



Central
Arizona
College

2020 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. The majority of these metrics 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 2020 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 the Central Arizona College (CAC) will need to continue 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 2020 Strategic Vision Outcomes Report tracks several cohorts of students.

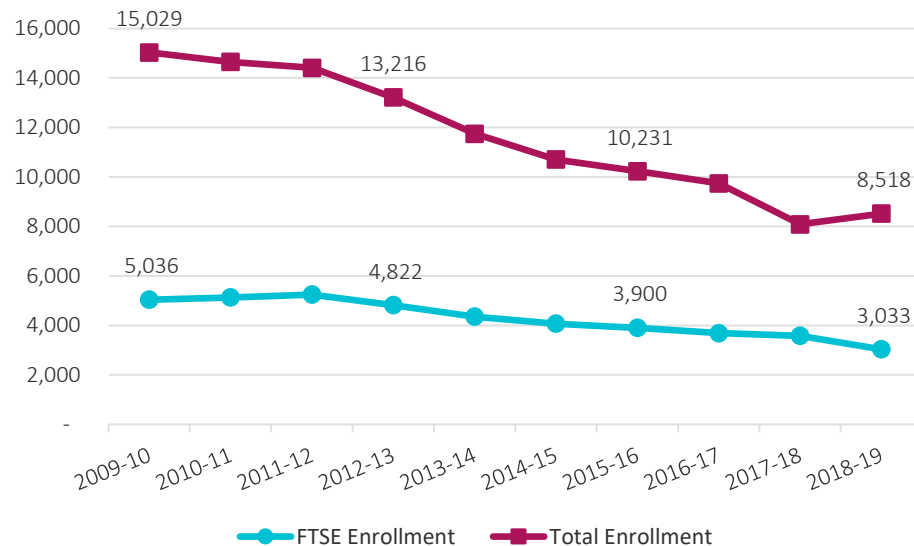
2017 and 2013 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2017 and 2013 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.

2016-17 Occupational Cohort, comprised of students who exited CAC in 2016-17 after completing a specified number of credits in an occupational pathway, is used in a follow-up metric related to earning industry-recognized credentials.

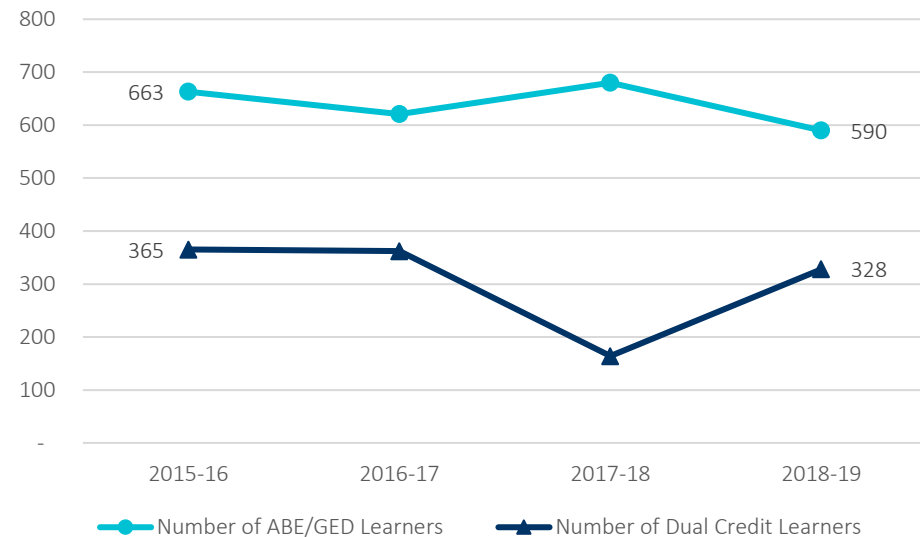
Expand Access: Short-Term Metrics

Metrics 1 and 2: FTSE and Total Enrollment



After nearly a decade of enrollment declines following the great recession, total annual enrollment at CAC increased in 2018-19. Full-time student equivalent (FTSE) enrollment has been more stable. Despite enrollment declines, which mirror statewide and national trends, CAC has increased the percentage of students earning credentials (see metric 19).

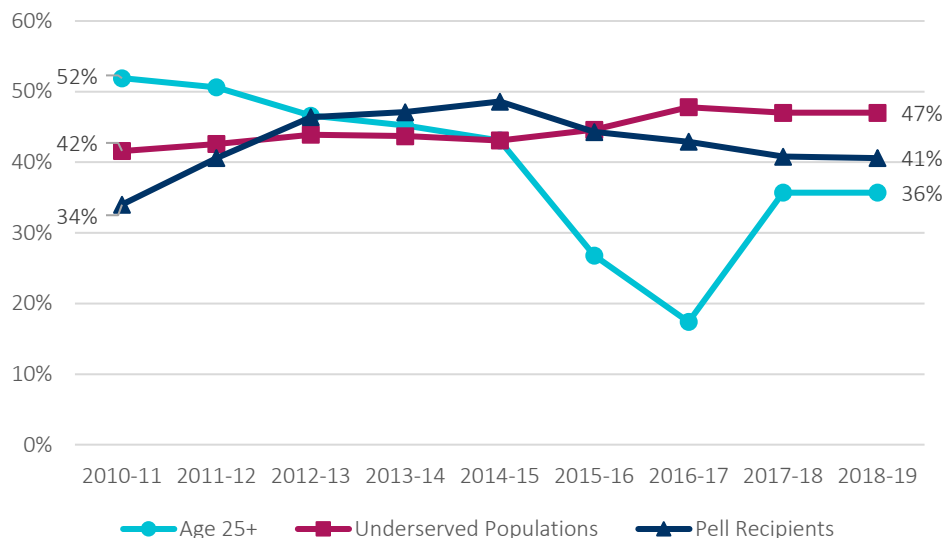
Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



At CAC, total annual enrollment in Adult Basic Education (ABE) and/or General Educational Development (GED) courses was 590 in 2018-19. Total annual enrollment of high school learners in dual credit courses rose to 328. These programs are essential in expanding access to CAC.

