MARICOPA
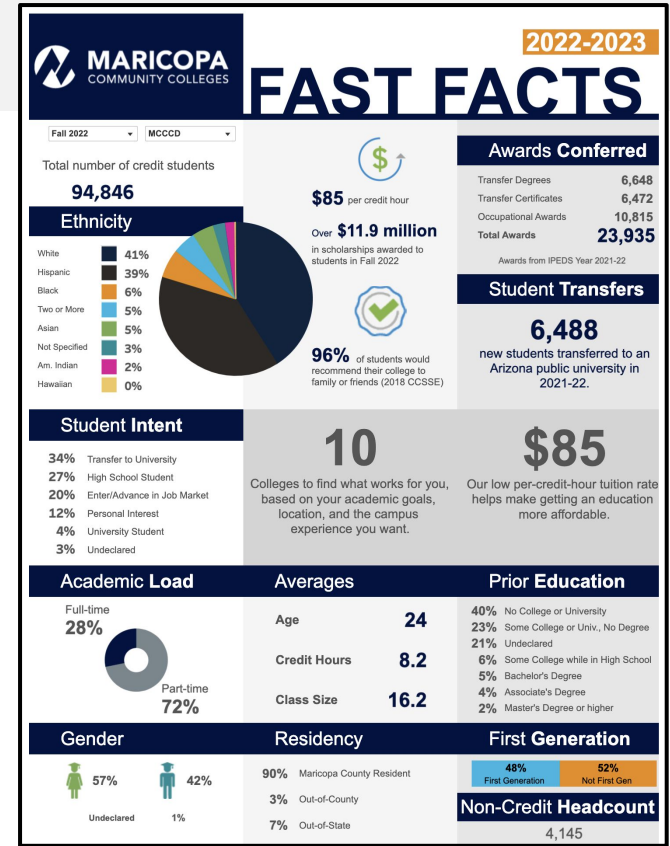## COMMUNITY COLLEGES

Using Data to Align Program Offerings to Workforce Needs

Ignacio Molina, District Director of Workforce Development

Helice Agria, District Director of Academic & Student Systems

- 10 individually accredited colleges, supported by a district office
- Certificates (461) and degrees (130)
- 7,087 active courses
- Locally elected Governing Board
- 9 out of 10 colleges designated as Hispanic Serving Institutions (HSIs)
- 23,048 Completions (2021)

MARICOPA COMMUNITY COLLEGES **FAST FACTS** 2022-2023

Fall 2022 | MCCCD

Total number of credit students
94,846

Ethnicity

White	41%
Hispanic	39%
Black	6%
Two or More	5%
Asian	5%
Not Specified	3%
Am. Indian	2%
Hawaiian	0%

$85 per credit hour

Over **$11.9 million** in scholarships awarded to students in Fall 2022

96% of students would recommend their college to family or friends (2018 CCSSE)

Awards Conferred

Transfer Degrees	6,648
Transfer Certificates	6,472
Occupational Awards	10,815
Total Awards	23,935

Awards from IPEDS Year 2021-22

Student Transfers

6,488
new students transferred to an Arizona public university in 2021-22.

Student Intent

34%	Transfer to University
27%	High School Student
20%	Enter/Advance in Job Market
12%	Personal Interest
4%	University Student
3%	Undeclared

10
Colleges to find what works for you, based on your academic goals, location, and the campus experience you want.

$85
Our low per-credit-hour tuition rate helps make getting an education more affordable.

Academic Load

Full-time **28%**
Part-time **72%**

Averages

Age	24
Credit Hours	8.2
Class Size	16.2

Prior Education

40%	No College or University
23%	Some College or Univ., No Degree
21%	Undeclared
6%	Some College while in High School
5%	Bachelor's Degree
4%	Associate's Degree
2%	Master's Degree or higher

