Clovis Community College Institutional Effectiveness Report

PREPARED BY

CCC OFFICE OF INSTITUTIONAL RESEARCH

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Contents

Mission and Vision

California Community College System (CCCCO)

The California Community College system is the largest in the nation serving 2.1 million students at 114 colleges. As such, the mission of the California Community College Board of Governors and the Chancellor's Office is to empower the community colleges through leadership, advocacy, and support. The Chancellor's Office recognizes that the colleges have evolved and expanded over the time to meet the changing needs of their communities and the state. The colleges provide:

- Associate degrees and certificates shown to increase earnings and enable students to move forward in their professional development;
- Transfer education to public and private colleges and universities;
- Basic skills and English language proficiency for increasing numbers of students;
- Economic and workforce development to meet the ever-increasing demands of career-oriented young people, adult learners and incumbent workers; and
- With adequate funding, lifelong learning and educational opportunities for all Californians.

CCCCO Mission

The mission of the California Community Colleges Board of Governors and the Chancellors Office is to empower the community colleges through leadership, advocacy, and support.

CCCCO Vision for Change

The California Community Colleges Board of Governors and the Chancellor share a vision of a better future for Californians by exemplifying exceptional leadership, advocacy, and support on behalf of the community colleges. Their guidance provides access to lifelong learning for all citizens and creates a skilled, progressive workforce to advance the state's interests.

The goals set forth are very ambitious and there is no easy path to reach them. Achieving these goals will require a combination of strategies and the coordinated efforts of tens-of-thousands of individuals both inside and outside the California Community Colleges (CCCs).

Not only will California need the talent and perseverance of college presidents, administrators, faculty, staff, trustees, and students, it will also need the support and engagement of the Governor, Legislature, University of California (UC) and California State University (CSU) systems, workforce development system, K-12 education system, business and labor organizations, philanthropists, and community and civic groups. It will take a sustained effort by the CCC Chancellor, the Board of Governors, and the entire staff at the system level to lead the charge, support the hard work of the colleges, and help maintain focus and morale. There is no denying this is a tall order, but California and its students deserve no less.

CCCCO Strategic Goals

Focus relentlessly on students' end goals.
Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set—should be the explicit focus of the CCCs. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

Always design and decide with the student in mind.
Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.

Pair high expectations with high support.
Students should be encouraged to go "all in" on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

Foster the use of data, inquiry, and evidence.
Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

Take ownership of goals and performance.
The CCC system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not punish.

Enable action and thoughtful innovation.
Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

Lead the work of partnering across systems.
Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together these systems can strengthen pathways for students and improve results.

Reference: CCCCO Website, (vision.foundationccc.org)

State Center Community College District (SCCCD)

SCCCD is one of the largest districts in California and serves over 37,000 students per term at its three college's and multiple campus locations.

SCCCD Mission

State Center Community College District is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.

SCCCD Vision Statement

Empowering through Educational Excellence

Reference: SCCCD 2017-20 Strategic Plan, (SCCCD Mission and Vision)

Clovis Community College (CCC)

Mission

The Clovis Community College Mission aligns with the District Mission.

Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

Clovis Community College Vision Statement

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

Reference: CCC 2017-21 Strategic Plan, (CCC Mission and Vision)

Integrated Planning Model

MISSION
Creating Opportunities - One Student at a Time

Data Analysis

Educational Master Plan

Strategic Plan

Program Plans
SSSP
Student Equity
Program Review
Basic Skills
Technology

Resource Allocation
Faculty hiring
Staff hiring
Facilities
Equipment, etc.

Improvements

Program Assessment & Data Analysis

Implementation

COMMUNICATION · EQUITY · DATA · COMMUNICATION · EQUITY · DATA · COMMUNICATION

Chapter 1: Condition of Our Environment

Service Area

To better understand the population outside and around the college, this External Environmental Scan will use the following five geographical areas.

1. College Service Area
2. State Center Community College District
3. Clovis (City)
4. Fresno (City)
5. California

College Service Area

For the purposes of this Plan, the effective service area of the college will be a circular geographical area with a 7.5-mile radius and the College at the center.

Source: ESRI

State Center Community College District Service Area

The District encompasses 5,743 square miles. It includes nearly all of Madera County and more than half of Fresno County.

Source: ESRI

Clovis, Fresno and California

The cities of Clovis and Fresno and the State of California.

Demographic Analysis

This section of the External Environmental Scan contains demographic data from the various geographical regions described above.

Service Area Populations

The following table shows the population of the service area, the District, the cities of Clovis and Fresno and of the State. The table shows the population in 2016 as well as the projected population for 2021.

Population Profile			
Area	**2016**	**2021**	**% Change**
Service Area	292,956	306,325	4.6%
SCCCD	1,080,296	1,126,966	4.3%
Clovis	104,755	111,169	6.1%
Fresno	520,772	543,168	4.3%
CA	38,986,171	40,718,391	4.4%
Source: ESRI			

The following chart shows the growth rates for population and the number of households. The data indicates that population growth will be low (0.9% per year) in all the areas except the city of Clovis (1.2%). Household growth will be a bit lower indicating that average household size will increase slightly.

Population & Household Growth Rates 2016

	Population	Households
Service Area	0.9%	0.8%
SCCCD	0.9%	0.7%
Clovis	1.2%	1.0%
Fresno	0.9%	0.7%
CA	0.9%	0.8%
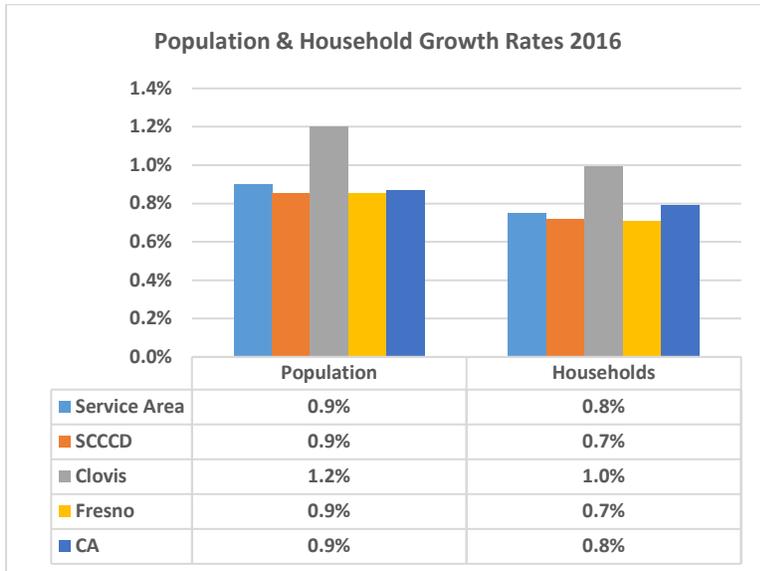
Source: ESRI, Analysis by CBT

Service Area Age Profiles

The median age of the service area population (7.5-mile ring) is 34.9 years. This is somewhat higher than that of the District (31.8 years). The area around the college is younger, on average, than the State of California.

Median Age Analysis

	Service Area	SCCCD	Clovis	Fresno	CA
2016	34.9	31.8	34.7	30.5	35.8
2021	35.8	32.8	35.4	31.5	36.7
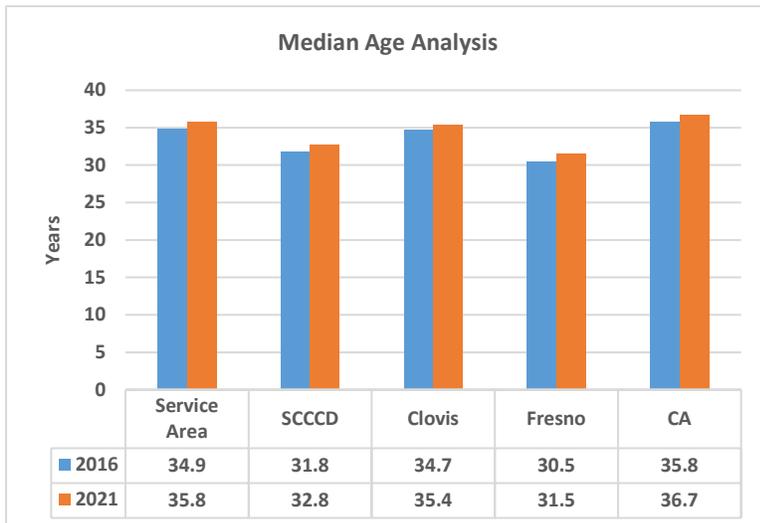
Source: ESRI, Analysis by CBT

The following chart shows the percentage of the population in each of the age segments. The first bar shows the data for 2016 and the second bar shows the data for 2021. This chart illustrates the projected shifts in population relative to age.

The data shows that the portion of the population in all the age segments from 5-24 years will go down. The percentages of the population in all the age segments from 25-85 years of age will increase except 45-54 and 55-64. The segment of 20-24 years of age is the prime college-going population. This segment currently comprises 8.1% of the service area population and will fall to 6.9% by 2021 because of the aging population.

Clovis Community College Service Area
Age Profile

	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
2016	6.6%	6.5%	6.7%	7.0%	8.1%	15.2%	12.0%	11.9%	11.8%	8.0%	4.1%	2.1%
2021	6.7%	6.4%	6.5%	6.6%	6.9%	15.7%	13.5%	10.7%	11.2%	9.1%	4.6%	2.0%
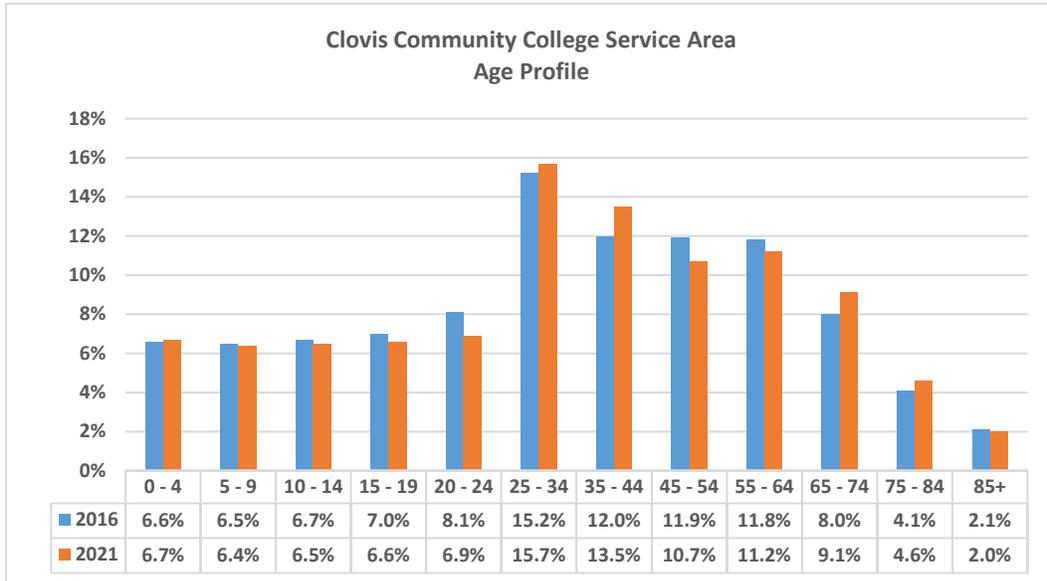
Source: ESRI, Analysis by CBT

For comparison, the following chart shows the same data for the population living within the State Center Community College District. The data shows the same trends for all age segments.

State Center Community College District Age Profile

	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
2016	8.3%	7.9%	7.7%	7.5%	8.1%	15.3%	12.0%	11.1%	10.4%	6.9%	3.4%	1.5%
2021	8.3%	7.8%	7.6%	7.1%	6.9%	15.6%	13.1%	10.3%	10.1%	7.7%	3.8%	1.5%
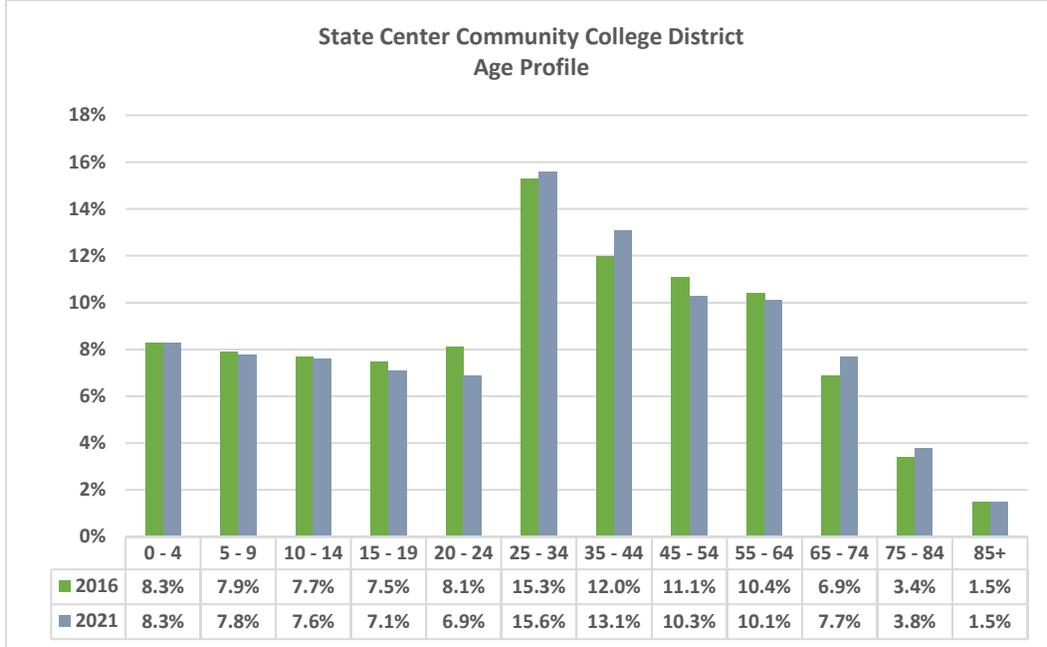
Source: ESRI, Analysis by CBT

Service Area Race/Ethnicity Profiles

The following tables show the race/ethnicity profile for the populations of the service area and the District.

