

COCONINO COMMUNITY COLLEGE 2018 STRATEGIC VISION OUTCOMES REPORT



STRATEGIC VISION FOR 2030

In 2017 Arizona's community colleges embraced a Strategic Vision for 2030, which focuses college efforts around three major goals: expanding access to postsecondary credentials; increasing transfer and completion of associate degrees and certificates; and improving alignment between college programs and workforce needs.

The Strategic Vision for 2030 builds upon the colleges' previous long-term plan, published in 2011, and outlines how Arizona's ten community college districts will continue to improve student outcomes, as well as how the districts contribute to Arizona's broader economic and educational goals. **In particular, the Strategic Vision for 2030 creates a framework for reaching the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.**

A major function of the Strategic Vision for 2030 is the collection, analysis, and publication of data pertaining to 33 short-term, mid-range, long-term, and follow-up metrics. Although this report contains several metrics that were new in 2017 or 2018, most have been in place for years, making it possible to evaluate trends in student progress and outcomes.

Statewide and district-level data will continue to be used to guide improvement efforts at community colleges across the state. Statewide data will also be shared with the Arizona Board of Regents, the Arizona Department of Education, and Arizona's workforce development and business communities in order to assist in the improvement of educational and economic pathways.

The Strategic Vision for 2030, as well as a Technical Guide that provides detailed definitions of each metric, can be found online at: www.arizonacommunitycolleges.org.

METRICS AND COHORTS

METRICS

The 2018 Strategic Vision Outcomes Report presents data related to 33 short-term, mid-range, long-term, and follow-up metrics. These data identify areas of strength, as well as places where Coconino Community College (CCC) will need to focus its efforts in order to expand access, increase transfer and completion, and improve alignment with workforce needs.

Short-term metrics correspond to enrollment rates, cost measures, and training for high-demand occupations.

Mid-range metrics examine student persistence and success in the first two years of college.

Long-term metrics pertain to transfer and completion rates.

Follow-up metrics examine student success after departing the community college and may be affected by economic forces, as well as the actions of Arizona universities.

COHORTS

The 2018 Strategic Vision Outcomes Report tracks several cohorts of students.

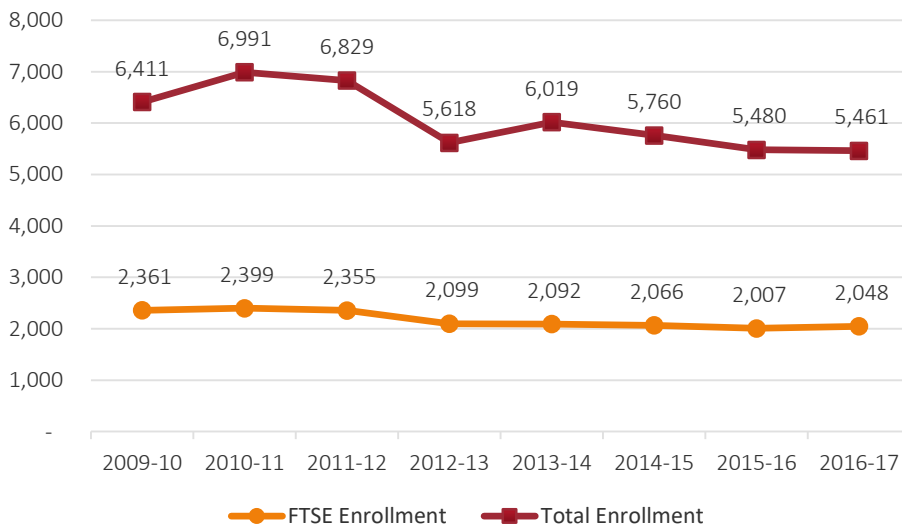
2015 and 2011 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2015 and 2011 Credential-Seeking Sub-Cohorts, defined as cohort members who earned at least 12 credits by the end of their second year, are used for some retention, transfer, and completion measures. Credential-seeking sub-cohorts provide a more accurate gauge of student success, as they take into account learners' diverse education and training goals.

2014-15 Occupational Cohort, comprised of students who exited CCC in 2014-15 after completing a specified number of credits in an occupational pathway, is used in follow-up metrics related to wage growth and earning industry-recognized credentials.

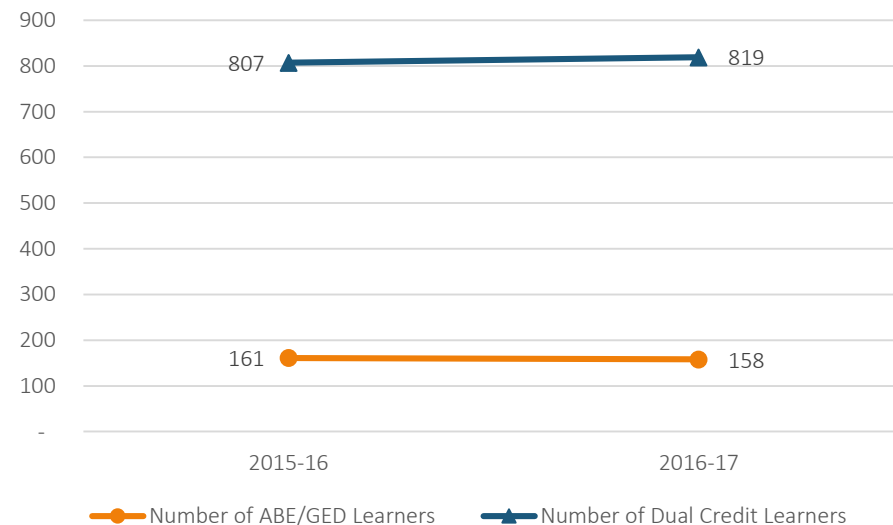
Expand Access: Short-Term Metrics

Metrics 1 and 2: FTSE and Total Enrollment



Total annual enrollment at CCC has declined slightly from its high in 2010-11, and full-time student equivalent (FTSE) enrollment has diminished commensurately. This enrollment decline mirrors statewide and national trends and reflects a greater number of students enrolling in universities and/or remaining in the workforce.

