

# ARIZONA COMMUNITY COLLEGES:

## 2013 OUTCOMES REPORT

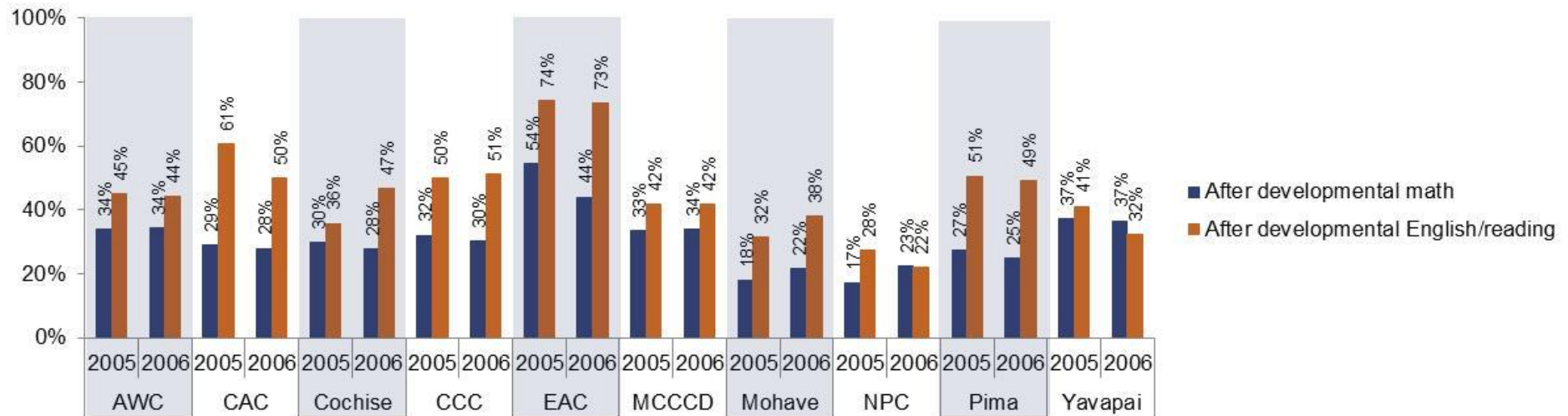
In 2011, Arizona's community colleges embarked upon a long-term Strategic Vision to significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university. **In order to measure progress toward the three major goals outlined in the Strategic Vision, the colleges have implemented a rigorous self-assessment and accountability process centered around the annual collection and distribution of data related to 30 key indicators.** Statewide data pertaining to these 30 indicators can be found in the 2013 Strategic Vision Student Progress and Outcomes Report, and online at [www.arizonacommunitycolleges.org/outcomes](http://www.arizonacommunitycolleges.org/outcomes).

The 2013 Outcomes Report complements the 2013 Strategic Vision Student Progress and Outcomes Report, and for 5 core metrics illustrates how each of Arizona's 10 community college districts compares to the others. Statewide averages are noted in the text accompanying each metric, and an appendix provides comparison data for all 30 indicators.

It is important to note that Arizona's community colleges differ significantly in terms of the populations served, education and training goals of learners, and institutional priorities (such as transfer or workforce preparation). **Comparing student progress and outcomes across districts can be an extremely useful precursor to the sharing of best practices and successful program models across the state. However, each district must be assessed in light of its unique characteristics, goals, and priorities, and most importantly, by its ability to demonstrate incremental improvements in student access, retention, and completion over time.**

Last year was the first full year of Strategic Vision data collection. As such, the 2013 outcomes presented in this document can be compared to the 2012 baseline, although additional data points are necessary before definitive statements about trends in student progress and outcomes can be made. The data included in this report will also enable Arizona's Community Colleges to set reasonable benchmarks for attainment related to core metrics in coming years.

