



# **Maricopa Community Colleges**

## **Monitoring Update**

(Indicators of Institutional Effectiveness)

November 2010



# Indicators of Institutional Effectiveness Monitoring Update, November 2010

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# 2010 Monitoring Report Summary

## Background

The Maricopa Community College District Institutional Effectiveness Monitoring Report provides an annual update of effectiveness indicators in a performance dashboard, indicator trends, student success indicators, an analysis of course placement and subsequent success for students new to math, English and reading and the results of the Noel-Levitz Student Satisfaction Inventory. Monitoring updates to the Board have been provided for the last decade. The current indicators have been part of the annual report for seven years. The annual monitoring reports are posted at this site: [Governing Board Monitoring Reports](#).

The purpose of the Board Monitoring report is to inform planning. 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 MCCCDC to act upon his number one priority, helping students succeed by working together as “One Maricopa” to support student success.

Indicators are also 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.*

## Indicators and Indicator Trends

Selected core indicators in student progress, general education, developmental education, workforce development, and transfer are presented in this report.

The Performance Dashboard compares MCCCDC’s actual performance to performance targets from the 2006 National Community College Benchmarking Project (NCCBP) and the 2008-09 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.

Student Success Project measures are also presented in this report. The student success project is an initiative developed to support student success across the system. New to college students who are full time and are seeking a degree or to transfer and have participated in student success requirements are followed from their first term. Measures of success include persistence, the percent of classes successfully completed and goal attainment.

## **Course Placement Analysis**

An analysis of course placement is also included in this report. The course placement analysis provides information about placement testing in FY2009-10. The number of students tested in English, math and reading are described. Students who enrolled in their first English, math or reading course in fall 2008 are then studied. The report details the percent of students who follow placement and describes their success rate in their first course. In addition, the number and percent of students who successfully complete a subsequent course in the subject sequence within one year is detailed.

## **Noel-Levitz Student Satisfaction Inventory**

The Noel-Levitz student satisfaction surveys provide important feedback concerning the student experience. Aggregate results from the most recent administration of the Noel-Levitz survey in spring 2010 at nine colleges are included in this report. This is the first year that information from nine colleges was gathered in the same year. The Noel-Levitz student satisfaction survey evaluated academic, instructional and student support services from the student perspective.

## **Summary of Findings**

There were 131,584 students enrolled in credit courses as of fall 2009. Part-time students comprise 72% of all students. The course offerings include a wide variety of subjects. The primary student goals are transfer to college or university, workforce and personal interest. The Maricopa Community Colleges offer Associate Degrees in Arts, Business, Science, General Studies and Applied Science. Students seeking expertise in a specific occupation can pursue numerous Associate of Applied Science degrees or certificates of completion. Students that plan to transfer may complete the 35-credit hour Arizona General Education Core (AGEC.) There were 18,193 degrees and certificates awarded from a Maricopa College in 2008-09. More than 6,000 students transferred to an Arizona University in 2008-09. Maricopa achieved a six-year transfer rate of 30% when using the State-wide methodology.

Student success indicators provide indications of the progress that students are making in achieving their goals. There have been many notable improvements in student success indicators since the previous report. Success rates in core academic areas, developmental math, developmental reading and developmental student success in the subsequent college course have all improved. In addition, the share of grades reflecting course withdrawal has fallen and retention in credit courses has risen. Students are more persistent. The rate of continued enrollment from fall to spring and fall to fall has shown significant improvement. The transfer first year credit hours completed by transfer students and persistence at the transfer institution has also improved. There has been improvement in fourteen of twenty-three indicators since the prior year.

Targets have been met in two new areas for the first time this year. (English Composition I Success Rate and First College-Level Math Success Rates.) Overall, thirteen targeted goals were met. Ten areas still lag the desired target.

The indicators for the student success project provide a baseline to measure progress against. This is the first report that provides more complete information concerning the cohorts. Approximately 2,000 students were analyzed from fall 2008 and 5,000 in fall 2009. The goal attainment of fall 2008 students indicate that 63% remain enrolled, transferred or earned an award as of fall 2010. Persistence to the second semester is higher for the fall 2009 cohort when compared to spring 2008 cohort. In addition, the

share of students completing at least 75% of their courses has risen from 64% to 68% for the students who started in fall 2009.

A measure of student preparedness is provided in the placement analysis. In FY 2009-10 more than 188,000 placement tests were given to students across the system in English, math, reading and ESL. The share of students who placed in below college level courses was, 58% for math, 42% for reading and 34% for English. The majority of students followed their placement recommendation. The success rates of students who were new to the subject matter were tracked. The success rates for their first course ranges from 56% for college algebra to 81% for critical reading.

Students shared their opinion of their college experience in the Noel-Levitz Student Satisfaction Inventory the past spring. Nine colleges participated and students, overall, expressed satisfaction with their experience in Maricopa. The majority indicated that their college experience exceeded their expectations and that they would enroll again. The students ranked instructional effectiveness, registration effectiveness and academic advising as the highest in importance. Areas of strength and challenge were identified by college and for the district.

While there have been many areas of improvement and strengths from the student perspective some goals remain to be accomplished. Both challenges and opportunities are highlighted in the data.

### **Student Progress Indicators - 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).

Several of the student progress indicators have improved since last year and the remainder stayed the same. Since fall 2007 the share of grades reflecting withdrawals has fallen for all credit courses and retention in college level courses has improved. Persistence rates increased significantly from fall-to-spring and fall-to-fall. The targets for credit course success rates and excelling rates have been exceeded this year, and the college level success rate target has been met.

In fall 2009, 73% of grades in institution wide credit courses reflect successful completion (A, B, C, or P), 17% indicate withdrawal from the class (W, Y) and 58% of grades are A or B (excelling). When only college-level credit courses are considered (100 level or higher), 84% of grades indicate the student completed the course (retention), and 74% of grades indicate successful completion (A, B, C, or P). The credit course withdrawal rate is 17%.

Credit student persistence measures continued enrollment within a school year and between years. In fall 2008, 63% of students continued their enrollment to the following spring, and 46% continued to the following fall.

### **General Education Indicators - 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 all four areas, College Algebra, ENG101, ENG102, and COM 100. The target for College Algebra and English Comp 1 success has been exceeded.

Successful completion rates vary widely between areas. The highest success rate is for Communication (75%), followed by first-level English (English Composition I) (73%). Success rates for English Composition II (65%) and College Algebra (60%) are considerably lower.

### **Developmental Education Indicators - 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 20,768 students (15.8%) enrolled in one or more developmental education courses on 45th Day Fall of 2009`.

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

Successful completion (A, B, C, and P) varies by subject. In fall 2009, 55% of developmental math, 65% of developmental English, and 72% of developmental reading grades reflect successful completion. Of the students who completed a developmental math course, 71% successfully completed intermediate algebra within one year, and 74% of students who completed developmental English successfully completed English 101 within one year.

### **Transfer Indicators - 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 and persistence to the second year at the university exceed the target set. The first year credit hours completed is lower than the median for the comparison colleges but improved since the prior year. The persistence rate also improved.

Maricopa transfer students had an average first year Arizona university GPA of 2.94 on a four point scale in 2008-09. Of the students who transferred in 2008-2009, 87% continued on to their second year at the university. When tracked over time, 65% of Maricopa transfer students earned a bachelor's degree within four years of transfer and 70% of students attain this goal within 6 years. Students earned an average of 20.2 credit hours during their first year at the university.

### **Workforce Indicators - 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. This is the second year for the new CPIV concentrator, and the analysis is based on the previous two reporting years (2007-08 and 2008-09).

Maricopa indicators exceed the state targets in all but one area, Retention and Transfer. The overall technical skill attainment in FY 2008-09 was 95% based on all students who passed the Nursing Council Licensure Examination for registered nurses. Approximately 40% 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 59% 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, 66% of completing students were employed in Arizona within three months after program completion. Of those, 92% remained continuously employed for six months.

### **Student Success Project Indicators - Key Findings**

The MCCCDC Student Success Project (SSP) was introduced during the 2009 spring and fall semesters. Currently all colleges are implementing student success strategies. The objective of the Student Success Project is to develop and implement systematic student success strategies to positively impact student retention and goal completion. SSP 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.

Data has been analyzed for cohorts of students meeting the student success criteria, (full time students who intend to transfer or obtain a degree.) While some colleges are also serving other groups of students, this analysis focuses on this initial student success cohort definition. Data as of October 2010 was available from four colleges for fall 2008 and nine colleges in spring 2009 and fall 2009. Data from eight colleges were available in spring 2010. A process to update the cohort information each term has been established for use across the district.

### **Student Success Course Completion**

Four cohorts of students have been followed over time starting with their first term of enrollment. The majority of students start in fall terms. Sixty-eight percent of students who started in fall 2009 completed at least three-fourths of their courses with a passing grade (A, B, C or P.) There were 64% of the students who started in fall 2008 who met the same benchmark.

| Percent of Student Success Participants Completing at least 75% of courses successfully |      |        |      |        |
|---|------|--------|------|--------|
| Beginning cohort  | Fall | Spring | Fall | Spring |
| Fall 2008   | 64%  | 58%    | 63%  | 64%    |
| Fall 2009   | 68%  | 58%    | -    | -      |



## Student Success Persistence

In order to determine whether students enroll in subsequent terms each group of students was followed over time. For the students who started in fall 2008, 84% remain in the following spring, 69% re-enroll in the next fall term and 64% are enrolled in the subsequent spring.

The students who started in Fall 2009 were more persistent. Overall, 89% of the students enrolled again in spring 2010 and 70% remained in fall 2010.

When analyzed by attribute underrepresented minorities have lower completion rates and are less persistent than other ethnicities and females have higher completion and persistence rates than males.

## Student Success Goal Attainment

The students from the fall 2008 and spring 2009 cohort were tracked to determine their enrollment status as of October 2010.

- Of the original 2,664 students who were identified as a new student in fall 2008, 49% either remained enrolled, transferred or had obtained a degree.
- From the cohort of students who started in the spring 2009 (542 students), 63% remained enrolled, transferred or obtained a degree as of October 2010.

| Goal Attainment of Student Success Students<br>As of October 2010 |                     |      |                       |      |
|---|---------------------|------|-----------------------|------|
|   | Fall 2008<br>Cohort |      | Spring 2009<br>Cohort |      |
| Total Beginning Cohort  | 2,664               | 100% | 542                   | 100% |
| Earned an Award   | 169                 | 6%   | 10                    | 2%   |
| Transferred   | 337                 | 13%  | 33                    | 6%   |
| Continued enrollment  | 1,164               | 44%  | 225                   | 41%  |
| Unknown   | 994                 | 37%  | 274                   | 51%  |

## Course Placement Analysis Key Findings

The analysis of course placement includes the number of students tested and the placement of those who enrolled. Students are directed to take placement tests under a number of conditions (i.e. taking first college credit English, reading and/or math course). Although students are strongly urged to enroll in the courses their placement testing indicated, following recommended placement was not mandatory.

### Math

- 63,066 students took a math placement test in FY 2009-10.
- 58% of students placed in developmental math (below MAT12x).
- 140,120 tests were administered.

## English

- 58,286 students took an English placement test in FY 2009-10.
- 34% of students placed in developmental English (below ENG101/107).
- 62,528 tests were administered.

## Reading

- 62,267 students took a reading placement test in FY 2009-10.
- 42% of students placed in developmental reading (below CRE101).
- 68,476 tests were administered.

## CELSA (Combined English Language Skills Assessment)

- 4,487 students took a CELSA placement test) in FY 2009-10.
- 209 students (5%) placed in the transitional level and were directed to take the English and reading ASSET, COMPAS, or ACCUPLACER placement tests.
- 4,901 tests were administered.

In FY 2009-10, the highest proportion of students placing below college-level was in math (58%). Reading had the next highest proportion placing below college-level (42%) compared with English (34%).

In general, about 90% or more of students followed the placement recommended.

For the first-time course enrollment in all areas, success rates for below-100 courses tend to be slightly lower than college-level courses.

Subsequent success of new students for Math, English and Reading is presented in the report detail. Reading success rates are the highest and math the lowest.

## **Noel-Levitz Student Satisfaction Inventory Key Findings**

The Noel-Levitz Student Satisfaction Inventory was given to more than five thousand students at nine colleges in the Maricopa Community College system in spring 2010. Several Maricopa colleges have administered this survey in the past, however, this is the first year that the survey was administered at all nine colleges in the same year. An online version of the survey was given at Rio Salado College. The purpose of the Noel-Levitz Student Satisfaction Inventory (SSI) is to evaluate academic, instructional and student support services from the student perspective. Results of the survey are used to support student success.

Student opinions were gathered from all colleges across the system. Overall, Maricopa students responded that their college experience exceeded their expectations. The average for day students and all students surveyed was significantly higher than for the national comparison group. 72% of Maricopa students indicated that they would probably enroll again compared to 70% nationwide.

Students rank instructional effectiveness, registration effectiveness and academic advising as the areas of highest importance.

The majority of colleges had common areas of strength. (These are areas of high importance and high satisfaction from a student perspective.) Students indicated that they are able to experience intellectual growth, that faculty are knowledgeable in their fields and are available to them. Quality of instruction

was also a strength. Students characterize being a student as an enjoyable experience and that they are made to feel welcome. In addition, campus safety was noted as a strength. Computer labs and library resources and services were also perceived as adequate. Clarity of program requirements, availability of a variety of courses, scheduling times and convenient payment options were also areas of strength.

General areas of challenge identified by at least half of the colleges included advising, financial aid, parking, registration and timely notification of poor student performance. In addition, helping students reach their educational goals was noted as an area for improvement.

These areas are most often noted as areas of challenge nationally, as well. The student perception information is used at the college level to help plan strategies to meet student needs.

Cost, financial aid availability and academic reputation were mentioned most often by students as a factor in their decision to enroll at their college.

## **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 since the prior year 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 project outcome measures are presented at on the next page. No performance targets have yet been set. The measures are specific to the student success cohorts and will be compared over time.

| <b>Student Progress*</b>                                       | <u>NCCBP Median</u><br><u>Target</u>       | <u>Actual</u> | <u>Change</u><br><u>Prior year</u> |
|--|--|---------------|------------------------------------|
| Institution Wide Credit Course Withdrawal Rate                 | 12%  | 17%           | ↓                                  |
| Institution Wide Credit Course Success Rate                    | 72%  | 73%           | ↔                                  |
| Institution Wide Credit Course Excelling Rate                  | 55%  | 58%           | ↔                                  |
| College-Level, Credit Course Retention Rate                    | 88%  | 84%           | ↑                                  |
| College-Level, Credit Course Success Rate                      | 74%  | 74%           | ↔                                  |
| Credit Student Persistence Fall 2008-to-Spring 2009            | 69%  | 63%           | ↑                                  |
| Credit Student Persistence Fall 2008-to-Fall 2009              | 47%  | 46%           | ↑                                  |
| <b>General Education*</b>                                      | <u>NCCBP Median</u><br><u>Target</u>       | <u>Actual</u> |                                    |
| Core Academic Skill Areas, College Algebra Success Rate        | 59%  | 60%           | ↔                                  |
| Core Academic Skill Areas, English Composition I Success Rate  | 72%  | 73%           | ↑                                  |
| Core Academic Skill Areas, English Composition II Success Rate | 69%  | 65%           | ↑                                  |
| Core Academic Skill Areas, Communication Success Rate          | 77%  | 75%           | ↑                                  |
| <b>Developmental Education*</b>                                | <u>NCCBP Median</u><br><u>Target</u>       | <u>Actual</u> |                                    |
| Developmental Math Success Rate                                | 56%  | 55%           | ↑                                  |
| Developmental English Success Rate                             | 66%  | 65%           | ↔                                  |
| Developmental Reading Success Rate                             | 70%  | 72%           | ↑                                  |
| First College-Level Math Success Rate                          | 66%  | 71%           | ↑                                  |
| First College-Level English Success Rate                       | 72%  | 74%           | ↑                                  |
| <b>Transfer*</b>   | <u>NCCBP Median</u><br><u>Target</u>       | <u>Actual</u> |                                    |
| Transfer First-Year Grade Point Average                        | 2.93                                       | 2.94          | ↔                                  |
| Transfer First-Year Credit Hours Completed                     | 21.67                                      | 20.20         | ↑                                  |
| Transfer Persistence to Next Year                              | 76%  | 86.5%         | ↑                                  |
| <b>Workforce **</b>  | <u>Carl Perkins State</u><br><u>Target</u> | <u>Actual</u> |                                    |
| Technical Skill Attainment                                     | 91%  | 95%           | ↑                                  |
| Completers   | 36%  | 40%           | ↓                                  |
| Retention & Transfer   | 60%  | 59%           | ↓                                  |
| Job Placement  | 58%  | 66%           | ↓                                  |

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

\*\* Indicators are based on Carl Perkins IV 2008-09 definitions. Targets are based on all Arizona Public Community Colleges. Prior years used Carl Perkins III indicators.

**Red** = below the 25<sup>th</sup> percentile  
**Yellow** = 25<sup>th</sup> percentile – median  
**Green** = median or above

## Student Success Project (SSPP) Outcomes

| 2-Year Persistence Rate                         |                                | <u>2<sup>nd</sup> Semester</u> | <u>3<sup>rd</sup> Semester</u> | <u>4<sup>th</sup> Semester</u> |                  |
|---|--------------------------------|--------------------------------|--------------------------------|--------------------------------|------------------|
| Fall 2008 Cohort                                |                                | 84%                            | 69%                            | 64%                            |                  |
| Spring 2009 Cohort                              |                                | 64%                            | 57%                            | 44%                            |                  |
| Fall 2009 Cohort                                |                                | 89%                            | 70%                            | n/a                            |                  |
| Spring 2010 Cohort                              |                                | 63%                            | n/a                            | n/a                            |                  |
| Percent of Students                             | <u>1<sup>st</sup> Semester</u> | <u>2<sup>nd</sup> Semester</u> | <u>3<sup>rd</sup> Semester</u> | <u>4<sup>th</sup> Semester</u> |                  |
| Successfully Completing at least 75% of courses |                                |                                |                                |                                |                  |
| Fall 2008 Cohort                                | 64%                            | 58%                            | 63%                            | 64%                            |                  |
| Spring 2009 Cohort                              | 57%                            | 55%                            | 52%                            | n/a                            |                  |
| Fall 2009 Cohort                                | 68%                            | 58%                            | n/a                            | n/a                            |                  |
| Spring 2010 Cohort                              | 56%                            | n/a                            | n/a                            | n/a                            |                  |
| Outcome Measures as of October 2010             |                                | <u>% Earned an Award</u>       | <u>% Transferred</u>           | <u>% Remained Enrolled</u>     | <u>% Unknown</u> |
| Fall 2008                                       |                                | 6%                             | 13%                            | 44%                            | 37%              |
| Spring 2009                                     |                                | 2%                             | 6%                             | 41%                            | 51%              |

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

\*\* Indicators are based on Carl Perkins IV 2008-09 definitions. Targets are based on all Arizona Public Community Colleges. Prior years used Carl Perkins III indicators.

**Red** = below the 25<sup>th</sup> percentile

**Yellow** = 25<sup>th</sup> percentile – median

**Green** = median or above

## *Indicator Trends*



# 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 2009 is the most current data for this indicator.

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

| Performance Targets |       |
|---------------------|-------|
| Withdrawal          | = 12% |
| Success             | = 72% |
| Excelling           | = 55% |

### Withdrawal Rate

Change from prior year

**-0.7%\*\***

**Fall 2009\***

**16.9%**

### Success Rate

Change from prior year

**-0.2%\*\***

**Fall 2009\***

**73.2%**

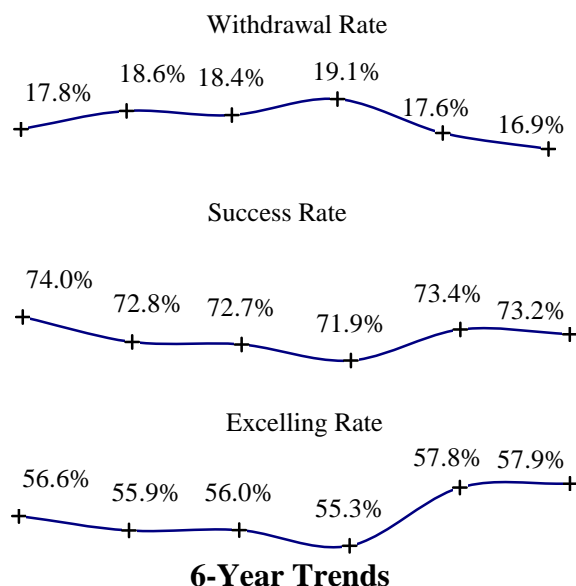
### Excelling Rate

Change from prior year

**+0.1%\*\***

**Fall 2009\***

**57.9%**



## College-Level, Credit Course Retention

This indicator shows the *retention rate* and *success rate* for credit college-level courses. Fall 2009 is the most current data for this indicator.

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

| Performance Targets |       |
|---------------------|-------|
| Retention           | = 88% |
| Success             | = 74% |

### Retention Rate

Change from prior year

**+0.6%\*\***

**Fall 2009\***

**83.5%**

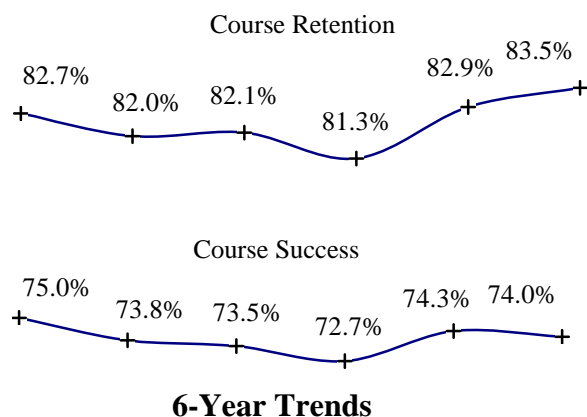
### Success Rate

Change from prior year

**-0.3%\*\***

**Fall 2009\***

**74.0%**



## Credit Student Persistence

This indicator shows *district-wide*, the percent of students enrolled in a Fall term who enrolled in the subsequent Spring and Fall terms at any MCCCDC college. Fall 2008 is the most current data for this indicator. Excludes dual enrollment.

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

### Fall 08-to-Spring 09

Change from prior year

**+2.4%\*\***

**Fall 2008**

**62.5%**

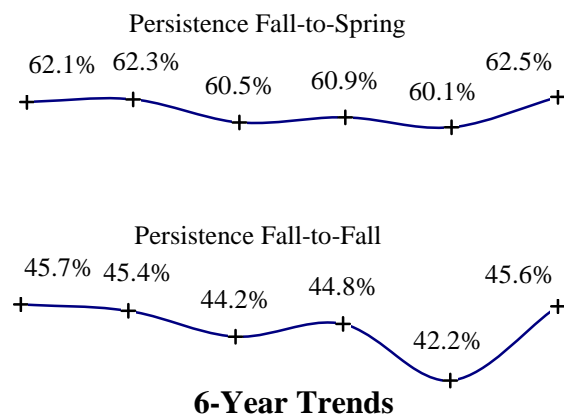
### Fall 08-to-Fall 09

Change from prior year

**+3.4%\*\***

**Fall 2008**

**45.6%**



\*Preliminary numbers not submitted to NCCBP yet

\*\*Statistically significant change



# General Education Indicators

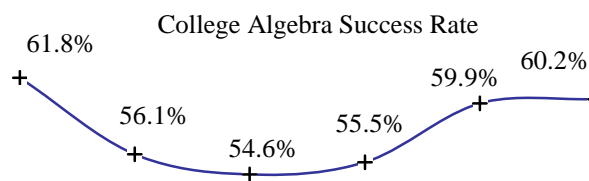
## Core Academic Skill Areas

This indicator shows successful completion in College Algebra (MAT150, MAT151, MAT152), first-year English Composition (ENG101 & ENG102), and Communication (COM100). Fall 2009 is the most current data for this indicator.

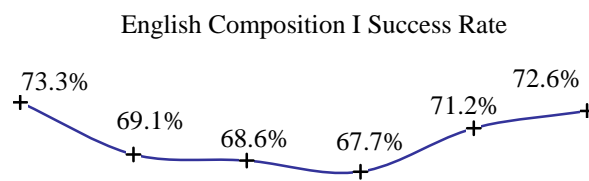
Success includes grades, A,B,C,& P

| Performance Targets |       |
|---------------------|-------|
| College Algebra     | = 59% |
| English Comp I      | = 72% |
| English Comp II     | = 69% |
| Communication       | = 77% |

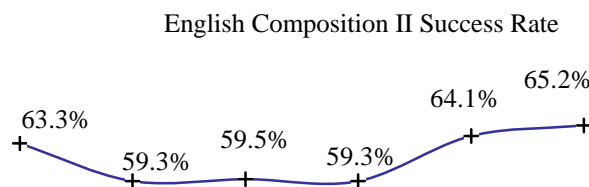
**College Algebra**  
Change from prior year  
**+0.3%**  
**Fall 2009**  
**60.2%**



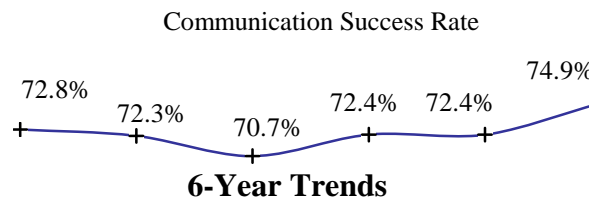
**English Comp I**  
Change from prior year  
**+1.4%\*\***  
**Fall 2009**  
**72.6%**



**English Comp II**  
Change from prior year  
**+1.1%**  
**Fall 2009**  
**65.2%**



**Communication**  
Change from prior year  
**+2.5%\*\***  
**Fall 2009**  
**74.9%**



### 6-Year Trends

\* Preliminary numbers not submitted to NCCBP yet.