Gender

57% / 42%
Undeclared 1%

Residency

90%	Maricopa County Resident
3%	Out-of-County
7%	Out-of-State

First Generation

48% First Generation | 52% Not First Gen

Non-Credit Headcount
4,145

MARICOPA
COMMUNITY COLLEGES

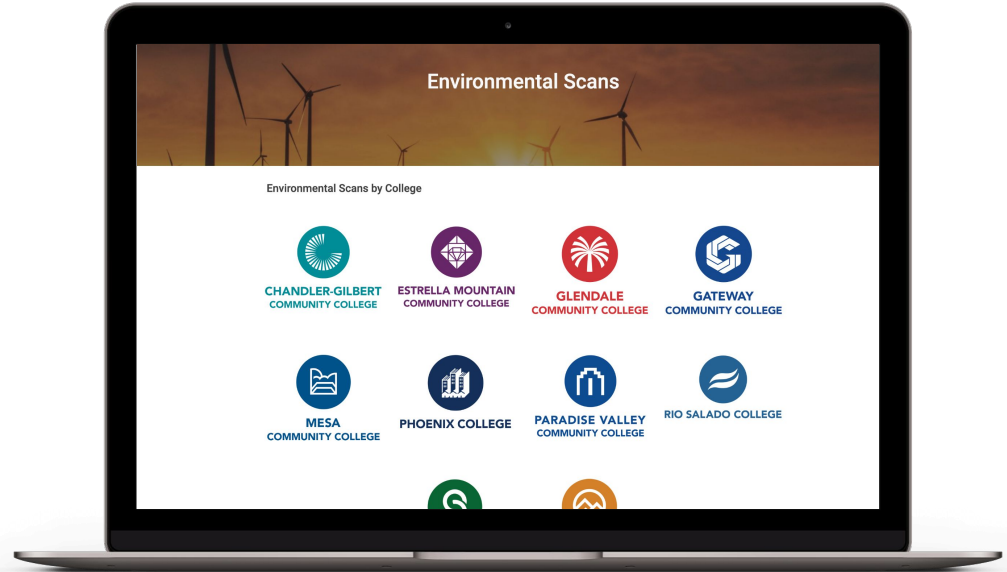|		
Program Creation	Program Review	Strategic Planning
Curriculum Alignment	Skill Alignment	Grant Applications
Market Tendencies	Educational - LMI Intersections	Research

