

Arizona Community Colleges: Long-Term Strategic Vision 2012 Technical Guide

FINALIZED Jan. 31, 2012 (Feb. 10, 2012 clarifications in yellow)

VFA Cohort Definitions (from the VFA Metrics Manual v. 1.0, Nov. 2011):

The **fall 2005 six-year cohort** is defined as both full-time learners (12+ attempted credits in fall 2005) and part-time learners (<12 attempted credits in fall 2005) who have earned a high school diploma or equivalent, who entered college for the first-time during the fall 2005 term, and who were enrolled in credit or developmental education courses in that term. All learners included in this cohort should be tracked for six years, with the six-year outcomes measures reported at the end of the sixth year (summer 2011).

The **fall 2009 two-year cohort** is defined as both full-time learners (12+ attempted credits in fall 2009) and part-time learners (<12 attempted credits in fall 2009) who have earned a high school diploma or equivalent, who entered college for the first-time during the fall 2009 term, and who were enrolled in credit or developmental education courses in that term. All learners included in this cohort should be tracked for two years, with all two-year progress measures reported at the end of the second year (summer 2011).

Credential Seeking Sub-Cohorts (for both the fall 2005 and fall 2009 cohorts): Some of the retention and completion measures require use of a credential-seeking sub-cohort. For purposes of the VFA (and the Strategic Vision), credential-seeking learners are defined as learners who earned 12 credit hours (or the equivalent) of course work by the end of their second year (summer 2007 for the fall 2005 six-year cohort and summer 2011 for the fall 2009 two-year cohort).

Note: The fall 2005 six-year cohort and fall 2009 two-year cohort of entering learners should include both full- and part-time learners who have a high-school diploma, GED, or other high-school completion equivalent, and who entered college for the first time since receipt of the diploma or equivalent during one of the these fall terms and who enrolled in credit or developmental education courses. Learners who first enrolled in the summer preceding the fall term—such as those in summer bridge programs or those who began college in an early-starter program—should also be included in these cohorts. The cohorts should further include learners who earned college credits during high school as long as this is their first enrollment at your college after receipt of the high school diploma or equivalent. Learners who were enrolled exclusively in ESL courses should not be included in the cohorts. Dual enrollment learners (high school learners taking college courses) should not be included in the cohorts. *The cohort assignment of a learner remains the same throughout the tracking timeframe for the purposes of VFA/Strategic Vision reporting.*

The **2008-09 occupational completers/leavers cohort** is tentatively defined as learners who exited the institution in 2008-09 having completed a credit occupational/CTE program (with or without receiving a formal college award) and/or after earning at least 6 technical (i.e., not general education) credits within a given occupational program. Calculation of outcomes should begin when a student exits the institution.

Note: Data will not be collected on this cohort in 2012, and the cohort definition may be revised prior to the 2013 data collection period.

Access Indicators

1. FTSE enrollment in community colleges (core metric)

Definition: 2011 official FTSE from the Auditor General's report:

http://www.azauditor.gov/Reports/Community_Colleges/CC_SystemWide/FTSE/AZ_CCCD_Colleges_of_Qualifying_Tribes_6-30-11_FTSE.pdf.

Note: Carrie will compile; nothing required from districts.

2. Enrollment of underserved populations

Definition: Percent of the district's fall enrollment who are minority and/or over the age of 24, as well as percent of the district's fall enrollment who are Pell grant recipients.

Notes:

- A) Fall enrollment, minority status, and age should be based on the 2010 IPEDS fall enrollment survey. Minority is defined as Hispanic/Latino; American Indian or Alaska Native; Black or African American; Native Hawaiian or Other Pacific Islander; or Two or more races, if they include one of the previously mentioned races.
- B) The Pell grant recipient count is based on the 2011 IPEDS Financial Aid survey.

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

Definition: Percent of student credit hours (SCH) earned **in 2010-11** via alternative delivery methods (including, but not limited to: online, hybrid, ITV, television, etc.) and/or at alternative times and places (including, but not limited to: courses provided before 8am or after 5pm or on the weekends, as well as short-term, open-entry/open-exit, and/or prison education courses). Credits earned by dual enrollment learners, as well as those earned at skill centers, are to be included in the totals where possible.

