

2014 MCCC CD Governing Board Metric Methodology

Definitions

The “new-student cohort” is based on that created for the Arizona Community Colleges: Long-Term Strategic Vision (V2020) document: 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 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

- 1A1 College-Level Course Success Rate. Percentage of college-level credit hours successfully completed by students in the new-student cohort in their first fall and spring semesters.
- 1A2 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 size of the original cohort, less completers and students who transferred away from MCCC CD.
- 1A3 Graduation Rate within Six Years (Degree and Certificate). Percentage of students in the new-student cohort seeking a degree/certificate who earned an award within six years from any MCCC CD college.
- 1A4 College-Level Math And English Course Success Rate. Percentage of successfully completed credit hours in ENG101, MAT14X, and MAT150 courses, in the fall and spring terms only.
- 1A5 Percent of Learners Achieving Credit Hour Thresholds within Two Years. Percentage of students in the new-student cohort who successfully completed a minimum number of credits within two years. The credit thresholds were 42 credits for full-time students and 24 credits for part-time students. For this metric, grades of A, B, C, D, and P, or the earning of an award, count toward satisfactory academic progress.
- 1A6 Semester-to-Semester 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 size of the original cohort, less completers and students who transferred away from MCCC CD.
- 1A7 Percent of Students who Achieve Their Stated Education Goals. Percentage of new students in the fall term, with an original intent to seek an award or to transfer, who received an award and/or transferred by the end of the summer II term three and six years later. The students with successful achievement within three years are included in the achievement within six years.
- 1A8 Percent of Students Achieving a Successful Outcome within Six Years. Percentage of students in the new-student cohort, with a degree, certificate, or transfer intent, who achieved a successful outcome. A successful outcome was defined as one of the

following:

1. Received an award (degree or certificate),
2. Transferred to another university/college (outside of the MCCC CD system),
3. Still enrolled at an MCCC CD college in year 6, or
4. No longer enrolled but earned at least 30 credits at MCCC CD with a GPA of 2.0 or higher.

Students may have met more than one of these outcomes, but each student is counted only once in the priority of the above list (i.e. receiving an award is the highest priority).

- 1A9 Year-End Full-Time Student Equivalent (FTSE) Enrollment. Audited fiscal-year FTSE numbers reported by the colleges after manual adjustments.
- 1A10 Cost of Attendance. The net price of attendance (tuition, books, and supplies, and housing, 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.
- 1A12 Percent of Credits Completed of Credits Attempted. Percentage of credit hours successfully completed, out of credit hours attempted, for fall and spring terms only, excluding high school dual enrollment credit hours.
- 1Bi1 AGE C Course Success Rate. Percentage of successfully completed credit hours in AGE C courses, in the fall and spring terms only.
- 1Bii1 Seamless Transfer to State Public Universities. Percentage of MCCC CD 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 AGE C) or who transferred a minimum of 80% of the college-level credits earned at MCCC CD colleges.
- 1Bii2 Participation in MCCC CD Signature Transfer Programs. The number of MCCC CD students enrolled in signature transfer programs. MAPP was launched in Fall 2009; the counts indicate the number of active, completed, and discontinued or plan change students in each cohort year. Connect2NAU was launched in Fall 2010 and their counts of students newly signing up are reported by NAU. The U of A Bridge program began in Fall 2013 and its new signup count is reported by U of A.
- 1Biii1 AGE C and Transfer Degree Completion Rate. Percentage of students in the new-student cohort, with a transfer intent, who earned an AGE C 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.
- (suppl. metric) Total Annual Awards. Total number of degrees and certificates awarded annually, based on the IPEDS completion report.
- 1Biii2 Number of Transfer Associate's Degrees and AGE C Certificates Awarded Annually. Count of transfer degrees and AGE C certificates awarded annually, based on the IPEDS completion report. The awards considered were: AAS, AGS, ATP, ABUS, AS, AA, and AGE C.
- 1Biii3 Number of Students Earning an AGE C Certificate. Unduplicated count of students earning an AGE C certificate in a given year.
- 1Biv1 Six-Year Transfer Rate to Arizona Public Universities. Percentage of new-to-college students, with transfer behavior, who transferred to an Arizona public university within six years. Transfer behavior was defined as: earning 12 or more community college credit hours, declaring an intent to transfer or to obtain a transfer degree, and

