2023

Strategic Vision Outcomes Report

2023 OUTCOMES REPORT

On behalf of the Arizona Community College Coordinating Council (AC4), the 2023 Strategic Vision Outcomes Report was produced by Kisker Education Consulting, in collaboration with the offices of Institutional Effectiveness at Arizona's 10 community college districts.

az Community Colleges

KISKER EDUCATION CONSULTING

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 percent 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 35 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. Others have been added more recently to reflect current priorities and initiatives.

Statewide and district-level data are used to guide improvement efforts at community colleges across the state. Statewide data are also 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 2023 Strategic Vision Outcomes Report presents data related to 35 short-term, mid-range, long-term, and follow-up metrics. These data identify areas of strength, as well as places where Arizona's community colleges will need to focus their 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 2023 Strategic Vision Outcomes Report tracks several cohorts of students. Where possible, these cohorts are disaggregated by IPEDS race/ethnicity and IPEDS gender categories.

2020 and 2016 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2020 and 2016 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 persistence and success measures. Credential-seeking sub-cohorts provide a more accurate gauge of student success, as they take into account learners' diverse education and training goals.

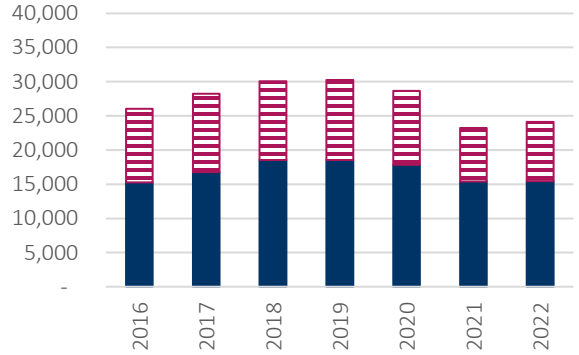
2020-21 Occupational Cohort, comprised of students who exited a community college in 2020-21 after completing 12 or more credits in a single CTE program, is used in a follow-up metric related to earning occupational credentials within one year.

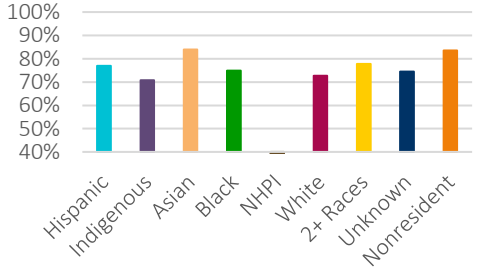
THE IMPACT OF COVID-19

EFFECTS OF THE PANDEMIC IN STRATEGIC VISION DATA

As it did across the country, the COVID-19 pandemic hit Arizona's community colleges and community college students hard, with already-vulnerable populations bearing the brunt of the impact. These effects showed up for the first time in the 2022 Strategic Vision report, although some evidence of recovery is already visible in this 2023 report, which measures enrollment, progress, and success rates through spring 2022.

Several statewide measures clearly illustrate the impact of the pandemic, such as sharp declines in developmental English and reading course success rates (metric 10), or the 5 percentage-point drop in fall-to-fall persistence between the 2018 and 2020 entering cohorts (metric 19). However, after a precipitous decline in 2021, the number of students awarded a degree or certificate increased by 4% in 2022 (metric 21; see chart to right). **These measures paint a striking portrait of the near-term effects of the pandemic, as well as early indicators of recovery.**





Strategic Vision data also point to the ways in which the COVID-19 pandemic exacerbated societal and educational inequities, with equity gaps between the genders and for learners from races and ethnicities historically underserved in higher education apparent in numerous measures. The chart to the left illustrates racial equity gaps in fall-to-fall persistence (metric 19).

Longer-term effects of the pandemic, such as those related to transfer or completion, are just starting to be reflected in the data and may ultimately be masked by other trends, including the colleges' ongoing efforts to connect learners to wrap-around services that can help to ameliorate heightened food, housing, and transportation insecurities. Nonetheless, **Arizona's community colleges are redoubling efforts to expand access, increase transfer and completion, and improve alignment between college programs and workforce needs, focusing in particular on learners hardest hit by the COVID-19 pandemic and its aftermath.**

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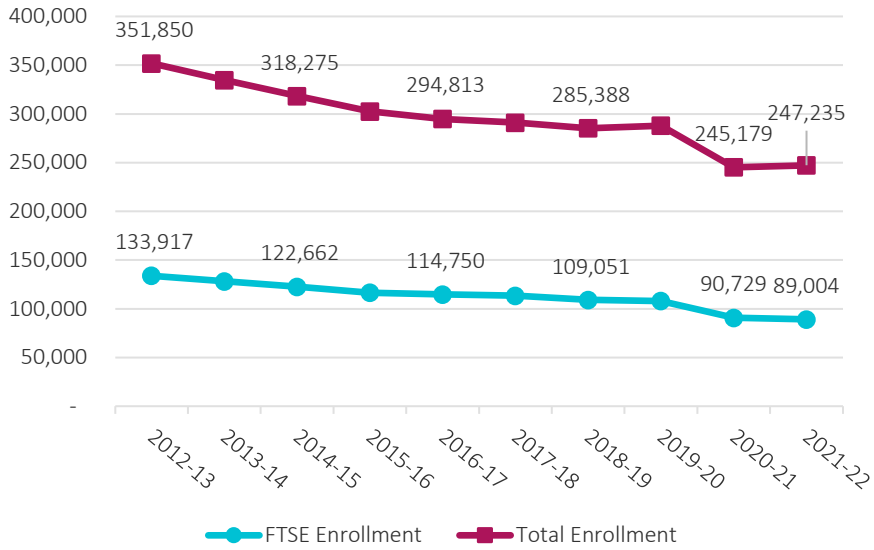
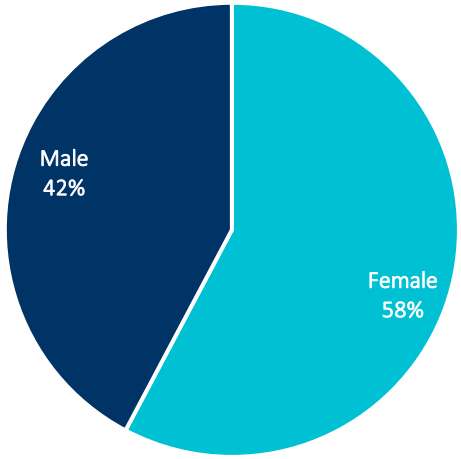
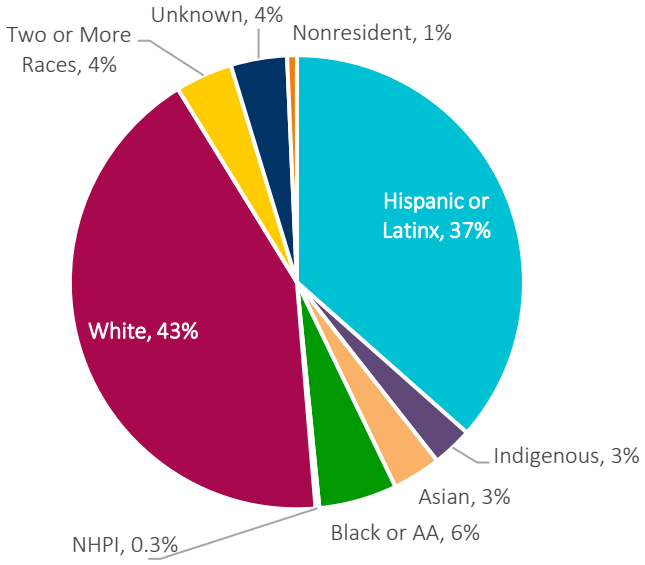
Expand Access: Short-Term Metrics

Metrics 1 and 2: FTSE and Total Enrollment





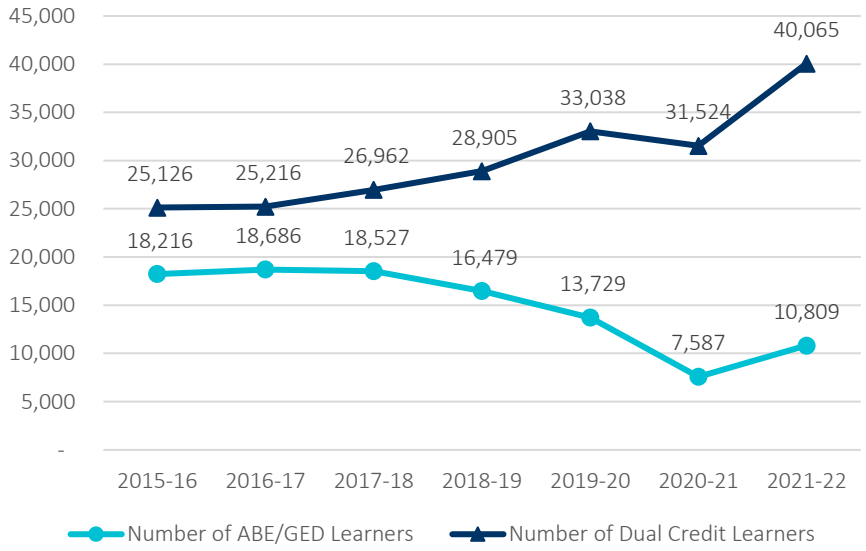


Total and full-time student equivalent (FTSE) enrollment at Arizona's community colleges were profoundly impacted by the COVID-19 pandemic, dropping 15 and 16%, respectively, from 2019-20 to 2020-21. However, while FTSE enrollment dropped slightly in 2021-22, total enrollment increased by 1% to 247,235.

Both nationally and in Arizona, 58% of learners are female, but Arizona's colleges enroll substantially higher percentages of Hispanic/Latinx (36%) and Indigenous (3%) learners than national averages (27% and 1%, respectively).[1]

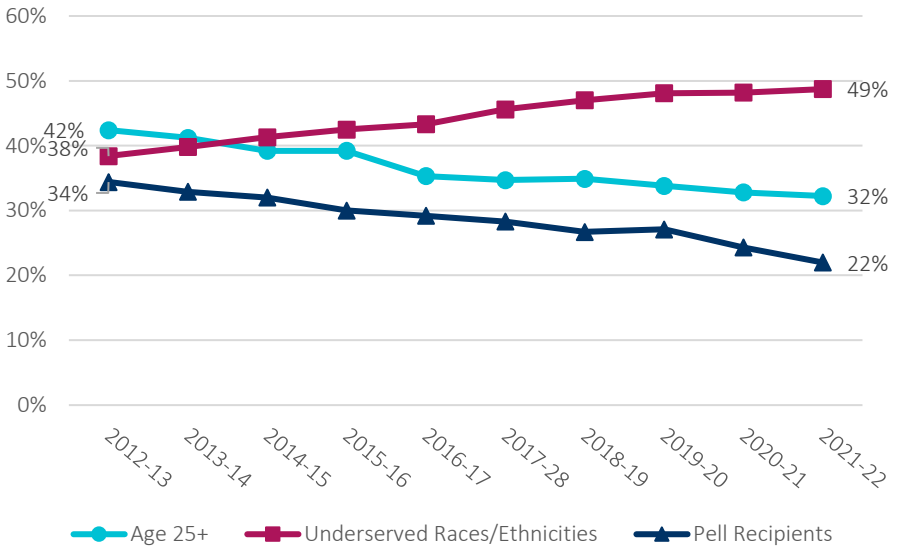
Expand Access:
Short-Term Metrics

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



The COVID-19 pandemic had a substantial impact on enrollment in Adult Basic Education (ABE) and General Educational Development (GED) courses, but the number of ABE/GED learners recovered somewhat between 2020-21 and 2021-22. Total annual enrollment of high school learners in dual credit courses increased dramatically, to 40,065. These programs are essential in expanding access to Arizona's community colleges for both high school students and returning adult learners.

