



Achieving the Dream™

Community Colleges Count

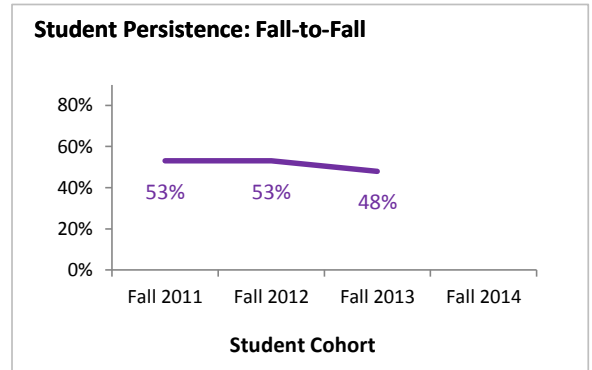
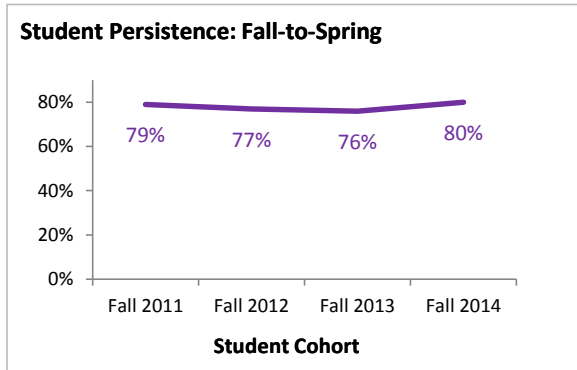
**TACOMA COMMUNITY COLLEGE**

**Achieving the Dream Student Success Report**

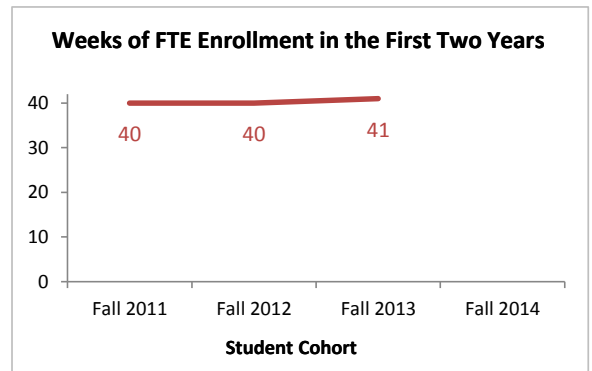
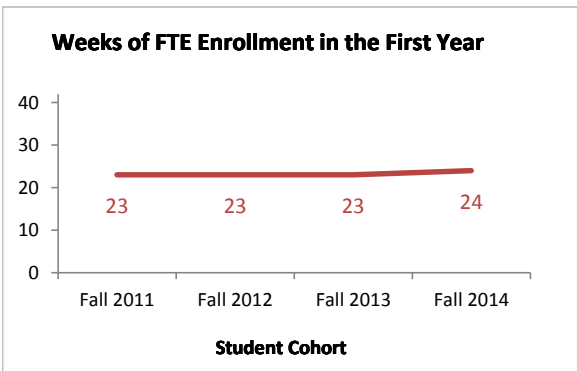
Spring 2016

Student Cohort	Number of Students	% Known Gender	% Known Race/Ethnicity	% Female	Top 3 Race/Ethnicity Groups			% FTIC
					% White	% Black	% Hispanic	
Fall 2011	1,688	88%	18%	62%	66%	8%	9%	66%
Fall 2012	1,835	89%	16%	63%	60%	8%	11%	62%
Fall 2013	1,963	85%	10%	61%	56%	8%	9%	62%
Fall 2014	1,857	82%	4%	60%	49%	14%	11%	60%

