



**MARICOPA**  
COMMUNITY COLLEGES

2018-19  
Monitoring  
Report



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# EXECUTIVE SUMMARY

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## **Introduction**

This report provides an annual update on metrics related to the MCCCCD Governing Board Outcomes for University and Transfer Education, Workforce and Economic Development, Developmental Education, and Community Development and Global and Civic Engagement.

While this report necessarily looks back in time at outcomes, MCCCCD, as a result of Transformation work, is positioned to see accelerated improvements in Governing Board outcomes metrics. More recent results and specific transformation work related to many of the outcomes metrics are provided here, when possible, as context and leading indicators of the gains in student and organizational performance we are already realizing.

## **Introducing the Voluntary Framework of Accountability**

Previous governing board metrics that relied on National Community College Benchmark Project (NCCBP) metrics have shifted to similar metrics under the Voluntary Framework of Accountability (VFA). The VFA is the first national system of accountability specifically for community colleges, created by community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences. With a recent move on the part of VFA to incorporate early indicators of student success, several of these new VFA metrics align with the National Center for Inquiry and Improvement (NCII) metrics which MCCCCD has been working with to implement Guided Pathways. NCII, through the Community College Research Center (CCRC), has determined that these early indicator metrics are the greatest predictors of enterprise performance towards student outcomes related to Guided Pathways efforts. In 2018, 222 community Colleges participated in VFA, most notably: Austin Community College District, Broward College, Lone Star College System, Pima County Community College District, Portland Community College, Tarrant County College District, and Valencia College.

## **Fall 45th Day Duplicated Credit Headcount Trend**

Fall 45th day duplicated credit headcount, while declining over the last several years, saw a slight increase of 1.6% from Fall 2018 (118,311) to Fall 2019 (120,212). Marketing, recruitment, and retention efforts aimed at stabilizing and ultimately growing enrollment, have resulted in 279 million combined district (176 million) and college (104 million) impressions, potential students in the county seeing a digital add, billboard, light rail wrap, or hearing radio adds, since the beginning of the "Make it Happen" campaign. These 279 million impressions have generated 64,000 inquiries and 47,261 applications from students new to MCCCCD. While not all of the new applicants can currently be directly attributed to marketing efforts, system changes and improvements are underway to ensure MCCCCD can directly attribute applicants to marketing efforts. Additionally, the MCCCCD Contact Center works with college partners to help prospective students through application to enrollment. MCCCCD Contact Center outreach activities have seen contact rates as high as 48%, resulting in 3,721 students registering.

## **Comparisons to Peer/Benchmark Institutions**

Of the 13 metrics MCCCDC has peer/benchmark institution data to compare to, Maricopa is higher than the peer/benchmark group on eight metrics, equal to the peer/benchmark group on three metrics, and lower than the peer/benchmark group on two metrics. Most notably, MCCCDC is higher than peer/benchmark institutions in the percentage of students earning six credits in their first term and percentage of students earning 24 credits in their first year. MCCCDC is lower than peer/benchmark institutions in the percentage of students graduating or transferring in six years and percentage of students persisting from the Fall semester to the Spring semester.

## **Developmental Education**

The percentage of students who are new to MCCCDC enrolling in developmental level courses had been increasing over the years to a recent high of 68% in Fall 2017. This dropped to 57% at the beginning of the Fall 2018 term and 24% at the beginning of Fall 2019. This shift is related to the intentional effort of the Transformation Developmental Education redesign work, the goal of which is ensuring 80% of new students place into college level courses, or college level courses with support. The ultimate goal of this work is to ensure more students complete college-level English and Math in their first year and are able to achieve their goal of graduation, transfer, or entering the workforce more quickly than was historically possible in the previous Developmental Education model.

Successful completion of college-level English by students starting in developmental English has increased over 9% in the last five years. Programs like the Accelerated Learning Program (ALP) allow students whose placement indicates they should begin in ENG091 to complete both ENG091 and ENG101 in one semester are likely important contributors to these increases. Other smaller scale professional development and student support efforts (boot camps, embedded tutors, etc.) are also likely factors in the overall improvement of student success in college-level English. Successful completion of college-level math by students starting in developmental math has increased 5% in the last five years. Likely contributors to this include changes in Fall 2015 to the prerequisites for MAT14+ and a large-scale effort to ensure students make it into the correct college level mathematics pathway.

## **Successful Completion of College-Level Courses in First Year**

From 2014 to 2018, successful completion of college-level courses increased 2%, from 74% to 76%. While all of the Transformation work directed at increasing student success wouldn't have contributed to this historical increase, Transformation work like Fields of Interest and Pathway Mapping as examples, have set the stage for accelerating gains in students successfully completing college-level courses in their first year.

## **Fall to Spring Persistence**

Fall to Spring persistence has remained stable over the last four years but increased 2% from five years ago (Fall 2014 at 72.5% to Fall 2018 at 74.4%). Transformation work like Pathway Mapping, Integrated Student Support, and improvements to outreach to students conducted by the Maricopa and college call centers, as examples, have set the stage for accelerating gains in students successfully completing college-level courses in their first year.

## **Completion or Transfer**

44% of the Fall 2012 new to MCCCDC degree-seeking cohort had a known outcome of graduated or transferred (38.8%) or still enrolled (5.1%). 56% of this cohort left MCCCDC with no known outcome. The percentage of students graduating or transferring has been declining: 42.4% for the Fall 2008 cohort to 38.8% for the Fall 2012 cohort. The percentage of students leaving MCCCDC with no known outcome has been increasing: 52.3% for the Fall 2008 cohort to 56% for the Fall 2012 cohort. The percentage of students still enrolled has remained stable. Increasingly, business and industry employers seek applicants with a short-term certificate (micro-credential) or industry-based certification. MCCCDC's Workforce Office, faculty instructional councils, and Career and Technical Education Deans have begun reviewing curriculum to identify opportunities for developing micro-credentials and ensuring these credentials are formally recognized awards. A student's ability to obtain a micro-credential is a win-win for students and MCCCDC, leading to better employment and income outcomes for students and decreasing the number of students coming to Maricopa and potentially leaving without a known outcome.

## **Degree and Certificate Recipients and Total Degrees and Certificates Awarded**

The number of students receiving a degree or certificate declined -7.7% from 2015 (17,310) to 2019 (15,979). Career and technical award recipients declined -16% from 12,188 in 2015 to 10,242 in 2019. Total awards conferred, other than an increase in 2016, has remained relatively stable from 2015 (27,015) to 2019 (27,045).

Total career and technical awards conferred declined from 13,317 in 2015 to 11,326 in 2019, a decrease of -15%. As mentioned above, increasingly, business and industry employers seek applicants with a short-term certificate (micro-credential) or industry-based certification. MCCCDC's Workforce Office, faculty instructional councils, and Career and Technical Education Deans have begun reviewing curriculum to identify opportunities for developing micro-credentials and ensuring these credentials are formally recognized awards.

## **Median Years to Complete a Degree From First Enrollment to First Degree Completed**

Median years to complete a degree has remained stable over the last five years at 4.3 years. Given that 70% of MCCCDC students are part-time, this 4.3 year median time to complete is understandable, if not acceptable, in light of how MCCCDC has been structured in the past. Transformation work currently underway, like Pathway Mapping, Integrated Student Support, and hiring 30+ new case management advisors for a total of 74 across the district, is aimed at reducing the time it takes students to complete. Utilizing the median years to complete rather than the average years to complete ensures that outliers on either end of the total time to complete don't skew the total time to complete in either direction.

## **New Transfers to Arizona Public Universities**

MCCCDC has seen an overall decline since 2014-15 in the number of new transfers to Arizona public universities (ASU, UofA, and NAU): 7,559 in 2014-15 to 7,085 2018-19. The trend in students transferring to Grand Canyon University has remained stable over this time and has not impacted the downward trend in MCCCDC students transferring to state public universities.

## **Community Development and Civic and Global Engagement**

When asked on the national Community College Survey of Student Engagement (CCSSE), 85% of student respondents indicated that the college encouraged some, to quite a bit of contact among students from different economic, social, and racial or other backgrounds.

18% of student respondents to the Community College Survey of Student Engagement reported having participated in a community-based project as part of a regular course. This is equal to the colleges accredited by the Higher Learning Commission peer cohort who also participate in the CCSSE and 1% higher than the national (all other colleges participating) CCSSE peer cohort.

In 2018-2019, 9,820 community members enrolled in non-credit community and continuing education courses from a selection of 1,383 courses. 1,340 individuals took advantage of MCCCDC's senior tuition rate in credit courses.

## **Workforce and Economic Development**

The headcount of students in Career and Technical courses has declined -7.4% from 68,496 in Fall 2015 to 63,452 in Fall 2019. However, the one-year change from Fall 2018 to Fall 2019 saw headcount of students in Career and Technical courses increase by 2.7%. Career and technical award recipients declined -17% from 11,178 in 2015 to 9,266 in 2019. Total career and technical awards conferred declined from 13,317 in 2015 to 11,326 in 2019, a decrease of -15%.

The average wage for all MCCCDC graduates three years after graduating with a degree or certificate is \$43,269. The average wage for MCCCDC graduates three years after graduating with a career or

technical degree or certificate is \$46,767. According to the Massachusetts Institute of Technology (MIT) Living Wage Calculator, the livable wage for a household of four (2 adults, 2 children) in the State of Arizona is \$53,643 with one working adult and \$34,400 per individual for two working adults (\$68,800 total combined income). Individually, MCCCDC graduates earn 81% of a livable wage for a household of four with one working adult and 63% of a livable wage for a household of four with two working adults three years after graduating. Individually, career and technical graduates earn 87% of a livable wage for a household of four with one working adult and 68% of a livable wage for a household of four with two working adults three years after graduating.

Once finishing their time at the colleges, 88% of students remain in Maricopa County. Today, hundreds of thousands of former MCCCDC students are employed in Maricopa County. As a result of their MCCCDC educations, students receive higher earnings and increase the productivity of the businesses that employ them. In FY 2016-17, MCCCDC alumni generated \$6.3 billion in added income for the county's economy, which is equivalent to supporting 79,851 jobs.

### **Student Reported Experience with Key Services**

The percentage of students reporting they were satisfied or very satisfied on a service excellence scale (a compilation of questions related to key services) on the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory (SSI) increased by 6% from 51% in 2013 to 57% 2019. The percentage of students reporting they were satisfied or very satisfied with the effectiveness of MCCCDC registration processes increased 4%, from 56% in 2013 to 60% in 2019. The percentage of students reporting they were satisfied or very satisfied with advising increased by 7% from 47% in 2013 to 54% in 2019. The percentage of students reporting they were satisfied or very satisfied with the helpfulness of Admissions and Financial Aid increased by 6% from 45% in 2013 to 51% in 2019. Transformation projects including Pathway Mapping, hiring 30+ new case management advisors for a total of 74 across the district, Integrated Student Support, improvements to financial aid awarding, processing, and notifications, and the implementation of a Customer Relations Management (CRM) system to manage timely communications to applicants and students in the enrollment process, have set the stage for improving the student experience with these key services to level beyond the improvements students have already begun reporting.



# PEER COMPARISONS

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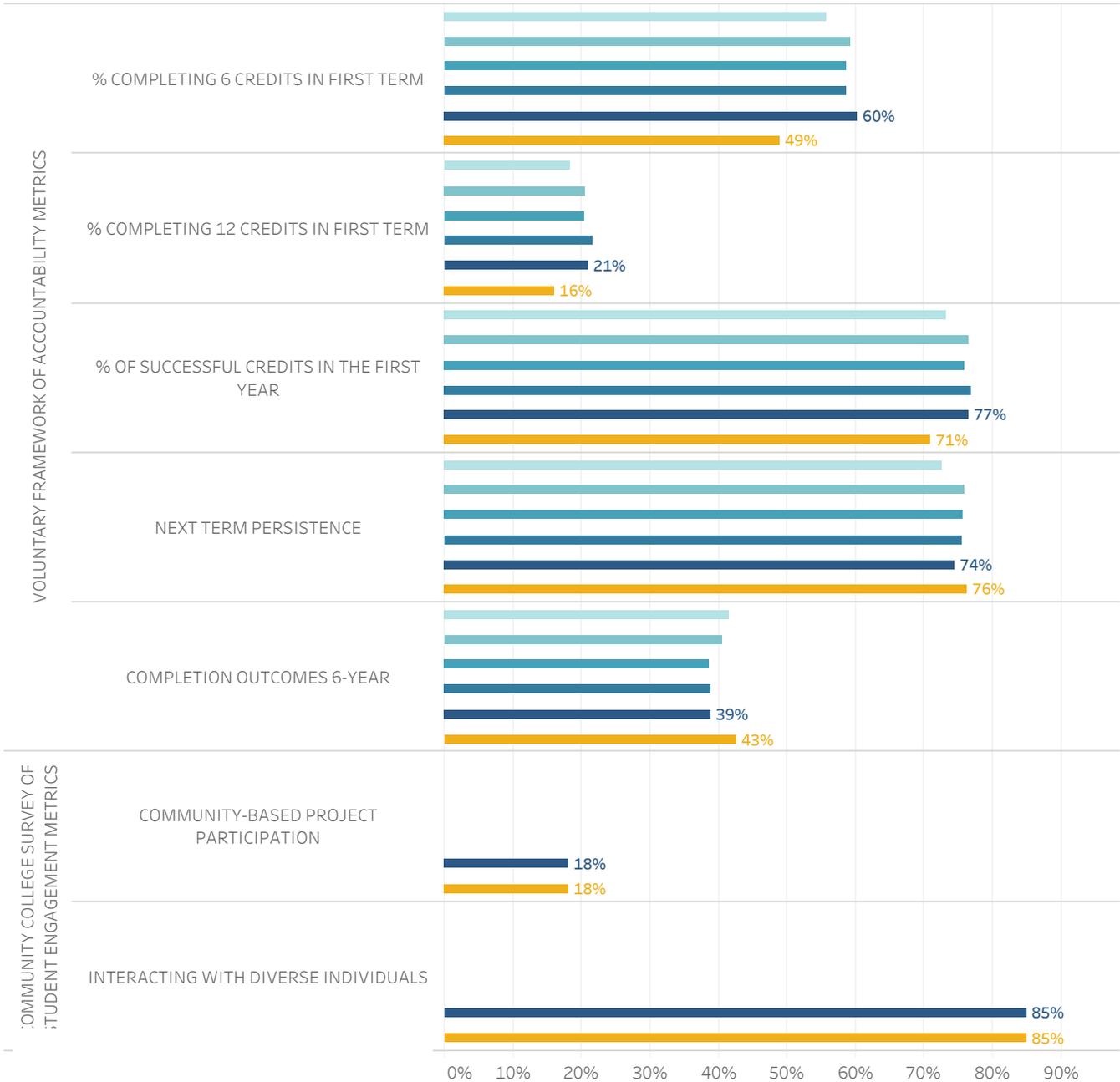
### Maricopa Trend

