



# MOHAVE COMMUNITY COLLEGE:

## STRATEGIC VISION

### STUDENT PROGRESS AND OUTCOMES REPORT

2014

[www.mohave.edu](http://www.mohave.edu)



# Mohave Community College: 2014 STRATEGIC VISION STUDENT PROGRESS AND OUTCOMES REPORT

## EXECUTIVE SUMMARY

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.**

Data presented in the 2014 Strategic Vision Student Progress and Outcomes Report, some of which are highlighted below, identify areas of strength, as well as places where Mohave Community College will need to focus its efforts in order to improve student access, retention, and completion. **For some of the retention and completion measures, a specific group of students called the "Credential-Seeking Cohort" was tracked; this group is defined as full- and part-time learners who earned at least 12 credit hours by the end of their second year.** Tracking this sub-cohort aligns Mohave's data collection and accountability strategies with those of national community college initiatives such as the Voluntary Framework of Accountability. Furthermore, analysis of retention and completion outcomes within this sub-cohort provides a more accurate gauge of community college student success, as it takes into account learners' diverse educational and training goals.

**The 2014 outcomes presented in this report can be compared to those from 2012 and 2013. However, additional data points are necessary before definitive statements about trends in community college student progress and success can be made.**

## HIGHLIGHTS OF MOHAVE COMMUNITY COLLEGE'S 2014 STUDENT PROGRESS AND OUTCOMES REPORT

### Access

- Mohave's success after remediation rates have increased for both math and English/reading. In math, the success rate increased from 22 to 31 percent over two years, and in English/reading the success rate increased from 38 to 44 percent

### Retention

- Excluding successful transfers and completers, 92 percent of Mohave's 2011 Credential-Seeking Cohort persisted to the following spring, and 74 percent returned the following fall. Mohave's fall-to-fall retention rate has increased over the past three years, and is now approaching the statewide average (77 percent).

### Completion

- Ninety-six percent of Mohave's 2007 Credential-Seeking Cohort achieved a successful outcome within 6 years. This represents a large improvement from the 2005 cohort (74 percent).
- Seventy-six percent of Mohave transfers to all universities—public and private, in-state and out—earned a bachelor's degree within 4 years. This rate is substantially higher than both statewide and national averages.

# BACKGROUND

## ARIZONA COMMUNITY COLLEGES: LONG-TERM STRATEGIC VISION

In 2011 Arizona's community colleges published a long-term strategic plan, which has since been incorporated into strategic planning processes at community colleges across the state. This plan outlined a clear vision for Arizona's ten community college districts and identified 30 key indicators of progress toward 3 major goal areas: access, retention, and completion. **Many of these indicators are aligned with those included in the American Association for Community Colleges' Voluntary Framework of Accountability (VFA) initiative, which will allow for comparisons with national norms in years to come.**

A major function of the Strategic Vision is the collection, analysis, and publication of data pertaining to the 30 key indicators of progress, as well as the sharing of best practices and successful program models across the state. This document is the third in a series of annual reports providing data related to student progress and outcomes at Mohave Community College. Where available, comparable statewide and national data are also shown.

**2012 was the first full year of Strategic Vision data collection. As such, the 2014 outcomes presented in this document can be compared to those from the previous two years, although additional data points are necessary before definitive statements about trends in student progress and outcomes can be made.**

However, these data provide a snapshot of areas where Mohave is successfully serving students, as well as those areas where further improvement is needed. **The data included in this report will also enable Mohave Community College to set reasonable benchmarks for attainment related to core metrics in coming years.**

The Strategic Vision, as well as a Technical Guide that provides detailed definitions of each key indicator of progress, can be found online at: [www.arizonacommunitycolleges.org](http://www.arizonacommunitycolleges.org).

