

NATIONAL STUDENT CLEARINGHOUSE[™]
RESEARCH CENTER[™]



Institutional Persistence and Retention Report

Fall 2014 to 2019 Entering Cohorts

CENTRAL ALABAMA COMMUNITY COLLEGE

School and Branch Code: 001007-00

NATIONAL STUDENT CLEARINGHOUSE RESEARCH CENTER

2300 Dulles Station Blvd., Suite 220, Herndon, VA 20171

About Your Institution's Persistence and Retention Report

The purpose of this report is to provide you with a view of student retention and persistence rates for your institution. This report is exclusively for your institution's use. The Clearinghouse will not publish or distribute your institution's results.

Data Source

The data for this report were drawn from the Clearinghouse's national coverage of enrollment and awarded education credentials to explore the year-to-year persistence and retention rates of cohorts of first-time-in-college students who started in the fall terms of 2014 to 2019.

The student outcomes captured in this report are based on student-level data representing an unduplicated headcount of students across all institutions, a feature of the Clearinghouse data sets that distinguishes them from many other data sources, including the Integrated Postsecondary Education Data System (IPEDS), that may not accurately capture the complexity of postsecondary pathways because they are not structured to identify multiple enrollments by individual students. The capability of StudentTracker to link enrollment records across institutions nationally allows researchers to follow students longitudinally as they move from institution to institution, producing a fuller picture of college persistence and completion.

The Definitions and Methodology section at the end addresses cohort selection and terminology. Additional questions or feedback can be sent to nscresearch@studentclearinghouse.org.

National Benchmarks

If you would like to see the latest Persistence and Retention snapshot, published by the National Student Clearinghouse Research Center, please visit: [NSC Research Center reports](#)

Changes to the 2021 report

The 2021 national report updated the longitudinal view with the 2019 cohort. It also included data enhancements, noted below, designed to identify the first-time beginning student cohort more accurately.

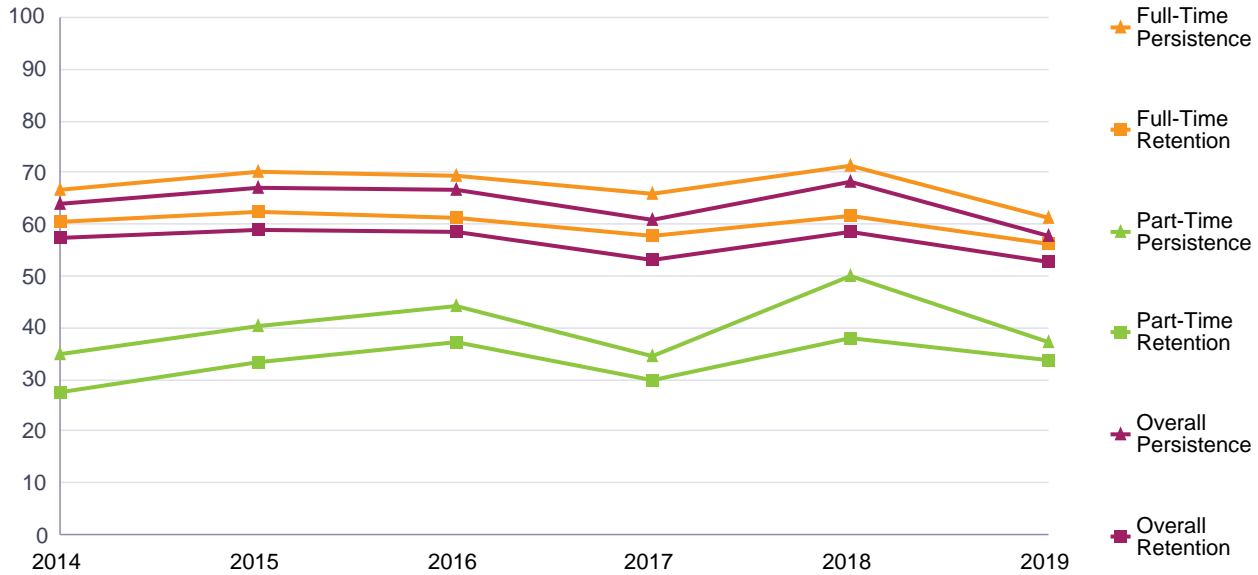
- Removal of graduate level enrollments as identified by program enrollment data that became available in 2014.
- Removal of **current** dual enrollees, who take college courses while in high school