\*\*Statistically significant.

# 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 2009 is the most current data for this indicator.

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

| Performance Targets   |       |
|-----------------------|-------|
| Developmental Math    | = 56% |
| Developmental English | = 66% |
| Developmental Reading | = 70% |

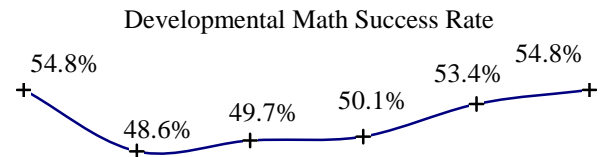
### Developmental Math

Change from prior year

+1.4\*\*

Fall 2009\*

54.8%



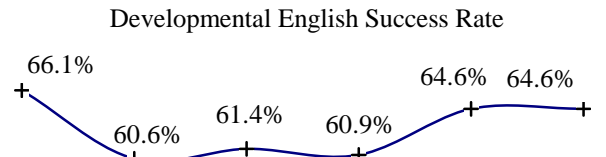
### Developmental English

Change from prior year

+0.0%

Fall 2009\*

64.6%



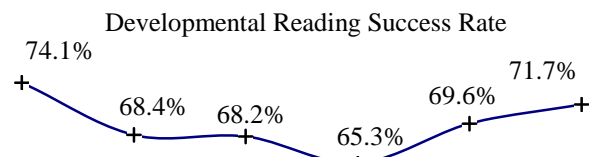
### Developmental Reading

Change from prior year

+2.1\*\*

Fall 2009\*

71.7%



### 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 2008 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

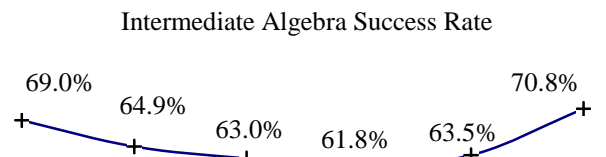
### Intermediate Algebra

Change from prior year

+7.3\*\*

Fall 2008

70.8%



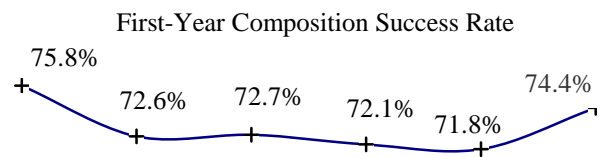
### First-Year Composition

Change from prior year

+2.6\*\*

Fall 2008

74.4%



### 6-Year Trends

### Performance Targets

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

\*Preliminary numbers not submitted to NCCBP yet.

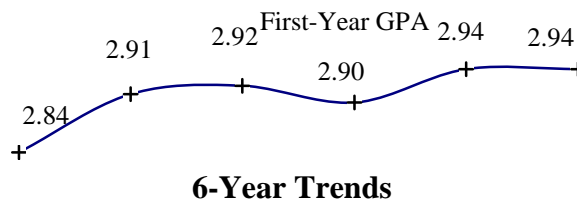
\*\*Statistically significant.

# Transfer Indicators

## First-Year Grade Point Average (GPA)

This indicator shows the average first-year GPA for students who transferred 12 or more MCCCDC credits to an Arizona public university, and received grades of A,B,C,D,E &P in their university courses. Incomplete, withdrawal, and audit grades are excluded. FY 2008-09 is the most recent data available for this indicator.

**First-Year GPA**  
Change from prior year  
**0**  
**FY 2008-09**  
**2.94**

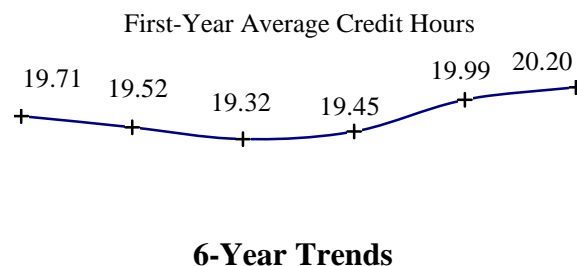


**Performance Targets**  
**First-Year GPA = 2.93**

## First-Year Credit Hours Completed

For the same group of students described above, this indicator shows the average credit hours completed.

**First-Year Credit Hours**  
Change from prior year  
**+ 0.21**  
**FY 2008-09**  
**20.2**

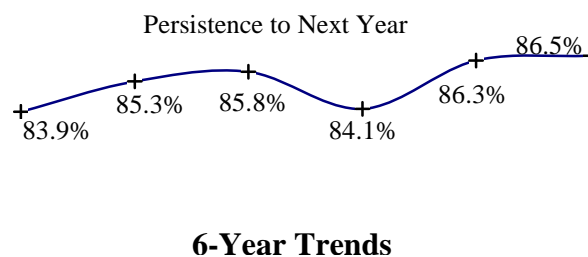


**Performance Targets**  
**First-Year Credit Hours = 21.67**

## 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 2008-09 is the most recent data available for this indicator.

**Persistence to Next Year**  
Change from prior year  
**+ .2**  
**FY 2008-09**  
**86.5%**

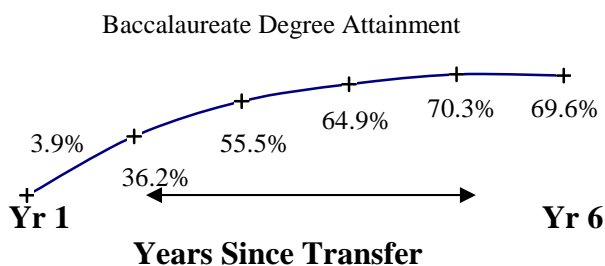


**Performance Targets**  
**Persistence to Next Year = 76%**

## Baccalaureate Degree Attainment

For the same group of students described above, shows the percent earning bachelor's degrees. FY 2008-09 is the most recent data available for this indicator.

This chart shows degree attainment over time. 70% of transfer students earn a bachelor's degree within six years of transfer.



\*Preliminary numbers not submitted to NCCBP yet

*Annual Analysis of Course Placement*



## Annual Analysis of Course Placement

Per Administrative Regulation 2.2.7 *Student Assessment and Course Placement*, this report provides information to about placement in English, math, and reading as well as student success. These data are provided to support the evaluation of the effectiveness of the assessment and placement policy.

*Regulation 2.2.7 The Maricopa Community Colleges will provide an ongoing evaluation of the course placement process. An annual report shall be submitted to the Governing Board to indicate the policy's effectiveness noting the number of students assessed, their placement scores and their success in courses. Every three years a thorough review of the policy and procedures shall be implemented, including recommendations from the English, Reading and Math Instructional Councils regarding cut-off scores.*

The following reports are provided:

### 1) Placement Testing in FY 2009-10

- Number of students taking English, math, and reading placement tests
- Number of tests administered
- Percent of students placing below college-level

### 2) Success of Students Taking First English, Math, or Reading Course in Fall 2008

- Number of students enrolled by placement level
- Number and percent of students following placement
- Success rate of students following placement
- Number and percent of students successfully completing courses in the sequence within 1 year

### Highlights

- In FY 2009-10, the highest proportion of students placing below college-level was in math (58%). Reading had the next highest proportion placing below college-level (42%) compared with English (34%).
- In general, about 90% or more of students followed the placement recommended.
- For the first-time course enrollment in all areas, success rates for below-100 courses tend to be slightly lower than college-level courses.

## 1) Placement Testing in FY 2009-10

Students are directed to take placement tests under a number of conditions (i.e. taking first college credit English, reading and/or math course). Although students are strongly urged to enroll in the courses their placement testing indicated, following recommended placement was not mandatory.

### Methodology

This report looked at the number of students who took English, math, or reading placement tests during a one year period, from July 1, 2009 to June 30, 2010

#### Math

- 63,066 students took a math placement test in FY 2009-10.
- 58% of students placed in developmental math (below MAT12x).
- 140,120 tests were administered.

#### English

- 58,286 students took an English placement test in FY 2009-10.
- 34% of students placed in developmental English (below ENG101/107).
- 62,528 tests were administered.

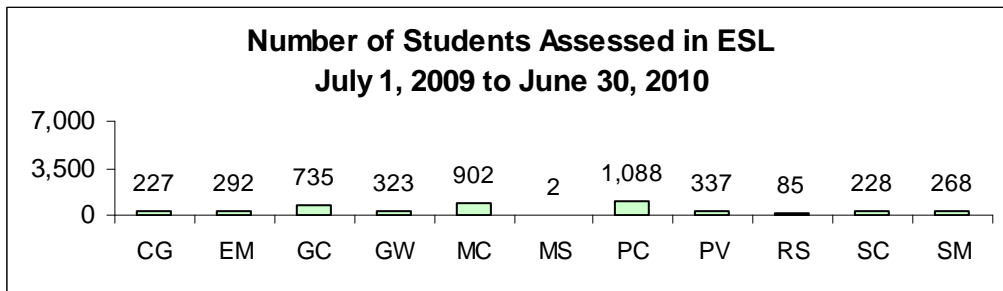
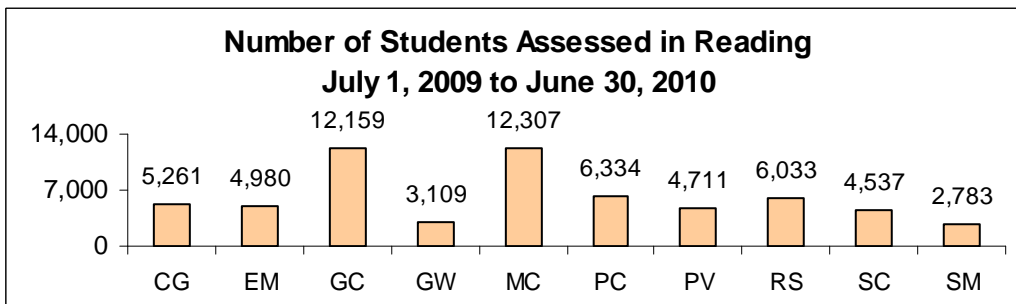
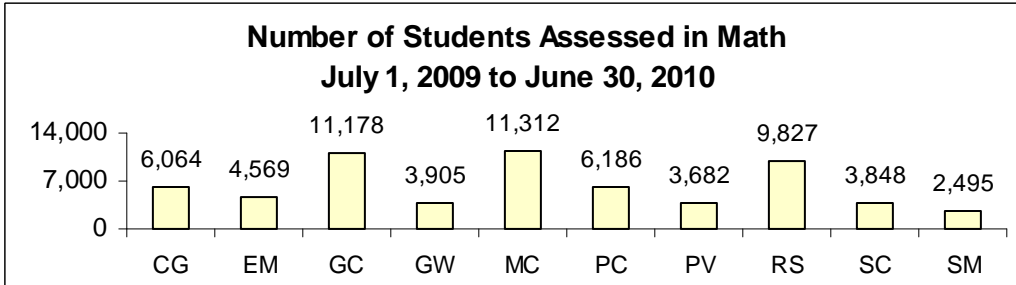
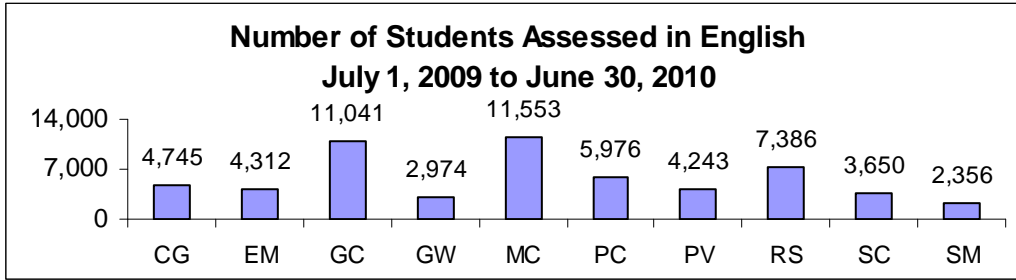
#### Reading

- 62,267 students took a reading placement test in FY 2009-10.
- 42% of students placed in developmental reading (below CRE101).
- 68,476 tests were administered.

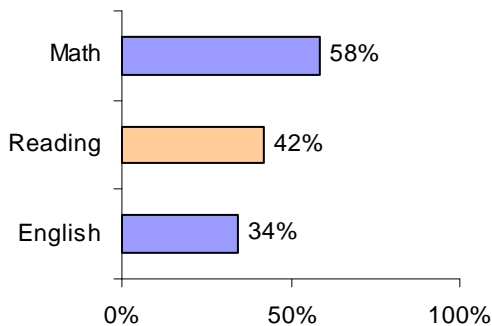
#### CELSA (Combined English Language Skills Assessment)

- 4,487 students took a CELSA placement test) in FY 2009-10.
- 209 students (5%) placed in the transitional level and were directed to take the English and reading ASSET, COMPAS, or ACCUPLACER placement tests.
- 4,901 tests were administered.

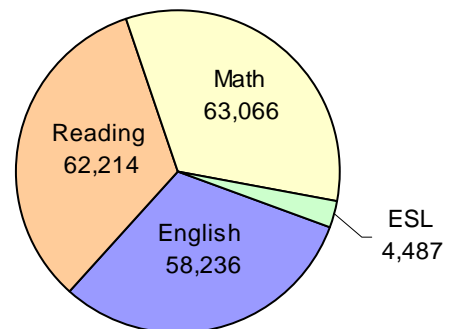
**1) Placement Testing in FY 2009-10**



**Percent Placing Developmental by Subject Area**  
July 1, 2009 to June 30, 2010



**Unduplicated Count of Students Assessed by Subject Area**  
July 1, 2009 to June 30, 2010





## 2) Success of Students Taking First Math, Reading or English Course in Fall 2008

### Methodology

This report looked at students enrolled in Fall 2008 who had a valid placement test (test taken with two years prior to course enrollment) and enrolled in English, math, or reading for the first time. Then based on their placement level, students were followed for one year to determine the success in subsequent courses in the sequence.

### English

| Fall 2008 - Students with no Prior English     |       |                    |                      |            |              |
|--|-------|--------------------|----------------------|------------|--------------|
| Placement                                      | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Basic Writing Skills (ENG081/ESL087) | 1,269 | 1,116              | 88%                  | 725        | 65%          |
| Enrolled Within 1 Year                         |       |                    | Enrolled             | Successful | % Successful |
| Fundamentals of Writing (ENG091/ESL097)        |       |                    | 535                  | 525        | 98%          |
| First Year Composition (ENG101/107)            |       |                    | 284                  | 208        | 73%          |
| First Year Composition (ENG102/108)            |       |                    | 56                   | 43         | 77%          |

| Fall 2008 - Students with no Prior English        |       |                    |                      |            |              |
|---|-------|--------------------|----------------------|------------|--------------|
| Placement   | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Fundamentals of Writing (ENG091/ESL097) | 2,928 | 2,629              | 90%                  | 1,780      | 68%          |
| Enrolled Within 1 Year                            |       |                    | Enrolled             | Successful | % Successful |
| First Year Composition (ENG101/107)               |       |                    | 1,537                | 1,104      | 72%          |
| First Year Composition (ENG102/108)               |       |                    | 631                  | 471        | 75%          |

| Fall 2008 - Students with no Prior English    |       |                    |                      |            |              |
|---|-------|--------------------|----------------------|------------|--------------|
| Placement                                     | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at First Year Composition (ENG101/107) | 9,883 | 9,590              | 97%                  | 6,779      | 71%          |
| Enrolled Within 1 Year                        |       |                    | Enrolled             | Successful | % Successful |
| First Year Composition (ENG102/108)           |       |                    | 7,446                | 6,032      | 81%          |

## Math

| <b>Fall 2008 - Students with no Prior Math</b> |       |                    |                      |            |              |
|--|-------|--------------------|----------------------|------------|--------------|
| Placement                                      | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Basic Math Level (MAT08x)            | 2,546 | 2,371              | 93%                  | 1,403      | 59%          |
| Enrolled Within 1 Year                         |       |                    | Enrolled             | Successful | % Successful |
| Developmental Algebra (MAT09x)                 |       |                    | 1,190                | 689        | 58%          |
| Intermediate Algebra (MAT12x)                  |       |                    | 403                  | 244        | 61%          |
| College Algebra (MAT14x)                       |       |                    | 41                   | 25         | 61%          |
| Advanced Math (MAT156 & Higher)                |       |                    | 2                    | 1          | 50%          |

| <b>Fall 2008 - Students with no Prior Math</b> |       |                    |                      |            |              |
|--|-------|--------------------|----------------------|------------|--------------|
| Placement                                      | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Developmental Algebra Level (MAT09x) | 4,251 | 3,883              | 91%                  | 2,250      | 58%          |
| Enrolled Within 1 Year                         |       |                    | Enrolled             | Successful | % Successful |
| Intermediate Algebra (MAT12x)                  |       |                    | 1,816                | 1,175      | 65%          |
| College Algebra (MAT14x)                       |       |                    | 546                  | 391        | 72%          |
| Advanced Math (MAT156 & Higher)                |       |                    | 62                   | 41         | 66%          |

| <b>Fall 2008 - Students with no Prior Math</b> |       |                    |                      |            |              |
|--|-------|--------------------|----------------------|------------|--------------|
| Placement                                      | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Intermediate Algebra Level (MAT12x)  | 3,354 | 3,053              | 91%                  | 1,718      | 56%          |
| Enrolled Within 1 Year                         |       |                    | Enrolled             | Successful | % Successful |
| College Algebra (MAT14x)                       |       |                    | 1,298                | 948        | 73%          |
| Advanced Math (MAT156 & Higher)                |       |                    | 317                  | 220        | 69%          |

| <b>Fall 2008 - Students with no Prior Math</b> |       |                    |                      |            |              |
|--|-------|--------------------|----------------------|------------|--------------|
| Placement                                      | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at College Algebra Level (MAT14x)       | 2,681 | 2,002              | 75%                  | 1,296      | 65%          |
| Enrolled Within 1 Year                         |       |                    | Enrolled             | Successful | % Successful |
| Advanced Math (MAT156 & Higher)                |       |                    | 682                  | 529        | 78%          |

| <b>Fall 2008 - Students with no Prior Math</b> |     |                    |                      |            |              |
|--|-----|--------------------|----------------------|------------|--------------|
| Placement                                      | n   | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Advanced Math Level (MAT156+)        | 983 | 691                | 70%                  | 430        | 62%          |

## Reading

| <b>Fall 2008 - Students with no Prior Reading</b> |     |                    |                      |            |              |
|---|-----|--------------------|----------------------|------------|--------------|
| Placement   | n   | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Basic Reading (RDG071)                  | 207 | 94                 | 45%                  | 68         | 72%          |
| Enrolled Within 1 Year                            |     |                    |                      |            |              |
| Reading Improvement (RDG081)                      |     | 48                 |                      | 36         | 75%          |
| College Preparatory Reading (RDG091)              |     | 17                 |                      | 14         | 82%          |
| College Critical Reading (CRE101/111)             |     | 0                  |                      | 0          | 0%           |

| <b>Fall 2008 - Students with no Prior Reading</b> |       |                    |                      |            |              |
|---|-------|--------------------|----------------------|------------|--------------|
| Placement   | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at Reading Improvement (RDG081)            | 1,059 | 935                | 88%                  | 643        | 69%          |
| Enrolled Within 1 Year                            |       |                    |                      |            |              |
| College Preparatory Reading (RDG091)              |       | 423                |                      | 335        | 79%          |
| College Critical Reading (CRE101/111)             |       | 87                 |                      | 78         | 90%          |

| <b>Fall 2008 - Students with no Prior Reading</b> |       |                    |                      |            |              |
|---|-------|--------------------|----------------------|------------|--------------|
| Placement   | n     | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at College Preparatory Reading (RDG091)    | 1,574 | 1,414              | 90%                  | 991        | 70%          |
| Enrolled Within 1 Year                            |       |                    |                      |            |              |
| College Critical Reading (CRE101/111)             |       | 311                |                      | 262        | 84%          |

| <b>Fall 2008 - Students with no Prior Reading</b> |     |                    |                      |            |              |
|---|-----|--------------------|----------------------|------------|--------------|
| Placement   | n   | Followed Placement | % Followed Placement | Successful | % Successful |
| Placed at College Critical Reading (CRE101/111)   | 644 | 586                | 91%                  | 472        | 81%          |

*Noel – Levitz Student Satisfaction Inventory*



**Noel-Levitz Student Satisfaction Inventory Results  
Maricopa Community College District  
Spring 2010**

**Executive Summary**

Student opinions were gathered from all colleges across the system. Overall, Maricopa students responded that their college experience exceeded their expectations. The average for day students and all students surveyed was significantly higher than for the national comparison group. 72% of Maricopa students indicated that they would probably enroll again compared to 70% nationwide.

Students rank instructional effectiveness, registration effectiveness and academic advising as the areas of highest importance.

The majority of colleges had common areas of strength. (These are areas of high importance and high satisfaction from a student perspective.) Students indicated that they are able to experience intellectual growth, that faculty are knowledgeable in their fields and are available to them. Quality of instruction was also a strength. Students characterize being a student as an enjoyable experience and that they are made to feel welcome. In addition, campus safety was noted as a strength. Computer labs and library resources and services were also perceived as adequate. Clarity of program requirements, availability of a variety of courses, scheduling times and convenient payment options were also areas of strength.

General areas of challenge were identified by at least half of the colleges included advising, financial aid, parking, registration and timely notification of poor student performance. In addition, helping students reach their educational goals was noted as an area for improvement.

Each college profile is unique and survey results reflect their unique student population, programs and processes.

**Introduction**

The Noel-Levitz Student Satisfaction Inventory was given to more than five thousand students at nine colleges in the Maricopa Community College system in spring 2010. Several Maricopa colleges have administered this survey in the past, however, this is the first year that the survey was administered at all nine colleges in the same year. An online version of the survey was given at Rio Salado College. The purpose of the Noel-Levitz Student Satisfaction Inventory (SSI) is to evaluate academic, instructional and student support services from the student perspective. Results of the survey are used to support student success.

**Methodology**

There were 5,098 students at nine colleges who completed the survey during class time in randomly selected credit sections. Analysis of data is most meaningful at the college level because of the unique characteristics of students in each college. The sample was selected to be adequate for college level analysis.

**Noel-Levitz Student Satisfaction Survey Results – Spring 2010**

| <b>Maricopa<br/>Student Distribution<br/>by College</b> |  |        |                                  |
|---|--|--------|----------------------------------|
|   | <b>Students Surveyed<br/>Spring 2010</b> |        | <b>All Maricopa<br/>Students</b> |
| <b>Chandler-Gilbert</b>                                 | 681                                      | 13.4%  | 9.2%                             |
| <b>Estrella</b>   | 423                                      | 8.3%   | 6.8%                             |
| <b>GateWay</b>  | 527                                      | 10.3%  | 6.9%                             |
| <b>Glendale</b>   | 670                                      | 13.1%  | 17.9%                            |
| <b>Mesa</b>   | 466                                      | 9.1%   | 24.0%                            |
| <b>Paradise Valley</b>                                  | 749                                      | 14.7%  | 9.0%                             |
| <b>Phoenix College</b>                                  | 693                                      | 13.6%  | 11.2%                            |
| <b>Scottsdale</b>                                       | 561                                      | 11.0%  | 10.1%                            |
| <b>South Mountain</b>                                   | 328                                      | 6.4%   | 5.0%                             |
| <b>Sub Total District*</b>                              | 5,098                                    | 100.0% | 100.0%                           |

**Rio Salado not included\***

The sample of students was representative of the demographics of the overall student population as shown below. More than half (55%) of the students responding were female compared to 57% of the total student population in spring 2010.

| <b>Maricopa and Noel-Levitz Student Satisfaction Participants<br/>Student Distribution<br/>by Race Ethnicity</b> |  |        |                              |
|--|--|--------|------------------------------|
|  | <b>Students Surveyed<br/>Spring 2010</b> |        | <b>Maricopa<br/>Students</b> |
| <b>African-American</b>  | 367                                      | 7.5%   | 8.1%                         |
| <b>American Indian or Alaskan Native</b>   | 178                                      | 2.8%   | 3.9%                         |
| <b>Asian or Pacific Islander</b>   | 218                                      | 4.4%   | 4.8%                         |
| <b>Caucasian/White</b>   | 2,438                                    | 55.4%  | 54.0%                        |
| <b>Hispanic</b>  | 1,068                                    | 20.0%  | 23.6%                        |
| <b>Other race</b>  | 248                                      | 9.9%   | 5.5%                         |
| <b>Total who indicated race</b>  | 4,517                                    | 100.0% | 100.0%                       |
| <b>Not specified</b>   | 581                                      |        |                              |
| <b>Total</b>   | 5,098                                    |        |                              |

Relatively more traditional college age students (ages 19-24) participated in the survey than in the overall student population. (54% compared to 39%)

**Noel-Levitz Student Satisfaction Survey Results – Spring 2010**

| <b>Maricopa and Noel-Levitz Student Satisfaction Participants</b> |                          |        |                 |
|---|--------------------------|--------|-----------------|
| <b>Student Distribution</b>                                       |                          |        |                 |
| <b>by Age</b>   |                          |        |                 |
|   | <b>Students Surveyed</b> |        | <b>Maricopa</b> |
|   | <b>Spring 2010</b>       |        | <b>Students</b> |
| <b>18 and under</b>   | 585                      | 12.2%  | 17.5%           |
| <b>19 to 24</b>   | 2,596                    | 53.9%  | 38.8%           |
| <b>25 to 34</b>   | 952                      | 19.8%  | 23.3%           |
| <b>35 to 44</b>   | 405                      | 8.4%   | 11.0%           |
| <b>45 and over</b>  | 277                      | 5.8%   | 9.3%            |
| <b>Total who indicated age</b>                                    | 4,815                    | 100.0% | 100.0%          |
| <b>Not specified</b>  | 283                      |        |                 |
| <b>Total</b>  | 5,098                    |        |                 |

A relatively larger share of full-time students participated in the survey than in the general student population.

| <b>Noel-Levitz Student Satisfaction Survey Participation</b> |                          |        |                 |
|--|--------------------------|--------|-----------------|
| <b>by type of attendance</b>                                 |                          |        |                 |
|  | <b>Students Surveyed</b> |        | <b>Maricopa</b> |
|  | <b>Spring 2010</b>       |        | <b>Students</b> |
| <b>Full time</b>   | 3,246                    | 67.5%  | 25.9%           |
| <b>Part time</b>   | 1,562                    | 32.5%  | 74.1%           |
| <b>Total who responded</b>                                   | 4,808                    | 100.0% | 100.0%          |
| <b>Not specified</b>   | 290                      |        |                 |
| <b>Total</b>   | 5,098                    |        |                 |

**Analysis Groups**

A report was prepared for each participating college. In addition, an aggregate Maricopa Community College system report was prepared. Within the reports, specific groups of students were analyzed separately. (first-year/two years, day/ evening and Hispanic/White student groups).

