



# 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](http://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.



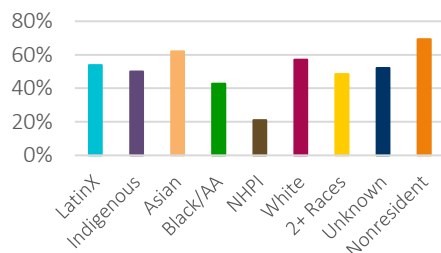
# THE IMPACT OF COVID-19

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## EFFECTS OF THE PANDEMIC IN STRATEGIC VISION DATA

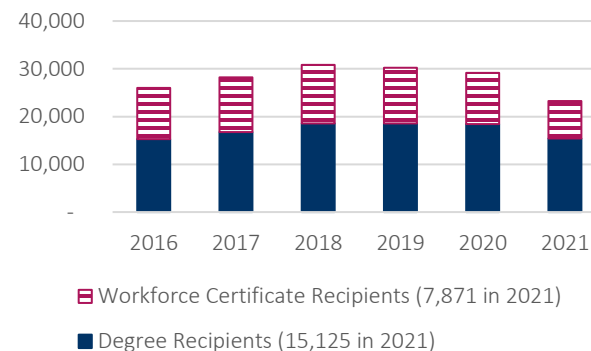
As it did across the country, the COVID-19 pandemic hit Arizona's community colleges and community college students hard, with already-vulnerable populations bearing the brunt of the impact. These effects show up in Strategic Vision data for the first time in this 2022 report, which measures enrollment, 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 5 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.**



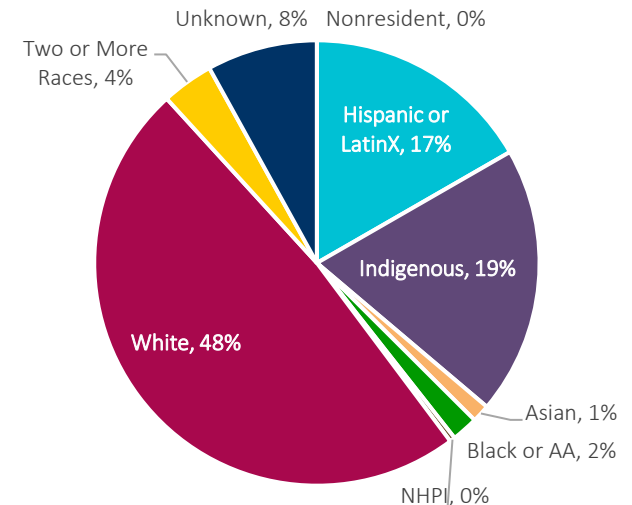
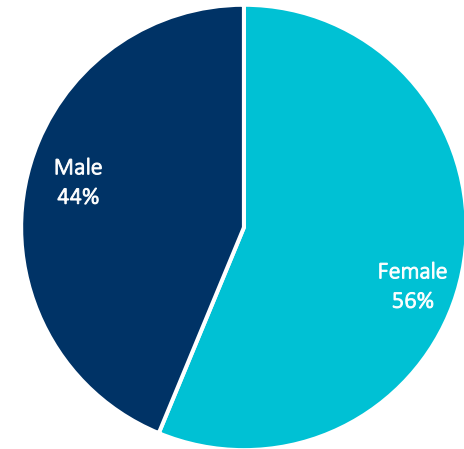
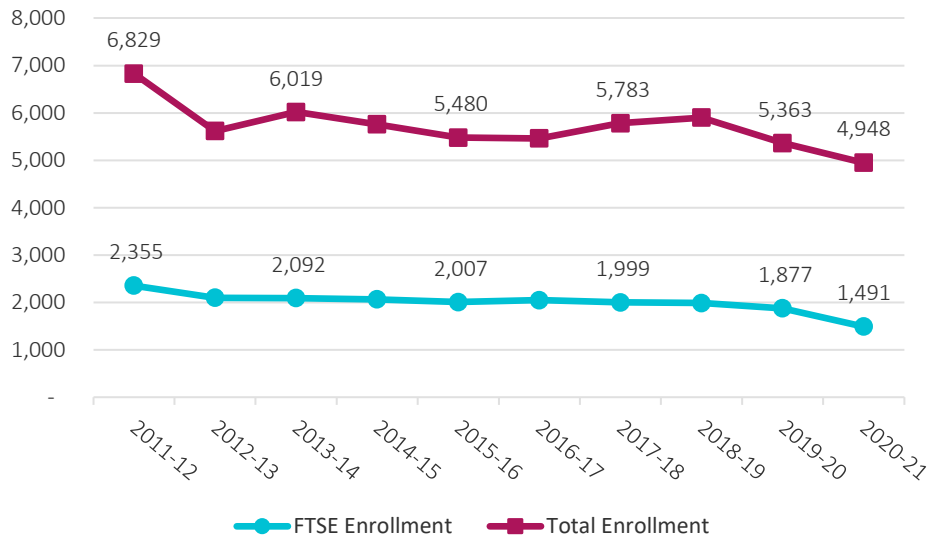
**Strategic Vision data also point to the ways in which the COVID-19 pandemic exacerbated societal and educational inequities,** with Pell recipients, learners enrolled in developmental courses, males, and those from races and ethnicities historically underserved in higher education enrolling, persisting,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

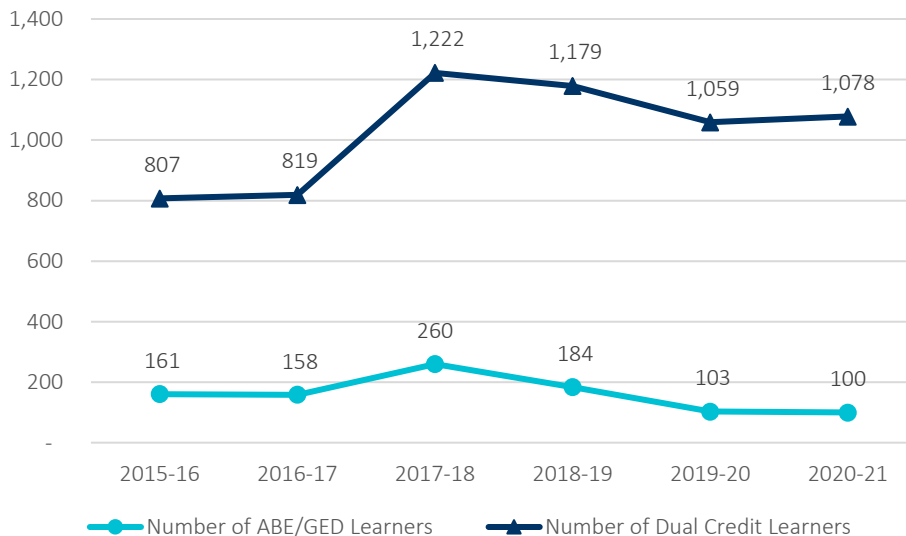


Total and full-time student equivalent (FTSE) enrollment at Coconino Community College (CCC) were profoundly impacted by the COVID-19 pandemic, dropping 8 and 21 percent, respectively, from 2019-20 to 2020-21. Following national trends, enrollment losses were concentrated among the most vulnerable, including low-income learners and those enrolled in developmental courses. CCC enrolls slightly more male learners (44%) than the national average (41%) and substantially higher percentages of Indigenous learners (19%) than statewide (3%) and national (1%)<sup>1</sup> averages.

# Expand Access: Short-Term Metrics

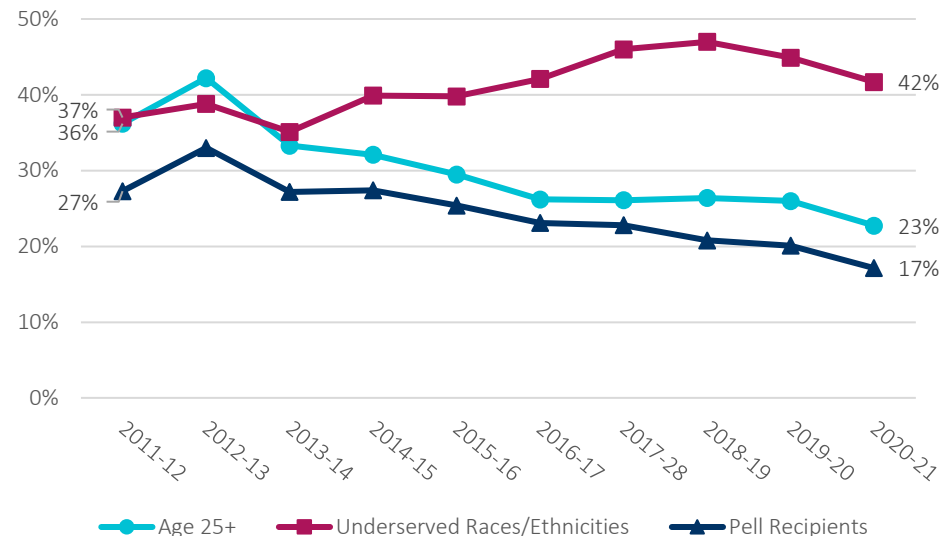
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## Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



The COVID-19 pandemic did not appear to have a large impact on enrollment in Adult Basic Education (ABE) and General Educational Development (GED) courses, as the number of ABE/GED learners remained steady in between 2019-20 and 2020-21. Total annual enrollment of high school learners in dual credit courses also remained steady in that year. These programs are essential in expanding access to Coconino Community College for both high school students and returning adult learners.

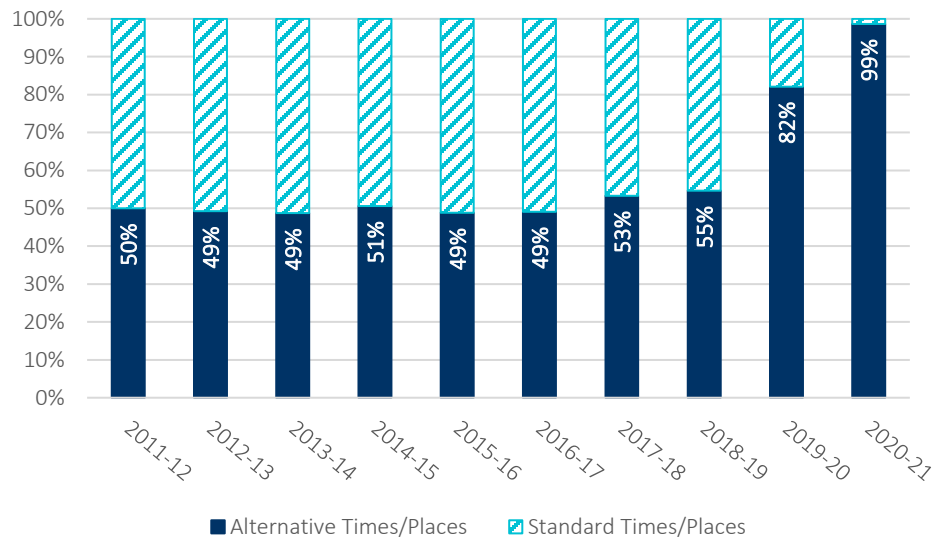
## Metric 5: Enrollment of Historically Underserved Populations



Over the past two years the percentage of Coconino Community College students who are members of an historically underserved racial/ethnic group dropped from 47 to 42 percent. The pandemic had an even greater impact on low-income students: enrollment of Pell recipients dropped 15 percent in 2020-21 alone and at 17 percent is substantially lower than the national average (38%). Coconino Community College also enrolls fewer adult learners (23%) than the national comparison (31%).<sup>1</sup>