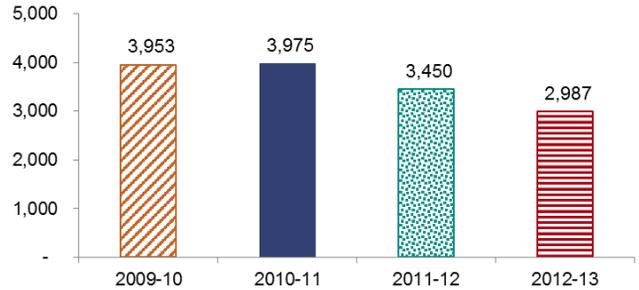
**OUR VISION: Arizona's community colleges, through a collaborative effort with education, business, and community partners, will significantly increase the number of Arizonans who achieve their postsecondary education and training goals, complete a degree or certificate, and/or transfer to a university.**

# ACCESS INDICATORS

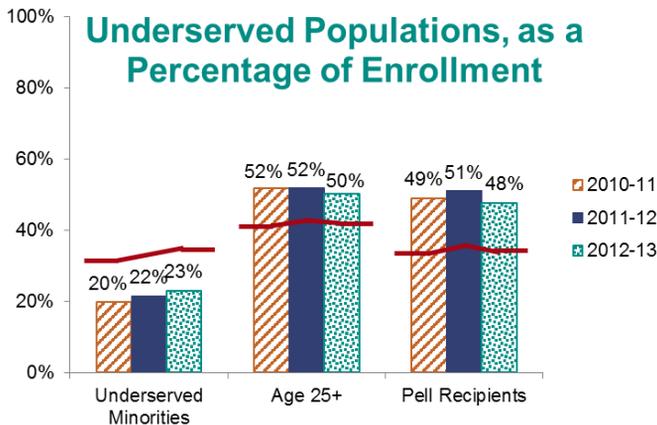
## Indicator 1. Full-time student equivalent (FTSE) enrollment

Following the statewide trend, annual full-time student equivalent (FTSE) enrollment at Mohave Community College has declined slightly from its high of 3,975 in 2010-11. These enrollment numbers likely reflect a greater number of students enrolling directly in the state's universities and/or private institutions, as well as an improved economy drawing more students into the workplace.

## Full-Time Student Equivalent (FTSE) Enrollment



## Underserved Populations, as a Percentage of Enrollment



## Indicator 2. Enrollment of underserved populations

In 2012-13, half of all Mohave Community College students were adults over the age of 24 and 48 percent were Pell recipients. Mohave enrolls both of these populations at rates far exceeding statewide averages (represented in this figure by red lines).

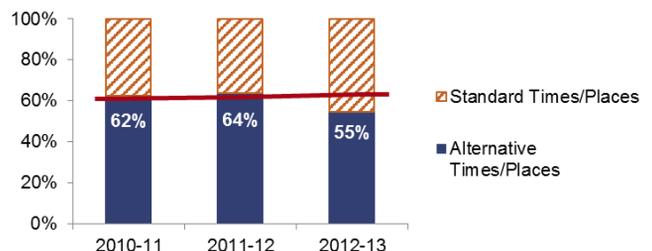
Only 23 percent of Mohave students were members of an underserved racial or ethnic group, but this number is higher than the percentage of those populations in Mohave County (20 percent).<sup>1</sup>

## Indicator 3. Percent of student credit hours earned via alternative delivery methods and/or at alternative times and places

At Mohave Community College, 45 percent of instruction in 2012-13 occurred in traditional semester-length classes held on campus, Monday through Friday, between the hours of 8am and 5pm.

Extending access to many diverse populations, 55 percent of all student credit hours were earned online, at night or on the weekends, in short-term or open-entry/open-exit courses, and in skills centers, American Indian reservations, Army bases, or prisons.

## Percent of SCH Earned at Standard and Alternative Times/Places



<sup>1</sup>. Bureau of the Census. (2014). 2008-2012 American Community Survey 5-year estimates. Washington, DC: Author.

