



MCCCD 2016 Monitoring Report

Governing Board Outcomes and Metrics

November 2016



MARICOPA
COMMUNITY COLLEGES

Institutional Effectiveness

Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Maricopa Corporate College
Mesa | Paradise Valley | Phoenix | Rio Salado | Scottsdale | South Mountain

Maricopa County Community College District 2016 Monitoring Report Executive Summary

This is the fifth annual Governing Board Monitoring Report that utilizes the Board outcome metrics adopted in 2010 to gauge institutional effectiveness. The Executive Summary focuses primarily on the 11 “Key Metrics.”

Some Highlights:

- More students are successfully completing college-level courses.
- We are retaining more students from fall-to fall.
- Six-year graduation rates for full-time students are increasing.
- Developmental math course success rates increased, and even more dramatically did students’ success rates in college-level math after completion of developmental math. (While not a Key Metric, it is worth noting that student success rates in college-level math after completion of developmental math increased from 62% to 71% for Under-Represented Minority students.)
- Three-year graduation rates for students in occupational programs increased.

University Transfer Education and General Education

College-Level Course Success

- The college-level course success rate (courses completed with grades of A, B, C, or Pass) increased from 75% for the Fall 2014 cohort to 77% for the Fall 2015 cohort. Over the past five years, the college-level course success rate has improved, increasing from 68% for the Fall 2011 cohort to 77% for Fall

2015 cohort. By comparison, national results for this variable range from 71% at the 10th percentile to 83% at the 90th percentile per the National Community College Benchmark Project (NCCBP).

Retention

- The fall-to-fall retention rate increased four percentage points over the past year, from 55% to 59% for students in the new student cohort. By comparison, the 90th percentile of national fall-to-fall persistence rate of credit students is 56% (NCCBP Fall 2014 cohort.)
- Full-time student fall-to-fall retention rates increased from 67% to 71%, and part-time student retention increased as well from 39% to 44%.

Six-year Graduation Rate

- The six-year graduation rate remained stable at 20% for all (full-time and part-time) of the Fall 2010 new student cohort. The six-year graduation rate was unusually high for the Fall 2007 cohort, but otherwise has varied from 20% to 22% over the past five years.
- Full-time students’ six-year graduation rate increased from 26% to 28%, while part-time students’ graduation rate remained stable at 11%. By comparison, NCCBP reports national six-year graduation rates for full-time students between 11% at the 10th percentile to 41% at the 90th percentile; for part-time students the range is 5% and 25% respectively.



Meeting Credit Threshold

- The proportion of full-time students who made satisfactory progress within two years (as measured by the completion of 42 credit hours) increased from 42% to 43% in the past year.
- The proportion of part-time students who made satisfactory progress within two years (as measured by the completion of 24 credit hours) increased from 26% to 29% in the past year.
- The proportions of both full- and part-time students achieving the credit hour thresholds in their first two years at MCCCDC has increased each year for the past five years.

AGEC and Transfer Degree Completion

- For the most recent cohort (Fall 2010), the percent of students with a transfer intent who earned an AGEC or a transfer degree (AA, AS, or ABUS) within three years declined from 11% to 10%. The vast majority of AGEC certificates were awarded to students who completed an Associate's degree. Consistent with prior years, an additional 6% of the Fall 2010 cohort earned an AGEC or transfer degree within six years.
- The number of students receiving an AGEC certificate increased 10% for the most recent year, and almost 30% since 2011-12.

Workforce and Economic Development

Occupational Degrees and Certificates Awarded Annually

- The total number of occupational degrees and certificates (AAS and CCL) decreased in the past year from 12,521

awards to 12,001 awards in FY2015-16. However, over the five-year trend, the number of occupational degrees and certificates increased 3% from FY2011-12.

Occupational Graduation Rate

- The six-year occupational graduation rate remained stable in the past year (FY2015-16) at 14% again for the Fall 2010 cohort.
- The three-year occupational graduation rate increased this past year from 9% for the Fall 2009 cohort to 10% for the Fall 2010 cohort.

Developmental Education

- The developmental education course success rate is an aggregate metric across all developmental courses in mathematics, reading, and English. The overall developmental course success rate (courses completed with grades of A, B, C, or Pass), increased from 70% in Fall 2014 to 71% in Fall 2015.
- Analyzing the results by subject:
 - The developmental English course success rate decreased one percentage point from 75% in Fall 2014 to 74% in Fall 2015.
 - The developmental math course success rate increased from 64% to 67%.
 - The reading developmental course success rate increased from 76% to 79%.
- The success rate in a subsequent college-level mathematics course following the completion of a developmental math course increased substantially from 63% for the Fall 2013 cohort to 74% for the Fall 2014 cohort.

- The success rate in a subsequent college-level English course following the completion of a developmental English course decreased from 79% to 78% for the most recent cohort. This success rate remains an increase over the 71% success rate of the Fall 2010 cohort.

Community Development and Civic and Global Engagement

- Vocational non-credit headcount increased slightly in FY2015-16 from 1,937 to 1,964. Non-credit avocational headcount increased in the past year from 13,255 to 13,485. In total, non-credit headcount increased slightly in the past year from 15,162 in FY2014-15 to 15,449 in FY2015-16.



MCCCD Governing Board Key Metrics - System-wide

Updated after the End of Term load in September 2016

University Transfer Education and General Education

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort
College-Level Course Success Rate	68%	70%	73%	75%	77%

	Fall 2010 Cohort to Fall 2011	Fall 2011 Cohort to Fall 2012	Fall 2012 Cohort to Fall 2013	Fall 2013 Cohort to Fall 2014	Fall 2014 Cohort to Fall 2015
Fall-to-Fall Retention Rate	54%	51%	54%	55%	59%

	Fall 2006 Cohort as of Fall 2012	Fall 2007 Cohort as of Fall 2013	Fall 2008 Cohort as of Fall 2014	Fall 2009 Cohort as of Fall 2015	Fall 2010 Cohort as of Fall 2016
Six-year Graduation Rate (degree/certificate)	20%	28%	22%	20%	20%

	Fall 2010 Cohort as of September 2012*	Fall 2011 Cohort as of September 2013	Fall 2012 Cohort as of September 2014	Fall 2013 Cohort as of September 2015	Fall 2014 Cohort as of July 2016*
Percent making satisfactory academic progress within two years (as measured by the number of credits completed)					
Full-time	36%	37%	38%	42%	43%
Part-time	20%	21%	22%	26%	29%

	Fall 2006 Cohort as of Fall 2012	Fall 2007 Cohort as of Fall 2013	Fall 2008 Cohort as of Fall 2014	Fall 2009 Cohort as of Fall 2015	Fall 2010 Cohort as of Fall 2016
Percent of students with a transfer intent who earned an AGEC or Transfer degree (AA, AS, ABUS) within three and six years					
Within 3 years	8%	8%	10%	11%	10%
Within 6 years	15%	14%	16%	17%	16%

Workforce and Economic Development

	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
Number of occupational degrees and certificates awarded annually	11,638	11,665	12,557	12,521	12,001

	Fall 2006 Cohort as of Fall 2012	Fall 2007 Cohort as of Fall 2013	Fall 2008 Cohort as of Fall 2014	Fall 2009 Cohort as of Fall 2015	Fall 2010 Cohort as of Fall 2016
Graduation rate of Occupational Student Cohort					
Within 3 years	14%	22%	13%	9%	10%
Within 6 years	18%	28%	17%	14%	14%

Developmental Education

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort
Success rate in developmental education courses	64%	64%	65%	70%	71%

	Fall 2010 Cohort through Fall 2011	Fall 2011 Cohort through Fall 2012	Fall 2012 Cohort through Fall 2013	Fall 2013 Cohort through Fall 2014	Fall 2014 Cohort through Fall 2015
Success rate in subsequent math course after developmental math	65%	70%	63%	63%	74%
Success rate in subsequent English course after developmental English	71%	75%	77%	79%	78%

Community Development and Civic and Global Engagement

	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
Annual headcount in non-credit courses	19,360	18,688	14,967	15,162	15,449

MCCCD 2016 Monitoring Report

Governing Board Outcomes and Metrics

November 2016

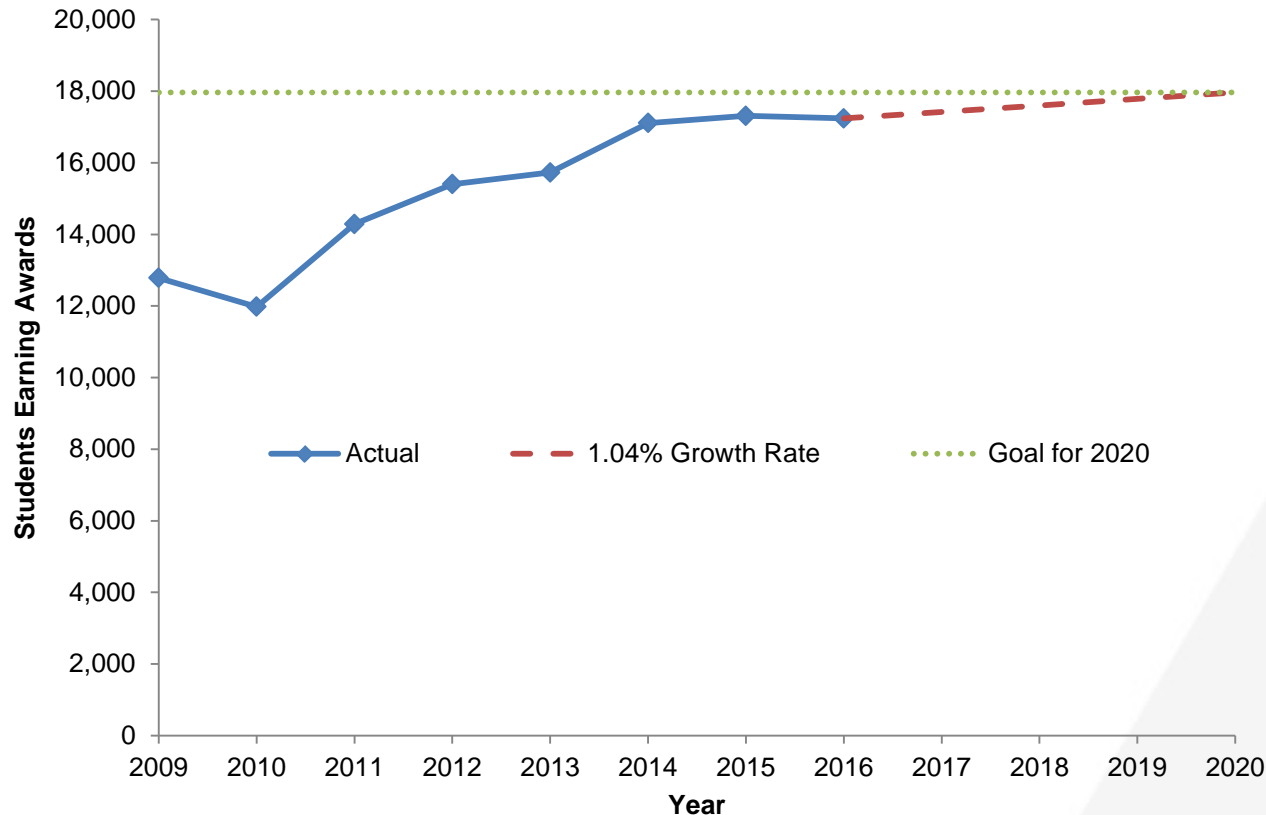
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For more information on the Maricopa County Community College District Governing Board Outcomes and Metrics, see <http://www.maricopa.edu/publicstewardship/governance/index.php>.

2020 Completion Agenda Goal



- In 2015-16, MCCCDC lost some momentum 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, MCCCDC will need to increase the number of students receiving awards at an annual compounded rate of approximately 1.04% (compared to 0.75% at the end of the 2014-15 fiscal year).
- In 2015-16, almost 60% of all students who received an award earned an Associate's degree. This is an increase over the 57% in 2014-15.
- Successful completion of the goal by 2020 still appears within reach for MCCCDC.

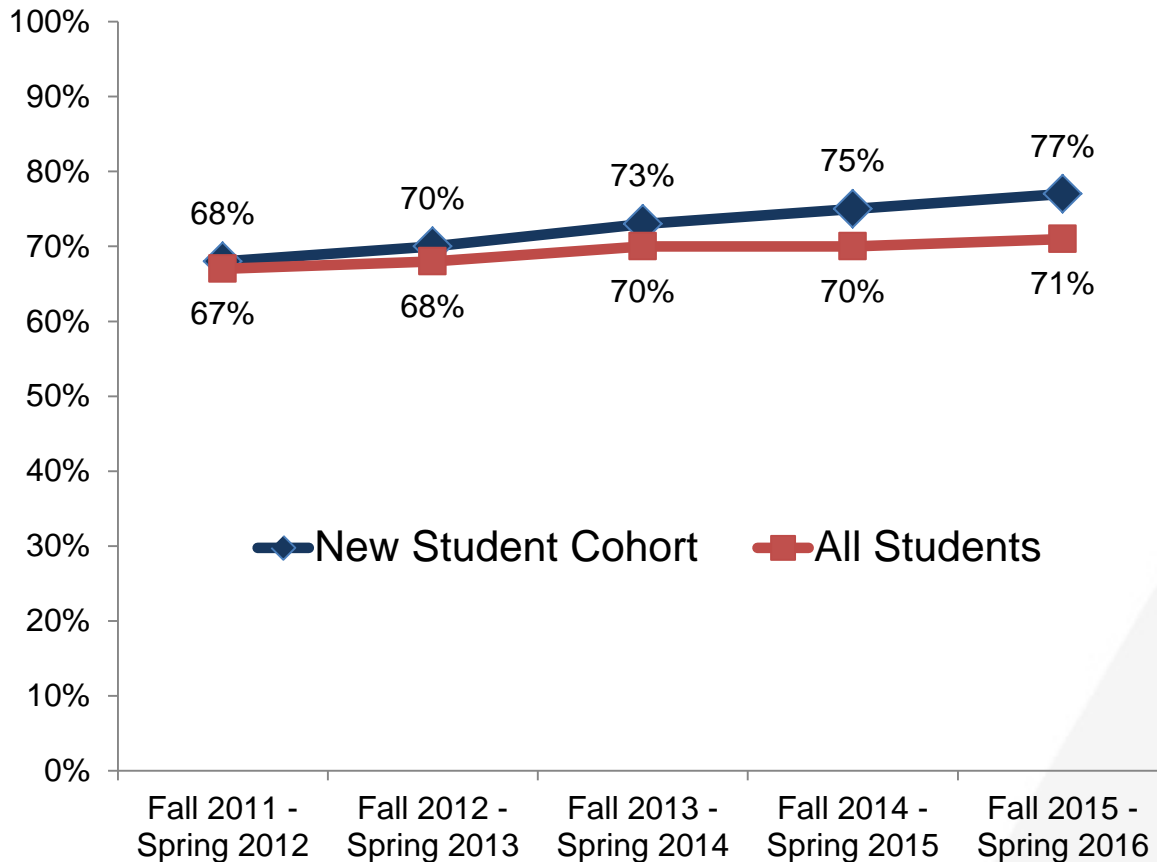
The resolution for the Completion Agenda goal approved by the MCCCDC Governing Board on November 23, 2010 can be found at:

<https://administration.maricopa.edu/sites/default/files/VIA1%20Board%20Resolution%20-%20Call%20to%20Action.pdf>

University Transfer Education and General Education

Outcome 1

College-Level Course Success Rate for Cohort and All Students



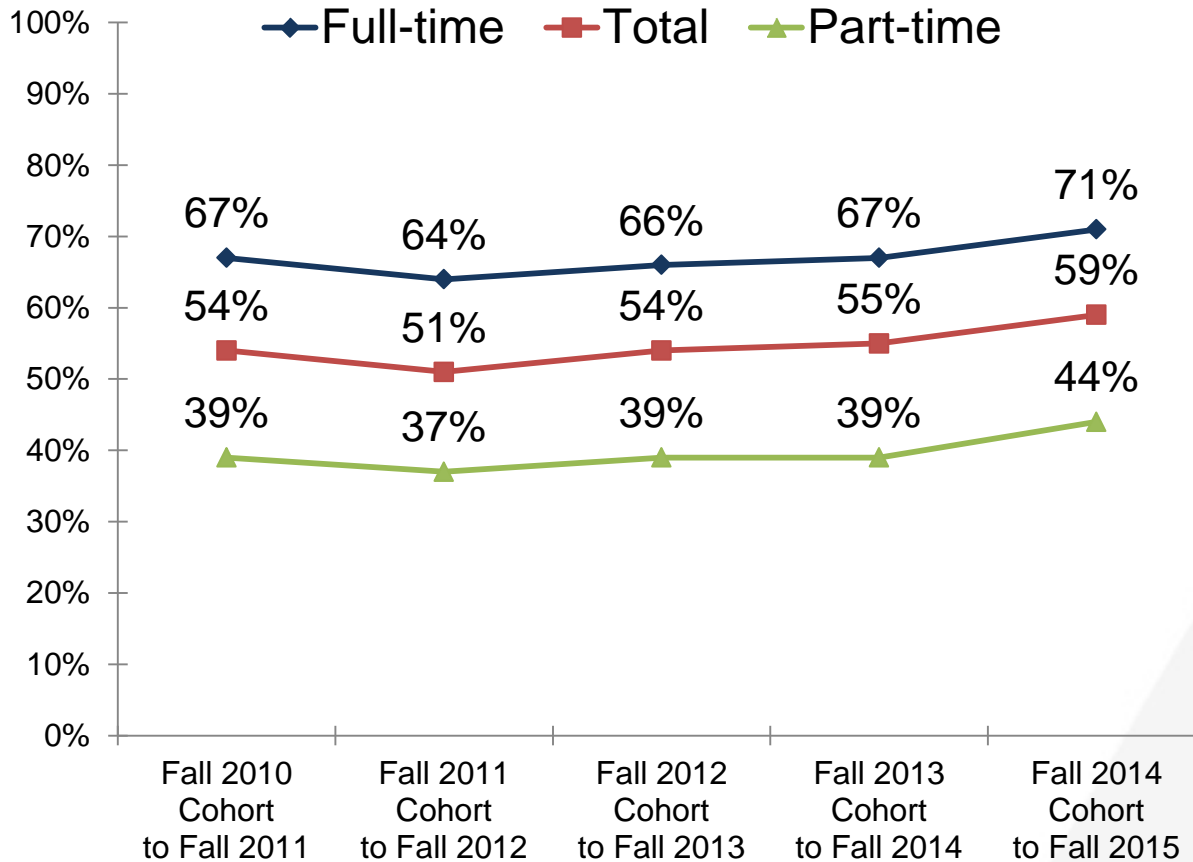
Key Finding:

The college-level course success rate increased by two percentage points for the Fall 2015 new student cohort and one percentage point for all students.

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, and all students in the terms indicated.

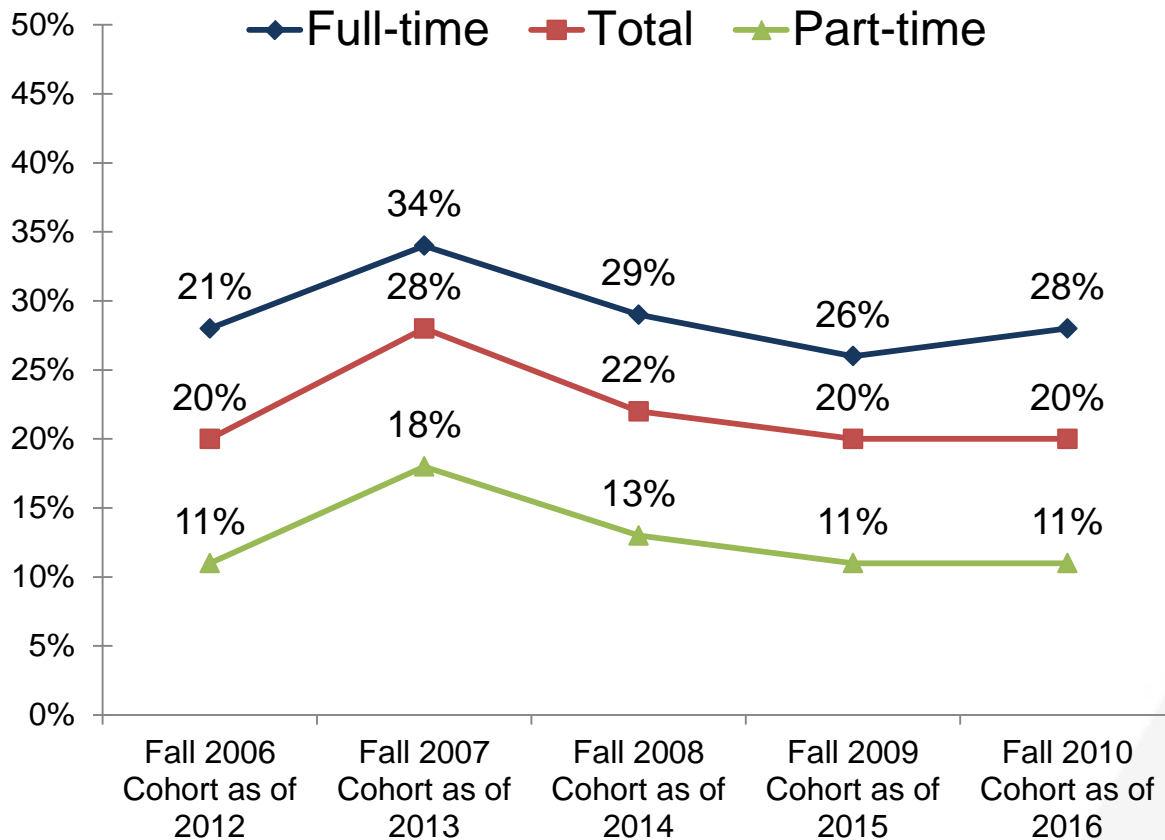
Fall-to-Fall Retention Rate



Key Finding:
The Fall-to-Fall retention rate increased by four percentage points 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.

Graduation Rate within 6 Years (Degree and Certificate)



Note: Scale is abbreviated to 50%.

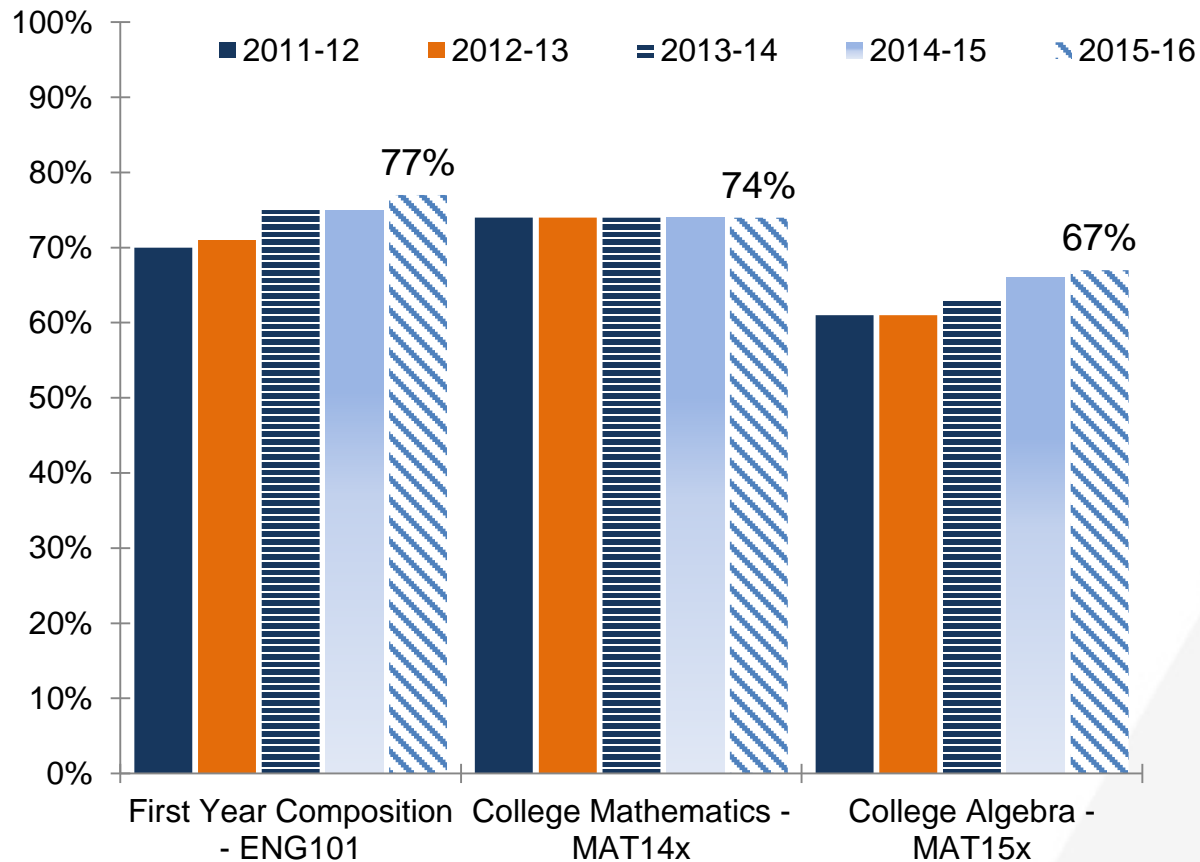
Key Finding:

The percentage of students in the Fall 2010 cohort graduating within six years remained at 20%. The graduation rate for full-time students increased two percentage points to 28% in the past year, while the graduation rate for part-time students remained constant at 11%. The overall six-year graduation rate was unusually high for the Fall 2007 cohort, but has been 20% to 22% in each of the other years in the five-year trend.

Basic Methodology:

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

College-Level Math and English Course Success Rate



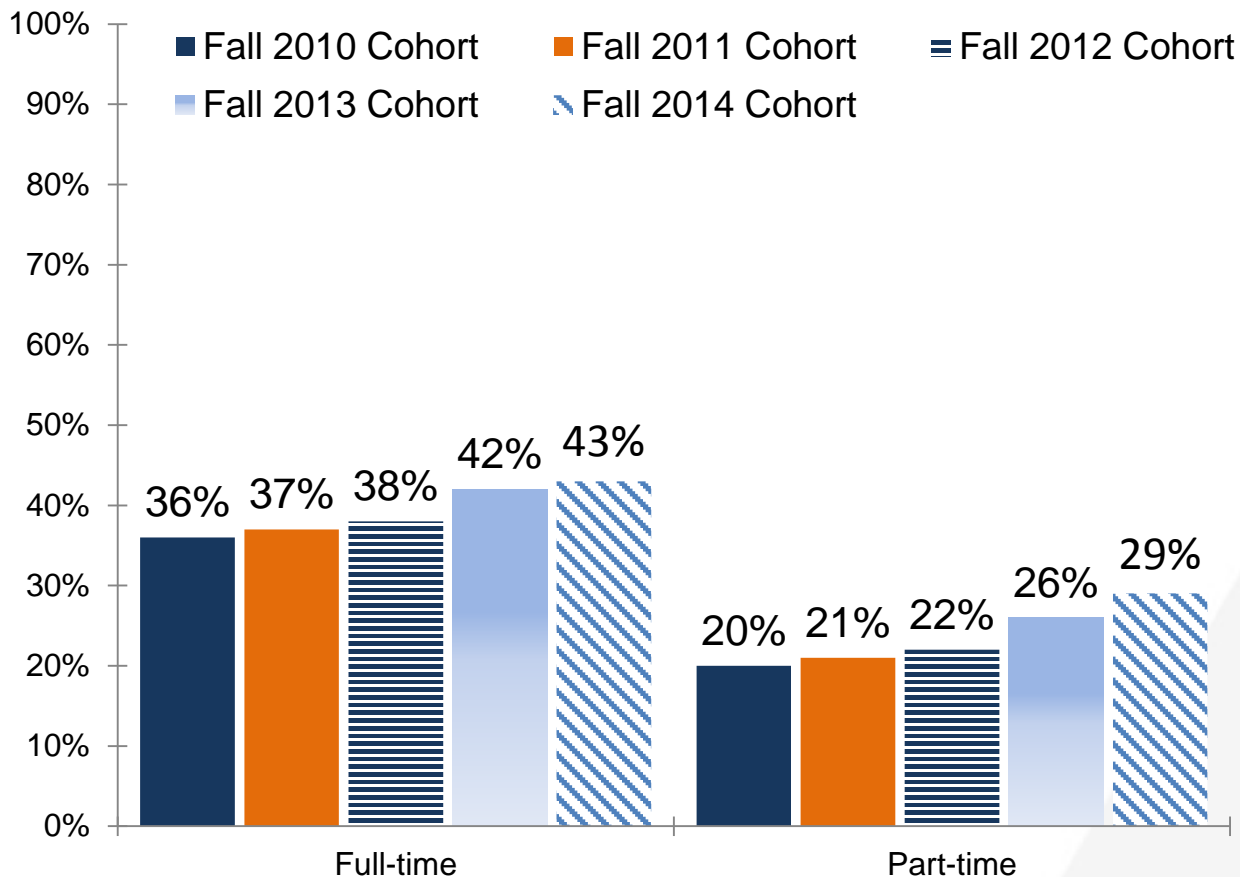
Key Finding:

Success rates in First Year Composition increased by two percentage points and College Algebra increased by one percentage point since last year. Success rates in College Mathematics held at 74%.

