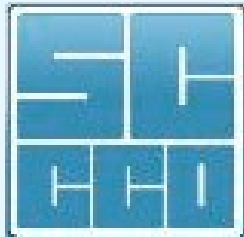


Student Persistence (Fall-to-Spring)



State Center Community College District
Trustee Fellowship Key Performance Indicator (KPI)



**Reedley
College**



MADERA
COMMUNITY
COLLEGE
& OAKHURST
CAMPUS



Clovis
Community
College



Fresno City College
First Responders Campus
West Fresno Center



Vision 2035

Long-term Goals

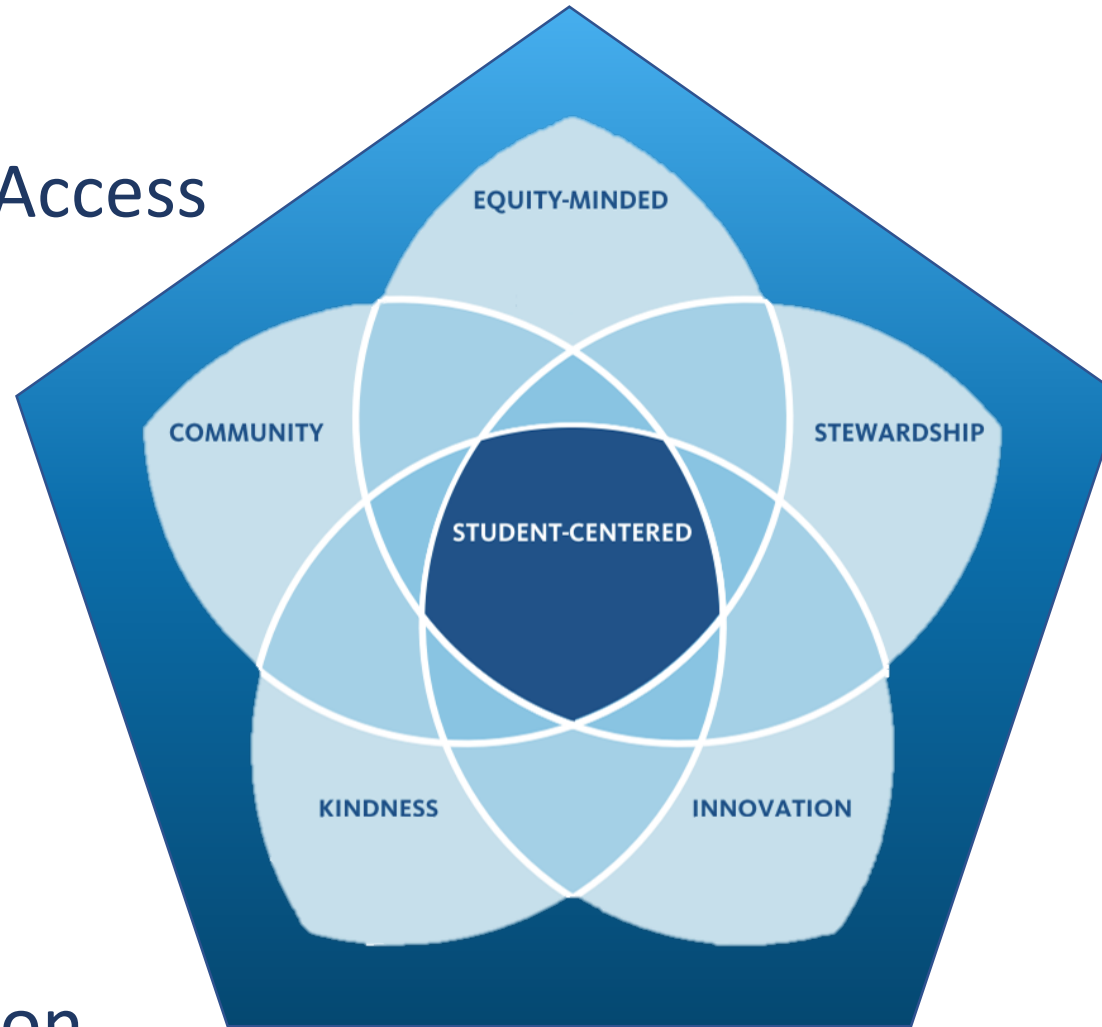
Equitable Student Access

Equitable Student Achievement

Workforce & Social Mobility

Fiscal Strength

Trust & Collaboration



Aligned KPI'S

Enrollment

Course Retention & Success

Persistence

Degree Completion & Transfers

Employment & Living Wage

*Advancing equitable student access and achievement
is at the heart of our work at State Center Community College District*

Persistence Definitions & Data Sources



Definitions

Term Persistence: Among students who are not dual enrolled in high school, the proportion who persisted from **fall-to-spring** terms at a college in an academic year, **excluding students who completed an award or transferred** to a postsecondary institution.

Any college persistence – Statewide students enrolled in college for fall term, then continued at *any* California Community College for the following spring term.

District persistence – SCCCD students enrolled in one of our colleges for fall term, then continued at any college *within the district* for the following spring term.

SE Asian subgroup – includes Cambodian, Hmong, Laotian, and Vietnamese students



Data Sources

Internal enrollment SQL query

Headcounts include non-dual students enrolled in Fall Term who did or did not persist at any college district-wide, excluding degree earners and transfers

