



2020 Performance Monitoring Report

EXECUTIVE SUMMARY

This report provides an annual update on performance metrics for the Maricopa County Community Colleges District (MCCCD), including progress toward MCCCD Governing Board Outcomes.

Three key areas are analyzed to determine student and organizational performance as follows:

1. Leading Indicators of Student Success
2. Completion Outcomes
3. Enrollment, Awards, and Transfer.

Where possible, metrics are segmented using the following populations for further analysis: gender, age, race/ethnicity, first generation status, and Pell recipient status. A glossary of terms is available at the end of this report.

The analysis presented includes snapshots (representations of a point in time), and overviews (high level representations of more detailed data) of a series of dashboards.

Overall, MCCCD is improving in the following areas: college readiness, credit momentum, college level course completion, number of award recipients and CTE award recipients. Maricopa is declining in the areas of persistence, first-year college level course success rates, headcount, credit hours, and number of transfers to in-state public universities. MCCCD is stable in the area of years to completion and wage outcomes.



METRICS



Leading Indicators of Student Success

Credit Momentum, Persistence, Course Success Rates, College-Level Course Completion and Developmental Course Enrollment



Completion Outcomes

2, 3, and 6-Year Completion and Transfer Rates, Years to Completion, and Wage Outcomes



Enrollment, Awards, and Transfers

Headcount Enrollment, Attempted Credit Hours, Awards and Award Recipients, and Transfers to AZ State Universities

METRICS TREND SUMMARY

2019 to 2020 Trends



Trending Up



Trending Down



Stable



Leading Indicators of Student Success

COLLEGE
READINESS



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CREDIT
MOMENTUM



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PERSISTENCE



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COURSE
SUCCESS RATES



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COLLEGE-LEVEL
COURSE
COMPLETION



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Completion Outcomes

2-YEAR
GRADUATION OR
TRANSFER RATE



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3-YEAR
GRADUATION
RATE



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3-YEAR
TRANSFER RATE



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YEARS TO
COMPLETION



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WAGE
OUTCOMES



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Enrollment, Awards, and Transfers

HEADCOUNT



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CREDIT HOURS



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AWARD
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CTE AWARD
RECIPIENTS



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TRANSFERS



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NAVIGATING THIS REPORT

Electronic Navigation

This report is interactive when viewed electronically. Readers may select the relevant dashboard to each metric that is available in the footer of each page. Readers may then review details or filter the results based on a particular data point (a specific college or demographic group, for example).

Please note: you will need to use your username (MCCCD MEID) and password to access the detailed data.

You can also navigate the data in the [2020 Performance Monitoring site](#).

Glossary and Other Important Information

There is a glossary of terms available in the appendix of this report.

College abbreviations are used throughout the document: Chandler-Gilbert (CGCC), Estrella Mountain (EMCC), Glendale (GCC), GateWay (GWCC), Mesa (MCC), Phoenix College (PC), Paradise Valley (PVCC), Rio Salado (RSC), Scottsdale (SCC), and South Mountain (SMCC).

Note on Calculations of Change or Difference

Two techniques are used throughout this report to compare numbers and analyze trends. A percent difference from one number compare to another number is referred to as a difference of X%. The difference calculated between two rates of performance is referred to as a percentage point difference (20% compared to 30% = 10 percentage point difference).



DIVERSITY, EQUITY, AND INCLUSION

Throughout this report there is an intentional mention of where MCCCDC is experiencing gaps in equitable performance. Over the past academic year, both the colleges and the district office have been actively engaged in efforts to support our students, faculty, and staff in identifying and implementing equitable measures related to student success and creating a sense of belonging at our institutions. Specifically, the district engaged in a series of conversations, workshops, and dialogues to identify implementable measures to engage employees in an improvement process.

Similarly, the colleges have developed Diversity, Equity, and Inclusion (DEI) work teams and college councils to implement and sustain equitable efforts to improve services to students of color and underserved student populations on their campuses. Currently, DEI work is being coordinated through the District-wide Diversity Advisory Council, the Employee Constituency Groups, College Diversity Coordinator and Teams, as well as the District Office DEI team within District HR.

College Spotlight: Glendale Community College

In response to the growing need to improve equity for underserved students and students of color across the district and to implement intentional programming, GCC hired the district's first **Director of Diversity, Equity and Inclusion**. GCC's President noted that the director will be using their Achieving the Dream Report and the recommendations from MCCCDC's Guided Pathways consultants to drive the strategy for addressing equity at Glendale and beyond.





Leading Indicators of Student Success

Credit Momentum, Persistence, Course Success Rates, College-Level Course Completion and Developmental Course Enrollment

The leading indicators of student success are measures of student performance and momentum within their first term and year at one of the ten Maricopa County Community Colleges.

The leading indicators of student success are calculated using a cohort of new-to-Maricopa students that are degree or certificate seeking. The new-to-Maricopa cohort is selected using criteria that best fits the monitoring of early progress. This criteria is consistently used by higher education institutions to monitor early performance.

The Fall 2019 new-to-Maricopa cohort for each college as a proportion of the total fiscal year 2019-2020 headcount is displayed to the right in figure 7A. Rio Salado is the smallest at 3.8% and the largest is at Estrella Mountain at 13.7%. It is important to note that this cohort represents a fraction of our total student body, particularly for the MCCCCD colleges that rely on a less traditional model (Rio Salado for example).

The total population by college and district-wide is displayed in figure 7B.

The rest of this report addresses performance evaluation in the broader student population.

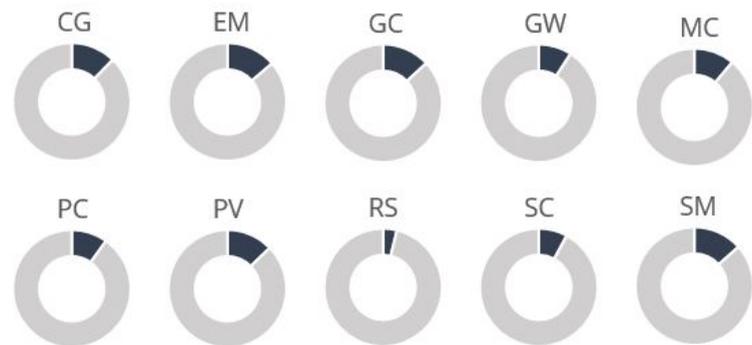


Figure 7A

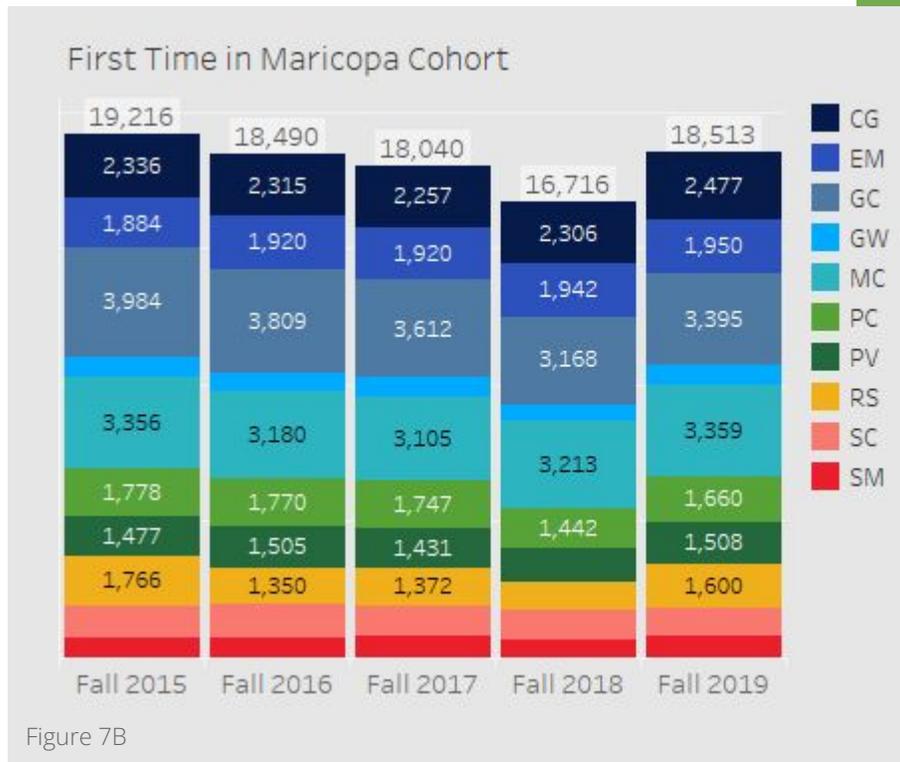


Figure 7B



LEADING INDICATORS OF STUDENT SUCCESS

College-Readiness

Trend This metric is improving

Peers Maricopa is performing above peers

Maricopa has realized a significant increase in the percent of new-to-MCCCD students that were college-ready, which includes those that enrolled in all College-level courses and no remedial courses in their first year at one of the ten Maricopa colleges. In Fall 2019, 81% of the new-to-Maricopa students were college-ready compared to 56% of the prior cohort in Fall 2018.

This increase was experienced across all colleges, as indicated in Figure 8A. The improvement is attributed to the Developmental Education Redesign Initiative with the most significant implementation in 2019-2020.

The improvement in college-readiness is a direct outcome of the changes made in this initiative to broaden the placement criteria used to determine course placement as well as the consolidation of developmental-level courses into College-level courses that offer supplemental remedial support.

Although this metric has improved across all population segments, sizable equity gaps still exist between minority and non-minority students. The gap between male students compared to female students and non-traditional students (age 25 and up) compared to traditional students (age less than 25) has closed significantly from the 2019 to 2020 reporting year.

Enrollment in Only College-Level Courses in the First Year is up compared to last year.

