



TACOMA COMMUNITY COLLEGE

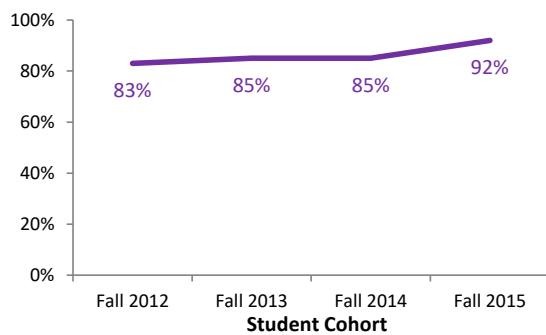
Achieving the Dream Student Success Report

Spring 2017

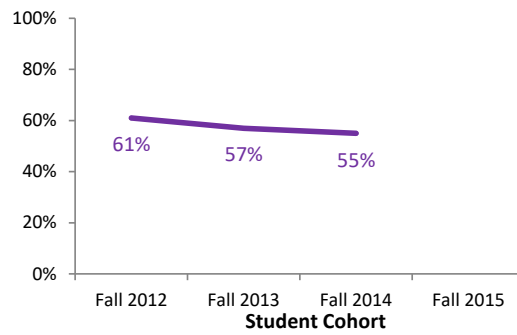
Student Cohort	Number of Students	% Known Gender	% Known Race/Ethnicity	% Female (of Known)	Top 3 Race/Ethnicity Groups (of Known)			% First-Time-Ever-in-College
					% White	% Hispanic	% Black	
Fall 2008	1,514	93%	28%	62%	67%	9%	8%	63%
Fall 2010	1,404	91%	28%	59%	65%	8%	8%	64%
Fall 2012	1,430	91%	29%	63%	61%	12%	7%	62%
Fall 2013	1,552	89%	28%	61%	61%	10%	8%	64%
Fall 2014	1,522	88%	22%	60%	56%	11%	9%	62%
Fall 2015	1,952	84%	10%	63%	56%	15%	13%	66%