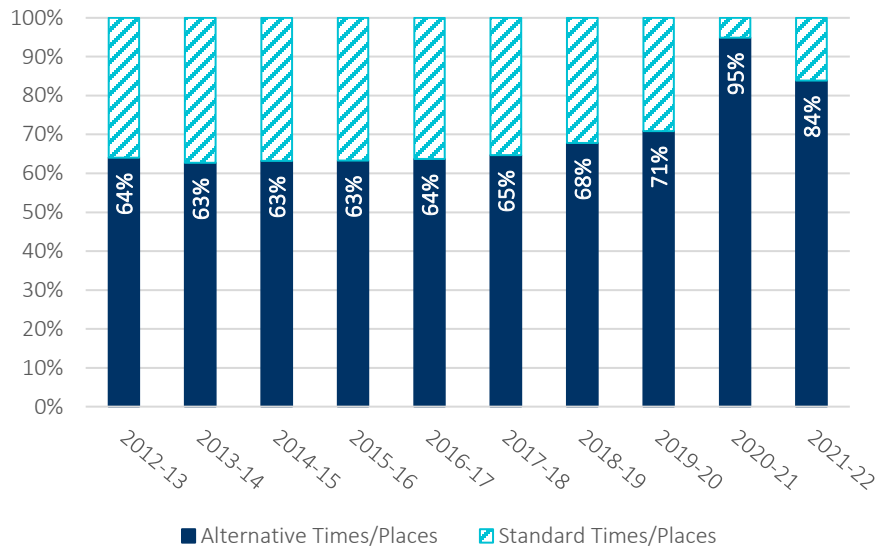
Metric 5: Enrollment of Historically Underserved Populations



Over the past decade, the percentage of Arizona community college students who are members of an historically underserved racial/ethnic group has increased substantially, reaching 49% in 2021-22. However, enrollment of Pell recipients has dropped consistently, declining 19% since 2019-20 alone. At 22% this number is substantially lower than the most recent national average (44%). The percentage of adult learners enrolled in Arizona's community colleges is similar to the national figure (31%).[1]

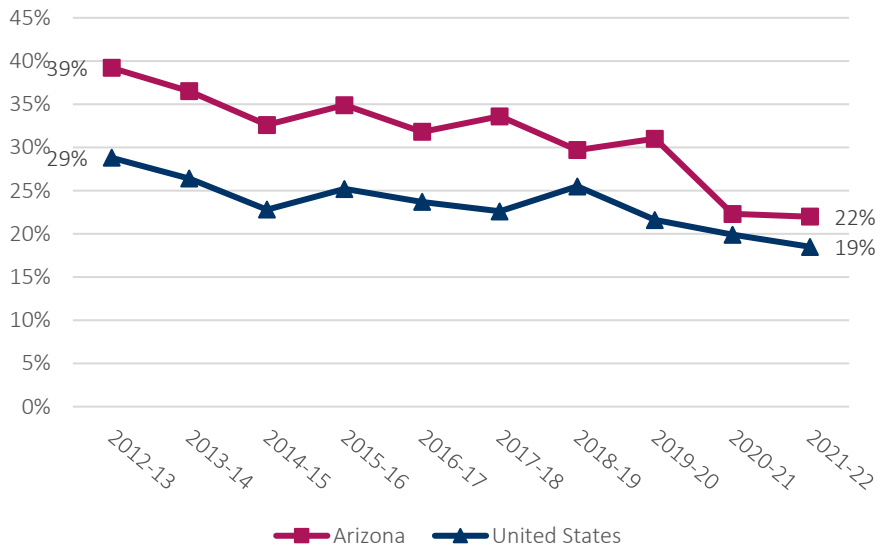
Expand Access: Short-Term Metrics

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



Long experienced in extending access to courses by offering them at night, on the weekends, at skill centers, or in online or hybrid formats, Arizona's community colleges were able to quickly pivot to a predominately virtual learning model when the COVID-19 pandemic hit. In 2021-22, only 16% of instruction occurred on campus during the weekday; 84% of all student credit hours were earned online or in other alternative times or places.

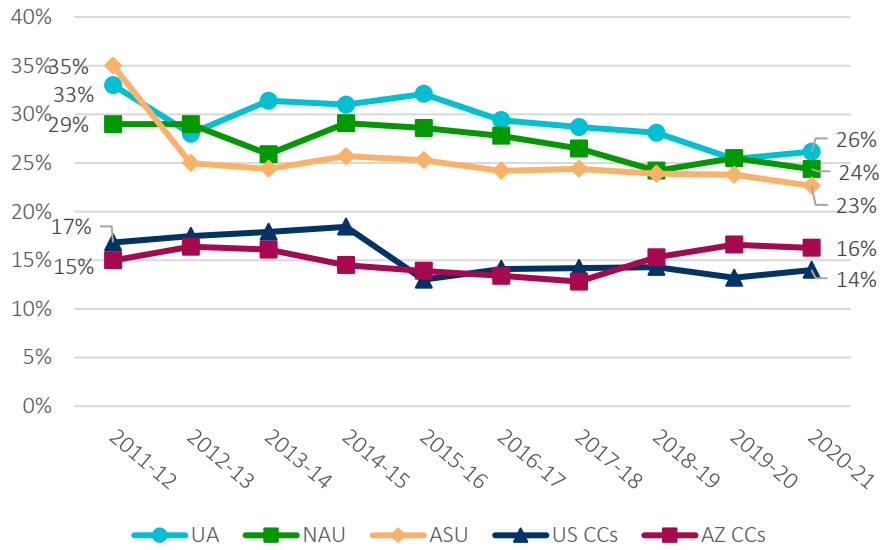
Metric 7: Community College-Going Rate



After dropping precipitously during the COVID-19 pandemic, Arizona's community college-going rate stabilized in 2021-22 and the percentage of Arizona high school graduates who enroll in a community college within one year is still higher than the national average (19%).[1] Arizona's community colleges will continue to work with the Arizona Department of Education and the Board of Regents to improve college-going across the state.

Expand Access:
Short-Term Metrics

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

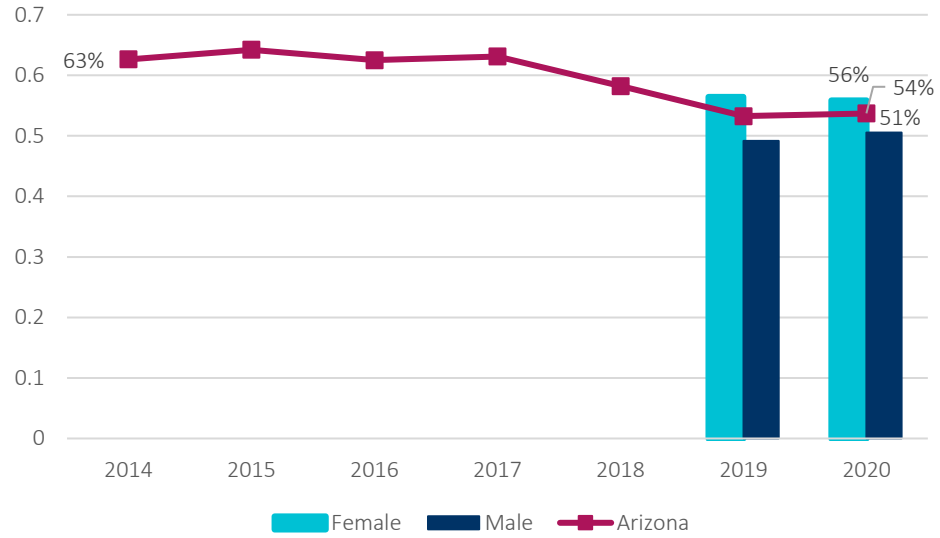


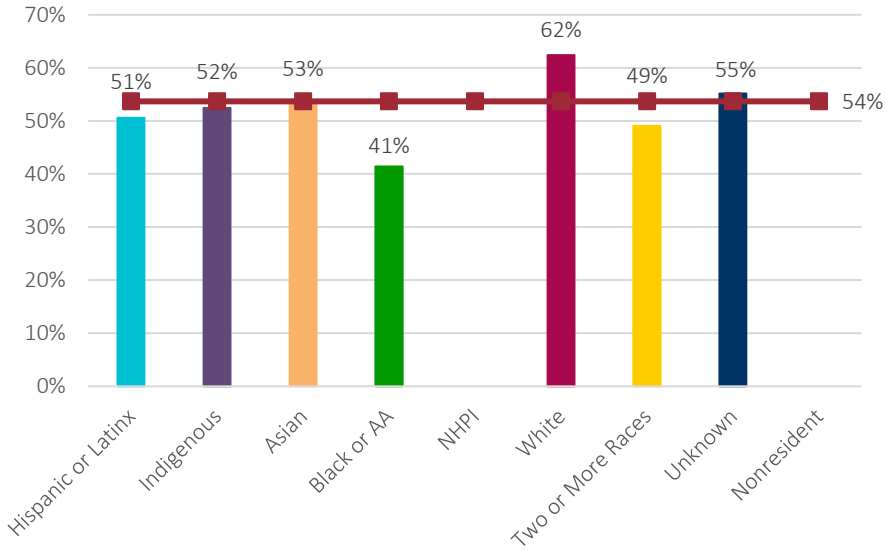
Over the past decade, the relative cost of attending a community college in Arizona has fluctuated by one or two percentage points in either direction. At just under $11,000 per year, the median net price of attending a community college in Arizona is just 16% of the state's median household income.

This rate is slightly higher than the national comparison (14%) but substantially lower than Arizona's public universities (23%-26%),[2] making the community colleges excellent and affordable options for postsecondary education and training.

Expand Access: Mid-Range Metrics

Metric 9: Developmental Math Course Success Rate

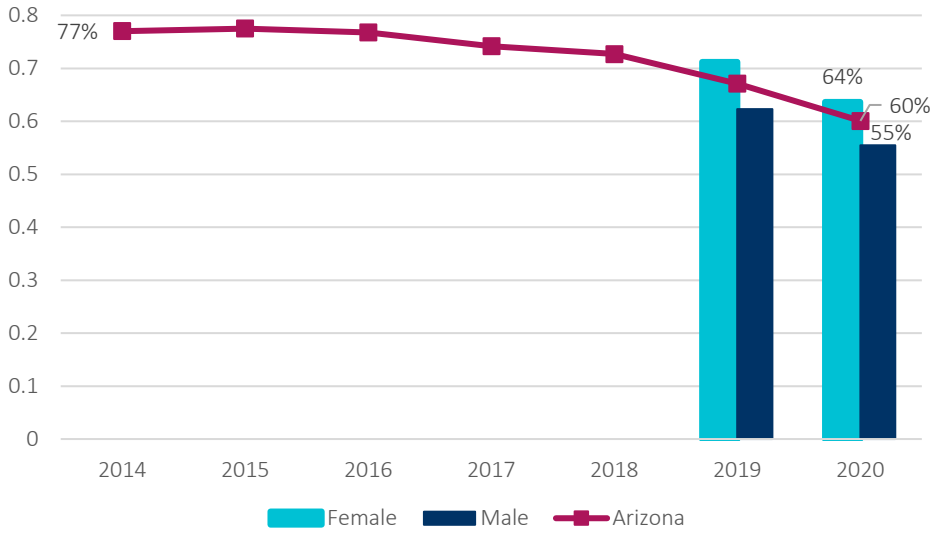


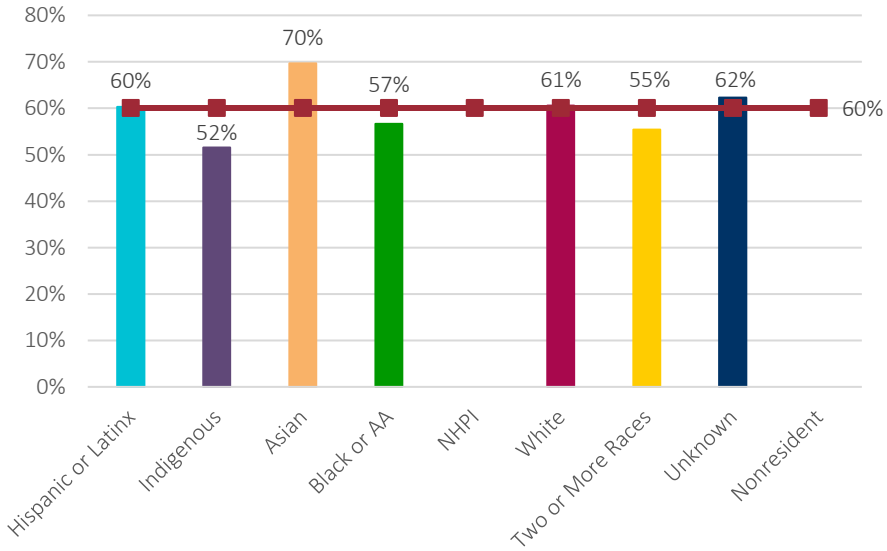


Learners enrolled in developmental math courses were profoundly affected by the COVID-19 pandemic, although developmental math course success rates have since stabilized. Indeed, 54% of student credit hours attempted in developmental math by the 2020 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), compared to 53% for the previous cohort. As the chart on the left illustrates, females successfully completed developmental math courses at a substantially higher rate than their male peers (56%, compared to 51%). Similar equity gaps are apparent when developmental course success rates are analyzed by race and ethnicity (see chart on right). In particular, Blacks/African Americans, Hispanic/Latinx learners, and those from two or more races successfully completed developmental math courses at lower rates than their Indigenous, Asian, and White peers, as well as those of unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

