



# 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.



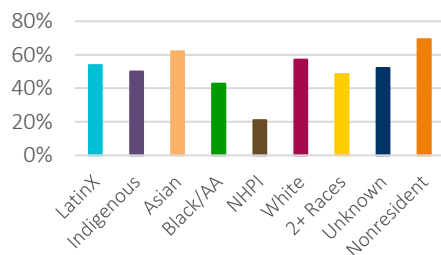
# THE IMPACT OF COVID-19

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## EFFECTS OF THE PANDEMIC IN STRATEGIC VISION DATA

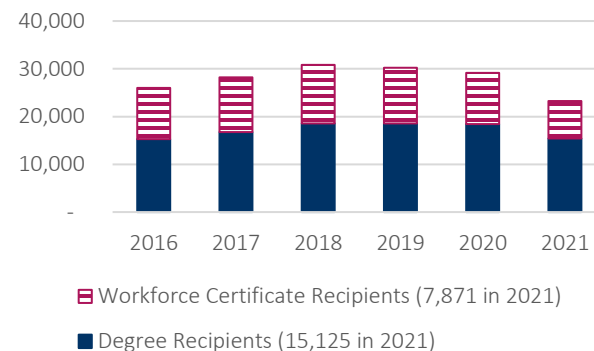
As it did across the country, the COVID-19 pandemic hit Arizona's community colleges and community college students hard, with already-vulnerable populations bearing the brunt of the impact. These effects show up in Strategic Vision data for the first time in this 2022 report, which measures enrollment,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



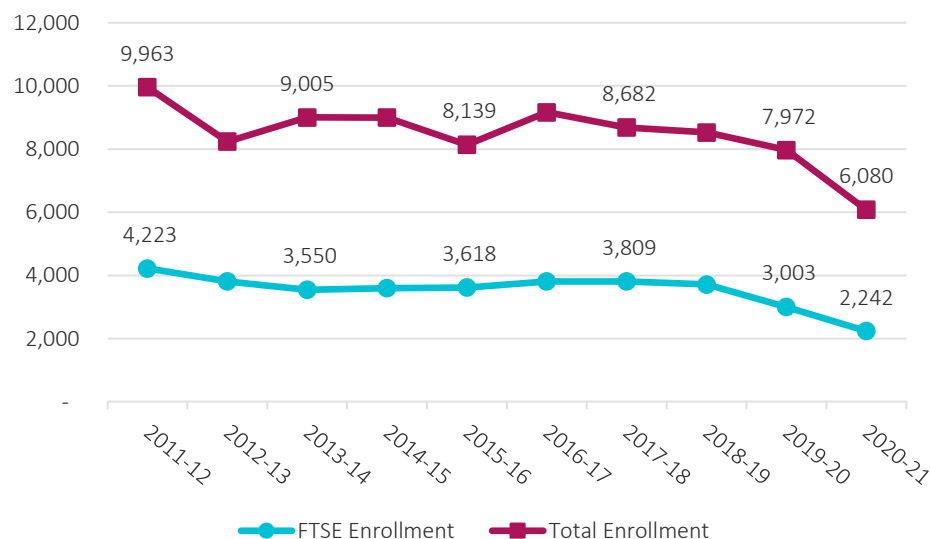
**Strategic Vision data also point to the ways in which the COVID-19 pandemic exacerbated societal and educational inequities,** with Pell recipients, learners enrolled in developmental courses, males, and those from races and ethnicities historically underserved in higher education enrolling, persisting,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



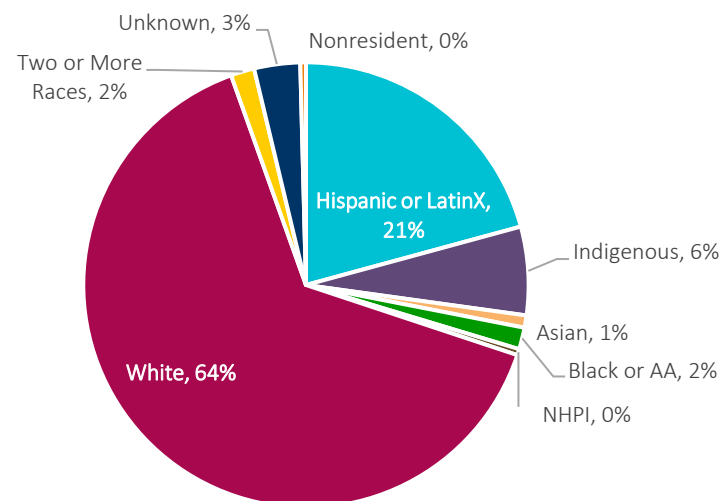
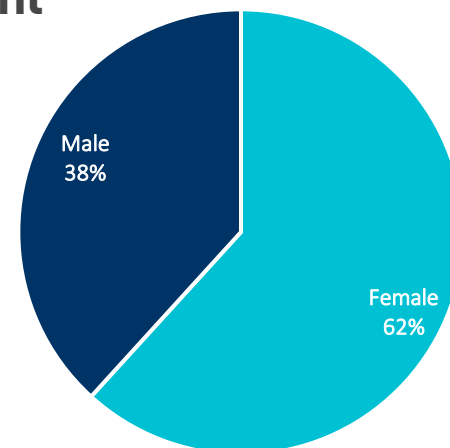
# Expand Access: Short-Term Metrics

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



Total and full-time student equivalent (FTSE) enrollment at Eastern Arizona College were profoundly impacted by the COVID-19 pandemic, dropping 24 and 25 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.

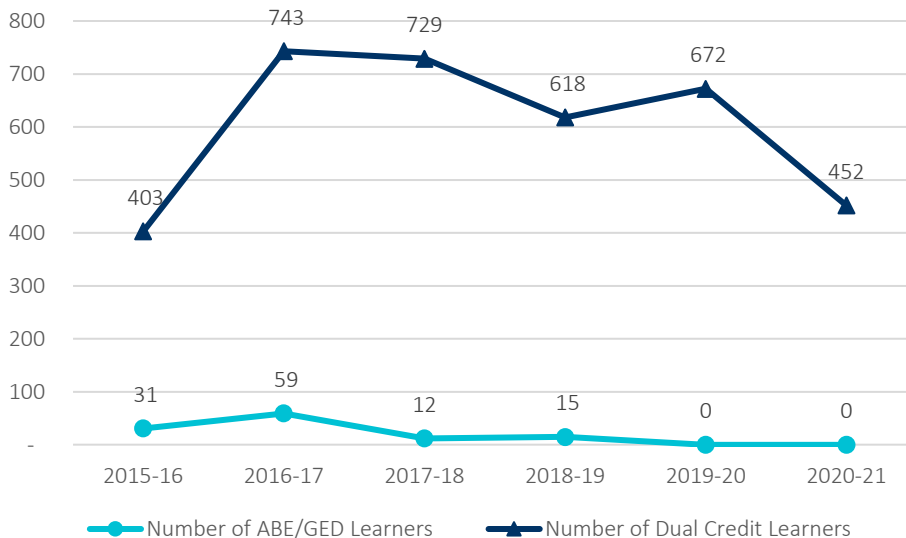
At EAC, 62 percent of learners are female, compared to 59 percent nationally. EAC enrolls fewer Hispanic/LatinX learners (21% compared to 27% nationally), but far more Indigenous learners (6% compared to 1% nationally).<sup>1</sup>



# Expand Access: Short-Term Metrics

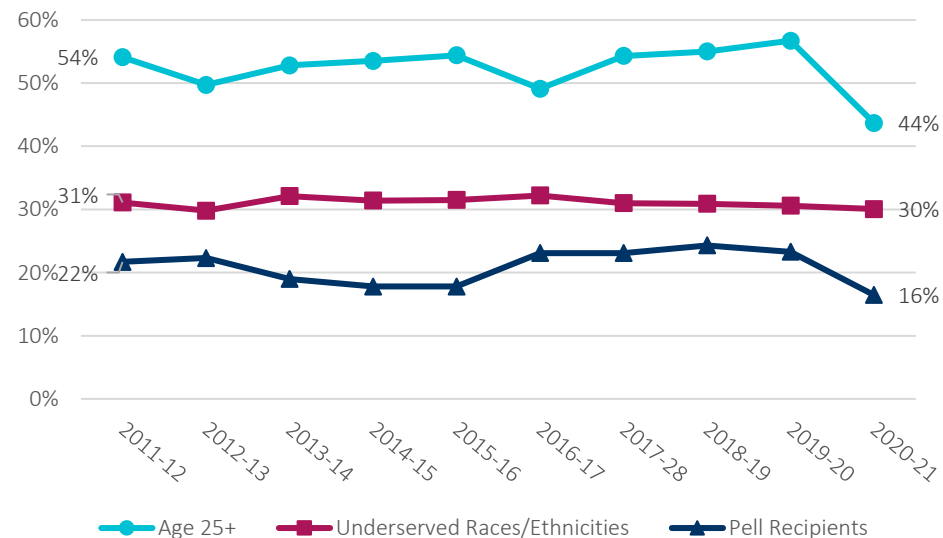
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## Metrics 3 and 4: Enrollment of ABE/GED and Dual Credit Learners



The COVID-19 pandemic had a substantial impact on enrollment in Adult Basic Education (ABE) and General Educational Development (GED) courses: the number of dually enrolled learners dropped by one-third from 2019-20 to 2020-21. EAC did not enroll any ABE or GED learners in either 2019-20 or 2020-21. Both programs are essential in expanding access to Eastern Arizona College for both high school students and returning adult learners.

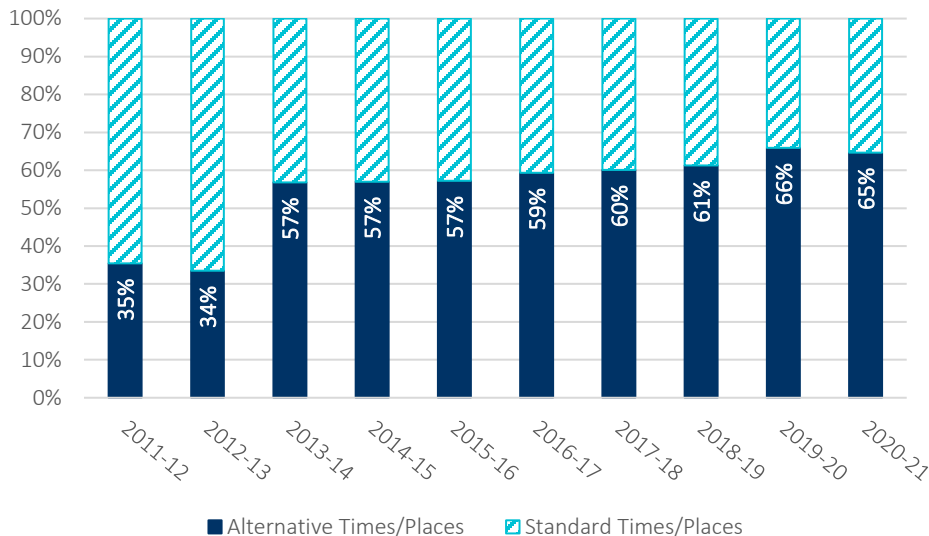
## Metric 5: Enrollment of Historically Underserved Populations



Despite the pandemic, the percentage of Eastern Arizona College students who are members of an historically underserved racial/ethnic group remained at 30 percent in 2020-21. The pandemic had a greater impact on low-income students, however; enrollment of Pell recipients dropped 30 percent in 2020-21 and at 16 percent is substantially lower than the national average (38%). However, Eastern Arizona College enrolls far more adult learners (44%) than the national comparison (31%).<sup>1</sup>

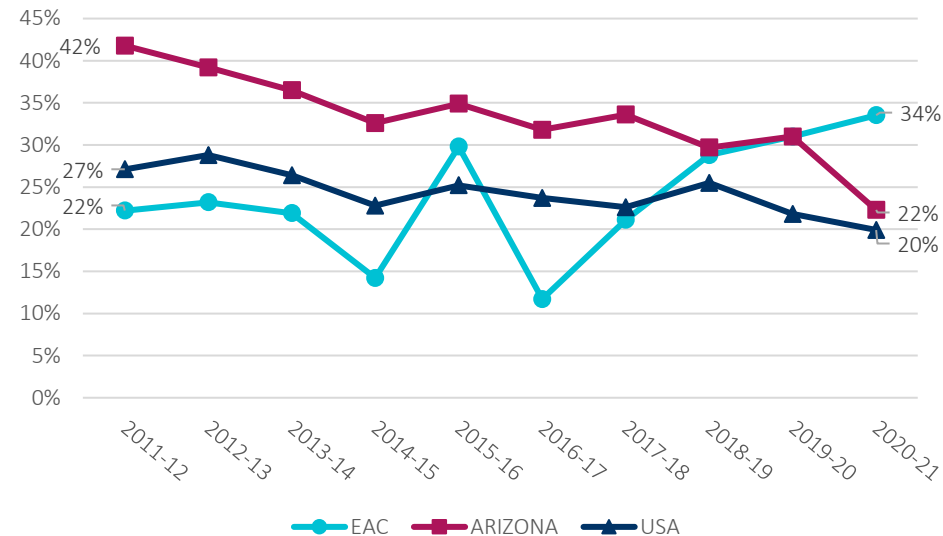
# Expand Access: Short-Term Metrics

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



Unlike many community colleges, Eastern Arizona College was able to continue offering many courses in person when the COVID-19 pandemic hit, although the majority (65%) of student credit hours were earned online or in other alternative times or places in 2020-21. This percentage has been relatively consistent over the past few years, ticking up only slightly as a result of the pandemic.

