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# Forward

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In an effort to continue to move toward an Institutional Effectiveness program that influences decision-making, we have expanded the list of indicators for the 2005 Indicator Update. This includes indicators that are part of a national community college benchmark project as well as other indicators of interest to the Maricopa Community Colleges. Indicators provide quantitative measures of general institutional effectiveness.

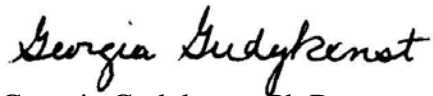
We provide national benchmarks for a number of the indicators in this year's report. Benchmarks tell us how we perform on given indicators in relation to a national comparison group. They enable a basis of comparison that is external to the institution's past performance, namely, how the district is doing within a national context. The colleges also have the opportunity to look at their institution's performance on indicators in relation to national benchmarks. Looking at national benchmarks in relation to indicators provides one gauge of performance.

The benchmarks included in the report are a result of Maricopa Community Colleges' participation in the National Community College Benchmark Project (NCCBP), sponsored by Johnson County Community College, Kansas. NCCBP is a national consortium of public, two-year colleges that submit their institution's data on various measures of institutional effectiveness in exchange for access to combined results for cohorts of schools in the consortium. In this report, any indicator that was part of the NCCBP project is indicated with the symbol  $\diamond$ , and the median score of all community colleges in the consortium is included with the indicator results highlighted in red. Colleges that participated in the NCCBP project will soon have access to an on-line interface that will enable them to generate benchmarks from peer institutions based on a variety of criteria. This will enable colleges to generate benchmark scores for their institution that enable comparison to a subset of institutions, for example, "like" institutions. This will provide a comparison to a subset rather than a median of all consortium colleges.

We have included both lagging and leading indicators in this report. Both types are needed to give a sense of -- what has occurred and what is occurring -- that may have critical importance for the Maricopa Community Colleges. An example of the former is the history of student headcount, while high school students' skill levels and their enrollment in their first English and first Math class can be considered as leading indicators. While indicators provide useful overview information on an institution's performance, these should be used as one of a series of tools -- in conjunction with other tools -- in decision making.

Additionally, we have included in the appendix, supplementary data in five key indicator areas: headcount, course retention, student persistence, award completion, and transfer performance. High level information on these indicators is included in the body of the report, while additional detail including demographic breakdowns is in the appendix. This is intended to facilitate the readers' ability to access data at the level needed to make programmatic and fiscal decisions (ex., detailed data in appendix, high level in the main body of the report).

Our thanks go to various groups that provided input to the Monitoring Update. They include the Vice President's councils (Instruction, Occupational, and Student Services) and the Strategic Planning Advisory Council/Strategic Planning Support Team. Thanks also go to the Office of Governance for their assistance with logistics and cover design.

A handwritten signature in black ink that reads "Georgia Gudykunst". The signature is written in a cursive style with a large initial 'G'.

Georgia Gudykunst, Ph.D.  
District Director of Institutional Effectiveness  
Maricopa Community Colleges

# Maricopa Overview

The Maricopa Community Colleges (MCCCD) are located throughout the valley and provide in-classroom as well as distance learning opportunities. The MCCCD policy of open admission provides higher education that is accessible and affordable to the community. Skills and interests of students vary. The majority of students enroll in credit courses, but many also take advantage of the opportunity for Adult Basic Education, Skill Center, and non-credit offerings.

## Indicator: Fiscal Year Student Enrollment

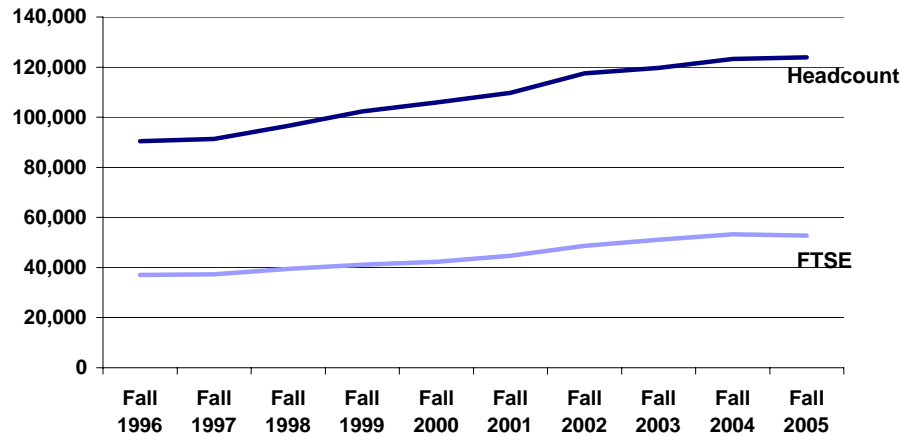
The Maricopa Community Colleges enroll more than a quarter million students\* during the year in credit courses, Adult Basic Education, Skill Center, and non-credit courses. Growth has slowed across all categories over the past three years.

	Credit	ABE/GED	Skill Center	Non-credit** Vocational	Non-credit** Avocational	Total*	% change
<b>2002-03</b>	212,991	17,747	2,599	8,393	26,996	268,726	4.0%
<b>2003-04</b>	219,268	14,636	3,019	9,830	31,340	278,093	3.5%
<b>2004-05</b>	222,174	15,349	1,791	9,272	31,914	280,500	0.9%

\*Students enrolled in credit, ABE/GED, Skill Center, and/or non-credit courses may be counted in more than one category.

\*\*Non-credit vocational and avocational programs are supported through non-credit tuition and fees. Enrollment in these courses is not considered in the state funding formula.

## Indicator: Fall 45th Day Headcount and FTSE



	Headcount	% annual change	FTSE	% annual change
<b>Fall 1996</b>	90,471	0.9%	37,063.9	3.2%
<b>Fall 1997</b>	91,348	1.0%	37,264.9	0.5%
<b>Fall 1998</b>	96,574	5.7%	39,434.8	5.8%
<b>Fall 1999</b>	102,299	5.9%	41,104.2	4.2%
<b>Fall 2000</b>	105,890	3.5%	42,319.7	3.0%
<b>Fall 2001</b>	109,770	3.7%	44,693.2	5.6%
<b>Fall 2002</b>	117,522	7.1%	48,677.9	8.9%
<b>Fall 2003</b>	119,727	1.9%	51,131.1	5.0%
<b>Fall 2004</b>	123,274	3.0%	53,271.0	4.2%
<b>Fall 2005</b>	123,865	0.5%	52,695.3	-1.1%

See Appendix for additional data on headcount demographics.

## Indicator: Market Penetration <sup>◇</sup>

The proportion of MCCCD's service area population that enrolls in courses at Maricopa Colleges has remained fairly stable and is higher than the median rate reported by community colleges participating in the National Community College Benchmark Project (NCCBP)\*\*\* study in 2004.

Service Area Population (Census 2003 estimate)****	3,389,260		
	Fall 2003	Fall 2004	Fall 2005
MCCCD Fall Term Penetration Rate	3.9%	3.6%	3.7%
<b>NCCBP Median Penetration Rate</b>	<b>3.2%</b>		
Fiscal Year 2003-04 Penetration Rate	7.1%		
Fiscal Year 2004-05 Penetration Rate	6.6%		

\*\*\*NCCBP is a study of national community college indicators sponsored by Johnson County Community College (KS) for the purpose of developing benchmarks to be used in institutional effectiveness.

\*\*\*\*All penetration rate calculations use the 2003 Maricopa County population estimate from the U.S. Census Bureau.

## Maricopa Overview

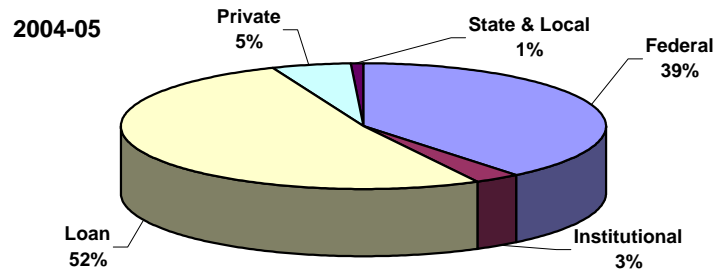
### Indicator: Cost per Credit Hour <sup>◇</sup>

Cost per credit hour is based on the total instructional expenditures divided by the total credit hours attempted. MCCCDC has consistently generated lower cost per credit hour than the median cost per credit hour of community colleges participating in the National Community College Benchmark (NCCBP) study. The same is true for the cost per FTSE.

	2002-03	2003-04	2004-05
<b>Total Instructional Expenditures</b>	\$175,704,409	\$191,783,755	\$206,001,319
<b>Hours Attempted</b>	1,874,621	1,979,123	2,075,024
<b>FTSE Students</b>	62,487.4	65,970.8	69,167.5
<b>Cost Per Credit Hour</b>	\$93.73	\$96.90	\$99.28
<b>Cost Per FTE</b>	\$2,811.84	\$2,907.10	\$2,978.30
<b>NCCBP Cost Per Credit Hour</b>	<b>\$108.00</b>	<b>\$113.00</b>	
<b>NCCBP Cost Per FTSE</b>	<b>\$3,244.00</b>	<b>\$3,396.00</b>	

### Indicator: Scholarships and Financial Aid

Financial aid dollars continue to rise with student population growth. Due in part to changing federal policy, the proportion of loan dollars distributed relative to total dollars has increased.



	2002-03	2003-04	2004-05
<b>Federal</b>	46,746,307	55,098,072	58,197,390
<b>Institutional</b>	3,372,027	3,886,041	4,656,928
<b>Loan</b>	47,472,027	67,364,863	77,159,120
<b>Private</b>	6,848,270	7,945,892	7,834,641
<b>State &amp; Local</b>	1,073,218	1,135,159	1,211,338
<b>Total Funding</b>	<b>105,511,849</b>	<b>135,430,027</b>	<b>149,059,417</b>

	2002-03 Distribution	2003-04	2004-05 Distribution
<b>Federal</b>	<b>44.3%</b>		<b>39.0%</b>
<b>Institutional</b>	<b>3.2%</b>		<b>3.1%</b>
<b>Loan</b>	<b>45.0%</b>		<b>51.8%</b>
<b>Private</b>	<b>6.5%</b>		<b>5.3%</b>
<b>State &amp; Local</b>	<b>1.0%</b>		<b>0.8%</b>

### Indicator: Minority Representation <sup>◇</sup>

Minority representation by MCCCDC board-approved employees reflects the student minority representation. However, it does not mirror the proportion of minorities in Maricopa County, which projections indicate will continue to rise.

	2003	NCCBP 2003
<b>Maricopa County Minority</b>	36%	
<b>MCCCDC Credit Students</b>	29%	<b>17%</b>
<b>MCCCDC Employees*</b>	23%	<b>10%</b>

\*Includes all board-approved employees.

### Indicator: Faculty Staffing

Maricopa Community Colleges have over 1,300 full-time faculty, augmented by more than 4,000 adjunct faculty who are specialists in their respective fields. Faculty and staff serve increasing numbers of students using a wide variety of services.

