

# Course Outcomes: Retention & Success

Trustee Fellowship Key Performance Indicator (KPI)  
STATE CENTER COMMUNITY COLLEGE DISTRICT



Fresno City College  
First Responders Campus  
West Fresno Center

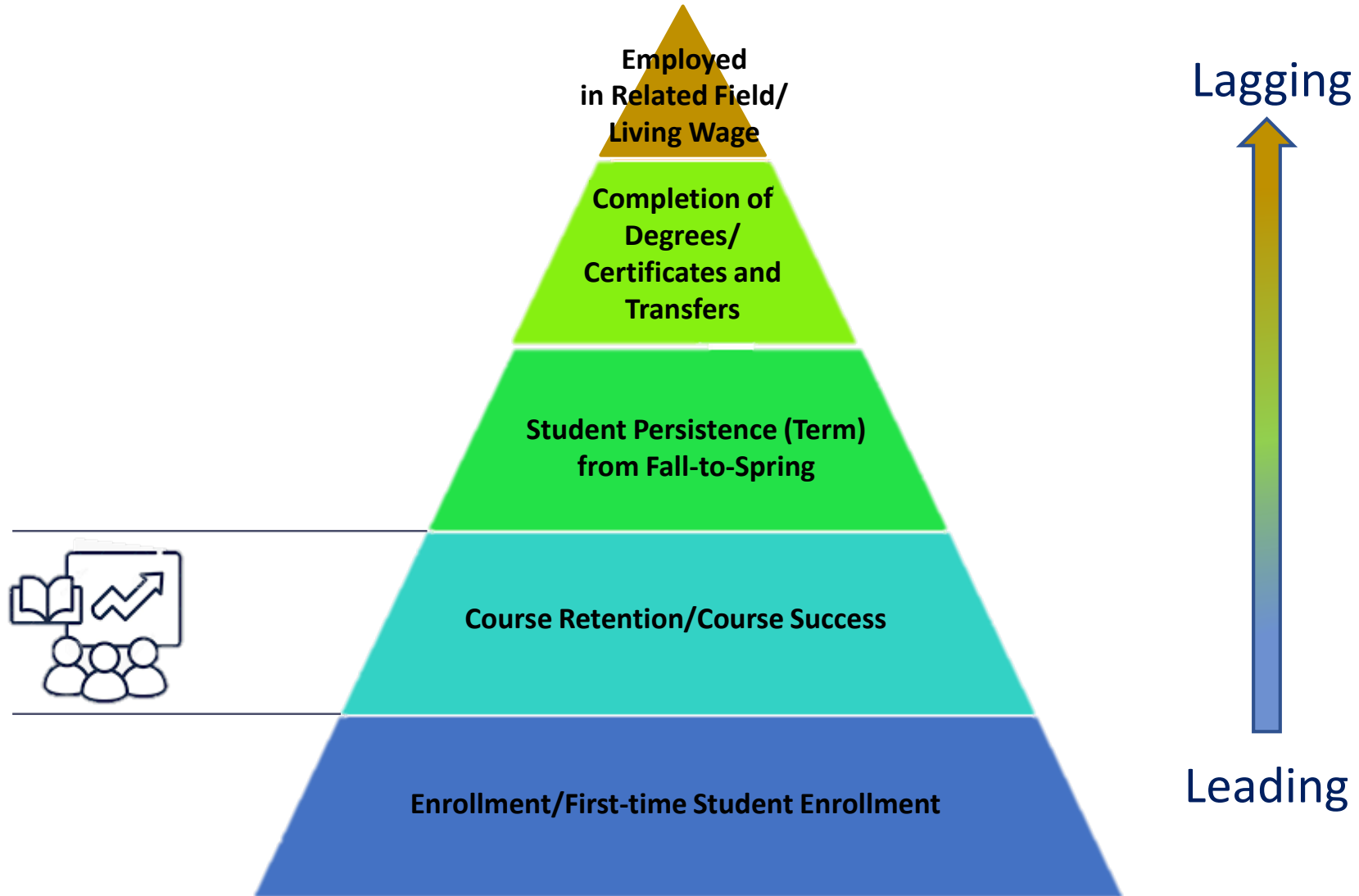


Clovis  
Community  
College

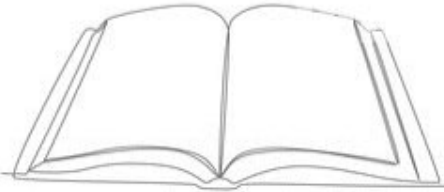


**MADERA**  
COMMUNITY  
COLLEGE  
& OAKHURST  
CAMPUS


# Key Performance Indicators (KPIs)



# Course Outcomes Definitions & Data Sources



## Definitions

- Count of Enrollments: Total number of student engagements.  
***Each credit course a student enrolls in increases the count by one.***  
\*excludes EW, MW, RD, and N, Y, X, NC Noncredit grades (Stc\_Grade)
- Course Retention Rate (MIS): Number of credit enrollments with grades of A,B,C,D,F,P,NP,I,IPP,INP,FW / divided by Count of Credit Enrollments.  
Note: State Center does not issue FW grades
- Course Success Rate (MIS): Number of credit enrollments with grades of A,B,C,P,IA,IB,IC,IPP / divided by Count of Credit Enrollments
- Excused Withdrawal (EW): students may withdraw from courses under extraordinary conditions beyond their control, such as the COVID-19 pandemic  
 A systemwide decision was made to *exclude* Excused Withdrawals (state metric SX04) from student headcounts and Course Outcome denominators starting in Spring 2020 due to pandemic impacts
- Special Admit: CCAP Dual Enrolled and/or High School Enrichment students

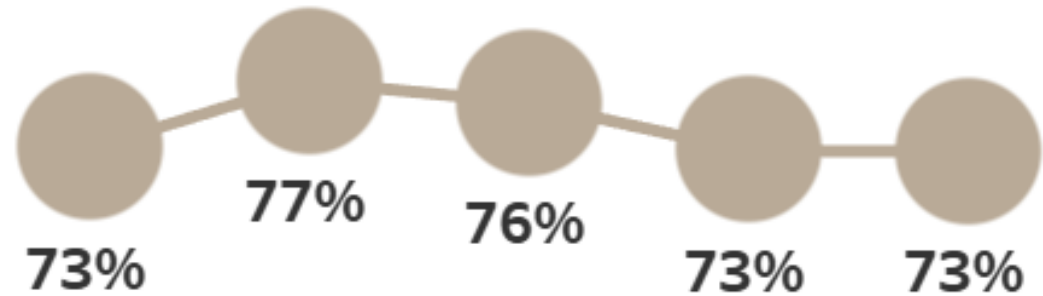
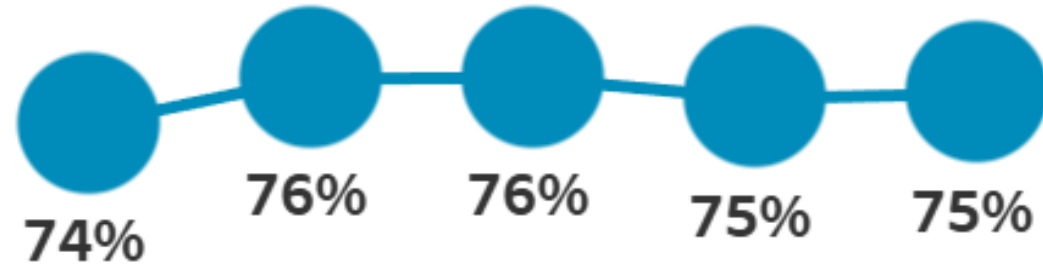


## Data Sources

- Internal Enrollment Data Source: ENR Management Dashboard, 320\_SQL\_FTES320
- CCCCO MIS Data Mart: [datamart.cccco.edu](http://datamart.cccco.edu)
- Data are as of October 12, 2023



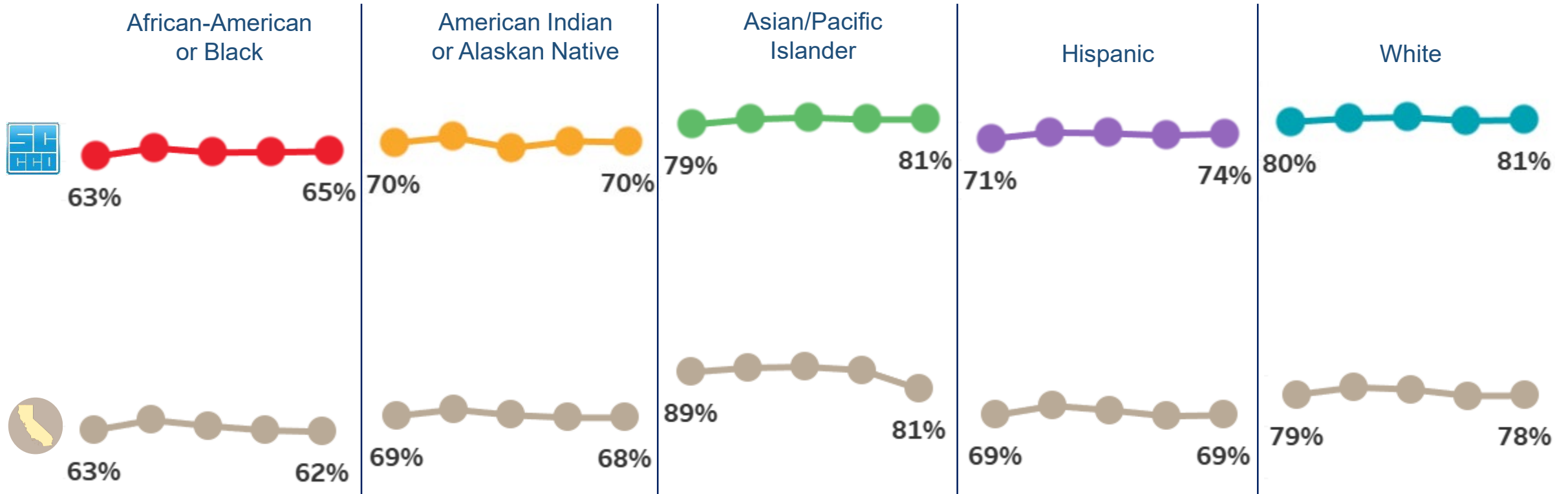
# State Center course success rates outperforms State



