

APPENDIX ONE PROGRESS ON GOALS AND OUTCOMES DATA TABLES

Introduction

This Appendix displays the data tables that are referenced in the main body of this Monitoring Report. In most tables, several years' data are displayed so that the trends over time can be observed. Most of these data tables appeared in the 2002 Monitoring Report, and have been updated. In all cases, except those where it is specifically stated otherwise, the tables first have been updated by adding the most recent year, and second, last year's data have been revised to reflect any changes that have occurred during the past 12 months. This is necessary because the student information data bank is continuously updated and corrected, so we revise the immediately preceding year in the interest of accuracy. Also, please note that some of the Goals and Outcomes presented in the main body of this Monitoring Report do not have accompanying data tables in this Appendix.

A note about the time periods for the data: If data for these tables were extracted from MCCD's own Institutional Research Data Warehouse, the data displayed are current through fiscal year 2003. If data were extracted from the Arizona State System for Information on Student Transfer (ASSIST), the data are current only through fiscal year 2002, as 2003 data were not available at the time this Monitoring Report was completed.

I. University Transfer/General Education

Goal 1: Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals. The focus is on transfer to Arizona State University (ASU), primary pipeline for Maricopa students.

Measure A: What number and percent of Arizona General Education Curriculum (AGEC) and “transfer pathway” completers transfer to a baccalaureate degree granting institution within 2 years of completing the program?

Table 1. This table shows the number of students who complete their AGEC or “transfer pathway” program and the number and percent who transfer to ASU within 2 years.

Calendar Year of AGEC or “Transfer Pathway” Completion							
AGEC and “Transfer Pathway” Completers at MCCD	1996	1997	1998	1999	2000	2001	2002
# of Completers Each Calendar Year	50	66	67	275	461	601	835
# Transferred to ASU within 2 Years of Completion	0	1	9	63	190	256 ¹	216 ¹
% Transferred to ASU within 2 Years of Completion	0%	2%	13%	23%	41%	43% ¹	26% ¹

Note¹: For students who completed at MCCD in 2001 or 2002 their 2-year period in which to enroll at ASU has not yet ended, so the numbers displayed for these two years may be an underestimate of final enrollment. The 2-year period for 2001 completers ends after Fall 2003. The 2-year period for 2002 completers ends after Fall 2004. Data for enrollment at Northern Arizona University (NAU) and University of Arizona (U of A) were not available.

Source: ASSIST Data Warehouse, September 2003. ASSIST is the abbreviation for the Arizona State System for Information on Student Transfer.

University Transfer/General Education - Continued

Measure B. What percent of baccalaureate degree graduates have Maricopa Community College credit?

Table 2. This table shows the number of baccalaureate awards made to students with MCCD credits at the three Arizona public universities.

Number and Percent of Baccalaureate Awards Made to Students with MCCD Credits at the Arizona Public Universities					
University		1998-99	1999-00	2000-01	2001-02
ASU	# of Baccalaureate Awards	7,507	7,940	7,760	8,190
	# Awards with MCCD Credits	4,773	5,154	5,061	5,495
	% Awards with MCCD Credits	64%	65%	65%	67%
NAU	# of Baccalaureate Awards	3,041	2,939	2,867	2,873
	# Awards with MCCD Credits	733	749	727	789
	% Awards with MCCD Credits	24%	25%	25%	27%
U of A	# of Baccalaureate Awards	4,854	4,932	4,922	4,981
	# Awards with MCCD Credits	632	691	673	661
	% Awards with MCCD Credits	13%	14%	14%	13%

Note1: Data for the 2002-03 academic year are not yet available.
Source: ASSIST Data Warehouse, September 2003.

Table 3. This table shows the number of baccalaureate awards made to students with MCCD credits at the three campuses of Arizona State University.

Baccalaureate Awards to Students with MCCD Credits at Arizona State University					
ASU Campus		1998-99	1999-00	2000-01	2001-02
Main	# of Baccalaureate Awards with MCCD Credits	3,828	4,007	3,718	4,023
West	# of Baccalaureate Awards with MCCD Credits	944	1,039	1,095	1,176
East	# of Baccalaureate Awards with MCCD Credits	1	108	248	296

Note1: Data for the 2002-03 academic year are not yet available.
Source: ASSIST Data Warehouse, September 2003.

University Transfer/General Education - Continued

Measure C: What is the number of students who transfer community college credits 1-11, 12-23, 24-31, 32-47, 48-63, and 64+?

Table 4. This table shows the number of MCCD students who transfer credits to one of the public Arizona universities. It also shows the students who attempted to transfer MCCD credits but were unable to do so because they already had transferred the maximum allowed by the university from non-MCCD institutions (these students are represented in the table as “Over and Above”).

Number of Undergraduate Students with MCCD Credits at the Arizona Universities Each Fall Term							
University	Number MCCD Credits Transferred	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02
ASU	1-11 credits	4,034	4,499	4,432	4,660	4,946	5,339
	12-23 credits	2,243	2,549	2,692	2,764	2,978	3,242
	24-31 credits	1,180	1,245	1,282	1,406	1,453	1,614
	32-47 credits	2,125	2,252	2,291	2,325	2,424	2,773
	48-63 credits	3,217	3,281	3,463	3,525	3,713	3,967
	64+ credits	4,102	3,919	3,670	3,542	3,638	3,676
	Over and Above	418	412	415	470	424	460
	Total	1,7319	18,157	18,245	18,692	19,576	21,071
	ASU Enrollment	36,848	36,792	37,946	38,444	40,341	42,877
	% with MCCD Credits	47%	49%	48%	49%	49%	49%
NAU	1-11 credits	929	1,031	1,090	1,156	1,143	1,161
	12-23 credits	567	571	557	563	547	581
	24-31 credits	229	226	260	278	300	285
	32-47 credits	376	375	346	345	396	433
	48-63 credits	320	305	303	316	332	298
	64+ credits	225	231	218	211	206	226
	Over and Above	-	-	-	-	-	-
	Total	2,748	2,798	2,840	2,856	2,906	2,984
	NAU Enrollment	14,058	13,906	13,947	13,905	13,740	13,577
	% with MCCD Credits	20%	20%	20%	21%	21%	22%
U of A	1-11 credits	1,349	1,423	1,381	1,401	1,347	1,576
	12-23 credits	528	565	573	551	608	678
	24-31 credits	172	196	206	246	271	277
	32-47 credits	227	239	238	252	297	338
	48-63 credits	149	136	131	129	152	174
	64+ credits	121	111	103	88	73	80
	Over and Above	75	18	25	31	33	54
	Total	2,620	2,628	2,652	2,613	2,892	3,177
	U of A Enrollment	25,617	26,157	26,258	26,404	27,532	28,278
	% with MCCD Credits	10%	10%	10%	10%	11%	11%

