



# Turtle Mountain Community College

## Data Dictionary

**Academic Advising:** A process in which Pathways Advisors (advisors) guide students through enrollment and provide additional educational information in order to guide and empower them in developing, implementing, and completing academic plans that further their career and life goals, to include transferring to a college or university. See also “Pathways Academic Advising.”

**Academic Plan:** The specific order of courses a student needs to take each semester to finish a degree.

**Academic Year:** This can change depending on the reporting entity, but typically this is a period of time that starts at the beginning of fall semester and ends at the end of the subsequent summer semester. Some reports use the start of summer semester as the beginning of the academic year instead. Not that this is different from the fiscal year. See “Fiscal Year” for more.

**Accreditation:** Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality and that it is recognized by other institutions, professions, and ultimately the US government; governmental recognition implies eligibility for federal funding (such as Pell), which would not be possible without accreditation.

**Adjunct Instructor:** Part-time instructors hired to teach specific courses on a temporary, as needed basis with no guarantee of continued employment from semester to semester.

**Adult Basic Education:** Non-credit courses and/or programs for adults who need to improve their basic skills in reading, writing, math, or English language in order to be able to participate effectively in the community and obtain and retain a living wage job.

**Adult/Family Literacy:** Non-credit services/courses/programs to assist adults:

- In becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency;
- who are parents to obtain the educational skills necessary to become full partners in the educational development of their children;
- to participate in interactive literacy activities with their children; and/or
- in the completion of a high school equivalency and/or improvement of English language skills

**American Indian Higher Education Consortium (AIHEC):** Information from [the organization's website](#) includes the following:

“Through AIHEC, our colleges continue to work together to influence policy and build programs in all facets of higher education. They receive technical assistance in key areas; network with one another, federal agencies, other institutions, and potential partners; mentor new institutions; and plan new initiatives to address evolving areas of need.

AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.

AIHEC activities are supported by member dues, grants and contracts. AIHEC is a 501(c)(3) organization governed by a board of directors, which is composed of the presidents of the accredited United States-based TCUs. The board elects from its membership an executive committee to oversee the activities of the collective body and the AIHEC staff.” (*Accessed 8.2020*)

**Annualized Full-Time Equivalency (AFTE) for students:** See “Full-Time Equivalency.”

**Apprenticeship:** Preparation for a skilled profession, trade, or occupation through a structured, systematic program of supervised on-the-job training, along with related technical instruction. Internships often have a specific focus meant to introduce student workers to foundational principles in the work environment.

**Articulation/Articulation Agreement:** The process of mutually agreeing upon courses, degrees, and programs that are designed to provide students with a non-duplicative sequence of progressive achievement that is linked through transfer agreements between two institutions.

**Assessment of Student Learning Outcomes:** The systematic collection, review, and use of information about instructional and administrative programs undertaken for the purpose of improving student learning and development. This form of assessment is aligned to stated institutional learning outcomes designed by the college.

**Benchmark:** A standard or point of reference against which gathered data may be compared or assessed. A benchmark is often taken from a data point's previous five-year average, for example.

**Budget Year:** See “Fiscal Year.”

**Calendar Year:** Time period commencing on the first day of January and ending on the last day of December.

**Career Guidance:** Provides access to information regarding career awareness and planning with respect to a student's occupational and academic future that involves guidance and counseling with respect to career options, financial aid, and postsecondary options including baccalaureate programs.

**Career/Technical Education (CTE):** The organized educational activities that offer a sequence of courses that include academic and technical knowledge and skills needed for current employment, typically requiring less than a baccalaureate degree, or for further education. Instruction includes competency-based applied learning, higher-order reasoning and problem-solving skills, work attitudes, general

employability skills, knowledge of all aspects of an industry, and entrepreneurship. Each of these skill sets are typically focused within one profession or a tight range of related professions.

