

Monitoring Update

(Indicators of Institutional Effectiveness) – November 2011



Indicators of Institutional Effectiveness Monitoring Update, November 2011

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Executive Summary

Background

The Maricopa County Community College District Institutional Effectiveness Monitoring Report provides an annual update of performance metrics. 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's mission. Selected core indicators in student progress, general education, developmental education, transfer, and workforce development are presented in this report. The Performance Dashboard compares MCCCDC's actual performance to performance targets (median scores) from the 2006 National Community College Benchmarking Project (NCCBP) and the Carl Perkins IV federal performance targets for all Arizona public community colleges.

Key Findings

Note: The "success rates" addressed in this report include grades of A, B, C, or P.

Student Progress

- The institution-wide credit course category includes all classes completed with a grade. The Fall 2010 success rate of 73% was higher than the target by 1% and was basically the same as last Fall's success rate.
- Institution-wide Fall-to-Fall credit student persistence includes the students enrolled in a Fall term who enroll in the subsequent Fall term. The Fall 2009-to-Fall 2010 credit student persistence was 48%; it was 1% higher than the target and 2% higher than last year's persistence.

General Education

- The College Algebra success rate was 63% in Fall 2010 and exceeded the target by 4%; it was about 3% higher than last Fall's success rate.
- The English Composition I success rate in Fall 2010 was the same as the previous year's success rate (73%) and exceeded the target by 1%. The English Composition II success rate (63%) and Communication success rate (73%) were below the targets by 6% and 4%, respectively; both were about 2% lower than the previous year's success rate.

Developmental Education

- The Developmental Math success rate of 56% in Fall 2010 met the target, showing an increase of 1% from the previous year. Fall 2010 success in the subsequent Intermediate Algebra class (63%) fell short of the target by 3% and decreased by about 5% from the previous year.
- The Developmental English success rate of 64% in Fall 2010 was below the target by 2% and decreased by 1% from the previous year. Fall 2010 student success in the subsequent English Composition I class (72%) met the target; it decreased by 2% from the previous year.

Transfer

- The transfer indicators show the Arizona public university results for MCCCCD students who transferred 12 or more MCCCCD credits. The first-year GPA for FY 2009-10 was 2.94 and was slightly higher than the target of 2.93; it was basically the same as last year's average.
- The transfer first-year credit hours completed for FY 2009-10 was 18.57 and was below the target by 3.1; it was below last year's average by 1.62.
- The persistence to next year for FY 2008-09 was 87% which was above the target by 11%; it was basically the same as last year's rate.

Workforce

- The workforce indicators are based on the Carl Perkins IV Act federal definitions.
- Degree/certificate attainment: The occupational completers for Fiscal Year 2009-10 rate was 41% and higher than the target by 2% and lower by 8% from the prior fiscal year.
- Job Placement: The job placement indicator tracks MCCCCD students who later obtained employment in Arizona (employed October to December the year after leaving the institution). The Fiscal Year 2009-10 rate was 54% and was higher than the target by 7%; however, it decreased by about 12% from the prior fiscal year's rate.

Next Steps

- The Maricopa County Community College District will be changing future monitoring reports to reflect the Governing Board's new outcomes and the metrics adopted in April 2011.



Maricopa Community Colleges Performance Dashboard November 2011 Monitoring Report

Student Progress*	<u>NCCBP Median</u> <u>Target</u>	<u>Actual</u>
Institution Wide Credit Course Withdrawal Rate	12%	17%
Institution Wide Credit Course Success Rate	72%	73%
Institution Wide Credit Course Excelling Rate	55%	57%
College-Level, Credit Course Retention Rate	88%	83%
College-Level, Credit Course Success Rate	74%	73%
Credit Student Persistence Fall 2009-to-Spring 2010	69%	67%
Credit Student Persistence Fall 2009-to-Fall 2010	47%	48%
General Education*	<u>NCCBP Median</u> <u>Target</u>	<u>Actual</u>
Core Academic Skill Areas, College Algebra Success Rate	59%	63%
Core Academic Skill Areas, English Composition I Success Rate	72%	73%
Core Academic Skill Areas, English Composition II Success Rate	69%	63%
Core Academic Skill Areas, Communication Success Rate	77%	73%
Developmental Education*	<u>NCCBP Median</u> <u>Target</u>	<u>Actual</u>
Developmental Math Success Rate	56%	56%
Developmental English Success Rate	66%	64%
Developmental Reading Success Rate	70%	71%
First College-Level Math Success Rate	66%	63%
First College-Level English Success Rate	72%	72%
Transfer*	<u>NCCBP Median</u> <u>Target</u>	<u>Actual</u>
Transfer First-Year Grade Point Average	2.93	2.94
Transfer First-Year Credit Hours Completed	21.67	18.57
Transfer Persistence to Next Year	76%	87%
Workforce **	<u>Carl Perkins State</u> <u>Target</u>	<u>Actual</u>
Technical Skill Attainment	93%	94%
Completers	39%	41%
Combined Retention & Transfer	67%	69%
Job Placement	47%	54%

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

** Indicators are based on Carl Perkins IV definitions. Targets are based on actual combined results achieved by the Arizona public community colleges.

Red = Actual did not meet the Target

Green = Actual met or exceeded the Target

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 2010 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

0.0%

Fall 2010

16.9%

Success Rate

Change from prior year

-0.7%*

Fall 2010

72.5%

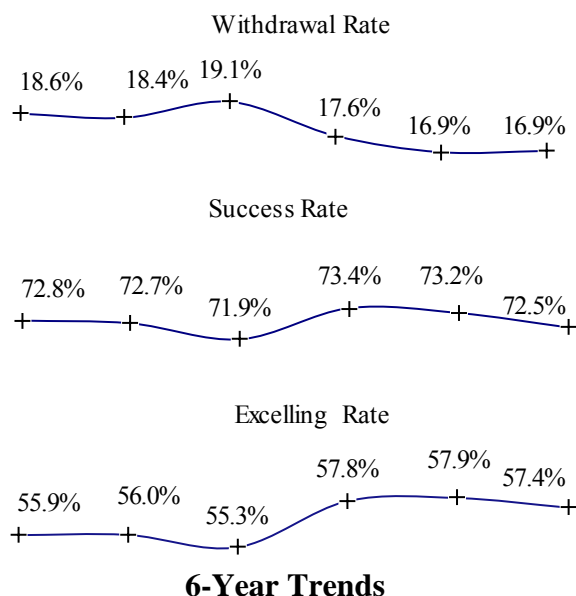
Excelling Rate

Change from prior year

-0.5%*

Fall 2010

57.4%



College-Level, Credit Course Retention

This indicator shows the *retention rate* and *success rate* for credit college-level courses. Fall 2010 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

-0.2%

Fall 2010

83.4%

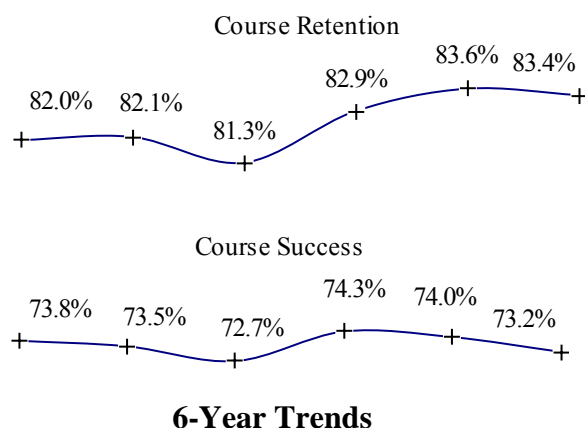
Success Rate

Change from prior year

-0.8%*

Fall 2010

73.2%



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 2009 is the most current data for this indicator. Excludes dual enrollment.

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

Fall 09-to-Spring 10

Change from prior year

+4.1%*

Fall 2009

66.6%

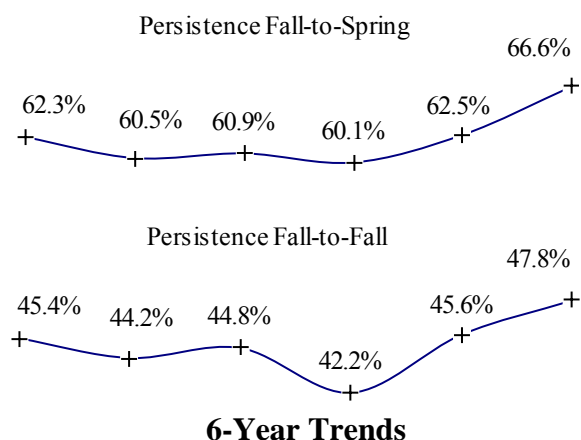
Fall 09-to-Fall 10

Change from prior year

+2.2%*

Fall 2009




47.8%



*Statistically significant

Student Progress

The indicators used to monitor *Student Progress* include:

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

Key Findings:

Helping students achieve academic success is a primary focus of the Maricopa Community College district. Both of the credit student persistence indicators (Fall 2009-to-Spring 2010 and Fall 2009-to-Fall 2010) improved significantly since last year.

Credit student persistence measures continued enrollment within a school year and between years. In Fall 2010, 66.6% of students continued their enrollment to the following spring and 47.8% continued to the following fall. Persistence of credit students (both fall-to-spring and fall-to-fall) has shown a positive trend the past few years.

Several student progress indicators are based upon the grades that students receive in credit courses. In Fall 2010, 72.5% of grades in institution-wide credit courses reflected successful completion (A, B, C, or P grades) with 57.4% excelling grades (A or B), and 16.9% indicating withdrawal from the class (W, Y grades). When only college-level credit courses are considered (100 level or higher), 83.4% of grades indicated the student completed the course (retention) and 73.2% of grades indicated successful completion (A, B, C, or P grades).

- The characteristics more commonly associated with higher-performing students include female, White or Asian/Pacific Islander ethnicity, 25 or older, and having a high school diploma.
- The characteristics more commonly associated with under-performing students include male, American Indian, Black or Hispanic minorities, younger than 25, and without a high school diploma or GED.
- The share of course withdrawals for American Indian, Black and Hispanic minority students was higher than the course withdrawals for rest of the students, 20% compared to 15%. The share of course withdrawals for Black students was 24% and was the highest of all of the race/ethnicities.
- The 25 or older category reflected higher institution-wide credit course completion success rates (74%) and excelling rates (61%). This group of students also had higher college-level course retention and success rates, 85% and 75% respectively.
- Black students had the highest fall-to-spring persistence rate (69%) which was a 6% increase from last fall.
- Hispanic students had higher fall-to-fall persistence rates (50%) when compared to other students and increased by 3% since last fall.
- Students with a high school diploma had higher institution-wide credit course success rates (72%) and college-level credit course success rates (72%) than students with a GED (63%, 64%).

Institution Wide Credit Course Withdrawal, Success & Excelling

- In Fall 2010, the course withdrawal rate was 16.9%, the same as last year. The successful course completion and the excelling enrollment rates experienced slight declines since last year of 0.7% and 0.5% respectively.
- The share of course withdrawals for American Indian, Black and Hispanic minority students was higher than the course withdrawals for rest of the students, 20% compared to 15%. The share of course withdrawals for Black students was 24%, and was the highest of all of the race/ethnicities as it has been since Fall 2007.
- The students under the age of 25 experienced a higher share of course withdrawals of 18% which was 2% higher than the share of course withdrawals for older students at 16%.
- Males had a 3% higher course withdrawal rate than females.
- Students with no GED/Diploma had an 8% higher withdrawal rate than those with a high school diploma (17%) and a 2% higher course withdrawal than those with a GED (23%); all of the high school status category course withdrawals remained the same as last year.
- The students with a Transfer intent/goal experienced a higher share of course withdrawals of 18% than those with a Workforce (15%) or Personal Interest intent (11%).
- Developmental courses had the highest share of course withdrawals (21%).

In Fall 2010, 72.5% of all credit courses were successfully completed and this was a decline of 0.7% from Fall 2009.

- The share of successful course completion for American Indian, Black, and Hispanic minority students was 9% lower when compared to all others. The share of successful course completion for Black students was 57% and has been the lowest of all race/ethnicity groups since Fall 2007.
- There was a 4% difference in successful completion rates for females compared to males (74% vs. 70%).
- The successful course completion rate was higher for 25 or older students (74%) than younger students (71%).
- The share of successful course completion rates for students with a high school diploma was 9% higher than the rate for students with a GED (72% vs. 63%).

In Fall 2010, 57.4% of all credit course grades were categorized as excelling (A or B grades).

- The share of excelling grades was lower for American Indian, Black, and Hispanic minority students (50%) when compared to all other enrollments (61%). The share of excelling grades for Black students was the lowest of all race/ethnicity groups at 41% and has been the lowest category for each of the past six years.
- The share of excelling grades was higher by 4% for female students compared to male students, 59% compared to 55%.
- The share of excelling grades was higher for those 25 or older (61%) than for younger students (55%).
- The share of excelling grades for students with a high school diploma was 56% which was higher than students with a GED (51%) or No GED/Diploma (50%).
- Students with a Personal Interest intent had a 66% share of excelling grades, or 4% higher than those with a Workforce intent (60%) and 10% higher than the students who intended to Transfer (56%).

College-Level Credit Course Retention & Success

The college-level credit course retention rate was 83.4%, which was a very slight decrease of 0.2% since last year. The college-level credit course successful completion rate was 73.2% and decreased by 0.8% since last fall.

- The course retention rate for American Indian, Black, and Hispanic minority student enrollments was 5% lower when compared to all other students.
- Female student college-level credit course enrollment rate was 2% higher than the rate for male students or 85% compared to 83%.
- The college-level retention rate of full-time course enrollments (83%) was 1% higher than for part-time enrollments (82%).
- The college-level course retention rate for students with a high school diploma was 6% higher than for those with a GED (83% vs. 77%). The college-level course retention rate for students with No GED/Diploma increased 2% since last year to 78% in Fall 2010.

In Fall 2010, 73.2% of the students enrolled in college-level credit courses successfully completed the courses.

- The successful college-level course completion rate for American Indian, Black, and Hispanic minority students was 9% lower when compared to all other groups. The college-level course success rate for Black students decreased by 3% since last fall and has had the lowest success rate of all of the race/ethnicity groups since Fall 2007.
- Female student college-level success rates were 4% higher than the rate for male students or 75% compared to 71%. The college-level success rates for both males and females decreased by 1% since last fall.
- Successful college-level course success rates were higher for 25 or older students (75%) than for younger students (72%).
- Students with a high school diploma had higher successful course enrollment completion rates (72%) than those with a GED (64%). The success rates for students with a GED decreased 2% since last year.
- The successful college course completion rate for the students attending for Personal Interest was 83% which was 11% higher than the success rate for the students whose intent was to Transfer (72%).

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

Student persistence measures the continued enrollment at any Maricopa Community College enrollment within a school year and between years. MCCCCD persistence rates have shown improvement over the past three years.

The 2010 fall-to-spring persistence rate of 66.6% was a significant improvement of 4.1% from Fall 2009.

- Black students had the highest fall-to-spring persistence rate (69%) which was a 6% increase from last fall. White students had the lowest fall-to-spring persistence rate of 67%, though this was a 3% increase from last fall.
- Students 25 or older had a much higher fall-to-spring persistence rate (84%) than the younger students (58%). The fall-to-spring persistence rates for both age groups increased since last fall, 5% for the younger students and 3% for the students 25 or older.

- Students with a high school diploma had higher fall-to-spring persistence rates (67%) than those with a GED (65%). The fall-to-spring persistence rate for students with No GED/Diploma was 54%.
- Students who intended to Transfer had higher fall-to-spring persistence rates (70%) and this rate increased by 3% since last fall. Students who attended with a Workforce intent had a 66% fall-to-spring persistence rate which had increased by 6% since last fall.
- Full-time students had a much higher fall-to-spring persistence rate (84%) when compared to part-time students (58%).

The fall-to-fall persistence rate of 47.8% was a significant increase of 2.2% from last fall.

- The Hispanic students had higher fall-to-fall persistence rates (50%) when compared to other students. The Black students had the lowest fall-to-fall persistence rates (46%), a situation which has continued since Fall 2005.
- Students 25 or older had a considerably higher fall-to-fall persistence rate (52%) than younger students (43%).
- Students with a high school diploma had higher persistence rates (48%) than those with a GED (44%).
- Students with the intent to Transfer had higher persistence rates (50%). Students with a Personal Interest intent had the lowest persistence rates (35%).
- The fall-to-fall persistence rate of full-time students (61%) was notably higher than the rate of part-time students (42%).

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 2010 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

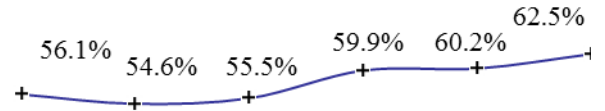
Change from prior year

+2.3%

Fall 2010

62.5%

College Algebra Success Rate



English Comp I

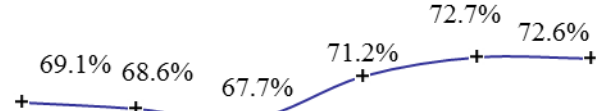
Change from prior year

-0.1

Fall 2010

72.6%

English Composition I Success Rate



English Comp II

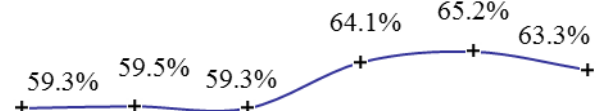
Change from prior year

-1.9

Fall 2010

63.3%

English Composition II Success Rate



Communication

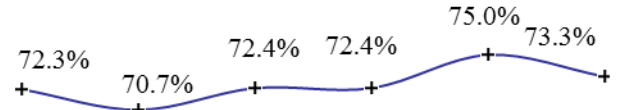
Change from prior year

-1.7

Fall 2010

73.3%

Communication Success Rate



6-Year Trends

*Statistically significant.

General Education

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

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

Key Findings:

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

Successful completion rates varied widely between areas. The highest success rate was for Communication (73.3%), followed by first-level English (English Composition I) (72.6%). Success rates for English Composition II (63.3%) and College Algebra (62.5%) were considerably lower.

Since the prior year, the rate of successful completions increased in College Algebra and decreased in all other areas.

- American Indian, Black, and Hispanic students had lower successful course completion rates than White and Asian/Pacific Islander students in all four core academic areas.
- Female enrollments consistently reflected higher success rates than males regardless of core academic area.
- Success rates in College Algebra for students in both age categories improved. However, success rates in the other academic areas held constant or declined for both age categories compared to last year.
- Full-time students in core academic courses represent the largest segment of enrollments.
- When analyzed by student intent, the majority of enrollments were students with Transfer intent. Students who indicated Personal Interest intent exhibited the highest success rate in all the core academic areas except Communication. Students with Transfer Intent had the highest success rate in Communication.
- The vast majority of students in English Composition I and Communications had a HS Diploma and achieved the highest success rates, compared to students with a GED or No GED/Diploma.

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

Algebra consistently had the lowest successful course completion rate of all core academic areas. However, the Fall 2010 completion rate (63%) was higher than the prior 5 years.

- American Indian (46%) and Black students (50%) had the lowest Algebra success rates, followed by Hispanic (60%), White (65%), and Asian/Pacific Islander (73%) students.
- The completion rate of females was 7% higher than that of males.
- Part-time students had a slightly higher successful completion rate (63%) than full-time students (62%).
- Students with a HS Diploma (59%) had a higher success rate than students with a GED (51%).

Core Academic Skill Areas College English Composition I Success Rates

In Fall 2010 the success rate for English Comp I (73%) remained the same as the prior year.

- American Indian (56%) and Black students (58%) had lower successful course completion rates than Hispanic (68%), White (77%), and Asian/Pacific Islander (80%) students.
- On average, females (76%) had a higher success rate than males (69%).
- Students with a high school diploma had a 10% higher success rate (67%) than those with a GED (57%).
- Students who attended full-time had a considerably lower successful completion rate (69%) than students who attended part-time (77%).
- Students less than 25 (73%) had higher successful completion rates than older students (69%).

Core Academic Skill Areas College English Composition II Success Rates

The Fall 2010 success rate (63%) was 2% lower than the previous year.

- Females had a 4% higher successful completion rate than males (61%).
- Students enrolled full-time were equally successful as part-time students (63%).
- The success rate in English Comp II (63%) was considerably lower than English Comp I (73%).
- Students older than 25 (66%) had a 4% higher success rate than students less than 25 (62%).
- Students with a HS Diploma or GED had the same successful completion rate (62%) .

Core Academic Skill Areas College Communication Success Rates

Students enrolled in Communication had the same successful completion rate (73%) as students in English Comp 1. However, the Communication successful completion rate decreased 2% since the previous year.

- Black students had the lowest successful completion rate (54%) followed by American Indian (68%), Hispanic (72%), White (78%), and Asian/Pacific Islander (79%).
- Successful completion rates decreased 12% for Black students, 4% for Hispanic, and 3% for American Indian.
- Students attending full-time (76%) did better than part-time students (69%).
- Younger students had a higher successful completion rate (75%) than older students (70%).
- On average, females (76%) had a higher course success rate than males (71%).

Developmental Education Indicators

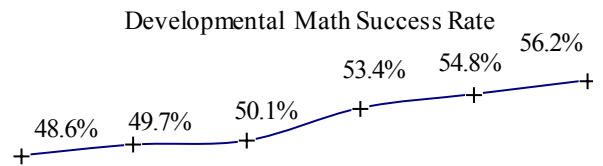
Developmental Math, English, & Reading Success Rates

This indicator shows successful completion of developmental courses (course number less than 100, excluding ESL) in Math, English and Reading. Fall 2010 is the most current data for this indicator.

