2012 - 2015 Strategic Plan Launch

October 2011
What We Will Cover Today

• Thank you for taking the time to be here today!
• Input into Strategic Planning Cycle
• Major issues currently facing community colleges nationally and state wide
• Changes in the County in the past ten years
• CCC comparison on recruitment, student performance, retention and completion
• CCC trends in modes of instruction
National Scene
National Scene

• Data-driven decisions
• College Readiness
• Economic Development
• Higher Education Completion
• Workforce Readiness
Lumina’s big goal: To increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025
The Big Goal

• Critical Outcome 1: Preparation
  Students are prepared academically, financially and socially for success in education beyond high school.

• Critical Outcome 2: Success
  Higher education attainment rates are improved significantly.

• Critical Outcome 3: Productivity
  Higher education productivity is increased to expand capacity and serve more students.
20 year Educational Pendulum

Technical training vs liberal education (now both):

• Logic & empathy
• Focus & synthesis
• Skills & meaning
• Depth & breadth
Public community colleges had the greatest enrollment increase in 2009

## Comparison of Costs per Student FTE Nationally and at CCC

<table>
<thead>
<tr>
<th></th>
<th>Public Community Colleges - 2009</th>
<th>Coconino Community College -2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$5,103 (1)</td>
<td>$3,179 (1)</td>
</tr>
<tr>
<td>Research</td>
<td>$64</td>
<td>$0</td>
</tr>
<tr>
<td>Student services</td>
<td>$1,258 (3)</td>
<td>$800 (3)</td>
</tr>
<tr>
<td>Public service</td>
<td>$351</td>
<td>$79</td>
</tr>
<tr>
<td>Academic support</td>
<td>$990 (5)</td>
<td>$767 (4)</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$1,842 (2)</td>
<td>$1,926 (2)</td>
</tr>
<tr>
<td>Operation and maintenance of plant</td>
<td>$1,224 (4)</td>
<td>$654 (5)</td>
</tr>
</tbody>
</table>

State Scene

ARIZONA COMMUNITY COLLEGES: LONG-TERM STRATEGIC VISION

www.arizonacomunitycolleges.org
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.
CORE METRICS & 2010 BASELINE DATA:

- 28% K-12 to Community College Rate (45% K-12 to all Higher Education)
- 135,789 FTSE Enrollment in Community Colleges
- 69% College-Level Course Success Rate*
- 62% Developmental Course Success Rate*
- 20% Success After Developmental Math*
- 37% Success After Developmental English/Reading*
- 49% Fall-to-Fall Retention Rate*
- 11,435 In-State University Transfers
- 26% In-State University Transfer Rate
- 30,520 Degrees/Certificates Awarded Annually
- 20% Graduation (Degree/Certificate Completion) Rate*
- 61% of Learners Achieve a Successful Community College Outcome*
- 52% of Occupational Program Completers Employed with a Livable Wage or Enrolled in Further Education*
- 26% of Adults have a Bachelor’s Degree (1 Million Adults)
ACCESS GOAL:
Ensure broad access to high-quality education and training for all Arizonans and times and places that are convenient for learners; strengthen educational pathways through comprehensive partnerships and educational linkages; and ensure awareness of the opportunities community colleges provide for postsecondary education.

MACRO STRATEGIES:
- Close access gaps, especially among underserved populations
- Optimize programs and partnerships leading to college readiness
- Provide courses and programs that are convenient for learners

KEY INDICATORS OF PROGRESS:
- Enrollment of underserved populations
- Number of learners engaged in online, night, and/or weekend courses
- Percentage of high school graduates who enroll directly in community colleges
- Number and percent of learners who progress through a developmental math course or sequence and successfully complete a college-level course in math
- Number and percent of learners who progress through a developmental English and/or reading course or sequence and successfully complete a college-level course in English
- Cost of attendance as a percentage of Arizona mean family income
RETENTION GOAL:

Improve the retention of learners through the achievement of their education or training goals.

