	82%	139,622	81%	138,752	81%	141,412	80%	138,142	81%
Unknown	17,014	85%	11,903	84%	9,429	84%	8,813	83%	7,192	80%	8,029	84%
Age												
Less than 25	185,830	82%	192,829	82%	197,900	81%	196,859	81%	201,400	80%	201,364	82%
25 or Older	118,984	84%	124,231	84%	123,481	84%	120,301	84%	119,466	83%	114,543	85%
Unknown	4,523	91%	4,421	89%	3,367	90%	3,350	88%	1,246	90%	838	94%
High School Status												
HS Diploma	233,974	83%	244,735	82%	248,654	81%	245,157	81%	247,129	81%	252,958	82%
GED	21,548	78%	22,516	77%	22,867	78%	20,942	78%	21,307	75%	22,880	78%
No GED/Diploma	6,140	80%	6,417	79%	6,306	79%	6,855	80%	7,905	79%	4,612	78%
Other/Unknown	47,675	87%	47,813	88%	46,983	88%	47,556	89%	45,771	88%	36,295	92%
Intent/Goal **												
Transfer												
Transfer	108,153	81%	113,374	80%	115,536	80%	112,833	80%	106,538	77%	83,548	80%
Degree + Transfer	34,292	82%	32,315	81%	45,185	81%	44,225	81%	91,418	83%	117,483	82%
Certificate + Transfer	737	84%	819	82%	1,358	80%	1,973	84%	5,198	82%	6,046	85%
Workforce												
Degree	56,217	84%	60,739	84%	45,920	84%	43,831	85%	27,635	86%	37,186	85%
Certificate	12,374	89%	13,257	89%	11,558	89%	12,208	88%	23,693	90%	21,280	92%
Take Courses	36,115	84%	39,793	85%	47,241	85%	43,791	84%	34,879	80%	27,762	82%
Personal Interest	20,089	84%	20,242	85%	20,603	84%	19,243	84%	15,128	81%	14,525	85%
Unknown	41,360	84%	40,942	84%	37,409	82%	42,406	83%	17,623	82%	8,915	82%
Enrollment Status												
Full Time	99,107	98%	103,066	98%	101,140	98%	101,567	98%	102,995	98%	101,156	98%
Part Time	210,230	76%	218,415	76%	223,670	75%	218,943	75%	219,117	74%	215,589	76%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	309,337	75.2%	321,481	75.0%	324,810	73.8%	320,510	73.5%	322,112	72.7%	316,745	74.1%
Race/Ethnic Background												
American Indian	9,057	67%	9,404	68%	9,534	66%	9,106	63%	9,626	64%	9,259	65%
Asian/Pacific Islander	9,803	75%	10,260	76%	11,241	76%	11,695	76%	13,701	75%	12,957	77%
Black	16,249	65%	18,399	65%	19,344	65%	19,252	64%	22,032	61%	21,579	63%
Hispanic	50,285	72%	54,322	73%	56,625	71%	56,796	71%	61,016	69%	60,519	72%
White	185,489	77%	193,905	77%	195,802	76%	188,491	76%	199,427	75%	187,637	77%
Other	7,791	72%	7,935	71%	8,139	71%	8,152	72%	6,835	71%	7,707	72%
Unknown	30,663	78%	27,256	76%	24,125	75%	27,018	75%	9,475	73%	17,087	72%
Gender												
Female	164,214	77%	172,392	76%	175,759	75%	172,945	75%	173,508	74%	170,574	75%
Male	128,109	73%	137,186	73%	139,622	72%	138,752	72%	141,412	71%	138,142	72%
Unknown	17,014	81%	11,903	77%	9,429	76%	8,813	74%	7,192	70%	8,029	77%
Age												
Less than 25	185,830	73%	192,829	73%	197,900	71%	196,859	71%	201,400	71%	201,364	72%
25 or Older	118,984	78%	124,231	78%	123,481	78%	120,301	77%	119,466	76%	114,543	78%
Unknown	4,523	84%	4,421	83%	3,367	85%	3,350	83%	1,246	85%	838	87%
High School Status												
HS Diploma	233,974	75%	244,735	74%	248,654	73%	245,157	72%	247,129	72%	252,958	73%
GED	21,548	70%	22,516	70%	22,867	70%	20,942	70%	21,307	66%	22,880	69%
No GED/Diploma	6,140	71%	6,417	70%	6,306	70%	6,855	71%	7,905	70%	4,612	69%
Unknown	47,675	81%	47,813	82%	46,983	81%	47,556	82%	45,771	81%	36,295	86%
Intent/Goal **												
Transfer												
Transfer	108,153	72%	113,374	72%	115,536	70%	112,833	70%	106,538	67%	83,548	70%
Degree + Transfer	34,292	74%	32,315	73%	45,185	72%	44,225	72%	91,418	75%	117,483	73%
Certificate + Transfer	737	76%	819	74%	1,358	70%	1,973	76%	5,198	75%	6,046	77%
Workforce												
Degree	56,217	76%	60,739	76%	45,920	76%	43,831	76%	27,635	79%	37,186	76%
Certificate	12,374	85%	13,257	84%	11,558	85%	12,208	84%	23,693	87%	21,280	88%
Take Courses	36,115	78%	39,793	78%	47,241	79%	43,791	78%	34,879	72%	27,762	74%
Personal Interest	20,089	76%	20,242	78%	20,603	77%	19,243	77%	15,128	73%	14,525	78%
Unknown	41,360	77%	40,942	77%	37,409	74%	42,406	75%	17,623	72%	8,915	73%
Enrollment Status												
Full Time	99,107	92%	103,066	92%	101,140	92%	101,567	91%	102,995	91%	101,156	91%
Part Time	210,230	68%	218,415	67%	223,670	66%	218,943	65%	219,117	64%	215,589	66%

* 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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007**	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	111,424	60.2%	114,120	62.1%	117,224	62.3%	117,656	60.5%	115,070	60.9%	101,198	61.4%
Race/Ethnic Background												
American Indian	3,074	64%	3,230	65%	3,304	65%	3,339	65%	3,220	63%	3,009	64%
Asian/Pacific Islander	3,778	62%	3,870	63%	3,870	63%	4,202	60%	4,286	63%	4,442	64%
Black	5,352	64%	5,891	63%	6,463	64%	6,847	61%	6,841	60%	6,639	61%
Hispanic	19,200	62%	20,488	63%	21,807	64%	22,553	62%	22,992	62%	20,632	61%
White	65,959	61%	66,088	63%	68,027	63%	67,754	61%	64,613	62%	60,714	62%
Other	2,612	66%	2,734	65%	2,749	67%	2,818	63%	2,797	65%	2,052	67%
Unknown	11,449	47%	11,819	52%	11,004	55%	10,143	54%	10,321	52%	3,710	54%
Gender												
Female	59,097	63%	61,234	64%	63,473	64%	64,478	62%	63,343	63%	56,021	62%
Male	46,472	60%	47,476	61%	49,379	61%	49,353	59%	48,157	60%	42,549	61%
Unknown	5,855	40%	5,410	45%	4,372	50%	3,825	49%	3,570	47%	2,628	53%
Age												
Less than 25	53,119	68%	55,342	69%	57,328	69%	58,200	67%	57,525	68%	52,391	68%
25 or Older	56,000	53%	56,667	56%	58,179	56%	58,035	54%	56,230	55%	48,475	55%
Unknown	2,305	40%	2,111	37%	1,717	40%	1,421	35%	1,315	36%	332	30%
High School Status												
HS Diploma	87,140	62%	89,158	64%	92,217	64%	93,065	62%	91,605	63%	81,795	61%
GED	7,971	59%	8,341	62%	8,701	60%	8,742	60%	8,294	59%	7,119	58%
No GED/Diploma	2,975	55%	2,974	58%	3,118	58%	3,092	57%	3,385	57%	2,807	62%
Other/Unknown	13,338	49%	13,647	52%	13,188	53%	12,757	53%	11,786	51%	9,477	67%
Intent/Goal*												
Transfer												
Transfer	35,472	67%	36,069	67%	36,069	67%	37,753	67%	36,622	66%	30,921	62%
Degree + Transfer	19,166	69%	19,224	73%	19,224	73%	15,714	76%	13,612	75%	16,486	80%
Certificate + Transfer	546	87%	580	87%	580	87%	709	82%	988	100%	1,455	64%
Workforce												
Degree	10,172	67%	11,342	72%	11,342	72%	16,071	68%	15,042	70%	18,473	73%
Certificate	3,241	71%	3,374	69%	3,374	69%	3,758	65%	3,694	72%	6,092	50%
Take Courses	16,263	51%	16,407	51%	16,407	51%	16,902	50%	18,430	48%	14,095	43%
Personal Interest	11,290	48%	10,776	48%	10,776	48%	10,184	48%	9,907	47%	6,867	47%
Unknown	15,274	48%	16,348	51%	16,348	51%	16,133	53%	16,775	51%	6,809	47%
Enrollment Status												
Full-time	19,467	88%	21,327	89%	22,256	89%	20,978	88%	20,716	87%	21,389	84%
Part-time	91,957	54%	92,793	56%	94,968	56%	96,678	55%	94,354	55%	79,809	56%

