



Achieving the Dream™

Phillips Community College of the University of
Arkansas

Achieving the Dream Student Success Report

Spring 2018

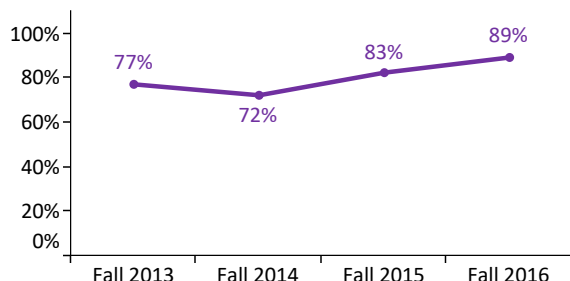
Phillips Community College of the University of Arkansas Key Student Data at a Glance

Race represents percent of races known

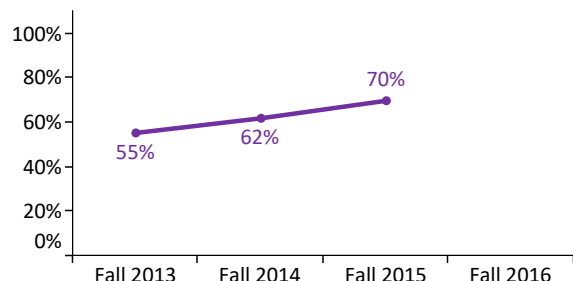
ATD Cohort	Number of Students	% Known Gender	% Known Race	% Female (of known)	% First-Time-Ever-in-College	Black	White	Hispanic
Fall 2008	487	91%	37%	64%	89%	41%	55%	1%
Fall 2009	457	91%	42%	65%	85%	42%	53%	2%
Fall 2010	372	93%	53%	63%	83%	44%	51%	1%
Fall 2011	375	91%	54%	68%	86%	52%	40%	1%
Fall 2012	400	92%	63%	58%	86%	46%	50%	1%
Fall 2013	384	93%	69%	64%	85%	42%	49%	3%
Fall 2014	319	97%	87%	60%	87%	41%	53%	3%
Fall 2015	293	100%	100%	56%	86%	50%	44%	2%
Fall 2016	369	100%	97%	54%	83%	49%	45%	3%