**Metric 7:  
Community College-Going Rate**



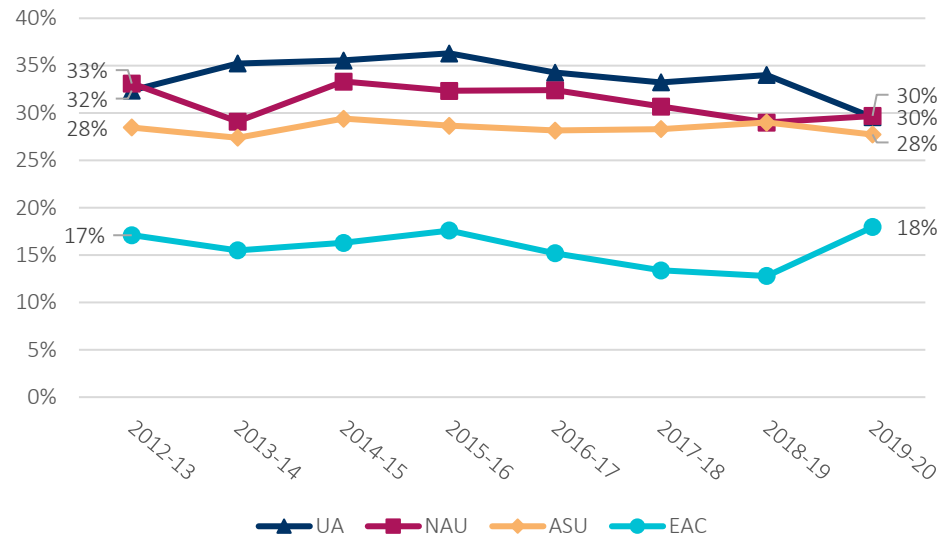
Unlike statewide and national trends, EAC's community college-going rate increased between 2018-19 and 2020-21. The percentage of Graham and Gila County high school graduates who enroll at EAC within one year is now 14 percentage points higher than the national average (20%)<sup>1</sup> and 12 points higher than the statewide number (22%). 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**

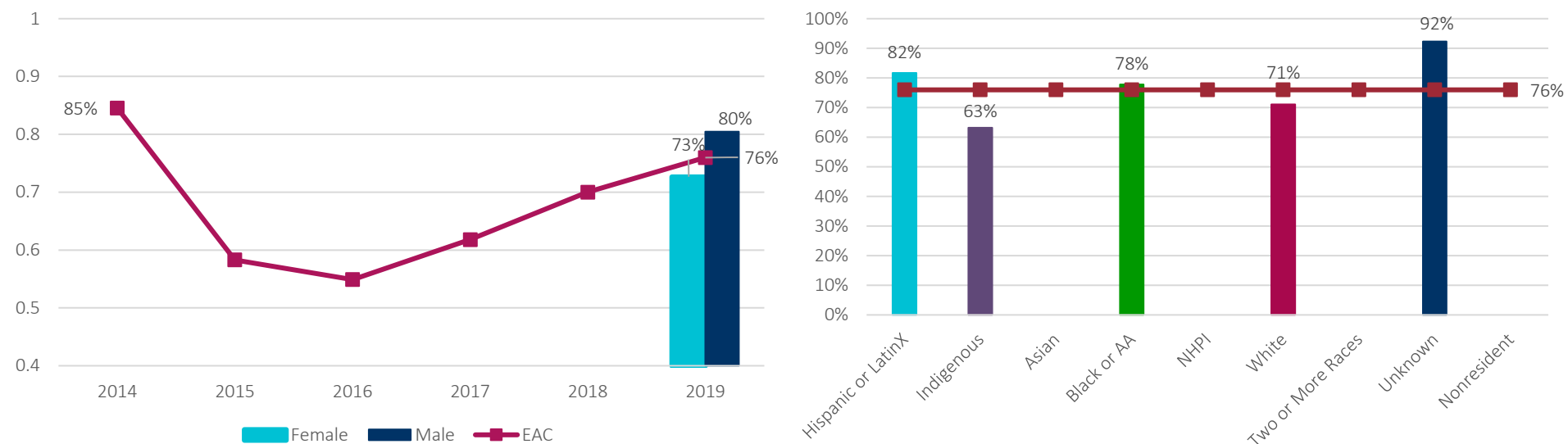


Over the past seven years, the relative cost of attending Eastern Arizona College has fluctuated a few percentage points in either direction. At just under \$9,500 per year, the median net price of attending EAC is just 18 percent of the median household income in Graham and Gila Counties .

This rate is similar to the statewide number (17%) and slightly higher than the national comparison (13%). However, it is much lower than the cost of attending Arizona's public universities (28%-30%),<sup>2</sup> making Eastern Arizona College an excellent and affordable option for postsecondary education and training.

# Expand Access: Mid-Range Metrics

## Metric 9: Developmental Math Course Success Rate

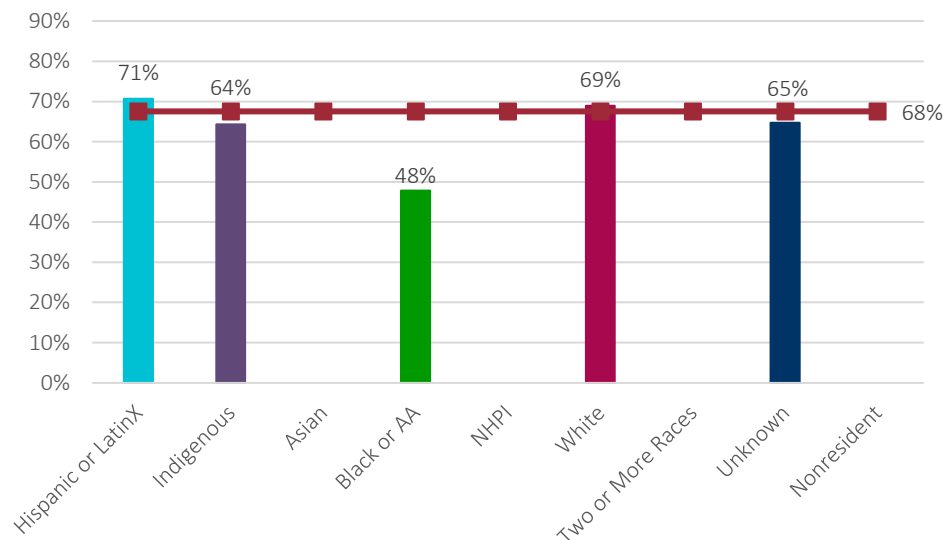
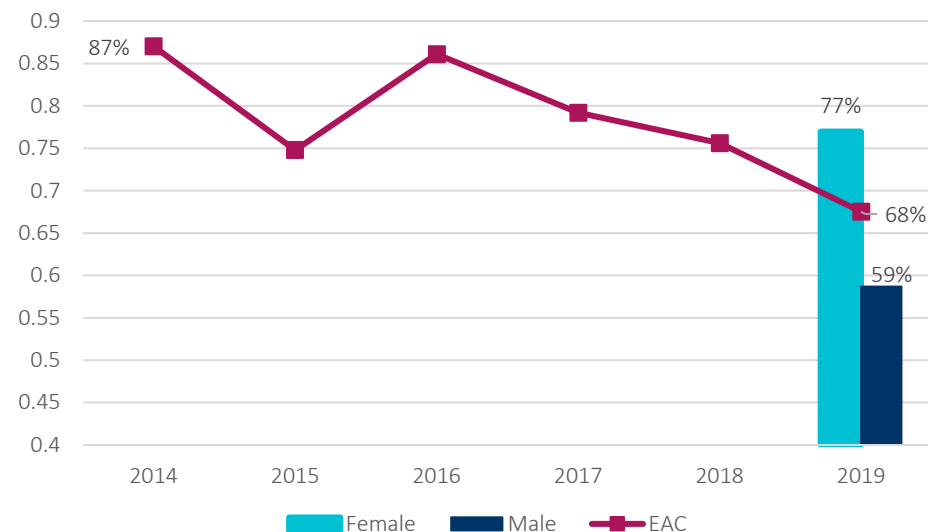


At EAC, learners enrolled in developmental math courses did not appear to be affected by the COVID-19 pandemic. Indeed, 76 percent of student credit hours attempted in developmental math by EAC's 2019 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), five percentage points higher than the previous cohort. EAC's rate is substantially higher than the statewide average (53%). As the chart on the left illustrates, at EAC males successfully completed developmental math courses at a higher rate than their female peers (80%, compared to 73%). Equity gaps are also apparent when developmental course success rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous and White learners successfully completed developmental math courses at lower rates than their Hispanic/LatinX and Black/African American peers, as well as those of unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

# Expand Access: Mid-Range Metrics

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## Metric 10: Developmental English/Reading Course Success Rate