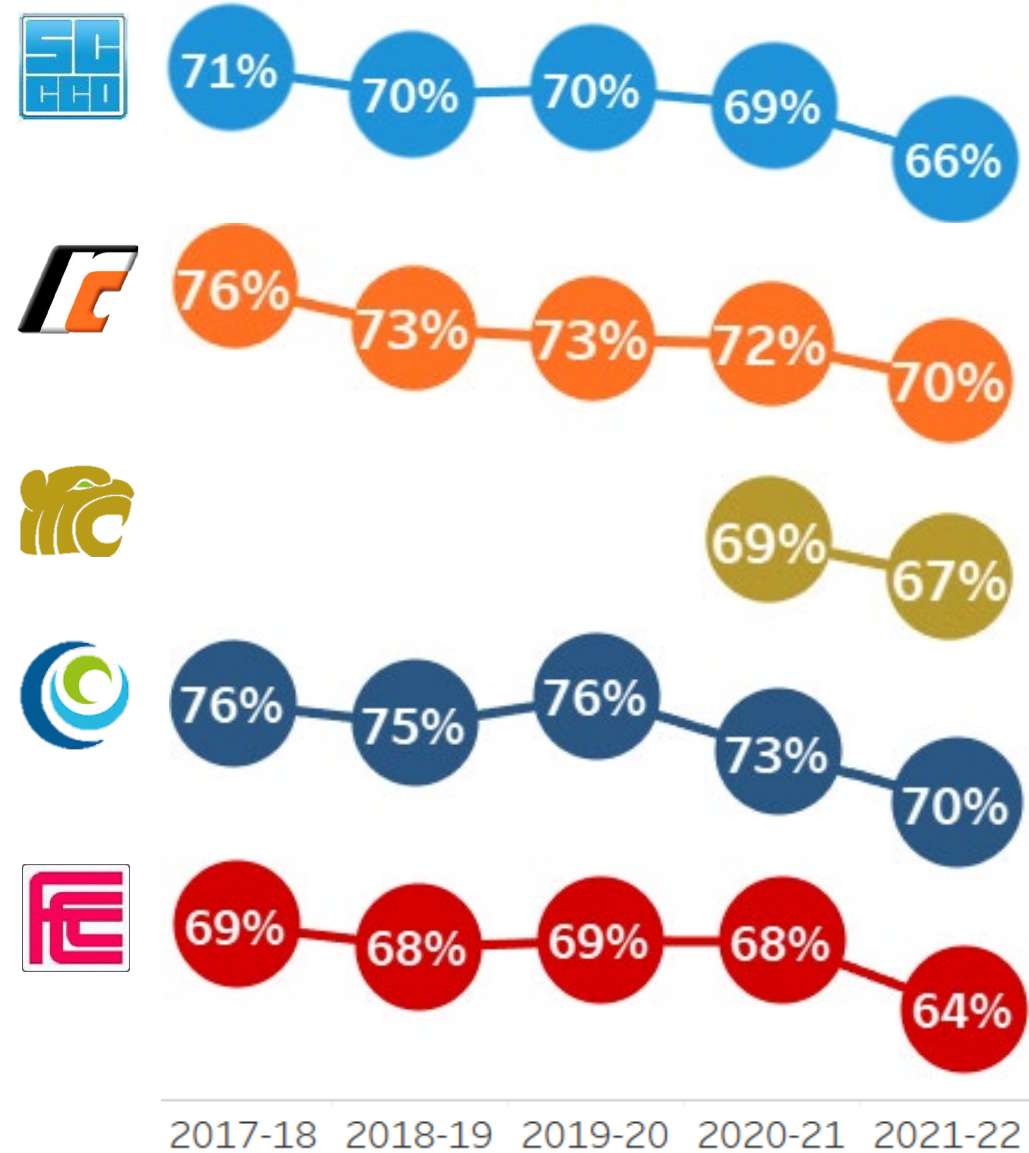
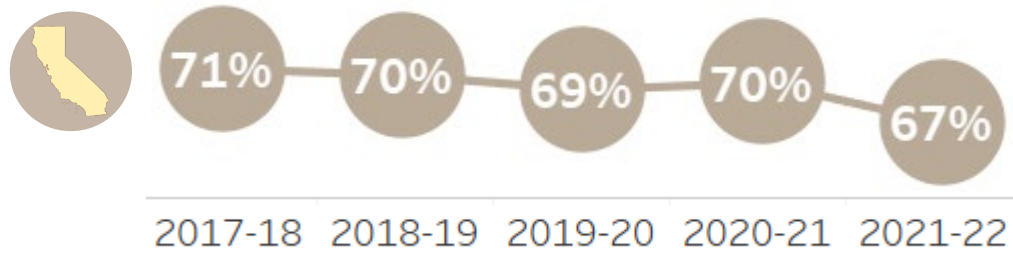
National Student Clearinghouse
subsequent enrollment batch query

Gained: 2 academic years' internal data
Asian subgroup disaggregation

Lost: economically disadvantaged subgroup
*can work to add for next KPI cycle

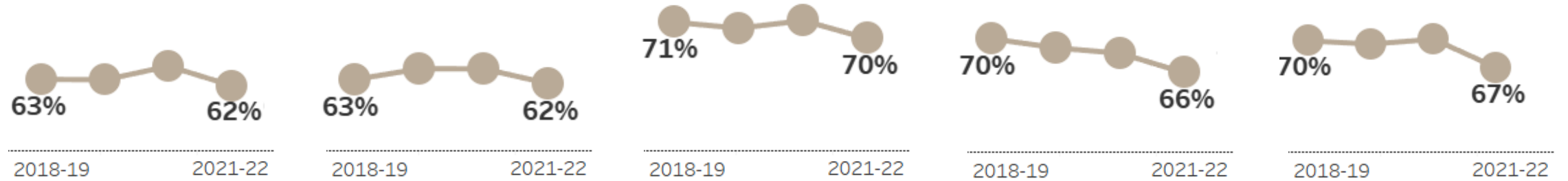
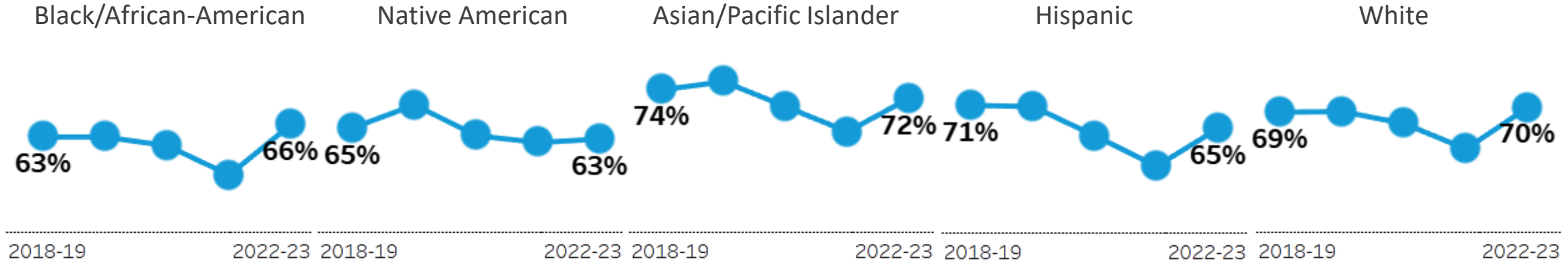
CCCCO Cal-PASS Plus (Statewide 1-yr update)
Student Success Metrics (SSM) LaunchBoard

Student persistence across the district compared to statewide rates





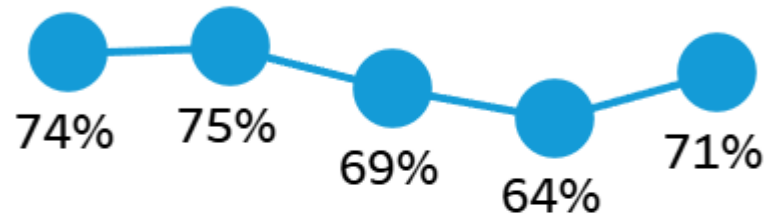
Black/African American and White student persistence rates have reached a 5-year high





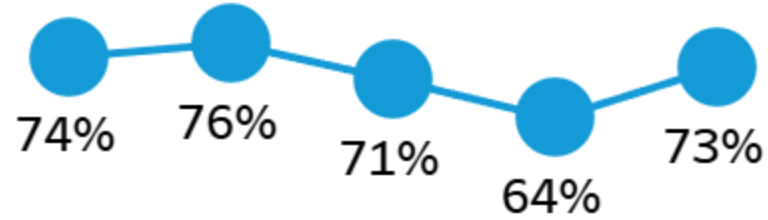
Asian subgroups exhibit higher persistence rates compared to non-Asian students

