



National Student Clearinghouse™
Research Center™

Institutional Persistence and Retention Report

Fall 2016 to 2021 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 2016 to 2021.

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 2023 Report

Institution Sectors

Beginning with the fall 2017 entering cohort, this report defines institution sectors based on the Carnegie Classification of Institutions of Higher Education (CCIHE). CCIHE largely follow IPEDS sectors. Where there are differences, however, CCIHE designations are preferred. These differences affect PABs (see below) as well as a handful of institutions (33 in 2021) considered four-year schools by IPEDS but two-year schools under CCIHE. Most institutions in the latter case (30) are public institutions.

This report introduces a new institution sector category: primarily associate degree granting baccalaureate institutions (PABs). PABs are baccalaureate degree granting institutions that educate students and award credentials largely at the sub-baccalaureate level. We identify PABs using the CCIHE. These institutions carry

either CCIHE codes of either 14 (Associate Dominant) or 23 (Mixed Baccalaureate/Associate). In general, institutions with a 14 designation award 90% or more of degrees at the associate level while those with a 23 designation award 51% to 90% of degrees at this level.

Age Missing

A small number of students whose age is missing in Clearinghouse data (about 0.1 to 0.2 of each entering cohort, nationally) has been included in all years in this report for the first time and may increase student counts in historical data.

Updates to Race and Ethnicity Reporting

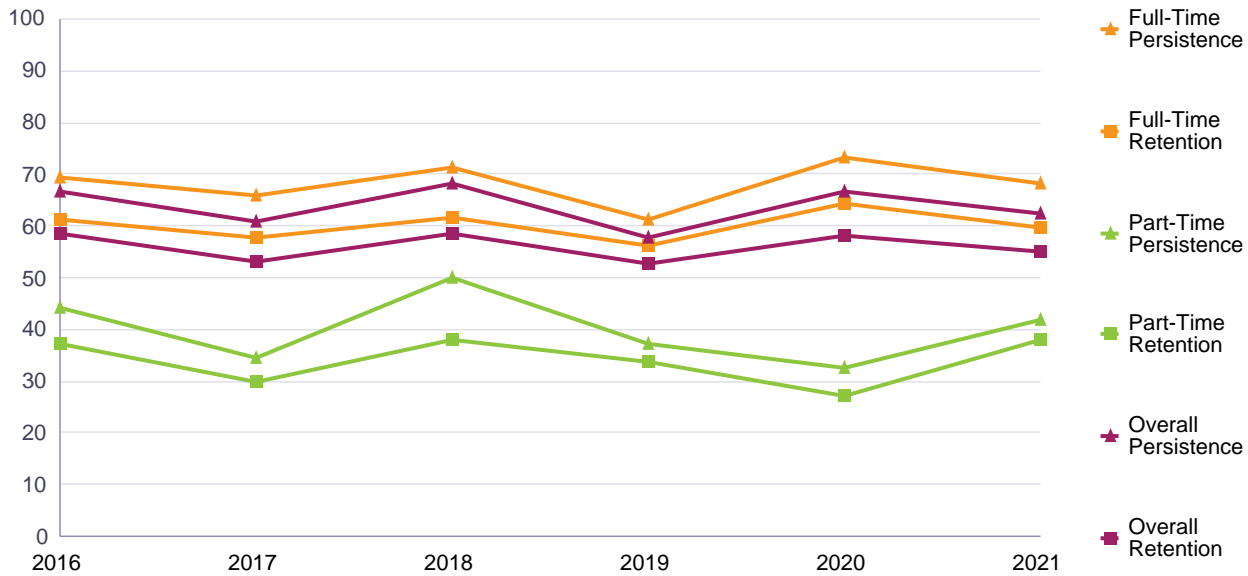
Previously, a small number of students whose only race/ethnicity designation is "Asian/Pacific Islander" (a legacy designation combining Asian and Native Hawaiian/Pacific Islander) were included in the count for Asian students. We now classify these students' race as "Unknown/Missing" beginning with the fall 2021 cohort to better reflect our uncertainty around this race/ethnicity category. Users are advised to interpret changes in the Asian student population from the fall 2020 to fall 2021 entering cohorts with caution.

