



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.



STRATEGIC VISION FOR 2030

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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 Coconino Community College 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 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.

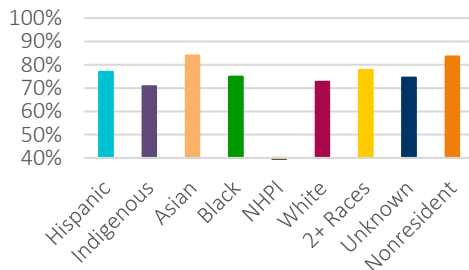
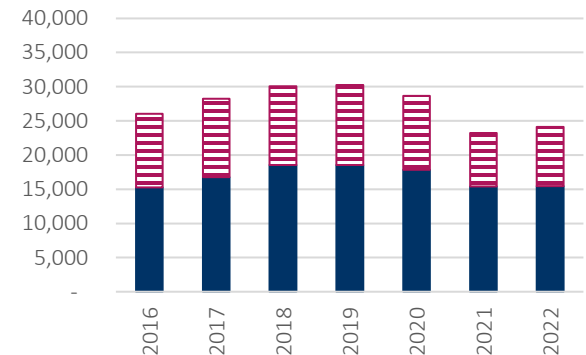
THE IMPACT OF COVID-19

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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.**

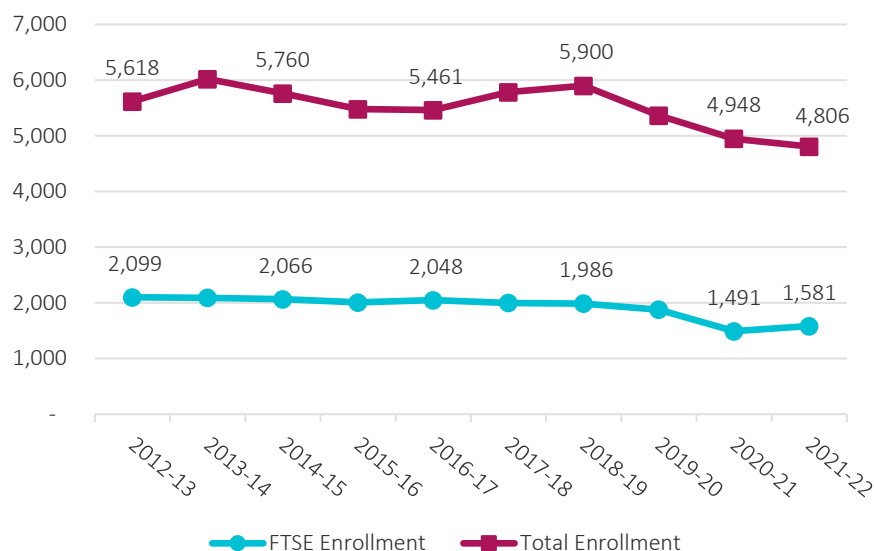


Strategic Vision data also point to the ways in which the COVID-19 pandemic exacerbated societal and educational inequities, with equity gaps between the genders and for learners from races and ethnicities historically underserved in higher education apparent in numerous measures. The chart to the left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

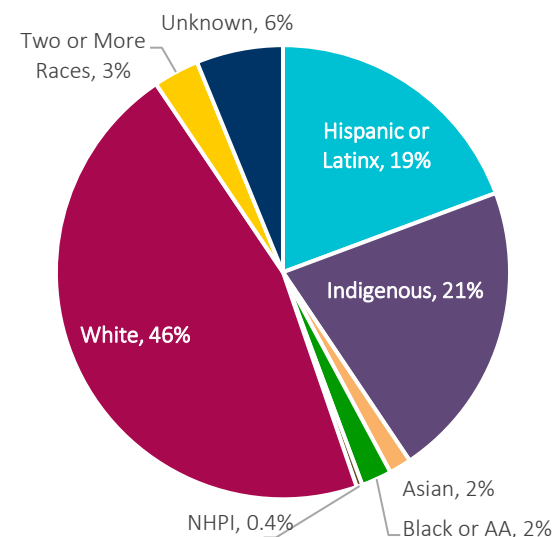
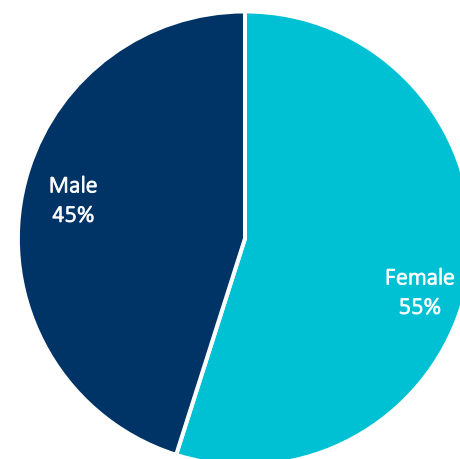
Longer-term effects of the pandemic, such as those related to transfer or completion, are just starting to be reflected in the data and may ultimately be masked by other trends, including the colleges' ongoing efforts to connect learners to wrap-around services that can help to ameliorate heightened 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.**

Expand Access: Short-Term Metrics

**Metrics 1 and 2:
FTSE and Total Enrollment**



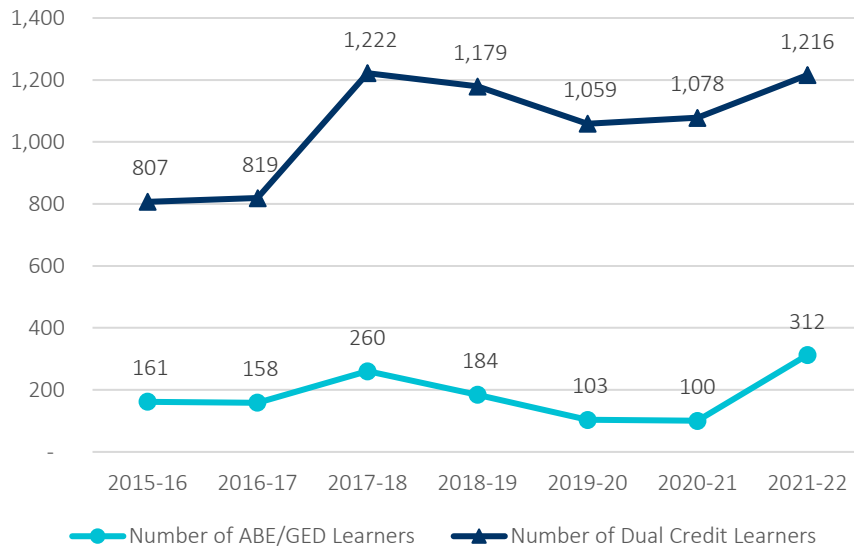
Total and full-time student equivalent (FTSE) enrollment at Coconino Community College (CCC) were profoundly impacted by the COVID-19 pandemic, dropping 8% and 21%, respectively, from 2019-20 to 2020-21. However, while total enrollment declined again in the 2021-22 academic year, FTSE enrollment increased by 6% and may be an early indicator of a post-pandemic recovery. At CCC, 55% of learners are female (compared to a national average of 59%). In addition, CCC enrolls 20 times more Indigenous learners than the national average (1%),¹ as well as many more students of unknown race or ethnicity.



Expand Access: Short-Term Metrics

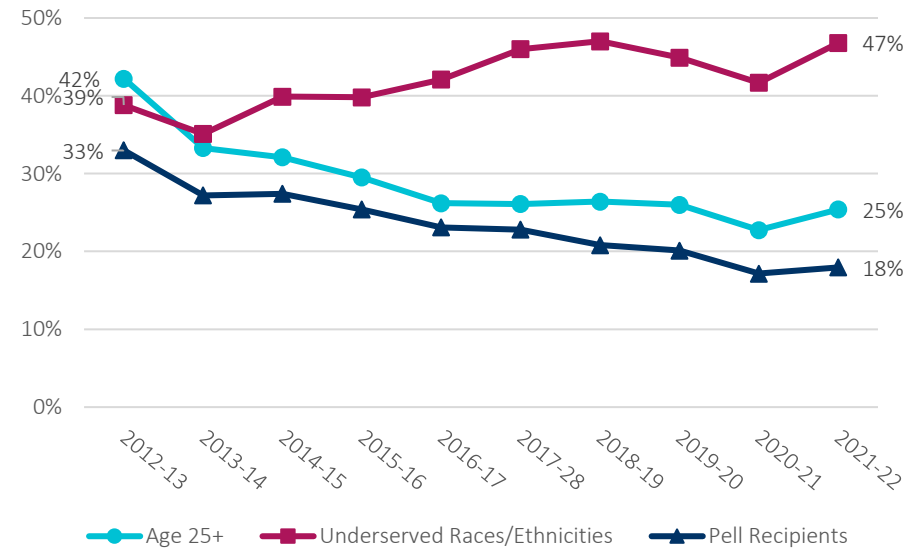
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Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



The COVID-19 pandemic had a substantial impact on enrollment in Adult Basic Education (ABE) and General Education Development (GED) courses, although the number of ABE/GED learners rose substantially in 2021-22. Total annual enrollment of high school learners in dual credit courses also increased to 1,216 in 2021-22. These programs are essential in expanding access to CCC for both high school students and returning adult learners.

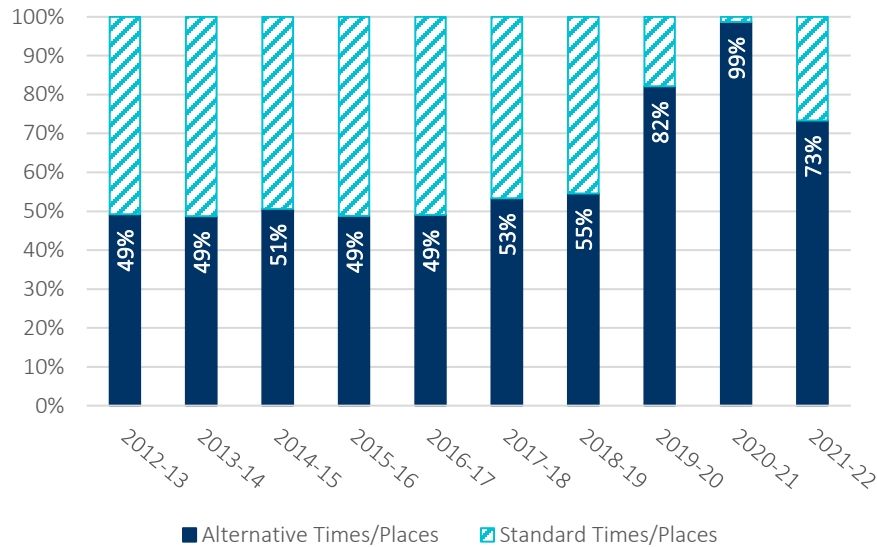
Metric 5: Enrollment of Historically Underserved Populations



Over the past decade, the percentage of CCC students who are members of an historically underserved racial/ethnic group increased substantially, reaching 47% in 2021-22 (higher than the national average of 44%). Enrollment of Pell recipients has declined, however, and at 18% is markedly lower than the most recent national figure (44%). The percentage of adult learners enrolled at CCC is also lower than statewide (32%) and national (31%) averages.¹

