MCCCD 2013 Monitoring Report
Governing Board Outcomes and Metrics

November 2013

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

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Chart (Actual, Projected, 2020 Goal):

- 2008-09: 12,780
- 2009-10: 11,978
- 2010-11: 14,289
- 2011-12: 15,400
- 2012-13: 15,726
- 2013-14: 16,028
- 2014-15: 16,336
- 2015-16: 16,650
- 2016-17: 16,970
- 2017-18: 17,296
- 2018-19: 17,628
- 2019-20: 17,967

Legend:
- Actual
- Projected
- 2020 Goal

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

- In 2012-13, MCCCD progressed toward the completion goal of 50% more students earning awards from the baseline year of 2009-2010.
- In order to meet the 2020 completion goal, MCCCD will need to increase the number of students receiving awards at an annual compounded rate of approximately 1.92%.
- In 2012-2013, 56% of all students who received an award earned an Associate's degree.
- To date, MCCCD appears on-track to achieve this completion goal.

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University Transfer Education and General Education

Outcome 1

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College-Level Course Success Rate
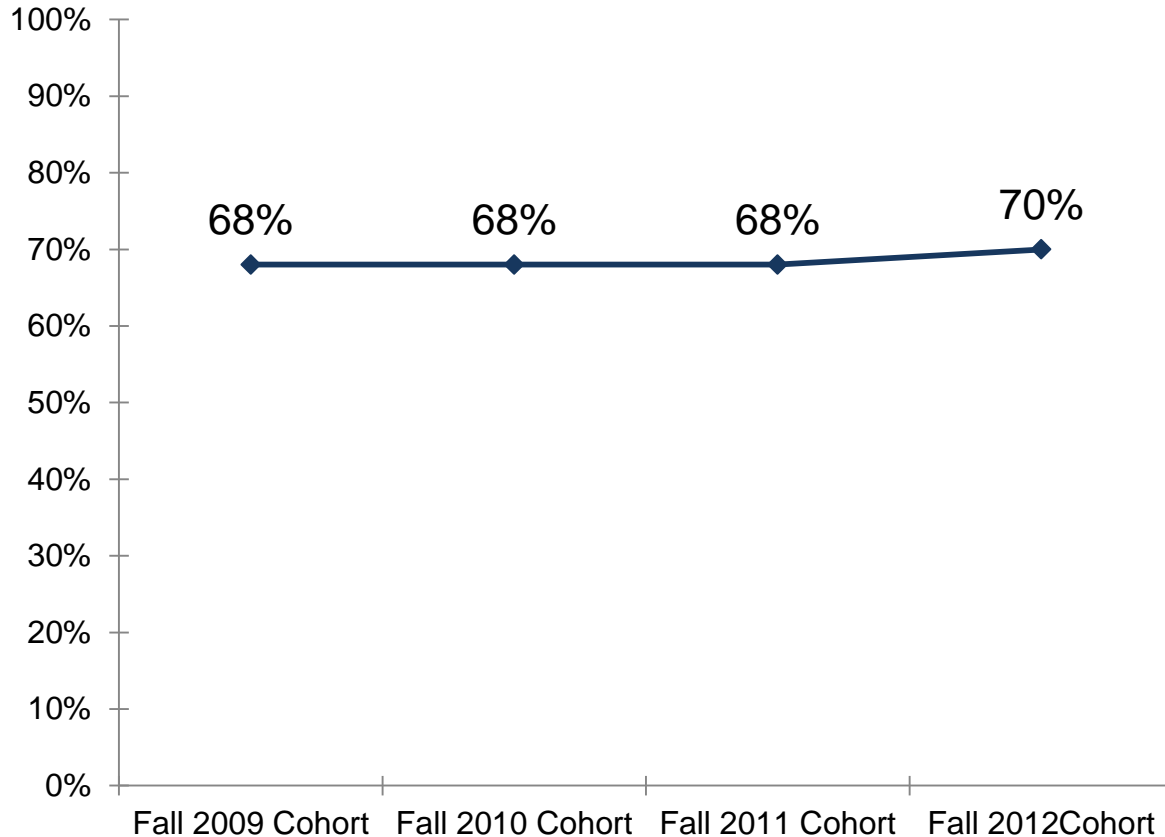
Key Finding:
The college-level course success rate increased by two percentage points for the most recent cohort.
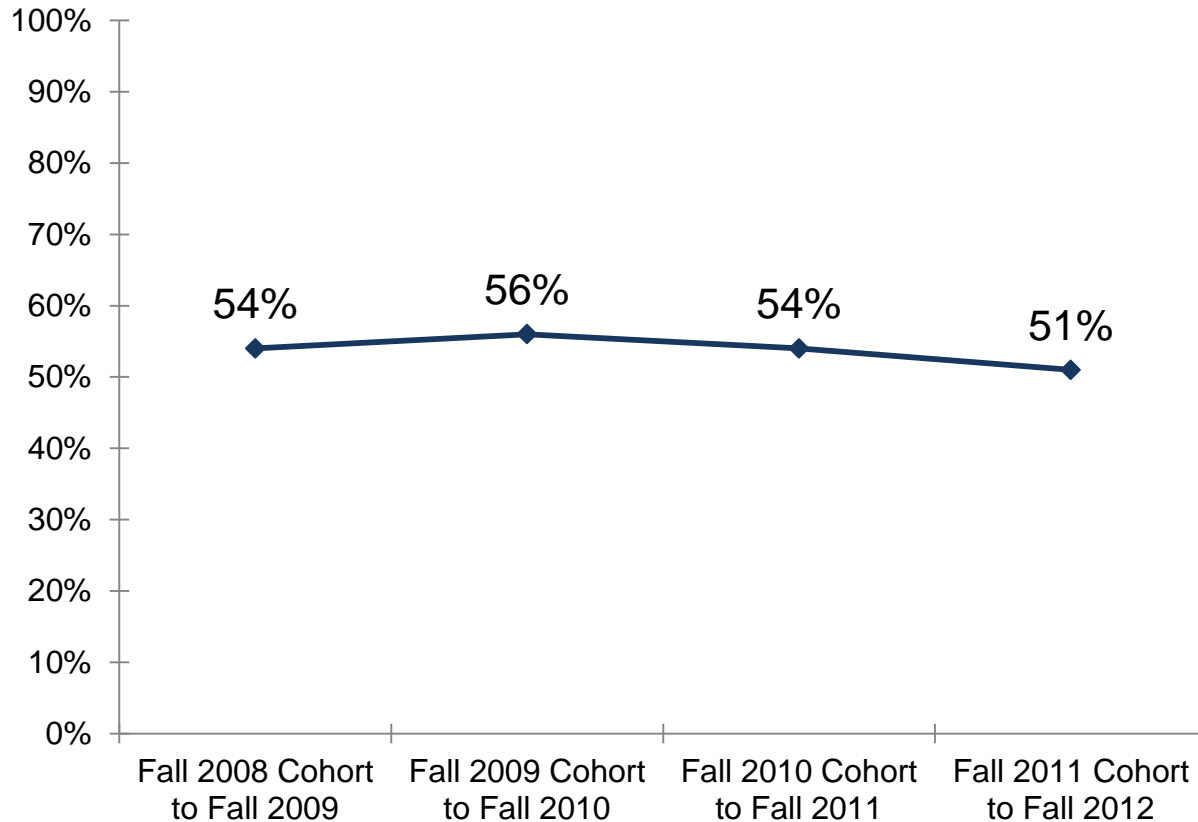
Basic Methodology:
The percentage of college-level credit hours completed successfully (A, B, C, P grade) by students in the new student cohort in their first Fall and Spring terms.

	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort
	68%	68%	68%	70%

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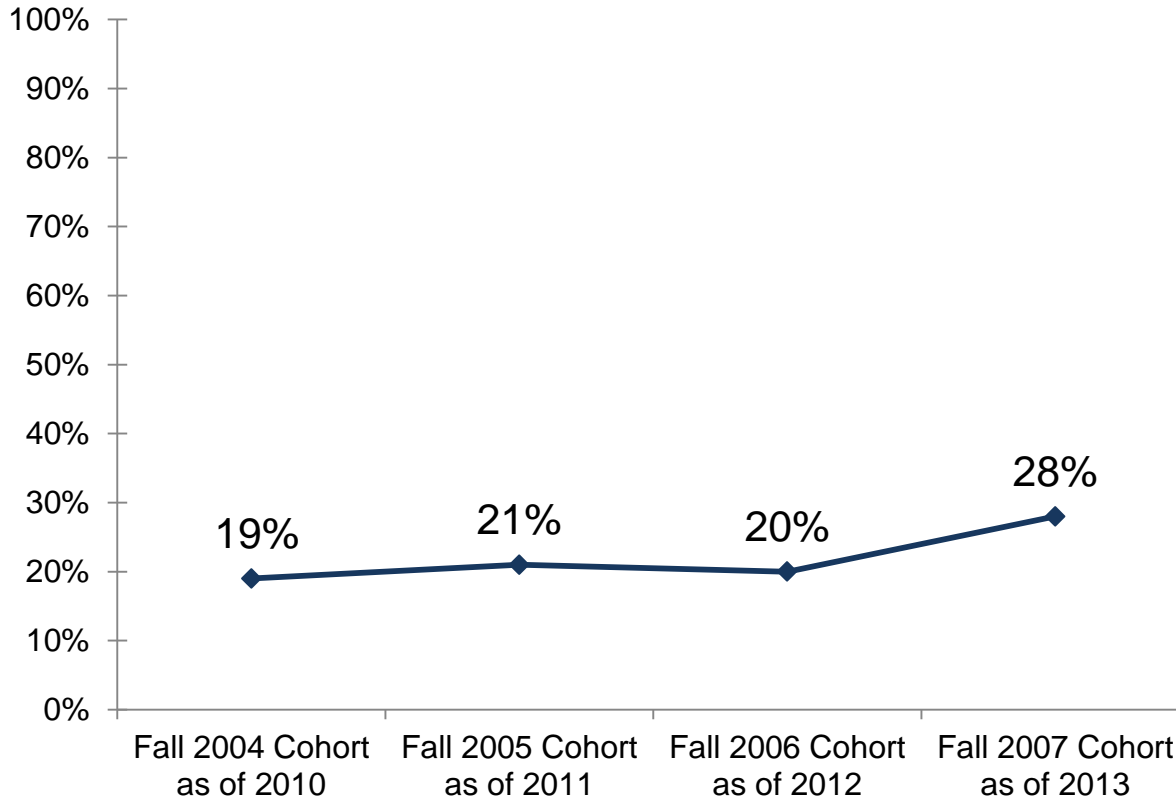
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Fall-to-Fall Retention Rate

Key Finding:
The Fall-to-Fall retention rate decreased by three 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.
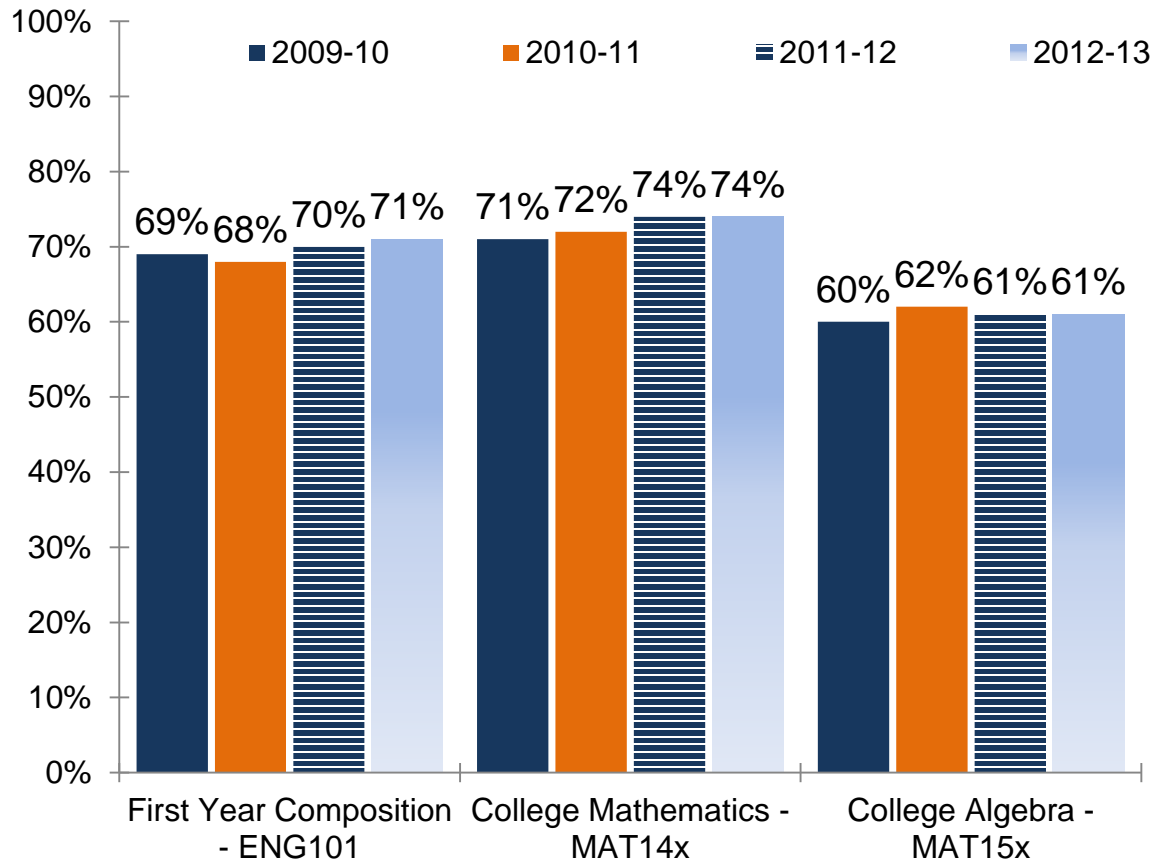
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Graduation Rate within 6 Years (Degree and Certificate)

Key Finding:
The percentage of students graduating within six years increased by eight percentage points for the most recent cohort.

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

Chart data:

Cohort	Rate
Fall 2004 Cohort as of 2010	19%
Fall 2005 Cohort as of 2011	21%
Fall 2006 Cohort as of 2012	20%
Fall 2007 Cohort as of 2013	28%

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College-Level Math and English Course Success Rate

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Legend: 2009-10, 2010-11, 2011-12, 2012-13

	First Year Composition - ENG101	College Mathematics - MAT14x	College Algebra - MAT15x
2009-10	69%	71%	60%
2010-11	68%	72%	62%
2011-12	70%	74%	61%
2012-13	71%	74%	61%

Key Finding:

Success rates in First Year Composition (ENG 101) have trended upward the past three years, while success rates in math have remained relatively steady.

Basic Methodology:
The ratio, expressed as a percentage, of credits successfully completed (A, B, C, P grade) to credits attempted in ENG101, MAT14X, and MAT150 courses in the Fall and Spring terms only.

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Percent of Learners Achieving Credit Hour Thresholds within 2 years
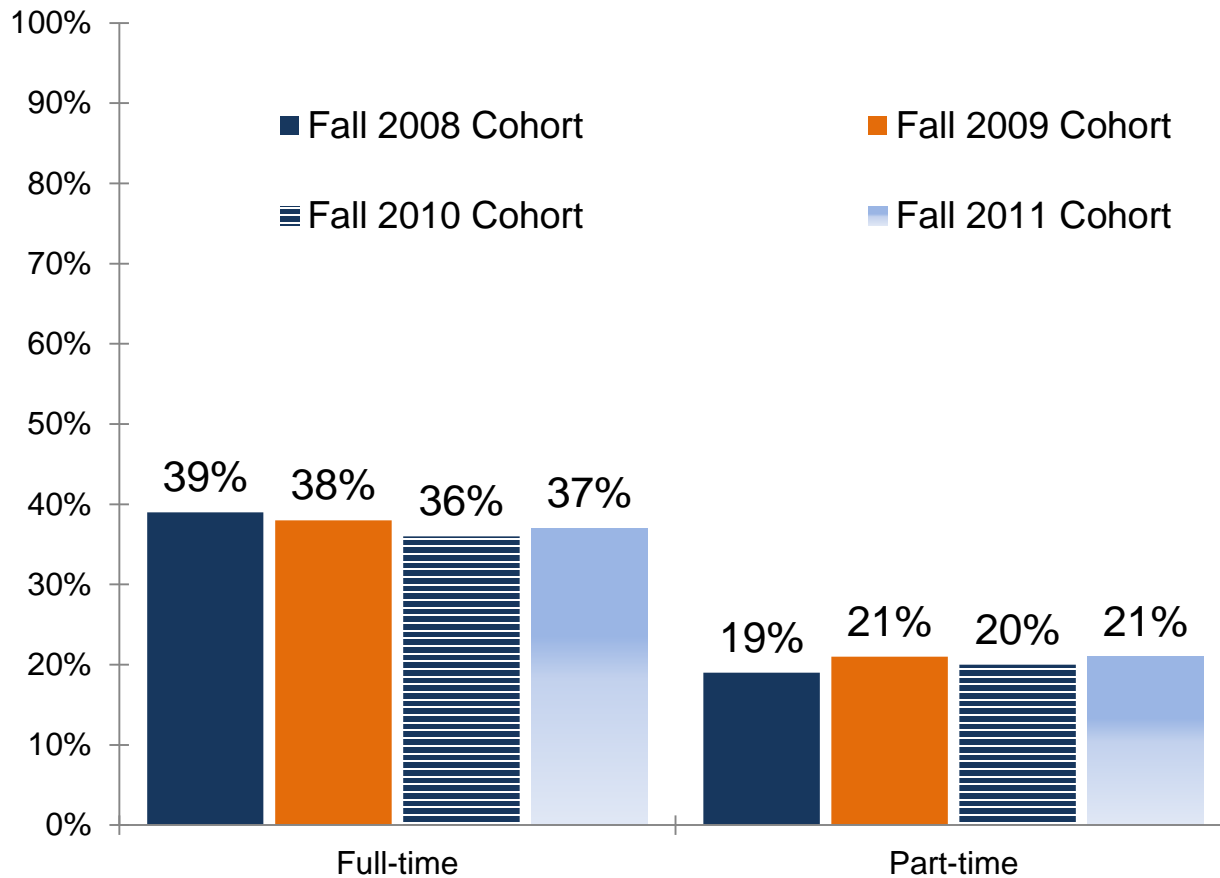
Key Finding:
The percentage of learners achieving credit hour thresholds within two years increased one percentage point for both full- and part-time students.
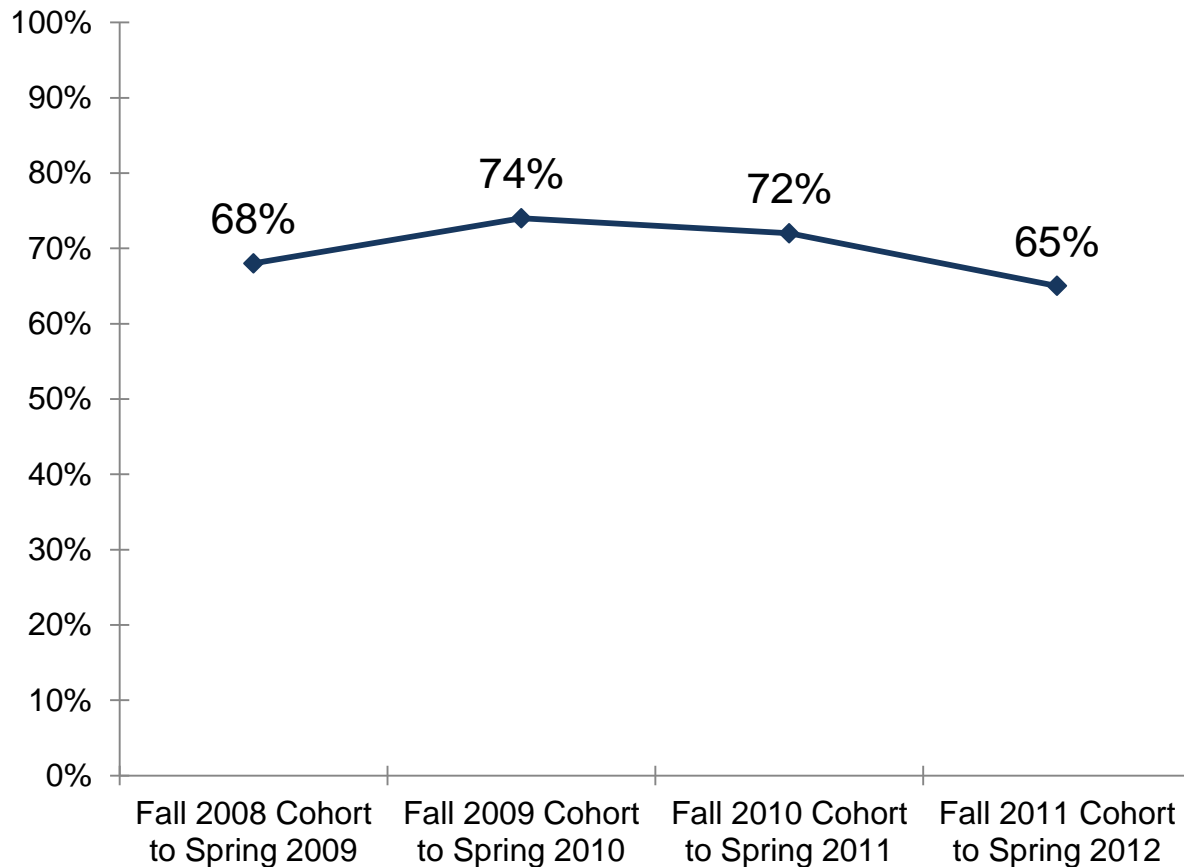
Basic Methodology:
Percentage of new student cohort who successfully completed (A, B, C, P grade) a minimum number of credits or earned an award within two years. The credit thresholds were 42 credits for full-time students and 24 credits for part-time students.

