

Clovis Community College Institutional Effectiveness Report

PREPARED BY

CCC OFFICE OF INSTITUTIONAL RESEARCH

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Mission and Vision

The California Community College system is the largest in the nation serving over 2 million students at 113 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.

California Community College System (CCCCO)

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

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.

Reference: CCCCCO Website, ([CCCCO Mission and Vision](#))

State Center Community College District (SCCCD)

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: SCCCDD Website, ([SCCCD Mission and Vision](#))

Clovis Community College (CCC)

Mission

The Clovis Community College Mission aligns with the District Mission. The CCC Mission is:

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 cycle of research and innovation focused on learning and student outcomes.

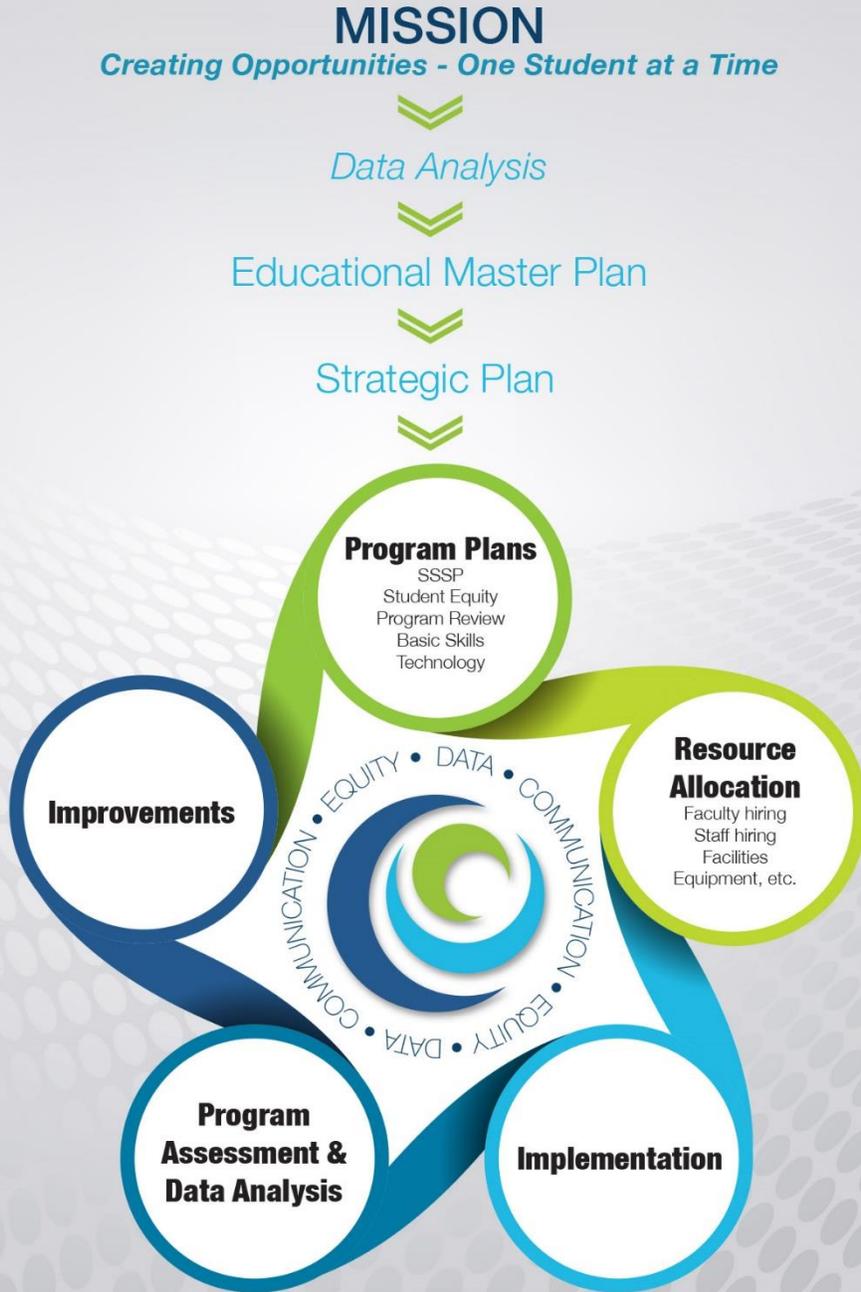
CCC Vision

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

Reference: CCC Website, ([CCC Mission and Vision](#))