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.

Percent of Learners Achieving Credit Hour Thresholds within 2 Years



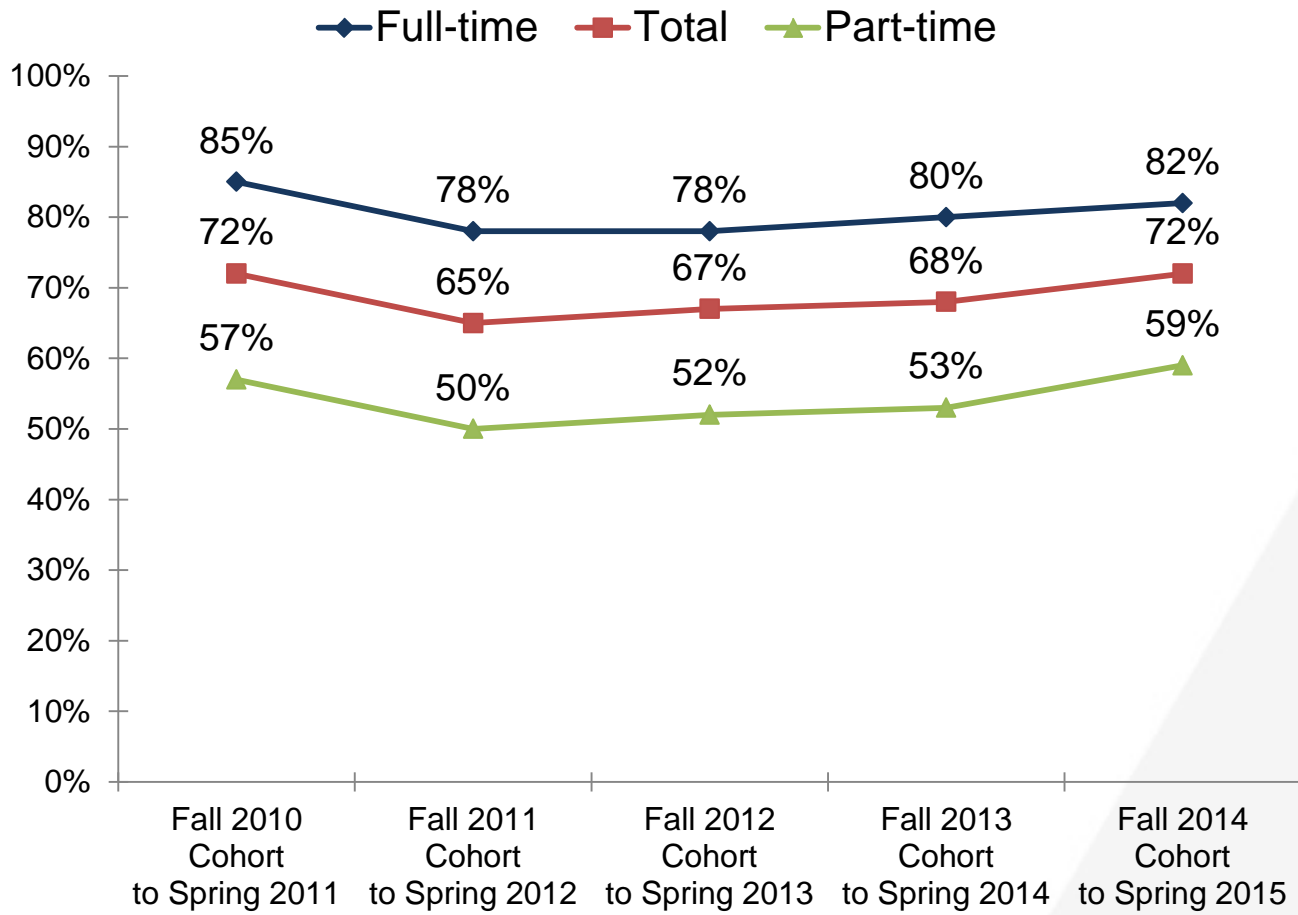
Key Finding:

The percent of learners achieving credit hour thresholds within two years increased by one percentage point for full-time students and three percentage points for 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.

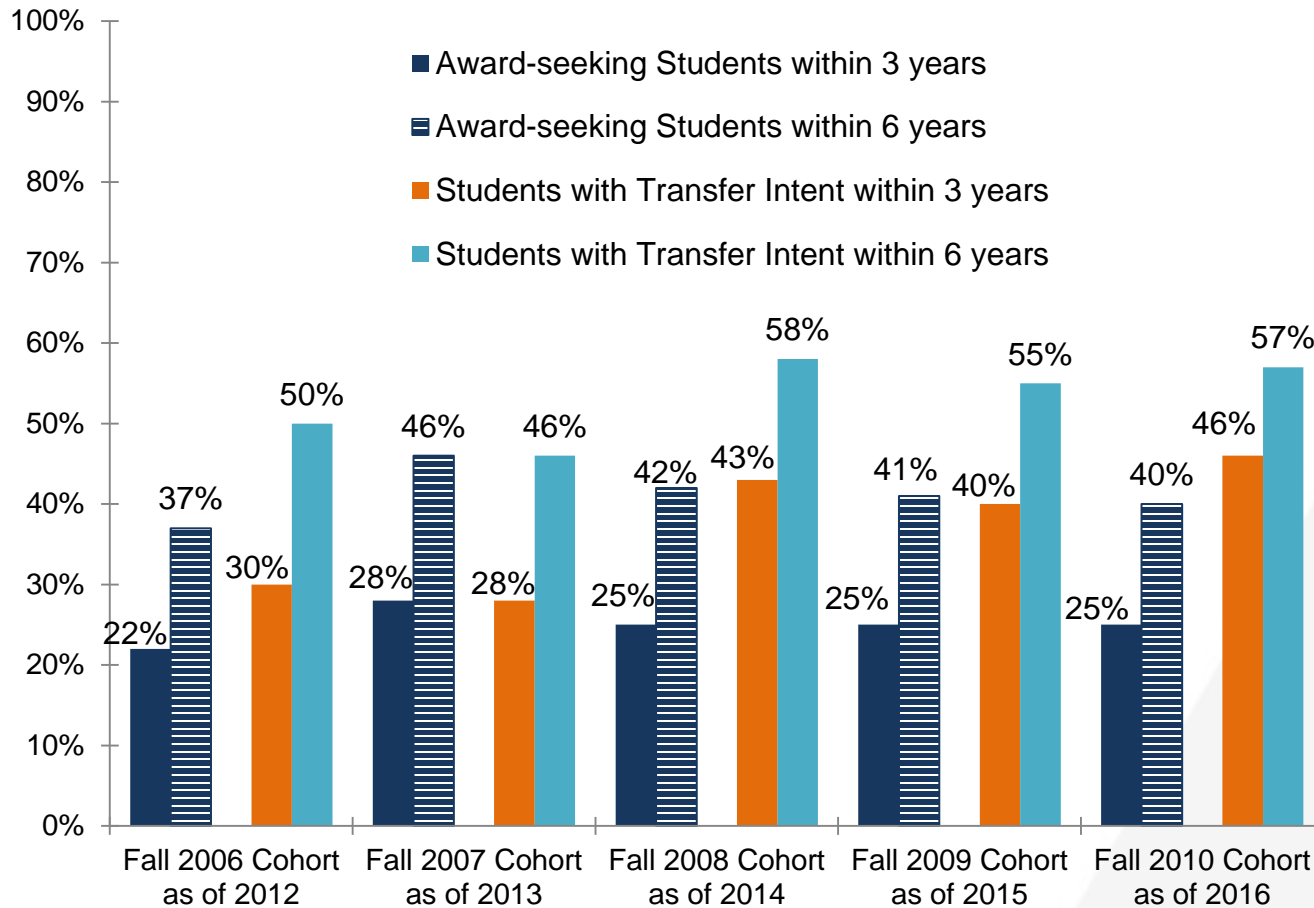
Semester-to-Semester Retention Rate



Key Finding:
The Semester-to-Semester retention rate increased by four percentage points for the most recent total cohort. Part-time students had a marked improvement (six percentage points) in their retention rate compared to the prior year.

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



Key Findings:

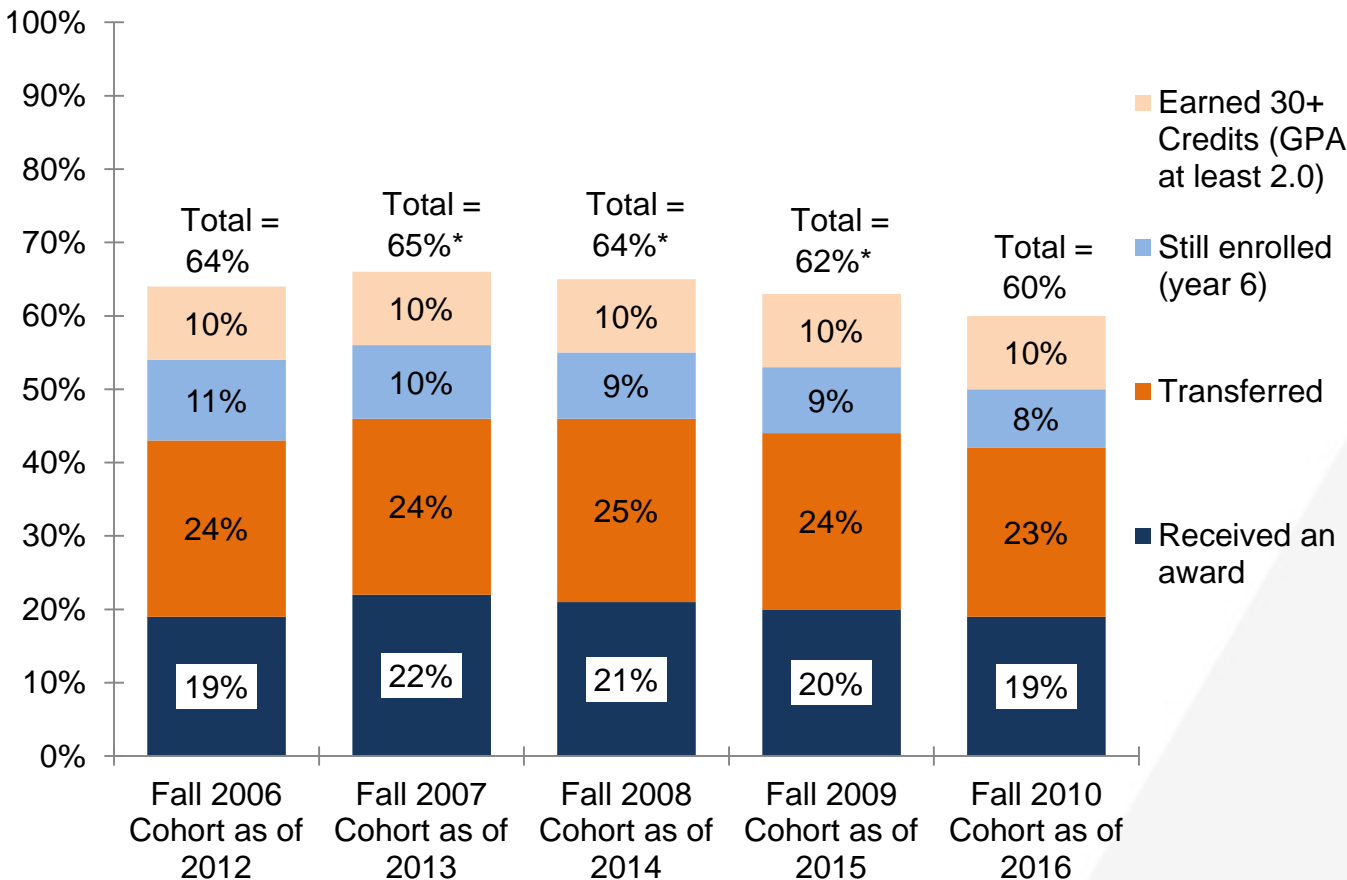
The percent of award-seeking students who achieved their goal within three years remained constant at 25% comparing the Fall 2009 to the Fall 2010 cohort, while the percentage of award-seeking students achieving their goal within six years declined from 41% to 40%.

The percent of transfer-intent students who achieved their goal increased six percentage points for three-year attainment and two percentage points for six-year attainment. Achievement rates for the Fall 2010 cohort remained high compared to the five-year trend.

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 transferred 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.)

Percent of Students Achieving a Successful Outcome within 6 Years



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

Key Finding:

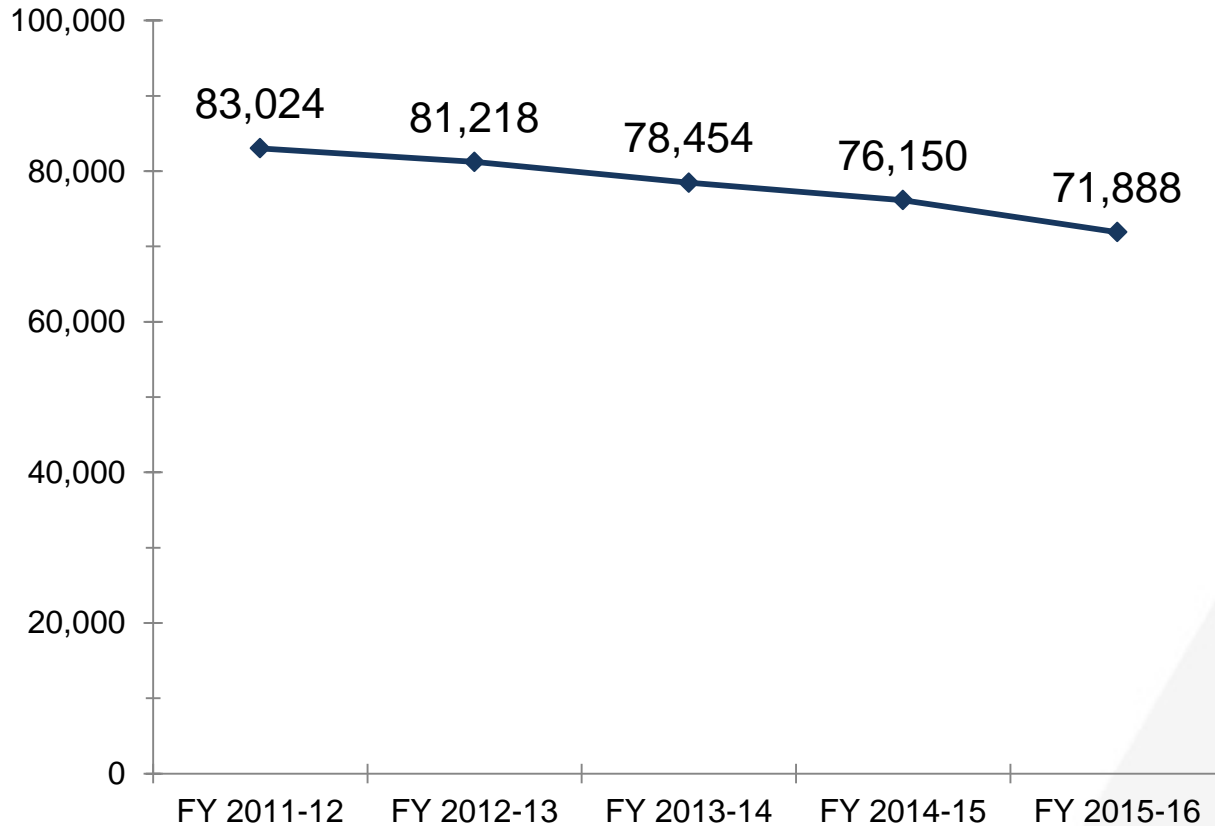
The overall percentage of students achieving a successful outcome within six years decreased two percentage points to 60% when comparing the last two cohorts. The percentage of students who received an award declined from 20% to 19%, the percentage of students who transferred out of MCCCDC decreased from 24% to 23%, and the percentage who were still enrolled in year six declined from 9% to 8%.

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 MCCCDC system);
 - Still enrolled at MCCCDC in year 6; or
 - No longer enrolled but earned 30+ credits at MCCCDC 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).

Year-End Full-time Student Equivalent (FTSE) Enrollment



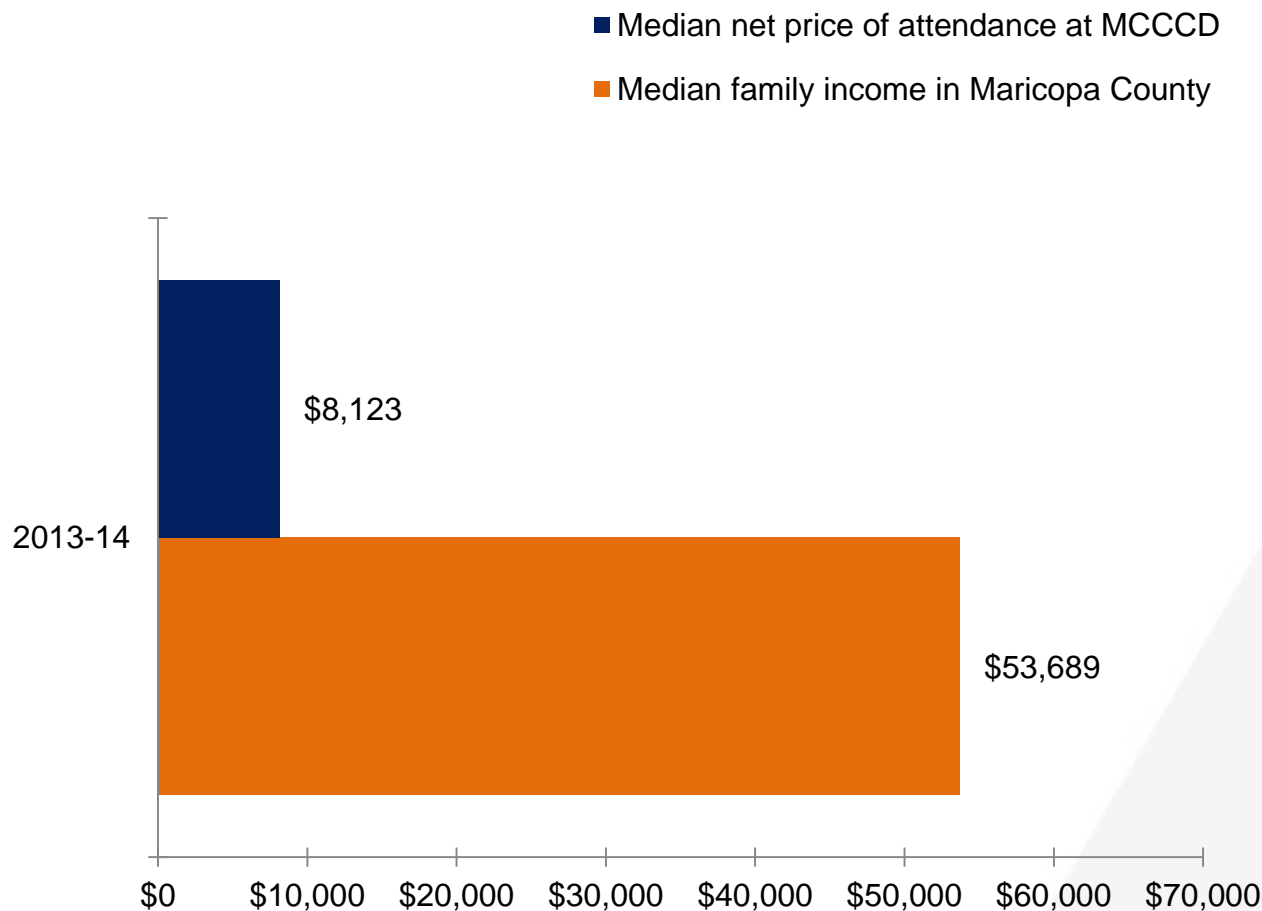
Key Finding:

FTSE declined approximately 5.6 percent from FY 2014-15 to FY 2015-16.

Basic Methodology:

Fiscal year FTSE numbers reported by the colleges after manual adjustments (audited).

Cost of Attendance



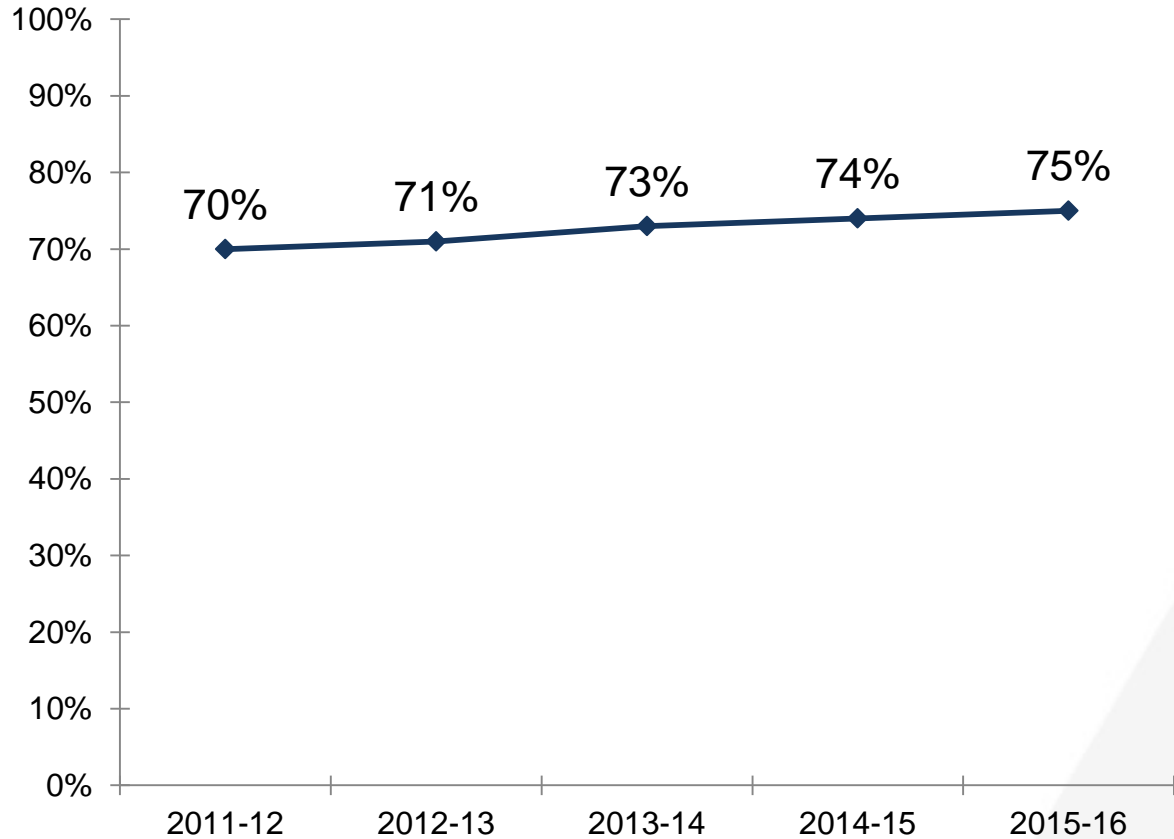
Key Finding:

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

Basic Methodology:

All MCCCDC 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.

Percent of Credits Completed of Credits Attempted



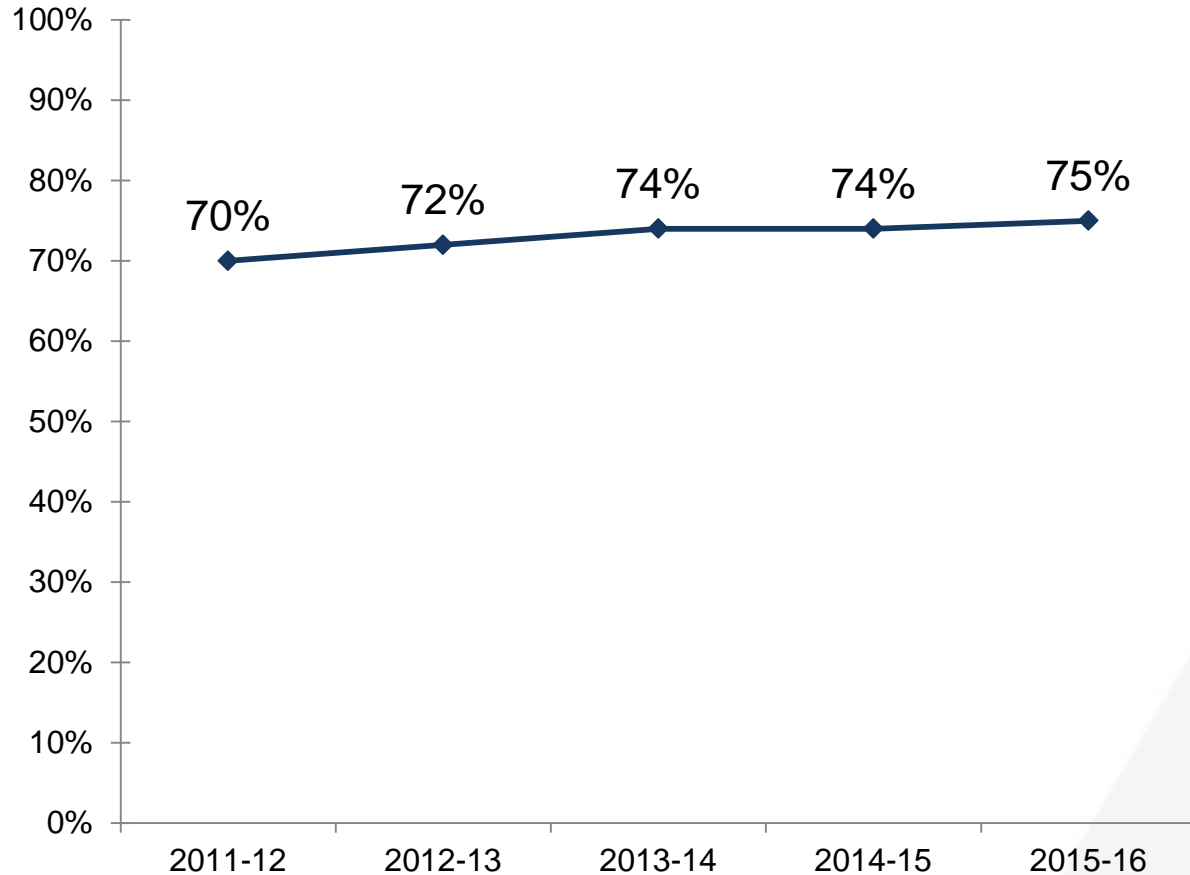
Key Finding:

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.