## Success After Remediation



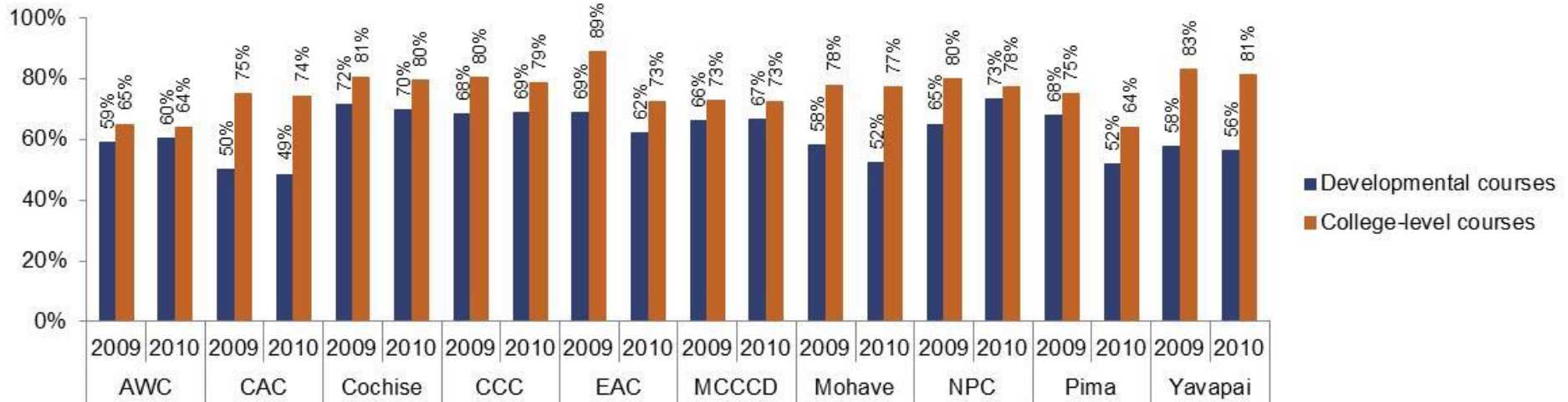
This figure, as well as those that appear on the following pages, illustrate student progress and outcomes data for Arizona Western College (AWC), Central Arizona College (CAC), Cochise College, Coconino Community College (CCC), Eastern Arizona College (EAC), the ten colleges and two skills centers in the Maricopa County Community College District (MCCCD), Mohave Community College, Northland Pioneer College (NPC), Pima Community College, and Yavapai College.

After six years, 30 percent of developmental math learners in the statewide 2006 new student cohort successfully completed a college-level course in math (down slightly from 31 percent the previous year). As well, 45 percent of all developmental English or reading learners in the same cohort completed a college-level English course (down from 46 percent).

While true comparisons with national norms will not be possible until the Voluntary Framework of Accountability begins publishing national data for these and other indicators, a study conducted by scholars at Columbia University’s Community College Research Center<sup>1</sup> showed that 20 percent of community college students referred to developmental math—and 37 percent of community college students referred to developmental English/reading—completed a college-level course in the corresponding subject area within three years. These national success after remediation rates are somewhat lower than Arizona’s rates, but are likely comparable, as the national study was limited to three years.

<sup>1</sup>Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29, 255-270.

## Course Success Rates



This figure depicts developmental and college-level course success rates among the 2009 and 2010 new student cohorts for each of Arizona’s ten community college districts.

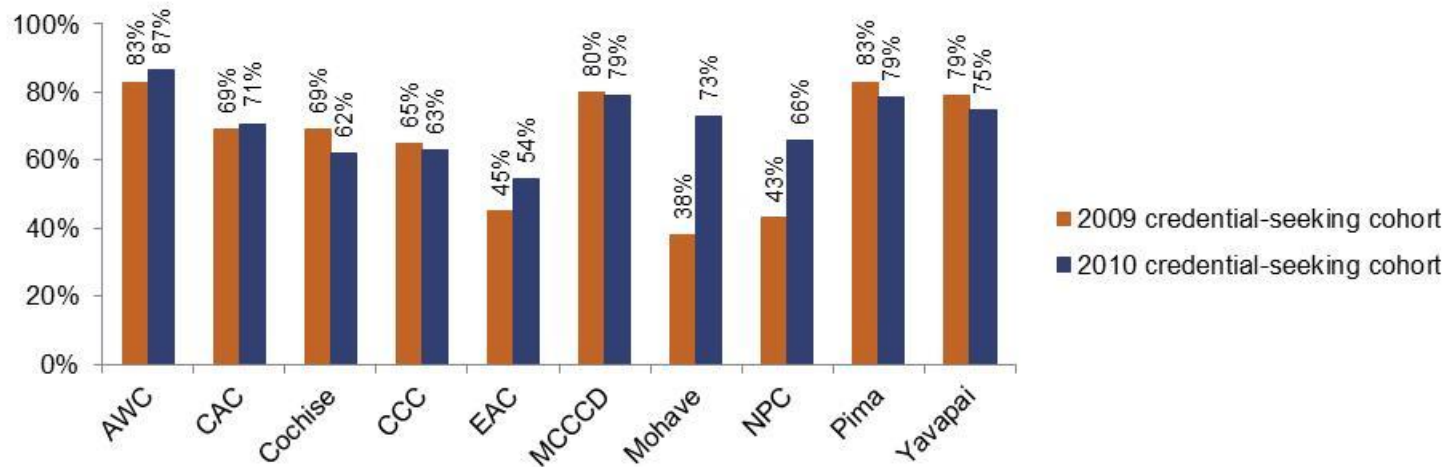
Over two years, 61 percent of student credit hours attempted in developmental courses by the statewide 2010 new student cohort were successfully completed (with a grade of A, B, C, or Pass).