SE Asian



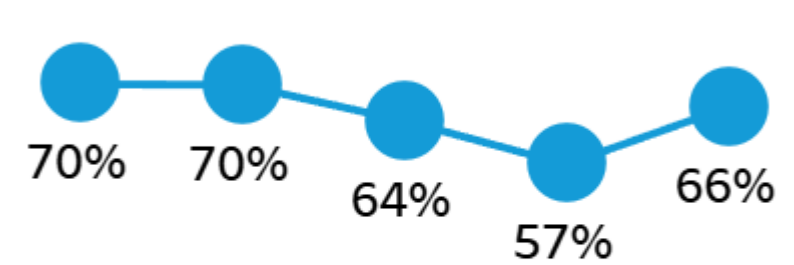
2018-19 2019-20 2020-21 2021-22 2022-23

Other Asian



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

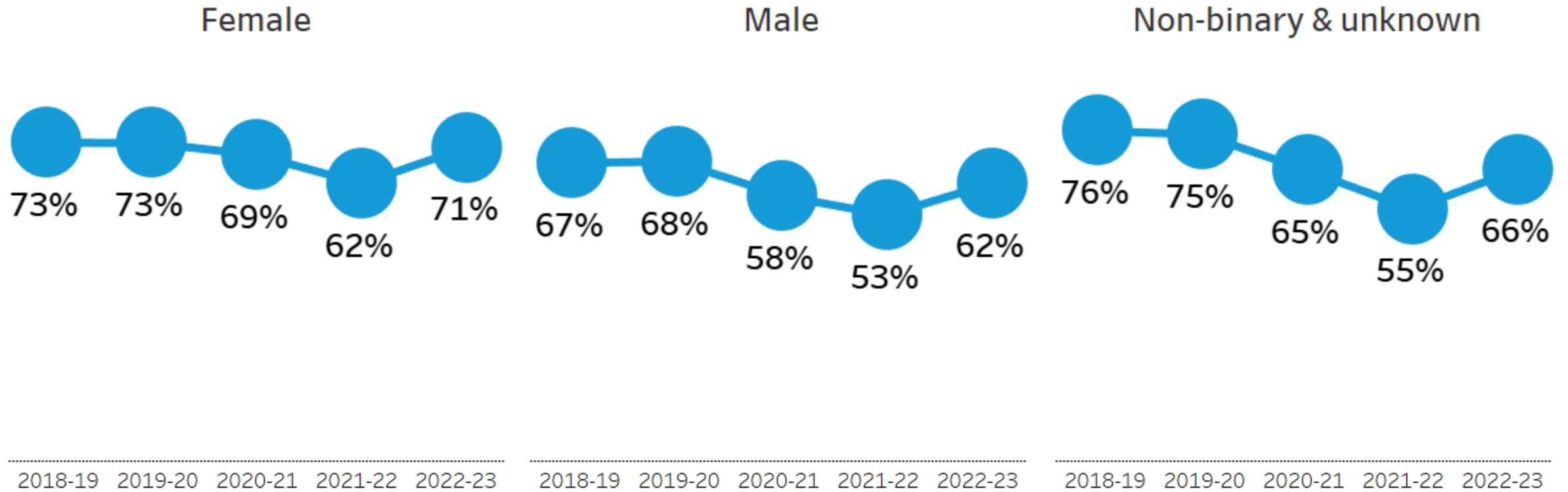
Not Asian



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

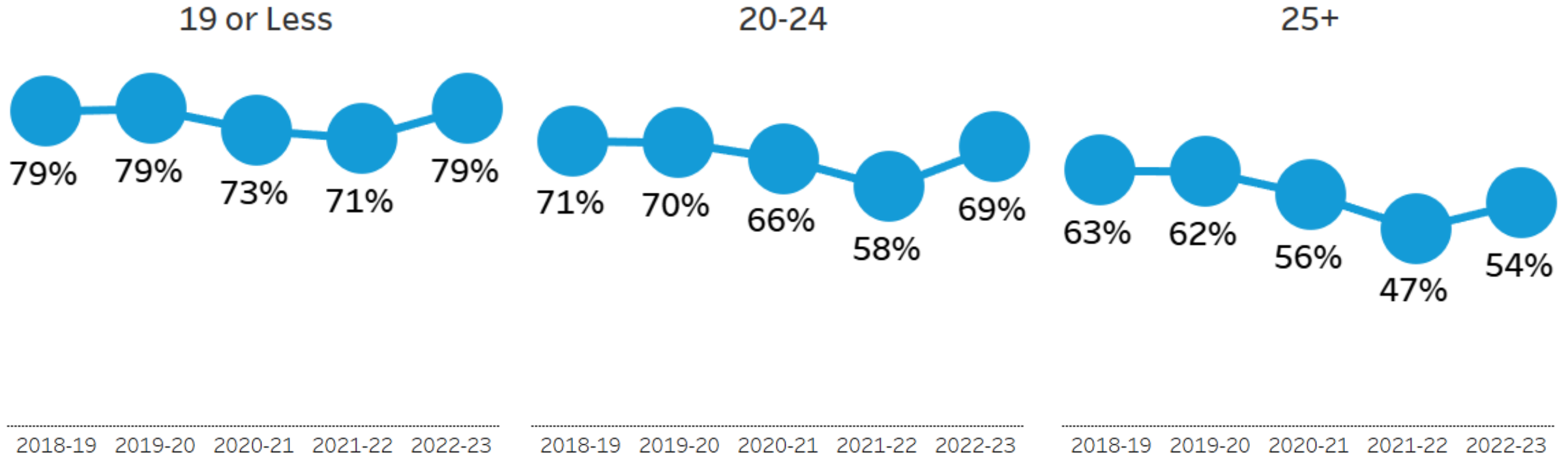


Persistence rates improving across genders





Persistence rates improving across all ages



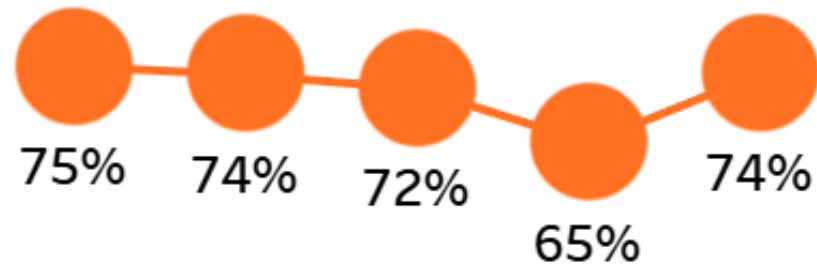
Reedley College Student Persistence





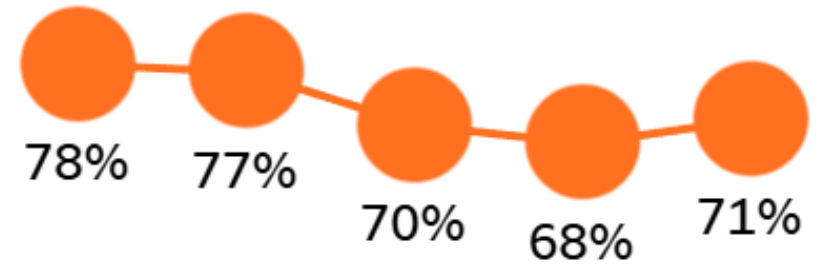
Persistence rates have recovered post-pandemic