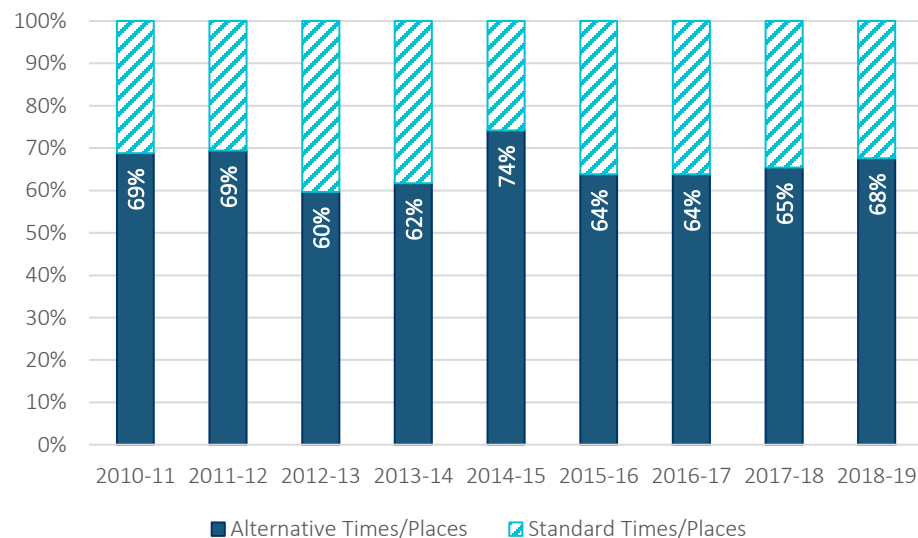
Expand Access: Short-Term Metrics

Metric 5: Enrollment of Underserved Populations



The percentage of CAC students who are members of an historically underserved racial/ethnic group has increased and now exceeds the percentage of Pinal County belonging to an underserved population (44%).¹ CAC enrolls more adult learners and Pell recipients than statewide averages (35% and 27%, respectively).²

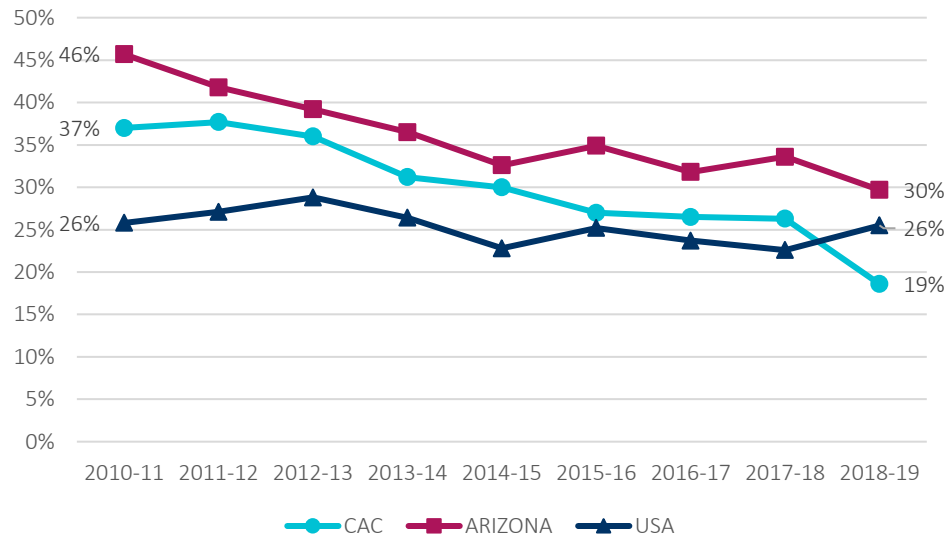
Metric 6: Percent of Credit Hours Earned Via Alternative Times or Places



At CAC, only 32% of instruction in 2018-19 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 68% of all student credit hours were earned online, at night or on the weekends, at skill centers, or on land belonging to Indigenous Communities.

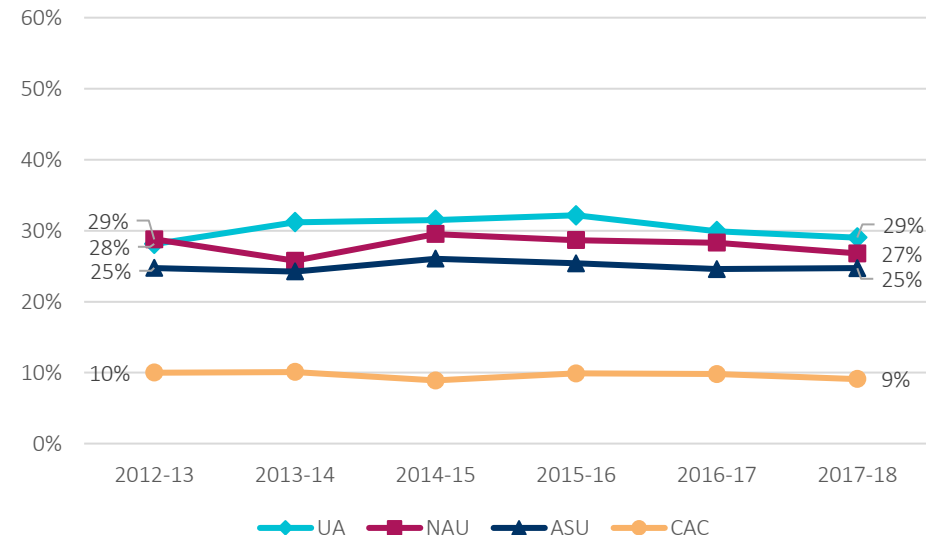
Expand Access: Short-Term Metrics

Metric 7: Community College-Going Rate



CAC's college-going rate has declined in recent years as the economy has improved and universities have enrolled more freshmen; it is now lower than both statewide and national averages (30% and 26%, respectively).² CAC will continue to work with the Arizona Board of Regents and other community colleges to improve college-going across the state.

