



2022

Strategic Vision Outcomes Report

2022 OUTCOMES REPORT

On behalf of the Arizona Community College Coordinating Council (AC4), the 2022 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 2022 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 2022 Strategic Vision Outcomes Report tracks several cohorts of students. Where possible, these cohorts are disaggregated by IPEDS race/ethnicity and IPEDS gender.

2019 and 2015 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2019 and 2015 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.

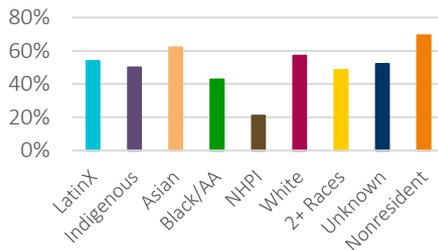
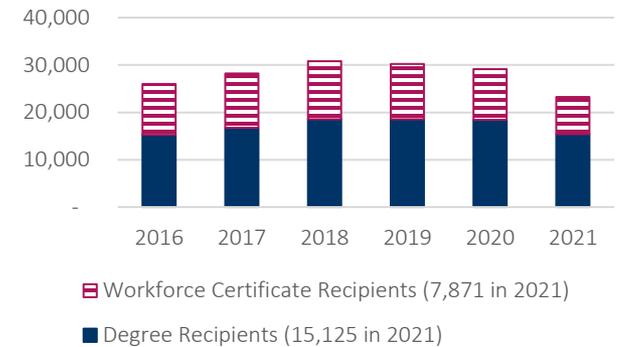
2019-20 Occupational Cohort, comprised of students who exited a community college in 2019-20 after completing 12 or more credits in a single CTE program, is used in a follow-up metric related to earning occupational credentials within one year.

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 show up in Strategic Vision data for the first time in this 2022 report, which measures enrollment, progress, and success rates through spring 2021.

Several statewide measures clearly illustrate the impact of the pandemic, such as the 15 percent enrollment decline between the 2019–20 and 2020–21 academic years (metric 1), or the 4 percentage-point drop in fall-to-fall persistence over that same time period (metric 19). Perhaps most striking is a 20 percent decrease in the number of unduplicated credential recipients between 2020 and 2021 (metric 21; see chart to right). **These measures paint a striking portrait of the near-term effects of the pandemic on Arizona’s community college students.**

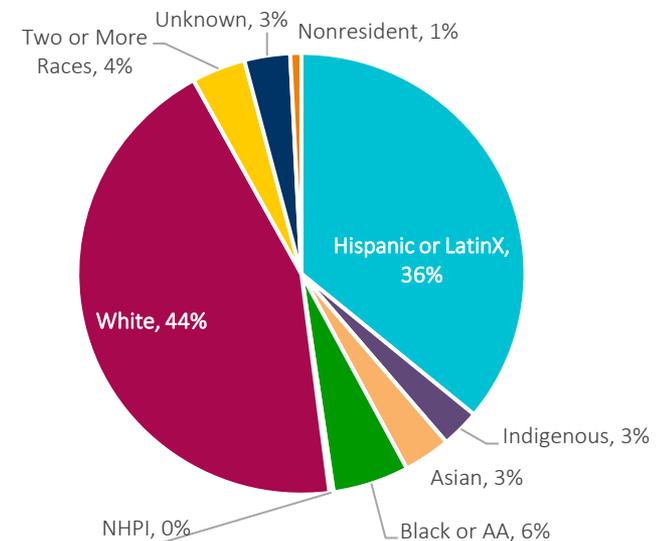
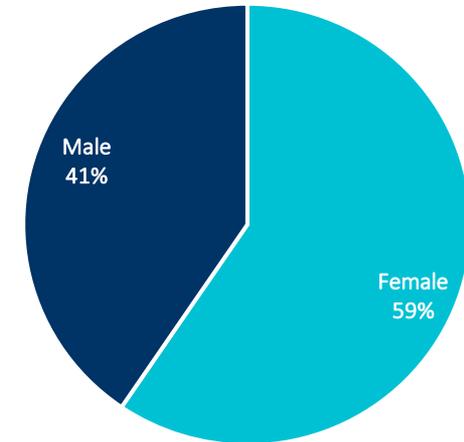
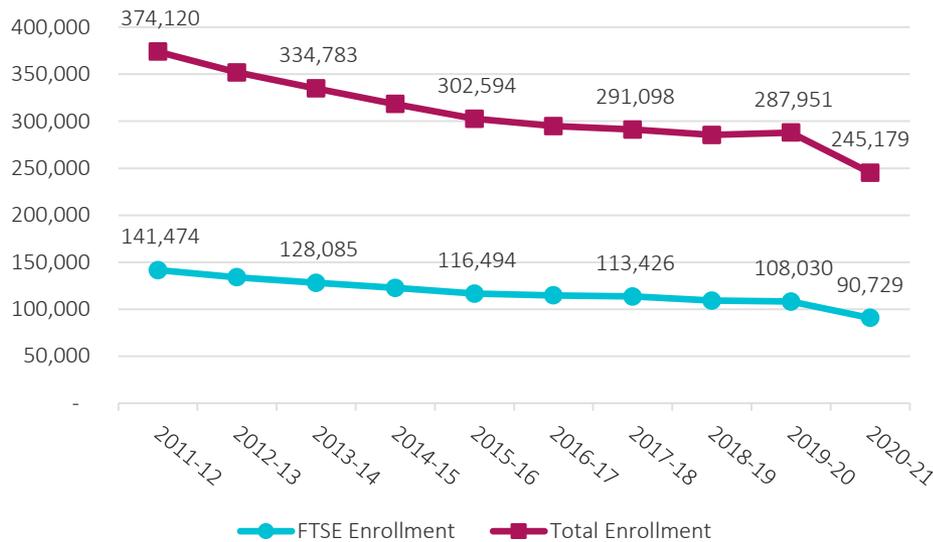


Strategic Vision data also point to the ways in which the COVID-19 pandemic exacerbated societal and educational inequities, with Pell recipients, learners enrolled in developmental courses, males, and those from races and ethnicities historically underserved in higher education enrolling, persisting, and passing courses at lower rates than in previous years.

Longer-term effects of the pandemic, such as those related to transfer or completion, are not yet apparent in the data and may ultimately be masked by other trends, including the colleges’ quick pivot to virtual learning and 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

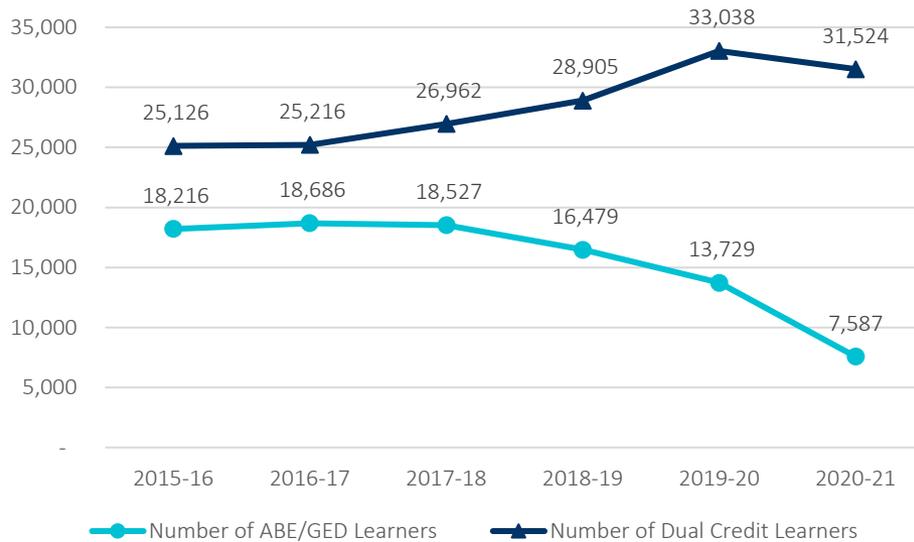
Metrics 1 and 2: FTSE and Total Enrollment



Total and full-time student equivalent (FTSE) enrollment at Arizona's community colleges were profoundly impacted by the COVID-19 pandemic, dropping 15 and 16 percent, respectively, from 2019-20 to 2020-21. Following national trends, enrollment losses were concentrated among the most vulnerable, including low-income learners and those enrolled in developmental courses. Both nationally and in Arizona, 59 percent 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

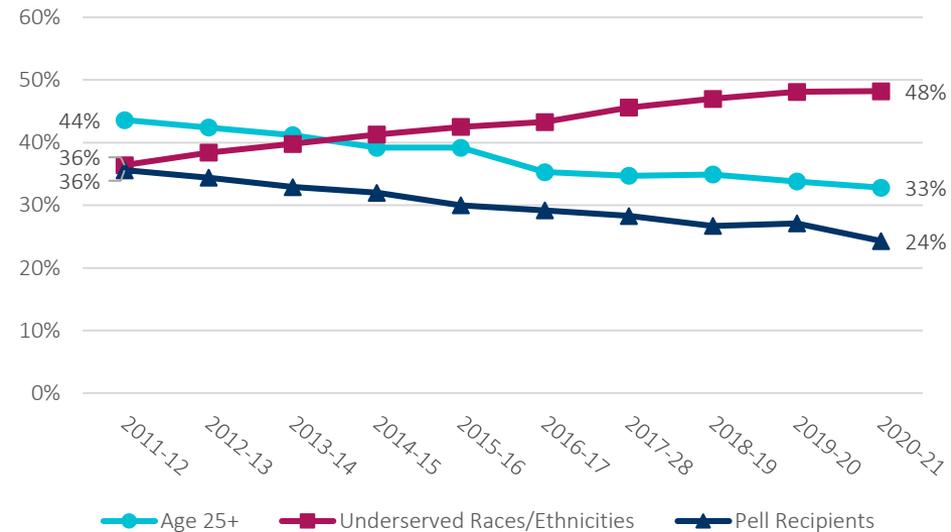
Expand Access: Short-Term Metrics

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: the number of ABE/GED learners dropped by 45 percent from 2019-20 to 2020-21. Total annual enrollment of high school learners in dual credit courses also dropped slightly, to 31,524. These programs are essential in expanding access to Arizona’s community colleges for both high school students and returning adult learners.