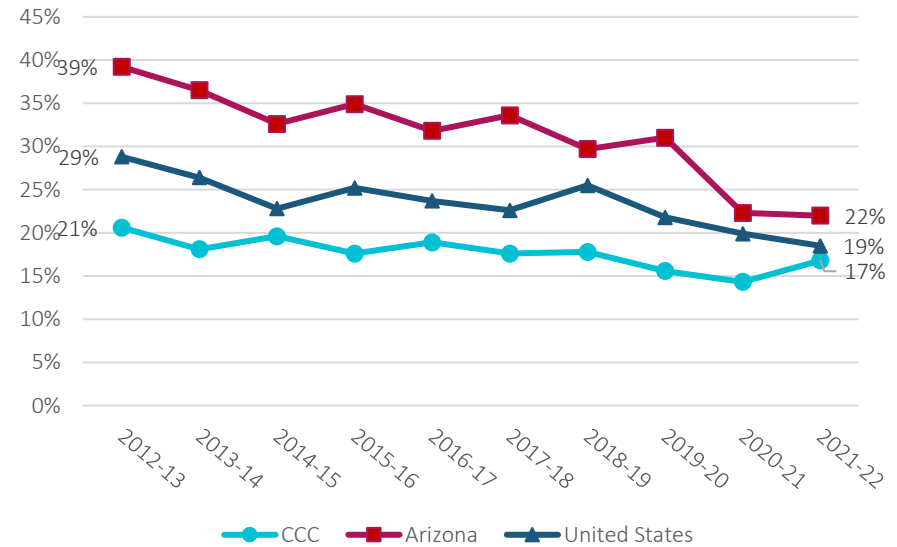
Expand Access: Short-Term Metrics

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, CCC was able to quickly pivot to a predominately virtual learning model when the COVID-19 pandemic hit. In 2021-22, only 27% of instruction occurred on campus during the weekday; 73% of all student credit hours were earned online or in other alternative times or places.

Metric 7: Community College-Going Rate

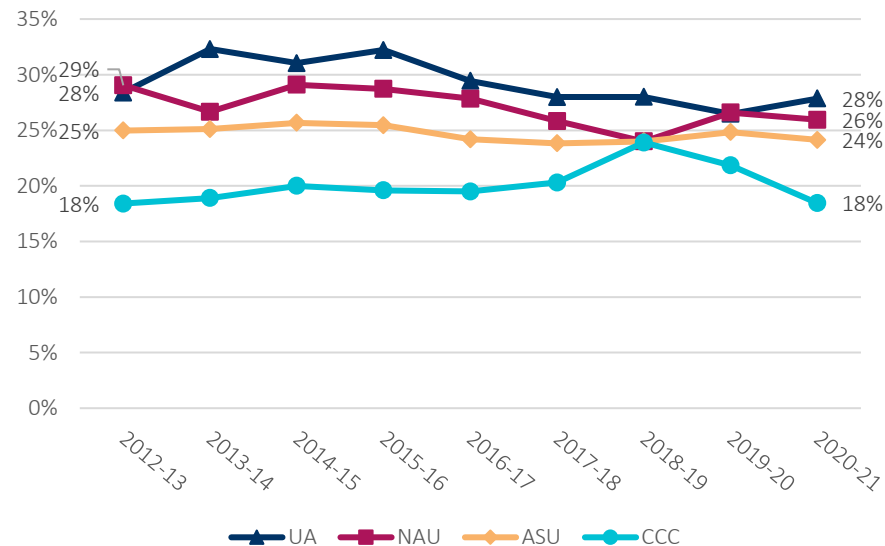


Following statewide and national averages, CCC's community college-going rate dropped as a result of the COVID-19 pandemic but is already showing signs of recovery. However, at 17%, the percentage of high school graduates attending CCC within one year is lower than statewide and national averages (22% and 19%, respectively).¹ CCC will continue to work with the Arizona Department of Education and the Arizonan Board of Regents to improve college-going in Coconino County and across the state.

Expand Access: Short-Term Metrics

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

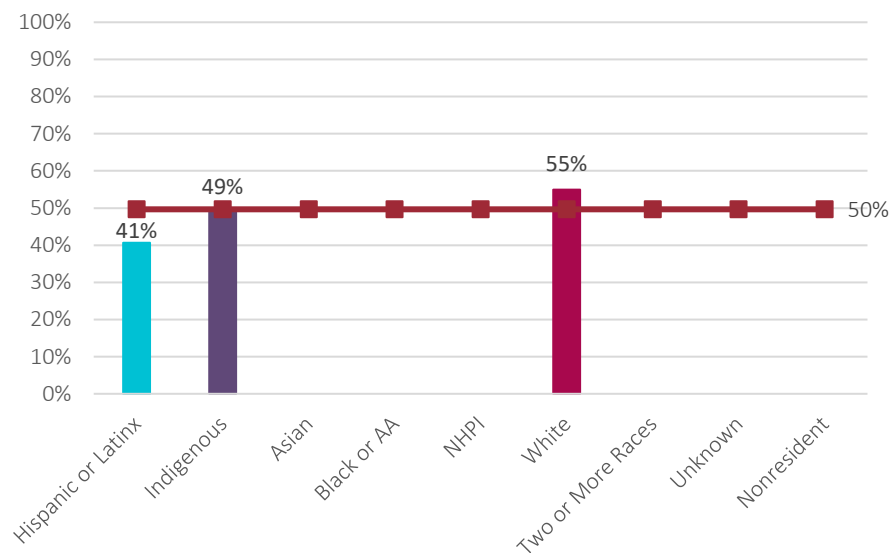
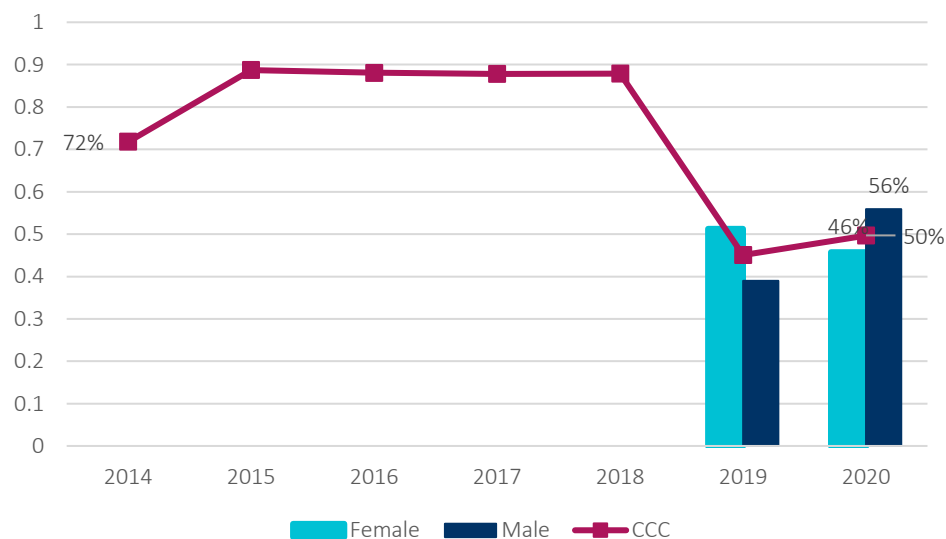


Since 2017-18, the relative cost of attending Coconino Community College has fluctuated by a few percentage points but remained relatively consistent. At just under \$11,500 per year, the net price of attending Coconino Community College is just 18% of the median household income in Coconino County.

This rate is slightly higher than the national comparison (14%) but substantially lower than Arizona's public universities (24%-28%),² making CCC an excellent and affordable option for postsecondary education and training.

Expand Access: Mid-Range Metrics

Metric 9: Developmental Math Course Success Rate



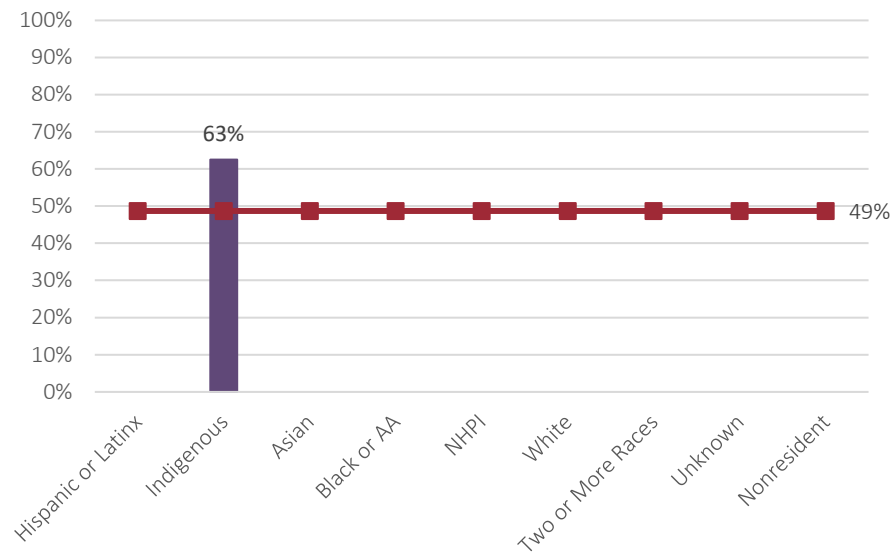
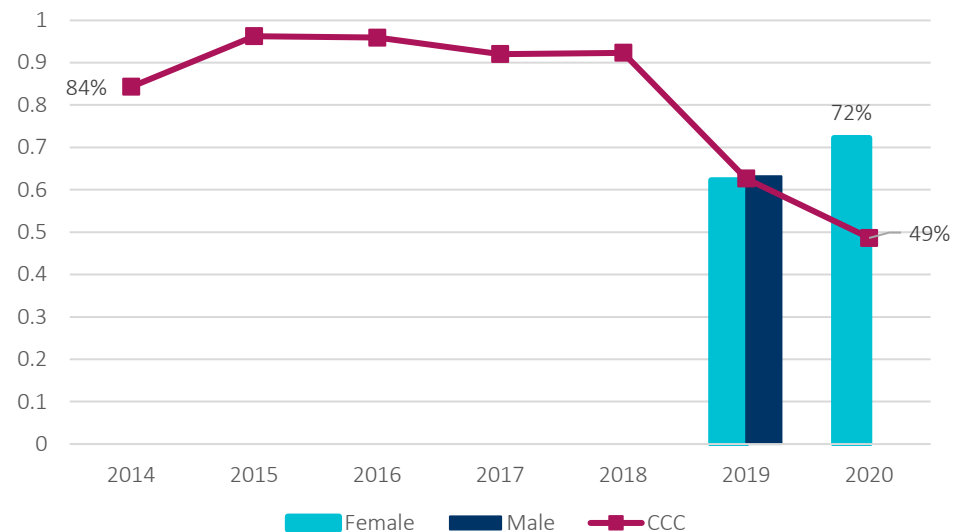
Learners enrolled in developmental math were profoundly affected by the COVID-19 pandemic, although developmental math course success rates have since stabilized. Indeed, 50% of student credit hours attempted in developmental math by the 2020 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), up slightly from the 2019 Cohort. As the chart on the left illustrates, males successfully completed developmental math courses at a slightly higher rate than their female peers (56%, compared to 46%).

Equity gaps are also apparent when developmental course success rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/Latinx learners successfully completed developmental math courses at lower rates than their Indigenous and White peers. Results are not shown for races/ethnicities with Ns too small to report.