Five years back

Most recent

### Peer

Most recent peer



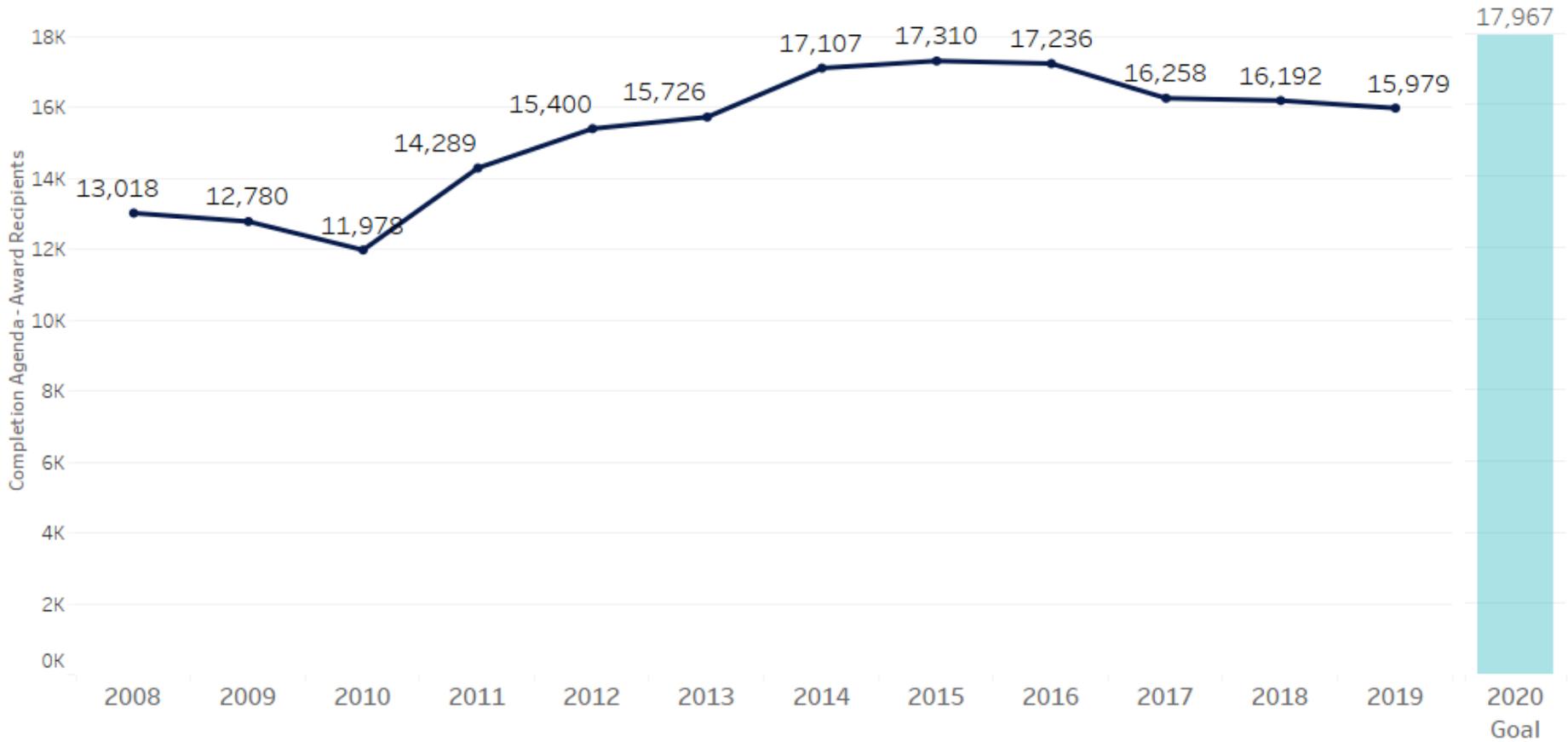
Peer comparisons for student outcomes metrics include 15 similar institutions including, but not limited to: Austin Community College District, Broward College, Lone Star College System, Pima County Community College District, Portland Community College, Tarrant County College District, and Valencia College. Peers for Community College Survey of Student Engagement (CCSSE) survey results include the Higher Learning Commission Cohort.



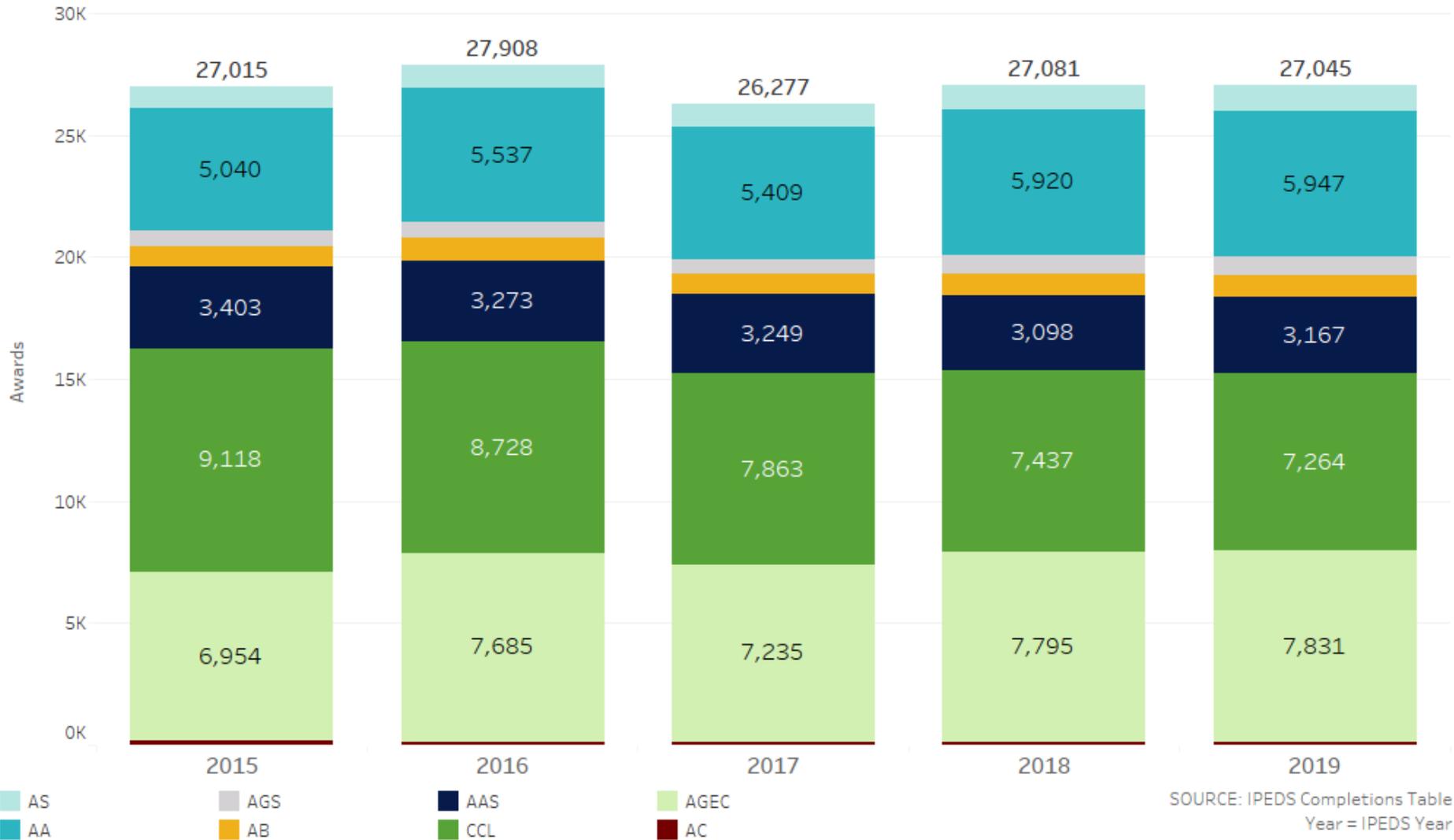
# COMPLETION AGENDA

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SOURCE: IPEDS Completions Table  
Year = IPEDS Year



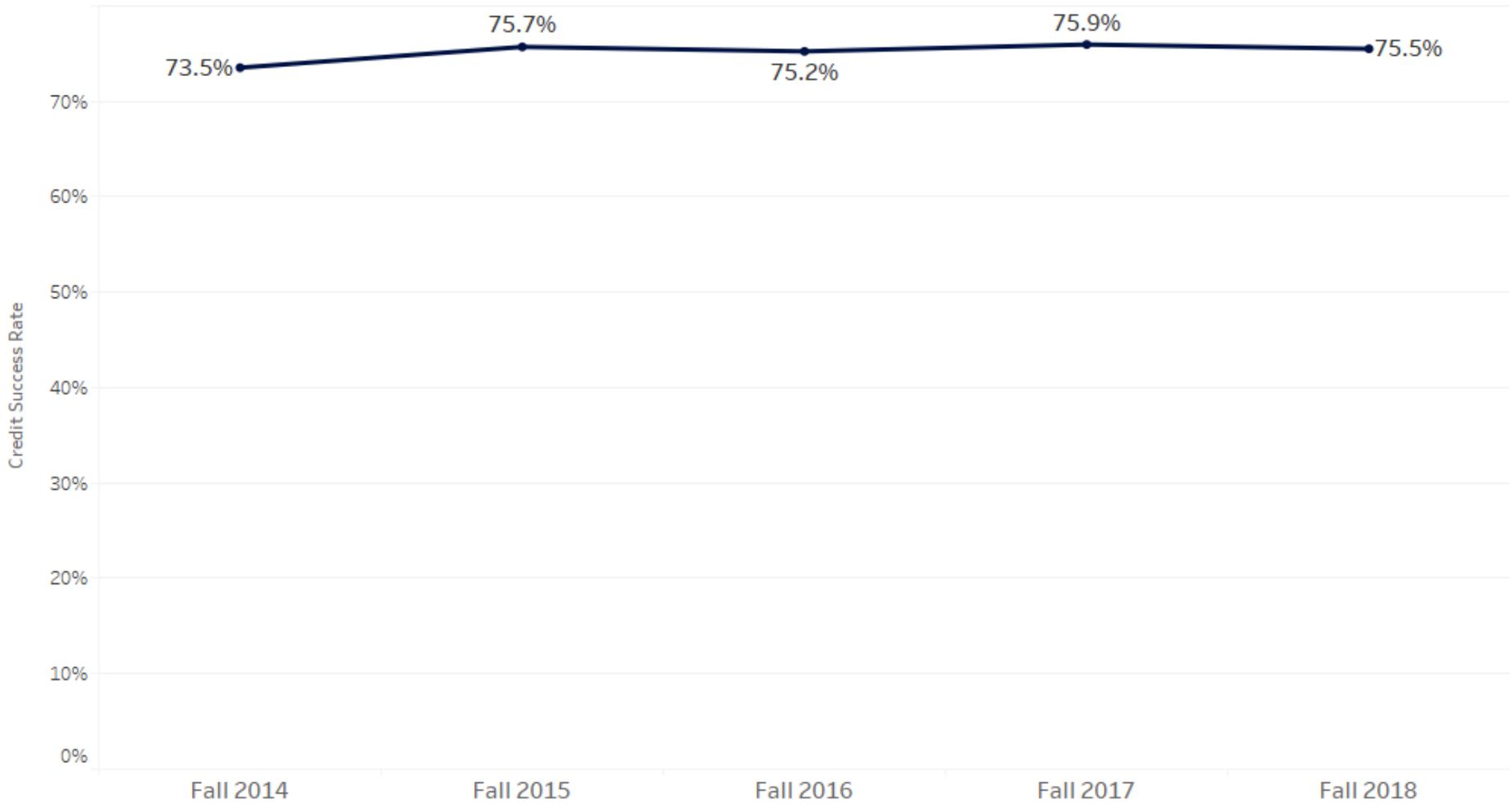
SOURCE: IPEDS Completions Table  
Year = IPEDS Year

