MCCCD 2015 Monitoring Report
Governing Board Outcomes and Metrics

November 2015

MARICOPA
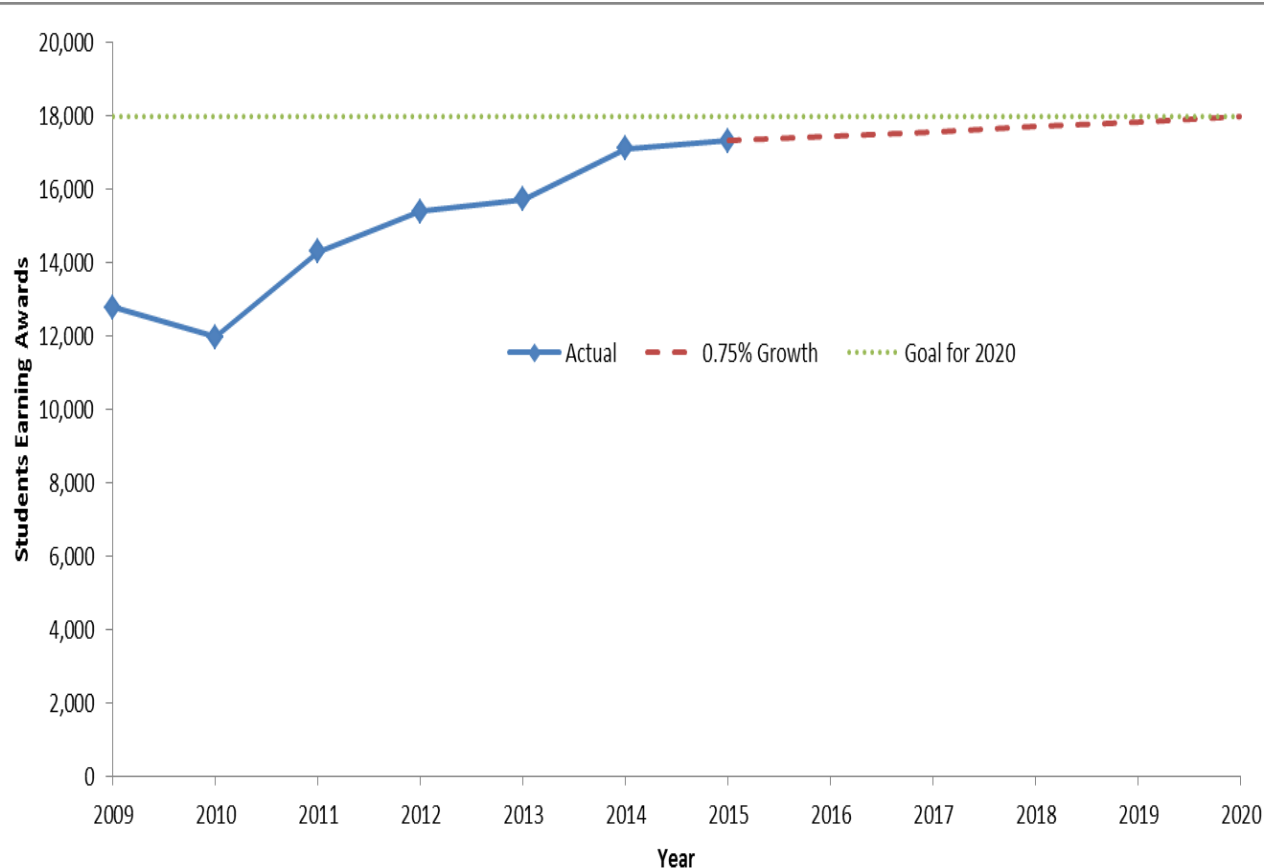COMMUNITY COLLEGES

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For more information on the Maricopa County Community College District Governing Board Outcomes and Metrics, see http://www.maricopa.edu/publicstewardship/governance/index.php.

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2020 Completion Agenda Goal

The resolution for the Completion Agenda goal approved by the MCCCD Governing Board on November 23, 2010 can be found at: http://www.maricopa.edu/gvbd/archives/Agenda%20Nov%2010/VIA1%20Board%20Resolution%20-%20Call%20to%20Action.pdf.

- In 2014-15, MCCCD progressed toward the completion goal of 50% more students earning awards from the baseline year of 2009-10.
- In order to meet the 2020 completion goal, MCCCD will need to increase the number of students receiving awards at an annual compounded rate of approximately 0.75%.
- In 2014-15, 57% of all students who received an award earned an Associate's degree.
- To date, MCCCD appears on-track to achieve this completion goal.

University Transfer Education and General Education

Outcome 1

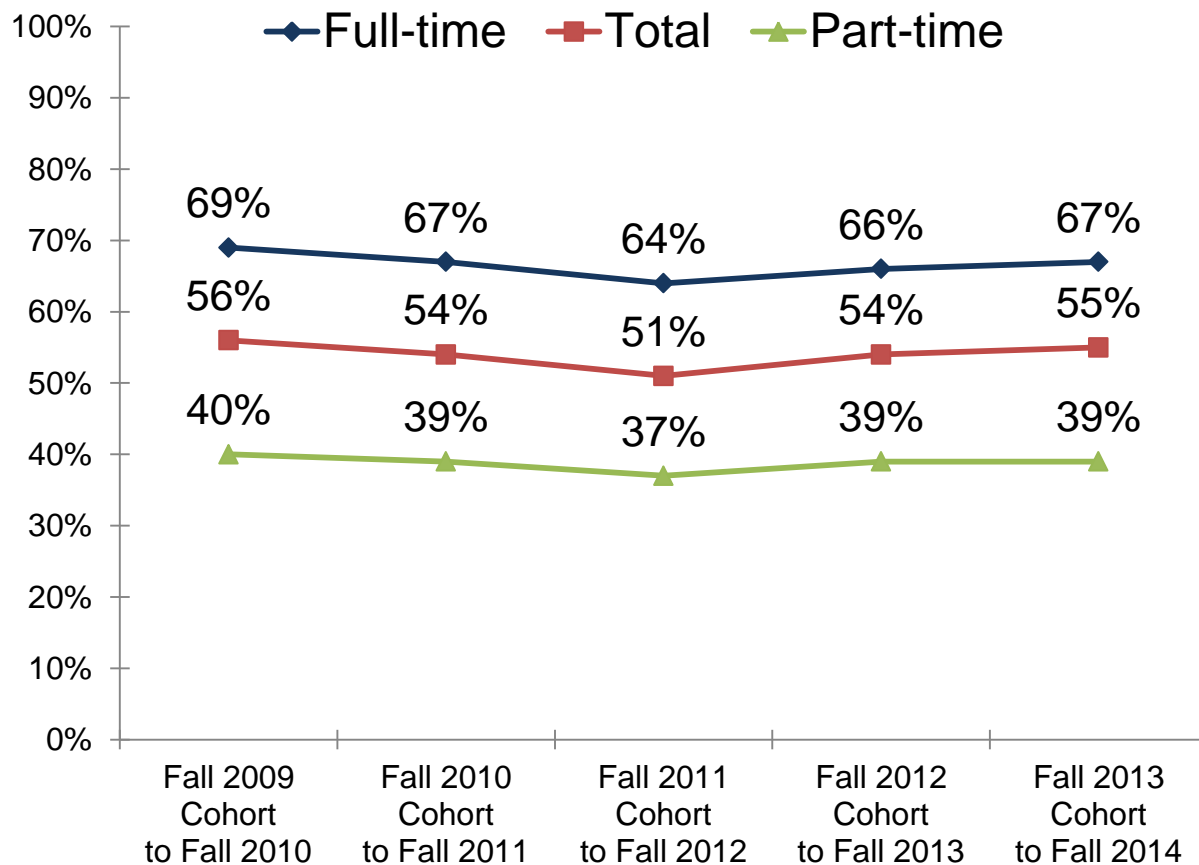# College-Level Course Success Rate
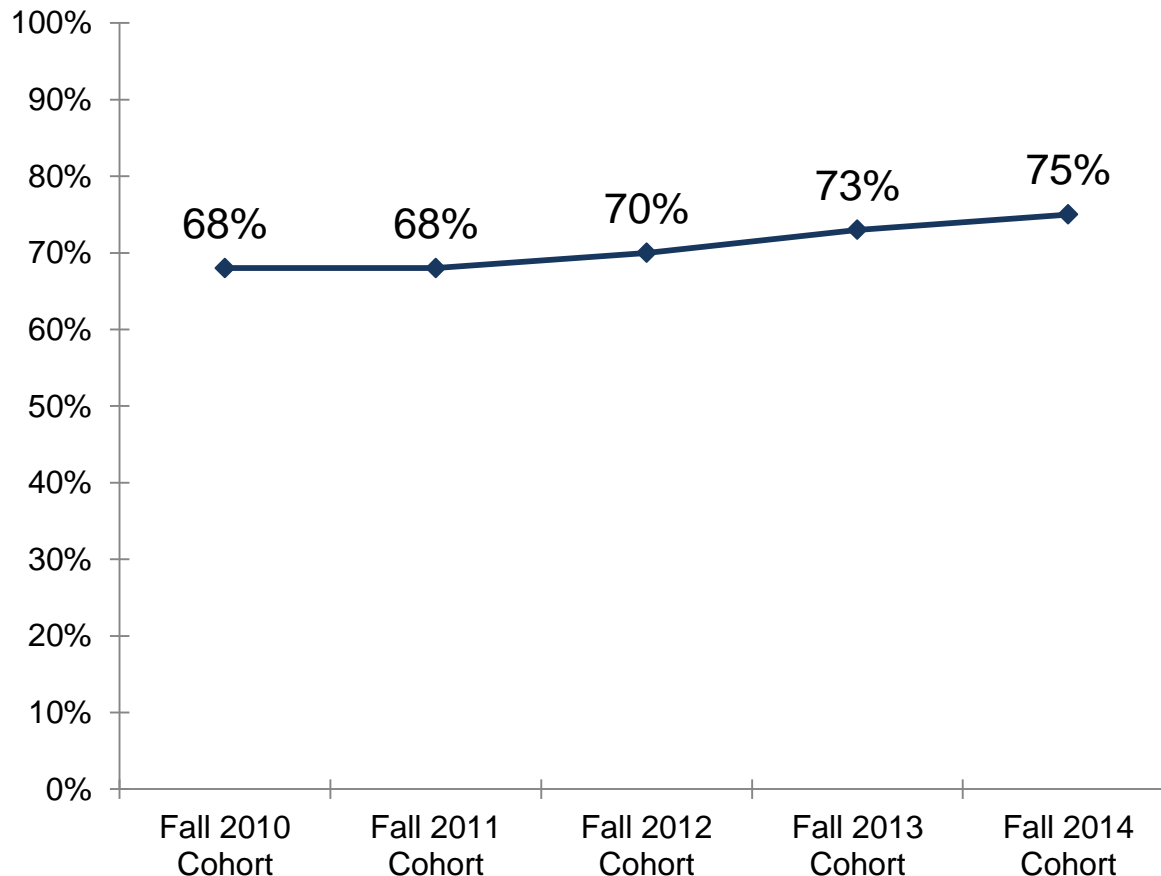
Key Finding:
The college-level course success rate increased by two percentage points for the most recent cohort.

Basic Methodology:
The percentage of college-level credit hours completed successfully (A, B, C, P grade) by students in the new student cohort in their first fall and spring terms.

Fall-to-Fall Retention Rate

Chart: Fall-to-Fall Retention Rate with three series — Full-time (blue), Total (red), Part-time (green)

| Cohort	Full-time	Total	Part-time
Fall 2009 Cohort to Fall 2010	69%	56%	40%
Fall 2010 Cohort to Fall 2011	67%	54%	39%
Fall 2011 Cohort to Fall 2012	64%	51%	37%
Fall 2012 Cohort to Fall 2013	66%	54%	39%
Fall 2013 Cohort to Fall 2014	67%	55%	39%

Key Finding:
The Fall-to-Fall retention rate increased by one percentage point for the most recent cohort.

Basic Methodology:
The percentage of the new student cohort enrolled in the fall term who persisted to the subsequent fall term, excluding transfers and degree/certificate completers.

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Graduation Rate within 6 Years (Degree and Certificate)
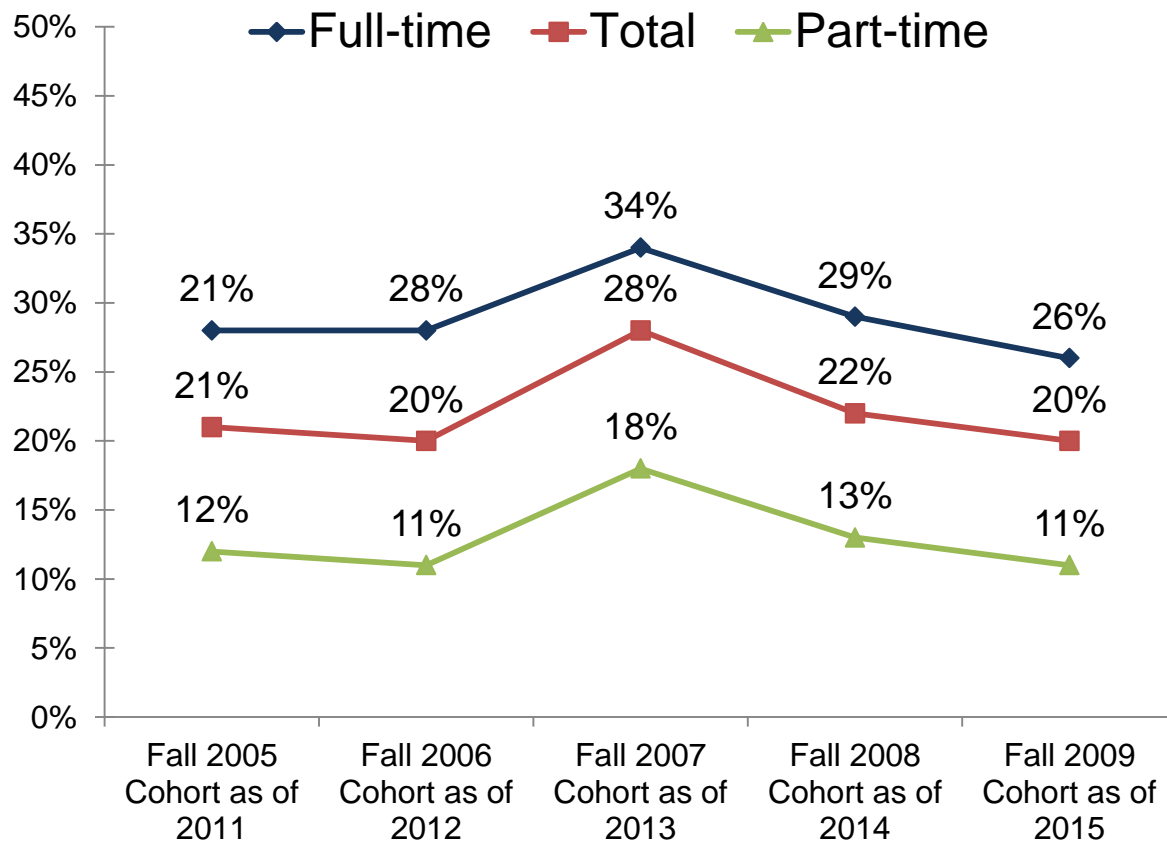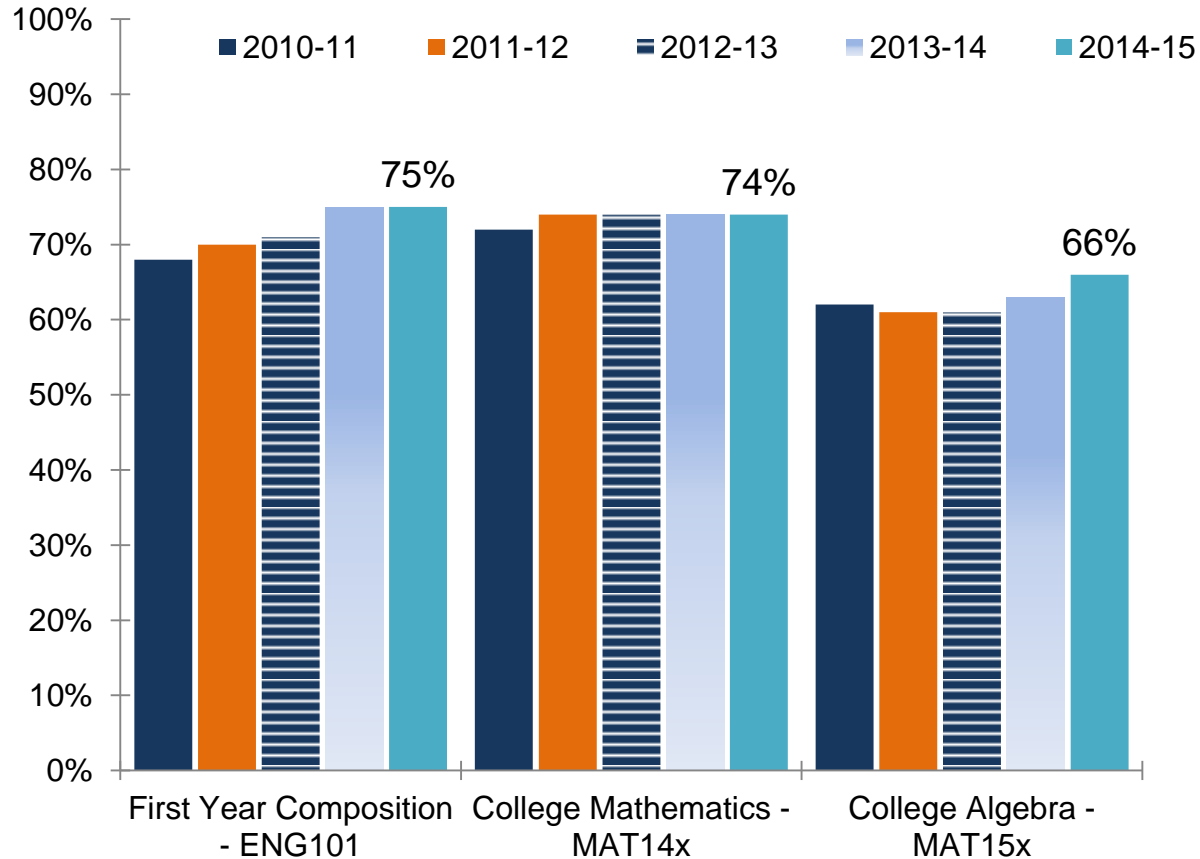

Note: Scale is abbreviated to 50%.

Key Finding:

The percentage of students in the Fall 2009 cohort graduating within six years declined to 20%. This value represents a two percentage point decline compared to the prior cohort (Fall 2008). The six-year graduation rate was unusually high for the Fall 2007 cohort, but has generally varied between 20% and 22% in each of the other recent years.

Basic Methodology:

The percentage of new student cohort seeking a degree/certificate who earned an award within six years from any MCCCD college.

College-Level Math and English Course Success Rate

Bar chart legend: 2010-11, 2011-12, 2012-13, 2013-14, 2014-15

First Year Composition - ENG101: 75%
College Mathematics - MAT14x: 74%
College Algebra - MAT15x: 66%

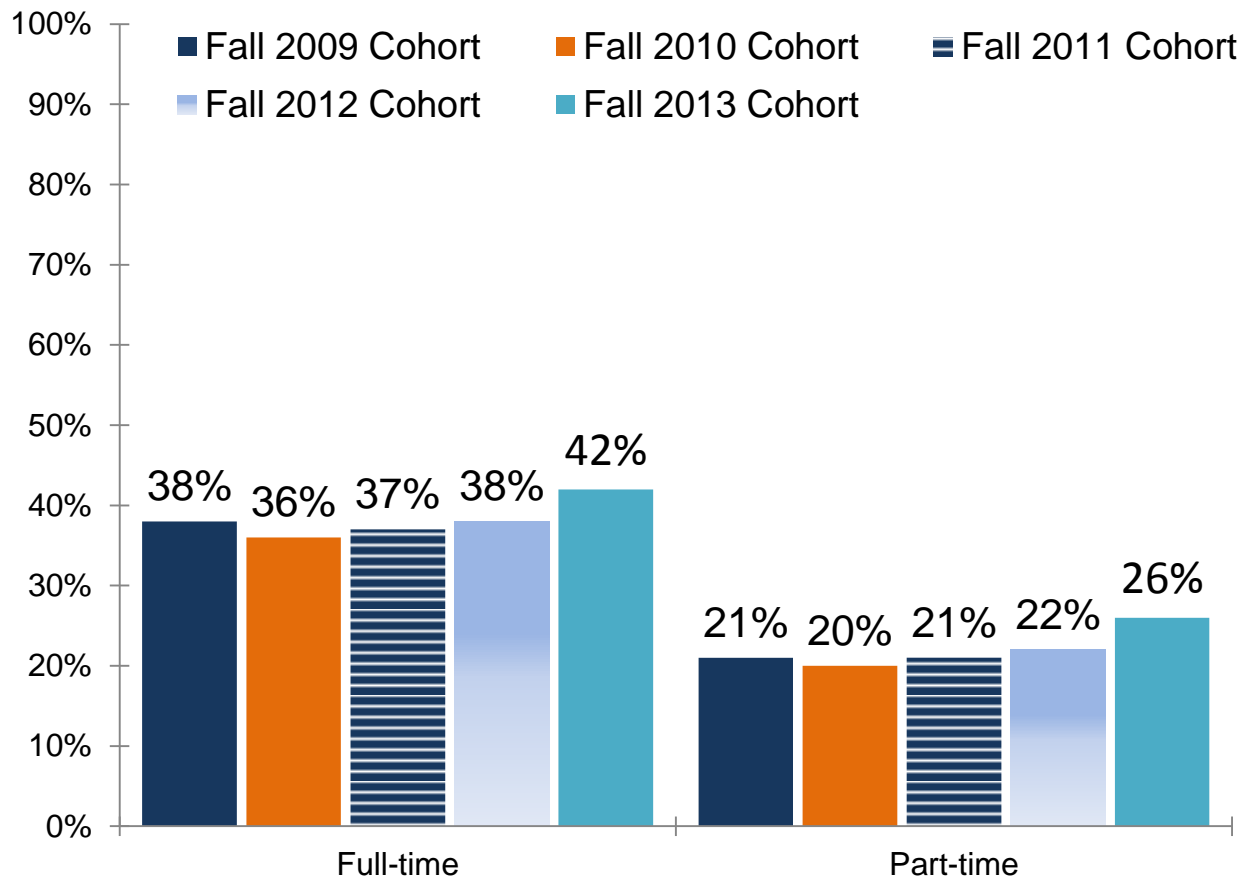**Key Finding:**
Success rates in College Algebra increased by three percentage points since last year, while success rates in the other two categories remained the same as last year.

Basic Methodology:
The percentage of credits successfully completed (A, B, C, P grade) to credits attempted in ENG101, MAT14X, and MAT15X courses in the fall and spring terms only.

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Percent of Learners Achieving Credit Hour Thresholds within 2 Years

Legend:
- Fall 2009 Cohort
- Fall 2010 Cohort
- Fall 2011 Cohort
- Fall 2012 Cohort
- Fall 2013 Cohort

Full-time: 38%, 36%, 37%, 38%, 42%

Part-time: 21%, 20%, 21%, 22%, 26%
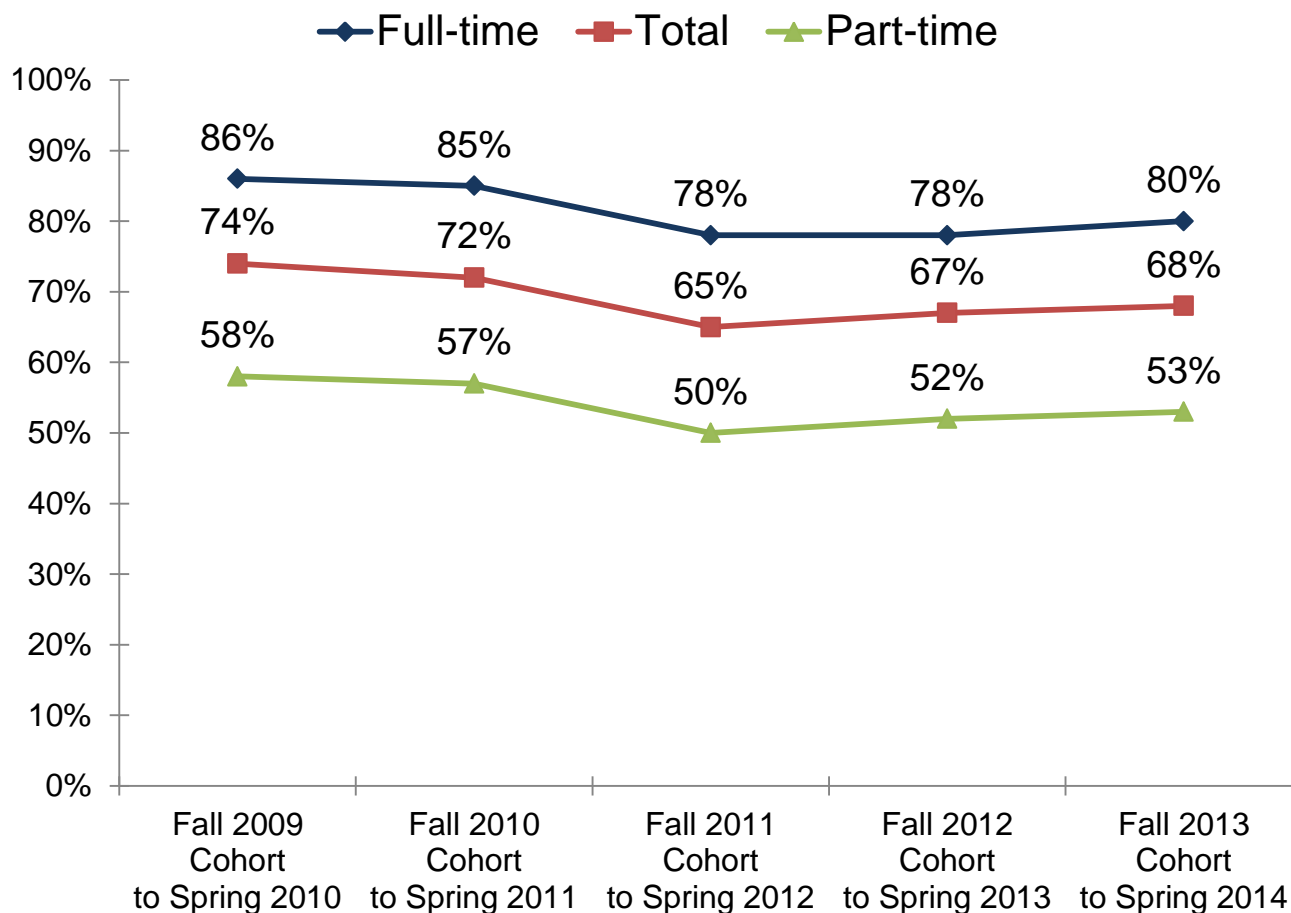
Key Finding:
The percent of learners achieving credit hour thresholds within two years increased by four percentage points for both full- and part-time students.