- completing at least one core course from the Arizona General Education Curriculum.
- 1Biv2 Number and Percentage 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.
- 1B2 Associate's Degree Completion Rate. Percentage of students in the new-student cohort who earned an associate's degree (AA, AB, AS, AAS, AGS, ATP) within three years and within six years. The students who earned a degree within three years were included in the six year rate.
- 1C1 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.

Workforce and Economic Development

- 2A1 Highest-Demand Occupations with MCCCCD Degrees/Certificates. List of the 20 highest-demand occupations with indication of those for which MCCCCD offers credit programs. Highest-demand occupations were those in the greater Phoenix metropolitan area with the largest projected 10-year increase in employment (as reported by the Arizona Department of Administration) and not requiring education at the baccalaureate level or higher.
- 2A2 Fastest-Growing Occupations with MCCCCD Degrees/Certificates. List of the 20 fastest-growing occupations with indications of those for which MCCCCD offers credit programs. Fastest-Growing occupations were those in the greater Phoenix metropolitan area with the largest projected 10-year percentage increase in employment (as reported by the Arizona Department of Administration) and not requiring education at the baccalaureate level or higher.
- 2Bi1 Number of Occupational Program Completers Passing a Licensing Exam or Earning an Industry-Recognized Credential. Data collection related to this metric is put on hold pending a methodological review.
- 2Bi2 Occupational Degrees and Certificates Awarded Annually. Count of occupational degrees and certificates (AAS and CCL awards) awarded during the fiscal year, based on the IPEDS completion report.
- 2Bii1 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 MCCCCD college. The students with successful achievement within three years are included in the achievement within six years. Non-occupational degrees are included to expand the types of awards being considered.
- 2C1 Percent of Students Enrolled in an Occupational Course Delivered in a Non-Traditional (Alternative) Format. Percentage of students enrolled in an occupational 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.

Developmental Education

- 3A1 Success Rate in College-Level Math after Completion of Developmental Math. Percentage of students in a cohort who successfully completed a college-level math course within one year. The cohort was defined as new students who successfully completed the highest level developmental math course (MAT09x) in their first term and then enrolled in a college-level math course (MAT120 or higher) within one year.
- 3A2 Success Rate in College-Level English after Completion of Developmental English. Percentage of students in a cohort who successfully completed a college-level math course within one year. The cohort was defined as new students who successfully completed the highest level developmental English course (ENG091) in their first term and then enrolled in a college-level English course (ENG101 or ENG107) within one year.
- 3A3 Success Rate in Subsequent Reading Course after Developmental Reading. This metric is not being reported, due to inconsistencies between its definition and established Reading curriculum.
- 3A4 Success Rate in Developmental Education Courses. Percentage of math, English, and reading developmental credit hours successfully completed by students in the new-student cohort in their first fall and spring semesters.
- 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.
- 3B1 Developmental Course Success Rates across Demographic Variables. The new-student cohort was broken into demographic groups. The gap is the difference between the percentages of students in two groups of the cohort who successfully completed the highest level developmental math (MAT09x) in their cohort term. The demographic variables of interest were gender (female and male), Pell grant recipient (No Pell and Pell), and ethnicity (not an under-represented minority and under-represented minority). “Under-represented minority” (URM) was Native American, Black, Hawaiian, or Hispanic. Non-URM was Asian or White. This methodology was applied for students taking developmental math or developmental English courses. For developmental English, the highest level course was ENG091.
- 3C1 Percent of Students Enrolled in Non-Traditional (Alternative Delivery) Developmental Courses. Percentage of students enrolled in a developmental course delivered in an alternative format, excluding high school dual enrollment courses. Alternative course formats delivery methods included: online, hybrid, and accelerated classes of eight weeks or less.