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Semester-to-Semester Retention Rate

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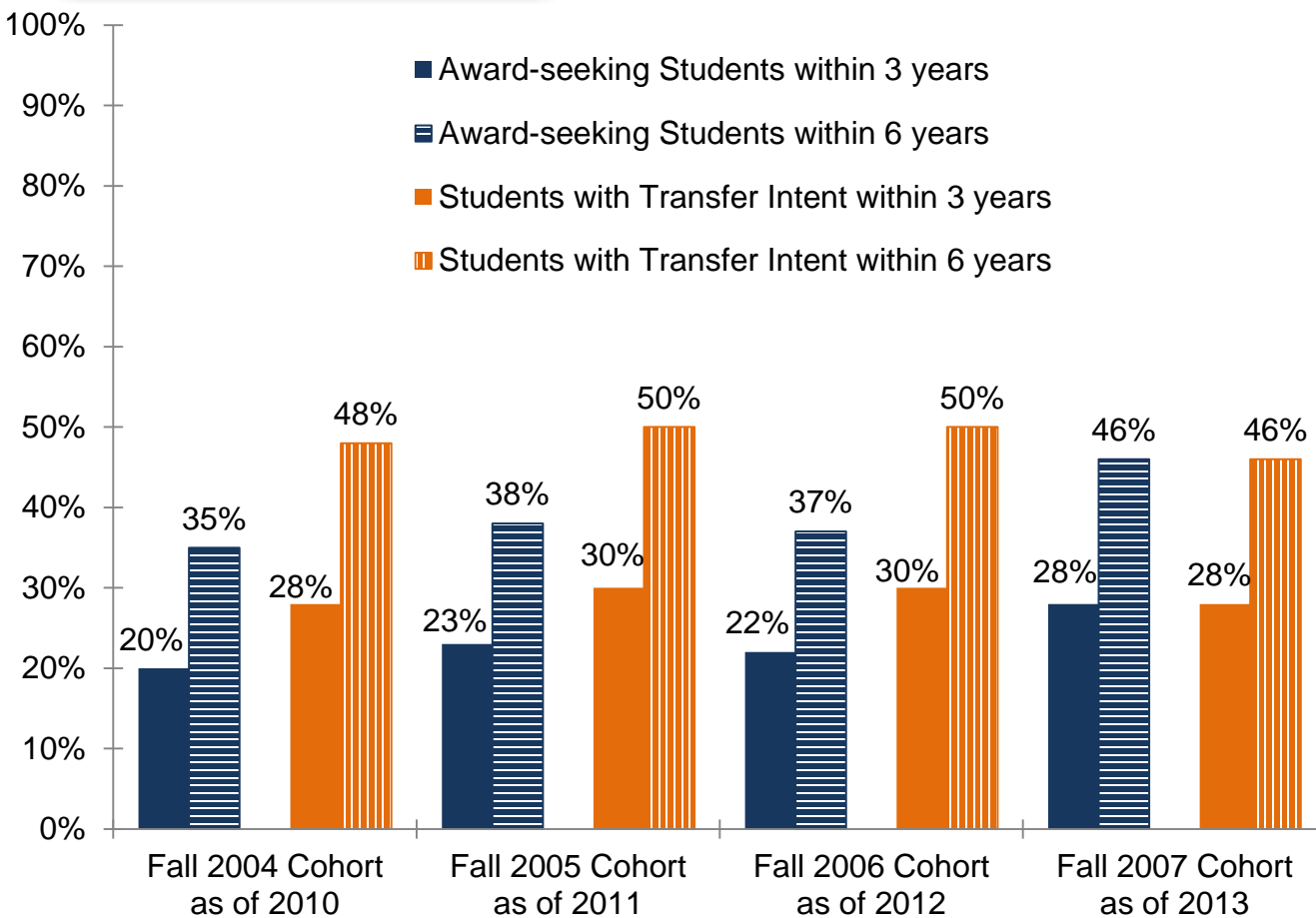
Key Finding:
The Semester-to-Semester retention rate decreased by seven percentage points from last year.

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.

68%
74%
72%
65%

Fall 2008 Cohort to Spring 2009
Fall 2009 Cohort to Spring 2010
Fall 2010 Cohort to Spring 2011
Fall 2011 Cohort to Spring 2012

Percent of Students who Achieve their Stated Education Goals

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Legend:
- Award-seeking Students within 3 years
- Award-seeking Students within 6 years
- Students with Transfer Intent within 3 years
- Students with Transfer Intent within 6 years

Fall 2004 Cohort as of 2010
- Award-seeking Students within 3 years: 20%
- Award-seeking Students within 6 years: 35%
- Students with Transfer Intent within 3 years: 28%
- Students with Transfer Intent within 6 years: 48%

Fall 2005 Cohort as of 2011
- Award-seeking Students within 3 years: 23%
- Award-seeking Students within 6 years: 38%
- Students with Transfer Intent within 3 years: 30%
- Students with Transfer Intent within 6 years: 50%

Fall 2006 Cohort as of 2012
- Award-seeking Students within 3 years: 22%
- Award-seeking Students within 6 years: 37%
- Students with Transfer Intent within 3 years: 30%
- Students with Transfer Intent within 6 years: 50%

Fall 2007 Cohort as of 2013
- Award-seeking Students within 3 years: 28%
- Award-seeking Students within 6 years: 46%
- Students with Transfer Intent within 3 years: 28%
- Students with Transfer Intent within 6 years: 46%

Key Findings:
The percent of award-seeking students who achieved their goal increased in the last year, with 28% achieving within three years compared to 22% in the prior year, and 46% achieving within six years compared to 37% in the prior year.

The percent of transfer-intent students who achieved their goal declined two percentage points for three year attainment, and four percentage points for six year attainment.

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

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Percent of Students Achieving a Successful Outcome within 6 Years

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

Chart data (stacked bars):

Category	Fall 2004 Cohort as of 2010	Fall 2005 Cohort as of 2011	Fall 2006 Cohort as of 2012	Fall 2007 Cohort as of 2013
Earned 30+ Credits (GPA at least 2.0)	10%	9%	10%	10%
Still enrolled (year 6)	10%	10%	11%	10%
Transferred out	23%	24%	24%	24%
Received an award	18%	20%	19%	22%
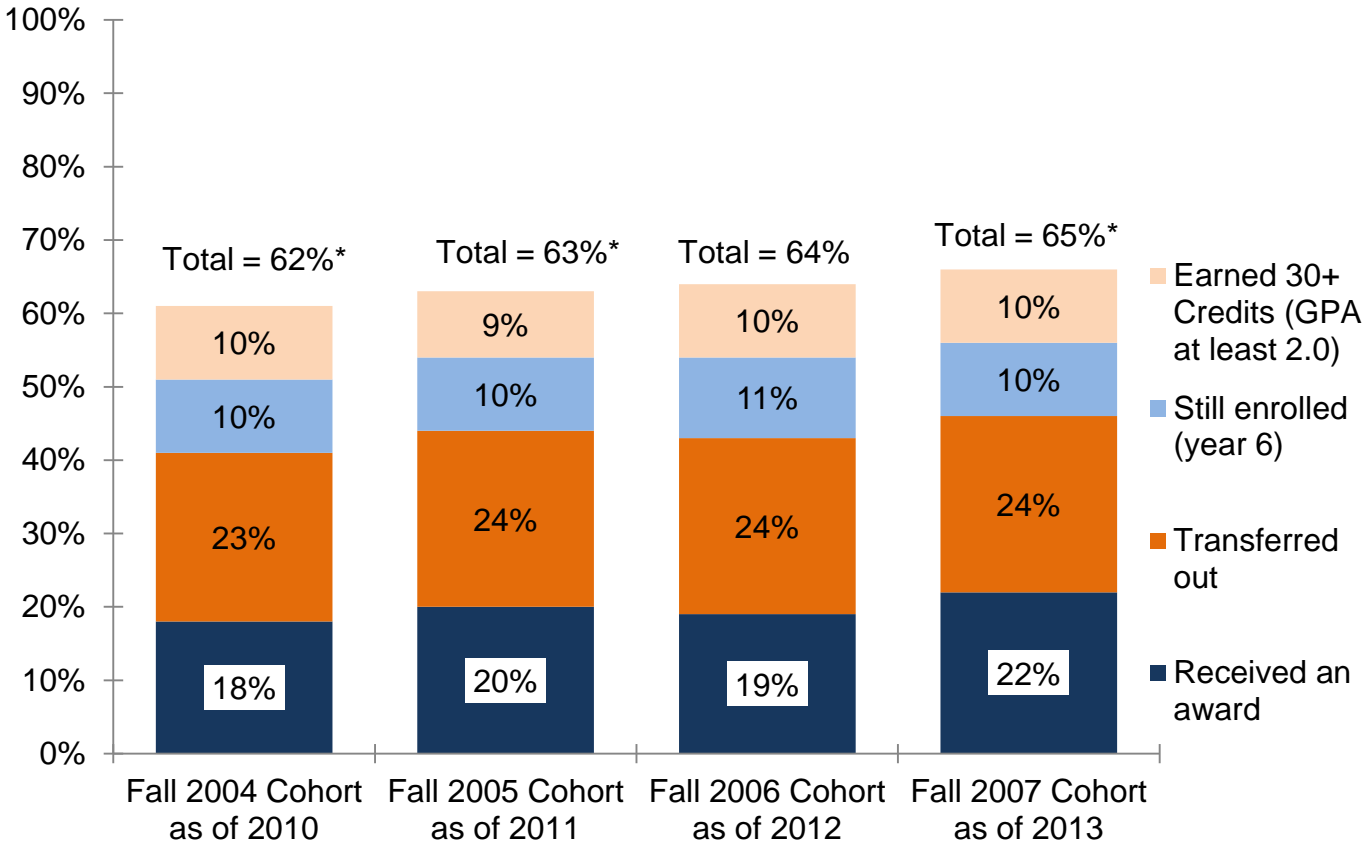
* Due to rounding, the sum of the numbers may not equal the total.

Key Finding:
The percent of students achieving a successful outcome within six years continued to increase, from 62% to 65% over the past four cohort years. The outcome with the largest increase was percent of students receiving an award, increasing from 18% to 22% over the past four cohort years.

Basic Methodology:
Percentage of the new student cohort with a degree/certificate or transfer intent who achieved a successful outcome:
- Received an award (degree/certificate);
- Transferred to another university/college (outside of the MCCCD system);
- Still enrolled at MCCCD in year 6; or
- No longer enrolled but earned 30+ credits at MCCCD with a GPA of 2.0 or higher.

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

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# Year-end Full-time Student Equivalent (FTSE) Enrollment
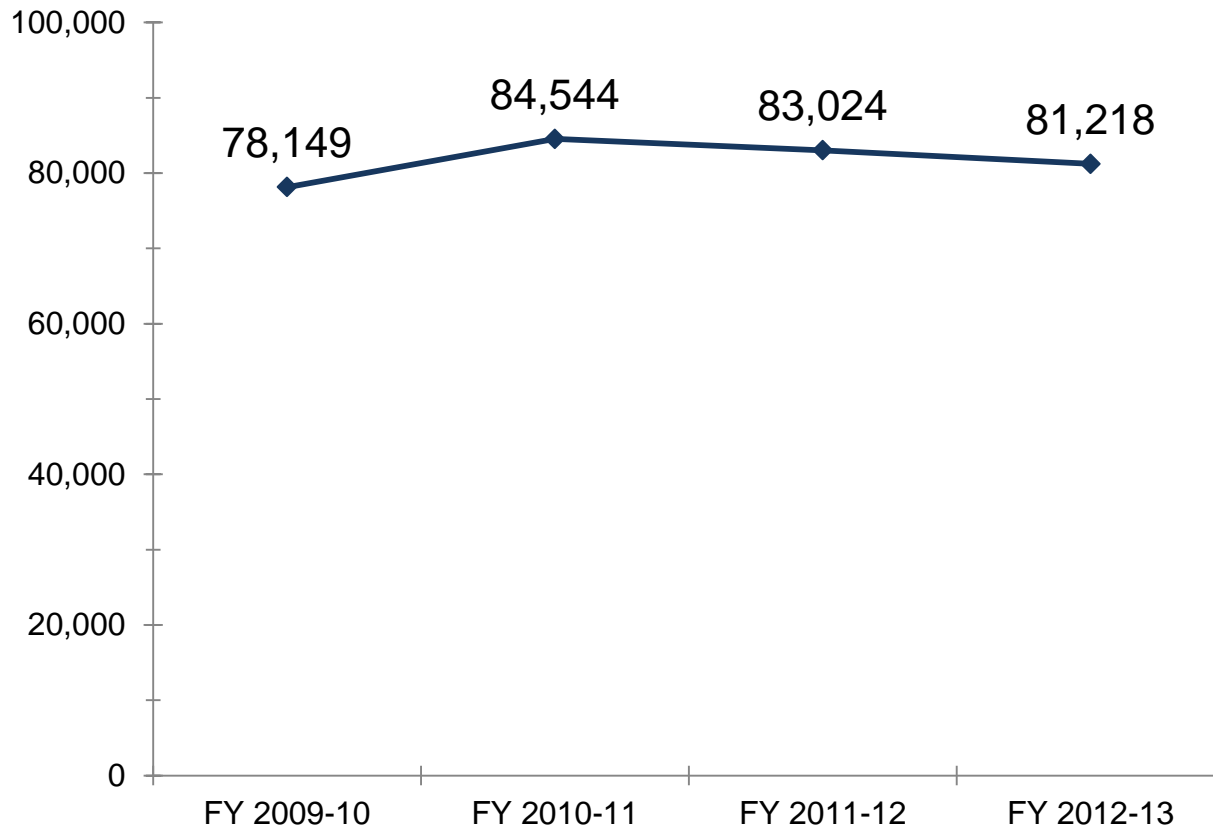
Key Finding:
FTSE declined by approximately two percent from FY2011-12 to FY2012-13. However, FTSE was approximately four percent higher than it had been in FY2009-10.

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

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Cost of Attendance

■ Median net price of attendance at MCCCD

■ Median family income in Maricopa County

2011-12

- $7,519
- $55,099

$0 $10,000 $20,000 $30,000 $40,000 $50,000 $60,000 $70,000
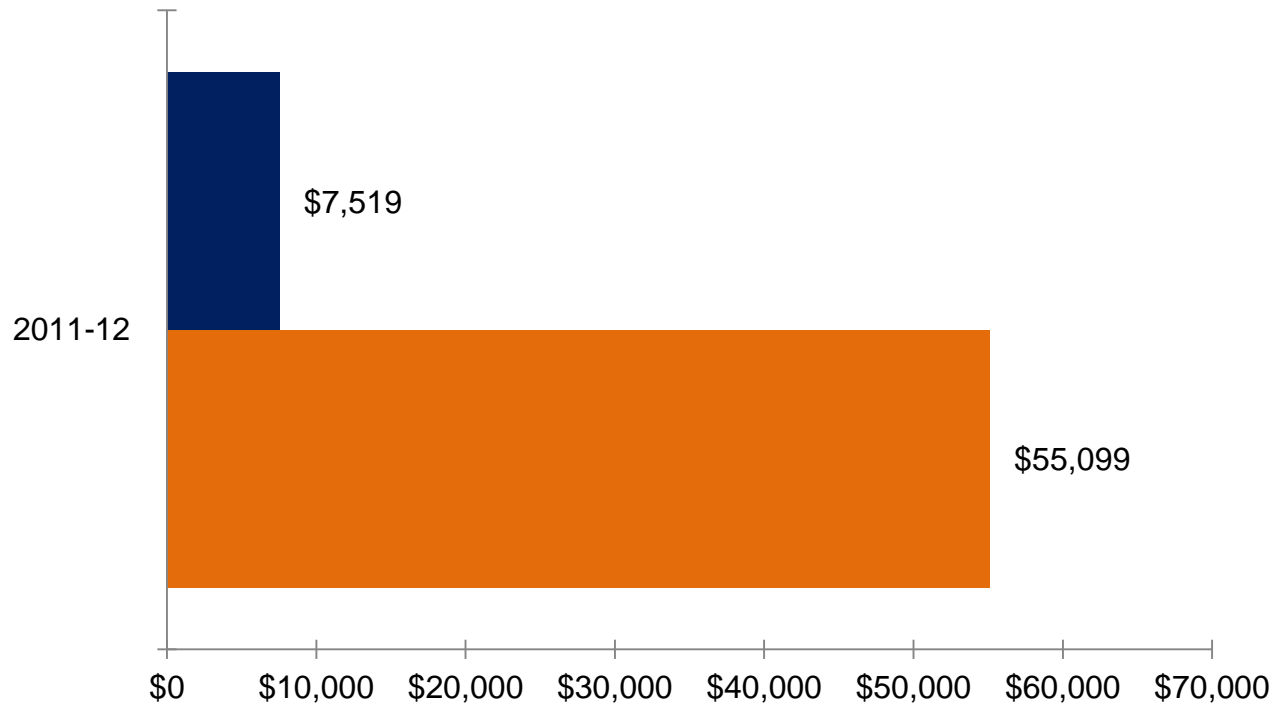
Key Finding:
At just over $7,500 per year, the median net price of attendance at MCCCD was 14% of the median household income in Maricopa County. MCCCD continues to be an affordable option for postsecondary education and training.

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

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Percent of Credits Completed of Credits Attempted
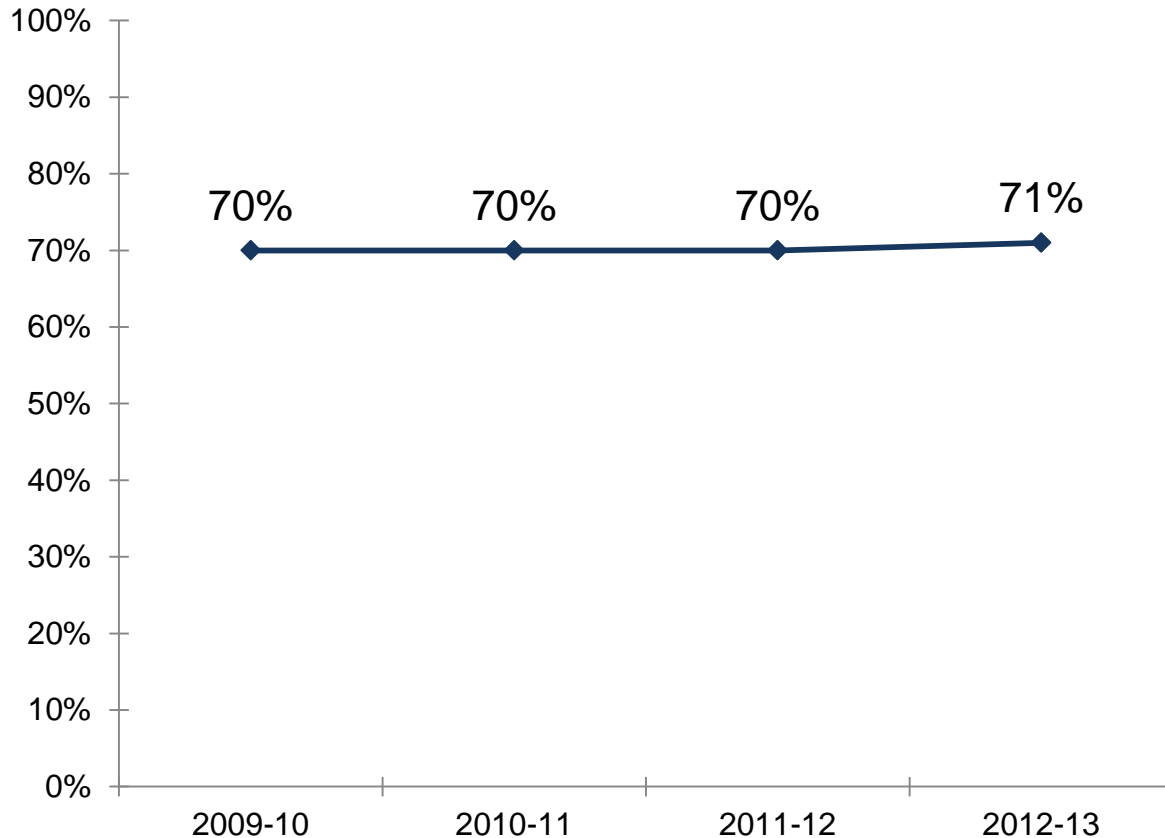
Key Finding:

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

Basic Methodology:
The ratio, expressed as a percentage, of credits successfully completed (A, B, C, P grade) to credits attempted for Fall and Spring terms only, excluding high school dual enrollment.
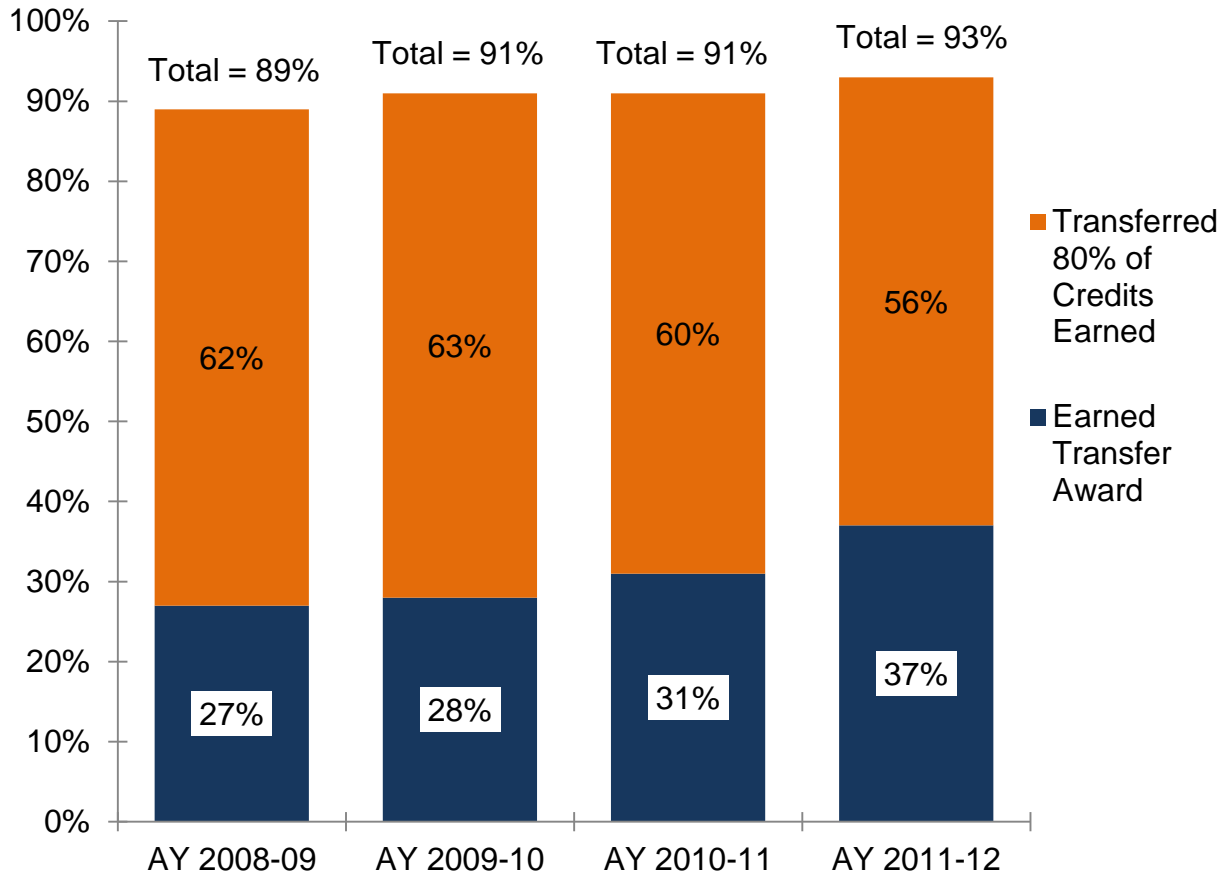
	2009-10	2010-11	2011-12	2012-13
	70%	70%	70%	71%