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

**Total number of students has changed due to students being counted once across the district.

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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007**	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	111,424	44.5%	114,120	45.7%	117,224	45.4%	117,656	44.2%	115,070	44.8%	101,198	45.1%
Race/Ethnic Background												
American Indian	3,074	43%	3,230	46%	3,304	45%	3,339	44%	3,220	45%	3,009	45%
Asian/Pacific Islander	3,778	46%	3,870	46%	3,870	45%	4,202	45%	4,286	48%	4,442	47%
Black	5,352	47%	5,891	46%	6,463	46%	6,847	43%	6,841	43%	6,639	44%
Hispanic	19,200	47%	20,488	47%	21,807	47%	22,553	46%	22,992	44%	20,632	47%
White	65,959	45%	66,088	46%	68,027	46%	67,754	45%	64,613	46%	60,714	45%
Other	2,612	50%	2,734	49%	2,749	47%	2,818	46%	2,797	49%	2,052	51%
Unknown	11,449	34%	11,819	38%	11,004	39%	10,143	38%	10,321	38%	3,710	36%
Gender												
Female	59,097	47%	61,234	48%	63,473	48%	64,478	46%	63,343	46%	56,021	46%
Male	46,472	43%	47,476	44%	49,379	44%	49,353	43%	48,157	44%	42,549	45%
Unknown	5,855	29%	5,410	34%	4,372	35%	3,825	34%	3,570	33%	2,628	34%
Age												
Less than 25	53,119	52%	55,342	52%	57,328	52%	58,200	51%	57,525	51%	52,391	51%
25 or Older	56,000	38%	56,667	40%	58,179	40%	58,035	38%	56,230	39%	48,475	38%
Unknown	2,305	29%	2,111	27%	1,717	28%	1,421	25%	1,315	23%	332	16%
High School Status												
HS Diploma	87,140	46%	89,158	47%	92,217	47%	93,065	45%	91,605	46%	81,795	45%
GED	7,971	42%	8,341	44%	8,701	43%	8,742	42%	8,294	42%	7,119	41%
No GED/Diploma	2,975	37%	2,974	40%	3,118	41%	3,092	40%	3,385	40%	2,807	45%
Other/Unknown	13,338	37%	13,647	39%	13,188	38%	12,757	39%	11,786	36%	9,477	47%
Intent/Goal*												
Transfer												
Transfer	35,472	49%	36,069	49%	36,069	49%	37,753	49%	36,622	48%	30,921	44%
Degree + Transfer	19,166	52%	19,224	54%	19,224	54%	15,714	56%	13,612	57%	16,486	63%
Certificate + Transfer	546	65%	580	63%	580	63%	709	60%	988	90%	1,455	50%
Workforce												
Degree	10,172	52%	11,342	56%	11,342	56%	16,071	50%	15,042	54%	18,473	56%
Certificate	3,241	55%	3,374	57%	3,374	57%	3,758	56%	3,694	56%	6,092	43%
Take Courses	16,263	37%	16,407	37%	16,407	37%	16,902	36%	18,430	34%	14,095	31%
Personal Interest	11,290	34%	10,776	34%	10,776	34%	10,184	33%	9,907	33%	6,867	33%
Unknown	15,274	35%	16,348	37%	16,348	37%	16,133	39%	16,775	37%	6,809	31%
Enrollment Status												
Full-time	19,467	70%	21,327	71%	22,256	70%	20,978	71%	20,716	72%	21,389	65%
Part-time	91,957	40%	92,793	41%	94,968	40%	96,678	39%	94,354	40%	79,809	40%

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

**Total number of students has changed due to students being counted once across the district.

Student Success Pilot Project 2-Year Persistence
Academic Year 2008-09

n - This column shows the total number of students who are part of the SSPP Cohort.

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

	Fall 2008 Cohort	Spring 2009	Fall 2009	Spring 2010
	n	%	%	%
Total Students	792	86%	70%	n/a
Race/Ethnic Background				
Underrepresented Minorities	152	82%	66%	n/a
Asian/Pacific Islander	21	95%	91%	n/a
White	488	87%	69%	n/a
Other	19	84%	90%	n/a
Unknown	112	88%	71%	n/a
Gender				n/a
Female	365	89%	71%	n/a
Male	379	84%	68%	n/a
Unknown	48	85%	71%	n/a

	Spring 2009 Cohort	Fall 2009	Spring 2010	Fall 2010
	n	%	%	%
Total Enrollments	255	67%	n/a	n/a
Race/Ethnic Background				
Underrepresented Minorities	102	60%	n/a	n/a
Asian/Pacific Islander	12	67%	n/a	n/a
White	96	70%	n/a	n/a
Other	6	83%	n/a	n/a
Unknown	39	74%	n/a	n/a
Gender				
Female	124	70%	n/a	n/a
Male	120	63%	n/a	n/a
Unknown	11	64%	n/a	n/a

Student Success Pilot Project Completion of Semester with Grade C or Better
Fall 2008 SSPP Cohort

n - This column shows the number of students enrolled in the semester who are part of the SSPP Cohort.

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

	% of Classes Successfully Completed	Fall 2008		Spring 2009		Fall 2009		Spring 2010	
		n	%	n	%	n	%	n	%
Total Students	*75% or more*	792	65%	667	58%	n/a	n/a	n/a	n/a
	100%	328	41%	247	37%	n/a	n/a	n/a	n/a
	75%	190	24%	141	21%	n/a	n/a	n/a	n/a
	50%	103	13%	113	17%	n/a	n/a	n/a	n/a
	25%	68	9%	58	9%	n/a	n/a	n/a	n/a
	< 25%	30	4%	14	2%	n/a	n/a	n/a	n/a
	None	73	9%	94	14%	n/a	n/a	n/a	n/a
Race/Ethnic Background									
Underrepresented Minorities	*75% or more*	152	64%	120	51%	n/a	n/a	n/a	n/a
Asian/Pacific Islander	*75% or more*	21	81%	20	60%	n/a	n/a	n/a	n/a
White	*75% or more*	488	66%	415	60%	n/a	n/a	n/a	n/a
Other	*75% or more*	19	63%	15	73%	n/a	n/a	n/a	n/a
Unknown	*75% or more*	112	63%	97	58%	n/a	n/a	n/a	n/a
Gender									
Female	*75% or more*	365	72%	313	63%	n/a	n/a	n/a	n/a
Male	*75% or more*	379	59%	313	54%	n/a	n/a	n/a	n/a
Unknown	*75% or more*	48	67%	41	54%	n/a	n/a	n/a	n/a

Student Success Pilot Project Completion of Semester with Grade C or Better
Spring 2009 SSPP Cohort

n - This column shows the number of students enrolled in the semester who are part of the SSPP Cohort.

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

	% of Classes Successfully Completed	Spring 2009		Fall 2009		Spring 2010		Fall 2010	
		n	%	n	%	n	%	n	%
Total Students	*75% or more*	255	58%	n/a	n/a	n/a	n/a	n/a	n/a
	100%	101	40%	n/a	n/a	n/a	n/a	n/a	n/a
	75%	48	19%	n/a	n/a	n/a	n/a	n/a	n/a
	50%	37	15%	n/a	n/a	n/a	n/a	n/a	n/a
	25%	12	5%	n/a	n/a	n/a	n/a	n/a	n/a
	< 25%	9	4%	n/a	n/a	n/a	n/a	n/a	n/a
	None	48	19%	n/a	n/a	n/a	n/a	n/a	n/a
Race/Ethnic Background									
Underrepresented Minorities	*75% or more*	102	51%	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	*75% or more*	12	58%	n/a	n/a	n/a	n/a	n/a	n/a
White	*75% or more*	96	64%	n/a	n/a	n/a	n/a	n/a	n/a
Other	*75% or more*	6	17%	n/a	n/a	n/a	n/a	n/a	n/a
Unknown	*75% or more*	39	72%	n/a	n/a	n/a	n/a	n/a	n/a
Gender									
Female	*75% or more*	124	65%	n/a	n/a	n/a	n/a	n/a	n/a
Male	*75% or more*	120	52%	n/a	n/a	n/a	n/a	n/a	n/a
Unknown	*75% or more*	11	55%	n/a	n/a	n/a	n/a	n/a	n/a