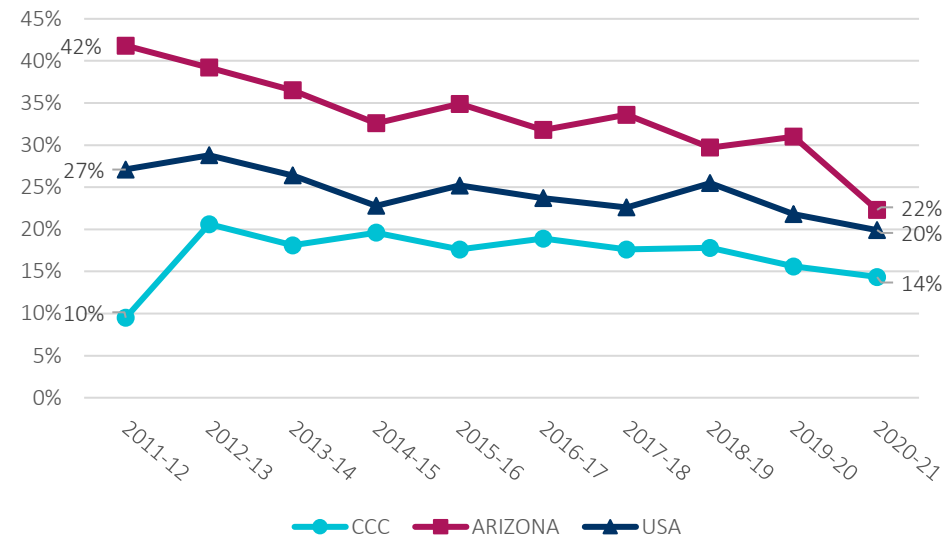
# Expand Access: Short-Term Metrics

## 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. Indeed, in 2020-21 only one percent of instruction occurred on campus during the weekday; 99 percent of all student credit hours were earned online or in other alternative times or places.

## Metric 7: Community College-Going Rate



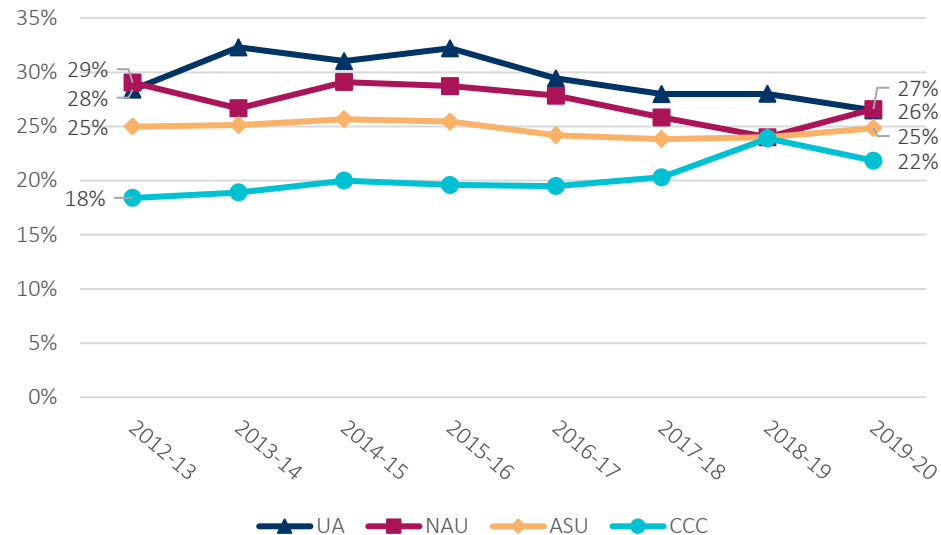
Following statewide and national trends, CCC's community college-going rate dropped 22 percent between 2018-19 and 2020-21. The percentage of Coconino County high school graduates who enroll at CCC within one year (14%) is now substantially lower than statewide (22%) and national (20%)<sup>1</sup> averages. 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**

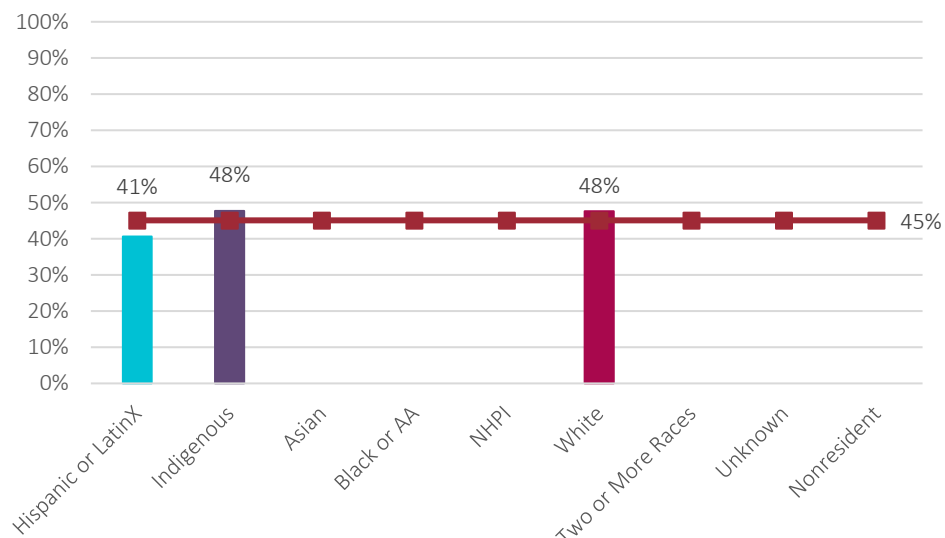
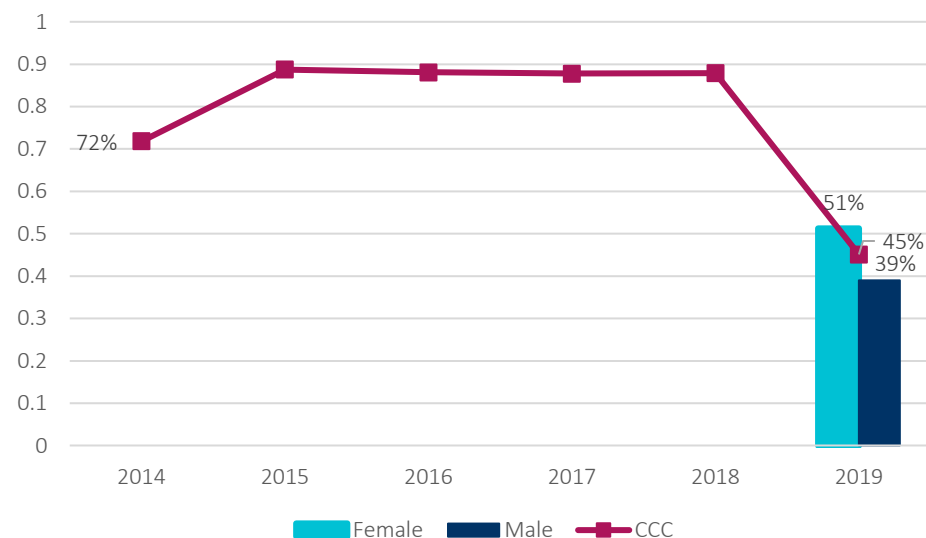


Over the past seven years, the relative cost of attending Coconino Community College has fluctuated, but at just under \$13,000 per year, the median net price of attending CCC is 22 percent of Coconino County's median household income.

This rate is higher than both the statewide number (17%) and the national comparison (13%), as the median household income in Coconino County is somewhat lower than statewide and national numbers. Nonetheless, the relative cost of attending CCC is still quite a bit lower than the cost of attending Arizona's public universities (25%-27%),<sup>2</sup> making Coconino Community College an excellent and affordable option for postsecondary education and training.

# Expand Access: Mid-Range Metrics

## Metric 9: Developmental Math Course Success Rate



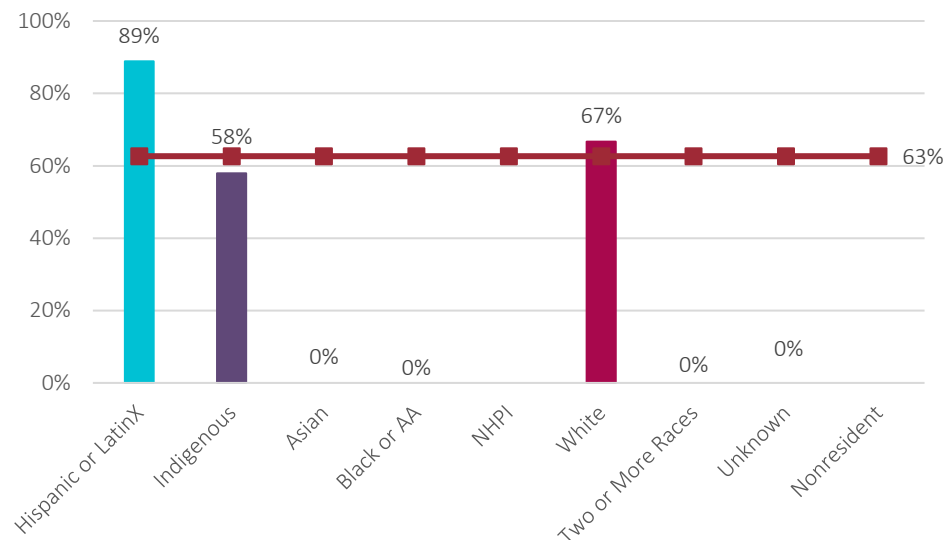
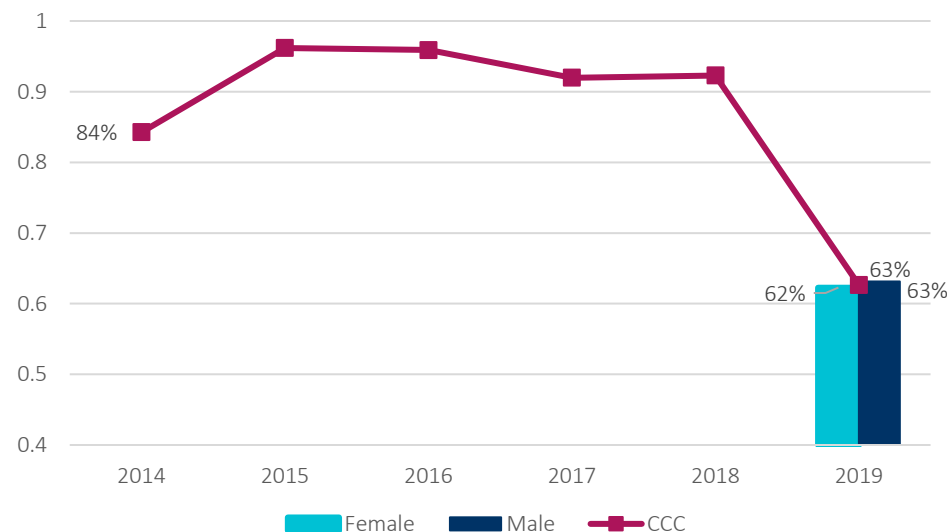
Learners enrolled in developmental math courses were profoundly affected by the COVID-19 pandemic and were among those who had the most difficulty making the transition to virtual learning. Indeed, only 45 percent of student credit hours attempted in developmental math by CCC's 2019 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), compared to 88 percent one year earlier. This rate is lower than the statewide average (53%).