**Census Date for Official Reporting in Institutional Research Reports:** An official reporting date for institutional data that occurs after the last day to drop/add courses and upon confirmation between the Registrar and the Director of Institutional Research, Assessment, and Accreditation that all data is accurate within the database for the current semester. At this stage, a **data snapshot** of all students in the system at that stage in time; the data yielded from this snapshot includes enrollment and broad demographics, and it is critical for reporting to numerous sources, such as **IPEDS**.

**Census Date or Freeze Date:** A date that occurs once per semester just after students can no longer add or drop courses without record. (The registrar provides confirmation that all students are entered into the database.) Upon this date, the IRAA office captures critical data (see “Data Snapshot”) to ensure that accurate information can be reported to agencies and stakeholders in a timely fashion. This data can also be compared against the same data taken in the same time period in other years.

Census date is called “freeze date” on some campuses, but the definition is essentially the same.

**Certificate:** See “Program.”

**Classification of Instructional Programs (CIP):** A national numerical classification and standard terminology for secondary and postsecondary programs. The National Center for Education Statistics designed the **CIP code** "to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity."

The code produced by this system is used by the financial aid office (and other parts of campus) to verify the appropriate program information, a particularly useful system when new programs are added. Use of this code ensures commonality between institutions for course names and classifications.

**Cohort:** A group of students who share common traits and a common beginning point in an institution or program. The cohort’s enrollment and registration are tracked over time for the purposes of calculating retention and graduation rates. An example of a cohort would be all students at TMCC in a fall term who are new first-time students that have not previously enrolled in a higher education institution for college level courses. Codes are given to these students, and these **cohort codes** are different depending on which semester they entered and whether or not they are a transfer student.

**Cohort codes:** Once a student first enters TMCC, they are assigned a code that indicates the following:

- The year entered
- The semester entered
- First-time student status (no transfer credits)
- Transfer status

These codes are then used to better understand student trends within each grouping and to apply institutional decisions based on the findings.

**Community College:** A postsecondary educational institution traditionally offering programs of up to two years and can lead to either an undergraduate certificate or an associate degree. Community

colleges can offer vocational education leading directly to an occupation, or a transfer degree leading to completion of education in a four-year college or university. Some community colleges have begun to offer other postsecondary degrees at the bachelor's level, and some community colleges rarely offer a master's degree.

**Competency Based Education (CBE):** A form of personalized learning which allows students to work at their own pace, where progress is based on mastery of skills, rather than time in class. Although the course format is primarily online, instructors are available at given times throughout each week. Students who are ideal candidates for CBE are those who have previous experience or prior knowledge of course content, and who are self-motivated, have good study skills, and drive to

complete and work autonomously.

**Completion:** See **Graduation**.

**Completion Rate:** See **Graduation Rate**.

**Concurrent Enrollment:** The National Alliance of Concurrent Enrollment Partnerships (NACEP) is an accrediting entity for concurrent enrollment, and [its website](#) provides the following definition of this process:

Concurrent and dual enrollment partnerships provide high school students the opportunity to take college credit-bearing courses. NACEP defines concurrent enrollment as the subset of dual enrollment courses taught by college-approved high school teachers in a secondary environment. Concurrent and dual enrollment partnerships and early college programs successfully transition students from high school to college.

Concurrent enrollment is a low-cost, scalable model for bringing college courses to students in urban, suburban, and rural high schools and secondary career centers. Students gain exposure to the academic challenges of college while in their supportive high school environment, earning transcribed college credit at the time they successfully pass the course.

Concurrent enrollment also facilitates close collaboration between high school teachers and college faculty that fosters alignment of secondary and postsecondary curriculum.

Sometimes called "dual credit," "dual enrollment," "college in the high school," or "early college," concurrent enrollment differs from other models of dual enrollment because high school instructors teach the college courses. (*Accessed 8.2020*)

**Consortial Agreement:** The higher learning commission [defines](#) consortial agreements/consortial arrangements as follows:

A consortial arrangement is one wherein a significant portion of an academic program is provided by a consortium of institution(s) accredited by an accreditor recognized by the U.S. Department of Education. (Accessed 8.2020)

**Consortium:** An entity formed by educational agencies to undertake projects, activities, programs, and/or services for its members. This is slightly different than a **Consortial Agreement**.