Title IV, Degree-Granting Institutions

Beginning with the fall 2021 cohort, national level institution sector benchmarks are limited to Title IV, degree-granting institutions.

BY STARTING ENROLLMENT INTENSITY

CENTRAL ALABAMA COMMUNITY COLLEGE

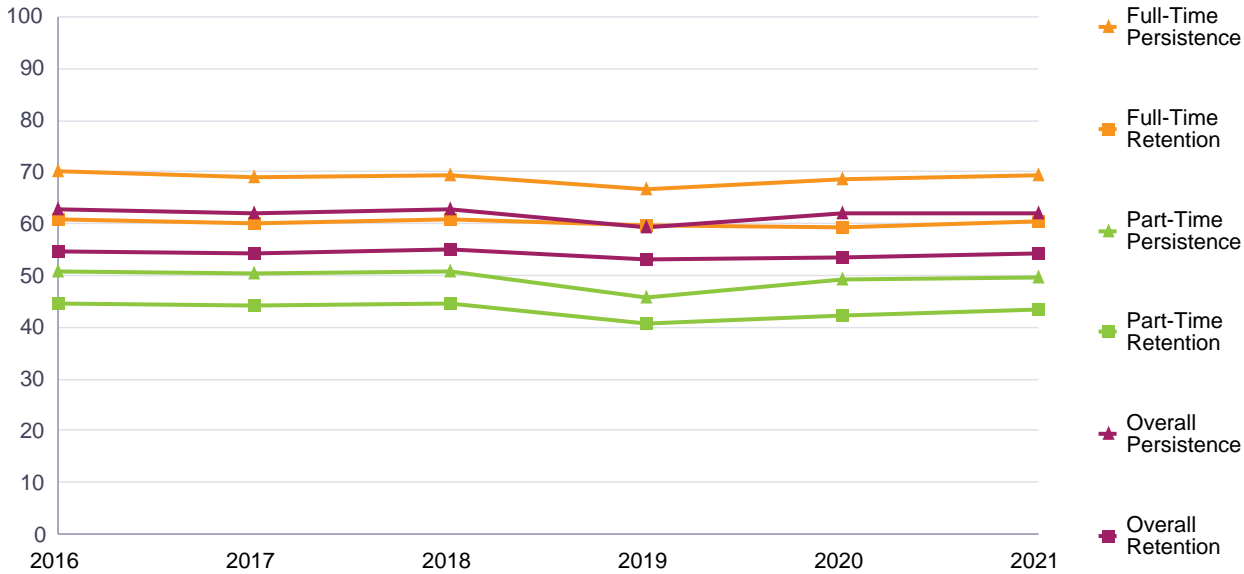


Beginning Enrollment Intensity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Overall	Retained Count	213	219	202	195	134	130
	Retention Rate	58.52%	53.28%	58.38%	52.70%	58.26%	54.85%
	Persisted Count	242	250	236	213	153	148
	Persistence Rate	66.48%	60.83%	68.21%	57.57%	66.52%	62.45%
	Total Students	364	411	346	370	230	237
Full-Time	Retained Count	197	199	183	175	124	109
	Retention Rate	61.37%	57.85%	61.82%	56.27%	64.25%	59.56%
	Persisted Count	223	227	211	191	141	125
	Persistence Rate	69.47%	65.99%	71.28%	61.41%	73.06%	68.31%
	Total Students	321	344	296	311	193	183
Part-Time	Retained Count	16	20	19	20	10	19
	Retention Rate	37.21%	29.85%	38.00%	33.90%	27.03%	38.00%
	Persisted Count	19	23	25	22	12	21
	Persistence Rate	44.19%	34.33%	50.00%	37.29%	32.43%	42.00%
	Total Students	43	67	50	59	37	50

See Starting Enrollment Intensity in Definitions and Methodology on page 12.