AGEC Course Success Rate



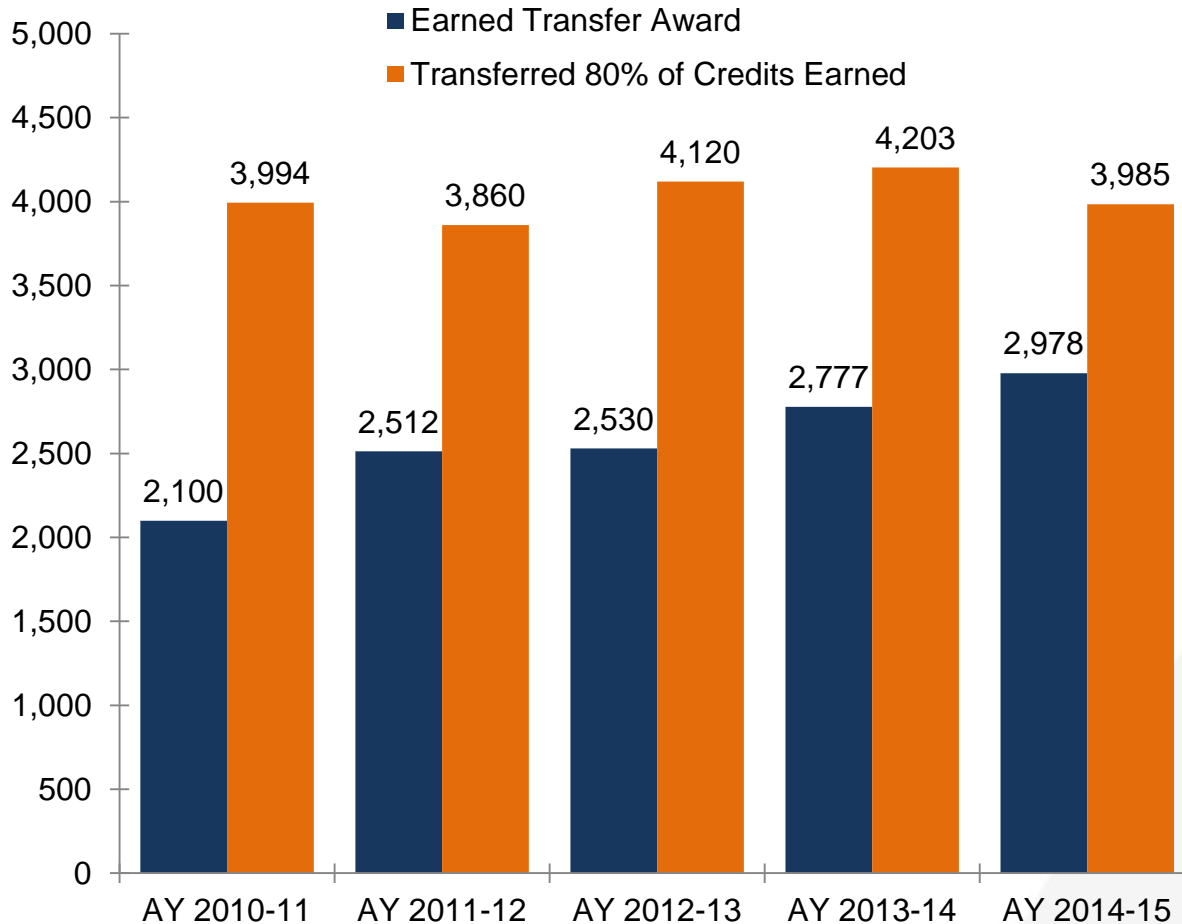
Key Finding:

The AGEC course success rate for 2015-16 increased by one percentage point compared to the prior 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 MCCCDC Transfer Students with Seamless Transfer to State Public Universities



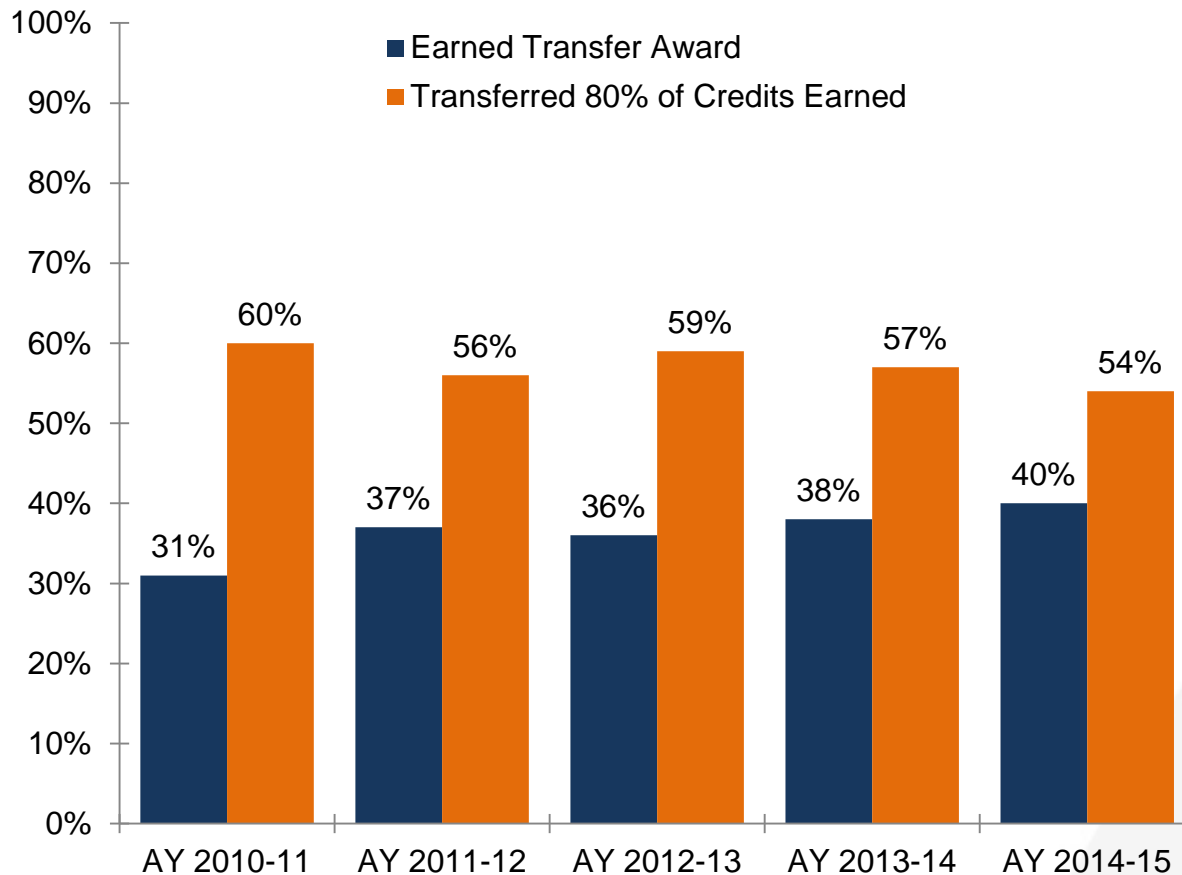
Key Findings:

The number of recent transfers from MCCCDC to one of the Arizona public universities who earned a transfer award was up 878 since AY 2010-11. This year 3,985 recent transfer students transferred at least 80% of their college-level MCCCDC credits, this was nine fewer than AY 2010-11.

Basic Methodology:

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

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



Key Findings:

The percentage of recent transfers from MCCCDC to one of the Arizona public universities who earned a transfer award was 40% for the latest year, up nine percentage points since AY 2010-11. 54% of recent transfer students transferred at least 80% of their college-level MCCCDC credits.

Basic Methodology:

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

Participation in MCCCDC Signature Transfer Programs

ASU Alliance/MAPP Participants, October 2016

Category	Cohort 2011-12	Cohort 2012-13	Cohort 2013-14	Cohort 2014-15	Cohort 2015-16
Active	222	451	1,002	1,910	2,430
Completers	1,403	1,356	1,222	894	322
Discontinued	1,511	1,066	659	115	7
Total	3,136	2,873	2,883	2,919	2,759

Key Finding:

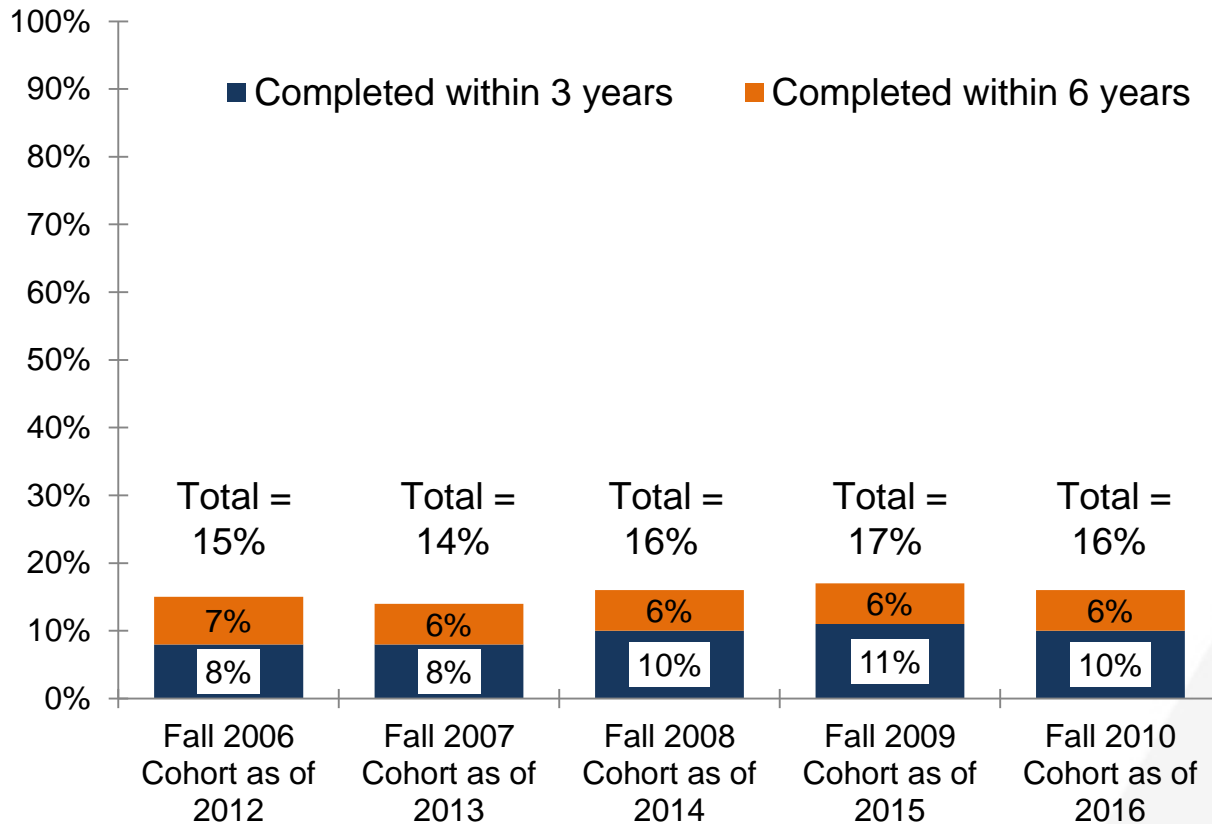
The MAPP 2015-16 cohort (2,759 students) was 5% smaller than the 2014-15 cohort. Overall, more than 7,600 students have completed the MCCCDC and MAPP requirements to guarantee admission to ASU.

Basic Methodology:

The number of MCCCDC 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.

Program	AY 2013-14	AY 2014-15	AY 2015-16
Connect2NAU new signups	809	734	330
UA Bridge new signups	82	102	59

AGEC Certificate and Transfer Degree Completion Rate



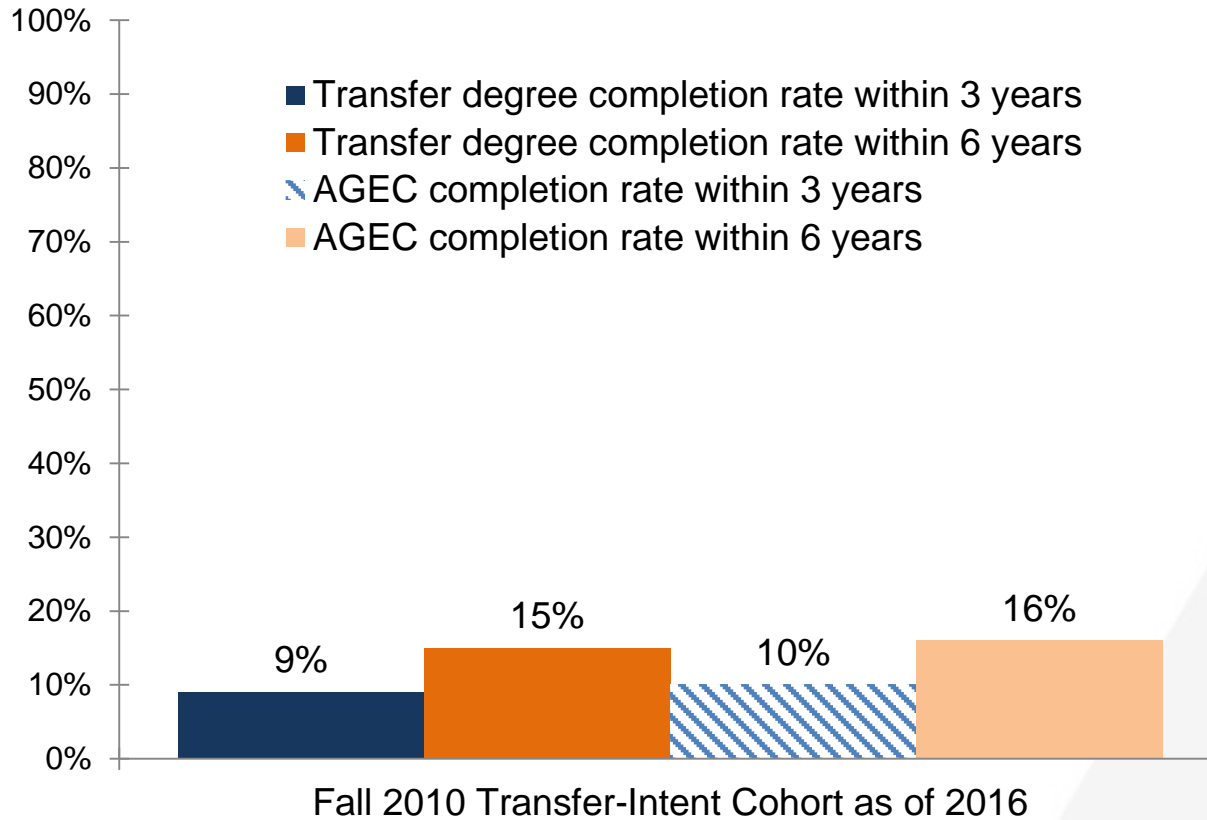
Key Findings:

Compared to the prior cohort, the percentage of transfer-seeking new students in the Fall 2010 cohort who completed a transfer award within three years decreased by one percentage point from 11% to 10%, 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 AGECE Certificate and Transfer Degree Completion Rates



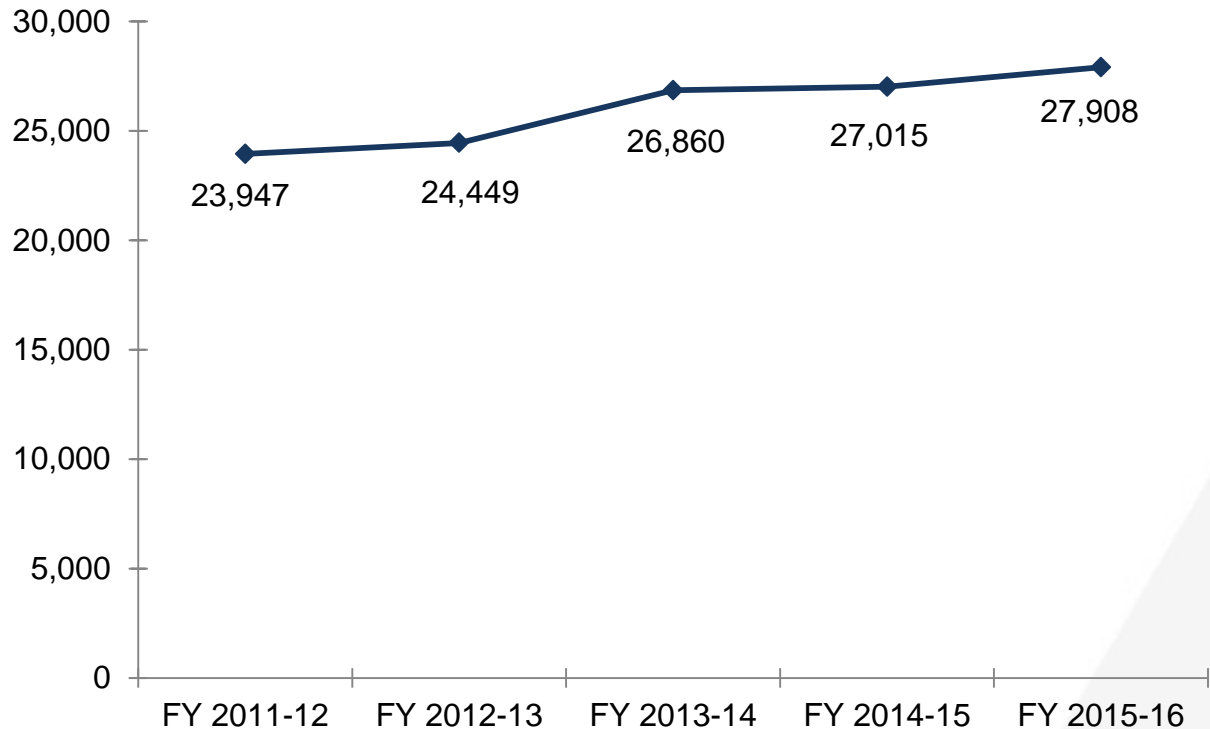
Key Findings:

Nine percent of the new student cohort with a transfer intent completed a transfer (associate's) degree within three years and 15% completed within six years. Similarly, 10% percent of the same cohort completed an AGECE certificate within three years and 16% within six years. The vast majority of students (95%) with a transfer intent who achieve an award earn both an AGECE certificate and an Associate's degree.

Basic Methodology:

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

Total Annual Awards



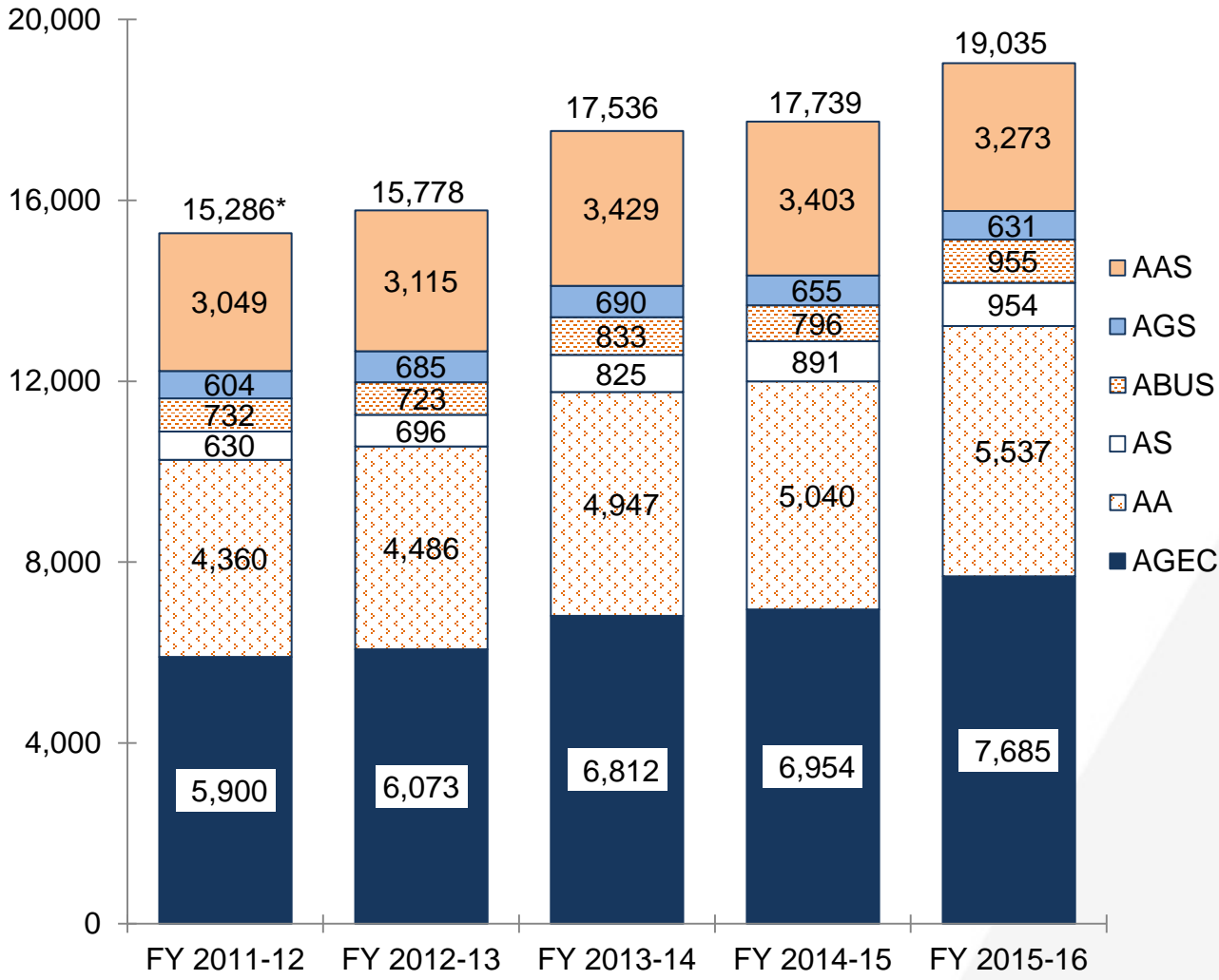
Key Finding:

The total number of awards continued to grow, increasing by approximately 3.3% in 2015-16 and more than 16.5% since FY 2011-12.

Basic Methodology:

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

Number of Transfer Associate's Degrees and AGEC Awarded Annually

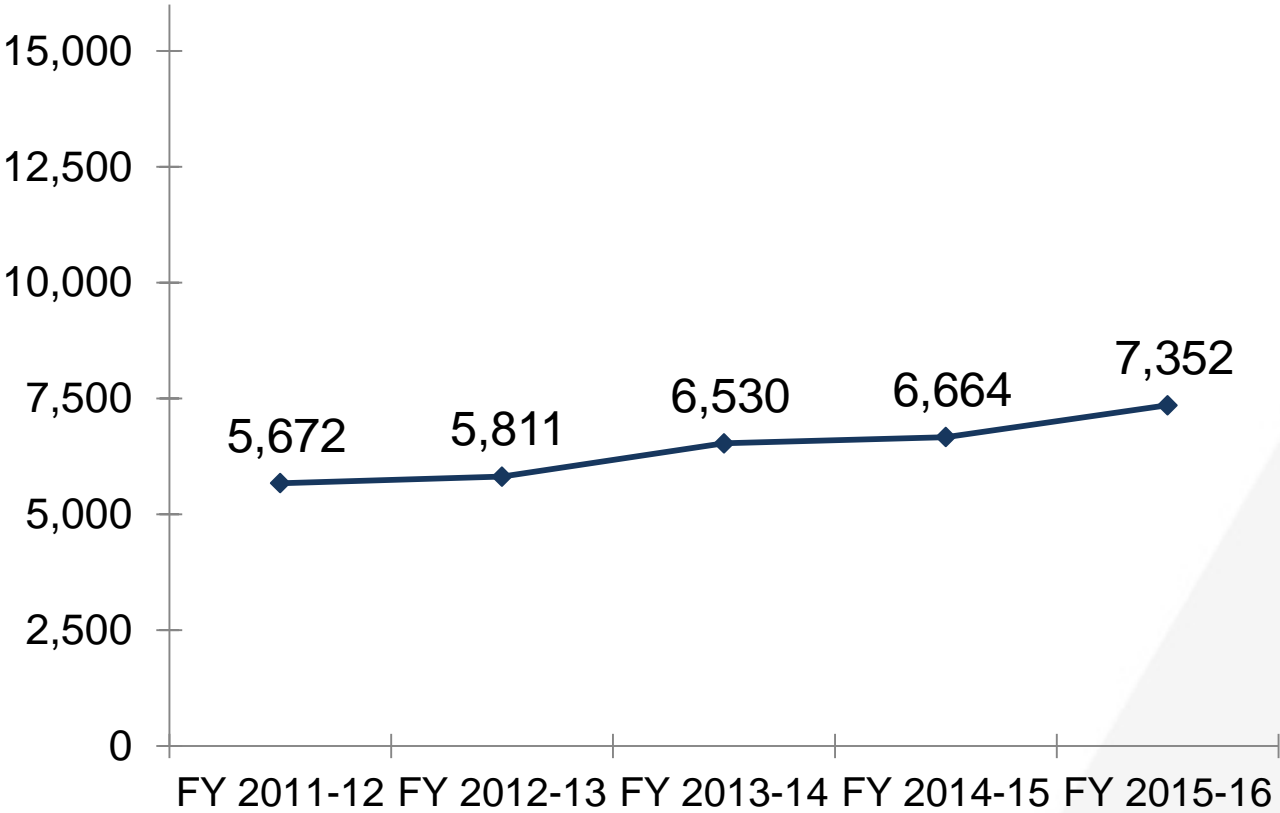


Key Finding:
 The number of transfer awards increased more than nine percent over the previous year and was almost 24% higher than FY 2011-12.

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

*Total includes 11 Assoc. in Transfer Partnership Degrees (ATP)

Number of Students Earning an AGEC Certificate



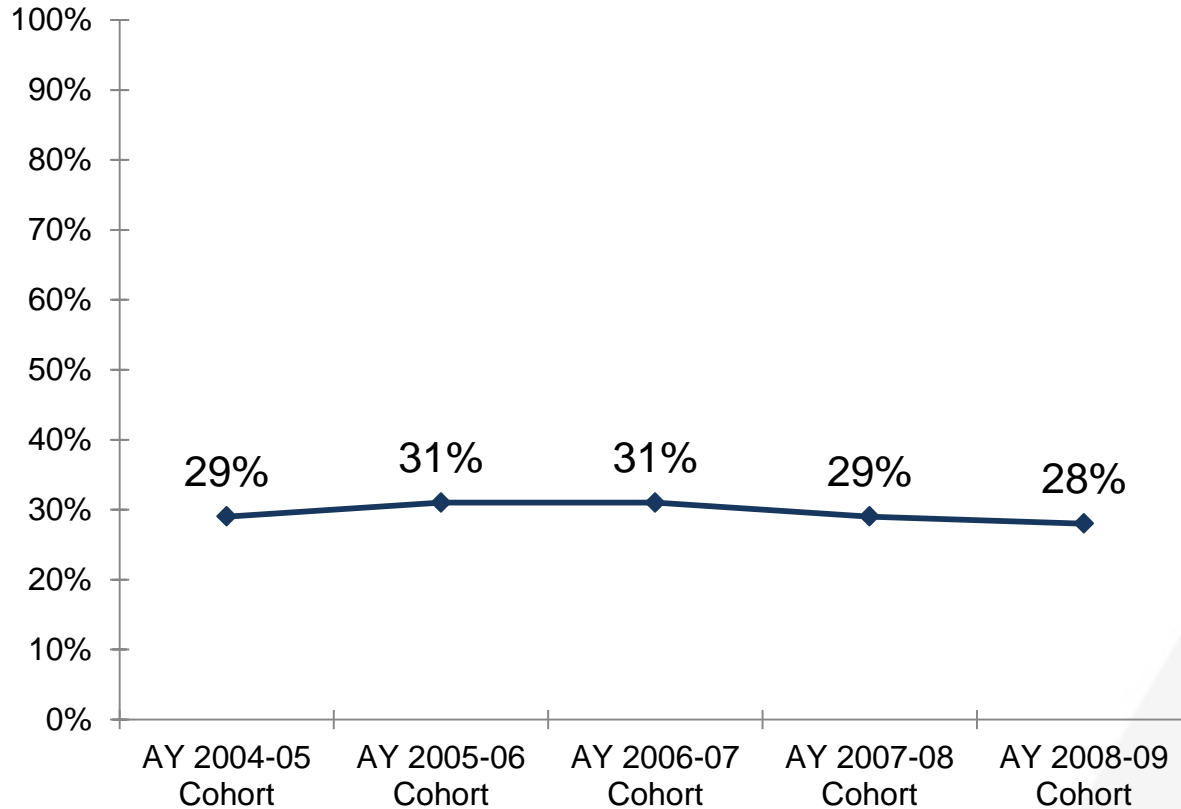
Key Finding:

The **unduplicated** number of students achieving an Arizona General Education Curriculum (AGEC) certificate increased ten percent for the most recent year and almost 30% since FY 2011-12.