Historical data for the 2014-2018 cohorts has been revised to reflect these enhancements and your cohort counts may be reduced as a result. A complete description of the national report methodology and cohort definition can be found here:

<https://nscresearchcenter.org/wp-content/uploads/PersistenceRetention2021.pdf>

BY STARTING ENROLLMENT INTENSITY

CENTRAL ALABAMA COMMUNITY COLLEGE

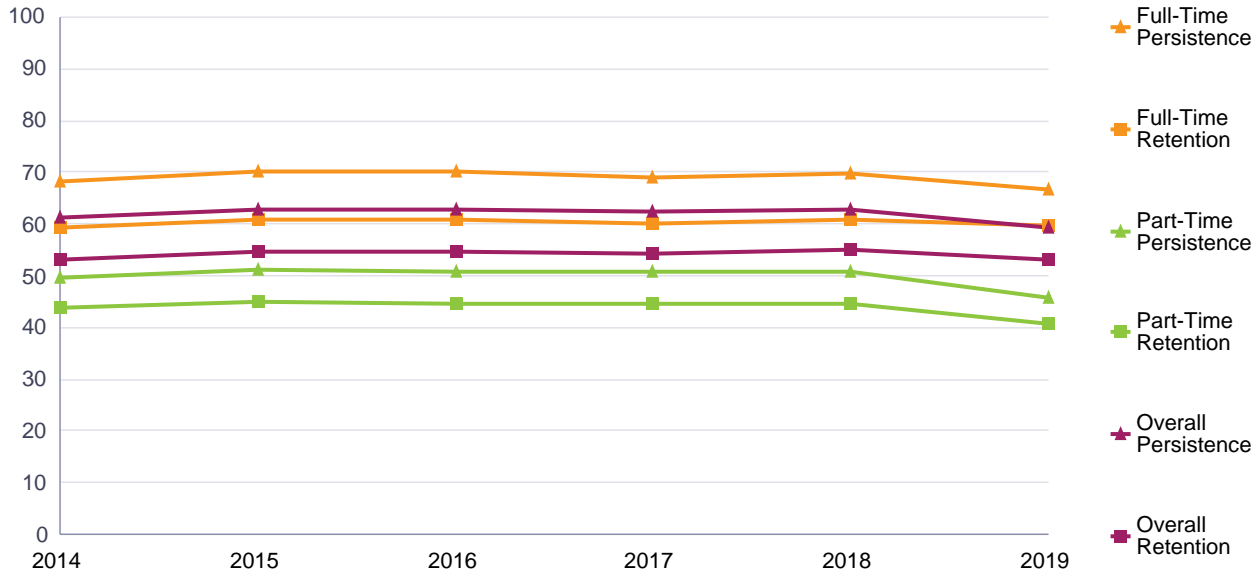


Beginning Enrollment Intensity		Fall 2014 Entering Cohort	Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
Overall	Retained Count	246	225	213	219	202	195
	Retention Rate	57.34%	59.06%	58.52%	53.28%	58.38%	52.70%
	Persisted Count	274	255	242	250	236	213
	Persistence Rate	63.87%	66.93%	66.48%	60.83%	68.21%	57.57%
	Total Students	429	381	364	411	346	370
Full-Time	Retained Count	235	211	197	199	183	175
	Retention Rate	60.41%	62.24%	61.37%	57.85%	61.82%	56.27%
	Persisted Count	260	238	223	227	211	191
	Persistence Rate	66.84%	70.21%	69.47%	65.99%	71.28%	61.41%
	Total Students	389	339	321	344	296	311
Part-Time	Retained Count	11	14	16	20	19	20
	Retention Rate	27.50%	33.33%	37.21%	29.85%	38.00%	33.90%
	Persisted Count	14	17	19	23	25	22
	Persistence Rate	35.00%	40.48%	44.19%	34.33%	50.00%	37.29%
	Total Students	40	42	43	67	50	59

See Starting Enrollment Intensity in Definitions and Methodology on page 11.

