MCCCD 2014 Monitoring Report
Governing Board Outcomes and Metrics

November 2014

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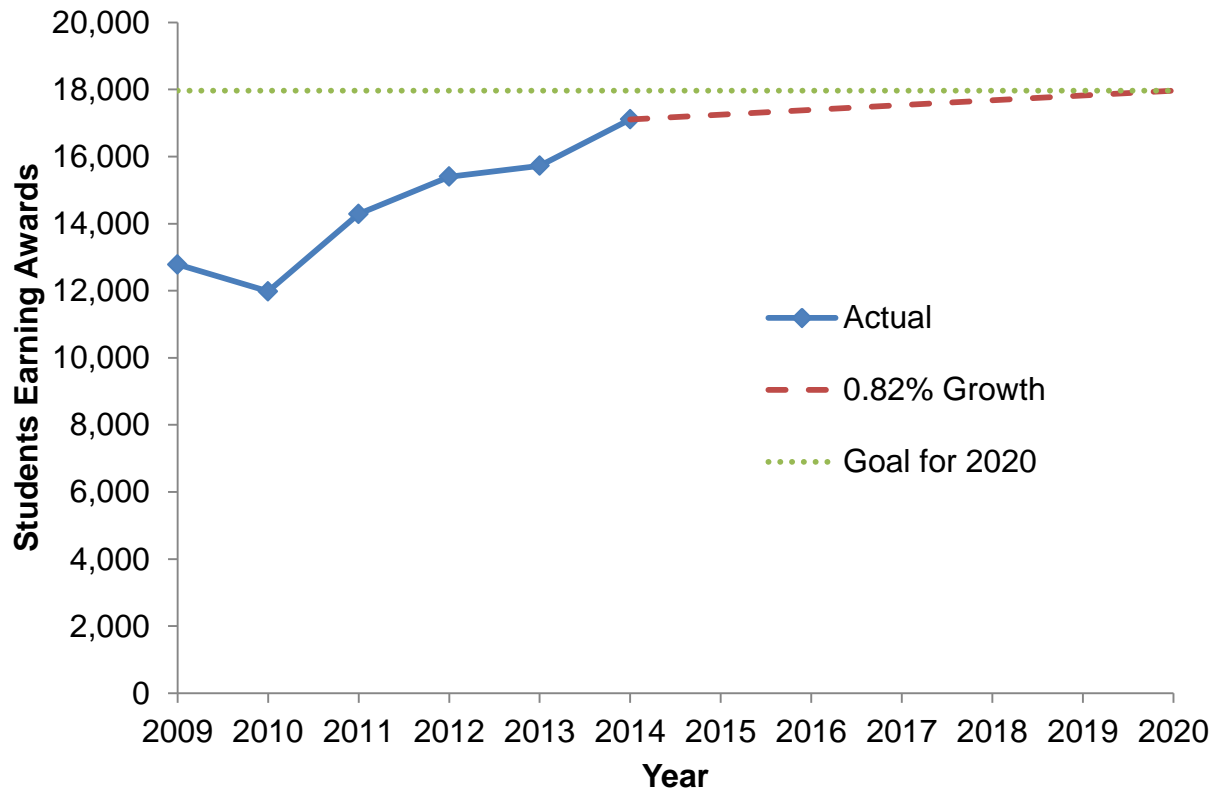| Section	Slide Number
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For more information on the Maricopa County Community College District Governing Board Outcomes and Metrics, see http://www.maricopa.edu/publicstewardship/governance/index.php.

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2020 Completion Agenda Goal

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

- In 2013-14, MCCCD progressed toward the completion goal of 50% more students earning awards from the baseline year of 2009-10.
- In order to meet the 2020 completion goal, MCCCD will need to increase the number of students receiving awards at an annual compounded rate of approximately 0.82%.
- In 2013-14, 57% of all students who received an award earned an Associate's degree.
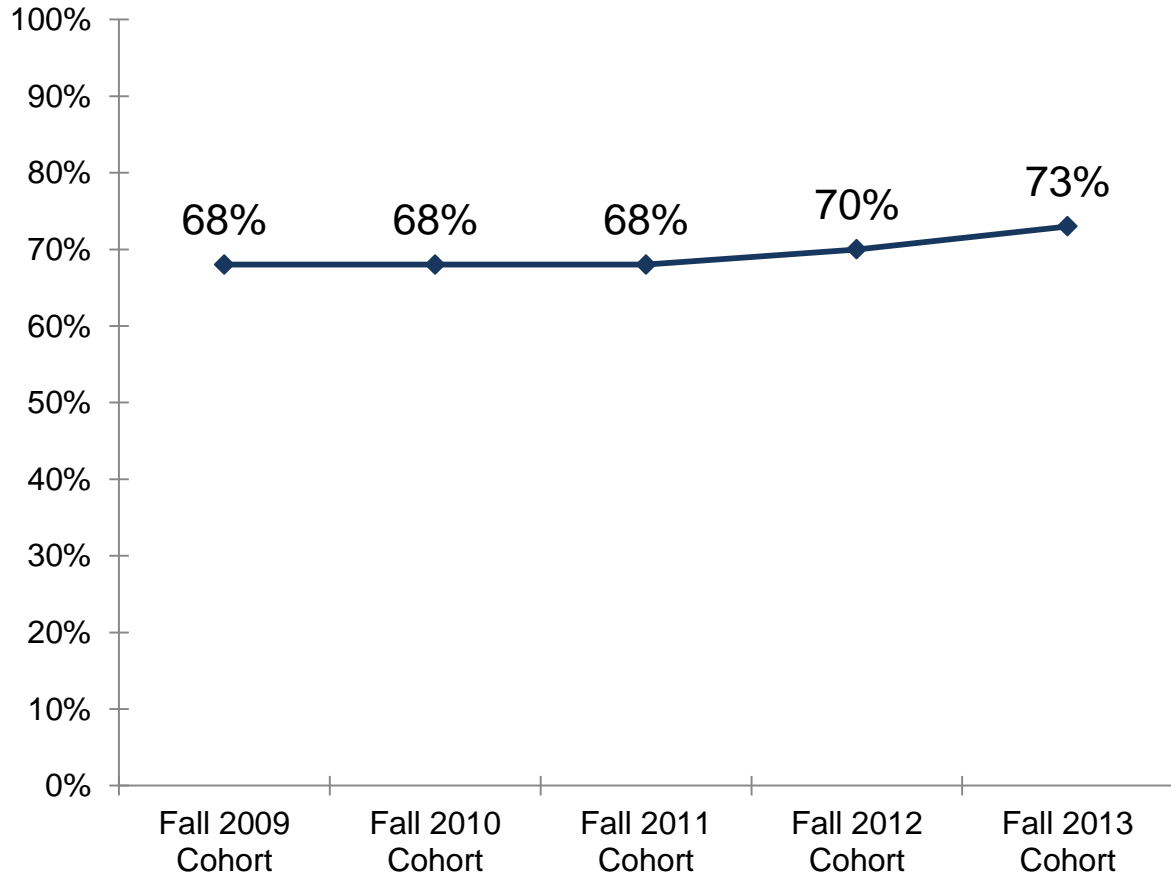- To date, MCCCD appears on-track to achieve this completion goal.

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University Transfer Education and General Education

Outcome 1

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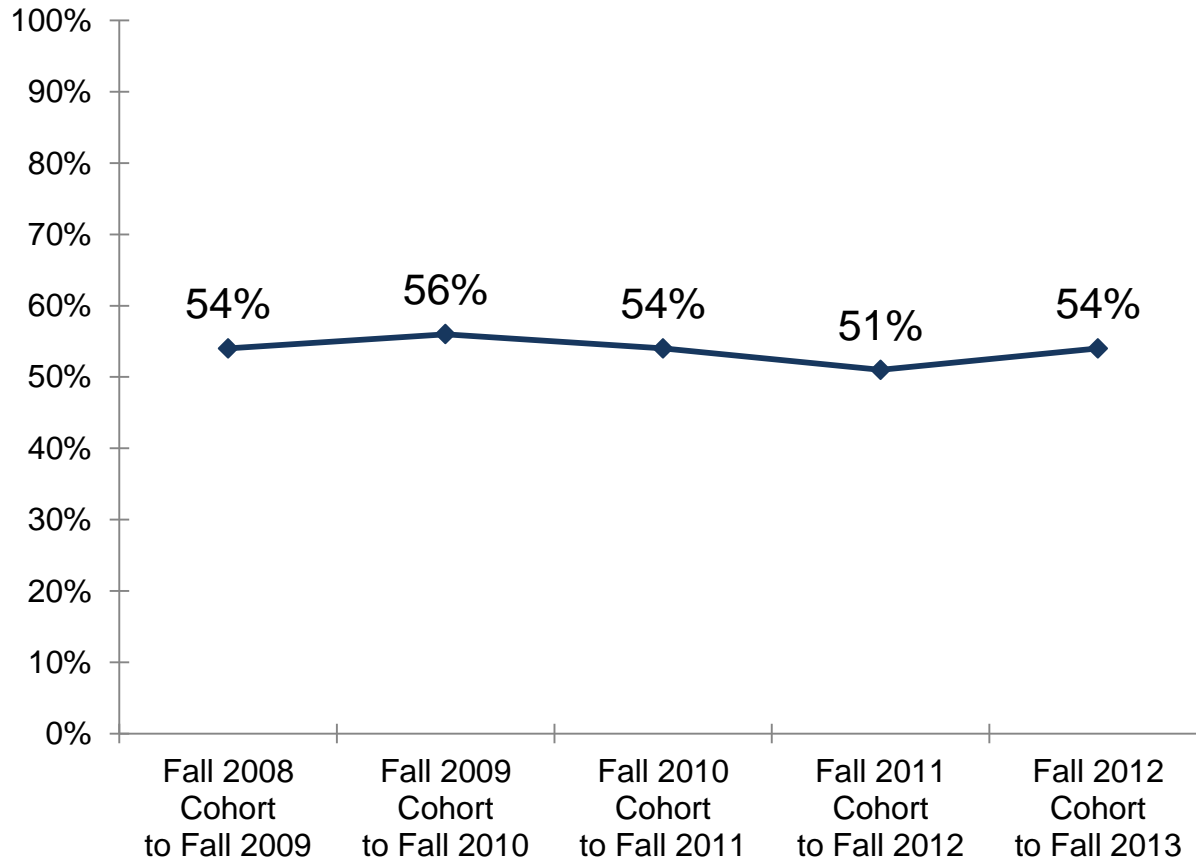# College-Level Course Success Rate

Key Finding:
The college-level course success rate increased by three 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.

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Fall-to-Fall Retention Rate

Key Finding:
The Fall-to-Fall retention rate increased by three percentage points for the most recent cohort.
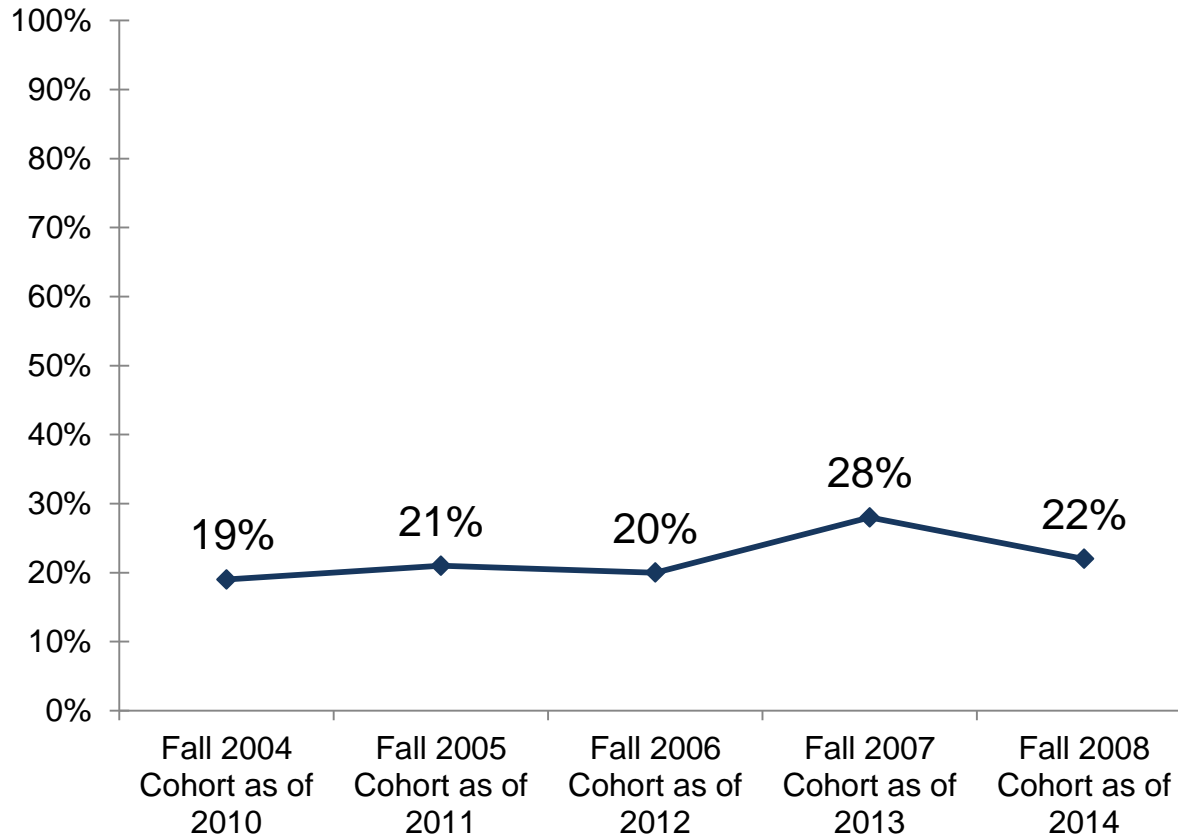
Basic Methodology:
The percentage of the new student cohort enrolled in the fall term who persisted to the subsequent fall term, excluding transfers and degree/certificate completers.

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College-Level Math and English Course Success Rate

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 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
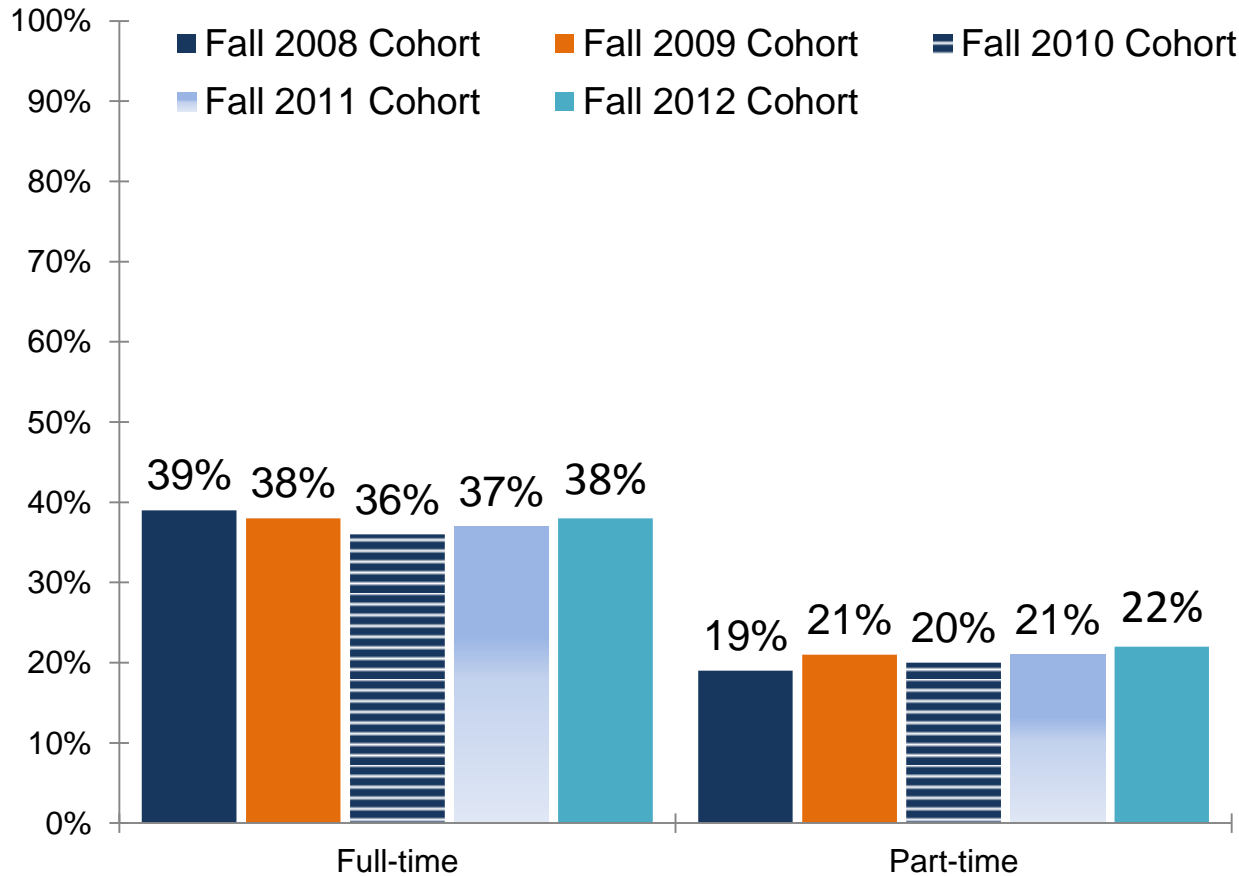
Key Finding:
The percentage of learners achieving credit hour thresholds within two years increased one percentage point for both full- and part-time students.

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

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Semester-to-Semester Retention Rate

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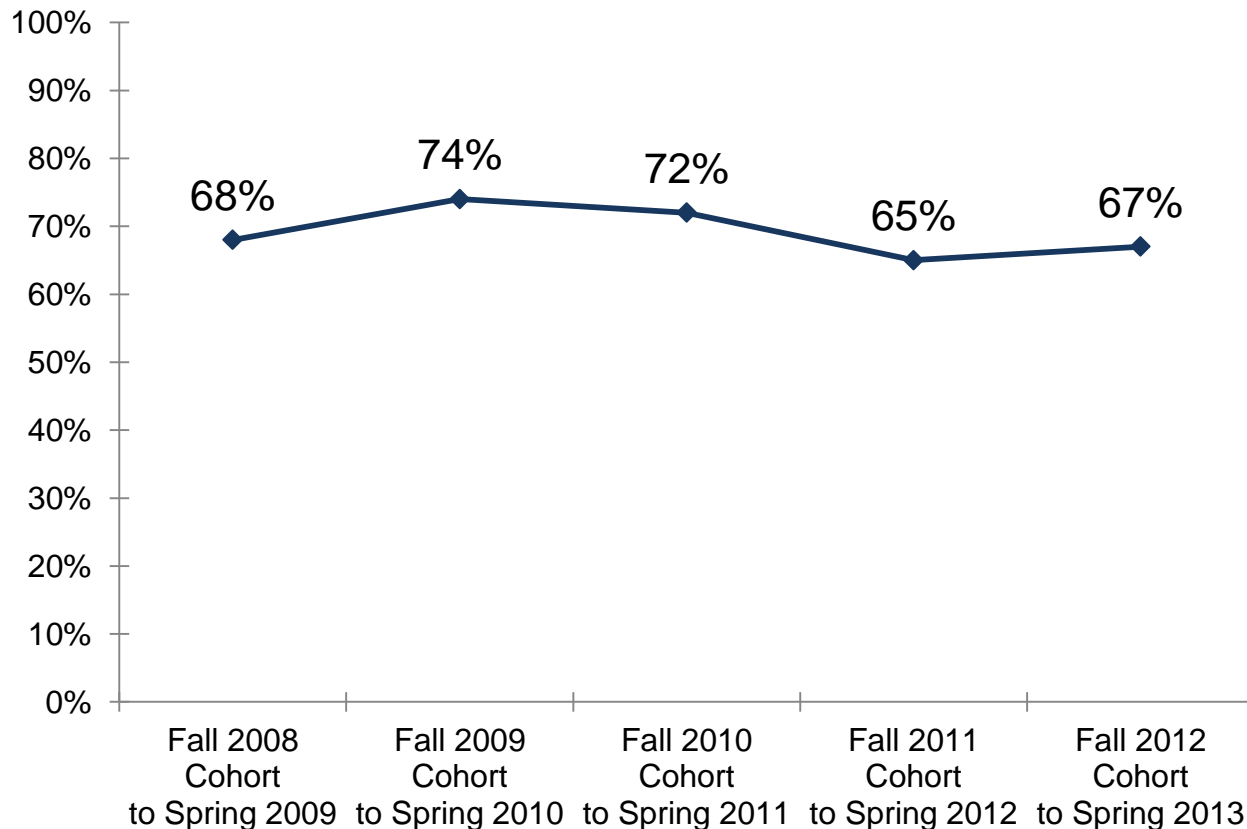
Key Finding:
The Semester-to-Semester retention rate increased by two percentage points from last year.

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.