Students who attend primarily during the day were analyzed separately from evening students. These groups were selected because day student needs differ from those attending in the evening. Day students often attend on a full-time basis and are more often of traditional college age. Services for evening students differ as well.

In addition, first year students were analyzed as a group. The student success initiative targets students at the beginning of their college career and the analysis of first year students may provide more feedback to inform planning.

Hispanic students were analyzed separately since many Maricopa colleges have targeted strategies for this demographic group.



## Noel-Levitz Student Satisfaction Survey Results – Spring 2010

National comparisons were available for first-year, day and Hispanic student groups and for the overall student population.

### **Overall how satisfied are students with their Maricopa college experience?**

Students were asked about their expectations in this question:

- “So far, how has your college experience met your expectations?”

This was ranked on a scale of 1-7 where 1 meant “much worse than expected”, 4 meant “about what I expected” and 5 meant “better than I expected.”

Overall, Maricopa students responded that their experience exceeded their expectations. The average for day students and all students surveyed was significantly higher than for the national comparison group. First year, day, evening and Hispanic student group responses were similar to their peers nationwide.

| <b>Group</b> | <b>Average</b> |
|--------------|----------------|
| All students | 4.84           |
| First year   | 4.83           |
| Day          | 4.85           |
| Evening      | 4.84           |
| Hispanic     | 5.07           |

Students were asked about their overall satisfaction in the following question:

- “Rate your overall satisfaction with your experience here thus far.”

The satisfaction scale ranged from 1 (not satisfied at all) to 7 (very satisfied). The average satisfaction score is similar to the national comparison group and is positive. The scores are between the range of somewhat satisfied (5) and satisfied (6).

| <b>Group</b> | <b>Average</b> |
|--------------|----------------|
| All students | 5.49           |
| First year   | 5.50           |
| Day          | 5.49           |
| Evening      | 5.54           |
| Hispanic     | 5.63           |

Students were also asked about their satisfaction in the following question:

- “All in all, if you had to do it over, would you enroll here again?”

The possible answers ranged from 1 (definitely not) to 7 (definitely yes). The share of students who indicated that they definitely or probably would enroll again follows. The share of students is higher than the national group for first year students, day students and overall.

## Noel-Levitz Student Satisfaction Survey Results – Spring 2010

- “All in all, if you had to do it over, would you enroll here again?”

| <b>Group</b> | <b>MCCCD<br/>%</b> | <b>National<br/>%</b> |
|--------------|--------------------|-----------------------|
| All students | 72%                | 70%                   |
| First year   | 72%                | 69%                   |
| Day          | 71%                | 69%                   |
| Evening      | 74%                | 75%                   |
| Hispanic     | 74%                | 74%                   |

### What do students think are most important?

The SSI measures student perception by asking questions in twelve categories. Students are asked a number of questions in each category. To rate importance students respond to the question, “How important it is for your institution to meet this expectation?” The scale of possible responses ranges from 1 to 7 where 1 means not important and 7 is very important.

The main categories ranked in order of highest importance for all students district wide were:

- 1. Instructional Effectiveness** which measures students' academic experiences, the curriculum, and the campus's commitment to academic excellence.
- 2. Registration Effectiveness** which assesses registration and billing, including how smooth the registration process is.
- 3. Academic Advising/Counseling** which assesses the academic advising program, evaluating advisors and counselors on their knowledge, competence, approachability, and personal concern for students.
- 4. Academic Services** assesses services that students utilize to achieve their academic goals, such as the library, computer labs, tutoring, and study areas.
- 5. Concern for the Individual** which assesses your commitment to treating each student as an individual. This assessment includes groups who deal personally with students (e.g. faculty, advisors, counselors, and staff).
- 6. Safety and Security** which measures the campus' responsiveness to students' personal safety and security.
- 7. Admissions and Financial Aid** which measures the competence of admissions counselors, along with students' perceptions of the financial aid programs.
- 8. Student Centeredness** measures the institution's attitude toward students and the extent to which they feel welcome and valued.

**Noel-Levitz Student Satisfaction Survey Results – Spring 2010**

**9. Service Excellence** which measures the quality of service and personal concern for students in various areas of campus.

**10. Campus Climate** which evaluates how the institution promotes a sense of campus pride and belonging.

**11. Campus Support Services** assesses the quality of support programs and services.

**System Strengths**

The system strengths reflect items that are very important to students and in which students are highly satisfied. There are fourteen items that are mentioned by at least half of the colleges.

These items are above the mid-point in importance and are within the highest quartile rating for satisfaction. Satisfaction with specific attributes of student services and programs are rated using a 7-point scale. Students are asked:

- “How satisfied you are that your institution has met this expectation?  
(1=not very satisfied at all to 7= very satisfied)

| <b>Noel-Levitz Student Satisfaction Survey<br/>Spring 2010<br/>Maricopa Strengths by College</b> | <b>Number of<br/>Colleges<br/>Reporting<br/>Strength</b> |
|--|--|
| I am able to experience intellectual growth here.  | 9  |
| Nearly all of the faculty are knowledgeable in their fields.                                     | 9  |
| The campus is safe and secure for all students.  | 9  |
| Computer labs are adequate and accessible.   | 9  |
| On the whole the campus is well maintained   | 9  |
| There is a good variety of courses provided on this campus.                                      | 8  |
| Faculty are usually available after class and during office hours.                               | 8  |
| The quality of instruction I receive in most of my classes is excellent.                         | 8  |
| Students are made to feel welcome on this campus.  | 8  |
| It is an enjoyable experience to be a student on this campus.                                    | 8  |
| Library resources and services are adequate.   | 8  |
| There are convenient ways of paying my school bill.  | 6  |
| Classes are scheduled at times that are convenient for me.                                       | 5  |
| Program requirements are clear and reasonable.   | 5  |

## Noel-Levitz Student Satisfaction Survey Results – Spring 2010

### System Challenges

The challenges that were identified were above the mid-point in importance and in the lowest 25% in satisfaction. Also included are items with the largest performance gaps that are above the mid point in importance. The performance gaps are the difference between the level of importance and level of satisfaction.

Items are reported as challenges by at least five colleges include the following:

| <b>Noel-Levitz Student Satisfaction Survey<br/>Spring 2010<br/>Maricopa Challenges by College</b> | <b>Number of<br/>Colleges<br/>Reporting<br/>Challenges</b> |
|---|--|
| My academic advisor is knowledgeable about my program requirements.                               | 9  |
| My academic advisor is knowledgeable about the transfer requirements of other schools.            | 9  |
| Students are notified early in the term if they are doing poorly in a class.                      | 9  |
| The amount of student parking space on campus is adequate.  | 8  |
| Adequate financial aid is available for most students.  | 8  |
| This school does whatever it can to help me reach my educational goals.                           | 7  |
| My academic advisor is approachable.  | 7  |
| Financial aid awards are announced to students in time to be helpful in college planning.         | 6  |
| Financial aid counselors are helpful.   | 5  |
| My academic advisor is concerned about my success as an individual.                               | 5  |
| The personnel involved in registration are helpful.   | 5  |



## ***APPENDIX***



*Student Progress Indicators by Student Characteristics*





## 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Withdrawn</b>        | 62,228    | 17.8% | 65,254    | 18.6% | 63,607    | 18.4% | 66,129    | 19.1% | 60,025    | 17.6% | 63,413     | 16.9% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 2,251     | 21%   | 2,454     | 23%   | 2,473     | 25%   | 2,626     | 25%   | 2,438     | 24%   | 2,611      | 22%   |
| Asian/Pacific Islander        | 1,868     | 16%   | 2,026     | 16%   | 2,180     | 17%   | 2,549     | 17%   | 2,241     | 15%   | 2,310      | 15%   |
| Black                         | 4,866     | 24%   | 5,183     | 24%   | 5,200     | 24%   | 6,654     | 27%   | 6,039     | 25%   | 7,225      | 24%   |
| Hispanic                      | 11,829    | 18%   | 13,403    | 20%   | 13,268    | 20%   | 14,449    | 21%   | 13,066    | 19%   | 14,024     | 18%   |
| White                         | 34,747    | 17%   | 35,880    | 18%   | 33,771    | 17%   | 36,491    | 18%   | 31,375    | 16%   | 32,554     | 15%   |
| Other                         | 1,762     | 20%   | 1,802     | 20%   | 1,684     | 19%   | 1,507     | 20%   | 1,609     | 19%   | 1,565      | 19%   |
| Unknown                       | 4,905     | 17%   | 4,506     | 17%   | 5,031     | 18%   | 1,853     | 18%   | 3,257     | 18%   | 3,124      | 17%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 31,652    | 17%   | 34,044    | 18%   | 32,918    | 18%   | 34,085    | 18%   | 30,560    | 17%   | 31,440     | 16%   |
| Male                          | 28,505    | 19%   | 29,513    | 20%   | 29,008    | 20%   | 30,432    | 20%   | 28,164    | 19%   | 30,703     | 18%   |
| Unknown                       | 2,071     | 16%   | 1,697     | 17%   | 1,681     | 18%   | 1,612     | 21%   | 1,301     | 16%   | 1,270      | 18%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 38,948    | 19%   | 42,620    | 20%   | 41,326    | 20%   | 43,257    | 20%   | 40,754    | 19%   | 42,136     | 18%   |
| 25 or Older                   | 22,760    | 17%   | 22,281    | 17%   | 21,858    | 17%   | 22,736    | 18%   | 19,220    | 16%   | 21,236     | 16%   |
| Unknown                       | 520       | 11%   | 353       | 10%   | 423       | 12%   | 136       | 11%   | 51        | 6%    | 41         | 5%    |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 48,193    | 18%   | 51,458    | 19%   | 50,506    | 19%   | 52,074    | 20%   | 49,577    | 18%   | 52,160     | 17%   |
| GED                           | 5,928     | 24%   | 5,801     | 23%   | 5,237     | 23%   | 6,036     | 26%   | 5,717     | 23%   | 6,788      | 23%   |
| No GED/Diploma                | 1,743     | 22%   | 1,708     | 22%   | 1,826     | 21%   | 1,977     | 22%   | 1,320     | 23%   | 1,343      | 25%   |
| Other/Unknown                 | 6,364     | 12%   | 6,287     | 13%   | 6,038     | 12%   | 6,042     | 12%   | 3,411     | 9%    | 3,122      | 8%    |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 31,489    | 20%   | 35,834    | 21%   | 34,467    | 20%   | 44,519    | 20%   | 42,460    | 19%   | 45,553     | 18%   |
| Workforce                     | 19,771    | 16%   | 17,995    | 16%   | 17,217    | 16%   | 14,702    | 16%   | 13,555    | 15%   | 15,021     | 15%   |
| Personal Interest             | 3,530     | 16%   | 3,827     | 17%   | 3,579     | 17%   | 3,244     | 19%   | 2,340     | 15%   | 1,970      | 14%   |
| Unknown                       | 7,438     | 17%   | 7,598     | 19%   | 8,344     | 18%   | 3,664     | 19%   | 1,670     | 19%   | 869        | 20%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full Time - Beginning of Term |           |       |           |       |           |       |           |       | 29,876    | 18%   | 32,995     | 17%   |
| Part Time - Beginning of Term |           |       |           |       |           |       |           |       | 30,149    | 17%   | 30,418     | 17%   |

\* Preliminary numbers not submitted to NCCBP yet

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

## Institution Wide Credit Course Completion Success Rates by Student Characteristics

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

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

|                               | Fall 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Successful</b>       | 259,288   | 74.0% | 255,517   | 72.8% | 251,159   | 72.7% | 248,582   | 71.9% | 250,498   | 73.4% | 274,998    | 73.2% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 7,025     | 67%   | 6,803     | 64%   | 6,177     | 62%   | 6,679     | 63%   | 6,524     | 63%   | 7,673      | 65%   |
| Asian/Pacific Islander        | 8,709     | 76%   | 9,427     | 76%   | 9,846     | 75%   | 11,446    | 75%   | 11,194    | 77%   | 12,301     | 78%   |
| Black                         | 13,242    | 64%   | 13,641    | 63%   | 13,330    | 62%   | 14,621    | 59%   | 14,948    | 62%   | 18,337     | 60%   |
| Hispanic                      | 46,879    | 72%   | 46,666    | 70%   | 46,879    | 70%   | 47,633    | 69%   | 48,863    | 71%   | 54,580     | 71%   |
| White                         | 155,139   | 76%   | 153,660   | 75%   | 147,373   | 75%   | 155,255   | 75%   | 149,602   | 76%   | 163,437    | 76%   |
| Other                         | 6,142     | 71%   | 6,240     | 70%   | 6,288     | 71%   | 5,276     | 70%   | 6,165     | 72%   | 5,588      | 69%   |
| Unknown                       | 22,152    | 76%   | 19,080    | 74%   | 21,266    | 74%   | 7,672     | 73%   | 13,202    | 72%   | 13,082     | 71%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 142,872   | 76%   | 141,563   | 74%   | 138,793   | 74%   | 137,116   | 73%   | 138,459   | 75%   | 151,380    | 75%   |
| Male                          | 106,729   | 72%   | 106,476   | 71%   | 105,492   | 71%   | 106,023   | 70%   | 106,047   | 72%   | 118,387    | 71%   |
| Unknown                       | 9,687     | 77%   | 7,478     | 75%   | 6,874     | 73%   | 5,443     | 69%   | 5,992     | 75%   | 5,231      | 73%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 151,351   | 72%   | 153,873   | 72%   | 148,258   | 70%   | 150,924   | 70%   | 154,674   | 71%   | 170,563    | 72%   |
| 25 or Older                   | 104,080   | 77%   | 93,600    | 70%   | 100,032   | 77%   | 96,573    | 75%   | 95,084    | 77%   | 103,647    | 76%   |
| Unknown                       | 3,857     | 83%   | 2,609     | 74%   | 2,869     | 82%   | 1,085     | 84%   | 740       | 87%   | 788        | 91%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 195,479   | 73%   | 192,724   | 72%   | 188,416   | 71%   | 187,945   | 71%   | 197,098   | 72%   | 219,223    | 73%   |
| GED                           | 16,887    | 68%   | 17,102    | 68%   | 15,562    | 68%   | 15,023    | 65%   | 16,788    | 67%   | 19,133     | 65%   |
| No GED/Diploma                | 5,472     | 69%   | 5,350     | 68%   | 5,881     | 69%   | 6,258     | 69%   | 3,763     | 67%   | 3,473      | 64%   |
| Other/Unknown                 | 41,450    | 81%   | 40,341    | 80%   | 41,300    | 81%   | 39,356    | 80%   | 32,849    | 86%   | 33,169     | 86%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 112,186   | 71%   | 121,155   | 70%   | 118,210   | 70%   | 151,900   | 70%   | 161,034   | 72%   | 187,101    | 72%   |
| Workforce                     | 95,972    | 77%   | 87,226    | 77%   | 82,666    | 76%   | 70,657    | 77%   | 71,031    | 77%   | 73,304     | 75%   |
| Personal Interest             | 17,198    | 77%   | 17,362    | 76%   | 16,275    | 76%   | 12,145    | 72%   | 12,004    | 78%   | 11,437     | 80%   |
| Unknown                       | 33,932    | 76%   | 29,774    | 73%   | 34,008    | 74%   | 13,880    | 71%   | 6,429     | 72%   | 3,156      | 72%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full Time - Beginning of Term |           |       |           |       |           |       |           |       | 117,961   | 72%   | 138,498    | 72%   |
| Part Time - Beginning of Term |           |       |           |       |           |       |           |       | 132,537   | 75%   | 136,500    | 74%   |

\* 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007* |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|------------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n          | %     | n         | %     | n          | %     |
| <b>Total Excelling</b>        | 198,095   | 56.6% | 196,340   | 55.9% | 193,397   | 56.0% | 191,218    | 55.3% | 197,101   | 57.8% | 217,699    | 57.9% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |            |       |           |       |            |       |
| American Indian               | 5,076     | 48%   | 4,968     | 47%   | 4,457     | 45%   | 4,879      | 46%   | 4,966     | 48%   | 5,623      | 47%   |
| Asian/Pacific Islander        | 6,728     | 59%   | 7,371     | 59%   | 7,722     | 59%   | 8,992      | 59%   | 8,937     | 61%   | 9,905      | 62%   |
| Black                         | 9,328     | 45%   | 9,714     | 45%   | 9,397     | 44%   | 10,420     | 42%   | 10,760    | 44%   | 13,292     | 43%   |
| Hispanic                      | 33,383    | 51%   | 33,711    | 50%   | 33,739    | 50%   | 34,794     | 50%   | 36,915    | 54%   | 41,372     | 54%   |
| White                         | 121,904   | 60%   | 121,410   | 59%   | 116,723   | 59%   | 122,505    | 59%   | 120,626   | 61%   | 133,070    | 62%   |
| Other                         | 4,572     | 53%   | 4,717     | 53%   | 4,789     | 54%   | 4,037      | 54%   | 4,810     | 56%   | 4,298      | 53%   |
| Unknown                       | 17,104    | 58%   | 14,449    | 56%   | 16,570    | 58%   | 5,591      | 53%   | 10,087    | 55%   | 10,139     | 55%   |
| <b>Gender</b>                 |           |       |           |       |           |       |            |       |           |       |            |       |
| Female                        | 110,075   | 58%   | 109,242   | 57%   | 107,179   | 57%   | 106,040    | 57%   | 109,419   | 59%   | 120,745    | 60%   |
| Male                          | 80,378    | 54%   | 81,261    | 54%   | 80,846    | 54%   | 81,109     | 54%   | 83,024    | 56%   | 92,875     | 56%   |
| Unknown                       | 7,642     | 61%   | 5,837     | 58%   | 5,372     | 57%   | 4,069      | 52%   | 4,658     | 58%   | 4,079      | 57%   |
| <b>Age</b>                    |           |       |           |       |           |       |            |       |           |       |            |       |
| Less than 25                  | 115,258   | 55%   | 113,323   | 53%   | 113,081   | 53%   | 115,388    | 53%   | 120,130   | 55%   | 132,959    | 56%   |
| 25 or Older                   | 79,780    | 59%   | 80,753    | 60%   | 78,042    | 60%   | 74,980     | 58%   | 76,399    | 62%   | 84,076     | 61%   |
| Unknown                       | 3,057     | 66%   | 2,264     | 64%   | 2,274     | 65%   | 850        | 66%   | 572       | 67%   | 664        | 77%   |
| <b>High School Status</b>     |           |       |           |       |           |       |            |       |           |       |            |       |
| HS Diploma                    | 148,293   | 56%   | 146,916   | 55%   | 143,515   | 54%   | 143,020    | 54%   | 153,362   | 56%   | 172,098    | 57%   |
| GED                           | 12,970    | 52%   | 13,420    | 54%   | 12,350    | 54%   | 11,907     | 51%   | 13,737    | 55%   | 15,440     | 52%   |
| No GED/Diploma                | 3,886     | 49%   | 3,905     | 50%   | 4,230     | 50%   | 4,732      | 52%   | 2,922     | 52%   | 2,633      | 49%   |
| Other/Unknown                 | 32,946    | 65%   | 32,099    | 64%   | 33,302    | 66%   | 31,559     | 65%   | 27,080    | 71%   | 27,528     | 71%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |            |       |           |       |            |       |
| Transfer                      | 86,616    | 55%   | 93,352    | 54%   | 91,306    | 54%   | 117,273    | 54%   | 126,085   | 56%   | 147,674    | 57%   |
| Workforce                     | 71,719    | 57%   | 66,687    | 59%   | 62,996    | 58%   | 54,504     | 59%   | 56,739    | 62%   | 58,583     | 60%   |
| Personal Interest             | 13,257    | 59%   | 13,287    | 58%   | 12,483    | 58%   | 8,958      | 53%   | 9,323     | 60%   | 9,085      | 63%   |
| Unknown                       | 26,503    | 59%   | 23,014    | 56%   | 26,612    | 58%   | 10,483     | 54%   | 4,954     | 56%   | 2,357      | 54%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |            |       |           |       |            |       |
| Full Time - Beginning of Term |           |       |           |       |           |       |            |       | 92,166    | 56%   | 109,181    | 57%   |
| Part Time - Beginning of Term |           |       |           |       |           |       |            |       | 104,935   | 59%   | 108,518    | 59%   |

\* 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 321,481   | 82.7% | 324,810   | 82.0% | 320,510   | 82.1% | 322,112   | 81.3% | 316,148   | 82.9% | 346,147    | 83.5% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 9,404     | 79%   | 9,534     | 78%   | 9,106     | 76%   | 9,626     | 76%   | 9,202     | 77%   | 10,517     | 79%   |
| Asian/Pacific Islander        | 10,260    | 84%   | 11,241    | 84%   | 11,695    | 83%   | 13,701    | 83%   | 12,981    | 84%   | 14,141     | 85%   |
| Black                         | 18,399    | 77%   | 19,344    | 77%   | 19,252    | 77%   | 22,032    | 74%   | 21,521    | 76%   | 26,880     | 77%   |
| Hispanic                      | 54,322    | 82%   | 56,625    | 81%   | 56,796    | 81%   | 61,016    | 80%   | 60,606    | 82%   | 67,867     | 82%   |
| White                         | 193,905   | 84%   | 195,802   | 83%   | 188,491   | 83%   | 199,427   | 83%   | 187,615   | 84%   | 203,266    | 85%   |
| Other                         | 7,935     | 80%   | 8,139     | 80%   | 8,152     | 82%   | 6,835     | 80%   | 7,725     | 82%   | 16,517     | 84%   |
| Unknown                       | 27,256    | 84%   | 24,125    | 83%   | 27,018    | 83%   | 9,475     | 83%   | 16,498    | 83%   | 6,959      | 81%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 172,392   | 84%   | 175,759   | 83%   | 172,945   | 83%   | 173,508   | 82%   | 170,674   | 84%   | 185,418    | 85%   |
| Male                          | 137,186   | 82%   | 139,622   | 81%   | 138,752   | 81%   | 141,412   | 80%   | 138,260   | 82%   | 154,275    | 82%   |
| Unknown                       | 11,903    | 84%   | 9,429     | 84%   | 8,813     | 83%   | 7,192     | 80%   | 7,214     | 84%   | 6,454      | 83%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 192,829   | 82%   | 197,900   | 81%   | 196,859   | 81%   | 201,400   | 80%   | 201,137   | 82%   | 219,475    | 83%   |
| 25 or Older                   | 124,231   | 84%   | 123,481   | 84%   | 120,301   | 84%   | 119,466   | 83%   | 114,189   | 85%   | 125,830    | 85%   |
| Unknown                       | 4,421     | 89%   | 3,367     | 90%   | 3,350     | 88%   | 1,246     | 90%   | 822       | 94%   | 842        | 96%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 244,735   | 82%   | 248,654   | 81%   | 245,157   | 81%   | 247,129   | 81%   | 252,535   | 82%   | 278,789    | 83%   |
| GED                           | 22,516    | 77%   | 22,867    | 78%   | 20,942    | 78%   | 21,307    | 75%   | 22,785    | 78%   | 26,424     | 78%   |
| No GED/Diploma                | 6,417     | 79%   | 6,306     | 79%   | 6,855     | 80%   | 7,905     | 79%   | 4,602     | 78%   | 4,379      | 75%   |
| Other/Unknown                 | 47,813    | 88%   | 46,983    | 88%   | 47,556    | 89%   | 45,771    | 88%   | 36,226    | 92%   | 36,555     | 92%   |
| <b>Intent/Goal **</b>         |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 146,508   | 81%   | 162,079   | 80%   | 159,031   | 80%   | 203,154   | 80%   | 208,357   | 82%   | 238,051    | 83%   |
| Workforce                     | 113,789   | 85%   | 104,719   | 85%   | 99,830    | 85%   | 86,207    | 85%   | 85,373    | 86%   | 90,464     | 85%   |
| Personal Interest             | 20,242    | 85%   | 20,603    | 84%   | 19,243    | 84%   | 15,128    | 81%   | 14,165    | 85%   | 13,516     | 87%   |
| Unknown                       | 40,942    | 84%   | 37,409    | 82%   | 42,406    | 83%   | 17,623    | 82%   | 8,253     | 82%   | 4,116      | 81%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full Time - Beginning of Term |           |       |           |       |           |       |           |       | 152,662   | 82%   | 177,080    | 83%   |
| Part Time - Beginning of Term |           |       |           |       |           |       |           |       | 163,486   | 84%   | 169,067    | 84%   |