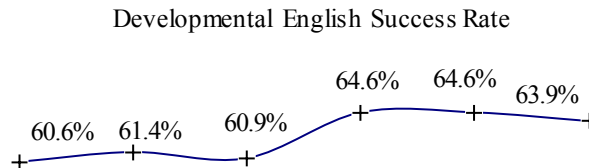
Success includes grades, A,B,C,&P

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

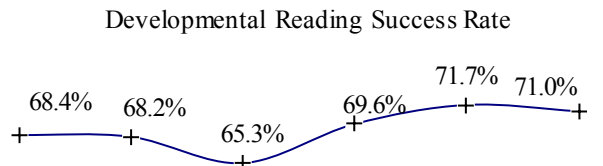
Developmental Math
Change from prior year
+1.4*
Fall 2010
56.2%



Developmental English
Change from prior year
-0.7
Fall 2010
63.9%



Developmental Reading
Change from prior year
-0.7
Fall 2010
71.0%



6-Year Trends

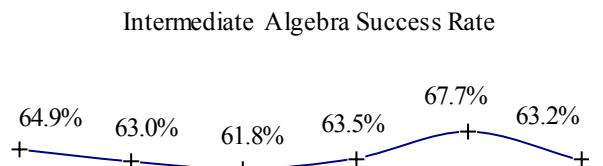
First College-level Math & English Success Rates

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 2009 is the most current data for this indicator.

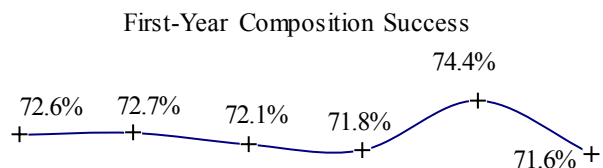
-Success in MAT09x and subsequent enrollment in intermediate algebra (MAT12x) within one year
- Success in ENG091 Fundamentals of Writing and subsequent enrollment in First-Year Composition (ENG101) within one year

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

Intermediate Algebra
Change from prior year
-4.5%*
Fall 2009
63.2%



First-Year Composition
Change from prior year
-2.8%
Fall 2009
71.6%



6-Year Trends

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

*Statistically significant.

Developmental Education

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

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

Key Findings:

Helping students to succeed by providing developmental education courses is fundamental to the mission of the Maricopa Community Colleges. Courses under 100 level (excluding ESL) fall into this category. There were 22,494 students (16%) enrolled in one or more developmental education courses on 45th Day Fall of 2010.

The Math success rate improved over the prior year, while the English and Reading success rates declined. First college-level English and Math success rates also declined. The Developmental Math and Reading success rate and the first college-level English success rate met the district target.

Successful completion (A, B, C, and P) varied by subject. In Fall 2010, 56.2% of developmental Math, 63.9% of developmental English, and 71.0% of developmental Reading grades reflected successful completion. Of the students who completed a developmental Math course, 63.2% successfully completed Intermediate Algebra within one year, and 71.6% of students who completed developmental English successfully completed English 101 within one year.

Developmental Student Profile

- Almost half (41%) of the students enrolled are age 19 or less.
- The majority (61%) report no prior college experience.
- The highest percent of these students are White (40%) followed by Hispanic (29%), Black (14%), American Indian (5%), and Asian (3%).
- Females outnumber males by 14% (56% vs. 42%).

- American Indian, Black and Hispanic students had lower success rates than all other students taking Developmental English and Math courses.
- Successful completion rates in college-level math courses have decreased from the previous year for the following students: Black (3%), Hispanic and White (5%). Success rates for American Indian and Asian/Pacific Islander students increased 1%.
- Students 25 and older did better (63%) in all three developmental academic areas than younger students (60%).
- Females had higher success rates (64%) than males (44%), regardless of the level or academic area.
- The largest segment of developmental course enrollments was represented by full-time students. The successful course completion rate of both full-and part-time students was 61%.
- There were more than twice as many enrollments in developmental Math courses as there were in developmental English, and almost three times as many as developmental Reading. The rate of successful completion was highest for Reading courses.
- Since the prior year, there was a 4% decrease in the first college-level Math course completion rate of developmental students.
- Females did better in both Math and English college-level courses.

Developmental Math Success Rate

Developmental Math consistently had the lowest successful course completion rate of all academic developmental areas. However, the Fall 2010 successful completion rate (56%) was 1% higher than the previous year.

- American Indian, Black, and Hispanic students successfully completed developmental Math courses at a lower rate than Asian/Pacific Islander and White students.
- Females had a considerably higher successful completion rate (59%) than males (53%).
- Students 25 or older had a higher success rate (59%) than students younger than 25 (54%).

Developmental English Success Rate

The Fall 2010 success rate in developmental English was 64%. This success rate decreased by 1% compared to the previous year.

- American Indian and Black students had the lowest success rate (61% and 52% respectively).
- Females consistently had a considerably higher success rate in developmental English (69%) than males (58%).
- The successful completion rate of students 25 or older was 7% higher than younger students.
- Students with a high school diploma had higher success rates (64%) than those with a GED (59%) or no GED/diploma (55%).
- Full-and part-time students had the same success rate (64%).

Developmental Reading Success Rate

The Fall 2010 successful completion rate (71%) increased 1% since the previous year.

- American Indian and Black students had the lowest success rates (63% and 58% respectively).
- On average, females had a notably higher successful completion rate (77%) than males (64%).
- Students 25 or older had higher success rates (75%) than younger students (70%).
- Students attending part-time were more successful (72%) than those attending full-time (70%).
- Students with a high school diploma (71%) had a considerably higher successful completion rate than students with no GED/Diploma (57%).

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

First College-Level Math

The Fall 2009 successful completion rate (63%) for students who enrolled in their first college-level Math course decreased by 5% from the previous year.

- Asian/Pacific Islanders had the highest success rate (77%) while Black students had the lowest (55%).
- Hispanic and White student success rates decreased by 5% from the previous year, and Black student success decreased by 3%. All other student success rates increased by 1%.
- Females consistently had a higher successful completion rate (65%) than males (61%).
- Students 25 or older had a considerably higher success rate (73%) than students younger than 25 (58%).
- The successful completion rate of full-time students (65%) was 4% higher than part-time students.

- Success rates for students who declared the intent to transfer (64%) has decreased 3% since the previous year.

First College-Level English

The Fall 2009 successful completion rate for students who enrolled in their first college-level English course (72%) decreased 2% since the previous year.

- American Indian and Hispanic students had the lowest success rate (67%).
- Females had a 3% higher successful completion rate (73%) than males (70%) in their first college-level English course.
- The successful completion rate of students 25 or older (74%) was 3% higher than younger students (71%).
- Students with a HS Diploma had a higher success rate (72%) than those with no GED/Diploma (70%) or a GED (68%).
- Students who attended full-time (76%) had a substantially higher success rate than those who attended part-time (68%).

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 2009-10 is the most recent data available for this indicator.

First-Year GPA
Change from prior year
0.03
FY 2009-10
2.94



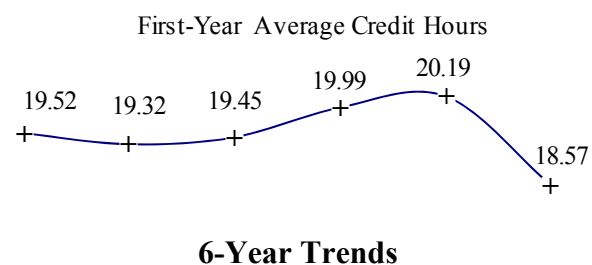
Performance Targets

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
-1.62*
FY 2009-10
18.57



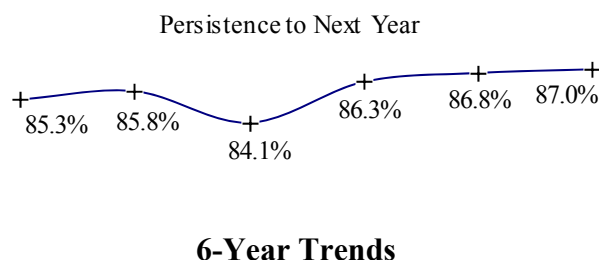
Performance Targets

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.

Persistence to Next Year
Change from prior year
+0.2%
FY 2009-10
87.0%



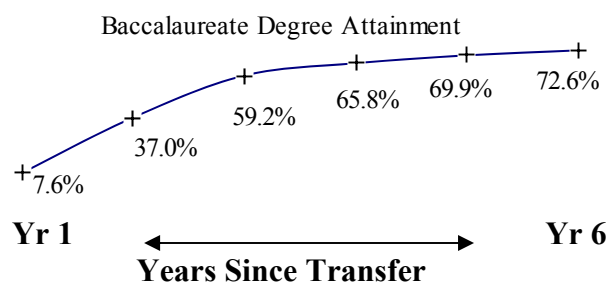
Performance Targets

Persistence to Next Year = 76%

Baccalaureate Degree Attainment

For the same group of students described above, shows the percent earning bachelor's degrees. FY 2009-10 is the most recent data available for this indicator.

This chart shows degree attainment over time. 73% of transfer students earn a bachelor's degree within six years of transfer.



*Statistically significant

Transfer

Indicators of student transfer performance include:

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

Key Findings

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

Maricopa Community College transfer students comprise 47% of the new transfer students at state universities. The majority of Maricopa students transfer to Arizona State University, followed by Northern Arizona University, and The University of Arizona. Nearly half of ASU Baccalaureate degree recipients had transfer credits from MCCCDC in 2009-10. Statewide, one third of all bachelor degree recipients had 12 or more transfer credits from MCCCDC.

On average, Maricopa transfer students had a first year Arizona university GPA of 2.9 on a four point scale in 2009-10. Students earned an average of 18.6 credit hours during their first year at the university. Of the students who transferred in 2009-2010, 87% continued on to their second year at the university. When tracked over time, 66% of Maricopa transfer students earned a bachelor's degree within four years of transfer and 73% of students attained this goal within 6 years.

First-year GPA and persistence are at or above the targets set by the district. First-Year credit hours completed decreased significantly from the prior year, from 20.19 to 18.57.

Indicators for 2009-2010 show the following differences by student characteristics:

- American Indian, Black and Hispanic students had relatively lower indicators for first-year grade point average for all six years reported. The first year credit hours completed were also the lowest for American Indian, Black and Hispanic students in the last two years.
- In 2009-20, women generally had a higher GPA and earned more first year credit hours than men as they have in each of the proceeding 5 years. For the past six years baccalaureate degree attainment rates were also higher for females.
- Students 25 years of age or older had higher GPA's, but in 2009-10, earned fewer credit hours during their first year when compared to younger students. Students younger than 25 were more persistent than older students.

More information about transfer students is available at [IE Website - Maricopa Transfer Students](#). The share of male new transfer students is increasing and the new transfer population is increasingly diverse. 82% of students transfer 32 or more hours from Maricopa. Twenty-eight percent of students obtain a Maricopa degree prior to transfer.

The calculation of a state-wide transfer rate based upon student stated intent to transfer and course taking indicate that 25% of Maricopa students statewide transfer to an Arizona public university within four years of entry to the community college. More information about the study is on the IE webpage.

First-Year Grade Point Average (GPA)

- In 2009-2010, Maricopa transfer students had an average first year university GPA of 2.9 on a four point scale.
- First year university GPA has been relatively unchanged for the past six years.
- In 2009-2010, differences in GPA were observed by gender. Female students had an average GPA of 3.02 compared to a GPA of 2.86 for male students. This pattern has been consistent over the past six years.
- American Indian, Black, and Hispanic students had lower GPA's overall when compared to other students.
- Students 25 or older had higher GPA's (3.1) than younger students (2.9)

First-Year Credit Hours Completed

- As of 2009-2010, MCCCCD students completed, on average, 18.6 credit hours during their first year at the university which is a significant decrease from the prior year.
- When analyzed by student characteristics the following differences in first year credit hour completions were noted:
 - Students who were younger than 25 completed more first year credits at the university than older students.
 - Women completed slightly more credit hours than men, 18.9 compared to 18.2.
 - American Indian, Black, and Hispanic students earned fewer first year credit hours.

Persistence to Second University Year

- The share of students who persisted to the next year at the university was 87%.
- American Indian students had the lowest persistence rate for the past two years.
- Students under the age of 25 had a 3% higher persistence rate than the older students.

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

A recent survey of institutions that have partnership agreements with MCCCCD was conducted by the Center for Curriculum and Transfer Articulation. Student transfer and degree attainment at selected institutions was obtained. University of Phoenix had the largest number of MCCCCD transfer students attending in 2009-10 (4,136) followed by Grand Canyon University (3,205), Ottawa (620) and Ashford University (436). The degrees awarded are shown in the table below.

Transfer Partner Survey Summary 2009-10 Baccalaureate Graduates: Bachelor's Degrees Awarded to MCCCCD Transfer Students	
Grand Canyon University	691
University of Phoenix	551
Ottawa University	135
Brigham Young University	61
Ashford University	47
Wayland Baptist University (Phoenix)	40
The Art Institute of Phoenix	22
University of New Mexico	20
New Mexico State University	12
Northcentral University	12
Other Partner Institutions	57
Total Transfer Partner Degrees	1,648

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

Baccalaureate Degree Attainment

- Since 2000, the number of bachelor's degrees granted to students with 12 or more Maricopa transfer credits from state universities was 55,766. In 2008-09, almost 81% were conferred from Arizona State University.
- The rate of bachelor degree attainment for new transfer students increases with each subsequent year since the time of transfer to the university. After six years from time of transfer, 73% of new Maricopa transfer students have attained a bachelors degree.
- When analyzed by student characteristics, degree attainment differed by ethnicity, gender, age, and high school status. The share of students who attained a degree after six years was higher for White students when compared to other ethnicities; Black students had the lowest degree attainment rate with a difference of 17% compared to White students. Females had a higher rate of degree attainment.
- The highest ranking baccalaureate degree area from the state universities is Business, Management, Marketing, and Related Support Service CIP (classification of instructional program) code followed by Education. Details of degrees conferred by University and College are available at: http://www.maricopa.edu/business/ir/university_transfer.php

Workforce Indicators

Technical Skill Attainment

There are no NCCBP benchmarks for workforce, so indicators are based on students who took the specific licensure examination.

In FY2009-10 – the National Council Licensure Examination for Registered Nurses (NCLEX-RN) at all colleges, the National Council Licensure Examination for Practical Nurses (NCLEX-PN) at GateWay, Southwest Skill Center, and Maricopa Skill Center, Respiratory Care/CRT at GateWay, Western Association of Food Chains Retail Management Certificate at South Mountain. Please see the appendix for prior FY licensure examination details. FY 2009-10 is the most current data for this indicator.

Technical skill attainment includes concentrators who passed the specific licensure examination up to one year after leaving the institution.

Performance Targets

Technical Skill Attainment = 93%

Technical Skills

Change from prior year

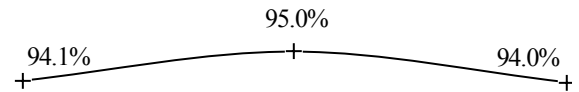
-1.0%

FY2009-10

94.0%

Concentrator- A concentrator is a student who has completed at least 12 credit hours in an occupational area, or who completed an occupational certificate of less than 16 credit hours during the FY.

Technical Skill Attainment



3-Year Trends

Occupational Completers

A completer is a concentrator who earned a degree/certificate in the year that the student left the institution.

There is now a one year lag in the reporting time period. Consequently, the results for 2009-2010 are the updated numbers reported in last year's Governing Board Monitoring Report for 2008-2009.

The decrease in performance may be attributed to students continuing their education after receiving an award. To be counted in this metric, a concentrator must leave the college in the same year that an award is received.

Performance Targets

Occupational Completers = 39%

Completers

Change from prior year

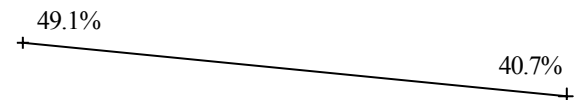
-8.5%*

FY2009-10

40.7%

Concentrator- A concentrator is a student who has completed at least 12 credit hours in an occupational area, or who completed an occupational certificate of less than 16 credit hours during the FY.

Occupational Completers



2-Year Trend

***Statistically significant**

Workforce Indicators

Retention

The FY09-10 retention and transfer includes concentrators enrolled in the Fall term who enroll in the following Fall term at any 2- or 4-year institution that participates in the National Student Clearinghouse. Prior FY retention and transfer included concentrators enrolled in the Fall term who enrolled in the following Fall term at any of the Arizona public universities or colleges.

- A concentrator is a student who has completed at least 12 credit hours in an occupational area, or who completed an occupational certificate of less than 16 credit hours during the FY.

Retention to the Next Fall

Change from prior year

+5.8%*

FY2009-10

57.3%

Transfer in the Next Fall

Change from prior year

+4.2%*

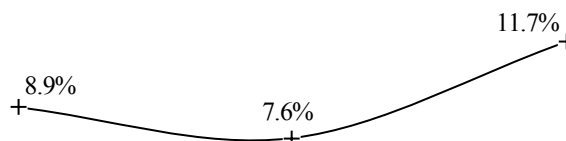
FY2009-10

11.7%

Percent Retention



Percent Transfer



3-Year Trends

Performance Targets

Combined Retention and Transfer = **67%**

Employment

Employment includes concentrators who are employed in Arizona in October through December after leaving the institution, and those who remained employed in Arizona from October through March.

- A concentrator is a student who has completed at least 12 credit hours in an occupational area, or who completed an occupational certificate of less than 16 credit hours during the FY.

Job Placement in October through December

Change from prior year

-12.3%*

FY2009-10

53.7%

Continuous Employment from October through March

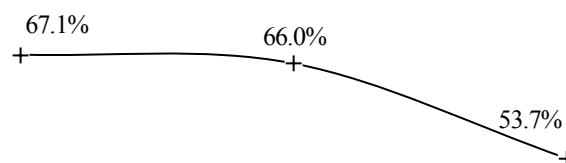
Change from prior year

-3.3%*

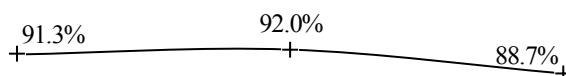
FY2009-10

88.7%

Job Placement in October through December



Continuous Employment in October through March



3-Year Trends

Performance Targets

Placement in October through December = **47%**

*Statistically significant

Workforce

These are the indicators we use to monitor Workforce:

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

Key Findings:

The district is the largest provider of workforce training in Arizona, with programs in areas such as nursing and allied health, information technologies, business, construction and manufacturing, public services (police and fire science), and design fields. The Workforce indicators are based on the federal reporting requirements (Carl Perkins IV a.k.a. CPIV) for vocational and technical education programs. Workforce concentrators have completed 12 occupational credit hours in their field of study within their first 2 years of postsecondary education, or have received an award of less than 12 hours. Of concentrators who did not complete a program, 57% re-enrolled at the same institution and 12% transferred to another institution. Overall, 54% of concentrators who did not return attained employment in Arizona within three months of receiving an award. Of those, 89% remained continuously employed for six months.

- Overall, students 25 or older continued to achieve higher workplace technical skill attainment as well as completion of programs and placement in employment. However, students younger than 25 had higher Fall persistence and transfer rates. All students, regardless of age, achieve successful workforce retention.
- Female students accounted for a higher percentage of completers (44% of 12,563) and persistence and transfer (72% of 13,595) but male students accounted for a higher percentage of employment within 3 months (56%).
- More full-time students completed a program (48%) and continued in education (79%) than part-time students, but part-time students achieved higher placement in employment (59%).
- More students with a GED (46%) completed the occupational program than those with a high school diploma (40%), but students with a high school diploma had a higher percentage of employment placement (56%).

Workforce Technical Skill Attainment

Technical skill attainment is measured on concentrators who exited (left) the institution in FY 2009-10 and took one of the following assessments anytime up to December 31, 2010: Nursing Council Licensure Examination for Registered Nurses (all colleges), Nursing Council Licensure Examination for Practical Nurses (GateWay and both skill centers), Respiratory Care/CRT (GateWay), Western Association of Food Chains Retail Management Certificate (South Mountain). The overall technical skill attainment in FY 2009-10 was 94%.

- There were 1,019 exiting concentrators who took the licensure test through 2010.
- Black and Hispanic students achieved lower occupational skill attainment (88% and 86%, respectively) when compared to all other race/ethnic groups.
- Students younger than 25 had lower technical skill attainment (92%) than those 25 or older (96%).

- Females had slightly higher technical skill attainment rates (95%) than males (92%).
- The majority of students (919) declared an intent to earn a degree and 94% achieved success.
- The success of full-time students (93%) rose to almost meet the achievement level of part-time students (94%). Part-time students had 1% higher success than full-time students in FY 2009-10, compared to 6% higher success in FY 2007-08.

Workforce Completers

A workforce concentrator is an enrolled student who has completed at least 12 credit hours in an occupational area, or completed an occupational program of less than 12 hours. Workforce Completer is a concentrator who left with an award. Of all the concentrator students who did not re-enroll in the subsequent Fall term, 40.7% received an award.

- Full-time students had a higher completion rate (48%) when compared to part-time students (37%).
- The completion rate for male students was 37%, which was 7% lower than female students (44%).
- Students 25 or older (44%) had a higher completion rate than those of traditional college age (38%).
- American Indian and Black students were not as successful (34% and 40%) as Asian/Pacific Islander students (43%). Forty-one percent of both the White and Hispanic students received an award, but this was a decrease for both ethnicities compared to last year's completion rates of 51% and 47%, respectively.

Workforce Retention & Transfer

Education retention or transfer includes concentrators who re-enrolled in the subsequent Fall term, or transferred to another community college or university in the Fall term. This year, data from the National Student Clearinghouse was utilized instead of ASSIST, so students could be located nationally instead of only at public Arizona institutions.

Of the 13,595 concentrators enrolled in Fall, 57% re-enrolled at the same college, while 12% transferred to another institution in the subsequent Fall term. The retention rate was 4% higher than two years ago, and 6% higher than last year.

- The majority of concentrators intended to complete and receive an award.
- More traditional college-age concentrators transferred to the university (15%) when compared to students 25 or older (8%).
- More females (13%) transferred to another institution than males (11%).

