



# 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](http://www.arizonacommunitycolleges.org).**

# METRICS AND COHORTS

## METRICS

The 2019 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 Eastern Arizona College (EAC) 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 2019 Strategic Vision Outcomes Report tracks several cohorts of students.

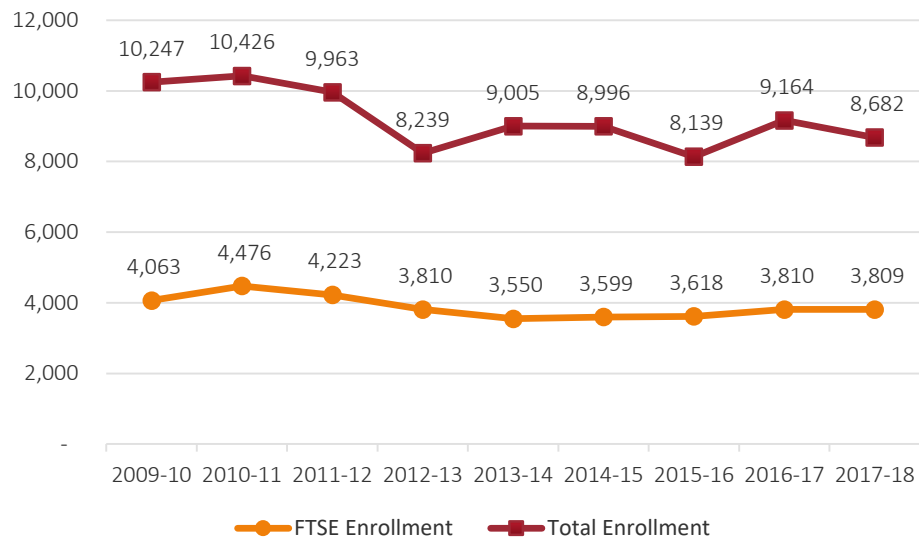
**2016 and 2012 New Student Cohorts** are used to examine student persistence and success after two and six years, respectively.

**2016 and 2012 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.

**2015-16 Occupational Cohort**, comprised of students who exited EAC in 2015-16 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.

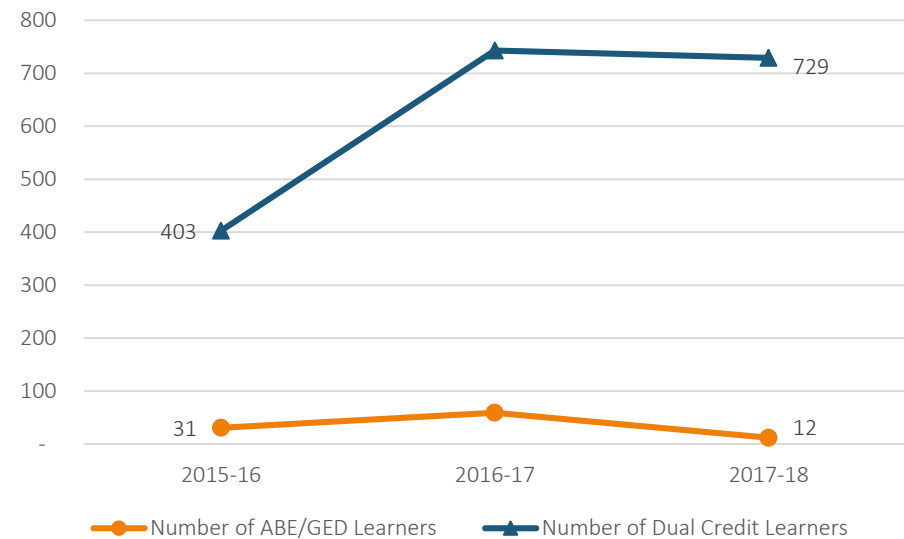
# Expand Access: Short-Term Metrics

## Metrics 1 and 2: FTSE and Total Enrollment



Total annual enrollment at EAC has begun to recover from its post-recession lows, and full-time student equivalent (FTSE) enrollment has also stabilized. Despite these enrollment fluctuations, EAC has doubled the number of students earning degrees and certificates during the same time period (see metric 19).

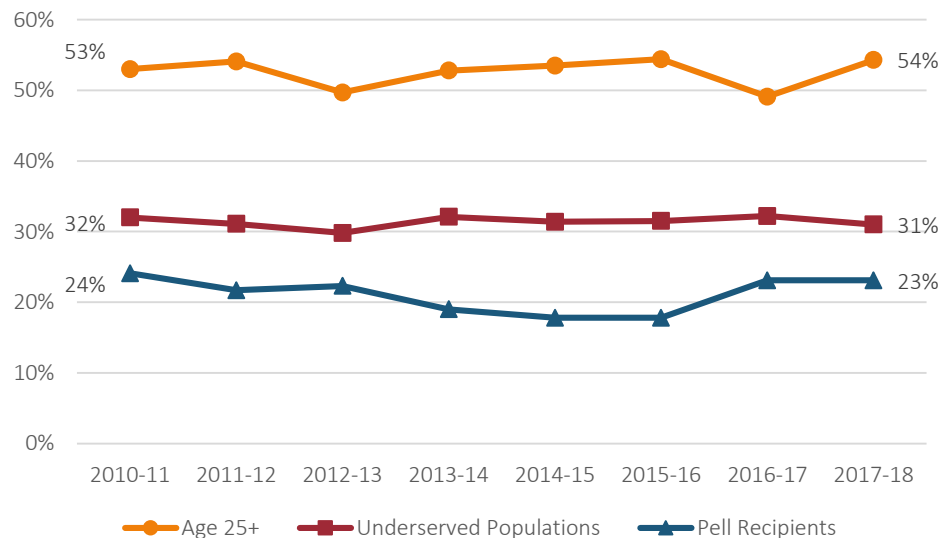
## Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



At EAC, annual enrollment in Adult Basic Education (ABE) and/or General Educational Development (GED) courses declined to 12 in 2017-18. Total annual enrollment of high school learners in dual credit courses increased to 729 in 2017-18. These programs are essential in expanding access to Arizona's community colleges.