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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	4,666	59.4%	5,014	61.8%	4,875	56.1%	5,007	54.6%	5,134	55.5%	4,899	59.9%
Race/Ethnic Background												
American Indian	162	51%	150	57%	140	46%	150	42%	171	42%	139	42%
Asian/Pacific Islander	147	60%	163	58%	146	64%	194	58%	235	60%	224	63%
Black	172	57%	219	54%	233	50%	263	46%	285	43%	288	49%
Hispanic	835	56%	941	61%	938	54%	1,021	50%	1,140	50%	1,014	57%
White	2,929	62%	3,102	63%	2,975	57%	2,964	58%	3,031	59%	2,833	62%
Other	129	52%	149	58%	135	56%	143	49%	128	52%	121	59%
Unknown	292	59%	290	62%	308	60%	272	56%	144	67%	280	66%
Gender												
Female	2,412	61%	2,606	65%	2,437	59%	2,347	58%	2,352	57%	2,300	65%
Male	2,135	57%	2,303	59%	2,355	53%	2,582	52%	2,677	54%	2,509	55%
Unknown	119	59%	105	58%	83	58%	78	55%	105	61%	90	68%
Age												
Less than 25	3,638	59%	3,929	62%	4,002	56%	4,190	55%	4,299	56%	4,069	60%
25 or Older	972	60%	1,048	60%	845	58%	793	55%	824	55%	815	57%
Unknown	56	77%	37	87%	28	75%	24	67%	11	82%	15	100%
High School Status												
HS Diploma	3,691	56%	3,913	59%	3,784	52%	3,802	50%	3,685	51%	3,656	54%
GED	219	58%	215	50%	179	52%	182	51%	165	52%	156	48%
No GED/Diploma	85	55%	83	63%	67	52%	81	48%	137	57%	54	57%
Other/Unknown	671	79%	803	78%	845	74%	942	77%	1,147	72%	1,033	83%
Intent/Goal*												
Transfer												
Transfer	2,317	58%	2,404	58%	2,289	53%	2,311	51%	2,170	51%	1,658	57%
Degree + Transfer	687	56%	706	60%	898	59%	906	53%	1,905	62%	2,279	63%
Certificate + Transfer	8	50%	14	50%	28	46%	30	27%	65	46%	89	53%
Workforce												
Degree	606	65%	749	70%	472	64%	516	65%	117	51%	205	60%
Certificate	28	64%	24	54%	26	50%	19	53%	36	39%	50	54%
Take Courses	381	63%	369	62%	399	54%	340	61%	364	49%	292	54%
Personal Interest	188	63%	212	65%	221	65%	215	58%	154	57%	171	69%
Unknown	451	62%	536	67%	542	58%	670	60%	323	59%	155	61%
Enrollment Status												
Full-time	1,661	82%	1,841	84%	1,666	81%	1,706	77%	1,602	79%	1,668	81%
Part-time	3,005	47%	3,173	49%	3,209	43%	3,301	43%	3,532	45%	3,231	49%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	15,237	73.9%	16,057	73.3%	15,838	69.1%	16,435	68.6%	16,727	67.7%	16,954	71.1%
Race/Ethnic Background												
American Indian	456	65%	456	62%	438	53%	439	55%	489	56%	428	52%
Asian/Pacific Islander	395	73%	463	75%	470	75%	579	74%	675	71%	592	74%
Black	772	63%	804	65%	821	57%	925	56%	1,074	53%	1,001	59%
Hispanic	2,738	68%	3,023	69%	3,103	64%	3,383	63%	3,496	60%	3,497	67%
White	9,479	77%	9,811	76%	9,750	72%	9,713	73%	10,114	72%	9,786	75%
Other	409	67%	427	72%	426	67%	480	68%	400	69%	500	70%
Unknown	988	75%	1,073	73%	830	68%	916	65%	479	70%	1,150	69%
Gender												
Female	8,054	78%	8,535	77%	8,452	73%	8,763	73%	8,830	72%	8,810	75%
Male	6,792	69%	7,165	69%	7,127	64%	7,351	64%	7,570	64%	7,680	67%
Unknown	391	77%	357	76%	259	66%	321	68%	327	58%	464	72%
Age												
Less than 25	12,790	74%	13,519	73%	13,579	69%	14,163	69%	14,536	68%	14,791	72%
25 or Older	2,335	74%	2,344	72%	2,170	68%	2,162	68%	2,165	67%	2,150	68%
Unknown	112	74%	194	84%	89	80%	110	79%	26	81%	13	85%
High School Status												
HS Diploma	10,490	71%	10,879	70%	10,602	65%	11,126	64%	10,840	62%	11,332	66%
GED	1,019	62%	970	62%	926	55%	883	54%	932	53%	1,001	56%
No GED/Diploma	393	69%	418	67%	368	59%	462	64%	512	65%	247	53%
Other/Unknown	3,335	86%	3,790	87%	3,942	85%	3,964	87%	4,443	86%	4,374	90%
Intent/Goal**												
Transfer												
Transfer	6,488	75%	7,006	74%	7,132	72%	7,426	71%	7,434	69%	4,724	73%
Degree + Transfer	1,739	73%	1,571	70%	2,304	66%	2,324	66%	4,485	67%	7,581	70%
Certificate + Transfer	29	69%	48	60%	45	49%	73	60%	165	65%	269	65%
Workforce												
Degree	2,421	70%	2,528	68%	1,806	65%	1,842	64%	857	67%	1,619	66%
Certificate	144	63%	149	71%	156	65%	138	55%	224	64%	283	67%
Take Courses	1,436	72%	1,586	72%	1,621	67%	1,752	66%	1,733	60%	1,218	69%
Personal Interest	930	76%	1,012	82%	859	72%	913	76%	853	76%	861	81%
Unknown	2,050	76%	2,157	76%	1,915	67%	1,967	68%	976	68%	399	73%
Enrollment Status												
Full-time	5,194	93%	5,392	92%	4,771	91%	4,810	89%	4,891	88%	5,218	89%
Part-time	10,043	64%	10,665	64%	11,067	60%	11,625	60%	11,836	59%	11,736	63%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	7,281	62.8%	7,422	63.3%	7,153	59.3%	7,523	59.5%	7,825	59.3%	8,137	64.0%
Race/Ethnic Background												
American Indian	242	56%	240	49%	234	50%	255	46%	212	48%	271	52%
Asian/Pacific Islander	194	66%	208	63%	175	63%	250	60%	313	62%	324	67%
Black	395	57%	454	60%	403	55%	466	50%	560	52%	580	61%
Hispanic	1,338	58%	1,384	61%	1,398	53%	1,525	55%	1,747	55%	1,721	60%
White	4,483	65%	4,455	66%	4,290	62%	4,394	63%	4,627	63%	4,743	66%
Other	178	57%	217	62%	203	54%	179	60%	178	60%	216	63%
Unknown	451	64%	464	60%	450	61%	454	58%	188	56%	282	69%
Gender												
Female	3,921	66%	3,992	66%	3,878	62%	4,171	63%	4,235	61%	4,401	67%
Male	3,184	59%	3,272	60%	3,134	56%	3,192	55%	3,440	57%	3,573	61%
Unknown	176	63%	158	58%	141	61%	160	55%	150	53%	163	68%
Age												
Less than 25	5,337	60%	5,337	62%	5,339	58%	5,491	58%	5,867	59%	6,040	64%
25 or Older	1,922	69%	2,056	67%	1,792	63%	2,023	62%	1,951	61%	2,091	63%
Unknown	22	64%	29	83%	22	68%	9	89%	7	29%	6	67%
High School Status												
HS Diploma	5,901	63%	5,966	63%	5,774	59%	5,932	58%	6,008	57%	6,515	62%
GED	530	60%	562	58%	504	53%	527	56%	457	52%	589	57%
No GED/Diploma	151	60%	147	58%	131	60%	137	59%	200	63%	133	61%
Other/Unknown	699	67%	747	69%	744	67%	927	69%	1,160	76%	900	82%
Intent/Goal**												
Transfer												
Transfer	3,348	62%	3,314	62%	3,172	58%	3,332	58%	3,231	55%	2,805	61%
Degree + Transfer	991	64%	979	61%	1,331	59%	1,356	60%	2,524	63%	3,176	65%
Certificate + Transfer	12	75%	16	56%	21	48%	43	70%	123	65%	114	69%
Workforce												
Degree	1,250	63%	1,372	66%	938	62%	959	63%	481	66%	716	73%
Certificate	76	68%	46	57%	72	54%	51	47%	83	52%	109	63%
Take Courses	604	63%	641	65%	591	60%	674	63%	662	60%	627	62%
Personal Interest	273	61%	285	74%	280	70%	292	63%	309	61%	320	71%
Unknown	727	64%	769	61%	748	58%	816	57%	412	58%	270	62%
Enrollment Status												
Full-time	2,178	89%	2,256	89%	2,080	87%	2,004	86%	2,098	87%	2,320	88%
Part-time	5,103	52%	5,166	52%	5,073	48%	5,519	50%	5,727	49%	5,817	54%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,386	74.5%	3,437	72.8%	3,423	72.3%	3,301	70.7%	3,310	72.4%	3,353	72.1%
Race/Ethnic Background												
American Indian	126	60%	124	67%	130	67%	95	61%	114	62%	99	57%
Asian/Pacific Islander	119	76%	103	67%	159	78%	126	77%	148	82%	156	80%
Black	249	66%	279	61%	260	59%	289	62%	316	56%	293	59%
Hispanic	636	70%	699	72%	726	70%	705	71%	681	69%	710	73%
White	1,908	79%	1,902	76%	1,816	76%	1,763	73%	1,882	76%	1,780	74%
Other	92	73%	83	74%	97	75%	77	68%	64	67%	109	78%
Unknown	256	71%	247	66%	235	64%	246	67%	105	80%	206	69%
Gender												
Female	1,652	79%	1,648	78%	1,689	75%	1,661	73%	1,661	74%	1,649	75%
Male	1,644	70%	1,690	69%	1,638	71%	1,543	69%	1,570	71%	1,621	69%
Unknown	90	77%	99	62%	96	59%	97	60%	79	72%	83	78%
Age												
Less than 25	2,592	74%	2,625	73%	2,549	73%	2,531	71%	2,479	73%	2,556	72%
25 or Older	779	76%	795	72%	857	70%	758	70%	830	72%	793	73%
Unknown	15	87%	17	71%	17	71%	12	42%	1	100%	4	75%
High School Status												
HS Diploma	2,766	75%	2,789	74%	2,747	73%	2,731	71%	2,656	73%	2,813	73%
GED	224	66%	212	66%	217	61%	189	63%	209	62%	231	63%
No GED/Diploma	63	76%	72	68%	72	75%	72	60%	83	69%	49	61%
Other/Unknown	333	73%	364	68%	387	72%	309	71%	362	74%	260	79%
Intent/Goal**												
Transfer												
Transfer	1,382	75%	1,450	73%	1,365	71%	1,371	71%	1,260	70%	910	69%
Degree + Transfer	440	77%	379	76%	618	78%	558	72%	1,117	77%	1,483	75%
Certificate + Transfer	9	44%	12	92%	20	65%	15	60%	68	78%	57	72%
Workforce												
Degree	713	73%	710	73%	496	71%	422	74%	185	81%	367	72%
Certificate	44	66%	49	69%	39	59%	25	48%	63	65%	69	68%
Take Courses	294	79%	308	72%	304	74%	341	70%	294	64%	252	67%
Personal Interest	124	73%	138	77%	160	74%	138	70%	126	73%	122	70%
Unknown	380	72%	391	69%	421	70%	431	68%	197	70%	93	75%
Enrollment Status												
Full-time	1,396	93%	1,333	93%	1,243	93%	1,142	92%	1,270	93%	1,302	93%
Part-time	1,990	61%	2,104	60%	2,180	60%	2,159	60%	2,040	60%	2,051	59%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	13,697	56.2%	14,557	54.8%	11,737	48.6%	10,419	49.7%	10,661	50.1%	11,485	53.2%
Race/Ethnic Background												
American Indian	615	48%	658	49%	530	43%	483	43%	515	49%	508	45%
Asian/Pacific Islander	311	61%	286	59%	261	56%	248	54%	270	54%	266	57%
Black	1,113	43%	1,127	43%	1,076	35%	1,020	38%	1,196	37%	1,202	41%
Hispanic	3,041	54%	3,526	52%	3,012	48%	2,654	47%	2,736	47%	2,963	51%
White	7,467	60%	7,617	58%	5,850	52%	5,082	54%	5,313	55%	5,461	58%
Other	365	56%	390	56%	315	44%	279	42%	255	43%	297	50%
Unknown	785	57%	953	57%	693	49%	653	48%	376	52%	788	52%
Gender												
Female	7,983	59%	8,426	58%	6,936	52%	6,231	53%	6,365	53%	6,595	56%
Male	5,435	52%	5,799	50%	4,557	44%	3,949	45%	3,998	46%	4,552	49%
Unknown	279	55%	332	56%	244	47%	239	48%	298	45%	338	49%
Age												
Less than 25	9,620	54%	10,190	54%	7,891	46%	6,893	46%	7,098	48%	7,636	51%
25 or Older	3,992	62%	4,264	57%	3,805	54%	3,486	57%	3,546	54%	3,839	58%
Unknown	85	53%	103	68%	41	54%	40	50%	17	65%	10	60%
High School Status												
HS Diploma	10,798	57%	11,551	56%	9,155	49%	8,182	50%	8,079	50%	9,206	54%
GED	1,460	49%	1,494	45%	1,333	43%	1,158	45%	1,262	47%	1,378	49%
No GED/Diploma	395	46%	432	41%	383	41%	368	42%	370	45%	335	38%
Unknown	1,044	59%	1,080	61%	866	52%	711	54%	950	57%	566	58%
Intent/Goal**												
Transfer												
Transfer	5,458	56%	5,815	54%	4,475	48%	3,921	47%	3,953	47%	2,504	50%
Degree + Transfer	1,782	53%	1,732	56%	2,110	47%	1,823	50%	3,436	53%	5,428	54%
Certificate + Transfer	29	59%	35	34%	41	34%	34	41%	108	52%	140	55%
Workforce												
Degree	3,114	57%	3,411	54%	2,050	50%	1,808	51%	853	53%	1,786	56%
Certificate	168	50%	145	55%	125	49%	77	47%	137	50%	235	46%
Take Courses	1,323	59%	1,458	57%	1,323	51%	1,272	53%	1,265	49%	832	53%
Personal Interest	548	60%	532	58%	460	51%	419	54%	372	49%	331	57%
Unknown	1,275	57%	1,429	58%	1,153	49%	1,065	51%	537	50%	229	55%
Enrollment Status												
Full-time	4,305	79%	4,279	79%	2,765	77%	2,269	77%	2,464	78%	2,905	79%
Part-time	9,392	46%	10,278	45%	8,972	40%	8,150	42%	8,197	42%	8,580	45%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	3,789	66.8%	3,977	66.1%	4,002	60.6%	3,815	61.4%	4,332	60.9%	4,932	64.6%
Race/Ethnic Background												
American Indian	266	56%	223	63%	248	55%	207	52%	270	55%	292	54%
Asian/Pacific Islander	141	75%	145	70%	147	63%	185	75%	217	75%	225	72%
Black	426	62%	462	59%	527	53%	450	53%	579	51%	623	55%
Hispanic	1,393	69%	1,477	68%	1,495	62%	1,456	62%	1,639	63%	1,738	65%
White	1,232	67%	1,295	67%	1,250	63%	1,195	64%	1,347	62%	1,543	68%
Other	104	61%	118	59%	118	63%	103	64%	130	59%	153	63%
Unknown	227	69%	257	65%	217	64%	219	58%	150	59%	358	66%
Gender												
Female	1,980	71%	2,045	72%	2,007	67%	1,974	67%	2,201	66%	2,488	69%
Male	1,736	62%	1,834	60%	1,904	54%	1,760	56%	2,030	56%	2,282	60%
Unknown	73	75%	98	63%	91	67%	81	56%	101	63%	162	64%
Age												
Less than 25	2,904	65%	3,103	65%	3,164	58%	3,094	59%	3,583	60%	4,113	64%
25 or Older	846	73%	848	69%	820	69%	708	71%	746	66%	815	68%
Unknown	39	80%	26	65%	18	61%	13	62%	3	67%	4	100%
High School Status												
HS Diploma	2,908	67%	3,099	67%	3,143	60%	2,941	60%	3,225	60%	3,903	65%
GED	347	64%	334	56%	305	60%	271	62%	283	54%	338	53%
No GED/Diploma	135	58%	136	61%	112	58%	144	58%	171	54%	131	50%
Unknown	399	70%	408	69%	442	66%	459	69%	653	70%	560	72%
Intent/Goal**												
Transfer												
Transfer	1,212	67%	1,288	66%	1,277	61%	1,263	63%	1,399	60%	841	66%
Degree + Transfer	416	64%	374	68%	608	61%	545	63%	1,326	64%	2,503	65%
Certificate + Transfer	12	75%	9	67%	12	58%	24	63%	34	68%	55	58%
Workforce												
Degree	1,153	68%	1,141	68%	843	58%	690	58%	364	62%	719	64%
Certificate	74	62%	78	69%	75	55%	40	60%	68	62%	115	61%
Take Courses	428	68%	482	63%	518	62%	566	62%	627	57%	422	61%
Personal Interest	157	69%	158	61%	179	64%	177	61%	204	54%	168	68%
Unknown	337	63%	447	65%	490	61%	510	60%	310	59%	109	69%
Enrollment Status												
Full-time	1,201	87%	1,172	88%	1,044	85%	965	85%	1,114	84%	1,407	88%
Part-time	2,588	57%	2,805	57%	2,958	52%	2,850	54%	3,218	53%	3,525	55%