BY STARTING ENROLLMENT INTENSITY

National Results for Two-Year Public Institutions

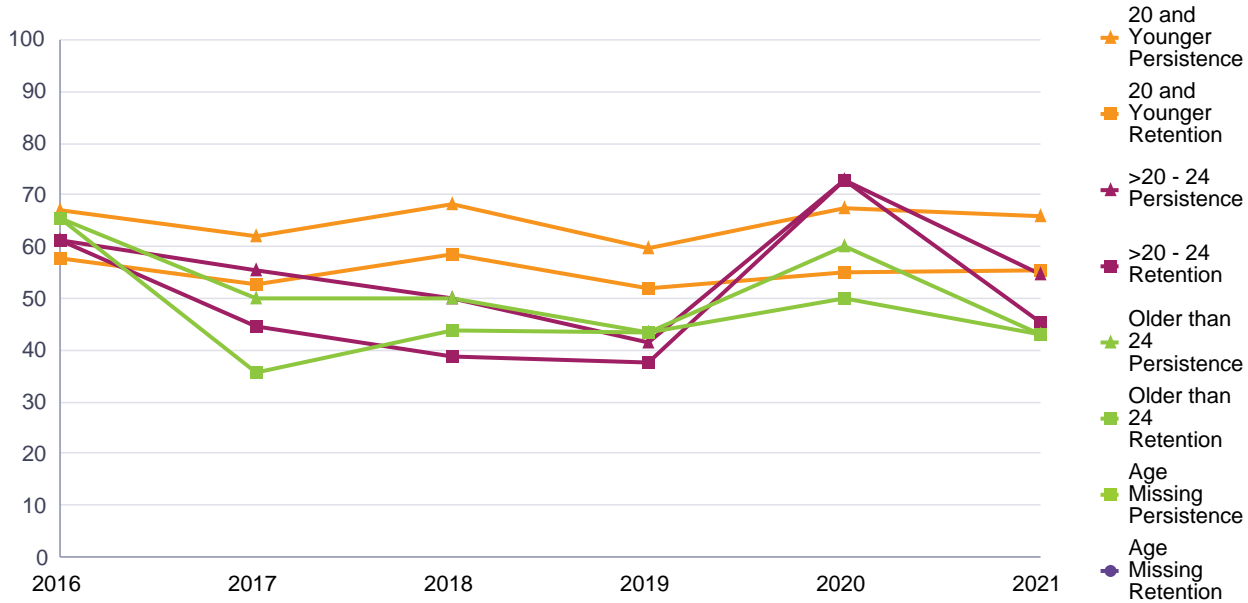


Beginning Enrollment Intensity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Overall	Retained Count	502,339	497,310	466,500	446,300	382,461	393,723
	Retention Rate	54.64%	54.32%	55.01%	52.93%	53.65%	54.18%
	Persisted Count	575,910	569,062	531,666	500,235	442,393	450,851
	Persistence Rate	62.64%	62.16%	62.69%	59.33%	62.05%	62.04%
	Total Students	919,423	915,497	848,024	843,201	712,915	726,688
Full-Time	Retained Count	346,440	346,699	329,675	325,336	279,773	275,789
	Retention Rate	60.97%	60.21%	60.93%	59.61%	59.48%	60.60%
	Persisted Count	397,743	397,374	376,142	363,774	322,703	315,275
	Persistence Rate	70.00%	69.00%	69.52%	66.65%	68.60%	69.28%
	Total Students	568,196	575,863	541,076	545,762	470,395	455,071
Part-Time	Retained Count	155,896	150,608	136,821	120,962	102,682	113,057
	Retention Rate	44.39%	44.35%	44.59%	40.68%	42.35%	43.60%
	Persisted Count	178,163	171,685	155,520	136,458	119,684	128,989
	Persistence Rate	50.74%	50.56%	50.68%	45.89%	49.36%	49.74%
	Total Students	351,160	339,560	306,865	297,362	242,451	259,329

See Starting Enrollment Intensity in Definitions and Methodology on page 12.