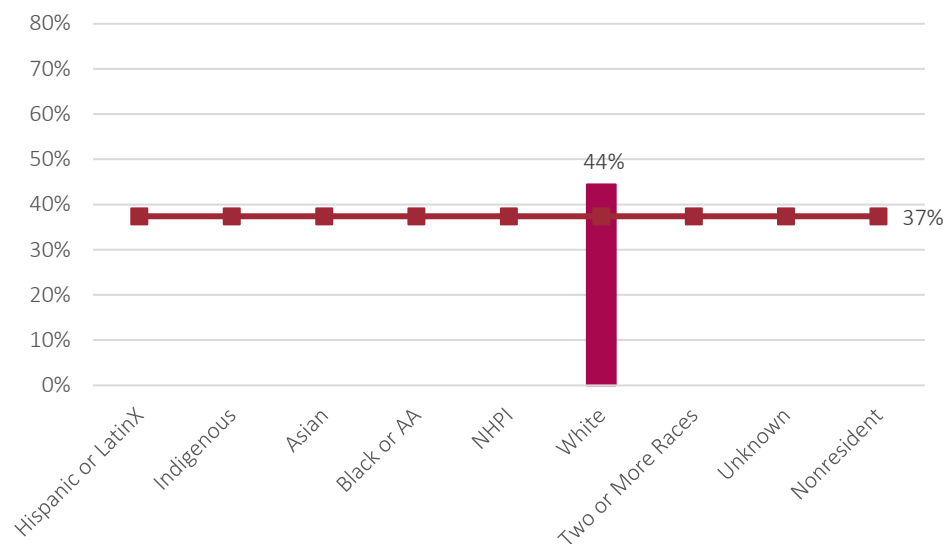
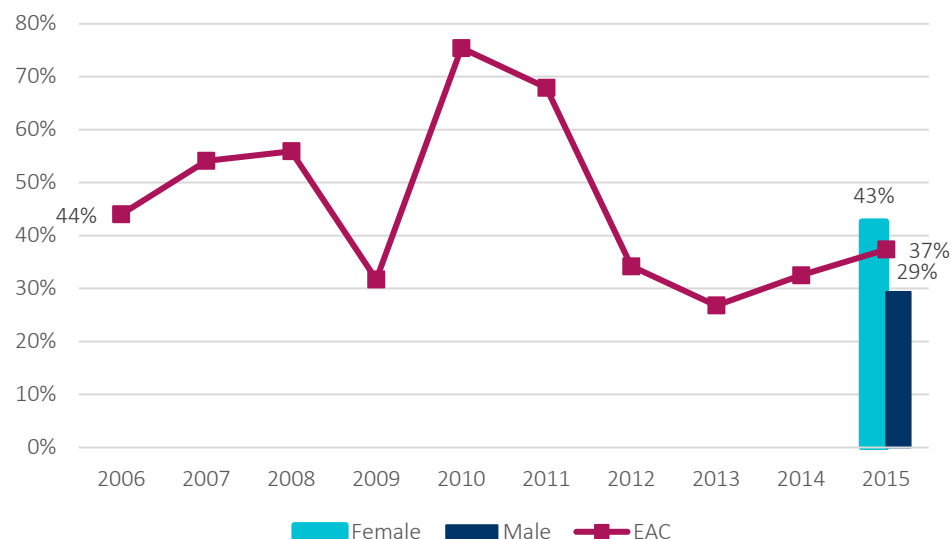


Learners enrolled in developmental English or reading courses did appear to be affected by the COVID-19 pandemic. Indeed, 68 percent of student credit hours attempted in developmental English or reading by EAC's 2019 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass), an eight percentage-point drop from the previous cohort. This rate is similar to the statewide average (67%).

As the chart on the left illustrates, at EAC females successfully completed developmental English or reading courses at a substantially higher rate than their male peers (77%, compared to 59%). 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 and Indigenous learners, as well as those of unknown race or ethnicity, successfully completed developmental English or reading courses at lower rates 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



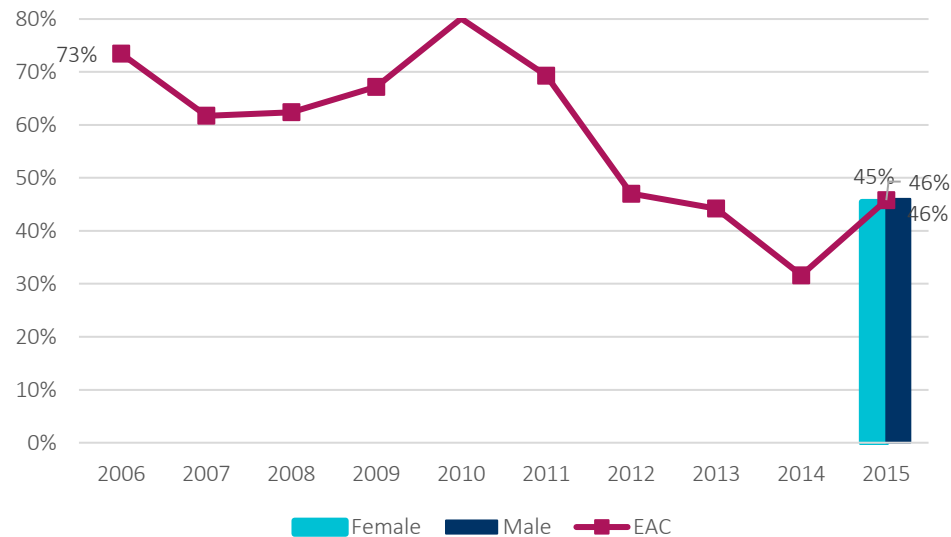
It is too early to assess the effects of the COVID-19 pandemic on success after developmental math rates, as the majority of learners in EAC's 2015 New Student Cohort who enrolled in developmental math courses did so in the years preceding the pandemic. Indeed, after six years, 37 percent of developmental math learners in the 2015 New Student Cohort successfully completed a college-level math course—an increase from the preceding cohort. This rate is similar to the statewide average (39%).

As the chart on the left illustrates, at EAC females are far more likely to succeed in college-level math following developmental math courses than their male counterparts (43% compared to 29%). Racial/ethnic equity gaps are not apparent for this measure, however, as the number of learners in various demographic groups passing college-level math following developmental math courses is too low to report. Nonetheless, at EAC success after developmental math rates are higher for White learners than for the college as a whole.

# Expand Access: Mid-Range Metrics

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



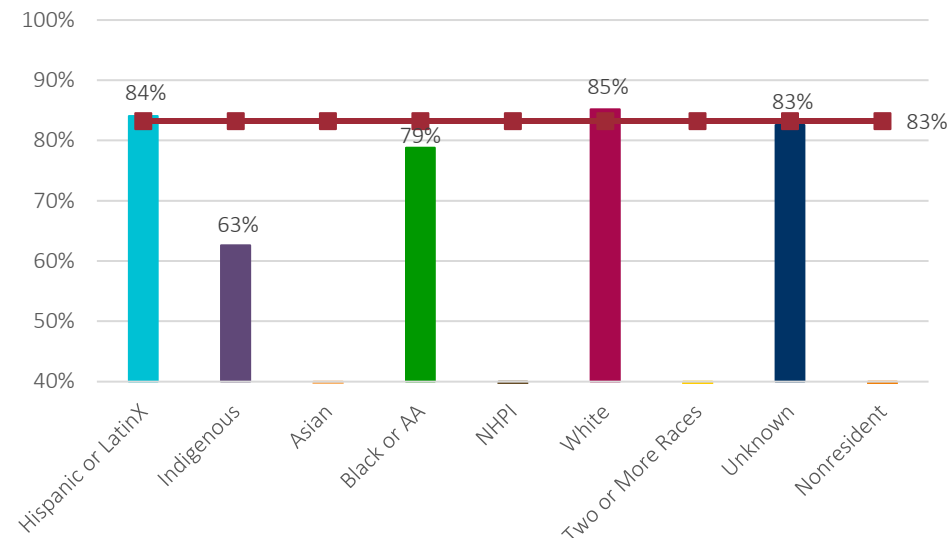
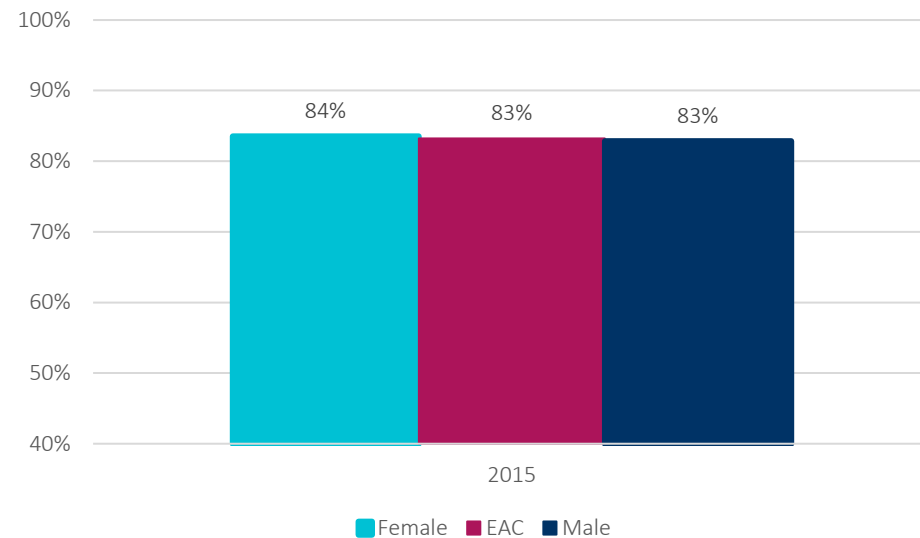
It is similarly too early to assess the effects of the pandemic on success after developmental English/reading rates, as the majority of learners in EAC's 2015 New Student Cohort who enrolled in developmental English or reading courses did so in the years preceding the pandemic. Indeed, after six years, 46 percent of developmental English or reading learners in the 2015 New Student Cohort successfully completed a college-level English course, an increase from the previous cohort. However, this rate is nine percentage points lower than the statewide average (55%).

As the chart above illustrates, at EAC females and males successfully passed college-level English following developmental English or reading courses at similar rates. Racial/ethnic equity gaps are not apparent for this measure, as the number of learners in various racial or ethnic groups were too small to report.



# Increase Transfer & Completion: Mid-Range Metrics

## Metric 13: College-Level Course Success Rate



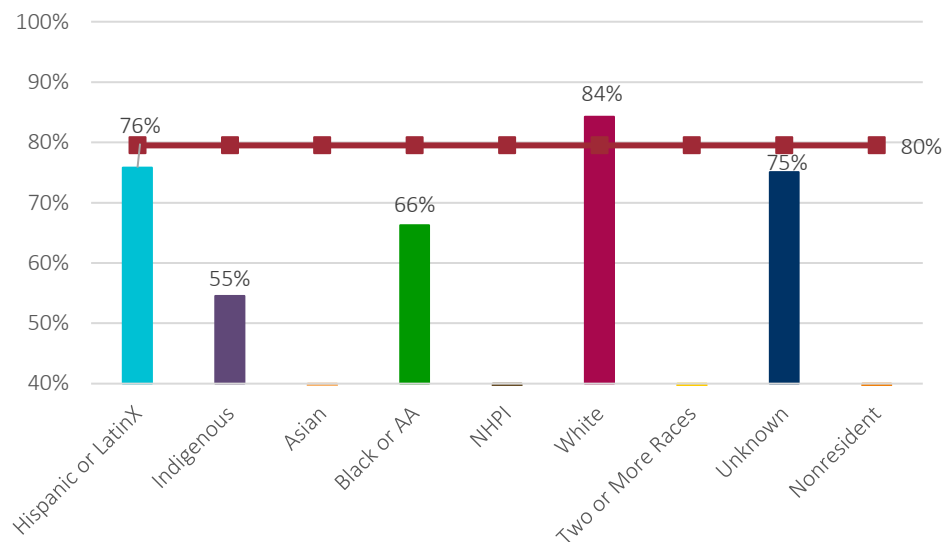
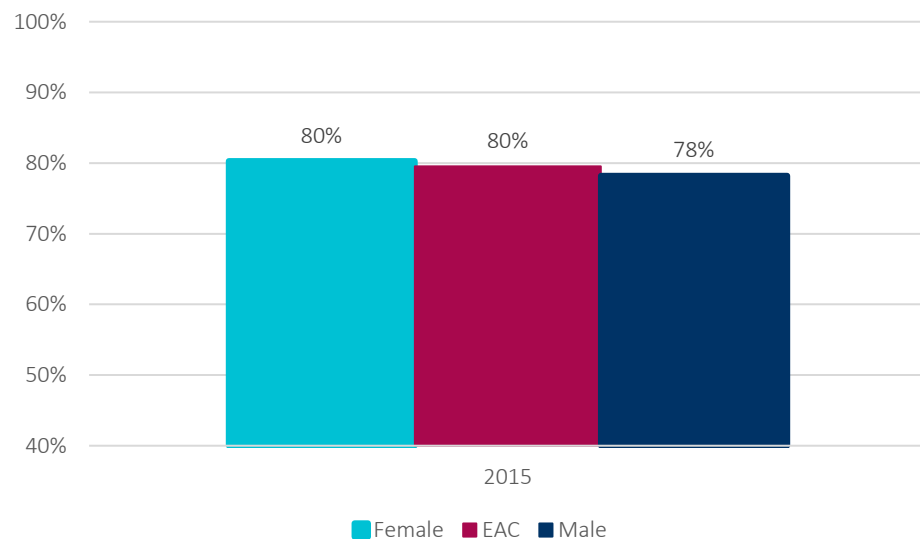
Over six years, 83 percent of student credit hours attempted in college-level courses by EAC's 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate is eight percentage points higher than the statewide average (75%). As the chart on the left illustrates, at EAC females and males successfully completed college-level courses at similar rates.