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Percent of Students who Achieve their Stated Education Goals

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%
Fall 2007 Cohort as of 2013: 28%, 46%, 28%, 46%
Fall 2008 Cohort as of 2014: 25%, 42%, 43%, 58%
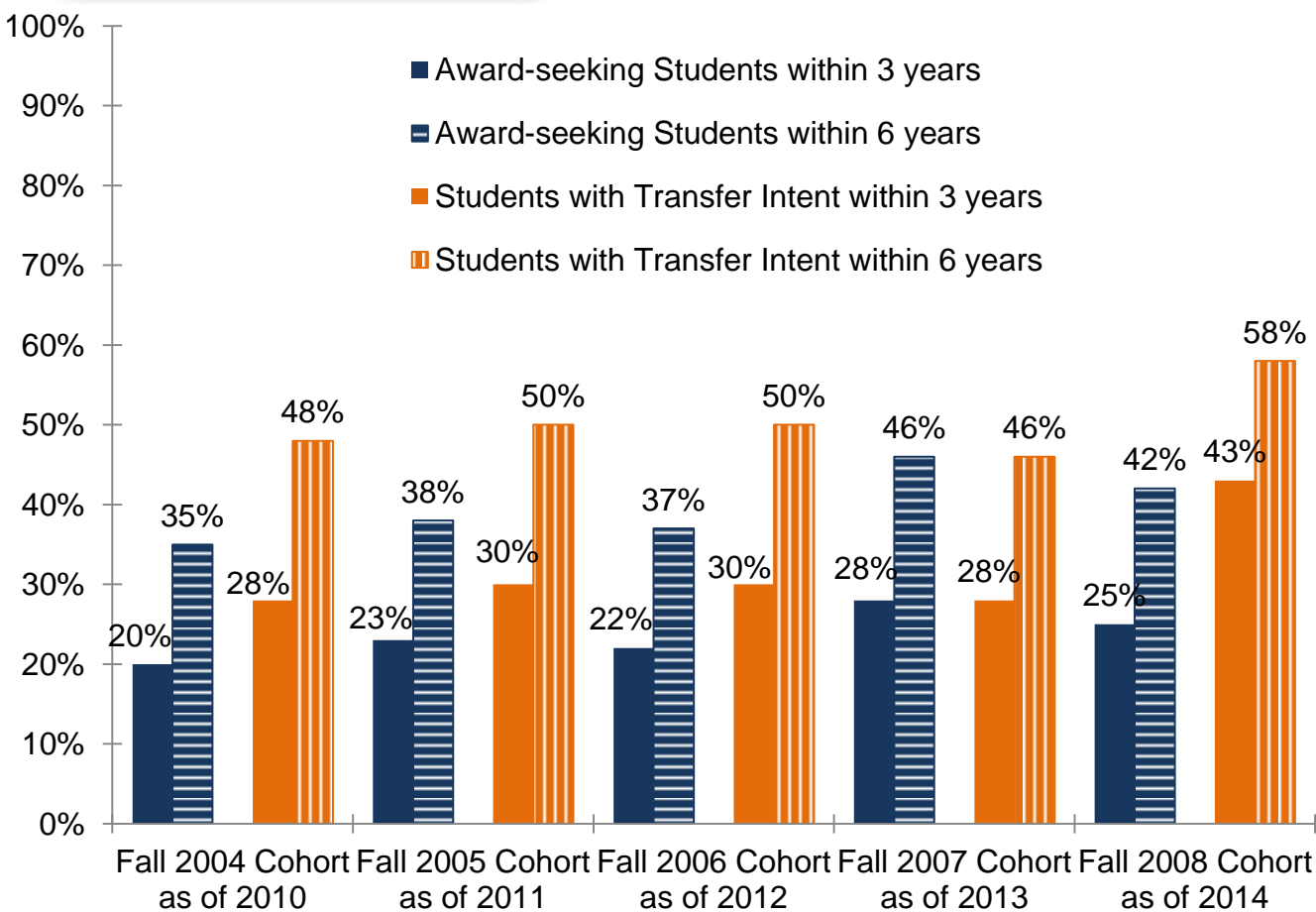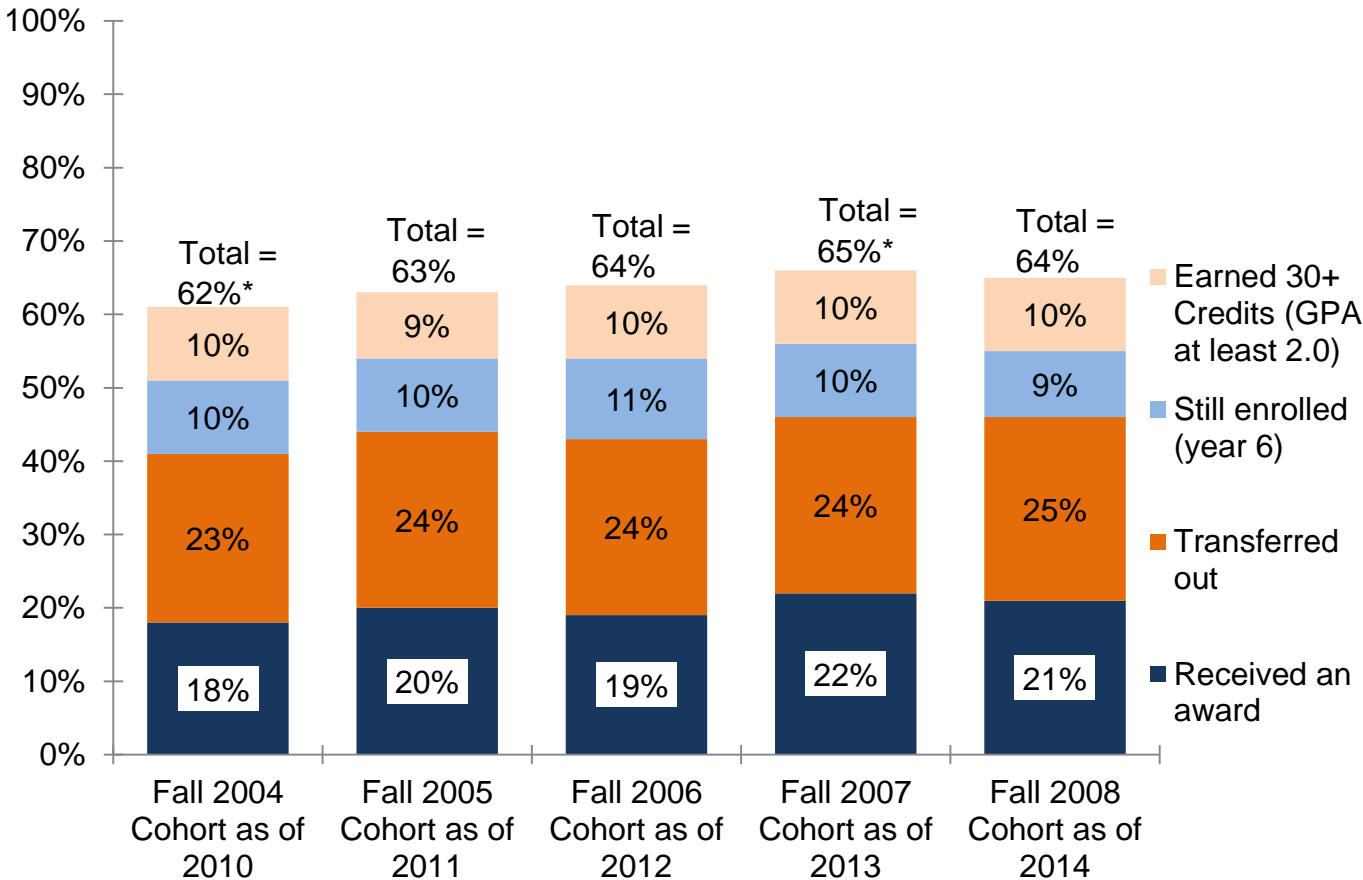
Key Findings:
The percent of award-seeking students who achieved their goal decreased in the last year, with 25% achieving within three years compared to 28% in the prior year, and 42% achieving within six years compared to 46% in the prior year.

The percent of transfer-intent students who achieved their goal increased 15 percentage points for three-year attainment, and 12 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

Key Finding:
The percentage of students achieving a successful outcome within six years decreased one percentage point from last year, to 64%. This is two percentage points higher than five years ago. The percentage of students who transferred out or received an award remained the same as last year, 46%.
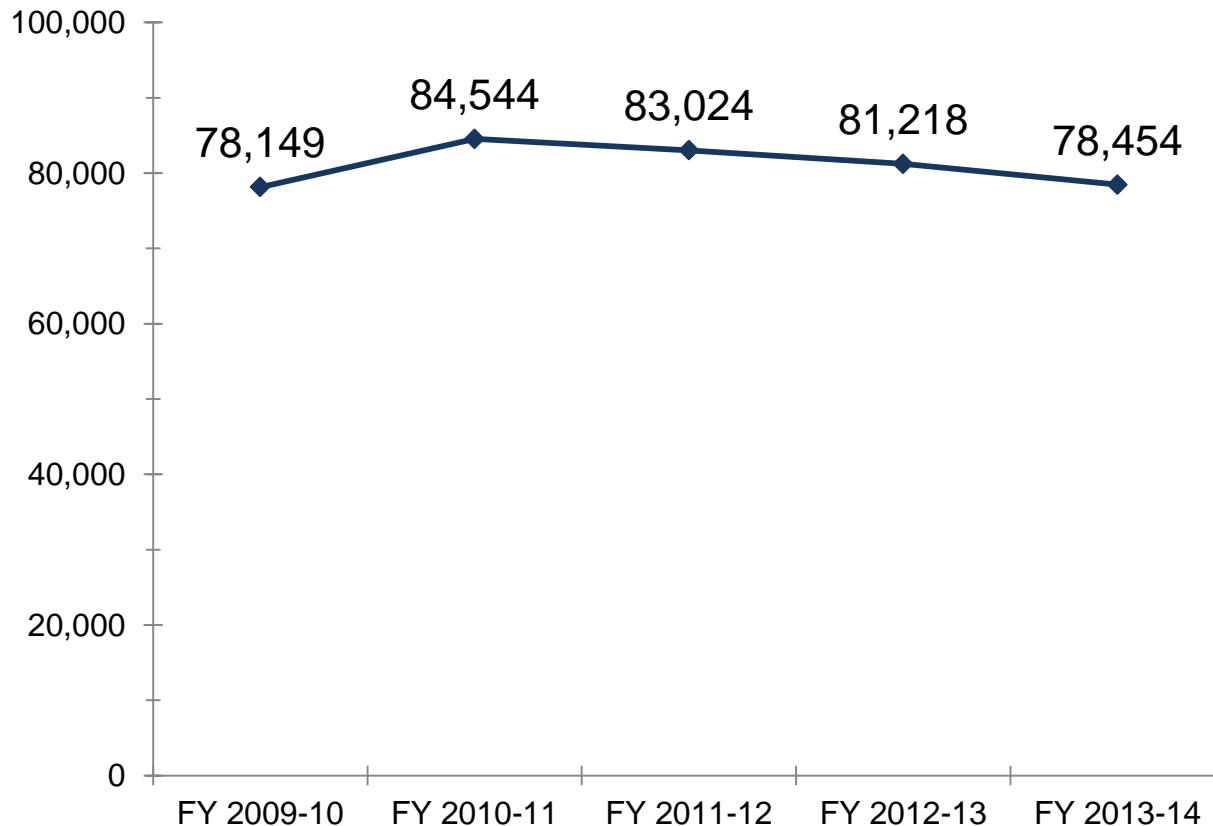
Basic Methodology:
Percentage of the new student cohort with a degree/certificate or transfer intent who achieved a successful outcome:
- Received an award (degree/certificate);
- Transferred to another university/college (outside of the MCCCD system);
- Still enrolled at MCCCD in year 6; or
- No longer 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).

	Fall 2004 Cohort as of 2010	Fall 2005 Cohort as of 2011	Fall 2006 Cohort as of 2012	Fall 2007 Cohort as of 2013	Fall 2008 Cohort as of 2014
Total	62%*	63%	64%	65%*	64%
Earned 30+ Credits (GPA at least 2.0)	10%	9%	10%	10%	10%
Still enrolled (year 6)	10%	10%	11%	10%	9%
Transferred out	23%	24%	24%	24%	25%
Received an award	18%	20%	19%	22%	21%

* 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 declined by approximately three percent from FY2012-13 to FY2013-14.

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

2012-13

$8,155

$55,099

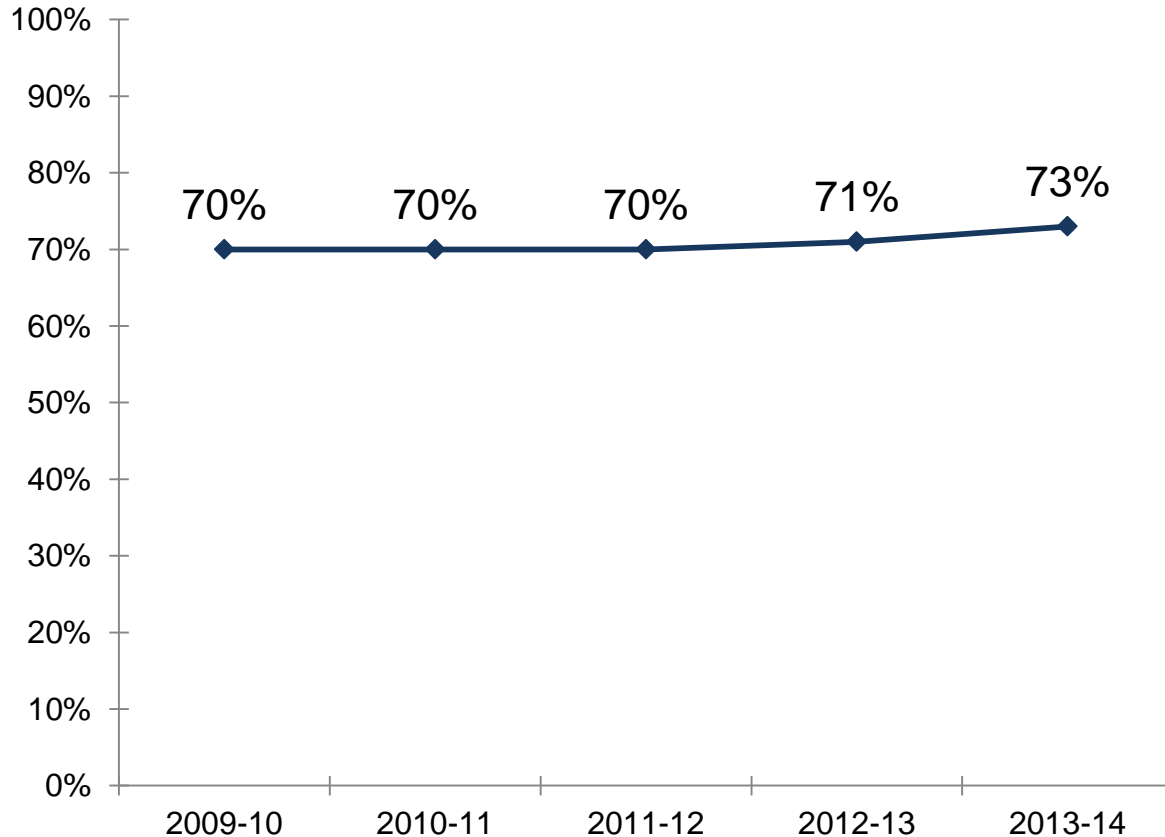$0 $10,000 $20,000 $30,000 $40,000 $50,000 $60,000 $70,000
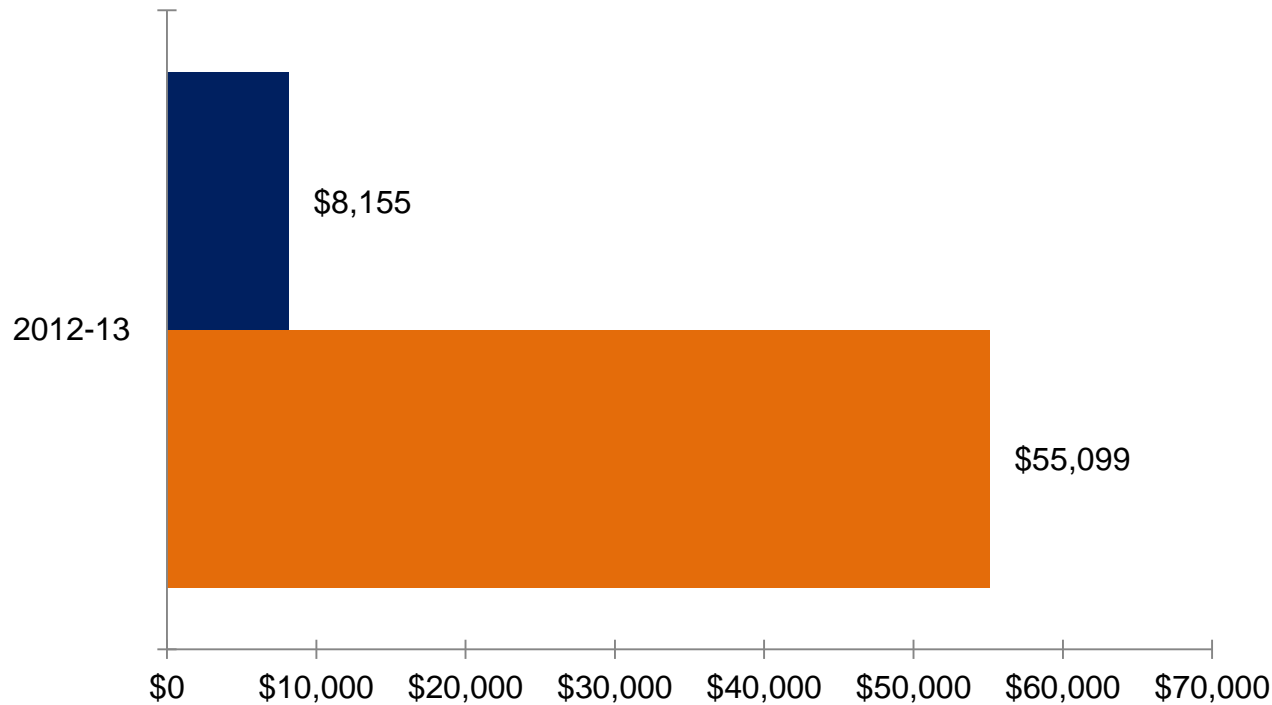
Key Finding:
At just over $8,000 per year, the median net price of attendance at MCCCD was 15% of the median household income in Maricopa County. MCCCD continues to be an affordable option for postsecondary education and training.

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

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Percent of Credits Completed of Credits Attempted

Key Finding:

The percentage of credits completed (of credits attempted) increased by two percentage points in the most recent year.
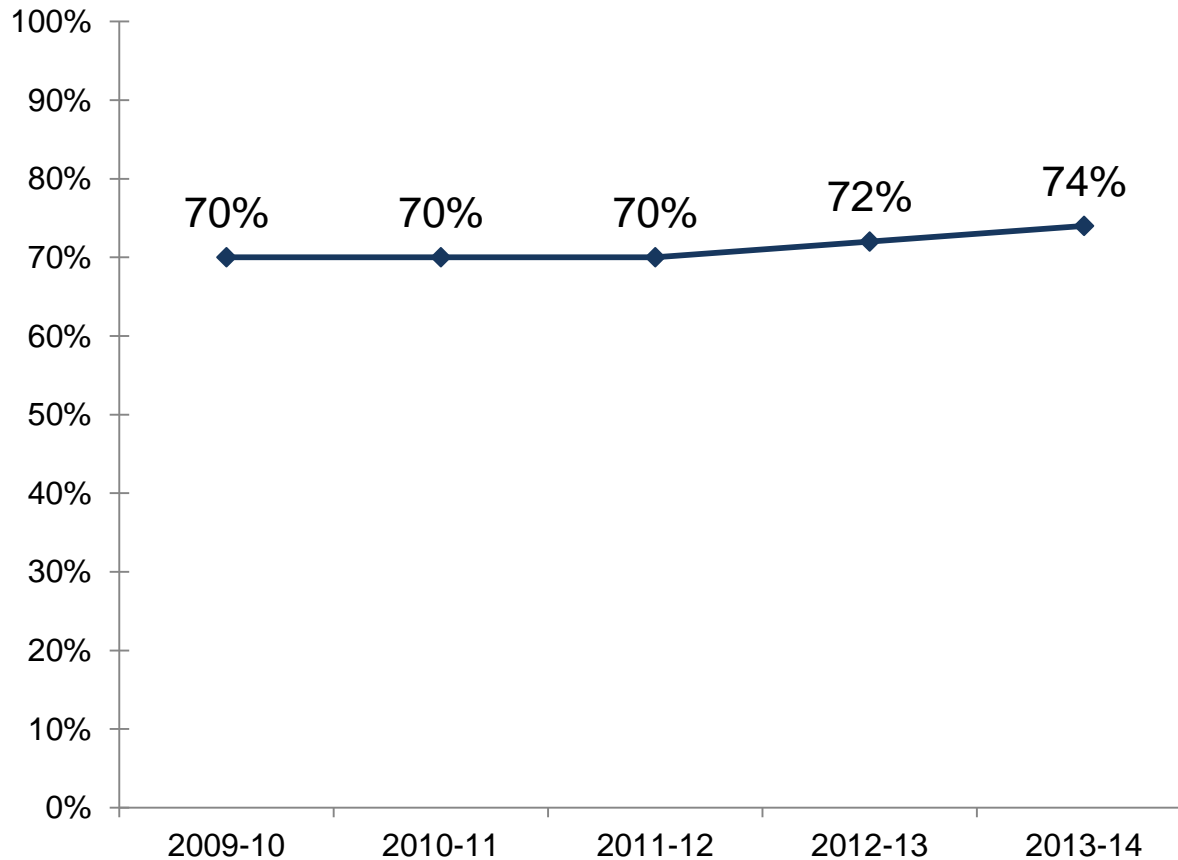
Basic Methodology:
The percentage of credits successfully completed (A, B, C, or P grade) to credits attempted for fall and spring terms only, excluding high school dual enrollment.