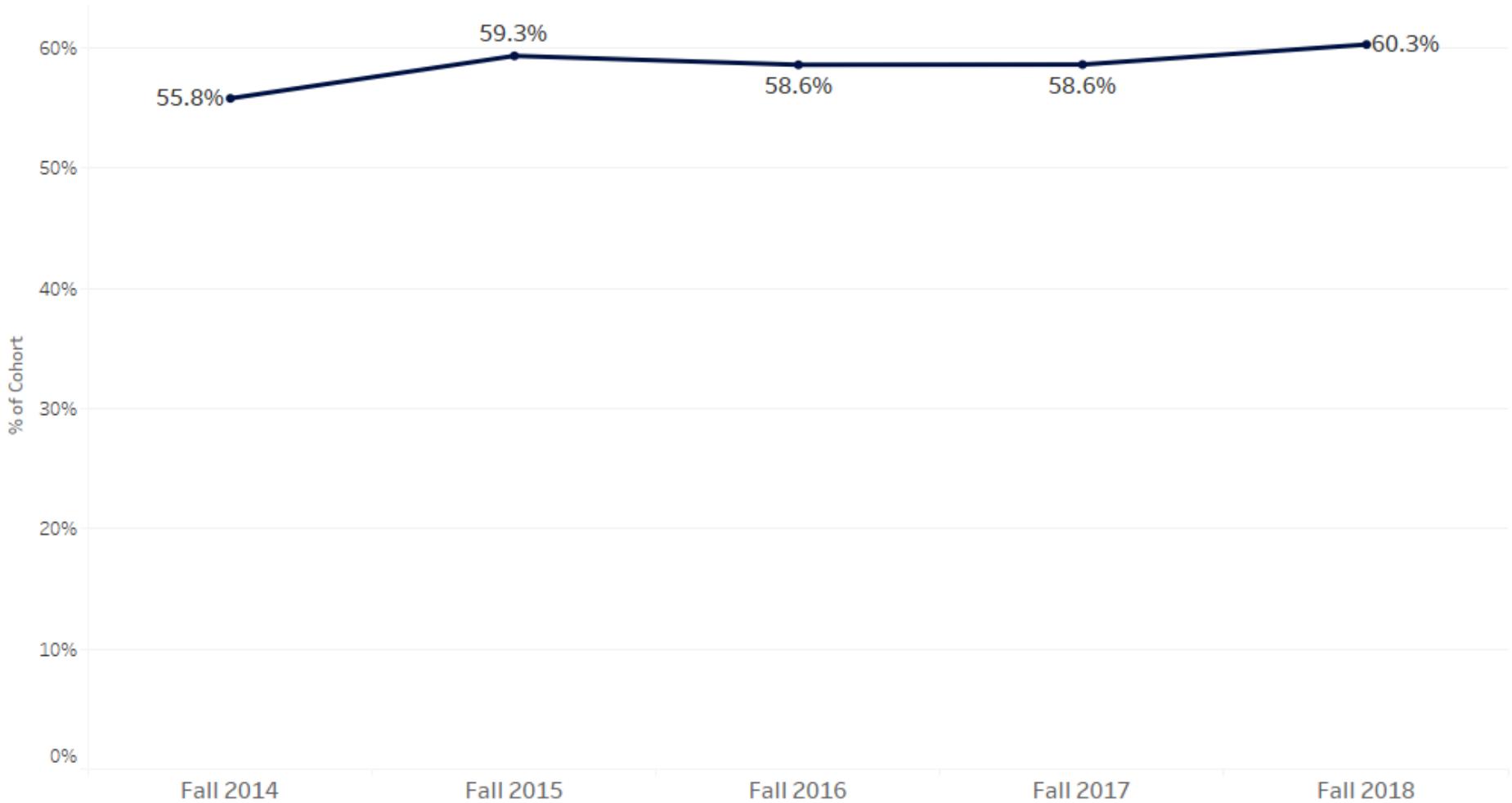


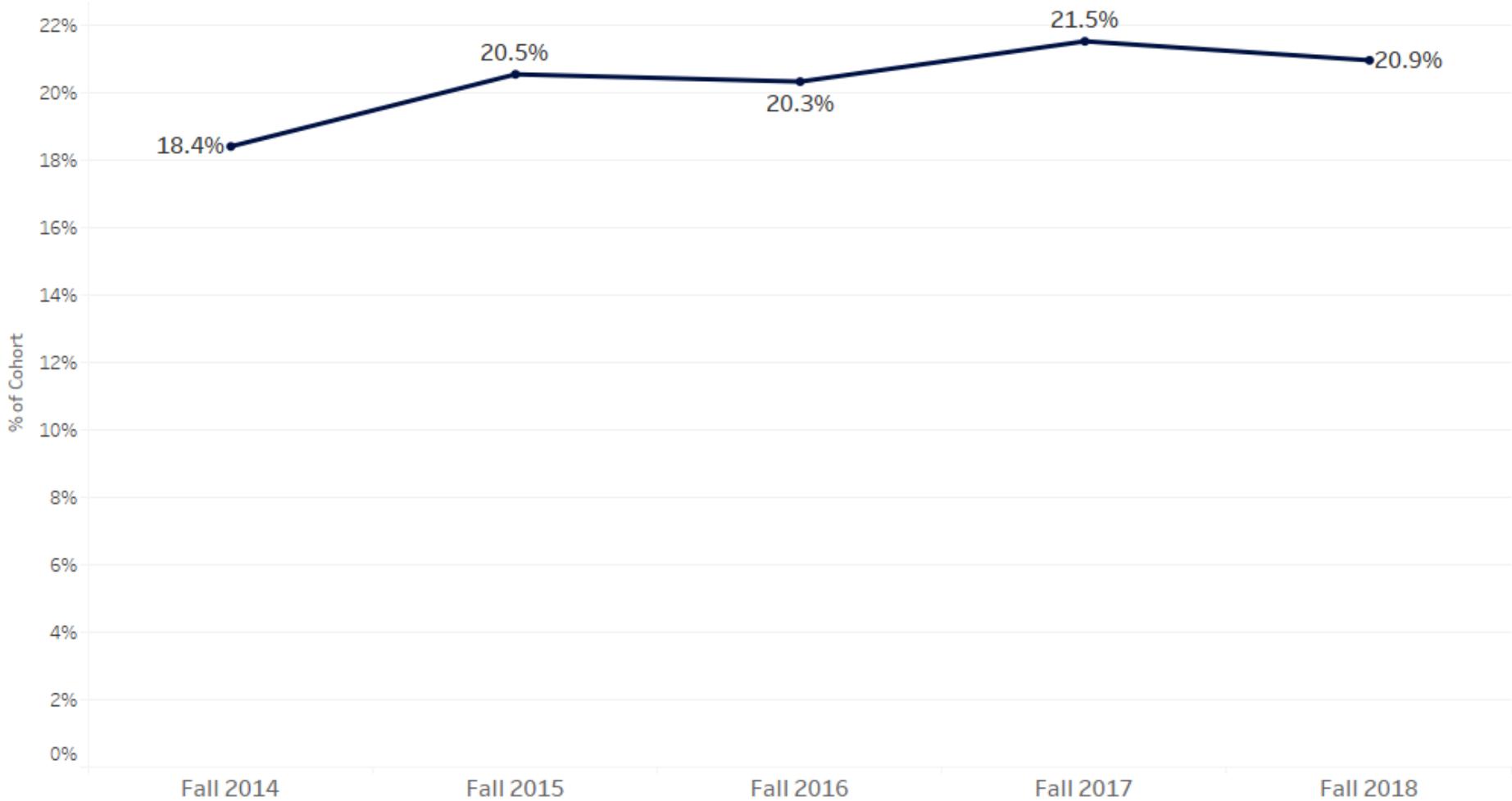
# UNIVERSITY TRANSFER & GENERAL EDUCATION

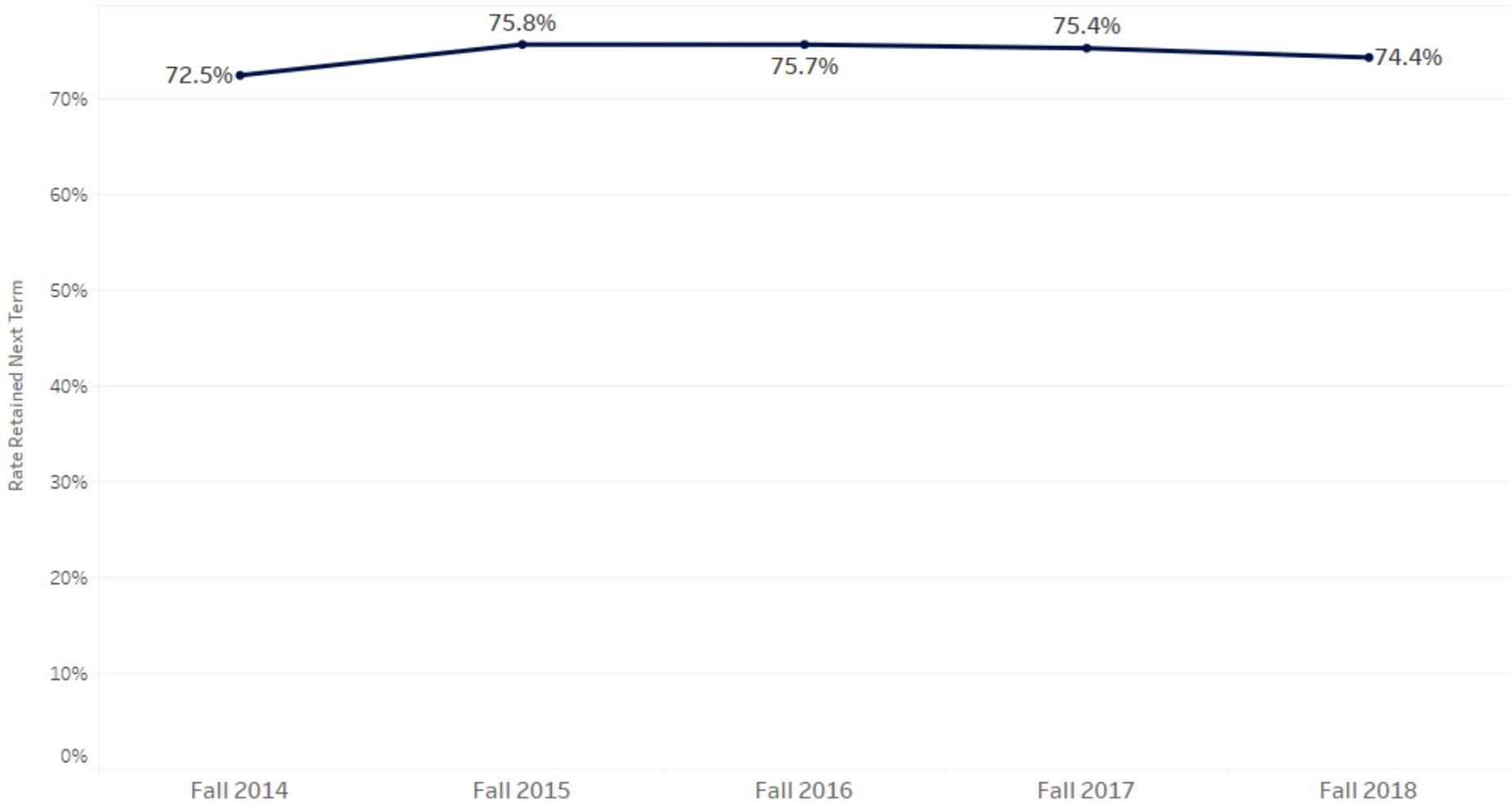
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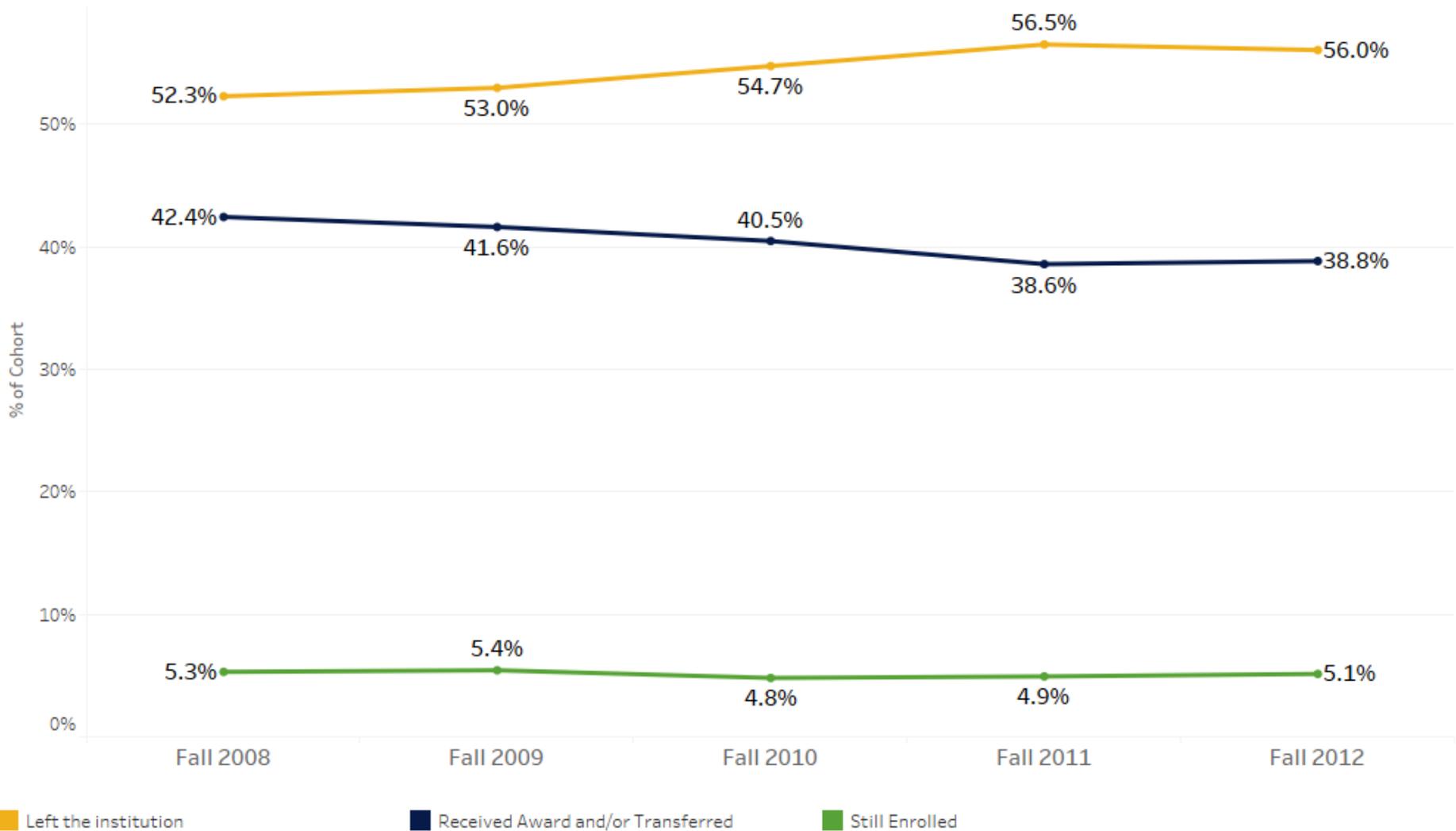


