



Center for Curriculum  
& Transfer Articulation

---

***2010-2011 Year End Report for  
District Curriculum Committee***

---

***Center for Curriculum and Transfer Articulation  
MCCCD Academic and Student Affairs Division***

## **Table of Contents**

Introduction	1
Update on Center Initiatives and DCC Accomplishments	1
Proposals Submitted for Curriculum Processing	5
Charts for Proposals Submitted 10-11	6
Course and Program Modification Types	7
Proposal and Modification Charts for Last Two Years	8
Current Course and Program Totals	9
IND170 Course Requests	10
Moratorium Program Requests	11
Action on New and Modified Subjects	12
Early Alerts	13
ACETS Processing Summary	14
ACRES Processing Summary	15
ASU/Maricopa Alliance	16

## **Introduction**

The Center for Curriculum and Transfer Articulation (CCTA, the Center) is a department within the Division of Academic and Student Affairs of the Maricopa County Community College District (MCCCD). The CCTA provides leadership and support for the development, implementation, and evaluation of curriculum and transfer articulation processes, resources, and systems. The curriculum defines the content and outcomes for courses, programs, and degrees provided to the diverse constituents who attend the ten Maricopa Community Colleges. The transfer articulation function supports and facilitates the important transition from the community college to the university for several thousand Maricopa students who transfer each year.

The Center supports the MCCCD faculty and administration of the 10 Maricopa colleges in development and processing of quality occupational and academic programs and courses for MCCCD students. Center staff also maintains and supports the curriculum and advising functionality within the student information system (SIS).

The Center is responsible for articulation of the curriculum to the three state universities, management and resolution of university articulation issues, and development and support of transfer partnerships with post-secondary institutions outside the state university system. The Center collaborates with internal and external partners in the development of student-centered transfer policies and resources.

### **Track, analyze, and implement state and federal legislation that impacts curriculum and transfer systems.**

- A. Implement the *Move On When Ready* and *Common Course Numbering* legislation according to statewide directives.
- B. Keep abreast of policy trends and issues and their impacts on Maricopa; provide analysis to Vice Chancellor related to policy issues and any anticipated changes.
- C. Actively participate and represent Maricopa's perspective on statewide and other external initiatives related to pathways and transfer.

### **Move on When Ready (MOWR)**

Staff have regularly monitored changes to the MOWR legislation and have attended meetings to provide community college feedback about potential implementation issues. As high schools adopt the Grand Canyon Diploma systems and students progress through the programs, Maricopa will need to be well prepared to transition students, potentially as young as 15 year old, into the community college.

### **Shared Unique Number (SUN)**

The CCTA supports implementation of the SUN. Curriculum systems and web sites are being modified according to statewide guidelines, and a communication plan has been developed to support promotion of the SUN to students, faculty, and staff.

## **Federal Impacts**

The scope of the impact of the U.S. Department of Education Program Integrity rules on the Maricopa District became apparent during the past academic year. CCTA has been a “clearinghouse” of sorts for information about a wide range of federal compliance issues that cross numerous functional areas – academic affairs, student affairs, legal services, and business services. The Executive Director convened and chaired a Compliance ad hoc Group which became educated about the impacts of the program integrity rules on district and college practices and policies. A wealth of information was shared with key stakeholder groups, numerous questions were addressed by staff, and curriculum forms and processes are in the process of being revised to address the new rulings.

Staff work with the Maricopa legislative team as needed to help provide interpretation of developing or proposed legislation as related to curriculum and transfer. In some instances, staff attend legislative stakeholder meetings to provide community college perspective on particular bills or initiatives.

### **Provide leadership for, and support effective and efficient implementation of, Maricopa curriculum processes.**

- A. Provide background research and data to support District Curriculum Committee decisions.
- B. Facilitate and coordinate curriculum review processes to ensure currency and relevance and minimize program duplication.
- C. Continuously review and update curriculum procedures and guidelines.
- D. Complete the revision, testing, and implementation of the Curriculum Procedures Handbook.
- E. Maximize the use of ACRES for curriculum processing to support efficiency and timeliness of the development and review cycle.

In the 2010-11 academic year, the CCTA staff supported several major District Curriculum Committee agendas by providing extensive background research and data as well as structuring meeting agendas to facilitate fruitful discussion and outcomes. The staff is also responsible for ensuring new processes are reflected in the Curriculum Procedures Handbook and other relevant resources. Key accomplishments for the year are highlighted below.

#### ***Curriculum Review Process***

Reports were presented to committee by CCTA staff illustrating occupational program areas for which there are numerous distinct degrees with the same or very similar titles and content. With the establishment of the process developed by the Curriculum Development Facilitators, the curriculum process was revised to include steps requiring colleges to reviews programs to determine if they could be consolidated, or modified to articulate program differences through revised titles and descriptions.

As a result of this ongoing process, there was significant activity by the colleges in program consolidation of similar programs, program title changes and program deletions.

#### ***Impacts of Federal Compliance and HLC Rules on the MCCCDC Curriculum Development Processes***

With the establishment of new federal regulations from the Higher Education Act Reauthorization and related new federal rules on Program Integrity, DCC spent several months discussing the impact

of these new rulings on curriculum processes. Working with the Rio Salado Compliance team, the CCTA presented committee with analysis of the implications for curriculum processing, developed reports of impacted programs, and established new processing rules for curriculum based on the compliance requirements. This work will continue into the 2011-12 academic year.

### ***The Completion Agenda***

Materials relating to the national, state, and local completion agenda(s) were shared with committee to raise awareness and to engage in discussion about the impact of these initiatives on MCCCC. Committee began an initial discussion and review of the materials and topics, and this is expected to continue into 2011-12.

### ***Revised Curriculum Procedures Handbook***

Committee approved the revision of the Curriculum Procedures Handbook has a large project in 10-11. The CCTA worked closely with Barbara Fahey, IDF Emeritus on the complete redesign of the curriculum handbook content. A comprehensive editing, feedback loop and web design process was established to ensure the review process was open to college curriculum users. The new handbook was finalized and shared with DCC in May 2010.

