



2022 Community College Performance Profile Summary

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.

In the development of the Mississippi Community College Performance Profile, state thresholds were not established. In the absence of such thresholds, the Copiah-Lincoln Community College has used statewide averages and national student success rates for comparative purposes in developing its own thresholds. *The college's goal is to meet or exceed the average of peer institutions in Mississippi and the nation for each student performance metric.*

PERFORMANCE MEASURE 1: STUDENT ENROLLMENT

ASPECT OF MISSION	COMMUNITY COLLEGE		ALL MS COMMUNITY COLLEGES	
CREDIT STUDENT ENROLLMENT [Academic Year 2022]				
Total Headcount Enrollment	N	FTE	N	FTE
University Parallel (<i>includes Associate Degree Nursing Students</i>)	1,854	1,414	52,639	35,785
Career & Technical Education	651	518	18,008	13,448
Dual Credit/Dual Enrollment	905	305	18,080	4,846
Non-Degree Seeking	54	10	2,132	582
TOTAL STUDENTS ENROLLED	3,464	2,247	90,859	54,661

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

CLCC perspective: During the 2021-2022 academic year, CLCC enrolled **3,454** unique students in credit courses. The full-time equivalent enrollment number (used for funding purposes) was **2,247**. CLCC's student population represents **3.81%** of the state's total CC enrollment and **4.11%** of the state's total FTEs.

PERFORMANCE MEASURE 2: DEGREE ATTAINMENT

STUDENT COMPLETION [Academic Year 2022]					
Total Graduates		N		N	
Students Receiving a Degree/Certificate (<i>unduplicated</i>)		710		15,499	
Type of Awards (<i>NOTE: Students may receive more than one award a year</i>)		N	Awards/ 100 FTE	N	Awards/ 100 FTE
University Parallel (<i>AA & AS Degrees</i>)		433	19.3	8,559	15.7
Career & Technical Education		286	12.7	10,272	18.8
AAS Degrees		147	6.5	4,087	7.5
Technical & Career Certificates		139	6.2	6,185	11.3
TOTAL AWARDS CONFERRED		719	32.0	18,831	34.5

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

CLCC perspective: During the 2021-2022 academic year, CLCC awarded 719 degrees representing 3.82% of all degrees awarded in the state, which was a slight increase from the previous year.



PERFORMANCE MEASURE 3: STUDENT SUCCESS

STUDENT SUCCESS [Academic Year 2022]					
Total Student Success (<i>NOTE: *Students are only included once & in the highest category</i>)		N	PCT	N	PCT
Fall 2019 First-time, Full-time Cohort		669		16,242	
1. Earned Award w/in 150% of expected time to graduate*		319	47.7%	6,435	39.6%
2. Transferred w/in 150% of expected time to graduate*		93	13.9%	2,248	13.8%
3. Remained Enrolled w/in 150% of expected time to graduate*		32	4.8%	1,020	6.3%
TOTAL STUDENT SUCCESS		444	66.4%	9,703	59.7%

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), 47.7% of the first-time, full-time cohort graduated, 13.9% transferred, and 4.8% were retained. Therefore, 66.4% of CLCC

students were deemed “successful” within 150% of time expected to complete a degree which is above the state average and an increase from the previous year.

PERFORMANCE MEASURE 4: RETENTION

STUDENT RETENTION/PROGRESSION [Academic Year 2022]				
Total Retention [Fall 2020 First-time, Full-time Cohort]	N	PCT	N	PCT
AA & AS (Fall 20 to Fall 21)	328	64.4%	6,629	60.8%
AAS (Fall 20 to Fall 21)	61	73.5%	1,272	57.2%
TOTAL RETENTION	389	65.7%	7,901	60.2%

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

CLCC perspective: CLCC retained **389** of the first-time, full-time students who began an AA or AAS program of study in the Fall of 2020 for at least one year. Therefore **65.7%** of CLCC’s students were retained, which is above the state’s average of only 60.2%.



