MCCCD 2012 Monitoring Report
Governing Board Outcomes and Metrics

November, 2012

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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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- In 2011-12, MCCCD progressed toward the completion goal of 50% more awards from 2008-09 to 2019-20.
- In order to meet the 2020 completion goal MCCCD will need to increase awards by an annual compounded rate of approximately 1.95%.
- In 2011-12, 55.9% of all awards earned were Associate degrees.

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.

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University Transfer Education and General Education

Outcome 1

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College-Level Course Success Rate
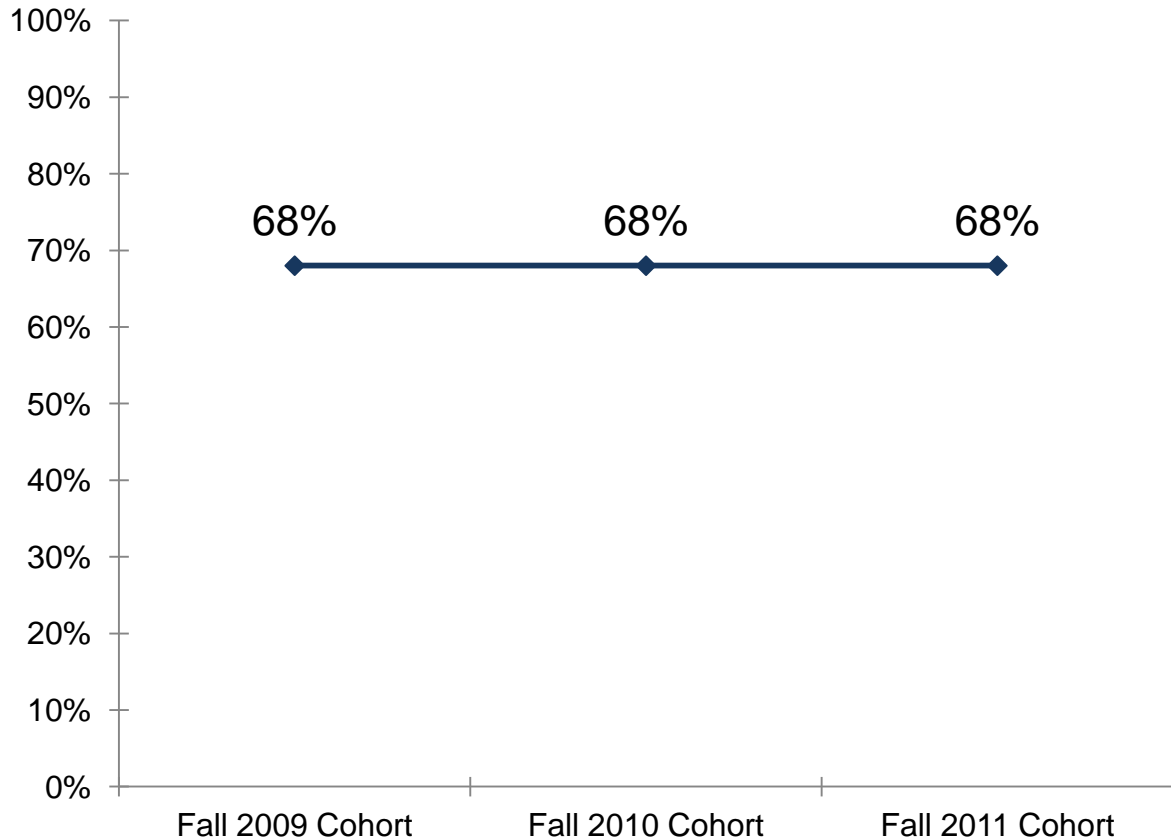
Key Finding:
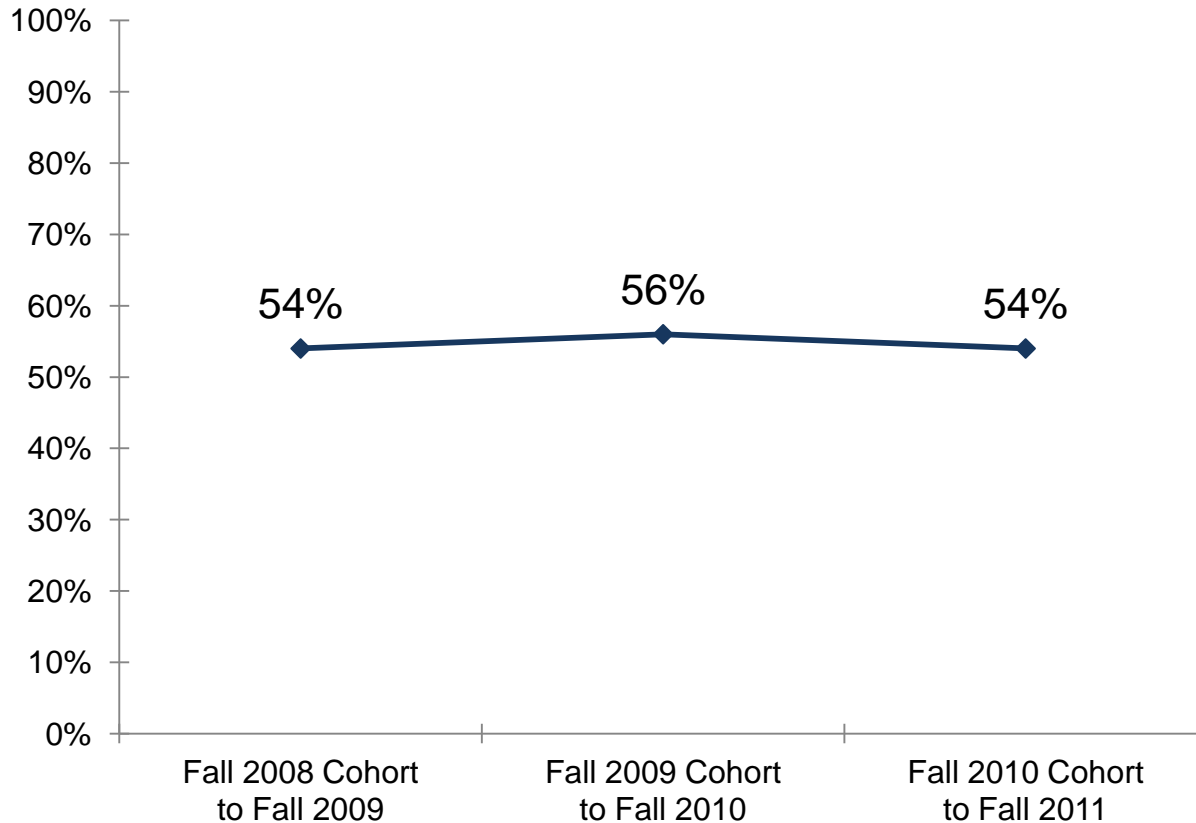The college-level course success rate has held constant over the past three years.

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.

Chart: College-Level Course Success Rate

- Fall 2009 Cohort: 68%
- Fall 2010 Cohort: 68%
- Fall 2011 Cohort: 68%

(Y-axis: 0% to 100%)

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Fall-to-Fall Retention Rate

Key Finding:
The Fall-to-Fall retention rate peaked at 56% for the Fall 2009 cohort.

54%   56%   54%

Fall 2008 Cohort to Fall 2009

Fall 2009 Cohort to Fall 2010

Fall 2010 Cohort to Fall 2011

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.
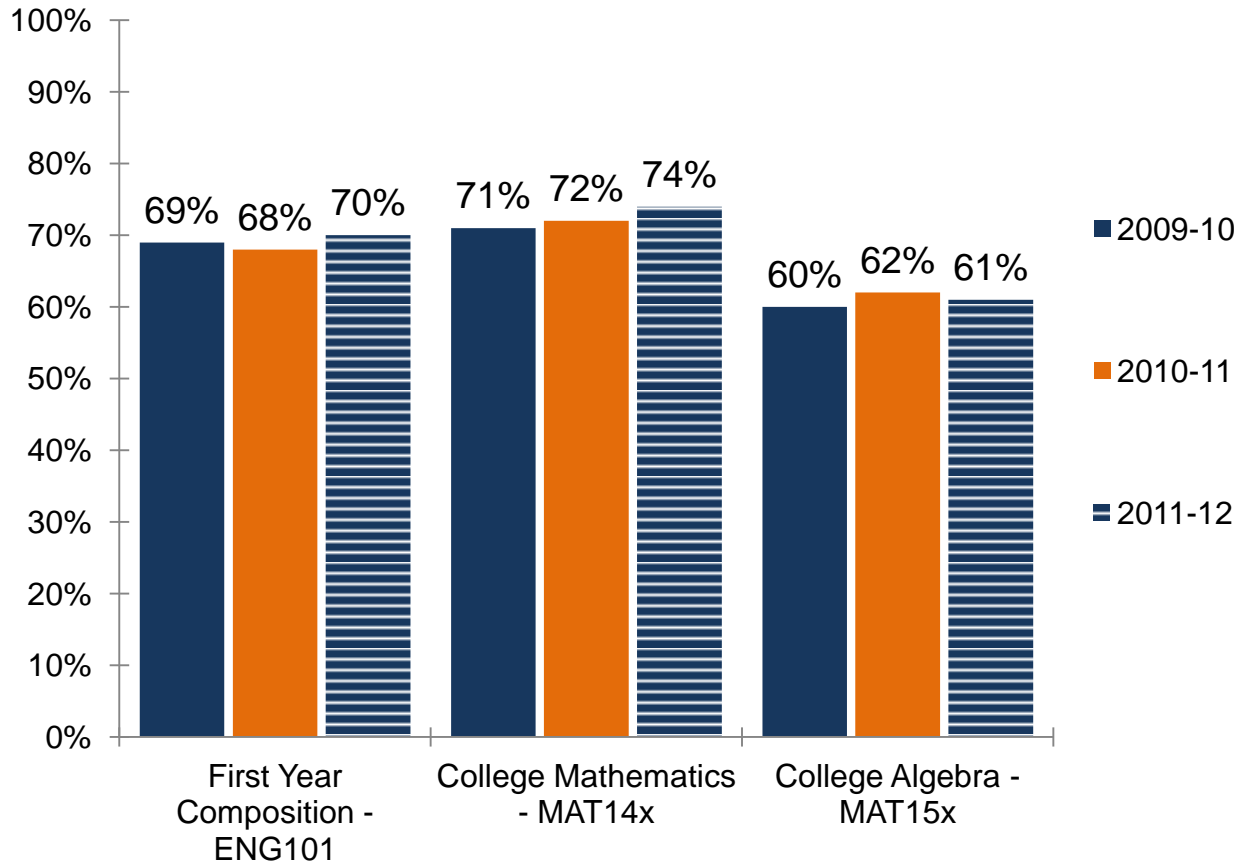
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Graduation Rate within 6 Years (Degree and Certificate)
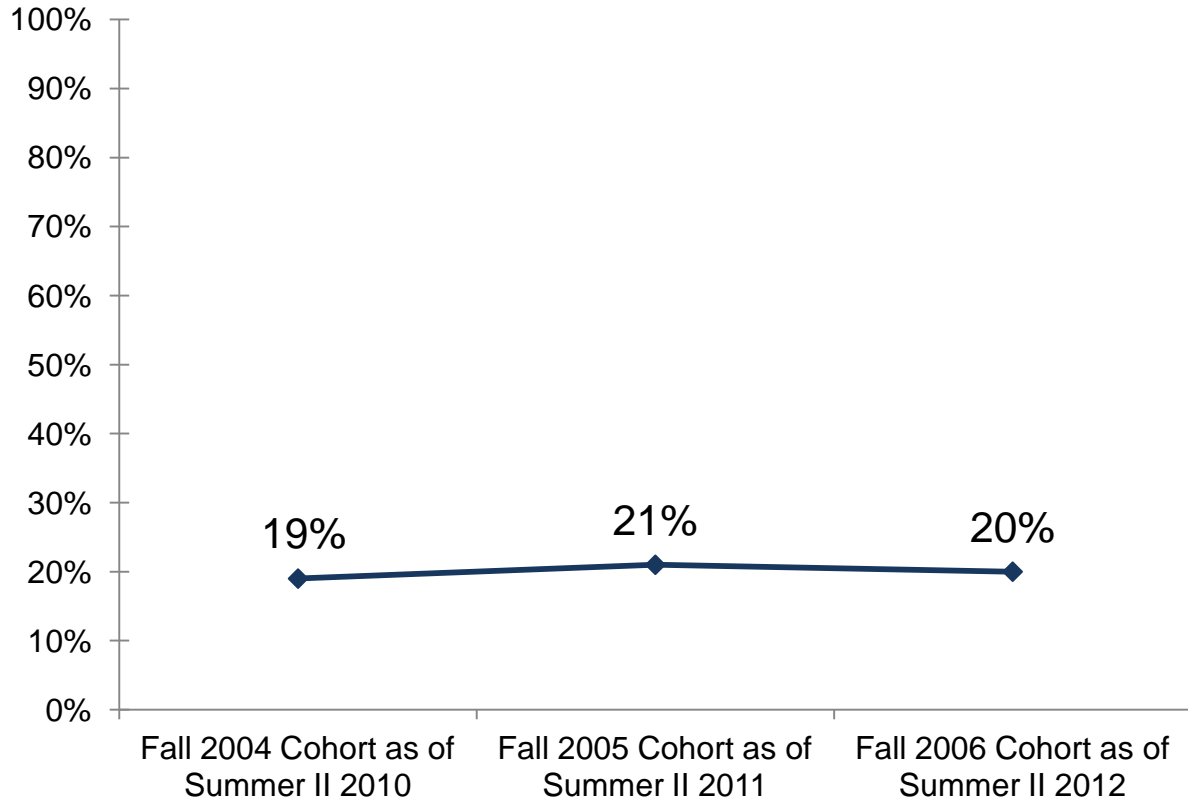
Key Finding: System-wide, the six-year graduation rate varied little over the past three years.

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

Chart showing graduation rates:
- Fall 2004 Cohort as of Summer II 2010: 19%
- Fall 2005 Cohort as of Summer II 2011: 21%
- Fall 2006 Cohort as of Summer II 2012: 20%

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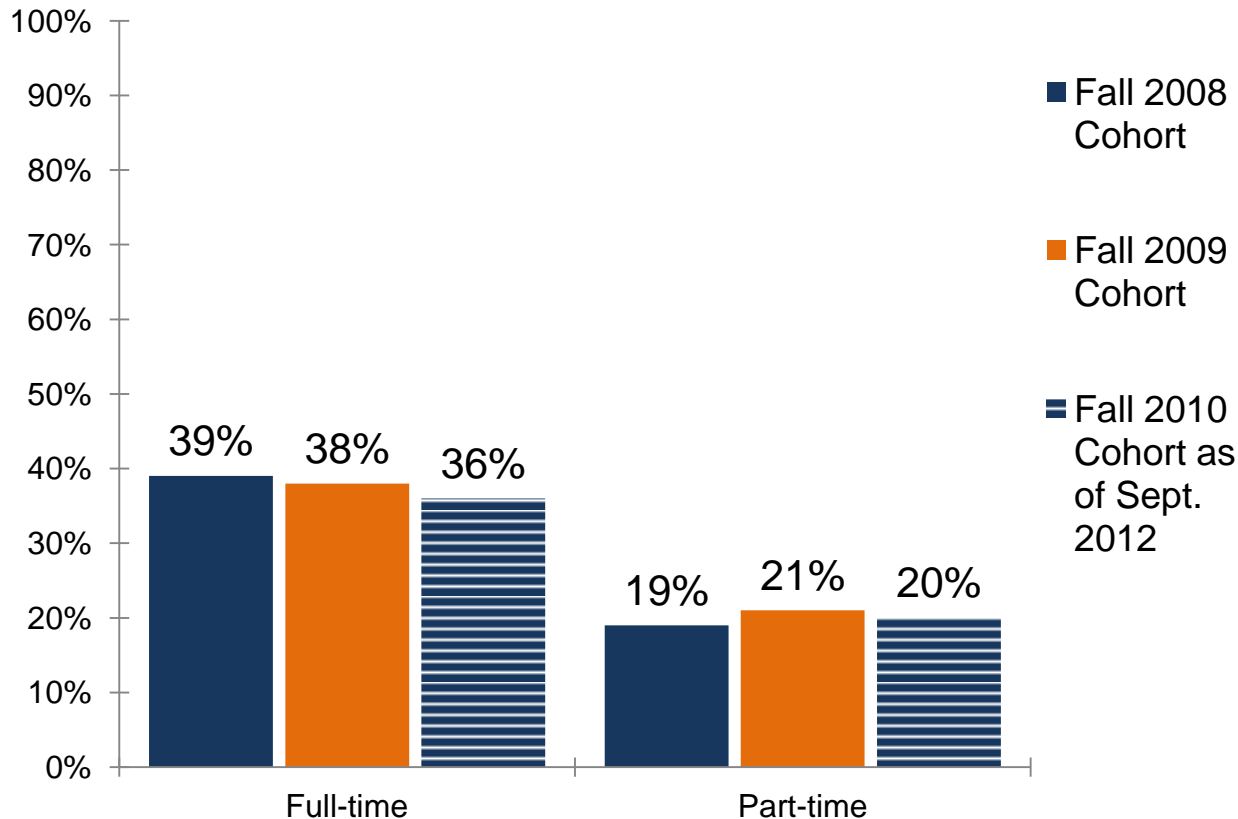
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College-Level Math and English Course Success Rate

Key Finding: Success rates in college math courses (MAT 14x) trended upward over the past three years.

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.

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

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Percent of Learners Achieving Credit Hour Thresholds within 2 years

Key Finding:
The percent of full-time students who successfully completed 42 credit hours within the first two years declined slightly over the past three years.

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.