PERSISTENCE

Student Persistence Fall-to-Spring

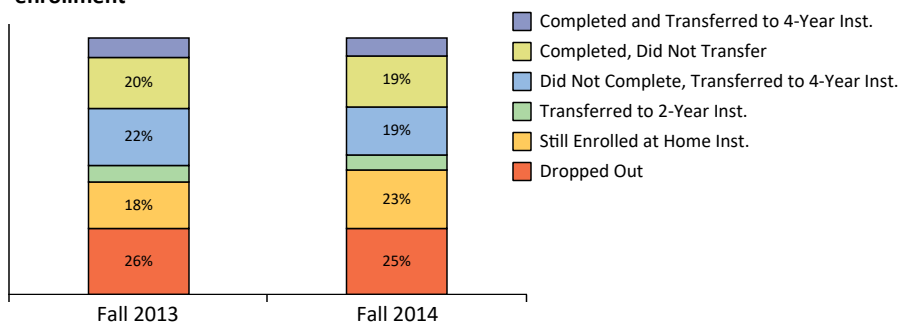


Student Persistence Fall-to-Fall

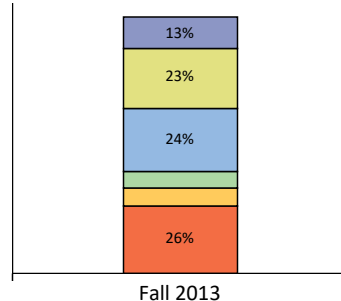


THREE & FOUR YEAR COMPLETION

Student status at the end of the THIRD year after enrollment

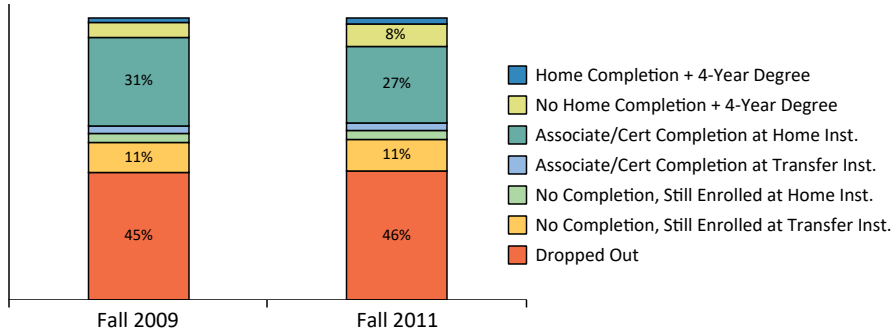


Student status at the end of the FOURTH year

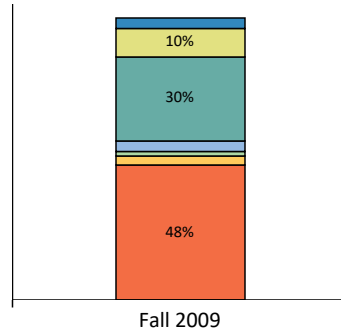


SIX- & EIGHT-YEAR COMPLETION

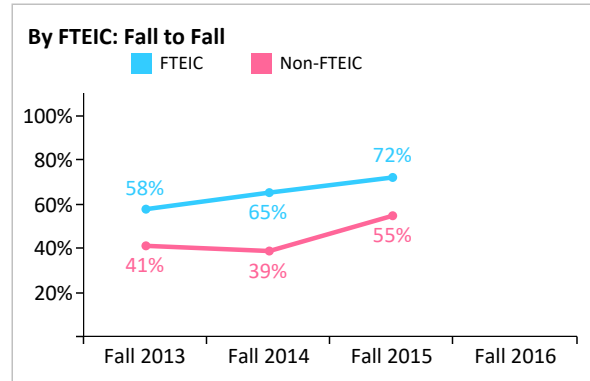
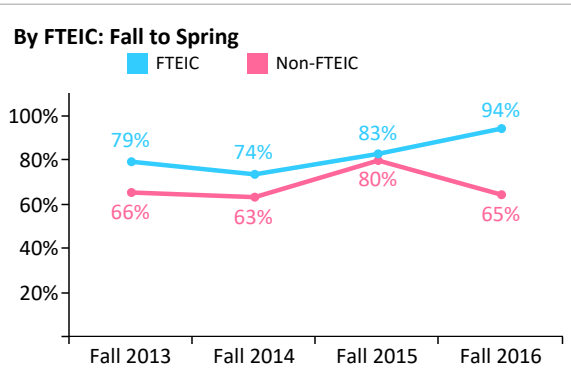
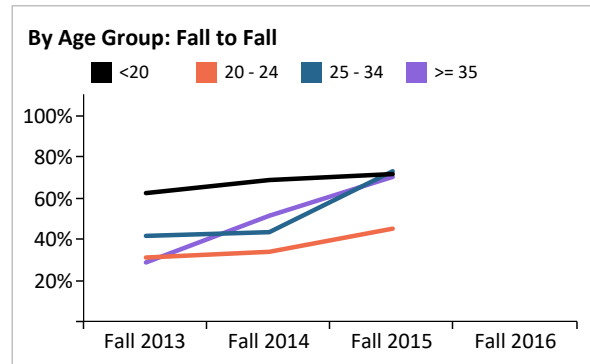
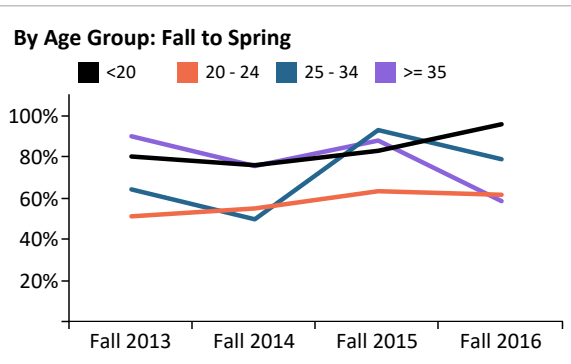
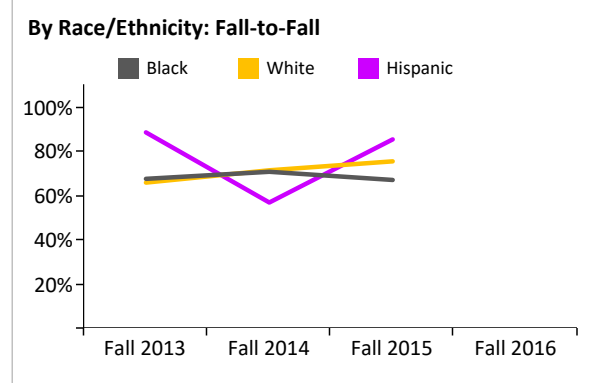
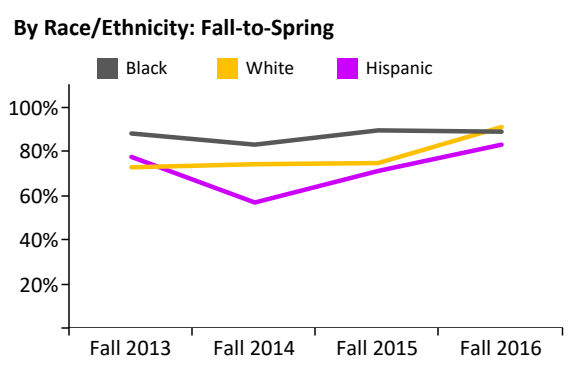
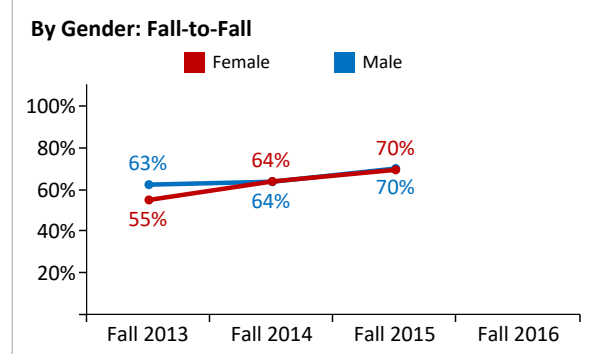
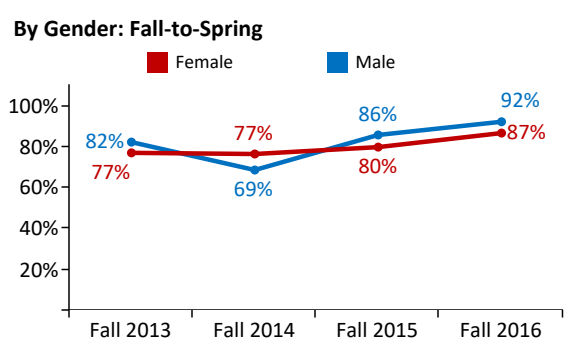
Student status at the end of the SIXTH year after enrollment