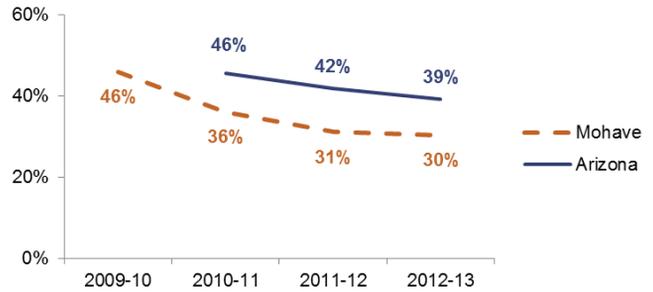
# ACCESS INDICATORS

## Indicators 4-5. Community college-going rate and overall college-going rate

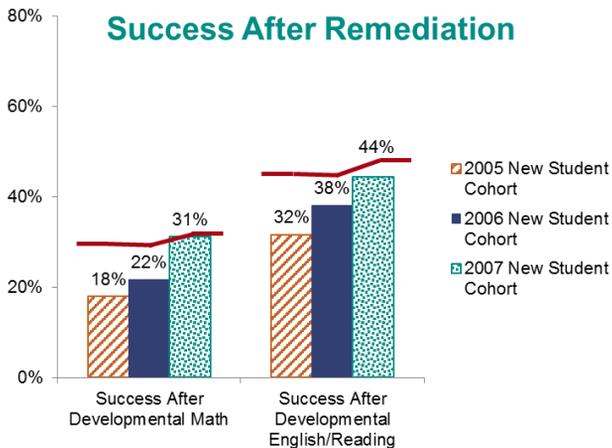
In 2012-13, Mohave Community College enrolled 30 percent of all recent high school graduates from the college's service area. The decrease in Mohave's community college-going rate mirrors the statewide trend.

Although not shown on the graph, Arizona's community colleges and universities together enroll 58 percent of all recent high school graduates.<sup>2</sup>

## Service Area Community College-Going Rate



## Success After Remediation



## Indicators 6-7. Success after remediation

After six years, 31 percent of developmental math learners in Mohave's 2007 New Student Cohort successfully completed a college-level course in math, and 44 percent of all developmental English or reading learners in the same cohort completed a college-level English course.

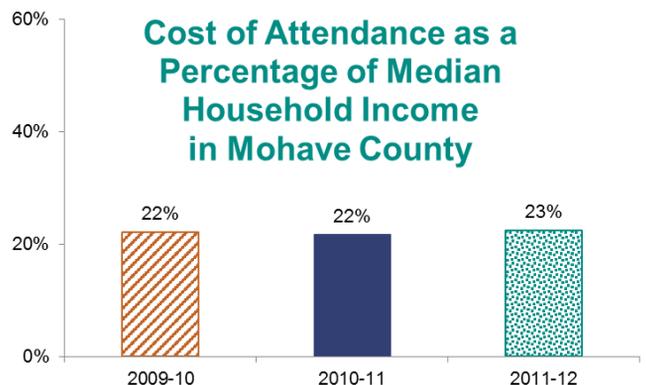
Mohave's success after remediation rates have increased dramatically in recent years, and for developmental math have reached the statewide average (statewide averages in this figure are represented by red lines).

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

At just over \$8,800 per year, the net price of attending Mohave Community College is 23 percent of the median household income in Mohave County, making the institution an excellent and affordable option for postsecondary education and training.

Mohave Community College's net price is reported by the National Center for Education Statistics and is based on new full-time students.

## Cost of Attendance as a Percentage of Median Household Income in Mohave County



<sup>2</sup>Postsecondary Education Opportunity. (2013). *Chance for college by age 19 by state, 1986-2012*. Oskaloosa, IA: The Mortenson Seminar on Public Policy Analysis and Opportunity for Postsecondary Education.