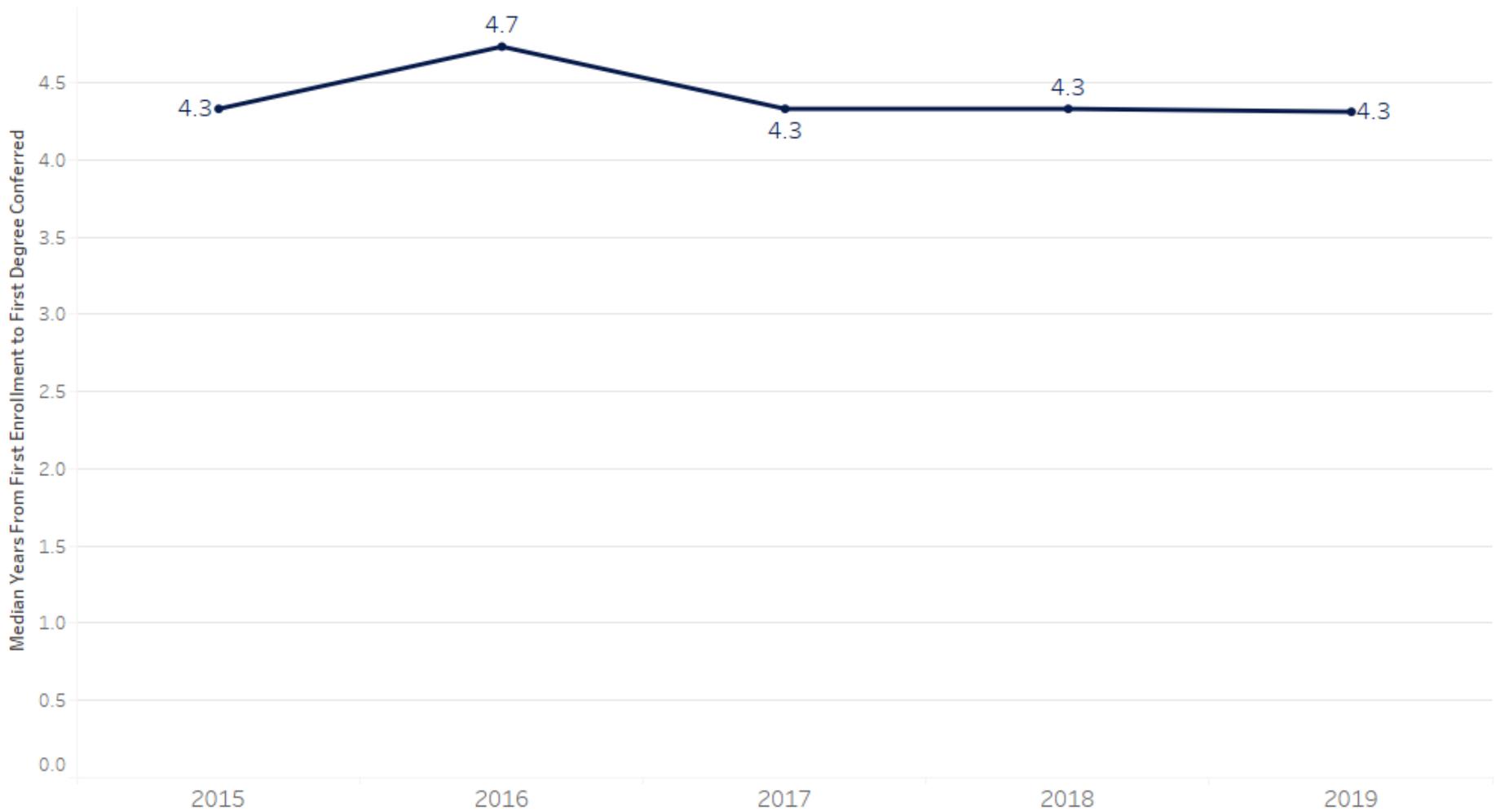


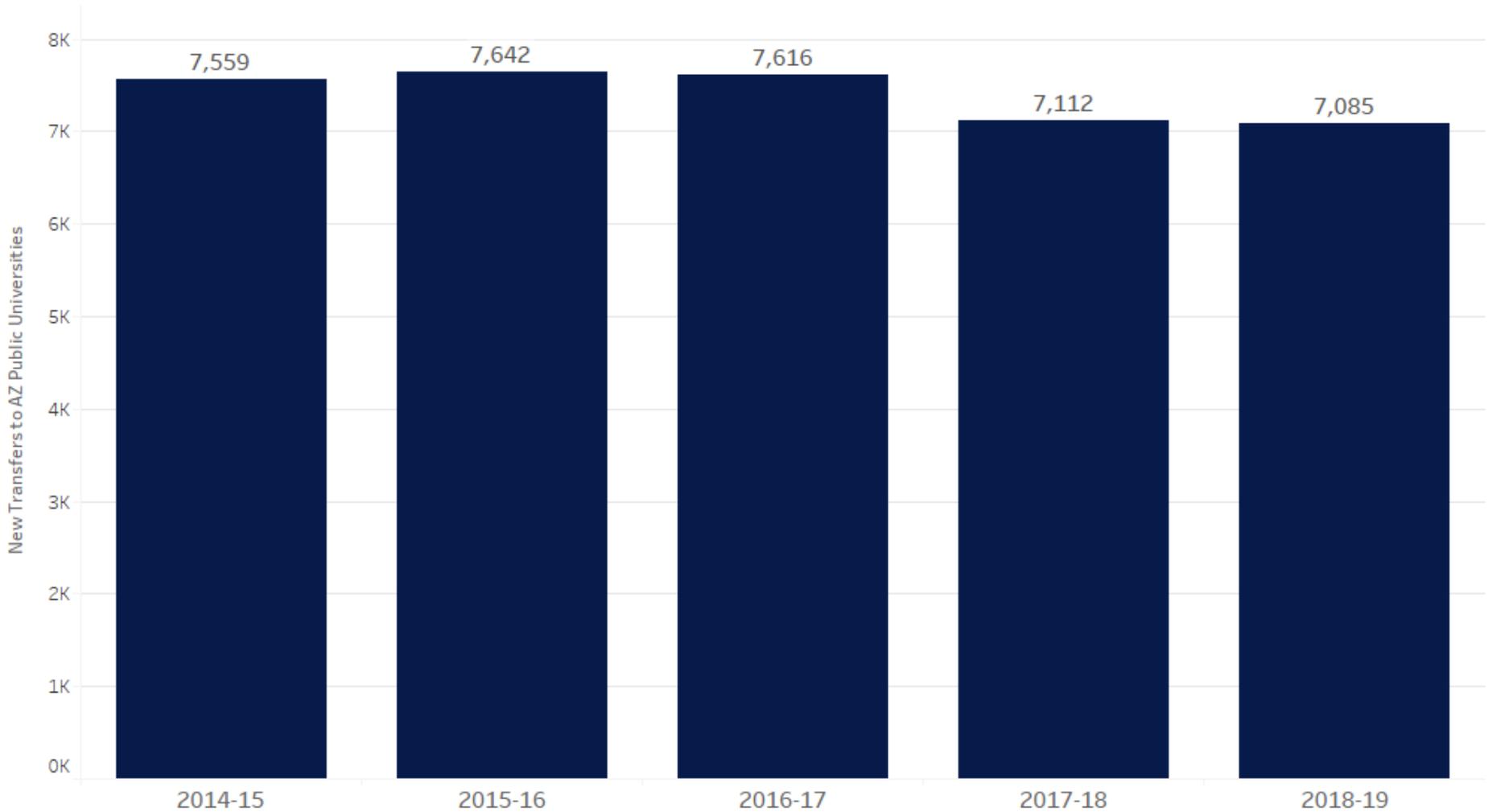




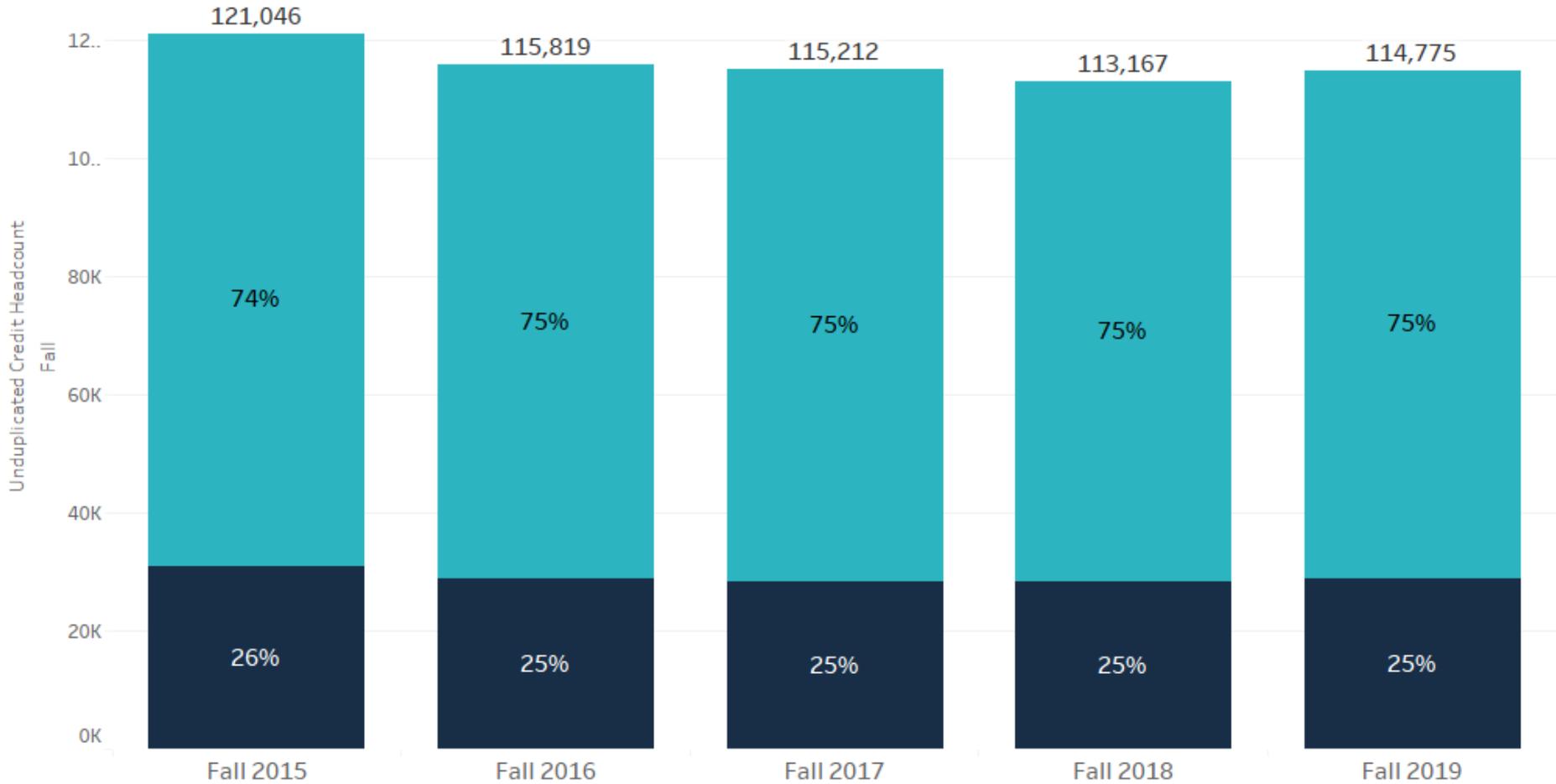








Source: AZ Transfer ASSIST New Transfers Report



■ Underserved
 ■ Not Underserved

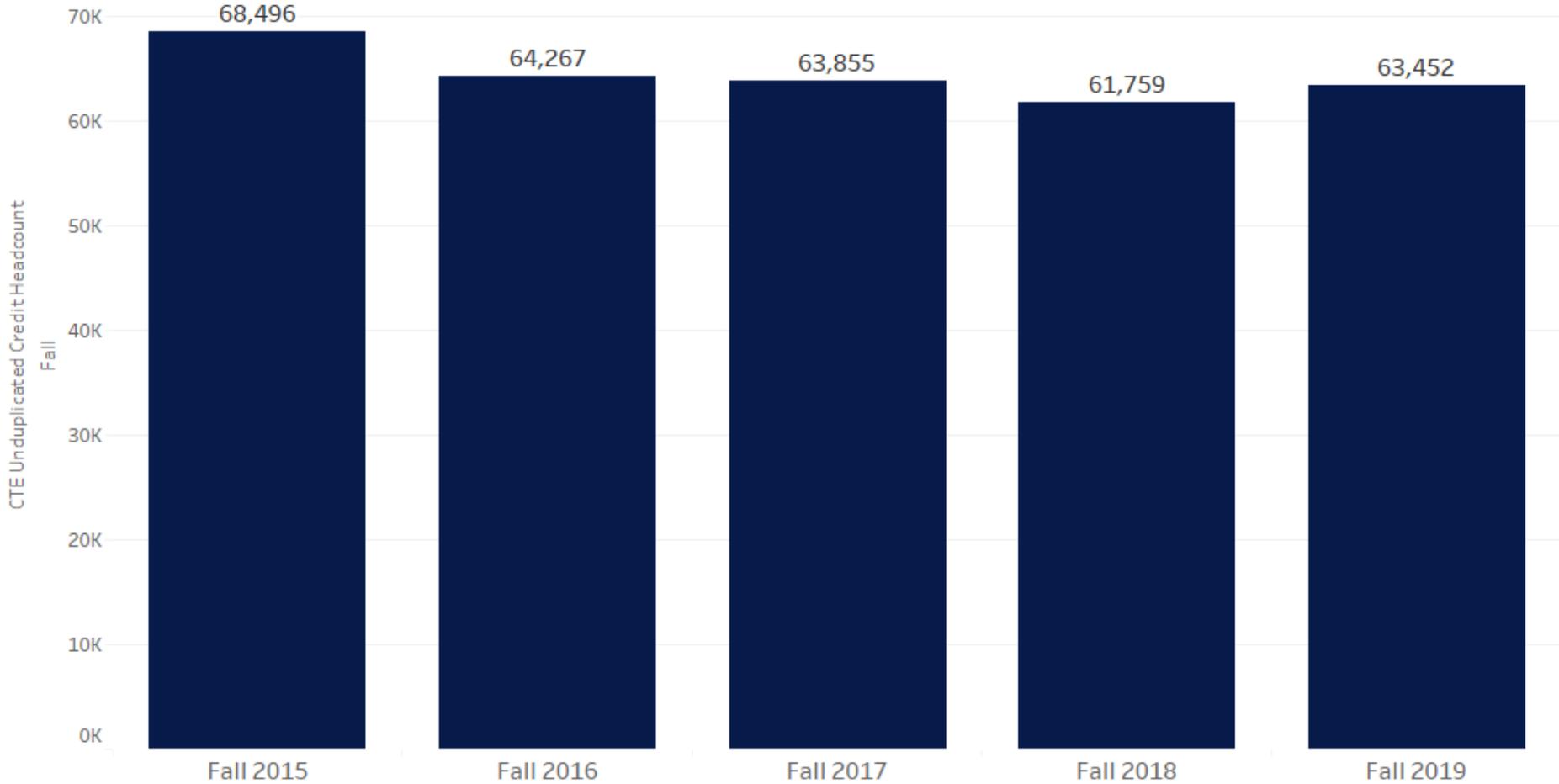
Source: Official 45th Day IRIS Data Warehouse  
 Underserved Students are PELL recipients, first generation, or identified as a minority race/ethnicity group