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Seamless Transfer to State Public Universities

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

	AY 2008-09	AY 2009-10	AY 2010-11	AY 2011-12	AY 2012-13
Earned Transfer Award	27%	28%	31%	37%	36%
Transferred 80% of Credits Earned	62%	63%	60%	56%	59%
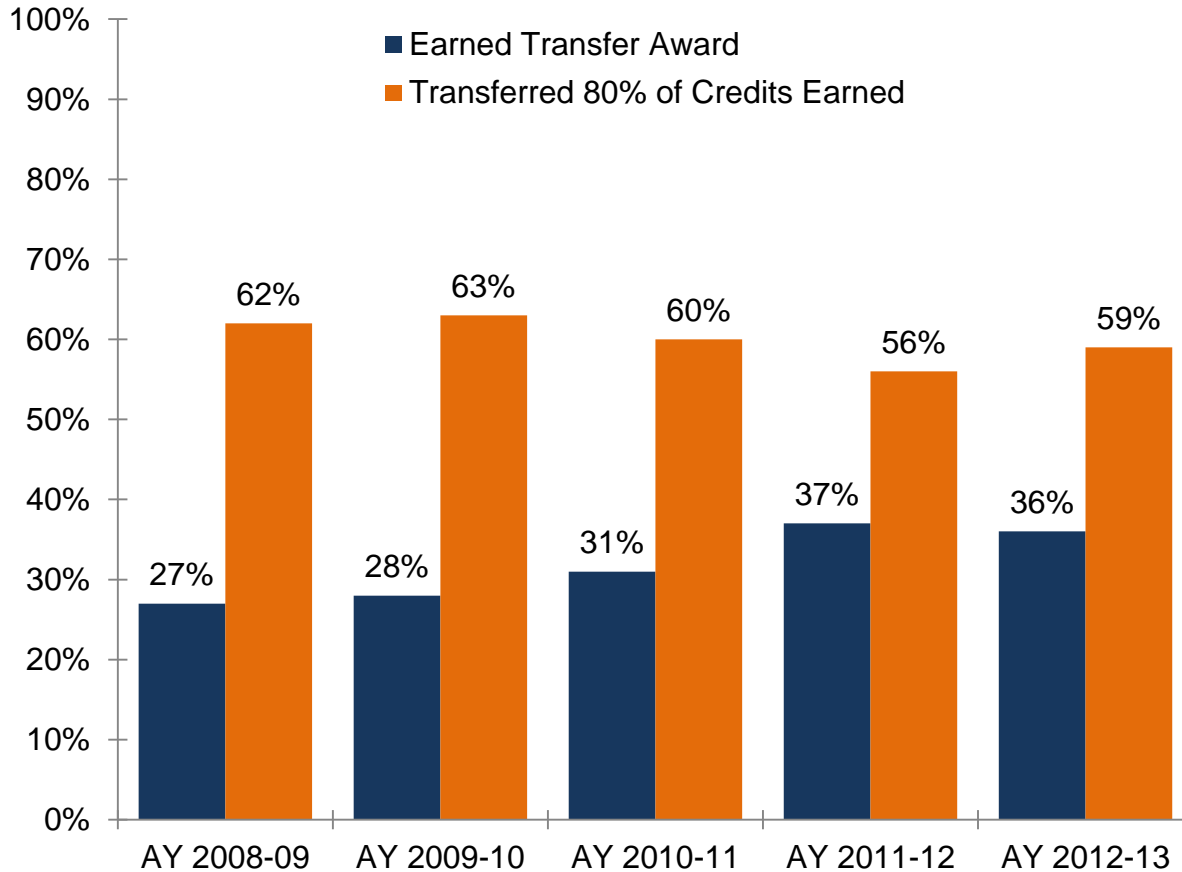
Key Findings:
The percentage of recent transfers from MCCCD to one of the Arizona public universities who earned a transfer award was 36% for the latest year, up nine percentage points over four years. 59% of recent transfers transferred at least 80% of their college-level MCCCD credits.

Basic Methodology:
The percentage of MCCCD students in a given academic year who were new transfers to an Arizona public university with 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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ASU Alliance/MAPP

Category	Cohort 2009-10	Cohort 2010-11	Cohort 2011-12	Cohort 2012-13	Cohort 2013-14
Active	74	466	1,126	2,034	2,929
Completers	1,003	1,378	1,273	972	400
Discontinued/ Plan Change	338	1,265	1,291	342	308
Total	**1,415**	**3,109**	**3,690**	**3,348**	**3,637**

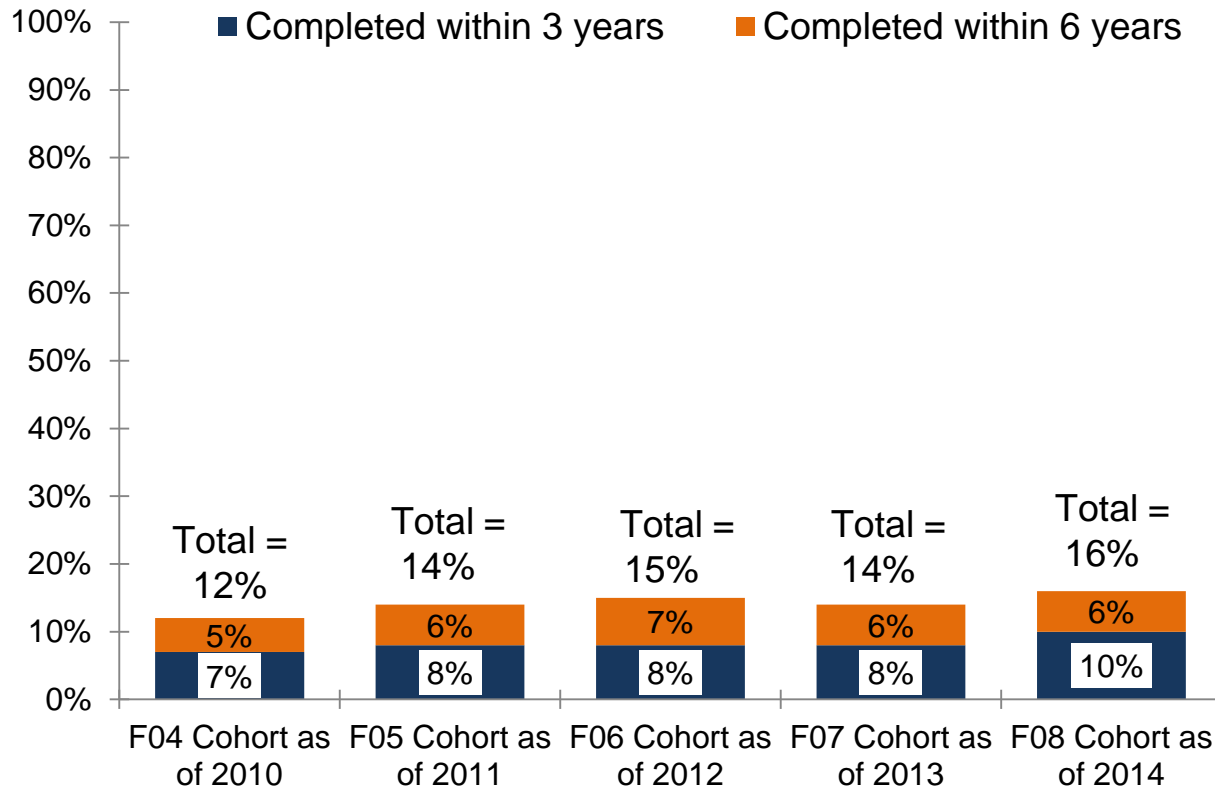| Program	Cohort 2011-12	Cohort 2012-13	Cohort 2013-14
Connect2NAU new signups	580	955	809
UA Bridge new signups	--	--	82

Key Finding:
The MAPP 2013-2014 cohort (3,637 students) was 9% larger than the 2012-13 cohort (3,348 students), contributing to an overall increase in participation in MCCCD's signature transfer programs.

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

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AGEC Certificate and Transfer Degree Completion Rate

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■ Completed within 3 years   ■ Completed within 6 years

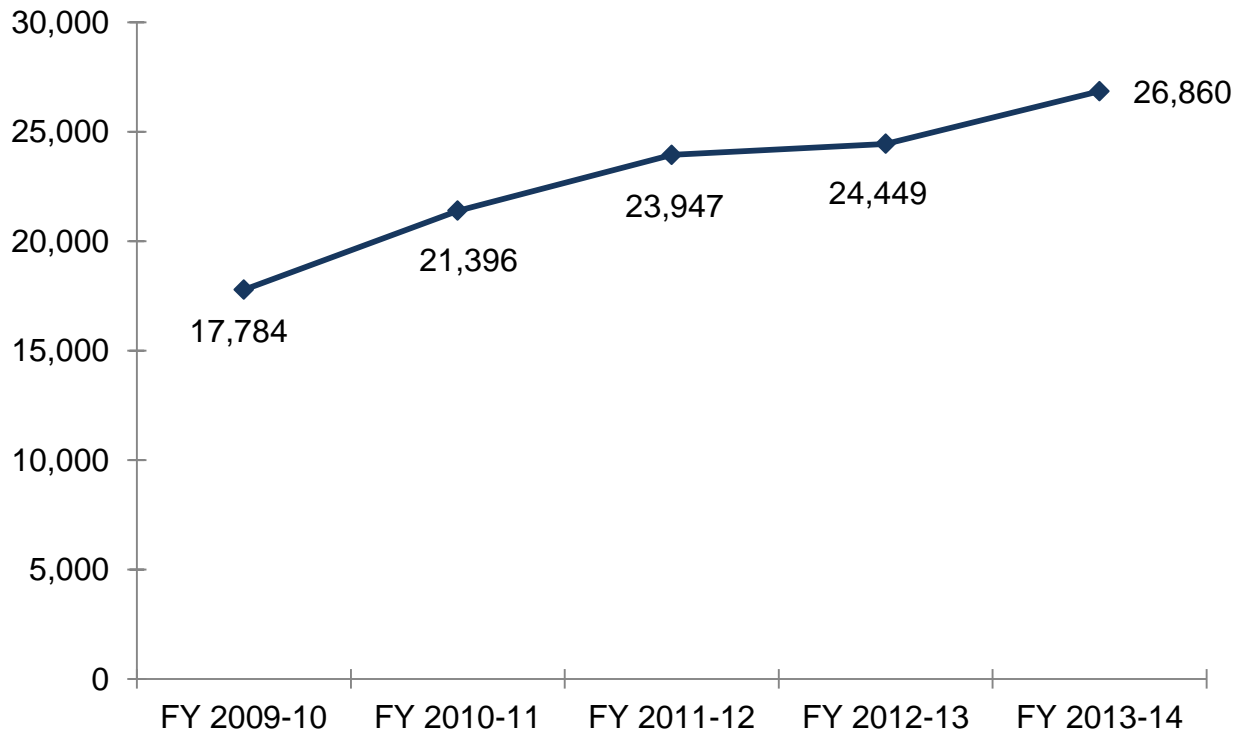| Cohort	Total	Within 6 years	Within 3 years
F04 Cohort as of 2010	12%	5%	7%
F05 Cohort as of 2011	14%	6%	8%
F06 Cohort as of 2012	15%	7%	8%
F07 Cohort as of 2013	14%	6%	8%
F08 Cohort as of 2014	16%	6%	10%

Key Findings:
The percentage of transfer-seeking new students who completed a transfer award within three years increased by two percentage points (8% to 10%), as did the percentage who completed within six years (14% to 16%).

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

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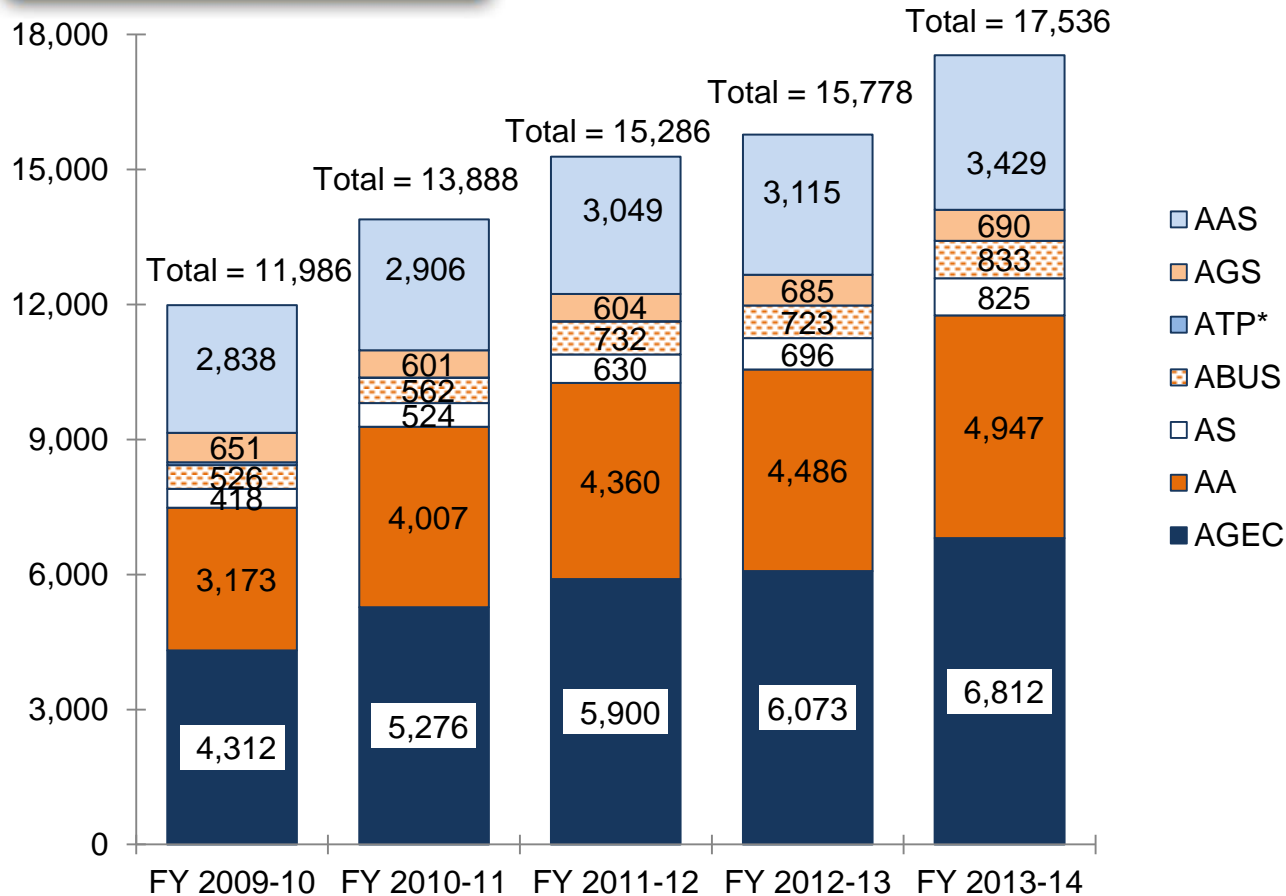
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Total Annual Awards

Key Finding:
The total number of awards continued to grow 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:

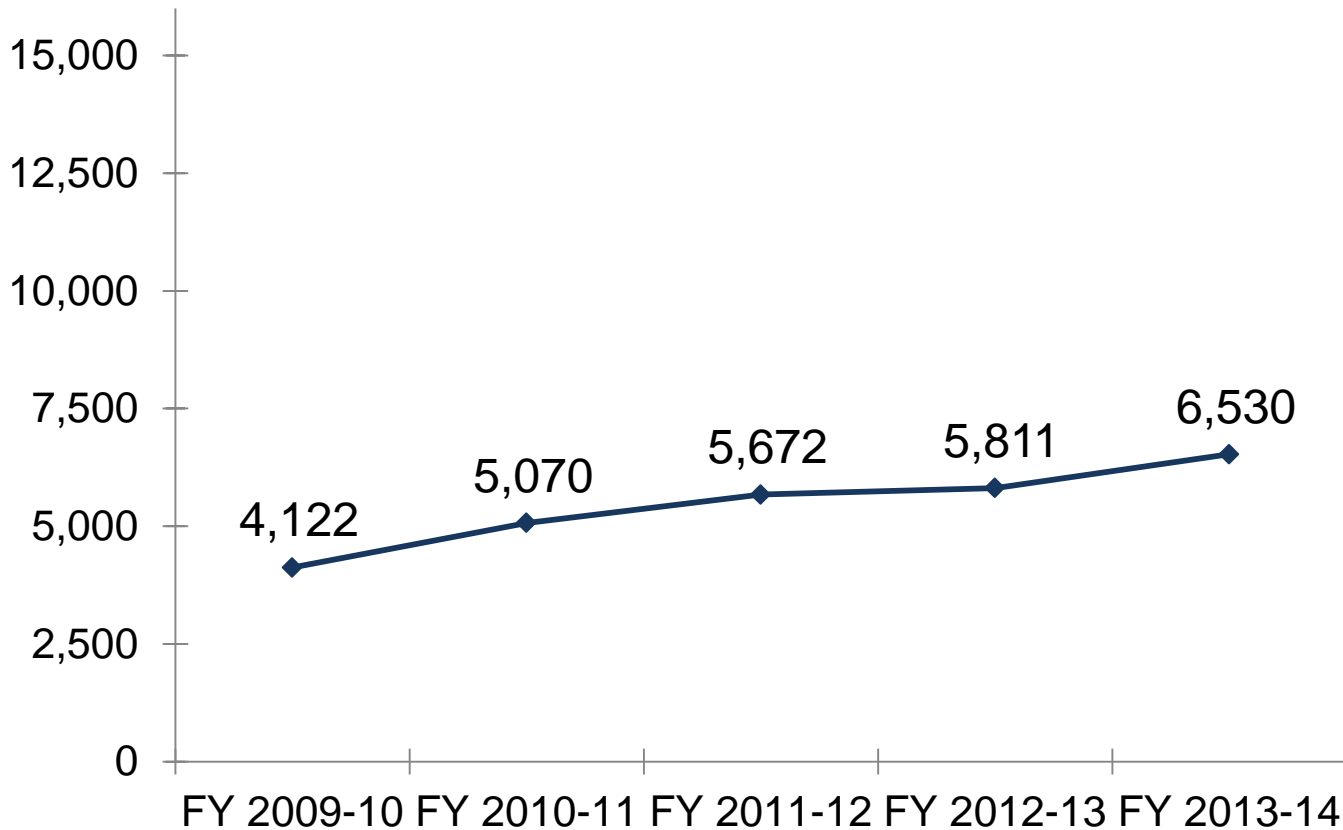The number of transfer awards increased by 11 percent over the previous year and is 46% higher than FY 2009-10.

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:

Category	FY 2009-10	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14
Total	11,986	13,888	15,286	15,778	17,536
AAS	2,838	2,906	3,049	3,115	3,429
AGS	651	601	604	685	690
ABUS	526	562	732	723	833
AS	418	524	630	696	825
AA	3,173	4,007	4,360	4,486	4,947
AGEC	4,312	5,276	5,900	6,073	6,812

* 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 and FY 2013-14.
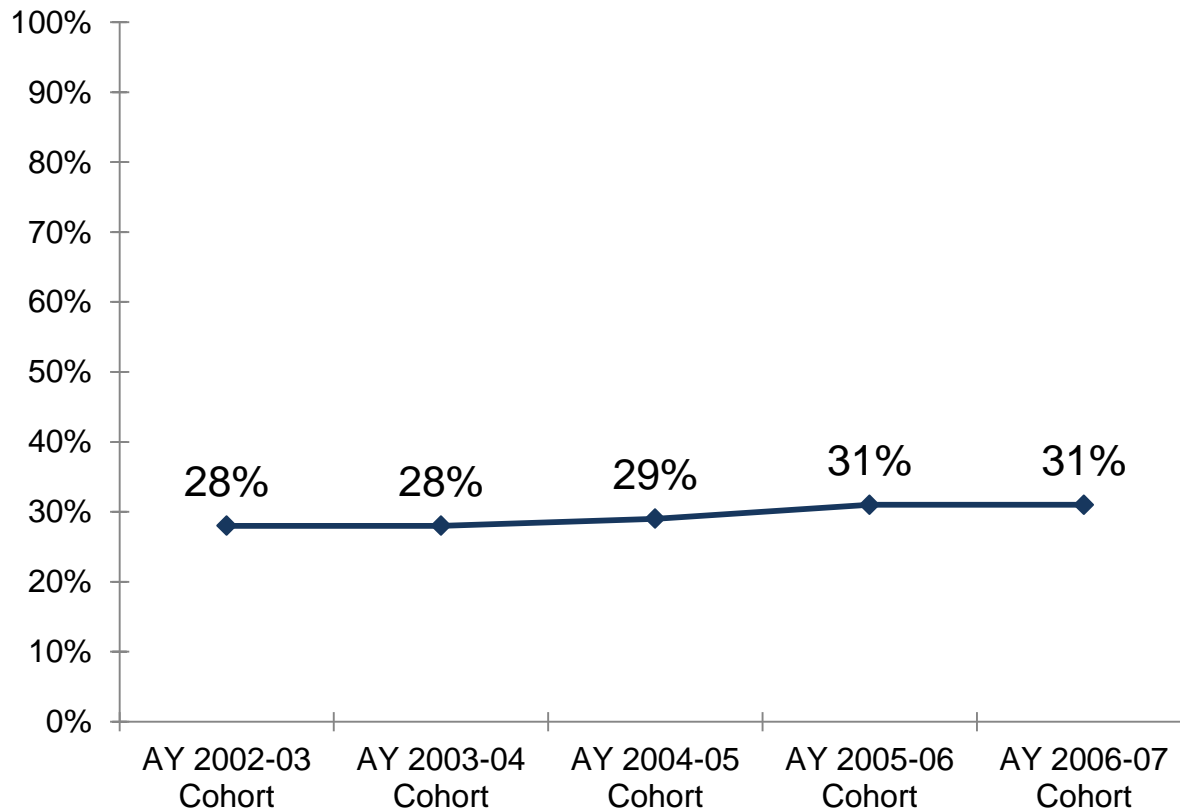
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Number of Students Earning an AGEC Certificate

Key Finding:
The **<u>unduplicated</u>** number of students achieving an Arizona General Education Curriculum (AGEC) certificate increased 12 percent for the most recent year and has increased 58% since FY 2009-10.