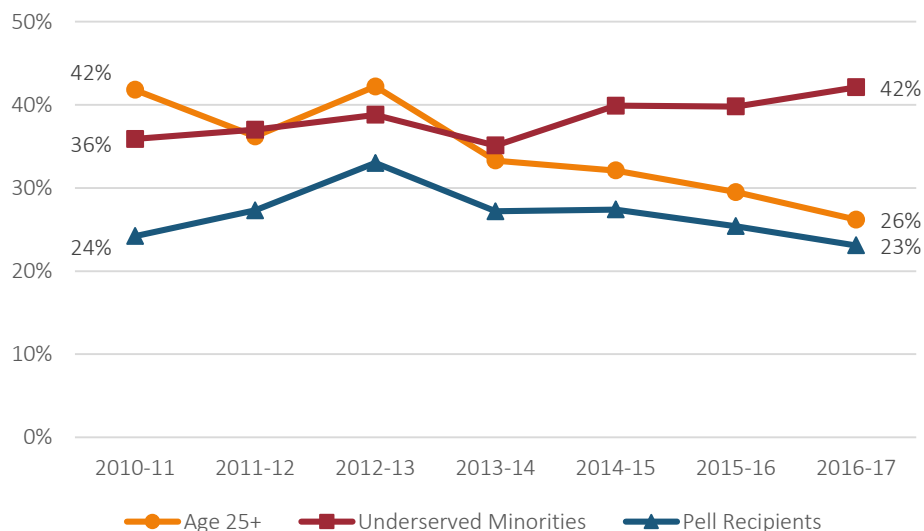
Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



At CCC, annual enrollment in Adult Basic Education (ABE) and/or General Educational Development (GED) courses was 158 in 2016-17. Total annual enrollment of high school learners in dual credit courses increased to 819 in 2016-17. These programs are essential in expanding access to Arizona's community colleges.

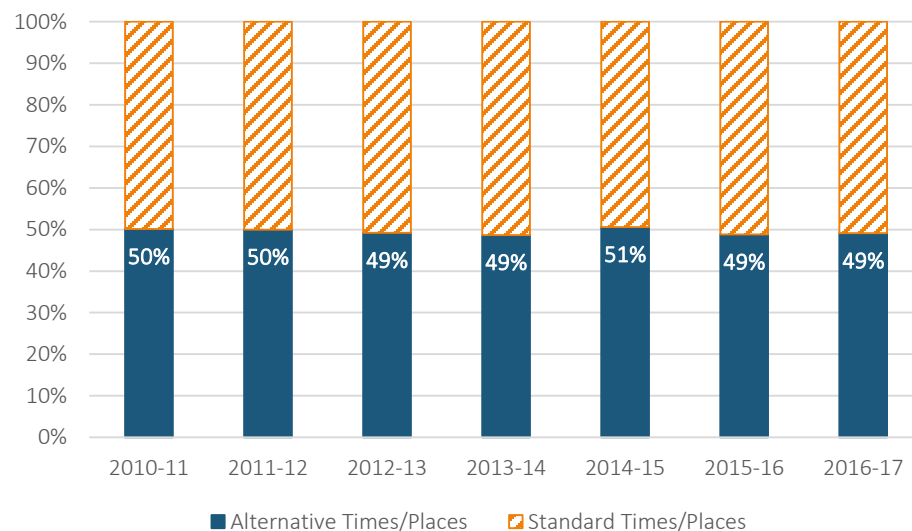
Expand Access: Short-Term Metrics

Metric 5: Enrollment of Underserved Populations



Since 2010-11, the percentage of CCC students who are members of an underserved racial/ethnic group has increased but is slightly lower than the percentage of the Coconino County population belonging to an underserved minority group (46%).¹ CCC enrolls fewer adult learners and Pell recipients than statewide averages (35% and 29%, respectively).

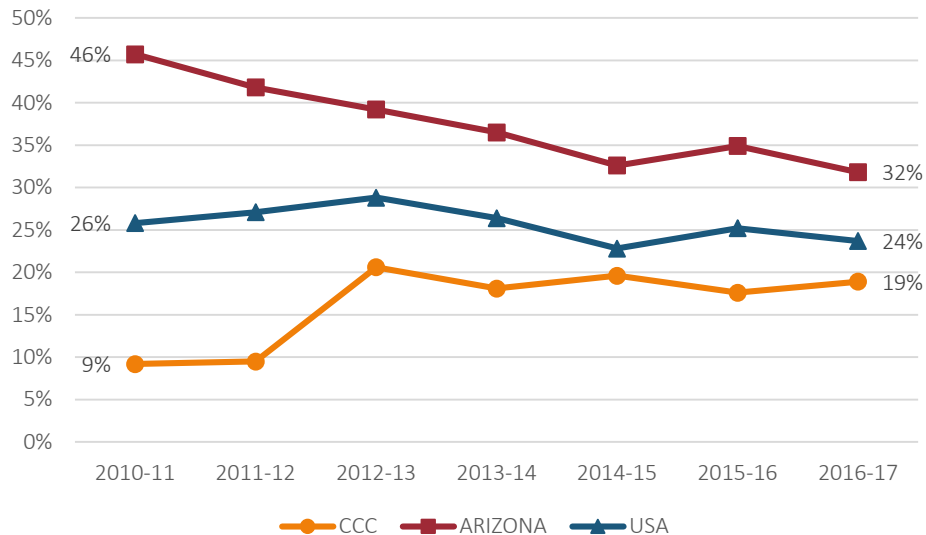
Metric 6: Percent of Credit Hours Earned Via Alternative Times or Places



At CCC, 51% of instruction in 2016-17 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 49% of all student credit hours were earned online, at night or on the weekends, or at skills centers, American Indian reservations, or other locales.

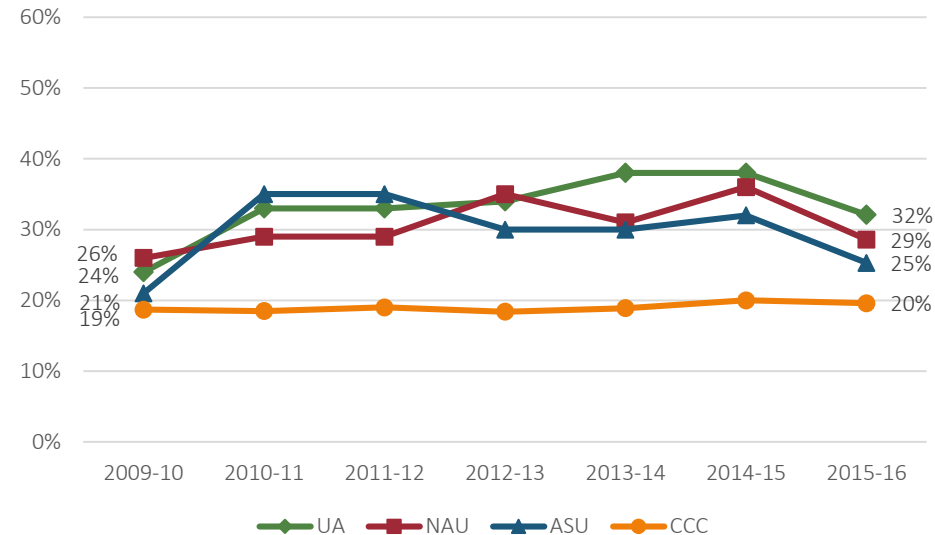
Expand Access: Short-Term Metrics

Metric 7: Community College-Going Rate



CCC's enrollment of recent high school graduates is somewhat lower than both statewide and national average (32% and 24%, respectively),² likely because the college is located so close to Northern Arizona University.² CCC will continue to work with other community colleges and the Arizona Board of Regents to improve college-going across the state.