### ***ACRES System and Curriculum Processing***

After adoption of the Academic Curriculum Review and Evaluation System (ACRES) for curriculum processing in 09-10, the CCTA continued to refine processes and forms throughout the 10-11 processing cycle. The CCTA eliminated all remaining shadow systems, and enhanced reporting capability. Web enhancements based on ACRES information have also been implemented, refining web displays on programs and course information. In addition, several of the regular analysis and processing reports used throughout the processing cycle have been further automated, pulling information directly from ACRES and displaying it in more user-friendly formats.

For 11-12, the ACRES system will be used to help facilitate portions of the new Higher Learning Commission and Department of Education program approvals process, program disclosures and reporting. Business processes supporting these functions have been established and will start in the upcoming curriculum processing cycle.

Below is a table that illustrates the number and type of curriculum proposals processed in 2010-11. Detailed statistics about curriculum processing are included in Appendix D.

### **Implement the new degree audit functionality system-wide.**

- A. Complete development and testing in collaboration with ITS consultant.
- B. Develop and deliver training for college and district stakeholders.

One of the major components of Maricopa's Student Information System is the Degree Audit functionality which allows staff and students to track progress towards degree completion. There were two major limitations with the delivered system: 1) the lack of a user-friendly interface to allow for an "at-a-glance" status for educational planning purposes through student self service, and 2) the absence of robust scenario-based reporting functionality.

In collaboration with District ITS and CedarCrestone consulting, the CCTA staff finalized the SIS system modification for degree audit, addressing two major components of the degree completion functionality within Maricopa's Student Information System:

- Implementation of an interactive and user-friendly self-service degree audit functionality for students and staff;
- Better support for robust scenario-based reporting and tracking of student degree progress and completion status.

In Fall 2010, the enhanced degree audit output was made available to both staff and student users. Orientations were provided to advising and records staff on use of the audits, student aids were created for use through self service. Over a six-month period starting Spring 2011, 95,972 degree audits were run.

The batch degree audit functionality was also finalized and shared with the colleges. This has allowed CCTA to conduct scenario based analysis on groups of students using degree audit. One of the major initiatives for next year is the Completion Candidate project, a pilot with four colleges using the batch degree audit to identify students who are potential degree completers, as well as targeted communications and interventions to identify if this type of service can assist with progress towards degree completion and overall goal attainment.

### **Summary and Conclusion**

This annual report presents the goals and accomplishments of both the District Curriculum Committee the Center for Curriculum and Transfer Articulation in support of curriculum processing and transfer initiatives for the 2010-11 academic year.

The CCTA is firmly committed to supporting the vision, mission and strategic directions of the Maricopa Community Colleges, and recognizes its primary responsibility to be in service to the academic success of students. The CCTA looks forward to continued support of both Committee and the colleges as well as advancing new goals for the coming academic year that add value to the important work of the 10 Maricopa colleges, to the Division of Academic and Student Affairs, and to the system as a whole, in preparing students to be productive citizens of the 21<sup>st</sup> Century.

## 2010-2011 Year End Report Proposals Submitted for Curriculum Processing

The report provides the total number of proposals submitted by the colleges during the curriculum cycle for the 2010 – 2011 academic year. The breakdown of information includes the types of proposals processed.

Course Proposals Submitted												
Submission Type	CGCC	EMCC	GWCC	GCC	MCC	PVCC	PC	RSC	SCC	SMCC	DO	Totals
Course Modifications	6	1	120	26	53	1	55	84	128	4		478
New Courses	24	6	44	12	33	8	12	30	18			187
Course Deletions				3	11		75		20			109
<b>Total Courses</b>	<b>30</b>	<b>7</b>	<b>164</b>	<b>41</b>	<b>97</b>	<b>9</b>	<b>142</b>	<b>114</b>	<b>166</b>	<b>4</b>	<b>0</b>	<b>*774</b>

\*30% Increase from last processing year.

Program Proposals Submitted												
Submission Type	CGCC	EMCC	GWCC	GCC	MCC	PVCC	PC	RSC	SCC	SMCC	DO	Totals
NOP		1			1			2				4
OPM	7	1	57	19	19		26	22	22	12		185
Program Additions			7	1	1	1	1	4				15
OPD#	1	5	9	1	5		7	1	2			31
NAP					1			2				3
APM	1	1	1	1	1		4	1				10
APD		1						1				2
<b>Total Programs</b>	<b>9</b>	<b>9</b>	<b>74</b>	<b>22</b>	<b>28</b>	<b>1</b>	<b>38</b>	<b>33</b>	<b>24</b>	<b>12</b>	<b>0</b>	<b>*250</b>

\*45% Increase from last processing year.

# Of the 33 program deletions processed 21 of them resulted in the program no longer being offered.

Other Proposals Submitted												
Submission Type	CGCC	EMCC	GWCC	GCC	MCC	PVCC	PC	RSC	SCC	SMCC	DO	Totals
Experimental Courses				1								1
IND170 Courses			5					9				14
Common Competencies	13			3	1							17
<b>Total Proposals</b>	<b>13</b>	<b>0</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>