Basic Methodology:
Percentage of new student cohort who successfully completed (A, B, C, D, or P grade) a minimum number of credits or earned an award within two years. The credit thresholds were 42 credits for full-time students and 24 credits for part-time students.

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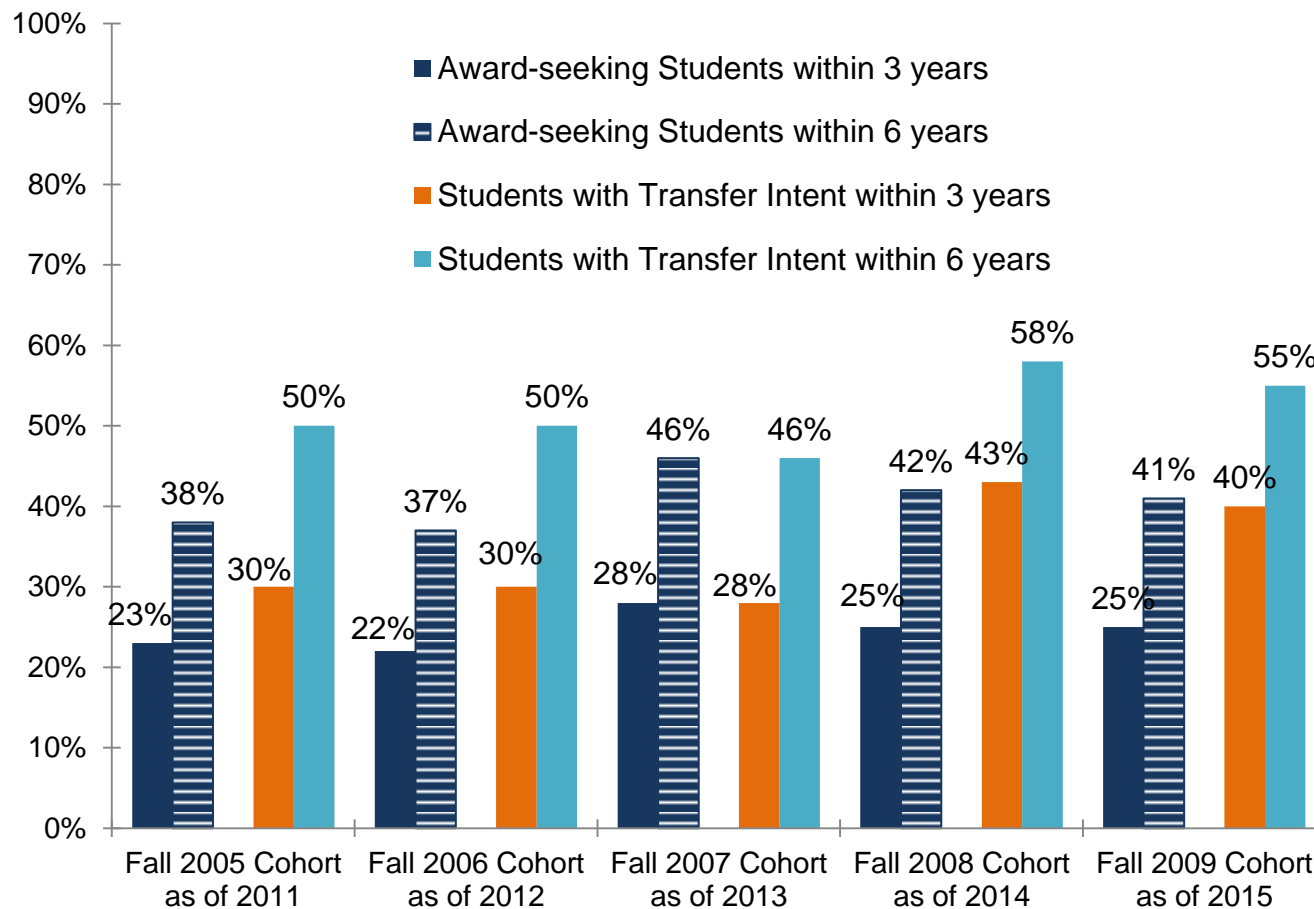# Semester-to-Semester Retention Rate

Key Finding:
The Semester-to-Semester retention rate increased by one percentage point for the most recent cohort.

Basic Methodology:
The percentage of the new student cohort enrolled in the fall term who persisted to the subsequent spring term, excluding transfers and degree/certificate completers.

Percent of Students who Achieved their Stated Education Goals

Chart legend:
- ■ Award-seeking Students within 3 years
- ▤ Award-seeking Students within 6 years
- ■ Students with Transfer Intent within 3 years
- ■ Students with Transfer Intent within 6 years

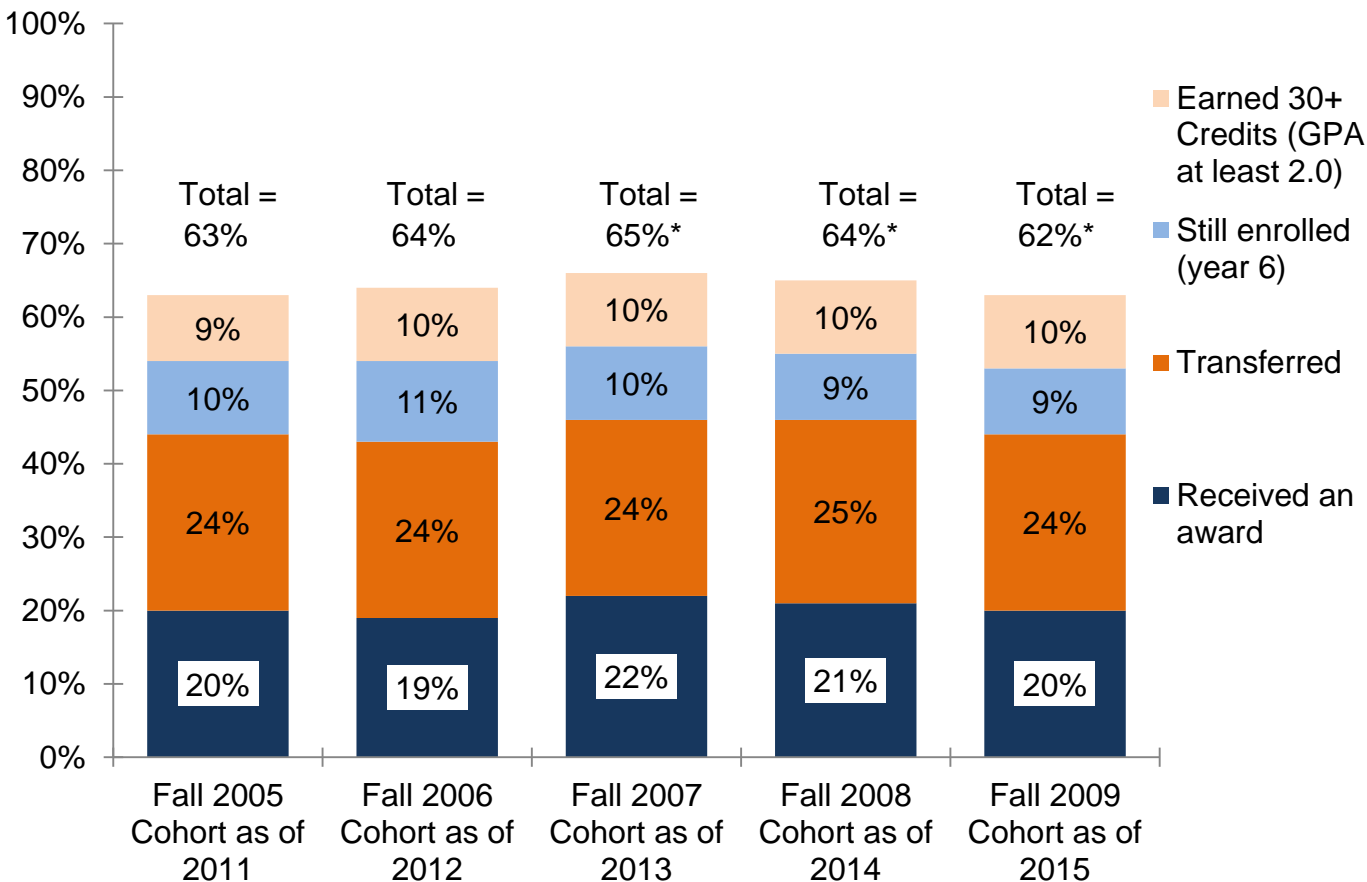| Cohort	Award-seeking 3 yr	Award-seeking 6 yr	Transfer 3 yr	Transfer 6 yr
Fall 2005 Cohort as of 2011	23%	38%	30%	50%
Fall 2006 Cohort as of 2012	22%	37%	30%	50%
Fall 2007 Cohort as of 2013	28%	46%	28%	46%
Fall 2008 Cohort as of 2014	25%	42%	43%	58%
Fall 2009 Cohort as of 2015	25%	41%	40%	55%

Key Findings:
The percent of award-seeking students who achieved their goal within three years remained constant at 25% comparing the Fall 2008 to the Fall 2009 cohort, while the percentage of award-seeking students achieving their goal within six years declined from 42% to 41%.

The percent of transfer-intent students who achieved their goal decreased three percentage points for both three-year and six-year attainment. Achievement rates for the Fall 2009 cohort remained high compared to the trend over the past five years.

Basic Methodology:
Percentage of new students in the fall term with an original intent to seek an award or to transfer who received an award and/or transfer by the end of the summer II terms three and six years later. (The students with successful achievement within three years were also included in the achievement within six years.)

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Percent of Students Achieving a Successful Outcome within 6 Years

Total = 63%
Total = 64%
Total = 65%*
Total = 64%*
Total = 62%*

Fall 2005 Cohort as of 2011
- 9% — Earned 30+ Credits
- 10% — Still enrolled
- 24% — Transferred
- 20% — Received an award

Fall 2006 Cohort as of 2012
- 10%
- 11%
- 24%
- 19%

Fall 2007 Cohort as of 2013
- 10%
- 10%
- 24%
- 22%

Fall 2008 Cohort as of 2014
- 10%
- 9%
- 25%
- 21%

Fall 2009 Cohort as of 2015
- 10%
- 9%
- 24%
- 20%

Legend:
- Earned 30+ Credits (GPA at least 2.0)
- Still enrolled (year 6)
- Transferred
- Received an award

* Due to rounding, the sum of the numbers may not equal the total.

Key Finding:
The overall percentage of students achieving a successful outcome within six years decreased two percentage points from last year to 62%. The percentage of students who received an award declined from 21% to 20% and the percentage of students who transferred out of MCCCD decreased from 25% to 24%.
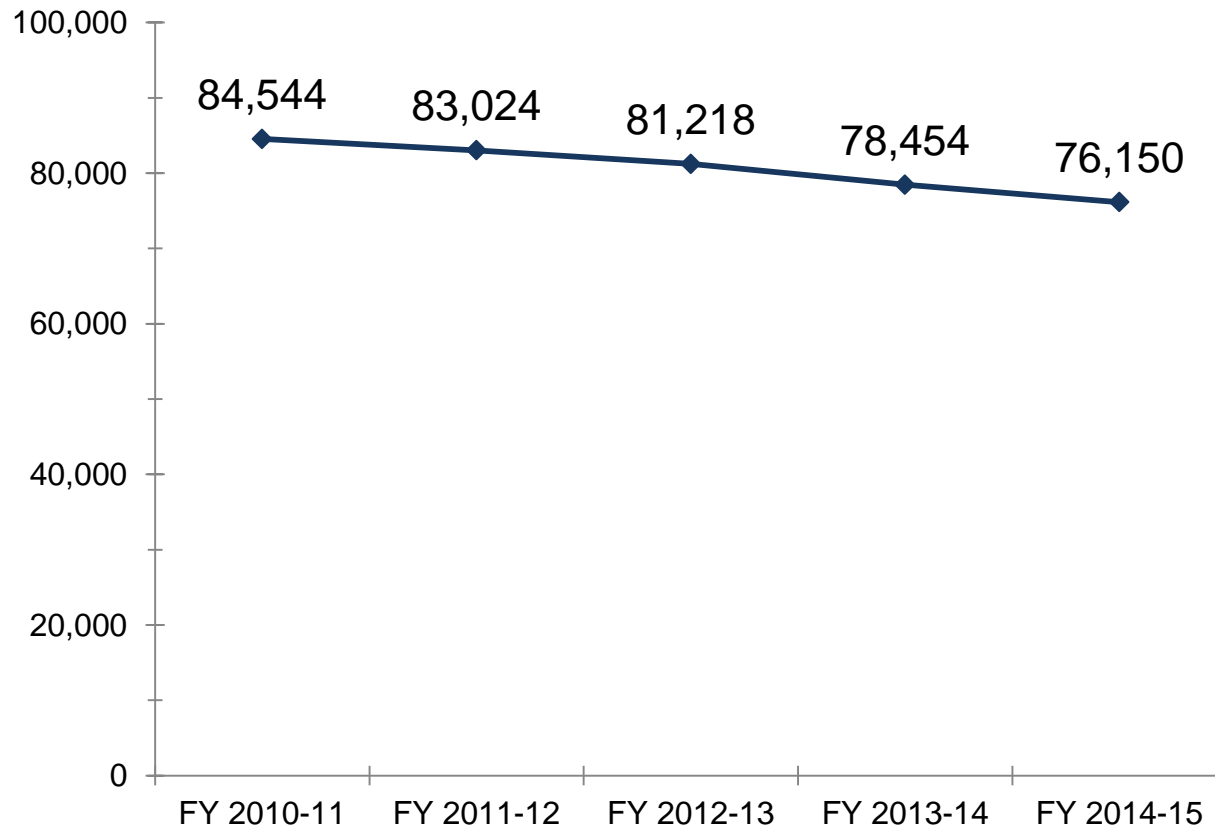
Basic Methodology:
- Percentage of the new student cohort with a degree/certificate or transfer intent who achieved a successful outcome:
  - Received an award (degree/certificate);
  - Transferred to another university/college (outside of the MCCCD system);
  - Still enrolled at MCCCD in year 6; or
  - No longer enrolled but earned 30+ credits at MCCCD with a GPA of 2.0 or higher.

Students may have met more than one of these outcomes, but each student was counted only once in the priority of the above list (i.e., receiving an award is the highest priority).

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Cost of Attendance

Legend:
- ■ Median net price of attendance at MCCCD
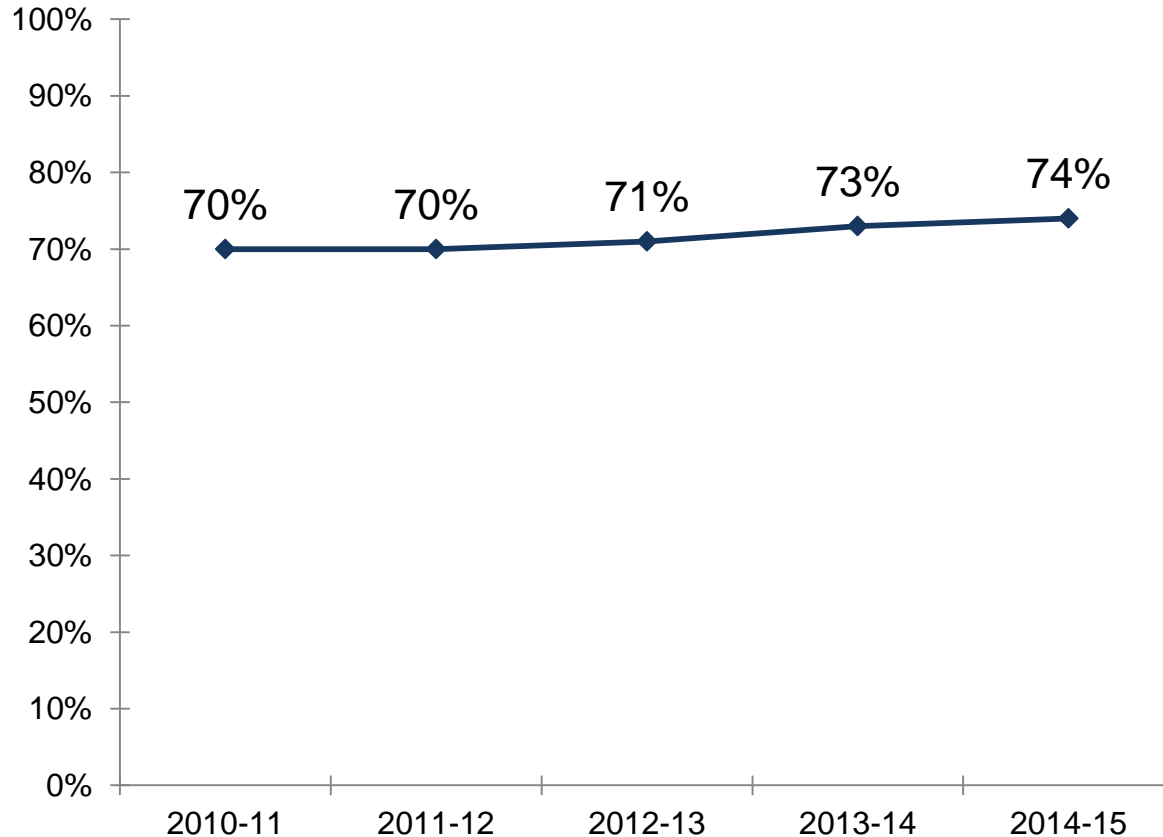- ■ Median family income in Maricopa County

Key Finding:
At just over $8,100 per year, the median net price of attendance at MCCCD was 15% of the median household income in Maricopa County. MCCCD continues to be an affordable option for postsecondary education and training.

Basic Methodology:
All MCCCD colleges have the same tuition rate but the "net price" varies based on scholarships and grants awarded at each college. Net prices were reported by the National Center for Education Statistics (NCES) and were based on new full-time students.

Chart data (2012-13):
- Median net price of attendance at MCCCD: $8,155
- Median family income in Maricopa County: $55,099

X-axis: $0, $10,000, $20,000, $30,000, $40,000, $50,000, $60,000, $70,000

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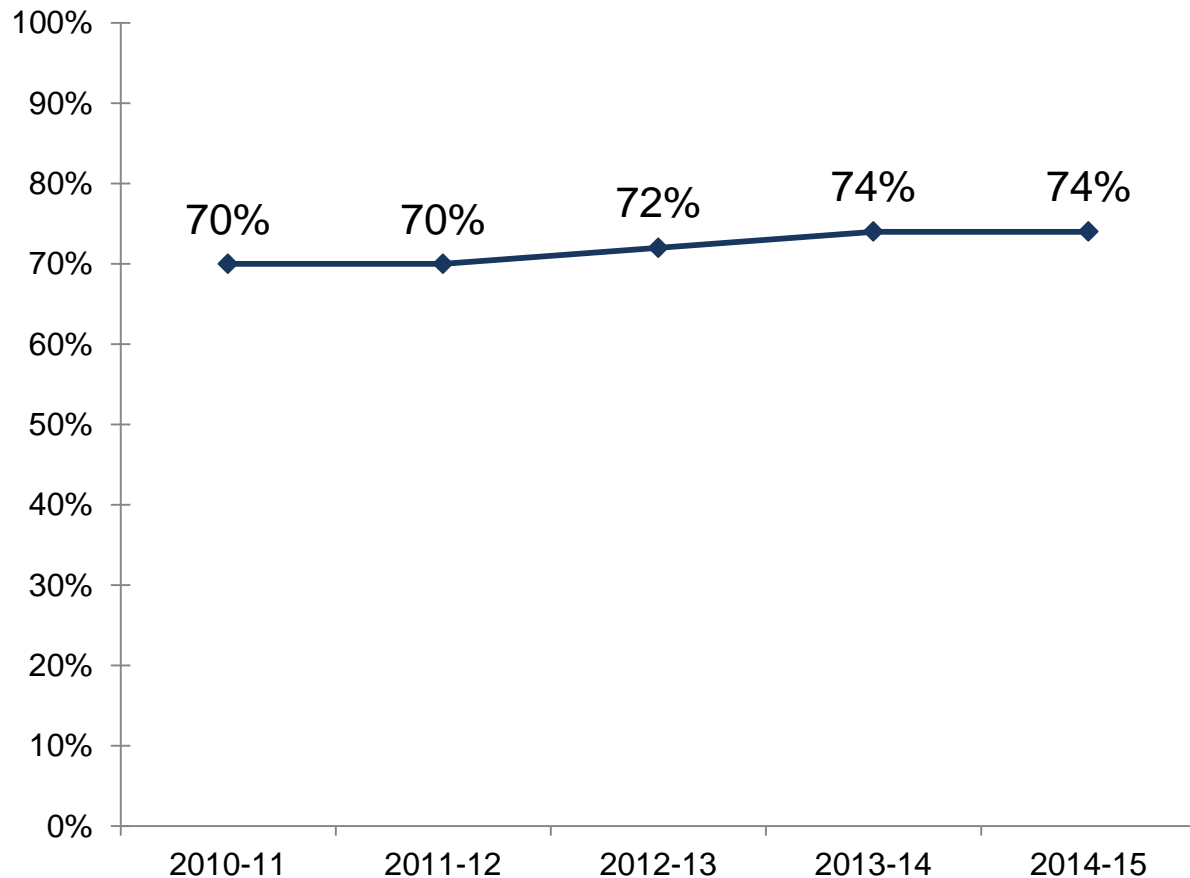# Percent of Credits Completed of Credits Attempted

Key Finding:

The percentage of credits completed (of credits attempted) increased by one percentage point in the most recent year.

Basic Methodology:
The percentage of credits successfully completed (A, B, C, or P grade) to credits attempted for fall and spring terms only, excluding high school dual enrollment.

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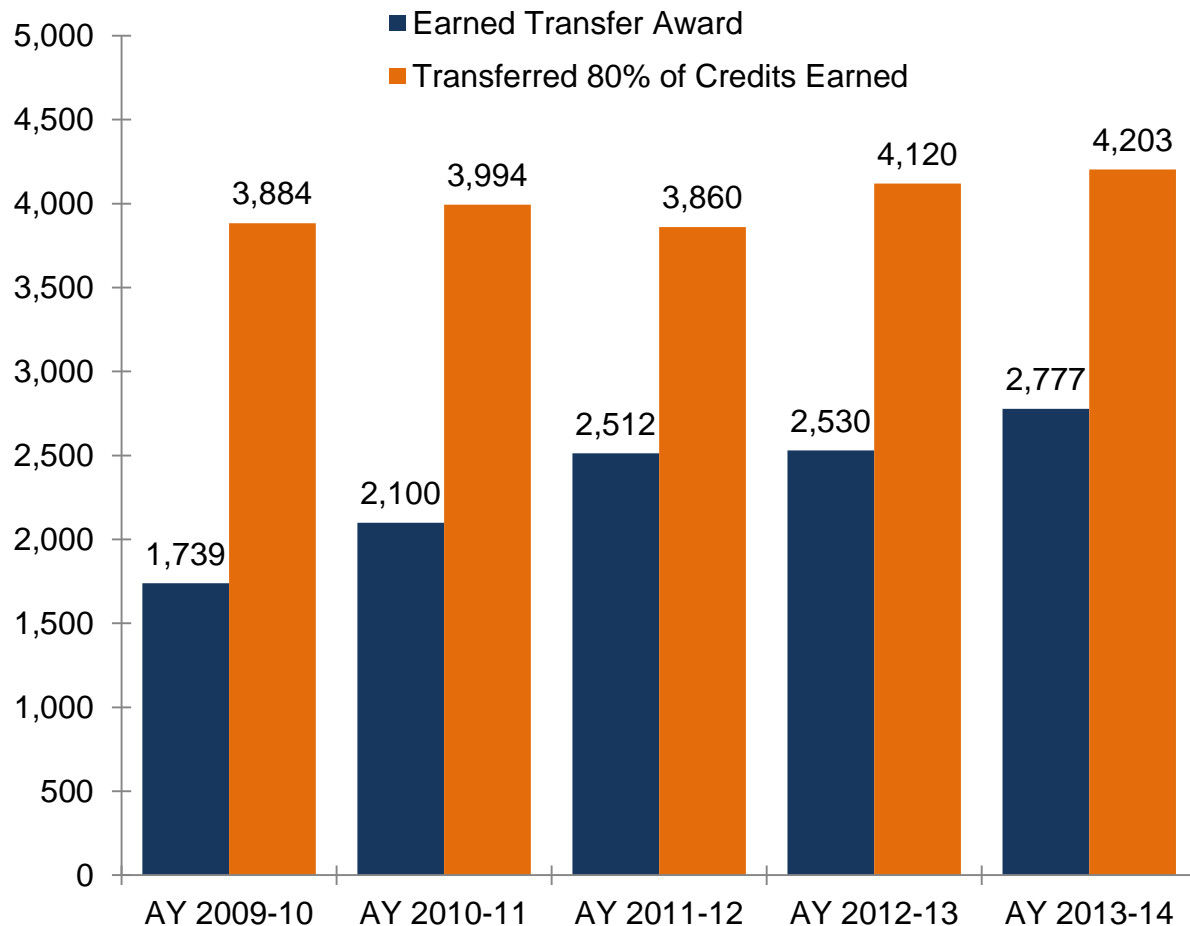
AGEC Course Success Rate

Key Finding:

The AGEC course success rate remained the same as last year.

Basic Methodology: The percentage of credits successfully completed (A, B, C, or P grade) to credits attempted in AGEC courses for fall and spring terms only.