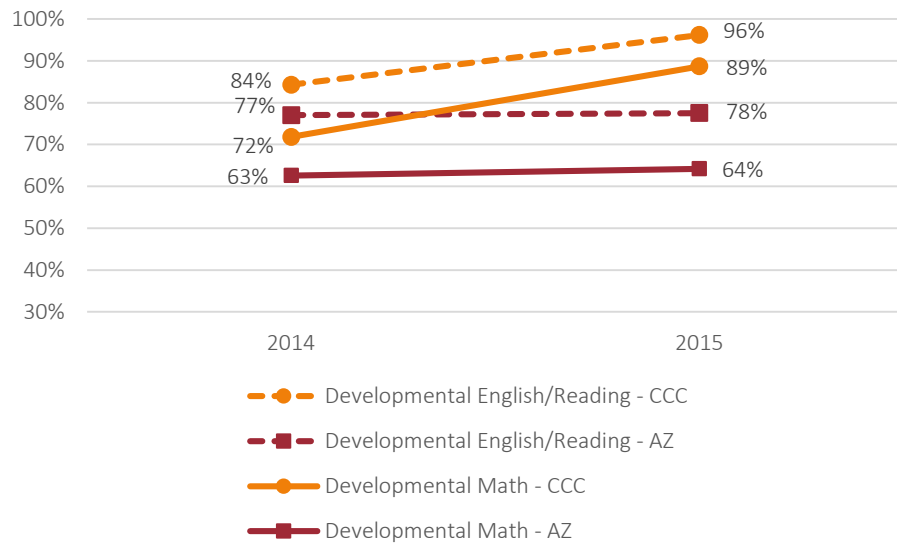
Metric 8: Cost of Attendance as a Percentage of Median Household Income



At roughly \$10,000 per year, the net price of attending CCC is 20% of the Coconino County median household income. This rate is substantially lower than Arizona's public universities (25-32%),³ making CCC an excellent and affordable option for postsecondary education and training.

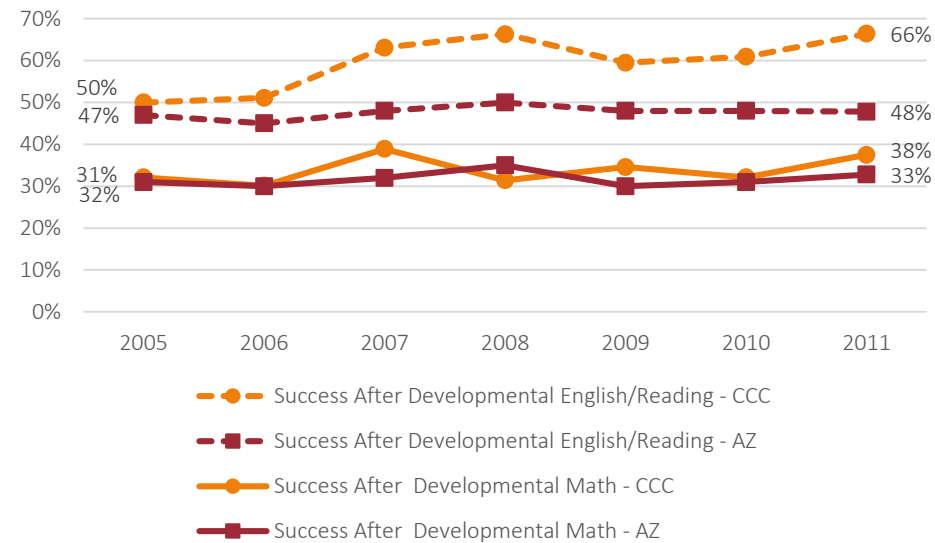
Expand Access: Mid-Range Metrics

Metrics 9 and 10: Developmental Course Success Rates



Over two years, 96% of student credit hours attempted in developmental English or reading by CCC's 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 89% of student credit hours attempted in developmental math by the same cohort were successfully completed (with a grade of A, B, C, or Pass).

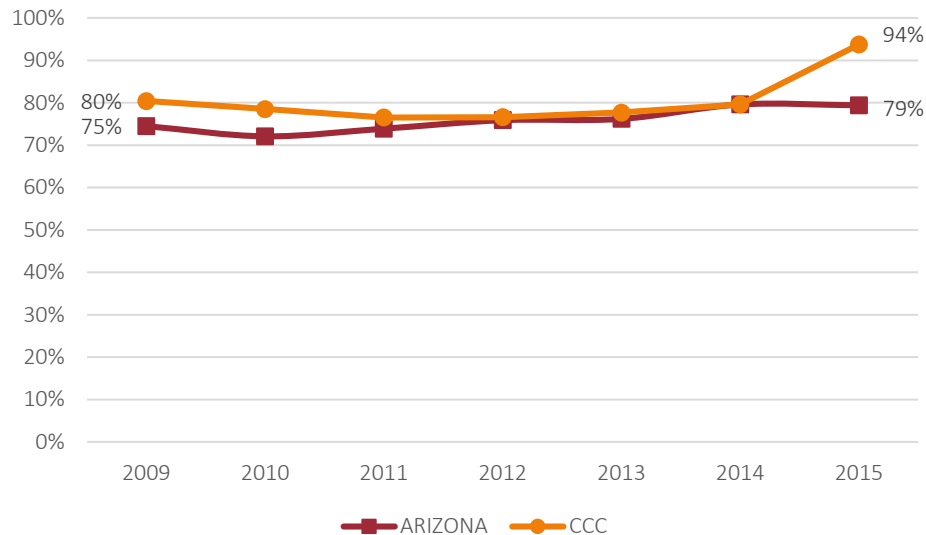
Metrics 11 and 12: Success After Developmental Education



After six years, 66% of developmental English or reading learners in CCC's 2011 New Student Cohort successfully completed a college-level course in English, and 38% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are higher than statewide and national averages.⁴