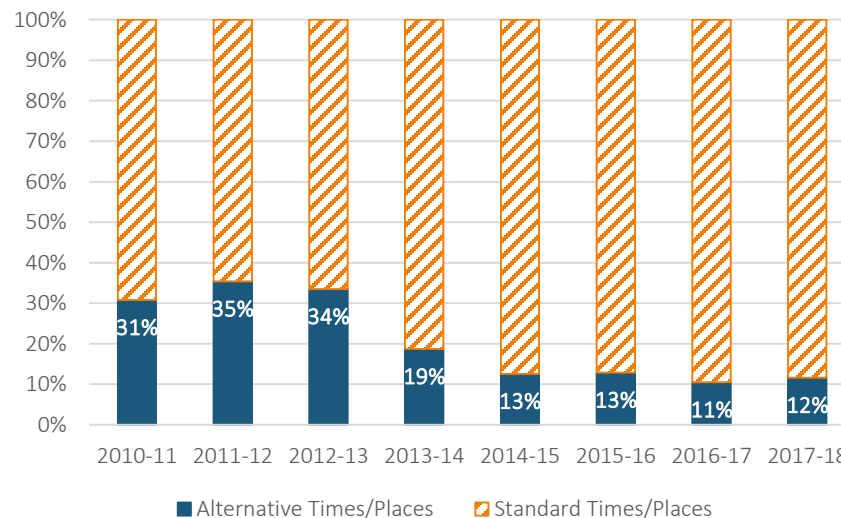
# Expand Access: Short-Term Metrics

### Metric 5: Enrollment of Underserved Populations



Since 2010-11, the percentage of EAC students who are members of an underserved racial/ethnic group has remained steady, but is lower than the percentages of the Gila, Graham, and Greenlee County populations belonging to underserved groups (38-52%).<sup>1</sup> EAC enrolls more adult learners but fewer Pell recipients than statewide averages (35% and 28%, respectively).

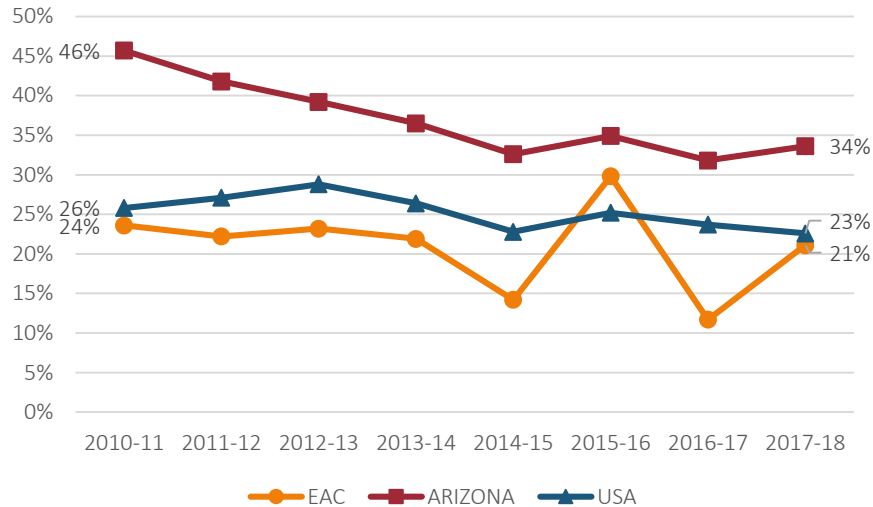
### Metric 6: Percent of Credit Hours Earned Via Alternative Times or Places



At EAC, 88% of instruction in 2017-18 occurred in traditional semester-length courses held on campus Monday through Friday, 8am to 5pm. Extending access to many diverse populations, 12% of all student credit hours were earned online, at night or on the weekends, or at skills centers, American Indian reservations, or other locales.

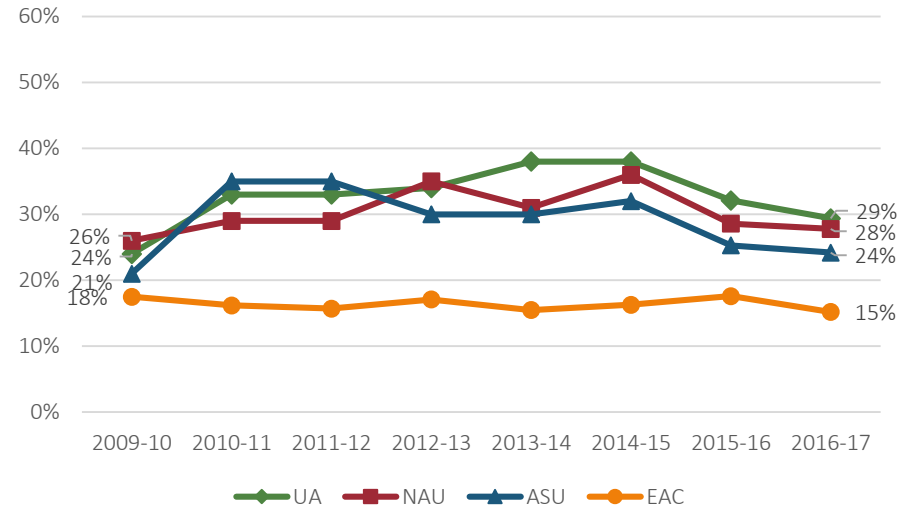
# Expand Access: Short-Term Metrics

## Metric 7: Community College-Going Rate



EAC enrolls 21% of recent high school graduates in its service area. This number is lower than the statewide average (34%) but similar to the national percentage (23%).<sup>2</sup> EAC will continue to work with other community colleges and the Arizona Board of Regents to improve college-going across the state.