Workforce Job Placement

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

- Of the 6,760 concentrators who left the college and obtained employment in October to December, 5,996 were continuously employed for 6 months. This indicates an 89% workplace retention rate, with the highest retention for those students who declared intent to earn a degree or certificate (91%).
- More males (56%) than females (52%) were employed in October to December the year following exit.

- Concentrators 25 or older had a higher 3 month employment placement rate (59%) and retention rate (91%) when compared to traditional college age students (50% placement rate and 86% retention rate).
- The share of students employed in October to December was higher for part-time concentrators (59%) than full-time concentrators (43%). In addition, a higher percent of part-time concentrators (89%) remained employed for an additional three months when compared to full-time concentrators (86%). A possible explanation for this may be the increased likelihood that part-time students may already be employed while enrolled, while full-time students may be seeking initial employment.
- Hispanic students had the highest job placement rate (58%). The ethnic groups with the lowest employment rates in October to December were Asian/Pacific Islander 43%, and American Indian 41%. Black and White students did equally well at 54%.
- Students with a HS Diploma (89%) or a GED (87%) had higher workplace retention rates than students with no diploma or GED (83%).

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 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:

Placement Testing in FY 2010-11

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

Placement Recommendation Followed

- Number and percent of students following placement

Success of Students Taking First English, Math, or Reading Course in Fall 2010

- Number of students enrolled by placement level
- Success rate of students following placement

Success in Subsequent Course Work in English, Math and Reading Courses Fall 2009-Fall 2010

Number and percent of students successfully completing courses in the sequence within 1 year

Highlights

- In FY 2010-11, the highest proportion of students placing below college-level was in math (59%). Reading had the next highest proportion placing below college-level (41%) compared with English (33%).
- In general 90% or more of students followed the placement recommended.
- Success rates for first-time enrollment in all areas were lower for below-100 courses than for college-level courses.

Placement Testing in FY 2010-11

Students are directed to take placement tests under a number of conditions (*e.g.*, taking first college credit English, reading and/or math course).

Methodology

This report looks at the number of students who took English, math, or reading placement tests during a one year period from July 1, 2010 to June 30, 2011.

English

- 58,732 students took an English placement test in FY 2010-11.
- 33% of students placed in developmental English (below ENG101/107).
- 62,229 tests were administered.

Math

- 65,756 students took a math placement test in FY 2010-11.
- 59% of students placed in developmental math (below MAT12x).
- 175,413 tests were administered.

Reading

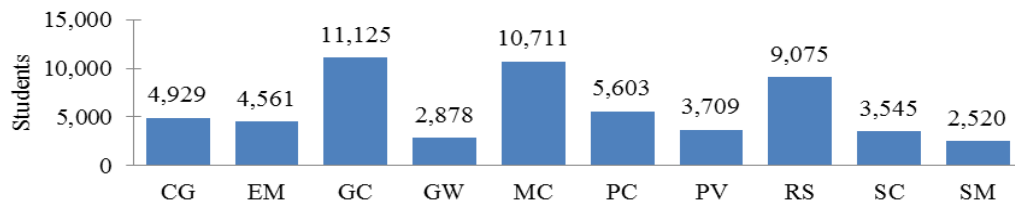
- 62,899 students took a reading placement test in FY 2010-11.
- 41% of students placed in developmental reading (below CRE101).
- 68,792 tests were administered.

CELSA (Combined English Language Skills Assessment)

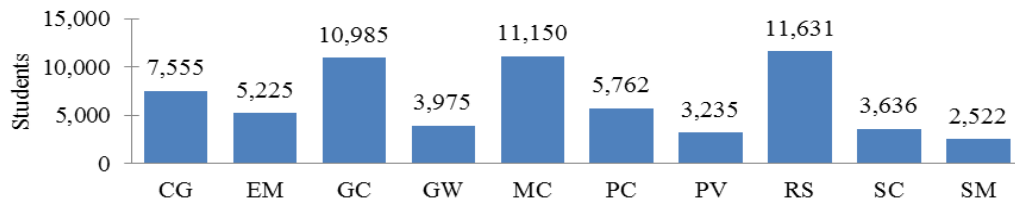
- 4,462 students took a CELSA placement test) in FY 2010-11.
- 219 students (5%) placed in the transitional level and were directed to take the English and reading ASSET, COMPAS, or ACCUPLACER placement tests.
- 4,875 tests were administered.

Placement Testing in FY 2010-11

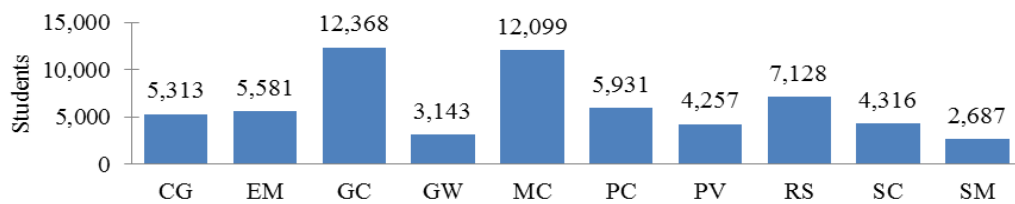
**Number of Students Assessed in English
July 1, 2010 to June 30, 2011**



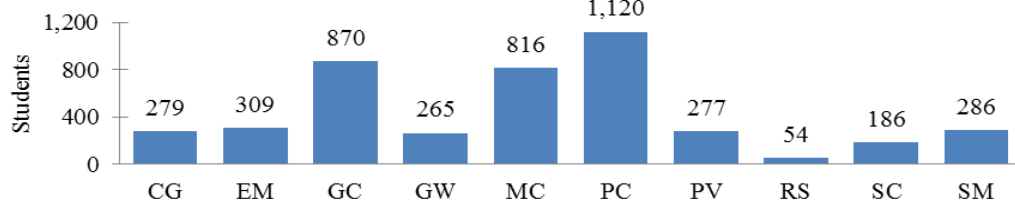
**Number of Students Assessed in Math
July 1, 2010 to June 30, 2011**



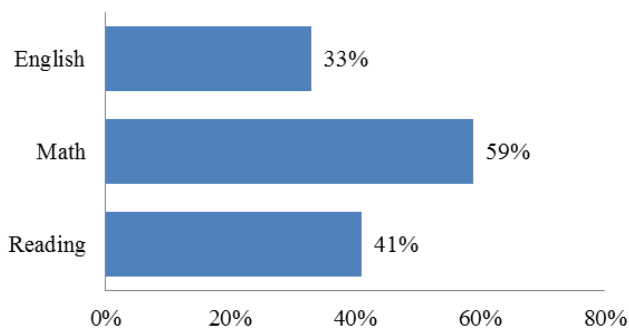
**Number of Students Assessed in Reading
July 1, 2010 to June 30, 2011**



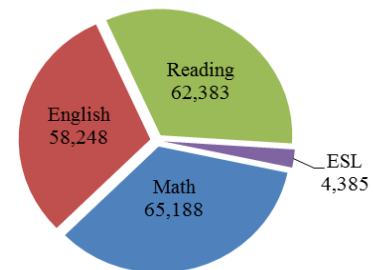
**Number of Students Assessed in ESL
July 1, 2010 to June 30, 2011**



**Percent Placing Developmental
July 1, 2010 to June 30, 2011**



**Unduplicated Count of Students Assessed
July 1, 2010 to June 30, 2011**



Placement Recommendation Followed

Although students are strongly encouraged to enroll in the courses their placement testing indicated, following recommended placement was not mandatory in FY 2010-2011. However, the majority of students do follow the placement recommendation.

Of those students who enrolled in their first English class in Fall 2010, 95% followed the recommended placement, and at least 90% of students taking initial course work in math and reading enrolled in the course recommended by the placement process. In higher course levels of English and Reading the share of students who follow their placement increases. However, in math, fewer students follow placement at the Advanced Math Level (MAT156+).

Fall 2010 Cohort* - Placement Recommendation Followed			
Placement	Students	Followed Placement	% Followed Placement
English Placement			
Basic Writing Skills (ENG081/ESL087)	1,158	1,046	90%
Fundamentals of Writing (ENG091/ESL097)	3,514	3,135	89%
First Year Composition (ENG101/107)	11,662	11,289	97%
English Total	16,334	15,470	95%
Math Placement			
Basic Math Level (MAT08x)	3,172	3,023	95%
Developmental Algebra Level (MAT09x)	4,921	4,551	92%
Intermediate Algebra Level (MAT12x)	4,043	3,687	91%
College Algebra Level (MAT14x)	3,479	3,070	88%
Advanced Math Level (MAT156+)	1,048	681	65%
Math total	16,663	15,012	90%
Reading Placement			
Basic Reading (RDG071)	420	280	67%
Reading Improvement (RDG081)	1,514	1,394	92%
College Preparatory Reading (RDG091)	2,364	2,210	93%
College Critical Reading (CRE101/111)	972	892	92%
Reading Total	5,270	4,776	91%

*The Fall 2010 student cohort consists of all students who took a placement test in the subject between September 1, 2008 and September 1, 2010.

Large percentages of students (88% in Math and English, and 89% in Reading) who did not initially enroll in the recommended course enrolled in a course within one level of placement. These high percentages suggest that the vast majority of students were guided in their course selection by the placement recommendations. In total, 99% of students who complete a placement exam take an initial course that is at their prescribed placement level or within one course (+/-) of the recommended placement.

Success of Students Taking First Math, Reading or English Course in Fall 2009

Students who followed placement recommendations in English, Math or Reading in Fall 2009 were analyzed to determine their success in their first class.

Success is defined as the achievement of a final course grade of A, B, C or P. Overall the success rate was highest (75%) for initial courses in Reading, followed by English (71%) and math (59%). Success rates across all three subjects were highest for students who placed in college level coursework.

Fall 2010 Cohort* - Success in First Course when Student Followed Placement			
Placement	Followed Placement	Successful	% Successful
English Placement			
Basic Writing Skills (ENG081/ESL087)	1,046	675	65%
Fundamentals of Writing (ENG091/ESL097)	3,135	2,119	68%
First Year Composition (ENG101/107)	11,289	8,119	72%
English Total	15,470	10,913	71%
Math Placement			
Basic Math Level (MAT08x)	3,023	1,863	62%
Developmental Algebra Level (MAT09x)	4,551	2,530	56%
Intermediate Algebra Level (MAT12x)	3,687	2,032	55%
College Algebra Level (MAT14x)	3,070	1,919	63%
Advanced Math Level (MAT156+)	681	445	65%
Math Total	15,012	8,789	59%
Reading Placement			
Basic Reading (RDG071)	280	180	64%
Reading Improvement (RDG081)	1,394	1,005	72%
College Preparatory Reading (RDG091)	2,210	1,625	74%
College Critical Reading (CRE101/111)	892	758	85%
Reading Total	4,776	3,568	75%

*The Fall 2010 student cohort consists of all students who took a placement test in the subject between September 1, 2008 and September 1, 2010.

Success of Students in Subsequent Course Work in English, Math and Reading

Students who followed their placement recommendation and enrolled in English, Math, or Reading for the first time in Fall 2009 were followed for one year (Fall 2010) to determine their success in subsequent courses in the sequence. For students who took more than one subsequent course, the highest level course in the sequence was used in the analysis.

Overall, 78% of first-time English students who followed placement and enrolled in a subsequent course in the sequence were successful. The percentage of successful students in subsequent Math and Reading courses were 64% and 81%, respectively.

In the year following enrollment in their initial recommended course, many students did not enroll in any additional course work in the sequence: 21% in English, 48% in math, and 66% in reading.

Fall 2010 Cohort*		
Student Success Rate in Subsequent Course within 1 Year of Initial Placement (by Fall 2010)		
Original Student Placement	Number of students	% Successful (A, B, C, P) In highest subsequent course
English Placement		
Basic Writing Skills (ENG081/ESL087)	407	73%
Fundamentals of Writing (ENG091/ESL097)	2,886	71%
First Year Composition (ENG101/107)	<u>8,906</u>	81%
Total students who took a subsequent English course	12,199	78%
Students who took no additional courses in the series	3,271	-
Math Placement		
Basic Math Level (MAT08x)	2,200	57%
Developmental Algebra Level (MAT09x)	2,836	62%
Intermediate Algebra Level (MAT12x)	1,937	71%
College Algebra Level (MAT14x)	<u>857</u>	74%
Total students who took a subsequent math course	7,830	64%
Students who took no additional courses in the series	7,182	-
Reading Placement		
Basic Reading (RDG071)	229	85%
Reading Improvement (RDG081)	808	77%
College Preparatory Reading (RDG091)	<u>563</u>	84%
Total students who took a subsequent reading course	1,600	81%
Students who took no additional courses in the series	3,176	-

*The Fall 2010 student cohort consists of all students who took a placement test in the subject between September 1, 2008 and September 1, 2010.

Community College Survey of Student Engagement (CCSSE)

Community College Survey of Student Engagement Results Maricopa County Community College District Spring 2011

Background

The Community College Survey of Student Engagement (CCSSE) is intended to measure student engagement at community and technical colleges. Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. The CCSSE survey instrument is designed to measure student engagement as an indicator of institutional quality.

The CCSSE instrument is based on the National Survey of Student Engagement (NSSE), a survey developed in 1999 by Indiana University for use in four-year colleges and universities. The nationally administered CCSSE is coordinated by the University of Texas at Austin. Benchmarks are created in each of the five areas of student engagement using the responses from a 3-year cohort of CCSSE participants to increase the reliability of the comparisons. The current cohort is referred to as the 2011 CCSSE Cohort (2009-2011) throughout this report. The Maricopa results on the benchmark items are also compared against the HLC-NCA colleges. This comparison group is composed of the 267 colleges in the 2011 CCSSE cohort which are accredited by the Higher Learning Commission of North Central Association of Colleges and Schools.

Various colleges in the Maricopa County Community College District (MCCCD) have administered the CCSSE a number of times over the past 8 years. However, Spring 2011 was the first year the survey was administered at nine of the colleges in the same year, and they plan to administer the survey every three years. The results presented here were derived from the survey administered at nine of the ten Maricopa Colleges between February and April of 2011. Rio Salado College did not administer the survey as the instrument is not designed for students who are primarily enrolled in online courses.

CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement and are positively related to student learning and persistence. Conceptually related survey items assess the following broad areas of student engagement:

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

In addition to assessing the five core areas of student engagement, the 2011 CCSSE augmented the core survey with some special-focus items that relate to promising practices for student success. The special-focus items related to the following topics:

- Early registration
- Orientation
- Freshman seminars
- Organized learning communities
- Student success courses

Please see Appendix 1 for results.

Finally, MCCCD created a group of 10 survey items that focused on areas of special interest to the colleges in the district. Items addressed the following areas:

- Library use and access (3 items)
- Using information or experience from other areas of life in class discussions or assignments (1 item)
- Participation in student life and extracurricular activities (2 items)
- Volunteer, community service (4 items)

Please see Appendix 2 for results.

The primary intent of the CCSSE is to improve the teaching and learning environment to improve learning outcomes and advance student success. MCCCCD adopted the CCSSE as a key measure of student success and has incorporated its measures into the District's goals and evaluative processes to assess student success. Further information and results from this survey can be found at the CCSSE website at www.ccsse.org.

Methodology

A total of 7,526 surveys were completed by Maricopa students at the nine participating colleges in the district (7,190 of the surveys were deemed valid and utilized in the analysis). Following the CCSSE sampling and survey administration guidelines, the survey was administered in randomly selected credit courses stratified by time of day (morning, afternoon, and evening) to better ensure a representative sample.

The survey samples were designed to be representative at the college level and the analysis of data is most meaningful at that level. The following charts compare the sample of Maricopa students who responded to the CCSSE survey to the total Maricopa student population for the nine participating colleges as of Spring 2011, 45th Day. Comparisons are provided for college representation, age, gender, and ethnicity.

Relative Representation of Each of the Nine Participating Maricopa Colleges

The following chart shows that, overall, the smaller colleges in the District were somewhat over-represented in the survey sample while the larger colleges were under-represented. This may be due, in part, to the need to create sufficiently large sample sizes to obtain meaningful statistics at the college level.

College	% of Survey Respondents	% of MCCCC Student Population*
Chandler-Gilbert	9.6%	9.5%
Estrella Mountain	7.5%	7.1%
GateWay	9.0%	6.8%
Glendale College	13.1%	17.9%
Mesa College	18.8%	23.4%
Paradise Valley	10.8%	8.8%
Phoenix College	12.4%	11.7%
Scottsdale College	11.0%	9.8%
South Mountain	7.8%	4.9%
District	100.0%	100.0%

* Student population for the Maricopa system as of Spring 2011, 45th Day, excluding Rio Salado College.

Full-time/Part-time

The sampling technique utilized in the administration of the CCSSE results in an over-representation of full-time students in the sample. Surveys were administered in randomly selected classes, stratified by the time of day. By definition, full-time students take more classes than part-time students and have a higher likelihood of being in the survey sample. For this reason, the CCSSE results are weighted in an attempt to balance the responses in a manner more consistent with Maricopa's full-time and part-time student ratio.

Full-time/Part-time	CCSSE Respondents	MCCCD Student Population*
Part-time	33.0%	71.5%
Full-time	67.0%	28.5%
	100.0%	100.0%

* Student population for the Maricopa system as of Spring 2011, 45th Day, excluding Rio Salado College.

Gender

The gender comparison indicates that females were slightly under-represented in the sample.

Gender	CCSSE Respondents	MCCCD Student Population*
Male	45.0%	44.0%
Female	52.9%	54.1%
Unknown	2.1%	1.8%
	100.0%	100.0%

* Student population for the Maricopa system as of Spring 2011, 45th Day, excluding Rio Salado College.

Age

The age comparison indicates that the sample disproportionately represented traditional age students when compared to the overall Maricopa student population.

Age	CCSSE Respondents	MCCCD Student Population*
Traditional (18-24)	63.9%	54.5%
Non-Traditional (25 +)	33.9%	45.5%
Unknown	2.1%	-
	100.0%	100.0%

* Student population for the Maricopa system as of Spring 2011, 45th Day, excluding Rio Salado College.

Ethnicity

Comparisons of ethnicity indicate that the American Indian and Hispanic populations were slightly over-represented in the sample while the White and Black/African American populations were slightly under-represented.

Ethnicity	CCSSE Respondents	MCCCD Student Population*
American Indian	4.4%	3.3%
Asian/Pacific Islander	4.5%	4.7%
Black/African American	7.5%	8.0%
White, non-Hispanic	50.0%	53.2%
Hispanic	24.6%	22.7%
Other/Unknown	8.9%	8.1%
	100.0%	100.0%

* Student population for the Maricopa system as of Spring 2011, 45th Day, excluding Rio Salado College.

Results

Significant Differences from the Comparison Groups

The Center for Community College Student Engagement (CCCSE) provides the following guidelines for the interpretation of differences in means:

Statisticians conducting purely scientific research look primarily to measures of statistical significance to determine whether there are differences between two sets of measures (i.e., statistically significant at an alpha level of .05). However, in applied work, statistical significance by itself may not be meaningful. A second measure of the strength of the result, the effect size, is often used. This measure addresses the strength of the relationship as compared to the significance test, which is testing whether the relationship occurred by chance.

When interpreting means results in *CCSSE* and Survey of Entering Student Engagement (*SENSE*) data, the Center for Community College Student Engagement (*CCCSE*) uses a combination of the two measures: a very conservative alpha level of .001 and an effect size of .20. Therefore, if a comparison is significant at the alpha level of .001 and has an effect size of .20 or greater, then it is considered a difference worthy of further investigation.

On the basis of this guideline for determining significant mean differences, Maricopa had a significant difference from the mean for the HLC-NCA colleges on only one item and no significant mean differences on any items when compared to the 2011 CCSSE cohort. In other words, with the exception of one item, the means for item responses from Maricopa students were neither significantly higher nor lower than the mean responses for the HLC-NCA colleges and the 2011 CCSSE cohort.

The one item for which Maricopa had a significant difference was 14e which asked the students how likely they were to withdraw from class or this college to transfer to a 4-year college. The mean response to this item was significantly higher for Maricopa students than the HLC-NCA comparison group. These results mean that MCCCD students are more likely than students at other HLC-NCA colleges to withdraw from college to transfer to a 4-year institution. This particular item was not directly associated with any of the benchmark areas. The results for this item are listed in the following table:

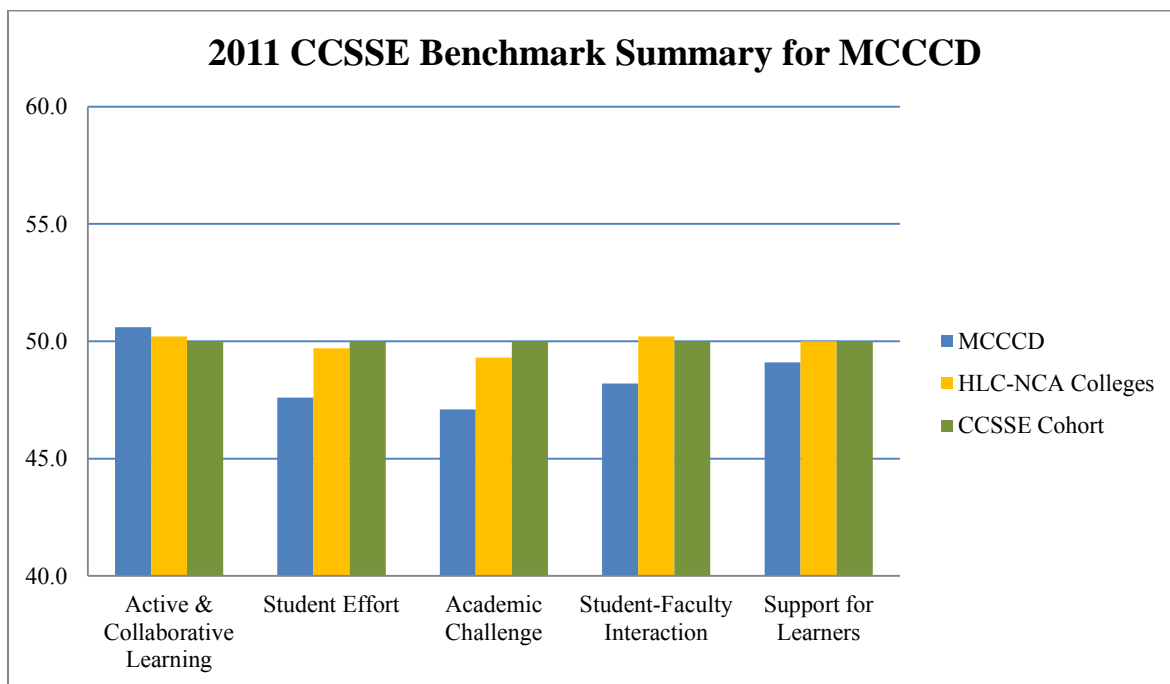
Item	MCCCD Mean	HLC-NCA Colleges		2011 CCSSE Cohort	
		Mean	Effect Size*	Mean	Effect Size*
14. How likely is it that the following issues would cause you to withdraw from class or from this college?					
1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely					
e . Transfer to a 4-year college	2.61	2.34	0.22*	2.44	

* Statistically significant at a .001 level with a significant effect size in excess of 0.2.