**Contact Hours:** The hours of a scheduled course offering when students are expected to be in attendance.

**Continuing Education Unit (CEU):** Courses/programs/activities that are offered for non-credit and not focused on a college degree. Credits awarded from these opportunities are specific to a professional theme, planned in advance, and are recorded on a TMCC's transcript if they participate. However, non-students can also earn CEU credits.

**Co-Sponsored Offerings:** Courses/programs designed to serve special groups through the efforts of two or more entities.

**Correspondence Education:** As [defined](#) by the Higher Learning Commission, education provided through one or more courses by an institution under which the institution provides instructional materials by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.

Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses are typically self-paced. Correspondence education is not distance education. (Accessed 8.2020)

**Course:** A unit of instruction that has the following:

- a formalized syllabus;
- a description;
- a condensed outline or statement;
- a minimum of one contact hour (50 minutes) in length;
- an approval in accordance with board policy; and
- an instructor of record.

**Course Contact Hour:** Equals 50 minutes of instructional contact per credit hour between an instructor and student in a scheduled course offering for which students are registered.

**Course Number:** The combination of alpha/numeric characters assigned by a college to a course. The first six positions must match common course number.

**Course Outline:** A detailed outline of a course including the content required, objectives, competencies or expected outcomes, expectations of students, and evaluation procedures.

**Course Success Rate:** Percentage of students who receive a passing/satisfactory grade in a course. It is calculated as the number of students who received a passing/satisfactory grade in a course divided by the number of students enrolled in the course, multiplied by 100.

**Credit Hour:** A unit of measure/recognition awarded and recognized by higher education for the completion of an activity,

course, and/or program. A credit hour is referred to as 50 minutes of instruction.

**Cumulative Credits Earned:** Number of credits a student has earned at a particular institution.

**Cumulative Grade Point Average:** A student's cumulative grade point average in the program. Scale from 0.0 to 4.0.

**Data Sharing Agreement:** An agreement that may be used to relay data between different organizations in order to better understand student success trends; such an agreement typically is designed to inform each respective organization to make more enriched decisions. For an institution, this may mean applying internal changes to support systems or program design, and for external entities, it may relate to funding—but there are a wide variety of reasons such an agreement may exist. See also “Memorandum of Understanding (MOU).”

**Data Snapshot:** This occurs at specific times in the semester (see “Census Date or Freeze Date”) in order to capture specific data points. The purpose of this is to record critical moments of the institution (typically just after the last day to add a course or drop a course without record), and capturing this information supports accuracy in data dynamics. Furthermore, reporting can be made easier when snapshots organize data in a manner that relates to common national data submission, easing time and energy from campus staff during critical reporting periods.

**Data Sovereignty:** The definition from Wikipedia is provided below:

Data sovereignty is the idea that data are subject to the laws and governance structures within the nation it is collected. The concept of data sovereignty is closely linked with data security, cloud computing and technological sovereignty. Unlike technological sovereignty, which is vaguely defined and can be used as an umbrella term in policymaking,<sup>[1]</sup> data sovereignty is specifically concerned with questions surrounding the data itself.<sup>[2]</sup> Data sovereignty is usually discussed in two ways: in relation to Indigenous groups and Indigenous autonomy from post-colonial states or in relation to transnational data flow. With the rise of cloud computing, many countries have passed various laws around control and storage of data, which all reflects measures of data sovereignty.<sup>[2]</sup> More than 100 countries have some sort of data sovereignty laws in place.<sup>[3]</sup> With self-sovereign identity (SSI) the individual identity holders can fully create and control their credentials, although a nation can still issue a digital identity in that paradigm. (Accessed 8.2020)

Put simply, data sovereignty conveys a sense of ownership and responsibility over data and data systems. Placed in the context of a tribe and tribal college, this means that certain data dynamics need to be controlled by the tribe to avoid potential damage to the tribe’s image, whether unintentional in nature or not. For example, if data is conveyed that shows a particular negative indicator, missing from this may be crucial context that would be accessible by the tribe or even obvious to tribal members, but not to an external researcher, statistician, or organizational representative. Data sovereignty conveys a sense of responsibility over data communication, and the tribe itself is most capable of embodying this responsibility.