* 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 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008*	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	4,072	72.1%	4,180	74.1%	4,290	68.4%	2,886	68.2%	3,033	65.3%	3,541	69.5%
Race/Ethnic Background												
American Indian	227	61%	203	70%	213	57%	173	53%	197	55%	247	59%
Asian/Pacific Islander	252	75%	254	80%	241	78%	177	79%	203	74%	200	81%
Black	363	64%	423	61%	433	54%	360	59%	469	54%	437	59%
Hispanic	1,997	74%	2,087	77%	2,206	72%	1,249	72%	1,129	68%	1,300	71%
White	827	73%	808	72%	837	65%	687	67%	812	69%	970	72%
Other	110	71%	99	64%	124	66%	64	73%	95	61%	112	71%
Unknown	296	72%	306	79%	236	75%	176	71%	128	66%	275	70%
Gender												
Female	2,344	77%	2,454	78%	2,489	73%	1,706	73%	1,740	70%	2,029	75%
Male	1,618	65%	1,599	68%	1,720	61%	1,107	61%	1,210	58%	1,415	62%
Unknown	110	71%	127	80%	81	72%	73	69%	83	69%	97	71%
Age												
Less than 25	2,534	69%	2,603	71%	2,677	63%	2,312	66%	2,481	63%	2,965	68%
25 or Older	1,492	78%	1,544	79%	1,589	77%	559	76%	549	76%	574	77%
Unknown	46	74%	33	61%	24	79%	15	60%	3	100%	2	100%
High School Status												
HS Diploma	2,973	72%	3,130	74%	3,192	67%	2,292	68%	2,337	64%	2,868	70%
GED	264	71%	253	68%	242	72%	168	63%	176	58%	204	54%
No GED/Diploma	262	67%	254	73%	251	67%	111	70%	120	68%	94	67%
Unknown	573	75%	543	77%	605	75%	315	74%	400	73%	375	78%
Intent/Goal**												
Transfer												
Transfer	1,105	69%	1,077	72%	1,107	63%	938	69%	1,003	63%	587	69%
Degree + Transfer	334	67%	308	67%	630	67%	436	68%	1,027	66%	1,824	68%
Certificate + Transfer	10	60%	11	73%	12	42%	13	46%	26	81%	35	63%
Workforce												
Degree	1,249	74%	1,294	75%	937	70%	640	68%	273	70%	530	74%
Certificate	68	68%	70	77%	56	70%	33	73%	43	63%	93	70%
Take Courses	507	74%	503	75%	593	71%	349	68%	346	65%	273	70%
Personal Interest	328	76%	315	74%	336	74%	115	68%	127	75%	111	69%
Unknown	471	73%	602	78%	619	72%	362	67%	188	62%	88	71%
Enrollment Status												
Full-time	1,217	89%	1,317	88%	1,128	87%	821	88%	909	85%	1,172	90%
Part-time	2,855	65%	2,863	57%	3,162	62%	2,065	60%	2,124	57%	2,369	60%

