

ARIZONA WESTERN COLLEGE 2017 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 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 34 short-term, mid-range, long-term, and follow-up metrics. Although this report contains several metrics that are new in 2017, 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 2017 Strategic Vision Outcomes Report presents data related to 34 short-term, mid-range, long-term, and follow-up metrics. These data identify areas of strength, as well as places where Arizona Western College (AWC) 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 2017 Strategic Vision Outcomes Report tracks several cohorts of students.

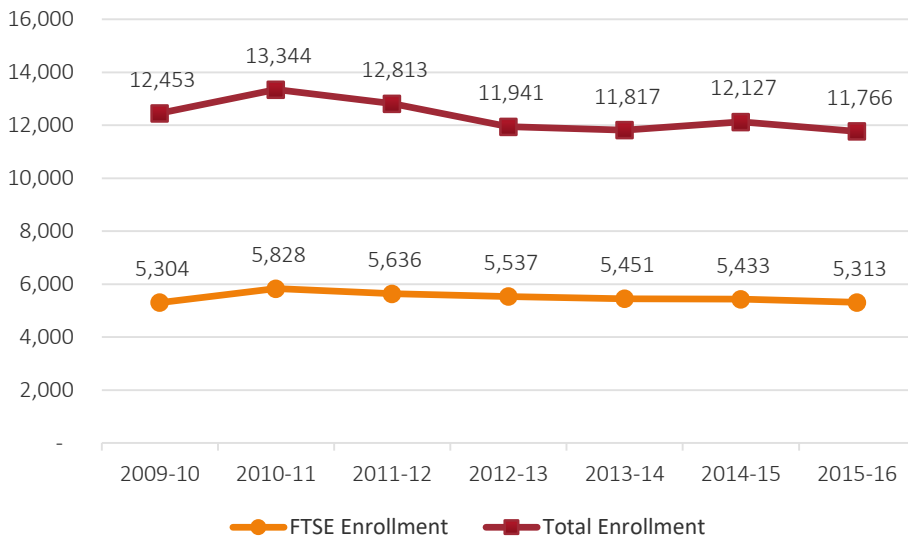
2014 and 2010 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2014 and 2010 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.

2013-14 Occupational Cohort, comprised of students who exited AWC in 2013-14 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.

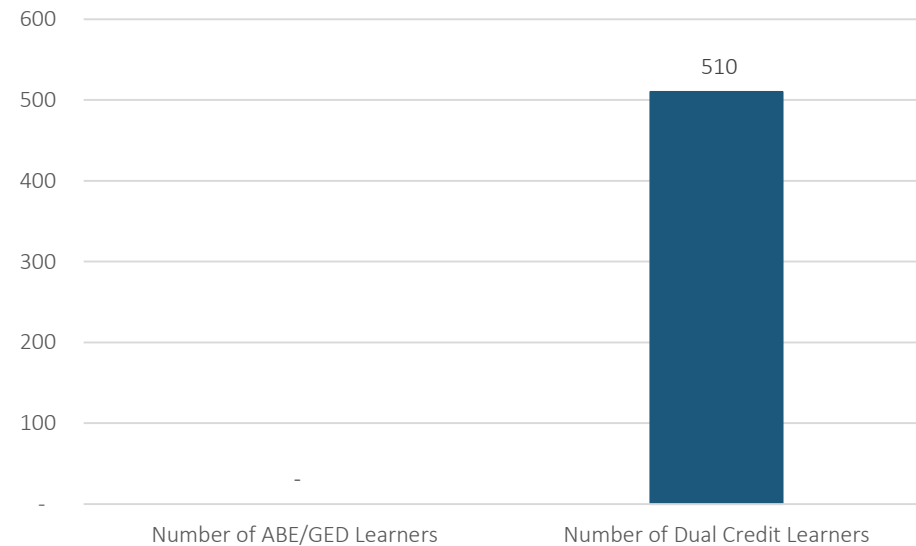
Expand Access: Short-Term Metrics

Metrics 1 and 2: FTSE and Total Enrollment



Total annual enrollment at AWC has declined from its high in 2010-11. Given a robust community college-going rate (see metric 7), these enrollment numbers likely reflect a greater number of non-traditional students remaining in the workforce, as well as fewer traditional-age students in high school graduating classes.

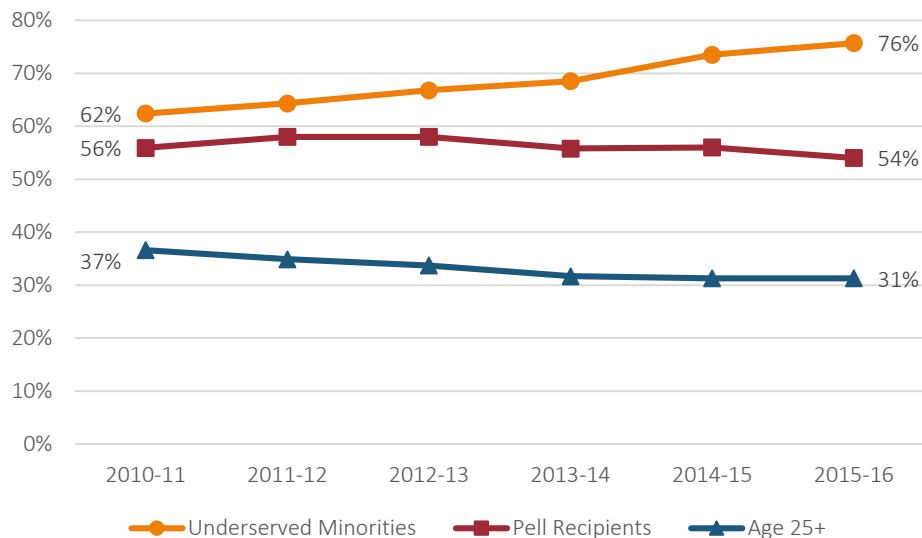
Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



At AWC, total annual enrollment of high school learners in dual credit courses reached 510 in 2015-16. In Yuma and La Paz Counties, Adult Basic Education (ABE) and General Educational Development (GED) courses are offered by a third party, and thus enrollment data are not available. Both programs are essential in expanding access to Arizona's community colleges.