Source: ASSIST Data Warehouse, September 2003.

University Transfer/General Education - Continued

Measure D: What is the total number of new Maricopa students attending state universities annually?

Table 5. This table shows the number of new MCCD transfer students at the Arizona public universities each of the last six years.

Number of New Transfers and New Freshmen with MCCD Credits at the Arizona Universities						
University	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02
ASU Total	4,700	5,255	5,255	5,617	5,565	5,996
Main	3,795	4,219	4,211	4,413	4,116	4,277
West	905	1,036	1,044	1,204	1,184	1,376
East	-	-	-	-	265	341
NAU	904	816	788	853	894	886
U of A	647	636	591	611	665	843

Note: ASU East enrollments were counted as ASU Main until 2000-01.
Source: ASSIST Data Warehouse, October 2003.

Goal 4: Students will successfully complete certificate programs and associate degree programs.

Measure A: What is the number of completed certificates or associate degrees in a given year?

Table 6. This table shows the total number of degree and certificates awarded over the last six years. It should be kept in mind that not all students who have completed a program of study formally apply for the award, so the numbers here are an underestimate of program completers.

Number of Certificate and Degree Awards Each Fiscal Year						
Awards	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Total Awards	10,856	9,759	10,773	14,250	11,570	11,892
Total Degrees	3,495	3,769	3,958	4,078	4,287	4,502
Total Certificates	7,361	5,990	6,815	10,172	7,278	7,390
Degrees as % of Total Awards	32%	39%	37%	29%	37%	38%
Certificates as % of Total Awards	68%	61%	63%	71%	63%	62%

University Transfer/General Education - Continued

Table 7. This table shows the breakdown of types of degrees and certificates awarded over the past 6 years.

Number and Type of Degree and Certificate Awards Each Fiscal Year						
Awards	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
Degrees						
AA	1,533	1,780	1,635	1,312	900	616
AAS	1,297	1,291	1,447	1,385	1,516	1,687
ABus	-	-	8	35	53	99
AGS	647	682	781	1,076	1,402	1,546
AS	18	15	16	15	28	44
ATP	-	1	71	255	388	510
Certificates						
1-15 Credit Hours	3,864	3,201	3,677	4,155	3,414	3,363
16-30	2,289	1,645	1,579	1,824	1,911	2,382
31-45	1,126	1,068	1,403	3,980	1,532	1,164
46+	82	76	56	213	426	481
Total Awards	7,361	5,990	6,815	10,172	7,283	7,390

Source: IR Data Warehouse, October 2003. Awards reported by "Date Received".

II. Developmental Education

Goal 1: Students demonstrate competencies in courses below 100 level (reading, English, mathematics), which prepare them for success in college level courses.

Measure A: Do students successfully complete courses (C or better) in developmental education (courses below 100 level)? Do they successfully complete (C or better) a subsequent related course within 2 years of completing the developmental course?

Table 8. This table shows the number course enrollments in developmental education courses, which are those below 100 level, and the number of enrollments that resulted in a successful completion, which is defined as a grade of “C” or better.

Term	Enrollments in Developmental Courses (Below 100 Level in Reading, English, Math)	Number of Courses Successfully Completed With A,B,C,P	Successful Course Completion Rate
Fall 1998	18,489	11,167	60%
Fall 1999	19,145	11,502	60%
Fall 2000	20,428	12,486	61%
Fall 2001	22,398	13,821	62%
Fall 2002	25,130	15,644	62%

Source: IR Data Warehouse, October 2003.

Developmental Education - Continued

Measure B: What is the number and percentage of developmental education completers who successfully complete (grade of C or better) a subsequent related course within 2 years of completing the developmental course? (Courses will be tracked in reading, English, and mathematics).

Table 9. This table shows the number of students enrolled in RDG091, which is the developmental reading course into which most students who require a developmental course are placed. Also displayed are the numbers and percents of students who successfully complete RDG091 with a grade of “C” or better, the number and percent of these completers who go on to enroll in CRE101 within 2 years, and the number and percent of those who successfully complete CRE101. CRE101 is the first college level course in Critical and Evaluative Reading.

Term	Cohort: Students Enrolled in RDG091	Students Who Complete RDG091 with A,B,C,P	Students Who Complete RDG091 with A,B,C,P and Enroll in CRE101 Within 2 Years	Students Who Complete RDG091 and CRE101 with A,B,C,P Within 2 Years
Fall 1995	1,606	1,071 67%	607 57%	470 29%
Fall 1996	1,507	943 63%	555 59%	407 27%
Fall 1997	1,521	989 65%	527 53%	398 26%
Fall 1998	1,584	1,041 66%	476 46%	347 22%
Fall 1999	1,513	995 66%	364 37%	283 19%
Fall 2000	1,367	914 67%	327 36%	268 20%

Source: IR Data Warehouse, October 2003.