In that same time period, 72 percent of student credit hours attempted in college-level courses by the statewide 2010 new student cohort were successfully completed (with a grade of A, B, C, or Pass).

These rates are down slightly from the previous year (course success rates for the statewide 2009 new student cohort were 64 and 75 percent, respectively), which may be the result of an improved economy drawing some learners out of classrooms and into the workforce.

Although national course success rates are not yet available, these indicators are aligned with those included in the American Association for Community Colleges’ Voluntary Framework of Accountability initiative, which will allow for comparisons with national norms in years to come.

## Fall-to-Fall Retention Rates

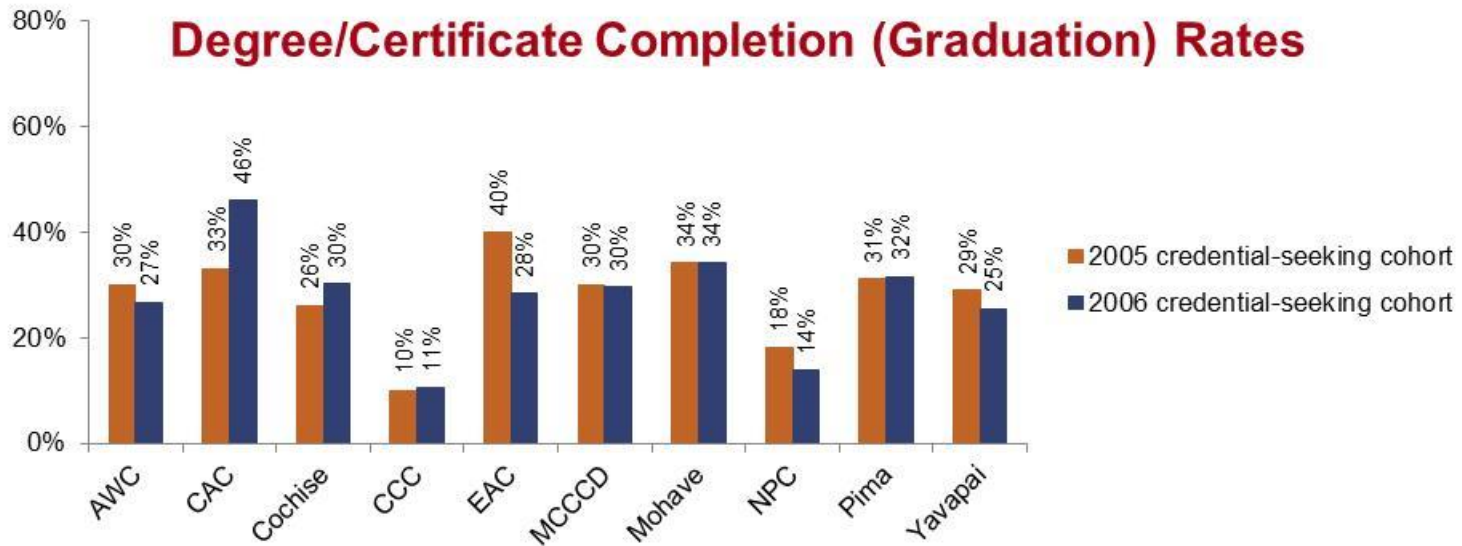


This figure depicts fall-to-fall retention rates among the 2009 and 2010 credential-seeking cohorts for each of Arizona’s ten community college districts.