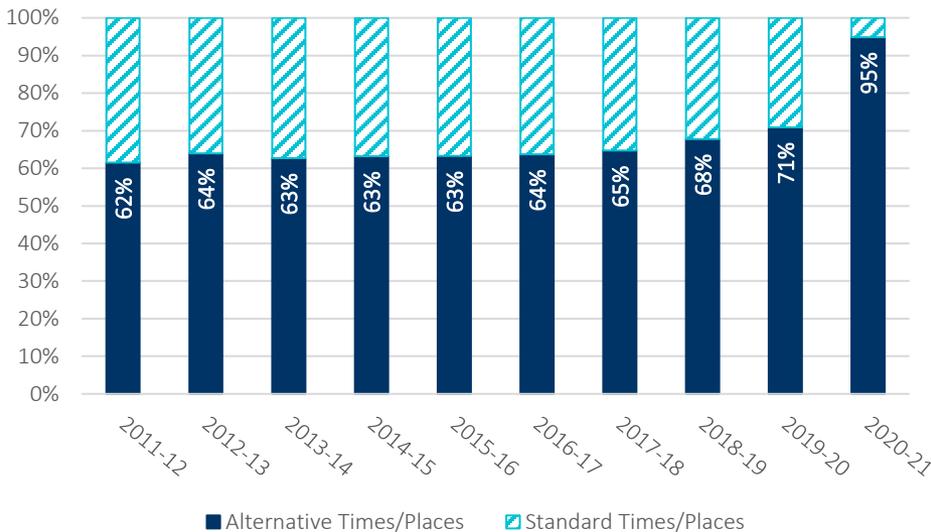
Metric 5: Enrollment of Historically Underserved Populations



Despite the pandemic, the percentage of Arizona community college students who are members of an historically underserved racial/ethnic group remained at 48 percent in 2020-21. The pandemic had a greater impact on low-income students, however; enrollment of Pell recipients dropped 11 percent in 2020-21 and at 24 percent is substantially lower than the national average (38%). However, Arizona’s colleges enroll slightly more adult learners than the national figure (31%).¹

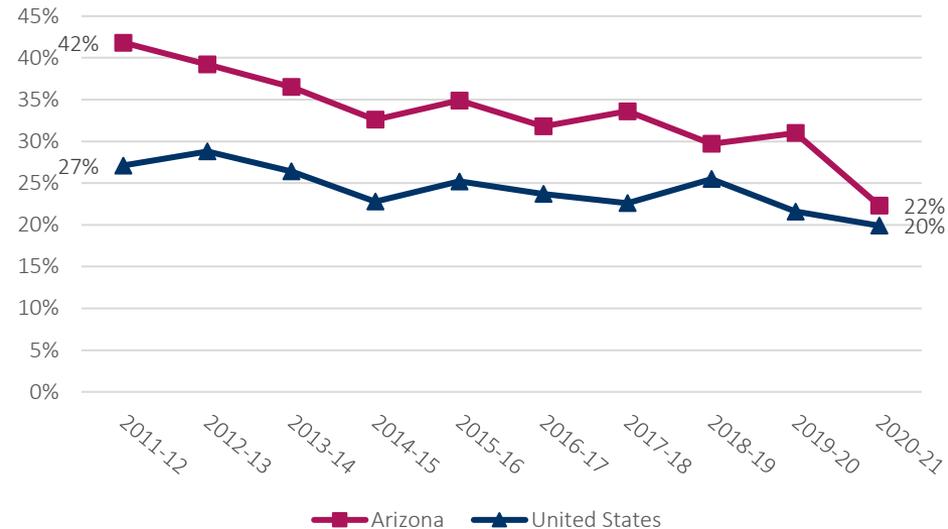
Expand Access: Short-Term Metrics

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. Indeed, in 2020-21 only five percent of instruction occurred on campus during the weekday; 95 percent of all student credit hours were earned online or in other alternative times or places.

Metric 7: Community College-Going Rate

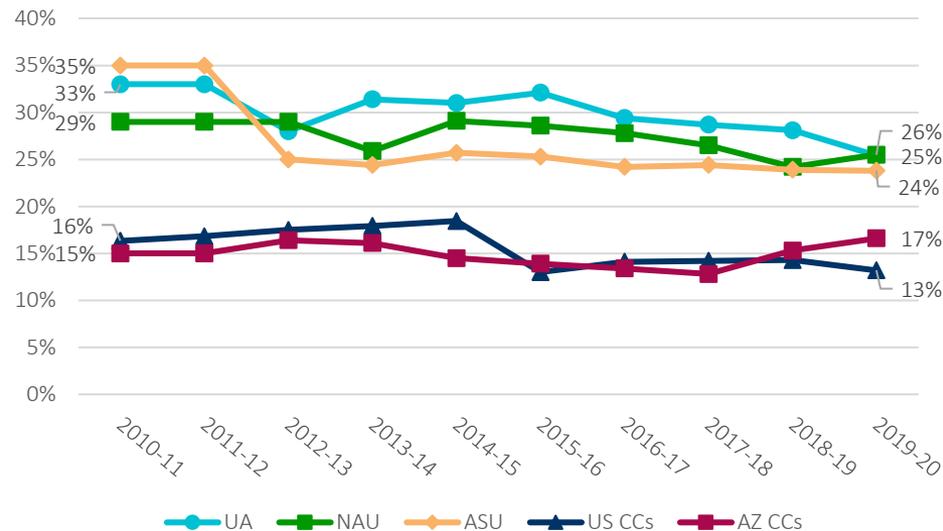


Arizona's community college-going rate dropped precipitously as a result of the COVID-19 pandemic, falling 29 percent in a single year. However, the percentage of Arizona high school graduates who enroll in a community college within one year is still higher than the national average (20%).¹ Arizona's 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

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

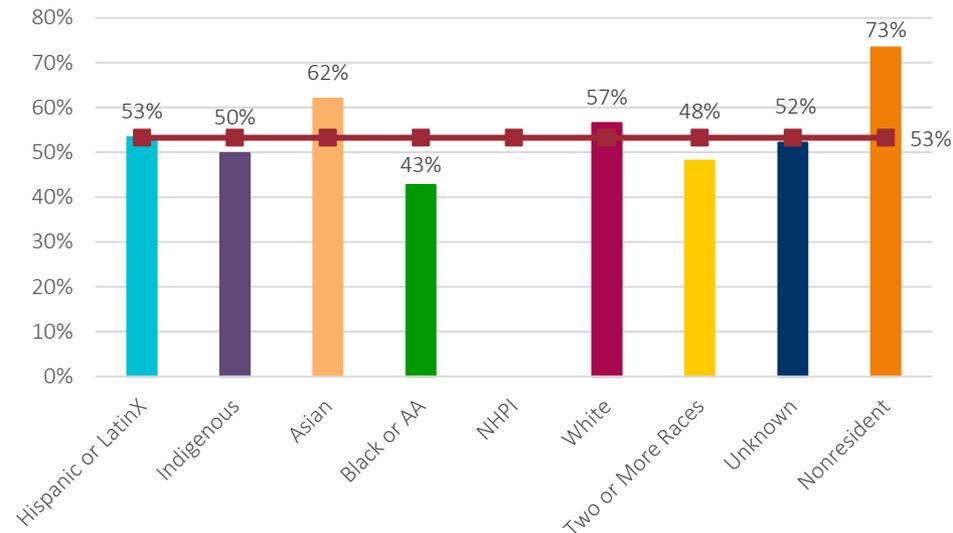
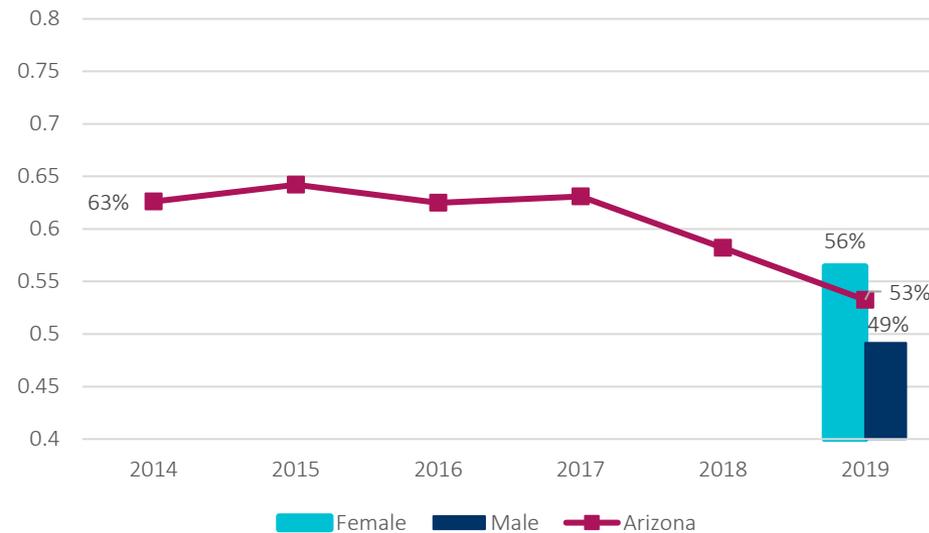


Over the past decade, the relative cost of attending a community college in Arizona has fluctuated by two percentage points in either direction. At just over \$10,000 per year, the median net price of attending a community college in Arizona is just 17 percent of the state's median household income.

This rate is somewhat higher than the national comparison (13%) but is substantially lower than Arizona's public universities (24%-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



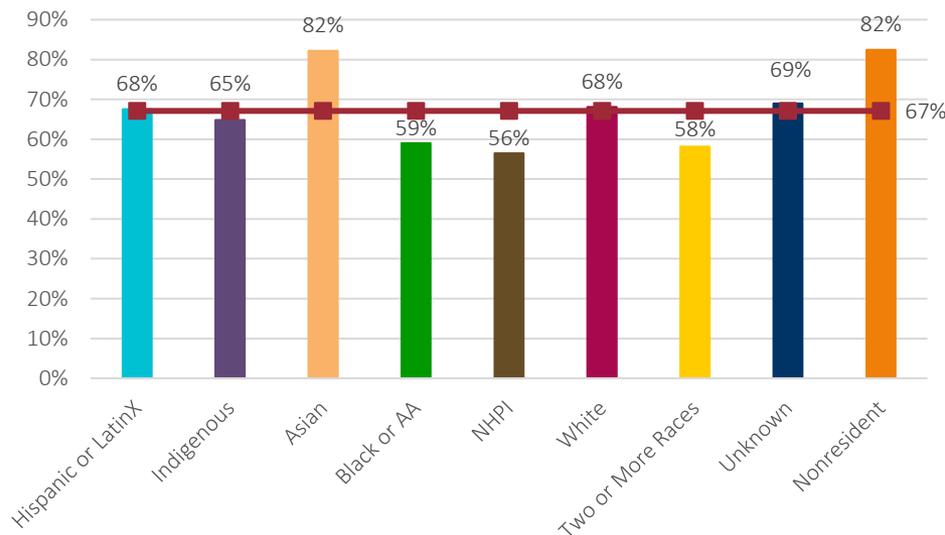
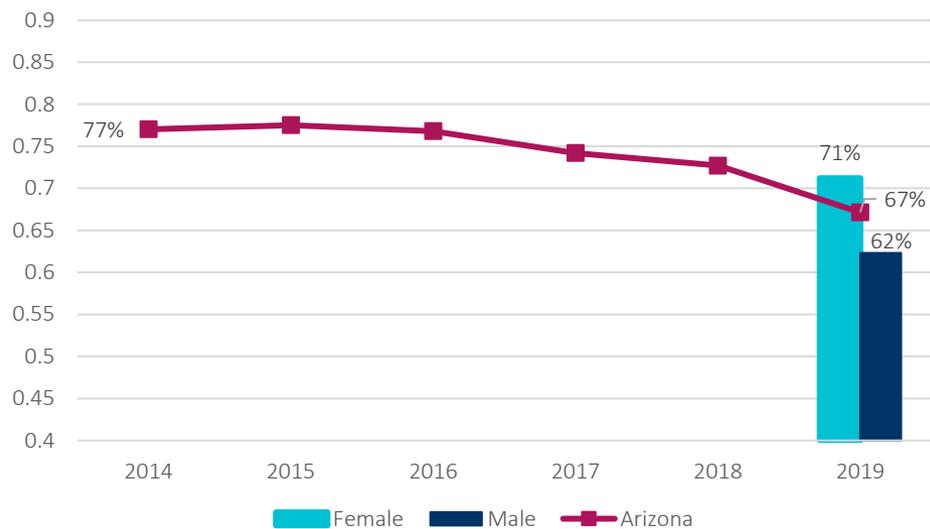
Learners enrolled in developmental math courses were profoundly affected by the COVID-19 pandemic and were among those who had the most difficulty making the transition to virtual learning. Indeed, only 53 percent of student credit hours attempted in developmental math by the 2019 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), compared to 63 percent two years earlier. 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 49%).