MACRO STRATEGIES:

- Provide high-quality academic and occupational programs
- Provide and promote a broad array of student support services
- Create career and transfer pathways that link developmental, academic, and occupational programs

KEY INDICATORS OF PROGRESS:

- College-level course success rate
- Developmental course success rate
- Percent of learners completing college-level math and/or English
- Percent of full-time learners completing 42 credits—and percent of part-time learners completing 24 credits—within 2 years
- Semester-to-semester and fall-to-fall retention rates
COMPLETION GOAL:

Significantly increase the number of learners who achieve their education or training goals, complete a degree or certificate, transfer to a university, and/or complete non-credit workforce education courses or programs.

MACRO STRATEGIES:

- Center completion efforts around the identification and achievement of learners’ education or training goals
- Provide academic and occupational programs and partnerships that are aligned with state and/or local workforce development needs and that lead to a degree, certificate, or immediate employment
- Collaborate to strengthen programs and pathways leading to the baccalaureate

KEY INDICATORS OF PROGRESS:

- Number and percent of learners who achieve their education or training goals
- Number and percent of learners who earn a degree or certificate
- Number and percent of learners who complete an AGEC
- Number and percent of learners who transfer to a university
- Number and percent of learners who achieve a successful community college outcome
- Percent of community college transfers who go on to earn a bachelor’s degree
- Percent of occupational program completers passing a licensure exam within one year
- Number and percent of occupational program completers either employed with a livable wage or enrolled in further education
- Percent of ABE/GED completers who continue their education or gain employment
A Decade of Change
Demographics and Economics
Coconino County Grew by 15.6% or 18,101 residents

U.S. Census Bureau

* Arizona grew by 25%
Native American and Hispanics increase by 9,000 residents
Coconino County
Population Change by Age

About 5,000 more college going age adults now than in 2000

U.S. Census Bureau
Coconino County
Median Household Income

County resident income gap persists at $3,166 less than U.S. median
Coconino County Workforce Employment

Private jobs increased by almost 7,000 positions

- Private wage and salary workers: 42,000 (2009), 35,000 (2000)
- Government workers: 15,000 (2009), 12,000 (2000)
- Self-employed workers in own not incorporated business: 3,000 (2009), 2,000 (2000)

U.S. Census Bureau
Coconino County
Workforce by Occupation

Management, professional, and related occupations
Sales and office occupations
Service occupations
Production, transportation, and material moving occupations
Construction, extraction, maintenance, and repair...
Farming, fishing, and forestry occupations

U.S. Census Bureau
Coconino County Employment by Industry

Manufacturing and health fields led in increased number of jobs

Educational, health and social services
Arts, entertainment, recreation, etc...
Retail trade
Construction
Public administration
Professional, scientific, management, etc...
Transportation and warehousing, and...
Manufacturing
Other services (except public administration)
Finance, insurance, real estate, and rental...
Agriculture, forestry, fishing and hunting,...
Wholesale trade
Information

- Educational, health and social services: 2009 (15000), 2000 (10000)
- Arts, entertainment, recreation, etc: 2009 (10000), 2000 (5000)
- Retail trade: 2009 (7000), 2000 (3000)
- Construction: 2009 (5000), 2000 (3000)
- Professional, scientific, management, etc: 2009 (4000), 2000 (2000)
- Other services (except public administration): 2009 (2000), 2000 (1000)
- Finance, insurance, real estate, and rental: 2009 (1000), 2000 (500)
- Agriculture, forestry, fishing and hunting: 2009 (500), 2000 (200)
- Wholesale trade: 2009 (500), 2000 (200)
- Information: 2009 (100), 2000 (50)

U.S. Census Bureau
Coconino County Persons in Poverty

Countywide poverty continues to be malignant

U.S. Census Bureau
Relationship of Unemployment to Educational Level – Coconino County

These are the same people

U.S. Census Bureau and AZ Dept of Labor
Relationship Unemployment to Educational Level – Maricopa County

Easier to get a job without a college education there

U.S. Census Bureau and AZ Dept. of Labor
A Decade of Change
Educational Attainment
Coconino County Educational Enrollment

College level gained 2,200 students and elementary level lost 1,300 students

U.S. Census Bureau
CCC Number of Credit Students Enrolled

CCC has played its part in increased numbers of residents in college

CCC Enrollment Management
Coconino County Residents Enrolled at NAU

The number of residents attending NAU has been stable but flat

NAU county resident data prior to 2006 is unreliable

NAU Planning and Institutional Analysis
Highest Education Level Attained by Coconino County Residents 25 Years and Older