\* 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 321,481   | 75.0% | 324,810   | 73.8% | 320,510   | 73.5% | 322,112   | 72.7% | 316,148   | 74.3% | 346,147    | 74.0% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 9,404     | 68%   | 9,534     | 66%   | 9,106     | 63%   | 9,626     | 64%   | 9,202     | 65%   | 10,517     | 65%   |
| Asian/Pacific Islander        | 10,260    | 76%   | 11,241    | 76%   | 11,695    | 76%   | 13,701    | 75%   | 12,981    | 77%   | 14,141     | 77%   |
| Black                         | 18,399    | 65%   | 19,344    | 65%   | 19,252    | 64%   | 22,032    | 61%   | 21,521    | 63%   | 26,880     | 61%   |
| Hispanic                      | 54,322    | 73%   | 56,625    | 71%   | 56,796    | 71%   | 61,016    | 69%   | 60,606    | 72%   | 67,867     | 72%   |
| White                         | 193,905   | 77%   | 195,802   | 76%   | 188,491   | 76%   | 199,427   | 75%   | 187,615   | 77%   | 203,266    | 77%   |
| Other                         | 7,935     | 71%   | 8,139     | 71%   | 8,152     | 72%   | 6,835     | 71%   | 7,725     | 73%   | 16,517     | 73%   |
| Unknown                       | 27,256    | 76%   | 24,125    | 75%   | 27,018    | 75%   | 9,475     | 73%   | 16,498    | 73%   | 6,959      | 69%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 172,392   | 76%   | 175,759   | 75%   | 172,945   | 75%   | 173,508   | 74%   | 170,674   | 76%   | 185,418    | 76%   |
| Male                          | 137,186   | 73%   | 139,622   | 72%   | 138,752   | 72%   | 141,412   | 71%   | 138,260   | 73%   | 154,275    | 72%   |
| Unknown                       | 11,903    | 77%   | 9,429     | 76%   | 8,813     | 74%   | 7,192     | 70%   | 7,214     | 77%   | 6,454      | 74%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 192,829   | 73%   | 197,900   | 71%   | 196,859   | 71%   | 201,400   | 71%   | 201,137   | 72%   | 219,475    | 73%   |
| 25 or Older                   | 124,231   | 78%   | 123,481   | 78%   | 120,301   | 77%   | 119,466   | 76%   | 114,189   | 78%   | 125,830    | 76%   |
| Unknown                       | 4,421     | 83%   | 3,367     | 85%   | 3,350     | 83%   | 1,246     | 85%   | 822       | 87%   | 842        | 92%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 244,735   | 74%   | 248,654   | 73%   | 245,157   | 72%   | 247,129   | 72%   | 252,535   | 73%   | 278,789    | 73%   |
| GED                           | 22,516    | 70%   | 22,867    | 70%   | 20,942    | 70%   | 21,307    | 66%   | 22,785    | 69%   | 26,424     | 66%   |
| No GED/Diploma                | 6,417     | 70%   | 6,306     | 70%   | 6,855     | 71%   | 7,905     | 70%   | 4,602     | 69%   | 4,379      | 65%   |
| Unknown                       | 47,813    | 82%   | 46,983    | 81%   | 47,556    | 82%   | 45,771    | 81%   | 36,226    | 87%   | 36,555     | 87%   |
| <b>Intent/Goal **</b>         |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 146,508   | 72%   | 162,079   | 71%   | 159,031   | 70%   | 203,154   | 70%   | 208,357   | 72%   | 238,051    | 73%   |
| Workforce                     | 113,789   | 78%   | 104,719   | 78%   | 99,830    | 77%   | 86,207    | 78%   | 85,373    | 78%   | 90,464     | 76%   |
| Personal Interest             | 20,242    | 78%   | 20,603    | 77%   | 19,243    | 77%   | 15,128    | 73%   | 14,165    | 78%   | 13,516     | 80%   |
| Unknown                       | 40,942    | 77%   | 37,409    | 74%   | 42,406    | 75%   | 17,623    | 72%   | 8,253     | 73%   | 4,116      | 73%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full Time - Beginning of Term |           |       |           |       |           |       |           |       | 152,662   | 73%   | 177,080    | 73%   |
| Part Time - Beginning of Term |           |       |           |       |           |       |           |       | 163,486   | 76%   | 169,067    | 75%   |

\* 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 by Student Characteristics

**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 2003 |       | Fall 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007** |       | Fall 2008** |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-------------|-------|-------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n           | %     | n           | %     |
| <b>Total Enrollments</b>      | 114,120   | 62.1% | 117,224   | 62.3% | 117,656   | 60.5% | 115,070   | 60.9% | 113,395     | 60.1% | 116,846     | 62.5% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |             |       |             |       |
| American Indian               | 3,230     | 65%   | 3,304     | 65%   | 3,339     | 65%   | 3,220     | 63%   | 3,432       | 62%   | 3,363       | 62%   |
| Asian/Pacific Islander        | 3,870     | 63%   | 3,870     | 63%   | 4,202     | 60%   | 4,286     | 63%   | 4,897       | 63%   | 4,949       | 65%   |
| Black                         | 5,891     | 63%   | 6,463     | 64%   | 6,847     | 61%   | 6,841     | 60%   | 7,767       | 60%   | 8,042       | 63%   |
| Hispanic                      | 20,488    | 63%   | 21,807    | 64%   | 22,553    | 62%   | 22,992    | 62%   | 23,432      | 59%   | 23,767      | 62%   |
| White                         | 66,088    | 63%   | 68,027    | 63%   | 67,754    | 61%   | 64,613    | 62%   | 67,451      | 60%   | 66,692      | 64%   |
| Other                         | 2,734     | 65%   | 2,749     | 67%   | 2,818     | 63%   | 2,797     | 65%   | 2,279       | 66%   | 2,735       | 65%   |
| Unknown                       | 11,819    | 52%   | 11,004    | 55%   | 10,143    | 54%   | 10,321    | 52%   | 4,137       | 52%   | 7,298       | 49%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |             |       |             |       |
| Female                        | 61,234    | 64%   | 63,473    | 64%   | 64,478    | 62%   | 63,343    | 63%   | 62,587      | 61%   | 64,960      | 63%   |
| Male                          | 47,476    | 61%   | 49,379    | 61%   | 49,353    | 59%   | 48,157    | 60%   | 47,825      | 59%   | 48,939      | 62%   |
| Unknown                       | 5,410     | 45%   | 4,372     | 50%   | 3,825     | 49%   | 3,570     | 47%   | 2,983       | 51%   | 2,947       | 52%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |             |       |             |       |
| Less than 25                  | 55,342    | 69%   | 57,328    | 69%   | 58,200    | 67%   | 57,525    | 68%   | 54,749      | 53%   | 55,152      | 57%   |
| 25 or Older                   | 56,667    | 56%   | 58,179    | 56%   | 58,035    | 54%   | 56,230    | 55%   | 58,282      | 67%   | 61,451      | 68%   |
| Unknown                       | 2,111     | 37%   | 1,717     | 40%   | 1,421     | 35%   | 1,315     | 36%   | 364         | 28%   | 243         | 28%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |             |       |             |       |
| HS Diploma                    | 89,158    | 64%   | 92,217    | 64%   | 93,065    | 62%   | 91,605    | 63%   | 91,330      | 60%   | 99,187      | 64%   |
| GED                           | 8,341     | 62%   | 8,701     | 60%   | 8,742     | 60%   | 8,294     | 59%   | 8,404       | 55%   | 9,236       | 61%   |
| No GED/Diploma                | 2,974     | 58%   | 3,118     | 58%   | 3,092     | 57%   | 3,385     | 57%   | 3,195       | 62%   | 2,184       | 53%   |
| Other/Unknown                 | 13,647    | 52%   | 13,188    | 53%   | 12,757    | 53%   | 11,786    | 51%   | 10,466      | 67%   | 6,239       | 52%   |
| <b>Intent/Goal*</b>           |           |       |           |       |           |       |           |       |             |       |             |       |
| Transfer                      | 55,873    | 69%   | 54,176    | 70%   | 52,810    | 68%   | 51,222    | 69%   | 54,708      | 67%   | 53,078      | 67%   |
| Workforce                     | 31,123    | 49%   | 36,731    | 59%   | 38,206    | 58%   | 37,166    | 59%   | 42,925      | 57%   | 53,085      | 60%   |
| Personal Interest             | 10,776    | 48%   | 10,776    | 48%   | 10,184    | 48%   | 9,907     | 47%   | 7,961       | 45%   | 7,054       | 49%   |
| Unknown                       | 16,348    | 51%   | 16,348    | 51%   | 16,133    | 53%   | 16,775    | 51%   | 7,801       | 45%   | 3,629       | 60%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |             |       |             |       |
| Full Time - Beginning of Term |           |       |           |       |           |       |           |       | 33,996      | 78%   | 34,815      | 80%   |
| Part Time - Beginning of Term |           |       |           |       |           |       |           |       | 79,399      | 53%   | 82,031      | 55%   |

\*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 by Student Characteristics

**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 2003 |       | Fall 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007** |       | Fall 2008** |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-------------|-------|-------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n           | %     | n           | %     |
| <b>Total Enrollments</b>      | 114,120   | 45.7% | 117,224   | 45.4% | 117,656   | 44.2% | 115,070   | 44.8% | 113,395     | 42.2% | 116,846     | 45.6% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |             |       |             |       |
| American Indian               | 3,230     | 46%   | 3,304     | 45%   | 3,339     | 44%   | 3,220     | 45%   | 3,432       | 42%   | 3,363       | 46%   |
| Asian/Pacific Islander        | 3,870     | 46%   | 3,870     | 45%   | 4,202     | 45%   | 4,286     | 48%   | 4,897       | 45%   | 4,949       | 48%   |
| Black                         | 5,891     | 46%   | 6,463     | 46%   | 6,847     | 43%   | 6,841     | 43%   | 7,767       | 40%   | 8,042       | 44%   |
| Hispanic                      | 20,488    | 47%   | 21,807    | 47%   | 22,553    | 46%   | 22,992    | 44%   | 23,432      | 43%   | 23,767      | 47%   |
| White                         | 66,088    | 46%   | 68,027    | 46%   | 67,754    | 45%   | 64,613    | 46%   | 67,451      | 42%   | 66,692      | 46%   |
| Other                         | 2,734     | 49%   | 2,749     | 47%   | 2,818     | 46%   | 2,797     | 49%   | 2,279       | 47%   | 2,735       | 50%   |
| Unknown                       | 11,819    | 38%   | 11,004    | 39%   | 10,143    | 38%   | 10,321    | 38%   | 4,137       | 34%   | 7,298       | 33%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |             |       |             |       |
| Female                        | 61,234    | 48%   | 63,473    | 48%   | 64,478    | 46%   | 63,343    | 46%   | 62,587      | 43%   | 64,960      | 46%   |
| Male                          | 47,476    | 44%   | 49,379    | 44%   | 49,353    | 43%   | 48,157    | 44%   | 47,825      | 42%   | 48,939      | 45%   |
| Unknown                       | 5,410     | 34%   | 4,372     | 35%   | 3,825     | 34%   | 3,570     | 33%   | 2,983       | 31%   | 2,947       | 35%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |             |       |             |       |
| Less than 25                  | 55,342    | 52%   | 57,328    | 52%   | 58,200    | 51%   | 57,525    | 51%   | 54,749      | 36%   | 55,152      | 40%   |
| 25 or Older                   | 56,667    | 40%   | 58,179    | 40%   | 58,035    | 38%   | 56,230    | 39%   | 58,282      | 48%   | 61,451      | 51%   |
| Unknown                       | 2,111     | 27%   | 1,717     | 28%   | 1,421     | 25%   | 1,315     | 23%   | 364         | 15%   | 243         | 20%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |             |       |             |       |
| HS Diploma                    | 89,158    | 47%   | 92,217    | 47%   | 93,065    | 45%   | 91,605    | 46%   | 91,330      | 42%   | 99,187      | 46%   |
| GED                           | 8,341     | 44%   | 8,701     | 43%   | 8,742     | 42%   | 8,294     | 42%   | 8,404       | 37%   | 9,236       | 42%   |
| No GED/Diploma                | 2,974     | 40%   | 3,118     | 41%   | 3,092     | 40%   | 3,385     | 40%   | 3,195       | 42%   | 2,184       | 38%   |
| Other/Unknown                 | 13,647    | 39%   | 13,188    | 38%   | 12,757    | 39%   | 11,786    | 36%   | 10,466      | 45%   | 6,239       | 41%   |
| <b>Intent/Goal*</b>           |           |       |           |       |           |       |           |       |             |       |             |       |
| Transfer                      | 55,873    | 51%   | 54,176    | 59    | 52,810    | 50%   | 51,222    | 51%   | 54,708      | 47%   | 53,078      | 49%   |
| Workforce                     | 31,123    | 33%   | 36,731    | 44%   | 38,206    | 43%   | 37,166    | 44%   | 42,925      | 41%   | 53,085      | 44%   |
| Personal Interest             | 10,776    | 34%   | 10,776    | 34%   | 10,184    | 33%   | 9,907     | 33%   | 7,961       | 30%   | 7,054       | 33%   |
| Unknown                       | 16,348    | 37%   | 16,348    | 37%   | 16,133    | 39%   | 16,775    | 37%   | 7,801       | 29%   | 3,629       | 44%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |             |       |             |       |
| Full Time - Beginning of Term |           |       |           |       |           |       |           |       | 33,996      | 57%   | 34,815      | 61%   |
| Part Time - Beginning of Term |           |       |           |       |           |       |           |       | 79,399      | 36%   | 82,031      | 39%   |

\*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.

|                               | <b>Fall 2008<br/>Cohort</b> | <b>Spring 2009</b> | <b>Fall 2009</b> | <b>Spring 2010</b> |
|-------------------------------|-----------------------------|--------------------|------------------|--------------------|
|                               | <b>n</b>                    | <b>%</b>           | <b>%</b>         | <b>%</b>           |
| <b>Total Students</b>         | 2,053                       | 84%                | 69%              | 64%                |
| <b>Race/Ethnic Background</b> |                             |                    |                  |                    |
| Underrepresented Minorities   | 439                         | 80%                | 65%              | 59%                |
| Asian/Pacific Islander        | 56                          | 91%                | 78%              | 69%                |
| White                         | 1,297                       | 86%                | 69%              | 65%                |
| Other                         | 56                          | 82%                | 80%              | 78%                |
| Unknown                       | 205                         | 85%                | 69%              | 62%                |
| <b>Gender</b>                 |                             |                    |                  |                    |
| Female                        | 944                         | 87%                | 72%              | 68%                |
| Male                          | 1,040                       | 82%                | 65%              | 60%                |
| Unknown                       | 69                          | 84%                | 73%              | 59%                |

|                               | <b>Spring 2009<br/>Cohort</b> | <b>Fall 2009</b> | <b>Spring 2010</b> | <b>Fall 2010</b> |
|-------------------------------|-------------------------------|------------------|--------------------|------------------|
|                               | <b>n</b>                      | <b>%</b>         | <b>%</b>           | <b>%</b>         |
| <b>Total Enrollments</b>      | 369                           | 64%              | 57%                | 44%              |
| <b>Race/Ethnic Background</b> |                               |                  |                    |                  |
| Underrepresented Minorities   | 141                           | 55%              | 55%                | 41%              |
| Asian/Pacific Islander        | 18                            | 78%              | 44%                | 39%              |
| White                         | 177                           | 68%              | 62%                | 47%              |
| Other                         | 7                             | 71%              | 29%                | 14%              |
| Unknown                       | 26                            | 73%              | 54%                | 46%              |
| <b>Gender</b>                 |                               |                  |                    |                  |
| Female                        | 179                           | 66%              | 60%                | 53%              |
| Male                          | 178                           | 62%              | 55%                | 36%              |
| Unknown                       | 12                            | 58%              | 42%                | 33%              |

**Student Success Pilot Project 2-Year Persistence  
Academic Year 2009-10**

**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.

|                               | <b>Fall 2009<br/>Cohort</b> | <b>Spring 2010</b> | <b>Fall 2010</b> | <b>Spring 2011</b> |
|-------------------------------|-----------------------------|--------------------|------------------|--------------------|
|                               | <b>n</b>                    | <b>%</b>           | <b>%</b>         | <b>%</b>           |
| <b>Total Students</b>         | 5,005                       | 89%                | 70%              | n/a                |
| <b>Race/Ethnic Background</b> |                             |                    |                  |                    |
| Underrepresented Minorities   | 1,880                       | 89%                | 65%              | n/a                |
| Asian/Pacific Islander        | 140                         | 87%                | 73%              | n/a                |
| White                         | 2,585                       | 89%                | 74%              | n/a                |
| Other                         | 106                         | 87%                | 64%              | n/a                |
| Unknown                       | 294                         | 88%                | 64%              | n/a                |
| <b>Gender</b>                 |                             |                    |                  |                    |
| Female                        | 2,505                       | 90%                | 71%              | n/a                |
| Male                          | 2,387                       | 87%                | 69%              | n/a                |
| Unknown                       | 113                         | 88%                | 66%              | n/a                |

|                               | <b>Spring 2010<br/>Cohort</b> | <b>Fall 2010</b> | <b>Spring 2011</b> | <b>Fall 2011</b> |
|-------------------------------|-------------------------------|------------------|--------------------|------------------|
|                               | <b>n</b>                      | <b>%</b>         | <b>%</b>           | <b>%</b>         |
| <b>Total Enrollments</b>      | 625                           | 63%              | n/a                | n/a              |
| <b>Race/Ethnic Background</b> |                               |                  |                    |                  |
| Underrepresented Minorities   | 288                           | 56%              | n/a                | n/a              |
| Asian/Pacific Islander        | 20                            | 70%              | n/a                | n/a              |
| White                         | 265                           | 69%              | n/a                | n/a              |
| Other                         | 16                            | 81%              | n/a                | n/a              |
| Unknown                       | 36                            | 58%              | n/a                | n/a              |
| <b>Gender</b>                 |                               |                  |                    |                  |
| Female                        | 179                           | 68%              | n/a                | n/a              |
| Male                          | 178                           | 58%              | n/a                | n/a              |
| Unknown                       | 12                            | 71%              | 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 of students in each course completion range  
(% of courses completed with grade of A, B, C and P)

|                               | % of Classes<br>Successfully<br>Completed | Fall 2008 |     | Spring 2009 |     | Fall 2009 |     | Spring 2010 |     |
|-------------------------------|---|-----------|-----|-------------|-----|-----------|-----|-------------|-----|
|                               |   | n         | %   | n           | %   | n         | %   | n           | %   |
| <b>Total Students</b>         | <i>75% or more</i>                        | 1,314     | 64% | 973         | 58% | 1,273     | 63% | 1,133       | 64% |
|                               | <i>100%</i>                               | 836       | 41% | 640         | 38% | 558       | 44% | 542         | 48% |
|                               | <i>75%</i>                                | 478       | 23% | 333         | 20% | 240       | 19% | 183         | 16% |
|                               | <i>50%</i>                                | 285       | 14% | 262         | 16% | 216       | 17% | 184         | 16% |
|                               | <i>25%</i>                                | 197       | 10% | 164         | 10% | 111       | 9%  | 80          | 7%  |
|                               | <i>&lt; 25%</i>                           | 54        | 3%  | 36          | 2%  | 16        | 1%  | 13          | 1%  |
|                               | <i>None</i>                               | 203       | 10% | 244         | 15% | 132       | 10% | 131         | 12% |
| <b>Race/Ethnic Background</b> |   |           |     |             |     |           |     |             |     |
| Underrepresented              |   |           |     |             |     |           |     |             |     |
| Minorities                    | <i>75% or more</i>                        | 439       | 56% | 336         | 51% | 247       | 61% | 218         | 56% |
| Asian/Pacific Islander        | <i>75% or more</i>                        | 56        | 77% | 51          | 61% | 40        | 75% | 33          | 64% |
| White                         | <i>75% or more</i>                        | 1,297     | 67% | 1,079       | 60% | 810       | 63% | 731         | 66% |
| Other                         | <i>75% or more</i>                        | 56        | 54% | 45          | 71% | 43        | 58% | 39          | 69% |
| Unknown                       | <i>75% or more</i>                        | 205       | 61% | 168         | 56% | 133       | 63% | 112         | 68% |
| <b>Gender</b>                 |   |           |     |             |     |           |     |             |     |
| Female                        | <i>75% or more</i>                        | 944       | 70% | 792         | 65% | 606       | 66% | 551         | 66% |
| Male                          | <i>75% or more</i>                        | 1,040     | 59% | 829         | 51% | 617       | 59% | 542         | 61% |
| Unknown                       | <i>75% or more</i>                        | 69        | 61% | 58          | 55% | 50        | 66% | 40          | 78% |

**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 of students in each course completion range  
(% of courses completed with grade of A, B, C and P)

|                               | % of Classes<br>Successfully<br>Completed | Spring 2009 |     | Fall 2009 |     | Spring 2010 |     | Fall 2010 |     |
|-------------------------------|---|-------------|-----|-----------|-----|-------------|-----|-----------|-----|
|                               |   | n           | %   | n         | %   | n           | %   | n         | %   |
| <b>Total Students</b>         | <i>75% or more</i>                        | 210         | 57% | 122       | 55% | 98          | 52% | n/a       | n/a |
|                               | <i>100%</i>                               | 134         | 36% | 91        | 41% | 76          | 40% | n/a       | n/a |
|                               | <i>75%</i>                                | 76          | 21% | 31        | 14% | 22          | 12% | n/a       | n/a |
|                               | <i>50%</i>                                | 54          | 15% | 37        | 17% | 37          | 20% | n/a       | n/a |
|                               | <i>25%</i>                                | 24          | 7%  | 26        | 12% | 18          | 10% | n/a       | n/a |
|                               | <i>&lt; 25%</i>                           | 14          | 4%  | 1         | 1%  | 5           | 3%  | n/a       | n/a |
|                               | <i>None</i>                               | 67          | 18% | 34        | 16% | 30          | 16% | n/a       | n/a |
| <b>Race/Ethnic Background</b> |   |             |     |           |     |             |     |           |     |
| Underrepresented              |   |             |     |           |     |             |     |           |     |
| Minorities                    | <i>75% or more</i>                        | 71          | 50% | 39        | 53% | 30          | 41% | n/a       | n/a |
| Asian/Pacific Islander        | <i>75% or more</i>                        | 13          | 72% | 8         | 57% | 6           | 86% | n/a       | n/a |
| White                         | <i>75% or more</i>                        | 107         | 60% | 65        | 59% | 53          | 58% | n/a       | n/a |
| Other                         | <i>75% or more</i>                        | 3           | 43% | 1         | 0%  | 0           | 0%  | n/a       | n/a |
| Unknown                       | <i>75% or more</i>                        | 16          | 62% | 9         | 50% | 9           | 64% | n/a       | n/a |
| <b>Gender</b>                 |   |             |     |           |     |             |     |           |     |
| Female                        | <i>75% or more</i>                        | 112         | 63% | 65        | 58% | 54          | 57% | n/a       | n/a |
| Male                          | <i>75% or more</i>                        | 93          | 52% | 53        | 52% | 40          | 45% | n/a       | n/a |
| Unknown                       | <i>75% or more</i>                        | 5           | 42% | 4         | 57% | 4           | 80% | n/a       | n/a |