Expand Access: Mid-Range Metrics

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Metric 10: Developmental English/Reading Course Success Rate

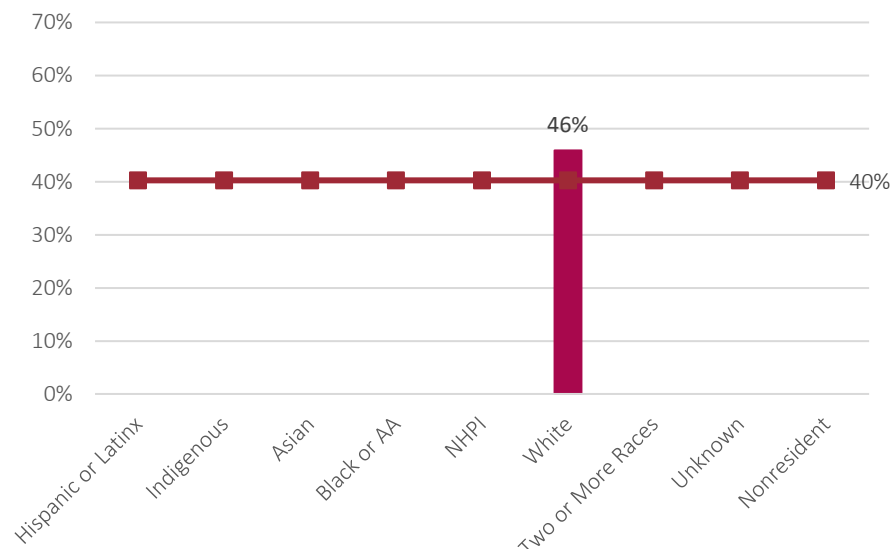
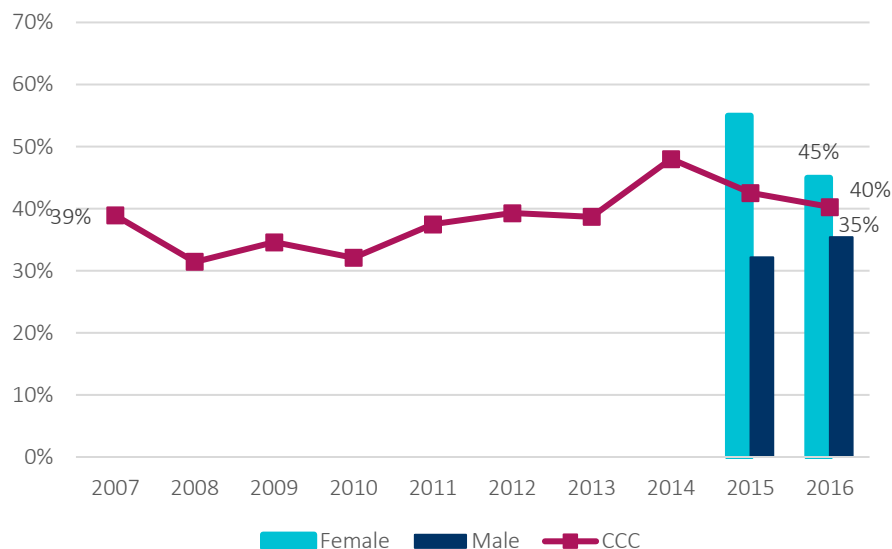


Learners enrolled in developmental English or reading courses were also profoundly affected by the COVID-19 pandemic. Indeed, 49% of student credit hours attempted in developmental English or reading by the 2020 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), down from 92% two years prior. As the chart on the left illustrates, females successfully completed developmental English or reading courses at a much higher rate (72%) than the college-wide average.

As the chart on the right illustrates, Indigenous learners completed a college level English course (after enrolling in developmental English or reading) at a substantially higher rate than the college-wide average. Results are not shown for races/ethnicities and genders with Ns too small to report.

Expand Access: Mid-Range Metrics

**Metric 11: Success After
Developmental Math Rate**



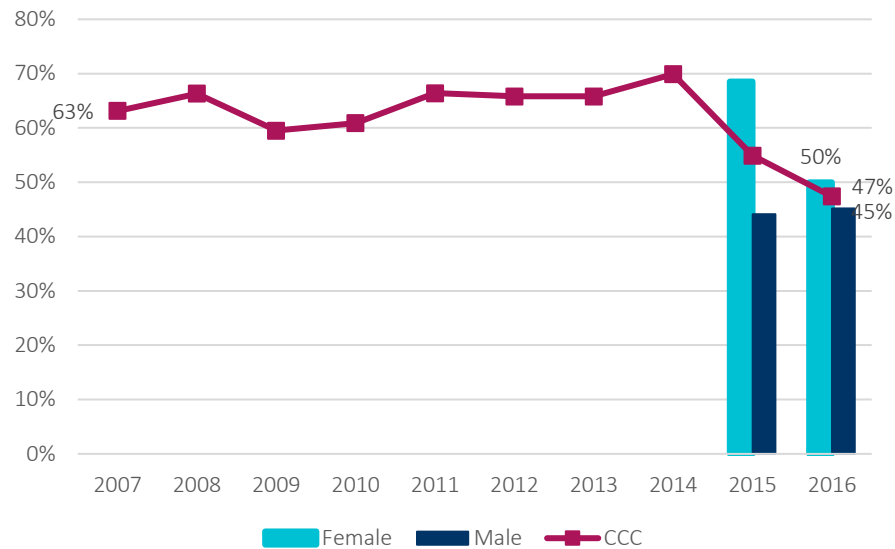
It is too early to assess the effects of the COVID-19 pandemic on success after developmental math rates, as the majority of learners in the 2016 New Student Cohort who enrolled in developmental math courses did so in the years preceding the pandemic. However, after six years, 40% of developmental math learners in the 2016 New Student Cohort successfully completed a college-level math course—a substantial drop from the 2014 Cohort. CCC's success after developmental math rate is 8 percentage points lower than the statewide average (48%) and exhibits a substantial gender equity gap; 45% of females successfully completed a college level math course (after enrolling in developmental math), compared to 35% of males.

As the chart on the right illustrates, White learners completed a college level math course (after enrolling in developmental math) at a higher rate than the college-wide average. Results are not shown for races/ethnicities with Ns too small to report.

Expand Access: Mid-Range Metrics

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**Metric 12: Success After
Developmental English/Reading Rate**

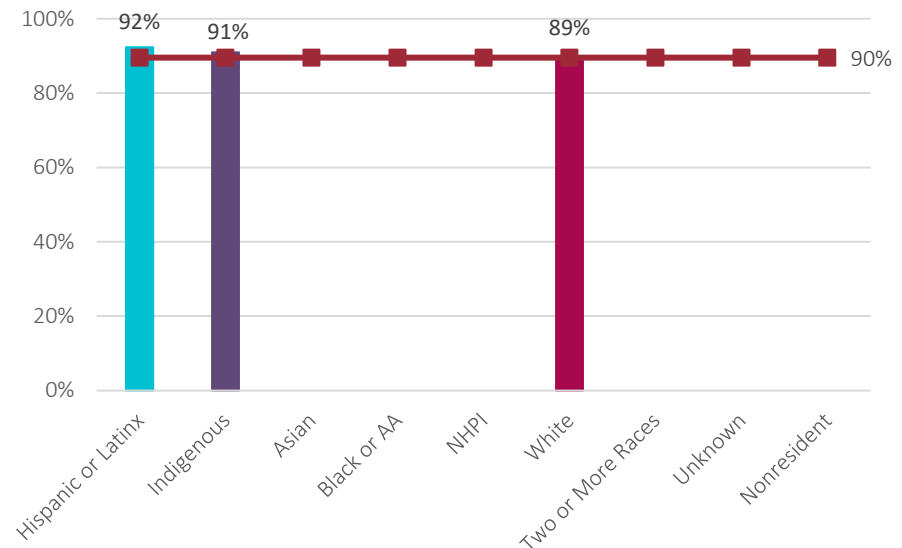
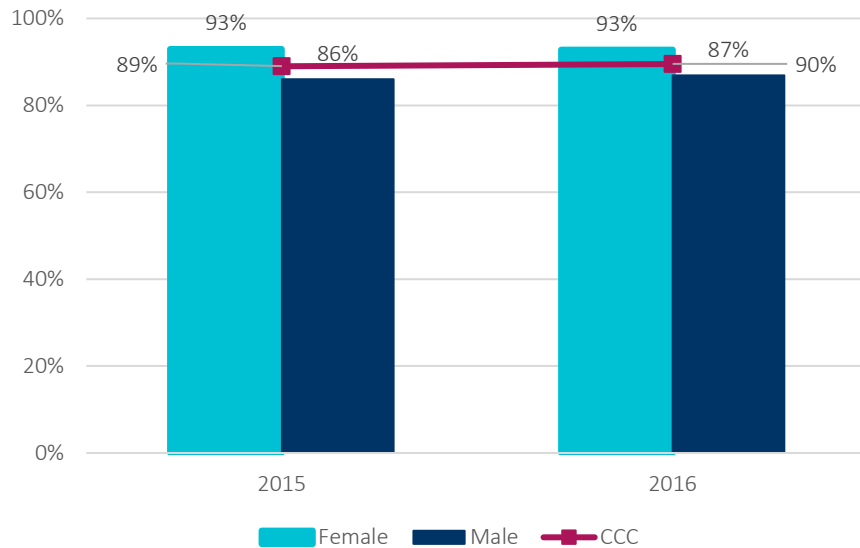


It may similarly be too early to assess the effects of the pandemic on success after developmental English/reading rates, as the majority of learners in the 2016 New Student Cohort who enrolled in developmental English or reading courses did so in the years preceding the pandemic. However, after six years, 47% of developmental English or reading learners in the 2016 New Student Cohort successfully completed a college-level English course, a substantial drop from the 2014 Cohort (70%). CCC's rate is also 15 percentage points lower than the statewide average (62%) and exhibits a gender equity gap; 50% of females successfully completed a college level English course (after enrolling in developmental English or reading), compared to 45% of males.

Racial equity gaps are not apparent for this measure, as the number of learners in various demographic categories was too small to report with statistical validity.