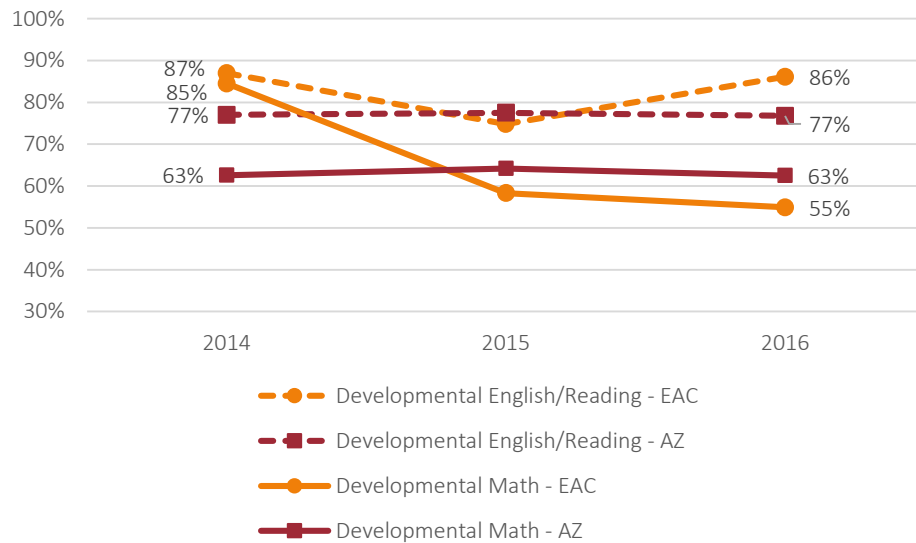
## Metric 8: Cost of Attendance as a Percentage of Median Household Income



At just over \$7,000 per year, the net price of attending EAC is just 15% of the median household incomes in Gila, Graham, and Greenlee Counties. This rate is substantially lower than Arizona's public universities (24-29%),<sup>3</sup> making EAC an excellent and affordable option for postsecondary education and training.

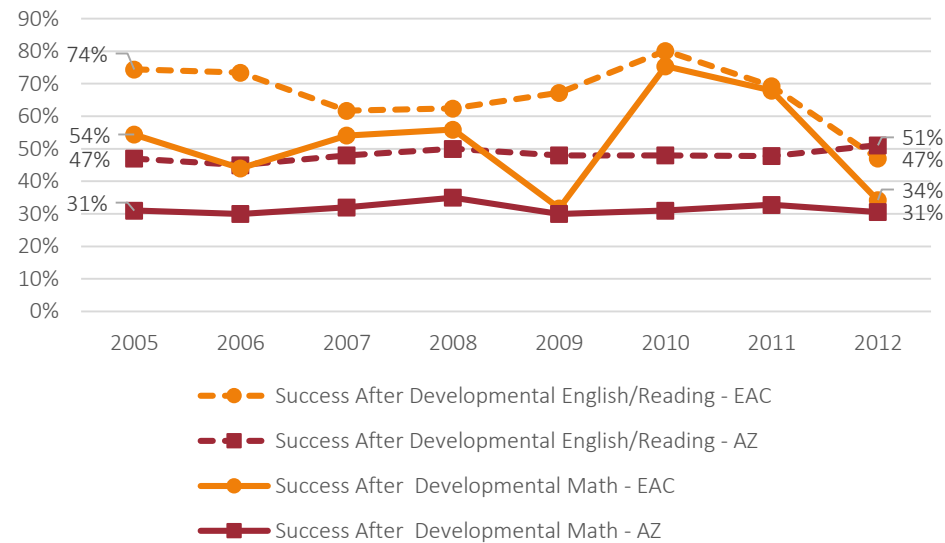
# Expand Access: Mid-Range Metrics

## Metrics 9 and 10: Developmental Course Success Rates



Over two years, 86% of student credit hours attempted in developmental English or reading by EAC's 2016 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). In that same time period, 55% of student credit hours attempted in developmental math by the same cohort were successfully completed (with a grade of A, B, C, or Pass).

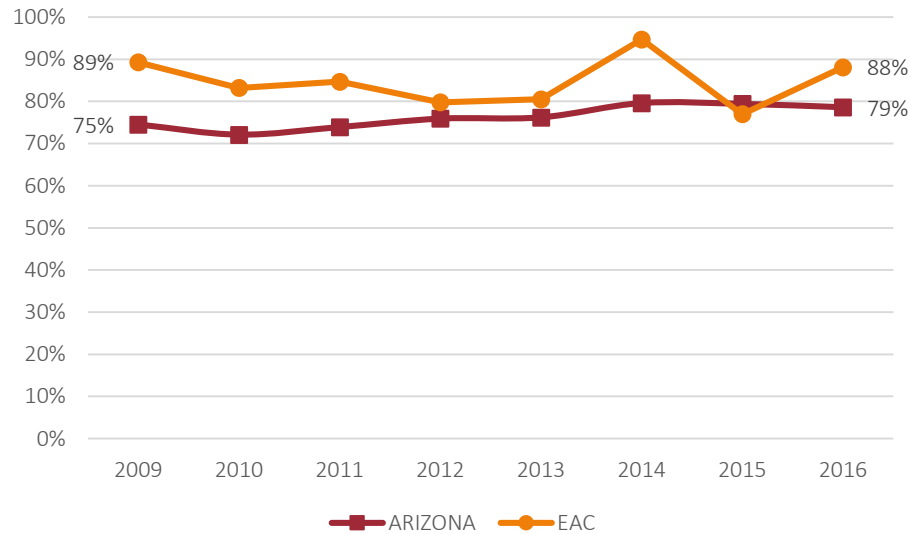
## Metrics 11 and 12: Success After Developmental Education



After six years, 47% of developmental English or reading learners in EAC's 2012 New Student Cohort successfully completed a college-level course in English, and 34% of developmental math learners in the same cohort completed a college-level math course. These success after developmental education rates are slightly lower than statewide and national averages.<sup>4</sup>

