



2016 Community College Performance Profile

History/Background

The Education Achievement Council, created by MS Legislature in 2010, was charged with setting education achievement goals for the state and monitoring progress towards those goals through required institutional and state report cards. The metrics in this document were crafted by the Presidents and Institutional Research/Effectiveness Officers at all 15 MS community colleges. The measures closely align with the Voluntary Framework of Accountability developed by the American Association of Community Colleges (AACC) and are designed to reflect the unique mission of community colleges. The data contained in the report cards are third-party validated by the National Strategic Planning and Assessment Research Center (nSPARC) at Mississippi State University.

PERFORMANCE MEASURE 1: STUDENT ENROLLMENT

Aspect of Mission	Copiah-Lincoln Community College		All MS Community and Junior Colleges	
	NUMBERS FROM CLCC	FTE	SYSTEM TOTAL N	SYSTEM TOTAL FTE
STUDENT ENROLLMENT				
University Parallel (AA Degrees)	2771	1997	68,923	46,500
Technical (AAS Degrees)	540	472	14,394	11,079
Certificates	185	134	5,617	4,067
Non-degree Seeking/Dual Enrollment	609	156	10,241	2,363
TOTAL STUDENTS SERVED	4105	2759	99,175	64,009

Based on 2015-16 enrollment

Purpose of section: How big are we? How many students are served annually?

CLCC perspective: During the 2015-2016 academic year, CLCC enrolled **4105** unique students in credit courses. The full-time equivalent enrollment number (used for funding purposes) was **2759**. CLCC's student population represents **4.1%** of the state's total CC enrollment and **4.3%** of the state's total FTEs.



PERFORMANCE MEASURE 2: DEGREE ATTAINMENT

DEGREES	NUMBERS FROM CLCC	SYSTEM TOTAL N
University Parallel (AA Degrees)	428	8,412
Technical (AAS Degrees)	169	4,979
Certificates	129	5,590
TOTAL DEGREES AWARDED	726	18,981
<i>Based on 2015-16 enrollment</i>		

Purpose of section: How many degrees do we award annually?

CLCC perspective: During the 2015-2016 academic year, CLCC awarded **726** degrees representing **3.8%** of all degrees awarded in the state.



PERFORMANCE MEASURE 3: STUDENT SUCCESS

STUDENT SUCCESS	NUMBERS FROM CLCC COHORT			PERCENT OF COHORT			SYSTEM TOTAL N 150%	SYSTEM TOTAL PCT 150%
	100%	150%	200%	100%	150%	200%		
TOTAL COHORT	648						16,955	
University Parallel Graduates	105	146	154	16.2%	22.5%	23.8%	3,052	18.0%
Technical Graduates	24	48	55	3.7%	7.4%	8.5%	819	4.8%
Certificate Graduates	31	39	40	4.8%	6.0%	6.2%	1,120	6.6%
TOTAL GRADUATE	160	233	249	24.7%	36.0%	38.4%	4,991	29.4%
Transfer Four-year (no complete)	30	62	77	4.6%	9.6%	11.9%	1,734	10.2%
Transfer Two-year (no complete)	45	58	67	6.9%	9.0%	10.3%	1,413	8.3%
TOTAL TRANSFER-OUT	75	120	144	11.6%	18.5%	22.2%	3,147	18.6%
TOTAL REMAINING ENROLLED	70	29	17	10.8%	4.5%	2.6%	1,001	5.9%
TOTAL STUDENT SUCCESS	305	382	410	47.1%	59.0%	63.3%	9,139	53.9%

Based on first-time, full-time fall 2013 cohort.

Purpose of section: How successful are full-time students? How long does it take for a student to be successful?

CLCC perspective: Within 150% of the time expected to complete a degree (3 years), **36.0%** of the first-time, full-time cohort graduated, **18.5%** transferred, and **4.5%** were retained. Therefore, **59.0%** of CLCC students were deemed “successful” within 150% of time expected to complete a degree which is **above** the state average of only 53.9%.



PERFORMANCE MEASURE 3: RETENTION

STUDENT RETENTION	NUMBERS AT CLCC	PERCENT OF COHORT RETAINED	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Retention in AA Programs	396	63.4%	7,402	60.0%
Retention in AAS Programs	81	66.9%	1,154	55.9%
TOTAL RETENTION	477	63.9%	8,556	59.4%
<i>Based on 2015-16 first-time, full-time enrollment. Fall to Fall.</i>				

Purpose of section: What are the retention rates (Fall to Fall) of first-time, full-time students by degree type?

CLCC perspective: CLCC retained **477** of the first-time, full-time students who began an AA or AAS program of study in the Fall of 2015 for at least one year. Therefore **63.9%** of CLCC's students were retained, which is **above** the state's average of only 59.4%.