Benchmark Comparisons

Overall, the survey results indicate that students in the colleges rated Maricopa highest in the area of Active and Collaborative Learning with the district making slightly higher ratings than both the HLC-NCA colleges (+0.4) and the 2011 CCSSE cohort (+0.6). The benchmark area which exhibited the greatest room for improvement for the Maricopa district was Academic Challenge. Maricopa lagged both the HLC-NCA colleges (-2.2) and the 2011 CCSSE cohort (-2.9). The following chart and graph compares the results for the Maricopa district to the HLC-NCA colleges and the 2011 CCSSE cohort.

Benchmarks	MCCCD	HLC-NCA Colleges	Difference	2011 CCSSE Cohort	Difference
Active and Collaborative Learning	50.6	50.2	0.4	50.0	0.6
Student Effort	47.6	49.7	-2.1	50.0	-2.4
Academic Challenge	47.1	49.3	-2.2	50.0	-2.9
Student-Faculty Interaction	48.2	50.2	-2.1	50.0	-1.8
Support for Learners	49.1	50.0	-0.9	50.0	-0.9



The benchmark results for the nine participating MCCCDC colleges were, as follows:

College	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Chandler-Gilbert	54.9	48.2	48.7	50.6	50.0
Estrella Mountain	57.6	54.0	53.0	51.8	55.0
GateWay	44.9	44.9	43.9	41.3	50.2
Glendale	48.4	48.3	46.7	46.5	48.8
Mesa	50.1	44.8	47.3	46.2	46.4
Paradise Valley	52.7	46.7	47.4	48.6	47.8
Phoenix	47.2	49.0	45.0	47.6	48.8
Scottsdale	48.2	46.0	45.1	50.3	46.4
South Mountain	52.6	48.8	46.7	50.7	54.5

Individual Items Associated with the Benchmarks

The following sections address each of the benchmarks independently, providing a brief description of the underlying concept for the benchmark and why it is important to student success. This is followed by tables which compare the means on individual items associated with the benchmark.

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

Active and Collaborative Learning Items	MCCCDC	HLC-NCA Colleges	Difference	2011 CCSSE Cohort	Difference
4. In your experiences at this college during the current school year, about how often have you done each of the following?					
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often					
4a . Asked questions in class or contributed to class discussions	2.90	2.97	-0.07	2.92	-0.02
4b . Made a class presentation	2.09	2.07	0.02	2.08	0.01
4f . Worked with other students on projects during class	2.64	2.53	0.11	2.49	0.15
4g . Worked with classmates outside of class to prepare class assignments	1.87	1.87	0.00	1.90	-0.03
4h . Tutored or taught other students (paid or voluntary)	1.38	1.36	0.02	1.38	0.00
4i . Participated in a community-based project as a part of a regular course	1.31	1.31	0.00	1.32	-0.01
4r . Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.57	2.55	0.02	2.57	0.00

Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Student Effort Items	MCCCD	HLC- NCA Colleges	Difference	2011 CCSSE Cohort	Difference
4. In your experiences at this college during the current school year, about how often have you done each of the following?					
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often					
4c . Prepared two or more drafts of a paper or assignment before turning it in	2.45	2.49	-0.04	2.51	-0.06
4d . Worked on a paper or project that required integrating ideas or information from various sources	2.71	2.74	-0.03	2.77	-0.06
4e . Came to class without completing readings or assignments	1.85	1.82	0.03	1.82	0.03
13.1. How often do you use the following services?					
1 = Rarely/Never, 2 = Sometimes, 3 = Often					
13d . Frequency: Peer or other tutoring	1.53	1.45	0.08	1.48	0.05
13e . Frequency: Skill labs (writing, math, etc.)	1.67	1.70	-0.03	1.73	-0.06
13h . Frequency: Computer lab	2.00	2.11	-0.11	2.09	-0.09
6. During the current school year, about how much reading and writing have you done at this college?					
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20					
6b . Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.11	2.08	0.03	2.10	0.01
10. About how many hours do you spend in a typical 7-day week doing each of the following?					
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours					
10a . Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.84	2.01	-0.17	2.00	-0.16

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

Academic Challenge Items	MCCCD	HLC- NCA Colleges	Difference	2011 CCSSE Cohort	Difference
4. In your experiences at this college during the current school year, about how often have you done each of the following?					
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often					
4p . Worked harder than you thought you could to meet an instructor's standards or expectations	2.53	2.56	-0.03	2.59	-0.06
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?					
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much					
5b . Analyzing the basic elements of an idea, experience, or theory	2.89	2.85	0.04	2.89	0.00
5c . Synthesizing and organizing ideas, information, or experiences in new ways	2.77	2.72	0.05	2.76	0.01

Academic Challenge Items (cont.)	MCCCD	HLC- NCA Colleges	Difference	2011 CCSSE Cohort	Difference
5. During the current school year, how much has your coursework at this college emphasized the following mental activities? (cont.)					
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much					
5d . Making judgments about the value or soundness of information, arguments, or methods	2.56	2.56	0.00	2.59	-0.03
5e . Applying theories or concepts to practical problems or in new situations	2.65	2.67	-0.02	2.69	-0.04
5f . Using information you have read or heard to perform a new skill	2.78	2.79	-0.01	2.80	-0.02
6. During the current school year, about how much reading and writing have you done at this college?					
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20					
6a . Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.71	2.92	-0.21	2.90	-0.19
6c . Number of written papers or reports of any length	2.69	2.89	-0.20	2.89	-0.20
7. Mark the box that best represents...					
1 = Extremely easy ... 7 = Extremely challenging					
7. The extent to which your examinations during the current school year have challenged you to do your best work at this college	4.84	4.99	-0.15	5.00	-0.16
9. How much does this college emphasize each of the following?					
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much					
9a . Encouraging you to spend significant amounts of time studying	2.90	2.99	-0.09	3.01	-0.11

Student-Faculty Interaction

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Student-Faculty Interaction Items	MCCCD	HLC- NCA Colleges	Difference	2011 CCSSE Cohort	Difference
4. In your experiences at this college during the current school year, about how often have you done each of the following?					
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often					
4k . Used email to communicate with an instructor	2.71	2.74	-0.03	2.76	-0.05
4l . Discussed grades or assignments with an instructor	2.52	2.56	-0.04	2.56	-0.04
4m . Talked about career plans with an instructor or advisor	2.00	2.05	-0.05	2.05	-0.05
4n . Discussed ideas from your readings or classes with instructors outside of class	1.68	1.74	-0.06	1.75	-0.07
4o . Received prompt feedback (written or oral) from instructors on your performance	2.68	2.68	0.00	2.68	0.00
4q . Worked with instructors on activities other than coursework	1.39	1.42	-0.03	1.42	-0.03

Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

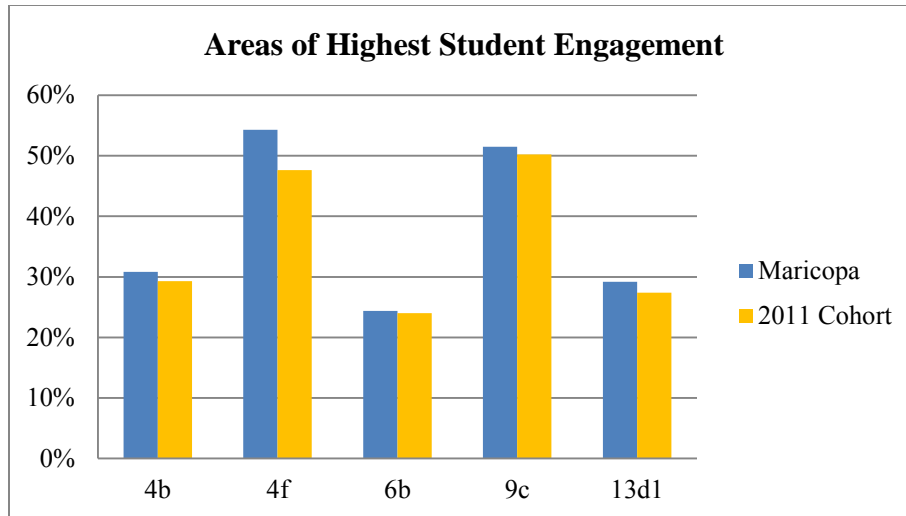
Support for Learners Items	MCCCD	HLC- NCA Colleges	Difference	2011 CCSSE Cohort	Difference
9. How much does this college emphasize each of the following?					
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much					
9b . Providing the support you need to help you succeed at this college	2.98	2.98	0.00	2.99	-0.01
9c . Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.56	2.48	0.08	2.53	0.03
9d . Helping you cope with your non-academic responsibilities (work, family, etc.)	1.95	1.93	0.02	1.95	0.00
9e . Providing the support you need to thrive socially	2.16	2.15	0.01	2.17	-0.01
9f . Providing the financial support you need to afford your education	2.45	2.57	-0.12	2.54	-0.09
13.1. How often do you use the following services?					
1 = Rarely/Never, 2 = Sometimes, 3 = Often					
13.1a . Frequency: Academic advising/planning	1.76	1.77	-0.01	1.78	-0.02
13.1b . Frequency: Career counseling	1.41	1.41	0.00	1.43	-0.02

System Frequency Comparisons

This section highlights the five items on which the District scored highest across all benchmark areas and the five items on which the District scored lowest when compared to the 2011 CCSSE cohort. These items provide a meaningful area in which to begin a more complete analysis of these results.

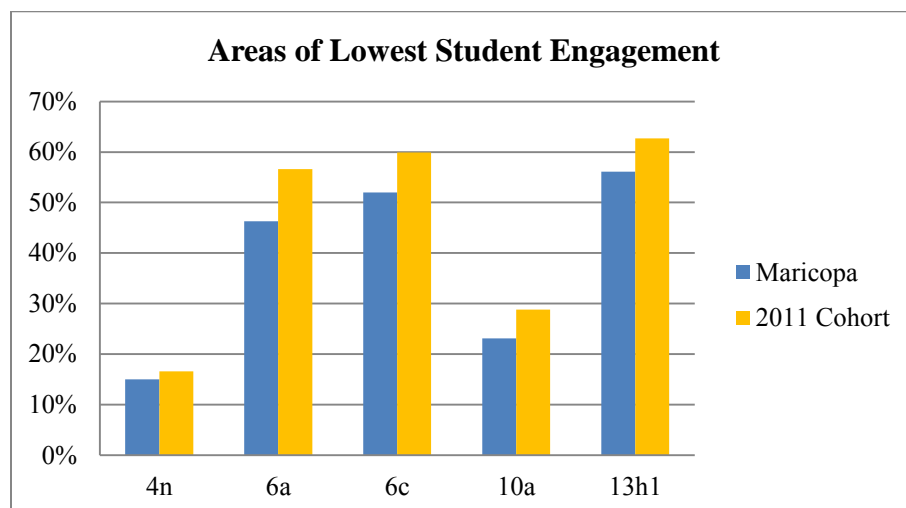
The following table and graph display information on the aggregated frequencies for the five items associated with the benchmarks on which Maricopa students' ratings were highest compared to the 2011 CCSSE cohort.

Item	Benchmark	Responses	Aggregated Response Frequencies		Difference
			MCCCD	2011 CCSSE Cohort	
4b. Made a class presentation	Active and Collaborative Learning	"Often" or "Very Often"	30.8%	29.3%	1.5%
4f. Worked with other students on projects during class	Active and Collaborative Learning	"Often" or "Very Often"	54.3%	47.6%	6.7%
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	Student Effort	5 or more	24.4%	24.0%	0.4%
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Support for Learners	"Quite a bit" or "Very Much"	51.5%	50.2%	1.3%
13d1. Frequency: Peer or other tutoring	Student Effort	"Sometimes" or "Often"	29.2%	27.4%	1.8%



The following chart and graph display information on the five items on which Maricopa had the lowest aggregated frequencies compared to the 2011 CCSSE cohort:

Item	Benchmark	Responses	Aggregated Response Frequencies		Difference
			MCCCD	2011 CCSSE Cohort	
4n. Discussed ideas from your readings or classes with instructors outside of class	Student-Faculty Interaction	“Often” or “Very Often”	15.0%	16.6%	-1.6%
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	Academic Challenge	5 or more	46.3%	56.6%	-10.3%
6c. Number of written papers or reports of any length	Academic Challenge	5 or more	52.0%	59.9%	-7.9%
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort	11 or more hours	23.1%	28.8%	-5.7%
13h1. Frequency: Computer lab	Student Effort	“Sometimes” or “Often”	56.1%	62.7%	-6.6%



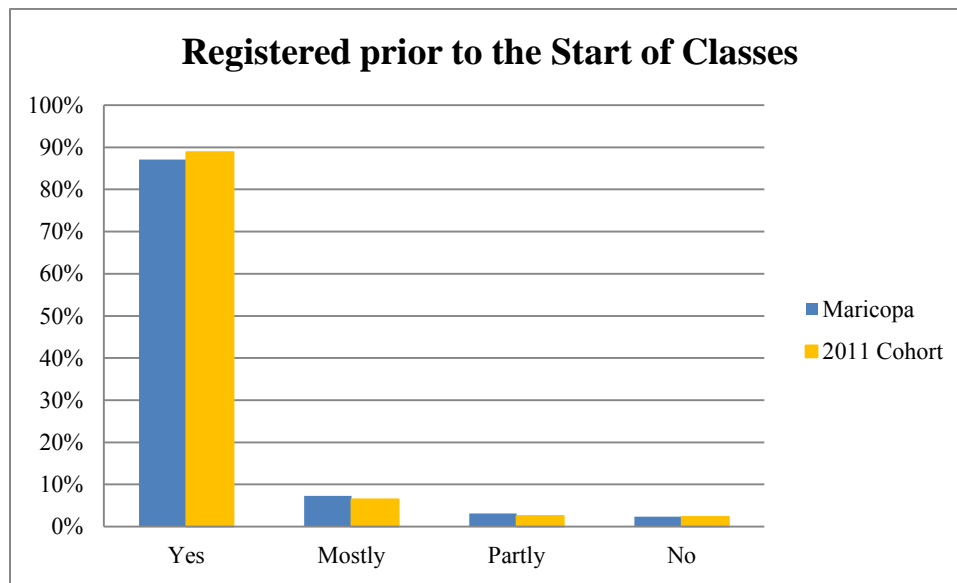
Appendix 1 – Special-Focus Items

On the Spring 2011 administration, special-focus items were added to the CCSSE to augment the core survey, providing information on other areas of student engagement. The special-focus items assessed students' experiences associated with promising educational practices in the areas of early registration, orientation, freshman seminars (or first year experiences), organized learning communities, and student success courses. Frequency results from the five “promising practices” items for the Maricopa system (n=5,994) and the 2011 CCSSE Cohort are displayed below.

Special-Focus Item 1:

During the current semester/quarter at this college, I completed registration before the first class session(s).

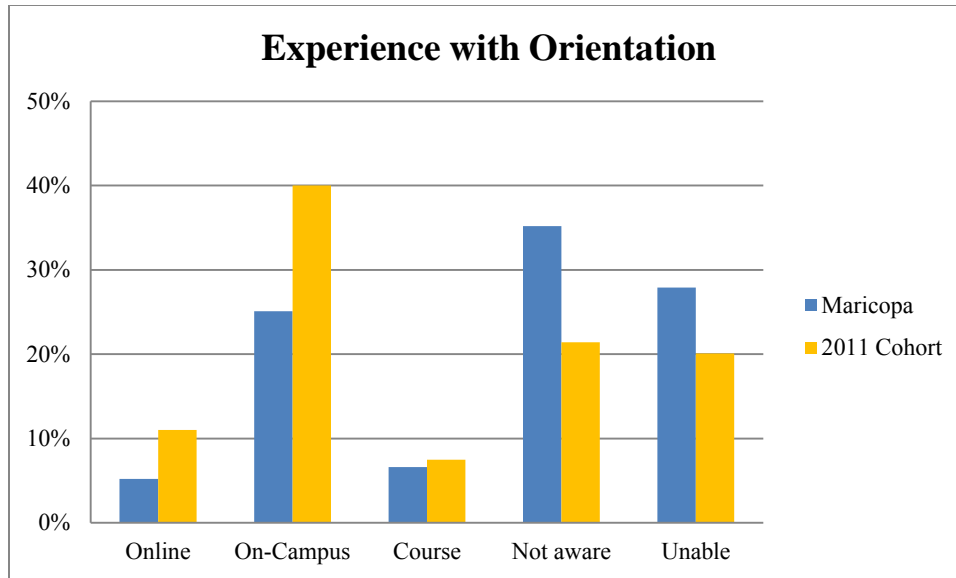
Responses	MCCCD	2011 CCSSE Cohort
Yes, I was registered for ALL of my courses before the first class session.	87.1%	88.8%
Mostly, I was registered for MOST of my courses before the first class session.	7.3%	6.5%
Partly, I was registered for PART of my courses before the first class session.	3.1%	2.5%
No, I was NOT registered for ANY of my courses.	2.4%	2.3%



Special-Focus Item 2:

The ONE response that best describes my experience with orientation when I first came to this college is...

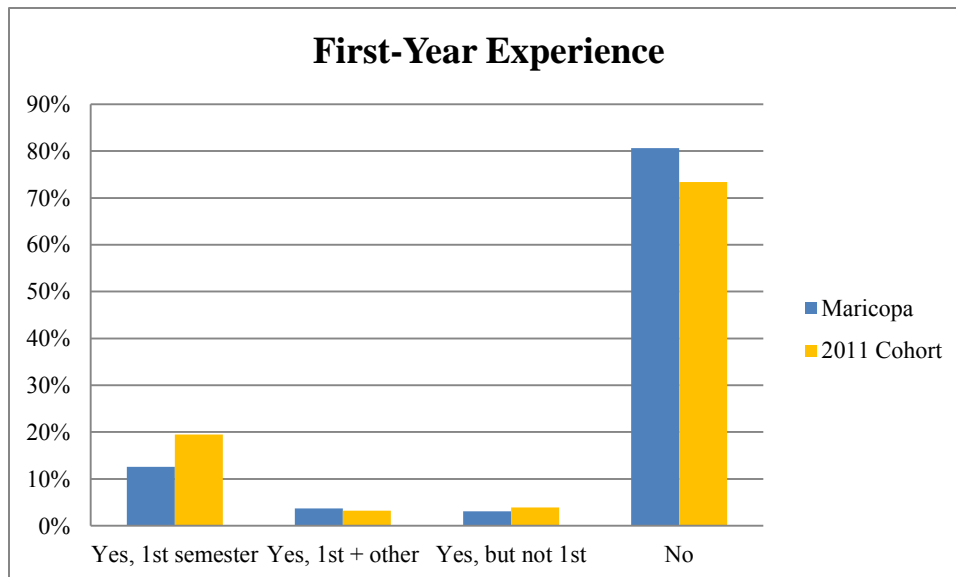
Responses	MCCCD	2011 CCSSE Cohort
I took part in an ONLINE orientation prior to the beginning of classes.	5.2%	11.0%
I attended an ON-CAMPUS orientation prior to the beginning of classes.	25.1%	40.0%
I enrolled in an orientation COURSE as part of my course schedule.	6.6%	7.5%
I was NOT AWARE of a college orientation.	35.2%	21.4%
I was UNABLE to participate in a college orientation due to scheduling or other issues.	27.9%	20.1%



Special-Focus Item 3:

During my first semester at this college, I participated in a structured experience for new students (sometimes called a “freshman seminar” or “first-year experience”).

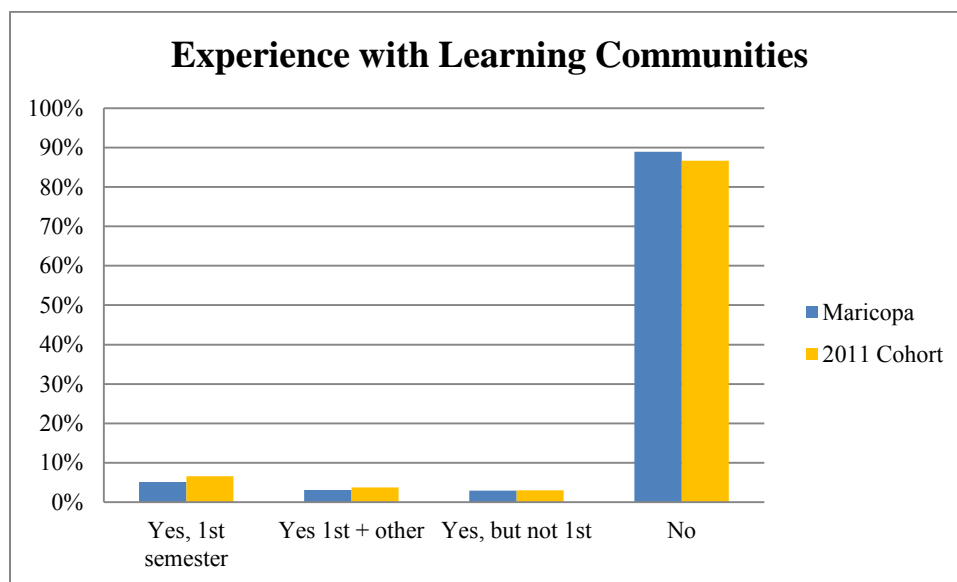
Responses	MCCCD	2011 CCSSE Cohort
Yes, in my first semester at this college.	12.6%	19.5%
Yes, in my first and in at least one other semester at this college.	3.7%	3.2%
Yes, but not in my first semester at this college.	3.1%	3.9%
No, I did not.	80.6%	73.4%



Special-Focus Item 4:

During my first semester at this college, I enrolled in an organized “learning community” (two or more courses that a group of students take together).