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

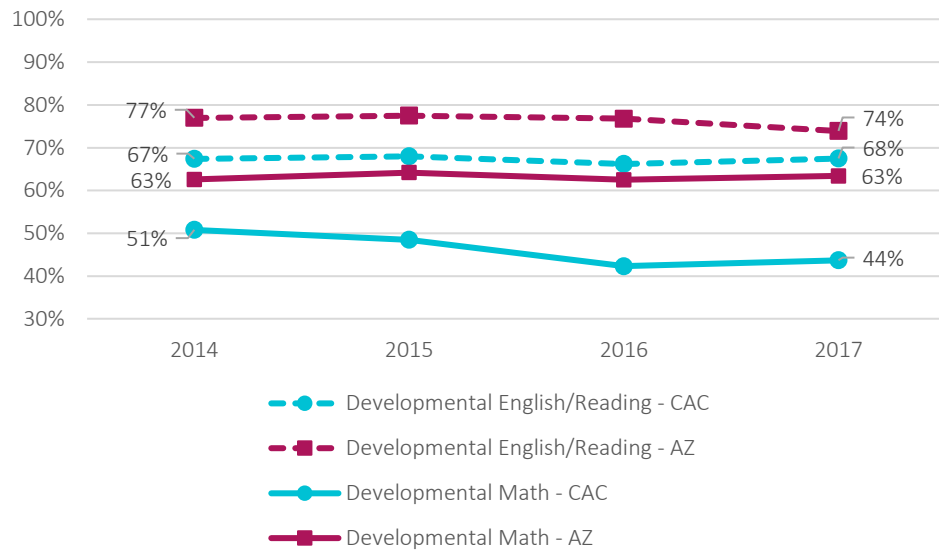


At just over \$5,028 per year, the net price of attending CAC is just 9% of Pinal County's median household income. This rate is lower than the national average (14%, not shown) and substantially lower than Arizona's public universities (25-29%),³ making CAC an excellent and affordable option for postsecondary education and training.

Expand Access: Mid-Range Metrics

Metrics 9 and 10:

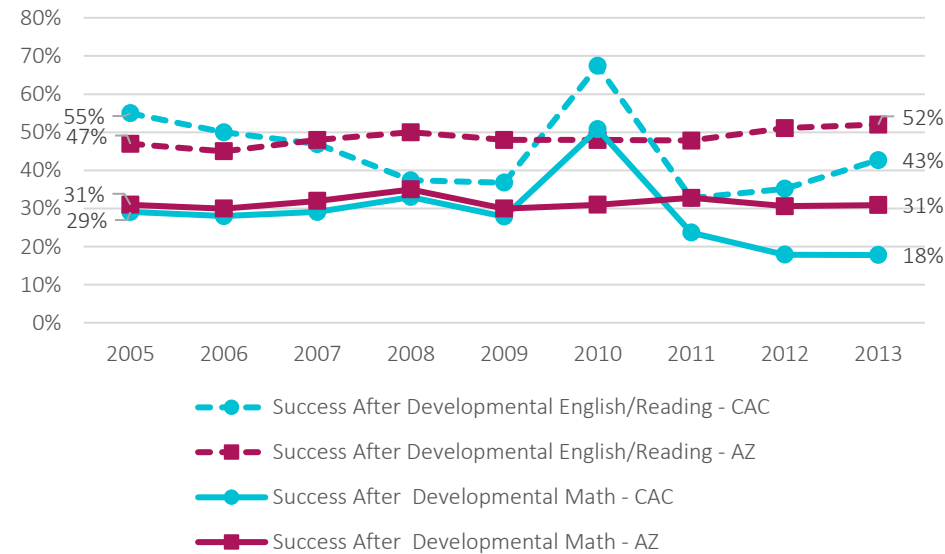
Developmental Course Success Rates



Over two years, 68% of student credit hours attempted in developmental English or reading by CAC's 2017 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 44% of student credit hours attempted by the same cohort in developmental math were successfully completed (with a grade of A, B, C, or Pass).

Metrics 11 and 12:

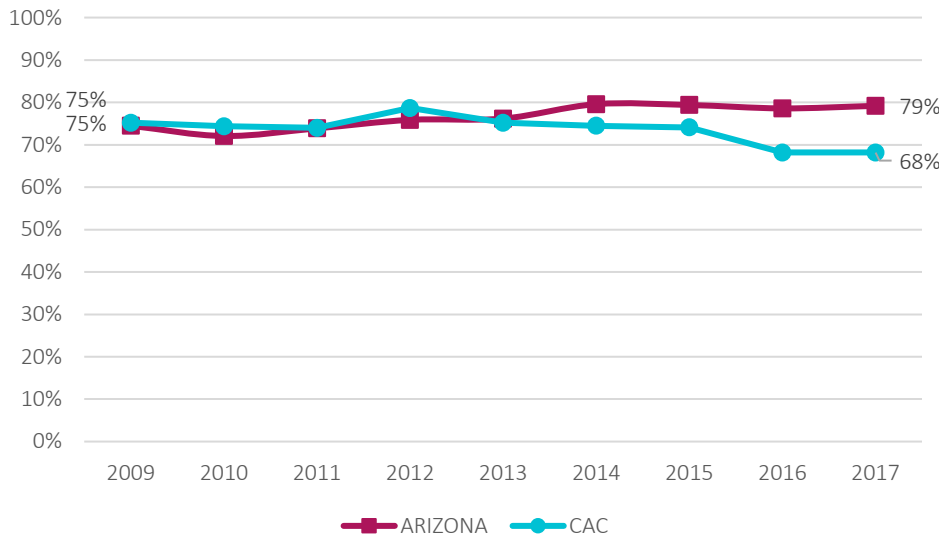
Success After Developmental Education



After six years, 43% of developmental English or reading learners in CAC's 2013 New Student Cohort successfully completed a college-level course in English, and 18% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are similar to national averages.⁴