Developmental Education - Continued

Table 10. This table shows the number of students enrolled in ENG071, which is the developmental English course into which most students who require a developmental course are placed. Also displayed are the numbers and percents of students who successfully complete ENG071 with a grade of “C” or better, the number and percent of these completers who go on to enroll in ENG101 within 2 years, and the number and percent of those who successfully complete ENG101. ENG101 is the first college level course in English Composition.

Term	Cohort: Students Enrolled in ENG071	Students Who Complete ENG071 with A,B,C,P	Students Who Complete ENG071 with A,B,C,P and Enroll in ENG101 Within 2 Years	Students Who Complete ENG071 and ENG101 with A,B,C,P Within 2 Years
Fall 1995	2,254	1,349 60%	1,044 77%	714 32%
Fall 1996	2,111	1,303 62%	999 77%	727 34%
Fall 1997	2,150	1,311 61%	965 74%	704 33%
Fall 1998	2,183	1,389 64%	1,068 77%	775 36%
Fall 1999	2,182	1,298 59%	1,021 79%	776 36%
Fall 2000	2,295	1,431 62%	1,097 77%	852 37%

Source: IR Data Warehouse, October 2003.

Developmental Education - Continued

Table 11. This table shows the number of students enrolled in MAT120,121, or 122, which are the mathematics courses into which most students are placed who need to obtain the skills required for any of the college level MAT courses, such as MAT142, 150, 151, or 152. Also displayed are the numbers and percents of students who successfully complete MAT120 with a grade of “C” or better, the number and percent of these completers who go on to enroll in one of the courses in the college level sequence within 2 years, and the number and percent of those who successfully complete the college level course. MAT142 is the first college level course in mathematics and MAT150, 151, and 152 are college algebra.

Term	Cohort: Students Enrolled in MAT120,121,122	Students Who Complete MAT120,121,122 with A,B,C,P	Students Who Complete MAT120,121,122 with A,B,C,P and Enroll in MAT142,150,151,152 Within 2 Years	Students Who Complete MAT120,121,122 and MAT142,150,151,152 with A,B,C,P Within 2 Years
Fall 1995	5,634	3,135 56%	2,330 74%	1,770 31%
Fall 1996	5,384	2,931 54%	2,267 77%	1,738 32%
Fall 1997	5,416	2,870 53%	2,192 76%	1,738 32%
Fall 1998	5,709	3,006 53%	2,342 78%	1,829 32%
Fall 1999	5,854	3,121 53%	2,395 77%	1,922 33%
Fall 2000	5,929	3,143 53%	2,369 75%	1,867 31%

Source: IR Data Warehouse, October 2003.

III. Workforce Development

Goal 1: Students complete occupational programs and courses with skills sought by themselves or employers.

Measure A: What is the annual enrollment in occupational courses?

Table 12. This table shows the total fiscal year enrollment in occupational courses, and the number and percent of successful course completions, defined as a grade of “C” or better.

Fiscal Year	Enrollments in Occupational Courses	Number of Successful Completions (A,B,C,P)	Percent of Successful Completions (A,B,C,P)
1996-97	203,899	158,024	78%
1997-98	210,193	166,895	79%
1998-99	245,986	199,005	81%
1999-00	261,804	209,961	80%
2000-01	275,727	217,069	79%
2001-02	268,701	217,830	81%
2002-03	275,754	221,048	80%

Source: IR Data Warehouse, with year defined as Summer II, Fall, Spring, and Summer I.

Enrollments were counted at end-of-term, and include students who withdrew during the term but not those who dropped and received a refund.

Workforce Development – Continued

Measure B: What is the number of completed certificates and/or AAS degrees in a given year?

Please refer back to Table 6, presented in the University Transfer/General Education section, which shows the number of completed certificates and degrees for the past 6 years. Tables 13, 14, and 15 below show the programs with the highest numbers of certificate and AAS awards for fiscal year 2002-03.

Table 13. This table shows the top 10 awards in certificate programs that require between 1 and 30 hours to complete. Please note that not all students who complete the program requirements formally apply for their certificate of completion, so these numbers may be an underestimate of actual completions.

Rank	# Awards FY2002-03	Top Ten Certificate Awards Programs Requiring 1-30 Hours	CIP ¹ Code
1	821	Nurse Assistant / Aide	511614
2	804	Corrections / Correctional Administration	430102
3	781	Flight Attendant	490106
4	604	Business Administration & Management, Other	520299
5	493	Emergency Medical Technology / Technician	510904
6	274	Business Systems Networking & Telecommunications	521204
7	226	Information Processing / Data Entry Technician	520407
8	223	Forensic Technology / Technician	430106
9	169	Gerontological Services	190705
10	150	Personal and Miscellaneous Services, Other	129999
	4,545	Total for Top 10 Certificates	

¹The Classification of Instructional Programs (CIP) is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. (National Center for Education Statistics, 2003).
Source: IR Data Warehouse, October 2003.

Workforce Development – Continued

Table 14. This table shows the top 10 awards in certificate programs that require between more than 30 hours to complete. Please note that not all students who complete the program requirements formally apply for their certificate of completion, so these numbers may be an underestimate of actual completions.

Rank	# Awards FY2002-03	Top Ten Certificate Awards Programs Requiring More Than 30 Hours	CIP ¹ Code
1	558	Law Enforcement / Police Science	430107
2	443	Practical Nurse (L.P.N. Training)	511613
3	89	Electrician	460302
4	62	Sign Language Interpreter	510205
5	58	Management Information Systems & Business Data Processing	521201
6	46	Aircraft Mechanic / Technician, Powerplant	470608
7	44	Culinary Arts / Chef Training	120503
8	39	Radio & Television Broadcasting Technology / Technician	100104
9	36	Paralegal / Legal Assistant	220103
10	34	Aircraft Mechanic / Technician, Airframe	470607
	1,409	Total for Top 10 Certificates	

¹The Classification of Instructional Programs (CIP) is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. (National Center for Education Statistics, 2003).
Source: IR Data Warehouse, October 2003.

