

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's indicator. If your institution did not define a custom comparison group for this report by July 15, 2022 NCE selected a comparison group for you. (In this case, the characteristics used to define the comparison group appear below.) The customized Data Feedback Report function available at <http://nce.ed.gov/iped/use-the-data/> can be used to recompute the figures in this report using different peer group.

The custom comparison group chosen by Tulsa Community College includes the following 29 institutions:

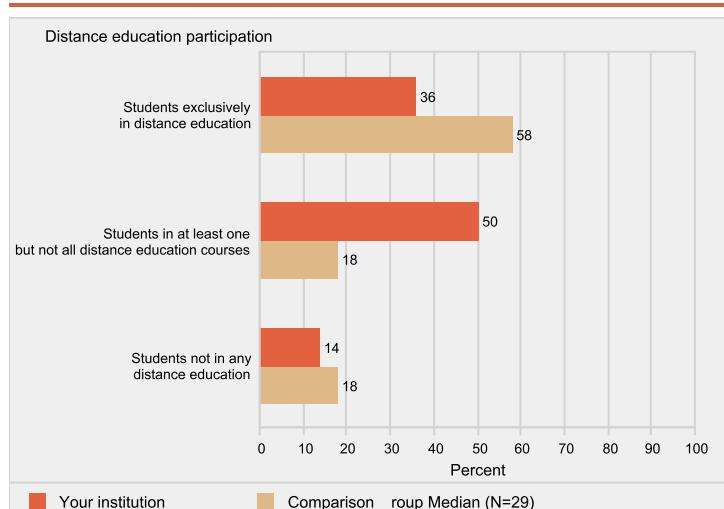
- Anne Arundel Community College (Arnold, MD)
- Bergen Community College (Paramus, NJ)
- Becker Health College (Boston, MA)
- Central Piedmont Community College (Charlotte, NC)
- Central Texas College (Killeen, TX)
- Chaffey College (Rancho Cucamonga, CA)
- College of the Canyons (Santa Clarita, CA)
- Community College of Allegheny County (Pittsburgh, PA)
- Community College of Baltimore County (Baltimore, MD)
- Community College of Philadelphia (Philadelphia, PA)
- Delgado Community College (New Orleans, LA)
- Erie Community College (Buffalo, NY)
- Front Range Community College (Westminster, CO)
- Irvine Valley College (Irvine, CA)
- Johnson County Community College (Overland Park, KS)
- Kirkwood Community College (Cedar Rapids, IA)
- Laney Community College (Lansing, MI)
- Metropolitan Community College Omaha (Omaha, NE)
- Metropolitan Community College Kansas City (Kansas City, MO)
- Monroe Community College (Rochester, NY)
- Moraine Valley Community College (Palo Alto, IL)
- Mt. San Jacinto Community College District (San Jacinto, CA)
- Ozark Technical Community College (Springfield, MO)
- Saint Louis Community College (Fridleyton, MO)
- Sierra College (Rocklin, CA)
- Sinclair Community College (Dayton, OH)
- SUNY Westchester Community College (Valhalla, NY)
- Trident Technical College (Charleston, SC)
- Wayne County Community College District (Detroit, MI)

The figures in this report have been organized and ordered into the following topic areas:

| Topic Area | Figures | Pages |
|--|---------------------------------------|---------------|
| 1) Administration (only for non-open-administration schools) | [Not applicable] | |
| 2) Student Enrollment | 1, 2, 3 and 4 | 3 and 4 |
| 3) Aid | 5 | 4 |
| 4) Charge and Net Price | and 7 | 4 |
| 5) Student Financial Aid | 8 and 9 | 5 |
| 6) Military benefit* | [Not applicable] | |
| 7) Retention and Graduation Rate | 10, 11, 12, 13, 14, 15, 16, 17 and 18 | 5, 6, 7 and 8 |
| 8) Finance | 19 and 20 | 9 |
| 9) Staff | 21 and 22 | 9 and 10 |
| 10) Libraries* | 23 and 24 | 10 |

*The figures only appear in customized 2022 reports.