Student status at the end of the EIGHTH year



Phillips Community College of the University of Arkansas
PERSISTENCE: FALL-TO-SPRING AND FALL-TO-FALL, BY STUDENT SUBGROUPS

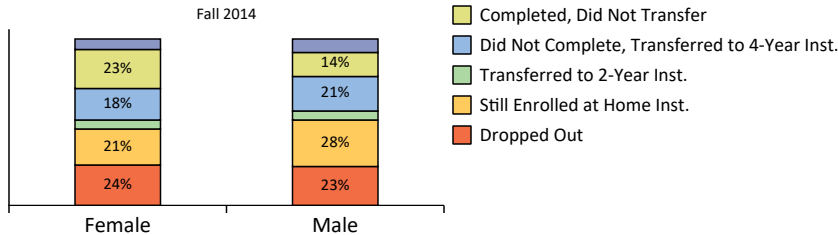


Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

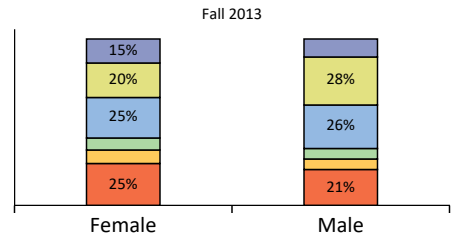
Phillips Community College of the University of Arkansas
THREE- AND FOUR-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender

Student status at the end of the THIRD year after enrollment

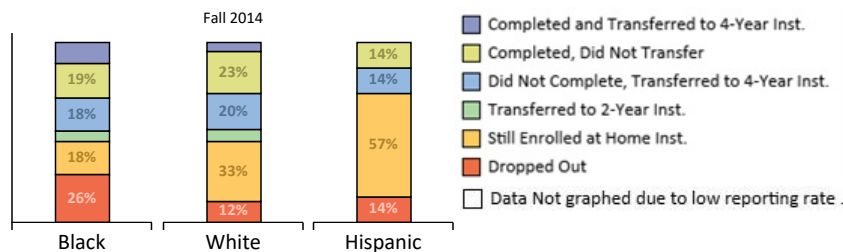


Student status at the end of the FOURTH year after enrollment

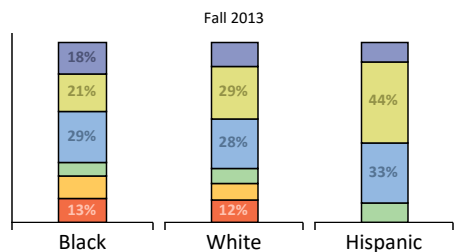


By Race/Ethnicity

Student status at the end of the THIRD year after enrollment

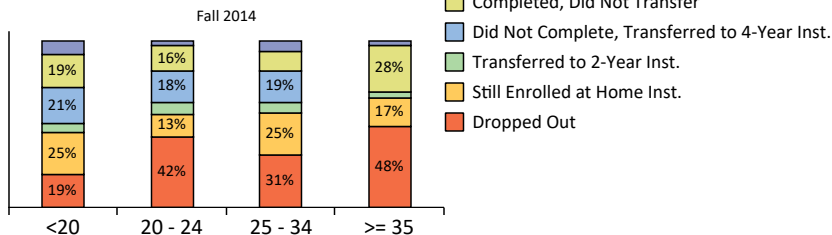


Student status at the end of the FOURTH year after enrollment

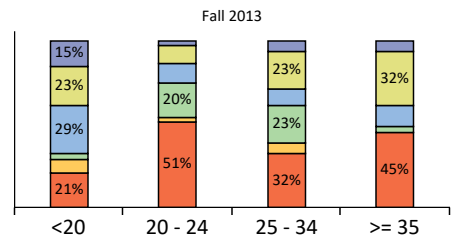


By Age Group

Student status at the end of the THIRD year after enrollment

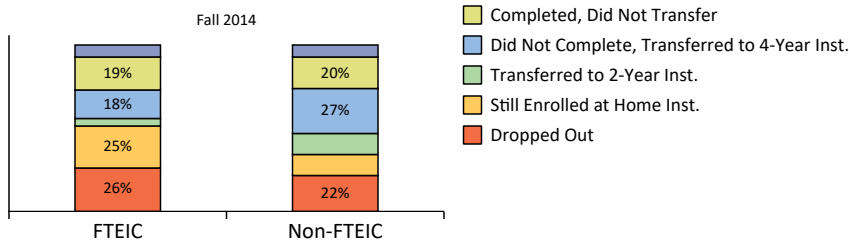


Student status at the end of the FOURTH year after enrollment

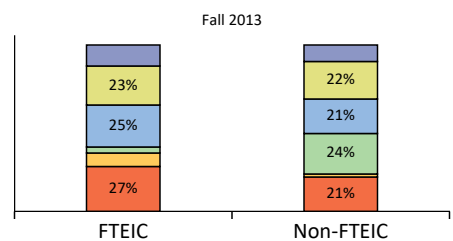


By FTEIC Status

Student status at the end of the THIRD year after enrollment



Student status at the end of the FOURTH year after enrollment

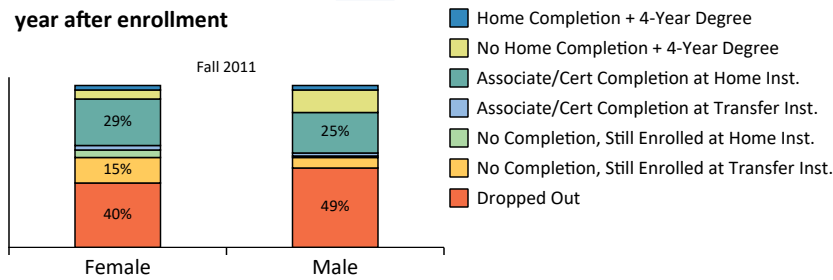


Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

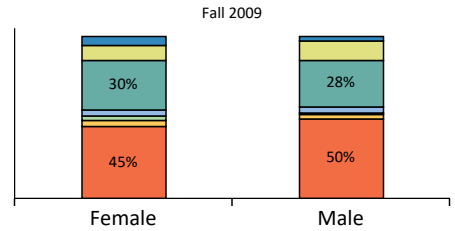
Phillips Community College of the University of Arkansas
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender

Student status at the end of the SIXTH year after enrollment

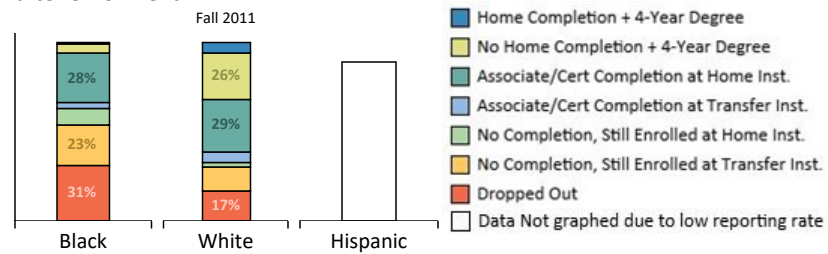


Student status at the end of the EIGHTH year after enrollment

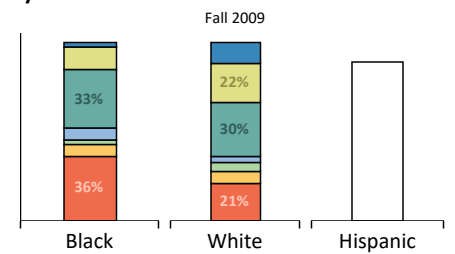


By Race/Ethnicity

Student status at the end of the SIXTH year after enrollment

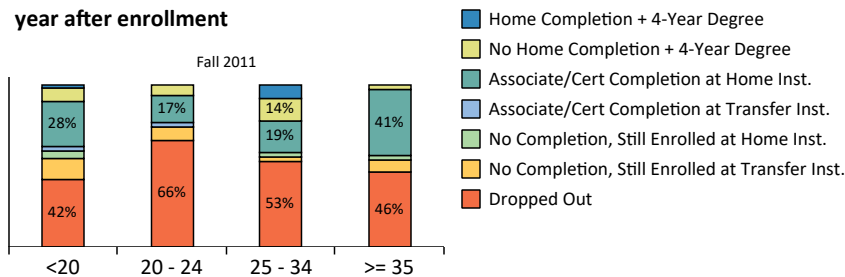


Student status at the end of the EIGHTH year after enrollment

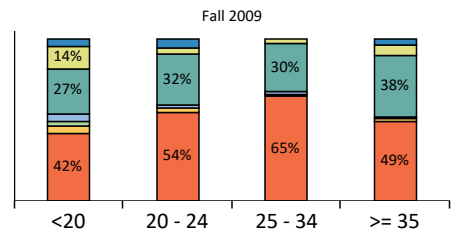


By Age Group

Student status at the end of the SIXTH year after enrollment

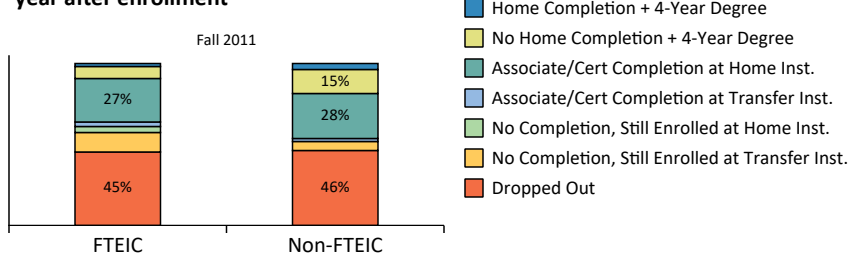


Student status at the end of the EIGHTH year after enrollment

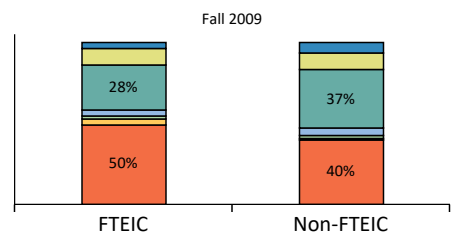


By FTEIC Status

Student status at the end of the SIXTH year after enrollment



Student status at the end of the EIGHTH year after enrollment

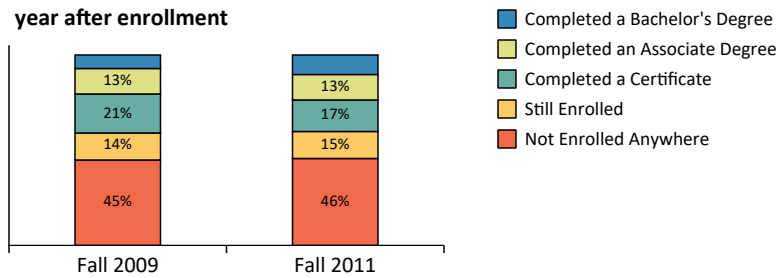


Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

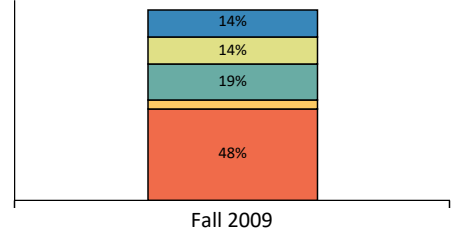
Phillips Community College of the University of Arkansas
STUDENTS' HIGHEST DEGREE ATTAINMENT AT THE END OF SIX AND EIGHT YEARS