NOTE: The United States Census considers "Hispanic" an origin, not a race. People of Hispanic origin can be of any race. Therefore, the Hispanic category is not included in the upper portion of the table that totals 100%.

The service area population is primarily "White Alone" (64.3%). This percentage is projected to fall by 1.8 percentage points by 2021. The next largest groups are "Some Other Race Alone" (12.7%) and "Asian Alone" (11.8%). In the service area, 31.2% of the population identifies as Hispanic. That percentage is projected to increase to 34.0% by 2021.

Clovis Community College Service Area Race/Ethnicity Profile			
Race / Ethnicity	2016	2021	Change (Percentage Points)
White Alone	64.3%	62.5%	-1.8 ppts.
Black Alone	4.4%	4.3%	-0.1 ppts.
American Indian Alone	1.3%	1.3%	+0.0 ppts.
Asian Alone	11.8%	12.6%	+0.8 ppts.
Pacific Islander Alone	0.2%	0.2%	+0.0 ppts.
Some Other Race Alone	12.7%	13.4%	+0.7 ppts.
Two or More Races	5.3%	5.5%	+0.2 ppts.
Total	100.0%	99.8%	
Hispanic Origin (Any Race)	31.2%	34.0%	+2.8 ppts.
Source: ESRI			

The race/ethnicity profile for the District is somewhat different from the service area. This is due in large part to the inclusion of much of the City of Fresno.

The largest segment of the population is "White Alone" (54.5%). This percentage is projected to decrease to 53.7% by 2021. The next largest segments are "Some Other Race Alone" (24.6%) and "Asian Alone" (9.4%). More than half of the population (53.1%) identify as "Hispanic Origin". This percentage is projected to increase to 55.6% by 2021.
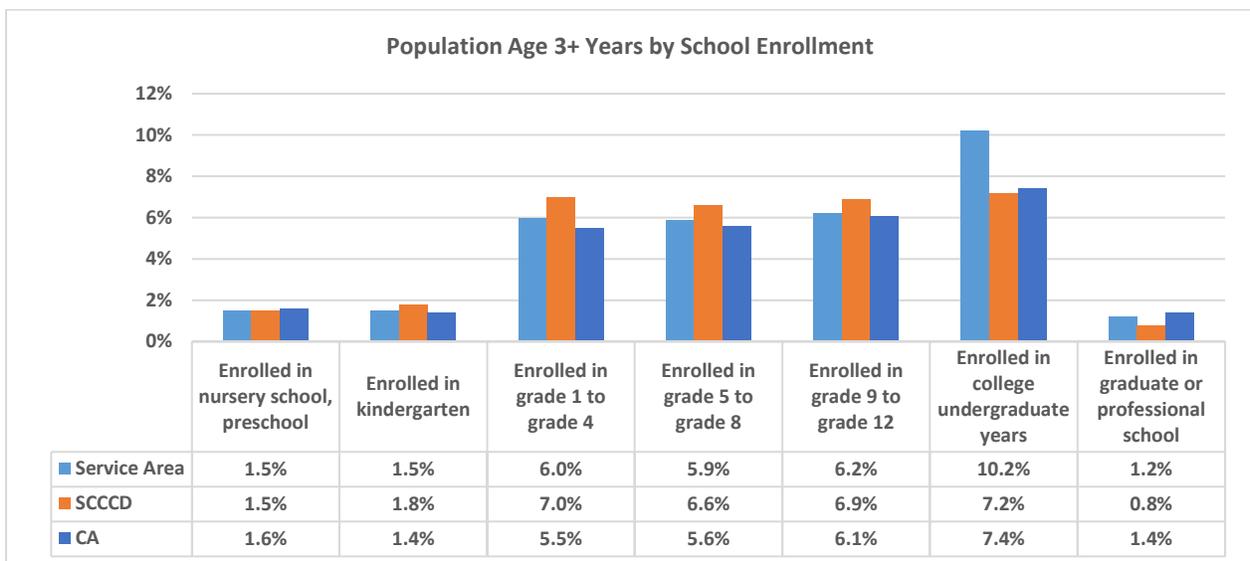
State Center Community College District Race/Ethnicity Profile			
Race / Ethnicity	2016	2021	Change (Percentage Points)
White Alone	54.5%	53.7%	-0.8 ppts.
Black Alone	4.7%	4.6%	-0.1 ppts.
American Indian Alone	1.8%	1.7%	-0.1 ppts.
Asian Alone	9.4%	9.8%	+0.4 ppts.
Pacific Islander Alone	0.2%	0.2%	+0.0 ppts.
Some Other Race Alone	24.6%	25.1%	+0.5 ppts.
Two or More Races	4.8%	4.9%	+0.1 ppts.
Total	100.0%	100.0%	
Hispanic Origin (Any Race)	53.1%	55.6%	+2.5 ppts.
Source: ESRI			

CCC High School Profile

School Enrollment Profile

The following chart shows the percentages of the population 3 years of age and older, by school enrollment in 2016. The service area has a higher percentage of its population enrolled in undergraduate education than the District and the State (10.2% versus 7.2% and 7.4%). The service area and the District have higher percentages of their populations enrolled in K-12 grade levels.

	Enrolled in nursery school, preschool	Enrolled in kindergarten	Enrolled in grade 1 to grade 4	Enrolled in grade 5 to grade 8	Enrolled in grade 9 to grade 12	Enrolled in college undergraduate years	Enrolled in graduate or professional school
Service Area	1.5%	1.5%	6.0%	5.9%	6.2%	10.2%	1.2%
SCCCD	1.5%	1.8%	7.0%	6.6%	6.9%	7.2%	0.8%
CA	1.6%	1.4%	5.5%	5.6%	6.1%	7.4%	1.4%

Source: ESRI, Analysis by CBT

High School Graduates in the CCC Service Area 2013-2017

Clovis Unified School District continues to show increased numbers of graduates. Those high school graduates that directly contribute to Clovis Community College enrollment has increased 12% over the last five years.

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
Clovis Feeder Schools					
Buchanan High	539	567	555	623	599
Chawanakee Academy	15	12	14	13	19
Clovis East High	456	442	480	452	475
Clovis High School	593	602	609	606	640
Clovis North High	421	473	469	560	571
Clovis Online Charter	73	60	76	83	100
Clovis West High	474	484	519	472	488
Enterprise Alternative	16	15	15	22	21
Gateway High (Continuation)	38	42	62	60	52
Minarets Charter	1	38	67	76	53
Minarets High	23	85	49	53	58
Sierra High	141	143	115	94	99
Fresno Feeder Schools with larger enrollments at CCC					
Bullard High School	540	532	558	573	539
Hoover High School	353	381	328	341	394
Total Feeder High School Graduates	3,683	3,876	3,916	4,028	4,108

Data Source: California Department of Education Dataquest

Percentage of Students Attending Clovis Community College in the Fall Semester after Graduation

Current forecast trends indicate the number of college age students declining in the area. The following table shows the percentage of students from the local schools who enroll the term after graduation from high school. While the number of students enrolling has shown a 3% increase between 2013 and 2017, it is clear that there is opportunity to improve as there is a 12% increase in graduating students.

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
Clovis Feeder Schools					
Buchanan High	29%	25%	28%	32%	28%
Chawanakee Academy	0%	17%	7%	0%	0%
Clovis East High	14%	14%	20%	22%	19%
Clovis High School	21%	27%	32%	31%	30%
Clovis North High	34%	35%	34%	39%	38%
Clovis Online Charter	4%	27%	13%	18%	15%
Clovis West High	27%	29%	27%	31%	27%
Enterprise Alternative	13%	20%	20%	5%	14%
Gateway High (Continuation)	16%	14%	10%	8%	17%
Minarets Charter	0%	13%	16%	20%	8%
Minarets High	52%	16%	27%	26%	22%
Sierra High	18%	22%	23%	21%	21%

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
Fresno Feeder Schools with larger enrollments at CCC					
Bullard High School	6%	9%	11%	7%	11%
Hoover High School	9%	7%	2%	6%	7%
Total Feeder High School Graduates	20%	21%	23%	25%	23%

Data Source: ATERMs, dbo.vwStudentInformation

High School Students Entering Clovis Community College the Fall Semester After Graduation by Ethnicity

The ethnic breakdown for incoming 2017 High School Graduates show a similar population compared to the general college enrollments.

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017
African-American	3%	1%	1%	2%	2%
American Indian/ Alaskan Native	1%	0%	0%	< 1%	1%
Asian	8%	7%	9%	8%	6%
Filipino	2%	2%	2%	1%	3%
Hispanic	33%	36%	39%	38%	41%
Multi-ethnicity	5%	6%	6%	7%	8%
Pacific Islander	0%	0%	0%	< 1%	0%
White/ non-Hispanic	48%	47%	42%	44%	39%

Data Source: ATERMs, dbo.vwStudentInformation

Service Area Educational Attainment Profiles

The following chart shows the population 25 years and older, by highest educational attainment. For example, in the service area, 10% of the population (25 years and older) have earned an Associate Degree as their highest educational attainment. This compares to 9% in the District and 8% statewide.

The data shows that the service area has a higher overall level of educational attainment than the District and statewide populations. In the service area, 32% of the population has not taken any college classes versus 49% in the District and 39% in the State.

2016 Population 25+ by Educational Attainment

	Less than High School	High School Graduate	GED/ Alternative Credential	Some College, No Degree	Associate Degree	Bachelor's Degree	Graduate/ Professional Degree
Service Area	10.9%	18.5%	2.4%	25.9%	9.8%	20.9%	11.7%
SCCCD	25.3%	20.3%	2.9%	23.2%	8.3%	13.4%	6.7%
CA	17.7%	18.6%	2.4%	21.5%	7.8%	20.0%	12.0%
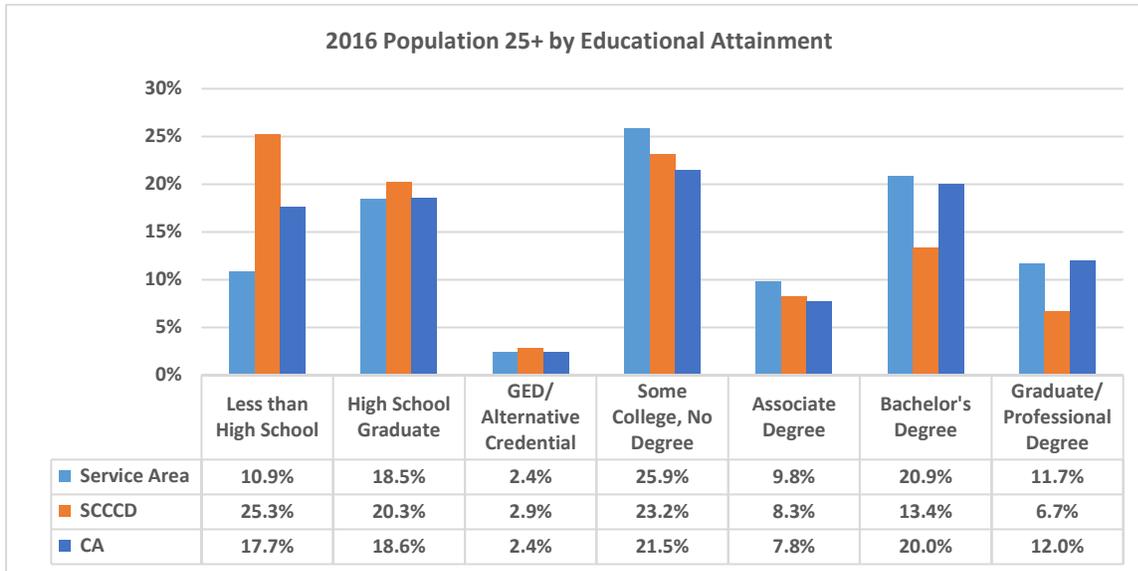
Source: ESRI, Analysis by CBT

Service Area Employment Profiles

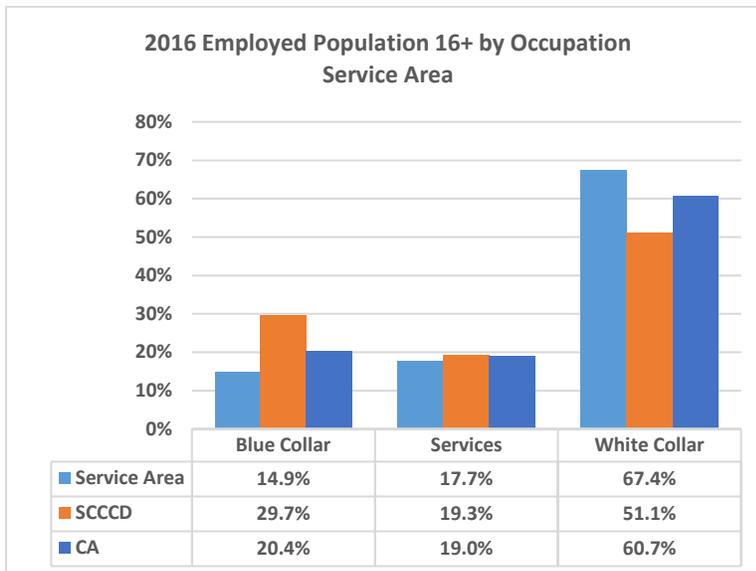More than half (54%) of the service area population (16 years and older) are employed in a service industry. This is followed by retail trade (11%), Finance, Insurance and Real Estate (7%), public administration (7%) and manufacturing (6%).