**Database Management System (DMS):** A system designed for reporting enrollment, human resources and financial data from the community college. TMCC uses the Jenzabar software for its DMS.

**Declared Major:** The declaration of a major by a student in a specific program, which is completed through established procedures adopted by the college.

**Developmental Education Course:** A course (credit and non-credit) designed to provide assistance (remedial instruction) to an individual so they can successfully complete the regular courses in their program of study. They are not designed to be college transferable and do not count toward graduation requirements.

**Disabled:** The term "individual with a disability" means an individual with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990.

**Displaced Homemaker Status:** Someone who has provided unpaid household services for family members in the home for substantial number of years; not gainfully employed; has had, or would have, difficulty finding employment; dependent on the income of a family member and has lost that income or dependent on government assistance as the parent of dependent children, but is no longer eligible for assistance, or will soon require the assistance because the minor children are within two years of reaching 18.

**Distance Delivery:** The learning mode by which distance learning occurs. See "distance learning."

**Distance Learning:** A formal learning activity where students and instructors are separated by geography, time, or both, for the majority of the instructional period.

**Department of Education (DOE):** This is the branch of the federal government responsible for implementing and enforcing federal policy on education. DOE also collects data from institution and reports on national and regional trends in education. DOE evaluates and approves accreditation entities.

**Dual Enrollment:** See "Concurrent Enrollment." These terms are *generally* synonymous, though concurrent enrollment can carry its own form of accreditation and standards for application.

**Earned Credit Hours:** The total credit hours posted to student transcript at time of reporting.

**Enrollment:**

1) As a headcount, enrollment is the number of students enrolled in credit courses offered by an institution. Higher education institutions in general measure enrollment by headcount and full-time equivalency (FTE). See also "Headcount" and/or "FTE."

2) As a course enrollment, it is the number of courses students are enrolled in. See also "Headcount."

**Ethnicity:** Category used to describe groups to which individuals belong in the eyes of the community or with which they identify. An ethnic group is a named social category of people based on perceptions of shared social experience or ancestry. The categories do not denote scientific definitions of anthropological origins.

**Faculty Instructional Load:** Total number of credit hours an instructor teaches per semester.

**Faculty of Color:** Full-time faculty and adjunct instructors who identify within a racial or ethnic identity group that has been historically marginalized based on the color of their skin, that would include Black or African American or African heritage, Latino/a or Hispanic, Asian American or Asian descent, Hawaiian, or Pacific Islander, American Indian or Alaskan Native, and or multiracial.

**Fees:** Incidental fees collected from students, such as lab, transcript, and other similar type services.

**Financial Aid:** Funding sources that help students attend postsecondary education institutions. Federal and state government, educational institutions, and private agencies provide funds in the form of scholarship, grants, work-study, and education loans.

**Financial Aid Year:** In postsecondary institutions, financial aid funding is allocated on a semester or quarterly basis as dictated by the yearly academic calendar. See also “Fiscal Year” and “Academic Year.”

**First-Generation Student:** Undergraduates for whom neither parent earned a postsecondary degree.

**First-Time Student:** A student attending a postsecondary institution for the first-time after graduating from high school or after obtaining a Certificate of High School Equivalency by passing the General Educational Development (GED) tests.

**Fiscal Year:** A 12-month period running from July 1 through the following June 30. This is called a fiscal year as the budget for the institution follows this year.

For the purposes of data from the IR department, the Fiscal Year is different from the Academic Year. See “academic year” for more.