Integrated Planning Model



Chapter 1: Condition of Our Environment

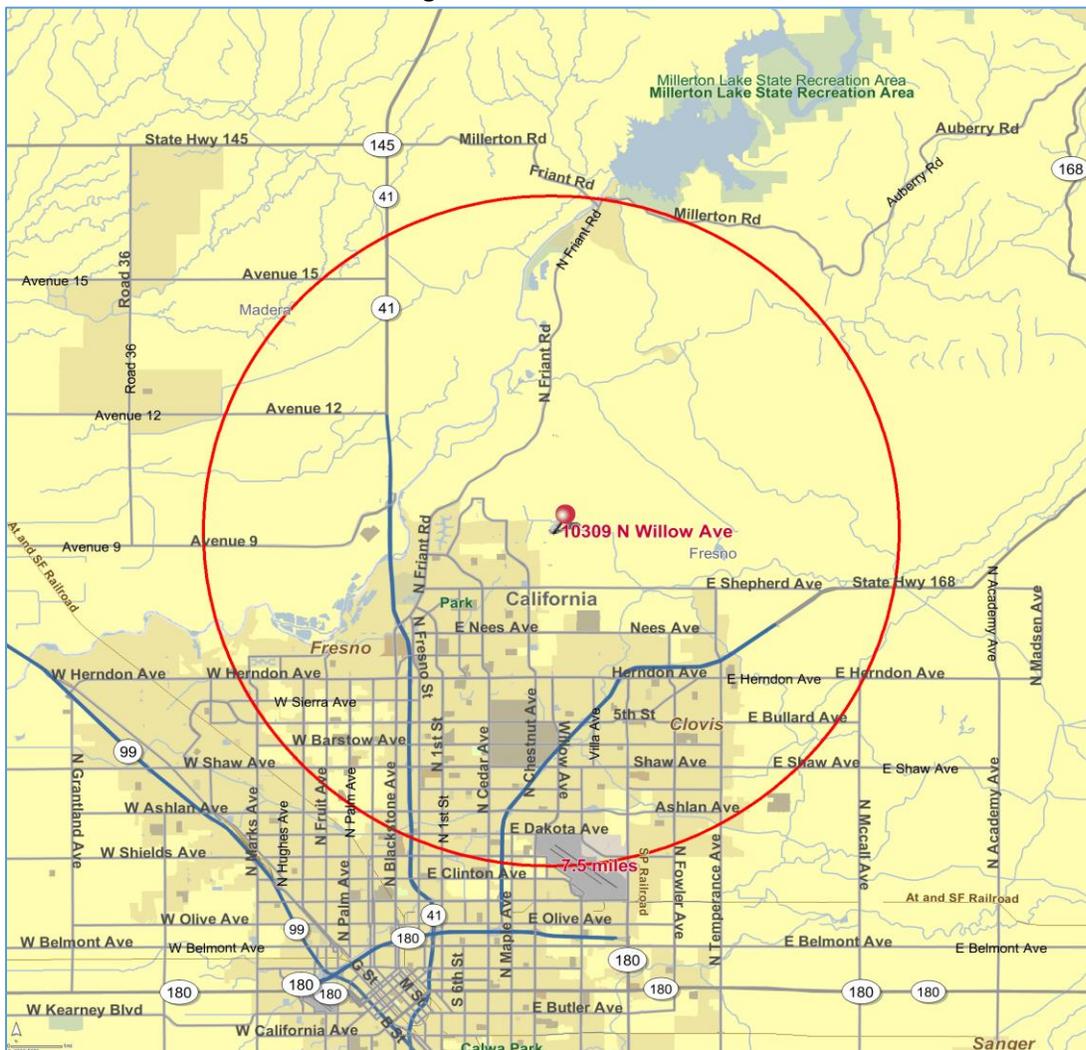
Service Area

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

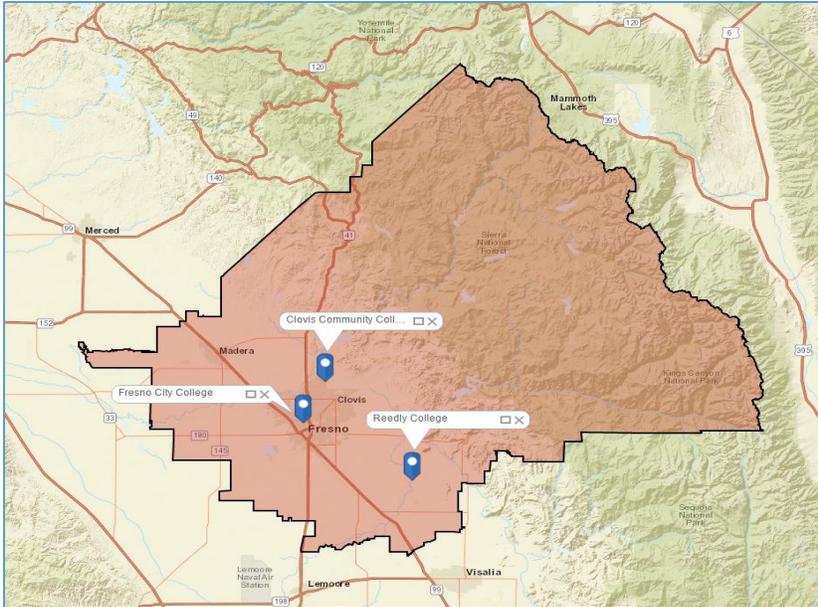
For the purposes of this Plan, the effective service area of the college will be a circular geographical area with a 7.5-mile radius and the College at the center.



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.

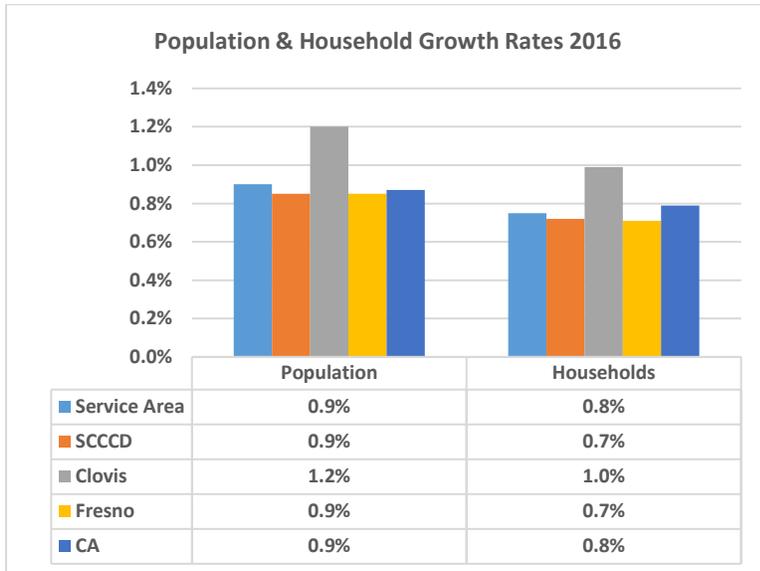
Service Area Populations

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

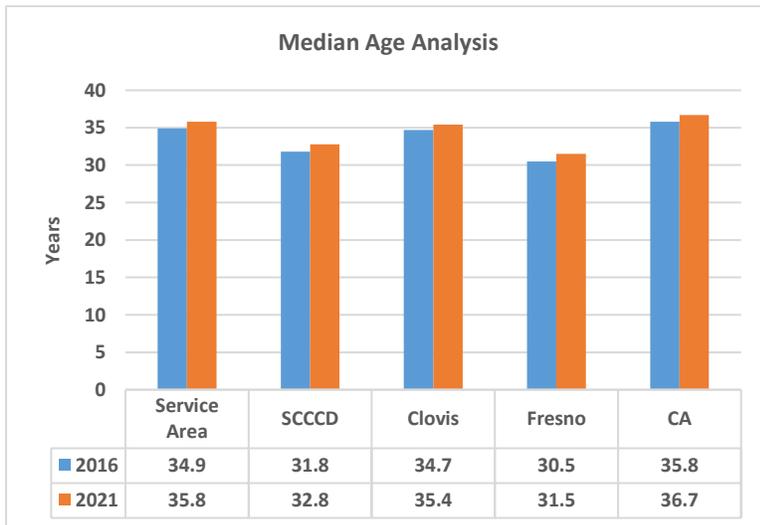
The following chart shows the growth rates for population and the number of households. The data indicates that population growth will be low (0.9% per year) in all the areas except the city of Clovis (1.2%). Household growth will be a bit lower indicating that average household size will increase slightly.