BY AGE

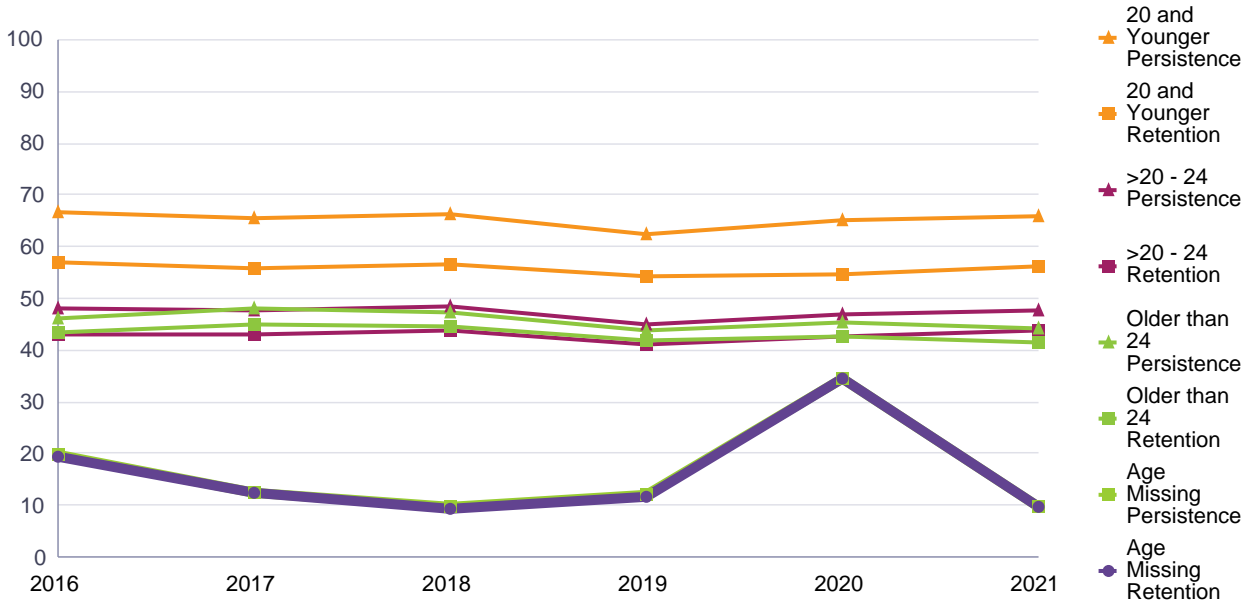
CENTRAL ALABAMA COMMUNITY COLLEGE



Age at College Entry		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
20 and Younger	Retained Count	185	210	195	180	126	116
	Retention Rate	57.81%	52.63%	58.38%	52.02%	55.02%	55.24%
	Persisted Count	214	248	228	207	154	138
	Persistence Rate	66.88%	62.16%	68.26%	59.83%	67.25%	65.71%
	Total Students	320	399	334	346	229	210
>20 - 24	Retained Count	11	8	7	9	8	5
	Retention Rate	61.11%	44.44%	38.89%	37.50%	72.73%	45.45%
	Persisted Count	11	10	9	10	8	6
	Persistence Rate	61.11%	55.56%	50.00%	41.67%	72.73%	54.55%
	Total Students	18	18	18	24	11	11
Older than 24	Retained Count	17	5	7	10	5	9
	Retention Rate	65.38%	35.71%	43.75%	43.48%	50.00%	42.86%
	Persisted Count	17	7	8	10	6	9
	Persistence Rate	65.38%	50.00%	50.00%	43.48%	60.00%	42.86%
	Total Students	26	14	16	23	10	21
Age Missing	Retained Count	--	--	--	--	--	--
	Retention Rate	--	--	--	--	--	--
	Persisted Count	--	--	--	--	--	--
	Persistence Rate	--	--	--	--	--	--
	Total Students	--	--	--	--	--	--