**Full-Time Equivalency (FTE):** A calculation of enrollment used for numerous national reports, which is determined based on the sum of credits carried by all students enrolled in classes at a particular level, divided by the number of credits in a full-time load.

**Full-Time Student:** A student enrolled for 12 or more semester credits in a term.

**Gender:** Designation by the individual if they are a male, female, non-binary, two-spirited, or other.

**General Education Courses:** Credit courses designed to impart common knowledge, promote intellectual inquiry, and stimulate the examination of different perspectives. They also foster human development in civic, consumer, environmental, and social responsibilities. The number and type of general education courses in a curriculum is determined by program needs and institution standards. General education courses are also a key area for assessment for student learning to show evidence of student growth toward the institution’s stated student learning outcomes.

**GERTA:** From the [NDUS website](#):

“Based on the General Education Requirement Transfer Agreement (GERTA), an approved set of general education courses are transferable between North Dakota University System institutions, North Dakota’s five tribal colleges, and one North Dakota private university. The transfer agreement is designed to improve student access to institutional degrees and avoid course duplication or loss of credit when students transfer within North Dakota.”

TMCC aligns with GERTA, and a document depicting this alignment is embedded annually in the catalog.

**Graduate:** A student who has fulfilled all the requirements of a program and has earned a degree or certificate.

**Graduation:** Successful completion with a degree or certificate from an approved program. This term is synonymous with **Completion**.

**Graduation Rate:** The percentage of students within a cohort that graduated within a set time period. For example, the IR department reports to the federal government on the percentage of first-time, full-time students at specific points of time, such as at 150 percent of time to an associate degree (this is three years, since normally a full-time student is expected to complete an associate degree within two years) and at 200 percent of time to an associate degree (four years). The calculation

for the graduation rate is number of students graduating divided by the total number of students, multiplied by 100.

The formula most commonly used for institutional reporting (AKIS AIMS) is as follows. AY 2019-20 is used as an example:

Headcount of all graduates (from the AY 2016-17 or AY 2013-14 Cohort) for AY 2019-20 / headcount of students entering in AY 2016-17 or AY 2013-14 = Graduation Rate

**Headcount:** Total number of registered students, whether full-time or part-time. The headcount can be duplicated (students are counted more than once, such as when number of students taking courses on each campus are calculated, since a student can be taking courses on more than one campus) or unduplicated (students are only counted once, such as when all students enrolled in a term are counted).

**Highest Educational Achievement/Award:** The highest educational degree/certificate attained by a person, with degrees. Listed here in descending order are common degrees ordered highest to lowest, though this is not a comprehensive list: Doctorate of Philosophy (Ph.D.), Doctorate of Education (Ed.D.), Doctorate Educational Specialist (EDs), Master's degree (M.A., M.S., M.Ed.), Bachelor's degree (B.A., B.S., B.F.A.), Associate Degree (A.A., A.S., A.A.S.), Postsecondary Certificate, High School Diploma.

**Hispanic Serving Institution (HSI):** An institution of higher education that

- is an eligible institution, AND
- has an enrollment of undergraduate full-time equivalent (FTE) students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.

Also see "Minority Serving Institution."

**Independent Study:** Instruction in which the student works one-on-one with the instructor. The course delivery may be individually tailored to accommodate the student's needs. Course(s) must be of an approved course of study and listed in the college catalogue.

**Instructional Methods:** The types of instructional methods/experiences used to deliver curriculum content. Traditional (in person), online/distance delivery, or hybrid are typical instructional methods offered at TMCC.

**Integrated Postsecondary Education Data System (IPEDS):** The core postsecondary education data collection system for the National Center for Education Statistics (NCES). It is a system of interrelated surveys conducted annually by NCES. Provides basic data needed to describe—and analyze trends in—postsecondary education in the United States in terms of numbers of students enrolled, staff employed, dollars expended, and degrees earned. IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs.

Much of IPEDS data generally concerns information about the four-year programs at TMCC, which is why a separate reporting mechanism under the American Indian Higher Education Consortium (AIHEC) exists: the AKIS AIMS.