2018-19 2019-20 2020-21 2021-22 2022-23



# Gaps in course success rates by race/ethnicity

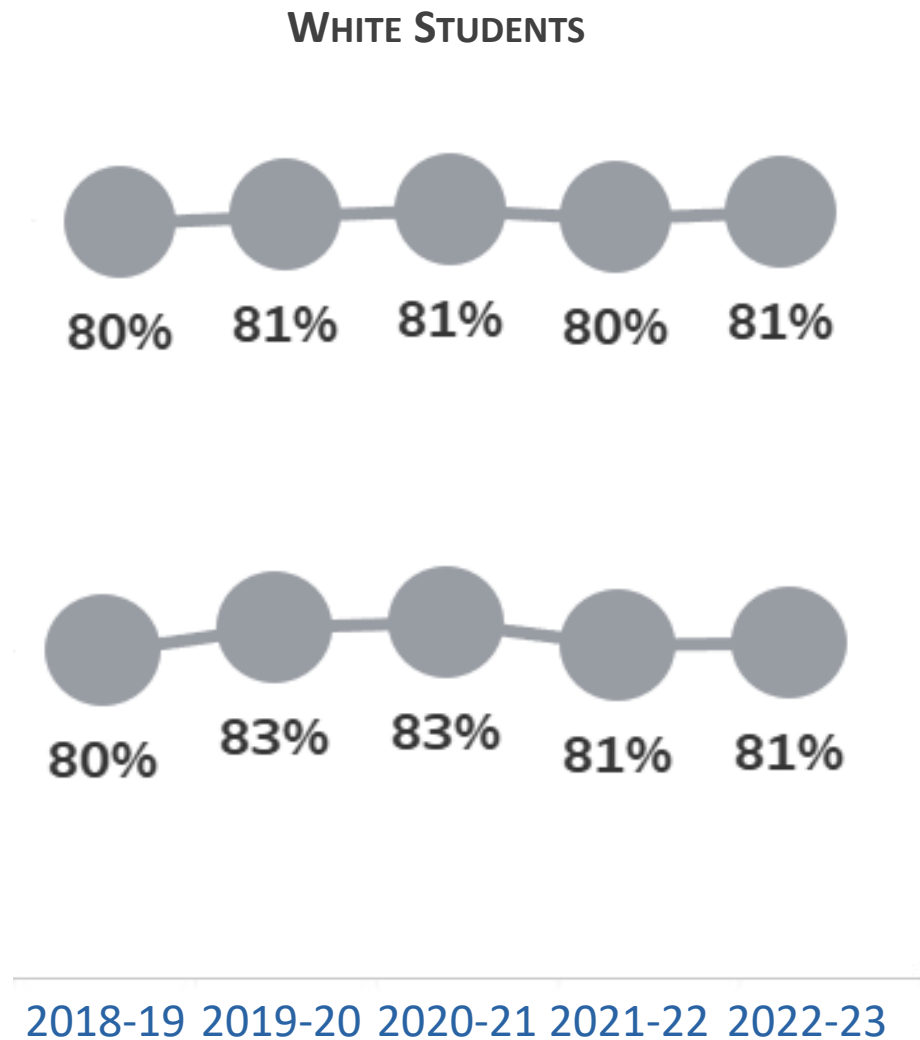
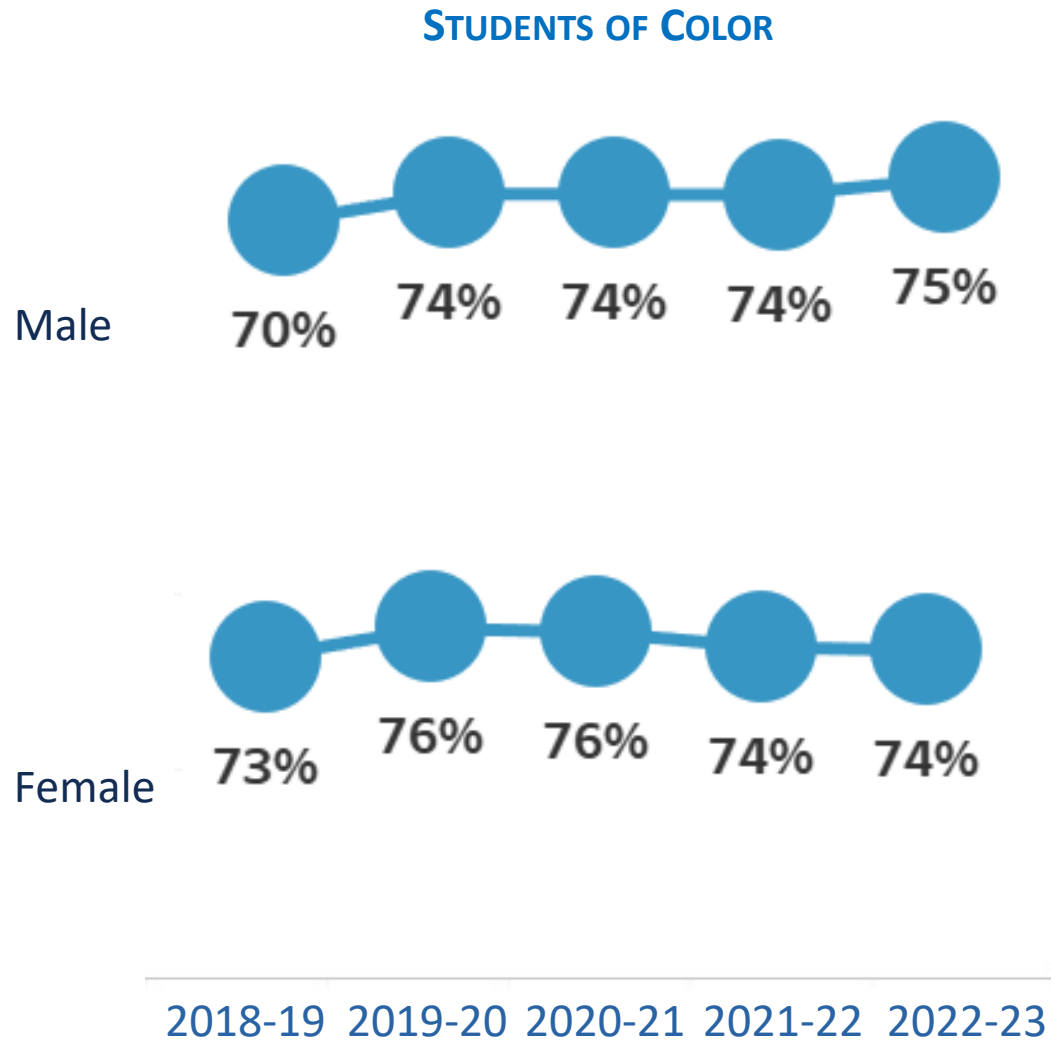