BY STARTING ENROLLMENT INTENSITY

National Results for Two-Year Public Institutions

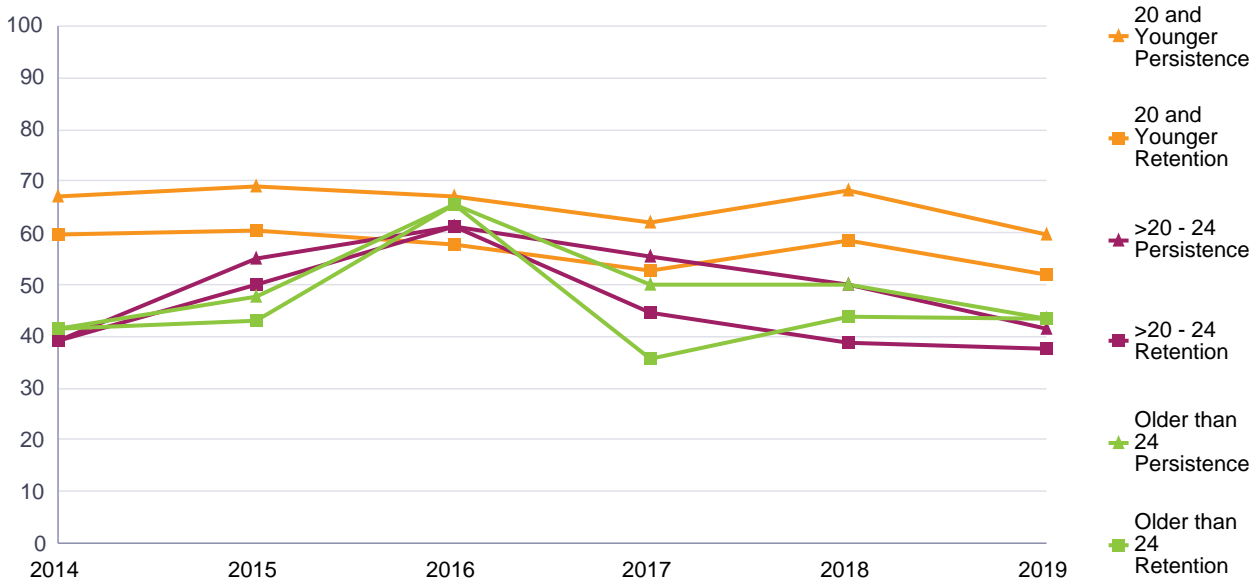


Beginning Enrollment Intensity		Fall 2014 Entering Cohort	Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
Overall	Retained Count	458,773	489,927	502,213	501,348	502,234	480,570
	Retention Rate	53.16%	54.71%	54.65%	54.39%	55.07%	52.94%
	Persisted Count	526,921	563,111	575,783	573,441	572,871	538,806
	Persistence Rate	61.05%	62.88%	62.66%	62.21%	62.81%	59.35%
	Total Students	863,068	895,550	918,951	921,774	911,998	907,848
Full-Time	Retained Count	310,996	336,303	346,366	349,483	354,410	350,055
	Retention Rate	59.12%	60.70%	60.98%	60.25%	61.03%	59.68%
	Persisted Count	359,185	388,205	397,669	400,402	404,554	391,505
	Persistence Rate	68.28%	70.07%	70.02%	69.03%	69.67%	66.75%
	Total Students	526,029	553,997	567,973	580,071	580,682	586,558
Part-Time	Retained Count	147,777	153,624	155,847	151,865	147,824	130,515
	Retention Rate	43.85%	44.98%	44.40%	44.44%	44.62%	40.62%
	Persisted Count	167,736	174,906	178,114	173,039	168,317	147,301
	Persistence Rate	49.77%	51.21%	50.75%	50.64%	50.80%	45.85%
	Total Students	337,039	341,553	350,978	341,703	331,316	321,290

See Starting Enrollment Intensity in Definitions and Methodology on page 11.

