

# Arizona Community Colleges: Long-Term Strategic Vision 2014 Technical Guide

May 7, 2014

## **Cohort Definitions:**

The **fall 2007 six-year cohort** is defined as both full-time learners (12+ attempted credits in fall 2007) and part-time learners (<12 attempted credits in fall 2007) who have earned a high school diploma or equivalent, who entered college for the first-time during the fall 2007 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 2013).

The **fall 2011 two-year cohort** is defined as both full-time learners (12+ attempted credits in fall 2011) and part-time learners (<12 attempted credits in fall 2011) who have earned a high school diploma or equivalent, who entered college for the first-time during the fall 2011 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 2013).

**Note:** The fall 2007 six-year cohort and fall 2011 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 these 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 2007 and fall 2011 cohorts):** Some of the retention and completion measures 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 2009 for the fall 2007 six-year cohort and summer 2013 for the fall 2011 two-year cohort).

The **2010-11 occupational completers/leavers cohort** is defined as all *Perkins concentrators* who exited the institution in 2010-11 (in other words, who did not return for the 2011-12 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., 2006-07 through 2010-11) 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.)

## **Access Indicators**

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

Definition: 2013 official FTSE from the Auditor General's report:

[http://www.azauditor.gov/Reports/Community\\_Colleges/CC\\_SystemWide/FTSE/AZ\\_CCCD\\_Colleges\\_of\\_Qualifying\\_Tribes\\_6-30-13\\_FTSE.pdf](http://www.azauditor.gov/Reports/Community_Colleges/CC_SystemWide/FTSE/AZ_CCCD_Colleges_of_Qualifying_Tribes_6-30-13_FTSE.pdf).

Note: Carrie will compile; nothing required from districts. FTSE from Gila and Santa Cruz CCCDs will be included in FTSE totals for Graham and Cochise CCCDs, respectively.

### **2. Enrollment of underserved populations**

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

Notes:

- A) Fall enrollment, minority status, and age should be based on the 2012 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 2013 IPEDS Financial Aid survey.

### **3. 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 2012-13 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.

#### **4. Community college-going rate**

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

Note: Each district will provide Carrie with:

- A) The number of all 2011-12 Arizona high school graduates who enrolled at their district within 12 months of graduating (including both public and private high school graduates where possible). Carrie will derive a statewide percentage based on ADE's 2012 high school graduation data.
  
- B) The number of 2011-12 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 2012 high school graduates in their service area as indicated in ADE's 2012 high school graduation data. *(Note: this service-area capture rate will not be used to create a statewide high school capture rate.)*

#### **5. Overall college-going rate**

Definition: The percentage of Arizona high school graduates enrolled in an Arizona college or university the first year after graduating.

Note: Carrie will obtain from Postsecondary Education Opportunity; nothing required from districts.

#### **6. 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 2007 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 2007 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.

#### **7. 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 2007 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 2007 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.

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

Definition: Net price of community college attendance in 2011-12 (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 2008-12 five-year estimates for median household income by county:

<http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.

Notes:

- A. Carrie will compile. However, AWC, EAC, and NPC will need to provide Carrie with the percent of their college's 2011-2012 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.

## **Retention Indicators**

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

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

Definition: Percent of student credit hours (SCH) successfully completed (A, B, C, or P) by the end of the 2<sup>nd</sup> academic year (summer 2013) out of those attempted by all learners in the 2011 two-year cohort. College credits earned prior to high school completion (e.g., dual enrollment credits) should be included if available. (VFA Metrics Manual, p. 30). *You will then need to disaggregate these data by developmental and college-level courses.*

Notes:

- A. *College-level* is defined as all courses numbered 100 or above.
- B. All ESL courses should be excluded from indicators 9 and 10.

### **11. 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 2012-13 academic year out of those attempted (A, B, C, P, D, F, W) by all learners in these courses.