AY 2018-19

2022-23

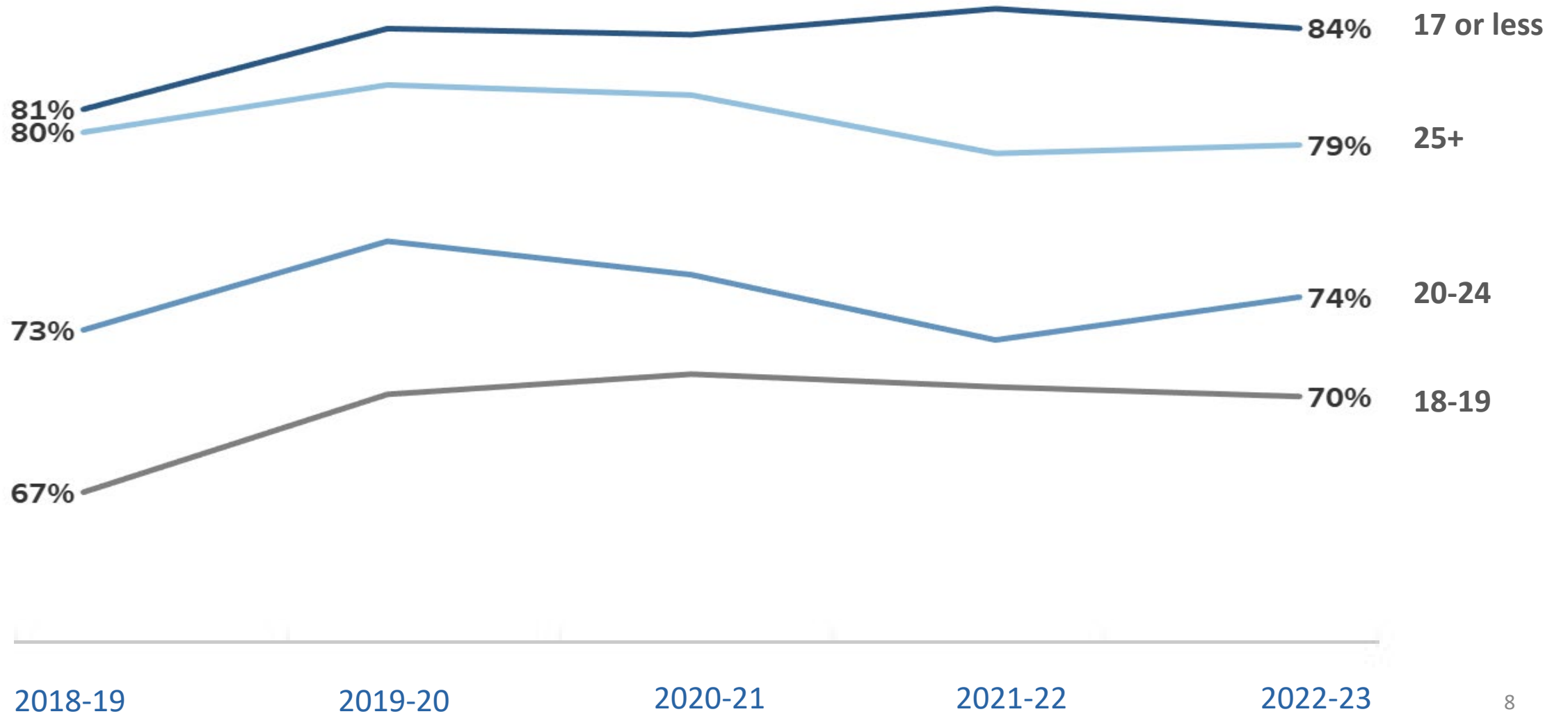


# Course Success Rates for male students of color improved





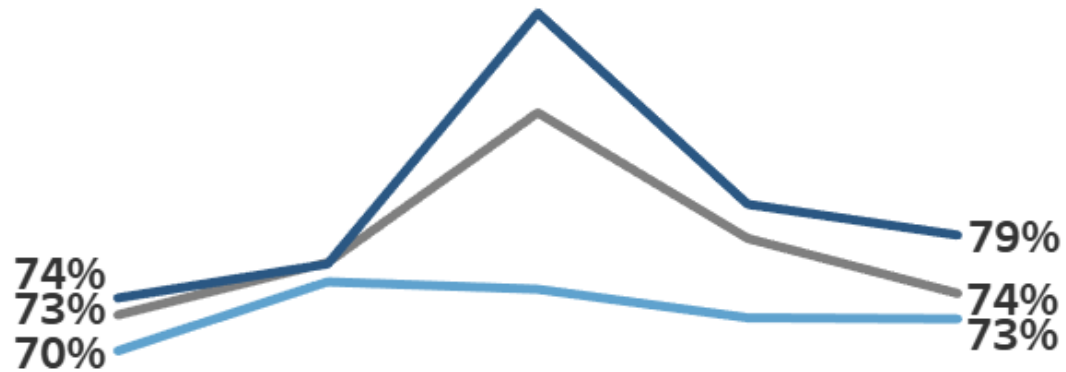
# Course success rates by age group





# Course success and retention are highest for in-person classes

### SUCCESS



### RETENTION



- Face-to-Face
- Hybrid
- WEB

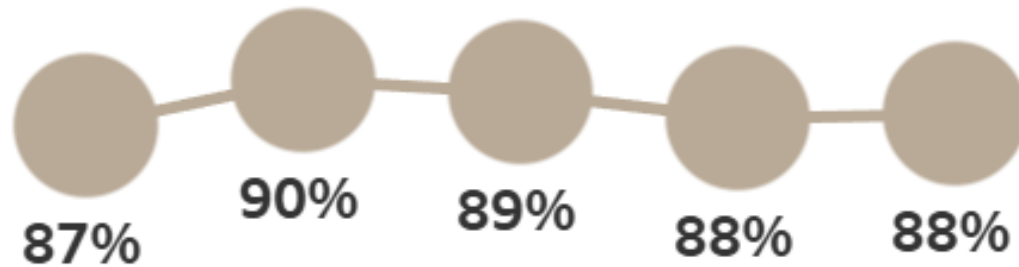
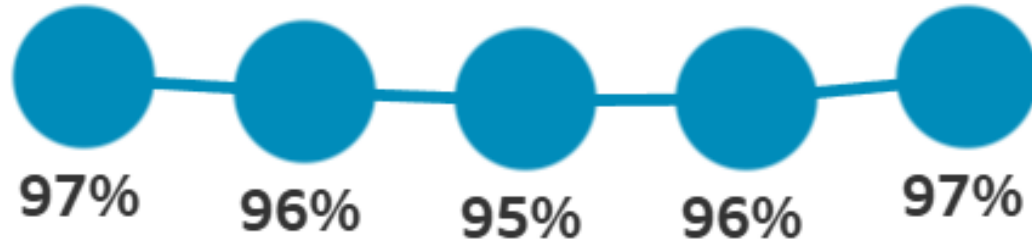
2018-19 2019-20 2020-21 2021-22 2022-23

2018-19 2019-20 2020-21 2021-22 2022-23





# Course retention is higher compared to statewide

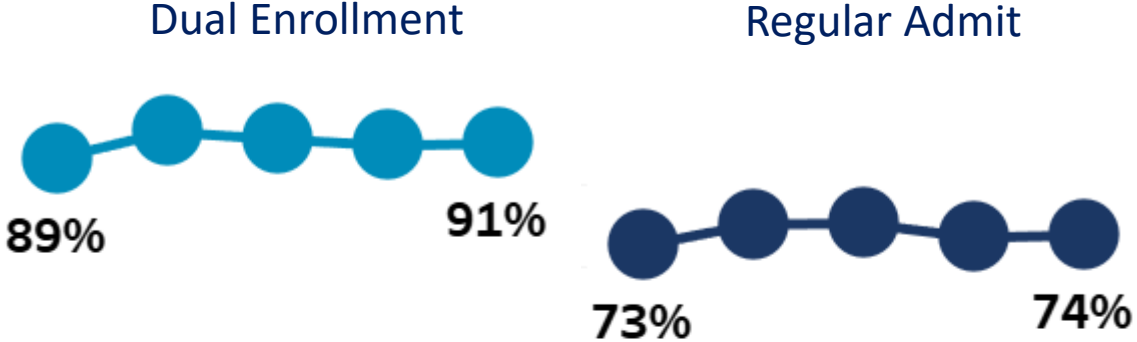


2018-19 2019-20 2020-21 2021-22 2022-23

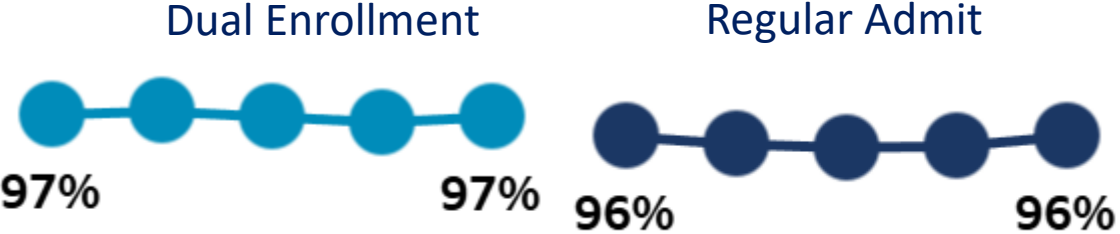


# Dual Enrollment course success rates are higher than regular admits

SUCCESS



RETENTION



AY 2018-19

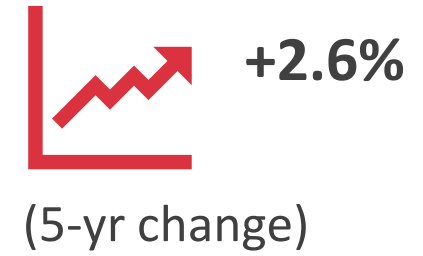
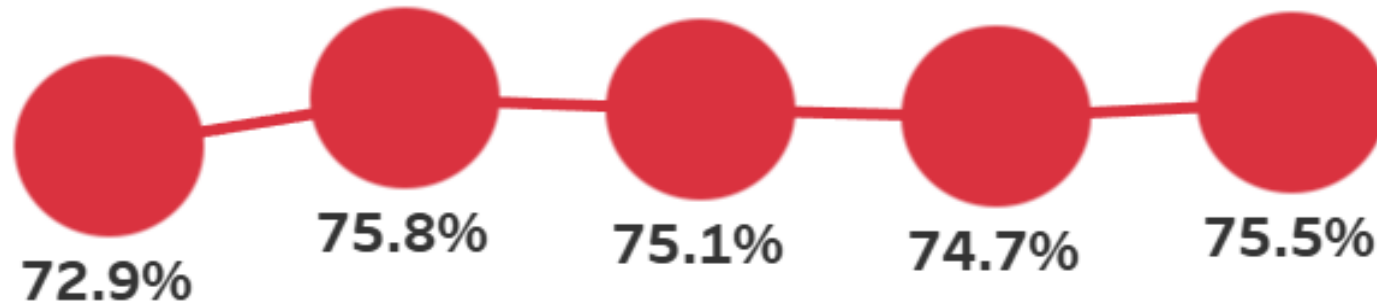
2022-23