Students of Color



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

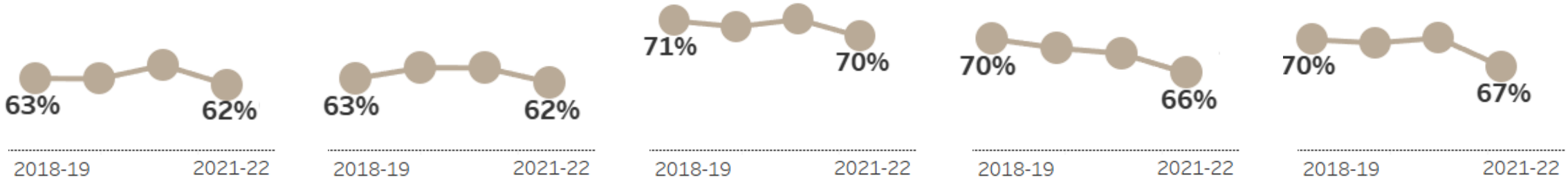
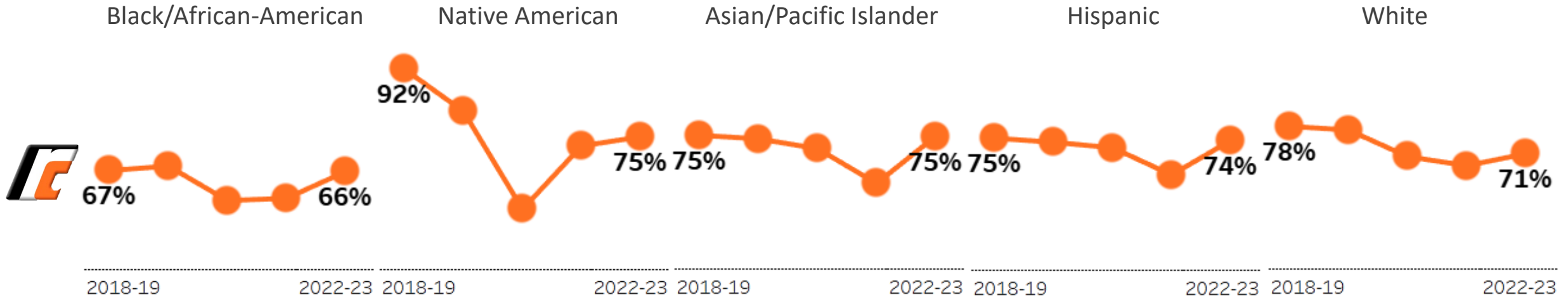
White



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

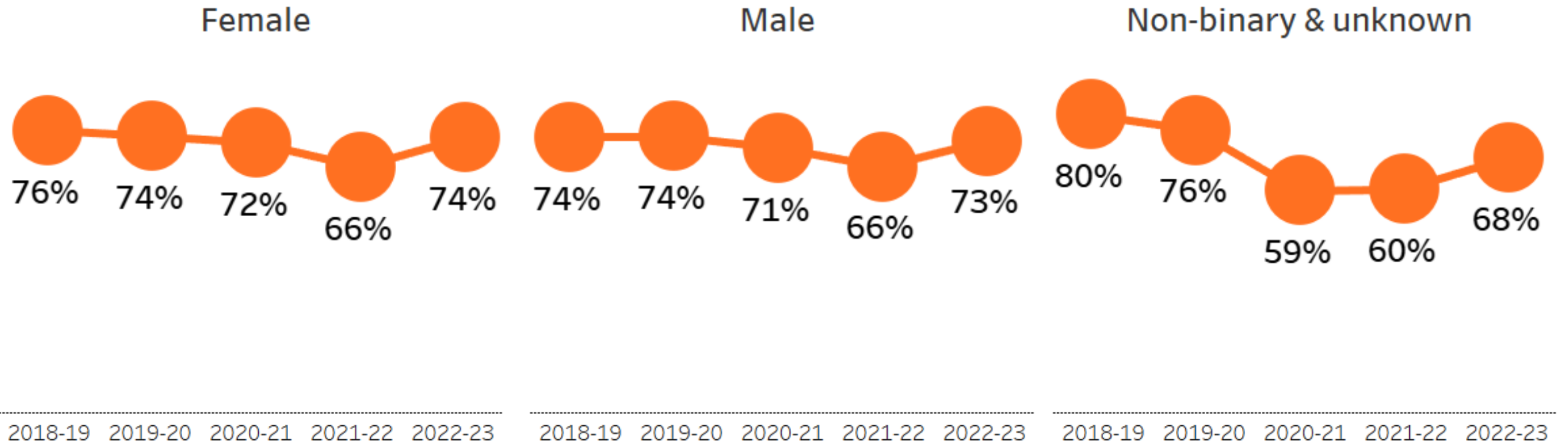






Persistence rates by race/ethnicity





Persistence trends are similar for females and males



  Summary Findings	 Barriers to Improvements	 Supportive Activities
<p>Overall, Reedley students outperform the state averages in all groups. Students of Color outperform White students, with the exception of Black/African Americans. Southeast Asian students persist at the highest levels currently, outperforming other Asian students and White students.</p>	<p>Limited access to mentors, advisors and tutors may also limit engagement, and therefore persistence, of some student groups.</p>	<p>Our Guided Pathways framework provides local student support in pathway hubs across campus.</p> <p>Our Starfish early alert system brings wrap-around services to students that either indicate need or are observed to have unmet needs.</p>
<p>Male and Female students persist similarly at Reedley College.</p>	<p>Smaller student populations may have difficulty feeling part of the Reedley College community.</p>	<p>Affinity groups increase access to and availability of campus engagement activities for all student groups.</p>
<p>Persistence rates are higher among younger student populations, including dual enrollment students.</p>		
<p>Persistence rates are similar among first-time and returning students.</p>		