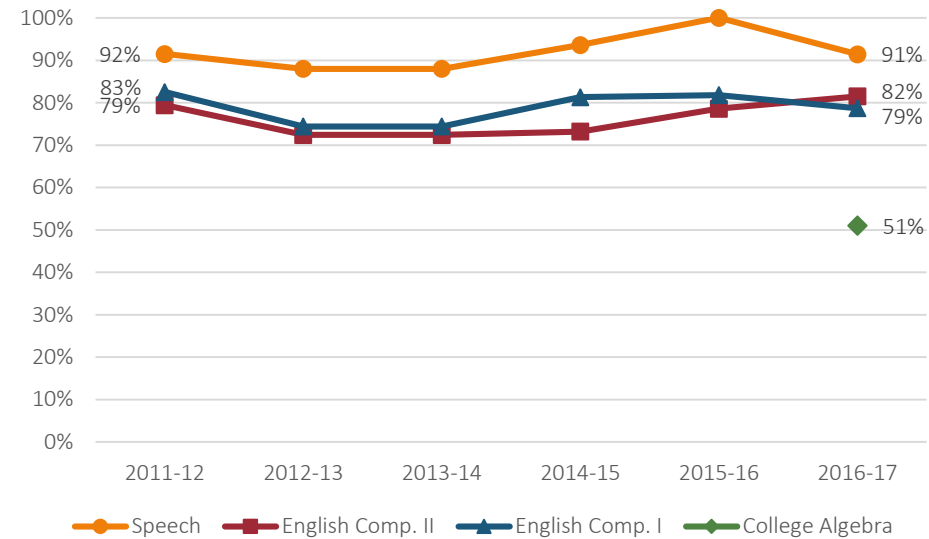
Increase Transfer and Completion: Mid-Range Metrics

Metric 13: College-Level Course Success Rate



Over two years, 94% of student credit hours attempted in college-level courses by CCC's 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has increased over the past six years.

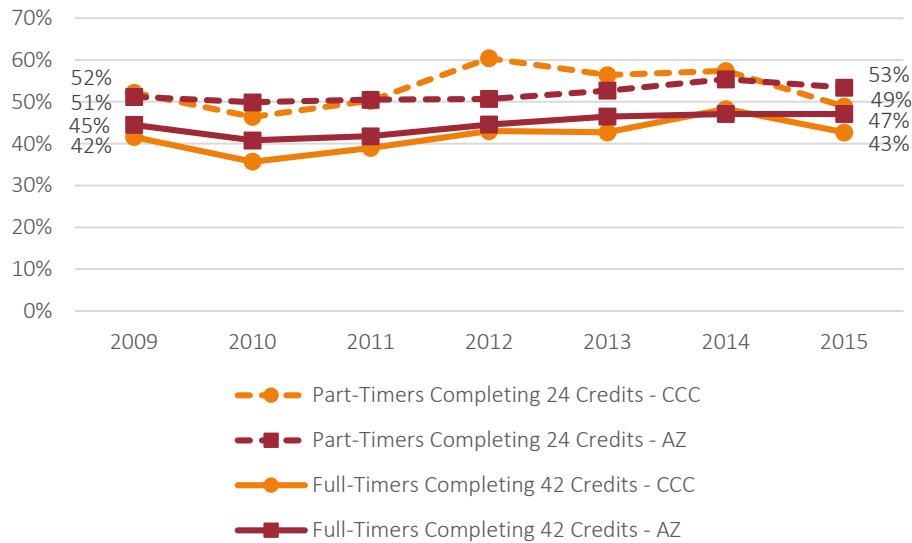
Metric 14: Percent of First College-Level Math and English Credit Hours Completed



In 2016-17, between 51% and 91% 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). The rates at which CCC students successfully complete these first college-level courses are comparable to or higher than statewide and national averages.⁵

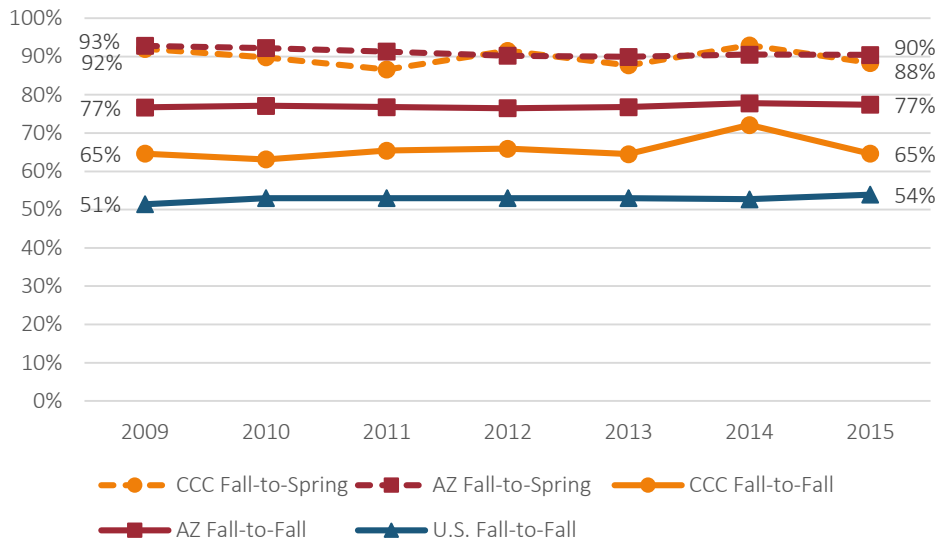
Increase Transfer and Completion: Mid-Range Metrics

Metrics 15 and 16: Percent of Learners Attaining Two-Year Credit Thresholds



By the end of their second year, 49% of part-time learners in CCC’s 2015 Credential-Seeking Cohort had completed 24 credits, and 43% of full-time learners in the same cohort had completed 42 credits. These rates are notable, as research has linked attainment of credit thresholds to higher persistence and completion rates.⁶