As the chart on the left illustrates, at CCC females successfully completed developmental math courses at a substantially higher rate than their male peers (51%, compared to 39%). Similar equity gaps are 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 a lower rate 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

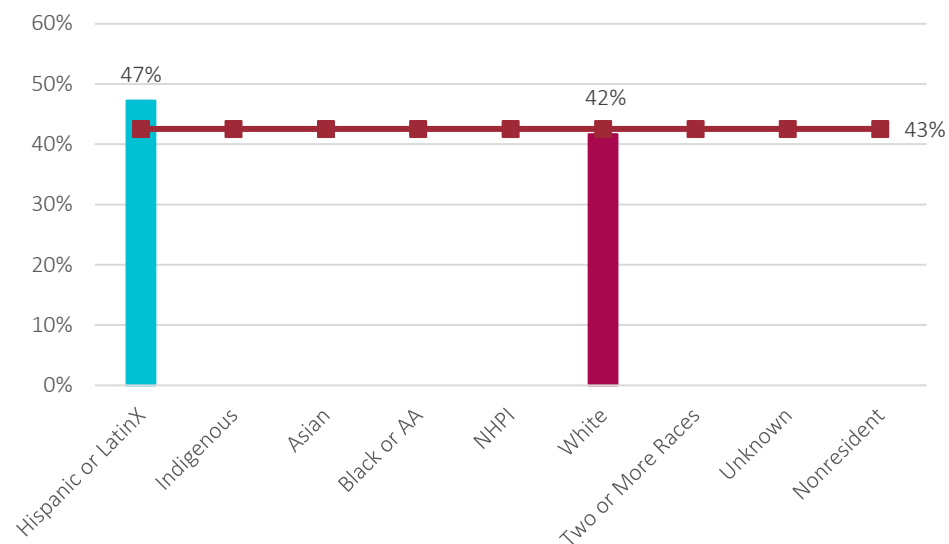
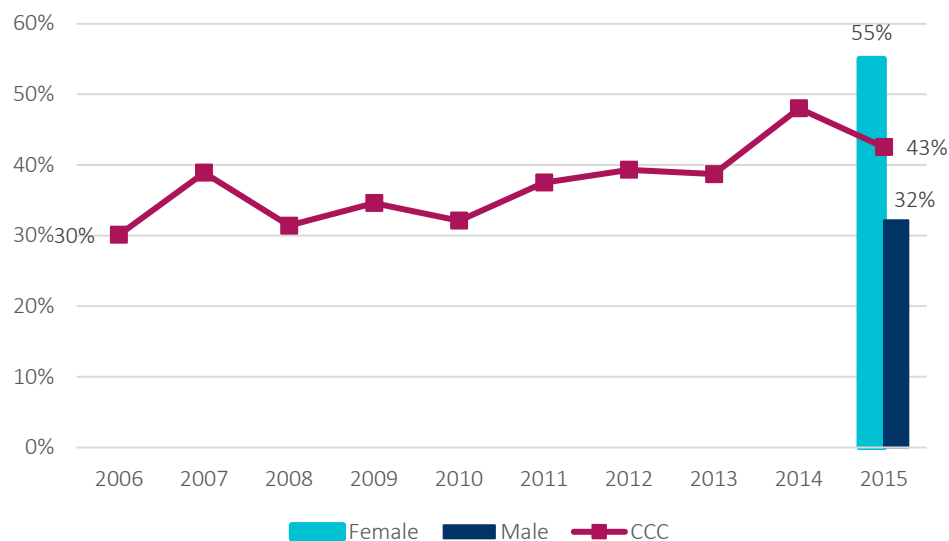


Learners enrolled in developmental English or reading courses were similarly affected by the COVID-19 pandemic. Indeed, 63 percent of student credit hours attempted in developmental English or reading by CCC's 2019 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), a drop from 92 percent for the previous cohort. This rate is four percentage points lower than the statewide average (67%).

As the chart on the left illustrates, at CCC females and males successfully completed developmental English or reading courses at similar rates. However, equity gaps are apparent when developmental course success rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners successfully completed developmental English or reading courses at a lower rate than their Hispanic/LatinX and White peers. Results are not shown for races/ethnicities with Ns too small to report.

# Expand Access: Mid-Range Metrics

## Metric 11: Success After Developmental Math Rate



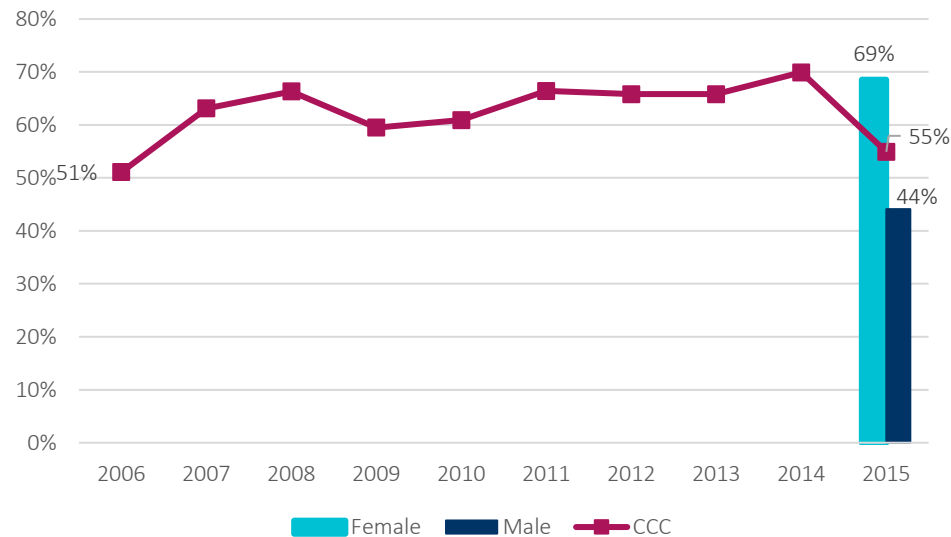
It is too early to assess the effects of the COVID-19 pandemic on success after developmental math rates, as the majority of learners in CCC's 2015 New Student Cohort who enrolled in developmental math courses did so in the years preceding the pandemic. Indeed, after six years, 43 percent of developmental math learners in the 2015 New Student Cohort successfully completed a college-level math course—a slight drop from the preceding cohort. However, this rate is four percentage points higher than the statewide average (39%).

As the chart on the left illustrates, at CCC females are far more likely to succeed in college-level math following developmental math courses than their male counterparts (55% compared to 32%). Notably, as the chart on the right shows, Hispanic/LatinX learners successfully passed college-level math following developmental math courses at a higher rate than their 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 12: Success After  
Developmental English/Reading Rate**



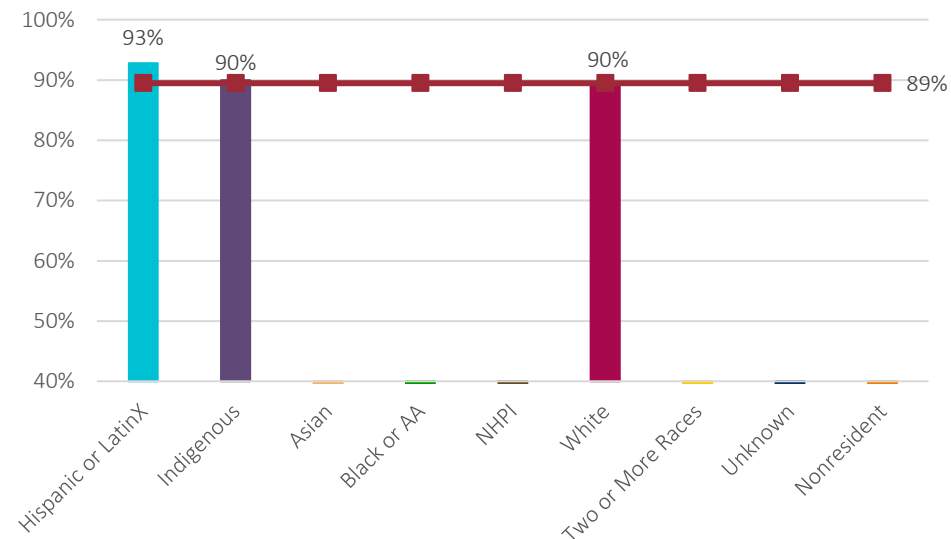
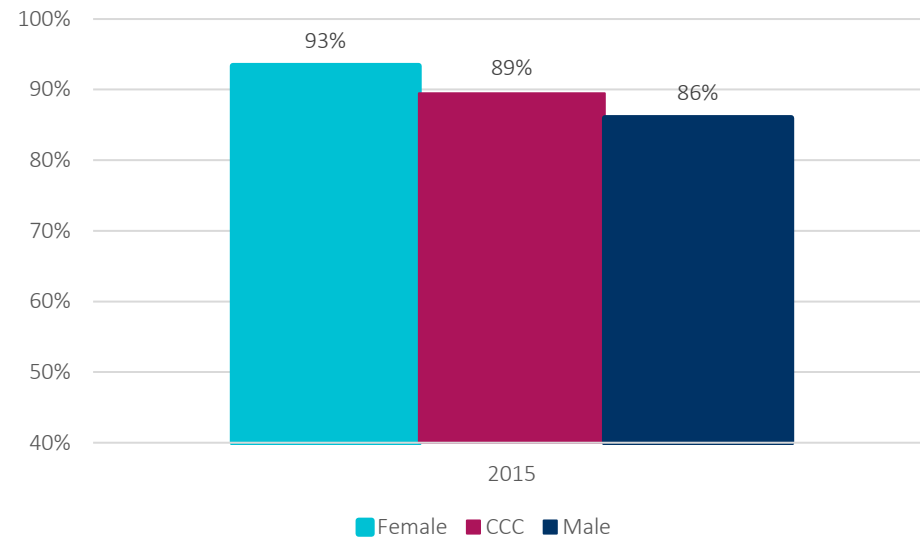
It is similarly too early to assess the effects of the pandemic on success after developmental English/reading rates, as the majority of learners in CCC's 2015 New Student Cohort who enrolled in developmental English or reading courses did so in the years preceding the pandemic. However, after six years, 55 percent of developmental English or reading learners in the 2015 New Student Cohort successfully completed a college-level English course, a drop from 70 percent for the previous cohort. This rate is the same as the statewide average (55%).

As the chart above illustrates, at CCC females are more likely to succeed in college-level English following developmental courses than their male counterparts (69% compared to 44%). Racial/ethnic equity gaps are not apparent for this measure, as number of learners in various racial/ethnic groups was too small to report.



