

Maricopa County Community College District 2014 Monitoring Report Executive Summary

Background

This is the third annual Governing Board Monitoring Report that utilizes the Board outcome metrics adopted in 2010 to gauge institutional effectiveness. Please see <http://www.maricopa.edu/publicstewardship/governance/boardpolicies/metrics.php> for further details.

This Executive Summary focuses primarily on the 11 metrics considered “Key Metrics” but includes other select metrics, institutional data, and context when noteworthy. For details on how each metric was calculated, see the *Technical Guide*.

What to know about metrics

- Most of the metrics are interrelated so one needs to consider them, together, as a holistic picture of student performance.
- Retention is a key factor and drives the downstream metrics related to academic progress, completion, and transfer. If students do not return, they cannot complete, and they cannot graduate.
- Increasing retention rates for underrepresented groups and part-time students is a primary challenge for MCCCDC.
- Metrics data can change year to year for many reasons. At any one time there are multiple confounding variables such as changes in the incoming student profile, enrollment fluctuations, implementation of new initiatives and curriculum, changes to placement exam

cut scores, and business practices like ending late registration. Therefore, it is challenging to identify a single cause for increases or decreases in student performance.

- It takes time to reflect the impact of interventions in the metrics. For example, initiatives within the past few years will not be reflected in the graduation rates because MCCCDC tracks students who began six years ago. The best place to see immediate changes is in the short-term metrics such as the one-year retention rate.

Developmental Education

- The developmental education success metric is an aggregate metric across all developmental courses in mathematics, reading, and English. The overall developmental course success rate (courses completed with grades of A, B, C, or Pass), increased from 62% in Fall 2010 to 65% in Fall 2013.
- Analyzing the results by subject shows that success rates in English and reading are increasing but the mathematics success rate declined for the past two cohorts.
- The success rate in a subsequent college-level mathematics course following the completion of a developmental math course declined 70% to 63% for the most recent cohort.
- The success rate in a subsequent college-level English course following the completion of a developmental English



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course increased from 75% to 77% for the most recent cohort.

University Transfer Education and General Education

Retention

- The fall-to-fall retention rate increased by three percentage points from last year (from 51% to 54%). However, a single retention rate does not tell the whole story. Retention rates vary based on demographics such as race/ethnicity, full- and part-time status, and earned GPA.
- The current retention increase was distributed across most groups. In particular, the retention rate for Black students increased seven percentage points (from 32% to 39%) and four percentage points for Pell grant recipients (from 48% to 52%).
- Students who began part-time were not retained at as high of a rate as those who began full-time (39% vs. 66% for Fall-to-Fall retention of latest cohort).
- The retention rate was positively correlated with GPA; a greater proportion of students with higher GPAs returned than those with lower GPAs. For example, only 15% of students who earned a zero GPA (failed or withdrew from all of their courses) in Fall 2012 returned in Fall 2013 compared to 73% who earned a 3.0 GPA or higher.

College-Level Course Success

- The college-level course success rate (courses completed with grades of A, B, C, or Pass) increased from 70% in Fall 2012 to 73% in Fall 2013. Although

there have been some fluctuations from year to year, all racial/ethnic groups have shared in this improvement since Fall 2009.

- The success rates in both developmental and college-level courses (65% and 73%, respectively) were higher for the Fall 2013 cohort than for any other cohort since 2009.
- However, withdrawals are a major challenge. High levels of withdrawals (approximately 15%-20% across course level and modality) suppressed course success rates, particularly in developmental and online classes. The lower the level of the course, the greater the proportion of students who withdrew.
- A large proportion of students who withdrew either never attended class or were withdrawn for excessive absences.

Overall Success

- For the recent cohort, 64% of new students who entered with an award or transfer intent had a successful outcome as measured by: earning an award, successfully transferring to a university, continuing to be enrolled at MCCCDC, or earning 30+ credits with a 2.0+ GPA.
- The proportion of students achieving a successful outcome within six years has increased from 62% to 64% over the past five cohort years. The outcome with the largest increase was percent of students receiving an award, increasing from 18% to 21% over the past five cohort years.