PERSISTENCE

Student Persistence: Fall-to-Spring

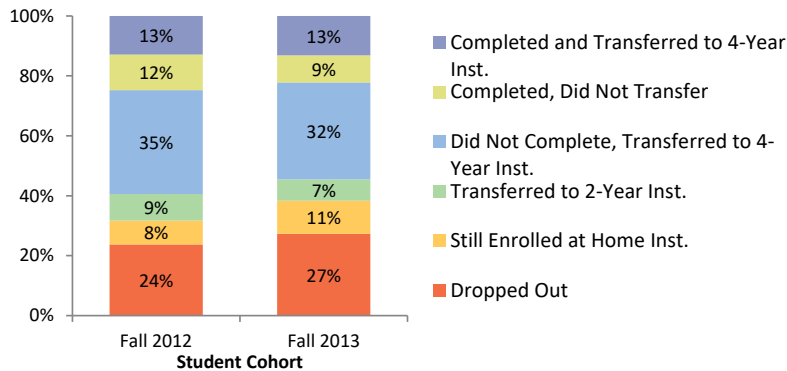


Student Persistence: Fall-to-Fall

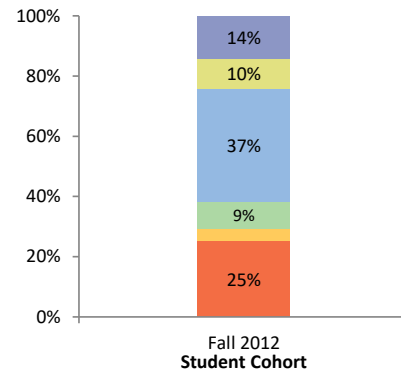


THREE- AND FOUR-YEAR COMPLETION

Student Status at the End of the Third Year After Initial Enrollment

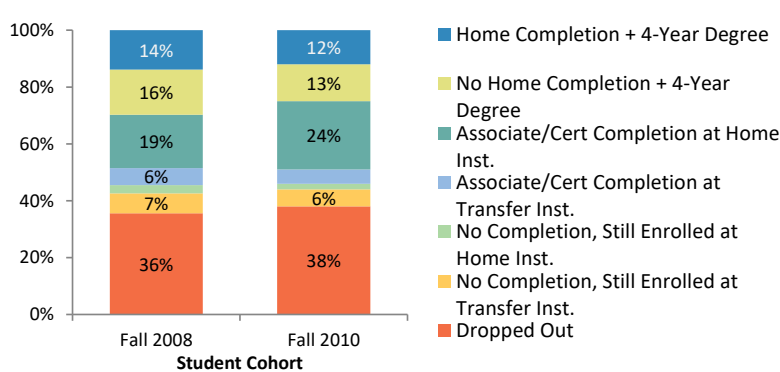


Student Status at the End of the Fourth Year

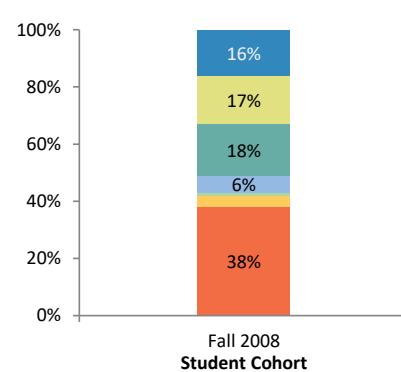


SIX- AND EIGHT-YEAR COMPLETION

Student Status at the End of the Sixth Year After Initial Enrollment

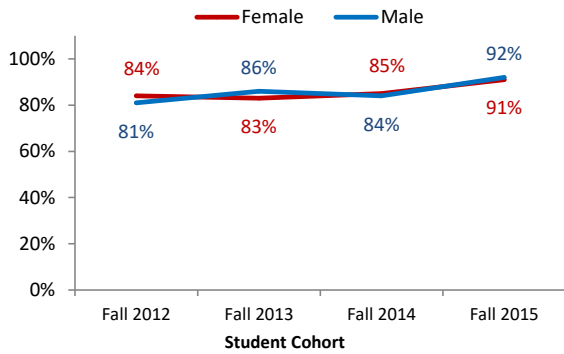


Student Status at the End of the Eighth Year

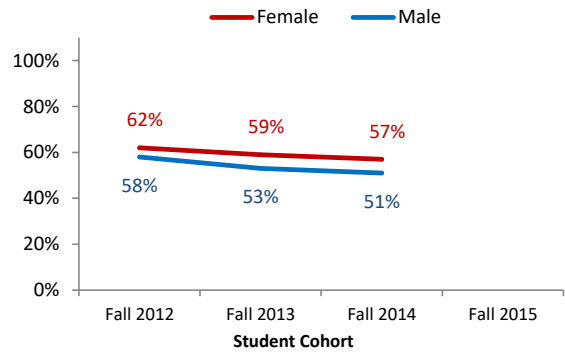


TACOMA COMMUNITY COLLEGE
PERSISTENCE: FALL-TO-SPRING AND FALL-TO-FALL, BY STUDENT SUBGROUPS