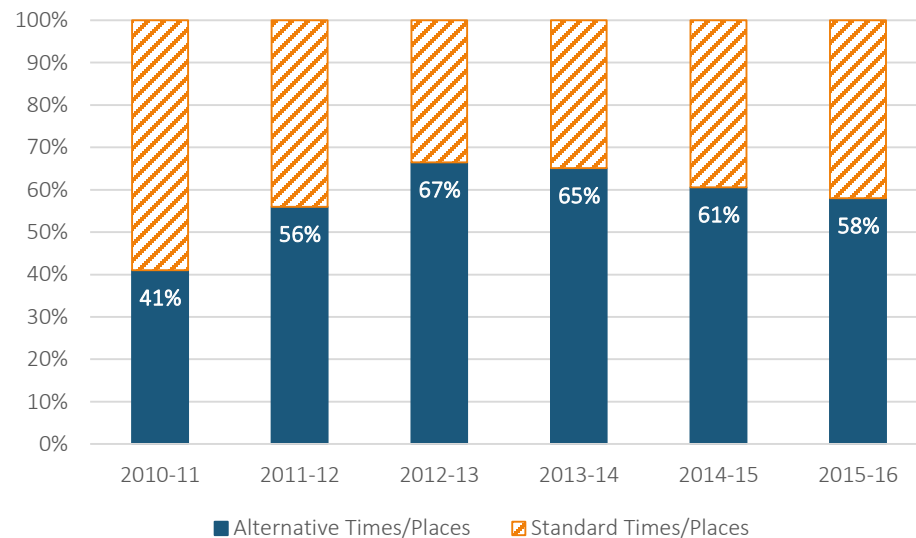
Expand Access: Short-Term Metrics

Metric 5: Enrollment of Underserved Populations



Since 2010-11, the percentage of AWC students who are members of an underserved racial/ethnic group has increased substantially and exceeds the percentage of the Yuma and La Paz County population belonging to an underserved minority group (39-65%).¹ AWC enrolls fewer adult learners than the statewide average (36%), but more Pell recipients (30%).

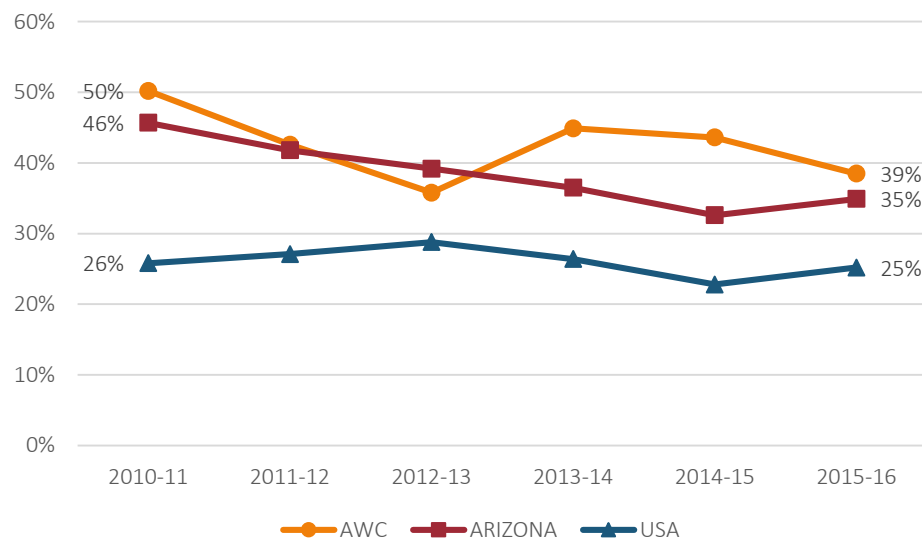
Metric 6: Percent of Credit Hours Earned Via Alternative Times or Places



At AWC, only 42% of instruction in 2015-16 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 58% of all student credit hours were earned online, at night or on the weekends, or at skills centers, American Indian reservations, or other locales.

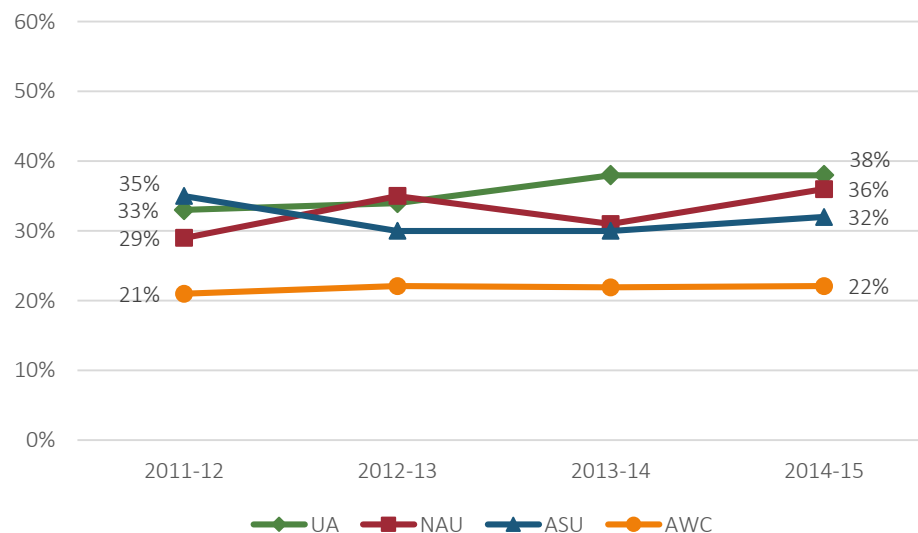
Expand Access: Short-Term Metrics

Metric 7: Community College-Going Rate



AWC enrolls a higher percentage (39%) of recent high school graduates than both the statewide (35%) and national averages (25%).² AWC will continue to work with other community colleges and the Arizona Board of regents to improve college-going across the state.