# Increase Transfer & Completion: Mid-Range Metrics

## Metric 13: College-Level Course Success Rate



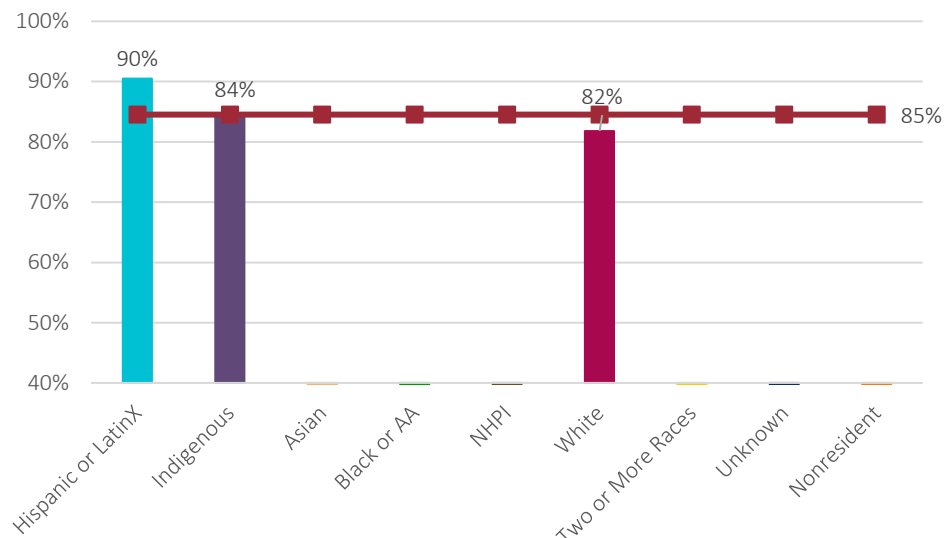
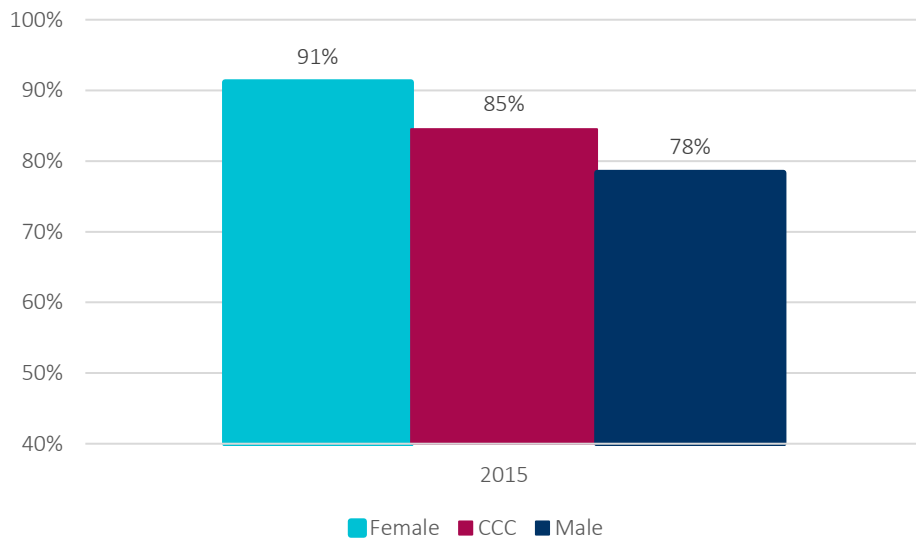
Over six years, 89 percent of student credit hours attempted in college-level courses by CCC's 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate is fourteen percentage points higher than the statewide average (75%). As the chart on the left illustrates, at CCC females successfully completed college-level courses at a higher rate (93%) than their male counterparts (86%).

Notably, as the chart on the right shows, Hispanic/LatinX learners displayed the highest college-level course success rates, and both Indigenous and White learners successfully passed college-level courses at rates slightly higher 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 14: STEM Course Success Rate



Over six years, 85 percent of student credit hours attempted in college-level science, technology, engineering, and math (STEM) courses by CCC's 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate is much higher than the statewide average (69%), but four percentage points lower than CCC's 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 (91%) than their male counterparts (78%). Notably, both Hispanic/LatinX and Indigenous learners successfully passed college-level STEM courses at higher rates than both their White peers and the college-wide average. 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
Math	20.5%	18.4%	38.9%
Geology	23.2%	12.3%	35.5%
Computer Science	18.2%	17.1%	35.3%
Political Science	21.6%	10.2%	31.8%
Business	17.0%	12.9%	29.9%
Physics	11.2%	17.8%	29.0%
Philosophy	16.7%	12.2%	28.9%
English	17.5%	10.9%	28.4%
Sociology	15.2%	11.9%	27.1%
Psychology	16.3%	10.5%	26.8%

# Increase Transfer & Completion: Mid-Range Metrics

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

Across 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 liberal arts. Business also has 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.

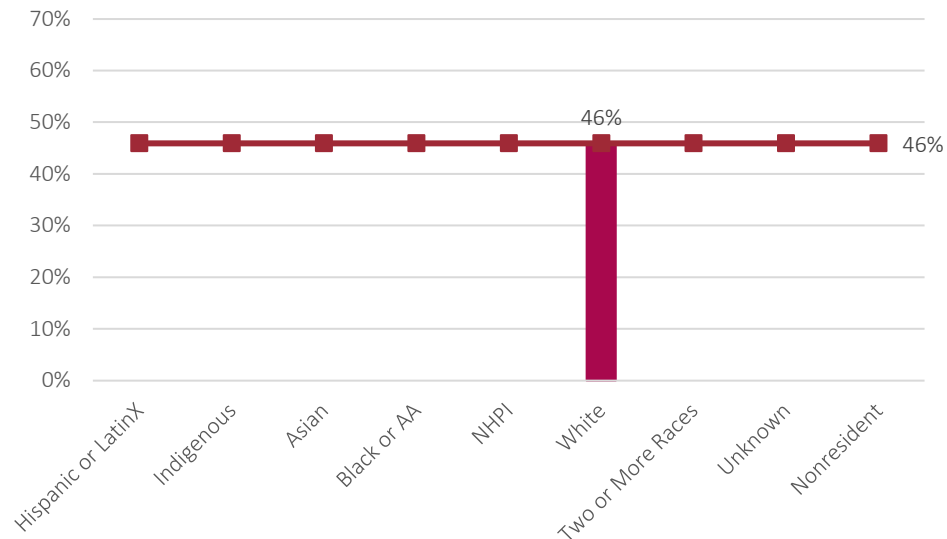
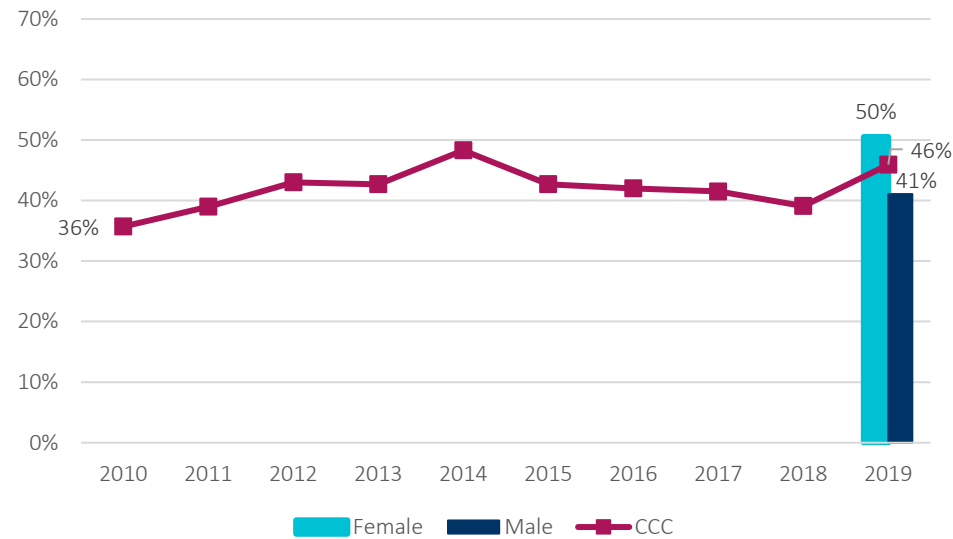
Perhaps most concerning is the fact that Math has both a very high rate of unsuccessful outcomes *and* the highest rate of withdrawals, with 39 percent of Math enrollments resulting in one or the other. As Math credits are required for the Arizona General Education Curriculum (AGEC), and because Math courses function as a gateway to many higher-level disciplinary requirements, the fact that nearly forty percent 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 Coconino Community College. CCC 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”<sup>3</sup> and more directive course sequencing through guided pathways may also help students to enroll in courses in which they are more likely to succeed.

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

# Increase Transfer & Completion: Mid-Range Metrics

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



By the end of their second year, 46 percent of full-time learners in CCC's 2019 Credential-Seeking Cohort had completed 42 credits, a seven percentage-point increase from the previous cohort. This increase, which occurred despite the COVID-19 pandemic, 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.<sup>4</sup>

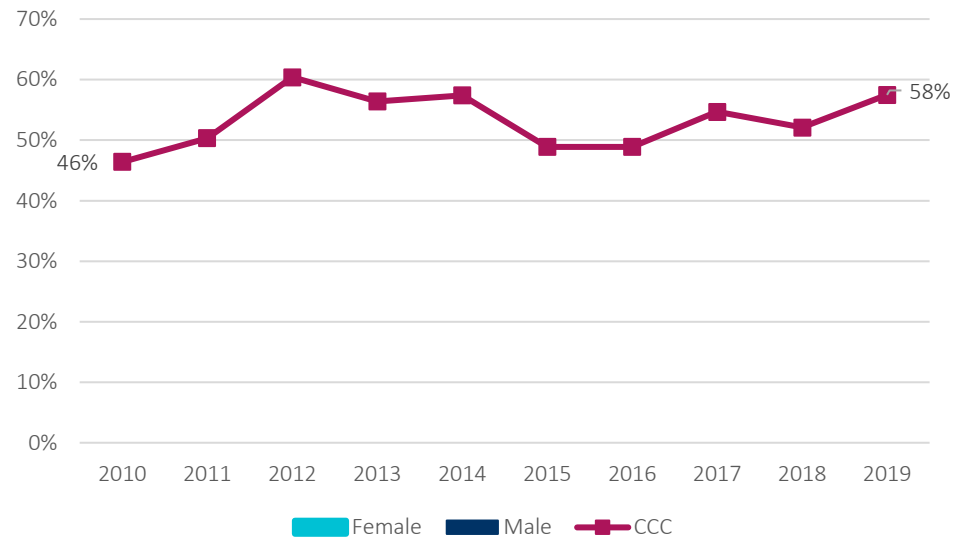
As the chart on the left illustrates, females attending full-time are more likely than their male counterparts to attain the 42-credit threshold within two years (50%, compared to 41%). Equity gaps are not apparent when threshold attainment rates are analyzed by race and ethnicity (see chart on right), as the number of learners in most racial/ethnic groups who attained the two-year credit threshold were too small to report with statistical validity.