NOP = New Occupational Program

NAP = New Academic Certificate Program

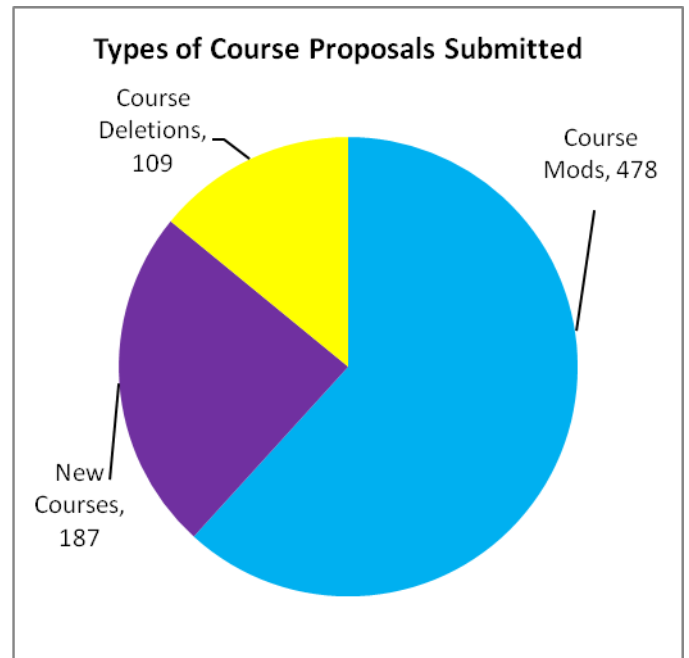
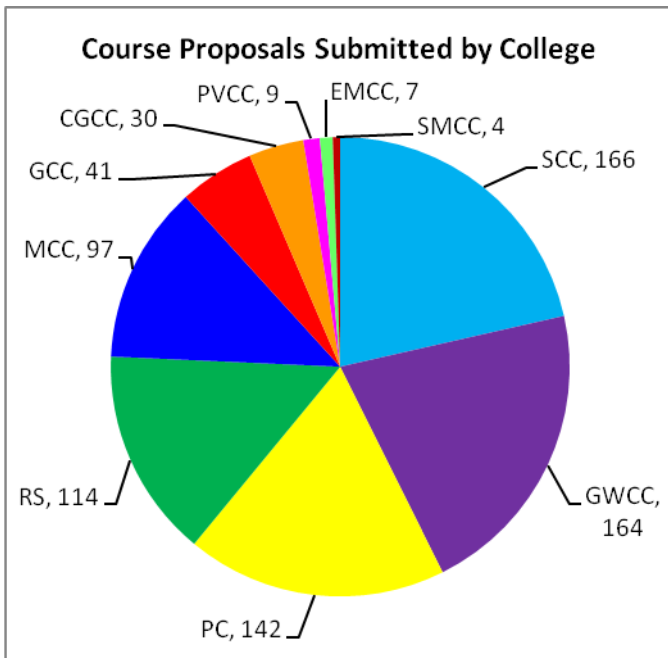
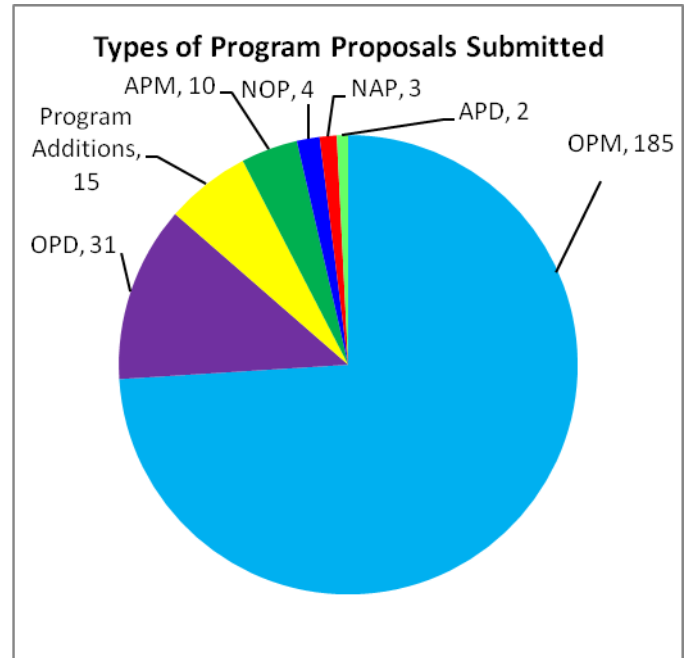
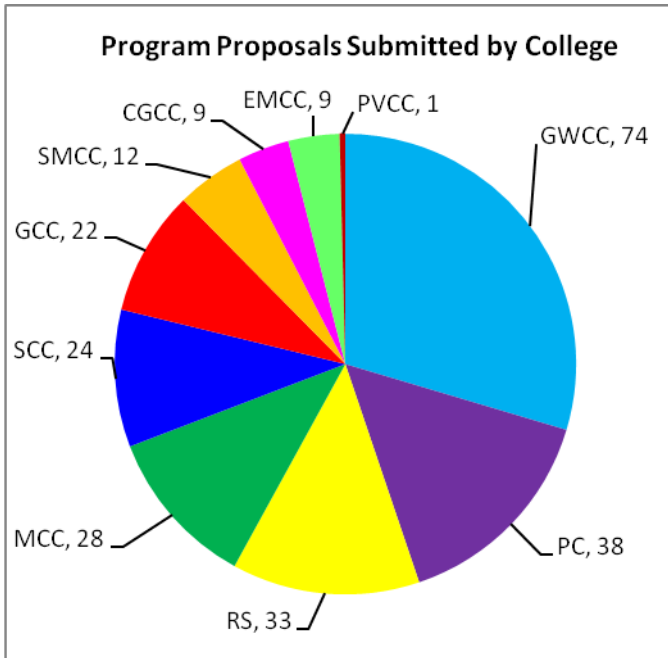
OPM = Occupational Program Modification

APM = Academic Program Modification

OPD = Occupational Program Deletion

APD = Academic Program Deletion

## 2010-2011 Year End Report Charts for Proposals Submitted



NOP = New Occupational Program	NAP = New Academic Certificate Program
OPM = Occupational Program Modification	APM = Academic Program Modification
OPD = Occupational Program Deletion	APD = Academic Program Deletion