Equity gaps are apparent, however, when college-level course success rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners and Blacks/African Americans successfully passed college-level courses at lower rates than their Hispanic/LatinX and White peers, as well as those of unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

# Increase Transfer & Completion: Mid-Range Metrics

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## Metric 14: STEM Course Success Rate



Over six years, 80 percent of student credit hours attempted in college-level science, technology, engineering, and math (STEM) courses by EAC's 2015 New Student Cohort were successfully completed (with a grade of A, B, C, or Pass). This rate is substantially higher than the statewide average (69%) but three percentage points lower than EAC'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 slightly higher rate (80%) than their male counterparts (78%). Equity gaps are also apparent when college-level course success rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous, Hispanic/LatinX, and Black/African American learners, and those of unknown race or ethnicity, successfully passed college-level STEM courses at lower rates than their White peers. Results are not shown for races/ethnicities with Ns too small to report.

# Increase Transfer & Completion: Mid-Range Metrics

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

Discipline	% Unsuccessful	% WDRL	Total Unsuccessful/WDRL
Chemistry	8.1%	25.5%	33.6%
Justice Studies	7.9%	19.9%	27.8%
English	9.4%	16.6%	26.0%
Psychology	9.2%	15.9%	25.1%
Math	9.3%	15.4%	24.7%
Spanish	‡	21.4%	21.4%
Business	5.2%	13.3%	18.5%
History	8.2%	7.4%	15.6%
Biology	4.2%	11.3%	15.5%
Sociology	6.1%	9.1%	15.2%

‡ N too small to report

# 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 EAC, 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. Justice Studies 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, 15 percent or more of all course enrollments results in a non-passing grade.

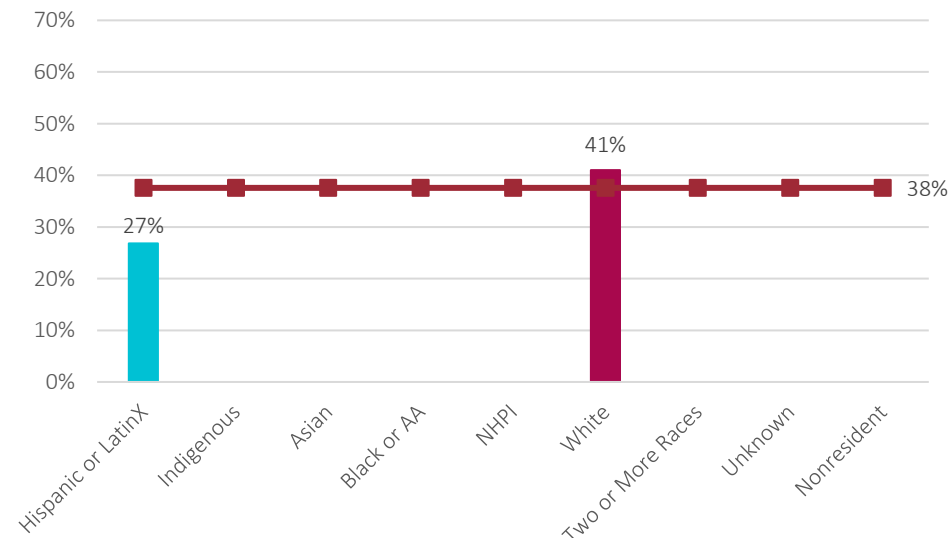
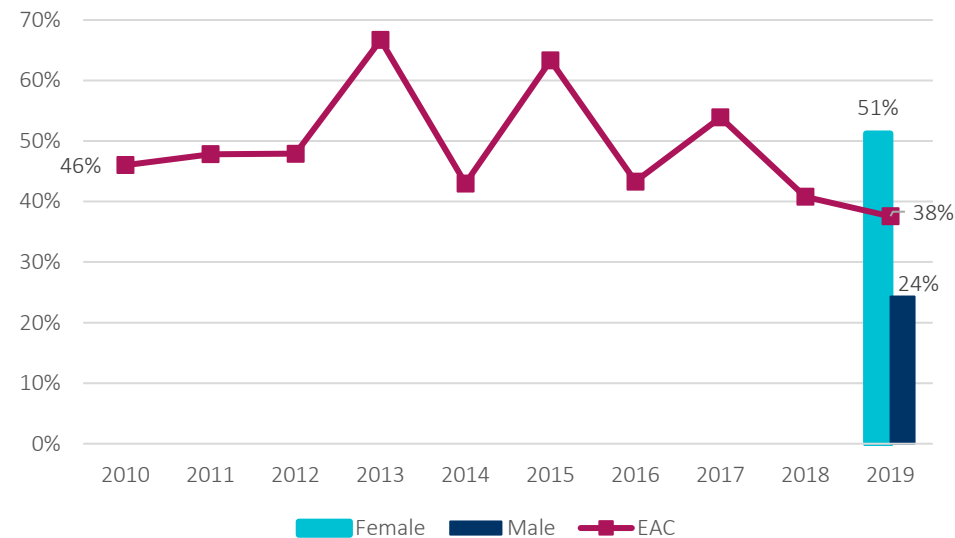
Perhaps most concerning is the fact that Math is one of the disciplines with very high rates of unsuccessful outcomes *and* a very high rate of withdrawals, with 25 percent of Math enrollments resulting in one or the other. As Math credits are required for the Arizona General Education Curriculum (AGEC), and because Math courses function as a gateway to many higher-level disciplinary requirements, the fact that one-quarter 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 Eastern Arizona College. EAC 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, 38 percent of full-time learners in EAC's 2019 Credential-Seeking Cohort had completed 42 credits, a three percentage-point drop from the previous cohort. Although this dip is likely a result of the COVID-19 pandemic, it is potentially 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.<sup>4</sup>

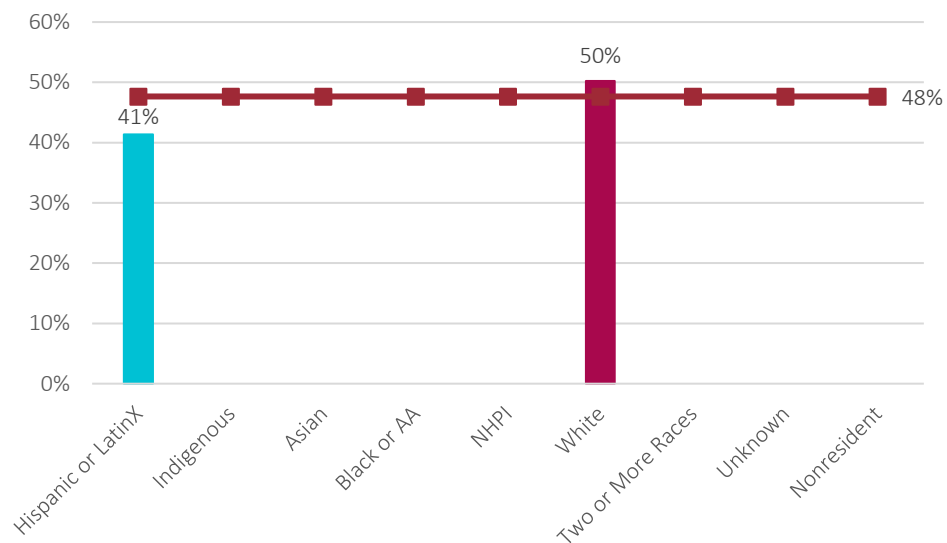
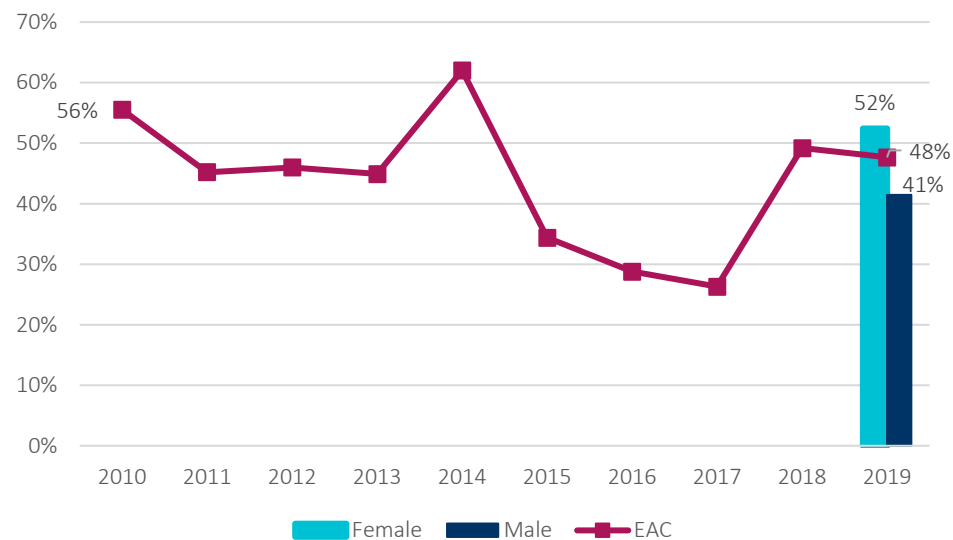
As the chart on the left illustrates, females attending full-time are far more likely than their male counterparts to attain the 42-credit threshold within two years (51%, compared to 24%). Equity gaps are also apparent when threshold attainment rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/LatinX learners attained the two-year credit threshold at a lower rate 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 17: Percent of Part-Time Learners Completing 24 Credits within Two Years

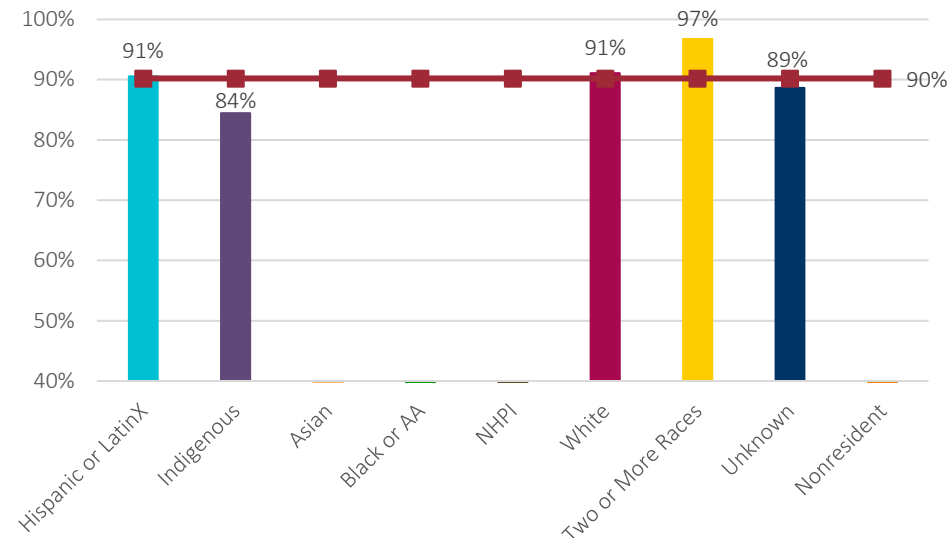
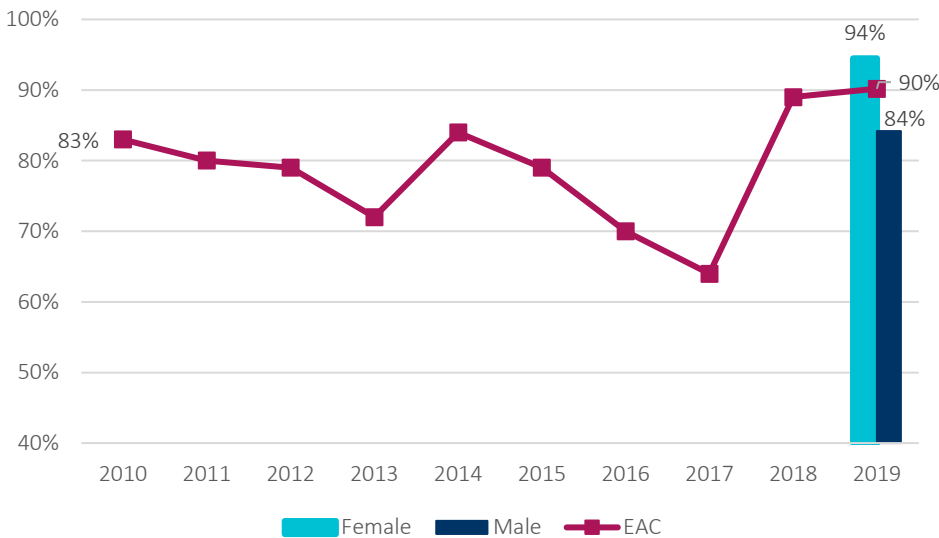