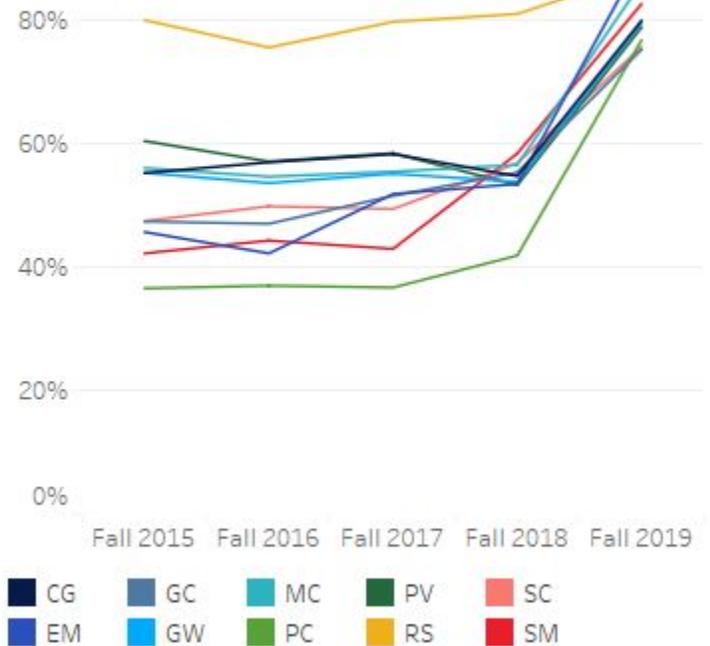


Figure 8A

District-Wide Spotlight

An outcome of MCCCD's Guided Pathways work is to ensure all students are able to complete college-level English and math in their first year. All colleges introduced new assessment standards that include using high school grade point average, SAT/ACT numbers, and General Education Development (GED) scores. These provided under-prepared students an opportunity to demonstrate high school academic skills in High School and beyond to show capability of successfully completing college level coursework.



[Click to view this dashboard](#)

Note: Peer data used for leading indicators is an approximate comparison and does not represent an exact methodological match.

[Return to metrics trend summary](#)



LEADING INDICATORS OF STUDENT SUCCESS (Continued)

Credit Momentum

Trend This metric is improving

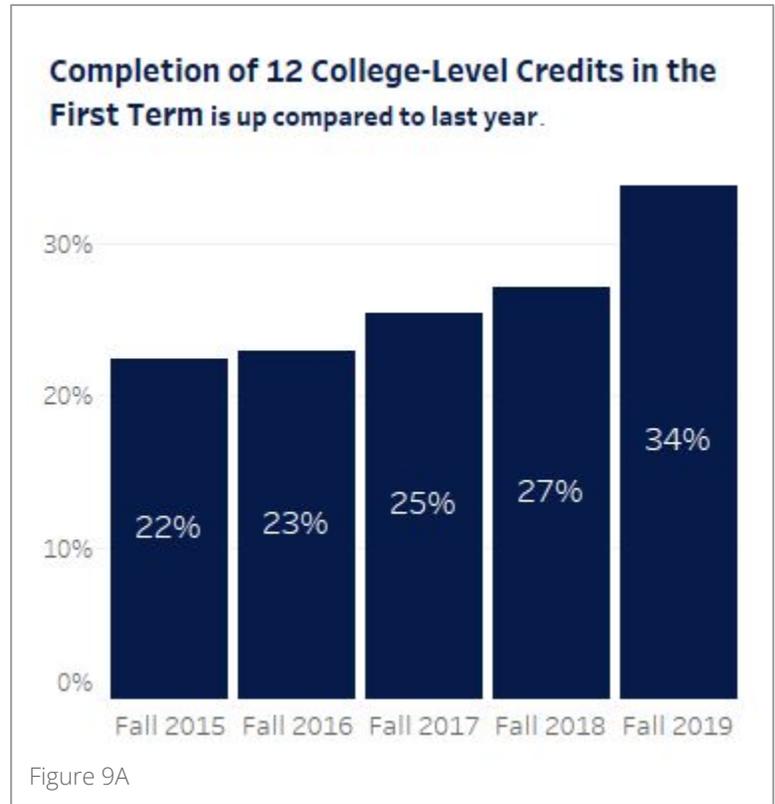
Peers Maricopa is performing above peers

Credit momentum is measured by tracking the percentage of students that achieve identified milestones of earned credits in their first semester and first year. For the purpose of this report, Maricopa measures 12 credit hours in the first semester and 24 in the first year as critical milestones for credit momentum.

Maricopa students achieving 12 credits in their first semester and 24 credits in their first year have increased. As shown in Figure 9A, the percentage of students completing 12 credits within their first term has increased from 27% in reporting year 2018 to 34% in 2019. The most recent peer data available indicates that Maricopa is approximately 10 percentage points higher in performance of this metric when compared to a group of ten peers.

Maricopa students at the 24 credit milestone within the first year are also improving with 23% of students in 2018 to 24% in 2019.

Across all milestones, MCCC is experiencing a notable equity gap. As displayed in Figure 9B, there is a gap in the attainment of 6 credit hours in the first term for Black and American Indian students compared to White, Hispanic and Asian students. In particular, the Hispanic student population has experienced a dramatic trend of improvement in this measure.



Spotlight: Phoenix College

Completion of 12 college-level credits in the first term has increased by over 10 percentage points at PC over the past 5 years. In 2018, PC added information to their Parent Orientation program regarding students who take at least 15 credit hours each term and their propensity for earlier completion or transfer and significant cost saving opportunities - 15 to Finish.



Spotlight: Estrella Mountain

EMCC saw a 17 percentage point increase in students taking at least 12 credit hours per term over the past 5 years. EMCC credits this marked increase to the impact of their Student Success Fair and new Field of Interest communication strategies, which include opportunities for support teams to become better acquainted with each student.



[Click to view this dashboard](#)

Note: Peer data used for leading indicators is an approximate comparison and does not represent an exact methodological match.

[Return to metrics trend summary](#)



LEADING INDICATORS OF STUDENT SUCCESS *continued*

Persistence

Trend This metric is declining

Peers Maricopa is performing above peers

Maricopa is experiencing a decline in fall to spring persistence for the new-to-Maricopa cohort. In the most recent reporting year, which focuses on the Fall 2019 cohort, 70% of students persisted from their first fall to the Spring 2020 semester, as shown in figure 10A. This is down 3 percentage points from the prior reporting year.

Although the decline was experienced by most of the colleges in the Maricopa District, Chandler-Gilbert Community College and Scottsdale Community College experienced moderate improvement (approximately 1%).

Maricopa has historically experienced a significant equity gap in persistence across multiple population segments, including American Indian and Black students compared to all others, and most notably for males within these two segments, as shown in figure 10B. Additionally, these two population segments experienced notable declines in persistence from 2019 to 2020 (-9%).

Significant gaps also exist for first generation, traditional (under age 25), and part-time students when compared to their respective counterparts.

Fall to Spring Persistence Rate is down compared to last year.

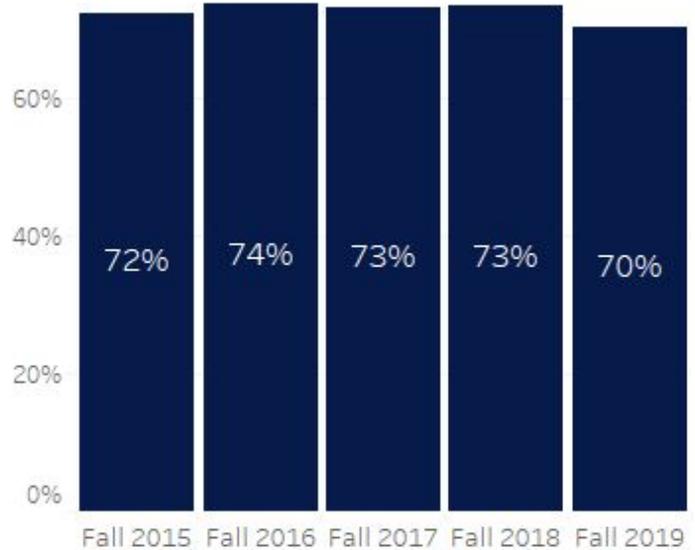


Figure 10A

Spotlight: Scottsdale Community College



SCC implemented a new retention team and hired a Retention Coordinator to focus on fields of interest (FOI) and routine engagement around FOI. This resulted in SCC improving persistence.

Spotlight: Paradise Valley Community College



PVCC was the first college in the district to implement a survey during new student orientation to learn about self-identified basic needs (food, shelter, personal issues) for students. Although PVCC's persistence numbers are similar to the mean, in an effort to close equity gaps, PVCC's desire to learn more should begin to show a more level playing field for all students.

Black and American Indian students are experiencing a sizable equity gap.

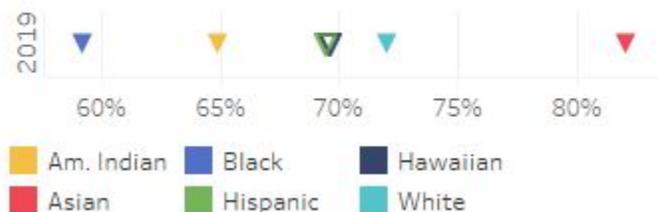


Figure 10B



[Click to view this dashboard](#)

Note: Peer data used for leading indicators is an approximate comparison and does not represent an exact methodological match.

[Return to metrics trend summary](#)



LEADING INDICATORS OF STUDENT SUCCESS *continued*

Course Success Rates

Trend This metric is declining

Peers Maricopa is performing above peers

The Course Success Rates, the rate of earned hours over attempted hours, declined in 2019-2020 (75% compared to 79% in 2018-2019, see figure 11A).

In the Spring 2020 semester, the transition to online learning modalities in the latter part of the semester because of COVID-19 led to abnormally high withdrawal rates across the entire student body and increased rates of Z grades, which is a grade of fail opposite pass in pass/fail grading system. As shown in Figure 11B, course withdrawals made up over 14% of all grades in the Spring 2020 semester most likely due to COVID-19. These withdrawals impacted the measure of earned college-level credits as well.

This decline was experienced consistently across all colleges and population segments with the exception of Black and American Indian students, which experienced larger percentage declines than other segments.

Success Rate of College-Level Credits in the First Year is down compared to last year.

