

# Arizona Community Colleges: Strategic Vision for 2030 2019 Technical Guide

January 4, 2019

## **Cohort Definitions:**

The **fall 2012 six-year cohort** is defined as both full-time learners (12+ attempted credits in fall 2012) and part-time learners (<12 attempted credits in fall 2012) who have earned a high school diploma or equivalent, who entered college for the first-time during the fall 2012 term, and who were enrolled in credit or developmental education courses in that term. All learners included in this cohort should be tracked for six years, with the six-year outcomes measures reported at the end of the sixth year (summer 2018).

The **fall 2016 two-year cohort** is defined as both full-time learners (12+ attempted credits in fall 2016) and part-time learners (<12 attempted credits in fall 2016) who have earned a high school diploma or equivalent, who entered college for the first-time during the fall 2016 term, and who were enrolled in credit or developmental education courses in that term. All learners included in this cohort should be tracked for two years, with all two-year progress measures reported at the end of the second year (summer 2018).

**Note:** The fall 2012 six-year cohort and fall 2016 two-year cohort of entering learners should include both full- and part-time learners who have a high-school diploma, GED, or other high-school completion equivalent, and who entered college for the first time since receipt of the diploma or equivalent during one of the fall terms and who enrolled in credit or developmental education courses. Learners who first enrolled in the summer preceding the fall term—such as those in summer bridge programs or those who began college in an early-starter program—should also be included in these cohorts. The cohorts should further include learners who earned college credits during high school as long as this is their first enrollment at your college after receipt of the high school diploma or equivalent. Learners who were enrolled exclusively in ESL courses should not be included in the cohorts. Dual enrollment learners (high school learners taking college courses) should not be included in the cohorts. *The cohort assignment of a learner remains the same throughout the tracking timeframe for the purposes of Strategic Vision reporting.*

**Credential Seeking Sub-Cohorts (for both the fall 2012 and fall 2016 cohorts):** Some of the mid-range and long-term metrics require use of a credential-seeking sub-cohort. Credential-seeking learners are defined as those who earned 12 credit hours (or the equivalent) of course work by the end of their second year (summer 2014 for the fall 2012 six-year cohort and summer 2018 for the fall 2016 two-year cohort).

The **2015-16 occupational cohort** is defined as all *Perkins concentrators* who exited the institution in 2015-16 (in other words, who did not return for the 2016-17 academic year).

*Perkins concentrators* are defined as all learners who enrolled for the first time at your institution within the last 5 academic years (i.e., 2011-12 through 2015-16) AND:

1. Completed *at least 12* transcribed academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree. In order to ensure that a student has established an occupational pathway, the student must complete 9 technical credits with a given occupational program within a two-year time frame. (The additional 3 academic or technical credits must be completed within the five-year time frame); OR
2. Completed a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or a degree within a two-year timeframe from entering the institution. (Perkins Manual v. 4.0, p. 29.)

## **Expanding Access to Postsecondary Credentials (Short-Term Metrics)**

### **1. FTSE enrollment in community colleges**

Definition: 2018 official FTSE from the Auditor General's report:

[https://www.azauditor.gov/sites/default/files/AZ\\_Cty\\_CommunityCollegeDist\\_and\\_CollegesOfQualifyin\\_gIndianTribes\\_June30\\_2018\\_FTSE.pdf](https://www.azauditor.gov/sites/default/files/AZ_Cty_CommunityCollegeDist_and_CollegesOfQualifyin_gIndianTribes_June30_2018_FTSE.pdf)

Note: FTSE from Gila and Santa Cruz CCCDs should be included in FTSE totals for Graham and Cochise CCCDs, respectively.

### **2. Total enrollment in community colleges**

Definition: 2017-18 unduplicated 12-month headcount (as reported to IPEDS)

### **3. Enrollment of Adult Basic Education (ABE) and General Educational Development (GED) learners**

Definition: 2017-18 unduplicated 12-month headcount of ABE and GED learners

### **4. Enrollment of high school students in dual enrollment classes**

Definition: 2017-18 unduplicated 12-month headcount of high school students in dual enrollment classes

## 5. Enrollment of underserved populations

Definition: Percent of the district's 2017 fall enrollment who are minority; over age 24; Pell grant recipients.