Source: ESRI, Analysis by CBT

Service Area Age Profiles

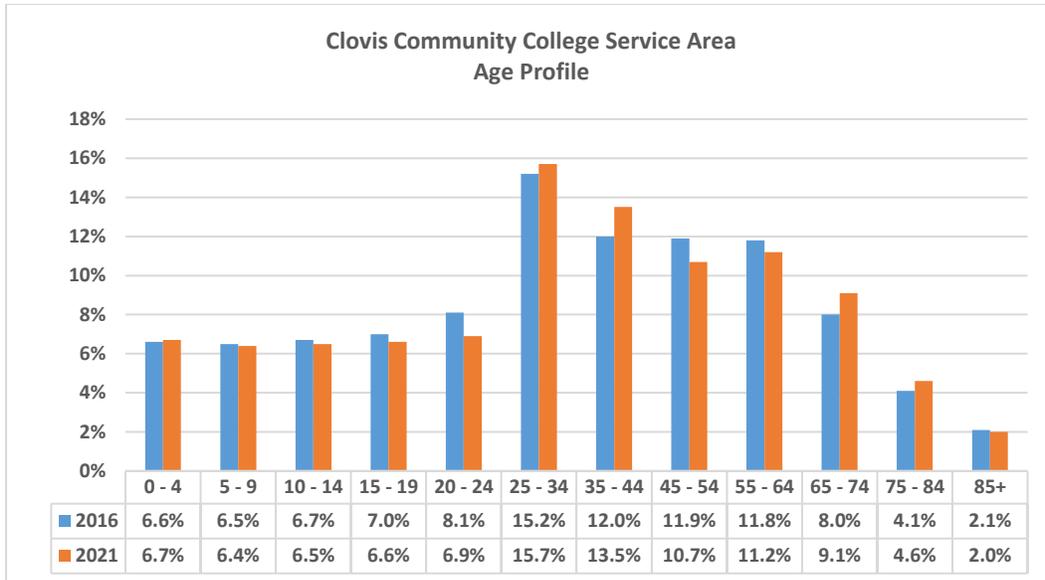
The median age of the service area population (7.5-mile ring) is 34.9 years. This is somewhat higher than that of the District (31.8 years). The area around the college is younger, on average, than the State of California.



Source: ESRI, Analysis by CBT

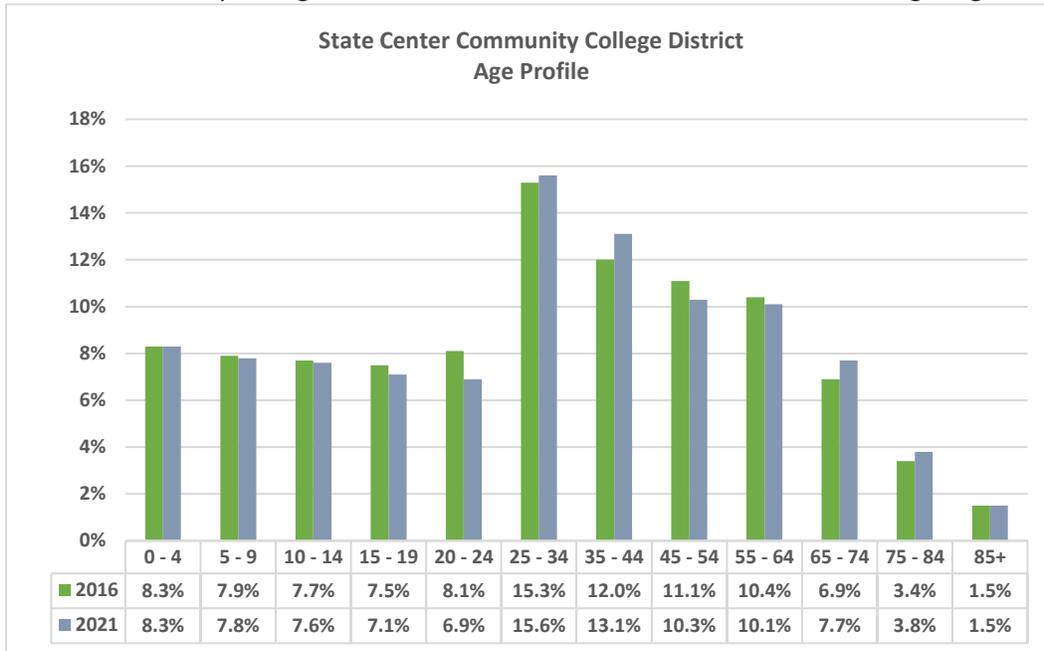
The following chart shows the percentage of the population in each of the age segments. The first bar shows the data for 2016 and the second bar shows the data for 2021. This chart illustrates the projected shifts in population relative to age.

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.



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.



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.