All Students in Cohort

Student status at the end of the SIXTH year after enrollment

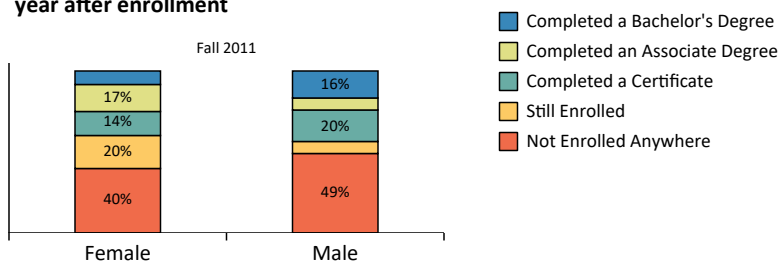


Student status at the end of the EIGHTH year after enrollment

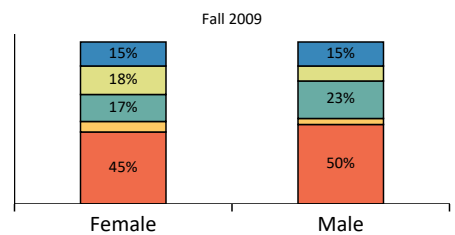


By Gender

Student status at the end of the SIXTH year after enrollment

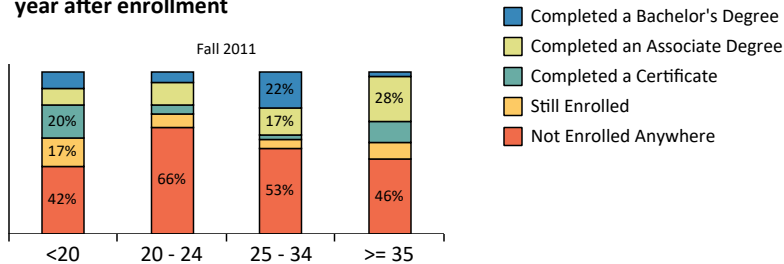


Student status at the end of the EIGHTH year after enrollment

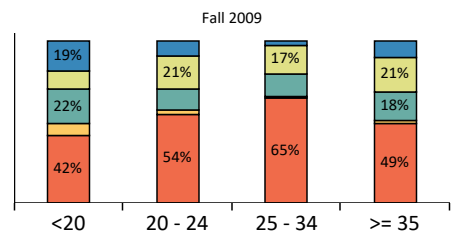


By Age Group

Student status at the end of the SIXTH year after enrollment

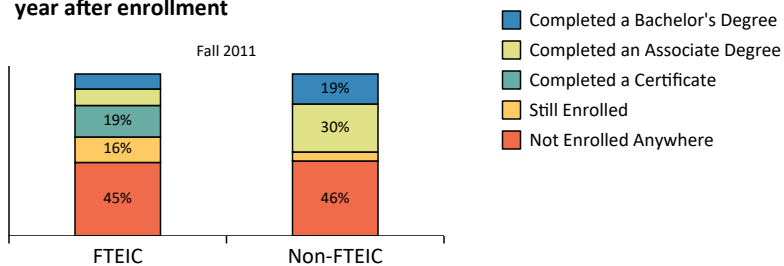


Student status at the end of the EIGHTH year after enrollment

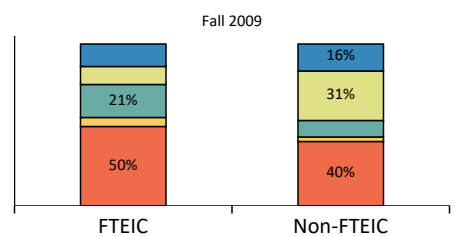


By FTEIC Status

Student status at the end of the SIXTH year after enrollment



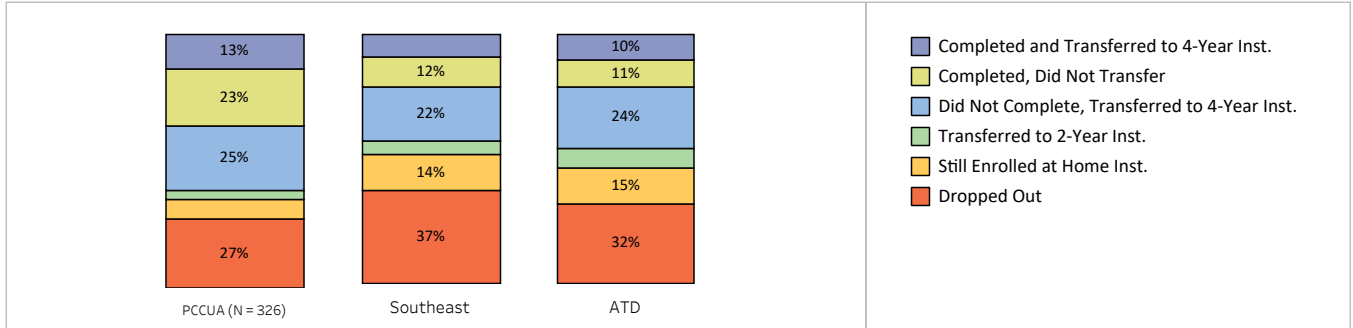
Student status at the end of the EIGHTH year after enrollment



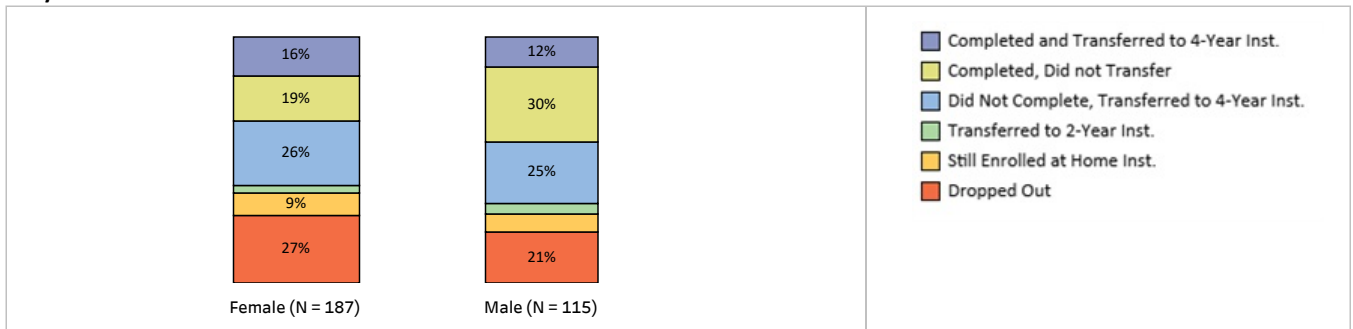
Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Phillips Community College of the University of Arkansas
STUDENT STATUS AT THE END OF THE FOURTH YEAR AFTER INITIAL ENROLLMENT
 Fall 2013 Cohort, First-Time-Ever-in College Students