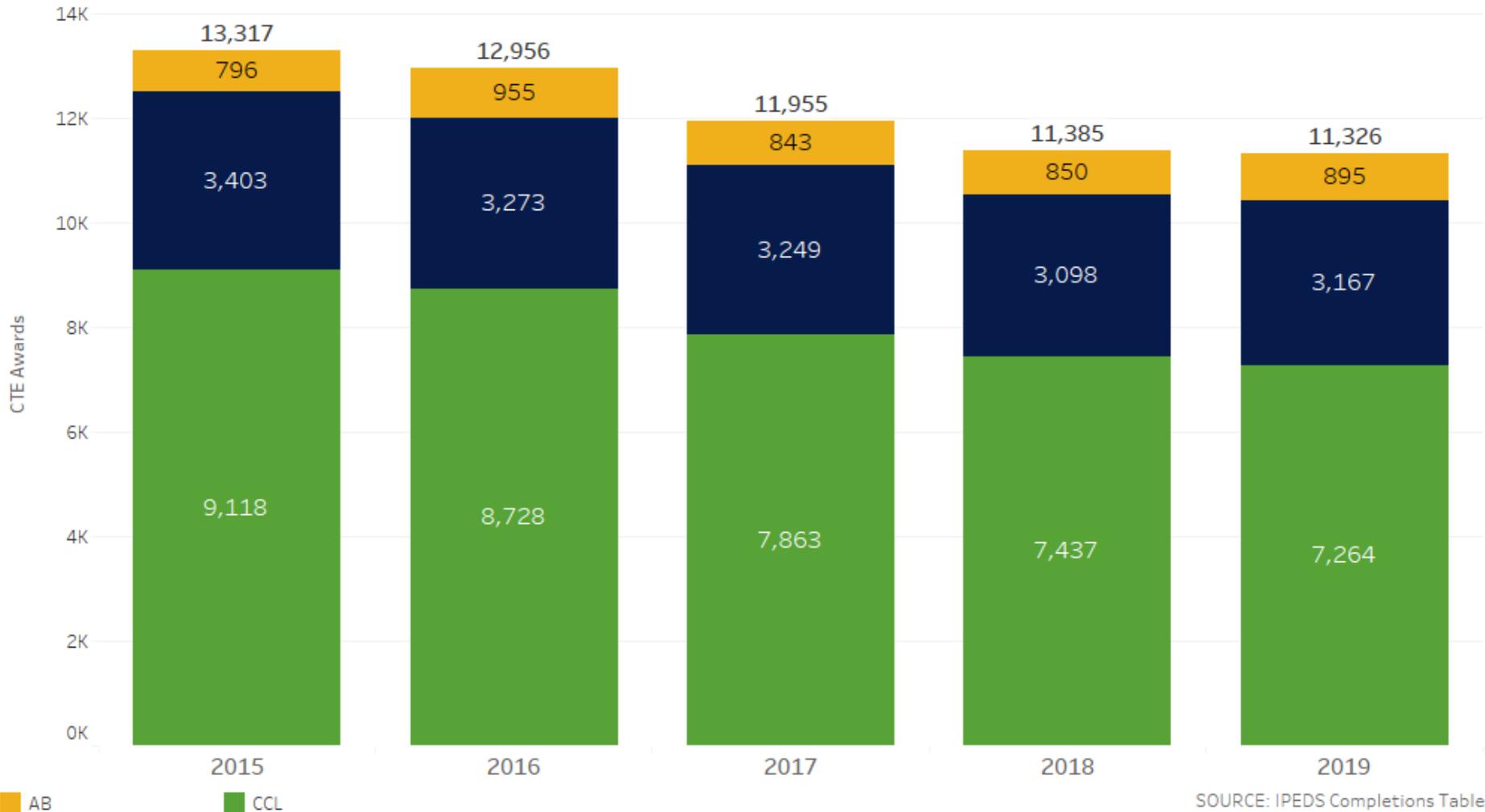
# WORKFORCE & ECONOMIC DEVELOPMENT

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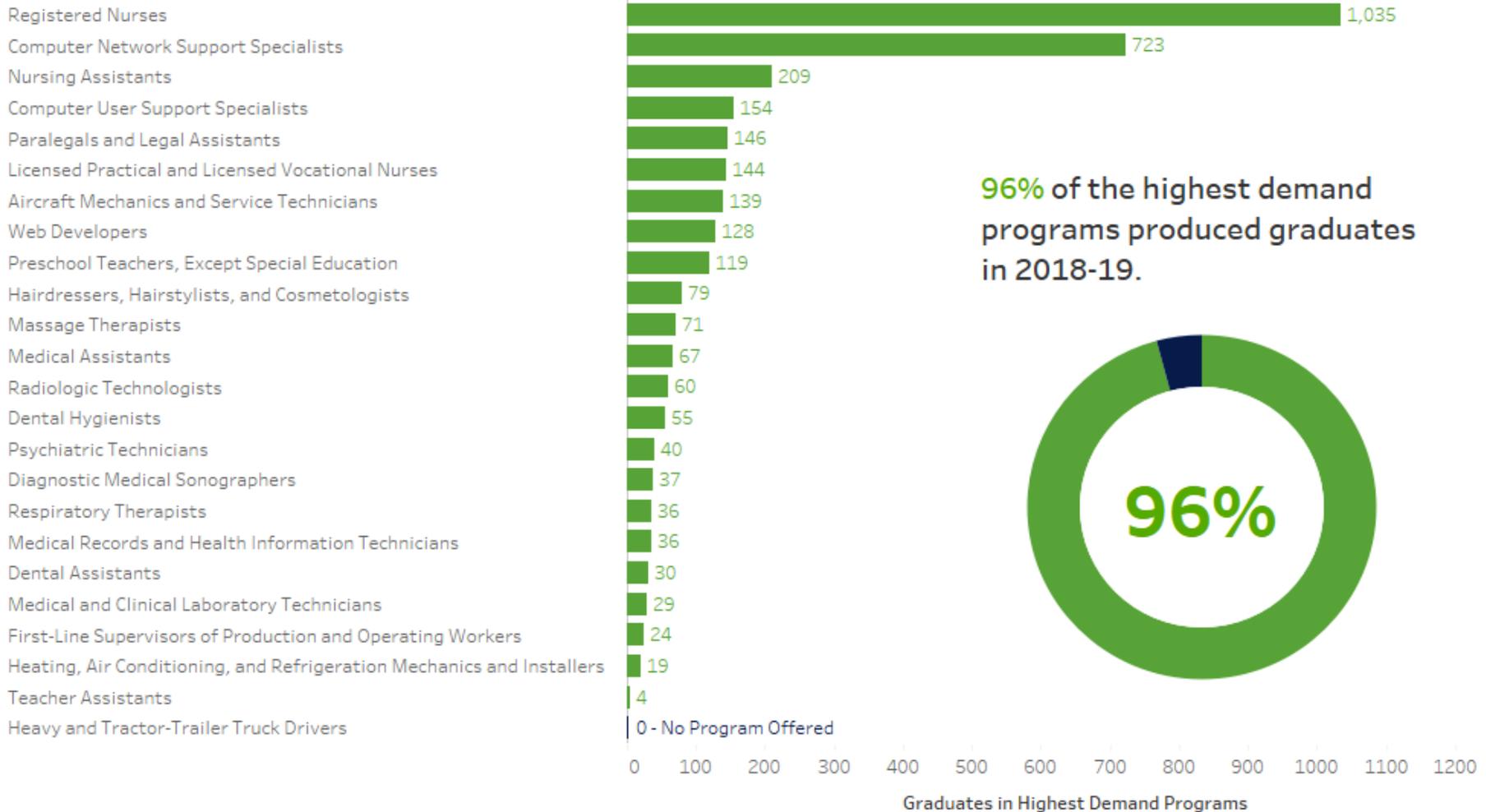
Source: Official 45th Day IRIS Data Warehouse



SOURCE: IPEDS Completions Table  
Year = IPEDS Year

## Graduates in Highest Demand Occupations

GOVERNING BOARD OUTCOMES METRICS



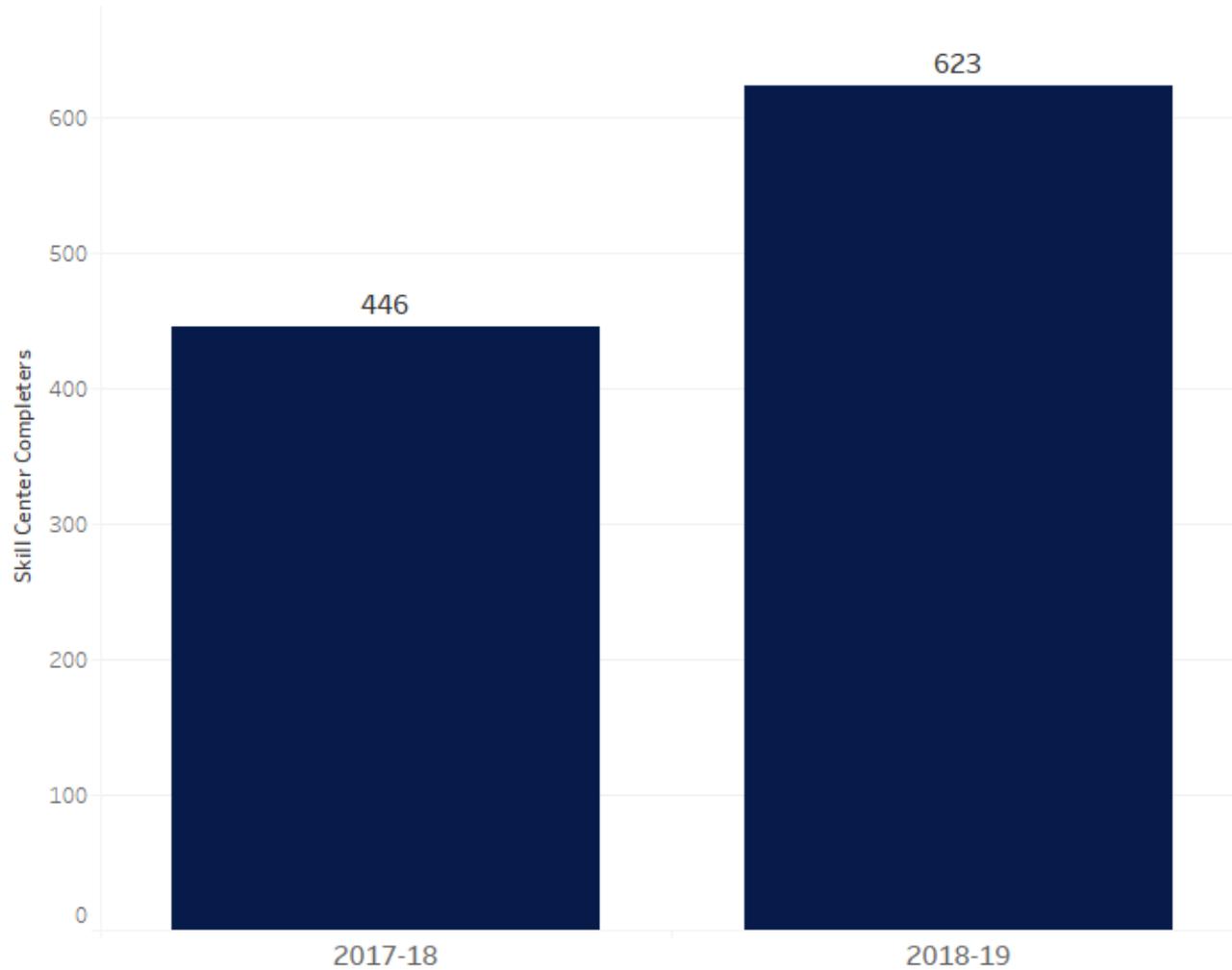
Includes both credit and clock programs.