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

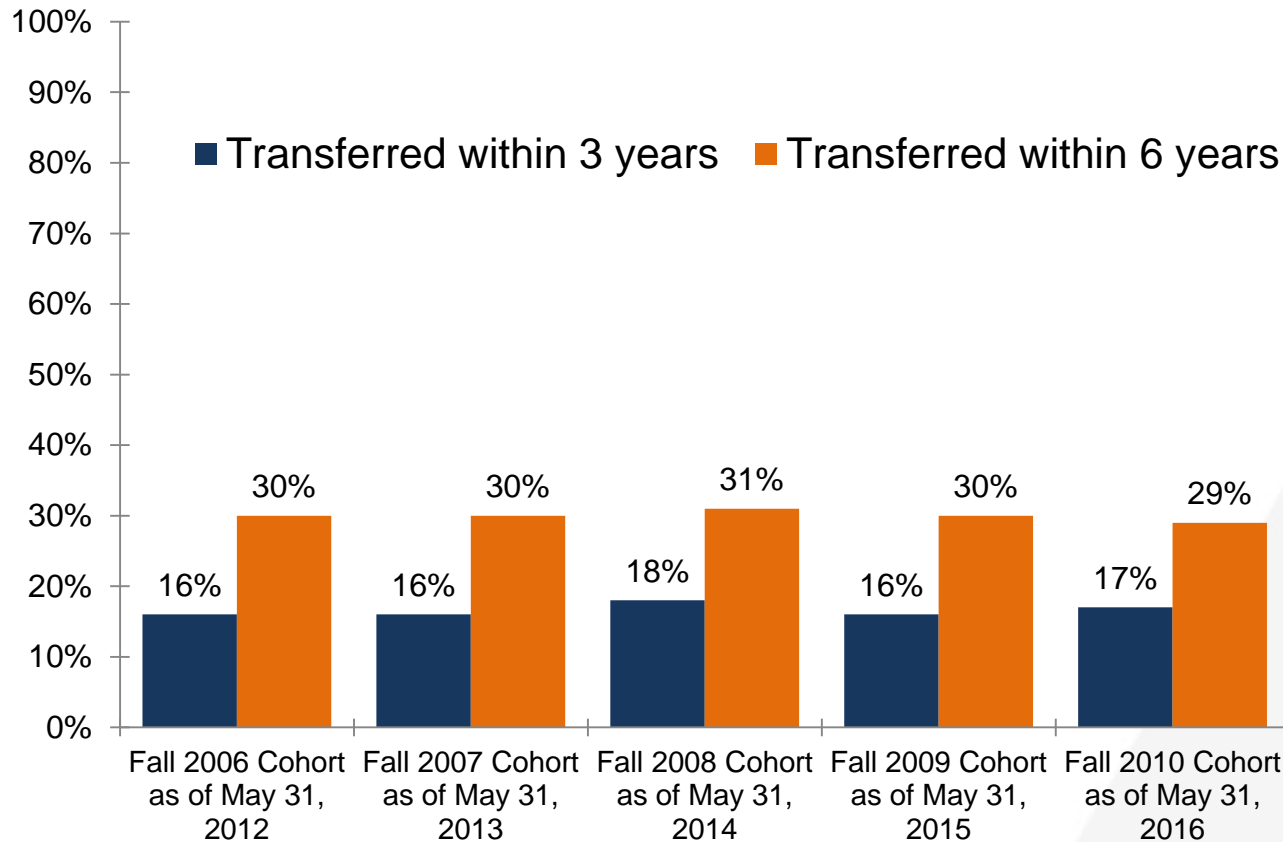
Key Finding:

The six-year transfer rate to Arizona public universities for the cohort of students who exhibited transfer behavior decreased from 29% to 28% 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)



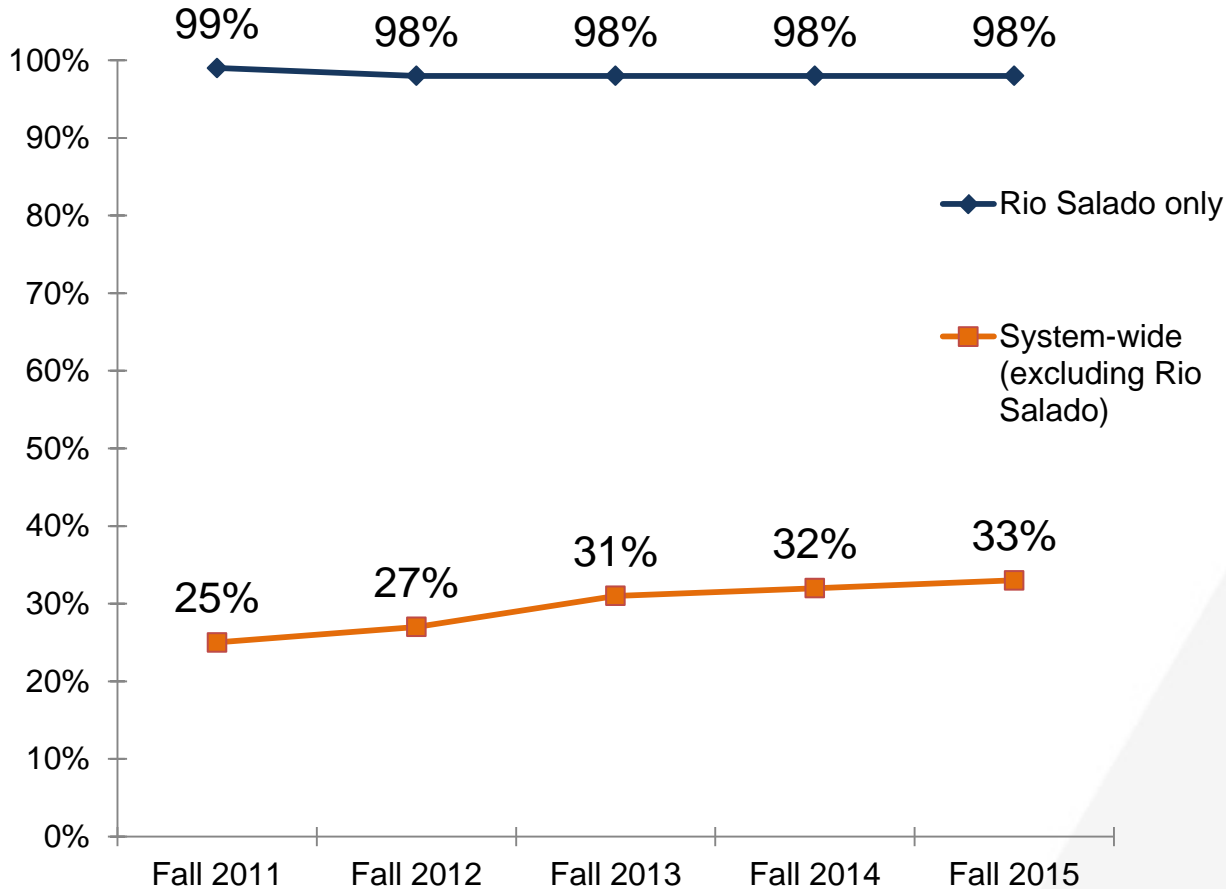
Key Findings:

The percentage of new students who transferred within three years increased from the prior year from 16% to 17% and decreased from 30% to 29% for transfers within 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.

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 eight percentage points since Fall 2011.

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 MCCCDC Degrees/Certificates

<input checked="" type="checkbox"/> = Credit <input checked="" type="checkbox"/> = Skill Center	Occupation
<input checked="" type="checkbox"/>	Registered Nurses
<input checked="" type="checkbox"/>	Teacher Assistants
<input checked="" type="checkbox"/>	Nursing Assistants
<input checked="" type="checkbox"/>	Heavy and Tractor-Trailer Truck Drivers
<input checked="" type="checkbox"/>	Computer User Support Specialists
<input checked="" type="checkbox"/>	Medical Assistants
<input checked="" type="checkbox"/>	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
<input checked="" type="checkbox"/>	Preschool Teachers, Except Special Education
<input checked="" type="checkbox"/>	Computer Network Support Specialists
<input checked="" type="checkbox"/>	Massage Therapists
<input checked="" type="checkbox"/>	Medical Records and Health Information Technicians
<input checked="" type="checkbox"/>	Web Developers
<input checked="" type="checkbox"/>	Licensed Practical and Licensed Vocational Nurses
<input checked="" type="checkbox"/>	Hairdressers, Hairstylists, and Cosmetologists
<input checked="" type="checkbox"/>	Paralegals and Legal Assistants
<input checked="" type="checkbox"/>	First-Line Supervisors of Production and Operating Workers
<input checked="" type="checkbox"/>	Emergency Medical Technicians and Paramedics
<input checked="" type="checkbox"/>	Dental Assistants
<input checked="" type="checkbox"/>	Telecommunications Equipment Installers and Repairers, Except Line Installers
<input checked="" type="checkbox"/>	Respiratory Therapists

Key Finding:
MCCCDC 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 MCCCDC 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 MCCCDC Degrees/Certificates

<input checked="" type="checkbox"/> =Credit <input checked="" type="checkbox"/> = Skill Center	Occupation
<input checked="" type="checkbox"/>	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
<input checked="" type="checkbox"/>	Web Developers
<input checked="" type="checkbox"/>	Veterinary Technologists and Technicians
<input checked="" type="checkbox"/>	Engineering Technicians, Except Drafters, All Other
<input checked="" type="checkbox"/>	Audio and Video Equipment Technicians
<input checked="" type="checkbox"/>	Physical Therapist Assistants
<input checked="" type="checkbox"/>	Massage Therapists
<input checked="" type="checkbox"/>	Emergency Medical Technicians and Paramedics
<input checked="" type="checkbox"/>	Preschool Teachers, Except Special Education
<input checked="" type="checkbox"/>	Civil Engineering Technicians
<input checked="" type="checkbox"/>	Computer User Support Specialists
<input checked="" type="checkbox"/>	Environmental Science & Protection Technicians, Including Health
<input checked="" type="checkbox"/>	Diagnostic Medical Sonographers
<input checked="" type="checkbox"/>	Cardiovascular Technologists and Technicians
<input checked="" type="checkbox"/>	Phlebotomists
<input checked="" type="checkbox"/>	Drafters, All Other
<input checked="" type="checkbox"/>	Computer Network Support Specialists
<input checked="" type="checkbox"/>	Teacher Assistants
<input checked="" type="checkbox"/>	Skincare Specialists
<input checked="" type="checkbox"/>	Medical Transcriptionists

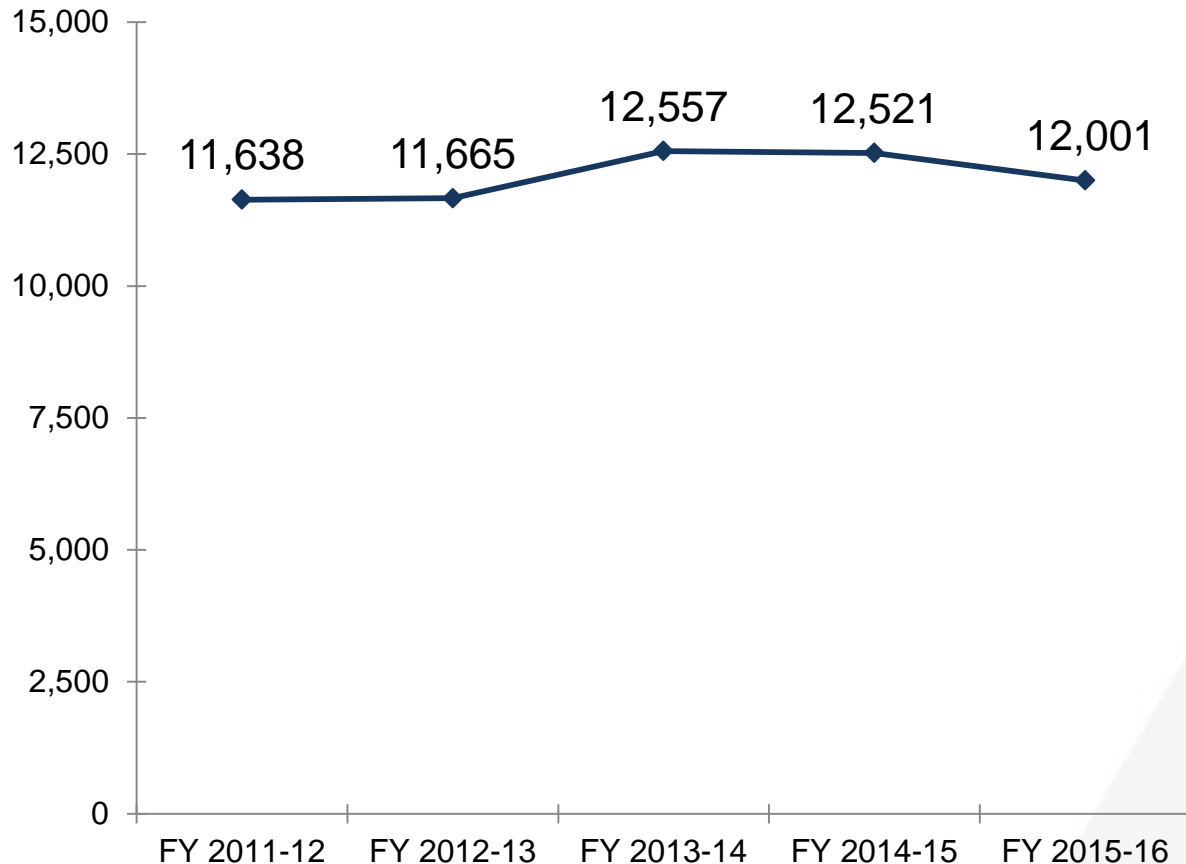
Key Finding:

MCCCDC 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.

Occupational Degrees and Certificates Awarded Annually



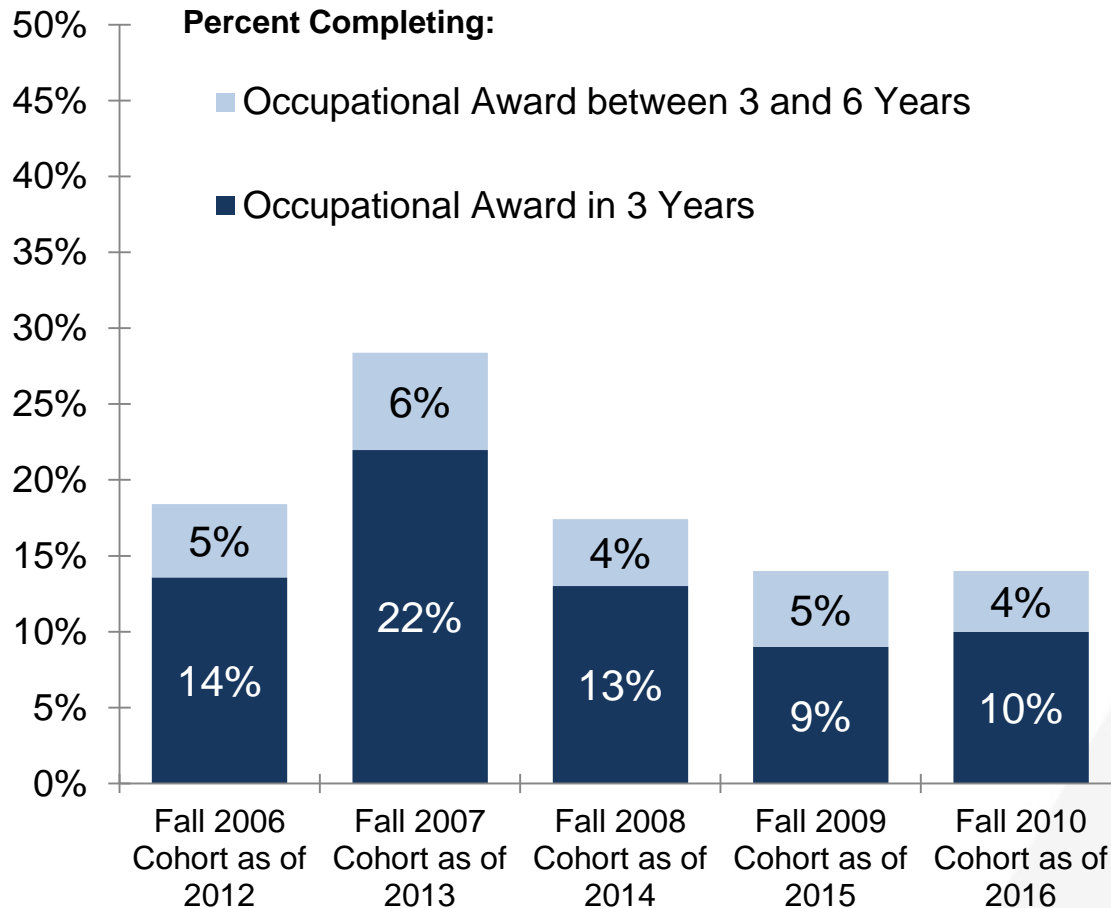
Key Finding:

The total number of occupational degrees and certificates declined more than four percent in the past year, but was approximately three percent higher than FY 2011-12.

Basic Methodology:

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

Occupational Graduation Rate



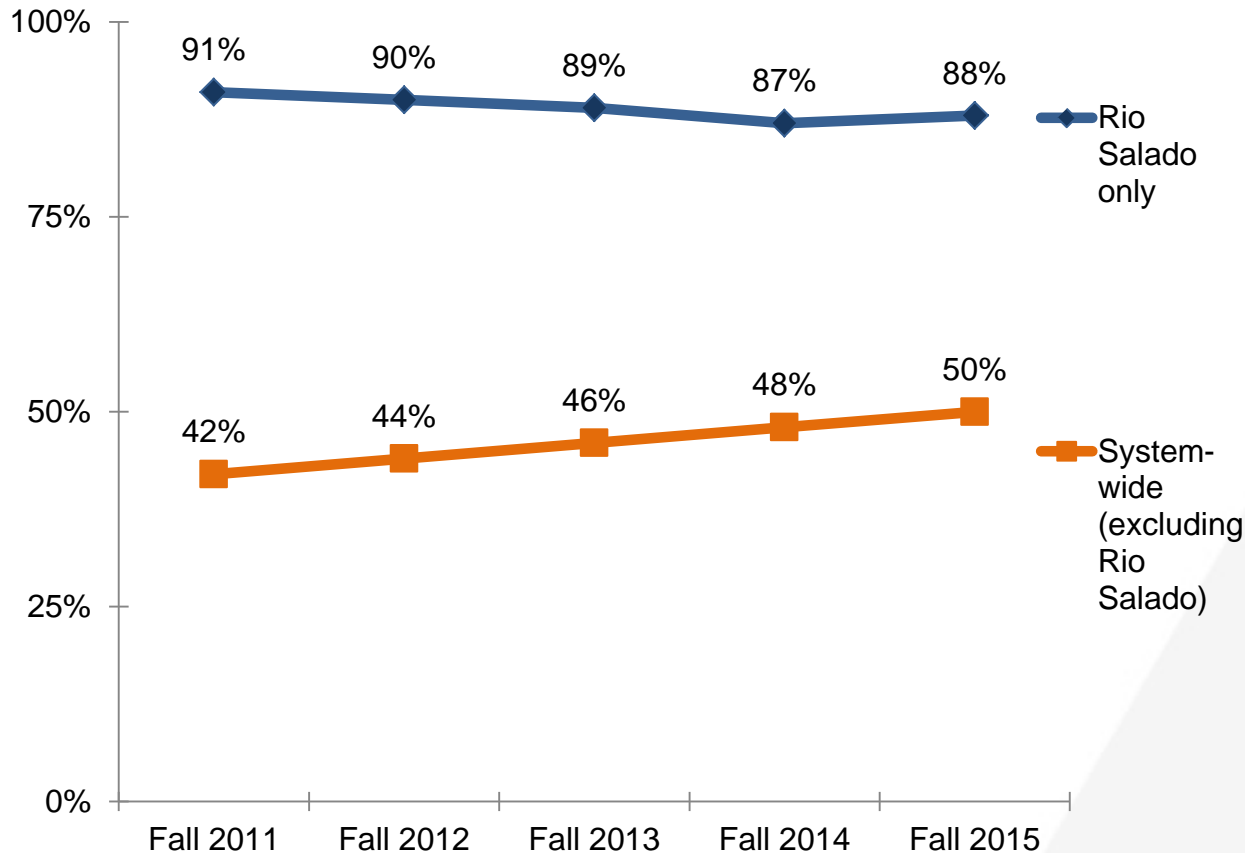
Key Finding:

The percentage of occupational students completing an occupational award within six years was 14% for the most recent cohort (Fall 2010). The total six-year graduation rate was consistent with the Fall 2009 cohort, but a slightly higher proportion of these students graduated within three years.

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 MCCCDC college.

Percentage of Students Enrolled in an Occupational Course Delivered in a Non-Traditional (Alternative) Format



Key Finding:

88% 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 50% - an increase of eight percentage points since Fall 2011.

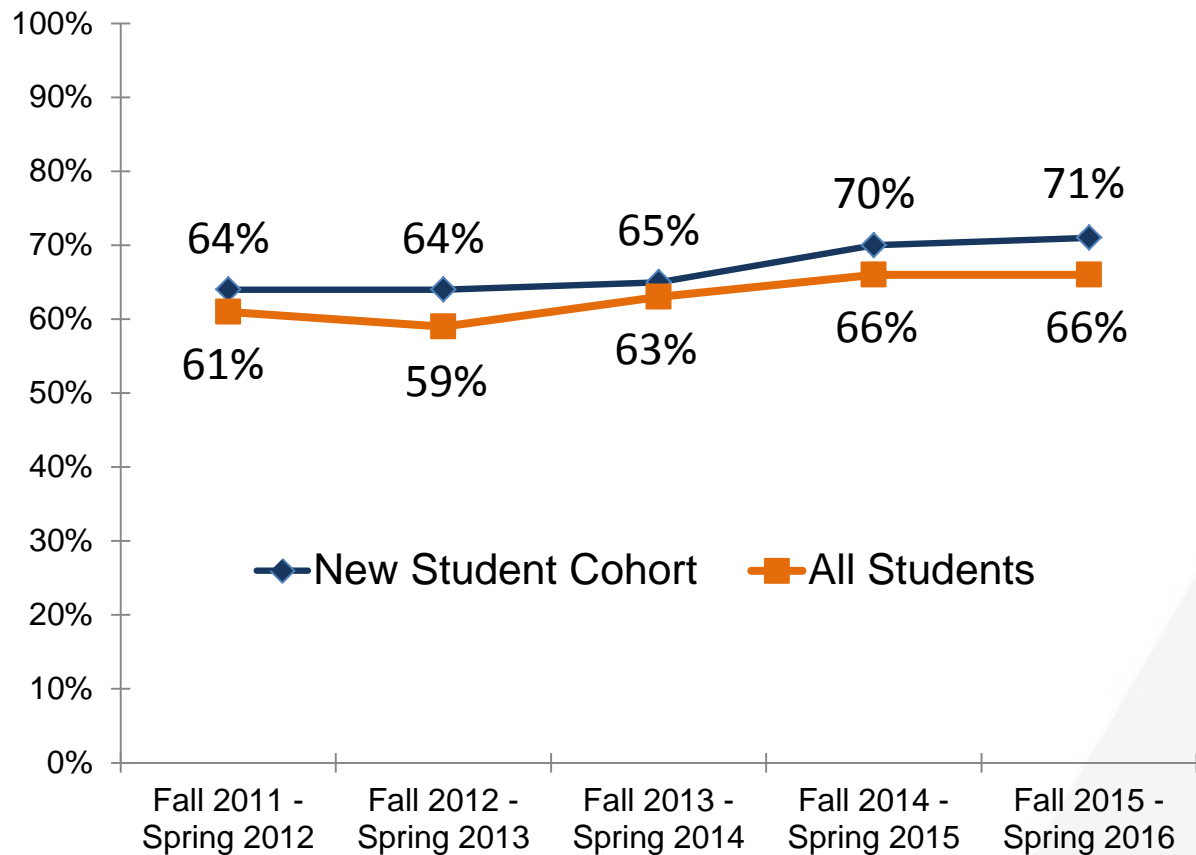
Basic Methodology:

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.

Developmental Education

Outcome 3

Comparison of Success Rates in Developmental Education Courses



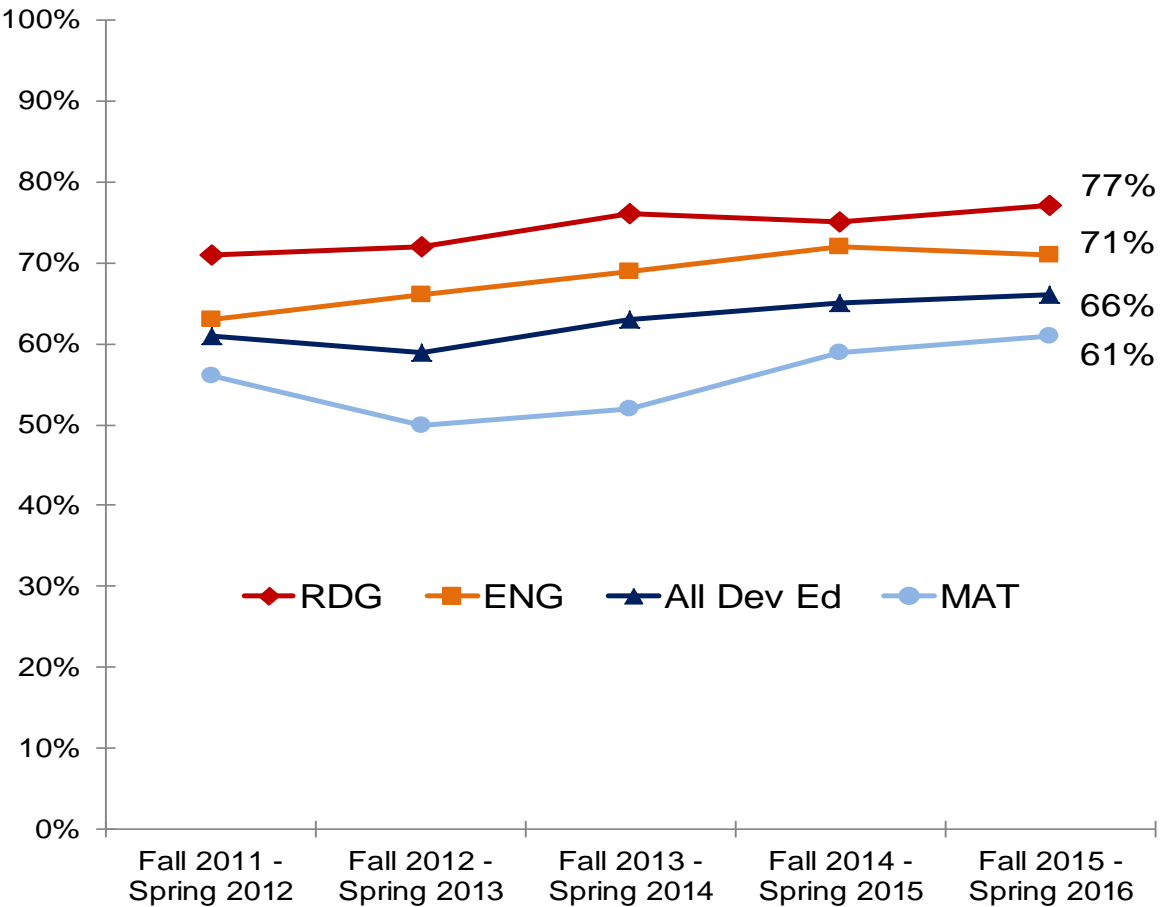
Key Finding:

Generally, the overall success rates in developmental education courses have been increasing over the past five years for all students and for the new student cohort. In 2015-16, the overall success rate increased to 71% for the Fall 2015 cohort, while the success rate for all students remained at 66%.

Basic Methodology:

A comparison of overall developmental course success rates for students enrolled in developmental education in their first fall and spring terms for the new student cohort and in the terms indicated for all students.