Number of Recent MCCCD Transfer Students with Seamless Transfer to State Public Universities
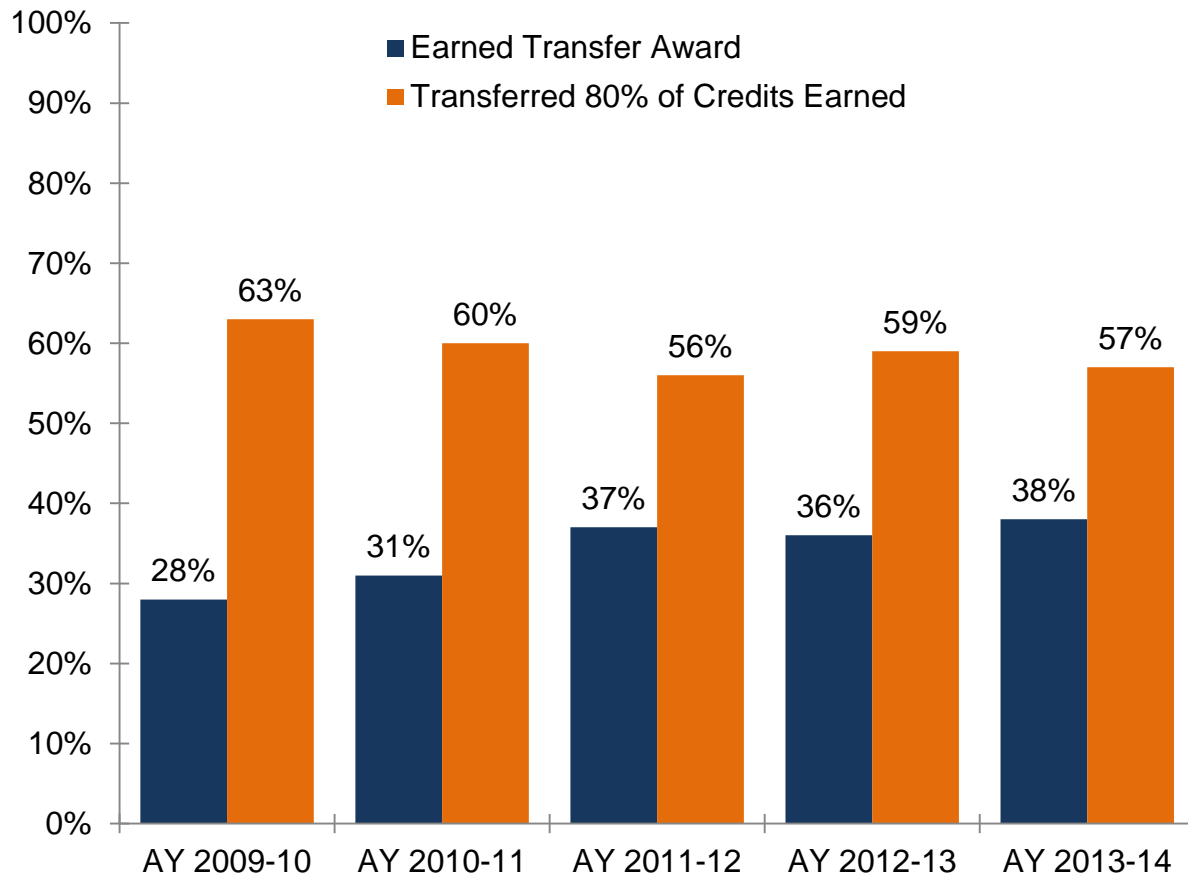

Earned Transfer Award
Transferred 80% of Credits Earned

AY	Earned Transfer Award	Transferred 80% of Credits Earned
AY 2009-10	1,739	3,884
AY 2010-11	2,100	3,994
AY 2011-12	2,512	3,860
AY 2012-13	2,530	4,120
AY 2013-14	2,777	4,203

Key Findings:
The number of recent transfers from MCCCD to one of the Arizona public universities who earned a transfer award was up over 1000 since AY 2009-10. Over 4,200 recent transfer students transferred at least 80% of their college-level MCCCD credits, up 319 from AY 2009-10.

Basic Methodology:
The percentage of MCCCD students in a given academic year who were new transfers to an Arizona public university with an MCCCD transfer degree or transfer certificate (AA, AS, ABUS, ATP, AGS, AAS, or AGEC) or transferred a minimum of 80% of the college-level credits earned at MCCCD colleges.

Percent of Recent MCCCD Transfer Students with Seamless Transfer to State Public Universities

Bar chart legend:
- ■ Earned Transfer Award (dark blue)
- ■ Transferred 80% of Credits Earned (orange)

Academic Year	Earned Transfer Award	Transferred 80% of Credits Earned
AY 2009-10	28%	63%
AY 2010-11	31%	60%
AY 2011-12	37%	56%
AY 2012-13	36%	59%
AY 2013-14	38%	57%

Key Findings:
The percentage of recent transfers from MCCCD to one of the Arizona public universities who earned a transfer award was 38% for the latest year, up ten percentage points since AY 2009-10. 57% of recent transfer students transferred at least 80% of their college-level MCCCD credits.

Basic Methodology:
The percentage of MCCCD students in a given academic year who were new transfers to an Arizona public university with a MCCCD transfer degree or transfer certificate (AA, AS, ABUS, AGS, AAS, or AGEC) or transferred a minimum of 80% of the college-level credits earned at MCCCD colleges.

Participation in MCCCD Signature Transfer Programs

ASU Alliance/MAPP

Category	Cohort 2010-11	Cohort 2011-12	Cohort 2012-13	Cohort 2013-14	Cohort 2014-15
Active	389	810	1,336	1,971	2,807
Completers	1,411	1,365	1,263	951	358
Discontinued/ Plan Change	1,309	1,515	749	715	404
Total	**3,109**	**3,690**	**3,348**	**3,637**	**3,569**

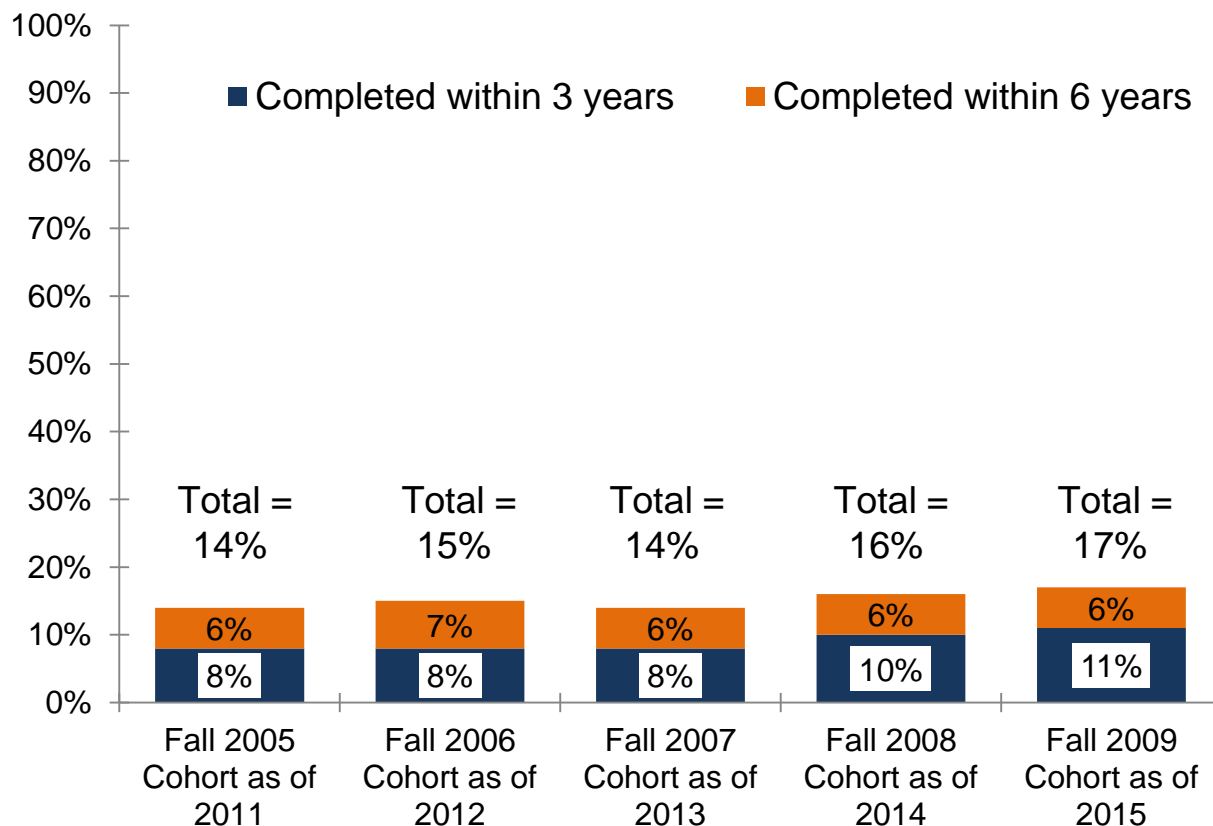| Program	AY 2012-13	AY 2013-14	AY 2014-15
Connect2NAU new signups	955	809	734
UA Bridge new signups	--	82	147

Key Finding:
The MAPP 2014-15 cohort (3,569 students) was 2% smaller than the 2013-14 cohort. Overall, more than 6,300 students have completed the MCCCD and MAPP requirements to guarantee admission to ASU.

Basic Methodology:
The number of MCCCD students participating in signature transfer programs. MAPP was launched in Fall 2009, Connect2NAU in Fall 2010, and the UA Bridge Program began in Fall 2013.

AGEC Certificate and Transfer Degree Completion Rate

Chart: Completed within 3 years (dark blue), Completed within 6 years (orange)

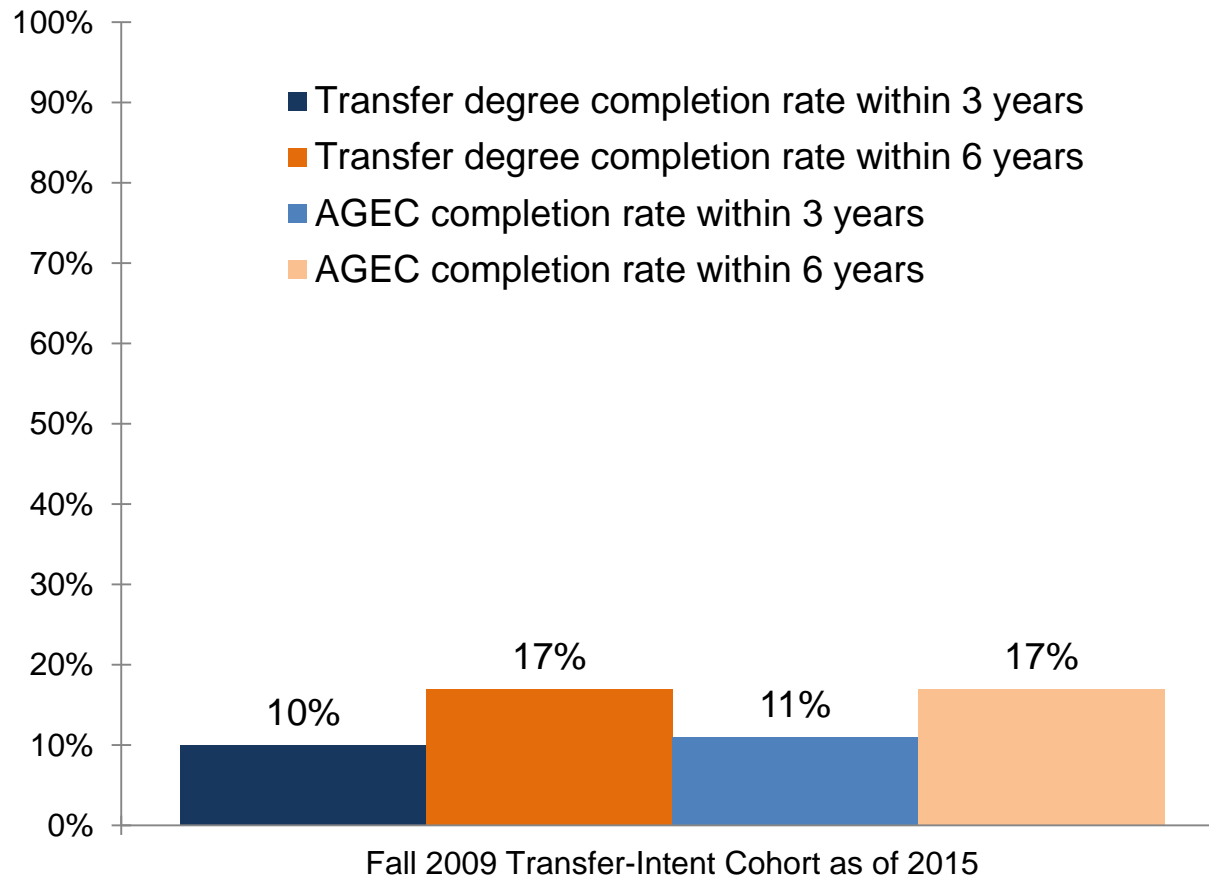| Cohort	Completed within 3 years	Completed within 6 years	Total
Fall 2005 Cohort as of 2011	8%	6%	14%
Fall 2006 Cohort as of 2012	8%	7%	15%
Fall 2007 Cohort as of 2013	8%	6%	14%
Fall 2008 Cohort as of 2014	10%	6%	16%
Fall 2009 Cohort as of 2015	11%	6%	17%

Key Findings:

The percentage of transfer-seeking new students who completed a transfer award within three years increased by one percentage point from 10% to 11%, while the percentage who completed in years four, five and six remained at 6%.

Basic Methodology:
The percentage of the new student cohort with a transfer intent who earned an AGEC or transfer degree within three years and six years.

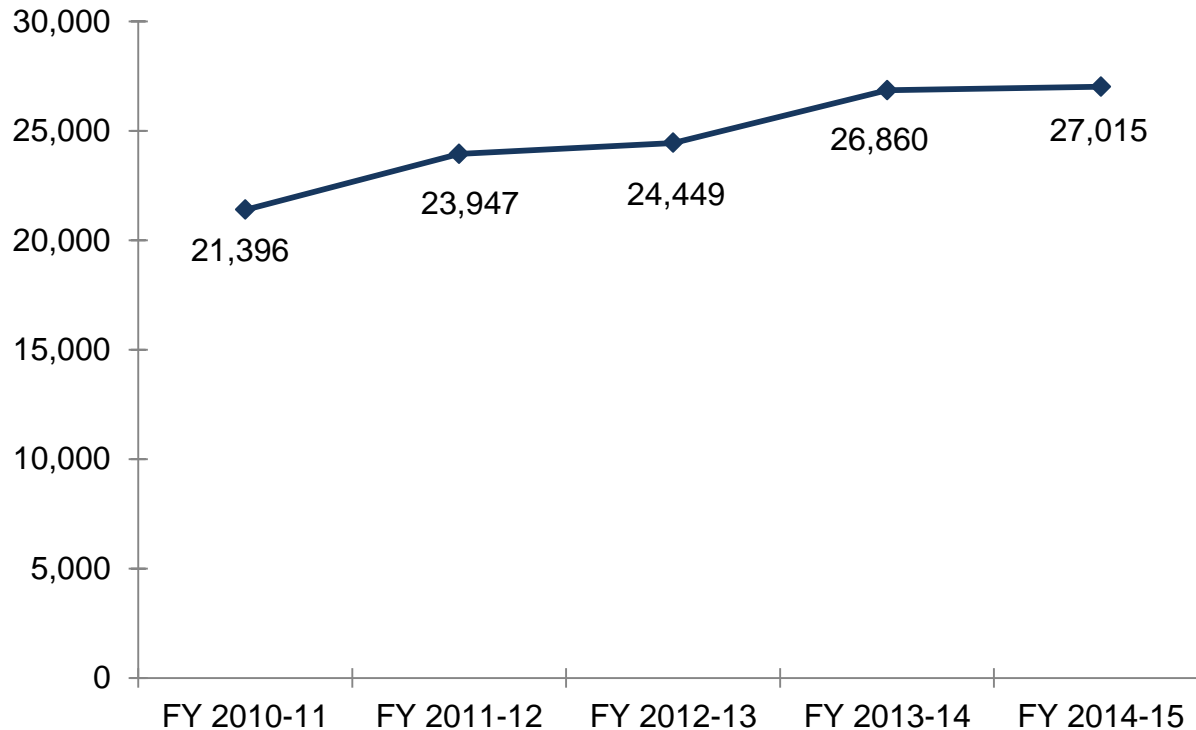# Breakdown of AGEC Certificate and Transfer Degree Completion Rates

■ Transfer degree completion rate within 3 years
■ Transfer degree completion rate within 6 years
■ AGEC completion rate within 3 years
■ AGEC completion rate within 6 years

Chart (y-axis 0% to 100%):
- Transfer degree completion rate within 3 years: 10%
- Transfer degree completion rate within 6 years: 17%
- AGEC completion rate within 3 years: 11%
- AGEC completion rate within 6 years: 17%

Fall 2009 Transfer-Intent Cohort as of 2015

Key Findings:

Ten percent of the new student cohort with a transfer intent completed a transfer (associate's) degree within three years and 17% completed within six years. Similarly, 11% percent of the same cohort completed an AGEC certificate within three years and 17% within six years. The vast majority of AGEC certificates were awarded to students who completed an Associate's degree.

Basic Methodology:
The percentage of the new student cohort with a transfer intent who earned an AGEC or transfer degree within three years and six years.

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Total Annual Awards

Chart: Total Annual Awards by fiscal year
- FY 2010-11: 21,396
- FY 2011-12: 23,947
- FY 2012-13: 24,449
- FY 2013-14: 26,860
- FY 2014-15: 27,015

Key Finding:
The total number of awards continued to grow, increasing by approximately 0.6% in the past year and more than 26% since FY 2010-11.

Basic Methodology:
The total number of degrees and certificates awarded annually based on the IPEDS completion report.

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Number of Transfer Associate's Degrees and AGEC Awarded Annually
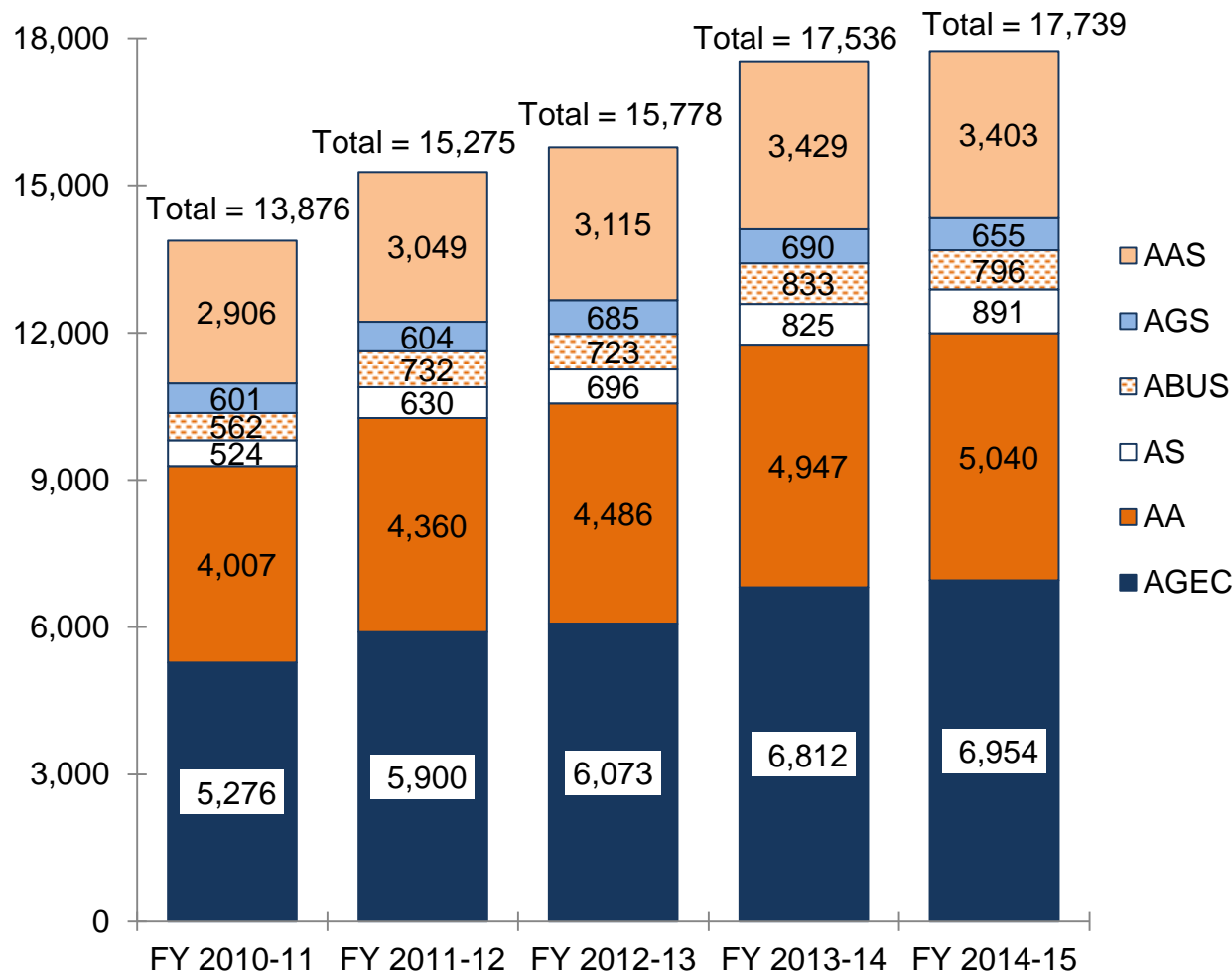
Key Finding:

The number of transfer awards increased one percent over the previous year and is 28% higher than FY 2010-11.

Basic Methodology: The absolute number of transfer degrees and AGEC certificates awarded annually based on the IPEDS completion report.

# Number of Students Earning an AGEC Certificate
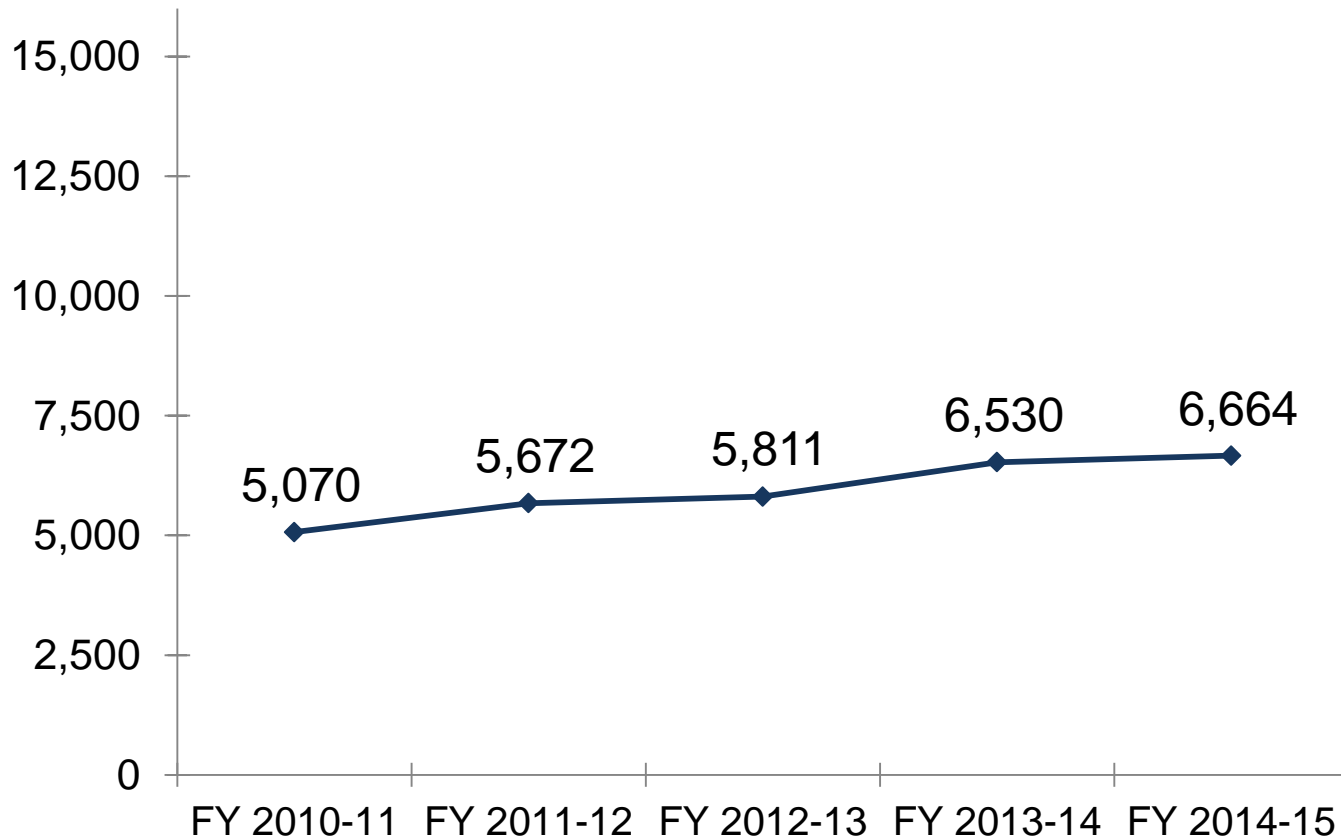
Key Finding:

The **unduplicated** number of students achieving an Arizona General Education Curriculum (AGEC) certificate increased two percent for the most recent year and more than 31% since FY 2010-11.

Basic Methodology: The unduplicated number of students who earned an AGEC certificate in a given year.