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

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Six-Year Transfer Rate to Arizona Public Universities
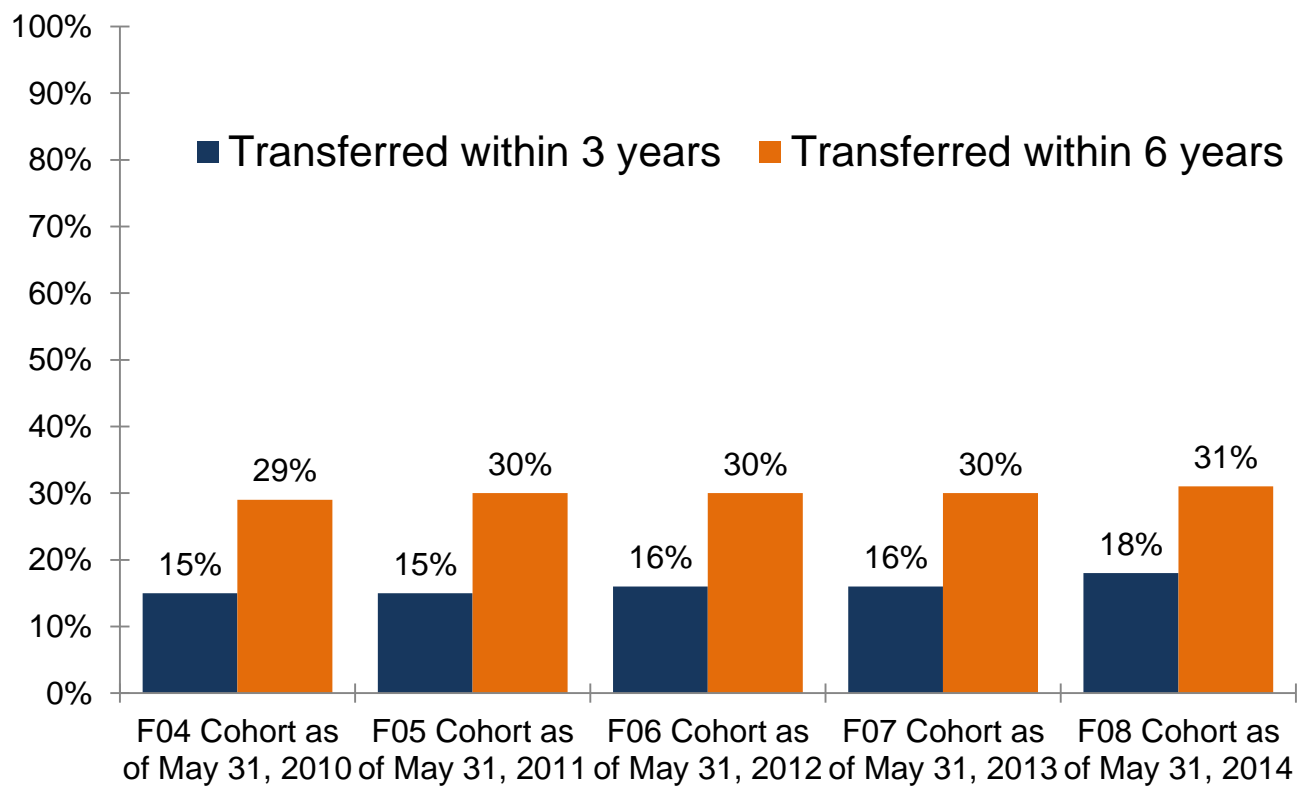
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Key Finding:
The six-year transfer rate to Arizona public universities for the cohort of students who exhibited transfer behavior increased from 28% to 31% over the past five years.

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

Chart values:
- AY 2002-03 Cohort: 28%
- AY 2003-04 Cohort: 28%
- AY 2004-05 Cohort: 29%
- AY 2005-06 Cohort: 31%
- AY 2006-07 Cohort: 31%

Source: ASSIST Data Warehouse, Arizona State University

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Associate's Degree Completion Rate

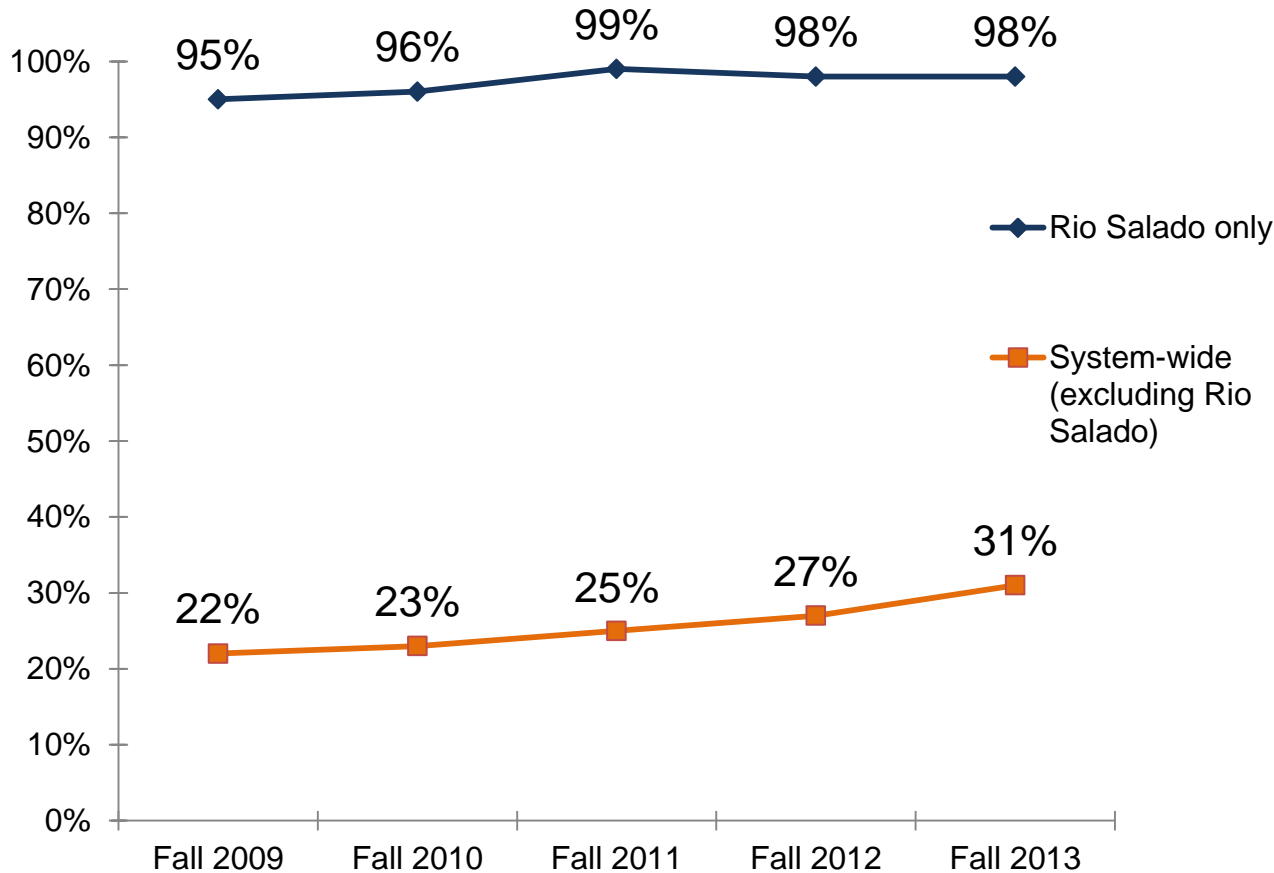| Time Frame	Sub-Cohort	Fall 2005	Fall 2006	Fall 2007	Fall 2008
3 Years	Associate's degree seeking	7%	7%	11%	9%
	Transfer seeking	8%	8%	5%	7%
	New Student Cohort	6%	6%	6%	7%
6 Years	Associate's degree seeking	14%	15%	19%	16%
	Transfer seeking	16%	16%	12%	14%
	New Student Cohort	11%	11%	12%	14%

Key Findings:
The percentage of students with an associate's degree intent who earned a degree within six years was 16% for the Fall 2008 cohort. Overall, the rate of all new students earning a degree within six years is increasing.

Basic Methodology:
The percentage of new students who received an associate's degree (AA, AB, AS, AAS, AGS, or ATP) within three and six years. The New Student Cohort includes students with degree, certificate, and transfer intent, and those with no award or transfer intent.

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

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.

Rio Salado only: 95%, 96%, 99%, 98%, 98%

System-wide (excluding Rio Salado): 22%, 23%, 25%, 27%, 31%

Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013

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Workforce and Economic Development

Outcome 2

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

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

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

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Fastest-Growing Occupations with MCCCD Degrees/Certificates

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

Key Finding:
MCCCD offers credit programs in 80% 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.
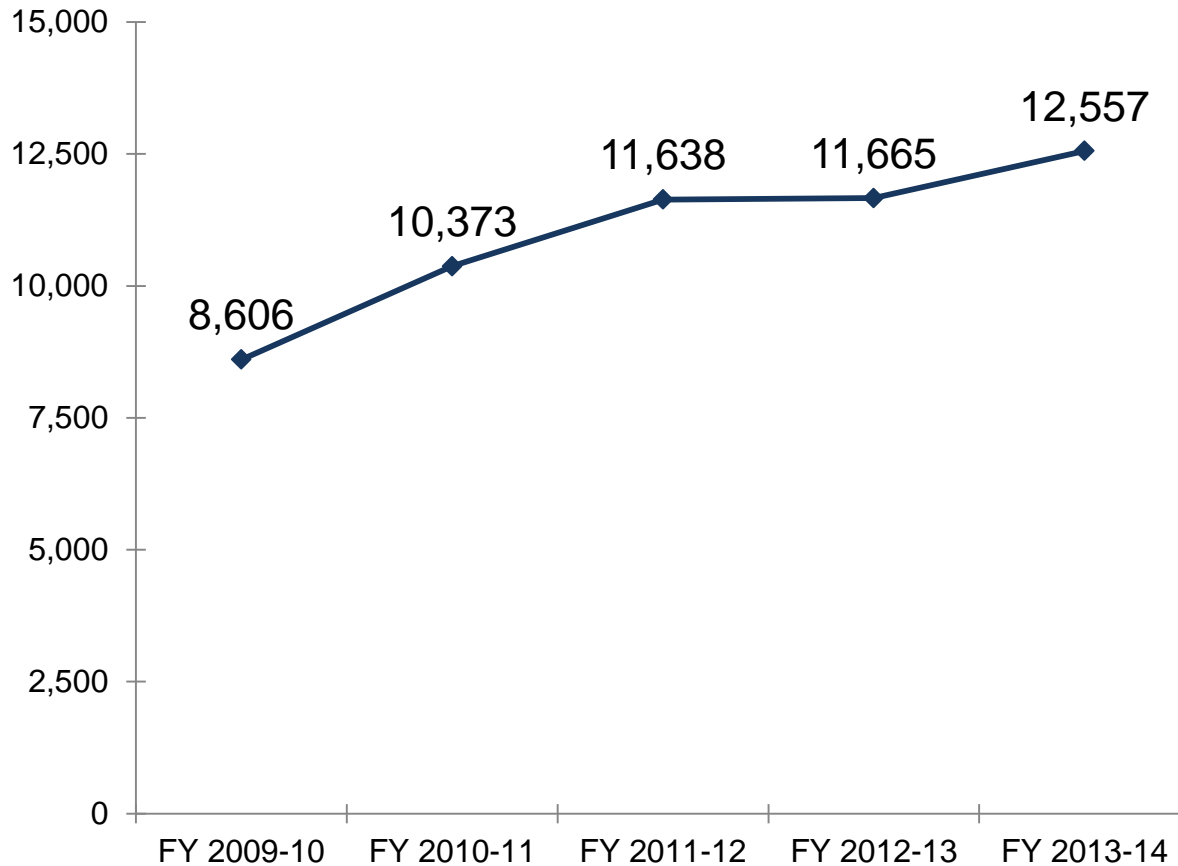
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Occupational Degrees and Certificates Awarded Annually

Key Finding:
The total number of occupational degrees and certificates has grown in each of the past four years, and has increased by almost 46% 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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Occupational Graduation Rate

Percent Completing:

- Non-Occupational Degree between 3 and 6 Years
- Non-Occupational Degree in 3 Years
- Occupational Award between 3 and 6 Years
- Occupational Award in 3 Years

Total 24%

Non-occ. Degree = 7%

Occ. Award 17%

F04 Cohort as of 2010 | F05 Cohort as of 2011 | F06 Cohort as of 2012 | F07 Cohort as of 2013 | F08 Cohort as of 2014
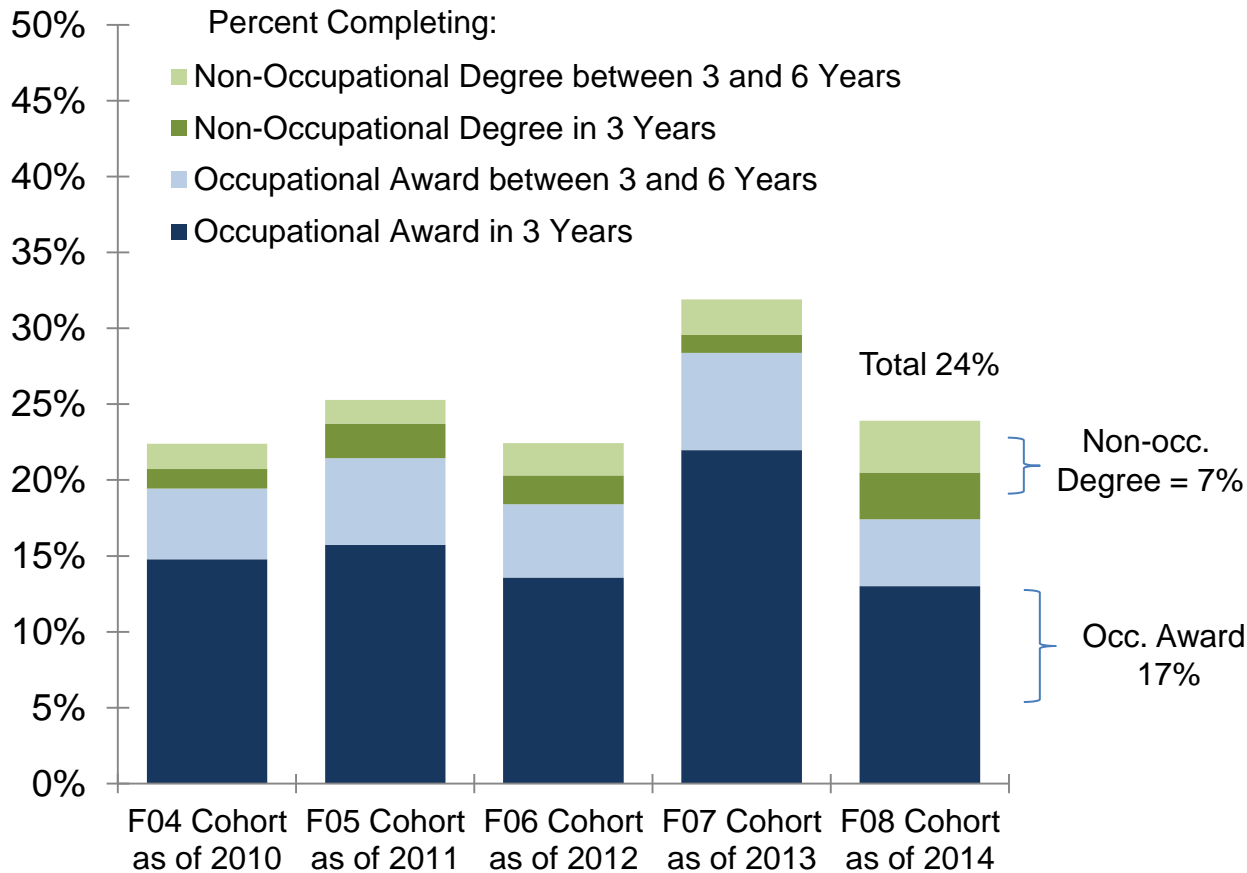
Key Finding:
The percentage of occupational students completing an occupational award was 17% for the last cohort; an additional 7% earned non-occupational degrees. See the Executive Summary for details about the spike in the rate for the Fall 2007 cohort.

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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Percentage of Students Enrolled in an Occupational Course Delivered in a Non-Traditional (Alternative) Format
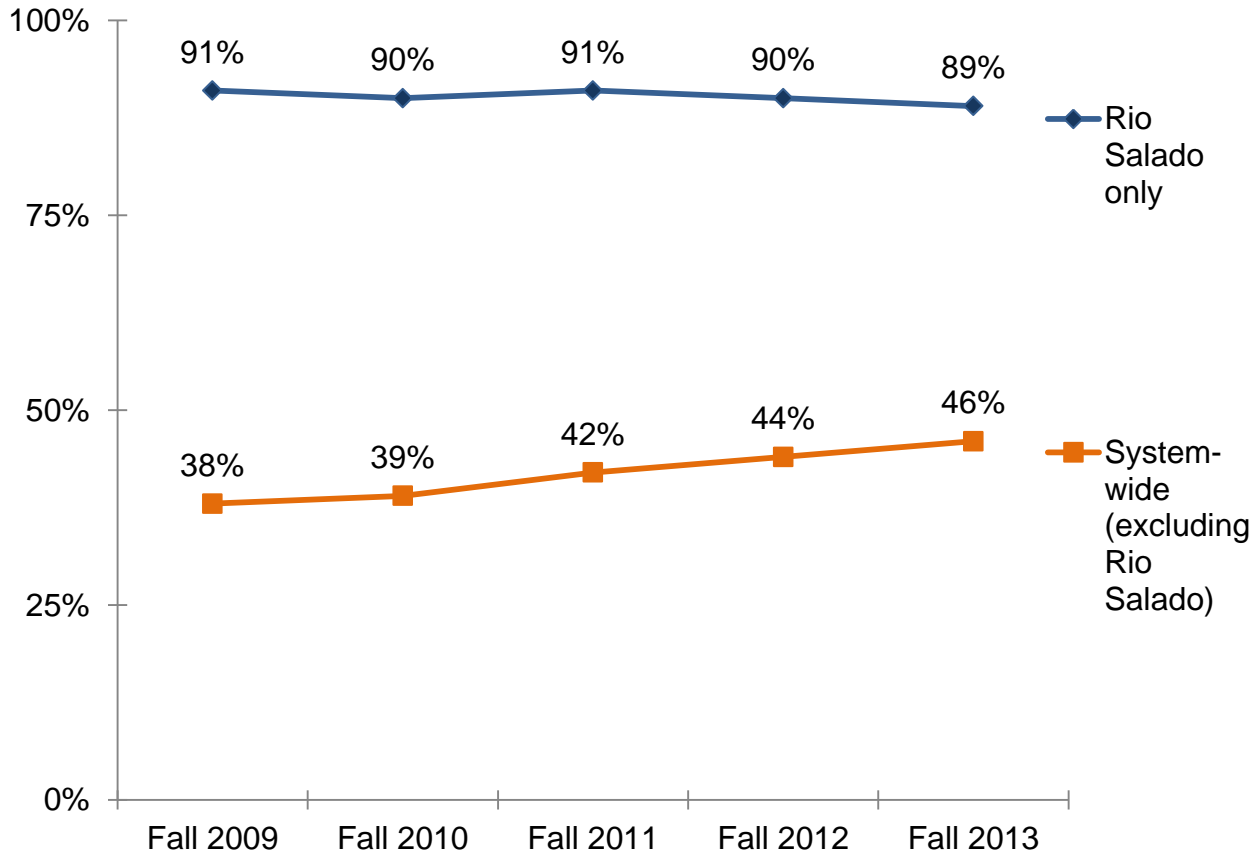
Key Finding:
89% of students at Rio Salado were enrolled in an occupational course delivered in an alternative format. The percentage of students at the other colleges is trending upward and is 46% - an increase of eight percentage points since Fall 2009.

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.