**12. Percent of full-time learners completing 42 credits—and percent of part-time learners completing 24 credits—within 2 years**

Definition: Percent of full-time learners in the credential-seeking sub-cohort of the fall 2011 two-year cohort who earned 42 credit hours by the end of the 2nd academic year (summer 2013), and percent of part-time learners in the credential-seeking sub-cohort of the fall 2011 two-year cohort who earned 24 credit hours by the end of the 2nd academic year (summer 2013). College credits earned prior to high school completion (e.g., dual enrollment credits) should be included if available. (VFA Metrics Manual, p. 28).

**13. Fall-to-next-term retention rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2011 two-year cohort who was retained to the next term (spring 2012). You will want to eliminate degree/certificate completers and transfers from this calculation.

**14. Fall-to-fall retention rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2011 two-year cohort who was retained to the subsequent fall term (fall 2012). You will want to eliminate degree/certificate completers and transfers from this calculation.

**Completion Indicators**

**15. Percent of learners who achieve their stated education or training goals**

Note: Data collection related to this indicator is put on hold pending statewide implementation and a long-enough time series to collect achievement/completion data.

**16. Number of degrees and certificates awarded annually**

Definition: Total number of degrees and certificates awarded annually as reported in the 2013 IPEDS Completions Survey.

**17. Graduation (degree/certificate completion) rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 200 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.

### **18. Percent of learners who complete an AGEC**

Definition: Percent of the credential-seeking sub-cohort of the fall 2007 six-year cohort who completed an AGEC within 6 years.

Note: For districts that count AGEC completion as a certificate, this indicator can be a breakout of indicator #17. The remaining districts can cross-reference ASSIST data on AGEC completions with the credential-seeking sub-cohort of the fall 2007 six-year cohort.

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

Definition: Number of new transfers who entered an Arizona public university in 2012-13 and transferred 12 or more credits from an Arizona community college (from ASSIST).

Note: Carrie will obtain statewide data from ASSIST; each district to forward Carrie their "Transfer Trends 2013" report.

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

Definition: Percent of all new 2012-13 transfers to an Arizona public university with an AGEC and/or degree at time of transfer (from ASSIST).

Note: Carrie will obtain statewide data from ASSIST; each district to forward Carrie their "Transfer Trends 2013" report.

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

Definition: Percent of learners in the 2006-07 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: Carrie will obtain statewide data from ASSIST; each district to forward Carrie their "Transfer Rate Summary 2013" report.

### **22. Overall transfer rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2007 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.

### **23. Percent of learners achieving a successful community college outcome**

Definition: Aggregate measure of all learners from the credential-seeking sub-cohort of the fall 2007 six-year cohort who:

- Earned a degree or certificate (indicator #17);
- Transferred to another postsecondary institution (two-year or four-year) AND earned a degree or certificate from your college (this category will be excluded from the numerator so as not to count learners twice);
- Transferred to another postsecondary institution (two-year or four-year) WITHOUT earning a degree or certificate from your college;
- Were still enrolled at any time during the 6<sup>th</sup> academic year (2012-13); or
- Who left the institution without an award or transfer, but had earned 30+ semester credit hours

DIVIDED BY the total number of learners in the credential-seeking sub-cohort of the 2007 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.

### **24. Percent of 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 2009) from Arizona community colleges to Arizona public universities in fall 2009 who earned a bachelor's degree within 4 years (i.e., by summer 2013) DIVIDED by the total number of full-time new transfers from Arizona community colleges to Arizona public universities in fall 2009.

Note: Carrie will obtain statewide data from ASSIST; each district to forward Carrie their "Enterprise Initiative Four-Year Graduation Rate for fall 2009 Transfers" report.

### **25. 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 2009-10 who earned a bachelor's degree within 4 years (i.e., by summer 2013) DIVIDED by the total number of transfers from Arizona community colleges in 2009-10.

Notes:

- A. *Transfers* are defined as learners who left your college in the 10 years prior to 2009-10 (i.e., 1999-2000 through 2008-09) 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 2009-10.
- 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.