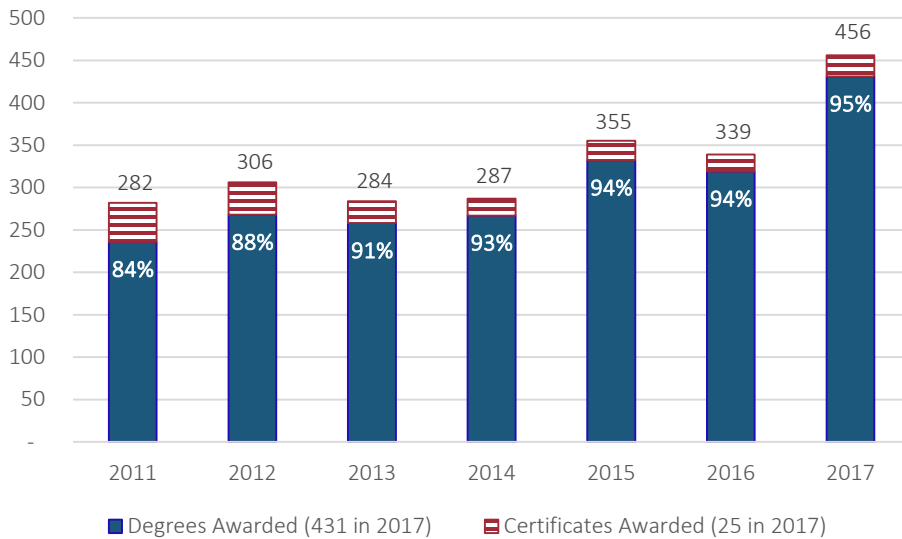
Metrics 17 and 18: Retention Rates



Eighty-eight percent of CCC’s 2015 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2016, and 65% of them returned the following fall. CCC’s retention rates are substantially higher than the 54%⁷ reported as a national comparison, in part because the national figure is not limited to credential-seekers.

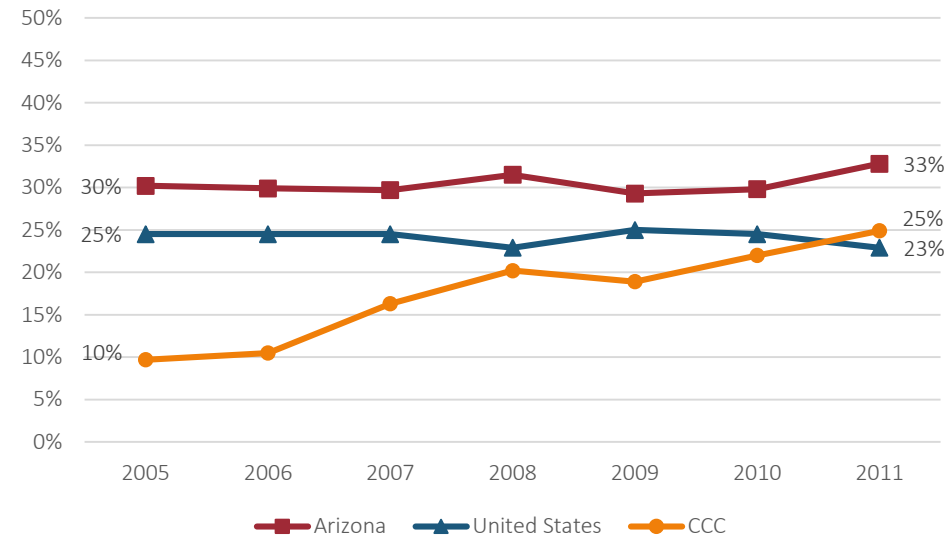
Increase Transfer and Completion: Long-Term Metrics

**Metric 19:
Degrees and Certificates Awarded**



Between 2011 and 2017, the number of degrees and certificates awarded by CCC increased by 62% to 456. Of the 2017 total, 95% were degrees and 5% were certificates. These data reflect a concerted effort by CCC to increase the number of learners earning postsecondary credentials.

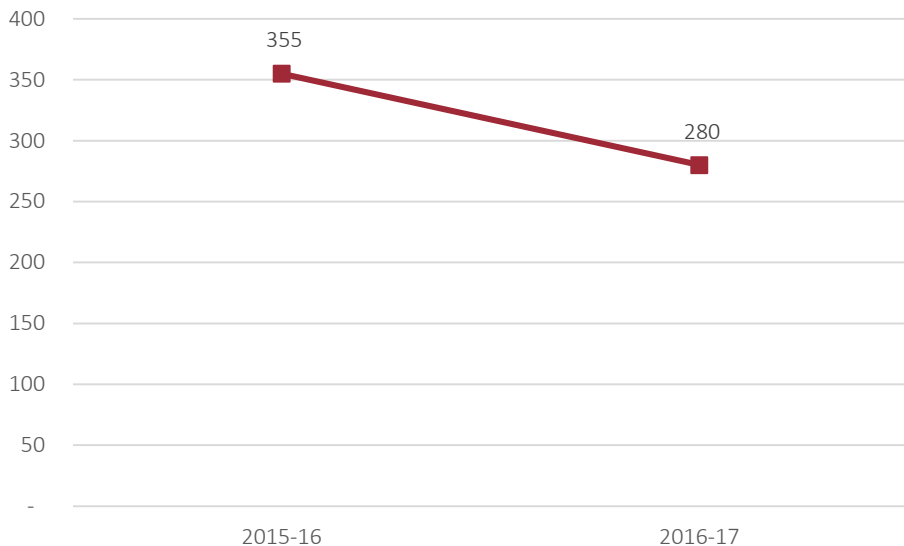
**Metric 20: Graduation
(Degree/Certificate Completion) Rate**



After six years, 25% of CC's 2011 Credential-Seeking Cohort had completed a degree or certificate. CCC's graduation rate is higher than the most recent national comparison (23%),² in part because the national number is not limited to credential-seekers.

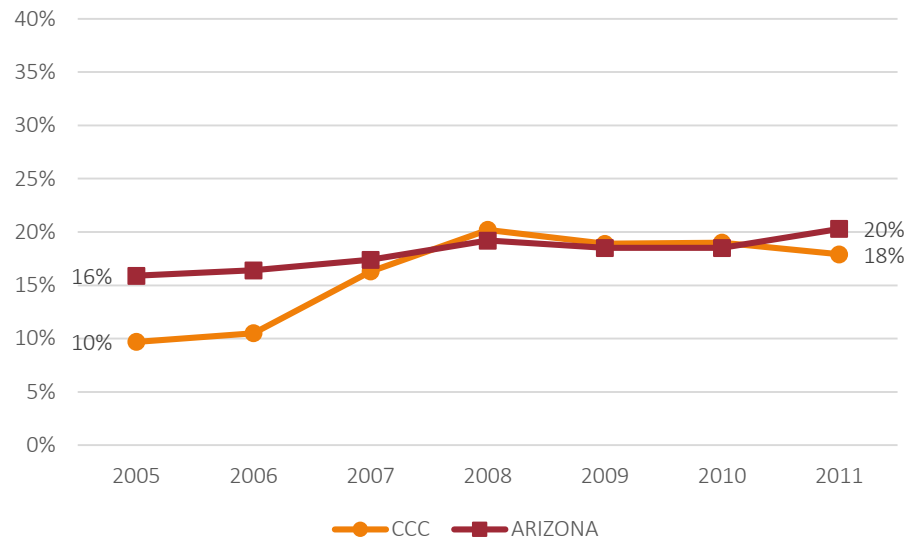
Increase Transfer and Completion: Long-Term Metrics