Expand Access:
Mid-Range Metrics

Metric 10: Developmental English/Reading Course Success Rate



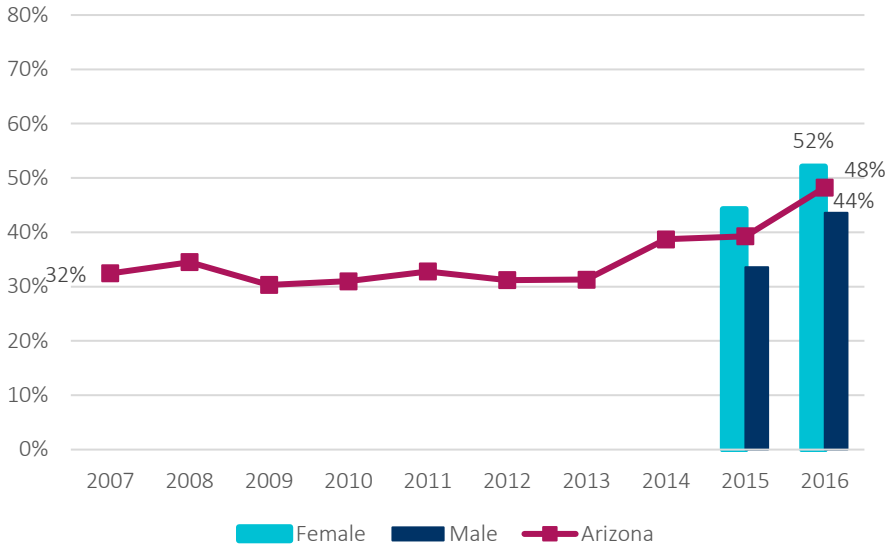


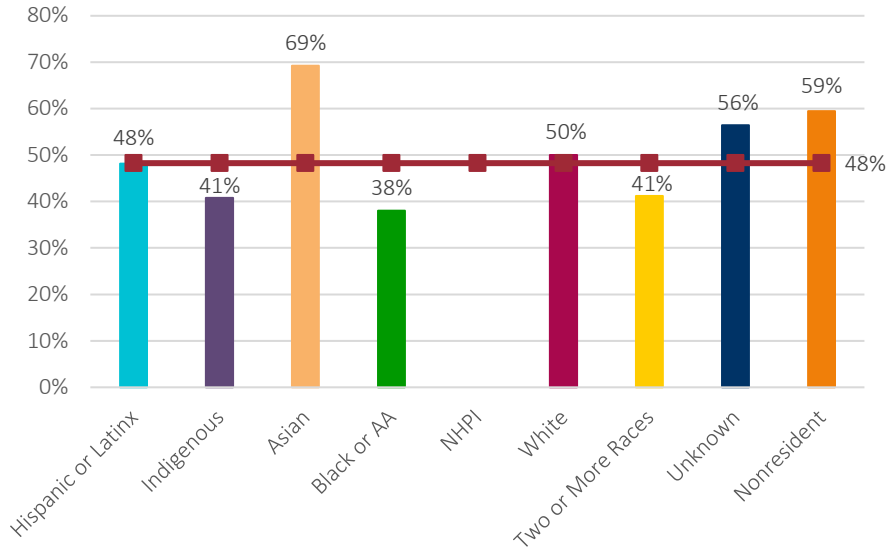
Learners enrolled in developmental English or reading courses were strongly affected by the COVID-19 pandemic and course success rates have not yet recovered to pre-pandemic levels. Indeed, only 60% of student credit hours attempted in developmental English or reading by the 2020 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), compared to 74% three years earlier. As the chart on the left illustrates, females successfully completed developmental English or reading courses at a substantially higher rate than their male peers (64%, compared to 55%).

Similar equity gaps are apparent when developmental course success rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners, Blacks/African Americans, and those from two or more races successfully completed developmental English or reading courses at lower rates than their Hispanic/Latinx, Asian, and White peers, as well as those of unknown race or ethnicity.

Expand Access: Mid-Range Metrics

Metric 11: Success After Developmental Math Rate



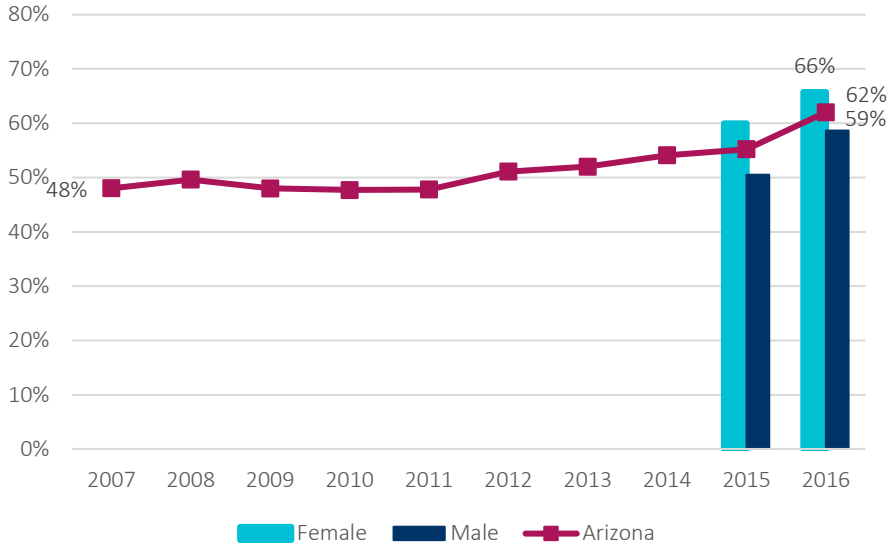


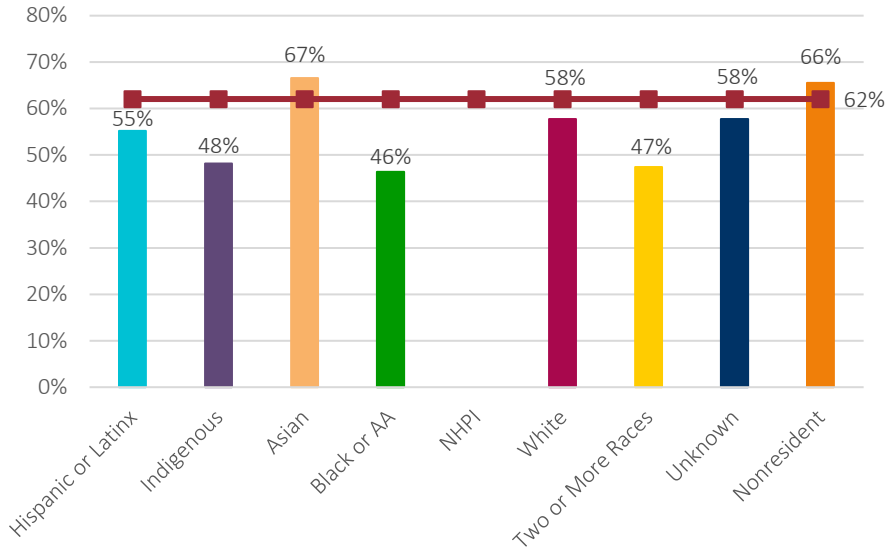
It is too early to assess the effects of the COVID-19 pandemic on success after developmental math rates, as the majority of learners in the 2016 New Student Cohort who enrolled in developmental math courses did so in the years preceding the pandemic. Indeed, after six years, 48% of developmental math learners in the 2016 New Student Cohort successfully completed a college-level math course—a 9 percentage-point increase from the preceding cohort. However, as the chart on the left illustrates, females are far more likely to succeed in college-level math following developmental math courses than their male counterparts.

Similar equity gaps are apparent when success after developmental math rates are analyzed by race and ethnicity (see chart on right). In particular, Blacks/African Americans, Indigenous learners, and those from two or more races successfully passed college-level math following developmental math courses at lower rates than their Hispanic/Latinx, Asian, White, and Nonresident peers, as well as those of unknown race or ethnicity.

Expand Access:
Mid-Range Metrics

Metric 12: Success After Developmental English/Reading Rate



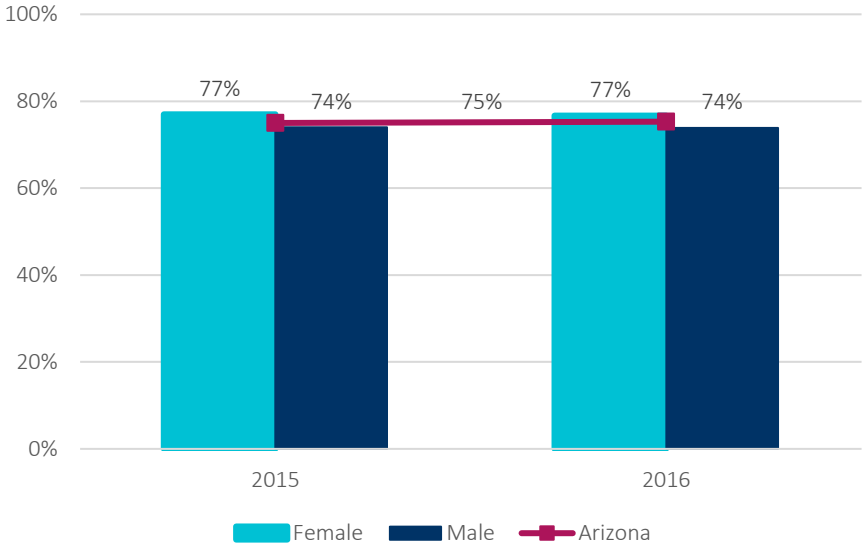


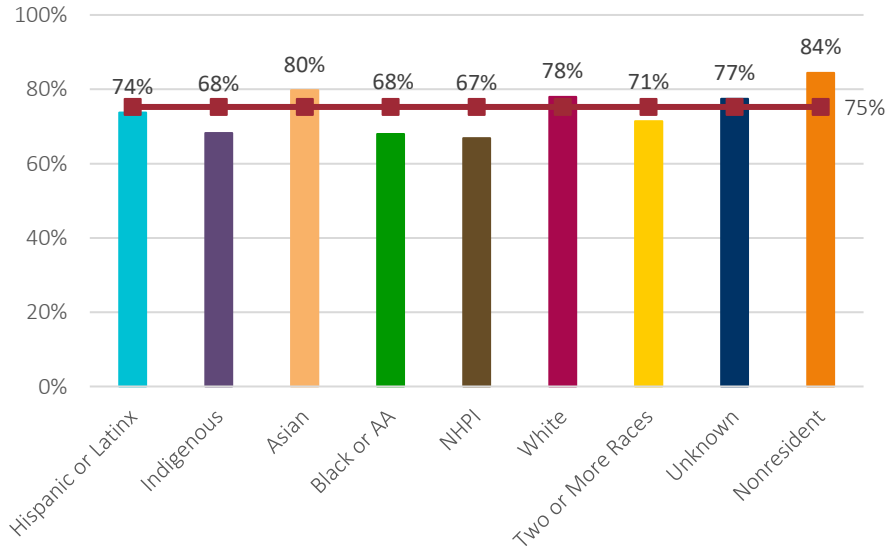
It is similarly too early to assess the effects of the pandemic on success after developmental English/reading rates, as the majority of learners in the 2016 New Student Cohort who enrolled in developmental English or reading courses did so in the years preceding the pandemic. Indeed, after six years, 62% of developmental English or reading learners in the 2016 New Student Cohort successfully completed a college-level English course. However, as the chart on the left illustrates, females are far more likely to succeed in college-level English following developmental courses than their male counterparts.

Similar equity gaps are apparent when data are analyzed by race and ethnicity (see chart on right). In particular, Blacks/African Americans, Indigenous learners, Hispanic/Latinx learners, and those from two or more races successfully passed college-level English following developmental English or reading courses at lower rates than Asian, White, and Nonresident peers, as well as those of unknown race or ethnicity.

Increase Transfer & Completion: Mid-Range Metrics

Metric 13: College-Level Course Success Rate



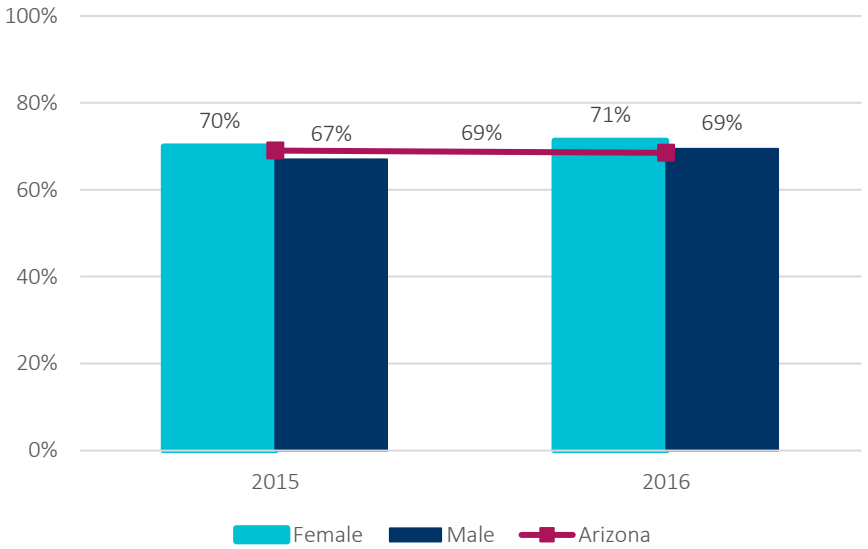


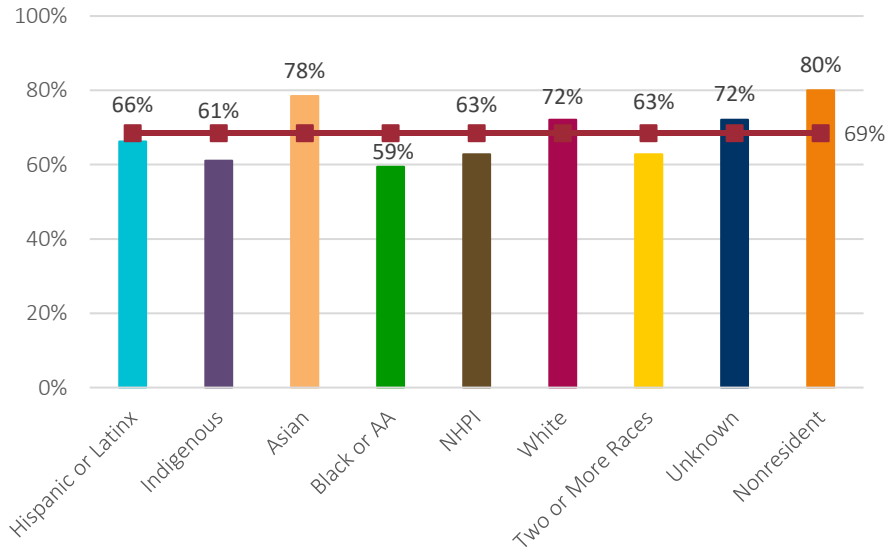
Over six years, 75% of student credit hours attempted in college-level courses by the 2016 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). As the chart on the left illustrates, females successfully completed college-level courses at a slightly higher rate (77%) than their male counterparts (74%).

