

**Report on the  
Maricopa Community Colleges Governing Board's  
Goals and Measures  
2002-2003  
Executive Summary**

**Mandate**

Community colleges fulfill a special role in postsecondary education. They have a broad mandate to serve as open access bridges for many young people who otherwise would not have had access to higher education. Geographic location, lower costs than four-year or private institutions, open access policies that admit students come to the open door, developmental offerings, occupational education, community partnerships, civic participation, and general interest (non-credit) courses all factor into the pivotal role community colleges have assumed. Other institutions overlap community colleges in some of these roles. However, nowhere but in the community college system does the very breadth of the mandate and commitment to the entire community define the mission as it does in community colleges.

**Accountability**

Accountability is integral to the mandate. The Maricopa Community College Governing Board has defined priority goals across the spectrum of these mission areas. The broader the mandate the more challenging it is not only to succeed in meeting it, but to monitor progress toward that success. The goals relate to the benefits the Maricopa Community Colleges offer their constituents: county residents, students, the public and private sectors, universities, elementary and secondary schools.

This report reviews the progress of Maricopa Community Colleges toward achievement of the Governing Board Goals. The report outlines MCCD's progress toward goal achievement in the following areas: University Transfer/General Education; Assessment; Developmental Education; Workforce Development; Student Development Services; Retention; Continuing/Community Education; Teacher Education; and Diversity. With the exception of added focus in the area of retention and incorporation of a separate report on assessment into this report, these are the same areas considered by last year's report. This allows continuing focus on trend data.

**Changes in report format**

The report format has changed since last year. The main body of the report consists of two-to-four page sections on each of the areas named, focusing on major concerns and "big picture" status reports. Supporting tables previously incorporated into the report have been grouped in the first appendix in this document for convenience to the reader, and to allow a systemic focus. Additional appendices are provided in a separate document that provides an in-depth look at college level monitoring and activities in the major mission areas.

### **What monitoring reveals**

- ***MCCD and its colleges are strongly committed to achieving the Board goals.*** Colleges have developed a broad spectrum of programs that show flexibility and are learner-centric. Monitoring is used to measure progress and incorporated into the planning process to identify success, needs, and opportunities for adaptation. While colleges have many programs in common, they also respond uniquely to changing social, economic, and community needs.
- ***Monitoring remains a major challenge, yet an area of progress.*** Identifying, collecting, analyzing, and integrating monitoring data presents issues that colleges and the District are working to solve. Access to the needed type of data can be cost prohibitive, time intensive, or present other types of obstacles. Progress has been made during the last year in identifying and evaluating measures. This continues to be a major area of focus.
- ***Multiple year (trend) data and environmental scans provide a context for interpretation.*** Monitoring our progress over multiple years provides a better picture of where we are coming from and what changes are meaningful. Looking ahead at issues that might affect our efforts allows for better planning.

### **Where do we go from here?**

Each section of the report contains its own summary and next steps. Systemically, consideration should be given to the following:

- Improve ability to obtain data that support measures of district-wide success.
- Continue to focus on how student services affect student outcomes.
- Link workforce data with district-wide student affairs staff to broadly disseminate information to students and faculty.
- Continue to add forums to address retention issues and outcomes.
- Continue to encourage and reward collaborations that optimize service and resource usage.
- Improve ability to obtain data related to transfer success, loss of credits, and comparisons of performance.
- Continue to build close ties between colleges and communities through innovative activities and programs that increase access to the campuses.
- Implement a new format, such as a “report card” evaluation for monitoring progress toward Board goals.

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Anna Solley, Steve Helfgot, and members of the Board Monitoring Committee (Deans, Council Representatives, and all who participated)

**REPORT ON THE  
MARICOPA COMMUNITY COLLEGES GOVERNING BOARD'S GOALS  
AND MEASURES  
2002-2003**

**INTRODUCTION**

**Governing Board Goals**

Priority goals have been identified by the members of the Governing Board that relate to the benefits the Maricopa Community Colleges (MCCD) offer their constituents (the people of Maricopa County, students, the public and private sectors, universities, elementary and secondary schools). These goals are being monitored for their present status and subsequent improvements to ensure accountability. Programs, services, and activities that focus on global issues and cultural perspectives, and that respect the diversity of opinions, life circumstances, lifestyles, learning styles, values, choices, and religions should be integrated throughout these goals and assessed where appropriate.

**Broad Goal Statement**

As an educational institution devoted to learning, the Maricopa Community Colleges exist in order that the community might have effective, innovative, learner-centered, flexible, and life-long educational opportunities.

**Purpose**

This report reviews the progress of the Maricopa Community Colleges toward achievement of the Governing Board's goals, which reflect the district mission components of University Transfer and General Education, Developmental Education, Workforce Development, Student Development Services, Continuing/Community Education, Teacher Education, and Diversity. The Maricopa Governing Board has directed that each of its goals be monitored on an annual basis for the purpose of linking goals to planning and of monitoring the Chancellor's executive performance by the degree to which Board policies are fulfilled.

**Methodology**

Maximum use was made of existing databases for data retrieval. Data was also collected through consultation with and formal data collection from the Deans of Instruction, Deans of Student Services, Deans of Occupational Education, the Institutional Research Council, the Diversity Advisory Council, the Maricopa Governance Manager, the District Offices of Workforce Development and Student Development Services, and the National Center for Teacher Education.

**MCCD Demographics**

Maricopa has one of the lowest tuition rates in the country (\$46 per credit hour in fiscal year 2002-2003) and an open admissions policy. MCCD also provides geographical access in the greater Phoenix metropolitan area, as well as distance learning access. While Rio Salado College has been the primary provider of Internet

access courses for the district, distance learning and alternative delivery modalities are growing in importance across the district. A review of the district demographics for Fall 2002 terms indicates the following:

- The ethnic diversity of the MCCD student population exceeds the diversity of Maricopa County (about 40% and 36% minority, respectively).
- The age profile is as diverse as the age profile of the County, with persons of all ages attending the colleges.
- Female students continue to outnumber male students: female students account for 54% of the student population and male students account for approximately 41% (the remaining students failed to identify their gender).
- Part-time enrollment is still the norm at 77%.

## **Progress on Goals and Outcomes**

### **I. University Transfer Education/General Education**

#### **Definition**

University Transfer Education/General Education refers to facilitating student transfers to baccalaureate institutions. The Arizona General Education Curriculum (AGEC) and Associate in Transfer Partnership (ATP) degrees are examples of programs designed to help students make this transition successfully.

#### **Goals**

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, primary pipeline for Maricopa students.
2. Students will experience a seamless transfer to baccalaureate degree transfer institutions.
3. Students will demonstrate postsecondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics. (See Appendix Two.)
4. Students will successfully complete certificate programs and associate degree programs.

#### **Measures**

The major indicators and measures that support these goals can be categorized as follows: proportion of students in state universities and university graduates who are MCCD transfers; local and national comparisons of GPA and transfer process and success; credits transferred/loss of credits in transfer; completion of associate degree or certificate; competency measures used at individual colleges; evaluation reports and student satisfaction measures.