By the end of their second year, 48 percent of all part-time learners in EAC's 2019 Credential-Seeking Cohort had completed 24 credits, a similar rate as the previous cohort. The fact that this rate has remained steady despite the COVID-19 pandemic is encouraging, as research shows that learners who attain this 24-credit threshold are more likely to persist and earn a degree or certificate than those who do not.<sup>4</sup>

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 (52%, compared to 41%). Equity gaps are also apparent when threshold attainment rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/LatinX learners attained the two-year credit threshold at a lower rate than their White peers. Results are not shown for races/ethnicities with Ns too small to report.

# Increase Transfer & Completion: Mid-Range Metrics

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



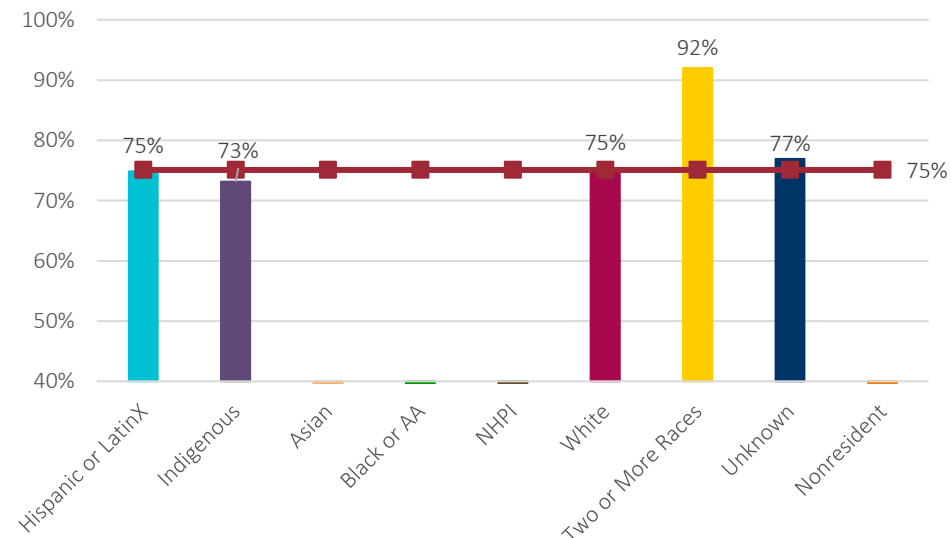
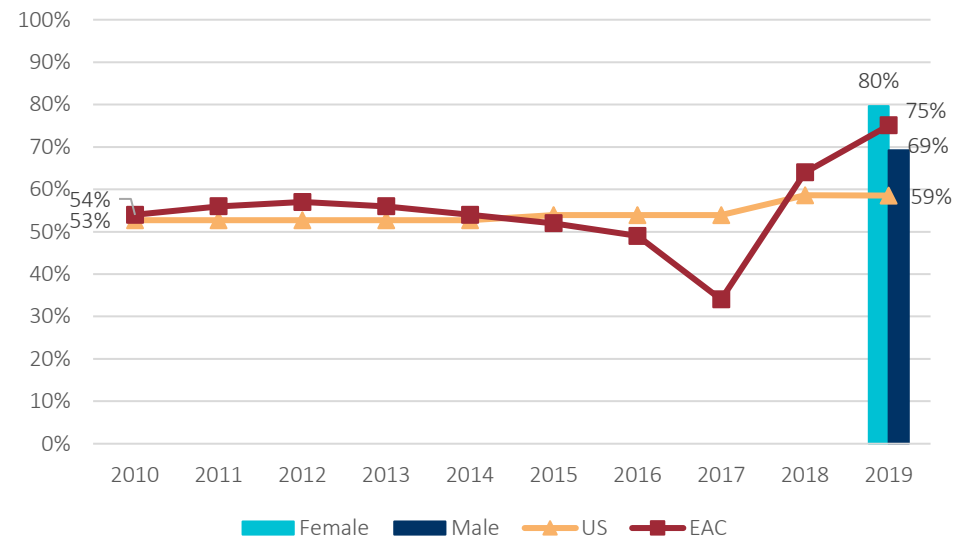
Ninety percent of EAC's 2019 Credential-Seeking Cohort (excluding those who transferred and/or earned a degree or certificate) persisted to spring 2020. This fall-to-next-term persistence rate is higher than those of previous cohorts and was measured prior to the initiation of virtual learning due to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

As the chart on the left illustrates, there is a substantial gender equity gap in fall-to-next-term persistence; 94 percent of females and 84 percent of males persisted to spring 2020. 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 persisted to spring 2020 at a lower rate than their Hispanic/LatinX and White peers, as well as those from two or more races or unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

# Increase Transfer & Completion: Mid-Range Metrics

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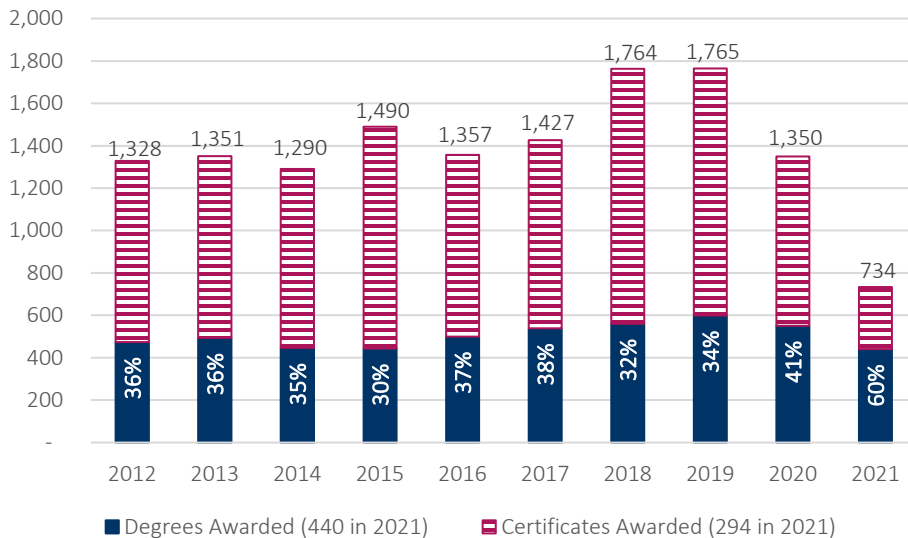
## Metric 19: Fall-to-Fall Persistence Rate



Seventy-five percent of EAC'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 a higher than for 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. EAC's persistence rate is similar to the statewide average (76%). As the chart on the left illustrates, there is a gender equity gap in fall-to-fall persistence, with 80 percent of females and 69 percent of males persisting to fall 2020. Small 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 persisted to fall 2020 at a lower rate than their Hispanic/LatinX and White peers, as well as those from two or more races or of unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

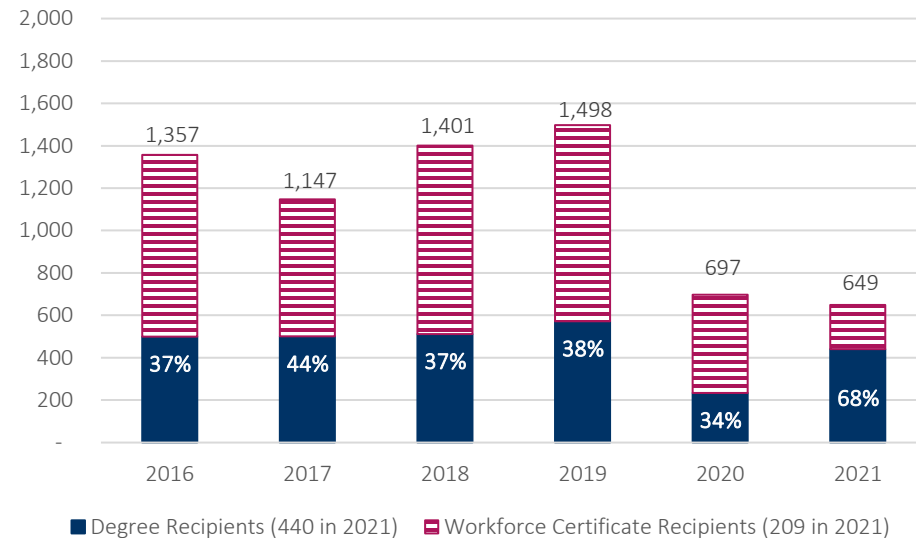
# Increase Transfer & Completion: Long-Term Metrics

**Metric 20:  
Degrees and Certificates Awarded**



From 2012 to 2019 the total number of degrees and certificates awarded annually by Eastern Arizona College was relatively stable, but when the COVID-19 pandemic hit EAC saw a 46 percent drop in credentials awarded in just one year. Of the 2021 total, 60 percent were degrees and 40 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**

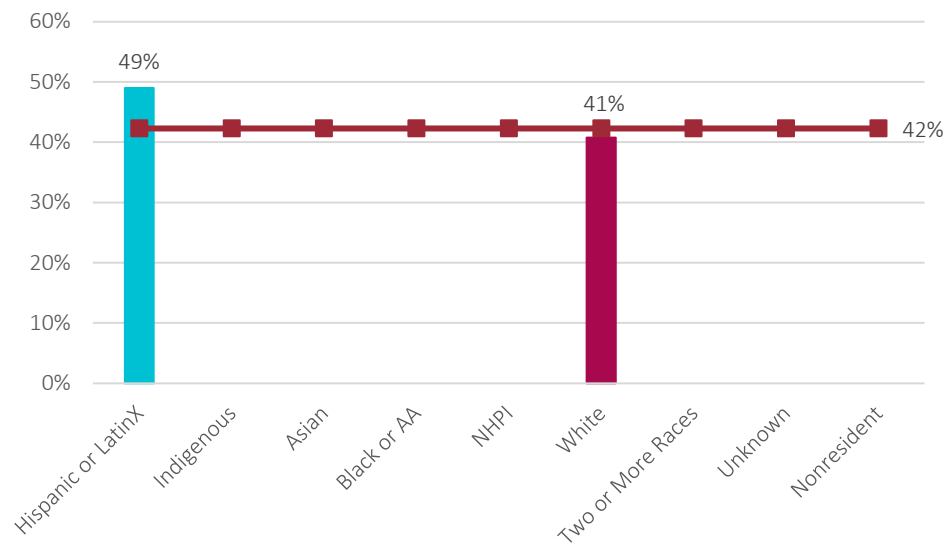
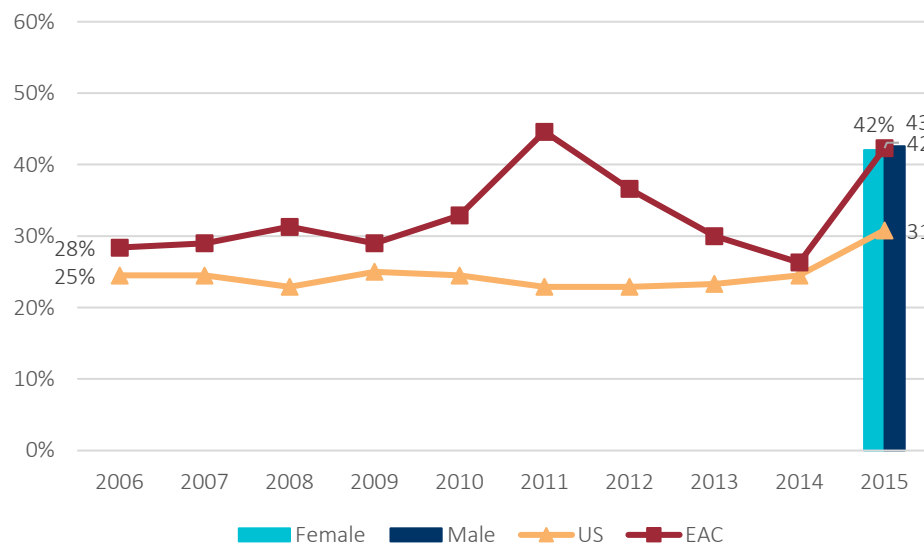