**IPEDS:** The Integrated Postsecondary Education Data System (IPEDS) is a national data repository for numerous baseline institutional trends, such as enrollment and basic demographics like gender and race. This data allows colleges to compare these trends over time with a comparison group; this informs each participating college about these baseline metrics, and allows for data-informed institutional decisions. In order for IPEDS to attain this data, colleges and universities must first report their data.

**Jenzabar:** This is a database management system (DMS) that houses all of TMCC's internal institutional data. Data points like registration demographics, course history, grades, and graduation records are all housed within this system.

**Jenzabar Modules:** Modules allow for specific forms of services to be provided from the Jenzabar product. One example is the retention module, which allows for TMCC to better understand student obstacles and ways to intervene to support student success.

**Licensure:** The legal granting of authority by a government agency such as the state to practice a profession (such as teaching or healthcare). Licensure prohibits anyone without a license from practicing the profession.

**Mainstreaming:** The placement of students, who are members of special populations and those who may need additional support services in order to be successful, in regular educational programs or courses. This is a practice more regularly seen at larger institutions.

**Major:** The program identifier that describes a student's concentration of courses and/or declared program completion goal.

**Memorandum of Understanding (MOU):** A non-binding agreement between two or more parties outlining the terms and details of an understanding, including each party's requirements and responsibilities. An MOU is often the first stage in the formation of a formal contract. See also "Data Sharing Agreement."

**Minority:** The legal definition of minority is American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander or other underrepresented ethnic groups. It is important to note that this term describes groups rather than individuals.

**Minority Serving Institution (MSI):** An institution that serves at least 25 percent of a specific minority group of undergraduates, based on enrollment or whose enrollment of a single minority or a combination of minorities exceeds 50 percent of total enrollment.

**National Center for Education Statistics (NCES):** The statistical branch of the Office of Educational Research and Improvement, a principal operating component of the United States Department of Education. This governmental entity broadly oversees data collection and analysis for all colleges in the US. (See “IPEDS.”)

**NDUS:** A description from [the North Dakota University System’s website](#) is as follows:

“The North Dakota University System is a unified system of higher education governed by the State Board of Higher Education. Organized in 1990, the University System is led by the chancellor. The NDUS staff supports the State Board of Higher Education’s mission to enhance the quality of life for all those served by the NDUS as well as the economic and social vitality of North Dakota.” *(Accessed 8.2020)*

Additionally, the NDUS aligns credentials earned at all institutions through an intercollegiate agreement, called GERTA (see “GERTA”). This allows students to move between any of these institutions, and (typically) have the ability to apply any credits earned in general education courses at one institution to any of the other institutions.

**Non-Credit Course:** An educational course offered to students that does not award credit towards completion of a certificate or a degree. Non-credit courses usually cannot be transferred for credit to other educational institutions. Often non-credit courses are offered as part of the continuing education programs of an institution, and are intended to help students gain knowledge and build skills.

**Non-Traditional Student:** Students who are mostly defined by age and are over 25 years old. Extensive definition by National Center for Education Statistics (NCES) (2002) also includes these student populations: they delay enrollment, attend part time, work full-time while enrolled, are financially independent, have dependents, are a single parent, and/or have no GED.

**Online Course:** A method of distance learning where the entire content of a course is delivered online (web-based/internet/etc.).

**Open Enrollment:** All individuals, regardless of their previous education, level of achievement, etc., can enroll.

**Part-Time Student:** A student enrolled for fewer than 12 credits per term in Fall or Spring, or enrolled for seven or fewer credits per term in Summer.

**Passing Grade:** A final grade of A, B, C, D, or P. However, even though D grades award the credit for that course, they are seen as a negative institutional indicator; the more D grades there are across the college, the lower the “health” of the educational system is.