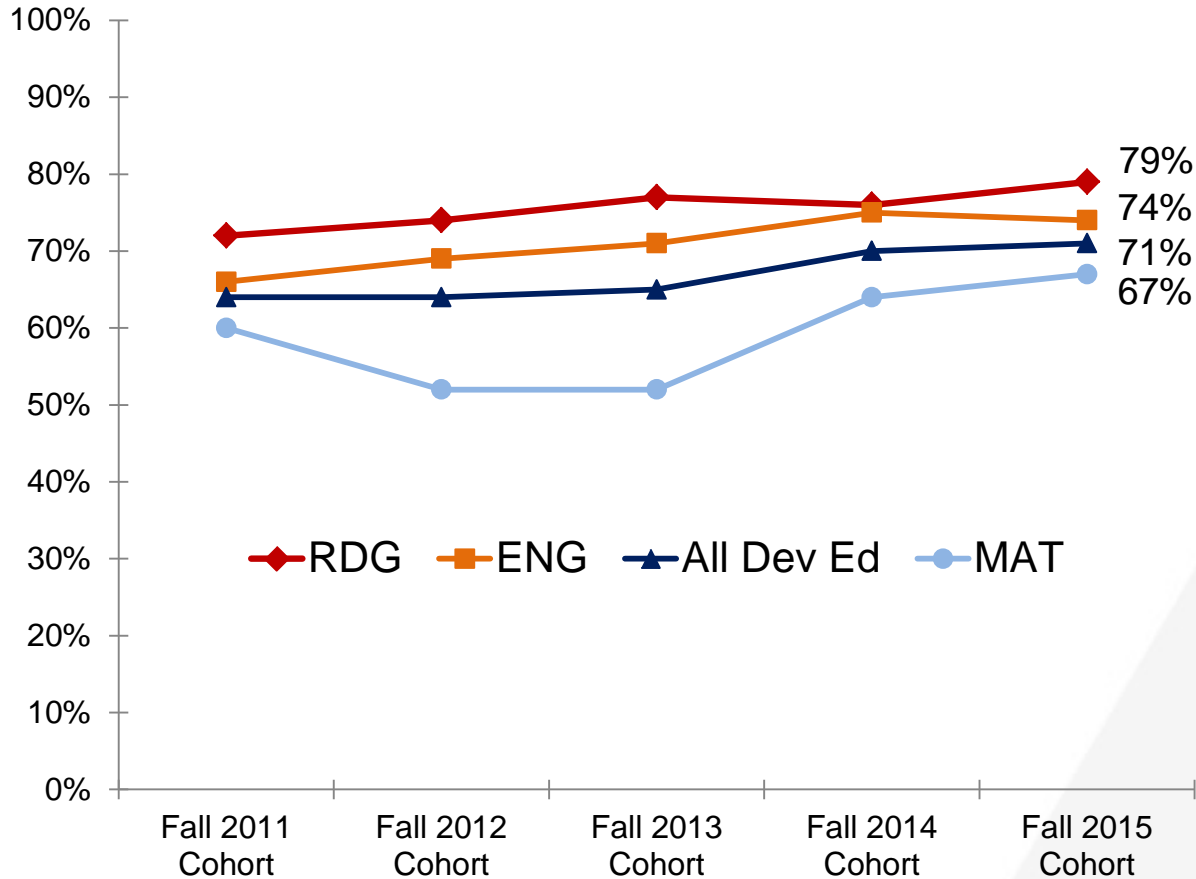
Success Rates in Developmental Education Courses – All Students



Key Finding:
 The overall success rate in developmental education courses increased slightly to 66%. The success rate improved slightly in Reading and decreased one percentage point in English. In Math, the success rate increased two percentage points, to 61%.

Basic Methodology:
 The percentage of math, English, and reading developmental credit hours completed successfully (A, B, C, or P grade) by students in those terms.

Success Rates in Developmental Education Courses – Cohort Students



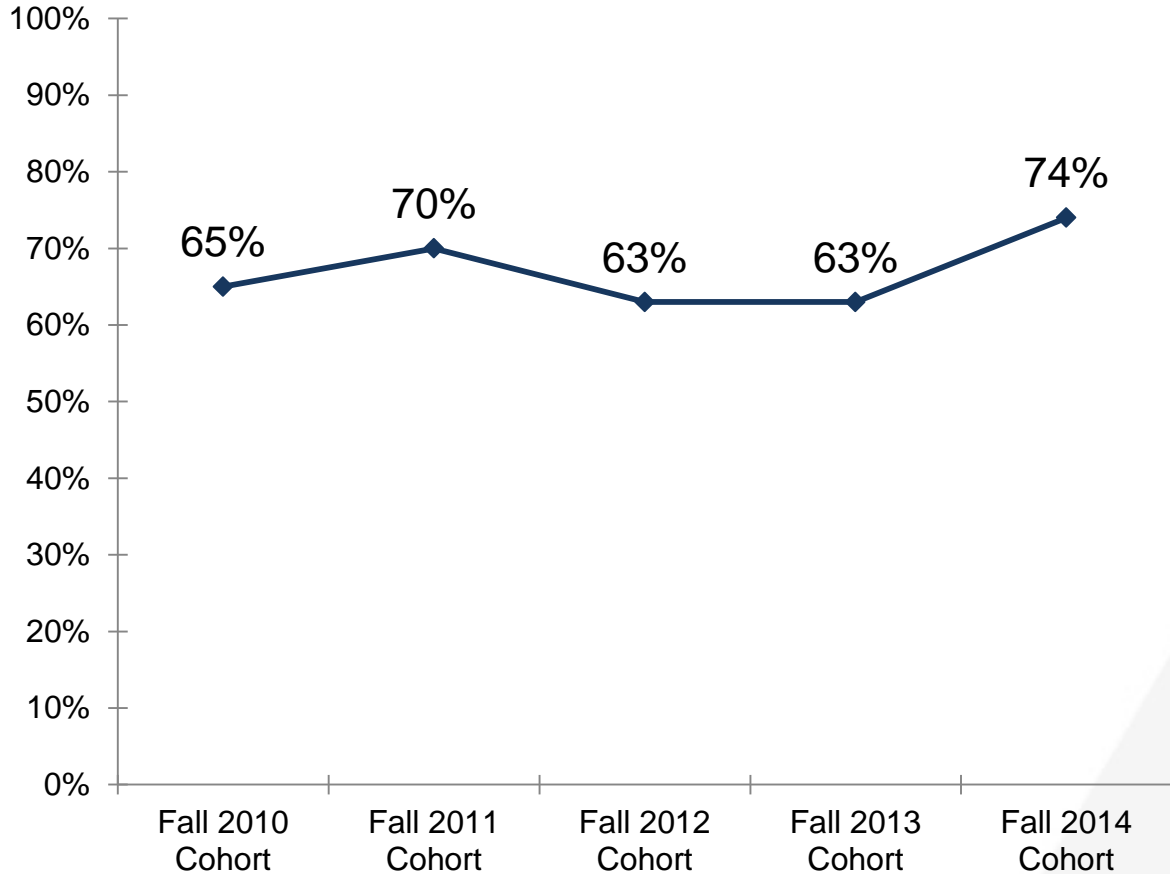
Key Finding:

The overall success rate in developmental education courses increased to 71% for the Fall 2015 cohort. Success rates improved in Reading and Math to 79% and 67%, respectively, for the Fall 2015 cohort. Success rates for English decreased one percentage point to 74%.

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



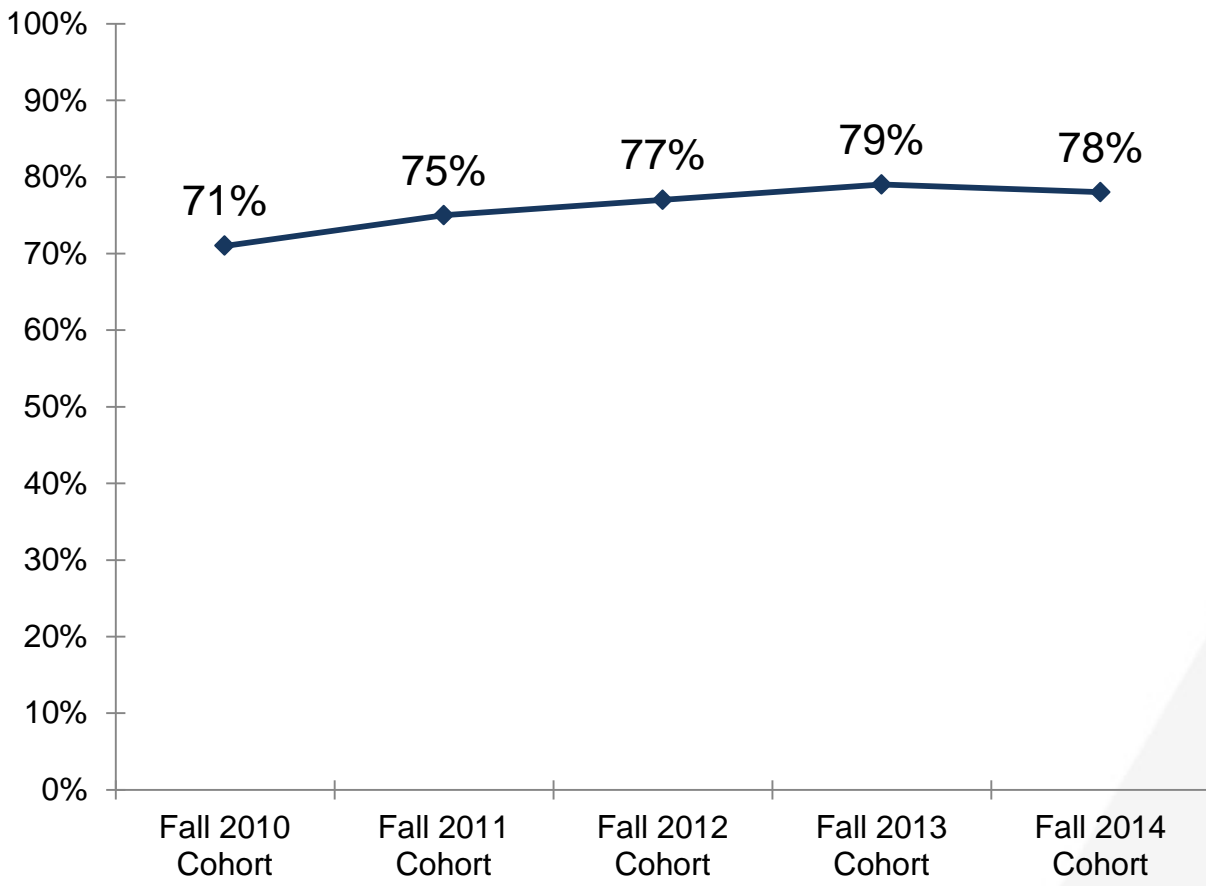
Key Finding:

The success rate in College-Level Math after completion of developmental Math increased substantially from 63% for the Fall 2013 cohort to 74% for the Fall 2014 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.

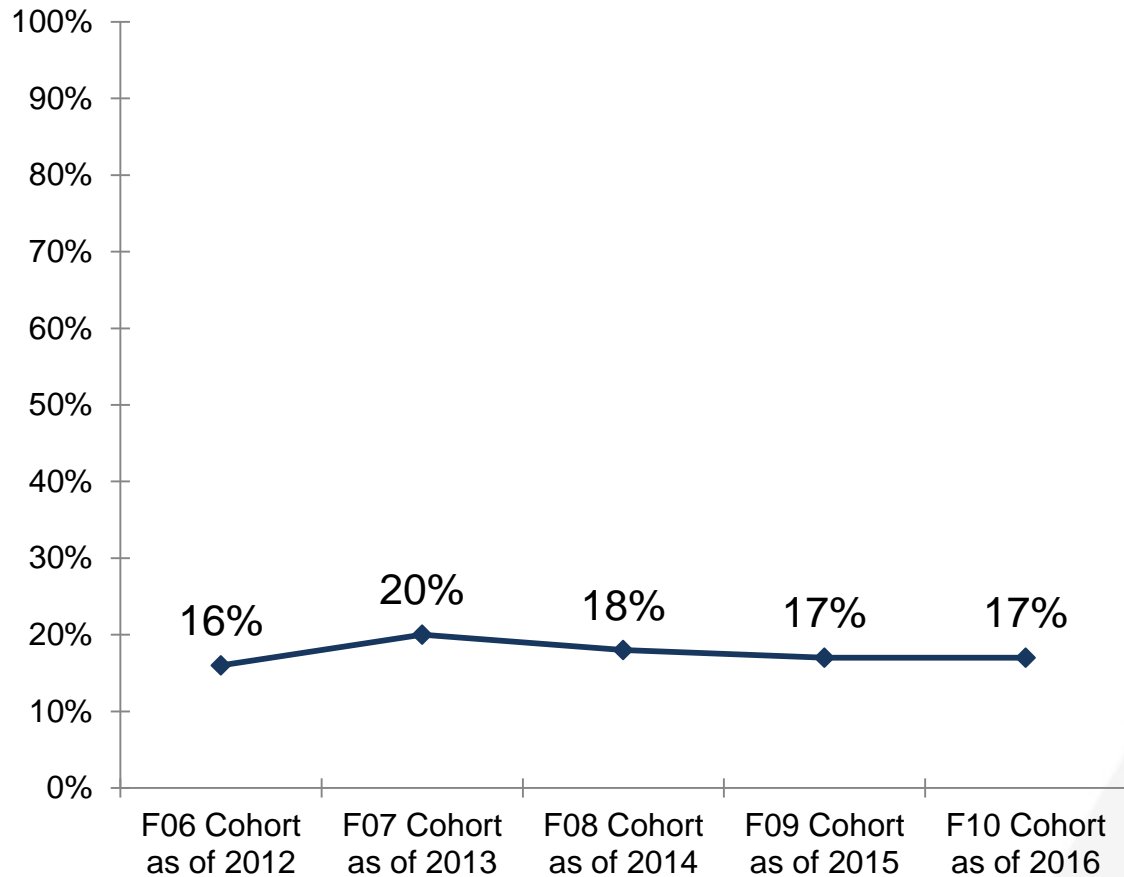
Success Rate in College-Level English after Completion of Developmental English



Key Finding:
There was a one percentage point decrease 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



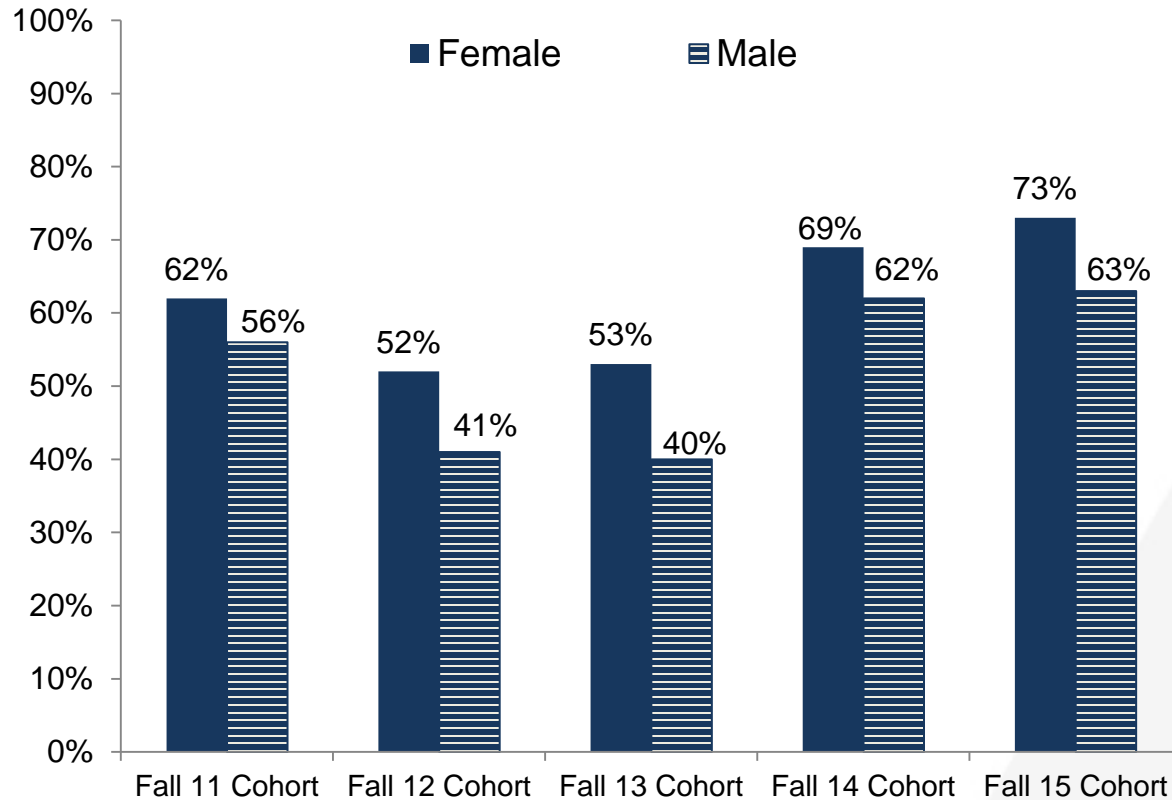
Key Finding:

The six-year graduation rate for new students enrolled in a developmental course remained constant at 17%. The graduation rate for students who enrolled in developmental education 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 the 16% to 18% range.

Basic Methodology:

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

Developmental Math Course Success Rates across Demographic Variables



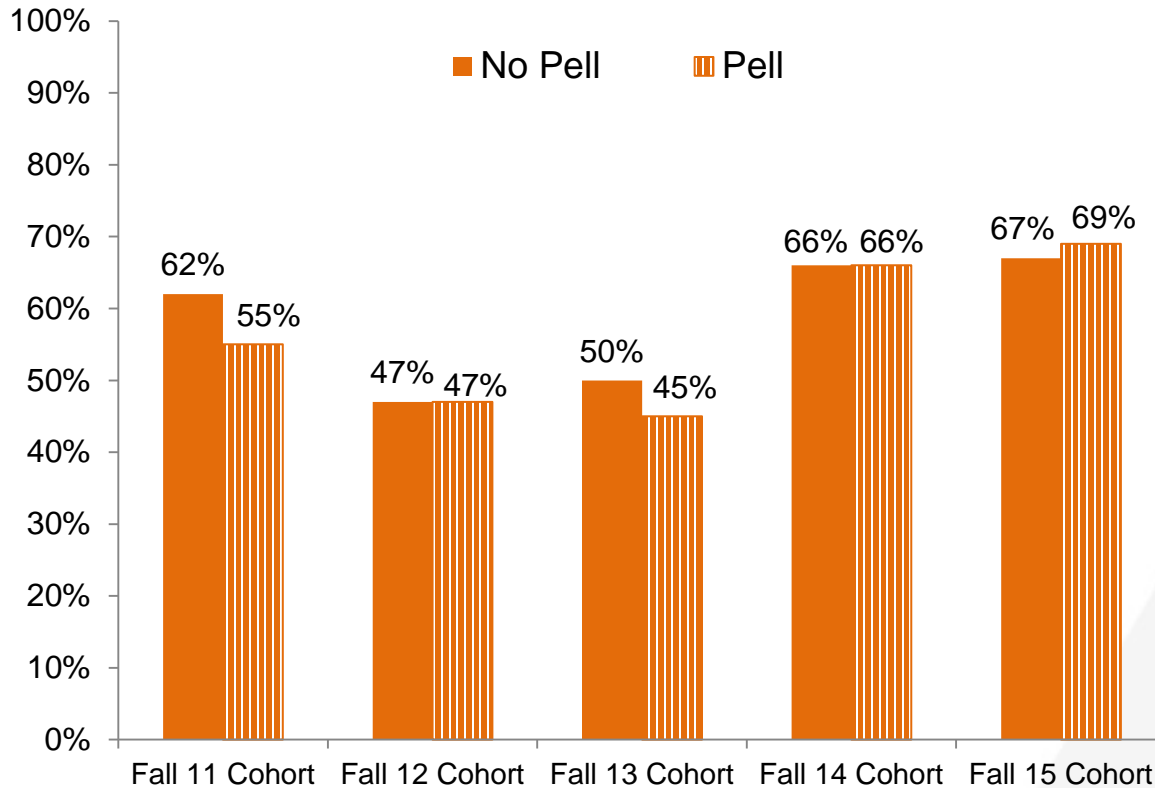
Key Finding:

The success rates in developmental math for the Fall 2015 cohort increased for both female and male students, but the gap between the genders increased from seven to ten 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



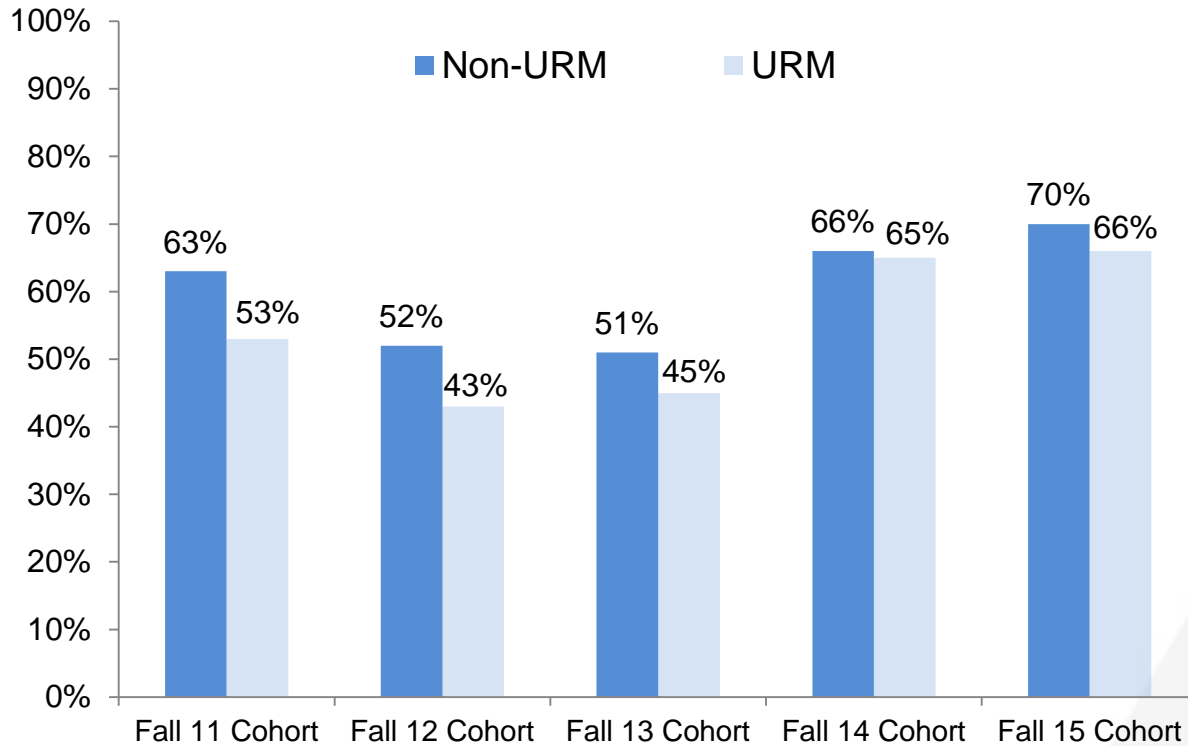
Key Finding:

The success rates in developmental math for the Fall 2015 cohort increased for students regardless of Pell grant recipient status and students who received a Pell Grant actually had a success rate that was two percentage points higher than it was for those who did not receive Pell.

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).

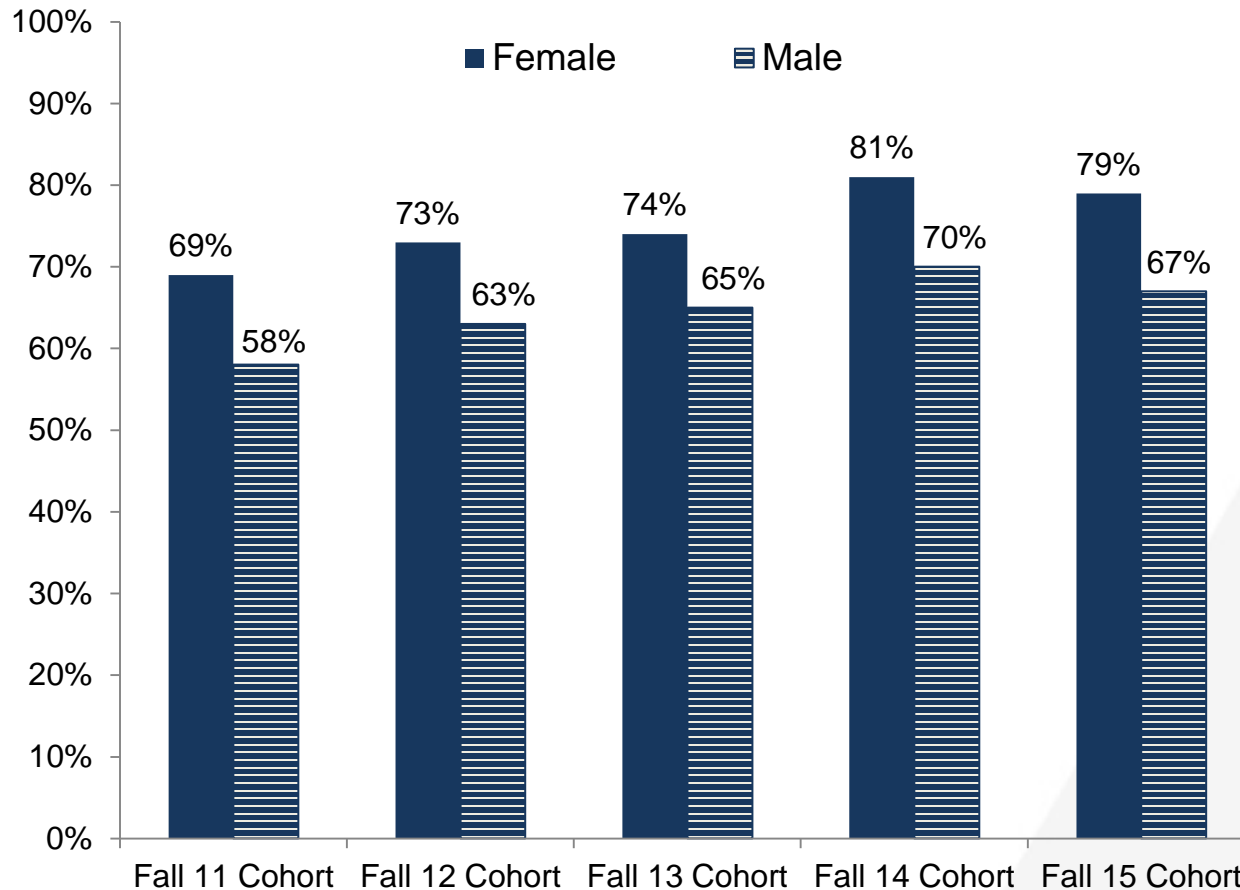
Key Finding:

The success rates in developmental math for the Fall 2015 cohort increased for both non-URM and URM students, but the gap between the two groups of students increased to four 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 English Course Success Rates across Demographic Variables



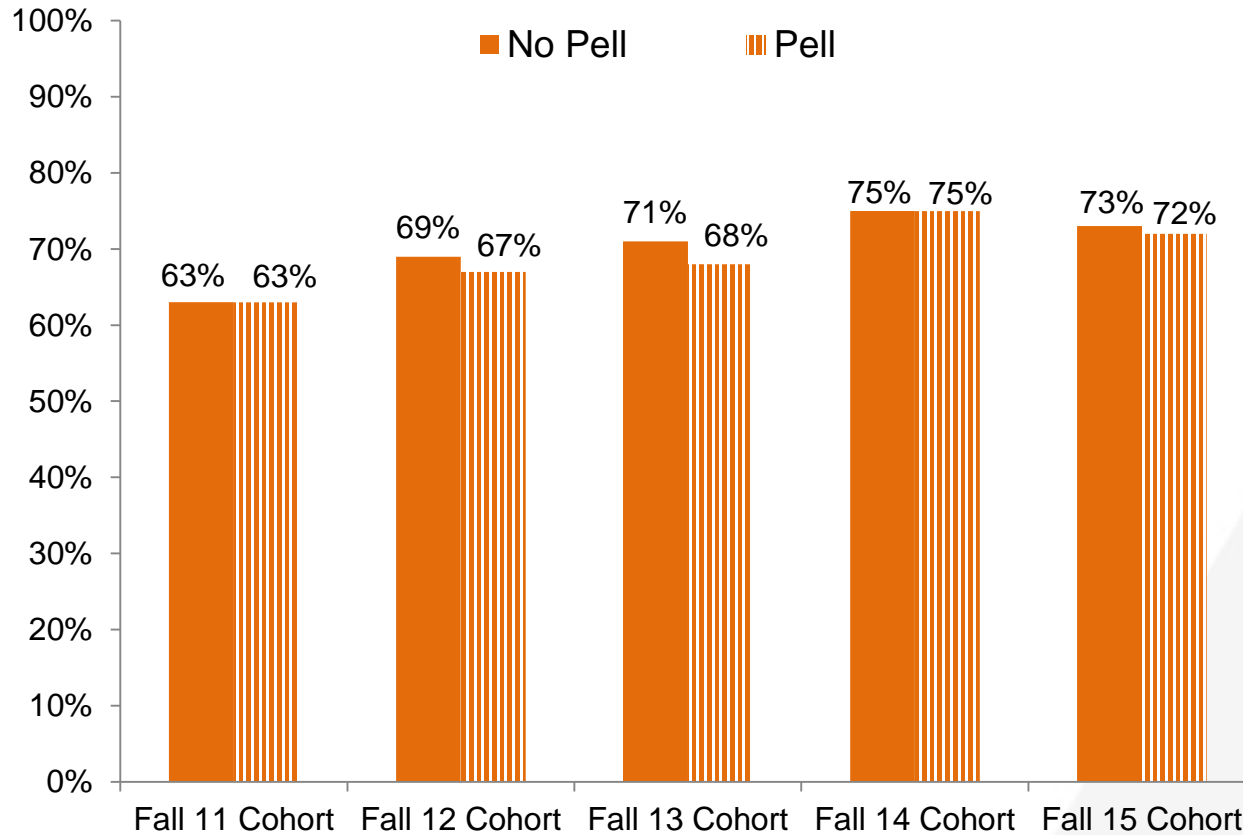
Key Finding:

The success rates in developmental English decreased for both female and male students in the Fall 2015 cohort, and the gap between genders increased to 12 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.