Credential-seeking cohorts are defined as full- and part-time learners who earned at least 12 credit hours by the end of their second year. Tracking a credential-seeking cohort aligns Arizona’s data collection and accountability strategies with those of national community college initiatives such as the Voluntary Framework of Accountability (VFA). Furthermore, analysis of retention outcomes within this cohort provides a more accurate gauge of community college student persistence, as it takes into account learners’ diverse education and training goals.

Statewide, 77 percent of learners in the statewide 2010 credential-seeking cohort (excluding those who successfully transferred and/or earned a degree or certificate) persisted at their district to the following fall (the statewide retention rate for the 2009 cohort was also 77 percent).

The statewide rate—as well as the most recent retention rates at all 10 of Arizona’s community college districts—are somewhat higher than a comparative national rate (53 percent),<sup>2</sup> as the national number is not limited to credential-seekers. However, because the VFA is beginning to track and analyze retention among credential-seeking cohorts, more accurate national comparisons should be available in future years.



This figure depicts degree/certificate completion (graduation) rates among the 2005 and 2006 credential-seeking cohorts for each of Arizona’s ten community college districts.

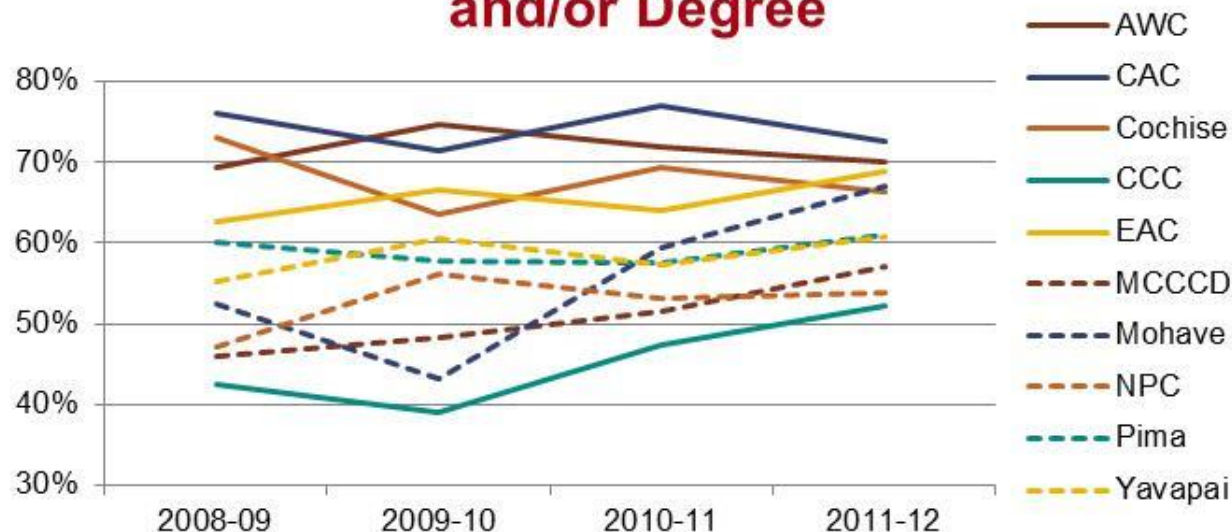
Credential-seeking cohorts are defined as full- and part-time learners who earned at least 12 credit hours by the end of their second year. Tracking a credential-seeking cohort aligns Arizona’s data collection and accountability strategies with those of national community college initiatives such as the Voluntary Framework of Accountability (VFA). Furthermore, analysis of graduation rates within this cohort provides a more accurate gauge of community college student success, as it takes into account learners’ diverse education and training goals.

After six years, 30 percent of the statewide 2006 credential-seeking cohort had completed a community college degree or certificate (the statewide completion rate for the 2005 cohort was also 30 percent). Graduation rates vary substantially among Arizona’s 10 community college districts and relate, in large part, to the percentage of learners at each district who transfer to a four-year university and/or gain employment prior to earning a degree or certificate.

