Achieving the Dream: Community Colleges Count is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

Introduction

Understanding the experience of students at TCC requires understanding who our students are. This brief will review important characteristics of student in the Achieving the Dream cohorts, such as race/ethnicity, gender, age, and eligibility for need-based aid. It is important to remember that student cohorts are composed of *all degree/certificate seeking undergraduate students (full- and part-time) who entered TCC for the first time during the fall term of the year*. Of these students, 61% were first-time in college (FTIC), and the remaining students transferred to TCC from another college or university. Cohort students who transferred to TCC had completed a median of 42 college credits.

TERMINOLOGY

**ATD Cohort:** A group of individuals that have common characteristics which are *all degree/certificate seeking undergraduate students (full- and part-time) entering TCC for the first time during the fall term of the year.*

**Academic Placement Level:** The assigned course level based on Accuplacer assessment and/or transfer courses.

**FTIC:** First Time in College, students who have never attended a college or university before now

**Tracking:** Monitoring student performance in all classes each semester

**Transfer:** Carrying credit for courses from one institution to another, like from a community college to a university

Race/Ethnicity

The students in all three of the Achieving the Dream cohorts capture the diversity of race and ethnicity that exists in the larger student population at TCC. Nine percent of the students identified themselves as African American, 10% as Asian, 7% as Hispanic, and 58% as white. The race/ethnicity of all of TCC’s state supported students over these same three years as
reported by the State Board for Community and Technical Colleges (SBCTC) was similar, with 12% of all students reporting being African American, 10% Asian, 8% Hispanic, and 70% white.

Figure RB2.01: Race/Ethnicity of Achieving the Dream Cohorts

2003 Cohort Race/Ethnicity
- African American: 12%
- Asian: 9%
- Hispanic: 9%
- White: 63%

2004 Cohort Race/Ethnicity
- African American: 16%
- Asian: 10%
- Hispanic: 11%
- White: 57%

2005 Cohort Race/Ethnicity
- African American: 21%
- Asian: 9%
- Hispanic: 10%
- White: 53%

African Amer nonHisp  Asian  Hispanic  White nonHisp  Other

Gender and Age

Fifty-eight percent of students in the three Achieving the Dream cohorts were female, and 41% were male. This number of female to male students was lower than that of all students at TCC, with women making up approximately 64% and men 36%.

Half of all cohort students were 19 or younger, 33% were between 20 and 29 years old, and 17% were 30 years old or older. This is different from the larger student population, in which the largest student group is between the ages of 20 to 29, not 19 and younger.

Figure RB2.02: Gender of Achieving the Dream Cohorts

Figure RB2.03: Age of Achieving the Dream Cohorts
Need-Based Aid

Thirty-eight percent of cohort students received some form of financial aid based on economic need, while 62% of cohort students did not. Since not all students apply for financial aid, though, it is unclear how many students who didn’t receive need-based aid would have been eligible for aid if they had applied.

Conclusion

The students in all three of the Achieving the Dream cohorts appear to be fairly representative of the larger student body at TCC, especially in relation to student race and ethnicity. Cohort students, though, tend to be younger on average than the general student population and tend to have a higher ratio of male students. This means that further data on the experience of these cohort students will be informative in helping all students at the college succeed in the future.