Notes:

- A) Fall enrollment, minority status, and age should be based on the 2017 IPEDS fall enrollment survey. Minority is defined as Hispanic/Latino; American Indian or Alaska Native; Black or African American; Native Hawaiian or Other Pacific Islander; or Two or more races, if they include one of the previously mentioned races.
- B) The Pell grant recipient count is based on the 2018 IPEDS Financial Aid survey.

## 6. Percent of student credit hours earned via alternative delivery methods and/or at alternative times or places

Definition: Percent of student credit hours (SCH) earned in 2017-18 via alternative delivery methods (including, but not limited to: online, hybrid, ITV, television, etc.) and/or at alternative times and places (including, but not limited to: courses provided before 8am or after 5pm or on the weekends, as well as short-term, open-entry/open-exit, and/or prison education courses). Credits earned by dual enrollment learners, as well as those earned at skill centers, are to be included in the totals where possible.

## 7. Community college-going rate

Definition: Percent of Arizona high school graduates enrolled in Arizona's community colleges within 12 months after graduating.

Note: Each district will provide Dr. Kisker with:

- A) The number of all 2016-17 Arizona high school graduates who enrolled at their district within 12 months of graduating (including both public and private high school graduates where possible). Dr. Kisker will derive a statewide percentage based on ADE's 2017 high school graduation data.
- B) The number of 2016-17 Arizona high school graduates *in their service area* who enrolled at their district within 12 months of graduating (including both public and private high school graduates where possible) AND the number of 2017 high school graduates in their service area as indicated in ADE's 2017 high school graduation data. *(Note: this service-area capture rate will not be used to create a statewide high school capture rate.)*

## **8. Cost of attendance as a percentage of Arizona median household income**

Definition: Net price of community college attendance in 2016-17 (per district, according to the Department of Education's College Navigator: <http://nces.ed.gov/collegenavigator/>) as a percentage of each county's median household income (as shown in the American Community Survey's 2013-17 five-year estimates for median household income by county).

Notes:

- A) Dr. Kisker will compile. However, AWC, EAC, and NPC will need to provide Dr. Kisker with the percent of their college's 2016-17 unduplicated headcount from each county in their service area in order to derive a weighted median household income.
  
- B) The net price of attendance for the Maricopa Community College District will equal the median net price of all 10 colleges in the district.

## **Expanding Access to Postsecondary Credentials (Mid-Range Metrics)**

### **9. Developmental math course success rate**

Definition: Percent of student credit hours (SCH) successfully completed (A, B, C, or P) in developmental math courses by the end of the 2<sup>nd</sup> academic year (summer 2018) out of those attempted by all learners in the 2016 two-year cohort. College credits earned prior to high school completion (e.g., dual enrollment credits) should be included if available, but credits earned in ESL courses should be excluded (VFA Metrics Manual, p. 30).

### **10. Developmental English/reading course success rate**

Definition: Percent of student credit hours (SCH) successfully completed (A, B, C, or P) in developmental English or reading courses by the end of the 2<sup>nd</sup> academic year (summer 2018) out of those attempted by all learners in the 2016 two-year cohort. College credits earned prior to high school completion (e.g., dual enrollment credits) should be included if available, but credits earned in ESL courses should be excluded (VFA Metrics Manual, p. 30).

### **11. Percent of learners who enrolled in a developmental math course or sequence who successfully complete a college-level course in math within 6 years**

Definition: All learners in the fall 2012 six-year cohort who enrolled in any developmental course(s) in math and who successfully completed (with a grade of A, B, C, or P) any college-level course in math within 6 years DIVIDED by all learners in the fall 2012 six-year cohort who enrolled in any developmental course(s) in math.

Note: *College-level math* is defined as all math courses numbered 100 or above.

## **12. Percent of learners who enrolled in a developmental English/reading course or sequence who successfully complete a college-level course in English**

Definition: All learners in the fall 2012 six-year cohort who enrolled in any developmental course(s) in English/reading and who successfully completed (with a grade of A, B, C, or P) any college-level course in English within 6 years DIVIDED by all learners in the fall 2012 six-year cohort who enrolled in any developmental course(s) in English/reading.