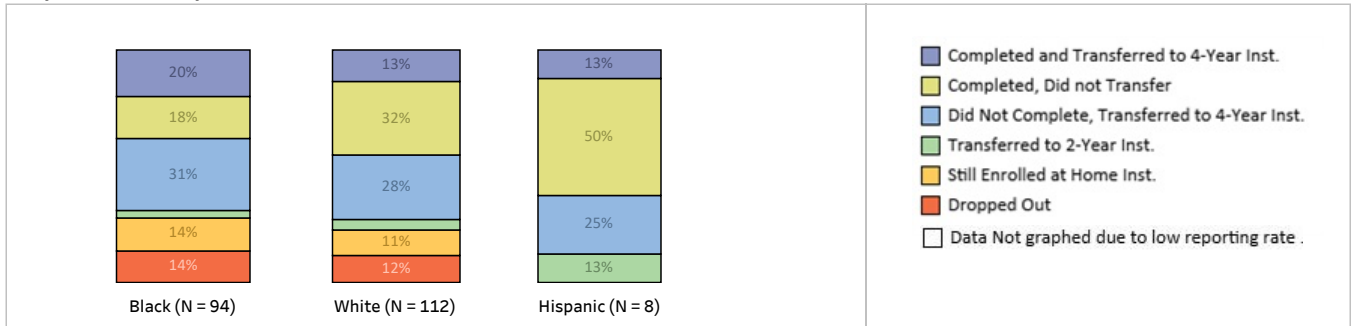
Institutional Outcomes with Benchmarks



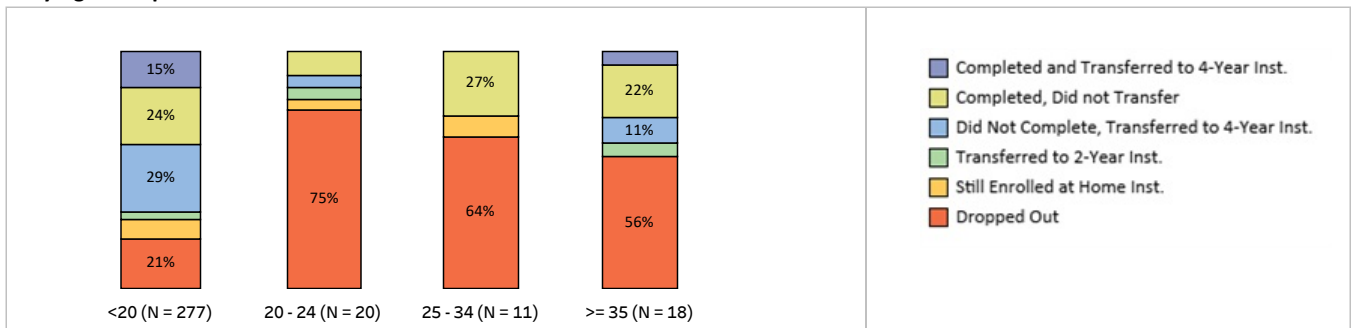
By Gender



By Race/Ethnicity



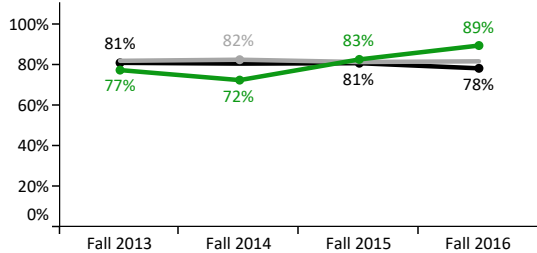
By Age Group



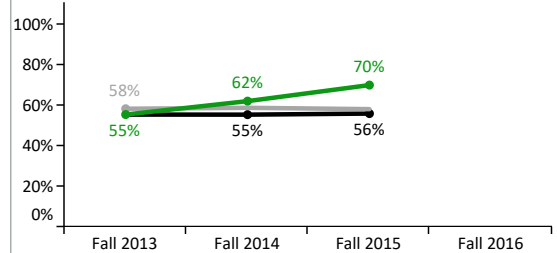
Phillips Community College of the University of Arkansas
(Your College Compared with the ATD Network and Your State/Region Averages)