#### **Challenges and Opportunities**

Although tuition costs continue to rise, community colleges continue to represent a cost-effective option for obtaining postsecondary education. With costs rising

comparatively faster at baccalaureate institutions, community colleges can anticipate attracting increasing numbers of students who are pursuing baccalaureate degrees or beyond, who wish to make use of the lower cost options available to them through MCCD.

There are ongoing efforts among Arizona's public universities and the ten state community college districts to improve the statewide transfer model. Establishment of supporting policy for transfer and articulation is also receiving attention. Increasing use of technology supports the management and operation of the components of the transfer model. The transfer student warehouse has information from all participating Arizona colleges and universities, and development of routine reports has begun.

Colleges have a variety of programs that support students attaining their educational goals. For example, Mesa Community College, which reports providing transfer services to 45,155 students in the past year, requires twice yearly contact through phone, email, appointments, etc. All of the schools emphasize development of an educational plan and staff monitoring of the progress of the plan. Electronic "early-alert" systems focus on factors that threaten the achievement of the plan, such as a student "at-risk" for failing a course, or changing a program without advisement.

Maricopa is working to establish transfer articulation agreements that accept and apply more than 60-64 credits. This would maximize the transfer of credits that are acceptable as lower-division transfer. Generally, institutions will require 40-45 credits of upper division work toward a 120 credit baccalaureate degree. In some cases, partner institutions will accept up to 90 credits of course work earned at a Maricopa Community College.

Efforts continue on establishing relationships and forming articulation agreements with Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSIs) and Tribal Colleges. Maricopa currently has an agreement with one HBCU, Mississippi Valley State University; one HIS, Arizona State University; and a pending agreement with the National Articulation Transfer Network, which will link HBCUs, HSIs, and Tribal Colleges in articulation agreements with partnering community colleges.

The growth in electronic education introduced expanded opportunities for partnership. Maricopa is working to establish an international articulation agreement with Northern Territory University in Australia and to develop a template for criteria to evaluate other possible global partners.

There are discussions at the statewide level to standardize the use of assessment tests for prior learning or experiential learning. Currently, the public universities and community colleges in Arizona have agreed upon standard scores for Advanced Placement and CLEP credits for the demonstration of proficiency in languages other than English.

## **Summary and Status**

The first goal addresses students who transfer to a baccalaureate degree granting institution. Full data tables reporting the measures used to support achievement of the first goal can be found in tables 1-5 in the data appendix.

In fall 2002, students with MCCD credits represented 49% of the undergraduate enrollment at ASU, 22% at NAU, and 11% at U of A. Of those who completed AGECE or ATP in 2000, 41% transferred to ASU within two years. Approximately 67% of all baccalaureate degrees awarded to students at ASU in 2001-2002 were awarded to students with MCCD credits.

There have been some limited comparisons of GPA between MCCD transfer students and ASU-native students. Generally, the native-ASU students had GPA's slightly higher than the transfer students. [For example, among students who had completed 24-64 hours, native-ASU groups average was 3.07, while the MCCD transfer group was 2.79. These comparisons were done by the ASU Office of Institutional Analysis and reflect courses taken between Fall 2000 and Summer 2001. MCCD does not have permission to access information on non-MCCD students in the Arizona State System for Information on Student Transfer (ASSIST).]

The differences in GPA could reflect better acclimatization to the university setting on the part of the ASU-native students. They could also reflect the higher level of selectivity applied to initial admission of university students, compared to the open enrollment policies at the community college level.

The number of new MCCD students transferring to state universities in Arizona during 2001-2002 was 7,725. This reflected an 8% increase over the preceding school year and a 24% increase over the last six years.

The second goal focuses on the seamlessness of the transfer process. At present, there is no direct measure of students' loss of credit during the transfer process. Similarly, student satisfaction with the transfer process is not being directly measured. It is inferred based on student satisfaction with the Arizona Course Applicability System (AZCAS) online service, which may be quite different than student satisfaction with the transfer process itself. It appears that most students who use the AZCAS system are satisfied with it.

Evaluating progress on the third goal, with respect to student competencies, is very complex. Colleges report progress in this area in a separate report singling out best practices. (See Appendix Two). Assessment procedures vary within colleges, based on program, students, perspective, community, and other factors. In the long-term, ability to perform in subsequent classes and in employment situations that require these competencies may be as revealing as direct attempts to measure competency levels.

The fourth goal in this area focuses on completion of certificate and degree programs. In school year 2002-03, 11,892 certificates and degrees were awarded. Of these, 38% were degrees and 62% were certificates. (See tables 6-7 in Appendix One.) The balance between certificate and degrees shifted substantially beginning in the academic year 1997-98, when certificates increased to 68% of the total, compared to 49% the previous year. This coincided with the implementation of welfare reform, which limits long-term educational support and focuses on short-term occupational support, often relying on certificate programs to build the work force. Since then, certificates have generally remained relatively stable in the 61-63% range.

### **Next Steps**

1. Improve ability to obtain data that support measures of district-wide success in this area, e.g., better access to university data for comparisons, loss of credits in transfer, and student satisfaction.
2. Continue to facilitate the transfer process using a broad spectrum of methodologies, e.g., increasing transferable credits, transfer articulation agreements, and partnership agreements.
3. Continue to collect information on new partnerships.

### **Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session**

#### **What has been Maricopa Community Colleges success rate with AGECE?**

For fall 2002 we know 49% of ASU's students had taken courses at MCCD. The success rate of those with AGECE in having all of their credits transfer appears to be positive.

#### **How successful are students in pursuing baccalaureate degrees?**

We know that in 2002 67% of ASU baccalaureate graduates had college credits from MCCD with 27% from NAU and 13% from U of A. Data are not available from private colleges and universities at this time.

### **Ia. Student Academic Achievement Assessment**

#### **District Statement on Assessment**

The purpose of assessment in the Maricopa Community Colleges is to improve student learning and enhance teaching. It is owned and driven by faculty, supported by administration, and directed by individual colleges. Assessment is characterized by the following:

- Involves multiple methods of measurement
- Ensures an ongoing, sustainable process of review
- Contributes to curriculum, budget, and planning processes
- Is addressed on various levels (i.e., course, program, institutional).

(Prepared by the District Student Academic Achievement Assessment Committee {DSAAAC}—October 2002)

## **Goal**

5. Students will demonstrate postsecondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.

## **Measures**

Multiple measures of student academic achievement in general education are developed and administered by college faculty. Each college has individual evaluation parameters set by its own faculty members. Therefore, the means and conditions used to document this goal will be applied relative to the Student Outcomes and Evaluation plans established by each college. These data have been compiled by the DSAAAC with input from the Deans of Instruction.

## **Challenges and Opportunities**

Ongoing assessment of student academic achievement is a complex process that involves continual evaluation, analysis, re-evaluation, and implementation of processes for continuous improvement. The process must assess common outcomes, while allowing for the program variances that stem from different needs, communities, approaches, and perspectives. Development of valid and reliable methods and instruments to assess competencies is a demanding and time-consuming process. Collection and analysis of data are also time-consuming processes.