Legend:
- Fall 2008 Cohort
- Fall 2009 Cohort
- Fall 2010 Cohort as of Sept. 2012

Full-time:
- 39%
- 38%
- 36%

Part-time:
- 19%
- 21%
- 20%

Note: The credit hour accumulation for students in the 2008 and 2009 Fall cohorts were calculated in January two years later. The credit accumulation for the Fall 2010 cohort was as of September, 2012, resulting in a shorter time-frame for these students to accumulate credit.
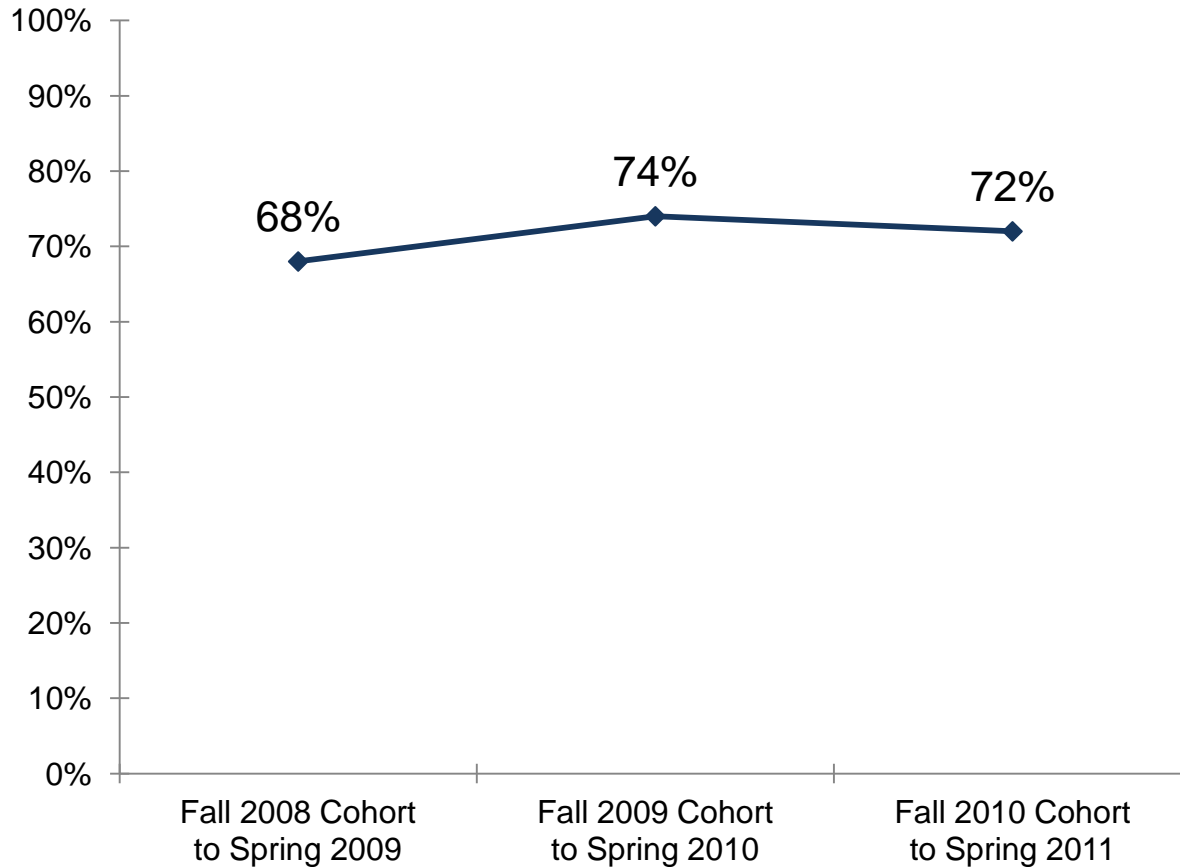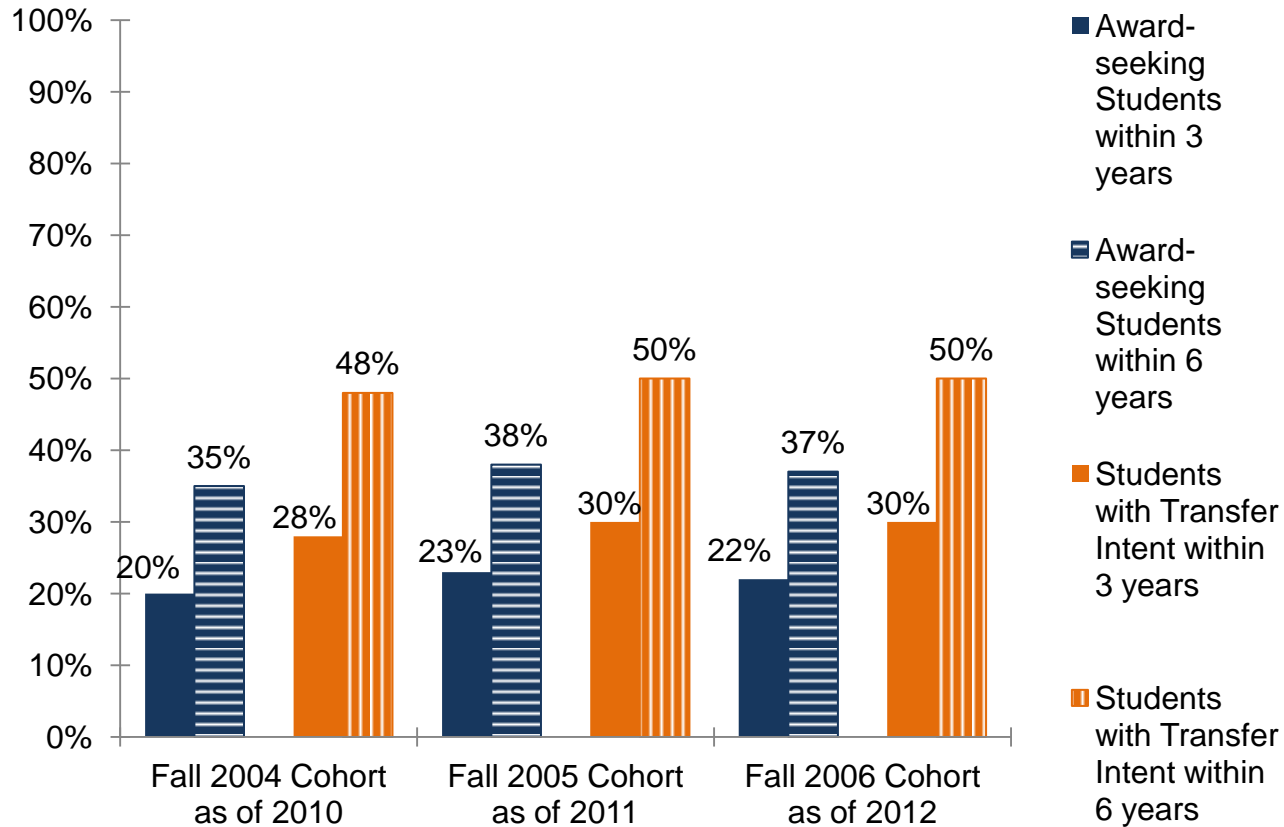
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Semester-to-Semester Retention Rate

Key Finding:
The Semester-to-Semester retention rate peaked at 74% for the Fall 2009 cohort.

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

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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: 20%, 35%, 28%, 48%
Fall 2005 Cohort as of 2011: 23%, 38%, 30%, 50%
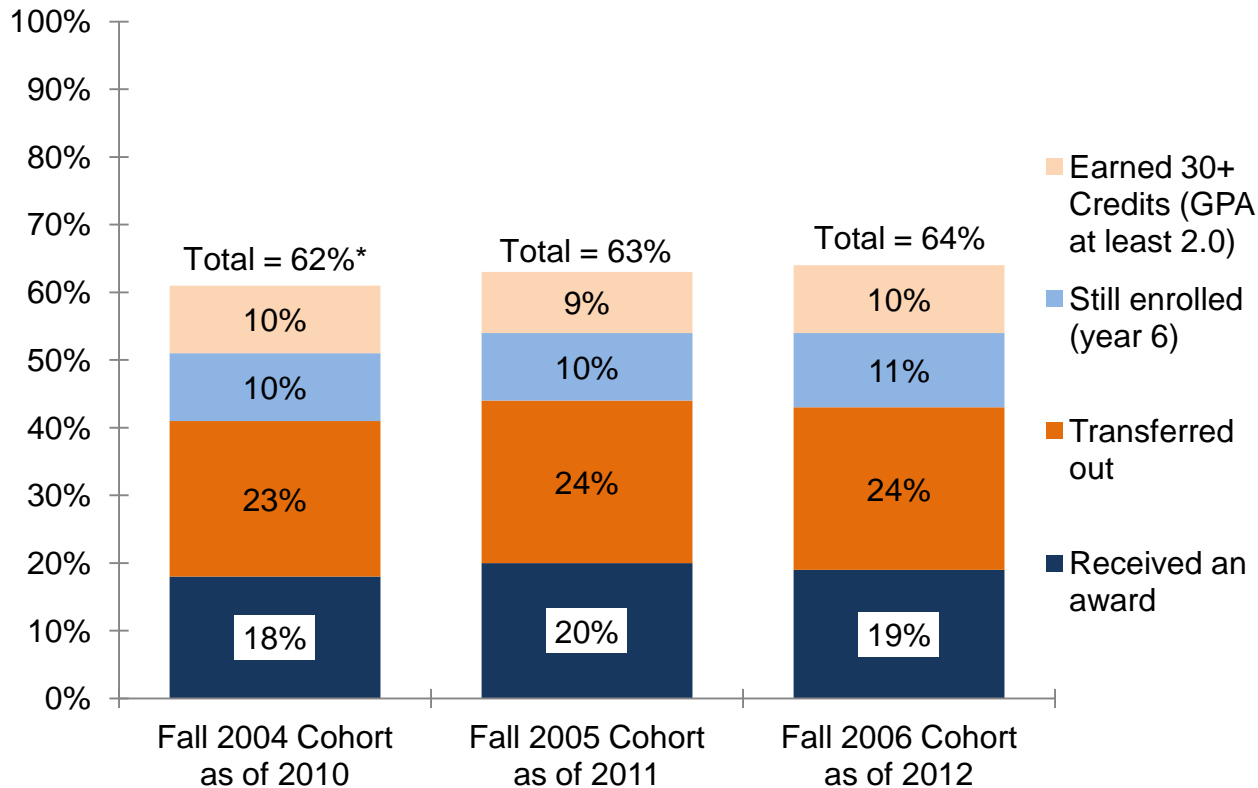Fall 2006 Cohort as of 2012: 22%, 37%, 30%, 50%

Key Findings:
- A greater proportion of students with a transfer intent achieved a successful outcome (defined as completing an award or transferring) than students with a degree intent.
- Although not charted here, slightly more than half of total successful achievement for both types of students was accomplished within the first three years.

Basic Methodology:
Percentage of new students in the Fall term with an original intent to seek an award or to transfer who received an award and/or transfer by the end of the Summer II terms three and six years later. (The students with successful achievement within 3 years were also included in the achievement within 6 years.)

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Percent of Students Achieving a Successful Outcome within 6 Years

Key Finding:
The percent of students achieving a successful outcome within six years increased from 62% to 64% over the past three years.
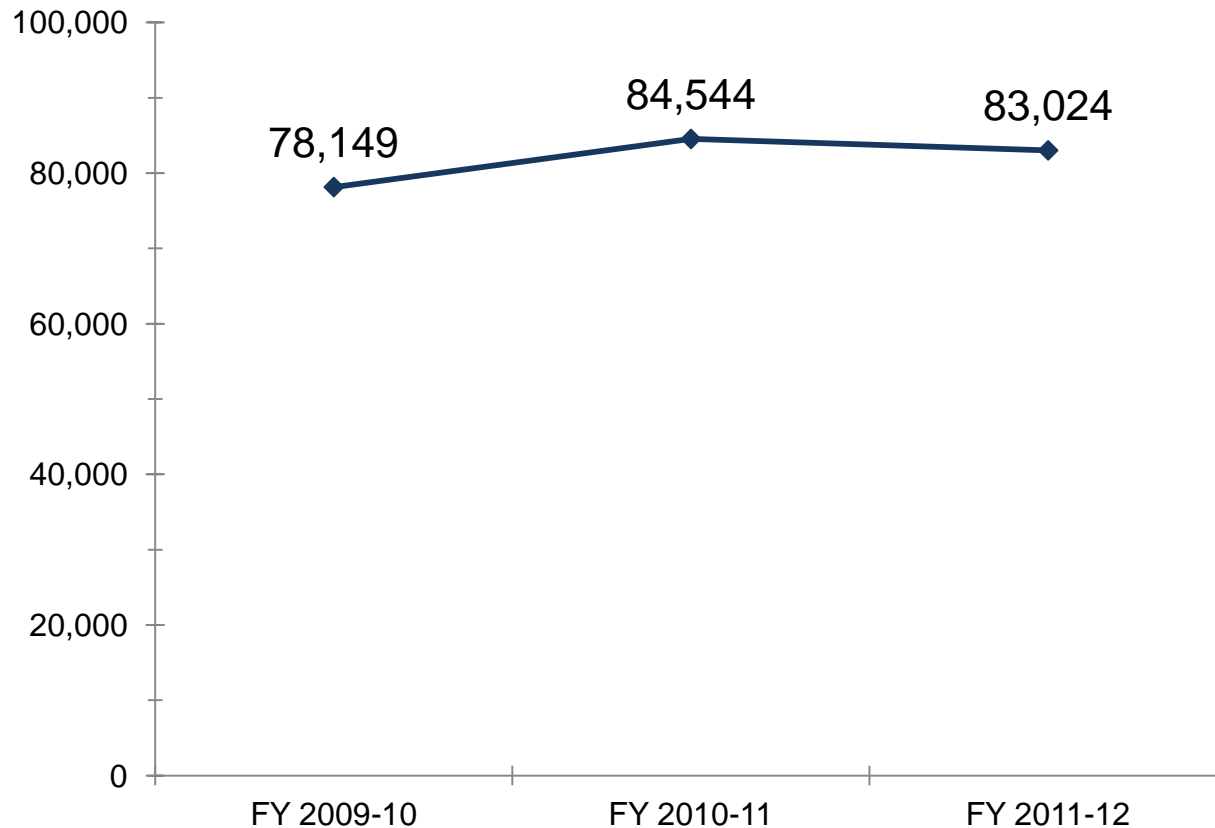
Basic Methodology:
Percentage of the new student cohort with a degree/certificate or transfer intent who achieved a successful outcome:
- Received an award (degree/certificate);
- Transferred to another university/college (outside of the MCCCD system);
- Still enrolled at MCCCD in year 6; or
- No longer 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).
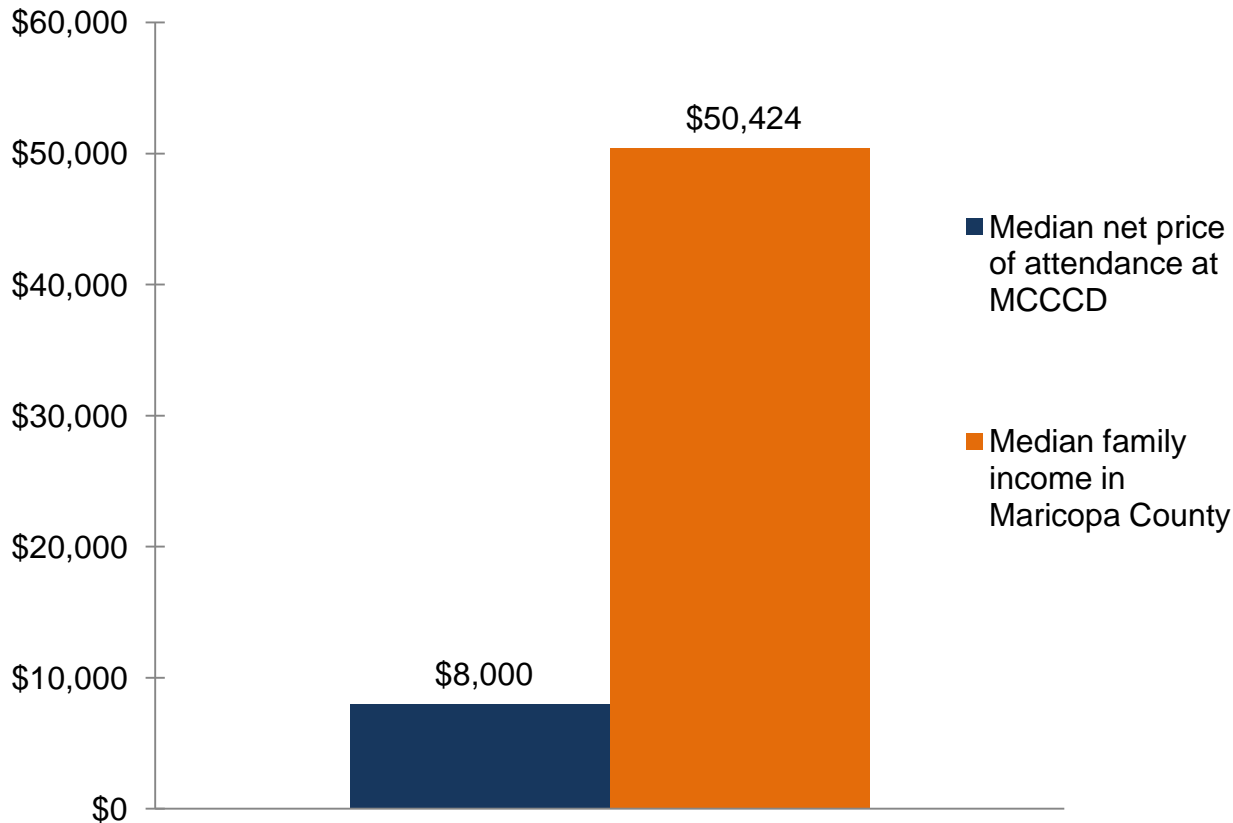
Chart legend:
- Earned 30+ Credits (GPA at least 2.0)
- Still enrolled (year 6)
- Transferred out
- Received an award

Fall 2004 Cohort as of 2010 — Total = 62%*
- Earned 30+ Credits: 10%
- Still enrolled: 10%
- Transferred out: 23%
- Received an award: 18%

Fall 2005 Cohort as of 2011 — Total = 63%
- Earned 30+ Credits: 9%
- Still enrolled: 10%
- Transferred out: 24%
- Received an award: 20%

Fall 2006 Cohort as of 2012 — Total = 64%
- Earned 30+ Credits: 10%
- Still enrolled: 11%
- Transferred out: 24%
- Received an award: 19%

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

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

Key Finding:
FTSE grew by 8% from FY 2009-10 to FY 2010-11, but declined approximately 1.6% in FY 2011-12.

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

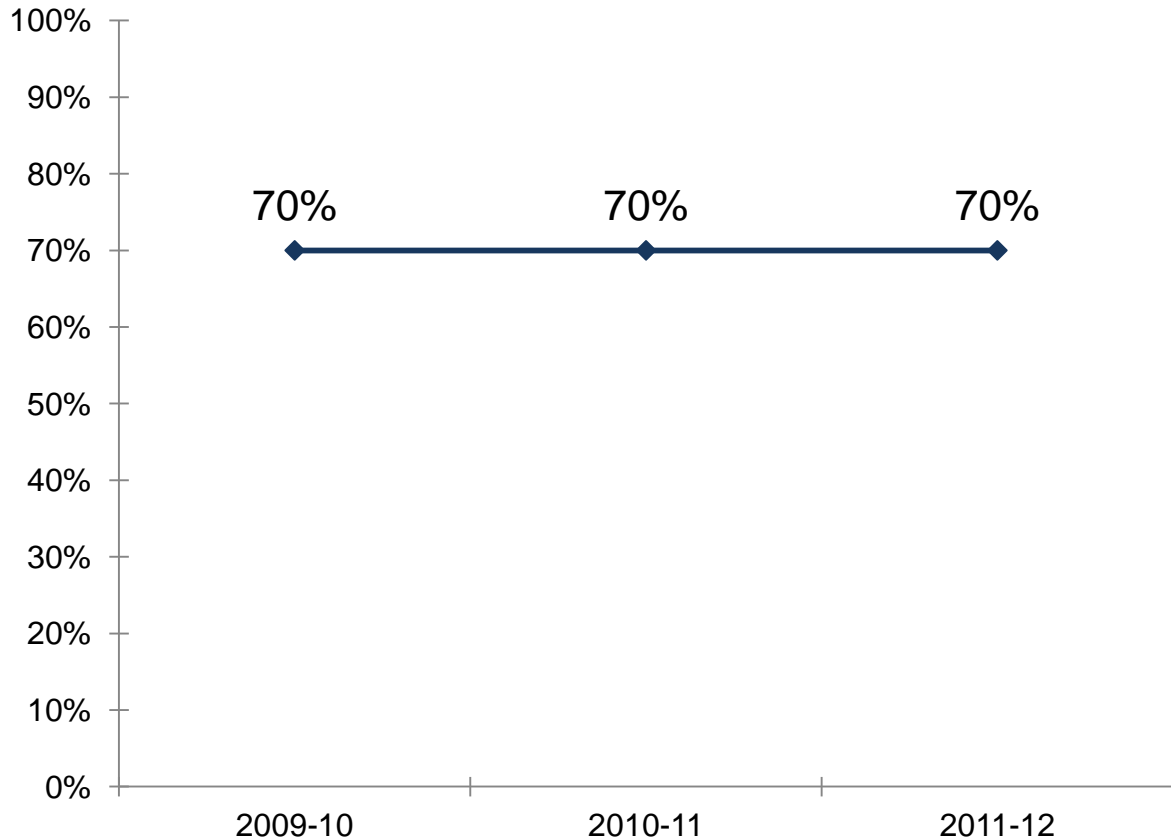Chandler·Gilbert · Estrella Mountain · GateWay · Glendale · Mesa · Paradise Valley · Phoenix
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Cost of Attendance

Key Finding:
At just over $8,000 per year, the median net price of attendance at MCCCD was 15% of the county's median household income, making MCCCD 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
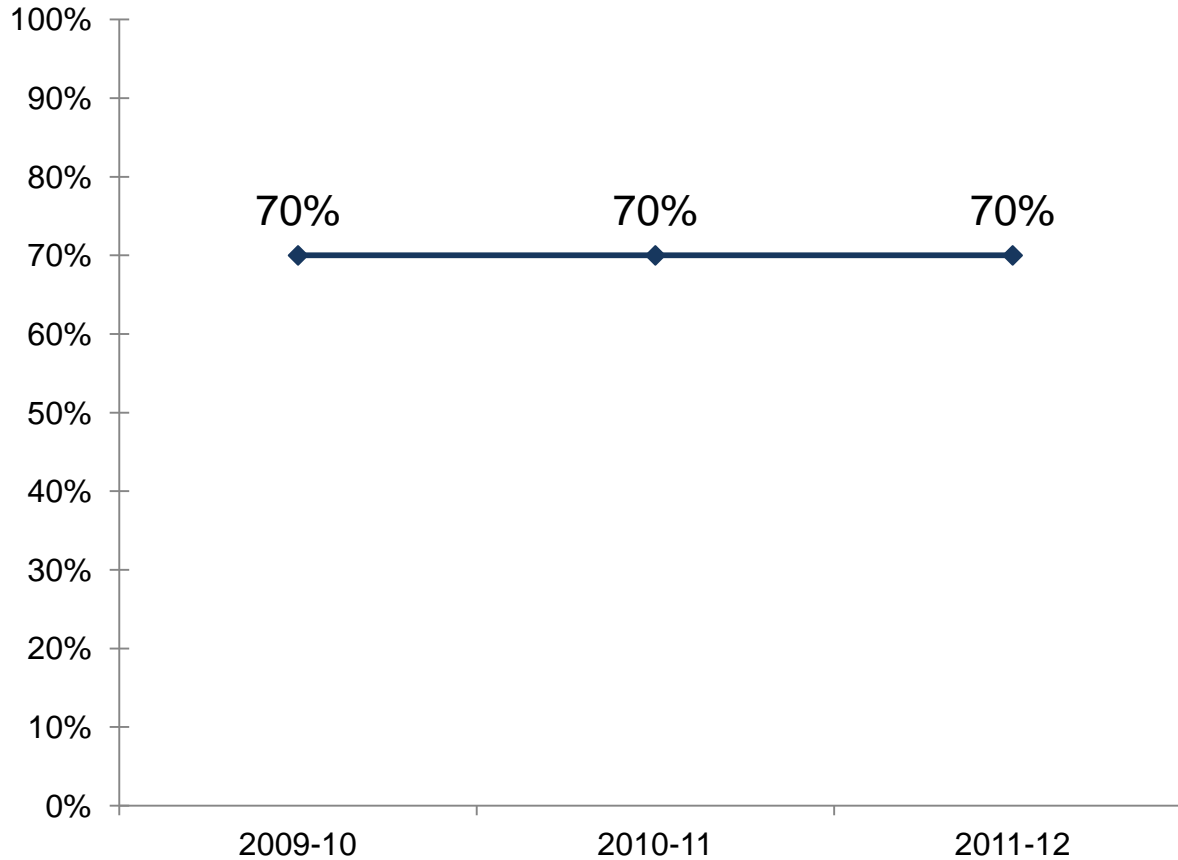

Key Finding:
The percentage of attempted credits completed system-wide remained constant over the past three years.