PERFORMANCE MEASURE 4: STUDENT PROGRESS (CREDIT HOUR PRODUCTION)

STUDENT PROGRESS	NUMBERS AT CLCC	PERCENT OF COHORT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Part time, First time enrollment cohort*	26		1,129	
Earned 24 Credit Hours by End of 2 nd Academic Year***	5	19.2%	156	13.8%
Full time, First time enrollment cohort*	782		15,336	
Earned 42 Credit Hours by End of 2 nd Academic Year***	388	49.6%	6,793	44.3%
Credit hours successfully completed in the first term**	10,081	78.8%	190,042	73.8%
Credit hours successfully completed at the end of year two**	30,713	79.3%	564,946	76.7%

Based on 2015-16 enrollment cohorts. **Based on 2015-16 total enrollment. *Academic Year is defined as Summer, Fall, and Spring.*

Purpose of section: How quickly do students make progress towards a degree?

CLCC perspective: 19.2% of our first-time, part-time students earned at least 24 credit hours by the end of Summer 2017. Of the first-time, full-time students at CLCC, 49.6% earned at least 42 credit hours by the end of Summer 2017. Of the courses students are taking, CLCC has a high pass rate: 78.8% passage rate of courses taken the first semester by cohorts represented in this chart, which is above the state's average of only 73.8%.



PERFORMANCE MEASURE 5: WORKFORCE DEVELOPMENT

WORKFORCE DEVELOPMENT	NUMBER AT CLCC	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Placement of Career/Tech. and Health Science Graduates	90	97.8%	4,676	88.8%
Licensure Exam Pass Rates	47	79.7%	1,706	87.0%
Workforce Training Contact Hours*	171,102		3,800,849	
Workforce Training Enrollment-Duplicated Headcount*	18,807		270,608	
Workforce Training Enrollment-Unduplicated Headcount*	6,445		93,401	
Workforce Enrollment that Received State/Industry Credential	765		30,006	

*Based on 20015-16 enrollment for a full Fiscal Year. *Includes WET and non-WET funded workforce activities.*

Purpose of section: How many individuals are placed for immediate employment or receive enhanced workforce skills training annually?

CLCC perspective: 6,445 people took 171,102 workforce training courses offered by CLCC from the of Summer 2015-Spring 2016. CLCC conducts 1% of the training events in the state and 4.5% of the contact hours for the state. 765 of CLCC training events result in receiving a state/industry credential.



PERFORMANCE MEASURE 6: COMMUNITY DEVELOPMENT

COMMUNITY DEVELOPMENT	NUMBER AT CLCC	PCT	SYSTEM TOTAL N	SYSTEM TOTAL PCT
Community Professional Development	357		139,002	
Special Interest Courses	430		11,178	

Based on 2015-16 Non-credit Workforce Development and Continuing Education headcount.

Purpose of section: How many individuals receive enhanced skills training annually that are not funded by “WET” grants?

CLCC’ perspective: CLCC’s participation of **357** in community professional development such as CEU training and continuing education accounted for **0.3%** of participation in the state. Special interest training for hobbies and personal leisure accounted for 430 or approximately **3.8%** of the participation in the state.



PERFORMANCE MEASURE 7: WAGE GAINS

WAGE GAINS WORKFORCE TRAINING	Before Training		After Training	
	NUMBER EMPLOYED	ANNUAL EARNINGS	NUMBER EMPLOYED	ANNUAL EARNINGS
Workforce Employment	4,943	\$34,381	5,189	\$37,030
<i>Based on 2015-16 Non-credit Workforce Development headcount employed one quarter before or one quarter after training. Includes WET and non-WET funded workforce activities.</i>				

Purpose of section: What wage gains do our students achieve as a result of workforce training?

CLCC' perspective: The average workforce trainee had a wage **gain** of **\$2,649** within three quarters of receiving training. Also, **246** trainees **gained** employment within one quarter of receiving training.

WAGE GAINS GRADUATES	Before Enrollment		After Enrollment	
	NUMBER EMPLOYED	ANNUAL EARNINGS	NUMBER EMPLOYED	ANNUAL EARNINGS
AA Degree Graduates	172	\$9,755	237	\$17,773
AAS Degree Graduates	79	\$13,778	118	\$39,897
Certificate Graduates	59	\$13,419	76	\$29,081
<i>Based on 2015-16 enrollment employed one quarter before enrollment and one quarter after earning diploma or certificate.</i>				

Purpose of section: What wage gains do our students achieve as a result of earning a degree/certificate?

CLCC' perspective: Within one quarter after receiving a degree/certificate from CLCC Community College, **121** unemployed students got a job. Graduates in every degree type received average pay **raises** within three quarters of receiving degree/certificate. Most substantially, graduates with an AAS degree **almost tripled** their average salary from **\$13,778** to **\$39,897**. Students receiving an AA degree received the lowest rate of pay increase which is **probably** due to the fact that many transferred to a four year institution to continue their degree.