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, Indigenous learners, and those from two or more races successfully completed developmental math courses at lower rates than their Hispanic/LatinX, Asian, White, and Nonresident 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

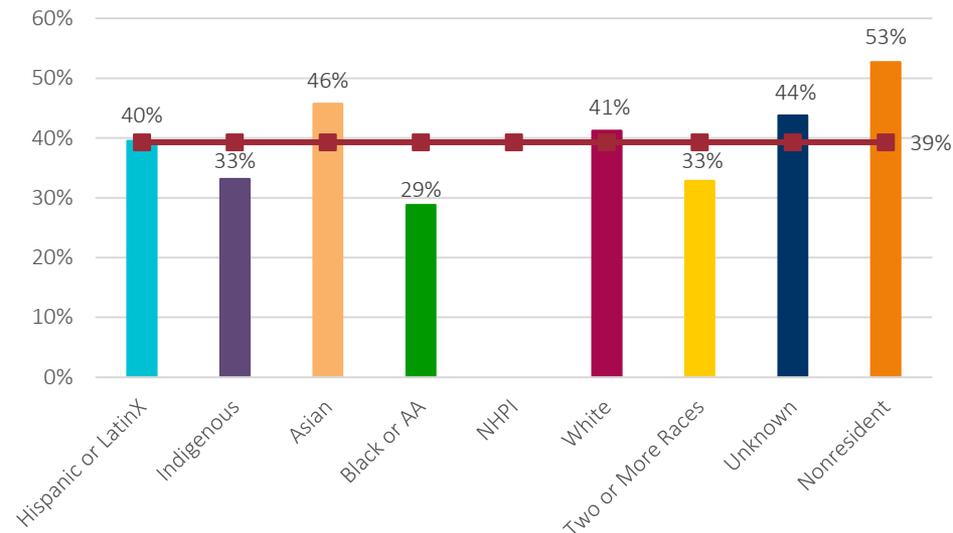
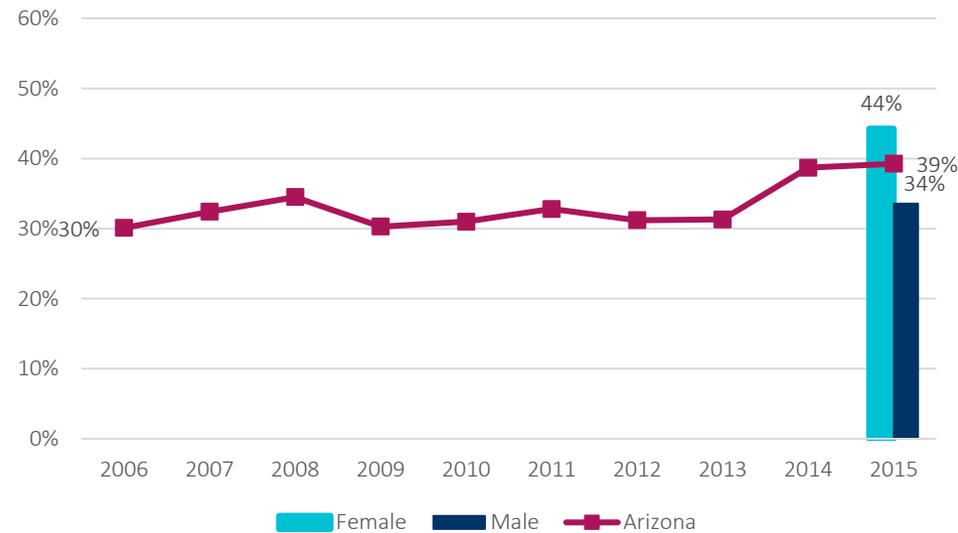


Learners enrolled in developmental English or reading courses were also affected by the COVID-19 pandemic and demonstrated some difficulty making the transition to virtual learning. Indeed, only 67 percent of student credit hours attempted in developmental English or reading by the 2019 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), compared to 74 percent two 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 (71%, compared to 62%).

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

Expand Access: Mid-Range Metrics

Metric 11: Success After Developmental Math Rate

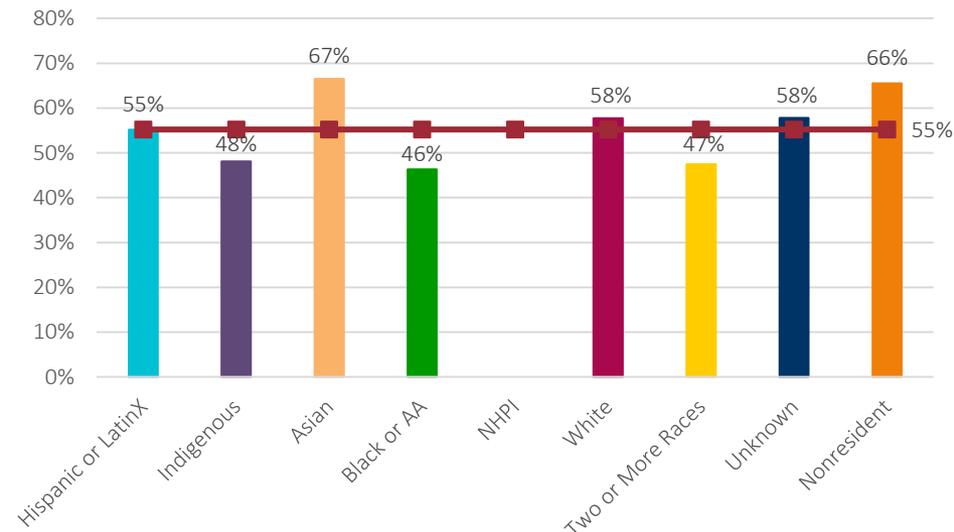
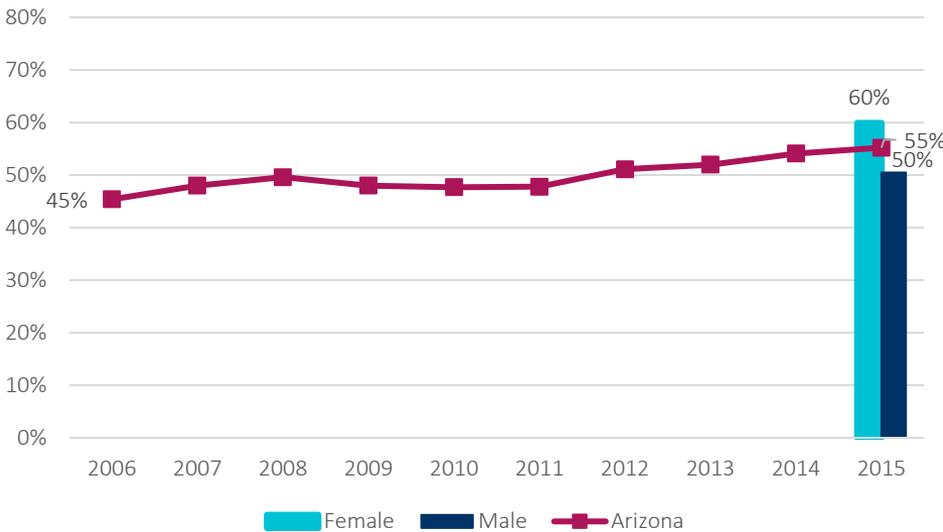


It is too early to assess the effects of the COVID-19 pandemic on success after developmental math rates, as the majority of learners in the 2015 New Student Cohort who enrolled in developmental math courses did so in the years preceding the pandemic. Indeed, after six years, 39 percent of developmental math learners in the 2015 New Student Cohort successfully completed a college-level math course—the same percentage as in 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

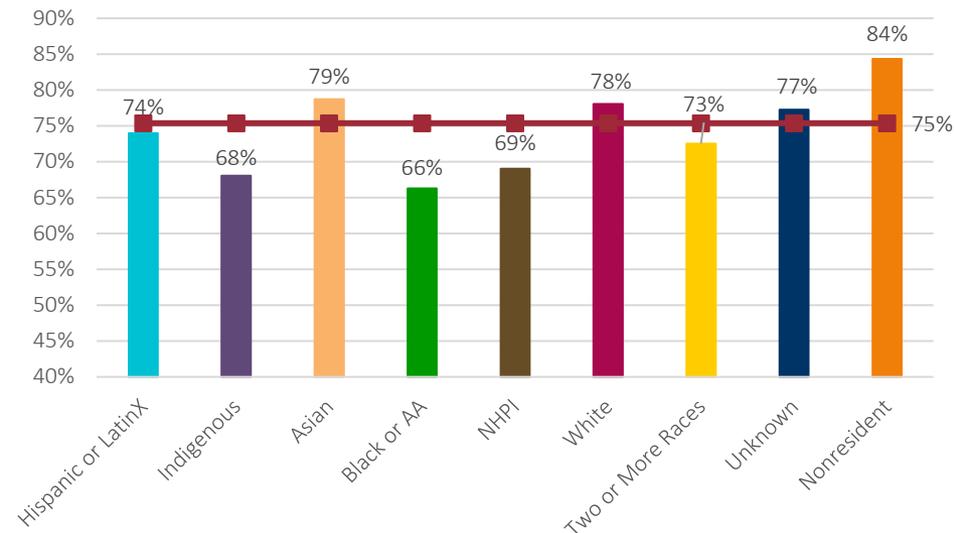
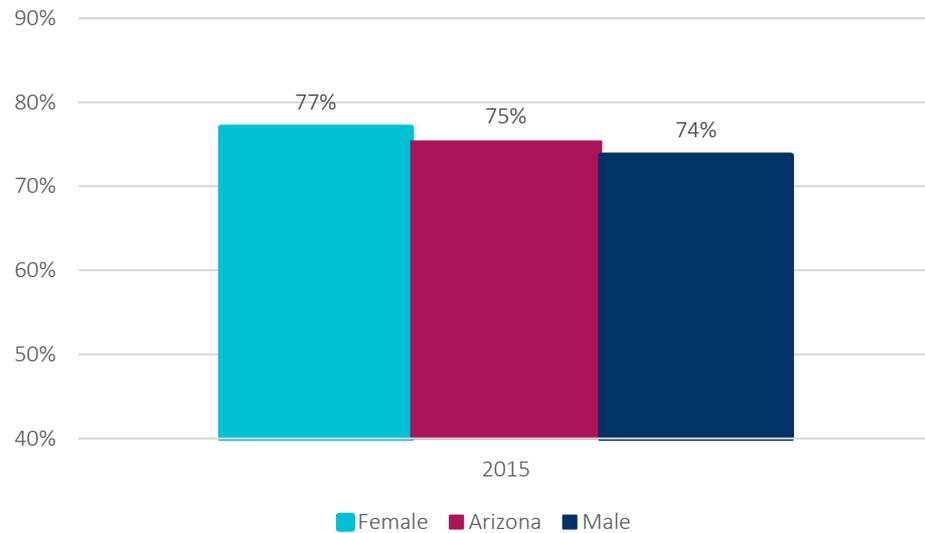