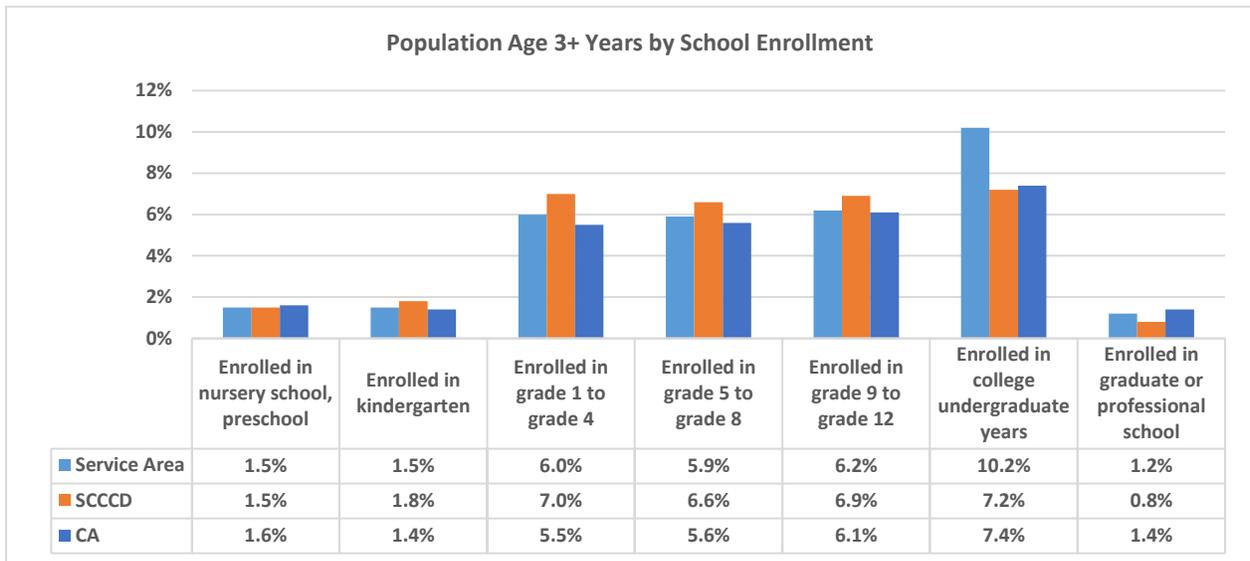
State Center Community College District Race/Ethnicity Profile			
Race / Ethnicity	2016	2021	Change (Percentage Points)
White Alone	54.5%	53.7%	-0.8 ppts.
Black Alone	4.7%	4.6%	-0.1 ppts.
American Indian Alone	1.8%	1.7%	-0.1 ppts.
Asian Alone	9.4%	9.8%	+0.4 ppts.
Pacific Islander Alone	0.2%	0.2%	+0.0 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. 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.



Source: ESRI, Analysis by CBT

High School Graduates in the CCC Service Area 2012-2016

The number of high school graduates from schools that directly contribute to Clovis Community College enrollment has increased nearly 5% over the last five years.

Local High School Graduates Directly Leading to CCC Enrollments	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Clovis High Schools				
Buchanan High	571	539	567	555
Chawanakee Academy	20	15	12	14
Clovis East High	491	456	442	480
Clovis High School	526	593	602	609
Clovis North High	392	421	473	469
Clovis Online Charter	32	73	60	76
Clovis West High	518	474	484	519
Enterprise Alternative	18	16	15	15
Gateway High	46	38	42	62
Minarets Charter	11	1	38	67
Minarets High	50	23	85	49
Sierra High	160	141	143	115
Fresno High Schools with large enrollments at CCC				
Bullard High School	574	540	532	558
Hoover High School	330	353	381	328
Total High School Graduates	3,739	3,683	3,876	3,916

Data Source: California Department of Education (<http://data1.cde.ca.gov/dataquest/>)

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

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 2012 and 2015, it is clear that there is opportunity to improve as there is a nearly 5% increase in graduating students.

Local High School Graduates Directly Leading to CCC Enrollments	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Clovis High Schools				
Buchanan High	28%	29%	25%	28%
Chawanakee Academy	0%	0%	17%	7%
Clovis East High	14%	14%	14%	20%
Clovis High School	25%	21%	27%	32%
Clovis North High	34%	34%	35%	34%
Clovis Online Charter	0%	4%	27%	13%
Clovis West High	26%	27%	29%	27%
Enterprise Alternative	0%	13%	20%	20%
Gateway High	9%	16%	14%	10%
Minarets Charter	0%	0%	13%	16%
Minarets High	18%	52%	16%	27%
Sierra High	19%	18%	22%	23%
Fresno High Schools				
Bullard High School	9%	6%	9%	11%
Hoover High School	5%	9%	7%	2%
Total High School Graduates	20%	20%	21%	23%

Data Source: ATERMs

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

The ethnic breakdown for incoming High School Graduates show a similar population compared to the general college enrollments with the exception of African American and Native students who are under-represented.

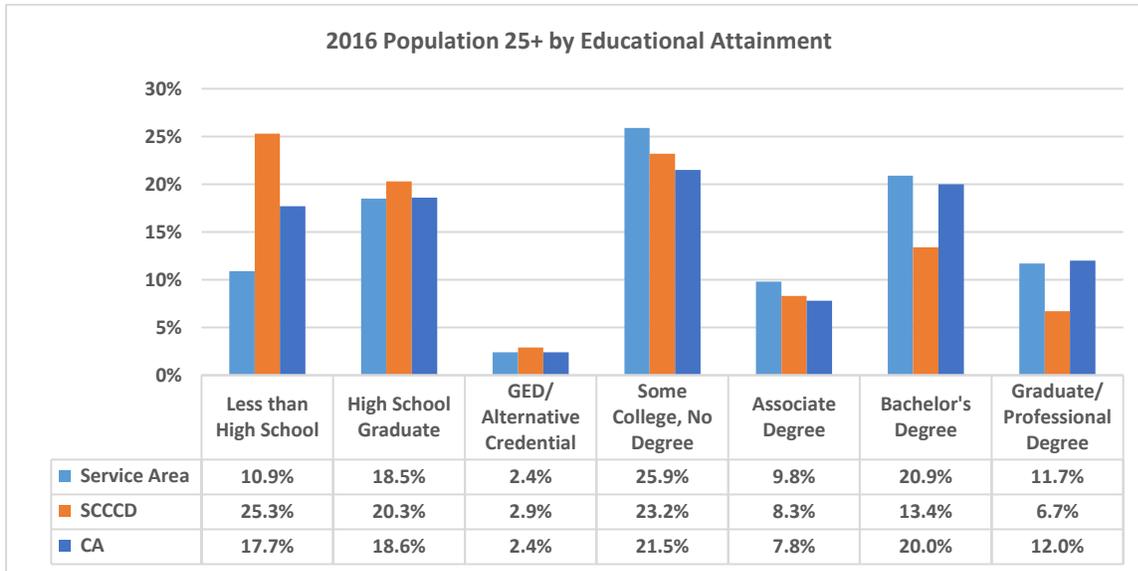
	Class of 2012	Class of 2013	Class of 2014	Class of 2015
African-American	2%	3%	1%	1%
American Indian/ Alaskan Native	0%	1%	0%	0%
Asian	7%	8%	7%	9%
Filipino	2%	2%	2%	2%
Hispanic	34%	33%	36%	39%
Multi-ethnicity	5%	5%	6%	6%
Pacific Islander	0%	0%	0%	0%
Unknown	1%	0%	1%	1%
White/ non-Hispanic	48%	48%	47%	42%