The statewide rate—as well as the most recent graduation rates at 8 out of 10 of Arizona’s community college districts—are equal to or higher than a comparative national rate (25 percent),<sup>3</sup> as the national number is not limited to credential-seekers. However, because the VFA is beginning to track and analyze completion among credential-seeking sub-cohorts, more accurate national comparisons should be available in future years.

<sup>3</sup>U.S. Department of Education, National Center for Education Statistics. (2011). *Digest of education statistics*. Washington, DC: Author.

## Percent of Transfers with AGECE and/or Degree



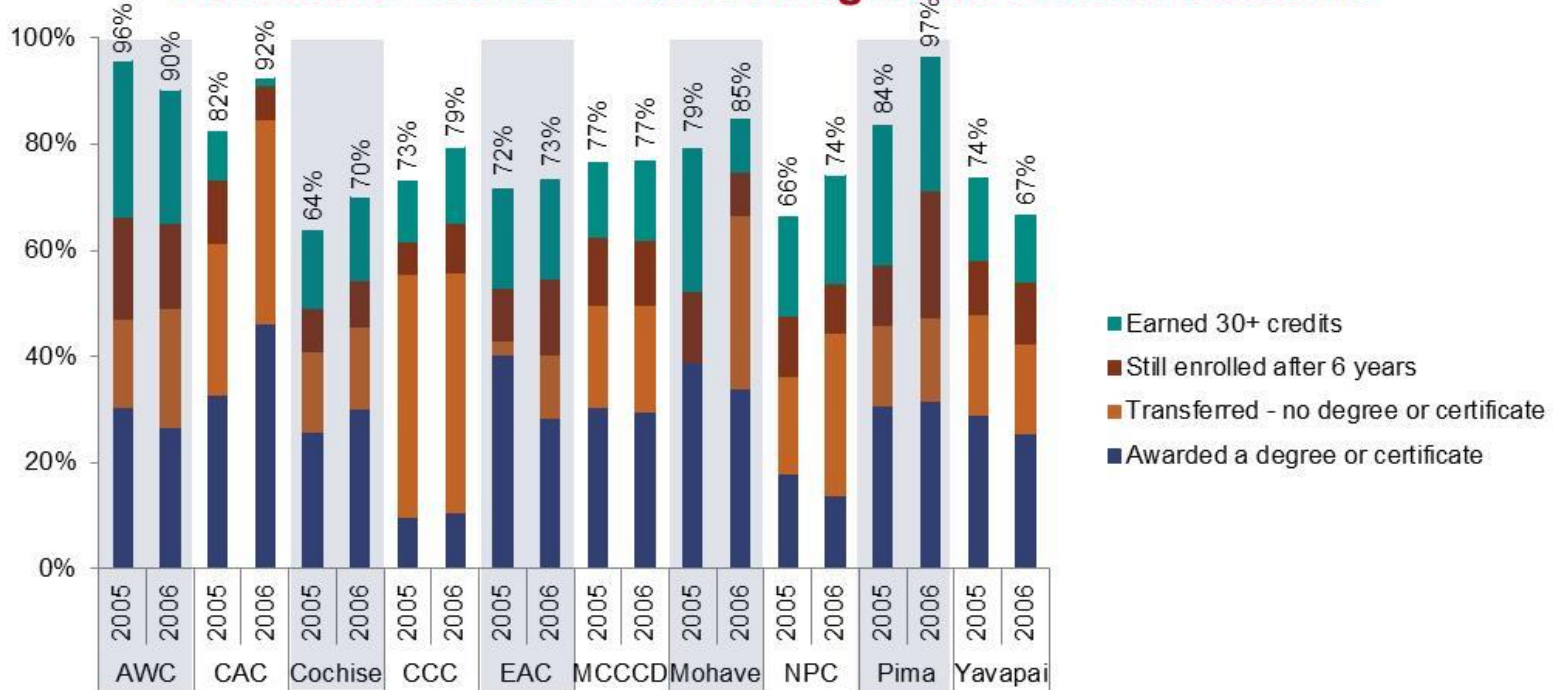
Arizona’s tribal, public community colleges, and universities have agreed upon a common structure for the Arizona General Education Curriculum (AGECE) in order to ensure the comparability and seamless transfer of general education credits across institutions. The AGECE is comprised of 35-37 credit hours of coursework that, upon completion, will transfer to all tribal or public community colleges, as well as the three state universities, and meet lower division, general education requirements.