It is similarly too early to assess the effects of the pandemic on success after developmental English/reading rates, as the majority of learners in the 2015 New Student Cohort who enrolled in developmental English or reading courses did so in the years preceding the pandemic. Indeed, after six years, 55 percent of developmental English or reading learners in the 2015 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, and those from two or more races successfully passed college-level English following developmental English or reading 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 13: College-Level Course Success Rate



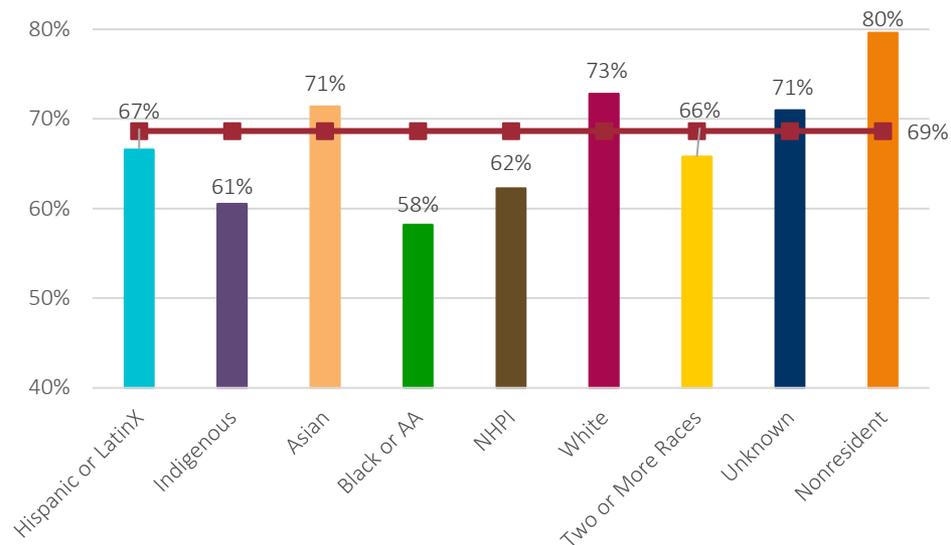
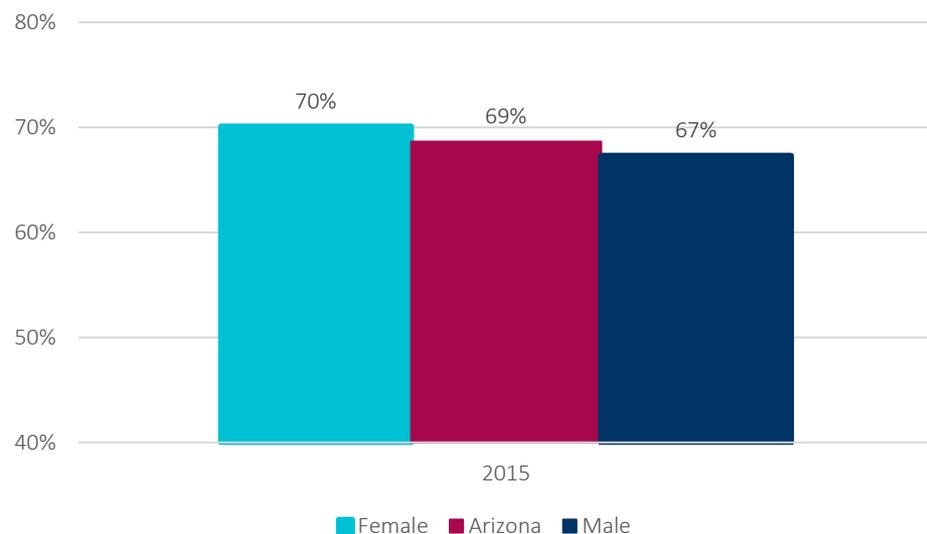
Over six years, 75 percent of student credit hours attempted in college-level courses by the 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). As the chart on the left illustrates, females successfully completed college-level courses at a higher rate (77%) than their 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, Hispanic/LatinX learners, and those from two or more races successfully passed college-level 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

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Metric 14: STEM Course Success Rate



Over six years, 69 percent of student credit hours attempted in college-level science, technology, engineering, and math (STEM) courses by the 2015 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 (70%) than their male counterparts (67%). 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
Math	13.0%	19.9%	32.9%
Italian	‡	32.4%	32.4%
Japanese	8.5%	23.4%	31.9%
Philosophy	12.5%	15.5%	28.0%
Latin	6.5%	20.6%	27.1%
Computer Science	10.1%	16.9%	27.0%
Biology	10.5%	16.3%	26.8%
English	11.1%	14.5%	25.6%
Business	9.9%	15.6%	25.5%
Chemistry	7.6%	17.8%	25.4%

‡ N too small to report

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, as well as foreign languages. English, Philosophy, and Business also have very high rates of unsuccessful outcomes and/or withdrawals. As the list on the preceding page illustrates, in each of these ten disciplines, one quarter or more of all course enrollments results in a non-passing grade.

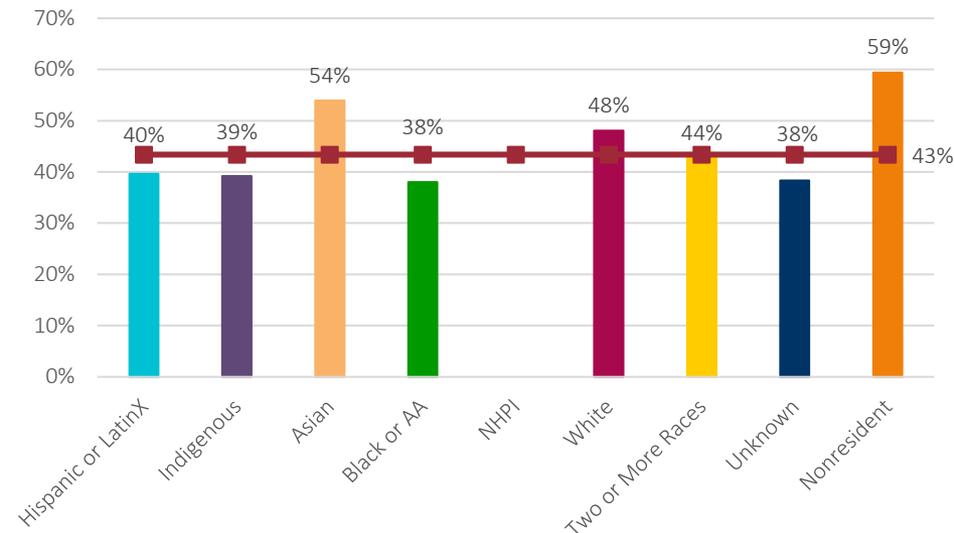
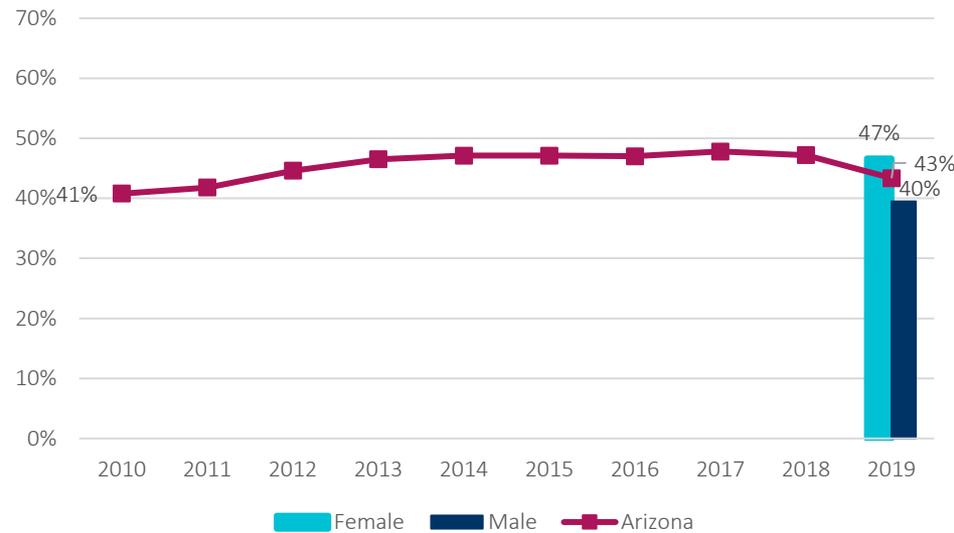
Perhaps most concerning is the fact that Math is the discipline with the highest rate of unsuccessful outcomes *and* a very high rate of withdrawals, with 33 percent of Math enrollments resulting in one or the other. As Math credits are required for the Arizona General Education Curriculum (AGEC), and 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

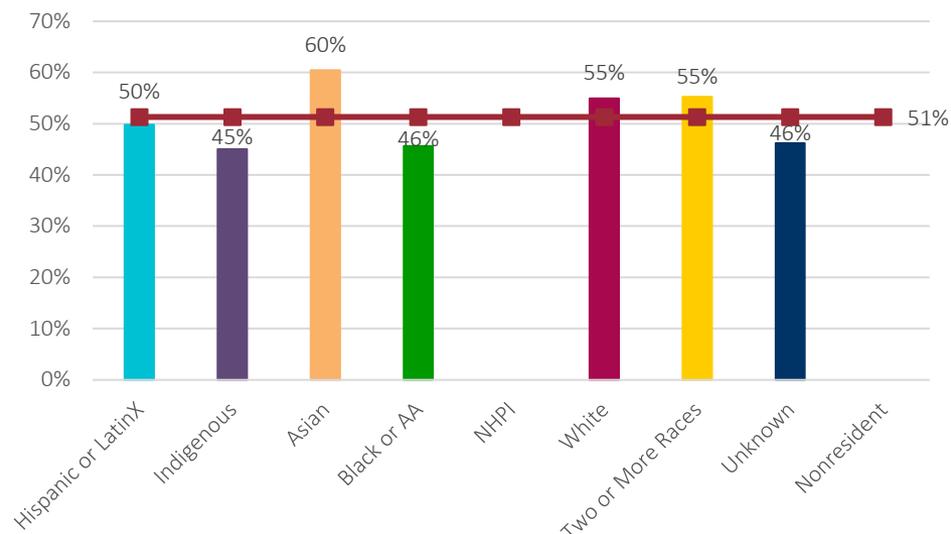
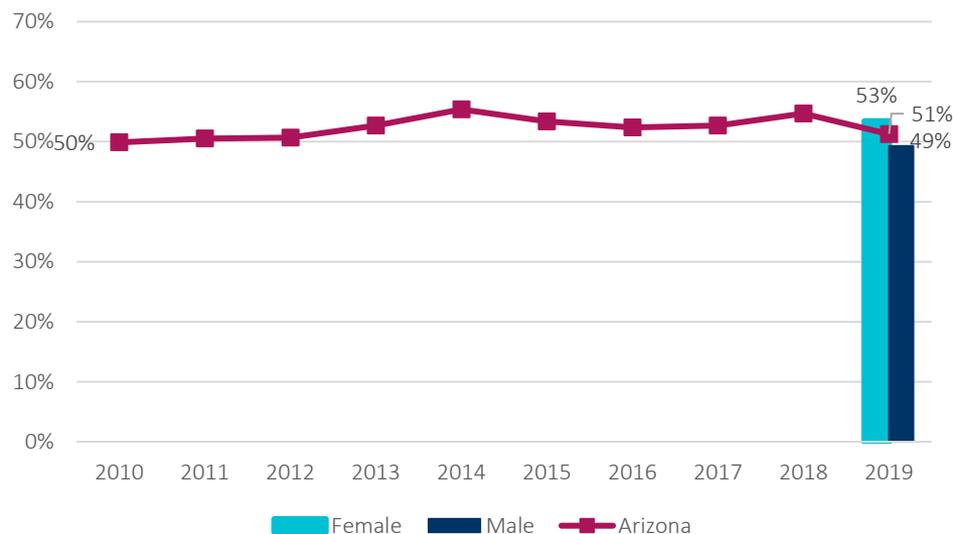