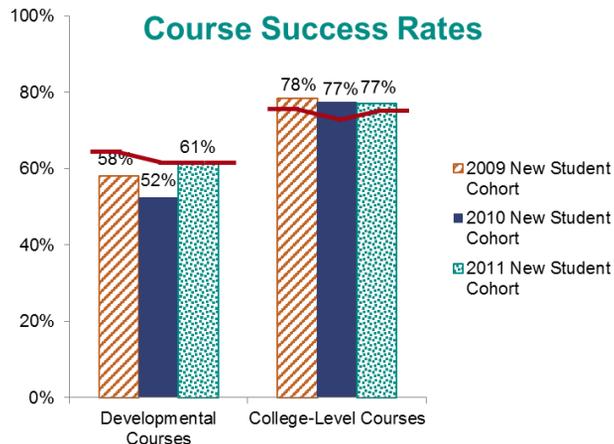
# RETENTION INDICATORS

## Indicators 9-10. Course success rates

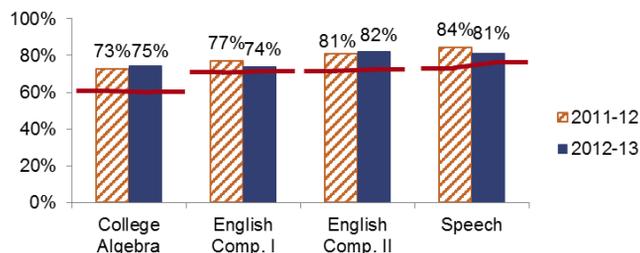
Over two years, 61 percent of student credit hours attempted in developmental courses by Mohave's 2011 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass).

In that same time period, 77 percent of student credit hours attempted in college-level courses by Mohave's 2011 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass).

Both rates meet or exceed statewide averages (represented in this figure by red lines).



## Percent of First College-Level Math and English Credit Hours Successfully Completed



## Indicator 11. Percent of gateway (first college-level) math and English credit hours successfully completed

In 2012-13, between 74 and 81 percent of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass).

Mohave's success in gateway courses exceeds statewide averages (represented in this figure by red lines) in all areas.

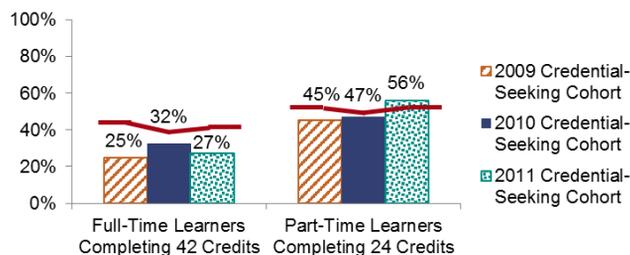
# RETENTION INDICATORS

## Indicator 12. Percent of full-time learners completing 42 credits and percent of part-time learners completing 24 credits within two years

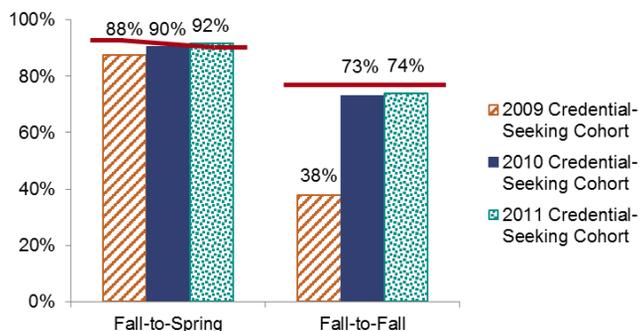
By the end of their second year, 27 percent of full-time learners in Mohave's 2011 Credential-Seeking Cohort had completed 42 credits, and 56 percent of all part-time learners in the same cohort had completed 24 credits.

Although there is room for improvement, these rates are notable, as research has linked attainment of credit thresholds (roughly equivalent to 20 credits per year for full-time students) to higher retention and completion rates.<sup>3</sup>

## Percent of Learners Reaching Credit Thresholds Within Two Years



## Retention Rates



## Indicators 13-14. Retention rates

Ninety-two percent of learners in Mohave's 2011 Credential-Seeking Cohort (excluding those who successfully transferred and/or earned a degree or certificate) persisted at their college to spring 2012, and 74 percent of them returned for classes the following fall. Both retention rates have risen over the past two years, and the fall-to-fall measure is now approaching the statewide average (statewide averages in this figure are represented by red lines).

Mohave's retention figures are higher than the 53 percent fall-to-fall retention rate reported as a national comparison,<sup>4</sup> as the national number is not limited to credential-seekers. However, national community college accountability initiatives such as the Voluntary Framework of Accountability are beginning to track and analyze retention among credential-seeking sub-cohorts, and thus more accurate national comparisons should be available in future years.

<sup>3</sup>Moore, C., Shulock, N., & Offenstien, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. Sacramento: California State University, Sacramento, Institute for Higher Education Leadership and Policy.

