



MCCCD Governing Board Outcomes and Metrics

2016-17 Monitoring Report

December 5, 2017



Institutional Effectiveness

Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Mesa | Paradise Valley | Phoenix | Rio Salado | Scottsdale | South Mountain

Maricopa County Community College District 2016-17 Monitoring Report Executive Summary

This report provides data on new Governing Board Outcome statements adopted in 2016-2017 for Workforce and Economic Development, Developmental Education, and Community Development and Global and Civic Engagement. Some new metrics in this report have had limited time for programmatic implementation to impact outcomes.

University Transfer Education and General Education

- The student population is more diverse as our Hispanic student enrollments continue to increase.
- We have seen an upward trend for student success in college-level courses (A, B, C, or P grades) and the percentage of all students with successful college-level grades is stable again this year at 78%.
- College-level course withdrawals remained the same as the previous year but are generally trending down.
- We are retaining more students Fall-to-Spring and Fall-to-Fall (with part-time student retention stable for the Fall-to-Fall metric).
- Total annual awards declined; certificates more than associate's degrees. However, we saw an increase in the six-year graduation rate of students graduating with associate's degrees.

Workforce and Economic Development

- The total number of occupational degrees and certificates (AAS and CCL) decreased in the past year from 12,001

awards to 11,112 awards in 2016-17, primarily due to program closures.

- Student surveys indicate wage growth by industry for students a year after graduation.
- We saw an increase in student success rates in occupational courses delivered in hybrid formats.
- The Small Business Development Centers created \$34.87 million in capital formation and 561 new jobs in 2016, exceeding their expected goals.

Developmental Education

- The developmental English and math course success rates decreased one percentage point each from Fall 2015 to Fall 2016.
- The reading developmental course success rate increased by two percentage points to 79%.
- Developmental course withdrawals continue to trend down from Fall 2013, with reading taking a slight bump up this past year from 14% to 15% (but still lower than prior years).
- The success rates in a subsequent college-level English course have been trending up and remain stable this past year at 80%. Success in subsequent college-level math declined by one percentage point in the Fall 2015 cohort.

Community Development and Civic and Global Engagement

- Nearly 5,000 students participated in service-learning opportunities in their communities in 2016-17, and over 6,700



MARICOPA
COMMUNITY COLLEGES

Institutional Effectiveness

Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Maricopa Corporate College
Mesa | Paradise Valley | Phoenix | Rio Salado | Scottsdale | South Mountain

students responded that they had participated in a community-based project as part of one of their regular courses, when asked on the national Community College Survey of Student Engagement (CCSSE). New outcomes measures will be available for the 2018 Monitoring Report.



MARICOPA
COMMUNITY COLLEGES

Institutional Effectiveness

Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Maricopa Corporate College
Mesa | Paradise Valley | Phoenix | Rio Salado | Scottsdale | South Mountain

MCCCD Governing Board Key Metrics - System-wide

University Transfer Education and General Education

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
College-Level Course Success Rate	74%	76%	77%	78%	78%
	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016
Fall-to-Fall Retention Rate	48%	48%	49%	50%	51%
	Fall 2007 Cohort as of Fall 2013	Fall 2008 Cohort as of Fall 2014	Fall 2009 Cohort as of Fall 2015	Fall 2010 Cohort as of Fall 2016	Fall 2011 Cohort as of Fall 2017
Six-year Graduation Rate (degrees/certificates)	28%	22%	20%	20%	21%
	Fall 2007 Cohort as of Fall 2013	Fall 2008 Cohort as of Fall 2014	Fall 2009 Cohort as of Fall 2015	Fall 2010 Cohort as of Fall 2016	Fall 2011 Cohort as of Fall 2017
Percent of students with a transfer intent who earned an AGECE or Transfer degree (AA, AS, ABUS) within three and six years					
Within 3 years	8%	10%	11%	10%	9%
Within 6 years	14%	16%	17%	16%	15%

Workforce and Economic Development

	2012-13	2013-14	2014-15	2015-16	2016-17
Number of occupational degrees and certificates awarded annually	11,665	12,557	12,521	12,001	11,112
	Fall 2007 Cohort as of Fall 2013	Fall 2008 Cohort as of Fall 2014	Fall 2009 Cohort as of Fall 2015	Fall 2010 Cohort as of Fall 2016	Fall 2011 Cohort as of Fall 2017
Graduation rate of Occupational Student Cohort					
Within 3 years	22%	13%	9%	10%	11%
Within 6 years	28%	17%	14%	14%	14%

Developmental Education

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Success rate in developmental education courses	60%	62%	67%	67%	67%
	Fall 2011 in Fall 2012	Fall 2012 in Fall 2013	Fall 2013 in Fall 2014	Fall 2014 in Fall 2015	Fall 2015 in Fall 2016
Success rate in subsequent math course after developmental math	68%	68%	66%	71%	70%
Success rate in subsequent English course after developmental English	75%	78%	79%	80%	80%

Community Development and Civic and Global Engagement

	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17
Annual headcount in non-credit courses	18,688	14,967	15,162	15,449	15,742

Table of Contents

Section

Slide Number

Executive Summary and Key Metrics

2020 Completion Agenda Goal

1

Outcome 1: University Transfer Education and General Education

5

Outcome 2: Workforce and Economic Development

24

Outcome 3: Developmental Education

38

Outcome 4: Community Development and Civic and Global Engagement

49

Appendix and Methodology

➤ For more information on the Maricopa County Community College District Governing Board Outcomes and Metrics, see <http://www.maricopa.edu/publicstewardship/governance/index.php>.

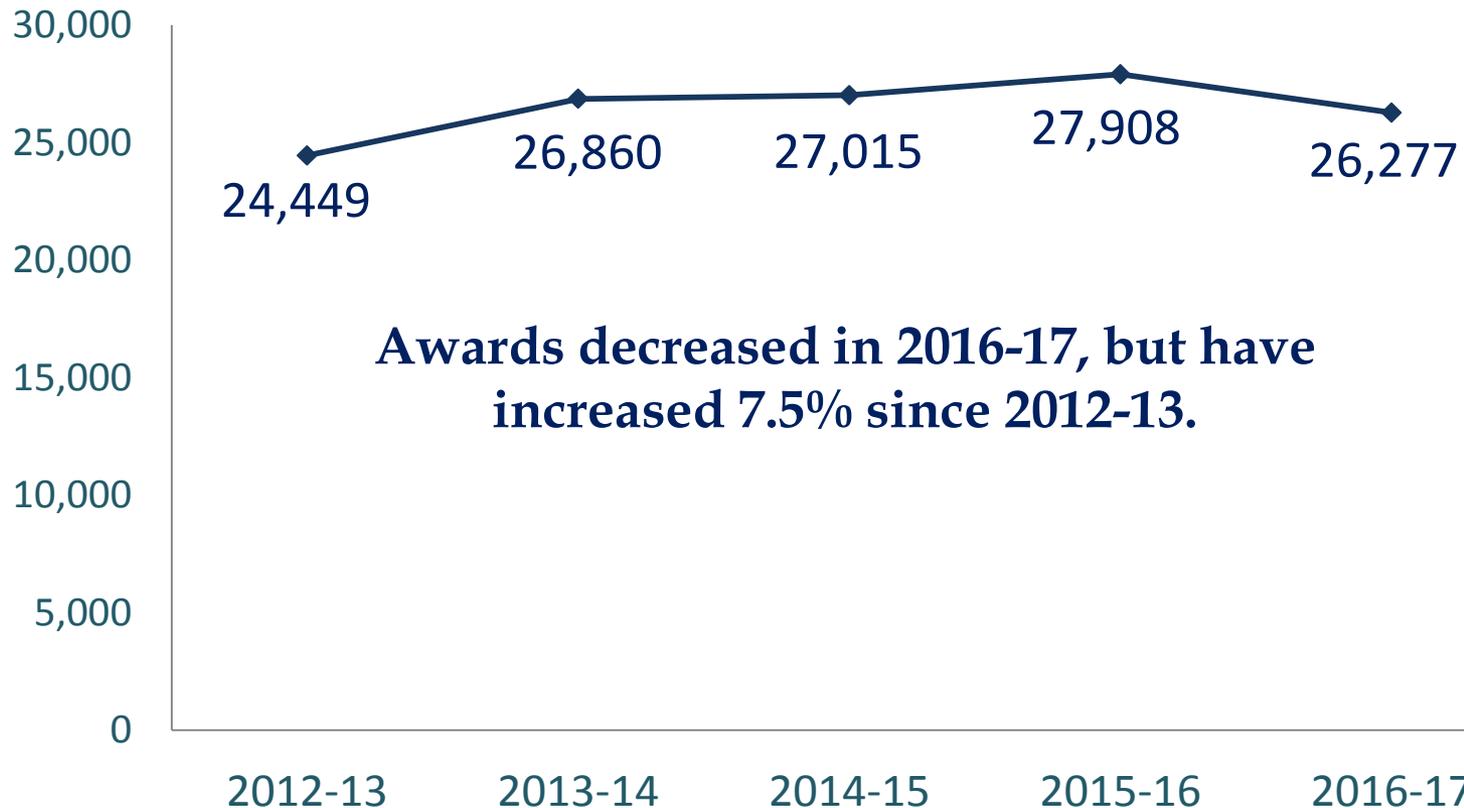


2020 Board Resolution Completion Agenda Goal

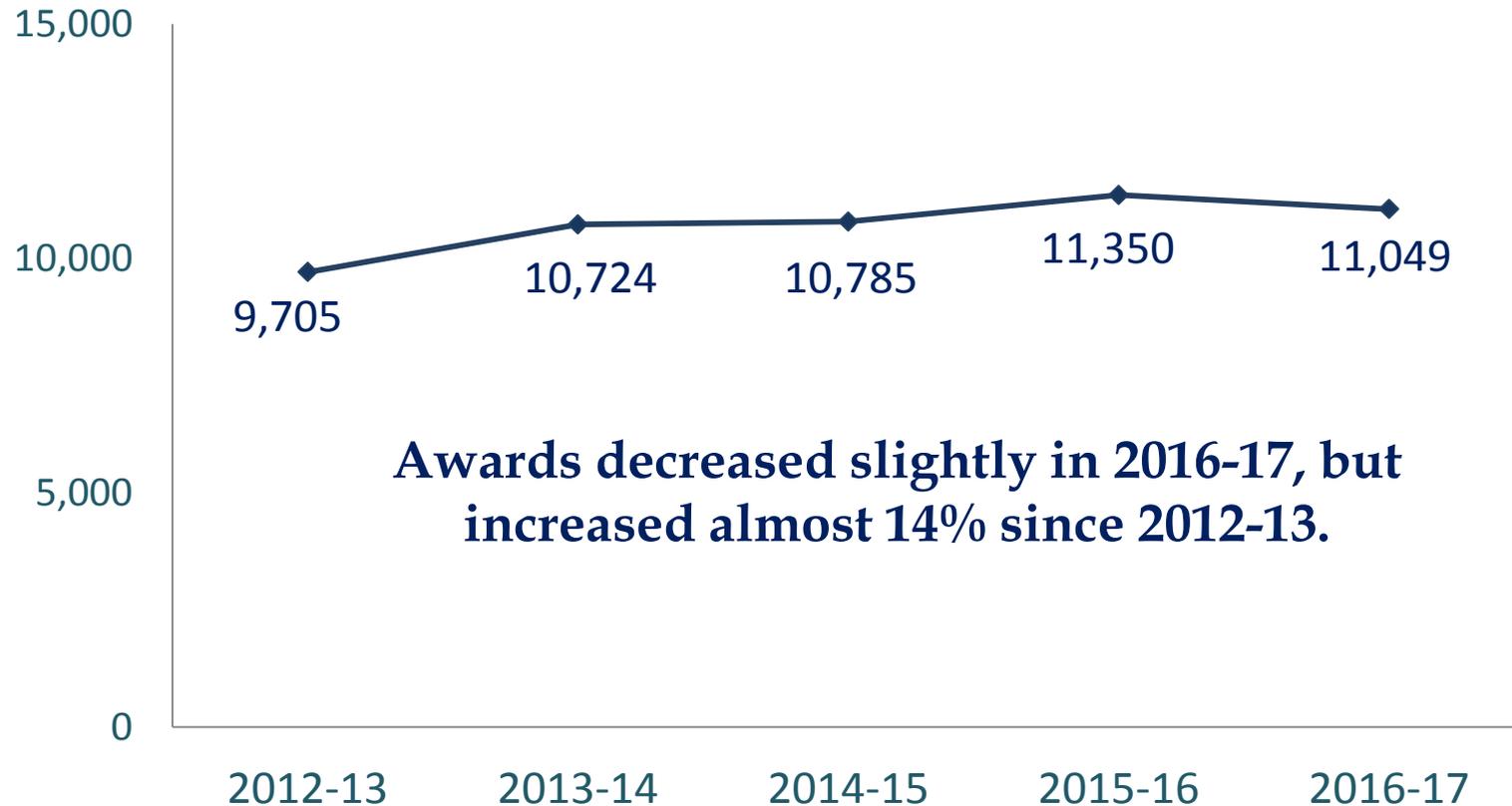


Total Annual Awards

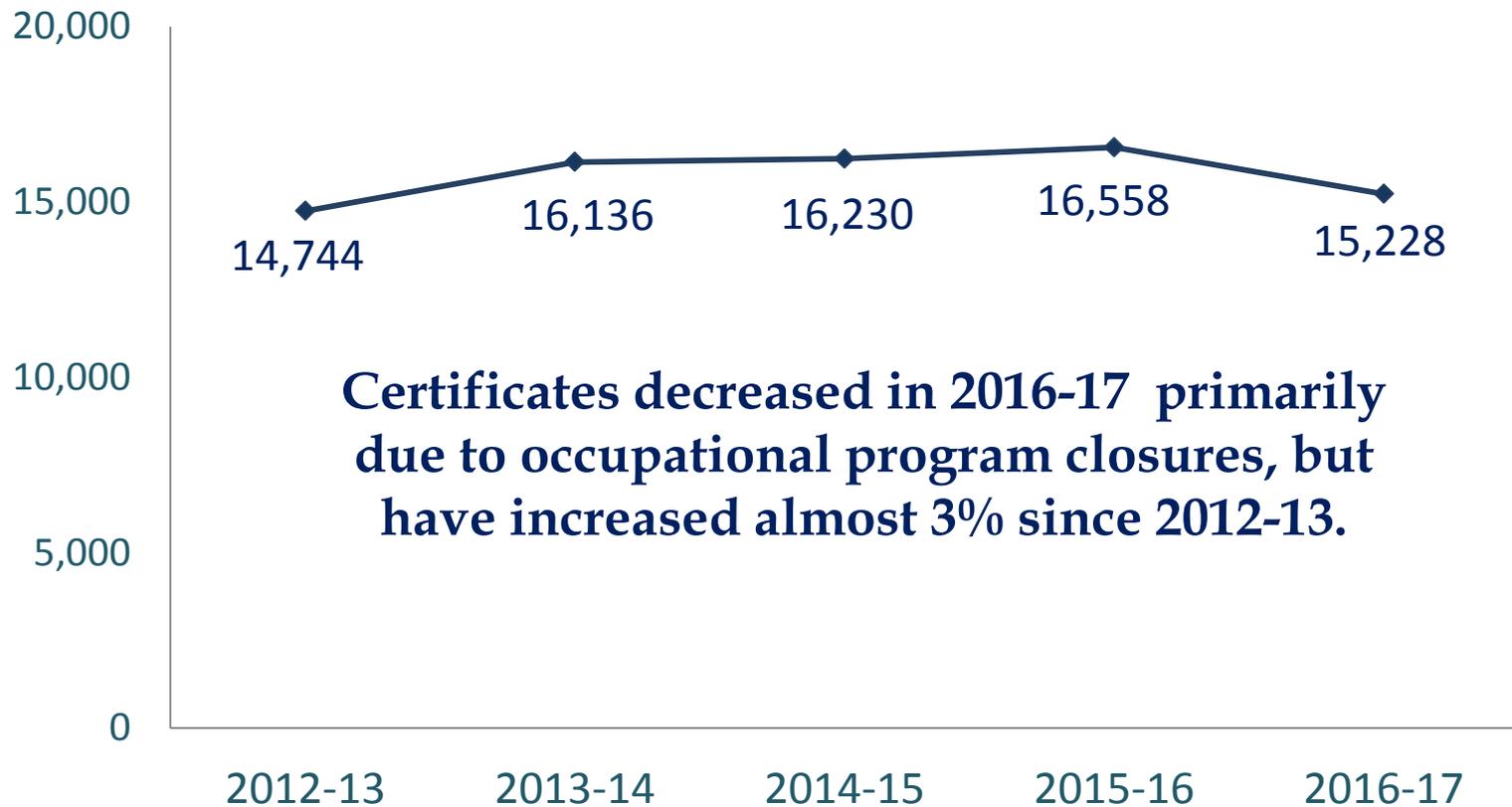
(All Students)



Associate's Degrees Awarded (All Students)



Number of Certificates Awarded (All Students)

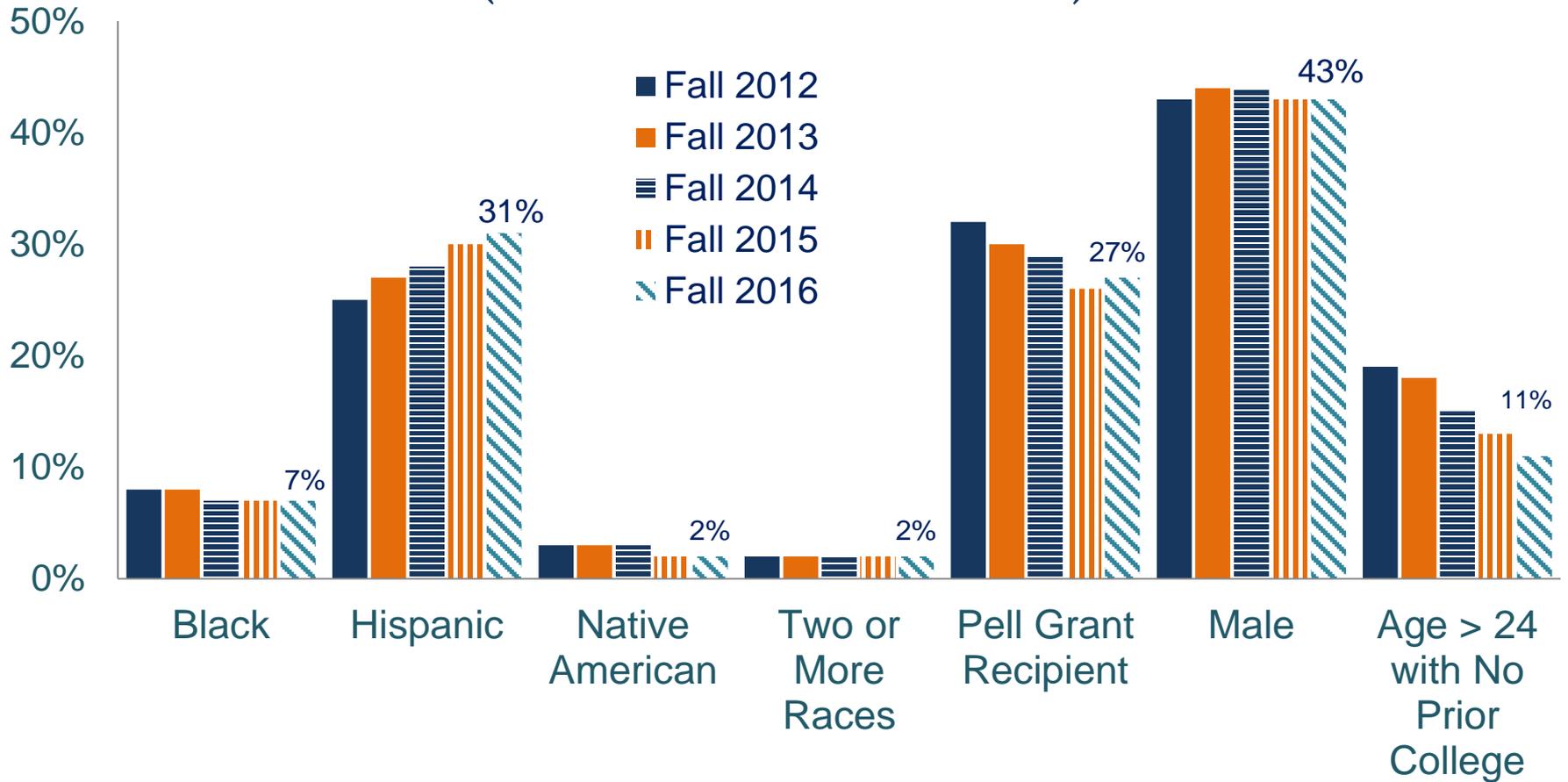


University Transfer Education and General Education

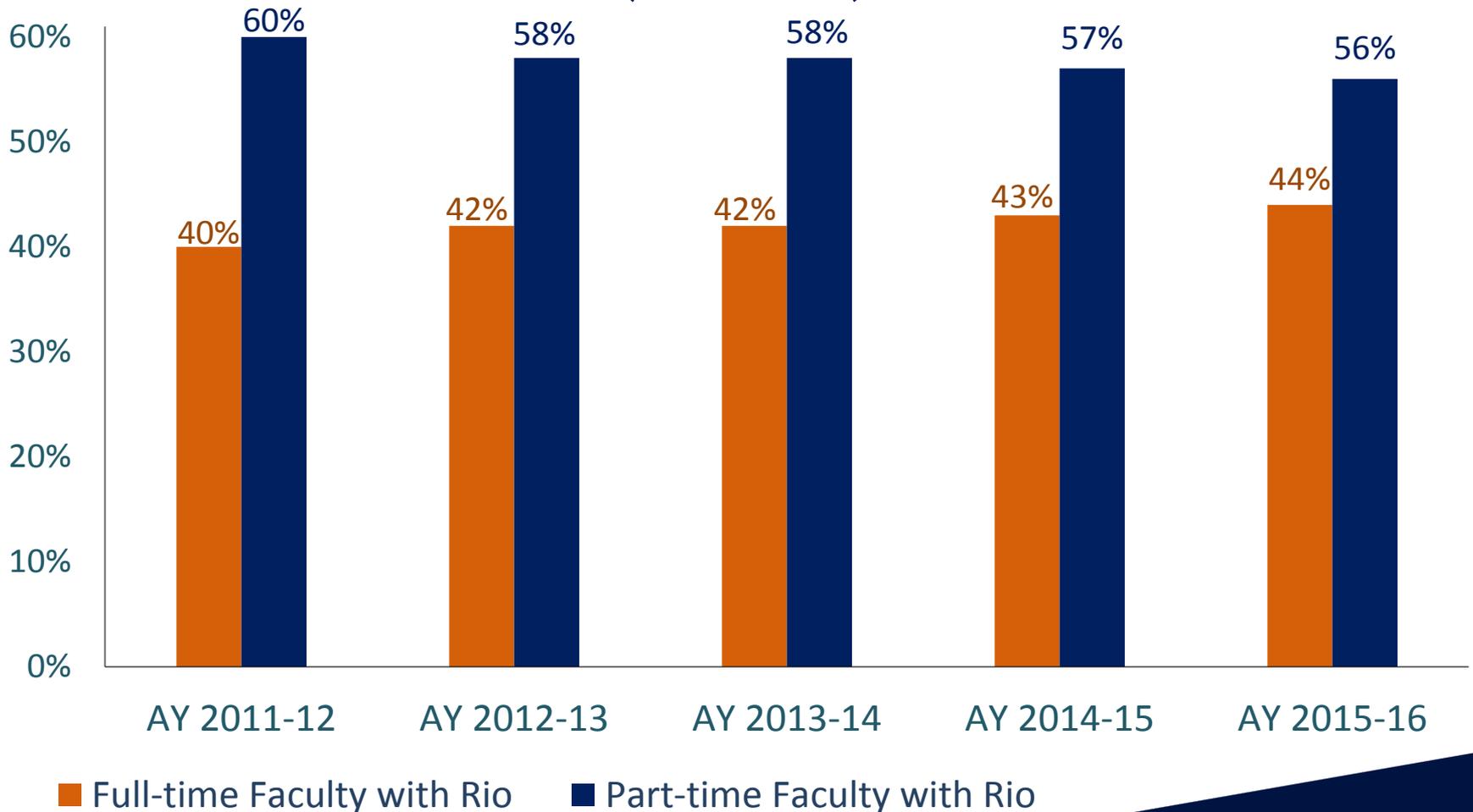
Outcome 1

Enrollment of Underserved Populations

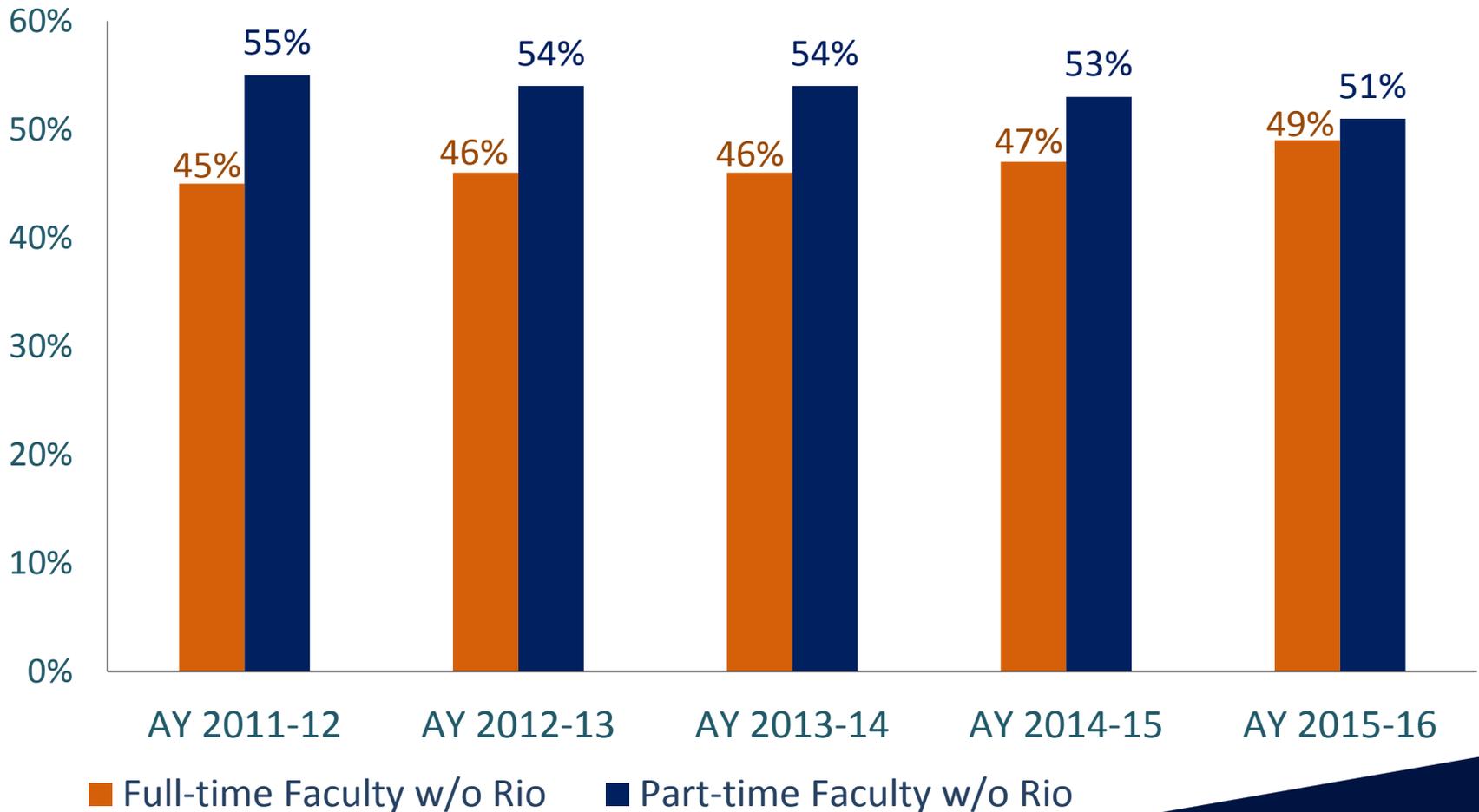
(New students in Fall terms)



Full-time to Part-time Faculty Load Ratio (with Rio)

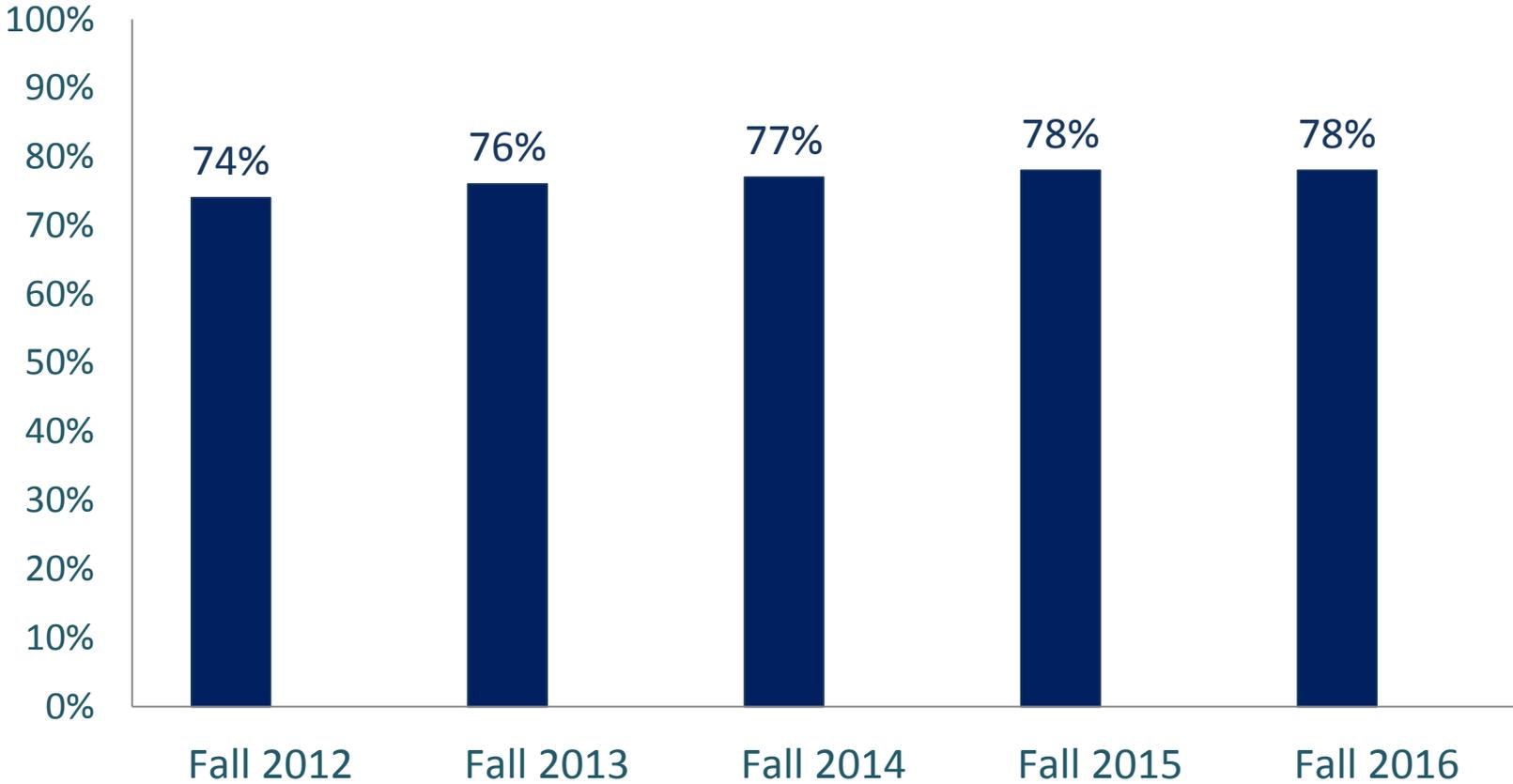


Full-time to Part-time Faculty Load Ratio (without Rio)