Table 15. This table shows the top 10 awards in Associate of Applied Science (AAS) degree programs. Please note that not all students who complete the program requirements formally apply for their degree, so these numbers may be an underestimate of actual completions.

Rank	# Awards FY2002-03	Top Ten AAS Degree Programs	CIP ¹ Code
1	398	Nursing (R.N. Training)	511601
2	106	Business Systems networking & Telecommunications	521204
3	68	Management Information Systems & Business Data Processing	521201
4	61	Fire Science / Firefighting	430203
5	57	Interior Design	500408
6	52	Paralegal / legal Assistant	220103
7	52	Dental Hygienist	510602
8	51	Law Enforcement / Police Science	430107
9	48	Business Administration & Management, Other	520299
10	41	Radio & Television Broadcasting Technology / Technician	100104
	934	Total AAS Degrees Awarded	

¹The Classification of Instructional Programs (CIP) is a taxonomic coding scheme that contains titles and descriptions of primarily postsecondary instructional programs. It was developed to facilitate collection and reporting of postsecondary degree completions by major field of study using standard classifications that capture the majority of reportable program activity. (National Center for Education Statistics, 2003).
Source: IR Data Warehouse, October 2003.

IV. Student Development Services

IVa. Retention

Goal 1: Students engagement will continue until completion of individual learning goals.

Measure A: What is the number and percent of course completions?

Table 16. This table shows the total number of enrollments in all credit courses, as well as the number and percent of enrollments that were completed, which is defined as any letter grade or a Pass, “P”.

Term	Total Number of Enrollments in All Credit Courses	Total Number of Completions in All Credit Courses (Grades A,B,C,D,F,P)	Total Percent of Completions in All Credit Courses (Grades A,B,C,D,F,P)
Fall 1999	281,756	223,602	79%
Fall 2000	290,689	230,437	79%
Fall 2001	301,123	240,931	80%
Fall 2002	322,373	261,723	81%

Source: IR Data Warehouse, October 2003.

Measure B: Does student intent make a difference in terms of course completion?

Table 17. This table shows the list of student intent options from which students can choose when they enroll in a credit course and the course completion rates for each of the options. Course completions are defined as courses completed with any letter grade or a Pass, “P”.

Course Completion Rates for Each of the Student Intent Options for Fall Term Enrollments				
Student Intent - Reason for Enrollment	Fall 99	Fall 00	Fall 01	Fall 02
For my personal interest or self improvement	78%	78%	79%	80%
Improve new skills at my present job	84%	83%	84%	85%
Learn new skills for a better job	-	-	77%	80%
Prepare for a career change	80%	81%	81%	82%
Prepare for employment	80%	79%	80%	81%
Transfer to a university	78%	78%	79%	80%
Transfer to another community college	-	-	77%	79%
Unknown	82%	81%	81%	83%
Total	79%	79%	80%	81%

Note: Course completions are defined as courses completed with a grade of A, B, C, D, F, P.

Source: IR Data Warehouse, October 2003.

Retention - Continued

Measure C: What is the number and percent of successful course completions?

Table 18. This table shows the total number of enrollments in all credit courses, and the number and percent of enrollments that resulted in a successful completion, which is defined as a grade of “C” or better or a “Pass”.

Term	Total Number of Enrollments in All Credit Courses	Total Number of Successful Completions in All Credit Courses (Grades A,B,C,P)	Total Percent of Successful Completions in All Credit Courses (Grades A,B,C,P)
Fall 1999	281,756	211,610	75%
Fall 2000	290,689	204,415	70%
Fall 2001	301,123	221,138	73%
Fall 2002	322,373	239,323	74%

Source: IR Data Warehouse, October 2003.

Measure D: Does student intent make a difference in terms of successful course completion?

Table 19. This table shows the list of student intent options from which students can choose when they enroll in a credit course and the successful course completion rates for each of the options. Successful course completions are defined as courses completed with a grade of “C” or better or a “Pass”.

Successful Course Completion Rates for Each of the Student Intent Options for Fall Term Enrollments				
Student Intent - Reason for Enrollment	Fall 99	Fall 00	Fall 01	Fall 02
For my personal interest or self improvement	72%	73%	73%	74%
Improve new skills at my present job	79%	79%	80%	81%
Learn new skills for a better job	-	-	69%	72%
Prepare for a career change	76%	76%	76%	76%
Prepare for employment	74%	73%	74%	73%
Transfer to a university	70%	71%	71%	73%
Transfer to another community college	-	-	69%	72%
Unknown	77%	76%	76%	76%
Total	73%	73%	73%	74%

Note: Successful course completions are defined as courses completed with a grade of A, B, C, P.
Source: IR Data Warehouse, October 2003.

Retention - Continued

Measure E: What is the number and percent of students who reenroll in the next semester?

Table 20. This table shows the number and percent of students who completed at least one credit course in fall who reenrolled in the following spring or fall terms.

Term	Total Credit Students at End of Fall Term	Total Credit Students at End of Fall Term Who Re-enrolled In Spring (Fall to Spring Re-enrollment)	Total Credit Students at End of Fall Term Who Re-enrolled the Next Fall (Fall to Fall Re-enrollment)	Number of Students at End of First Fall Term Who Graduated Within One Year
Fall 1999				
Number	87,794	53,231	36,292	8,333
Percent		61%	41%	9%
Fall 2000				
Number	89,927	54,773	37,846	8,973
Percent		61%	42%	10%
Fall 2001				
Number	93,807	57,692	40,457	9,285
Percent		62%	43%	10%
Fall 2002				
Number	101,869	64,806	na	na
Percent		64%		

Note: Fall 2003 enrollment and degree data not yet available.
Source: IR Data Warehouse, October 2003.