	Fall 2003	Fall 2004	Fall 2005**
<b>Residential</b>	1,237	1,275	1,307
<b>Adjunct</b>	3,142	4,577	4,234
<b>Total Faculty</b>	<b>4,379</b>	<b>5,852</b>	<b>5,541</b>

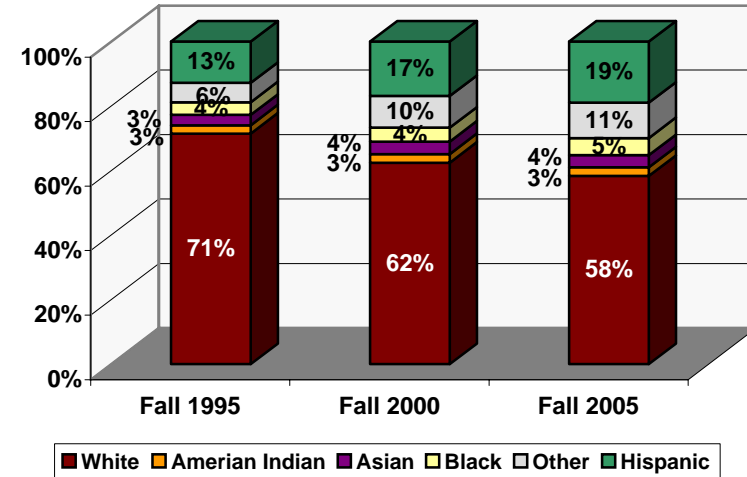
\*\*Adjunct numbers are preliminary until December 2005.

# Maricopa Overview

## Indicator: Ethnicity Distribution of Student Body

Some categories of ethnicity have shifted over time. Most notably, the percentage of white students has decreased and the percentage of Hispanic students has increased. This shift follows the trend that has been seen recently in the Maricopa County population.

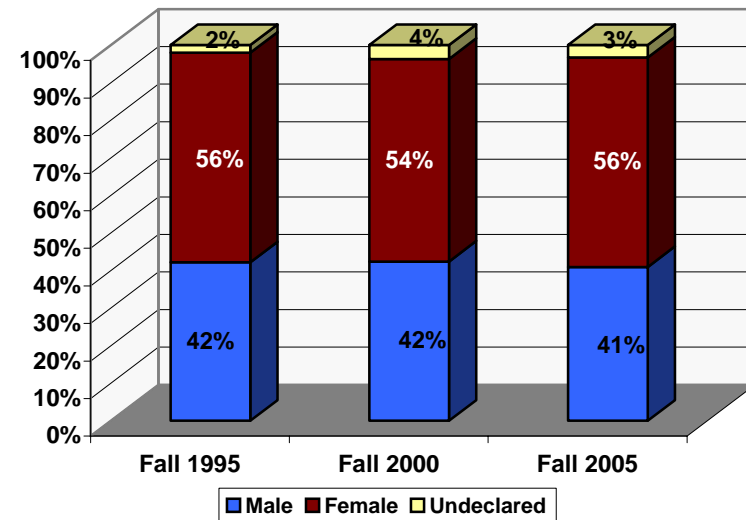
The American Community Survey, which is conducted each year by the U.S. Census Bureau estimates that the population of Hispanic origin in Maricopa County has shifted from 24.9% in 2000 to 28.4% in 2004. These percentages cannot be directly compared to the MCCCDCD percentages of Hispanic students because the U.S. Census figure includes people of Hispanic origin of any race. The current MCCCDCD system requires students to select between Hispanic and one of the other race categories, which likely undercounts students of Hispanic origin.



## Indicator: Gender Distribution of Student Body

The gender distribution has remained fairly stable. While the gender distribution of Maricopa County is roughly 50/50, the MCCCDCD gender distribution shows that more women than men attend community college.

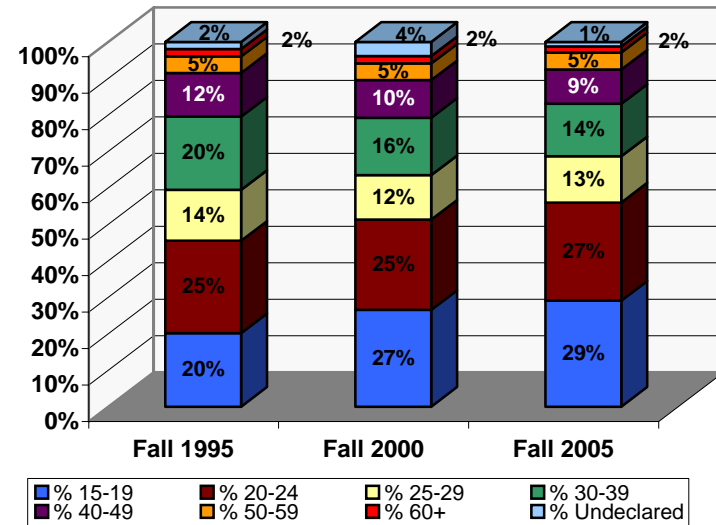
The gender distribution of the Fall 2005 ASU undergraduate student population also shows a tendency for women to participate in higher education at a higher rate than men. However, at 53% women and 47% men, the difference is not quite as pronounced.



# Maricopa Overview

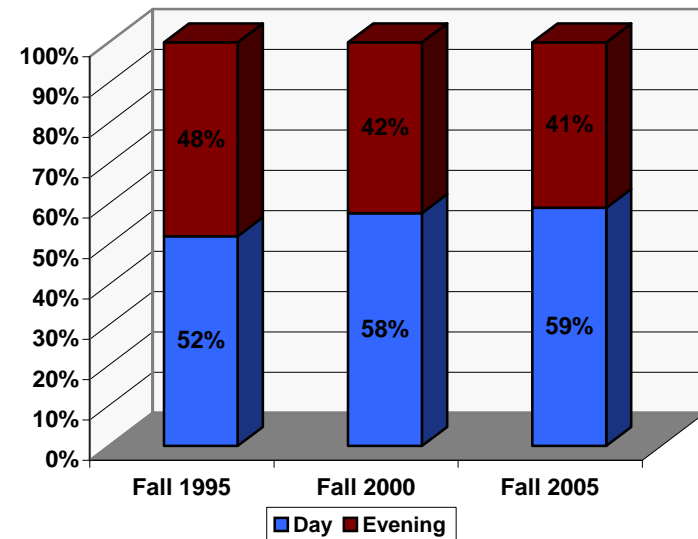
## Indicator: Age Distribution of Student Body

The percentage of younger students that make up the student body has been rising. One factor is likely the increase in participation in the dual enrollment program, which enables high school students to earn college credit.



## Indicator: Day/Evening Distribution of Student Body

There also has been a shift in the distribution of students who predominantly attend during the day or evening. The dual enrollment programs at the high schools also could be a factor in this, as dual enrollment courses are offered during the day.

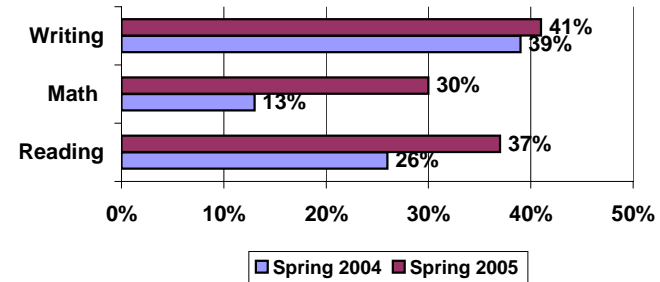


## Educational Preparation of Incoming Students

MCCCD's open admissions policy enables students of all skill levels to enroll in credit classes. This creates great disparity in the educational preparation of incoming students. The following data provide some information about the skill levels of recent high school graduates, as well as all students taking placement tests in Math, English and Reading. These leading indicators provide context to the outcomes indicators in the remainder of this report.

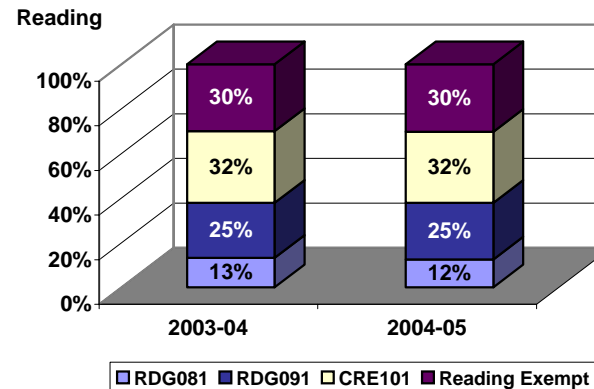
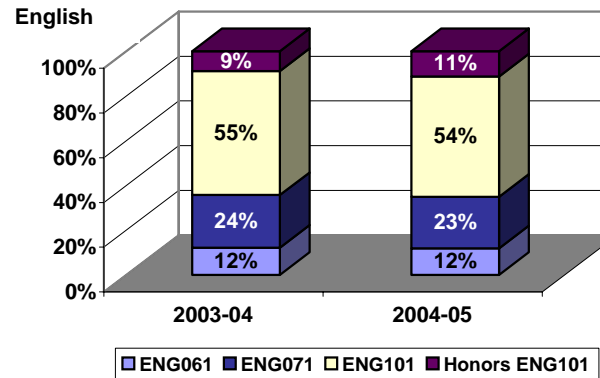
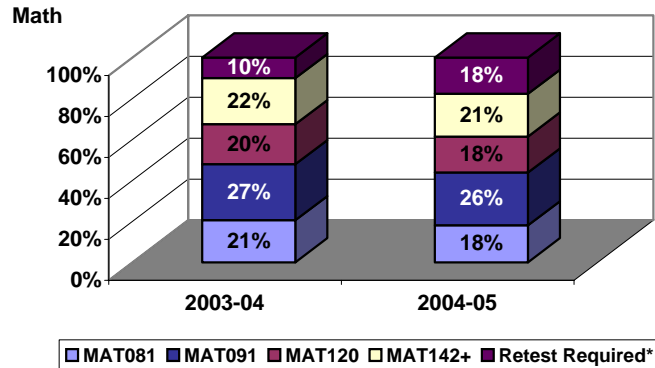
### Indicator: Percent of Maricopa High School Seniors who Meet or Exceed AIMS standards

The Arizona Instrument to Measure Standards (AIMS) has been under development and will be implemented in Spring 2006. Given its 'pilot' status, it is difficult to identify the factors that may have caused the improvement in scores between Spring 2004 and Spring 2005. Some possibilities include changes in the curriculum in preparation for the test, changes in the test itself, or other unidentified factors. For this reason, multiple indicators should be considered when determining the educational preparation of students.



### Indicator: Placement Test Results by Fiscal Year

Students are placing into college-level English at a much higher rate than they are placing into college-level math or reading. This pattern mirrors the AIMS pattern. However, a comparison between the AIMS and placement percentages does not indicate a clear relationship between the results of both tests.