Six-Year Transfer Rate to Arizona Public Universities
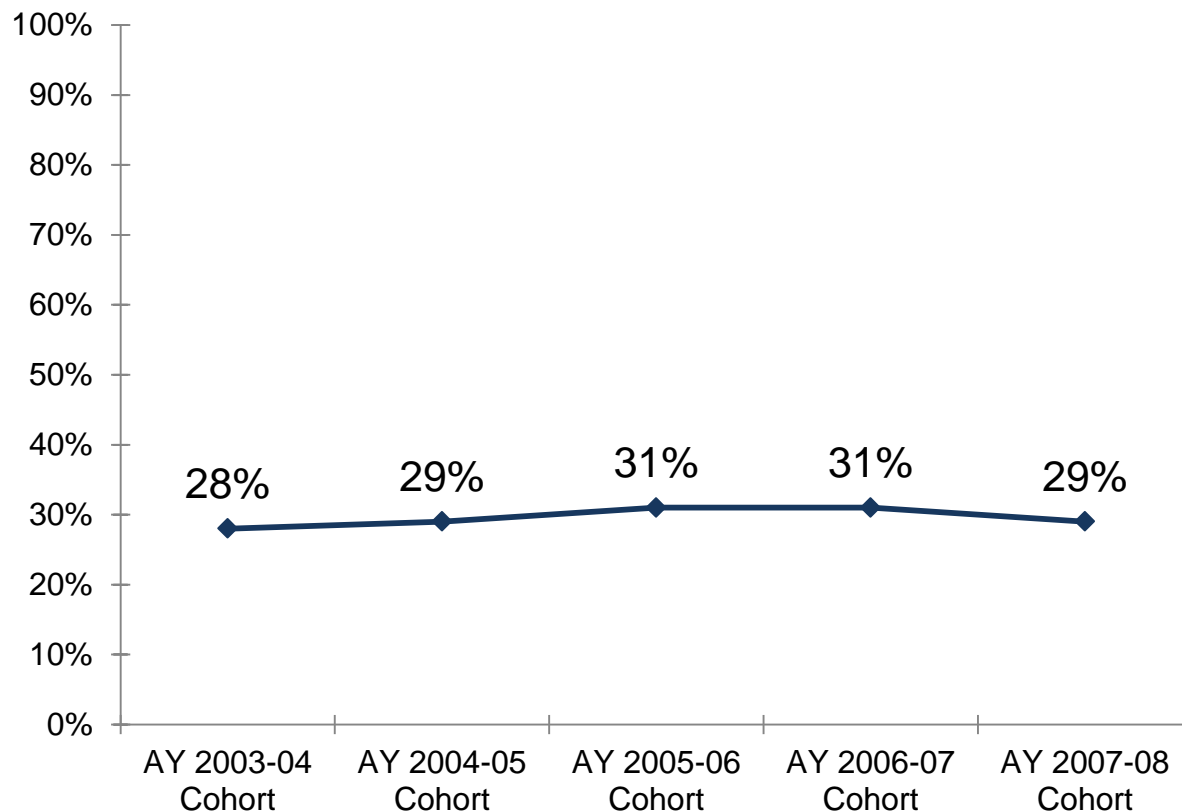
Source: ASSIST Data Warehouse, Arizona State University
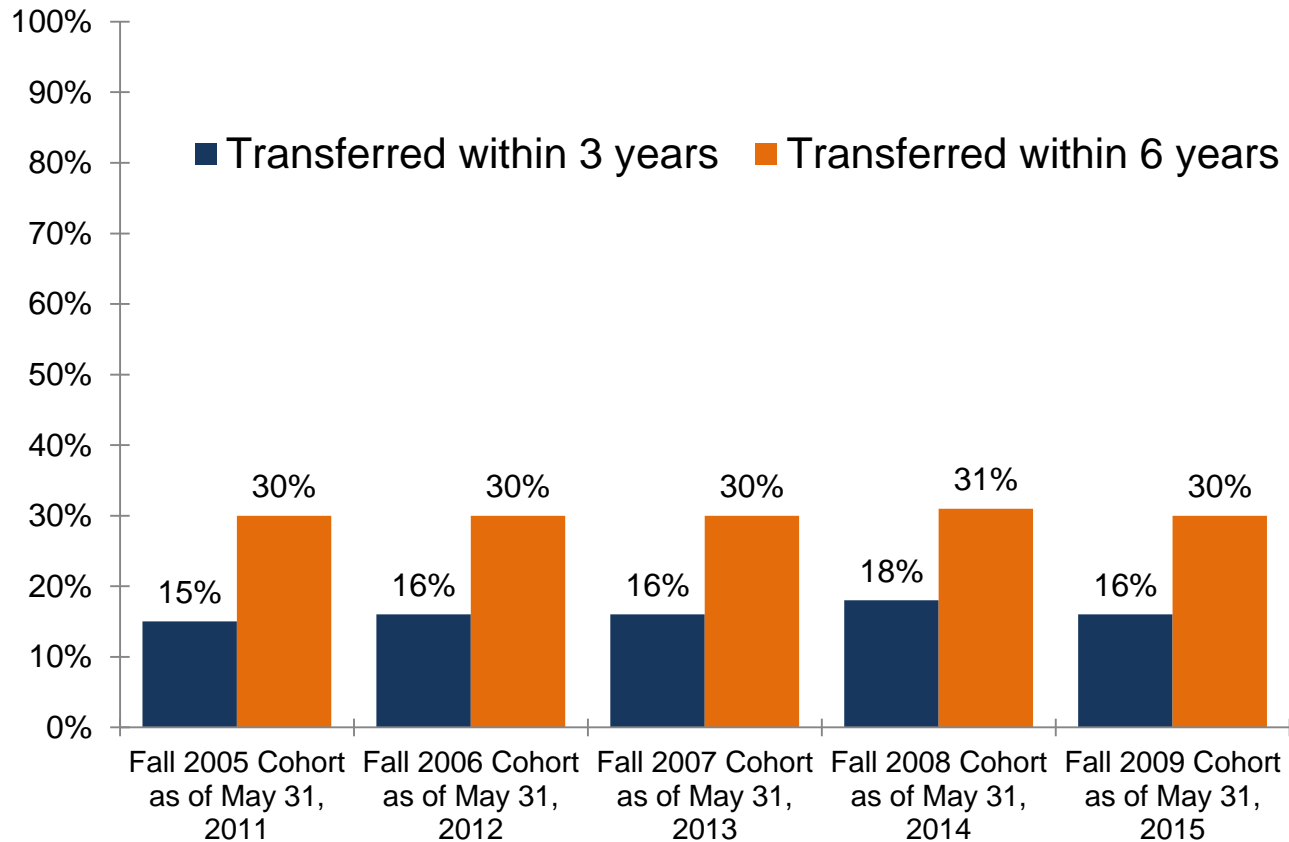
Key Finding:

The six-year transfer rate to Arizona public universities for the cohort of students who exhibited transfer behavior increased from 28% to 29% over the past five years.

Basic Methodology:
The percentage of new-to-college students with transfer behavior who transferred to an Arizona public university within six years. Transfer behavior was defined as those students who: earned 12 or more community college credit hours; declared an intent to transfer or obtain a transfer degree; and completed at least one core course from the Arizona General Education Curriculum (AGEC).

Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees (Public and Private)
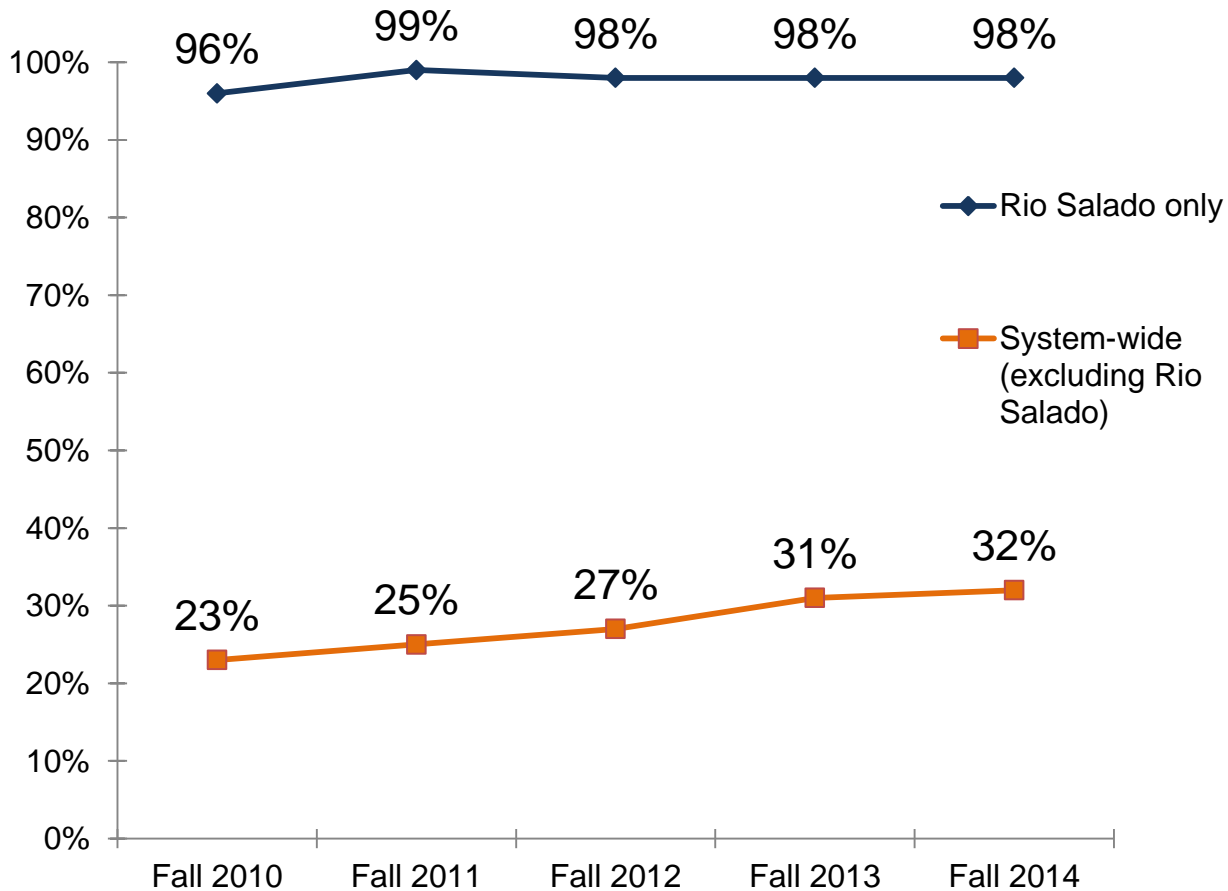
Key Findings:
The percentage of new students who transferred within three and six years decreased from the prior year from 18% to 16% for three years and from 31% to 30% for six years.

Basic Methodology:
Number and percentage of students in the new student cohort, with a degree, certificate or transfer intent, who enrolled in a four-year institution before June 1, three and six years later. The students who enrolled in a four-year institution within three years were also included in the six-year category.

Chart legend:
- ■ Transferred within 3 years
- ■ Transferred within 6 years

Cohort	Transferred within 3 years	Transferred within 6 years
Fall 2005 Cohort as of May 31, 2011	15%	30%
Fall 2006 Cohort as of May 31, 2012	16%	30%
Fall 2007 Cohort as of May 31, 2013	16%	30%
Fall 2008 Cohort as of May 31, 2014	18%	31%
Fall 2009 Cohort as of May 31, 2015	16%	30%

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Percentage of Students Enrolled in an Academic, College-Level Course Delivered in a Non-Traditional (Alternative) Format

Key Finding:
The percentage of students enrolled in academic, college-level courses delivered in an alternative format at Rio Salado remained at 98%. The percentage at the other colleges is trending upward with an increase of nine percentage points since Fall 2010.

Basic Methodology:
The percentage of students enrolled in an academic, college-level course delivered in an alternative format, excluding high school dual enrollment. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.

Workforce and Economic Development

Outcome 2

Highest-Demand Occupations with MCCCD Degrees/Certificates

☑ =Credit ☑ = Skill Center	Occupation
☑	Registered Nurses
☒	Heavy and Tractor-Trailer Truck Drivers
☑	Medical Assistants
☑	Nursing Assistants
☑	Teacher Assistants
☑	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
☑	Computer User Support Specialists
☑	Dental Assistants
☑	Preschool Teachers, Except Special Education
☑	Licensed Practical and Licensed Vocational Nurses
☑	Paralegals and Legal Assistants
☑	Medical Records and Health Information Technicians
☑	Medical and Clinical Laboratory Technicians
☑	Dental Hygienists
☑	First-Line Supervisors of Production and Operating Workers
☑	Radiologic Technologists
☑	Emergency Medical Technicians and Paramedics
☑	Telecommunications Equipment Installers and Repairers, Except Line Installers
☑	Hairdressers, Hairstylists, and Cosmetologists
☑	Web Developers

Key Finding:
MCCCD offers credit programs in 95% of the highest-demand occupations in the greater Phoenix metropolitan area.

Basic Methodology:
The top 20 highest-demand occupations for which MCCCD has credit programs. Highest-demand occupations were those in the greater Phoenix metropolitan area with the largest projected 10-year increase in employment (as reported by the Arizona Department of Administration) and not requiring education at the baccalaureate level or higher.

Fastest-Growing Occupations with MCCCD Degrees/Certificates

☑ =Credit ☑ = Skill Center	Occupation
☑	Diagnostic Medical Sonographers
☒	Medical Equipment Repairers
☑	Actors
☑	Dental Hygienists
☑	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
☑	Skincare Specialists
☑	Physical Therapist Assistants
☑	Medical and Clinical Laboratory Technicians
☒	Cardiovascular Technologists and Technicians
☑	Radiation Therapists
☑	Medical Assistants
☑	Surgical Technologists
☑	Phlebotomists
☑	Dental Assistants
☑	Emergency Medical Technicians and Paramedics
☑	Ophthalmic Medical Technicians
☑	Licensed Practical and Licensed Vocational Nurses
☑	Radiologic Technologists
☑	Audio and Video Equipment Technicians
☑	Medical Records and Health Information Technicians

Key Finding:
MCCCD offers credit programs in 90% of the fastest-growing occupations in the greater Phoenix metropolitan area.

Basic Methodology:
Fastest-growing occupations were those in the greater Phoenix metropolitan area with the largest projected 10-year percentage increase in employment (as reported by the Arizona Department of Administration) and not requiring education at the baccalaureate level or higher.

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Occupational Degrees and Certificates Awarded Annually
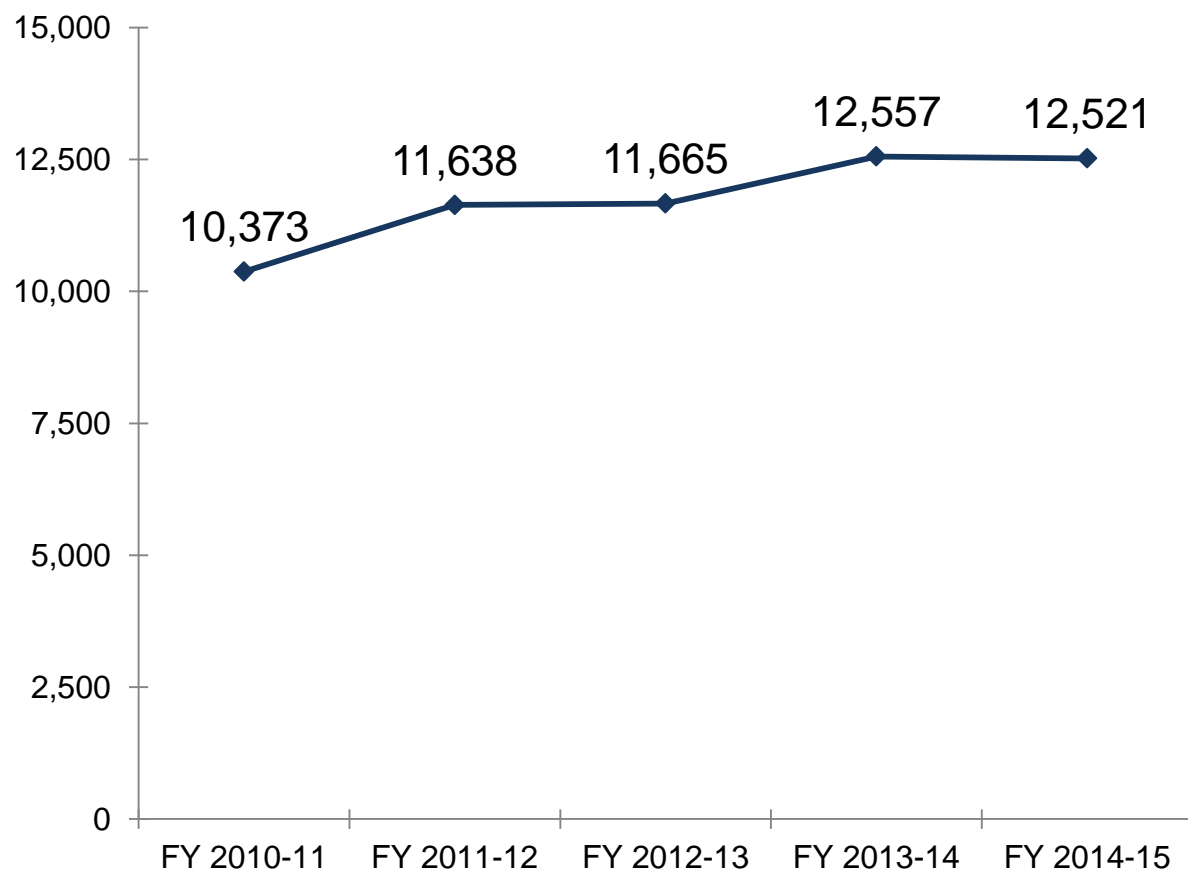
Key Finding:
The total number of occupational degrees and certificates declined slightly in the past year, but has grown 21% since FY 2010-11.

Basic Methodology:
The number of occupational degrees and certificates (AAS and CCL awards) based on the IPEDS completion report.

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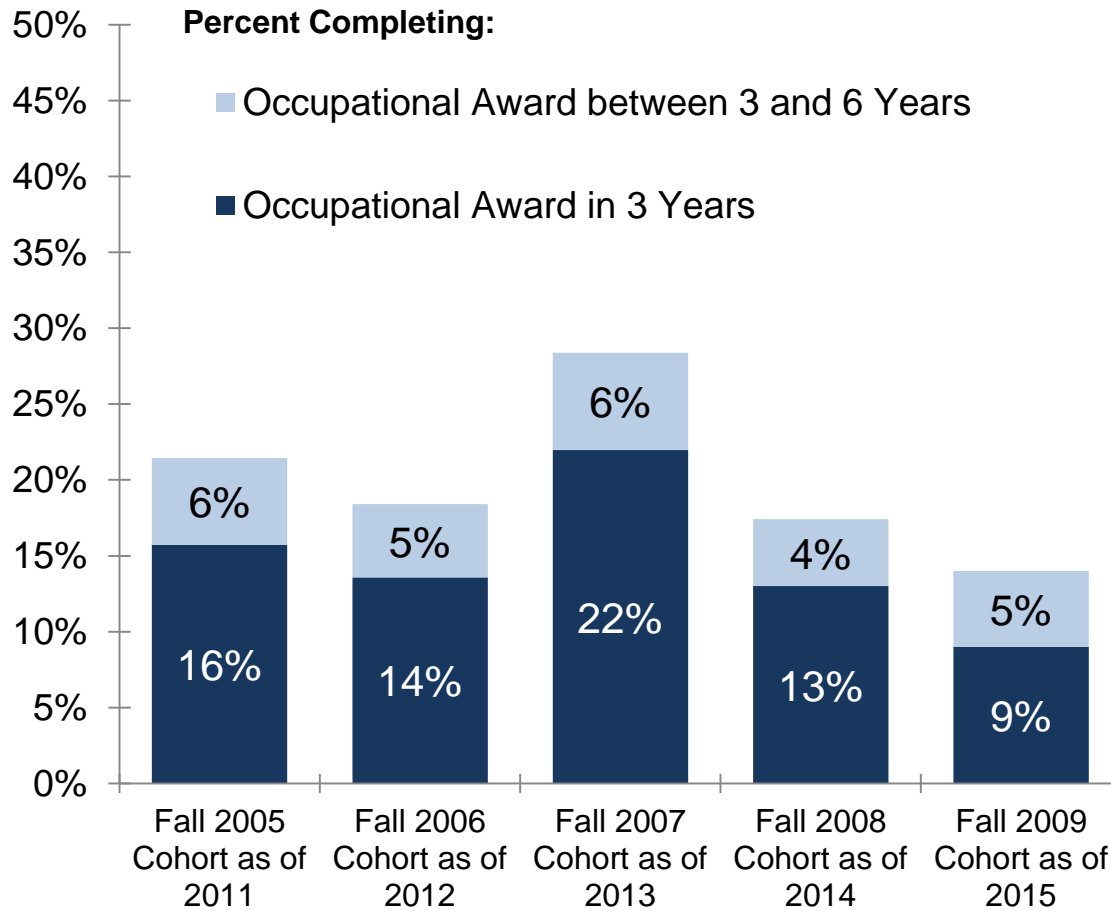# Occupational Graduation Rate

Percent Completing:

Legend:
- ■ (light blue) Occupational Award between 3 and 6 Years
- ■ (dark blue) Occupational Award in 3 Years

Chart data:

Cohort	Occupational Award in 3 Years	Occupational Award between 3 and 6 Years
Fall 2005 Cohort as of 2011	16%	6%
Fall 2006 Cohort as of 2012	14%	5%
Fall 2007 Cohort as of 2013	22%	6%
Fall 2008 Cohort as of 2014	13%	4%
Fall 2009 Cohort as of 2015	9%	5%

Key Finding:
The percentage of occupational students completing an occupational award was 14% for the most recent cohort (Fall 2009); This represented a three percentage point decline over the past year and an eight percentage point decrease from the Fall 2005 cohort.

Basic Methodology:
Percentage of new student cohort seeking an occupational certificate/ degree who earned an occupational award within three years and six years from any MCCCD college.

Percentage of Students Enrolled in an Occupational Course Delivered in a Non-Traditional (Alternative) Format
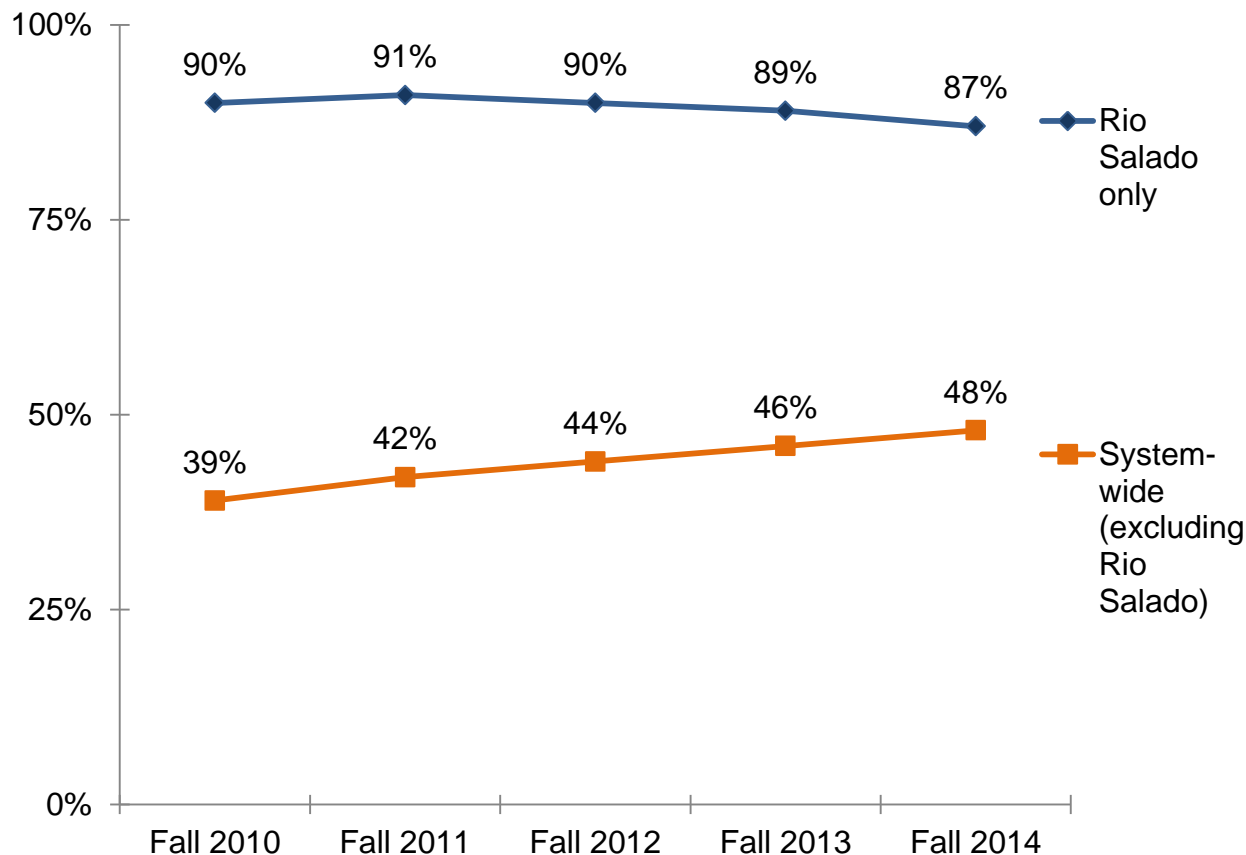
Key Finding:
87% of students at Rio Salado were enrolled in an occupational course delivered in an alternative format. The percentage of students at the other colleges is trending upward and is 48% - an increase of nine percentage points since Fall 2010.

Basic Methodology:
The percentage of students enrolled in an occupational course delivered in an alternative format, excluding high school dual enrollment. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.

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Developmental Education

Outcome 3

Success Rates in Developmental Education Courses
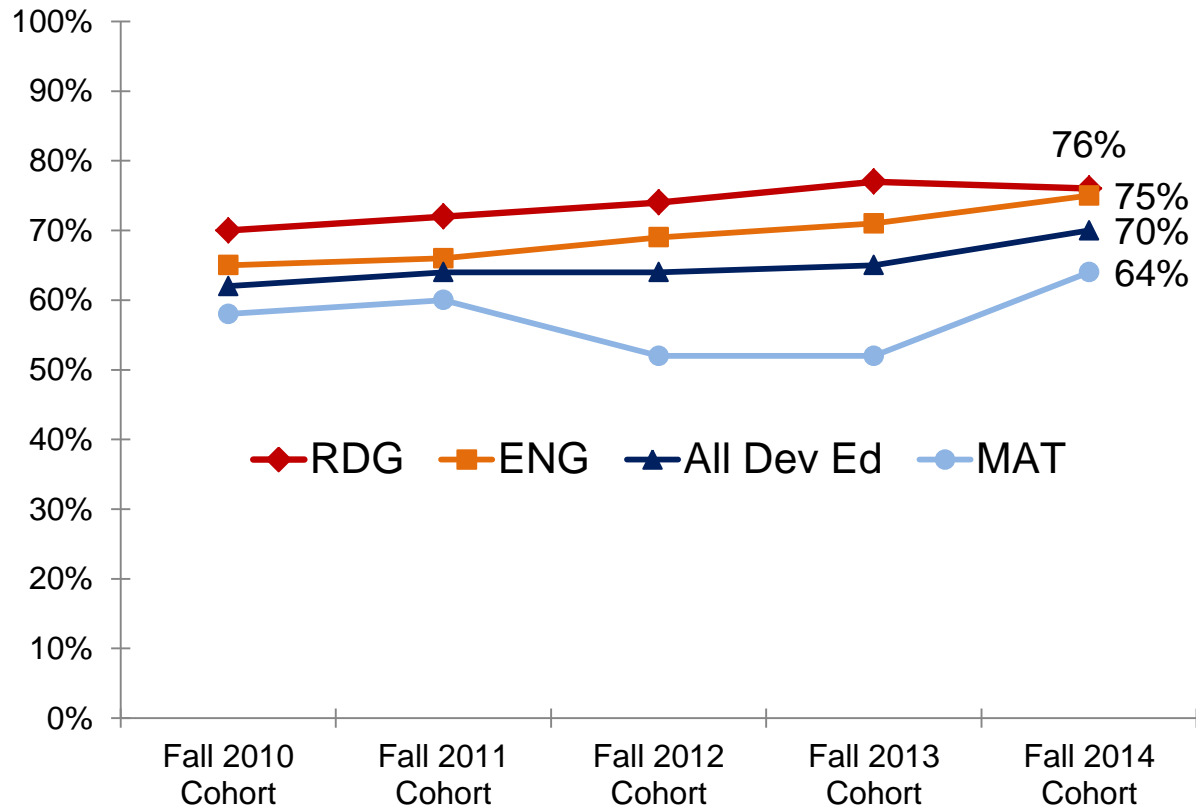
Key Finding:

The overall success rate in developmental education courses increased to 70% for the Fall 2014 cohort. Success rates improved in English and Math to 75% and 64% respectively, for the Fall 2014 cohort. Success rates for Reading decreased one percentage point to 76%.