BY AGE

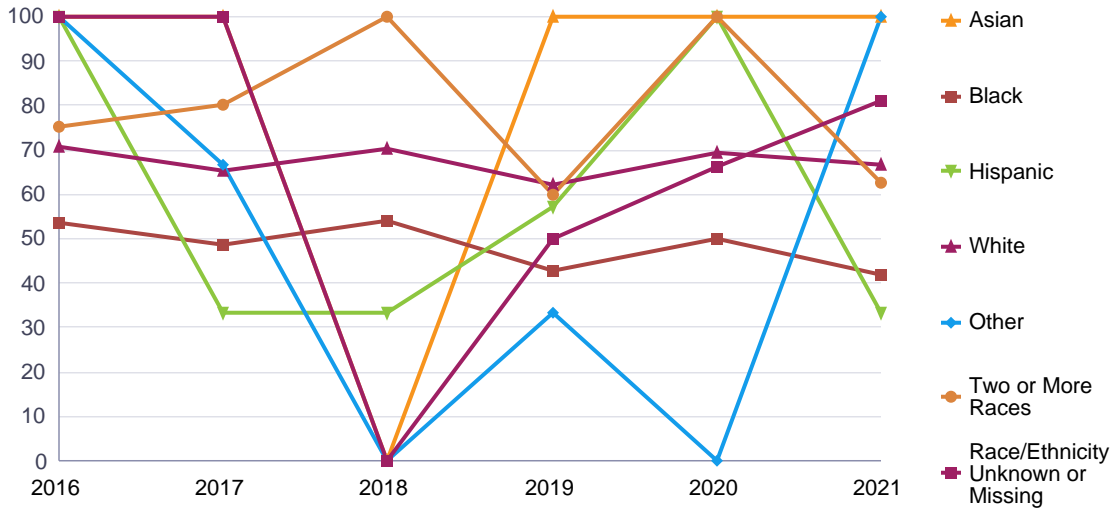
National Results for Two-Year Public Institutions



Age at College Entry		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
20 and Younger	Retained Count	424,682	420,005	394,521	379,615	336,539	334,044
	Retention Rate	56.81%	55.82%	56.43%	54.46%	54.65%	56.38%
	Persisted Count	498,966	493,080	462,883	436,056	400,354	391,358
	Persistence Rate	66.74%	65.53%	66.20%	62.55%	65.02%	66.06%
	Total Students	747,606	752,463	699,186	697,090	615,769	592,461
>20 - 24	Retained Count	39,957	37,644	33,358	29,982	23,063	25,668
	Retention Rate	43.09%	43.03%	43.98%	41.20%	42.67%	43.93%
	Persisted Count	44,397	41,762	36,708	32,603	25,317	27,949
	Persistence Rate	47.88%	47.74%	48.40%	44.80%	46.84%	47.83%
	Total Students	92,728	87,486	75,842	72,767	54,045	58,435
Older than 24	Retained Count	66,855	64,162	58,513	51,394	37,887	42,105
	Retention Rate	43.28%	45.03%	44.64%	41.72%	42.63%	41.50%
	Persisted Count	71,547	68,514	62,071	54,191	40,460	44,697
	Persistence Rate	46.31%	48.09%	47.35%	43.99%	45.52%	44.05%
	Total Students	154,488	142,478	131,089	123,184	88,875	101,464
Age Missing	Retained Count	158	109	64	83	221	63
	Retention Rate	19.48%	12.51%	9.48%	11.59%	34.32%	9.56%
	Persisted Count	159	109	65	85	221	63
	Persistence Rate	19.61%	12.51%	9.63%	11.87%	34.32%	9.56%
	Total Students	811	871	675	716	644	659