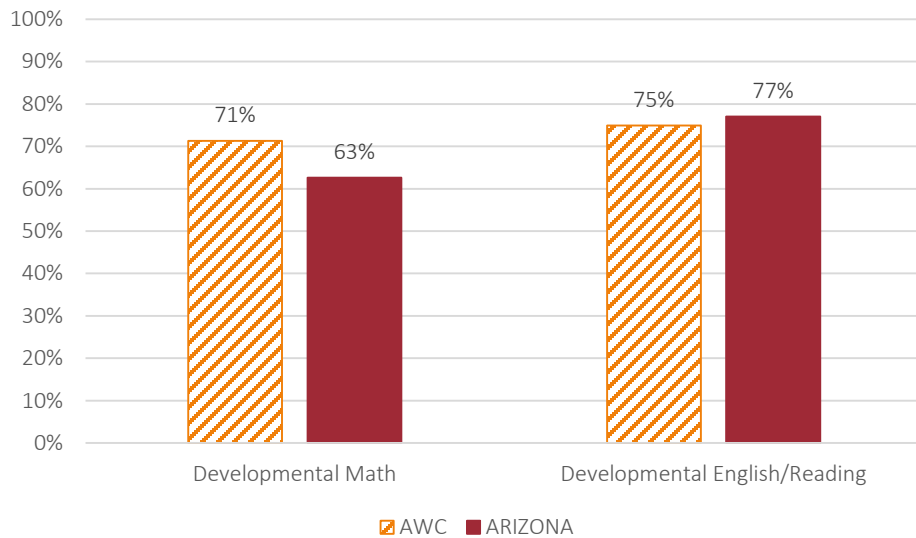
Metric 8: Cost of Attendance as a Percentage of Median Household Income



At just over \$9,000 per year, the net price of attending AWC is just 22% of the Yuma and La Paz County median household income. This rate is substantially lower than Arizona's public universities (32-38%),³ making AWC an excellent and affordable option for postsecondary education and training.

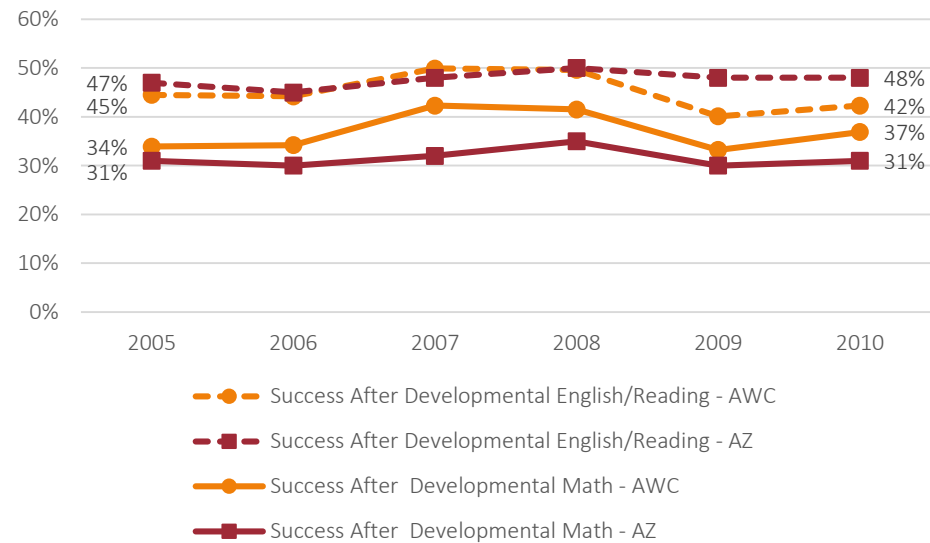
Expand Access: Mid-Range Metrics

Metrics 9 and 10: Developmental Course Success Rates



Over two years, 75% of student credit hours attempted in developmental English or reading by AWC's 2014 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 71% of student credit hours attempted in developmental math by the same cohort were successfully completed (with a grade of A, B, C, or Pass).

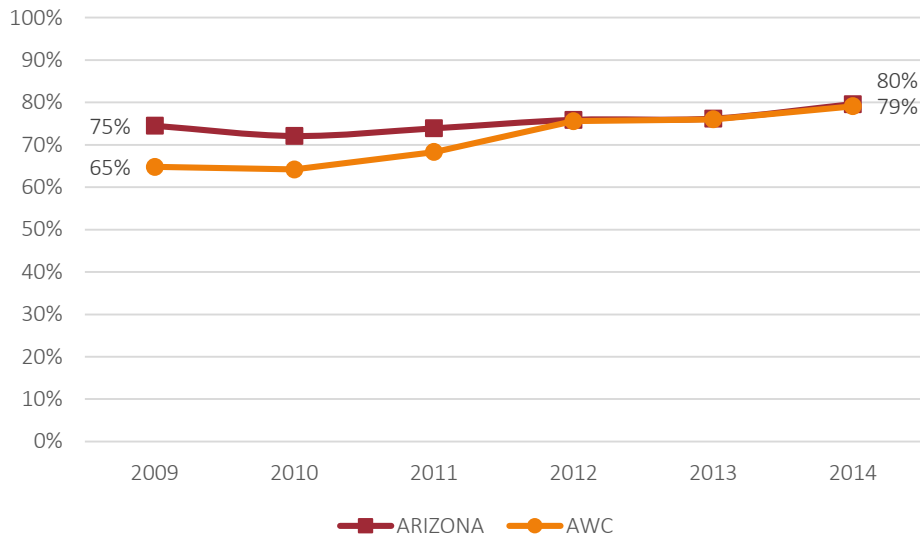
Metrics 11 and 12: Success After Developmental Education