Metric 21: AGECs Awarded



In 2016-17, CCC awarded 280 Arizona General Education Curriculum (AGEC) certificates, a slight decrease from 2015-16. The AGEC is comprised of 35-37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

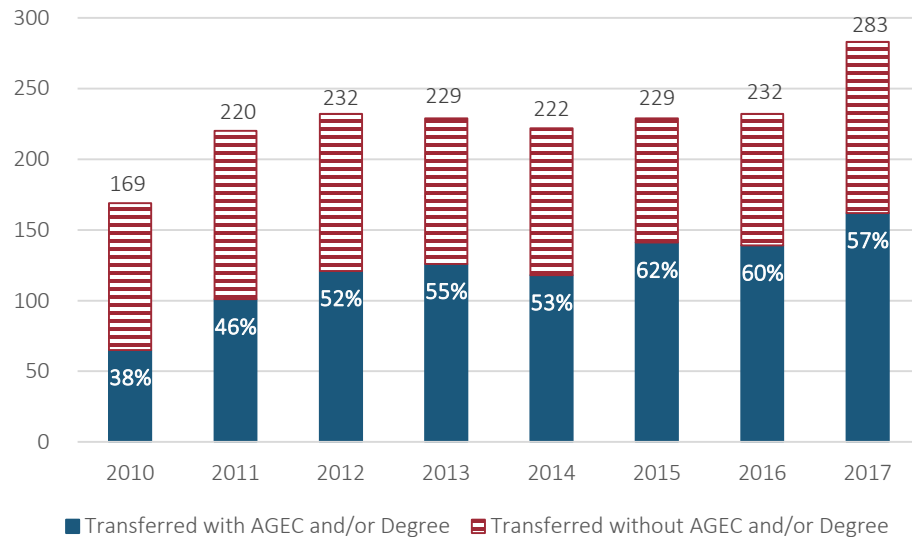
Metric 22: AGEC Completion Rate



At CCC, 18% of the 2011 Credential-Seeking Cohort completed an AGEC within 6 years, an 80% increase from the 2005 Cohort. Increasing the AGEC completion rate—a key priority for the state’s community colleges—will not only ease transfer to Arizona’s public universities but also help students earn bachelor’s degrees in less time and with fewer excess credits.⁸

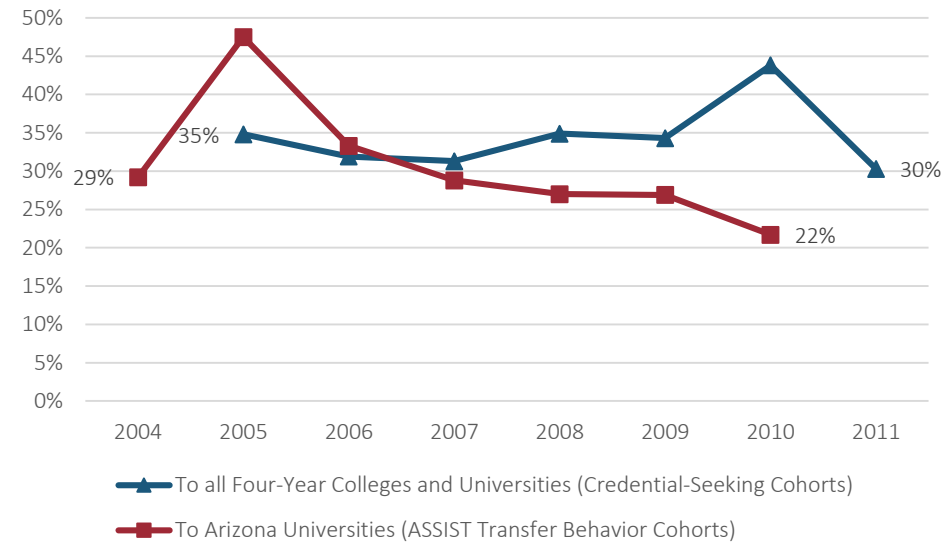
Increase Transfer and Completion: Long-Term Metrics

Metrics 23 and 24: In-State Transfers and Percent with AGEC and/or Degree



Between 2010 and 2017, the number of students transferring from CCC to an in-state, public university increased by 68% to 283, despite declining enrollments. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring has remained steady, indicating that the transfer process is relatively efficient and cost effective.

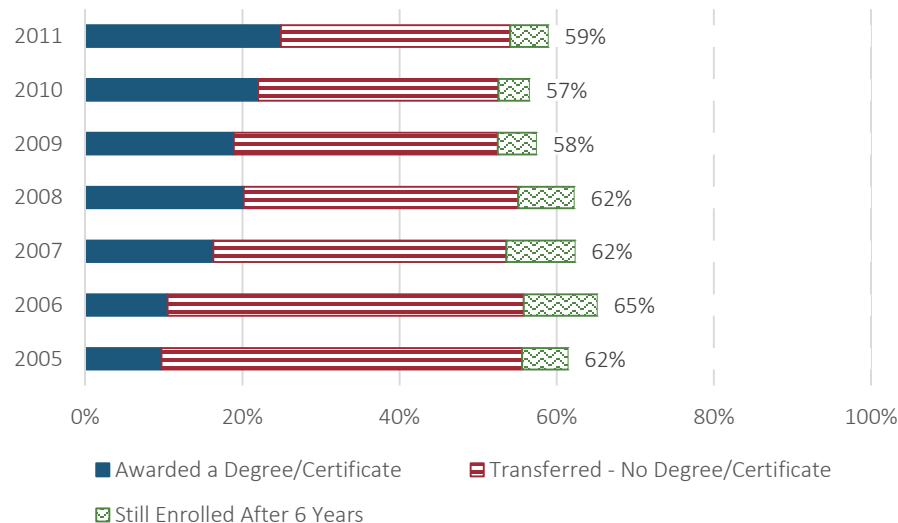
Metrics 25 and 26: Transfer Rates



At CCC, transfer rates to Arizona universities among ASSIST Transfer Behavior Cohorts have decreased since 2004. The overall transfer rate (the percent of learners in credential-seeking cohorts who transfer to any four-year college or university within 6 years) has also decreased to 30%. However, the latter rate still exceeds the most recent national average (25%).⁹