FRESNO CITY  
COLLEGE



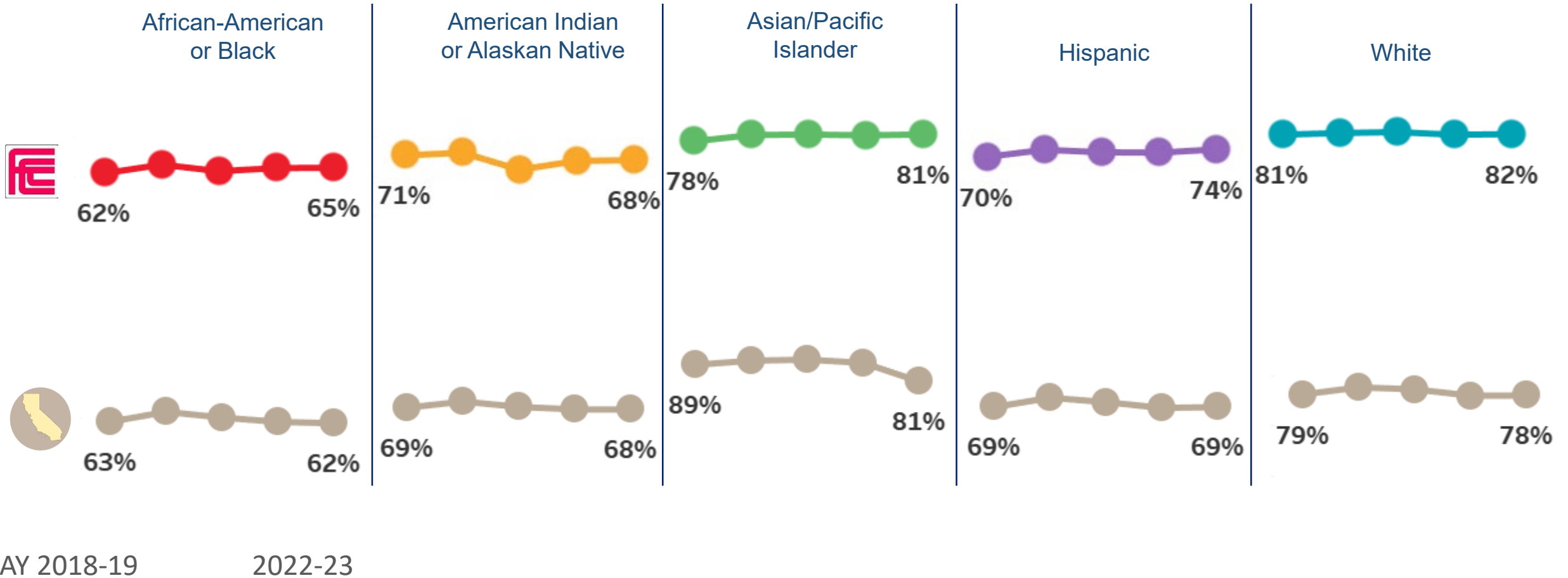
# Increased course success rates over 5 years



2018-19    2019-20    2020-21    2021-22    2022-23



# Course success rise for all, but gaps remain



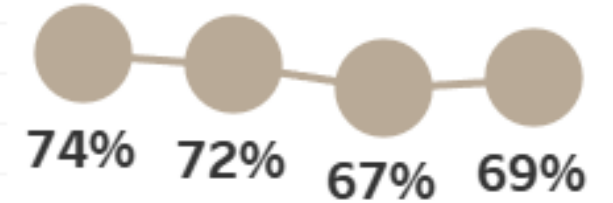
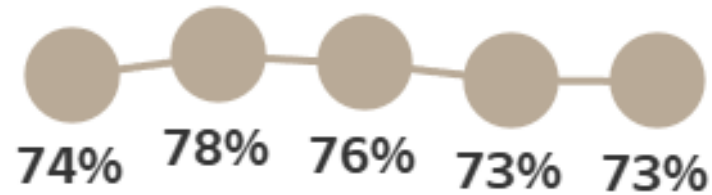
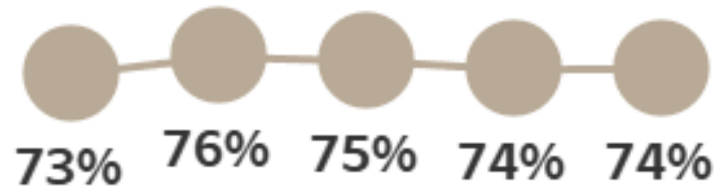
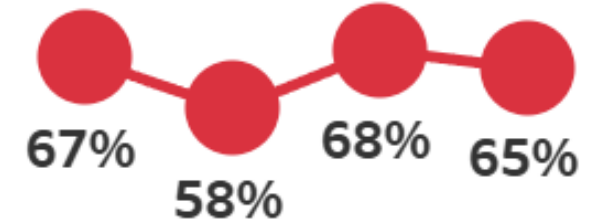
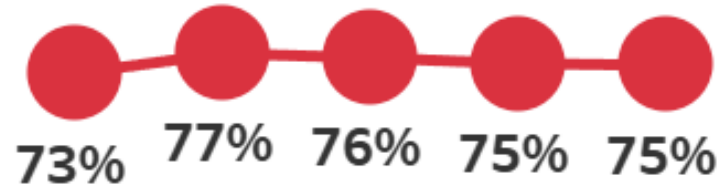
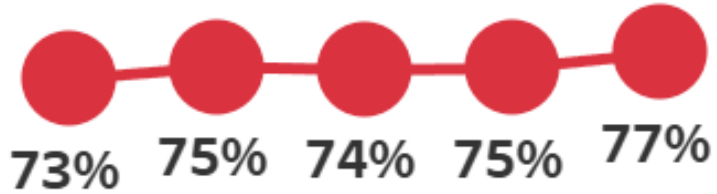


# Male course success rates are improving

Male

Female

Non-binary



2018-19 19-20 20-21 21-22 22-23

2018-19 19-20 20-21 21-22 22-23

2018-19 19-20 20-21 21-22 22-23



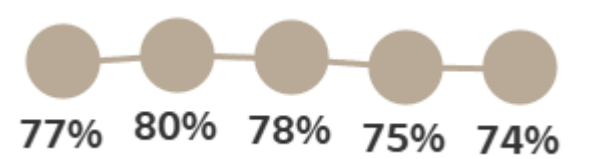
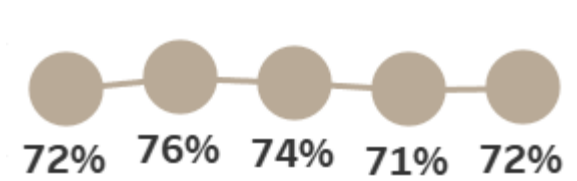
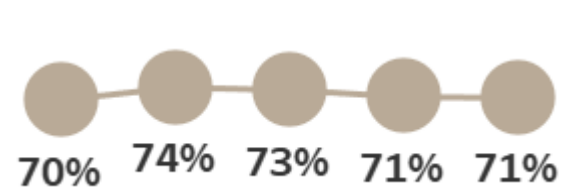
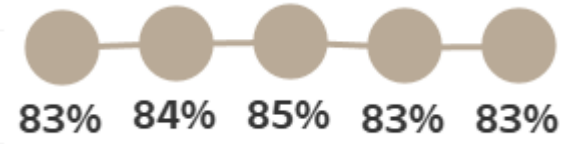
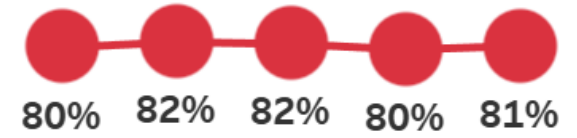
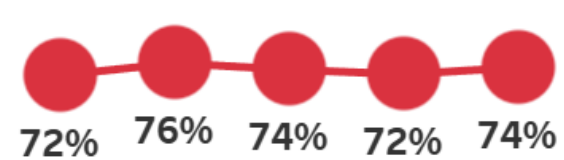
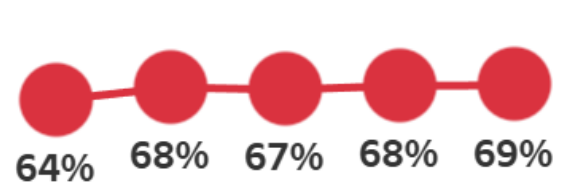
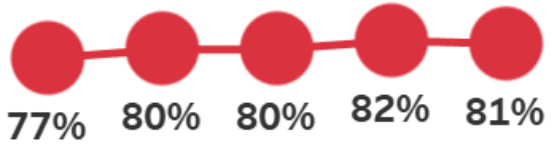
# Age 18-24 students show need for more support