2016 Employed Population 16+ by Industry
Service Area

Industry	Percentage
Services	54.1%
Retail Trade	11.1%
Finance/Insurance/Real Estate	7.2%
Public Administration	6.5%
Manufacturing	5.7%
Construction	4.8%
Transportation/Utilities	3.9%
Wholesale Trade	3.5%
Information	1.7%
Agriculture/Mining	1.5%
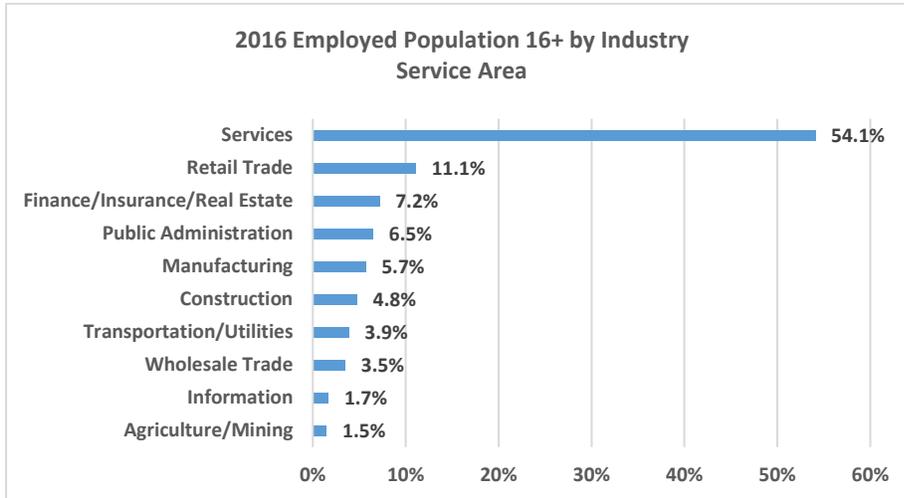
Source: ESRI, Analysis by CBT

More than two-thirds (67%) of the service area population (16 years and older) is employed in white-collar occupations. This is significantly higher than for the District (51%) and the State (61%). The service area has a far lower percentage of its population employed in blue-collar occupations (15%) as compared to 30% in the District and 20% statewide.

2016 Employed Population 16+ by Occupation
Service Area

	Blue Collar	Services	White Collar
Service Area	14.9%	17.7%	67.4%
SCCCD	29.7%	19.3%	51.1%
CA	20.4%	19.0%	60.7%

Source: ESRI, Analysis by CBT

Chapter 2: Characteristics of Clovis Community College Students

One of the core aspects of the CCC Mission is to "engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes" which begins with understanding who our students are so we can better fill their needs. The characteristics of incoming and continuing students are a vital piece of information that is used for planning, enrollment management, and student services delivery. The following tables compare Clovis Community College student demographics to the entire California Community College system.

Enrollment by Age

Clovis Community College has a lower than average student age compared to the State. CCC students who are 24 or younger comprise approximately 75% of all students while the State System reports approximately 60%. There is a shift in these two groups over the past 5 years with 19 or under increasing by 4% and 20-24 decreasing by 4%. This is likely due to more dual enrollment and high school enrichment at CCC. All other age groups have remained consistent over the same period.

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
19 or under	Clovis	33%	35%	36%	37%	37%
	CCC System	25%	25%	26%	27%	28%
20-24	Clovis	41%	39%	38%	38%	37%
	CCC System	34%	34%	34%	33%	32%
25-29	Clovis	12%	12%	13%	12%	12%
	CCC System	13%	13%	13%	14%	14%
30-34	Clovis	5%	6%	5%	5%	6%
	CCC System	7%	7%	7%	7%	7%
35-39	Clovis	3%	3%	3%	3%	3%
	CCC System	5%	5%	5%	5%	5%
40-49	Clovis	4%	3%	3%	3%	3%
	CCC System	7%	7%	7%	6%	6%
50 or Over	Clovis	2%	2%	1%	1%	1%
	CCC System	9%	9%	8%	8%	8%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Ethnicity

Compared to the entire Community College System, Clovis has a higher percentage of students identifying as White/non-Hispanic (Fall 2017). Hispanic students comprise 41% of the student population. African American and Asian students are underrepresented by 3% to 4% compared to both state and local area data. However, the trend does appear to be moving toward a more diverse student body as can be seen in the table below. Over the past five years, White/non-Hispanic student counts have declined 7% and Hispanic student counts have increased 7%.

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
African American/non-Hispanic	Clovis	4%	4%	3%	3%	2%
	CCC System	7%	7%	6%	6%	5%
American Indian/Alaska Native	Clovis	1%	2%	2%	< 1%	1%
	CCC System	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	Clovis	8%	7%	9%	8%	7%
	CCC System	11%	11%	11%	11%	11%
Filipino	Clovis	2%	2%	2%	2%	2%
	CCC System	3%	3%	3%	3%	3%
Hispanic	Clovis	34%	37%	38%	38%	41%
	CCC System	41%	43%	44%	45%	44%
Multi-Ethnicity	Clovis	5%	5%	6%	6%	7%
	CCC System	4%	4%	4%	4%	4%
Pacific Islander	Clovis	< 1%	< 1%	< 1%	< 1%	< 1%
	CCC System	< 1%	< 1%	< 1%	< 1%	< 1%
Race/Ethnicity Unknown	Clovis	2%	1%	1%	< 1%	< 1%
	CCC System	5%	4%	4%	4%	4%
White/non-Hispanic	Clovis	45%	44%	42%	42%	38%
	CCC System	29%	28%	27%	26%	27%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Gender

The distribution of students by gender at Clovis Community College mimics the overall system with women making up the larger percentage of students by approximately 8% over their male counterparts.

		Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	Clovis	54%	54%	55%	55%	57%
	CCC System	53%	53%	54%	54%	54%
Male	Clovis	44%	45%	44%	43%	42%
	CCC System	46%	46%	45%	45%	45%
Unknown	Clovis	2%	1%	1%	2%	2%
	CCC System	1%	1%	1%	1%	1%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Major

Clovis Community College was granted initial accreditation in the summer of 2015 and began offering degrees and certificates the following fall. The following table shows the number of enrolled students by CCC Major. In fall 2015, 60% of students enrolled at CCC declared a Clovis Major. That increased to 68% in fall 2017.

Major	Type	Fall 15	Fall 16	Fall 2017
Administration of Justice for Transfer	AA-T	101	116	118
Art: Graphic Design	CN	10	14	7
Art: Two-Dimensional	AA	17	53	71
Associate Teacher	CA	15	12	18
Biological Science	AS	541	762	439
Biology	AS-T	-	39	316
Business Administration for Transfer	AS-T	360	417	417
Business Administration, Accounting	AS	21	48	66
Business Administration, Entrepreneur	AS	41	53	57
Business Administration, General Business	AS	53	104	110
Business Administration, Information Systems Management	AS	3	4	9
Business Administration, Management	AS	39	65	80
Business Administration, Marketing	AS	20	48	67
Business Intern	CA	4	4	1
Business Intern	CN	-	-	1
Child Care for School Age-Children/Teacher	CA	11	37	33
Child Care for School-Age Children/Associate Teacher	CN	2	3	5
Child Development	AS	62	76	83
Child Development	CA	20	30	45
Communication	AA	22	40	50
Communication Studies	CA	4	9	10
Communication Studies for Transfer	AA-T	74	72	81
Computer Science	AS	145	181	201
Criminal Justice, Corrections	CA	5	17	12
Criminal Justice, Law Enforcement	AS	86	84	74
Criminal Justice, Law Enforcement	CA	20	21	38
Criminology: Corrections	AS	-	3	26
Drinking Water Treatment and Distribution	CA	-	3	3
Early Childhood Education for Transfer	AS-T	62	93	95
Early Intervention Assistant	CA	2	-	-
Economics	AA-T	-	-	5
Elementary Teacher Education	AA-T	54	173	238
Engineering	AS	198	207	243
English	AA	38	45	50
English for Transfer	AA-T	37	66	59
Food Safety and Quality Technician	CA	-	-	14
Foreign Language	AA	9	6	11

Major	Type	Fall 15	Fall 16	Fall 2017
Health Care Interpreter	CN	22	21	40
History for Transfer	AA-T	43	59	72
Information Systems	CA	1	6	5
Information Systems - Web Design	CA	-	1	4
Information Systems, Help Desk	AS	2	2	1
Information Systems, Networking	AS	13	13	19
Information Systems, Networking	CA	7	2	-
Information Systems, Programming for the Web	AS	-	2	4
Information Systems, Programming for the Web	CA	2	-	2
Information Systems, Web Design	AS	3	7	13
Information Technology Support Technician	CA	11	17	9
Kinesiology for Transfer	AA-T	135	182	216
Liberal Arts & Sciences, Arts & Humanities	AA	25	53	65
Liberal Arts & Sciences, Natural Sciences	AA	18	29	41
Liberal Studies	AA	268	224	240
Life Science	AS	-	-	317
Management	AS	9	8	17
Mathematics	AS	33	23	30
Mathematics for Transfer	AS-T	46	67	73
Philosophy for Transfer	AA-T	7	18	6
Physical Education	AA	18	23	20
Physical Science	AS	27	41	49
Physics for Transfer	AS-T	15	20	37
Political Science for Transfer	AA-T	-	10	19
Psychology for Transfer	AA-T	207	307	418
Small Business Management	AS	3	13	9
Small Business Management	CA	1	4	2
Social Science	AA	62	58	76
Sociology for Transfer	AA-T	28	42	66
Spanish for Transfer	AA-T	NA	NA	2
Studio Arts for Transfer	AA-T	34	73	101
Wastewater Treatment	CA	1	2	12
Grand Total		3,293	4,434	5,138

Data Source: SQL; HS and Dual Enrollment students not included

Enrollment by Top 15 Programs

The majors were condensed into a program. The following table shows the top 15 CCC programs as indicated by declared Program. During fall 2017, 62% of all CCC students were enrolled in the following 15 CCC majors/programs. The top majors/programs remain consistent, albeit fluid, as to which is the most popular with the exception of a new arrival to the number 5 spot, Physical/Life Science which replaces History in the top 15.

Declared Clovis Community College Program	2015-16	2016-17	2017-18
Business Administration	769	1093	841
Biological Science	730	1161	755
Child Development	327	582	517
Psychology	299	439	418
Physical/Life Science	-	-	366
Liberal Arts & Sciences/Liberal Studies	367	395	346
Criminology	254	300	268
Engineering	222	277	243
Kinesiology	167	256	216
Computer Science	167	225	201
Art	104	182	179
Communication	137	165	141
English	98	166	109
Mathematics	124	144	103
Social Science	88	85	76

Data Source: SQL

Enrollment by Special Programs

Unduplicated student enrollment of special programs are listed below.