4. High school capture rate (core metric)

Definition: From the Arizona 2040 report, the percent of Arizona high school graduates enrolled in Arizona's community colleges the first year after graduating. Note: Each district will provide Carrie with:

- A) The number of **2010-11** Arizona high school graduates who enrolled at their district **within 12 months of graduating** (including both public and private high school graduates where possible). Carrie will derive a statewide percentage based on ADE's 2011 high school graduation data.
- B) The number of **2010-11** Arizona high school graduates who enrolled at their district **within 12 months of graduating** (including both public and private high school graduates where possible) DIVIDED BY the number of 2011 high school graduates in their service area as indicated in ADE's 2011 high school graduation data. *(Note: this service-area capture rate is for use by districts only, and will not be published or used to create a statewide high school capture rate.)*

5. Overall college-going rate (core metric)

Definition: The percentage of Arizona high school graduates enrolled in an Arizona college or university the first year after graduating.

Note: Carrie will obtain from Postsecondary Education Opportunity (or ABOR); nothing required from districts.

6. Percent of learners who progress through a developmental math course or sequence and successfully complete a college-level course in math (core metric and possible performance-based funding metric)

Definition: From the fall 2005 VFA cohort, the percent of learners who were referred to any developmental education in math and who successfully completed (with a grade of A, B, C, or P) any college-level course in math within 6 years (VFA Metrics Manual p. 26).

7. Percent of learners who progress through a developmental English/reading course or sequence and successfully complete a college-level course in English (core metric and possible performance-based funding metric)

Definition: From the fall 2005 VFA cohort, the percent of learners who were referred to any developmental education in English and/or reading and who successfully completed (with a grade of A, B, C, or P) any college-level course in English within 6 years (VFA Metrics Manual p. 26).

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

Definition: Net price of community college attendance in 2009-10 (per district, according to the Department of Education's College Navigator: <http://nces.ed.gov/collegenavigator/>) as a percentage of Arizona median household income (as shown in the American Community Survey's 2006-10 five-year estimates for median household income by county: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_S1903&prodType=table).

Notes:

- A. Carrie will compile. However, AWC, EAC, and NPC will need to provide Carrie with the percent of their college's 2009-2010 unduplicated headcount from each county in their service area in order to derive a weighted median household income.
- B. The net price of attendance for the Maricopa Community College District will equal the median net price of all 10 colleges in the district.

Retention Indicators

- 9. College-level course success rate (core metric and performance-based funding metric) AND
10. Developmental course success rate (core metric and possible performance-based funding metric)**

Definition: Percent of student credit hours (SCH) successfully completed (A, B, C, or P) throughout the 2009-10 and 2010-2011 academic years out of those attempted by all learners in the 2009 VFA cohort (VFA Metrics Manual, p. 30). *You will then need to disaggregate these data by developmental and college-level courses.*

- 11. Percent of learners successfully completing college-level math and/or English**

Definition: Percent of student credit hours (SCH) successfully completed (A, B, C, or P) in English Comp I, English Comp II, Speech, and College Algebra throughout the 2010-11 academic year out of those attempted (A, B, C, P, D, F, W) by all learners in these courses.

- 12. Percent of full-time learners completing 42 credits—and percent of part-time learners completing 24 credits—within 2 years**

Definition: Percent of full-time learners in the credential-seeking sub-cohort of the fall 2009 VFA cohort who earned 42 credit hours within 2 academic years, and percent of part-time learners in the credential-seeking sub-cohort of the fall 2009 VFA cohort who earned 24 credit hours within 2 academic years (VFA Metrics Manual, p. 28).

- 13. Fall-to-next-term retention rate**

Definition: Percent of the credential-seeking sub-cohort of the fall 2009 VFA cohort who was retained to the next term (spring 2010). You will want to eliminate degree/certificate completers and transfers (if possible) from this calculation.

- 14. Fall-to-fall retention rate (core metric and performance-based funding metric)**

Definition: Percent of the credential-seeking sub-cohort of the fall 2009 VFA cohort who was retained to the subsequent fall term (fall 2010). You will want to eliminate degree/certificate completers and transfers (if possible) from this calculation.

Completion Indicators

- 15. Percent of learners who achieve their stated education or training goals**

Note: In late spring or summer 2012 ACCPC will convene a statewide task force to look into the costs and efforts required to implement Pima's intent-based student tracking model at all 10 districts. Data collection related to this indicator is put on hold pending statewide implementation and a long-enough time series to collect achievement/completion data.