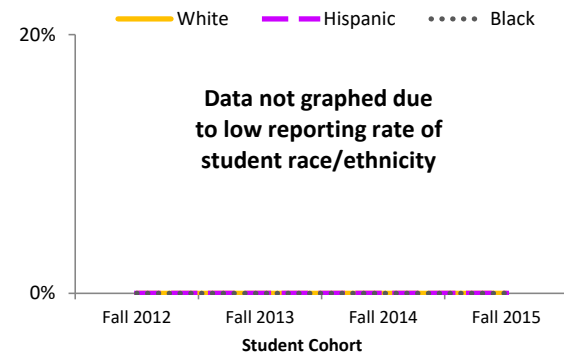
By Gender: Fall-to-Spring



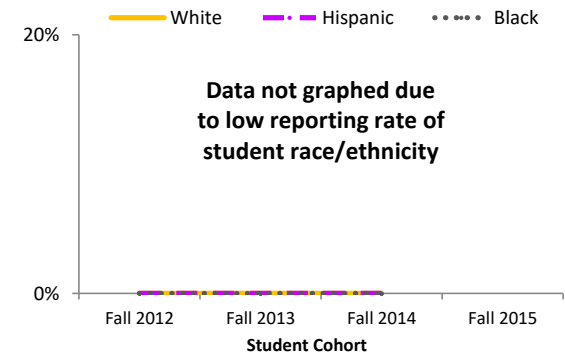
By Gender: Fall-to-Fall



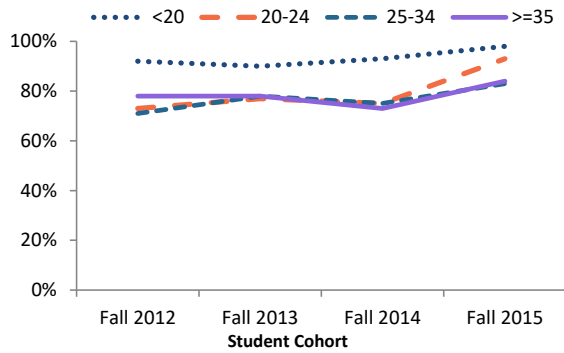
By Race/Ethnicity: Fall-to-Spring



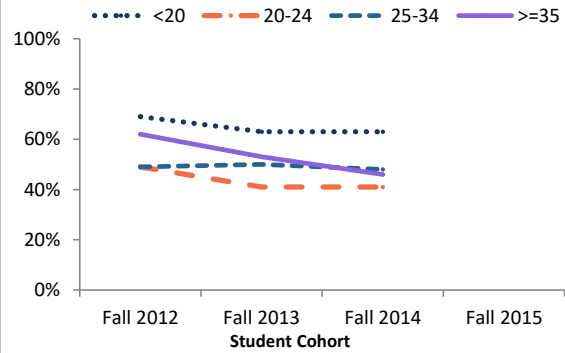
By Race/Ethnicity: Fall-to-Fall



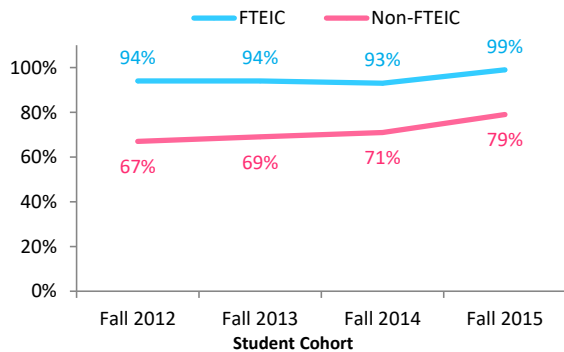
By Age Group: Fall-to-Spring



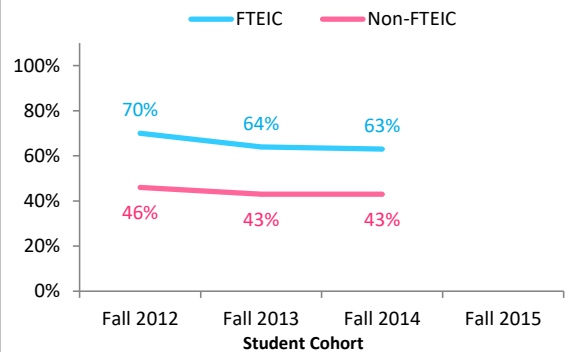
By Age Group: Fall-to-Fall



By FTEIC Status: Fall-to-Spring



By FTEIC Status: Fall-to-Fall

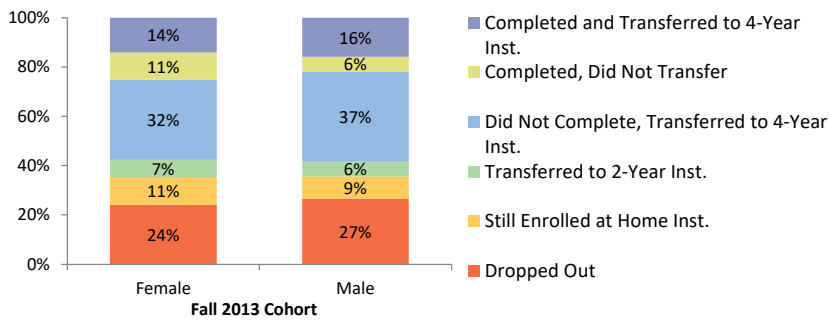


Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

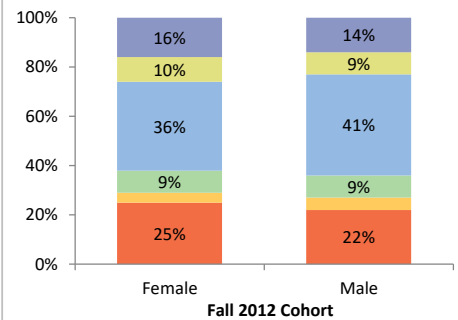
TACOMA COMMUNITY COLLEGE
THREE- AND FOUR-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender

Student Status at the End of the Third Year

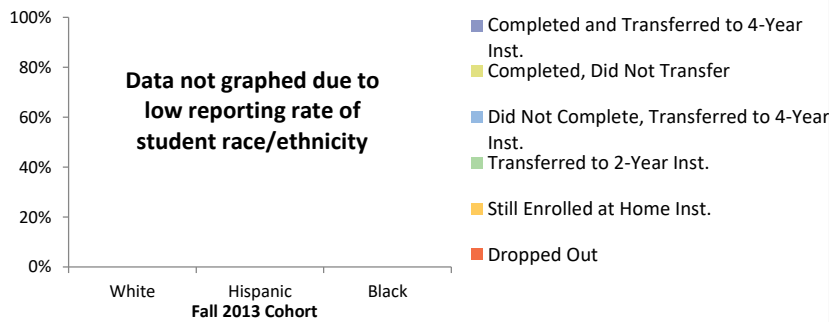


Student Status at the End of the Fourth Year

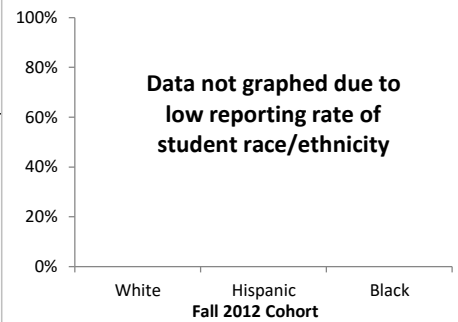


By Race/Ethnicity

Student Status at the End of the Third Year

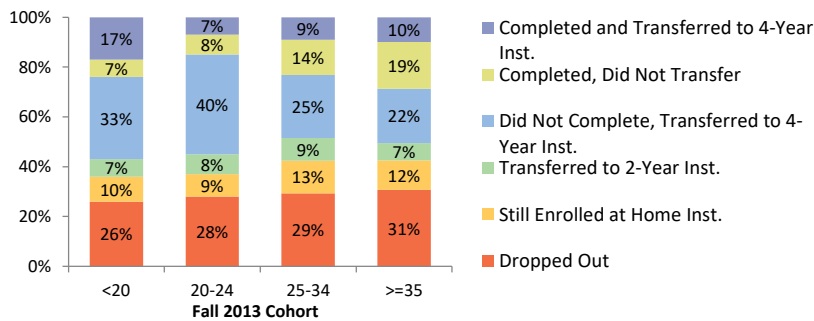


Student Status at the End of the Fourth Year

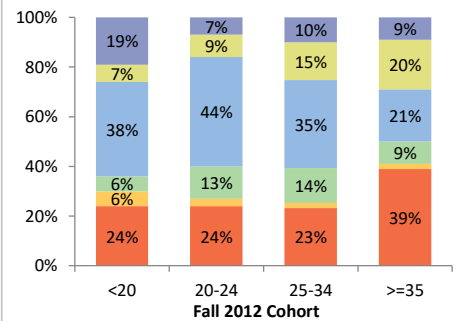


By Age Group

Student Status at the End of the Third Year

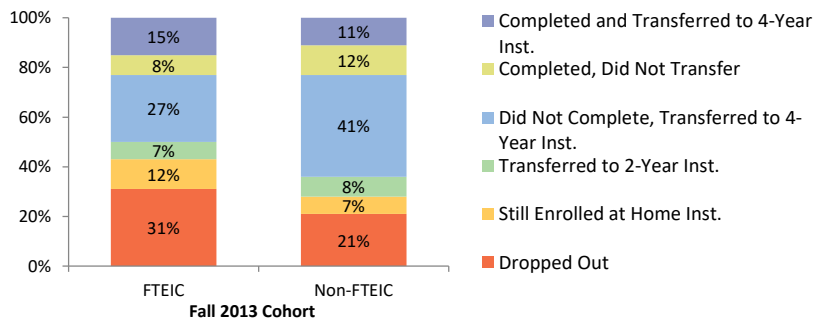


Student Status at the End of the Fourth Year

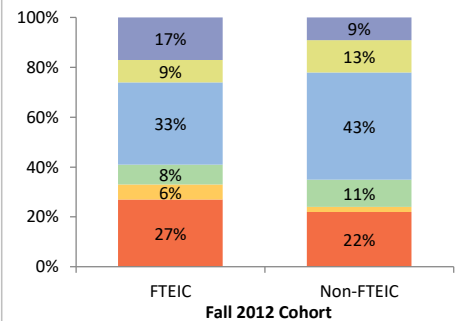


By FTEIC Status

Student Status at the End of the Third Year



Student Status at the End of the Fourth Year

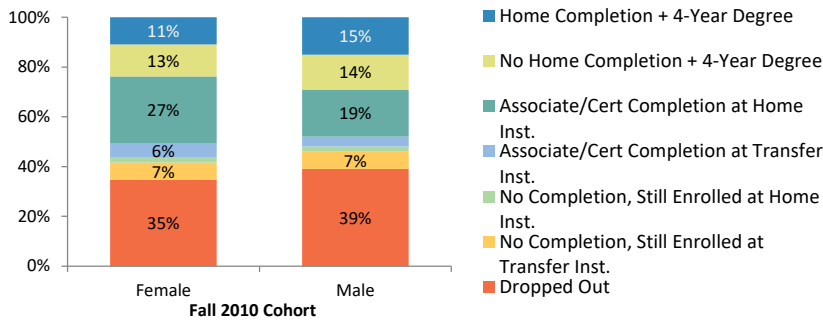


Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

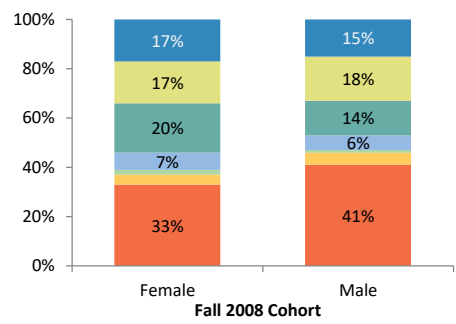
TACOMA COMMUNITY COLLEGE
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender

Student Status at the End of the Sixth Year

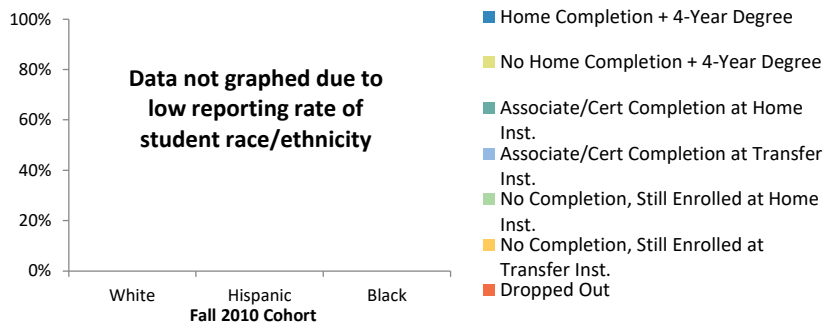


Student Status at the End of the Eighth Year

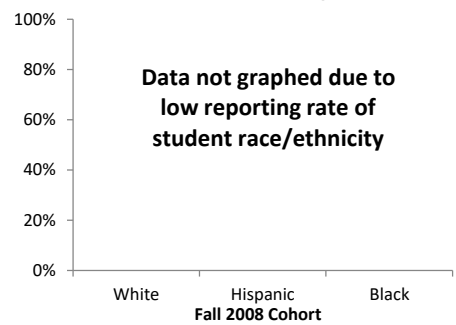


By Race/Ethnicity

Student Status at the End of the Sixth Year

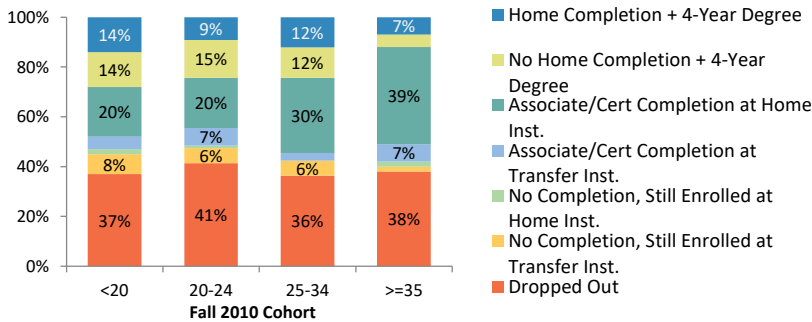


Student Status at the End of the Eighth Year

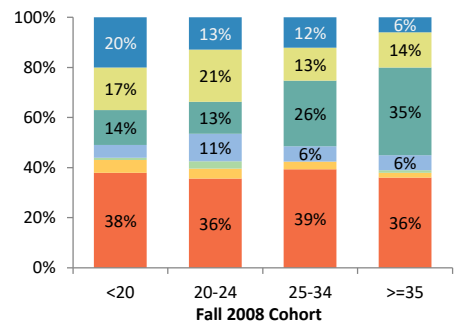


By Age Group

Student Status at the End of the Sixth Year

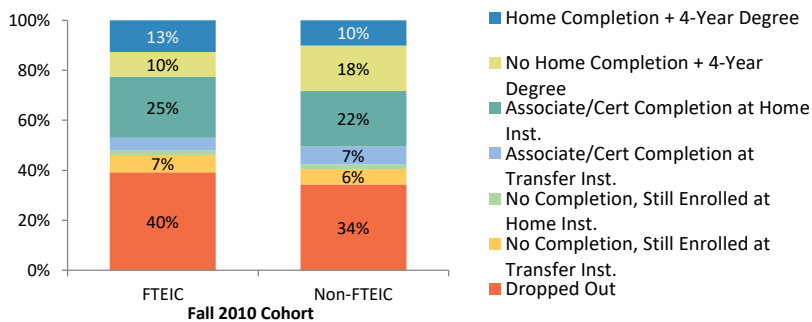


Student Status at the End of the Eighth Year

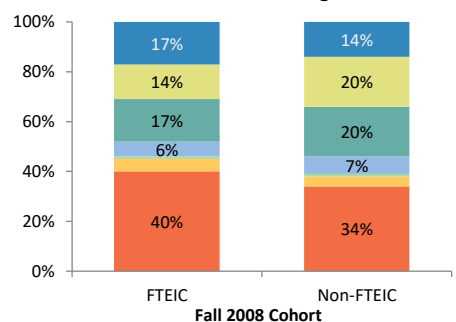


By FTEIC Status

Student Status at the End of the Sixth Year



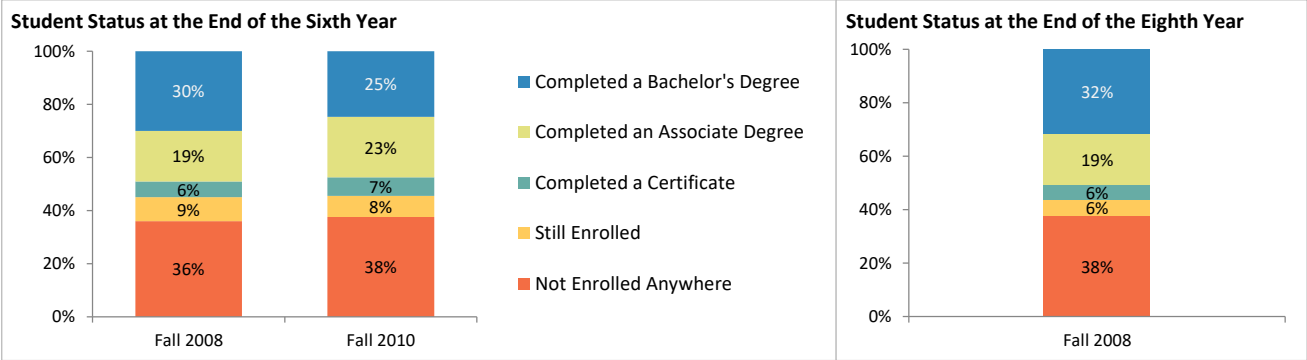
Student Status at the End of the Eighth Year



Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

TACOMA COMMUNITY COLLEGE
STUDENTS' HIGHEST DEGREE ATTAINMENT AT THE END OF SIX AND EIGHT YEARS

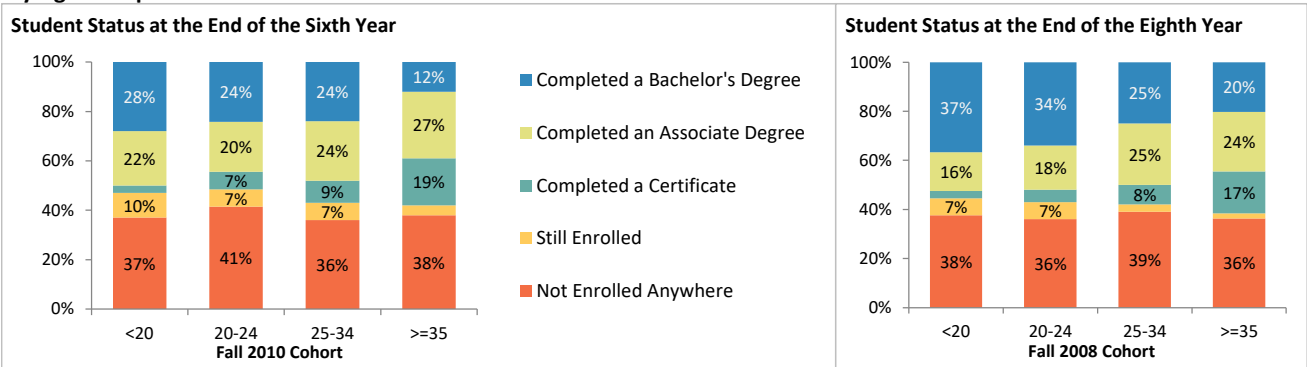
All Students in Cohort



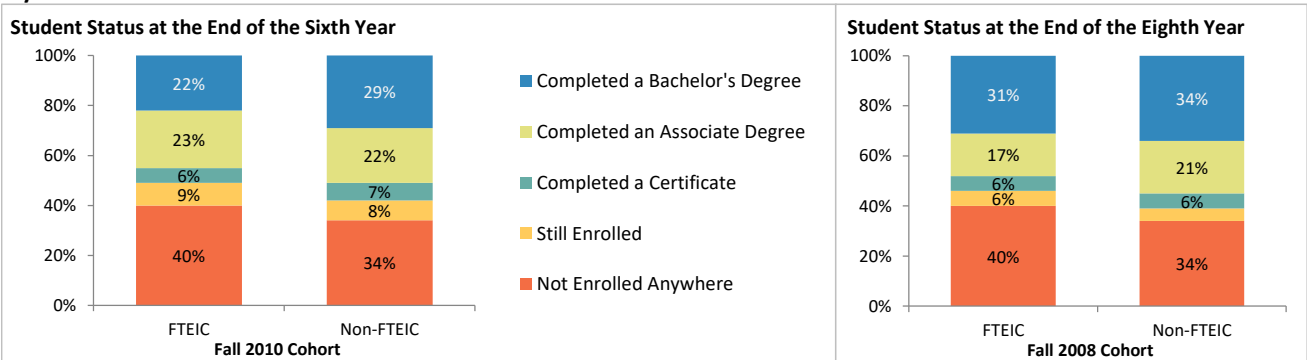
By Gender



By Age Group



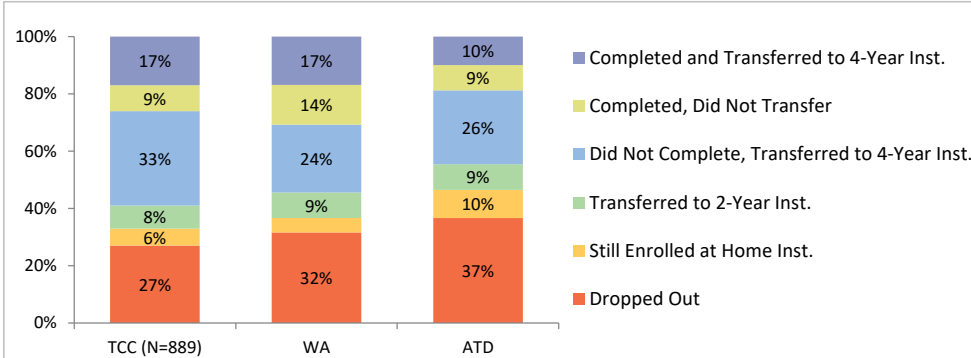
By FTEIC Status



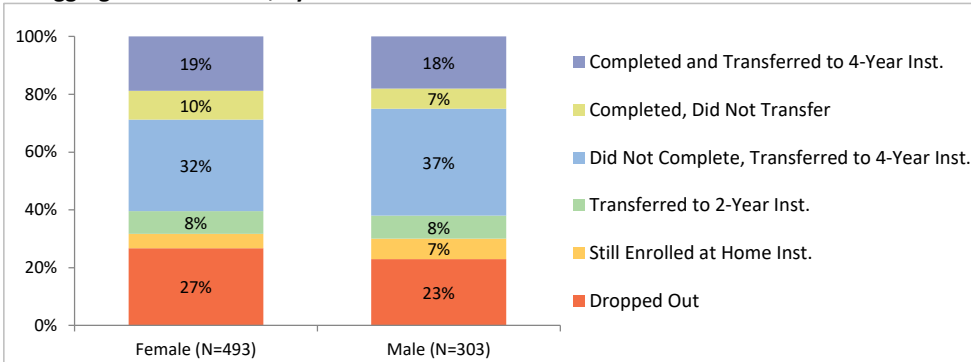
Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

TACOMA COMMUNITY COLLEGE
STUDENT STATUS AT THE END OF THE FOURTH YEAR AFTER INITIAL ENROLLMENT
Fall 2012 Cohort, First-Time-Ever-in-College Students