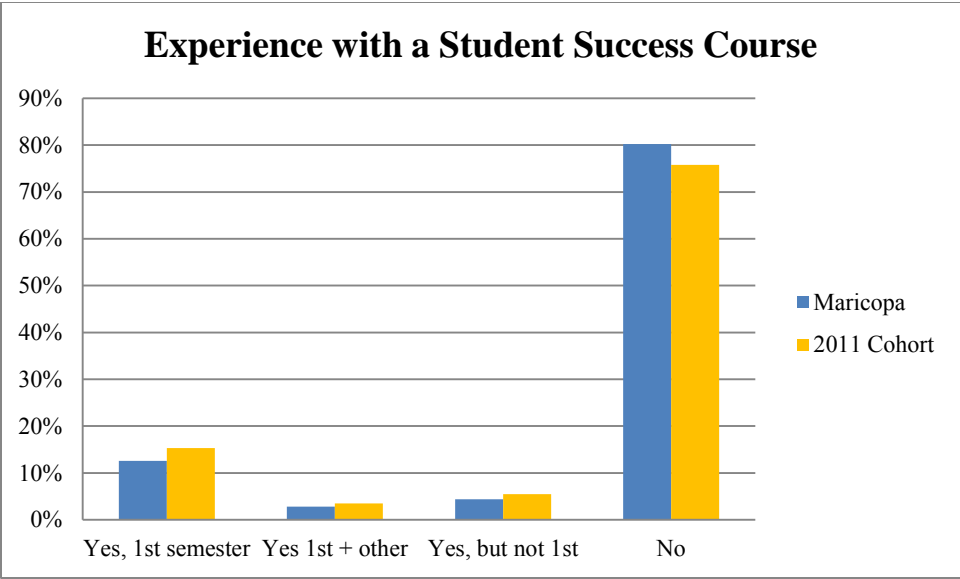
Responses	MCCCD	2011 CCSSE Cohort
Yes, in my first semester at this college.	5.1%	6.6%
Yes, in my first and in at least one other semester at this college.	3.1%	3.7%
Yes, but not in my first semester at this college.	2.9%	3.0%
No, I did not.	88.9%	86.7%



Special-Focus Item 5:

During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).

Responses	MCCCD	2011 CCSSE Cohort
Yes, in my first semester at this college.	12.6%	15.3%
Yes, in my first and in at least one other semester at this college.	2.8%	3.5%
Yes, but not in my first semester at this college.	4.4%	5.5%
No, I did not.	80.2%	75.8%



Appendix 2 – Custom Items

MCCCD created ten survey items. that focused on areas of special interest to the colleges in the district. Items addressed the following areas:

- Library use and access (3 items)
- Using information or experience from other areas of life in class discussions or assignments (1 item)
- Participation in student life and extracurricular activities (2 items)
- Volunteer, community service (4 items)

The results for these items appear in the following table.

Item		MCCCD		
		Count	Percent	Mean
6. In the current semester, how often have you checked out a book from the campus library?	Frequently (4)	268	4.7	
	Sometimes (3)	655	11.2	
	Rarely (2)	944	16.1	
	Never (1)	4006	68.2	
	Total	5873	100	1.5
7. In the current semester, how often have you used the electronic resources (Online Journals, Magazines, E-Books, Ask-A-Librarian 24/7 Chat, etc.)?	Frequently (4)	1485	25.6	
	Sometimes (3)	1261	21.8	
	Rarely (2)	1079	18.6	
	Never (1)	1968	34	
	Total	5793	100	2.4
8. How often do you access campus library resources (Online Journals, Magazines, E-Books, Ask-A-Librarian 24/7 Chat, etc.) from a location other than the campus library?	Frequently (4)	930	16.1	
	Sometimes (3)	1300	22.5	
	Rarely (2)	1302	22.6	
	Never (1)	2235	38.8	
	Total	5767	100	2.2
9. In your experience at this institution during the current school year, about how often have you used information or experience from other areas of your life (job, internship, interactions with others, etc.) in class discussions or assignments?	Frequently (4)	1339	23.2	
	Sometimes (3)	2261	39.2	
	Rarely (2)	1193	20.7	
	Never (1)	971	16.8	
	Total	5764	100	2.7
10. During the current academic year, about how often have you participated in student life activities (clubs, guest speakers, Honors, Phi Theta Kappa, dances, festivals, films, etc.)?	Frequently (4)	266	4.7	
	Sometimes (3)	564	10.1	
	Rarely (2)	735	13.1	
	Never (1)	4046	72.1	
	Total	5611	100	1.5
11. How involved have you been in campus extracurricular student activities (clubs, professional associations, intramurals, student government, etc.) since the academic year began?	Extremely involved (5)	179	3.1	
	Very involved (4)	229	4	
	Involved (3)	336	5.8	
	Slightly involved (2)	1706	29.4	
	Not at all (1)	3345	57.7	
	Total	5795	100	1.7

Item		MCCCD		
		Count	Percent	Mean
12. How important is it to you to volunteer in a community service project?	Essential (4)	529	9.4	
	Very important (3)	1317	23.3	
	Somewhat important (2)	2290	40.5	
	Not at all important (1)	1520	26.9	
	Total	5656	100	2.2
13. Have you volunteered in community service programs at your college in the last year?	Yes (2)	654	12.3	
	No (1)	4650	87.7	
	Total	5304	100	1.1
14. This college encourages students to volunteer in community service in their communities.	Strongly agree (4)	750	13.2	
	Agree (3)	2562	45.2	
	Disagree (2)	1648	29.1	
	Strongly disagree (1)	706	12.5	
	Total	5666	100	2.6
15. The faculty provide ample opportunities and support to volunteer in community service.	Strongly agree (4)	642	11.3	
	Agree (3)	2090	36.7	
	Disagree (2)	1358	23.8	
	Strongly disagree (1)	567	10	
	Not applicable	1043	18.3	
	Total	5700	100	2.6

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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Withdrawn	65,254	18.6%	63,607	18.4%	66,129	19.1%	60,025	17.6%	63,382	16.9%	68,534	16.9%
Race/Ethnic Background												
American Indian	2,454	23%	2,473	25%	2,626	25%	2,438	24%	2,618	22%	2,820	21%
Asian/Pacific Islander	2,026	16%	2,180	17%	2,549	17%	2,241	15%	2,320	15%	2,364	14%
Black	5,183	24%	5,200	24%	6,654	27%	6,039	25%	7,222	24%	8,835	24%
Hispanic	13,403	20%	13,268	20%	14,449	21%	13,066	19%	14,037	18%	15,633	18%
White	35,880	18%	33,771	17%	36,491	18%	31,375	16%	32,617	15%	34,012	15%
Other	1,802	20%	1,684	19%	1,507	20%	1,609	19%	1,503	19%	962	18%
Unknown	4,506	17%	5,031	18%	1,853	18%	3,257	18%	3,065	17%	3,908	16%
Gender												
Female	34,044	18%	32,918	18%	34,085	18%	30,560	17%	31,464	16%	33,869	16%
Male	29,513	20%	29,008	20%	30,432	20%	28,164	19%	30,689	18%	33,610	19%
Unknown	1,697	17%	1,681	18%	1,612	21%	1,301	16%	1,229	18%	1,055	18%
Age												
Less than 25	42,620	20%	41,326	20%	43,257	20%	40,754	19%	42,117	18%	44,462	18%
25 or Older	22,281	17%	21,858	17%	22,736	18%	19,220	16%	21,226	16%	24,013	16%
Unknown	353	10%	423	12%	136	11%	51	6%	39	6%	59	5%
High School Status												
HS Diploma	51,458	19%	50,506	19%	52,074	20%	49,577	18%	52,160	17%	55,868	17%
GED	5,801	23%	5,237	23%	6,036	26%	5,717	23%	6,784	23%	8,245	23%
No GED/Diploma	1,708	22%	1,826	21%	1,977	22%	1,320	23%	1,337	25%	1,332	25%
Other/Unknown	6,287	13%	6,038	12%	6,042	12%	3,411	9%	3,101	8%	3,089	8%
Intent/Goal*												
Transfer	35,834	21%	34,467	20%	44,519	20%	42,460	19%	45,683	18%	50,583	18%
Workforce	17,995	16%	17,217	16%	14,702	16%	13,555	15%	14,932	15%	16,024	15%
Personal Interest	3,827	17%	3,579	17%	3,244	19%	2,340	15%	1,939	14%	1,540	11%
Unknown	7,598	19%	8,344	18%	3,664	19%	1,670	19%	828	20%	387	18%
Enrollment Status												
Full Time - Beginning of Term							29,876	18%	32,991	17%	35,437	17%
Part Time - Beginning of Term							30,149	17%	30,391	17%	33,097	17%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Successful	255,517	72.8%	251,159	72.7%	248,582	71.9%	250,498	73.4%	275,104	73.2%	293,616	72.5%
Race/Ethnic Background												
American Indian	6,803	64%	6,177	62%	6,679	63%	6,524	63%	7,704	65%	8,484	64%
Asian/Pacific Islander	9,427	76%	9,846	75%	11,446	75%	11,194	77%	12,355	78%	13,589	78%
Black	13,641	63%	13,330	62%	14,621	59%	14,948	62%	18,417	60%	20,717	57%
Hispanic	46,666	70%	46,879	70%	47,633	69%	48,863	71%	54,711	71%	61,480	71%
White	153,660	75%	147,373	75%	155,255	75%	149,602	76%	163,830	76%	168,341	76%
Other	6,240	70%	6,288	71%	5,276	70%	6,165	72%	5,353	69%	3,828	71%
Unknown	19,080	74%	21,266	74%	7,672	73%	13,202	72%	12,734	71%	17,177	71%
Gender												
Female	141,563	74%	138,793	74%	137,116	73%	138,459	75%	151,565	75%	161,175	74%
Male	106,476	71%	105,492	71%	106,023	70%	106,047	72%	118,506	71%	127,612	70%
Unknown	7,478	75%	6,874	73%	5,443	69%	5,992	75%	5,033	73%	4,829	73%
Age												
Less than 25	153,873	72%	148,258	70%	150,924	70%	154,674	71%	170,602	72%	178,984	71%
25 or Older	93,600	70%	100,032	77%	96,573	75%	95,084	77%	103,718	76%	113,811	74%
Unknown	2,609	74%	2,869	82%	1,085	84%	740	87%	784	91%	821	89%
High School Status												
HS Diploma	192,724	72%	188,416	71%	187,945	71%	197,098	72%	219,287	73%	232,154	72%
GED	17,102	68%	15,562	68%	15,023	65%	16,788	67%	19,149	65%	22,150	63%
No GED/Diploma	5,350	68%	5,881	69%	6,258	69%	3,763	67%	3,483	65%	3,870	65%
Other/Unknown	40,341	80%	41,300	81%	39,356	80%	32,849	86%	33,185	86%	35,442	87%
Intent/Goal*												
Transfer	121,155	70%	118,210	70%	151,900	70%	161,034	72%	188,598	72%	202,143	71%
Workforce	87,226	77%	82,666	76%	70,657	77%	71,031	77%	72,520	75%	78,513	74%
Personal Interest	17,362	76%	16,275	76%	12,145	72%	12,004	78%	11,048	79%	11,379	82%
Unknown	29,774	73%	34,008	74%	13,880	71%	6,429	72%	2,938	72%	1,581	73%
Enrollment Status												
Full Time - Beginning of Term							117,961	72%	138,515	72%	148,549	72%
Part Time - Beginning of Term							132,537	75%	136,589	74%	145,067	73%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Excelling	196,340	55.9%	193,397	56.0%	191,218	55.3%	197,101	57.8%	217,789	57.9%	232,647	57.4%
Race/Ethnic Background												
American Indian	4,968	47%	4,457	45%	4,879	46%	4,966	48%	5,651	47%	6,317	48%
Asian/Pacific Islander	7,371	59%	7,722	59%	8,992	59%	8,937	61%	9,948	62%	10,932	63%
Black	9,714	45%	9,397	44%	10,420	42%	10,760	44%	13,355	43%	14,962	41%
Hispanic	33,711	50%	33,739	50%	34,794	50%	36,915	54%	41,473	54%	46,802	54%
White	121,410	59%	116,723	59%	122,505	59%	120,626	61%	133,384	62%	137,344	62%
Other	4,717	53%	4,789	54%	4,037	54%	4,810	56%	4,120	53%	2,965	55%
Unknown	14,449	56%	16,570	58%	5,591	53%	10,087	55%	9,858	55%	13,325	55%
Gender												
Female	109,242	57%	107,179	57%	106,040	57%	109,419	59%	120,890	60%	128,982	59%
Male	81,261	54%	80,846	54%	81,109	54%	83,024	56%	92,964	56%	99,860	55%
Unknown	5,837	58%	5,372	57%	4,069	52%	4,658	58%	3,935	57%	3,805	58%
Age												
Less than 25	113,323	53%	113,081	53%	115,388	53%	120,130	55%	132,991	56%	139,166	55%
25 or Older	80,753	60%	78,042	60%	74,980	58%	76,399	62%	84,137	61%	92,765	61%
Unknown	2,264	64%	2,274	65%	850	66%	572	67%	661	77%	716	78%
High School Status												
HS Diploma	146,916	55%	143,515	54%	143,020	54%	153,362	56%	172,149	57%	182,380	56%
GED	13,420	54%	12,350	54%	11,907	51%	13,737	55%	15,451	52%	17,862	51%
No GED/Diploma	3,905	50%	4,230	50%	4,732	52%	2,922	52%	2,643	49%	2,946	50%
Other/Unknown	32,099	64%	33,302	66%	31,559	65%	27,080	71%	27,546	71%	29,459	72%
Intent/Goal*												
Transfer	93,352	54%	91,306	54%	117,273	54%	126,085	56%	148,849	57%	159,095	56%
Workforce	66,687	59%	62,996	58%	54,504	59%	56,739	62%	57,993	60%	63,291	60%
Personal Interest	13,287	58%	12,483	58%	8,958	53%	9,323	60%	8,757	63%	9,092	66%
Unknown	23,014	56%	26,612	58%	10,483	54%	4,954	56%	2,190	54%	1,169	54%
Enrollment Status												
Full Time - Beginning of Term							92,166	56%	109,196	57%	117,582	57%
Part Time - Beginning of Term							104,935	59%	108,593	59%	115,065	58%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	324,810	82.0%	320,510	82.1%	322,112	81.3%	316,148	82.9%	346,262	83.6%	372,037	83.4%
Race/Ethnic Background												
American Indian	9,534	78%	9,106	76%	9,626	76%	9,202	77%	10,564	79%	11,746	79%
Asian/Pacific Islander	11,241	84%	11,695	83%	13,701	83%	12,981	84%	14,202	85%	15,422	86%
Black	19,344	77%	19,252	77%	22,032	74%	21,521	76%	26,970	77%	31,860	77%
Hispanic	56,625	81%	56,796	81%	61,016	80%	60,606	82%	68,021	82%	76,727	82%
White	195,802	83%	188,491	83%	199,427	83%	187,615	84%	203,758	85%	210,094	85%
Other	8,139	80%	8,152	82%	6,835	80%	7,725	82%	16,092	83%	21,615	84%
Unknown	24,125	83%	27,018	83%	9,475	83%	16,498	83%	6,655	81%	4,573	81%
Gender												
Female	175,759	83%	172,945	83%	173,508	82%	170,674	84%	185,645	85%	198,892	85%
Male	139,622	81%	138,752	81%	141,412	80%	138,260	82%	154,401	82%	167,233	82%
Unknown	9,429	84%	8,813	83%	7,192	80%	7,214	84%	6,216	83%	5,912	84%
Age												
Less than 25	197,900	81%	196,859	81%	201,400	80%	201,137	82%	219,516	83%	231,200	83%
25 or Older	123,481	84%	120,301	84%	119,466	83%	114,189	85%	125,911	85%	139,936	85%
Unknown	3,367	90%	3,350	88%	1,246	90%	822	94%	835	96%	901	94%
High School Status												
HS Diploma	248,654	81%	245,157	81%	247,129	81%	252,535	82%	278,877	83%	296,763	83%
GED	22,867	78%	20,942	78%	21,307	75%	22,785	78%	26,445	78%	31,348	77%
No GED/Diploma	6,306	79%	6,855	80%	7,905	79%	4,602	78%	4,383	76%	4,870	78%
Other/Unknown	46,983	88%	47,556	89%	45,771	88%	36,226	92%	36,557	92%	39,056	93%
Intent/Goal *												
Transfer	162,079	80%	159,031	80%	203,154	80%	208,357	82%	239,719	83%	259,151	82%
Workforce	104,719	85%	99,830	85%	86,207	85%	85,373	86%	89,603	85%	97,670	85%
Personal Interest	20,603	84%	19,243	84%	15,128	81%	14,165	85%	13,083	86%	13,128	89%
Unknown	37,409	82%	42,406	83%	17,623	82%	8,253	82%	3,857	80%	2,088	82%
Enrollment Status												
Full Time - Beginning of Term							152,662	82%	177,105	83%	189,799	83%
Part Time - Beginning of Term							163,486	84%	169,157	84%	182,238	84%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	324,810	73.8%	320,510	73.5%	322,112	72.7%	316,148	74.3%	346,262	74.0%	372,037	73.2%
Race/Ethnic Background												
American Indian	9,534	66%	9,106	63%	9,626	64%	9,202	65%	10,564	65%	11,746	65%
Asian/Pacific Islander	11,241	76%	11,695	76%	13,701	75%	12,981	77%	14,202	77%	15,422	78%
Black	19,344	65%	19,252	64%	22,032	61%	21,521	63%	26,970	61%	31,860	58%
Hispanic	56,625	71%	56,796	71%	61,016	69%	60,606	72%	68,021	72%	76,727	71%
White	195,802	76%	188,491	76%	199,427	75%	187,615	77%	203,758	77%	210,094	77%
Other	8,139	71%	8,152	72%	6,835	71%	7,725	73%	16,092	72%	21,615	72%
Unknown	24,125	75%	27,018	75%	9,475	73%	16,498	73%	6,655	69%	4,573	71%
Gender												
Female	175,759	75%	172,945	75%	173,508	74%	170,674	76%	185,645	76%	198,892	75%
Male	139,622	72%	138,752	72%	141,412	71%	138,260	73%	154,401	72%	167,233	71%
Unknown	9,429	76%	8,813	74%	7,192	70%	7,214	77%	6,216	74%	5,912	74%
Age												
Less than 25	197,900	71%	196,859	71%	201,400	71%	201,137	72%	219,516	73%	231,200	72%
25 or Older	123,481	78%	120,301	77%	119,466	76%	114,189	78%	125,911	76%	139,936	75%
Unknown	3,367	85%	3,350	83%	1,246	85%	822	87%	835	92%	901	89%
High School Status												
HS Diploma	248,654	73%	245,157	72%	247,129	72%	252,535	73%	278,877	73%	296,763	72%
GED	22,867	70%	20,942	70%	21,307	66%	22,785	69%	26,445	66%	31,348	64%
No GED/Diploma	6,306	70%	6,855	71%	7,905	70%	4,602	69%	4,383	65%	4,870	66%
Unknown	46,983	81%	47,556	82%	45,771	81%	36,226	87%	36,557	87%	39,056	88%
Intent/Goal *												
Transfer	162,079	71%	159,031	70%	203,154	70%	208,357	72%	239,719	73%	259,151	72%
Workforce	104,719	78%	99,830	77%	86,207	78%	85,373	78%	89,603	76%	97,670	75%
Personal Interest	20,603	77%	19,243	77%	15,128	73%	14,165	78%	13,083	80%	13,128	83%
Unknown	37,409	74%	42,406	75%	17,623	72%	8,253	73%	3,857	73%	2,088	73%
Enrollment Status												
Full Time - Beginning of Term							152,662	73%	177,105	73%	189,799	73%
Part Time - Beginning of Term							163,486	76%	169,157	75%	182,238	74%