Despite declining enrollments, the unduplicated<sup>6</sup> number of learners earning degrees or workforce certificates from Eastern Arizona College remained relatively stable in 2021, following a steep drop the year prior. Although both degree and certificate recipients were impacted by the COVID-19 pandemic, the 2021 drop in learners earning workforce certificates was far more extreme and will require EAC 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



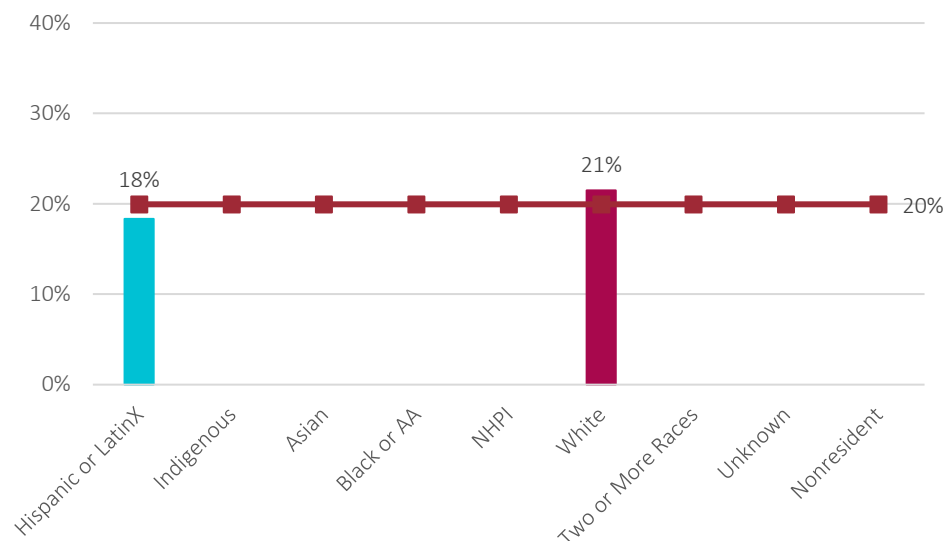
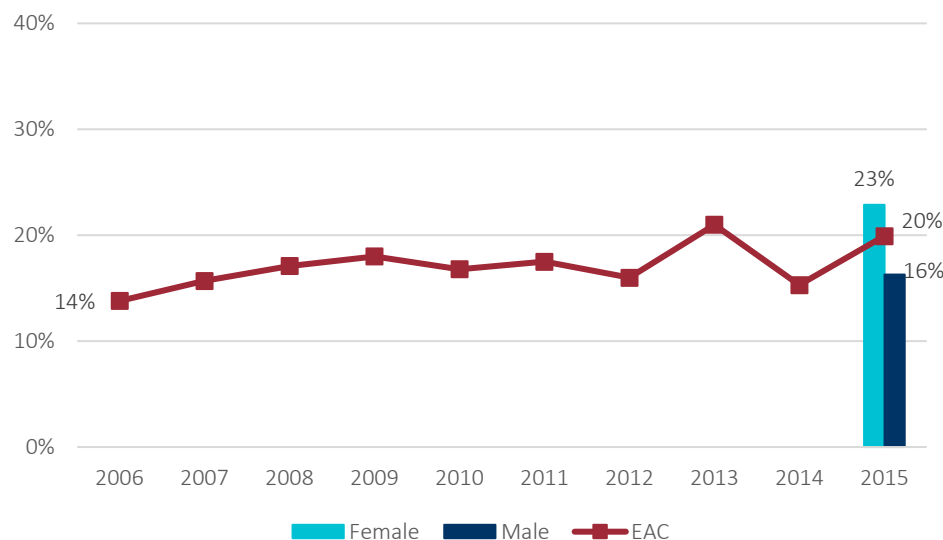
After six years, 42 percent of EAC's 2015 Credential-Seeking Cohort had completed a degree or certificate, a 62 percent increase from the 2014 Cohort. EAC's graduation rate is substantially higher than the most recent national comparison (31%),<sup>7</sup> in part because the national number is not limited to credential-seekers.

As the chart on the left illustrates, there no gender equity gap in EAC's graduation rates, roughly equal percentages of males and females graduated in the 2015 Credential-Seeking Cohort graduated within six years. Notably, as the chart on the right shows, Hispanic/LatinX learners graduated at a higher rate than their White peers. Indeed, the graduation rate for Hispanic/LatinX learners attending Eastern Arizona College (49%) is substantially higher than the national average (28%).<sup>7</sup> Results are not shown for races/ethnicities with Ns too small to report.



# Increase Transfer & Completion: Long-Term Metrics

**Metric 23: AGEC  
Completion Rate**



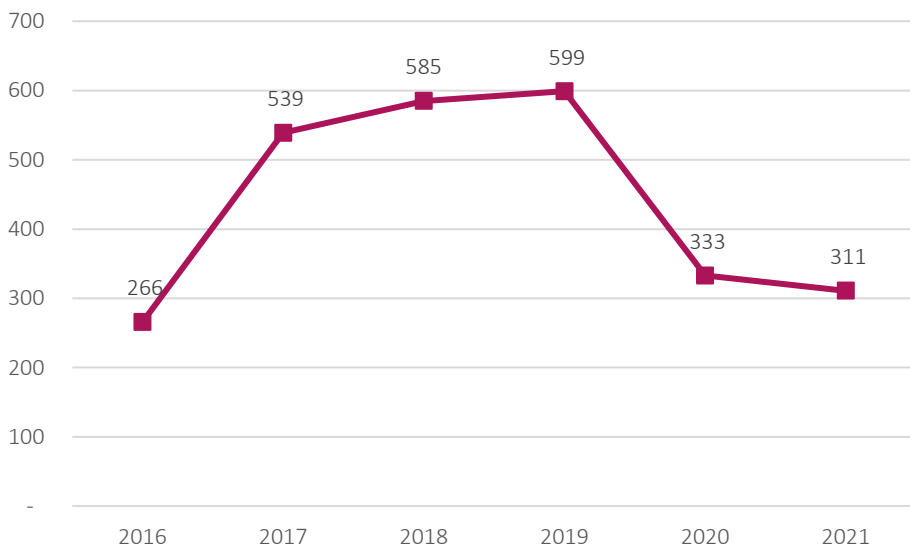
At EAC, 20 percent of the 2015 Credential-Seeking Cohort completed an AGEC within six years, a higher rate than the previous cohort but four percentage points lower than the statewide average (24%). The AGEC is comprised of 35–37 credit hours of coursework that, upon completion, transfer to all public colleges and universities in the state and fulfill lower division, general education requirements.

As the chart on the left illustrates, there is a substantial gender equity gap in AGEC completions; 23 percent of females yet only 16 percent of males complete an AGEC within six years. Notably, as the chart on the right shows, Hispanic/LatinX learners complete AGECS at a slightly higher rate (18%) than their White peers (21%). Results are not shown for races/ethnicities with Ns too small to report.

# Increase Transfer & Completion: Long-Term Metrics

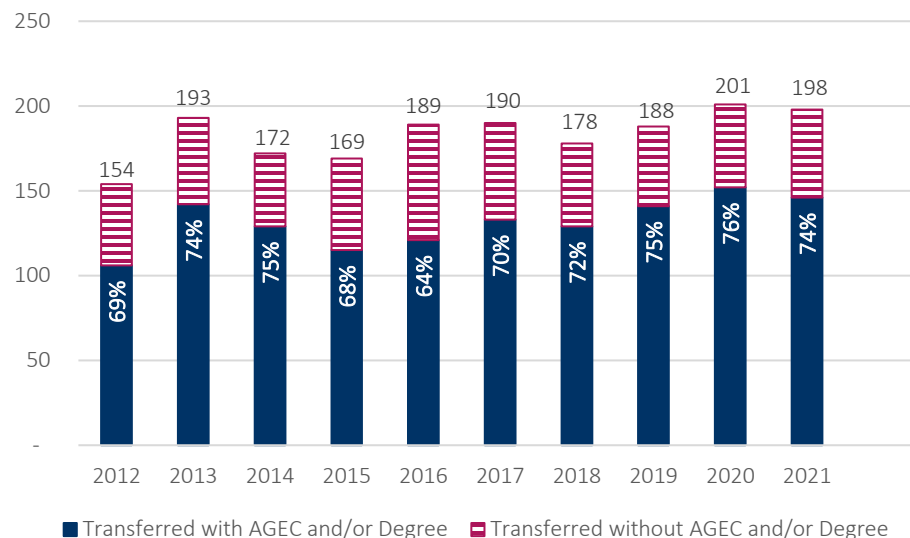
24

**Metric 24:  
AGECs Awarded**



In 2021, Eastern Arizona College awarded 311 Arizona General Education Curriculum (AGEC) certificates, a slight 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>

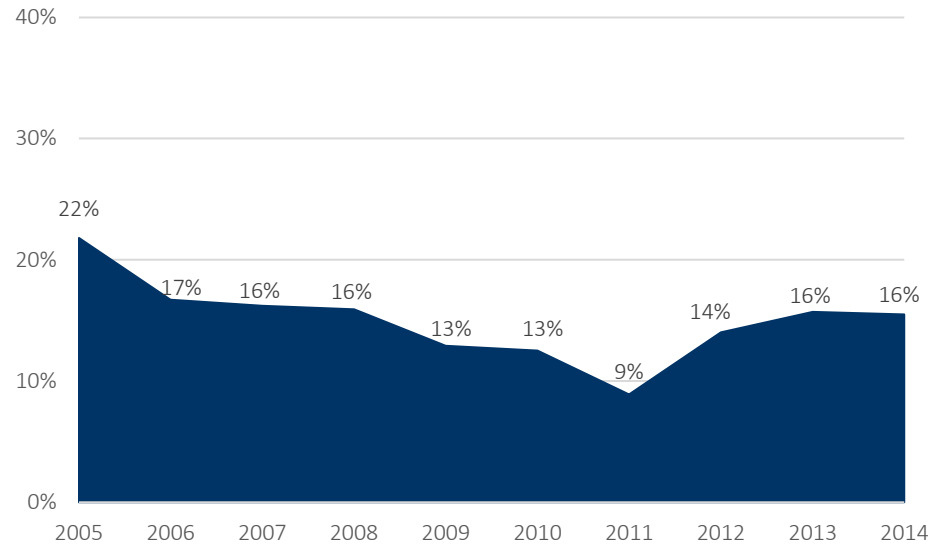
**Metrics 25 and 26: In-State Transfers and Percent with AGEC and/or Degree**



In 2021, the number of students transferring from Eastern Arizona College to an in-state, public university remained steady, despite 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 also remained consistent, indicating that the transfer process is an efficient and cost-effective pathway to a bachelor’s degree.