Increase Transfer & Completion: Mid-Range Metrics

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



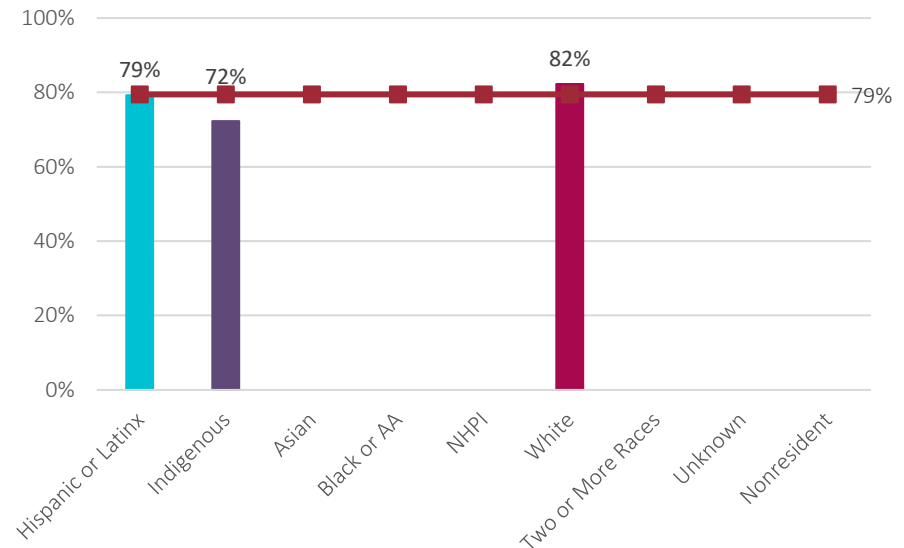
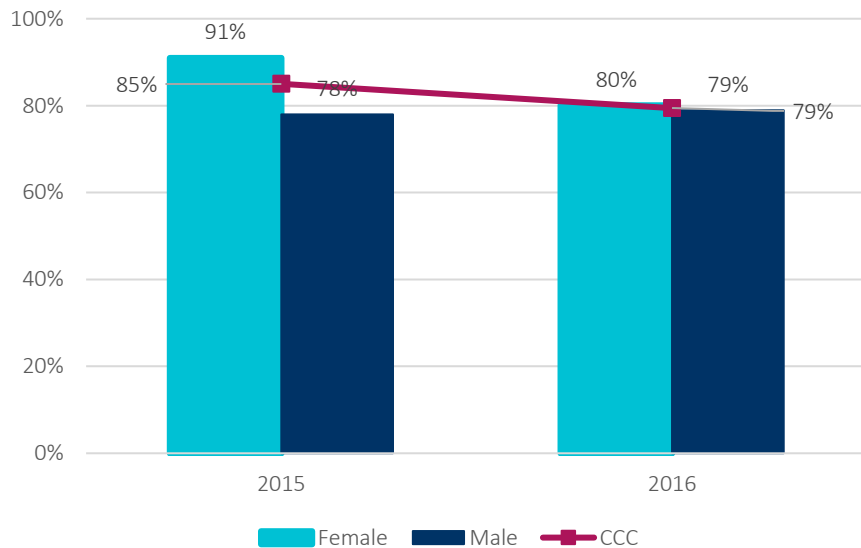
Over six years, 90% of student credit hours attempted in college-level courses by the 2016 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). As the chart on the left illustrates, females successfully completed college-level courses at a slightly higher rate (93%) than their male counterparts (87%).

Small equity gaps are also apparent when college-level course success rates are analyzed by race and ethnicity (see chart on right). In particular, White learners successfully passed college-level courses at slightly lower rates than their Hispanic/Latinx and Indigenous peers. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Mid-Range Metrics

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**Metric 14: STEM
Course Success Rate**



Over six years, 79% 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 11 percentage points lower than the overall college-level course success rate (metric 13), indicating that more work can be done to support learners through STEM sequences.

As the chart on the left illustrates, females and males passed STEM courses at similar rates (80% and 79%, respectively). Equity gaps are apparent, however, when college-level STEM course success rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners successfully passed college-level STEM courses at lower rates than their Hispanic/Latinx and White peers. Results are not shown for races/ethnicities with Ns too small to report.

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
Geology	26.6%	11.9%	38.5%
Math	22.5%	15.5%	38.0%
Political Science	26.6%	‡	37.2%
Physics	14.2%	18.5%	32.8%
Computer Science	17.8%	15.0%	32.7%
Sociology	17.8%	13.8%	31.6%
Business	17.6%	13.1%	30.7%
English	20.2%	10.3%	30.5%
Psychology	18.7%	10.8%	29.5%
Philosophy	17.8%	11.1%	28.9%

‡ N too small to report

Increase Transfer & Completion: Mid-Range Metrics

16

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

At CCC, 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, as well as the Social Sciences, Business, and English. As the list on the preceding page illustrates, in each of these ten disciplines, nearly 30% of all course enrollments results in a non-passing grade.

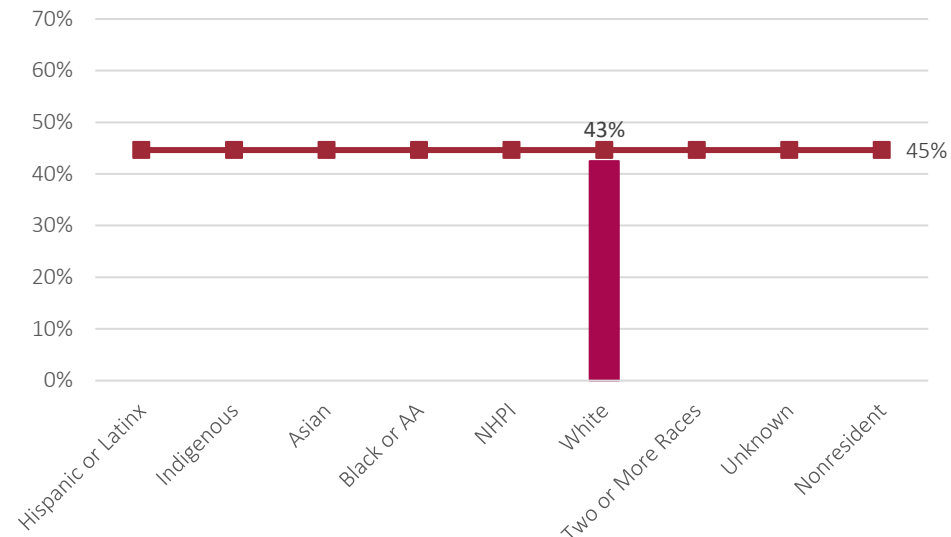
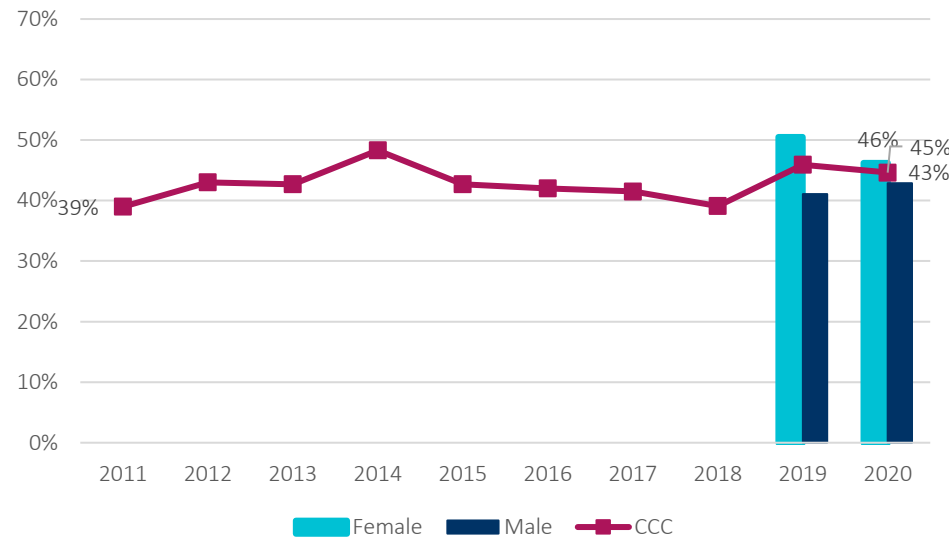
Perhaps most concerning is the fact that 38% of math and 31% of English enrollments result in a withdrawal or an unsuccessful outcome. As English and Math credits are required for the Arizona General Education Curriculum (AGEC), and because they function as a gateway to many higher-level disciplinary requirements, the fact that so many 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 CCC. The college 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**



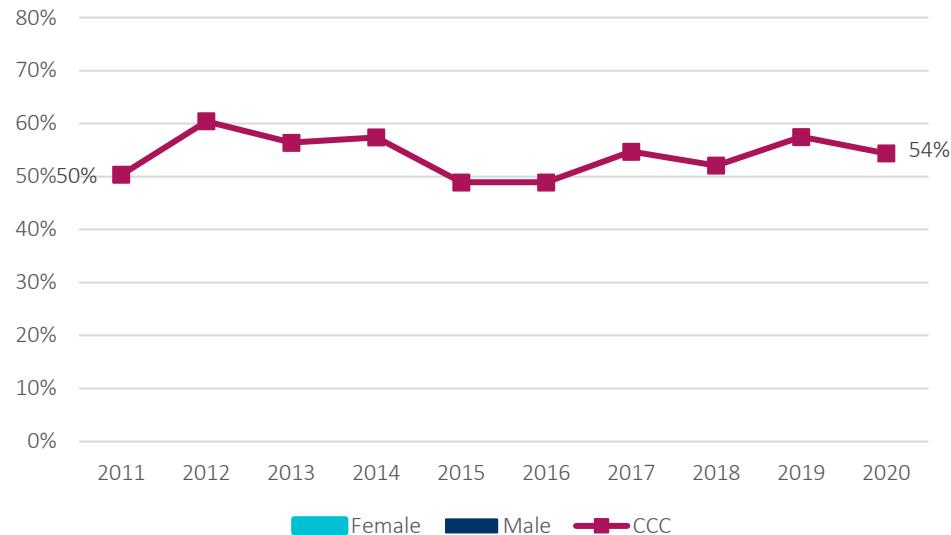
By the end of their second year, 45% of full-time learners in the 2020 Credential-Seeking Cohort had completed 42 credits, a substantial increase from the 2018 Cohort. This improvement is encouraging, as research shows that learners who attain this 42-credit threshold are more likely to persist and earn 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 (46%, compared to 43%). As the chart on the right illustrates, White learners attained the two-year credit threshold at a slightly lower rate than the college-wide average. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Mid-Range Metrics

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

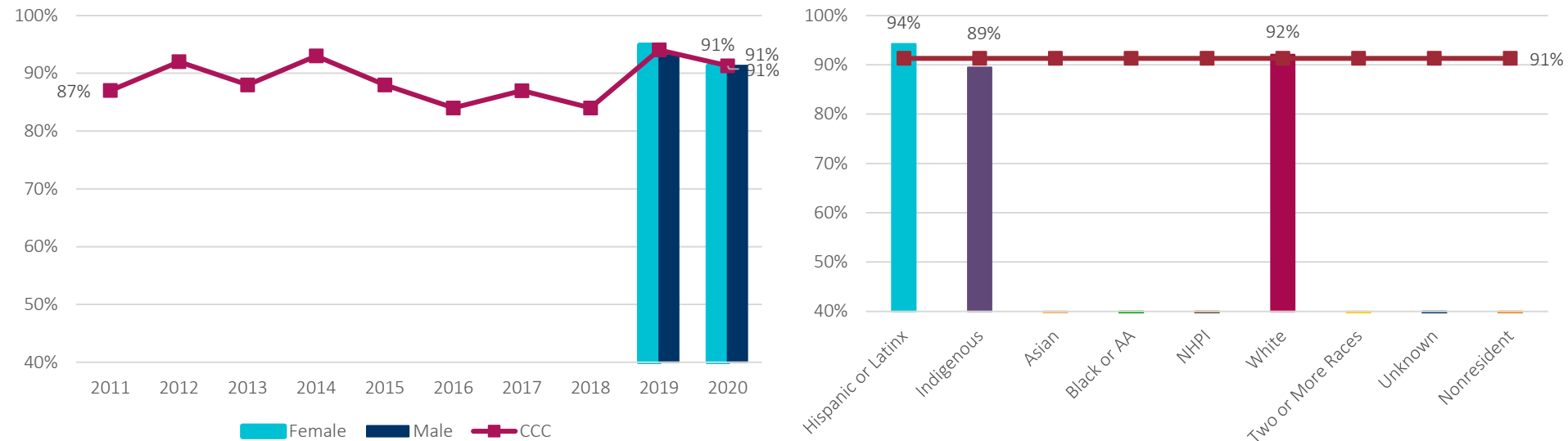


By the end of their second year, 54% of all part-time learners in the 2020 Credential-Seeking Cohort had completed 24 credits. This number has remained relatively consistent over time, which is encouraging, as research shows that learners who attain this 24-credit threshold are more likely to persist and earn a degree or certificate than those who do not.⁴

Gender and racial equity gaps are not apparent for this measure, as the number of learners in various demographic categories was too small to report with statistical validity.