Retention - Continued

Measure F: Does student intent make a difference in terms of re-enrollment in subsequent semester?

Table 21. This table shows re-enrollment patterns for students who were enrolled in credit courses during fall 2001, based on the student intent options.

Re-enrollment Patterns for Students Who Were Enrolled in Credit Courses During Fall 2001 Based on the Student Intent Options			
Student Intent - Reason for Enrollment	Percent From Fall 2001 Who Re-enrolled in Spring 2002	Percent From Fall 2001 Who Re-enrolled in Fall 2002	Percent From Fall 2001 Who Graduated Within One Year
For my personal interest or self improvement	57%	40%	6%
Improve new skills at my present job	48%	33%	8%
Learn new skills for a better job	52%	35%	5%
Prepare for a career change	65%	46%	14%
Prepare for employment	65%	47%	14%
Transfer to a university	71%	50%	11%
Transfer to another community college	66%	47%	10%
Unknown	49%	33%	10%
Total	62%	43%	10%

Measure G: What is the number of degrees and certificates awarded annually?

Please refer to Table 6, presented in the University Transfer/General Education section, which shows the number of completed certificates and degrees for the past 6 years.

Retention - Continued

Measure H. What reasons do students give for dropping courses?

Table 22. This table ranks the reasons that students drop courses and the actual rate of occurrence for each of the reasons.

Ranking of Reasons that Students Drop Courses		
Rank	Drop Reason	Rate of Occurrence
1	No reason given	26%
2	Placed in alternate course/section	23%
3	Purged for non-payment of fees	18%
4	Excessive absences	11%
5	Personal/confidential	6%
6	Work schedule change	4%
7	Lack of time	2%
8	Academic difficulties	2%
9	Financial problems	1%
10	Academic load too heavy	1%
11	Personal illness, hospitalization	1%
12	Enrolling at another college	1%
13	Moved	1%
14	Not required for program	1%
15	Family illness, or death	1%
16	Misadvised about course	<1%
17	Accepted employment	<1%
18	Even exchange	<1%
19	Dissatisfied with course	<1%
20	Transportation problems	<1%
21	Family problems	<1%
22	Requirements not met	<1%
24	Military commitments	<1%
23	Marriage, change in family status	<1%
25	Dissatisfied with instruction	<1%
26	Technical problems	<1%
27	Administrative (generic)	<1%
28	Debts	<1%
29	Books/supplies not available	<1%
30	Death of student	<1%
31	Section cancelled	<1%
32	Administrative (debts, etc.)	<1%
33	Disciplinary	<1%
34	Official church missions	<1%

Source: IR Data Warehouse, October 2003.

V. Continuing/Community Education

Goal 1: The Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

Measure C: What is the evidence that outreach programs (programs which include enrollment in college credit classes) meet the criteria for minimum standards established by the Arizona Council of Academic Administrators.

Table 23. All 10 colleges report full compliance with the requirements of R7-1-709 governing the offering of community college courses in conjunction with area high schools. This table shows the number of locations at which dual enrollment courses were offered to high school students, as well as the number of courses offered, and the number of students who elected to enroll.

Year	Number of Dual Enrollment Course Locations	Number of Dual Enrollment Courses	Number of Students in Dual Enrollment Courses (Unduplicated Headcount)
1999-00	102	948	11,147
2000-01	108	981	11,390
2001-02	120	872	11,177
2002-03	140	934	11,558

Source: Report on Community College Courses Offered in Conjunction with High Schools, September 2003.

VII. Teacher Education

Goal 1: Maricopa Community Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities.

Measure A: What is the annual enrollment in education courses?

Table 24. This table shows the enrollments in education courses (except EDU250, Overview of the Community Colleges) for the last 4 years.

Enrollments in MCCD Education Courses				
Education Course Enrollments	1999-00	2000-01	2001-02	2002-03
Early Childhood CFS and ECH	6,076	5,888	7,042	10,250
EDU Courses Transfer and Elective ¹	3,816	5,355	11,840	15,257
Total Number of Enrollments in Education Courses (Duplicated Count)	9,892	11,243	18,882	25,507
Total Number of Students Represented In These Course Enrollments (Unduplicated Count)	6,021	6,847	9,563	12,064

¹ Enrollments in EDU250, Overview of the Community Colleges, which is required for faculty, were not counted. This resulted in a recalculation for all reported years.
Source: IR Data Warehouse, October 2003.

Teacher Education - Continued

Table 25. This table shows enrollments in the three education courses that are required for 2 of the 3 public universities and that transfer into all of the public and private university teacher education programs in Arizona.

Enrollments in Education Transfer Courses at MCCD						
EDU Course	1999-00	2000-01	2001-02	2002-03	% Growth 2002 - 2003	% Growth 1999 - 2003
EDU 221 Intro to Education	591	858	1,296	1,703	31%	180%
EDU 222 Intro to Exceptional Learner	624	942	1,997	2,440	22%	184%
EDU 230 Cultural Diversity in Education	1,518	1,598	2,034	2,411	19%	106%
Totals	2,733	3,398	5,327	6,554	23%	149 %

Note1: The enrollments in this table are duplicated counts. Students may be enrolled in multiple courses during the same term or year. Students pursuing fields other than education may choose these courses as electives.

Note2: The enrollments in this table were recalculated for all reported years for this Monitoring Report.

Source: IR Data Warehouse, October 2003.

Teacher Education - Continued

Table 26. This table shows the number of certificates and degrees awarded in MCCD Education programs during the last 2 fiscal years. Please note that not all students who complete their program requirements formally apply for their certificate of completion, so these numbers may be an underestimate of actual program completions. One new transfer degree, Associate of Arts in Elementary Education, was introduced during the past year.