### Course Modifications

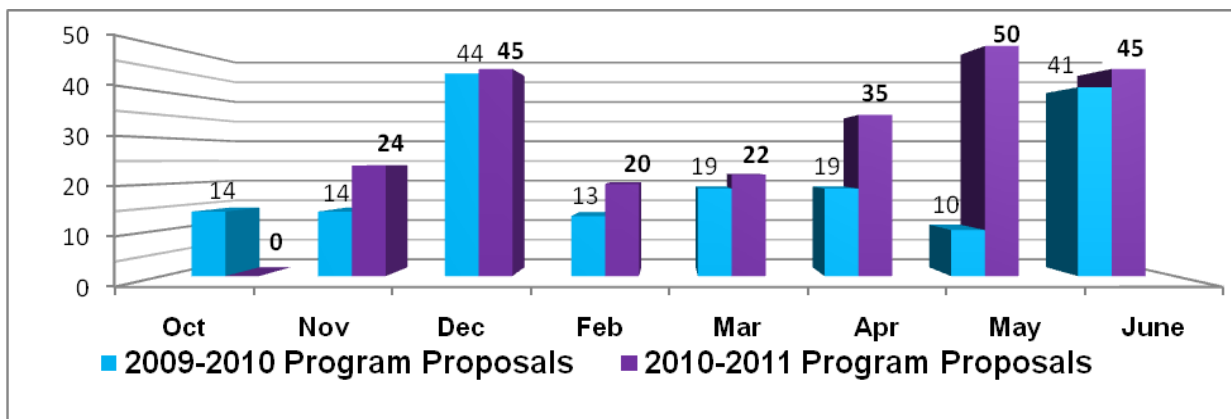
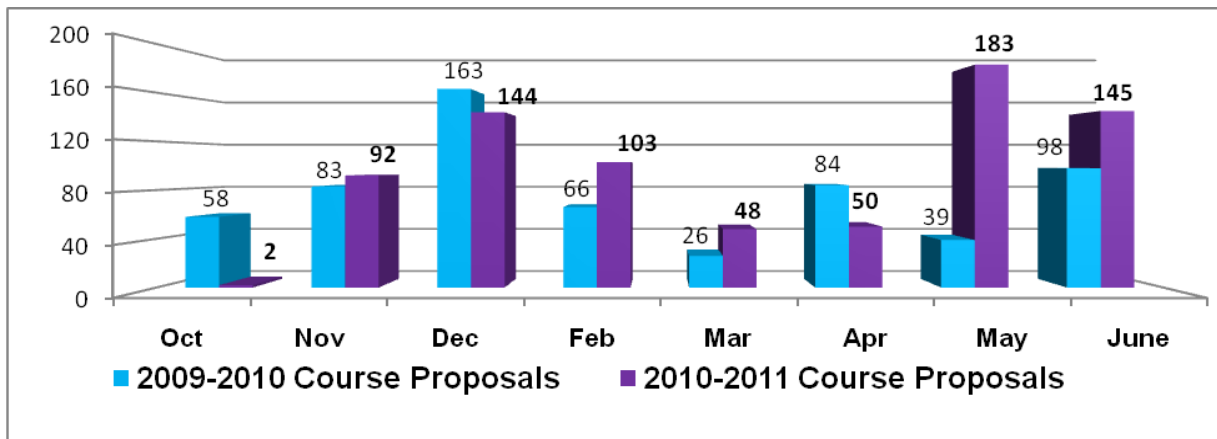
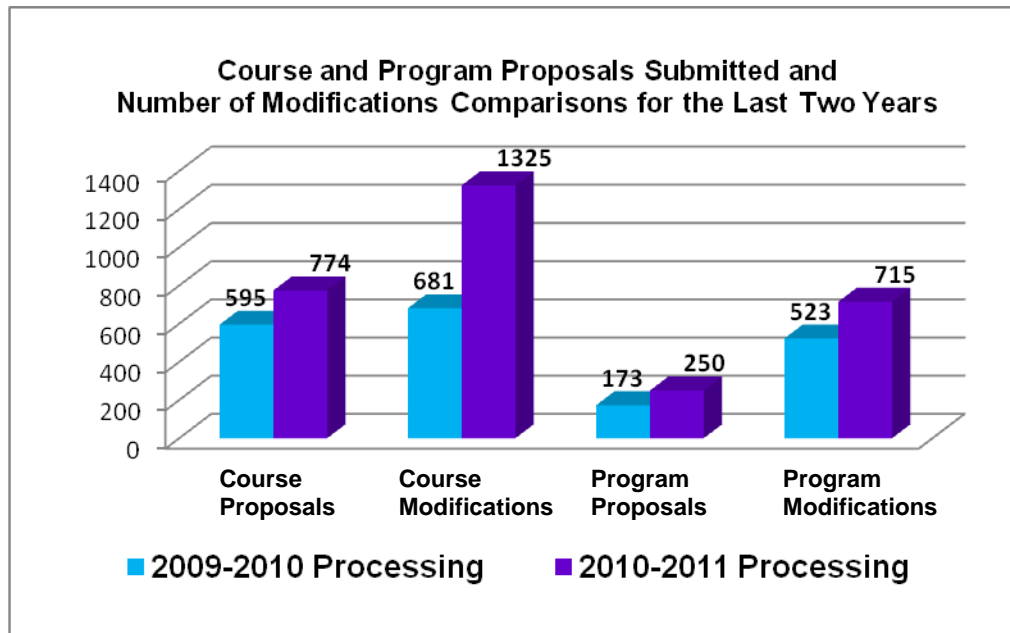
Course Modifications	CGCC	EMCC	GCC	GWCC	MCC	PC	PVCC	RSC	SCC	SMCC	Totals
Description	3		3	27	6	9	1	35	109		193
Prerequisites			18	41	21	46		26	34		186
Subject/Prefix				25	29	48		50	2		154
Course Notes					5	5		30	86		126
Competencies			7	46	12	10	1	33	16		125
Outline			7	45	12	9	1	18	20		112
Repeats						1			76		77
Title	2		3	16	7	5		28	5	1	67
Periods	1		1	40	1	2			12		57
Number			4	7	31	10			1	4	57
Load			1	41	1	3			8		54
Credits	1		1	40	1	1			10		54
Activity Type				32	1				2		35
Course Type			2					9			11
Del Cross-Ref				3		1		4			8
Load Formula	1		1		1	1					4
Add Modules						2					2
Add Cross-Ref			1	1							2
Add Suffixed		1									1
<b>Total Changes:</b>	<b>8</b>	<b>1</b>	<b>49</b>	<b>364</b>	<b>128</b>	<b>153</b>	<b>3</b>	<b>233</b>	<b>381</b>	<b>5</b>	<b>*1,325</b>

\*95% Increase from last processing year.