Data Source: ATERMs

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, 9.8% of the population (25 years and older) have earned an Associate Degree as their highest educational attainment. This compares to 8.3% in the District and 7.8% statewide.

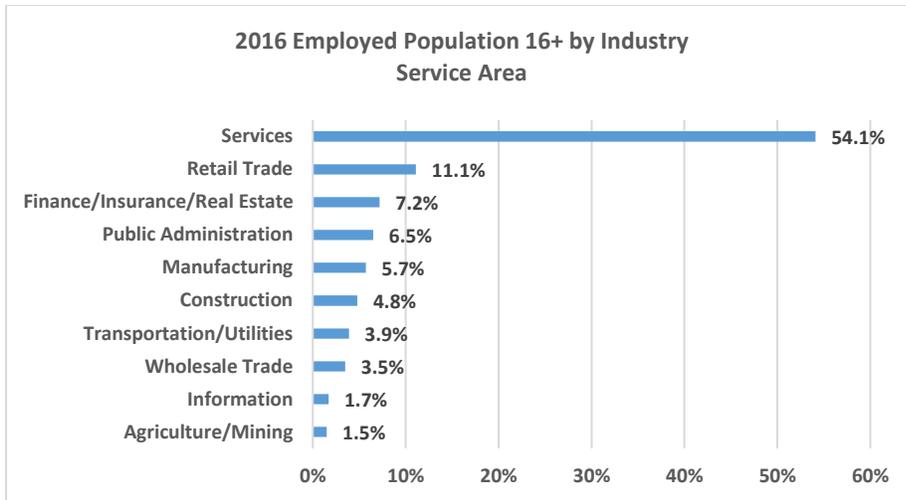
The data shows that the service area has a higher overall level of educational attainment than the District and statewide populations. In the service area, 31.8% of the population has not taken any college classes versus 48.5% in the District and 38.7% in the State.



Source: ESRI, Analysis by CBT

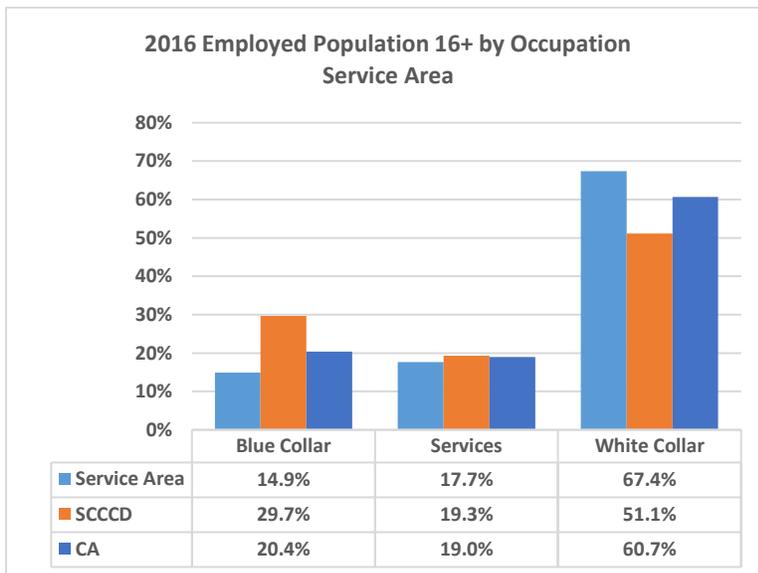
Service Area Employment Profiles

More than half (54.1%) of the service area population (16 years and older) are employed in a service industry. This is followed by retail trade (11.1%), Finance, Insurance and Real Estate (7.2%), public administration (6.5%) and manufacturing (5.7%).



Source: ESRI, Analysis by CBT

More than two-thirds (67.4%) of the service area population (16 years and older) is employed in white-collar occupations. This is significantly higher than for the District (51.1%) and the State (60.7%). The service area has a far lower percentage of its population employed in blue-collar occupations (14.9%) as compared to 29.7% in the District and 20.4% statewide.



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%. Clovis students in the 20 to 24-year-old range make up the largest group followed by students in the 19 or under group.

		Fall 2012	Fall 2013	Fall 2014	Fall 2015
19 or under	Clovis	34%	33%	35%	36%
	CCC System	25%	25%	25%	26%
20-24	Clovis	42%	41%	39%	38%
	CCC System	33%	34%	34%	34%
25-29	Clovis	11%	12%	12%	13%
	CCC System	13%	13%	13%	13%
30-34	Clovis	5%	5%	6%	5%
	CCC System	7%	7%	7%	7%
35-39	Clovis	3%	3%	3%	3%
	CCC System	5%	5%	5%	5%
40-49	Clovis	4%	4%	3%	3%
	CCC System	8%	7%	7%	7%
50 or Over	Clovis	2%	2%	2%	1%
	CCC System	9%	9%	9%	8%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Ethnicity

Compared to the entire Community College System, Clovis is not as heterogeneous with 42% of students identifying as White/non-Hispanic. The second largest group, Hispanics, comprise 38% of the student population. 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 5% and Hispanic student counts have increased 6%.

		Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American/non-Hispanic	Clovis	4%	4%	4%	3%
	CCC System	7%	7%	7%	6%
American Indian/Alaska Native	Clovis	2%	1%	2%	2%
	CCC System	0%	0%	0%	0%
Asian (Effective Spring 2016)	Clovis	-	-	-	-
	CCC System	11%	11%	11%	11%
Asian/Pacific Islander	Clovis	12%	13%	12%	15%
	CCC System	11%	11%	11%	11%
Hispanic	Clovis	32%	34%	37%	38%
	CCC System	39%	41%	43%	44%
Multi-Ethnicity (Effective Spring 2016)	Clovis	-	-	-	-
	CCC System	3%	4%	4%	4%
Pacific Islander (Effective Spring 2016)	Clovis	-	-	-	-
	CCC System	0%	0%	0%	0%
Race/Ethnicity Unknown	Clovis	4%	2%	1%	1%
	CCC System	5%	5%	4%	4%
White/non-Hispanic	Clovis	47%	45%	44%	42%
	CCC System	30%	29%	28%	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 10% over their male counterparts.

		Fall 2012	Fall 2013	Fall 2014	Fall 2015
Female	Clovis	55%	54%	54%	55%
	CCC System	54%	53%	53%	54%
Male	Clovis	43%	44%	45%	44%
	CCC System	45%	46%	46%	45%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Major/Program

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 Major/Program. In fall 2015, 59.5% of students enrolled at CCC had a Clovis major. That increased to 66.5% in fall 2016.

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

Health Care Interpreter	CN	22	21
History for Transfer	AA-T	43	59
Information Systems	CA	1	6
Information Systems - Web Design	CA	-	1
Information Systems, Help Desk	AS	2	2
Information Systems, Networking	AS	13	13
Information Systems, Networking	CA	7	2
Information Systems, Programming for the Web	AS	-	2
Information Systems, Programming for the Web	CA	2	-
Information Systems, Web Design	AS	3	7
Information Technology Support Technician	CA	11	17
Kinesiology for Transfer	AA-T	135	182
Liberal Arts & Sciences, Arts & Humanities	AA	25	53
Liberal Arts & Sciences, Natural Sciences	AA	18	29
Liberal Studies	AA	268	224
Management	AS	9	8
Mathematics	AS	33	23
Mathematics for Transfer	AS-T	46	67
Philosophy for Transfer	AA-T	7	18
Physical Education	AA	18	23
Physical Science	AS	27	41
Physics for Transfer	AS-T	15	20
Political Science for Transfer	AA-T	-	10
Psychology for Transfer	AA-T	207	307
Small Business Management	AS	3	13
Small Business Management	CA	1	4
Social Science	AA	62	58
Sociology for Transfer	AA-T	28	42
Studio Arts for Transfer	AA-T	34	73
Wastewater Treatment	CA	1	2
Grand Total		3293	4434

Data Source: SQL

Enrollment by Top 10 Majors/Programs

Major	Type	Fall 15	Fall 16
Biological Science	AS	541	762
Business Administration for Transfer	AS-T	360	417
Psychology for Transfer	AA-T	207	307
Liberal Studies	AA	268	224
Engineering	AS	198	207
Kinesiology for Transfer	AA-T	135	182
Computer Science	AS	145	181
Elementary Teacher Education	AA-T	54	173

Administration of Justice for Transfer	AA-T	101	116
Business Administration, General Business	AS	53	104
Early Childhood Education for Transfer	AS-T	62	93
Criminal Justice, Law Enforcement	AS	86	84
Child Development	AS	62	76
Studio Arts for Transfer	AA-T	34	73
Communication Studies for Transfer	AA-T	74	72
Mathematics for Transfer	AS-T	46	67
English for Transfer	AA-T	37	66
Business Administration, Management	AS	39	65
History for Transfer	AA-T	43	59
Social Science	AA	62	58
Total		2607	3386

Enrollment by Special Programs

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
CalWORKs	29	23	26	59
Foster Youth	20	17	17	15
Students with Disabilities	397	371	401	454
Veterans	83	89	87	92

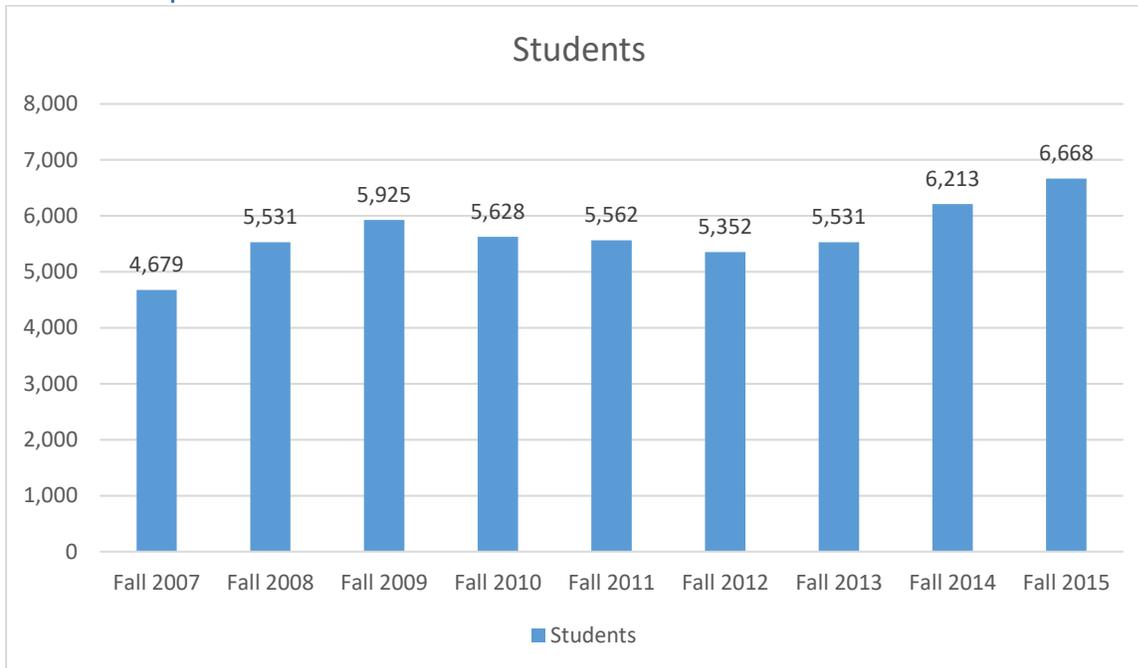
Data Source: SQL

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 2013. Since 2007, CCC has seen a 43% increase in headcount enrollment.