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.
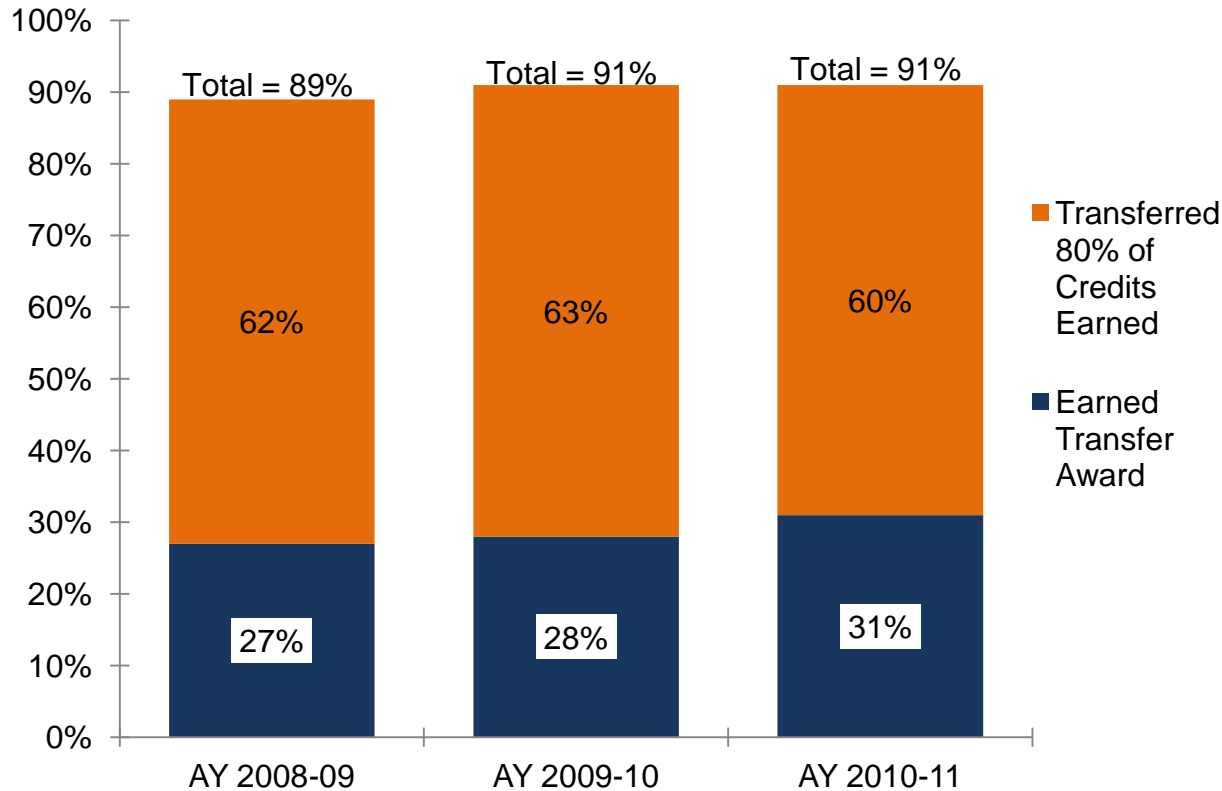
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AGEC Course Completion Rate

Key Finding:
The AGEC course completion rate held constant at 70% over the past three years.

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.

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Seamless Transfer to State Public Universities

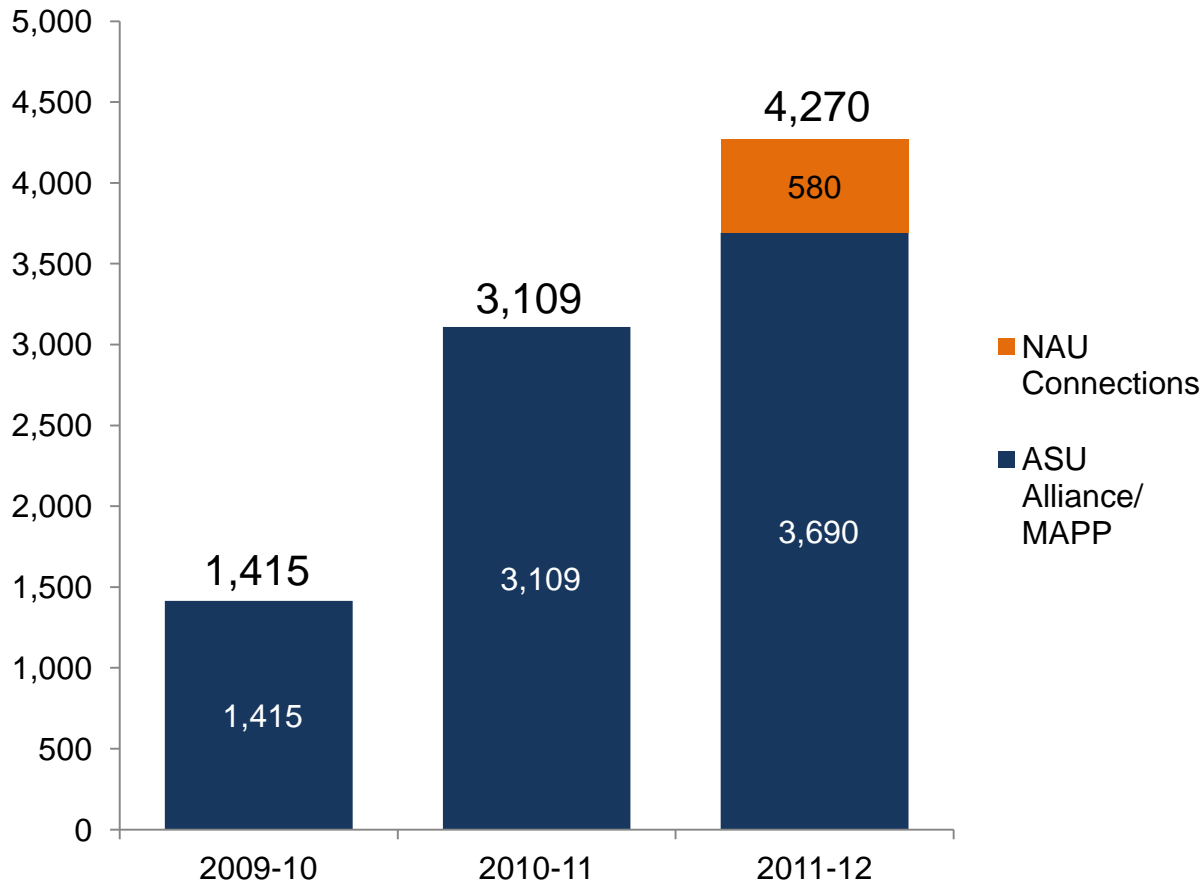**Key Finding:**
- Approximately 90% of recent transfers from MCCCD to one of the Arizona public universities had earned a transfer award or transferred at least 80% of their college-level MCCCD credits.
- The percentage of transfer students who earned an MCCCD degree or AGEC prior to transfer increased each year from 27% in FY 2008-09 to 31% in FY 2010-11.

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.

Chart legend:
- Transferred 80% of Credits Earned
- Earned Transfer Award

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

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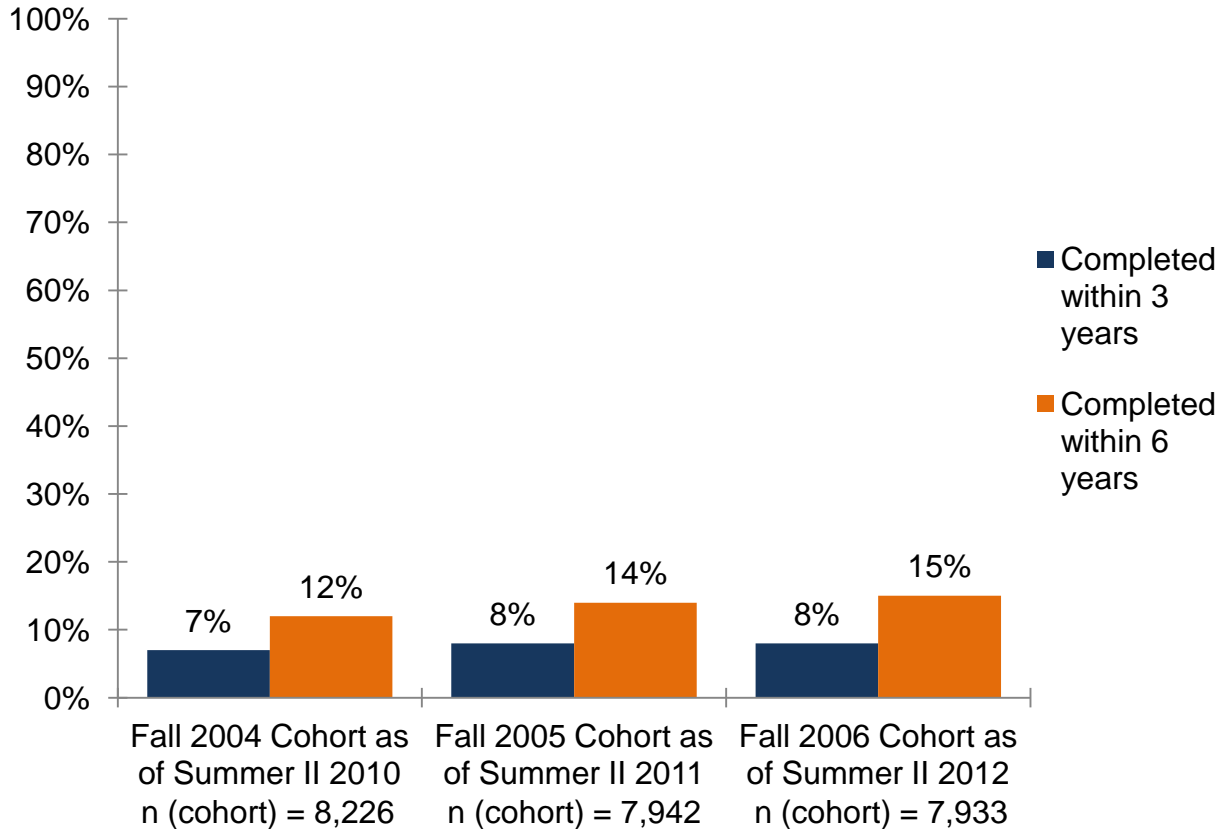
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Key Findings:
- The number of MCCCD signature transfer programs grew from one to two in the past three years and a program with the University of Arizona will launch in Fall 2012.
- The number of students participating in these transfer programs more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

Basic Methodology:
The number of active MCCCD students enrolled in signature transfer programs. MAPP was launched in Fall 2009, NAU Connections was launched in Fall 2010. MCCCD entered into a master agreement with UA for the UA Bridge Program in Spring 2012.
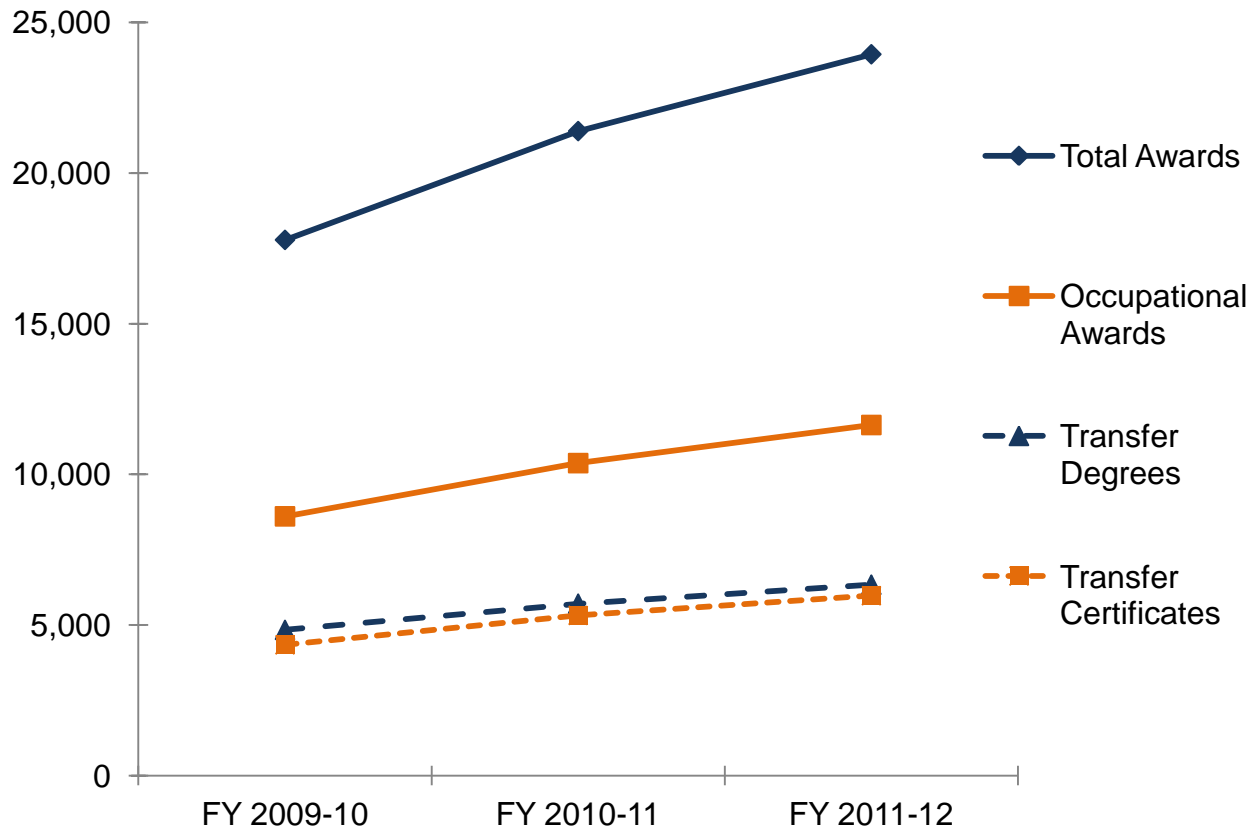
Chart legend:
- NAU Connections (orange)
- ASU Alliance/MAPP (dark blue)

Year	ASU Alliance/MAPP	NAU Connections	Total
2009-10	1,415		1,415
2010-11	3,109		3,109
2011-12	3,690	580	4,270

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AGEC and Transfer Degree Completion Rate

Chart showing AGEC and Transfer Degree completion rates by cohort.

Legend:
- Completed within 3 years
- Completed within 6 years

Cohort	Completed within 3 years	Completed within 6 years
Fall 2004 Cohort as of Summer II 2010, n (cohort) = 8,226	7%	12%
Fall 2005 Cohort as of Summer II 2011, n (cohort) = 7,942	8%	14%
Fall 2006 Cohort as of Summer II 2012, n (cohort) = 7,933	8%	15%

Key Findings:
- The percentage of students completing an AGEC or transfer degree within three years increased slightly over the past three years to 8% and the percentage of students completing within 6 years increased to 15%.
- Although the cohorts have gotten smaller, the number of students from the cohort completing the transfer degree increased slightly.

Basic Methodology:
The percentage of the new student cohort with a transfer intent who earned an AGEC or transfer degree within 3 years and 6 years. n = the number of students in the cohort.
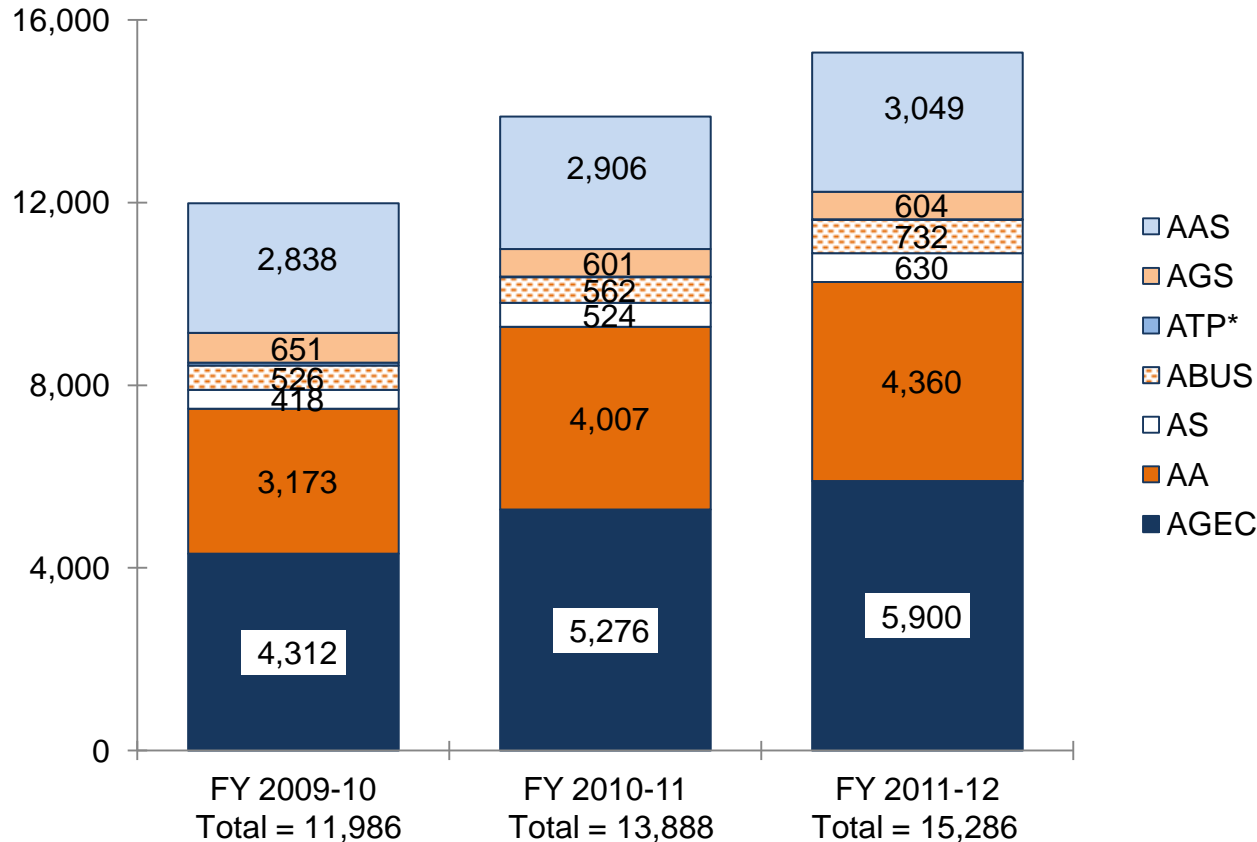
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Total Annual Awards

Legend:
- Total Awards
- Occupational Awards
- Transfer Degrees
- Transfer Certificates

X-axis: FY 2009-10, FY 2010-11, FY 2011-12

Y-axis: 0 to 25,000

Key Finding:
The total number of degrees and certificates awarded by MCCCD increased over the last three years.