Rio Salado only: 91% (Fall 2009), 90% (Fall 2010), 91% (Fall 2011), 90% (Fall 2012), 89% (Fall 2013)

System-wide (excluding Rio Salado): 38% (Fall 2009), 39% (Fall 2010), 42% (Fall 2011), 44% (Fall 2012), 46% (Fall 2013)

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Developmental Education

Outcome 3

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Success Rates in Developmental Education Courses
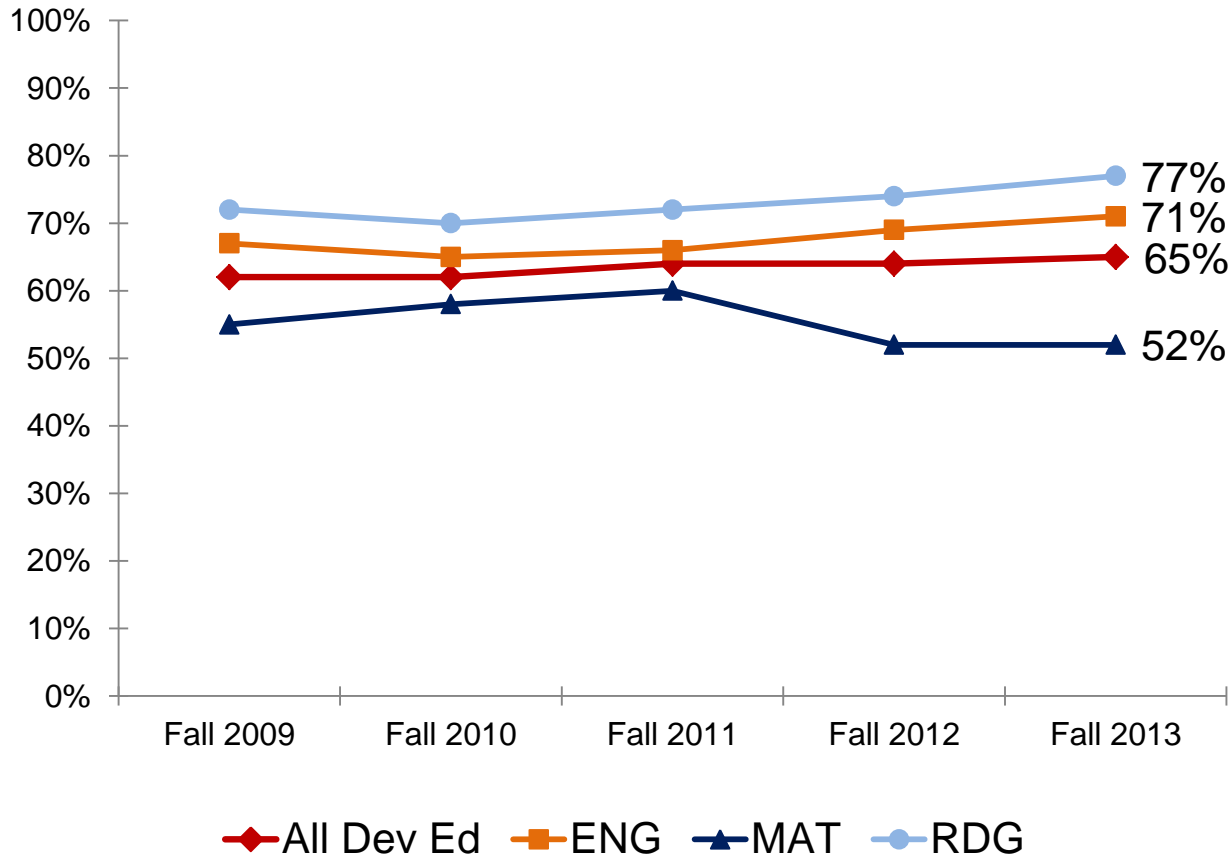
Key Finding:
The overall success rate in developmental education courses increased to 65% for the Fall 2013 cohort.
Success rates improved in English and Reading to 71% and 77%, respectively, for the Fall 2013 cohort. Success rates for Math dipped to 52% for the Fall 2012 cohort and remained at that level for the Fall 2013 cohort.

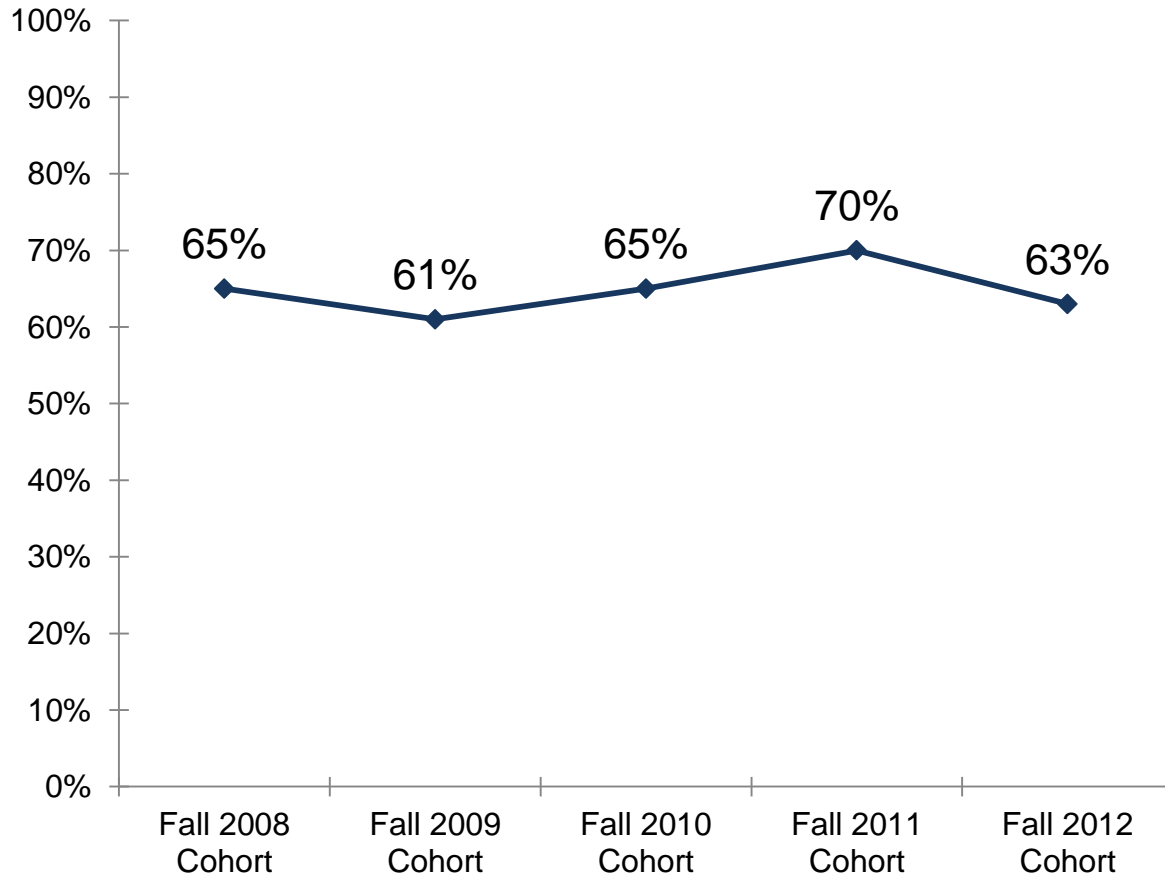Basic Methodology:
The percentage of math, English, and reading developmental credit hours completed successfully (A, B, C, or P grade) by students in the new student cohort in their first fall and spring terms.

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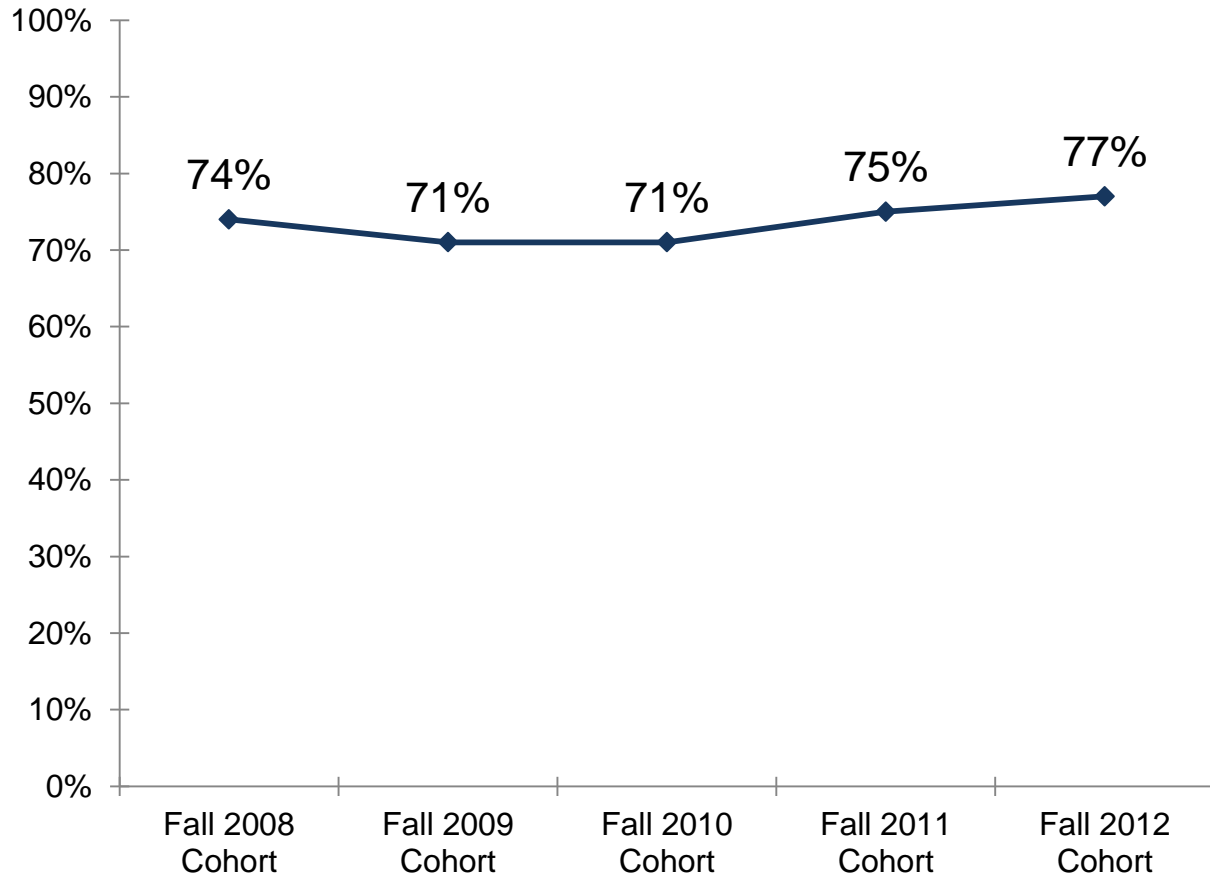
Key Finding:
There was a two percentage point increase in the college-level English success rate after completion of developmental English.

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

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Graduation Rate of Students Who Were Ever Enrolled in a Developmental Course
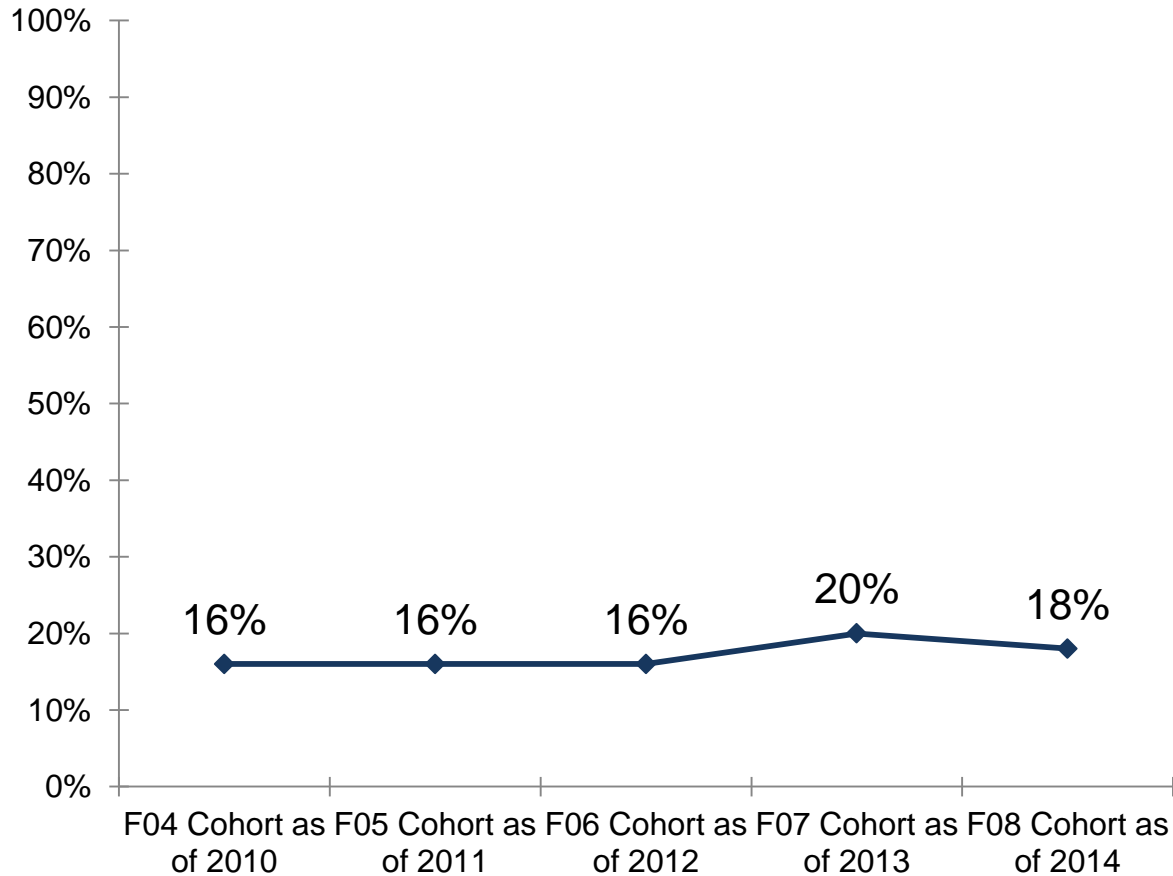
Key Finding:
The six-year graduation rate for new students enrolled in a developmental course decreased slightly this year. This decrease is due in part to business process changes that identified students' initial intent.

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

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Chart legend: ■ Female ■ Male

| Gap -7% | Gap -7%* | Gap -6%* | Gap -11%* | Gap -13%* |

Fall 09 Cohort: Female 55%, Male 48%
Fall 10 Cohort: Female 59%, Male 52%
Fall 11 Cohort: Female 62%, Male 56%
Fall 12 Cohort: Female 52%, Male 41%
Fall 13 Cohort: Female 53%, Male 40%

* The prior version of this report included D grades instead of P grades for the Fall 10 - Fall 12 cohorts so the metric has been corrected in this chart.
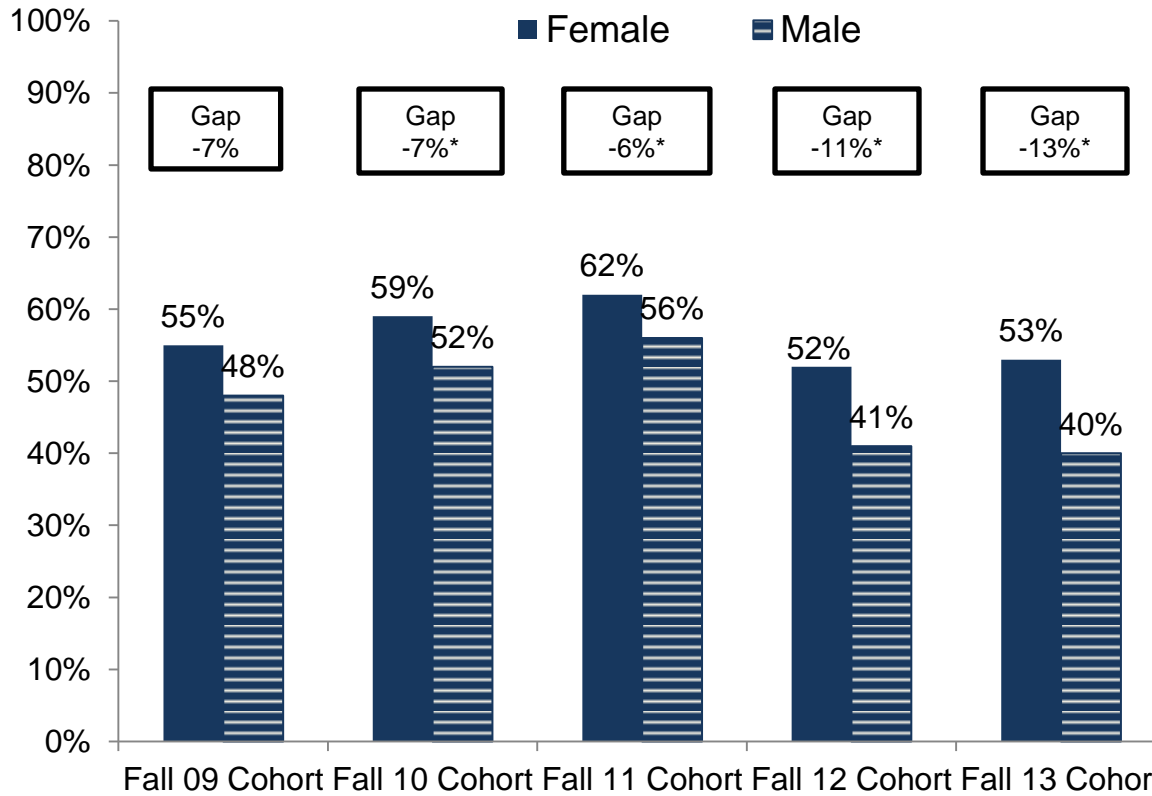
Key Finding:
The gap between females and males widened in the most recent year. The success rate for male students declined slightly, while the success rate for female students increased slightly.

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

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Developmental Math Course Success Rates across Demographic Variables
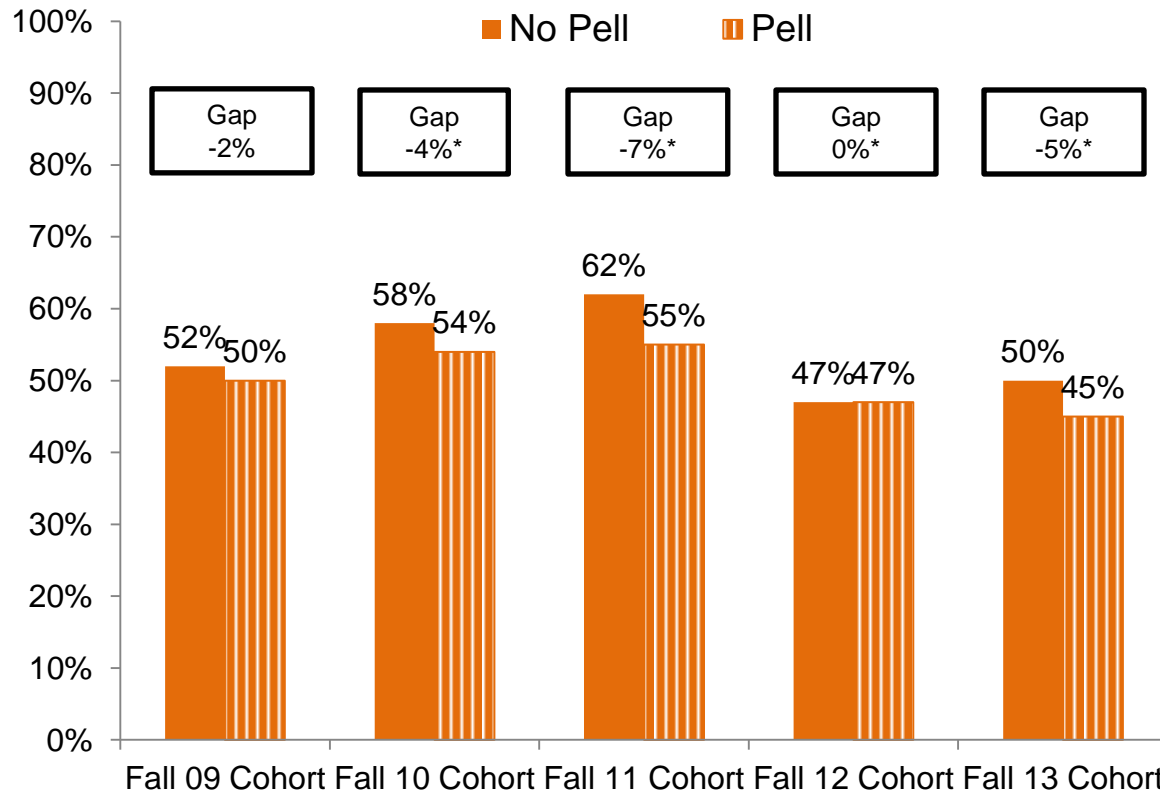
Key Finding:
The performance gap grew in the past year as the success rate improved for students who were not receiving a Pell Grant and declined for Pell recipients.

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

■ No Pell   ⦀ Pell

| Gap -2% | Gap -4%* | Gap -7%* | Gap 0%* | Gap -5%* |

- Fall 09 Cohort: 52% / 50%
- Fall 10 Cohort: 58% / 54%
- Fall 11 Cohort: 62% / 55%
- Fall 12 Cohort: 47% / 47%
- Fall 13 Cohort: 50% / 45%

* The prior version of this report included D grades instead of P grades for the Fall 10 - Fall 12 cohorts so the metric has been corrected in this chart.