*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 2004		Fall 2005		Fall 2006		Fall 2007**		Fall 2008**		Fall 2009**	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	117,224	62.3%	117,656	60.5%	115,070	60.9%	113,395	60.1%	116,846	62.5%	126,607	66.6%
Race/Ethnic Background												
American Indian	3,304	65%	3,339	65%	3,220	63%	3,432	62%	3,363	62%	3,776	68%
Asian/Pacific Islander	3,870	63%	4,202	60%	4,286	63%	4,897	63%	4,949	65%	5,402	68%
Black	6,463	64%	6,847	61%	6,841	60%	7,767	60%	8,042	63%	10,135	69%
Hispanic	21,807	64%	22,553	62%	22,992	62%	23,432	59%	23,767	62%	26,086	68%
White	68,027	63%	67,754	61%	64,613	62%	67,451	60%	66,692	64%	71,895	67%
Other	2,749	67%	2,818	63%	2,797	65%	2,279	66%	2,735	65%	2,595	64%
Unknown	11,004	55%	10,143	54%	10,321	52%	4,137	52%	7,298	49%	6,718	53%
Gender												
Female	63,473	64%	64,478	62%	63,343	63%	62,587	61%	64,960	63%	70,047	68%
Male	49,379	61%	49,353	59%	48,157	60%	47,825	59%	48,939	62%	54,065	66%
Unknown	4,372	50%	3,825	49%	3,570	47%	2,983	51%	2,947	52%	2,495	59%
Age												
Less than 25	57,328	69%	58,200	67%	57,525	68%	54,749	53%	55,152	57%	59,622	62%
25 or Older	58,179	56%	58,035	54%	56,230	55%	58,282	67%	61,451	68%	66,810	71%
Unknown	1,717	40%	1,421	35%	1,315	36%	364	28%	243	28%	175	40%
High School Status												
HS Diploma	92,217	64%	93,065	62%	91,605	63%	91,330	60%	99,187	64%	108,056	67%
GED	8,701	60%	8,742	60%	8,294	59%	8,404	55%	9,236	61%	10,840	65%
No GED/Diploma	3,118	58%	3,092	57%	3,385	57%	3,195	62%	2,184	53%	2,195	54%
Other/Unknown	13,188	53%	12,757	53%	11,786	51%	10,466	67%	6,239	52%	5,516	62%
Intent/Goal*												
Transfer	54,176	70%	52,810	68%	51,222	69%	54,708	67%	53,078	67%	55,035	70%
Workforce	36,731	59%	38,206	58%	37,166	59%	42,925	57%	53,085	60%	63,602	66%
Personal Interest	10,776	48%	10,184	48%	9,907	47%	7,961	45%	7,054	49%	6,056	48%
Unknown	16,348	51%	16,133	53%	16,775	51%	7,801	45%	3,629	60%	1,914	59%
Enrollment Status												
Full Time - Beginning of Term							33,996	78%	34,815	80%	41,295	84%
Part Time - Beginning of Term							79,399	53%	82,031	55%	85,312	58%

*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 2004		Fall 2005		Fall 2006		Fall 2007**		Fall 2008**		Fall 2009**	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	117,224	45.4%	117,656	44.2%	115,070	44.8%	113,395	42.2%	116,846	45.6%	126,607	47.8%
Race/Ethnic Background												
American Indian	3,304	45%	3,339	44%	3,220	45%	3,432	42%	3,363	46%	3,776	49%
Asian/Pacific Islander	3,870	45%	4,202	45%	4,286	48%	4,897	45%	4,949	48%	5,402	49%
Black	6,463	46%	6,847	43%	6,841	43%	7,767	40%	8,042	44%	10,135	46%
Hispanic	21,807	47%	22,553	46%	22,992	44%	23,432	43%	23,767	47%	26,086	50%
White	68,027	46%	67,754	45%	64,613	46%	67,451	42%	66,692	46%	71,895	49%
Other	2,749	47%	2,818	46%	2,797	49%	2,279	47%	2,735	50%	2,595	44%
Unknown	11,004	39%	10,143	38%	10,321	38%	4,137	34%	7,298	33%	6,718	35%
Gender												
Female	63,473	48%	64,478	46%	63,343	46%	62,587	43%	64,960	46%	70,047	48%
Male	49,379	44%	49,353	43%	48,157	44%	47,825	42%	48,939	45%	54,065	47%
Unknown	4,372	35%	3,825	34%	3,570	33%	2,983	31%	2,947	35%	2,495	40%
Age												
Less than 25	57,328	52%	58,200	51%	57,525	51%	54,749	36%	55,152	40%	59,622	43%
25 or Older	58,179	40%	58,035	38%	56,230	39%	58,282	48%	61,451	51%	66,810	52%
Unknown	1,717	28%	1,421	25%	1,315	23%	364	15%	243	20%	175	28%
High School Status												
HS Diploma	92,217	47%	93,065	45%	91,605	46%	91,330	42%	99,187	46%	108,056	48%
GED	8,701	43%	8,742	42%	8,294	42%	8,404	37%	9,236	42%	10,840	44%
No GED/Diploma	3,118	41%	3,092	40%	3,385	40%	3,195	42%	2,184	38%	2,195	38%
Other/Unknown	13,188	38%	12,757	39%	11,786	36%	10,466	45%	6,239	41%	5,516	48%
Intent/Goal*												
Transfer	54,176	45%	52,810	50%	51,222	51%	54,708	47%	53,078	49%	55,035	50%
Workforce	36,731	44%	38,206	43%	37,166	44%	42,925	41%	53,085	44%	63,602	47%
Personal Interest	10,776	34%	10,184	33%	9,907	33%	7,961	30%	7,054	33%	6,056	35%
Unknown	16,348	37%	16,133	39%	16,775	37%	7,801	29%	3,629	44%	1,914	44%
Enrollment Status												
Full Time - Beginning of Term							33,996	57%	34,815	61%	41,295	61%
Part Time - Beginning of Term							79,399	36%	82,031	39%	85,312	42%

*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.

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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	4,875	56.1%	5,007	54.6%	5,134	55.5%	4,895	59.9%	5,431	60.2%	5,176	62.5%
Race/Ethnic Background												
American Indian	140	46%	150	42%	171	42%	137	42%	169	42%	184	46%
Asian/Pacific Islander	146	64%	194	58%	235	60%	228	64%	247	64%	242	73%
Black	233	50%	263	46%	285	43%	289	50%	294	50%	359	50%
Hispanic	938	54%	1,021	50%	1,140	50%	1,017	57%	1,156	58%	1,216	60%
White	2,975	57%	2,964	58%	3,031	59%	2,847	62%	3,189	63%	2,818	65%
Other	135	56%	143	49%	128	52%	122	59%	127	49%	79	52%
Unknown	308	60%	272	56%	144	67%	255	65%	249	64%	278	67%
Gender												
Female	2,437	59%	2,347	58%	2,352	57%	2,306	65%	2,467	63%	2,427	66%
Male	2,355	53%	2,582	52%	2,677	54%	2,511	55%	2,878	58%	2,677	59%
Unknown	83	58%	78	55%	105	61%	78	71%	86	63%	72	57%
Age												
Less than 25	4,002	56%	4,190	55%	4,299	56%	4,068	60%	4,531	61%	4,125	63%
25 or Older	845	58%	793	55%	824	55%	812	58%	888	58%	1,040	61%
Unknown	28	75%	24	67%	11	82%	15	100%	12	83%	11	91%
High School Status												
HS Diploma	3,784	52%	3,802	50%	3,685	51%	3,654	54%	4,144	56%	4,006	59%
GED	179	52%	182	51%	165	52%	155	48%	208	55%	216	51%
No GED/Diploma	67	52%	81	48%	137	57%	53	57%	39	51%	30	67%
Other/Unknown	845	74%	942	77%	1,147	72%	1,033	83%	1,040	80%	924	81%
Intent/Goal*												
Transfer	3,215	54%	3,247	51%	4,140	56%	4,054	60%	4,554	60%	4,378	63%
Workforce	897	59%	875	63%	517	49%	533	56%	640	59%	634	60%
Personal Interest	221	65%	215	58%	154	57%	161	69%	184	66%	139	77%
Unknown	542	58%	670	60%	323	59%	147	61%	53	62%	25	52%
Enrollment Status												
Full-time - Beginning of Term							2,742	57%	3,325	59%	3,033	62%
Part-time - Beginning of Term							2,153	64%	2,106	63%	2,143	63%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	15,838	69.1%	16,435	68.6%	16,727	67.7%	16,931	71.2%	19,116	72.7%	20,531	72.6%
Race/Ethnic Background												
American Indian	438	53%	439	55%	489	56%	427	52%	552	59%	573	56%
Asian/Pacific Islander	470	75%	579	74%	675	71%	593	74%	652	76%	709	80%
Black	821	57%	925	56%	1,074	53%	1,001	59%	1,375	61%	1,505	58%
Hispanic	3,103	64%	3,383	63%	3,496	60%	3,513	67%	4,286	67%	4,858	68%
White	9,750	72%	9,713	73%	10,114	72%	9,802	75%	10,930	77%	11,168	77%
Other	426	67%	480	68%	400	69%	496	69%	412	70%	191	68%
Unknown	830	68%	916	65%	479	70%	1,099	70%	909	73%	1,527	72%
Gender												
Female	8,452	73%	8,763	73%	8,830	72%	8,829	75%	9,980	76%	10,843	76%
Male	7,127	64%	7,351	64%	7,570	64%	7,692	67%	8,791	69%	9,365	69%
Unknown	259	66%	321	68%	327	58%	410	71%	345	69%	323	70%
Age												
Less than 25	13,579	69%	14,163	69%	14,536	68%	14,779	72%	16,036	73%	16,881	73%
25 or Older	2,170	68%	2,162	68%	2,165	67%	2,141	69%	3,063	72%	3,635	69%
Unknown	89	80%	110	79%	26	81%	11	82%	17	88%	15	87%
High School Status												
HS Diploma	10,602	65%	11,126	64%	10,840	62%	11,325	66%	12,866	68%	13,430	67%
GED	926	55%	883	54%	932	53%	998	56%	1,335	58%	1,641	57%
No GED/Diploma	368	59%	462	64%	512	65%	246	53%	264	50%	253	50%
Other/Unknown	3,942	85%	3,964	87%	4,443	86%	4,362	90%	4,651	91%	5,207	92%
Intent/Goal*												
Transfer	9,481	71%	9,823	70%	12,084	68%	12,628	71%	14,508	73%	15,328	72%
Workforce	3,583	66%	3,732	64%	2,814	62%	3,095	67%	3,728	70%	4,141	69%
Personal Interest	859	72%	913	76%	853	76%	830	82%	777	86%	1,003	92%
Unknown	1,915	67%	1,967	68%	976	68%	378	73%	103	75%	59	68%
Enrollment Status												
Full-time - Beginning of Term							8,582	67%	10,152	69%	10,461	69%
Part-time - Beginning of Term							8,349	75%	8,964	77%	10,070	77%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	7,153	59.3%	7,523	59.5%	7,825	59.3%	8,120	64.1%	9,007	65.2%	9,306	63.3%
Race/Ethnic Background												
American Indian	234	50%	255	46%	212	48%	271	52%	297	55%	352	57%
Asian/Pacific Islander	175	63%	250	60%	313	62%	325	67%	367	70%	355	69%
Black	403	55%	466	50%	560	52%	578	61%	629	58%	757	54%
Hispanic	1,398	53%	1,525	55%	1,747	55%	1,721	60%	1,976	61%	2,161	60%
White	4,290	62%	4,394	63%	4,627	63%	4,742	66%	5,192	68%	5,153	66%
Other	203	54%	179	60%	178	60%	212	64%	180	61%	148	60%
Unknown	450	61%	454	58%	188	56%	271	69%	366	62%	380	66%
Gender												
Female	3,878	62%	4,171	63%	4,235	61%	4,403	67%	4,817	68%	4,920	65%
Male	3,134	56%	3,192	55%	3,440	57%	3,577	61%	4,055	62%	4,249	61%
Unknown	141	61%	160	55%	150	53%	140	65%	135	56%	137	64%
Age												
Less than 25	5,339	58%	5,491	58%	5,867	59%	6,031	65%	6,555	65%	6,389	62%
25 or Older	1,792	63%	2,023	62%	1,951	61%	2,083	63%	2,449	67%	2,913	66%
Unknown	22	68%	9	89%	7	29%	6	67%	3	67%	4	75%
High School Status												
HS Diploma	5,774	59%	5,932	58%	6,008	57%	6,500	62%	7,186	63%	7,635	62%
GED	504	53%	527	56%	457	52%	586	57%	661	60%	830	62%
No GED/Diploma	131	60%	137	59%	200	63%	134	61%	93	58%	82	61%
Other/Unknown	744	67%	927	69%	1,160	76%	900	82%	1,067	85%	759	78%
Intent/Goal*												
Transfer	4,524	58%	4,731	59%	5,878	59%	6,127	63%	7,020	65%	7,316	63%
Workforce	1,601	61%	1,684	63%	1,226	62%	1,432	68%	1,663	66%	1,790	64%
Personal Interest	280	70%	292	63%	309	61%	309	72%	225	74%	162	71%
Unknown	748	58%	816	57%	412	58%	252	61%	99	63%	38	58%
Enrollment Status												
Full-time - Beginning of Term							4,039	63%	4,745	64%	4,979	63%
Part-time - Beginning of Term							4,081	66%	4,262	67%	4,327	63%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,423	72.3%	3,301	70.7%	3,310	72.4%	3,343	72.4%	4,058	75.0%	4,627	73.3%
Race/Ethnic Background												
American Indian	130	67%	95	61%	114	62%	99	57%	132	71%	155	68%
Asian/Pacific Islander	159	78%	126	77%	148	82%	156	80%	180	77%	181	79%
Black	260	59%	289	62%	316	56%	295	59%	407	66%	524	54%
Hispanic	726	70%	705	71%	681	69%	711	74%	921	76%	1,024	72%
White	1,816	76%	1,763	73%	1,882	76%	1,780	74%	2,152	77%	2,410	78%
Other	97	75%	77	68%	64	67%	109	76%	96	69%	66	77%
Unknown	235	64%	246	67%	105	80%	193	69%	170	79%	267	76%
Gender												
Female	1,689	75%	1,661	73%	1,661	74%	1,647	75%	1,932	76%	2,371	76%
Male	1,638	71%	1,543	69%	1,570	71%	1,619	69%	2,059	74%	2,197	71%
Unknown	96	59%	97	60%	79	72%	77	79%	67	79%	59	73%
Age												
Less than 25	2,549	73%	2,531	71%	2,479	73%	2,551	72%	2,994	76%	3,194	75%
25 or Older	857	70%	758	70%	830	72%	789	73%	1,058	73%	1,426	70%
Unknown	17	71%	12	42%	1	100%	3	67%	6	100%	7	100%
High School Status												
HS Diploma	2,747	73%	2,731	71%	2,656	73%	2,804	73%	3,368	76%	3,879	74%
GED	217	61%	189	63%	209	62%	230	63%	342	59%	420	59%
No GED/Diploma	72	75%	72	60%	83	69%	49	61%	48	71%	56	66%
Other/Unknown	387	72%	309	71%	362	74%	260	79%	300	86%	272	82%
Intent/Goal*												
Transfer	2,003	73%	1,944	71%	2,445	73%	2,457	73%	3,039	76%	3,502	75%
Workforce	839	71%	788	71%	542	70%	677	69%	875	73%	1,041	68%
Personal Interest	160	74%	138	70%	126	73%	120	70%	96	72%	71	68%
Unknown	421	70%	431	68%	197	70%	89	75%	48	83%	13	69%
Enrollment Status												
Full-time - Beginning of Term							2,060	75%	2,417	75%	2,783	76%
Part-time - Beginning of Term							1,283	68%	1,641	75%	1,844	69%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	11,737	48.6%	10,419	49.7%	10,661	50.1%	11,440	53.4%	13,803	54.8%	15,741	56.2%
Race/Ethnic Background												
American Indian	530	43%	483	43%	515	49%	509	45%	662	53%	743	53%
Asian/Pacific Islander	261	56%	248	54%	270	54%	266	57%	312	64%	367	63%
Black	1,076	35%	1,020	38%	1,196	37%	1,197	41%	1,685	44%	2,156	40%
Hispanic	3,012	48%	2,654	47%	2,736	47%	2,967	51%	3,603	52%	4,143	55%
White	5,850	52%	5,082	54%	5,313	55%	5,461	58%	6,485	60%	7,104	62%
Other	315	44%	279	42%	255	43%	297	50%	344	47%	200	57%
Unknown	693	49%	653	48%	376	52%	743	53%	712	48%	1,028	57%
Gender												
Female	6,936	52%	6,231	53%	6,365	53%	6,583	57%	7,963	58%	8,924	59%
Male	4,557	44%	3,949	45%	3,998	46%	4,550	49%	5,525	50%	6,526	53%
Unknown	244	47%	239	48%	298	45%	307	48%	315	53%	291	55%
Age												
Less than 25	7,891	46%	6,893	46%	7,098	48%	7,625	51%	8,517	52%	9,640	54%
25 or Older	3,805	54%	3,486	57%	3,546	54%	3,805	58%	5,273	60%	6,091	59%
Unknown	41	54%	40	50%	17	65%	10	60%	13	77%	10	80%
High School Status												
HS Diploma	9,155	49%	8,182	50%	8,079	50%	9,180	54%	10,878	56%	12,447	58%
GED	1,333	43%	1,158	45%	1,262	47%	1,368	49%	1,999	49%	2,346	49%
No GED/Diploma	383	41%	368	42%	370	45%	332	39%	374	51%	387	44%
Unknown	866	52%	711	54%	950	57%	560	58%	552	59%	561	60%
Intent/Goal*												
Transfer	6,626	48%	5,778	48%	7,497	50%	8,080	53%	9,709	55%	11,395	57%
Workforce	3,498	50%	3,157	52%	2,255	50%	2,827	54%	3,803	56%	4,135	55%
Personal Interest	460	51%	419	54%	372	49%	315	56%	198	54%	184	58%
Unknown	1,153	49%	1,065	51%	537	50%	218	54%	93	52%	27	70%
Enrollment Status												
Full-time - Beginning of Term							5,517	53%	7,062	54%	8,153	56%
Part-time - Beginning of Term							5,923	54%	6,741	56%	7,588	56%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	4,002	60.6%	3,815	61.4%	4,332	60.9%	4,927	64.6%	5,845	64.6%	5,952	63.9%
Race/Ethnic Background												
American Indian	248	55%	207	52%	270	55%	293	54%	354	62%	359	61%
Asian/Pacific Islander	147	63%	185	75%	217	75%	225	72%	264	76%	279	72%
Black	527	53%	450	53%	579	51%	628	56%	882	51%	1,004	52%
Hispanic	1,495	62%	1,456	62%	1,639	63%	1,743	65%	1,994	64%	2,071	63%
White	1,250	63%	1,195	64%	1,347	62%	1,543	68%	1,828	70%	1,731	70%
Other	118	63%	103	64%	130	59%	155	64%	185	62%	63	65%
Unknown	217	64%	219	58%	150	59%	340	66%	338	66%	445	66%
Gender												
Female	2,007	67%	1,974	67%	2,201	66%	2,494	69%	2,886	69%	3,004	69%
Male	1,904	54%	1,760	56%	2,030	56%	2,288	60%	2,827	60%	2,854	58%
Unknown	91	67%	81	56%	101	63%	145	65%	132	62%	94	72%
Age												
Less than 25	3,164	58%	3,094	59%	3,583	60%	4,110	64%	4,556	64%	4,361	62%
25 or Older	820	69%	708	71%	746	66%	813	68%	1,286	69%	1,587	69%
Unknown	18	61%	13	62%	3	67%	4	100%	3	67%	4	75%
High School Status												
HS Diploma	3,143	60%	2,941	60%	3,225	60%	3,904	65%	4,692	65%	4,874	64%
GED	305	60%	271	62%	283	54%	337	53%	536	57%	613	59%
No GED/Diploma	112	58%	144	58%	171	54%	129	50%	130	61%	122	55%
Unknown	442	66%	459	69%	653	70%	557	72%	487	75%	343	71%
Intent/Goal*												
Transfer	1,897	61%	1,832	63%	2,759	62%	3,414	65%	4,077	65%	4,256	64%
Workforce	1,436	59%	1,296	60%	1,059	59%	1,248	63%	1,598	64%	1,595	63%
Personal Interest	179	64%	177	60%	204	54%	160	68%	139	70%	91	73%
Unknown	490	61%	510	60%	310	59%	105	69%	31	61%	10	50%
Enrollment Status												
Full-time - Beginning of Term							2,610	66%	3,271	64%	3,275	64%
Part-time - Beginning of Term							2,317	63%	2,574	65%	2,677	64%

*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 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	4,290	68.4%	2,886	68.2%	3,033	65.3%	3,535	69.6%	5,227	71.7%	6,033	71.0%
Race/Ethnic Background												
American Indian	213	57%	173	53%	197	55%	246	59%	351	67%	408	63%
Asian/Pacific Islander	241	78%	177	79%	203	74%	201	81%	287	84%	316	83%
Black	433	54%	360	59%	469	54%	438	59%	736	64%	964	58%
Hispanic	2,206	72%	1,249	72%	1,129	68%	1,305	71%	1,884	74%	2,282	74%
White	837	65%	687	67%	812	69%	971	72%	1,496	73%	1,549	74%
Other	124	66%	64	73%	95	61%	111	71%	147	70%	81	85%
Unknown	236	75%	176	71%	128	66%	263	71%	326	65%	433	70%
Gender												
Female	2,489	73%	1,706	73%	1,740	70%	2,030	75%	2,822	78%	3,334	77%
Male	1,720	61%	1,107	61%	1,210	58%	1,419	62%	2,298	65%	2,595	64%
Unknown	81	72%	73	69%	83	69%	86	76%	107	73%	104	76%
Age												
Less than 25	2,677	63%	2,312	66%	2,481	63%	2,960	68%	4,269	71%	4,796	70%
25 or Older	1,589	77%	559	76%	549	76%	573	77%	955	74%	1,233	75%
Unknown	24	79%	15	60%	3	100%	2	100%	3	100%	4	75%
High School Status												
HS Diploma	3,192	67%	2,292	68%	2,337	64%	2,866	70%	4,267	72%	4,978	71%
GED	242	72%	168	63%	176	58%	204	54%	391	59%	485	63%
No GED/Diploma	251	67%	111	70%	120	68%	94	67%	108	59%	105	57%
Unknown	605	75%	315	74%	400	73%	371	79%	461	81%	465	80%
Intent/Goal*												
Transfer	1,749	64%	1,387	68%	2,056	65%	2,451	69%	3,745	72%	4,379	71%
Workforce	1,586	70%	1,022	68%	662	67%	893	72%	1,334	70%	1,537	72%
Personal Interest	336	74%	115	68%	127	75%	109	70%	121	77%	105	84%
Unknown	619	72%	362	67%	188	62%	82	70%	27	67%	12	67%
Enrollment Status												
Full-time - Beginning of Term							2,060	69%	3,217	72%	3,659	70%
Part-time - Beginning of Term							1,475	70%	2,010	72%	2,374	72%