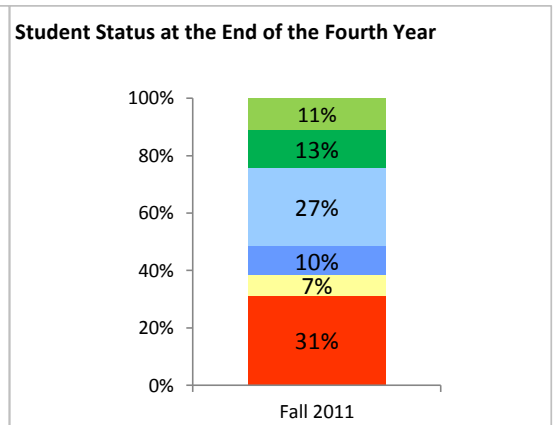
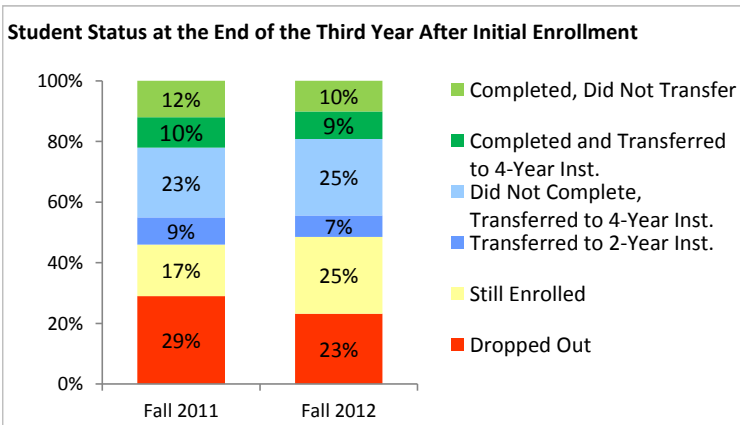
**PERSISTENCE**