PERFORMANCE MEASURE 5: STUDENT PROGRESS (CREDIT HOUR PRODUCTION)

Total Progression [Fall 2020]	N	PCT	N	PCT
First-time, Part-time Cohort	36		1,275	
Earned 24 credit hours toward graduation at end of Year 2	6	16.7%	196	15.4%
First-time, Full-time Cohort	638		13,766	
Earned 42 credit hours toward graduation at end of Year 2	347	54.4%	6,725	48.9%

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

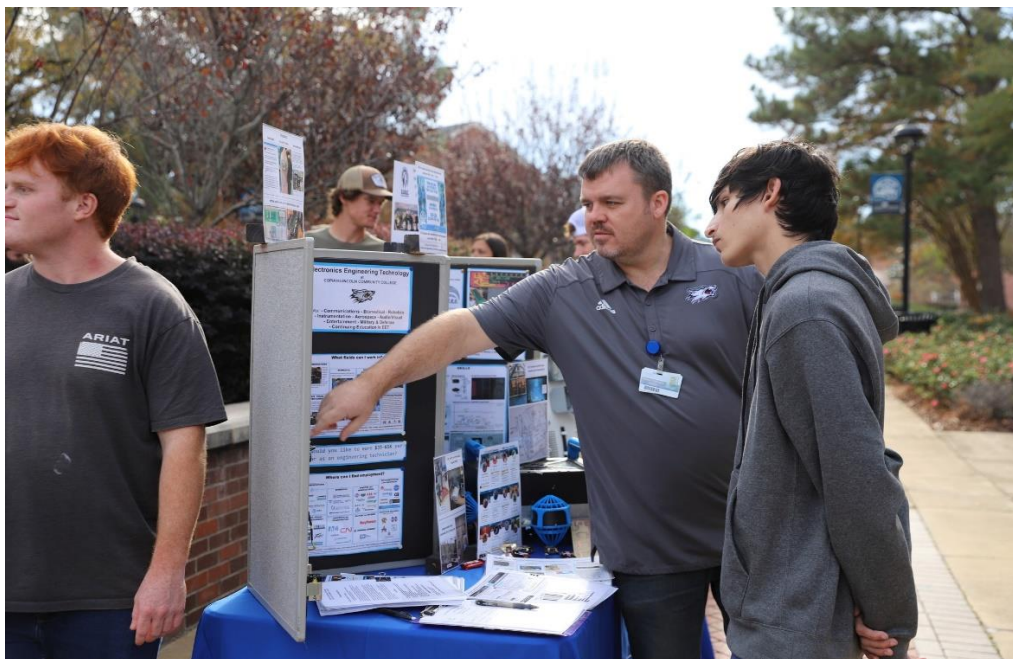
CLCC perspective: Of the first-time, full-time students at CLCC, **54.4%** earned at least 42 credit hours by the end of Summer 2021, which is also **above** the state’s average of 48.9% and a **slight increase** from the previous year.

PERFORMANCE MEASURE 6: CAREER DEVELOPMENT

CAREER DEVELOPMENT [Fiscal Year 2022]					
Career & Technical Education (CTE) Credit Program Outcomes		N	PCT	N	PCT
Placement of CTE & Allied Health Graduates (<i>excludes ADN students</i>)		468	87.0%	18,559	91.0%
National Career Readiness Certificates (CRC) Awarded		N		N	
CRCs Awarded		449		7,976	

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

CLCC perspective: The job placement of CTE and Health Science graduates was **87.0%**, which was slightly **lower** than the state’s average of 91.0%. CLCC awarded **449** Career Readiness Certificates, which is **5.63%** of the state’s average.



PERFORMANCE MEASURE 7: ADULT BASIC EDUCATION AND HSED TESTING

COMMUNITY DEVELOPMENT [Fiscal Year 2022]					
High School Equivalency Diploma (HSED Program)		N	PCT	N	PCT
HSEDs Awarded		39		1,383	
Currently Enrolled Students Admitted with a HSED		75	2.2%	2,886	3.2%
Adult Education		N	PCT	N	PCT
Adult Education Enrollment (<i>unduplicated</i>)		181		4,943	
Participants with a Measurable Skills Gain		112	61.9%	2,832	57.3%

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

CLCC' perspective: Of the first-time students enrolled at CLCC during the 2021-2022 academic year, **75** were admitted with a HSED. **39** students were awarded HSE diplomas at the institution's official HSED testing centers, which was a decrease from the previous year. The Adult Education program served **181** students. CLCC adult education students had **61.9%** measurable skills gain which is **above** the state's average of **57.3%**.