Equity gaps are also apparent when college-level course success rates are analyzed by race and ethnicity (see chart on right). In particular, Blacks/African Americans, Indigenous learners, Native Hawaiians and other Pacific Islanders, and those from two or more races successfully passed college-level courses at lower rates than their Hispanic/Latinx, Asian, White, and Nonresident peers, as well as those of unknown race or ethnicity.

Increase Transfer & Completion: Mid-Range Metrics

Metric 14: STEM Course Success Rate





Over six years, 69% of student credit hours attempted in college-level science, technology, engineering, and math (STEM) courses by the 2016 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate is 6 percentage points lower than the overall college-level course success rate (metric 13), indicating that more work must be done to support learners through STEM sequences.

As the chart on the left illustrates, females successfully completed college-level STEM courses at a higher rate (71%) than their male counterparts (69%), although both improved slightly from the year prior. Equity gaps are also apparent when college-level course success rates are analyzed by race and ethnicity (see chart on right). In particular, Blacks/African Americans, Indigenous learners, Native Hawaiians and other Pacific Islanders, Hispanic/Latinx learners, and those from two or more races successfully passed college-level STEM courses at lower rates than their Asian, White, and Nonresident peers, as well as those of unknown race or ethnicity.

Increase Transfer & Completion: Mid-Range Metrics

Metric 15: Disciplines with the Highest Rates of Unsuccessful Outcomes and/or Withdrawals

Discipline	% Unsuccessful	% WDRL	Total % Unsuccessful/WDRL
Japanese	8.9%	24.6%	33.6%
Math	12.9%	20.3%	33.2%
Philosophy	12.6%	16.3%	28.9%
Computer Science	10.9%	17.6%	28.5%
Journalism	11.4%	16.7%	28.2%
Biology	10.9%	17.0%	27.9%
Business	10.4%	16.1%	26.5%
English	11.2%	15.1%	26.3%
Latin	5.0%	21.4%	26.3%
Chemistry	7.5%	18.2%	25.7%

Increase Transfer & Completion: Mid-Range Metrics

Metric 15 (Cont.): Disciplines with the Highest Rates of Unsuccessful Outcomes and/or Withdrawals

Statewide, the top ten disciplines with the highest rates of unsuccessful outcomes (grades of D, F, or U) or withdrawals are concentrated in Science, Technology, Engineering, and Math (STEM) disciplines, foreign languages, Philosophy, Journalism, Business, and English. As the list on the preceding page illustrates, in each of these ten disciplines, more than one quarter of all course enrollments results in a non-passing grade.

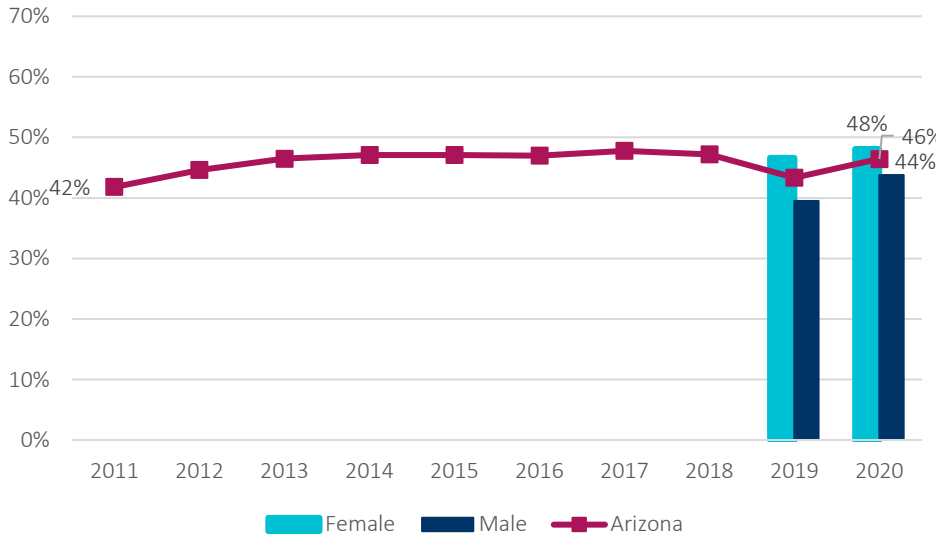
Perhaps most concerning is the fact that 33% of math enrollments result in a withdrawal or an unsuccessful outcome. As Math credits are required for the Arizona General Education Curriculum (AGEC), and because Math courses function as a gateway to many higher-level disciplinary requirements, the fact that one-third of course enrollments do not result in a passing grade means that a great many learners are precluded from transferring or making progress toward a degree or certificate.

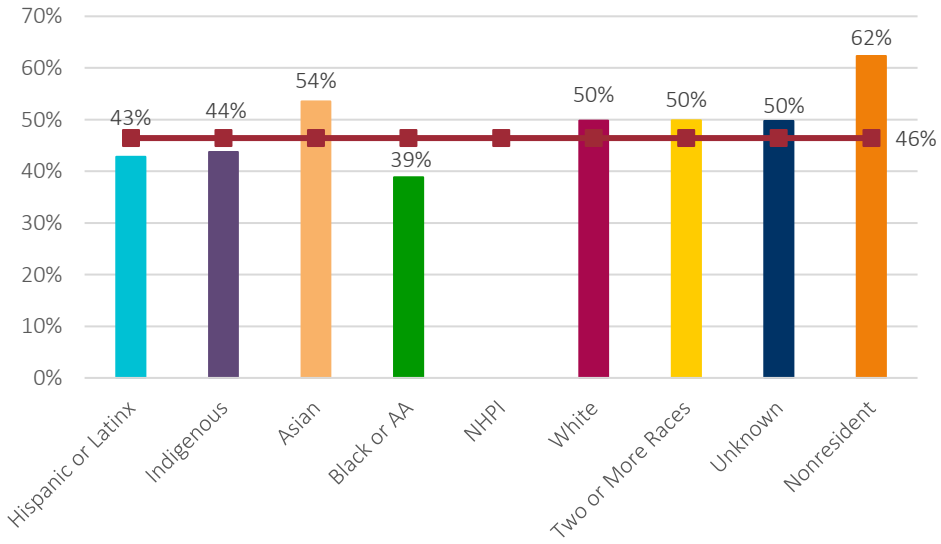
Reducing withdrawal rates, as well as the percentage of course enrollments resulting in unsuccessful outcomes, is critical to improving persistence, transfer, and completion at Arizona's community colleges. The colleges will need to make a concerted effort to identify those courses and sequences with high rates of non-passing grades; assess if and how they may be contributing to racial, ethnic, and gender equity gaps; and redesign as necessary to improve teaching and learning. The implementation of "inescapable advising"[3] and more directive course sequencing through guided pathways may also help students to enroll in courses in which they are more likely to succeed.

Note: Disciplines in which the number of course enrollments resulting in an unsuccessful grade and/or withdrawal are too low to report are excluded from the top-ten list on the preceding page.

Increase Transfer & Completion: Mid-Range Metrics

Metric 16: Percent of Full-Time Learners Completing 42 Credits within Two Years



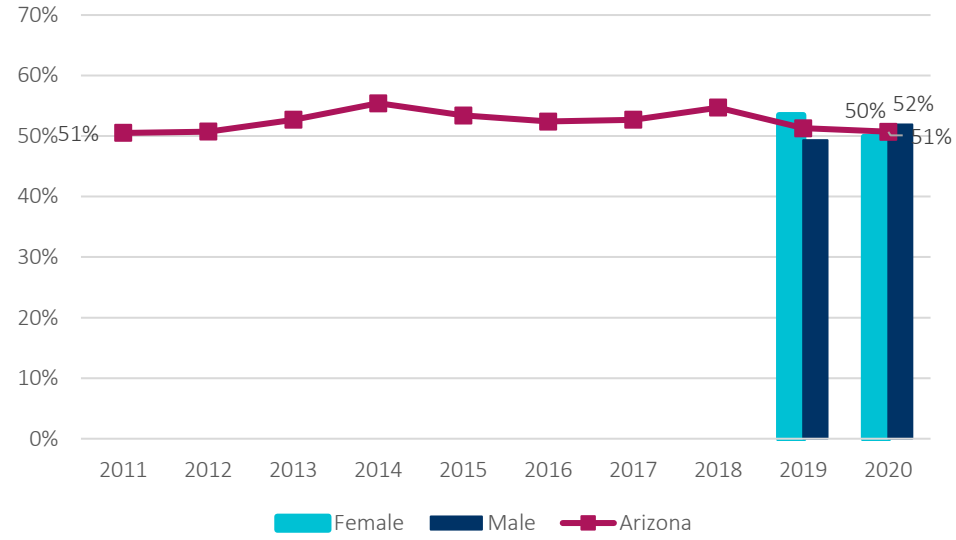


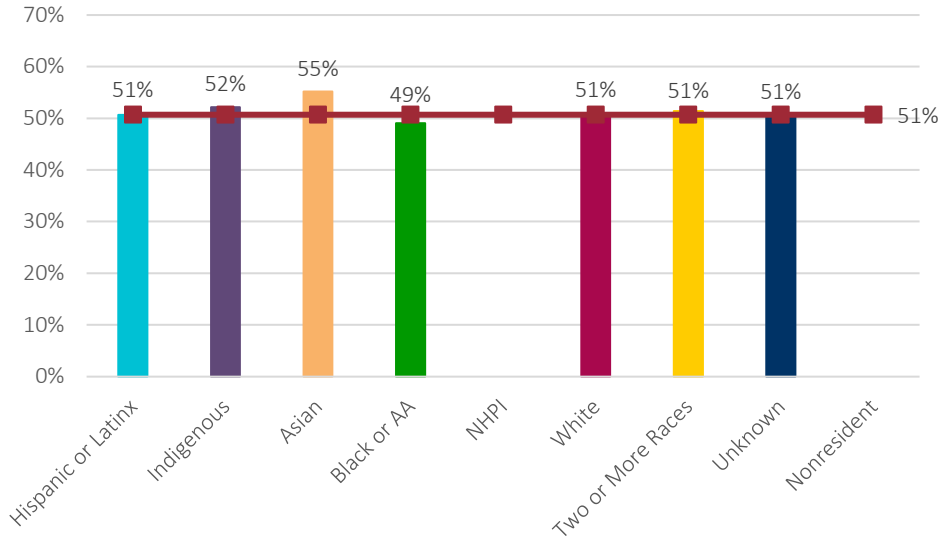
By the end of their second year, 46% of full-time learners in the 2020 Credential-Seeking Cohort had completed 42 credits, a recovery from the pandemic-induced drop shown by the previous cohort. This stabilization is encouraging, as research shows that learners who attain this 42-credit threshold are more likely to persist and earn a degree or certificate than those who do not.[4]

As the chart on the left illustrates, females attending full-time are more likely than their male counterparts to attain the 42-credit threshold within two years (48%, compared to 44%). Equity gaps are also apparent when threshold attainment rates are analyzed by race and ethnicity (see chart on right). In particular, Blacks/African Americans, Indigenous learners, and Hispanic/Latinx learners attained the two-year credit threshold at lower rates than their Asian, White, and Nonresident peers, as well as those of two or more races or unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Mid-Range Metrics