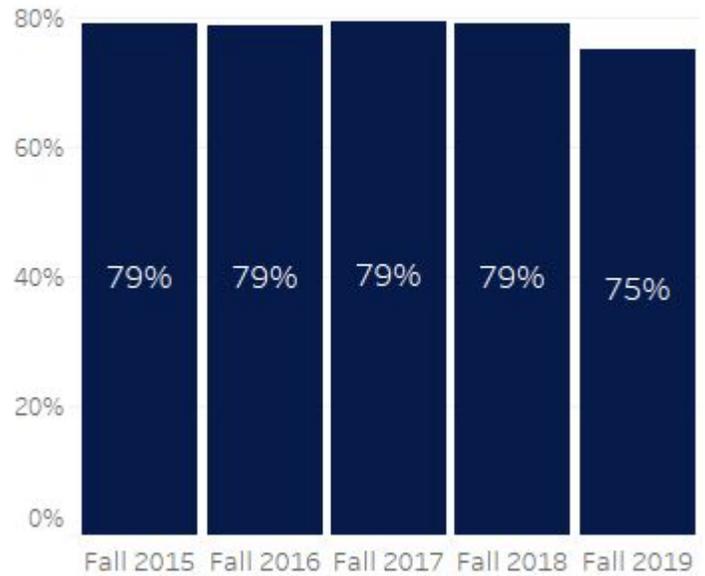


Figure 11A

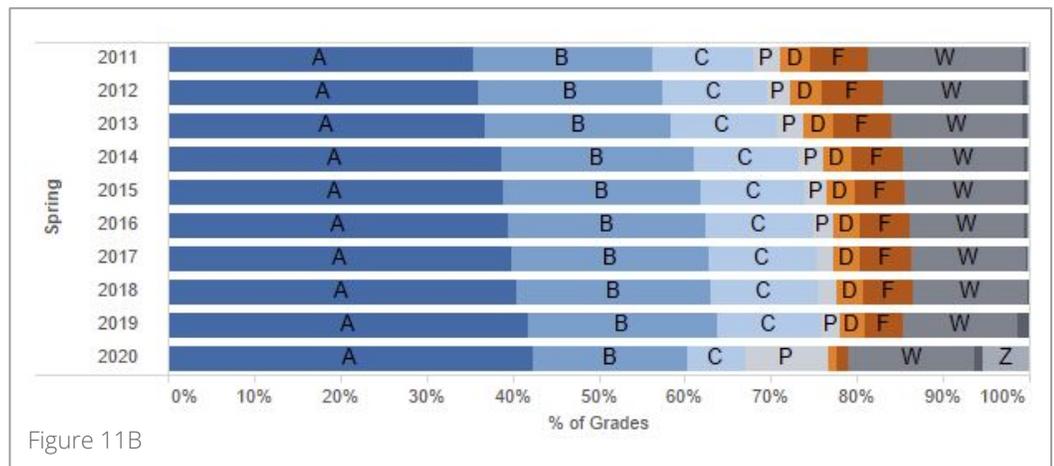


Figure 11B

Spotlight: Rio Salado College

RSC shifted to fields of interest advisors to provide case management of students which resulted in a stabilization in success rates year over year for online students during a district-wide shift to online learning.



[Click to view this dashboard](#)

Note: Peer data used for leading indicators is an approximate comparison and does not represent an exact methodological match.

[Return to metrics trend summary](#)



Completion of College-Level English & Math

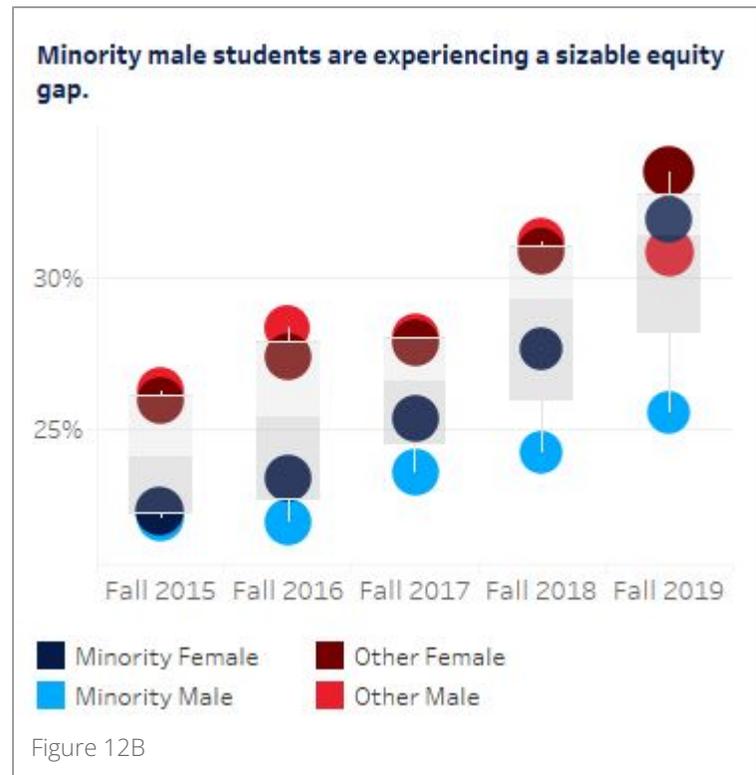
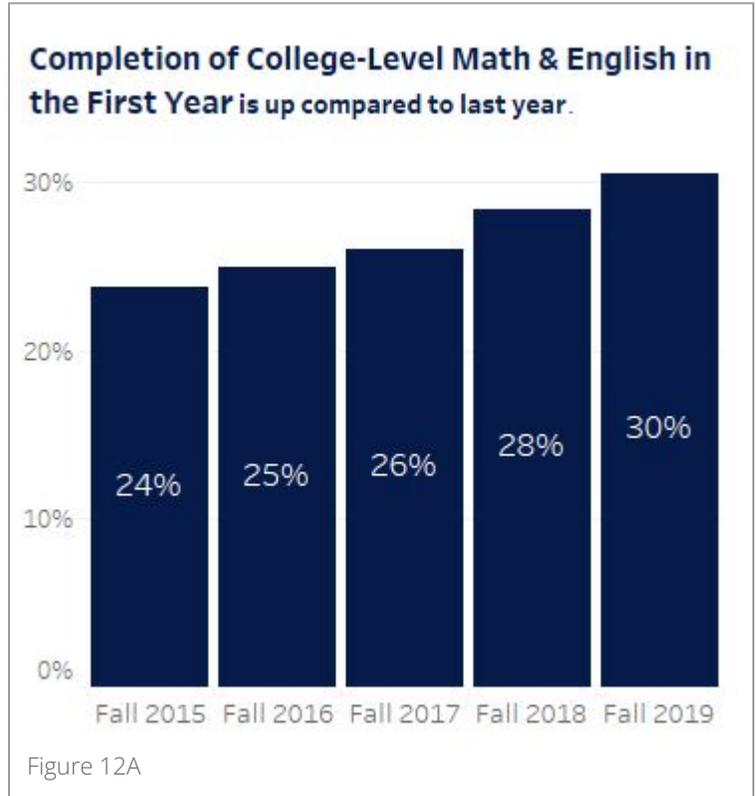
Trend This metric is increasing
Peers Maricopa is performing above peers

Maricopa is experiencing a steady increase in the completion of college-level English and math in new-to-Maricopa students' first year.

Despite the decline in College-level course success and the higher level of withdrawals in 2019-2020, new-to-Maricopa students achieved a 2 percentage point increase in the completion of college-level English and math, as shown in Figure 12A.

Performance increased across all colleges and population segments. Notably, however, minority male students are experiencing a sizable equity gap. As shown in Figure 12B, minority male students' improvement was more moderate, leaving a gap of approximately 6 percentage points compared to all other students. Minority female students experienced an encouraging trajectory of improvement from the 2018 to 2019 reporting year (28% to 32%).

The most significant gap in performance exists between part-time and full-time students with part-time students performing over 20 percentage points lower than full-time students.



Spotlight: Estrella Mountain Community College



EMCC placed part-time peer tutors in redesigned math (MAT 126 and MAT103) and biology courses. Peer tutors attend classes with students and are available outside of class time for additional support. Nearly 44% of EMCC students completed college level English and math compared to 37% or below for peers.





Completion Outcomes

Graduation & Transfer Rates, Years to Completion & Wage Outcomes

Completion outcomes reflect long-term performance of MCCCDC students, which also known as lagging indicators of student success.

Graduation and transfer rates are captured at three key points of time - 2, 3, and 6 years from initial enrollment. At these points, completion of a degree or certificate or transferring to a 4-year institution are considered successful outcomes. Graduation and transfer rates are measured using a cohort of new-to-Maricopa students. The first term in MCCCDC is used as the students' initial enrollment date.

Another metric used to monitor completion outcomes is the median total time from initial enrollment to completion. This metric includes the full student population that completed their first degree or certificate in an academic year and measures the time back to their initial enrollment. The median is used to account for outliers and anomalies with this measure.

Finally, MCCCDC measures the average wage of graduates each year at 1 to 8 years from completion to monitor the impact of their education on their income potential.



COMPLETION OUTCOMES

Completion and Transfer Rates

Trend This metric is improving for 2-yr cohort
Peers Maricopa is performing below peers

Completion of a degree or certificate and/or transfer to a 4-year institution is considered a successful outcome for the cohort of new-to-Maricopa students.

As shown in Figure 14A, the percent of students with a successful completion outcome at 2 years from initial enrollment was 11% for the Fall 2018 cohort. This is up from 10% in the prior cohort.

This metric is also tracked at 3 and 6 years from initial enrollment. MCCC'D's performance is declining for 3-year completion/transfer, however it is improving for 6-year completion/transfer.

Of the students that did not achieve a successful outcome at 3 years from initial enrollment, the percent of students that are still enrolled has declined by approximately 1%, while the percent of students that have left the institution has increased by approximately the same amount.

Although MCCC'D experienced an overall decline, EMCC, GWCC, RSC, and SCC experienced increases in the rate of completion or transfer. A notable decline was experienced by American Indian students, which further increased the gap in performance for the American Indian student population. A significant gap in performance is also experienced by Black and Hispanic students, first generation students, and non-traditional students (aged 25 and up).

Completion or Transfer: 2-Year Outcomes is up compared to last year.

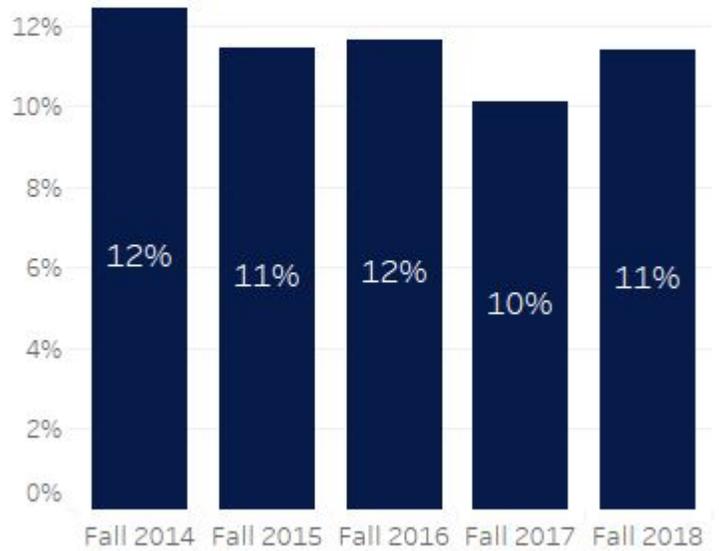


Figure 14A

Spotlight: Glendale Community College

GCC introduced Fields of Interest (FOI) support teams in 2019 to assure that all students had several points of contact throughout their academic journey including advising, financial aid, library services, counseling and more. Their 2-year cohort jumped over 2 percentage points in one academic year.