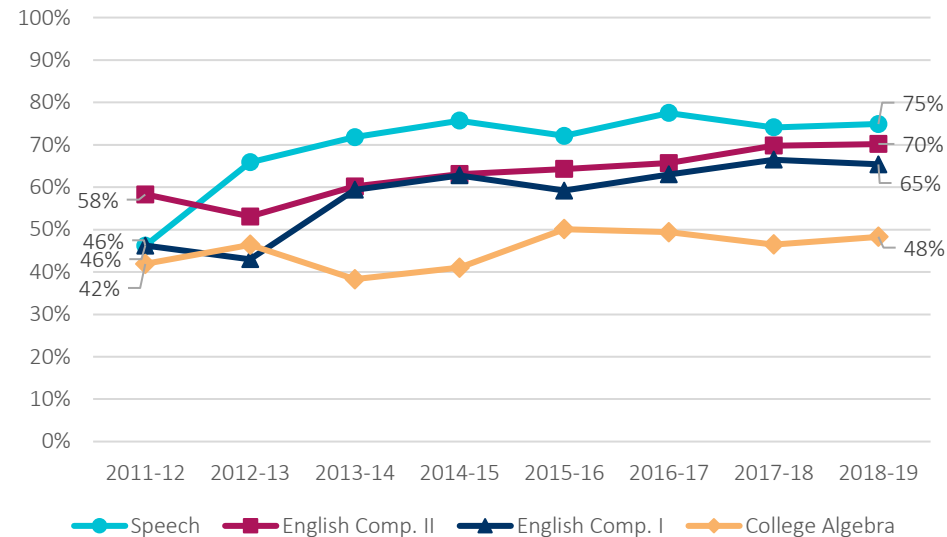
Increase Transfer and Completion: Mid-Range Metrics

**Metric 13:
College-Level Course Success Rate**



Over two years, 68% of student credit hours attempted in college-level courses by CAC's 2017 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has remained relatively steady over the past several years.

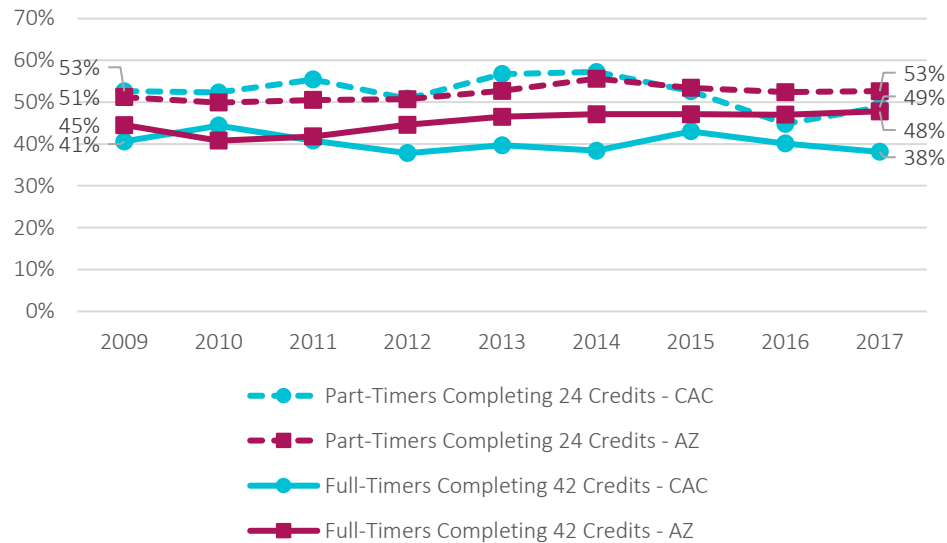
Metric 14: Percent of First College-Level Math and English Credit Hours Completed



The rates at which CAC students successfully complete College Algebra, English Composition I and II, and Speech (with a grade of A, B, C, or Pass) have steadily increased since 2011-12. Nonetheless these rates are slightly lower than corresponding statewide and national averages (65-80% and 66-79%, respectively).⁵

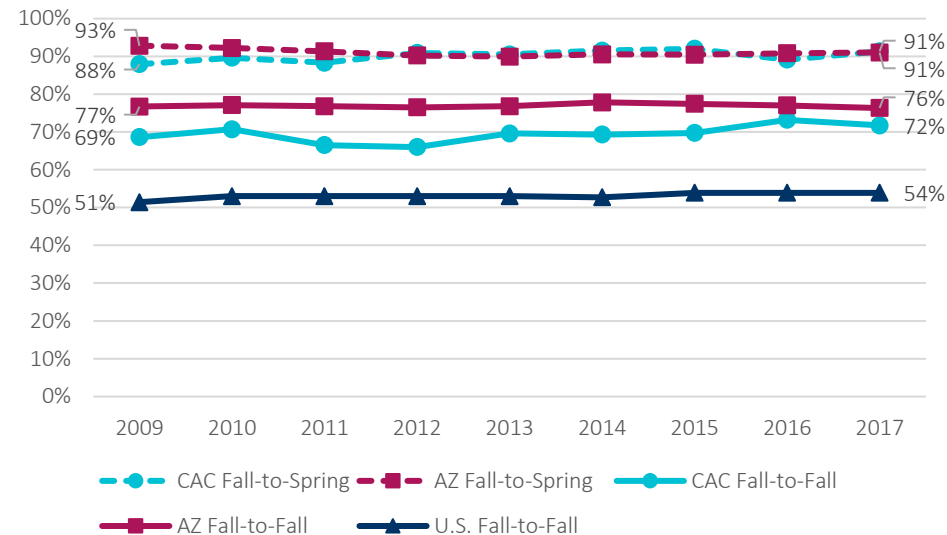
Increase Transfer and Completion: Mid-Range Metrics

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 CAC’s 2017 Credential-Seeking Cohort had completed 24 credits, and 38% of full-time learners in the same cohort had completed 42 credits. These rates are notable, as students who attain these credit thresholds are more likely to persist and earn a degree or certificate.⁶