Increase Transfer & Completion: Mid-Range Metrics

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



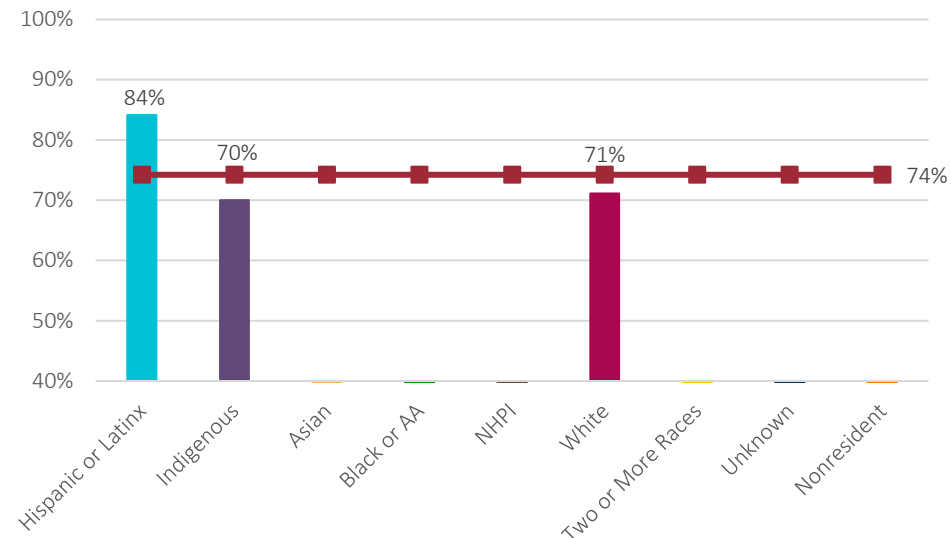
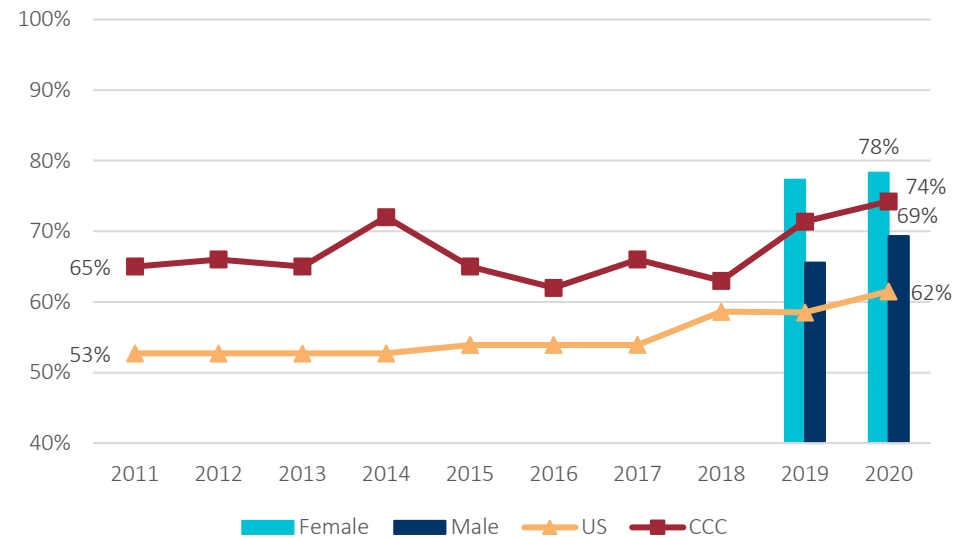
Ninety-one percent of the 2020 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2021. This fall-to-next-term persistence rate is slightly lower than that of the 2019 Cohort (94%) and was likely influenced by the COVID-19 pandemic.

As the chart on the left illustrates, there is no gender equity gap in fall-to-next-term persistence. Equity gaps are apparent, however, when fall-to-next-term persistence rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous students persisted to spring 2021 at slightly lower rates than their Hispanic/Latinx and White peers. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Mid-Range Metrics

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**Metric 19: Fall-to-Fall
Persistence Rate**

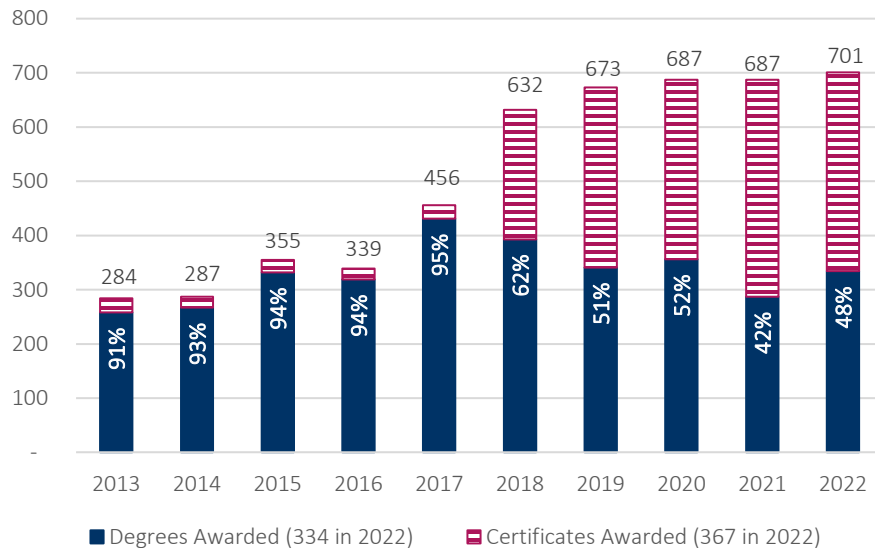


Seventy-four percent of the 2020 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to fall 2021. This fall-to-fall persistence rate has increased over time and is substantially higher than the national comparison (62%),⁵ as the latter number is not limited to credential seeking students.

As the chart on the left illustrates, females are substantially more likely to persist to the following fall than are males (78%, compared to 69%). As the chart on the right illustrates, Hispanic/Latinx learners successfully persisted to the following fall at slightly higher rates than their Indigenous and White peers. Results are not shown for races/ethnicities with Ns too small to report.

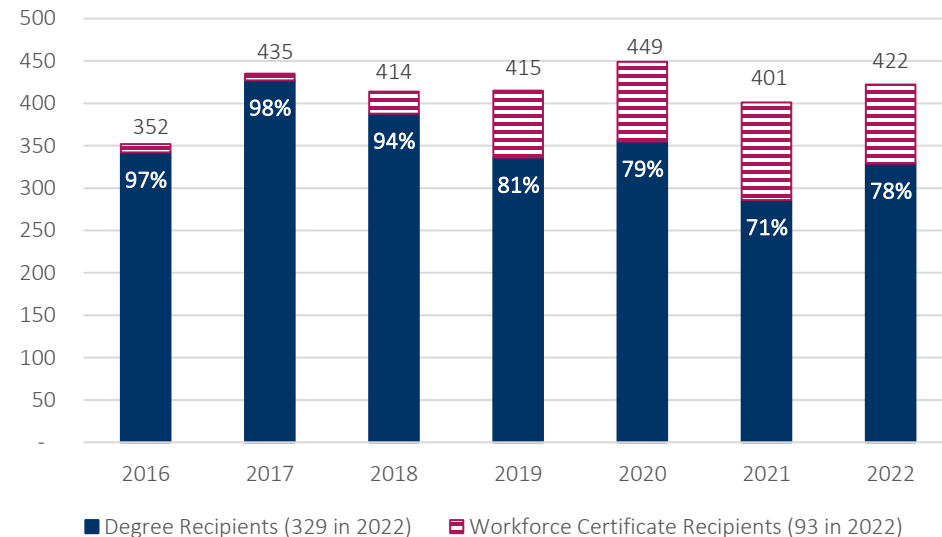
Increase Transfer & Completion: Long-Term Metrics

**Metric 20:
Degrees and Certificates Awarded**



Despite declining enrollments, the total number of degrees and certificates awarded by CCC increased to 701 in 2022. Of these, 48% were degrees and 52% were academic or workforce certificates. CCC will continue its work to increase completion to maintain progress toward its attainment goal.

**Metric 21: Degree and
Workforce Certificate Recipients**

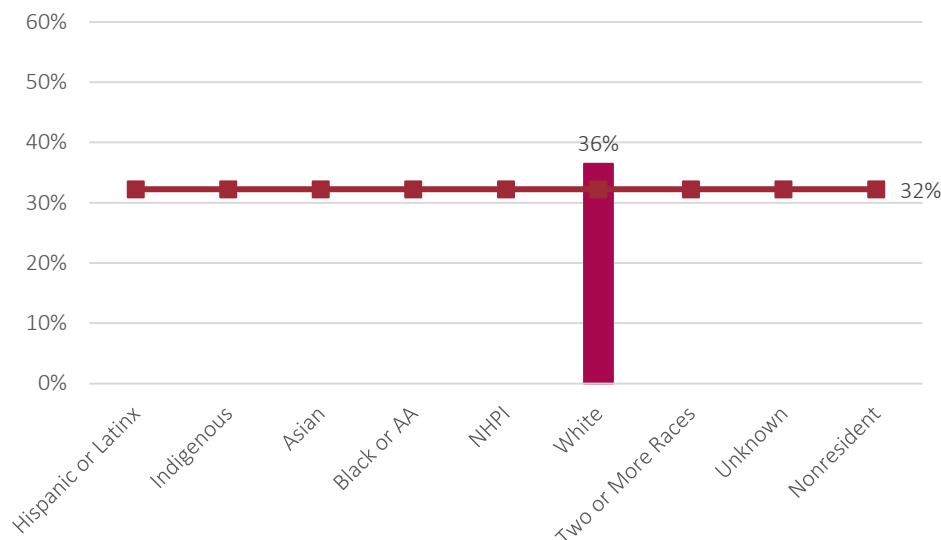
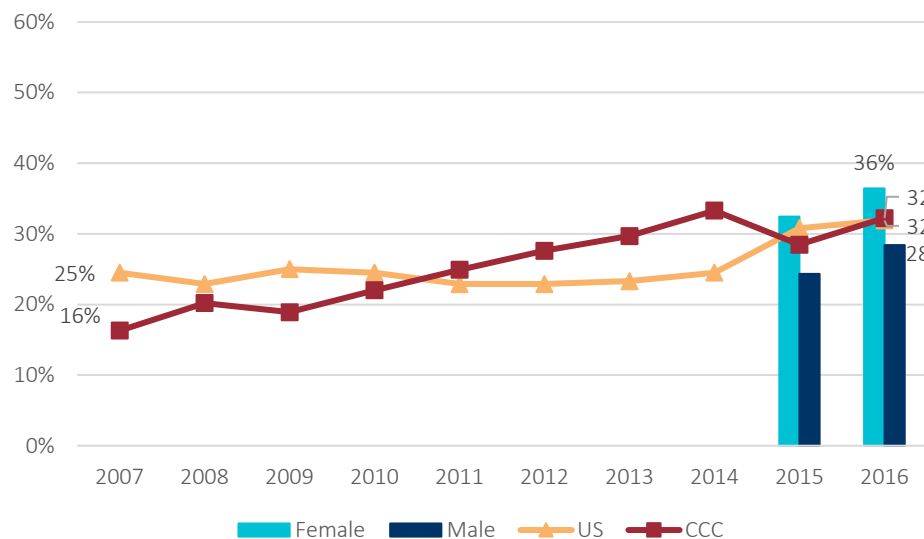


The unduplicated⁶ number of CCC learners earning degrees or workforce certificates also increased in 2022, despite declining enrollments. CCC will continue to focus on supporting the populations hardest hit by the pandemic through credential attainment.