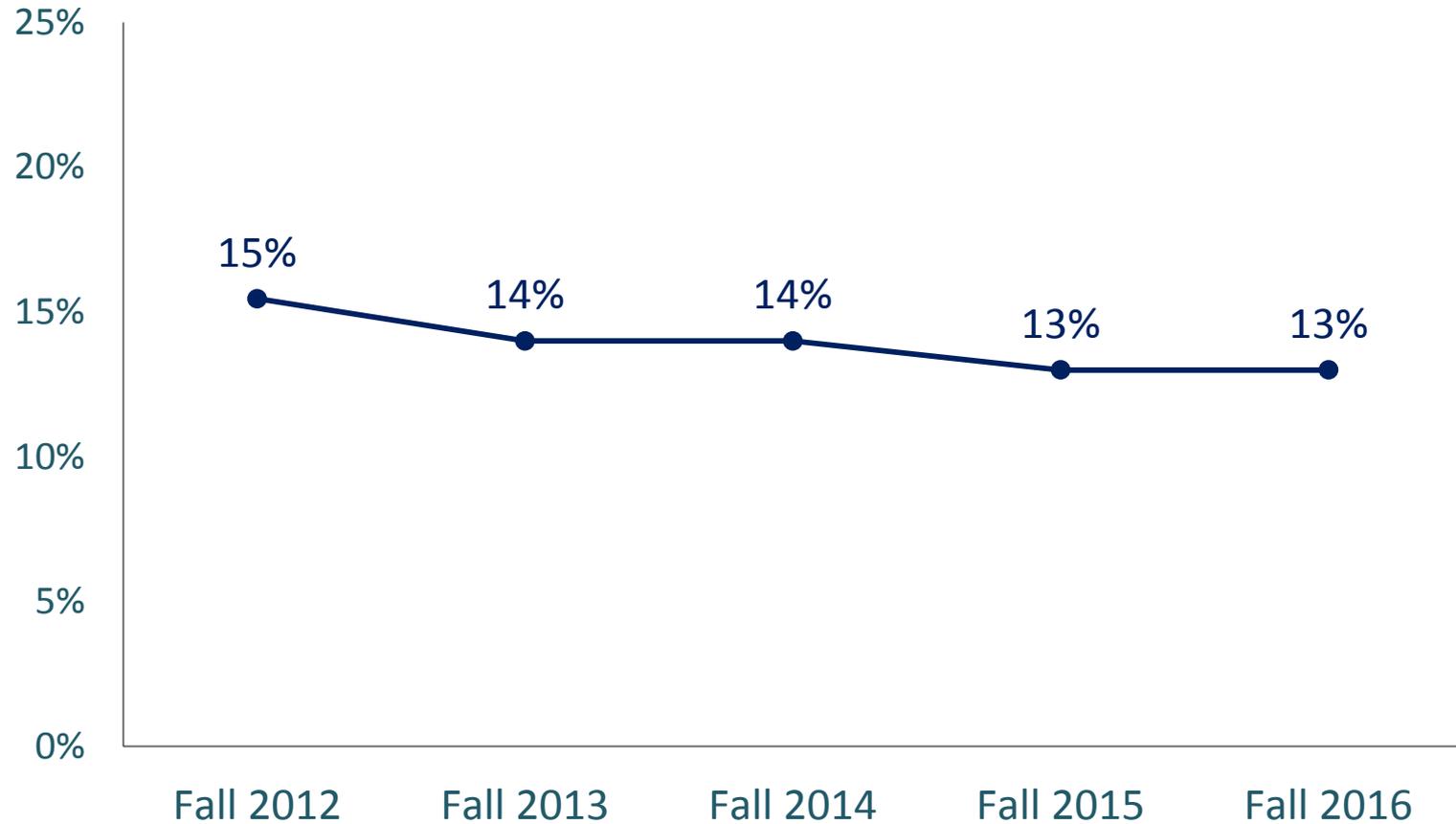
College-level Course Success (A, B, C, P grades)

(All students in college-level courses)



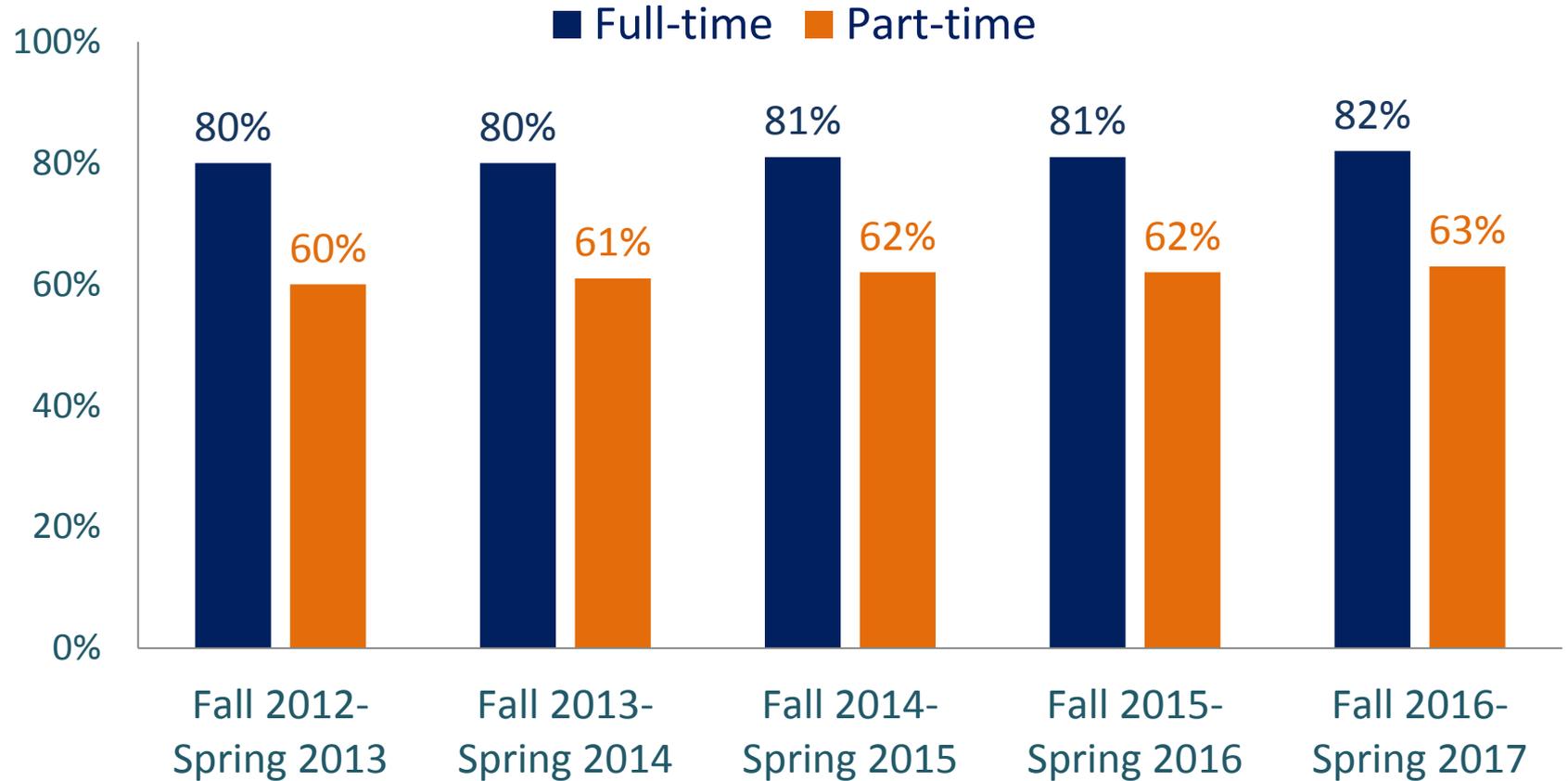
College-level Course Withdrawals

(All students in college-level courses)



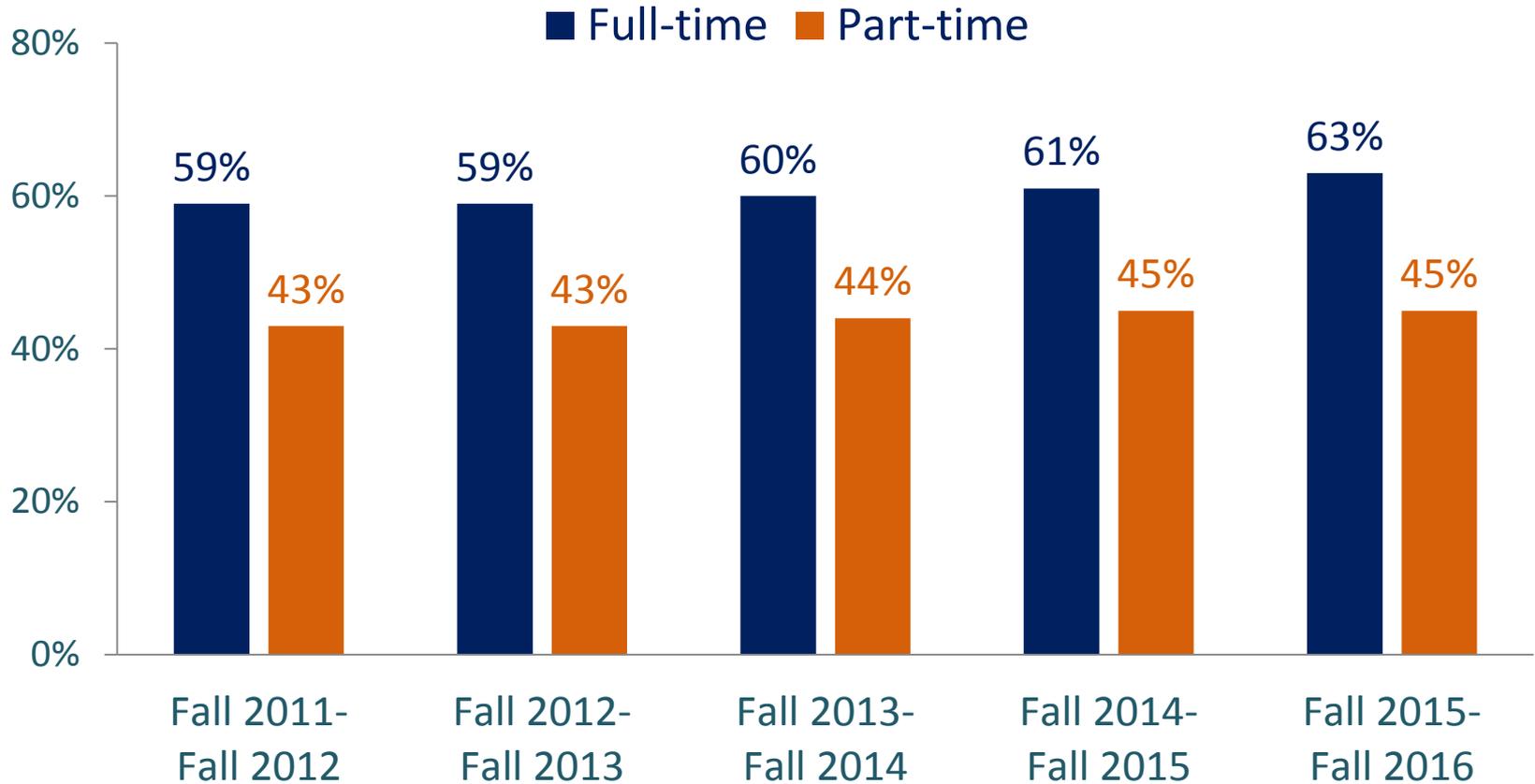
Fall-to-Spring Retention

(All Students)



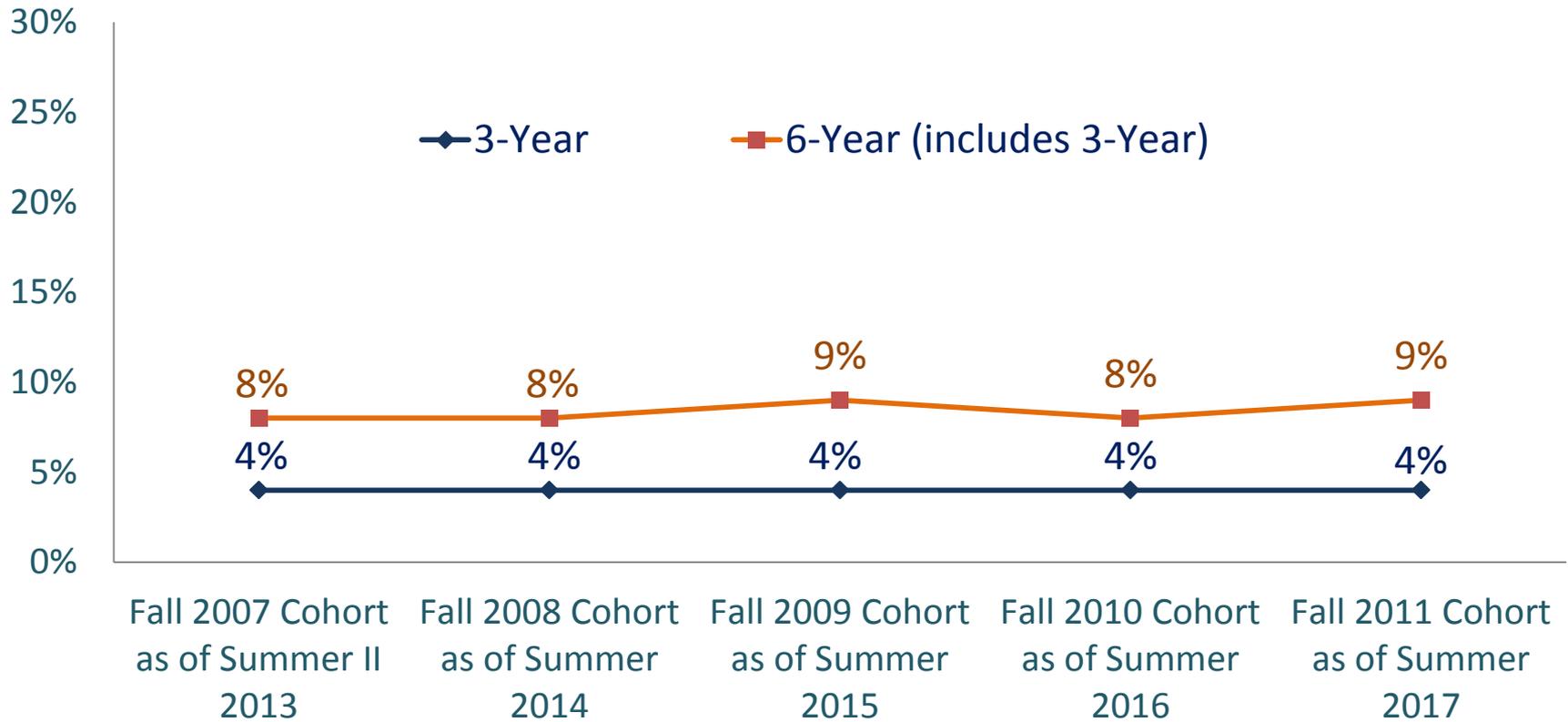
Fall-to-Fall Retention

(All Students)



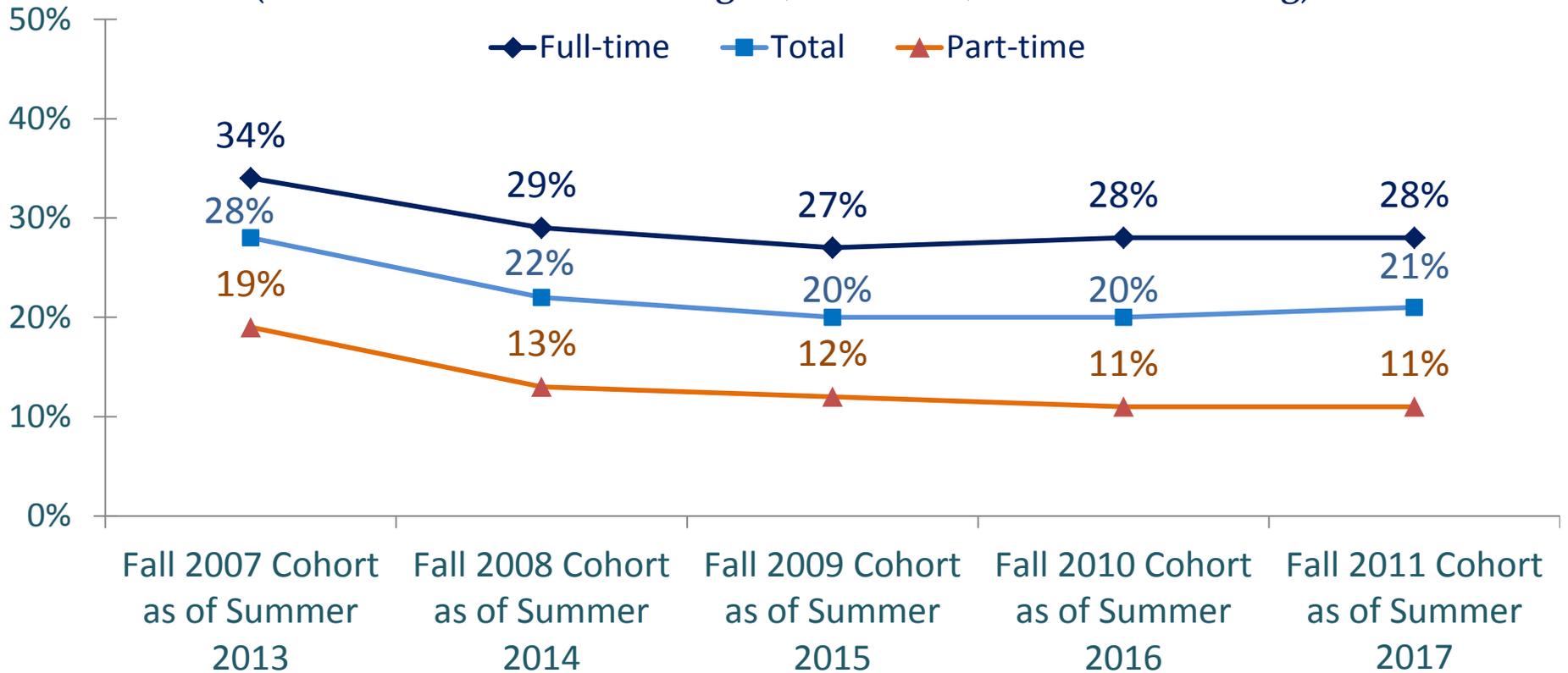
Students Graduating with Associate's Degrees

(New students who were degree, certificate, or transfer-seeking)

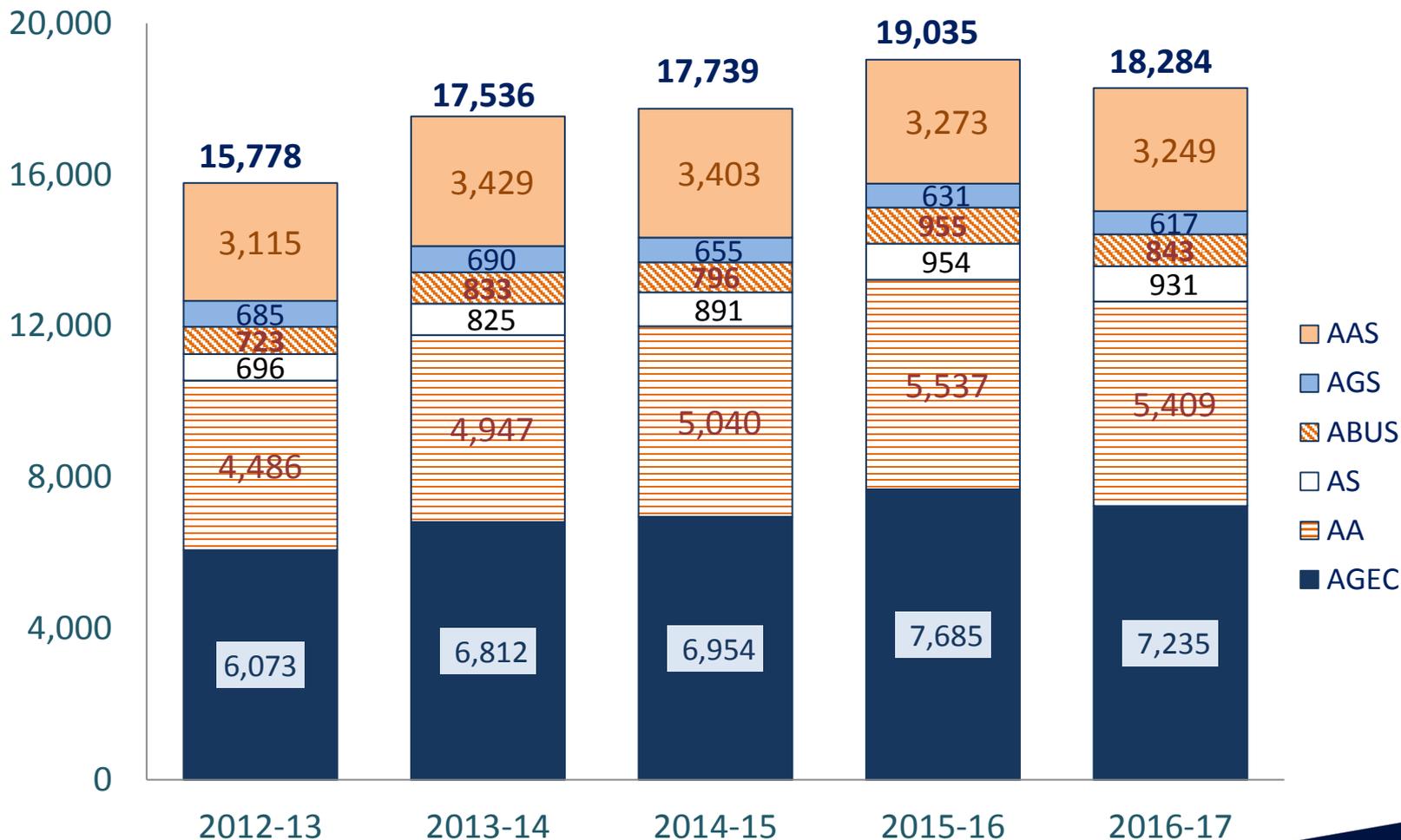


Percent of Students Graduating Within 6 Years (Degrees and Certificates)

(New students who were degree, certificate, or transfer-seeking)

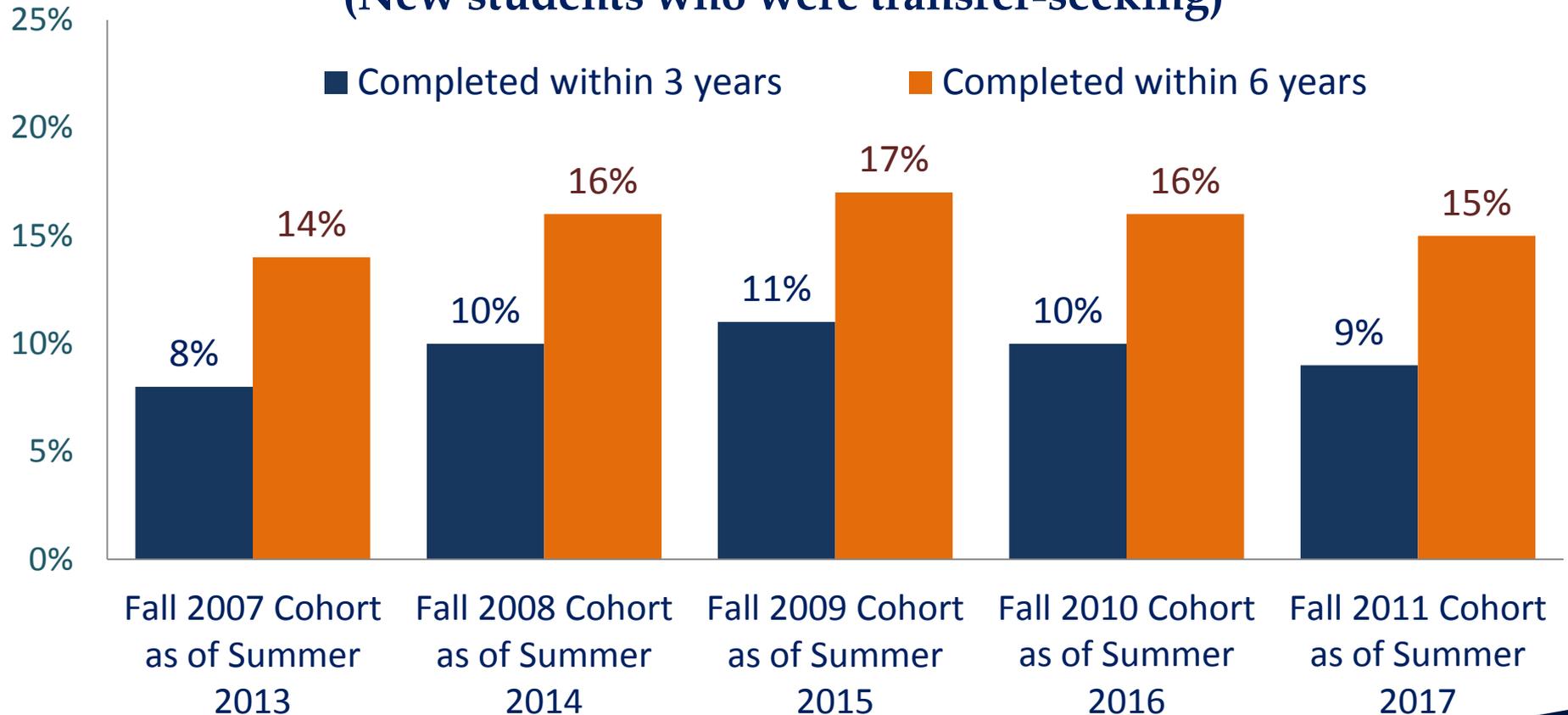


Number of Transfer Associate's Degrees and AGEC Certificates Awarded Annually (All Students)



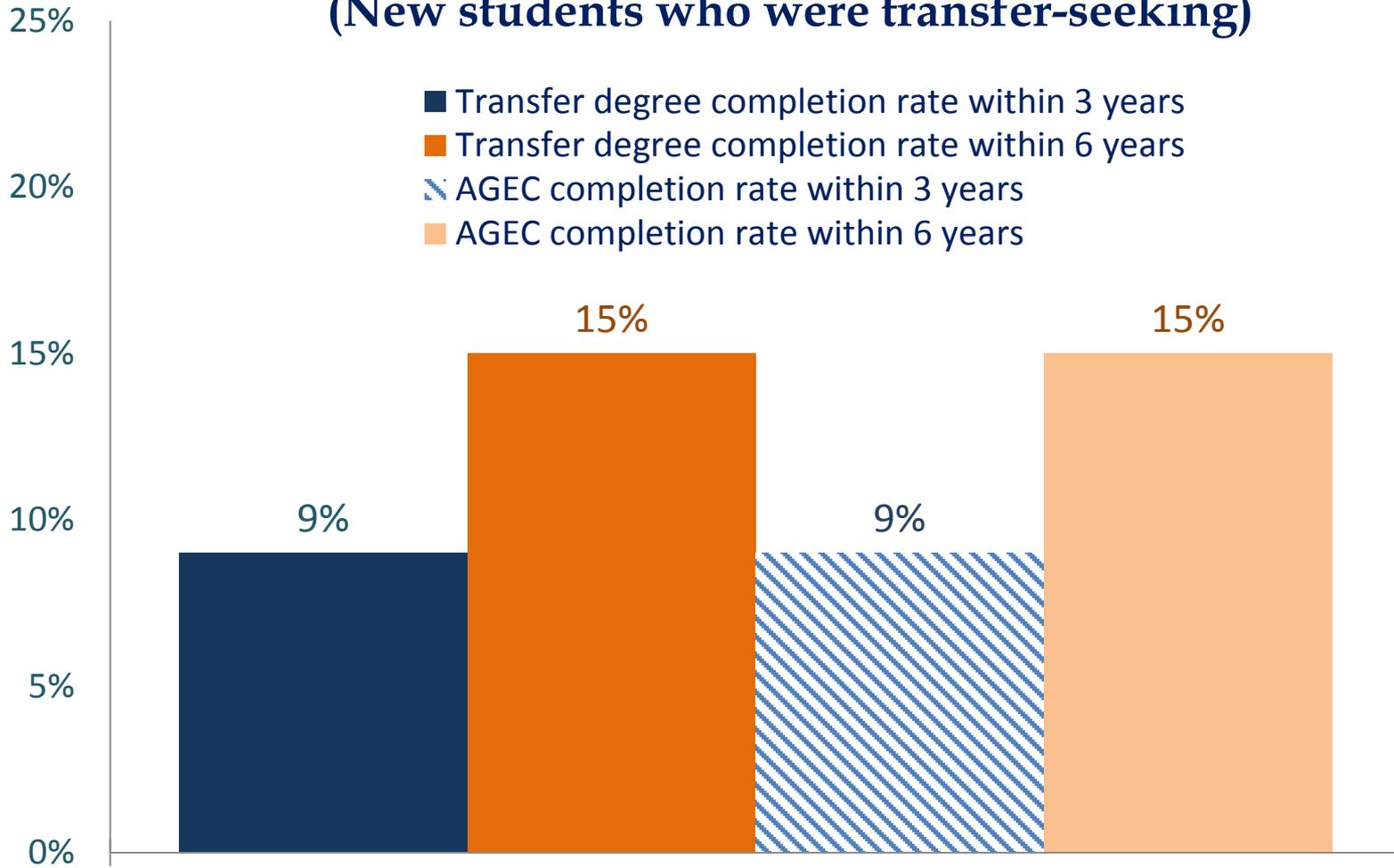
Students Completing AGEC Certificate and Transfer Degrees

(New students who were transfer-seeking)



AGEC Certificate and Transfer Degrees

(New students who were transfer-seeking)



Fall 2011 Transfer-Intent Cohort as of 2017



MARICOPA
COMMUNITY COLLEGES

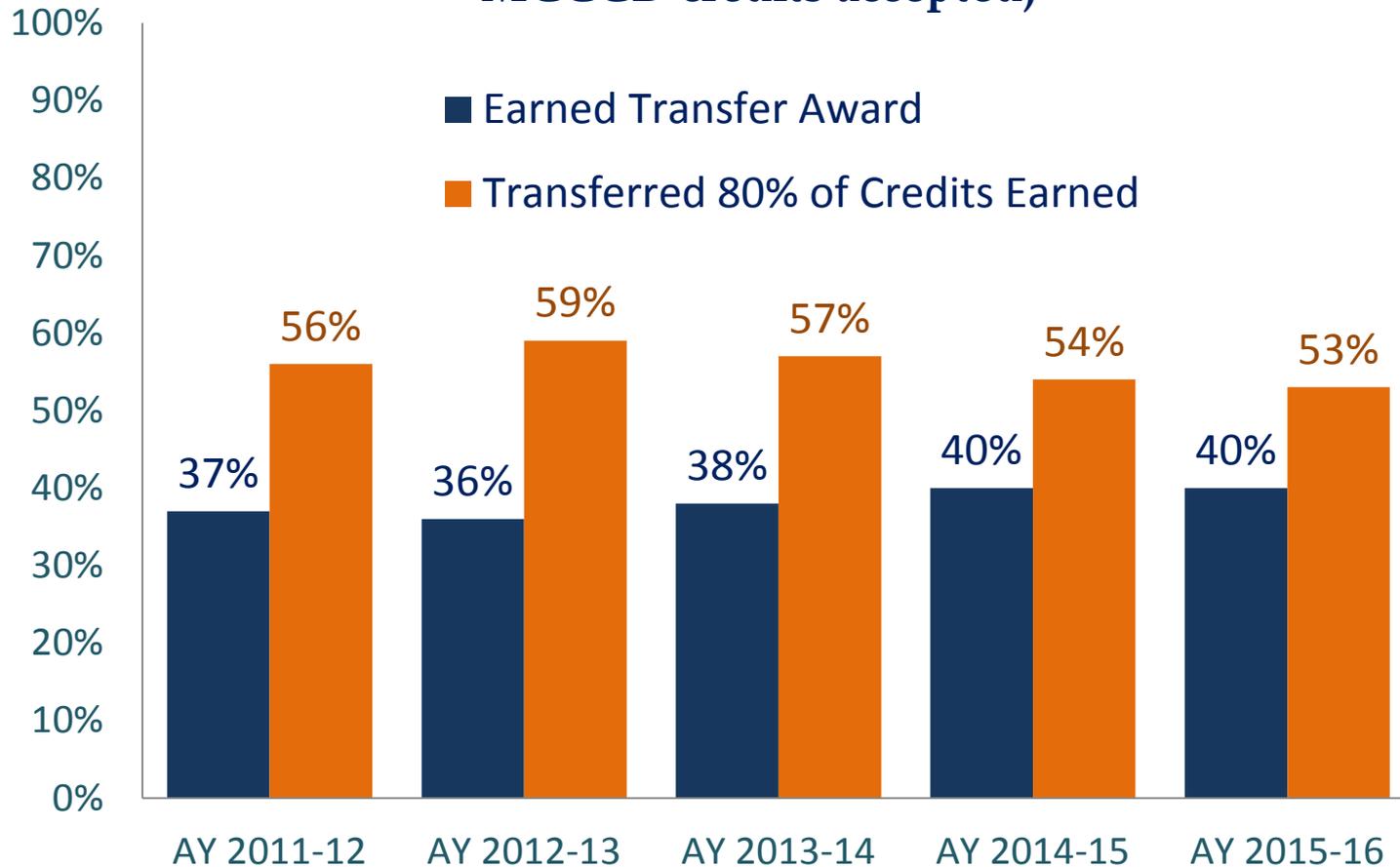
Participation in MCCCD Signature Transfer Programs