Basic Methodology:
The percentage of math, English, and reading developmental credit hours completed successfully (A, B, C, or P grade) by students in the new student cohort in their first fall and spring terms.

Success Rate in College-Level Math after Completion of Developmental Math
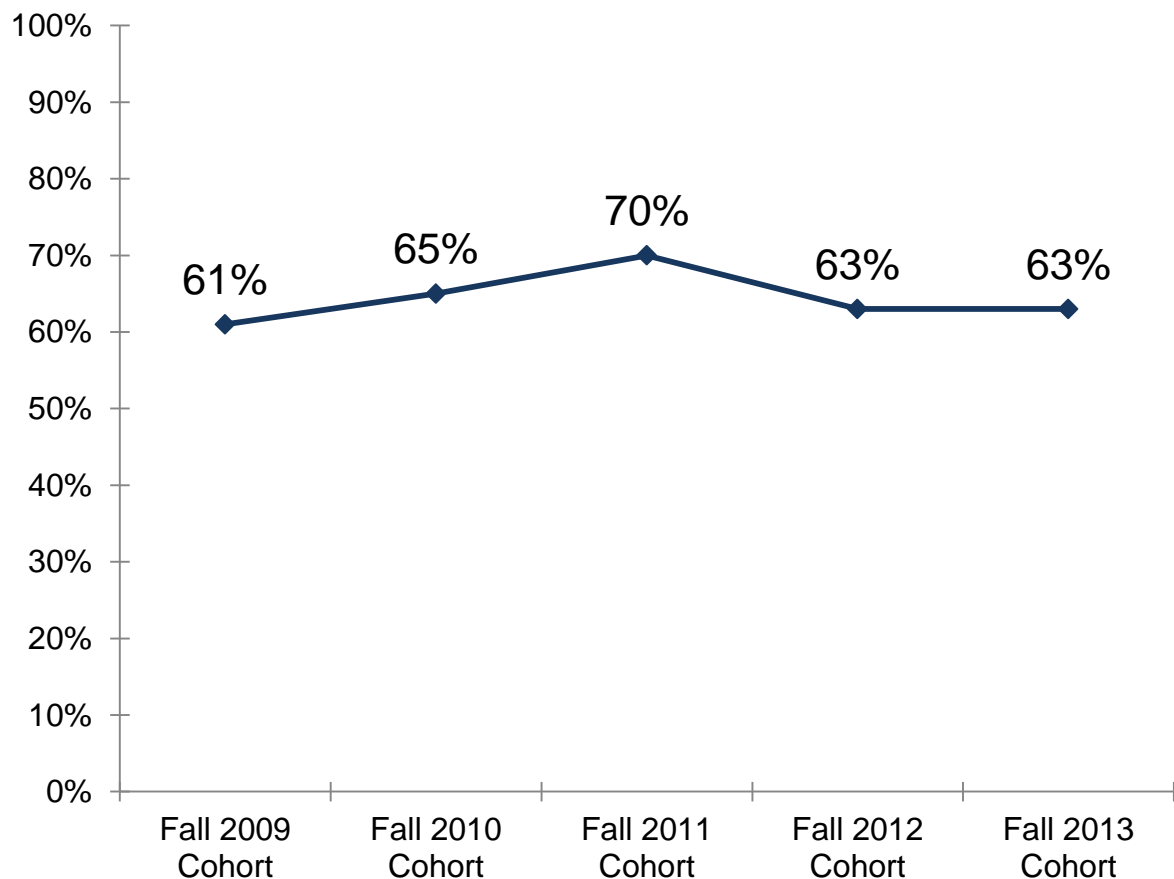
61%   65%   70%   63%   63%

Fall 2009 Cohort   Fall 2010 Cohort   Fall 2011 Cohort   Fall 2012 Cohort   Fall 2013 Cohort

Key Finding:
The success rate in College-Level Math after completion of developmental Math remained the same for the Fall 2013 cohort (63%) as the Fall 2012 cohort.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, P grade) a college-level math course within one year. The cohort was defined as new students who successfully completed the highest level developmental math course in the first term and enrolled in a college-level math course within one year.

Success Rate in College-Level English after Completion of Developmental English
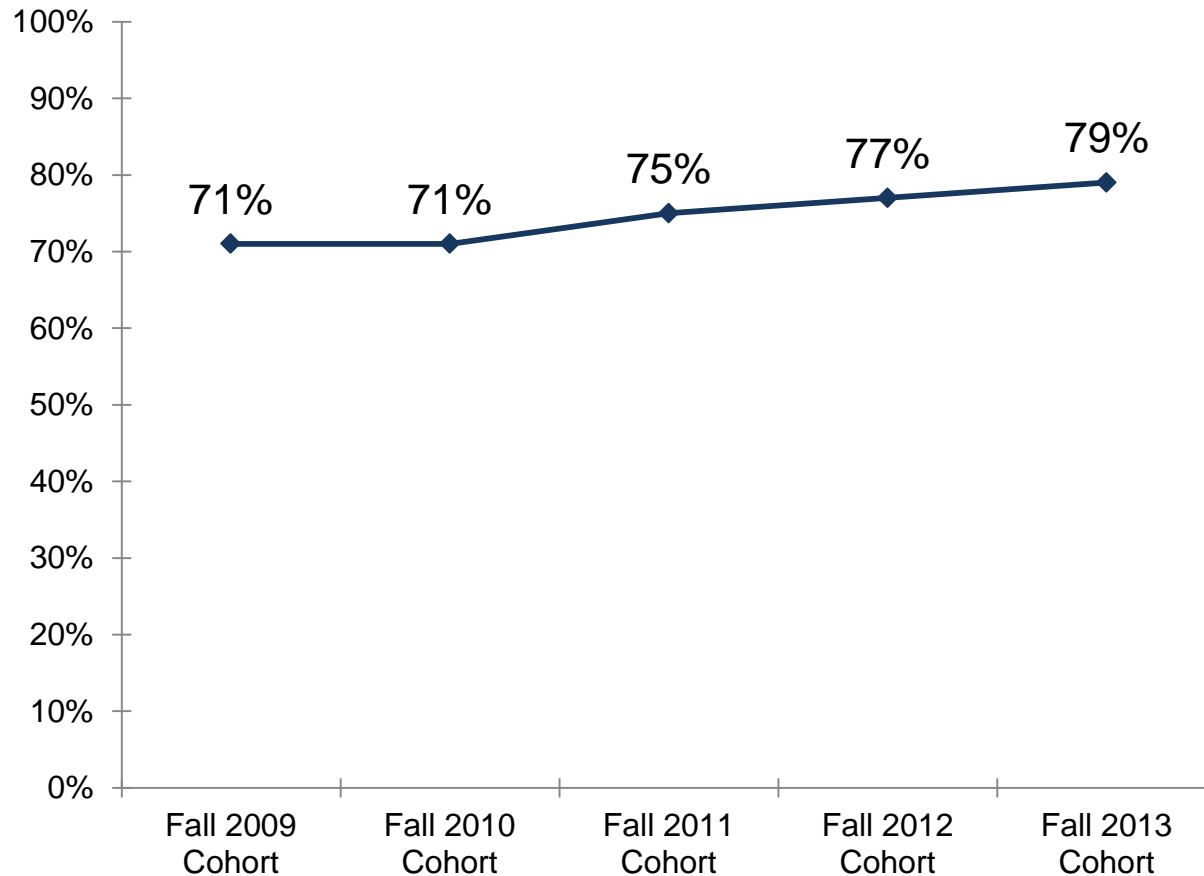
Key Finding:
There was a two percentage point increase in the college-level English success rate after completion of developmental English.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, P grade) a college-level English course within one year. The cohort was defined as new students who successfully completed the highest level developmental English course in the first term and enrolled in a college-level English course within one year.

Graduation Rate of Students Who Were Ever Enrolled in a Developmental Course
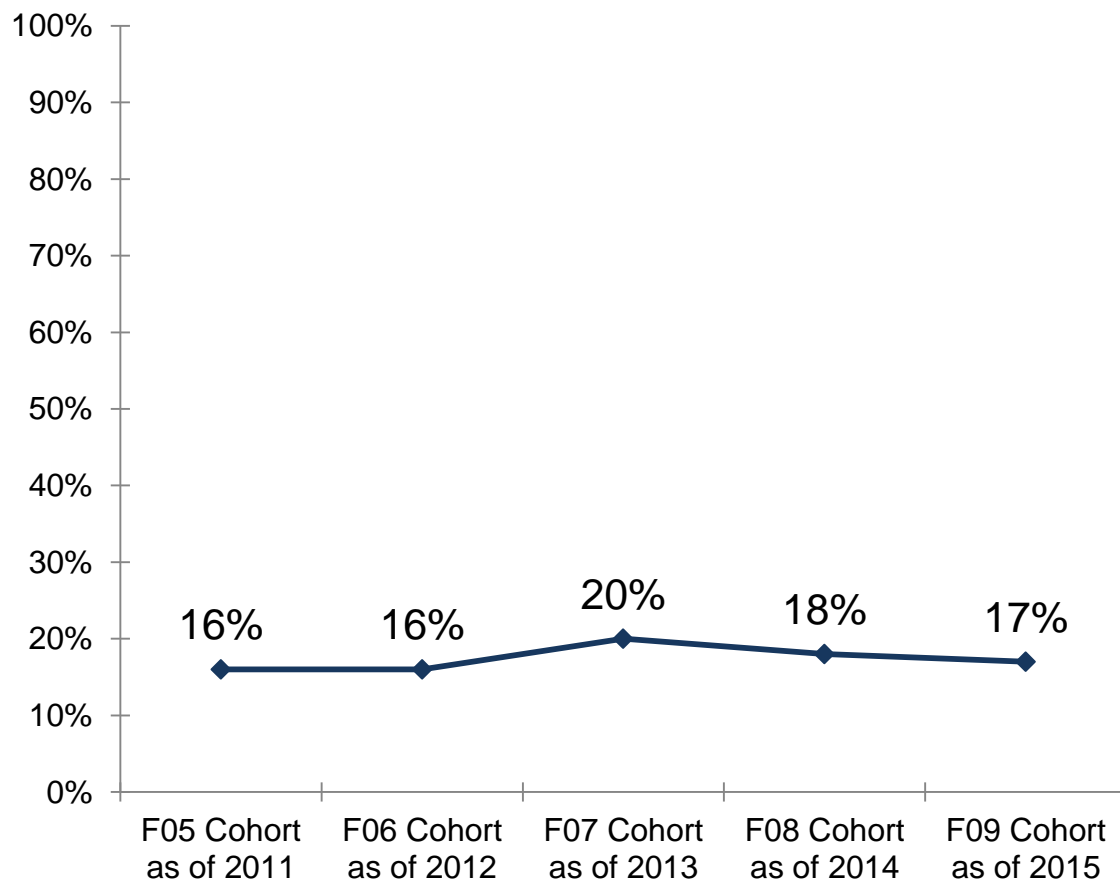
Key Finding:

The six-year graduation rate for new students enrolled in a developmental course decreased slightly this year from 18% to 17%. This graduation rate spiked for the Fall 2007 cohort due to business processes, but the rates for the other years in the five-year trend have varied in a relatively narrow range from 16% to 18%.

Basic Methodology:
The percentage of new, degree- or certificate-seeking students who ever enrolled in a developmental course and completed an award at any MCCCD college within six years.

Developmental Math Course Success Rates across Demographic Variables
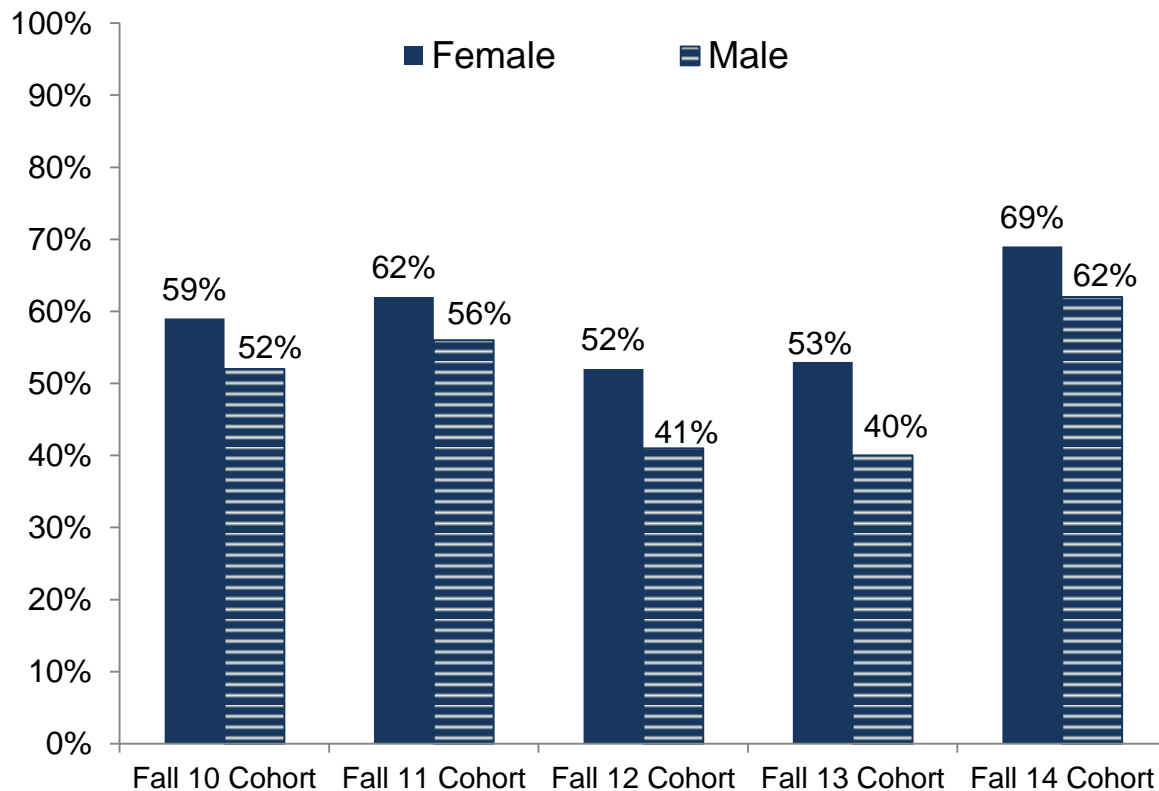
Key Finding:
The success rates in developmental math for the Fall 2014 cohort increased for both female and male students, and the gap between the genders narrowed from thirteen to seven percentage points.

Basic Methodology:
The new-student cohort was broken into demographic groups. The gap was the difference between the percentages of two groups of the cohort who successfully completed (A, B, C, or P grade) developmental math in their cohort term.

Developmental Math Course Success Rates across Demographic Variables

Key Finding:
The success rates in developmental math for the Fall 2014 cohort increased to 66% for students regardless of Pell grant recipient status and no performance gap existed between students who did not receive a Pell grant and those who did.

Basic Methodology:
The new-student cohort was broken into demographic groups. The gap was the difference between the percentages of two groups of the cohort who successfully completed (A, B, C, or P grade) developmental math in their cohort term.

Developmental Math Course Success Rates across Demographic Variables

Note: URM stands for Under-Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).

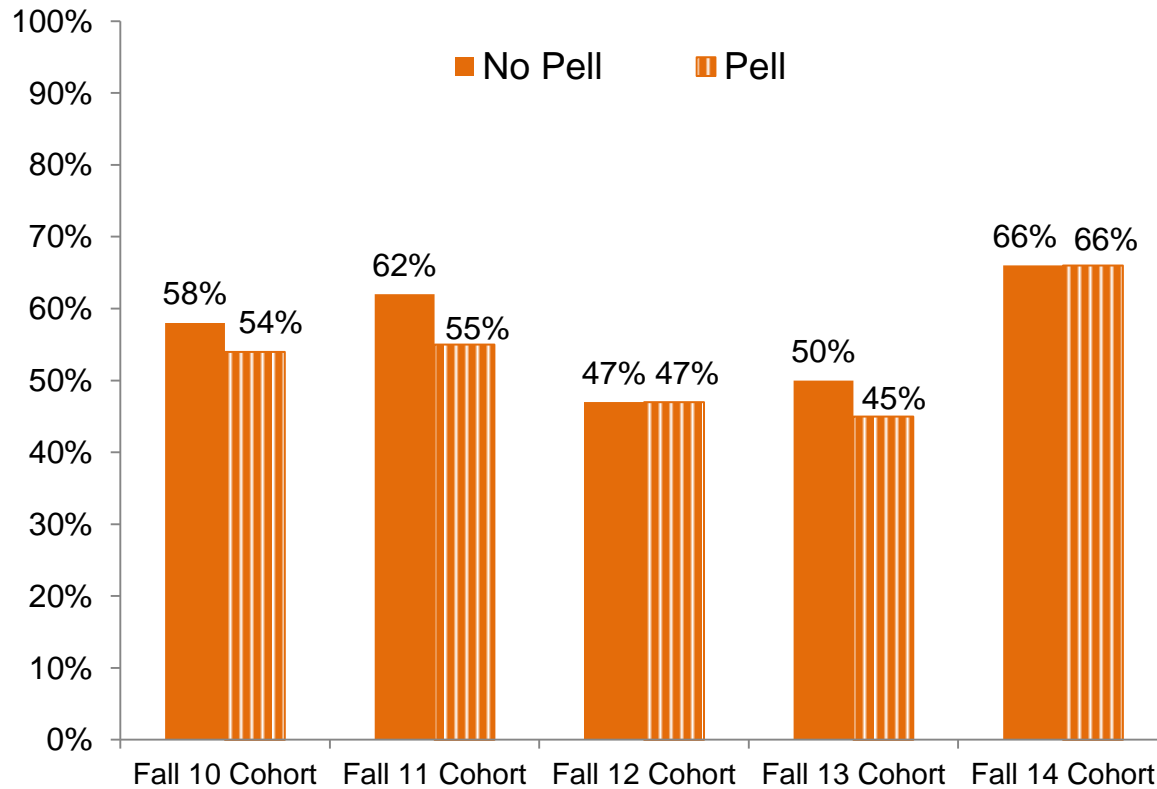**Key Finding:**

The success rates in developmental math for the Fall 2014 cohort increased for both non-URM and URM students and the gap between the two groups of students narrowed to one percentage point.

Basic Methodology:
The new-student cohort was broken into demographic groups. The gap was the difference between the percentages of two groups of the cohort who successfully completed (A, B, C, or P grade) developmental math in their cohort term.

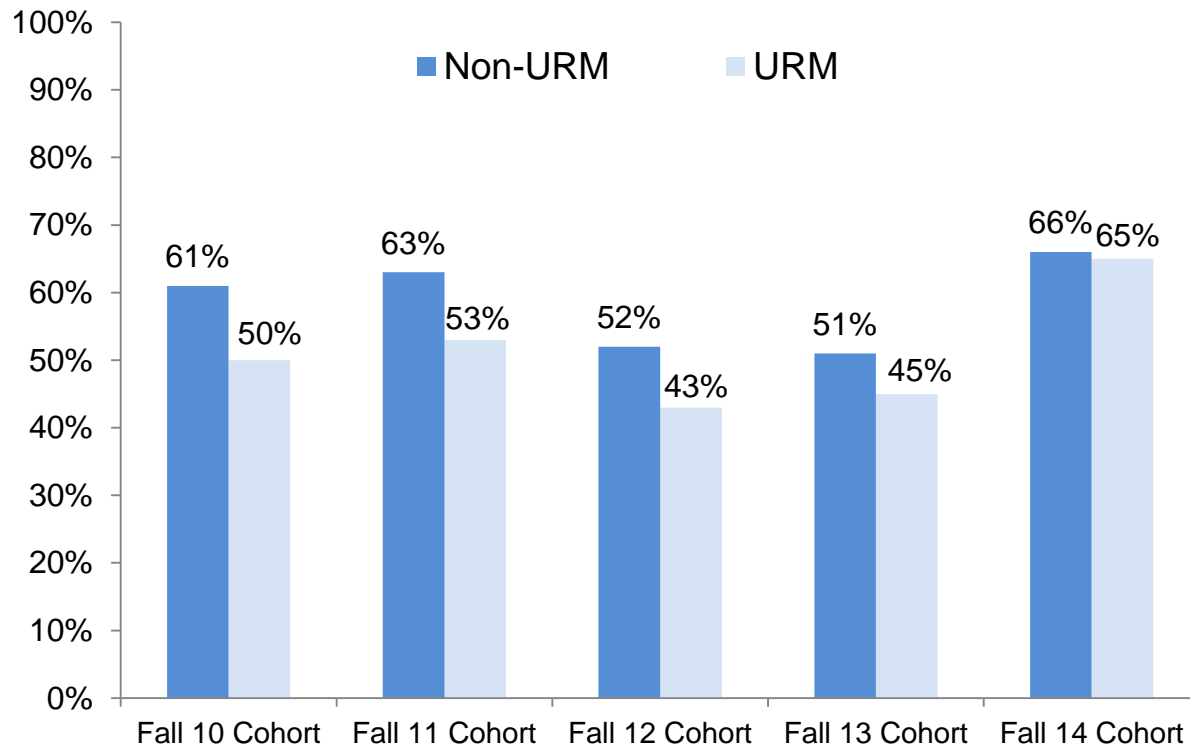# Developmental English Course Success Rates across Demographic Variables

Key Finding:
The success rates in developmental English increased for both female and male students, but the gap between genders increased to 11 percentage points. Female students continued to achieve higher success rates in developmental English than male students.

Basic Methodology:
The new-student cohort was broken into demographic groups. The gap was the difference between the percentages of two groups of the cohort who successfully completed (A, B, C, or P grade) developmental English in their cohort term.

MARICOPA
COMMUNITY COLLEGES

Developmental English Course Success Rates across Demographic Variables

Key Finding:
The success rates in developmental English for the Fall 2014 cohort increased to 75% for students regardless of Pell grant recipient status and no performance gap existed between students who did not receive a Pell grant and those who did.

Basic Methodology:
The new-student cohort was broken into demographic groups. The gap was the difference between the percentages of two groups of the cohort who successfully completed (A, B, C, or P grade) developmental English in their cohort term.

Developmental English Course Success Rates across Demographic Variables

Chart: Developmental English Course Success Rates by Cohort

Legend: ■ Non-URM ■ URM

Cohort	Non-URM	URM
Fall 10 Cohort	72%	60%
Fall 11 Cohort	67%	61%
Fall 12 Cohort	72%	65%
Fall 13 Cohort	71%	68%
Fall 14 Cohort	77%	73%

Note: URM stands for Under-Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).