**Student Success Pilot Project Completion of Semester with Grade C or Better  
Fall 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 of students in each course completion range  
(% of courses completed with grade of A, B, C and P)

|                                | % of Classes<br>Successfully<br>Completed | Fall 2009 |     | Spring 2010 |     | Fall 2010 |     | Spring 2011 |     |
|--------------------------------|---|-----------|-----|-------------|-----|-----------|-----|-------------|-----|
|                                |   | n         | %   | n           | %   | n         | %   | n           | %   |
| <b>Total Students</b>          | <i>75% or more</i>                        | 3,381     | 68% | 2,472       | 58% | n/a       | n/a | n/a         | n/a |
|                                | <i>100%</i>                               | 2,225     | 45% | 1,607       | 38% | n/a       | n/a | n/a         | n/a |
|                                | <i>75%</i>                                | 1,156     | 23% | 865         | 20% | n/a       | n/a | n/a         | n/a |
|                                | <i>50%</i>                                | 654       | 13% | 678         | 16% | n/a       | n/a | n/a         | n/a |
|                                | <i>25%</i>                                | 398       | 8%  | 449         | 11% | n/a       | n/a | n/a         | n/a |
|                                | <i>&lt; 25%</i>                           | 124       | 3%  | 90          | 2%  | n/a       | n/a | n/a         | n/a |
|                                | <i>None</i>                               | 448       | 9%  | 592         | 14% | n/a       | n/a | n/a         | n/a |
| <b>Race/Ethnic Background</b>  |   |           |     |             |     |           |     |             |     |
| Underrepresented<br>Minorities | <i>75% or more</i>                        | 1,123     | 60% | 776         | 48% | n/a       | n/a | n/a         | n/a |
| Asian/Pacific Islander         | <i>75% or more</i>                        | 106       | 76% | 79          | 66% | n/a       | n/a | n/a         | n/a |
| White                          | <i>75% or more</i>                        | 1,886     | 73% | 1,449       | 65% | n/a       | n/a | n/a         | n/a |
| Other                          | <i>75% or more</i>                        | 65        | 61% | 38          | 44% | n/a       | n/a | n/a         | n/a |
| Unknown                        | <i>75% or more</i>                        | 201       | 68% | 130         | 51% | n/a       | n/a | n/a         | n/a |
| <b>Gender</b>                  |   |           |     |             |     |           |     |             |     |
| Female                         | <i>75% or more</i>                        | 1,819     | 73% | 1,340       | 61% | n/a       | n/a | n/a         | n/a |
| Male                           | <i>75% or more</i>                        | 1,489     | 62% | 1,092       | 55% | n/a       | n/a | n/a         | n/a |
| Unknown                        | <i>75% or more</i>                        | 73        | 65% | 40          | 43% | n/a       | n/a | n/a         | n/a |

**Student Success Pilot Project Completion of Semester with Grade C or Better  
Spring 2010 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 of students in each course completion range  
(% of courses completed with grade of A, B, C and P)

|                                | % of Classes<br>Successfully<br>Completed | Spring 2010 |     | Fall 2010 |     | Spring 2011 |     | Fall 2011 |     |
|--------------------------------|---|-------------|-----|-----------|-----|-------------|-----|-----------|-----|
|                                |   | n           | %   | n         | %   | n           | %   | n         | %   |
| <b>Total Students</b>          | <i>75% or more</i>                        | 353         | 56% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
|                                | <i>100%</i>                               | 233         | 37% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
|                                | <i>75%</i>                                | 120         | 19% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
|                                | <i>50%</i>                                | 77          | 12% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
|                                | <i>25%</i>                                | 54          | 9%  | n/a       | n/a | n/a         | n/a | n/a       | n/a |
|                                | <i>&lt; 25%</i>                           | 25          | 4%  | n/a       | n/a | n/a         | n/a | n/a       | n/a |
|                                | <i>None</i>                               | 116         | 19% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| <b>Race/Ethnic Background</b>  |   |             |     |           |     |             |     |           |     |
| Underrepresented<br>Minorities | <i>75% or more</i>                        | 145         | 50% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| Asian/Pacific Islander         | <i>75% or more</i>                        | 12          | 60% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| White                          | <i>75% or more</i>                        | 162         | 61% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| Other                          | <i>75% or more</i>                        | 10          | 61% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| Unknown                        | <i>75% or more</i>                        | 24          | 67% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| <b>Gender</b>                  |   |             |     |           |     |             |     |           |     |
| Female                         | <i>75% or more</i>                        | 177         | 63% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| Male                           | <i>75% or more</i>                        | 166         | 51% | n/a       | n/a | n/a         | n/a | n/a       | n/a |
| Unknown                        | <i>75% or more</i>                        | 10          | 2%  | n/a       | n/a | n/a         | n/a | n/a       | n/a |



*General Education Indicators by Student Characteristics*





## 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 5,014     | 61.8% | 4,875     | 56.1% | 5,007     | 54.6% | 5,134     | 55.5% | 4,895     | 59.9% | 5,430      | 60.2% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 150       | 57%   | 140       | 46%   | 150       | 42%   | 171       | 42%   | 137       | 42%   | 169        | 43%   |
| Asian/Pacific Islander        | 163       | 58%   | 146       | 64%   | 194       | 58%   | 235       | 60%   | 228       | 64%   | 246        | 64%   |
| Black                         | 219       | 54%   | 233       | 50%   | 263       | 46%   | 285       | 43%   | 289       | 50%   | 294        | 50%   |
| Hispanic                      | 941       | 61%   | 938       | 54%   | 1,021     | 50%   | 1,140     | 50%   | 1,017     | 57%   | 1,154      | 58%   |
| White                         | 3,102     | 63%   | 2,975     | 57%   | 2,964     | 58%   | 3,031     | 59%   | 2,847     | 62%   | 3,176      | 63%   |
| Other                         | 149       | 58%   | 135       | 56%   | 143       | 49%   | 128       | 52%   | 122       | 59%   | 131        | 50%   |
| Unknown                       | 290       | 62%   | 308       | 60%   | 272       | 56%   | 144       | 67%   | 255       | 65%   | 260        | 64%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 2,606     | 65%   | 2,437     | 59%   | 2,347     | 58%   | 2,352     | 57%   | 2,306     | 65%   | 2,469      | 63%   |
| Male                          | 2,303     | 59%   | 2,355     | 53%   | 2,582     | 52%   | 2,677     | 54%   | 2,511     | 55%   | 2,874      | 58%   |
| Unknown                       | 105       | 58%   | 83        | 58%   | 78        | 55%   | 105       | 61%   | 78        | 71%   | 87         | 60%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 3,929     | 62%   | 4,002     | 56%   | 4,190     | 55%   | 4,299     | 56%   | 4,068     | 60%   | 4,530      | 61%   |
| 25 or Older                   | 1,048     | 60%   | 845       | 58%   | 793       | 55%   | 824       | 55%   | 812       | 58%   | 888        | 58%   |
| Unknown                       | 37        | 87%   | 28        | 75%   | 24        | 67%   | 11        | 82%   | 15        | 100%  | 12         | 83%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 3,913     | 59%   | 3,784     | 52%   | 3,802     | 50%   | 3,685     | 51%   | 3,654     | 54%   | 4,143      | 56%   |
| GED                           | 215       | 50%   | 179       | 52%   | 182       | 51%   | 165       | 52%   | 155       | 48%   | 208        | 55%   |
| No GED/Diploma                | 83        | 63%   | 67        | 52%   | 81        | 48%   | 137       | 57%   | 53        | 57%   | 39         | 51%   |
| Other/Unknown                 | 803       | 78%   | 845       | 74%   | 942       | 77%   | 1,147     | 72%   | 1,033     | 83%   | 1,040      | 80%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 3,124     | 59%   | 3,215     | 54%   | 3,247     | 51%   | 4,140     | 56%   | 4,054     | 60%   | 4,520      | 60%   |
| Workforce                     | 1,142     | 67%   | 897       | 59%   | 875       | 63%   | 517       | 49%   | 533       | 56%   | 660        | 59%   |
| Personal Interest             | 212       | 65%   | 221       | 65%   | 215       | 58%   | 154       | 57%   | 161       | 69%   | 192        | 67%   |
| Unknown                       | 536       | 67%   | 542       | 58%   | 670       | 60%   | 323       | 59%   | 147       | 61%   | 58         | 60%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full-time - Beginning of Term |           |       |           |       |           |       |           |       | 2,742     | 57%   | 3,324      | 59%   |
| Part-time - Beginning of Term |           |       |           |       |           |       |           |       | 2,153     | 64%   | 2,106      | 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 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 16,057    | 73.3% | 15,838    | 69.1% | 16,435    | 68.6% | 16,727    | 67.7% | 16,931    | 71.2% | 19,121     | 72.6% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 456       | 62%   | 438       | 53%   | 439       | 55%   | 489       | 56%   | 427       | 52%   | 555        | 59%   |
| Asian/Pacific Islander        | 463       | 75%   | 470       | 75%   | 579       | 74%   | 675       | 71%   | 593       | 74%   | 647        | 76%   |
| Black                         | 804       | 65%   | 821       | 57%   | 925       | 56%   | 1,074     | 53%   | 1,001     | 59%   | 1,370      | 61%   |
| Hispanic                      | 3,023     | 69%   | 3,103     | 64%   | 3,383     | 63%   | 3,496     | 60%   | 3,513     | 67%   | 4,268      | 67%   |
| White                         | 9,811     | 76%   | 9,750     | 72%   | 9,713     | 73%   | 10,114    | 72%   | 9,802     | 75%   | 10,906     | 77%   |
| Other                         | 427       | 72%   | 426       | 67%   | 480       | 68%   | 400       | 69%   | 496       | 69%   | 430        | 70%   |
| Unknown                       | 1,073     | 73%   | 830       | 68%   | 916       | 65%   | 479       | 70%   | 1,099     | 70%   | 945        | 73%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 8,535     | 77%   | 8,452     | 73%   | 8,763     | 73%   | 8,830     | 72%   | 8,829     | 75%   | 9,973      | 76%   |
| Male                          | 7,165     | 69%   | 7,127     | 64%   | 7,351     | 64%   | 7,570     | 64%   | 7,692     | 67%   | 8,787      | 69%   |
| Unknown                       | 357       | 76%   | 259       | 66%   | 321       | 68%   | 327       | 58%   | 410       | 71%   | 361        | 70%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 13,519    | 73%   | 13,579    | 69%   | 14,163    | 69%   | 14,536    | 68%   | 14,779    | 72%   | 16,040     | 73%   |
| 25 or Older                   | 2,344     | 72%   | 2,170     | 68%   | 2,162     | 68%   | 2,165     | 67%   | 2,141     | 69%   | 3,064      | 72%   |
| Unknown                       | 194       | 84%   | 89        | 80%   | 110       | 79%   | 26        | 81%   | 11        | 82%   | 17         | 88%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 10,879    | 70%   | 10,602    | 65%   | 11,126    | 64%   | 10,840    | 62%   | 11,325    | 66%   | 12,866     | 68%   |
| GED                           | 970       | 62%   | 926       | 55%   | 883       | 54%   | 932       | 53%   | 998       | 56%   | 1,335      | 58%   |
| No GED/Diploma                | 418       | 67%   | 368       | 59%   | 462       | 64%   | 512       | 65%   | 246       | 53%   | 264        | 50%   |
| Other/Unknown                 | 3,790     | 87%   | 3,942     | 85%   | 3,964     | 87%   | 4,443     | 86%   | 4,362     | 90%   | 4,656      | 91%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 8,625     | 73%   | 9,481     | 71%   | 9,823     | 70%   | 12,084    | 68%   | 12,628    | 71%   | 14,425     | 73%   |
| Workforce                     | 4,263     | 70%   | 3,583     | 66%   | 3,732     | 64%   | 2,814     | 62%   | 3,095     | 67%   | 3,791      | 70%   |
| Personal Interest             | 1,012     | 82%   | 859       | 72%   | 913       | 76%   | 853       | 76%   | 830       | 82%   | 796        | 86%   |
| Unknown                       | 2,157     | 76%   | 1,915     | 67%   | 1,967     | 68%   | 976       | 68%   | 378       | 73%   | 109        | 76%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full-time                     |           |       |           |       |           |       |           |       | 8,582     | 67%   | 10,154     | 69%   |
| Part-time                     |           |       |           |       |           |       |           |       | 8,349     | 75%   | 8,967      | 77%   |

\* 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 7,422     | 63.3% | 7,153     | 59.3% | 7,523     | 59.5% | 7,825     | 59.3% | 8,120     | 64.1% | 9,006      | 65.2% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 240       | 49%   | 234       | 50%   | 255       | 46%   | 212       | 48%   | 271       | 52%   | 297        | 55%   |
| Asian/Pacific Islander        | 208       | 63%   | 175       | 63%   | 250       | 60%   | 313       | 62%   | 325       | 67%   | 365        | 70%   |
| Black                         | 454       | 60%   | 403       | 55%   | 466       | 50%   | 560       | 52%   | 578       | 61%   | 628        | 58%   |
| Hispanic                      | 1,384     | 61%   | 1,398     | 53%   | 1,525     | 55%   | 1,747     | 55%   | 1,721     | 60%   | 1,971      | 61%   |
| White                         | 4,455     | 66%   | 4,290     | 62%   | 4,394     | 63%   | 4,627     | 63%   | 4,742     | 66%   | 5,185      | 68%   |
| Other                         | 217       | 62%   | 203       | 54%   | 179       | 60%   | 178       | 60%   | 212       | 64%   | 188        | 61%   |
| Unknown                       | 464       | 60%   | 450       | 61%   | 454       | 58%   | 188       | 56%   | 271       | 69%   | 372        | 62%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 3,992     | 66%   | 3,878     | 62%   | 4,171     | 63%   | 4,235     | 61%   | 4,403     | 67%   | 4,814      | 68%   |
| Male                          | 3,272     | 60%   | 3,134     | 56%   | 3,192     | 55%   | 3,440     | 57%   | 3,577     | 61%   | 4,053      | 62%   |
| Unknown                       | 158       | 58%   | 141       | 61%   | 160       | 55%   | 150       | 53%   | 140       | 65%   | 139        | 57%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 5,337     | 62%   | 5,339     | 58%   | 5,491     | 58%   | 5,867     | 59%   | 6,031     | 65%   | 6,554      | 65%   |
| 25 or Older                   | 2,056     | 67%   | 1,792     | 63%   | 2,023     | 62%   | 1,951     | 61%   | 2,083     | 63%   | 2,448      | 67%   |
| Unknown                       | 29        | 83%   | 22        | 68%   | 9         | 89%   | 7         | 29%   | 6         | 67%   | 4          | 75%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 5,966     | 63%   | 5,774     | 59%   | 5,932     | 58%   | 6,008     | 57%   | 6,500     | 62%   | 7,184      | 63%   |
| GED                           | 562       | 58%   | 504       | 53%   | 527       | 56%   | 457       | 52%   | 586       | 57%   | 662        | 60%   |
| No GED/Diploma                | 147       | 58%   | 131       | 60%   | 137       | 59%   | 200       | 63%   | 134       | 61%   | 93         | 58%   |
| Other/Unknown                 | 747       | 69%   | 744       | 67%   | 927       | 69%   | 1,160     | 76%   | 900       | 82%   | 1,067      | 85%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 4,309     | 62%   | 4,524     | 58%   | 4,731     | 59%   | 5,878     | 59%   | 6,127     | 63%   | 6,974      | 65%   |
| Workforce                     | 2,059     | 66%   | 1,601     | 61%   | 1,684     | 63%   | 1,226     | 62%   | 1,432     | 68%   | 1,681      | 66%   |
| Personal Interest             | 285       | 74%   | 280       | 70%   | 292       | 63%   | 309       | 61%   | 309       | 72%   | 243        | 75%   |
| Unknown                       | 769       | 61%   | 748       | 58%   | 816       | 57%   | 412       | 58%   | 252       | 61%   | 108        | 66%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full-time - Beginning of Term |           |       |           |       |           |       |           |       | 4,039     | 63%   | 4,746      | 64%   |
| Part-time - Beginning of Term |           |       |           |       |           |       |           |       | 4,081     | 66%   | 4,260      | 67%   |

\* 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 3,437     | 72.8% | 3,423     | 72.3% | 3,301     | 70.7% | 3,310     | 72.4% | 3,343     | 72.4% | 4,061      | 74.9% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 124       | 67%   | 130       | 67%   | 95        | 61%   | 114       | 62%   | 99        | 57%   | 132        | 71%   |
| Asian/Pacific Islander        | 103       | 67%   | 159       | 78%   | 126       | 77%   | 148       | 82%   | 156       | 80%   | 180        | 77%   |
| Black                         | 279       | 61%   | 260       | 59%   | 289       | 62%   | 316       | 56%   | 295       | 59%   | 405        | 65%   |
| Hispanic                      | 699       | 72%   | 726       | 70%   | 705       | 71%   | 681       | 69%   | 711       | 74%   | 919        | 76%   |
| White                         | 1,902     | 76%   | 1,816     | 76%   | 1,763     | 73%   | 1,882     | 76%   | 1,780     | 74%   | 2,151      | 76%   |
| Other                         | 83        | 74%   | 97        | 75%   | 77        | 68%   | 64        | 67%   | 109       | 76%   | 99         | 70%   |
| Unknown                       | 247       | 66%   | 235       | 64%   | 246       | 67%   | 105       | 80%   | 193       | 69%   | 175        | 80%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 1,648     | 78%   | 1,689     | 75%   | 1,661     | 73%   | 1,661     | 74%   | 1,647     | 75%   | 1,927      | 76%   |
| Male                          | 1,690     | 69%   | 1,638     | 71%   | 1,543     | 69%   | 1,570     | 71%   | 1,619     | 69%   | 2,060      | 74%   |
| Unknown                       | 99        | 62%   | 96        | 59%   | 97        | 60%   | 79        | 72%   | 77        | 79%   | 74         | 80%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 2,625     | 73%   | 2,549     | 73%   | 2,531     | 71%   | 2,479     | 73%   | 2,551     | 72%   | 2,996      | 76%   |
| 25 or Older                   | 795       | 72%   | 857       | 70%   | 758       | 70%   | 830       | 72%   | 789       | 73%   | 1,059      | 73%   |
| Unknown                       | 17        | 71%   | 17        | 71%   | 12        | 42%   | 1         | 100%  | 3         | 67%   | 6          | 100%  |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 2,789     | 74%   | 2,747     | 73%   | 2,731     | 71%   | 2,656     | 73%   | 2,804     | 73%   | 3,368      | 76%   |
| GED                           | 212       | 66%   | 217       | 61%   | 189       | 63%   | 209       | 62%   | 230       | 63%   | 344        | 59%   |
| No GED/Diploma                | 72        | 68%   | 72        | 75%   | 72        | 60%   | 83        | 69%   | 49        | 61%   | 48         | 71%   |
| Other/Unknown                 | 364       | 68%   | 387       | 72%   | 309       | 71%   | 362       | 74%   | 260       | 79%   | 301        | 86%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 1,841     | 73%   | 2,003     | 73%   | 1,944     | 71%   | 2,445     | 73%   | 2,457     | 73%   | 3,015      | 75%   |
| Workforce                     | 1,067     | 73%   | 839       | 71%   | 788       | 71%   | 542       | 70%   | 677       | 69%   | 890        | 73%   |
| Personal Interest             | 138       | 77%   | 160       | 74%   | 138       | 70%   | 126       | 73%   | 120       | 70%   | 105        | 74%   |
| Unknown                       | 391       | 69%   | 421       | 70%   | 431       | 68%   | 197       | 70%   | 89        | 75%   | 51         | 84%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full-time - Beginning of Term |           |       |           |       |           |       |           |       | 2,060     | 75%   | 2,420      | 75%   |
| Part-time - Beginning of Term |           |       |           |       |           |       |           |       | 1,283     | 68%   | 1,641      | 75%   |

\* Preliminary data not submitted to NCCBP yet

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

*Developmental Education Indicators by Student Characteristics*



## 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 14,557    | 54.8% | 11,737    | 48.6% | 10,419    | 49.7% | 10,661    | 50.1% | 11,440    | 53.4% | 13,804     | 54.8% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 658       | 49%   | 530       | 43%   | 483       | 43%   | 515       | 49%   | 509       | 45%   | 662        | 52%   |
| Asian/Pacific Islander        | 286       | 59%   | 261       | 56%   | 248       | 54%   | 270       | 54%   | 266       | 57%   | 310        | 64%   |
| Black                         | 1,127     | 43%   | 1,076     | 35%   | 1,020     | 38%   | 1,196     | 37%   | 1,197     | 41%   | 1,685      | 43%   |
| Hispanic                      | 3,526     | 52%   | 3,012     | 48%   | 2,654     | 47%   | 2,736     | 47%   | 2,967     | 51%   | 3,594      | 52%   |
| White                         | 7,617     | 58%   | 5,850     | 52%   | 5,082     | 54%   | 5,313     | 55%   | 5,461     | 58%   | 6,470      | 60%   |
| Other                         | 390       | 56%   | 315       | 44%   | 279       | 42%   | 255       | 43%   | 297       | 50%   | 354        | 48%   |
| Unknown                       | 953       | 57%   | 693       | 49%   | 653       | 48%   | 376       | 52%   | 743       | 53%   | 729        | 48%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 8,426     | 58%   | 6,936     | 52%   | 6,231     | 53%   | 6,365     | 53%   | 6,583     | 57%   | 7,956      | 58%   |
| Male                          | 5,799     | 50%   | 4,557     | 44%   | 3,949     | 45%   | 3,998     | 46%   | 4,550     | 49%   | 5,519      | 50%   |
| Unknown                       | 332       | 56%   | 244       | 47%   | 239       | 48%   | 298       | 45%   | 307       | 48%   | 329        | 53%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 10,190    | 54%   | 7,891     | 46%   | 6,893     | 46%   | 7,098     | 48%   | 7,625     | 51%   | 8,517      | 52%   |
| 25 or Older                   | 4,264     | 57%   | 3,805     | 54%   | 3,486     | 57%   | 3,546     | 54%   | 3,805     | 58%   | 5,274      | 60%   |
| Unknown                       | 103       | 68%   | 41        | 54%   | 40        | 50%   | 17        | 65%   | 10        | 60%   | 13         | 77%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 11,551    | 56%   | 9,155     | 49%   | 8,182     | 50%   | 8,079     | 50%   | 9,180     | 54%   | 10,878     | 56%   |
| GED                           | 1,494     | 45%   | 1,333     | 43%   | 1,158     | 45%   | 1,262     | 47%   | 1,368     | 49%   | 1,999      | 49%   |
| No GED/Diploma                | 432       | 41%   | 383       | 41%   | 368       | 42%   | 370       | 45%   | 332       | 39%   | 374        | 51%   |
| Unknown                       | 1,080     | 61%   | 866       | 52%   | 711       | 54%   | 950       | 57%   | 560       | 58%   | 553        | 59%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 7,582     | 54%   | 6,626     | 48%   | 5,778     | 48%   | 7,497     | 50%   | 8,080     | 53%   | 9,669      | 55%   |
| Workforce                     | 5,014     | 54%   | 3,498     | 50%   | 3,157     | 52%   | 2,255     | 50%   | 2,827     | 54%   | 3,831      | 56%   |
| Personal Interest             | 532       | 58%   | 460       | 51%   | 419       | 54%   | 372       | 49%   | 315       | 56%   | 205        | 55%   |
| Unknown                       | 1,429     | 58%   | 1,153     | 49%   | 1,065     | 51%   | 537       | 50%   | 218       | 54%   | 99         | 54%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full-time - Beginning of Term |           |       |           |       |           |       |           |       | 5,517     | 53%   | 7,062      | 54%   |
| Part-time - Beginning of Term |           |       |           |       |           |       |           |       | 5,923     | 54%   | 6,742      | 56%   |

\* 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 3,977     | 66.1% | 4,002     | 60.6% | 3,815     | 61.4% | 4,332     | 60.9% | 4,927     | 64.6% | 5,848      | 64.6% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 223       | 63%   | 248       | 55%   | 207       | 52%   | 270       | 55%   | 293       | 54%   | 354        | 62%   |
| Asian/Pacific Islander        | 145       | 70%   | 147       | 63%   | 185       | 75%   | 217       | 75%   | 225       | 72%   | 261        | 76%   |
| Black                         | 462       | 59%   | 527       | 53%   | 450       | 53%   | 579       | 51%   | 628       | 56%   | 885        | 51%   |
| Hispanic                      | 1,477     | 68%   | 1,495     | 62%   | 1,456     | 62%   | 1,639     | 63%   | 1,743     | 65%   | 1,993      | 65%   |
| White                         | 1,295     | 67%   | 1,250     | 63%   | 1,195     | 64%   | 1,347     | 62%   | 1,543     | 68%   | 1,824      | 70%   |
| Other                         | 118       | 59%   | 118       | 63%   | 103       | 64%   | 130       | 59%   | 155       | 64%   | 189        | 62%   |
| Unknown                       | 257       | 65%   | 217       | 64%   | 219       | 58%   | 150       | 59%   | 340       | 66%   | 342        | 65%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 2,045     | 72%   | 2,007     | 67%   | 1,974     | 67%   | 2,201     | 66%   | 2,494     | 69%   | 2,883      | 69%   |
| Male                          | 1,834     | 60%   | 1,904     | 54%   | 1,760     | 56%   | 2,030     | 56%   | 2,288     | 60%   | 2,824      | 60%   |
| Unknown                       | 98        | 63%   | 91        | 67%   | 81        | 56%   | 101       | 63%   | 145       | 65%   | 141        | 60%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 3,103     | 65%   | 3,164     | 58%   | 3,094     | 59%   | 3,583     | 60%   | 4,110     | 64%   | 4,558      | 63%   |
| 25 or Older                   | 848       | 69%   | 820       | 69%   | 708       | 71%   | 746       | 66%   | 813       | 68%   | 1,287      | 69%   |
| Unknown                       | 26        | 65%   | 18        | 61%   | 13        | 62%   | 3         | 67%   | 4         | 100%  | 3          | 67%   |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 3,099     | 67%   | 3,143     | 60%   | 2,941     | 60%   | 3,225     | 60%   | 3,904     | 65%   | 4,694      | 65%   |
| GED                           | 334       | 56%   | 305       | 60%   | 271       | 62%   | 283       | 54%   | 337       | 53%   | 535        | 57%   |
| No GED/Diploma                | 136       | 61%   | 112       | 58%   | 144       | 58%   | 171       | 54%   | 129       | 50%   | 130        | 61%   |
| Unknown                       | 408       | 69%   | 442       | 66%   | 459       | 69%   | 653       | 70%   | 557       | 72%   | 489        | 75%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 1,671     | 66%   | 1,897     | 61%   | 1,832     | 63%   | 2,759     | 62%   | 3,414     | 65%   | 4,057      | 65%   |
| Workforce                     | 1,701     | 67%   | 1,436     | 59%   | 1,296     | 60%   | 1,059     | 59%   | 1,248     | 63%   | 1,617      | 64%   |
| Personal Interest             | 158       | 61%   | 179       | 64%   | 177       | 60%   | 204       | 54%   | 160       | 68%   | 142        | 69%   |
| Unknown                       | 447       | 65%   | 490       | 61%   | 510       | 60%   | 310       | 59%   | 105       | 69%   | 32         | 63%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full-time - Beginning of Term |           |       |           |       |           |       |           |       | 2,610     | 66%   | 3,271      | 64%   |
| Part-time - Beginning of Term |           |       |           |       |           |       |           |       | 2,317     | 63%   | 2,577      | 65%   |