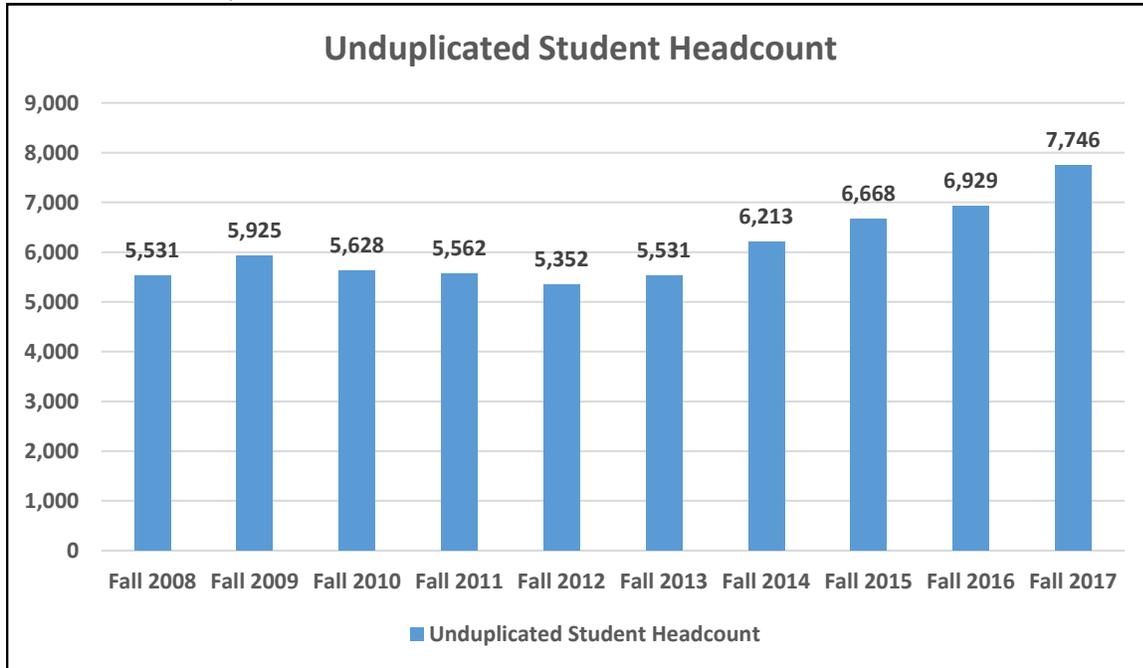|	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
CalWORKs	23	26	59	55	50
Foster Youth	18	19	21	23	23
DSP&S	301	335	391	379	475
Veterans	99	98	106	108	101

Data Source: SQL

Chapter 3: Clovis Community College Enrollment Trends

Clovis Community College Enrollment Trends

In the fall 2007 term, Clovis was still conducting classes solely at the campus on Herndon Avenue. Beginning in fall 2008, Clovis students were welcomed at the new facility at Willow and International and enrollments increased adding approximately 1,300 students by 2009. Student enrollments declined over the next few years due to California budget shortfalls but have been on the rise since. The ten-year trend has Clovis at a 40% headcount increase. CCC was granted accreditation in Fall 2015 and has seen a 16% increase since then while the state system has shown a 9% decrease.
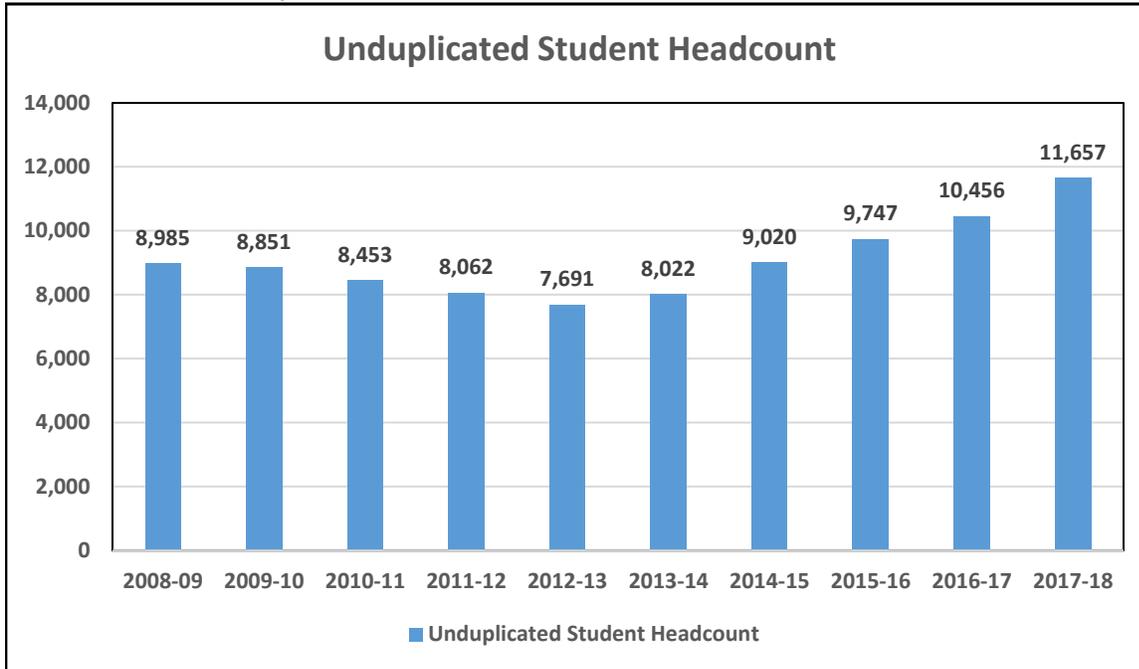
Total Fall Unduplicated Headcount

Unduplicated Student Headcount

Term	Headcount
Fall 2008	5,531
Fall 2009	5,925
Fall 2010	5,628
Fall 2011	5,562
Fall 2012	5,352
Fall 2013	5,531
Fall 2014	6,213
Fall 2015	6,668
Fall 2016	6,929
Fall 2017	7,746

Data Source: ATERMs

Headcount enrollment data is also presented annually which includes summer, fall and spring terms. Clovis Community College began serving more than 10,000 students shortly after initial accreditation. Unduplicated student headcount climbed to 11,657 in 2017-2018, which is a 30% increase over the past 10 fall terms.

Total Annual Unduplicated Headcount

Unduplicated Student Headcount

Year	Unduplicated Student Headcount
2008-09	8,985
2009-10	8,851
2010-11	8,453
2011-12	8,062
2012-13	7,691
2013-14	8,022
2014-15	9,020
2015-16	9,747
2016-17	10,456
2017-18	11,657

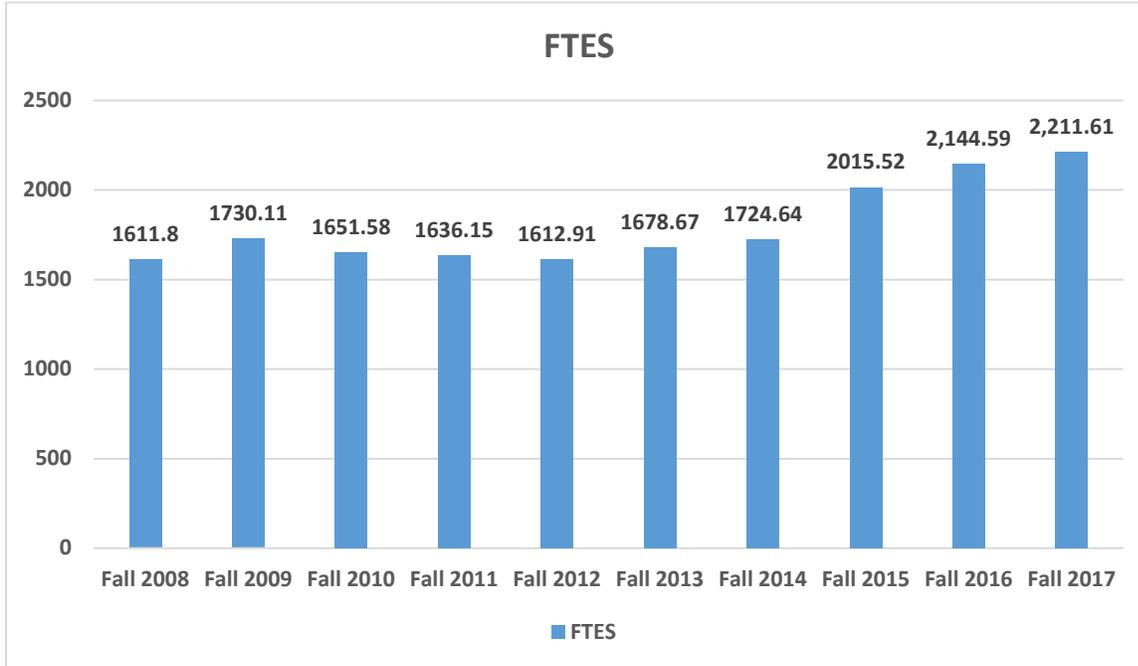Data Source: ATERMs

Full Time Equivalent Students

The following table shows the enrollment growth through Full Time Equivalent Students (FTES) across the past ten fall terms. One FTES is equal to 525 contact hours, which is the same as one student enrolled in courses for 3 hours a day, 5 days a week for an academic year of 35 weeks (3x5x35=525). There has been a 37% increase in FTES from fall 2008 to fall 2017.

Total Fall FTES

FTES

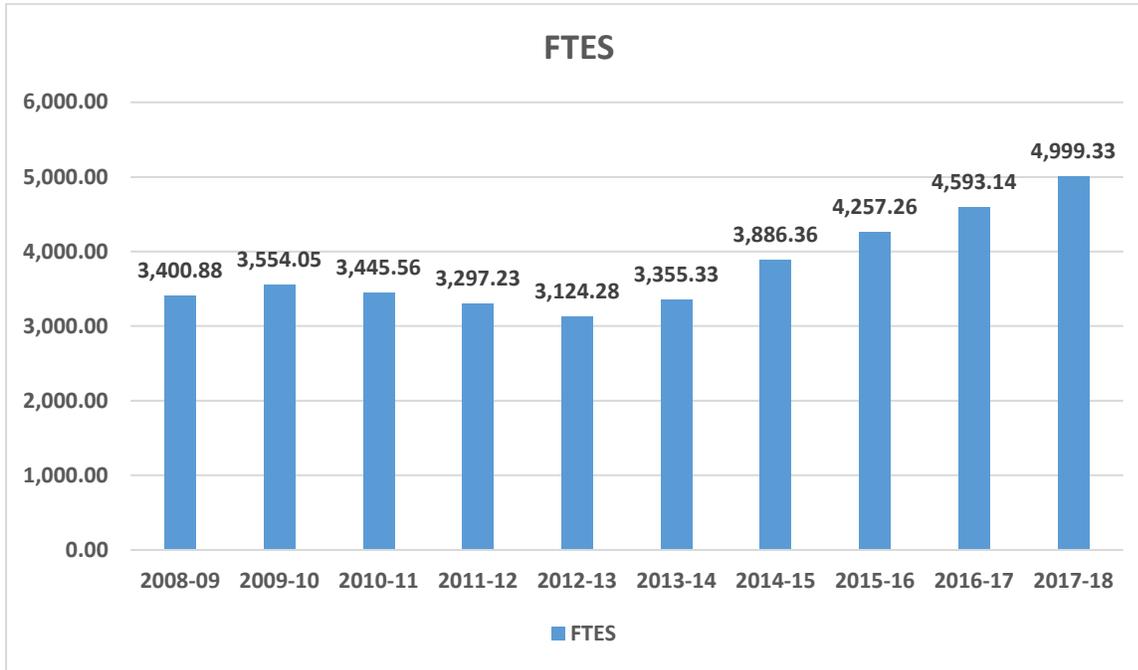| Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
1611.8	1730.11	1651.58	1636.15	1612.91	1678.67	1724.64	2015.52	2,144.59	2,211.61

FTES

Data Source: ATERM FTEs

Full-time Equivalent Student (FTES) data is also presented annually which includes summer, fall and spring terms. Over the past five years, Clovis has shown a nearly 36% increase in annual FTES.

Total Annual FTES

FTES

Year	FTES
2008-09	3,400.88
2009-10	3,554.05
2010-11	3,445.56
2011-12	3,297.23
2012-13	3,124.28
2013-14	3,355.33
2014-15	3,886.36
2015-16	4,257.26
2016-17	4,593.14
2017-18	4,999.33

Data Source: ATERM FTEs

Enrollment Status

Continuing students make up the largest portion of the headcount (58%) at Clovis Community College. The second largest group based on admit status are first time students who represent 25% of the total headcount followed by returning students (15%) and High School/Dual Enrolled students (3%). The proportions are fairly stable over the past few years with minor fluctuations, however, it is expected that High School/Dual Enrollment students will increase in the next several years as the college continues to grow and build that program.

CCC Enrollment Status	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
• **First Time Student**	27%	27%	28%	27%	25%
• **Returning Student**	14%	13%	14%	13%	15%
• **Continuing Student**	58%	59%	54%	56%	58%
• **High School Enrichment or Dual Enrollment**	< 1%	< 1%	3%	3%	3%

Data source: SQL

Declared Educational Goals

Students are asked to report their educational goals during the articulation process and are then encouraged to update as needed. Categories have been collapsed so as to present a clearer picture of intent and therefore, totals will not add to 100%. As can be seen in the table below, most students (69%) plan to transfer to a four-year institution with or without having earned an Associated Degree on the way. That number is slightly down this year. More than half of all students intend to complete an Associate's Degree. Clovis Community College offers Associate Degrees, which are complete programs of study, as well as several Associate Degrees for Transfer, which help students complete a program and prepare for transfer to a four-year institution. Two percent of students state they are here to earn a two-year vocational degree or certificate and four percent state they are here seeking to improve job skills. Rates have begun shifting over the past couple of years and may be due to CCC becoming a college and offering more programs. The shift includes more students stating their goal is to earn a degree and/or transfer.

CCC Educational Goals	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Transfer to four-year institution (with or without Degree)	65%	68%	68%	73%	69%
Earn Associate Degree (with or without Transfer)	56%	57%	55%	60%	60%
Earn Associate Degree Only	6%	5%	5%	4%	5%
Earn Vocational Degree Or Certificate (with or without Transfer)	2%	2%	2%	1%	2%
Job Skills	5%	4%	4%	3%	4%
Other (includes unknown or undecided)	22%	21%	22%	19%	21%

Data source: SQL

Unit Load

Clovis Community College provides flexible scheduling to accommodate student need and students can enroll either full-time (12 or more units) or part-time. Students tend to maintain a part-time load with over half of all students taking less than 12 units a semester. CCC has several initiatives that hopes to turn that around, including the California Promise that enrollment fees will be waived for qualifying students beginning Fall 2019. As part of the California Promise, students will need to maintain 15 or more units per term.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Non-Credit	< 1%	< 1%	< 1%	< 1%	< 1%
1.0-2.9	1%	1%	1%	1%	1%
3.0-5.9	17%	16%	17%	18%	19%
6.0-8.9	17%	19%	20%	20%	19%
9.0-11.9	17%	18%	17%	18%	18%
12.0-14.9	33%	32%	32%	32%	31%
15.0+	15%	13%	13%	12%	13%

Data source: ATERMs

Delivery Type

As a way to increase access to educational opportunities, Clovis Community College offers online courses in both traditional (all online) and hybrid (mostly online with some face-to-face meetings) methods and is a way to provide access to non-traditional students. Online courses account for 7% of all enrollments.