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Developmental Math Course Success Rates across Demographic Variables

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Chart legend: ■ Non-URM ■ URM

	Fall 09 Cohort	Fall 10 Cohort	Fall 11 Cohort	Fall 12 Cohort	Fall 13 Cohort
Gap	-9%	-11%*	-10%*	-9%*	-6%*
Non-URM	55%	61%	63%	52%	51%
URM	46%	50%	53%	43%	45%

* The prior version of this report included D grades instead of P grades for the Fall 10 - Fall 12 cohorts so the metric has been corrected in this chart.

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

Key Finding:
Gaps in the developmental math course success rates narrowed over the past year as the success rates for non-URM students declined and performance for URM students improved in the past year.

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

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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, or P grade) developmental English in their cohort term.

Chart legend: ■ No Pell ‖ Pell

Cohort	No Pell	Pell	Gap
Fall 09 Cohort	67%	65%	Gap -2%
Fall 10 Cohort	68%	63%	Gap -5%
Fall 11 Cohort	63%	63%	Gap 0%
Fall 12 Cohort	69%	67%	Gap -2%
Fall 13 Cohort	71%	68%	Gap -3%

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Developmental English Course Success Rates across Demographic Variables

Key Finding:
The gap decreased by four percentage points and non-URM students showed improvement. URM students showed a slight decline.

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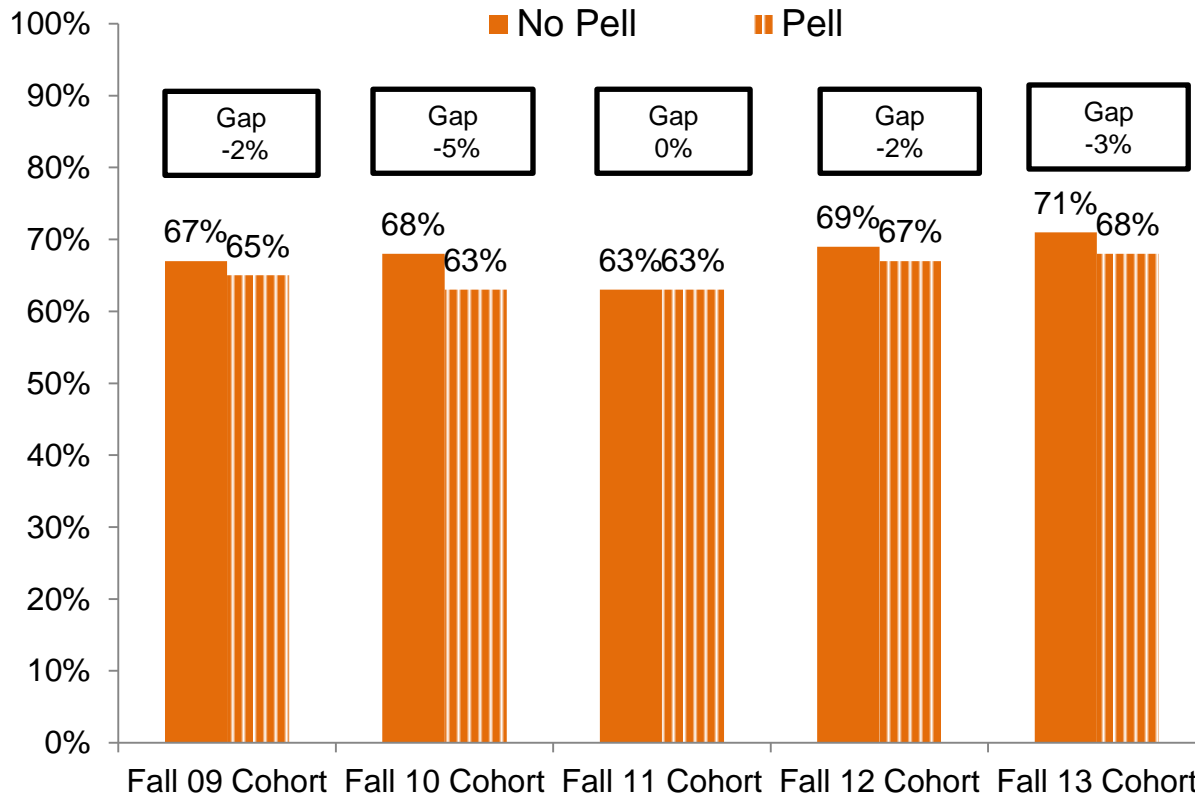
Chart legend: Non-URM, URM

	Fall 09 Cohort	Fall 10 Cohort	Fall 11 Cohort	Fall 12 Cohort	Fall 13 Cohort
Non-URM	73%	72%	67%	72%	71%
URM	61%	60%	61%	65%	68%
Gap	-12%	-12%	-6%	-7%	-3%

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

Key Finding:
The performance gap continued to narrow, but the success rate for both males and females declined in the past year.

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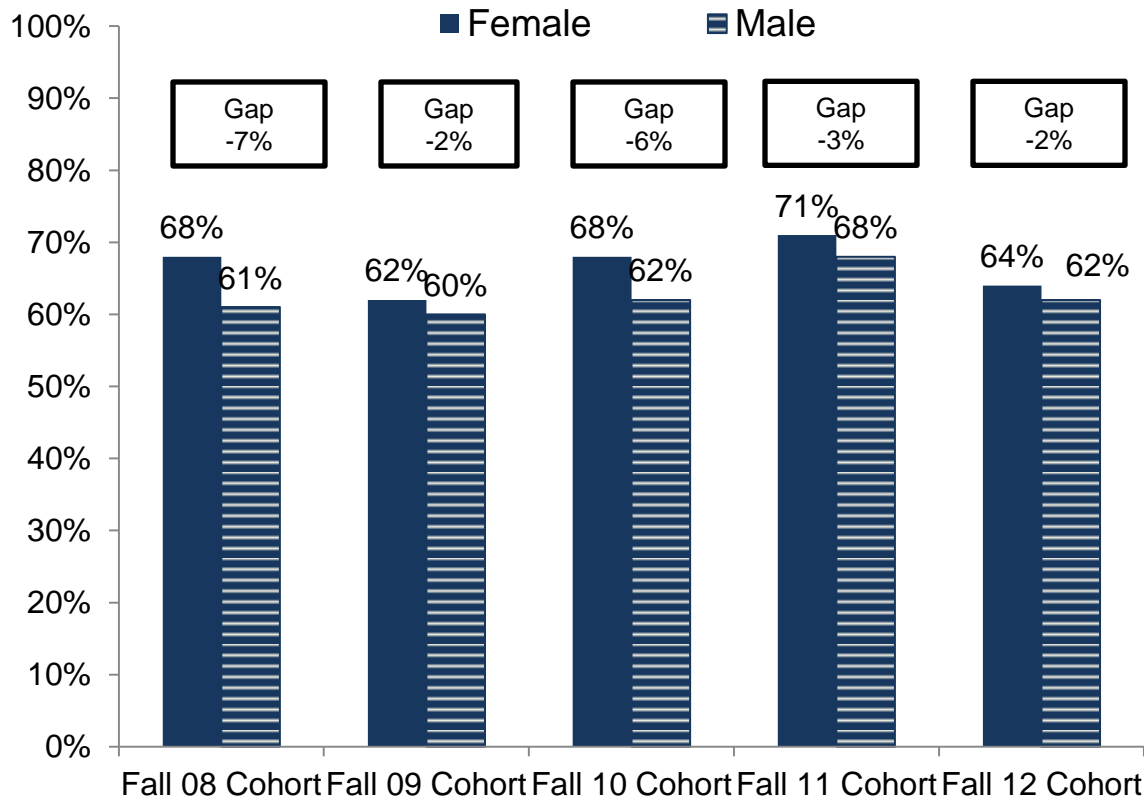The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level math course within one year was calculated across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental math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

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Chart data:
- Legend: Female, Male
- Fall 08 Cohort: Female 68%, Male 61%, Gap -7%
- Fall 09 Cohort: Female 62%, Male 60%, Gap -2%
- Fall 10 Cohort: Female 68%, Male 62%, Gap -6%
- Fall 11 Cohort: Female 71%, Male 68%, Gap -3%
- Fall 12 Cohort: Female 64%, Male 62%, Gap -2%

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Success Rates for Subsequent College-Level Math Courses across Demographic Variables
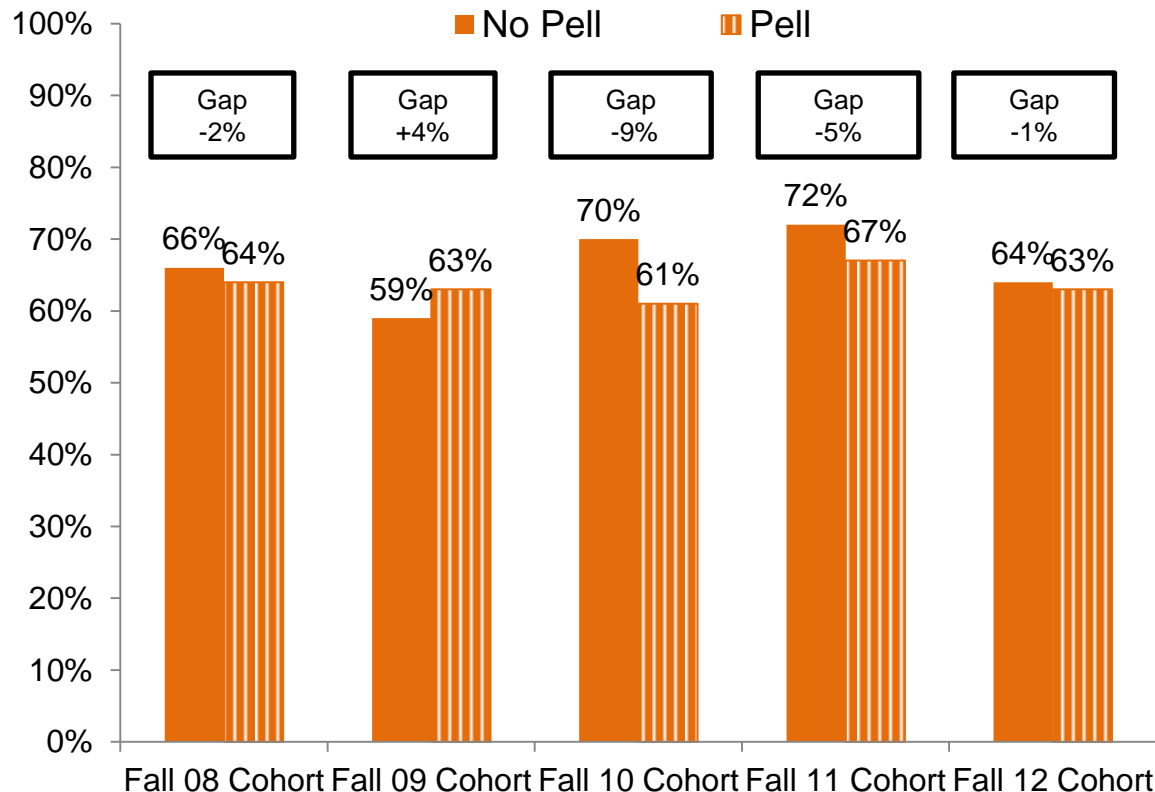
Key Finding:
The performance gap narrowed by four percentage points in the past year, but the success rate declined for both Pell recipients and non-recipients.

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

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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 decreased by five percentage point in the past year, but success rates declined for both URM and non-URM students.

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

Note: URM stands for Under Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).
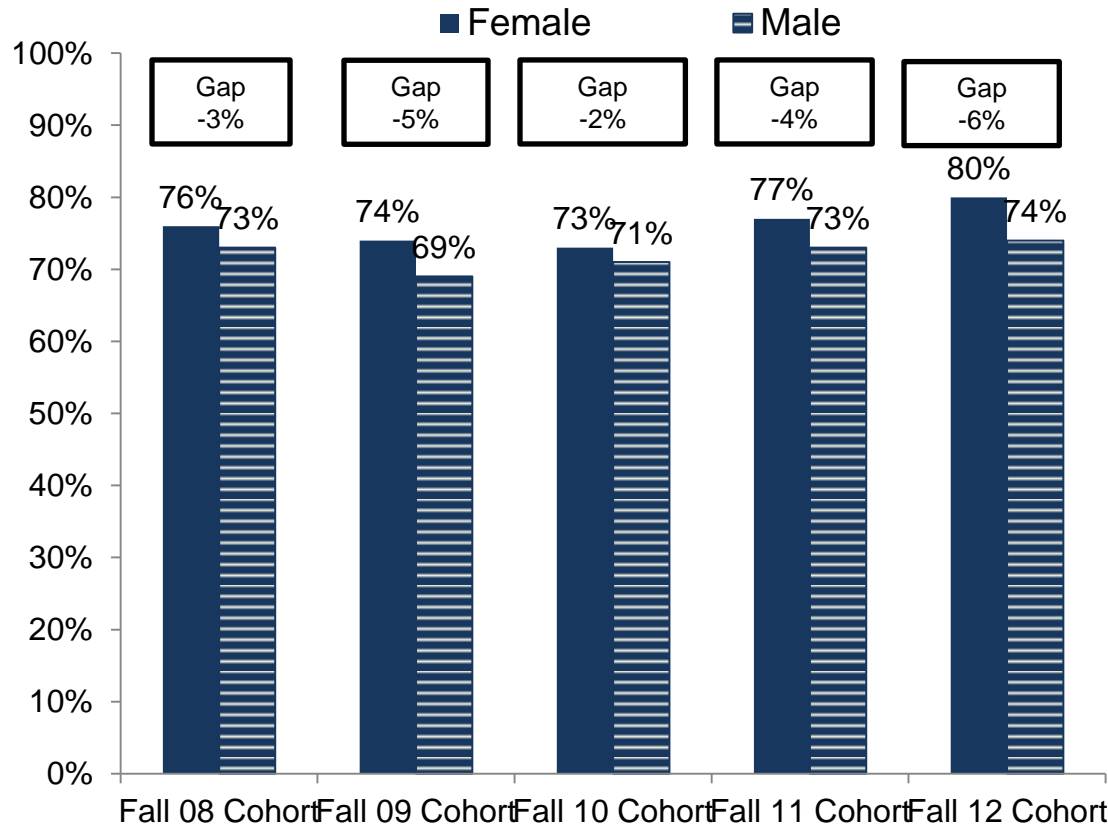
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Success Rates for Subsequent College-Level English Courses across Demographic Variables

Female ■ **Male**

Cohort	Female	Male	Gap
Fall 08 Cohort	76%	73%	-3%
Fall 09 Cohort	74%	69%	-5%
Fall 10 Cohort	73%	71%	-2%
Fall 11 Cohort	77%	73%	-4%
Fall 12 Cohort	80%	74%	-6%

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

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

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

Legend: ■ No Pell ■ Pell

Cohort	Gap	No Pell	Pell
Fall 08 Cohort	Gap -4%	76%	72%
Fall 09 Cohort	Gap -3%	73%	70%
Fall 10 Cohort	Gap -6%	75%	69%
Fall 11 Cohort	Gap -9%	81%	72%
Fall 12 Cohort	Gap -4%	80%	76%

Key Finding:
The gap between the two groups narrowed by five percentage points in the most recent year as the success rate for Pell recipients exhibited a marked improvement.

Basic Methodology:
The percentage of the cohort who successfully completed (A, B, C, or P grade) a college-level English course within one year across demographic groups: gender, Pell receipt, and ethnicity. The cohort was defined as new students who successfully completed the highest level developmental English course in the first term and enrolled in a college-level English course within one year following the first term.
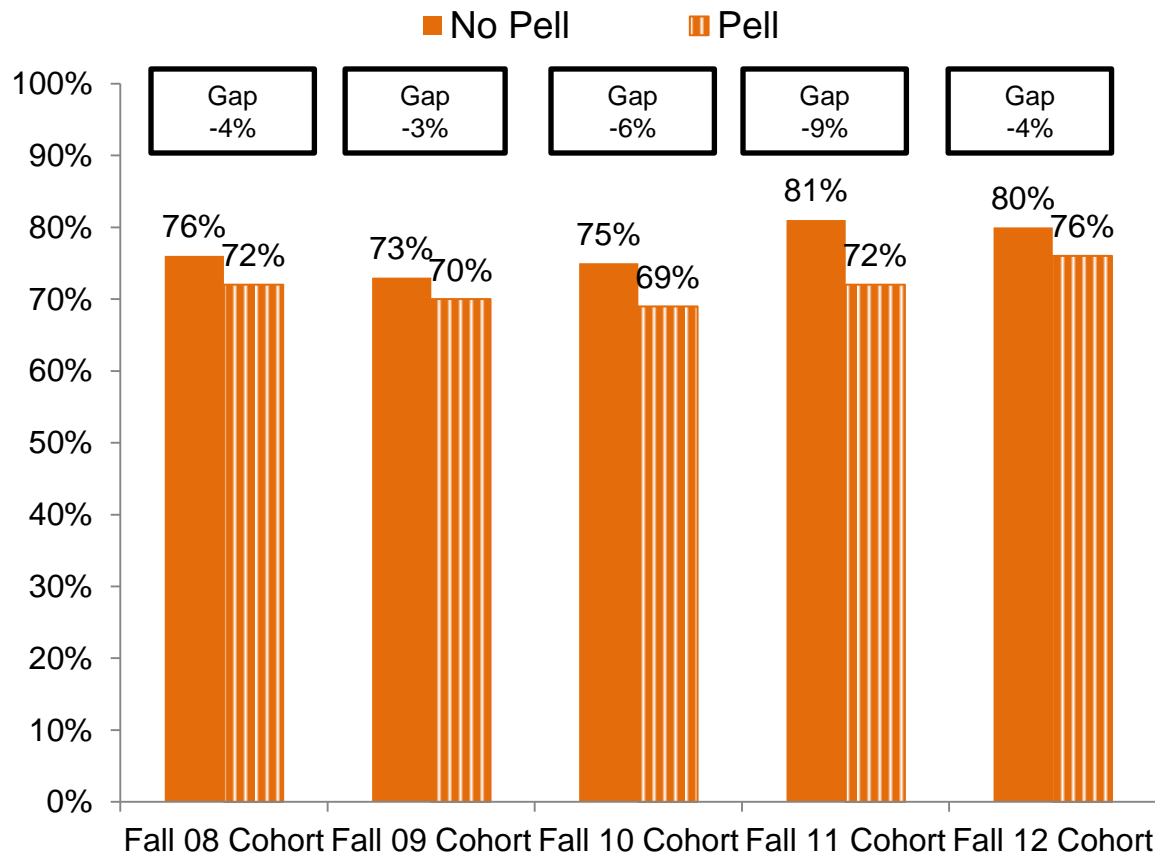
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Success Rates for Subsequent College-Level English Courses across Demographic Variables
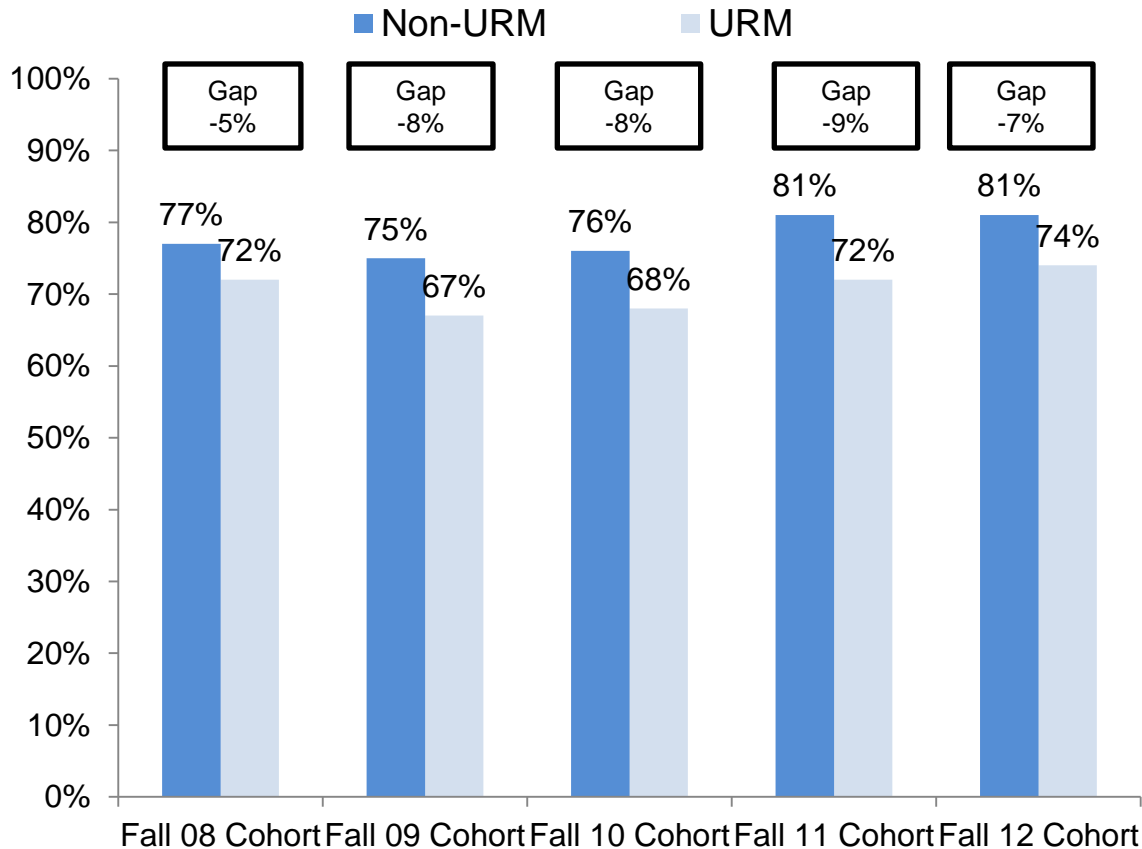
Key Finding:
The performance gap closed slightly as URM student performance improved in the most recent year.