Metric 17: Percent of Part-Time Learners Completing 24 Credits within Two Years



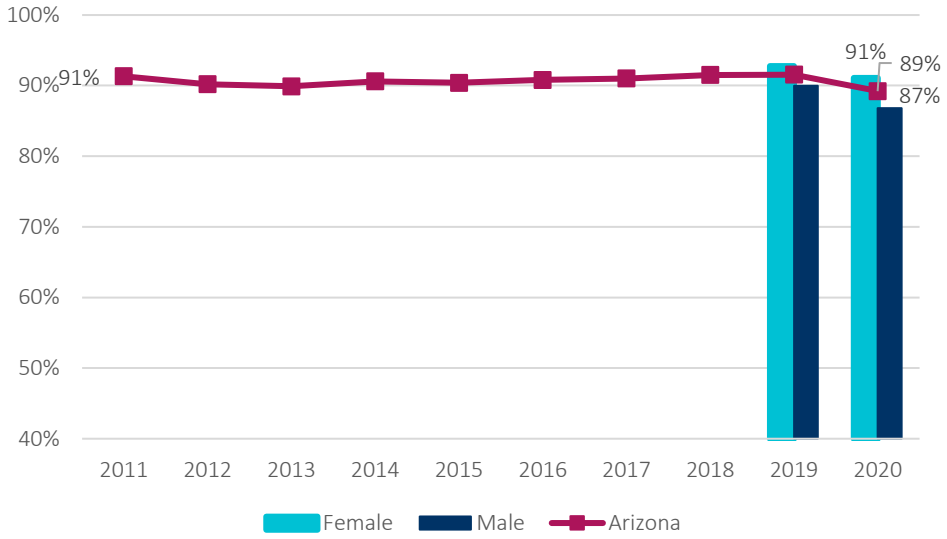


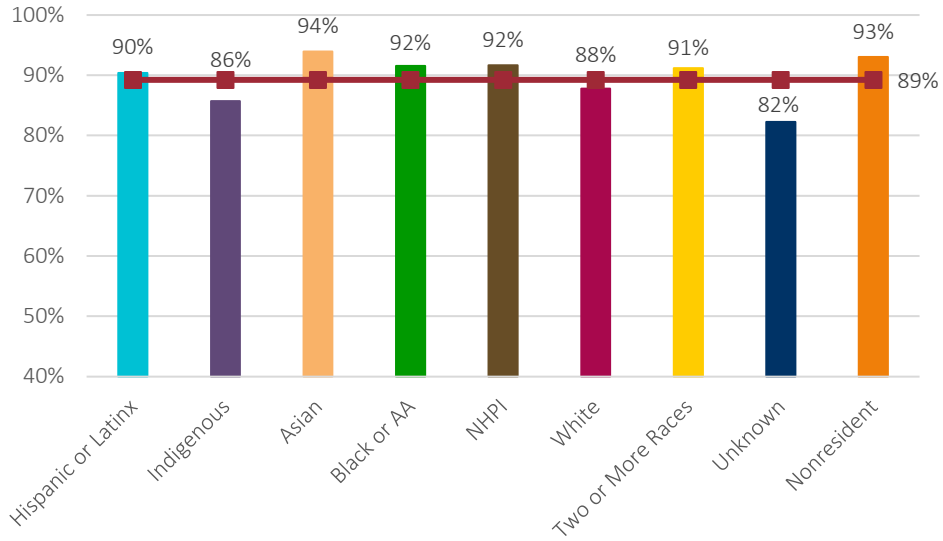
By the end of their second year, 51% of all part-time learners in the 2020 Credential-Seeking Cohort had completed 24 credits, a four percentage-point drop from the 2018 Cohort. Although this dip is likely a result of the COVID-19 pandemic, it is somewhat concerning, as research shows that learners who attain this 24-credit threshold are more likely to persist and earn a degree or certificate than those who do not.[4]

As the chart on the left illustrates, within this cohort males and females attained the 24-credit threshold within two years at similar rates (52% and 50%, respectively). When threshold attainment rates are analyzed by race and ethnicity, equity gaps are relatively small (see chart on right), although Blacks/African Americans attained the two-year credit threshold at a slightly lower rate (and Asians at a higher rate) than their peers. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Mid-Range Metrics

Metric 18: Fall-to-Next-Term Persistence Rate



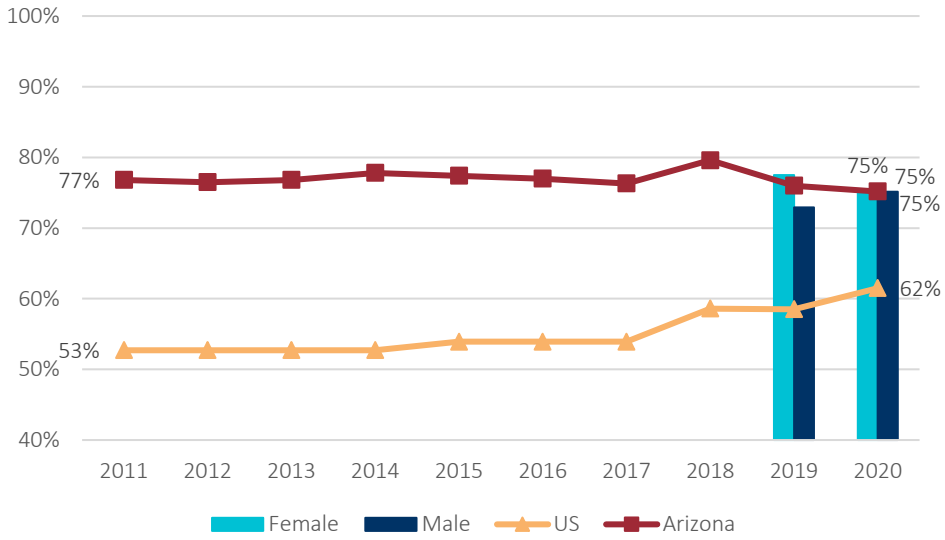


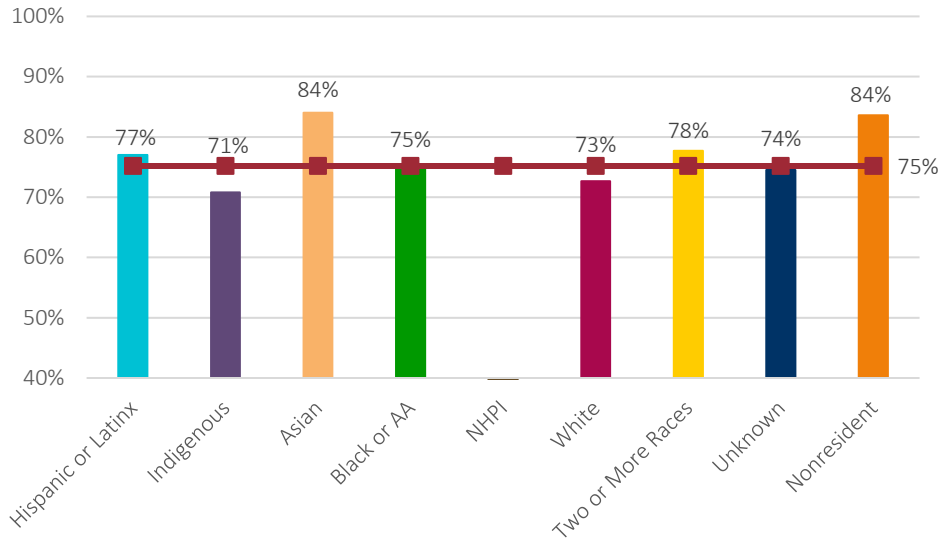
Eighty-nine percent of the 2020 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2021. This fall-to-next-term persistence rate is slightly lower than those of previous cohorts and was likely influenced by the COVID-19 pandemic.

As the chart on the left illustrates, there is a substantial gender equity gap in fall-to-next-term persistence; 91% of females and 87% of males persisted to spring 2021. Equity gaps are also apparent when fall-to-next-term persistence rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous and White learners, as well as those of unknown race or ethnicity, persisted to spring 2021 at lower rates than their Hispanic/Latinx, Asian, Black/African American, Native Hawaiian or other Pacific Islander, and Nonresident peers, as well as those of two or more races.

Increase Transfer & Completion: Mid-Range Metrics

Metric 19: Fall-to-Fall Persistence Rate



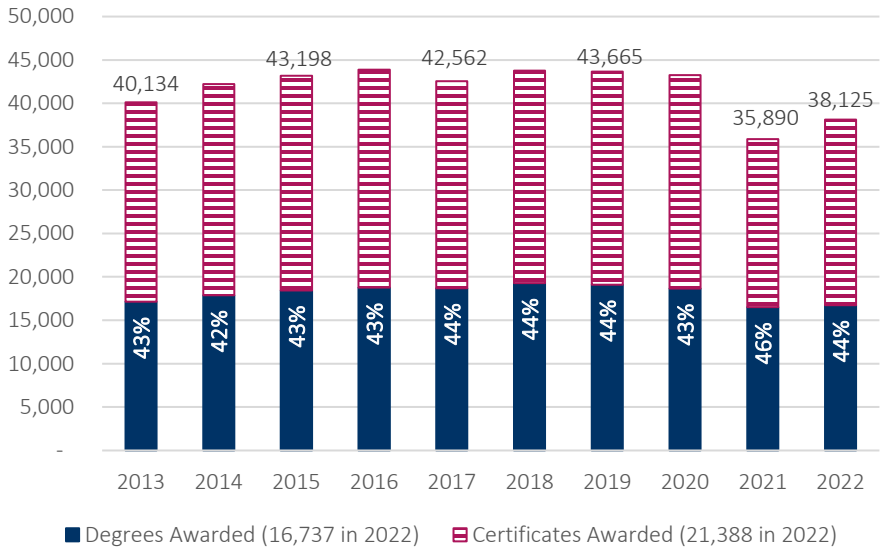


Seventy-five percent of the 2020 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to fall 2021. This fall-to-fall persistence rate is a slight drop from previous cohorts but is still substantially higher than the national comparison (62%),[5] as the latter number is not limited to credential seeking students.

As the chart on the left illustrates, there was no gender equity gap for the 2020 cohort, as three-quarters of both male and female learners persisted to fall 2021. Equity gaps are apparent, however, when fall-to-fall persistence rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous and White learners persisted to fall 2021 at lower rates than their Hispanic/Latinx, Asian, Black/African American, and Nonresident peers, as well as those of two or more races or unknown race or ethnicity.

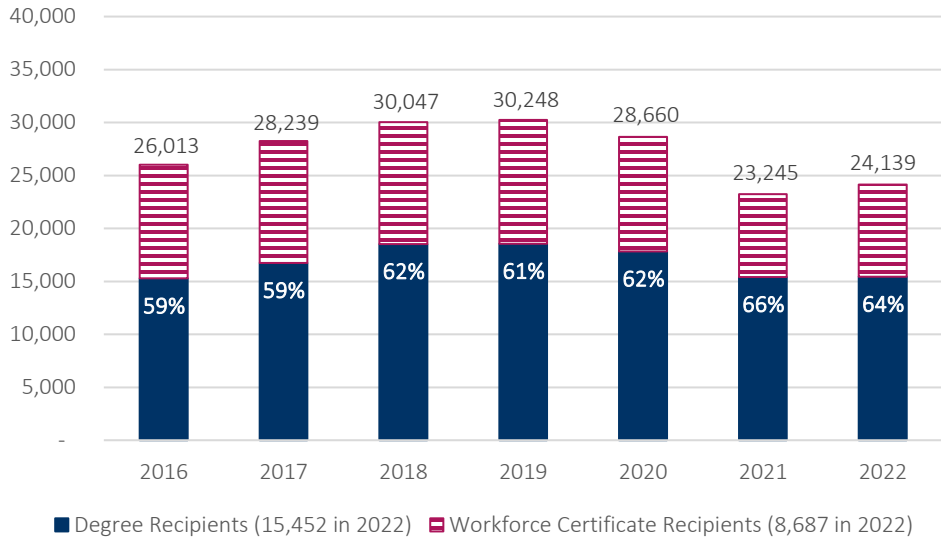
Increase Transfer & Completion: Long-Term Metrics

Metric 20: Degrees and Certificates Awarded



Over the past decade, the total number of degrees and certificates awarded annually by Arizona's community colleges remained steady until 2021, when the COVID-19 pandemic resulted in a 17% drop in credentials awarded in just one year. However, there was a 6% increase in 2022; of that total, 44% were degrees and 56% were academic or workforce certificates. Arizona's community colleges will need to redouble efforts to increase completion to maintain progress toward its attainment goal.