Under 18

18-19

20-24

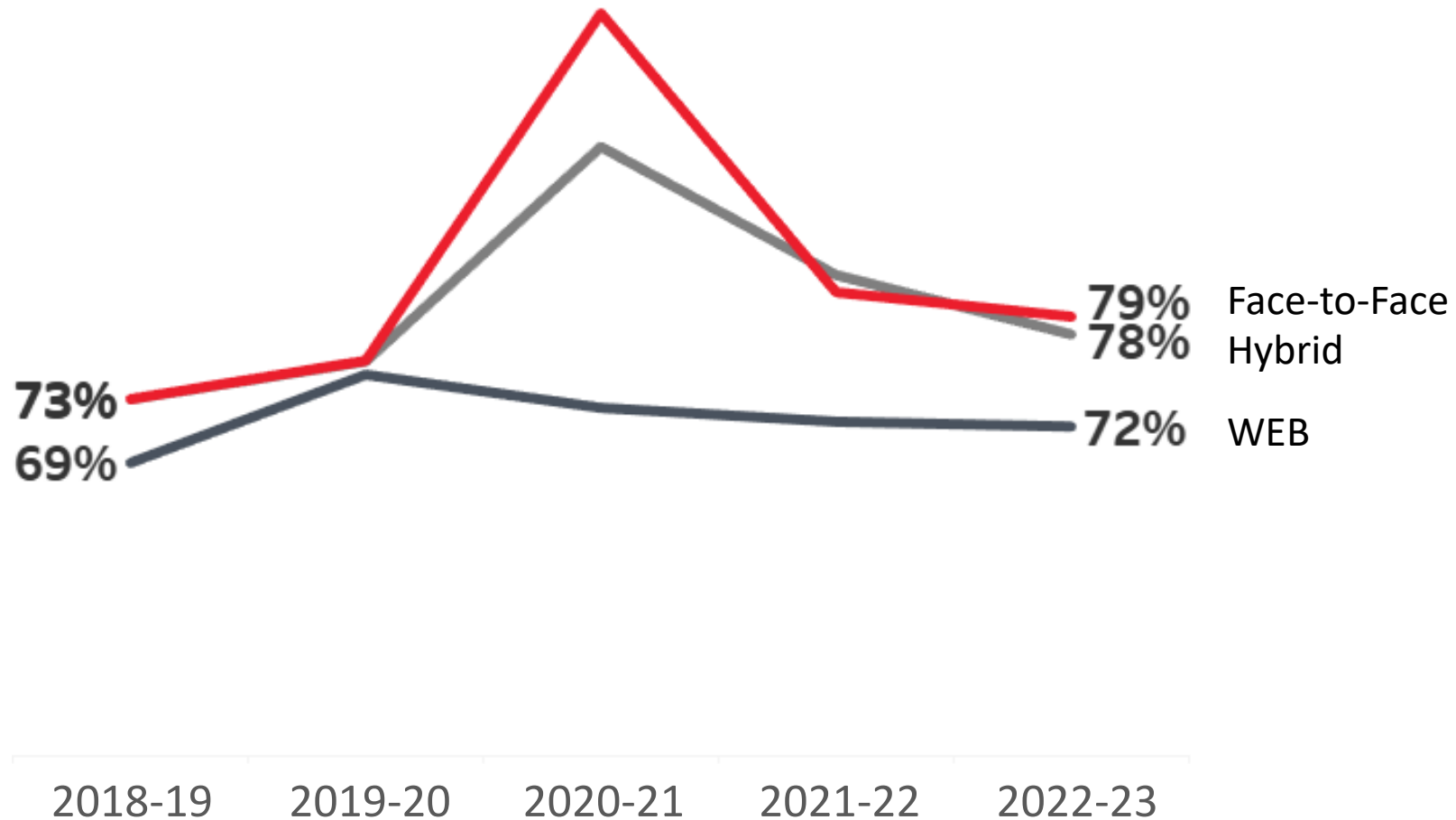
25+



2018-19 19-20 20-21 21-22 22-23 2018-19 19-20 20-21 21-22 22-23 2018-19 19-20 20-21 21-22 22-23 2018-19 19-20 20-21 21-22 22-23



# Course success is highest for in-person classes





# Course Outcomes: Retention & Success



## Summary Finding



## Barriers to Improvements



## Supportive Activities

Small increase (2.6%) in course success rates over 5 years

Need additional training to online education to increase low success rates in online education.

- Started mentoring program for males
- First year experience
- Tutorial Online and face to face

Most groups saw increase in student success, we continue to see gaps for students of color

- African American students performing at much lower levels than counterparts
- Native American students need higher enrollment and success rates (small n size)

- recently hired Black Student Success Counselors
- working on hiring a Native American counselor

Our incoming freshman continue to struggle with success rates

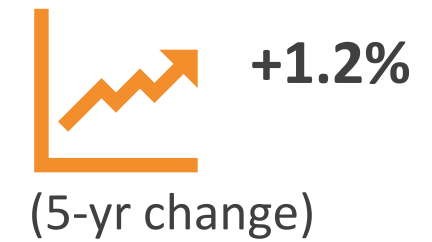
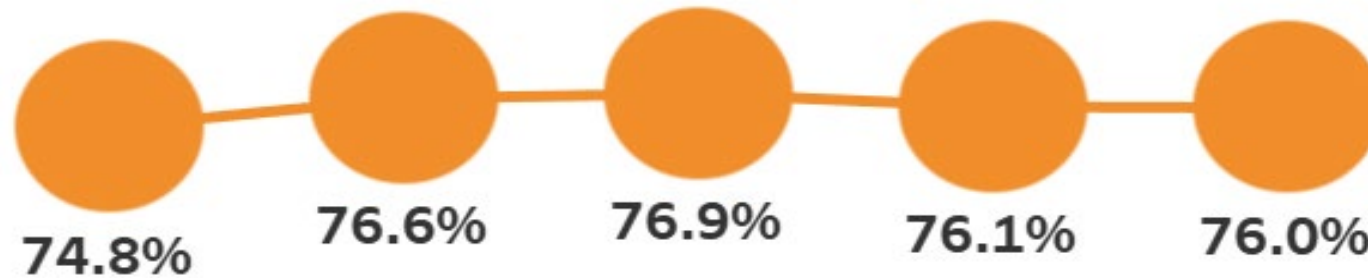
- Need more mentoring on how to be a college student
- Need to be directed to focus on struct academic or vocational goals
- Non-academic basic needs