Increase Transfer & Completion: Long-Term Metrics

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**Metric 22: Graduation
(Degree/Certificate Completion) Rate**

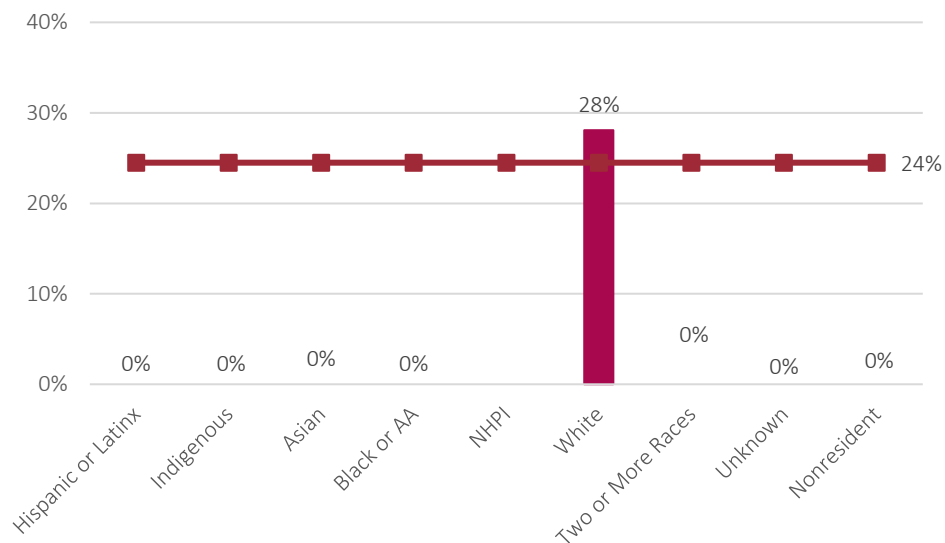
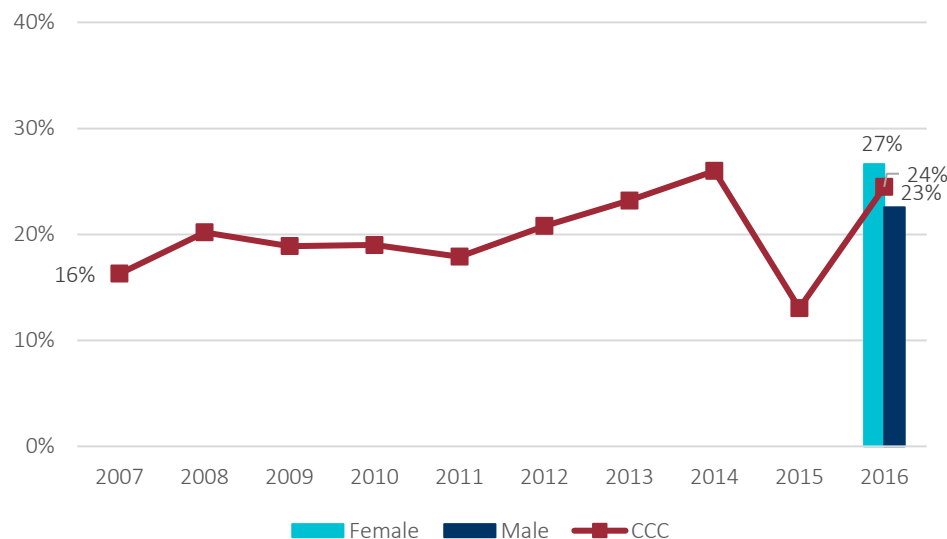


After six years, 32% of the 2016 Credential-Seeking Cohort had completed a degree or certificate, a 4 percentage-point increase from the 2015 Cohort. CCC's graduation rate is the same as the most recent national comparison (32%),⁷ although the national number is not limited to credential-seekers. As the chart on the left illustrates, there is a substantial gender equity gap in graduation rates, with 36% of females graduating within six years, compared to 28% of males.

As the chart on the right illustrates, White learners graduated within six years at a slightly higher rate than the college-wide average. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Long-Term Metrics

**Metric 23: AGEC
Completion Rate**



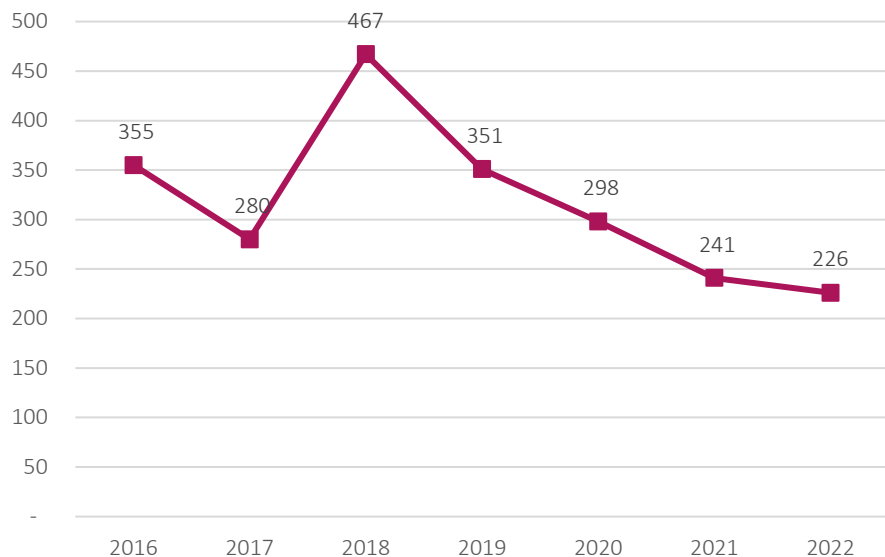
At CCC, 24% of the 2016 Credential-Seeking Cohort completed an AGEC within six years, an 11 percentage-point increase from the 2015 Cohort and possible an early indicator of recovery from the COVID-19 pandemic. The AGEC is comprised of 35–37 credit hours of coursework that, upon completion, transfer 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 gender equity gap in AGEC completions; 27% of females completed an AGEC within six years, compared to 23% of males. As the chart on the right illustrates, White learners completed an AGEC at a slightly higher rate than the college-wide average. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Long-Term Metrics

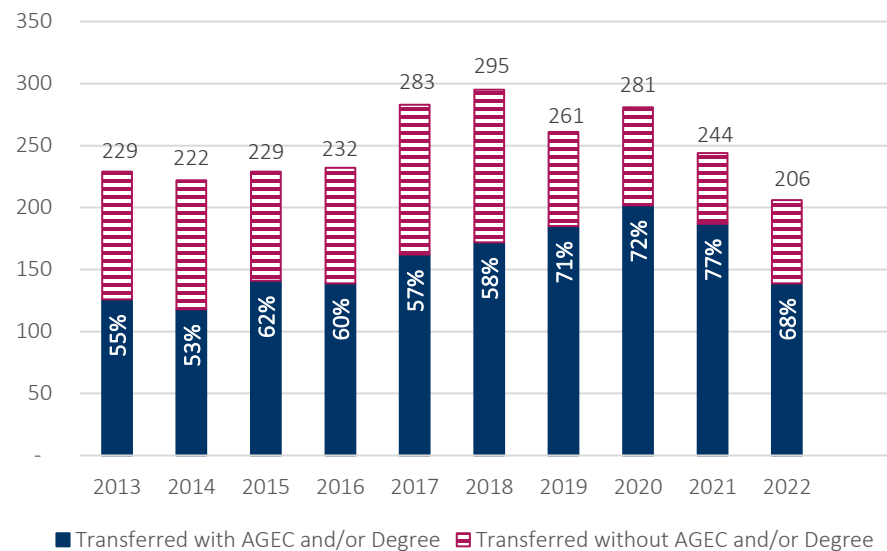
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**Metric 24:
AGECs Awarded**



In 2022, CCC awarded 226 Arizona General Education Curriculum (AGEC) certificates, a substantial dip from previous years which may have been influenced by the COVID-19 pandemic. 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

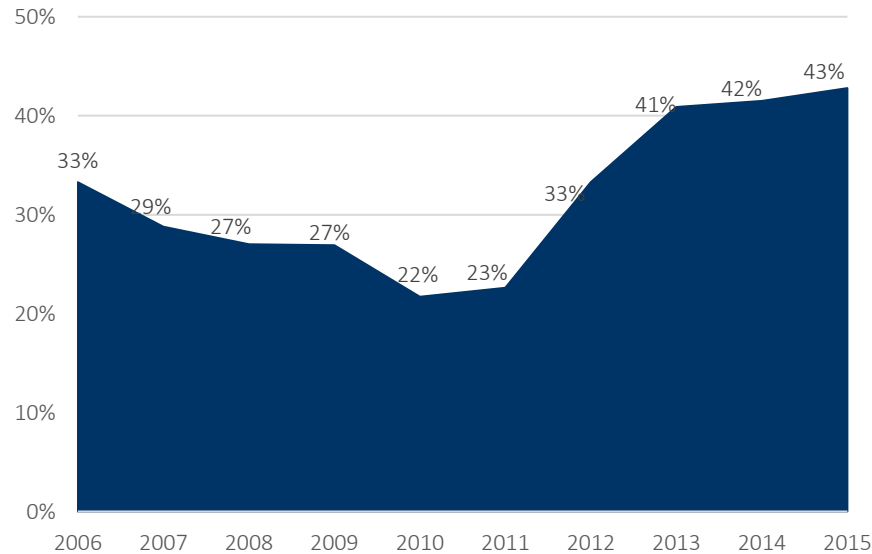
**Metrics 25 and 26: In-State Transfers
and Percent with AGEC and/or Degree**



In 2022, the number of students transferring from CCC to an in-state, public university dropped slightly to 206, although this number is in line the number of transfers in 2013 through 2016. In addition, the percentage of transfers who earned an AGEC and/or degree prior to transferring remained relatively high, 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**