After six years, 42% of developmental English or reading learners in AWC's 2010 New Student Cohort successfully completed a college-level course in English, and 37% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are not far from statewide and national averages.⁴

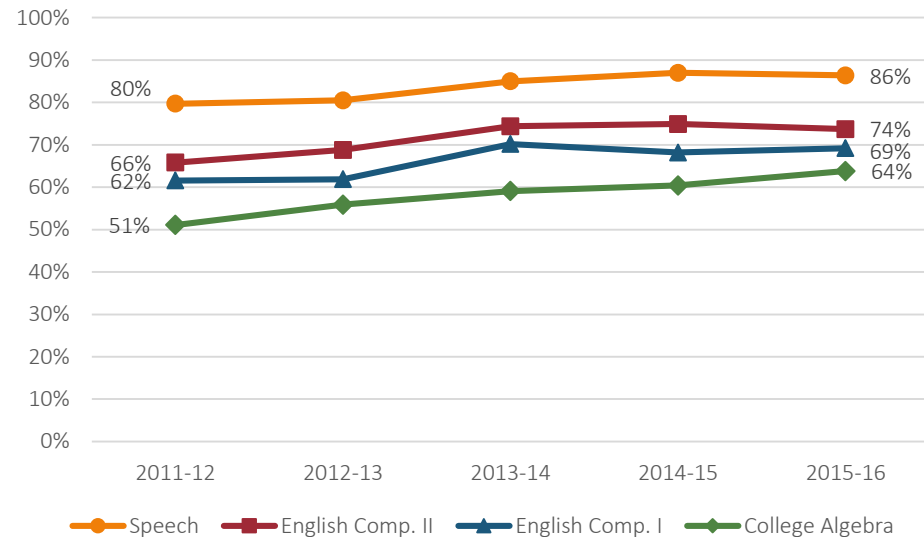
Increase Transfer and Completion: Mid-Range Metrics

Metric 13: College-Level Course Success Rate



Over two years, 79% of student credit hours attempted in college-level courses by AWC's 2014 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has steadily increased over the past four years and now mirrors the statewide rate.

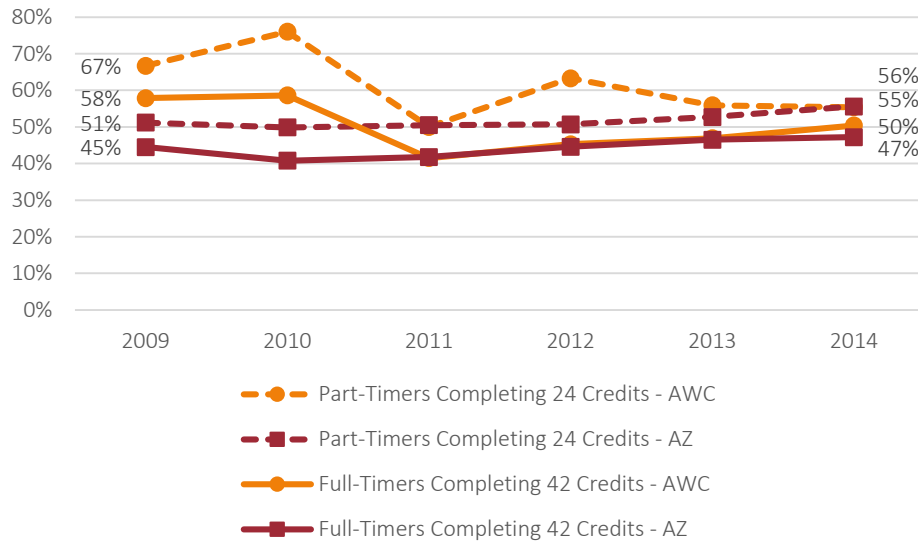
Metric 14: Percent of First College-Level Math and English Credit Hours Completed



In 2015-16, between 64% and 86% 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 AWC students successfully complete these first college-level courses are similar to corresponding statewide and national averages.⁵

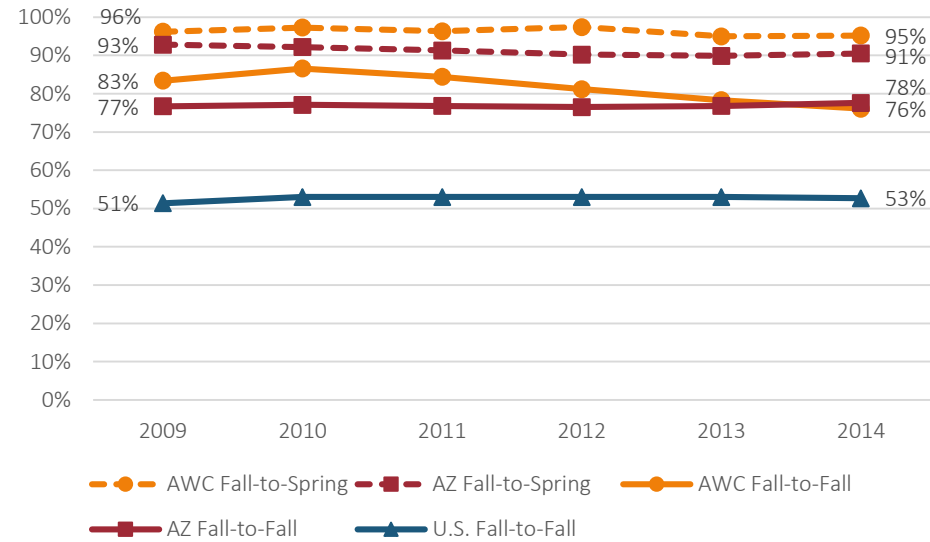
Increase Transfer and Completion: Mid-Range Metrics