Note: *College-level English* is defined as all English courses numbered 100 or above.

## **Increasing Transfer and Completion (Mid-Range Metrics)**

### **13. College-level course success rate**

Definition: Percent of student credit hours (SCH) successfully completed (A, B, C, or P) in college-level courses by the end of the 2<sup>nd</sup> academic year (summer 2018) out of those attempted by all learners in the 2016 two-year cohort. College credits earned prior to high school completion (e.g., dual enrollment credits) should be included if available, but credits earned in ESL courses should be excluded (VFA Metrics Manual, p. 30).

Note: *College-level* is defined as all courses numbered 100 or above.

### **14. Percent of gateway (first college-level) math and English credit hours successfully completed**

Definition: Percent of student credit hours (SCH) successfully completed (A, B, C, or P) in English Comp I, English Comp II, Speech, and College Algebra throughout the 2017-18 academic year out of those attempted (A, B, C, P, D, F, W) by all learners in these courses.

### **15. Percent of full-time learners completing 42 credits within 2 years**

Definition: Percent of full-time learners in the credential-seeking sub-cohort of the fall 2016 two-year cohort who earned 42 credit hours by the end of the 2<sup>nd</sup> academic year (summer 2018). College credits earned prior to high school completion (e.g., dual enrollment credits) should be included if available (VFA Metrics Manual, p. 28).

### **16. Percent of part-time learners completing 24 credits within 2 years**

Definition: Percent of part-time learners in the credential-seeking sub-cohort of the fall 2016 two-year cohort who earned 24 credit hours by the end of the 2<sup>nd</sup> academic year (summer 2018). College credits earned prior to high school completion (e.g., dual enrollment credits) should be included if available (VFA Metrics Manual, p. 28).

### **17. Fall-to-next-term retention rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2016 two-year cohort who was retained to the next term (spring 2017). Degree/certificate completers and transfers should be eliminated from this calculation.

### **18. Fall-to-fall retention rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2016 two-year cohort who was retained to the subsequent fall term (fall 2017). Degree/certificate completers and transfers should be eliminated from this calculation.

## **Increasing Transfer and Completion (Long-Term Metrics)**

### **19. Number of degrees and certificates awarded**

Definition: Total number of degrees and certificates awarded annually as reported in the 2018 IPEDS Completions Survey.

### **20. Graduation (degree/certificate completion) rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2012 six-year cohort who was awarded a degree or certificate within 6 years (modified from the VFA Metrics Manual, pp. 32-34).

Note: If your district awards a certificate upon completion of an AGEC, please include those numbers in this indicator.

### **21. Number of AGECS awarded**

Definition: Total number of AGECS awarded in 2017-18.

### **22. Percent of learners who complete an AGEC within 6 years**

Definition: Percent of the credential-seeking sub-cohort of the fall 2012 six-year cohort who completed an AGEC within 6 years.

### **23. Number of in-state university transfers**

Definition: Number of new transfers who entered an Arizona public university in 2017-18 and transferred 12 or more credits from an Arizona community college (from ASSIST).

Note: Dr. Kisker will obtain statewide data from ASSIST; each district to forward Dr. Kisker their ASSIST 2018 "New Transfers by Academic Preparation" report.

### **24. Percent of transfers with an AGEC and/or degree at time of transfer**

Definition: Percent of all new 2017-18 transfers to an Arizona public university with an AGEC and/or degree at time of transfer (from ASSIST).

Note: Dr. Kisker will obtain statewide data from ASSIST; each district to forward Dr. Kisker their ASSIST 2018 "New Transfers by Academic Preparation" report.

## **25. In-state university transfer rate**

Definition: Percent of learners in the 2011-12 ASSIST transfer behavior cohort who transferred to an Arizona public university within 6 years. The transfer behavior cohort is defined as those learners who: earned 12 or more community college credit hours; declared an intent to transfer or obtain a transfer degree; and completed at least one core course from the Arizona General Education Curriculum (AGEC).

Note: Dr. Kisker will obtain statewide data from ASSIST; each district to forward Dr. Kisker their ASSIST 2018 "Transfer Rate" report.