Residents with associate degrees increased by over 1,100

U.S. Census Bureau
Highest Education Level Attained by Coconino County Residents 25 Years and Older

Residents are becoming more educated

<table>
<thead>
<tr>
<th>Education Level</th>
<th>2009</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least high school</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>At least associate's</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>At least bachelor's</td>
<td>32%</td>
<td>30%</td>
</tr>
</tbody>
</table>
In 2000, 24% of adults in Coconino County had a Bachelor’s degree.
# Educational Attainment of 18 to 24 Year Olds by Race/Ethnicity – 2005

## Arizona

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Less than High School</th>
<th>High School</th>
<th>Some College</th>
<th>College Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>12.6%</td>
<td>35.4%</td>
<td>43.6%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>31.7%</td>
<td>36.5%</td>
<td>40.9%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>32.2%</td>
<td>28.0%</td>
<td>21.5%</td>
<td>25.4%</td>
</tr>
<tr>
<td>African American</td>
<td>14.2%</td>
<td>21.5%</td>
<td>22.4%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Asian, Pacific Islander</td>
<td>20%</td>
<td>17.1%</td>
<td>6.6%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

Source: American Community Survey (ACS)
Coconino County Capture Rates - 2008
(The percentage of recent high school graduates who directly enter college)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>CCC</th>
<th>NAU</th>
<th>Elsewhere</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>37%</td>
<td>12%</td>
<td>16%</td>
<td>9%</td>
</tr>
</tbody>
</table>

CCC Institutional Research, NAU Planning & Inst. Analysis, and AZ Dept of Ed
Capture Rate Comparison - 2008

Social and economic consequences are staggering

Coconino: 37%
Arizona (44th): 51%
U.S.: 63%

Tom Mortensen, Postsecondary Opportunity
Retention Rate Comparison - 2009
(The percentage of first time students who return for their second year of study)

- CCC Full-Time: 45%
- AZ CC Full-Time: 60%
- CCC Part-Time: 23%
- AZ CC Part-Time: 37%

National Center for Education Statistics
Number of Full and Part-Time Students Enrolled at CCC

Current ratio is 3 part-timers to 1 full-time student
Comparison of Financial Aid to First Time Full Time Students -2010

CCC students receive aid are more loan dependent and less grant dependent

- **AZ CC Loans**: $4,179
- **CCC Loans**: $5,624
- **AZ CC Institutional Grants**: $1,680
- **CCC Institutional Grants**: $760

National Center for Education Statistics
Educational Attainment
What Our Graduates Tell Us
Overall, I am satisfied with the education I received at CCC. I would recommend my program to another student. My studies at CCC met the educational goal that I had in mind when I enrolled. I would send my child(ren) to CCC.
Percent of Graduates in Agreement with Educational Qualities

- 92% agreed that they learned a variety of new intellectual concepts during their college education.
- 92% agreed that, in general, CCC faculty were available and willing to help them complete their program of study.
- 86% agreed that they learned the theoretical foundations of the academic disciplines they studied during their college education.
- 78% agreed that the technical skills they learned at CCC were complete and up-to-date.
- 75% agreed that CCC prepared them well for their field of specialization.
- 72% agreed that their studies at CCC enhanced their ability to get a job.
- 71% agreed that their program provided them a detailed understanding of their anticipated career.
Characteristics of the Commuter Student

- Rarely or never met with faculty members outside of regular classroom hours: 58%
- Sought advisement less frequently than once a year: 62%
- Worked at least part-time: 65%
- No involvement in campus activities: 73%
- Has NOT talked about personal problems with a CCC faculty or staff member: 75%
- No involvement with student organizations: 79%
Characteristics of the Commuter Student

Sought formal advisement --

- At least once a semester: 12%
- At least once a year: 26%
- Less frequently than once a year: 62%
One in Five are not Engaged
Do they choose to be that way?