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



By the end of their second year, 55% of part-time learners in AWC’s 2014 Credential-Seeking Cohort had completed 24 credits, and 50% 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

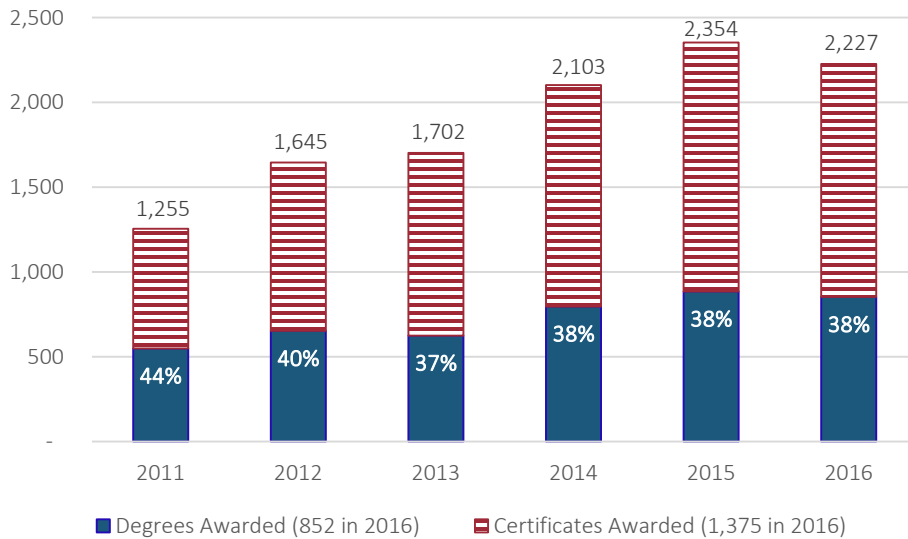
Metrics 17 and 18: Retention Rates



Ninety-five percent of AWC’s 2014 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2015, and 76% of them returned the following fall. AWC’s retention rates are substantially higher than the 53%⁷ reported as a national comparison, in part because the national figure is not limited to credential-seekers.

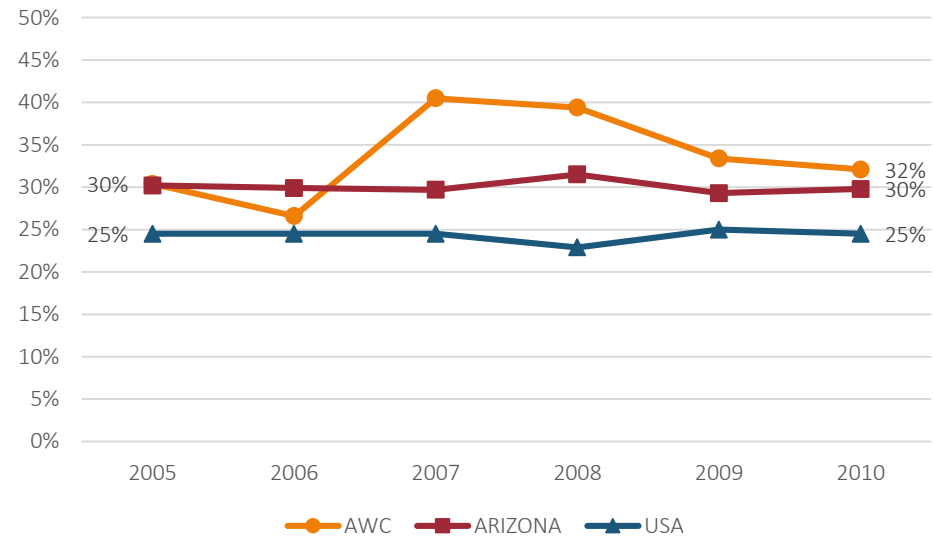
Increase Transfer and Completion: Long-Term Metrics

**Metric 19:
Degrees and Certificates Awarded**



Between 2011 and 2016, the number of degrees and certificates awarded by AWC increased by 78% to 2,227, despite declining enrollments. Of the 2016 total, 38% were degrees and 62% were certificates. These data reflect a concerted effort by AWC to increase the number of learners earning postsecondary credentials.