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

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Stacked bar chart — legend (top to bottom): AAS, AGS, ATP*, ABUS, AS, AA, AGEC

Category	FY 2009-10	FY 2010-11	FY 2011-12
AAS	2,838	2,906	3,049
AGS	651	601	604
ATP*			732
ABUS	526	562	
AS	418	524	630
AA	3,173	4,007	4,360
AGEC	4,312	5,276	5,900

FY 2009-10 Total = 11,986
FY 2010-11 Total = 13,888
FY 2011-12 Total = 15,286

* 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, and 11 in FY 2011-12.

Key Finding:
Overall, the number of transfer associate degrees increased by 28% in the past three years with the AGEC degree accounting for 48% of this growth and AA degrees accounting for another 36% of the increase.

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

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Number of Students Earning a Transfer Degree and/or AGEC
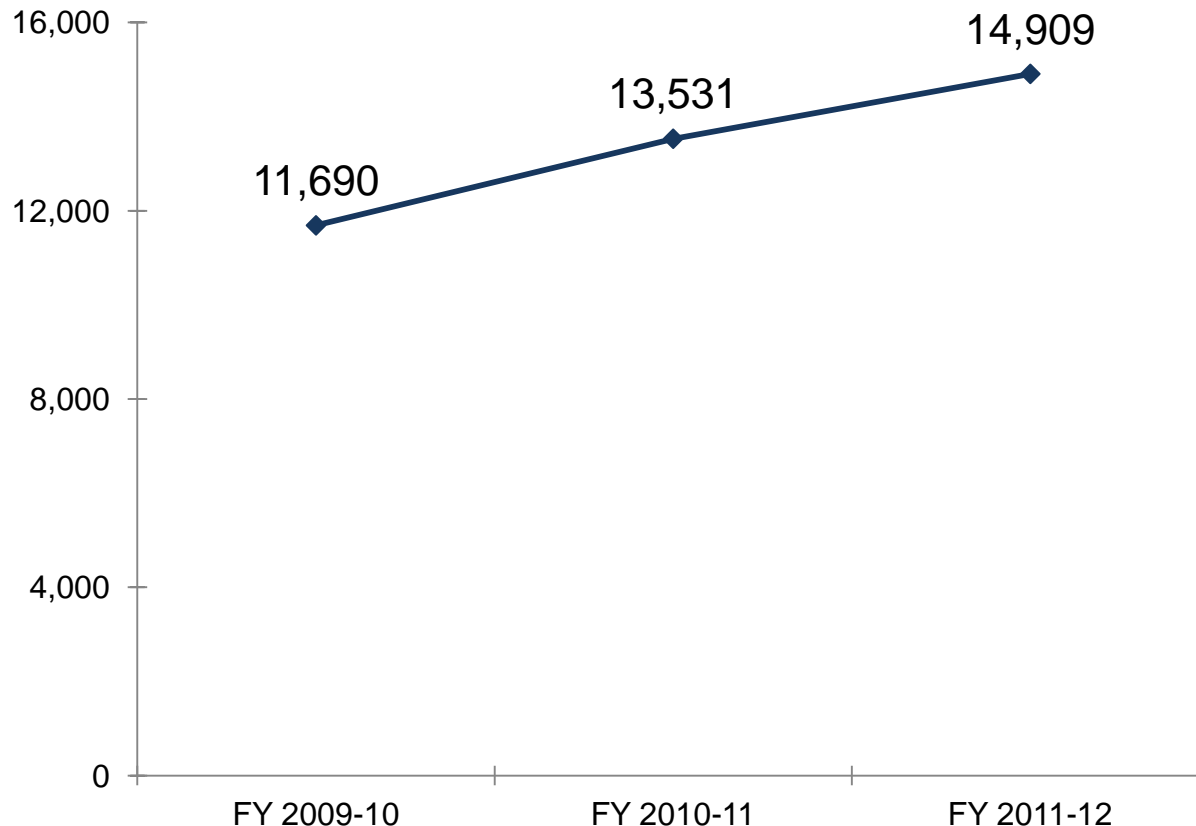
Key Finding:
The unduplicated number of students achieving a transfer degree or Arizona General Education Curriculum (AGEC) certificate increased by 28% over the last three years, consistent with the growth in transfer awards and AGEC during the same time period.

Basic Methodology:
The unduplicated number of students who achieved a transfer degree or AGEC certificate in a given year.

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Six-year Transfer Rate to Arizona Public Universities

Key Finding:
The six-year transfer rate to Arizona public universities for the cohort of students who exhibited transfer behavior increased slightly to 29% for the 2004-05 cohort.

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 data:
- AY 2002-03 Cohort: 28%
- AY 2003-04 Cohort: 28%
- AY 2004-05 Cohort: 29%

Source: ASSIST Data Warehouse, Arizona State University

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Number and Percent of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees
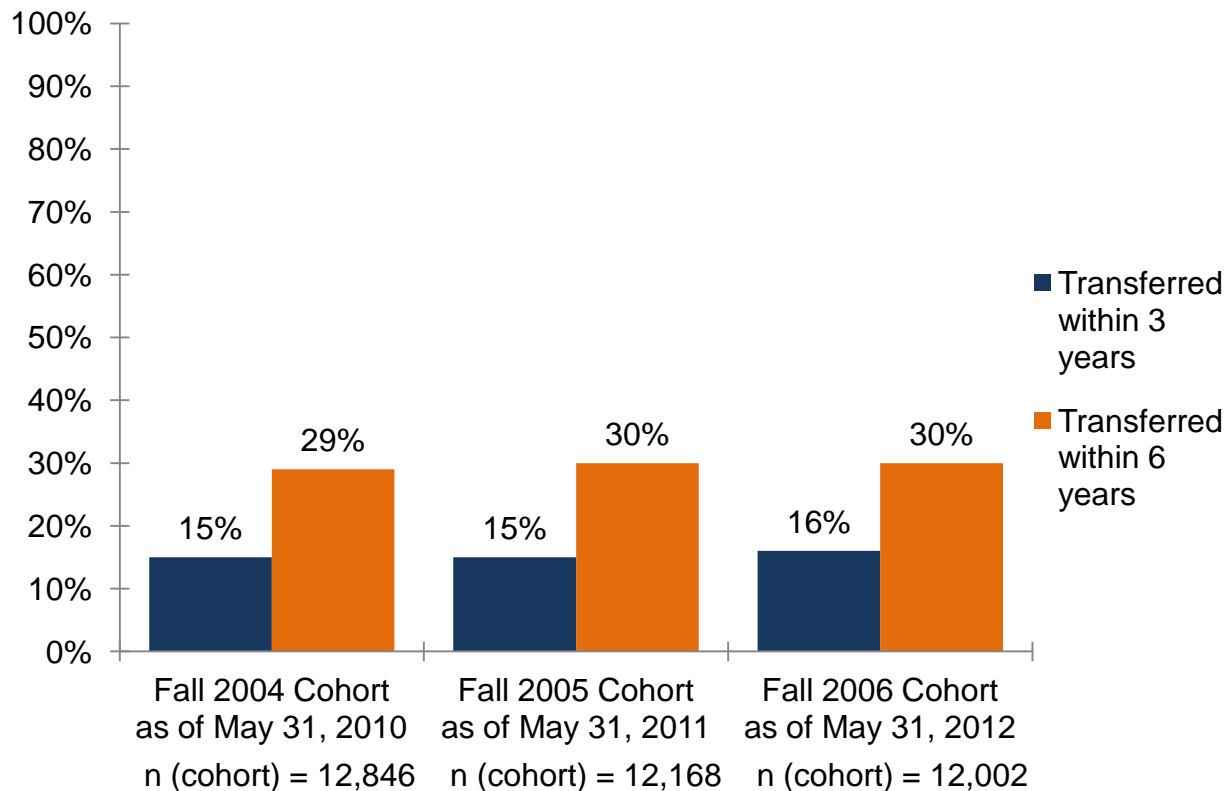
Key Findings:
Almost half of the students who transferred within six years did so in years four, five, or six.

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

Chart data:
- Fall 2004 Cohort as of May 31, 2010, n (cohort) = 12,846: Transferred within 3 years 15%, Transferred within 6 years 29%
- Fall 2005 Cohort as of May 31, 2011, n (cohort) = 12,168: Transferred within 3 years 15%, Transferred within 6 years 30%
- Fall 2006 Cohort as of May 31, 2012, n (cohort) = 12,002: Transferred within 3 years 16%, Transferred within 6 years 30%

n = the number of students in the cohort.

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Percent of Students Enrolled in an Academic, College-level Course Delivered in a Non-traditional (Alternative) Format
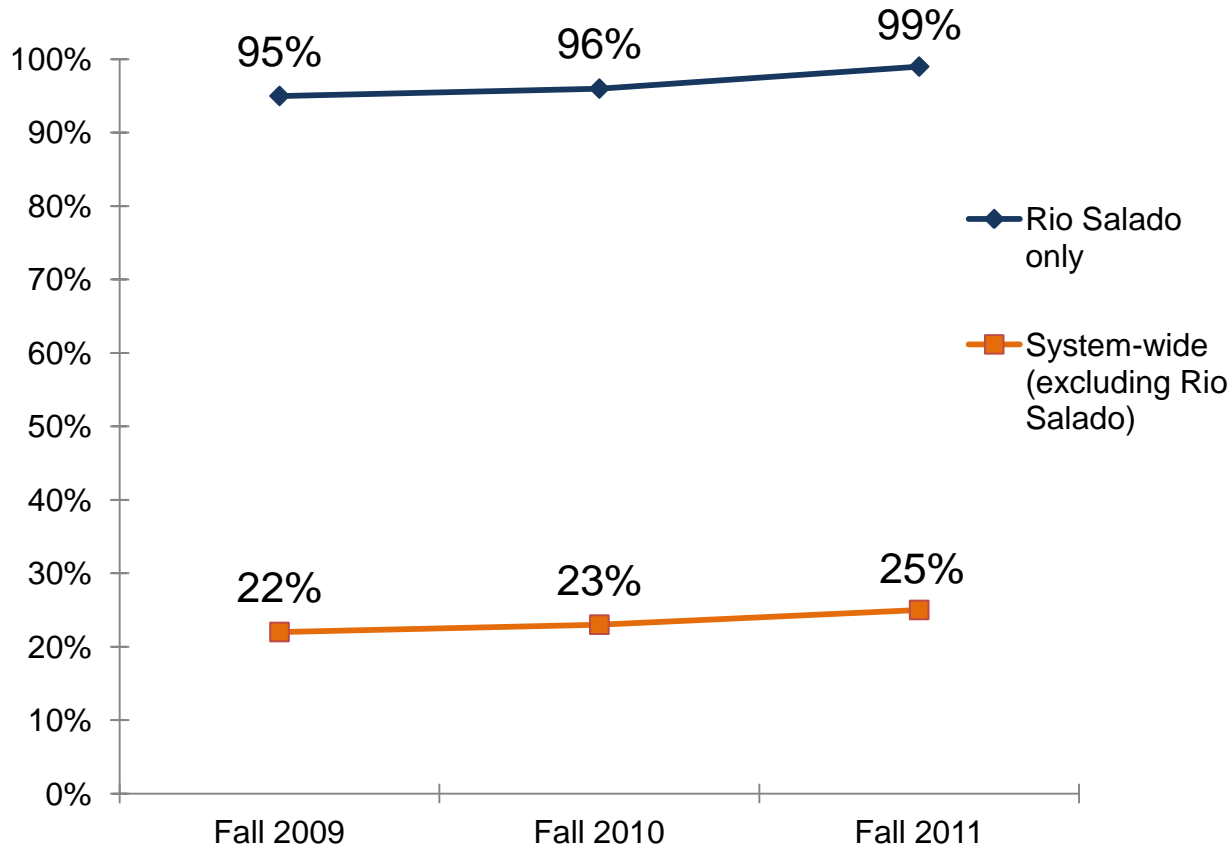
Key Finding:
- Nearly all students in academic, college-level courses at Rio Salado were enrolled in courses delivered in an alternative format.
- The percentage at the other colleges increased slightly over the past three years.

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.
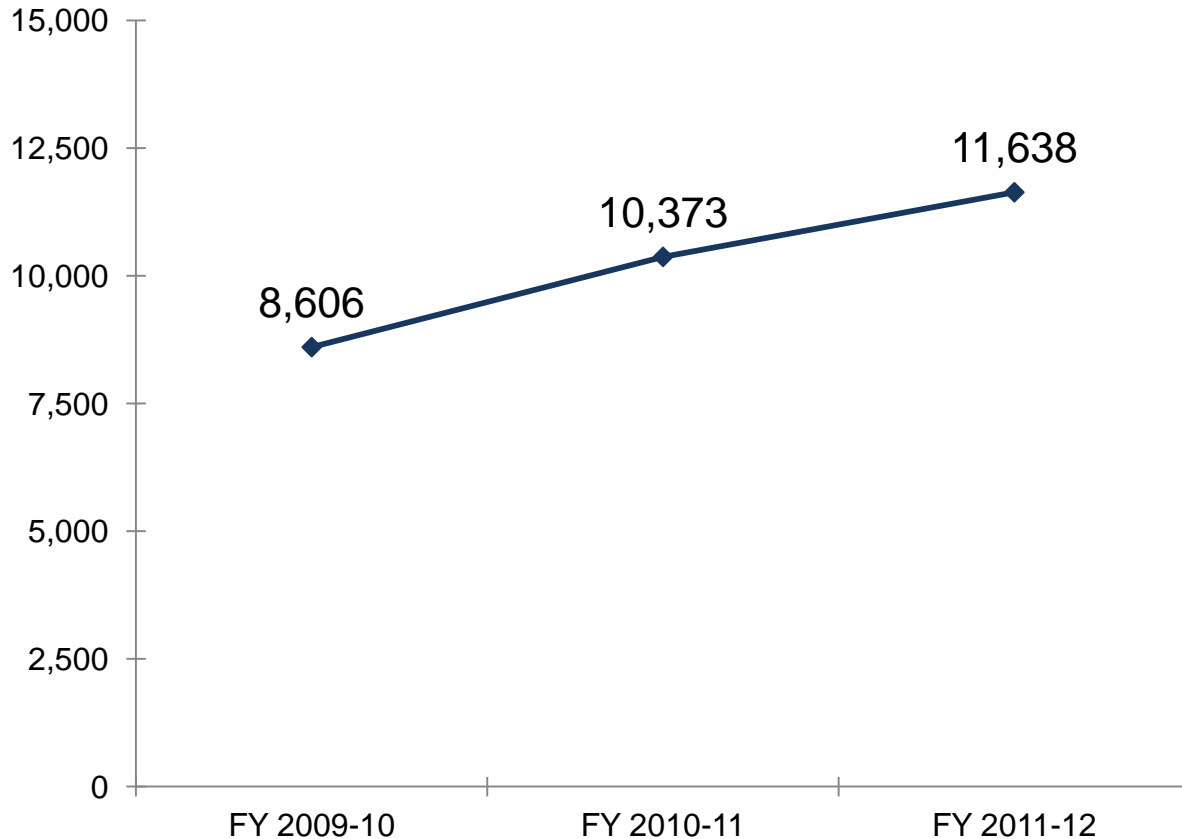
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Fastest-growing Occupations with MCCCD Degrees/Certificates

☑ =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.
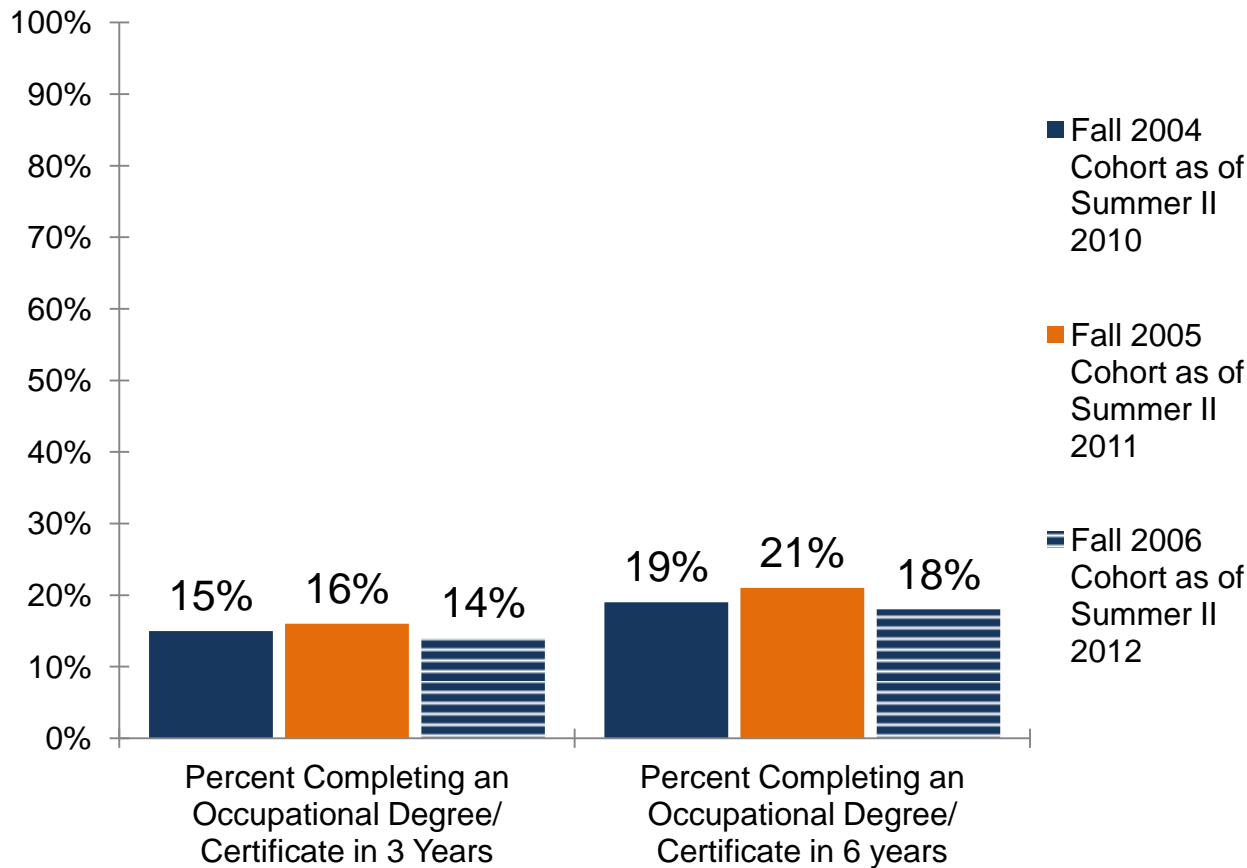
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Key Finding:
The number of occupational degrees and certificates awarded annually increased 36% from FY 2009-10 to FY 2011-12.