PERFORMANCE MEASURE 8: ADULT BASIC EDUCATION AND HSE TESTING

HIGH SCHOOL EQUIVALENCY PROGRAM (HSE)	NUMBER AT CLCC	SYSTEM TOTAL N
HSE Recipients in Credit Courses as First-time entering students	38	937
HSEs awarded at the Institution	91	1,899
ADULT BASIC EDUCATION	NUMBER AT CLCC	SYSTEM TOTAL N
Adult Basic Education Enrollment	322	8,444
<i>Based on 2015-16 (July 1-June 30) headcount.</i>		

Purpose of section: How many individuals are served by in Adult Basic Education (ABE)/High School Equivalency (HSE) programs?

CLCC' perspective: Of the first-time students enrolled at CLCC during the 2015-2016 academic year, 38 were admitted with a HSE. 91 students were awarded HSE diplomas at the institution's official HSE testing centers. The ABE program served 322 students during said academic year.



PERFORMANCE MEASURE 9: COLLEGE READINESS SUCCESS

TOTAL ENROLLMENT	FIRST-TIME, FULL-TIME STUDENTS		ALL STUDENTS	
	NUMBER AT CLCC	SYSTEM TOTAL N	NUMBER AT CLCC	SYSTEM TOTAL N
Headcount	782	15,336	4,105	99,175
COLLEGE READINESS ENROLLMENT	FIRST-TIME, FULL-TIME STUDENTS In 1 or More Developmental Courses		ALL STUDENTS In 1 or More Developmental Courses	
	NUMBER AT CLCC	SYSTEM TOTAL N	NUMBER AT CLCC	SYSTEM TOTAL N
Headcount in Developmental courses	471	9,568	978	24,826
Enrollment in Developmental Math courses during the first academic year	418	8,654	821	21,906
Enrollment in Developmental English courses during the first academic year	283	5,759	515	11,082
Enrollment in Developmental Reading courses during the first academic year	0	800	0	1,398

Based on 2015-16 enrollment.

Purpose of section: What is the institutional burden of remedial education for those students placed into developmental coursework?

CLCC' perspective: 60% of the **782** first-time, full-time students at CLCC were enrolled in 1 or more developmental courses in the 2015-2016 academic year. 24% of the general student body was enrolled in one or more developmental courses.

	First-time, Full-time In 1 or More Developmental Courses				All Student Enrollment In 1 or More Developmental Courses			
	NUMBER AT CLCC		SYSTEM TOTAL		NUMBER AT CLCC		SYSTEM TOTAL	
COLLEGE READINESS SUCCESS	N	PCT	N	PCT	N	PCT	N	PCT
Headcount of students in developmental English courses during the first academic year	309		5,744		555		11,696	
Students (from row above) enrolled in English Composition I	193	62.5%	3,365	58.6%	305	55.0%	5,901	50.5%
Students (from row above) who successfully completed English Composition I	164	85.0%	2,529	75.2%	254	83.3%	4,318	73.2%
Headcount of students in developmental Math courses during the first academic year	405		8,746		834		23,112	
Students (from row above) enrolled in Intermediate Algebra	373	92.1%	6,349	72.6%	730	87.5%	16,243	70.3%
Students (from row above) who successfully completed Intermediate Algebra	343	92.0%	4,423	69.7%	630	86.3%	10,512	64.7%

Headcount of students in developmental Math courses during the first academic year	405		8,746		834		23,112	
Students (from row above) enrolled in College Algebra	298	73.6%	3,659	41.8%	508	60.9%	8,489	36.7%
Students (from row above) who successfully completed College Algebra	265	88.9%	2,896	79.1%	446	87.8%	6,527	76.9%
<i>Based on fall 2014 cohort and 2014-15 enrollment.</i>								

Purpose of section: How many of our developmental students complete college-level coursework in the same subject within two years?

CLCC perspective:

Developmental English students: **55.0%** of the students in developmental English courses enrolled in English Composition I within 2 years of starting at CLCC. Of the first-time, full-time developmental students who made it to English Composition I, **85.0%** successfully completed the course. This **exceeds** the statewide average of English composition progression rates which was **69.7%**.

Developmental Math students progressing to Intermediate Algebra: **87.5%** of the students in developmental Math courses enrolled in Intermediate Algebra within 2 years of starting at CLCC. Of the first-time, full-time developmental students who made it to Intermediate Algebra, **92.0%** successfully completed the course. This **significantly exceeds** the state average of intermediate algebra progression rates which was **69.7%**

Developmental Math students progressing to College Algebra: **60.9%** of the students in developmental Math courses enrolled in College Algebra within 2 years of starting at CLCC. Of the first-time, full-time developmental students who made it to College Algebra, **88.9%** successfully completed the course. This **significantly exceeds** the state average of college algebra progression rates which was **79.1%**.