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AGEC Course Success Rate
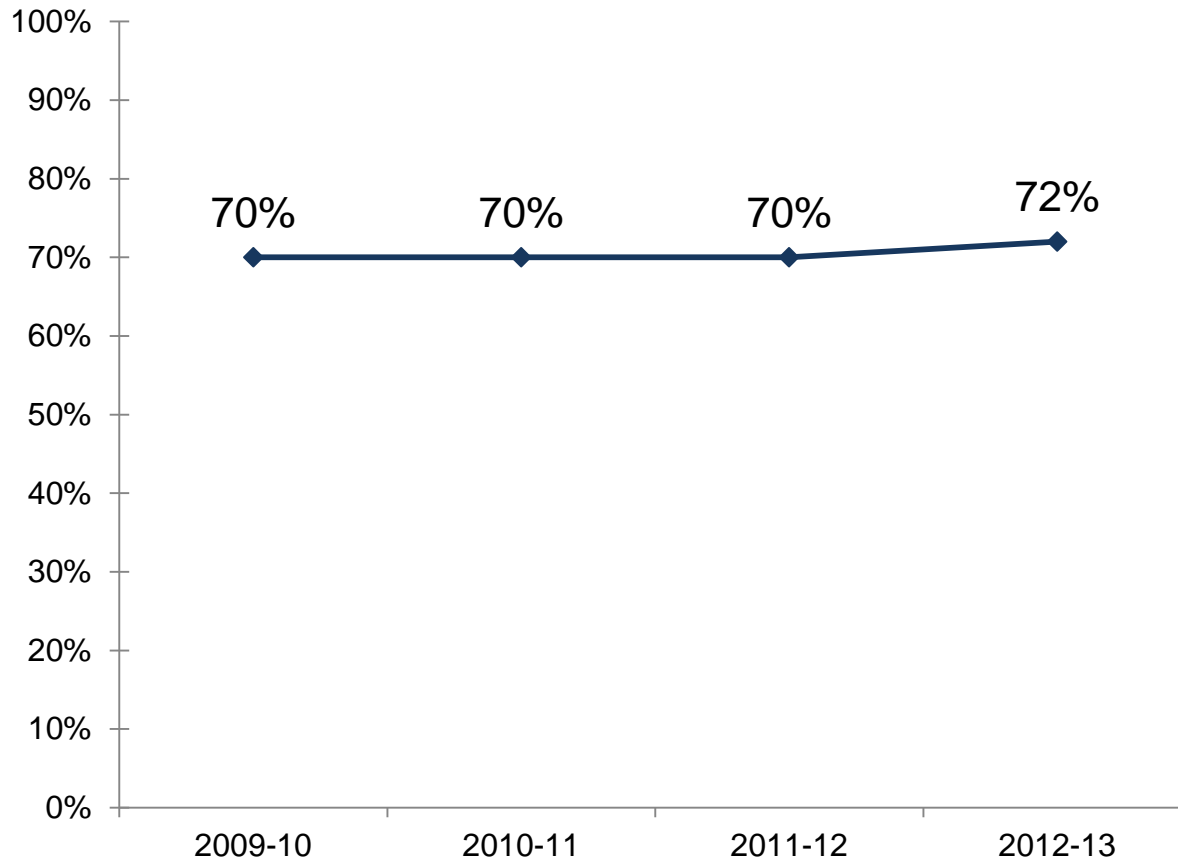
Key Finding:
The AGEC course success rate increased two percentage points for the most recent year.

Basic Methodology:
The ratio (expressed as a percentage) of credits successfully completed (A, B, C, P grade) to credits attempted in AGEC courses for Fall and Spring terms only.

Year	Success Rate
2009-10	70%
2010-11	70%
2011-12	70%
2012-13	72%

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Chart: Seamless Transfer to State Public Universities

	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12
Transferred 80% of Credits Earned	62%	63%	60%	56%
Earned Transfer Award	27%	28%	31%	37%
Total	89%	91%	91%	93%

Key Findings:
93% of recent transfers from MCCCD to one of the Arizona public universities had earned a transfer award or transferred at least 80% of their college-level MCCCD credits.

The percentage of transfer students who earned an MCCCD degree or AGEC prior to transfer has increased each year.

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

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Participation in MCCCD Signature Transfer Programs

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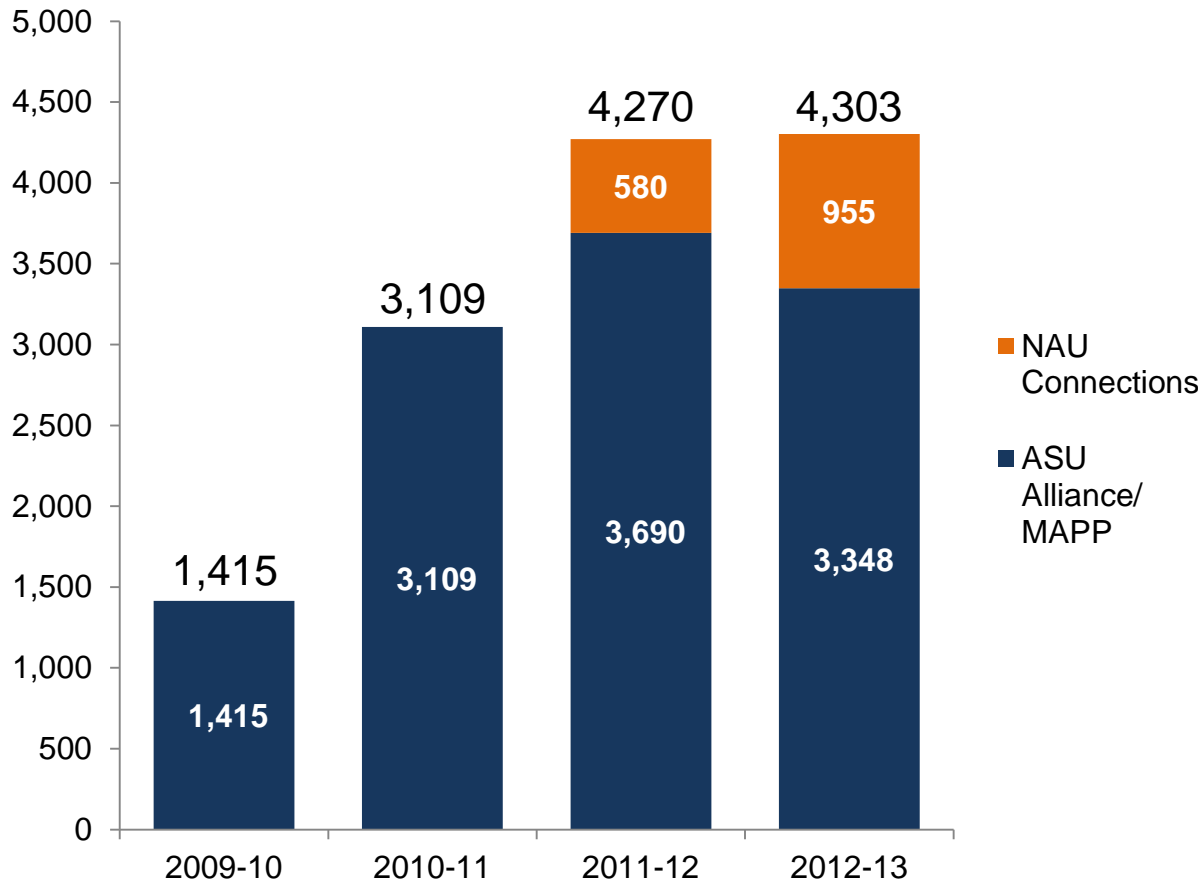
Key Findings:
- The number of MCCCD signature transfer programs grew from one to two in the past three years and a program with the University of Arizona launched in Fall 2012.
- The number of students participating in these transfer programs more than tripled from AY2010 to AY2013.

Basic Methodology:
The number of active MCCCD students enrolled in signature transfer programs. MAPP was launched in Fall 2009 and NAU Connections was launched in Fall 2010. MCCCD entered into a master agreement with UA for the UA Bridge Program; it launched in Fall 2013.

Chart: Participation by year
- 2009-10: 1,415 (ASU Alliance/MAPP: 1,415)
- 2010-11: 3,109 (ASU Alliance/MAPP: 3,109)
- 2011-12: 4,270 (ASU Alliance/MAPP: 3,690; NAU Connections: 580)
- 2012-13: 4,303 (ASU Alliance/MAPP: 3,348; NAU Connections: 955)

Legend: ■ NAU Connections ■ ASU Alliance/MAPP

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AGEC and Transfer Degree Completion Rate

Chart legend: ■ Completed within 3 years ■ Completed within 6 years

Cohort	Completed within 3 years	Completed within 6 years
Fall 2004 Cohort as of 2010 (N = 8,226)	7%	12%
Fall 2005 Cohort as of 2011 (N = 7,942)	8%	14%
Fall 2006 Cohort as of 2012 (N = 7,933)	8%	15%
Fall 2007 Cohort as of 2013 (N = 8,768)	8%	14%
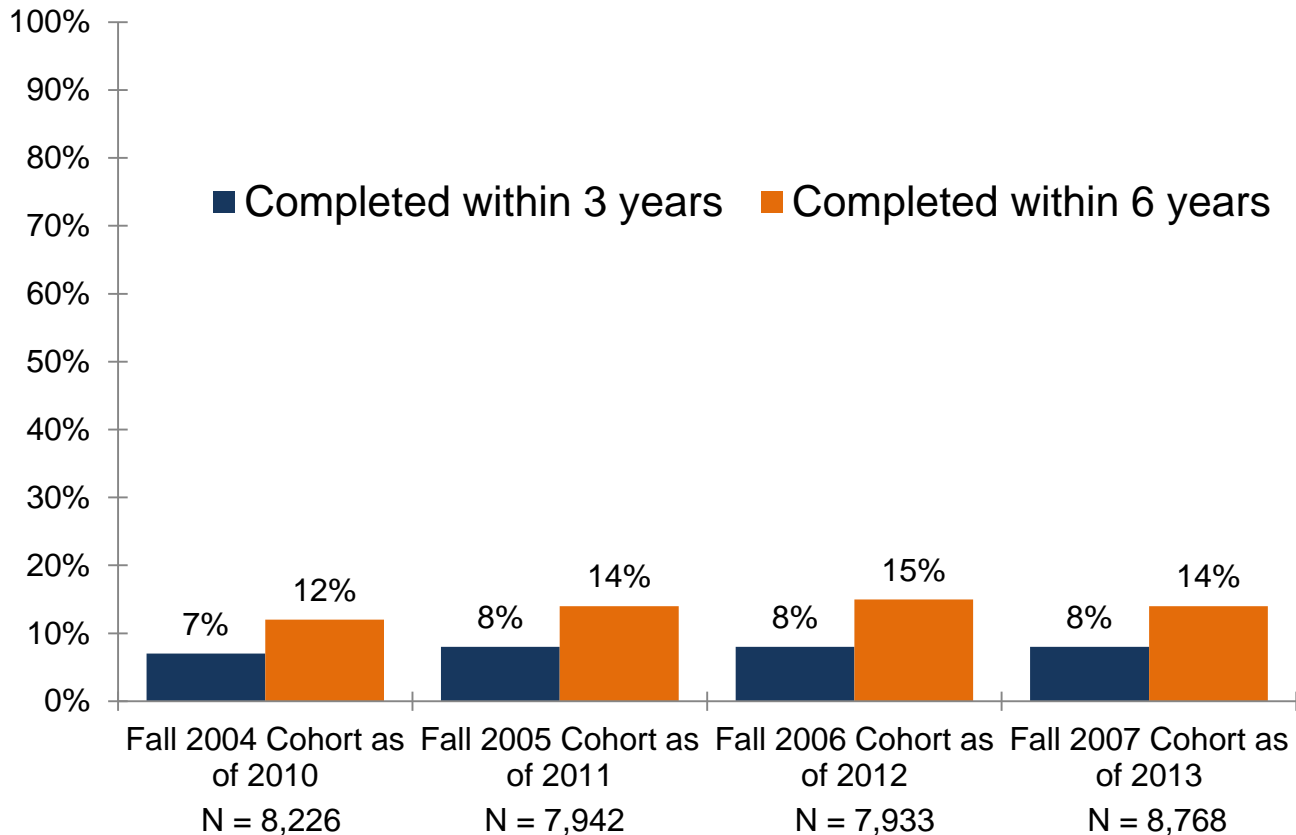
Key Findings:
The percentage of transfer-seeking new students who completed a transfer award within three years remained steady at eight percent, and the percentage who completed within six years declined slightly to 14%. The performance was fairly stable even though the size of the cohort increased over 10%.

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. N = the number of students in the cohort.

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Total Annual Awards
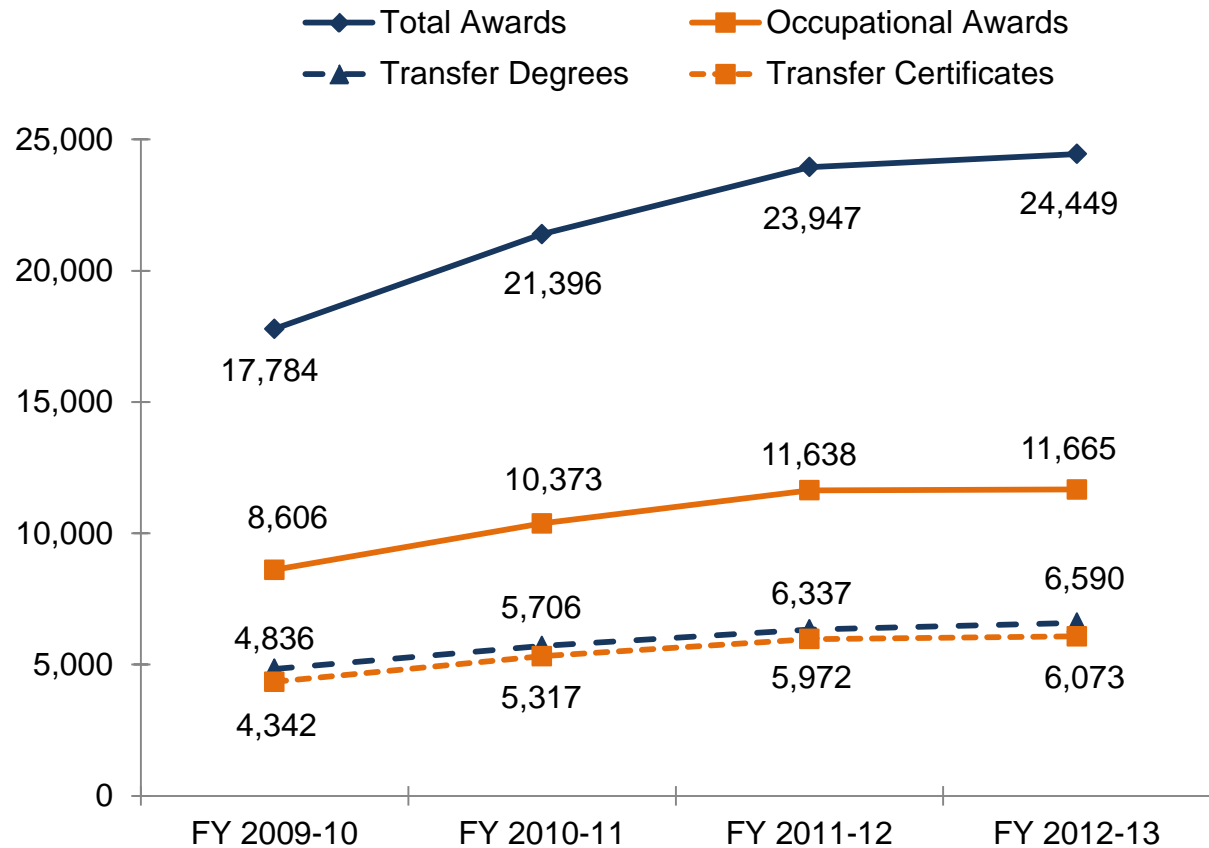
Key Finding:
The total number of awards continued to grow modestly over the past year.

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

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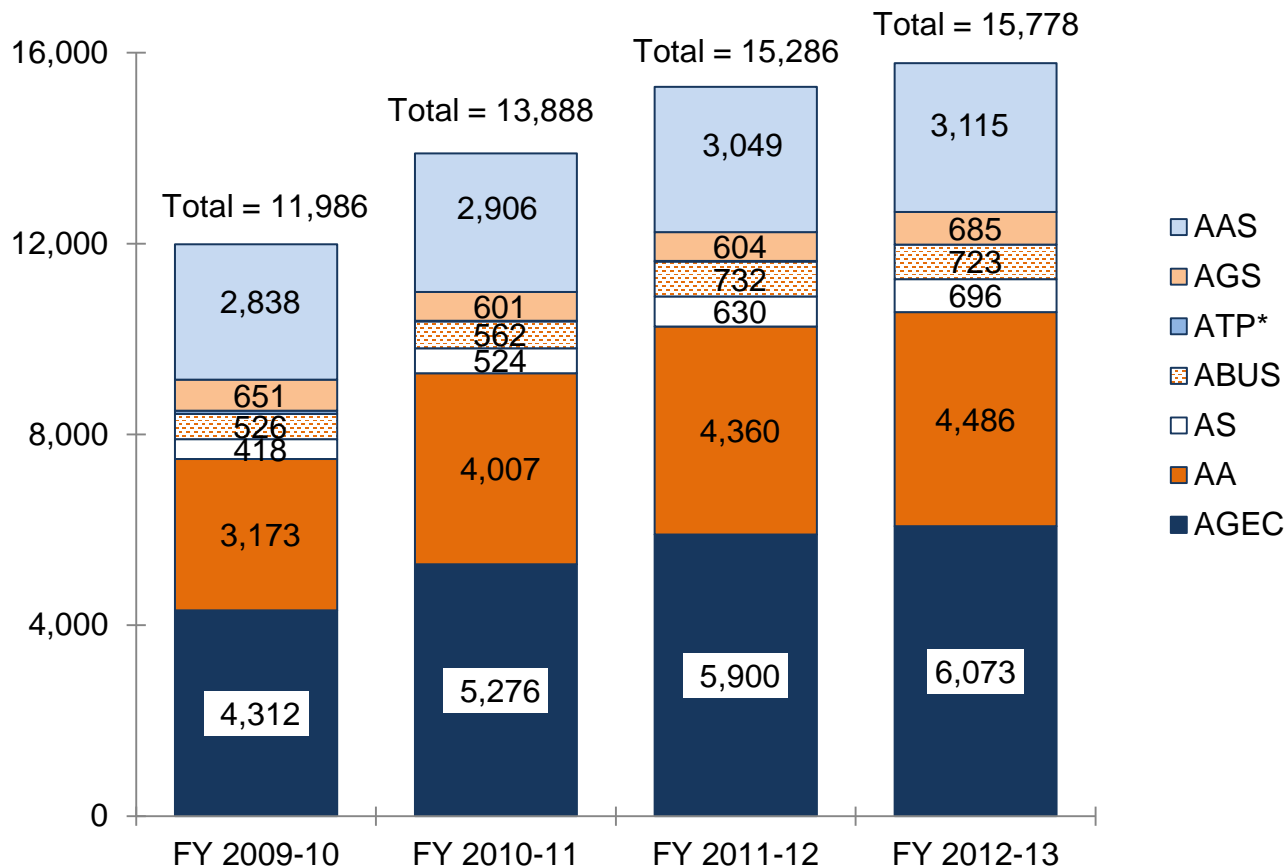
Key Finding:
The number of transfer awards increased by three percentage points over the previous year.

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

Legend:
- AAS
- AGS
- ATP*
- ABUS
- AS
- AA
- AGEC

Chart data:

	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13
Total	11,986	13,888	15,286	15,778
AAS	2,838	2,906	3,049	3,115
AGS	651	601	604	685
ABUS	526	562	732	723
AS	418	524	630	696
AA	3,173	4,007	4,360	4,486
AGEC	4,312	5,276	5,900	6,073

* The number of ATP awards was not reported in the above chart. There were 68 ATP degrees awarded in FY 2009-10, 12 in FY 2010-11, 11 in FY 2011-12, and none in FY 2012-13.