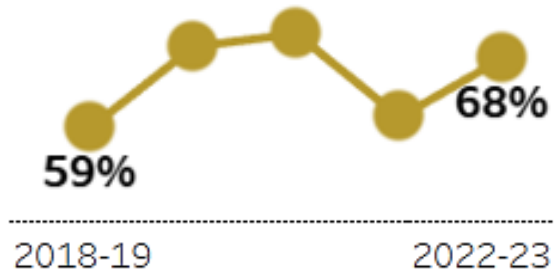
Madera College Student Persistence



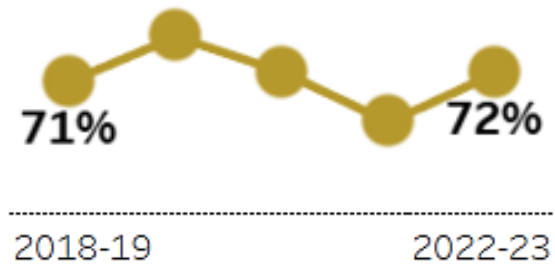


Persistence rates by race/ethnicity

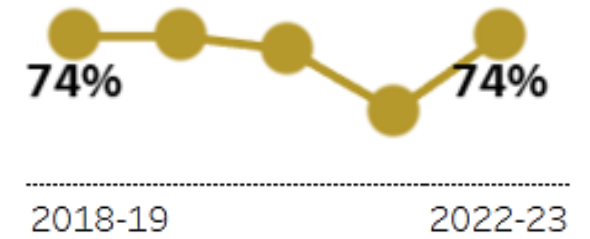
Black/African-American



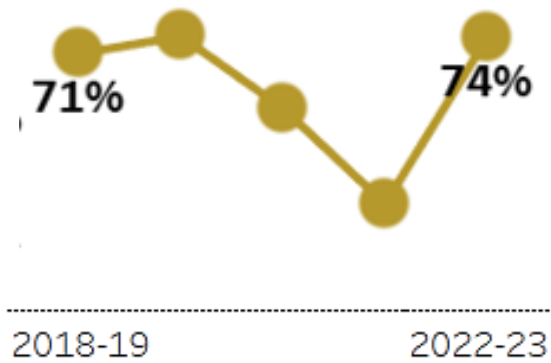
Asian/Pacific Islander



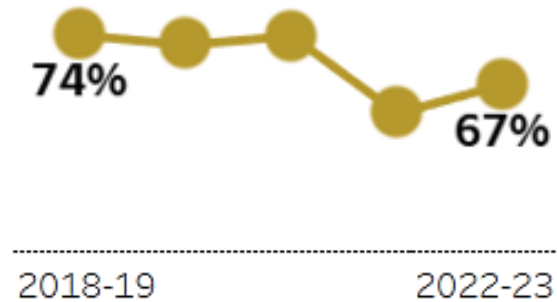
Hispanic



Native American

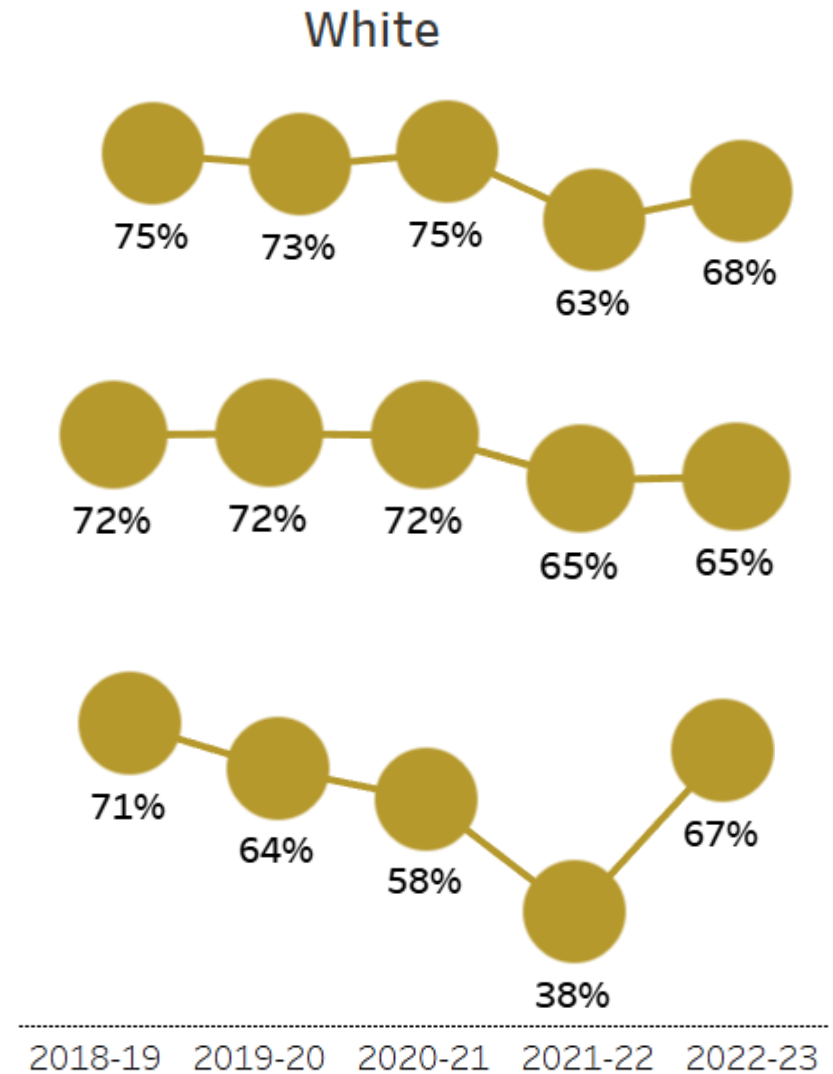
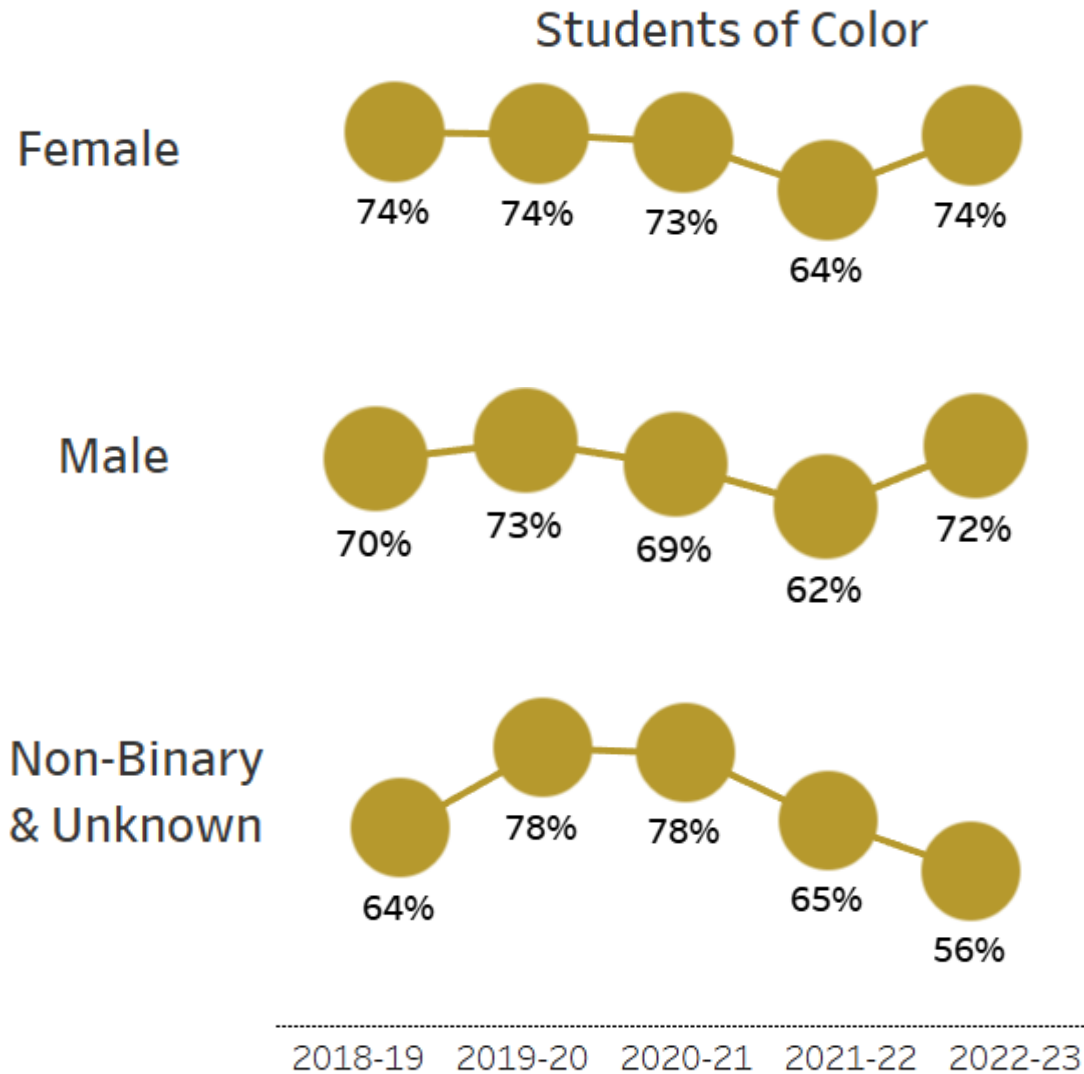


White





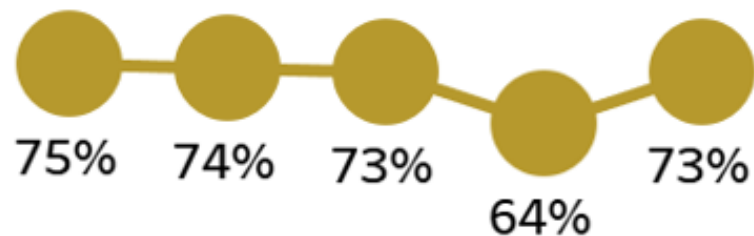
Both male and female Students of Color persist at higher rates than white students