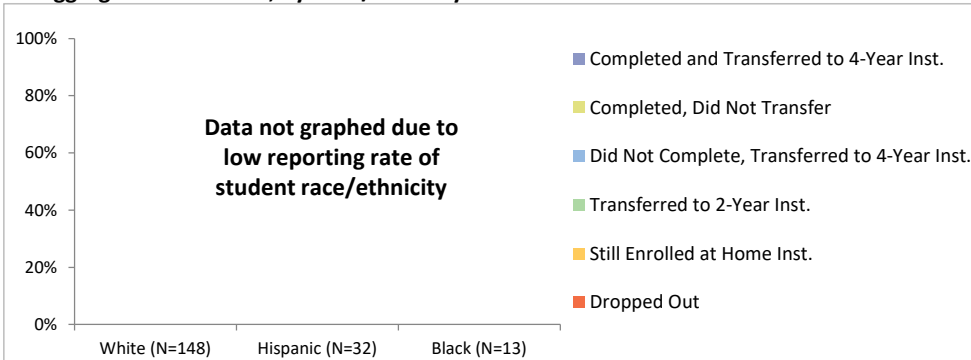
Institutional Outcomes with Benchmarks



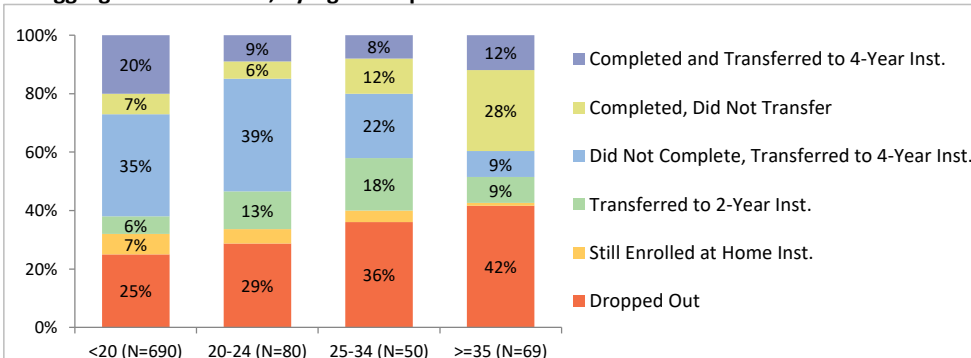
Disaggregated Outcomes, by Gender



Disaggregated Outcomes, by Race/Ethnicity

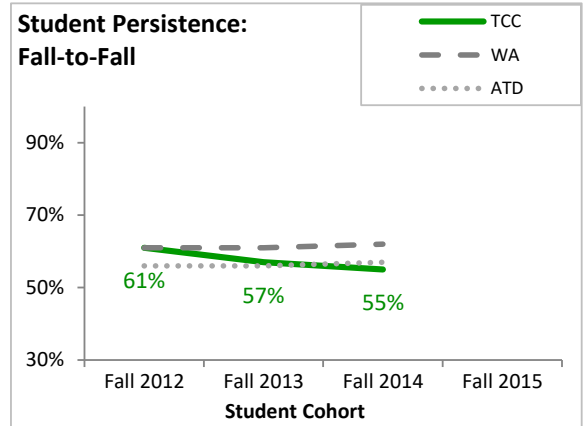
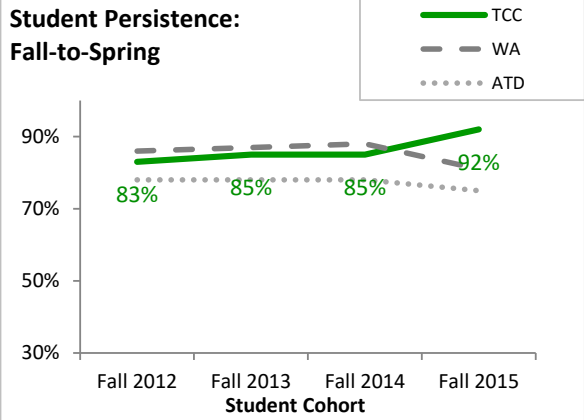


Disaggregated Outcomes, by Age Group

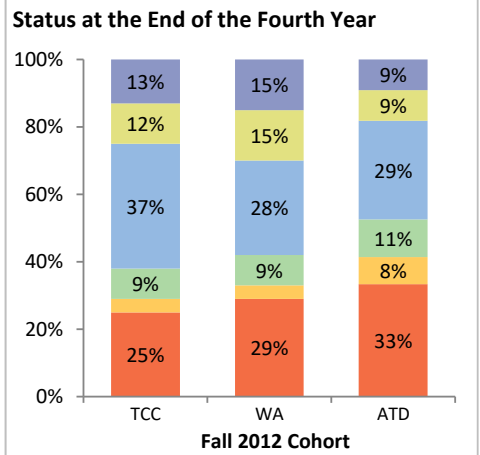
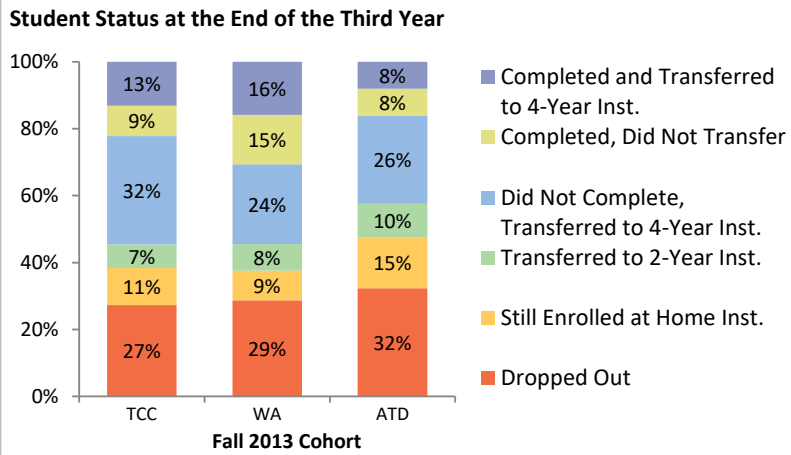


TACOMA COMMUNITY COLLEGE BENCHMARKING (Your College Compared with the ATD Network and Your State/Region Averages)

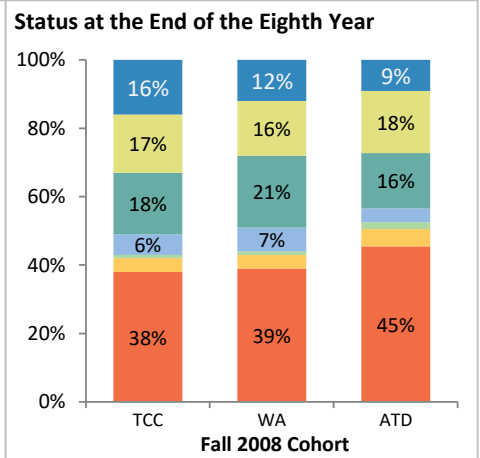
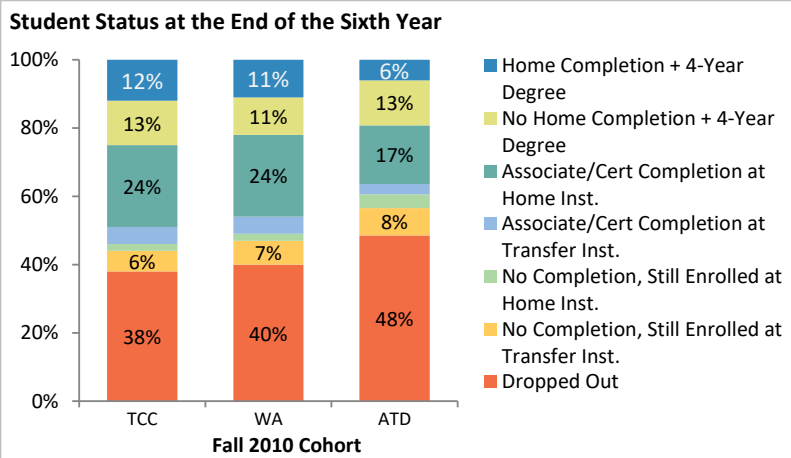
PERSISTENCE



THREE- AND FOUR-YEAR COMPLETION



SIX- AND EIGHT-YEAR COMPLETION



DATA AND METHODOLOGY

Data Source

The information contained in this report originates 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 as credential-seeking students, both full-time and part-time, who first enrolled at an ATD college in the fall semester. For example, the Fall 2015 cohort students are those who first enrolled at an ATD college between August 1, 2015 and September 30, 2015.