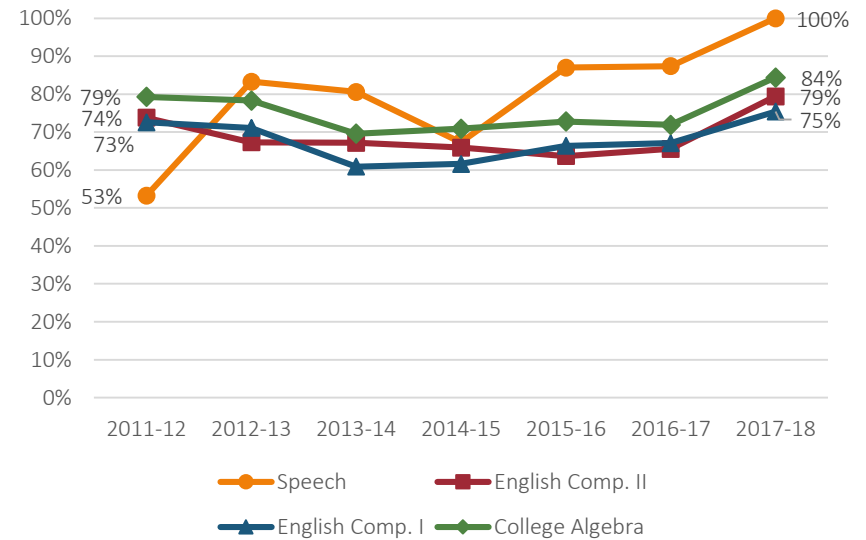
# Increase Transfer and Completion: Mid-Range Metrics

## Metric 13: College-Level Course Success Rate



Over two years, 88% of student credit hours attempted in college-level courses by EAC's 2016 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate has remained relatively stable over the past seven years.

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

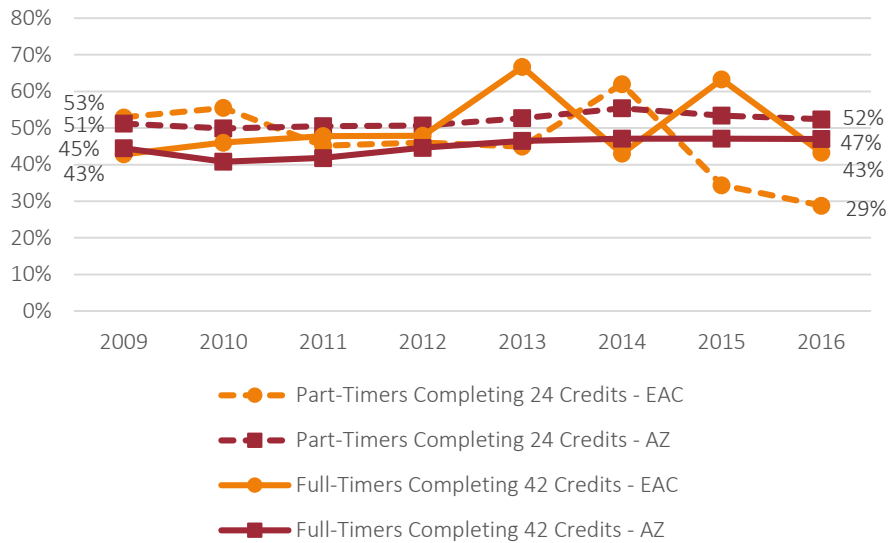


In 2017-18, between 75% and 100% of student credit hours attempted in College Algebra, English Composition I and II, and Speech were successfully completed (with a grade of A, B, C, or Pass). The rates at which EAC students successfully complete these first college-level courses exceed statewide and national averages.<sup>5</sup>



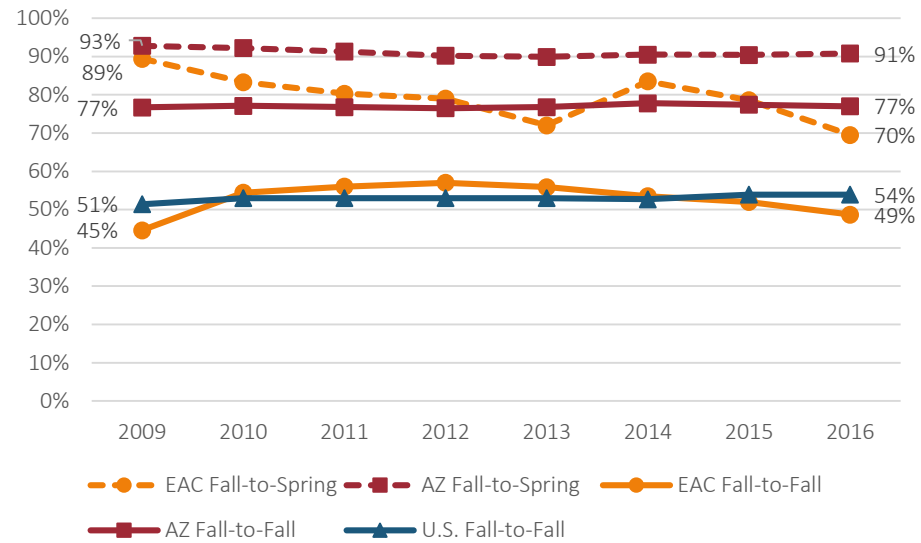
# Increase Transfer and Completion: Mid-Range Metrics

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



By the end of their second year, 29% of part-time learners in EAC’s 2016 Credential-Seeking Cohort had completed 24 credits, and 43% of full-time learners in the same cohort had completed 42 credits. Although they have declined, these rates are notable, as research has linked attainment of credit thresholds to higher persistence and completion rates.<sup>6</sup>