Total Enrollments	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Traditional (Face-to-Face)	95%	95%	94%	94%	93%
Distance Ed (Online or Hybrid)	5%	5%	6%	6%	7%

Data Source: ATERMs

As CCC continues to expand its Distance Ed program, students have responded by increasing enrollments. Currently, 15% of students are participating in 1 or more online courses.

Unduplicated Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Distance Ed (Online or Hybrid)	11%	11%	13%	13%	15%

Data Source: ATERMs

Day/Evening

Clovis Community College offers day and evening courses as a way to provide access to non-traditional students. The following table shows the percentage of course offerings for day or evening. Evening class enrollment has declined over the past five years and is currently 17% of total enrollments. Slightly over one third of all students take at least one evening class per semester.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Day	76%	74%	73%	74%	83%
Evening	24%	26%	27%	26%	17%

Unduplicated Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Evening	49%	51%	51%	52%	35%

Data Source: ATERMs

Chapter 4: Student Success and Retention

Student Success and Retention rates are measures displayed online by the state as public information and are used by Clovis Community College as internal monitors.
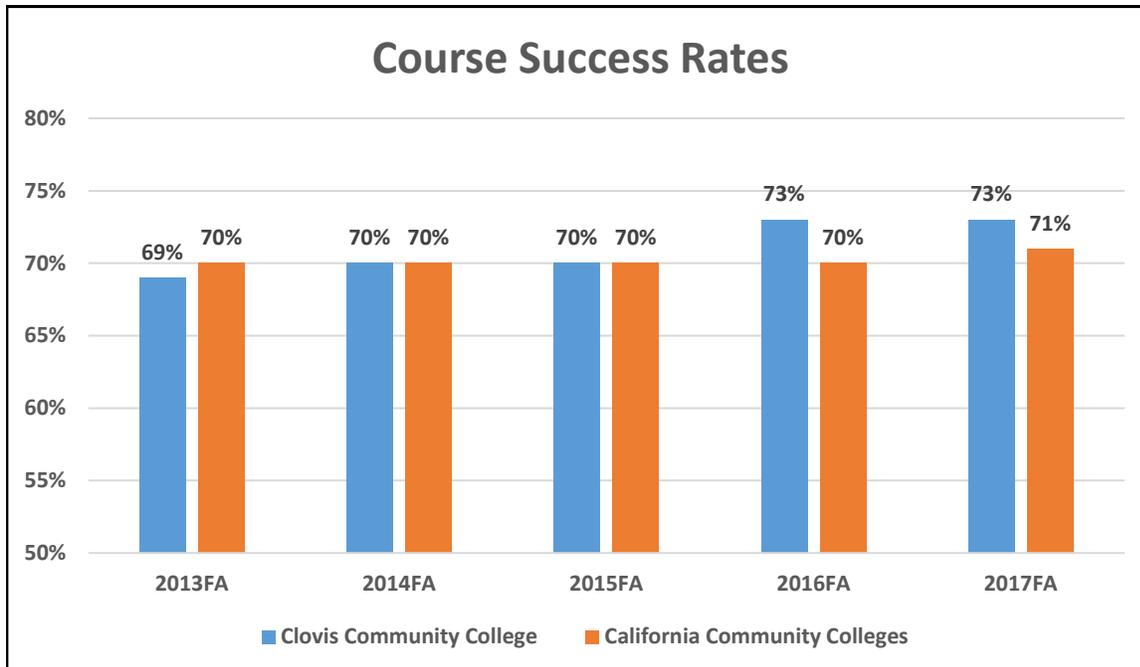
This chapter contains information on course success, retention, persistence, attainment of units as well as completion of English, Mathematics, Career Technical Education, other program completions, and transfer.

Data Sources Used

Two primary data sources are used in this chapter. The first is Colleague (SQL), which provides historical data from term snapshots (ATERMs and ATERM FTEs). In addition, the State Chancellor provides annual Scorecard data to all of its 114 colleges. Because CCC is only in its second year as a college, the data has been disaggregated from the total Reedley College data. It needs noting that this data will provide the most accurate and comparable data to the other district colleges; it will also be duplicated across campuses and will result is a small loss of students (AB540) who do not have a valid SSN. Data in the Scorecard are reported by gender, ethnicity, and age, and provide indicators on how colleges are doing in remedial instruction, job-training programs, retention of students, and graduation and transfer rates.
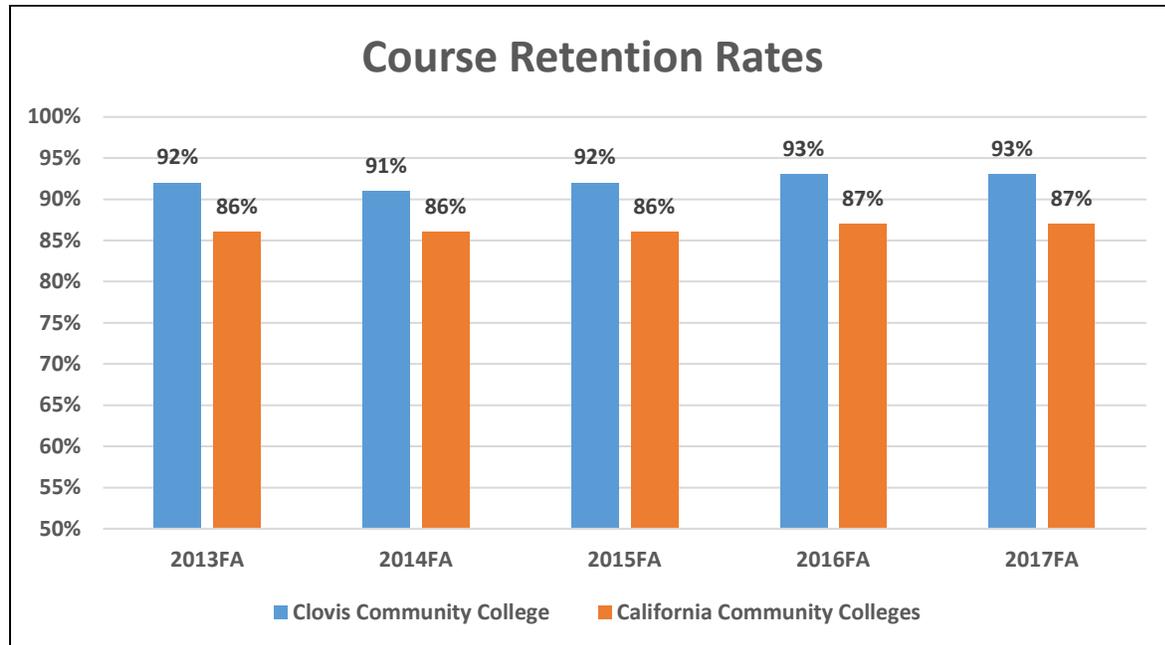
Course Success Rates

Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course. Clovis Community College is above the state average in successful course completion and is currently at 73%.

Course Success Rates

Year	Clovis Community College	California Community Colleges
2013FA	69%	70%
2014FA	70%	70%
2015FA	70%	70%
2016FA	73%	70%
2017FA	73%	71%

Data Source: ATERMs, CCCCO DataMart
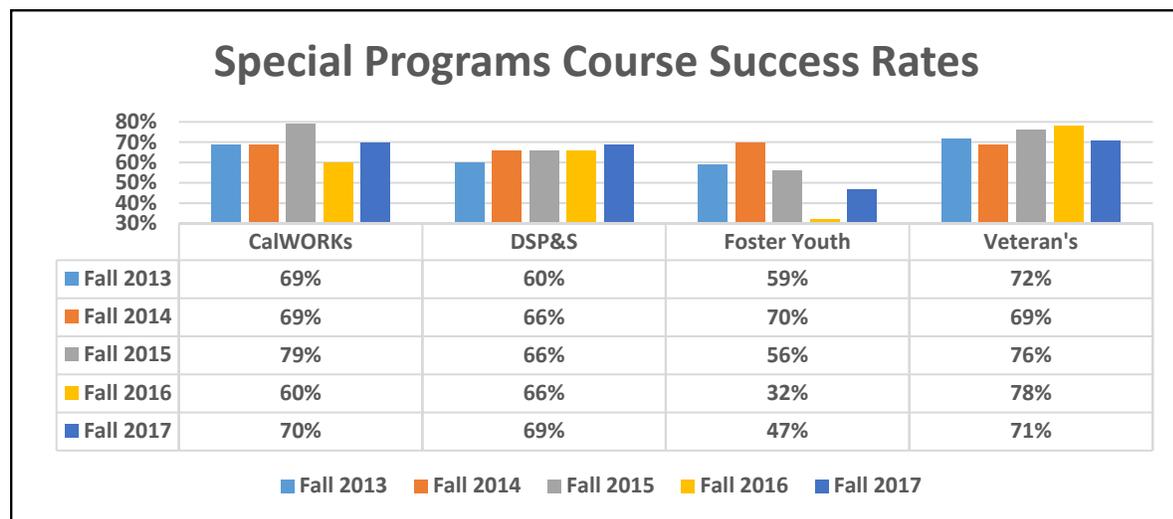
Course Retention Rates

Retention rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. As can be seen, CCC has extremely high and consistent retention rates and exceeds the state average by 6% on average.

Course Retention Rates

	2013FA	2014FA	2015FA	2016FA	2017FA
Clovis Community College	92%	91%	92%	93%	93%
California Community Colleges	86%	86%	86%	87%	87%

Data Source: ATERMs, CCCCO DataMart
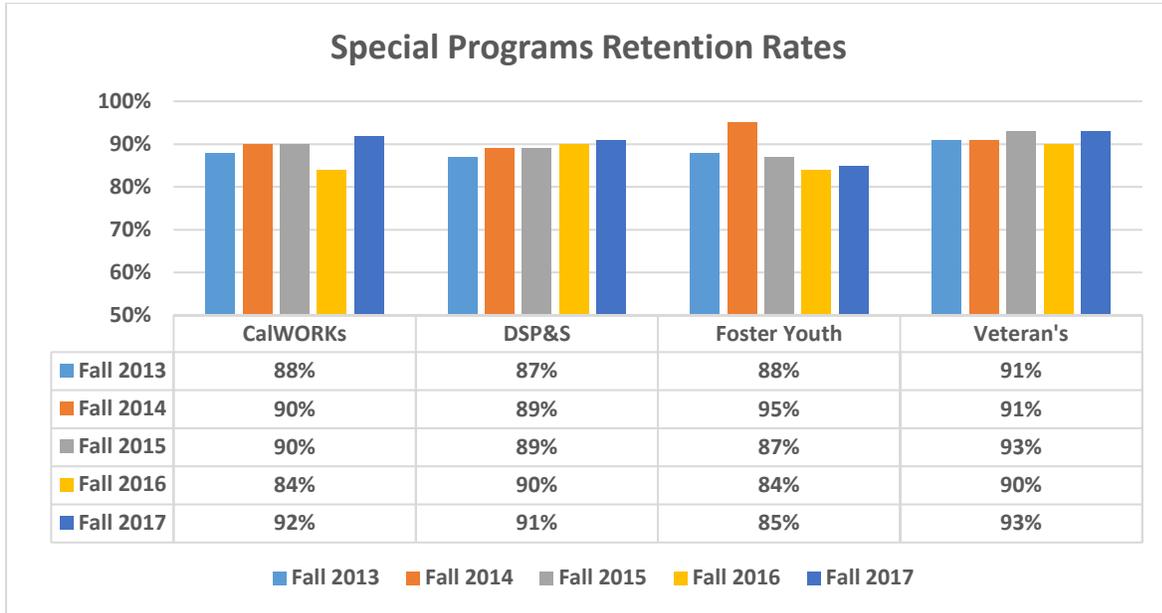
Special Programs Course Success rates

Special programs success rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Foster Youth (and Former Foster Youth), and Veteran's data. Students in special populations show lower than average success rates across the board. In the case of CalWORKs and Foster Youth students, the populations are quite small and the data is likely not stable. Conversely, Veterans and DSP&S students have many more students and show similar success rates as the college, in general.