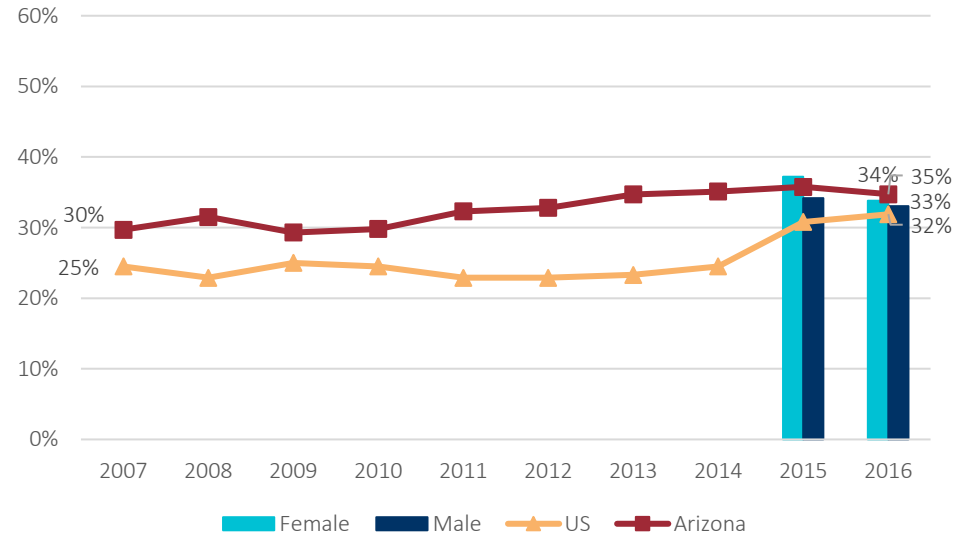
Metric 21: Degree and Workforce Certificate Recipients

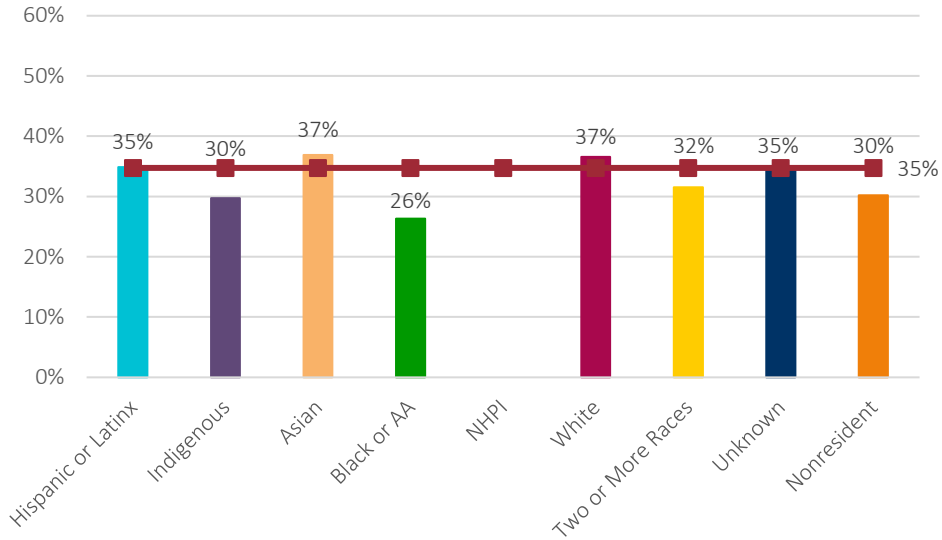


Despite declining enrollments, the unduplicated[6] number of learners earning degrees or workforce certificates from Arizona's community colleges remained steady between 2017-2020, before falling by 19% in 2021. However, a post-pandemic recovery is already visible, as the number of credential recipients increased by 4% in 2022. Nonetheless, Arizona's community colleges will need to continue to focus on supporting the populations hardest hit by the pandemic through credential attainment.

Increase Transfer & Completion: Long-Term Metrics

Metric 22: Graduation (Degree/Certificate Completion) Rate

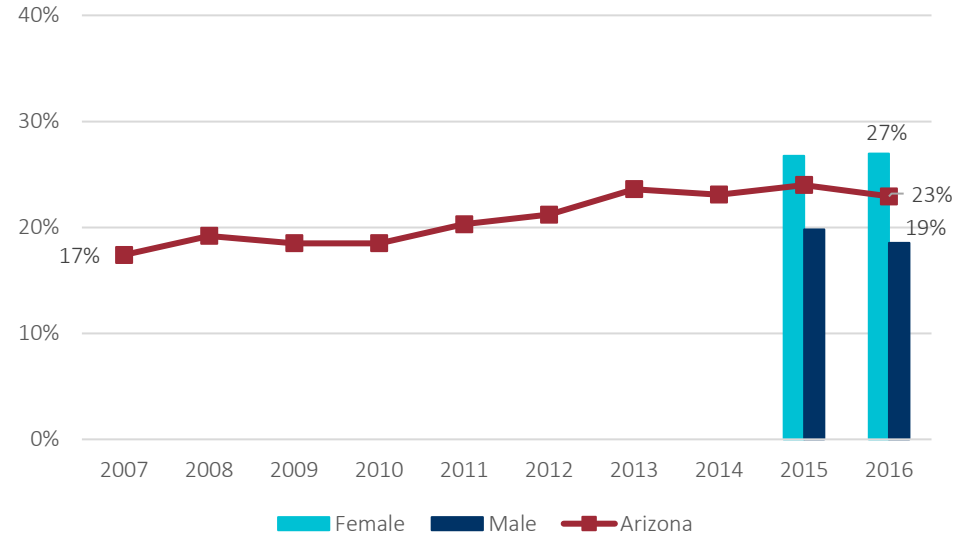


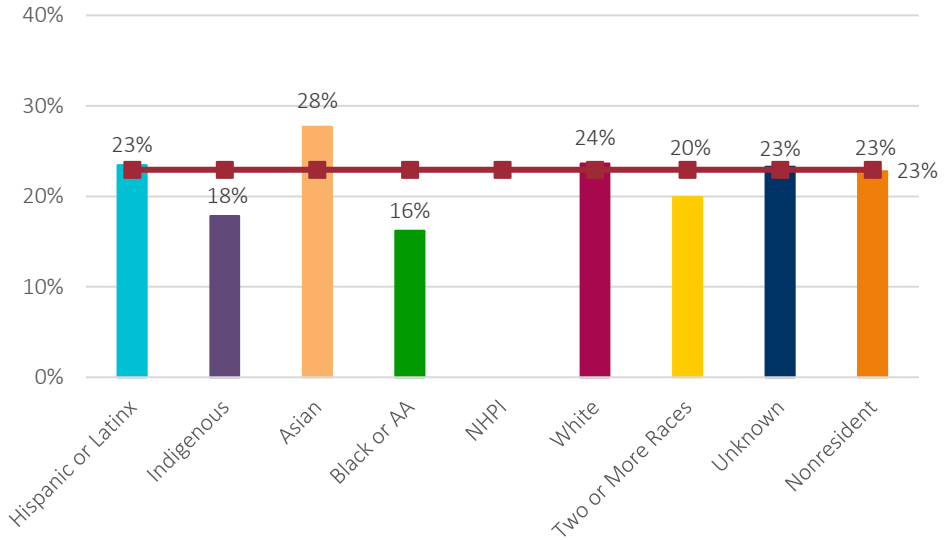


After six years, 35% of the 2016 Credential-Seeking Cohort had completed a degree or certificate, a one percentage-point drop from the 2015 Cohort. Arizona's graduation rate is higher than the most recent national comparison (32%),[7] in part because the national number is not limited to credential-seekers. As the chart on the left illustrates, there is a small gender equity gap in Arizona's graduation rates, with 34% of females and 33% of males graduating within six years (data for those not reporting gender are included in the aggregate rate but not reported separately). Equity gaps are more apparent when graduation rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners, Blacks/African Americans, Nonresidents, and those of two or more races graduated at lower rates than their Hispanic/Latinx, Asian, and White peers, as well as those of unknown race or ethnicity. Graduation rates for Black/African American and Hispanic/Latinx learners in Arizona colleges are substantially higher than national averages (23% and 29%, respectively).[7]

Increase Transfer & Completion: Long-Term Metrics

Metric 23: AGEC Completion Rate



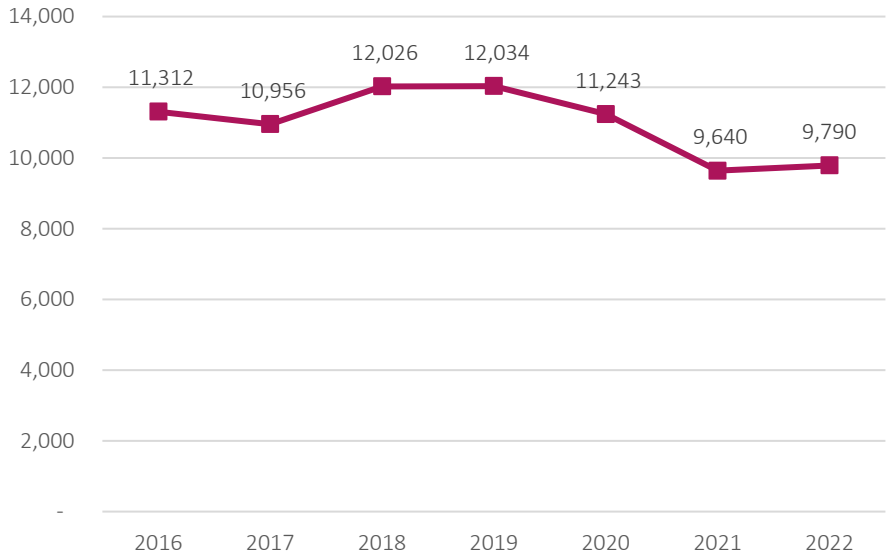


Statewide, 23% of the 2016 Credential-Seeking Cohort completed an AGEC within six years, a 6 percentage-point increase from the 2007 Cohort. The AGEC is comprised of 35-37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

As the chart on the left illustrates, there is a striking gender equity gap in AGEC completions; 27% of females yet only 19% of males complete an AGEC within six years. Equity gaps are also apparent when AGEC completion rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous and Black/African American learners, as well as those of two or more races, completed an AGEC at lower rates than their Asian, Hispanic/Latinx, White, and Nonresident peers, as well as those of unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

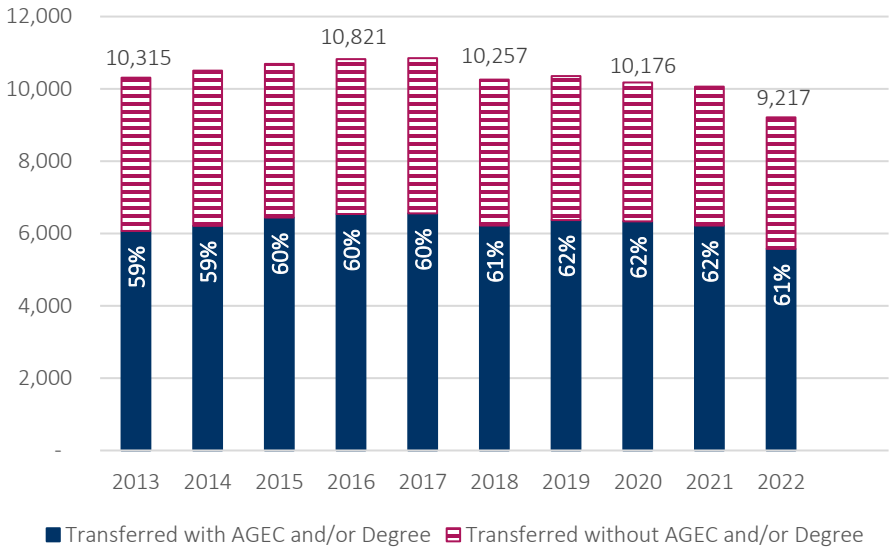
Increase Transfer & Completion: Long-Term Metrics

Metric 24: AGECs Awarded



In 2022, Arizona's community colleges awarded 9,790 Arizona General Education Curriculum (AGEC) certificates, a slight increase from the previous year. This uptick likely illustrates the beginnings of a post-pandemic recovery. Increasing the number of AGECs awarded—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]

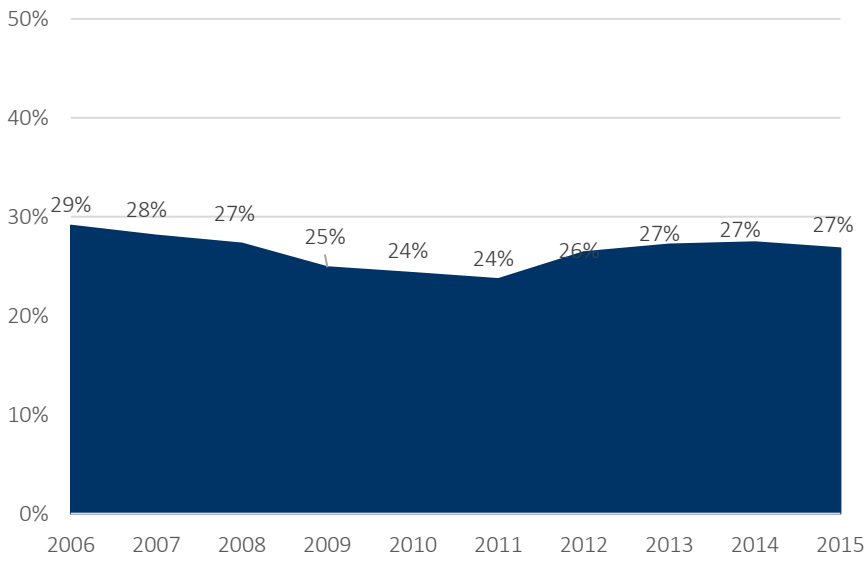
Metrics 25 and 26: In-State Transfers and Percent with AGEC and/or Degree



In 2022, the number of students transferring from Arizona's community colleges to an in-state, public university dropped only slightly to 9,217, despite the sharp drop in enrollment resulting from the COVID-19 pandemic. Furthermore, the percentage of transfers who earned an AGEC and/or degree prior to transferring remained relatively steady, indicating that the transfer process is still an efficient and cost-effective pathway to a bachelor's degree.