Maricopa Community Colleges had a total economic impact

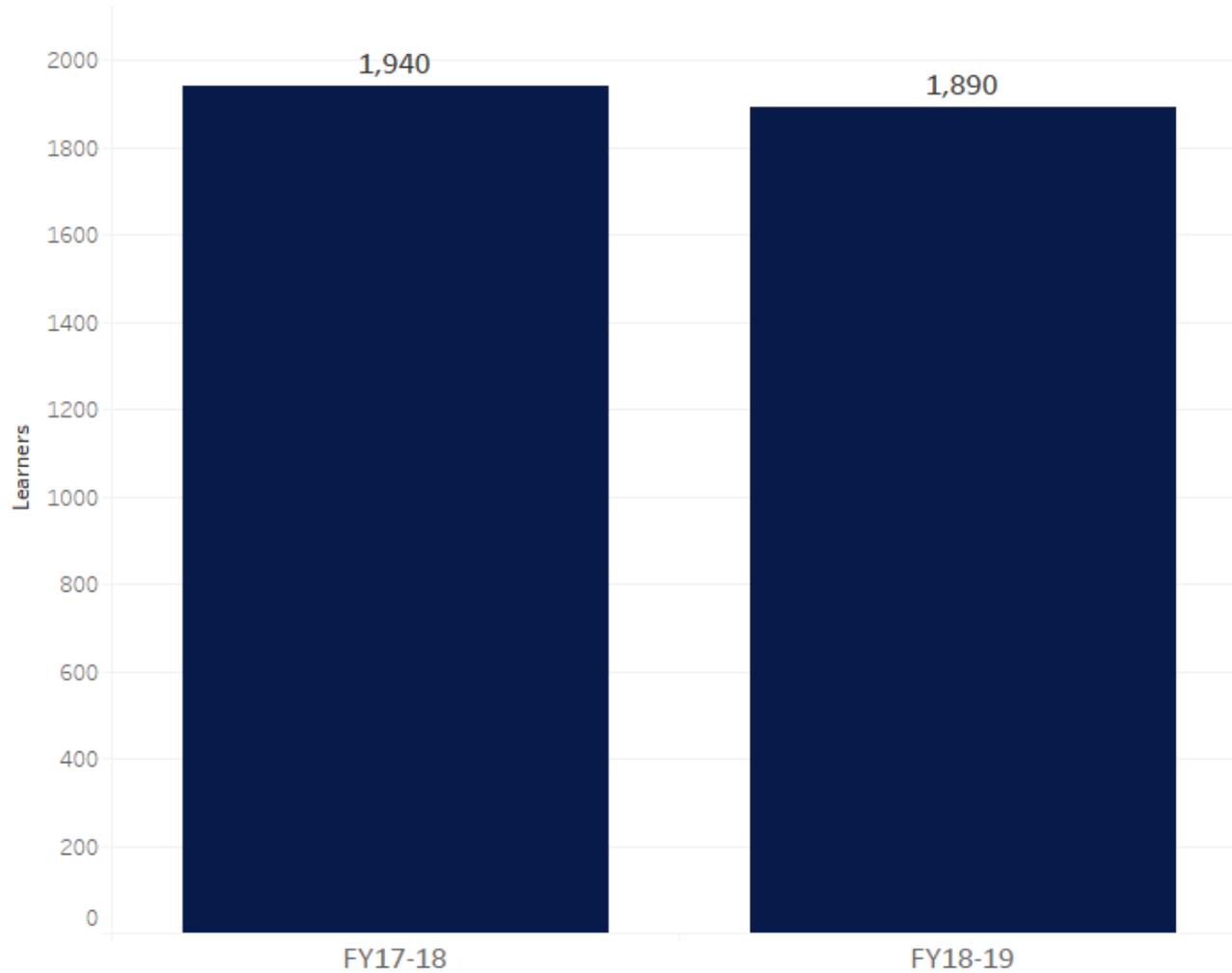
**\$7.2 Billion**

according to the 2018-2019 EMSI Economic Impact Study

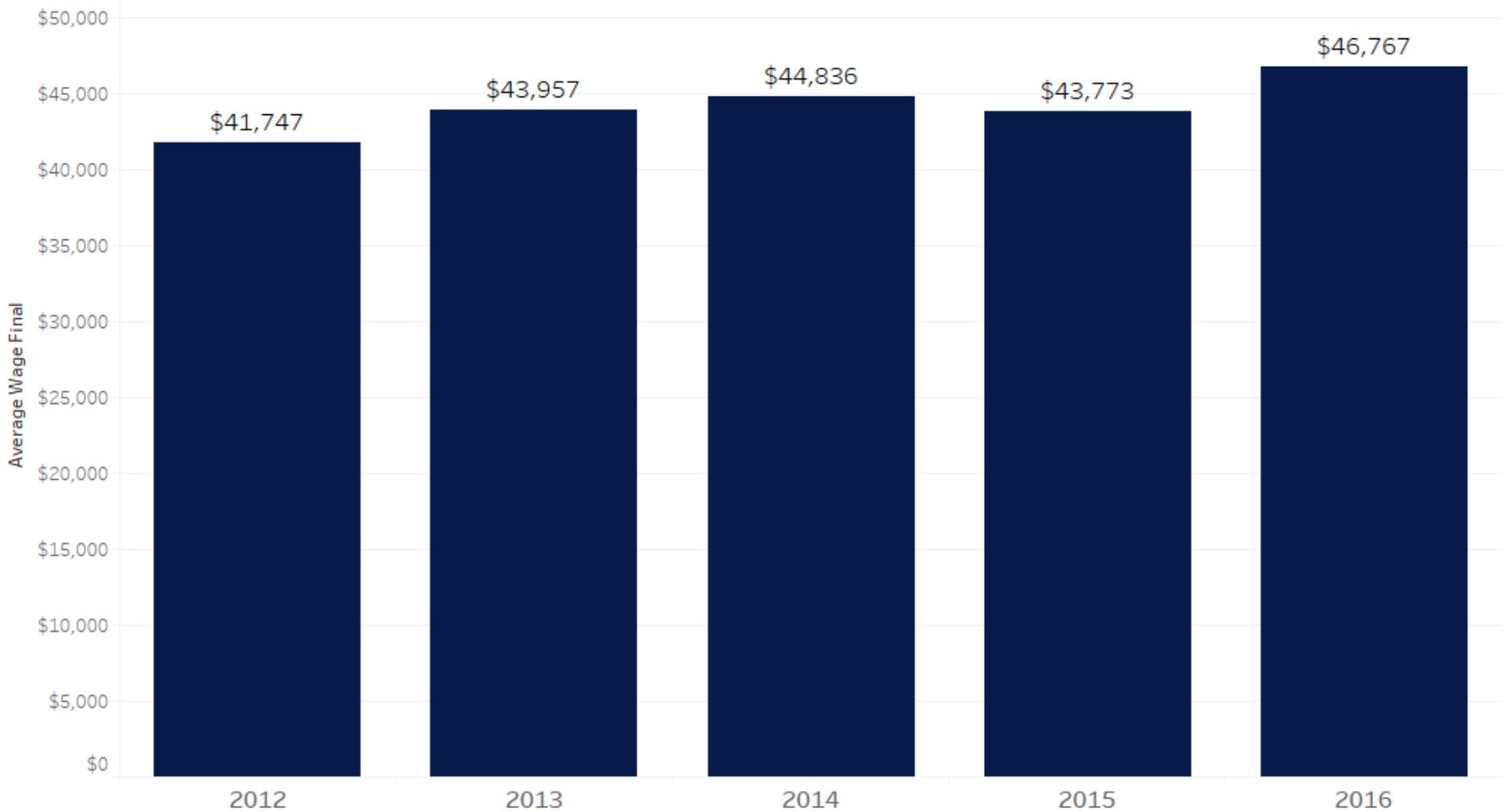
Compared to **\$7.3 Billion** in the 2013-14 study



Source: Provided by Skill Centers for Official IPEDS Completions reporting.



Source: Provided by MCOR.



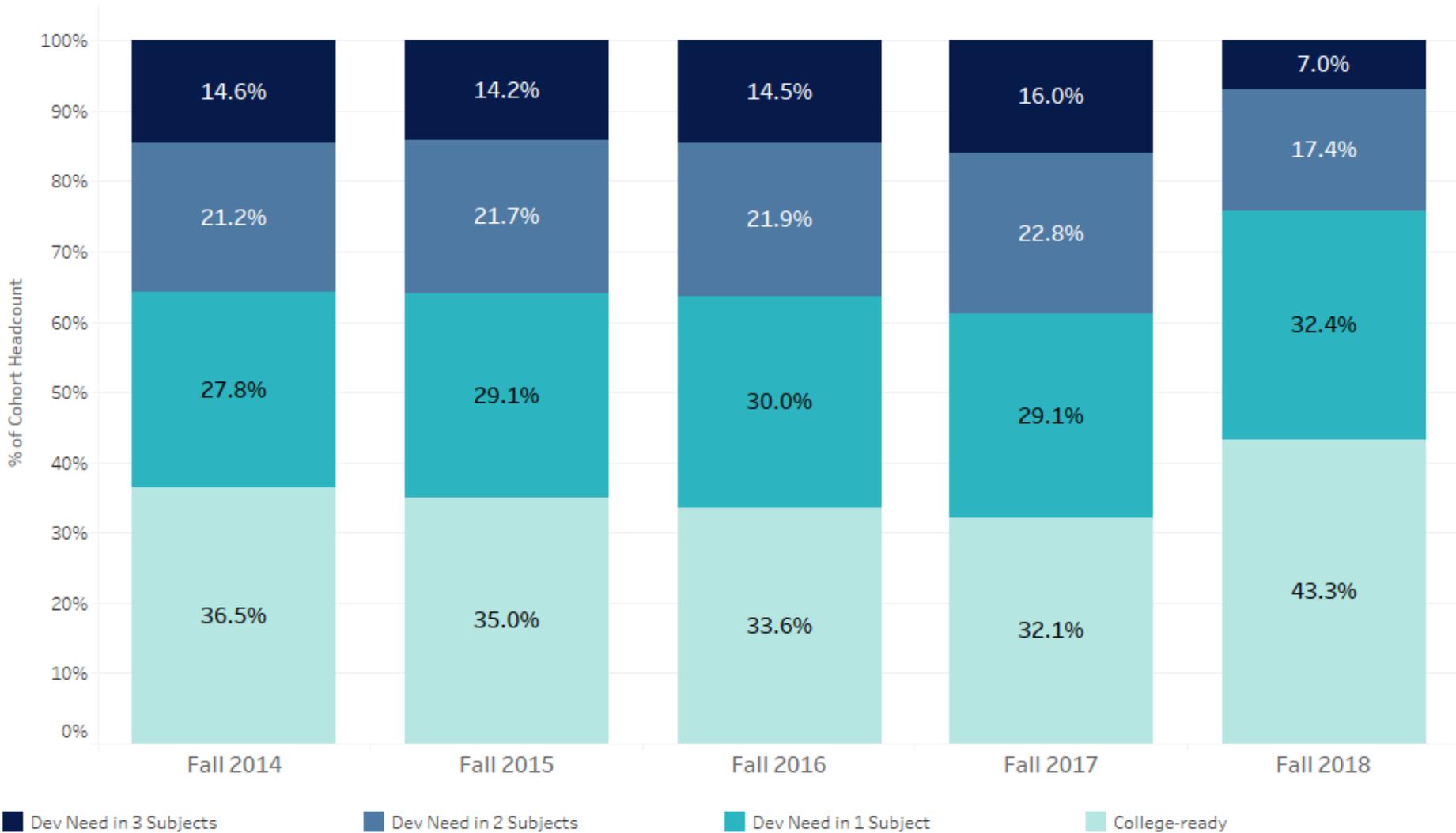
According to the MIT Living Wage Calculator, the livable wage for a household of four (2 adults, 2 children) in the state of Arizona is \$53,643 with one working adult and \$34,400 per individual for two working adults.