Although most community college students take courses included in the AGECE, some transfer prior to completing the full curriculum. While these “early transfers” are still viewed as successful completers, research shows that students who have completed a common general education core (such as the AGECE) and/or a degree prior to transfer are better prepared for upper-division work and earn bachelor’s degrees in less time and with fewer excess credits—both of which lead to cost savings for students and states.<sup>4</sup>

In order to improve the efficiency and cost-effectiveness of the transfer process in Arizona, the state’s community colleges are making a concerted effort to raise the proportion (currently 59 percent, statewide) of in-state transfers who have earned an AGECE and/or degree prior to transfer.

<sup>4</sup>Kisker, C. B., & Wagoner, R. L., (Eds.). (2012). *Implementing transfer associate degrees: Perspectives from the states*. New directions for community colleges, no. 160. San Francisco: Jossey-Bass.

## Percent of Learners Achieving a Successful Outcome



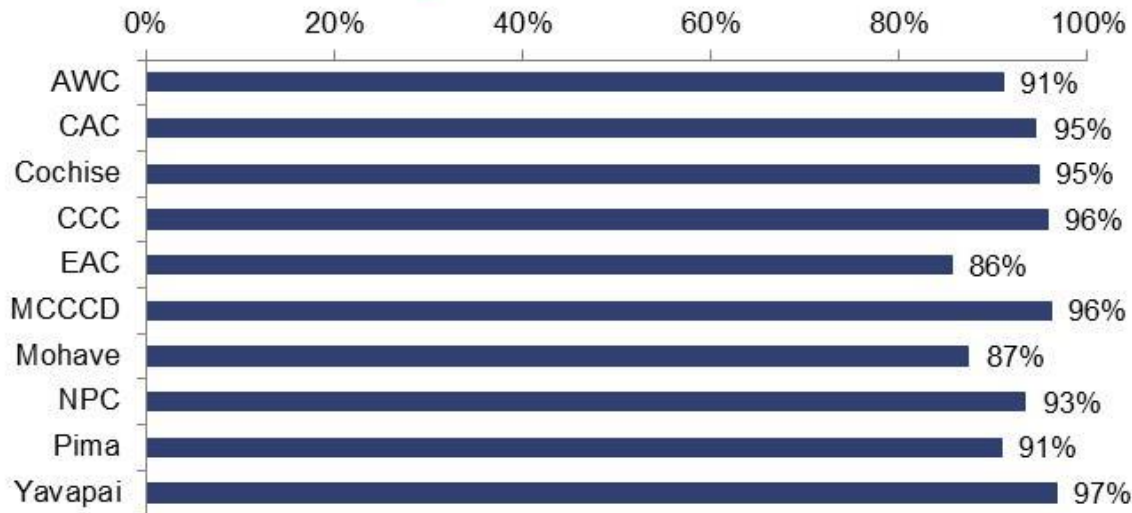
This figure depicts the percent of learners in each district's 2005 and 2006 credential-seeking cohorts achieving a successful outcome, defined as earning a degree or certificate, transferring to another two- or four-year college or university, continued enrollment, and/or earning at least 30 credits before leaving the institution.

Statewide, 80 percent of learners in the 2006 credential-seeking cohort achieved a successful outcome within six years, up from 77 percent for the 2005 cohort.

This definition of a successful community college outcome is aligned with AACC's VFA project, and recognizes that learners enter community colleges with diverse education and training goals, often attend part-time and for more than 6 years, and frequently earn credits from more than one institution en route to the university or to a degree or certificate.

Aggregate outcomes measures such as this are receiving increased attention at the national level. In summer 2013 six national associations (AACC, AASCU, ACE, AAU, APLGU, and NAICU) endorsed the aggregate Student Achievement Measure, which in many ways mirrors this one.

## Percent of Occupational Completers Earning an Industry-Recognized Credential



Out of all learners the statewide 2009 occupational completers/leavers cohort who took a technical skill or end-of-program assessment aligned with industry-recognized standards up to one year after college exit, 94 percent passed the assessment and/or earned an industry-recognized credential. This level of performance far exceeds the 2009-10 national average of 80 percent.<sup>5</sup>

The percentage of occupational completers earning industry-recognized credentials ranged from 86 to 97 percent among Arizona's 10 community college districts. Clearly, Arizona's community colleges provide excellent occupational training and preparation for industry-aligned assessments.