Number of students signing pathway agreements	AY 2014-15	AY 2015-16	AY 2016-17
MAPP (Maricopa to ASU Pathways Program)	3,292	2,458	2,365
Connect2NAU	734	602	511
UA Bridge	102	59	131



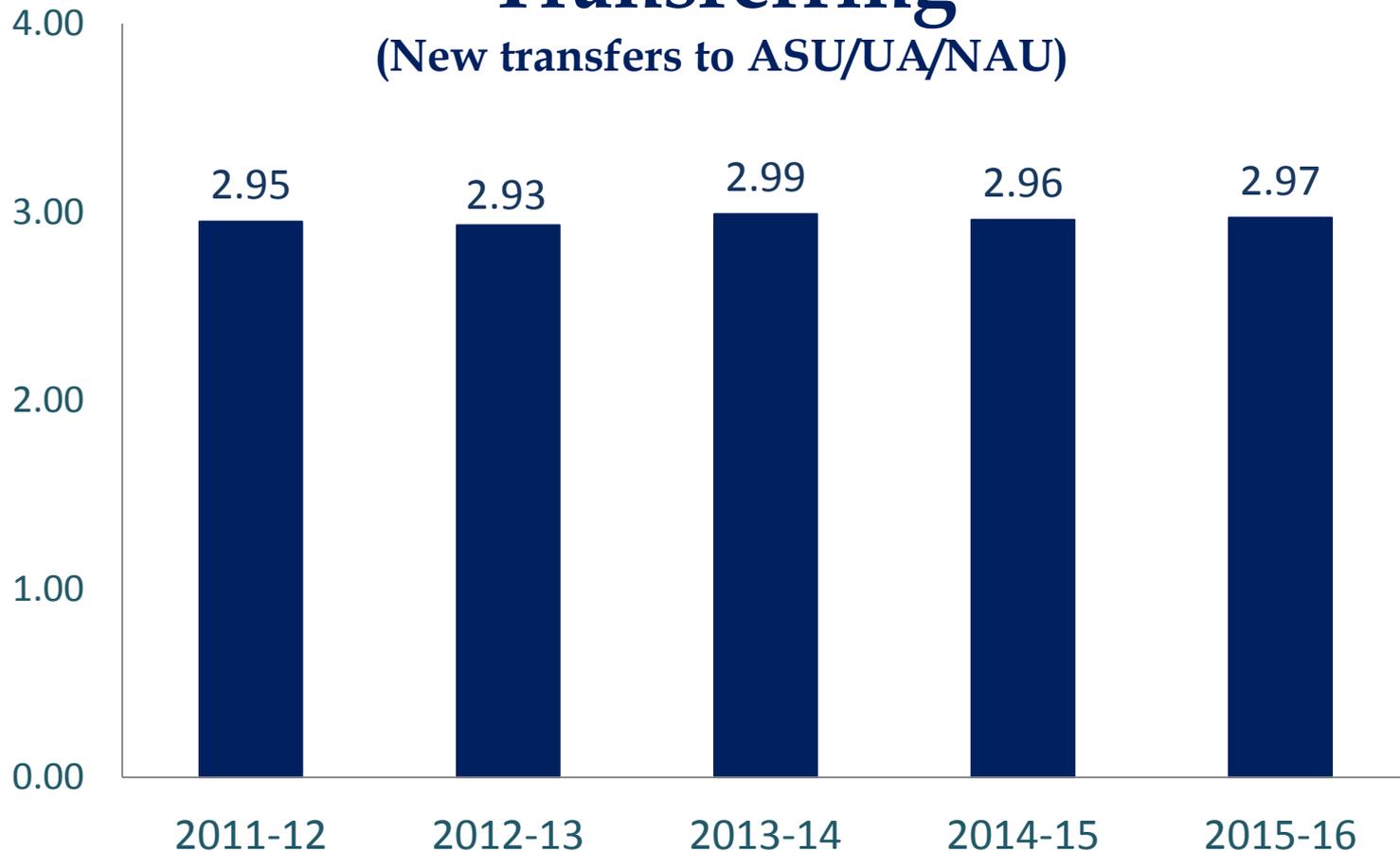
Students Transferring to State Public Universities

(New transfers to ASU/UA/NAU with MCCCDC degree/certificate or 80% of MCCCDC credits accepted)



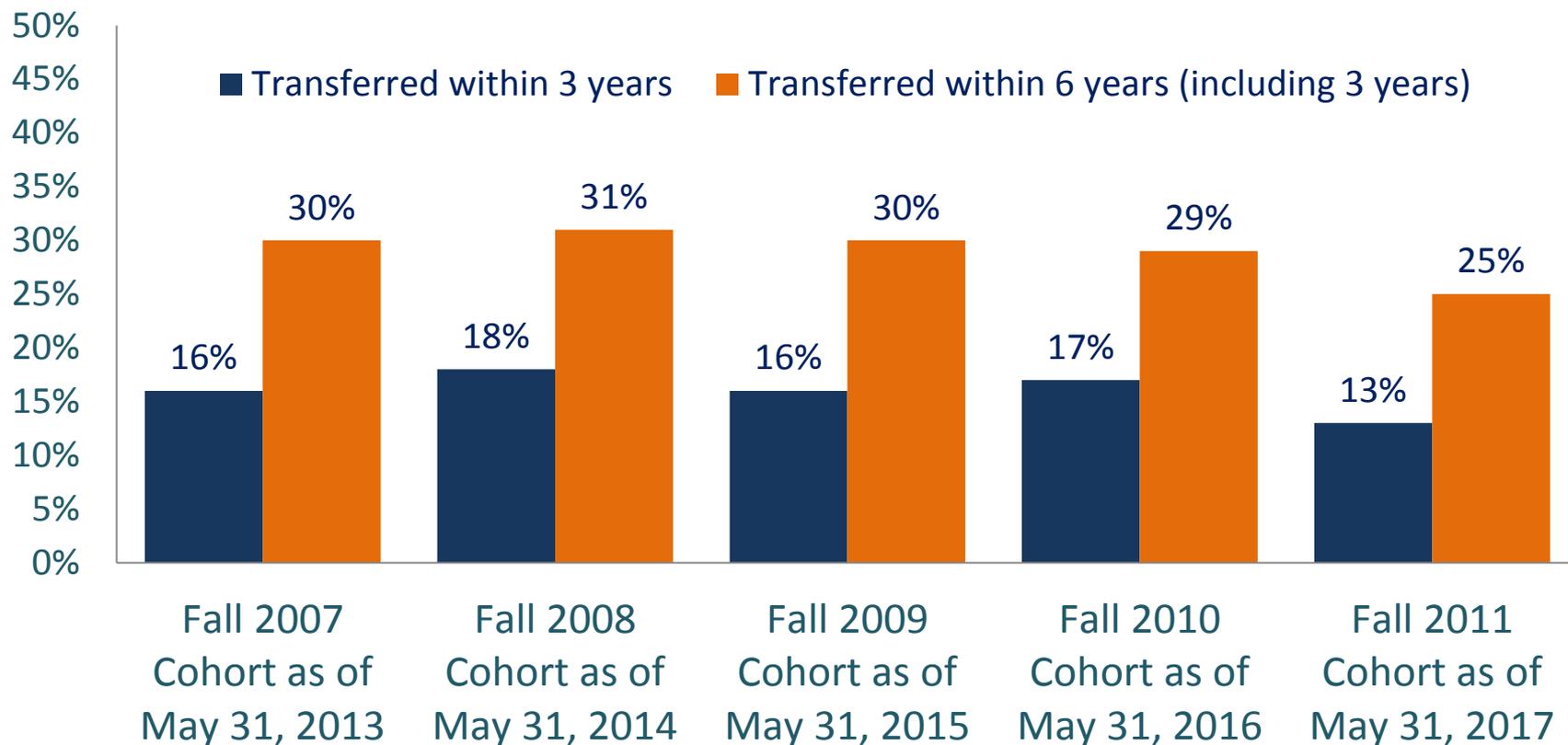
Cumulative First-Year GPA after Transferring

(New transfers to ASU/UA/NAU)

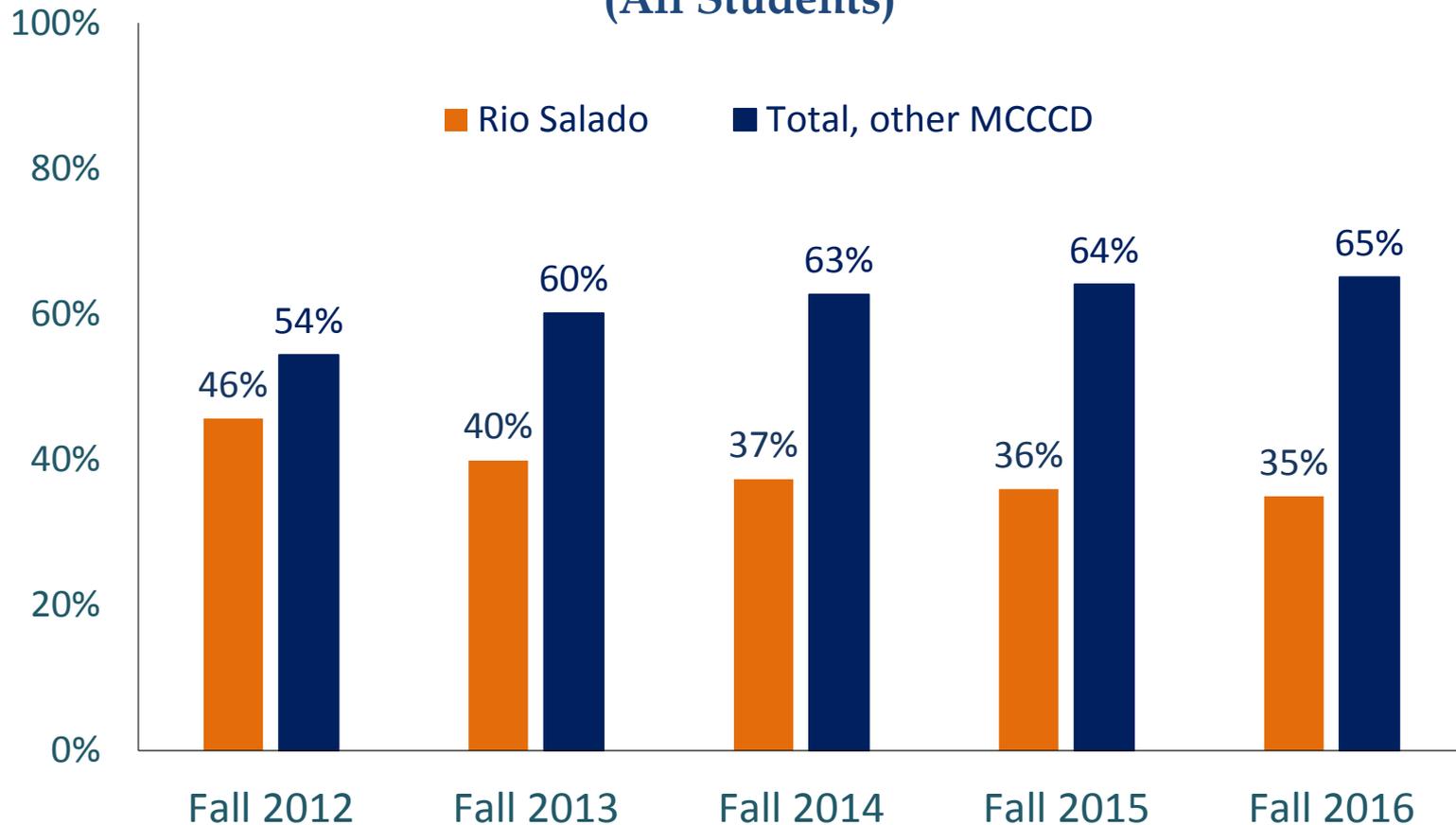


MARICOPA
COMMUNITY COLLEGES

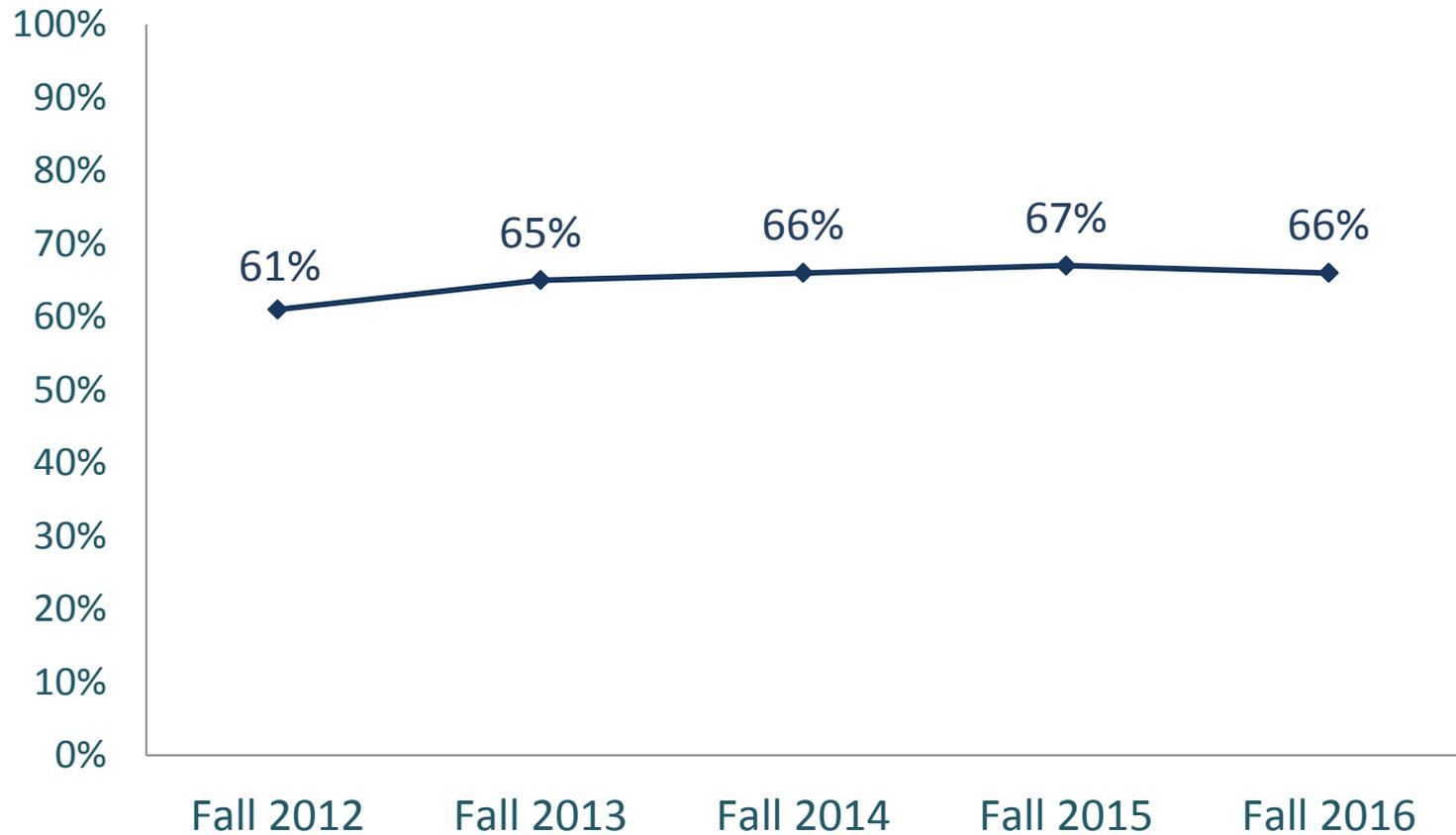
Students Transferring to Any Baccalaureate or Higher Degree-Granting Institution (Public or Private) (New students, degree, certificate, or transfer- seeking)



Students Enrolled in Academic Courses Delivered in a Non-traditional Format (Online, Hybrid, Accelerated) (All Students)



Online Course Success (A, B, C, P Grades) (All Students)



Workforce and Economic Development

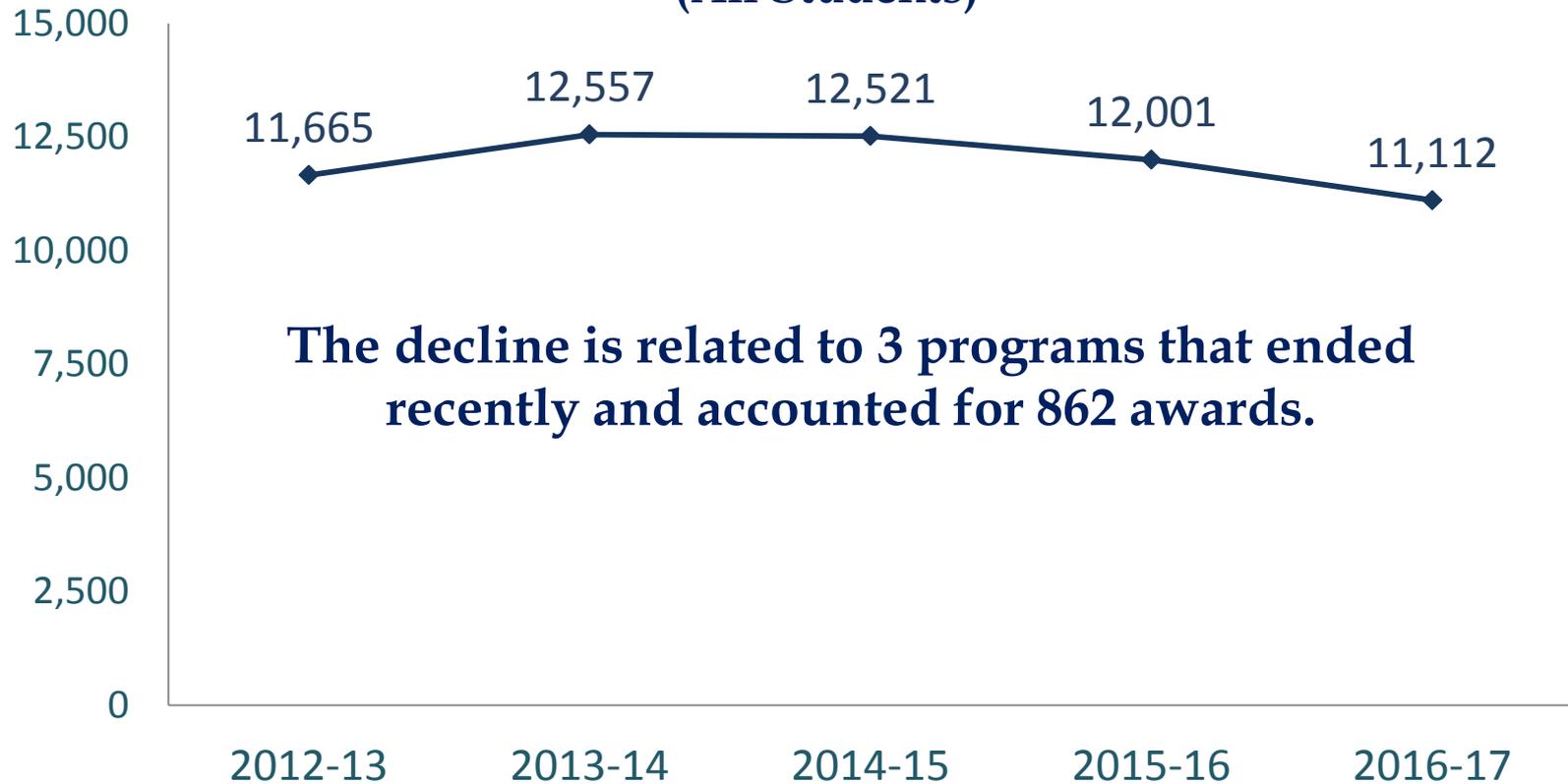
Outcome 2



MARICOPA
COMMUNITY COLLEGES

Number of Occupational Degrees and Certificates Awarded

(All Students)



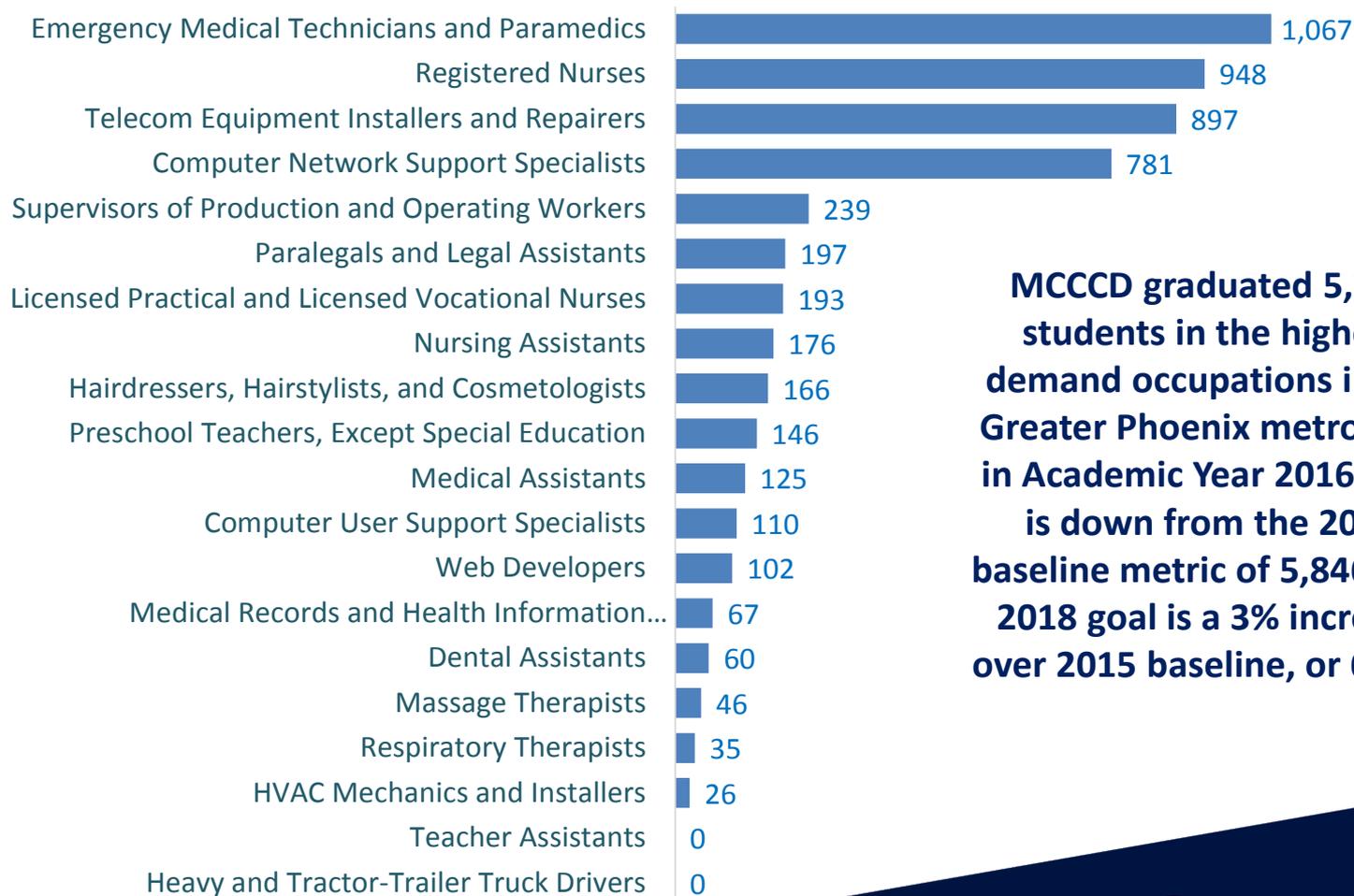
The decline is related to 3 programs that ended recently and accounted for 862 awards.

Highest-Demand Occupations with MCCCD Degrees and Certificates

<input checked="" type="checkbox"/> = Credit <input checked="" type="checkbox"/> = Skill Ctr <input checked="" type="checkbox"/> = No Program	Occupation
<input checked="" type="checkbox"/>	Registered Nurses
<input checked="" type="checkbox"/>	Teacher Assistants
<input checked="" type="checkbox"/>	Nursing Assistants
<input checked="" type="checkbox"/>	Heavy and Tractor-Trailer Truck Drivers
<input checked="" type="checkbox"/>	Computer User Support Specialists
<input checked="" type="checkbox"/>	Medical Assistants
<input checked="" type="checkbox"/>	Heating, Air Conditioning, and Refrigeration Mechanics and Installers
<input checked="" type="checkbox"/>	Preschool Teachers, Except Special Education
<input checked="" type="checkbox"/>	Computer Network Support Specialists
<input checked="" type="checkbox"/>	Massage Therapists
<input checked="" type="checkbox"/>	Medical Records and Health Information Technicians
<input checked="" type="checkbox"/>	Web Developers
<input checked="" type="checkbox"/>	Licensed Practical and Licensed Vocational Nurses
<input checked="" type="checkbox"/>	Hairdressers, Hairstylists, and Cosmetologists
<input checked="" type="checkbox"/>	Paralegals and Legal Assistants
<input checked="" type="checkbox"/>	First-Line Supervisors of Production and Operating Workers
<input checked="" type="checkbox"/>	Emergency Medical Technicians and Paramedics
<input checked="" type="checkbox"/>	Dental Assistants
<input checked="" type="checkbox"/>	Telecommunications Equipment Installers & Repairers, Except Line Installers
<input checked="" type="checkbox"/>	Respiratory Therapists

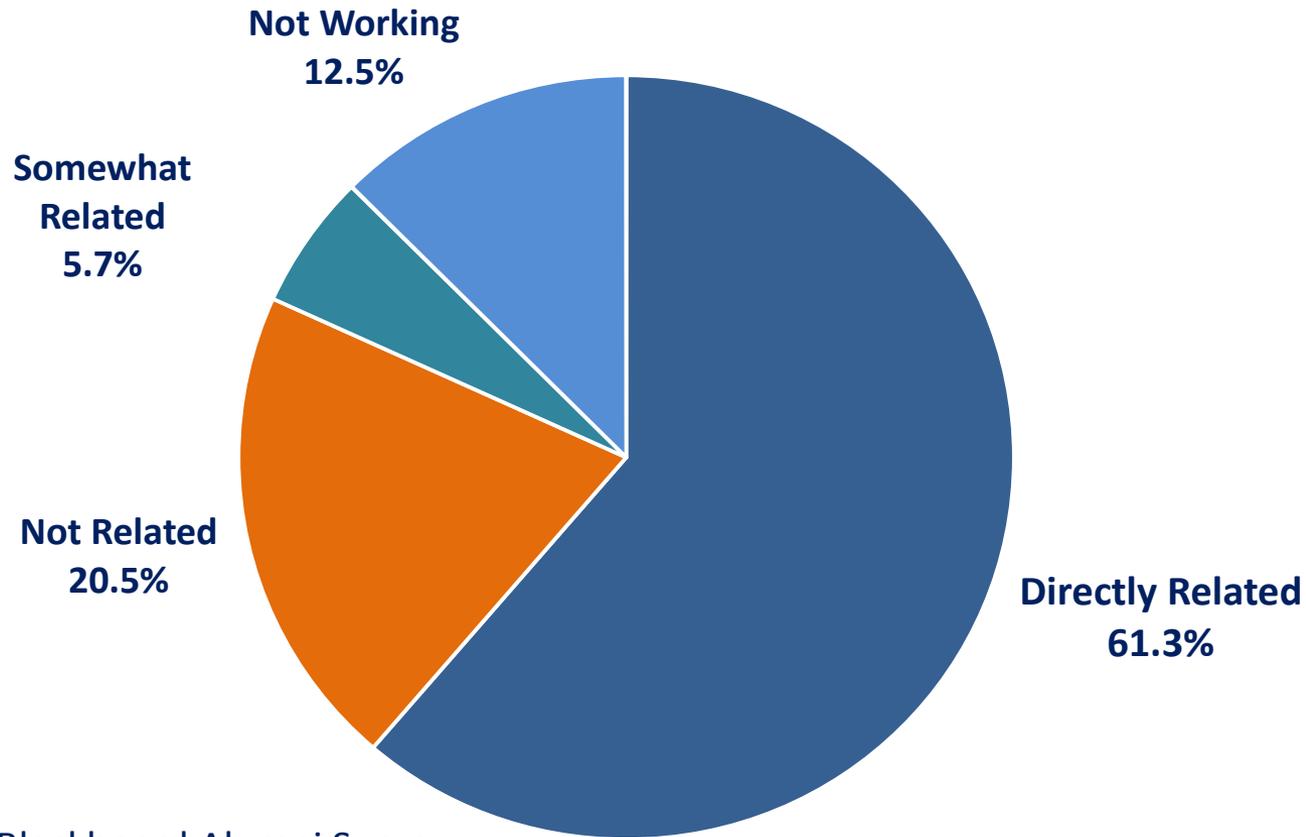
MCCCD offers credit programs in 95% of the highest-demand occupations (projected 10-year increase in jobs at the sub-baccalaureate level) in the greater Phoenix metropolitan area.