\*There are several sections of the math placement test. If a student chooses to take the 'Elementary Math' section, and scores very highly, he must retest using either the Intermediate or College-level test before he can be accurately placed.

## Educational Preparation of Incoming Students

### Indicator: Recent High School Graduates in First English

The data suggest that about half of recent high-school graduates attending MCCCDC enroll in Freshman English their first year. Approximately 15% require remediation in English.

<i>High School Graduation Year</i>	<b>1st Year College Following H.S. Graduation</b>			
	<b>Pre- Freshman English</b>	<b>Freshman English</b>	<b>Other English</b>	<b>No English Enrollment 1st Year</b>
<b>2001-02</b>	15%	55%	6%	24%
<b>2002-03</b>	15%	51%	7%	27%
<b>2003-04</b>	16%	51%	7%	27%

### Indicator: Recent High School Graduates in First Math

The high percentage of recent high school graduates enrolling in developmental math (pre-intermediate) is reflective of the low levels of high school seniors meeting or exceeding AIMS standards in math.

<i>High School Graduation Year</i>	<b>1st Year College Following H.S. Graduation</b>				
	<b>Intermed. Algebra</b>	<b>Intermed. Algebra</b>	<b>College Algebra</b>	<b>Calculus/ Other</b>	<b>No Math</b>
<b>2001-02</b>	38%	13%	8%	8%	33%
<b>2002-03</b>	39%	11%	7%	8%	34%
<b>2003-04</b>	40%	11%	7%	8%	34%

### Indicator: Top Feeder High Schools

With locations across the valley, the Maricopa Community Colleges attract students from most Phoenix-area high schools. However, with one exception the top feeder high schools are all in the East Valley. This is likely a factor of the graduation class sizes of the high schools listed. Also, Mesa Community College, the largest classroom-based college, and Rio Salado, the largest distance delivery college, are both in the East Valley.

These data represent the number of 2003-04 high school graduates who attended an MCCCDC college the year following high school graduation.

	<b>High School City</b>	<b>2004-05 MCCCDC Enrollment</b>
Mountain View High School	Mesa	726
Gilbert High School	Gilbert	680
Mountain Ridge High School	Glendale	624
Mesa High School	Mesa	612
Dobson High School	Mesa	598
Red Mountain High School	Mesa	596
Hamilton High School	Chandler	548
Mesquite High School	Gilbert	520
Westwood High School	Mesa	462
Highland High School	Gilbert	448

# General Education

General Education is a cornerstone of the mission of the Maricopa Community Colleges to provide access to higher education for diverse students and communities. MCCCDC is held accountable for enabling students to attain their educational goals. It is important to consider the wide variety of goals and life pathways of the community college student body when reviewing data related to student success.

## Indicator: College-level Course Retention (A, B, C, D, F, P) <sup>◇</sup>

The MCCCDC course completion rate for college-level courses is lower than the NCCBP median due to a higher rate of withdrawal from MCCCDC courses.

	Total Enrollments	Completions	% Completions	Successful Completions	% Successful Completions
Fall 2002	295,899	245,910	83%	223,110	75%
Fall 2003	309,337	256,414	83%	232,700	75%
Fall 2004*	321,238	265,821	83%	240,813	75%
<b>NCCBP 2002</b>			<b>88%</b>		<b>74%</b>

## Indicator: College-level Successful Course Completion <sup>◇</sup>

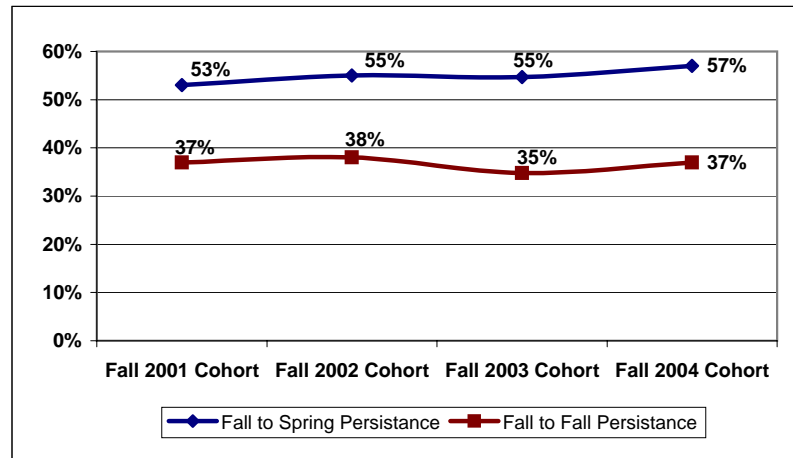
The percentage of students achieving an A, B, C or P grade in college-level courses is on par with the median of colleges that participated in the NCCBP study.

\*Fall 2004 data is preliminary and has not yet been submitted to NCCBP.

## Indicator: Student Persistence <sup>◇</sup>

A study of a group of credit students\*\* from Fall 2004 to Spring 2005, and then to Fall 2005 revealed that more than half (57%) of the cohort re-enrolled for the spring semester, and about a third (37%) remained by Fall 2005.\*\*\*

\*\*The group excludes students who have not yet graduated from high school.



## Persistence: Fall to Spring to Fall

	Fall 2001	Spring 2002	Fall 2002
Students	109,061	56,112	36,517
Percent Persisted***		53%	37%
	Fall 2002	Spring 2003	Fall 2003
Students	116,138	61,982	39,938
Percent Persisted***		55%	38%
<b>NCCBP 2002</b>		<b>59%</b>	<b>46%</b>
	Fall 2003	Spring 2004	Fall 2004
Students	119,039	65,103	41,426
Percent Persisted***		55%	35%
<b>NCCBP 2003</b>		<b>68%</b>	<b>47%</b>
	Fall 2004	Spring 2005	Fall 2005
Students****	122,385	67,233	40,983
Percent Persisted***		57%	37%

\*\*\* The calculations for Percent Persisted take into account students who graduated. These students are not represented in the numbers provided.

\*\*\*\*Fall 2004 data is preliminary and has not yet been submitted to NCCBP.

See Appendix for additional data on student persistence.

# General Education

## Indicator: Degree and Certificate Completion

Three associate degree programs have gained significant popularity over the past ten years. The Associate in Applied Science is targeted to occupational program areas. The Associate in General Studies appeals to general education students. The Associate in Transfer Partnership is for students who plan to transfer to a baccalaureate program.

It is important to remember that the majority of students that the Maricopa Community Colleges serve do not have a goal of getting a degree or certificate. Many are attending to attain a certain skill and stop out after successfully attaining that skill. In programs where certification is required to attain a job, such as Emergency Medical Technician, students often do not apply for graduation once they have passed the certification test.

## Degrees and Certificates by Type

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005**
Associate in Arts	*	1,425	1,533	1,780	1,635	1,312	900	616	825	1,448
Associate in Applied Science	*	1,384	1,297	1,291	1,447	1,385	1,516	1,687	1,954	2,056
Associate in Business	*				8	35	53	99	139	179
Assoc.in Arts - Elementary Education										33
Associate in General Studies	*	659	647	682	781	1,076	1,402	1,546	1,626	1,326
Associate in Science	*	70	18	15	16	15	28	44	66	169
Assoc. in Transfer Partnership	*			1	71	255	388	510	568	569
Arizona General Education Credit (AGEC)				17	110	169	205	325	713	1,377
<b>All Degrees (Excludes AGEC)</b>	<b>3,454</b>	<b>3,538</b>	<b>3,495</b>	<b>3,769</b>	<b>3,958</b>	<b>4,078</b>	<b>4,287</b>	<b>4,502</b>	<b>5,178</b>	<b>5,780</b>
<b>All Certificates</b>	<b>3,166</b>	<b>3,346</b>	<b>7,361</b>	<b>5,990</b>	<b>6,815</b>	<b>10,172</b>	<b>7,283</b>	<b>7,390</b>	<b>8,647</b>	<b>9,330</b>
<b>Total Awards</b>	<b>6,620</b>	<b>6,884</b>	<b>10,856</b>	<b>9,759</b>	<b>10,773</b>	<b>14,250</b>	<b>11,570</b>	<b>11,892</b>	<b>13,825</b>	<b>15,110</b>

% Degrees	52%	51%	32%	39%	37%	29%	37%	38%	37%	38%
% Certificates	48%	49%	68%	61%	63%	71%	63%	62%	63%	62%

\* 'Official' award data for this year is not available broken out by award.

\*\*2005 degree and certificate data include those that were entered into the Student Information System before October 14, 2005.

## Indicator: Transfer of First-Time Students to College

More full-time than part-time students completed their programs or transferred to four-year institutions within three years.

Fall 2001 Right-to-Know-Cohort (RTK)\*\* N = 5,485

Full-time N = 2,392

Part-time N = 3,093

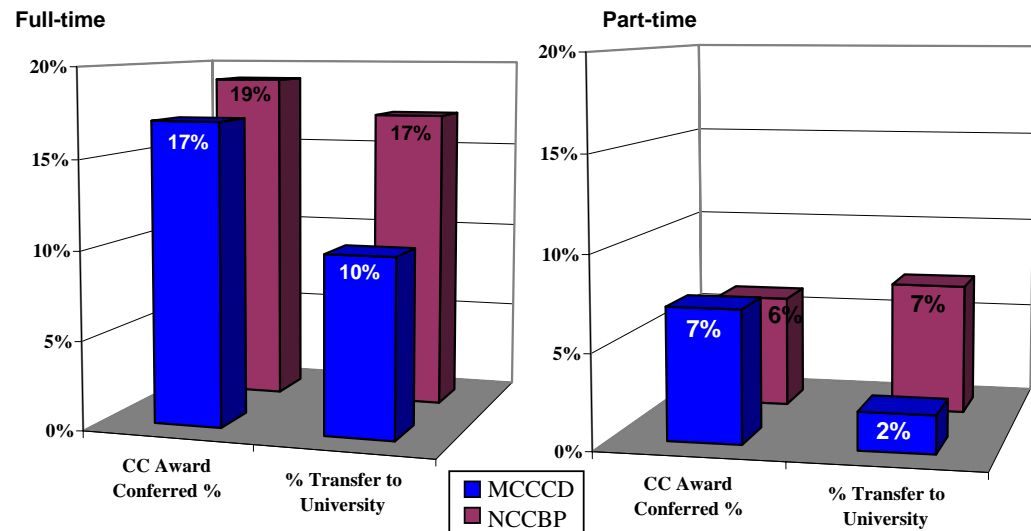
\*\* Students selected for the Fall 2001 RTK Cohort are first-time degree and certificate seeking college students. The RTK does not address students who are still enrolled at MCCC or who may have stopped out but return at a later date to MCCC.

See Appendix for additional data on degree attainment.