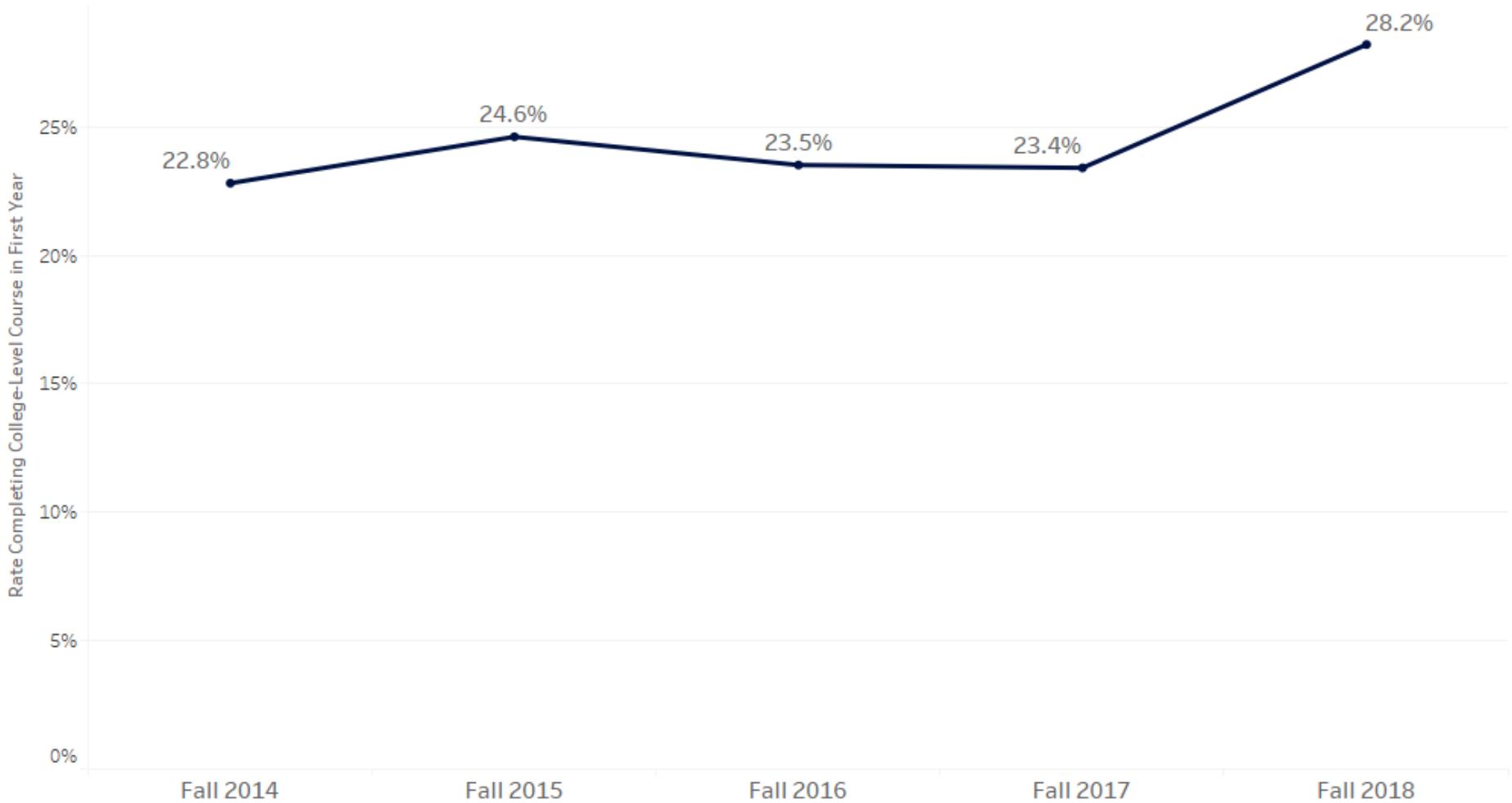


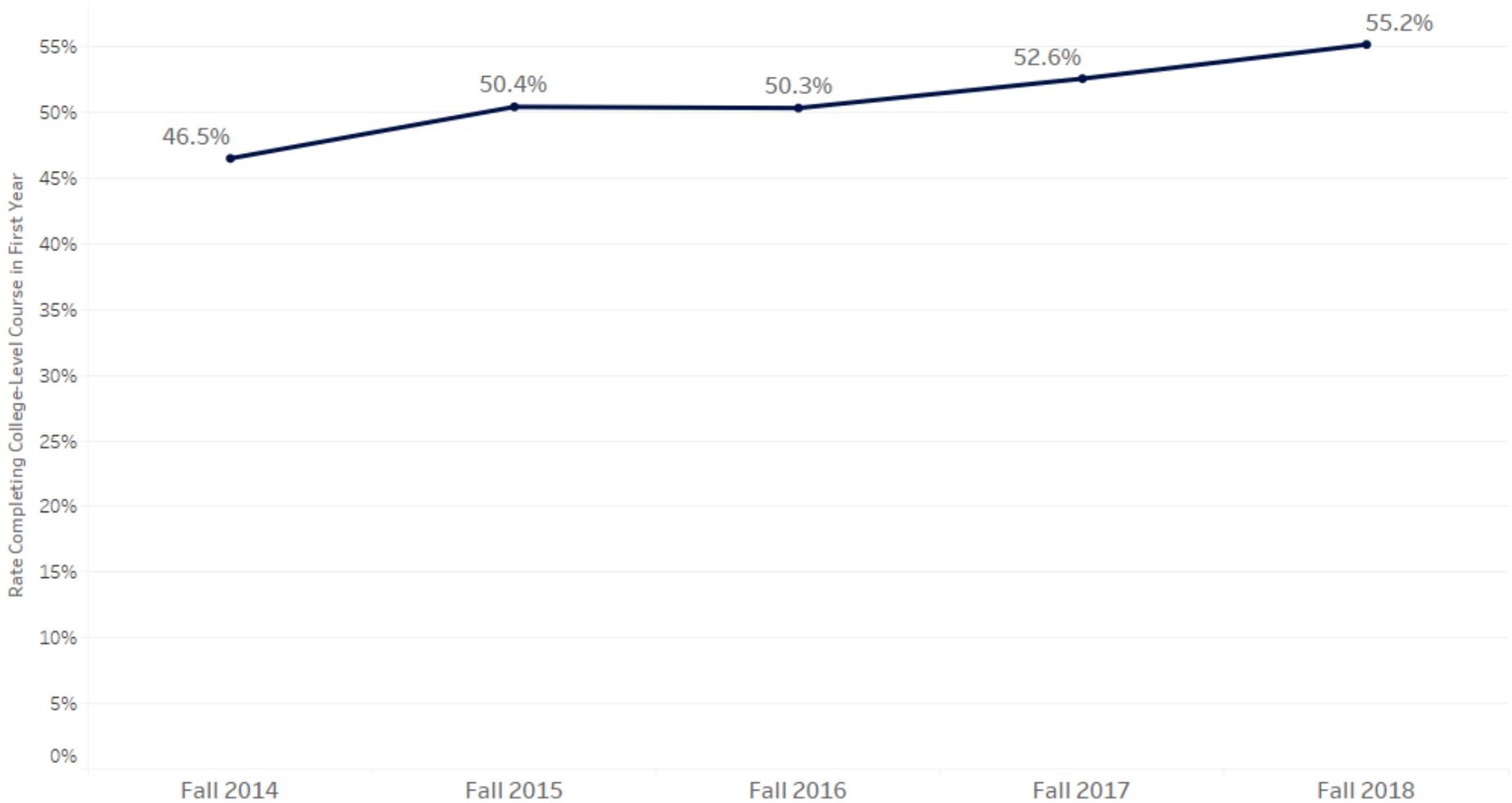
# DEVELOPMENTAL EDUCATION

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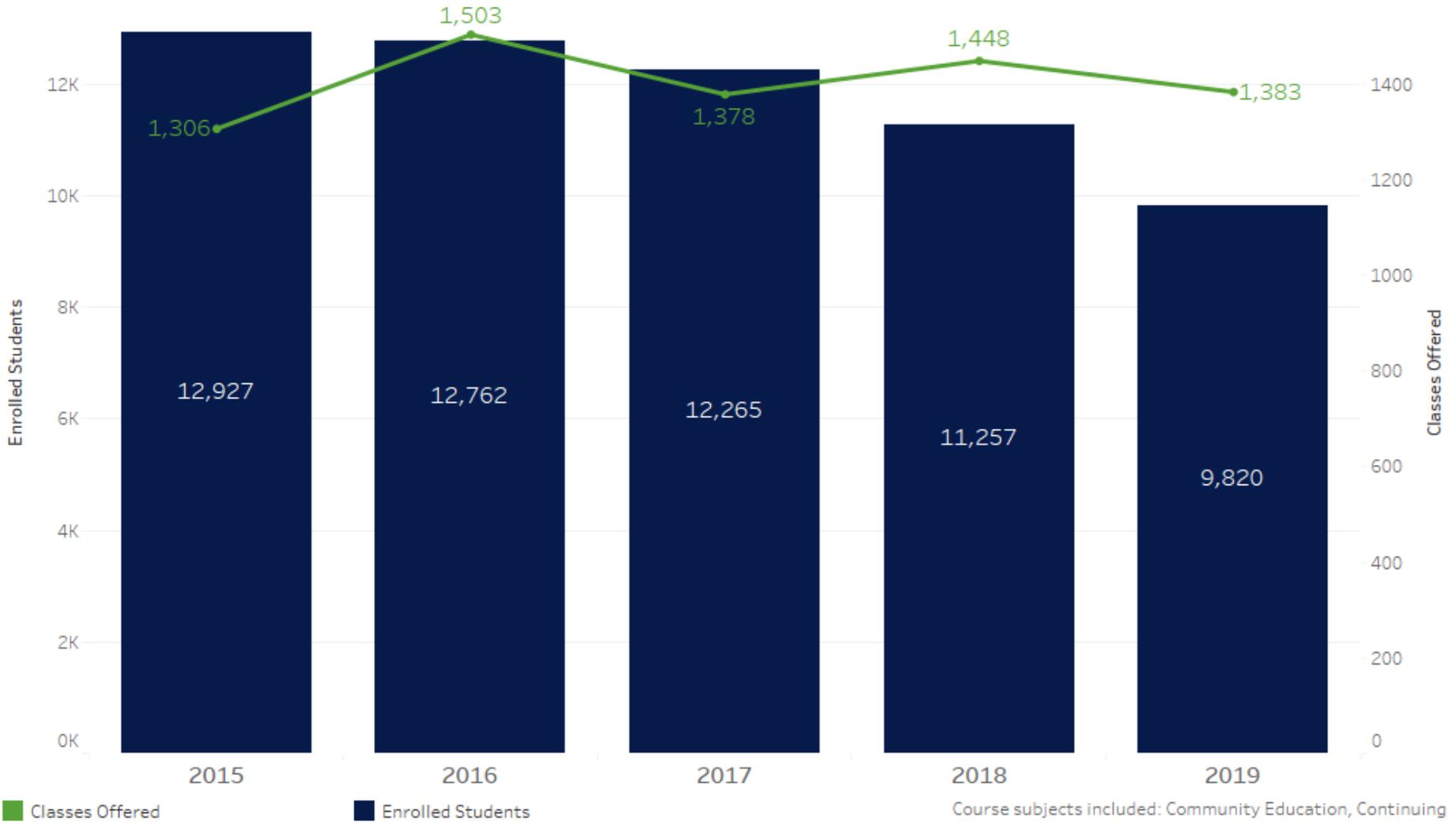




# COMMUNITY DEVELOPMENT

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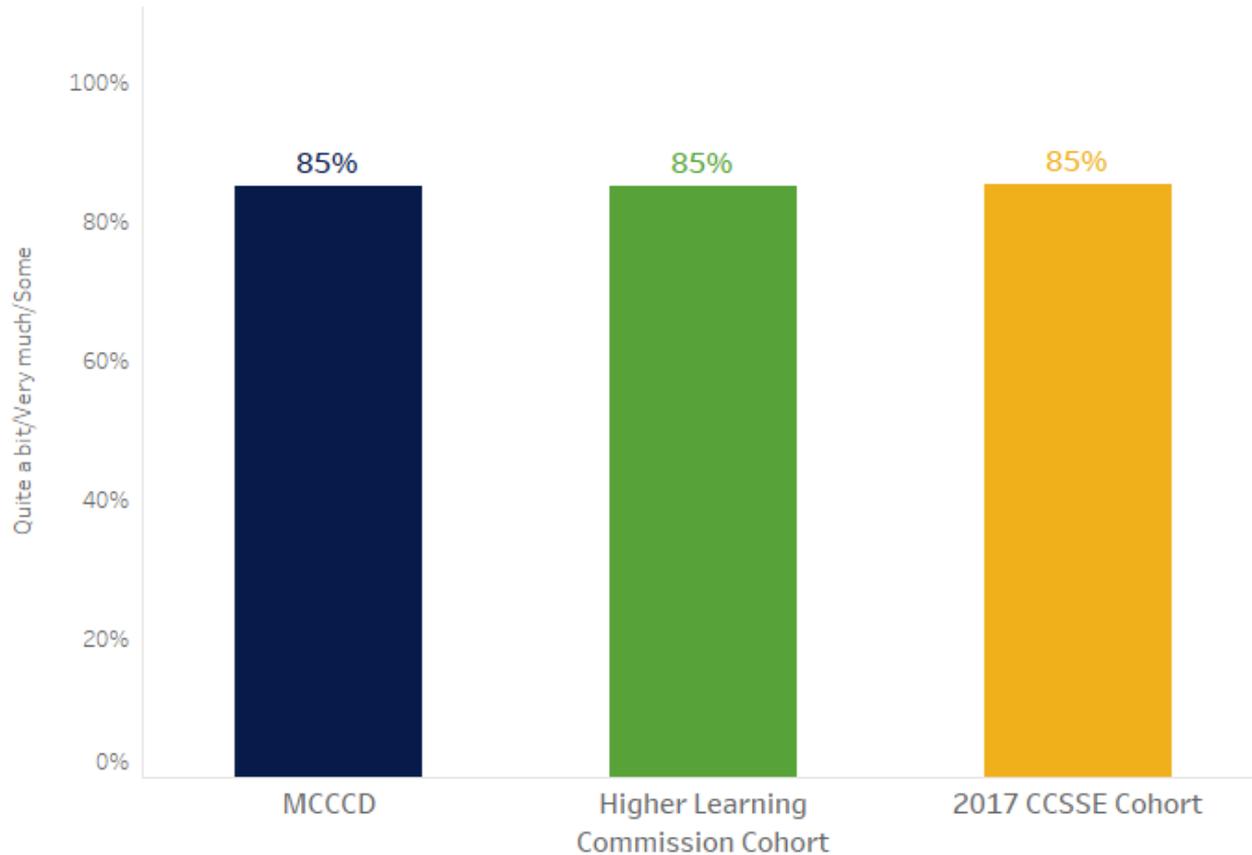


Course subjects included: Community Education, Continuing Education, Youth, Fitness, Seniors



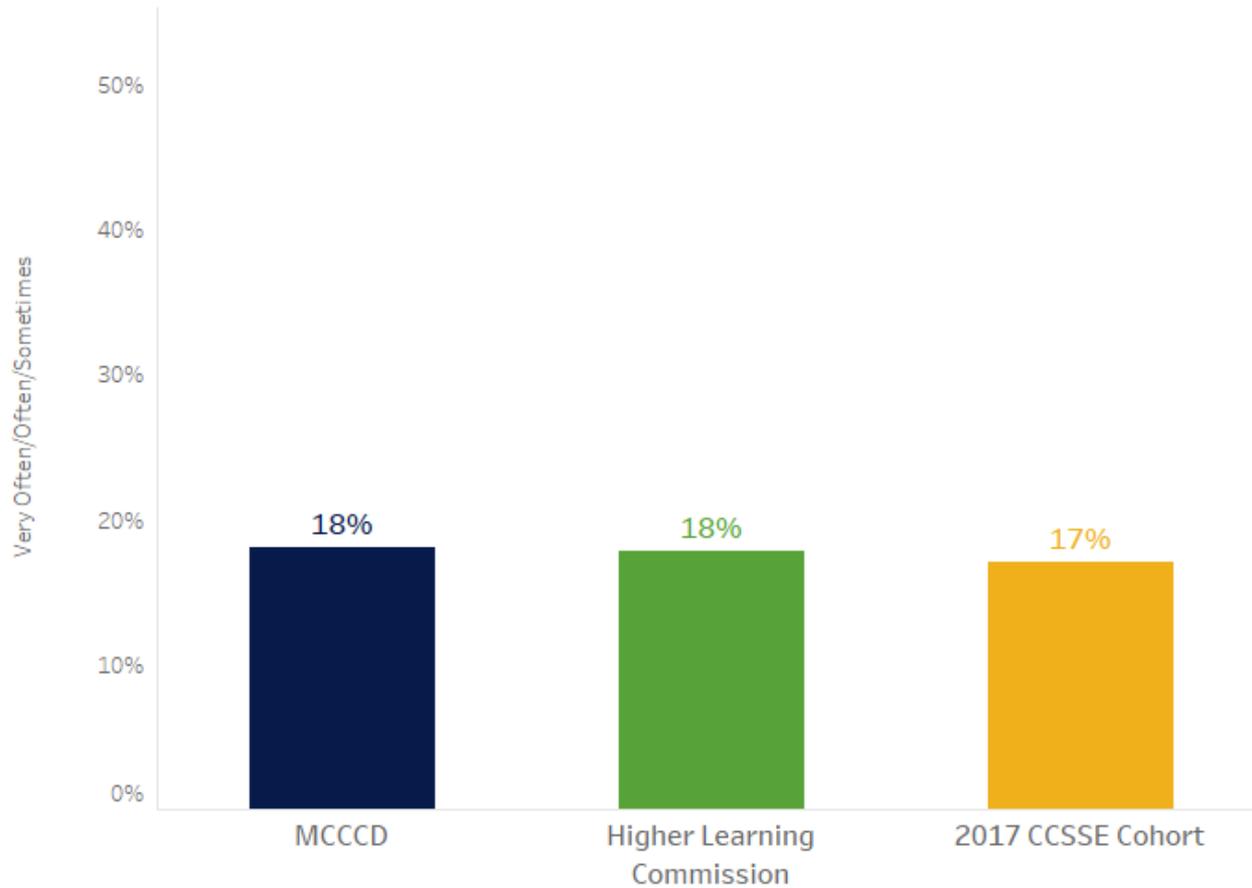
Senior tuition is half the cost of full tuition (\$42.50).

The college encourages contact among students from different economic, social, and racial or ethnic backgrounds.



Source: Community College Survey of Student Engagement

How often have you participated in a community-based project as part of a regular course?