# Increase Transfer & Completion: Mid-Range Metrics

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

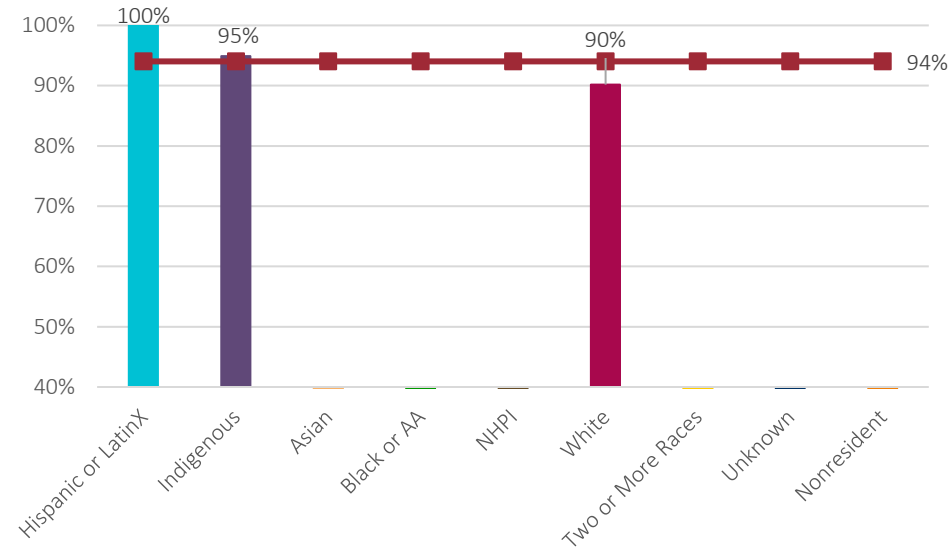
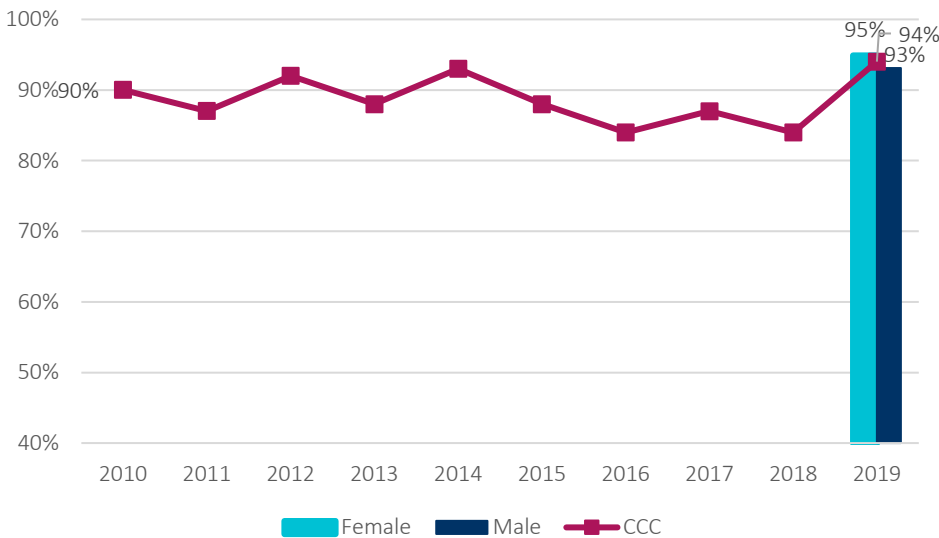


By the end of their second year, 58 percent of all part-time learners in CCC's 2019 Credential-Seeking Cohort had completed 24 credits, the same rate as the previous cohort. The fact that this rate has remained relatively steady despite the COVID-19 pandemic is encouraging, as research shows that learners who attain this 24-credit threshold are more likely to persist and earn a degree or certificate than those who do not.<sup>4</sup>

Gender and racial/ethnic equity gaps are not apparent for this measure, as the number of learners in various demographic groups who attained the two-year credit threshold were too small to report with statistical validity.

# Increase Transfer & Completion: Mid-Range Metrics

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



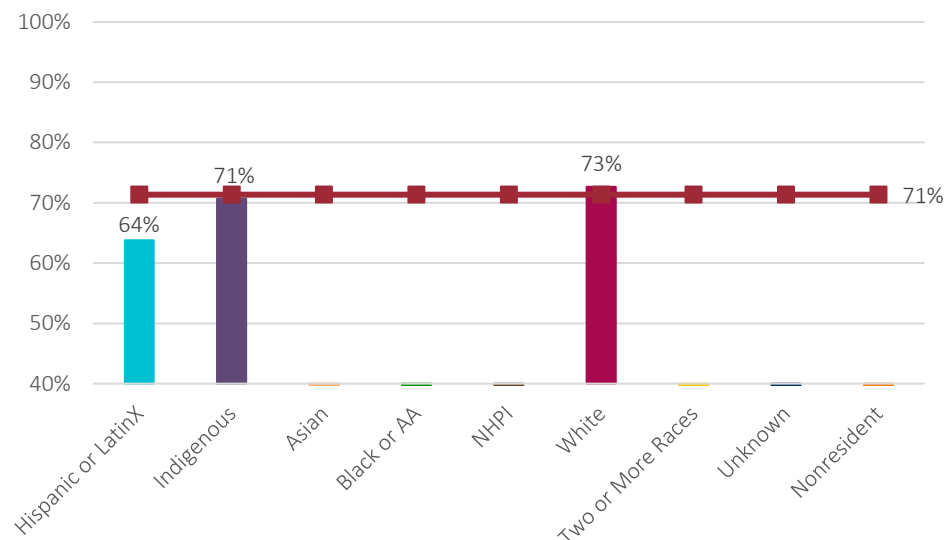
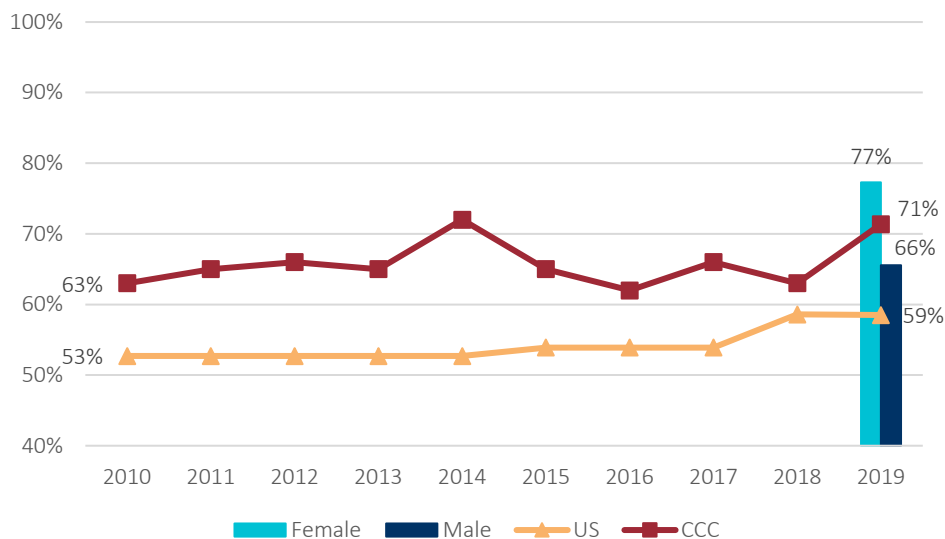
Ninety-four percent of CCC's 2019 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2020. This fall-to-next-term persistence rate is higher than those of previous cohorts and was measured prior to the initiation of virtual learning due to the COVID-19 pandemic in spring 2020. CCC's fall-to-next-term persistence rate is two percentage points higher than the statewide average (92%).

As the chart on the left illustrates, there is only a small gender equity gap in fall-to-next-term persistence; 95 percent of females and 93 percent of males persisted to spring 2020. Notably, both Hispanic/LatinX and Indigenous learners in the 2019 Credential-Seeking Cohort persisted to spring 2020 at higher rates than their 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

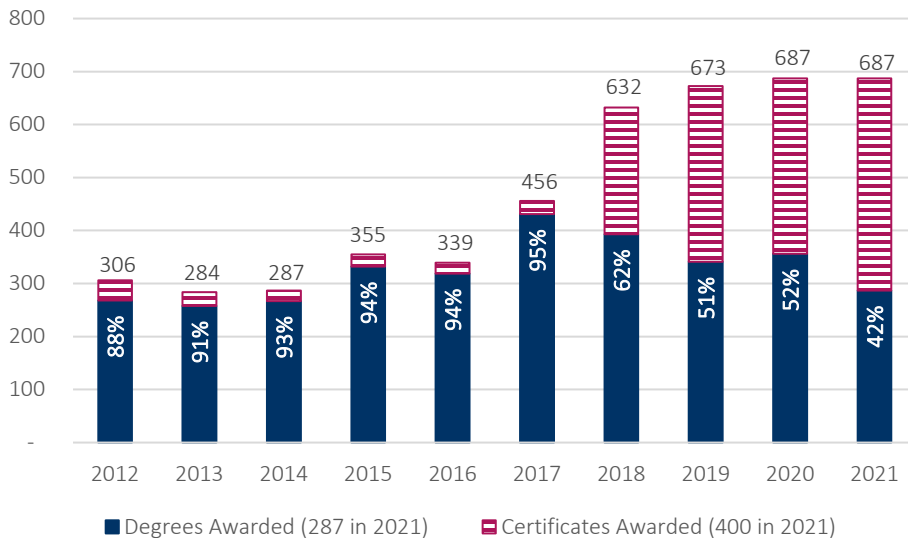


Seventy-one percent of CCC's 2019 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to fall 2020. This fall-to-fall persistence rate is higher than previous (pre-pandemic) cohorts and substantially higher than the national comparison (59%),<sup>5</sup> likely because the latter number is not limited to credential seeking students. CCC's persistence rate is five percentage points lower than the statewide average (76%).

As the chart on the left illustrates, there is a substantial gender equity gap in fall-to-fall persistence, with 77 percent of females and only 66 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, despite very high fall-to-next term persistence rates, Hispanic/LatinX learners persisted to fall 2020 at a lower rate than their Indigenous and White peers. Results are not shown for races/ethnicities with Ns too small to report.

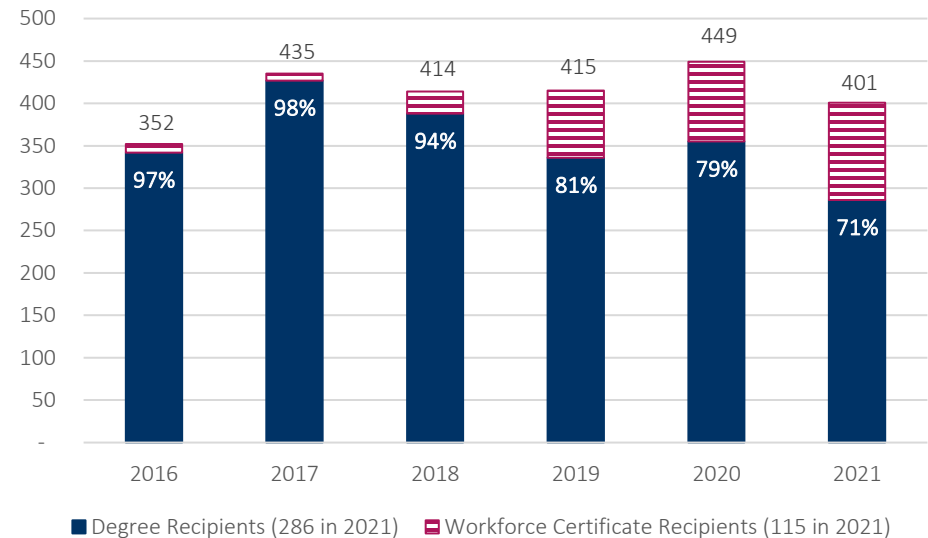
# Increase Transfer & Completion: Long-Term Metrics

**Metric 20:  
Degrees and Certificates Awarded**



Since 2012 the total number of degrees and certificates awarded annually by Coconino Community College has increased, and when the COVID-19 pandemic hit CCC was able to maintain the total number of awards. Of the 2021 total, 42 percent were degrees and 58 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**