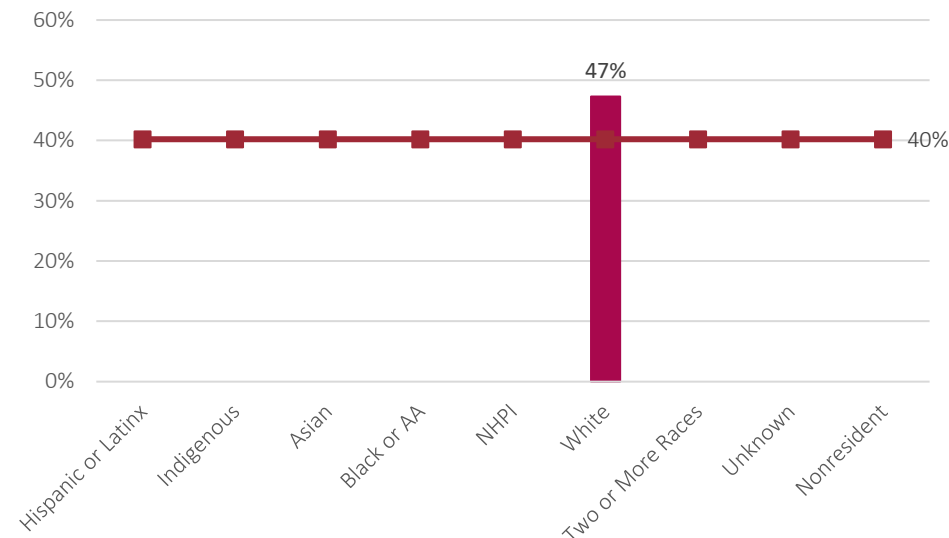
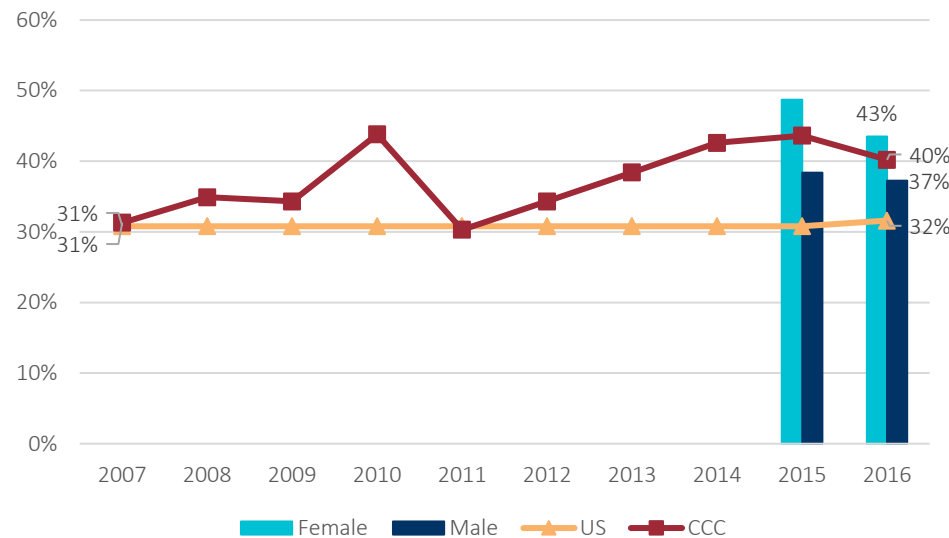


Forty-three percent of the 2015 ASSIST Transfer Behavior Cohort (first-time learners who earned at least 12 community college credits within three years, completed one or more general education courses, and declared an intent to transfer) transferred to one of Arizona's three public universities within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

Increase Transfer & Completion: Long-Term Metrics

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Metric 28: Overall Transfer Rate

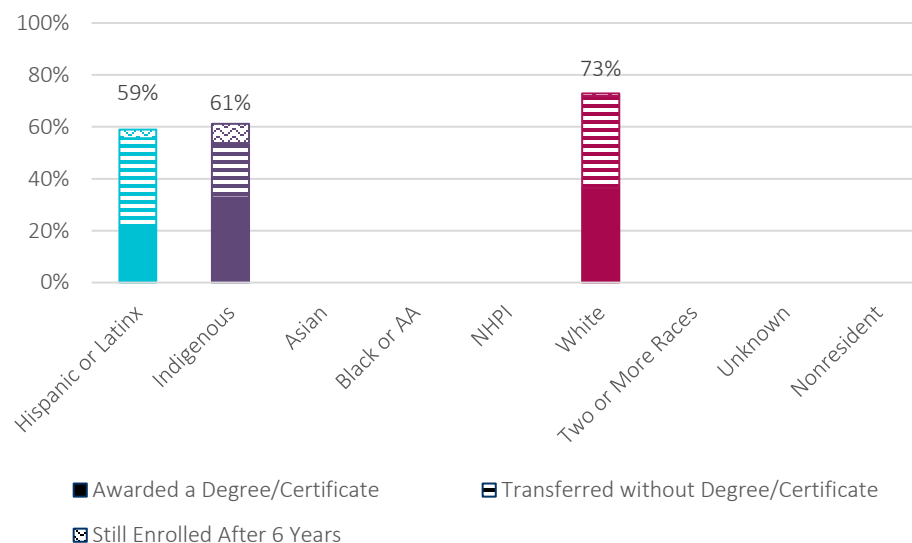
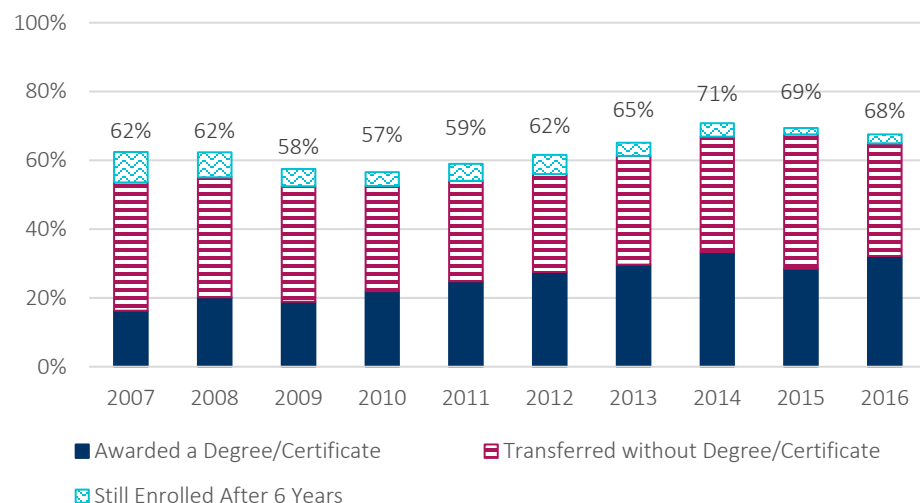


Forty percent of learners in the 2016 Credential-Seeking Cohort transferred to a four-year college or university (public and private institutions, in-state and out) within six years. This rate has generally increased over the years, although there was a slight dip for the 2016 Cohort. CCC's overall transfer rate is substantially higher than the national average (32%).⁹

As the chart on the left illustrates, a gender equity gap is apparent in this measure, as 43% of females and 37% of males transferred within six years. Nationally, 34% of females and 30% of males transfer within six years.⁹ As the chart on the right illustrates, White learners transferred within six years at a higher rate than the college-wide average. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Long-Term Metrics

**Metric 29: Percent of Learners
Achieving a Successful Outcome**

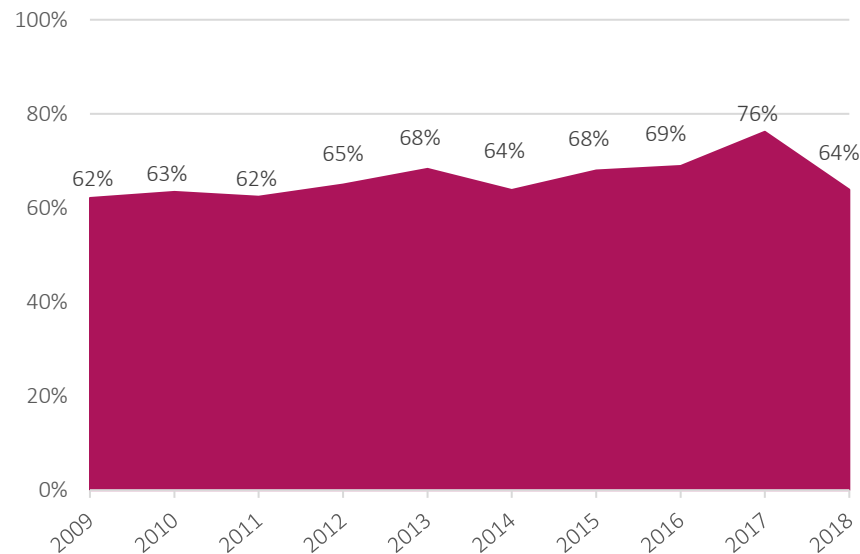


At CCC, 68% of the 2016 Credential-Seeking Cohort achieved a successful outcome within six years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including the Student Achievement Measure—have broadened the definition of a successful outcome to include earning a degree or certificate, transferring to another two- or four-year college or university, or continued enrollment. Nationally, 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 At CCC, 71% of females and 65% of males achieve a successful outcome within six years. And as the chart on the right illustrates, Hispanic/Latinx and Indigenous learners achieve a successful outcome within six years at lower rates than their White peers. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Follow-Up Metrics

28

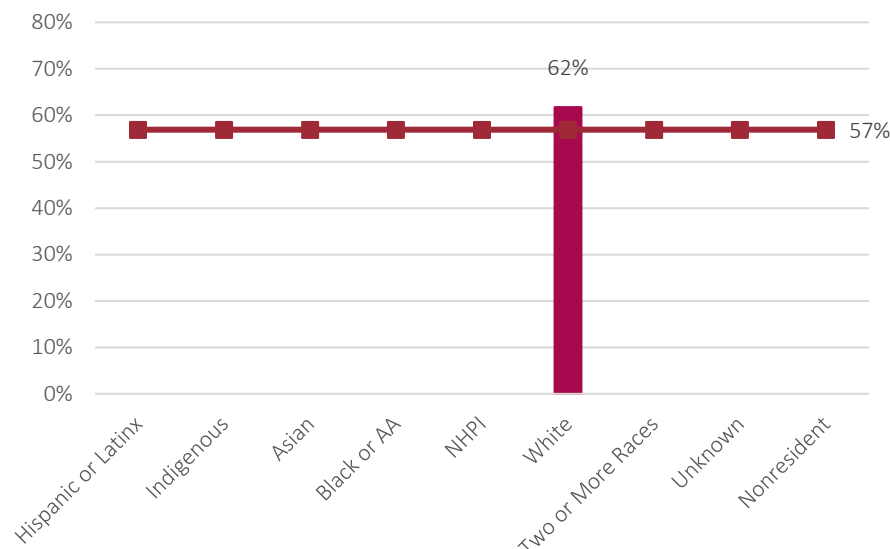
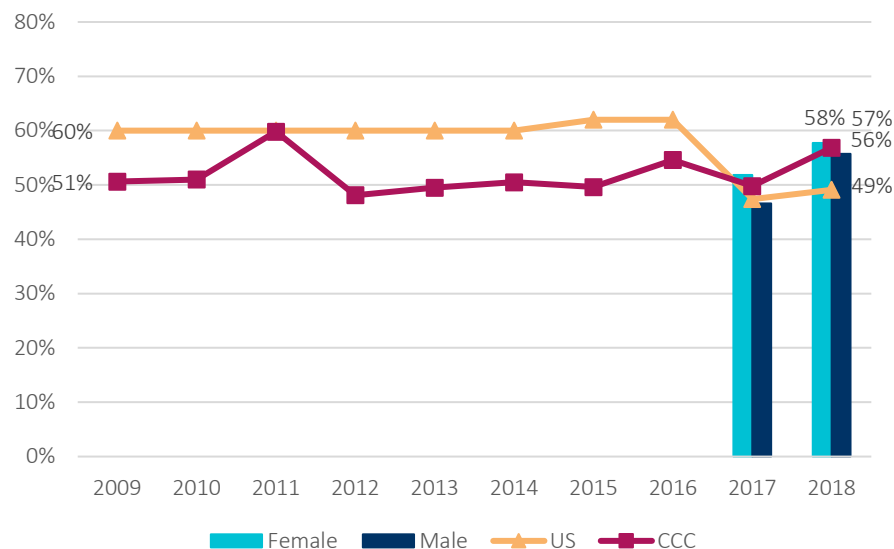
Metric 30: Percent of Full-Time Transfers to Arizona Universities Earning Bachelor's Degrees within Four Years