- Mentoring projects
- Title V Basic Needs Grant
- RAM Pantry

# *Reedley College*

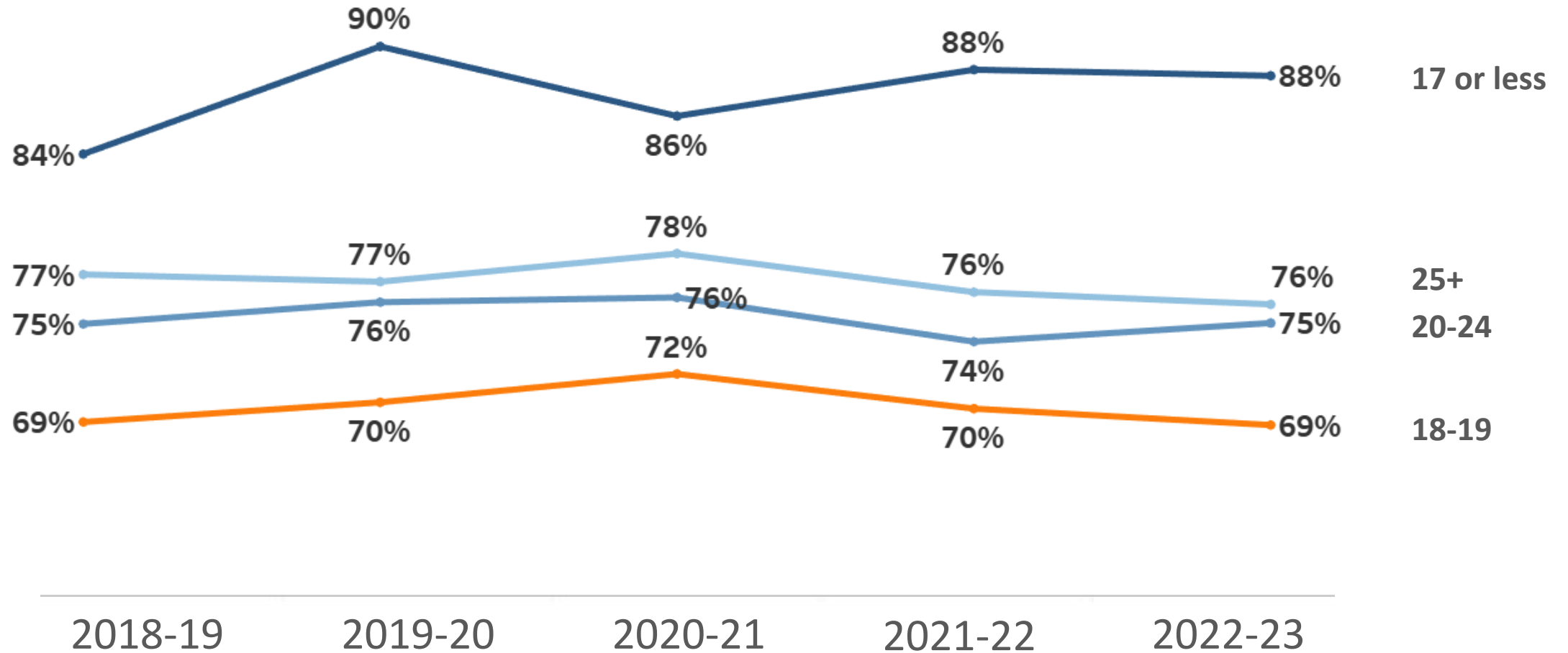


# Course success rates over 5 years

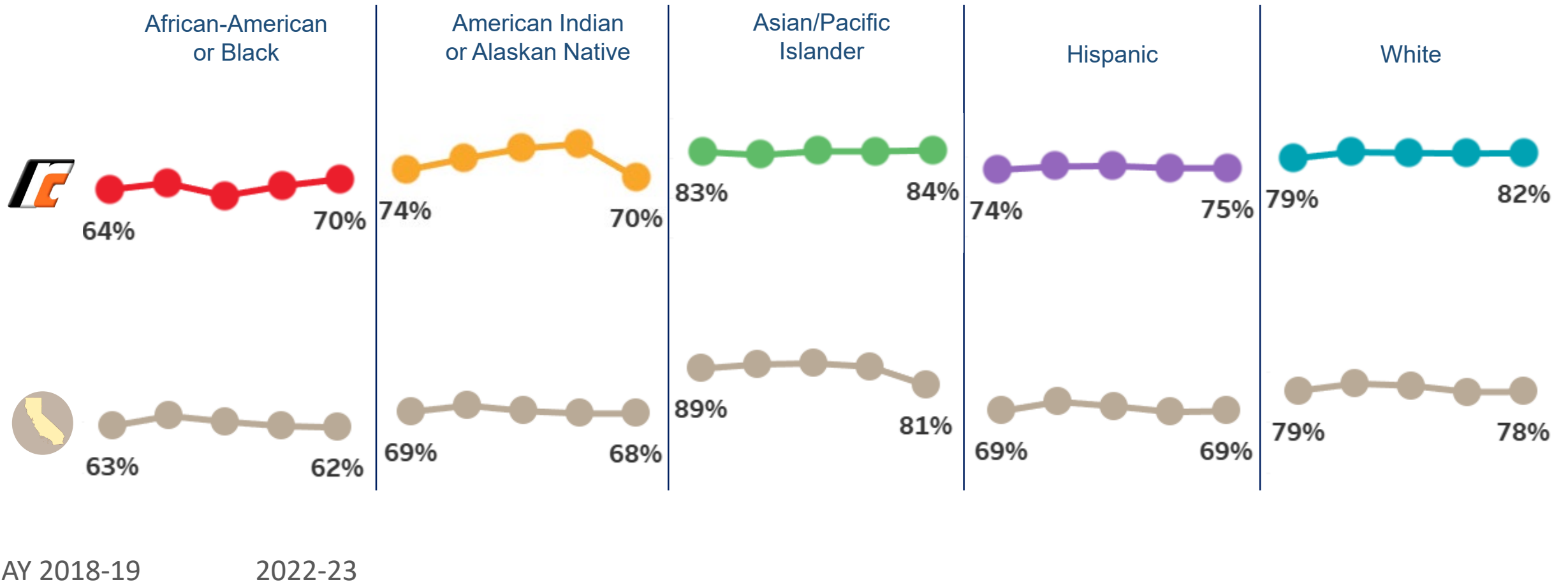


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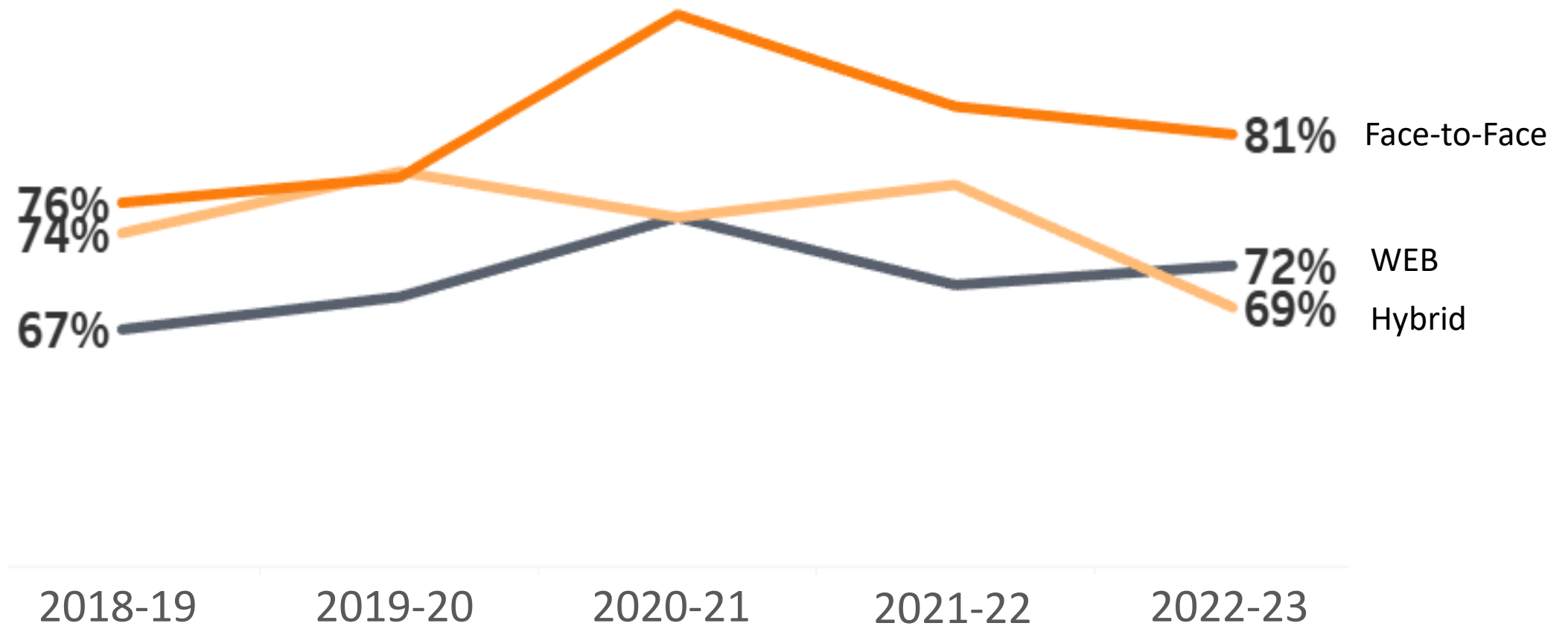
# Course success rates by age group



# Course success rates by race/ethnicity



# Course success rates by mode of delivery



# Course Outcomes: Retention & Success



## Summary Finding



## Barriers to Improvements



## Supportive Activities

Overall, average course success rates are highest in the District and have increased by 1.2% simultaneously with increasing enrollments.

The 50% Law prevents the addition of non-teaching personnel to assist students and further increase course success through comprehensive wrap-around services, including outreach and early intervention.

Continuation of the Men of Color initiative.  
Comprehensive implementation of Early Alert "Starfish" system.  
Adjunct instructor academy addressing early intervention.

Although special admit students (17 or less) achieve consistently high success rates, incoming 18-19 yr-olds have challenges.

Lack of adequate faculty staffing to fully implement all four K-16 dual enrollment pathways across 18 high school partner institutions.  
Comprehensive professional development for adjunct instructors.

Expansion of high school freshman dual enrollment counseling classes and a high school "bridge program."  
Partner with universities to offer additional masters degrees for high school instructors over the next 3 to 5 years.

Students, age 18-24, have limited rural transportation options preventing access to tutoring and other student support services.

Although our library and tutorial centers are open through 8 pm, and some classes run through 10:50 pm, rural transit authority transit authority buses end service at 6:15 pm.  
Not all students have laptops or internet service to support distance learning and online tutoring.

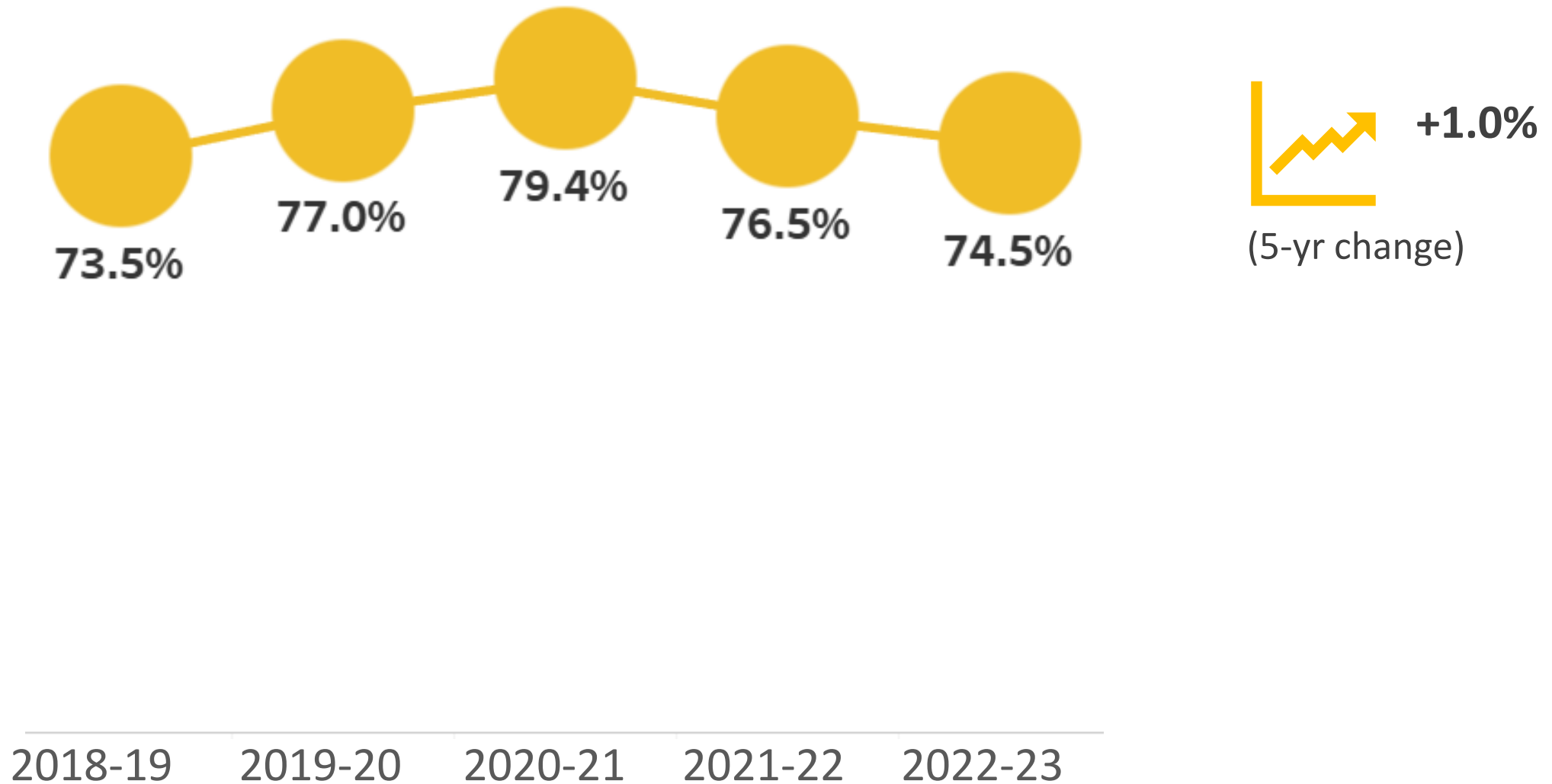
Develop technology grants to support the purchase of laptops for students.  
Adopt laptops and Canvas as high school dual enrollment standards  
Support re-authorization of Measure C and negotiate improved bus access.