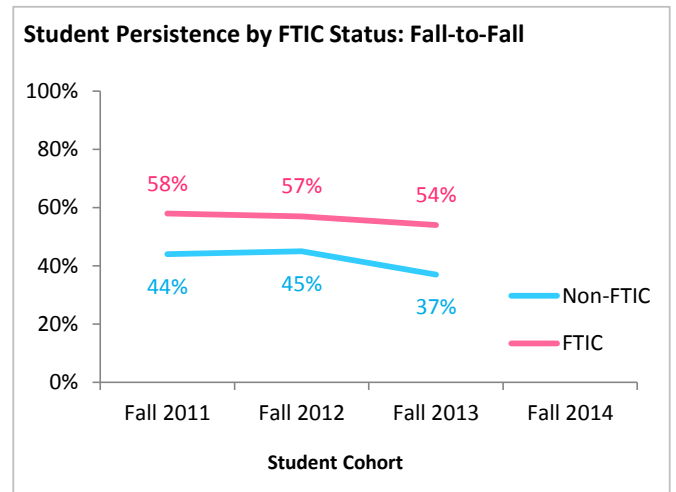
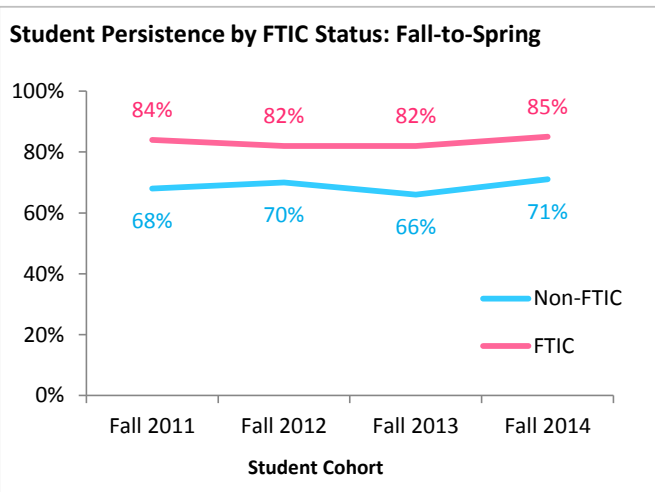
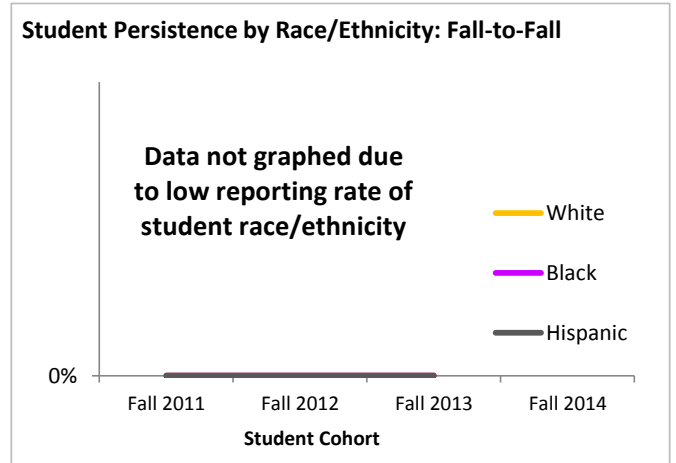
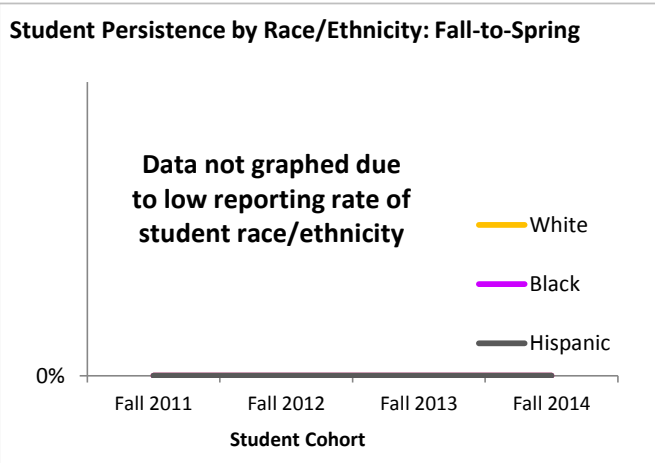
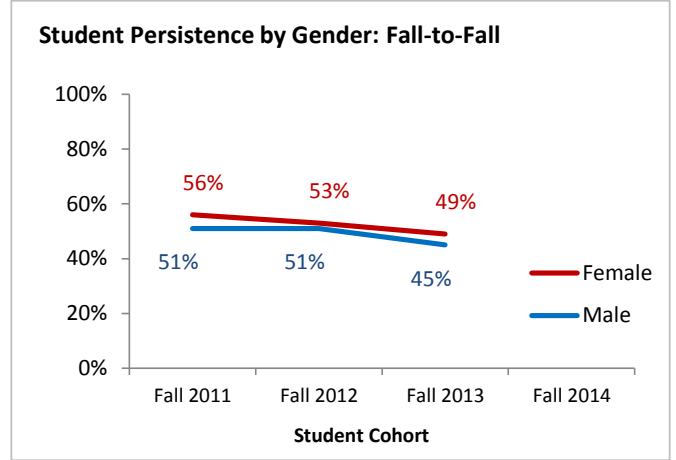
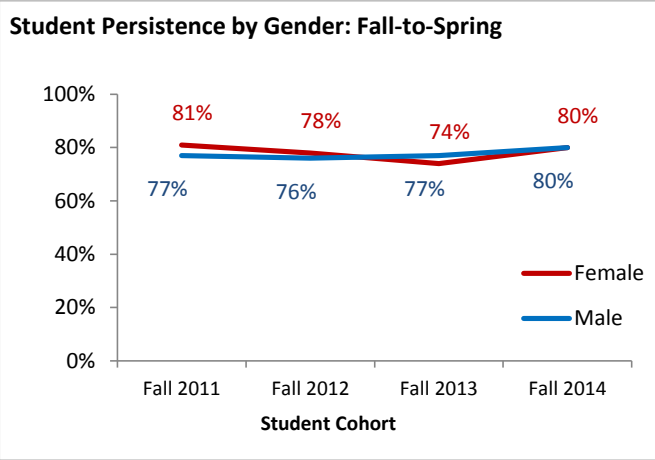
**PROGRESS**