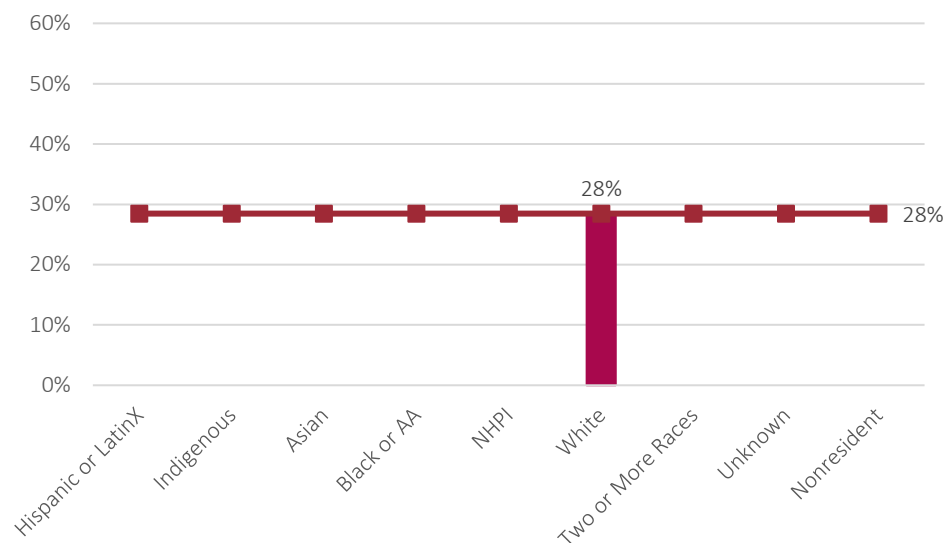
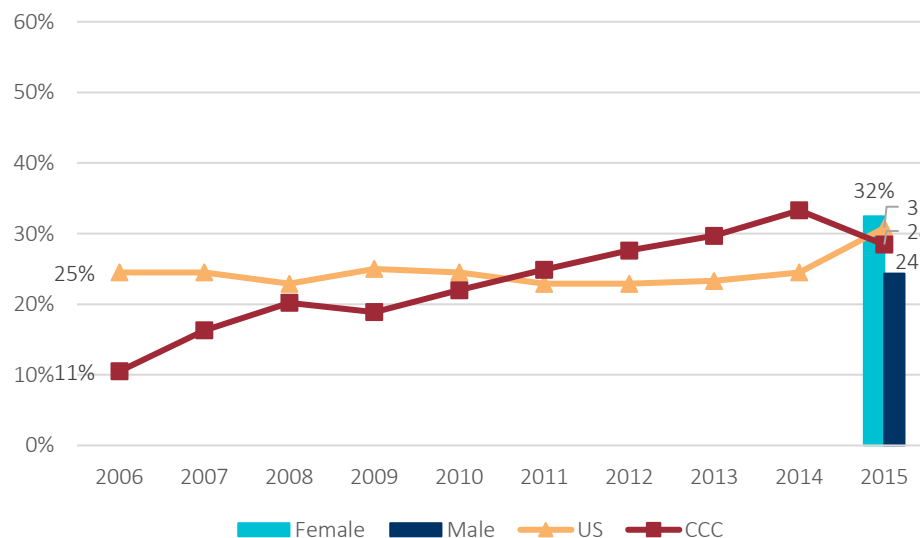


Despite declining enrollments, the unduplicated<sup>6</sup> number of learners earning degrees or workforce certificates from Coconino Community College dropped only slightly in 2021. Although both degree and certificate recipients were impacted by the COVID-19 pandemic, the drop in learners earning associate degrees was more extreme and will require CCC to focus on populations hardest hit by the pandemic and its aftermath.

# Increase Transfer & Completion: Long-Term Metrics

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



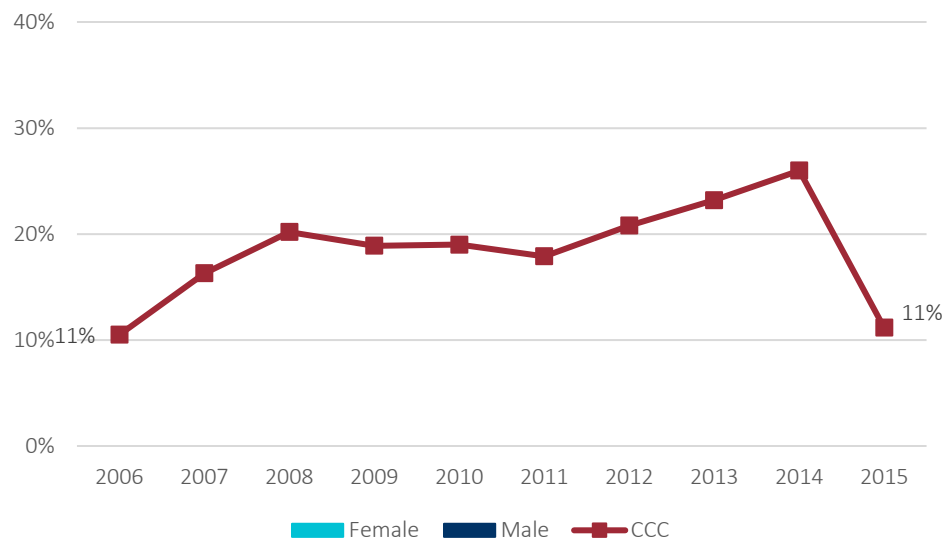
After six years, 28 percent of CCC's 2015 Credential-Seeking Cohort had completed a degree or certificate, a five percentage-point drop from the 2014 Cohort. CCC's graduation rate is slightly lower than the most recent national comparison (31%),<sup>7</sup> although the national number is not limited to credential-seekers.

As the chart on the left illustrates, there is a substantial gender equity gap in CCC's graduation rates, with 32 percent of females and 24 percent of males in the 2015 Credential-Seeking Cohort graduating within six years. Equity gaps are not apparent when graduation rates are analyzed by race and ethnicity, however, as the number of learners in most demographic groups who graduated within six years was too small to report.



# Increase Transfer & Completion: Long-Term Metrics

**Metric 23: AGEC  
Completion Rate**



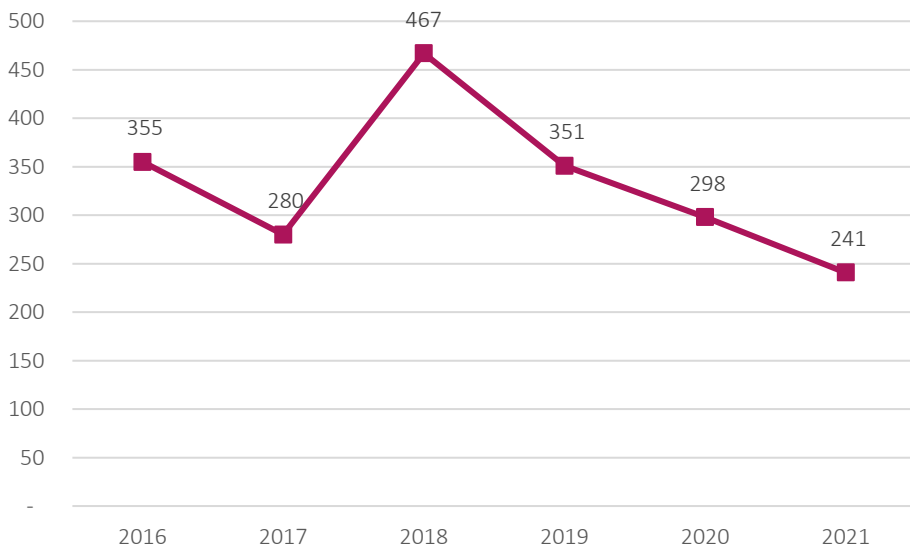
At CCC, eleven percent of the 2015 Credential-Seeking Cohort completed an AGEC within six years, a sharp drop from previous cohorts. This rate is less than half of the statewide average (24%). The AGEC is comprised of 35-37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

Equity gaps are not apparent for this measure, as the number of learners in various demographic groups who completed an AGEC is too small to report with statistical validity.

# Increase Transfer & Completion: Long-Term Metrics

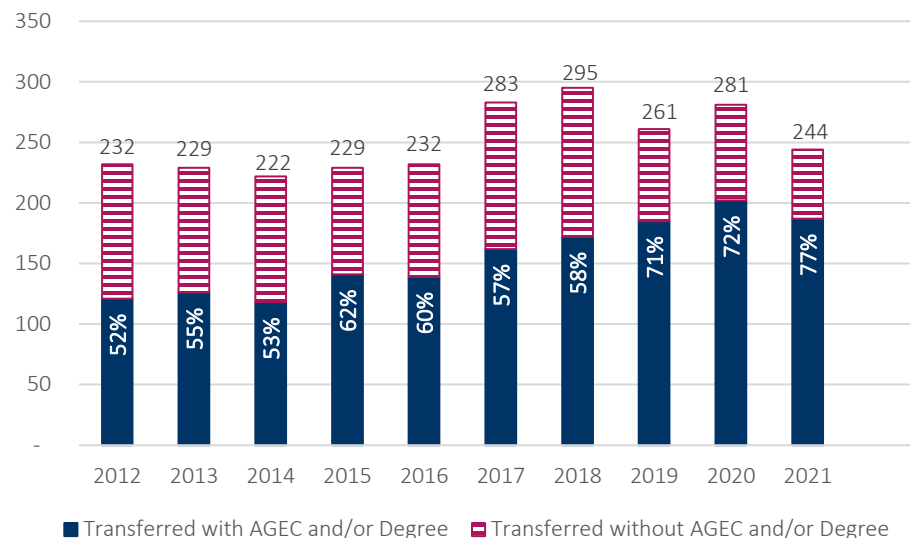
24

**Metric 24:  
AGECs Awarded**



In 2021, Coconino Community College awarded 241 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.<sup>8</sup>

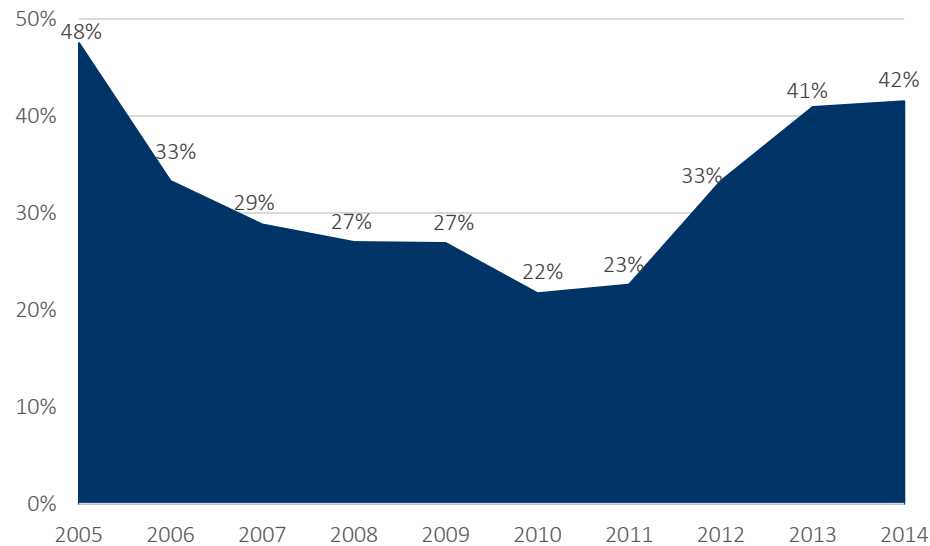
**Metrics 25 and 26: In-State Transfers and Percent with AGEC and/or Degree**



In 2021, the number of students transferring from Coconino Community College to an in-state, public university dropped to 244, likely as a result of the sharp drop in enrollment following from the COVID-19 pandemic. The percentage of transfers who earned an AGEC and/or degree prior to transferring increased, however, indicating that the transfer process is becoming a more efficient and cost-effective pathway to a bachelor’s degree.