Public Sources

ARIZONA COMMERCE AUTHORITY

United States Census Bureau

MARICOPA ASSOCIATION of GOVERNMENTS

U.S. BUREAU OF LABOR STATISTICS

IPEDS Integrated Postsecondary Education Data System

Private Vendors

Lightcast

EQUIFAX

ELLER COLLEGE OF MANAGEMENT
Forecasting Project

Internal Data/Surveys

- Viability Reports
- Environmental Scans
- LMI Dashboards
- Economic Analysis
- Raw Data
- Enrollment Trend Analysis
- Presentations
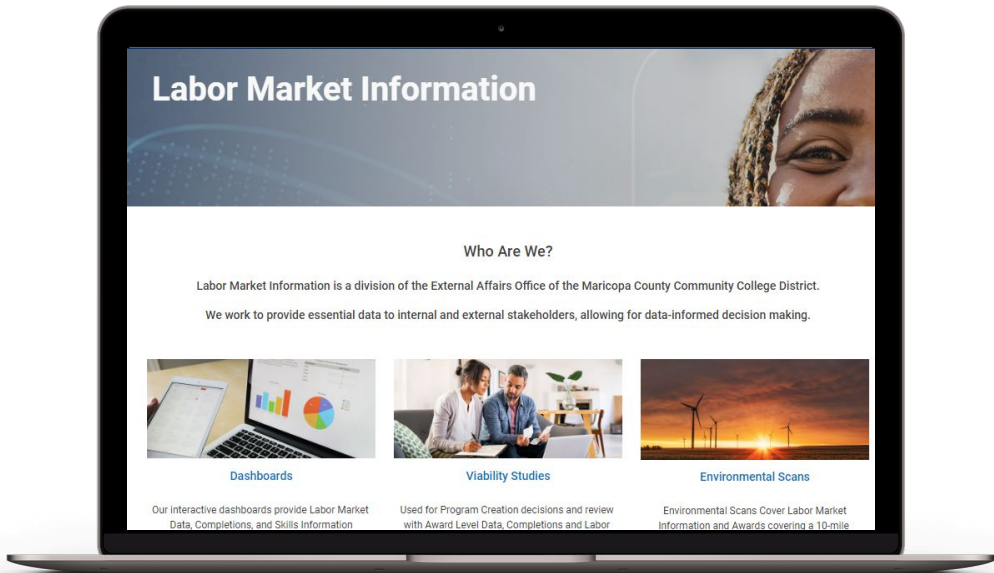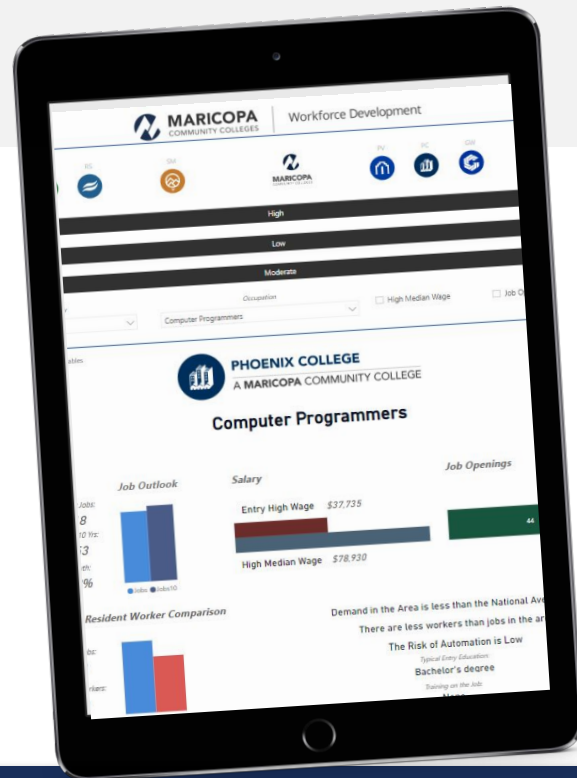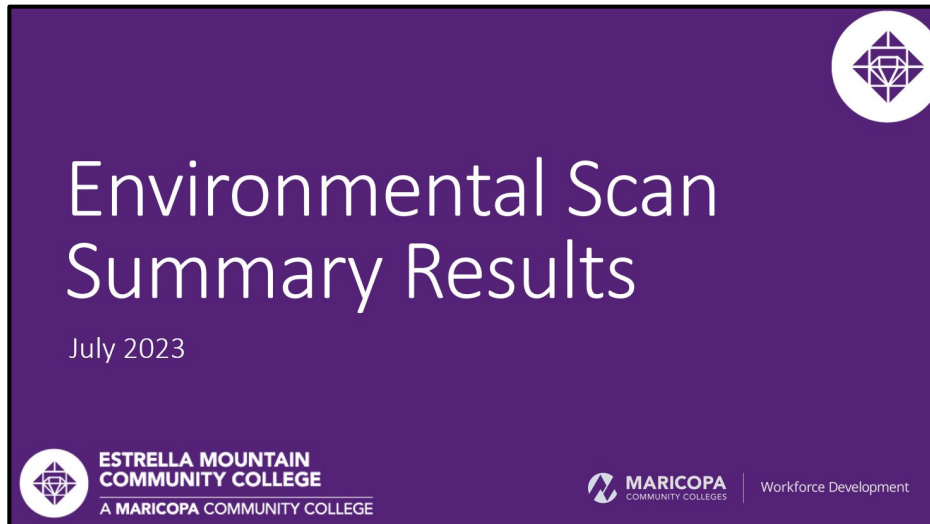
- Data literacy
- Insights rather than data
- Data collaboration - faculty, administration, data staff
- Communication - what are they really asking for?
- Funding - human and data resources
- Data availability - expensive!
- Sources - hard to research/overload
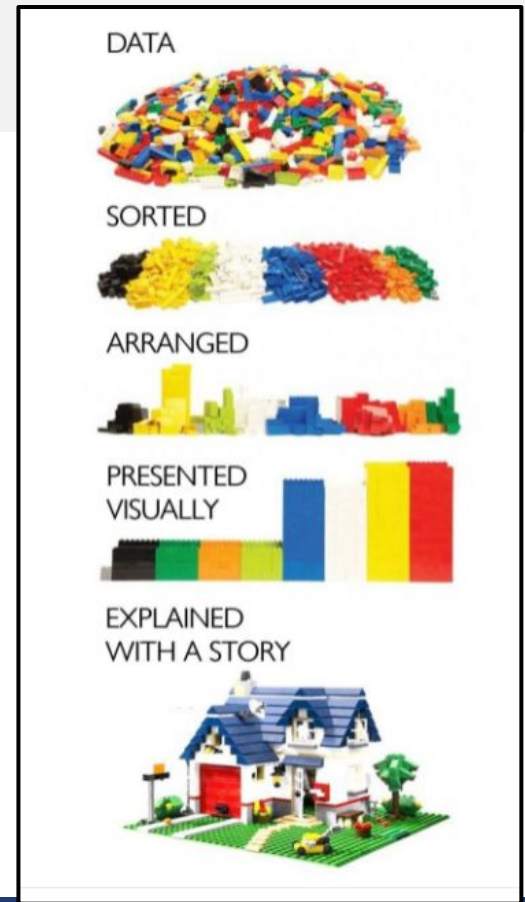
DATA