Due to the limitation that the degree-seeking indicator in the NSC data file is not consistently populated by colleges, ATD uses a proxy to define students' degree-seeking behavior through their enrollment history, which is also in alignment with the approach adopted by American Association of Community College's Voluntary Framework of Accountability (AACCC's VFA). AACCC defines degree-seeking as completing 12 credits in the first two years after initial enrollment. Accordingly, ATD includes students who completed 15 FTE weeks of enrollment (approximately 12 credit hours) in their first two years of enrollment (8 FTE weeks in the first year for the most recent cohort). For more details, please refer to "Weeks of Full-Time Equivalent (FTE) Enrollment" (below).

Detailed outcome information for five- and seven-year completion is not included in this report. With four-, six-, and eight-year completion metrics already provided for multiple cohorts, these additional completion times are not critical to understanding overall trends.

Top 3 Student Race/Ethnicity Groups

Outcome comparisons are provided for the three race/ethnicity groups with the largest student populations, as calculated from the subpopulation of students with known race/ethnicity in the most recent cohort (i.e., Fall 2015). Please note that these groups are ordered from largest to smallest in size in the report.

Persistence Fall-to-Spring

The student persisted at the home institution from the fall semester of first enrollment to the following spring semester, defined as either (a) having an enrollment record with at least one day of enrollment in the spring semester (January 1 to May 15) of the following calendar year, or (b) having completed a credential by that time.

Persistence Fall-to-Fall

The student persisted at the home institution from the fall semester of first enrollment to the following fall semester, defined as either (a) having an enrollment record with at least one day of enrollment in the fall semester (August 1 to December 31) in the following year, or (b) having completed a credential by that time.

Weeks of Full-Time Equivalent (FTE) Enrollment

The National Student Clearinghouse currently does not collect credit information (e.g., number of credits completed each semester) in the student enrollment data. Based on the number of days of enrollment and student participation status, NSC reports weeks of FTE enrollment. This measure is used as a proxy for course credits in this report.

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.

At most community colleges, a semester is approximately 15 weeks and 12 credits are required for full-time enrollment. AACCC's VFA defines degree-seeking students as those who have completed 12 credits in their first two years of enrollment. For the purpose of this report, degree-seeking is measured as completion of 15 weeks of FTE enrollment in the first two years after initial enrollment. For the most recent student cohort for which only one year of data is available, completion of 8 weeks of FTE enrollment in the first year is used as an indicator of degree-seeking.

Home

The ATD institution associated with a student as the place of enrollment at the time of cohort assignment—the institution named on the cover of this report. This term is used throughout the report alongside completion to indicate an activity that took place at this “original” institution.

Completion

The student received a certificate, associate’s degree, or any other credential/award from the institution in which he/she enrolled by the end of the reporting period.

Transfer

The student had 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 a postsecondary institution 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 presents student outcome data disaggregated by gender, race/ethnicity, age group, and FTEIC status. Data are not disaggregated by Pell status, remedial course enrollment, veteran status, or citizenship status due to the extremely low submission rate of those indicators. Disaggregated data by race/ethnicity are not presented if less than 50% of a student cohort’s race/ethnicity is reported.

First-Time-Ever-in-College (FTEIC)

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

ATD Benchmark

ATD benchmarks are calculated as the average outcomes of all cohort students enrolled at ATD network colleges in the dataset.

State/Regional Benchmark

State benchmarks are calculated as the average outcomes of all ATD colleges in the state where the reporting ATD college is located. If there are fewer than five 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

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 2012 Cohort (N)	Fall 2013 Cohort (N)	Fall 2012 Cohort (N)
Completed, Did Not Transfer	168	146	147
Completed and Transferred to 4-Year Institution	182	209	204
Completed and Transferred to 2-Year Institution	16	4	14
Did Not Complete, Transferred to 4-Year Institution	505	496	524
Did Not Complete, Transferred to 2-Year Institution	110	108	114
Still Enrolled at Home Institution	112	165	64
Dropped Out	337	424	363
Total	1,430	1,552	1,430

Student Status	Six Years After Enrollment		Eight Years After Enrollment
	Fall 2008 Cohort (N)	Fall 2010 Cohort (N)	Fall 2010 Cohort (N)
Earned a Bachelor's or Higher Degree from Home Inst.	0	0	0
Earned an Associate Degree from Home Inst. and a Bachelor's or Higher Degree from a Transfer Inst.	211	162	235
Earned a Certificate from Home Inst. and a Bachelor's or Higher Degree from a Transfer Inst.	2	4	2
No Award from Home Inst. but Earned a Bachelor's or Higher Degree from a Transfer Inst.	235	179	251
Earned an Associate Degree from Home Inst., No Higher Degree from a Transfer Inst.	226	269	212
Earned a Certificate from Home Inst. and an Associate Degree from a Transfer Inst.	4	0	5
No Award from Home Inst. but Earned an Associate Degree from a Transfer Inst.	62	48	65
Earned a Certificate from Home Inst., No Higher Degree from a Transfer Inst.	66	66	64
No Award from Home Inst. but Earned a Certificate from a Transfer Inst.	25	28	28
No Award but Still Enrolled at Home Inst.	42	26	21
No Award but Still Enrolled at a Transfer Inst.	99	91	63
No Award and Not Enrolled Anywhere	542	531	568
Total	1,514	1,404	1,514

Questions

For questions about the data or student outcome calculation, please email data@achievingthedream.org.