* 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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	3,251	66.7%	3,675	69.0%	3,670	64.9%	2,682	63.0%	2,403	61.8%	2,489	63.5%
Race/Ethnic Background												
American Indian	128	62%	134	73%	134	73%	96	55%	105	51%	118	58%
Asian/Pacific Islander	77	70%	99	70%	99	70%	65	65%	59	61%	84	68%
Black	128	64%	196	68%	196	68%	147	64%	145	60%	183	54%
Hispanic	607	65%	681	68%	681	68%	667	59%	551	60%	554	58%
White	2,072	67%	2,248	69%	2,248	69%	1,486	65%	1,350	64%	1,416	67%
Other	88	76%	105	68%	105	68%	64	66%	49	63%	48	65%
Unknown	151	67%	212	71%	212	71%	157	66%	144	63%	86	64%
Gender												
Female	1,978	67%	2,235	70%	2,236	67%	1,651	65%	1,483	64%	1,528	66%
Male	1,221	66%	1,369	67%	1,359	62%	978	59%	872	57%	903	59%
Unknown	52	67%	71	76%	75	68%	53	66%	48	69%	58	64%
Age												
Less than 25	2,289	64%	1,023	76%	2,669	63%	1,837	58%	1,598	57%	1,709	59%
25 or Older	930	72%	2,632	66%	980	69%	834	74%	793	72%	773	72%
Unknown	32	75%	20	60%	21	81%	11	64%	12	75%	7	100%
High School Status												
HS Diploma	2,684	67%	3,024	69%	3,035	65%	2,200	63%	1,958	62%	1,937	62%
GED	239	66%	302	67%	270	57%	218	61%	212	59%	237	70%
No GED/Diploma	72	60%	68	66%	224	68%	145	62%	128	60%	151	66%
Unknown	256	69%	281	71%	141	71%	119	64%	105	72%	164	67%
Intent/Goal**												
Transfer												
Transfer	1,470	66%	1,566	64%	1,566	64%	1,108	63%	925	60%	877	61%
Degree + Transfer	435	65%	519	60%	519	60%	498	65%	488	59%	788	63%
Certificate + Transfer	6	100%	6	50%	6	50%	4	75%	2	50%	26	58%
Workforce												
Degree	569	68%	765	65%	765	65%	437	61%	407	63%	346	66%
Certificate	27	67%	30	67%	30	67%	21	62%	16	56%	25	68%
Take Courses	360	71%	298	72%	298	72%	275	65%	256	66%	247	63%
Personal Interest	109	72%	115	66%	115	66%	88	64%	75	67%	63	76%
Unknown	275	65%	371	69%	371	69%	251	63%	234	66%	117	69%
Enrollment Status												
Full-time	1,624	69%	1,887	71%	1,844	68%	1,228	65%	1,031	64%	1,116	65%
Part-time	1,627	65%	1,788	67%	1,826	61%	1,454	61%	1,372	60%	1,373	62%

**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 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
Total Enrollments	1,307	75.1%	1,386	75.8%	1,458	72.6%	1,361	72.7%	1,320	72.1%	1,513	71.8%
Race/Ethnic Background												
American Indian	77	77%	89	64%	70	60%	74	61%	63	71%	87	62%
Asian/Pacific Islander	49	80%	44	82%	48	83%	44	84%	75	79%	86	80%
Black	106	70%	134	77%	141	69%	149	72%	129	65%	166	72%
Hispanic	452	77%	510	76%	538	71%	471	77%	467	74%	563	71%
White	514	74%	498	78%	532	75%	507	71%	478	72%	522	74%
Other	37	78%	40	83%	35	80%	52	63%	38	89%	37	57%
Unknown	72	79%	71	69%	94	74%	64	69%	70	69%	52	67%
Gender												
Female	710	77%	746	77%	811	72%	753	72%	737	75%	832	74%
Male	563	72%	618	74%	614	73%	581	73%	557	70%	644	69%
Unknown	34	82%	22	86%	33	82%	27	85%	26	73%	37	70%
Age												
Less than 25	1,051	74%	1,103	75%	1,189	71%	1,075	71%	1,079	72%	1,290	71%
25 or Older	241	80%	269	79%	260	78%	283	79%	234	74%	222	75%
Unknown	15	80%	14	71%	9	89%	3	100%	7	86%	1	100%
High School Status												
HS Diploma	1,047	74%	1,095	75%	1,182	72%	1,062	72%	1,005	71%	1,112	69%
GED	128	82%	114	77%	91	77%	110	73%	95	64%	82	67%
No GED/Diploma	102	77%	42	76%	132	79%	136	80%	158	85%	220	84%
Unknown	31	77%	135	81%	53	74%	53	75%	62	76%	99	77%
Intent/Goal**												
Transfer												
Transfer	462	74%	484	77%	529	71%	480	73%	487	73%	507	72%
Degree + Transfer	153	81%	162	72%	157	72%	239	71%	226	71%	432	75%
Certificate + Transfer	2	150%	5	120%	2	50%	2	100%	8	75%	8	63%
Workforce												
Degree	347	76%	424	73%	405	73%	265	70%	232	71%	226	65%
Certificate	20	70%	17	76%	27	63%	18	72%	8	88%	26	77%
Take Courses	153	76%	142	79%	149	74%	154	76%	157	77%	171	71%
Personal Interest	43	63%	54	85%	40	73%	55	71%	47	74%	52	73%
Unknown	126	76%	98	81%	149	76%	148	76%	155	72%	91	74%
Enrollment Status												
Full-time	594	80%	666	81%	665	77%	601	77%	568	76%	639	75%
Part-time	713	71%	720	71%	793	69%	760	69%	752	71%	874	69%