## Proportion of First-Time Students in Fall 2001 Cohort That Completed

### Degrees or Certificates (or Transferred to 4 Year Institution)

#### Within 3 Years (by Full & Part-time)

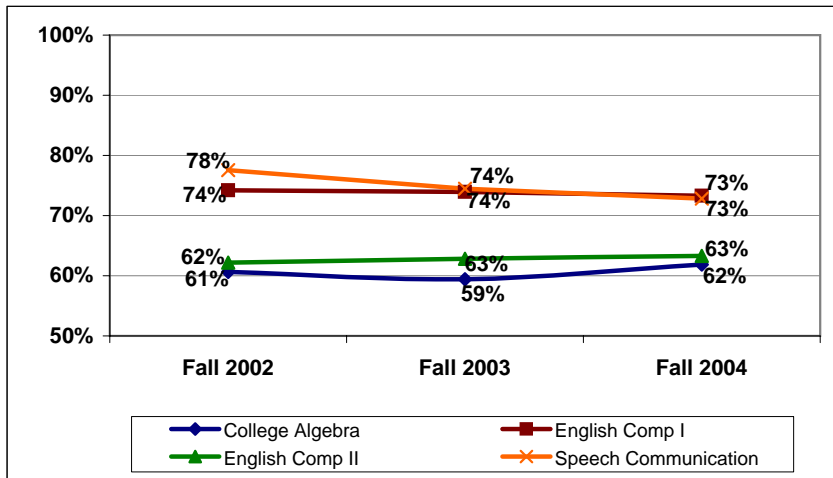


## Core Academic Skills

District-wide indicators of student success include attainment of core academic skills. For the purpose of this document, these skills are defined as College Algebra (MAT 150/151/152), English Composition I and II (ENG 101 and 102), and Speech Communication (COM100).

### Indicator: Successful Core Course Completion <sup>◇</sup>

The table to the right shows completion rates for Fall 2002, 2003, and 2004. Completion rates were highest for Speech Communication and English Composition I, remaining in the 70% successful range for the entire period. English Composition II and College Algebra showed somewhat lower successful completion rates, in the 60% successful range.



See Appendix for additional data on course completion.

### Indicator: Grade Distribution <sup>◇</sup>

Grade distribution remained stable for the three-year period. MCCCCD has a higher withdrawal rate than the median community college that participated in the NCCBP project.

\*Successful completions are defined as a completion with an A,B,C, or P grade. Completions are defined as A,B,C,D,F or P.

#### College Algebra - MAT 150/151/152

	Course Completions	Successful Completions	% Successful Completions
Fall 2002	4,854	2,943	61%
Fall 2003	4,666	2,773	59%
Fall 2004	5,014	3,101	62%
<b>NCCBP 2002</b>			<b>59%</b>

#### English Comp I - ENG 101

Fall 2002	14,863	11,026	74%
Fall 2003	15,237	11,264	74%
Fall 2004	16,057	11,768	73%
<b>NCCBP 2002</b>			<b>71%</b>

#### English Comp II - ENG 102

Fall 2002	6,970	4,335	62%
Fall 2003	7,281	4,572	63%
Fall 2004	7,420	4,697	63%
<b>NCCBP 2002</b>			<b>68%</b>

#### Speech Communication - COM 100

Fall 2002	3,097	2,402	78%
Fall 2003	3,386	2,522	74%
Fall 2004	3,435	2,501	73%
<b>NCCBP 2002</b>			<b>77%</b>

	% A and B	% Successful Completions*	% Completed*	% Withdrew
Fall 2002	57%	74%	83%	17%
Fall 2003	57%	74%	82%	18%
Fall 2004	57%	74%	82%	18%
<b>NCCBP 2003</b>	<b>55%</b>	<b>n/a</b>	<b>88%</b>	<b>12%</b>

## Postsecondary Competencies

### **Indicator: Postsecondary Competencies**

The colleges define student learning outcomes for their respective campuses, monitor student learning outcomes, and use assessment data to identify successes and opportunities as well as make curricular or other improvements.

Each college has a faculty-driven student academic achievement plan developed to meet its needs. Each campus assesses various general education outcomes using multiple measures (e.g., nationally standardized assessments, locally developed rubrics) and issues campus specific reports.

The faculty and the Vice President of Academic Affairs at each college address student learning challenges and opportunities as part of their assessment plan. Refer to the web pages below for more information on the colleges' assessment programs:

***District Student Academic Achievement Assessment Committee's Assessment Report***

[http://www.maricopa.edu/business/ir/Assessment/DSAAAC\\_Assessment\\_Update\\_2005.pdf](http://www.maricopa.edu/business/ir/Assessment/DSAAAC_Assessment_Update_2005.pdf)

***Chandler-Gilbert Assessment Initiative***

<http://webport.cgc.maricopa.edu/published/s/lo/sloac/home/2/>

***Estrella Mountain Student Academic Achievement Committee***

<http://www.estrellamountain.edu/academics/saac/>

***Gateway Student Academic Achievement Plan***

[http://about.gatewaycc.edu/gatewaycmsweb/shared/common/pdfs/GWCC\\_Research\\_StudentAcademicAchievementAssessment.pdf](http://about.gatewaycc.edu/gatewaycmsweb/shared/common/pdfs/GWCC_Research_StudentAcademicAchievementAssessment.pdf)

***Glendale College-wide Assessment of Academic Achievement***

<http://www.gc.maricopa.edu:2058/ie/Assessment/SAA/SAA.htm>

***Mesa Student Assessment***

<http://www.mc.maricopa.edu/organizations/employee/orp/assessment/>

***Paradise Valley Assessment Initiative***

<http://www.pvc.maricopa.edu/AI>

***Phoenix College Assessment***

<http://www.pc.maricopa.edu/assessment/index.html>

***Rio Salado Assessment***

<http://www.riosalado.edu/ci/assessment>

***Scottsdale Institutional Outcomes Assessment***

<http://www.sc.maricopa.edu/assessment/>

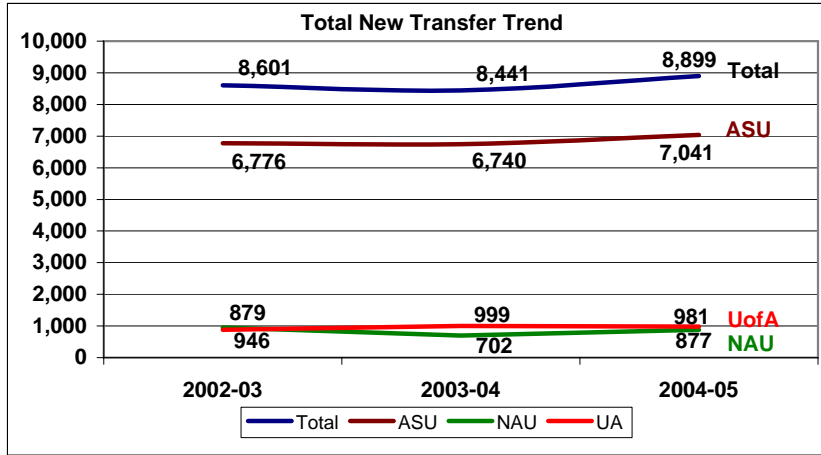
***South Mountain Academic Assessment***

[http://www.southmountaincc.edu/About/Mission/Academic\\_Assessment/](http://www.southmountaincc.edu/About/Mission/Academic_Assessment/)

## Transfer Performance

### Indicator: New Student Transfer to ASU, NAU, UofA

The major transfer institution for MCCCDC students is ASU. Of students who transfer to ASU, 81% transfer with 12+ hours of credit.

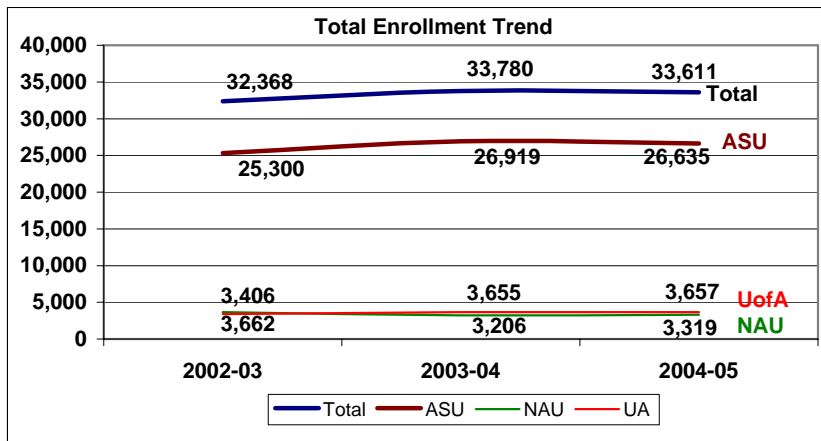


### New Transfers to the Three State Universities Annually With Transfer Credits from Maricopa Community Colleges Academic Year 2004-05

Transfer Hours*	ASU		NAU		UofA		All AZ Univ.	
	#	%	#	%	#	%	#	%
1-11	1,362	19%	279	32%	395	40%	2,036	22%
12-23	903	13%	168	19%	250	25%	1,321	15%
24-31	502	7%	69	8%	101	10%	672	8%
32-47	925	13%	120	14%	103	10%	1,148	15%
48-63	1,719	24%	123	14%	67	7%	1,909	22%
64+	1,525	22%	118	13%	46	5%	1,689	17%
Over 64	105	1%	0	0%	19	2%	124	2%
<b>Total</b>	<b>7,041</b>	<b>100%</b>	<b>877</b>	<b>100%</b>	<b>981</b>	<b>100%</b>	<b>8,899</b>	<b>100%</b>

### Indicator: Enrollment of Students with MCCCDC Transfer Credits

The number of students enrolled at each of the three Arizona universities with transfer credit from an MCCCDC college has remained fairly stable. Growth can likely be tied to overall enrollment growth.



### Annual Total Enrollment of Students at the Three State Universities With Transfer Credits from Maricopa Community Colleges Academic Year 2004-05

Transfer Hours*	ASU		NAU		UofA		All AZ Univ.	
	#	%	#	%	#	%	#	%
1-11	6,628	25%	1,292	39%	1,703	47%	9,623	29%
12-23	4,043	15%	696	21%	913	25%	5,652	17%
24-31	1,952	7%	261	8%	344	9%	2,557	8%
32-47	3,303	12%	382	12%	372	10%	4,057	12%
48-63	5,003	19%	353	11%	176	5%	5,532	16%
64+	5,143	19%	335	10%	98	3%	5,576	17%
Over 64	563	2%	0	0%	51	1%	614	2%
<b>Total</b>	<b>26,635</b>	<b>100%</b>	<b>3,319</b>	<b>100%</b>	<b>3,657</b>	<b>100%</b>	<b>33,611</b>	<b>100%</b>

\* Total number of hours transferred from all MCCCDC colleges.

See Appendix for additional data on university transfer.

## Transfer Performance

### Indicator: New Transfer Success at the University <sup>◇</sup>

All indicators for transfer success are higher than the median college that participated in the NCCBP study.