Certificates and Degrees in Education Programs Awarded in 2001-2002 and 2002-2003				
Program	MCCD Major Code	Colleges Where Offered	# Awards 2001-02	# Awards 2002-03
Certificate Programs:				
Adolescent Studies	5357	PC	0	0
Bilingual Endorsement	5127	MC, PC	NP ¹	0
Child Care	5358	MC, PC	NP	0
Child Care Administration	5356	PC	3	2
Classroom Management for Infants, Toddlers, and Preschool Children	5019	PC	3	4
Developmental Disabilities Specialist Certificate	5034	CG, GC	13	6
Early Childhood Development	5360, 5376	SC, SM	2	5
Early Childhood Education	5016, 5374	GC, PV	21	17
Early Childhood Lead Teacher (MOR)	5373	GC	2	0
Early Childhood Teacher Aid (Special Needs)	5362	CG	0	0
Early Childhood Teacher Assistant (Special Needs)	5361	CG	1	0
Education Technology	5761	GW	1	1
ESL Endorsement	5126	MC, PC	NP	0
Infant Toddler Development	5353	SC	2	0
Instructional Asst. Program	5119	MC, PC	NP	0
Reading Endorsement	5128	MC, PC	NP	0
Degree Programs:				
AAS Child Care Administration	3356	PC	10	23
AAS Child Development	3357	MC	0	0
AAS Early Childhood Development	3360, 3361	SC, SM	3	2
AAS Early Childhood Education	3374, 3836	GC, PV	23	23
AAS Early Childhood Education Special Development Needs	3362	CG	0	0
AAS Degree in Instructional Assistance	3119	MC, PC	NP	0
AAS Degree in Teacher Assisting	3574	MC	5	1
Education – Elementary AA/SR	7052	All	0	0
Education – Secondary AA/SR	7054	All	0	0
Education – Special AA/SR	7056	All	0	0
Education - Early Childhood AA/SR	7050	All	0	0
Elementary Education - AAEE	8101	All	-	NP
Elementary Education – ASU Main ATP	9101	All	37	41
Elementary Education – ASU West ATP	9201	All	55	78
TPD - Elementary Education ASU Main	9021	CG, EM, MC, PC, SM	3	0
TPD - Elementary Education ASU West	9031	CG, EM, GC, PV	0	0
Total Degrees and Certificates			184	203

¹Note: NP = New Program.

Source: IR Data Warehouse, October 2003.

Teacher Education - Continued

Measure C: Measure the number/names/purpose of partners/organizations by college and the number of persons trained.

Table 27. This table showcases the variety of partnerships that has been developed to train future teachers or to recruit students and share information.

Campus - Chandler Gilbert Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
Teachers: Today and Tomorrow A Learning Community for K-8 with ASUE (Williams Campus T3 day program	Recruitment, transfer for preservice teachers	21
Teachers: Today and Tomorrow A Learning Community for 7-12 with ASUE (Williams Campus T3 day program	Recruitment, transfer for preservice teachers	10
Chandler Unified School District, Chandler-Gilbert Community College, ASU East Collaboration (CCACC)	Recruitment, transfer for preservice teachers	Not available at this time
Cultivating Our Roles in Education Teacher Education Program (Pecos campus K-8 and 7-12 programs)	Recruitment, transfer for preservice teachers	350 enrolled Fall 03
Education Network Advocating Bilingual Education (Project ENABLE- federal grant with local high schools and ASU Main)	Recruitment, transfer of bilingual education majors (East Valley Schools and ASU Main)	8 in progress
San Tan Teacher Education Partnership (STTEP multifaceted partnership in SE Valley)	Recruitment, high school counselors in Maricopa County	Personnel, not a student partnership
Recruitment Committee, Advisory Board, Field Experience Partnership		10 Recruitment Committee 25 Advisory Board Membership 20 Field Experience Partnership
Mesa Educator career Pathway Program (MECPP is a 2+2+2 program among Mesa public schools + CGCC + ASUE	A "grow your own" program which addresses both the teacher shortage and need for quality teachers. Prospective young teachers are targeted early and nurtured in their career choice.	3
Teachers: Today and Tomorrow - A Learning Community for K-8 with ASUE (Williams Campus T3 day program	Recruitment, transfer for preservice teachers	21

Table Continues

Campus - Estrella Mountain Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
<u>With Elementary Schools:</u> No Child Left Behind	Provide instruction for instructional aides with three elementary school districts (Avondale, Pendergast and Litchfield) in response to legislation.	157
<u>With High Schools:</u> inspire.teach	To increase the number of diverse professionals within Arizona's teaching force. Includes Agua Fria, Millenium, Tolleson, Trevor Browne and Westview high schools.	77
<u>With Other Higher Education Institutions:</u> ASU West inspire.teach	This partnership provides students attending EMCC the opportunity to transfer to ASU West to increase the number of professionals within Arizona's teaching force. There are 33 former students that are enrolled at ASU West and 89 students are still enrolled at EMCC, but are participating in ASU West partnership activities.	166
<u>Teacher Education Internships:</u>	To create and maintain collaborations with local schools, government agencies, and other appropriate entities To strengthen EMCC's teacher education program by providing myriad choices To prepare and retain teacher education students To provide experiential learning opportunities while simultaneously supplying additional support to classroom teachers and their schools To train high quality, diverse pre K – 12 teachers To enhance the learning of pre K – 12 students	188 (see list below)
Avondale Elementary District		21
Litchfield Elementary District		23
Peoria Unified District		6
Dysart Unified District		15
Pendergast Elementary District		50
Buckeye Union High School District		1
Tolleson Union High School District		5
Liberty Elementary District		7
Washington Elementary District		4
Paradise Valley Unified District		1
Buckeye Elementary District		4
Phoenix Union High School District		1
Agua Fria Union High School District		10
Littleton Elementary District		7