Occupational Certificate and Associate Degree Program Graduates Related to Highest Demand Occupations



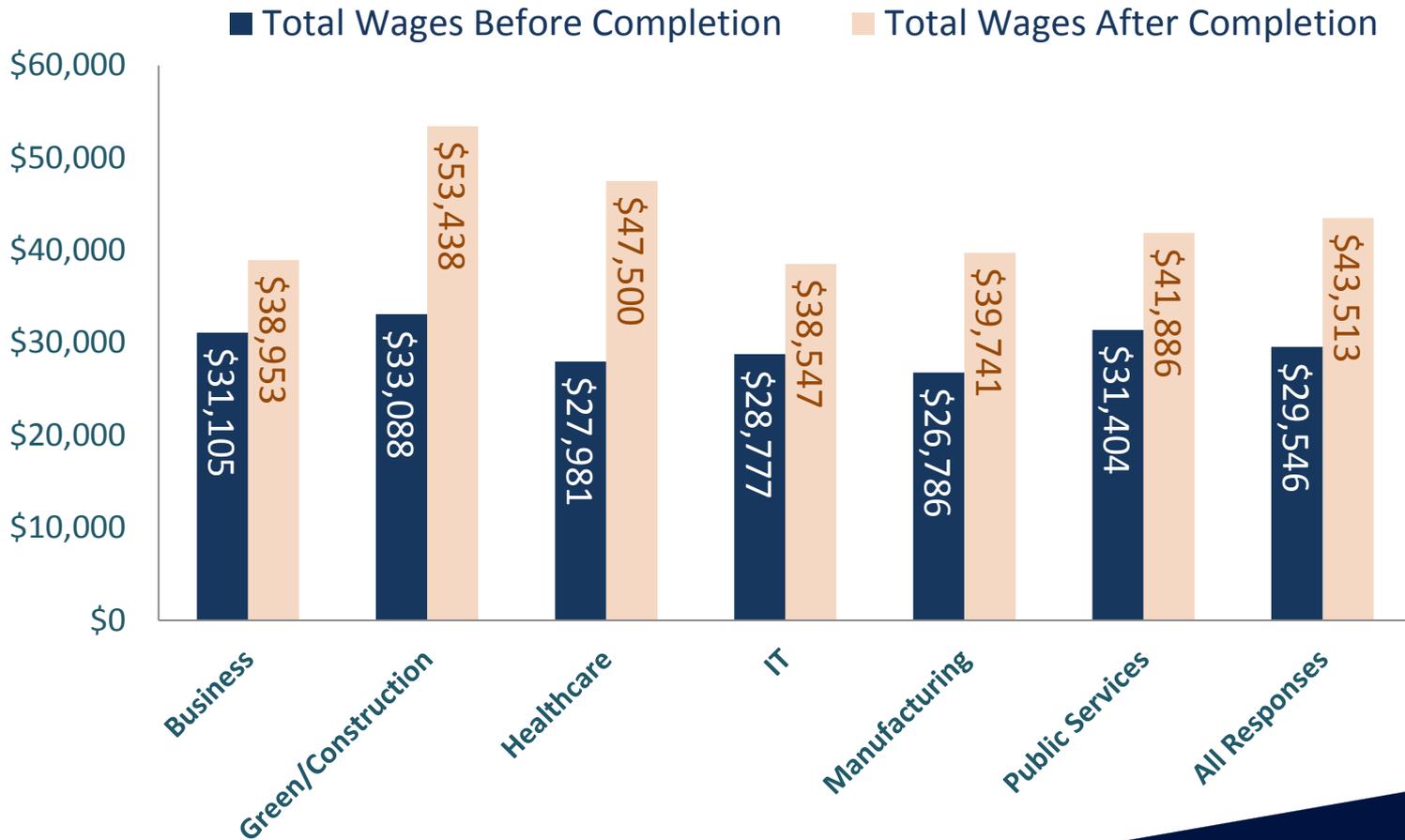
MCCCD graduated 5,381 students in the highest demand occupations in the Greater Phoenix metro area in Academic Year 2016. This is down from the 2015 baseline metric of 5,846. The 2018 goal is a 3% increase over 2015 baseline, or 6,021.

Occupational Graduates Employed in a Field Related to their Award One Year After Graduation



Source: Blackboard Alumni Survey
2016 Graduates

Changes in Occupational Student Wages One Year After Graduation

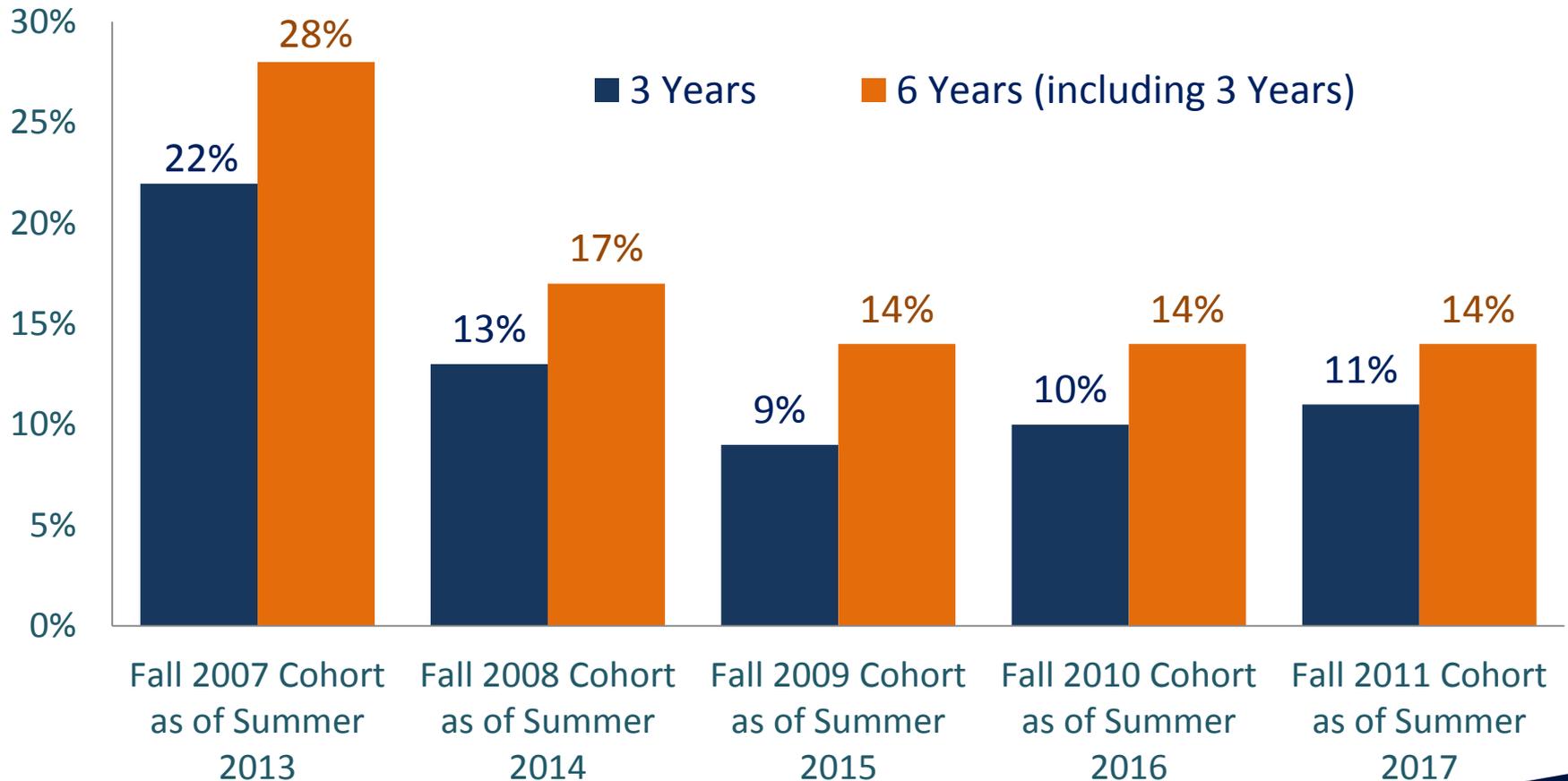


Source: Blackboard Alumni Survey
2016 Graduates

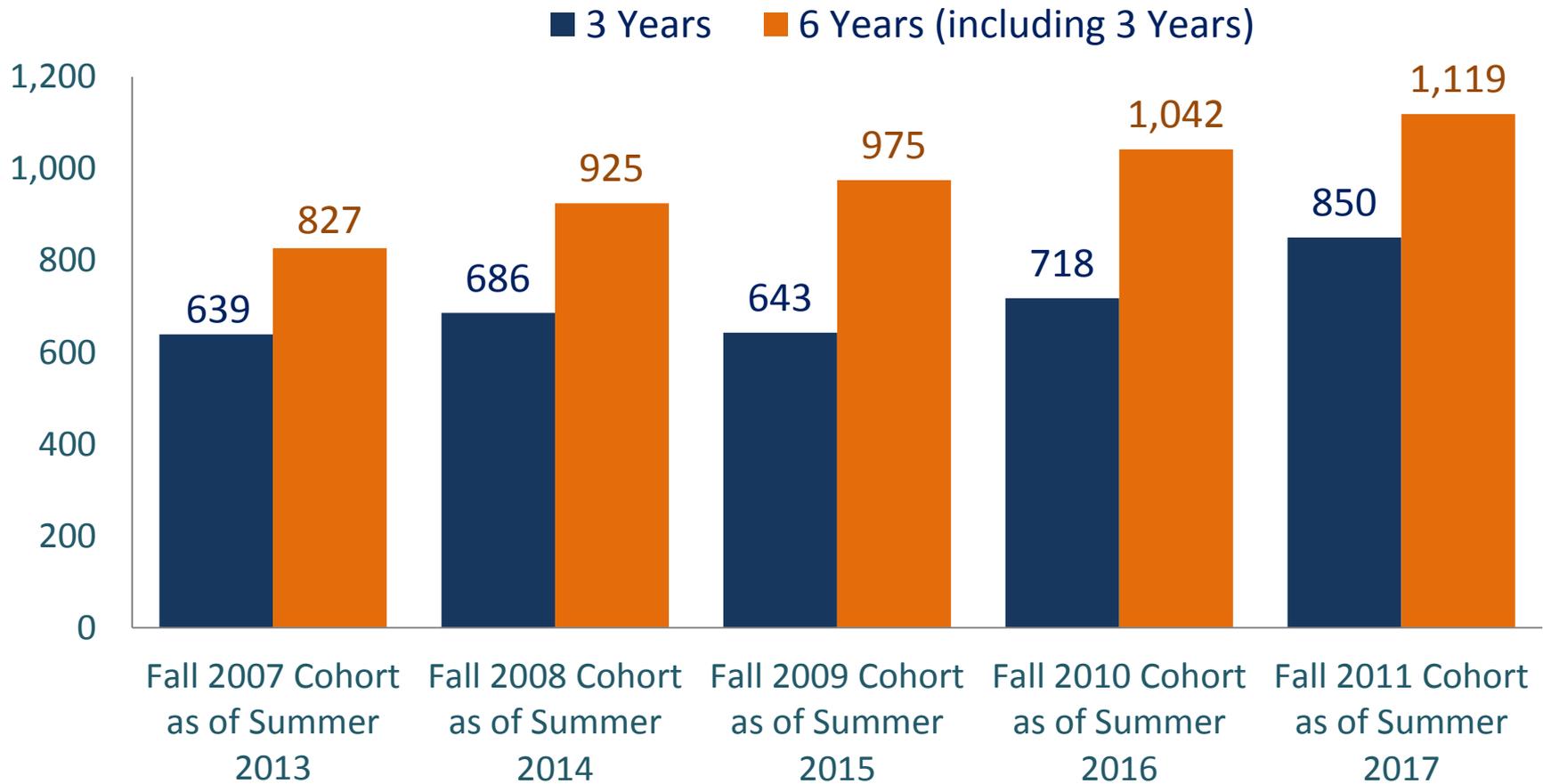


Occupational Students Graduating in 3 and 6 Years

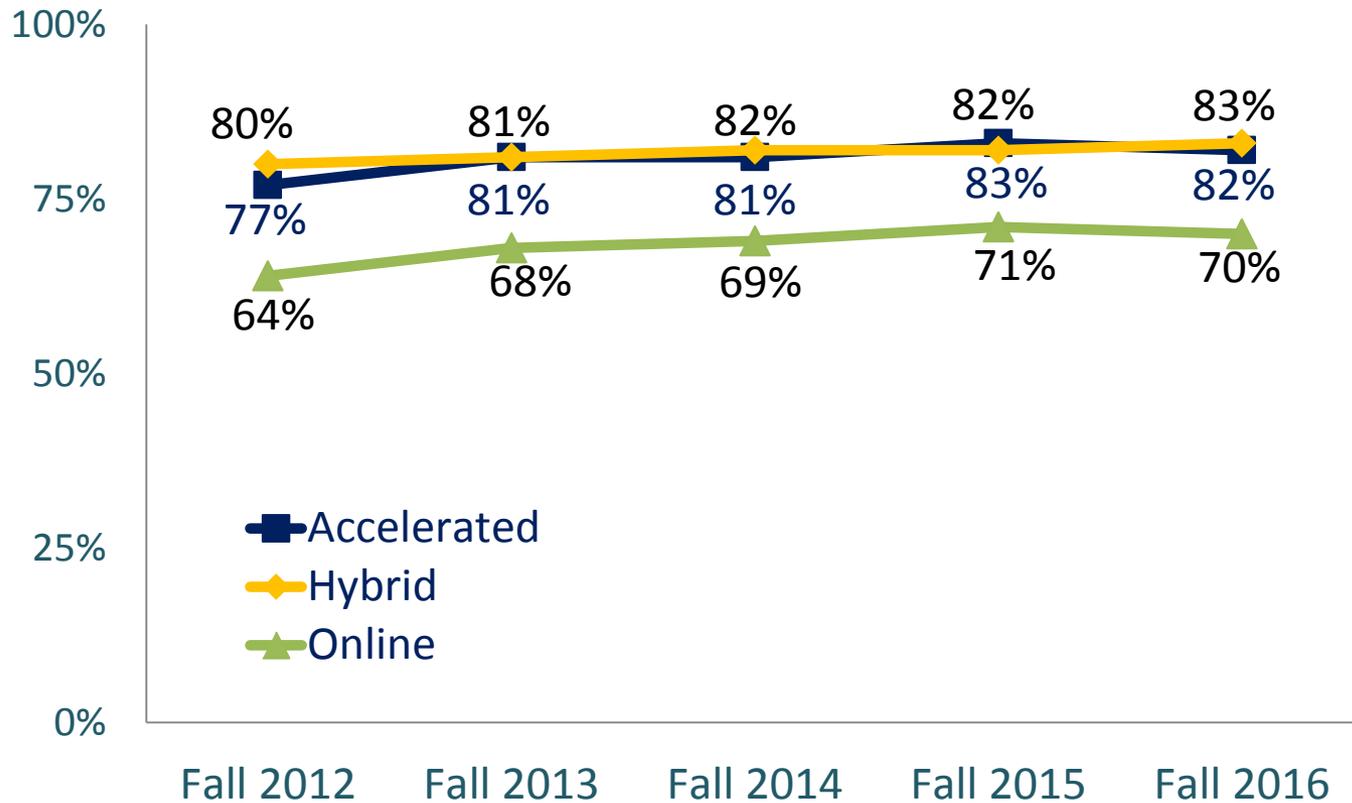
(New students, occupational degree or certificate seeking)



Numbers of Occupational Students Graduating in 3 and 6 Years (New students, occupational degree or certificate seeking)



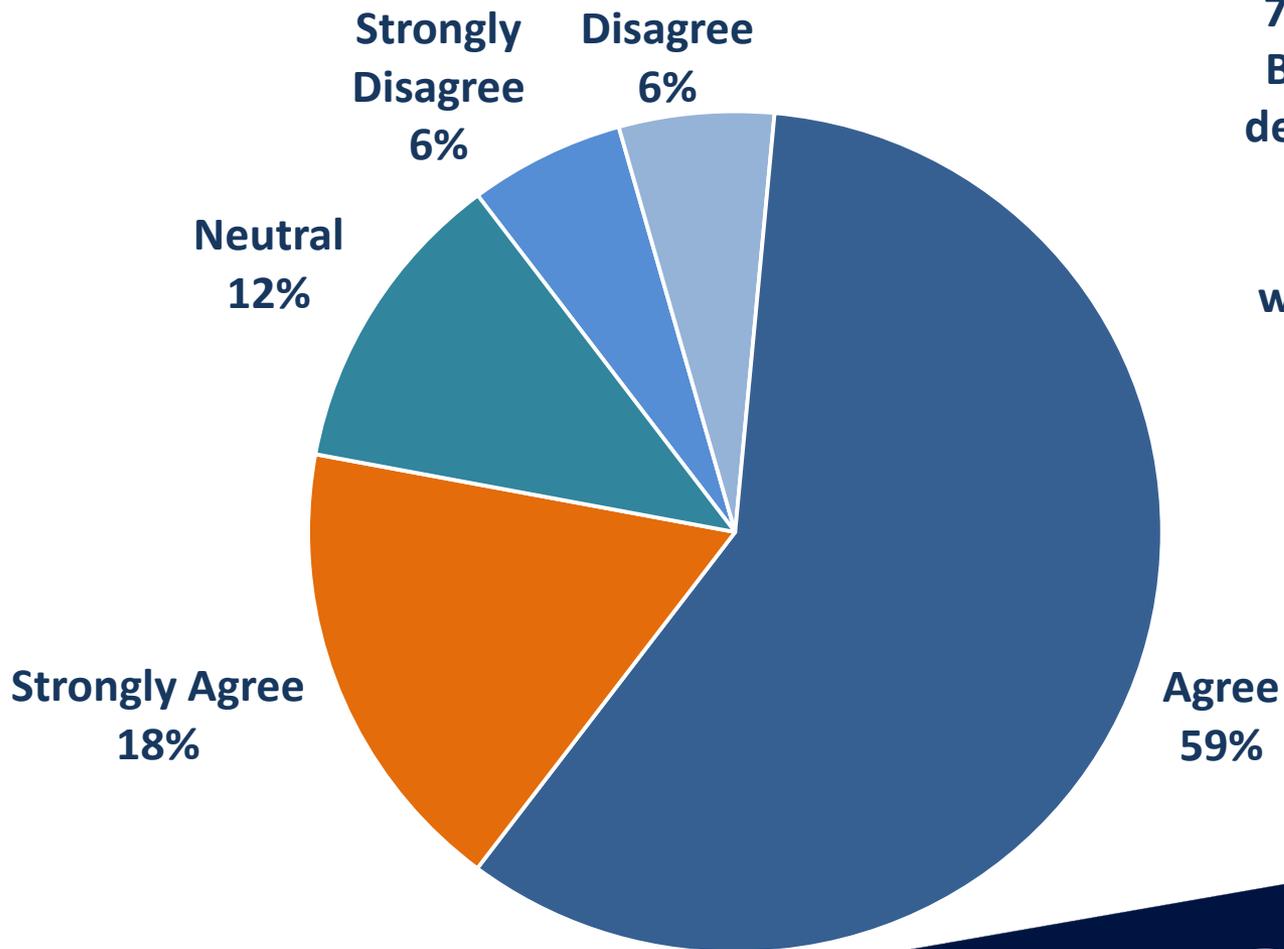
Success (A, B, C, P) in Occupational Courses Delivered in a Non-Traditional Format (Accelerated, Hybrid, and Online) (All students)



Response Time to Business and Industry Workforce Needs

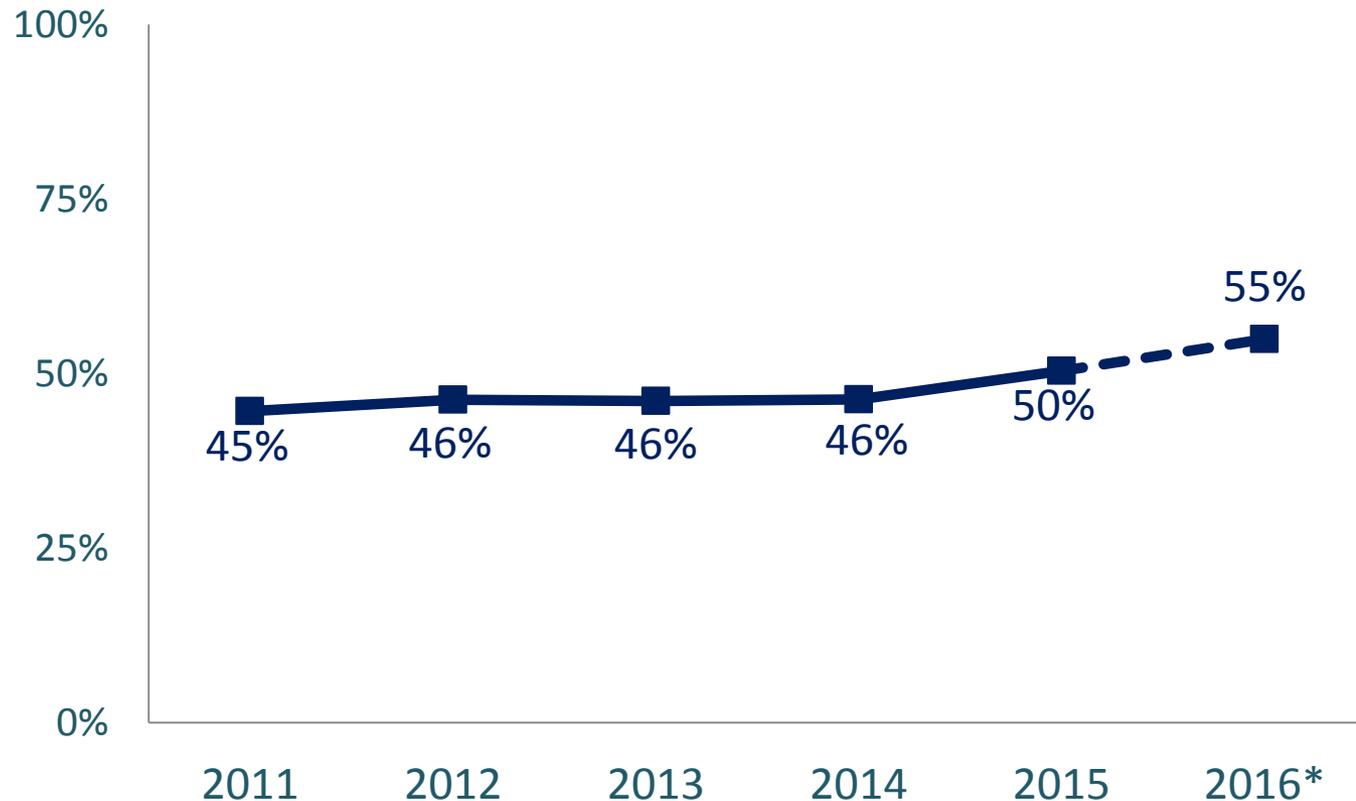
- An accelerated approval process is in place for new Occupational Programs which reduced the timeframe from 15 or more days for Occupational administrators to review submissions down to 10 days, with another 10 days for final approval.
- Fast-track grants curriculum approval process put in place for curricula directly related to grant requirements.

Employer/Workforce Advisory Board Members' Satisfaction Rate



77% of Advisory Board members declare MCCCCD as responsive to meeting their workforce needs

MCCCD Students Who Took CTE in High School and Then Enrolled in CTE Courses as College Students



*2016 data are incomplete

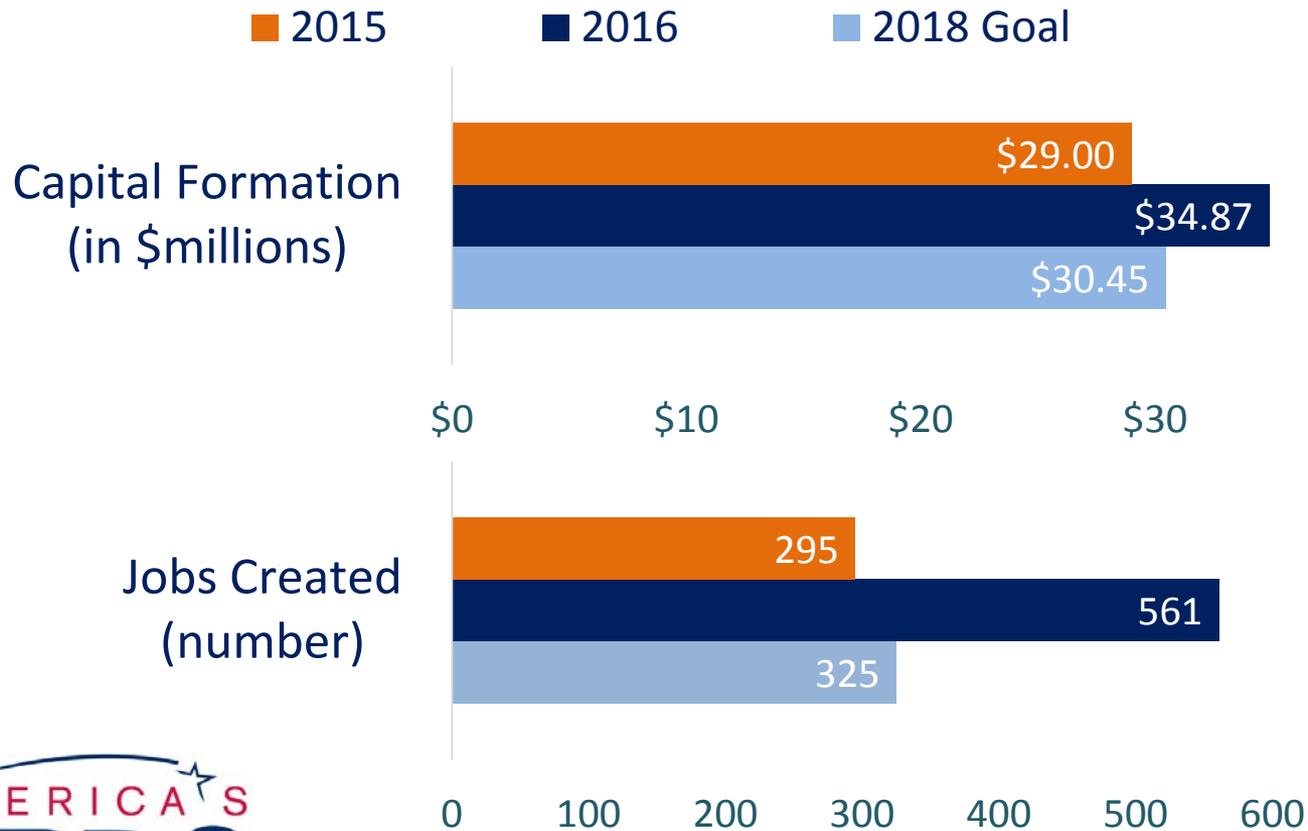
MCCCD's Impact on Gross Domestic Product

Income Created by MCCCD in FY 2013-14 (Added Income)
\$732.4 MILLION Operations spending Impact
\$240.6 MILLION Impact of student spending
\$6.3 BILLION Alumni impact
\$7.3 BILLION Total impact

For Every \$1 Spent By...	
STUDENTS	\$4.20 Gained in lifetime income for STUDENTS
SOCIETY	\$12.10 Gained in added state income and social savings for SOCIETY
TAXPAYERS	\$4.00 Gained in added taxes and public sector savings for TAXPAYERS

Source: Economic Modeling Specialists,
Intl. (EMSI) 2014 Report

Capital Formation and Jobs Created for Small Businesses



Developmental Education

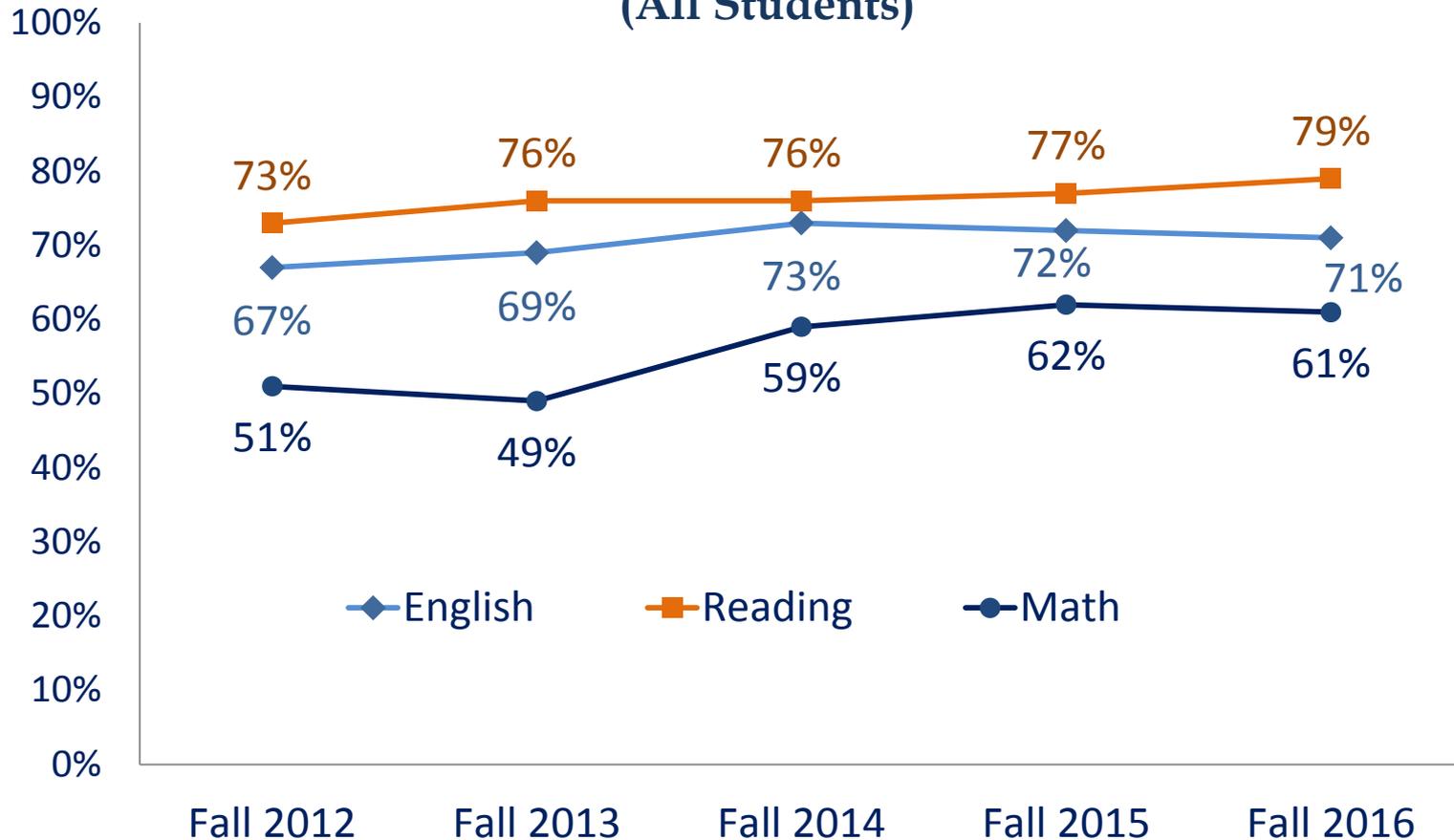
Outcome 3



MARICOPA
COMMUNITY COLLEGES

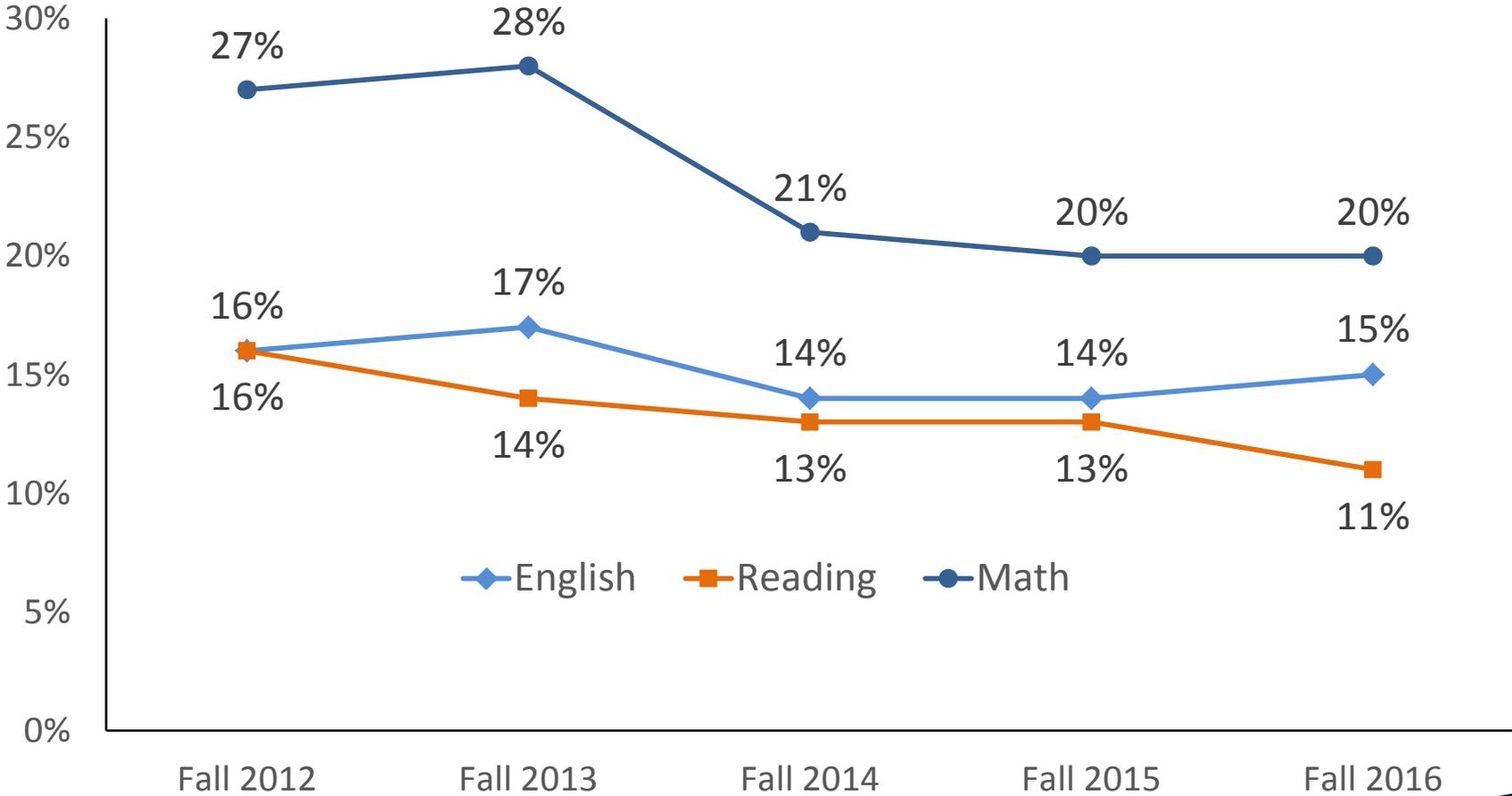
Student Success (A, B, C, P grades) in Developmental Education Courses