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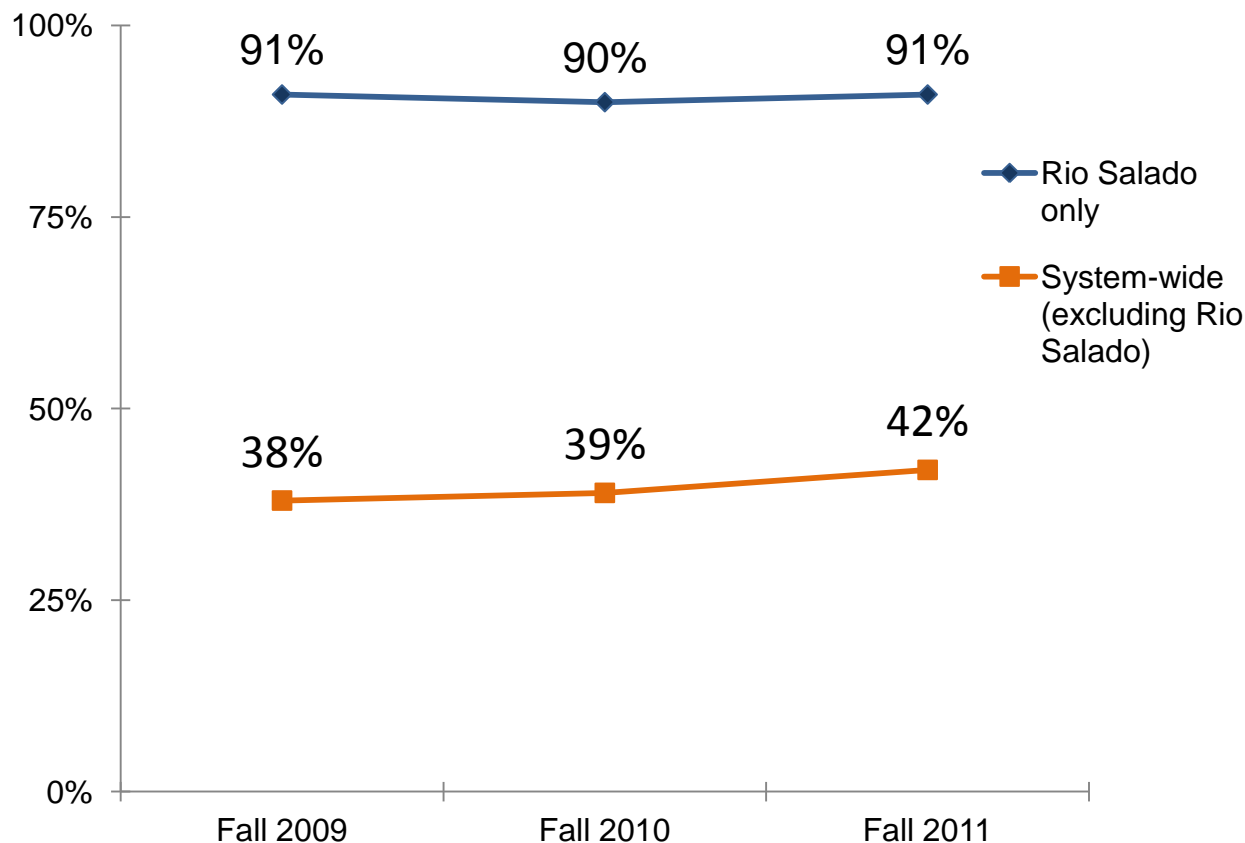The number of occupational degrees and certificates (AAS and CCL awards) based on the IPEDS Completion survey.

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Occupational Graduation Rate

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- ■ Fall 2004 Cohort as of Summer II 2010
- ■ Fall 2005 Cohort as of Summer II 2011
- ▤ Fall 2006 Cohort as of Summer II 2012

Chart data:

	Fall 2004	Fall 2005	Fall 2006
Percent Completing an Occupational Degree/Certificate in 3 Years	15%	16%	14%
Percent Completing an Occupational Degree/Certificate in 6 years	19%	21%	18%

Key Finding:
The three-year and six-year occupational graduation rate varied over a relatively narrow range in the past three years, but the graduation rates were lowest in the most recent year (Fall 2006 Cohort).

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

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Percent of Students Enrolled in an Occupational Course Delivered in a Non-traditional (Alternative) Format

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Chart data:

- Rio Salado only: Fall 2009 = 91%, Fall 2010 = 90%, Fall 2011 = 91%
- System-wide (excluding Rio Salado): Fall 2009 = 38%, Fall 2010 = 39%, Fall 2011 = 42%

Key Finding:
- More than 90% of students at Rio Salado were enrolled in an occupational course delivered in an alternative format.
- The percent of students at the other colleges increased slightly over the past three years.

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.
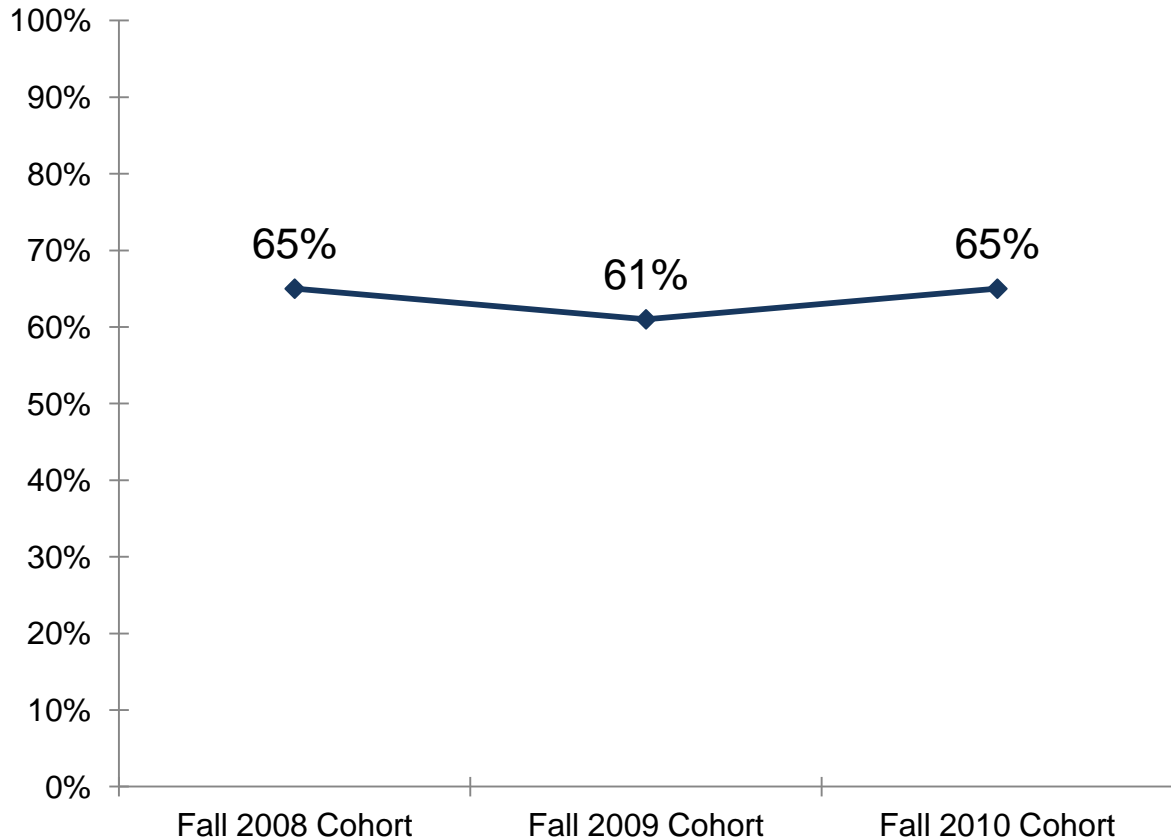
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Developmental Education

Outcome 3

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

Key Finding:
The success rate in a college-level math course subsequent to completing a developmental math course declined several percentage points for the Fall 2009 cohort, but improved again for the Fall 2010 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.

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

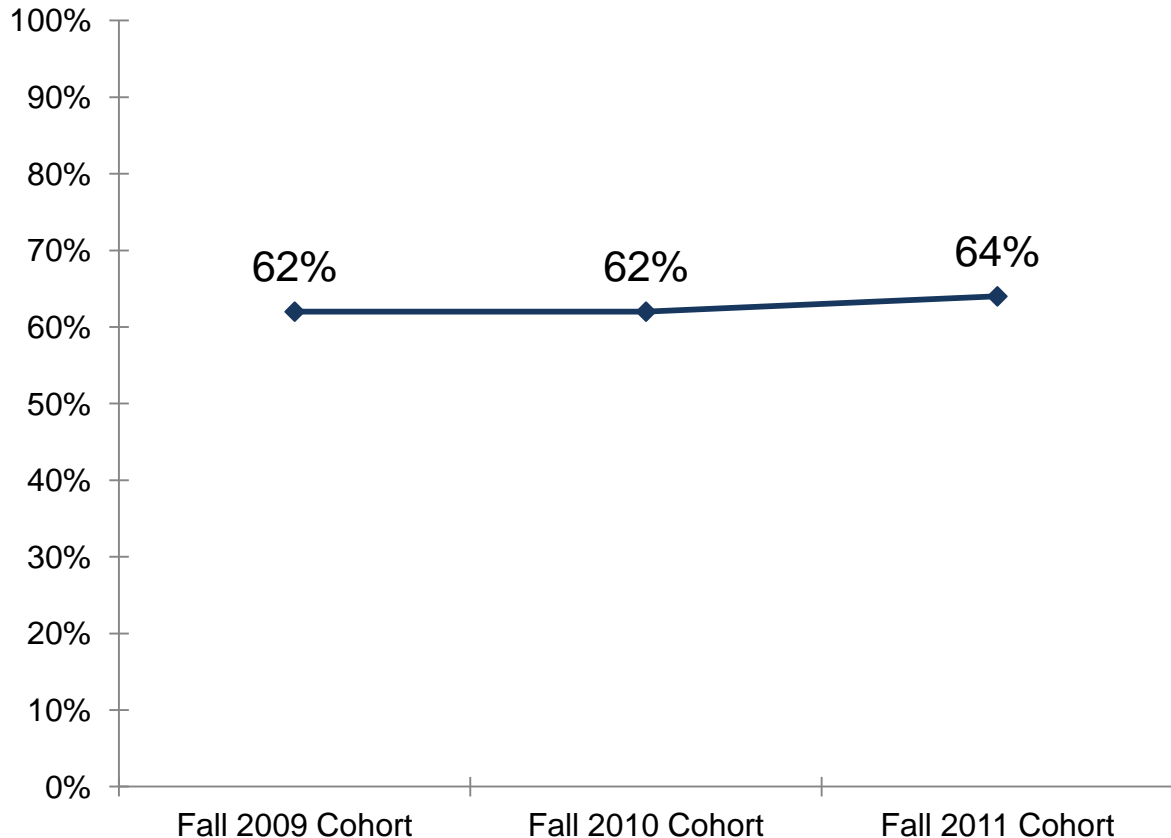**MARICOPA COMMUNITY COLLEGES**
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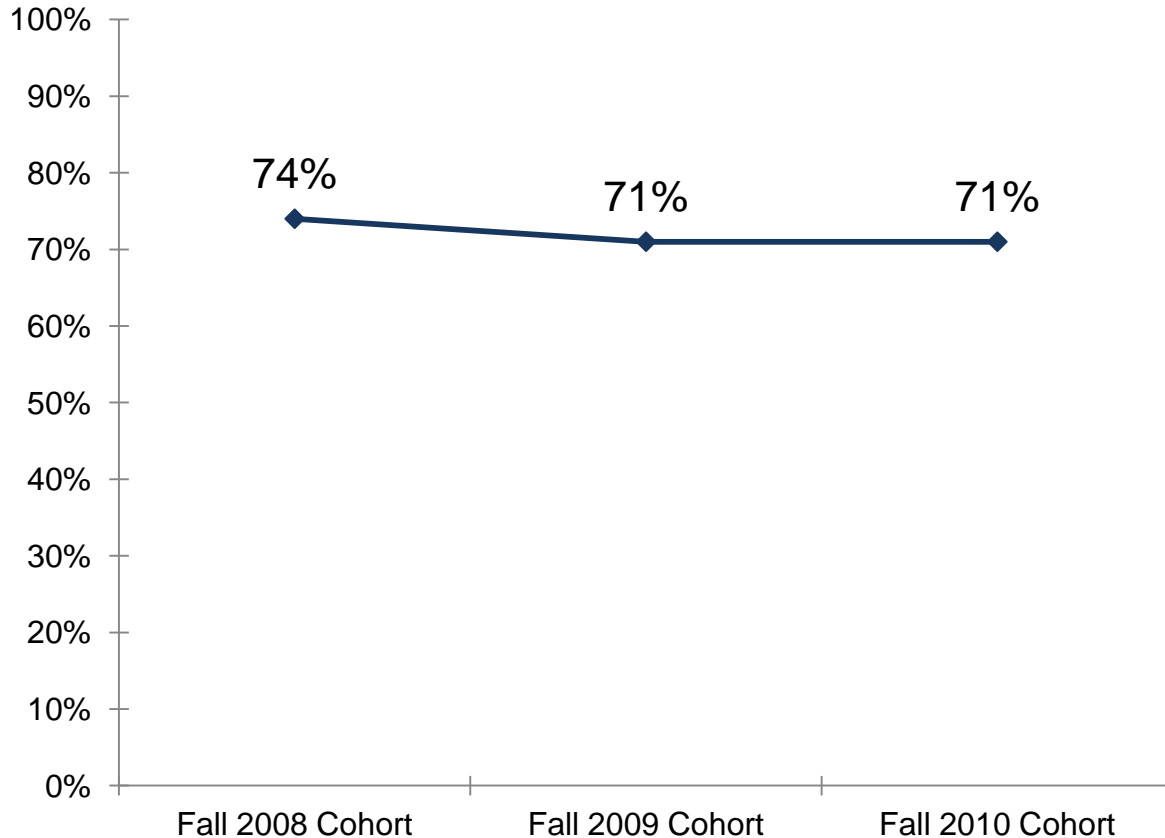
Key Finding:
The success rate in a college-level English course subsequent to completing a developmental English course declined by three percentage points for the Fall 2009 and 2010 cohorts.

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.

Chart data:
- Fall 2008 Cohort: 74%
- Fall 2009 Cohort: 71%
- Fall 2010 Cohort: 71%

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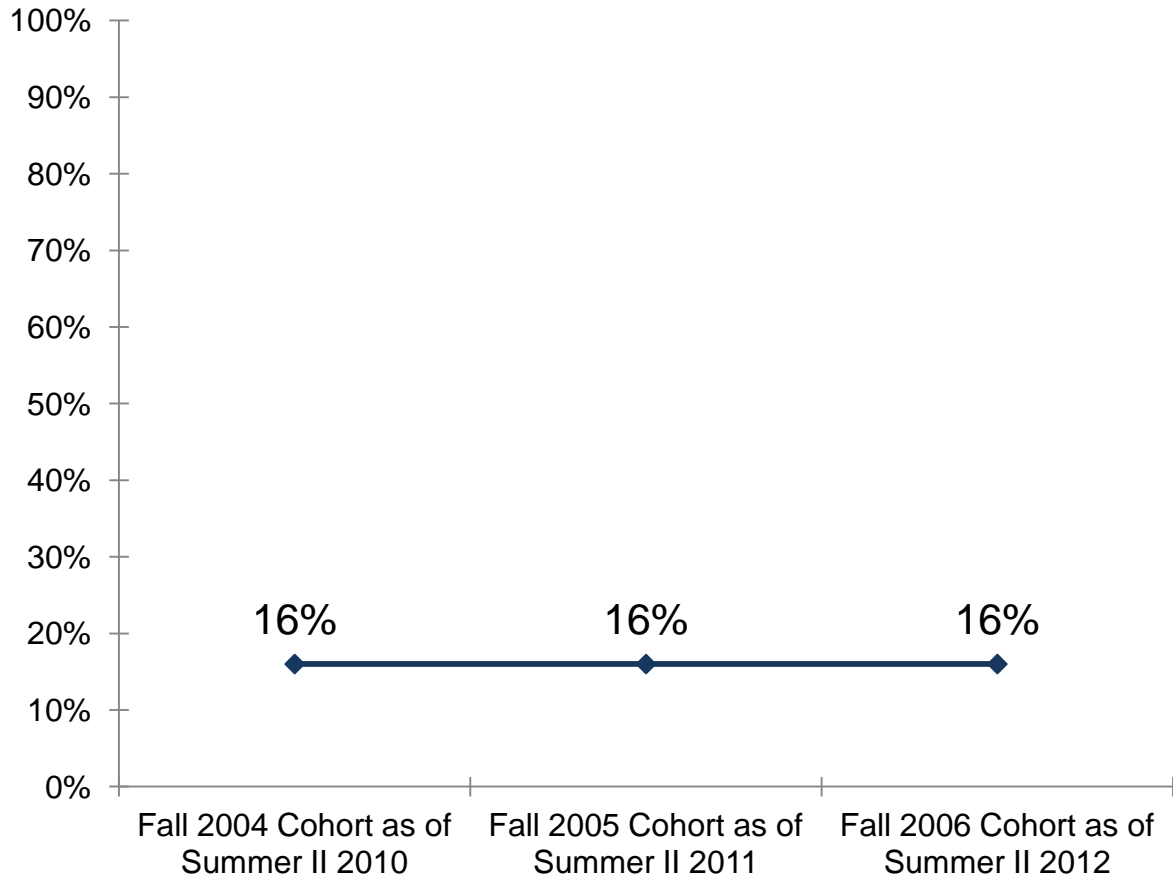# Success Rate in Developmental Education Courses

Key Finding:
The success rate in developmental math, English, and reading courses taken in the first academic year improved for the Fall 2011 cohort.

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.

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Graduation Rate of Students who were ever Enrolled in a Developmental Course
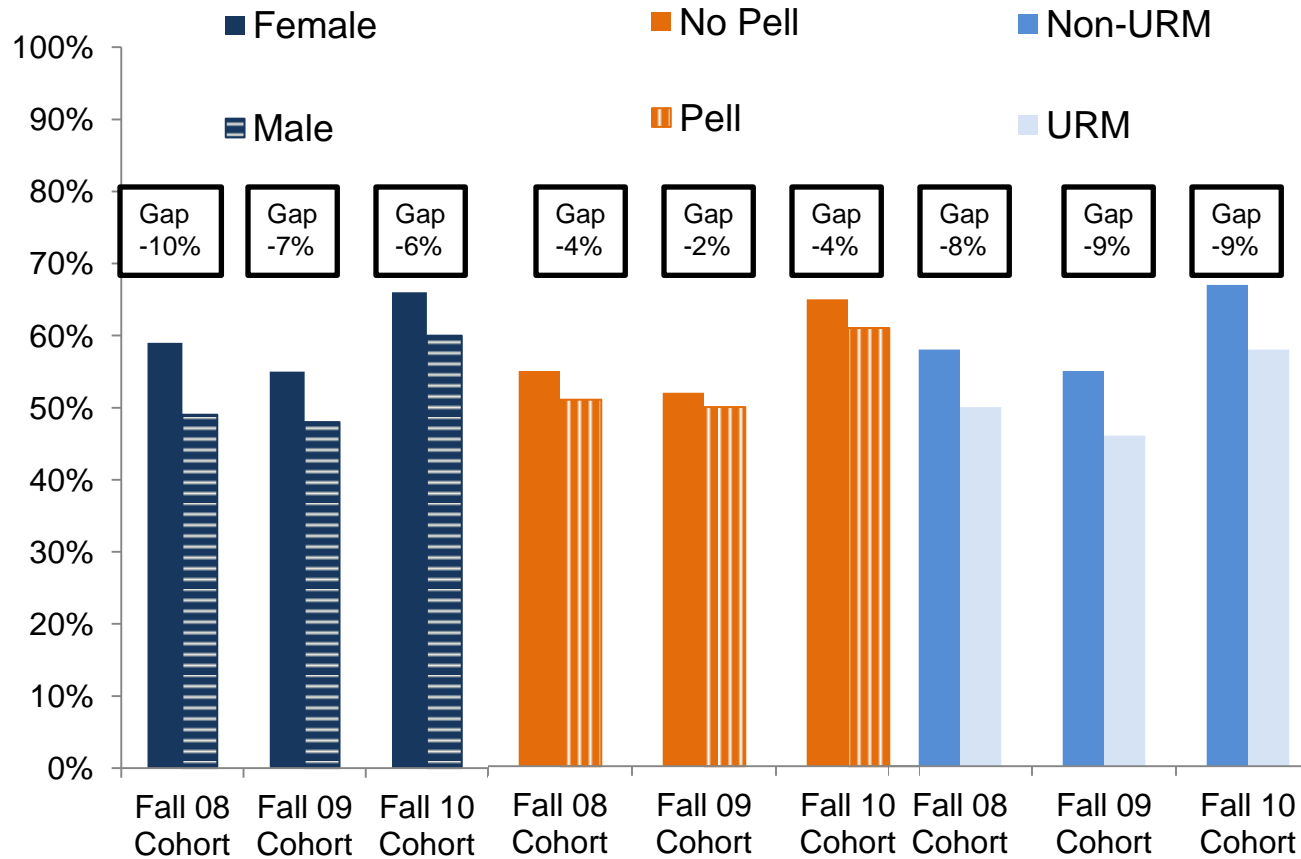
Key Finding:
The six-year graduation rate for students in the cohort who were ever enrolled in a developmental course held steady at 16% over the past three years.