Examples of occupational programs leading to industry-recognized credentials include, among others, aviation technology, building and construction, dental hygiene, education, emergency medical technician, fashion, fire science, nursing, solar technologies, and veterinary technologies.



# APPENDIX: ACCESS INDICATORS

## 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT)

ACCESS INDICATORS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
1. 2011-12 full-time student equivalent (FTSE) enrollment	141,474	-	5,636	5,246	9,468	2,355	4,223	83,024	3,450	2,070	22,028	3,974
2a. Enrollment of underserved populations (underserved minorities)	36%	38% <sup>6</sup>	64%	43%	48%	37%	31%	35%	22%	39%	40%	13%
2b. Enrollment of underserved populations (age 25+)	44%	40% <sup>6</sup>	35%	51%	48%	36%	54%	42%	52%	39%	46%	55%
2c. Enrollment of underserved populations (Pell recipients)	36%	30% <sup>6</sup>	58%	41%	33%	27%	22%	35%	51%	32%	36%	31%
3. Percent of 2011-12 credit hours earned via alternative delivery methods and/or at alternative times or places	62%	-	56%	69%	85%	50%	35%	63%	64%	66%	52%	54%
4. Community college-going rate	42%	27% <sup>7</sup>	43%	38%	31%	9%	22%	29%	31%	15%	41%	27%
5. Overall college-going rate	58% <sup>8</sup>	68% <sup>7</sup>	-	-	-	-	-	-	-	-	-	-
6. Success after developmental math rate	30%	20% <sup>9</sup>	34%	28%	28%	30%	44%	34%	22%	23%	25%	37%
7. Success after developmental English/reading rate	45%	37% <sup>9</sup>	44%	50%	47%	51%	73%	42%	38%	22%	49%	32%
8. Cost of attendance as a percentage of Arizona (or county) median household income	15%	-	21%	10%	10%	18%	16%	14%	22%	22%	6%	13%

<sup>6</sup>U.S. Department of Education, National Center for Education Statistics. (2012). *Digest of Education Statistics*. Washington, DC: Author.

<sup>7</sup>U.S. Department of Labor, Bureau of Labor Statistics. (2012). *College enrollment and work activity of 2011 high school graduates*. Washington, DC: Author.

<sup>8</sup>Postsecondary Education Opportunity. (2013). *Chance for College by Age 19 by State, 2010*. Oskaloosa, IA: The Mortenson Seminar on Public Policy Analysis and Opportunity for Postsecondary Education.

<sup>9</sup>Bailey, T., Jeong, D. W., & Cho, S. W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29, 155-270.

# APPENDIX: RETENTION INDICATORS

## 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT, CONT.)

RETENTION INDICATORS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
9. Developmental course success rate	60%	VFA	60%	48%	66%	69%	62%	66%	52%	73%	52%	66%
10. College-level course success rate	72%	VFA	64%	74%	79%	78%	83%	73%	77%	77%	64%	74%
11a. Percent of first college-level credit hours successfully completed (English Comp. I)	70%	70% <sup>10</sup>	62%	46%	70%	82%	73%	71%	77%	77%	59%	71%
11b. Percent of first college-level credit hours successfully completed (English Comp. II)	72%	69% <sup>10</sup>	66%	58%	74%	79%	74%	72%	81%	82%	78%	72%
11c. Percent of first college-level credit hours successfully completed (Speech)	73%	77% <sup>10</sup>	80%	46%	92%	91%	53%	74%	84%	N/A	76%	77%
11c. Percent of first college-level credit hours successfully completed (College Algebra)	60%	61% <sup>10</sup>	51%	42%	56%	82%	79%	60%	73%	86%	63%	69%
12a. Percent of full-time learners completing 42 credits by the end of the second academic year	41%	VFA	59%	44%	27%	36%	46%	42%	32%	47%	32%	38%
12b. Percent of part-time learners completing 24 credits by the end of the second academic year	50%	VFA	76%	52%	47%	46%	55%	50%	47%	54%	45%	50%
13. Fall-to-next-term retention rate	92%	VFA	97%	90%	90%	90%	83%	93%	90%	89%	91%	96%
14. Fall-to-fall retention rate	77%	53% <sup>11</sup>	87%	71%	62%	63%	54%	79%	73%	66%	79%	75%

<sup>10</sup>National Community College Benchmark Project. (2012). *Report of national aggregate data*. Overland Park, KS: Author.