### Program Modifications

Program Modifications	CGCC	EMCC	GCC	GWCC	MCC	PC	PVCC	RSC	SCC	SM	Totals
Required Courses	4		11	49	12	22		16	17	9	140
Competencies	3		9	45	15	19		11	18	12	132
Total Program Credits	3		10	33	12	15		11	12	9	105
Program Prerequisites			7	21	4	13		3	15	2	65
Restricted Electives	1		5	11	5	10		9	14	9	64
Description			5	14	8	8		8	7	5	55
General Education	1		4	4	3	4		9	8	4	37
Program Title			3	8	4	2		4	2	3	26
Program Availability	4	1	5		7	2		4			23
Program Notes			1	1	3	10		5	1	1	22
Admission Criteria			1	8	1	5		1	1		17
Program Additions			1	7	1	1	2	4			16
Area Notes			1	2	1	6			2		12
CIPS Code						1					1
Free Electives											0
<b>Total Changes</b>	<b>16</b>	<b>1</b>	<b>63</b>	<b>203</b>	<b>76</b>	<b>118</b>	<b>2</b>	<b>85</b>	<b>97</b>	<b>54</b>	<b>*715</b>

\*\* 37% Increase from last processing year.



**Current Course and Program Counts**

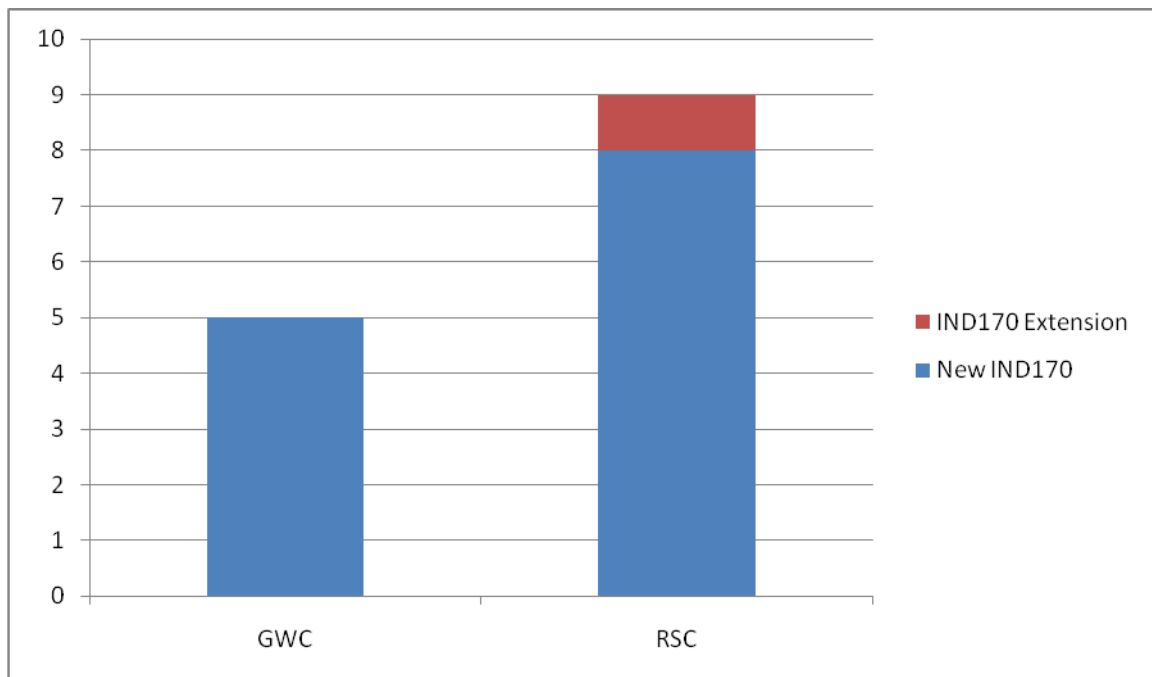
Active Courses in the MCCCDC Course Bank (Updated on a monthly basis - Counts effective as of June 28, 2011.)	
Active Academic Courses	2,671
Active Occupational Courses	6,662
<b>Total Active Courses</b>	<b>9,333</b>

Active Occupational Programs (Updated on a monthly basis - Counts effective as of June 28, 2011.)			
	<b>AAS</b>	<b>CCL</b>	<b>Total</b>
	<b>366</b>	<b>654</b>	<b>1,020</b>

Active Academic Programs (ATP, AC, AA, AS, Abus GR, ABus SR, AAEE and AGS) (Updated on a monthly basis - Counts effective as of June 28, 2011.)		
Associate in Transfer Partnership (ATP) Degrees	Academic Certificates (AC)	Associate Degrees
<b>2</b>	<b>32</b>	<b>9</b>

Business, industry and government agencies frequently request MCCCDC to deliver training specific to their needs. IND170 courses are utilized to respond to these training needs when they cannot be met through existing credit courses. These IND170 courses are available for one full calendar year. After one full calendar year, the course is automatically ended in the course catalog. In the case of demonstrated need, an IND170 course can be extended for not more than one additional calendar year.

The following chart displays the total number of approved IND170 proposals and course extensions received by the Center for Curriculum and Transfer Articulation (CCTA) for the 10-11 curriculum processing cycle.