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.

Chart showing 16% for Fall 2004 Cohort as of Summer II 2010, 16% for Fall 2005 Cohort as of Summer II 2011, and 16% for Fall 2006 Cohort as of Summer II 2012.

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Developmental Math Course Completion Rates across Demographic Variables

Key Finding:
Performance gaps existed across each demographic group for successful course completion (A, B, C, P grade) in developmental math. The gaps were especially large on the basis of gender and ethnicity.

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.

Note: URM stands for Under Represented Minority.

Developmental English Course Completion Rates across Demographic Variables

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Legend: ■ Female ■ Male ■ No Pell ▥ Pell ■ Non-URM ☐ URM

Chart — completion rates (%):

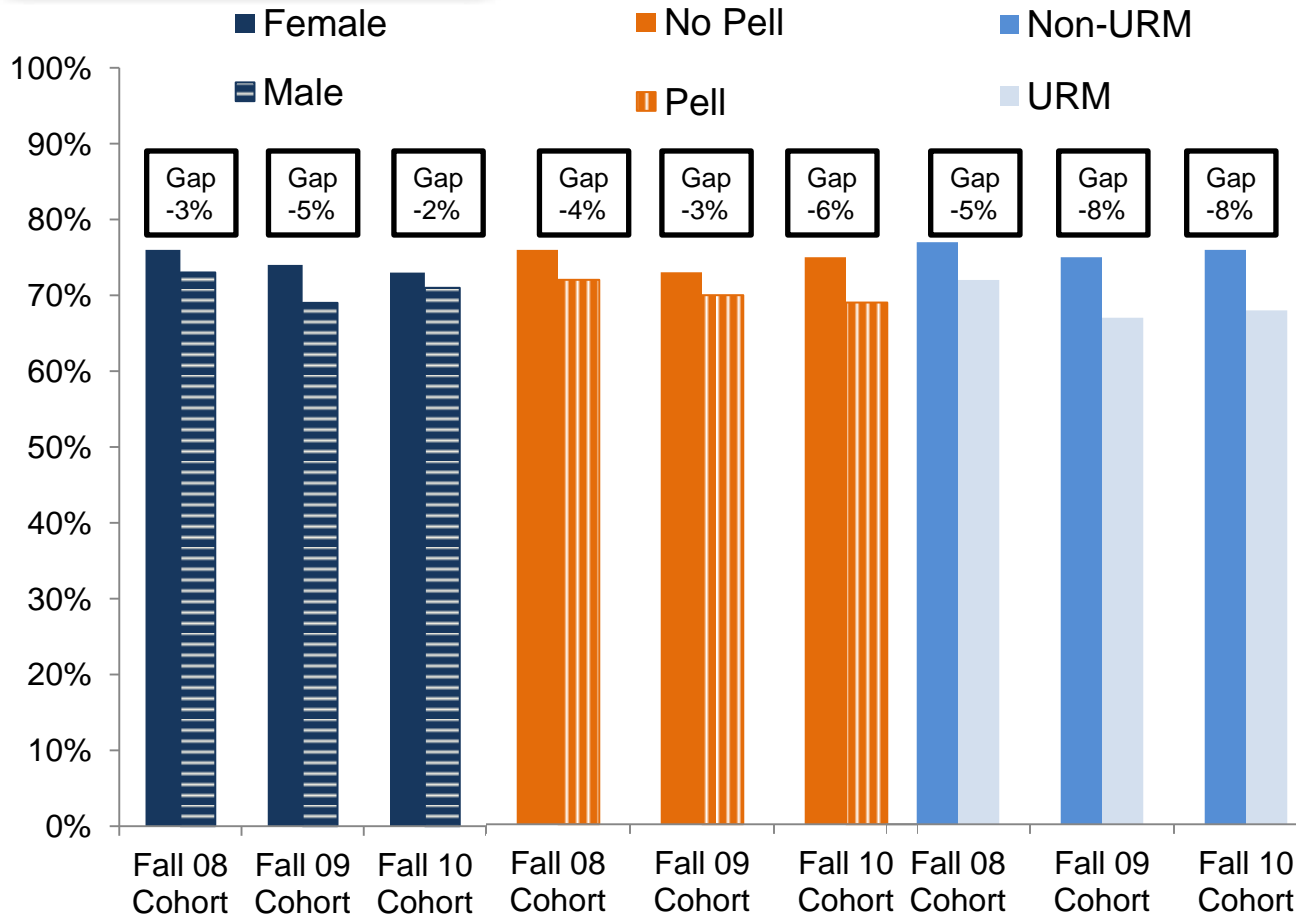|	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort
Gap	-10%	-10%	-10%	3%	-2%	-5%	-4%	-12%	-12%
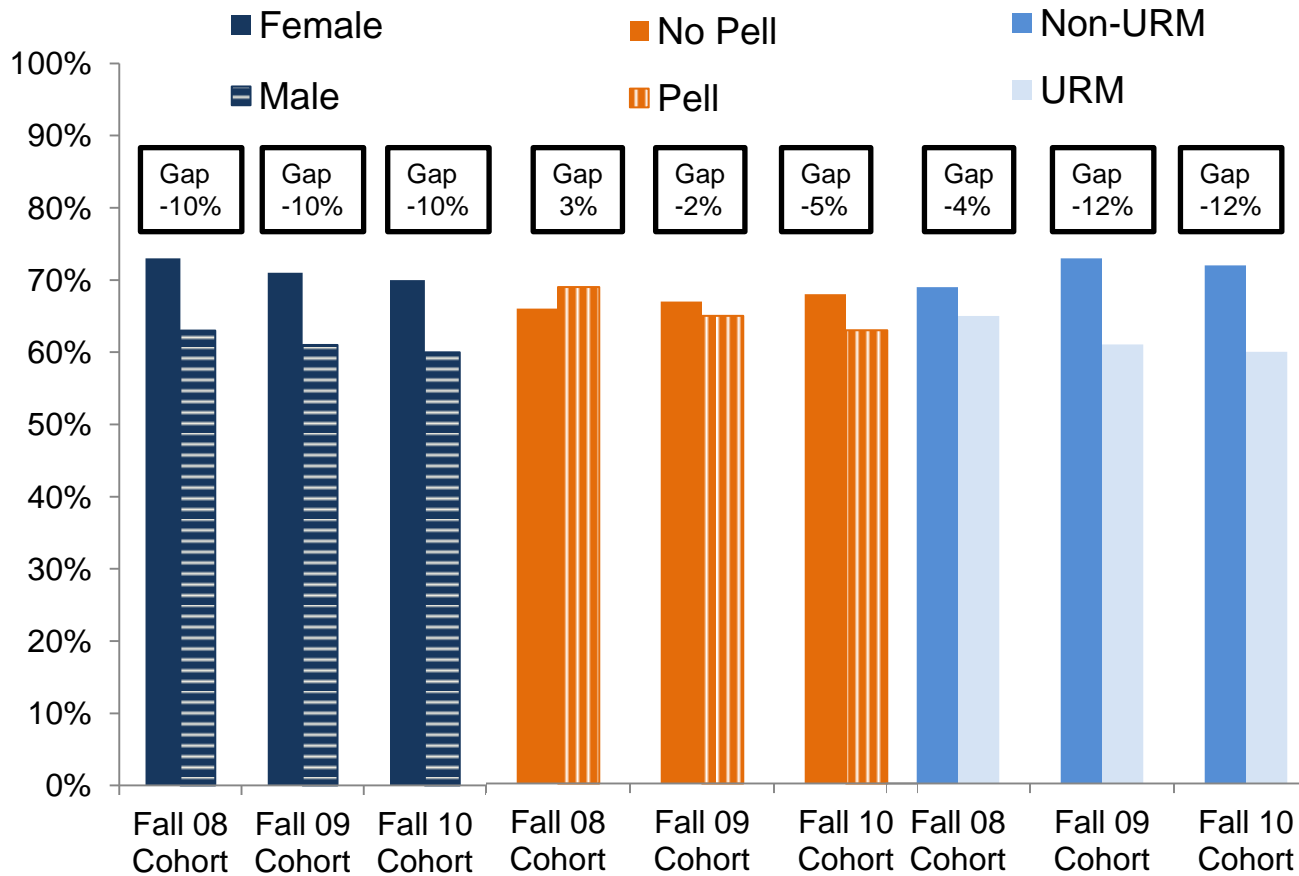
Note: URM stands for Under Represented Minority.

Key Finding:
Performance gaps existed across each demographic group for successful course completion (A, B, C, P grade) in developmental English. The gaps were especially large on the basis of gender and ethnicity.

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.

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

Key Finding:
Performance gaps existed across each demographic group for successful course completion (A, B, C, P grade) in a subsequent, college-level math course. The performance gap on the basis of Pell status widened for the Fall 2010 cohort.

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.

Note: URM stands for Under Represented Minority.

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

Key Finding:
Performance gaps existed across each demographic group for successful course completion (A, B, C, P grade) in a subsequent college-level English course. Over the past three years, the gaps narrowed for gender, but increased on the basis of Pell status and ethnicity.

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.

Legend: Female, Male, No Pell, Pell, Non-URM, URM

	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort
Gender	Gap -3%	Gap -5%	Gap -2%
Pell	Gap -4%	Gap -3%	Gap -6%
Ethnicity	Gap -5%	Gap -8%	Gap -8%

Note: URM stands for Under Represented Minority.

Percent of Students Enrolled in Non-Traditional (Alternative Delivery) Developmental Courses
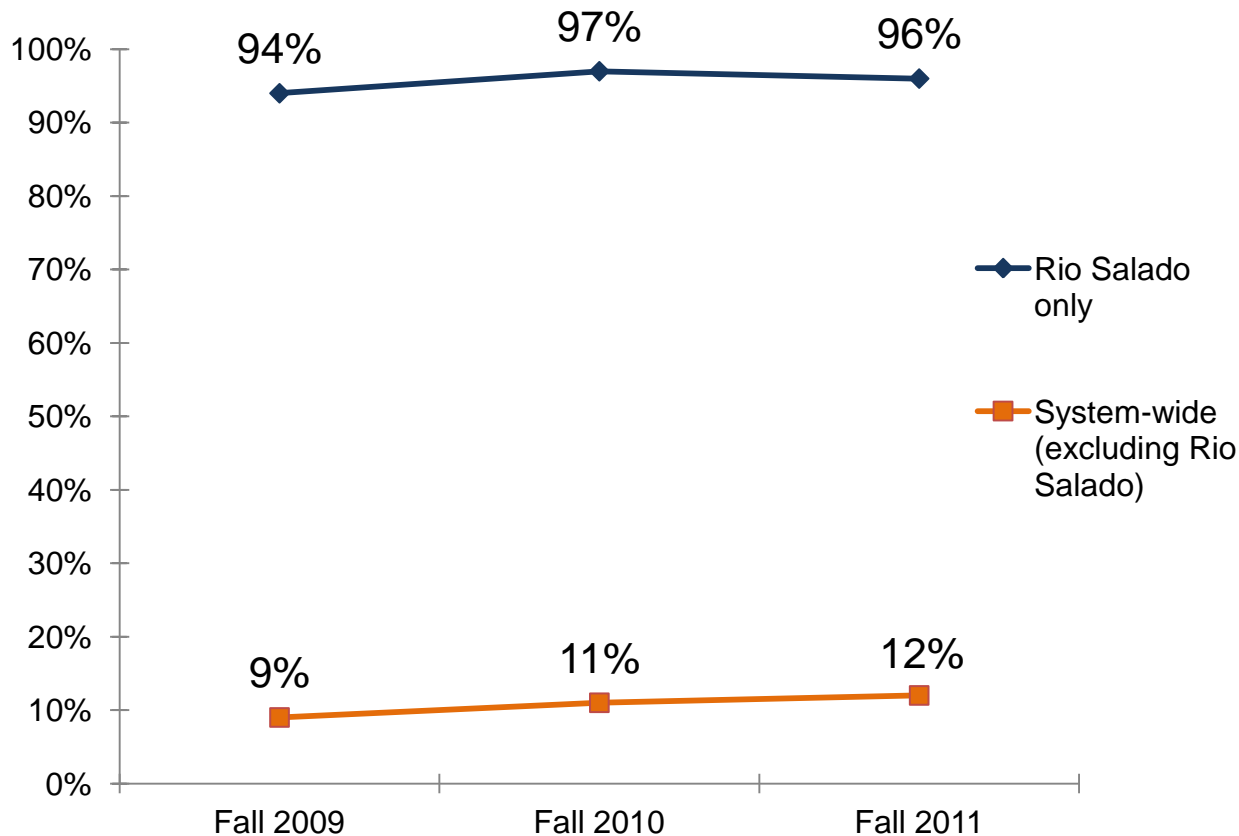
Key Findings:
- Nearly all students in developmental education courses at Rio Salado were enrolled in courses delivered by an alternative method.
- The percentage for the other colleges increased slightly over the past three years.

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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Rio Salado · Scottsdale · South Mountain · Maricopa Skill Center · SouthWest Skill Center

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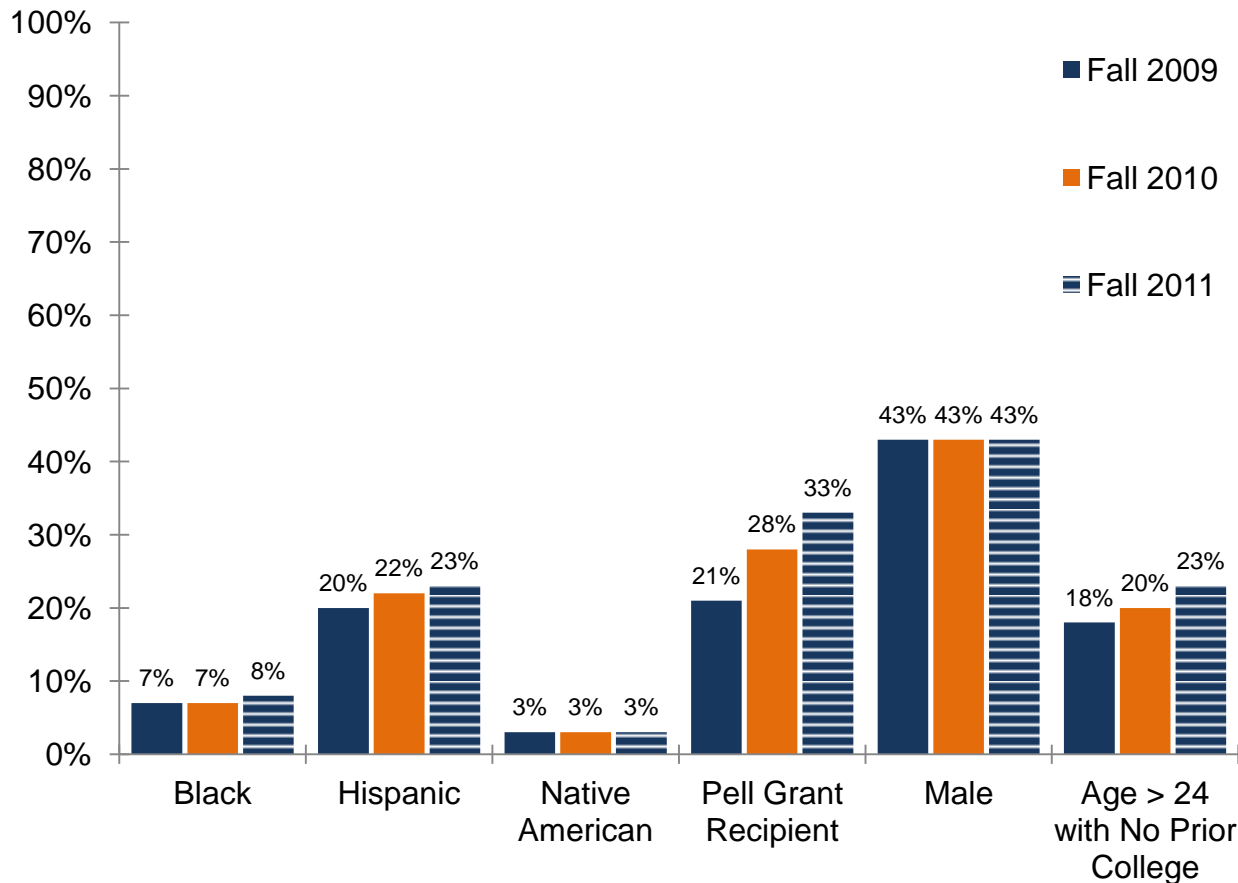# Percent of High School Graduates who Enroll Directly in Community College
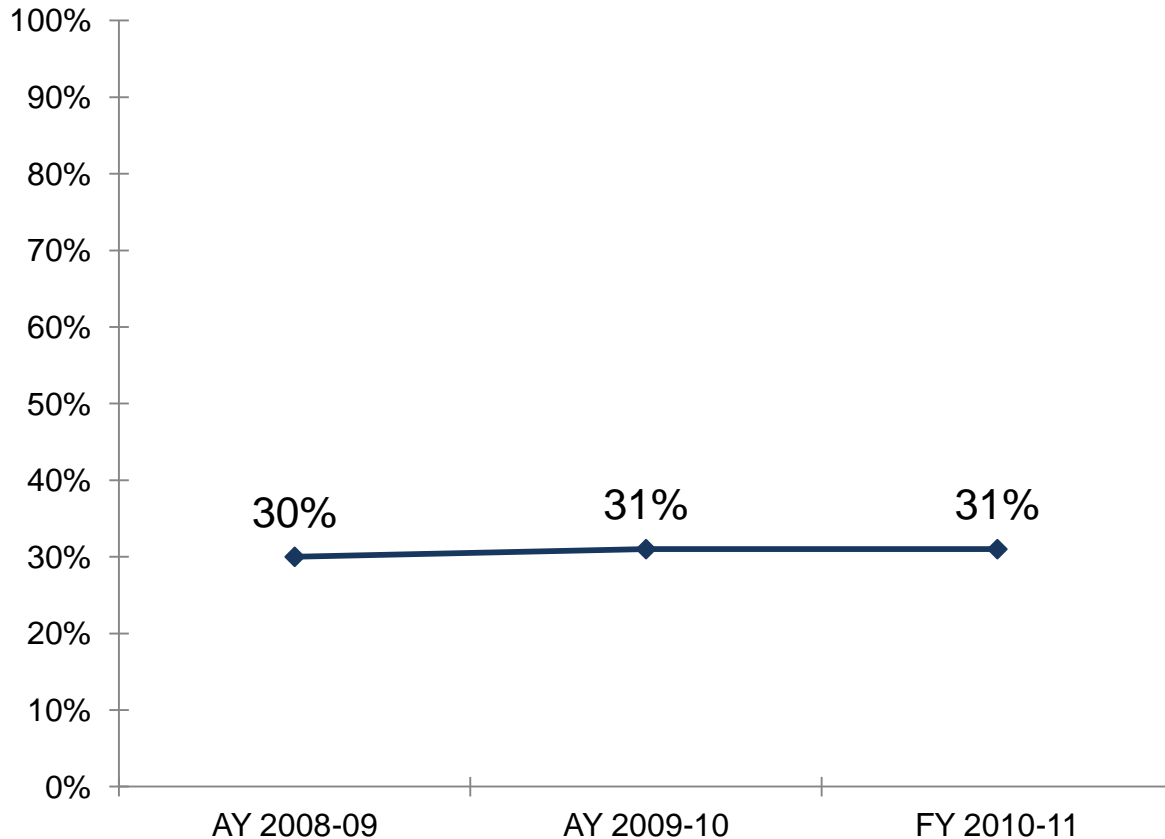
Key Finding:
The percentage of local high school graduates from the MCCCD service area who enroll at an MCCCD college remains at approximately 31%.