SORTED

ARRANGED

PRESENTED VISUALLY

EXPLAINED WITH A STORY

MARICOPA COMMUNITY COLLEGES

2022

Information Technology

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Workforce and Economic Development Office
Maricopa Community Colleges
5/13/2022

MARICOPA COMMUNITY COLLEGES | Workforce Development

Program	Information Technology
Enrollment to Completion Ratio	7.6
State Bachelors Enrollment 2014*	7,834
State Bachelors Enrollment 2020*	10,404
State Bachelors Completion 2020 (Cohort 2014)	1,306
MCCCD Bachelors Enrollment 2020 (Cohort 2014)	116
MCCCD Expected Enrollment (2024)	122
MCCCD Even Enrollment at 16% Share	1,654
MCCCD Market Share	1%
% Maricopa County Market Share	100%

Table 1: Enrollment Simulations using Graduation Rates

Data in Action

MARICOPA COMMUNITY COLLEGES **Bachelor's Degree Programs**

Color Key: Green = High priority/weight | Yellow = Medium priority/weight | Red = Low priority/weight

SB1453 Requirements				
Criteria - Evidence/KPI		**Rating**		
	Evidence/KPI	**Exemplary (3)**	**Emerging (2)**	**Minimal (1)**
Evidence is provided to demonstrate workforce need for the Baccalaureate Degree program in the region served by the community college	Local workforce needs exist and are currently unmet as demonstrated by the # of employers that are hiring (or are projected to hire) for this position requiring a bachelor's degree vs associate or certificate award	Proposal demonstrates significantly increasing projected growth for jobs or career pathways requiring a bachelor's degree associated with this program of study.	Proposal demonstrates a consistent increase in projected growth for jobs or career pathways requiring a bachelor's degree associated with this program of study.	Proposal demonstrates little to no consistent projected growth for jobs or career pathways requiring a bachelor's degree associated with this program of study.
	Local workforce needs exist and are currently unmet as demonstrated by the # of industries/career pathways (or are projected) available requiring a bachelor's degree vs associate or certificate award level	Proposal demonstrates significant growth in projected annual openings for positions requiring a bachelor's degree associated with this program of study.	Proposal demonstrates annual openings for the positions requiring a bachelor's degree associated with this program of study that is consistent and projected to increase.	Proposal demonstrates annual openings for the positions requiring a bachelor's degree associated with this program of study that is consistent but not projected for growth and/or retracting.
	Local workforce needs exist and are currently unmet as demonstrated by the # of graduates compared to workforce demand of jobs requiring a bachelor's degree vs associate or certificate award level	Proposal demonstrates a significant gap in graduates as compared to employees needed with a bachelor's degree associated with this program of study.	Proposal demonstrates little to no gap in graduates as compared to employees needed with a bachelor's degree associated with this program of study.	Proposal demonstrates there is an excess of graduates as compared to employees needed with a bachelor's degree associated with this program of study.

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- Data is used to create a short list of priority areas
- Viability is reviewed against 23 criterion
- Colleges use the data to conduct internal and external viability
- LMI information is shared with the Governing Board for authorization

- Increased buy-in and use of LMI; especially for faculty and administration to propose and execute innovative strategies
- More work is needed to increase investment and data literacy
- College level research is imperative
  - Inferences about Published research/benchmarking vs colleges realities
  - Understand Zone Economic and Labor Environment and its relation to college data (Enrollment, Completion, Attrition etc)
- Industry demand does not necessarily translate into student demand

Resource Samples

Reports
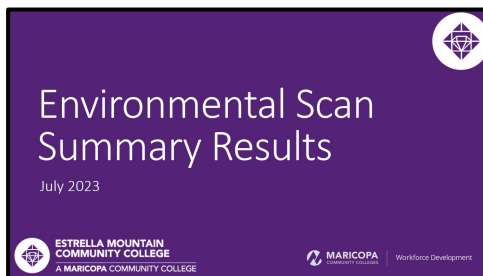
Presentations (ES)
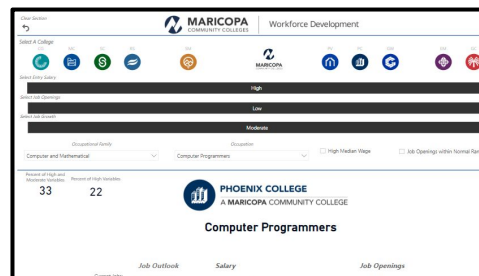
Dashboards

Research Bachelors