(All Students)

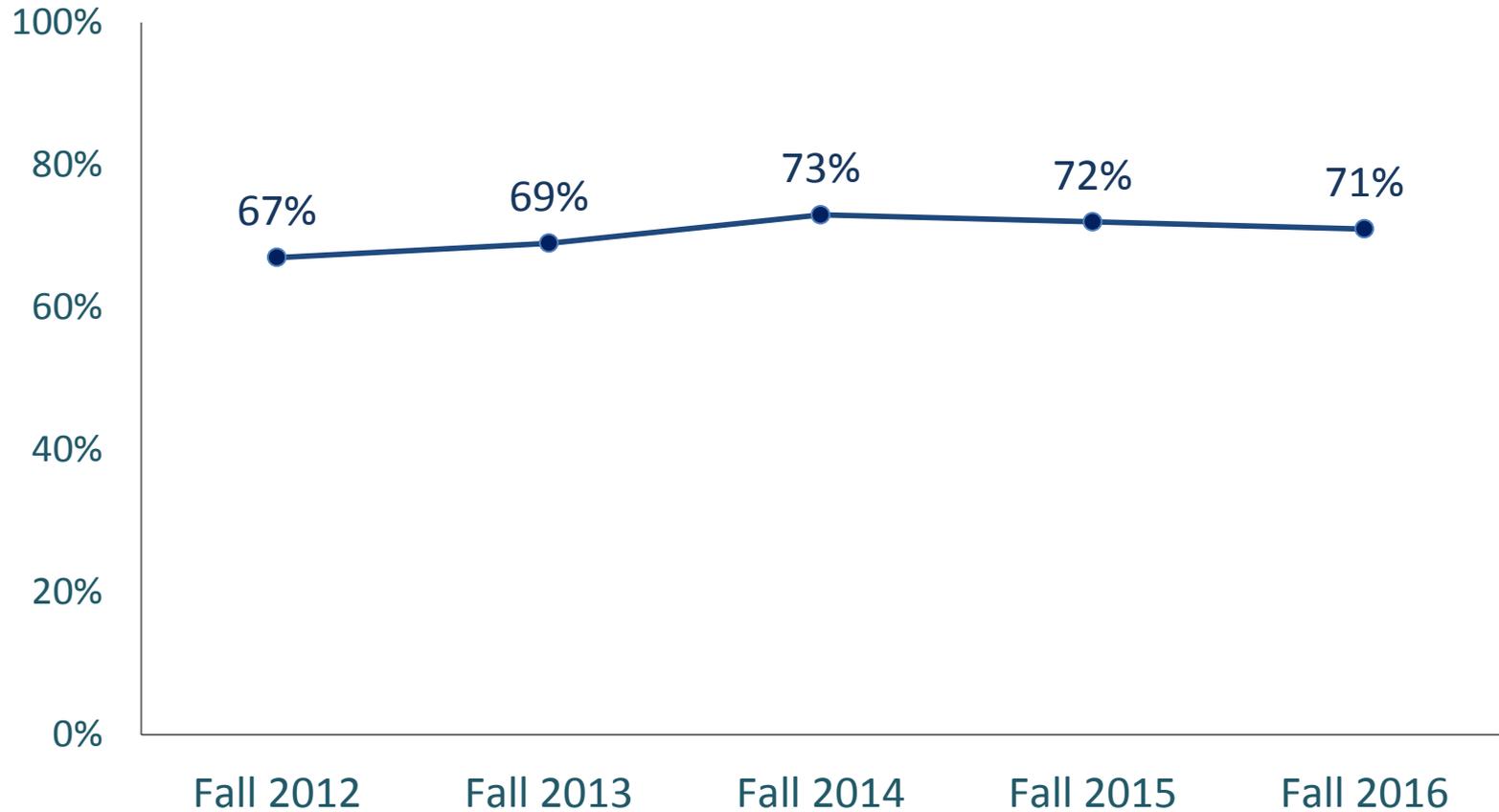


Developmental Course Withdrawals

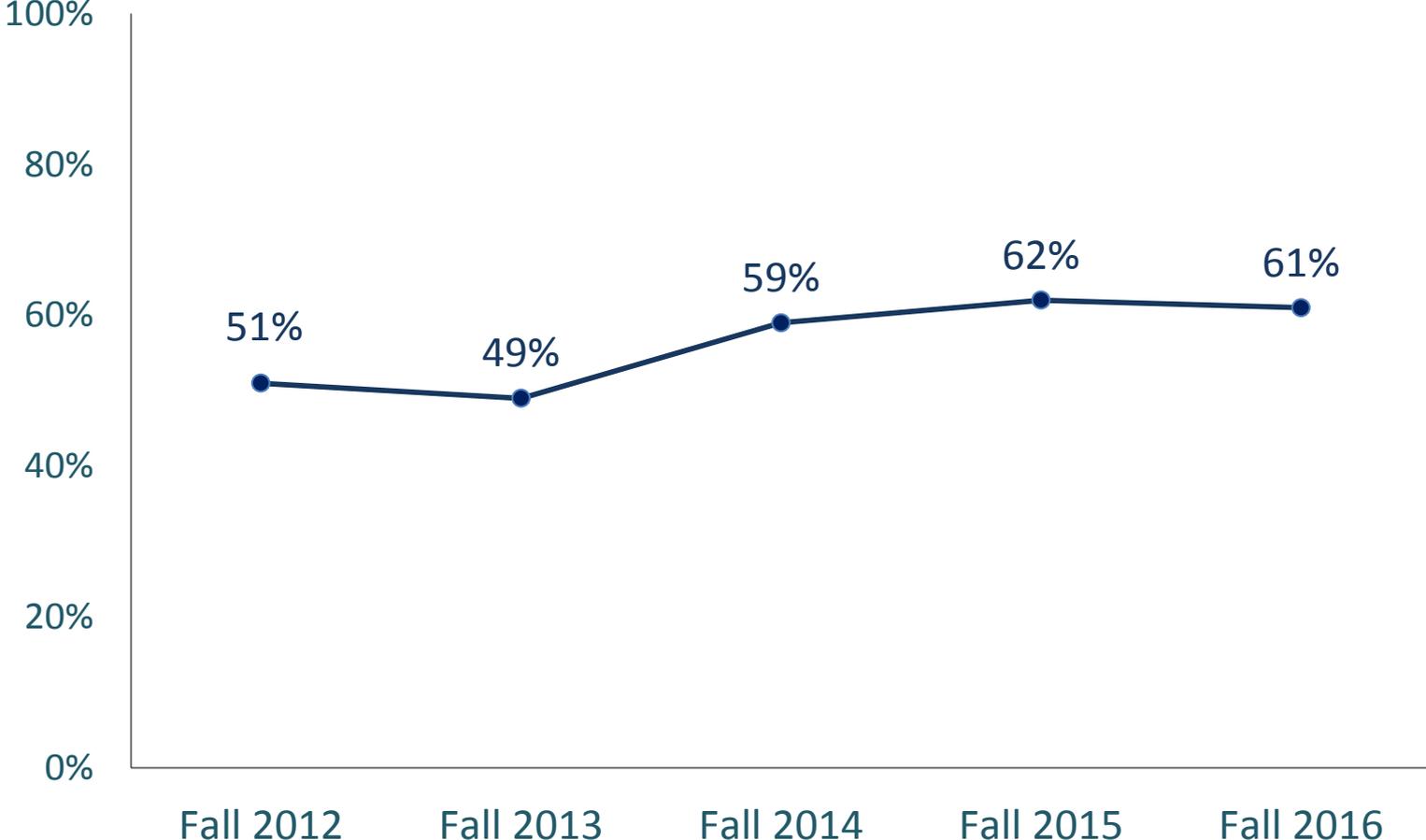
(All Students)



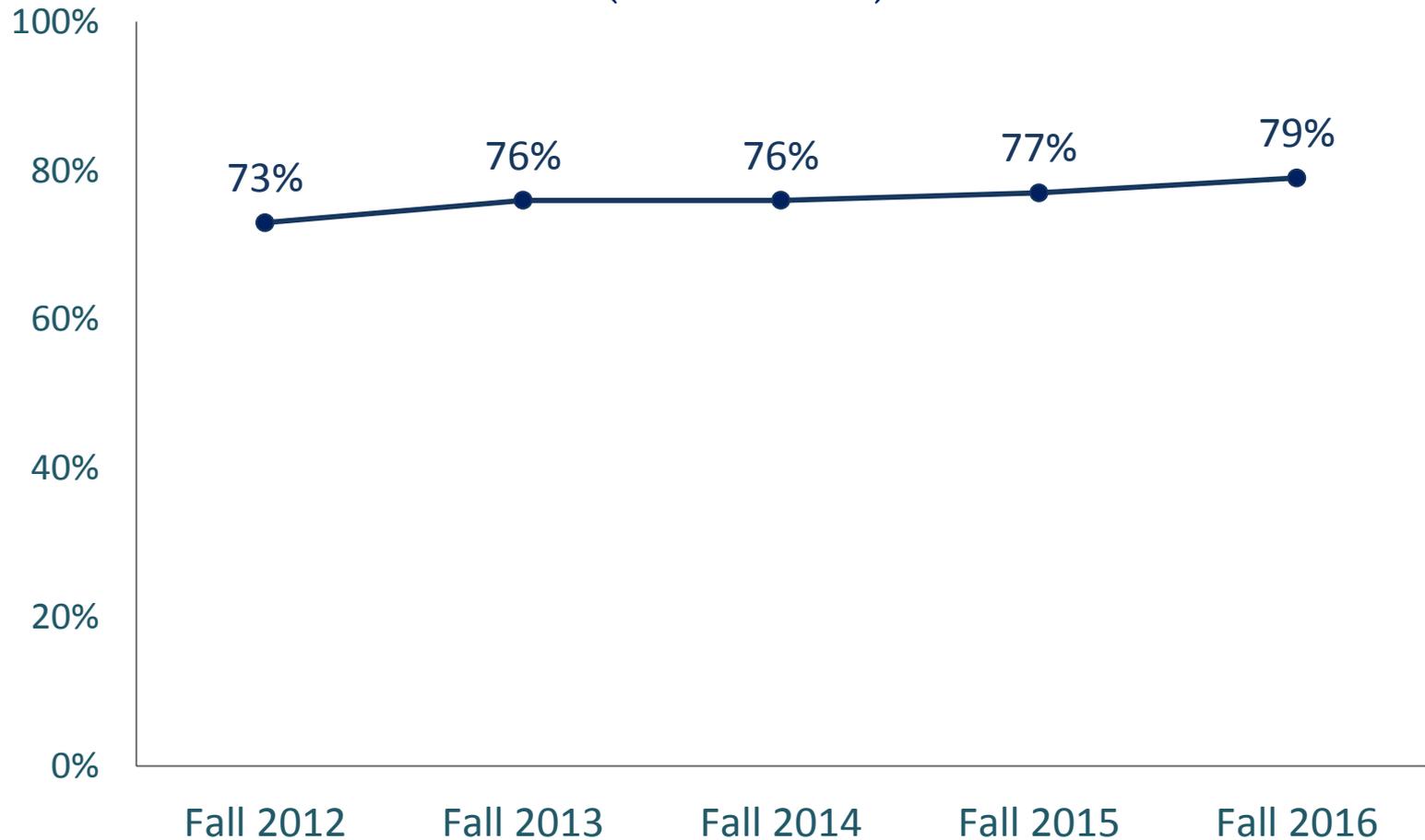
Developmental English Course Success (A, B, C, P) (All Students)



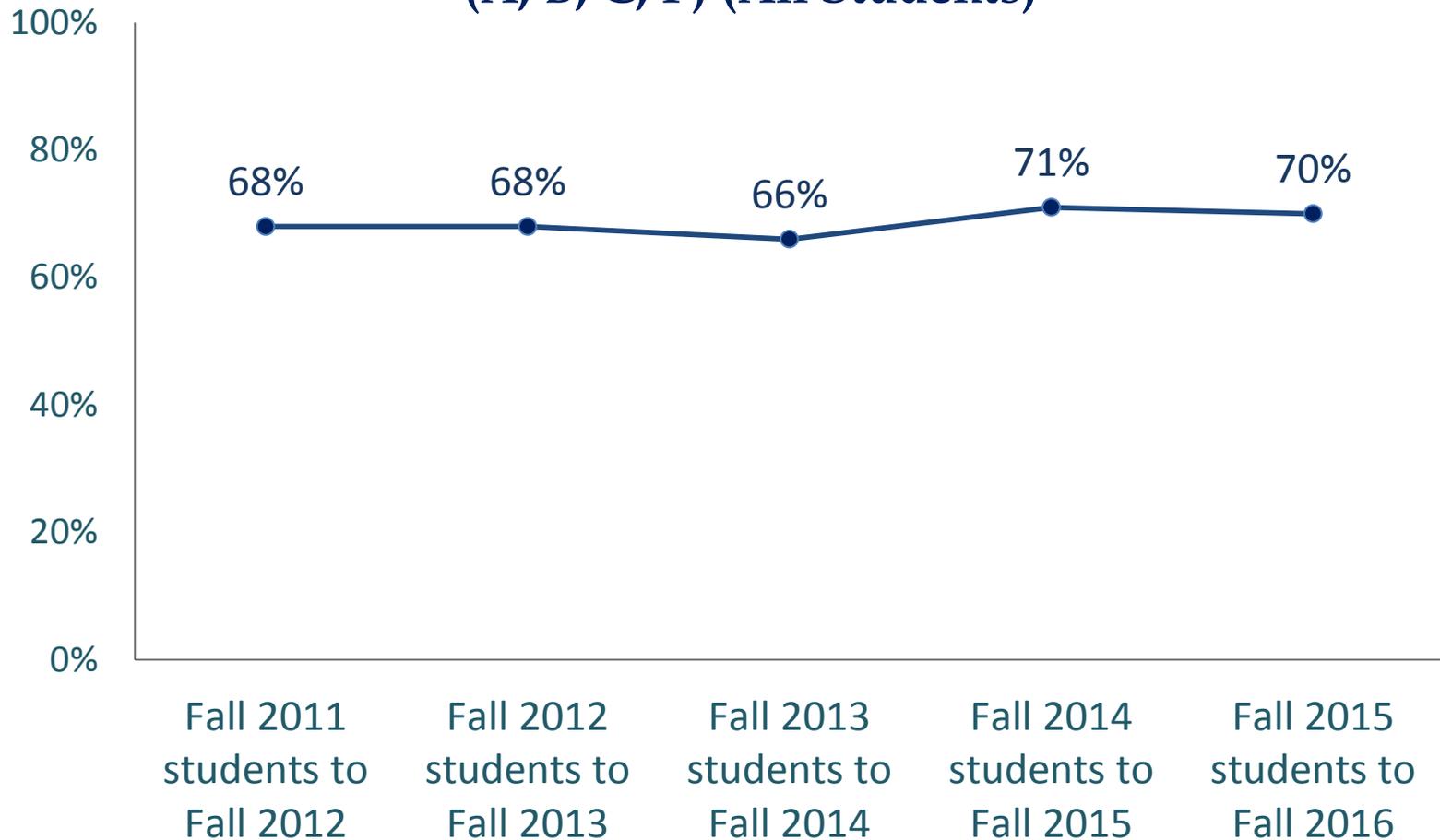
Developmental Math Course Success (A, B, C, P) (All Students)



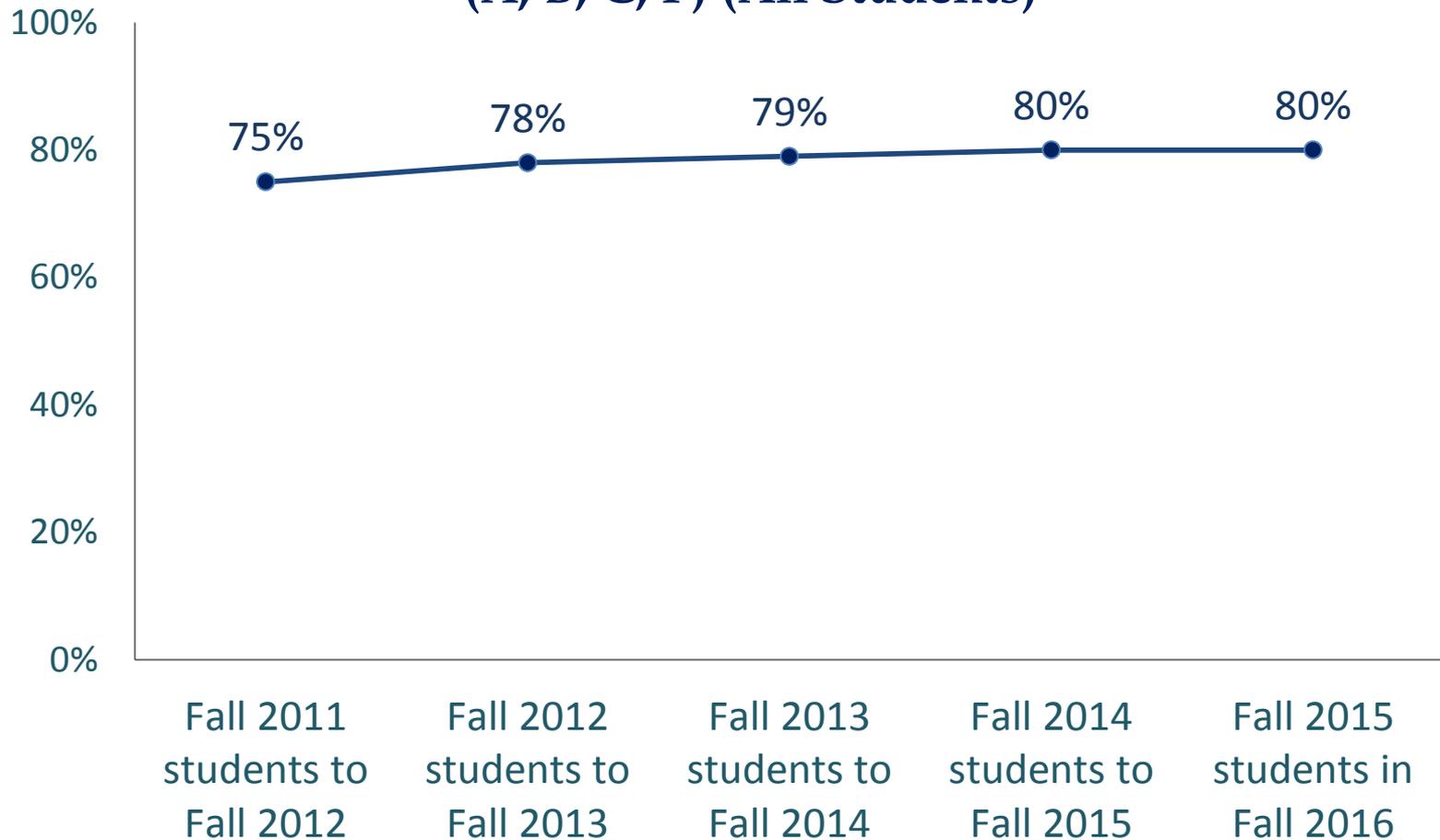
Developmental Reading Course Success (A, B, C, P) (All Students)



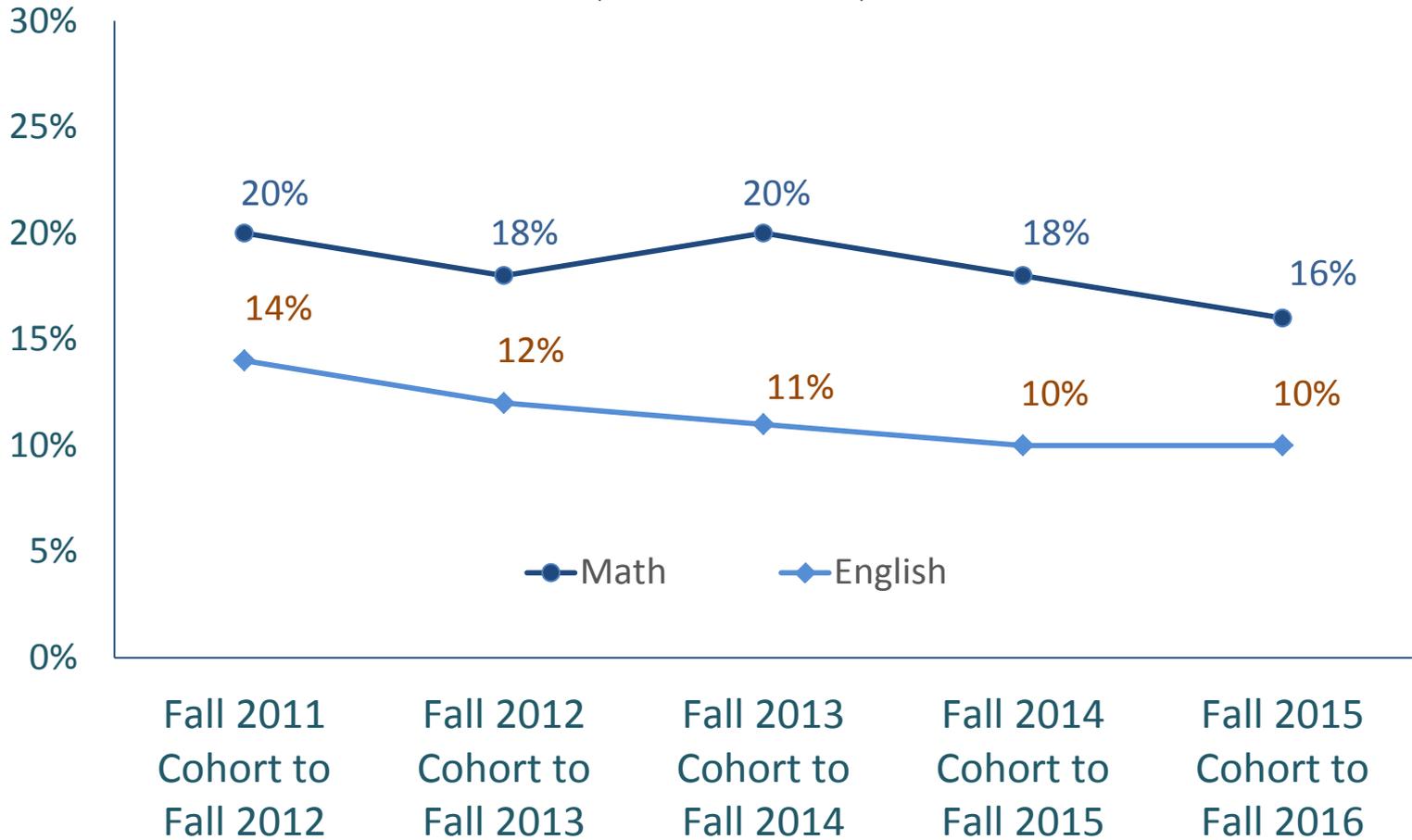
Subsequent College-Level Math Success (A, B, C, P) (All Students)



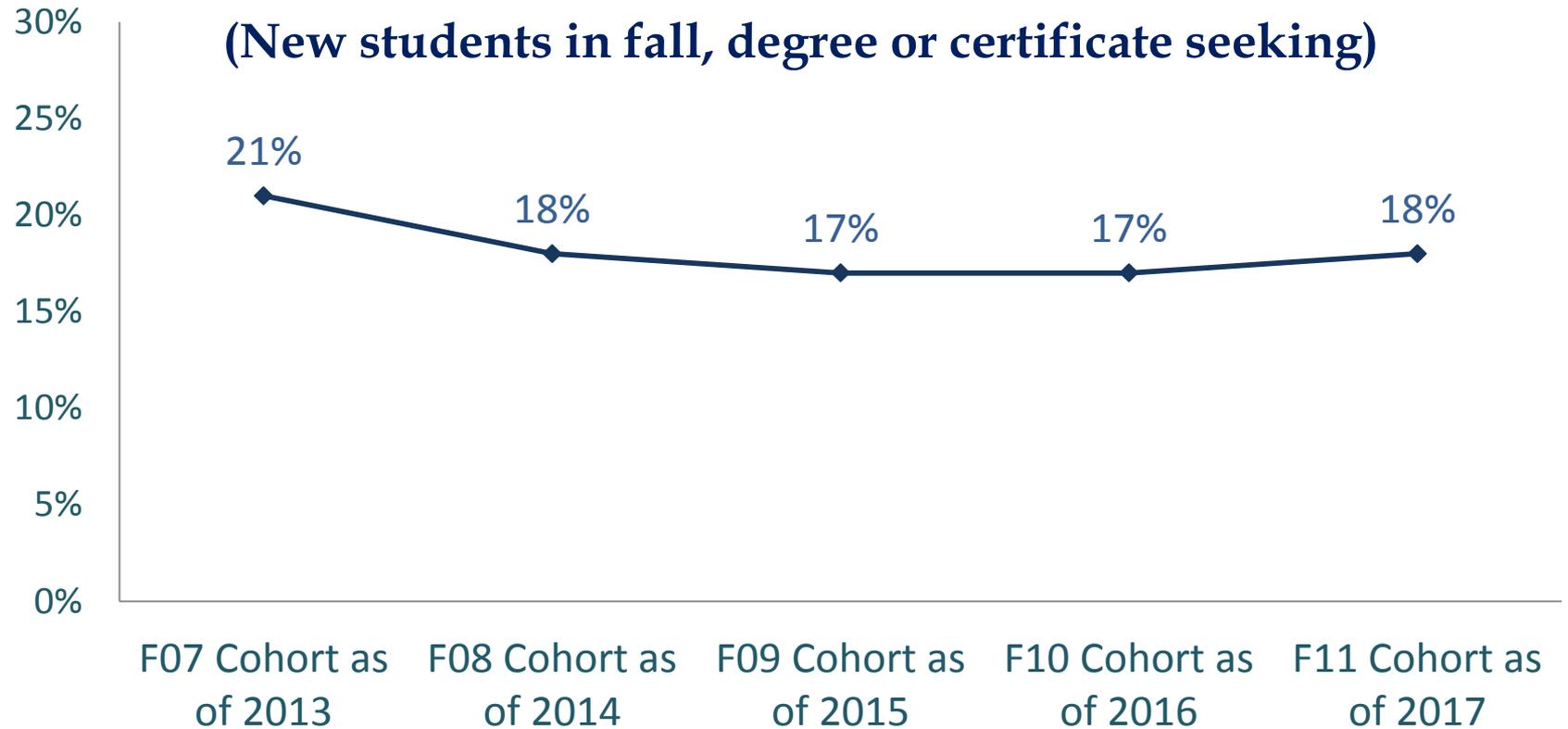
Subsequent College-Level English Success (A, B, C, P) (All Students)



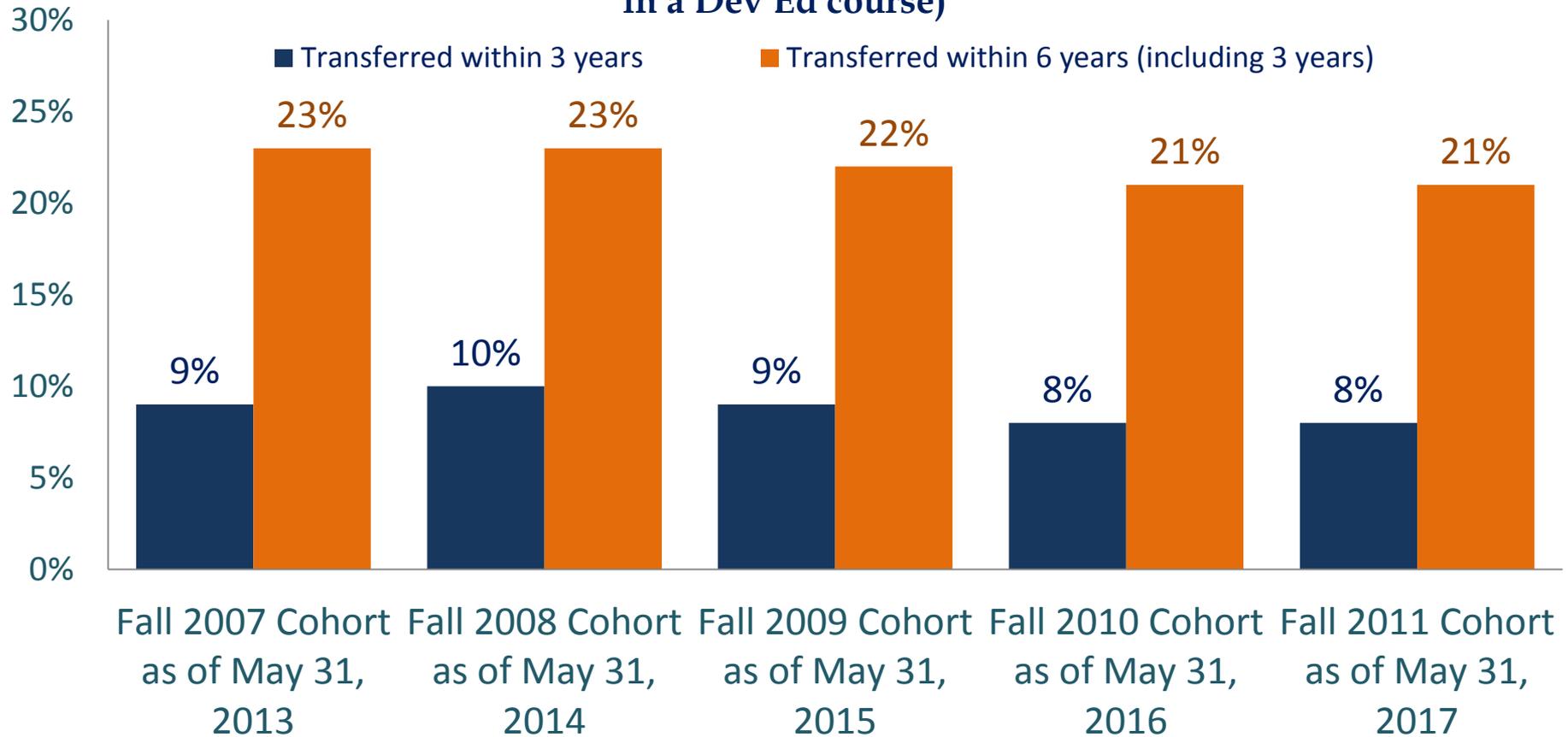
Subsequent College-level Course Withdrawals (All Students)



Degree or Certificate Awards to Students Who Have Ever Enrolled in Developmental Education Courses



Students (who have ever taken a Dev Ed course) and Transferred to a Baccalaureate or Higher Degree-Granting Institution (Public or Private) (New degree, certificate, or transfer-seeking students who were ever enrolled in a Dev Ed course)



Community Development and Civic and Global Engagement

Outcome 4

Civic and Global Engagement

168

MCCCD students participated in study abroad programs in FY 2016-17.