Developing and implementing assessment procedures is an integral and essential component of accountability. Accountability procedures are important in ensuring that resources are being used to accomplish the stated objectives. Simultaneously, there is a cost associated with good accountability procedures. Designing and conducting research, development, and implementation of assessment activities, along with data collection and analysis all imply the need for balance in using resources for those purposes while striving to improve teaching and learning.

## **Summary and Status**

All of the colleges are actively engaged in assessing postsecondary student competencies and utilizing those results to improve teaching and learning. The colleges have provided exemplary leadership in developing diverse tools and quality efforts to assess student learning based upon their unique environments, student bodies, faculty, and staff. (See Appendix Two, College Reports on Assessment Best Practices.) In addition, DSAAAC and the colleges continue to address common issues concerning assessment.

## **Next Steps**

1. Colleges will refine assessment at their campuses and continue to share challenges, opportunities, and methods.
2. DSAAAC will support/facilitate colleges efforts.

## **II. Developmental Education**

### **Definition**

Developmental education refers to courses offered to students who are under-prepared or not ready for college level courses. Developmental courses emphasize fundamentals and basic skills that are prerequisite to success in college-level MCCCD courses.

### **Goal:**

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

### **Indicators and Measures**

The indicators and measures applied in this area determine the number and percent of students enrolled in developmental courses who successfully complete (grade C or better) those courses. The number and percentage of developmental education completers who complete a subsequent college-level course in the same area within two years are also monitored.

### **Challenges and Opportunities**

The incoming student population at MCCCD colleges is increasingly under-prepared for college work and in need of additional development and assistance.

Maricopa's Community Colleges practice an open-door admission policy. Therefore, they are often the first choice for students who lack the skills and background to succeed at college-level work. Not all students complete high school ready for the challenge of college-level study; further, students who dropout or barely qualify for graduation may need extra help to succeed at the postsecondary level.

Research suggests that remedial courses generally are self-supporting and may even generate revenue that colleges use for other purposes. In addition, some research suggests that successful remediation increases the potential for people to be self-sufficient instead of dependent on social programs.

### **Summary of Status**

Developmental enrollments are growing. Enrollments in developmental courses totaled 25,130 in Fall 2002. This was an increase of 12% in developmental enrollments from the previous fall. Developmental enrollments have increased 36% since 1998. Developmental courses accounted for just over 10.5% of the Fall 2002 FTSE and 16% of the Fall 2002 headcount. Sixty-two percent of those who enrolled in developmental courses completed them with a "C" or better. (See Tables 8-11 in Appendix One.)

Successful completion of a subsequent, college-level, related course, within two years of completing the development course, varies with the subject matter. In Fall

2000, the latest year for which the 2-year time period has been completed, 1,367 students were enrolled in a developmental reading class, RDG091. Of these, 20% successfully completed a college-level reading class within two years.

Both enrollments and subsequent completion rates were higher for students in the developmental English class, ENG071. In Fall 2000, 2295 students were enrolled in the developmental class, of whom 37% successfully completed a college-level English class (ENG101) within two years.

The largest developmental enrollments were in developmental mathematics, MAT120, 121, 122. Fall 2000 enrollments in the developmental mathematics courses totaled 5,929. Fifty-three percent successfully completed the developmental course. Of these, 75% enrolled in a college-level course within two years, and 31% successfully completed the college-level course.

The demographic profile of students in developmental courses reflects the demographic profile of the student population in some areas, and differs in others. For school year 2002-2003, representation of females in developmental classes was slightly higher than their representation in the general population (58% and 54%, respectively). Males comprised 40% of developmental enrollments and 41% of the general student population. Younger students (under 25) represented a higher proportion of the total of developmental students than their percentage within the total population would predict. Hispanic representation in developmental courses was 33%, compared to 16% in the general population. Caucasians accounted for 44% of developmental course students, American Indian and Asian 4%, and Black 7%.

### **Next Steps**

1. The 36% growth in developmental enrollments since 1998 confirms the need to continue focusing on services provided to under-prepared students.
2. The roles of and alternative delivery methods in generating success for students in need of developmental courses need to be considered.

### **Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session**

#### **What is the success rate of students who take developmental courses?**

This is an area all colleges continue to study and is linked to retention efforts being undertaken. We know that approximately 77% of students who complete ENG071 enroll in ENG101 within two years. In the area of reading, only 36% enroll within two years after taking RDG091 into CRE101. After completing either MAT120,121, or 122, 75% enroll in a higher level math course.

### **III. Workforce Development**

#### **Definition**

Workforce Development refers to the goals, activities, initiatives, and occupational programs that facilitate the expansion of a labor pool that matches the high performance workforce requirements and staffing needs of Maricopa County employers.

#### **Goals**

1. Students will complete occupational programs or courses with skills sought by themselves or employers.
2. Maricopa Community Colleges will collaborate with private, public, and community partners to identify and respond to recruitment, training, and educational needs.

#### **Indicators and Measures**

The major indicators and measures for determining compliance to workforce development goals fall into the following categories: the number of students who enroll in occupational-related courses; the number of students who complete occupational-related courses with a passing grade; the number of students who complete an Associate in Applied Science degree program; the number of students who complete an occupational certificate program; employment and wage status; participant and employer satisfaction; and partnership/collaboration with business, industry, and other public sector agencies (See Appendix One for measures and their associated data).

#### **Challenges and Opportunities**

The Greater Phoenix Economic Council (GPEC) has identified five industry clusters as priority for business attraction and economic development. The industry clusters are Aerospace, Bioindustry, Advance Business and Financial Services, High-Tech, and Software. MCCD has made a tremendous impact on the regional economic development efforts by demonstrating the ability to educate and train a highly skilled and competent workforce in these areas.

The growing population in Maricopa County increases the need for infrastructure occupations such as Nursing, Law Enforcement, and Firefighting. MCCD has a great opportunity to supply individuals to public and private organizations to fill these key roles. However, the inability to increase the student capacity in undersupplied occupations such as Nursing and Allied Health in a timely manner could lead to negative long-term effects in the communities we serve. This is also important in the area of Homeland Security. The continued emphasis on a national, state, and local level in this critical area creates significant opportunities for MCCD to establish and improve occupational programs that will positively impact the well-being of Maricopa County residents.

The negative economic climate in the high technology manufacturing industry has had an adverse impact on the associated occupational programs. With many jobs being transferred to overseas markets and increased competition for high technology manufacturing jobs in the United States, students are seeking educational and employment opportunities in other disciplines. Additionally, many jobs are being redefined, and many companies are engaged in “right sizing.” Right sizing is a term that is used to describe companies continuing their operations with the optimal number of employees. Over the past three years there has been an estimated -12% growth in high technology manufacturing related courses across MCCD. The same phenomenon holds true for information technology related programs whose related course enrollments has decreased by an estimated -4.85% over the past three years.

MCCD must continue to make fact-based strategic decisions regarding the development of new occupational programs and the revision and retention of existing programs. While each of the colleges offers programs to address the needs of its unique community, the occupational programs offered by MCCD should meet the needs of the macrocosm of Maricopa County.

Leveraging the existing expertise in occupational-related programs to find ways to apply it to emerging industries gives students and programs new ways to reinvent themselves as technology and the employment base changes. Cross-functional applications of fundamental skills learned in occupational programs will greatly increase the return on investment.