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Number of Students Earning an AGEC
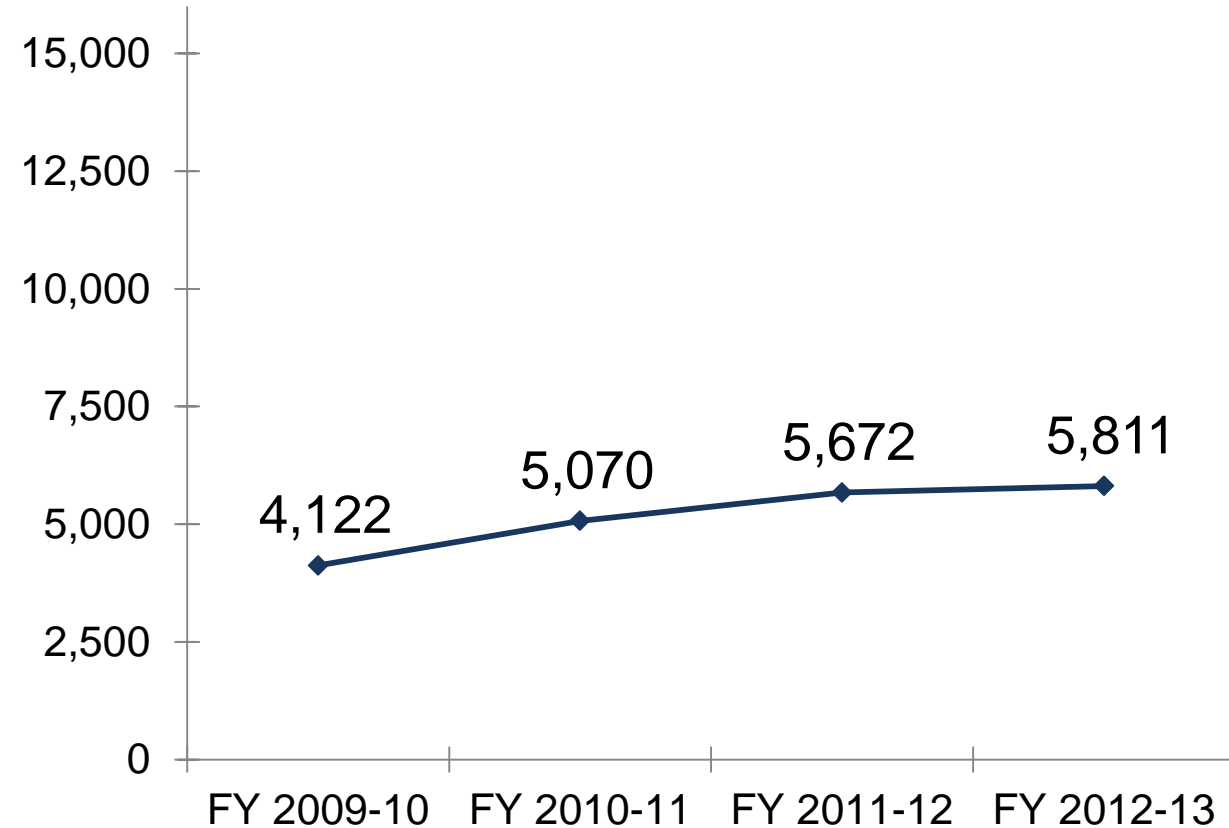
Key Finding:
The **unduplicated** number of students achieving an Arizona General Education Curriculum (AGEC) certificate increased slightly for the most recent year.

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

Chart data:
- FY 2009-10: 4,122
- FY 2010-11: 5,070
- FY 2011-12: 5,672
- FY 2012-13: 5,811

Y-axis: 0; 2,500; 5,000; 7,500; 10,000; 12,500; 15,000

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Six-year Transfer Rate to Arizona Public Universities

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Key Finding:
The six-year transfer rate to Arizona public universities for the cohort of students who exhibited transfer behavior continued to increase, from 28% to 31% over the past three years.

Basic Methodology:
The percentage of new-to-college students with transfer behavior who transferred to an Arizona public university within 6 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).

Chart: Six-year Transfer Rate

- AY 2002-03 Cohort: 28%
- AY 2003-04 Cohort: 28%
- AY 2004-05 Cohort: 29%
- AY 2005-06 Cohort: 31%

Source: ASSIST Data Warehouse, Arizona State University

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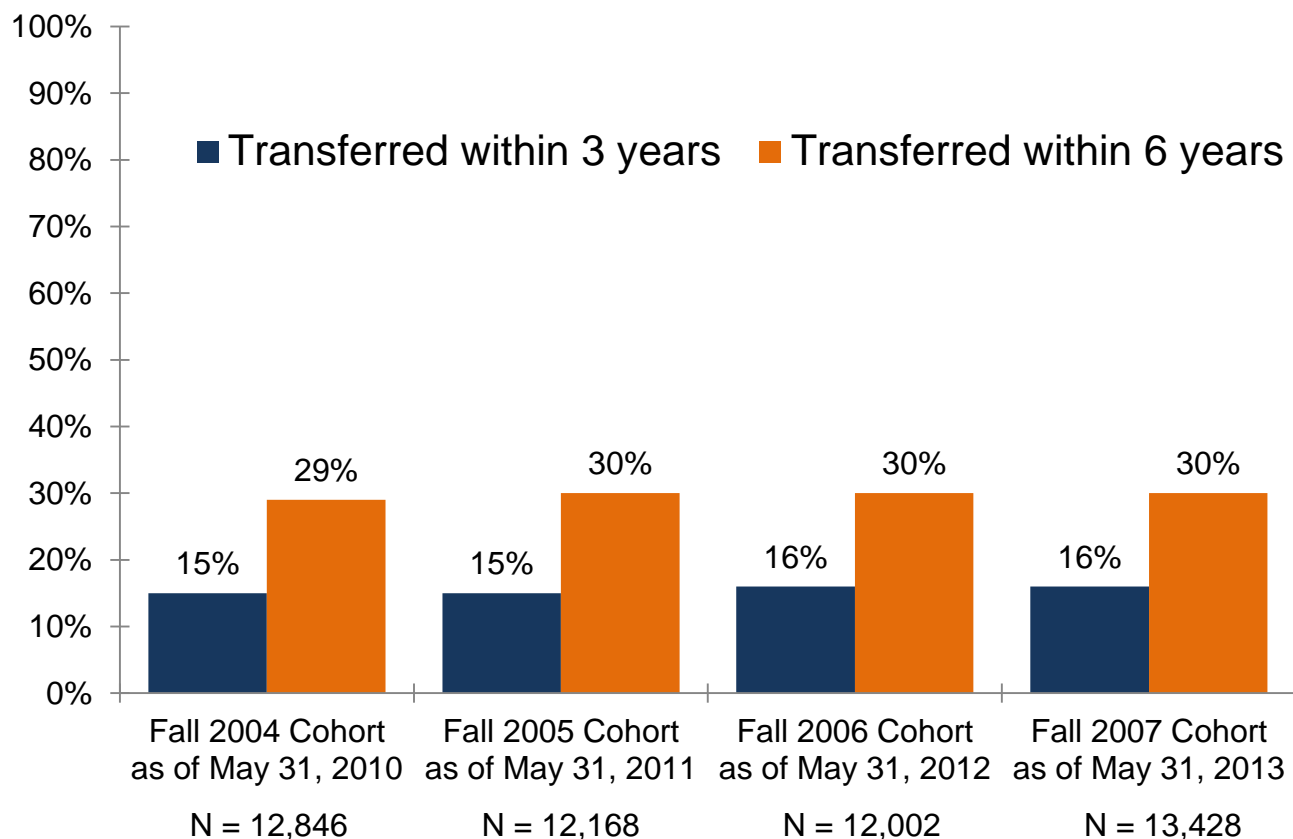
Key Findings:
The percentage of students who transferred within three and six years remained steady over the prior year; nearly half of the students transferred after year three.

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.

■ Transferred within 3 years ■ Transferred within 6 years

	Fall 2004 Cohort as of May 31, 2010	Fall 2005 Cohort as of May 31, 2011	Fall 2006 Cohort as of May 31, 2012	Fall 2007 Cohort as of May 31, 2013
Transferred within 3 years	15%	15%	16%	16%
Transferred within 6 years	29%	30%	30%	30%
	N = 12,846	N = 12,168	N = 12,002	N = 13,428

n = the number of students in the cohort.

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Key Finding:
The percentage of students enrolled in academic, college-level courses delivered in an alternative format at Rio Salado decreased to 98%. The percentage at the other colleges is trending upward with an increase of five percentage points since Fall 2009 to 27%.

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.

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Workforce and Economic Development

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Highest-demand Occupations with MCCCD Degrees/Certificates

☑ =Yes	Occupation
☑	Registered Nurses
☑	First-Line Supervisors/Managers of Office and Administrative Support Workers
☑	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
☑	Executive Secretaries and Administrative Assistants
☑	First-Line Supervisors/Managers of Construction Trades and Extraction Workers
☑	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
☑	Plumbers, Pipefitters, and Steamfitters
☒	Loan Officers
☑	Licensed Practical and Licensed Vocational Nurses
☑	Operating Engineers and Other Construction Equipment Operators
☑	Computer Support Specialists
☑	Radiologic Technologists and Technicians
☑	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products
☑	Paralegals and Legal Assistants
☑	Insurance Sales Agents
☑	First-Line Supervisors/Managers of Mechanics, Installers, and Repairers
☑	Dental Hygienists
☑	Telecommunications Equipment Installers and Repairers, Except Line Installers
☑	First-Line Supervisors/Managers of Production and Operating Workers
☑	First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers

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

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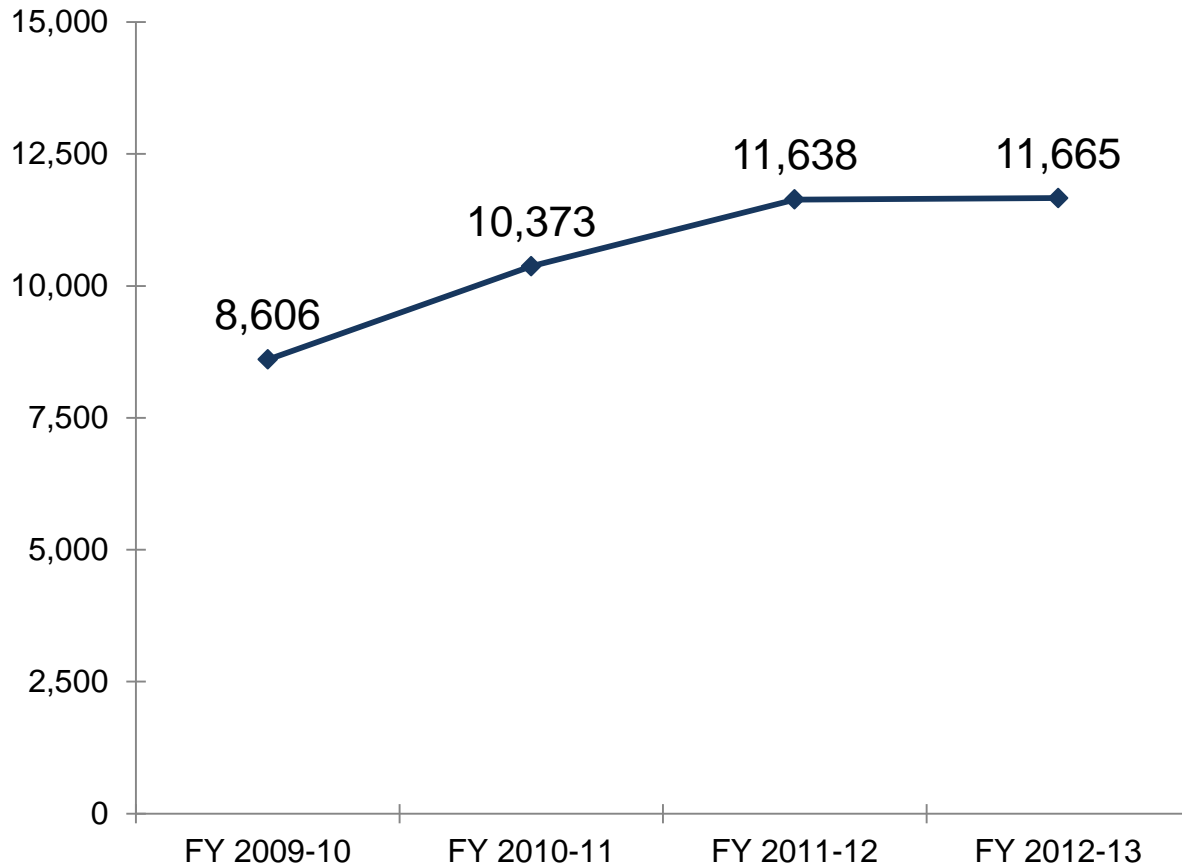
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MARICOPA COMMUNITY COLLEGES

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☑ =Yes	Occupation
☑	Diagnostic Medical Sonographers
☑	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
☑	Dental Hygienists
☑	Plumbers, Pipefitters, and Steamfitters
☑	Radiologic Technologists and Technicians
☑	Radiation Therapists
☒	Cardiovascular Technologists and Technicians
☒	Medical Equipment Repairers
☑	Pipelayers
☑	First-Line Supervisors/Managers of Construction Trades and Extraction Workers
☑	Interpreters and Translators
☑	Electrical Power-Line Installers and Repairers
☑	Respiratory Therapists
☒	Cargo and Freight Agents
☑	Operating Engineers and Other Construction Equipment Operators
☑	Registered Nurses
☒	Electronic Home Entertainment Equipment Installers and Repairers
☒	Industrial Machinery Mechanics
☑	First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers
☑	Surgical Technologists

Key Finding:
MCCCD offers credit programs in 75% of the fastest-growing occupations in the greater Phoenix metropolitan area.

Basic Methodology:
The top 20 fastest-growing occupations for which MCCCD has 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.

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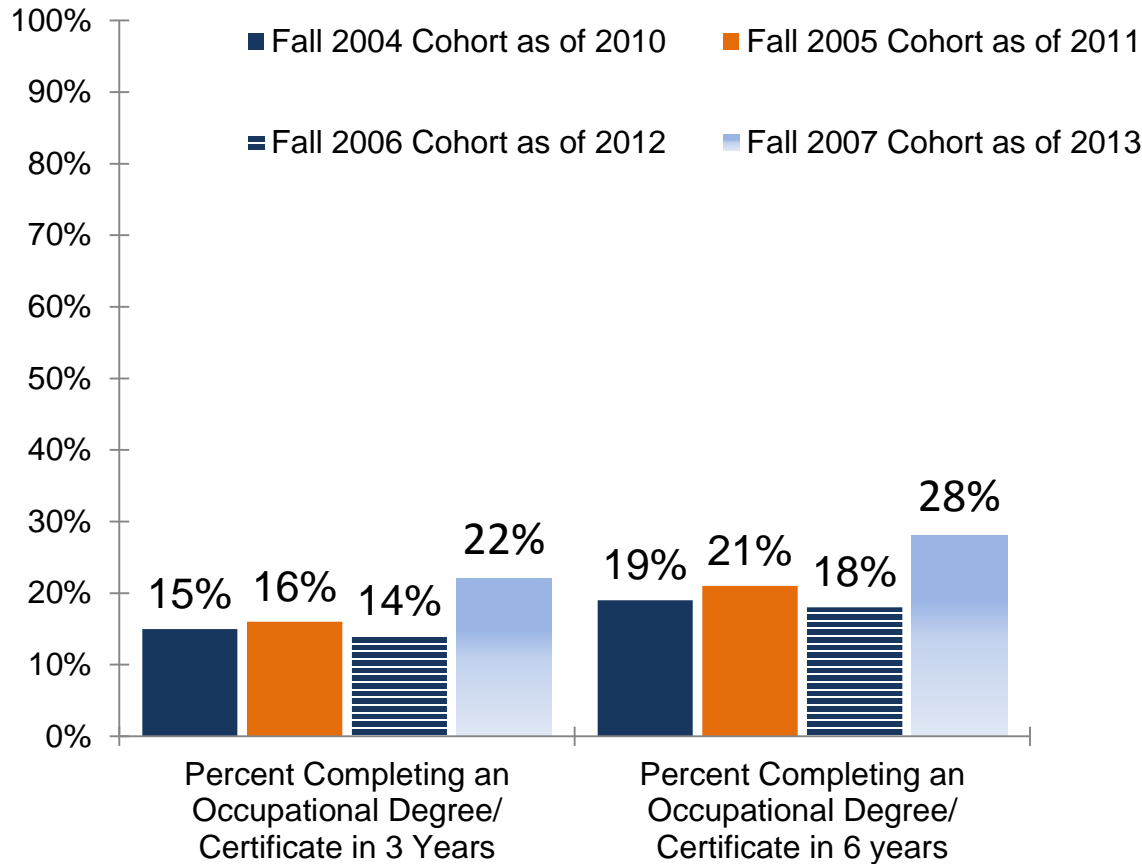# Occupational Degrees and Certificates Awarded Annually

Key Finding:
The total number of occupational degrees and certificates has grown by almost 36% since FY 2009-10.

Basic Methodology:
The number of occupational degrees and certificates (AAS and CCL awards) based on the IPEDS completion report.
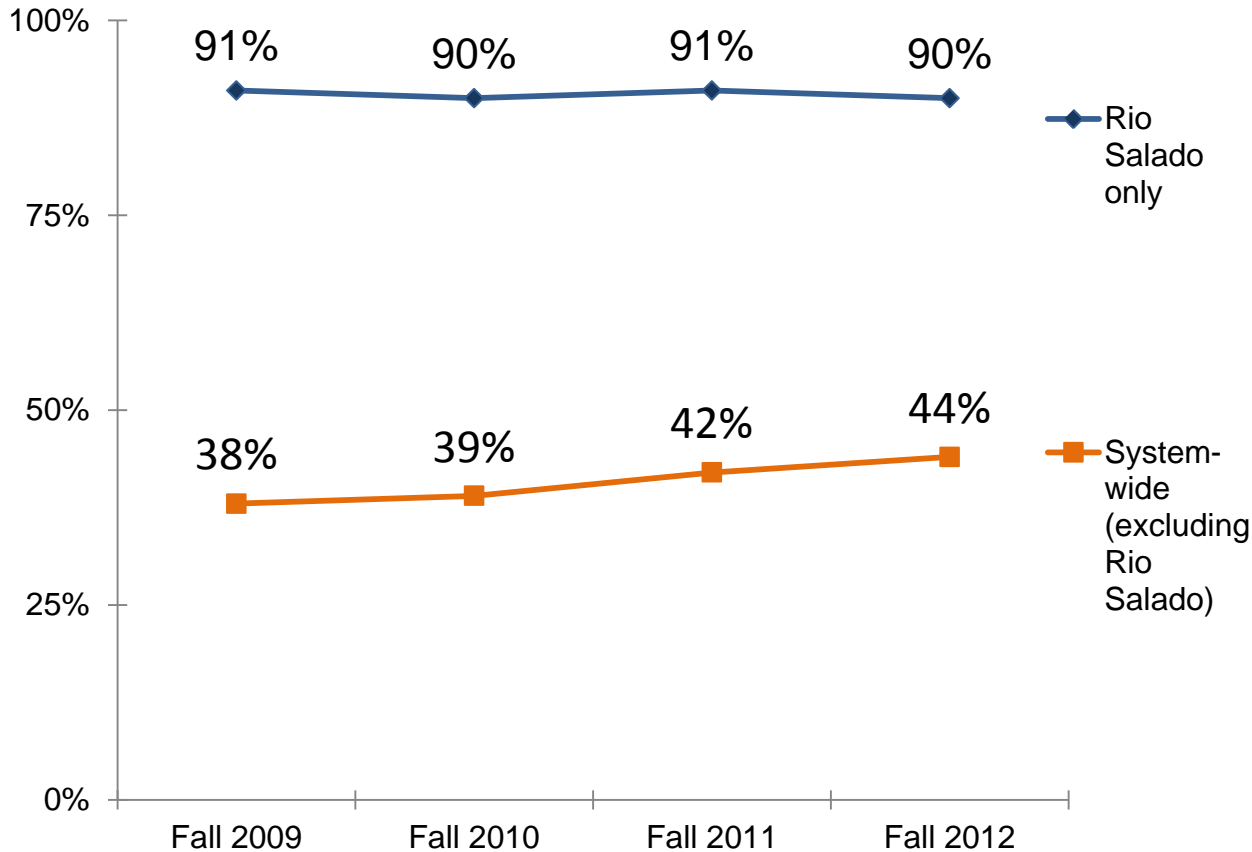
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Chart values:
- FY 2009-10: 8,606
- FY 2010-11: 10,373
- FY 2011-12: 11,638
- FY 2012-13: 11,665

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Occupational Graduation Rate

Chart legend:
- Fall 2004 Cohort as of 2010
- Fall 2005 Cohort as of 2011
- Fall 2006 Cohort as of 2012
- Fall 2007 Cohort as of 2013

Percent Completing an Occupational Degree/Certificate in 3 Years: 15%, 16%, 14%, 22%

Percent Completing an Occupational Degree/Certificate in 6 years: 19%, 21%, 18%, 28%

Key Finding:
The percentage of occupational students completing an occupational award increased to the highest level after a decline last year, to 22% for three-year completion, and 28% for six-year completion.

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

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Key Finding:

More than 90% 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 44%, which is an increase of six percentage points since Fall 2009.