Developmental English Course Success Rates across Demographic Variables



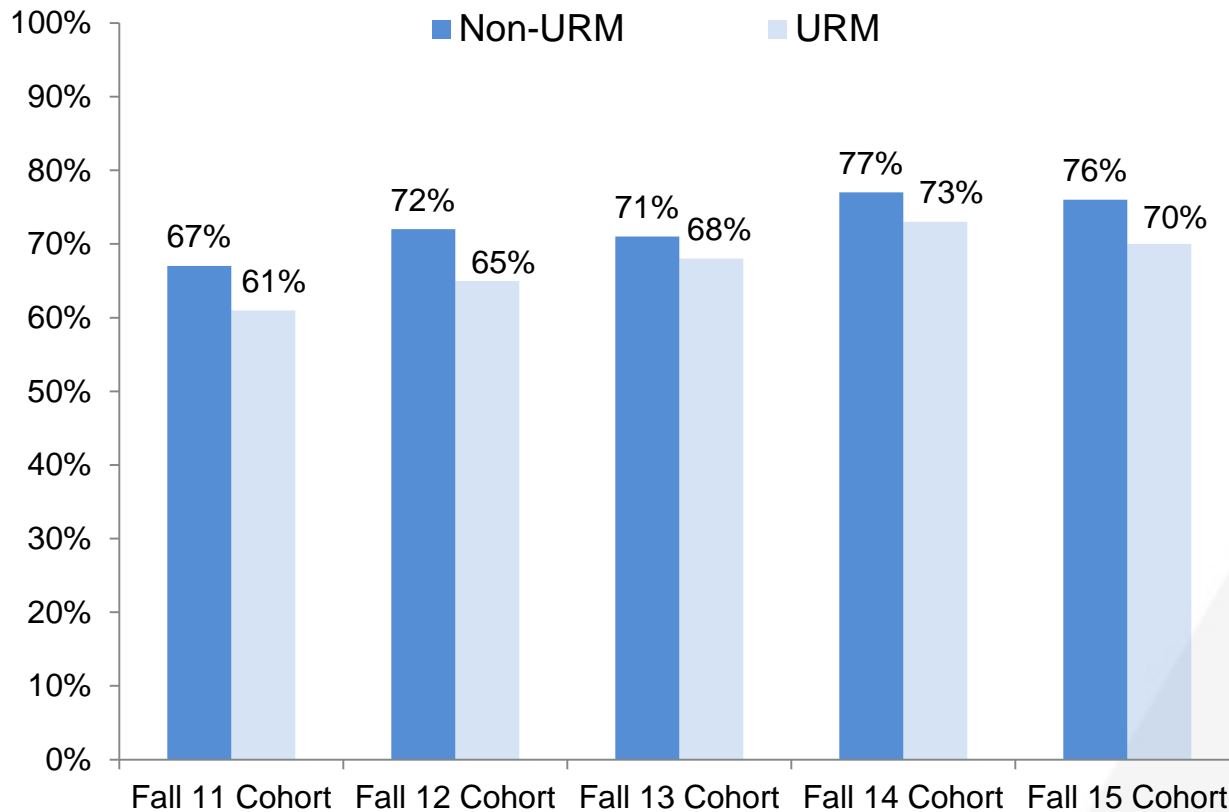
Key Finding:

The success rates in developmental English for the Fall 2015 cohort decreased for students regardless of Pell grant recipient status. The performance gap increased to one percentage point as students who did not receive a Pell grant had a higher success rate than 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



Key Finding:

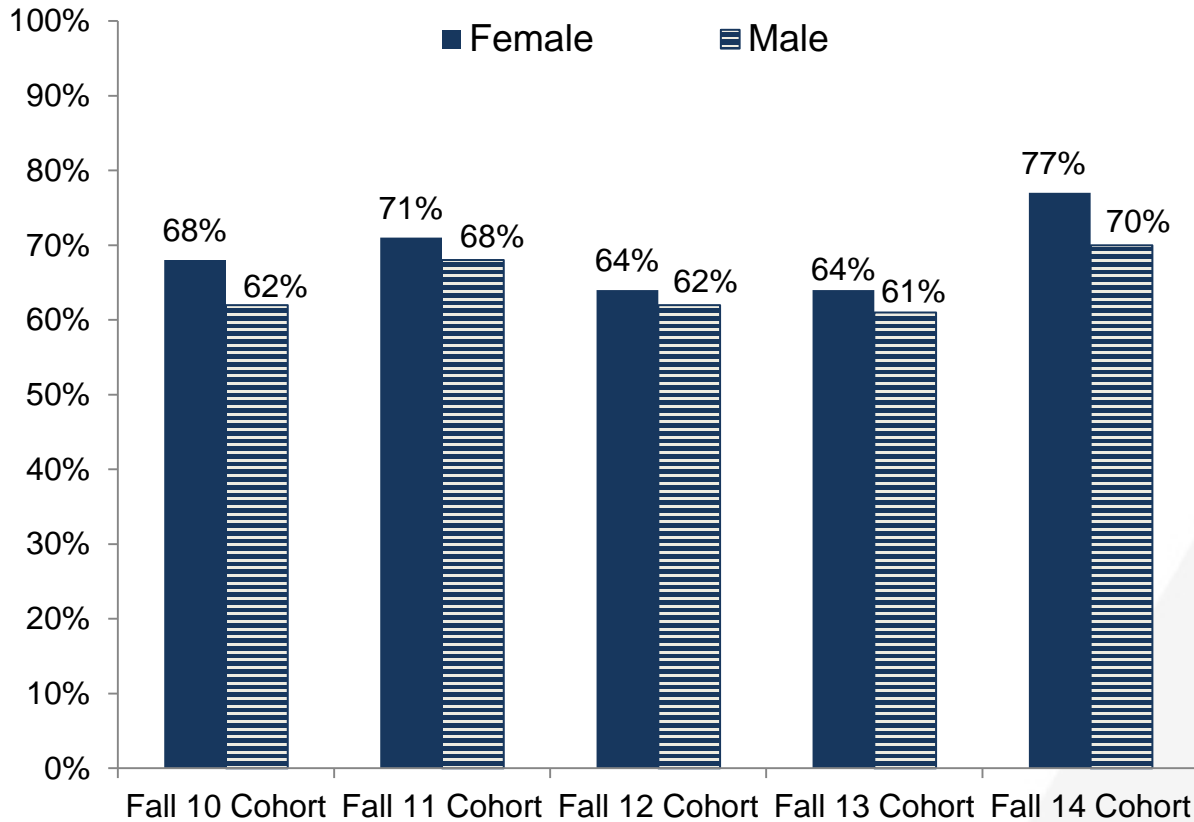
The success rates in developmental English decreased for both non-URM and URM students, and the gap between the two groups of students increased to six percentage points. Non-URM students continued to achieve higher success rates in developmental English than URM students.

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.

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

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



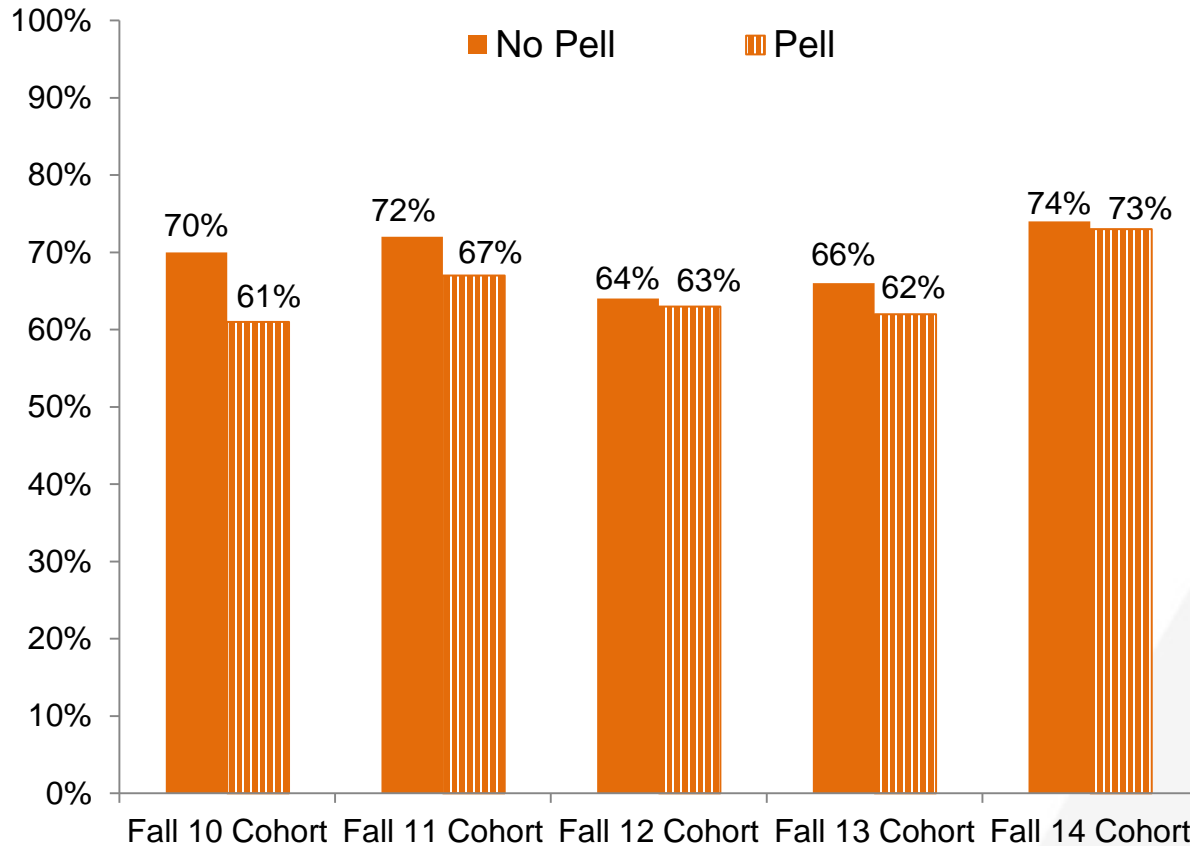
Key Finding:

The success rate in college-level math subsequent to a developmental math course for the Fall 2014 cohort increased substantially for both females and males. The gap between the genders, however, increased four percentage points to 7%, with female students achieving a higher success rate than male 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 Math Courses across Demographic Variables



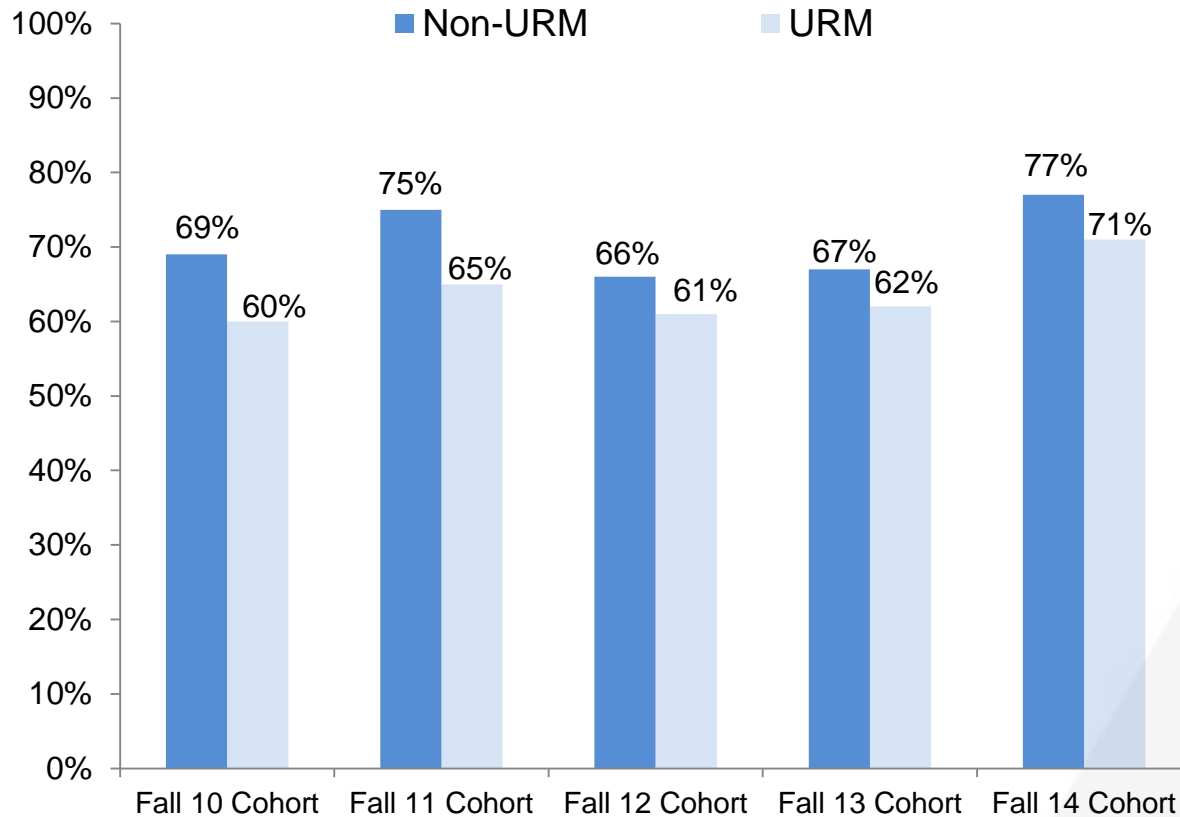
Key Finding:

The success rate in college-level math subsequent to a developmental math course for the Fall 2014 cohort increased for all students, especially Pell recipients. The performance gap based on Pell status narrowed to one percentage point, with non-Pell recipient students achieving the higher course success rate.

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).

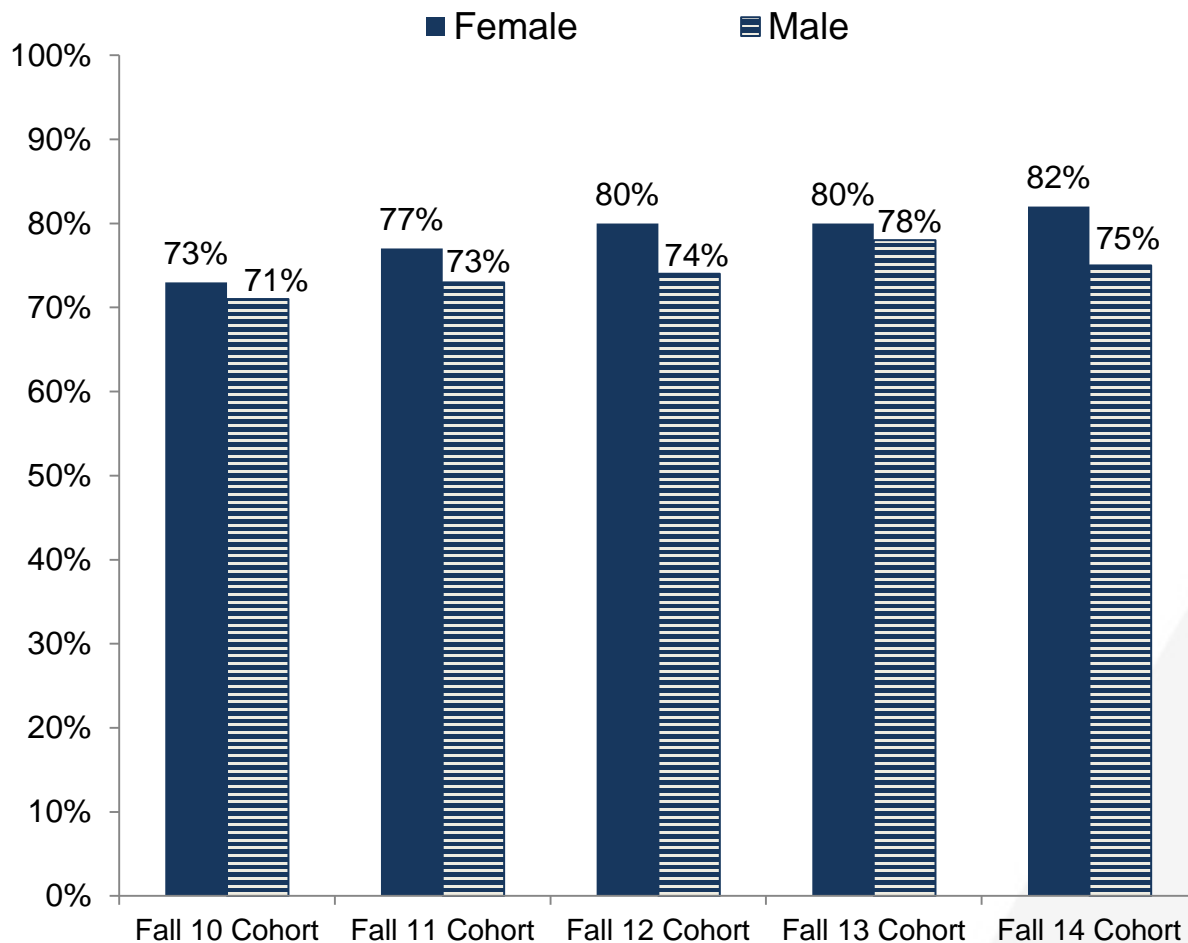
Key Finding:

The success rates in college-level math subsequent to a developmental math course for the Fall 2014 cohort increased substantially for both non-URM and URM students but the gap between the two groups of students increased to six 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



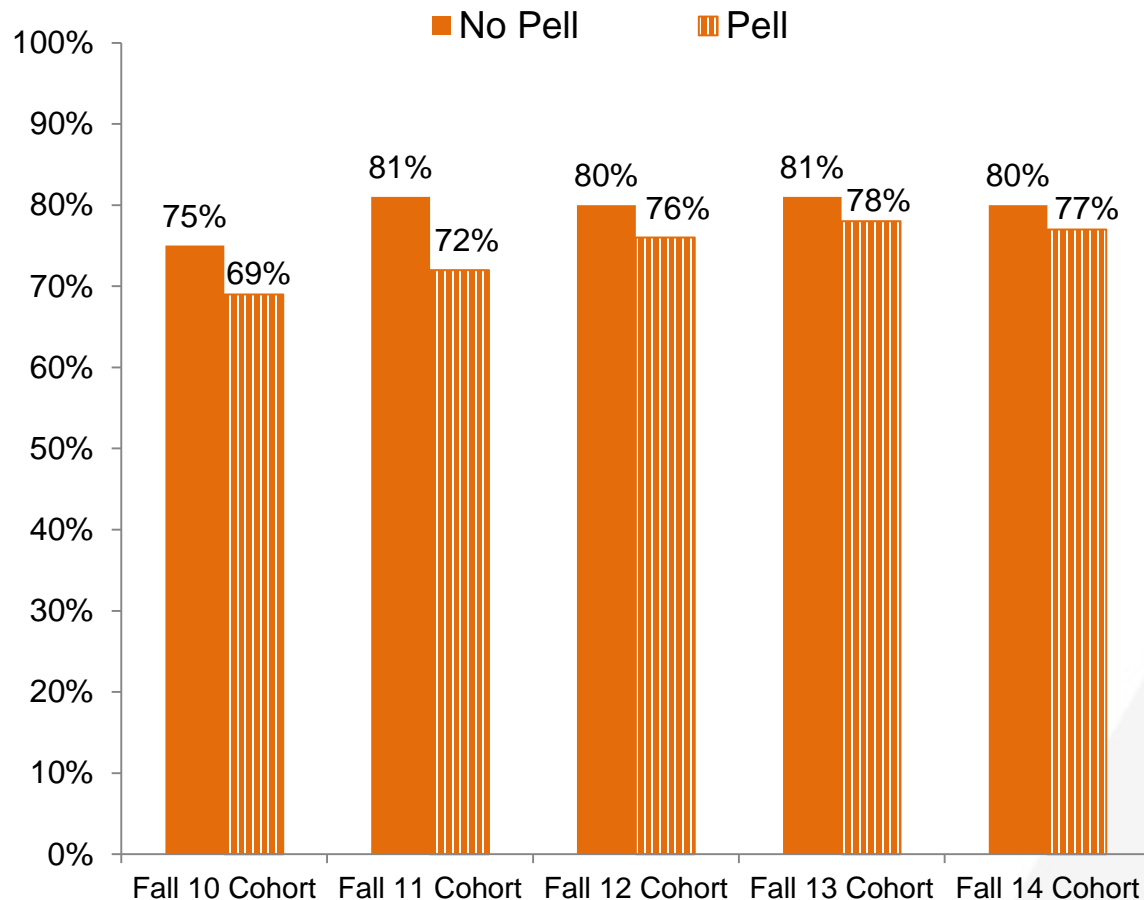
Key Finding:

The success rate in college-level English subsequent to a developmental English course for the Fall 2014 cohort increased two percentage points to 82% for females and decreased three percentage point to 75% for males. The gap between the genders increased from two percentage points to seven, with females achieving the higher success rate.

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



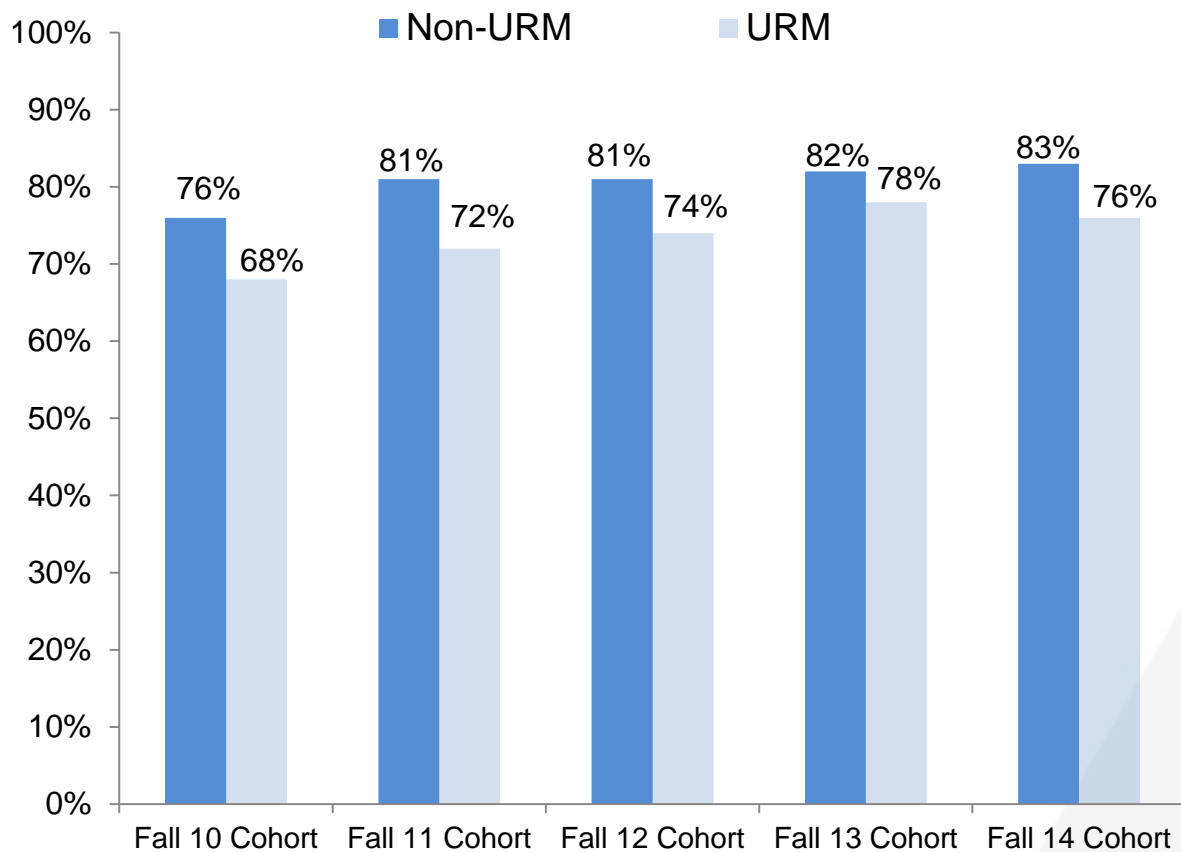
Key Finding:

The success rate in college-level English subsequent to a developmental English course for the Fall 2014 cohort decreased one percentage point for all students, regardless of Pell grant recipient status. Comparing the two groups of students, the performance gap remained at three percentage point with non-Pell recipients achieving higher success rates than Pell recipients.

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.

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



Key Finding:

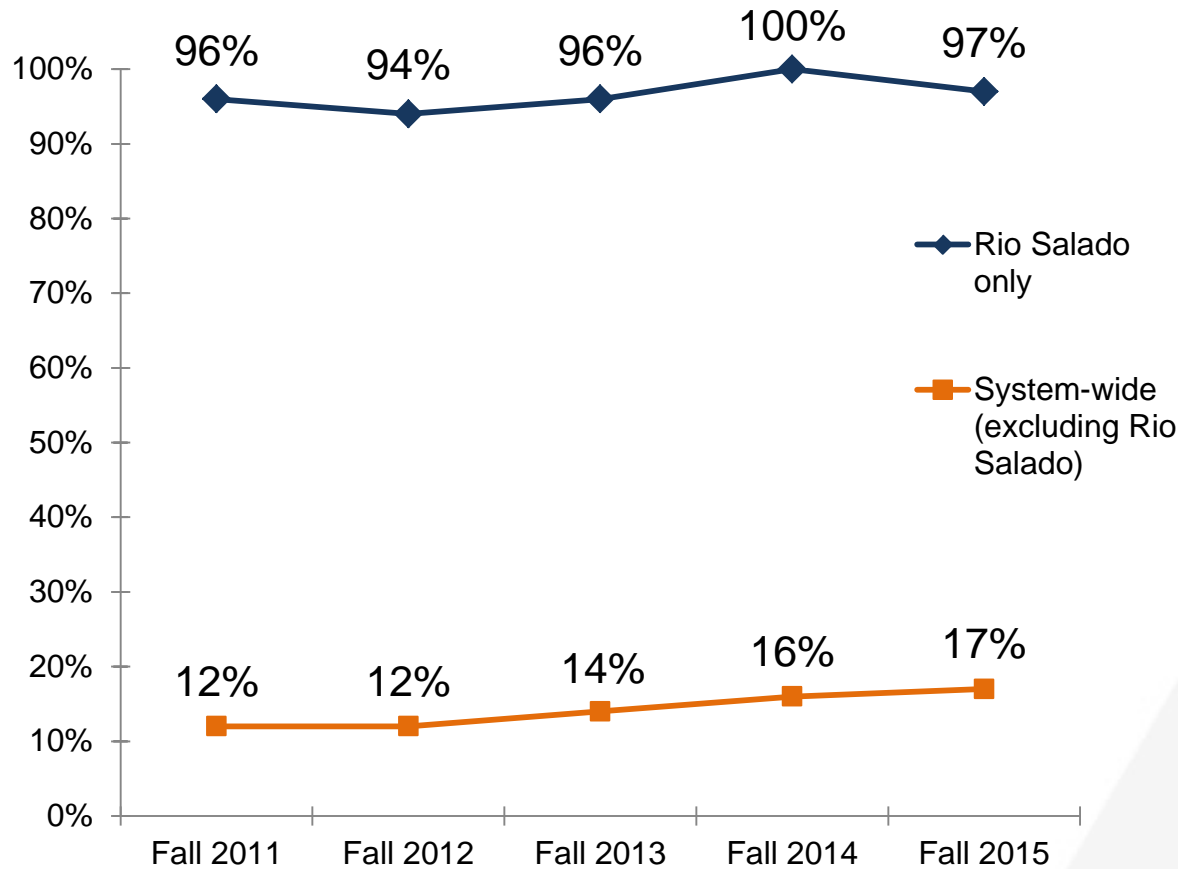
The success rates in college-level English subsequent to a developmental English course for the Fall 2014 cohort increased for one percentage point for non-URM students and declined two percentage points for URM students. As a result, the gap between the two groups of students increased from four to seven 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.