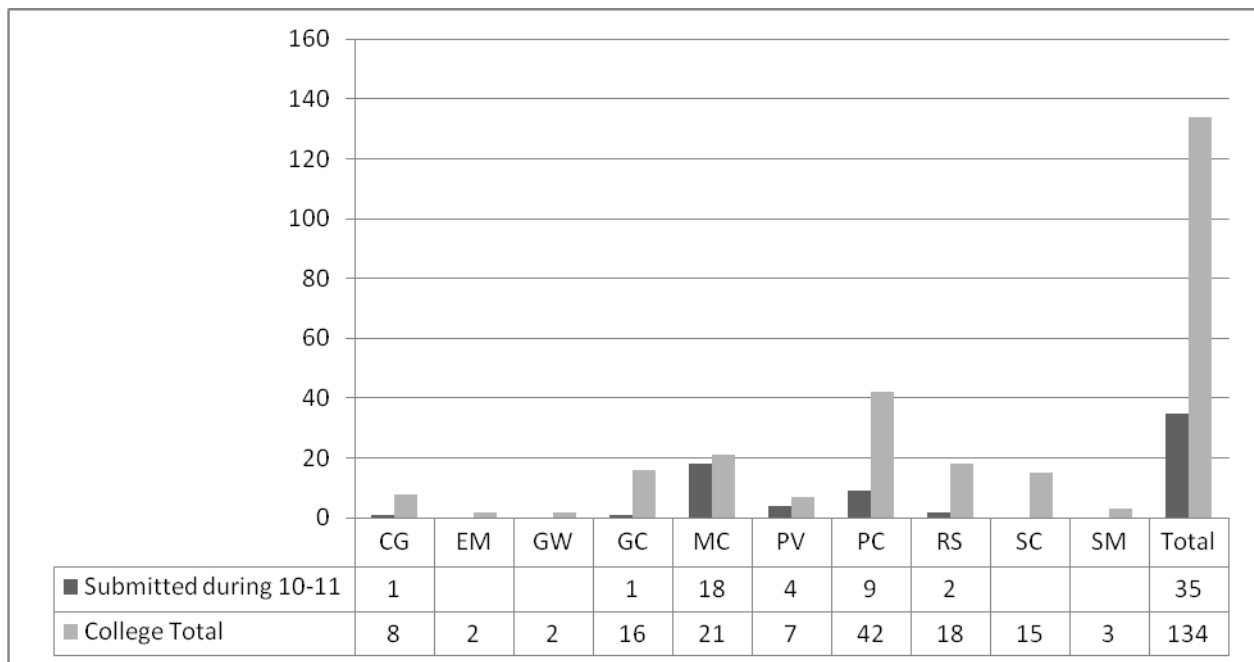
Total number of approved IND170 courses submitted by GWC is five.

Total of number of approved IND170 courses submitted by RSC is nine including one extension.

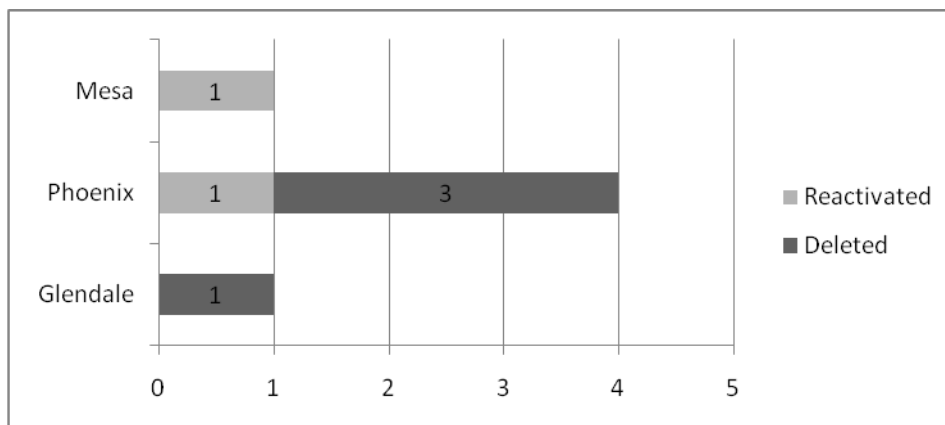
The graph below includes the number of requests submitted by the colleges during the 2010-2011 curriculum cycle to place programs on moratorium status with the current total number of programs on moratorium status. The next graph provides the number of changes in moratorium status that were received during the 2010-2011 processing cycle.

For additional information or for a comprehensive listing of all programs on moratorium, access the Center for Curriculum & Transfer Articulation website: <http://www.maricopa.edu/academic/ccta/curric/progmor.php>

**Programs on Moratorium by College**



**Changes in Moratorium Status processed during 10-11 by College**



The following lists action taken by the District Curriculum Committee in 10-11 for official subjects supporting credit curriculum.

**New Subjects:**

Subject	Subject Definition	Instructional Council Evaluating Courses Using the New Subject	DCC Approval Date	Initiating Institution	Effective First Year/Term
HST	Histologic Technology	Allied Health (51)	10/4/2010	PC	2011 Fall
MDL	Medical Laboratory Science	Allied Health (51)	10/4/2010	PC	2011 Fall
LBA	Laboratory Assisting	Allied Health (51)	10/4/2010	PC	2011 Fall
MAS	Medical Assisting	Allied Health (51)	11/1/2010	PC	2011 Fall
PLB	Phlebotomy	Allied Health (51)	11/1/2010	PC	2011 Fall
SCT	Sustainability/Career and Technical	Sustainability (91)	4/4/ 2011	CG	2011 Fall
ASD	Addictions and Substance Use Disorders	Counseling (23)	4/4/2011	RSC	2012 Spring

**Modified Subjects:**

Subject	Change In	From	To	Initiating Institution	Effective Year/Term
DCP	Subject Deletion	DCP	None	MCC	2011 Summer I
ESL	Hiring Qualification	Standard Academic	Above and beyond Academic	CCTA	2011 Summer I
CHD	Subject Deletion	CHD	ASD	RSC	2011 Fall

For additional information on subjects including content descriptions and hiring qualifications, access the Center for Curriculum & Transfer Articulation website:

<http://www.maricopa.edu/academic/ccta/curric/gma.php>

The following lists Early Alerts submitted for the 10-11 curriculum processing cycle along with the associated New Occupational Program submitted and approved by District Curriculum Committee.