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

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Developmental Education

Outcome 3

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Success Rate in Developmental Education Courses
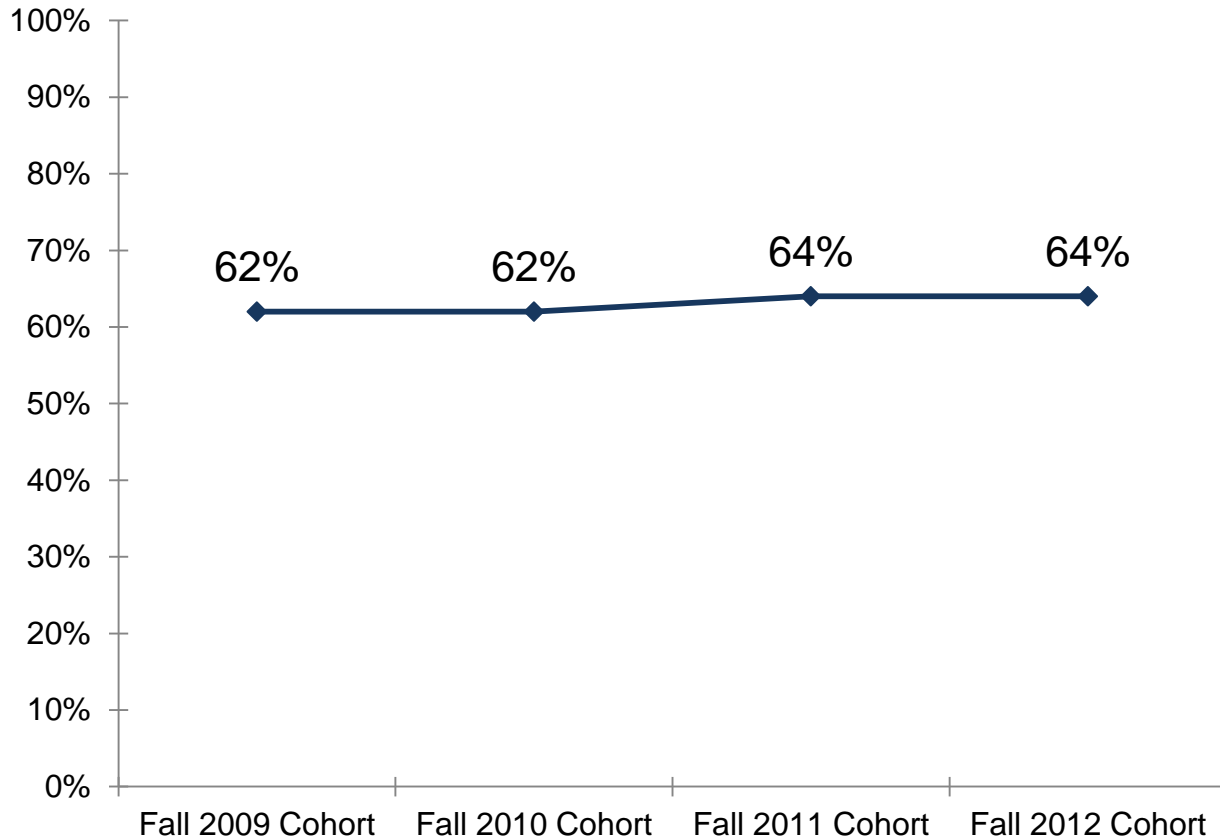
Key Finding:
The success rate in developmental education courses remained stable at 64%.
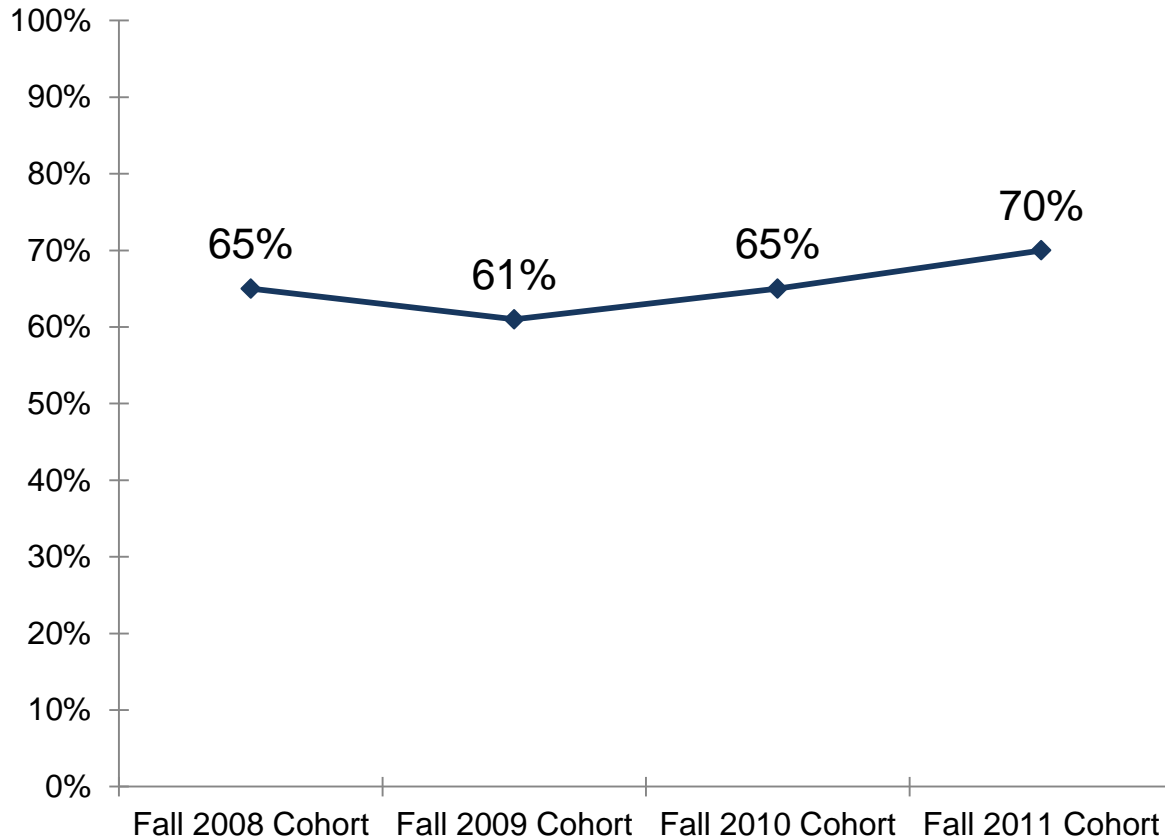
Basic Methodology:
The percentage of math, English, and reading developmental credit hours completed successfully (A, B, C, P grade) by students in the new student cohort in their first Fall and Spring terms.

Chart data: Fall 2009 Cohort 62%, Fall 2010 Cohort 62%, Fall 2011 Cohort 64%, Fall 2012 Cohort 64%.

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Success Rate in College-level Math after Completion of Developmental Math

Key Finding:
There was a five percentage point increase in the college-level math course success rate after completion of developmental math.

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.

Line chart with y-axis from 0% to 100% and x-axis categories: Fall 2008 Cohort (65%), Fall 2009 Cohort (61%), Fall 2010 Cohort (65%), Fall 2011 Cohort (70%).

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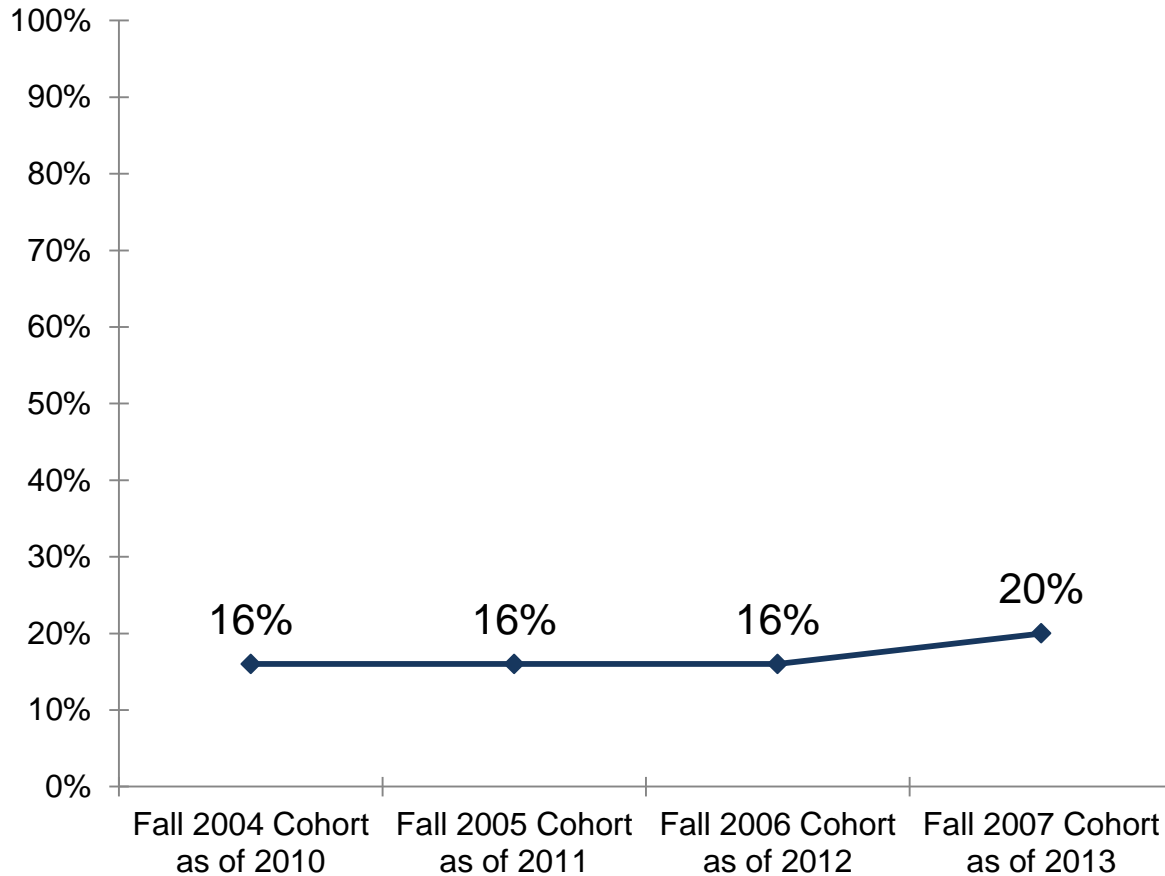
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Key Finding:
There was a four percentage point increase in the college-level English success rate after completion of developmental English.

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

Cohort	Success Rate
Fall 2008 Cohort	74%
Fall 2009 Cohort	71%
Fall 2010 Cohort	71%
Fall 2011 Cohort	75%

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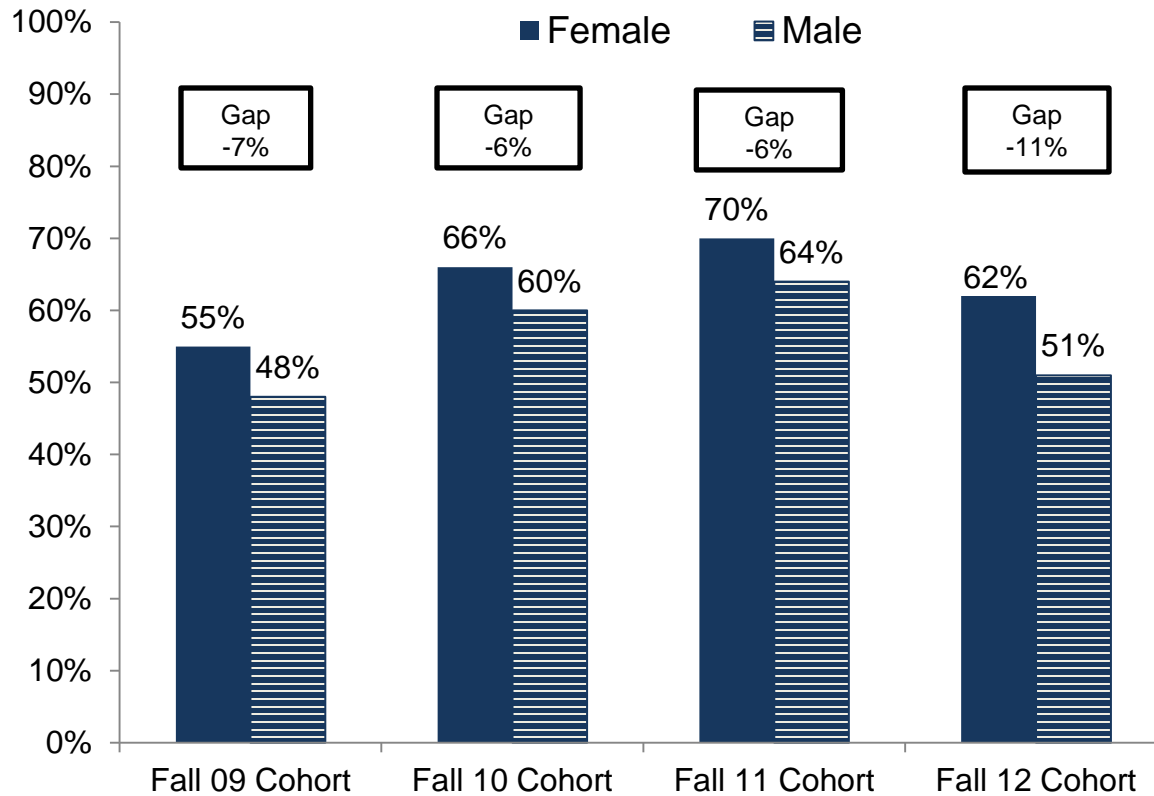
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Key Finding:
The six-year graduation rate for students in the cohort who ever enrolled in a developmental course increased in the most recent year, from 16% to 20%.

Basic Methodology:
The percentage of the cohort (defined as new, degree/certificate seeking students who ever enrolled in a developmental course) who completed an award at any MCCCD college within six years.
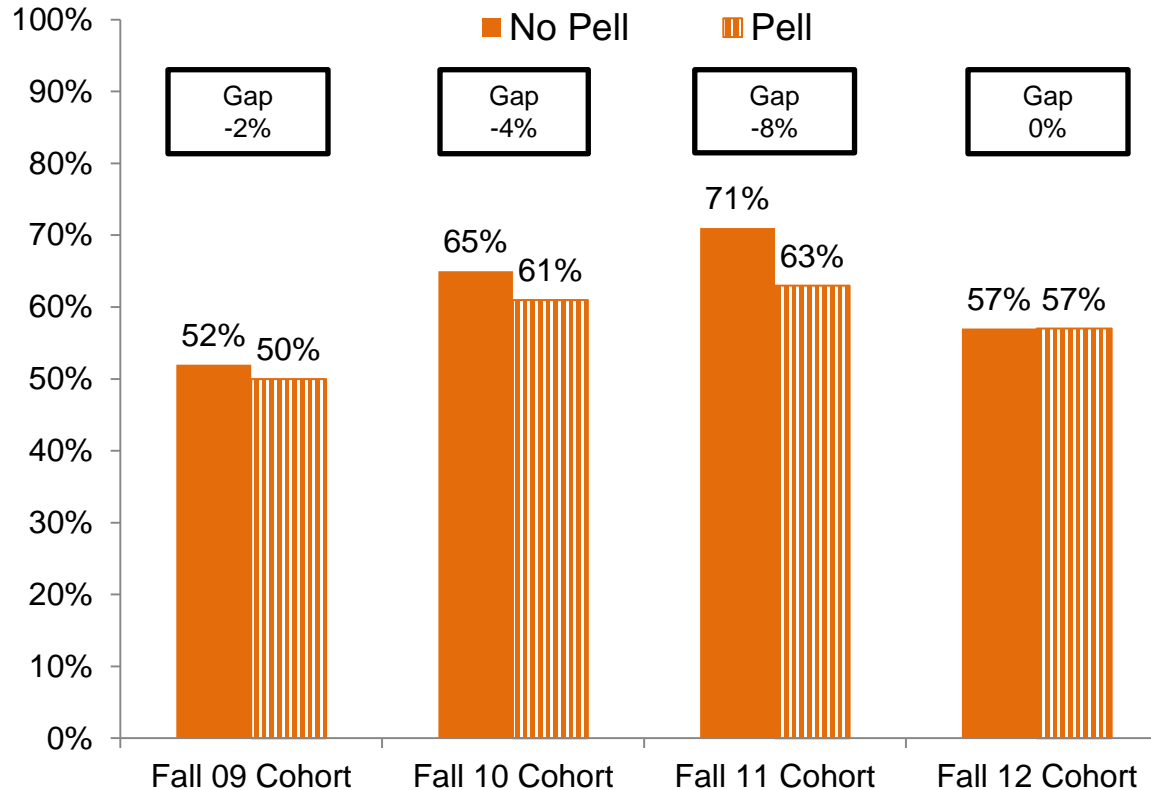

	Fall 2004 Cohort as of 2010	Fall 2005 Cohort as of 2011	Fall 2006 Cohort as of 2012	Fall 2007 Cohort as of 2013
	16%	16%	16%	20%

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Developmental Math Course Success Rates across Demographic Variables

Key Finding:
The gap between females and males increased and both groups experienced declines.

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, P grade) developmental math in their cohort term.

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Developmental Math Course Success Rates across Demographic Variables

Key Finding:
There were no gaps in performance between the groups but both showed declines.

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, P grade) developmental math in their cohort term.

Chart legend: No Pell, Pell

| Cohort	No Pell	Pell	Gap
Fall 09 Cohort	52%	50%	-2%
Fall 10 Cohort	65%	61%	-4%
Fall 11 Cohort	71%	63%	-8%
Fall 12 Cohort	57%	57%	0%

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Developmental Math Course Success Rates across Demographic Variables

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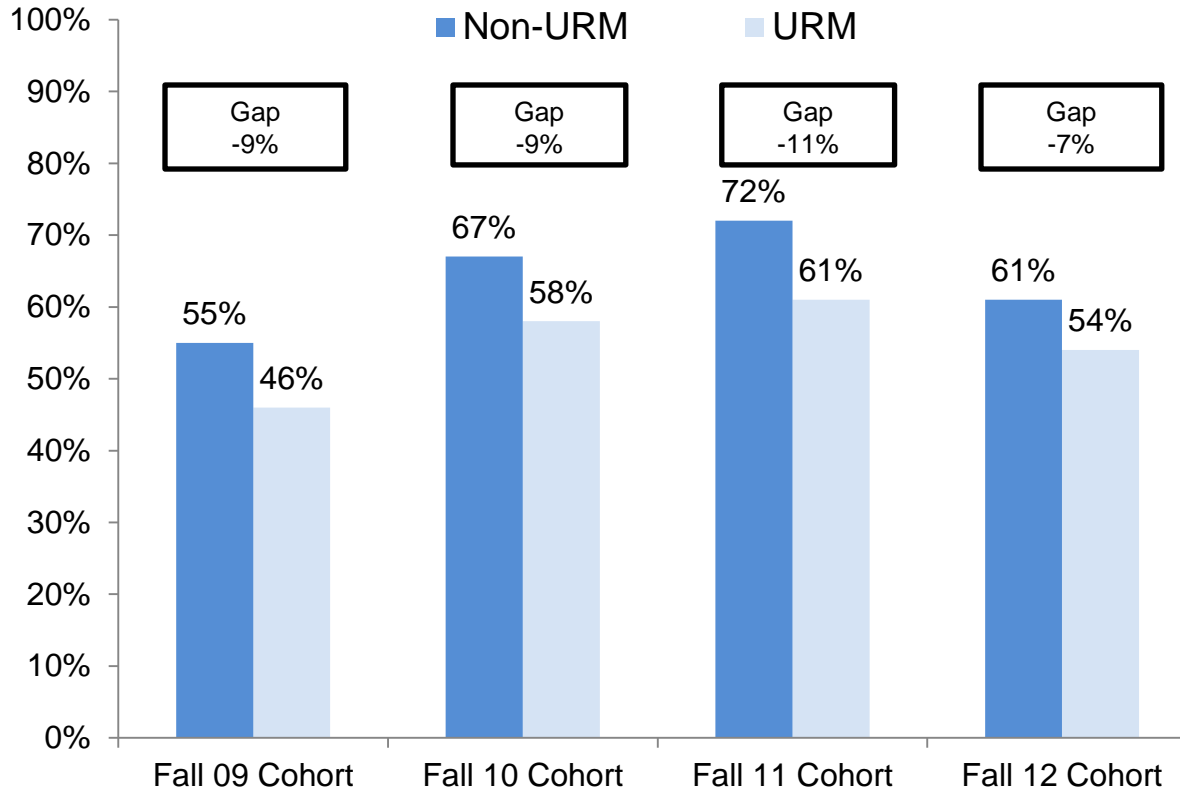
Key Finding:
Gaps in the developmental math course success rate decreased but both groups showed declines.

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, P grade) developmental math in their cohort term.
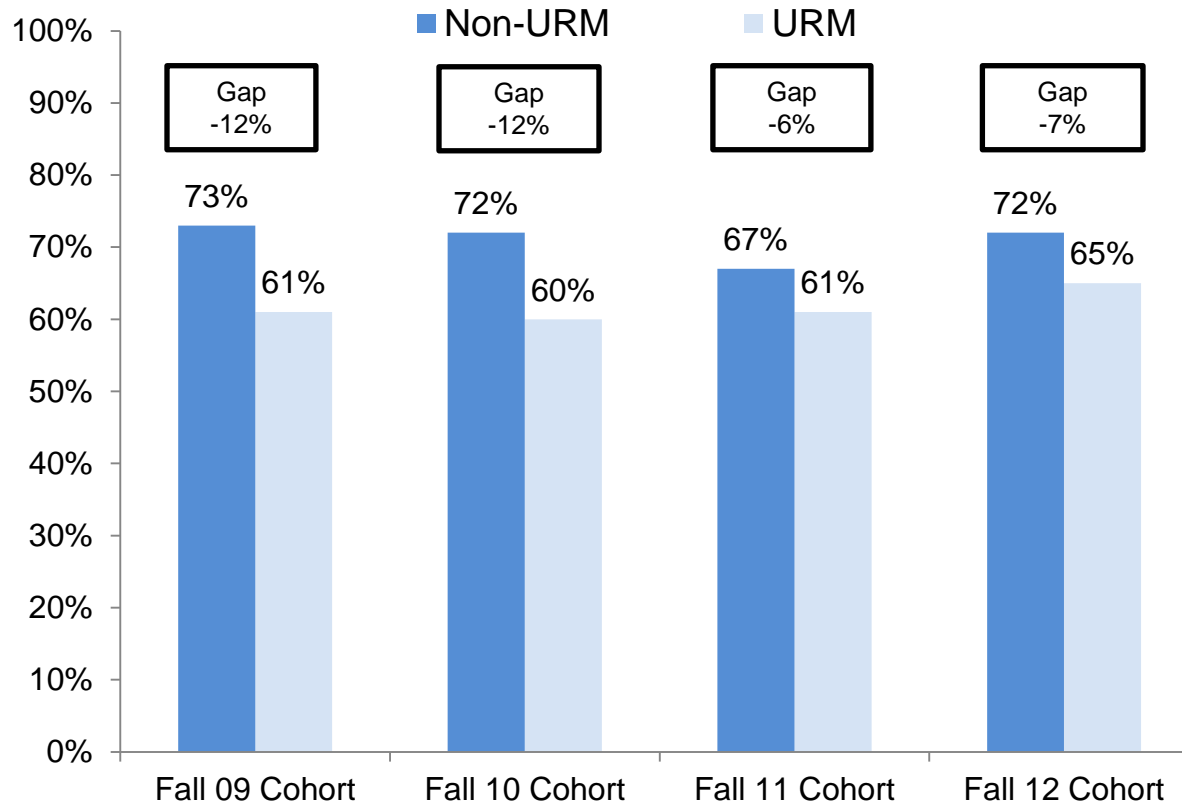
Legend: ■ Non-URM ■ URM

Cohort	Non-URM	URM	Gap
Fall 09 Cohort	55%	46%	Gap -9%
Fall 10 Cohort	67%	58%	Gap -9%
Fall 11 Cohort	72%	61%	Gap -11%
Fall 12 Cohort	61%	54%	Gap -7%

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

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Developmental English Course Success Rates across Demographic Variables

Female ■ Male

Fall 09 Cohort: Gap -10% | 71% | 61%
Fall 10 Cohort: Gap -10% | 70% | 60%
Fall 11 Cohort: Gap -11% | 69% | 58%
Fall 12 Cohort: Gap -10% | 73% | 63%

Key Finding:
The gap declined by one percentage point and both groups showed improvement.