576

Activities held on MCCCD campuses in FY 2016-17 that addressed civic or global learning subjects.

5,714

MCCCD students participated in service learning opportunities in FY 2016-17.

1,950

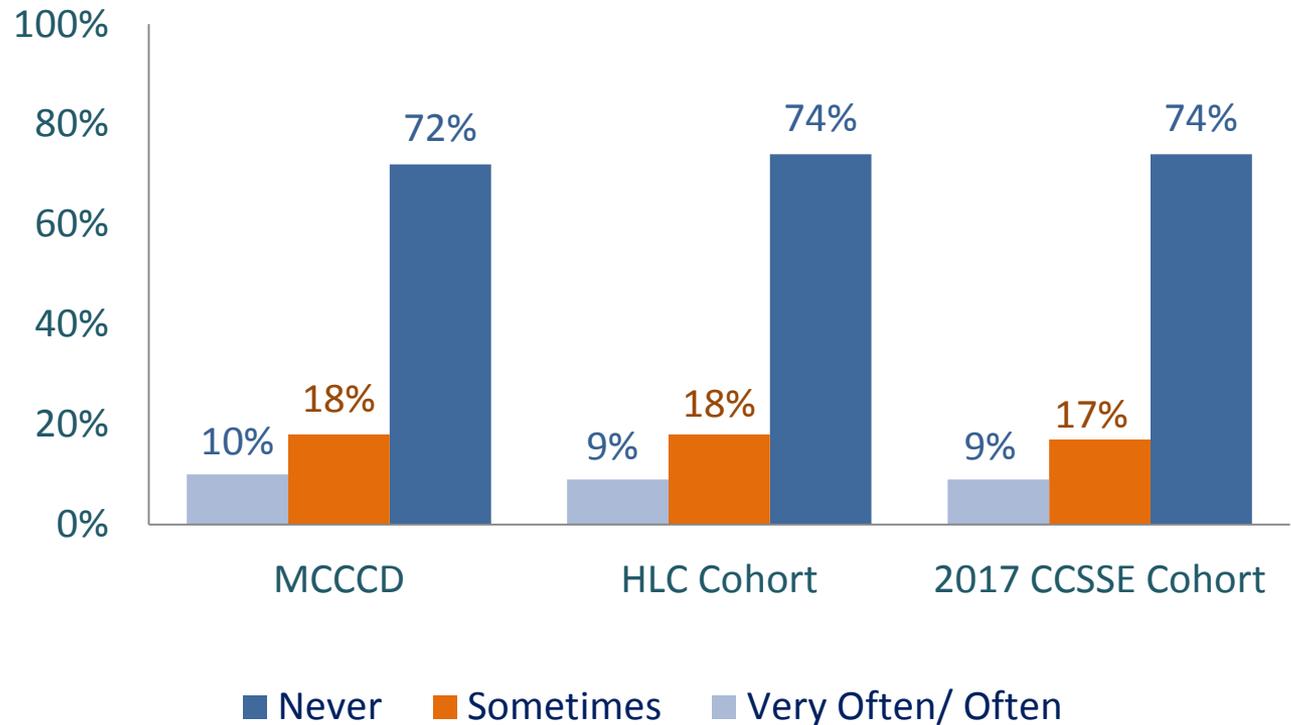
International students were enrolled at MCCCD in FY 2016-17. |



MARICOPA
COMMUNITY COLLEGES

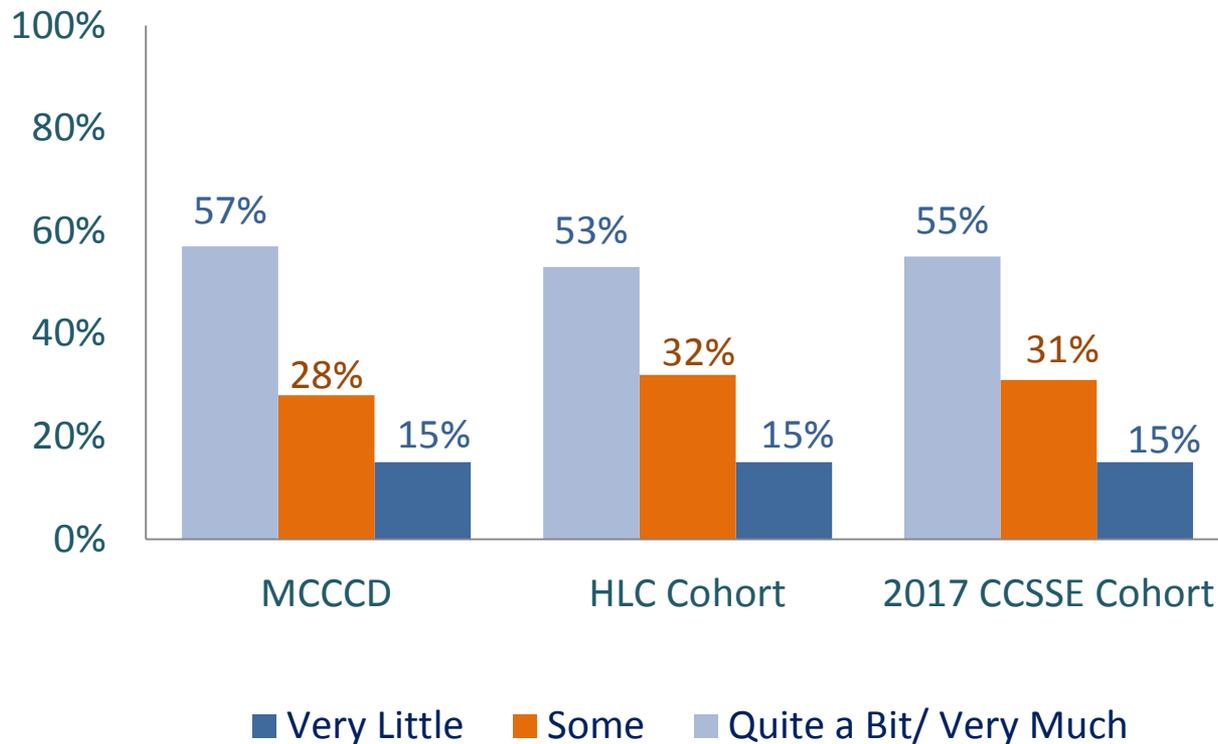
Community College Survey of Student Engagement (CCSSE)

How often have you participated in a community-based project as part of a regular course?
(n = 6,739)



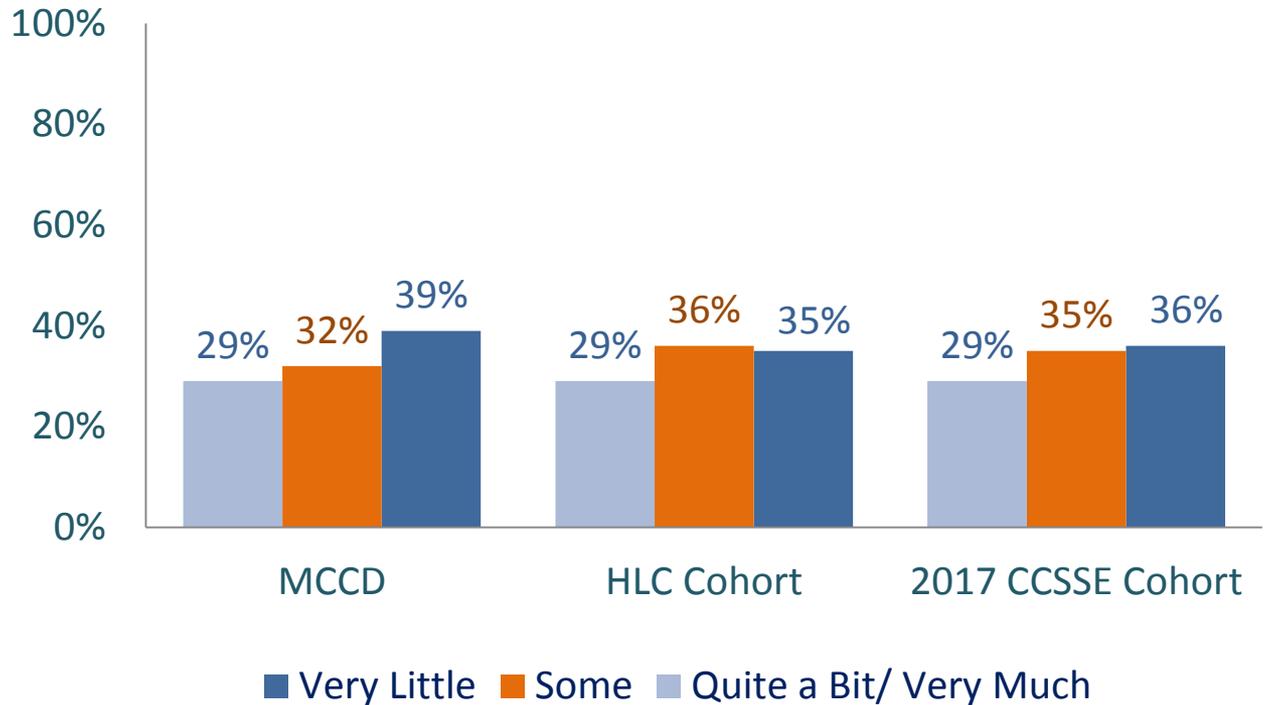
Community College Survey of Student Engagement (CCSSE)

The college encourages contact among students from different economic, social, and racial or ethnic backgrounds.
(n = 6,657)



Community College Survey of Student Engagement (CCSSE)

How much does this college emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?
(n = 6,630)



MCCCD Peer Comparisons from National Community College Benchmark Project (NCCBP) 2017 Report

APPENDIX to
MCCCD Governing Board Monitoring Report
December 5, 2017



National Community College Benchmark Project

- Includes all students wherever possible
- Limitation is lack of identification of specific institutions in report
- 242 institutions nationally participated - including:
 - Alamo Colleges (TX)
 - College of DuPage (IL)
 - Columbus State Community College (OH)
 - Ivy Tech Community College (IN)
 - Lone Star College (TX)
 - Miami Dade College (FL)

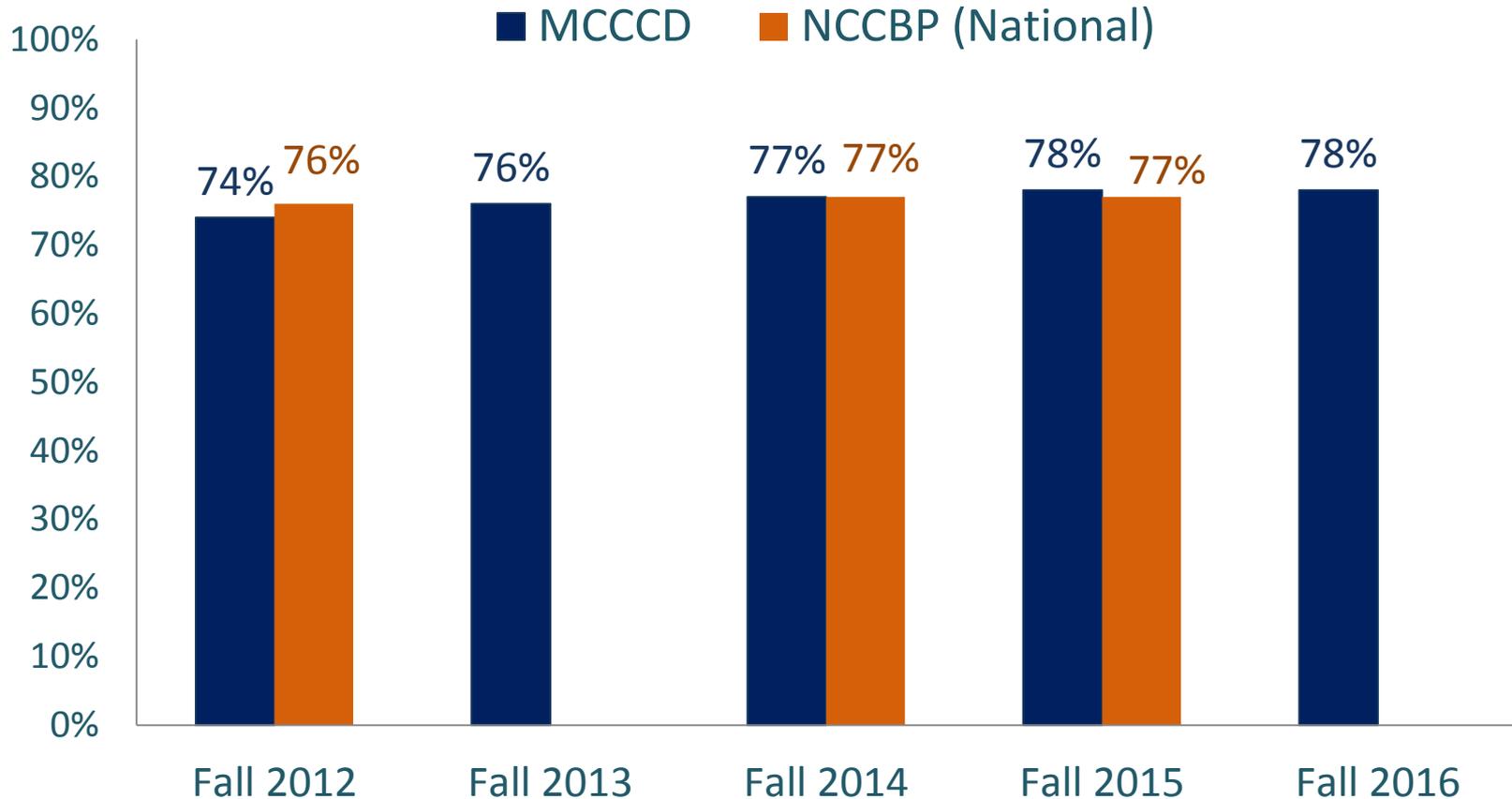
MCCCD Comparison to All NCCBP Participating Institutions



MARICOPA
COMMUNITY COLLEGES

College-level Course Success (A, B, C, P grades)

(NCCBP Comparison - All students in college-level courses)

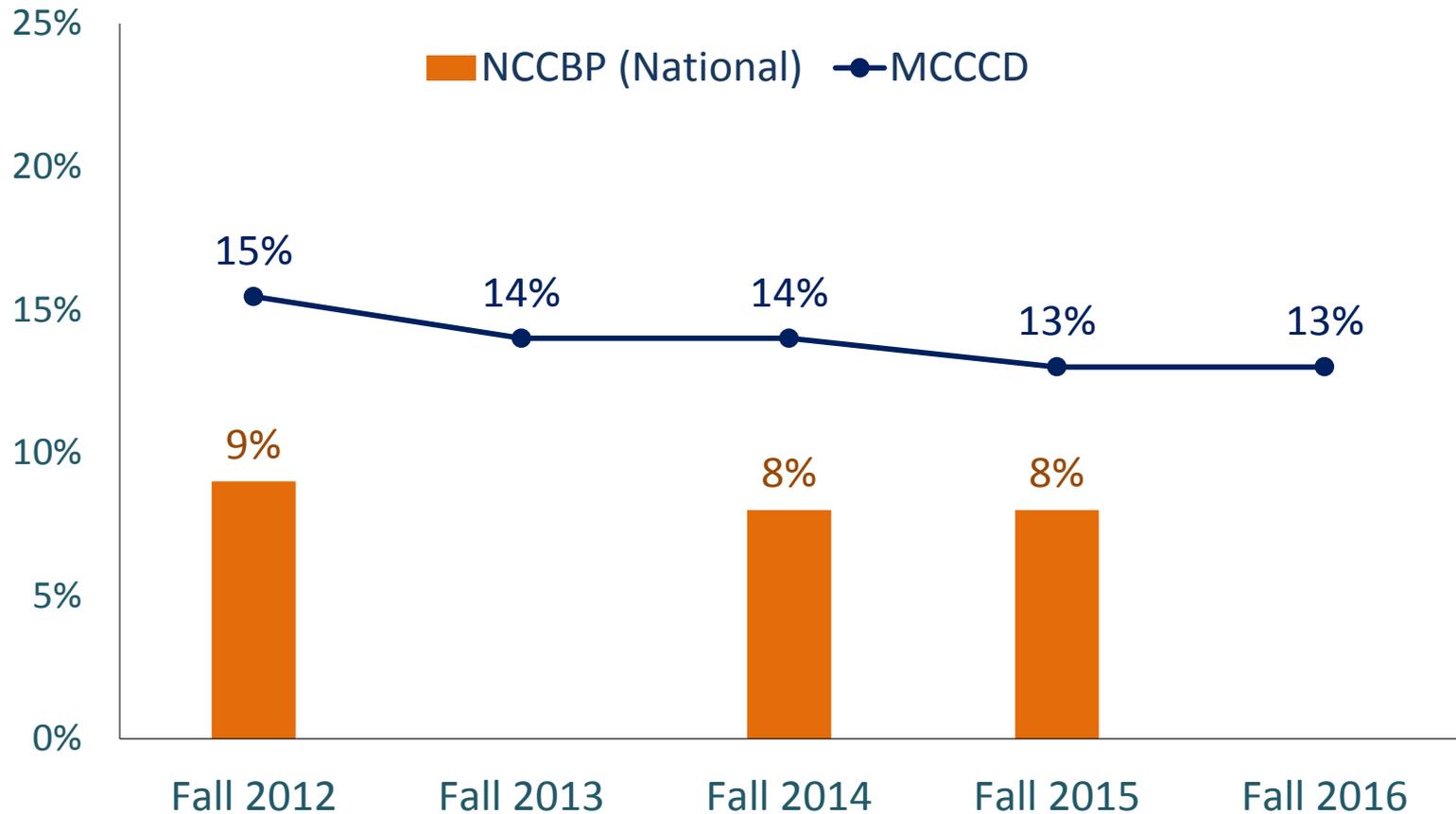


Source: NCCBP (National) – National Community College Benchmark
 Project sponsored by Johnson County (Kansas) Community College,
 Overland Park, KS.



College-level Course Withdrawals

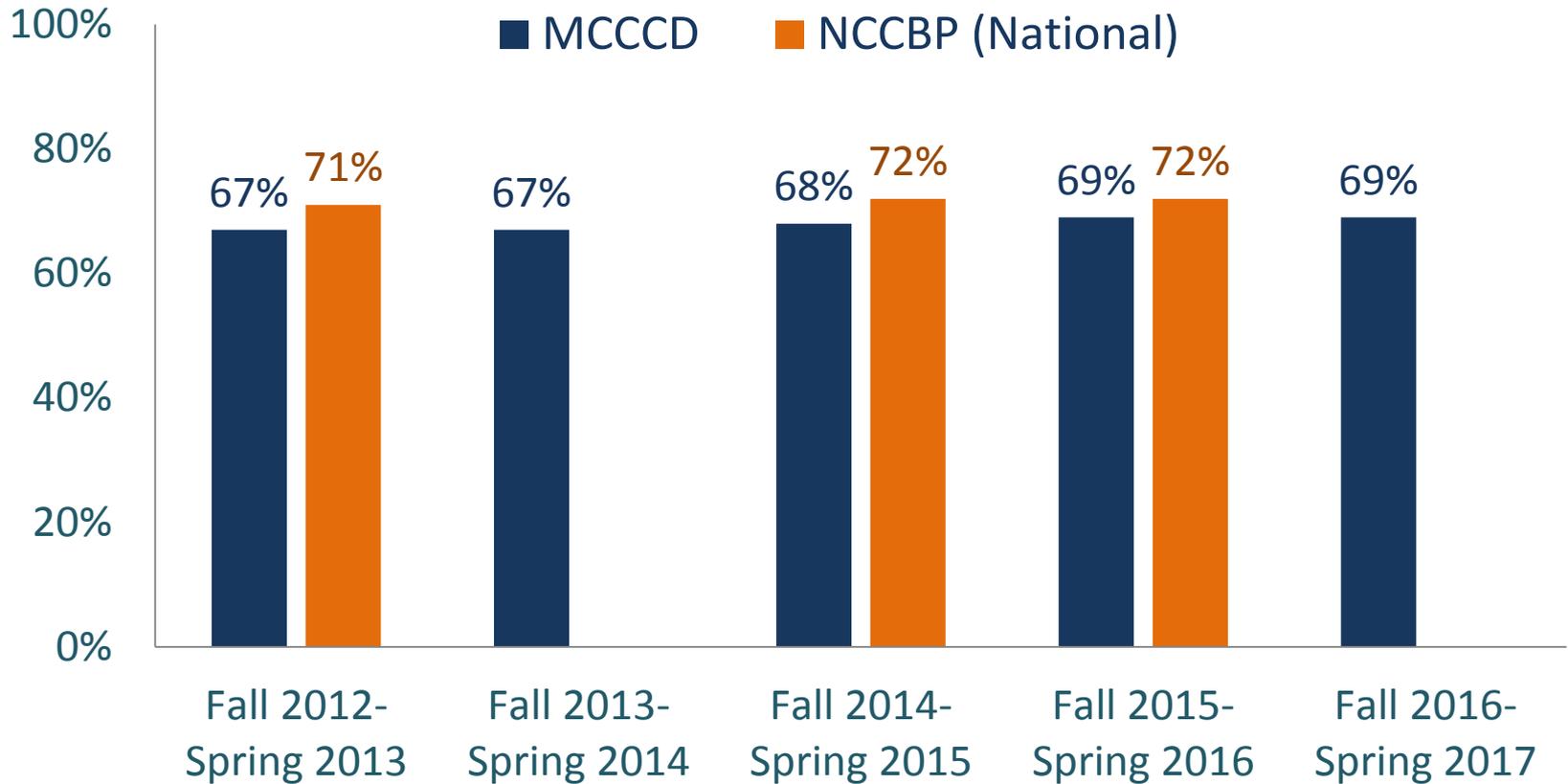
(NCCBP comparison - All students in college-level courses)



Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.

Fall-to-Spring Retention

(NCCBP comparison - All students)

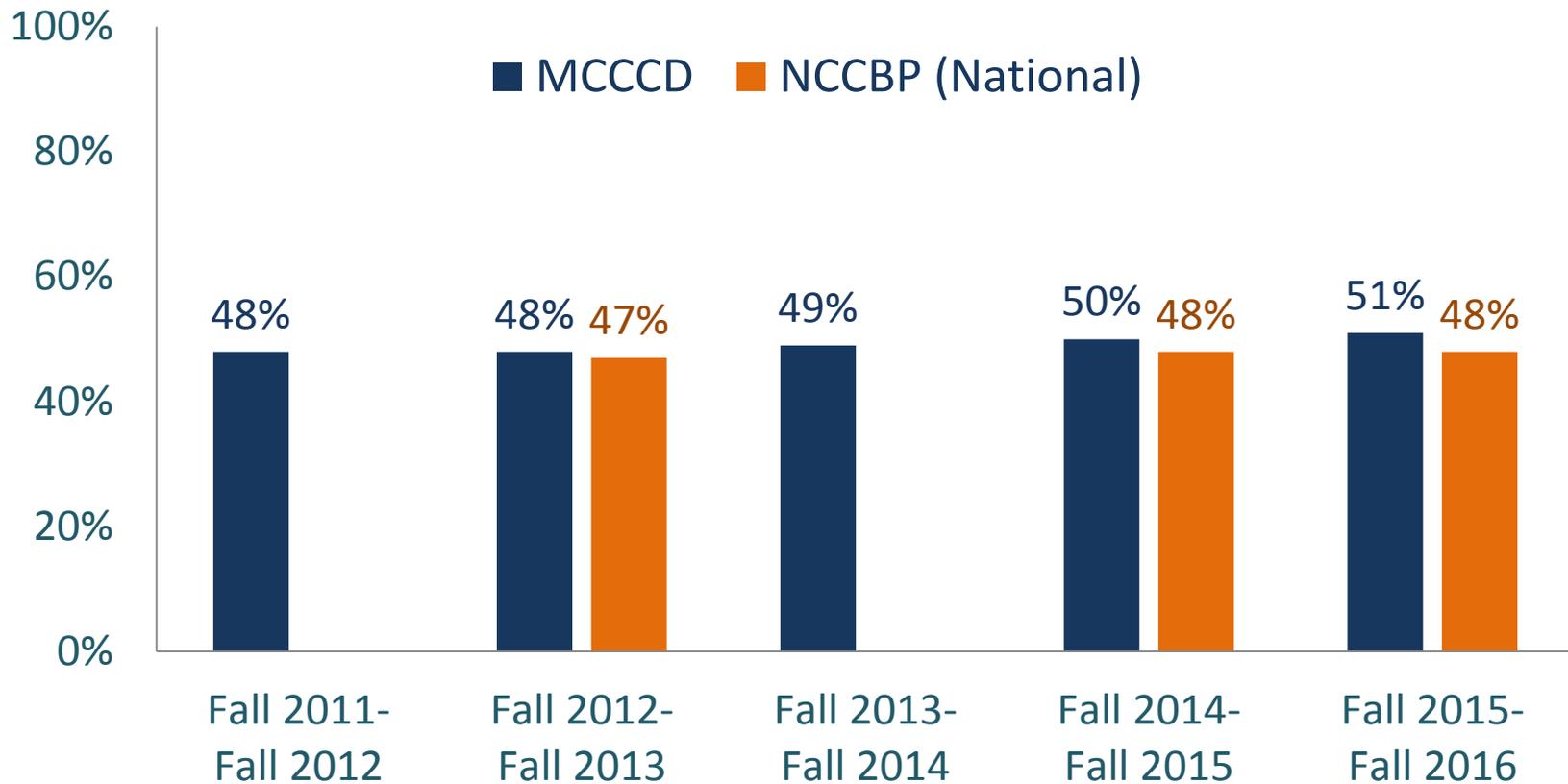


Source: NCCBP (National) – National Community College Benchmark Project sponsored by Johnson County (Kansas) Community College, Overland Park, KS.



Fall-to-Fall Retention

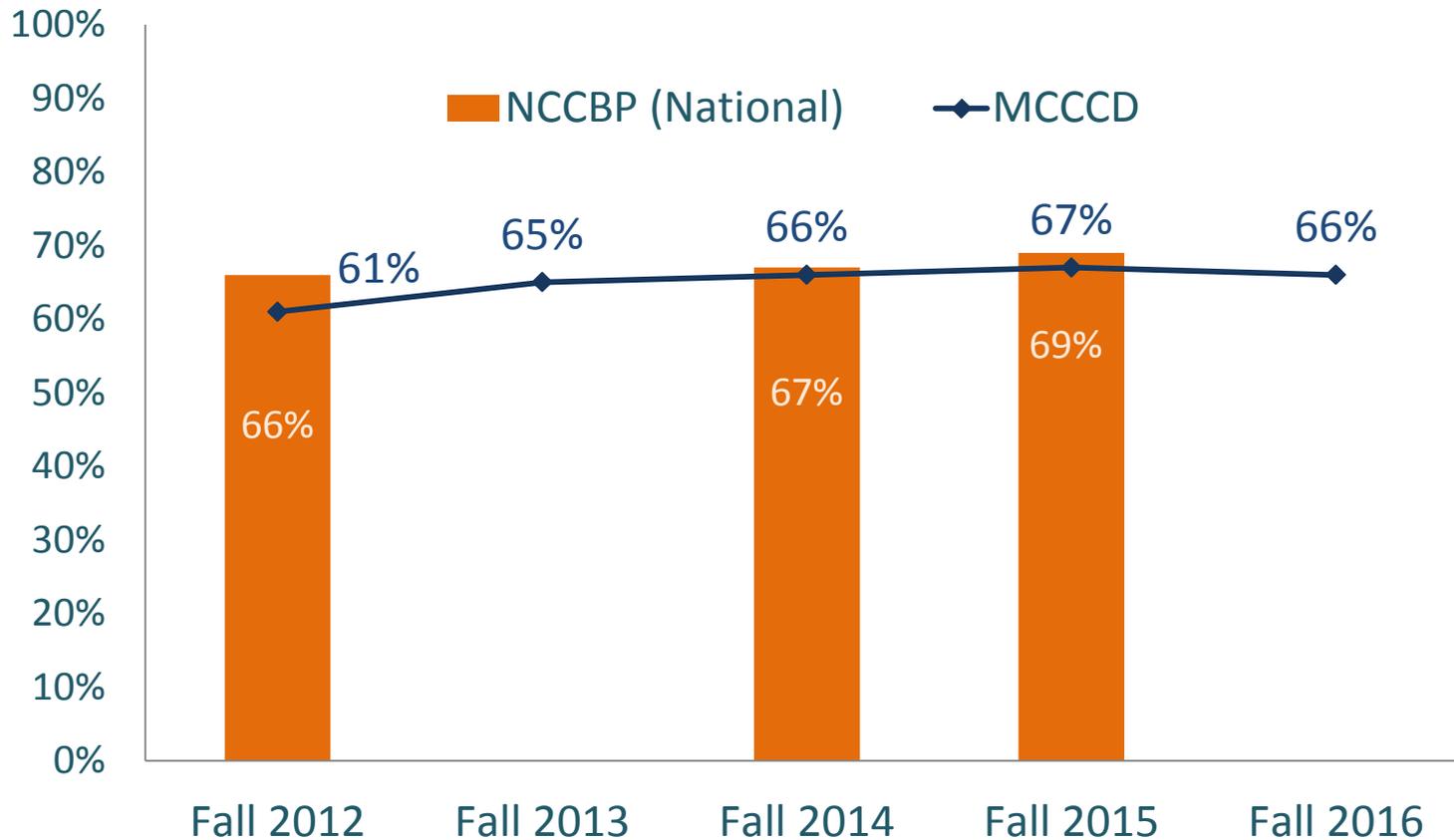
(NCCBP Comparison - All students)



Source: NCCBP (National) – National Community College Benchmark
 Project sponsored by Johnson County (Kansas) Community College,
 Overland Park, KS.

Online Course Success

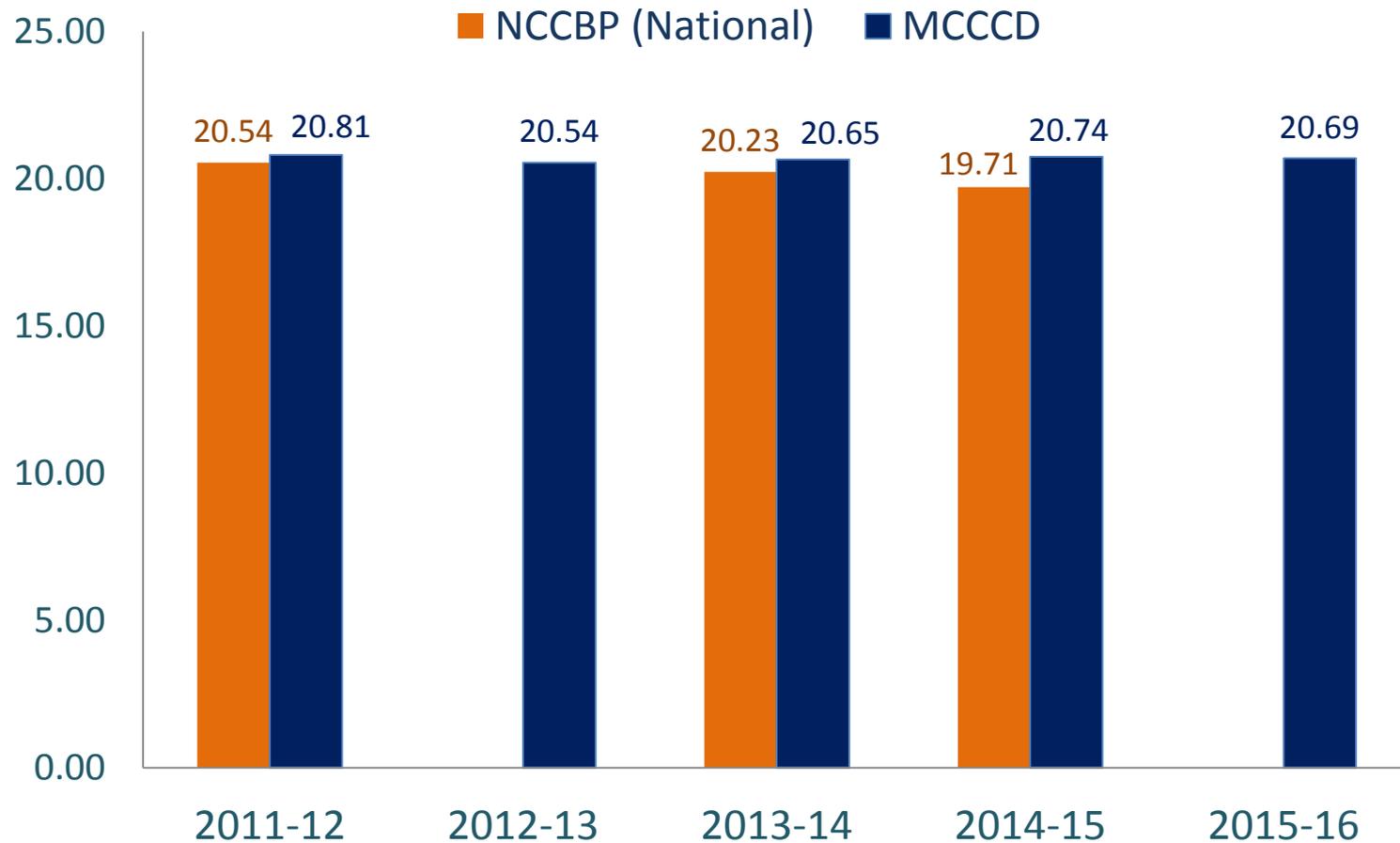
(NCCBP Comparison - All students)



Source: NCCBP (National) – National Community College Benchmark Project sponsored by Johnson County (Kansas) Community College, Overland Park, KS.