# Increase Transfer & Completion: Long-Term Metrics

## Metric 27: In-State University Transfer Rate

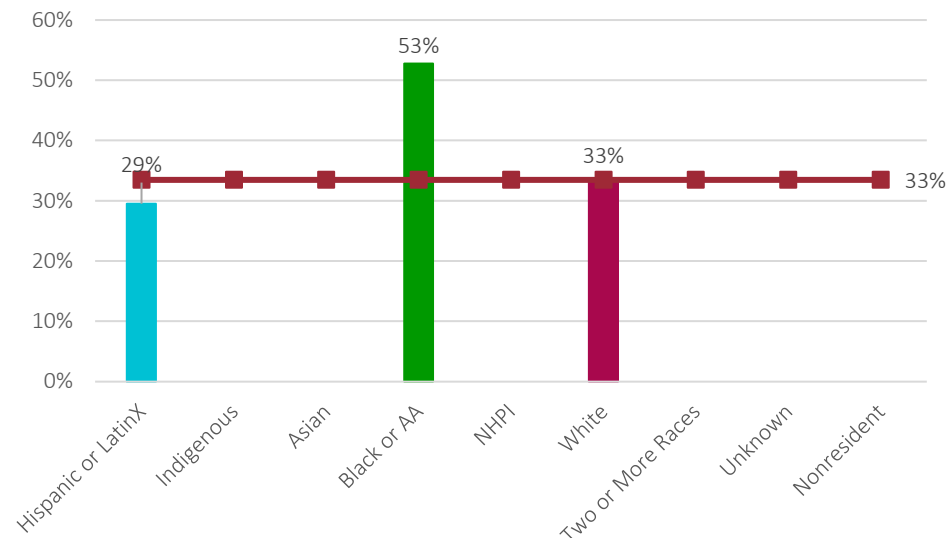
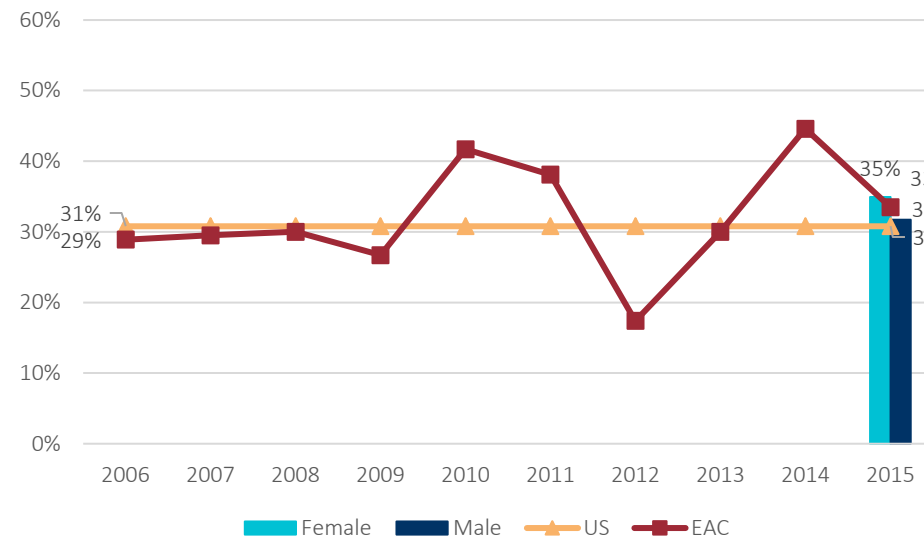


Sixteen percent of EAC's 2014 ASSIST Transfer Behavior Cohort (first-time learners who earned at least 12 community college credits within three years, completed one or more general education courses, and declared an intent to transfer) transferred to one of Arizona's three public universities within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

# Increase Transfer & Completion: Long-Term Metrics

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**Metric 28: Overall  
Transfer Rate**

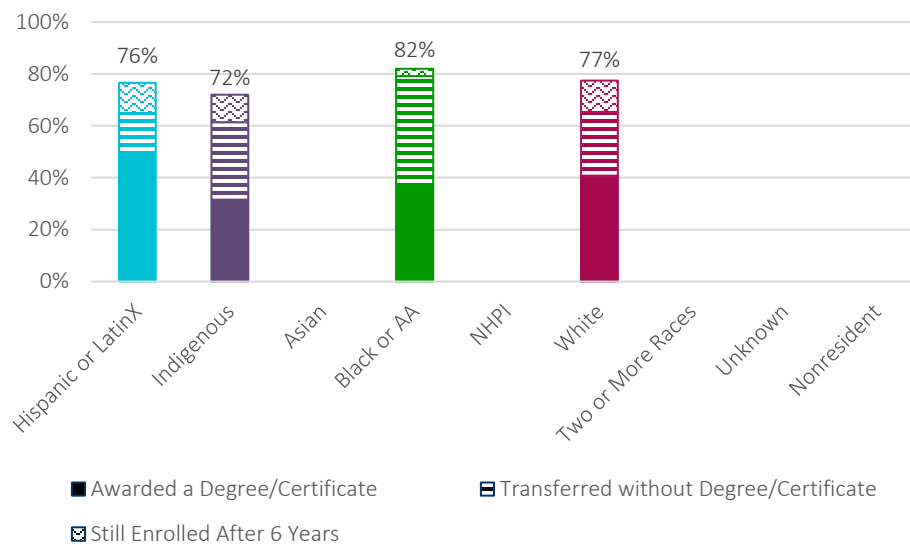
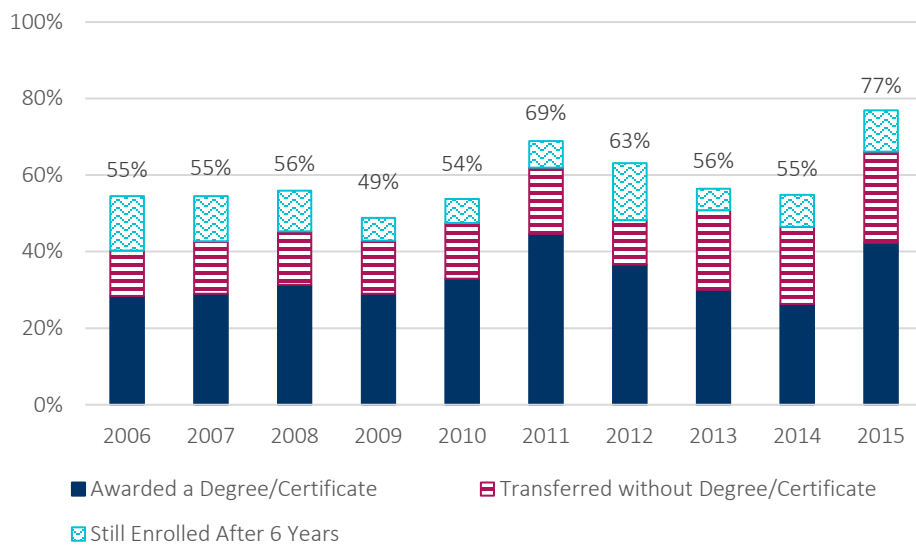


Thirty-three percent of learners in EAC's 2015 Credential-Seeking Cohort transferred to a four-year college or university (public and private institutions, in-state and out) within six years. This rate has been highly variable over the last few years and is slightly higher than statewide (29%) and national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

As the chart on the left illustrates, there is a small gender equity gap in EAC's transfer rates, with 35 percent of females and 32 percent of males transferring within six years. EAC's three percentage-point gender gap is slightly 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, Black and African American learners at EAC transferred at a substantially higher rate than their Hispanic/LatinX and 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**

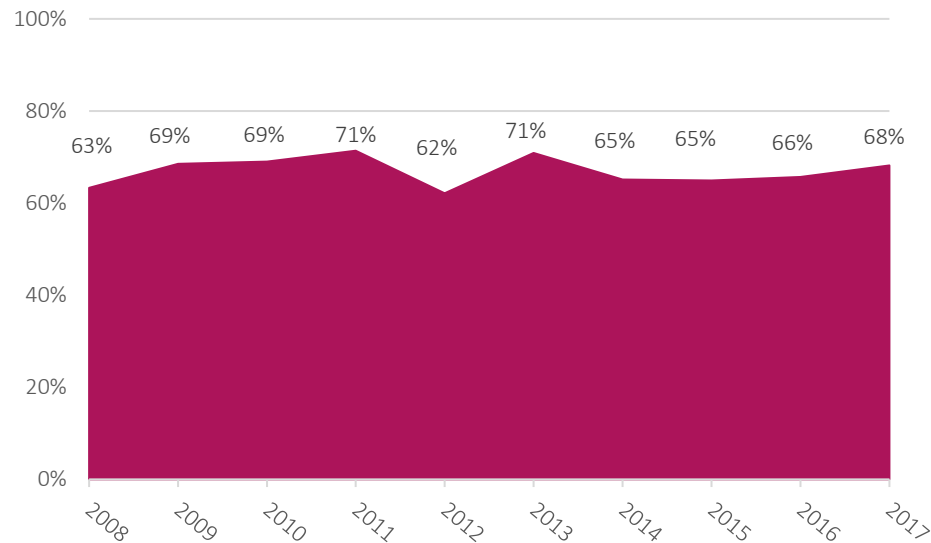


At EAC, 77 percent of learners achieve a successful outcome within six years. Because community college learners enter college with diverse education and training goals, and because they often attend part-time and/or earn credits from more than one institution, several national accountability initiatives—including 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 EAC, females are far more likely to achieve a successful outcome within six years (80%, compared to 73% for males). Similarly, as the chart on the right illustrates, Indigenous learners achieve a successful outcome within six years at a lower rate than their Hispanic/LatinX, Black/African American, and White peers. Results are not shown for races/ethnicities with Ns too small to report.