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, P grade) developmental English in their cohort term.

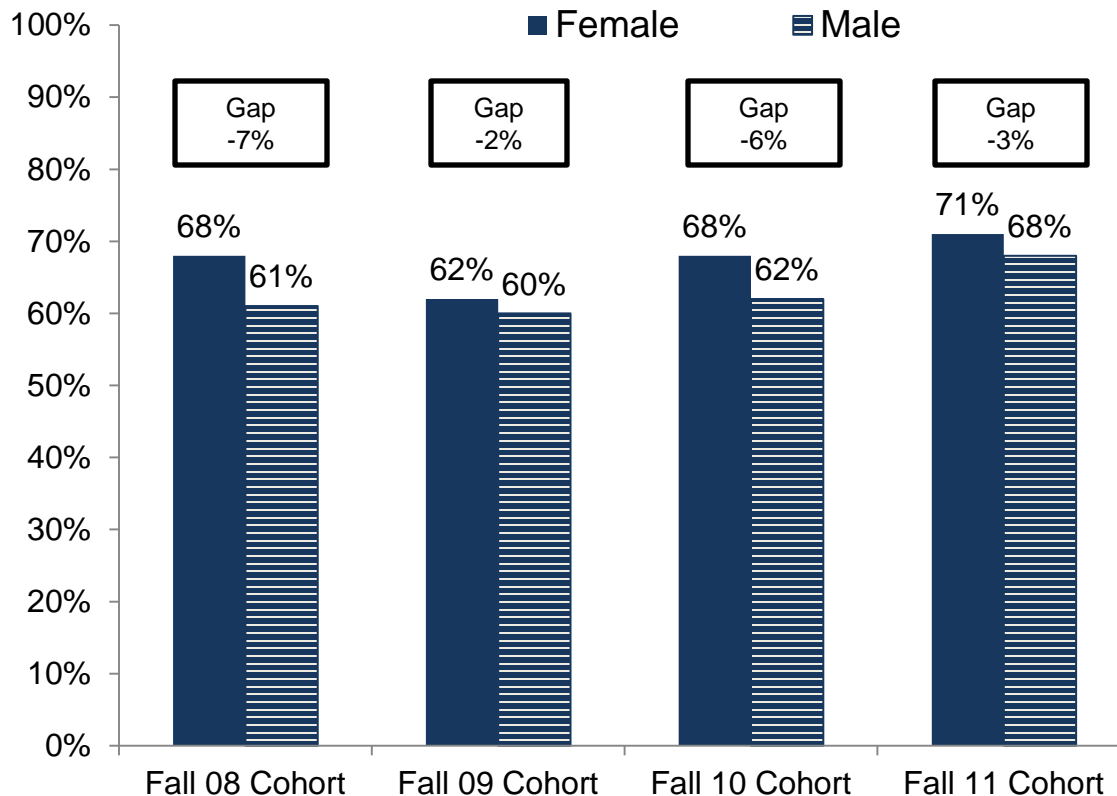# Developmental English Course Success Rates across Demographic Variables
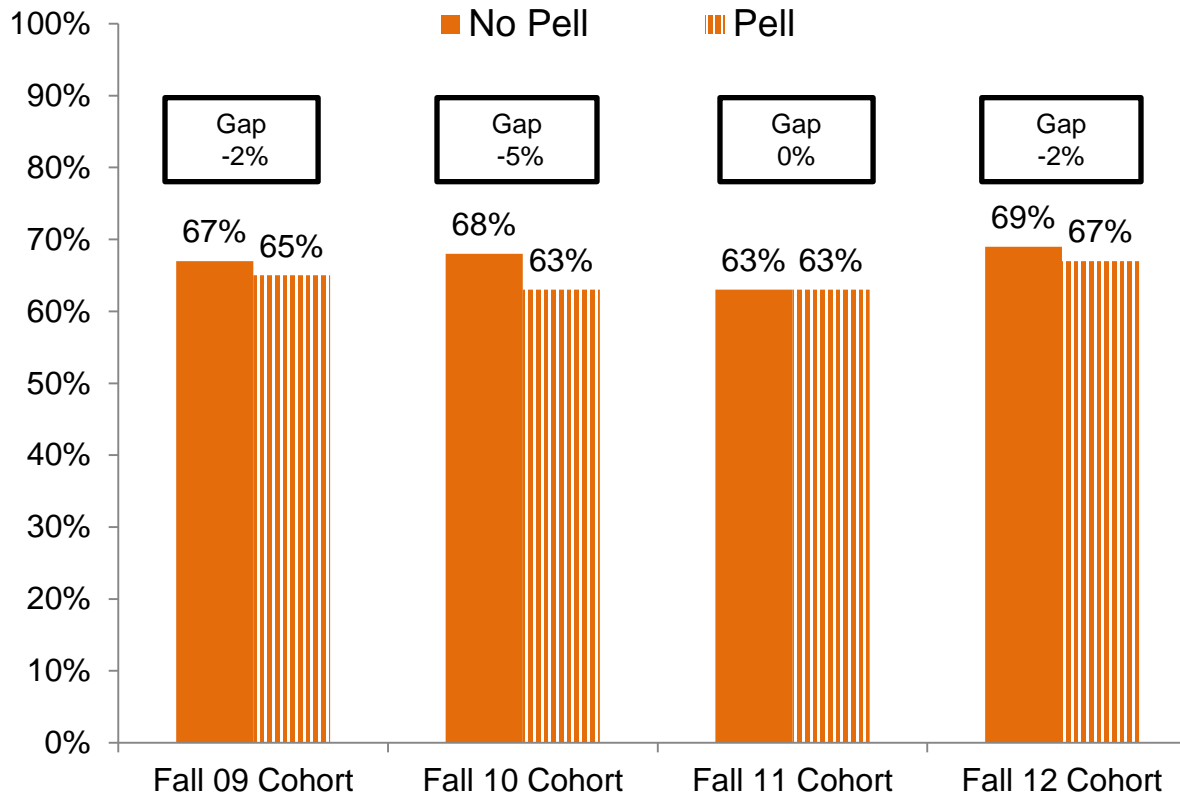
Key Finding:
The gap increased by two percentage points but both groups showed improvement.

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, P grade) developmental English in their cohort term.

Chart legend: No Pell, Pell

Cohort	No Pell	Pell	Gap
Fall 09 Cohort	67%	65%	-2%
Fall 10 Cohort	68%	63%	-5%
Fall 11 Cohort	63%	63%	0%
Fall 12 Cohort	69%	67%	-2%

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Developmental English Course Success Rates across Demographic Variables

Key Finding:
The gap increased by one percentage point but both groups showed improvement.

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, P grade) developmental English in their cohort term.

Chart legend: ■ Non-URM ■ URM

	Fall 09 Cohort	Fall 10 Cohort	Fall 11 Cohort	Fall 12 Cohort
Gap	-12%	-12%	-6%	-7%
Non-URM	73%	72%	67%	72%
URM	61%	60%	61%	65%

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

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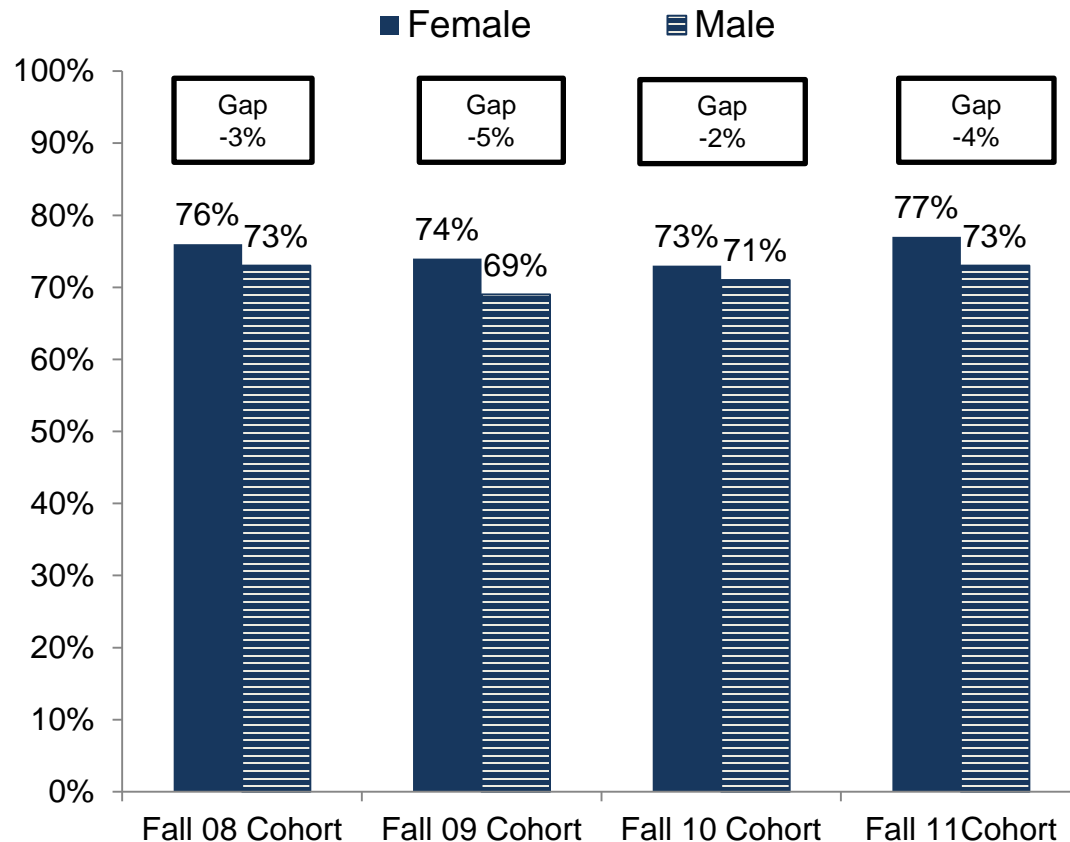# Success Rates for Subsequent College-level Math Courses across Demographic Variables

Female **Male**

	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	Fall 11 Cohort
Gap	Gap -7%	Gap -2%	Gap -6%	Gap -3%
Female	68%	62%	68%	71%
Male	61%	60%	62%	68%

Key Finding:
Males improved more than females, narrowing the gender gap in the past year.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, 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.

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Success Rates for Subsequent College-level Math Courses across Demographic Variables
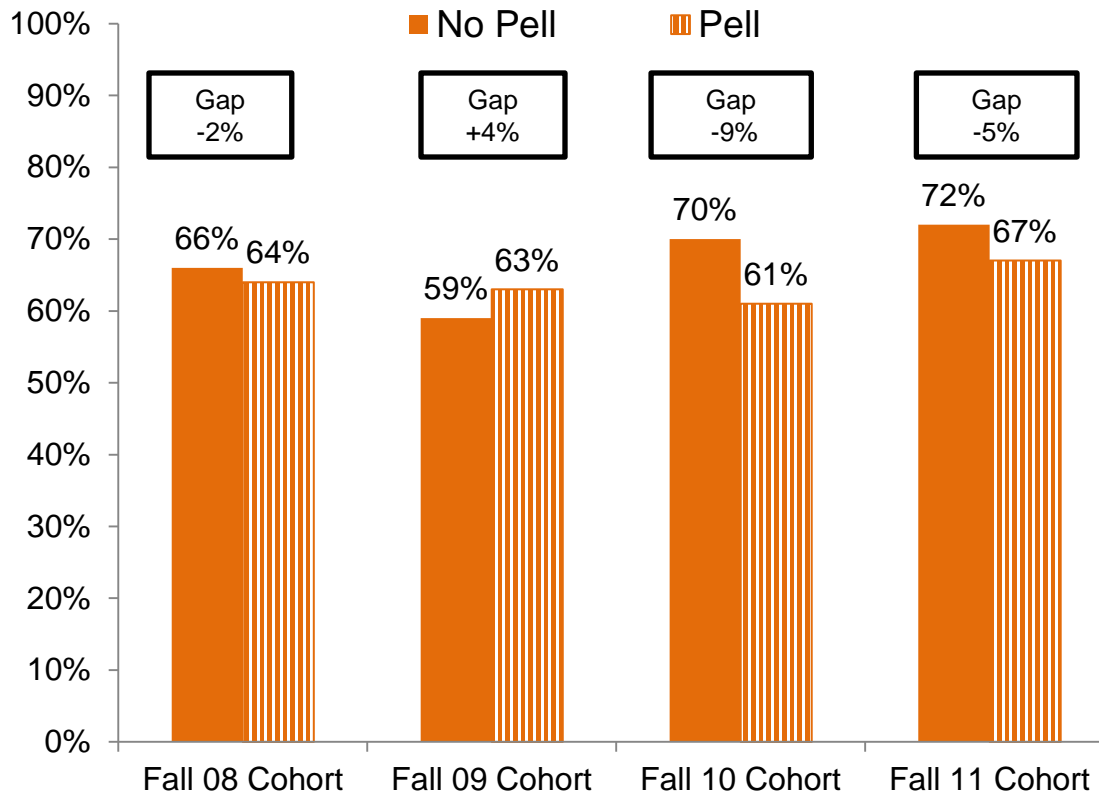
Key Finding:
Students who received a Pell Grant improved more than students who did not, narrowing that performance gap over the past year.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, 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.

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

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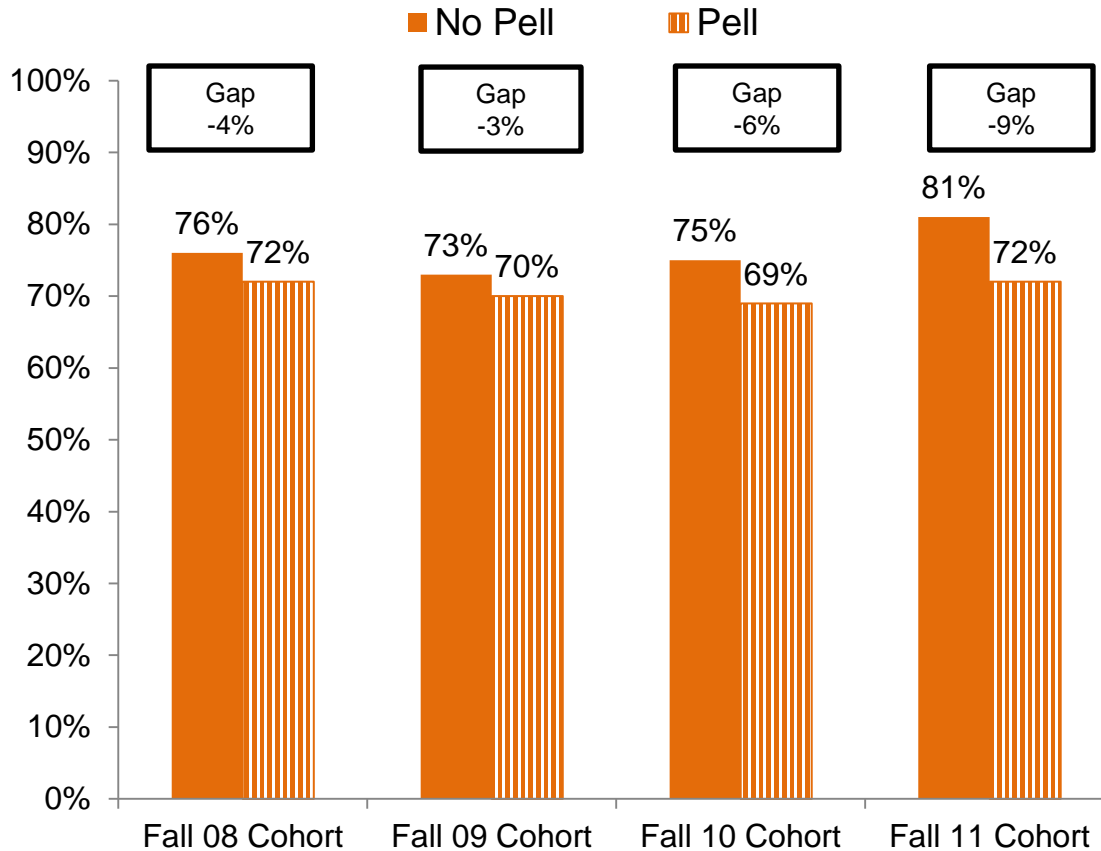
Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, P grade) a college-level math course within one year was calculated across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level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

Chart legend: ■ Non-URM   ■ URM

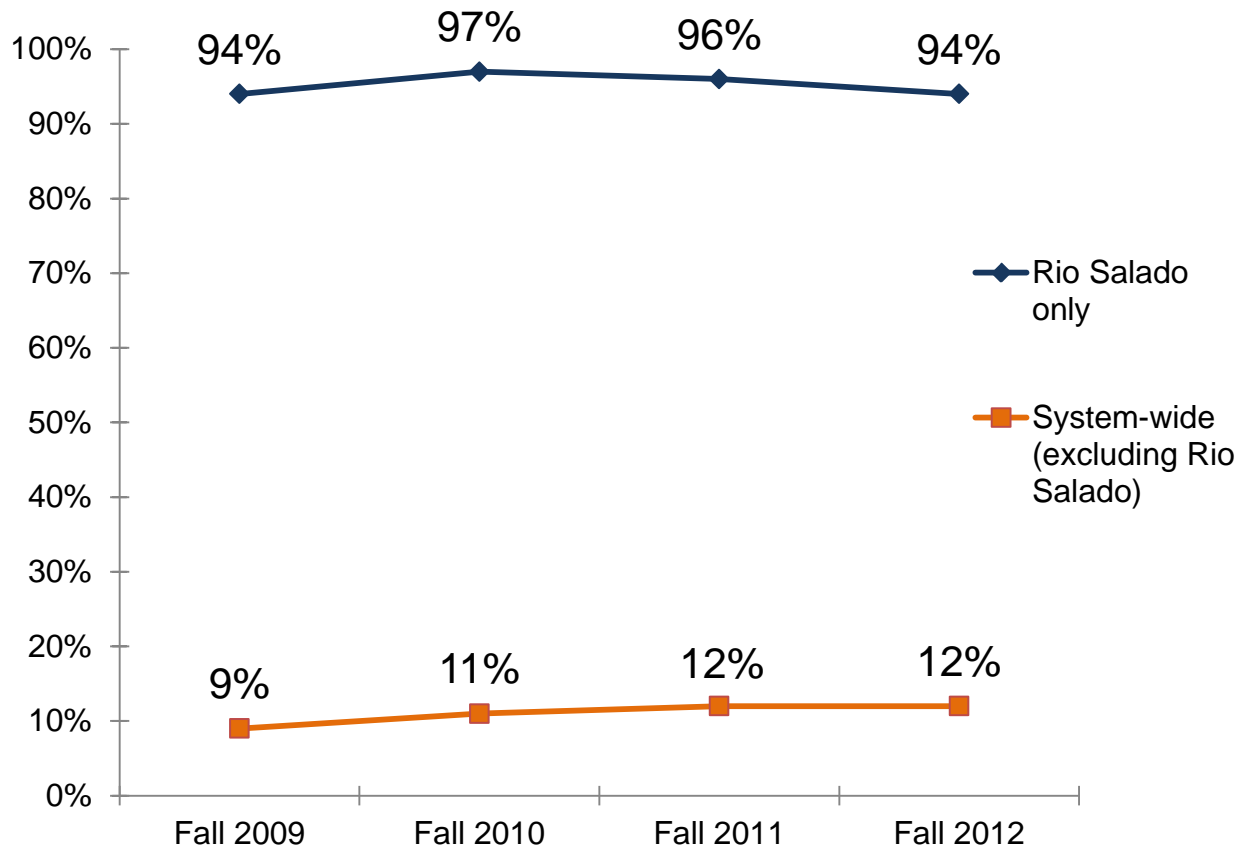|	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	Fall 11 Cohort
Non-URM	68%	64%	69%	75%
URM	61%	57%	60%	65%
Gap	-7%	-7%	-9%	-10%

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

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

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Female **Male**

| | Gap -3% | Gap -5% | Gap -2% | Gap -4% |

- 76% 73%
- 74% 69%
- 73% 71%
- 77% 73%

Fall 08 Cohort   Fall 09 Cohort   Fall 10 Cohort   Fall 11Cohort

Key Finding:
The gap increased but both groups showed improvement.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, 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.

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

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■ No Pell   ▥ Pell

Cohort	Gap
Fall 08 Cohort	Gap -4%
Fall 09 Cohort	Gap -3%
Fall 10 Cohort	Gap -6%
Fall 11 Cohort	Gap -9%

- Fall 08 Cohort: 76% / 72%
- Fall 09 Cohort: 73% / 70%
- Fall 10 Cohort: 75% / 69%
- Fall 11 Cohort: 81% / 72%

Key Finding:
Students who did not receive a Pell Grant improved more than students who received a Pell Grant over the past year.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, 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.

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

Non-URM ■   **URM** ■

	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	Fall 11 Cohort
Gap	-5%	-8%	-8%	-9%
Non-URM	77%	75%	76%	81%
URM	72%	67%	68%	72%

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

Key Finding:
Non-URM students improved more than URM students in the past year.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, 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.

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Percentage of Students Enrolled in Non-Traditional (Alternative Delivery) Developmental Courses

Key Findings:
The percentage of students in developmental education courses at Rio Salado who were enrolled in courses delivered by an alternative format decreased slightly and was at 94% in Fall 2012. The percentage for the other colleges increased slightly over the past four years to 12%.

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.