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

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 decreased to 97% in Fall 2015. The percentage of students at the other colleges is trending upward and is 17% - an increase of five percentage points since Fall 2011.

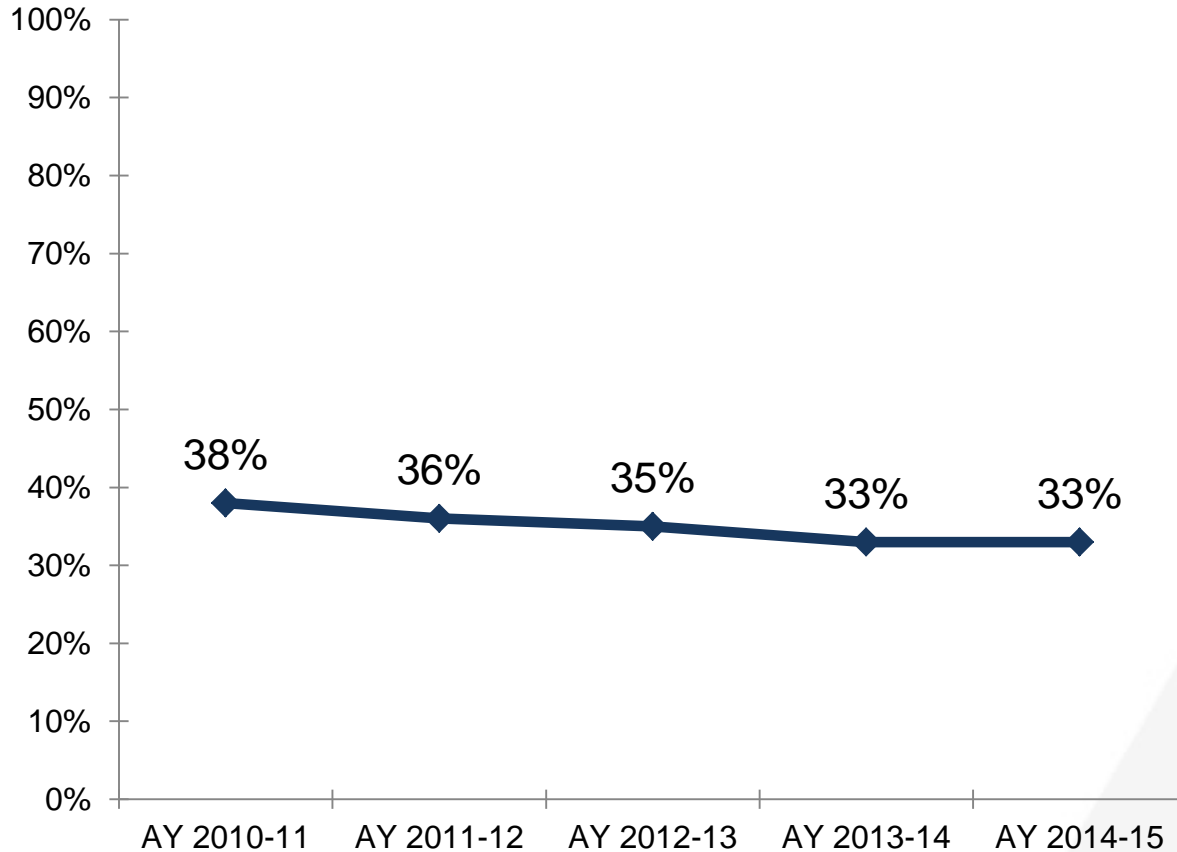
Basic Methodology:

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



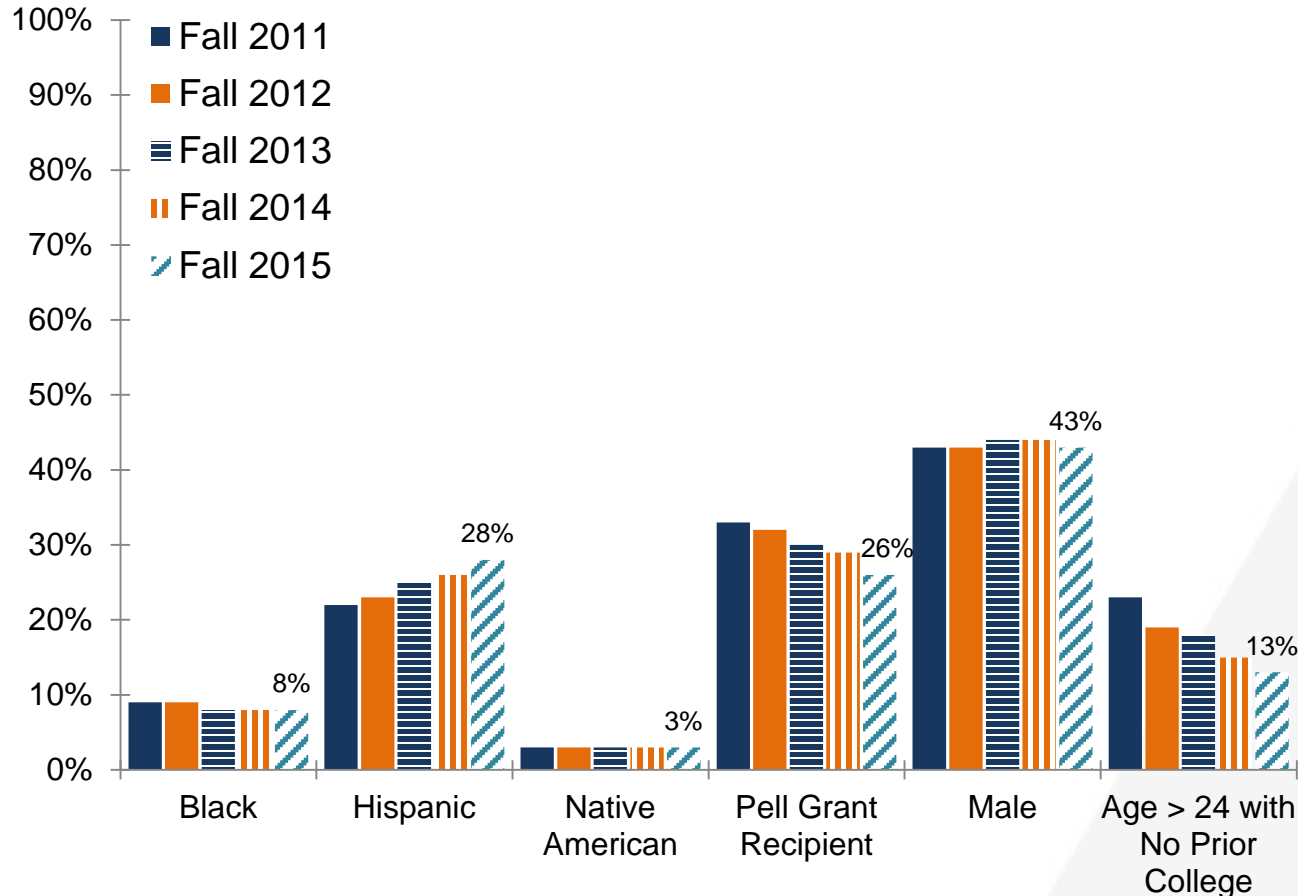
Key Finding:

The percentage of high school graduates from the MCCCCD service area who enrolled at an MCCCCD college the year following graduation remained constant at 33% in the 2014-15 academic year. This percentage has declined from 38% to 33% over the past five-year period.

Basic Methodology:

The percentage of graduates from public and private high schools in the MCCCCD service area (primarily Maricopa County) who enrolled at one of the MCCCCD colleges within the next academic year.

Enrollment of Underserved Populations



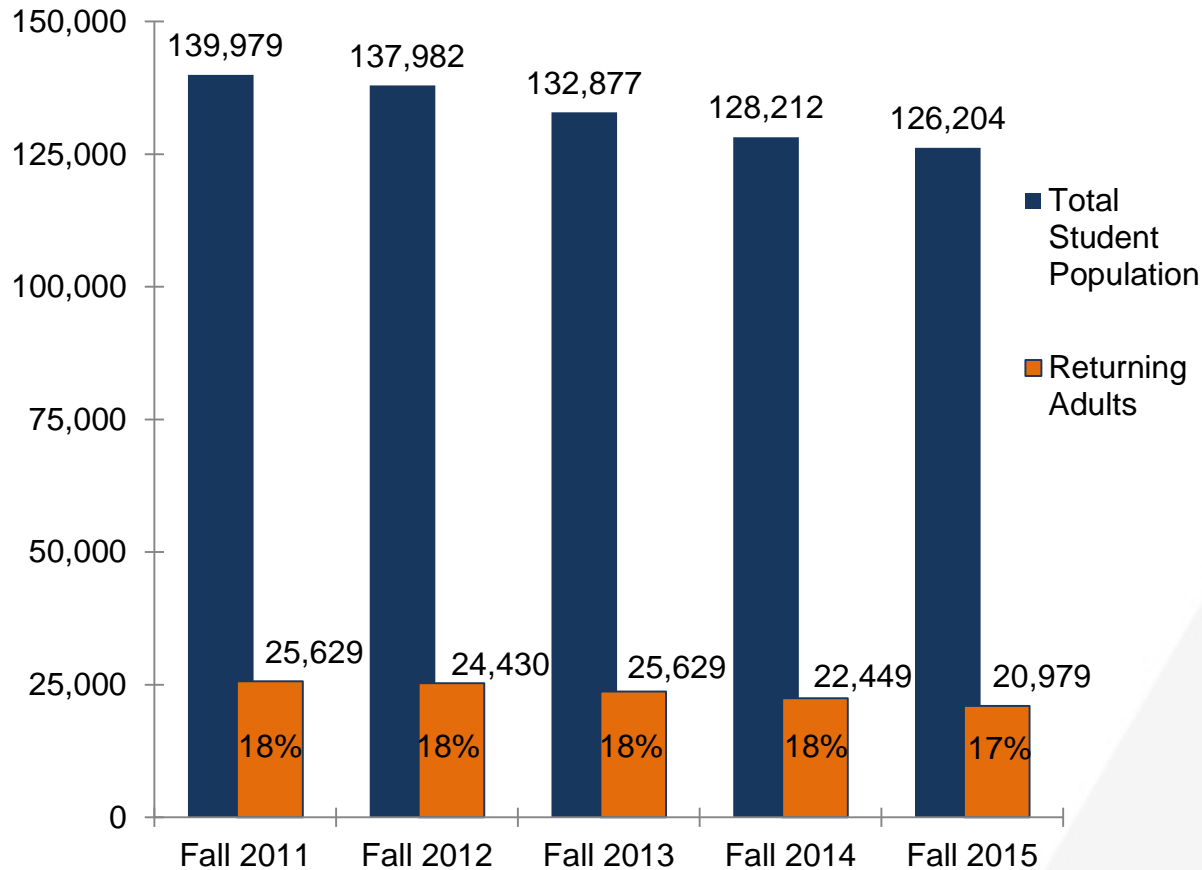
Key Finding:

Comparing Fall 2015 to the prior year, MCCCDC served a higher proportion of Hispanic students, which increased two percentage points to 28%. However, the proportion of Pell grant recipients (economically disadvantaged students) declined three percentage points to 26%, the proportion of male students decreased one percentage point to 43%, and the proportion of new students over the age of 24 with no prior college experience (non-traditional students) declined two percentage points to 13%.

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



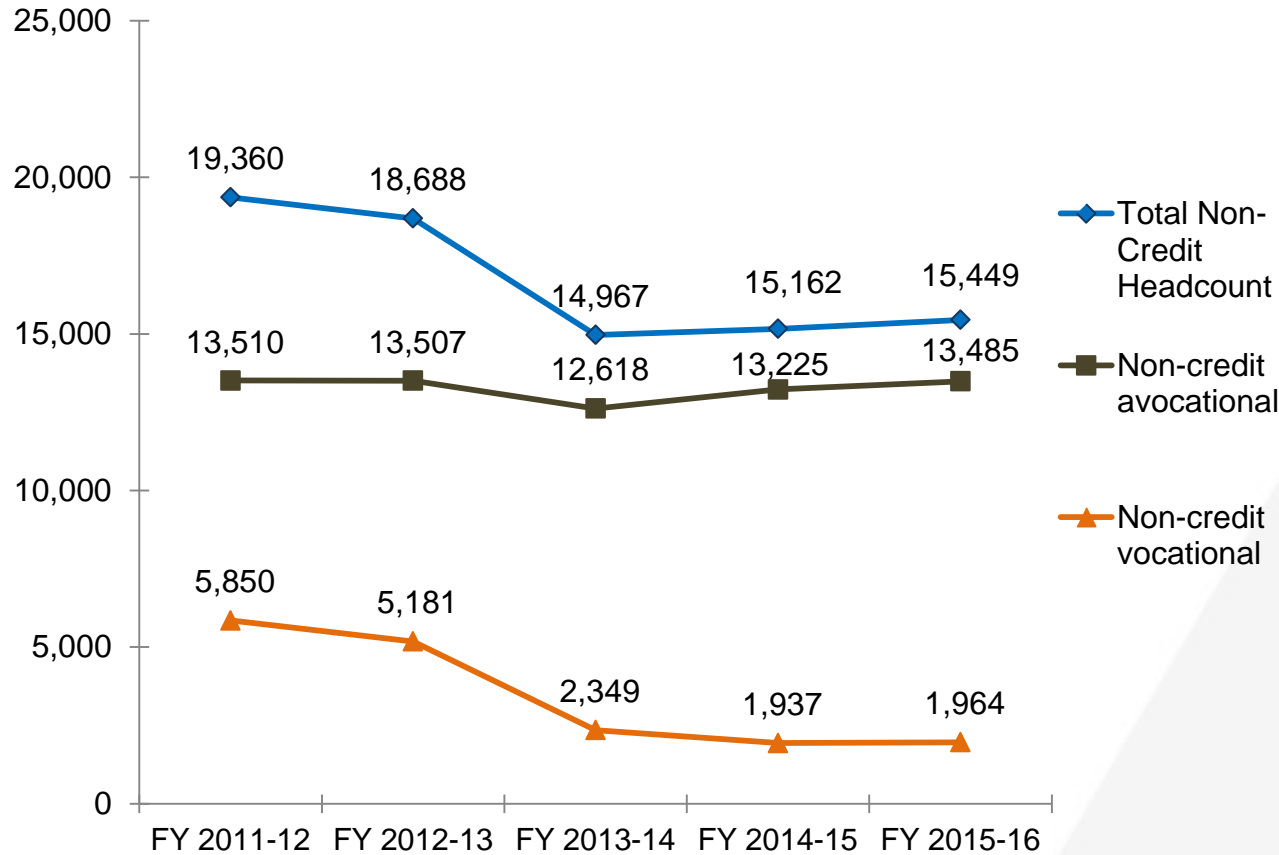
Key Finding:

The absolute number and percent of returning adults (individuals over the age of 24 with some prior college experience but no degree) decreased in the past year, accounting for 17% 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.

Annual Headcount in Non-Credit Courses



Key Finding:

Total non-credit headcount increased by almost two percent last year with more than 15,400 student enrolled in courses in FY 2015-16. Maricopa Corporate College, which opened in FY 2013-14, continued to offer non-credit, vocational courses. Vocational non-credit headcount at the colleges increased approximately one percent from FY 2014-15 to FY 2015-16 and headcount in non-credit avocational courses increased almost two percent compared to the prior year.

Basic Methodology:

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

Activities and Events Hosted on MCCCCD Campuses

4,995

Programs, events, and activities open to the community in FY 2015-16

Key Finding:

The MCCCCD colleges hosted events, activities and programs for the community.

1,057

Activities held on MCCCCD campuses in FY 2015-16 that addressed political or global subjects

Basic Methodology:

The colleges submitted information about the number of events hosted on MCCCCD campuses.

Civic and Global Engagement

129

MCCCD students participated in study abroad programs in FY 2015-16.

7,435

MCCCD students participated in service learning opportunities in FY 2015-16.

Key Finding:

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

Voter Registration

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

Basic Methodology:

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

Residential Faculty Diversity

Characteristic	2015	2016
Instructional Area:		
Academic	57%	57%
Vocational	43%	43%
Gender:		
Female	55%	55%
Male	45%	45%
Ethnicity:		
Native American	1%	1%
Asian/Hawaiian	4%	3%
Black	6%	5%
Hispanic	10%	10%
White	79%	77%
Other	0%	4%

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 2015) was used for gender and ethnicity. Instructional area data are based on the FTSE of classes of those types in Fall 2015.

Adjunct Faculty Diversity

Characteristic	2015	2016
Instructional Area:		
Academic	57%	57%
Vocational	43%	43%
Gender: Female	55%	58%
Male	45%	42%
Ethnicity: Native American	1%	1%
Asian/Hawaiian	4%	3%
Black	6%	5%
Hispanic	10%	7%
White	79%	80%
Other	0%	4%

Key Findings:

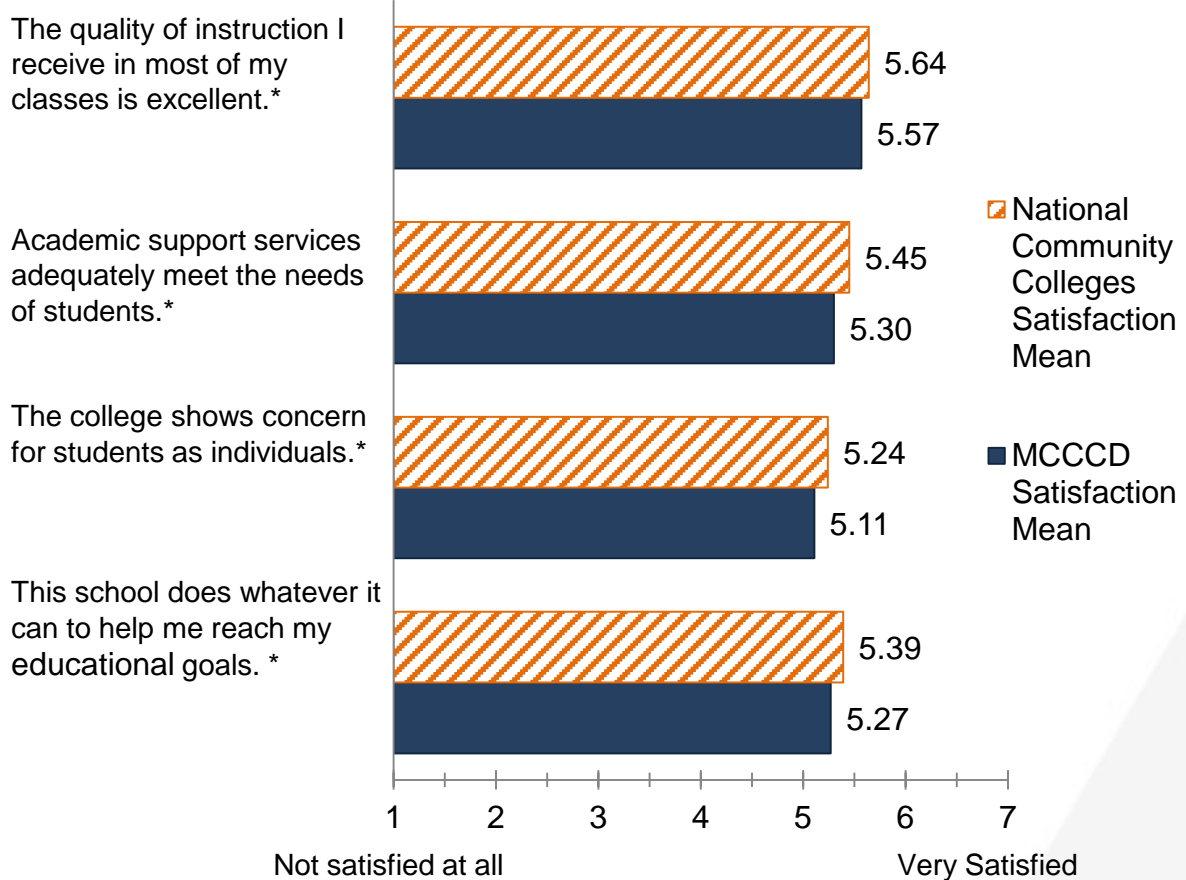
MCCCD students learn from faculty who are diverse in several different ways. Ethnic diversity in the faculty does not reach the level seen in the student population.

Basic Methodology:

The IPEDS Human Resources report (November 2015) was used for gender and ethnicity. Instructional area data are based on the FTSE of classes of those types in Fall 2015.

Survey Results

Selected Items from the Noel-Levitz Student Inventory

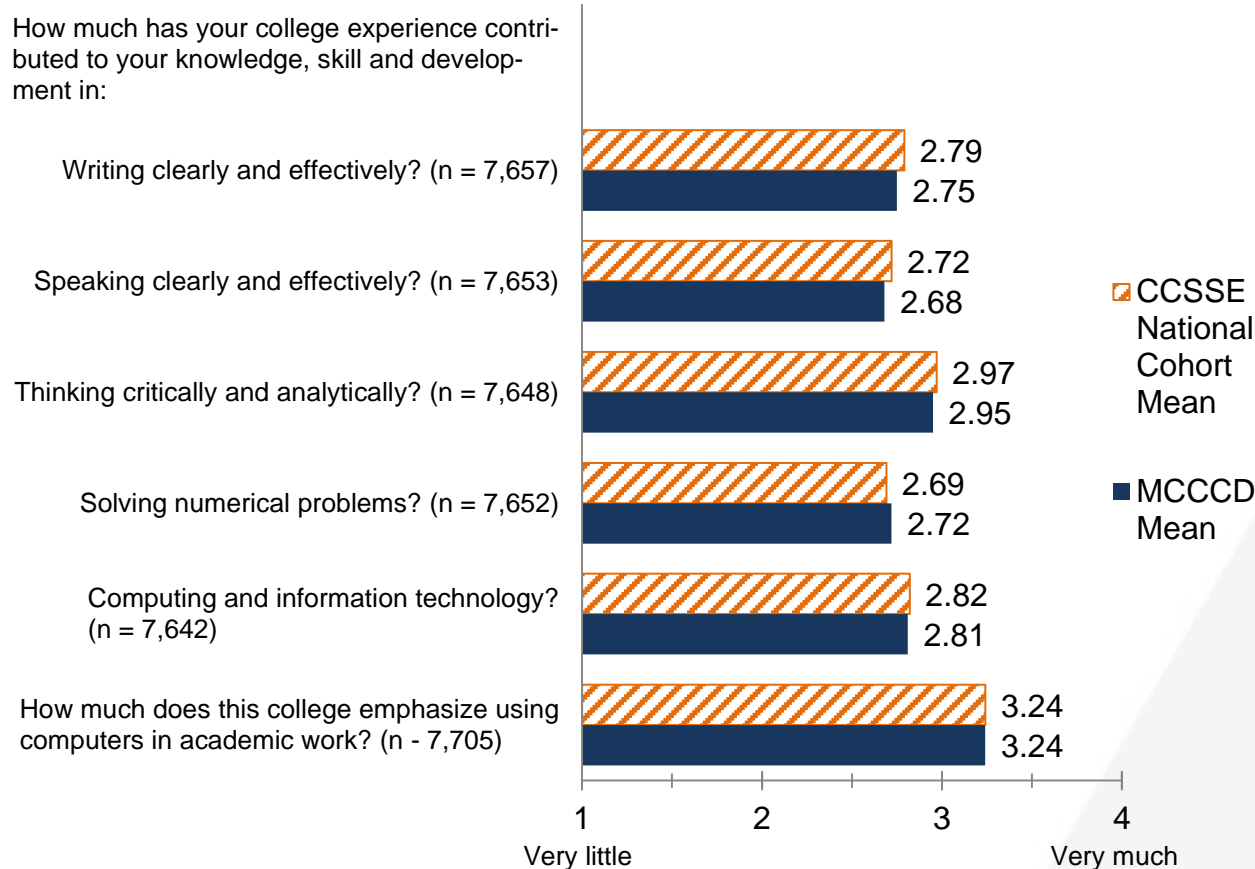


Key Finding:
 The mean (average) response of MCCCDC students to each of these items was lower than the national means, and these differences were statistically significant.

Basic Methodology:
 The Noel-Levitz Student Satisfaction Inventory was completed in Spring 2016 by a total of 5,929 students at all MCCCDC colleges except Rio Salado, which administered the Priorities Survey for Online Learners (PSOL).

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

Selected Items from the CCSSE



Key Finding:

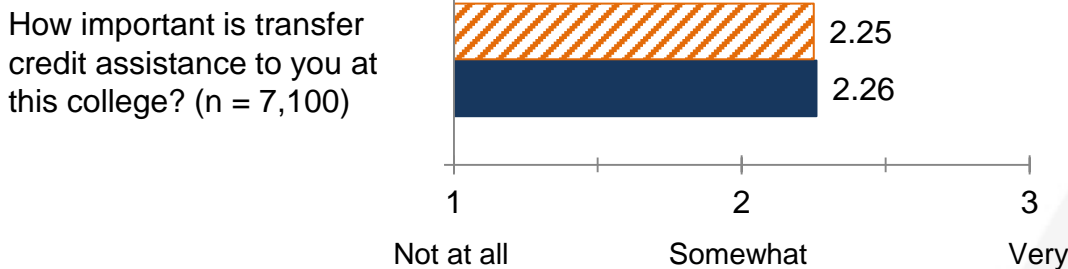
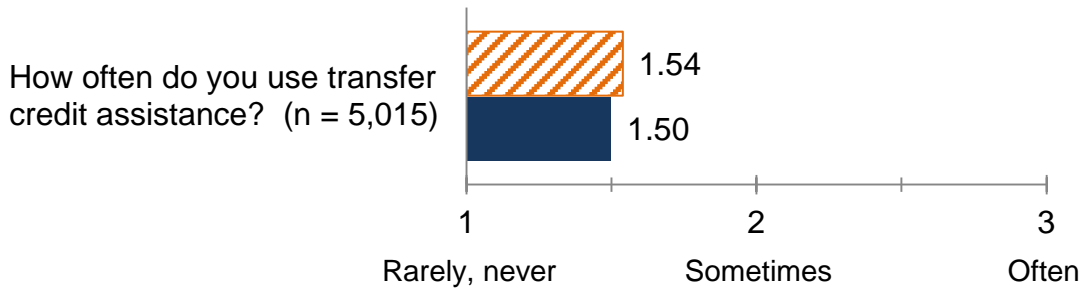
The mean responses of MCCC students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

Basic Methodology:

Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCC 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



Key Finding:

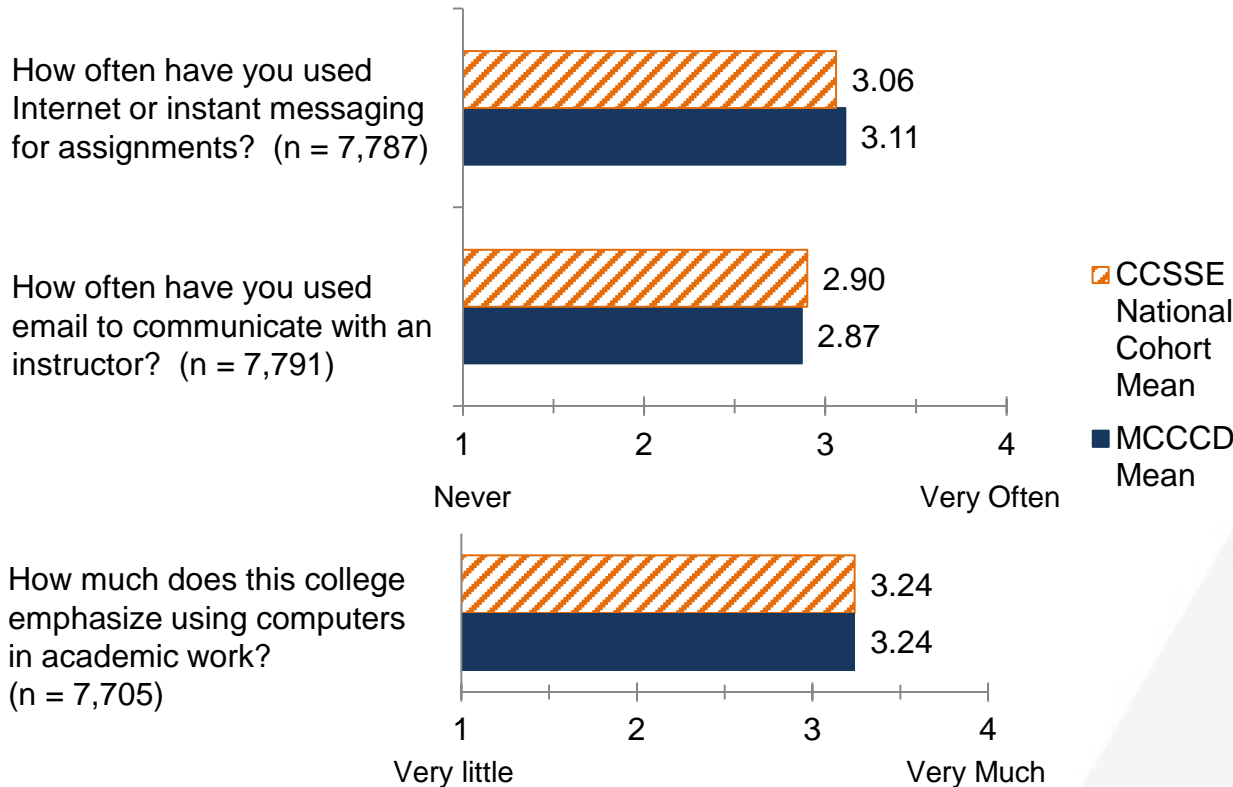
The mean (average) responses of MCCCDC students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means. The number of responses to each item (n) is provided in the chart at left.