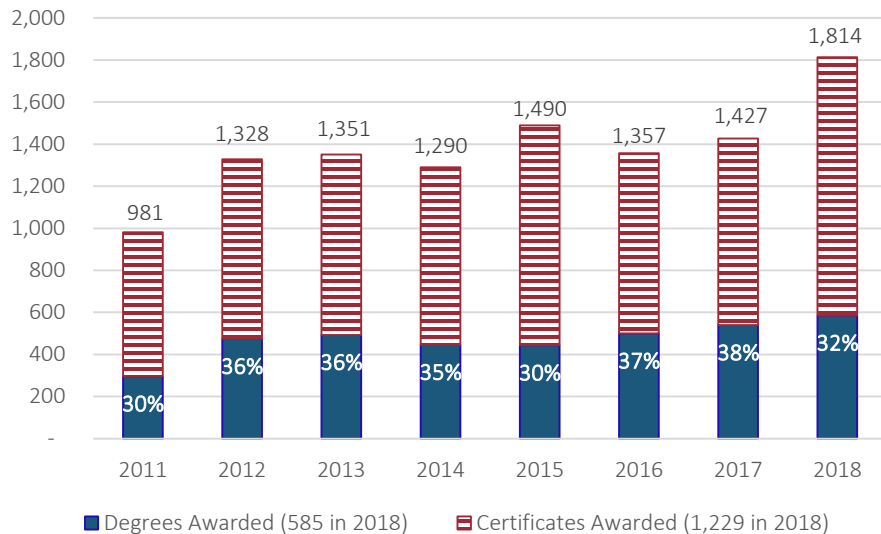
### Metrics 17 and 18: Retention Rates



Seventy percent of EAC’s 2016 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2017, and 49% of them returned the following fall. EAC’s fall-to-fall retention rate is slightly lower than the 54%<sup>7</sup> reported as a national comparison.

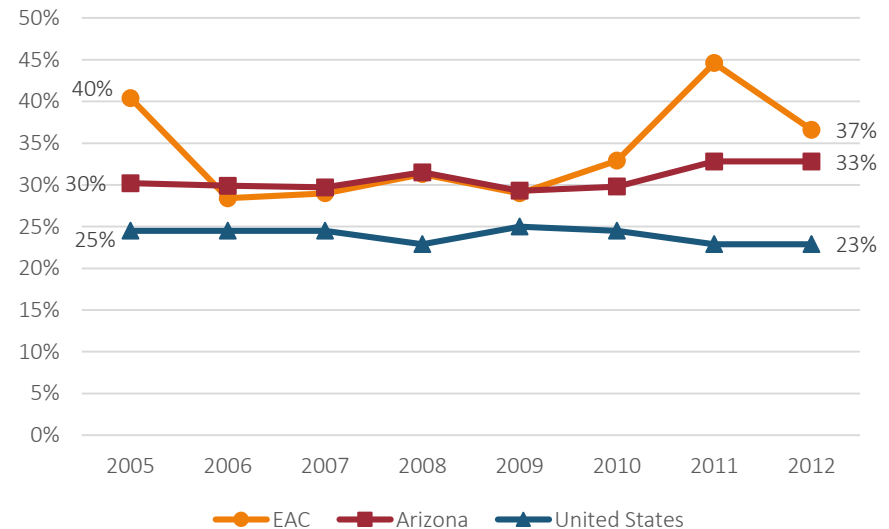
# Increase Transfer and Completion: Long-Term Metrics

**Metric 19:  
Degrees and Certificates Awarded**



Between 2011 and 2018, the number of degrees and certificates awarded by EAC increased by 85% to 1,814. Of the 2018 total, 32% were degrees and 68% were certificates. This increase occurred despite decreased enrollment, as EAC is making a concerted effort to increase the percentage of learners earning postsecondary credentials.

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

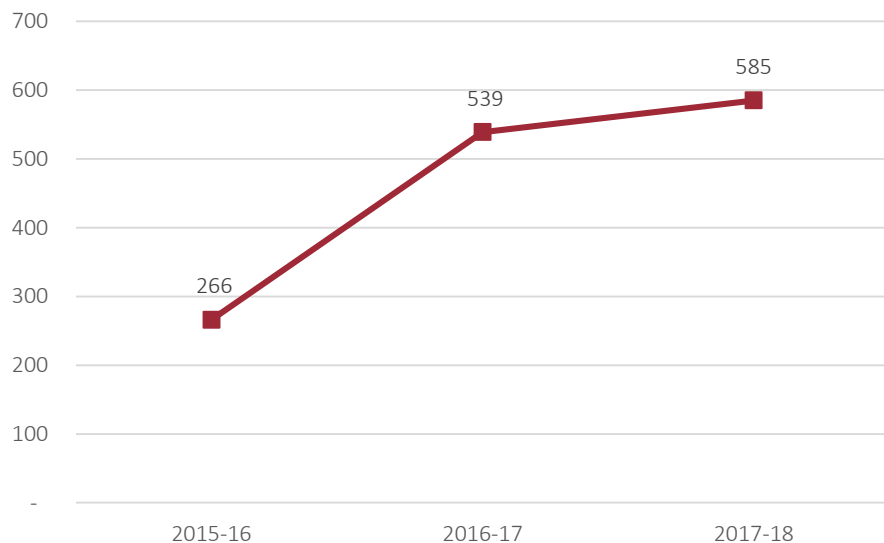


After six years, 37% of EAC's 2012 Credential-Seeking Cohort had completed a degree or certificate. EAC's graduation rate is higher than the statewide average and the most recent national comparison (23%),<sup>2</sup> in part because the national number is not limited to credential-seekers.

# Increase Transfer and Completion: Long-Term Metrics

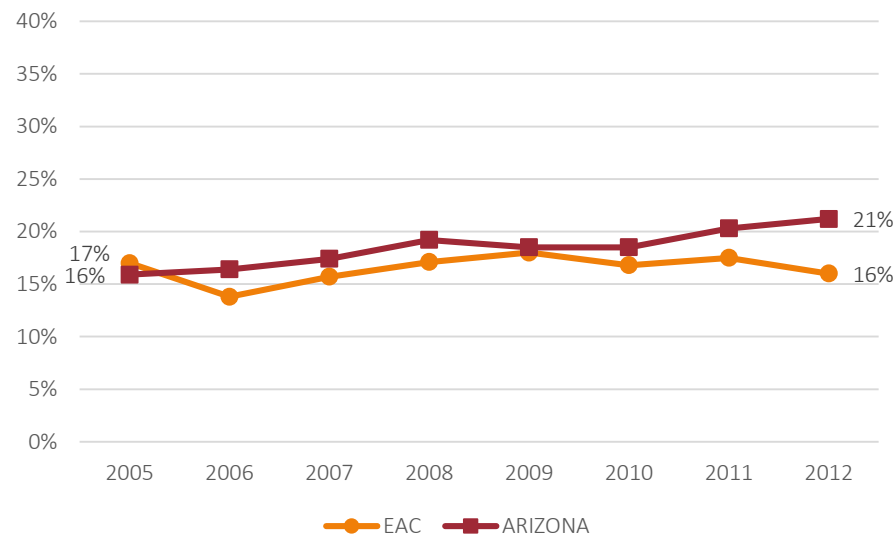
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### Metric 21: AGECs Awarded



In 2017-18, EAC awarded 585 Arizona General Education Curriculum (AGEC) certificates, a sharp 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.