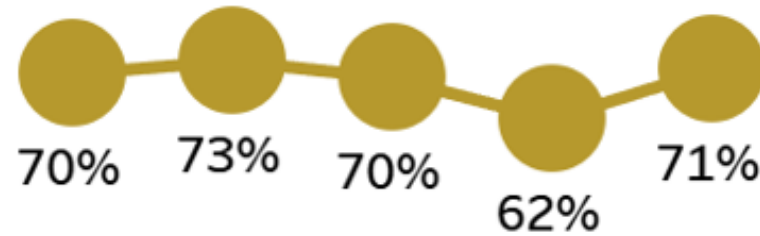
Female students persist at higher rates than males

Female



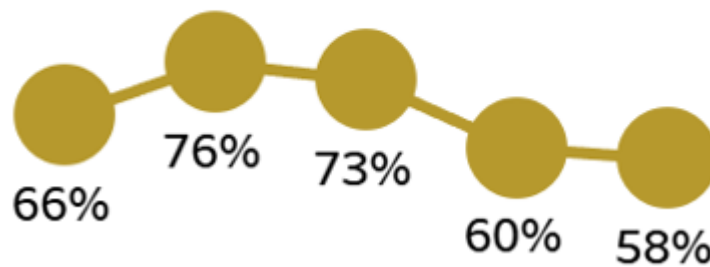
2018-19 2019-20 2020-21 2021-22 2022-23

Male






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

Non-binary & unknown



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

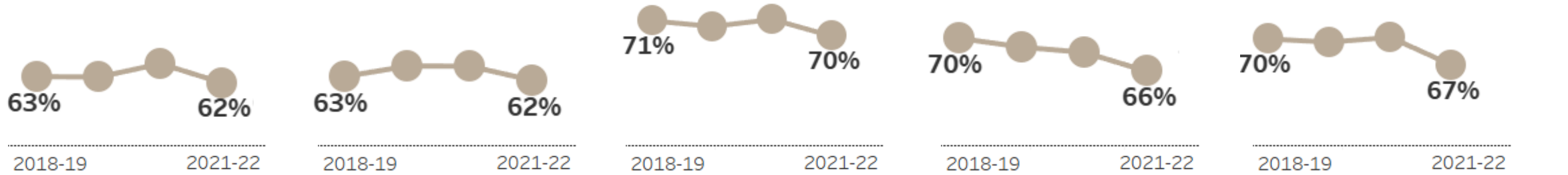
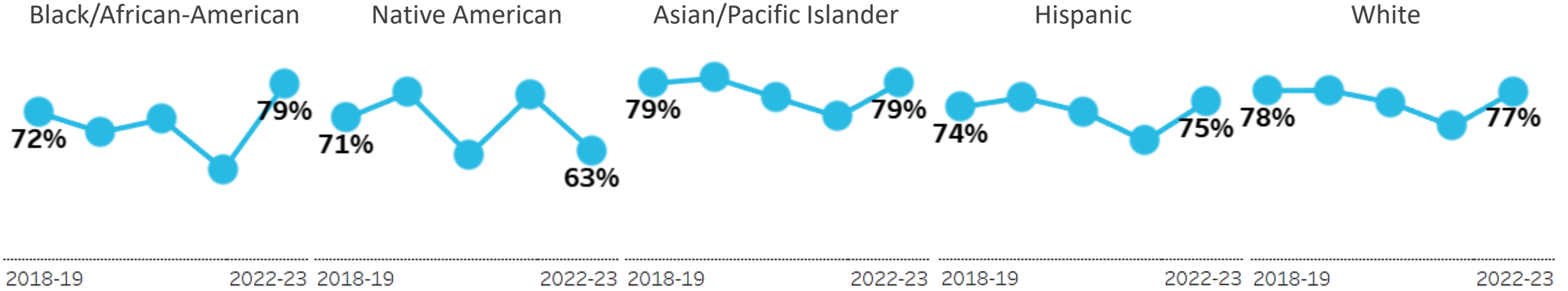
 Summary Findings	 Barriers to Improvements	 Supportive Activities
<p>Females of color persistence rates are higher than Men of color and other groups.</p> <p>Overall Women persist at higher rates than Men.</p>	<p>Limited ability to serve students at pivotal or milestones within college journey, to support continued success.</p>	<p>Continued investments in Guided Pathways; Pathway support teams including counselors.</p> <p>Opportunities to "Learn & Earn"</p>
		<p>Opportunities to attain credit for work experience/credit for prior learning</p> <p>Supporting students to complete math and English in their first year (transfer students)</p>
		<p>Joined Achieving the Dream Data & Leadership Coach</p> <ul style="list-style-type: none"> • Yr. 1: Will develop an action plan, based on a systematic review of the data • Yr. 2: Implementation • Yr. 3: Evaluation

Clovis Community College Student Persistence





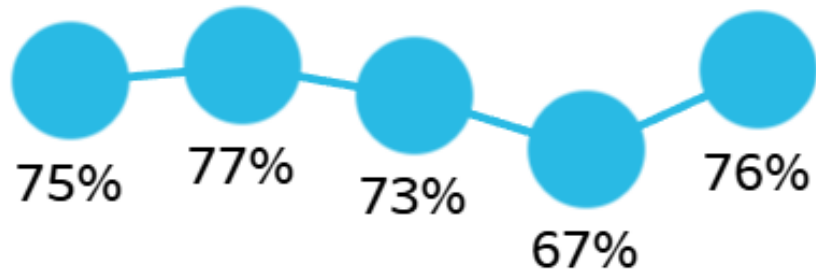
Persistence rates by race/ethnicity





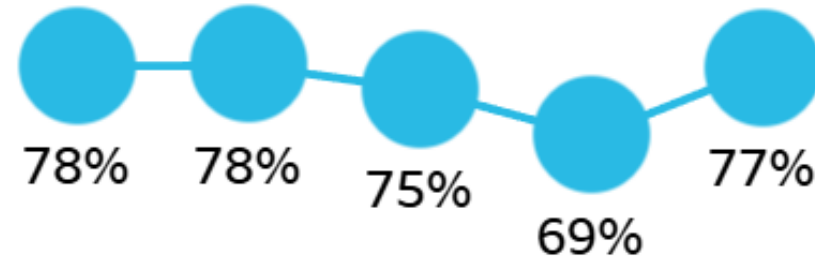
Students of Color are closing the persistence gap