Metrics 17 and 18: Retention Rates

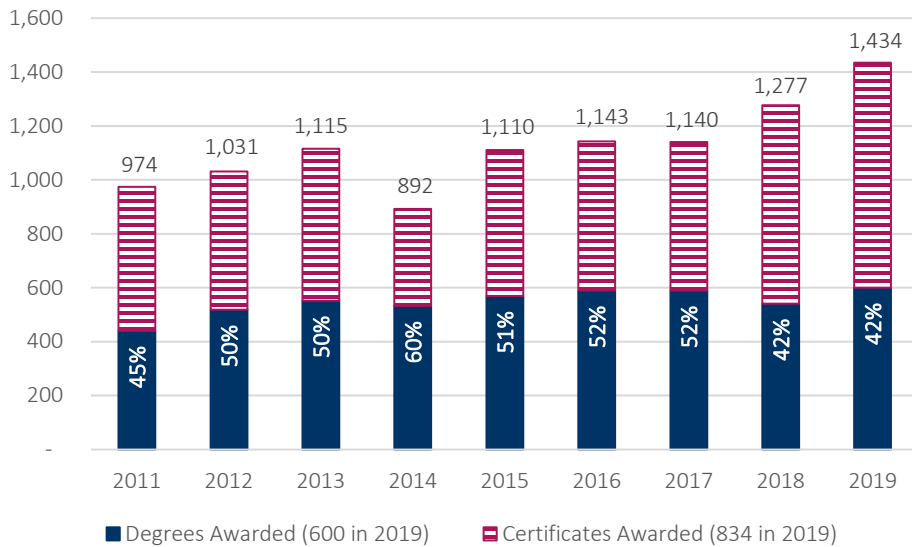


Ninety-one percent of CAC’s 2017 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2018, and 72% of them returned the following fall. These numbers are substantially higher than the 54%⁷ reported as a national comparison, as the national figure is not limited to credential-seekers.

Increase Transfer and Completion: Long-Term Metrics

Metric 19:

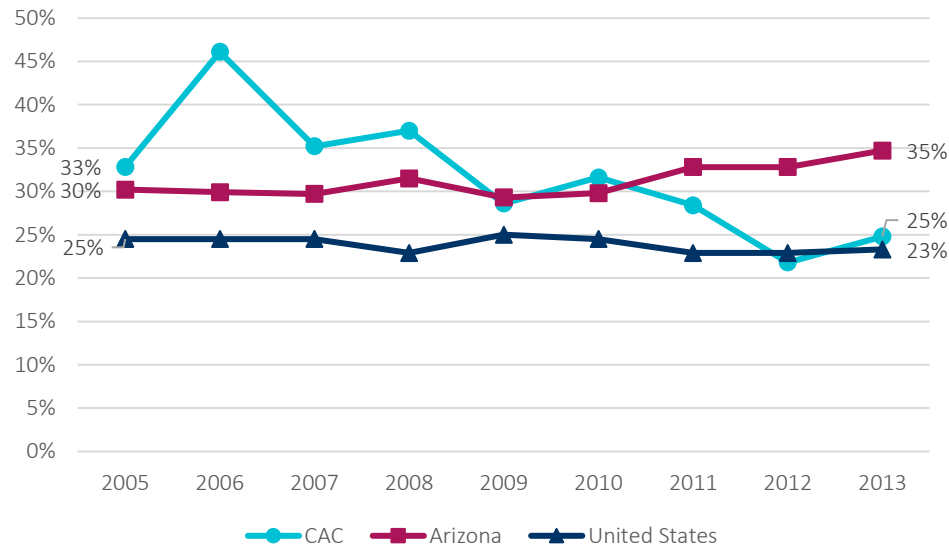
Degrees and Certificates Awarded



Between 2011 and 2019, the number of degrees and certificates awarded by CAC increased by 47% to 1,434, despite declining enrollments. Of the 2019 total, 42% were degrees and 58% were certificates. These data reflect a concerted effort by CAC to increase the number of learners earning postsecondary credentials.

Metric 20: Graduation

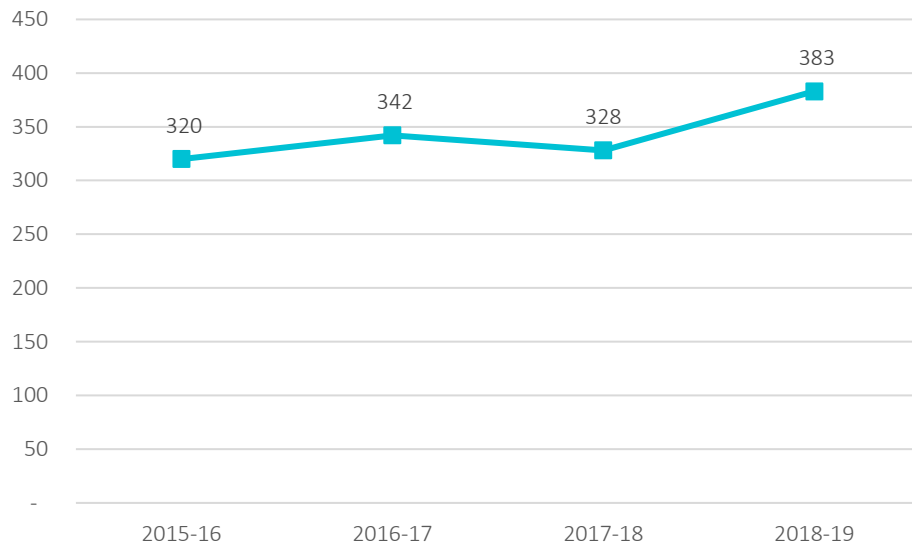
(Degree/Certificate Completion) Rate



After six years, 25% of CAC's 2013 Credential-Seeking Cohort had completed a degree or certificate. CAC's graduation rate is higher than the most recent national comparison (23%),² although the national number is not limited to credential-seekers.

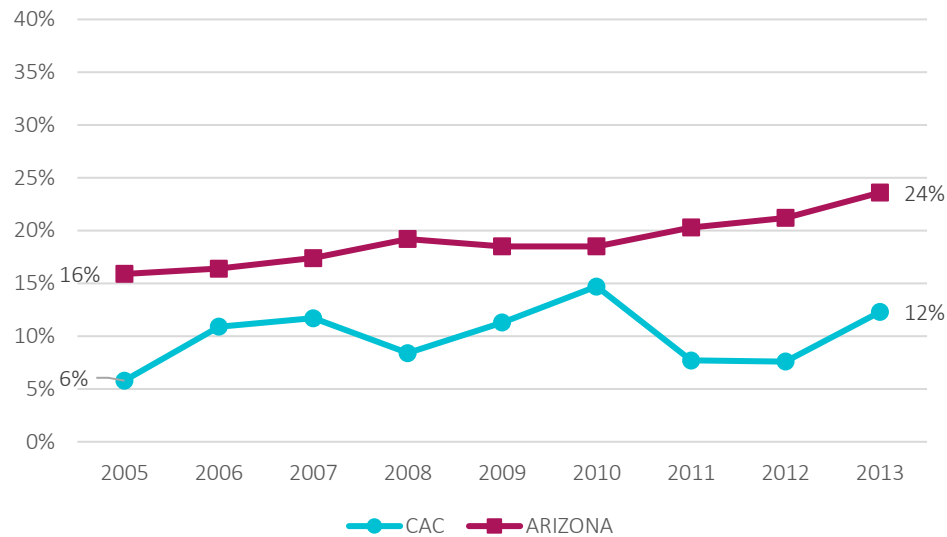
Increase Transfer and Completion: Long-Term Metrics