By the end of their second year, 43 percent of full-time learners in the 2019 Credential-Seeking Cohort had completed 42 credits, a four percentage-point drop from the previous cohort. Although this dip is likely a result of the COVID-19 pandemic, it is somewhat concerning, as research shows that learners who attain this 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 far more likely than their male counterparts to attain the 42-credit threshold within two years (47%, compared to 40%). 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, Hispanic/LatinX learners, and those of unknown race or ethnicity 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. 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 percent of all part-time learners in the 2019 Credential-Seeking Cohort had completed 24 credits, a four percentage-point drop from the previous 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, females attending part-time are more likely than their male counterparts to attain the 24-credit threshold within two years (53%, compared to 49%). 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 those of unknown race or ethnicity attained the two-year credit threshold at lower rates than their Asian, White, and Hispanic/LatinX peers, as well as those of two or more races. 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

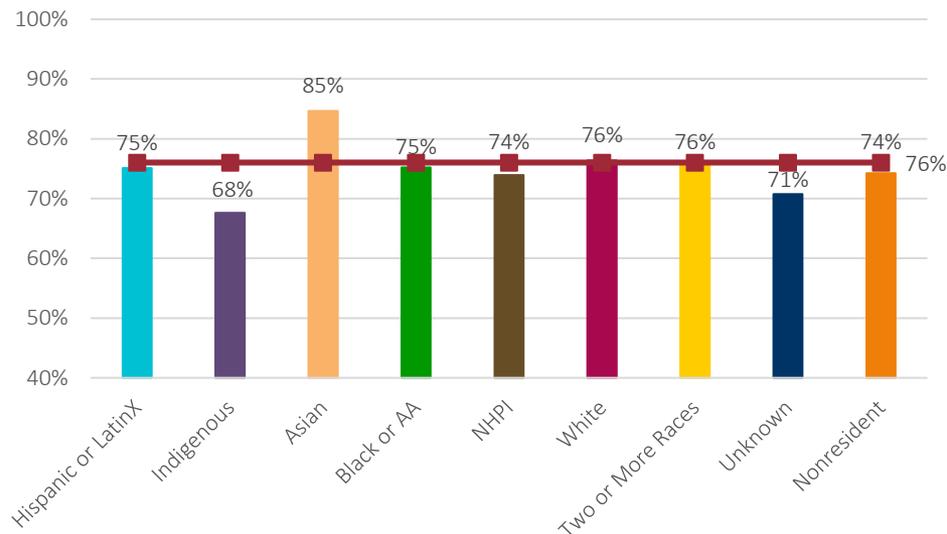
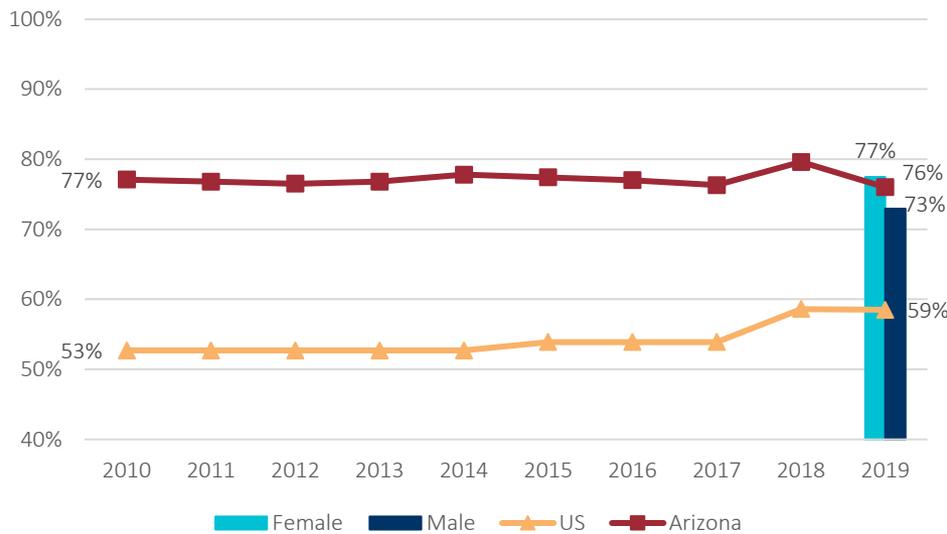


Ninety-two percent of the 2019 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2020. This fall-to-next-term persistence rate is similar to those of previous cohorts and was measured prior to the initiation of virtual learning due to the COVID-19 pandemic in spring 2020.

As the chart on the left illustrates, there is a small gender equity gap in fall-to-next-term persistence; 93 percent of females and 90 percent of males persisted to spring 2020. Small 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 learners and those of unknown race or ethnicity persisted to spring 2020 at lower rates than their Hispanic/LatinX, Asian, White, 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

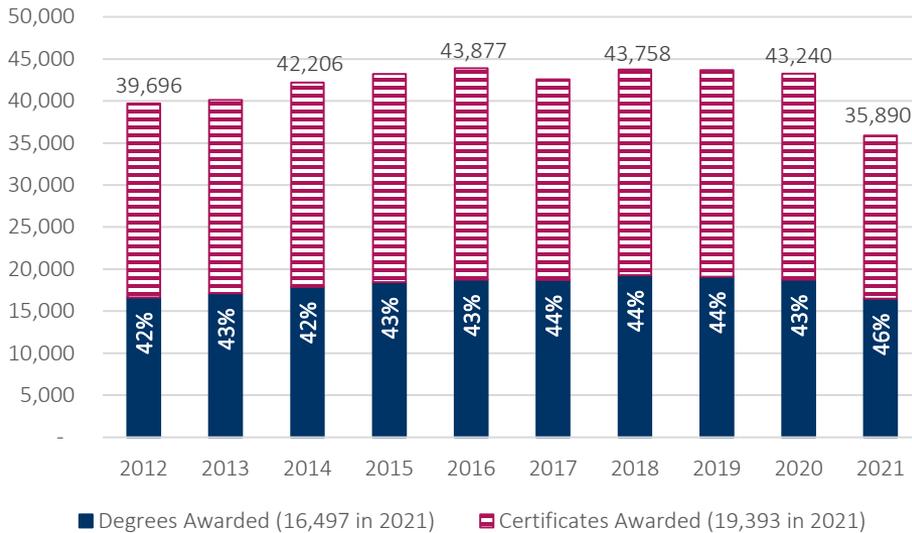


Seventy-six percent of the 2019 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to fall 2020. This fall-to-fall persistence rate is a slight drop from the previous (pre-pandemic) cohort's rate of 80 percent but is still substantially higher than the national comparison (59%),⁵ likely because the latter number is not limited to credential seeking students.

As the chart on the left illustrates, there is a gender equity gap in fall-to-fall persistence, with 77 percent of females yet only 73 percent of males persisting to fall 2020. Equity gaps are also apparent when fall-to-fall persistence rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners, Native Hawaiian or other Pacific Islanders, Nonresidents, and those of unknown race or ethnicity persisted to fall 2020 at lower rates than their Hispanic/LatinX, Asian, Black/African American, and White peers, as well as those of two or more races.

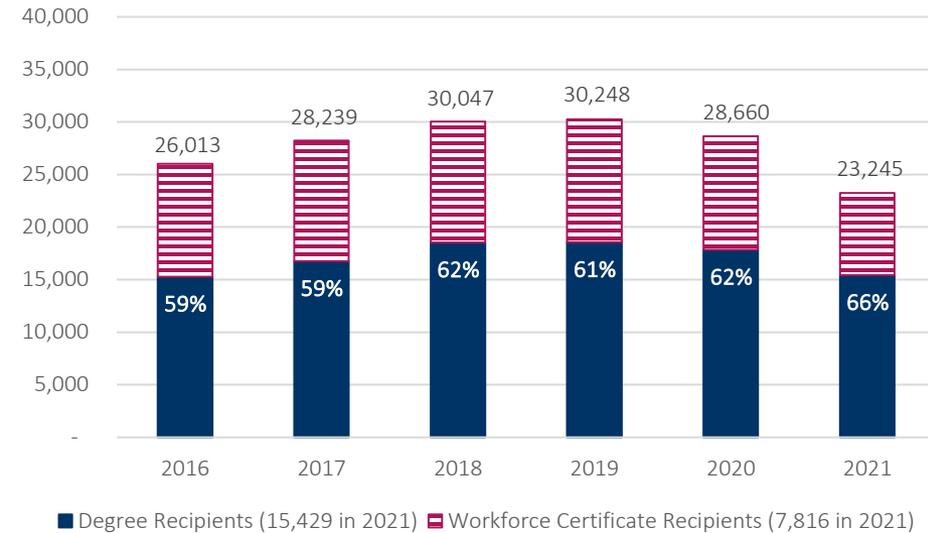
Increase Transfer & Completion: Long-Term Metrics

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 percent drop in credentials awarded in just one year. Of the 2021 total, 46 percent were degrees and 54 percent were academic or workforce certificates. Arizona's community colleges will need to redouble efforts to increase completion in order to maintain progress toward its educational attainment goal.