Initiating College	NOP Early Alert Program Title	Date Submitted	Vice Chancellor Approval Date	Award Type	NOP Major Code	Governing Board Approval Date
EMCC	Gifted Education	8/30/2010	9/14/2010	CCL	5711	11/23/2010
GWCC	Construction Trades: Pre-Apprenticeship	4/21/2011	5/9/2011	NOP Not Yet Submitted		
MCC	Nursing Refresher	10/14/2010	10/30/2010	CCL	5739	3/22/2011
MCC	Piano Pedagogy	3/30/2010	10/30/2010	NOP Not Yet Submitted		
RSC	Parent and Community Liaison	11/8/2010	12/15/2010	NOP Not Yet Submitted		

2010-2011 Year End Report

Arizona Course Equivalency Tracking System (ACETS) Processing Summary

The Arizona Course Equivalency Tracking System (ACETS) is designed to track course equivalency decisions as they go through the statewide articulation process in Arizona. ACETS supports all decision making required to establish equivalencies in Arizona. The Center for Curriculum and Transfer Articulation (CCTA) at Maricopa is responsible for submitting approved Maricopa curriculum changes to the public universities for evaluation via the ACETS online system.

These curriculum changes include new courses, course deletions, modifications, and editorial changes to titles, subjects and course numbers. University or Maricopa requests for course re-evaluation and CEG Data Cleanup and ATF CEG Report forms are also handled through the ACETS system. Finalized Maricopa course equivalencies reside in the on-line Course Equivalency Guide (CEG) which is monitored by the CCTA.

The following are the courses processed in ACETS from 7/01/2010-6/30/2011:

<b>Proposal Type</b>	<b>Totals</b>
New	134
Modified	140
Deletions	92
Editorial	124
CEG Data Cleanup	4
ATF CEG Report	0
<b>Total</b>	<b>494</b>

The number of ACETS forms processed this year increased by 65. In 2009-10, a total of 429 ACETS forms were processed.

Arizona Curriculum Review & Evaluation System (ACRES) Processing Summary

The Academic Curriculum Review and Evaluation System (ACRES) is an electronic means for creating, routing, evaluating, and approving new courses, course modifications, and course deletions within an institution. It allows faculty, staff, and administrators to share information about course changes, and to access course information for various uses within their institutions.

Arizona State University uses ACRES, and has agreed to share curriculum changes with the Arizona public community colleges. The process of ACRES is coordinated through the Center for Curriculum and Transfer Articulation (CCTA). Through a read only account, users are allowed to view courses that are at the “One-Week Review” stage in the ASU curriculum process. After the one-week university review, courses are routed to the Provost for review and final approval. Users will be able to view undergraduate changes, deletions and new courses.

During the “One-Week Review” stage, CCTA determines which ACRES courses, for courses designated 100 – 400 level, to send to the appropriate Instructional Councils. Maricopa faculty representatives to the related ASU Councils or Committees are copied on the correspondence. Maricopa faculty are asked to look for the following when reviewing the ASU course proposals: impact on Maricopa students and potential articulation opportunities. Comments regarding ACRES course curriculum proposals are submitted to CCTA prior to the one week deadline. If necessary, comments are forwarded to ASU for consideration.

The following are ASU ACRES course curriculum proposals shared with Maricopa Instructional Councils from 7/01/2010-6/30/2011:

ASU courses received by MCCCDC for review: 282 (59 courses were 400-level and were not sent; 14 courses were 300-level and were not sent for various reasons)  
Submitted to faculty for review and comment: 209

<b>Proposal Type</b>	<b>Totals</b>
New	59
Modified	131
Deletion	19
Total	209

The number of ACRES proposals processed this year increased by 56. In 2009-10, a total of 153 proposals were processed.

## 2010-2011 Year End Report ASU/Maricopa Alliance

<b>MAPP Student Enrollments by Major and Catalog Year</b>	<b>2009 - 2010</b>	<b>2010 - 2011</b>	<b>Overall Total</b>
African and African American Studies B.A.	n/a	0	0
Agribusiness (Global Agribusiness) B.S.	n/a	0	0
American Studies B.A.	n/a	0	0
American Indian Studies B.A.	n/a	1	1
Anthropology B.A.	9	28	37
Applied Biological Sciences (Applied Biological Sciences) B.S.	n/a	0	0
Applied Computing B.S.	n/a	4	4
Applied Mathematics B.S.	n/a	2	2
Applied Mathematics for the Life and Social Sciences B.S.	n/a	0	0
Art (Art History) B.A.	n/a	0	0
Art (Museum Studies) B.A.	n/a	2	2
Asia Studies (East Asia) B.A.	n/a	2	2
Asia Studies (South Asia) B.A.	n/a	0	0
Asia Studies (Southeast Asia) B.A.	n/a	0	0
Asian Languages (Chinese) B.A.	n/a	1	1
Asian Languages (Japanese) B.A.	n/a	2	2
Biochemistry B.A.	n/a	0	0
Biochemistry B.S.	n/a	11	11
Biochemistry (Medicinal Chemistry) B.S.	n/a	6	6
Biological Sciences B.S.	38	84	122
Biological Sciences (Animal Physiology and Behavior) B.S.	n/a	13	13
Biological Sciences (Biology and Society) B.S.	n/a	1	1
Biological Sciences (Conservation Biology and Ecological Sustainability) B.S.	n/a	5	5
Biological Sciences (Ecology and Evolution) B.S.	n/a	1	1
Biological Sciences (Genetics, Cell and Developmental Biology) B.S.	n/a	9	9
Biological Sciences (Genomics and Bioinformatics) B.S.	n/a	2	2
Biological Sciences (Plant Biology) B.S.	n/a	1	1
Business (Accountancy) B.S.	68	246	314
Business (Communication) B.A.	n/a	16	16
Business (Computer Information Systems) B.S.	14	78	92
Business (Economics) B.S.	4	16	20
Business (Finance) B.S.	25	79	104
Business (Global Politics) B.A.	n/a	5	5
Business (Law) B.A.	n/a	15	15
Business (Management) B.S.	39	178	217
Business (Management-Entrepreneurship) B.S.	13	39	52
Business (Marketing) B.S.	20	101	121
Business (Supply Chain Management) B.S.	5	22	27
Business (Sustainability) B.A.	7	24	31