BY AGE

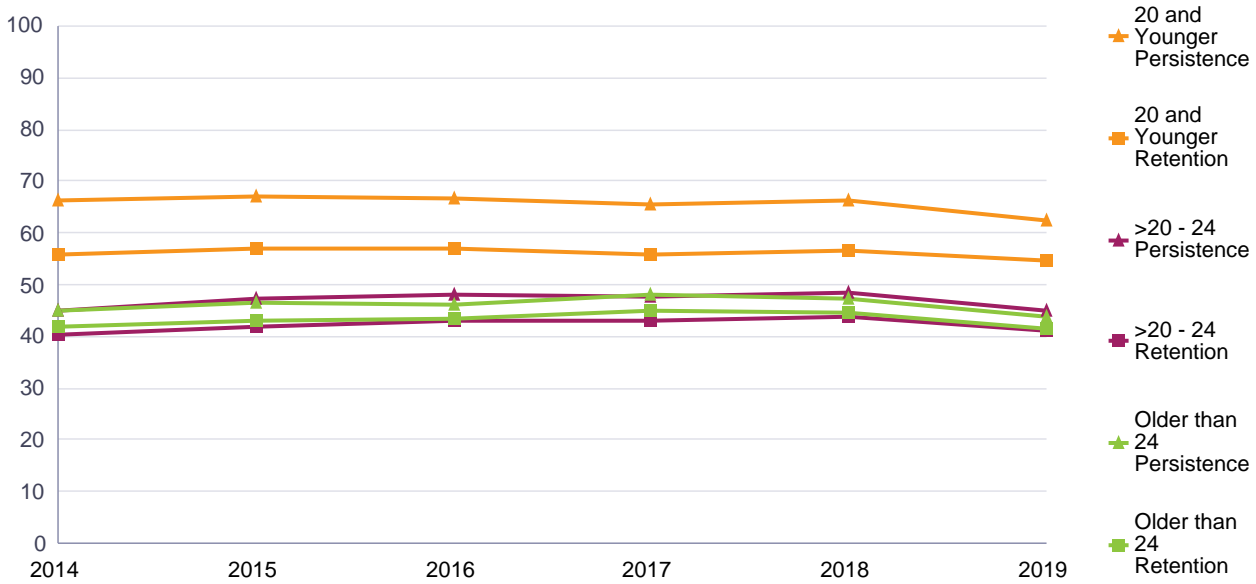
CENTRAL ALABAMA COMMUNITY COLLEGE



Age at College Entry		Fall 2014 Entering Cohort	Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
20 and Younger	Retained Count	226	206	185	210	195	180
	Retention Rate	59.79%	60.59%	57.81%	52.63%	58.38%	52.02%
	Persisted Count	254	234	214	248	228	207
	Persistence Rate	67.20%	68.82%	66.88%	62.16%	68.26%	59.83%
	Total Students	378	340	320	399	334	346
>20 - 24	Retained Count	9	10	11	8	7	9
	Retention Rate	39.13%	50.00%	61.11%	44.44%	38.89%	37.50%
	Persisted Count	9	11	11	10	9	10
	Persistence Rate	39.13%	55.00%	61.11%	55.56%	50.00%	41.67%
	Total Students	23	20	18	18	18	24
Older than 24	Retained Count	12	9	17	5	7	10
	Retention Rate	41.38%	42.86%	65.38%	35.71%	43.75%	43.48%
	Persisted Count	12	10	17	7	8	10
	Persistence Rate	41.38%	47.62%	65.38%	50.00%	50.00%	43.48%
	Total Students	29	21	26	14	16	23

BY AGE

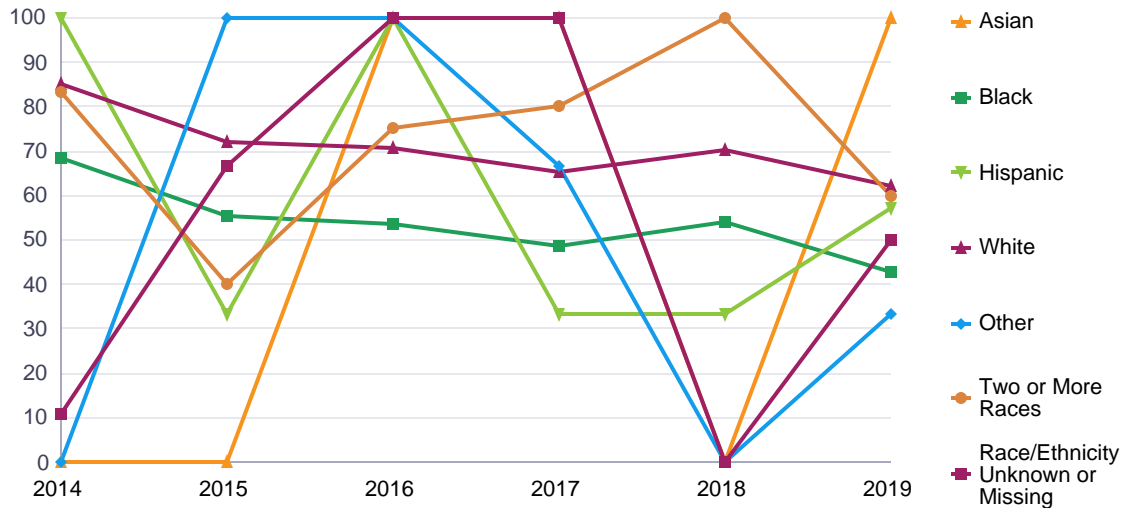
National Results for Two-Year Public Institutions