# Increase Transfer & Completion: Follow-Up Metrics

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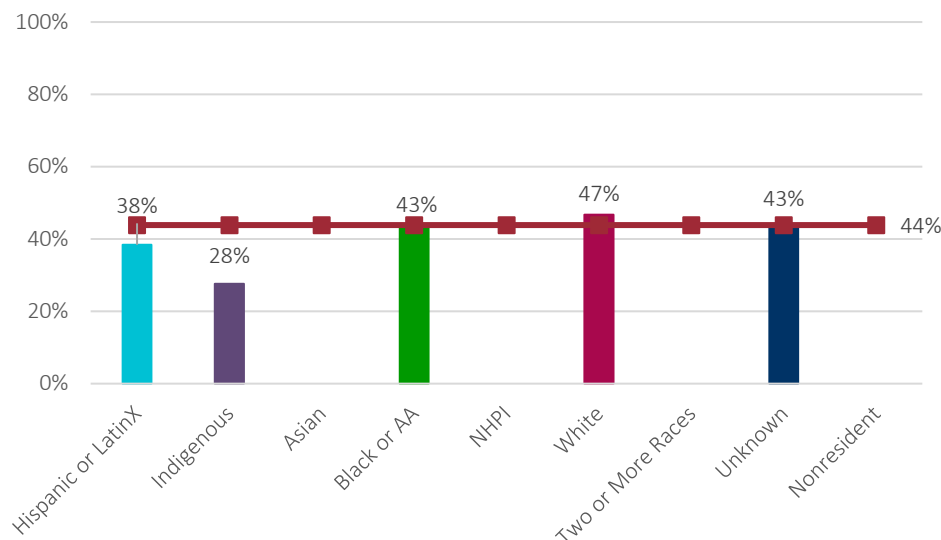
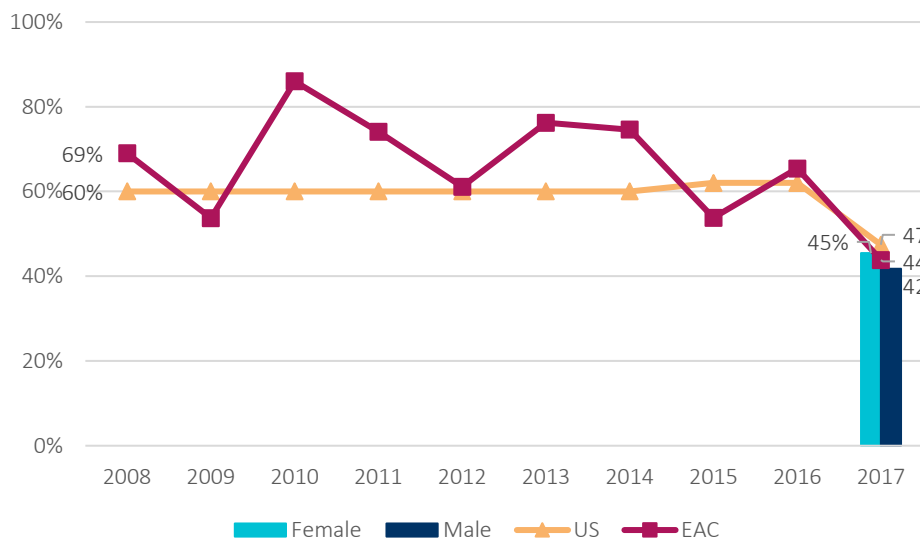
## Metric 30: Percent of Full-Time Transfers to Arizona Universities Earning Bachelor's Degrees within Four Years



Sixty-eight percent of all 2017 full-time transfers from Eastern Arizona College to the University of Arizona, Arizona State University, and Northern Arizona University earned a bachelor's degree within four years. This rate has remained relatively consistent over the past decade and is slightly lower than the statewide number (72%). Nonetheless, it indicates that most full-time transfers from EAC 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**



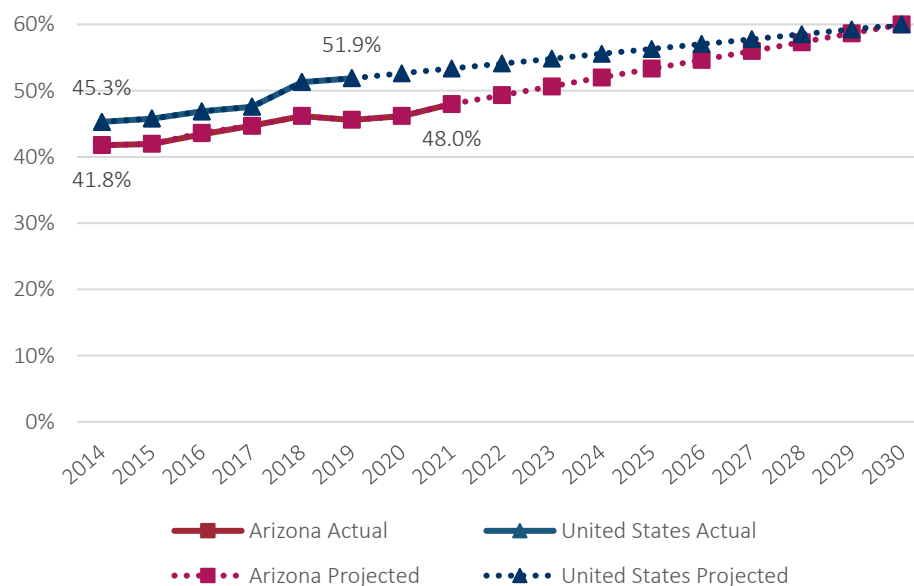
At EAC, 44 percent of 2017-18 transfers to all four-year institutions (public and private, in-state and out) earned a bachelor's degree within four years. This rate is slightly lower than both statewide (48%) and national comparisons (47%).<sup>8</sup> As the chart on the left illustrates, there is only a small gender equity gap for this measure, as 45 percent of females and 42 percent of males earn a bachelor's degree within four years of transfer.

Equity gaps are also apparent when completion after transfer rates are analyzed by race and ethnicity (see chart on right). In particular, Hispanic/LatinX and Indigenous learners completed a bachelor's degree within four years of transfer at substantially lower rates than their Black/African American and White peers, as well as those of unknown race or ethnicity. Results are not shown for races/ethnicities with Ns too small to report.

# Increase Transfer & Completion: Follow-Up Metrics

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

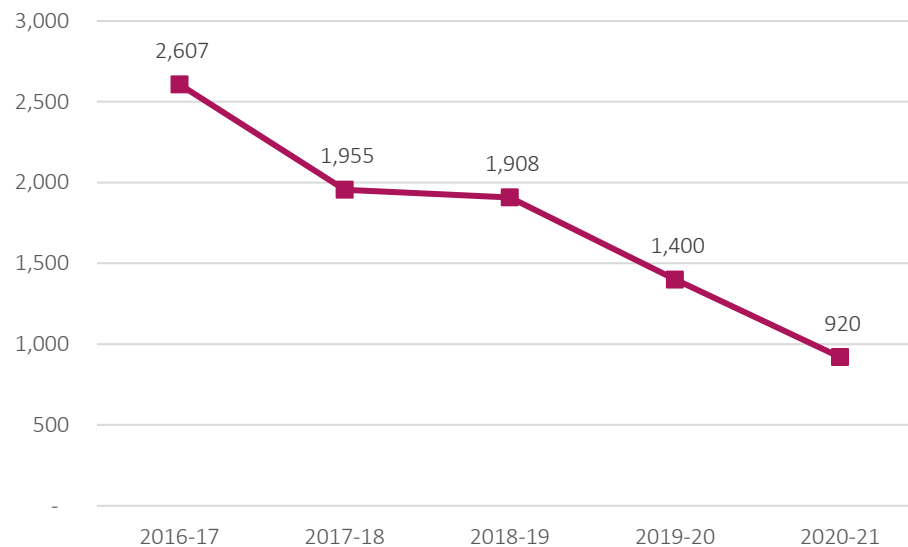


In 2021 an estimated 48 percent of the Arizona working-age population (residents aged 25-64) held a workforce credential, associate degree, or bachelor's or higher degree (up from 46 percent in 2020). Arizona's community colleges will continue to work closely with the Arizona Board of Regents and other 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 34 percent to 920 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

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## **Metric 34: Percent of the 25 Highest-Demand Occupations in Graham and Gila Counties Requiring More than a High School Diploma but less than a Bachelor's Degree for which EAC Offers Degrees or Certificates**

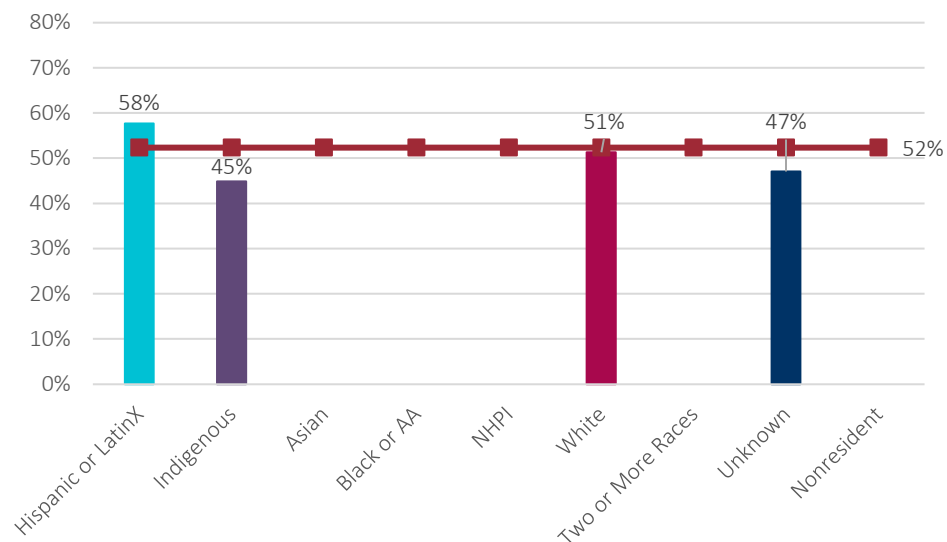
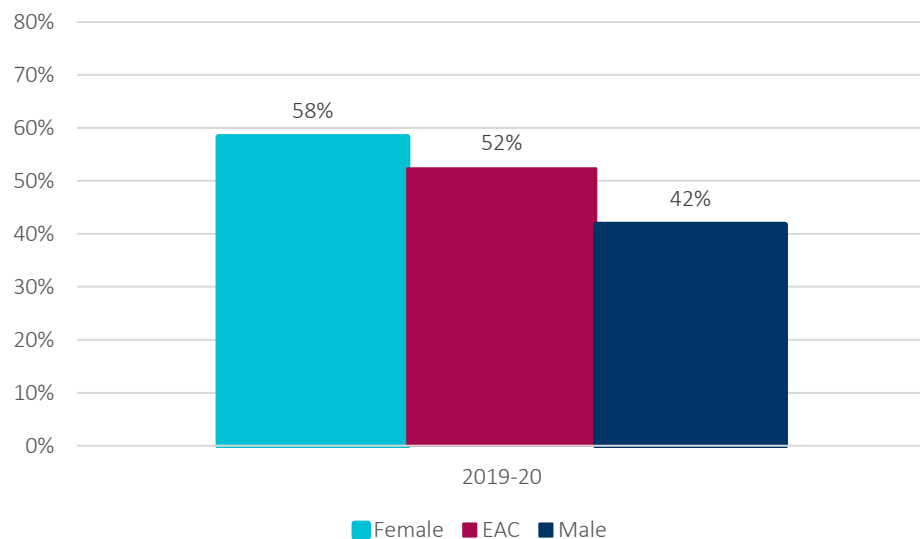
- ✓ Medical Assistants
- ✓ Heating, Air Conditioning, and Refrigeration Mechanics and Installers
- ✓ Computer User Support Specialists
- ✓ Dental Assistants
  - Respiratory Therapists
  - Occupational Therapy Assistants
- ✓ Nursing Assistants
- ✓ Automotive Service Technicians and Mechanics
- ✓ Licensed Practical and Licensed Vocational Nurses
- ✓ Heavy and Tractor-Trailer Truck Drivers
  - Teaching Assistants, Except Postsecondary
- ✓ Emergency Medical Technicians and Paramedics
- ✓ Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians
- ✓ Bookkeeping, Accounting, and Auditing Clerks
- ✓ Forest and Conservation Technicians
- Dental Hygienists
- ✓ Firefighters
- ✓ Preschool Teachers, Except Special Education
- Chemical Technicians
- Fire Inspectors and Investigators
- Radiation Therapists
- ✓ Health Information Technologists, Medical Registrars, Surgical Assistants, and Healthcare Practitioners and Technical Workers
- ✓ Electrical and Electronics Repairers, Commercial and Industrial Equipment
- ✓ Medical Transcriptionists
- Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters

Eastern Arizona College offers degree and/or certificate programs that train workers for 68 percent (17 of 25) of the highest-demand occupations in Graham and Gila Counties.

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 EAC, 52 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. The statewide rate is 36 percent. As the chart on the left illustrates, this measure exhibits a substantial gender equity gap, with 58 percent of females earning an occupational credential within one year, compared to 42 percent of males.

Equity gaps are also apparent when occupational credential rates are analyzed by race and ethnicity (see chart on right). In particular, Indigenous learners and those of unknown race or ethnicity completed an occupational credential within one year at lower rates than their Hispanic/LatinX and White peers. Results are not shown for races/ethnicities with Ns too small to report.

# Strategic Vision Data: Sources and Attributions

34

<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., & 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.

<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.