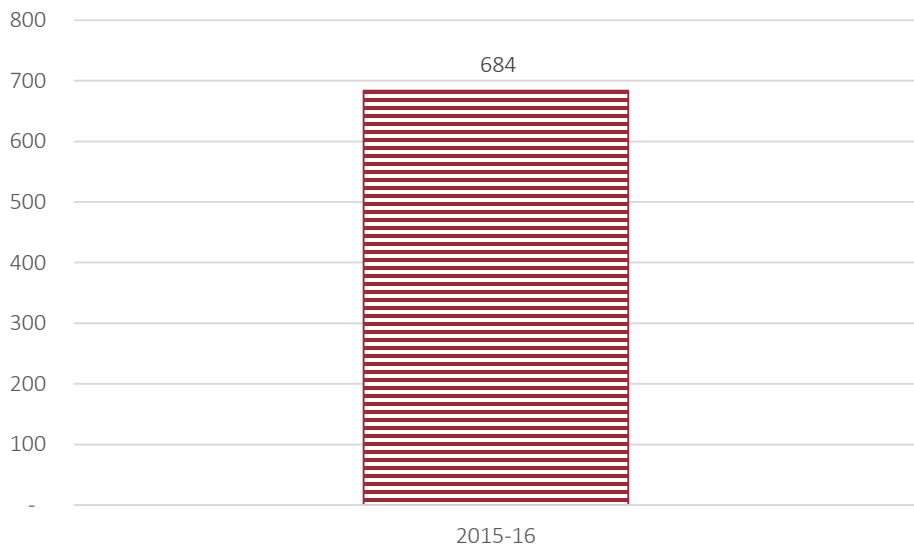
**Metric 20: Graduation
(Degree/Certificate Completion) Rate**



After six years, 32% of AWC's 2010 Credential-Seeking Cohort had completed a degree or certificate. AWC's graduation rate is somewhat higher than both the statewide average and the most recent national comparison (25%),² in part because the national number is not limited to credential-seekers.

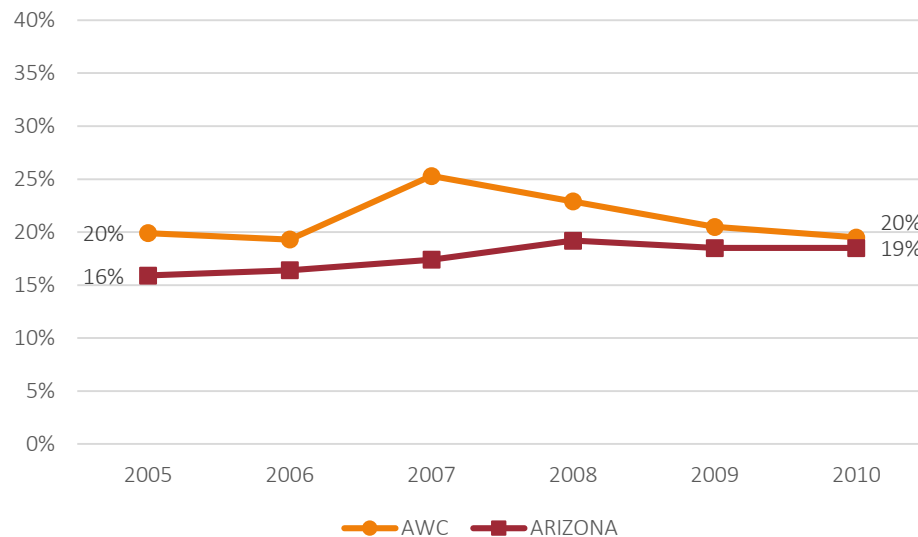
Increase Transfer and Completion: Long-Term Metrics

Metric 21: AGECs Awarded



In 2015-16, AWC awarded 684 Arizona General Education Curriculum (AGEC) certificates. 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.

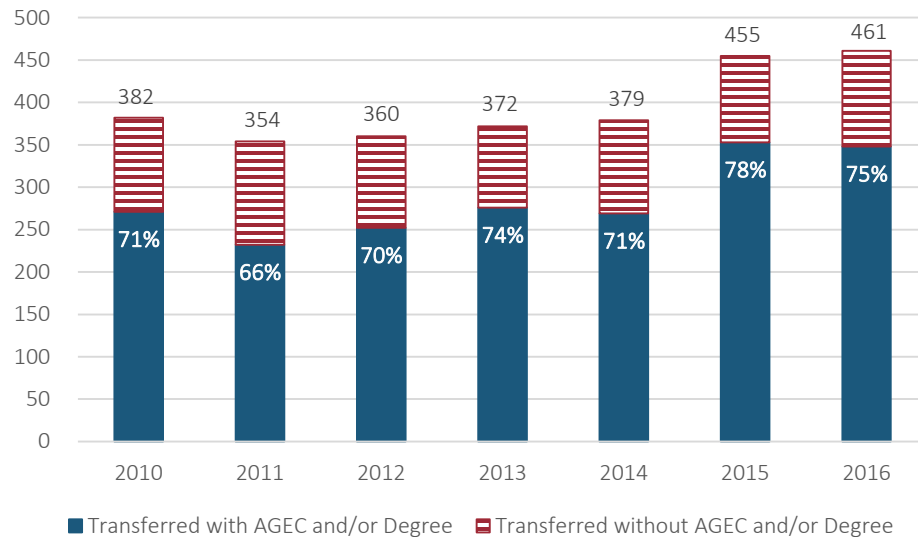
Metric 22: AGEC Completion Rate



Twenty percent of AWC's 2010 Credential-Seeking Cohort completed an AGEC within 6 years. 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

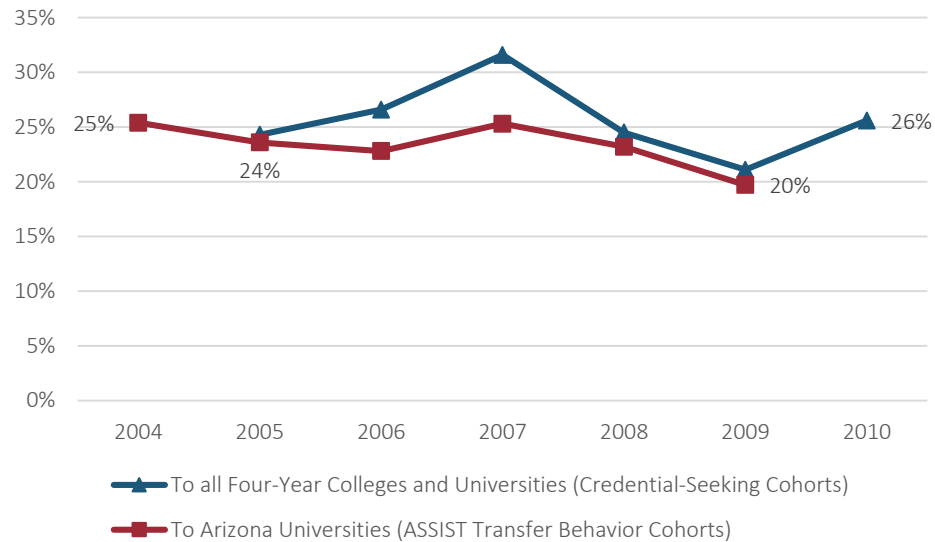
Increase Transfer and Completion: Long-Term Metrics