### New Transfer Students at the Three State Universities in First Year With 12 or More Credits from a Maricopa College

	Transferees	1st Year GPA	1st yr. credit (Avg.)	% Persisted to Next Year
<b>2001-02</b>	6,539	2.88	18	84%
<b>2002-03</b>	7,059	2.97	20	87%
<b>2003-04*</b>	6,835	2.99	20	86%
<b>NCCBP 2002-03</b>		<b>2.86</b>	<b>20</b>	<b>78%</b>

\*2003-04 data is preliminary and has not yet been submitted to NCCBP.

### Indicator: Baccalaureate Degree Attainment

These data provide information about what program areas university students with MCCCDC transfer credit are pursuing.

### Baccalaureate Degree Earners with MCCCDC Credit

		1999-00 # Degrees	2000-01 # Degrees	2001-02 # Degrees	2002-03 # Degrees	2003-04 # Degrees	2004-05** # Degrees
<b>ASU</b>	College of Liberal Arts and Sciences	1,082	1,083	1,123	1,160	1,184	1,350
	College of Education	710	626	669	611	809	801
	College of Business	716	723	795	753	670	681
	College of Public Programs	633	638	592	671	546	207
	College of Engineering and Applied Sciences	374	300	364	426	431	417
	Division of University Academic Services	304	278	363	396	376	355
	East College	10	108	163	268	357	362
	School of Management	284	270	305	332	356	311
	College of Arts and Sciences	219	265	289	316	314	287
	College of Human Services	218	206	221	190	230	202
	College of Fine Arts	179	194	180	181	198	188
	College of Nursing	130	137	174	157	166	183
	College of Technology and Applied Sciences	59	93	93	117	119	117
	College of Architecture and Environmental Design	101	92	96	97	93	119
School of Agribusiness and Resource Management	39	47	41	58	71	64	
Division of Collaborative Programs	2	10	21	37	40		
<b>ASU Total Students</b>	<b>5,060</b>	<b>5,070</b>	<b>5,489</b>	<b>5,770</b>	<b>5,960</b>	<b>5,644</b>	
<b>NAU Total Students</b>	<b>751</b>	<b>730</b>	<b>788</b>	<b>852</b>	<b>788</b>	<b>642</b>	
<b>UofA Total Students</b>	<b>686</b>	<b>662</b>	<b>658</b>	<b>693</b>	<b>562</b>	<b>717</b>	

\*\*All 2004-05 degrees may not have been posted by universities, so numbers may be understated.

See Appendix for additional data on university transfer.

## Developmental Education

Developmental\* courses provide an opportunity for students to gain additional skills in an academic area when they are not yet ready for college-level courses. Students who enroll in developmental courses may either be returning to college after years away from high school, or they may be recent high school graduates who did not take a high school curriculum to prepare them for college. Students enrolling in any Math, English, or Reading course are required to take a placement exam to help them determine whether they require remediation, or whether they are ready for college-level work.

### Indicator: Course Retention (Grade A,B,C,D,F,P) <sup>◇</sup>

Retention in developmental courses has remained fairly consistent over the last three fall terms. Courses involving language skills show a higher rate of retention than Math courses.

	Total Enrollments	Course Completions	% Completions	Successful Completions	% Successful Completions
<b>Math</b>					
Fall 2002	12,657	8,853	70%	6,806	54%
Fall 2003	13,697	9,733	71%	7,696	56%
Fall 2004	14,548	10,277	71%	7,972	55%
<b>NCCBP 2002</b>			<b>84%</b>		<b>58%</b>

### Indicator: Successful Course Retention (Grade A,B,C,P) <sup>◇</sup>

Successful developmental course completion is highest in the most recent Fall term for Reading (74%), followed by English (66%) and Math (55%).

	Total Enrollments	Course Completions	% Completions	Successful Completions	% Successful Completions
<b>English</b>					
Fall 2002	3,552	2,728	77%	2,294	65%
Fall 2003	3,789	2,993	79%	2,531	67%
Fall 2004	3,977	3,090	78%	2,627	66%
<b>NCCBP 2002</b>			<b>87%</b>		<b>67%</b>

	Total Enrollments	Course Completions	% Completions	Successful Completions	% Successful Completions
<b>Reading</b>					
Fall 2002	3,973	3,209	81%	2,847	72%
Fall 2003	4,072	3,383	83%	2,937	72%
Fall 2004	4,177	3,494	84%	3,095	74%
<b>NCCBP 2002</b>			<b>88%</b>		<b>71%</b>

### Indicator: Developmental Student Persistence

Students taking developmental courses persist at higher rates than the overall MCCCDC persistence rate for all credit students. This could be related to the common goal of developmental students to continue to enroll in the developmental sequence in order to gain proficiency in their developmental area.

	Fall 2001	Spring 2002	Fall 2002
Developmental Students	13,876	9,241	6,377
Percent Persisted*		67%	46%
All Credit Students		53%	37%
	Fall 2002	Spring 2003	Fall 2003
Developmental Students	15,967	10,889	7,411
Percent Persisted*		68%	46%
All Credit Students		55%	38%
	Fall 2003	Spring 2004	Fall 2004
Developmental Students	16,941	11,967	8,097
Percent Persisted*		71%	48%
All Credit Students		55%	35%

\*Developmental courses include all <100 level Math, English, and Reading courses. These do not include ESL courses. See Appendix for additional data on course completion.

## Developmental Education

### Indicator: Developmental Math Student Success in First College-level Math Course <sup>◇</sup>

Most students who completed developmental math enrolled in the subsequent college-level course (74%). The rate of MCCCDC developmental students who successfully completed that college-level math course (66%) was higher than the median NCCBP rate (61%).

	Completed Developmental Math	Enrolled College-Level Math	Successful Completion College-level Math
	<b>Fall 2001</b>	<b>Spring or Fall 2002</b>	
<b>Students</b>	3,721	2,720	1,763
<b>Percent Persisted</b>		73%	65%
	<b>Fall 2002</b>	<b>Spring or Fall 2003</b>	
<b>Students</b>	4,412	3,251	2,139
<b>Percent Persisted</b>		74%	66%
			<b>61%</b>
	<b>Fall 2003</b>	<b>Spring or Fall 2004</b>	
<b>Students</b>	4,942	3,675	2,538
<b>Percent Persisted</b>		74%	69%

### Indicator: Developmental English Student Success in First College-level English Course <sup>◇</sup>

Of the 1,876 students who completed a developmental English course, 75% successfully completed their first college-level English course. More students successfully completed their first college-level English course (76%) than those taking their first college-level math course (69%).

	Completed Developmental English	Enrolled College-Level English	Successful Completion College-level English
	<b>Fall 2001</b>	<b>Spring or Fall 2002</b>	
<b>Students</b>	1,510	1,085	810
<b>Percent Persisted</b>		72%	75%
	<b>Fall 2001</b>	<b>Spring or Fall 2002</b>	
<b>Students</b>	1,792	1,317	978
<b>Percent Persisted</b>		73%	74%
			<b>67%</b>
	<b>Fall 2003</b>	<b>Spring or Fall 2004</b>	
<b>Students</b>	1,876	1,386	1,047
<b>Percent Persisted</b>		74%	76%

*See Appendix for additional data on student persistence.*

## Workforce Development

Maricopa Community Colleges continue to be the largest provider of workforce development training in Arizona, with more than 280,000 occupational course enrollments in 2004-05. More than 100,000 students enrolled in one or more credit occupational course in 2004-05. The indicators below are based on a cohort of occupational program concentrators and completers, as defined by the U.S. Department of Education for the purposes of Carl Perkins III reporting.

The Arizona Benchmarks are set by the Arizona Department of Education in conjunction with the U.S. Office of Vocational & Adult Education, which is the office of the U.S. Department of Education that is responsible for administering the Carl Perkins III program.

<b>Indicator</b>	<b>Arizona Benchmark</b>	<b>MCCCD 2003-04</b>	<b>MCCCD 2004-05</b>	<b>Comparison to Benchmark</b>
<b>Academic Proficiency:</b> Percentage of cohort who attained a 2.0 grade point average (GPA) in all coursework.	<b>69%</b>	<b>97%</b>	*	<b>Exceeds</b>
<b>Occupational Skill Proficiency:</b> Percentage of cohort who attained a 2.0 grade point average (GPA) in all occupational coursework.	<b>73%</b>	<b>97%</b>	*	<b>Exceeds</b>
<b>Goal Attainment:</b> Percentage of cohort who received a postsecondary degree or certificate, or completed 18 credit hours in a vocational cluster.	<b>20%</b>	<b>52%</b>	*	<b>Exceeds</b>
<b>Completer Placement:</b> Percentage of the 2002-03 cohort completers who have transitioned into further post-secondary education or into employment within three months after completion.	<b>63%</b>	<b>71%</b>	<b>71%</b>	<b>Exceeds</b>
<b>Completer Retention:</b> Percentage of the 2002-03 cohort completers who transitioned into further post-secondary education or into employment, who were then retained for an additional 6 months.	<b>63%</b>	<b>87%</b>	<b>78%</b>	<b>Exceeds</b>

*\*2004-05 indicator data will be available in December 2005.*

## Workforce Development

**Nursing Program** MCCCDC is the largest provider of healthcare workers in Arizona, preparing nearly 3,000 adults each year for jobs in the Valley's growing healthcare industry. Registered nurses (RN) in particular are projected to have the largest numerical job growth of all occupations in the U.S. According to projections from the U.S. Department of Labor Statistics, there will be more than one million vacant RN positions by 2010 due to growth in demand for nursing care and the need for replacements due to retirements from the workforce.

**Indicator: Applications, Admissions, Capacity**

The program has increased capacity for new Block One students by nearly 80% since Fall 2000, and applications have increased by an even larger percentage. The table shows the increases in all categories.

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Applications</b>	381	746	675	1,221	1,526
<b>Admissions</b>	377	565	526	732	752
<b>Capacity</b>	445	572	538	743	795

**Indicator: Number of RN Graduates**

The number of graduates since implementation of the MCCCDC Nursing Program has gradually increased from 170 to more than 500.

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>RN Graduates</b>	170	358	401	471	526

**Indicator: RN Licensure Exam Pass Rates**

The MCCCDC RN Licensure Pass Rates approached the pass rates for Arizona and the U.S. In 2003, MCCCDC surpassed the pass rates for Arizona and the U.S.

	2001	2002	2003	2004
<b>MCCCDC</b>	82%	85%	93%	91%
<b>Arizona</b>	83%	86%	91%	90%
<b>United States</b>	86%	87%	87%	85%

**Allied Health** Allied Health careers complement many areas of health care. The term allied health refers to a group of diverse healthcare professionals who perform essential work in collaboration with those in medicine, nursing, and dentistry. Allied health professionals consist of workers with different skill levels and degrees of knowledge.

**Indicator: Enrollment**

In 2004-05 there were more than 10,000 students enrolled in Allied Health courses.

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Enrollment*</b>	7,130	7,867	8,698	9,525	10,108

**Indicator: Awards Conferred**

Several Allied Health professions, such as Emergency Medical Technology (EMT) and Dental Assisting, do not require degree or certificate completion to work in the field. They only require passage of the professional certification test. For this reason, Allied Health degree and certificate data understate the number of program completers.