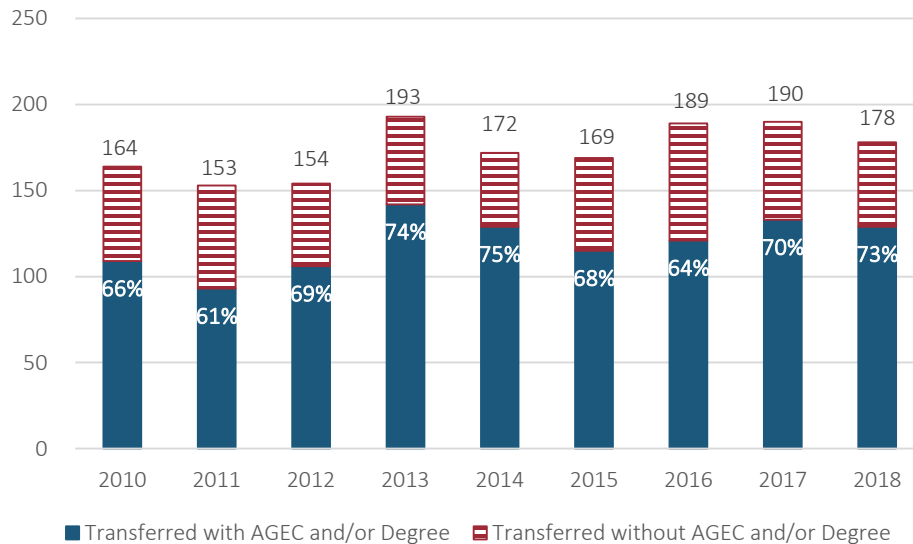
### Metric 22: AGEC Completion Rate



At EAC, 16% of the 2012 Credential-Seeking Cohort completed an AGEC within 6 years. This rate has remained steady. 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.<sup>8</sup>

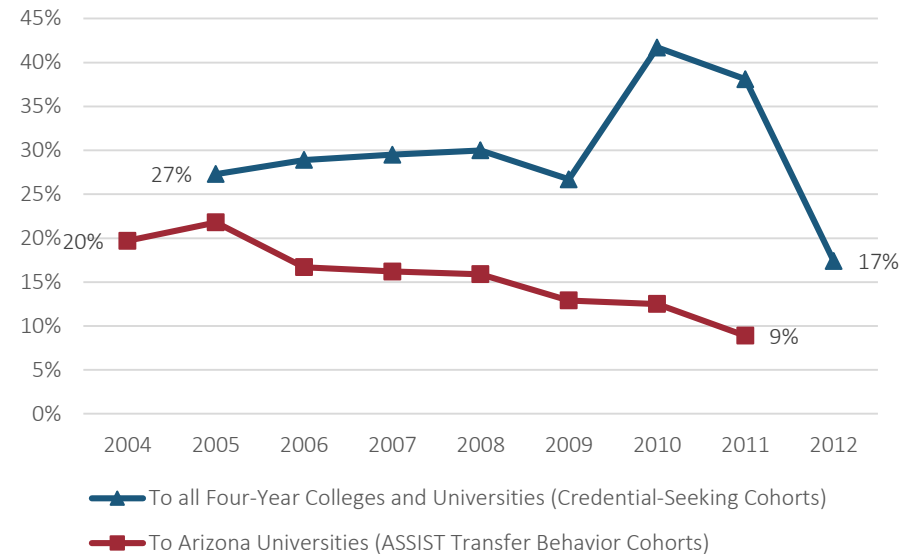
# Increase Transfer and Completion: Long-Term Metrics

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



Between 2010 and 2018, the number of students transferring from EAC to an in-state, public university increased by 9% to 178, despite declining enrollments. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring has increased, indicating that the transfer process is becoming more efficient and cost effective.

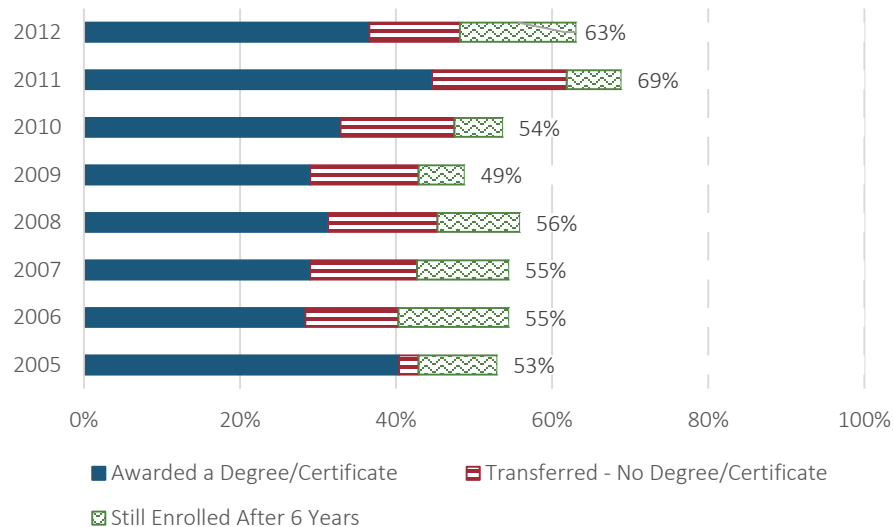
## Metrics 25 and 26: Transfer Rates



At EAC, transfer rates to Arizona universities among ASSIST Transfer Behavior Cohorts have declined 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) also dropped, to 17%. Both rates are lower than the most recent national average (25%).<sup>9</sup>