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



Between 2010 and 2016, the number of students transferring from AWC to an in-state, public university increased by 21% to 461. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring remains high, indicating that the transfer process is becoming more efficient and cost effective.

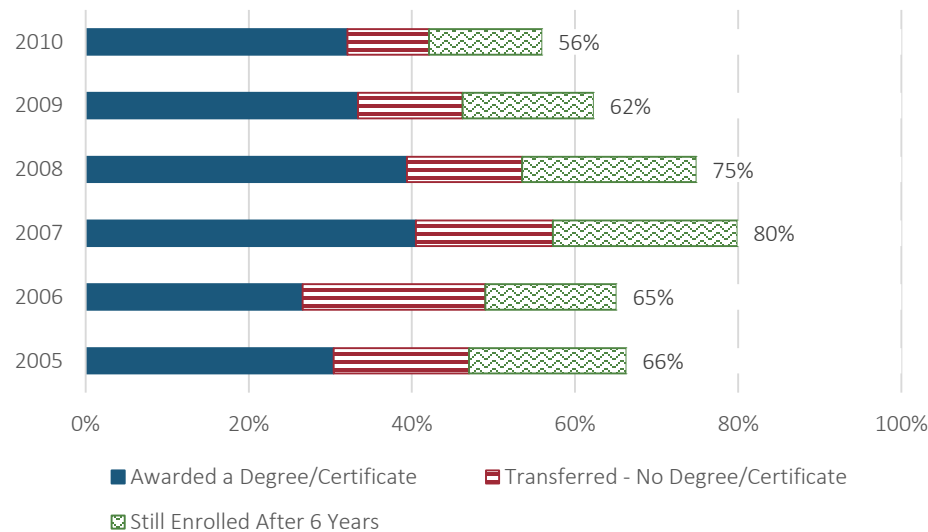
Metrics 25 and 26: Transfer Rates



At AWC, transfer rates to Arizona universities among ASSIST Transfer Behavior Cohorts have decreased slightly. However, 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 increased to 26%. The latter rate is similar to the most recent national average (25%).⁹

Increase Transfer and Completion: Long-Term Metrics

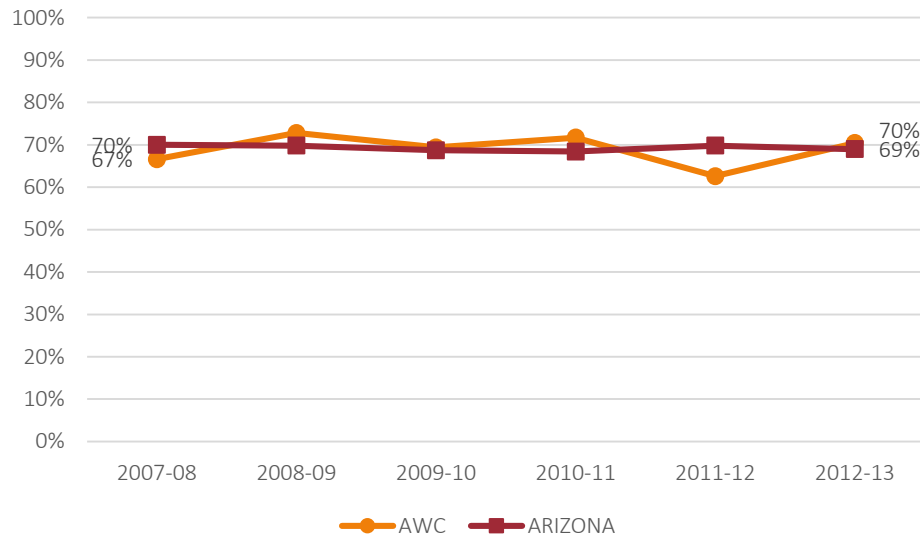
Metric 27 : Percent of Learners Achieving a Successful Outcome



At AWC, 56% of learners in the 2010 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, 63% of full-time students and 60% percent of part-time students achieve one of these successful outcomes within 6 years.¹⁰