\* 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 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       | Fall 2009* |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|------------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n          | %     |
| <b>Total Enrollments</b>      | 4,180     | 74.1% | 4,290     | 68.4% | 2,886     | 68.2% | 3,033     | 65.3% | 3,535     | 69.6% | 5,228      | 71.7% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |            |       |
| American Indian               | 203       | 70%   | 213       | 57%   | 173       | 53%   | 197       | 55%   | 246       | 59%   | 350        | 67%   |
| Asian/Pacific Islander        | 254       | 80%   | 241       | 78%   | 177       | 79%   | 203       | 74%   | 201       | 81%   | 287        | 84%   |
| Black                         | 423       | 61%   | 433       | 54%   | 360       | 59%   | 469       | 54%   | 438       | 59%   | 734        | 63%   |
| Hispanic                      | 2,087     | 77%   | 2,206     | 72%   | 1,249     | 72%   | 1,129     | 68%   | 1,305     | 71%   | 1,883      | 74%   |
| White                         | 808       | 72%   | 837       | 65%   | 687       | 67%   | 812       | 69%   | 971       | 72%   | 1,490      | 73%   |
| Other                         | 99        | 64%   | 124       | 66%   | 64        | 73%   | 95        | 61%   | 111       | 71%   | 150        | 70%   |
| Unknown                       | 306       | 79%   | 236       | 75%   | 176       | 71%   | 128       | 66%   | 263       | 71%   | 334        | 65%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |            |       |
| Female                        | 2,454     | 78%   | 2,489     | 73%   | 1,706     | 73%   | 1,740     | 70%   | 2,030     | 75%   | 2,818      | 78%   |
| Male                          | 1,599     | 68%   | 1,720     | 61%   | 1,107     | 61%   | 1,210     | 58%   | 1,419     | 62%   | 2,295      | 65%   |
| Unknown                       | 127       | 80%   | 81        | 72%   | 73        | 69%   | 83        | 69%   | 86        | 76%   | 115        | 72%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |            |       |
| Less than 25                  | 2,603     | 71%   | 2,677     | 63%   | 2,312     | 66%   | 2,481     | 63%   | 2,960     | 68%   | 4,270      | 71%   |
| 25 or Older                   | 1,544     | 79%   | 1,589     | 77%   | 559       | 76%   | 549       | 76%   | 573       | 77%   | 955        | 74%   |
| Unknown                       | 33        | 61%   | 24        | 79%   | 15        | 60%   | 3         | 100%  | 2         | 100%  | 3          | 100%  |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |            |       |
| HS Diploma                    | 3,130     | 74%   | 3,192     | 67%   | 2,292     | 68%   | 2,337     | 64%   | 2,866     | 70%   | 4,268      | 72%   |
| GED                           | 253       | 68%   | 242       | 72%   | 168       | 63%   | 176       | 58%   | 204       | 54%   | 391        | 59%   |
| No GED/Diploma                | 254       | 73%   | 251       | 67%   | 111       | 70%   | 120       | 68%   | 94        | 67%   | 108        | 59%   |
| Unknown                       | 543       | 77%   | 605       | 75%   | 315       | 74%   | 400       | 73%   | 371       | 79%   | 461        | 81%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |            |       |
| Transfer                      | 1,396     | 71%   | 1,749     | 64%   | 1,387     | 68%   | 2,056     | 65%   | 2,451     | 69%   | 3,736      | 72%   |
| Workforce                     | 1,867     | 75%   | 1,586     | 70%   | 1,022     | 68%   | 662       | 67%   | 893       | 72%   | 1,340      | 69%   |
| Personal Interest             | 315       | 74%   | 336       | 74%   | 115       | 68%   | 127       | 75%   | 109       | 70%   | 124        | 77%   |
| Unknown                       | 602       | 78%   | 619       | 72%   | 362       | 67%   | 188       | 62%   | 82        | 70%   | 28         | 68%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |            |       |
| Full-time - Beginning of Term |           |       |           |       |           |       |           |       | 2,060     | 69%   | 3,217      | 72%   |
| Part-time - Beginning of Term |           |       |           |       |           |       |           |       | 1,475     | 70%   | 2,011      | 72%   |

\* 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 2003 |       | Fall 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       |
|--------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
|                                | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     |
| <b>Total Enrollments</b>       | 3,675     | 69.0% | 3,670     | 64.9% | 2,682     | 63.0% | 2,403     | 61.8% | 2,489     | 63.5% | 2,616     | 70.8% |
| <b>Race/Ethnic Background</b>  |           |       |           |       |           |       |           |       |           |       |           |       |
| American Indian                | 134       | 73%   | 134       | 73%   | 96        | 55%   | 105       | 51%   | 118       | 58%   | 89        | 65%   |
| Asian/Pacific Islander         | 99        | 70%   | 99        | 70%   | 65        | 65%   | 59        | 61%   | 84        | 68%   | 67        | 76%   |
| Black                          | 196       | 68%   | 196       | 68%   | 147       | 64%   | 145       | 60%   | 183       | 54%   | 166       | 58%   |
| Hispanic                       | 681       | 68%   | 681       | 68%   | 667       | 59%   | 551       | 60%   | 554       | 58%   | 692       | 64%   |
| White                          | 2,248     | 69%   | 2,248     | 69%   | 1,486     | 65%   | 1,350     | 64%   | 1,416     | 67%   | 1,383     | 70%   |
| Other                          | 105       | 68%   | 105       | 68%   | 64        | 66%   | 49        | 63%   | 48        | 65%   | 67        | 72%   |
| Unknown                        | 212       | 71%   | 212       | 71%   | 157       | 66%   | 144       | 63%   | 86        | 64%   | 152       | 67%   |
| <b>Gender</b>                  |           |       |           |       |           |       |           |       |           |       |           |       |
| Female                         | 2,235     | 70%   | 2,236     | 67%   | 1,651     | 65%   | 1,483     | 64%   | 1,528     | 66%   | 1,572     | 71%   |
| Male                           | 1,369     | 67%   | 1,359     | 62%   | 978       | 59%   | 872       | 57%   | 903       | 59%   | 993       | 62%   |
| Unknown                        | 71        | 76%   | 75        | 68%   | 53        | 66%   | 48        | 69%   | 58        | 64%   | 51        | 76%   |
| <b>Age</b>                     |           |       |           |       |           |       |           |       |           |       |           |       |
| Less than 25                   | 1,023     | 76%   | 2,669     | 63%   | 1,837     | 58%   | 1,598     | 57%   | 1,709     | 59%   | 1,890     | 64%   |
| 25 or Older                    | 2,632     | 66%   | 980       | 69%   | 834       | 74%   | 793       | 72%   | 773       | 72%   | 720       | 76%   |
| Unknown                        | 20        | 60%   | 21        | 81%   | 11        | 64%   | 12        | 75%   | 7         | 100%  | 6         | 83%   |
| <b>High School Status</b>      |           |       |           |       |           |       |           |       |           |       |           |       |
| HS Diploma                     | 3,024     | 69%   | 3,035     | 65%   | 2,200     | 63%   | 1,958     | 62%   | 1,937     | 62%   | 2,197     | 67%   |
| GED                            | 302       | 67%   | 270       | 57%   | 218       | 61%   | 212       | 59%   | 237       | 70%   | 224       | 68%   |
| No GED/Diploma                 | 68        | 66%   | 224       | 68%   | 145       | 62%   | 128       | 60%   | 151       | 66%   | 175       | 76%   |
| Unknown                        | 281       | 71%   | 141       | 71%   | 119       | 64%   | 105       | 72%   | 164       | 67%   | 20        | 80%   |
| <b>Intent/Goal**</b>           |           |       |           |       |           |       |           |       |           |       |           |       |
| Transfer                       | 2,089     | 69%   | 2,091     | 63%   | 1,610     | 63%   | 1,415     | 60%   | 1,691     | 62%   | 1,657     | 67%   |
| Workforce                      | 1,109     | 70%   | 1,093     | 67%   | 733       | 62%   | 679       | 64%   | 618       | 65%   | 844       | 70%   |
| Personal Interest              | 139       | 71%   | 115       | 66%   | 88        | 64%   | 75        | 67%   | 63        | 76%   | 65        | 68%   |
| Unknown                        | 338       | 66%   | 371       | 69%   | 251       | 63%   | 234       | 66%   | 117       | 69%   | 50        | 68%   |
| <b>Enrollment Status</b>       |           |       |           |       |           |       |           |       |           |       |           |       |
| Full-time - Beginning of Term. |           |       |           |       |           |       |           |       |           |       | 1,518     | 66%   |
| Part-time - Beginning of Term  |           |       |           |       |           |       |           |       |           |       | 1,098     | 70%   |

**\*\*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 2003 |       | Fall 2004 |       | Fall 2005 |       | Fall 2006 |       | Fall 2007 |       | Fall 2008 |       |
|-------------------------------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|
|                               | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     | n         | %     |
| <b>Total Enrollments</b>      | 1,386     | 75.8% | 1,458     | 72.6% | 1,361     | 72.7% | 1,320     | 72.1% | 1,513     | 71.8% | 1,710     | 74.4% |
| <b>Race/Ethnic Background</b> |           |       |           |       |           |       |           |       |           |       |           |       |
| American Indian               | 89        | 64%   | 70        | 60%   | 74        | 61%   | 63        | 71%   | 87        | 62%   | 96        | 69%   |
| Asian/Pacific Islander        | 44        | 82%   | 48        | 83%   | 44        | 84%   | 75        | 79%   | 86        | 80%   | 75        | 81%   |
| Black                         | 134       | 77%   | 141       | 69%   | 149       | 72%   | 129       | 65%   | 166       | 72%   | 182       | 70%   |
| Hispanic                      | 510       | 76%   | 538       | 71%   | 471       | 77%   | 467       | 74%   | 563       | 71%   | 590       | 75%   |
| White                         | 498       | 78%   | 532       | 75%   | 507       | 71%   | 478       | 72%   | 522       | 74%   | 609       | 75%   |
| Other                         | 40        | 83%   | 35        | 80%   | 52        | 63%   | 38        | 89%   | 37        | 57%   | 51        | 71%   |
| Unknown                       | 71        | 69%   | 94        | 74%   | 64        | 69%   | 70        | 69%   | 52        | 67%   | 107       | 78%   |
| <b>Gender</b>                 |           |       |           |       |           |       |           |       |           |       |           |       |
| Female                        | 746       | 77%   | 811       | 72%   | 753       | 72%   | 737       | 75%   | 832       | 74%   | 912       | 77%   |
| Male                          | 618       | 74%   | 614       | 73%   | 581       | 73%   | 557       | 70%   | 644       | 69%   | 749       | 72%   |
| Unknown                       | 22        | 86%   | 33        | 82%   | 27        | 85%   | 26        | 73%   | 37        | 70%   | 49        | 71%   |
| <b>Age</b>                    |           |       |           |       |           |       |           |       |           |       |           |       |
| Less than 25                  | 1,103     | 75%   | 1,189     | 71%   | 1,075     | 71%   | 1,079     | 72%   | 1,290     | 71%   | 1,501     | 73%   |
| 25 or Older                   | 269       | 79%   | 260       | 78%   | 283       | 79%   | 234       | 74%   | 222       | 75%   | 209       | 82%   |
| Unknown                       | 14        | 71%   | 9         | 89%   | 3         | 100%  | 7         | 86%   | 1         | 100%  | 0         | 0%    |
| <b>High School Status</b>     |           |       |           |       |           |       |           |       |           |       |           |       |
| HS Diploma                    | 1,095     | 75%   | 1,182     | 72%   | 1,062     | 72%   | 1,005     | 71%   | 1,112     | 69%   | 1,382     | 74%   |
| GED                           | 114       | 77%   | 91        | 77%   | 110       | 73%   | 95        | 64%   | 82        | 67%   | 81        | 69%   |
| No GED/Diploma                | 42        | 76%   | 132       | 79%   | 136       | 80%   | 158       | 85%   | 220       | 84%   | 225       | 78%   |
| Unknown                       | 135       | 81%   | 53        | 74%   | 53        | 75%   | 62        | 76%   | 99        | 77%   | 22        | 82%   |
| <b>Intent/Goal**</b>          |           |       |           |       |           |       |           |       |           |       |           |       |
| Transfer                      | 651       | 76%   | 688       | 72%   | 721       | 72%   | 721       | 72%   | 947       | 73%   | 950       | 75%   |
| Workforce                     | 583       | 75%   | 581       | 73%   | 437       | 72%   | 397       | 74%   | 423       | 68%   | 680       | 73%   |
| Personal Interest             | 54        | 85%   | 40        | 73%   | 55        | 71%   | 47        | 74%   | 52        | 73%   | 50        | 66%   |
| Unknown                       | 98        | 81%   | 149       | 76%   | 148       | 76%   | 155       | 72%   | 91        | 74%   | 30        | 87%   |
| <b>Enrollment Status</b>      |           |       |           |       |           |       |           |       |           |       |           |       |
| Full-time - Beginning of Term |           |       |           |       |           |       |           |       |           |       | 1,081     | 74%   |
| Part-time - Beginning of Term |           |       |           |       |           |       |           |       |           |       | 629       | 76%   |

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



*Transfer Indicators by Student Characteristics*



## Transfer First-Year Grade Point Average (GPA) by Student Characteristics

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

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

|                               | FY 2003-04 |      | FY 2004-05 |      | FY 2005-06 |      | FY 2006-07 |      | FY 2007-08 |      | FY 2008-09* |      |
|-------------------------------|------------|------|------------|------|------------|------|------------|------|------------|------|-------------|------|
|                               | n          | GPA  | n          | GPA  | n          | GPA  | n          | GPA  | n          | GPA  | n           | GPA  |
| <b>Total Students</b>         | 5,357      | 2.84 | 5,495      | 2.91 | 5,341      | 2.92 | 5,236      | 2.90 | 5,684      | 2.94 | 5,925       | 2.94 |
| <b>Race/Ethnic Background</b> |            |      |            |      |            |      |            |      |            |      |             |      |
| American Indian               | 137        | 2.40 | 145        | 2.58 | 135        | 2.41 | 139        | 2.49 | 139        | 2.66 | 139         | 2.60 |
| Asian/Pacific Islander        | 186        | 2.70 | 180        | 2.72 | 193        | 2.86 | 195        | 2.95 | 204        | 2.83 | 276         | 2.89 |
| Black                         | 221        | 2.29 | 195        | 2.37 | 236        | 2.53 | 231        | 2.51 | 233        | 2.52 | 282         | 2.53 |
| Hispanic                      | 834        | 2.67 | 836        | 2.75 | 796        | 2.78 | 805        | 2.78 | 933        | 2.79 | 928         | 2.81 |
| White                         | 3,633      | 2.92 | 3,763      | 2.99 | 3,667      | 2.98 | 3,605      | 2.97 | 3,568      | 3.02 | 3,998       | 3.02 |
| Other                         | 81         | 3.16 | 65         | 2.90 | 65         | 3.08 | 46         | 3.20 | 53         | 3.29 | 50          | 2.99 |
| Unknown                       | 265        | 2.90 | 311        | 2.92 | 249        | 3.00 | 215        | 2.86 | 554        | 2.96 | 252         | 2.94 |
| <b>Gender</b>                 |            |      |            |      |            |      |            |      |            |      |             |      |
| Female                        | 2,991      | 2.95 | 3,074      | 3.01 | 2,967      | 3.00 | 2,898      | 2.99 | 3,126      | 3.01 | 2,688       | 2.85 |
| Male                          | 2,366      | 2.70 | 2,421      | 2.77 | 2,374      | 2.81 | 2,338      | 2.79 | 2,558      | 2.86 | 5,925       | 2.85 |
| <b>Age</b>                    |            |      |            |      |            |      |            |      |            |      |             |      |
| Less than 25                  | 3,640      | 2.75 | 3,756      | 2.82 | 3,619      | 2.82 | 3,564      | 2.80 | 3,802      | 2.87 | 3,910       | 2.87 |
| 25 or Older                   | 1,717      | 3.01 | 1,739      | 3.08 | 1,722      | 3.11 | 1,672      | 3.11 | 1,882      | 3.10 | 2,015       | 3.09 |
| <b>High School Status</b>     |            |      |            |      |            |      |            |      |            |      |             |      |
| HS Diploma                    | 4,954      | 2.84 | 5,073      | 2.91 | 4,889      | 2.92 | 4,859      | 2.90 | 5,312      | 2.94 | 5,480       | 2.95 |
| GED                           | 149        | 2.66 | 131        | 2.80 | 154        | 3.01 | 138        | 2.94 | 141        | 2.98 | 166         | 2.88 |
| No GED/Diploma                | 17         | 3.09 | 26         | 2.88 | 34         | 2.62 | 29         | 2.89 | 43         | 2.92 | 47          | 2.87 |
| Unknown                       | 237        | 2.85 | 265        | 2.87 | 264        | 2.85 | 210        | 2.93 | 188        | 3.04 | 232         | 2.88 |
| <b>Intent/Goal</b>            |            |      |            |      |            |      |            |      |            |      |             |      |
| Transfer                      | 4,622      | 2.82 | 4,678      | 2.90 | 4,422      | 2.91 | 4,435      | 2.89 | 4,863      | 2.94 | 5,151       | 2.94 |
| Workforce                     | 418        | 2.90 | 380        | 2.98 | 493        | 2.96 | 406        | 2.94 | 482        | 3.01 | 530         | 3.01 |
| Personal Interest             | 112        | 2.92 | 126        | 2.92 | 111        | 2.83 | 123        | 2.87 | 95         | 3.01 | 94          | 2.94 |
| Unknown                       | 205        | 2.97 | 311        | 2.84 | 315        | 2.84 | 272        | 3.02 | 244        | 2.95 | 150         | 2.93 |
| <b>Enrollment Status</b>      |            |      |            |      |            |      |            |      |            |      |             |      |
| Full-time                     | 3,275      | 2.82 | 3,562      | 2.88 | 3,697      | 2.88 | 3,450      | 2.88 | 3,633      | 2.92 | 3,859       | 2.92 |
| Part-time                     | 2,082      | 2.87 | 1,933      | 2.94 | 1,644      | 3.00 | 1,786      | 2.94 | 2,051      | 2.98 | 2,066       | 2.98 |

\* Preliminary data not submitted to NCCBP yet.



## Transfer Average First-Year Credits Completed by Student Characteristics

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

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

|                               | FY 2003-04 |       | FY 2004-05 |       | FY 2005-06 |       | FY 2006-07 |       | FY 2007-08 |       | FY 2008-09* |       |
|-------------------------------|------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|-------------|-------|
|                               | n          | HRS   | n          | HRS   | n          | HRS   | n          | HRS   | n          | HRS   | n           | HRS   |
| <b>Total Students</b>         | 5,357      | 19.71 | 5,495      | 19.52 | 5,341      | 19.32 | 5,236      | 19.45 | 5,684      | 19.99 | 5,925       | 20.20 |
| <b>Race/Ethnic Background</b> |            |       |            |       |            |       |            |       |            |       |             |       |
| American Indian               | 137        | 19.9  | 145        | 20.2  | 135        | 18.4  | 139        | 17.6  | 139        | 19.5  | 139         | 18.5  |
| Asian/Pacific Islander        | 186        | 20.5  | 180        | 18.6  | 193        | 17.6  | 195        | 20.7  | 204        | 19.1  | 276         | 20.8  |
| Black                         | 221        | 18.8  | 195        | 18.3  | 236        | 17.2  | 231        | 18.0  | 233        | 16.9  | 282         | 18.1  |
| Hispanic                      | 834        | 18.7  | 836        | 18.7  | 796        | 19.0  | 805        | 18.9  | 933        | 19.0  | 928         | 19.6  |
| White                         | 3,633      | 19.9  | 3,763      | 19.7  | 3,667      | 19.6  | 3,605      | 19.6  | 3,568      | 20.5  | 3,998       | 20.5  |
| Other                         | 81         | 26.6  | 65         | 22.9  | 65         | 23.2  | 46         | 26.2  | 53         | 22.7  | 50          | 22.6  |
| Unknown                       | 265        | 18.7  | 311        | 19.4  | 249        | 19.4  | 215        | 19.1  | 554        | 19.8  | 252         | 19.2  |
| <b>Gender</b>                 |            |       |            |       |            |       |            |       |            |       |             |       |
| Female                        | 2,991      | 19.9  | 3,074      | 19.7  | 2,967      | 19.9  | 2,898      | 19.9  | 3,126      | 20.4  | 2,688       | 20.7  |
| Male                          | 2,366      | 19.5  | 2,421      | 19.4  | 2,374      | 18.6  | 2,338      | 18.8  | 2,558      | 19.4  | 5,925       | 19.6  |
| <b>Age</b>                    |            |       |            |       |            |       |            |       |            |       |             |       |
| Less than 25                  | 3,640      | 20.2  | 3,756      | 20.0  | 3,619      | 19.9  | 3,564      | 20.1  | 3,802      | 20.5  | 3,910       | 20.9  |
| 25 or Older                   | 1,717      | 18.7  | 1,739      | 18.5  | 1,722      | 18.2  | 1,672      | 18.1  | 1,882      | 18.9  | 2,015       | 18.8  |
| <b>High School Status</b>     |            |       |            |       |            |       |            |       |            |       |             |       |
| HS Diploma                    | 4,954      | 19.7  | 5,073      | 19.6  | 4,889      | 19.3  | 4,859      | 19.4  | 5,312      | 19.9  | 5,480       | 20.2  |
| GED                           | 149        | 17.7  | 131        | 18.0  | 154        | 18.4  | 138        | 18.7  | 141        | 19.3  | 166         | 18.9  |
| No GED/Diploma                | 17         | 19.6  | 26         | 23.7  | 34         | 17.0  | 29         | 20.8  | 43         | 18.9  | 47          | 21.1  |
| Unknown                       | 237        | 20.6  | 265        | 19.5  | 264        | 20.3  | 210        | 20.6  | 188        | 22.1  | 232         | 21.7  |
| <b>Intent/Goal</b>            |            |       |            |       |            |       |            |       |            |       |             |       |
| Transfer                      | 4,622      | 19.7  | 4,678      | 19.6  | 4,422      | 19.39 | 4,435      | 19.5  | 4,863      | 19.9  | 5,151       | 20.17 |
| Workforce                     | 418        | 18.5  | 380        | 19.1  | 493        | 18.7  | 406        | 18.5  | 482        | 19.6  | 530         | 19.8  |
| Personal Interest             | 112        | 20.7  | 126        | 20.1  | 111        | 19.8  | 123        | 18.9  | 95         | 21.4  | 94          | 21.78 |
| Unknown                       | 205        | 20.8  | 311        | 19.7  | 315        | 18.9  | 272        | 20.4  | 244        | 21.8  | 150         | 21.70 |
| <b>Enrollment Status</b>      |            |       |            |       |            |       |            |       |            |       |             |       |
| Full-time                     | 3,275      | 20.4  | 3,562      | 20.4  | 3,697      | 19.9  | 3,450      | 20.1  | 3,633      | 20.8  | 3,859       | 20.88 |
| Part-time                     | 2,082      | 18.6  | 1,933      | 17.9  | 1,644      | 18.0  | 1,786      | 18.2  | 2,051      | 18.6  | 2,066       | 18.91 |

\* MCCCDC student University data is not yet complete.