*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 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	3,670	64.9%	2,682	63.0%	2,403	61.8%	2,489	63.5%	2,616	67.7%	3,144	63.2%
Race/Ethnic Background												
American Indian	134	73%	96	55%	105	51%	118	58%	89	65%	131	66%
Asian/Pacific Islander	99	70%	65	65%	59	61%	84	68%	67	76%	78	77%
Black	196	68%	147	64%	145	60%	183	54%	166	58%	245	55%
Hispanic	681	68%	667	59%	551	60%	554	58%	692	64%	746	59%
White	2,248	69%	1,486	65%	1,350	64%	1,416	67%	1,383	70%	1,750	65%
Other	105	68%	64	66%	49	63%	48	65%	67	72%	62	65%
Unknown	212	71%	157	66%	144	63%	86	64%	152	67%	132	64%
Gender												
Female	2,236	67%	1,651	65%	1,483	64%	1,528	66%	1,572	71%	1,777	65%
Male	1,359	62%	978	59%	872	57%	903	59%	993	62%	1,299	61%
Unknown	75	68%	53	66%	48	69%	58	64%	51	76%	68	50%
Age												
Less than 25	2,669	63%	1,837	58%	1,598	57%	1,709	59%	1,890	64%	2,069	58%
25 or Older	980	69%	834	74%	793	72%	773	72%	720	76%	1,069	73%
Unknown	21	81%	11	64%	12	75%	7	100%	6	83%	6	67%
High School Status												
HS Diploma	3,035	65%	2,200	63%	1,958	62%	1,937	62%	2,197	67%	2,604	64%
GED	270	57%	218	61%	212	59%	237	70%	224	68%	336	60%
No GED/Diploma	224	68%	145	62%	128	60%	151	66%	175	76%	191	61%
Unknown	141	71%	119	64%	105	72%	164	67%	20	80%	13	69%
Intent/Goal*												
Transfer	2,091	63%	1,610	63%	1,415	60%	1,691	62%	1,657	67%	2,003	64%
Workforce	1,093	67%	733	62%	679	64%	618	65%	844	70%	1,079	62%
Personal Interest	115	66%	88	64%	75	67%	63	76%	65	68%	45	67%
Unknown	371	69%	251	63%	234	66%	117	69%	50	68%	17	53%
Enrollment Status												
Full-time - Beginning of Term.									1,518	66%	1,487	65%
Part-time - Beginning of Term									1,098	70%	1,657	61%

*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 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Enrollments	1,458	72.6%	1,361	72.7%	1,320	72.1%	1,513	71.8%	1,710	74.4%	1,945	71.6%
Race/Ethnic Background												
American Indian	70	60%	74	61%	63	71%	87	62%	96	69%	122	67%
Asian/Pacific Islander	48	83%	44	84%	75	79%	86	80%	75	81%	83	84%
Black	141	69%	149	72%	129	65%	166	72%	182	70%	195	71%
Hispanic	538	71%	471	77%	467	74%	563	71%	590	75%	656	67%
White	532	75%	507	71%	478	72%	522	74%	609	75%	725	74%
Other	35	80%	52	63%	38	89%	37	57%	51	71%	49	84%
Unknown	94	74%	64	69%	70	69%	52	67%	107	78%	115	73%
Gender												
Female	811	72%	753	72%	737	75%	832	74%	912	77%	1,003	73%
Male	614	73%	581	73%	557	70%	644	69%	749	72%	902	70%
Unknown	33	82%	27	85%	26	73%	37	70%	49	71%	40	65%
Age												
Less than 25	1,189	71%	1,075	71%	1,079	72%	1,290	71%	1,501	73%	1,620	71%
25 or Older	260	78%	283	79%	234	74%	222	75%	209	82%	323	74%
Unknown	9	89%	3	100%	7	86%	1	100%	0	0%	2	100%
High School Status												
HS Diploma	1,182	72%	1,062	72%	1,005	71%	1,112	69%	1,382	74%	1,580	72%
GED	91	77%	110	73%	95	64%	82	67%	81	69%	145	68%
No GED/Diploma	132	79%	136	80%	158	85%	220	84%	225	78%	207	70%
Unknown	53	74%	53	75%	62	76%	99	77%	22	82%	13	69%
Intent/Goal*												
Transfer	688	72%	721	72%	721	72%	947	73%	950	75%	1,083	74%
Workforce	581	73%	437	72%	397	74%	423	68%	680	73%	815	68%
Personal Interest	40	73%	55	71%	47	74%	52	73%	50	66%	40	73%
Unknown	149	76%	148	76%	155	72%	91	74%	30	87%	7	71%
Enrollment Status												
Full-time - Beginning of Term									1,081	74%	953	76%
Part-time - Beginning of Term									629	76%	992	68%

*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 2004-05		FY 2005-06		FY 2006-07		FY 2007-08		FY 2008-09		FY 2009-10	
	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA	n	GPA
Total Students	5,495	2.91	5,341	2.92	5,236	2.90	5,684	2.94	5,945	2.95	6,110	2.94
Race/Ethnic Background												
American Indian	145	2.58	135	2.41	139	2.49	139	2.66	139	2.63	158	2.52
Asian/Pacific Islander	180	2.72	193	2.86	195	2.95	204	2.83	279	2.90	307	3.01
Black	195	2.37	236	2.53	231	2.51	233	2.52	282	2.52	328	2.53
Hispanic	836	2.75	796	2.78	805	2.78	933	2.79	931	2.82	1,084	2.81
White	3,763	2.99	3,667	2.98	3,605	2.97	3,568	3.02	4,005	3.02	3,947	3.02
Other	65	2.90	65	3.08	46	3.20	53	3.29	55	3.00	56	2.87
Unknown	311	2.92	249	3.00	215	2.86	554	2.96	254	2.94	230	3.07
Gender												
Female	3,074	3.01	2,967	3.00	2,898	2.99	3,126	3.01	3,241	3.02	3,191	3.02
Male	2,421	2.77	2,374	2.81	2,338	2.79	2,558	2.86	2,704	2.86	2,919	2.86
Age												
Less than 25	3,756	2.82	3,619	2.82	3,564	2.80	3,802	2.87	3,924	2.88	3,947	2.88
25 or Older	1,739	3.08	1,722	3.11	1,672	3.11	1,882	3.10	2,021	3.08	2,163	3.07
High School Status												
HS Diploma	5,073	2.91	4,889	2.92	4,859	2.90	5,312	2.94	5,530	2.95	5,651	2.94
GED	131	2.80	154	3.01	138	2.94	141	2.98	164	2.88	178	3.05
No GED/Diploma	26	2.88	34	2.62	29	2.89	43	2.92	43	2.93	46	2.81
Unknown	265	2.87	264	2.85	210	2.93	188	3.04	208	2.93	235	2.94
Intent/Goal												
Transfer	4,678	2.90	4,422	2.91	4,435	2.89	4,863	2.94	5,197	2.94	5,348	2.93
Workforce	380	2.98	493	2.96	406	2.94	482	3.01	527	2.98	555	3.03
Personal Interest	126	2.92	111	2.83	123	2.87	95	3.01	90	3.01	73	2.94
Unknown	311	2.84	315	2.88	272	3.02	244	2.95	131	2.98	134	3.01
Enrollment Status												
Full-time	3,562	2.88	3,697	2.88	3,450	2.88	3,633	2.92	3,687	2.92	4,134	2.94
Part-time	1,933	2.94	1,644	3.00	1,786	2.94	2,051	2.98	2,258	2.99	1,976	2.94

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 2004-05		FY 2005-06		FY 2006-07		FY 2007-08		FY 2008-09		FY 2009-10	
	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS
Total Students	5,495	19.52	5,341	19.32	5,236	19.45	5,684	19.99	5,945	20.19	6,110	18.57
Race/Ethnic Background												
American Indian	145	20.2	135	18.4	139	17.6	139	19.5	139	18.5	158	17.4
Asian/Pacific Islander	180	18.6	193	17.6	195	20.7	204	19.1	279	20.8	307	19.7
Black	195	18.3	236	17.2	231	18.0	233	16.9	282	18.1	328	17.3
Hispanic	836	18.7	796	19.0	805	18.9	933	19.0	931	19.6	1,084	17.8
White	3,763	19.7	3,667	19.6	3,605	19.6	3,568	20.5	4,005	20.5	3,947	18.7
Other	65	22.9	65	23.2	46	26.2	53	22.7	55	22.7	56	21.2
Unknown	311	19.4	249	19.4	215	19.1	554	19.8	254	19.2	230	20.7
Gender												
Female	3,074	19.7	2,967	19.9	2,898	19.9	3,126	20.4	3,241	20.7	3,191	18.9
Male	2,421	19.4	2,374	18.6	2,338	18.8	2,558	19.4	2,704	19.6	2,919	18.2
Age												
Less than 25	3,756	20.0	3,619	19.9	3,564	20.1	3,802	20.5	3,924	20.9	3,947	19.5
25 or Older	1,739	18.5	1,722	18.2	1,672	18.1	1,882	18.9	2,021	18.8	2,163	16.9
High School Status												
HS Diploma	5,073	19.6	4,889	19.3	4,859	19.4	5,312	19.9	5,530	20.2	5,651	18.5
GED	131	18.0	154	18.4	138	18.7	141	19.3	164	19.0	178	18.2
No GED/Diploma	26	23.7	34	17.0	29	20.8	43	18.9	43	21.1	46	18.7
Unknown	265	19.5	264	20.3	210	20.6	188	22.1	208	21.7	235	19.6
Intent/Goal												
Transfer	4,678	19.6	4,422	19.4	4,435	19.5	4,863	19.9	5,197	20.1	5,348	18.7
Workforce	380	18.9	493	18.7	406	18.5	482	19.6	527	19.9	555	17.2
Personal Interest	126	20.1	111	19.6	123	18.9	95	21.4	90	22.0	73	19.1
Unknown	311	19.7	315	19.2	272	20.4	244	21.8	131	22.1	134	18.0
Enrollment Status												
Full-time	3,562	20.4	3,697	19.9	3,450	20.1	3,633	20.8	3,687	21.0	4,134	19.2
Part-time	1,933	17.9	1,644	18.0	1,786	18.2	2,051	18.6	2,258	18.9	1,976	17.3

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 hours.

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

	FY 2004-05		FY 2005-06		FY 2006-07		FY 2007-08		FY 2008-09		FY 2009-10	
	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS	n	HRS
Total Students	5,495	85.3%	5,341	85.8%	5,236	84.1%	5,684	86.3%	5,945	86.8%	6,110	87.0%
Race/Ethnic Background												
American Indian	145	82%	135	78%	139	73%	139	86%	139	79%	158	78%
Asian/Pacific Islander	180	81%	193	87%	195	86%	204	86%	279	87%	307	90%
Black	195	81%	236	83%	231	80%	233	82%	282	81%	328	87%
Hispanic	836	86%	796	85%	805	84%	933	85%	931	85%	1,084	87%
White	3,763	86%	3,667	86%	3,605	85%	3,568	87%	4,005	88%	3,947	87%
Other	65	80%	65	85%	46	91%	53	98%	55	89%	56	93%
Unknown	311	84%	249	87%	215	79%	554	86%	254	87%	230	88%
Gender												
Female	3,074	86%	2,967	85%	2,898	84%	3,126	86%	3,241	87%	3,191	86%
Male	2,421	84%	2,374	86%	2,338	84%	2,558	87%	2,704	86%	2,919	88%
Age												
Less than 25	3,756	86%	3,619	86%	3,564	85%	3,802	88%	3,924	88%	3,947	88%
25 or Older	1,739	85%	1,722	85%	1,672	82%	1,882	83%	2,021	85%	2,163	85%
High School Status												
HS Diploma	5,073	85%	4,889	86%	4,859	84%	5,312	86%	5,530	87%	5,651	87%
GED	131	82%	154	89%	138	80%	141	86%	164	85%	178	89%
No GED/Diploma	26	96%	34	82%	29	90%	43	86%	43	91%	46	85%
Unknown	265	89%	264	85%	210	83%	188	89%	208	88%	235	85%
Intent/Goal												
Transfer	4,678	86%	4,422	86%	4,435	84%	4,863	87%	5,197	87%	5,348	87%
Workforce	380	83%	493	82%	406	78%	482	82%	527	83%	555	84%
Personal Interest	126	83%	111	90%	123	86%	95	86%	90	88%	73	84%
Unknown	311	84%	315	85%	272	86%	244	89%	131	86%	134	85%
Enrollment Status												
Full-time	3,562	86%	3,697	86%	3,450	84%	3,633	87%	3,687	88%	4,134	87%
Part-time	1,933	84%	1,644	85%	1,786	84%	2,051	85%	2,258	85%	1,976	86%

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 hours.

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

Time to	FY 2004-05		FY 2005-06		FY 2006-07		FY 2007-08		FY 2008-09		FY 2009-10	
	6 years		5 years		4 years		3 years		2 year		1 year	
	n	%	n	%	n	%	n	%	n	%	n	%
Total Students	5,495	72.6%	5,341	69.9%	5,236	65.8%	5,684	59.2%	5,945	37.0%	6,110	7.6%
Race/Ethnic Background												
American Indian	145	63%	135	50%	139	44%	139	50%	139	21%	158	8%
Asian/Pacific Islander	180	65%	193	68%	195	68%	204	62%	279	34%	307	4%
Black	195	57%	236	56%	231	54%	233	42%	282	26%	328	5%
Hispanic	836	71%	796	67%	805	64%	933	57%	931	34%	1,084	7%
White	3,763	74%	3,667	72%	3,605	68%	3,568	61%	4,005	39%	3,947	8%
Other	65	78%	65	83%	46	87%	53	70%	55	40%	56	7%
Unknown	311	71%	249	71%	215	63%	554	62%	254	31%	230	6%
Gender												
Female	3,074	75%	2,967	72%	2,898	68%	3,126	64%	3,241	42%	3,191	10%
Male	2,421	69%	2,374	67%	2,338	62%	2,558	54%	2,704	31%	2,919	5%
Age												
Less than 25	3,756	74%	3,619	72%	3,564	68%	3,802	62%	3,924	36%	3,947	6%
25 or Older	1,739	70%	1,722	66%	1,672	61%	1,882	54%	2,021	39%	2,163	10%
High School Status												
HS Diploma	5,073	73%	4,889	70%	4,859	66%	5,312	59%	5,530	38%	5,651	8%
GED	131	64%	154	62%	138	56%	141	55%	164	31%	178	7%
No GED/Diploma	26	76%	34	71%	29	72%	43	58%	43	23%	46	2%
Unknown	265	71%	264	72%	210	67%	188	56%	208	30%	235	3%
Intent/Goal												
Transfer	4,678	73%	4,422	70%	4,435	66%	4,863	59%	5,197	37%	5,348	7%
Workforce	380	71%	493	68%	406	61%	482	60%	527	41%	555	10%
Personal Interest	126	74%	111	68%	123	72%	95	51%	90	29%	73	11%
Unknown	311	67%	315	72%	272	67%	244	62%	131	37%	134	3%
Enrollment Status												
Full-time	3,562	74%	3,697	71%	3,450	68%	3,633	63%	3,687	40%	4,134	8%
Part-time	1,933	70%	1,644	68%	1,786	62%	2,051	53%	2,258	32%	1,976	8%

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.

	FY2005-06		FY2006-07		FY2007-08*		FY2008-09*		FY2009-10*	
	n	%	n	%	n	%	n	%	n	%
Total Assessed	-	-	-	-	774	94.1%	1,139	95.0%	1,019	94.0%
Race/Ethnic Background										
American Indian	-	-	-	-	10	100%	17	100%	11	100%
Asian/Pacific Islander	-	-	-	-	36	94%	53	91%	30	97%
Black	-	-	-	-	25	88%	49	84%	60	88%
Hispanic	-	-	-	-	130	92%	191	89%	184	86%
White	-	-	-	-	565	95%	810	97%	719	97%
Other	-	-	-	-	8	100%	0	0%	7	0%
Unknown	-	-	-	-	0	0%	19	0%	8	0%
Gender										
Female	-	-	-	-	667	94%	953	95%	842	95%
Male	-	-	-	-	107	96%	186	95%	177	92%
Unknown	-	-	-	-	0	0%	0	0%	0	0%
Age										
Less than 25	-	-	-	-	323	91%	492	92%	402	92%
25 or Older	-	-	-	-	433	96%	607	97%	559	96%
Unknown	-	-	-	-	18	89%	40	90%	58	88%
High School Status										
HS Diploma	-	-	-	-	691	94%	1,004	95%	892	94%
GED	-	-	-	-	54	96%	93	97%	76	95%
No GED/Diploma	-	-	-	-	12	92%	10	100%	3	100%
Other/Unknown	-	-	-	-	17	82%	32	88%	48	92%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	11	82%	34	91%	39	97%
Degree + Transfer	-	-	-	-	254	94%	462	95%	432	94%
Certificate + Transfer	-	-	-	-	5	100%	6	100%	0	0%
Workforce										
Degree	-	-	-	-	487	94%	588	96%	487	94%
Certificate	-	-	-	-	4	100%	7	71%	5	60%
Take Courses	-	-	-	-	6	100%	21	100%	20	95%
Personal Interest	-	-	-	-	4	100%	7	100%	4	100%
Unknown	-	-	-	-	3	100%	14	86%	32	94%
Enrollment Status										
Full-time	-	-	-	-	114	89%	197	88%	394	93%
Part-time	-	-	-	-	660	95%	942	96%	625	94%

* Includes students who took the following licensure examinations: **2009-2010** - NCLEX-RN (all colleges), NCLEX-PN (GateWay, Southwest Skill Center, Maricopa Skill Center), Respiratory Care/CRT (GateWay), Western Association of Food Chains Retail Management Certificate (South Mountain). **2008-09** - NCLEX-RN (all colleges), NCLEX-PN (SouthWest Skill Center), Respiratory Care/CRT (GateWay), Western Association of Food Chains Retail Management Certificate (GateWay). **2007-08** - NCLEX-RN 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.

	FY2005-06		FY2006-07		FY2007-08		FY2008-09		FY2009-10*	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	-	-	-	-	-	-	10,938	49.1%	12,563	40.7%
Race/Ethnic Background										
American Indian	-	-	-	-	-	-	332	31%	325	34%
Asian/Pacific Islander	-	-	-	-	-	-	367	52%	445	43%
Black	-	-	-	-	-	-	694	46%	740	40%
Hispanic	-	-	-	-	-	-	2,106	47%	2,436	41%
White	-	-	-	-	-	-	6,999	51%	7,913	41%
Other	-	-	-	-	-	-	140	42%	232	36%
Unknown	-	-	-	-	-	-	300	42%	472	32%
Gender										
Female	-	-	-	-	-	-	5,233	55%	6,394	44%
Male	-	-	-	-	-	-	5,705	44%	6,169	37%
Unknown	-	-	-	-	-	-	-	-	0	0%
Age										
Less than 25	-	-	-	-	-	-	5,358	46%	6,819	38%
25 or Older	-	-	-	-	-	-	5,295	52%	5,490	44%
Unknown	-	-	-	-	-	-	285	48%	254	30%
High School Status										
HS Diploma	-	-	-	-	-	-	9,296	50%	10,936	40%
GED	-	-	-	-	-	-	1,023	46%	1,036	46%
No GED/Diploma	-	-	-	-	-	-	222	28%	289	32%
Unknown	-	-	-	-	-	-	397	48%	302	49%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	-	-	910	1%	1,602	7%
Degree + Transfer	-	-	-	-	-	-	2,536	57%	4,274	47%
Certificate + Transfer	-	-	-	-	-	-	443	61%	315	52%
Workforce										
Degree	-	-	-	-	-	-	2,292	58%	2,215	48%
Certificate	-	-	-	-	-	-	3,589	65%	2,741	61%
Take Courses	-	-	-	-	-	-	787	0%	960	4%
Personal Interest	-	-	-	-	-	-	176	0%	225	12%
Unknown	-	-	-	-	-	-	205	1%	231	2%
Enrollment Status										
Full-time	-	-	-	-	-	-	2,619	56%	4,075	48%
Part-time	-	-	-	-	-	-	8,319	47%	8,488	37%

* There is now a one year lag in the reporting time period. Consequently, the results for 2009-2010 are the updated numbers reported in last year's Governing Board Monitoring Report for 2008-2009. In addition, the trending period remains at two rather than three years.

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.

	FY2005-06		FY2006-07		FY2007-08		FY2008-09		FY2009-10	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	-	-	-	-	9,064	53.3%	9,523	51.5%	13,595	57.3%
Race/Ethnic Background										
American Indian	-	-	-	-	321	56%	404	47%	414	59%
Asian/Pacific Islander	-	-	-	-	307	54%	307	51%	470	57%
Black	-	-	-	-	518	48%	565	45%	760	59%
Hispanic	-	-	-	-	1,733	51%	1,978	52%	2,659	57%
White	-	-	-	-	5,599	54%	5,836	52%	8,421	57%
Other	-	-	-	-	213	57%	151	56%	284	58%
Unknown	-	-	-	-	373	52%	282	55%	587	58%
Gender										
Female	-	-	-	-	4,287	55%	4,293	53%	6,753	59%
Male	-	-	-	-	4,777	51%	5,230	50%	6,842	56%
Unknown	-	-	-	-	-	-	0	0%	0	0%
Age										
Less than 25	-	-	-	-	4,825	55%	5,234	54%	7,306	60%
25 or Older	-	-	-	-	4,196	51%	4,244	48%	6,277	55%
Unknown	-	-	-	-	43	28%	45	47%	12	58%
High School Status										
HS Diploma	-	-	-	-	7,400	54%	8,236	53%	11,959	57%
GED	-	-	-	-	872	48%	911	46%	1,049	58%
No GED/Diploma	-	-	-	-	241	52%	222	47%	434	60%
Unknown	-	-	-	-	551	48%	154	37%	153	42%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	1,460	54%	2,053	50%	2,355	49%
Degree + Transfer	-	-	-	-	1,123	57%	1,578	63%	5,024	65%
Certificate + Transfer	-	-	-	-	63	52%	134	50%	227	49%
Workforce										
Degree	-	-	-	-	2,780	61%	2,559	59%	2,707	69%
Certificate	-	-	-	-	757	47%	1,154	43%	1,525	45%
Take Courses	-	-	-	-	718	44%	636	42%	1,163	39%
Personal Interest	-	-	-	-	470	45%	334	37%	266	47%
Unknown	-	-	-	-	1,693	46%	1,075	40%	328	44%
Enrollment Status										
Full-time	-	-	-	-	2,905	61%	2,843	60%	5,197	63%
Part-time	-	-	-	-	6,159	50%	6,680	48%	8,398	54%

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.