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Community Development and Civic and Global Engagement

Outcome 4

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Percentage of High School Graduates who Enroll Directly in Community College

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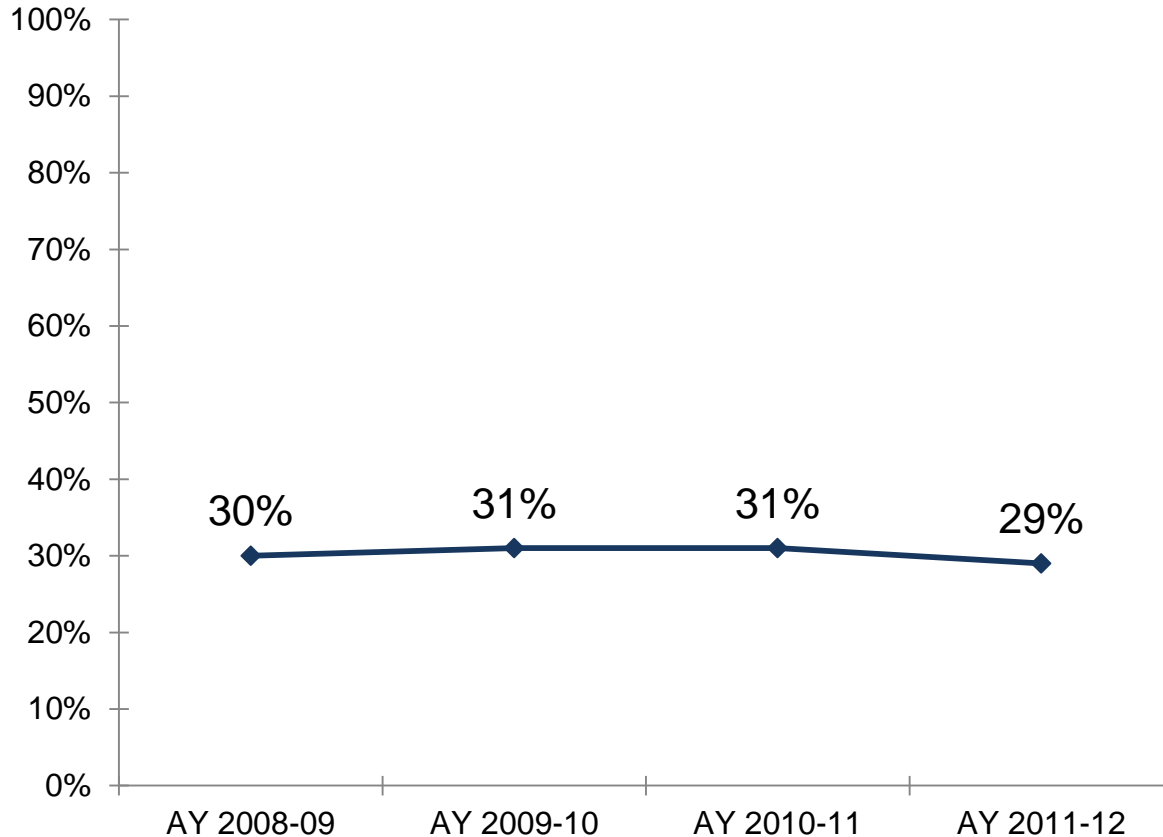
Key Finding:
The percentage of high school graduates from the MCCCD service area who enrolled at an MCCCD college the year following graduation declined slightly from 31% in AY 2010-11 to 29% in AY 2011-12.

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

Chart data points:
- AY 2008-09: 30%
- AY 2009-10: 31%
- AY 2010-11: 31%
- AY 2011-12: 29%

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Enrollment of Underserved Populations
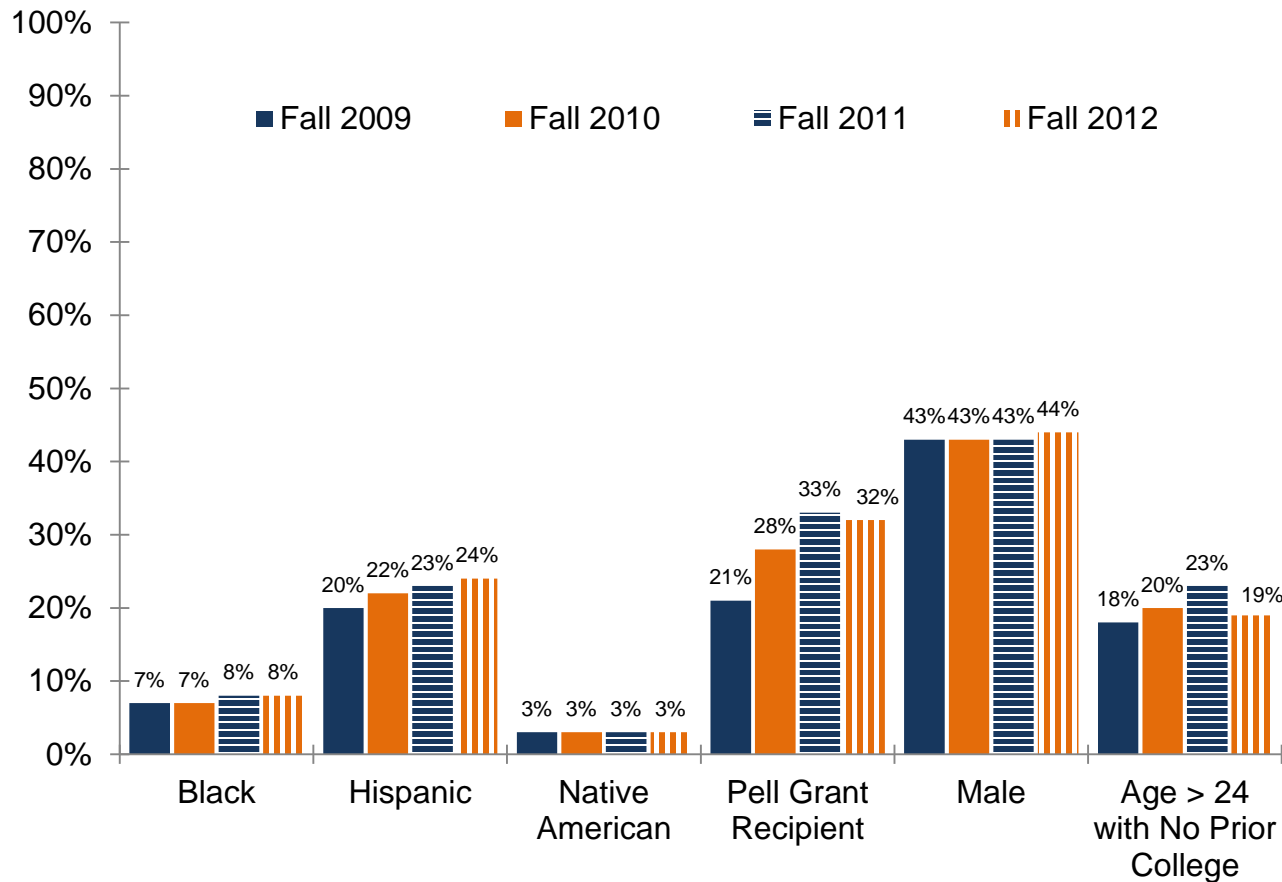
Key Finding:
In Fall 2012, MCCCD was serving higher proportions of Hispanic and male students. However, fewer students who were non-traditional (over the age of 24 with no prior college) or economically disadvantaged (Pell Grant recipients) were enrolled.

Basic Methodology:
The race/ethnicity and gender percentages were based on Fall 45th day; 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.

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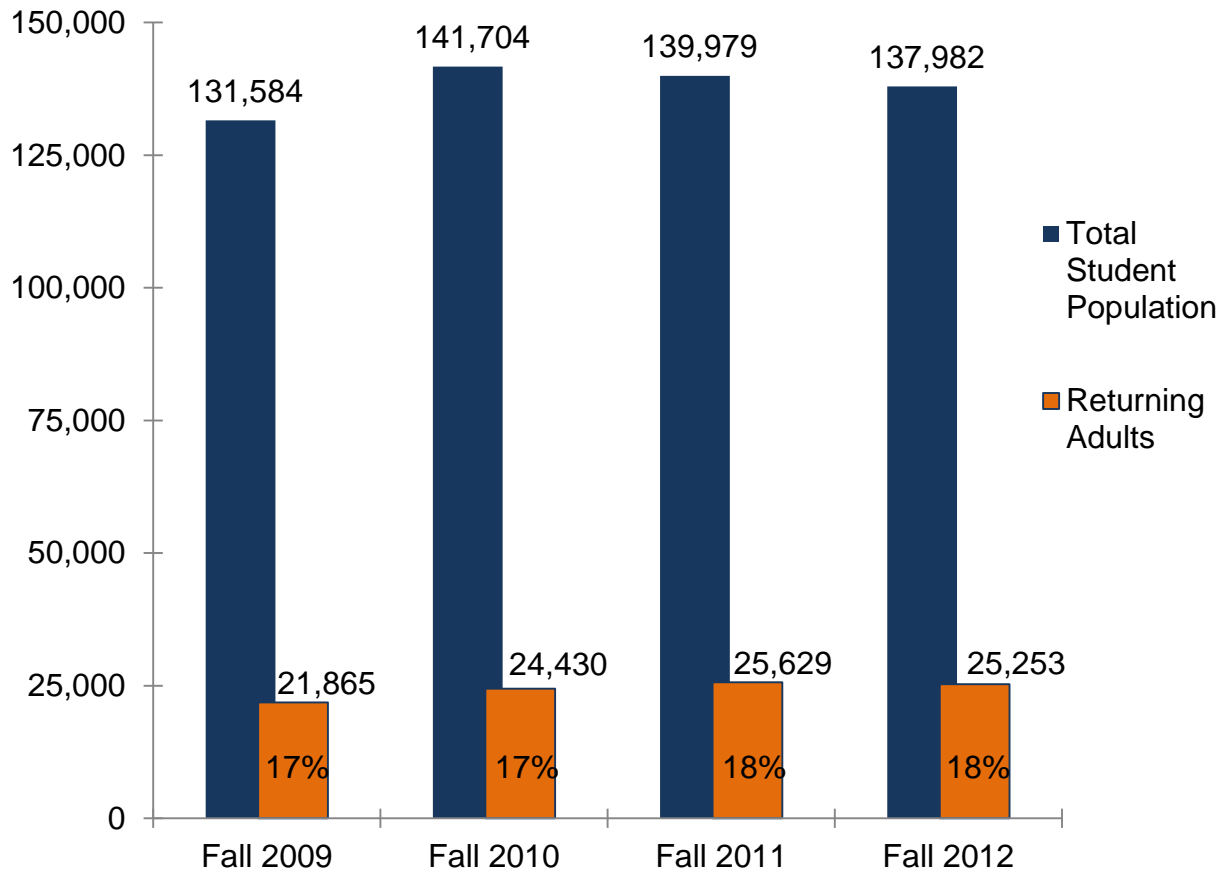
Key Finding:
The absolute number of returning adults over the age of 24 with prior college experience but no degree decreased slightly in the past year but continued to account for 18% of the total student population.

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

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Unduplicated Annual Headcount in Non-credit Courses

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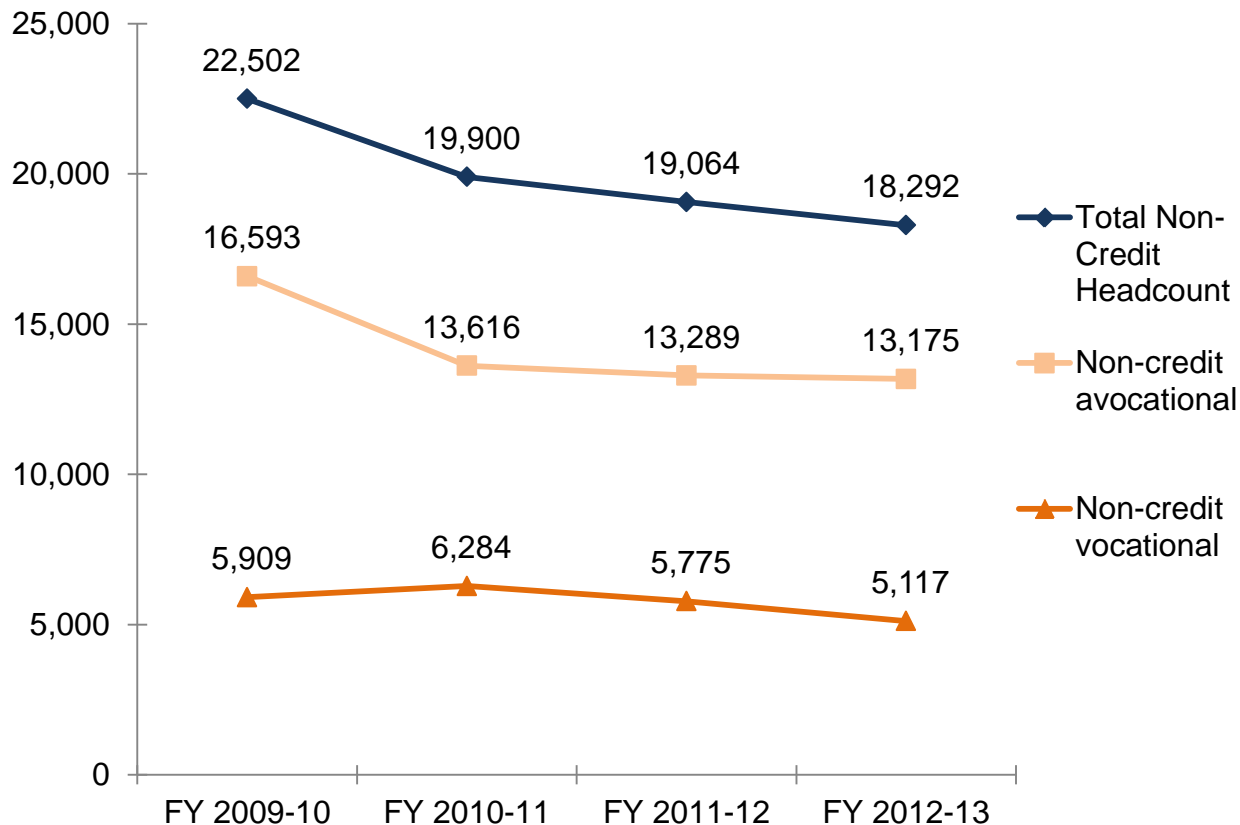
Key Finding:
Both vocational and avocational non-credit headcount continued to decline in FY2012-13.

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

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

3,165
Programs, events, and activities open
to the community
in FY 2012-13

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

1,097
Activities held on MCCCD campuses in FY 2012-13 that addressed political or global subjects

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Students Participating in Study Abroad and Service Learning Programs

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185
MCCCD students participated in study abroad programs in FY 2012-13.

6,968
MCCCD students participated in service learning opportunities in FY 2012-13.

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

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

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Survey Data and Focus Group Information

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Selected Items from the Noel-Levitz Student Satisfaction Inventory

The quality of instruction I receive in most of my classes is excellent. *
- 5.60
- 5.50

Academic support services adequately meet the needs of students. *
- 5.31
- 5.24

The college shows concern for students as individuals. *
- 5.13
- 4.95

This school does whatever it can to help me reach my educational goals. *
- 5.27
- 5.19

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

Scale: 1 2 3 4 5 6 7
Not satisfied at all — Very Satisfied
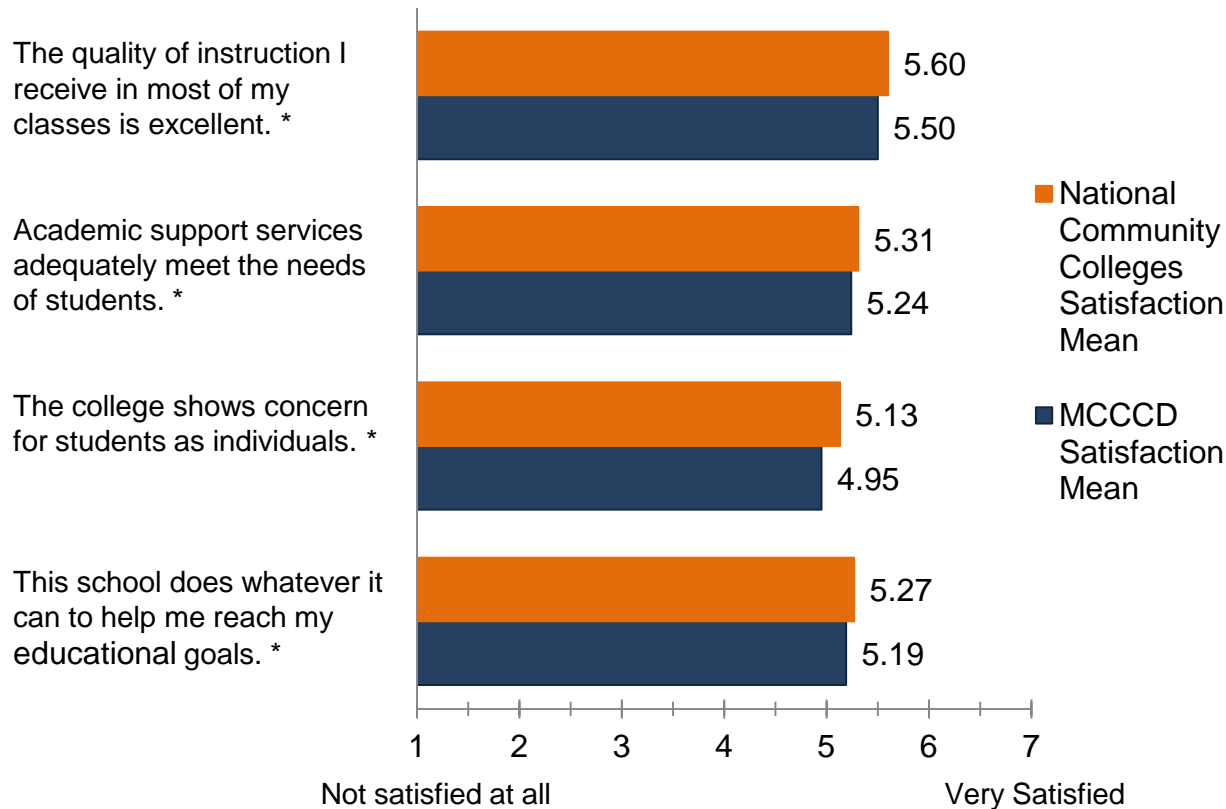
* Statistically significant difference at an alpha level of .001.

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

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

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MARICOPA COMMUNITY COLLEGES
THE COLLEGE OF YOU.

How much has your college experience contributed to your knowledge, skill and development in:
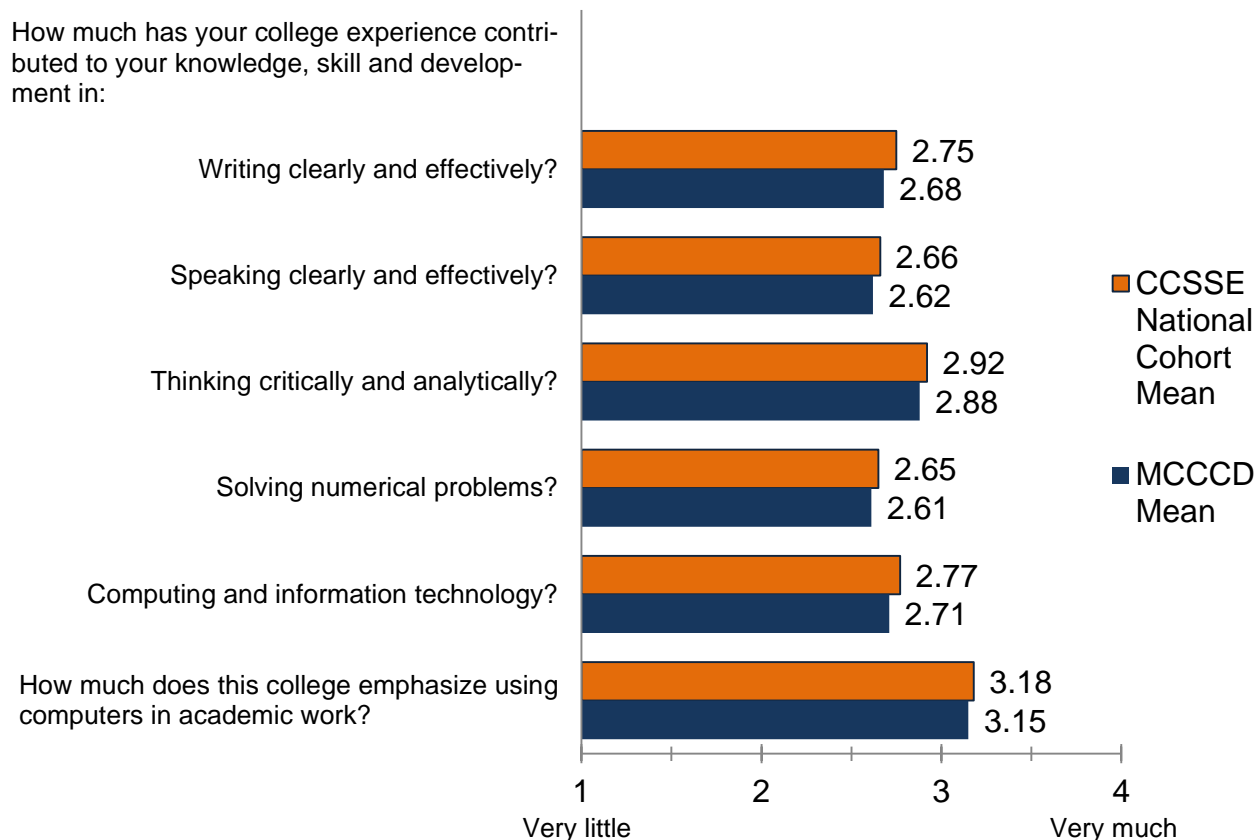
Item	CCSSE National Cohort Mean	MCCCD Mean
Writing clearly and effectively?	2.75	2.68
Speaking clearly and effectively?	2.66	2.62
Thinking critically and analytically?	2.92	2.88
Solving numerical problems?	2.65	2.61
Computing and information technology?	2.77	2.71
How much does this college emphasize using computers in academic work?	3.18	3.15

1 Very little — 2 — 3 — 4 Very much

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

Key Finding:
The mean responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.
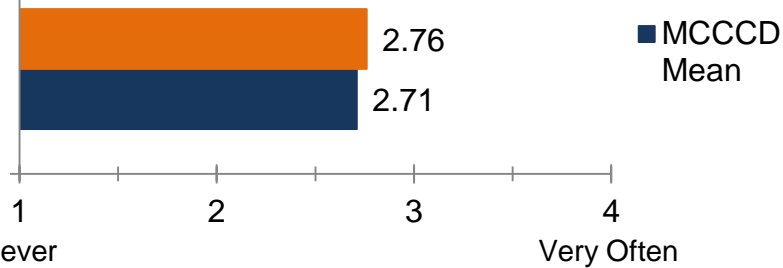
Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,100 students in Spring 2011. This survey is scheduled to be administered again in Spring 2014.

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MARICOPA COMMUNITY COLLEGES

THE COLLEGE OF YOU.