**Pell Grant (PELL):** A federally funded need-based grant that is awarded to and designed for undergraduate students. Eligibility is determined by the Free Application for Federal Student Aid (FAFSA). The amount of the grant is determined by a federal funding formula, the cost of attendance, and the enrollment status of students. Rules regulating eligibility are set at the national level (not the local institution) and apply to students no matter where they attend school.

**Pell Grant Recipient:** An individual who is enrolled in an undergraduate program of study who has not earned a bachelor's degree or professional degree and has been awarded a non-repayable Federal Pell Grant.

**Perkins Fund Allocation:** The amount of Perkins funds allocated to each community college based on Federal criteria.

**Perkins Fund:** A principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation. The purpose is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

**Persistence:** A measure of students who started in the fall semester and continued toward their declared program of study in the subsequent spring semester. Students who graduate at the end of their fall semester are counted as a positive in the overall persistence rates, though the formula for other reporting may differ.

The formula for calculating persistence for the AKIS AIMS is as follows:

$$\frac{((\text{Spring 2020 returnees}^* + \text{Fall 2019 Graduated}) / (\text{Fall 2019 Enrollment} - \text{Fall 2019 Exclusions})) \times 100}{\text{Persistence (fall to spring)}}$$

**Professional Development:** Activities, courses, and programs to upgrade or further develop the skills of persons presently employed, especially insofar as it relates to the enhancement of job duties.

**Program of Study:** A coherent sequence of courses designed to prepare individuals for employment or further education in a specific occupational area. A certificate program is a program requiring fewer than 60 credit hours (usually less than 45 credit hours) and a degree program requires 60 or more college-level credit hours. A degree program can be designed for either employment or transfer. Certificate programs lead to employment or are "stepping stones" towards a degree program which allows students to complete a certificate on the way to completing a degree.

New programs of study proposed for consideration at TMCC must attain approval from the curriculum committee, the board of directors, and the Higher Learning Commission (HLC).

**Race:** A category used to describe groups to which individuals belong in the eyes of the community or with which they identify. Members of a racial group share similar perceived physical characteristics or origins. The categories do not denote scientific definitions of anthropological origins. Depending on the reporting and analysis requirements of the data, participants may be counted only in one race, or may be counted across racial categories.

**Recertification/Relicensure:** Credit and non-credit offerings designed for individuals employed that are required to be recertified or relicensed.

**Reciprocity Agreement:** Recognition by one institution of the validity of licenses or privileges granted by another institution. An example of this is to provide the same tuition rates to students within a geographic area that spans multiple states (instead of charging out-of-state tuition).

**Registration:** A process of enrolling students for courses or programs.

**Residency:** Used most typically to identify the state in which a student lived (for a minimum amount of time) at the date of registration for tuition purposes. TMCC does not change its tuition rates based on state residency, however.

**Retention:** A measure of academic progress of a cohort from one fall term to the next fall term of the subsequent academic year; this measure is taken to consider of degree-seeking students who have degrees that span shorter than one year (such as certificates). Retention rate is expressed as a percentage of the students who return each term or year. Retention refers to an institution's ability to keep students, which differs from persistence, which looks at students remaining between fall and spring terms of the same academic year.

The formula for calculating retention for the AKIS AIMS is as follows, though other reporting calculations may differ:

$$((\text{Fall 2020 returnees} + \text{Graduated}) / (\text{Fall 2019} - \text{Exclusions})) \times 100 = \text{Institutional Retention}$$

**Scheduling by Degree:** The process of registering students for classes that fit specifically within a degree program based on an academic course map.

**Sexual Orientation:** Sexual orientation is the label applied based off of sexual attraction, expression, and/or behavior. It is in reference to the sex of the individual to whom one is sexually, romantically, and/or emotionally attracted. Many identities have been given a label to categorize the orientation, such as attraction to the same sex (gay men or lesbians), attraction to the other sex (straight people), and attraction to both sexes (bisexuals) (American Psychological Association [APA], 2017). Additional identities of sexual orientation include pansexual, queer, or omnisexual which typically vary in meaning but often define sexual orientation without adhering to the gender or sex binary of "male" and "female" only (APA, 2017). Some people also identify as asexual which is typically associated with a lack of desire for sexual intimacy, but may vary and also include a desire for romantic intimacy. Sexual orientation is varied and defined best using a continuum framework.