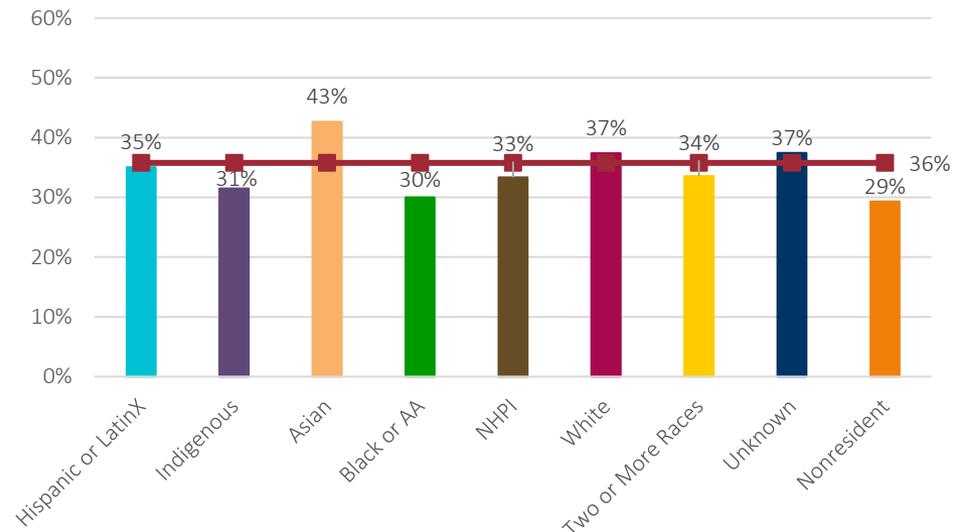
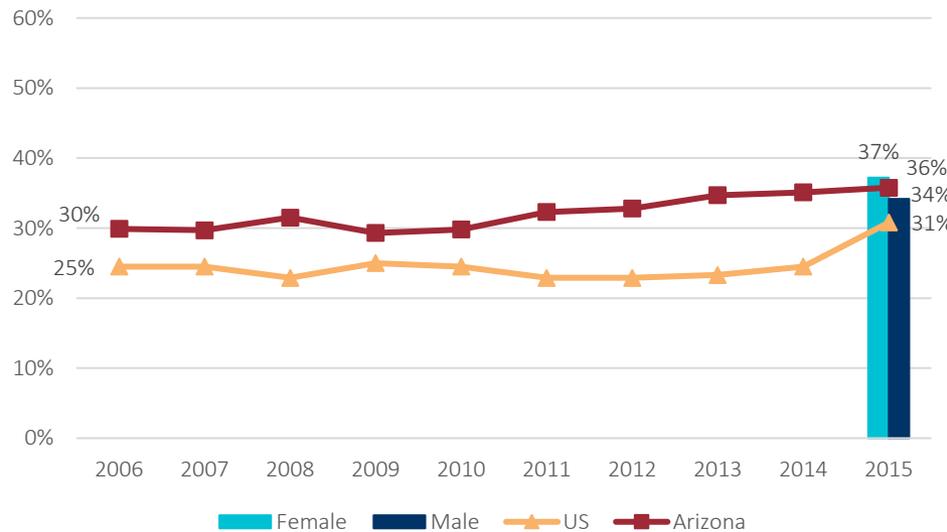
Metric 21: Degree and Workforce Certificate Recipients



Despite declining enrollments, the unduplicated⁶ number of learners earning degrees or workforce certificates from Arizona's community colleges remained steady between 2017-2020, before falling by 19 percent in 2021. Although both degree and certificate recipients were impacted by the COVID-19 pandemic, the drop in learners earning workforce certificates was far more extreme and will require the colleges to focus on populations hardest hit by the pandemic and its aftermath.

Increase Transfer & Completion: Long-Term Metrics

Metric 22: Graduation (Degree/Certificate Completion) Rate

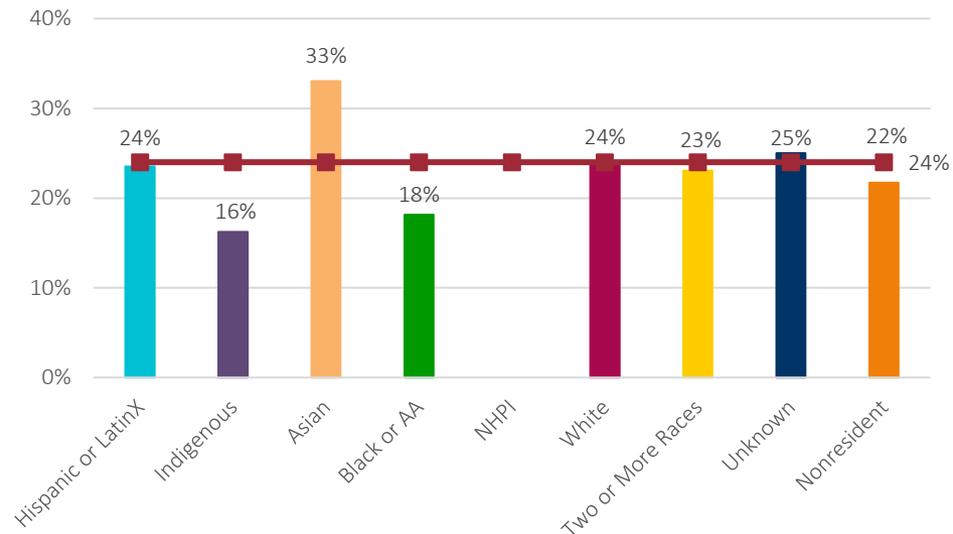
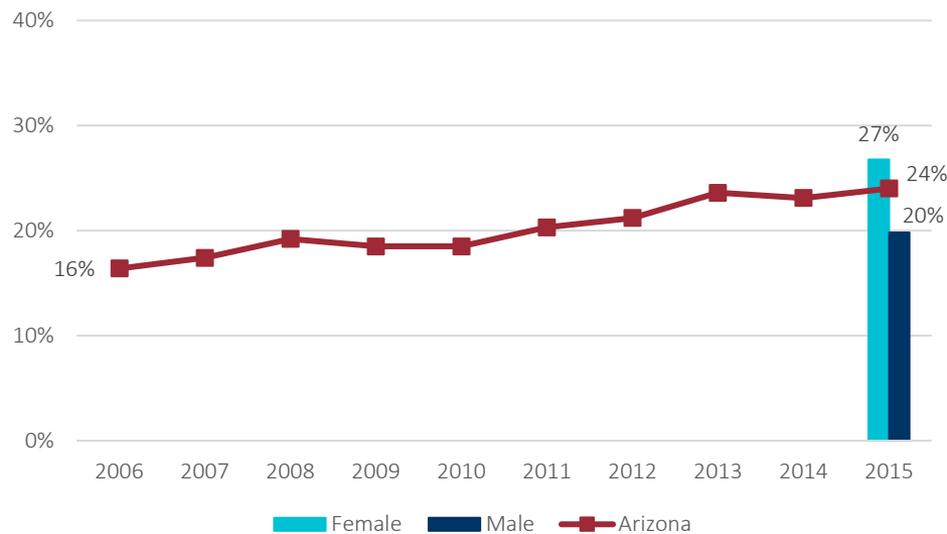


After six years, 36 percent of the 2015 Credential-Seeking Cohort had completed a degree or certificate, a one percentage-point increase from the 2014 Cohort. Arizona’s graduation rate is substantially higher than the most recent national comparison (31%),⁷ in part because the national number is not limited to credential-seekers. As the chart on the left illustrates, there is a gender equity gap in Arizona’s graduation rates, with 37 percent of females and 34 percent of males graduating within six years. A similar gap is evident nationwide.

Equity gaps are also apparent when graduation rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners, Blacks/African Americans, Native Hawaiian or other Pacific Islanders, 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. In particular, graduation rates for Blacks or African Americans attending Arizona’s community colleges are substantially lower than national averages.⁷

Increase Transfer & Completion: Long-Term Metrics

Metric 23: AGEC Completion Rate

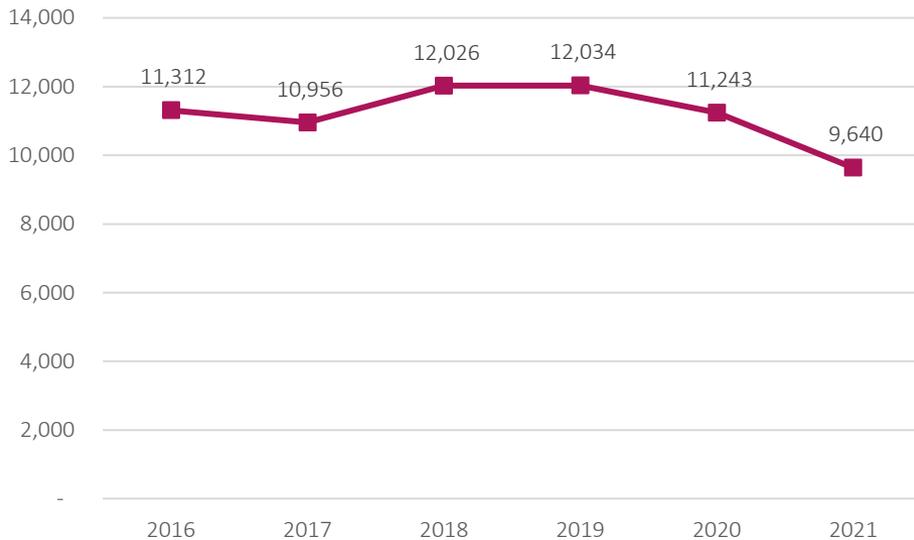


Statewide, 24 percent of the 2015 Credential-Seeking Cohort completed an AGEC within six years, an eight percentage-point increase from the 2006 Cohort and one point higher than the cohort prior. The AGEC is comprised of 35–37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

As the chart on the left illustrates, there is a substantial gender equity gap in AGEC completions; 27 percent of females yet only 20 percent 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, Black/African American, and Nonresident learners completed an AGEC at lower rates than their Asian, Hispanic/LatinX, and White 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.

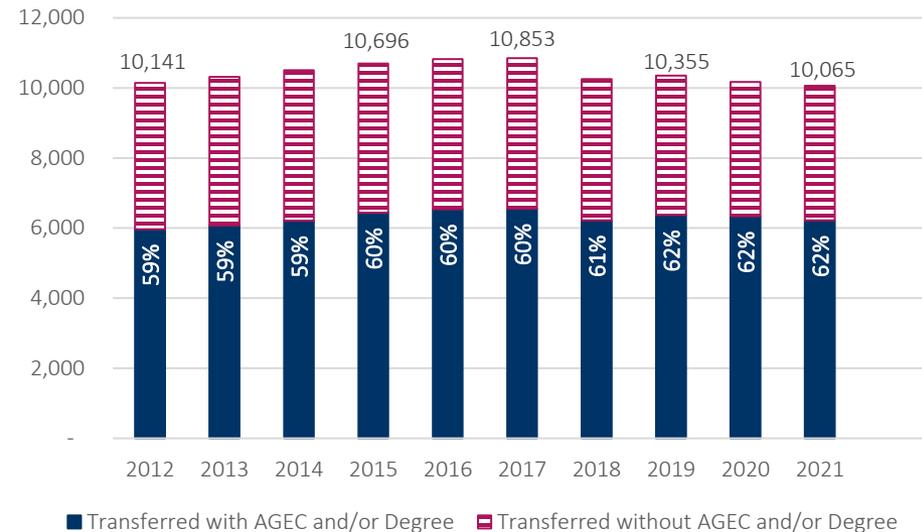
Increase Transfer & Completion: Long-Term Metrics

**Metric 24:
AGECs Awarded**



In 2021, Arizona’s community colleges awarded 9,640 Arizona General Education Curriculum (AGEC) certificates, a substantial drop from previous years that is likely due to enrollment losses stemming from 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