Metric 21: AGECs Awarded



In 2018-19, CAC awarded 383 Arizona General Education Curriculum (AGEC) certificates, an increase from previous years. 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.

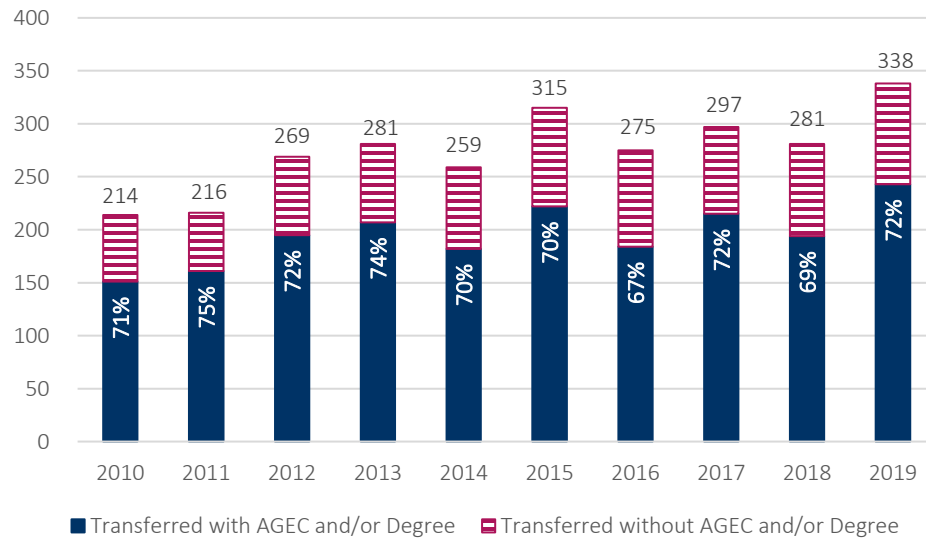
Metric 22: AGEC Completion Rate



At CAC, 12% of the 2013 Credential-Seeking Cohort completed an AGEC within 6 years, a 100% 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

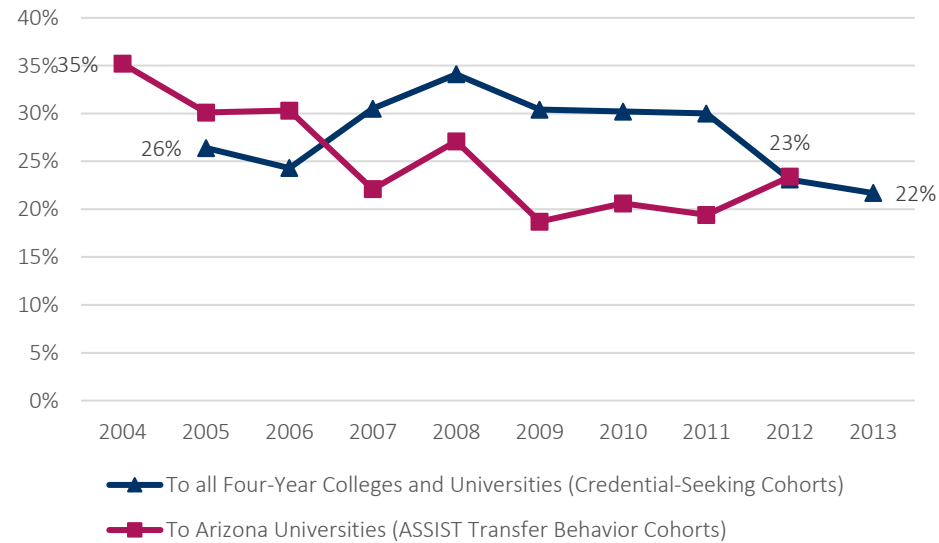
Increase Transfer and Completion: Long-Term Metrics

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



In 2019, the number of students transferring from CAC to an in-state, public university was 58% higher than in 2010, despite declining enrollments. As well, the percentage of transfers who earned an AGEC and/or degree prior to transferring has increased substantially, indicating that the transfer process is becoming more efficient and cost effective.

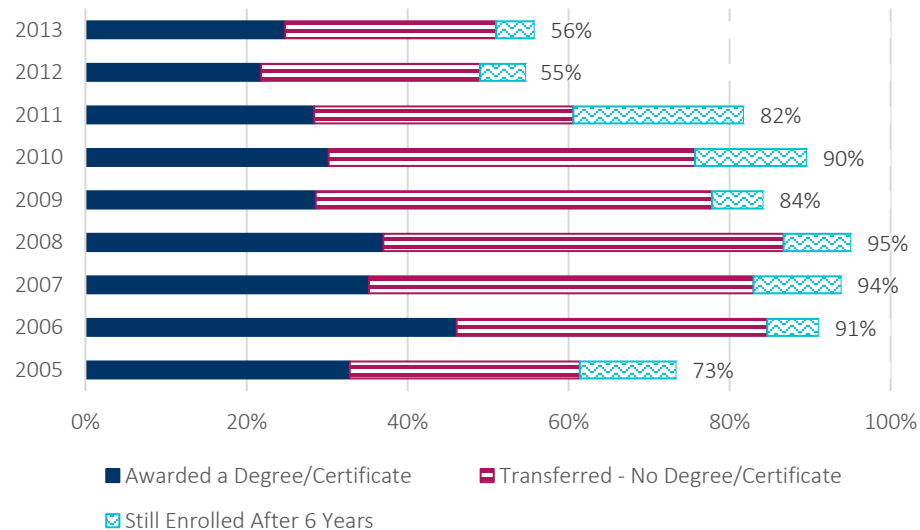
Metrics 25 and 26: Transfer Rates



CAC's transfer rate to public universities was 23% for the 2012 ASSIST Transfer Behavior Cohort, and the overall transfer rate (the percent of learners in credential-seeking cohorts who transfer to any four-year college or university within 6 years) rose to 22%. Both rates are slightly lower than the most recent national average (25%).⁹