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Certificates</b>	699	683	762	1,066	1,093
<b>Degrees</b>	154	157	172	199	189

See <http://www.dist.maricopa.edu/hcies/> for additional data and information on MCCCDC Health Care Education.

# Workforce Development

**Homeland Security** The Homeland Security industry includes primarily public service jobs related to public safety. These include the areas of law enforcement, fire fighting, and emergency medical services. The need for workers in this area has gained public attention since the 2001 terrorist attacks. The Maricopa Community Colleges have kept pace with this workforce development need by increasing program offerings and capacity. Nine of the ten MCCCDC colleges offer courses in one or more areas of Homeland Security.

**Indicator: Enrollment**

As the demand for workers in the areas of Homeland Security has risen, so has the number of students pursuing those skills. Growth has fluctuated, likely due to multiple factors such as demand fluctuation and program capacity limitations.

	2002-03	2003-04	annual change	2004-05	annual change
<b>Enrollment*</b>	9,942	11,718	17.9%	12,021	2.6%

**Indicator: Awards Conferred**

The pattern of awards conferred follows the enrollment trend. There has been growth, but that growth has slowed in the past year.

	2002-03	2003-04	annual change	2004-05	annual change
<b>Certificates</b>	1,210	1,765	45.9%	2,054	16.4%
<b>Degrees</b>	117	160	36.8%	166	3.8%

**Indicator: Placement into Jobs and Higher Education**

Graduates of programs in Homeland Security are employed at a higher rate than the overall rate for all occupational students. The demand for police, firefighter, security guards, and other Homeland Security industries continues to grow in the Phoenix metropolitan area.

<b>Cohort of FY 2003-04 Homeland Security 'Completers'</b>	<b>781</b>
Number placed into jobs or higher education within 1 year	566
Percent placed within 1 year	72%
Percent placed in all occupational programs	66%

**Transportation** The workforce development programs that MCCCDC offers in the transportation industry include the tractor trailer driving program and programs related to flight training and airline operations. This is a small but pivotal program in providing workers for transportation companies based in metropolitan Phoenix, including Swift Transportation and America West Airlines.

**Indicator: Enrollment**

The majority of transportation enrollment is in the tractor trailer driving program. There has been modest, but steady, growth in this area.

	2002-03	2003-04	annual change	2004-05	annual change
<b>Enrollment*</b>	715	705	-1.4%	756	7.2%

**Indicator: Awards Conferred**

Nearly all awards conferred in transportation are certificates. The only exception is an Associate in Applied Science degree in Flight Technology.

	2002-03	2003-04	annual change	2004-05	annual change
<b>Certificates</b>	690	614	-11.0%	633	3.1%
<b>Degrees</b>	3	3	0.0%	1	-66.7%

**Indicator: Placement into Jobs and Continued Higher**

Tracking data from the Arizona Department of Economic Security enable us to see who in a defined cohort is working within a year of program completion. However, this process does not indicate in which industry or job-type a graduate is employed.

<b>Cohort of FY 2003-04 Transportation 'Completers'</b>	<b>100</b>
Number placed into jobs or higher education within 1 year	62
Percent placed within 1 year	62%
Percent placed in all occupational programs	66%

See <http://www.maricopa.edu/bwd/pdfs/homelandsecurity.pdf> for additional information on Homeland Security programs.

\*Enrollment data represent an unduplicated count of students taking one or more program course during the fiscal year. Students who enrolled in program courses at multiple MCCCDC colleges are counted at each college.

# Student Engagement

Student Success is challenging to define given the wide variety of goals that Maricopa Community College students seek to achieve. Many of the indicators in other sections of this report relate to student success, such as persistence and course completion rates. Improving student success involves all facets of the college-going experience, from the policies and processes that are in place, to the faculty and student development staff who facilitate students as they move toward achieving their goals.

One of the most fundamental indicators of student success is how active and engaged students are in the learning process. To measure this, six of the ten Maricopa Community Colleges have implemented the Community College Survey of Student Engagement (CCSSE) over the past two years. Each community college's performance should be considered in terms of its mission, institutional focus, and student characteristics. Because of differences in these areas — and variations in college resources — comparing survey results between individual institutions serves little constructive purpose and likely will be misleading. For this reason, a general range of scores in each of the high-level benchmark areas has been included.

Following is summary information about the five CCSSE benchmarks\*:

**Active & Collaborative Learning** Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

CCSSE Benchmark = 50                      Participating MCCCD Colleges Range of Scores = 46.1 -- 55.2

**Student Effort** Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. This benchmark indicates how frequently students engage in a number of activities important to their learning and success.

CCSSE Benchmark = 50                      Participating MCCCD Colleges Range of Scores = 45.8 -- 56.3

**Academic Challenge** Challenging intellectual and creative work is central to student learning and collegiate quality. This benchmark addresses the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

CCSSE Benchmark = 50                      Participating MCCCD Colleges Range of Scores = 45.2 -- 50.9

**Student - Faculty Interaction** In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

CCSSE Benchmark = 50                      Participating MCCCD Colleges Range of Scores = 46.1 -- 50.1

**Support for Learners** Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

CCSSE Benchmark = 50                      Participating MCCCD Colleges Range of Scores = 45.3 -- 54.2

\*Definitions for the CCSSE Benchmarks and additional information are available at [www.ccsse.org](http://www.ccsse.org).

## Community Education

Maricopa Community Colleges strengthen bonds with their communities by providing services and opportunities, such as credit and non-credit courses and programs, that benefit the entire community. Partnerships with K-12, such as the Dual Enrollment program and Achieving a College Education (ACE) program, strengthen ties between educational sectors in Maricopa County and move us closer to a P-20 approach to education.

### Indicator: Dual Enrollment Partnerships

Dual Enrollment partnerships are examples of collaborations between MCCCDC and K-12 schools. Over 11,000 students enroll in more than 900 Dual Enrollment courses each year.

	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Locations</b>	108	120	140	138	147
<b># Courses</b>	981	872	934	979	1,110
<b># Students (unduplicated)</b>	11,390	11,197	11,558	11,052	12,262
<b># Course Enrollments</b>	*	23,737	24,256	23,568	25,916
<b>FTSE Generated</b>	2,140.1	2,186.0	2,482.1	2,453.0	2,681.1

\*Data not available for this year.

### Indicator: Dual Enrollment Top FTSE Generating High Schools

The Dual Enrollment programs at the top FTSE generating high schools continue to grow with only one exception. This is evidence of strong partnerships between those schools and the MCCCDC colleges they work with.

2003-04		2004-05	
High School	FTSE	High School	FTSE
Xavier	244.9	Xavier	259.9
Desert Vista	204.6	Desert Vista	233.9
Corona del Sol	120.1	Deer Valley	138.7
Mt. Ridge	116.2	Corona del Sol	135.4
Deer Valley	114.5	Gilbert	103.6

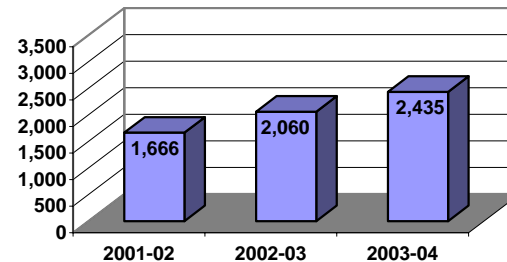
### Indicator: Dual Enrollment Top FTSE Generating Courses

The top 10 courses remained the same the past two years, and FTSE for all 10 courses increased, evidence of the popularity of the dual enrollment program with high school students.

2003-04		2004-05	
Course	FTSE	Course	FTSE
MAT187	249.7	MAT187	311.7
ENG 101	183.0	ENG 101	227.8
ENG 102	110.5	ENG 102	136.6
SPA 102	97.3	SPA 101	111.1
SPA 101	78.7	SPA 102	95.5
MAT 151	72.9	MAT 151	91.2
MAT 221	63.2	MAT 221	85.2
SPA 201	55.9	SPA 201	72.1

### Indicator: Achieving a College Education (ACE) Program Participation

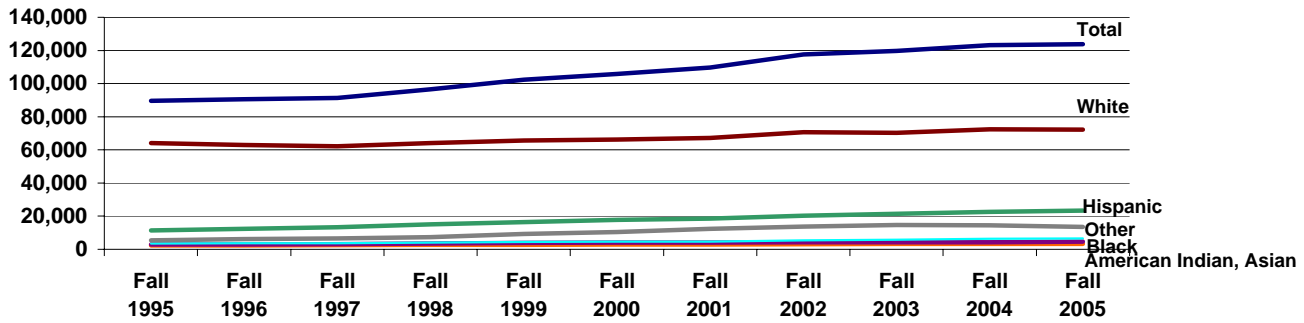
South Mountain and Glendale pioneered the ACE program more than 15 years ago. Now, the 2+2+2 program has been expanded to nine of the ten MCCCDC colleges. The program's success has been proven by 90% high school completion rates and 80% college-going rates for high-school students in the program. In 2003-04, there were nearly 2,500 high-school and college students involved in the program.



# Headcount

Headcount is a common and easily understandable measure of growth. In Beyond Boundaries, the Chancellor set a goal of increasing enrollment by 80,000 students within 5 years (by 2010). Headcount has grown in all categories over the past ten years. However, the rate of growth has fluctuated considerably, and has slowed significantly over the past few years.