Increase Transfer & Completion: Long-Term Metrics

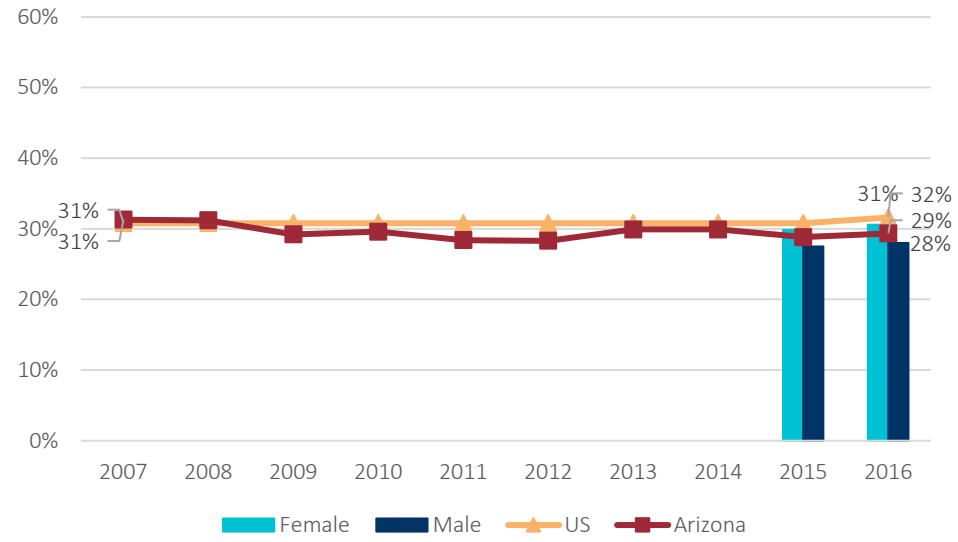
Metric 27: In-State University Transfer Rate

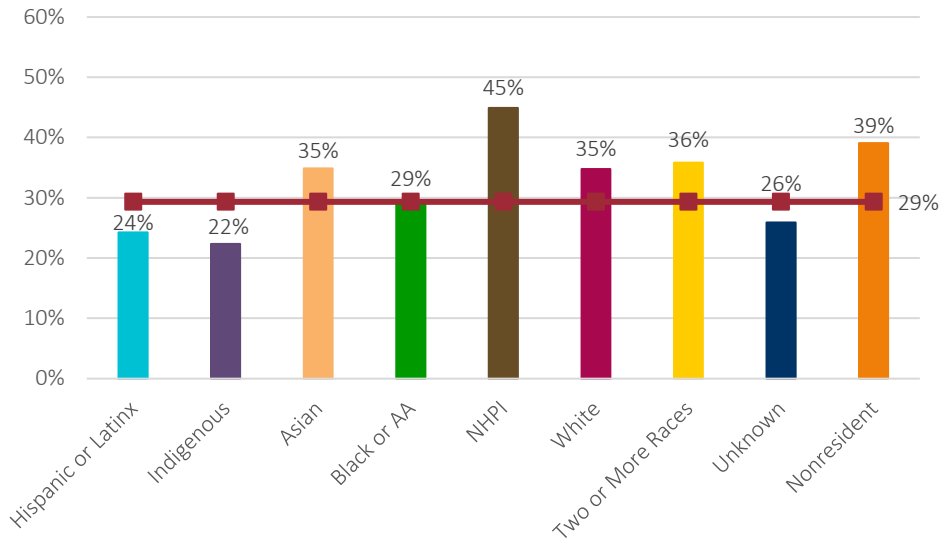


Twenty-seven percent of the 2015 ASSIST Transfer Behavior Cohort (first-time learners who earned at least 12 community college credits within three years, completed one or more general education courses, and declared an intent to transfer) transferred to one of Arizona's three public universities within six years. This rate is consistent with those for preceding cohorts and is critical to Arizona's efforts to increase the number of learners transferring to in-state universities.

Increase Transfer & Completion: Long-Term Metrics

Metric 28: Overall Transfer Rate



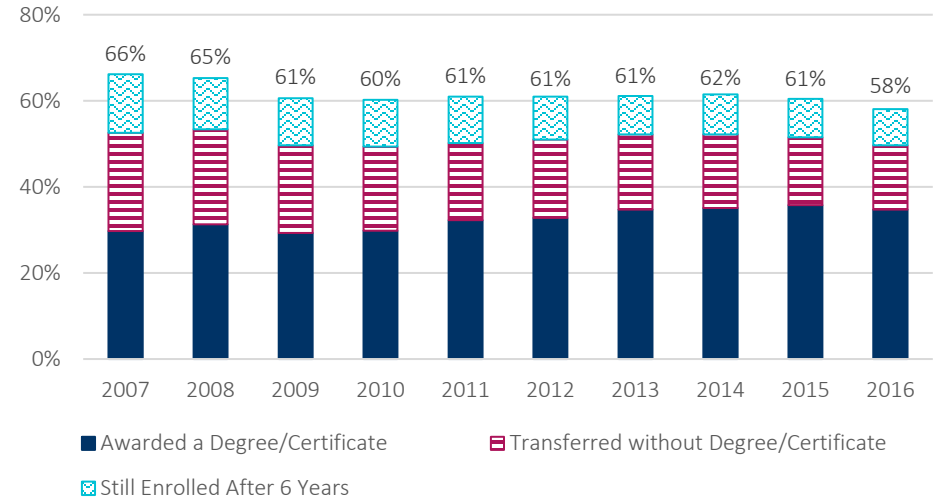


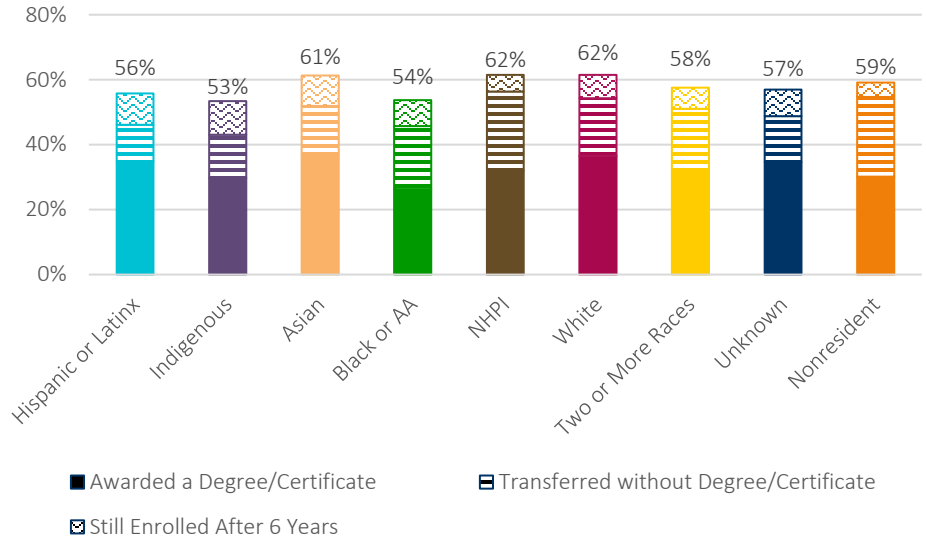
Twenty-nine percent of learners in the 2016 Credential-Seeking Cohort transferred to a four-year college or university (public and private institutions, in-state and out) within six years. This rate has remained relatively consistent over the past decade and is only slightly lower than the national average (32%).[9]

As the chart on the left illustrates, there is a small gender equity gap in Arizona's transfer rates, with 31% of females yet only 28% of males transferring within six years. Arizona's gender gap is similar to the national equivalent; across the country, 34% of females and 30% of males transfer within six years.[9] Equity gaps are similarly apparent when transfer rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/Latinx and Indigenous learners, as well as those of unknown race or ethnicity, transferred at far lower rates than their Asian, Black/African American, Native Hawaiian or other Pacific Islander, White, and Nonresident peers, as well as those of two or more races.

Increase Transfer & Completion: Long-Term Metrics

Metric 29: Percent of Learners Achieving a Successful Outcome



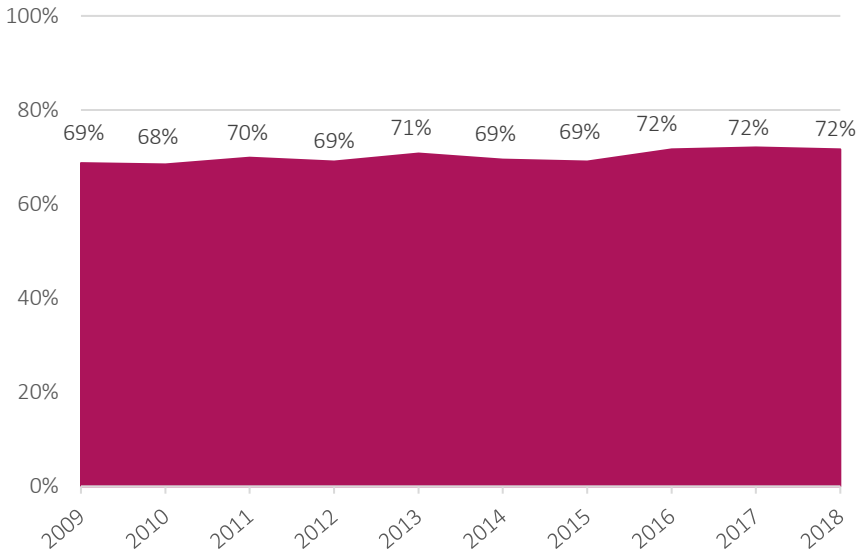


Statewide, 58% of all learners achieve a successful outcome within six years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including 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, 49% of all community college students (58% of full-timers and 44% of part-timers) achieve one of these successful outcomes within six years, although national cohorts are not restricted to degree-seekers.[10]

In Arizona, females are slightly more likely to achieve a successful outcome within six years (58%, compared to 56% for males). Similarly, as the chart on the right illustrates, Indigenous and Black/African American learners achieve a successful outcome within six years at lower rates than their peers from other races or ethnicities.

Increase Transfer & Completion: Follow-Up Metrics

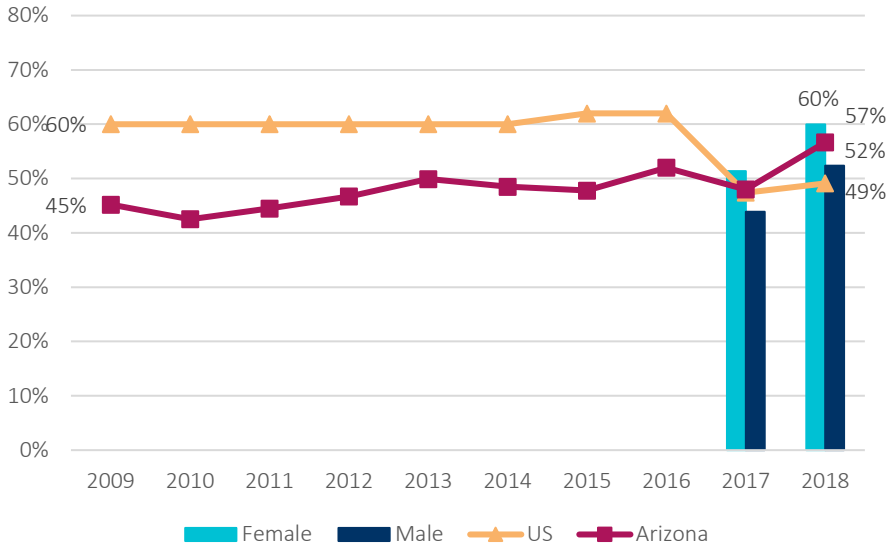
Metric 30: Percent of Full-Time Transfers to Arizona Universities Earning Bachelor's Degrees within Four Years

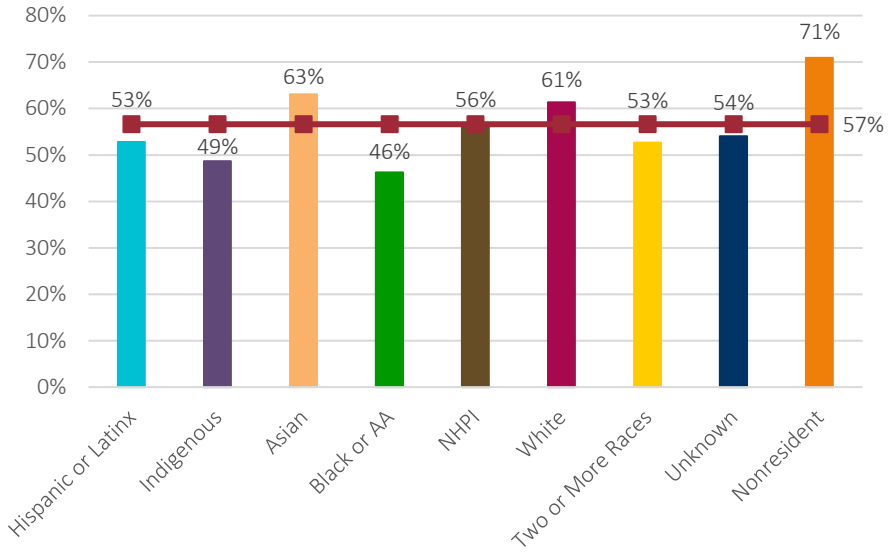


Seventy-two percent of all 2018 full-time transfers from Arizona community colleges to the University of Arizona, Arizona State University, and Northern Arizona University earned a bachelor's degree within four years. This rate has been relatively consistent over the past decade and indicates that most full-time transfers are graduating from the state's public universities in a timely manner.