Special Programs Course Success Rates

	CalWORKs	DSP&S	Foster Youth	Veteran's
Fall 2013	69%	60%	59%	72%
Fall 2014	69%	66%	70%	69%
Fall 2015	79%	66%	56%	76%
Fall 2016	60%	66%	32%	78%
Fall 2017	70%	69%	47%	71%

Data Source: ATERMs, SQL
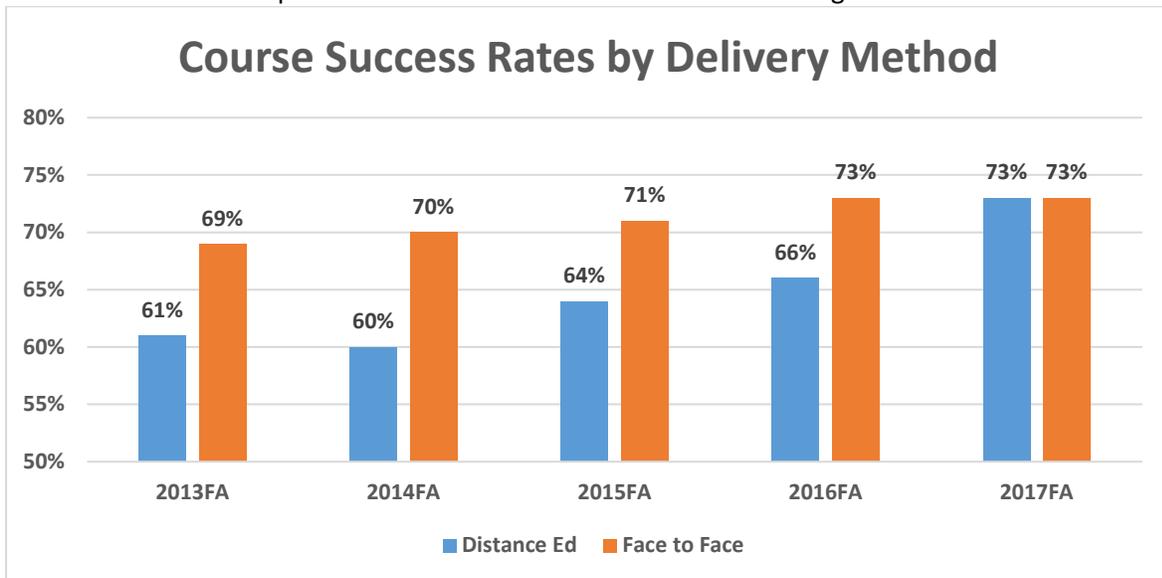
Special Programs Course Retention rates

Retention rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Foster Youth (and Former Foster Youth), and Veteran's. With the exception of Foster Youth (n=23), retention rates are in line with the college.

Special Programs Retention Rates

	CalWORKs	DSP&S	Foster Youth	Veteran's
Fall 2013	88%	87%	88%	91%
Fall 2014	90%	89%	95%	91%
Fall 2015	90%	89%	87%	93%
Fall 2016	84%	90%	84%	90%
Fall 2017	92%	91%	85%	93%

Data Source: ATERMs, SQL
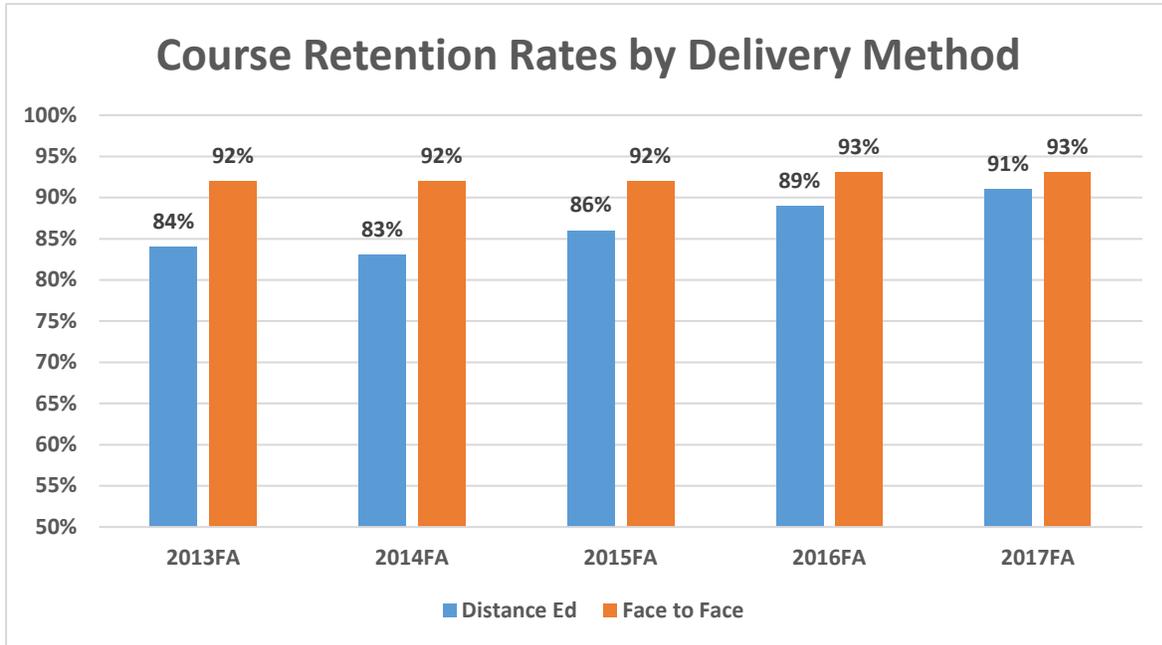
Course Success Rates by Delivery Method

Successful course completion rates (or success rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course. Over the course of five fall terms, online courses have improved their success rates to those of the college.

Course Success Rates by Delivery Method

	Distance Ed	Face to Face
2013FA	61%	69%
2014FA	60%	70%
2015FA	64%	71%
2016FA	66%	73%
2017FA	73%	73%

Data Source: ATERMs

Course Retention Rates by Delivery Method

Retention rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. Overall, retention rates have improved for online learners and are now close to those of the college.

Course Retention Rates by Delivery Method

Year	Distance Ed	Face to Face
2013FA	84%	92%
2014FA	83%	92%
2015FA	86%	92%
2016FA	89%	93%
2017FA	91%	93%

Data Source: ATERMs

Course Success Rates by Ethnicity

The successful course completion rate is calculated by dividing the number of students who received a passing grade in a credit course (A, B, C, P) by the number of students enrolled at census. The current success rate for the campus is 73%, which is above the Institutional Set Standard of 70%.

Disproportionate impact indicated by **RED** font using the Percentage Point Gap (3% points less than the college average). A * indicates the effected group is < 50 people and should be analyzed keeping a small sample size in mind.

Success rates for African American and Hispanic students are lower than the college average.

Success Rates by Ethnicity	2013FA	2014FA	2015FA	2016FA	Fall 2017
African-American/ non-Hispanic	**54%**	**60%**	**65%**	**65%**	**68%**
American Indian/ Alaskan Native	67%	**42%**	**64%**	**59%**	72%
Asian	74%	74%	74%	76%	78%
Filipino	74%	74%	74%	78%	82%
Hispanic	**64%**	**65%**	**65%**	**68%**	**69%**
Multi-ethnicity	70%	72%	73%	75%	78%
Pacific Islander *	67%	74%	72%	**65%**	76%
Unknown *	77%	71%	71%	74%	**67%**
White/ non-Hispanic	72%	73%	74%	77%	76%

Data Source: ATERMs

Course Retention Rates by Ethnicity

The course retention rate is calculated by dividing the number of students who received a grade in a credit course (A, B, C, D, F, P, NP, I) by the number of students enrolled at census. The current retention rate for the campus is 93%.

Overall, retention rates are very high and even disaggregated remain over 90%. Retention rates are slightly lower for African American students. However, there has been no disproportionate impact for the past 2 fall terms.

Retention Rates by Ethnicity	2013FA	2014FA	2015FA	2016FA	Fall 2017
African-American/ non-Hispanic	**88%**	**86%**	**89%**	91%	90%
American Indian/ Alaskan Native	**84%**	**81%**	90%	94%	93%
Asian	94%	94%	93%	92%	93%
Filipino	93%	94%	97%	95%	95%
Hispanic	91%	90%	91%	92%	92%
Multi-ethnicity	93%	91%	92%	93%	94%
Pacific Islander *	95%	100%	92%	88%	97%
Unknown *	94%	90%	96%	90%	95%
White/ non-Hispanic	92%	92%	93%	93%	93%

Data Source: ATERMs

Course Success Rates by Gender

Successful course completion rates (or success rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course. Women tend to have higher success rates than men. In fall, 2017, men were disproportionally impacted.

	2013FA	2014FA	2015FA	2016FA	
Female	70%	73%	73%	74%	76%
Male	68%	66%	67%	71%	69%

Data Source: ATERMs

Course Retention Rates by Gender

Retention rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. Retention rates are similar across gender. There is no disproportionate impact on retention rates and gender.

	2013FA	2014FA	2015FA	2016FA	Fall 2017
Female	92%	92%	92%	93%	93%
Male	92%	90%	92%	93%	92%

Data Source: ATERMs

Program Completion

The following table reflects Clovis Community College awards given to students for the past three academic years. 2015-16 was the first year a student could be conferred with a Clovis Community College award. The number of degrees and certificates awarded have increased by 82%.Degrees and Certificates	2015-16 Awarded	2016-17 Awarded	2017-18 Awarded
Biological Science	44	76	153
Psychology	59	73	113
Business Administration	24	29	105
Child Development	60	72	96
Communication	18	48	78
Liberal Arts & Sciences/Liberal Studies	37	29	62
Kinesiology	24	27	52
Mathematics	9	10	46
Art	34	23	33
Criminology	17	28	27
History	14	17	27
English	5	11	25
Computer Science	12	8	23
Social Science	11	25	22
Physics	18	0	17
Philosophy	4	12	14
Political Science	0	6	9
Economics	0	4	7
Information Technology	1	1	5
Engineering	5	1	5
Physical Science	0	0	5
Information Systems	0	0	3
Physical Education	1	6	2
Sociology	2	1	2
Health Care Interpreter	6	4	1
Wastewater Treatment	0	1	0
Grand Total	405	512	932

Data Source: SQL

Program Completion by Ethnicity

The following tables break down the degree rates by ethnicity. The percentages of completers by race varied from the general enrollment of Clovis Community College. African American, Native Alaskan, and Hispanic students had lower degree attainment than enrollments would indicate and White students have higher degree attainment.

2015-16	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	0	5	0	1	1	0	7	2%
American Indian/ Alaskan Native	0	1	0	0	0	0	1	0%
Asian	1	6	5	17	0	17	46	11%
Filipino	1	1	2	2	0	0	6	1%
Hispanic	12	51	23	32	6	0	124	31%
Multi-ethnicity	2	8	5	5	1	1	22	5%
Unknown	0	1	0	3	0	0	4	1%
White/ non-Hispanic	20	68	23	70	14	0	195	48%
Total	36	141	58	130	22	18	405	100%

Data Source: SQL

2016-17	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	1	3	4	3	4	1	16	3%
American Indian / Alaskan Native	-	-	-	-	-	-	0	0%
Asian	1	11	11	14	2	-	39	8%
Filipino	-	3	2	-	-	-	5	1%
Hispanic	17	73	28	40	15	2	175	34%
Multi-ethnicity	3	15	3	8	1	-	30	6%
Pacific Islander	1	-	-	3	1	-	5	1%
Unknown	-	1	-	-	-	-	1	0%
White/ non-Hispanic	22	92	39	71	17	-	241	47%
TOTAL	45	198	87	139	40	3	512	100%

Data Source: SQL

2017-18	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	4	1	8	7	0	0	20	2%
American Indian / Alaskan Native	0	0	0	1	0	0	1	0%
Asian	12	18	23	17	5	3	78	8%
Filipino	1	4	9	2	1	0	17	2%
Hispanic	61	83	56	76	19	0	295	32%
Multi-ethnicity	5	19	13	14	2	13	66	7%
Pacific Islander	2	0	1	2	0	0	5	1%
Unknown	3	2	2	0	0	0	7	1%
White/ non-Hispanic	76	150	74	116	26	1	443	48%
TOTAL	164	277	186	235	53	17	932	100%

Data Source: SQL

Student Transfers

Clovis Community College students have a high transfer rate, typically to California colleges. The following reflects annual transfer rates based on a student's last term and subsequent enrollment to a four-year University in California.

Transfer rates are initially calculated after a two-year period thereby giving the student time to settle at a four-year college and be admitted into the National Student Clearinghouse system. However, the information is resubmitted annually (up to six years) to capture those students who may take some time between CCC and their eventual University.

	UC Transfer	CSU Transfer	In State Private
2011-12	105	965	290
2012-13	117	1193	356
2013-14	70	1125	276
2014-15	115	969	221
2015-16	102	847	194

Data source: ATERMs, National Student Clearinghouse

Top 15 California Transfer Institutions

While most transfer students go to CSU Fresno, the following table reflects other California destinations for students.