	FY2005-06		FY2006-07		FY2007-08		FY2008-09		FY2009-10	
	n	%	n	%	n	%	n	%	n	%
Total Concentrators	-	-	-	-	9,064	8.9%	9,523	7.6%	13,595	11.7%
Race/Ethnic Background										
American Indian	-	-	-	-	321	6%	404	4%	414	9%
Asian/Pacific Islander	-	-	-	-	307	10%	307	9%	470	14%
Black	-	-	-	-	518	9%	565	7%	760	12%
Hispanic	-	-	-	-	1,733	8%	1,978	6%	2,659	9%
White	-	-	-	-	5,599	9%	5,836	8%	8,421	13%
Other	-	-	-	-	213	11%	151	7%	284	16%
Unknown	-	-	-	-	373	6%	282	5%	587	8%
Gender										
Female	-	-	-	-	4,287	10%	4,293	8%	6,753	13%
Male	-	-	-	-	4,777	8%	5,230	7%	6,842	11%
Unknown	-	-	-	-	-	-	0	0%	0	0%
Age										
Less than 25	-	-	-	-	4,825	11%	5,234	10%	7,306	15%
25 or Older	-	-	-	-	4,196	6%	4,244	5%	6,277	8%
Unknown	-	-	-	-	43	16%	45	11%	12	-
High School Status										
HS Diploma	-	-	-	-	7,400	10%	8,236	8%	11,959	12%
GED	-	-	-	-	872	5%	911	5%	1,049	7%
No GED/Diploma	-	-	-	-	241	6%	222	4%	434	5%
Unknown	-	-	-	-	551	5%	154	4%	153	6%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	1,460	15%	2,053	13%	2,355	20%
Degree + Transfer	-	-	-	-	1,123	15%	1,578	11%	5,024	14%
Certificate + Transfer	-	-	-	-	63	11%	134	10%	227	13%
Workforce										
Degree	-	-	-	-	2,780	7%	2,559	5%	2,707	7%
Certificate	-	-	-	-	757	3%	1,154	2%	1,525	4%
Take Courses	-	-	-	-	718	8%	636	6%	1,163	8%
Personal Interest	-	-	-	-	470	6%	334	9%	266	11%
Unknown	-	-	-	-	1,693	6%	1,075	4%	328	12%
Enrollment Status										
Full-time	-	-	-	-	2,905	13%	2,843	11%	5,197	16%
Part-time	-	-	-	-	6,159	7%	6,680	6%	8,398	9%

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

	FY2005-06		FY2006-07		FY2007-08		FY2008-09		FY2009-10	
	n	%	n	%	n	%	n	%	n	%
Total Completers	-	-	-	-	10,295	67.1%	10,938	66.0%	12,595	53.7%
Race/Ethnic Background										
American Indian	-	-	-	-	271	63%	332	60%	325	41%
Asian/Pacific Islander	-	-	-	-	308	58%	367	59%	444	43%
Black	-	-	-	-	611	66%	694	64%	723	54%
Hispanic	-	-	-	-	1,942	70%	2,106	69%	2,443	58%
White	-	-	-	-	6,073	66%	6,999	66%	7,942	54%
Other	-	-	-	-	198	61%	140	56%	232	36%
Unknown	-	-	-	-	892	73%	300	60%	486	51%
Gender										
Female	-	-	-	-	5,079	64%	5,233	63%	6,404	52%
Male	-	-	-	-	5,216	71%	5,705	68%	6,191	56%
Unknown	-	-	-	-	-	-	0	0%	0	0%
Age										
Less than 25	-	-	-	-	4,793	66%	5,358	64%	6,736	50%
25 or Older	-	-	-	-	5,073	68%	5,295	68%	5,651	59%
Unknown	-	-	-	-	429	68%	285	67%	208	46%
High School Status										
HS Diploma	-	-	-	-	8,064	69%	9,296	67%	10,893	56%
GED	-	-	-	-	946	59%	1,023	56%	1,110	36%
No GED/Diploma	-	-	-	-	322	58%	222	56%	321	44%
Unknown	-	-	-	-	963	66%	397	65%	271	61%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	956	54%	912	52%	1,513	45%
Degree + Transfer	-	-	-	-	1,958	62%	2,549	61%	4,211	47%
Certificate + Transfer	-	-	-	-	261	68%	441	66%	343	60%
Workforce										
Degree	-	-	-	-	2,127	69%	2,296	71%	2,194	59%
Certificate	-	-	-	-	2,217	73%	3,580	72%	2,968	62%
Take Courses	-	-	-	-	1,678	71%	783	64%	963	57%
Personal Interest	-	-	-	-	316	57%	177	48%	200	49%
Unknown	-	-	-	-	782	69%	200	49%	203	50%
Enrollment Status										
Full-time	-	-	-	-	2,401	63%	2,898	60%	4,096	43%
Part-time	-	-	-	-	7,894	69%	8,040	68%	8,499	59%

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.

	FY2005-06		FY2006-07		FY2007-08		FY2008-09		FY2009-10	
	n	%	n	%	n	%	n	%	n	%
Total Employed Completers	-	-	-	-	6,912	91.3%	7,219	92.0%	6,760	88.7%
Race/Ethnic Background										
American Indian	-	-	-	-	172	90%	199	88%	133	85%
Asian/Pacific Islander	-	-	-	-	179	94%	218	92%	193	90%
Black	-	-	-	-	401	91%	447	90%	388	87%
Hispanic	-	-	-	-	1,361	93%	1,447	91%	1,411	89%
White	-	-	-	-	4,031	91%	4,649	92%	4,302	89%
Other	-	-	-	-	120	87%	78	94%	84	87%
Unknown	-	-	-	-	648	93%	181	96%	249	89%
Gender										
Female	-	-	-	-	3,233	91%	3,313	93%	3,318	88%
Male	-	-	-	-	3,679	91%	3,906	91%	3,442	90%
Unknown	-	-	-	-	-	-	0	0%	0	0%
Age										
Less than 25	-	-	-	-	3,167	91%	3,420	91%	3,347	86%
25 or Older	-	-	-	-	3,452	91%	3,609	93%	3,317	91%
Unknown	-	-	-	-	293	92%	190	89%	96	91%
High School Status										
HS Diploma	-	-	-	-	5,528	91%	6,261	92%	6,058	89%
GED	-	-	-	-	558	91%	575	90%	397	87%
No GED/Diploma	-	-	-	-	186	90%	124	87%	141	83%
Unknown	-	-	-	-	640	95%	259	93%	164	90%
Intent/Goal										
Transfer										
Transfer	-	-	-	-	512	91%	470	89%	683	88%
Degree + Transfer	-	-	-	-	1,216	88%	1,549	91%	1,988	86%
Certificate + Transfer	-	-	-	-	177	88%	291	92%	207	87%
Workforce										
Degree	-	-	-	-	1,478	92%	1,628	93%	1,304	90%
Certificate	-	-	-	-	1,616	92%	2,595	92%	1,829	91%
Take Courses	-	-	-	-	1,195	91%	503	92%	549	91%
Personal Interest	-	-	-	-	181	92%	85	93%	98	90%
Unknown	-	-	-	-	537	96%	98	94%	102	85%
Enrollment Status										
Full-time	-	-	-	-	1,504	88%	1,729	92%	1,757	86%
Part-time	-	-	-	-	5,408	92%	5,490	92%	5,003	89%

National Community College Benchmark Project (NCCBP)
Data Submitted Spring 2011

National Community College Benchmark Project
MCCCD and National Results
2011 Report of Aggregate Data

Category	Indicator	MCCD Results	National Results			MCCCD Mean is: Below, Equal to, or Above National Median		
		Mean	10th Percentile	Median	90th Percentile	Below	Equal	Above
Cost per Credit Hr. & FTSE 2010	Cost per Credit Hour	\$115	\$83	\$126	\$235	X		
	Cost per FTSE	\$3,445	\$2,498	\$3,766	\$7,041	X		
Credit, College-level Course Retention & Success 2009	College-level Course Retention (A,B,C,D,F,P)	84%	84%	90%	94%	X		
	Successful College-level Course Completion (A,B,C,P)	89%	79%	84%	91%			X
Persistence	Fall 2009 to Spring 2010	66%	62%	72%	79%	X		
	Fall 2009 to Fall 2010	48%	43%	50%	56%	X		
First-time Student Cohort (3-yr Completions) 2007 cohort	3-Yr. Completer Rate for Full time Students	15%	9%	20%	36%	X		
	3-Yr. Completer Rate for Part time Students	6%	3%	7%	19%	X		
Transfer of First-Time Students (RTK) to College 2007 cohort	3-Yr. Transfer Rate for Full time Students Full-time, First-time in Fall	6%	7%	18%	29%	X		
	3-Yr. Transfer Rate for Part time Students Part-time, First-time in Fall	3%	2%	11%	22%	X		
	3-Year Completer or Transfer Rate for Full time Students Full-time, First-time in Fall	21%	21%	38%	55%	X		
	3-Year Completer or Transfer Rate for Part time Students Part-time, First-time in Fall	9%	7%	18%	36%	X		
Core Academic Area Successful Completion (A,B,C,P) 2009	College Algebra	60%	48%	61%	76%	X		
	English Composition I	73%	63%	71%	81%			X
	English Composition II	65%	61%	69%	78%	X		
	Speech Communication	75%	69%	77%	87%	X		
Institution-wide Credit Grades 2009	Credit Course Withdrawals	17%	6%	10%	16%			X
	Credit Course Completers	83%	84%	90%	95%	X		
	Credit Course Success	73%	68%	74%	81%	X		
	Credit Course A & B Grades	58%	50%	57%	64%			X
Transfer Performance 2008-09	1st Year Cumulative GPA for New Transferees	2.90	2.60	2.88	3.06			X
	1st Year Avg. Credit Hours Taken by New Transferees	20.19	12.85	20.07	23.76			X
	Percent Persisted to Following Year	86%	54%	76%	87%			X
Developmental Course Retention (A,B,C,D,F,P) 2009	Developmental Math Retention	72%	75%	86%	93%	X		
	Developmental English Retention	79%	79%	90%	95%	X		
	Developmental Reading Retention	84%	79%	90%	96%	X		
Developmental Course Success (A,B,C,P) 2009	Developmental Math Success	55%	47%	57%	68%	X		
	Developmental English Success	65%	53%	65%	78%		X	
	Developmental Reading Success	72%	54%	68%	79%			X
Developmental Success in First	Developmental English Student - Successful Completion of First College-	74%	61%	72%	83%			X

National Community College Benchmark Project
MCCCD and National Results
2011 Report of Aggregate Data

Category	Indicator	MCCD Results	National Results			MCCCD Mean is: Below, Equal to, or Above National Median		
		Mean	10th Percentile	Median	90th Percentile	Below	Equal	Above
College-level Courses 2008 cohort	level English Course within 1 Year							
	Developmental Math Student - Successful Completion of First College-level Math Course within 1 Year	69%	52%	69%	81%		X	
Market Penetration 2009-10	Credit Student Market Penetration	6%	1%	3%	7%			X
	Non-Credit Student Market Penetration	1%	0.2%	1%	6%		X	
Access & Participation 2009	Minority Student Representation	34%*	5%	19%	59%			X
	Minority Employee Representation	21%	2%	10%	36%			X
Average Class Size 2009	Credit Sections	22.0	15.9	19.7	24.1			X
Student/ Faculty Ratio 2009	Credit Courses	16.6	11.8	18.3	23.3	X		
Instructional Faculty Load 2009	% Credit Hours by Full time Faculty	40%	36%	52%	72%	X		
	% Credit Hours by Part time Faculty	60%	28%	48%	64%			X
	% Sections by Full time Faculty	37%	35%	49%	70%	X		
	% Sections by Part time Faculty	63%	30%	51%	65%			X
Retirements & Departures 2009-10	Retirements Rate	2%	1%	2%	4%		X	
	Departures Rate	4%	2%	5%	11%	X		

*This item was reported incorrectly. The NCCBP aggregate report has been revised to reflect the correct information.

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 participants receive benchmarks on the following:

Institutional Effectiveness

- Average credit section size
- Student/faculty ratio
- Instructional faculty load
- Cost per credit hour and FTE student
- Student/student services staff ratio
- Human resources statistics
- Cost per credit hour
- Training expenditures per employee

Community and Workforce Development

- Market penetration rates
- Business and Industry productivity

Students and Student Outcomes

- Certificate, degree completion, and transfer rates
- Fall-spring and fall-fall persistence rates
- Performance in transfer institutions
- Noel-Levitz, CCSSE, and ACT student satisfaction and engagement ratings
- Educational 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
- Distance learning outcomes
- Distance learning sections and grade distributions

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

2011 NCCBP Participants Characteristics: All Reporting Institutions

Institution Type			Calendar		
Single Campus:	173	62.01%	Semester:	266	95.34%
Multi Campus:	93	33.33%	Quarter:	12	4.30%
Multi-college District:	13	4.66%	Trimester:	0	0.00%
			Other:	1	0.36%
Campus Environment			Faculty Unionized		
Primarily Urban:	70	25.09%	Yes:	128	45.88%
Primarily Suburban:	100	35.84%	No:	151	54.12%
Primarily Rural:	97	34.77%			
Mixed:	12	4.30%			
Control			Staff Unionized		
Public:	278	99.64%	Yes:	88	31.54%
Private:	1	0.36%	No:	191	68.46%

* 279 of 280 participants provided information on institutional demographic characteristics

Calhoun Community College (AL)
Wallace Community College (AL)
Wallace State Community College (AL)
Arkansas State University-Beebe (AR)
Arkansas State University-Newport (AR)
National Park Community College (AR)
NorthWest Arkansas Community College (AR)
Ouachita Technical College (AR)
Southern Arkansas University Tech (AR)
Arizona Western College (AZ)
Chandler-Gilbert Community College (AZ)
Cochise 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)
Miami Dade College (FL)
Palm Beach State College (FL)
Santa Fe College (FL)
South Florida Community College (FL)
St. Johns River Community College (FL)
DeKalb Technical College (GA)
Gwinnett 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)	Ivy Tech Community College of IN-Northwest (IN)
Maui Community College (HI)	Ivy Tech Community College of IN-Richmond (IN)
Windward Community College (HI)	Ivy Tech Community College of IN-Sellersburg (IN)
Des Moines Area Community College (IA)	Ivy Tech Community College of IN-Southeast (IN)
Hawkeye Community College (IA)	Ivy Tech Community College of IN-Southwest (IN)
Iowa Central Community College (IA)	Ivy Tech Community College of IN-Wabash Valley (IN)
Iowa Lakes Community College (IA)	Barton County Community College (KS)
Iowa Western Community College (IA)	Butler Community College (KS)
Kirkwood Community College (IA)	Cowley County Community College (KS)
Marshalltown Community College (IA)	Fort Scott Community College (KS)
North Iowa Area Community College (IA)	Garden City Community College (KS)
Northeast Iowa Community College (IA)	Highland Community College (KS)
Northwest Iowa Community College (IA)	Hutchinson Community College (KS)
Southeastern Community College (IA)	Johnson County Community College (KS)
College of Southern Idaho (ID)	Kansas City Kansas Community College (KS)
North Idaho College (ID)	Pratt Community College (KS)
Black Hawk College (IL)	Seward County Community College/ATS (KS)
College of DuPage (IL)	Ashland Community & Technical College (KY)
College of Lake County (IL)	Bluegrass Community & Technical College (KY)
Harper College (IL)	Gateway Community & Technical College (KY)
Heartland Community College (IL)	Hazard Community & Technical College (KY)
Illinois Central College (IL)	Henderson Community College (KY)
Illinois Valley Community College (IL)	Jefferson Community & Technical College (KY)
Kankakee Community College (IL)	Maysville Community & Technical College (KY)
Kaskaskia College (IL)	Southeast Kentucky Community & Technical College (KY)
Lewis & Clark Community College (IL)	West Kentucky Community & Technical College (KY)
Lincoln Land Community College (IL)	Anne Arundel Community College (MD)
McHenry County College (IL)	Carroll Community College (MD)
Moraine Valley Community College (IL)	College of Southern Maryland (MD)
Prairie State College (IL)	Hagerstown Community College (MD)
Richland Community College (IL)	Harford Community College (MD)
Waubonsee Community College (IL)	Howard Community College (MD)
Wilbur Wright College (IL)	Central Maine Community College (ME)
Ivy Tech Community College of IN-Bloomington (IN)	Delta College (MI)
Ivy Tech Community College of IN-Central IN (IN)	Gogebic Community College (MI)
Ivy Tech Comm. College of IN-Central Office (IN)	Grand Rapids Community College (MI)
Ivy Tech Community College of IN-Columbus (IN)	Jackson Community College (MI)
Ivy Tech Community College of IN-East Central (IN)	Kalamazoo Valley Community College (MI)
Ivy Tech Community College of IN-Kokomo (IN)	Lake Michigan College (MI)
Ivy Tech Community College of IN-Lafayette (IN)	Northwestern Michigan College (MI)
Ivy Tech Community College of IN-North Central (IN)	Oakland Community College (MI)
Ivy Tech Community College of IN-Northeast (IN)	Schoolcraft College (MI)

Southwestern Michigan College (MI)	Cayuga Community College (NY)
Washtenaw Community College (MI)	Clinton Community College (NY)
Alexandria Technical & Community College (MN)	Corning Community College (NY)
Century College (MN)	Dutchess Community College (NY)
Inver Hills Community College (MN)	Erie Community College (NY)
St. Cloud Technical & Community College (MN)	Finger Lakes Community College (NY)
Crowder College (MO)	Fulton-Montgomery Community College (NY)
East Central College (MO)	Genesee Community College (NY)
Jefferson College (MO)	Herkimer County Community College (NY)
Linn State Technical College (MO)	Hudson Valley Community College (NY)
Metropolitan Community College - Blue River (MO)	Jamestown Community College (NY)
Metropolitan Community College - Kansas City (MO)	Jefferson Community College (NY)
Metropolitan Community College – Longview (MO)	Mohawk Valley Community College (NY)
Metropolitan Community College - Maple Woods (MO)	Monroe Community College (NY)
Metropolitan Community College - Penn Valley (MO)	Niagara County Community College (NY)
Metropolitan Community College-Business & Tech (MO)	Onondaga Community College (NY)
Mineral Area College (MO)	Orange County Community College (NY)
Missouri State University--West Plains (MO)	Rockland Community College (NY)
Moberly Area Community College (MO)	Schenectady County Community College (NY)
North Central Missouri College (MO)	Suffolk County Community College (NY)
Ozarks Technical Community College (MO)	Tompkins Cortland Community College (NY)
St. Charles Community College (MO)	Central Ohio Technical College (OH)
St. Louis Community College (MO)	Cincinnati State Tech and Community College (OH)
State Fair Community College (MO)	Columbus State Community College (OH)
Three Rivers Community College (MO)	Cuyahoga Community College (OH)
Montana State Univ. Great Falls College of Tech (MT)	Edison Community College (OH)
Catawba Valley Community College (NC)	Lakeland Community College (OH)
Montgomery Community College (NC)	North Central State College (OH)
Central Community College (NE)	Tulsa Community College (OK)
Northeast Community College (NE)	Mt. Hood Community College (OR)
Bergen Community College (NJ)	Bucks County Community College (PA)
Burlington County College (NJ)	Butler County Community College (PA)
Gloucester County College (NJ)	Community College of Allegheny County (PA)
Hudson County Community College (NJ)	Community College of Beaver County (PA)
Passaic County Community College (NJ)	Community College of Philadelphia (PA)
Raritan Valley Community College (NJ)	Delaware County Community College (PA)
Dona Ana Community College (NM)	Harrisburg Area Community College (PA)
San Juan College (NM)	Lehigh Carbon Community College (PA)
College of Southern Nevada (NV)	Luzerne County Community College (PA)
Great Basin College (NV)	Manor College (PA)
Truckee Meadows Community College (NV)	Montgomery County Community College (PA)
Broome Community College (NY)	Northampton Community College (PA)

Pennsylvania Highlands Community College (PA)
Reading Area Community College (PA)
Westmoreland County Community College (PA)
Denmark Technical College (SC)
Greenville Technical College (SC)
Spartanburg Community College (SC)
Trident Technical College (SC)
Southeast Technical Institute (SD)
Western Dakota Technical Institute (SD)
Chattanooga State Community College (TN)
Cleveland State Community College (TN)
Columbia State Community College (TN)
Dyersburg 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)
Volunteer State Community College (TN)
Walters State Community College (TN)
Amarillo 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)
Snow College (UT)
Lord Fairfax Community College (VA)
Piedmont Virginia 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)
Chippewa Valley Technical College (WI)
Fox Valley Technical College (WI)
Madison Area Technical College (WI)
Moraine Park Technical College (WI)
Waukesha County Technical College (WI)
Western Technical College (WI)
Casper College (WY)
Central Wyoming College (WY)
Eastern Wyoming College (WY)
Laramie County Community College (WY)
Northern Wyoming Community College District (WY)
Northwest College (WY)
Western Wyoming Community College (WY)