Increase Transfer and Completion: Long-Term Metrics

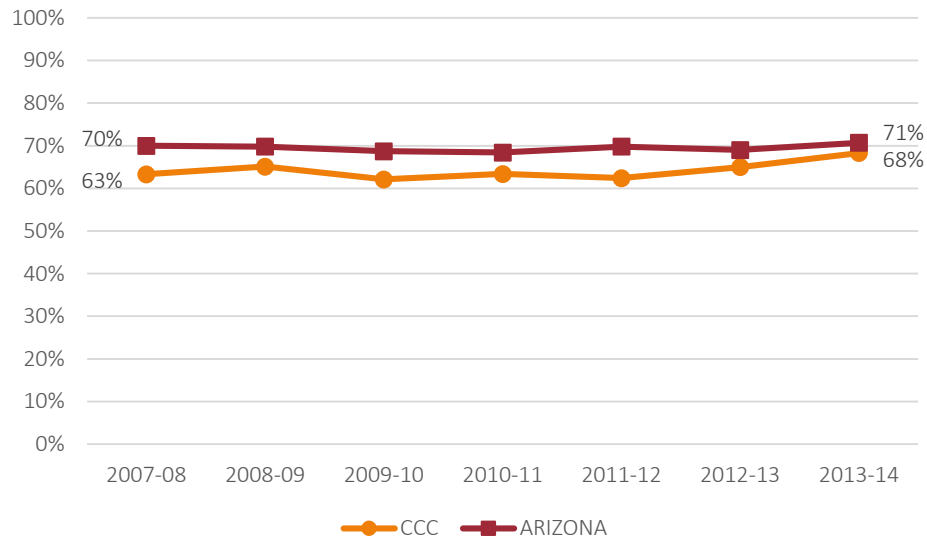
Metric 27 : Percent of Learners Achieving a Successful Outcome



Fifty-nine percent of learners in CCC’s 2011 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 institution, several national accountability initiatives—including the Student Achievement Measure—have broadened the definition of a successful outcome to include earning a degree or certificate, transferring to another two- or four-year college or university, or continued enrollment. Nationally, 57% of all community college students (62% of full-timers and 55% of part-timers) achieve one of these successful outcomes within 6 years.¹⁰

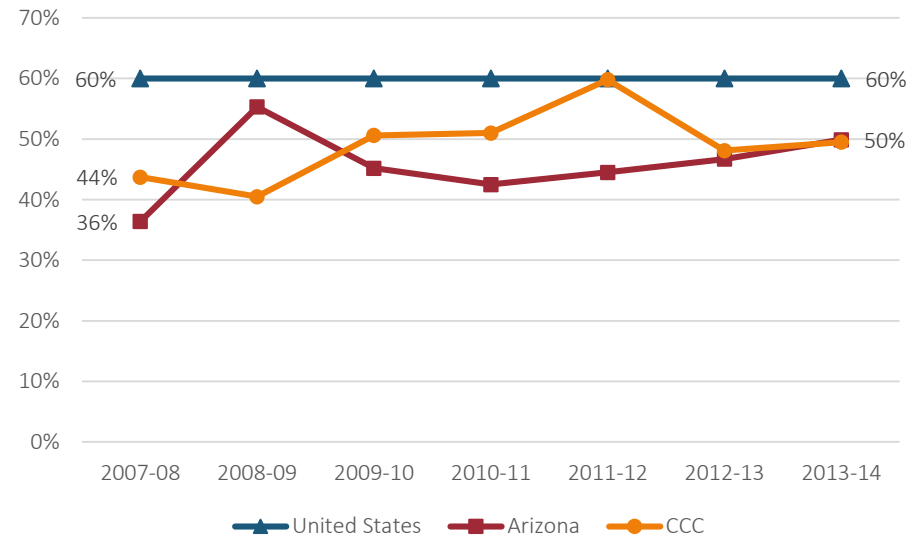
Increase Transfer and Completion: Follow-Up Metrics

Metric 28: Percent of Full-Time Transfers to AZ Universities Earning Bachelor's Degrees



Sixty-eight percent of all 2013-14 full-time transfers from CCC to in-state, public universities earned a bachelor's degree within four years. This rate has remained relatively steady in recent years and indicates that most full-time transfers are graduating from the state's public universities in a timely manner.

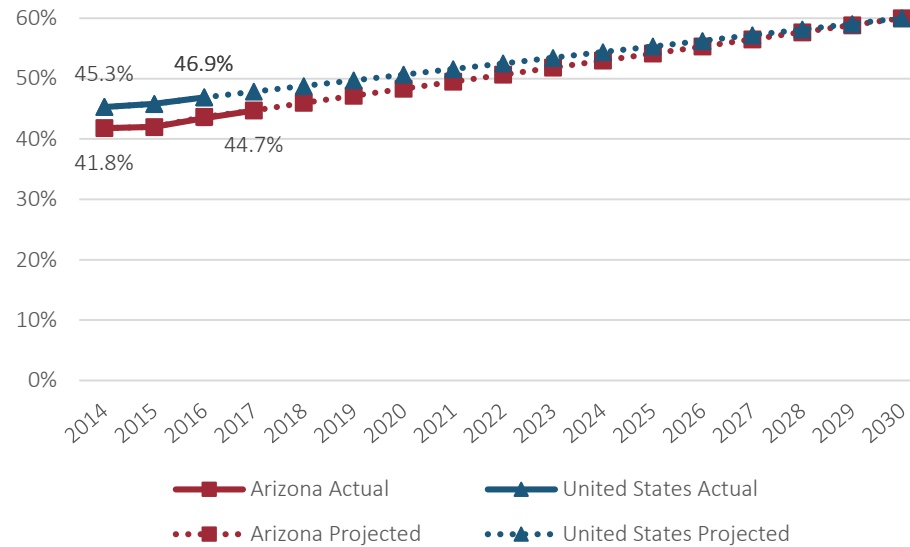
Metric 29: Percent of All Transfers Earning Bachelor's Degrees



Half of all 2013-14 transfers from CCC to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. Somewhat lower than the national average (60%),¹¹ this percentage may reflect a high incidence of part-time attendance after transfer.