## 2010-2011 Year End Report ASU/Maricopa Alliance

MAPP Student Enrollments by Major and Catalog Year	2009 - 2010	2010 - 2011	Overall Total
Business (Tourism) B.A.	1	4	5
Business (Urban Policy) B.A.	0	1	1
Chemistry B.A.	n/a	0	0
Chemistry B.S.	n/a	9	9
Chemistry (Environmental Chemistry) B.S.	n/a	1	1
Communication B.A. (Tempe)	15	51	66
Communication B.A. (West)	2	30	32
Communication B.S. (Tempe)	24	69	93
Communication B.S. (West)	4	2	6
Criminal Justice and Criminology B.S.	58	187	245
Early Childhood Education B.A.E.	24	69	93
Earth and Space Exploration B.S.	n/a	1	1
Economics B.S. (CLAS)	1	11	12
Elementary Education B.A.E.	82	147	229
Engineering B.S. (Polytechnic)	4	31	35
English (Creative Writing) B.A.	12	30	42
English (Linguistics) B.A.	n/a	2	2
English (Literature) B.A.	6	17	23
English B.A. (West)	2	6	8
Exercise and Wellness (Exercise and Wellness) B.S.	16	60	76
Exercise and Wellness (Health Promotion) B.S.	n/a	3	3
Family and Human Development B.S.	n/a	18	18
French B.A.	n/a	2	2
Geography B.A.	0	5	5
Geography B.S.	2	2	4
Geography (Meteorology-Climatology) B.S.	0	5	5
Geography (Urban Studies) B.S.	0	1	1
German B.A.	n/a	0	0
Global Health B.A.	n/a	8	8
Health Sciences (Pre-professional) B.S.	n/a	5	5
History and Culture B.A.	n/a	0	0
History B.A. (Tempe)	10	19	29
History B.A. (West)	4	9	13
Italian B.A.	n/a	0	0
Justice Studies B.S.	17	40	57
Kinesiology B.S.	65	133	198
Life Sciences B.S.	5	16	21
Literature, Writing and Film B.A.	n/a	0	0
Mathematics B.A.	n/a	0	0

## 2010-2011 Year End Report ASU/Maricopa Alliance

<b>MAPP Student Enrollments by Major and Catalog Year</b>	<b>2009 - 2010</b>	<b>2010 - 2011</b>	<b>Overall Total</b>
Mathematics B.S.	n/a	13	13
Microbiology B.S.	n/a	5	5
Non-Profit Leadership and Management B.S.	3	17	20
Nutrition (Dietetics) B.S.	n/a	47	47
Nutrition (Food and Nutrition Management) B.S.	n/a	0	0
Nutrition (Human Nutrition) B.S.	n/a	9	9
Nutrition (Nutrition Communication) B.S.	n/a	1	1
Parks and Recreation Management B.S.	3	5	8
Parks and Recreation Management (Therapeutic Recreation) B.S.	n/a	2	2
Philosophy B.A.	0	14	14
Political Science B.A. (Tempe)	12	28	40
Political Science B.A. (West)	n/a	2	2
Political Science B.S. (Tempe)	10	47	57
Political Science B.S. (West)	n/a	13	13
Psychology B.A. (Tempe)	71	150	221
Psychology B.A. (West)	23	62	85
Psychology B.S. (Tempe)	53	133	186
Psychology B.S. (West)	26	57	83
Religion and Applied Ethics B.A.	n/a	2	2
Religious Studies B.A.	1	4	5
Russian B.A.	n/a	0	0
Secondary Education (Chemistry) B.A.E.	n/a	0	0
Secondary Education (English) B.A.E.	n/a	15	15
Secondary Education (History) B.A.E.	n/a	18	18
Secondary Education (Mathematics) B.A.E.	n/a	17	17
Secondary Education (Physics) B.A.E.	n/a	0	0
Secondary Education (Political Science) B.A.E.	n/a	0	0
Social Work B.S.W.	68	163	231
Sociology B.A. (West)	n/a	4	4
Sociology B.S. (Tempe)	n/a	18	18
Sociology B.S. (West)	7	5	12
Spanish B.A. (Tempe)	n/a	4	4
Spanish B.A. (West)	n/a	0	0
Special Education B.A.E.	32	78	110
Speech and Hearing Science B.S.	n/a	16	16
Sustainability B.A.	n/a	1	1
Sustainability B.S.	n/a	3	3
Technical Communication B.S.	n/a	0	0
Tourism Development and Management B.S.	3	23	26

2010-2011 Year End Report  
ASU/Maricopa Alliance

<b>MAPP Student Enrollments by Major and Catalog Year</b>	<b>2009 - 2010</b>	<b>2010 - 2011</b>	<b>Overall Total</b>
Transborder Chicana/o and Latina/o Studies (Media, Literature and Arts) B.A.	n/a	0	0
Transborder Chicana/o and Latina/o Studies (Transborder Community Development and Health) B.A.	n/a	0	0
Transborder Chicana/o and Latina/o Studies (US and Mexican Regional Immigration Policy and Economy) B.A.	n/a	1	1
Women and Gender Studies B.A. (Tempe)	0	1	1
Women and Gender Studies B.A. (West)	n/a	0	0
Medical Laboratory Science (MDL)	n/a	19	19
Nursing (RN-BSN)	687	435	1,122
<b>Total</b>	<b>1,595</b>	<b>3,420</b>	<b>5,015</b>

MAPP Student Enrollments by College	Total Students
Chandler Gilbert	590
Estrella Mountain	282
Gateway	992
Glendale	136
Mesa	1,026
Paradise Valley	549
Phoenix	336
Rio Salado	122
Scottsdale	889
South Mountain	93
<b>Total</b>	<b>5,015</b>

**MAPP Student Enrollments by Area**