Awards Conferred

- Progress toward the 2020 Completion Agenda goal is on track. In FY13-14 MCCCDC conferred 26,860 awards to 17,107 individual students. This is an 18% increase in awards over the previous year.
- While the number of awards conferred continues to grow and many students earn multiple awards (for example, an AGECE certificate and an associate's degree), the challenge for MCCCDC is to increase the proportion of students in the entering cohort earning an award. The latter is the graduation rate.

Overall Graduation Rates

- The six-year graduation rate experienced a one-time spike to 28% for the Fall 2007 cohort, in part due to changes in business processes in 2007-2008. The Student Information System (SIS) moved to PeopleSoft and during this conversion students who received an award in that first semester were retroactively coded as "intent to get award" students. This artificially inflated the graduation rate because students who might not have declared intent to get an award were coded as such. Also, over the ensuing years, students in the Fall 2007 cohort earned more awards than students in the previous or subsequent cohorts, possibly due to the recession. Taken together, these effects contributed to the increase in graduation rate for one year.
- For the Fall 2008 cohort, the six-year graduation rate was 22%, two percentage points higher than the rate for the Fall 2006 cohort.
- The six-year graduation rate for students who enrolled in developmental courses

increased from 16% to 18% over the past five cohort years.

- For the most recent cohort (Fall 2008), the percent of students with a transfer intent who earned an AGECE or a transfer degree (AA, AS, or ABUS) within three years increased from 8% to 10%.
- Overall, the number of transfer awards increased from 15,778 in FY2012-13 to 17,536 in FY2013-14.

Meeting Credit Threshold

- The proportion of full-time students who made satisfactory progress within two years (as measured by the completion of 42 credit hours) increased from 37% to 38% in the past year.
- The proportion of part-time students who made satisfactory progress within two years (as measured by the completion of 24 credit hours) increased from 21% to 22% in the past year.

Workforce and Economic Development

- The total number of occupational degrees and certificates (AAS and CCL) has grown by almost 46% over the past four years. A total of 8,606 occupational degrees and certificates were awarded in FY2009-10 and that number increased to 12,557 in FY2013-14.
- Occupational graduation rates had been stable at approximately 15% (three years) and 20% (six years). The rates rose temporarily for the Fall 2007 cohort due to the same business process factors (SIS to PeopleSoft conversion) that affected the overall six-year graduation rate. With the Fall 2008 cohort, the occupational graduation rates



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returned to near-normal levels: 13% for three years and 17% for six years. These rates measure occupational students seeking an occupational certificate or degree. An additional 3% of students in the Fall 2008 cohort earned non-occupational degrees within three years and an additional 7% did so within six years. This brought the total graduation rates of occupational students to 16% for three years and 24% for six years.

- MCCCDC offered credit programs in 95% of the highest-demand occupations in the greater Phoenix metropolitan area. Examples include: registered nurses, medical assistants, nursing assistants, teacher assistants, HVAC mechanics/installers, and computer user support specialists.
- MCCCDC offered credit programs in 80% of the fastest-growing occupations in the greater Phoenix metropolitan area. Examples include: diagnostic medical sonographers, actors, dental hygienists, HVAC mechanics/installers, physical therapist assistants, and medical/clinical laboratory technicians.

Community Development and Civic and Global Engagement

- Both vocational and avocational non-credit headcount declined in FY2013-14. In total, non-credit headcount was 18,688 in FY2012-13 and 14,967 in FY2013-14. Overall, credit headcount also declined slightly during that time.
- In Fall 2013 there were 23,699 returning adults over the age of 24 with prior college experience but no degree. These students continued to account for 18% of the total student population.

- Enrollment of underserved populations: Overall, in Fall 2013, the student population was 25% Hispanic, 7% Black, 3% Native American, 30% Pell Grant Recipient, 44% male, and 18% of the new student cohort were over the age 24 with no prior college experience.
- 6,218 students indicated that they had participated in service learning opportunities through MCCCDC in FY 2013-14.

Survey Results

- The level of student satisfaction is favorable and approximately the same as the national average.
- Seven in 10 respondents said that if they had it to do again, they “probably” or “definitely” would enroll at MCCCDC.
- Six in 10 said that they were satisfied or very satisfied with their MCCCDC experience so far.
- MCCCDC students generally have a more positive view of their and their instructors’ use of technology than do community college students nationwide.
- MCCCDC students have higher levels of engagement than the national average when it comes to meeting and interacting with students from different backgrounds.



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