Key Finding:
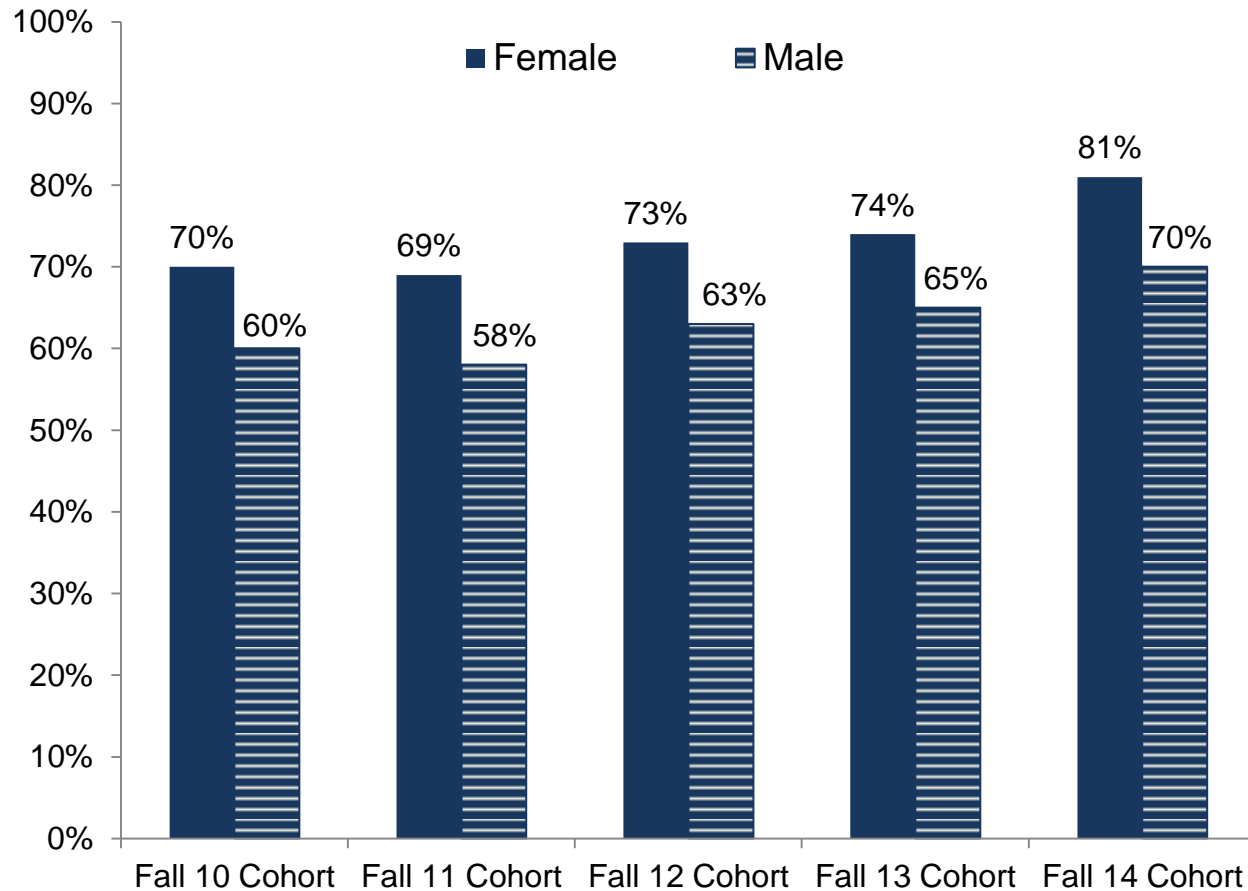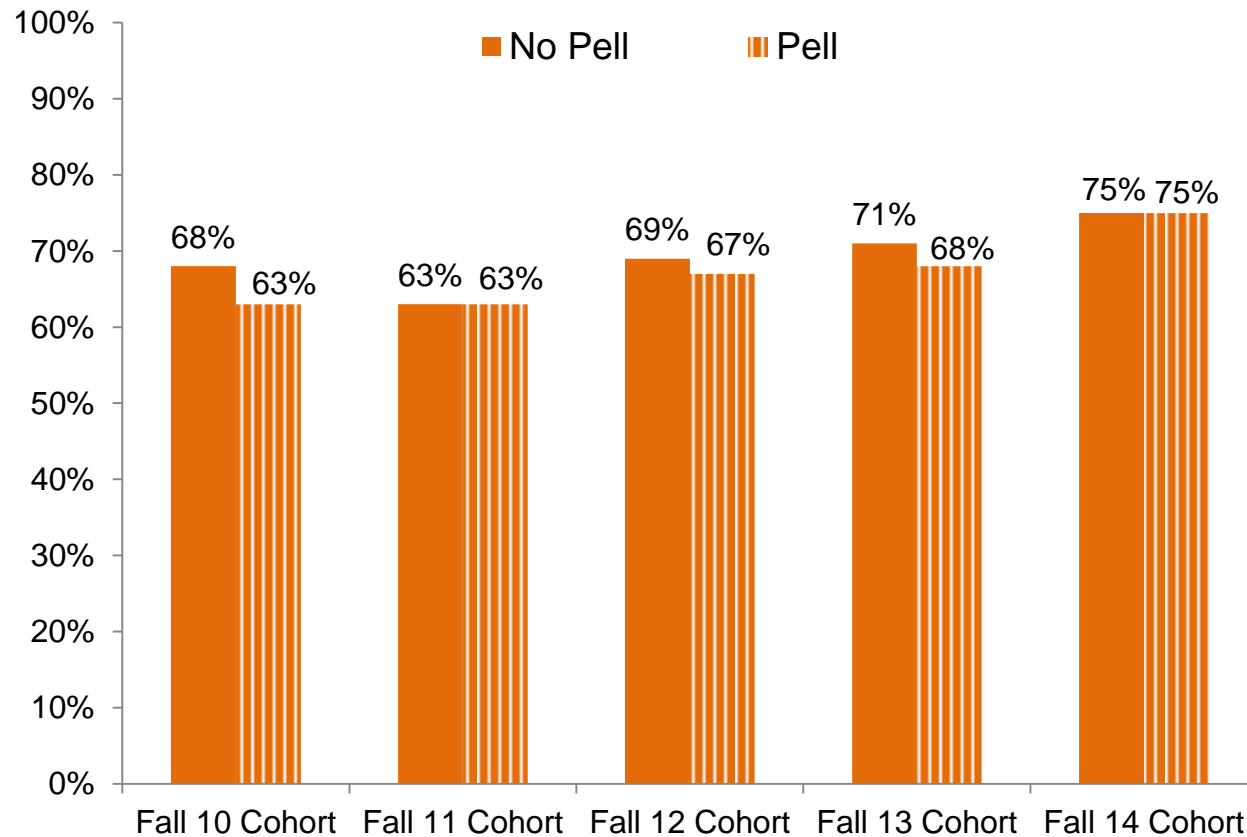The success rates in developmental English increased for both non-URM and URM students, but the gap between the two groups of students increased to four percentage points. Non-URM students continued to achieve higher success rates in developmental English than URM students.

Basic Methodology:
The new-student cohort was broken into demographic groups. The gap was the difference between the percentages of two groups of the cohort who successfully completed (A, B, C, or P grade) developmental English in their cohort term.

MARICOPA
COMMUNITY COLLEGES

Success Rates for Subsequent College-Level Math Courses across Demographic Variables

Chart: Female and Male success rates by cohort

- Fall 09 Cohort: Female 62%, Male 60%
- Fall 10 Cohort: Female 68%, Male 62%
- Fall 11 Cohort: Female 71%, Male 68%
- Fall 12 Cohort: Female 64%, Male 62%
- Fall 13 Cohort: Female 64%, Male 61%

Key Finding:
The success rate in college-level math subsequent to a developmental math course for the Fall 2013 cohort remained steady at 64% for females and declined one percentage point to 61% for males. With the decline in performance for male students, the gap between the genders increased one percentage point, with females achieving a higher success rate than males.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level math course within one year was calculated across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental math course in the first term and enrolled in a college-level math course within one year following the first term.

MARICOPA COMMUNITY COLLEGES

Success Rates for Subsequent College-Level Math Courses across Demographic Variables

Key Finding:
The success rate in college-level math subsequent to a developmental math course for the Fall 2013 cohort increased to 66% for students who were not Pell grant recipients and declined one percentage point to 62% for students who were Pell grant recipients. Comparing students on the basis of Pell grant recipient status, the performance gap widened by three percentage points.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level math course within one year was calculated across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental math course in the first term and enrolled in a college-level math course within one year following the first term.

Success Rates for Subsequent College-Level Math Courses across Demographic Variables

Note: URM stands for Under Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).
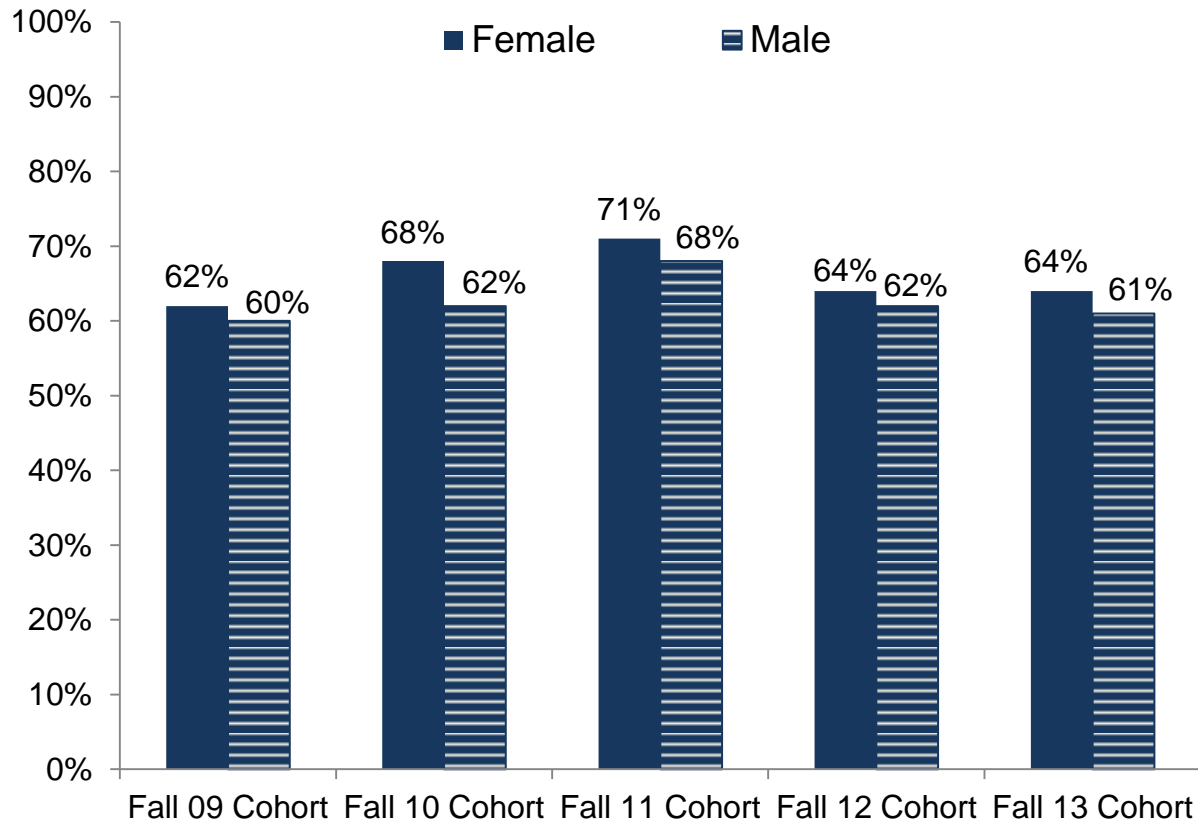
Key Finding:
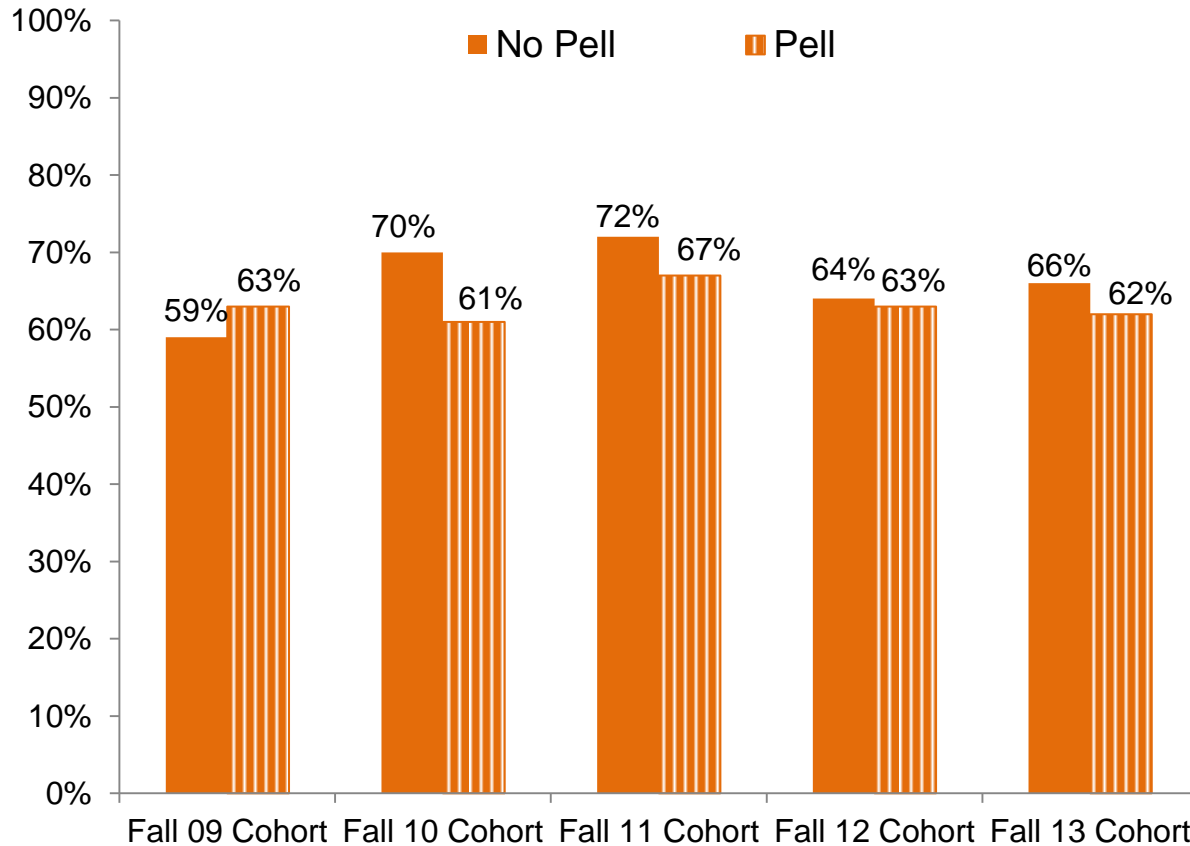The success rates in college-level math subsequent to a developmental math course for the Fall 2013 cohort increased for both non-URM and URM students and the gap between the two groups of students remained at five percentage points. Non-URM students achieved a higher success rate in subsequent math than did URM students.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level math course within one year was calculated across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental math course in the first term and enrolled in a college-level math course within one year following the first term.

Success Rates for Subsequent College-Level English Courses across Demographic Variables
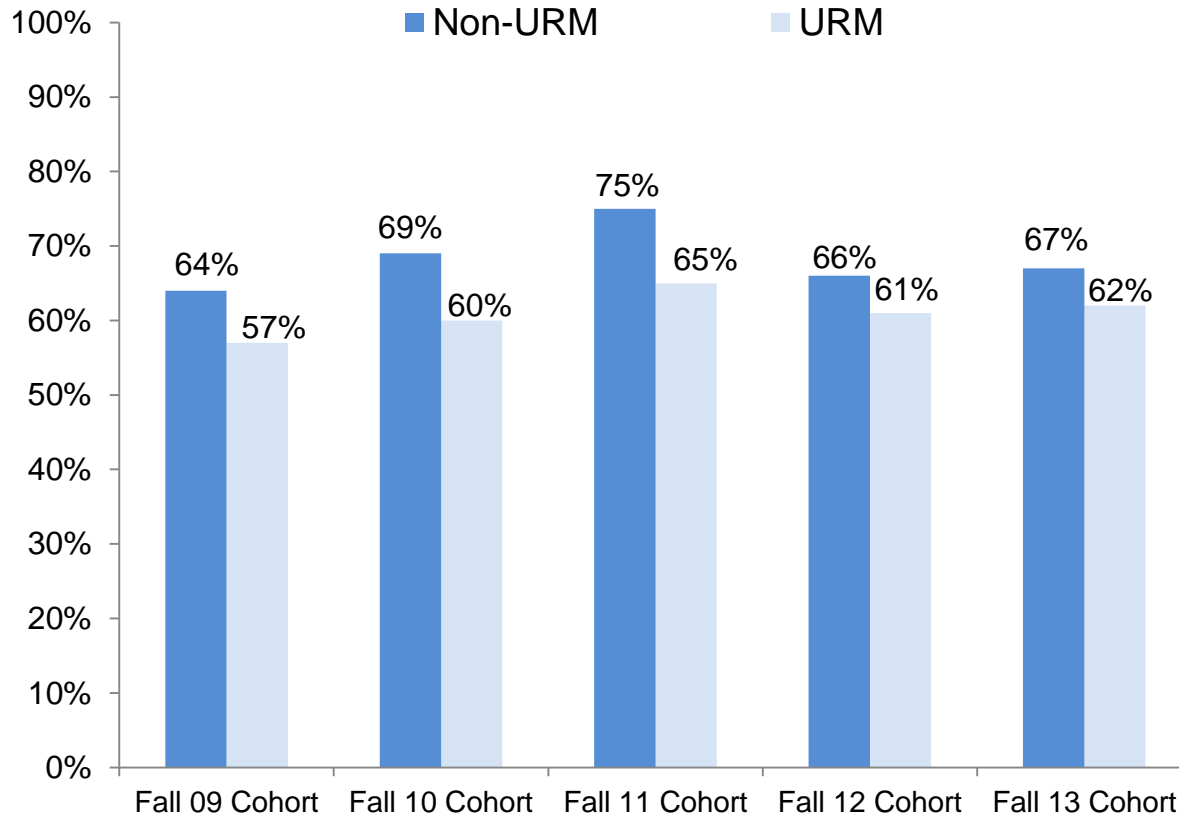

Chart legend: ■ Female ≡ Male

Cohort	Female	Male
Fall 09 Cohort	74%	69%
Fall 10 Cohort	73%	71%
Fall 11 Cohort	77%	73%
Fall 12 Cohort	80%	74%
Fall 13 Cohort	80%	78%

Key Finding:

The success rate in college-level English subsequent to a developmental English course for the Fall 2013 cohort remained steady at 80% for females and increased four percentage point to 78% for males. With the increase in performance for male students, the gap between the genders narrowed to two percentage points.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level English course within one year was calculated across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental English course in the first term and enrolled in a college-level English course within one year following the first term.

Success Rates for Subsequent College-Level English Courses across Demographic Variables

No Pell ■   **Pell** ▥

Cohort	No Pell	Pell
Fall 09 Cohort	73%	70%
Fall 10 Cohort	75%	69%
Fall 11 Cohort	81%	72%
Fall 12 Cohort	80%	76%
Fall 13 Cohort	81%	78%

Key Finding:

The success rate in college-level English subsequent to a developmental English course for the Fall 2013 cohort increased for all students, regardless of Pell grant recipient status. Comparing the two groups of students, the performance gap narrowed one percentage point.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level English course within one year across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental English course in the first term and enrolled in a college-level English course within one year following the first term.

MARICOPA COMMUNITY COLLEGES

Success Rates for Subsequent College-Level English Courses across Demographic Variables
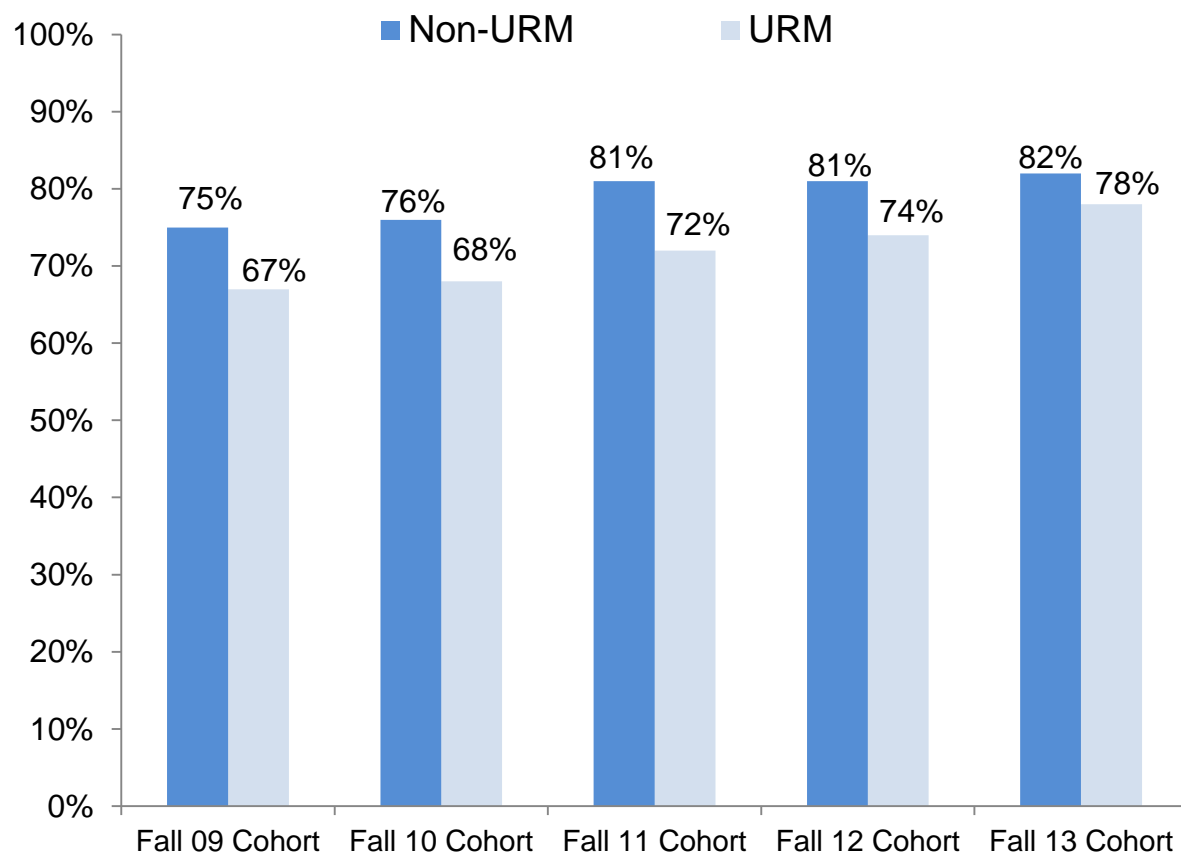
Note: URM stands for Under-Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).
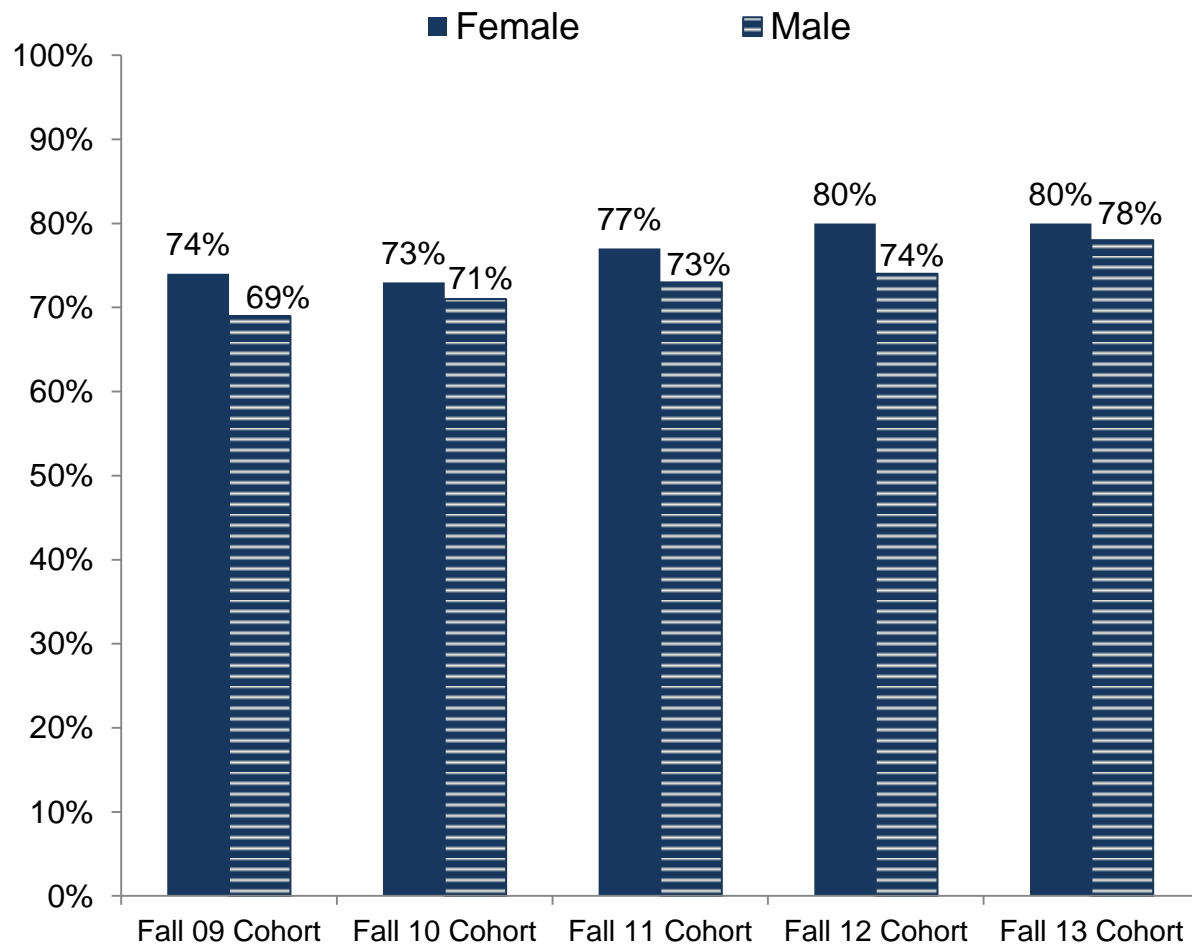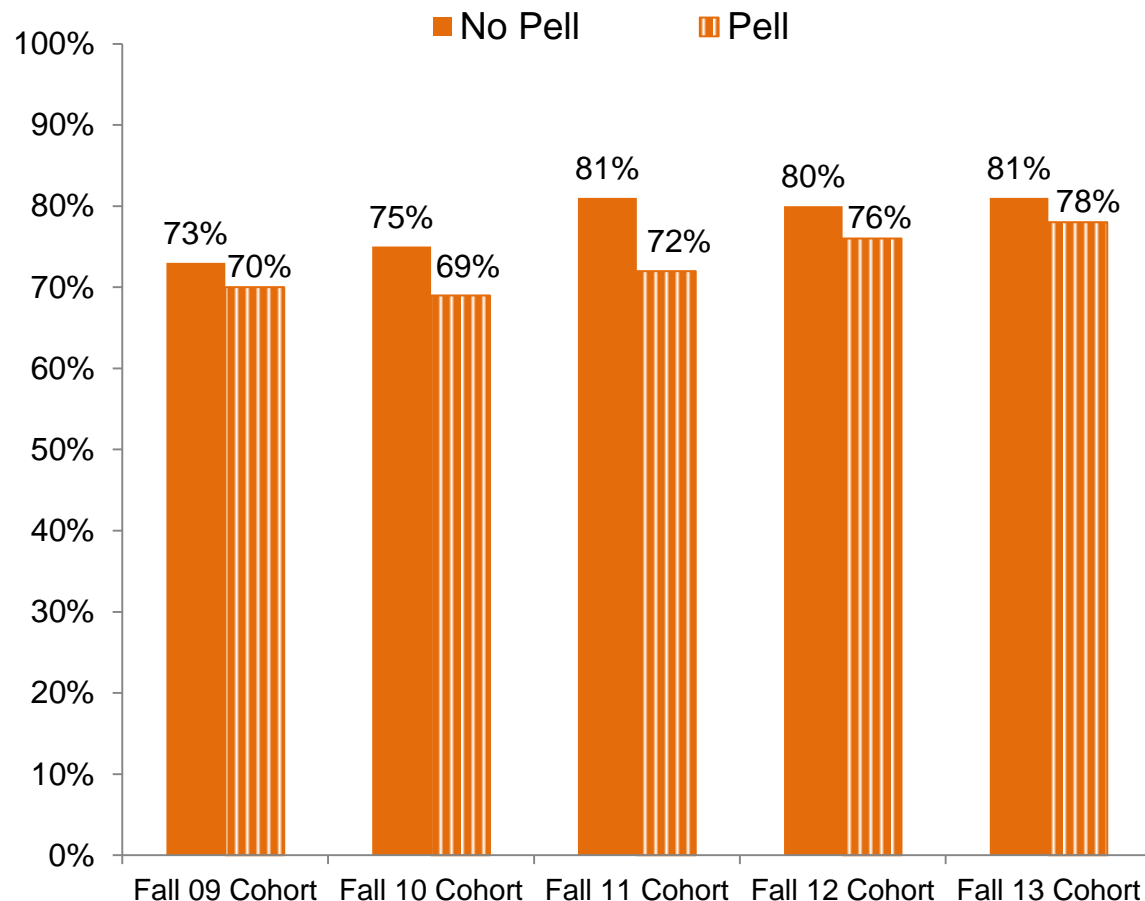
Key Finding:
The success rates in college-level English subsequent to a developmental English course for the Fall 2013 cohort increased for both non-URM and URM students and the gap between the two groups of students narrowed by three percentage points. Non-URM students achieved a higher success rate in subsequent English than did URM students.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level English course within one year was calculated across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental English course in the first term and enrolled in a college-level English course within one year following the first term.

