



2024 Executive Summary

Strategic Vision Outcomes Report

STRATEGIC VISION FOR 2030

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In 2017 Arizona's community colleges embraced a Strategic Vision for 2030, which focuses college efforts around three major goals: expanding access to postsecondary credentials; increasing transfer and completion of associate degrees and certificates; and improving alignment between college programs and workforce needs.

The Strategic Vision for 2030 builds upon the colleges' previous long-term plan, published in 2011, and outlines how Arizona's ten community college districts will continue to improve student outcomes, as well as how the districts contribute to Arizona's broader economic and educational goals. **In particular, the Strategic Vision for 2030 creates a framework for reaching the Achieve60AZ goal that by 2030, 60 percent of the Arizona working-age population will hold a postsecondary credential.**



A major function of the Strategic Vision for 2030 is the collection, analysis, and publication of data pertaining to 35 short-term, mid-range, long-term, and follow-up metrics. The majority of these metrics have been in place for years, making it possible to evaluate trends in student progress and outcomes. Others have been added more recently to reflect current priorities and initiatives.

Statewide and district-level data are used to guide improvement efforts at community colleges across the state. Statewide data are also shared with the Arizona Board of Regents, the Arizona Department of Education, and Arizona's workforce development and business communities in order to assist in the improvement of educational and economic pathways.

The Strategic Vision for 2030, as well as a Technical Guide that provides detailed definitions of each metric, can be found online at: www.arizonacommunitycolleges.org.

METRICS AND COHORTS



METRICS

The 2024 Strategic Vision Executive Summary 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 2024 Strategic Vision Executive Summary tracks several cohorts of students. Where possible, these cohorts are disaggregated by IPEDS race/ethnicity and IPEDS gender categories.

2021 and 2017 New Student Cohorts are used to examine student persistence and success after two and six years, respectively.

2021 and 2017 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.

2021-22 Occupational Cohort, comprised of students who exited a community college in 2021-22 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.

2024 EXECUTIVE SUMMARY

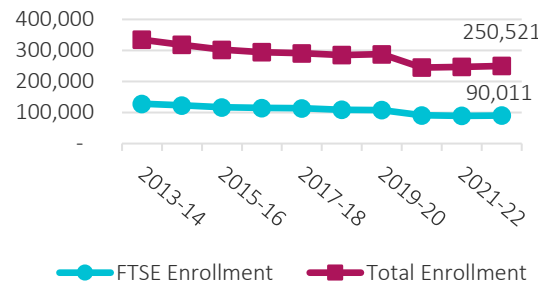
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EVIDENCE OF A POST-PANDEMIC RECOVERY

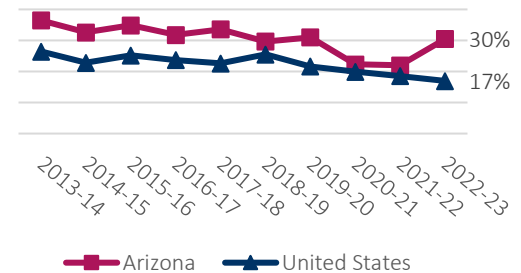
As it did across the country, the COVID-19 pandemic hit Arizona's community colleges and community college students hard, with already-vulnerable populations bearing the brunt of the impact. However, **the 2024 Strategic Vision report provides evidence of a substantial post-pandemic recovery**. For example, across the state and at most districts, total enrollment rose for the second year in a row, and FTSE enrollment increased

for the first time since 2013-14, largely driven by a 15% increase in occupational course enrollments. Strikingly, the community college-going rate jumped from 22%, where it had been for the past 2 years, to 30% in 2022-23.

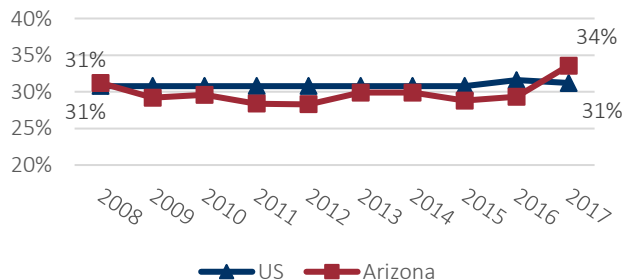
FTSE and Total Enrollment



Community College-Going Rate

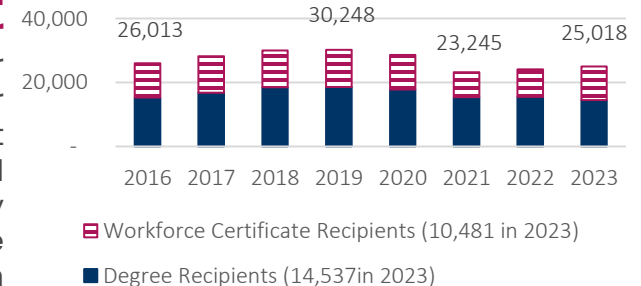


Transfer Rate



Evidence of a post-pandemic recovery can also be seen in transfer rates and in the number of credential recipients. Transfer rates increased from 29% to 34% for the 2017 credential-seeking cohort and the number of credential recipients rose by 4%, driven largely by a greater number of workforce certificates awarded. Graduation rates remained steady at 34%.

Credential Recipients



Although enrollments and successful completions increased across the board, equity gaps remain. In particular, persistence rates are highest among Latinx, Asian, and Black learners, and lowest among Indigenous and White students. Transfer rates are highest among Asian, Black, and White learners and lowest among Latinx and Indigenous students. Graduation rates are highest among Asian, White, and Nonresident learners, and lowest among Black and Indigenous students. **Arizona's community colleges are redoubling efforts to support all learners through a successful outcome.**

On behalf of the Arizona Community College Coordinating Council (AC4), the 2024 Strategic Vision Executive Summary was produced by Kisker Education Consulting, in collaboration with the offices of Institutional Effectiveness at Arizona's 10 community college districts.