Table Continues

Cartwright Elementary District		8
Tolleson Elementary District		2
Alhambra Elementary District		1
Laveen Elementary District		1
Fowler Elementary District		2
Isaac Elementary District		1
Glendale Elementary District		1
New Joy Charter School		2
Great Beginnings Charter School		1
Paradise Education Center (Charter School)		4
Westland Charter School		1
Happy Valley Basic School (Charter School)		1
Cornerstone Christian Center		1
Trinity Lutheran		1
Grace Fellowship		1
Glenview Adventist School		1
Montessori Kingdom of Learning		1
Tolleson Early Childhood Center		1
Goodyear Parks and Recreation		1
City of Phoenix Parks and Recreation		1

Campus - Gateway Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
Roosevelt School District	Preparing Instructional Assistants in taking the Para Pro Assessment.	13
Wilson School District	Delivery of ESL courses to parents	30
Creighton School District	Assisting current teachers through course work, in meeting the Highly Qualified Federal Mandate.	12
Brunsen-Lee Elementary	Delivery of Parent Education Class	25
ASU Main/West	Recruit and Transfer pre-service teacher education students	30

Campus - Glendale Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
AzTEC	To recruit quality students into teacher education as a profession through early outreach	226 including the following partnerships
Glendale Elementary School District	Prepare instructional aides to obtain their Bachelors degree in education	18
Westside Headstart	Prepare instructional aides to obtain their ATP Elementary Education, BAE in Education	1
Isaac Elementary School District	Prepare instructional aides to obtain their Bachelors degree in education	1
Washington School District	Prepare instructional aides to obtain their Bachelors degree in education	10

Glendale Union High School District (all 9 H.S. in district)	Students in High School Teacher's Club participate in 2+2+2 programs at GCC and ASU West in order to obtain their educational degrees	25
Glendale Union High School District (all 9 H.S. in district)	Prepare instructional aides to obtain their Bachelors degree in education	12
ASU West	Aid in transition from College to University	25
NAU	Aid in transition from College to University	2
ASU Main	Aid in transition from College to University	5
Peoria Unified School District	Prepare instructional aides to obtain their Bachelors degree in education	3
Pendergast School District	Prepare instructional aides to obtain their Bachelors degree in education	1
Creighton School District	Prepare instructional aides to obtain their Bachelors degree in education	1
Phoenix Union HS District	Prepare instructional aides to obtain their Bachelors degree in education	1
<u>Education:</u> ASU West	On site advisor, once a week, to advise those transferring to ASU West in Education	350
ASU West	Orientation for Education transfers, conducted at GCC	200
<u>CFS/ECH/ITD:</u> Various schools and agencies	<i>See 2002-2003 Continuing Education-Community Education report in Appendix for specific schools and numbers</i>	428
<u>Other Activities:</u>	Chemistry Day, Science Olympiad, Readfest, campus tours. <i>See 2002-2003 Continuing Education-Community Education Appendix for specific schools and numbers</i>	7,000

Campus - Mesa Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
Mesa Unified School District, Tempe Union H.S. District, Gilbert Unified School District, Tempe Elementary School District, Apache Junction Unified School District, Kyrene Elementary School District	Pre-Service Teacher Candidates EDU 221 Field Experiences and Service Learning	500
Mesa Unified School District	MECPP and Mesa's School of Education's Grow Your Own Program	46
Mesa High Schools	Dual Enrollment Partnerships	16
Mesa Public Schools K-12 Tempe Union H.S. District (New, Spring 2004) Gilbert Unified School District (New, Spring 2004)	Certified Teacher Endorsement Partnerships: Key Programs: Bilingual, ESL, Reading and Math Specialist	568
Mesa Unified School District	Paraprofessional Program: AAS Degree and AAEE Degree	87

Tables Continues

Campus - Paradise Valley Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
ASU West Paradise Valley Unified School District Cave Creek Unified School District	Teacher Connection	60

Campus - Phoenix College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
AzTEC	To recruit quality students into teacher education as a profession through early outreach	45
Urban Teacher Corps/ASU Main and Surrounding K-12 Districts	Grow your Own for K-12 Districts to support urban para professionals to achieve community college and university teacher education	39
ASU ATP Partnership	To support seamless transfer of students to the College of Education	406

Campus - Rio Salado College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
Teach for America	Post Baccalaureate Teacher Prep Program	36
Troops to Teachers	Post Baccalaureate Teacher Prep Program	38
Cartwright School District	Special Education Endorsement Cohort	14
Scottsdale School District	Post Baccalaureate Teacher Prep Program	11
JROTC	Post Baccalaureate Teacher Prep Program	In progress
Phoenix Union H.S. District	ESL Endorsement	*
Tempe H.S. District	ESL Endorsement	*
Tempe Elem School District	ESL Endorsement	*
Kyrene School District	ESL Endorsement	*
AZ Bilingual Consortium	ESL Endorsement	*
Paradise Valley School Dist.	ESL Endorsement	*
Sacaton School District	ESL Endorsement Cohort	13
Walden University	Master's Degree Transfer Partnership	In progress
ASU Native Teacher Pgm	Mathematics Courses	28
Cops to Classrooms	Post Baccalaureate Teacher Prep Program	In progress

Campus - Scottsdale Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
<u>With Elementary Schools:</u> Scottsdale Teacher Education Partnership (STEP) Post Baccalaureate Teacher Certification Program	This partnership provided direct classroom experience for teachers in training. Students in the post-bac teacher certification program spent 20 hours per week working with a mentor teacher for 27 weeks prior to student teaching.	24
Parent Education for Prevention (PEP) Project	This partnership provided parent education training for parents at two elementary schools in Scottsdale.	31
Paraprofessional Training	Courses were provided for paraprofessionals working in English as a Second Language programs in Scottsdale School District.	15