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

Definition: Number of learners in the 2010-11 occupational completers/leavers 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, 2012) DIVIDED BY the number of learners in the 2010-11 occupational completers/leavers cohort who took technical skill or end of program assessments up to one year after college exit (i.e., by June 30, 2012). (Modified from the Perkins Manual v. 4.0, p. 39.)

**27. Percent of occupational program completers either employed with a livable wage or enrolled in further education**

Definition: Percent of learners in the 2010-11 occupational completers/leavers cohort either employed with a livable wage or enrolled in further education within one year of leaving the institution. (VFA Metrics Manual, p. 36.)

Notes:

- A. *Livable wage* is defined as 200% of the 2012 U.S. Department of Health and Human Services poverty guideline for an individual (\$22,340) MULTIPLIED BY the ratio between the 2012 median earnings for workers in each Arizona county and the 2012 U.S. median earnings for workers (all median earnings data are from the Census Bureau’s American Community Survey 2008-12 5-year estimates). For the purposes of the Strategic Vision, 2012 livable wages for each community college district are as follows:

AWC: \$16,144 (ratio is .723:1)	MCCCD: \$23,299 (ratio is 1.047:1)
CAC: \$22,770 (ratio is 1.019:1)	Mohave: \$16,355 (ratio is .732:1)
Cochise: \$18,290 (ratio is .819:1)	NPC: \$17,544 (ratio is .785:1)
CCC: \$16,298 (ratio is .730:1)	Pima: \$19,409 (ratio is .869:1)
EAC: \$19,503 (ratio is .873:1)	Yavapai: \$17,655 (ratio is .790:1)
- B. *Within one-year of leaving* is defined as the 2<sup>nd</sup> to the 5<sup>th</sup> quarter after exit. (In other words, employment in any of the 4 quarters following exit and/or further enrollment in any semester of the year following exit). Wage information is obtained from UI wage data at the 5<sup>th</sup> quarter after exit, and all wages should be annualized in order to determine the completer’s *capacity to earn* a livable wage. To annualize, please take the highest quarterly wage earned during the 4 quarters following exit and multiply by 4.
- C. Each district is responsible for setting up an agreement with DES and/or modifying their current Perkins agreement in order to utilize these data for the purpose of the Strategic Vision.
- D. All districts should utilize the National Student Clearinghouse’s StudentTracker Tool (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>) to identify further enrollment at any two- or four-year institution.
- E. This indicator is similar to the Perkins 4P1 performance measure, although it extends the time frame for gaining employment to the entire year following college exit.

## **Percent of ABE/GED learners who enter employment**

Definition: From the 2012-13 National Reporting System for Adult Education (NRS) federally mandated Core Follow-Up Achievement report (<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>), the percent of ABE/GED learners who were not employed at time of entry (but in the labor force) who entered employment by the end of the first quarter after the exiting the program.

Notes:

- A) This measure pertains only to those districts/colleges that offer ABE/GED education.
- B) AWC will need to forward their 2012-13 Core Followup Outcome Achievement table to Carrie; for all other districts, Carrie will obtain the tables directly from ADE.

## **28. Percent of ABE/GED learners enrolled in postsecondary education or training**

Definition: From the 201-13 National Reporting System for Adult Education (NRS) federally mandated Core Follow-Up Achievement report (<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>), the percent of ABE/GED learners exiting the institution during the program year who hold a GED, high school diploma, and/or or who enrolled in a class specifically designed for transitioning to postsecondary education, who subsequently entered postsecondary education or training by the end of the program year following the year of program exit.

Notes:

- A) This measure pertains only to those districts/colleges that offer ABE/GED education.
- B) AWC will need to forward their 2012-13 Core Followup Outcome Achievement table to Carrie; for all other districts, Carrie will obtain the tables directly from ADE.

## **29. Percent of Adults with Postsecondary Experience and/or Degrees**

Definition: Percent of adults in Arizona ages 25 and older who a) have attended some college or hold an associate degree, and b) hold a bachelor's degree or higher (from the Census Bureau's American Community Survey 2008-12 5-year estimates: <http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>).

Note: Carrie will compile; nothing required from districts.