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.

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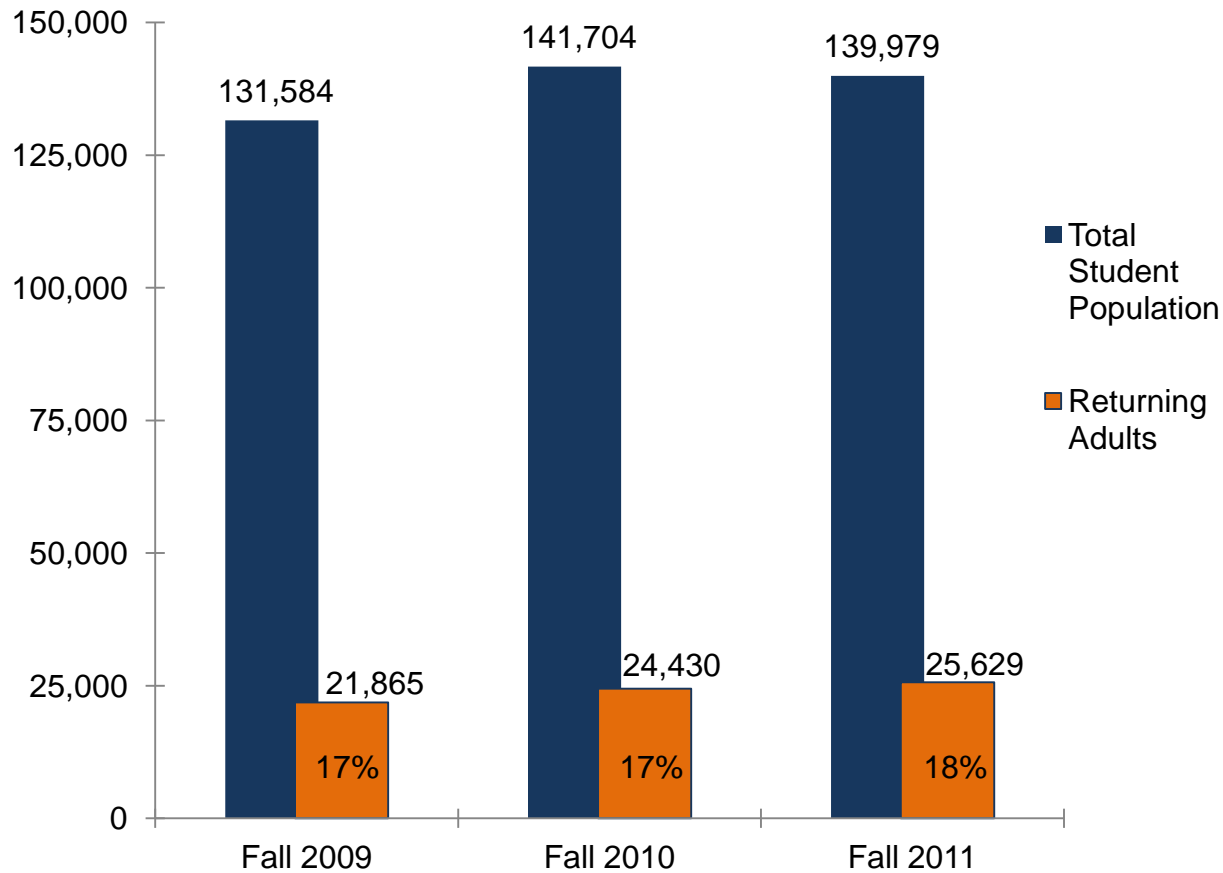Rio Salado · Scottsdale · South Mountain · Maricopa Skill Center · SouthWest Skill Center

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Enrollment of Underserved Populations

Key Finding: Underserved student populations at MCCCD have grown over the past three years.

Basic Methodology: The race/ethnicity 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

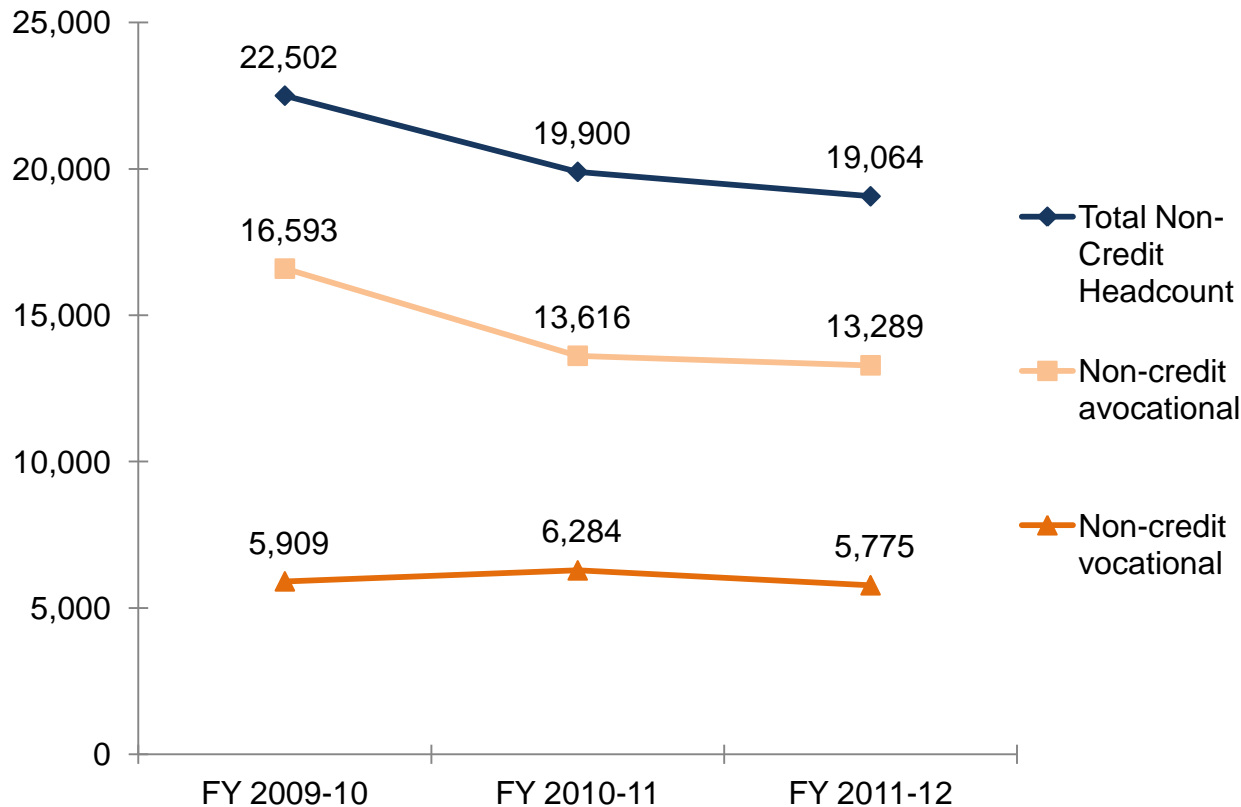**MARICOPA COMMUNITY COLLEGES**
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Key Finding:
The number of returning adults over the age of 24 with prior college experience but no degree increased over the last three years. In Fall 2011, they represented 18% of the total student population.

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.

Chart data:

	Fall 2009	Fall 2010	Fall 2011
Total Student Population	131,584	141,704	139,979
Returning Adults	21,865 (17%)	24,430 (17%)	25,629 (18%)

Unduplicated Annual Headcount in Non-credit Courses

Key Finding:
Headcount in non-credit courses declined over the past three years for both vocational and avocational courses.

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

Chart: Unduplicated Annual Headcount in Non-credit Courses

	FY 2009-10	FY 2010-11	FY 2011-12
Total Non-Credit Headcount	22,502	19,900	19,064
Non-credit avocational	16,593	13,616	13,289
Non-credit vocational	5,909	6,284	5,775

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Activities and Events Hosted on MCCCD Campuses

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4,655
Programs, events, and activities open to the community in FY 2011-12

786
Activities held on MCCCD campuses in FY 2011-12 that addressed political or global subjects

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

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

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Students Participating in Study Abroad and Service Learning Programs

220

MCCCD students participated in study abroad programs in FY 2011-12

7,306

MCCCD students participated in service learning opportunities in FY 2011-12

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

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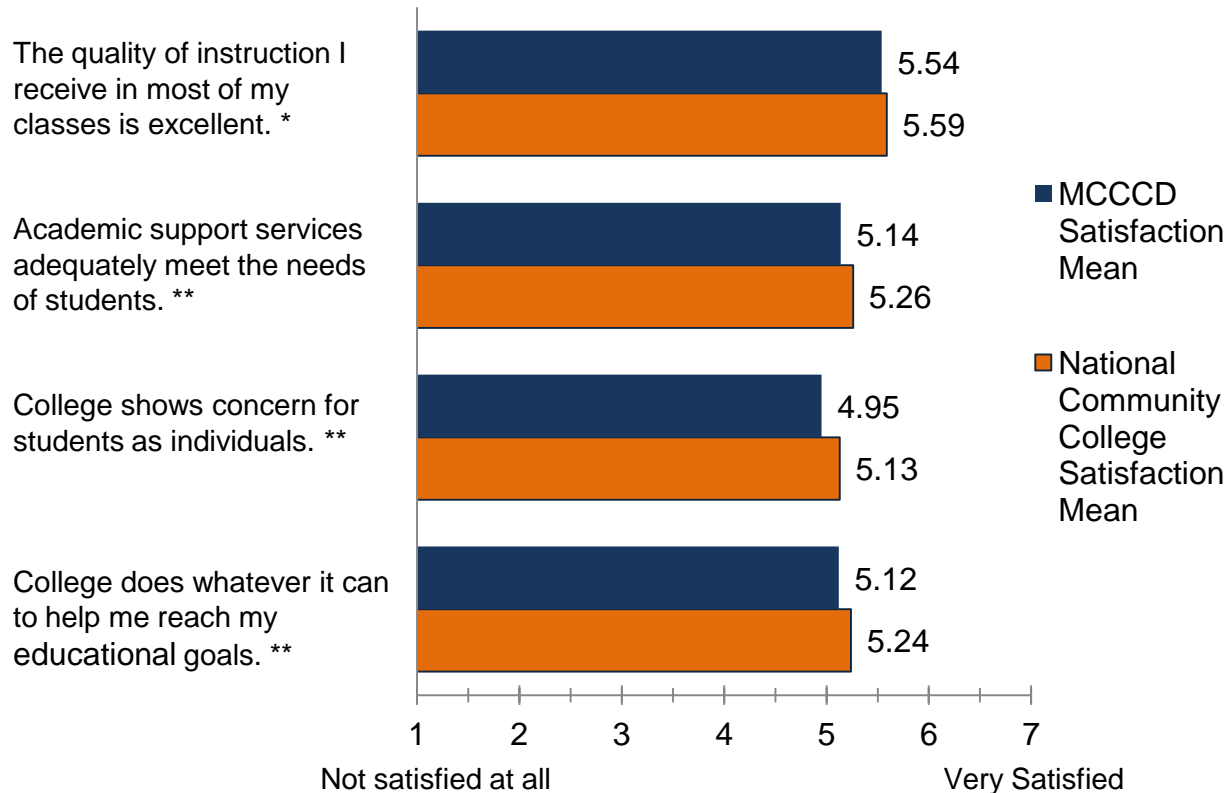The colleges submitted information about the number of students participating in these programs.

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Survey Data and Focus Group Information

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Selected Items from the Noel-Levitz Student Satisfaction Inventory

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The quality of instruction I receive in most of my classes is excellent. *
- MCCCD: 5.54
- National: 5.59

Academic support services adequately meet the needs of students. **
- MCCCD: 5.14
- National: 5.26

College shows concern for students as individuals. **
- MCCCD: 4.95
- National: 5.13

College does whatever it can to help me reach my educational goals. **
- MCCCD: 5.12
- National: 5.24

Scale: 1 (Not satisfied at all) — 2 — 3 — 4 — 5 — 6 — 7 (Very Satisfied)

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

* Statistically significant difference at an alpha level of .01.
** Statistically significant difference at an alpha level of .001.

Key Finding:
The mean (average) responses of MCCCD students to these items were significantly lower than the national means.

Basic Methodology:
The Noel-Levitz Student Satisfaction Inventory was completed in Spring 2010 by a total of 5,098 students.

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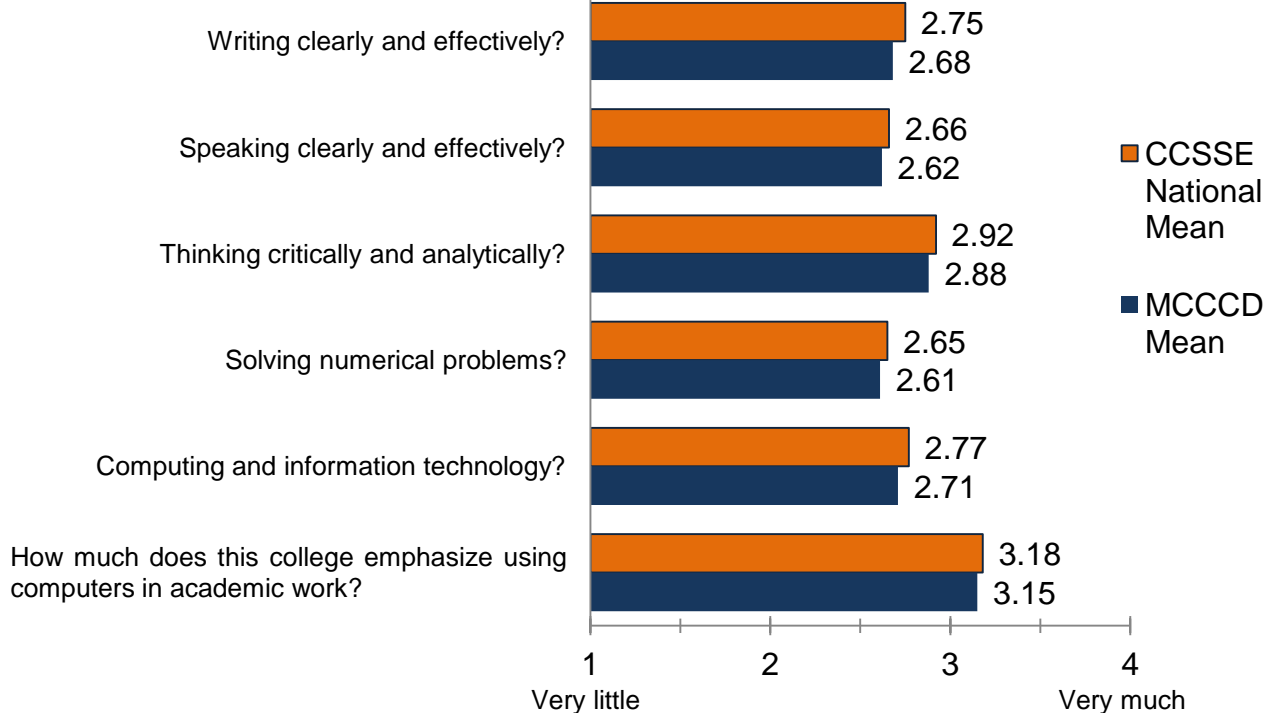
	CCSSE National Mean	MCCCD Mean
Writing clearly and effectively?	2.75	2.68
Speaking clearly and effectively?	2.66	2.62
Thinking critically and analytically?	2.92	2.88
Solving numerical problems?	2.65	2.61
Computing and information technology?	2.77	2.71
How much does this college emphasize using computers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

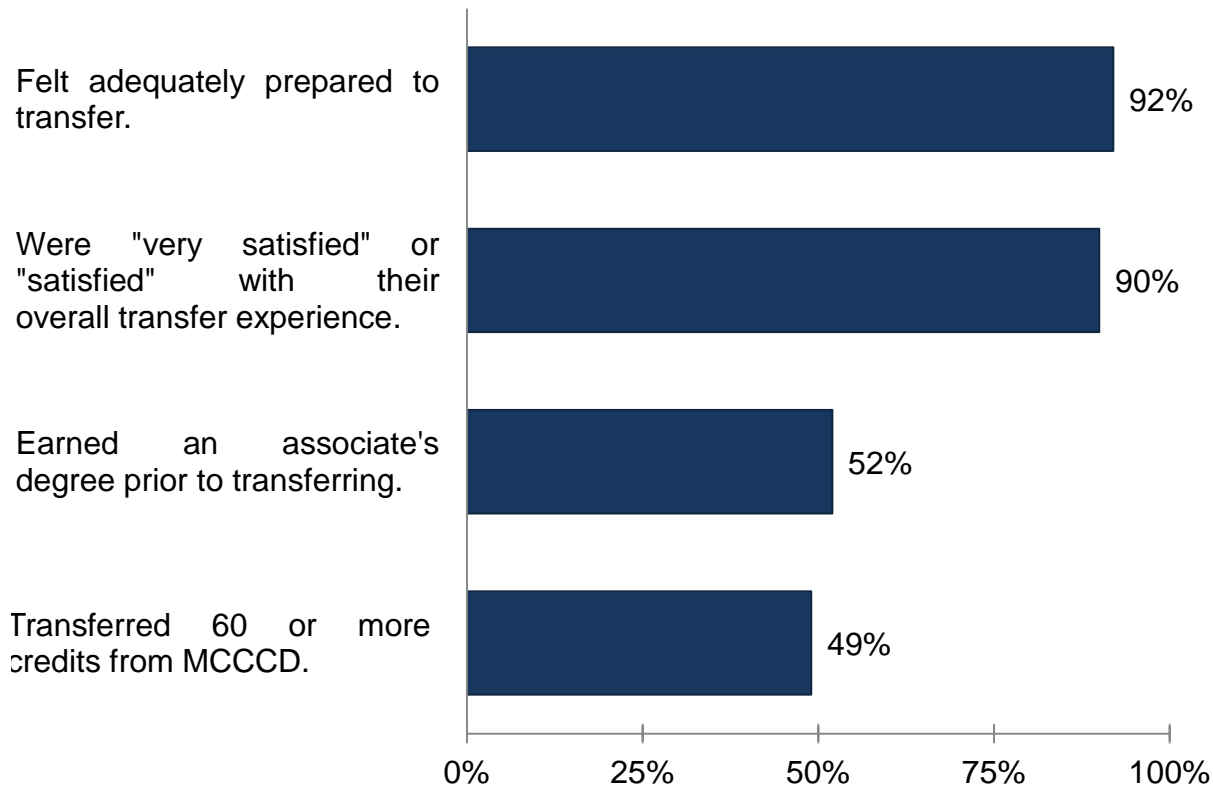1 — Very little   2   3   4 — Very much

*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.