Spotlight: Mesa Community College

To improve completion and transfer rates, in 2016-2017, MCC introduced academic advisors into the Mesa Public Schools, providing new high school graduates a point of contact from high school through to college admission. Enrollment, completion/transfer at MCC has increased significantly since the high school advisement intervention was introduced.





Completion Rates

Trend This metric is improving

Peers Maricopa is performing below peers

Completion rates measure the percentage of students that reach a successful outcome of earning a degree or certificate within 3 years from their initial enrollment.

As shown in Figure 15A, Maricopa is experiencing a slight increase in completion rates (0.4 percentage points).

However, there is a notable equity gap being experienced by both male and female minority students, first generation students, and non-traditional students (age 25 and over) compared to all others. Also, it is significant to note that although all race/ethnicity groups experienced increases or very slight declines (approximately 1%), American Indian students declined by 14%.

Transfer Rates

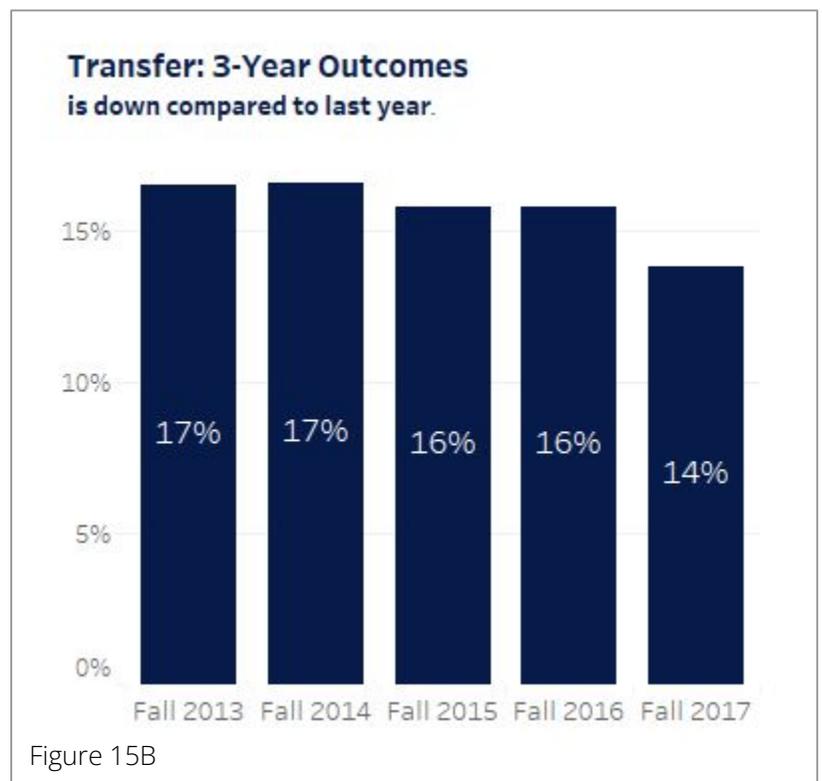
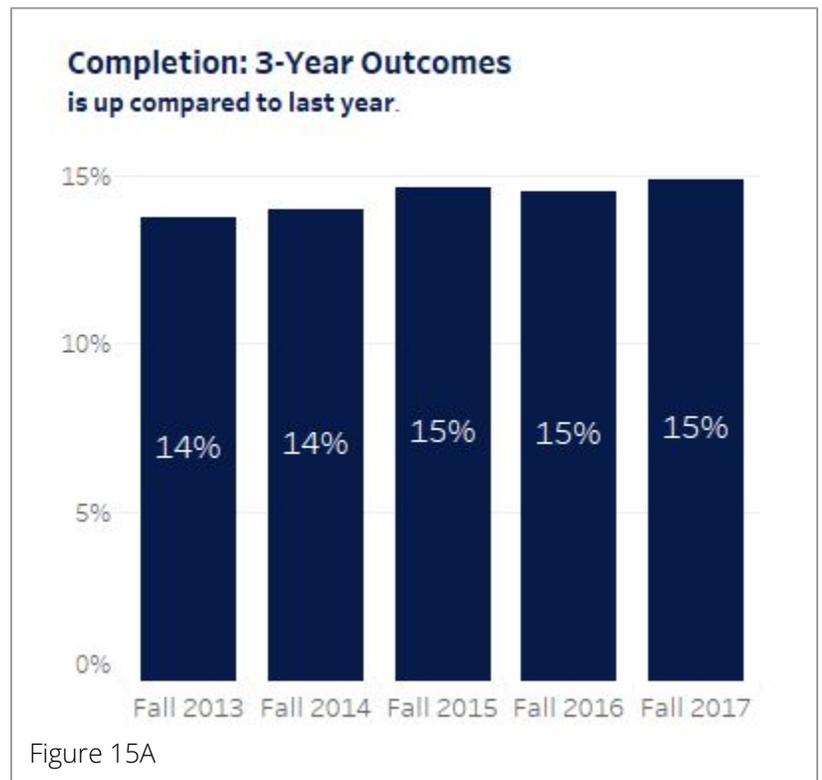
Trend This metric is declining

Peers Maricopa is performing below peers

Transfer rates measure the percent of students that transferred to a 4-year institution within 3 years from initial enrollment.

As shown in Figure 15B, Maricopa is experiencing a decline in transfer rates (approximately 2 percentage points).

Although this decline was experienced across most population segments, four colleges experienced increases in the transfer rate in the most recent year (EMCC, GWC, SCC and RSC).





COMPLETION OUTCOMES *continued*

Years to Completion

Trend This metric is stable

Peers Not applicable to this metric

The median years from the first term of enrollment to the date of completion for Maricopa students is 4.3 years. Maricopa's performance with this metric has been stable for the past three years and has improved slightly compared to the 2016 and 2017 reporting years.

Declines in the metric indicate improved performance. Performance in the metric has been fairly consistent, however, RSC has experienced a notably significant improvement in this metric, decreasing from a median of 6.7 years to 5.1 years to completion over the past five years.

As shown in Figure 16B, American Indian students compared to all other segments, are experiencing the highest years to completion at 5.3 years.

Students aged 18-24 are completing faster at 3.9 years as compared to all other age groups. Non-first generation students also take fewer years to complete at 3.9 median years compared to 4.7 years for first generation students.

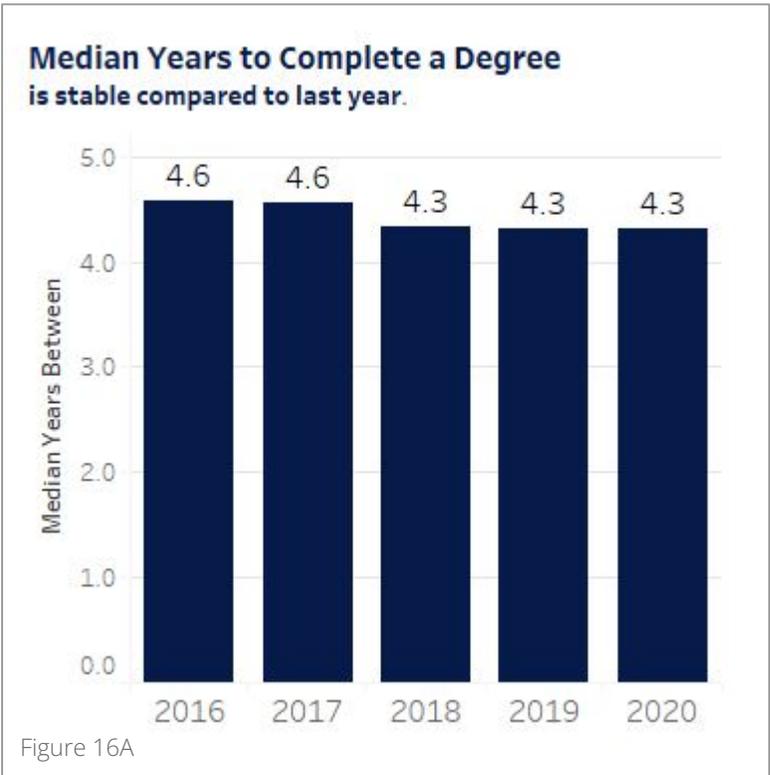


Figure 16A

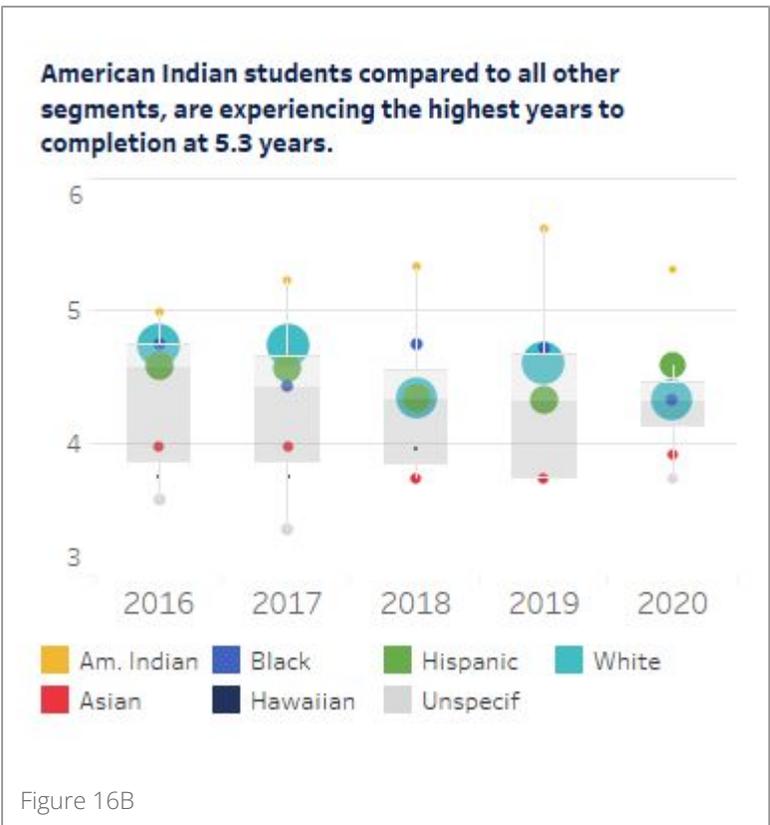


Figure 16B

Spotlight:

Chandler-Gilbert Community College

Although most colleges are seeing 4-5 years for median time to completion, CGCC boasts less than 4 years for most graduates to complete degrees/certificates. With a steadfast focus on transfer and graduation, CGCC's students are leading the way in the district.