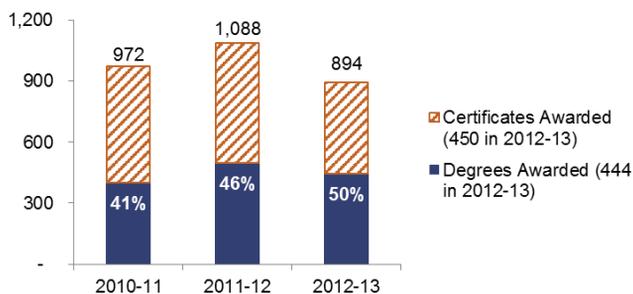
<sup>4</sup>NCHEMS. (2010). *Retention rates – First-time college freshmen returning their second year*. Boulder, CO: Author.

# COMPLETION INDICATORS

## Indicator 15. Percent of learners achieving their stated education or training goals

This indicator is in development. It will be incorporated into the Strategic Vision once enough time has passed to link intent to completion data.

### Degrees and Certificates Awarded



## Indicator 16. Number of degrees and certificates awarded

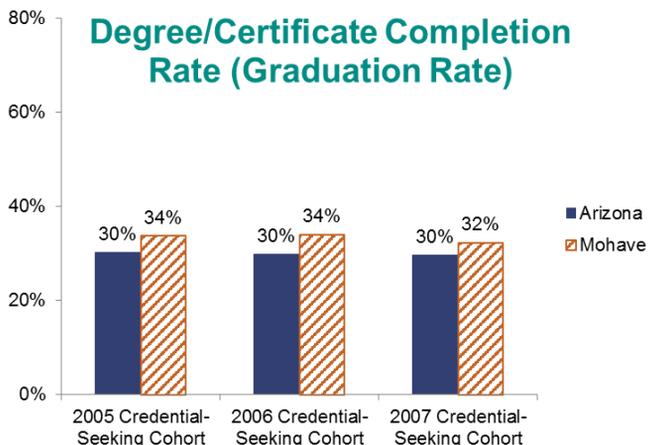
In 2012-13 Mohave Community College awarded 894 degrees and certificates

Of the 2012-13 total, half were degrees, and half certificates. These numbers reflect a concerted effort by Mohave Community College to increase the number of learners earning postsecondary degrees, especially in high-demand fields.

## Indicator 17. Degree/certificate completion rate (graduation rate)

After six years, 32 percent of Mohave's 2007 Credential-Seeking Cohort had completed a degree or certificate.

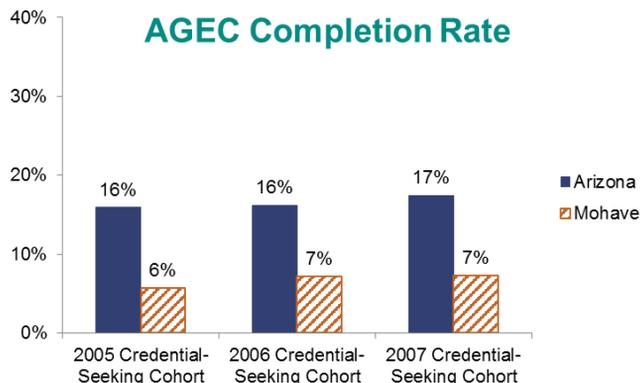
Mohave's graduation rate is higher than both the statewide average and the 25 percent reported as a national comparison.<sup>5</sup> However, the national number is not limited to credential-seekers. Nonetheless, the Voluntary Framework of Accountability is beginning to track and analyze completion among credential-seeking sub-cohorts, and thus more accurate national comparisons should be available in future years.



<sup>5</sup> U.S. Department of Education, National Center for Education Statistics. (2012). *Digest of education statistics*. Washington, DC: Author.