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

1.52
1.51

1 — Rarely, never　　2 — Sometimes　　3 — Often

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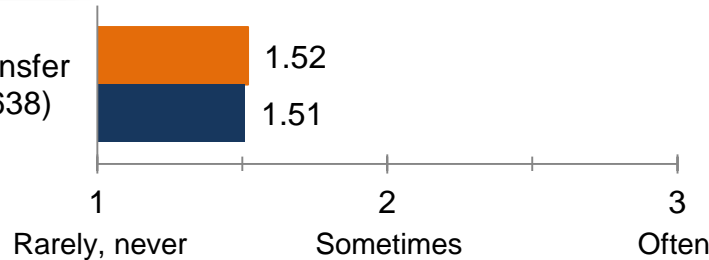
How satisfied are you with transfer credit assistance? (n = 3,296)

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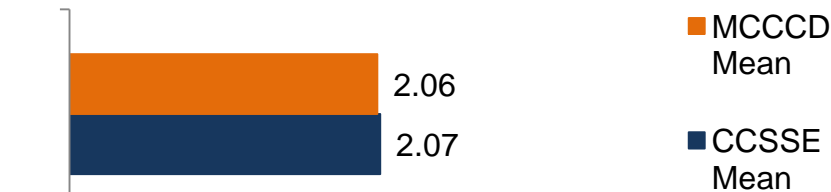
How important is transfer credit assistance to you at this college? (n = 6,522)
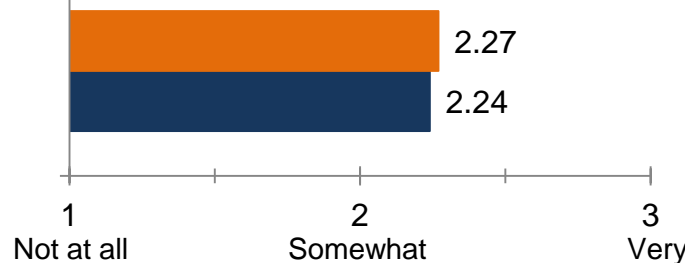
2.27
2.24

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. 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.

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Felt adequately prepared to transfer. — 92%

Were "very satisfied" or "satisfied" with their overall transfer experience. — 90%

Earned an associate's degree prior to transferring. — 52%

Transferred 60 or more credits from MCCCD. — 49%

Chart x-axis: 0%, 25%, 50%, 75%, 100%

Key Finding:
More than 90% of the respondents felt adequately prepared to transfer and were satisfied with the overall transfer experience.

Basic Methodology:
A transfer experience survey was sent to all former MCCCD students attending an MCCCD partner university in 2011. These surveys were sent via the partner universities, and 13 of the 31 institutions participated, yielding 500 student surveys.

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Four student focus groups were conducted by Behavior Research Center, Inc. Two of the groups were composed of students planning to transfer from MCCCD to four-year institutions, and the other two were composed of students who were undecided about transferring. The purpose of the focus groups was to compile and document transfer services and practices at MCCCD, to examine best practices, and to identify gaps that may need to be addressed.

Key findings from the 27 students who participated in the focus groups included:

- Many of the marketing materials looked familiar, but several students stressed the need to have a central display area or kiosk.

- Students attributed their awareness of transfer programs primarily to advisors, but also got information online and from faculty, student life, veterans services, recruitment, counseling, federal program (such as TRIO) advisors, and other students.

- Students said benefits like guaranteed admissions, "locked-in" tuition rates, and having a clear path reduce stress and "make things smoother."

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Recommendations from the transfer survey and focus group feedback included:

- Clarify transfer pathways for state universities without prescribed or "packaged" transfer programs.

- Provide training sessions for MCCCD and university advisors to keep up-to-date.

- Improve and standardize advisement to avoid inconsistent information.

- Establish a central transfer services office on each college and/or centralize and organize transfer materials.

- Offer regularly scheduled workshops to inform students about transfer possibilities.

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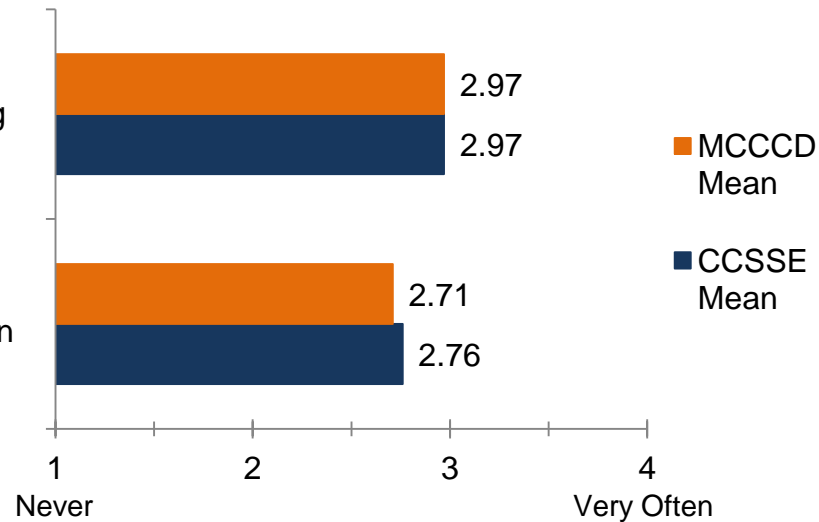
How often have you used email to communicate with an instructor?
- MCCCD: 2.71
- CCSSE: 2.76

■ MCCCD Mean
■ CCSSE Mean

Scale: 1 (Never) to 4 (Very Often)

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

Scale: 1 (Very little) to 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 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.

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

2.09
2.00

1 — Rarely/never
2 — Sometimes
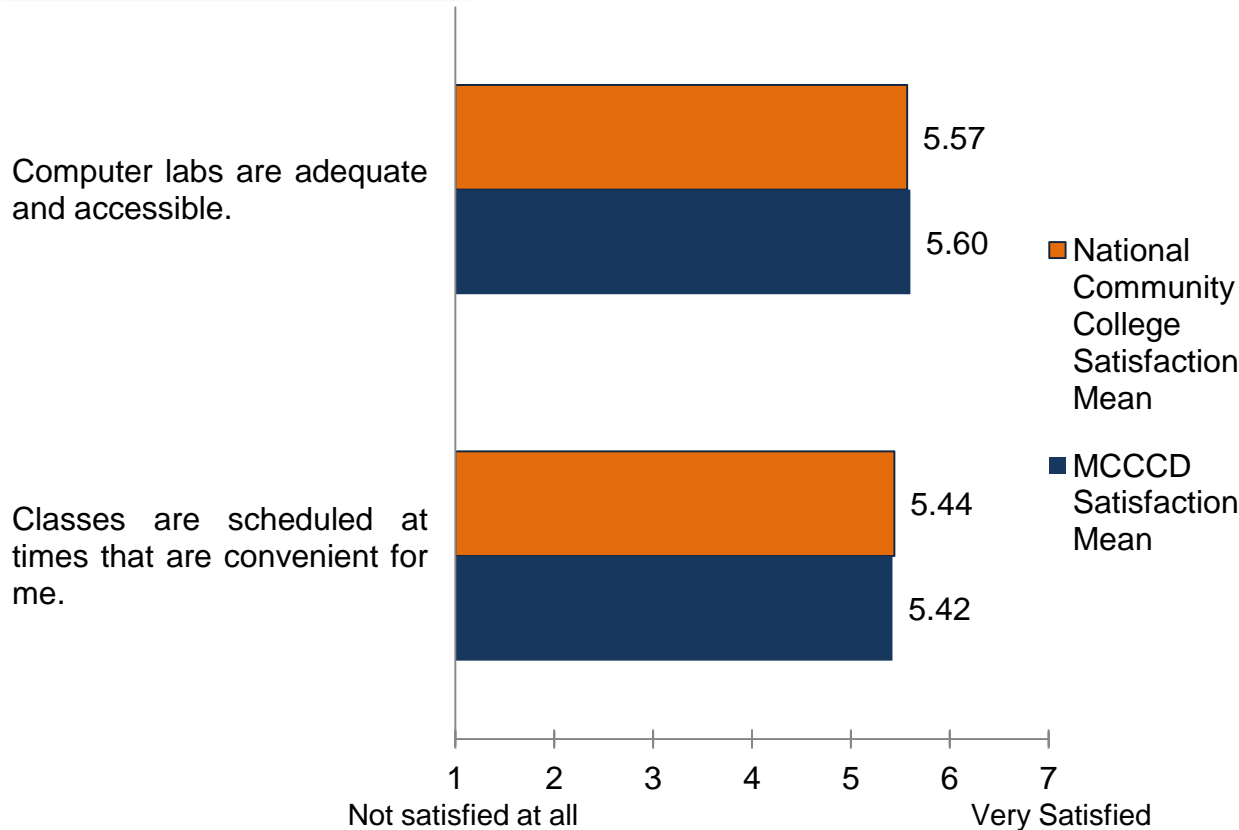3 — Often
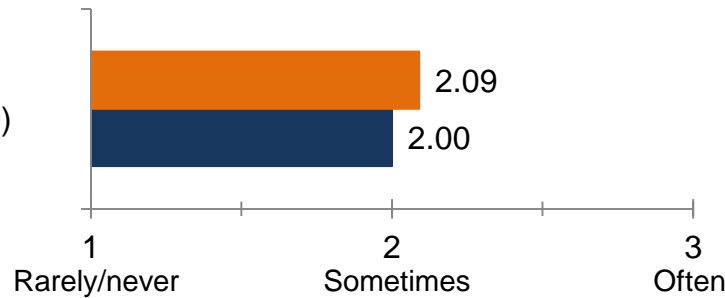
How satisfied are you with the computer labs? (n = 5,070)

2.49
2.51

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

2.45
2.38

1 — Not at all
2 — Somewhat
3 — Very

CCSSE Mean

MCCCD Mean

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

Key Finding:
The mean (average) responses of MCCCD students to 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.

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Computer labs are adequate and accessible.

Classes are scheduled at times that are convenient for me.

National Community College Satisfaction Mean

MCCCD Satisfaction Mean

	Value
Computer labs (National)	5.57
Computer labs (MCCCD)	5.60
Classes scheduled (National)	5.44
Classes scheduled (MCCCD)	5.42

1 (Not satisfied at all) — 2 — 3 — 4 — 5 — 6 — 7 (Very Satisfied)

*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 (see page 26).

Key Finding:
The differences in the mean responses of MCCCD students and the national community college mean responses were not statistically significant.

Basic Methodology:
The Noel-Levitz Student Satisfaction Inventory was completed in Spring 2010 by a total of 5,098 students.

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How many of your instructors use information technology effectively in courses? (Percent who responded "All or almost all" or "Most")

How many of your instructors have adequate IT skills for carrying out course instruction? (Percent who responded "All or almost all" or "Most")

Describe your overall experience using course or learning management systems. (Percent who responded "Very Positive" or "Positive")

The use of IT in my courses improves my learning. (Percent who responded "Strongly Agree" or "Agree")

IT makes doing my course activities more convenient. (Percent who responded "Strongly Agree" or "Agree")

Item	Percent
Instructors use IT effectively	50%
Instructors have adequate IT skills	49%
Overall experience using LMS	68%
IT improves my learning	53%
IT makes activities more convenient	70%

0%   25%   50%   75%   100%
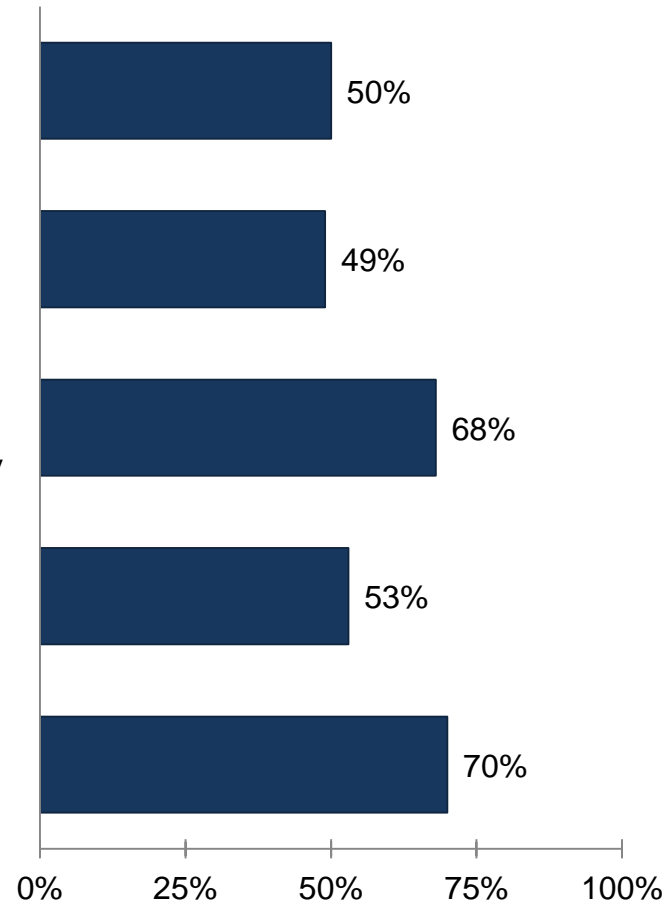
Key Findings:
- Approximately two-thirds of the students were positive about the learning management systems and the convenience of using technology for course activities.
- Approximately one-half of the students surveyed indicated that instructors had adequate IT skills and used technology effectively in courses, and that technology improved learning.

Basic Methodology:
The Educause Center for Applied Research (ECAR) student information technology survey was administered in Spring 2011 at all ten MCCCD colleges. National comparisons were not available. Responses were obtained from more than 1,600 MCCCD students. This survey was designed as a 5-point Likert scale. The results at left indicated the percentage of MCCCD students who endorsed the top two response categories for each item.

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

- CCSSE Mean: 1.32
- MCCCD Mean: 1.31

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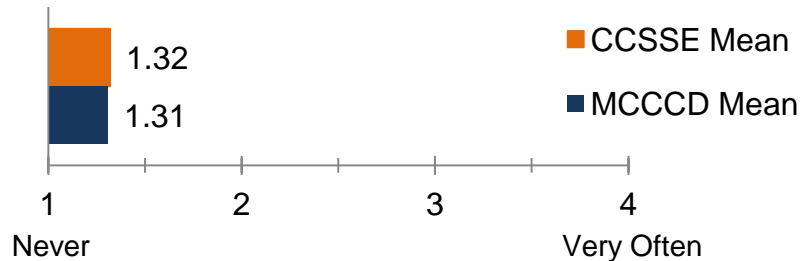
The college encourages students to volunteer in community service in their communities. (n = 5,666)

- 2.60

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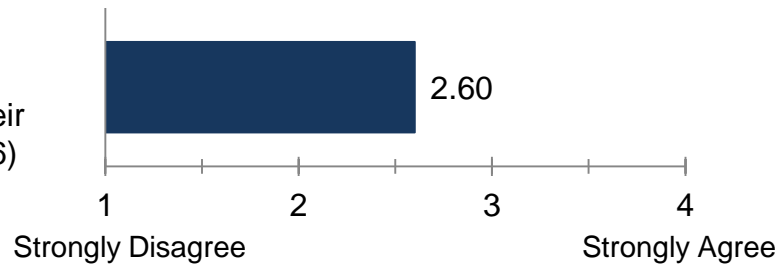
The college encourages contact among students from different economic, social, and racial or ethnic backgrounds. (n = 7,040)
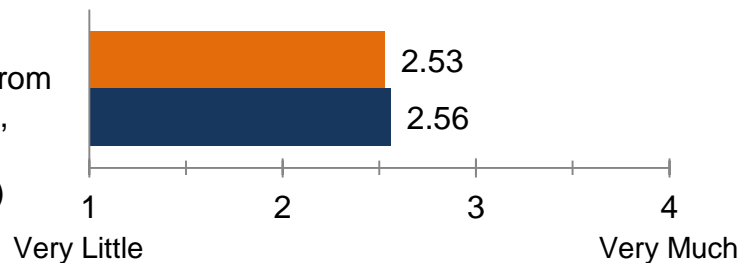
- 2.53
- 2.56

(scale: 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.

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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 — Strongly Disagree
2
3
4 — Strongly Agree
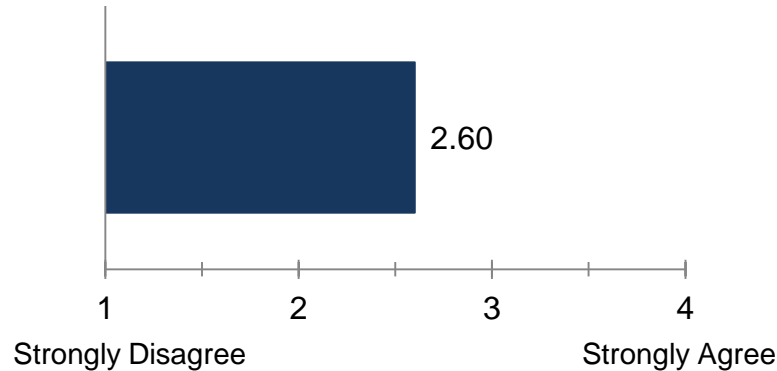
Have you volunteered in community service programs at your college in the last year? (n = 5,304)
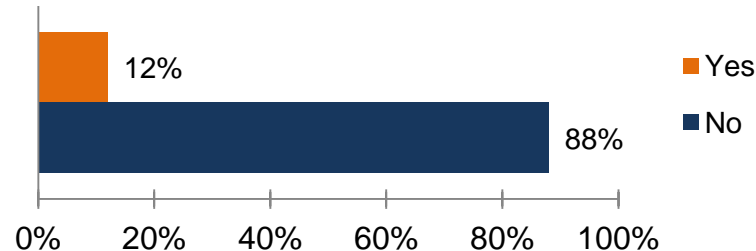
12% — Yes
88% — No

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

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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 to volunteer and the colleges encouraged students to volunteer in community service, but relatively few students over the past year volunteered for such service at their college.
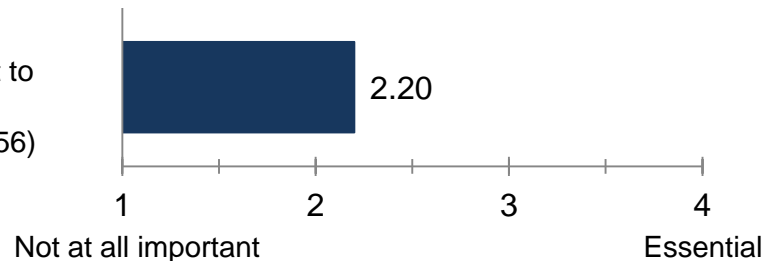
Basic Methodology:
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How much has your experience at this college contributed to your knowledge, skills, and personal development in the area of contributing to the welfare of your community? (n = 7,130)

■ CCSSE Mean ■ MCCCD Mean

2.04
2.02

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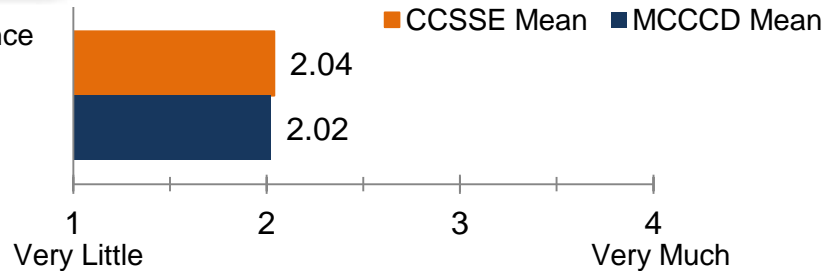
How important to you is it to volunteer in a community service project? (n = 5,656)

2.20

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)
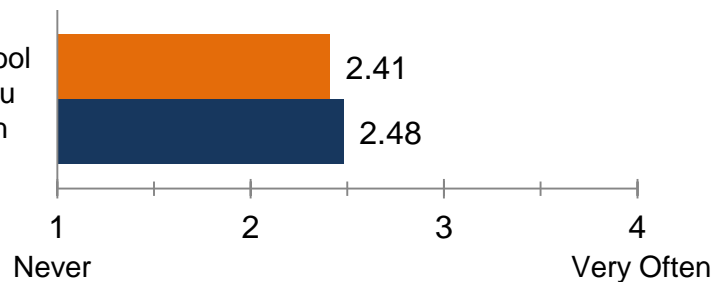
2.41
2.48

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:
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