Increase Transfer and Completion: Long-Term Metrics

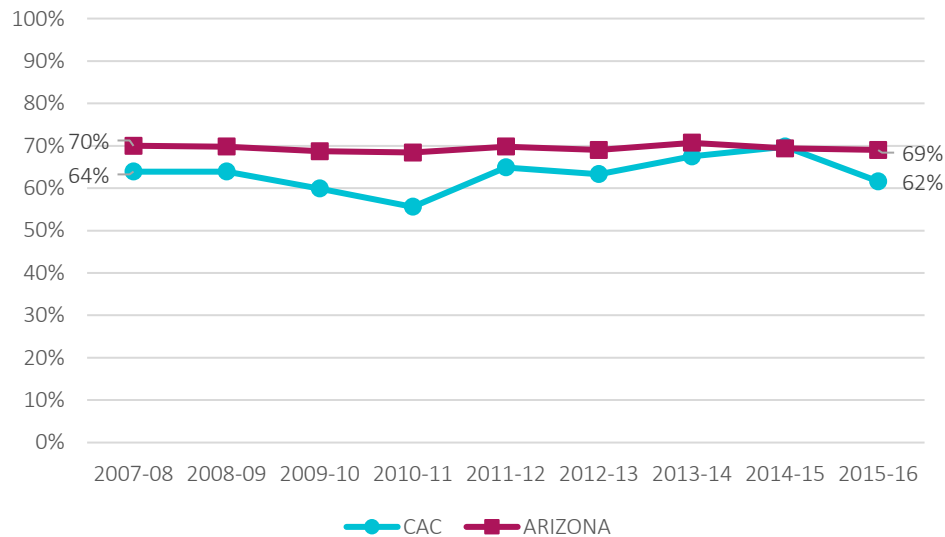
Metric 27 : Percent of Learners Achieving a Successful Outcome



Fifty-six percent of CAC’s 2013 credential-seeking cohort achieved a successful outcome within six 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, 58% of all community college students (62% of full-timers and 55% of part-timers) achieve one of these successful outcomes within 6 years.¹⁰

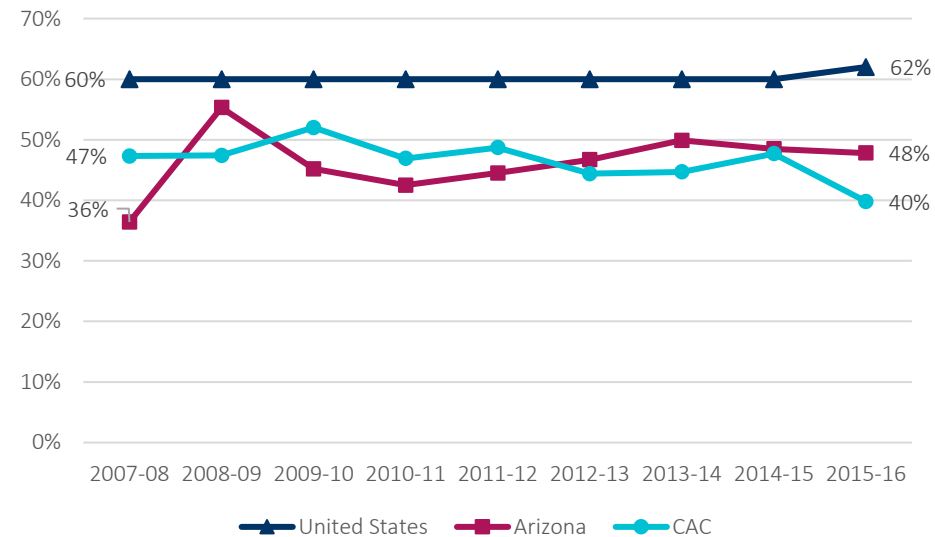
Increase Transfer and Completion: Follow-Up Metrics

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



Sixty-two percent of all 2015-16 full-time transfers from CAC 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.

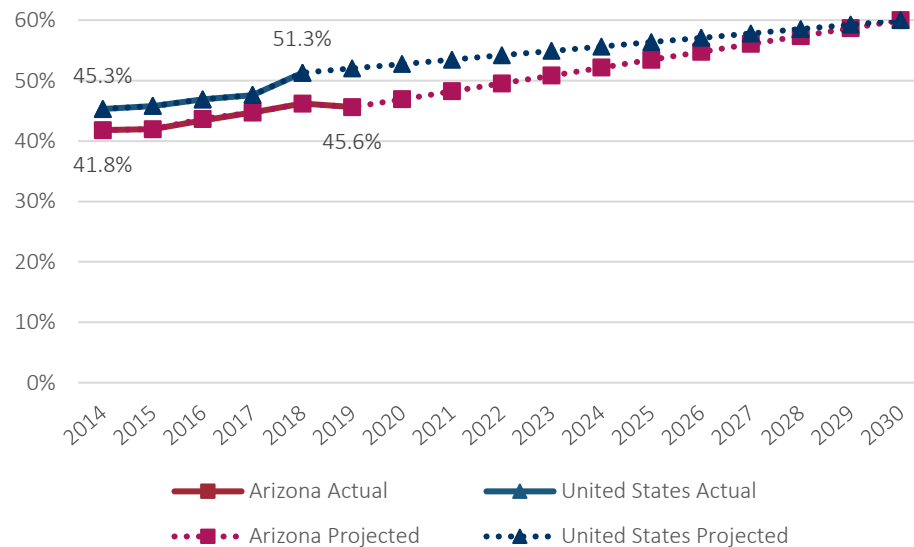
Metric 29: Percent of All Transfers Earning Bachelor's Degrees within Four Years



Forty percent of 2015-16 transfers from CAC 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 (62%),⁹ this percentage may reflect a high incidence of part-time attendance after transfer.