Sixty-four percent of all 2018 full-time transfers from CCC to the University of Arizona, Arizona State University, and Northern Arizona University earned a bachelor's degree within four years. This rate, which represents a drop from 2017 but is generally in line with previous years, 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**



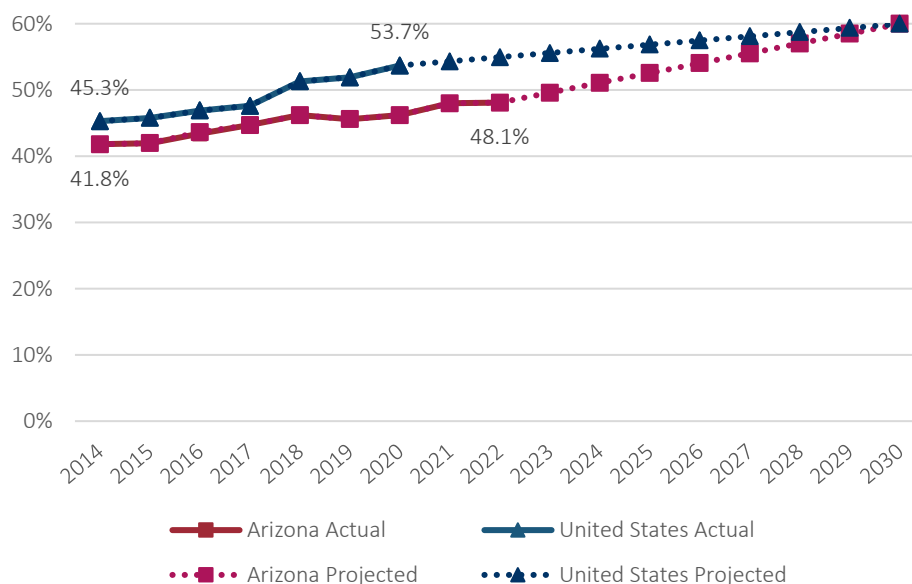
At CCC, 57% of 2018 transfers to all four-year institutions (public and private, in-state and out) earned a bachelor's degree within four years. This rate increased in 2018 and is substantially higher than the national comparison (49%).⁸ A very small gender equity gap is apparent in this measure, as 58% of female transfers earn a bachelor's degree within four years, compared to 56% of males (nationally, the gender gap is 50% to 48%).⁸

As the chart on the right illustrates, White transfers earned a bachelor's degree within four years at a higher rate than the college-wide average. Results are not shown for races/ethnicities with Ns too small to report.

Increase Transfer & Completion: Follow-Up Metrics

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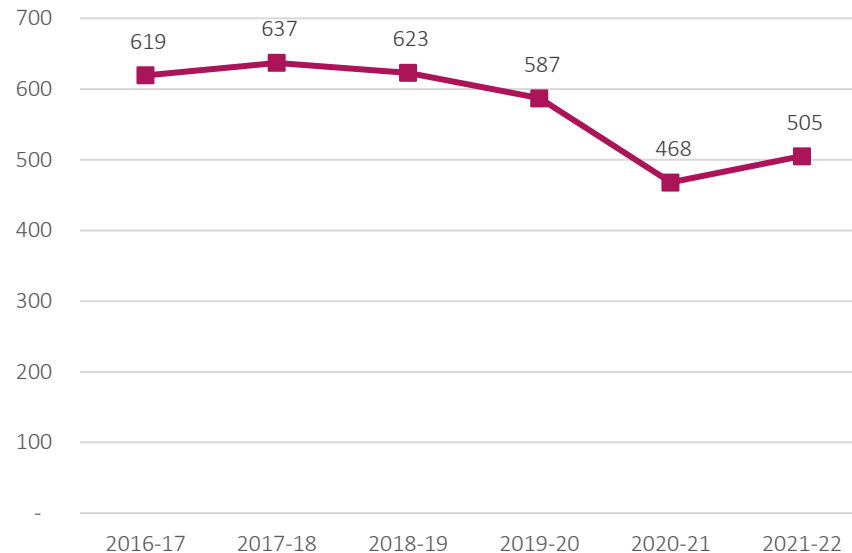
Metric 32: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential



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



FTSE enrollment in occupational courses declined between 2017-18 and 2020-21 and may have been influenced by the COVID-19 pandemic. However, FTSE enrollment in occupational courses ticked up to 505 in 2021-22 and were largely 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

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Metric 34: Percent of the 25 Highest-Demand Occupations in Coconino County Requiring More than a High School Diploma but less than a Bachelor's Degree for which CCC Offers Degrees or Certificates

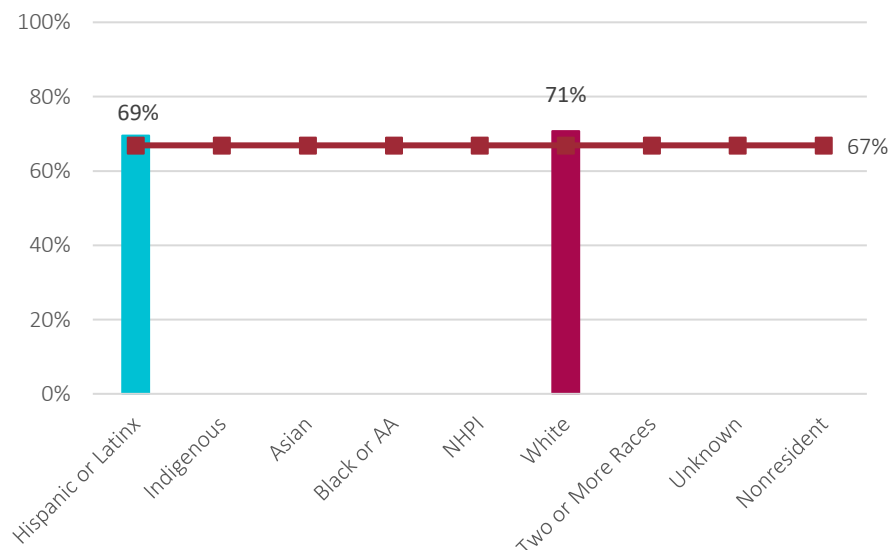
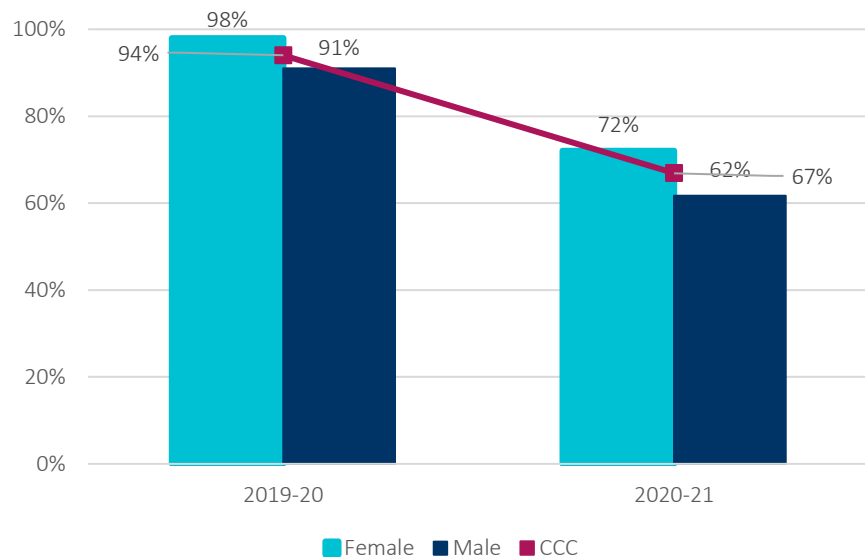
- ✓ Medical Assistants
- ✓ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- ✓ Physical Therapist Assistants
- ✓ Computer User Support Specialists
- ✓ Dental Assistants
- ✓ Respiratory Therapists
- ✓ Diagnostic Medical Sonographers
- ✓ Veterinary Technologists and Technicians
- ✓ Nursing Assistants
- ✓ Automotive Service Technicians and Mechanics
- ✓ Licensed Practical and Licensed Vocational Nurses
- ✓ Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians
- ✓ Heavy and Tractor-Trailer Truck Drivers
- ✓ Radiologic Technologists and Technicians
- ✓ Environmental Science and Protection Technicians, Including Health
- ✓ Firefighters
- ✓ Preschool Teachers, Except Special Education
- ✓ Surgical Technologists
- ✓ Teaching Assistants, Except Postsecondary
- ✓ Dietetic Technicians
- ✓ Forest and Conservation Technicians
- ✓ Audio and Video Technicians
- ✓ Bookkeeping, Accounting, and Auditing Clerks
- ✓ Telecommunications Equipment Installers and Repairers, Except Line Installers
- ✓ Chemical Technicians

Coconino Community College offers degree and/or certificate programs that train workers for 48 percent (12 of 25) of the highest-demand occupations in Coconino County.

Note: The top 25 highest-demand occupations are derived from a count of new job openings between 2020 and 2030 projected by the Census Bureau, weighted by both the rate of growth and a location quotient from EMSI. This weighting, applied for the first time in 2021, provides a more accurate indication of the fastest-growing occupations in a given region, as well as which occupations are truly unique and specialized in each regional economy.

Improve Alignment: Follow-Up Metrics

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



At CCC, 67% 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. As the chart on the left illustrates, there is a substantial gender equity gap in this measure, with 72% of females and 62% of males earning an occupational credential within one year.

A small equity gap is also apparent when occupational credential rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/Latinx learners completed an occupational credential within one year at slightly lower rates than their White peers. Results are not shown for races/ethnicities with Ns too small to report.

Strategic Vision Data: Sources and Attributions

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

²The 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.

³Waiwaiole, 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.

⁴Moore, C., Shulock, N., & Offenstien, J. (2009). *Steps to success: Analyzing milestone achievement to improve community college student outcomes*. Sacramento: California State University, Institute for Higher Education Leadership and Policy.

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

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

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

⁸Kisker, C. B., & Wagoner, R. L. (2013). *Implementing transfer associate degrees. Perspectives from the states*. New directions for community colleges, no. 160. San Francisco: Jossey-Bass.

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

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