Fall Term Credit Headcount Trend



## Ethnicity

	<b>Total Headcount</b>	<b>annual change</b>	<b>Amerian Indian</b>	<b>annual change</b>	<b>Asian</b>	<b>annual change</b>	<b>Black</b>	<b>annual change</b>	<b>Hispanic</b>	<b>annual change</b>	<b>White</b>	<b>annual change</b>	<b>Other</b>	<b>annual change</b>
Fall 1995	89,637		2,305		2,927		3,496		11,462		64,063		5,384	
Fall 1996	90,471	0.9%	2,308	0.1%	2,978	1.7%	3,625	3.7%	12,378	8.0%	62,973	-1.7%	6,209	15.3%
Fall 1997	91,348	1.0%	2,504	8.5%	3,163	6.2%	3,659	0.9%	13,260	7.1%	62,203	-1.2%	6,559	5.6%
Fall 1998	96,574	5.7%	2,703	7.9%	3,415	8.0%	3,983	8.9%	15,025	13.3%	64,053	3.0%	7,395	12.7%
Fall 1999	102,299	5.9%	2,772	2.6%	3,803	11.4%	4,372	9.8%	16,418	9.3%	65,600	2.4%	9,334	26.2%
Fall 2000	105,890	3.5%	2,837	2.3%	4,076	7.2%	4,584	4.8%	17,846	8.7%	66,140	0.8%	10,407	11.5%
Fall 2001	109,770	3.7%	2,897	2.1%	4,146	1.7%	4,563	-0.5%	18,612	4.3%	67,173	1.6%	12,379	18.9%
Fall 2002	117,522	7.1%	3,093	6.8%	4,250	2.5%	5,430	19.0%	20,332	9.2%	70,766	5.3%	13,651	10.3%
Fall 2003	119,727	1.9%	3,235	4.6%	4,238	-0.3%	5,859	7.9%	21,340	5.0%	70,305	-0.7%	14,750	8.1%
Fall 2004	123,274	3.0%	3,242	0.2%	4,281	1.0%	6,336	8.1%	22,552	5.7%	72,351	2.9%	14,512	-1.6%
Fall 2005	123,865	0.5%	3,266	0.7%	4,715	10.1%	6,557	3.5%	23,458	4.0%	72,275	-0.1%	13,594	-6.3%

## Gender

	<b>Total Headcount</b>	<b>annual change</b>	<b>Female</b>	<b>annual change</b>	<b>Male</b>	<b>annual change</b>	<b>Undeclared</b>	<b>annual change</b>
Fall 1995	89,637		50,007		37,809	0.0%	1,821	
Fall 1996	90,471	0.9%	50,400	0.8%	38,106	0.8%	1,965	7.9%
Fall 1997	91,348	1.0%	50,462	0.1%	38,839	1.9%	2,047	4.2%
Fall 1998	96,574	5.7%	52,831	4.7%	41,247	6.2%	2,496	21.9%
Fall 1999	102,299	5.9%	55,009	4.1%	43,510	5.5%	3,780	51.4%
Fall 2000	105,890	3.5%	57,101	3.8%	44,876	3.1%	3,913	3.5%
Fall 2001	109,770	3.7%	59,185	3.6%	45,985	2.5%	4,600	17.6%
Fall 2002	117,522	7.1%	63,748	7.7%	48,622	5.7%	5,152	12.0%
Fall 2003	119,727	1.9%	65,637	3.0%	48,830	0.4%	5,260	2.1%
Fall 2004	123,274	3.0%	67,966	3.5%	50,678	3.8%	4,630	-12.0%
Fall 2005	123,865	0.5%	69,080	1.6%	50,704	0.1%	4,081	-11.9%

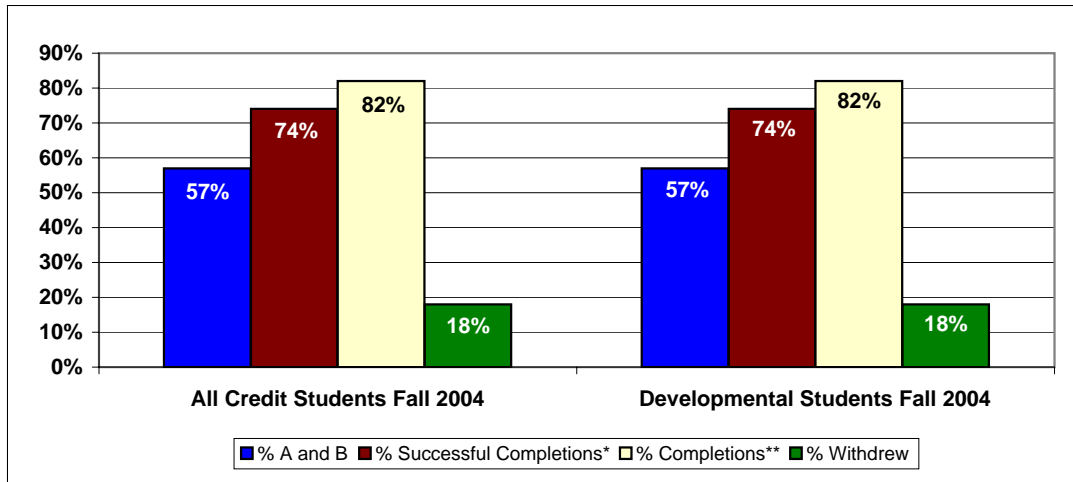
## Age\*

	<b>15-19</b>	<b>annual change</b>	<b>20-24</b>	<b>annual change</b>	<b>25-29</b>	<b>annual change</b>	<b>30-39</b>	<b>annual change</b>	<b>40-49</b>	<b>annual change</b>	<b>50-59</b>	<b>annual change</b>	<b>60+</b>	<b>annual change</b>
Fall 1995	19,631		22,216		12,959		16,978		10,738		3,949		1,940	
Fall 1996	19,631	8.5%	22,216	-2.0%	12,959	3.5%	16,978	-5.6%	10,738	0.2%	3,949	-2.3%	1,940	6.8%
Fall 1997	21,155	7.8%	22,612	1.8%	12,757	-1.6%	16,439	-3.2%	10,346	-3.7%	4,060	2.8%	1,951	0.6%
Fall 1998	24,564	16.1%	23,917	5.8%	12,751	0.0%	16,111	-2.0%	10,422	0.7%	4,338	6.8%	2,139	9.6%
Fall 1999	27,942	13.8%	25,103	5.0%	12,494	-2.0%	16,016	-0.6%	10,436	0.1%	4,639	6.9%	2,196	2.7%
Fall 2000	28,124	0.7%	26,173	4.3%	12,901	3.3%	16,681	4.2%	10,912	4.6%	4,828	4.1%	2,116	-3.6%
Fall 2001	30,164	7.3%	28,526	9.0%	13,146	1.9%	17,186	3.0%	11,171	2.4%	5,203	7.8%	1,936	-8.5%
Fall 2002	32,156	6.6%	31,524	10.5%	14,608	11.1%	17,739	3.2%	11,895	6.5%	5,498	5.7%	1,985	2.5%
Fall 2003	32,572	1.3%	32,808	4.1%	14,933	2.2%	18,016	1.6%	11,757	-1.2%	5,670	3.1%	1,904	-4.1%
Fall 2004	34,669	6.4%	33,272	1.4%	15,397	3.1%	18,298	1.6%	11,761	0.0%	5,793	2.2%	1,956	2.7%
Fall 2005	35,985	3.8%	33,332	0.2%	15,691	1.9%	17,884	-2.3%	11,603	-1.3%	5,777	-0.3%	2,025	3.5%

\*The 'Total' and 'Undeclared' categories were omitted due to lack of space. See [www.maricopa.edu/business/ir](http://www.maricopa.edu/business/ir) --> Maricopa Data --> Maricopa Trends for complete data.

## Course Retention

A student who completes a course with an A,B,C or P is counted as a successful course completion. A student who completes with an A,B,C,D,F, or P is counted as a course completion, indicating that they did not withdraw from the course. Completions and successful completions are two common measures of student retention.



\* % Successful Completions = Completion with a grade of A, B, C or P.

\*\* % Completions = Completion with a grade of A, B, C, D, F or P.

### Grade Distribution by Ethnicity

Fall 2004	% A and B	% Successful Completions*	% Completions*	% Withdrew
All Credit Students	58%	75%	83%	17%
American Indian	50%	68%	79%	21%
Asian	59%	76%	84%	16%
Black	47%	65%	77%	23%
Hispanic	54%	73%	82%	18%
White	61%	77%	83%	17%
Other	57%	74%	82%	18%

### Grade Distribution by Gender

Fall 2004	% A and B	% Successful Completions*	% Completions*	% Withdrew
All Credit Students	58%	75%	83%	17%
Female	60%	76%	84%	16%
Male	56%	73%	81%	19%
Undeclared	61%	77%	84%	16%

### Grade Distribution by Age Category

Fall 2004	% A and B	% Successful Completions*	% Completions*	% Withdrew
All Credit Students	58%	75%	83%	17%
15-19	58%	75%	85%	15%
20-24	55%	71%	80%	20%
25-29	59%	75%	81%	19%
30-39	61%	77%	83%	17%
40-49	62%	81%	86%	14%
50-59	62%	82%	86%	14%
60+	54%	84%	88%	12%
Unknown	66%	83%	89%	11%

# Course Retention

## College Algebra Completion Rates by Ethnicity

Fall 2004	% Completion	% Successful Completions
All Credit Students	73%	62%
American Indian	69%	57%
Asian	70%	58%
Black	70%	54%
Hispanic	72%	61%
White	74%	63%
Other	70%	60%

## College Algebra Course Completion Rates by Gender

Fall 2004	% Completion	% Successful Completions
All Credit Students	73%	62%
Female	75%	65%
Male	71%	59%
Unknown	70%	58%

## English Composition I Completion Rates by Ethnicity

Fall 2004	% Completion	% Successful Completions
All Credit Students	81%	73%
American Indian	71%	62%
Asian	82%	75%
Black	76%	65%
Hispanic	79%	69%
White	82%	76%
Other	81%	73%

## English Composition I Completion Rates by Gender

Fall 2004	% Completion	% Successful Completions
All Credit Students	81%	73%
Female	83%	77%
Male	78%	69%
Unknown	83%	77%

## English Composition II Completion Rates by Ethnicity

Fall 2004	% Completion	% Successful Completions
All Credit Students	70%	63%
American Indian	59%	49%
Asian	68%	63%
Black	69%	60%
Hispanic	68%	60%
White	71%	66%
Other	68%	61%

## English Composition II Completion Rates by Gender

Fall 2004	% Completion	% Successful Completions
All Credit Students	70%	63%
Female	72%	66%
Male	67%	60%
Unknown	71%	59%

## Speech Communication Completion Rates by Ethnicity

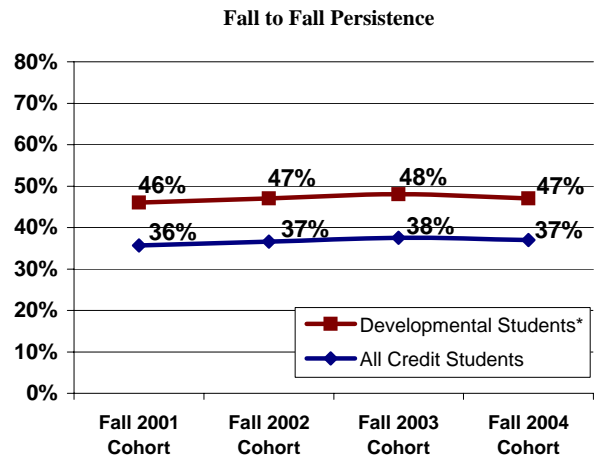
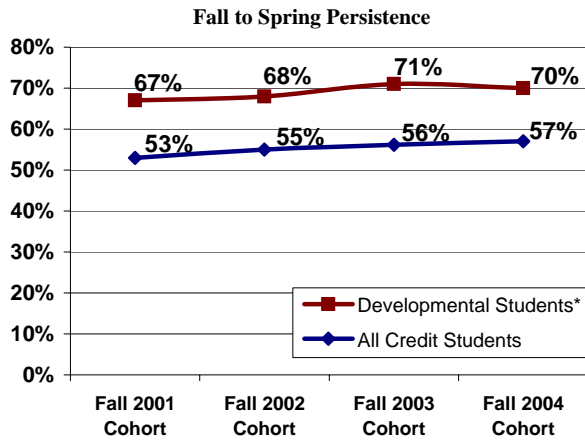
Fall 2004	% Completion	% Successful Completions
All Credit Students	82%	73%
American Indian	74%	67%
Asian	76%	67%
Black	75%	61%
Hispanic	81%	72%
White	85%	76%
Other	83%	70%

## Speech Communication Completion Rates by Gender

Fall 2004	% Completion	% Successful Completions
All Credit Students	82%	73%
Female	85%	78%
Male	80%	69%
Unknown	79%	62%

# Student Persistence

Persistence is the rate at which students continue their college education without stopping out or dropping out. It has been shown that students who persist are more likely to be successful in reaching their goals. In Beyond Boundaries, the Chancellor committed to increase MCCC's student persistence rate by 50%.