Reference: American Psychological Association. (2017). Lesbian, gay, bisexual, transgender. Retrieved from American Psychological Association at <http://www.apa.org/topics/lgbt/index.aspx>

**Single Parent Status:** Individual who is unmarried or legally separated and has custody or joint custody of one or more minor children.

**Stackable Credentials:** This occurs when a student earns certificates or degrees that complement one another in some manner. There are three specific ways of earning stackable credentials, described as follows:

- **Vertical stacking:** credentials are seen in a hierarchical manner, meaning that a student first earns an entry-level credential (such as a certificate or an associate's degree); then the student earns another credential that is more rigorous and/or requires a higher standard of expertise than the initial credential. Furthermore, each credential earned is typically related to the previous credential(s). A student gains advantage from this by gaining knowledge and skills from multiple institutional levels of academia, likely making for a highly marketable professional leader within a range of fields.

- **Horizontal stacking:** With this type of stacking, the level of the degree remains essentially the same. If a student earns two or three certificates in generally related fields, the advantage is that a student can apply an array of skills to multiple professional disciplines, possibly within a single organization.

**Value-Added stacking:** In this form of stacking, a person holding a more advanced credential (such as a BA or above) could earn a lower credential in order to add a specific area of expertise onto broader skillsets already attained, thereby securing a specific job, for example. This form of stacking is most common in the healthcare field, but is certainly possible in other fields.

**Staff or Students of Color:** Professional technical (exempt) and classified employees or students who identify within a racial or ethnic identity group that has been historically marginalized based on the color of their skin, ethnic origins, or their political enrollment in a tribe; this would include Black or African American or African, Latino/a or Hispanic, Asian, Hawaiian, Pacific Islander, American Indian or Alaskan Native, and/or multiracial.

**Strategic Enrollment Management:** The whole process of support systems, academic pathways, programs, advising and other services that get a student from first learning about college to application, then to successful engagement throughout their learning journey, and then to graduation and/or transfer. Decisions made to support students are made at every stage, and data is often applied to support such decisions.

**Student Engagement:** Action occurring when students make a psychological investment in learning. This engagement can occur in or out of the classroom and on or off campus.

**Student Identification (ID) Number:** A randomized, database-generated sequence of numbers that allows students to be identified in a way that is not associated with any identifiable data (such as social security number (SSN)). This level of anonymity protects student identities when working with data across systems or organizations.

**Student-to-Faculty-Ratio:** This is typically the ratio of full-time equivalent students to full-time equivalent faculty during a semester. This ratio is calculated by dividing the full-time equivalent student workload by the full-time equivalent faculty.

**Transfer:** A student entering an institution for the first time but known to have previously attended a different postsecondary institution. The student may transfer with or without credit. An institution may have both transfer-in and transfer-out students. For instance, TMCC may have a transfer-in student that comes to TMCC after attending a different community or four-year college. TMCC also has many students that transfer out to other community or four-year colleges after attending TMCC.

**Trend:** A report that presents comparative information about enrollment and student characteristics, faculty and staff, etc. over a period of time. Most trend reports at TMCC have at least five years of data.

**Tuition:** The charges established by a community college for student enrollment in programs, courses, or individualized learning situations. The tuition rate varies according to residency status of the students.

**Unduplicated Headcount:** A student is counted only once during a term or an academic year regardless of how many classes or terms the student attends during that period.

**Veteran Student:** A student who is a former member of the Armed Forces of the United States (Army, Navy, Air Force, Marine Corps, and Coast Guard) who served on active duty and was discharged.

**Waiver:** A document or process that allows students to be exempt from certain degree, program, or institution requirements. Students who receive a waiver must meet the requirements specific to the waiver.