How often do you use transfer credit assistance? (n = 4,638)

1.52
1.51

1	2	3
Rarely, never	Sometimes	Often

CCSSE National Cohort Mean

MCCCD Mean
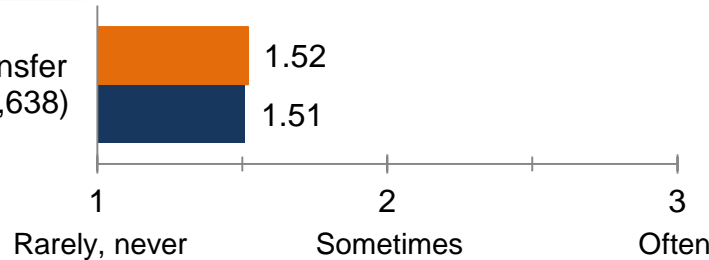
How satisfied are you with transfer credit assistance? (n = 3,296)

2.07
2.06
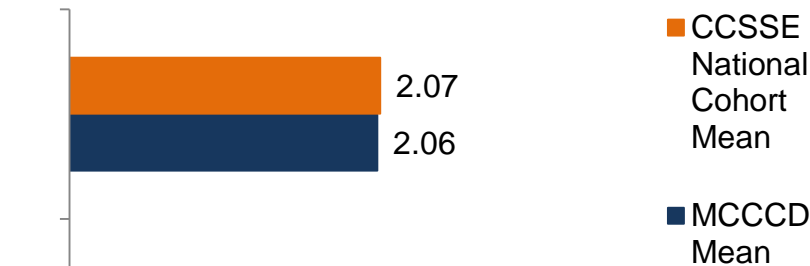
How important is transfer credit assistance to you at this college? (n = 6,522)
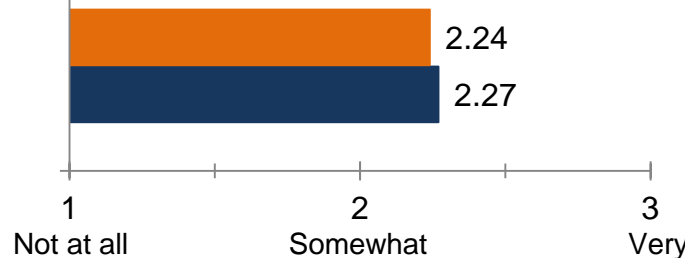
2.24
2.27

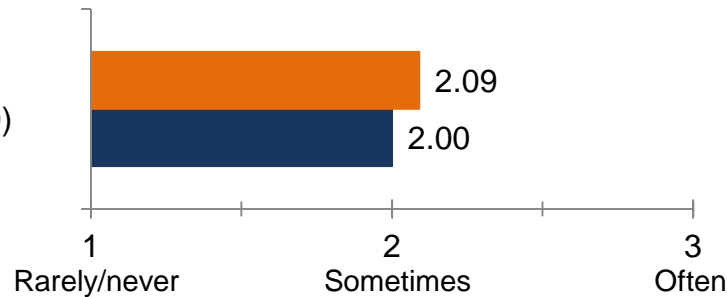| 1	2	3
Not at all	Somewhat	Very

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

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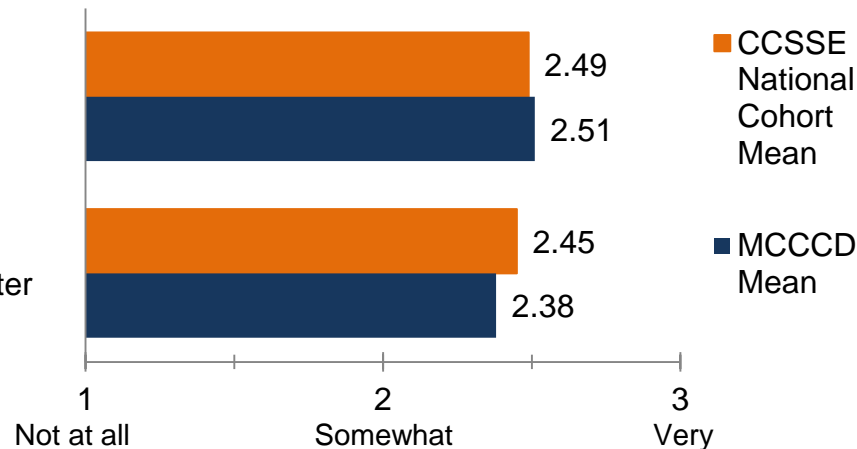The mean (average) responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means. The number of responses to each item (n) is provided in the chart at left.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,100 students in Spring 2011. This survey is scheduled to be administered again in Spring 2014.

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MARICOPA COMMUNITY COLLEGES

THE COLLEGE OF YOU.

How often have you used Internet or instant messaging for assignments?
- CCSSE National Cohort Mean: 2.97
- MCCCD Mean: 2.97
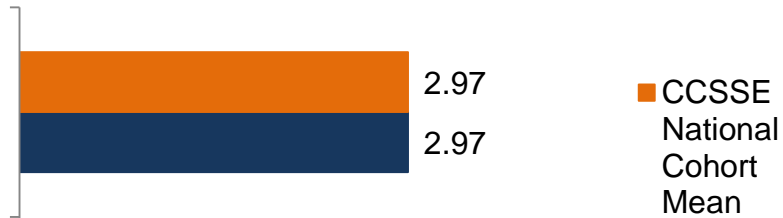
How often have you used email to communicate with an instructor?
- CCSSE National Cohort Mean: 2.76
- MCCCD Mean: 2.71

1 Never — 2 — 3 — 4 Very Often

- CCSSE National Cohort Mean
- MCCCD Mean

How much does this college emphasize using computers in academic work?
- CCSSE National Cohort Mean: 3.18
- MCCCD Mean: 3.15

1 Very little — 2 — 3 — 4 Very Much

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

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,100 students in Spring 2011. This survey is scheduled to be administered again in Spring 2014.

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

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MARICOPA COMMUNITY COLLEGES

THE COLLEGE OF YOU.

How often do you use computer labs? (n = 5,929)
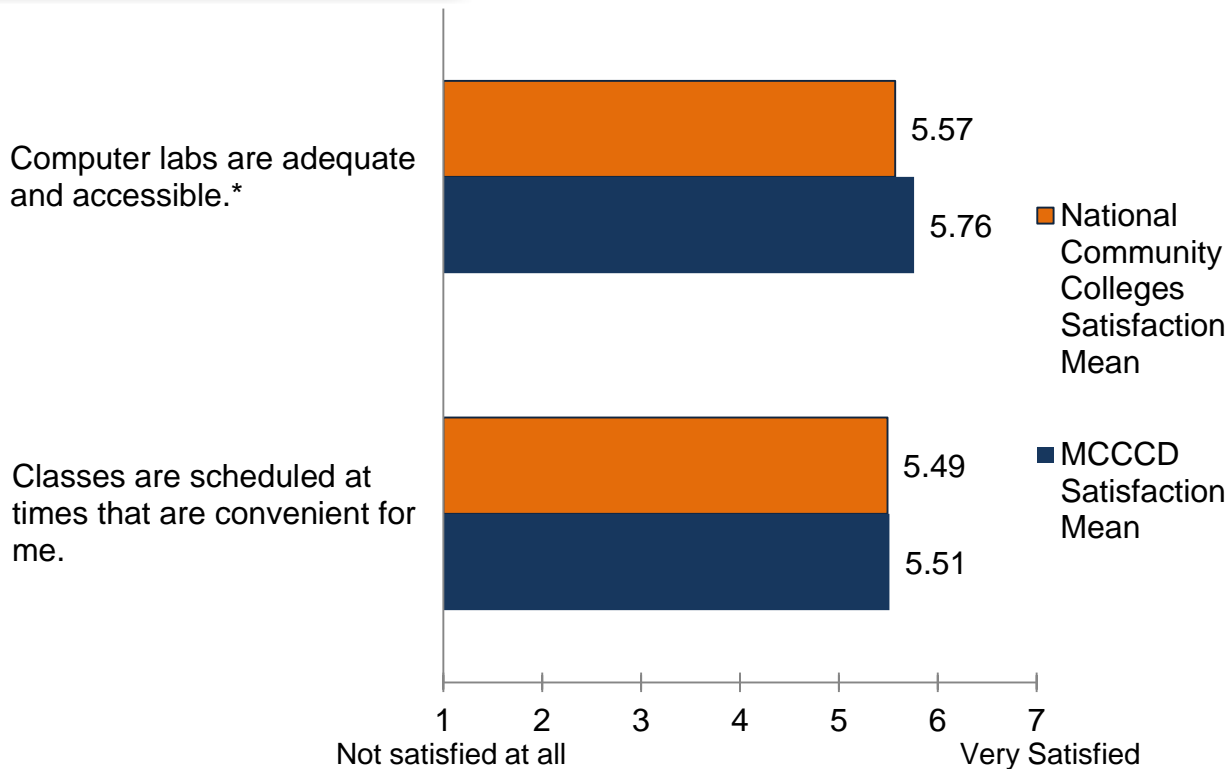
2.09
2.00

1 — Rarely/never
2 — Sometimes
3 — Often

How satisfied are you with the computer labs? (n = 5,070)

2.49
2.51

■ CCSSE National Cohort Mean

How important are computer labs to you? (n = 6,548)
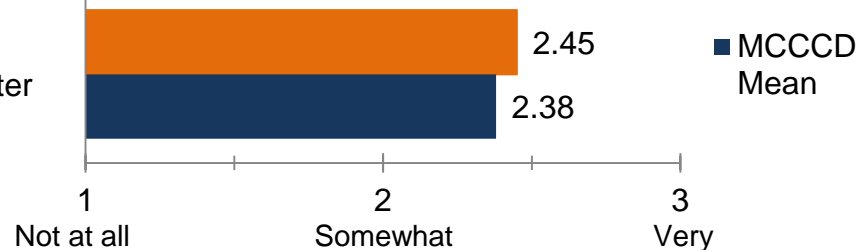
2.45
2.38

■ MCCCD Mean

1 — Not at all
2 — Somewhat
3 — Very

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

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

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,100 students in Spring 2011. This survey is scheduled to be administered again in Spring 2014.

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Selected Survey Items on Information Technology Usage and Resources (cont.)

Computer labs are adequate and accessible.*

5.57 — National Community Colleges Satisfaction Mean
5.76 — MCCCD Satisfaction Mean

Classes are scheduled at times that are convenient for me.

5.49
5.51

1 — Not satisfied at all ... 7 — Very Satisfied

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

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

* 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.

MARICOPA COMMUNITY COLLEGES

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How many of your instructors effectively use technology to support your academic success? (Percent who responded "All" or "Most")
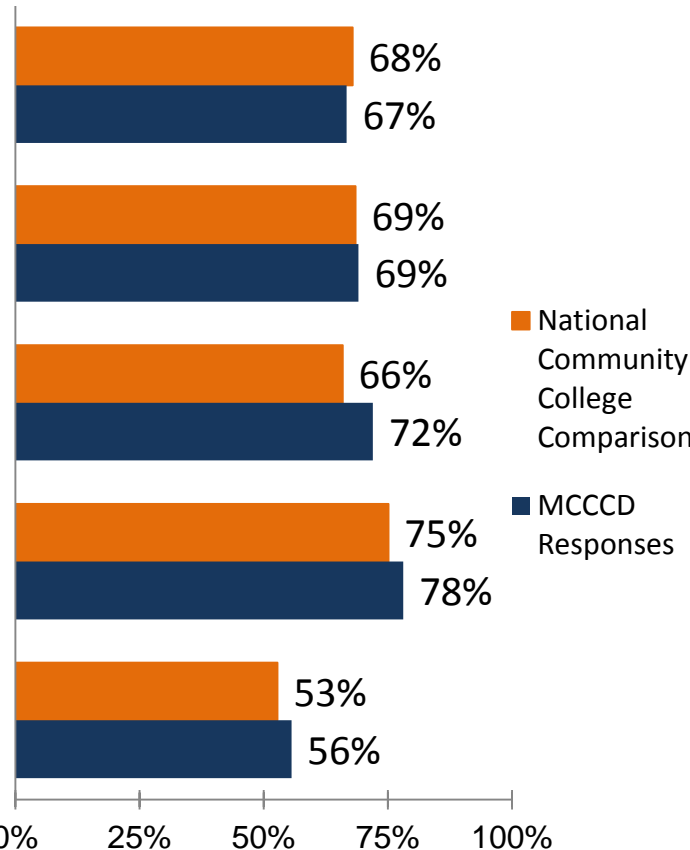
How many of your instructors have adequate technical skills for carrying out course instruction? (Percent who responded "All" or "Most")

How important is the course or learning management system to achieving your academic success? (Percent who responded "Extremely Important" or "Very Important")*

Technology helps me achieve my academic outcomes. (Percent who "Strongly Agree" or "Agree.")*

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

Chart data:

Survey Item	National Community College Comparison	MCCCD Responses
Instructors effectively use technology	68%	67%
Instructors have adequate technical skills	69%	69%
Importance of learning management system	66%	72%
Technology helps achieve academic outcomes	75%	78%
More actively involved in courses using technology	53%	56%

Legend:
- ■ National Community College Comparison
- ■ MCCCD Responses

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

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

Key Findings:
- More than two-thirds of MCCCD students were positive about their instructors' technical skills in, and effective use of, technology.
- Approximately three-quarters of the MCCCD students indicated that technology helped them achieve their academic outcomes.

Basic Methodology:
The Educause Center for Applied Research (ECAR) student information technology survey was administered in Spring 2013 at eight of the MCCCD colleges (CG, EM, MC, PV, PC, RS, SC, and SM). Survey responses from approximately 18,000 community college students from around the nation serve as a comparison. Valid responses were obtained from 742 MCCCD students. This survey was designed as a 4-point Likert scale for the first two items and a 5-point Likert scale with an additional "Did not use in the past year" response option for the third item and a "Don't Know" response option for the fourth and fifth items.

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Selected Community Service and Awareness Items on the Community College Survey of Student Engagement

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■ CCSSE National Cohort Mean ■ MCCCD Mean

How often have you participated in a community-based project as part of a regular course? (n = 7,122)

- 1.32
- 1.31

1 Never — 2 — 3 — 4 Very Often
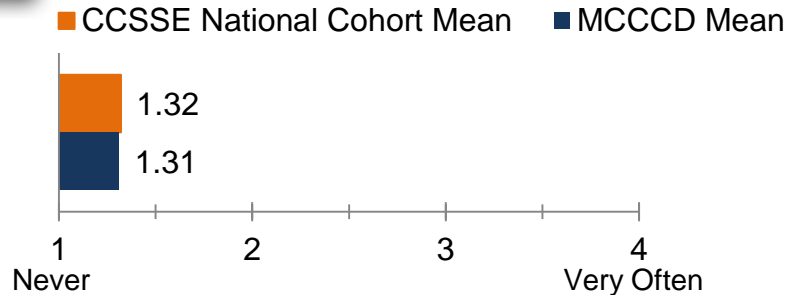
The college encourages students to volunteer in community service in their communities. (n = 5,666)

- 2.60

1 Strongly Disagree — 2 — 3 — 4 Strongly Agree
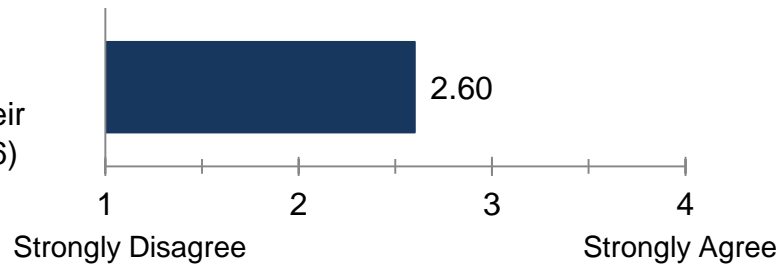
The college encourages contact among students from different economic, social, and racial or ethnic backgrounds. (n = 7,040)
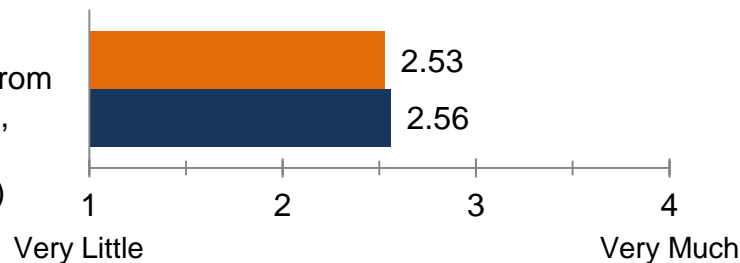
- 2.53
- 2.56

1 Very Little — 2 — 3 — 4 Very Much

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

Key Finding:
The mean (average) responses of MCCCD students to the first and last items at left were not deemed by CCSSE to be substantially different from the CCSSE national means. The middle item was an MCCCD custom question which has no national mean comparison.
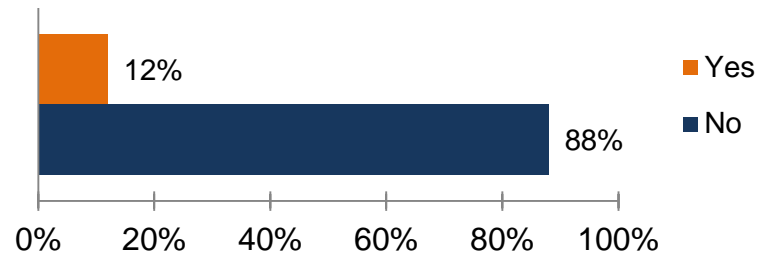
Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,100 students in Spring 2011. This survey is scheduled to be administered again in Spring 2014.

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MARICOPA COMMUNITY COLLEGES

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The faculty provide ample opportunities and support to volunteer in community service. (The scale on this item was 1 to 4, but also included a 0-weight N/A response. Of the 5,700 students who res-ponded to this question, 1,043 selected N/A.)

2.60

| 1 | 2 | 3 | 4 |

Strongly Disagree   Strongly Agree
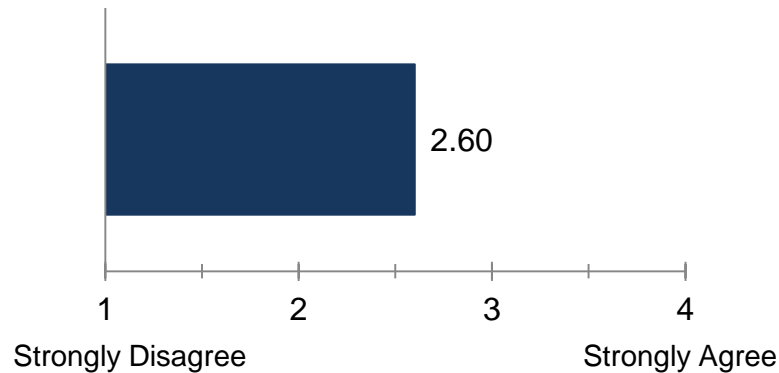
Have you volunteered in community service programs at your college in the last year? (n = 5,304)

12%

88%

■ Yes
■ No

0%   20%   40%   60%   80%   100%

Key Finding:
Both of the items at left were MCCCD custom questions on the CCSSE. As a result, national cohort comparisons were not available. The responses from this page and the prior page suggest that faculty provided opportunities and the colleges encouraged students to volunteer in community service, but relatively few students over the past year volunteered to participate in such service at their college.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,100 students in Spring 2011. This survey is scheduled to be administered again in Spring 2014.
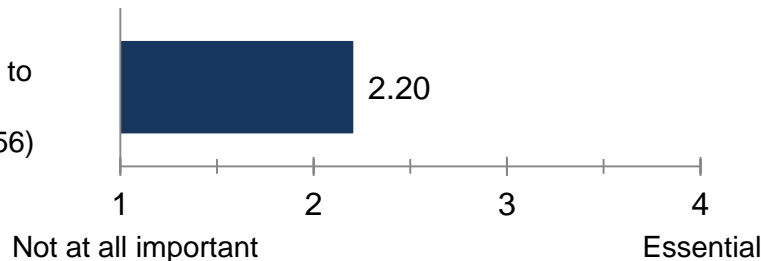
*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.

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MARICOPA COMMUNITY COLLEGES

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Legend: ■ CCSSE National Cohort Mean ■ MCCCD Mean

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 = 7,130)

- CCSSE National Cohort Mean: 2.04
- MCCCD Mean: 2.02

Scale: 1 (Very Little) — 2 — 3 — 4 (Very Much)
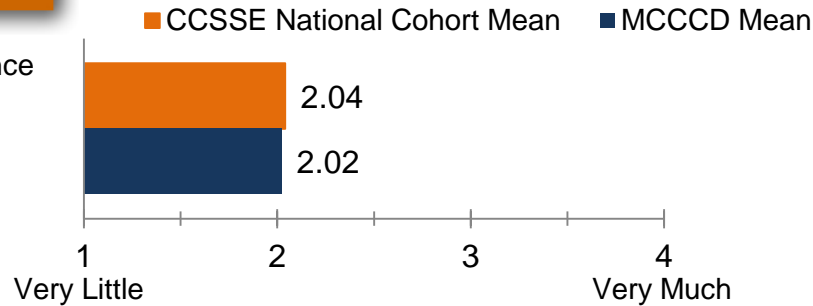
How important to you is it to volunteer in a community service project? (n = 5,656)

- MCCCD Mean: 2.20

Scale: 1 (Not at all important) — 2 — 3 — 4 (Essential)

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 = 6,960)
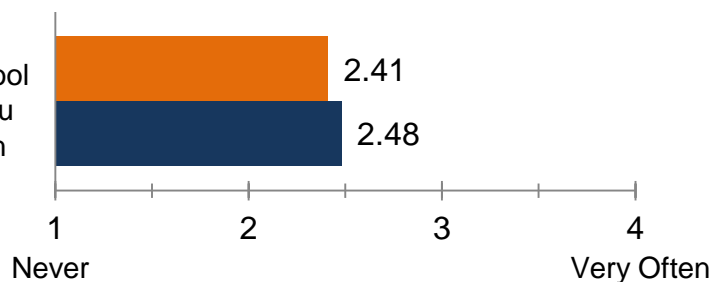
- CCSSE National Cohort Mean: 2.41
- MCCCD Mean: 2.48

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

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

Key Finding:
The mean (average) responses of MCCCD students to the first and last items at left were not deemed by CCSSE to be substantially different from the CCSSE national means. The middle item was an MCCCD custom question so no mean comparisons were available.

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,100 students in Spring 2011. This survey is scheduled to be administered again in Spring 2014.

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