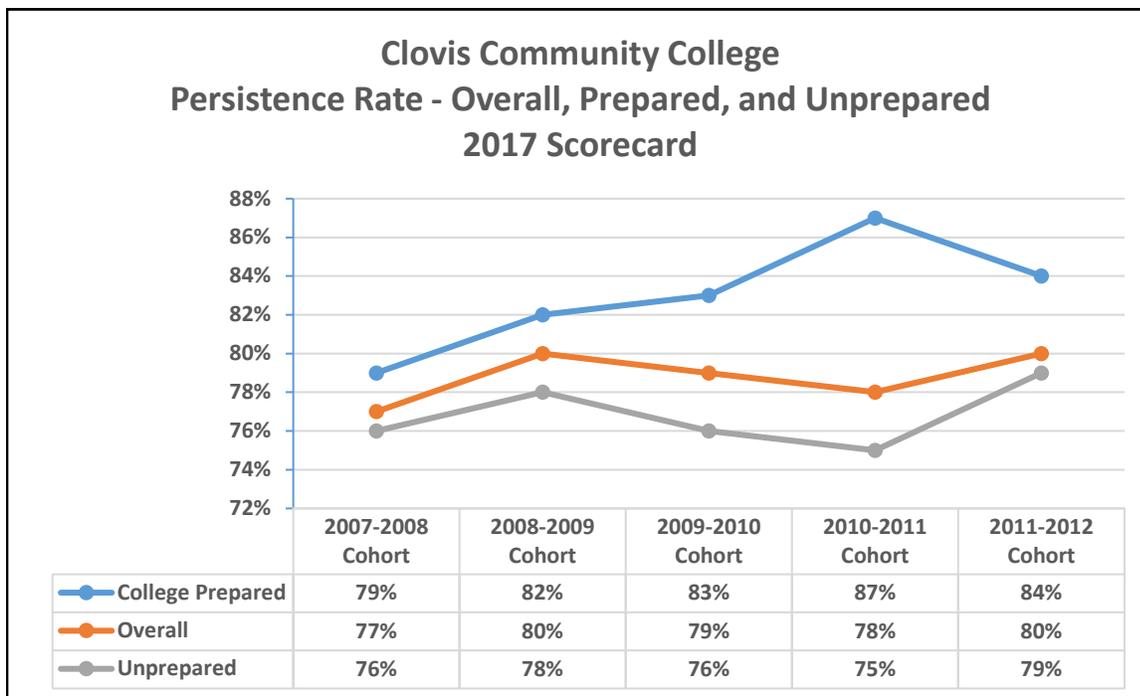| College Name	11-12	12-13	13-14	14-15	15-16
CALIFORNIA STATE UNIVERSITY – FRESNO	810	1059	969	814	717
UNIVERSITY OF CALIFORNIA-DAVIS	33	35	12	24	24
UNIVERSITY OF CALIFORNIA-LOS ANGELES	6	13	6	18	22
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	14	10	11	17	14
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	21	12	9	14	13
UNIVERSITY OF CALIFORNIA – BERKELEY	12	9	5	19	12
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	4	5	13	17	12
SAN JOSE STATE UNIVERSITY	11	10	24	10	11
SAN FRANCISCO STATE UNIVERSITY	17	10	9	10	10
HUMBOLDT STATE UNIVERSITY	15	10	8	10	8
UNIVERSITY OF CALIFORNIA-SAN DIEGO	17	12	10	13	7
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	4	8	5	12	6
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	14	11	7	14	3
UNIVERSITY OF CALIFORNIA – MERCED	7	6	5	13	2
CALIFORNIA STATE UNIVERSITY - CHICO	3	5	10	7	2

Data source: ATERMs, National Student Clearinghouse

Chapter 5: California Community College Chancellor's Office Scorecard

The following charts and tables use data from the 2017 CCCCO Scorecard. Clovis Community College does not have official Scorecard data; rather it has been included with Reedley College data. To obtain CCC information, the files were taken from the Chancellor's site and then matched to CCC enrollments. Because the outcomes are already computed through CCCCO, this data is comparable to other district Scorecard data with the caveat that there will be some duplication across colleges.
**Data on unknown students in the various categories is not reported.

Student Persistence: Overall, Prepared, and Unprepared – Student Success Scorecard

Persistence is defined as the percentage of degree and/or transfer-seeking first-time students, with a minimum of six units who attempted any Math or English in the first three years and who enroll in three consecutive primary terms anywhere in the system. This is considered a milestone metric in that research shows students who are continuously enrolled tend to complete more often than those who are not. The persistent rate, as calculated in the Scorecard, has an overall rate as well as a rate for students who are either "prepared" for college level Math and/or English or "unprepared" for college level Math and/or English.

Clovis Community College
Persistence Rate - Overall, Prepared, and Unprepared
2017 Scorecard

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
College Prepared	79%	82%	83%	87%	84%
Overall	77%	80%	79%	78%	80%
Unprepared	76%	78%	76%	75%	79%

Data Source: CCCCO Scorecard

The chart above indicates an increase in persistence, overall, with a large gain coming from those students in the College Prepared category, which increased from 79% to 84% over the five cohorts. Overall, the persistence rate has increased from 77% for the 2007-2008 cohort to 80% for the 2011-2012 cohort. Students in the Unprepared for College cohorts increased persistence rates by 3% over the five cohorts.

Student Persistence by Gender and Preparedness

Students who enter college prepared are typically more successful than those who are not prepared. The following breakdown of persistence by gender shows (with only one minor exception) that over the past 5 cohorts there has been an increase in persistence for both female and male students and that those who were college prepared were more likely to persist than those who were not college prepared. One very positive trend is male students have had a 5 to 6 % increase in persistence and are at 80% regardless of preparedness.

All 1st Time College Students	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	79%	83%	79%	80%	81%
Male	75%	76%	78%	77%	80%

Data Source: CCCCO Scorecard

College Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	81%	90%	83%	89%	87%
Male	76%	75%	83%	84%	80%

Data Source: CCCCO Scorecard

Not Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	78%	80%	77%	76%	77%
Male	74%	76%	74%	74%	80%

Data Source: CCCCO Scorecard

Student Persistence by Ethnicity and Preparedness

The following breakdown of persistence by ethnicity shows disparity over the past 5 cohorts.

In looking at these data points, keep in mind that the ethnic categories have recently changed at the CCCCO and many of the groups are below the common standard for stability (n=50). Those groups have been marked with an asterisk.

Comparing the 2011-2012 cohort to the 2007-2008 cohort, for those groups which do have more than 50 students in the cohort, gains in persistence are noted for Hispanic (+2%) and White (+3%) students. Asian students remained even at 82%. Students who were college prepared were typically more likely to persist than those who were not college prepared although gains for the Hispanic and White students increased at both levels of preparedness.

All 1st Time College Students	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	78%	95%	81%	64%	89%
Asian	82%	79%	80%	83%	82%
Filipino*	90%	80%	88%	63%	83%
Hawaiian/Pacific Islander*	33%	50%	100%	100%	-
Hispanic	78%	79%	79%	82%	80%
Native American*	62%	78%	40%	86%	50%
White	77%	81%	79%	77%	80%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	100%	80%	80%	89%	100%
Asian*	79%	74%	80%	82%	86%
Filipino*	100%	89%	86%	100%	88%
Hawaiian/Pacific Islander*	50%	100%	100%	100%	-
Hispanic	78%	78%	86%	91%	87%
Native American*	50%	50%	25%	100%	100%
White	79%	84%	85%	84%	82%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	73%	100%	81%	57%	78%
Asian*	84%	83%	80%	83%	78%
Filipino*	89%	73%	90%	45%	80%
Hawaiian/Pacific Islander*	0%	33%	100%	100%	-
Hispanic	77%	80%	77%	79%	78%
Native American*	67%	86%	50%	80%	33%
White	76%	79%	75%	73%	78%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Achievement of At Least 30 Units Rate: Overall, Prepared, Unprepared – Student Success Scorecard

"At Least 30 Unit Rate" cohorts begin with first time students with a minimum of 6 units earned and who attempted any Math or English in their first three years and ultimately acquired 30 or more units within six years of entry. This category is another milestone metric and the accumulation of 30 or more units within the first three years correlates with higher completion rates overall.

The Overall group includes Clovis Community College students who took any level of Math or English in their first three years. The achievement rate of 30 or more units has increased over the past five cohorts from 68% to 72%. The College Prepared group includes CCC students who took a college level Math or English course in their first three years. The prepared group achievement of this metric increased from 70% to 80% over the five cohorts. The Unprepared group is comprised of students who enrolled in any remedial Math or English in their first three years. Their 30+ units achievement rate remained fairly static between 66% and 68%.

Clovis Community College
Achievement of At Least 30 Units Rate –
Overall, Prepared, Unprepared

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Prepared	70%	77%	80%	81%	80%
Overall	68%	70%	73%	72%	72%
Unprepared	68%	66%	68%	68%	67%
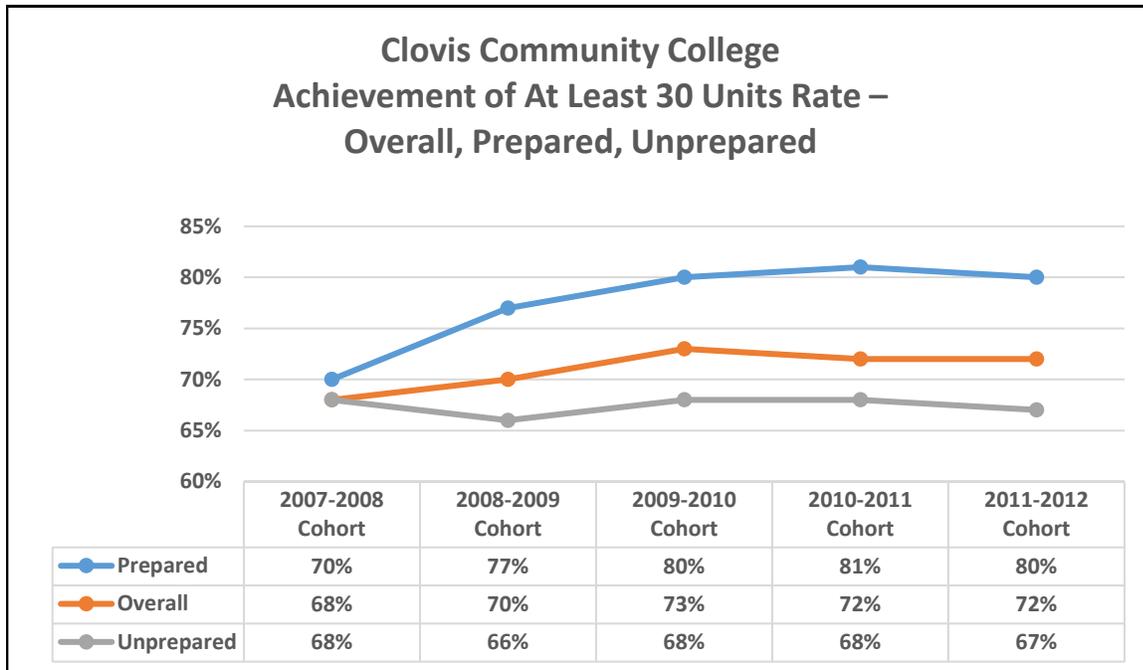
Data Source: CCCCO Scorecard

Student Achievement of at Least 30 Units by Gender and Preparedness

Credit accumulation, 30 units specifically, tends to be positively correlated with student success measured as either completion or wage gain (CCCCO Scorecard Framework).

Both female and male students had mixed success over the cohorts with this metric. Overall and students in the prepared category increased the 30+ measure by up to 13% or more. Unprepared female students decreased completion of 30 units while male students had no gains.

All 1st Time College Students	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	71%	71%	73%	73%	74%
Male	65%	68%	72%	71%	68%

Data Source: CCCCO Scorecard

College Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	71%	81%	82%	83%	84%
Male	68%	73%	78%	79%	75%

Data Source: CCCCO Scorecard

Not Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	71%	67%	68%	68%	69%
Male	64%	65%	68%	68%	64%

Data Source: CCCCO Scorecard

The following tables break down the 30 Unit metric by ethnicity. It must be noted that with the exception of Hispanic and White students, the cohort sizes of all other groups is less than 50. The small sample sizes make the analysis of any gains or losses impossible to determine.

Prepared students in category's which had more than 50 students showed positive increases.

Student Achievement of at Least 30 Units by Ethnicity and Preparedness

Overall	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	44%	68%	57%	59%	50%
Asian*	72%	62%	77%	74%	86%
Filipino*	80%	70%	88%	81%	89%
Hawaiian/Pacific Islander*	33%	50%	100%	33%	-
Hispanic	67%	69%	71%	71%	66%
Native American*	69%	33%	50%	86%	50%
White	70%	74%	75%	72%	74%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	67%	80%	80%	78%	67%
Asian*	79%	48%	78%	70%	92%
Filipino*	100%	89%	86%	80%	100%
Hawaiian/Pacific Islander*	50%	100%	100%	100%	-
Hispanic	73%	79%	82%	79%	74%
Native American*	50%	50%	50%	100%	100%
White	70%	79%	81%	83%	80%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	40%	64%	50%	53%	48%
Asian*	68%	72%	76%	77%	82%
Filipino*	78%	55%	90%	82%	80%
Hawaiian/Pacific Islander*	0%	33%	100%	0%	-
Hispanic	65%	65%	67%	68%	64%
Native American*	78%	29%	50%	80%	33%
White	70%	71%	71%	67%	69%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Pre-Collegiate Improvement: English – Student Success Scorecard

The Student Success Scorecard looks at the percentage of credit students who start out at any level below transfer in English, Mathematics, and/or ESL and are followed for six years to determine if they successfully completed a college-level course in the same discipline. The cohorts for each discipline are tracked from the time the student attempts a course any levels below transfer in Mathematics, English, and/or ESL course at that college.

The English Progress Rate has increased overall by 10% over the past five cohorts. The range includes a low progress rate of 43% (2007-2008) to a high of 53% (2011-2012).