### **Summary and Status**

Student enrollments in occupational program courses totaled 275,754 (duplicated headcount) in FY 2002-03. This represents a 2.62% increase from FY 2001-02. The rate of successful course completion (A,B,C, or P) during FY 2002-03 was 80%.

During FY 2002-03, MCCD awarded 1,687 AAS degrees and 7,390 certificates. These figures respectively are 11.28% and 1.47% higher than the number of awards for FY 2001-02. It is believed that a much higher number of MCCD students actually complete their AAS and/or certificate program. However, with no requirement for students to apply for graduation, there is a significant shortfall in the data collection. Another observation that has been made is the high number of students who are offered and accept jobs in their occupational area of study prior to their completing a degree or certificate program. The two issues highlighted create an opportunity for the Occupational Administrators to partner with the Student Services Administrators to identify a strategy to promote students completing their program of study and applying for graduation.

The Carl Perkins III study follows a group of community college completers over a period of time. Although this information covers participating community colleges throughout Arizona, it provides useful insight specific to MCCD. The demographics for the cohort are:

- 100% of the cohort completed an occupational program
- Gender
  - Male – 43.36%
  - Female – 55.7%
  - Unknown - .94%
- Age
  - 16 to 19 – 2.72%
  - 20 to 29 – 46.83%
  - 30 to 39 – 24.82%
  - 40 to 49 – 17.19%
  - 50 and over – 6.31%
  - Unknown – 2.13%
- Ethnicity
  - White – 60.41%
  - Hispanic/Latino – 20.48
  - Black/African American – 5%
  - American Indian/Alaskan Native – 4.55%
  - Native Hawaiian/Pacific Islander – 2.56%
  - Asian – 2.53%
  - Other – 1.5%
  - Not Reported/Missing – 2.96%

The 2000-01 report indicated that 61.6% of the 3,711 program completers in the tracked cohort were in the Arizona labor force. To be in the Arizona labor force, an individual must have a quarterly wage greater than zero. From the second quarter of 1999 thru the second quarter of 2002, the number of people who transitioned from being out of the Arizona labor force to being in the Arizona labor force has increased by 26.3%. During the same time period, the average quarterly wage for the program completers tracked in the cohort has increased by 71.9% to \$6,588.

In general, students and employers are satisfied with the education and skills acquired through a MCCD education. This is evidenced by student course evaluation forms, surveys, and advisory committee feedback. Currently, there is no formal consistent method to generate this type of feedback specific to occupational programs. This issue has been noted by the MCCD Occupational Administrators and preliminary plans have been outlined to secure occupational program specific feedback.

There are a reported 372 (includes duplicated organizations) partnerships and collaborations with business, industry, and other public sector agencies. These partnerships and collaborations accounted for 63,345 people enrolled in credit/non-credit courses (duplicated number). In 2003 the Occupational Administrators launched the first district-wide Corporate Customer Satisfaction Survey. Of the 208 partners surveyed, 97% indicated that they were satisfied with the improvement in the knowledge and skill level of their employees who received training from MCCD. The greatest benefit of conducting this district-wide survey is the framework that has

been outlined for more collaborative data collection and information gathering in the area of occupational programs.

### **Next Steps**

1. Continue to dialogue with community and industry leaders about initiatives to support their workforce needs and continually assess the progress of such initiatives.
2. Link with district-wide student affairs staff to broadly disseminate workforce information to students and faculty.
3. Formalize district-wide process to solicit occupational program student and employer feedback.
4. Continue to use the Occupational Master Plan and other research to make fact-based strategic decisions regarding occupational program development, revision, or retention.

### **Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session**

#### **Do we track students who receive certificates?**

There is not a formal method in place to track students who receive certificates from MCCD. Discussions have commenced to develop a tool to solicit feedback from AAS degree completers, certificate program completers, and employers of former MCCD students. The colleges are anticipating piloting a new tool in Spring 2004.

#### **Is the student guarantee policy still in effect? Has anyone taken advantage of it? Are others aware of it? Is there a need to market the policy?**

The student guarantee policy (i.e. Graduate Guarantee Policy) is still in effect. However, it is not widely known or publicized among students, faculty, or administrators. After querying district employees, only one vague recollection of the Graduate Guarantee Policy being used was recalled. The policy is not listed in the catalog common pages. To effectively market the Student Guarantee Policy, a team made of representatives from the Occupational Administrators' Council and Student Services Council will convene to implement and publicize this policy.

#### **Degree and certificate completers – how successful are students after they receive certificates?**

As stated in the response to a previous question, discussions have commenced to develop a tool to solicit feedback from AAS degree completers, certificate program completers, and employers of former MCCD students. This will include longitudinal tracking of a sample of the graduate population.

#### **Partnerships – do MCCD representatives serve on these committees as well?**

Yes, where appropriate, MCCD representatives serve on committees sponsored by private, public, and community partners.

#### **How long does it take MCCD to develop a program for a new partner?**

The timeframe to develop a program for a new partner will vary based on the needs of the partner and the resources of the district. A program consisting of one course that has already been developed but needs to be tailored to fit the requirements of a new partner can take as little as two weeks to deliver. Conversely, the development of a new A.A.S. degree or certificate program can take up to twelve months.

#### **Where do we get teachers to teach students?**

Prospective teachers are referred to M CCD via newspaper advertisements, word of mouth, advisory boards, and other teachers. However, it is becoming increasingly difficult to hire faculty in some selected fields such as nursing and health science because of the disparity between M CCD faculty salaries and standard occupational salaries.

### **IV. Student Development Services**

#### **Definition**

Student development services are services established at each college to provide support and guidance to students at all stages of their student lives: prospective, enrolling, current, and transitioning.

#### **Goals**

1. Students will be provided programs and services that further increase retention and support their learning, educational, and employment/career goals.
2. Students will be provided programs and services that support their personal growth and citizenship development.

#### **Indicators and Measures**

Indicators and measures associated with these two goals fall into the following categories: Student satisfaction; types of services that support learning and education, career goals, growth, and citizenship development; learning opportunities associated with services offered; and use rates for services offered. Extensive reports provided by all of the colleges detail the variety, range, and scope of programs offered by each college. They can be found in Appendix Four, Student Development Services (provided separately).

#### **Challenges and Opportunities**

Student services have a strong impact on the quality of each student's educational experience. Students have come to expect flexible, user-friendly services available 24/7. The focus on student services at for-profit learning institutions challenges community colleges to keep up.

The rapid pace of change, particularly in the technological area, has opened many possibilities for enhancing student services, even as it strains professional and financial resources. For example, while information and services available online vary somewhat among the colleges, online registration, schedules of classes, faculty

information, course requirements, textbooks, research materials, activities, discussion groups and a host of other services are now the norm.

These enhancements have come at a cost. The cost of investment in keeping up with the latest technological advances increases exponentially as the pace of change accelerates. Educational institutions increasingly face a situation familiar in the medical community: placing the latest technology for every purpose at every site may lead to underutilization at some sites. Collaboration can help to avoid this, but collaboration can be challenging if organizations perceive themselves as competing for resources.