Age at College Entry		Fall 2014 Entering Cohort	Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
20 and Younger	Retained Count	421,314	419,124	424,682	423,465	425,113	409,181
	Retention Rate	56.00%	56.82%	56.81%	55.85%	56.50%	54.48%
	Persisted Count	497,917	494,663	498,966	496,884	498,788	469,813
	Persistence Rate	66.18%	67.06%	66.74%	65.54%	66.29%	62.55%
	Total Students	752,336	737,688	747,606	758,159	752,388	751,106
>20 - 24	Retained Count	42,116	38,904	39,957	38,011	35,828	32,385
	Retention Rate	40.18%	41.97%	43.09%	43.12%	43.91%	41.21%
	Persisted Count	47,134	43,702	44,397	42,143	39,470	35,240
	Persistence Rate	44.97%	47.15%	47.88%	47.81%	48.37%	44.85%
	Total Students	104,816	92,686	92,728	88,145	81,597	78,578
Older than 24	Retained Count	77,868	68,906	66,855	64,597	62,311	54,877
	Retention Rate	41.69%	43.08%	43.28%	45.08%	44.56%	41.53%
	Persisted Count	83,673	74,181	71,547	68,962	66,174	57,916
	Persistence Rate	44.80%	46.38%	46.31%	48.12%	47.32%	43.83%
	Total Students	186,768	159,931	154,488	143,305	139,851	132,130