Clovis Community College
English Progress Rate

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
English Progress Rate	43%	49%	48%	50%	53%
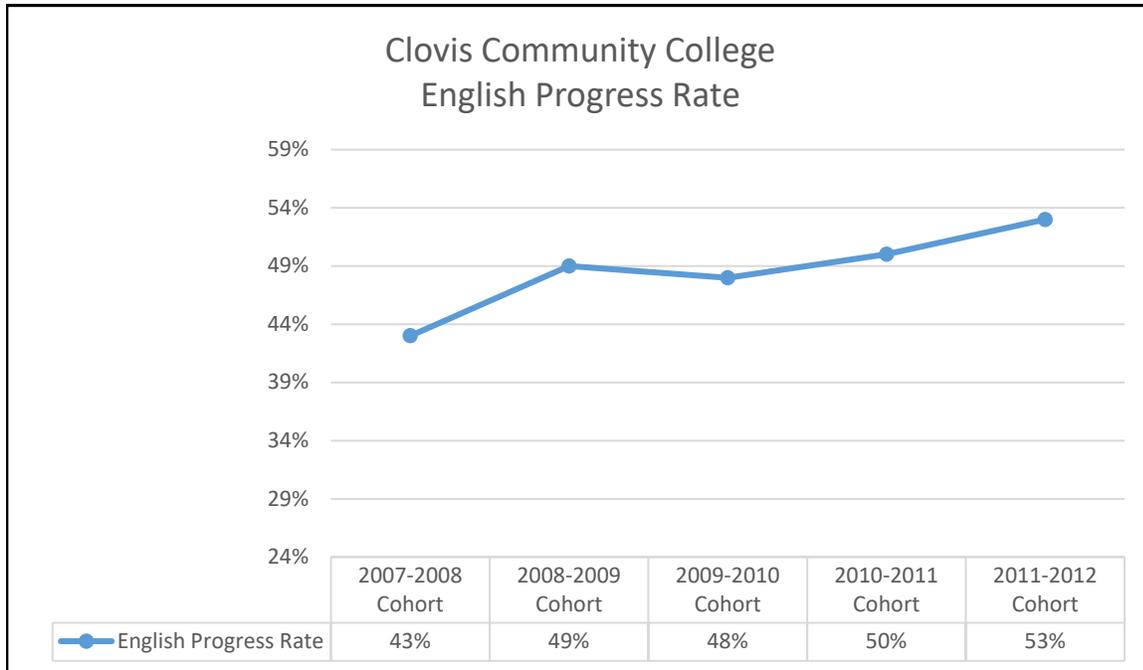
Data Source: CCCCO Scorecard

Pre Collegiate Improvement by Gender

The Student Success Scorecard looks at the percentage of credit students who start out at any level below transfer in English, Mathematics, and/or ESL and are followed for six years to determine if they successfully completed a college-level course in the same discipline. The cohorts for each discipline are tracked from the time the student attempts a course any levels below transfer in Mathematics, English, and/or ESL course at that college.

As can be seen, female students tend to reach this goal more frequently than men, however; both groups have increased attainment of the goal by at least 8% over the last five cohorts.

Pre Collegiate English Improvement by Ethnicity

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	48%	50%	52%	52%	56%
Male	37%	48%	45%	49%	49%

Data Source: CCCCO Scorecard

Disaggregated data by ethnicity indicates that most group categories have improved over the five years. Keeping in mind the very small sample sizes of most, the news is still positive. Additionally, Hispanic students, who have a very stable group size, show a 13% increase over time.
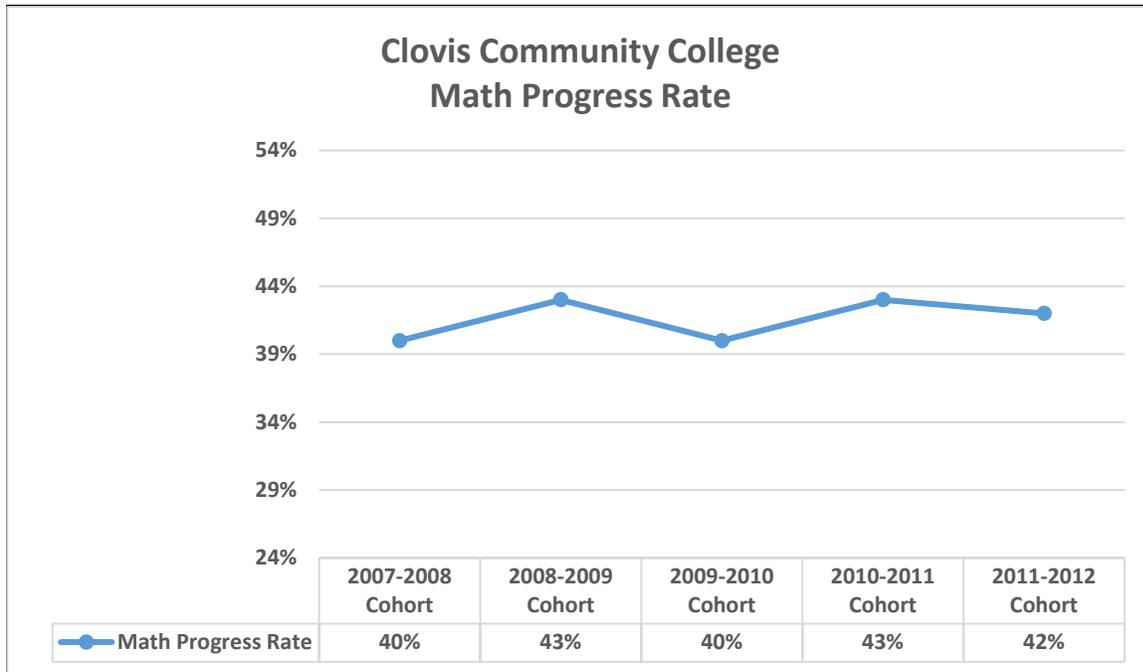
Pre Collegiate English Improvement by Ethnicity

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	26%	36%	32%	41%	48%
Asian*	62%	52%	47%	56%	56%
Filipino*	60%	50%	63%	63%	56%
Hawaiian/Pacific Islander*	0%	0%	100%	-	0%
Hispanic	38%	42%	42%	43%	51%
Native American*	42%	22%	55%	33%	50%
White	46%	55%	54%	54%	53%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Pre-Collegiate Improvement: Math – Student Success Scorecard

The Math Progress rate has a smaller increase than English with overall improvement of 2% over the past five cohorts. The successful progress range runs between 40% and 42%, overall.

**Clovis Community College
Math Progress Rate**

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Math Progress Rate	40%	43%	40%	43%	42%

Data Source: CCCCO Scorecard

Pre Collegiate Math Improvement by Gender

For the 2011-2012 cohort, male students progressed to complete a degree level math course 40% of the time and women completed 43% of the time, which is a 4% increase for the male population.

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	43%	46%	41%	45%	43%
Male	36%	39%	38%	41%	40%

Data Source: CCCCO Scorecard

Pre Collegiate Math Improvement by Ethnicity

There appears to be disparity among groups when looking at the next table. However, the groups with varying and scattered outcomes are all quite small. The two groups with larger, stable sample sizes, Hispanic and White, have remained in a consistent pattern slightly higher than the overall average.

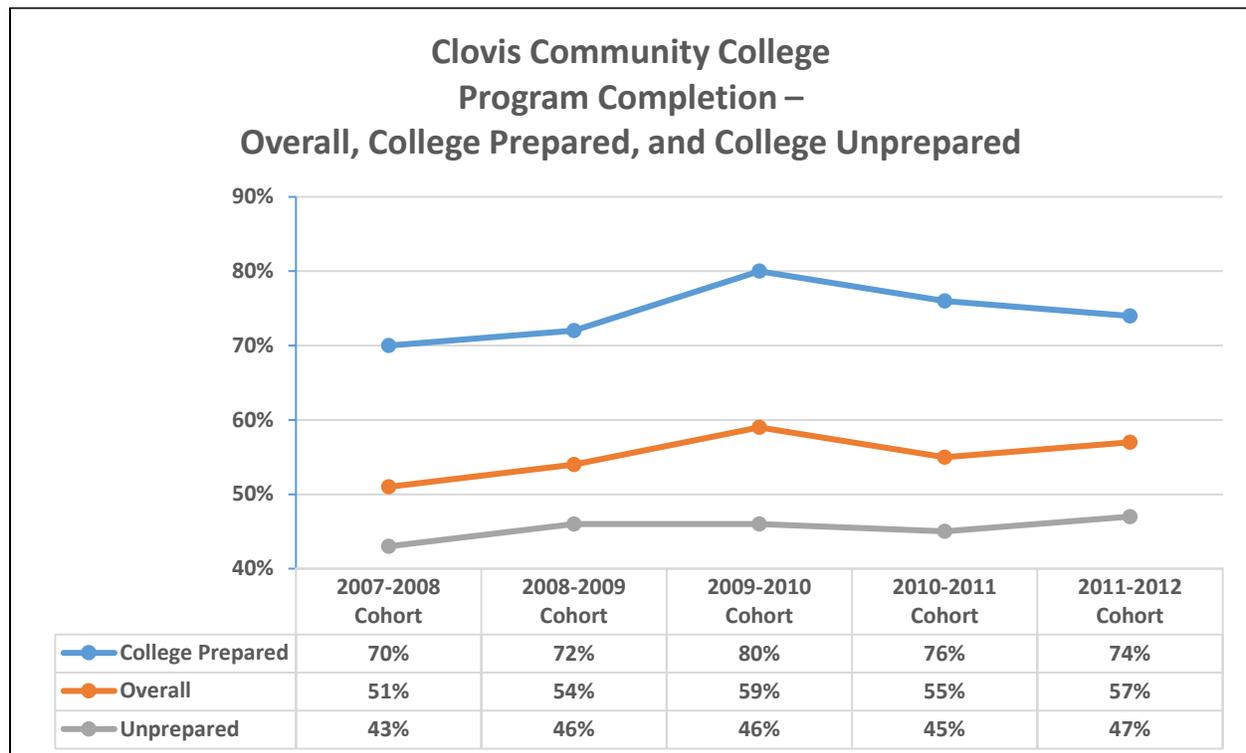|	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	12%	54%	25%	32%	28%
Asian*	47%	51%	39%	55%	33%
Filipino*	44%	36%	43%	54%	60%
Hawaiian/Pacific Islander*	50%	50%	0%	50%	0%
Hispanic	43%	38%	39%	38%	43%
Native American*	35%	27%	27%	38%	75%
White	41%	47%	44%	47%	44%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Clovis Community College Student Completion – Student Success Scorecard

Program completion helps Clovis Community College, State Center Community College District (SCCCD), and the California Community College System meet their missions. Students who achieve a degree or certificate or a transfer related outcome demonstrate completion.

This category is the percent of first-time CCC students with a minimum of six units earned who attempted any Math or English in the first three years and achieved a degree or certificate or a transfer related outcome within six-years of beginning.

The "Overall" group includes all CCC students who took any Math or English course in the first three years and went on to earn one of the desired outcomes. This group has gone from a 51% completion rate to 57% over the last five cohorts. The "College Prepared" students include students who took any college level math or English course in the first three years and achieved the desired outcome. This group increased from 70% completion to 74%. Lastly, the "Unprepared for College" students were those who initially took a remedial Math or English class in the first three years and then completed one of the desired outcomes. This group showed improvement from 43% to 47% for the five years.

Clovis Community College Program Completion – Overall, College Prepared, and College Unprepared

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
College Prepared	70%	72%	80%	76%	74%
Overall	51%	54%	59%	55%	57%
Unprepared	43%	46%	46%	45%	47%

Data Source: CCCCO Scorecard

Program Completion by Gender and Preparedness

Students who enter college prepared are typically more successful than those who are not prepared. For the following, completion includes students who completed a degree, certificate, or transfer related outcome within 6 years of entering they system.

The following breakdown of completion by gender shows that over the past five cohorts there has been an increase in completion for both female and male students, with the achievement gap closed and both groups at 57% completion. Females who were deemed college prepared outperformed their male colleagues but both groups succeeded at a rate above 70%. Students who were not prepared also saw gains in completion by at least 3% over the past 5 cohorts.

All 1st Time College Students	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	52%	57%	61%	56%	57%
Male	50%	52%	57%	54%	57%

Data Source: CCCCO Scorecard

College Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	73%	78%	81%	79%	77%
Male	66%	65%	80%	72%	71%

Data Source: CCCCO Scorecard

Not Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
Female	43%	47%	49%	45%	46%
Male	45%	44%	41%	45%	49%

Data Source: CCCCO Scorecard

Program Completion by Ethnicity and Preparedness

Overall, students continue to complete at higher rates than previous cohorts do and at a higher rate than the state averages.

Overall	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	28%	58%	38%	44%	39%
Asian	70%	56%	68%	66%	75%
Filipino*	60%	60%	71%	69%	78%
Hispanic	41%	48%	55%	50%	50%
Native American*	38%	33%	60%	43%	50%
White	56%	57%	62%	55%	60%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	67%	80%	100%	56%	67%
Asian*	95%	65%	89%	85%	81%
Filipino*	100%	100%	86%	100%	88%
Hispanic	68%	62%	80%	78%	67%
Native American*	50%	50%	75%	0%	100%
White	72%	72%	79%	74%	75%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
African American*	20%	50%	19%	40%	36%
Asian*	55%	48%	44%	53%	71%
Filipino*	56%	27%	60%	55%	70%
Hispanic	34%	43%	45%	40%	44%
Native American*	33%	29%	50%	60%	33%
White	48%	48%	50%	45%	43%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Career Technical Education – Student Success Scorecard

This category is defined as the percentage of Clovis Community College students who attempted a Career Technical Education course for the first time and completed more than eight units in the subsequent three years in a single discipline and completed a degree, certificate, or transfer related outcomes within six years of entry.

The CTE completion rates for the last five cohorts range between 63% and 74% with an increase of 9% between the 2007-2008 and 2011-2012 cohorts. Since becoming a college, CCC continues to increase course offerings and develop new CTE programs. This should support continuing positive outcomes. CTE completion rates are expected to increase in all program areas.

Clovis Community College
CTE Completion - Last Five Cohorts

	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort	2011-2012 Cohort
CTE Completion	63%	64%	64%	72%	74%

Data Source: CCCCO Scorecard