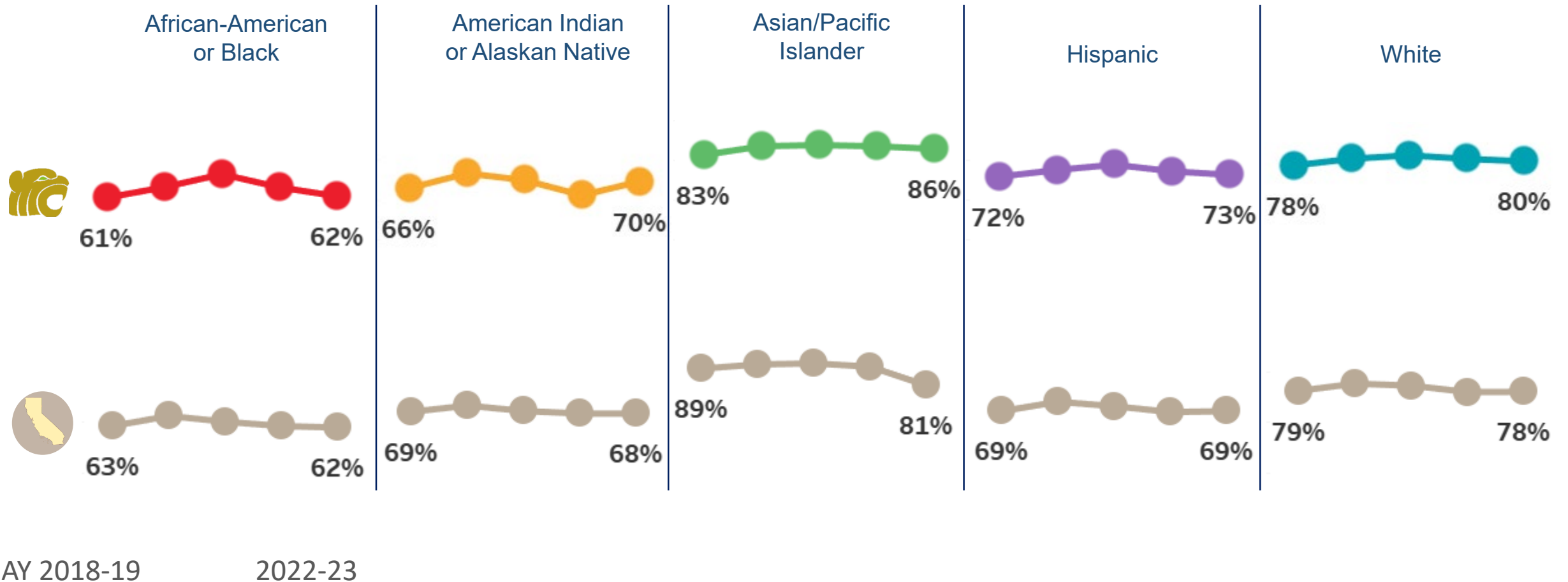


# Increased course success rates over 5 years



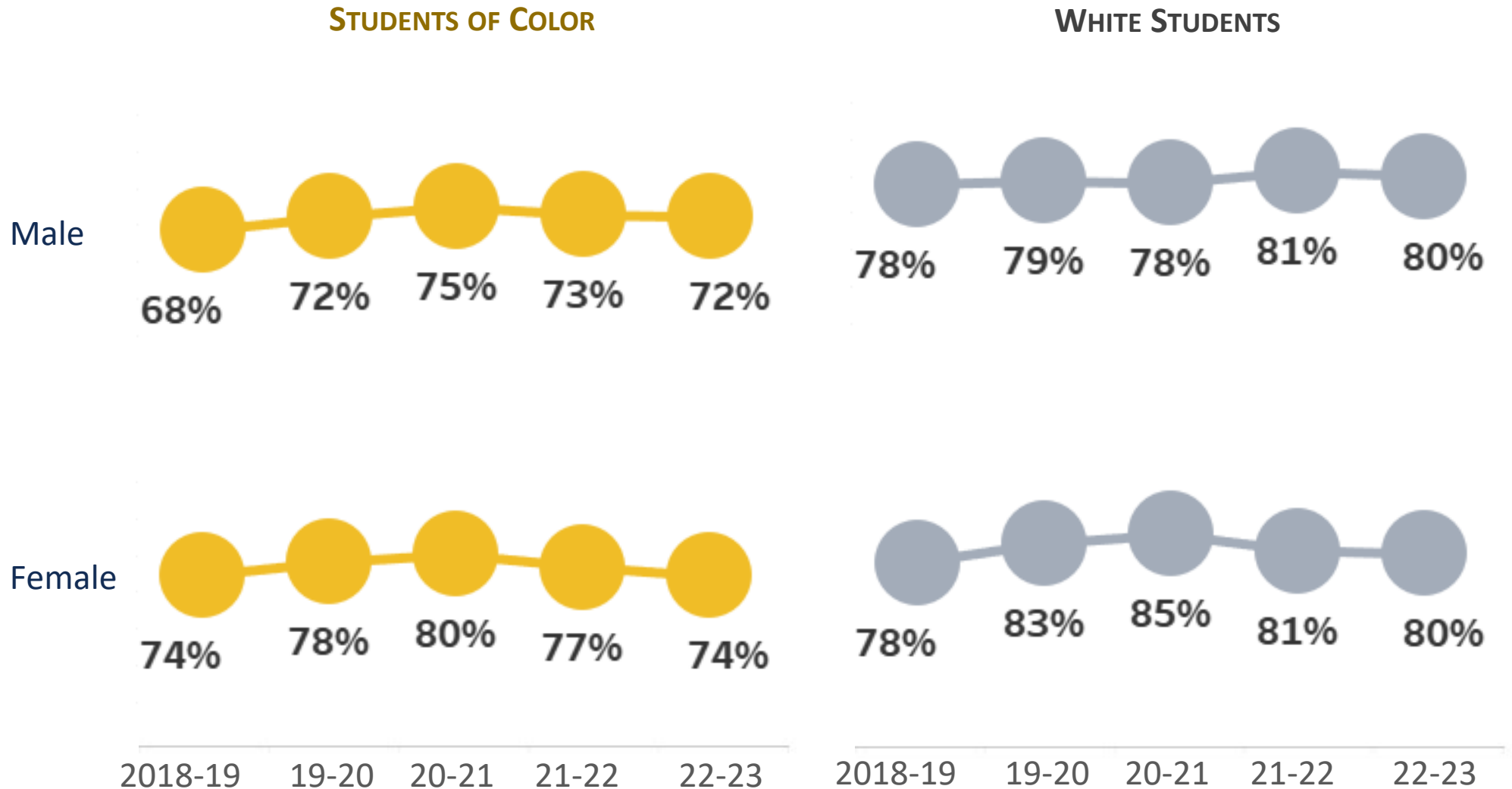


# Gaps in course success rates by race/ethnicity





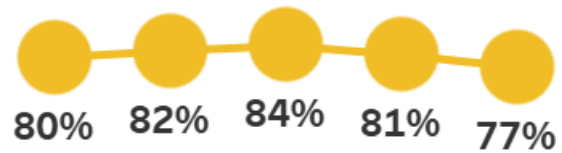
# Male students of color show a greater gap than females, compared to white students



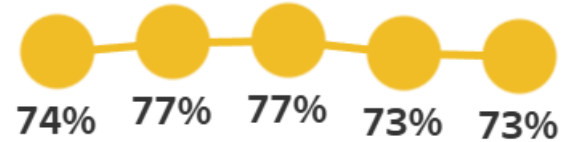


# Age 18-24 students show need for more support

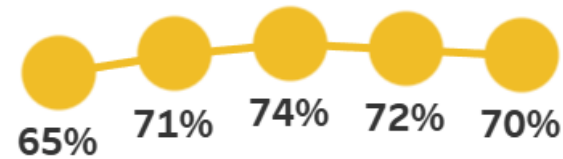
Under 18



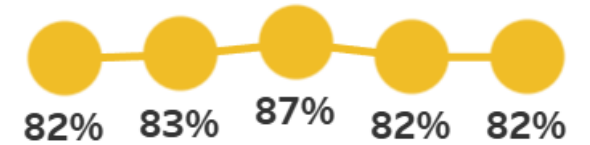
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20-24



25+



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2018-19 19-20 20-21 21-22 22-23

# Course Outcomes: Retention & Success



## Summary Finding



## Barriers to Improvements



## Supportive Activities

Male students of color continue to fall behind white male counterparts (8-point percentage gap, 22-23).

Female students, although higher than male counterparts still fall behind white females (6-point percentage gap, 22-23)

Students ages 18 – 24 are less successful in courses than older populations.

First Year Experience (ex: Coun-53)

First Year Experience (ex: Coun-53)

- "Earn and Learn"
- Peer Mentoring Program
- Course support at more opportune times (Early Alert)
- Culturally relevant curriculum/pedagogy

- Connect student support services early
- Culturally relevant curriculum/pedagogy

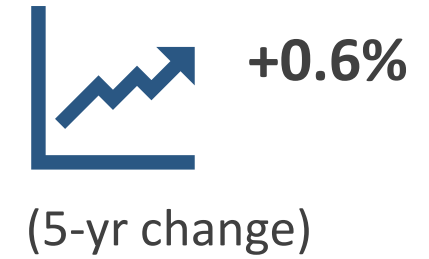
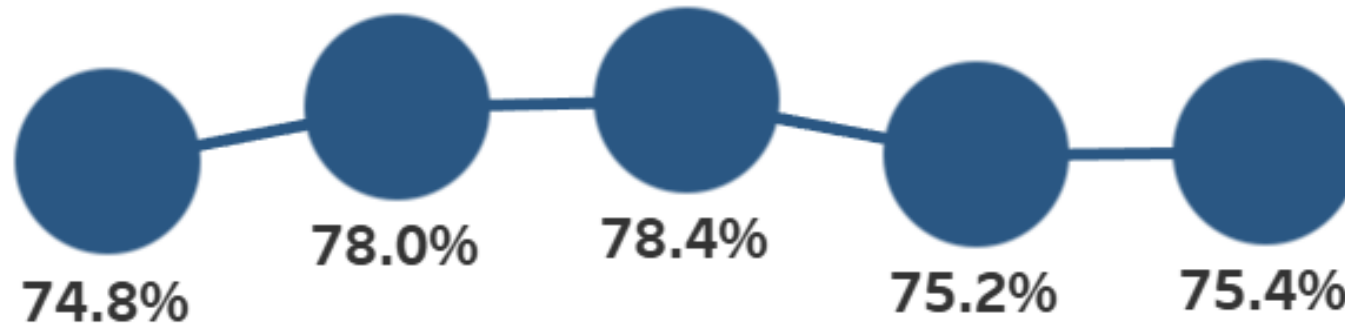
CLOVIS  
COMMUNITY  
COLLEGE