# Increase Transfer & Completion: Long-Term Metrics

## Metric 27: In-State University Transfer Rate

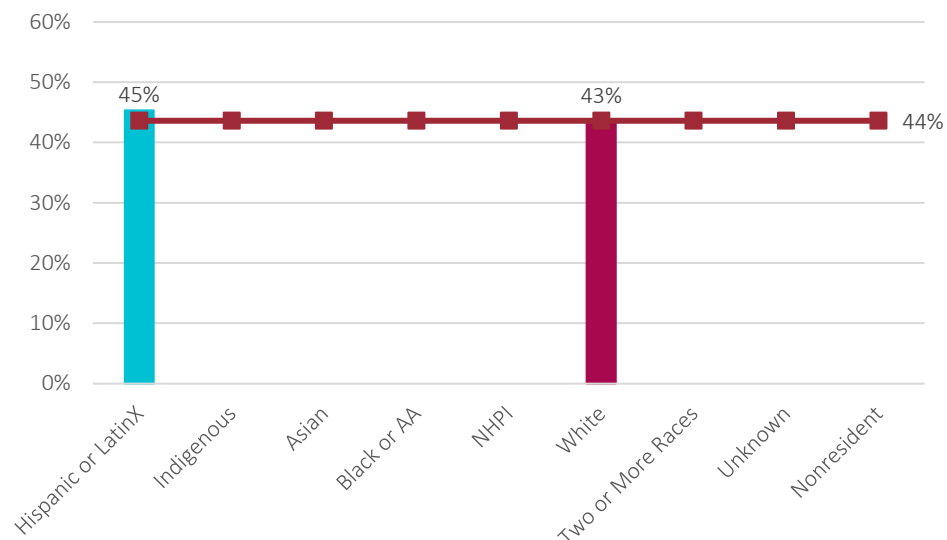
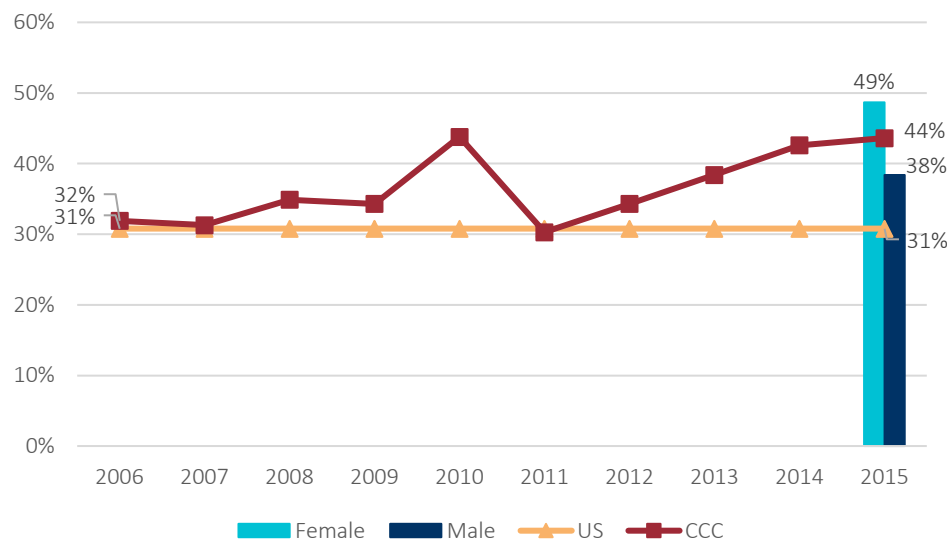


Forty-two percent of CCC's 2014 ASSIST Transfer Behavior Cohort (first-time learners who earned at least 12 community college credits within three years, completed one or more general education courses, and declared an intent to transfer) transferred to one of Arizona's three public universities within six years. This rate is substantially higher than the statewide number (27%) and is critical to Arizona's efforts to increase the number of learners transferring to in-state universities.

# Increase Transfer & Completion: Long-Term Metrics

26

**Metric 28: Overall Transfer Rate**

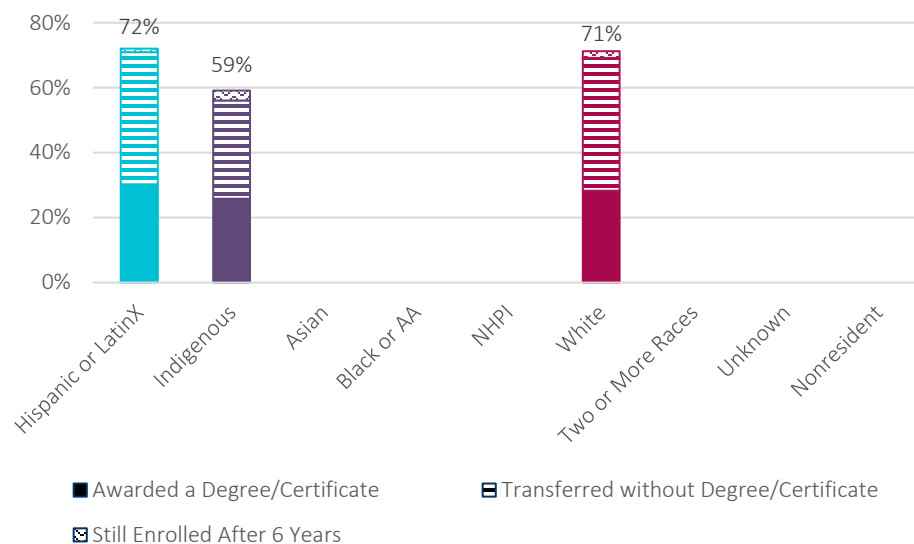
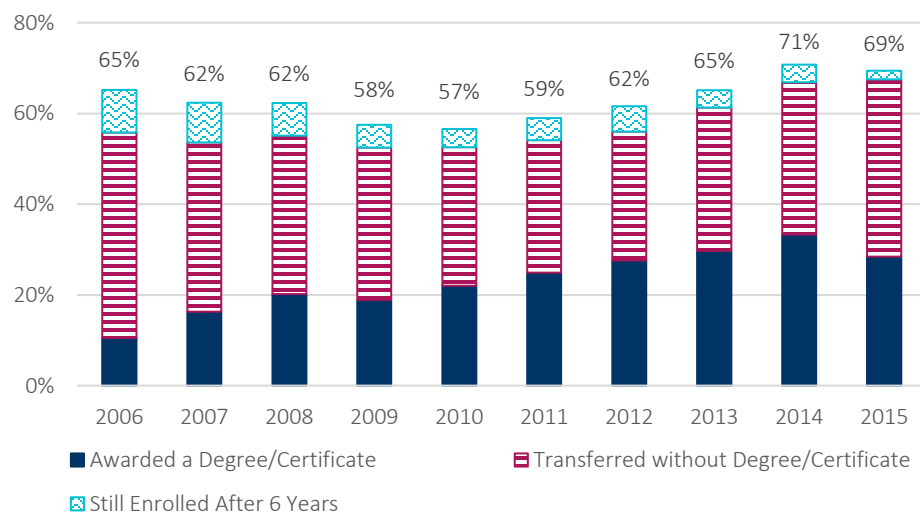


Forty-four percent of learners in CCC's 2015 Credential-Seeking Cohort transferred to a four-year college or university (public and private institutions, in-state and out) within six years. This rate has continued to increase over the last few years and is substantially higher than statewide (29%) and national averages (31%).<sup>9</sup>

As the chart on the left illustrates, there is a gender equity gap in CCC's transfer rates, with 49 percent of females and 38 percent of males transferring within six years. CCC's eleven percentage-point gender gap is larger than the national equivalent (nationally, 31 percent of females and 30 percent of males transfer within six years).<sup>9</sup> Notably, as the chart on the right shows, Hispanic/LatinX learners transferred at a slightly higher rate than their White peers. 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**



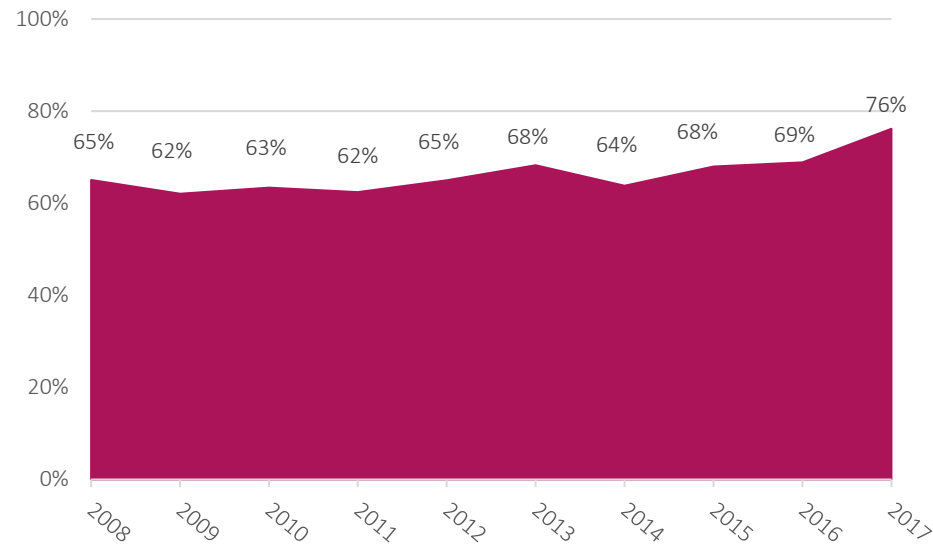
At CCC, 69 percent of learners achieve a successful outcome within six years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including 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.<sup>10</sup> The statewide rate is 61 percent. At CCC, females are far more likely to achieve a successful outcome within six years (74%, compared to 64% for males). Similarly, as the chart on the right illustrates, Indigenous learners achieve a successful outcome within six years at a substantially lower rate than their Hispanic/LatinX and White peers. Results are not shown for races/ethnicities with Ns too small to report.