Wages 3 Years from Completion

Trend This metric is stable

Peers Not applicable to this metric

The average wage of MCCCDC completers, 3 years from the time of completion is \$37,804. This is very similar to the performance in the previous reporting year of \$37,820. CTE award and certificate completers earn an average wage of \$40,785. The wage outcomes of our graduates has been increasing slightly over the past five years, as shown in Figure 17A.

According to the [MIT Living Wage Calculator](#), the living wage for a family of four with two working adults in Maricopa County is \$35,796 per person and \$56,180 with one working adult.

The stability in MCCCDC's current performance derives primarily from graduates in CCL awards.

There are notable equity gaps of approximately \$5,000 between minority and non-minority graduates and a \$4,000 gap between female and male graduates. Figure 17B shows the gap experienced with these population segments.

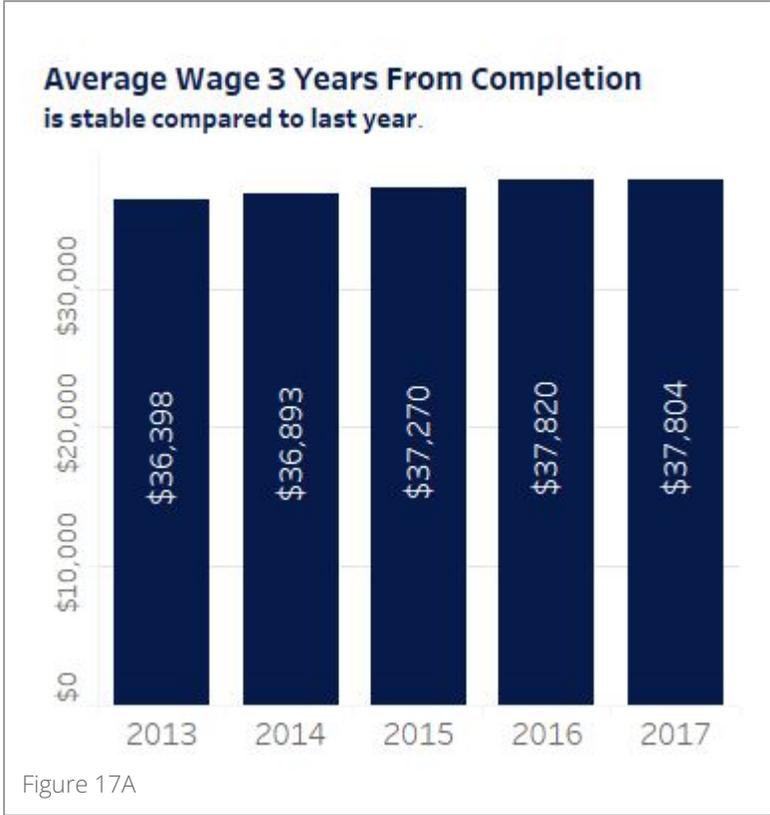


Figure 17A

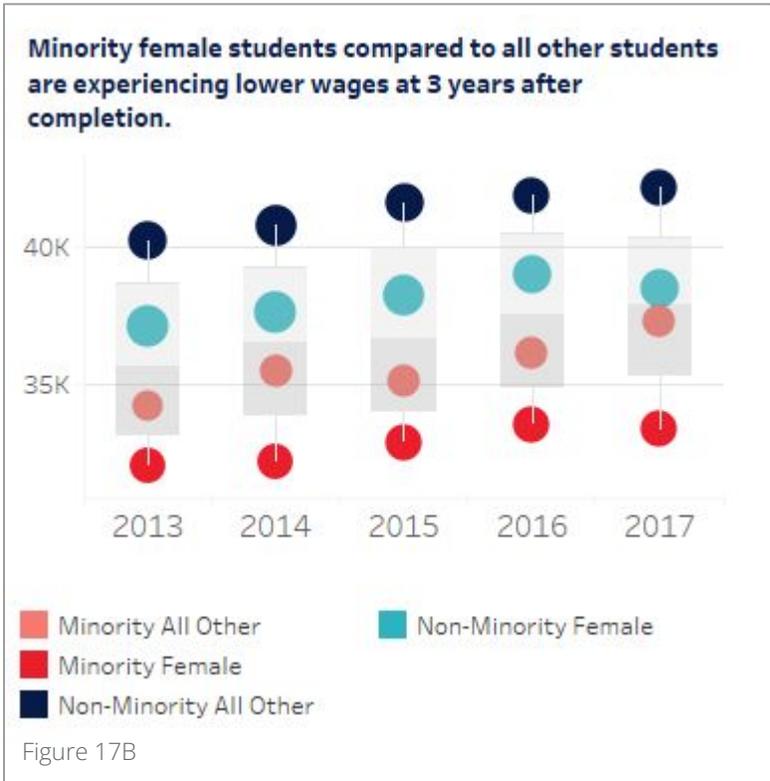


Figure 17B

Spotlight: GateWay Community



For the last 5 years, GWCC's 3-year completion wage outcomes (\$44,000) are the highest across all 10 colleges in MCCCDC and over \$5,000 more than the district-wide average.





Enrollment, Awards, and Transfers

Enrollment, Awards and Transfer metrics count the number of students at certain stages of the student life cycle.

- Enrollment metrics measure the headcount of students enrolled in credit courses and the number of earned hours at the end of a semester.
- Awards metrics measure the number of degrees and certificates conferred as well as a distinct count of the number of award recipients each year.
- Transfer metrics measure the number of students that transfer from a Maricopa college to an Arizona public university after earning 12 or more credit hours at MCCC.



ENROLLMENT, AWARDS, AND TRANSFERS

Enrollment: Unduplicated Credit Headcount

Spring 2019 to Spring 2020

Trend This metric is declining

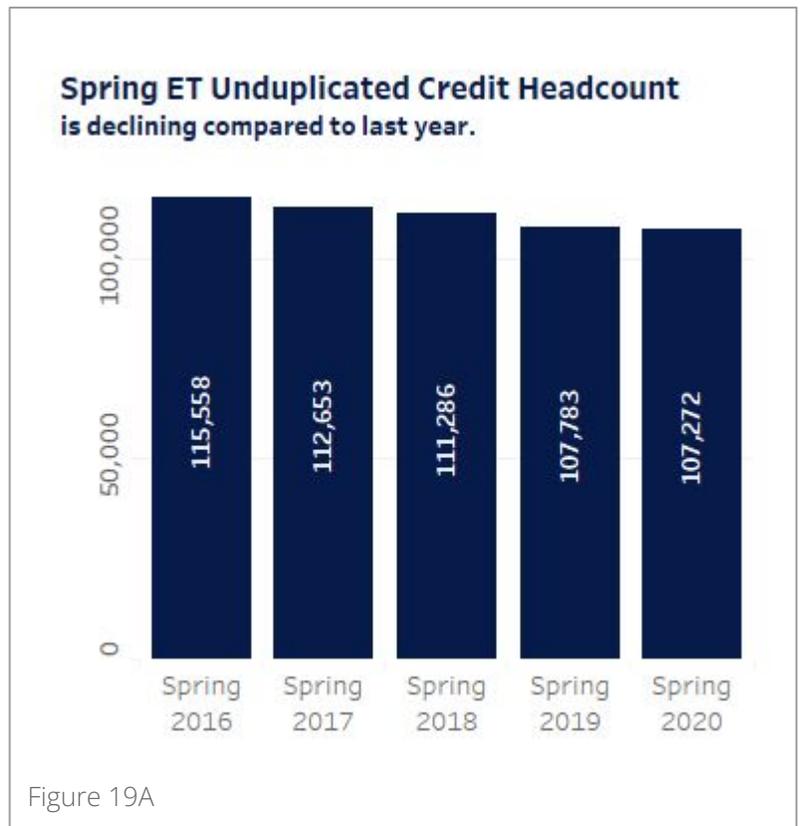
Peers Not applicable for this metric

Unduplicated Credit Headcount is a distinct count of all students enrolled in credit courses.

As shown in Figure 19A, from Spring 2019 to Spring 2020, overall enrollment declined less than 1%. However, MCC, CGCC, GWC, and SMCC increased headcount in spite of the overall trend.

Career and Technical Education (CTE) are courses that are classified as vocational. CTE headcount increased (1%) from Spring 2019 to Spring 2020.

It should be noted that Hispanic students increased more than 3%, and students from two or more races increased more than 7%.



Non-Credit Spotlight: Maricopa Corporate College

Maricopa Corporate College (MCOR) served 1,993 non-credit learners in the 2019-2020 academic year. This is an increase from fiscal years 2018-2019 (1,757), and 2017-2018 (1,611). Also notable, MCOR served 55 Corporate Clients/Businesses and served 1,094 students enrolled in concierge programs.



Non-Credit Spotlight: Maricopa Information Technology Institute - East Valley (MITI-EV)

The Maricopa Information Technology Institute - East Valley (MITI-EV), a collaboration between CGCC, MCC, RSC and SCC, partnered with the Mesa Chamber of Commerce and the East Valley Hispanic Chamber of Commerce to deliver non-credit Entry Level Business Courses resulting in a 100% completion rate for 51 participants. Additional credit and noncredit training is available through MITI-EV to meet immediate workforce demand including Google IT Support Professional Certificate, Amazon Web Services, Apple App Dev, AppleCare, Adobe, Kubernetes, Python, and Excel.