\* Developmental students are those taking one or more developmental course during the year indicated. Developmental courses include all <100 level Math, English, and Reading courses. These do not include ESL courses.

## Fall to Spring Persistence by Ethnicity

	All Credit Students	American Indian	Asian	Black	Hispanic	White
Fall 2001 Cohort	52.6%	58.9%	55.5%	55.1%	55.3%	54.3%
Fall 2002 Cohort	54.5%	59.9%	56.2%	59.0%	57.7%	55.6%
Fall 2003 Cohort	56.2%	61.2%	58.3%	57.3%	59.0%	57.3%
Fall 2004 Cohort	56.6%	60.8%	57.3%	58.5%	59.0%	56.6%

## Fall to Fall Persistence by Ethnicity

	All Credit Students	American Indian	Asian	Black	Hispanic	White
Fall 2001 Cohort	35.7%	40.3%	37.2%	36.1%	38.9%	36.7%
Fall 2002 Cohort	36.6%	37.8%	38.3%	38.4%	39.9%	37.4%
Fall 2003 Cohort	37.5%	40.3%	38.4%	37.0%	40.8%	38.3%
Fall 2004 Cohort	36.5%	37.5%	37.6%	35.1%	39.2%	36.6%

## Fall to Spring Persistence by Gender

	All Credit Students	Female	Male	Undeclared
Fall 2001 Cohort	52.6%	54.8%	53.0%	28.1%
Fall 2002 Cohort	54.5%	56.5%	54.9%	31.0%
Fall 2003 Cohort	56.2%	58.1%	56.1%	35.3%
Fall 2004 Cohort	56.6%	57.9%	55.9%	43.2%

## Fall to Fall Persistence by Gender

	All Credit Students	Female	Male	Undeclared
Fall 2001 Cohort	35.7%	37.2%	36.1%	17.7%
Fall 2002 Cohort	36.6%	38.1%	36.8%	19.0%
Fall 2003 Cohort	37.5%	39.2%	37.1%	22.4%
Fall 2004 Cohort	36.5%	37.7%	35.6%	25.1%

## Student Persistence

### Fall to Spring Persistence by Age Category

	All Credit Students	15-19	20-24	25-29	30-39	40-49	50-59	60+
<b>Fall 2001 Cohort</b>	52.6%	68.7%	55.6%	48.1%	45.7%	45.1%	41.0%	45.3%
<b>Fall 2002 Cohort</b>	54.5%	70.2%	57.0%	50.8%	47.8%	47.0%	42.5%	47.3%
<b>Fall 2003 Cohort</b>	56.2%	70.9%	58.1%	52.4%	50.9%	48.9%	44.8%	48.1%
<b>Fall 2004 Cohort</b>	56.6%	70.5%	57.7%	53.3%	50.5%	49.8%	45.7%	51.5%

### Fall to Fall Persistence by Age Category

	All Credit Students	15-19	20-24	25-29	30-39	40-49	50-59	60+
<b>Fall 2001 Cohort</b>	35.7%	49.5%	36.9%	31.1%	30.0%	30.3%	27.5%	32.6%
<b>Fall 2002 Cohort</b>	36.6%	50.3%	37.6%	32.4%	31.2%	31.0%	27.7%	33.8%
<b>Fall 2003 Cohort</b>	37.5%	50.6%	37.5%	33.8%	33.1%	32.0%	29.8%	36.1%
<b>Fall 2004 Cohort</b>	36.5%	49.5%	36.2%	31.9%	31.0%	31.4%	28.9%	37.5%

# Award Completion

Students come to the Maricopa Community Colleges for many reasons. Only a portion of those intend to complete a degree or certificate. Others intend to transfer to a 4-year college, or learn specific skills for personal or professional growth. Evaluation of award completion rates should be considered within the context of possible intentions. In Beyond Boundaries, the Chancellor made a commitment to increase the number of certificates and degrees awarded by 50% by 2010.

	2003	2004	annual change	2005	annual change
Associate in Arts	616	825	33.9%	1,448	75.5%
Associate in Applied Science	1,687	1,954	15.8%	2,056	5.2%
Associate in Business	99	139	40.4%	179	28.8%
Assoc.in Arts - Elementary Education			n/a	33	n/a
Associate in General Studies	1,546	1,626	5.2%	1,326	-18.5%
Associate in Science	44	66	50.0%	169	156.1%
Assoc. in Transfer Partnership	510	568	11.4%	569	0.2%
Arizona General Education Credit (AGEC)	453	577	27.4%	1,377	138.6%
Total Degrees (excludes AGECE)	4,502	5,178	15.0%	5,780	11.6%
All Certificates	7,390	8,647	17.0%	9,330	7.9%
<b>Total Awards</b>	<b>11,892</b>	<b>13,825</b>	<b>16.3%</b>	<b>15,110</b>	<b>9.3%</b>

## Ethnicity

	2000			2005		
	Fall Term Student Population	Degrees in 1999-00	Certificates in 1999-00	Fall Term Student Population	Degrees in 2004-05	Certificates in 2004-05
American Indian	2.7%	3.0%	2.5%	2.6%	3.0%	2.2%
Asian	3.8%	2.9%	2.2%	3.8%	3.0%	2.9%
Black	4.3%	4.1%	4.7%	5.3%	4.4%	6.4%
Hispanic	16.9%	15.0%	12.3%	18.9%	16.6%	16.8%
White	62.5%	69.8%	53.1%	58.3%	64.1%	55.7%
Other	9.8%	5.1%	25.3%	11.0%	8.9%	16.1%

## Gender

	2000			2005		
	Fall Term Student Population	Degrees in 1999-00	Certificates in 1999-00	Fall Term Student Population	Degrees in 2004-05	Certificates in 2004-05
Female	53.9%	61.3%	39.7%	55.8%	59.5%	48.9%
Male	42.4%	37.6%	40.5%	40.9%	38.0%	38.8%
Undeclared	3.7%	1.1%	19.8%	3.3%	2.4%	12.3%

## Ethnicity

	Percent of 2001 Full-time RTK Cohort that received an MCCCD Certificate or Degree within 3 years	Percent of 2001 Part-time RTK Cohort that received an MCCCD Certificate or Degree within 3 years
American Indian	9.7%	6.3%
Asian	24.7%	3.4%
Black	14.4%	3.2%
Hispanic	16.2%	5.1%
White	17.9%	8.5%
Other	16.6%	7.1%
<b>Entire Full-time Cohort</b>	<b>17.0%</b>	<b>7.0%</b>
<b>NCCBP</b>	<b>19.0%</b>	<b>6.0%</b>

## Gender

	Percent of 2001 Full-time RTK Cohort that received an MCCCD Certificate or Degree within 3 years	Percent of 2001 Part-time RTK Cohort that received an MCCCD Certificate or Degree within 3 years
Female	19.5%	9.0%
Male	14.1%	4.8%
<b>Entire Full-time Cohort</b>	<b>17.0%</b>	<b>7.0%</b>
<b>NCCBP</b>	<b>19.0%</b>	<b>6.0%</b>

# Transfer Performance

Students who attend Maricopa Community Colleges may transfer to a 4-year college after just a few courses, or after completing an Associate degree. In Beyond Boundaries, the Chancellor made a commitment to continue to increase the number of students who transfer from MCCCCD to 4-year colleges and universities.

## Ethnicity

	2002
	Transfer Rate within 2 years to an Arizona University
<b>Total Degrees (excludes AGEC)</b>	<b>45.1%</b>
American Indian	53.6%
Asian	31.8%
Black	47.8%
Hispanic	54.2%
White	44.0%
Other	35.7%

## Gender

	2002
	Transfer Rate within 2 years to an Arizona University
<b>Total Degrees (excludes AGEC)</b>	<b>45.1%</b>
Female	44.8%
Male	47.5%
Undeclared	n/a

## Ethnicity

### 2002-03 New Transfer Students at the Three State Universities in First Year With 12 or More Credits From MCCCCD

	Transferees	1st Year GPA	1st yr. credit (Avg.)	% Persisted to Next Year
<b>Total New Transfers</b>	<b>7,059</b>	<b>2.97</b>	<b>20</b>	<b>87%</b>
American Indian	146	2.64	19	84%
Asian	257	3.03	22	86%
Black	264	2.54	16	84%
Hispanic	999	2.85	18	88%
White	5,007	3.03	20	87%
Other	386	2.90	20	84%
<b>NCCBP 2002-03</b>		<b>2.86</b>	<b>20</b>	<b>78%</b>

## Gender

### 2002-03 New Transfer Students at the Three State Universities in First Year With 12 or More Credits From MCCCCD

	Transferees	1st Year GPA	1st yr. credit (Avg.)	% Persisted to Next Year
<b>Total New Transfers</b>	<b>7,059</b>	<b>2.97</b>	<b>20</b>	<b>87%</b>
Female	3,981	3.05	20	87%
Male	3,078	2.87	19	86%
<b>NCCBP 2002-03</b>		<b>2.86</b>	<b>20</b>	<b>78%</b>

## Ethnicity

### % of Full-time RTK Cohort that Transferred to an Arizona University within 3 years

### % of Part-time RTK Cohort that Transferred to an Arizona University within 3 years

<b>Entire Full-time Cohort</b>	<b>17.0%</b>	<b>7.0%</b>
American Indian	0.0%	3.5%
Asian	9.6%	5.1%
Black	4.1%	0.0%
Hispanic	5.9%	1.2%
White	12.5%	3.1%
Other	11.8%	3.2%
<b>NCCBP</b>	<b>17.0%</b>	<b>7.0%</b>

## Gender

### % of Full-time RTK Cohort that Transferred to an Arizona University within 3 years

### % of Part-time RTK Cohort that Transferred to an Arizona University within 3 years

Female	9.5%	3.0%
Male	9.7%	1.9%