### **Summary and Status**

All colleges within MCCCD have established programs and services to provide support and guidance to students. Four groups are targeted: prospective students, enrolling students, current students, and transitioning (completing) students.

- Prospective students are introduced to the community colleges in a variety of ways. Dual and concurrent enrollments provide opportunities for students to begin their transition to college while still in high school. Tours of campuses, college participation in day and evening education programs, special recruitment programs for nurses and teachers, presentations at feeder schools, programs for high school and junior high students at various campuses are all just a few of the many services that introduce prospective students to MCCCD. Collaborative partnerships with the public and private sectors, nonprofits, educational institutions, community groups, and others play an important role in outreach and recruitment.
- Enrolling students today have an unparalleled range and scope of services. From traditional services, such as advisement, assessment, and financial aid—often offered in entirely new and more convenient delivery modes—to disability services, online student orientation, veterans programs, international students' centers and the many others detailed in the appended college reports, colleges focus on helping students get a solid start to achieving their educational goals.
- Current students continue to use many of the services offered enrolling students throughout their student days. In addition, services such as “early alert” identify at-risk students earlier, to increase the chance of successful intervention. (See the special section on retention at the end of this section for more on current students.)
- Transitioning (completing) students—see section on University Transfer/General Education for example of transition services.

Student services that support students in attaining their educational and learning goals generally fall into four categories of programs: 1) Direct support services that

motivate/mentor students, such as academic advisement, counseling, learning enhancement, and career services. 2) Services that inform the process, such as testing and assessment; 3) Services that prevent or remove obstacles or solve problems that might interfere with the student's education, such as child care, disability accommodation, admission/records, financial aid, and veteran's services; and 4) Enrichment services, such as athletics, student activities, and service learning.

Student services help to support students' personal growth and citizenship development. They do this in several ways. First, the environment of the colleges provides students with opportunities to experience being part of a community, with the responsibilities and privileges that entails. In addition, a wide variety of activities are offered that provide exposure to the workings, issues, and priorities of the larger community in order to enhance student understanding of the process of governance and their role as citizens. Finally, students are offered opportunities and encouraged to participate in activities that make a contribution to the community, such as mentoring and teaching.

### **Next Steps**

1. Continue to focus on what students need from student services and how student services affect student outcomes.
2. Focus on developing measures that link student service to student outcomes.
3. Continue to encourage and reward collaborations that optimize services and resource usage.

### **Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session**

#### **What surveys are used to monitor student satisfaction across the district (re: Noel-Levitz surveys)? Can the colleges use a common survey?**

The Maricopa Community Colleges use a variety of surveys to monitor students including the Noel-Levitz student satisfaction instrument. The colleges are in the process of exploring additional options such as the Community College Survey of Student Engagement (CCSSE). Research shows that the more actively engaged students are with college faculty and staff, with other students, and with the subject matter, the more likely they are to learn and achieve their academic goals. Several colleges will pilot the national CCSSE test and the results will be shared with the district.

#### **Number and percentages need to be added to outcomes and goals.**

Baseline data was gathered for this year's report including the following categories: number and percent of course completions; number and percent of successful course completions; number and percent of students who reenroll in the next semester; influence of student intent on these measures; and reasons student drop out of courses. National comparative data will need to be gathered and goals will be established through the strategic planning and board goal process.

**Need to increase student recruitment and retention. How are we improving retention? What is done to support retention?**

Several district-wide discussions have taken place on retention including retention roundtables and follow-up small group discussions. Outcomes of these discussion have included a district-wide definition of retention “Retention is defined as the student’s engagement until completion of their learning goals,” measurable outcomes of retention listed above, and heightened awareness and attention to retention programs and services at the colleges. Programs such as the Achieving a College Education (ACE), Hoops for Learning, and the Federal TRIO programs provide direct support for student retention.

**Need more consistent process for evaluating programs and services such as with the Council of Academic Standards (CAS).**

MCCD conducted the last evaluation of CAS standards in 1999-2000 for student development services. The Council of Academic Standards has released the new version this year, 2003, which will be reviewed by the colleges. Alternative evaluation programs are also being reviewed such as Principles of Good Practice for Student Affairs, established by the American College Personnel Association and Core Indicators of Effectiveness for Community Colleges, established by the American Association of Community Colleges.

**IVa. Retention**

**Definition**

Retention is defined as students’ engagement until completion of individual learning goals. Retention is an integral element of student development services. Its importance and priority led to its being singled out for a special section.

**Goals**

1. Student engagement will continue until completion of individual learning goals.

**Indicators and measures**

The major indicators and measures that support this goal can be categorized as follows: Number and percent of course completions; number and percent of successful course completions; number and percent of students who reenroll in the next semester; influence of student intent on these measures; and reasons students drop out of courses.

**Challenges and Opportunities**

Research demonstrates that more students leave their college or university prior to degree completion than stay. This departure is of concern to MCCD because the consequences of student early exit are not trivial. There may be occupational, financial, and personal rewards that result from students’ completion of learning goals. From MCCD’s position as an educational institution within the Maricopa County community, it is important that the complex interplay of forces that influence

student retention be understood so that successful forms of action can be developed and implemented. It also must be acknowledged that students who are not retained may have been assisted by their educational experiences at MCCD in their discovery of different opportunities that lead them to seek educational goal fulfillment outside of this institution. Nonetheless, by developing a Governing Board goal focused on student retention, MCCD is seeking to understand the retention landscape so that opportunities to enhance students' engagement can be identified.

### **Summary and Status**

One of the first questions to be answered when examining student retention is to determine the patterns of student engagement in their course work. Over the last four fall terms, the overall rate of completion in credit courses has made a small but steady increase to the current rate of 81%. This means that the vast majority of students who begin a course stay to complete it. In this instance, completion is defined as any letter grade, A through F, or a "Pass". In addition, it appears that the students' stated intent for enrolling in a credit course has little to no bearing on completion. On average over the last four fall terms, about 78%-82% of the students in each of the student intent options completed their course. Only the option "Improve new skills at my present job" shows a slightly higher completion rate of 83%-85%. (See Appendix One, Tables 16 and 17.)

The second indicator examined was the pattern of successful course completions and their relationship with student intent. Successful completions are those with a grade of "C" or better or "Pass". The complete data are shown in Data Tables 18 and 19. The overall rate of successful course completions was 75% four years ago, dropped to 70% the next year, and has gradually climbed back to 74% for this Report year. There was more variability in successful completion rates depending on intent than for any course completions. Courses taken to "Improve new skills at my present job" had the highest successful completions rates over the last four years, varying from 79% to 81%. Next was "Prepare for a career change" with a successful completion rate of 76%. The other intent options had successful completion rates in the low 70% range.

Reenrollments in the next semester show consistent patterns over the last four years. If a student is enrolled in a fall term, 61-62% will reenroll in the spring and 41-43% will reenroll the next fall. About 9-10% will graduate within the year. Intent seems to be related to reenrollment. In general, students who enroll in a credit course for personal interest or skill improvement reenroll at a rate of 48%-57%, while students who are preparing for a career change, employment, or university or community college transfer reenroll at a rate of 65% to 71%. Please see Tables 20 and 21 for more information.