# COMPLETION INDICATORS

## AGEC Completion Rate



## Indicator 18. AGEC completion rate

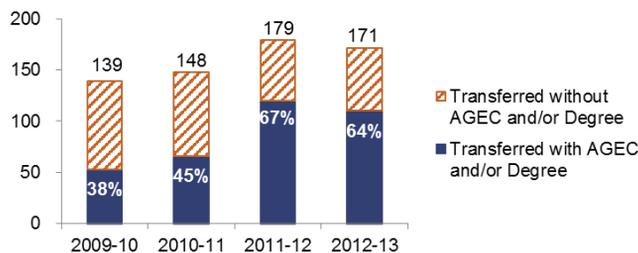
Seven percent of Mohave's 2007 Credential-Seeking Cohort completed the Arizona General Education Curriculum (AGEC) within 6 years, an slight increase from the 2005 cohort.

Increasing AGEC completion rates—a key priority for all of Arizona's community colleges—will not only ease transfer to Arizona's public universities but should help to improve bachelor's degree completion in the state.

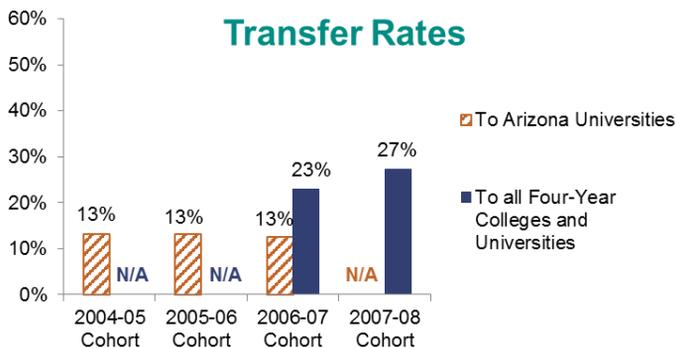
## Indicators 19-20. Number of in-state university transfers, and percent with an AGEC and/or degree at time of transfer

Between 2009-10 and 2012-13, the number of students transferring from Mohave to an in-state, public university increased by 23 percent. Additionally, the percentage of those transfers who had earned an AGEC and/or degree prior to transfer increased by 68 percent during this time period. These data indicate that the transfer process is becoming more efficient and cost effective for both students and the state.

## Number of In-State University Transfers, and Percent with AGEC and/or Degree



## Transfer Rates



## Indicators 21-22. In-state and overall transfer rates

Mohave's transfer rates among ASSIST "transfer behavior cohorts" have remained stable at 13 percent (the 2006-07 cohort is the most recent for which ASSIST data are available). However, the college's overall transfer rate (the percent of learners in the 2007-08 credential-seeking cohort who transferred to any four-year college or university within 6 years) is substantially higher, indicating that a considerable number of Mohave students transfer to private and out-of-state institutions. The overall rate is slightly higher than the most recent national transfer rate (25 percent) calculated by the Center for the Study of Community Colleges.<sup>6</sup>

<sup>6</sup>Center for the Study of Community Colleges. (2002). *National transfer rates are up! Results of the 2001 Transfer Assembly Project*. Los Angeles: Author.

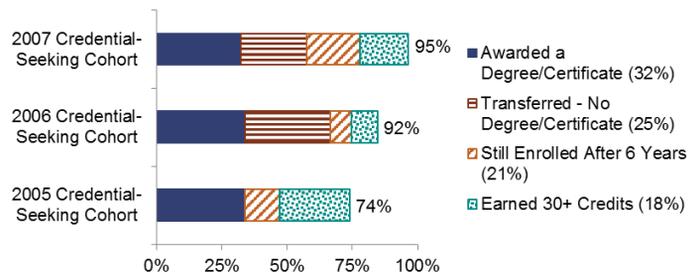
# COMPLETION INDICATORS

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

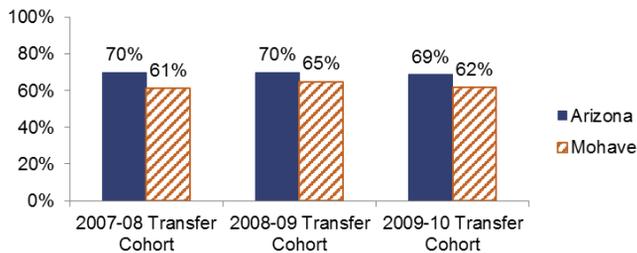
Ninety-five percent of learners in Mohave's 2007 Credential-Seeking Cohort achieved a successful outcome within 6 years.

Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one community college, the Voluntary Framework of Accountability and other national accountability initiatives have broadened the definition of a successful community college outcome to include: earning a degree or certificate; transferring to another two- or four-year college or university; continued enrollment; and/or leaving the institution after earning 30 or more credits.

## Percent of Learners Achieving a Successful Outcome



## Percent of In-State, Full-Time Transfers Earning a Bachelor's Degree within Four Years



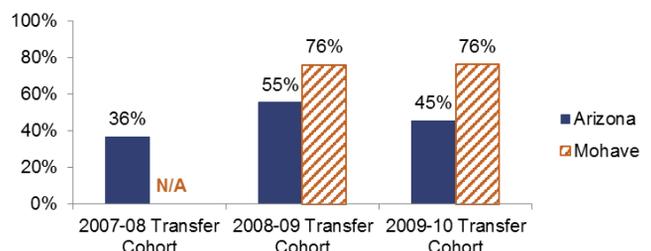
## Indicator 24. Percent of full-time transfers to Arizona public universities who earn a bachelor's degree within four years

Sixty-two percent of 2009-10 full-time transfers from Mohave Community College to in-state universities earned a bachelor's degree within four years. While there is room for improvement, most full-time transfers from Mohave Community College are graduating from the state's public universities in a timely manner.

## Indicator 25. Percent of all transfers who earn a bachelor's degree within 4 years

Seventy-six percent of 2009-10 transfers from Mohave Community College to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. This rate is higher than both the comparative state and national rates (the latter is 60 percent).<sup>7</sup>

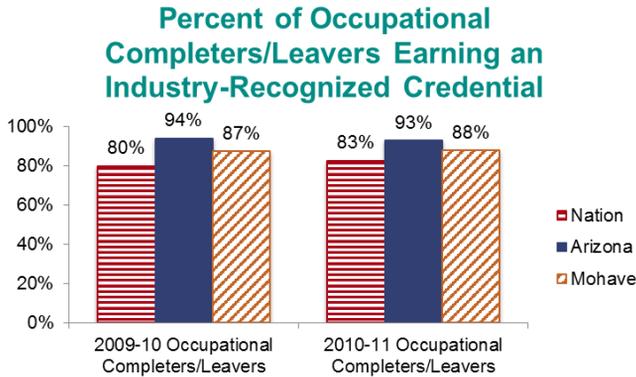
## Percent of all Transfers Earning a Bachelor's Degree within Four Years



<sup>7</sup>National Student Clearinghouse. (2012). *Snapshot report: transfer outcomes (four years after transfer)*. Herndon, VA: Author.

# COMPLETION INDICATORS

## Indicator 26. Percent of occupational program completers/leavers earning an industry-recognized credential within one year



Out of all learners in Mohave's 2010-11 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, 88 percent passed the assessment and/or earned an industry-recognized credential. This level of performance exceeds the 2010-11 national average of 83 percent.<sup>8</sup>

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.

## Indicator 27. Percent of occupational program completers employed with a livable wage and/or enrolled in further education within one year

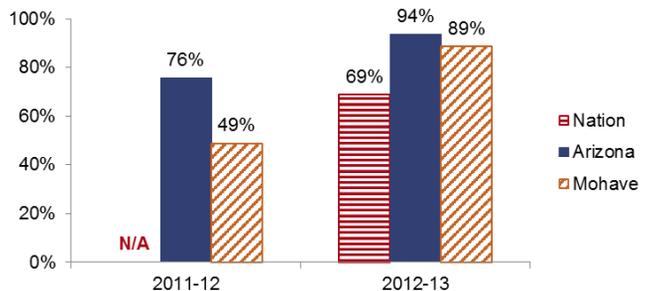
This indicator is in development. It will be incorporated into the Strategic Vision once adjustments have been made to account for disparities in wages across various community college service areas.

## Indicator 28. Percent of Adult Basic Education (ABE) and General Educational Development (GED) Learners Entering Employment

In 2012-13, 89 percent of Mohave's ABE/GED learners who were not employed at the time of entry entered employment within three months of exiting the program.