Total Unduplicated Enrollment Headcount

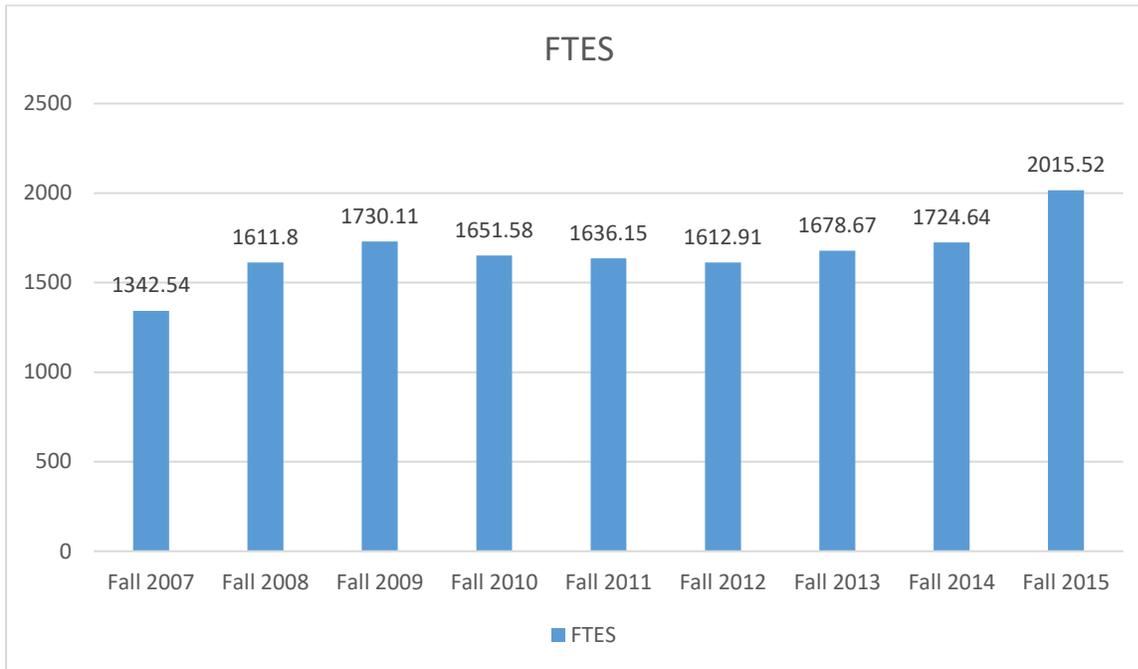


Data Source: ATERMs

Full Time Equivalent Students

The following table shows the enrollment growth through Full Time Equivalent Students (FTES). 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 ($3 \times 5 \times 35 = 525$). There has been a 50 percent increase in FTES from fall 2007 to fall 2015.

Total FTES



Data Source: ATERMs

Enrollment Status

Continuing students make up the largest portion of the headcount (54%) at CCC. The second largest group admit status is for first time students and makes up 28% of the headcount followed by returning students (14%) and special admit students (high school or advanced placement students – 3%).

CCC Enrollment Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015
• First Time Student	26%	27%	27%	28%
• First Time Transfer	1%	1%	<1%	<1%
• Returning Student	12%	14%	13%	14%
• Continuing Student	61%	58%	59%	54%
• Special Admit	< 1%	< 1%	< 1%	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 (68%) plan to transfer to a four-year institution with or without having earned an Associated Degree on the way. Over 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 helps 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 remained consistent over the past five fall terms.

CCC Educational Goals	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Transfer to four-year institution (with or without Degree)	65%	65%	68%	68%
Earn Associate Degree (with or without Transfer)	55%	56%	57%	55%
Earn Associate Degree Only	6%	6%	5%	5%
Earn Vocational Degree Or Certificate (with or without Transfer)	2%	2%	2%	2%
Job Skills	5%	5%	4%	4%
Other (includes unknown or undecided)	23%	22%	21%	22%

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. Most students maintain a full-time load with roughly one-third of students taking between 12 and 15 units a semester.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Non-Credit	<1%	<1%	<1%	<1%
1.0-2.9	1%	1%	1%	1%
3.0-5.9	16%	17%	14%	17%
6.0-8.9	17%	17%	17%	20%
9.0-11.9	17%	17%	18%	17%
12.0-14.9	33%	32%	35%	32%
15.0+	15%	16%	15%	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.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Traditional (Face-to-Face)	94%	96%	96%	95%
Distance Ed (Online or Hybrid)	6%	4%	4%	5%

Data Source: ATERM FTEs

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.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Day	69%	74%	74%	78%
Evening	31%	26%	26%	22%

Data Source: ATERM FTEs

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.