Community Development and Civic and Global Engagement

- 4A1 Percent of High School Graduates who Enroll Directly in Community College. Percentage of graduates from public and private high schools in the MCCCDC service area (primarily Maricopa County) who enrolled at one of the MCCCDC colleges within the next academic year after high school graduation. Data for prior years have been re-stated as an improved data source has allowed for more accurate reporting.

- 4A2 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 the Official Fall 45th Day headcount; 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.
- 4A3 Enrollments of Returning Adults who have Completed Some College. Count and percentage of adults in the total student population who: were over the age of 24, had some prior college or university credits, and had no degree.
- 4B1 Unduplicated Annual Headcount in Non-Credit Courses. Annual headcount for non-credit vocational and avocational courses. Values were totals of college-reported counts, across the system. FY 2011-12 and FY 2012-13 values were re-stated due to a revision of a college's data.
- 4A4 Number of Programs, Events, and Activities Open to the Community. Totals of college-reported counts of activities in FY 2013 – 14 that were open to the community. The classifications of such activities varied from college to college and included such things as lectures, theater performances, and sporting events.
- 4C2 The Number of Activities Held on Campus that Address Political or Global Subjects. Totals of college-reported counts of activities in FY 2013 – 14 that addressed political or global subjects. The classifications of such activities varied from college to college.
- 4D2 The Number of Students Participating in Study-Abroad Programs. Totals of college-reported counts of students participating in study-abroad programs for FY 2013 – 14.
- 4D3 Participation in Service-Learning Opportunities. Totals of college-reported counts of students participating in service-learning opportunities (outside of the classroom) for FY 2013 – 14.
- 4D4 The Number Of Students Registered To Vote As Measured By A Custom Question on CCSSE and Noel-Levitz. MCCCDC participated in The National Study of Learning, Voting, and Engagement (NSLVE) pilot process through The Center for Information & Research on Civic Learning and Engagement (CIRCLE). The study returned registration and voting patterns for each college; median values across the 10 colleges are presented.
- 4Eiii1 Faculty Diversity. Percentages of residential and adjunct faculty headcount by gender and by ethnicity were obtained from the HR IPEDS report. The vocational and academic values were the proportions of fall semester FTSE for courses according to their Carl Perkins class subject flag (Y for vocational and N for academic).

Survey Results

- 1A11 Selected Items from the Noel-Levitz Student Satisfaction Inventory. These are selected results from the Spring 2013 administration of the Noel-Levitz Student Satisfaction Inventory. The survey was completed by 5,268 students system-wide. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain. Rio Salado administered the Priorities Survey for Online Learners instead of the Noel-Levitz survey.
- 1Bi2 Selected Items from the Community College Survey of Student Engagement. These are selected results from the Spring 2014 administration of the Community College Survey

of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.

- 1Bii3 Selected Items from the Community College Survey of Student Engagement. These are selected results from the Spring 2014 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.
- 1Bii4 In 2013, a transfer experience survey was conducted by Hezel Associates for the AZTransfer Steering Committee. The study found that, statewide, 70% of students rated the overall Arizona transfer experience favorably.
- 1C2 Selected Survey Items on Information Technology Usage and Resources. These are selected results from the Noel-Levitz and CCSSE surveys and from The Educause Center for Applied Research (ECAR) student information technology survey. The ECAR survey was administered in Spring 2014 at all of the MCCCDC colleges and responses were obtained from 1,339 students. The ECAR results indicate the percentage of respondents who endorsed the top two response categories for each item.
- 4C1 Responses to Selected Community Service and Awareness Items on the Community College Survey of Student Engagement. These are selected results from the Spring 2014 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain. Custom questions on service learning that were not in the 2014 administration have been removed from the report.
- 4D1 Responses on the Community College Survey of Student Engagement on Democratic Processes through Community, Civic, and Global Learning. These are selected results from the Spring 2014 administration of the Community College Survey of Student Engagement. The survey was completed by more than 7,500 students. Colleges participating in the survey were: Chandler-Gilbert, Estrella Mountain, GateWay, Glendale, Mesa, Paradise Valley, Phoenix College, Scottsdale, and South Mountain.