Students of Color



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

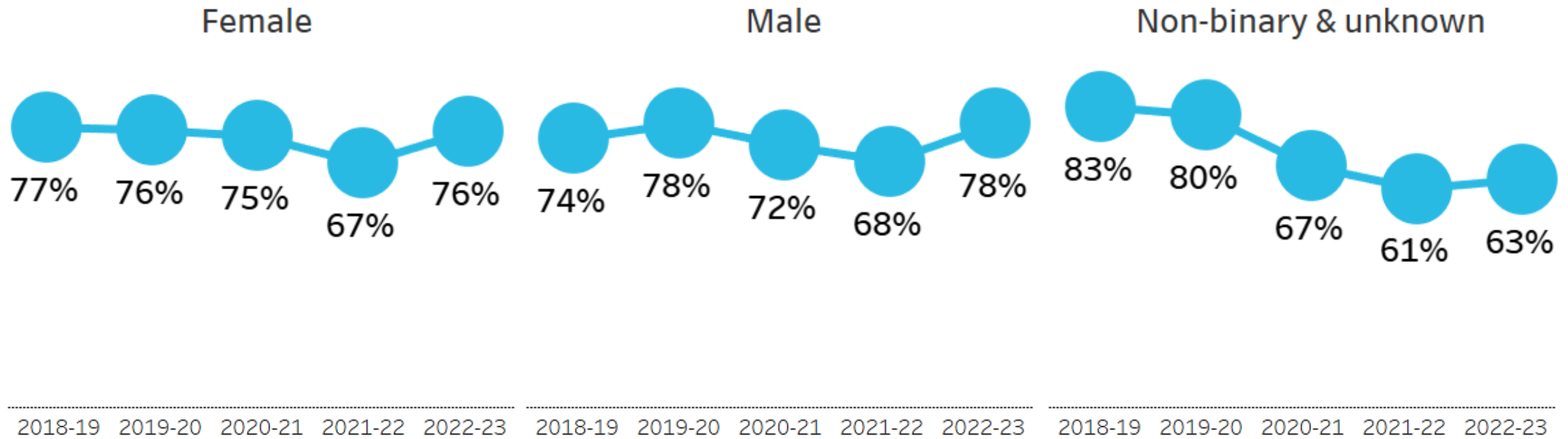
White



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

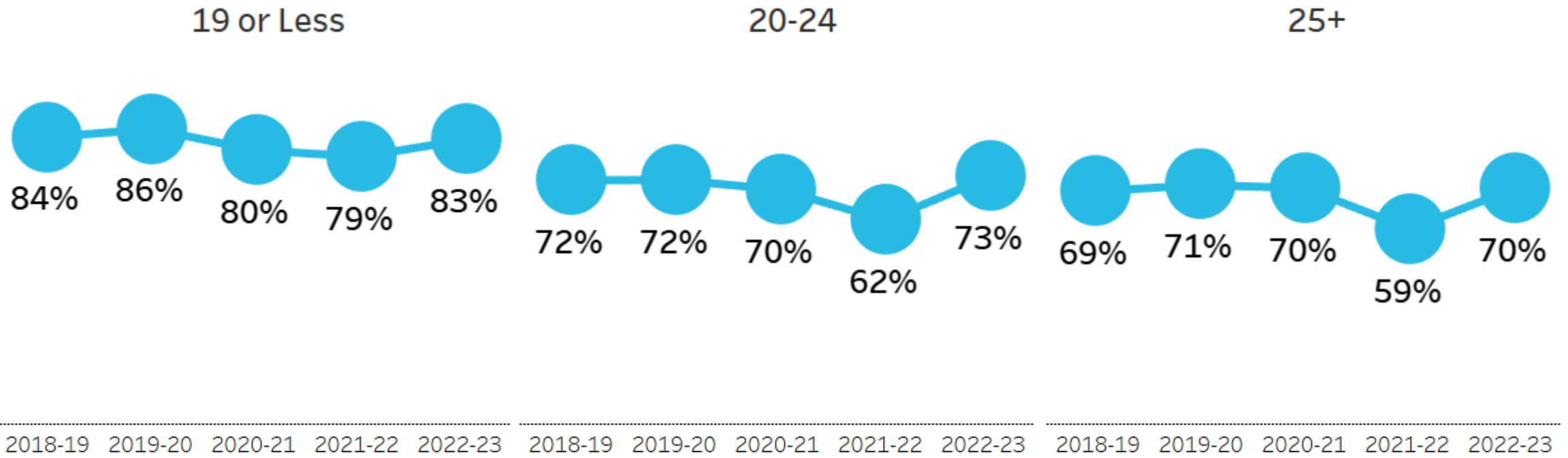





Persistence trends are similar for females and males





Highest persistence rates in youngest age group



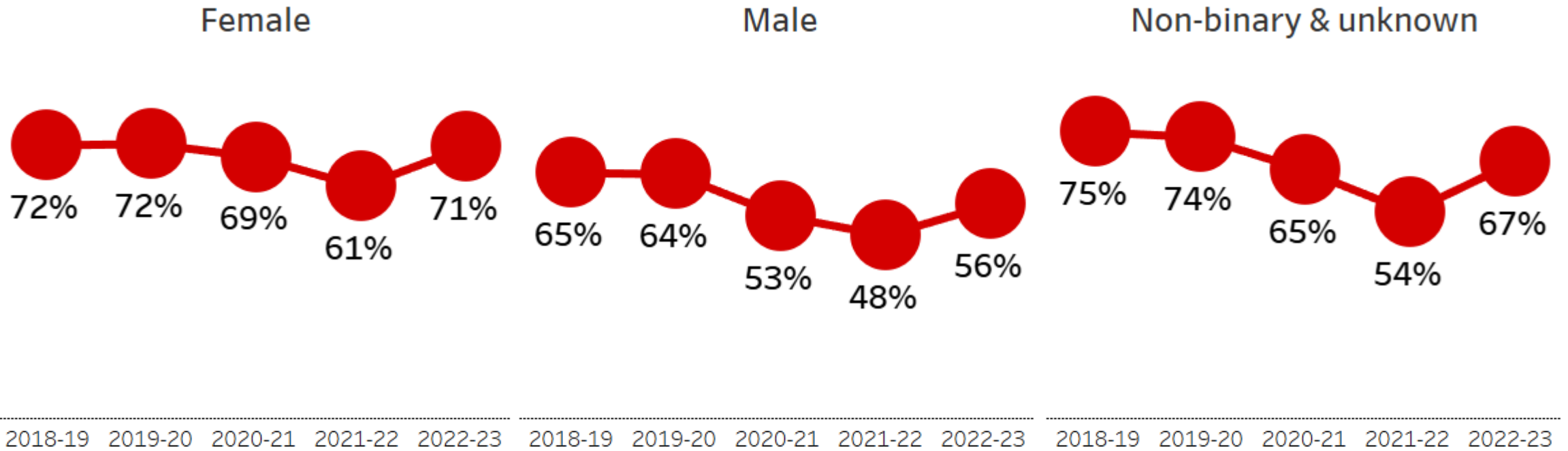
 Summary Findings	 Barriers to Improvements	 Supportive Activities
<p>Improvement in persistence rates based on ethnicity.</p>	<ul style="list-style-type: none"> • 50% Law • Basic Needs - housing, transport • Limited number of Student Success Coaches & counselors • Increased need for mental health services post COVID • Textbook cost 	<ul style="list-style-type: none"> • Achieving the Dream • Completed 1st year with African American Student Success Coach • Completed 1st year with Men of Color initiative • Title V funding supports field trips, study hours, research symposium • CCAP program is successful program for Dual Enrollment students of color • Surveyed students to find out their input in "Belonging."
<p>Improvement in persistence rates based on age and gender.</p>		<ul style="list-style-type: none"> • Review course offering patterns for non-traditional students • Added tutorial services – Sunday hours • Increased student engagement activities and affinity groups • ZTC + OER initiatives with stipends to faculty • Guided Pathways • Intrusive advising