PERSISTENCE: BY RACE/ETHNICITY

CENTRAL ALABAMA COMMUNITY COLLEGE

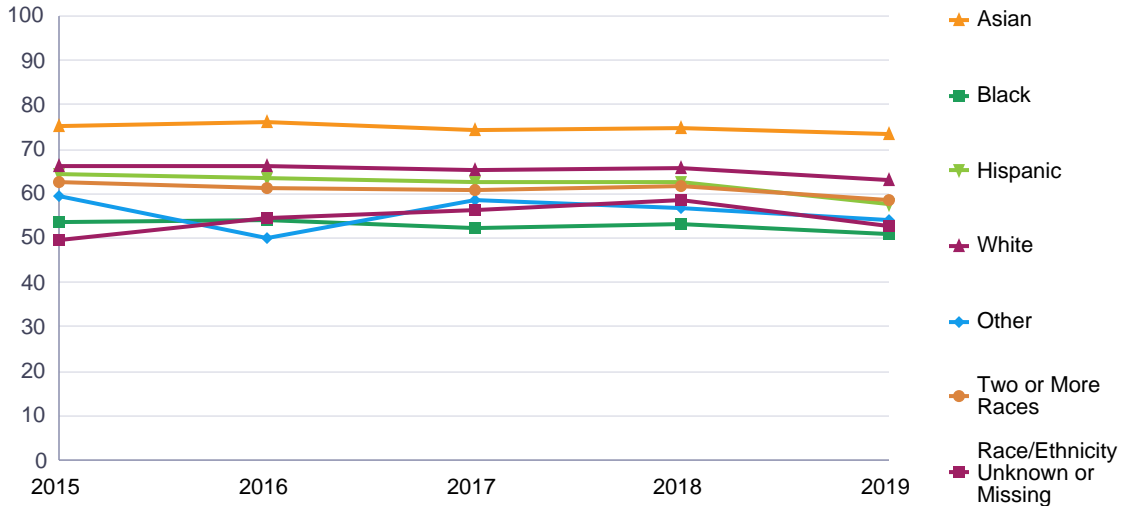


Race/Ethnicity		Fall 2014 Entering Cohort	Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
Asian	Persisted Count	0	0	3	1	0	5
	Persistence Rate	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%
	Total Students	0	0	3	1	1	5
Black	Persisted Count	35	56	58	49	41	37
	Persistence Rate	68.6%	55.5%	53.7%	48.5%	54.0%	43.0%
	Total Students	51	101	108	101	76	86
Hispanic	Persisted Count	4	1	2	2	1	4
	Persistence Rate	100.0%	33.3%	100.0%	33.3%	33.3%	57.1%
	Total Students	4	3	2	6	3	7
White	Persisted Count	219	192	173	202	196	171
	Persistence Rate	85.2%	71.9%	70.9%	65.4%	70.3%	62.0%
	Total Students	257	267	244	309	279	276
Other	Persisted Count	0	2	1	2	0	1
	Persistence Rate	0.0%	100.0%	100.0%	66.7%	0.0%	33.3%
	Total Students	1	2	1	3	1	3
Two or More Races	Persisted Count	5	2	3	8	7	6
	Persistence Rate	83.3%	40.0%	75.0%	80.0%	100.0%	60.0%
	Total Students	6	5	4	10	7	10
Race/Ethnicity Unknown or Missing	Persisted Count	12	2	2	1	0	3
	Persistence Rate	10.8%	66.7%	100.0%	100.0%	0.0%	50.0%
	Total Students	111	3	2	1	1	6

See Race/Ethnicity in Definitions and Methodology on page 11.

PERSISTENCE: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions

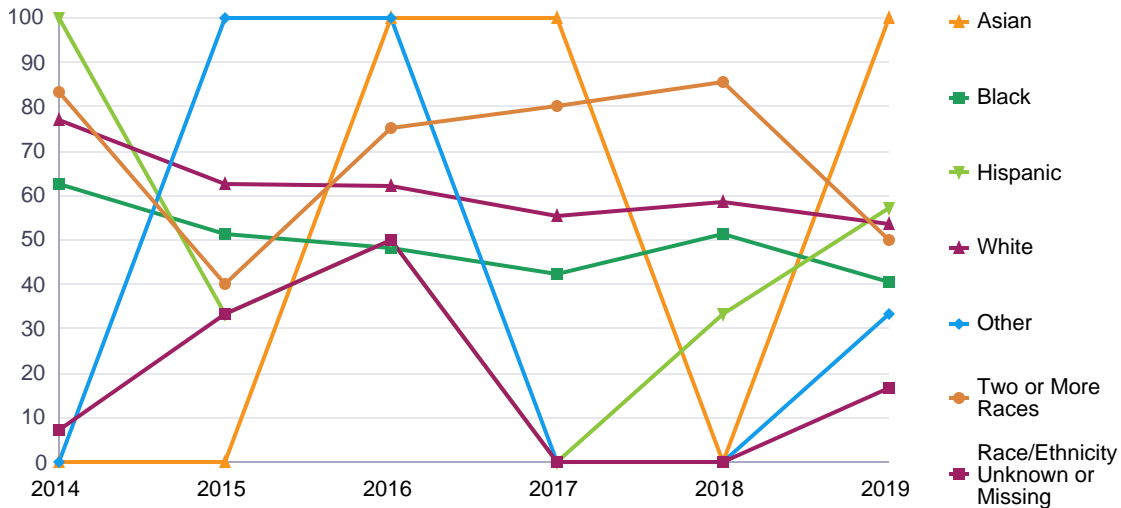


Race/Ethnicity		Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
Asian	Persisted Count	34,827	32,094	30,158	29,774	29,038
	Persistence Rate	75.1%	76.0%	74.1%	74.6%	73.5%
	Total Students	46,366	42,217	40,679	39,924	39,509
Black	Persisted Count	62,372	60,460	58,888	57,299	53,601
	Persistence Rate	53.5%	54.2%	52.4%	53.2%	50.8%
	Total Students	116,551	111,654	112,400	107,755	105,489
Hispanic	Persisted Count	133,792	131,047	131,011	130,967	128,229
	Persistence Rate	64.3%	63.6%	62.6%	62.5%	57.8%
	Total Students	208,012	206,132	209,405	209,401	222,029
White	Persisted Count	269,129	250,734	241,804	230,852	220,364
	Persistence Rate	66.2%	66.2%	65.3%	65.6%	63.1%
	Total Students	406,287	378,775	370,452	351,987	349,217
Other	Persisted Count	13,899	13,101	10,174	8,478	7,753
	Persistence Rate	59.7%	50.1%	58.7%	56.6%	54.2%
	Total Students	23,289	26,136	17,338	14,967	14,311
Two or More Races	Persisted Count	21,798	21,801	22,282	21,846	21,206
	Persistence Rate	62.4%	61.3%	60.7%	61.6%	58.8%
	Total Students	34,922	35,582	36,736	35,491	36,077
Race/Ethnicity Unknown or Missing	Persisted Count	76,729	105,673	113,672	125,216	102,778
	Persistence Rate	49.5%	54.4%	56.1%	58.4%	52.7%
	Total Students	154,878	194,326	202,599	214,311	195,182

See Race/Ethnicity in Definitions and Methodology on page 11.