PERSISTENCE: BY RACE/ETHNICITY

CENTRAL ALABAMA COMMUNITY COLLEGE

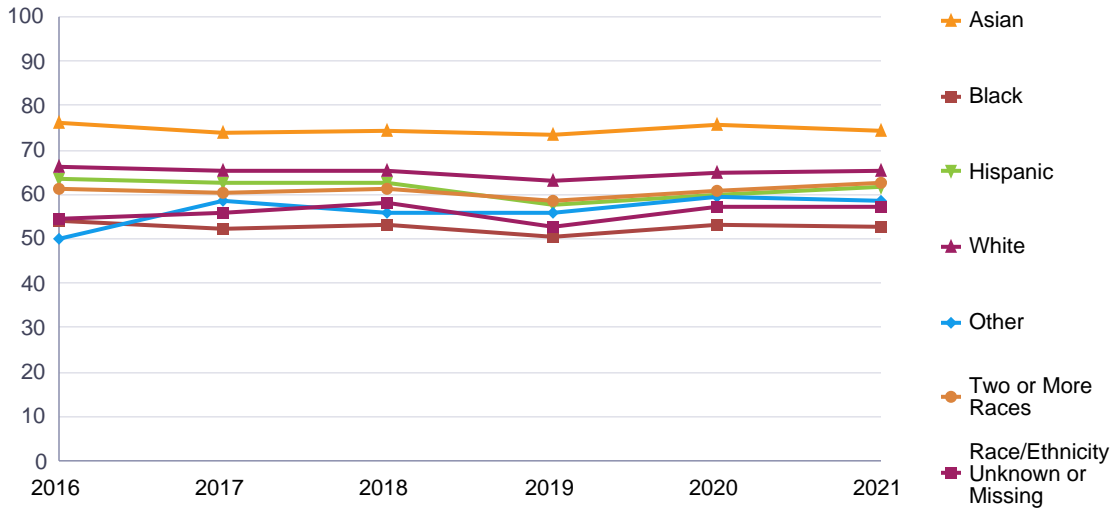


Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Persisted Count	3	1	0	5	1	1
	Persistence Rate	100.0%	100.0%	0.0%	100.0%	100.0%	100.0%
	Total Students	3	1	1	5	1	1
Black	Persisted Count	58	49	41	37	3	16
	Persistence Rate	53.7%	48.5%	54.0%	43.0%	50.0%	42.1%
	Total Students	108	101	76	86	6	38
Hispanic	Persisted Count	2	2	1	4	1	2
	Persistence Rate	100.0%	33.3%	33.3%	57.1%	100.0%	33.3%
	Total Students	2	6	3	7	1	6
White	Persisted Count	173	202	196	171	43	115
	Persistence Rate	70.9%	65.4%	70.3%	62.0%	69.4%	66.9%
	Total Students	244	309	279	276	62	172
Other	Persisted Count	1	2	0	1	0	1
	Persistence Rate	100.0%	66.7%	0.0%	33.3%	0.0%	100.0%
	Total Students	1	3	1	3	0	1
Two or More Races	Persisted Count	3	8	7	6	3	5
	Persistence Rate	75.0%	80.0%	100.0%	60.0%	100.0%	62.5%
	Total Students	4	10	7	10	3	8
Race/Ethnicity Unknown or Missing	Persisted Count	2	1	0	3	117	13
	Persistence Rate	100.0%	100.0%	0.0%	50.0%	66.1%	81.3%
	Total Students	2	1	1	6	177	16

See Race/Ethnicity in Definitions and Methodology on page 12.