# Increase Transfer and Completion: Long-Term Metrics

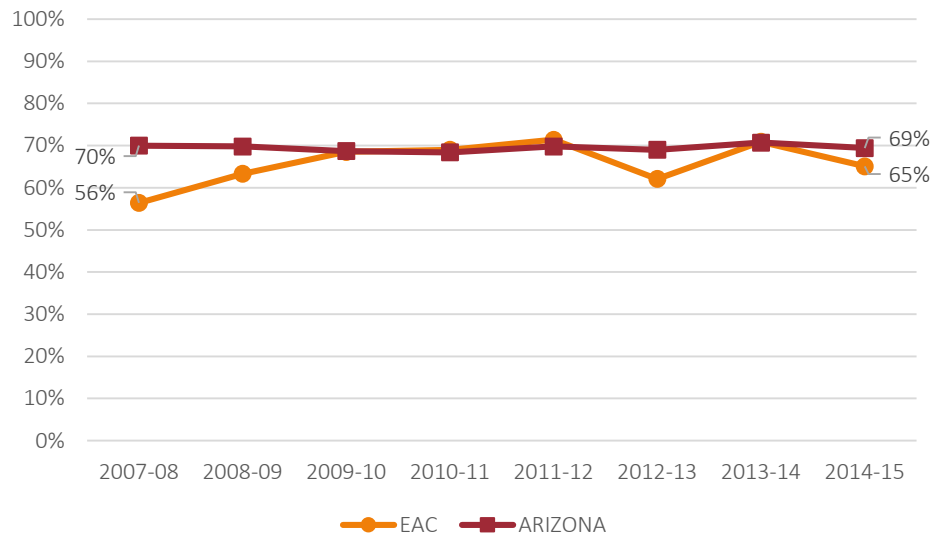
### Metric 27 : Percent of Learners Achieving a Successful Outcome



Sixty-three percent of learners in EAC’s 2012 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.<sup>10</sup>

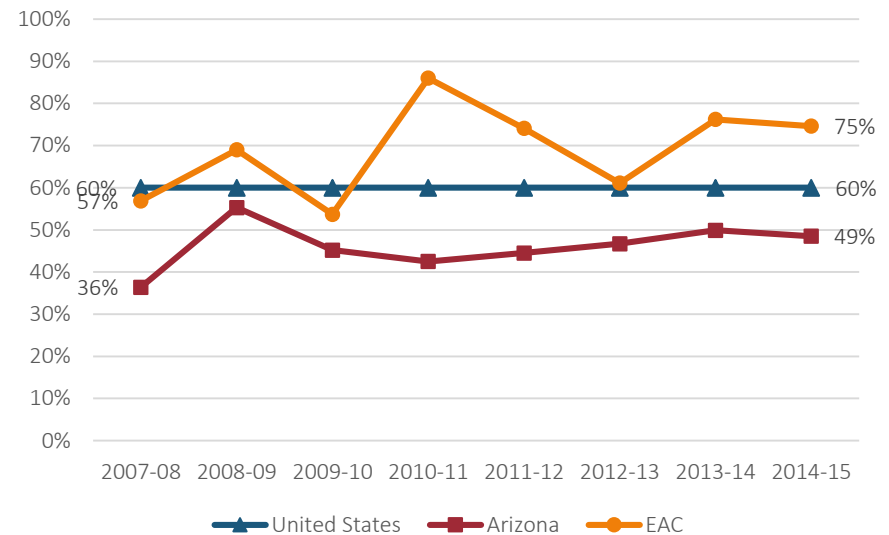
# Increase Transfer and Completion: Follow-Up Metrics

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



Sixty-five percent of all 2014-15 full-time transfers from EAC to in-state, public universities earned a bachelor's degree within four years. This rate has increased in recent years and indicates that most full-time transfers are graduating from the state's public universities in a timely manner.

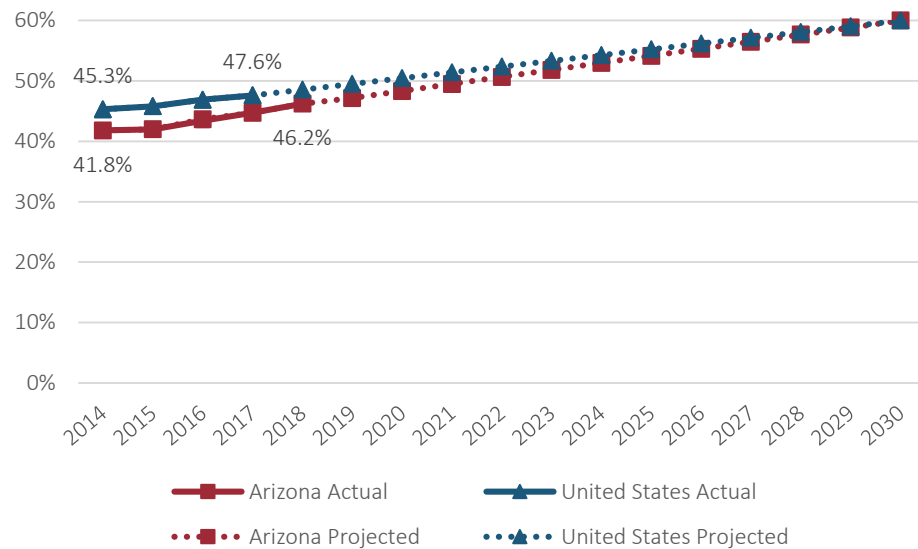
**Metric 29: Percent of All Transfers Earning Bachelor's Degrees**