## Transfer Persistence to Next Year by Student Characteristics

**n**-This column shows the number of new transfer students to Arizona public universities with 12 or more MCCCDC

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

|                               | FY 2003-04 |       | FY 2004-05 |       | FY 2005-06 |       | FY 2006-07 |       | FY 2007-08 |       | FY 2008-09* |       |
|-------------------------------|------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|-------------|-------|
|                               | n          | HRS   | n          | HRS   | n          | HRS   | n          | HRS   | n          | HRS   | n           | HRS   |
| <b>Total Students</b>         | 5,357      | 83.9% | 5,495      | 85.3% | 5,341      | 85.8% | 5,236      | 84.1% | 5,684      | 86.3% | 5,925       | 86.5% |
| <b>Race/Ethnic Background</b> |            |       |            |       |            |       |            |       |            |       |             |       |
| American Indian               | 137        | 84%   | 145        | 82%   | 135        | 78%   | 139        | 73%   | 139        | 86%   | 139         | 79%   |
| Asian/Pacific Islander        | 186        | 84%   | 180        | 81%   | 193        | 87%   | 195        | 86%   | 204        | 86%   | 276         | 87%   |
| Black                         | 221        | 78%   | 195        | 81%   | 236        | 83%   | 231        | 80%   | 233        | 82%   | 282         | 81%   |
| Hispanic                      | 834        | 84%   | 836        | 86%   | 796        | 85%   | 805        | 84%   | 933        | 85%   | 928         | 84%   |
| White                         | 3,633      | 84%   | 3,763      | 86%   | 3,667      | 86%   | 3,605      | 85%   | 3,568      | 87%   | 3,998       | 87%   |
| Other                         | 81         | 91%   | 65         | 80%   | 65         | 85%   | 46         | 91%   | 53         | 98%   | 50          | 90%   |
| Unknown                       | 265        | 88%   | 311        | 84%   | 249        | 87%   | 215        | 79%   | 554        | 86%   | 252         | 87%   |
| <b>Gender</b>                 |            |       |            |       |            |       |            |       |            |       |             |       |
| Female                        | 2,991      | 85%   | 3,074      | 86%   | 2,967      | 85%   | 2,433      | 84%   | 3,126      | 86%   | 2,688       | 87%   |
| Male                          | 2,366      | 83%   | 2,421      | 84%   | 2,374      | 86%   | 1,969      | 84%   | 2,558      | 87%   | 5,925       | 86%   |
| <b>Age</b>                    |            |       |            |       |            |       |            |       |            |       |             |       |
| Less than 25                  | 3,640      | 84%   | 3,756      | 86%   | 3,619      | 86%   | 3,564      | 85%   | 3,802      | 88%   | 3,910       | 88%   |
| 25 or Older                   | 1,717      | 84%   | 1,739      | 85%   | 1,722      | 85%   | 1,377      | 82%   | 1,882      | 83%   | 2,015       | 84%   |
| <b>High School Status</b>     |            |       |            |       |            |       |            |       |            |       |             |       |
| HS Diploma                    | 4,954      | 84%   | 5,073      | 85%   | 4,889      | 86%   | 4,859      | 84%   | 5,312      | 86%   | 5,480       | 86%   |
| GED                           | 149        | 80%   | 131        | 82%   | 154        | 89%   | 138        | 80%   | 141        | 86%   | 166         | 85%   |
| No GED/Diploma                | 17         | 88%   | 26         | 96%   | 34         | 82%   | 29         | 90%   | 43         | 86%   | 47          | 87%   |
| Unknown                       | 237        | 78%   | 265        | 89%   | 264        | 85%   | 210        | 83%   | 188        | 89%   | 232         | 89%   |
| <b>Intent/Goal</b>            |            |       |            |       |            |       |            |       |            |       |             |       |
| Transfer                      | 4,622      | 84%   | 4,678      | 86%   | 4,422      | 86%   | 4,435      | 84%   | 4,863      | 87%   | 5,151       | 87%   |
| Workforce                     | 418        | 81%   | 380        | 83%   | 493        | 82%   | 406        | 78%   | 482        | 82%   | 530         | 83%   |
| Personal Interest             | 112        | 87%   | 126        | 83%   | 111        | 90%   | 123        | 86%   | 95         | 86%   | 94          | 84%   |
| Unknown                       | 205        | 82%   | 311        | 84%   | 315        | 84%   | 272        | 86%   | 244        | 89%   | 150         | 86%   |
| <b>Enrollment Status</b>      |            |       |            |       |            |       |            |       |            |       |             |       |
| Full-time                     | 3,275      | 84%   | 3,562      | 86%   | 3,697      | 86%   | 3,450      | 84%   | 3,633      | 87%   | 3,859       | 88%   |
| Part-time                     | 2,082      | 83%   | 1,933      | 84%   | 1,644      | 85%   | 1,786      | 84%   | 2,051      | 85%   | 2,066       | 85%   |

\* Preliminary data not submitted to NCCBP yet

## Transfer Baccalaureate Degree Attainment by Student Characteristics

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

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

| Time to                       | FY 2003-04 |       | FY 2004-05 |       | FY 2005-06 |       | FY 2006-07 |       | FY 2007-08 |       | FY 2008-09* |      |
|-------------------------------|------------|-------|------------|-------|------------|-------|------------|-------|------------|-------|-------------|------|
|                               | 6 years    |       | 5 years    |       | 4 years    |       | 3 years    |       | 2 year     |       | 1 year      |      |
|                               | n          | %     | n          | %     | n          | %     | n          | %     | n          | %     | n           | %    |
| <b>Total Students</b>         | 5,357      | 69.6% | 5,495      | 70.3% | 5,341      | 64.9% | 5,236      | 55.5% | 5,684      | 36.2% | 5,925       | 3.9% |
| <b>Race/Ethnic Background</b> |            |       |            |       |            |       |            |       |            |       |             |      |
| American Indian               | 137        | 53%   | 145        | 59%   | 135        | 46%   | 139        | 32%   | 139        | 27%   | 139         | 1%   |
| Asian/Pacific Islander        | 186        | 69%   | 180        | 61%   | 193        | 63%   | 195        | 57%   | 204        | 37%   | 276         | 7%   |
| Black                         | 221        | 52%   | 195        | 55%   | 236        | 50%   | 231        | 43%   | 233        | 20%   | 282         | 3%   |
| Hispanic                      | 834        | 65%   | 836        | 69%   | 796        | 63%   | 805        | 54%   | 933        | 33%   | 928         | 4%   |
| White                         | 3,633      | 72%   | 3,763      | 72%   | 3,667      | 67%   | 3,605      | 57%   | 3,568      | 39%   | 3,998       | 4%   |
| Other                         | 81         | 88%   | 65         | 77%   | 65         | 82%   | 46         | 80%   | 53         | 43%   | 50          | 6%   |
| Unknown                       | 265        | 73%   | 311        | 69%   | 249        | 61%   | 215        | 52%   | 554        | 86%   | 252         | 3%   |
| <b>Gender</b>                 |            |       |            |       |            |       |            |       |            |       |             |      |
| Female                        | 2,991      | 73%   | 3,074      | 73%   | 2,967      | 68%   | 2,898      | 59%   | 3,126      | 42%   | 3,237       | 5%   |
| Male                          | 2,366      | 65%   | 2,421      | 66%   | 2,374      | 61%   | 2,338      | 51%   | 2,558      | 29%   | 2,688       | 3%   |
| <b>Age</b>                    |            |       |            |       |            |       |            |       |            |       |             |      |
| Less than 25                  | 3,640      | 70%   | 3,756      | 72%   | 3,619      | 66%   | 3,564      | 57%   | 3,802      | 36%   | 3,910       | 3%   |
| 25 or Older                   | 1,717      | 68%   | 1,739      | 67%   | 1,722      | 62%   | 1,672      | 53%   | 1,882      | 37%   | 2,015       | 6%   |
| <b>High School Status</b>     |            |       |            |       |            |       |            |       |            |       |             |      |
| HS Diploma                    | 4,954      | 70%   | 5,073      | 71%   | 4,889      | 65%   | 4,859      | 56%   | 5,312      | 36%   | 5,480       | 4%   |
| GED                           | 149        | 59%   | 131        | 62%   | 154        | 57%   | 138        | 49%   | 141        | 31%   | 166         | 1%   |
| No GED/Diploma                | 17         | 76%   | 26         | 72%   | 34         | 71%   | 29         | 66%   | 43         | 37%   | 47          | 0%   |
| Unknown                       | 237        | 67%   | 265        | 68%   | 264        | 66%   | 210        | 54%   | 188        | 37%   | 232         | 4%   |
| <b>Intent/Goal</b>            |            |       |            |       |            |       |            |       |            |       |             |      |
| Transfer                      | 4,622      | 70%   | 4,678      | 71%   | 4,422      | 65%   | 4,435      | 56%   | 4,863      | 36%   | 5,151       | 4%   |
| Workforce                     | 418        | 66%   | 380        | 68%   | 493        | 61%   | 406        | 50%   | 482        | 37%   | 530         | 6%   |
| Personal Interest             | 112        | 73%   | 126        | 70%   | 111        | 62%   | 123        | 57%   | 95         | 31%   | 94          | 3%   |
| Unknown                       | 205        | 73%   | 311        | 64%   | 315        | 65%   | 272        | 59%   | 244        | 38%   | 150         | 4%   |
| <b>Enrollment Status</b>      |            |       |            |       |            |       |            |       |            |       |             |      |
| Full-time                     | 3,275      | 71%   | 3,562      | 72%   | 3,697      | 66%   | 3,450      | 58%   | 3,633      | 39%   | 3,859       | 4%   |
| Part-time                     | 2,082      | 68%   | 1,933      | 67%   | 1,644      | 62%   | 1,786      | 50%   | 2,051      | 31%   | 2,066       | 4%   |

\* Preliminary data not submitted to NCCBP yet

*Workforce Indicators by Student Characteristics*



## Workforce Technical Skill Attainment by Student Characteristics

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

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

|                               | FY2004-05 |   | FY2005-06 |   | FY2006-07 |   | FY2007-08** |       | FY2008-09* |       |
|-------------------------------|-----------|---|-----------|---|-----------|---|-------------|-------|------------|-------|
|                               | n         | % | n         | % | n         | % | n           | %     | n          | %     |
| <b>Total Assessed</b>         | -         | - | -         | - | -         | - | 774         | 94.1% | 1,139      | 95.0% |
| <b>Race/Ethnic Background</b> |           |   |           |   |           |   |             |       |            |       |
| American Indian               | -         | - | -         | - | -         | - | 10          | 100%  | 17         | 100%  |
| Asian/Pacific Islander        | -         | - | -         | - | -         | - | 36          | 94%   | 53         | 91%   |
| Black                         | -         | - | -         | - | -         | - | 25          | 88%   | 49         | 84%   |
| Hispanic                      | -         | - | -         | - | -         | - | 130         | 92%   | 191        | 89%   |
| White                         | -         | - | -         | - | -         | - | 565         | 95%   | 810        | 97%   |
| Other                         | -         | - | -         | - | -         | - | 8           | 100%  | 0          | 0%    |
| Unknown                       | -         | - | -         | - | -         | - | 0           | 0%    | 19         | 0%    |
| <b>Gender</b>                 |           |   |           |   |           |   |             |       |            |       |
| Female                        | -         | - | -         | - | -         | - | 667         | 94%   | 953        | 95%   |
| Male                          | -         | - | -         | - | -         | - | 107         | 96%   | 186        | 95%   |
| Unknown                       | -         | - | -         | - | -         | - | 0           | 0%    | 0          | 0%    |
| <b>Age</b>                    |           |   |           |   |           |   |             |       |            |       |
| Less than 25                  | -         | - | -         | - | -         | - | 323         | 91%   | 492        | 92%   |
| 25 or Older                   | -         | - | -         | - | -         | - | 433         | 96%   | 607        | 97%   |
| Unknown                       | -         | - | -         | - | -         | - | 18          | 89%   | 40         | 90%   |
| <b>High School Status</b>     |           |   |           |   |           |   |             |       |            |       |
| HS Diploma                    | -         | - | -         | - | -         | - | 691         | 94%   | 1,004      | 95%   |
| GED                           | -         | - | -         | - | -         | - | 54          | 96%   | 93         | 97%   |
| No GED/Diploma                | -         | - | -         | - | -         | - | 12          | 92%   | 10         | 100%  |
| Other/Unknown                 | -         | - | -         | - | -         | - | 17          | 82%   | 32         | 88%   |
| <b>Intent/Goal</b>            |           |   |           |   |           |   |             |       |            |       |
| Transfer                      |           |   |           |   |           |   |             |       |            |       |
| Transfer                      | -         | - | -         | - | -         | - | 11          | 82%   | 34         | 91%   |
| Degree + Transfer             | -         | - | -         | - | -         | - | 254         | 94%   | 462        | 95%   |
| Certificate + Transfer        | -         | - | -         | - | -         | - | 5           | 100%  | 6          | 100%  |
| Workforce                     |           |   |           |   |           |   |             |       |            |       |
| Degree                        | -         | - | -         | - | -         | - | 487         | 94%   | 588        | 96%   |
| Certificate                   | -         | - | -         | - | -         | - | 4           | 100%  | 7          | 71%   |
| Take Courses                  | -         | - | -         | - | -         | - | 6           | 100%  | 21         | 100%  |
| Personal Interest             | -         | - | -         | - | -         | - | 4           | 100%  | 7          | 100%  |
| Unknown                       | -         | - | -         | - | -         | - | 3           | 100%  | 14         | 86%   |
| <b>Enrollment Status</b>      |           |   |           |   |           |   |             |       |            |       |
| Full-time                     | -         | - | -         | - | -         | - | 114         | 89%   | 197        | 88%   |
| Part-time                     | -         | - | -         | - | -         | - | 660         | 95%   | 942        | 96%   |

\* Includes students who took the following licensure examinations: RN\_NCLEX (all colleges), PN\_NCLEX (South West Skill Center), Respiratory Care/CRT (GateWay), Western Association of Food Chains Retail Management Certificate (GateWay).

\*\* Includes students who took the RN\_NCLEX license examination.

## Workforce Completers by Student Characteristics

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

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

|                               | FY2004-05 |   | FY2005-06 |   | FY2006-07 |   | <b>FY2007-08</b> |          | <b>FY2008-09</b> |          |
|-------------------------------|-----------|---|-----------|---|-----------|---|------------------|----------|------------------|----------|
|                               | n         | % | n         | % | n         | % | <b>n</b>         | <b>%</b> | <b>n</b>         | <b>%</b> |
| <b>Total Concentrators</b>    | -         | - | -         | - | -         | - | 10,938           | 49.1%    | 12,595           | 40.2%    |
| <b>Race/Ethnic Background</b> |           |   |           |   |           |   |                  |          |                  |          |
| American Indian               | -         | - | -         | - | -         | - | 332              | 31%      | 325              | 33%      |
| Asian/Pacific Islander        | -         | - | -         | - | -         | - | 367              | 52%      | 444              | 42%      |
| Black                         | -         | - | -         | - | -         | - | 694              | 46%      | 723              | 40%      |
| Hispanic                      | -         | - | -         | - | -         | - | 2,106            | 47%      | 2,443            | 40%      |
| White                         | -         | - | -         | - | -         | - | 6,999            | 51%      | 7,942            | 41%      |
| Other                         | -         | - | -         | - | -         | - | 140              | 42%      | 232              | 35%      |
| Unknown                       | -         | - | -         | - | -         | - | 300              | 42%      | 486              | 32%      |
| <b>Gender</b>                 |           |   |           |   |           |   |                  |          |                  |          |
| Female                        | -         | - | -         | - | -         | - | 5,233            | 55%      | 6,404            | 44%      |
| Male                          | -         | - | -         | - | -         | - | 5,705            | 44%      | 6,191            | 36%      |
| Unknown                       | -         | - | -         | - | -         | - | 0                | 0%       | 0                | 0%       |
| <b>Age</b>                    |           |   |           |   |           |   |                  |          |                  |          |
| Less than 25                  | -         | - | -         | - | -         | - | 5,358            | 46%      | 6,736            | 38%      |
| 25 or Older                   | -         | - | -         | - | -         | - | 5,295            | 52%      | 5,651            | 43%      |
| Unknown                       | -         | - | -         | - | -         | - | 285              | 48%      | 208              | 36%      |
| <b>High School Status</b>     |           |   |           |   |           |   |                  |          |                  |          |
| HS Diploma                    | -         | - | -         | - | -         | - | 9,296            | 50%      | 10,893           | 39%      |
| GED                           | -         | - | -         | - | -         | - | 1,023            | 46%      | 1,110            | 47%      |
| No GED/Diploma                | -         | - | -         | - | -         | - | 222              | 28%      | 321              | 32%      |
| Unknown                       | -         | - | -         | - | -         | - | 397              | 48%      | 271              | 56%      |
| <b>Intent/Goal</b>            |           |   |           |   |           |   |                  |          |                  |          |
| Transfer                      |           |   |           |   |           |   |                  |          |                  |          |
| Transfer                      | -         | - | -         | - | -         | - | 910              | 1%       | 1,514            | 1%       |
| Degree + Transfer             | -         | - | -         | - | -         | - | 2,536            | 57%      | 4,206            | 47%      |
| Certificate + Transfer        | -         | - | -         | - | -         | - | 443              | 61%      | 344              | 53%      |
| Workforce                     |           |   |           |   |           |   |                  |          |                  |          |
| Degree                        | -         | - | -         | - | -         | - | 2,292            | 58%      | 2,191            | 49%      |
| Certificate                   | -         | - | -         | - | -         | - | 3,589            | 65%      | 2,973            | 61%      |
| Take Courses                  | -         | - | -         | - | -         | - | 787              | 0%       | 964              | 0%       |
| Personal Interest             | -         | - | -         | - | -         | - | 176              | 0%       | 200              | 1%       |
| Unknown                       | -         | - | -         | - | -         | - | 205              | 1%       | 203              | 0%       |
| <b>Enrollment Status</b>      |           |   |           |   |           |   |                  |          |                  |          |
| Full-time                     | -         | - | -         | - | -         | - | 2,619            | 56%      | 4,096            | 45%      |
| Part-time                     | -         | - | -         | - | -         | - | 8,319            | 47%      | 8,499            | 38%      |

## 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.

|                               | FY2004-05 |   | FY2005-06 |   | FY2006-07 |   | FY2007-08 |       | FY2008-09 |       |
|-------------------------------|-----------|---|-----------|---|-----------|---|-----------|-------|-----------|-------|
|                               | n         | % | n         | % | n         | % | n         | %     | n         | %     |
| <b>Total Concentrators</b>    | -         | - | -         | - | -         | - | 9,064     | 53.3% | 9,523     | 51.5% |
| <b>Race/Ethnic Background</b> |           |   |           |   |           |   |           |       |           |       |
| American Indian               | -         | - | -         | - | -         | - | 321       | 56%   | 404       | 47%   |
| Asian/Pacific Islander        | -         | - | -         | - | -         | - | 307       | 54%   | 307       | 51%   |
| Black                         | -         | - | -         | - | -         | - | 518       | 48%   | 565       | 45%   |
| Hispanic                      | -         | - | -         | - | -         | - | 1,733     | 51%   | 1,978     | 52%   |
| White                         | -         | - | -         | - | -         | - | 5,599     | 54%   | 5,836     | 52%   |
| Other                         | -         | - | -         | - | -         | - | 213       | 57%   | 151       | 56%   |
| Unknown                       | -         | - | -         | - | -         | - | 373       | 52%   | 282       | 55%   |
| <b>Gender</b>                 |           |   |           |   |           |   |           |       |           |       |
| Female                        | -         | - | -         | - | -         | - | 4,287     | 55%   | 4,293     | 53%   |
| Male                          | -         | - | -         | - | -         | - | 4,777     | 51%   | 5,230     | 50%   |
| Unknown                       | -         | - | -         | - | -         | - | 0         | 0%    | 0         | 0%    |
| <b>Age</b>                    |           |   |           |   |           |   |           |       |           |       |
| Less than 25                  | -         | - | -         | - | -         | - | 4,825     | 55%   | 5,234     | 54%   |
| 25 or Older                   | -         | - | -         | - | -         | - | 4,196     | 51%   | 4,244     | 48%   |
| Unknown                       | -         | - | -         | - | -         | - | 43        | 28%   | 45        | 47%   |
| <b>High School Status</b>     |           |   |           |   |           |   |           |       |           |       |
| HS Diploma                    | -         | - | -         | - | -         | - | 7,400     | 54%   | 8,236     | 53%   |
| GED                           | -         | - | -         | - | -         | - | 872       | 48%   | 911       | 46%   |
| No GED/Diploma                | -         | - | -         | - | -         | - | 241       | 52%   | 222       | 47%   |
| Unknown                       | -         | - | -         | - | -         | - | 551       | 48%   | 154       | 37%   |
| <b>Intent/Goal</b>            |           |   |           |   |           |   |           |       |           |       |
| Transfer                      |           |   |           |   |           |   |           |       |           |       |
| Transfer                      | -         | - | -         | - | -         | - | 1,460     | 54%   | 2,053     | 50%   |
| Degree + Transfer             | -         | - | -         | - | -         | - | 1,123     | 57%   | 1,578     | 63%   |
| Certificate + Transfer        | -         | - | -         | - | -         | - | 63        | 52%   | 134       | 50%   |
| Workforce                     |           |   |           |   |           |   |           |       |           |       |
| Degree                        | -         | - | -         | - | -         | - | 2,780     | 61%   | 2,559     | 59%   |
| Certificate                   | -         | - | -         | - | -         | - | 757       | 47%   | 1,154     | 43%   |
| Take Courses                  | -         | - | -         | - | -         | - | 718       | 44%   | 636       | 42%   |
| Personal Interest             | -         | - | -         | - | -         | - | 470       | 45%   | 334       | 37%   |
| Unknown                       | -         | - | -         | - | -         | - | 1,693     | 46%   | 1,075     | 40%   |
| <b>Enrollment Status</b>      |           |   |           |   |           |   |           |       |           |       |
| Full-time                     | -         | - | -         | - | -         | - | 2,905     | 61%   | 2,843     | 60%   |
| Part-time                     | -         | - | -         | - | -         | - | 6,159     | 50%   | 6,680     | 48%   |



## 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.

|                               | FY2004-05 |   | FY2005-06 |   | FY2006-07 |   | <b>FY2007-08</b> |      | <b>FY2008-09</b> |      |
|-------------------------------|-----------|---|-----------|---|-----------|---|------------------|------|------------------|------|
|                               | n         | % | n         | % | n         | % | n                | %    | n                | %    |
| <b>Total Concentrators</b>    | -         | - | -         | - | -         | - | 9,064            | 8.9% | 9,523            | 7.6% |
| <b>Race/Ethnic Background</b> |           |   |           |   |           |   |                  |      |                  |      |
| American Indian               | -         | - | -         | - | -         | - | 321              | 6%   | 404              | 4%   |
| Asian/Pacific Islander        | -         | - | -         | - | -         | - | 307              | 10%  | 307              | 9%   |
| Black                         | -         | - | -         | - | -         | - | 518              | 9%   | 565              | 7%   |
| Hispanic                      | -         | - | -         | - | -         | - | 1,733            | 8%   | 1,978            | 6%   |
| White                         | -         | - | -         | - | -         | - | 5,599            | 9%   | 5,836            | 8%   |
| Other                         | -         | - | -         | - | -         | - | 213              | 11%  | 151              | 7%   |
| Unknown                       | -         | - | -         | - | -         | - | 373              | 6%   | 282              | 5%   |
| <b>Gender</b>                 |           |   |           |   |           |   |                  |      |                  |      |
| Female                        | -         | - | -         | - | -         | - | 4,287            | 10%  | 4,293            | 8%   |
| Male                          | -         | - | -         | - | -         | - | 4,777            | 8%   | 5,230            | 7%   |
| Unknown                       | -         | - | -         | - | -         | - | 0                | 0%   | 0                | 0%   |
| <b>Age</b>                    |           |   |           |   |           |   |                  |      |                  |      |
| Less than 25                  | -         | - | -         | - | -         | - | 4,825            | 11%  | 5,234            | 10%  |
| 25 or Older                   | -         | - | -         | - | -         | - | 4,196            | 6%   | 4,244            | 5%   |
| Unknown                       | -         | - | -         | - | -         | - | 43               | 16%  | 45               | 11%  |
| <b>High School Status</b>     |           |   |           |   |           |   |                  |      |                  |      |
| HS Diploma                    | -         | - | -         | - | -         | - | 7,400            | 10%  | 8,236            | 8%   |
| GED                           | -         | - | -         | - | -         | - | 872              | 5%   | 911              | 5%   |
| No GED/Diploma                | -         | - | -         | - | -         | - | 241              | 6%   | 222              | 4%   |
| Unknown                       | -         | - | -         | - | -         | - | 551              | 5%   | 154              | 4%   |
| <b>Intent/Goal</b>            |           |   |           |   |           |   |                  |      |                  |      |
| Transfer                      |           |   |           |   |           |   |                  |      |                  |      |
| Transfer                      | -         | - | -         | - | -         | - | 1,460            | 15%  | 2,053            | 13%  |
| Degree + Transfer             | -         | - | -         | - | -         | - | 1,123            | 15%  | 1,578            | 11%  |
| Certificate + Transfer        | -         | - | -         | - | -         | - | 63               | 11%  | 134              | 10%  |
| Workforce                     |           |   |           |   |           |   |                  |      |                  |      |
| Degree                        | -         | - | -         | - | -         | - | 2,780            | 7%   | 2,559            | 5%   |
| Certificate                   | -         | - | -         | - | -         | - | 757              | 3%   | 1,154            | 2%   |
| Take Courses                  | -         | - | -         | - | -         | - | 718              | 8%   | 636              | 6%   |
| Personal Interest             | -         | - | -         | - | -         | - | 470              | 6%   | 334              | 9%   |
| Unknown                       | -         | - | -         | - | -         | - | 1,693            | 6%   | 1,075            | 4%   |
| <b>Enrollment Status</b>      |           |   |           |   |           |   |                  |      |                  |      |
| Full-time                     | -         | - | -         | - | -         | - | 2,905            | 13%  | 2,843            | 11%  |
| Part-time                     | -         | - | -         | - | -         | - | 6,159            | 7%   | 6,680            | 6%   |