**COMPLETION**

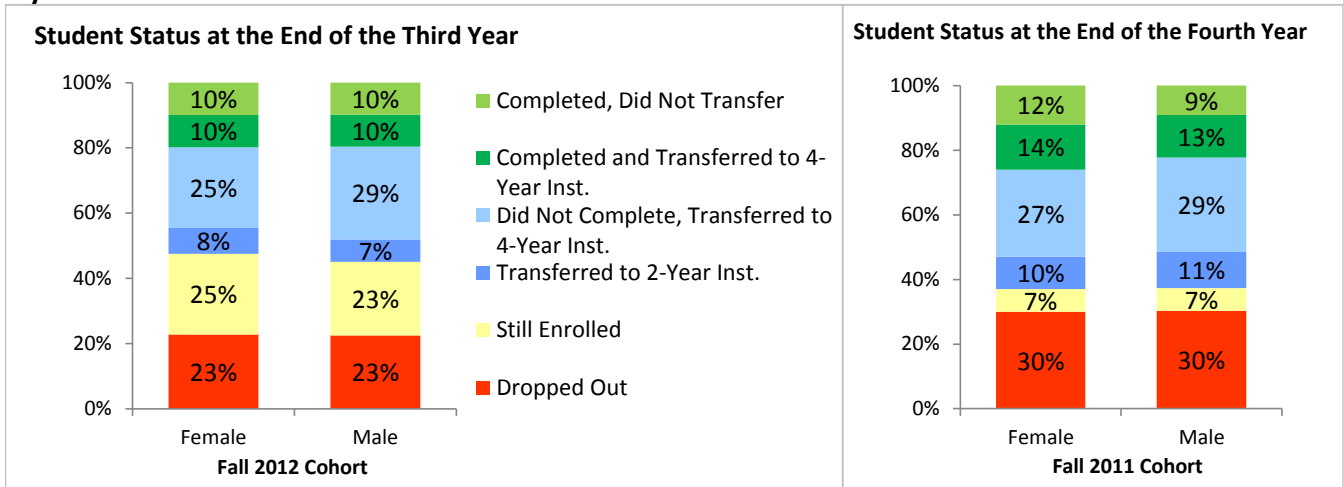


**TACOMA COMMUNITY COLLEGE**  
**PERSISTENCE: FALL-TO-SPRING AND FALL-TO-FALL, BY STUDENT SUBGROUPS**

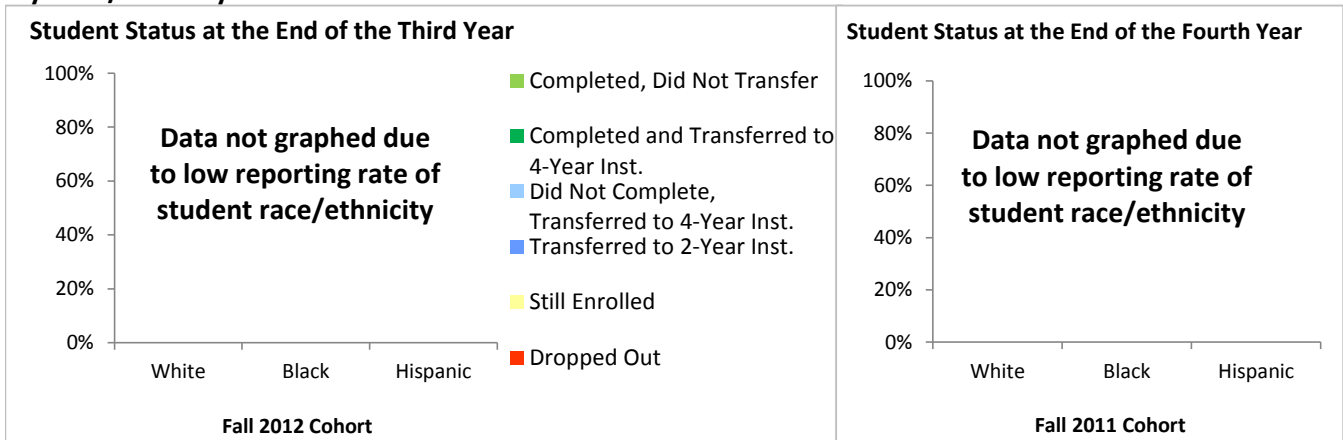


