



Leopard Dreams



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Student Success Reports

Achieving the Dream-National Student Clearinghouse (NSC) 2017 Student Success Reports have been made available by the Achieving the Dream Network.

The key areas of the 2017 report address student persistence, completion, transfer, and benchmarking.

New for 2017 are

- Six- and eight-year completion metrics. In an effort to measure the long-term impact of education, it is important to track students for an extended period of time, especially for the metric of eventual baccalaureate attainment.
- Age group analysis. Students directly out of high school often have different pathways to completion compared to adult students, so persistence and outcome results are now presented by four age categories.
- Highest degree attainment. Other sections of the report provide more detailed information regarding both the location and level of credential attainment. To enable a quick view of bachelor's/associate/certificate completion, this year's reports have been enhanced with a pre-aggregated version of outcomes without reference to where the credential was attained.
- Improved labeling. For a report that focuses on a cohort-based model in which all students are new to a given college at a particular point in time, the term first-time-in-college or FTIC can be confusing. This year's reports feature the term first-time-ever-in-college or FTEIC to differentiate between students who do and do not have prior postsecondary experience.

The document is available on the College's Achieving the Dream Web Page at <http://templejc.edu/about/achieving-the-dream/>. Scroll down to Reports and Data. It is the first document under Achieving the DREAM documents and is titled Achieving the Dream Student Success Report

Temple College

Strategy Team Leaders

Continuous Orientation
Michael Pilgrim

Retention Alert
Adrian Sora
Jimmy Roberts

Zero-Week
Carey Rose
Adrian Sora

Data Team
Rebecca Richter



NATIONAL STUDENT CLEARINGHOUSE
RESEARCH CENTER™



TEMPLE COLLEGE

2600 South First Street
Temple, TX 76504

Phone: 254-298-8343
Fax: 254-298-8345
E-mail: jdr@templejc.edu

<http://www.templejc.edu/academic/AtD/AtD.htm>

Data Snapshot: Career and Technology Core Indicators

As part of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, states are required to submit data for federal core indicators of performance to the United States Department of Education/Office of Vocational and Adult Education (OVAE) via their Consolidated Annual Reports (CAR). Each college is required to meet state targets within 90 percent for each core indicator.

Temple College has met the standard in every category since the measures were put into place in 2008.

The indicators are:

- 1P1 – Technical Skill Attainment
- 2P1 – Credential, Certificate, or Degree
- 3P1 - Student Retention or Transfer
- 4P1 - Student Placement
- 5P1 - Nontraditional Participation
- 5P2 - Nontraditional Completion

Career and Technology Core Indicators