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# Increased course success rates over 5 years



2018-19    2019-20    2020-21    2021-22    2022-23



# Gaps in course success rates by race/ethnicity

African-American or Black

American Indian or Alaskan Native

Asian/Pacific Islander

Hispanic

White



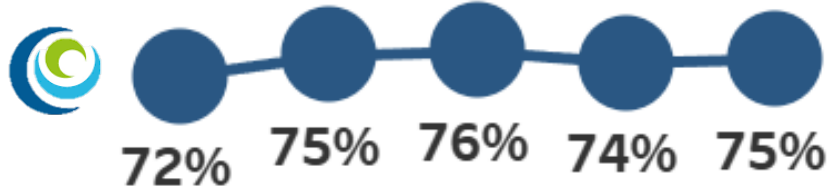
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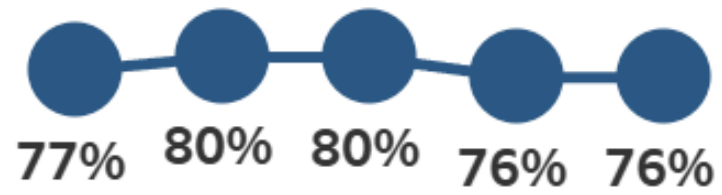


# Male course success rates are improving

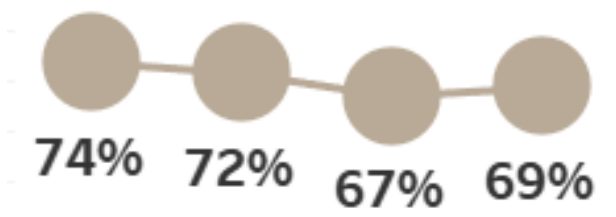
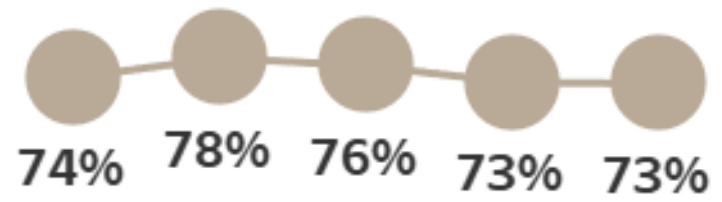
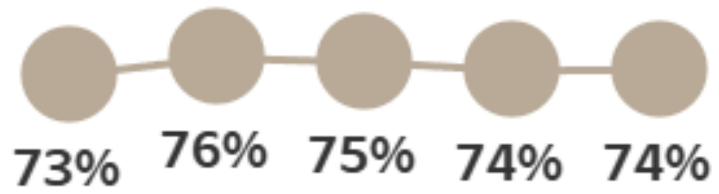
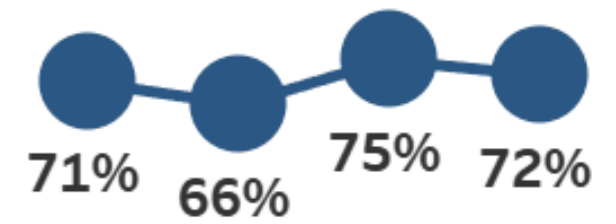
Male



Female



Non-binary



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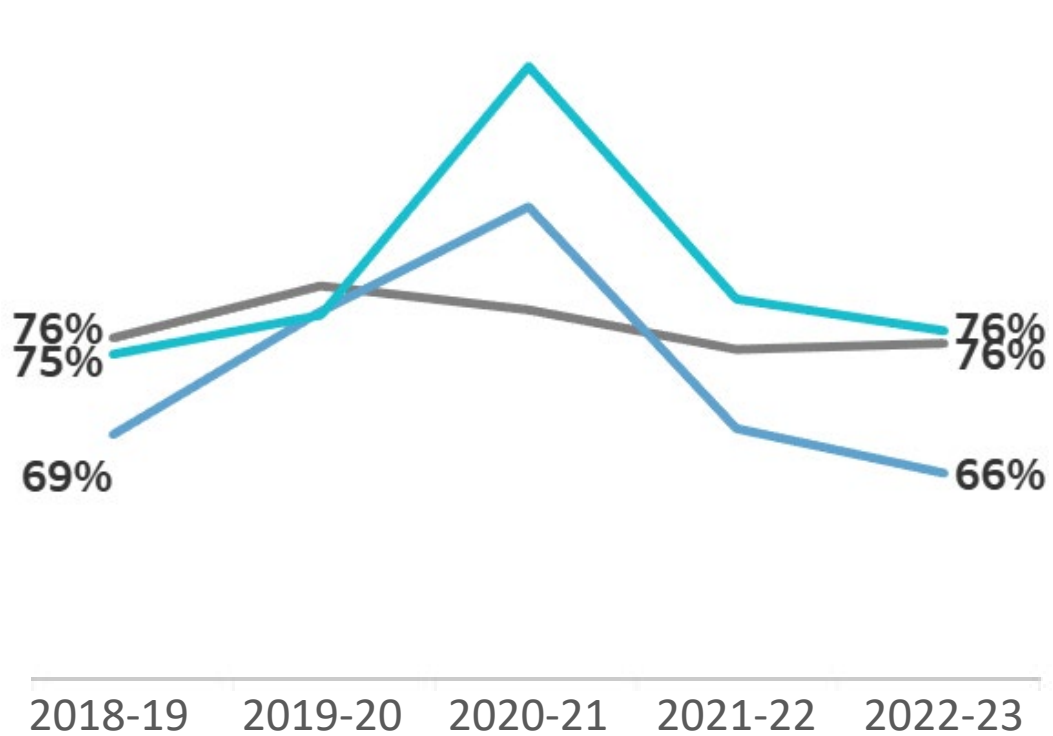
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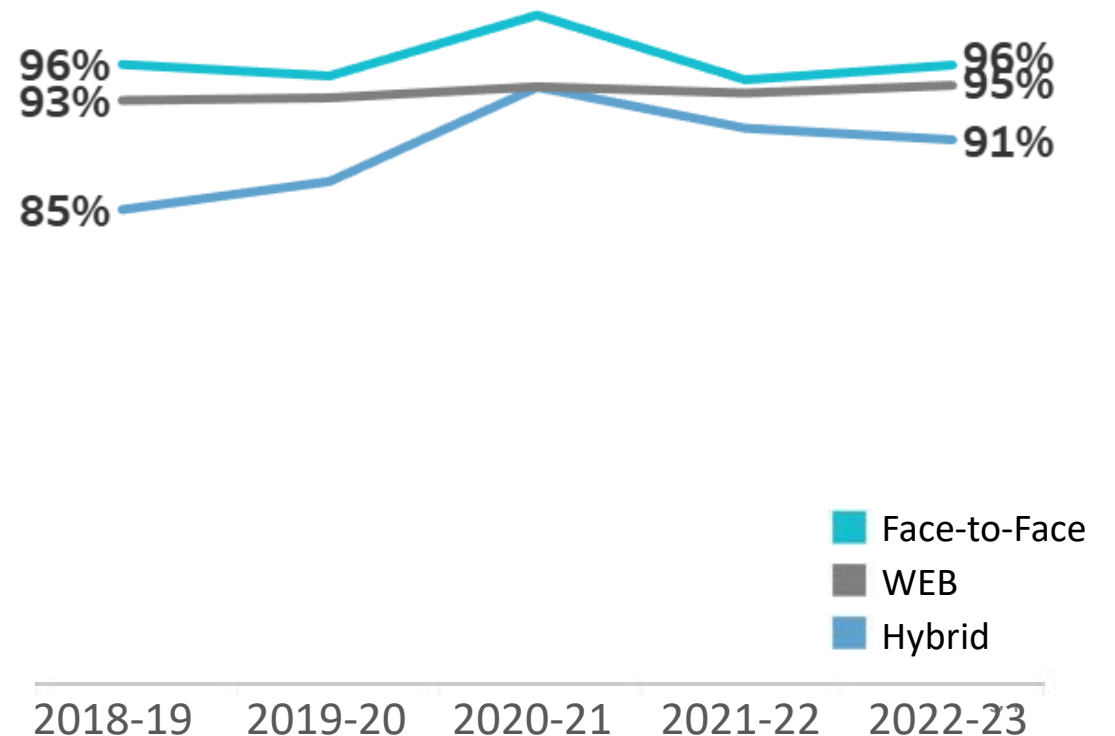


Course success and retention are highest for in-person classes, lowest for hybrid

SUCCESS



RETENTION



- Face-to-Face
- WEB
- Hybrid

# Course Outcomes: Retention & Success



## Summary Finding



## Barriers to Improvements



## Supportive Activities

- In general course success rates have remained relatively stable over the past 5 years.

- 50% law – Support services and people needed to impact change are on the non-instructional side.

- Achieve the Dream
- Implementation of Men of Color Initiative (Fall 2023)
- Increase in our campus engagement activities post COVID.

- In class course success and retention rates are higher than online and hybrid course offering.

- Number of male faculty continues to be low at both the college and K-12 level.

- Collaboration with CUSD with CCAP – Math and Dual Enrollment opportunities – Clovis East.

- Number of ethnicity minority and LGBTQIA+ faculty and classified professionals does not mirror our student body or community.

- Basic Needs
  - Food Pantry – moved to Willow Campus (Fall 2023)
  - Clothing Closet (Fall 2023)
  - Housing Assistance



Questions?