**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 MCCCD hours.

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

	FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06		FY 2006-07		FY 2007-08*	
	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA
Total Students	5,659	2.84	5,357	2.84	5,495	2.91	5,341	2.92	5,236	2.90	5,672	2.93
Race/Ethnic Background												
American Indian	138	2.44	137	2.40	145	2.58	135	2.41	139	2.49	135	2.69
Asian/Pacific Islander	176	2.82	186	2.70	180	2.72	193	2.86	195	2.95	188	2.83
Black	221	2.34	221	2.29	195	2.37	236	2.53	231	2.51	213	2.52
Hispanic	814	2.73	834	2.67	836	2.75	796	2.78	805	2.78	902	2.80
White	3,989	2.91	3,633	2.92	3,763	2.99	3,667	2.98	3,605	2.97	3,377	3.02
Other	110	3.09	81	3.16	65	2.90	65	3.08	46	3.20	53	3.30
Unknown	211	2.78	265	2.90	311	2.92	249	3.00	215	2.86	804	2.88
Gender												
Female	3,108	2.96	2,991	2.95	3,074	3.01	2,967	3.00	2,898	2.99	3,120	3.00
Male	2,551	2.71	2,366	2.70	2,421	2.77	2,374	2.81	2,338	2.79	2,552	2.85
Age												
Less than 25	3,857	2.76	3,640	2.75	3,756	2.82	3,619	2.82	3,564	2.80	3,797	2.86
25 or Older	1,802	3.03	1,717	3.01	1,739	3.08	1,722	3.11	1,672	3.11	1,875	3.09
High School Status												
HS Diploma	5,268	2.84	4,954	2.84	5,073	2.91	4,889	2.92	4,859	2.90	5,270	2.93
GED	146	2.74	149	2.66	131	2.80	154	3.01	138	2.94	142	2.97
No GED/Diploma	12	3.27	17	3.09	26	2.88	34	2.62	29	2.89	48	2.93
Unknown	233	2.95	237	2.85	265	2.87	264	2.85	210	2.93	212	2.98
Intent/Goal												
Transfer												
Transfer	1,952	2.84	1,846	2.82	1,736	2.89	1,649	2.88	1,709	2.87	1,812	2.89
Degree + Transfer	2,952	2.83	2,750	2.83	2,918	2.91	2,749	2.94	2,703	2.91	2,962	2.94
Certificate + Transfer	28	2.80	26	2.56	24	2.86	24	2.93	23	2.92	24	3.03
Workforce												
Degree	220	2.88	226	2.87	193	3.03	285	2.96	223	2.96	298	3.07
Certificate	22	2.97	40	2.62	40	3.00	42	3.12	49	2.86	56	3.00
Take Courses	157	2.91	152	2.99	147	2.90	166	2.91	134	2.93	142	2.94
Personal Interest	134	2.99	112	2.92	126	2.92	111	2.83	123	2.87	106	2.97
Unknown	194	2.89	205	2.97	311	2.84	315	2.84	272	3.02	272	2.92
Enrollment Status												
Full-time	3,330	2.83	3,275	2.82	3,562	2.88	3,697	2.88	3,450	2.88	3,885	2.90
Part-time	2,329	2.87	2,082	2.87	1,933	2.94	1,644	3.00	1,786	2.94	1,787	2.99

* Preliminary data not submitted to NCCBP yet. Based upon preliminary data from Universities.

Transfer Average First-Year Credits Completed

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

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

	FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06		FY 2006-07		FY 2007-08*	
	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS
Total Students	5,659	19.45	5,357	19.71	5,495	19.52	5,341	19.32	5,236	19.45	5,672	na
Race/Ethnic Background												
American Indian	138	20.1	137	19.9	145	20.2	135	18.4	139	17.6	135	na
Asian/Pacific Islander	176	18.9	186	20.5	180	18.6	193	17.6	195	20.7	188	na
Black	221	17.9	221	18.8	195	18.3	236	17.2	231	18.0	213	na
Hispanic	814	18.5	834	18.7	836	18.7	796	19.0	805	18.9	902	na
White	3,989	19.6	3,633	19.9	3,763	19.7	3,667	19.6	3,605	19.6	3,377	na
Other	110	23.8	81	26.6	65	22.9	65	23.2	46	26.2	53	na
Unknown	211	19.6	265	18.7	311	19.4	249	19.4	215	19.1	804	na
Gender												
Female	3,108	19.8	2,991	19.9	3,074	19.7	2,967	19.9	2,898	19.9	3,120	na
Male	2,551	19.0	2,366	19.5	2,421	19.4	2,374	18.6	2,338	18.8	2,552	na
Age												
Less than 25	3,857	20.1	3,640	20.2	3,756	20.0	3,619	19.9	3,564	20.1	3,797	na
25 or Older	1,802	18.0	1,717	18.7	1,739	18.5	1,722	18.2	1,672	18.1	1,875	na
High School Status												
HS Diploma	5,268	19.4	4,954	19.7	5,073	19.6	4,889	19.3	4,859	19.4	5,270	na
GED	146	18.3	149	17.7	131	18.0	154	18.4	138	18.7	142	na
No GED/Diploma	12	17.3	17	19.6	26	23.7	34	17.0	29	20.8	48	na
Unknown	233	20.7	237	20.6	265	19.5	264	20.3	210	20.6	212	na
Intent/Goal												
Transfer												
Transfer	1,952	20.2	1,846	20.3	1,736	20.3	1,649	19.8	1,709	20.0	1,812	na
Degree + Transfer	2,952	19.2	2,750	19.4	2,918	19.1	2,749	19.2	2,703	19.2	2,962	na
Certificate + Transfer	28	16.1	26	18.4	24	17.8	24	19.0	23	20.4	24	na
Workforce												
Degree	220	18.4	226	18.8	193	18.7	285	19.0	223	18.0	298	na
Certificate	22	16.6	40	17.0	40	18.6	42	16.1	49	15.8	56	na
Take courses	157	19.2	152	19.2	147	19.2	166	18.7	134	20.3	142	na
Personal Interest	134	19.1	112	20.7	126	20.1	111	19.8	123	18.9	106	na
Unknown	194	18.8	205	20.8	311	19.7	315	18.9	272	20.4	272	na
Enrollment Status												
Full-time	3,330	20.5	3,275	20.4	3,562	20.4	3,697	19.9	3,450	20.1	3,885	na
Part-time	2,329	17.9	2,082	18.6	1,933	17.9	1,644	18.0	1,786	18.2	1,787	na

* MCCCD student University data is not yet complete.

Transfer Persistence to Next Year

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

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

	FY 2002-03		FY 2003-04		FY 2004-05		FY 2005-06		FY 2006-07		FY 2007-08*	
	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS
Total Students	5,659	84.2%	5,357	83.9%	5,495	85.3%	5,341	85.8%	5,236	84.1%	5,672	85.8%
Race/Ethnic Background												
American Indian	138	80%	137	84%	145	82%	135	78%	139	73%	135	85%
Asian/Pacific Islander	176	79%	186	84%	180	81%	193	87%	195	86%	188	86%
Black	221	78%	221	78%	195	81%	236	83%	231	80%	213	82%
Hispanic	814	86%	834	84%	836	86%	796	85%	805	84%	902	84%
White	3,989	85%	3,633	84%	3,763	86%	3,667	86%	3,605	85%	3,377	86%
Other	110	82%	81	91%	65	80%	65	85%	46	91%	53	98%
Unknown	211	82%	265	88%	311	84%	249	87%	215	79%	804	85%
Gender												
Female	3,108	85%	2,991	85%	3,074	86%	2,967	85%	2,433	84%	3,120	85%
Male	2,551	84%	2,366	83%	2,421	84%	2,374	86%	1,969	84%	2,552	86%
Age												
Less than 25	3,857	85%	3,640	84%	3,756	86%	3,619	86%	3,564	85%	3,797	87%
25 or Older	1,802	83%	1,717	84%	1,739	85%	1,722	85%	1,377	82%	1,875	83%
High School Status												
HS Diploma	5,268	84%	4,954	84%	5,073	85%	4,889	86%	4,859	84%	5,270	86%
GED	146	84%	149	80%	131	82%	154	89%	138	80%	142	85%
No GED/Diploma	12	75%	17	88%	26	96%	34	82%	29	90%	48	85%
Unknown	233	83%	237	78%	265	89%	264	85%	210	83%	212	87%
Intent/Goal												
Transfer												
Transfer	1,952	87%	1,846	85%	1,736	86%	1,649	87%	1,709	86%	1,812	87%
Degree + Transfer	2,952	83%	2,750	84%	2,918	85%	2,749	86%	2,703	84%	2,962	86%
Certificate + Transfer	28	79%	26	88%	24	88%	24	88%	23	70%	24	83%
Workforce												
Degree	220	82%	226	77%	193	83%	285	81%	223	78%	298	80%
Certificate	22	82%	40	70%	40	83%	42	93%	49	61%	56	86%
Take Courses	157	83%	152	91%	147	82%	166	81%	134	83%	142	83%
Personal Interest	134	78%	112	87%	126	83%	111	90%	123	86%	106	86%
Unknown	194	80%	205	82%	311	84%	315	84%	272	86%	272	87%
Enrollment Status												
Full-time	3,330	85%	3,275	84%	3,562	86%	3,697	86%	3,450	84%	3,885	87%
Part-time	2,329	83%	2,082	83%	1,933	84%	1,644	85%	1,786	84%	1,787	84%

* 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 MCCCD hours.