PERSISTENCE

Student Persistence Fall-to-Spring

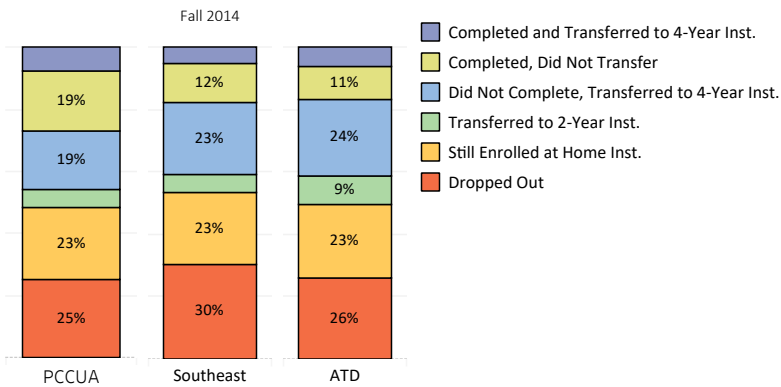


Student Persistence Fall-to-Fall

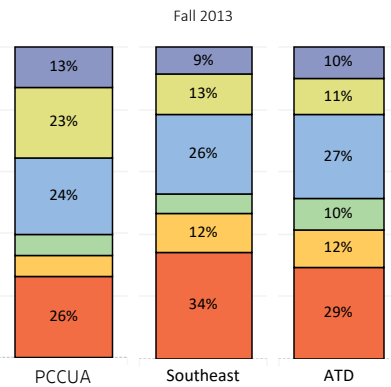


THREE- & FOUR-YEAR COMPLETION

Student Status at the End of the Third Year

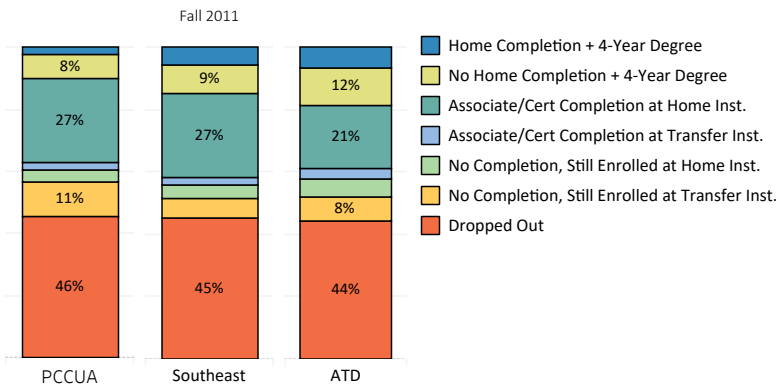


Student Status at the End of the Fourth Year

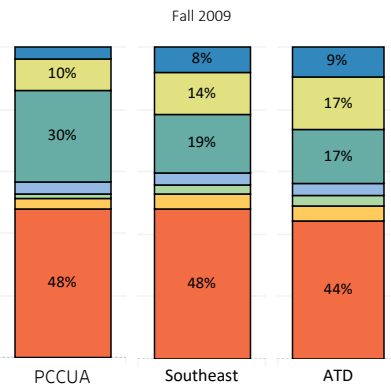


SIX- & EIGHT-YEAR COMPLETION

Student Status at the End of the Sixth Year



Student Status at the End of the Eighth Year



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 2016 cohort students are those who first enrolled at an ATD college between August 1, 2016 and September 30, 2016.

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 (AACC's VFA). AACC 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 2016). 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: $(D \times S) / 7$, 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. AACC'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 by the end of the specified reporting period (on or before August 14th of the reporting period). The credential reflects one received at the home institution unless otherwise specified in the category name (e.g., Associate/Certificate Completion at Transfer Institution).

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 (40% for cohorts prior to Fall 2012).

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.

	Three Years After Enrollment		Four Years After Enrollment
	Fall 2013	Fall 2014	Fall 2013
Completed, Did Not Transfer	76	62	88
Completed and Transferred to 4-Year Institution	31	24	49
Completed and Transferred to 2-Year Institution	5	2	6
Did Not Complete and Transferred to 4-Year Institution	85	60	94
Did Not Complete and Transferred to 2-Year Institution	18	16	20
Still Enrolled at Home Inst.	71	74	26
Dropped Out	98	81	101
Grand Total	384	319	384

	Six Years After Enrollment		Eight Years After Enrollment
	Fall 2009	Fall 2011	Fall 2009
Earned a Bachelor's or Higher Degree from Home Inst.			
Earned an Associate Degree from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.	5	7	9
Earned an Certificate from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.	1	1	8
No Award from Home Inst. but Earned a Bachelor's or Higher Degree from a Transfer Inst.	25	30	46
Earned an Associate Degree from Home Inst., No Higher Degree from a Transfer Inst.	54	43	54
Earned a Certificate from Home Inst. and an Associate Degree from a Transfer Inst.	1	1	2
No Award from Home Inst. But Earned an Associate Degree from a Transfer Inst.	6	5	9
Earned a Certificate from Home Inst., No Higher Degree from a Transfer Inst.	89	59	81
No Award from Home Inst. But Earned a Certificate from a Transfer Inst.	6	3	6
No Award but Still Enrolled at Home Inst.	14	13	7
No Award but Still Enrolled at a Transfer Inst.	49	42	15
No Award and Not Enrolled Anywhere	207	171	220
Grand Total	457	375	457

Questions

For questions about the data or student outcome calculation, please e-mail data@achievingthedream.org.