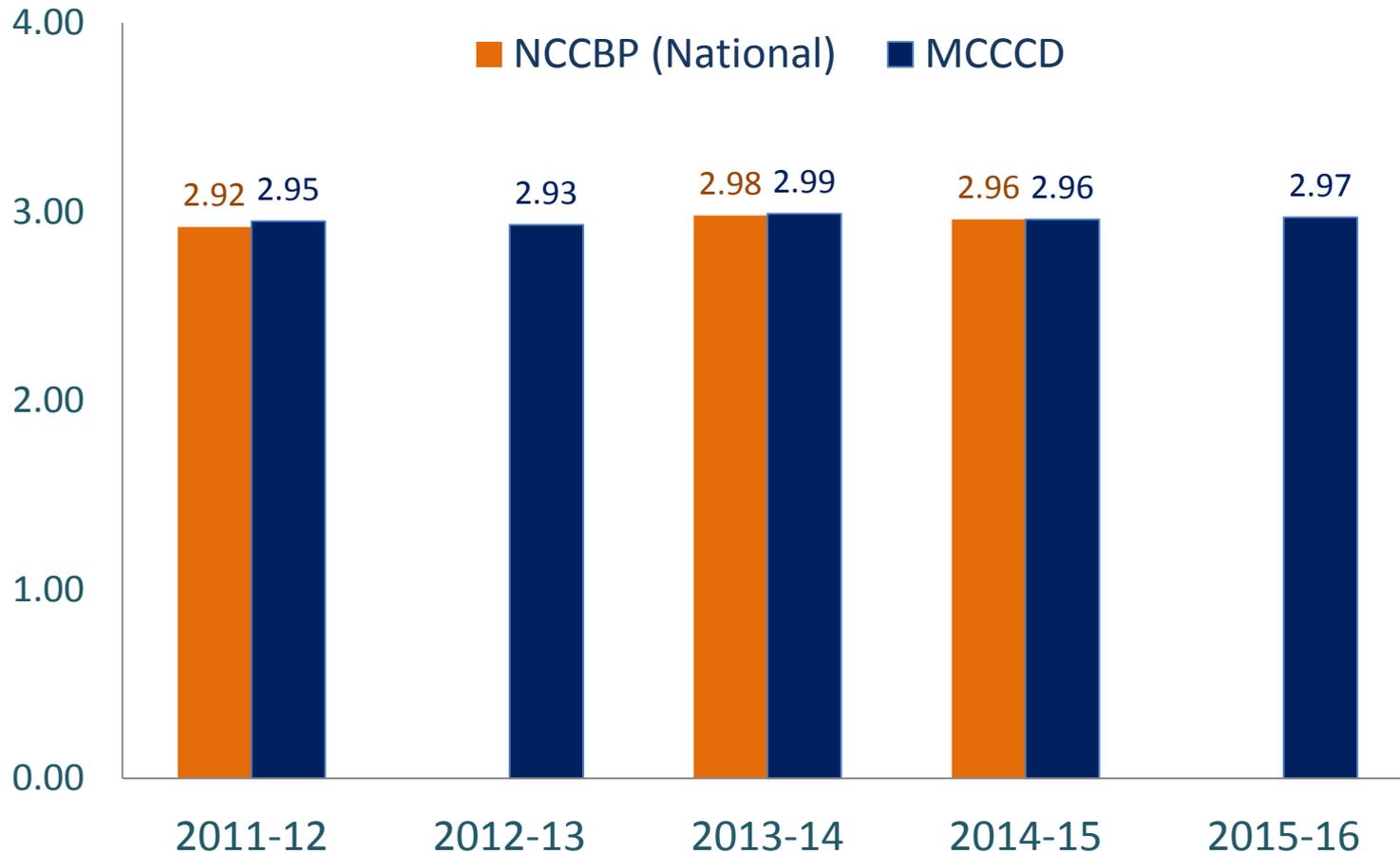


Average First-Year Credit Hours after Transferring (NCCBP Comparison – New transfer students)



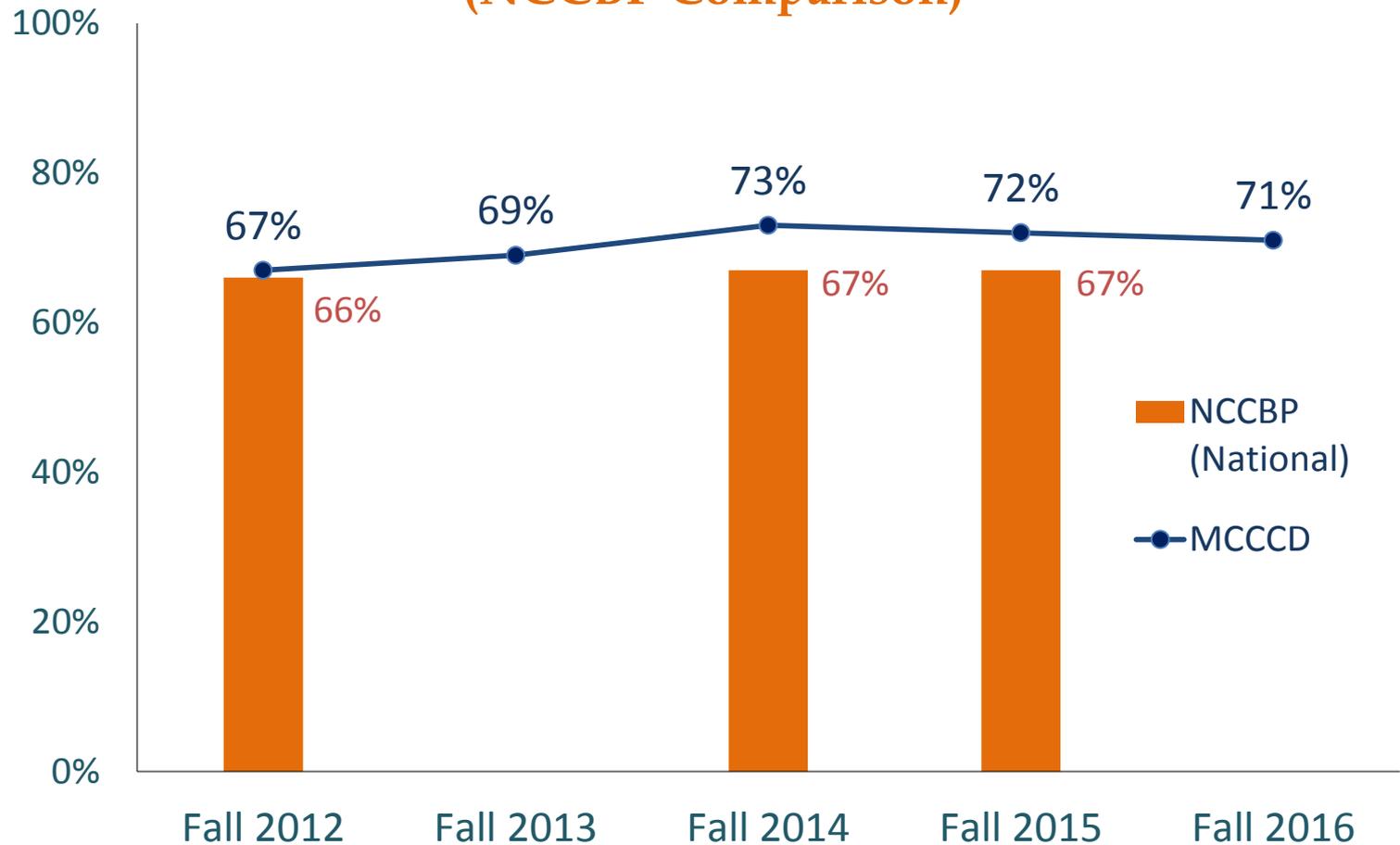
Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.

Cumulative First-Year GPA after Transferring (NCCBP Comparison – New transfer students)



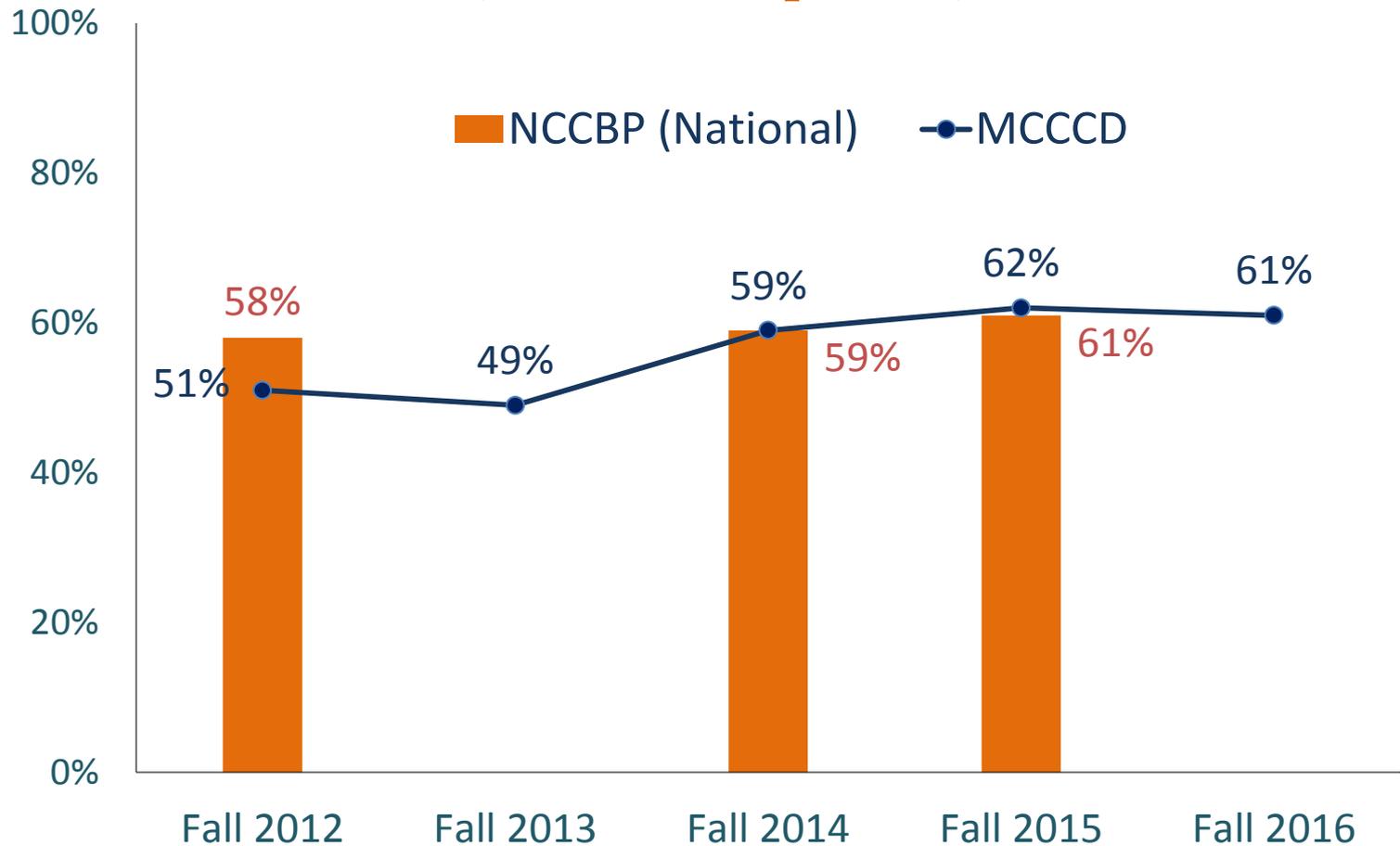
Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.

Developmental English Course Success (A, B, C, P) (NCCBP Comparison)



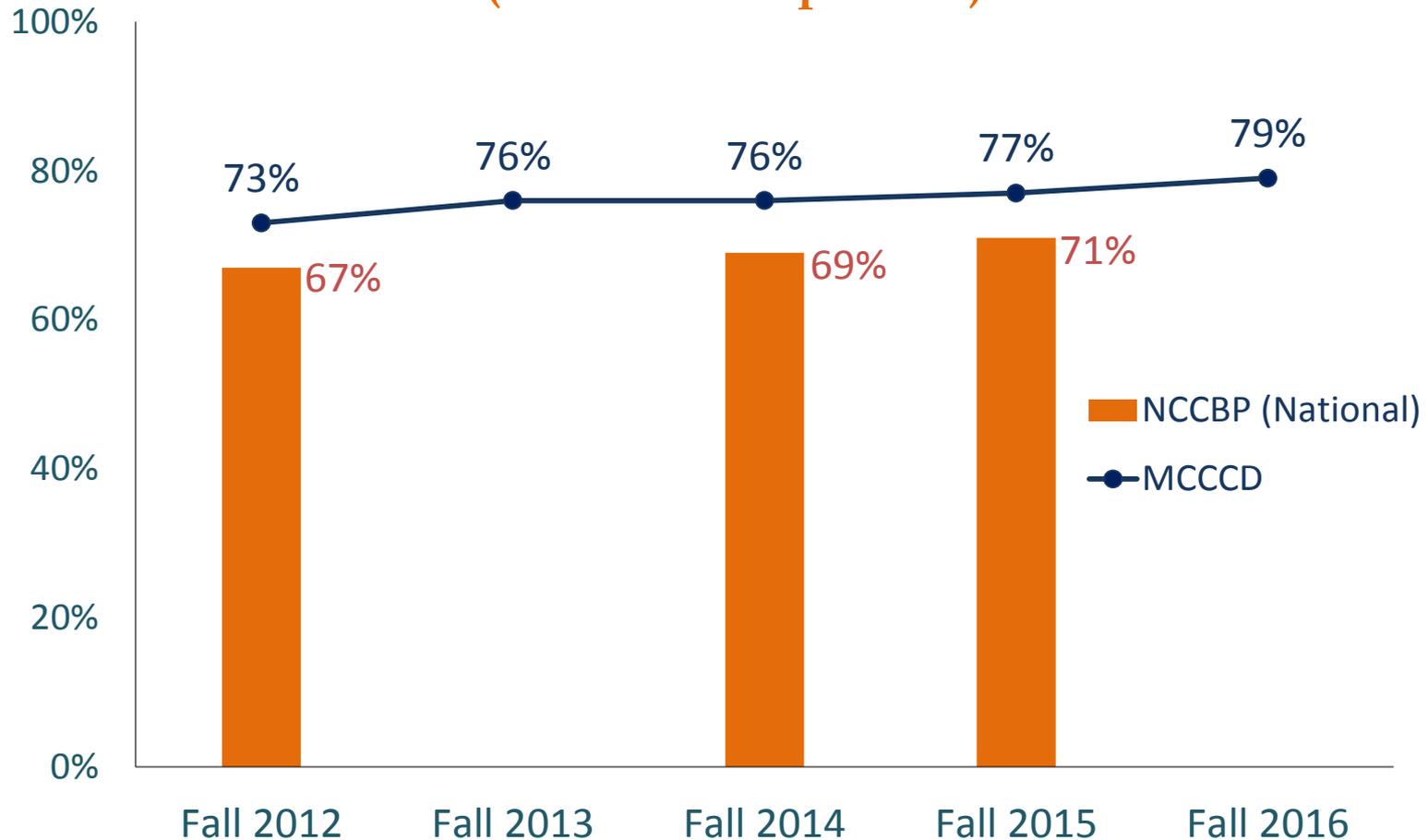
Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.

Developmental Math Course Success (A, B, C, P) (NCCBP Comparison)



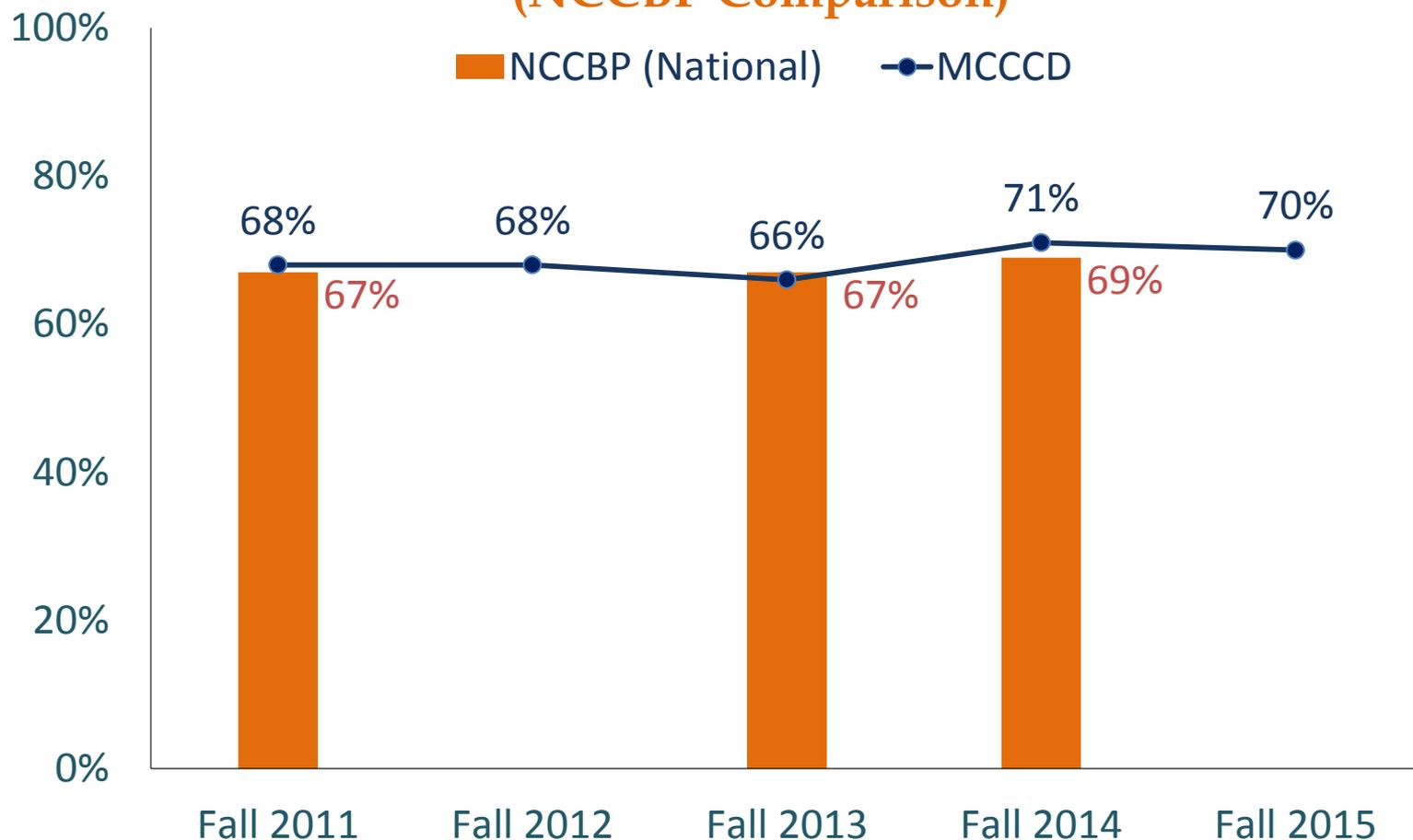
Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.

Developmental Reading Course Success (A, B, C, P) (NCCBP Comparison)



Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.

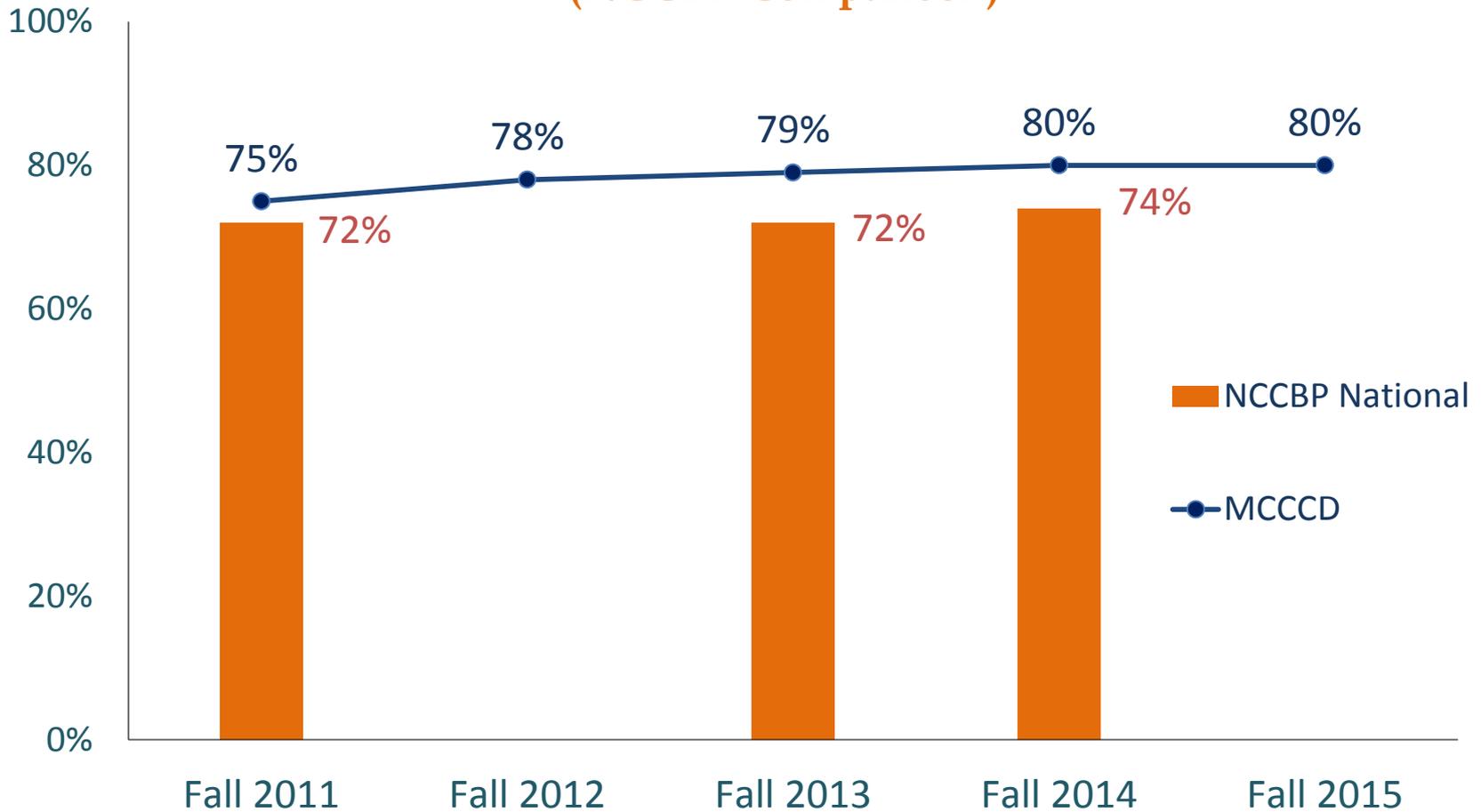
Subsequent College-Level Math Success (A, B, C, P) (NCCBP Comparison)



Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.



Subsequent College-Level English Success (A, B, C, P) (NCCBP Comparison)



Source: NCCBP (National) – National Community College Benchmark
Project sponsored by Johnson County (Kansas) Community College,
Overland Park, KS.

MCCCD Comparison to Largest NCCBP Participating Institutions



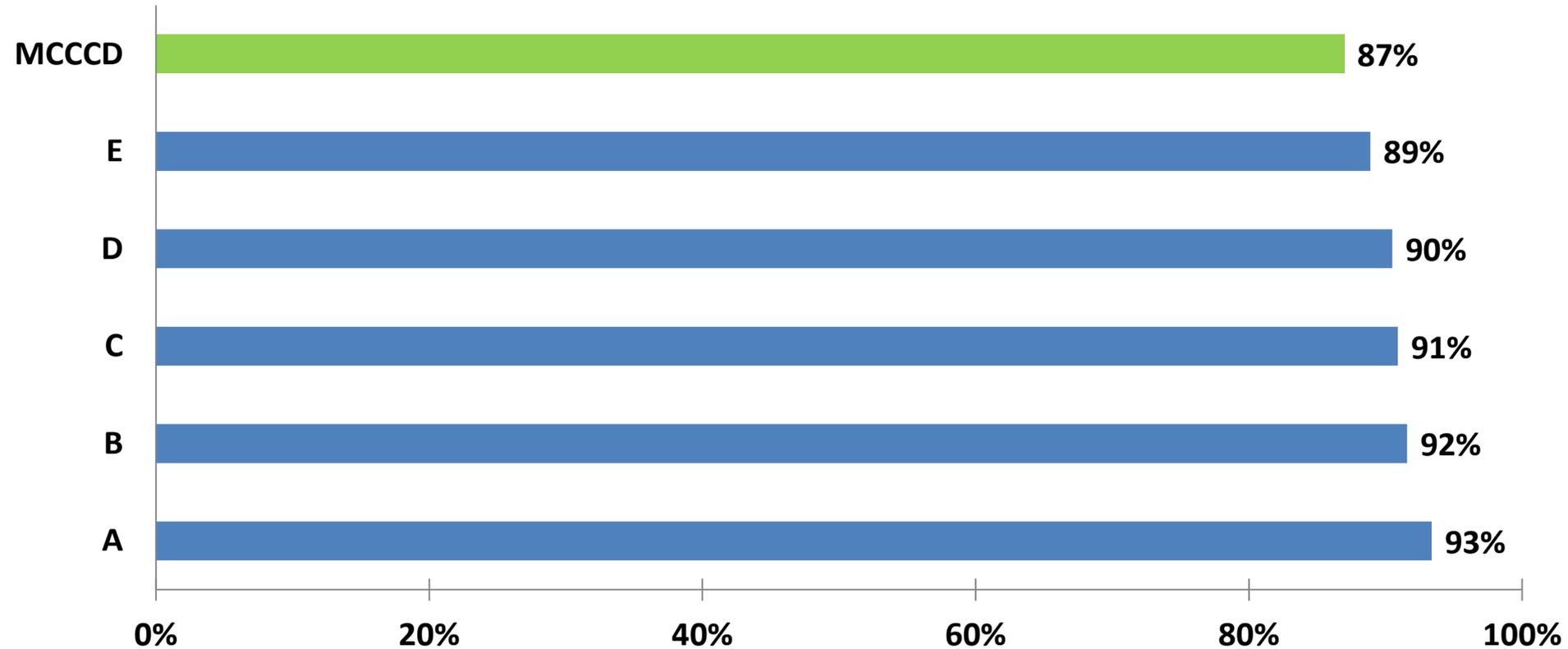
MARICOPA
COMMUNITY COLLEGES

MCCCD is one of only a few districts/systems that participated in the survey and reported data for the entire system. As a result, it was not possible to create a group of five, true peers.