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

Time to	FY 2002-03 6 years		FY 2003-04 5 years		FY 2004-05 4 years		FY 2005-06 3 years		FY 2006-07 2 year		FY 2007-08* 1 year	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Students	5,659	68.1%	5,357	65.1%	5,495	61.1%	5,341	44.9%	5,236	16.8%	5,672	18.2%
Race/Ethnic Background												
American Indian	138	56%	137	48%	145	54%	135	27%	139	6%	135	15%
Asian/Pacific Islander	176	63%	186	66%	180	55%	193	34%	195	15%	188	19%
Black	221	50%	221	50%	195	43%	236	32%	231	11%	213	10%
Hispanic	814	66%	834	61%	836	58%	796	45%	805	16%	902	15%
White	3,989	70%	3,633	67%	3,763	63%	3,667	47%	3,605	18%	3,377	21%
Other	110	77%	81	88%	65	72%	65	60%	46	28%	53	32%
Unknown	211	67%	265	67%	311	58%	249	41%	215	12%	804	85%
Gender												
Female	3,108	71%	2,991	69%	3,074	65%	2,967	49%	2,898	20%	3,120	22%
Male	2,551	65%	2,366	60%	2,421	56%	2,374	40%	2,338	12%	2,552	14%
Age												
Less than 25	3,857	71%	3,640	66%	3,756	62%	3,619	45%	3,564	16%	3,797	17%
25 or Older	1,802	63%	1,717	63%	1,739	60%	1,722	44%	1,672	18%	1,875	21%
High School Status												
HS Diploma	5,268	68%	4,954	65%	5,073	61%	4,889	45%	4,859	17%	5,270	18%
GED	146	60%	149	56%	131	52%	154	38%	138	13%	142	20%
No GED/Diploma	12	55%	17	65%	26	64%	34	39%	29	21%	48	17%
Unknown	233	67%	237	64%	265	60%	264	40%	210	11%	212	18%
Intent/Goal												
Transfer												
Transfer	1,952	72%	1,846	66%	1,736	64%	1,649	45%	1,709	15%	1,812	16%
Degree + Transfer	2,952	67%	2,750	65%	2,918	61%	2,749	46%	2,703	18%	2,962	20%
Certificate + Transfer	28	63%	26	54%	24	50%	24	40%	23	13%	24	13%
Workforce												
Degree	220	60%	226	56%	193	56%	285	44%	223	17%	298	17%
Certificate	22	56%	40	43%	40	60%	42	45%	49	10%	56	18%
Take Courses	157	64%	152	73%	147	58%	166	37%	134	18%	142	18%
Personal Interest	134	64%	112	65%	126	61%	111	37%	123	14%	106	18%
Unknown	194	64%	205	69%	311	53%	315	43%	272	16%	272	20%
Enrollment Status												
Full-time	3,330	71%	3,275	67%	3,562	64%	3,697	47%	3,450	18%	3,885	19%
Part-time	2,329	65%	2,082	62%	1,933	56%	1,644	40%	1,786	14%	1,787	15%

* Preliminary data not submitted to NCCBP yet

Workforce Technical Skill Attainment

n - This column shows the number of occupational students that took the industry-standard assessment.

% - This column shows the percent that passed the assessment.

	FY2003-04		FY2004-05		FY2005-06		FY2006-07		**FY2007-08***	
	n	%	n	%	n	%	n	%	**n**	**%**
Total Assessed	-	-	-	-	-	-	-	-	774	94.1%
Race/Ethnic Background										
American Indian	-	-	-	-	-	-	-	-	10	100%
Asian/Pacific Islander	-	-	-	-	-	-	-	-	36	94%
Black	-	-	-	-	-	-	-	-	25	88%
Hispanic	-	-	-	-	-	-	-	-	130	92%
White	-	-	-	-	-	-	-	-	565	95%
Other	-	-	-	-	-	-	-	-	8	100%
Unknown	-	-	-	-	-	-	-	-	0	0%
Gender										
Female	-	-	-	-	-	-	-	-	667	94%
Male	-	-	-	-	-	-	-	-	107	96%
Unknown	-	-	-	-	-	-	-	-	0	0%
Age										
Less than 25	-	-	-	-	-	-	-	-	323	91%
25 or Older	-	-	-	-	-	-	-	-	433	96%
Unknown	-	-	-	-	-	-	-	-	18	89%
High School Status										
HS Diploma	-	-	-	-	-	-	-	-	691	94%
GED	-	-	-	-	-	-	-	-	54	96%
No GED/Diploma	-	-	-	-	-	-	-	-	12	92%
Other/Unknown	-	-	-	-	-	-	-	-	17	82%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	-	-	-	-	11	82%
Degree + Transfer	-	-	-	-	-	-	-	-	254	94%
Certificate + Transfer	-	-	-	-	-	-	-	-	5	100%
Workforce										
Degree	-	-	-	-	-	-	-	-	487	94%
Certificate	-	-	-	-	-	-	-	-	4	100%
Take Courses	-	-	-	-	-	-	-	-	6	100%
Personal Interest	-	-	-	-	-	-	-	-	4	100%
Unknown	-	-	-	-	-	-	-	-	3	100%
Enrollment Status										
Full-time	-	-	-	-	-	-	-	-	114	89%
Part-time	-	-	-	-	-	-	-	-	660	95%

* Includes students who took the RN_NCLEX license examination.

Workforce Completers

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

% - This column shows the percent who received an award.

	FY2003-04		FY2004-05		FY2005-06		FY2006-07		FY2007-08	
	n	%	n	%	n	%	n	%	**n**	**%**
Total Concentrators	-	-	-	-	-	-	-	-	10,938	49.1%
Race/Ethnic Background										
American Indian	-	-	-	-	-	-	-	-	332	31%
Asian/Pacific Islander	-	-	-	-	-	-	-	-	367	52%
Black	-	-	-	-	-	-	-	-	694	46%
Hispanic	-	-	-	-	-	-	-	-	2,106	47%
White	-	-	-	-	-	-	-	-	6,999	51%
Other	-	-	-	-	-	-	-	-	140	42%
Unknown	-	-	-	-	-	-	-	-	300	42%
Gender										
Female	-	-	-	-	-	-	-	-	5,233	55%
Male	-	-	-	-	-	-	-	-	5,705	44%
Unknown	-	-	-	-	-	-	-	-	0	0%
Age										
Less than 25	-	-	-	-	-	-	-	-	5,358	46%
25 or Older	-	-	-	-	-	-	-	-	5,295	52%
Unknown	-	-	-	-	-	-	-	-	285	48%
High School Status										
HS Diploma	-	-	-	-	-	-	-	-	9,296	50%
GED	-	-	-	-	-	-	-	-	1,023	46%
No GED/Diploma	-	-	-	-	-	-	-	-	222	28%
Unknown	-	-	-	-	-	-	-	-	397	48%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	-	-	-	-	910	1%
Degree + Transfer	-	-	-	-	-	-	-	-	2,536	57%
Certificate + Transfer	-	-	-	-	-	-	-	-	443	61%
Workforce										
Degree	-	-	-	-	-	-	-	-	2,292	58%
Certificate	-	-	-	-	-	-	-	-	3,589	65%
Take Courses	-	-	-	-	-	-	-	-	787	0%
Personal Interest	-	-	-	-	-	-	-	-	176	0%
Unknown	-	-	-	-	-	-	-	-	205	1%
Enrollment Status										
Full-time	-	-	-	-	-	-	-	-	2,619	56%
Part-time	-	-	-	-	-	-	-	-	8,319	47%

Workforce Concentrator Retention

n - This column shows the number of occupational concentrators enrolled in Fall.

% - This column shows the percent who re-enrolled at the same college.