## TACOMA COMMUNITY COLLEGE COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

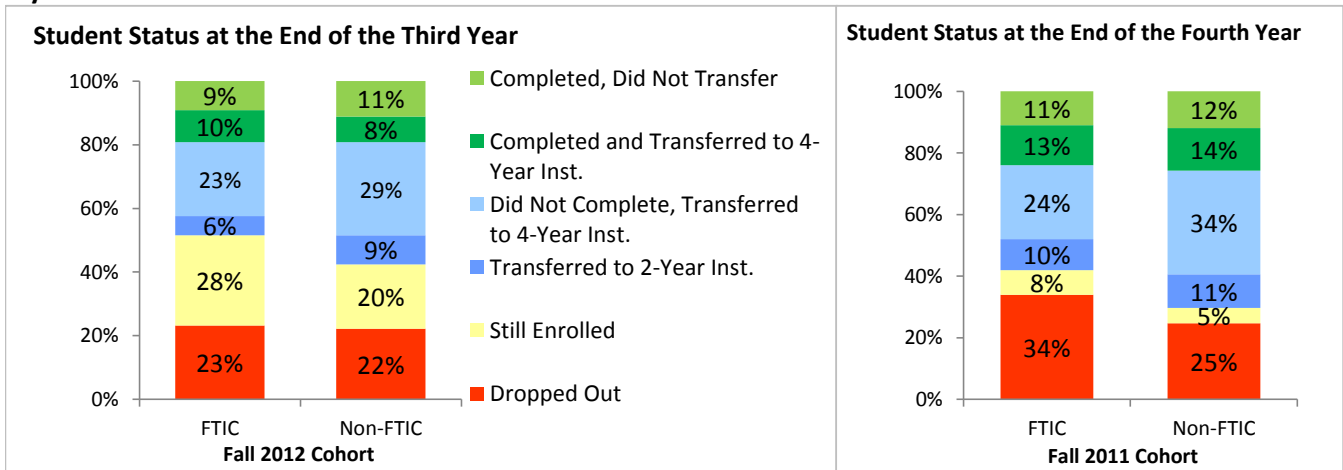
### By Gender



### By Race/Ethnicity



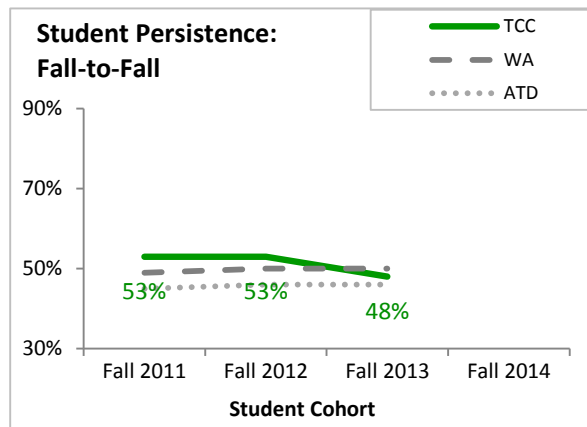
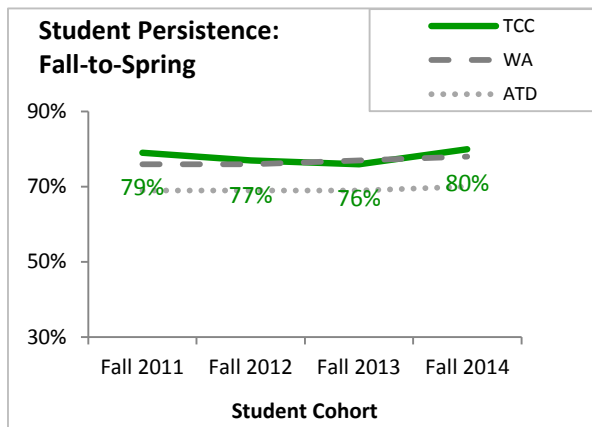
### By FTIC Status