Fresno City College Student Persistence





All gender groups persistence trending upward after declining during COVID





Persistence rates by race/ethnicity

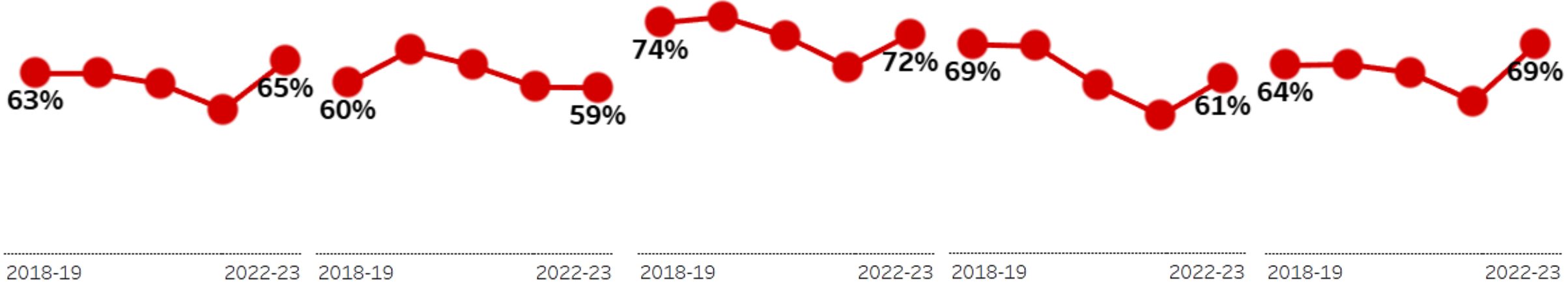
Black/African-American

Native American

Asian/Pacific Islander

Hispanic

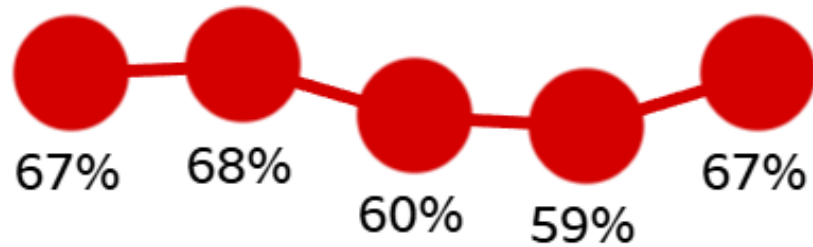
White





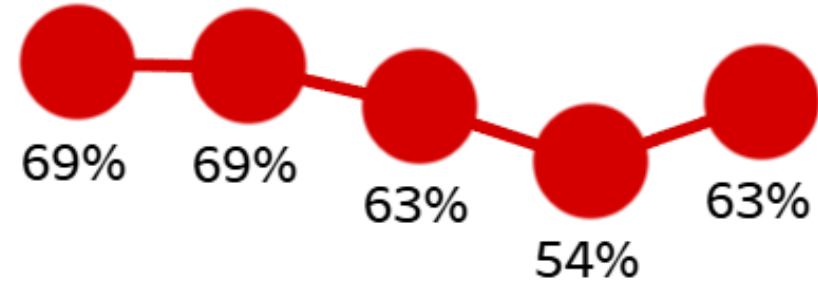
For the past two years, persistence rates were higher for first-time students than the general student population

First-time student



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

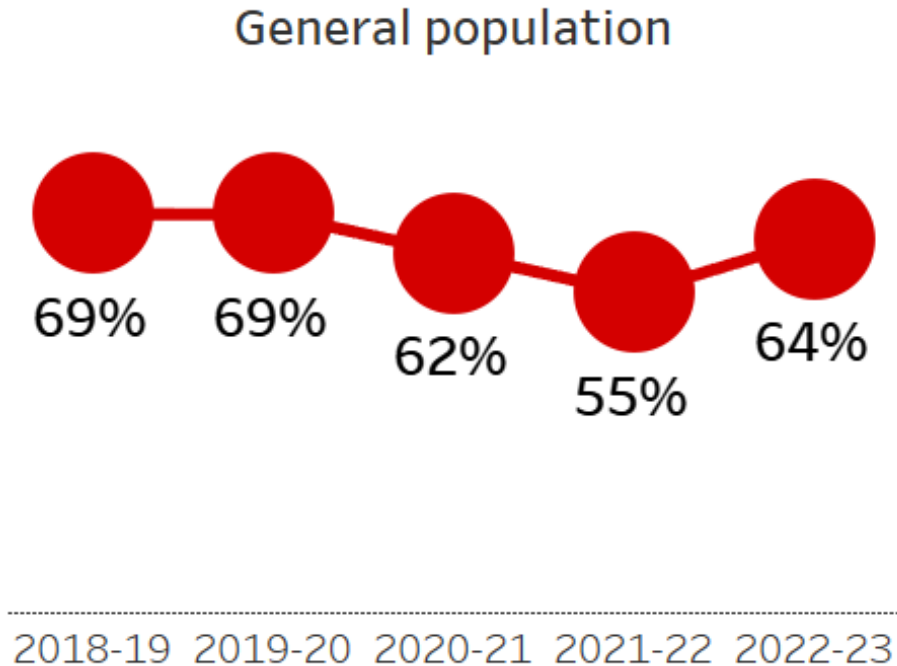
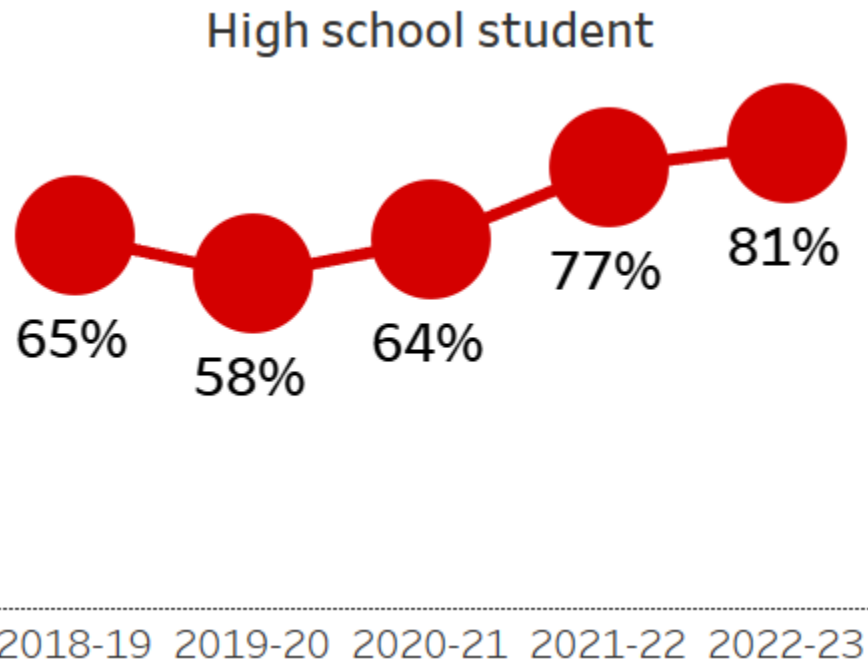
General population



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



Persistence rates for dual enrolled students trend higher than rates for the general student population





Summary Findings



Barriers to Improvements



Supportive Activities

Males continue to persist at lower levels than females

- Competition with industry partners paying higher wages
- People are discouraged from attending college, especially men of color

- Recently hired African American Counselor
- Men of Color summit
- Mentoring Project

First-time students have higher persistence rates

- Trouble finding school support systems
- Cost of school vs working
- Mental Health issues

- First year experience project
- Ram Ready Orientation
- Developing OER Resources
- Basic Needs Center



Questions?