Increase Transfer & Completion: Follow-Up Metrics

Metric 31: Percent of All Transfers Earning Bachelor's Degrees within Four Years



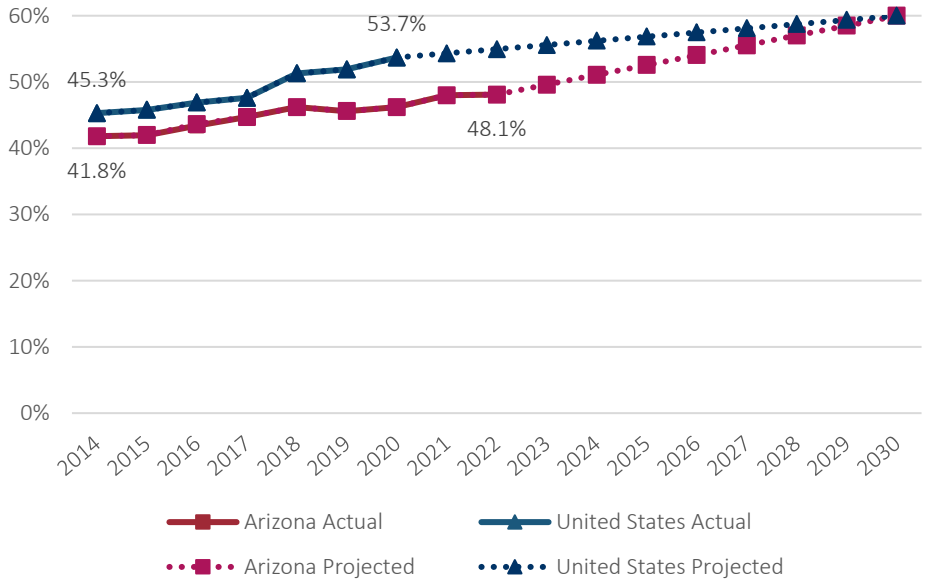


Statewide, 57% of 2018 transfers from Arizona community colleges to all four-year institutions (public and private, in-state and out) earned a bachelor's degree within four years, a substantial increase from previous years. This rate is substantially higher than the national comparison (49%),[8] but as the chart on the left illustrates, Arizona's gender equity gap differs substantially from national numbers. Indeed, 60% of Arizona female transfers earn a bachelor's degree within four years, compared to only 52% of Arizona males (nationally, the gender gap is only 50% to 48%[8]).

Equity gaps are also apparent when completion after transfer rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/Latinx, Indigenous, and Black/African American learners, as well as those from two or more races or unknown race or ethnicity, completed a bachelor's degree within four years of transfer at substantially lower rates than their peers from other races or ethnicities.

Increase Transfer & Completion: Follow-Up Metrics

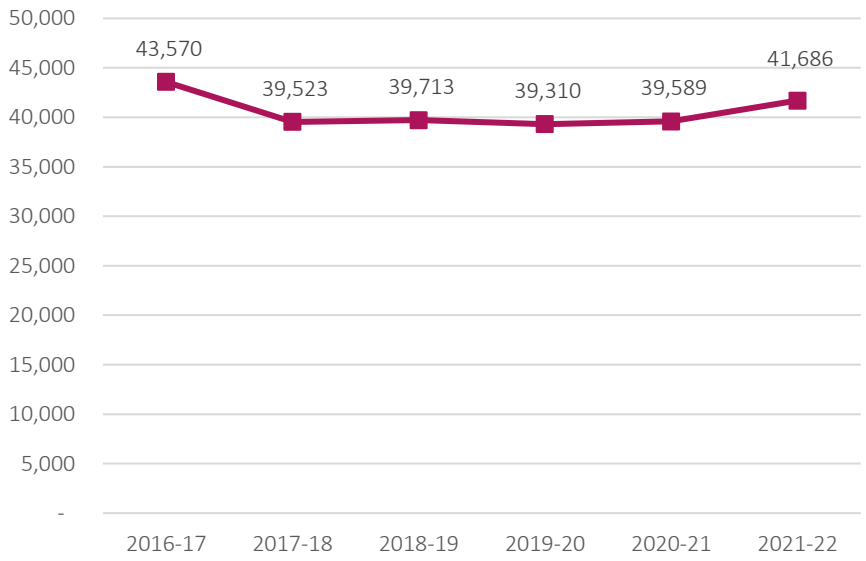
Metric 32: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential



In 2022 an estimated 48.1% of the Arizona working-age population (residents aged 25-64) held a workforce credential, associate degree, or bachelor's or higher degree (up slightly from 48.0% in 2021). Arizona's community colleges will continue to work 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 Metrics

Metric 33: FTSE Enrollment in Occupational Courses



Despite the sharp decline in enrollment following the COVID-19 pandemic (see metrics 1 and 2), FTSE enrollment in occupational courses increased to 41,686 statewide. Many of these enrollments are in degree or certificate programs associated with the highest-demand occupations in the state, including nurses, preschool teachers, computer specialists, web developers, and medical or dental assistants (see metric 34).

Improve Alignment:
Short-Term Metrics

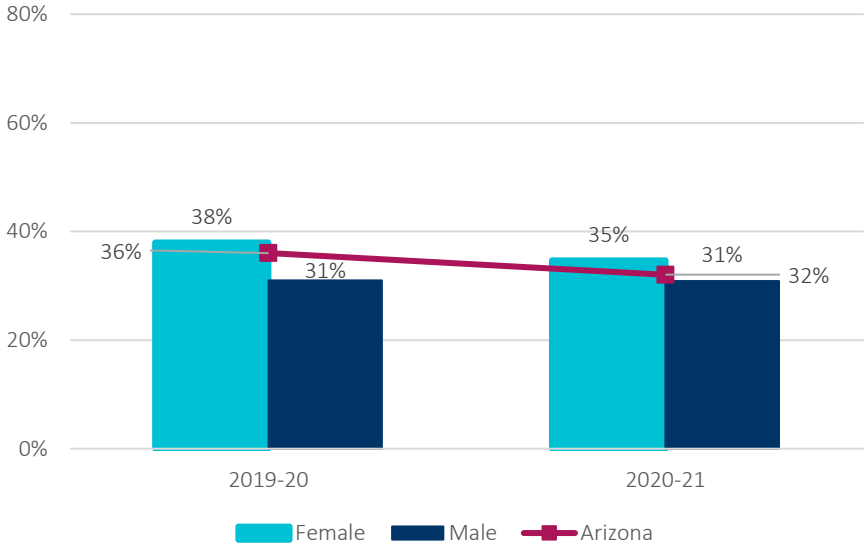
Metric 34: Percent of the 25 Highest-Demand Occupations in Arizona Requiring More than a High School Diploma but less than a Bachelor's Degree for which Community Colleges offer Degrees or Certificates

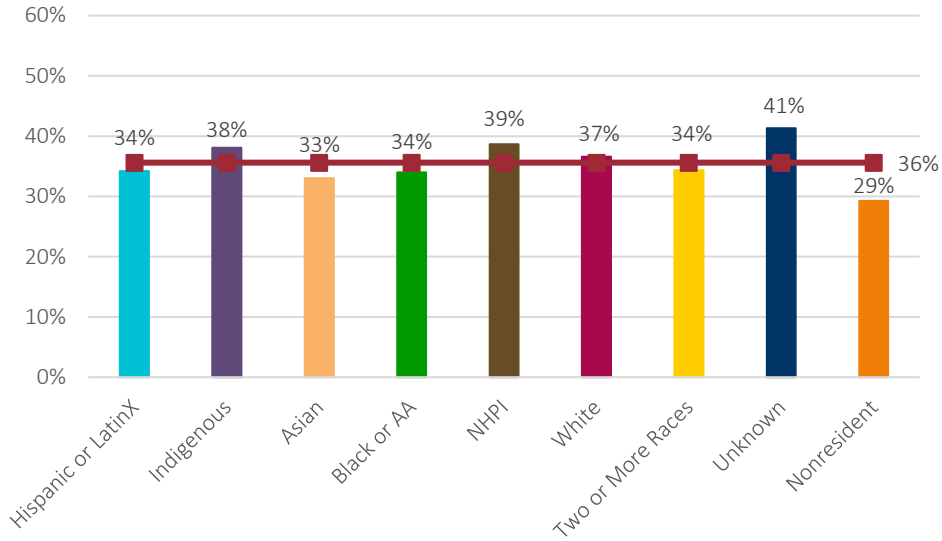
- ✓ Medical Assistants
- ✓ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- ✓ Physical Therapist Assistants
- ✓ Massage Therapists
- ✓ Computer User Support Specialists
- ✓ Psychiatric Technicians
- ✓ Dental Assistants
- ✓ Respiratory Therapists
- ✓ Hairdressers, Hairstylists, and Cosmetologists
- ✓ Ophthalmic Medical Technicians
- ✓ Paralegals and Legal Assistants
- ✓ Computer Network Support Specialists
- ✓ Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians
- ✓ Diagnostic Medical Sonographers
- ✓ Veterinary Technologists and Technicians
- ✓ Occupational Therapy Assistants
- ✓ Skincare Specialists
- ✓ Nursing Assistants
- ✓ Automotive Service Technicians and Mechanics
- ✓ Licensed Practical and Licensed Vocational Nurses
- ✓ Heavy and Tractor-Trailer Truck Drivers
- ✓ Radiologic Technologists and Technicians
- ✓ Insurance Appraisers, Auto Damage
- ✓ Manicurists and Pedicurists
- ✓ Aircraft Mechanics and Service Technicians

Arizona's community colleges offer degree and/or certificate programs that train workers for every single one of the 25 highest-demand occupations in the state. For many of the fastest-growing sectors of the workforce, (e.g., medical and nursing assistants, computer support specialists, EMTs and paramedics, teacher assistants, and preschool teachers), nearly every community college district in the state offers a program.

Improve Alignment: Follow-Up Metrics

Metric 35: Percent of Occupational Learners Earning a Certificate, Degree, or Credential Within One Year of Program Exit





Statewide, 32% of learners in the 2020-21 Occupational Cohort attained a recognized postsecondary certificate, degree, or credential during participation in a Career Technical Education (CTE) program or within one year of program exit, a slight drop from the previous cohort. As the chart on the left illustrates, this measure exhibits a substantial gender equity gap, with 35% of females earning an occupational credential within one year, compared to 31% of males.

Equity gaps are also apparent when occupational credential rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/Latinx, Asian, Black/African American, and Nonresident learners, as well as those from two or more races, completed an occupational credential within one year at lower rates than their Indigenous, Native Hawaiian or other Pacific Islander, and White peers, as well as those of unknown race or ethnicity.

Strategic Vision Data: Sources and Attributions

[1]U.S. Department of Education, National Center for Education Statistics. (2023). *Digest of education statistics*. Washington, DC: Author.

[2]The College Board. (2022). *Trends in college pricing 2021.* New York: Author; U.S. Bureau of the Census. (2023). *American Community Survey, 2017-21 5-year estimates.* Washington, DC: Author.

[3]Waiwaiole, E., & Adkins, C. (2020). The power of advising in community colleges. In T. U. O'Banion (Ed.), Academic advising in the community college (pp. 13-30). Rowman & Littlefield.

[4]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.

[5]National Student Clearinghouse. (2022). Persistence and retention: Fall 2020 beginning cohort. Herndon, VA: Author.

[6]The unduplicated number of credential recipients counts each completer only once, regardless of how many degrees and/or certificates they earned in the given year.

[7]National Student Clearinghouse. (2022). Completing college: National and state report on six-year completion rates for fall 2016 beginning cohort. Herndon, VA: Author.

[8]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.

[9]National Student Clearinghouse. (2022). Tracking transfer: Measures of effectiveness in helping community college students to complete bachelor's degrees. 2022 data update. Herndon, VA: Author.

[10]National Student Clearinghouse. (2023). Yearly success and progress rates (two-year publics, first-time, full-time and first-time, part-time). Herndon, VA: Author.