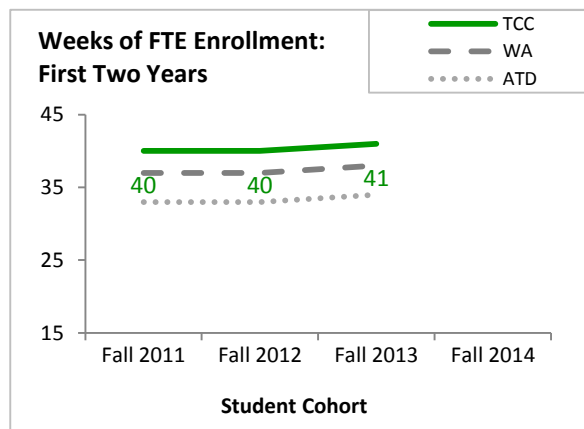
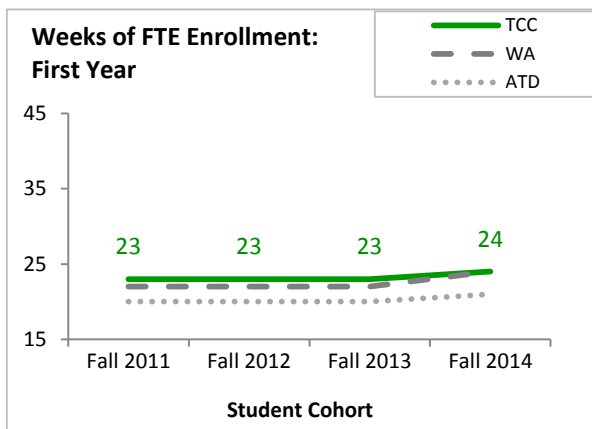
## TACOMA COMMUNITY COLLEGE BENCHMARKING

(Your College Compared with the ATD Network and Your State/Region Averages)

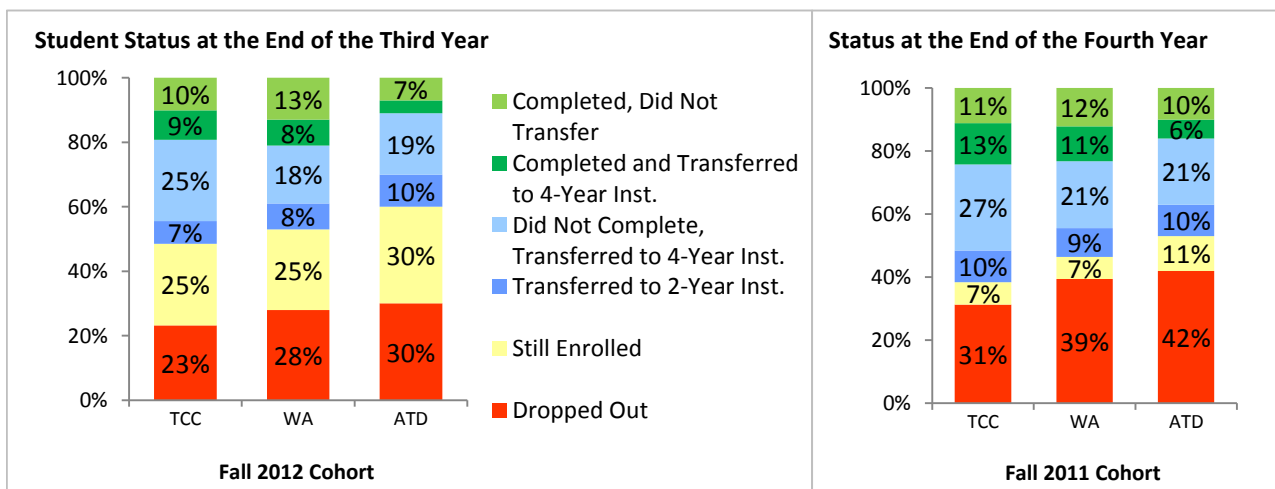
### PERSISTENCE



### PROGRESS



### COMPLETION



## **DATA AND METHODOLOGY**

### Data Source

The data used in this report is from student enrollment data submitted to the National Student Clearinghouse (NSC). For more information about NSC, please visit: <http://www.nationalstudentclearinghouse.com>.

### Student Cohorts

Student cohorts in this report are defined the same as traditional ATD student cohorts: Full-time and part-time, credential seeking students who first enrolled at an ATD college in the fall. For example, the Fall 2012 cohort students are those who first enrolled at an ATD college between August 1, 2012 and September 30, 2012. This cohort includes both part-time and full-time students. However, due to the degree-seeking indicator in the NSC data file not consistently populated by colleges, these cohorts may not be exactly the same as the ATD cohorts a college submitted to the ATD database in the past.

### Top 3 Student Race/Ethnicity Groups

Percentages of students that are among the top three race/ethnicity groups are based on the number of students with known race/ethnicity in the most recent student cohort (i.e. Fall 2014).