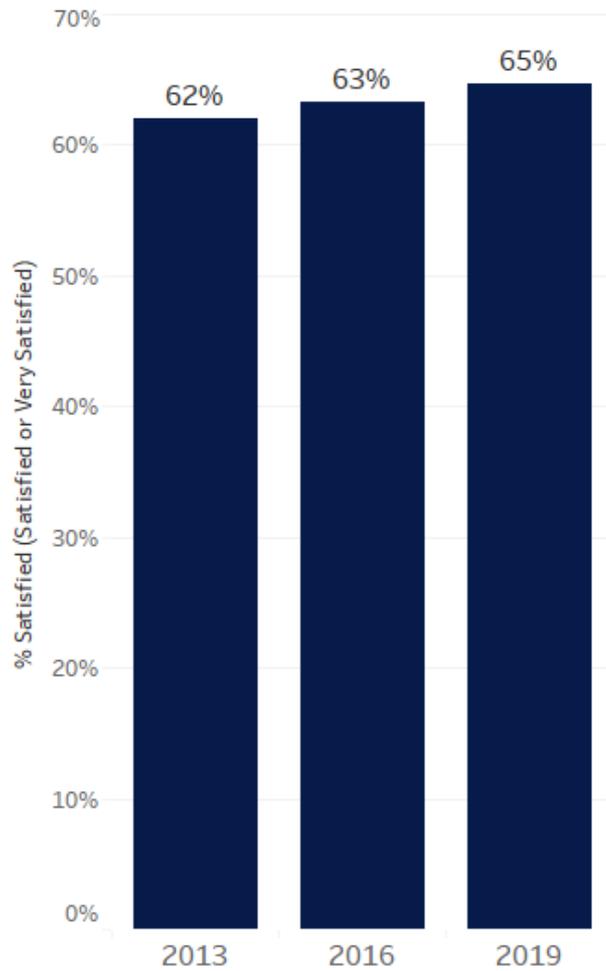
Source: Community College Survey of Student Engagement



# CUSTOMER SATISFACTION

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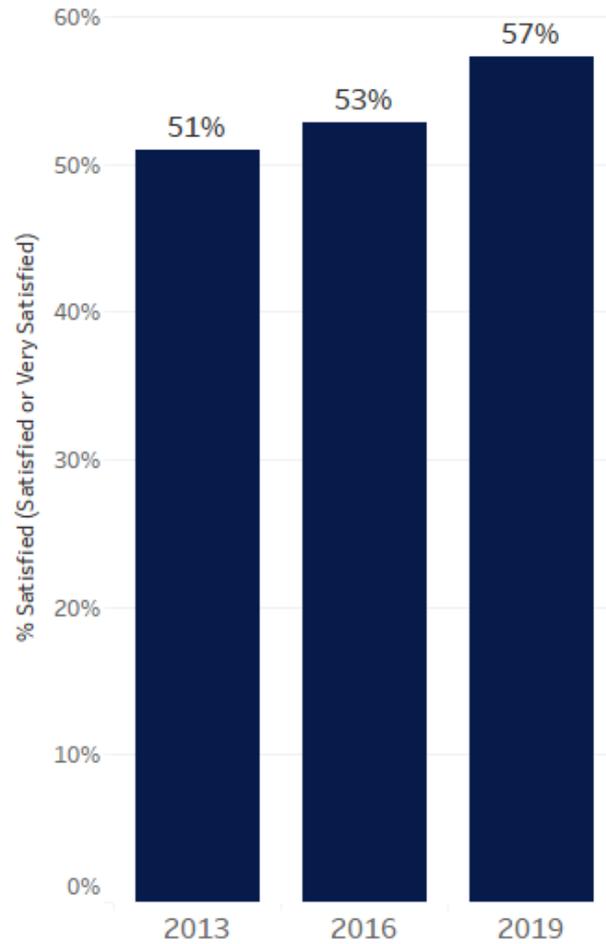




Questions included in metric:

Rate your overall satisfaction with your experience here thus far

Source: Ruffalo Noel Levitz Student Satisfaction Inventory



Questions included in metric:

Administrators are approachable to students

Bookstore staff are helpful

Channels for expressing student complaints are readily available

I generally know what's happening on campus

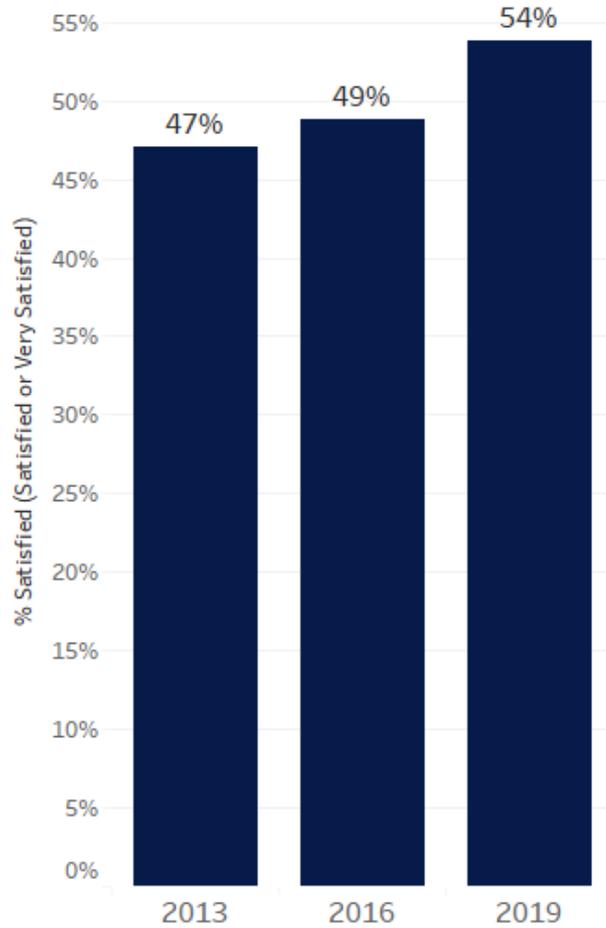
I seldom get the "run-around" when seeking information on this campus

Library staff are helpful and approachable

People on this campus respect and are supportive of each other

The campus staff are caring and helpful

The personnel involved in registration are helpful



Questions included in metric:

Counseling staff care about students as individuals

My academic advisor helps me set goals to work toward

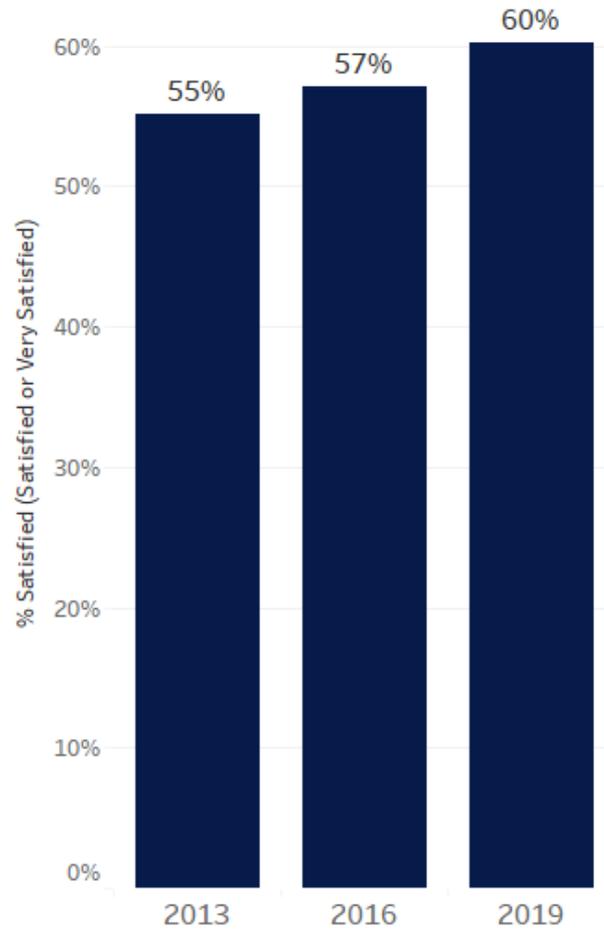
My academic advisor is approachable

My academic advisor is concerned about my success as an individual

My academic advisor is knowledgeable about my program requirements

My academic advisor is knowledgeable about the transfer requirements of other schools

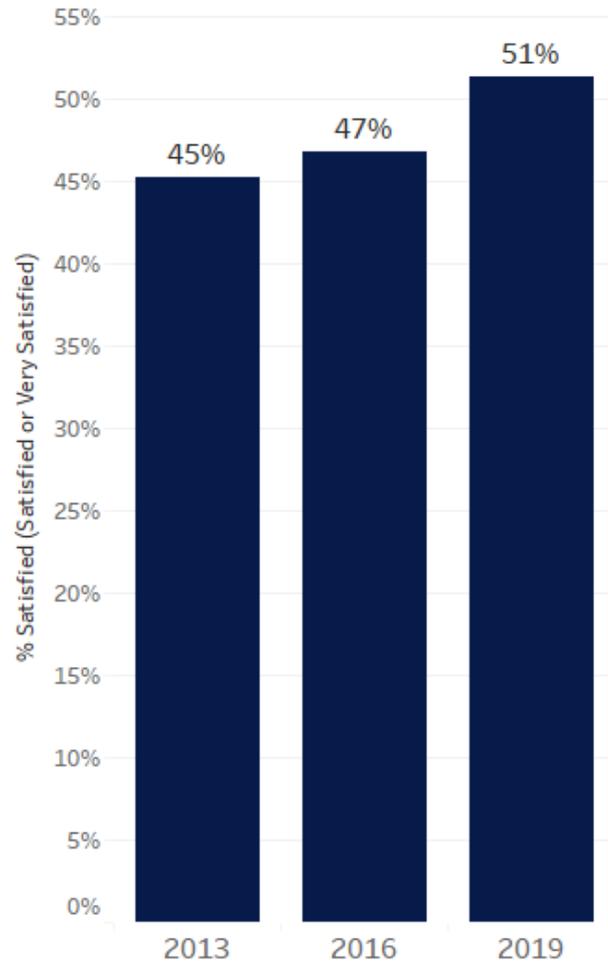
This school does whatever it can to help me reach my educational goals



Questions included in metric:

- Faculty are fair and unbiased in their treatment of individual students
- Faculty are interested in my academic problems
- Faculty are understanding of students' unique life circumstances
- Faculty are usually available after class and during office hours
- Faculty care about me as an individual
- Faculty provide timely feedback about student progress in a course
- Faculty take into consideration student differences as they teach a course
- I am able to experience intellectual growth here
- Nearly all classes deal with practical experiences and applications
- Nearly all of the faculty are knowledgeable in their fields
- Program requirements are clear and reasonable
- Students are notified early in the term if they are doing poorly in a class
- The quality of instruction I receive in most of my classes is excellent
- There is a good variety of courses provided on this campus

Source: Ruffalo Noel Levitz Student Satisfaction Inventory



Questions included in metric:

Adequate financial aid is available for most students

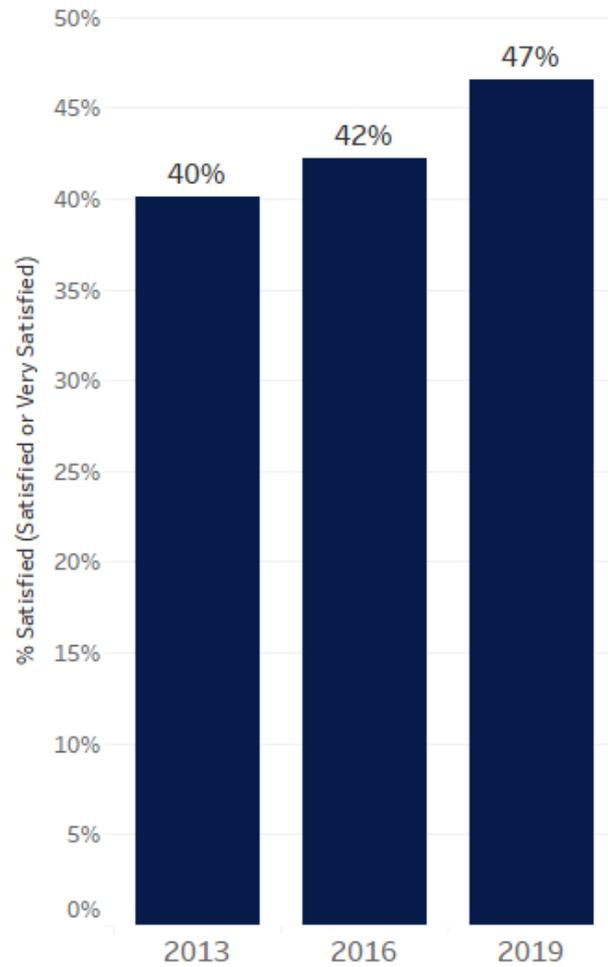
Admissions counselors accurately portray the campus in their recruiting practices

Admissions counselors respond to prospective students' unique needs and requests

Admissions staff are knowledgeable

Financial aid awards are announced to students in time to be helpful in college planning

Financial aid counselors are helpful



Questions included in metric:

Child care facilities are available on campus

New student orientation services help students adjust to college

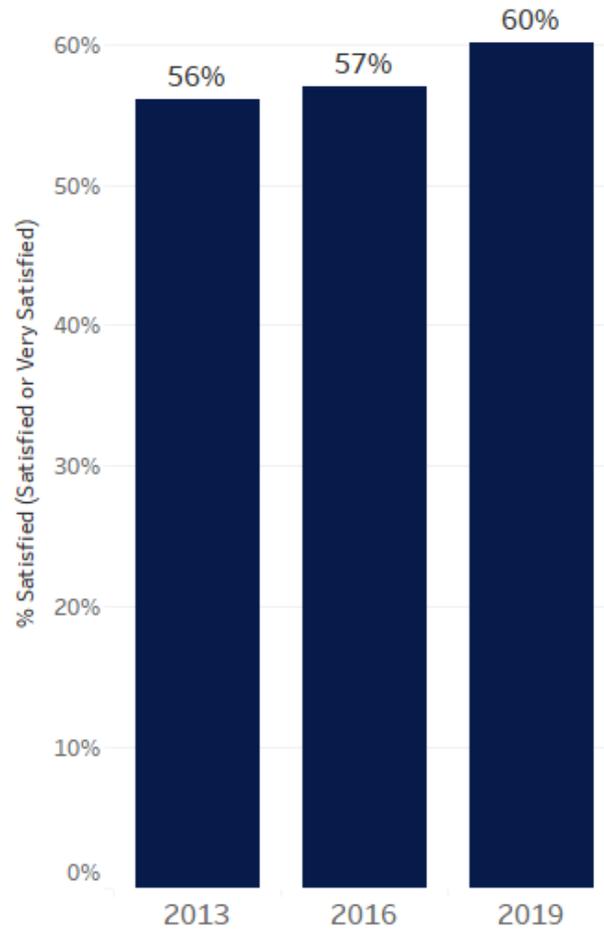
Personnel in the Veterans' Services program are helpful

The career services office provides students with the help they need to get a job

The student center is a comfortable place for students to spend their leisure time

There are adequate services to help me decide upon a career

This campus provides effective support services for displaced homemakers



Questions included in metric:

- Billing policies are reasonable
- Bookstore staff are helpful
- Class change (drop/add) policies are reasonable
- Classes are scheduled at times that are convenient for me
- I am able to register for classes I need with few conflicts
- Policies and procedures regarding registration and course selection are clear and well-publicized
- The business office is open during hours which are convenient for most students
- The personnel involved in registration are helpful
- There are convenient ways of paying my school bill

Source: Ruffalo Noel Levitz Student Satisfaction Inventory