# Increase Transfer & Completion: Follow-Up Metrics

28

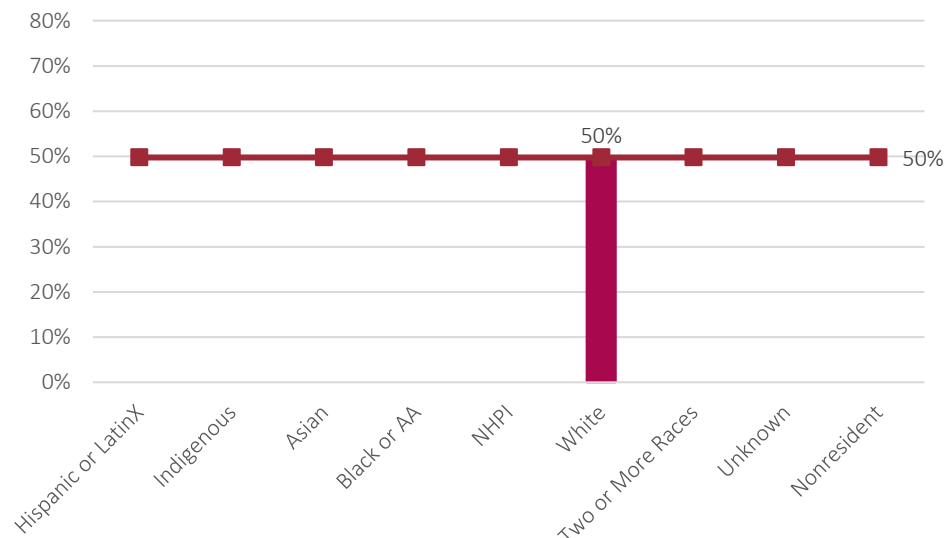
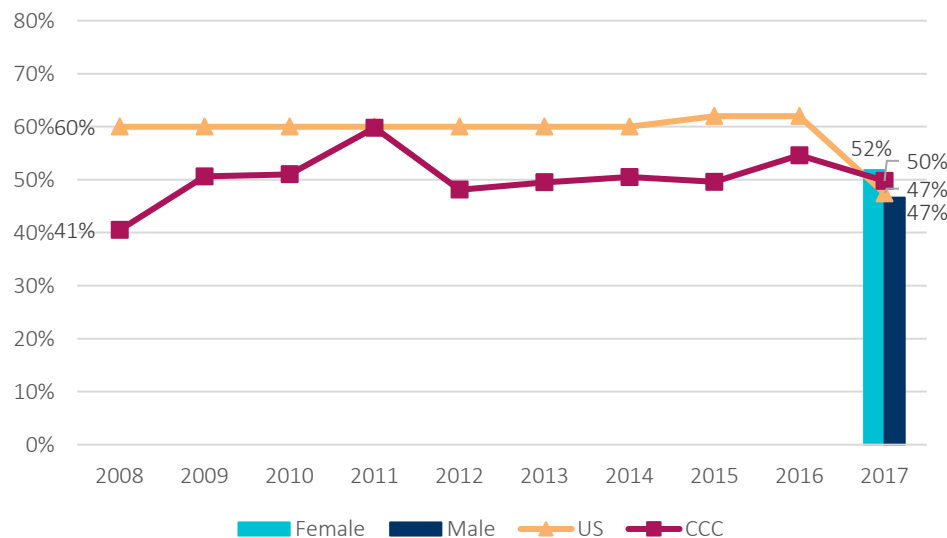
## Metric 30: Percent of Full-Time Transfers to Arizona Universities Earning Bachelor's Degrees within Four Years



Seventy-six percent of all 2017 full-time transfers from Coconino Community College to the University of Arizona, Arizona State University, and Northern Arizona University earned a bachelor's degree within four years. This rate has varied slightly over the past decade, is higher than the statewide number (72%), and indicates that the vast majority of full-time transfers from CCC 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**



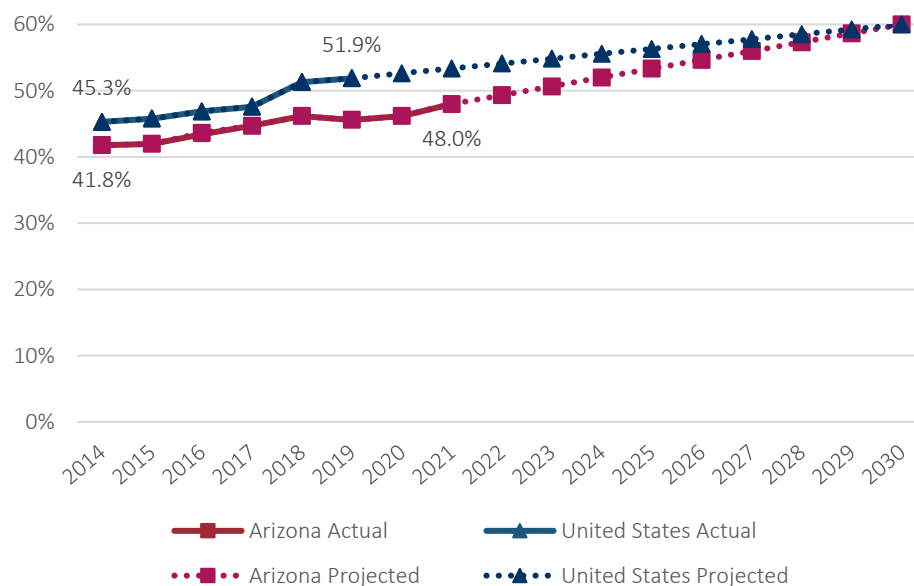
At CCC, half of all 2017-18 transfers to all four-year institutions (public and private, in-state and out) earned a bachelor's degree within four years. This rate is slightly higher than both statewide (48%) and national comparisons (47%).<sup>8</sup> However, CCC's gender equity gap is substantially wider than the national gender equity gap (five percentage points, compared to two percentage points nationally<sup>8</sup>).

Equity gaps are not apparent when completion after transfer rates are analyzed by race and ethnicity (see chart on right), as the number of learners in various demographic groups who earned a bachelor's degree within four years of transfer was too small to report. White learners at CCC completed a bachelor's degree within four years at the same rate as the college-wide average.

# Increase Transfer & Completion: Follow-Up Metrics

30

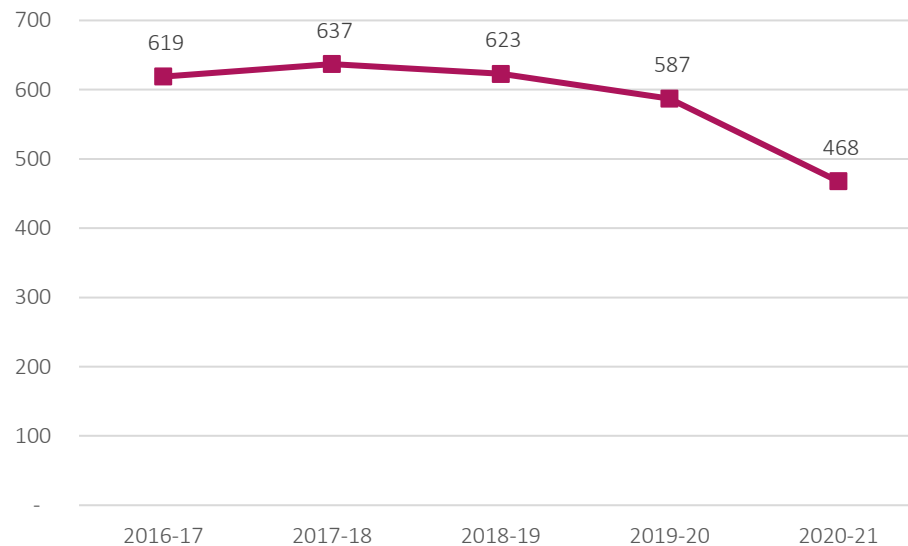
## Metric 32: Estimated Percent of the Arizona Working-Age Population with a Postsecondary Credential



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



Following the sharp decline in enrollment following the COVID-19 pandemic (see metrics 1 and 2), FTSE enrollment in occupational courses dropped by 20 percent to 468 in 2020-21. 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 Coconino County Requiring More than a High School Diploma but less than a Bachelor's Degree for which CCC Offers Degrees or Certificates**

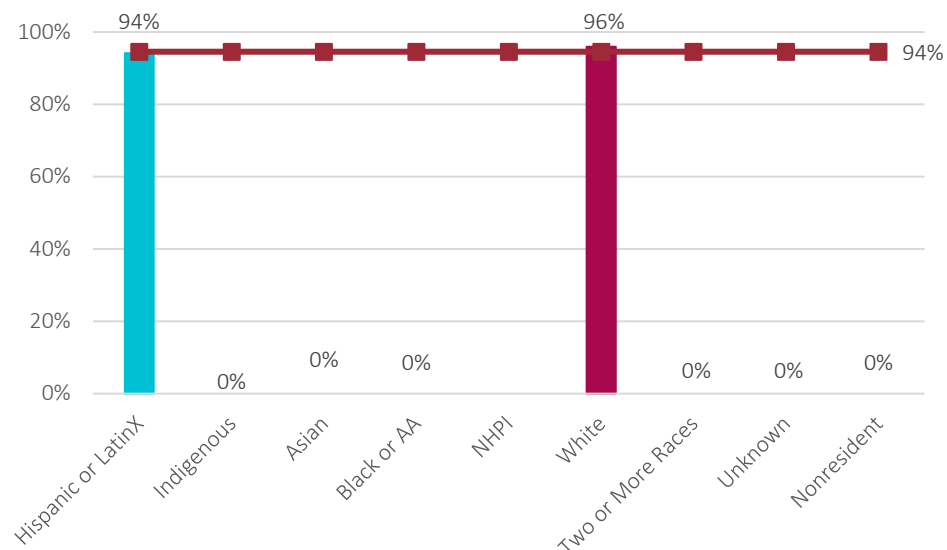
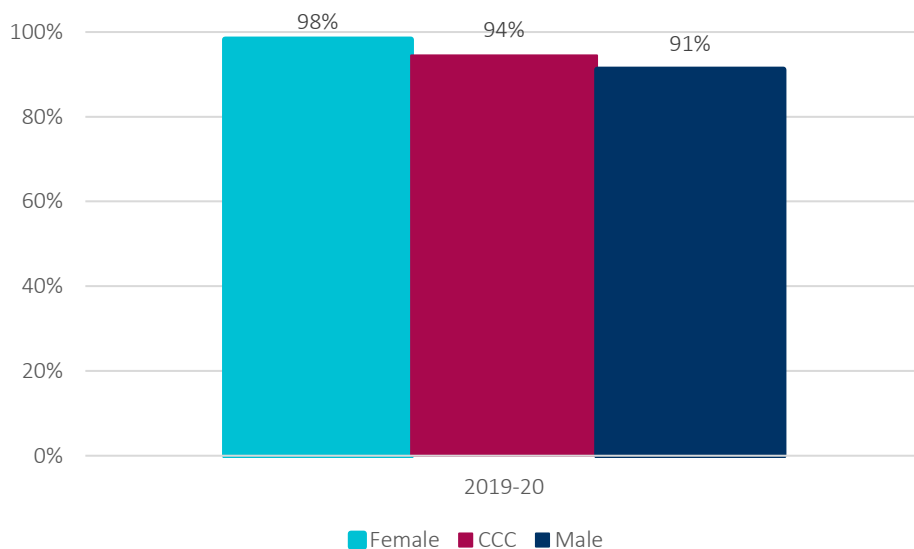
- ✓ Medical Assistants
- ✓ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- ✓ Physical Therapist Assistants
- ✓ Computer User Support Specialists
- ✓ Dental Assistants
- ✓ Respiratory Therapists
- ✓ Diagnostic Medical Sonographers
- ✓ Veterinary Technologists and Technicians
- ✓ 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, 94 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. This is nearly three times higher than the statewide rate of 36 percent. As the chart on the left illustrates, this measure exhibits a substantial gender equity gap, with 98 percent of females earning an occupational credential within one year, compared to 91 percent of males.

Equity gaps are also somewhat 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 a slightly lower (but still very high) rate 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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<sup>1</sup>U.S. Department of Education, National Center for Education Statistics. (2022). *Digest of education statistics*. Washington, DC: Author.

<sup>2</sup>The 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.

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

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

<sup>5</sup>National Student Clearinghouse. (2021). Persistence and retention: Fall 2019 beginning cohort. Herndon, VA: Author.

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

<sup>7</sup>National Student Clearinghouse. (2022). Completing college: National and state report on six-year completion rates for fall 2015 beginning cohort. Herndon, VA: Author.

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

<sup>9</sup>National Student Clearinghouse. (2021). Tracking transfer: Measures of effectiveness in helping community college students to complete bachelor's degrees. 2021 data update. Herndon, VA: Author.

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