This number is substantially higher than the 2012-13 national average,<sup>9</sup> indicating that Mohave Community College is effectively moving ABE/GED learners into the workforce.

## Percent of ABE/GED Learners Entering Employment

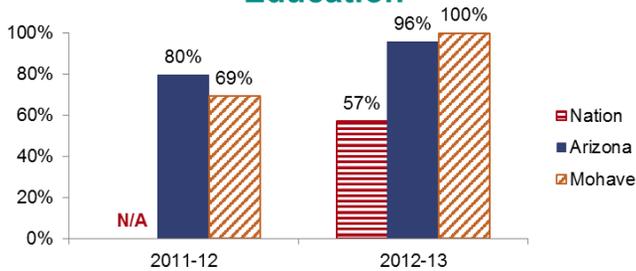


<sup>8</sup>Perkins Collaborative Resource Network. (2014). *Core indicator report :1P1 Technical Skill Attainment , 2011-12*. Washington, DC: Author.

<sup>9</sup>U.S. Department of Education, Office of Vocational and Adult Education. (2014). *Core Follow-Up Outcomes Measures, 2012-2013*. Washington, DC: Author.

# COMPLETION INDICATORS

## Percent of ABE/GED Completers Enrolled in Postsecondary Education



## Indicator 29. Percent of Adult Basic Education (ABE) and General Educational Development (GED) Learners Entering Postsecondary Education

In 2012-13, all of Mohave Community College's ABE/GED completers who held a GED or high school diploma, or who enrolled in a class specifically designed for transitioning to postsecondary education, subsequently enrolled in further education within one year of program exit.

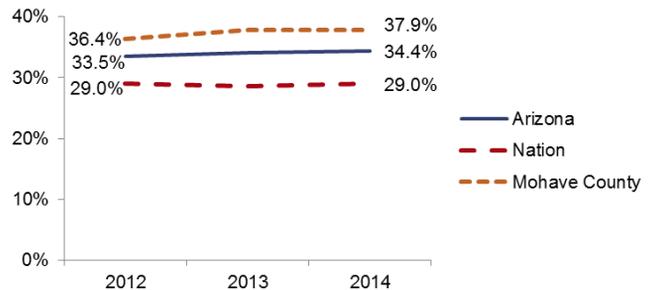
This number is substantially higher than the 2012-13 national average,<sup>10</sup> indicating that Mohave Community College is effectively moving ABE/GED learners into higher education.

## Indicator 30. Percent of adults with postsecondary experience and/or degrees

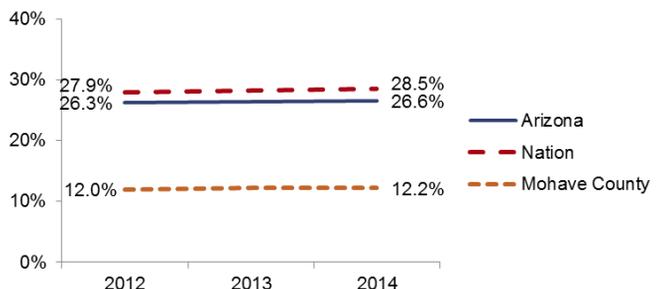
About 38 percent of Mohave County adults age 25 and older have attended some college and/or have earned an associate degree. This rate exceeds both the state (34 percent) and national (29 percent) averages.

Only 12 percent of adults in Mohave County hold a bachelor's or higher degree. By continuing to provide education leading to transfer and bachelor's degrees, and by partnering with the state's public universities, Mohave Community College and other community colleges across the state will endeavor to help the Arizona Board of Regents reach their goal of raising the percentage of Arizona adults holding a bachelor's degree to 28 percent by 2017.

## Percent of Adults with Some College or an Associate Degree



## Percent of Adults with a Bachelor's Degree



<sup>10</sup>U.S. Department of Education, Office of Vocational and Adult Education. (2014). *Core Follow-Up Outcomes Measures, 2012-2013*. Washington, DC: Author.

<sup>11</sup>U.S. Bureau of the Census. (2014). *Educational attainment: 2008-2012 American Community Survey 5-year estimates*. Washington, DC: Author.