16. Number of degrees and certificates awarded annually (core metric)

Definition: Total number of degrees and certificates awarded annually as reported in the 2011 IPEDS Completions Survey. (This is not based on a cohort definition.)

17. Graduation (degree/certificate completion) rate (core metric and performance-based funding metric)

Definition: Percent of the credential-seeking sub-cohort of the fall 2005 VFA cohort who was awarded a degree or certificate within 6 years (modified from the VFA Metrics Manual, pp. 32-34).

Note: If your district awards a certificate upon completion of an AGEC, please include those numbers in this indicator.

18. Percent of learners who complete an AGEC

Definition: Percent of the credential-seeking sub-cohort of the fall 2005 VFA cohort who completed an AGEC within 6 years.

Note: For districts that count AGEC completion as a certificate, this indicator can be a breakout of indicator #17. The remaining districts can cross-reference ASSIST data on AGEC completions with the credential-seeking sub-cohort of the fall 2005 VFA cohort.

19. Number of in-state university transfers (core metric)

Definition: Annual number of new transfers who entered an Arizona public university in 2009-10 and transferred 12 or more credits from an Arizona community college (from ASSIST).

Note: Carrie will obtain from assist; nothing required from districts.

20. Percent of transfers with an AGEC and/or degree at time of transfer (performance-based funding metric)

Definition: Percent of all new 2009-10 transfers to an Arizona public university with an AGEC and/or degree at time of transfer (from ASSIST).

Note: Carrie will obtain from ASSIST; nothing required from districts.

21. In-state university transfer rate (core metric)

Definition: Percent of learners in the 2003-04 ASSIST transfer behavior cohort who transferred to an Arizona public university within 6 years. Transfer behavior cohort is defined as those learners who: earned 12 or more community college credit hours; declared an intent to transfer or obtain a transfer degree; and completed at least one core course from the Arizona General Education Curriculum (AGEC).

Note: Carrie will obtain from assist; nothing required from districts.

22. Overall transfer rate

Definition: Percent of the credential-seeking sub-cohort of the fall 2005 VFA cohort who transferred to any four-year college or university within 6 years (modified from the VFA Metrics Manual, pp. 32-34).

Note: Districts with access to the National Student Clearinghouse's StudentTracker Tool (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>) should use it. Districts that do not yet have access to StudentTracker should use ASSIST data on in-state university transfers.

23. Percent of learners achieving a successful community college outcome (core metric)

Definition: Aggregate measure of all learners from the credential-seeking sub-cohort of the fall 2005 VFA cohort who transferred to another postsecondary institution; earned a degree or certificate; were still enrolled at any time during the 6th academic year (2010-11); or who left the institution without an award or transfer, but had earned 30+ semester credit hours and was in good academic standing (2.0 GPA) DIVIDED BY the total number of learners in the credential-seeking sub-cohort of the 2005 fall VFA cohort (modified from the VFA Metrics Manual, pp. 32-34).

Note: Districts with access to the National Student Clearinghouse's StudentTracker Tool (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>) should use it. Districts that do not yet have access to StudentTracker should use ASSIST data for in-state university and lateral transfers.

24. Percent of transfers to Arizona public universities who earn a bachelor's degree within 4 years

Definition: The number of full-time new transfers (defined as learners with 12 or more community college credits earned at any time prior to fall 2007) from Arizona community colleges to Arizona public universities in fall 2007 who earned a bachelor's degree within 4 years (i.e., by summer 2011) DIVIDED by the total number of full-time new transfers from Arizona community colleges to Arizona public universities in fall 2007.

Note: Carrie will obtain from ASSIST; nothing required from districts.

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

Definition: The number of transfers from Arizona community colleges to any four-year college or university in 2007-08 who earned a bachelor's degree within 4 years (i.e., by summer 2011) DIVIDED by the total number of transfers from Arizona community colleges in 2007-08.

Notes:

- A. Transfers are defined as learners who left your college in the 10 years prior to 2007-08 (i.e., 1996-07 through 2006-07) having completed 12 or more college-level credits.
- B. Districts with access to the National Student Clearinghouse's StudentTracker Tool (<http://www.studentclearinghouse.org/colleges/Tracker/default.htm>) should use it. Districts that do not yet have access to StudentTracker should use ASSIST data on in-state university transfers.