The reasons students drop courses vary. In slightly more than one quarter of courses that are dropped, students do not give a reason. (See Table 22.) The next largest reason category is "to be placed in an alternate section or course," which accounts for 23% of the drops. Eighteen percent were dropped for non-payment of fees and

11% were dropped due to excessive absences. Together these categories account for 78% of all students who dropped a course during this Monitoring Report year.

### **Next steps**

1. Continue to monitor course completion indicators to determine if patterns change over time.
2. Continue to develop strategies that enhance student retention.

## **Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session**

### **What efforts are made in the area of retention?**

How to retain students continues to be addressed by each college. It is important to keep students in classes and to get them to enroll in succeeding semesters until they have completed their educational goal at Maricopa. A Summit on Retention was held in spring 2003 for MCCD colleges to share retention techniques. This fall, each college is preparing a report of their "Best Practice" in retention. The reports will be compiled and shared with the Governing Board. A Day of Dialogue on Retention is also being planned for spring 2004 with a nationally recognized speaker on retention issues as the keynote speaker.

## **V. Continuing/Community Education**

### **Definition**

Community colleges strengthen their bonds with their communities by providing services that benefit the entire community, in addition to those seeking to further their education in credit courses. The Maricopa Community Colleges offer a broad range of non-credit courses, workshops, and classes covering a broad spectrum of topics. These include professional development, physical fitness and wellness, crafts, performing arts, personal awareness and growth, technology, senior citizen interests, and many others.

### **Goals**

1. Community members will be provided opportunities for personal interest/development to include:
  - a. Accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of a vocational nature to include leisure, wellness and specialized training; ) and
  - b. Forums, dialogs for balanced views of contemporary civic and public issues.
2. 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.

### **Indicators and measures**

Indicators and measures associated with these two goals fall into the following categories: Student satisfaction, partner satisfaction, program and services offered, percentage of high school graduates who enroll at an MCCD college, regulatory compliance reports, and comparison of matriculation rates for students in outreach programs with those not in outreach programs.

### **Challenges and Opportunities**

Community colleges are uniquely situated to contribute to building a sense of community in their respective areas. Community and continuing education programs offer an opportunity to connect with the community as a whole. These programs offer an opportunity for community colleges and communities to support each other so that both can thrive.

Non-credit offerings provide opportunities to expose a broad spectrum of the community to what the colleges have to offer. Special partnerships with educational institutions K-20 help to enrich the educational experience, provide special programs to help “at risk” youth gain a college education, provide summer programs at the colleges that help build interest in math and science, and serve many other purposes. Members of the community participate as teachers as well as students in these programs.

There is a strong emphasis on developing partnerships, and the colleges’ reports (see Appendix Five, Continuing/Community Education) detail many examples. It was also pointed out that the single most difficult part of establishing a partnership could be the required legal documents, and more staff and training were recommended in this area.

### **Summary and Status**

Colleges in MCCD offer a broad spectrum of non-credit instruction. (See Continuing/Community Education, Appendix Five.) Non-credit offerings, technological offerings, leisure and wellness programs, civic engagement programs, visual and performing arts opportunities, personal and professional development, hobbies, service learning, career days, special events, lectures and forums, club meetings, and workshops all provide opportunities to strengthen ties between the colleges and the communities they serve. A few specific examples from the college reports:

- Gallery 37 is a West Valley Fine Arts Council educational program with high school students working with master artists to create a public art to be used in the community. EMCC donated the facilities and faculty that provided career training for the students.

- GCC hosted a number of public forums and events. Four noteworthy forums/events were the GCC Annual Readfest (celebrating literacy K-4th grade), Water Safety Day (involving 12 fire and police departments and 500 volunteers), Master Planning forums and the Governing Board Listening Session.
- SCC conducted the NACHC Living Well Traditionally Camp for urban Native American youth.
- 800 MCC students performed more than 35,000 hours of community service through independent service learning courses.
- Rio Institute for Senior Education (RISE) is an example of the community having accessibility to college facilities. The RISE activities include leisure/special interest and technology-based non-credit course offerings and seminars. More than 1000 people participated in 2002-03.

Colleges routinely conduct evaluations of their programs to determine satisfaction. Satisfaction rates have been very high, depending on college and program. Colleges seek to evaluate programs that are not being utilized and determine whether they should be adapted or cancelled.

Community members can access library and online information resources provided by each of the colleges. Athletic teams and events, dining facilities staffed by culinary students, radio and television stations, performing arts, lectures, and many other activities and services enrich the community.

Partnerships between colleges and other educational institutions build collaboration and exert a positive impact on students and communities. Partners report that dual enrollment and co-enrollment partnerships keep students in school and build enrollment in occupational-technical classes. Many students from these programs move from high school to one or more of the MCCD colleges. For example, the ACE (Achieving a College Education) Plus program helps at-risk children graduate from high school and enter college. This partnership program is slated for expansion through a \$30 million fund-raising drive.

Partnerships help to build capacity and leverage/optimize resource utilization. Colleges have partnerships with each other, with area elementary and secondary schools, with Arizona universities, and with early childhood learning specialized organizations.

### **Next steps**

1. Continue to build close ties between colleges and communities through innovative activities and programs that increase access to the colleges.
2. Continue to build on successful educational partnerships in general and in specialized programs.

## **Responses to the Summary of Comments from the November 2002 Governing Board Goals Work Session**

### **What efforts are taking place to improve high school graduation rates, college going rates and completion rates?**

Each of the colleges has programs in place with high schools that encourage students to stay in school and graduate with the intent they will matriculate to college.

Examples are dual enrollment, ACE, and teacher education. A listing of programs with schools is found in each college's report in Appendix Five, for Goal 1 under Continuing/Community education. In addition, the Maricopa Community Colleges have recently formed an Alliance Partnership with Arizona State University to increase the number of students who are completing two year as well as baccalaureate degrees. Pilot projects will be in place by fall 2004 and the projects will be monitored to determine rate of student success and degree completion.

## **VI. Teacher Education**

### **Definition**

The Maricopa Community Colleges are providing leadership on a local, state, and national level for the recruitment, preparation, and retention of quality and diverse PreK-12 teachers. Several initiatives and programs are impacting the teacher shortage. These efforts are highlighted in the following measures for the Governing Board Goal on Teacher Education.

### **Goals**

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

### **Indicators and Measures**

Indicators and measures associated with these goals include: measuring the annual student enrollment in education courses, certificate and degree programs; measuring the number/names/purpose of partners/organizations by college and the number of persons trained; measuring the percent of education baccalaureate degree graduates with community college transfer credits: 1-11.9, 12-23.9, 24-31.9, 32-47.9, 48-63.9, 64+ and their average GPAs.

### **Challenges and Opportunities**

The expectations for teacher education are changing at a rapid rate. Both state and national leaders are calling for higher standards and more accountability. The first annual report to Congress on the state of teacher quality, as part of the reauthorization of Title II, requires states to report pass rates on state certification and licensure examinations for students completing their teacher training programs,

criteria for identifying low performing schools of education, and national patterns and their implications. Maricopa Community Colleges are emerging as a major player within the state influencing politics in teacher education.