Percentage of Students Enrolled in a Developmental Course Delivered in a Non-Traditional (Alternative) Format
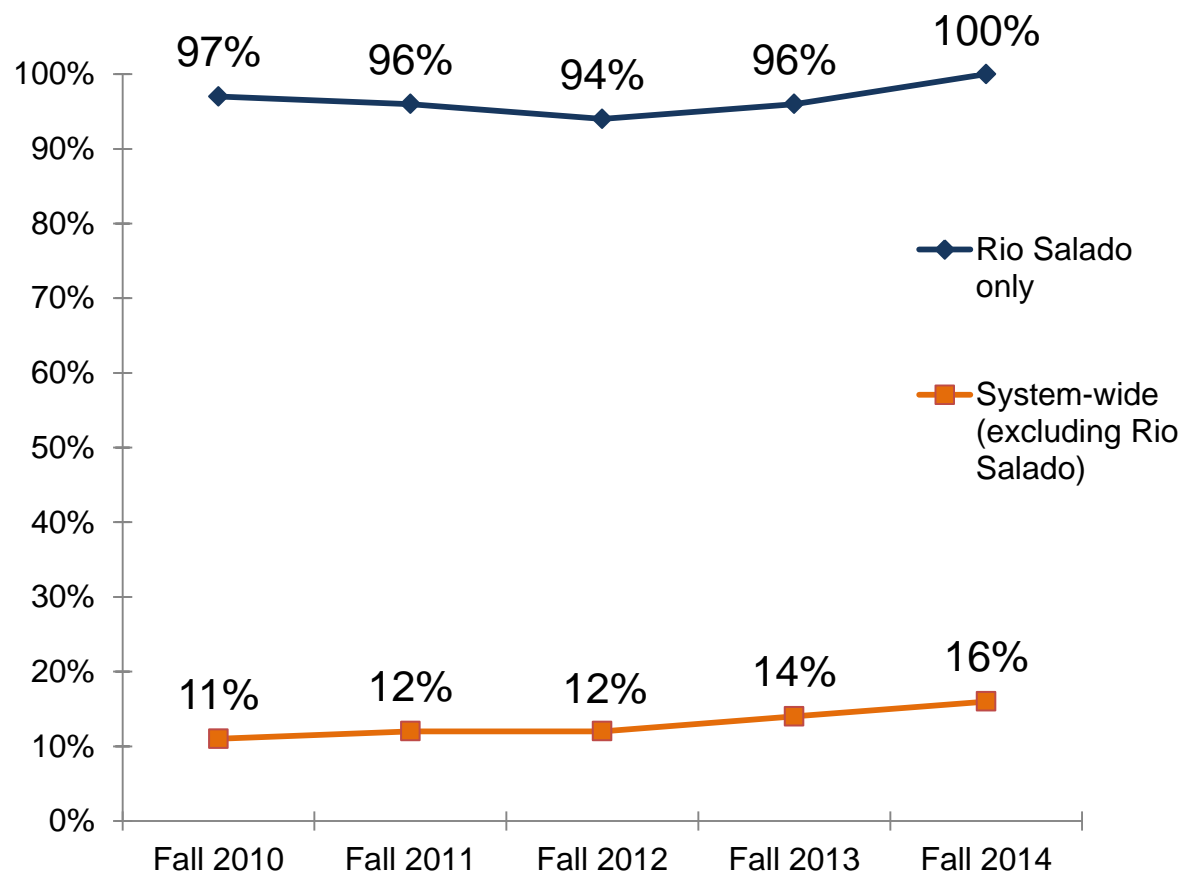
Key Findings:
The percentage of students in developmental education courses at Rio Salado who were enrolled in courses delivered in an alternative format increased to 100% in Fall 2014. The percentage of students at the other colleges is trending upward and is 16% - an increase of five percentage points since Fall 2010.

Basic Methodology:
The percentage of students enrolled in a developmental course, delivered in an alternative format, excluding high school dual enrollment. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.

Community Development and Civic and Global Engagement

Outcome 4

Percentage of High School Graduates who Enroll Directly in Community College
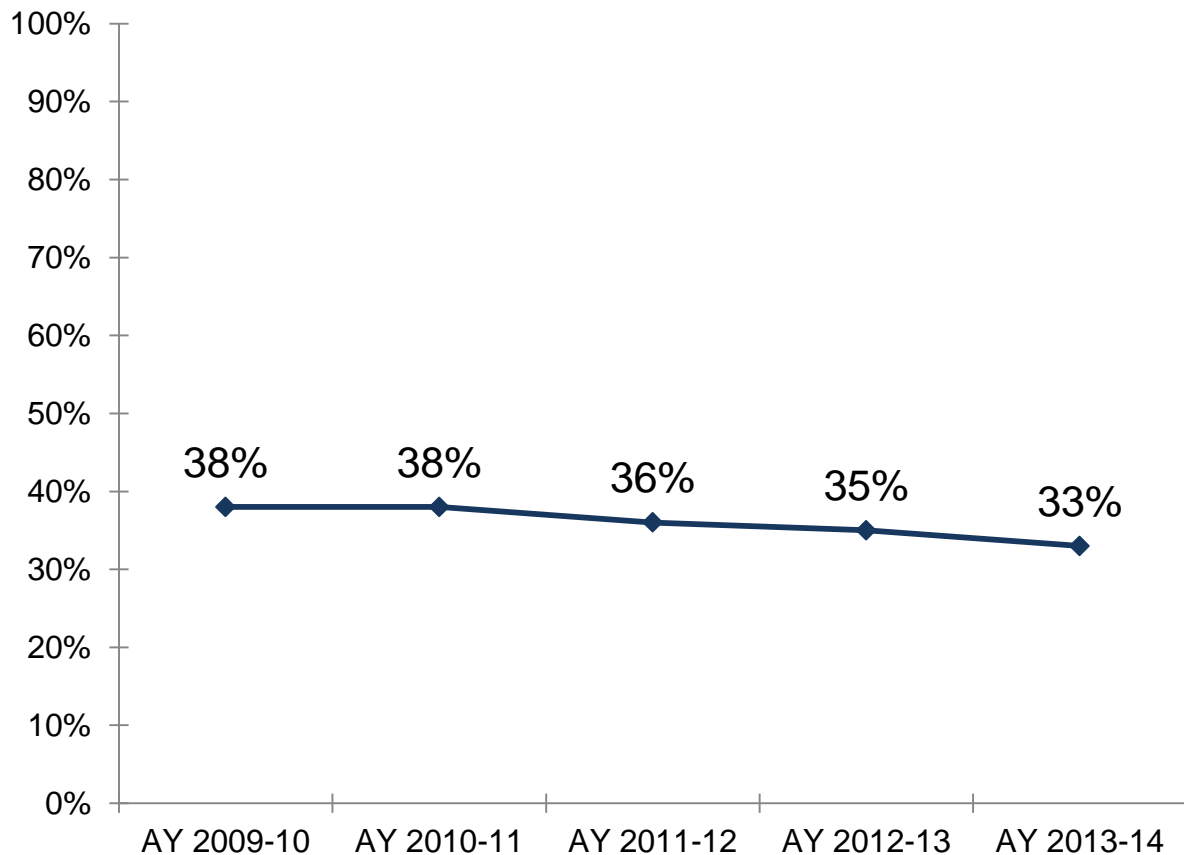
Key Finding:
The percentage of high school graduates from the MCCCD service area who enrolled at an MCCCD college the year following graduation declined from 35% in the 2012-13 academic year to 33% in the 2013-14 academic year.

Basic Methodology:
The percentage of graduates from public and private high schools in the MCCCD service area (primarily Maricopa County) who enrolled at one of the MCCCD colleges within the next academic year. Data for prior years have been re-stated as an improved data source has allowed for more accurate reporting.

Enrollment of Underserved Populations
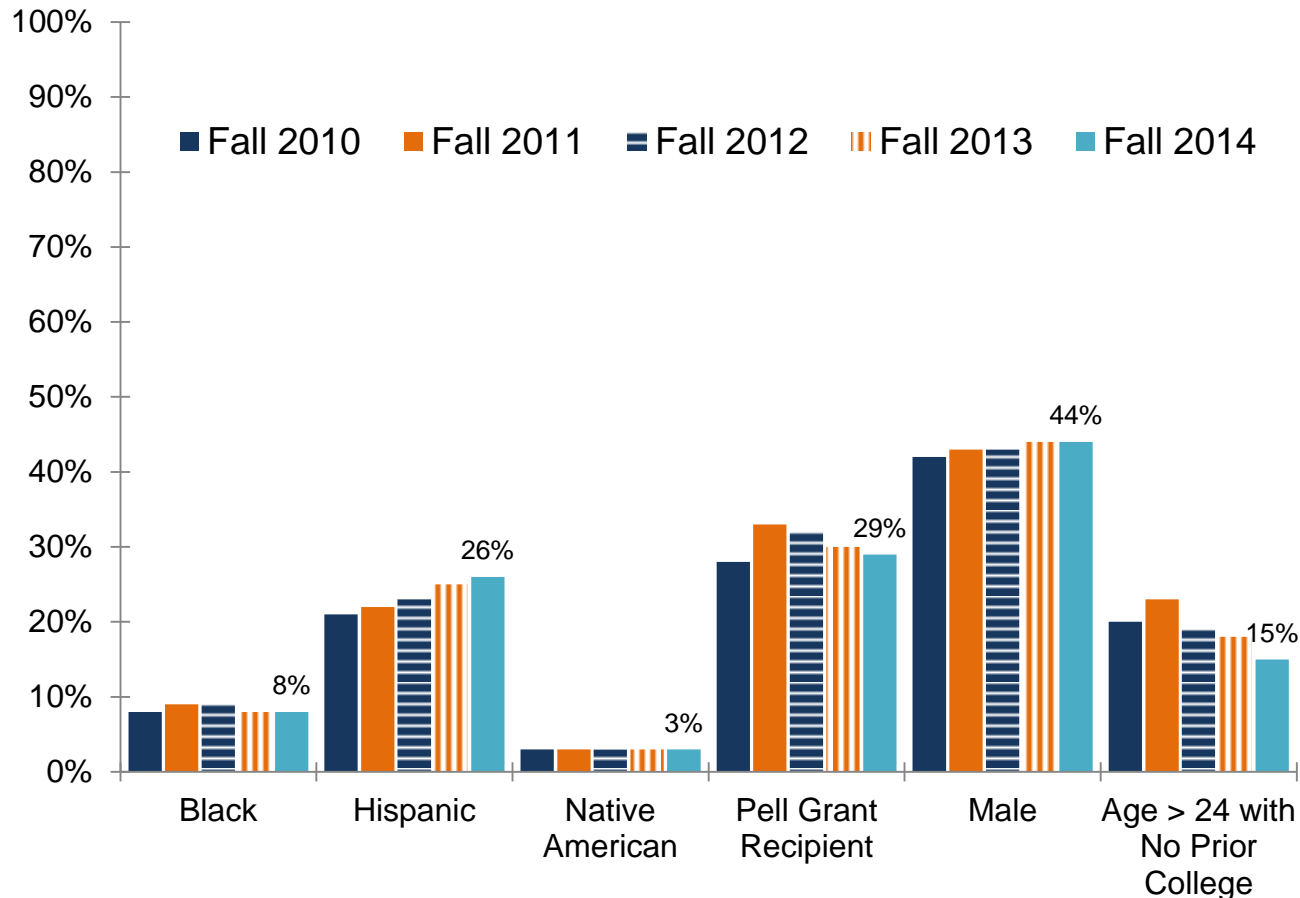
Key Finding:
Comparing Fall 2014 to the prior year, MCCCD served a higher proportion of Hispanic students, increasing one percentage point to 26%. However, the proportion of Pell grant recipients (economically disadvantaged students) declined one percentage point to 29% and the proportion of new students over the age of 24 with no prior college experience (non-traditional students) declined three percentage points to 15%.

Basic Methodology:
The race/ethnicity and gender percentages were based on the Fall 45th day headcount; the percentage of Pell Grant recipients was calculated as of the end of term, and the age category was based on students in the new student cohort with no prior college experience.

Enrollment of Returning Adults who have Completed Some College
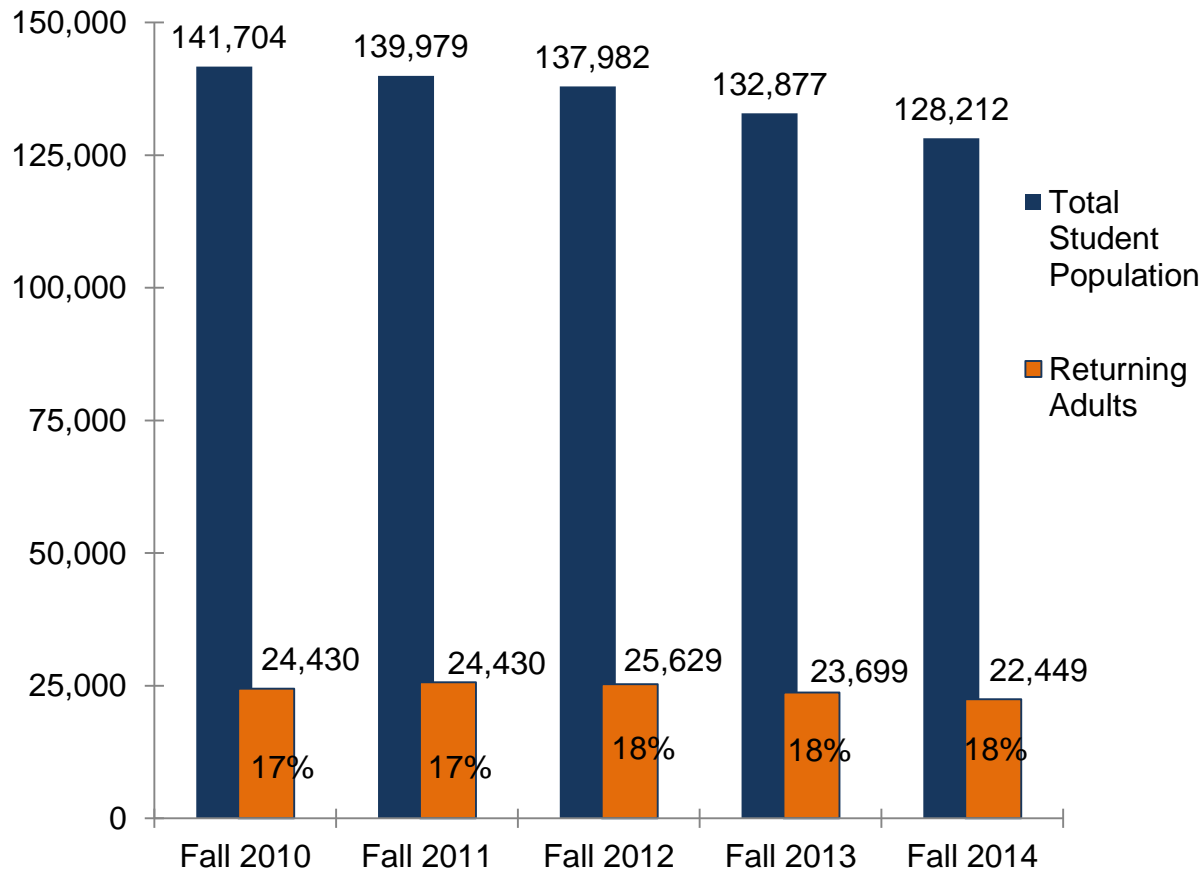
Key Finding:
The absolute number of returning adults (individuals over the age of 24 <u>with</u> some prior college experience but no degree) decreased in the past year, but continued to account for 18% of the total student population.

Basic Methodology:
The number and percentage of adults in the total student population over the age of 24 with some prior college/university credits, but no degree.

Unduplicated Annual Headcount in Non-Credit Courses

Chart data:

Total Non-Credit Headcount:
- FY 2010-11: 19,900
- FY 2011-12: 19,360
- FY 2012-13: 18,688
- FY 2013-14: 14,967
- FY 2014-15: 15,162

Non-credit avocational:
- FY 2010-11: 13,616
- FY 2011-12: 13,510
- FY 2012-13: 13,507
- FY 2013-14: 12,618
- FY 2014-15: 13,225

Non-credit vocational:
- FY 2010-11: 6,284
- FY 2011-12: 5,850
- FY 2012-13: 5,181
- FY 2013-14: 2,349
- FY 2014-15: 1,937
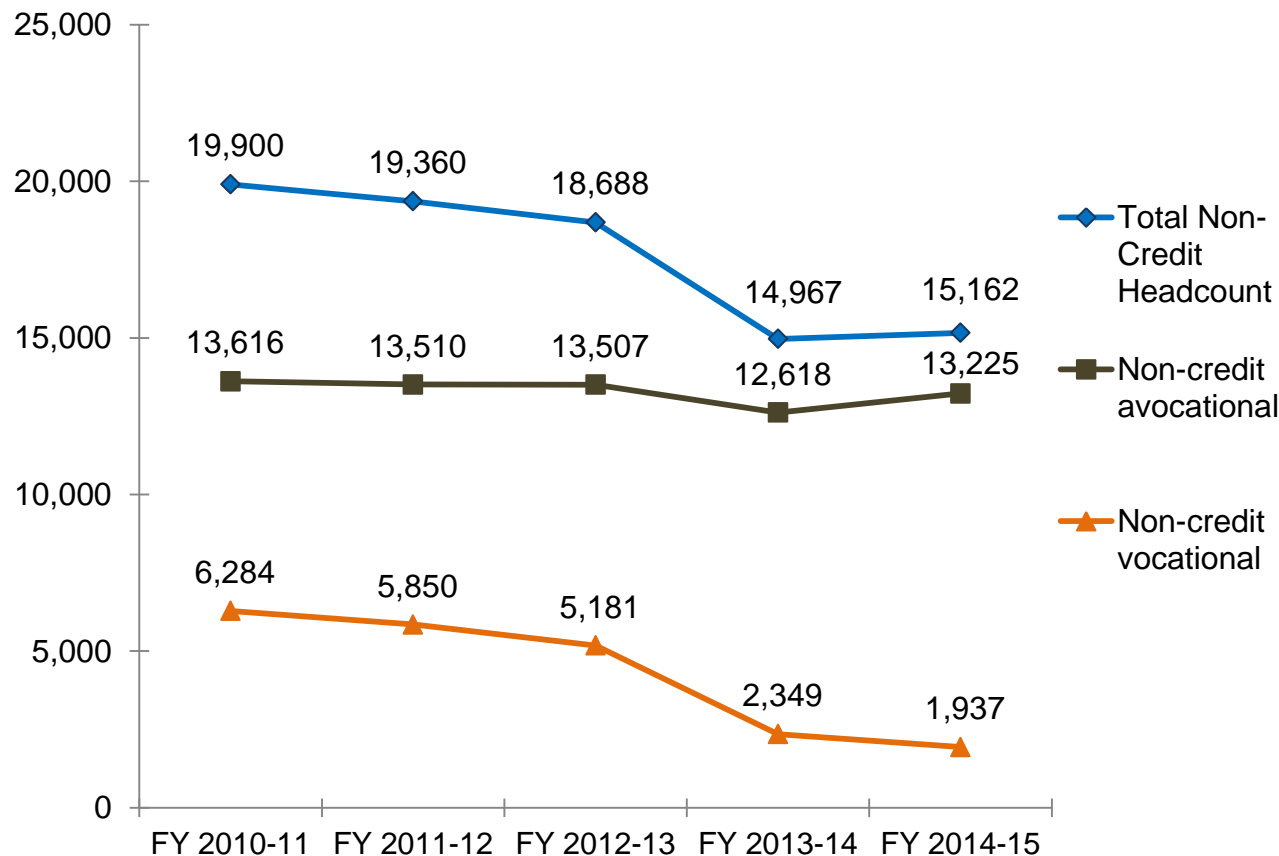
Key Finding:

Total non-credit headcount remained about the same as last year with approximately 15,000 student enrolled in courses in FY 2014-15. Maricopa Corporate College, which opened in FY 2013-14, continued to offer non-credit, vocational courses. While vocational non-credit headcount at the colleges continued to decline in FY 2014-15, headcount in non-credit avocational courses increased by almost 5% compared to last year.

Basic Methodology:
The colleges reported annual headcount for non-credit vocational and avocational courses.

Activities and Events Hosted on MCCCD Campuses

3,995
Programs, events, and activities open to the community in FY 2014-15

829
Activities held on MCCCD campuses in FY 2014-15 that addressed political or global subjects

Key Finding:
The MCCCD colleges hosted events, activities and programs for the community.

Basic Methodology:
The colleges submitted information about the number of events hosted on MCCCD campuses.

Civic and Global Engagement

167

MCCCD students participated in study abroad programs in FY 2014-15.

6,483

MCCCD students participated in service learning opportunities in FY 2014-15.

Voter Registration

Students over 18 who were registered to vote: District median = 41%

Key Finding:
MCCCD provided learning opportunities for many students inside and outside of the classroom.

Basic Methodology:
The colleges submitted information about the number of students participating in these programs.

MARICOPA COMMUNITY COLLEGES

Residential Faculty Diversity

Characteristic		Residential
Instructional Area:	Academic	57%
	Vocational	43%
Gender:	Female	55%
	Male	45%
Ethnicity:	Native American	1%
	Asian/Hawaiian	4%
	Black	6%
	Hispanic	10%
	White	79%
	Other	0%

Key Findings:
MCCCD students learn from faculty who are diverse in several different ways. Ethnic diversity in the faculty does not reach the level seen in the student population.

Basic Methodology:
The IPEDS Human Resources report (November 2014) was used for gender and ethnicity. Instructional area data are based on the FTSE of classes of those types in Fall 2014.

Adjunct Faculty Diversity

Characteristic	Adjunct
Instructional Area: Academic	57%
Vocational	43%
Gender: Female	58%
Male	42%
Ethnicity: Native American	1%
Asian/Hawaiian	4%
Black	5%
Hispanic	8%
White	81%
Other	1%

Key Findings:
MCCCD students learn from faculty who are diverse in several different ways. Ethnic diversity in the faculty does not reach the level seen in the student population.

Basic Methodology:
The IPEDS Human Resources report (November 2014) was used for gender and ethnicity. Instructional area data are based on the FTSE of classes of those types in Fall 2014.

Survey Results

Selected Items from the Noel-Levitz Student Inventory

The quality of instruction I receive in most of my classes is excellent. *
- National Community Colleges Satisfaction Mean: 5.60
- MCCCD Satisfaction Mean: 5.50

Academic support services adequately meet the needs of students. *
- National Community Colleges Satisfaction Mean: 5.31
- MCCCD Satisfaction Mean: 5.24

The college shows concern for students as individuals. *
- National Community Colleges Satisfaction Mean: 5.13
- MCCCD Satisfaction Mean: 4.95

This school does whatever it can to help me reach my educational goals. *
- National Community Colleges Satisfaction Mean: 5.27
- MCCCD Satisfaction Mean: 5.19

Scale: 1 (Not satisfied at all) to 7 (Very Satisfied)

Legend:
- ■ National Community Colleges Satisfaction Mean
- ■ MCCCD Satisfaction Mean

Key Finding:
The mean (average) response of MCCCD students to each of these items was lower than the national means. These differences were statistically significant.

Basic Methodology:
The Noel-Levitz Student Satisfaction Inventory was completed in Spring 2013 by a total of 5,268 students at all MCCCD colleges except Rio Salado, which administered the Priorities Survey for Online Learners (PSOL).

* Statistically significant difference at an alpha level of .001.

MARICOPA COMMUNITY COLLEGES

Selected Items from the CCSSE

How much has your college experience contributed to your knowledge, skill and development in:

Writing clearly and effectively? (n = 7,657)
- CCSSE National Cohort Mean: 2.79
- MCCCD Mean: 2.75

Speaking clearly and effectively? (n = 7,653)
- CCSSE National Cohort Mean: 2.72
- MCCCD Mean: 2.68

Thinking critically and analytically? (n = 7,648)
- CCSSE National Cohort Mean: 2.97
- MCCCD Mean: 2.95

Solving numerical problems? (n = 7,652)
- CCSSE National Cohort Mean: 2.69
- MCCCD Mean: 2.72

Computing and information technology? (n = 7,642)
- CCSSE National Cohort Mean: 2.82
- MCCCD Mean: 2.81

How much does this college emphasize using computers in academic work? (n - 7,705)
- CCSSE National Cohort Mean: 3.24
- MCCCD Mean: 3.24

Scale: 1 (Very little) — 2 — 3 — 4 (Very much)

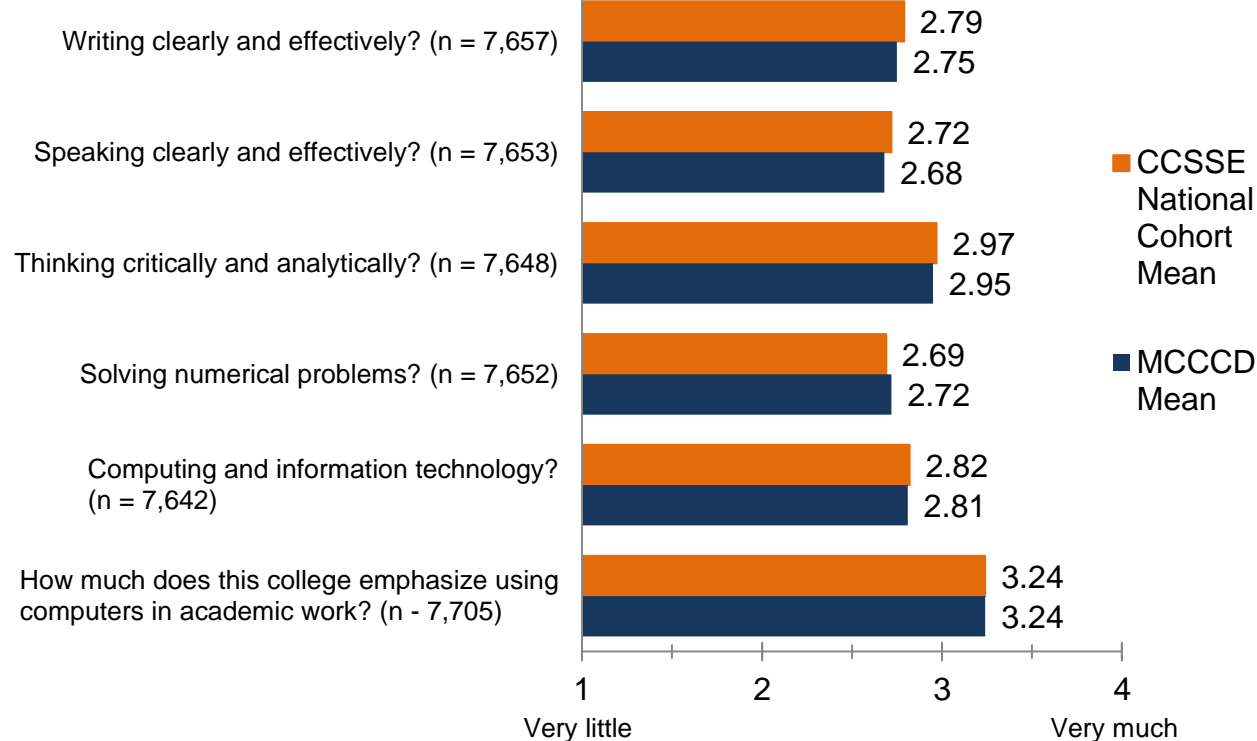**Key Finding:**
The mean responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCD colleges except Rio Salado in Spring 2014. This survey is scheduled to be administered again in Spring 2017.