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ENROLLMENT, AWARDS, AND TRANSFERS

Enrollment: Unduplicated Credit Headcount *continued*

Fall 2019 to Fall 2020

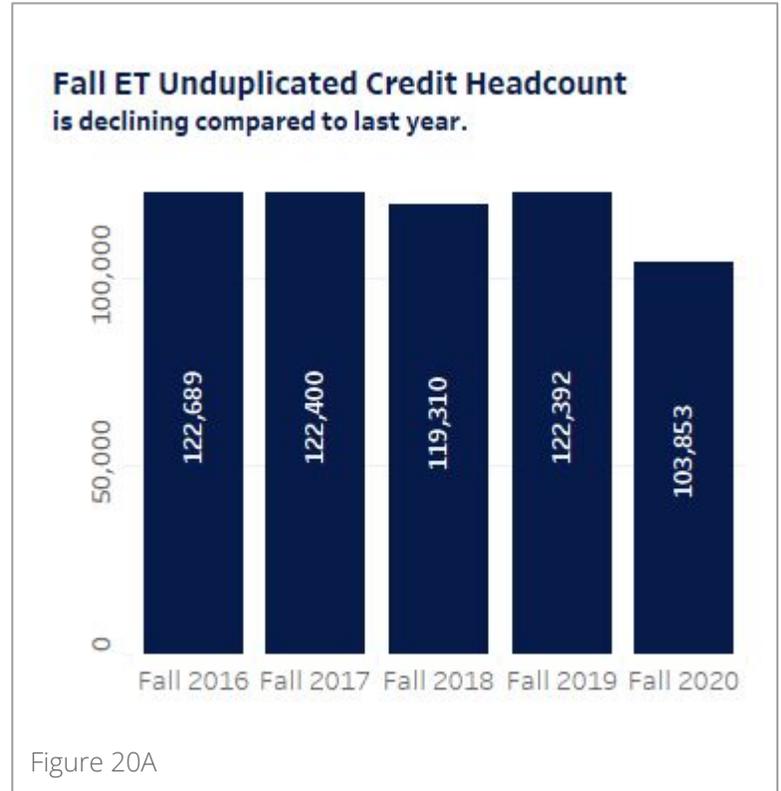
Trend This metric is declining

Peers Maricopa declined more than peers

From Fall 2019 to Fall 2020, overall enrollment declined 15%, as shown in Figure 20A. This decline was experienced across all segments except those under the age of 18. Enrollment of underserved students declined 17% compared to all other students declining at 10%. Also, part-time students declined by 16% compared to full-time students at 13%.

CTE headcount decreased from 68,844 to 58,450 from Fall 2019 to Fall 2020 (-15%).

The COVID-19 pandemic has impacted 2020 enrollment with overall headcount declining. Overall, two-year public institutions across the country are experiencing a 10.1% decline, according to the National Student Clearinghouse Research Center.



Clock Hour Enrollment



GWCC enrolled 904 students in clock hour programs in the 2019-2020 academic year. This was a 10% decline from the headcount enrollment in these programs in the 2018-2019 year. A few factors contributed to the decline. West-MEC enrollment in Beauty & Wellness programs fell due to a change in state legislation that only allowed for concurrent enrollment in post-secondary programs that led to college credit. Additionally, the Covid-19 pandemic delayed program starts for these hands-on (and therefore primarily in-person) programs.

Spotlight: Mesa Community College



Arizona Advanced Manufacturing Institute (AzAMI) has an ongoing partnership with Boeing to increase the number of Aerospace Technicians in the regional workforce pipeline. The Cable Harness Wiring Program is delivered as a hybrid, 9-day bootcamp and includes a portable industry certification, IPC A620, which validates the skills specific to this occupation. In 2020, AzAMI had 180 students complete the Cable Harness Wiring Program, this completion number is particularly significant due to the pandemic. Over the course of 2019-2020, approximately 211 program completers received job offers and 184 accepted.





ENROLLMENT, AWARDS, AND TRANSFERS

Earned Credit Hours

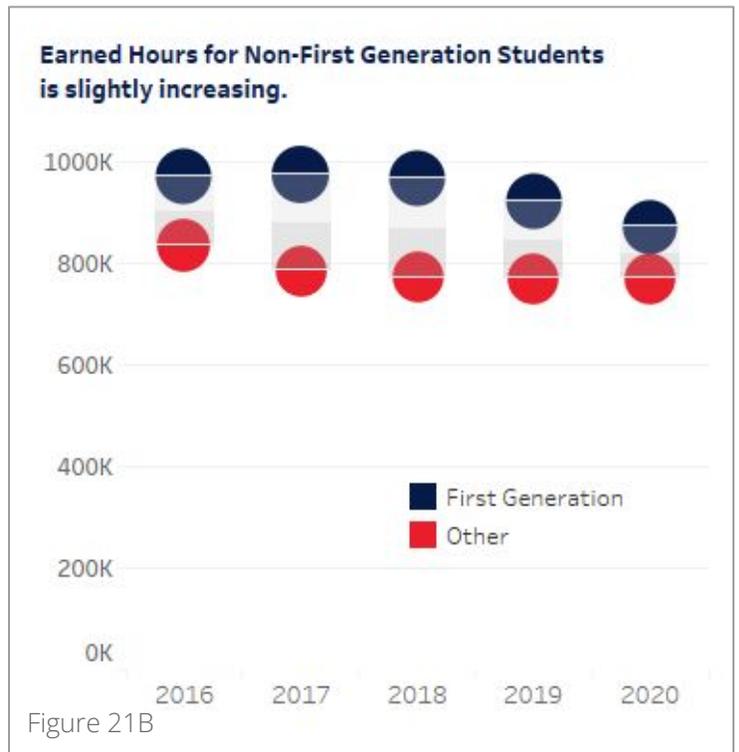
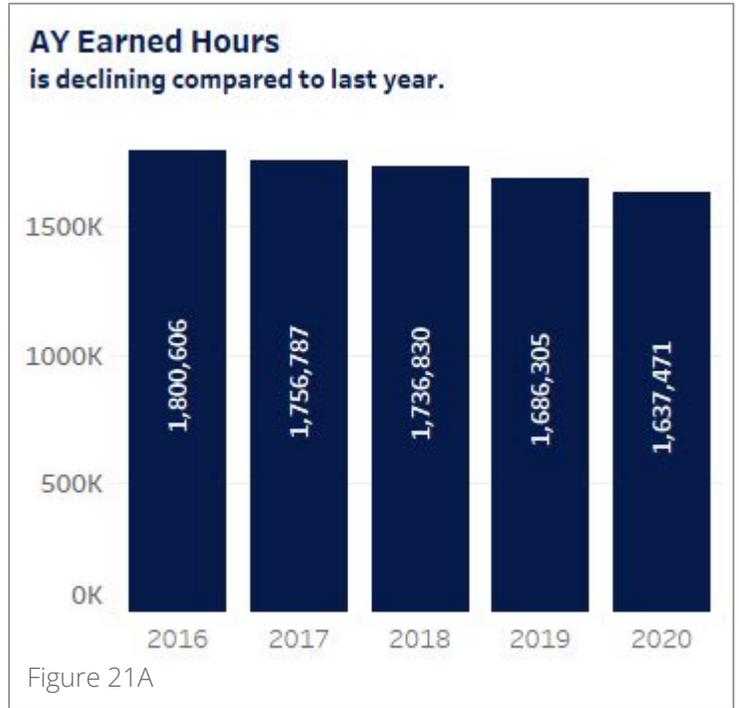
Trend This metric is declining

Peers Not applicable for this metric

Earned credit hours are measured by the number of hours earned at the end of each semester in an academic year.

Earned hours show a decline through Spring 2020, as shown in Figure 21A. This decline is occurring in all segments, with the exception of non-first-generation students which increased less than 1%, as shown in Figure 21B. From 2019 to 2020, overall credit hours decreased by 2.9%. Overall credit hours have been declining each year for the past 5 years.

This metric may not yet show the full impact of COVID-19, as it includes the completed Fall and Spring semesters from the academic year 2020.



Spotlight:

South Mountain Community College

SMCC has focused its efforts on improving minority student completion with their minority Male Empowerment Network and Women Rising programs. SM's minority student's earned more credits when compared to non-minority students.





ENROLLMENT, AWARDS, AND TRANSFERS

Awards and Award Recipients

Trend This metric is increasing

Peers Not applicable for this metric

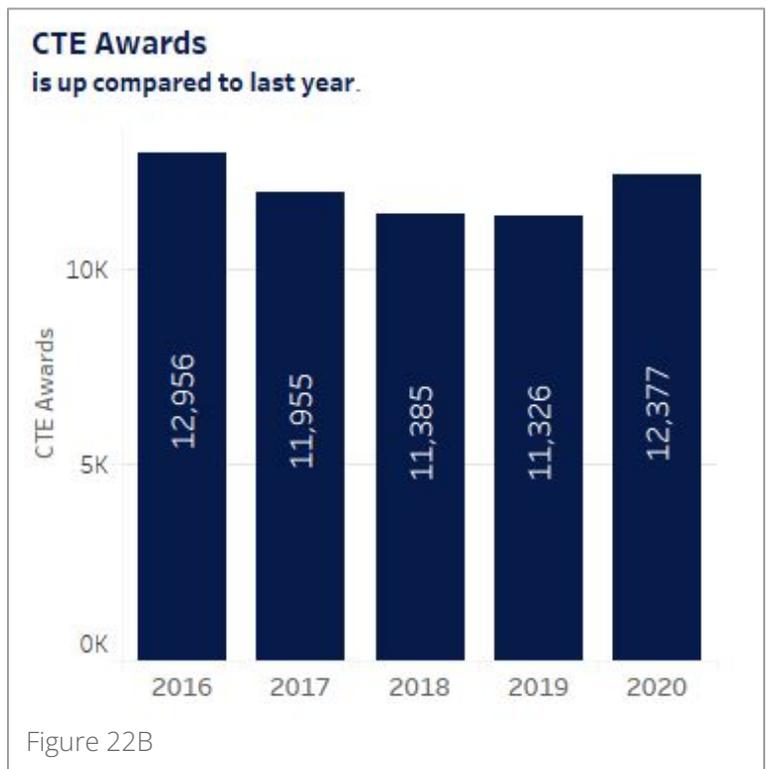
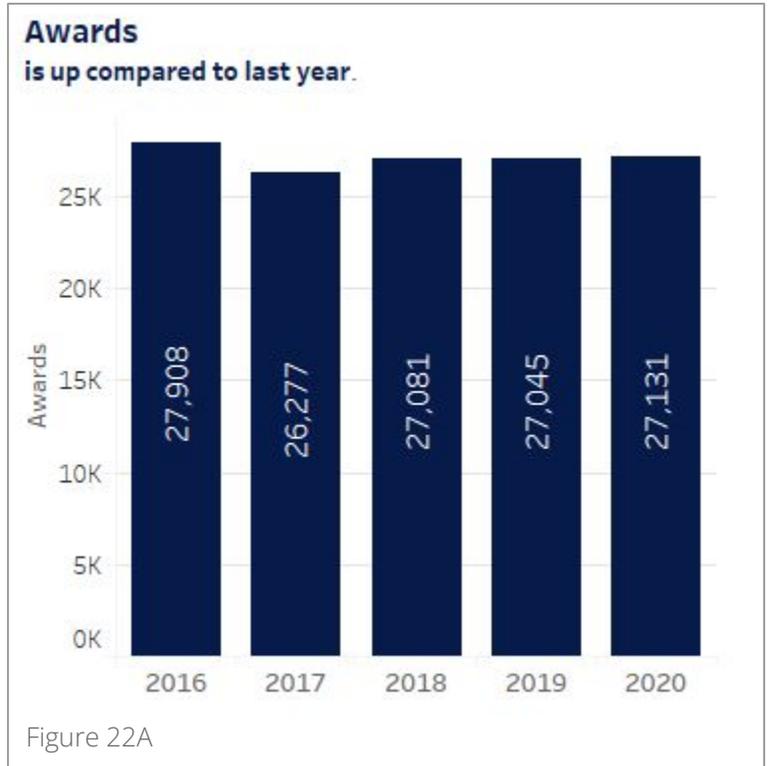
Awards are measured by the number of degrees and certificates conferred each year. Award recipients is a distinct count of students that received an award each year.