## **26. Overall transfer rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2012 six-year cohort who transferred to any four-year college or university within 6 years (modified from the VFA Metrics Manual, pp. 32-34). All districts should utilize the National Student Clearinghouse's StudentTracker Tool (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>) to identify transfers.

## **27. Percent of learners achieving a successful outcome**

Definition: Aggregate measure of all learners from the credential-seeking sub-cohort of the fall 2012 six-year cohort who:

- Earned a degree or certificate;
- Transferred to another postsecondary institution (two-year or four-year) WITHOUT earning a degree or certificate from your college; or
- Were still enrolled at any time during the 6<sup>th</sup> academic year (2017-18);

DIVIDED BY the total number of learners in the credential-seeking sub-cohort of the 2012 fall six-year cohort (modified from the VFA Metrics Manual, pp. 32-34).

Note: All districts should utilize the National Student Clearinghouse's StudentTracker Tool (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>) to identify transfers.

## **Increasing Transfer and Completion (Follow-Up Metrics)**

### **28. Percent of full-time transfers to Arizona public universities who earn a bachelor's degree within 4 years**

Definition: The number of full-time new transfers (defined as learners with 12 or more community college credits earned at any time prior to fall 2014) from Arizona community colleges to Arizona public universities in fall 2014 who earned a bachelor's degree within 4 years (i.e., by summer 2018) DIVIDED by the total number of full-time new transfers from Arizona community colleges to Arizona public universities in fall 2014.

Note: Dr. Kisker will obtain statewide data from ASSIST; each district to forward Dr. Kisker their ASSIST 2018 "Enterprise Initiative Grad Rate" report.

### **29. Percent of all transfers who earn a bachelor's degree within 4 years**

Definition: The number of transfers from Arizona community colleges to any four-year college or university in 2014-15 who earned a bachelor's degree within 4 years (i.e., by summer 2018) DIVIDED by the total number of transfers from Arizona community colleges in 2014-15.

Notes:

- A) *Transfers* are defined as learners who left your college in the 10 years prior to 2014-15 (i.e., 2004-05 through 2013-14) having completed 12 or more college-level (non-dual) credits, and who subsequently enrolled for the first time at a four-year college or university in 2014-15.
  
- B) All districts should utilize the National Student Clearinghouse's StudentTracker Tool (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>) to identify transfers and bachelor's degree completers.

### **30. Estimated percent of the Arizona working-age population (25-64) with a workforce certificate, associate degree, or bachelor's or higher degree**

Definition: Number of working-age Arizonans (25-64) holding a workforce certificate, associate degree, or bachelor's or higher degree, divided by the total working-age population in the state.

Note: With the exception of the percentage of working-age Arizonans holding a workforce certificate, which Dr. Kisker will calculate, all data are from the Census Bureau's 2018 American Community Survey 1-year estimates.

## **Improving Alignment with Workforce Needs (Short-Term Metrics)**

### **31. FTSE enrollment in occupational courses**

Definition: 2017-18 FTSE in career and technical education courses, as reported in the FTSE report to the state required under Arizona Revised Statute 15-1466.01.

### **32. Percent of highest-demand occupations requiring more than a high school diploma (but less than a bachelor's degree) for which community colleges offer degree or certificate programs**

Definition: Of the top 25 highest-demand occupations (as measured by the number of new job openings between 2014 and 2024 projected by the Arizona Department of Administration) requiring more than a high school diploma but less than a bachelor's degree, the percentage for which Arizona community colleges offer degree and/or certificate programs.

Note: This metric will be calculated and reported on a statewide basis, as well as for the Phoenix Metro Area (Maricopa), Tucson Metro Area (Pima), and the Balance of the State (for all other districts).



## **Improving Alignment with Workforce Needs (Follow-Up Metrics)**

### **33. Percent of occupational program completers earning an industry-recognized credential within one year**

Definition: Number of learners in the 2015-16 occupational cohort who passed technical skill or end-of-program assessments that are aligned with industry-recognized standards up to one year after college exit (i.e., by June 30, 2017) DIVIDED BY the number of learners in the 2015-16 occupational cohort who took technical skill or end of program assessments up to one year after college exit (i.e., by June 30, 2017). (Modified from the Perkins Manual v. 4.0, p. 39.)