- Not developed a close personal relationship with at least one faculty or staff member at CCC: 31%
- Not developed close personal relationships with other students: 24%
- Do NOT share values similar to most students at CCC: 19%
- It has NOT been easy for me to get to know other students: 18%
- Am financially responsible for other members of your family: 21%
Part-Time Commuter Student

Inherently will take longer, and encounter many challenges to achieve the next step to completion:

• Enroll for successive semesters
• Declare a major
• Complete 30 hours
• Seek advice and assistance
• Engage with the College
Educational Attainment

CCC Current Efforts
Developmental Learners Who Complete College Level Math/English Course

- CCC Success After Developmental Math: 30%
- AZ CC Success After Developmental Math: 20%
- CCC Success After Developmental English: 57%
- AZ CC Success After Developmental English: 37%

CCC IR and ACCPC
Volume of Learning Assistance Sessions

Demand is predominately math but also runs across discipline areas

<table>
<thead>
<tr>
<th>Discipline Area</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>2</td>
</tr>
<tr>
<td>Political Science</td>
<td>2</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
</tr>
<tr>
<td>Accounting/Business</td>
<td>19</td>
</tr>
<tr>
<td>Social Science</td>
<td>37</td>
</tr>
<tr>
<td>Science</td>
<td>75</td>
</tr>
<tr>
<td>English /writing</td>
<td>185</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1,702</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,023</strong></td>
</tr>
</tbody>
</table>
Student Services (advising, recruitment, disability resources, career services, testing) 2010-2011

• 16% increase in utilization of services over 2009-2010

• 8,497 students had walk-in and scheduled appointments with staff

• Approx. 2,250 unduplicated students
Total of 546 active CCC2NAU Participants at CCC and 133 students transitioned to NAU.
Third Semester Retention at NAU for Fall 2009 Entering Cohort

<table>
<thead>
<tr>
<th>Category</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCC2NAU</td>
<td>94%</td>
</tr>
<tr>
<td>CCC Transfer Sample</td>
<td>78%</td>
</tr>
<tr>
<td>All Transfers</td>
<td>73%</td>
</tr>
</tbody>
</table>

By the end of summer 2011, 6 CCC2NAU students have graduated from NAU.
Community & Corporate Learning
Fiscal Summary FY09-FY11

- SBDC (Total $408,200)
  - FY09: $92,654
  - FY10: $122,381
  - FY11: $193,165

- Lifelong Learning (Total $138,153)
  - FY09: $40,388
  - FY10: $40,388
  - FY11: $70,635

- Contract Training (Total $140,929)
  - FY09: $26,928
  - FY10: $21,736
  - FY11: $95,536

- Grants (Total $55,441)
  - FY09: $- $-
  - FY10: $- $-
  - FY11: $55,441

- Testing (Total $37,978)
  - FY09: $- $-
  - FY10: $- $-
  - FY11: $37,978

Legend:
- FY09
- FY10
- FY11
Community & Corporate Learning Corporate Clients

<table>
<thead>
<tr>
<th>W.L. Gore &amp; Associates</th>
<th>Mountain Heart</th>
<th>Coconino County, Human Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Canyon Park</td>
<td>Hopi Tribal Agencies</td>
<td>Department of Interior, National Park Service</td>
</tr>
<tr>
<td>Goodwill Industries of Northern Arizona</td>
<td>NACET</td>
<td>AZ Department of Public Safety</td>
</tr>
<tr>
<td>Nestle-Purina</td>
<td>Northern Arizona Healthcare</td>
<td>Flagstaff Chamber of Commerce</td>
</tr>
<tr>
<td>North Country Healthcare</td>
<td>Walgreens</td>
<td>City of Flagstaff</td>
</tr>
<tr>
<td>CAVIAT</td>
<td>Tooh Dine Industries</td>
<td>SCA Tissue</td>
</tr>
<tr>
<td>Coconino County, Sheriff’s Office</td>
<td>Mohave County Workforce Connection</td>
<td>Prent Corporation</td>
</tr>
</tbody>
</table>
Stay in the Know

Keep track of current developments via the CCC intranet: President’s Office, to Shared Documents, to Strategic Planning.

Related information available at Strategic Planning at CCC web page:

http://www.coconino.edu/research/Pages/StrategicPlanningSupport.aspx
Feedback Form

Use the Strategic Plan Launch Feedback Form to provide ideas, tactics and measures for the 2012 – 2015 CCC Strategic Plan