<sup>11</sup>NCHEMS. (2010). *Retention rates - First-time college freshmen returning their second year* (two-year public institutions). Boulder, CO: Author.

# APPENDIX: COMPLETION INDICATORS

## 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT, CONT.)

COMPLETION INDICATORS	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
15. Percent of learners achieving stated education or training goal	This indicator is in development. It will be incorporated into the Strategic Vision once enough time has passed to link intention to completion data.											
16. Number of degrees and certificates awarded in 2011-12	39,696	-	1,645	1,031	3,223	306	1,328	23,947	1,088	421	5,899	808
17. Graduation (degree/certificate completion) rate	30%	25% <sup>12</sup>	27%	46%	30%	11%	28%	30%	34%	14%	32%	25%
18. Percent of learners who complete an AGECE within six years	16%	-	19%	11%	10%	11%	14%	16%	7%	5%	23%	18%
19. Number of in-state university transfers in 2011-12	10,141	-	360	269	255	232	154	6,958	179	104	1,817	305
20. Percent of 2011-12 transfers with an AGECE and/or degree at time of transfer	59%	-	70%	73%	66%	52%	69%	57%	67%	54%	61%	61%
21. In-state university transfer rate (2005-06 cohort)	29%	-	24%	30%	19%	48%	22%	31%	13%	16%	29%	25%
22. Overall transfer rate (2006-07 cohort)	29%	25% <sup>13</sup>	27%	24%	27%	32%	29%	29%	23%	18%	30%	28%
23. Percent of learners achieving a successful community college outcome	80%	VFA	90%	92%	70%	79%	73%	77%	85%	74%	97%	67%
24. Percent of 2008-09 full-time transfers to Arizona public universities who earn a bachelor's degree in four years	70%	-	73%	66%	59%	65%	63%	71%	65%	57%	71%	74%

<sup>12</sup>U.S. Department of Education, National Center for Education Statistics. (2011). *Digest of Education Statistics*. Washington, DC: Author.

<sup>13</sup>Center for the Study of Community Colleges. (2002). *National transfer rates are up! Results of the 2001 Transfer Assembly Project*. Los Angeles: Author.

# APPENDIX: COMPLETION INDICATORS

## 2013 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES DATA (BY DISTRICT, CONT.)

COMPLETION INDICATORS, CONT.	STATEWIDE COMPARISON	NATIONAL COMPARISON	AWC	CAC	Cochise	CCC	EAC	MCCCD	Mohave	NPC	Pima	Yavapai
25. Percent of all 2008-09 transfers who earn a bachelor's degree in four years	43%	60% <sup>14</sup>	46%	47%	26%	40%	69%	43%	11%	31%	70%	44%
26. Percent of occupational program completers earning an industry-recognized credential within one year	94%	VFA	91%	95%	95%	96%	86%	96%	87%	93%	91%	97%
27. Percent of occupational program completers either employed with a livable wage or enrolled in further education	This indicator is in development. It will be incorporated into the Strategic Vision once adjustments have been made to account for disparities in wages across various community college service areas.											
28. Percent of ABE/GED learners who enter employment	76%	-	100%	96%	97%	89%	-	73%	49%	72%	69%	72%
29. Percent of ABE/GED completers enrolled in postsecondary education or training	80%	-	100%	87%	98%	89%	-	61%	69%	64%	91%	83%
30a. Percent of adults in Arizona (or county) with some college or an associate degree	34%	29% <sup>15</sup>	32 - 35%	37%	38%	33%	36% - 38%	33%	38%	38%	34%	39%
30b. Percent of adults in Arizona (or county) with a bachelor's or higher degree	26%	28% <sup>15</sup>	9% - 14%	18%	22%	31%	12% - 16%	29%	12%	14%	30%	24%

<sup>14</sup>National Student Clearinghouse. (2012). *Snapshot Report: Transfer Outcomes (Four Years After Transfer)*. Herndon, VA: Author.

<sup>15</sup>U.S. Bureau of the Census. (2013). *Educational attainment: 2007-2011 American Community Survey 5-year estimates*. Washington, DC: Author.