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

Chart legend: ■ Non-URM ■ URM

Cohort	Gap	Non-URM	URM
Fall 08 Cohort	-5%	77%	72%
Fall 09 Cohort	-8%	75%	67%
Fall 10 Cohort	-8%	76%	68%
Fall 11 Cohort	-9%	81%	72%
Fall 12 Cohort	-7%	81%	74%

Note: URM stands for Under-Represented Minority (American Indian, Black, Hispanic, and Native Hawaiian/Pacific Islander).
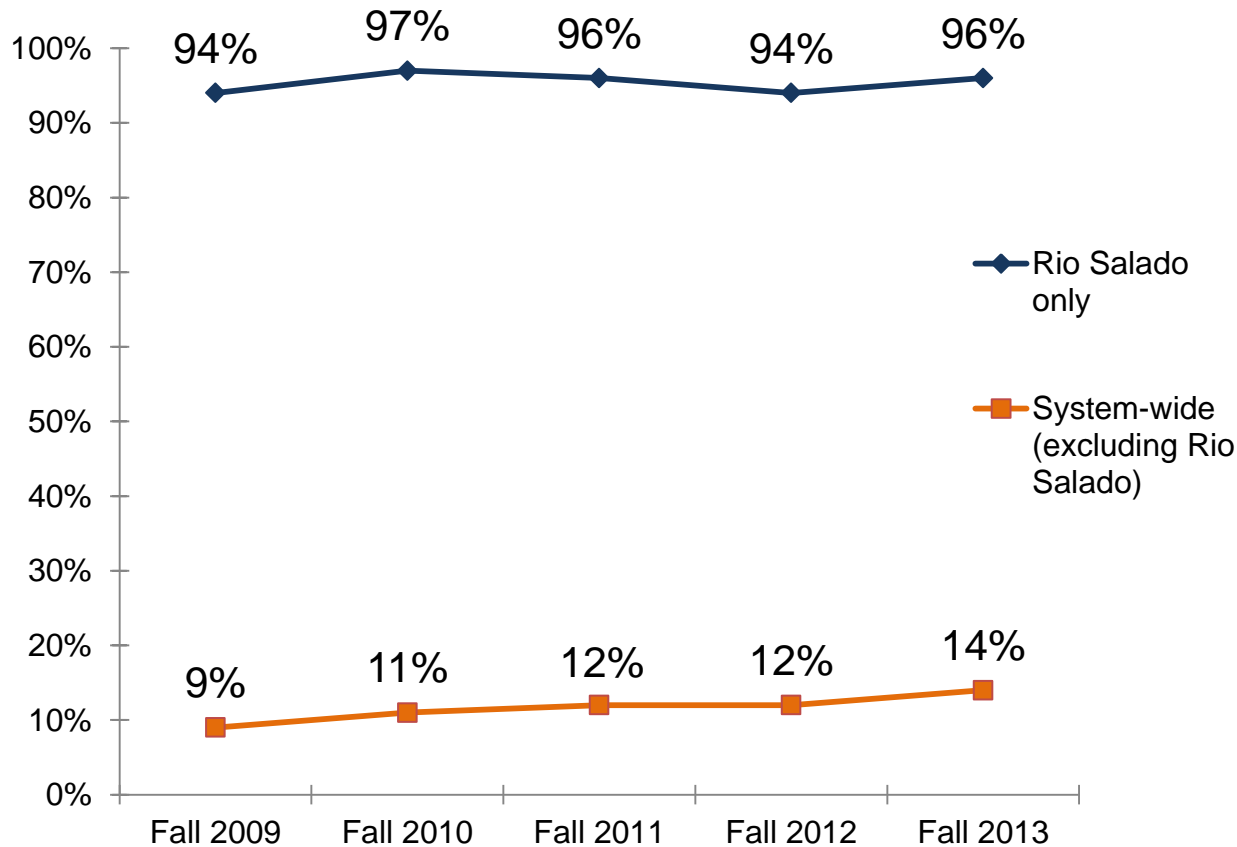
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Percentage of Students Enrolled in a Developmental Course Delivered in a Non-Traditional (Alternative) Format

Rio Salado only:
- Fall 2009: 94%
- Fall 2010: 97%
- Fall 2011: 96%
- Fall 2012: 94%
- Fall 2013: 96%

System-wide (excluding Rio Salado):
- Fall 2009: 9%
- Fall 2010: 11%
- Fall 2011: 12%
- Fall 2012: 12%
- Fall 2013: 14%

Key Findings:
The percentage of students in developmental education courses at Rio Salado who were enrolled in courses delivered by an alternative format increased slightly to 96% in Fall 2013. The percentage for the other colleges increased over the past five years to 14%.

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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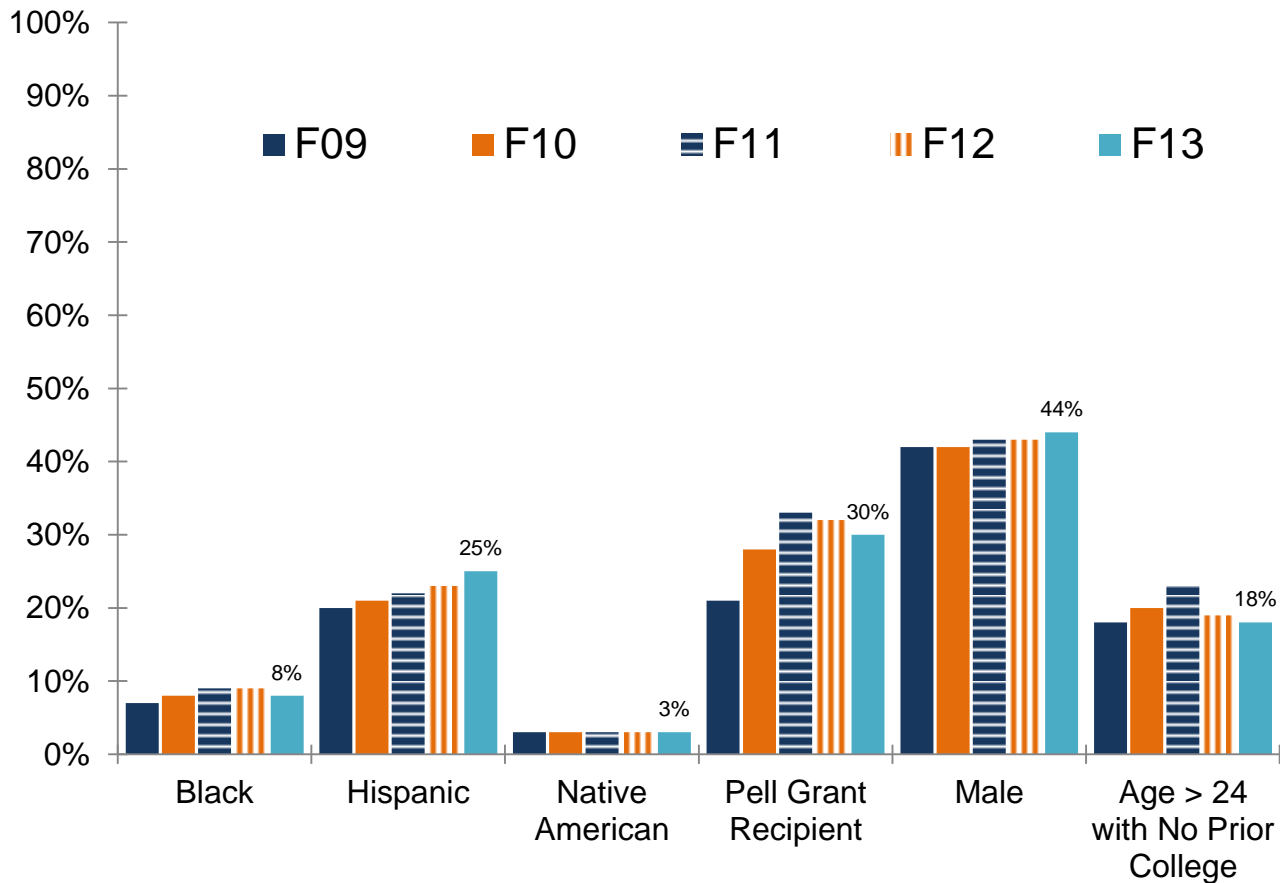
Key Finding:
In Fall 2013, MCCCD served a higher proportion of Hispanic students. However, slightly smaller proportions of students who were black, non-traditional (over the age of 24 with no prior college), or economically disadvantaged (Pell Grant recipients) were enrolled.

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

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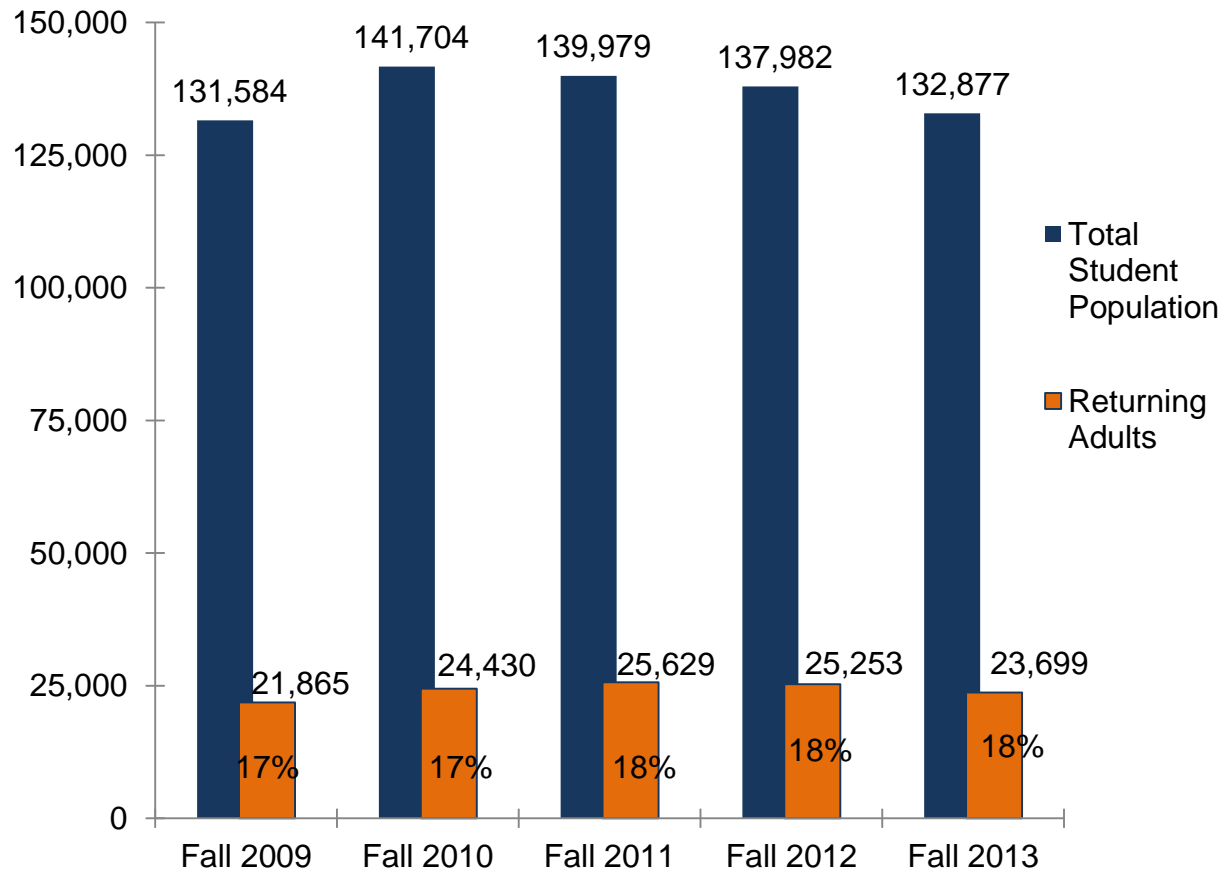
Key Finding:
The absolute number of returning adults over the age of 24 <u>with</u> prior college experience but no degree decreased slightly in the past year but continued to account for 18% of the total student population.

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.

Chart data:

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Total Student Population	131,584	141,704	139,979	137,982	132,877
Returning Adults	21,865	24,430	25,629	25,253	23,699
Percentage	17%	17%	18%	18%	18%

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Unduplicated Annual Headcount in Non-Credit Courses
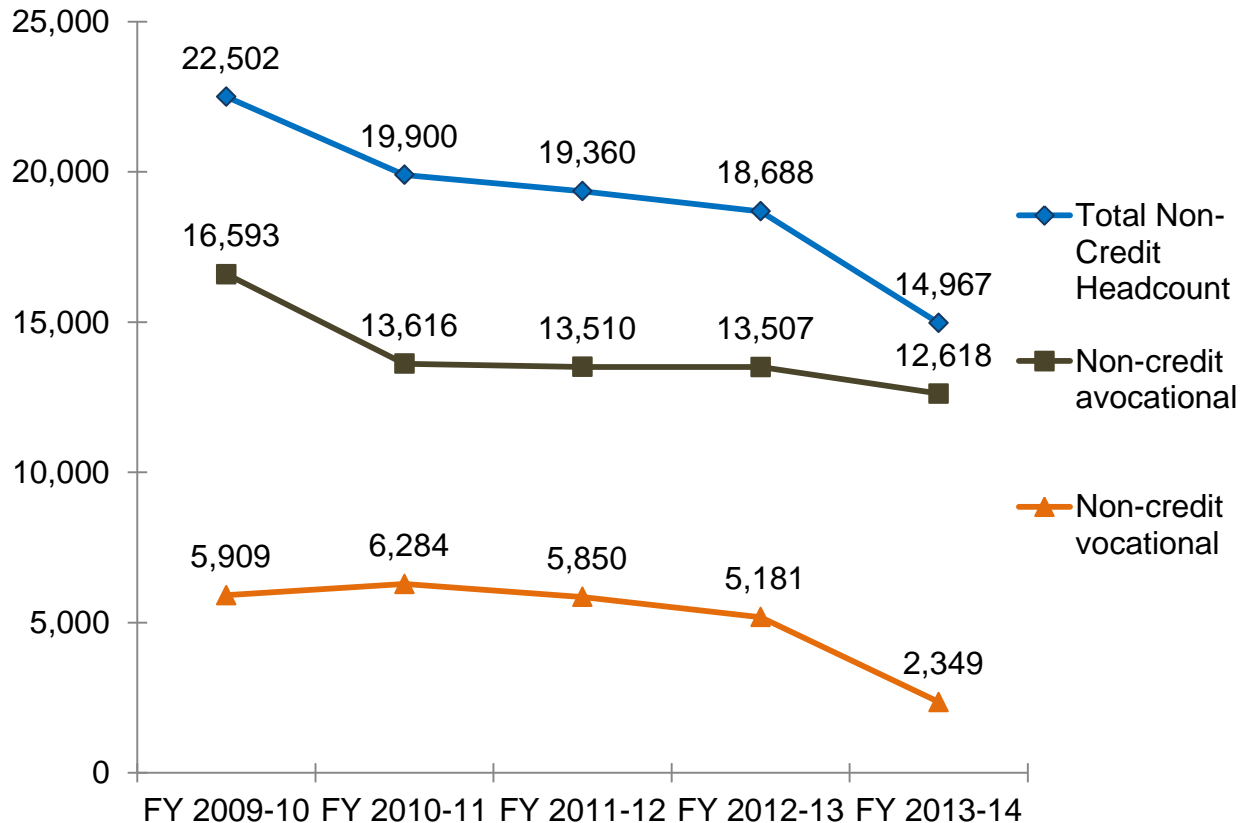
Key Finding:
There were approximately 15,000 students enrolled in non-credit courses in FY 2013-14. Maricopa Corporate College opened in FY 2013-14, offering non-credit, vocational courses.

Basic Methodology:
The colleges reported annual headcount for non-credit vocational and avocational courses. FY 2011-12 and FY 2012-13 were re-stated due to a revision of a college's data.

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3,466
Programs, events, and activities open to the community in FY 13-14

1,897
Activities held on MCCCD campuses in FY 13-14 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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Civic and Global Engagement

201

MCCCD students participated in study abroad programs in FY 2013-14.

Voter Registration

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

6,218

MCCCD students participated in service learning opportunities in FY 2013-14.

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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Residential Faculty Diversity

Characteristic		Residential
Instructional Area:	Academic	56%
	Vocational	44%
Gender:	Female	55%
	Male	45%
Ethnicity:	Native American	2%
	Asian/Hawaiian	4%
	Black	5%
	Hispanic	11%
	White	78%
	Other	0%

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

Basic Methodology:
The IPEDS Human Resources report (November 2013) was used for gender and ethnicity. Instructional area data are based on the FTSE of classes of those types in Fall 2013.

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Adjunct Faculty Diversity

Characteristic	Adjunct
Instructional Area: Academic	57%
Vocational	43%
Gender: Female	57%
Male	43%
Ethnicity: Native American	1%
Asian/Hawaiian	3%
Black	5%
Hispanic	7%
White	82%
Other	1%

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

Basic Methodology:
The IPEDS Human Resources report (November 2013) was used for gender and ethnicity. Instructional area data are based on the FTSE of classes of those types in Fall 2013.

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Survey Results

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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

■ National Community Colleges Satisfaction Mean

■ MCCCD Satisfaction Mean

1   2   3   4   5   6   7

Not satisfied at all   Very Satisfied

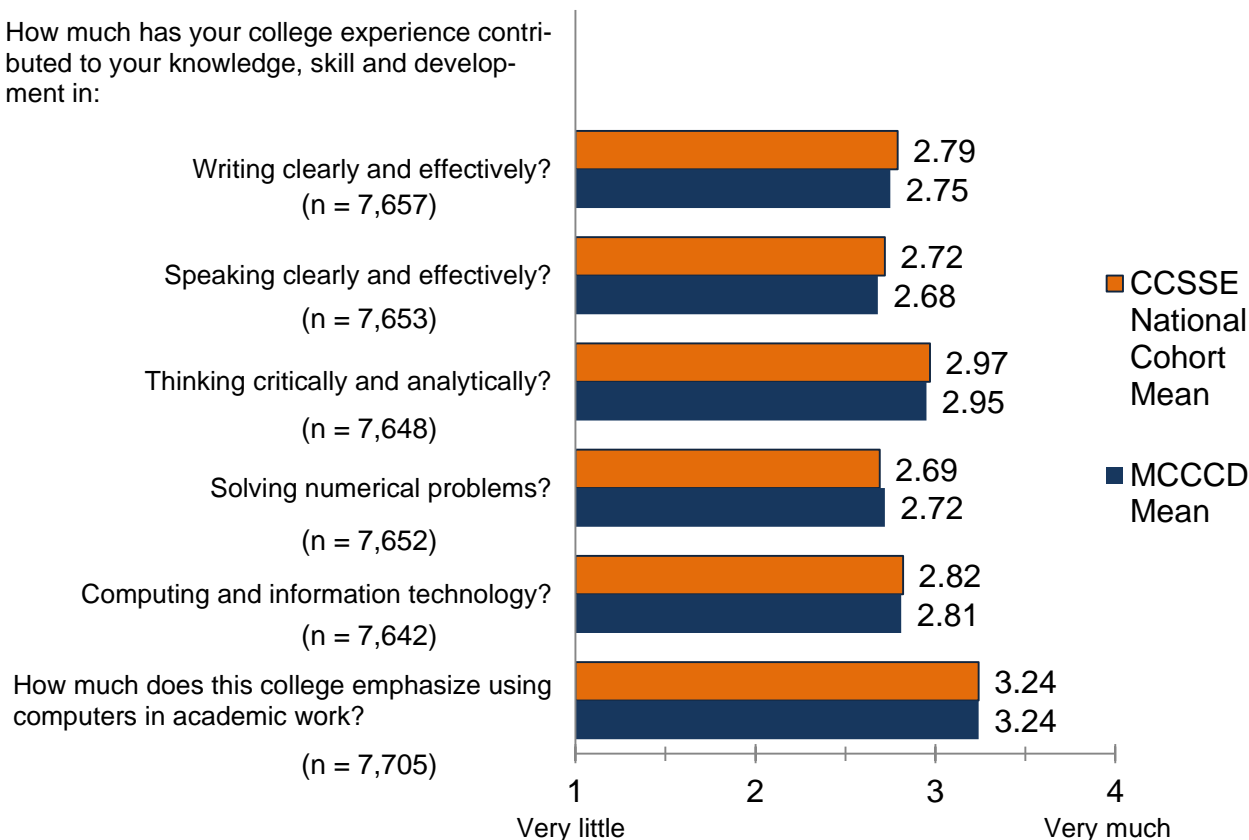* Statistically significant difference at an alpha level of .001.
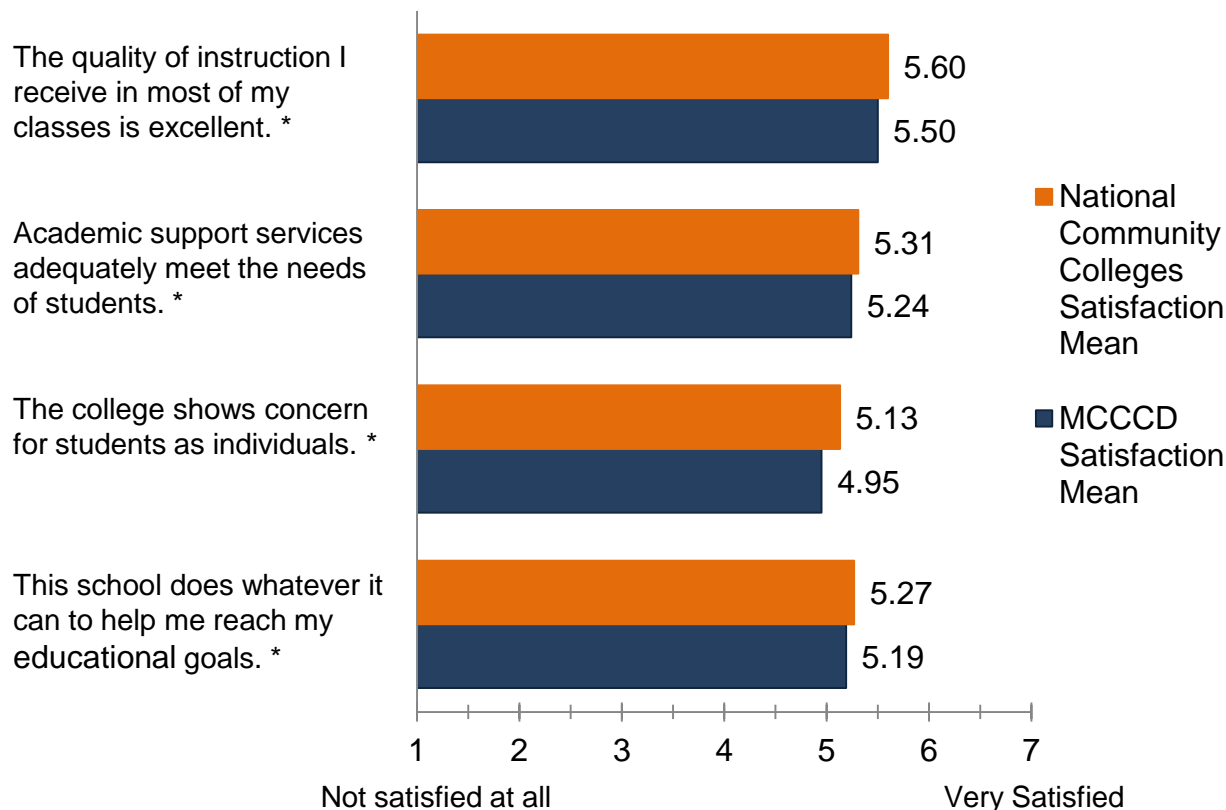
Key Finding:
The mean (average) response of MCCCD students to each of these items was lower than the national means. These differences were statistically significant.