Campus - South Mountain Community College		
Name of Partner for 2002-2003	Purpose of Partnership	# Trained
<u>Apprenticeship:</u>	N/A	
<u>Computer-Related Training:</u> Habitat for Humanity	Series of short-term special interest computer courses are offered at this South Mountain Village community site	40 annually
Stardust House	Short-term computer courses are offered to residents living in Public housing projects.	50 annually
City of Phoenix SMCC Guadalupe Learning Center	Short-term special interest courses are offered at this location in Guadalupe, AZ.	75 annually
<u>Language/Communication (Workplace Spanish, ESL, Com):</u> Habitat for Humanity (Stardust House)	Parenting classes were offered to parents with children from infant stage to senior year in high school.	48 annually
Murphy Elementary School District	Parenting classes were offered to parents with children from infant stage to senior year in high school.	20 annually
Phoenix Elementary School District	Parenting classes were offered to parents with children from infant stage to senior year in high school.	15 annually
Phoenix Union High School District	Parenting classes were offered to parents with children from infant stage to senior year in high school.	45 annually
Tempe Union High School District	Parenting classes were offered to parents with children from infant stage to senior year in high school.	30 annually
<u>Management/ Administrative</u> Self Employment Loan Fund	Provide Small Business Development classes to small business owners on the SMCC campus and at community locations.	85 annually
<u>Medical/Health Care:</u>	N/A	
<u>On-Line Education (e.g., teacher):</u>	N/A	
<u>Technology/Workforce Training & Information Sharing:</u>	N/A	
<u>Automotive Specific:</u>	N/A	
<u>Customized Partnerships, Certificates & Degrees:</u>	N/A	
<u>Other:</u> Boys & Girls Club (Guadalupe) Horizon Community Learning Center	Short-term special interest courses are offered at this location in Guadalupe, AZ. Short-term special interest courses are offered at this location in Ahwatukee, AZ.	40 annually 150 annually
Tempe Union High School District	Special interest woodworking courses are offered at McClintock High School.	60 annually

Source: Deans of Instruction.

Teacher Education - Continued

Measure D: Measure the percent of education baccalaureate graduates with community college transfer credits: 1-11, 12-23, 24-31, 32-47, 48-63, and 64+ and their average GPA's.

Table 28. This table shows the number of baccalaureate degrees awarded to students with MCCD credits from Colleges of Education at the Arizona public universities.

Baccalaureate Degrees from Colleges of Education Awarded to Students With MCCD Credits					
Campus	Degree	1998-99	1999-00	2000-01	2001-02
ASU Main	BAEd	293	300	232	330
	BAE SE	69	93	49	1
ASU East	BAEd	-	10	42	38
ASU West	BAEd	309	316	345	337
ASU Total		671	719	668	706
NAU	BSEd	151	156	123	141
U of A	BAEd	26	24	28	30
	BSEd	5	9	10	8
U of A Total		31	33	38	38

Note: ASU counted East Campus degrees with ASU Main until 1999-00.

Source: ASSIST, September 2003.

Teacher Education - Continued

Table 29. This table shows the number of credits transferred from MCCD by students who went on to earn baccalaureate degrees from Colleges of Education at the Arizona public universities. It also shows the students who attempted to transfer MCCD credits but were unable to do so because they already had transferred the maximum allowed from non-MCCD institutions (these students are represented in the table as “Over and Above”).

Number of MCCD Credits Transferred by Students who Earned Baccalaureate Degrees from Colleges of Education by Year of Degree					
Year of Baccalaureate Degree					
University	Number MCCD Credits Transferred	1998-99	1999-00	2000-01	2001-02
ASU College of Education	1-11 credits	98	106	101	93
	12-23 credits	57	62	47	63
	24-31 credits	37	26	34	32
	32-47 credits	72	75	65	72
	48-63 credits	158	194	190	187
	64+ credits	239	248	216	240
	Over and Above	10	8	15	19
	Total Degrees with MCCD credits	671	719	668	706
	Total ASU CoE Degrees	850	886	820	906
	% with MCCD Credits	79%	81%	81%	78%
NAU College of Education	1-11 credits	55	52	53	55
	12-23 credits	22	26	25	23
	24-31 credits	11	16	11	13
	32-47 credits	23	16	8	11
	48-63 credits	25	26	17	30
	64+ credits	15	20	9	9
	Over and Above	-	-	-	-
	Total Degrees with MCCD credits	151	156	123	141
	Total NAU CoE Degrees	608	631	506	525
	% with MCCD Credits	25%	25%	24%	27%
U of A College of Education	1-11 credits	11	15	17	16
	12-23 credits	12	7	7	9
	24-31 credits	2	2	3	7
	32-47 credits	3	5	4	6
	48-63 credits	2	1	2	-
	64+ credits	1	3	5	-
	Over and Above	-	-	-	-
	Total Degrees with MCCD credits	31	33	38	38
	Total U of A CoE Degrees	301	332	320	349
	% with MCCD Credits	10%	10%	12%	11%

Source: ASSIST, October 2003.

Teacher Education - Continued

Table 30. This table shows the average cumulative GPA for MCCD transfer students who earned baccalaureate degrees from the Colleges of Education at the three Arizona public universities.

Average Cumulative GPA of MCCD Transfer Students who Earned Baccalaureate Degrees from Colleges of Education				
University	1998-99	1999-00	2000-01	2001-02
ASU Main	2.93	3.54	3.46	3.49
ASU West	3.45	3.62	3.60	3.58
ASU East	-	3.55	3.36	3.58
ASU Average	3.19	3.57	3.53	3.54
NAU	3.52	3.56	3.57	3.56
U of A	3.45	3.36	3.42	3.33

Source: ASSIST, October 2003.