The No Child Left Behind Act impacts education in the mandate that all current classroom aides in schools that receive Title I funds must have the equivalent of a two year degree or be highly qualified as reflected on a performance indicator. Every community college in MCCCD could receive large numbers of paraprofessionals seeking further education to meet this goal. There are thousands of paraprofessionals without college degrees in Maricopa's public schools.

The No Child Left Behind Act also provides new funds directed at programs designed to streamline the entry of mid-career professionals into the classroom through alternative routes. Troops to Teachers, Transition to Teaching and Post Baccalaureate programs are all examples of programs that meet this need. In addition, there is a federal emphasis on radically streamlining the system and providing alternative routes to teacher certification.

Continued recruitment efforts to attract and retain an ethnic composite of teacher education students who reflect the changing population of Arizona's public schools and effect the pending teacher shortage are needed, especially in Math, Science, and Special Education.

Assessing local school districts' needs to best advise paraprofessionals on educational paths that fill the pipeline and ensure transfer courses or provide specialized training for paraprofessionals are needed, as well as providing opportunities for paraprofessionals to take the state approved test.

### **Summary and Status**

Teacher education course enrollments continue to increase as evidenced by the total enrollments over the past three years. For example, 2002-2003 course enrollments (duplicated) grew more than 150% when compared to 1999-2000 course enrollments (see Table 24). This growth is due to new program development at the colleges, including the post-baccalaureate program at Rio Salado and Scottsdale Colleges, as well as concentrated efforts partnering and recruiting with the local K-12 districts. Education course enrollments, as defined by the Council for Teacher Education, includes preservice and inservice training courses, early childhood courses, education transfer and elective courses, and post baccalaureate courses.

Another way to measure student enrollment in current teacher education programs is to measure the number of students who are beginning their educational program and transfer to one of Arizona's public or private universities. Trends in program increases for the Maricopa Community College District's transfer student population can be measured via enrollment in the three education foundation courses that are required for two of the three public universities, are included in our new AAEE degree and transfer into all of the public university teacher education programs.

While the numbers may not reflect total student enrollment, they certainly show the increase in the teacher education programs within the Maricopa Community Colleges over time. These courses show an overall 149% growth in the last four years (see Table 25).

In addition, 203 education students (see Table 26) were awarded certificates and degrees during the 2002-2003 academic year. This number is not reflective of the total number of education students who may complete degrees because many of the programs are new and students have not completed the program requirements. In addition, the majority of teacher education students transfer 64+ credits to the university, which could mean that while students complete a program of study, they do not apply for or participate in graduation ceremonies to receive a certificate of completion (see Table 29).

All colleges have partnerships with their surrounding communities and K-12 school districts. These partnerships include business, K-12 districts, and service agencies that support Maricopa's efforts to recruit, prepare and retain teachers and substitutes, and to support early childhood programs and services in the surrounding communities. Partnerships have also been developed to address the new federal legislation "No Child Left Behind" to educate all paraprofessionals who work with students in schools receiving Title II funds. Gateway Community College is designated as a statewide testing center for the ParaPro test for paraprofessionals to be designated as highly qualified to work in the K-12 schools. More than 110 partnerships have been developed (see Table 27).

There has been no significant increase in the number of baccalaureate degrees awarded to Maricopa students attending ASU Main, East and West. However, based on the same data in ASSIST, over the last 5 years Maricopa consistently transfers more than 70% of the total graduates from the ASU campuses (see Table 28). In addition, these students carry an average GPA over 3.0 (see Table 30).

### **Next Steps**

1. Continue to develop new programs and services during the coming year, to meet the needs of the surrounding communities and the local PreK-12 school districts, support statewide teacher education initiatives and continue to influence the community college role in teacher education on a national level.
2. Cohesive formats for data collection that best represent teacher education programs will be established.

### **Questions from 2002 Board Report**

Questions were raised last year about the type of teachers we recruit and if we develop community college faculty, as well as K-12 teachers. The Governing Board goal on Teacher Education specifically refers to the recruitment, preparation and retention of pre K-12 teachers. Faculty development programs are the responsibility

of the colleges and Maricopa Center for Learning and Instruction in Academic Affairs; faculty recruitment is the responsibility of the Human Resources Division.

## **DIVERSITY**

### **Definition**

The Governing Board of the Maricopa County Community College District adopted policy language that reads: *Diversity is defined as the environment created within Maricopa that demonstrates equity and mutual respect of each person.*

Equity is demonstrated through equal treatment of students and employees, in the administration of policies, and access to programs and services. In addition, equity involves fairness in consideration of given circumstances. Mutual respect involves civility in the way people are treated, providing a safe environment to express different viewpoints, as well as an avenue for resolving disputes and conflicts. We are each charged with the responsibility of providing an organizational climate where students and employees feel that they are welcome and an integral part of our community.

### **Goal**

Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

### **Indicators and Measures**

As an organizational value, diversity efforts occur on an on-going basis, district wide and at all levels. For the purpose of monitoring, specific outcomes and measures were established. The indicators and measures for diversity can be categorized as: student satisfaction, the ability to get along/and opportunity to interact with others, diverse curriculum offerings (where and how diversity is woven into the curriculum), intercultural competence and employee satisfaction and trend data. The Diversity Advisory Council has established three subgroups to identify specific activities that would help to achieve diversity outcomes. These were:

#### **Classroom Climate and Campus Environment**

This subgroup identified several activities to address classroom climate and campus environment. These included conducting a student climate survey; reviewing the Diversity Values Statement and requesting the colleges to incorporate a diversity related issue in their strategic plans; recommending diversity training for employees and students; and examining demographic trends of local area high schools in order to develop recruitment strategies.

#### **Student Outcomes**

This subgroup identified the following activities to help enhance outcomes for students: the development of student leadership training; the implementation of a plan for districtwide student collaboration and communication; recruitment and

outreach for disenfranchised K-12 students; and continuance of the Diversity Infusion Program.

### **Workplace Diversity**

This subgroup identified the following activities to help enhance outcomes for the workplace: assessment of climate survey data; review of training models from other institutions; exploration of adding diversity as a component to employee evaluations; addition of diversity component to EDU 250; and review of existing hiring practices (i.e., how adjuncts are hired).

The Diversity Advisory Council is chaired by Mrs. Linda B. Rosenthal, Governing Board Member, Dr. Steve Helfgot, Vice Chancellor for Student Development and Community Affairs, and Maria Hesse, President of Chandler-Gilbert Community College.