	FY2003-04		FY2004-05		FY2005-06		FY2006-07		**FY2007-08**	
	n	%	n	%	n	%	n	%	**n**	**%**
Total Concentrators	-	-	-	-	-	-	-	-	9,064	53.3%
Race/Ethnic Background										
American Indian	-	-	-	-	-	-	-	-	321	56%
Asian/Pacific Islander	-	-	-	-	-	-	-	-	307	54%
Black	-	-	-	-	-	-	-	-	518	48%
Hispanic	-	-	-	-	-	-	-	-	1,733	51%
White	-	-	-	-	-	-	-	-	5,599	54%
Other	-	-	-	-	-	-	-	-	213	57%
Unknown	-	-	-	-	-	-	-	-	373	52%
Gender										
Female	-	-	-	-	-	-	-	-	4,287	55%
Male	-	-	-	-	-	-	-	-	4,777	51%
Unknown	-	-	-	-	-	-	-	-	0	0%
Age										
Less than 25	-	-	-	-	-	-	-	-	4,825	55%
25 or Older	-	-	-	-	-	-	-	-	4,196	51%
Unknown	-	-	-	-	-	-	-	-	43	28%
High School Status										
HS Diploma	-	-	-	-	-	-	-	-	7,400	54%
GED	-	-	-	-	-	-	-	-	872	48%
No GED/Diploma	-	-	-	-	-	-	-	-	241	52%
Unknown	-	-	-	-	-	-	-	-	551	48%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	-	-	-	-	1,460	54%
Degree + Transfer	-	-	-	-	-	-	-	-	1,123	57%
Certificate + Transfer	-	-	-	-	-	-	-	-	63	52%
Workforce										
Degree	-	-	-	-	-	-	-	-	2,780	61%
Certificate	-	-	-	-	-	-	-	-	757	47%
Take Courses	-	-	-	-	-	-	-	-	718	44%
Personal Interest	-	-	-	-	-	-	-	-	470	45%
Unknown	-	-	-	-	-	-	-	-	1,693	46%
Enrollment Status										
Full-time	-	-	-	-	-	-	-	-	2,905	61%
Part-time	-	-	-	-	-	-	-	-	6,159	50%

Workforce Concentrators & Transfer

n - This column shows the number of occupational concentrators enrolled in Fall.

% - This column shows the percent transferring to one of the public AZ institutions in the subsequent Fall term.

	FY2003-04		FY2004-05		FY2005-06		FY2006-07		**FY2007-08**	
	n	%	n	%	n	%	n	%	**n**	**%**
Total Concentrators	-	-	-	-	-	-	-	-	9,064	8.9%
Race/Ethnic Background										
American Indian	-	-	-	-	-	-	-	-	321	6%
Asian/Pacific Islander	-	-	-	-	-	-	-	-	307	10%
Black	-	-	-	-	-	-	-	-	518	9%
Hispanic	-	-	-	-	-	-	-	-	1,733	8%
White	-	-	-	-	-	-	-	-	5,599	9%
Other	-	-	-	-	-	-	-	-	213	11%
Unknown	-	-	-	-	-	-	-	-	373	6%
Gender										
Female	-	-	-	-	-	-	-	-	4,287	10%
Male	-	-	-	-	-	-	-	-	4,777	8%
Unknown	-	-	-	-	-	-	-	-	0	0%
Age										
Less than 25	-	-	-	-	-	-	-	-	4,825	11%
25 or Older	-	-	-	-	-	-	-	-	4,196	6%
Unknown	-	-	-	-	-	-	-	-	43	16%
High School Status										
HS Diploma	-	-	-	-	-	-	-	-	7,400	10%
GED	-	-	-	-	-	-	-	-	872	5%
No GED/Diploma	-	-	-	-	-	-	-	-	241	6%
Unknown	-	-	-	-	-	-	-	-	551	5%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	-	-	-	-	1,460	15%
Degree + Transfer	-	-	-	-	-	-	-	-	1,123	15%
Certificate + Transfer	-	-	-	-	-	-	-	-	63	11%
Workforce										
Degree	-	-	-	-	-	-	-	-	2,780	7%
Certificate	-	-	-	-	-	-	-	-	757	3%
Take Courses	-	-	-	-	-	-	-	-	718	8%
Personal Interest	-	-	-	-	-	-	-	-	470	6%
Unknown	-	-	-	-	-	-	-	-	1,693	6%
Enrollment Status										
Full-time	-	-	-	-	-	-	-	-	2,905	13%
Part-time	-	-	-	-	-	-	-	-	6,159	7%

Workforce Concentrators Job Placement

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

% - This column shows the percent employed in Arizona in October through December after leaving

	FY2003-04		FY2004-05		FY2005-06		FY2006-07		**FY2007-08**	
	n	%	n	%	n	%	n	%	**n**	**%**
Total Completers	-	-	-	-	-	-	-	-	10,295	67.1%
Race/Ethnic Background										
American Indian	-	-	-	-	-	-	-	-	271	63%
Asian/Pacific Islander	-	-	-	-	-	-	-	-	308	58%
Black	-	-	-	-	-	-	-	-	611	66%
Hispanic	-	-	-	-	-	-	-	-	1,942	70%
White	-	-	-	-	-	-	-	-	6,073	66%
Other	-	-	-	-	-	-	-	-	198	61%
Unknown	-	-	-	-	-	-	-	-	892	73%
Gender										
Female	-	-	-	-	-	-	-	-	5,079	64%
Male	-	-	-	-	-	-	-	-	5,216	71%
Unknown	-	-	-	-	-	-	-	-	0	0%
Age										
Less than 25	-	-	-	-	-	-	-	-	4,793	66%
25 or Older	-	-	-	-	-	-	-	-	5,073	68%
Unknown	-	-	-	-	-	-	-	-	429	68%
High School Status										
HS Diploma	-	-	-	-	-	-	-	-	8,064	69%
GED	-	-	-	-	-	-	-	-	946	59%
No GED/Diploma	-	-	-	-	-	-	-	-	322	58%
Unknown	-	-	-	-	-	-	-	-	963	66%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	-	-	-	-	956	54%
Degree + Transfer	-	-	-	-	-	-	-	-	1,958	62%
Certificate + Transfer	-	-	-	-	-	-	-	-	261	68%
Workforce										
Degree	-	-	-	-	-	-	-	-	2,127	69%
Certificate	-	-	-	-	-	-	-	-	2,217	73%
Take Courses	-	-	-	-	-	-	-	-	1,678	71%
Personal Interest	-	-	-	-	-	-	-	-	316	57%
Unknown	-	-	-	-	-	-	-	-	782	69%
Enrollment Status										
Full-time	-	-	-	-	-	-	-	-	2,401	63%
Part-time	-	-	-	-	-	-	-	-	7,894	69%

Workforce Concentrators Continuous Employment for 6 Months

n - This column shows the number of occupational concentrators who obtained employment in Arizona in October through December after leaving the college.

% - This column shows the percent continuously employed in Arizona from October through March.

	FY2003-04 n	FY2003-04 %	FY2004-05 n	FY2004-05 %	FY2005-06 n	FY2005-06 %	FY2006-07 n	FY2006-07 %	**FY2007-08** n	**FY2007-08** %
Total Employed Completers	-	-	-	-	-	-	-	-	6,912	91.3%
Race/Ethnic Background										
American Indian	-	-	-	-	-	-	-	-	172	90%
Asian/Pacific Islander	-	-	-	-	-	-	-	-	179	94%
Black	-	-	-	-	-	-	-	-	401	91%
Hispanic	-	-	-	-	-	-	-	-	1,361	93%
White	-	-	-	-	-	-	-	-	4,031	91%
Other	-	-	-	-	-	-	-	-	120	87%
Unknown	-	-	-	-	-	-	-	-	648	93%
Gender										
Female	-	-	-	-	-	-	-	-	3,233	91%
Male	-	-	-	-	-	-	-	-	3,679	91%
Unknown	-	-	-	-	-	-	-	-	0	0%
Age										
Less than 25	-	-	-	-	-	-	-	-	3,167	91%
25 or Older	-	-	-	-	-	-	-	-	3,452	91%
Unknown	-	-	-	-	-	-	-	-	293	92%
High School Status										
HS Diploma	-	-	-	-	-	-	-	-	5,528	91%
GED	-	-	-	-	-	-	-	-	558	91%
No GED/Diploma	-	-	-	-	-	-	-	-	186	90%
Unknown	-	-	-	-	-	-	-	-	640	95%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	-	-	-	-	512	91%
Degree + Transfer	-	-	-	-	-	-	-	-	1,216	88%
Certificate + Transfer	-	-	-	-	-	-	-	-	177	88%
Workforce										
Degree	-	-	-	-	-	-	-	-	1,478	92%
Certificate	-	-	-	-	-	-	-	-	1,616	92%
Take Courses	-	-	-	-	-	-	-	-	1,195	91%
Personal Interest	-	-	-	-	-	-	-	-	181	92%
Unknown	-	-	-	-	-	-	-	-	537	96%
Enrollment Status										
Full-time	-	-	-	-	-	-	-	-	1,504	88%
Part-time	-	-	-	-	-	-	-	-	5,408	92%