PERSISTENCE: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions

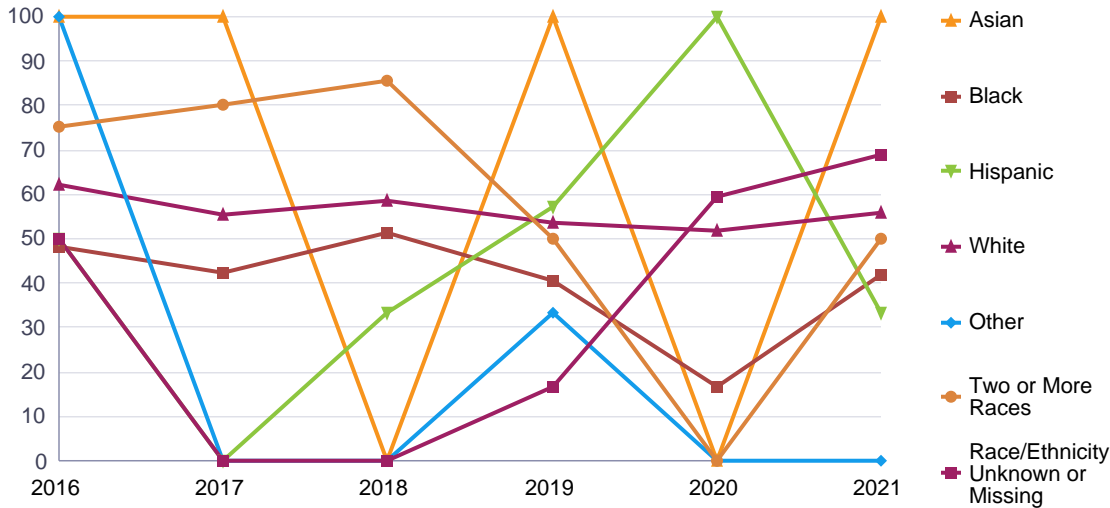


Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Persisted Count	32,096	29,864	27,161	26,392	23,878	21,740
	Persistence Rate	76.0%	74.1%	74.4%	73.3%	75.5%	74.4%
	Total Students	42,234	40,310	36,505	36,000	31,612	29,227
Black	Persisted Count	60,466	57,981	53,778	49,593	43,783	41,929
	Persistence Rate	54.1%	52.2%	53.0%	50.5%	53.3%	52.7%
	Total Students	111,698	111,029	101,562	98,183	82,090	79,494
Hispanic	Persisted Count	131,067	130,559	119,550	117,116	100,440	101,859
	Persistence Rate	63.6%	62.5%	62.5%	57.8%	60.1%	61.5%
	Total Students	206,192	208,784	191,324	202,475	167,187	165,642
White	Persisted Count	250,820	240,433	218,742	208,584	194,226	189,199
	Persistence Rate	66.2%	65.2%	65.5%	63.0%	64.9%	65.2%
	Total Students	379,023	368,542	334,205	331,036	299,390	290,403
Other	Persisted Count	13,107	10,153	7,182	6,549	5,678	6,208
	Persistence Rate	50.1%	58.6%	55.8%	55.7%	59.4%	58.4%
	Total Students	26,149	17,315	12,870	11,766	9,562	10,627
Two or More Races	Persisted Count	21,819	21,906	20,236	19,610	19,074	19,815
	Persistence Rate	61.2%	60.5%	61.4%	58.6%	60.7%	62.4%
	Total Students	35,656	36,222	32,982	33,482	31,451	31,762
Race/Ethnicity Unknown or Missing	Persisted Count	105,694	112,569	115,078	95,091	79,273	83,317
	Persistence Rate	54.3%	56.0%	58.3%	52.6%	57.4%	57.1%
	Total Students	194,681	201,096	197,344	180,815	138,041	145,864

See Race/Ethnicity in Definitions and Methodology on page 12.