### Persistence Fall-to-Spring

Student persisted from the fall semester they first enrolled to the following spring semester, defined as having an enrollment record with at least one day of enrollment in the Spring semester (January 1 to May 15) of the following year.

### Persistence Fall-to-Fall

Student persisted from the fall semester they first enrolled to the next fall semester, defined as having an enrollment record with at least one day of enrollment in the Fall semester (August 1 to December 31) in the following year.

### Weeks of Full-time Equivalent (FTE) Enrollment

According to the National Student Clearinghouse, 28 weeks of FTE enrollment is equivalent to 24 credit hours.

Weeks of FTE enrollment is calculated by the number of days of enrollment (D) weighted by student's participation status (S) in a given period of time:

$$(D*S)/7$$

Where D equals a number of days a record spans (calculated as the difference between term begin date and term end date), and S equals a factor representing the enrollment status:

- Full Time (F) = 1.00
- Three Quarter Time (Q) = 0.75
- Half Time (H) = 0.50
- Less Than Half Time (L) = 0.25

The F, Q, H, and L statuses are indicated by the colleges as they submit student enrollment data to NSC.

For example, if a student enrolled full-time for 98 days in the fall semester, then his/her FTE weeks of enrollment is  $(98*1.00)/7=14$  for the fall semester; in the spring the student enrolled half-time for 98 days, then his/her FTE weeks of enrollment is  $(98*0.50)/7=7$  for the spring semester. If the student did not enroll in the summer, then his/her FTE weeks of enrollment for this academic year is  $14+7=21$ , which is equivalent to 21 credit hours.

### **Completion**

The student has received a certificate, associate's degree, or any other credential from the institution he/she first enrolled by the end of the reporting period.

### **Transfer**

The student has at least one enrollment record at a four-year institution or two-year institution other than the originating institution by the end of the reporting period.

### **Still Enrolled**

The student had at least one day of enrollment at the same institution he/she first enrolled in the last year of the reporting period.

### **Dropped Out**

The student had not completed a credential or transferred to another institution, and had no enrollment record at any institution in the last year of the reporting period.

### **Disaggregated Data**

This report also presents student outcome data disaggregated by gender, race/ethnicity, and FTIC status. Data are not disaggregated by Pell status or remedial course enrollment due to extremely low submission rate of those two indicators. Disaggregated data by race/ethnicity is not presented if less than 50% of a student cohort's race/ethnicity is reported.

### **First-Time-In-College (FTIC)**

The student has no higher education history prior to the first Fall enrollment reported in this report.

### **ATD Benchmark**

ATD benchmark is calculated as the averages of all student outcome data in the dataset.

### **State/Regional Benchmark**

State benchmark is calculated as the averages of outcome data of all ATD colleges in the state where the reporting ATD college is located. If there are less than 5 ATD colleges in the state, a regional benchmark is provided. ATD follows the region assignment by the U.S. Department of Education:

New England: CT ME MA NH RI VT

Mid East: DE DC MD NJ NY PA

Great Lakes: IL IN MI OH WI

Plains: IA KS MN MO NE ND SD

Southeast: AL AR FL GA KY LA MS NC SC TN VA WV

Southwest: AZ NM OK TX

Rocky Mountains: CO ID MT UT WY

Far West: AK CA HI NV OR WA

In a few very rare cases where there are less than 5 ATD colleges in a region, the benchmark of a nearby region is provided.



### Additional Data on Student Status

More detailed student completion and transfer data are presented in the table below, for colleges that are interested in regrouping such data.

Student Status	Three Years After Enrollment		Four Years After Enrollment
	Fall 2011 Cohort (%)	Fall 2012 Cohort (%)	Fall 2011 Cohort (%)
Completed, Did Not Transfer	12%	10%	11%
Completed and Transferred to 4-Year Institution	10%	9%	13%
Completed and Transferred to 2-Year Institution	1%	1%	1%
Did Not Complete, Transferred to 4-Year Institution	23%	25%	27%
Did Not Complete, Transferred to 2-Year Institution	8%	7%	9%
Still Enrolled at the Same Institution	17%	25%	7%
Dropped Out	29%	23%	31%

### Questions

For questions about the data or student outcome calculation, please contact Wei Song, Director of Data Management and Research, at [wsong@achievingthedream.org](mailto:wsong@achievingthedream.org).