Despite the declining trend for the prior four years, in the most recent year, Maricopa has experienced an increase in both awards, as shown in Figure 22A, and award recipients. MCCCDC increased the number of awards from 2018-2019 to 2019-2020 by less than 1% and award recipients by 4.1%. RSC experienced the largest increase in award recipients at 32.8%.

Certificate of Completion (CCL) award recipients are the largest group with an increase of 950 (15%) award recipients from 2019 to 2020.

The most notable increase is with CCL programs including the Basic Corrections and Law Enforcement Technology Academy certificates, as well as the Nurse Assisting and Retail Pharmacy: Customer Service certificates.

As shown in Figure 22B, in the last year MCCCDC increased the number of awards conferred from 11,326 to 12,377 CTE awards and from 9,266 to 10,319 CTE award recipients. In the most recent year Maricopa has experienced an increase in both CTE awards and CTE award recipients. Rio Salado increased CTE award recipients by 1,128 (36.7%). CCL award recipients are the largest group with an increase of 950 (15%). This increase directly correlates to the increase in CTE awards and CTE award recipients.





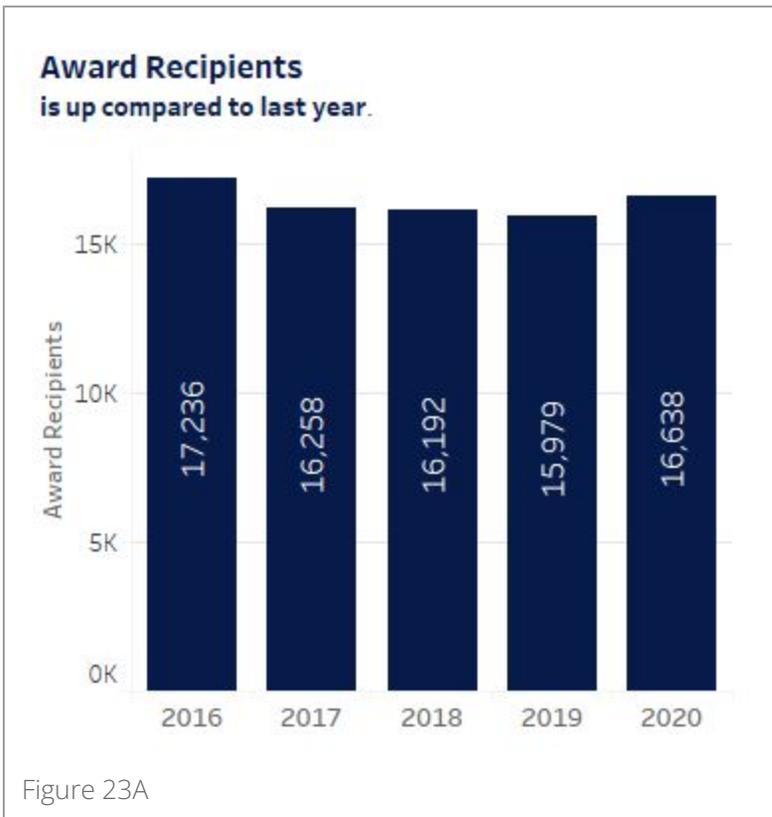
ENROLLMENT, AWARDS, AND TRANSFERS

Award Recipients *continued*

Completion Agenda

In 2010, six national organizations, including the American Association of Community Colleges (AACC) partnered to drive a focus on producing more students with quality degrees and certificates by 2020. In alignment with this call to action, Maricopa Community Colleges set a goal of 17,967 award recipients to achieve by 2020. The commitment to achieve this level of performance was supported by the efforts of Achieve60AZ in 2016 with their Pillar for Postsecondary Access and Success.

As stated in the prior metric and shown in Figure 23A, in 2019-2020 Maricopa awarded degrees and certificates to 16,638 recipients. The high point in award recipients occurred in 2016 and is a direct correlation to the high point in enrollment in 2011 and 2012. Since 2016, Maricopa experienced a steady decline in enrollment that can be correlated to a similar decline in completions. Ultimately, MCCCDC missed the 2020 Completion Agenda goal by 1,329 award recipients. The most recent increase in award recipients is a strong recovery for the District in relation to this metric. If the trajectory of this increase continues, Maricopa will achieve the Vision 2020 Completion Agenda goal by year 2022, however, given current enrollment declines, there is not an expectation that the trajectory will remain the same.



Spotlight: Rio Salado College



RSC increased degree planning and coaching with dual enrollment students resulting in more of those students persisting to earn their AA, AGS, and AS degrees.

While most colleges saw a similar number of awards granted in 2019 to 2020, RS saw a significant increase in all degree and certificate program awards (30% from 2019 to 2020).

Clock Hour Awards



There were 450 clock hour Certificate of Competency (CCT) award recipients in the 2019-2020 academic year. This is a significant decline from the record year in 2018-2019 at 639 but stable compared to 2017-2018.





ENROLLMENT, AWARDS, AND TRANSFERS

Highest Demand Occupation Award Recipients

Trend This metric is declining

Peers Not applicable for this metric

Highest demand occupational areas are identified by the District Office of Workforce Development using the the most recent economic indicators for Maricopa County. MCCCCD currently offers programs in 24 of the 25 identified high demand occupations*, with the exception of Heavy and Tractor-Trailer Truck Drivers.

As shown in Figure 24A, in the last year MCCCCD award recipients in the highest demand occupations decreased from 1,975 to 1,935. From 2016 until 2020, this metric remained stable. The difference in reporting data from the prior years is due to delayed reporting in the IPEDS Completions Report. Reporting is required by June 30th and awards for highest demand occupations (Dental Hygiene, for example) were not reported until August, in part because of COVID-19 restrictions for in-person training.

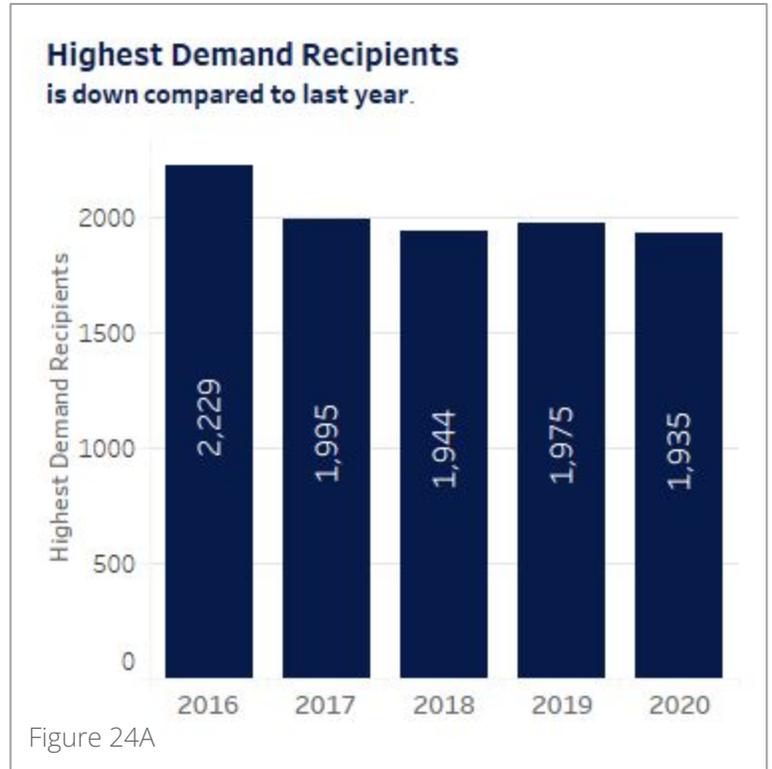


Figure 24A

Clock Hour High Demand Award Recipients

There were an additional 110 clock hour Certificate of Competency (CCT) award recipients in the highest demand occupational areas in 2019-2020 academic year. This is a decline from the 144 in academic year 2018-2019.



*Top 25 Occupational Areas

Registered Nurses • Medical Assistants • Heavy & Tractor-Trailer Truck Drivers • Nursing Assistants • Computer User Support Specialists • Teacher Assistants • Licensed Practical & Licensed Vocational Nurses • Medical Records & Health Info. Technicians • Preschool Teachers • Bookkeeping, Accounting, & Auditing Clerks • Paralegals & Legal Assistants • Dental Assistants • Heating, Air Conditioning, & Refrigeration Mechanics\Installers • Computer Network Support Specialists • Hairdressers, Hair Stylists, & Cosmetologists • Respiratory Therapists • Psychiatric Technicians • Radiologic Technologists • Physical Therapist Assistants • Diagnostic Medical Sonographers • Diagnostic Medical Sonographers • Surgical Technologists • Dental Hygienists • Massage Therapists • Web Developers • Aircraft Mechanics & Service • Automotive Service Technicians\Mechanics





ENROLLMENT, AWARDS, AND TRANSFERS

Transfers

Trend This metric is declining

Peers Maricopa is performing 0.5% below peers

Maricopa transfers include students that transfer from a Maricopa college to an Arizona public university after earning 12 or more credit hours at MCCCDCD.

The number of transfers from MCCCDCD to a four year in-state university declined 2.2% in 2019-2020, as shown in Figure 25A. This compares to a decline of 1.7% for all public 2-year institutions in Arizona in the same timeframe. MCCCDCD transferred 6,912 students in the most recent 2019-2020 academic year. Maricopa's performance with this metric has been declining in close parallel to overall enrollment since 2015.

When analyzing by age, the youngest age group (under 20), declined by 17%. All other age groups combined declined by 1%. Among MCCCDCD transfers, Healthcare and Business are the highest transfer programs, which account for 29% of all transfers.