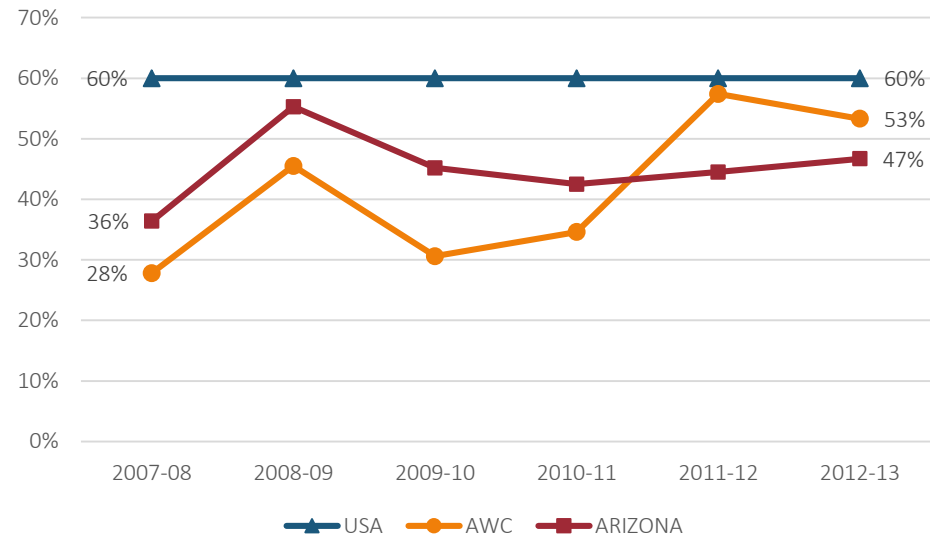
Increase Transfer and Completion: Follow-Up Metrics

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



Seventy percent of 2012-13 full-time transfers from AWC to in-state, public universities earned a bachelor's degree within four years. This rate mirrors the statewide rate and indicates that most full-time transfers are graduating from the state's public universities in a timely manner.

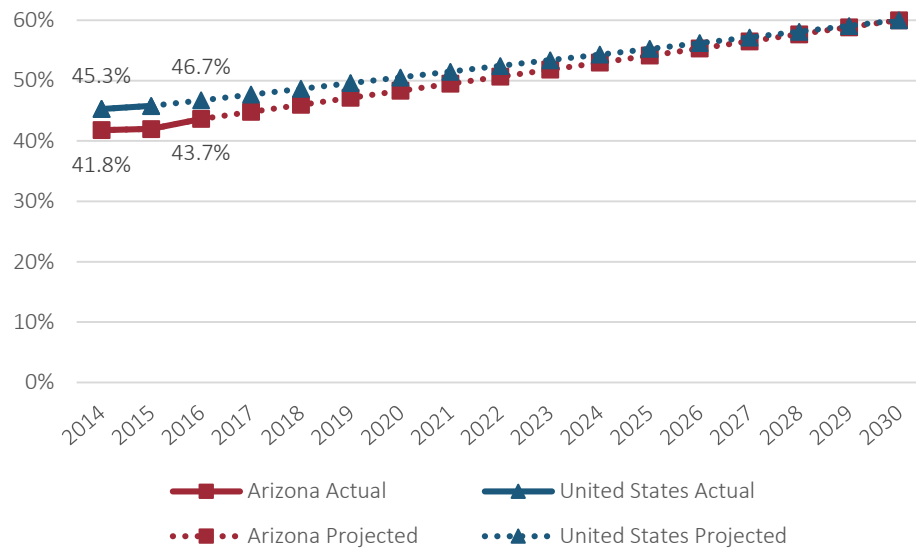
Metric 29: Percent of All Transfers Earning Bachelor's Degrees



Fifty-three percent of 2012-13 transfers from AWC to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. While higher than the statewide figure, this rate is somewhat lower than the national average (60%),¹¹ and 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 2016, an estimated 43.7% 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

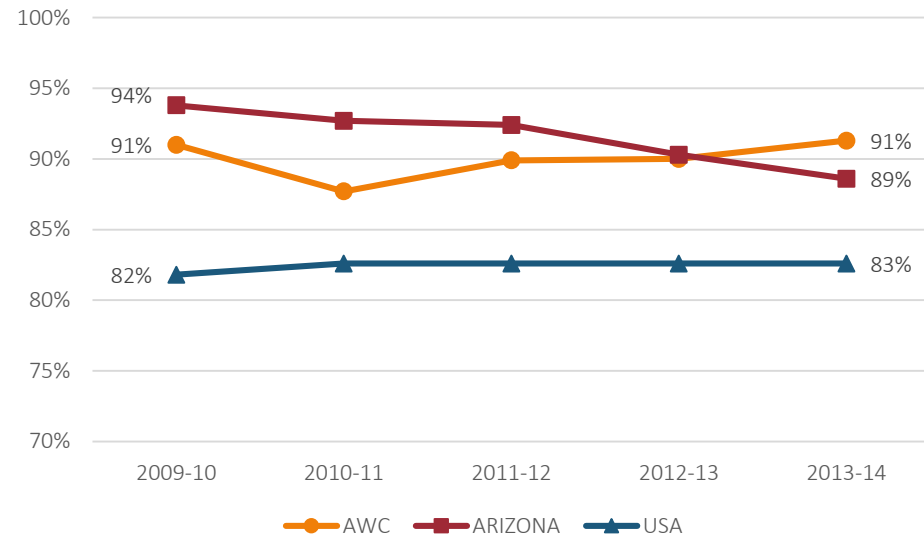
Metric 31:
FTSE Enrollment in Occupational Courses

Metric 32:
Percent of Highest-Demand
Occupations for Which Community Colleges
Offer Degree/Certificate Programs

Metric 33:
Wage Growth of Occupational Learners

These three metrics are in development and will be incorporated into the Strategic Vision in 2018.

**Metric 34: Percent of Occupational Learners
Earning Industry-Recognized Credentials**



Of all learners in AWC's 2013-14 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 91% 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.

Strategic Vision Data: Sources and Attributions

¹U.S. Bureau of the Census. (2016). *American Community Survey, 2011-15 5-year estimates*. Washington, DC: Author.

²U.S. Department of Education, National Center for Education Statistics. (2016). *Digest of education statistics*. Washington, DC: Author.

³U.S. Bureau of the Census. (2016). *American Community Survey, 2011-15 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2017). *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. (2016). *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. (2013). *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. (2016). *Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time)*. Herndon, VA: Author.

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