26. Percent of occupational program completers passing a licensure exam within one year

Note: Many districts are not yet able to obtain accurate licensure data. As well, the VFA may be modifying this metric further in the coming year. Therefore, we will not be asking the districts to report on this indicator in 2012.

Tentative Future Definition: Number of 2008-09 occupational completers (limited for the time being to completers of credit programs only) who pass a licensure examination within one year of completing the occupational program DIVIDED BY the number of 2008-09 occupational completers that sat for a licensure exam during that year (modified from the VFA Metrics Manual, p. 36.)

27. Percent of occupational program completers either employed with a livable wage or enrolled in further education (core metric and performance-based funding metric)

Definition: Percent of 2008-09 occupational program completers (limited for the time being to completers of credit programs only) either employed with a livable wage (defined as 200% of the federally-defined poverty level for a family of four) or enrolled in further education within one year of completing at the institution. One-year post completion is defined as the 2nd to the 5th quarter to allow for employment to occur (in other words, employment in any of the 4 quarters following completion + further enrollment in any semester of the year following completion). Wage information is obtained from UI wage data at the 5th quarter after completion. (VFA Metrics Manual, p. 36.)

Notes:

- A. To be consistent with the VFA, we will use the 2008-09 occupational completers cohort. We gathered data on this cohort in 2011, and thus no additional data is required for 2012.
- B. This definition may be revised prior to the 2013 data collection period in order to identify a methodology for determining “livable wage” that is more appropriate for Arizona.
- C. Each district is responsible for setting up an agreement with ADES to acquire wage data.
- D. Those districts who subscribe to the National Student Clearinghouse’s StudentTracker Tool should use the Clearinghouse to determine learners’ further enrollment. Those districts not yet using this tool should count only those occupational completers who are still enrolled at their own college(s).

28. Percent of ABE/GED learners who enter employment

2012 Definition: From the 2010-2011 National Reporting System for Adult Education (NRS) federally mandated Core Follow-Up Achievement report (<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>), the percent of ABE/GED learners who selected “enter employment” as their main or secondary goal who entered employment by the end of the first quarter after exiting the program.

Revised Definition for 2013 and Beyond: From the most recent National Reporting System for Adult Education (NRS) federally mandated Core Follow-Up Outcome Achievement report (<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>), the percent of ABE/GED learners who were not employed at time of entry (but in the labor force) who entered employment by the end of the first quarter after the exiting the program.

Notes:

- A) Districts can simply forward their most recent NRS Core Follow-Up Outcome Achievement table to Carrie.
- B) This measure pertains only to those districts/colleges that offer ABE/GED education.
- C) Revisions to the NRS definition for this indicator will take effect on July 1, 2012. These new definitions will be reflected in the 2013 Strategic Vision data collection.

29. Percent of ABE/GED completers enrolled in postsecondary education or training

2012 Definition: From the 2010-2011 National Reporting System for Adult Education (NRS) federally mandated Core Follow-Up Achievement report (<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>), the percent of ABE/GED learners who selected “enter postsecondary education or training” as their main or secondary goal who entered postsecondary education or training by the end of the program year following the year of program exit.

Revised Definition for 2013 and Beyond: From the most recent National Reporting System for Adult Education (NRS) federally mandated Core Follow-Up Achievement report (<http://www.nrsweb.org/docs/ImplementationGuidelines.pdf>), the percent of ABE/GED completers who entered postsecondary education or training by the end of the program year following the year of program exit.

Notes:

- A) Districts can simply forward their most recent NRS Core Follow-Up Outcome Achievement table to Carrie.
- B) This measure pertains only to those districts/colleges that offer ABE/GED education.
- C) Revisions to the NRS definition for this indicator will take effect on July 1, 2012. These new definitions will be reflected in the 2013 Strategic Vision data collection.

30. Percent of Adults with a Bachelor's Degree (core metric)

Definition: Percent of adults in Arizona ages 25 and older who hold a bachelor's degree or higher (from the Census Bureau's American Community Survey 5-year estimates. The 2006-2010 estimates can be found here:

http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_S1501&prodType=table).

Note: Carrie will compile; nothing required from districts.