*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.

Selected Items from the CCSSE

How often do you use transfer credit assistance? (n = 5,015)

CCSSE: 1.54
MCCCD: 1.50

Scale: 1 — Rarely, never | 2 — Sometimes | 3 — Often

How satisfied are you with transfer credit assistance? (n = 3,557)

CCSSE: 2.09
MCCCD: 2.10

How important is transfer credit assistance to you at this college? (n = 7,100)

CCSSE: 2.25
MCCCD: 2.26

Scale: 1 — Not at all | 2 — Somewhat | 3 — Very

Legend:
- CCSSE National Cohort Mean
- MCCCD Mean

Key Finding:
The mean (average) responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means. The number of responses to each item (n) is provided in the chart at left.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCD colleges except Rio Salado in Spring 2014. This survey is scheduled to be administered again in Spring 2017.

*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.
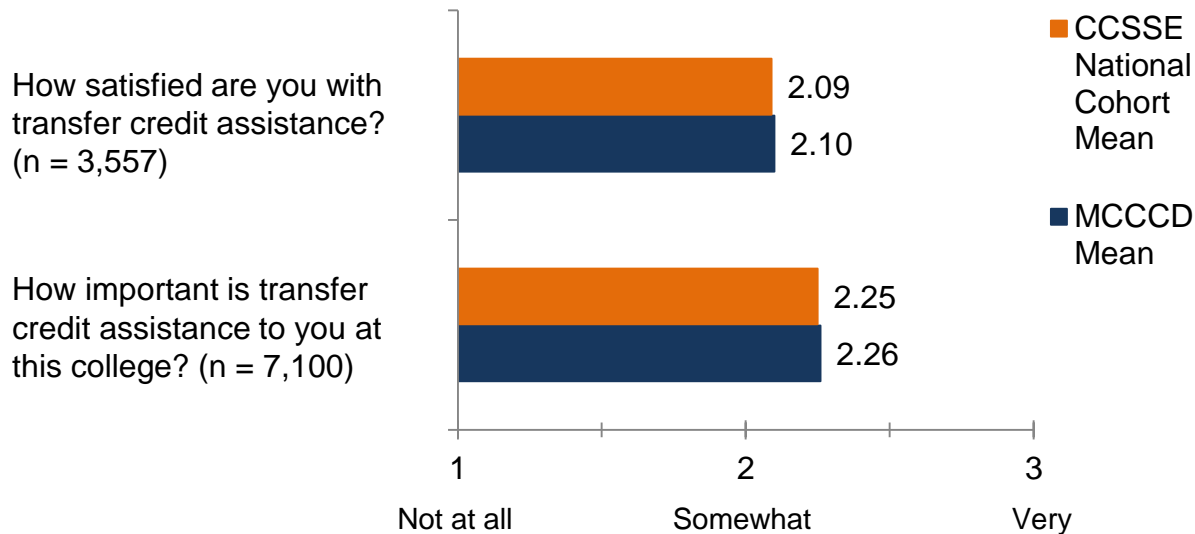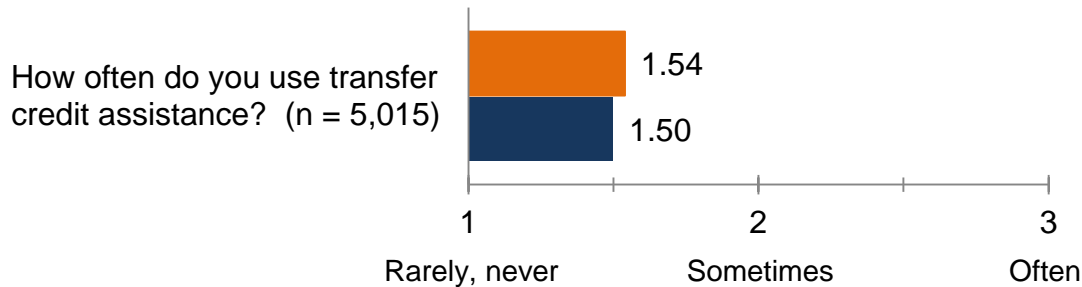
MARICOPA COMMUNITY COLLEGES

Selected CCSSE Items on Information Technology

How often have you used Internet or instant messaging for assignments? (n = 7,787)

- 3.06 (CCSSE National Cohort Mean)
- 3.11 (MCCCD Mean)

How often have you used email to communicate with an instructor? (n = 7,791)

- 2.90 (CCSSE National Cohort Mean)
- 2.87 (MCCCD Mean)

Scale: 1 — Never to 4 — Very Often

How much does this college emphasize using computers in academic work? (n = 7,705)

- 3.24 (CCSSE National Cohort Mean)
- 3.24 (MCCCD Mean)

Scale: 1 — Very little to 4 — Very Much

Legend:
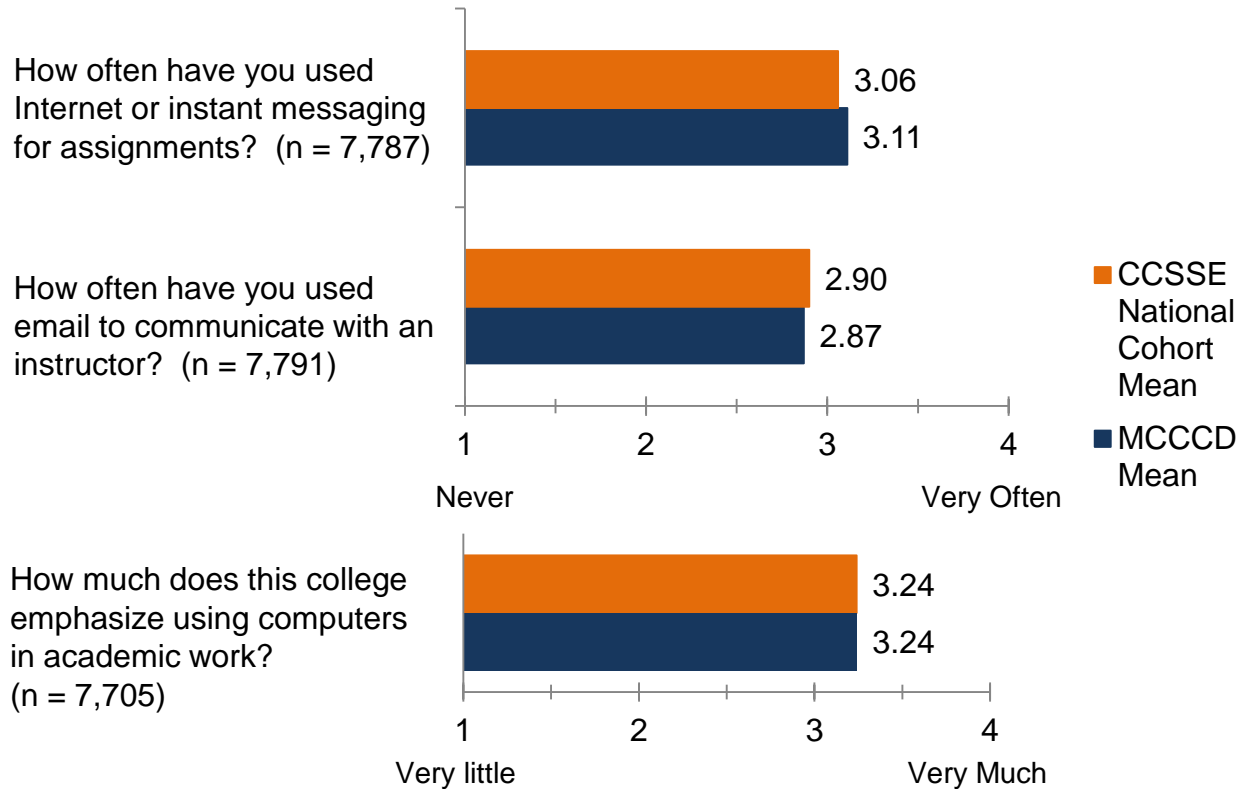- CCSSE National Cohort Mean
- MCCCD Mean

Key Finding:
The mean (average) responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCD colleges except Rio Salado in Spring 2014. This survey is scheduled to be administered again in Spring 2017.

*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.

MARICOPA COMMUNITY COLLEGES

Selected CCSSE Items on Information Technology

How often do you use computer labs? (n = 6,376)

- CCSSE National Cohort Mean: 2.07
- MCCCD Mean: 2.01

Scale: 1 (Rarely/never) — 2 (Sometimes) — 3 (Often)

How satisfied are you with the computer labs? (n = 5,457)

- CCSSE National Cohort Mean: 2.50
- MCCCD Mean: 2.53

How important are computer labs to you? (n = 7,107)

- CCSSE National Cohort Mean: 2.44
- MCCCD Mean: 2.37

Scale: 1 (Not at all) — 2 (Somewhat) — 3 (Very)

Legend:
- CCSSE National Cohort Mean
- MCCCD Mean

*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.
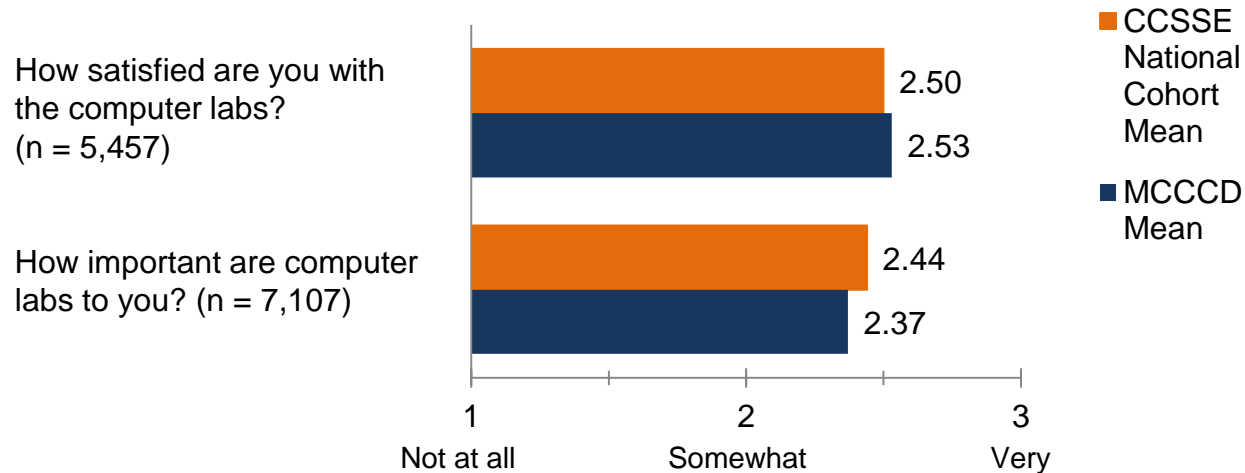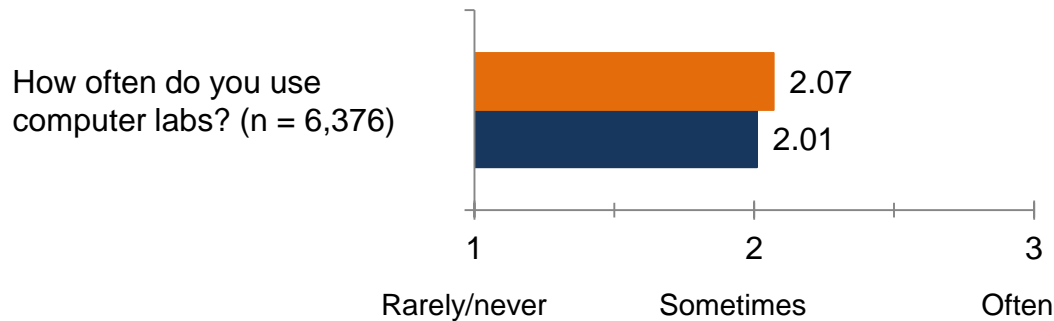
Key Finding:
The mean (average) responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCD colleges except Rio Salado in Spring 2014. This survey is scheduled to be administered again in Spring 2017.

MARICOPA COMMUNITY COLLEGES

Selected Noel-Levitz Items on Information Technology

Computer labs are adequate and accessible.*

National Community Colleges Satisfaction Mean: 5.57

MCCCD Satisfaction Mean: 5.76

Classes are scheduled at times that are convenient for me.

National Community Colleges Satisfaction Mean: 5.49

MCCCD Satisfaction Mean: 5.51

Scale: 1 (Not satisfied at all) — 7 (Very Satisfied)

■ National Community Colleges Satisfaction Mean

■ MCCCD Satisfaction Mean
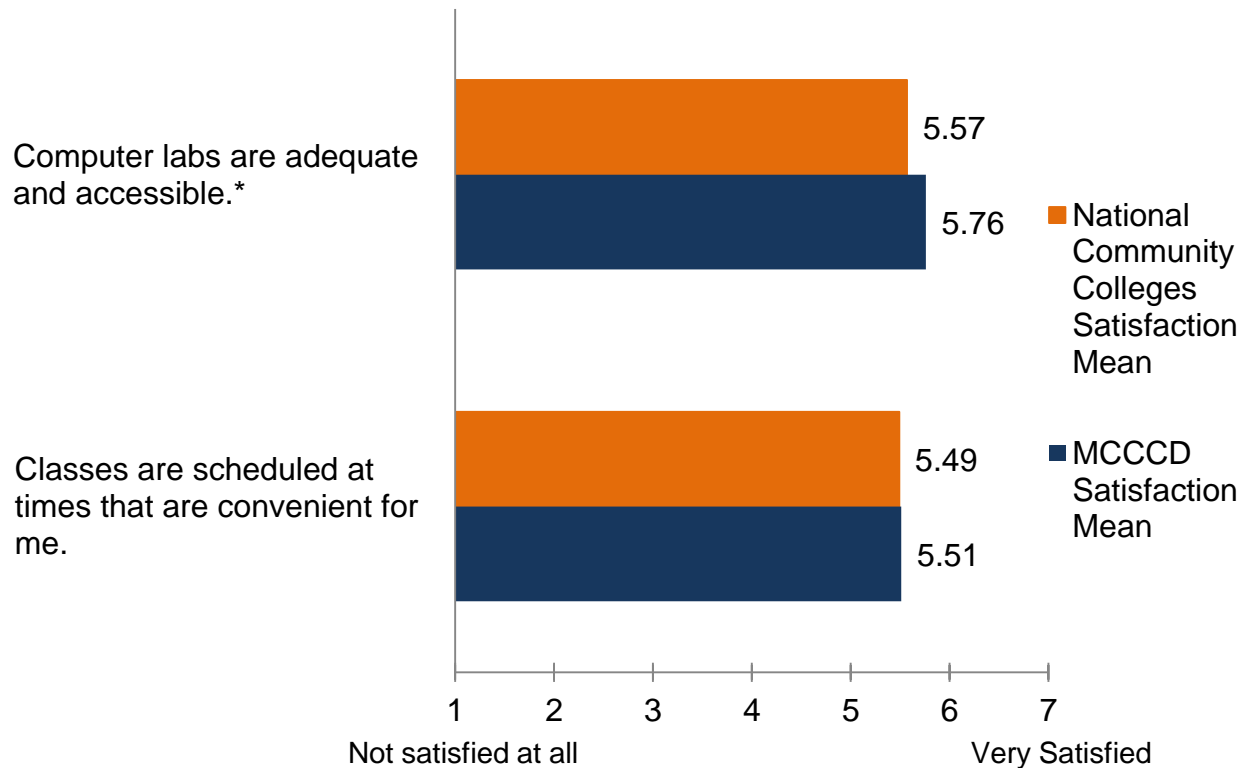
* Statistically significant difference at an alpha level of .001.

Note: A third item, "College emphasizes using computers in academic work," was requested from this survey. However, this item appeared in the CCSSE rather than the Noel-Levitz survey.

Key Finding:
The mean (average) response of MCCCD students to the item related to computer labs was statistically higher than the national community colleges satisfaction mean. The MCCCD mean response to the item related to the convenience of class times was not significantly different from the national comparison.

Basic Methodology:
The Noel-Levitz Student Satisfaction Inventory was completed in Spring 2013 by a total of 5,268 students at all MCCCD colleges except Rio Salado which administered the Priorities Survey for Online Learners (PSOL).
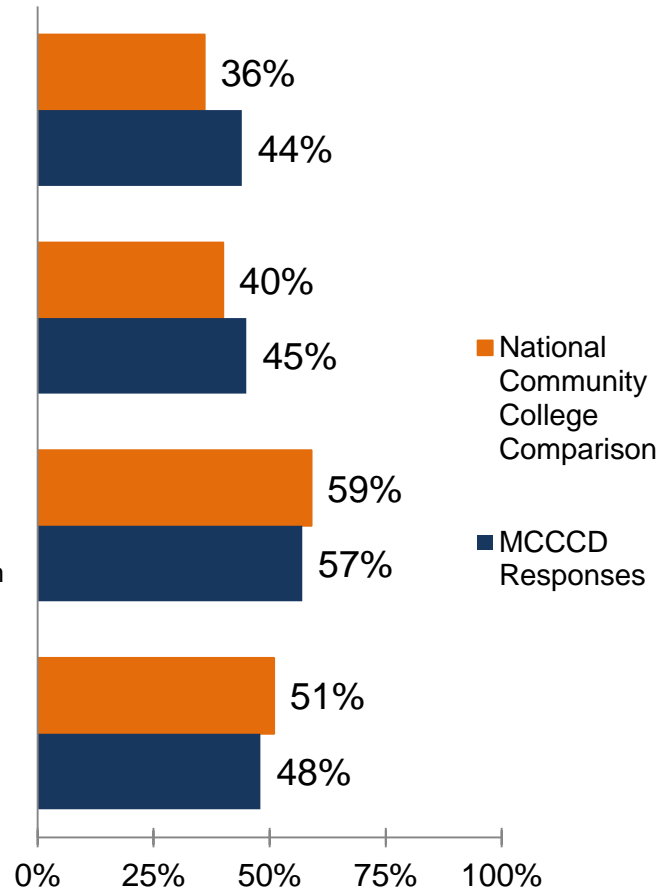
Selected ECAR Items on Information Technology

How many of your instructors use technology to make connections to the learning material or enhance learning with additional materials? (Percent who responded "All" or "Almost All")   (n = 829) *

How many of your instructors have adequate technology skills for course instruction? (Percent who responded "All" or "Almost All") (n=836)

In the past year, to what extent have you used the learning management system? (Percent who responded "Used in all my courses" or "Used in most of my courses")* (n = 834) *

I get more actively involved in courses that use technology. (Percent who "Strongly Agree" or "Somewhat Agree")* (n = 833) *

Chart:
- How many of your instructors use technology to make connections: National Community College Comparison 36%, MCCCD Responses 44%
- How many of your instructors have adequate technology skills: National Community College Comparison 40%, MCCCD Responses 45%
- In the past year, to what extent have you used the learning management system: National Community College Comparison 59%, MCCCD Responses 57%
- I get more actively involved in courses that use technology: National Community College Comparison 51%, MCCCD Responses 48%

Legend:
■ National Community College Comparison
■ MCCCD Responses

X-axis: 0% 25% 50% 75% 100%

*ECAR survey items change from year to year. These items are similar in content
 to the survey items originally selected for consideration in the Governing Board metrics.

Key Findings:
- A higher percentage (44%) of MCCCD students were positive about their instructors' use of technology to connect to or enhance learning with additional materials than national community college comparisons (36%).
- A higher percentage (45%) of MCCCD students were positive about their instructors' technology skills for course instruction than national community college comparisons (40%).
- More than half (57%) of MCCCD students reported using the learning management system in all or most courses.
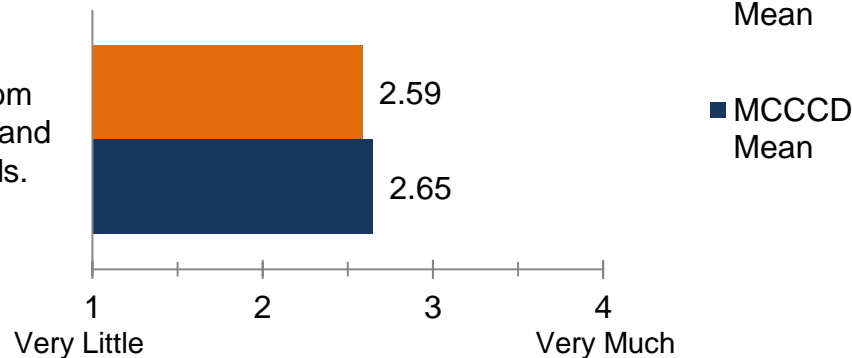- Approximately half (48%) of MCCCD students reported they get more actively involved in courses using technology.

Basic Methodology:
The Educause Center for Analysis and Research (ECAR) student information technology survey was administered in Spring 2015 at nine of the MCCCD colleges. Survey responses from more than 9,000 community college students from around the nation serve as a comparison. Valid responses were obtained from 847 MCCCD students. This survey was designed as a 6-point Likert scale for the first two items and the last item. A 5-point Likert scale was utilized for the third item.

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Selected CCSSE Items on Community Service and Awareness

How often have you participated in a community-based project as part of a regular course? (n = 7,769)

1.34
1.38

1 — Never
2
3
4 — Very Often

■ CCSSE Mean

■ MCCCD Mean
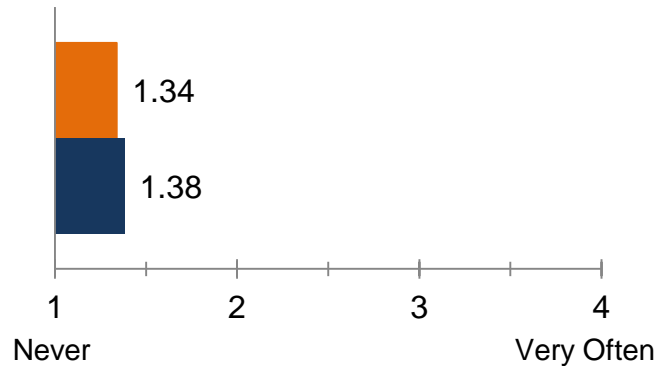
The college encourages contact among students from different economic, social, and racial or ethnic backgrounds. (n = 7,698)

2.59
2.65

1 — Very Little
2
3
4 — Very Much

Key Finding:
The mean (average) responses of MCCCD students to the first and last items at left were not deemed by CCSSE to be substantially different from the CCSSE national means.
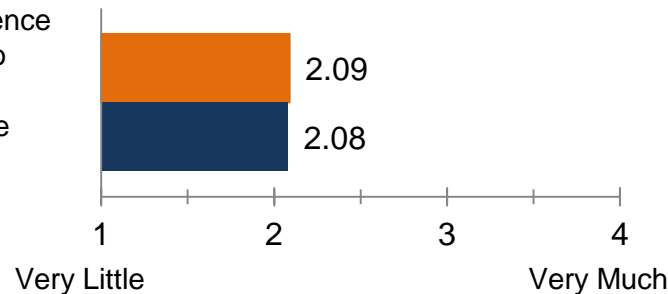
Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCD colleges except Rio Salado in Spring 2014. This survey is scheduled to be administered again in Spring 2017.

*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.

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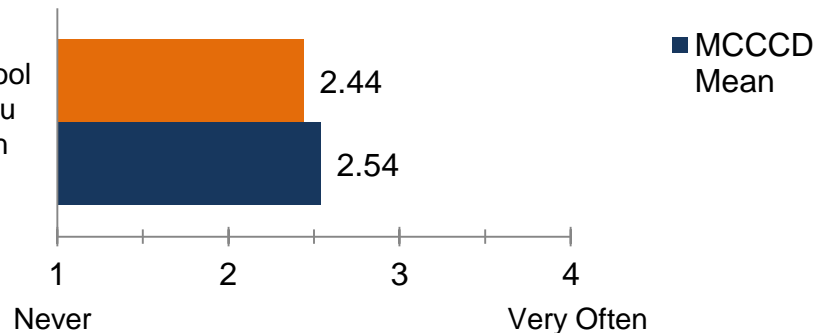# Selected CCSSE Items on Community, Civic, and Global Learning

How much has your experience at this college contributed to your knowledge, skills, and personal development in the area of contributing to the welfare of your community? (n = 7,629)

CCSSE Mean	2.09
MCCCD Mean	2.08

Scale: 1 (Very Little) — 2 — 3 — 4 (Very Much)

In your experiences at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own? (n = 7,800)

CCSSE Mean	2.44
MCCCD Mean	2.54

Scale: 1 (Never) — 2 — 3 — 4 (Very Often)

■ CCSSE Mean
■ MCCCD Mean

*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.

Key Finding:
The mean (average) responses of MCCCD students to the first and last items at left were not deemed by CCSSE to be substantially different from the CCSSE national means.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCD colleges except Rio Salado in Spring 2014. This survey is scheduled to be administered again in Spring 2017.

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