Seventy-five percent of 2014-15 transfers from EAC to all four-year institutions—public and private, in-state and out—earned a bachelor's degree within four years. This rate is substantially higher than statewide and national averages (49% and 60%, respectively).<sup>11</sup>

# Increase Transfer and Completion: Follow-Up Metrics

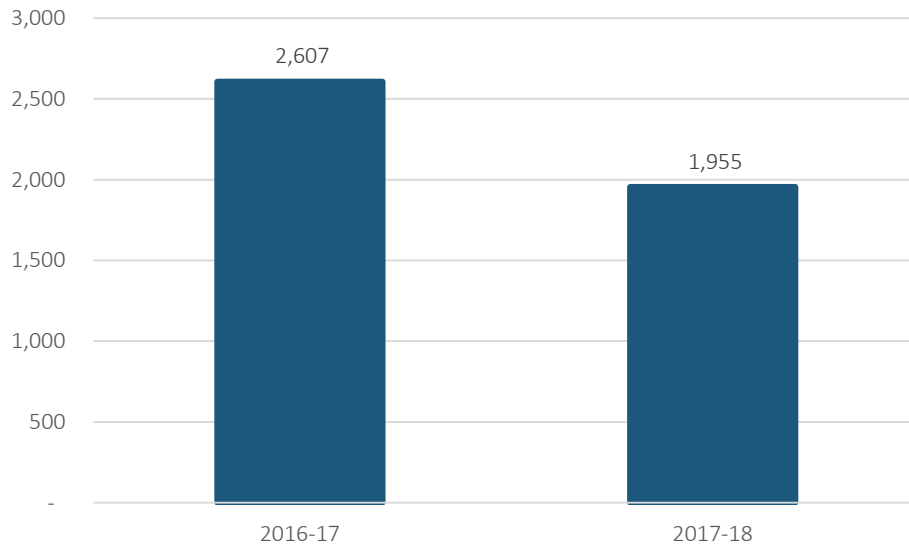
### Metric 30: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential



In 2018, an estimated 46.2% 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.

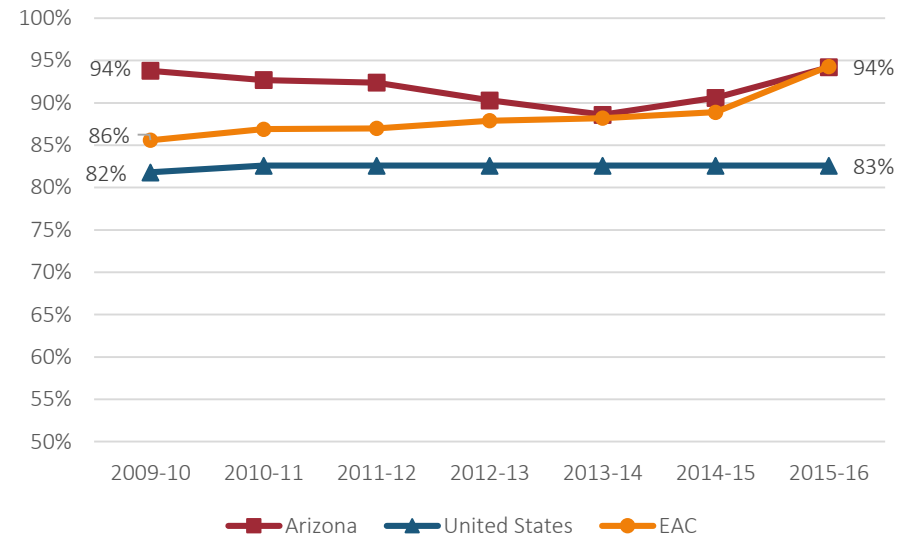
# Improve Alignment: Short-Term and Follow-Up Metrics

**Metric 31:**  
FTSE Enrollment in Occupational Courses



FTSE enrollment in EAC's occupational courses was 1,955 in 2017-18. 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 EAC's 2015-16 Occupational Cohort who took a technical skill or end-of-program assessment up to one year after college exit, 94% 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 23 Highest-Demand Occupations in Southeastern Arizona requiring more than a High School Diploma but less than a Bachelor's Degree for which EAC offers Degree and/or Certificate Programs

- √ Medical Assistants
- √ Teacher Assistants
- √ Emergency Medical Technicians and Paramedics
- √ Nursing Assistants
- √ Dental Assistants
- √ Computer User Support Specialists
- √ Computer Network Support Specialists
- √ Automotive Service Technicians and Mechanics
- √ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- √ Dental Hygienists
- √ Medical Records and Health Information Technicians
- √ Hairdressers, Hairstylists, and Cosmetologists
- √ Bookkeeping, Accounting, and Auditing Clerks
- √ Radiologic Technologists
- √ Engineering Technicians, Except Drafters, All Other
- √ Web Developers
- √ Library Technicians
- √ Electrical and Electronics Engineering Technicians
- √ Forest and Conservation Technicians
- √ Licensed Practical and Licensed Vocational Nurses
- √ Firefighters
- √ First-Line Supervisors of Fire Fighting and Prevention Workers
- √ Human Resources Assistants, Except Payroll and Timekeeping

Eastern Arizona College offers degree and/or certificate programs training workers for 83% (19 of 23) of the highest-demand occupations in the Southeastern region of the state.

<sup>1</sup>U.S. Bureau of the Census. (2018). *American Community Survey, 2013-17 5-year estimates*. Washington, DC: Author.

<sup>2</sup>U.S. Department of Education, National Center for Education Statistics. (2018). *Digest of education statistics*. Washington, DC: Author.

<sup>3</sup>U.S. Bureau of the Census. (2018). *American Community Survey, 2013-17 5-year estimates*. Washington, DC: Author; U.S. Department of Education, National Center for Education Statistics. (2019). *College navigator*. Washington, DC: Author.

<sup>4</sup>Bailey, 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.

<sup>5</sup>National Community College Benchmark Project. (2018). *Report of national aggregate data*. Overland Park, KS: Author.

<sup>6</sup>Moore, 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.

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

<sup>8</sup>Kisker, 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.

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

<sup>10</sup>National 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.

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