RETENTION: BY RACE/ETHNICITY

CENTRAL ALABAMA COMMUNITY COLLEGE

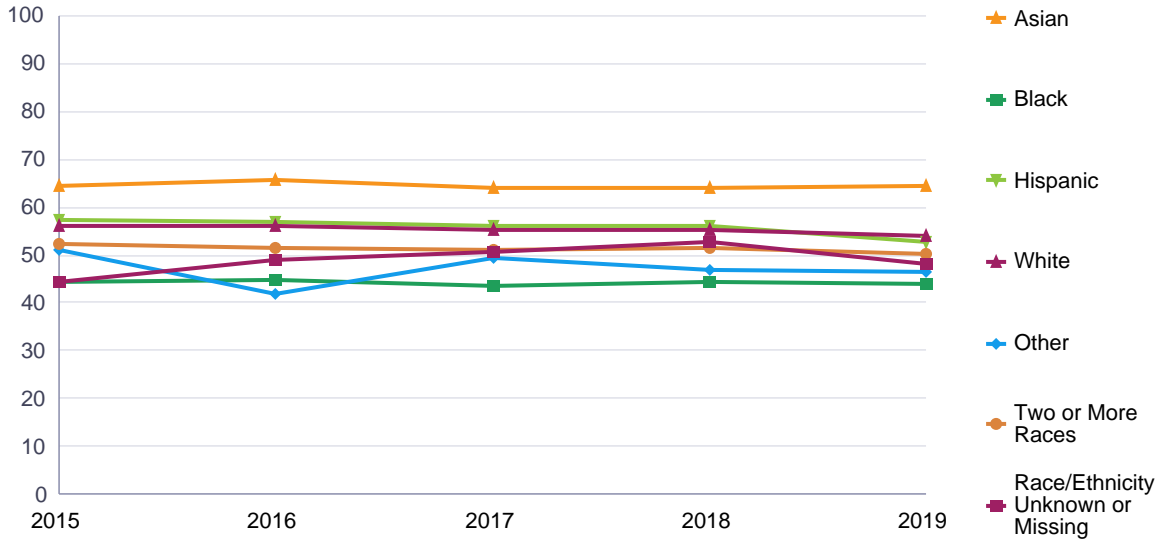


Race/Ethnicity		Fall 2014 Entering Cohort	Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
Asian	Retained Count	0	0	3	1	0	5
	Retention Rate	0.0%	0.0%	100.0%	100.0%	0.0%	100.0%
	Total Students	0	0	3	1	1	5
Black	Retained Count	32	52	52	43	39	35
	Retention Rate	62.8%	51.5%	48.2%	42.6%	51.3%	40.7%
	Total Students	51	101	108	101	76	86
Hispanic	Retained Count	4	1	1	0	1	4
	Retention Rate	100.0%	33.3%	50.0%	0.0%	33.3%	57.1%
	Total Students	4	3	2	6	3	7
White	Retained Count	198	167	152	171	163	148
	Retention Rate	77.0%	62.6%	62.3%	55.3%	58.4%	53.6%
	Total Students	257	267	244	309	279	276
Other	Retained Count	0	2	1	0	0	1
	Retention Rate	0.0%	100.0%	100.0%	0.0%	0.0%	33.3%
	Total Students	1	2	1	3	1	3
Two or More Races	Retained Count	5	2	3	8	6	5
	Retention Rate	83.3%	40.0%	75.0%	80.0%	85.7%	50.0%
	Total Students	6	5	4	10	7	10
Race/Ethnicity Unknown or Missing	Retained Count	8	1	1	0	0	1
	Retention Rate	7.2%	33.3%	50.0%	0.0%	0.0%	16.7%
	Total Students	111	3	2	1	1	6

See Race/Ethnicity in Definitions and Methodology on page 11.