Increase Transfer and Completion: Follow-Up Metrics

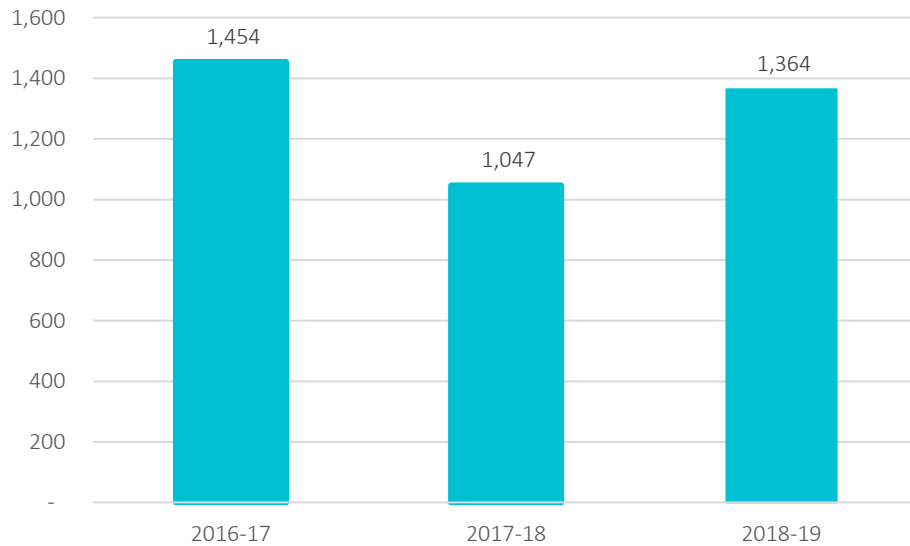
Metric 30: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential



In 2019, an estimated 45.6% of the Arizona working-age population (residents aged 25-64) held a workforce certificate, associate degree, or bachelor's or higher degree (down from 46.2% in 2018). 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.

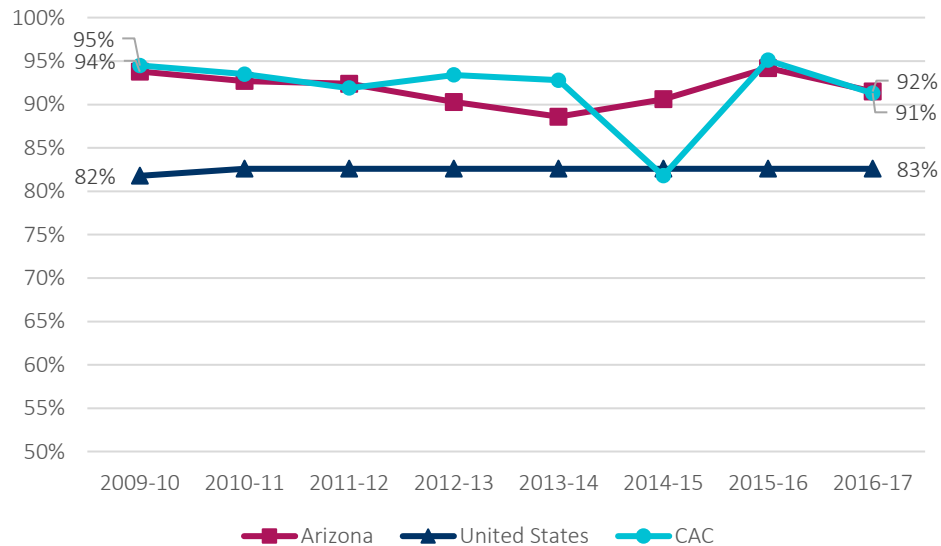
Improve Alignment: Short-Term and Follow-Up Metrics

Metric 31:
FTSE Enrollment in Occupational Courses



In 2018-19, CAC's FTSE enrollment in occupational courses was 1,364. Many of these enrollments are 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 Earning Industry-Recognized Credentials



Out of all learners in the 2016-17 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, fire science.

Improve Alignment: Short-Term and Follow-Up Metrics

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Metric 33: Percent of the 17 Highest-Demand Occupations in Pinal County requiring more than a High School Diploma but less than a Bachelor's Degree for which CAC offers Degree and/or Certificate Programs

- ✓ Medical Assistants
- ✓ Teacher Assistants
- ✓ Heavy and Tractor-Trailer Truck Drivers
- ✓ Computer User Support Specialists
- ✓ Licensed Practical and Licensed Vocational Nurses
- ✓ Medical Records and Health Information Technicians
- ✓ Bookkeeping, Accounting, and Auditing Clerks
- ✓ Nursing Assistants
- ✓ Diagnostic Medical Sonographers
- ✓ Preschool Teachers, Except Special Education
- ✓ Respiratory Therapists
- ✓ Aircraft Mechanics and Service Technicians
- ✓ Emergency Medical Technicians and Paramedics
- ✓ Paralegals and Legal Assistants
- ✓ First-Line Supervisors of Fire Fighting and Prevention Workers
- ✓ Radiologic Technicians
- ✓ Human Resources Assistants, Except Payroll and Timekeeping

Central Arizona College offers degree and/or certificate programs training workers for 59% (10 of 17) of the highest-demand occupations in Pinal County.

Strategic Vision Data: Sources and Attributions

- ¹U.S. Bureau of the Census. (2019). *American Community Survey, 2014-18 5-year estimates*. Washington, DC: Author.
- ²U.S. Department of Education, National Center for Education Statistics. (2019). *Digest of education statistics*. Washington, DC: Author.
- ³U.S. Bureau of the Census. (2019). *American Community Survey, 2014-18 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2020). *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. (2018). *Report of national aggregate data*. Overland Park, KS: Author.
- ⁶Moore, C., Shulock, N., & Offenstien, 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. (2018). *Snapshot report: Yearly success and progress rates (two-year publics, first-time, full-time and first-time, part-time)*. Herndon, VA: Author.