RETENTION: BY RACE/ETHNICITY

CENTRAL ALABAMA COMMUNITY COLLEGE

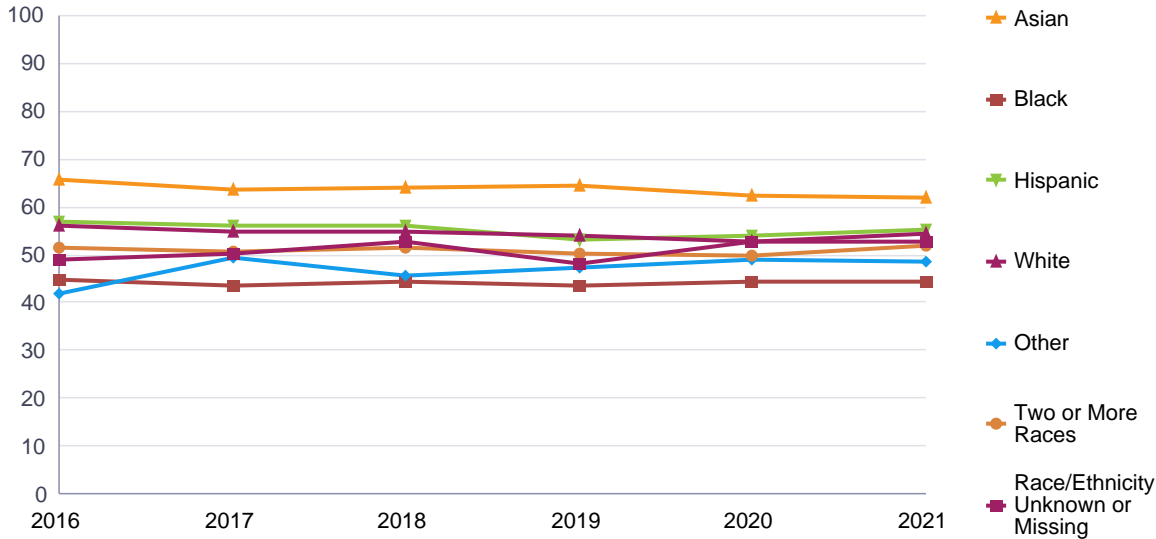


Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Retained Count	3	1	0	5	0	1
	Retention Rate	100.0%	100.0%	0.0%	100.0%	0.0%	100.0%
	Total Students	3	1	1	5	1	1
Black	Retained Count	52	43	39	35	1	16
	Retention Rate	48.2%	42.6%	51.3%	40.7%	16.7%	42.1%
	Total Students	108	101	76	86	6	38
Hispanic	Retained Count	1	0	1	4	1	2
	Retention Rate	50.0%	0.0%	33.3%	57.1%	100.0%	33.3%
	Total Students	2	6	3	7	1	6
White	Retained Count	152	171	163	148	32	96
	Retention Rate	62.3%	55.3%	58.4%	53.6%	51.6%	55.8%
	Total Students	244	309	279	276	62	172
Other	Retained Count	1	0	0	1	0	0
	Retention Rate	100.0%	0.0%	0.0%	33.3%	0.0%	0.0%
	Total Students	1	3	1	3	0	1
Two or More Races	Retained Count	3	8	6	5	0	4
	Retention Rate	75.0%	80.0%	85.7%	50.0%	0.0%	50.0%
	Total Students	4	10	7	10	3	8
Race/Ethnicity Unknown or Missing	Retained Count	1	0	0	1	105	11
	Retention Rate	50.0%	0.0%	0.0%	16.7%	59.3%	68.8%
	Total Students	2	1	1	6	177	16

See Race/Ethnicity in Definitions and Methodology on page 12.

RETENTION: BY RACE/ETHNICITY

National Results for Two-Year Public Institutions



Race/Ethnicity		Fall 2016 Entering Cohort	Fall 2017 Entering Cohort	Fall 2018 Entering Cohort	Fall 2019 Entering Cohort	Fall 2020 Entering Cohort	Fall 2021 Entering Cohort
Asian	Retained Count	27,712	25,676	23,392	23,138	19,682	18,152
	Retention Rate	65.6%	63.7%	64.1%	64.3%	62.3%	62.1%
	Total Students	42,234	40,310	36,505	36,000	31,612	29,227
Black	Retained Count	50,159	48,292	44,867	42,929	36,423	35,229
	Retention Rate	44.9%	43.5%	44.2%	43.7%	44.4%	44.3%
	Total Students	111,698	111,029	101,562	98,183	82,090	79,494
Hispanic	Retained Count	117,366	116,868	107,369	107,263	90,025	91,539
	Retention Rate	56.9%	56.0%	56.1%	53.0%	53.9%	55.3%
	Total Students	206,192	208,784	191,324	202,475	167,187	165,642
White	Retained Count	212,006	202,745	183,680	178,655	158,284	158,426
	Retention Rate	55.9%	55.0%	55.0%	54.0%	52.9%	54.6%
	Total Students	379,023	368,542	334,205	331,036	299,390	290,403
Other	Retained Count	10,903	8,569	5,848	5,562	4,671	5,168
	Retention Rate	41.7%	49.5%	45.4%	47.3%	48.9%	48.6%
	Total Students	26,149	17,315	12,870	11,766	9,562	10,627
Two or More Races	Retained Count	18,321	18,381	17,007	16,784	15,596	16,510
	Retention Rate	51.4%	50.8%	51.6%	50.1%	49.6%	52.0%
	Total Students	35,656	36,222	32,982	33,482	31,451	31,762
Race/Ethnicity Unknown or Missing	Retained Count	95,185	101,389	104,293	86,743	73,029	76,856
	Retention Rate	48.9%	50.4%	52.9%	48.0%	52.9%	52.7%
	Total Students	194,681	201,096	197,344	180,815	138,041	145,864

See Race/Ethnicity in Definitions and Methodology on page 12.

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.