RETENTION: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions



Race/Ethnicity		Fall 2015 Entering Cohort	Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort
Asian	Retained Count	29,823	27,710	25,961	25,587	25,457
	Retention Rate	64.3%	65.6%	63.8%	64.1%	64.4%
	Total Students	46,366	42,217	40,679	39,924	39,509
Black	Retained Count	51,832	50,154	49,131	47,768	46,475
	Retention Rate	44.5%	44.9%	43.7%	44.3%	44.1%
	Total Students	116,551	111,654	112,400	107,755	105,489
Hispanic	Retained Count	119,251	117,346	117,277	117,545	117,372
	Retention Rate	57.3%	56.9%	56.0%	56.1%	52.9%
	Total Students	208,012	206,132	209,405	209,401	222,029
White	Retained Count	227,442	211,920	203,930	193,741	188,732
	Retention Rate	56.0%	56.0%	55.1%	55.0%	54.0%
	Total Students	406,287	378,775	370,452	351,987	349,217
Other	Retained Count	11,878	10,897	8,584	7,025	6,651
	Retention Rate	51.0%	41.7%	49.5%	46.9%	46.5%
	Total Students	23,289	26,136	17,338	14,967	14,311
Two or More Races	Retained Count	18,242	18,303	18,734	18,338	18,139
	Retention Rate	52.2%	51.4%	51.0%	51.7%	50.3%
	Total Students	34,922	35,582	36,736	35,491	36,077
Race/Ethnicity Unknown or Missing	Retained Count	68,466	95,164	102,456	113,248	93,617
	Retention Rate	44.2%	49.0%	50.6%	52.8%	48.0%
	Total Students	154,878	194,326	202,599	214,311	195,182

See Race/Ethnicity in Definitions and Methodology on page 11.

Definitions and Methodology

Fall Enrollment

A student is counted as having been enrolled in the fall if they were enrolled for any length of time in a term that began between August 1 and October 31, inclusive.

Retention

Defined in this report as continued enrollment (or degree completion) within the same higher education institution in the fall semesters of a student's first and second year.

Persistence

Defined in this report as continued enrollment (or degree completion) at any higher education institution - including one different from the institution of initial enrollment - in the fall semesters of a student's first and second year.

Starting Enrollment Intensity

A student is classified as having started college in a full-time or part-time status based on their earliest reported enrollment intensity within the entering fall term. The part-time group comprises three-quarter-time, half-time and less-than-half-time students. Students enrolled in a non-credential program or whose program level (certificate, associate, or bachelor's degrees) was unreported are not included in the full-time and part-time categories. Therefore, the sum of full-time and part-time students may not match the overall cohort count. Non-credential programs include preparatory coursework, teacher certification, or other non-credit career and technical education (CTE) programs that may lead to an industry certification if the student takes the certification exam. Program Unknown reflects students with an unreported program level. The circumstances behind the lack of program information are institution-specific and can range from first-time students who are required to be undeclared until they declare a specific major, to non-degree students.

First-Time Status

This report uses historical Clearinghouse enrollment and degree data to confirm that students included in the study (1) showed no previous college enrollment in the four years prior to the entering cohort year and (2) had not previously completed a college degree. In order to reliably identify students with prior enrollments, this report is limited to institutions that began submitting enrollment data to the Clearinghouse for terms beginning on or before June 1st of the year that is four years before the earliest eligible cohort.

Degree-Seeking Status

The retention rates reported by IPEDS are limited to degree-seeking students. This report differs in that it includes all entering students, including non-degree-seeking students, for the 2014 cohort. Beginning with the 2015 cohort, non-degree-seeking students were reported in a separate category and are not included in this report.

Former Dual Enrollment Students

The cohorts used in this study include former dual enrollment students: first-time college students who had taken college courses prior to graduating from high school. Students were identified as former dual enrollment students if they were under 18 years of age during any enrollments that occurred prior to the cohort year.

Race/Ethnicity

The race/ethnicity categories included in this report are White Non-Hispanic, Black Non-Hispanic, Asian,

Hispanic, Two or More Races, Other Races (includes non-resident alien, American Indian/Alaskan native, Pacific Islander, native Hawaiian or other Pacific Islander) and Unknown.

In the graphs, every race/ethnicity category is represented although the marker for every category may not be visually distinguishable. This is because, in some cases, the values for 2 race/ethnicity categories are almost identical and their markers are the same shape. In these situations, one marker may be hidden behind another. This gives the appearance of a missing race/ethnicity category in the graph.