Basic Methodology:

Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCDC 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 CCSSE Items on Information Technology



Key Finding:

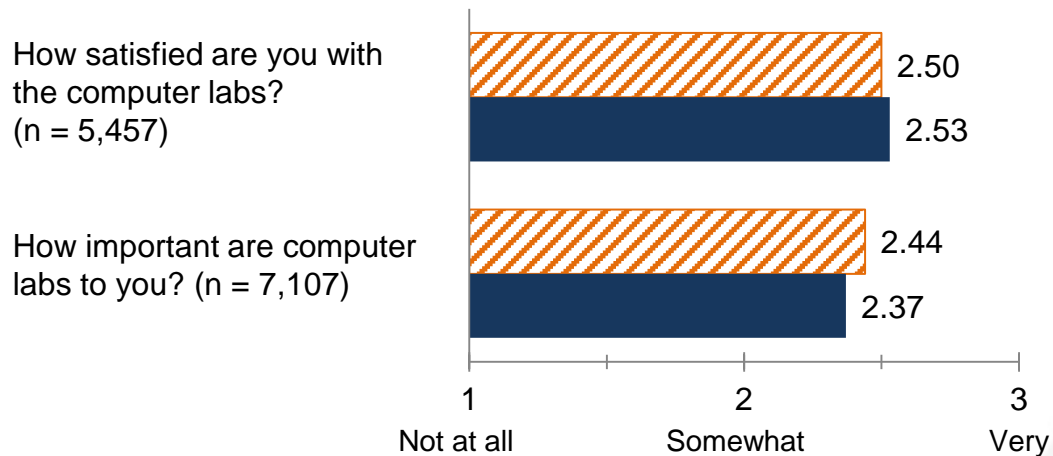
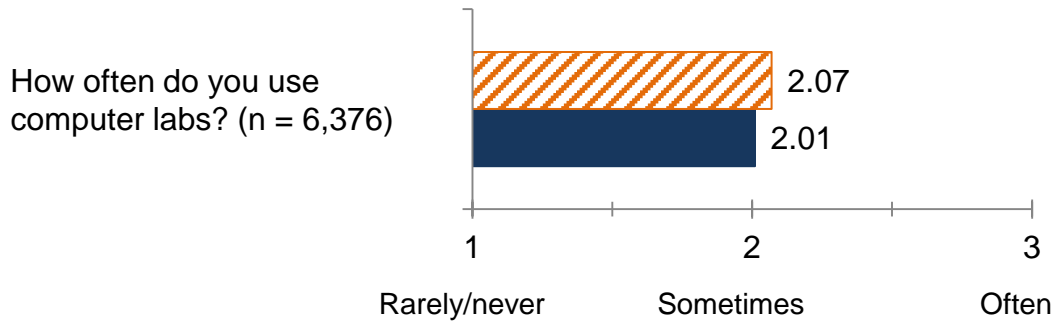
The mean (average) responses of MCCCDC students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

Basic Methodology:

Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCDC 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 CCSSE Items on Information Technology



Key Finding:

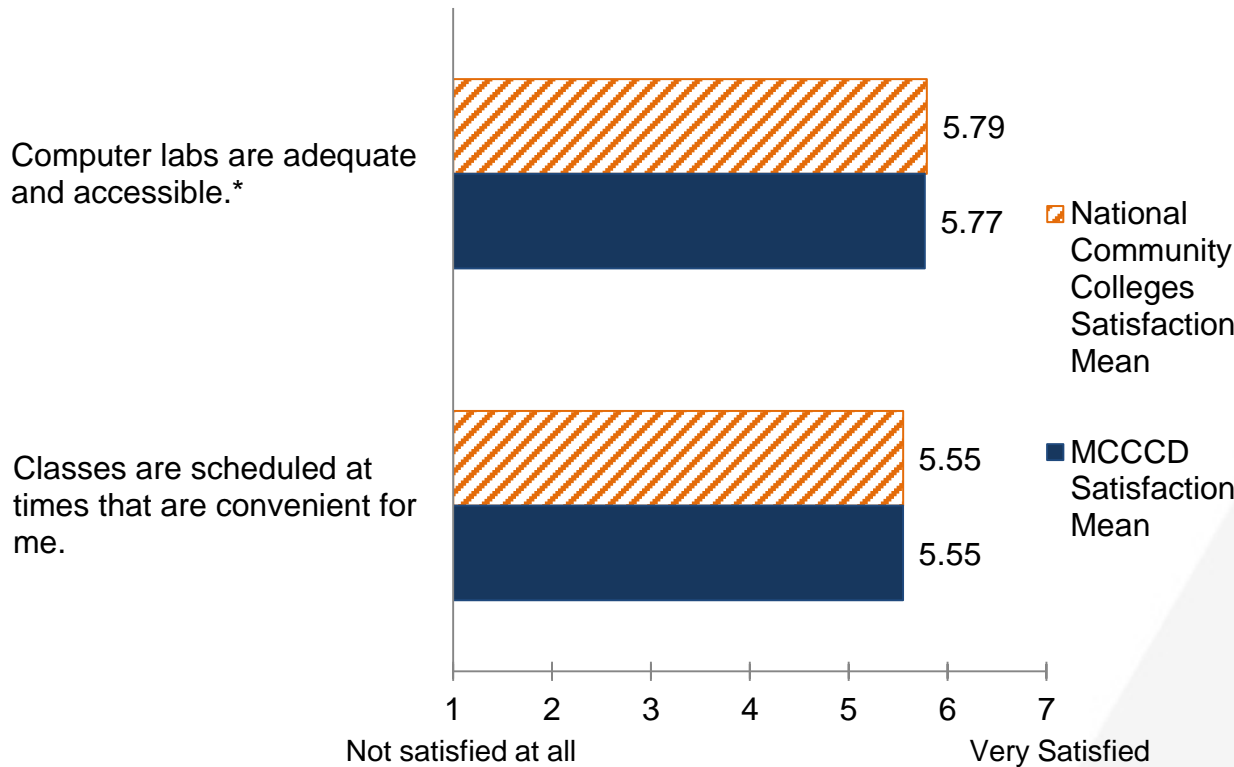
The mean (average) responses of MCCCDC students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

Basic Methodology:

Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCDC 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 Noel-Levitz Items on Information Technology



Key Finding:

The mean (average) response of MCCCDC students to these two items were essentially the same as the national community colleges satisfaction means.

Basic Methodology:

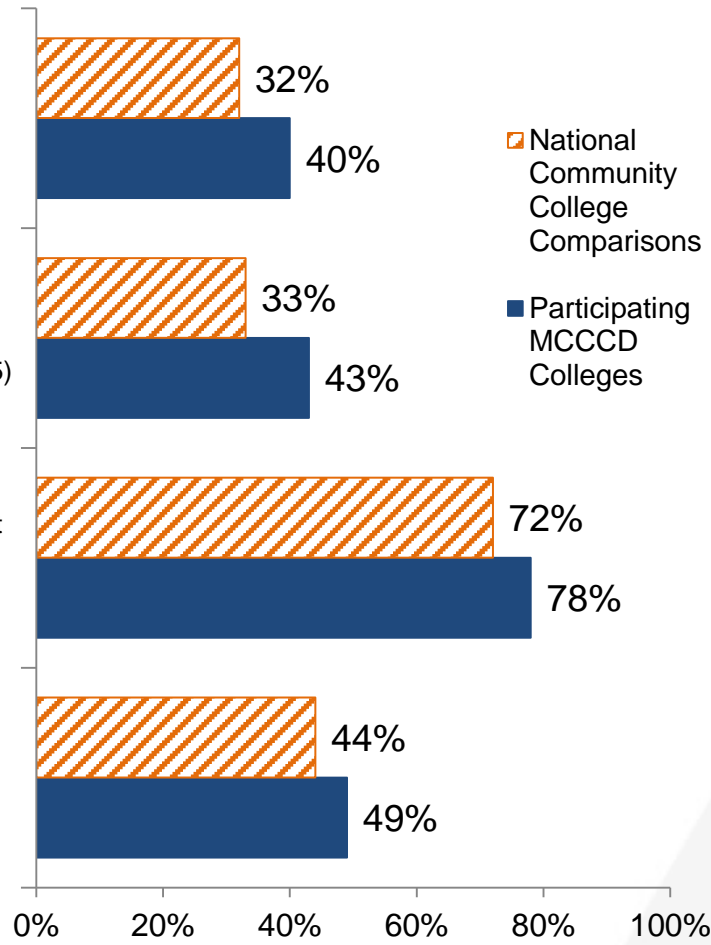
The Noel-Levitz Student Satisfaction Inventory was completed in Spring 2016 by a total of 5,929 students at all MCCCDC colleges except Rio Salado which administered the Priorities Survey for Online Learners (PSOL).

* 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.

Selected ECAR Items on Information Technology

How many of your instructors use technology to make connections to the learning material? ("All" or "Almost All" responses) (n = 642) *



How many of your instructors have adequate technology skills for course instruction? ("All" or "Almost All" responses) (n= 645)

Technology used in my courses was relevant to my achievement of course learning objectives ("Strongly Agree" or "Agree" responses) (n = 628)*

I get more actively involved in courses that use technology. ("Strongly Agree" or "Agree" responses)* (n = 640) *

Key Findings:

- MCCCDColleges students responded more positively than the national community college comparisons on items related to instructor skill and use of technology in course instruction.
- A higher proportion of MCCCDColleges students than the national community college comparisons reported that the technology used in courses helped the student achieve learning objectives and get more actively involved.

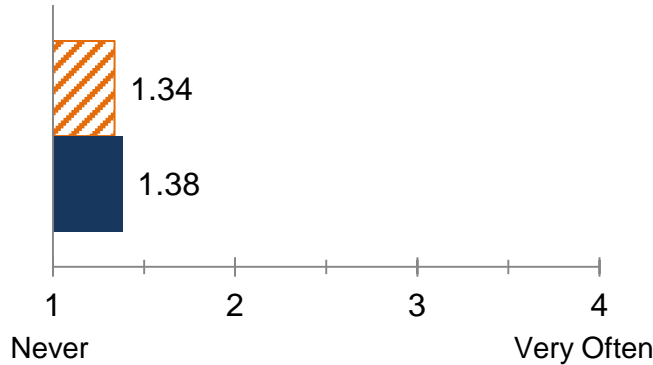
Basic Methodology:

The Educause Center for Analysis and Research (ECAR) student information technology survey was administered in Spring 2016 at Chandler-Gilbert, Estrella Mountain, Glendale, Mesa, Phoenix, Scottsdale, and South Mountain. Valid responses were obtained from 646 students.

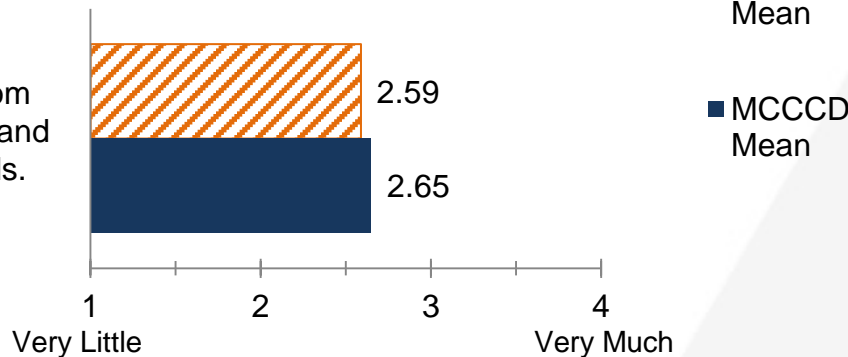
*ECAR survey items change from year to year. These items are similar in content to the survey items originally selected for consideration in the Governing Board metrics.

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)



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



Key Finding:

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

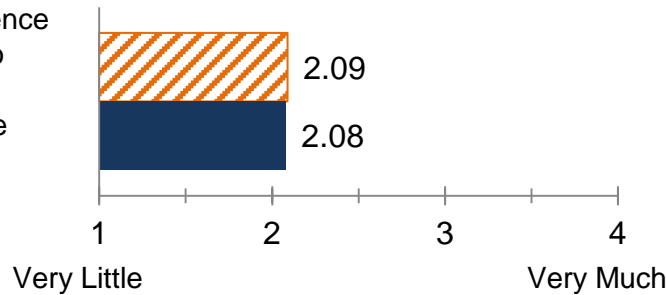
Basic Methodology:

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

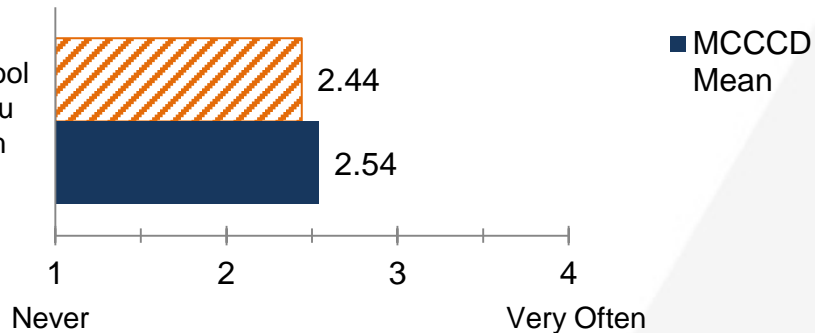
*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.

Selected 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)



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)



Key Finding:

The mean (average) responses of MCCCDC students to the two 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 MCCCDC 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.

2016 MCCC CD Governing Board Metric Methodology

Definitions

The “new-student cohort” is based on the methodology used in the “Arizona Community Colleges: Long-Term Strategic Vision” (V2020) document, specifically: learners who entered any Maricopa college during the fall term for the first time since leaving high school, and who were enrolled in one or more credit courses in that term. A student can only belong to only one V2020 cohort term and is associated with only one college for that cohort. This definition is broader than the “credential-seeking sub-cohort” of learners who had completed 12 or more credits by their second year, used in the V2020 document.

“Successfully completed” means that the student received a grade of A, B, C, or P for the course.

University Transfer Education and General Education

- 1A1 College-Level Course Success Rate. Percentage of college-level credit hours successfully completed by students in the new-student cohort in their first fall and spring semesters.
- 1A2 Fall-to-Fall Retention Rate. Percentage of students in the new-student cohort enrolled in the fall term who persisted to the subsequent fall term. The denominator is the number of students in the original cohort, less completers and students who transferred away from MCCC CD.
- 1A3 Graduation Rate within Six Years (Degree and Certificate). Percentage of students in the new-student cohort seeking a degree/certificate who earned an award within six years from any MCCC CD college.
- 1A4 College-Level Math And English Course Success Rate. Percentage of successfully completed credit hours in ENG101, MAT14X, and MAT15X courses, in the fall and spring terms only.
- 1A5 Percent of Learners Achieving Credit Hour Thresholds within Two Years. Percentage of students in the new-student cohort who successfully completed 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. For this metric, grades of A, B, C, D, and P, or the earning of an award, count toward satisfactory academic progress.
- 1A6 Semester-to-Semester Retention Rate. Percentage of students in the new-student cohort enrolled in the fall term who persisted to the subsequent spring term. The denominator is the number of students in the original cohort, less completers and students who transferred away from MCCC CD.
- 1A7 Percent of Students who Achieve Their Stated Education Goals. 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 transferred by the end of the summer II term three and six years later. The students with successful achievement within three years are included in the achievement within six years.
- 1A8 Percent of Students Achieving a Successful Outcome within Six Years. Percentage of students in the new-student cohort, with a degree, certificate, or transfer intent,

who achieved a successful outcome. A successful outcome was defined as one of the following:

1. Received an award (degree or certificate),
2. Transferred to another university/college (outside of the MCCCCD system),
3. Still enrolled at an MCCCCD college in year 6, or
4. No longer enrolled but earned at least 30 credits at MCCCCD with a GPA of 2.0 or higher.

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

- 1A9 Year-End Full-Time Student Equivalent (FTSE) Enrollment. Audited fiscal-year FTSE numbers reported by the colleges after manual adjustments.
- 1A10 Cost of Attendance. The net price of attendance (tuition, books, and supplies, less scholarships or grants), for new, full-time students. This is the median of the 10 college net prices, as reported to the National Center for Education Statistics. The median household income for Maricopa County was obtained from the U.S. Census Bureau's American Community Survey.
- 1A12 Percent of Credits Completed of Credits Attempted. Percentage of credit hours successfully completed, out of credit hours attempted, for fall and spring terms only, excluding high school dual enrollment credit hours.
- 1Bi1 AGECE Course Success Rate. Percentage of successfully completed credit hours in AGECE courses, in the fall and spring terms only.
- 1Bii1 Seamless Transfer to State Public Universities. Percentage of MCCCCD students in a given academic year who were new transfers to an Arizona public university with a transfer degree or transfer certificate (AA, AS, ABUS, ATP, AGS, AAS, or AGECE) or transfer a minimum of 80% of the college-level credits earned at MCCCCD colleges.
- 1Bii2 Participation in MCCCCD Signature Transfer Programs. The number of active MCCCCD students enrolled in signature transfer programs. MAPP was launched in Fall 2009 and NAU Connections was launched in Fall 2010. MCCCCD entered into a master agreement with UA for the UA Bridge Program in Fall 2013.
- 1Biii1 AGECE and Transfer Degree Completion Rate. Percentage of students in the new-student cohort, with a transfer intent, who earned an AGECE or transfer degree (AA, AS, or ABUS) within three years and within six years. The students with successful achievement within three years were included in the achievement within six years.
- (supplemental Metric) Total Annual Awards. Total number of degrees and certificates awarded annually, based on the IPEDS completion report.
- 1Biii2 Number of Transfer Associate Degrees and AGECE Certificates Awarded Annually. Count of transfer degrees and AGECE certificates awarded annually, based on the IPEDS completion report. The awards considered were: AAS, AGS, ATP, ABUS, AS, AA, and AGECE.
- 1Biii3 Number of Students Earning a Transfer Degree and/or AGECE. Unduplicated count of students earning an AGECE certificate in a given year. Note: beginning in the 2013 reporting year, only AGECE earners are reflected in this metric. All prior years use the same methodology.

- 1Biv1 Six-Year Transfer Rate to Arizona Public Universities. Percentage of new-to-college students, with transfer behavior, who transferred to an Arizona public university within six years. Transfer behavior was defined as earning 12 or more community college credit hours, declaring an intent to transfer or to obtain a transfer degree, and completing at least one core course from the Arizona General Education Curriculum.
- 1Biv2 Number and Percent of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees. 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.
- 1C1 Percent of Students Enrolled in Academic, College-Level Course Delivered in a Non-Traditional (Alternative) Format. Percentage of students enrolled in an academic, college-level course delivered in an alternative format, excluding high school dual enrollment courses. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.

Workforce and Economic Development

- 2A1 Highest-Demand Occupations with MCCCDC Degrees/Certificates. List of the 20 highest-demand occupations with indication of those for which MCCCDC offers 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.
- 2A2 Fastest-Growing Occupations with MCCCDC Degrees/Certificates. List of the 20 fastest-growing occupations with indications of those for which MCCCDC offers credit programs. 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.
- 2Bi1 Number of Occupational Program Completers Passing a Licensing Exam or Earning an Industry-Recognized Credential. Data collection related to this metric is put on hold pending a methodological review.
- 2Bi2 Occupational Degrees and Certificates Awarded Annually. Count of occupational degrees and certificates (AAS and CCL awards) awarded during the fiscal year, based on the IPEDS completion report.
- 2Bii1 Occupational Graduation Rate. Percentage of students in the new-student cohort, seeking an occupational certificate or degree, who earned an occupational award (AAS or CCL) within three and six years from any MCCCDC college. The students with successful achievement within three years are included in the achievement within six years. In addition, the percentage of students in the new-student cohort, seeking an occupational certificate or degree, who earned a non-occupational degree were also reported.
- 2C1 Percent of Students Enrolled in an Occupational Course Delivered in a Non-Traditional (Alternative) Format. Percentage of students enrolled in an occupational course delivered in an alternative format, excluding high school dual enrollment courses.

Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.

Developmental Education

- 3A1 Success Rate in College-Level Math after Completion of Developmental Math. Percentage of students in a cohort who successfully completed a college-level math course within one year. The cohort was defined as new students who successfully completed the highest level developmental math course (MAT09x) in their first term and then enrolled in a college-level math course (MAT120 or higher) within one year.
- 3A2 Success Rate in College-Level English after Completion of Developmental English. Percentage of students in a cohort who successfully completed a college-level English course within one year. The cohort was defined as new students who successfully completed the highest level developmental English course (ENG091) in their first term and then enrolled in a college-level English course (ENG101 or ENG107) within one year.
- 3A3 Success Rate in Subsequent Reading Course after Developmental Reading. This metric is not being reported, due to inconsistencies between its definition and established Reading curriculum.
- 3A4 Success Rate in Developmental Education Courses. Percentage of math, English, and reading developmental credit hours successfully completed by students in the new-student cohort in their first fall and spring semesters.
- 3A5 Graduation Rate of Students who were ever Enrolled in a Developmental Course. Percentage of the cohort who completed an award at any MCCCDC college within six years. The cohort was defined as new, degree- or certificate-seeking students who ever enrolled in a developmental course.
- 3B1 Developmental and Subsequent College-Level Course Success Rates across Demographic Variables. The new-student cohort was broken into demographic groups, specifically gender (female and male), Pell grant recipient (No Pell and Pell), and ethnicity (not an under-represented minority and under-represented minority). The “Under-represented minority” (URM) group was composed of Native American, Black, Hawaiian, and Hispanic students, while the Non-URM group was composed of Asian or White students. The gap was the difference between the percentages of students in two groups of the cohort who successfully completed course work. The developmental success rates were calculated for developmental English and developmental math courses taken by students in the new-student cohort in their first term (cohort term). For the Subsequent College-level Math Course success rates, the metric considered students who successfully completed the highest level developmental math course (MAT09x) in their cohort term and then enrolled in a college-level course in the subsequent year. The success rate was the ratio of students who successfully completed the college-level math course to the total number of students who had successfully completed a developmental math course in the cohort term and then enrolled in college-level math within the next year. The Subsequent College-level English Course success rate was calculated on a similar basis for students who successfully completed ENG091 in their cohort term and then enrolled in a college-level English course within the next year.
- 3C1 Percent of Students Enrolled in Non-Traditional (Alternative Delivery) Developmental Courses. Percentage of students enrolled in a developmental course delivered in an

alternative format, excluding high school dual enrollment courses. Alternative course formats delivery methods included: online, hybrid, and accelerated classes of eight weeks or less.

Community Development and Civic and Global Engagement

- 4A1 Percent of High School Graduates who Enroll Directly in Community College. Percentage of graduates from public and private high schools in the MCCCDC service area (primarily Maricopa County) who enrolled at one of the MCCCDC colleges within the next academic year after high school graduation.
- 4A2 Enrollment of Underserved Populations. Enrollment rates of Black, Hispanic, Native American, and Male students, as well as those receiving Pell grants and those older than 24 with no prior college experience. The ethnicity percentages are based on Fall 45th day; the percentage of Pell Grant recipients is calculated as of the end of term, and the age percentage is based on students in the new-student cohort.
- 4A3 Enrollments of Returning Adults who have Completed Some College. Count and percentage of adults in the total student population who: were over the age of 24, had some prior college or university credits, and had no degree.
- 4A4 Number of Programs, Events, and Activities Open to the Community. Totals of college-reported counts of activities in FY 2014 – 15 that were open to the community. The classifications of such activities varied from college to college and included such things as lectures, theater performances, and sporting events.
- 4B1 Annual Headcount in Non-Credit Courses. Annual headcount for non-credit vocational and avocational courses. Values were totals of college-reported counts, across the system.
- 4C2 The Number of Activities Held on Campus that Address Political or Global Subjects. Totals of college-reported counts of activities in FY 2014 – 15 that addressed political or global subjects. The classifications of such activities varied from college to college.
- 4D2 The Number of Students Participating in Study-Abroad Programs. Totals of college-reported counts of students participating in study-abroad programs for FY 2014 – 15.
- 4D3 Participation in Service-Learning Opportunities. Totals of college-reported counts of students participating in service-learning opportunities (outside of the classroom) for FY 2014 – 15.
- 4D4 The Number Of Students Registered To Vote As Measured By A Custom Question on CCSSE and Noel-Levitz. Data obtained from MCCCDC participation in The National Study of Learning, Voting, and Engagement (NSLVE) pilot process through The Center for Information & Research on Civic Learning and Engagement (CIRCLE).
- 4Eiii1 Faculty Diversity. Residential and Adjunct Faculty gender and ethnicity distributions were reported on the IPEDS Human Resources report (November 2015). Academic and Vocational proportions were based on the FTSE of those types of classes in Fall 2015.

Survey Data and Focus Group Information

- 1A11 Selected Items from the Noel-Levitz Student Satisfaction Inventory. These are selected results from the Spring 2016 administration of the Noel-Levitz Student Satisfaction Inventory. The survey was completed by 5,929 students system-wide. Colleges

participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain. Rio Salado administered the Priorities Survey for Online Learners instead of the Noel-Levitz survey.

- 1Bi2 Selected Items from the Community College Survey of Student Engagement. These are selected results from the Spring 2014 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 1Bii3 Selected Items from the Community College Survey of Student Engagement. These are selected results from the Spring 2014 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 1C2, 2C2, 3C2 Selected Survey Items on Information Technology Usage and Resources. These are selected results from the Noel-Levitz and CCSSE surveys and from The Educause Center for Applied Research (ECAR) student information technology survey. The ECAR survey was administered in Spring 2016 at seven MCCCDC colleges and responses were obtained from 646 students. The ECAR results indicate the percentage of respondents who endorsed the top two response categories for each item. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, Glendale, Mesa, Phoenix, Scottsdale, and South Mountain.
- 4C1 Responses to Selected Community Service and Awareness Items on the Community College Survey of Student Engagement. These are selected results from the Spring 2014 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 4D1 Responses on the Community College Survey of Student Engagement on Democratic Processes through Community, Civic, and Global Learning. These are selected results from the Spring 2014 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.