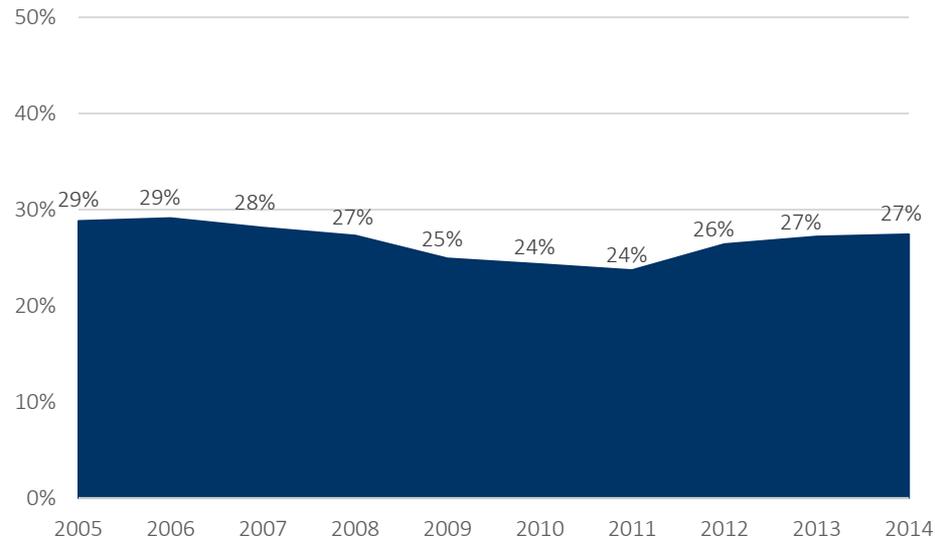


■ Transferred with AGEC and/or Degree ■ Transferred without AGEC and/or Degree

In 2021, the number of students transferring from Arizona’s community colleges to an in-state, public university remained steady at just over 10,000, despite the sharp drop in enrollment resulting from the COVID-19 pandemic. The percentage of transfers who earned an AGEC and/or degree prior to transferring also remained 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

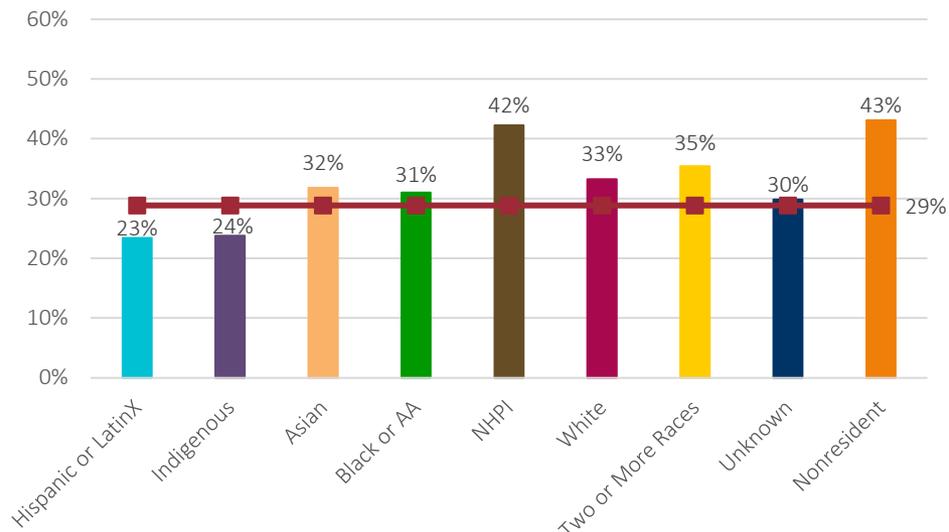
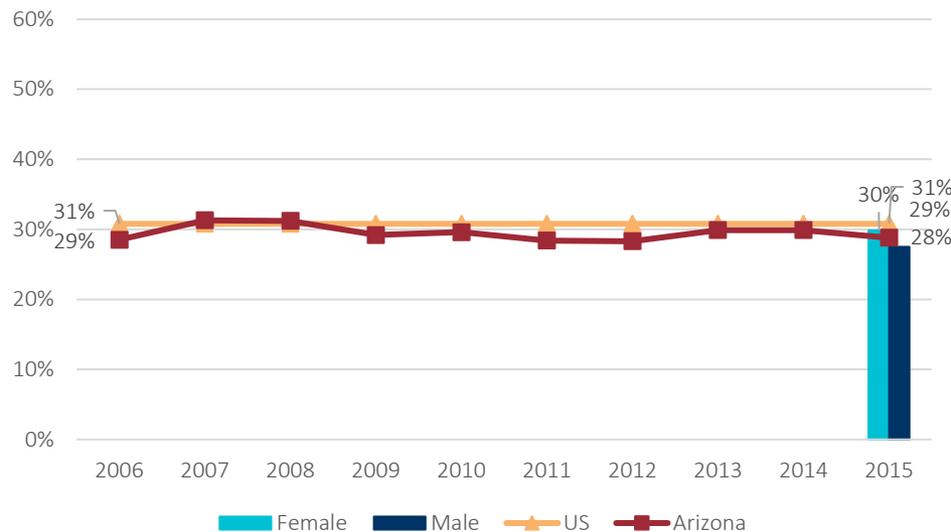
Metric 27: In-State University Transfer Rate



Twenty-seven percent of the 2014 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

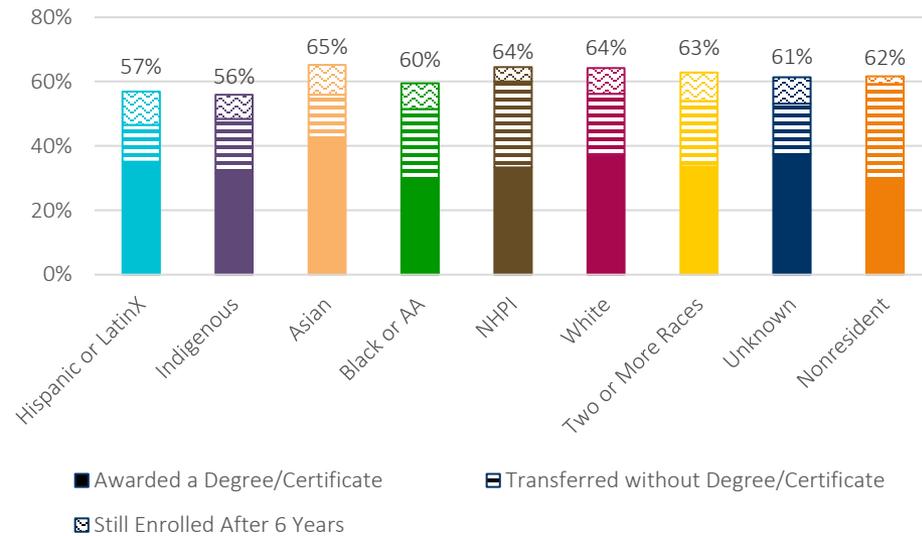
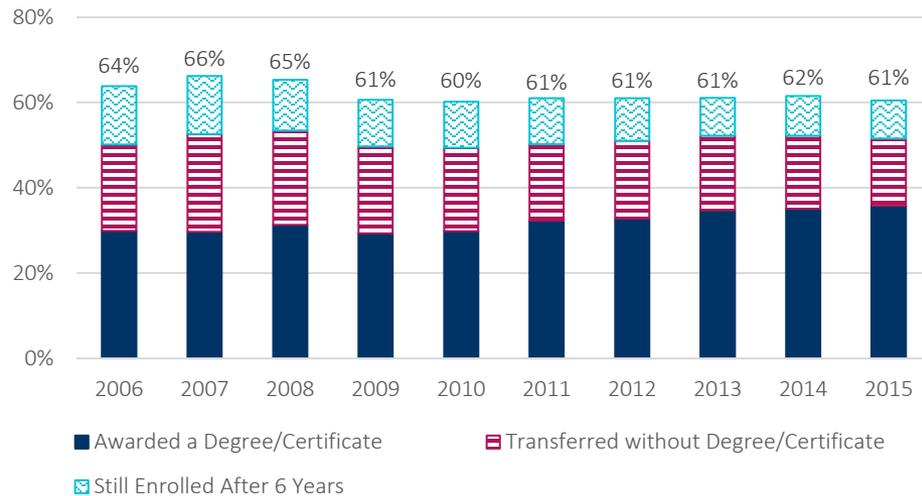


Twenty-nine percent of learners in the 2015 Credential-Seeking Cohort transferred to a four-year college or university (public and private institutions, in-state and out) within six years. This rate has remained relatively consistent over the past decade and is only slightly lower than the national average (31%).⁹

As the chart on the left illustrates, there is a small gender equity gap in Arizona’s transfer rates, with 30 percent of females yet only 28 percent of males transferring within six years. Arizona’s gender gap is similar to the national equivalent; across the country, 31 percent of females and 30 percent 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, in Arizona Hispanic/LatinX and Indigenous learners 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 or unknown race or ethnicity.

Increase Transfer & Completion: Long-Term Metrics

Metric 29: Percent of Learners Achieving a Successful Outcome

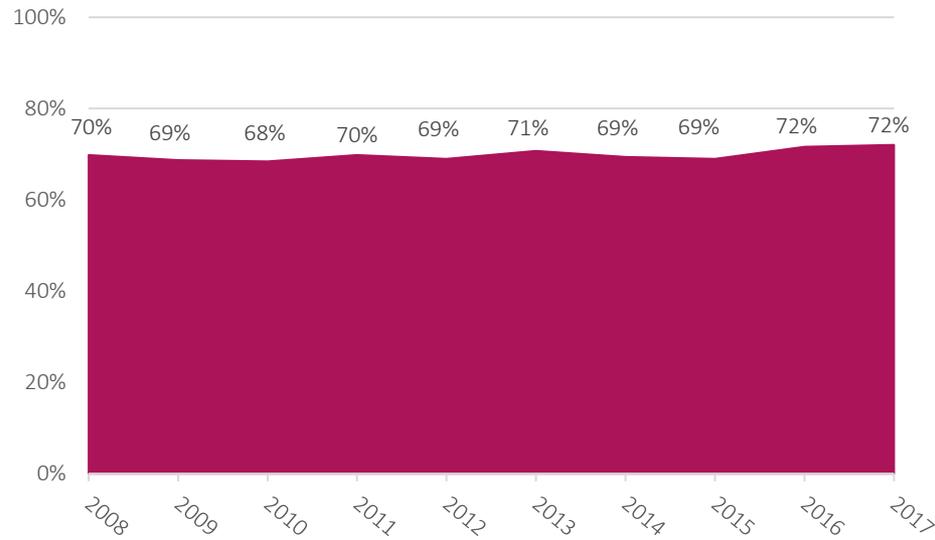


Statewide, 61 percent of learners achieve a successful outcome within six years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including 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, 56 percent of all community college students (64% of full-timers and 52% of part-timers) achieve one of these successful outcomes within 6 years.¹⁹

In Arizona, females are far more likely to achieve a successful outcome within six years (63%, compared to 57% for males). Similarly, as the chart on the right illustrates, Hispanic/LatinX and Indigenous 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