However, of the institutions that participated in NCCBP this past year, the following slides were created using as many other large districts/systems as possible which included:

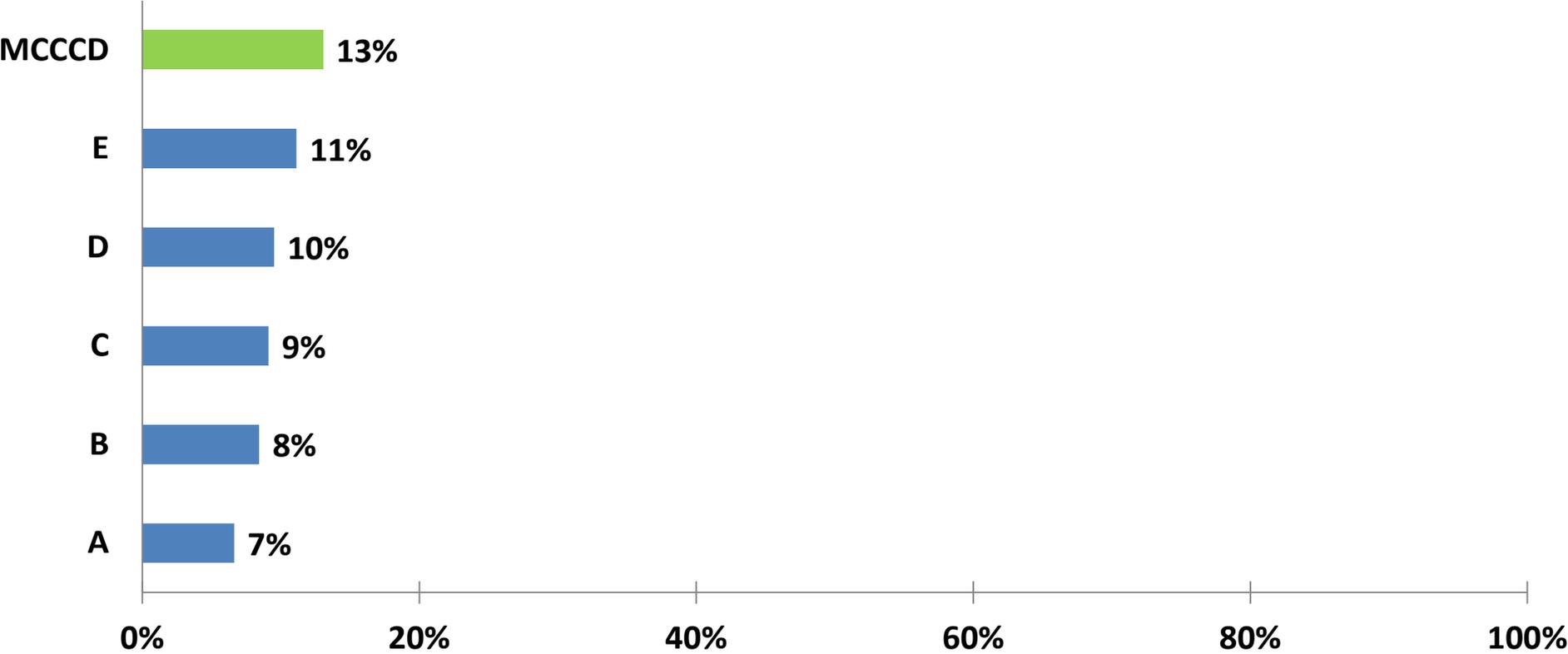
- **Alamo Colleges (TX)**
- **College of DuPage (IL)**
- **Columbus State Community College (OH)**
- **Ivy Tech Community College (IN)**
- **Lone Star College (TX)**
- **Miami Dade College (FL)**

Credit Course Grades: % Completers (All Students)



Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

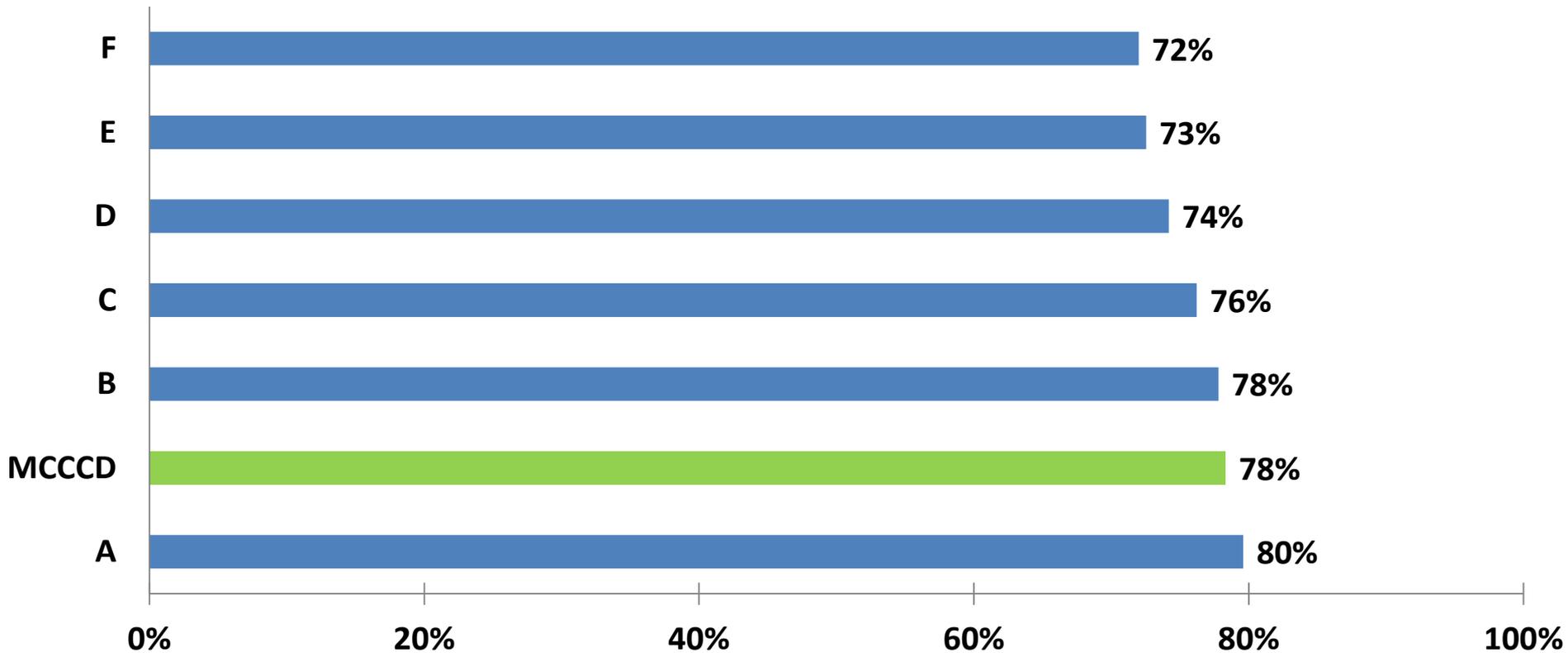
Credit Grades: % Withdrawals (All Students)



Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

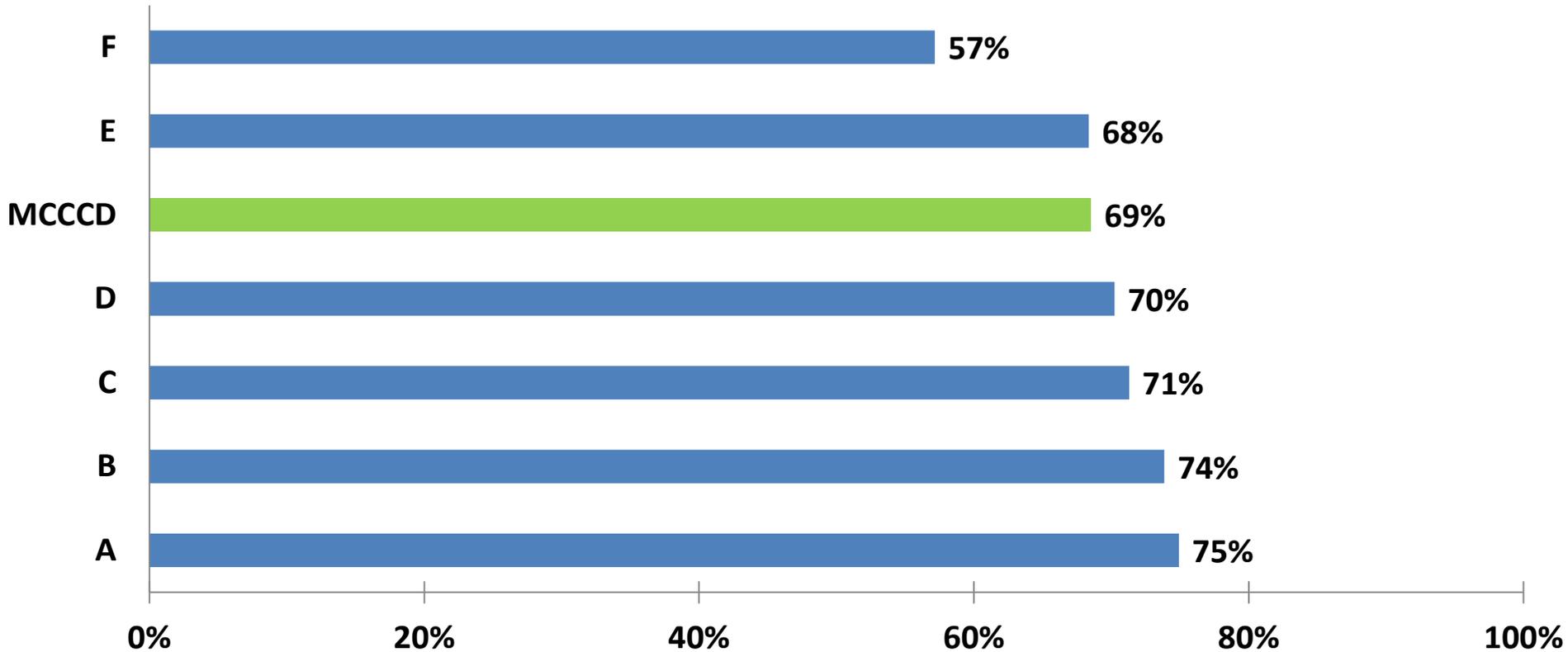


College-level Courses: Enrollee Success Rate (All Students)



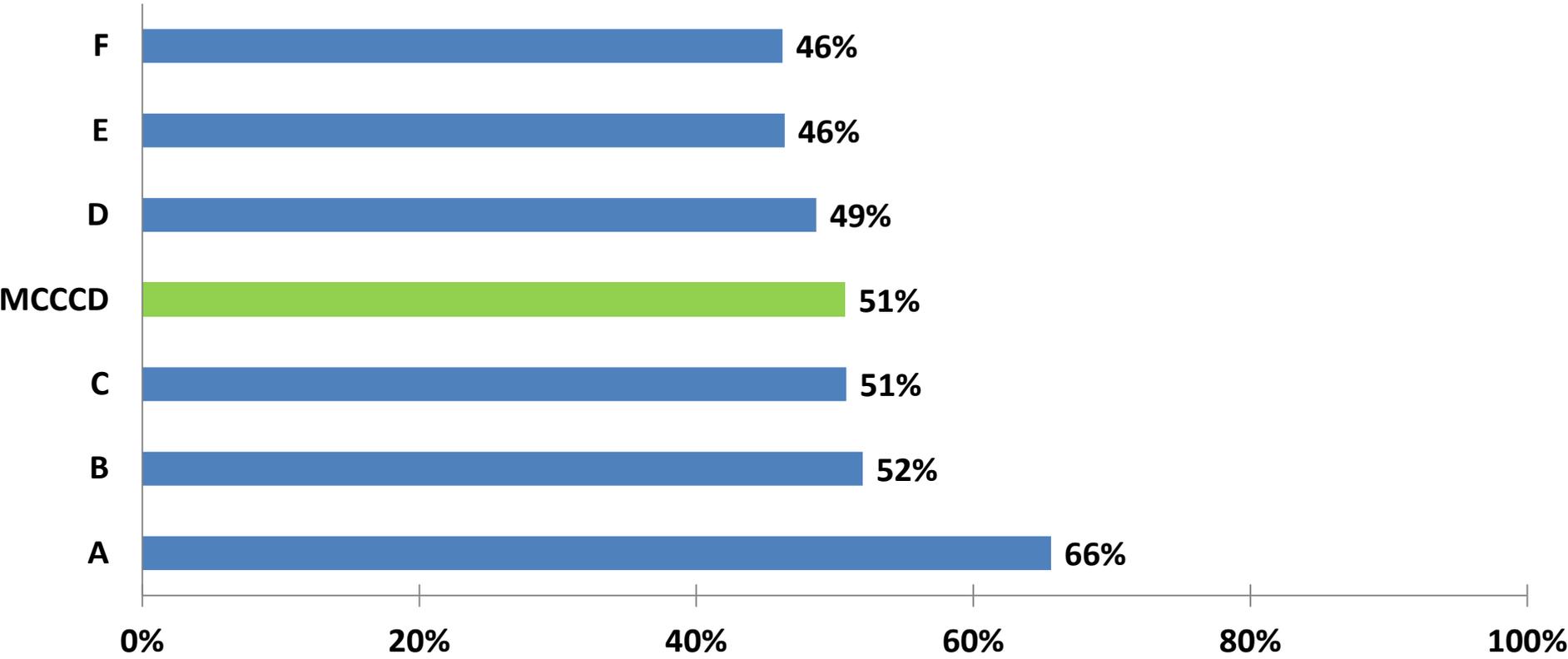
Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

Persistence: Next-Term (Full-time Students)



Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

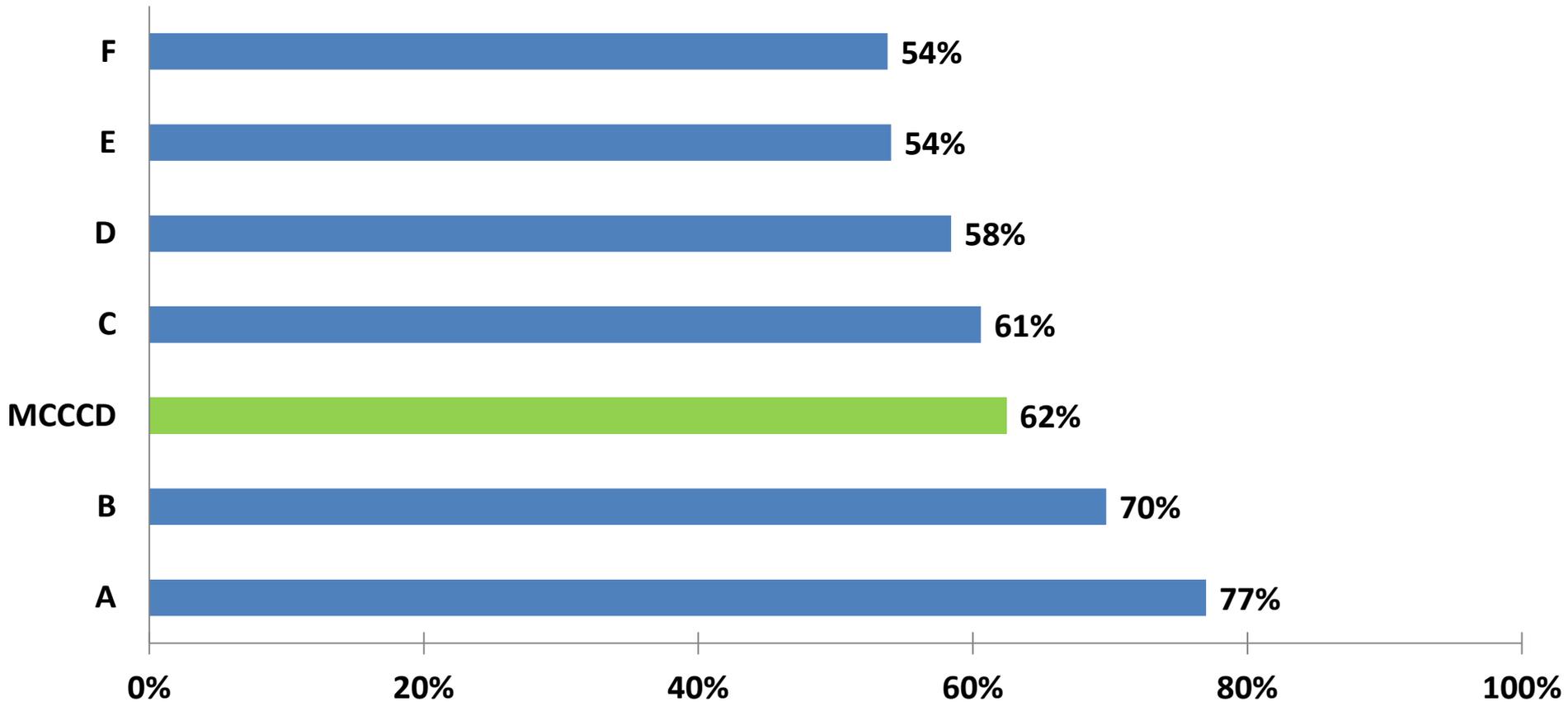
Persistence: Fall-Fall (Full-time Students)



Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

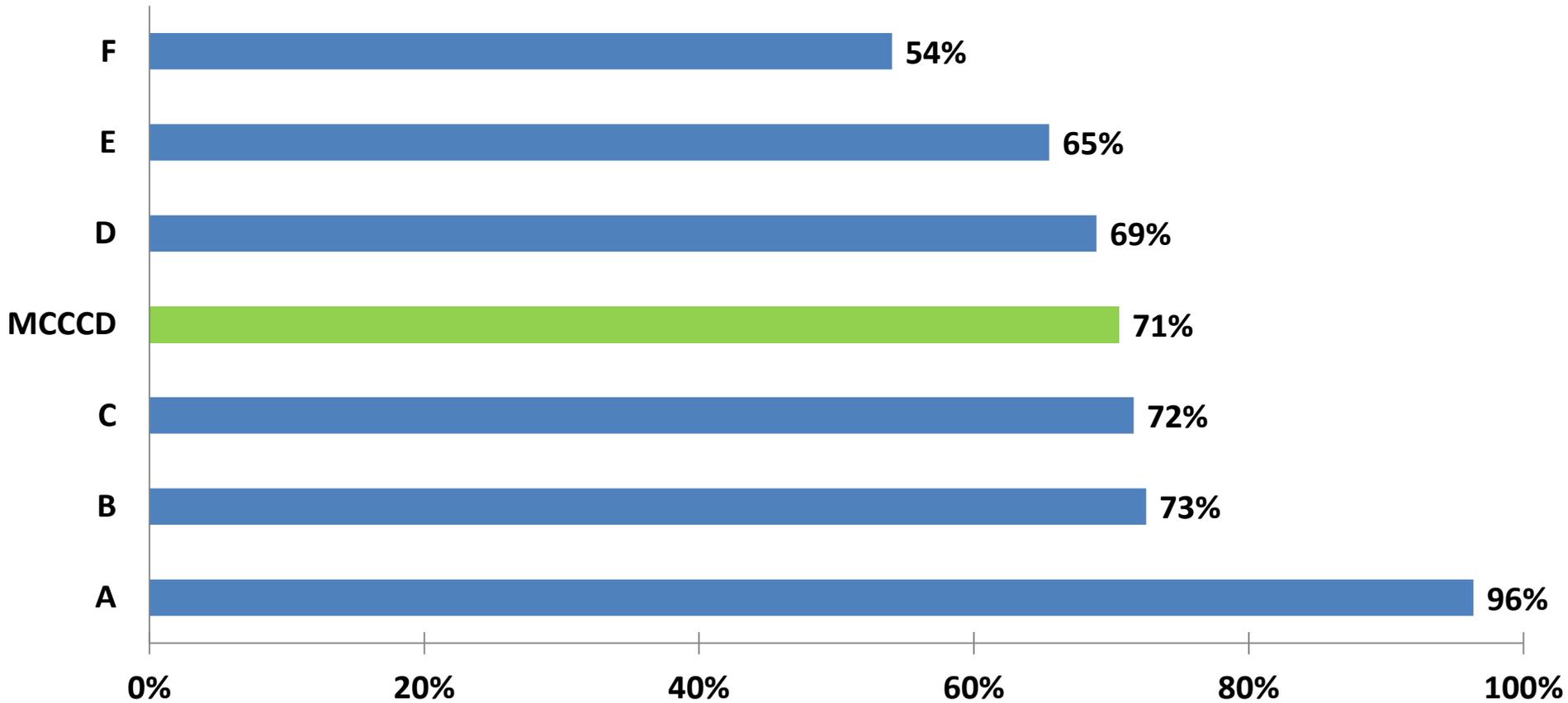


Developmental Math: Enrollee Success Rate



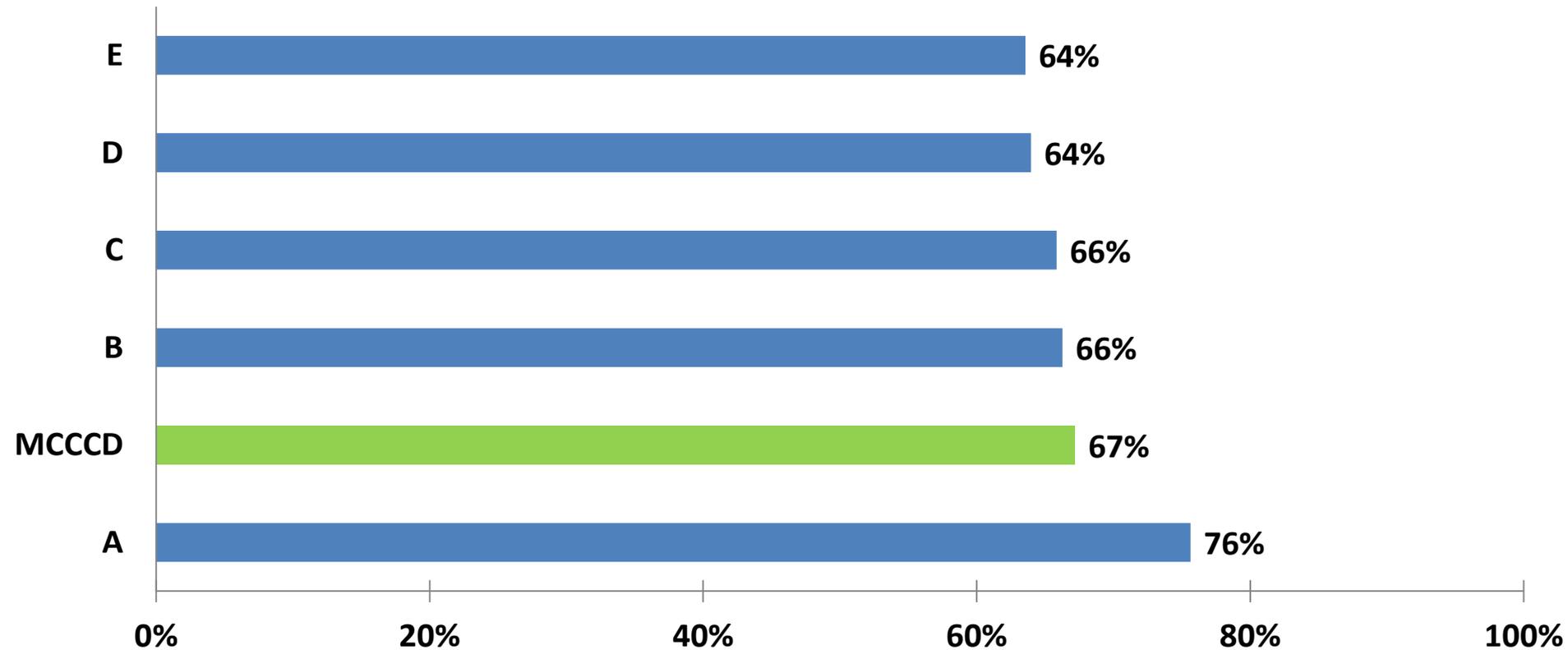
Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

First College-level Math: Enrollee Success Rate



Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

Distance Learning: Enrollee Success Rate (All Students)



Source: National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS.

2017 MCCC CD Governing Board Metric Methodology

Definitions

The “new-student cohort” is based on the methodology used in the “Arizona Community Colleges: Long-Term Strategic Vision” (V2020) document, specifically: learners who entered any Maricopa college during the fall term for the first time since leaving high school, and who were enrolled in one or more credit courses in that term. A student can only belong to only one V2020 cohort term and is associated with only one college for that cohort. This definition is broader than the “credential-seeking sub-cohort” of learners who had completed 12 or more credits by their second year, used in the V2020 document.

“Successfully completed” means that the student received a grade of A, B, C, or P for the course.

University Transfer Education and General Education

- 17-1A1 Enrollment of Underserved Populations. Enrollment rates of Black, Hispanic, Native American, and Male students, as well as those receiving Pell grants and those older than 24 with no prior college experience. The ethnicity percentages are based on Fall 45th day; the percentage of Pell Grant recipients is calculated as of the end of term, and the age percentage is based on students in the new-student cohort.
- 17-1A2 Cost of Attendance. The net price of attendance (tuition, books, and supplies, less scholarships or grants), for new, full-time students. This is the median of the 10 college net prices, as reported to the National Center for Education Statistics. The median household income for Maricopa County was obtained from the U.S. Census Bureau’s American Community Survey.
- 17-1A3 Full-time to part-time faculty ratio. The proportion of the total instructional load for the given academic year delivered by residential (including service) and adjunct faculty.
- 17-1A4 College-Level Course Withdrawal Rate. Percentage of college-level enrollments completed with a grade of W by students in the indicated fall semester.
- 17-1A5 College-Level Course Success Rate. Percentage of college-level enrollments successfully completed by students in the indicated fall semester.
- 17-1A6 Fall-to-Spring Retention Rate. Percentage of students in the new-student cohort enrolled in the fall term who persisted to the subsequent spring term. The denominator is the number of students in the original cohort, less completers and students who transferred away from MCCC CD.
- 17-1A7 Fall-to-Fall Retention Rate. Percentage of students in the new-student cohort enrolled in the fall term who persisted to the subsequent fall term. The denominator is the number of students in the original cohort, less completers and students who transferred away from MCCC CD.
- 17-1B1 Associate’s Degree Graduation Rate (Three and Six Years). Percentage of students in the new-student cohort with an intent to earn a degree, earn a certificate, or transfer who earned an associate’s degree within three years (or six years) from any MCCC CD college.

- 17-1B2 Total Number of Associate's Degrees Awarded. Total number of associate's degrees awarded annually, based on the IPEDS completion report.
- 17-1Ci1 AGECE and Transfer Degree Completion Rate. Percentage of students in the new-student cohort, with a transfer intent, who earned an AGECE or transfer degree (AA, AS, or ABUS) within three years and within six years. The students with successful achievement within three years were included in the achievement within six years.
- 17-1Ci2 Cumulative First-Year GPA. The cumulative first-year GPA for students who transferred in the indicated year with 12 or more credits from the MCCCCD college. Compiled in accordance with the National Community College Benchmark Project (NCCBP) methodology, using data from the Arizona State System for Information on Student Transfer (ASSIST).
- 17-1Ci3 Average First-Year Credit Hours. The average first-year credit hours carried by students who transferred in the indicated year with 12 or more credits from the MCCCCD college. Compiled in accordance with the National Community College Benchmark Project (NCCBP) methodology, using data from the Arizona State System for Information on Student Transfer (ASSIST).
- 17-1Cii1 Seamless Transfer to State Public Universities. Percentage of MCCCCD students in a given academic year who were new transfers to an Arizona public university with a transfer degree or transfer certificate (AA, AS, ABUS, ATP, AGS, AAS, or AGECE) or transfer a minimum of 80% of the college-level credits earned at MCCCCD colleges.
- 17-1Cii2 Participation in MCCCCD Signature Transfer Programs. The number of active MCCCCD students enrolled in signature transfer programs. MAPP was launched in Fall 2009 and NAU Connections was launched in Fall 2010. MCCCCD entered into a master agreement with UA for the UA Bridge Program in Fall 2013.
- 17-1Ciii1 Percent of AGECE Certificates and Transfer Degrees Awarded Annually. Percentage of annual awards that were AGECE certificates and transfer degrees, based on the IPEDS completion report. The awards considered were: AAS, AGS, ATP, ABUS, AS, AA, and AGECE.
- 17-1Civ1 Number and Percent of Students Transferring to Any Institution Granting Baccalaureate or Higher Degrees. Number and percentage of students in the new-student cohort, with a degree, certificate, or transfer intent, who enrolled in a four-year institution before June 1, three and six years later. The students who enrolled in a four-year institution within three years were also included in the six-year category.
- 17-1D1 Percent of Students Enrolled in Academic, College-Level Course Delivered in a Non-Traditional (Alternative) Format. Percentage of students enrolled in an academic, college-level course delivered in an alternative format, excluding high school dual enrollment courses. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.
- 17-1D2 Online Course Success Rate. Percentage of enrollments in online courses that were successfully completed during the indicated fall semester.

Workforce and Economic Development

- 17-2A1 Awards in Highest-Demand Occupations. Highest demand occupations are identified by the Arizona Department of Administration. MCCCDC identifies program completions by Classification of Instructional Program code.
- 17-2A2 Graduates Working in a Related Field. The percentage of occupational graduates who were employed in a field related to their program within one year of graduation, as determined by a phone survey of 2016 graduates. 3,000 graduates were surveyed, resulting in 599 responses.
- 17-2A3 Changes in Wages after Graduation. The average change in wages one year after graduation from an occupational program, averaged over the responses in the indicated career cluster. 3,000 graduates were surveyed, resulting in 599 responses.
- 17-2B1 Occupational Graduation Rate. Percentage of students in the new-student cohort, seeking an occupational certificate or degree, who earned an occupational award (AAS or CCL) within three and six years from any MCCCDC college. The students with successful achievement within three years are included in the achievement within six years.
- 17-2B2 Success Rate of Students Enrolled in an Occupational Course Delivered in a Non-Traditional (Alternative) Format. Percentage of enrollments in an occupational course delivered in an alternative format, excluding high school dual enrollment courses, which were successfully completed. Alternative course formats included: online, hybrid, and accelerated classes of eight weeks or less.
- 17-2D1 Advisory Board Members' Satisfaction Rate. Responses to a survey of Business and Industry Leadership Partners; 17 responses.
- 17-2E1 Secondary School CTE Transfers to MCCCDC. The percentage of students who: took Career & Technical Education (CTE) courses while in high school, matriculated to an MCCCDC college, and took college-level CTE courses in the within their first year at MCCCDC. CTE clusters are defined in accordance with the Carl Perkins grant program.
- 17-2F1 MCCCDC Workforce Development's Contribution to the Arizona GDP. Data compiled from the MCCCDC Regional Impact Study FY2013-14, conducted by EMSI, Inc.
- 17-2F2 Capital Formation for Small Business. Source: AZSBDC Client Economic Impact Document 2015.
- 17-2F3 Jobs Created for Small Business. Source: AZSBDC Client Economic Impact Document 2015.

Developmental Education

- 17-3A1 Success Rate in Developmental Education Courses. Percentage of math, English, and reading developmental enrollments successfully completed by students in the indicated fall semester. Determined in accordance with National Community College Benchmark Project (NCCBP) methodology.
- 17-3A2 Withdrawal Rate in Developmental Education Courses. Percentage of math, English, and reading developmental enrollments that resulted in a grade of W by students in the indicated fall semester. Determined in accordance with National

- Community College Benchmark Project (NCCBP) methodology.
- 17-3A3 Success Rate in College-Level English (or math) after Completion of Developmental English (or math). Percentage of college-level enrollments successfully completed within one year. The cohort was defined as students who successfully completed the highest level developmental course (ENG09x or MAT09x) and then enrolled in a college-level course (ENG101 or MAT12x) within one year.
- 17-3A4 Withdrawal Rate in College-Level English (or math) after Completion of Developmental English (or math). Percentage of college-level enrollments resulting in a grade of W within one year. The cohort was defined as students who successfully completed the highest level developmental course (ENG09x or MAT09x) and then enrolled in a college-level course (ENG101 or MAT12x) within one year.
- 17-3A5 Graduation Rate of Students who were ever Enrolled in a Developmental Course. Percentage of the cohort who completed an award at any MCCCDC college within six years. The cohort was defined as new, degree- or certificate-seeking students who ever enrolled in a developmental course.
- 17-3A6 Transfer Rate of Students who were ever Enrolled in a Developmental Course. Percentage of the cohort who transferred to an institution granting baccalaureate or higher degrees within six years. The cohort was defined as new, degree- or certificate-seeking students who ever enrolled in a developmental course.

Community Development and Civic and Global Engagement

- 17- 4A1 The Number of Activities Held on Campus that Address Political or Global Subjects. Totals of college-reported counts of activities in FY 2016-17 that addressed political or global subjects. The classifications of such activities varied from college to college.
- 17- 4B1 Participation in Service-Learning Opportunities. Totals of college-reported counts of students participating in service-learning opportunities (outside of the classroom) for FY 2016-17.
- 17- 4B2 Selected Items from the Community College Survey of Student Engagement. These are selected results from the Spring 2017 administration of the Community College Survey of Student Engagement. The survey was completed by more than 6,800 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 17- 4C1 The Number of Students Participating in Study-Abroad Programs. Totals of college-reported counts of students participating in study-abroad programs for FY 2016-17.
- 17- 4C2 The Number of International Students. Totals of counts of international students for FY 2016-17.

The Use of Cohorts

There are two main reasons why different cohorts are used for different metrics: 1) we are interested in how all students are doing, and the Board has asked us to look at all students wherever possible; and 2) we need to be accurate in our analyses so we don't want to include students in groups that they don't intend to be a part of. The following explains where we report numbers on subgroups of students, and why.

- **Slide 13: “Students Graduating with Associate’s Degrees.”** Anytime we look at how many students are graduating with three or six years, we need to know when they start in order to report on how many finish within three or six years. So for this metric we look at all students who were new to Maricopa in the fall terms to see how many completed their associate’s degrees within three and six years. This is also known as their “graduation rate.”
- **Slides 16, 17: “Students Completing AGEC Certificate and Transfer Degrees” and “AGEC Certificate and Transfer Degrees.”** We are interested in how many students complete within three years and how many within six years, as these are standard measurements across the country for accountability measures.
- **Slide 19: “Students Transferring to State Public Universities.”** We want to know what percentage of our students transfer to state public universities (and other universities, but that is a separate slide). We use percentage of all students because this allows us to compare from year-to-year numbers that are not affected by enrollment. That is why we report rates sometimes instead of absolute student numbers.
- **Slide 20: “Cumulative First-Year GPA after Transferring.”** We want to know how our students do after they leave us and go to ASU, UA, or NAU so we report on their GPAs their first year at the state public universities.
- **Slide 21: “Students Transferring to Any Baccalaureate or Higher Degree-Granting Institution (Public or Private).”** We are interested in how many students transfer to any baccalaureate or higher degree-granting institution – public or private – anywhere in the U.S. within three or six years of starting at Maricopa. To include all students as a starting point in these numbers would be inaccurate as many students come to us to take only one or two classes, for a variety of reasons, and do not intend to get a certificate or a degree.
- **Slides 30, 31: “Occupational Students Graduating in 3 and 6 Years” and “Numbers of Occupational Students Graduating in 3 and 6 Years.”** Like slide 13, we look at how many students in occupational programs are graduating with three or six years. We need to know when they start in order to report on how many finish within three or six years. So for this metric we look at all students who were new to Maricopa in the fall terms, who told us they intended to get an occupational degree or certificate, to see how many completed within three and six years.
- **Slides 47, 48: “Degree or Certificate Awards to Students Ever Enrolled**

in Developmental Education Courses” and “Students (who have ever taken a Dev Ed course) and Transferred to a Baccalaureate or Higher Degree-Granting Institution (Public or Private)” We want to know if students who were ever enrolled in a developmental course were able to graduate or transfer within six years (the normal maximum for national accountability measures). So in order to know if students are able to graduate or transfer within six years, we need to know when they start so for this metric we look at new students in fall terms who have told us they intend to get a degree or certificate as the starting points. For the transfer metric, we add in to the starting point students who also said they intend to transfer.