Minority groups overall showed a decline of 4%, with some notable exceptions. As shown in Figure 25B, minority females have become the second largest transfer group with 1,786 student transfers in academic year 2019-2020. Additionally, minority males in STEM majors declined 10%, while minority females increased 16% in the past year.

University Transfers are down compared to last year.

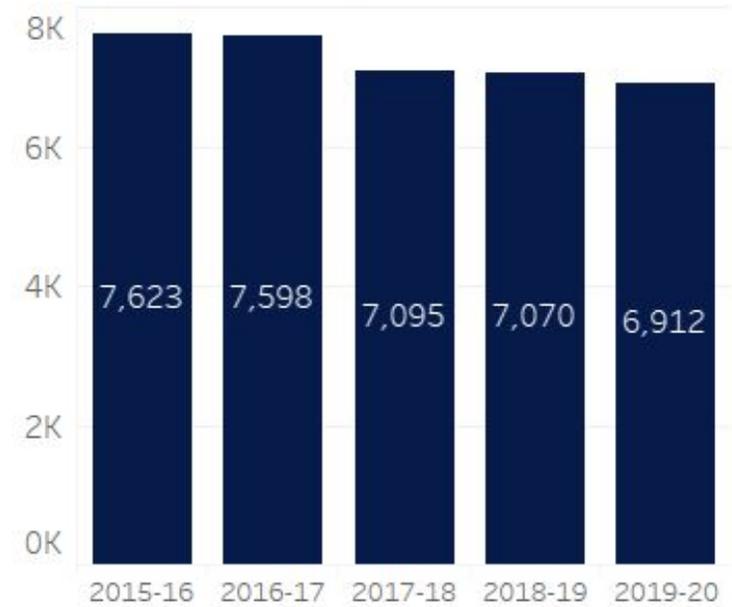


Figure 25A

Minority female transfer students are increasing.

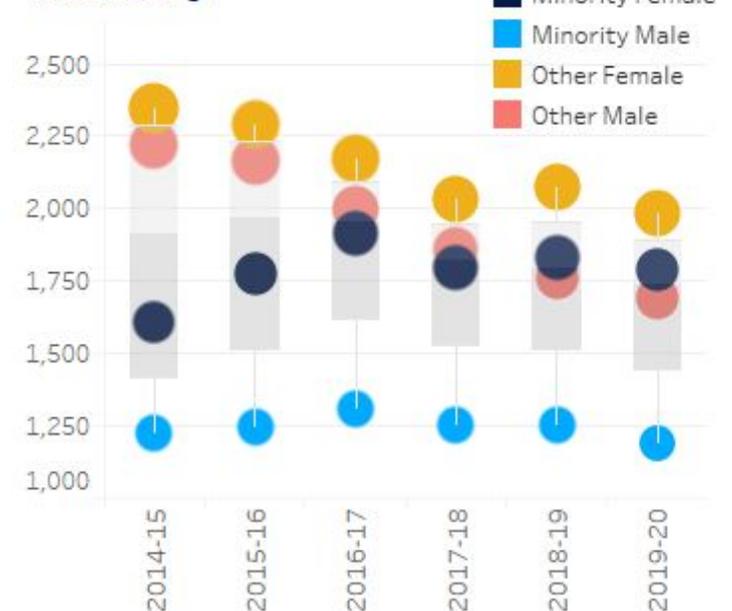


Figure 25B





OTHER MEASURES OF PERFORMANCE

The most current data available for each of the organizational performance metrics is noted below.

Ruffalo Noel Levitz Student Satisfaction Inventory

Spring 2019



Student Satisfaction Overall

65% satisfied or very satisfied

Trend This metric is improving

Student Satisfaction with Service Excellence

57% satisfied or very satisfied

Trend This metric is improving

Dual Enrollment

Fiscal Year 2019-2020



22,367

dual students in fiscal year 2019-2020

Trend This metric is improving

Maricopa Community Colleges Economic Impact Study

2016-2017



Economic Impact on Maricopa Economy

\$7.2 billion

total impact

Economic Impact on Student Wage Outcomes

\$9,700

per year in additional income for MCCCCD graduates compared to those with a high school diploma

APPENDIX | Peers

Leading Indicators & Completion Outcomes - A group of peers is selected from the Voluntary Framework of Accountability (VFA) participating institutions. The selection is made based on demographic and organizational profiles to ensure that the group is similar to the ten MCCCCD colleges. The peer group consists of 10 institutions including the following:

Name of Benchmarking Colleges	City	State
Arapahoe Community College	Littleton	Colorado
College of Lake County	Grayslake	Illinois
Des Moines Area Community College	Ankeny	Iowa
Harrisburg Area Community College	Harrisburg	Pennsylvania
Jefferson Community & Technical College	Louisville	Kentucky
Joliet Junior College	Joliet	Illinois
Lone Star College System	The Woodlands	Texas
Metropolitan Community College	Omaha	Nebraska
Montgomery County Community College	Blue Bell	Pennsylvania
Salt Lake Community College	Salt Lake City	Utah

Transfers

For the purpose of this report, the percent decline for MCCCCD is compared to the percent decline for all other Arizona 2-year public institutions. MCCCCD is also compared to the national trend for 2-year public institutions as reported by the National Student Clearinghouse Research Center.

Enrollment

For the purposes of this report, the percent decline for MCCCCD is compared to the percent decline nationally for 2-year public institutions as reported by the National Student Clearinghouse Research Center.

APPENDIX | Glossary

Age: The length of time that a person has lived or a thing has existed. Students at MCCCDC are grouped in two main age categories- traditional (age 18-24) and non-traditional (over 25).

Award Recipients: Award recipients is a distinct count of students that received an award each year.

Awards: Awards are measured by the number of degrees and certificates conferred each year.

CCL/ Certificate of Completion: An award conferred on each student who has completed a program of study at the level of certificate requiring less hours than a full associate's degree.

College-level course: These courses are post-secondary, and may be higher in complexity compared to primary and secondary learning outcomes. College-level courses often assume or require that students possess at least a basic level of reading, writing, and math knowledge, skills, and abilities sufficient to comprehend curriculum materials and succeed in acquisition of the course competencies. These are traditionally, courses numbered 100 or above. For example, ENG101 is a College-level course since it is numbered 101.

College Readiness: A measure of students that enrolled in all College-level courses and no remedial courses in their first year at one of the ten Maricopa colleges.

Completion Outcomes/Goals: Most commonly a degree (or other formal award) attainment, but it can also include upward transfer or lateral transfer to a desired program or other markers and milestones developed to reflect educational intent relevant to an institution's student population.

Course Success Rate: The percentage of students in a course who received a grade of A, B, C, or P in the course.

COVID-19: A virus first identified in December, 2019, caused by a novel (or new) coronavirus that has not previously been seen in humans.

Credit Hour: A credit hour indicates the value of an academic credit. Credit hours can be reported in an attempted status (attempted credits) or earned status (earned credits). A credit hour is defined as an amount of work that reasonably approximates the classroom and related time outside of the classroom effort necessary to meet the course competencies. For example, instruction representing a credit hour is typically delivered in a 50 minute class period.

APPENDIX | Glossary

Credit Momentum: Credit momentum is measured by tracking the percentage of students that achieve the identified milestones of earned credits in their first semester and first year.

Career and Technical Education (CTE): A category of programs that integrate academic learning with real-world experience to prepare students for the workforce. Career-focused programs are offered through CTE, including health, education, business, and others.

Developmental Education: Any education below or leading to college-level coursework.

Developmental Education Redesign: An initiative to expand the criteria used to place students into courses at entry into Maricopa Community Colleges as well as to consolidate remedial education into college-level courses with additional remedial support.

Enrollment: A total count of unique registrations made by students in courses for credit or non-credit. One student enrolled in multiple courses would result in a count of multiple enrollments.

Ethnicity/Race: According to the American Sociological Association, "ethnicity" refers to shared culture, such as language, ancestry, practices, and beliefs." Students self-identify their race, ethnicity and/or, 'ethnic group/tribe' on the Student Admissions Application. Students can identify with multiple race and/or ethnic groups which can be reported in various ways in higher education, the most common of which is IPEDS Ethnicity/Race.

First Generation: A student is first generation if neither their parent or guardian has completed a bachelor's degree. First generation status is self-reported by the student in their MCCC student admission application as a response to the question: Have either of your parents completed a bachelor's degree?

Gender: This is reported based on student input of their legal sex on the MCCC Student Admission Application. Legal sex provides the following choice options: Female, Male, Other. The MCCC Student Admission Application also provides students an opportunity to indicate their gender identity.

Graduation Rate: These rates are the calculated percentages of students who graduate or complete their program within a specified timeframe. This rate is calculated as the total number of completers within a certain timeframe divided by the total number of students in an identified cohort.

Headcount: This is an unduplicated count of students at each college or, when viewing district-wide count across the ten colleges, by term, academic year or fiscal year.

APPENDIX | Glossary

Peer Institutions 2020: A group of peers is selected from the Voluntary Framework of Accountability (VFA) participating institutions. The selection is made based on demographic and organizational profiles to ensure that the group is similar to the ten MCCCCD colleges based on Leading Indicators and Completion Outcomes, Transfers, or Enrollment.

Pell Grant/Pell Recipient Status: A federal grant that is awarded to undergraduate students based on student financial need that is determined by the Free Application for Federal Student Aid (FAFSA).

Persistence/Retention: A measure of the rate at which students who were enrolled in the previous term are again enrolled in a subsequent term. Common uses of Retention include Fall to Fall vs. Fall to Spring. This can also refer to specific Cohort groups in the scope of monitoring multi-year persistence.

STEM: A common abbreviation for four closely connected areas of study: science, technology, engineering and mathematics. A larger number of subjects fall into a detailed listing of this group, as well. STEM is a defined characteristic in the AZ Transfer/ASSIST database.

Term: A set period of time that encompasses course enrollment and instructional activities. A fall or spring term typically has an approximate duration of seventeen (17) weeks. Summer terms typically has an approximate duration of nine (9) weeks. Class length may vary in days/weeks, but begin and end between the term's beginning and ending dates. A common synonym is semester, such as, Fall 2019, Spring 2020, or Summer 2020.

Transfer Rate: Percentage of the cohort who transferred to an institution granting a baccalaureate or higher degree within a certain timeframe.

Wages after Graduation: The approximate wage that a former student is earning measured in yearly increments from 1 to 10 years from the time that a student completes their program.

Years to Completion: The number of years a student takes to earn a degree or certificate.

The Maricopa County Community College District (MCCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.

The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit <http://www.maricopa.edu/non-discrimination>.