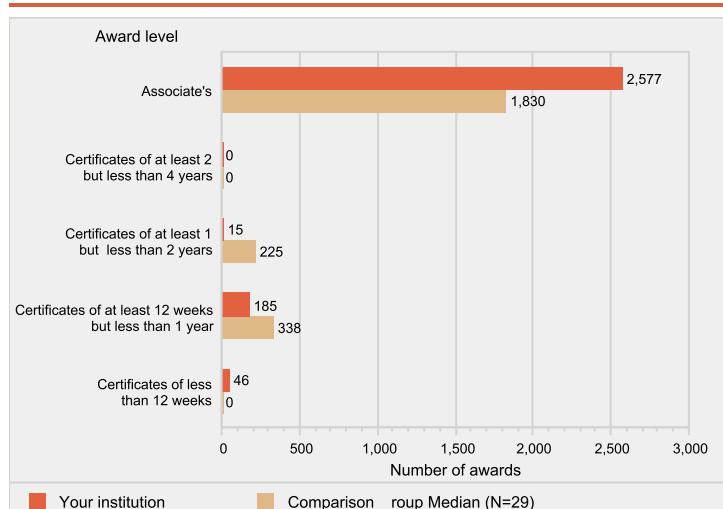
Figure 4. Percent of students enrolled in distance education courses, by amount of distance education: 2020-21



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, 12-month Enrollment survey component.

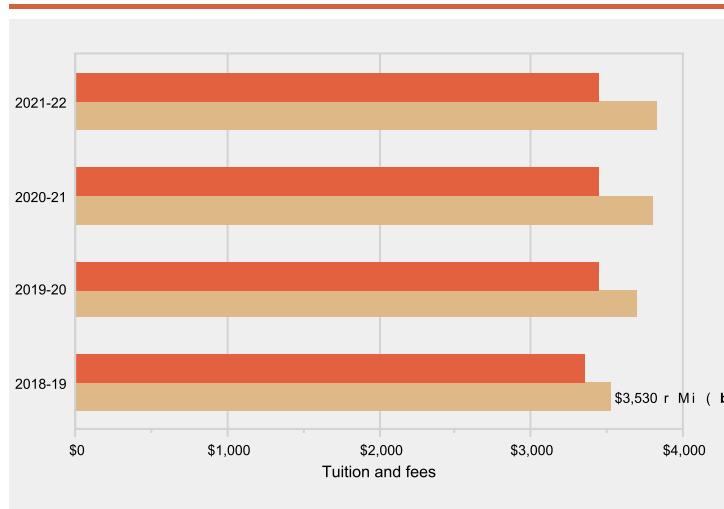
Figure 5. Number of subbalaureate degrees and certificates awarded, by level: 2020-21



NOTE: N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2021, Completions survey component.

Figure 6. Tuition and required fees for full-time, first-time degree/certificate-seeking undergraduate students: Academic years 2018-19 to 2021-22



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Student Enrollment

Enrollment Counts

Retention, Graduation Rates, and Outcome Measures

Retention Rates

Retention rates are measures of the rate at which student persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduate student from the previous fall who are still enrolled in the current fall. For all other institutions, this is the percentage of first-time degree/certificate-seeking undergraduate student from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduate student, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduate student.

Graduation Rates and Transfer Rates

Graduation rates are those developed to satisfy the requirement of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individual from a given cohort of full-time, first-time degree/certificate-seeking undergraduate student who completed a degree or certificate $\times \frac{\text{Number of students}}{\text{Number of students}} \times \frac{\text{Number of students}}{\text{Number of students}} = \frac{\text{Number of students}}{\text{Number of students}}$, $R_p = \frac{\text{Number of students}}{\text{Number of students}} \times \frac{\text{Number of students}}{\text{Number of students}} = \frac{\text{Number of students}}{\text{Number of students}}$.

Tulsa Community College

Core revenue—for private, not-for-profit institutions (and a small number of public institutions)—reporting under FA B reporting standard—include tuition and fees; government (federal, state, and local) appropriation and grant/contract; private gift, grant, and contract, including contribution from affiliated entities; investment return; sale and service of educational activities; and other source (a generated category of total revenue minus the sum of core and noncore categories on the Finance Survey component). “Other core revenue” include government (federal, state, and local) appropriation, sale and service of educational activities, and other source.

Core revenue—for private, for-profit institutions—reporting under FA B reporting standard—include tuition and fees; government (federal, state, and local) appropriation and grant/contract; private grant/contract; investment income; sale and service of educational activities; and other source (a generated category of total revenue minus the sum of core and noncore categories on the Finance Survey component). “Other core revenue” include government (federal, state, and local) appropriation and other source.

At degree-granting institutions, core revenue exclude revenue from auxiliary enterprises (e.g., bookstores, “kiosks,” food trucks, apparel, food and drink concessions).

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