## Workforce Concentrators Job Placement by Student Characteristics

**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

|                               | FY2004-05 |   | FY2005-06 |   | FY2006-07 |   | <b>FY2007-08</b> |          | <b>FY2008-09</b> |          |
|-------------------------------|-----------|---|-----------|---|-----------|---|------------------|----------|------------------|----------|
|                               | n         | % | n         | % | n         | % | <b>n</b>         | <b>%</b> | <b>n</b>         | <b>%</b> |
| <b>Total Completers</b>       | -         | - | -         | - | -         | - | 10,295           | 67.1%    | 10,938           | 66.0%    |
| <b>Race/Ethnic Background</b> |           |   |           |   |           |   |                  |          |                  |          |
| American Indian               | -         | - | -         | - | -         | - | 271              | 63%      | 332              | 60%      |
| Asian/Pacific Islander        | -         | - | -         | - | -         | - | 308              | 58%      | 367              | 59%      |
| Black                         | -         | - | -         | - | -         | - | 611              | 66%      | 694              | 64%      |
| Hispanic                      | -         | - | -         | - | -         | - | 1,942            | 70%      | 2,106            | 69%      |
| White                         | -         | - | -         | - | -         | - | 6,073            | 66%      | 6,999            | 66%      |
| Other                         | -         | - | -         | - | -         | - | 198              | 61%      | 140              | 56%      |
| Unknown                       | -         | - | -         | - | -         | - | 892              | 73%      | 300              | 60%      |
| <b>Gender</b>                 |           |   |           |   |           |   |                  |          |                  |          |
| Female                        | -         | - | -         | - | -         | - | 5,079            | 64%      | 5,233            | 63%      |
| Male                          | -         | - | -         | - | -         | - | 5,216            | 71%      | 5,705            | 68%      |
| Unknown                       | -         | - | -         | - | -         | - | 0                | 0%       | 0                | 0%       |
| <b>Age</b>                    |           |   |           |   |           |   |                  |          |                  |          |
| Less than 25                  | -         | - | -         | - | -         | - | 4,793            | 66%      | 5,358            | 64%      |
| 25 or Older                   | -         | - | -         | - | -         | - | 5,073            | 68%      | 5,295            | 68%      |
| Unknown                       | -         | - | -         | - | -         | - | 429              | 68%      | 285              | 67%      |
| <b>High School Status</b>     |           |   |           |   |           |   |                  |          |                  |          |
| HS Diploma                    | -         | - | -         | - | -         | - | 8,064            | 69%      | 9,296            | 67%      |
| GED                           | -         | - | -         | - | -         | - | 946              | 59%      | 1,023            | 56%      |
| No GED/Diploma                | -         | - | -         | - | -         | - | 322              | 58%      | 222              | 56%      |
| Unknown                       | -         | - | -         | - | -         | - | 963              | 66%      | 397              | 65%      |
| <b>Intent/Goal</b>            |           |   |           |   |           |   |                  |          |                  |          |
| Transfer                      |           |   |           |   |           |   |                  |          |                  |          |
| Transfer                      | -         | - | -         | - | -         | - | 956              | 54%      | 912              | 52%      |
| Degree + Transfer             | -         | - | -         | - | -         | - | 1,958            | 62%      | 2,549            | 61%      |
| Certificate + Transfer        | -         | - | -         | - | -         | - | 261              | 68%      | 441              | 66%      |
| Workforce                     |           |   |           |   |           |   |                  |          |                  |          |
| Degree                        | -         | - | -         | - | -         | - | 2,127            | 69%      | 2,296            | 71%      |
| Certificate                   | -         | - | -         | - | -         | - | 2,217            | 73%      | 3,580            | 72%      |
| Take Courses                  | -         | - | -         | - | -         | - | 1,678            | 71%      | 783              | 64%      |
| Personal Interest             | -         | - | -         | - | -         | - | 316              | 57%      | 177              | 48%      |
| Unknown                       | -         | - | -         | - | -         | - | 782              | 69%      | 200              | 49%      |
| <b>Enrollment Status</b>      |           |   |           |   |           |   |                  |          |                  |          |
| Full-time                     | -         | - | -         | - | -         | - | 2,401            | 63%      | 2,898            | 60%      |
| Part-time                     | -         | - | -         | - | -         | - | 7,894            | 69%      | 8,040            | 68%      |

## 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.

|                                  | FY2004-05 |   | FY2005-06 |   | FY2006-07 |   | <b>FY2007-08</b> |          | <b>FY2008-09</b> |          |
|----------------------------------|-----------|---|-----------|---|-----------|---|------------------|----------|------------------|----------|
|                                  | n         | % | n         | % | n         | % | <b>n</b>         | <b>%</b> | <b>n</b>         | <b>%</b> |
| <b>Total Employed Completers</b> | -         | - | -         | - | -         | - | 6,912            | 91.3%    | 7,219            | 92.0%    |
| <b>Race/Ethnic Background</b>    |           |   |           |   |           |   |                  |          |                  |          |
| American Indian                  | -         | - | -         | - | -         | - | 172              | 90%      | 199              | 88%      |
| Asian/Pacific Islander           | -         | - | -         | - | -         | - | 179              | 94%      | 218              | 92%      |
| Black                            | -         | - | -         | - | -         | - | 401              | 91%      | 447              | 90%      |
| Hispanic                         | -         | - | -         | - | -         | - | 1,361            | 93%      | 1,447            | 91%      |
| White                            | -         | - | -         | - | -         | - | 4,031            | 91%      | 4,649            | 92%      |
| Other                            | -         | - | -         | - | -         | - | 120              | 87%      | 78               | 94%      |
| Unknown                          | -         | - | -         | - | -         | - | 648              | 93%      | 181              | 96%      |
| <b>Gender</b>                    |           |   |           |   |           |   |                  |          |                  |          |
| Female                           | -         | - | -         | - | -         | - | 3,233            | 91%      | 3,313            | 93%      |
| Male                             | -         | - | -         | - | -         | - | 3,679            | 91%      | 3,906            | 91%      |
| Unknown                          | -         | - | -         | - | -         | - | 0                | 0%       | 0                | 0%       |
| <b>Age</b>                       |           |   |           |   |           |   |                  |          |                  |          |
| Less than 25                     | -         | - | -         | - | -         | - | 3,167            | 91%      | 3,420            | 91%      |
| 25 or Older                      | -         | - | -         | - | -         | - | 3,452            | 91%      | 3,609            | 93%      |
| Unknown                          | -         | - | -         | - | -         | - | 293              | 92%      | 190              | 89%      |
| <b>High School Status</b>        |           |   |           |   |           |   |                  |          |                  |          |
| HS Diploma                       | -         | - | -         | - | -         | - | 5,528            | 91%      | 6,261            | 92%      |
| GED                              | -         | - | -         | - | -         | - | 558              | 91%      | 575              | 90%      |
| No GED/Diploma                   | -         | - | -         | - | -         | - | 186              | 90%      | 124              | 87%      |
| Unknown                          | -         | - | -         | - | -         | - | 640              | 95%      | 259              | 93%      |
| <b>Intent/Goal</b>               |           |   |           |   |           |   |                  |          |                  |          |
| Transfer                         |           |   |           |   |           |   |                  |          |                  |          |
| Transfer                         | -         | - | -         | - | -         | - | 512              | 91%      | 470              | 89%      |
| Degree + Transfer                | -         | - | -         | - | -         | - | 1,216            | 88%      | 1,549            | 91%      |
| Certificate + Transfer           | -         | - | -         | - | -         | - | 177              | 88%      | 291              | 92%      |
| Workforce                        |           |   |           |   |           |   |                  |          |                  |          |
| Degree                           | -         | - | -         | - | -         | - | 1,478            | 92%      | 1,628            | 93%      |
| Certificate                      | -         | - | -         | - | -         | - | 1,616            | 92%      | 2,595            | 92%      |
| Take Courses                     | -         | - | -         | - | -         | - | 1,195            | 91%      | 503              | 92%      |
| Personal Interest                | -         | - | -         | - | -         | - | 181              | 92%      | 85               | 93%      |
| Unknown                          | -         | - | -         | - | -         | - | 537              | 96%      | 98               | 94%      |
| <b>Enrollment Status</b>         |           |   |           |   |           |   |                  |          |                  |          |
| Full-time                        | -         | - | -         | - | -         | - | 1,504            | 88%      | 1,729            | 92%      |
| Part-time                        | -         | - | -         | - | -         | - | 5,408            | 92%      | 5,490            | 92%      |

*National Community College Benchmark Project (NCCBP)*  
*Data Submitted Spring 2010*



National Community College Benchmark Project  
MCCCD and National Results  
2010 Report of Aggregate Data

| Category   | Indicator  | MCCD Results | National Results |         |                 | MCCCD Mean is:<br>Below, Equal to, or<br>Above National Median |       |       |
|--|--|--------------|------------------|---------|-----------------|--|-------|-------|
|  |  | Mean         | 10th Percentile  | Median  | 90th Percentile | Below  | Equal | Above |
| Cost per Credit Hr. & FTSE 2009                              | Cost per Credit Hour                                     | \$99         | \$84             | \$130   | \$217           | X  |       |       |
|  | Cost per FTSE  | \$2,981      | \$2,514          | \$3,914 | \$6,506         | X  |       |       |
| Credit, College-level Course Retention & Success 2008        | College-level Course Retention (A,B,C,D,F,P)             | 83%          | 82%              | 90%     | 94%             | X  |       |       |
|  | Successful College-level Course Completion (A,B,C,P)     | 74%          | 67%              | 74%     | 81%             |  | X     |       |
| Persistence  | Fall 2008 to Spring 2009                                 | 62%          | 60%              | 71%     | 77%             | X  |       |       |
|  | Fall 2008 to Fall 2009                                   | 45%          | 41%              | 50%     | 56%             | X  |       |       |
| First-time Student Cohort (3-yr Completions) 2006 cohort     | 3-Yr. Completer Rate for Full time Students              | 17%          | 8%               | 18%     | 35%             | X  |       |       |
|  | 3-Yr. Completer Rate for Part time Students              | 6%           | 2%               | 5%      | 16%             |  |       | X     |
| Transfer of First-Time Students (RTK) to College 2006 cohort | 3-Yr. Transfer Rate for Full time Students               | 7%           | 8%               | 18%     | 29%             | X  |       |       |
|  | 3-Yr. Transfer Rate for Part time Students               | 2%           | 4%               | 12%     | 26%             | X  |       |       |
|  | 3-Year Completer or Transfer Rate for Full time Students | 24%          | 24%              | 38%     | 53%             | X  |       |       |
|  | 3-Year Completer or Transfer Rate for Part time Students | 8%           | 8%               | 18%     | 34%             | X  |       |       |
| Core Academic Area Successful Completion (A,B,C,P) 2008      | College Algebra  | 60%          | 48%              | 61%     | 74%             | X  |       |       |
|  | English Composition I                                    | 71%          | 61%              | 70%     | 79%             |  |       | X     |
|  | English Composition II                                   | 64%          | 60%              | 69%     | 79%             | X  |       |       |
|  | Speech Communication                                     | 72%          | 66%              | 77%     | 86%             | X  |       |       |
| Institution-wide Credit Grades 2008                          | Credit Course Withdrawals                                | 18%          | 6%               | 10%     | 17%             |  |       | X     |
|  | Credit Course Completers                                 | 82%          | 84%              | 90%     | 94%             | X  |       |       |
|  | Credit Course Success                                    | 73%          | 67%              | 74%     | 80%             | X  |       |       |
|  | Credit Course A & B Grades                               | 58%          | 48%              | 57%     | 63%             |  |       | X     |
| Transfer Performance 2007-08                                 | 1st Year Cumulative GPA for New Transferees              | 2.94         | 2.60             | 2.90    | 3.10            |  |       | X     |
|  | 1st Year Avg. Credit Hours Taken by New Transferees      | 19.99        | 16.11            | 21.42   | 25.72           | X  |       |       |
|  | Percent Persisted to Following Year                      | 86%          | 57%              | 72%     | 86%             |  |       | X     |
| Developmental Course Retention (A,B,C,D,F,P) 2008            | Developmental Math Retention                             | 71%          | 75%              | 85%     | 93%             | X  |       |       |
|  | Developmental English Retention                          | 77%          | 78%              | 89%     | 95%             | X  |       |       |
|  | Developmental Reading Retention                          | 81%          | 79%              | 90%     | 95%             | X  |       |       |
| Developmental Course Success (A,B,C,P) 2008                  | Developmental Math Success                               | 53%          | 47%              | 56%     | 68%             | X  |       |       |
|  | Developmental English Success                            | 65%          | 55%              | 65%     | 75%             |  | X     |       |
|  | Developmental Reading Success                            | 70%          | 52%              | 67%     | 79%             |  |       | X     |

National Community College Benchmark Project  
MCCCD and National Results  
2010 Report of Aggregate Data

| Category   | Indicator   | MCCD Results | National Results |        |                 | MCCCD Mean is:<br>Below, Equal to, or<br>Above National Median |       |       |
|--|---|--------------|------------------|--------|-----------------|--|-------|-------|
|  |   | Mean         | 10th Percentile  | Median | 90th Percentile | Below  | Equal | Above |
| Developmental Success in First College-level Courses 2007 cohort | Developmental English Student - Successful Completion of First College-level English Course within 1 Year | 71%          | 59%              | 71%    | 82%             |  | X     |       |
|  | Developmental Math Student - Successful Completion of First College-level Math Course within 1 Year       | 65%          | 53%              | 67%    | 79%             | X  |       |       |
| Market Penetration 2008-09                                       | Credit Student Market Penetration   | 5%           | 1%               | 3%     | 6%              |  |       | X     |
|  | Non-Credit Student Market Penetration   | 1%           | 0.2%             | 1%     | 5%              |  | X     |       |
| Access & Participation 2008                                      | Minority Student Representation   | 34%          | 6%               | 19%    | 60%             |  |       | X     |
|  | Minority Employee Representation  | 22%          | 2%               | 11%    | 39%             |  |       | X     |
| Average Class Size 2008  | Credit Sections   | 21.4         | 15.4             | 18.9   | 23.2            |  |       | X     |
| Student/ Faculty Ratio 2008                                      | Credit Courses  | 17.0         | 12.3             | 18.4   | 29.4            | X  |       |       |
| Instructional Faculty Load 2008                                  | % Credit Hours by Full time Faculty   | 41%          | 38%              | 54%    | 72%             | X  |       |       |
|  | % Credit Hours by Part time Faculty   | 59%          | 28%              | 46%    | 62%             |  |       | X     |
|  | % Sections by Full time Faculty   | 37%          | 37%              | 51%    | 71%             | X  |       |       |
|  | % Sections by Part time Faculty   | 63%          | 29%              | 49%    | 63%             |  |       | X     |
| Retirements & Departures 2008-09                                 | Retirements Rate  | 3%           | 0%               | 2%     | 4%              |  |       | X     |
|  | Departures Rate   | 4%           | 1%               | 5%     | 12%             | X  |       |       |

## National Community College Benchmark Project (NCCBP)

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

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

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

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

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

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



**2010 NCCBP Participants  
Characteristics: All Reporting Institutions**

|                           |     |         |                          |     |        |
|---------------------------|-----|---------|--------------------------|-----|--------|
| <b>Institution Type</b>   |     |         | <b>Calendar</b>          |     |        |
| Single-campus:            | 179 | 66.79%  | Semester:                | 253 | 94.40% |
| Multi-campus:             | 77  | 28.73%  | Quarter:                 | 12  | 4.48%  |
| Multi-college District:   | 12  | 4.48%   | Trimester:               | 1   | 0.37%  |
|                           |     |         | Other:                   | 1   | 0.37%  |
| <b>Campus Environment</b> |     |         | <b>Faculty Unionized</b> |     |        |
| Primarily Urban:          | 80  | 29.85%  | Yes:                     | 129 | 48.13% |
| Primarily Suburban:       | 99  | 36.94%  | No:                      | 138 | 51.49% |
| Primarily Rural:          | 86  | 32.09%  |                          |     |        |
| <b>Control</b>            |     |         |                          |     |        |
| Public:                   | 268 | 100.00% |                          |     |        |
| Private:                  |     |         |                          |     |        |

- Shelton State Community College (AL)
- Arkansas State University-Beebe (AR)
- Mid-South Community College (AR)
- National Park Community College (AR)
- NorthWest Arkansas Community College (AR)
- Ouachita Technical College (AR)
- Arizona Western College (AZ)
- Central Arizona College (AZ)
- Chandler-Gilbert Community College (AZ)
- Eastern Arizona College (AZ)
- Estrella Mountain Community College (AZ)
- GateWay Community College (AZ)
- Glendale Community College (AZ)
- Maricopa County Community College District (AZ)
- Mesa Community College (AZ)
- Paradise Valley Community College (AZ)
- Phoenix College (AZ)
- Rio Salado College (AZ)
- Scottsdale Community College (AZ)
- South Mountain Community College (AZ)
- Yavapai College (AZ)
- Aims Community College (CO)
- Arapahoe Community College (CO)
- Colorado Community College System (CO)
- Colorado Mountain College (CO)
- Colorado Northwestern Community College (CO)
- Community College of Aurora (CO)
- Community College of Denver (CO)
- Front Range Community College (CO)
- Lamar Community College (CO)
- Morgan Community College (CO)
- Northeastern Junior College (CO)

Otero Junior College (CO)  
Pikes Peak Community College (CO)  
Pueblo Community College (CO)  
Red Rocks Community College (CO)  
Trinidad State Junior College (CO)  
Florida State College at Jacksonville (FL)  
Gulf Coast Community College (FL)  
Palm Beach State College (FL)  
Polk State College (FL)  
Santa Fe College (FL)  
South Florida Community College (FL)  
St. Johns River Community College (FL)  
DeKalb Technical College (GA)  
Middle Georgia Technical College (GA)  
Hawaii Community College (HI)  
Honolulu Community College (HI)  
Kapiolani Community College (HI)  
Kauai Community College (HI)  
Leeward Community College (HI)  
Maui Community College (HI)  
Windward Community College (HI)  
Des Moines Area Community College (IA)  
Ellsworth Community College (IA)  
Hawkeye Community College (IA)  
Iowa Lakes Community College (IA)  
Iowa Western Community College (IA)  
Kirkwood Community College (IA)  
Marshalltown Community College (IA)  
North Iowa Area Community College (IA)  
Northeast Iowa Community College (IA)  
Southeastern Community College (IA)  
Western Iowa Tech Community College (IA)  
Black Hawk College (IL)  
City Colleges of Chicago District (IL)  
College of DuPage (IL)  
Elgin Community College (IL)  
Harold Washington College (IL)  
Harper College (IL)  
Harry S. Truman College (IL)  
Heartland Community College (IL)  
Illinois Central College (IL)  
Illinois Valley Community College (IL)  
Joliet Junior College (IL)  
Kankakee Community College (IL)  
Kaskaskia College (IL)  
Kennedy-King College (IL)  
Lewis & Clark Community College (IL)  
Malcolm X College (IL)  
McHenry County College (IL)

Moraine Valley Community College (IL)  
Oakton Community College (IL)  
Olive-Harvey College (IL)  
Richard J. Daley College (IL)  
Waubensee Community College (IL)  
Wilbur Wright College (IL)  
Ivy Tech Community College of Indiana-Bloomington (IN)  
Ivy Tech Community College of Indiana-Central Indiana (IN)  
Ivy Tech Community College of Indiana-Central Office (IN)  
Ivy Tech Community College of Indiana-Columbus (IN)  
Ivy Tech Community College of Indiana-East Central (IN)  
Ivy Tech Community College of Indiana-Kokomo (IN)  
Ivy Tech Community College of Indiana-Lafayette (IN)  
Ivy Tech Community College of Indiana-North Central (IN)  
Ivy Tech Community College of Indiana-Northeast (IN)  
Ivy Tech Community College of Indiana-Northwest (IN)  
Ivy Tech Community College of Indiana-Richmond (IN)  
Ivy Tech Community College of Indiana-Sellersburg (IN)  
Ivy Tech Community College of Indiana-Southeast (IN)  
Ivy Tech Community College of Indiana-Southwest (IN)  
Ivy Tech Community College of Indiana-Wabash Valley (IN)  
Vincennes University (IN)  
Barton County Community College (KS)  
Butler Community College (KS)  
Fort Scott Community College (KS)  
Garden City Community College (KS)  
Highland Community College (KS)  
Hutchinson Community College (KS)  
Johnson County Community College (KS)  
Kansas City Kansas Community College (KS)  
Pratt Community College (KS)  
Seward County Community College/ATS (KS)  
Bluegrass Community & Technical College (KY)  
Bowling Green Technical College (KY)  
Gateway Community & Technical College (KY)  
Hazard Community & Technical College (KY)  
Henderson Community College (KY)  
Jefferson Community & Technical College (KY)  
Kentucky Community and Technical College System (KY)  
Maysville Community & Technical College (KY)  
Southeast Kentucky Community & Technical College (KY)  
West Kentucky Community & Technical College (KY)  
Carroll Community College (MD)  
Hagerstown Community College (MD)  
Harford Community College (MD)  
Howard Community College (MD)  
Central Maine Community College (ME)  
Bay de Noc Community College (MI)  
Delta College (MI)

Gogebic Community College (MI)  
Grand Rapids Community College (MI)  
Jackson Community College (MI)  
Kalamazoo Valley Community College (MI)  
Northwestern Michigan College (MI)  
Oakland Community College (MI)  
Schoolcraft College (MI)  
Southwestern Michigan College (MI)  
Washtenaw Community College (MI)  
Normandale Community College (MN)  
Rochester Community and Technical College (MN)  
Crowder College (MO)  
East Central College (MO)  
Jefferson College (MO)  
Linn State Technical College (MO)  
Metropolitan Community College - Kansas City (MO)  
Metropolitan Community College - Longview (MO)  
Metropolitan Community College - Penn Valley (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)  
Montana State Univ. Great Falls College of Technology (MT)  
Asheville-Buncombe Technical Community College (NC)  
Central Piedmont Community College (NC)  
Forsyth Technical Community College (NC)  
South Piedmont College (NC)  
Central Community College (NE)  
Metropolitan Community College (NE)  
Bergen Community College (NJ)  
Burlington County College (NJ)  
Gloucester County College (NJ)  
Hudson County Community College (NJ)  
Passaic County Community College (NJ)  
Raritan Valley Community College (NJ)  
Dona Ana Community College (NM)  
Eastern New Mexico University - Roswell (NM)  
San Juan College (NM)  
Truckee Meadows Community College (NV)  
Adirondack Community College (NY)  
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)  
Finger Lakes Community College (NY)  
Fulton-Montgomery Community College (NY)  
Genesee Community College (NY)  
Herkimer County Community College (NY)  
Hudson Valley Community College (NY)  
Jamestown Community College (NY)  
Jefferson Community College (NY)  
Mohawk Valley Community College (NY)  
Monroe Community College (NY)  
Nassau Community College (NY)  
Niagara County Community College (NY)  
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)  
Central Ohio Technical College (OH)  
Cincinnati State Technical and Community College (OH)  
Clermont College/Univ. of Cincinnati (OH)  
Cuyahoga Community College (OH)  
Lakeland Community College (OH)  
Sinclair Community College (OH)  
Mt. Hood Community College (OR)  
Bucks County Community College (PA)  
Butler County Community College (PA)  
Community College of Allegheny County (PA)  
Community College of Beaver County (PA)  
Community College of Philadelphia (PA)  
Delaware County Community College (PA)  
Harrisburg Area Community College (PA)  
Lehigh Carbon Community College (PA)  
Luzerne County Community College (PA)  
Montgomery County Community College (PA)  
Northampton Community College (PA)  
Pennsylvania Highlands Community College (PA)  
Reading Area Community College (PA)  
Westmoreland County Community College (PA)  
Spartanburg Community College (SC)  
Trident Technical College (SC)  
Southeast Technical Institute (SD)  
Chattanooga State 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 Community College (TN)  
Northeast State Community College (TN)  
Pellissippi State Technical Community College (TN)  
Roane State Community College (TN)  
Southwest Tennessee Community College (TN)  
Volunteer State Community College (TN)  
Walters State Community College (TN)  
Amarillo College (TX)  
Austin Community College (TX)  
Brazosport College (TX)  
Brookhaven College (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)  
Richland College (TX)  
Salt Lake Community College (UT)  
Virginia Western Community College (VA)  
Bellevue College (WA)  
Clark College (WA)  
Columbia Basin College (WA)  
Lower Columbia College (WA)  
Spokane Falls Community College (WA)  
Blackhawk Technical College (WI)  
Fox Valley Technical College (WI)  
Madison Area Technical College (WI)  
Milwaukee Area Technical College (WI)  
Waukesha County Technical College (WI)  
Eastern Wyoming College (WY)  
Laramie County Community College (WY)  
Northern Wyoming Community College District (WY)  
Western Wyoming Community College (WY)