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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Selected Items from the Community College Survey of Student Engagement

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

Writing clearly and effectively?
(n = 7,657)
2.79
2.75

Speaking clearly and effectively?
(n = 7,653)
2.72
2.68

Thinking critically and analytically?
(n = 7,648)
2.97
2.95

Solving numerical problems?
(n = 7,652)
2.69
2.72

Computing and information technology?
(n = 7,642)
2.82
2.81

How much does this college emphasize using computers in academic work?
(n = 7,705)
3.24
3.24

■ CCSSE National Cohort Mean

■ MCCCD Mean

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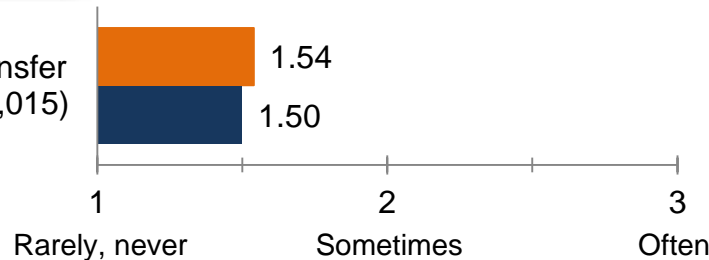
Key Finding:
The mean responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

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

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Selected Items from the Community College Survey of Student Engagement

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

1.54
1.50

1 — Rarely, never
2 — Sometimes
3 — Often

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

2.09
2.10
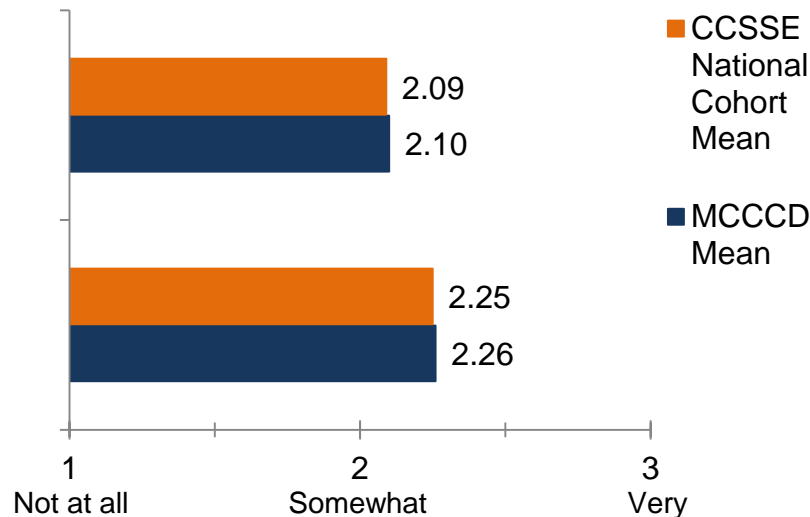
How important is transfer credit assistance to you at this college? (n = 7,100)
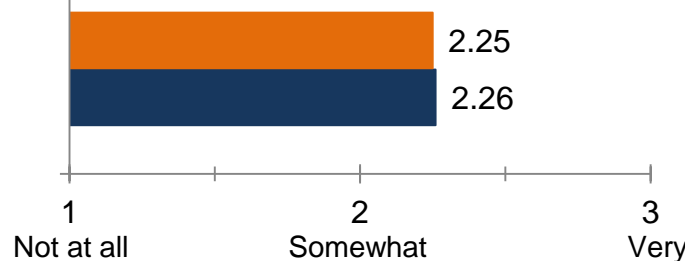
2.25
2.26

1 — Not at all
2 — Somewhat
3 — Very

■ CCSSE National Cohort Mean
■ MCCCD Mean

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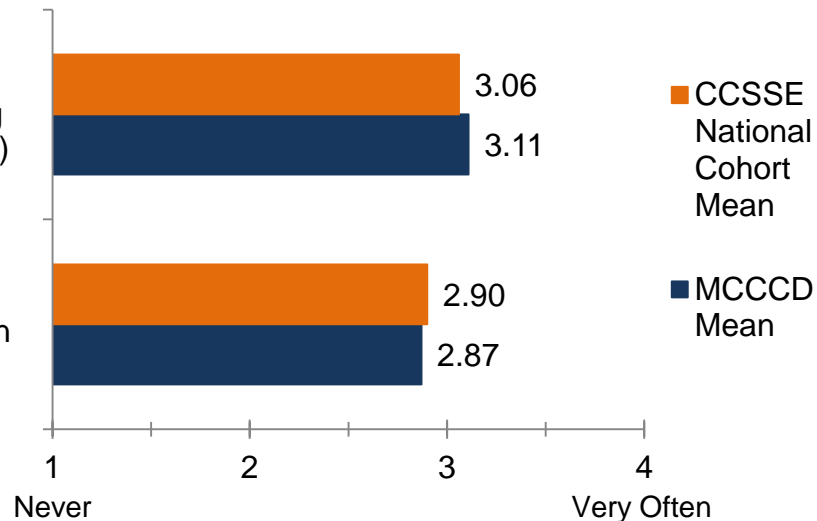
Key Finding:
The mean (average) responses of MCCCD students to these items were not deemed by CCSSE to be substantially different from the CCSSE national means. The number of responses to each item (n) is provided in the chart at left.

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

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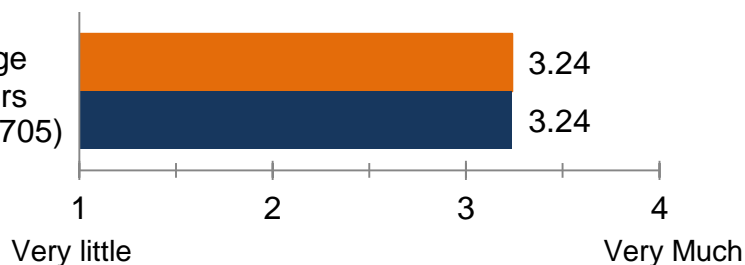
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Selected Survey Items on Information Technology Usage and Resources

How often have you used Internet or instant messaging for assignments? (n = 7,787)
- 3.06 — CCSSE National Cohort Mean
- 3.11 — MCCCD Mean

How often have you used email to communicate with an instructor? (n = 7,791)
- 2.90
- 2.87

Scale: 1 Never — 2 — 3 — 4 Very Often

How much does this college emphasize using computers in academic work? (n = 7,705)
- 3.24
- 3.24

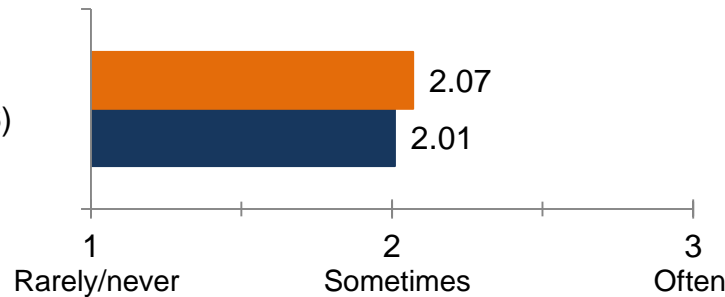Scale: 1 Very little — 2 — 3 — 4 Very Much

*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 these items were not deemed by CCSSE to be substantially different from the CCSSE national means.

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

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

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

2.07
2.01

1 — Rarely/never   2 — Sometimes   3 — Often

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

2.50
2.53

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

2.44
2.37

1 — Not at all   2 — Somewhat   3 — Very
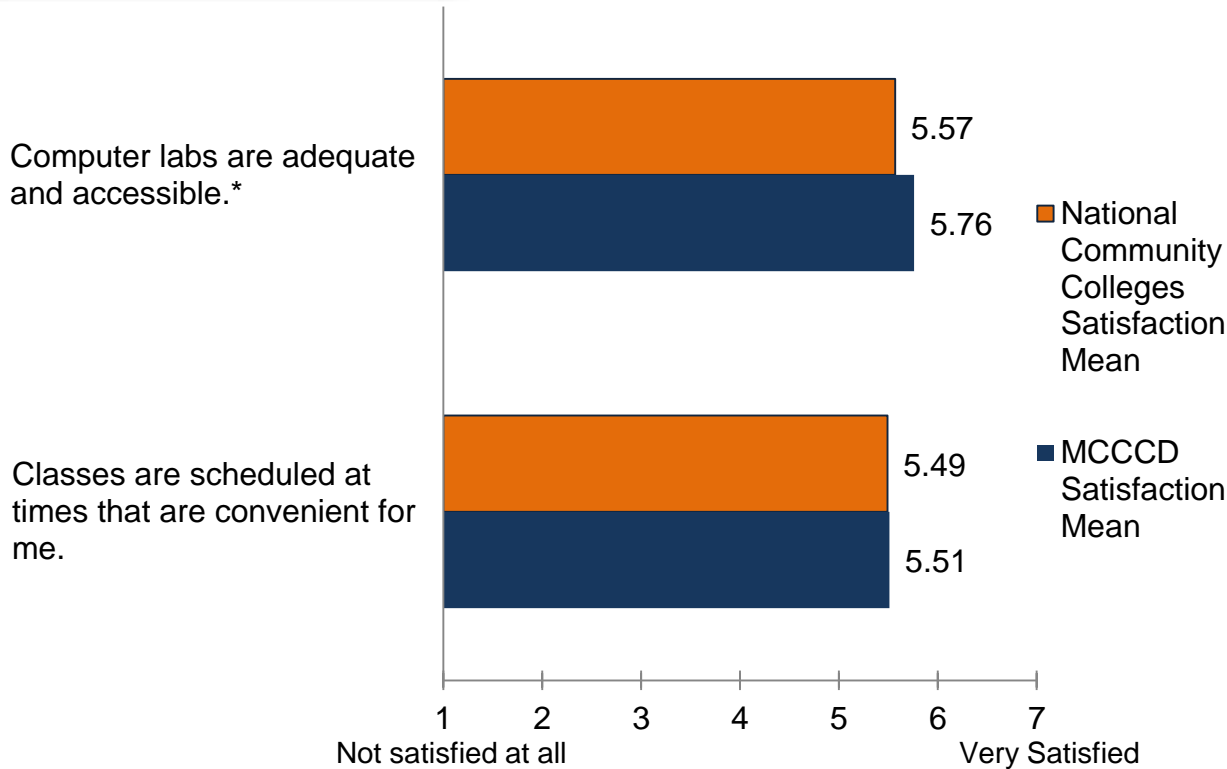
■ CCSSE National Cohort Mean

■ MCCCD Mean

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

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

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

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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   2   3   4   5   6   7
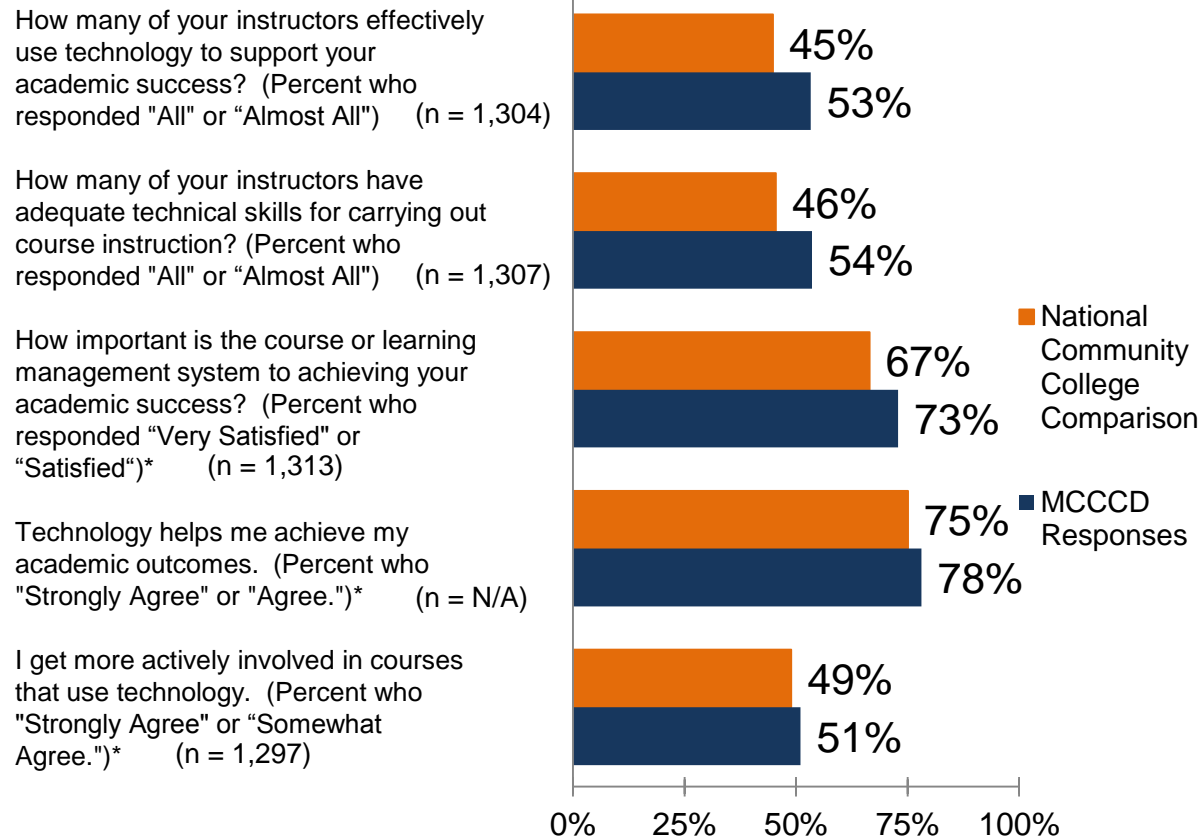Not satisfied at all   Very Satisfied

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

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

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

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

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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 "Almost All") (n = 1,304)

45%
53%

How many of your instructors have adequate technical skills for carrying out course instruction? (Percent who responded "All" or "Almost All") (n = 1,307)

46%
54%

How important is the course or learning management system to achieving your academic success? (Percent who responded "Very Satisfied" or "Satisfied")* (n = 1,313)

67%
73%

Technology helps me achieve my academic outcomes. (Percent who "Strongly Agree" or "Agree.")* (n = N/A)

75%
78%

I get more actively involved in courses that use technology. (Percent who "Strongly Agree" or "Somewhat Agree.")* (n = 1,297)

49%
51%

■ National Community College Comparison

■ MCCCD Responses

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.
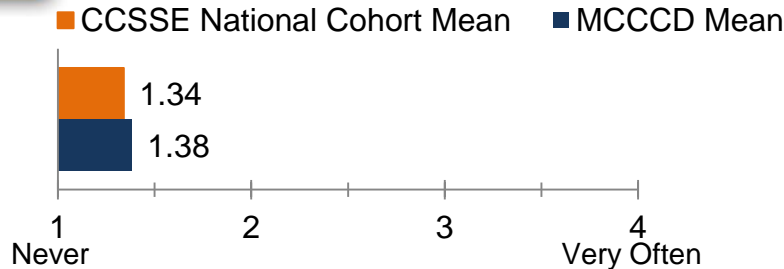
Key Findings:
- Slightly more than half of MCCCD students were positive about their instructors' technical skills in, and effective use of, technology.
- Approximately three-quarters of the MCCCD students indicated that technology helped them achieve their academic outcomes.
- Approximately half of the MCCCD respondents indicated that technology made them more actively involved in courses.
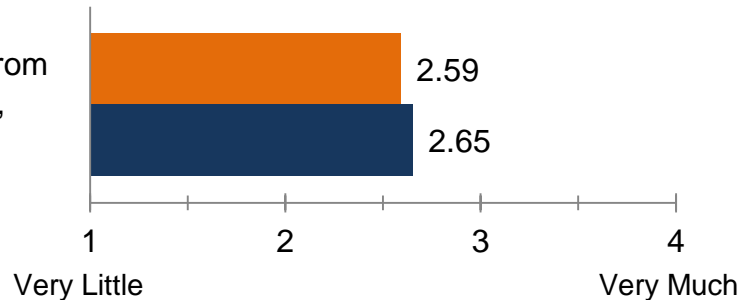
Basic Methodology:
The Educause Center for Analysis and Research (ECAR) student information technology survey was administered in Spring 2014 at all of the MCCCD colleges. Survey responses from almost 14,000 community college students from around the nation serve as a comparison. Valid responses were obtained from 1,339 MCCCD students. This survey was designed as a 5-point Likert scale for the first two items and a 5-point Likert scale with an additional "Not Offered" 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

■ CCSSE National Cohort Mean   ■ MCCCD Mean

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

1.34
1.38

1 — Never   2   3   4 — Very Often

The college encourages contact among students from different economic, social, and racial or ethnic backgrounds. (n = 7,698)
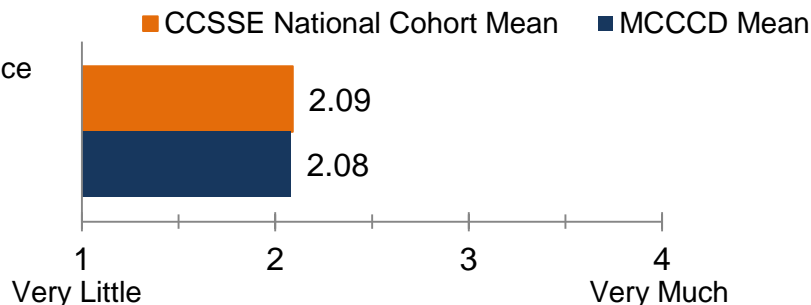
2.59
2.65

1 — Very Little   2   3   4 — Very Much

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

Basic Methodology:
Responses to the Community College Survey of Student Engagement (CCSSE) were obtained from more than 7,500 students at all MCCCD colleges except Rio Salado in Spring 2014. This survey is scheduled to be administered again in Spring 2017.
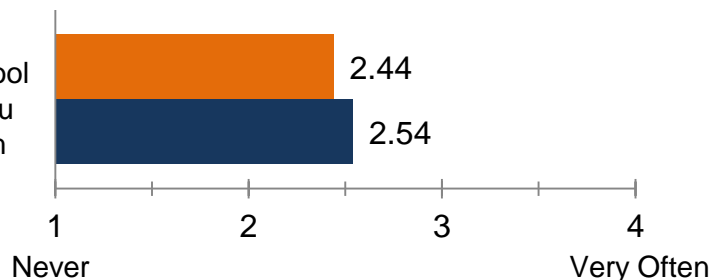
*The Center for Community College Engagement uses a combination of statistical significance at an alpha level of .001 and an effect size of at least .20 to identify mean differences worthy of further investigation. None of these mean differences met those criteria.

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MARICOPA COMMUNITY COLLEGES

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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 = 7,629)

■ CCSSE National Cohort Mean   ■ MCCCD Mean

2.09

2.08

1 — Very Little   2   3   4 — Very Much

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

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

2.44

2.54

1 — Never   2   3   4 — Very Often

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

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

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