### **Issues and Opportunities**

Equal Employment Opportunity, Affirmative Action and Diversity outcomes are different tools that are being used to identify issues and initiatives for enhancing a more diverse campus and work environment. The appendix section, which serves as a supplement to the monitoring report, contains summaries of these various tools that are being implemented throughout the district:

- 2002 Diversity Climate Survey Analysis – *submitted by the Diversity Advisory Council*
- Progress for Equal Employment Opportunity and Affirmative – *submitted by Gerry Bradshaw, Manager, EEO/AA*
- Diversity Training conducted by the Employee and Organizational Learning Team – *submitted by Sherrie Faulkner, Manager, Employee & Organizational Learning*
- Faculty Professional Development Opportunities on Diversity (including Faculty in Progress Program) – *submitted by Dr. Maria Harper-Marinick, Director, Maricopa Center for Learning and Instruction*
- Women’s Leadership Group Mentor Program – *submitted by Dr. Kay Martens, Co-Chair, Women’s Leadership Group*
- Diversity Infusion Program – *submitted by Dr. Bonnie Gray, Director, MCCD Diversity Infusion Program*

Particular highlights from these summaries include:

- 88% of employees surveyed agreed that we should learn to appreciate and respect our individual differences
- 31% of employees surveyed reported being tired of hearing, reading, and/or learning about diversity
- As of October 1, 2003, MCCD counted 4,098 full- and part-time employees (temporaries, adjunct, casual and student workers are not included). Of that count, 58.7% were female; and 28.1% were minority. The disbursement by race/ethnicity is: Black 6.4%; Hispanic 17.2%; Asian 2.6%; Native American 1.9%; and White 71.9%.

- Between October 1, 2002 and September 30, 2003, MCCD hired/rehired 56 faculty. Five percent were minority and 55% were female.
- As of October 1, 2003, MCCD employed 1,314 regular, one-semester-only, and one-year-only faculty. Females represented 54.6%, while 21.1% of faculty were classified as minority. The racial/ethnic breakdown is: Black 5.1%; Hispanic 11.0%; Asian 3.3%; Native American 1.7%; and White 78.9%.
- Faculty professional development opportunities included events, learning grants and the Faculty in Progress Program (FIPP). As of August 2003, twelve interns who have participated in the FIPP program have been hired as full-time faculty or obtained one-year-only teaching assignments.
- The Women's Leadership Group Mentor Program is designed to support upward mobility for female employees. Sixty-one women have completed the program since the initial pilot in 2000. The majority of participants in the program are members of the PSA policy group.
- Twenty faculty and 6 student interns are participating in the Diversity Infusion Program. More than 110 courses have been infused with diversity issues and perspectives.

### **Summary of Status**

1. A broad range of diversity related events and activities continue to be offered at all colleges.
2. Equity and mutual respect component were added to MAT employee evaluation.
3. Dialogue presently taking place regarding placement of a diversity component in PSA employee evaluations.
4. Faculty Recruitment Commission continues to explore, develop and make recommendations for the recruitment, hiring and retention of diverse faculty who are dedicated to quality teaching and learning. The Commission enhanced the faculty recruitment program, and now includes targeted outreach to colleges and universities with significant minority populations. In addition, the faculty hiring cycle was accelerated to allow effective recruitment and hiring of faculty members earlier in the cycle.
5. Program evaluation was conducted in the spring of 2003 to assess the effectiveness of the Faculty In Progress Program (FIPP).
6. Improvements to the FIPP Program included changes to the application and selection processes, application materials, and clarification of eligibility requirements and Faculty Intern responsibilities.
7. Analysis of 2002 climate survey was prepared, examining responses based upon gender, ethnicity, age and sexual orientation.
8. Reviewed Richland Community College model for diversity training.
9. Consultant recommendations relative to an organizational structure for recruitment and the coordination of diversity functions are currently under review by the Chancellor and the Vice Chancellor of Human Resources as part of the "Pedrini Report", which is a study of the employment policies and practices of the MCCD.

## **Next Steps**

- Review and formalize recommendations from 2002 climate survey analysis
- Disseminate second climate survey in 2004
- Examine including diversity component in additional employee group evaluations
- Name a dean of student services to lead the Student Outcomes subgroup

## **Responses to the Summary of Comments**

(November 2002 Governing Board Goals Work Session)

### **What is taking place in terms of hiring and workplace diversity? We need diverse teachers at all levels?**

Hiring goals are established for areas where minorities and females are underutilized. Minorities were underutilized in the areas of higher-level professionals and skilled crafts. Faculty positions where minorities are underutilized include art/music/drama, health care, math & computer science, science and vocational training.

As of October 1, 2003, MCCD employed 1,314 regular, one-semester-only, and one-year-only faculty. Females represented 54.6%, while 21.1% of faculty were classified as minority. The racial/ethnic breakdown is: Black 5.1%; Hispanic 11.0%; Asian 3.3%; Native American 1.7%; and White 78.9%.

Between October 1, 2002 and September 30, 2003, MCCD hired/rehired 56 faculty. Five percent were minority and 55% were female.

Rehires are one-year-only, one-semester-only, and specially funded employees who were terminated on June 30<sup>th</sup> and rehired on July 1<sup>st</sup>.

The recruitment function is under the area of Human Resources and Administration. During the past year, targeted recruitment and outreach activities have taken place to attract potential women and minority candidates. Contact was made at over 14 events with over 300 potential faculty, managerial and administrative candidates.

### **Request to review employee satisfaction in the workplace – should survey staff regularly.**

The Diversity Advisory Council plans to disseminate a second climate survey in the spring of 2004. In addition, the results of the 2002 survey are available in the corresponding appendix section for this report, along with proposed recommendations that will assist in addressing workplace climate issues.

## **SUMMARY: MONITORING GOVERNING BOARD GOALS AND MEASURES**

### **Major Findings: Are We Doing What We Say We're Doing?**

- Yes. This report and its appendices provide evidence that Maricopa Community Colleges, individually and collectively, are devoted to learning and to ensuring that the public community has effective, innovative, learner-centered, flexible, and life-long educational opportunities.
- Yes. The colleges monitor whether or not they are doing what they say they are doing, and provide evidence that they use formal and informal feedback to revise and improve their institutions.

### **How Well Are We Doing?**

- The process of monitoring the Board Goals and Measures is evolving and requires the clarification and refinement of standards and the development of new methods for monitoring progress. This process is ongoing, with research focused on identifying core indicators of success and how to track them effectively. (More detailed information on measures of success is included in the appendices.)
- Progress in our ability to capture the successes at the colleges is evident throughout the reporting cycle.

### **What Could We Do Better?**

In conjunction with the leadership councils:

- Continue to provide assistance on the clarification and refinement of the goals and measures.
- Refine the monitoring process to incorporate a mechanism for systematically using the information for program improvement.

### **Are There Things We Should Be Doing As Part of Institutional and System-Wide Effectiveness?**

- Continue to provide multiple year (trend) data, where appropriate, to address monitoring questions. (See Appendix One.) Continue to scan the environment to identify developing trends that can affect our efforts to meet our goals.

### **What Are The Next Steps?**

- Improve ability to obtain data that support measures of district-wide success.
- Continue to focus on how student services affect student outcomes.
- Link workforce data with district-wide student affairs staff to broadly disseminate information to students and faculty.
- Continue to add forums to address retention issues and outcomes.
- Continue to encourage and reward collaborations that optimize service and resource usage.

- Improve ability to obtain data related to transfer success, loss of credits, and comparisons of performance.
- Continue to build close ties between colleges and communities through innovative activities and programs that increase access to the campuses.
- Implement a new format, such as a “report card” evaluation for monitoring progress toward Board goals.