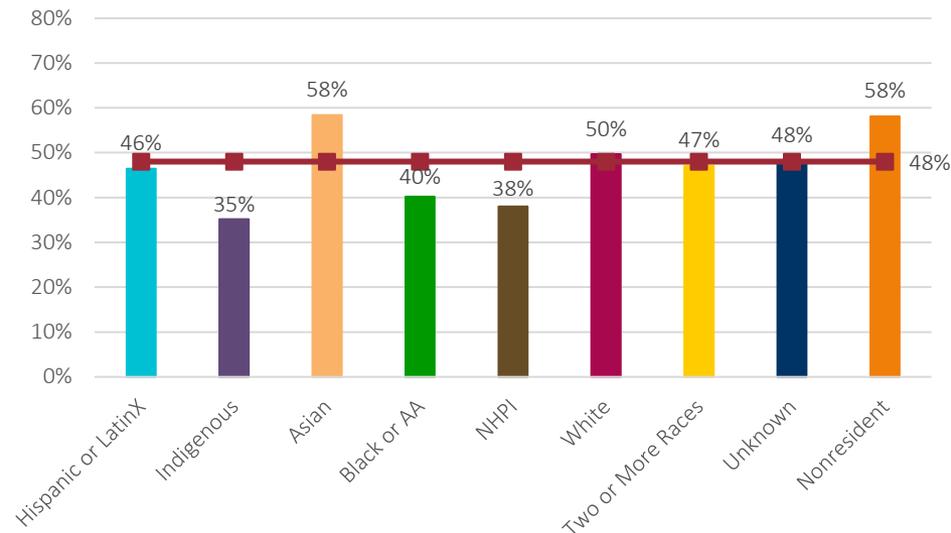
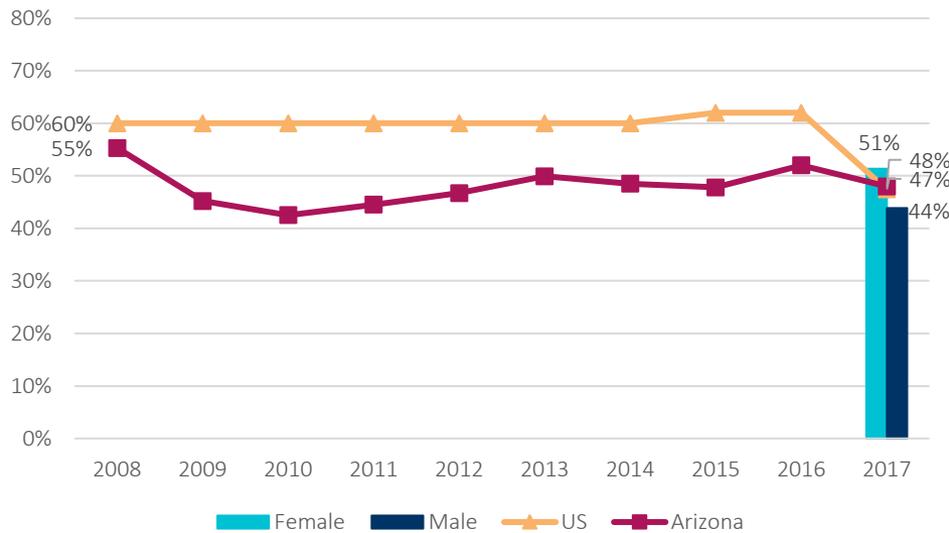
Metric 30: Percent of Full-Time Transfers to Arizona Universities Earning Bachelor's Degrees within Four Years



Seventy-two percent of all 2017 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

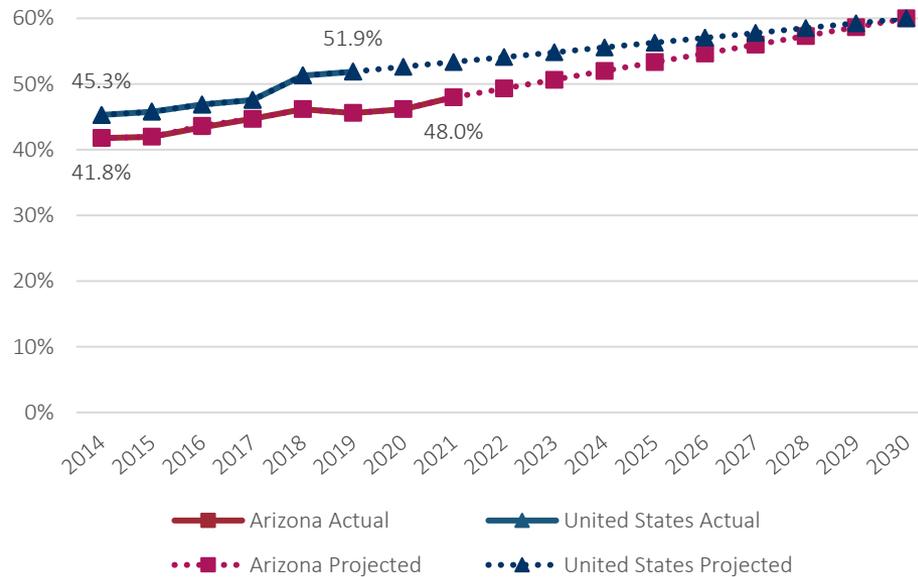


Statewide, 48 percent of 2017-18 transfers from Arizona community colleges to all four-year institutions (public and private, in-state and out) earned a bachelor's degree within four years. This rate is slightly higher than the national comparison (47%),⁸ but as the chart on the left illustrates, Arizona's gender equity gap differs substantially from national numbers. Indeed, 51 percent of Arizona female transfers earn a bachelor's degree within four years, compared to only 44 percent of Arizona males (nationally, the gender gap is only 48% to 46%).⁸

Equity gaps are also apparent when completion after transfer rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners, Blacks/African Americans, and Native Hawaiian or other Pacific Islanders 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

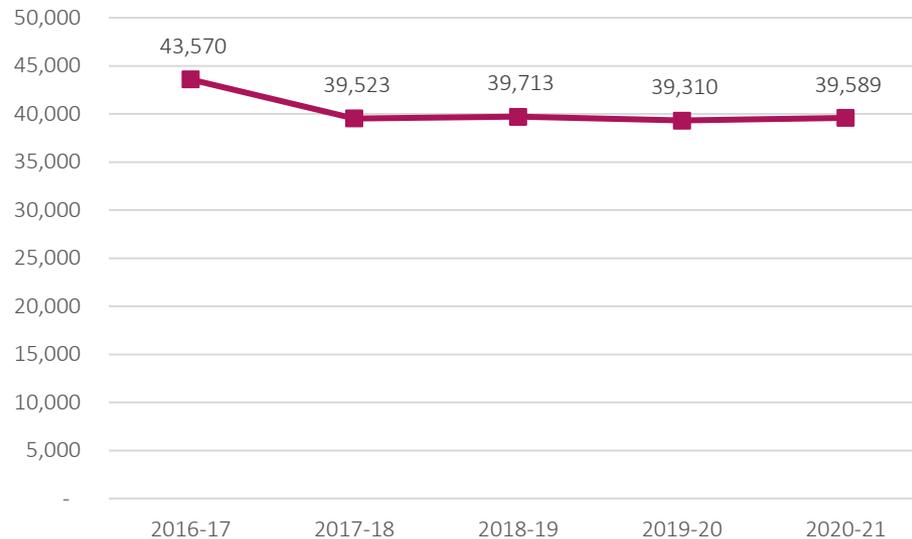
Metric 32: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential



In 2021 an estimated 48 percent of the Arizona working-age population (residents aged 25-64) held a workforce credential, associate degree, or bachelor's or higher degree (up from 46 percent in 2020). 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 percent 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 has remained steady at just under 40,000 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

32

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

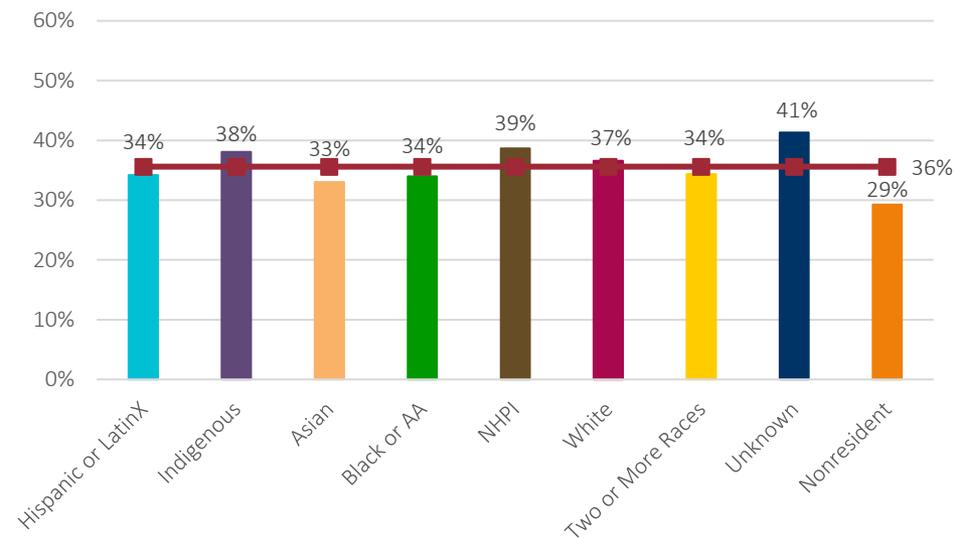
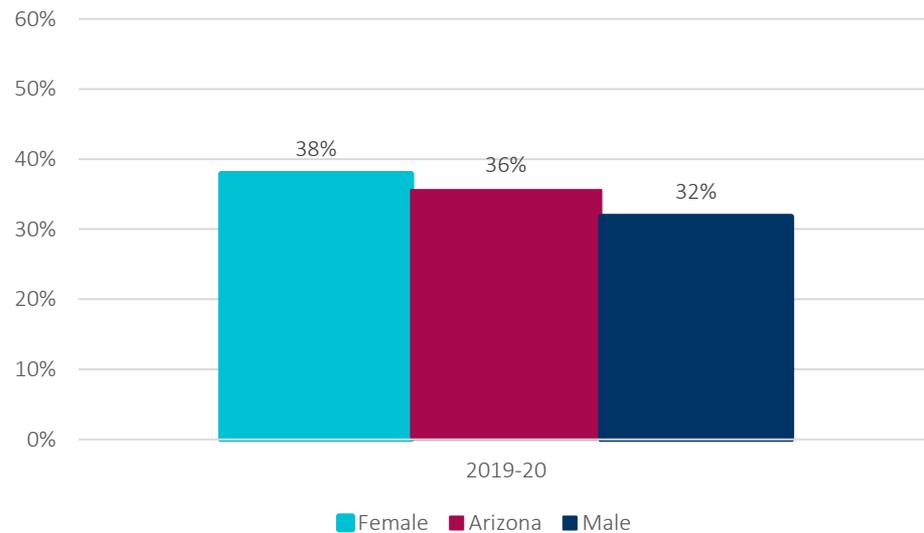
- ✓ Medical Assistants
- ✓ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- ✓ Physical Therapist Assistants
- ✓ Massage Therapists
- ✓ Computer User Support Specialists
- ✓ Psychiatric Technicians
- ✓ Dental Assistants
- ✓ Respiratory Therapists
- ✓ Hairdressers, Hairstylists, 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

33

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



Statewide, 36 percent of learners in the 2019–20 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, this measure exhibits a substantial gender equity gap, with 38 percent of females earning an occupational credential within one year, compared to 32 percent 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

¹U.S. Department of Education, National Center for Education Statistics. (2022). *Digest of education statistics*. Washington, DC: Author.

²The College Board. (2021). *Trends in college pricing 2020*. New York: Author; U.S. Bureau of the Census. (2021). *American Community Survey, 2016–20 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. (2021). Persistence and retention: Fall 2019 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 2015 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. (2021). Tracking transfer: Measures of effectiveness in helping community college students to complete bachelor's degrees. 2021 data update. Herndon, VA: Author.

¹⁰National Student Clearinghouse. (2021). Yearly success and progress rates (two-year publics, first-time, full-time and first-time, part-time). Herndon, VA: Author.