Increase Transfer and Completion: Follow-Up Metrics

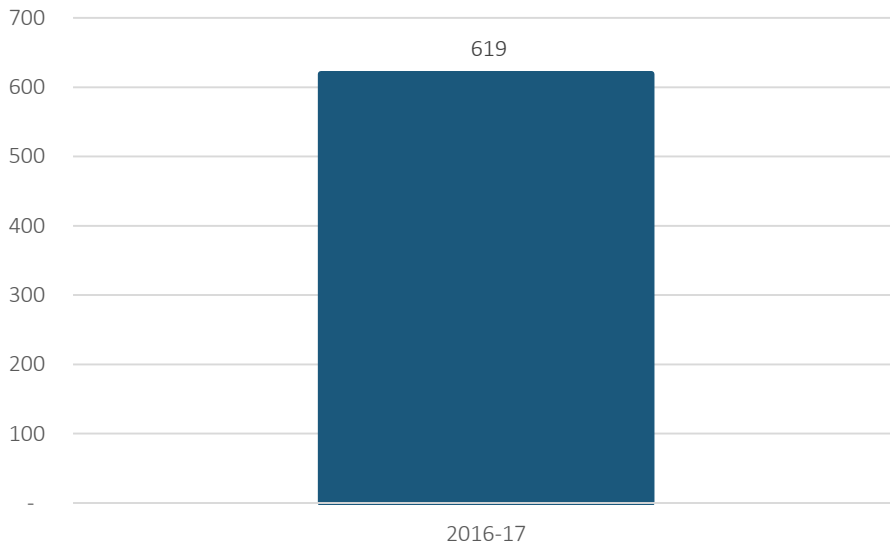
Metric 30: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential



In 2017, an estimated 44.7% of the Arizona working-age population (residents aged 25-64) held a workforce certificate, associate degree, or bachelor's or higher degree (up from 41.8% in 2014). Arizona's community colleges are working closely with the Arizona Board of Regents and other postsecondary institutions across the state to reach the Achieve60AZ goal that by 2030, 60% of the Arizona working-age population will hold a postsecondary credential.

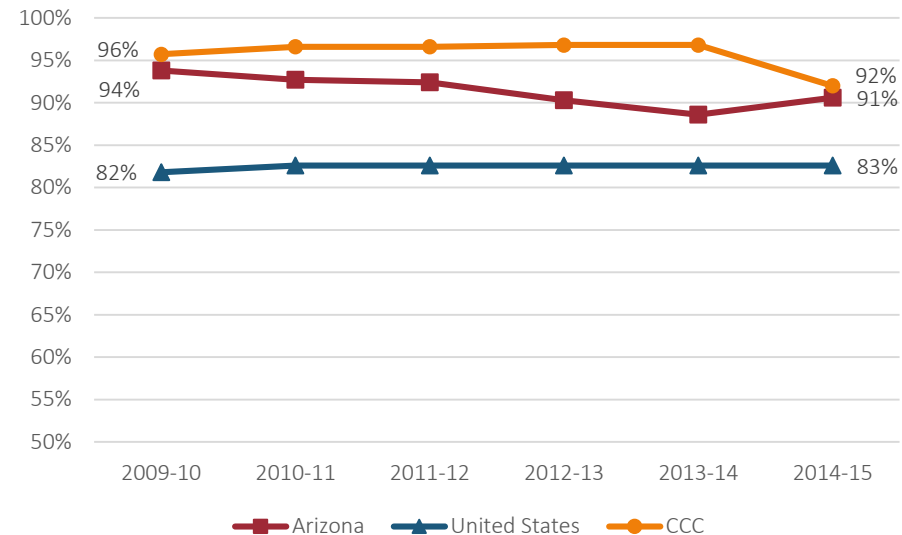
Improve Alignment: Short-Term and Follow-Up Metrics

Metric 31:
FTSE Enrollment in Occupational Courses



FTSE enrollment in CCC's occupational courses reached 619 in 2016-17. Many of these enrollments were in degree or certificate programs associated with the highest-demand occupations in the state, including (among others) nurses, preschool teachers, computer support specialists, web developers, and medical or dental assistants.

**Metric 32: Percent of Occupational Learners
Earning Industry-Recognized Credentials**



Of all learners in CCC's 2014-15 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 92% passed the assessment and/or earned an industry-recognized credential. Examples of occupational programs leading to industry-recognized credentials include nursing, EMT, construction, solar technologies, and fire science.

Improve Alignment: Short-Term and Follow-Up Metrics

Metric 33: Percent of the 25 Highest-Demand Occupations in Rural Arizona requiring more than a High School Diploma but less than a Bachelor's Degree for which Community Colleges offer Degree and/or Certificate Programs

- √ Registered Nurses
- √ Teacher Assistants
- √ Medical Assistants
- √ Computer User Support Specialists
- √ Heavy and Tractor-Trailer Truck Drivers
- √ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- √ Firefighters
- √ Medical Records and Health Information Technicians
- √ Dental Assistants
- √ Licensed Practical and Licensed Vocational Nurses
- √ Web Developers
- √ First-Line Supervisors of Production and Operating Workers
- √ Ophthalmic Medical Technicians
- √ Medical and Clinical Laboratory Technicians
- √ Phlebotomists
- √ Dental Hygienists
- √ Computer Network Support Specialists
- √ First-Line Supervisors of Fire Fighting and Prevention Workers
- √ Veterinary Technologists and Technicians
- √ Library Technicians
- √ Paralegals and Legal Assistants
- √ Forest and Conservation Technicians
- √ Electrical and Electronics Repairers, Commercial and Industrial Equipment
- √ Computer, Automated Teller, and Office Machine Repairers
- √ Architectural and Civil Drafters

Arizona's 10 rural community colleges (including CCC) offer degree and/or certificate programs training workers for 88% of the 25 highest-demand occupations located outside the state's metropolitan areas. For many of the fastest-growing sectors of the workforce, (e.g., nurses, computer support specialists, EMTs and paramedics, medical assistants, and preschool teachers), nearly every community college offers a program.

¹U.S. Bureau of the Census. (2017). *American Community Survey, 2012-16 5-year estimates*. Washington, DC: Author.

²U.S. Department of Education, National Center for Education Statistics. (2017). *Digest of education statistics*. Washington, DC: Author.

³U.S. Bureau of the Census. (2017). *American Community Survey, 2012-16 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2018). *College navigator*. Washington, DC: Author.

⁴Bailey, 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.

⁵National Community College Benchmark Project. (2017). *Report of national aggregate data*. Overland Park, KS: Author.

⁶Moore, C., Shulock, N., & Offenstein, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. Sacramento: California State University, Institute for Higher Education Leadership and Policy.

⁷NCHEMS. (2015). *Retention rates - First-time college freshmen returning their second year (two-year public institutions)*. Boulder, CO: Author.

⁸Kisker, C. B., & Wagoner, R. L. (2013). *Implementing transfer associate degrees. Perspectives from the states*. New directions for community colleges, no. 160. San Francisco: Jossey-Bass.

⁹Community College Research Center, Teachers College, Columbia University. (2015). *What we know about transfer. Research overview*. New York: Author.

¹⁰National Student Clearinghouse. (2017). *Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time and first-time, part-time)*. Herndon, VA: Author.

¹¹National Student Clearinghouse. (2012). *Snapshot report: Transfer outcomes (four years after transfer)*. Herndon, VA: Author.