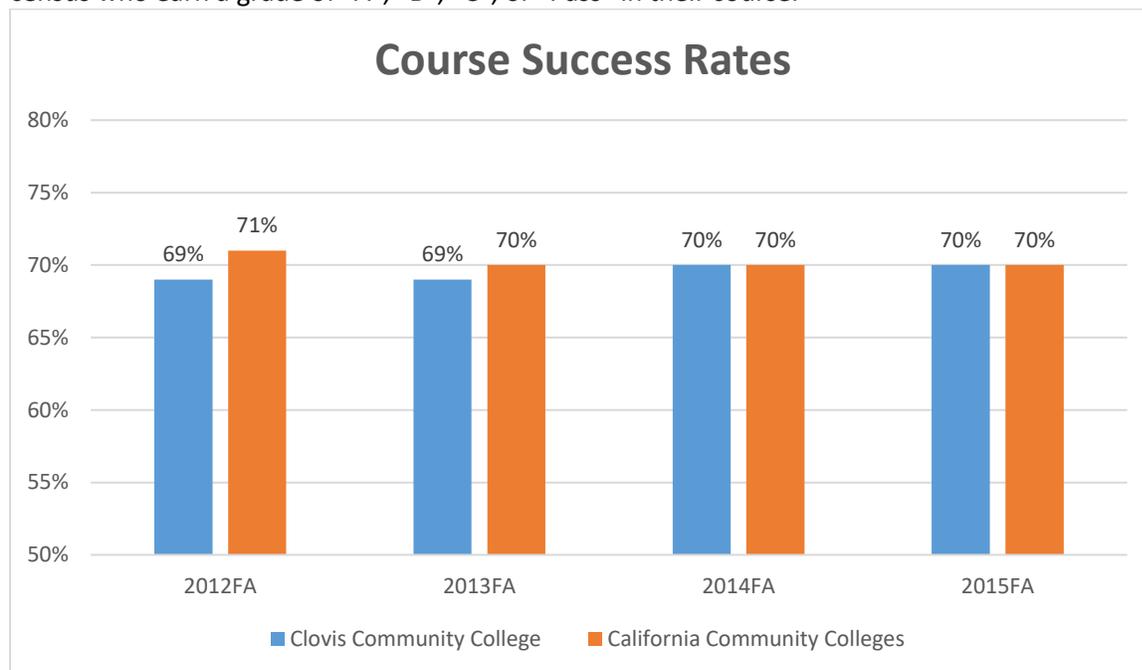
This chapter contains information on course success, retention, persistence, attainment of units as well as completion of English, Mathematics, Career Technical Education, other program completions, and transfer.

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 113 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 in 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

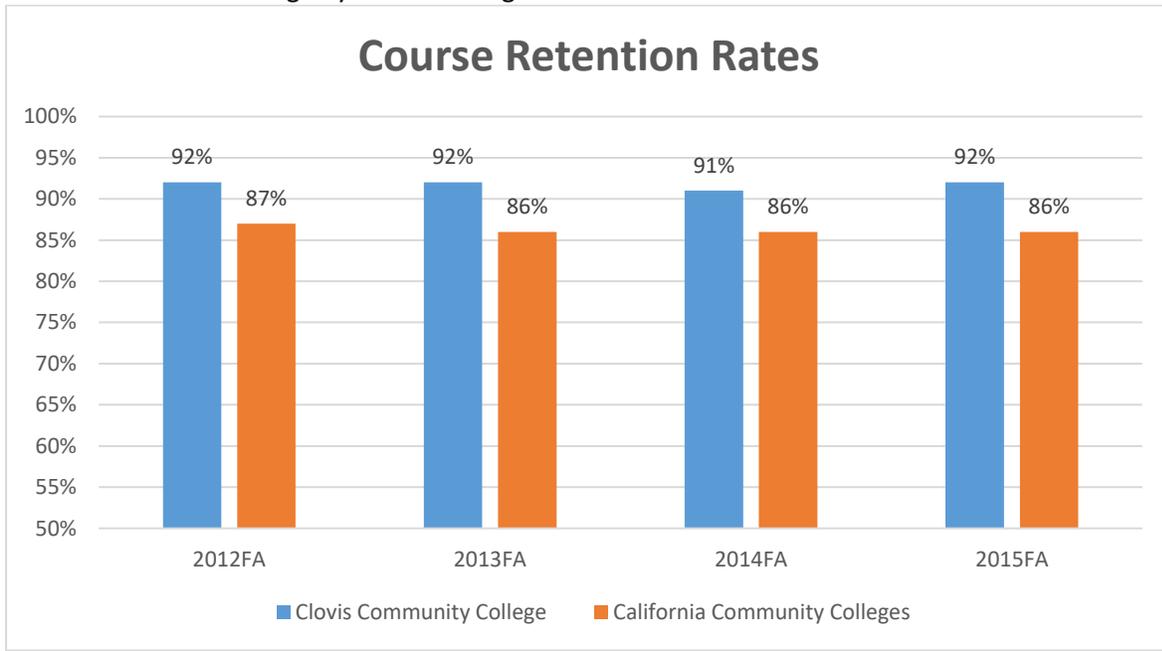
Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of “A”, “B”, “C”, or “Pass” in their course.



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.

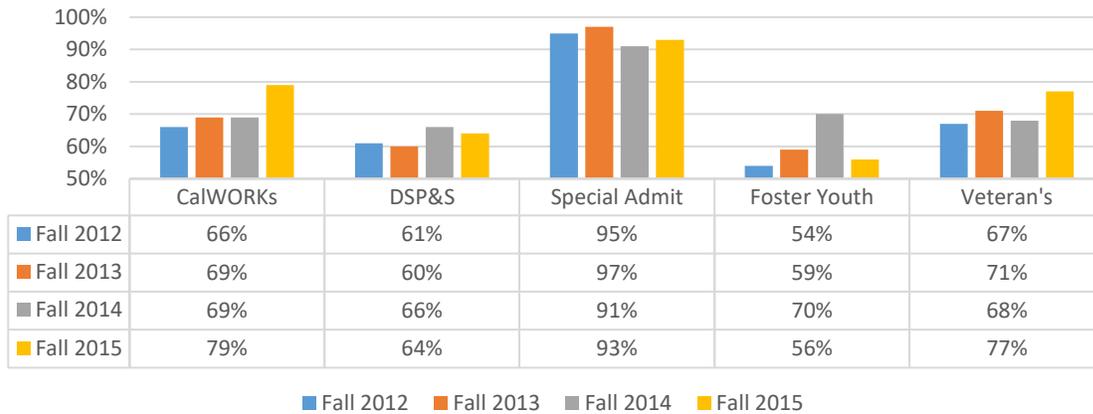


Data Source: ATERMs, CCCC DataMart

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), Special Admit Students (High School and Dual Enrollment), Foster Youth (and Former Foster Youth), and Veteran's data is now being populated through CCCC.

Special Programs Course Success Rates

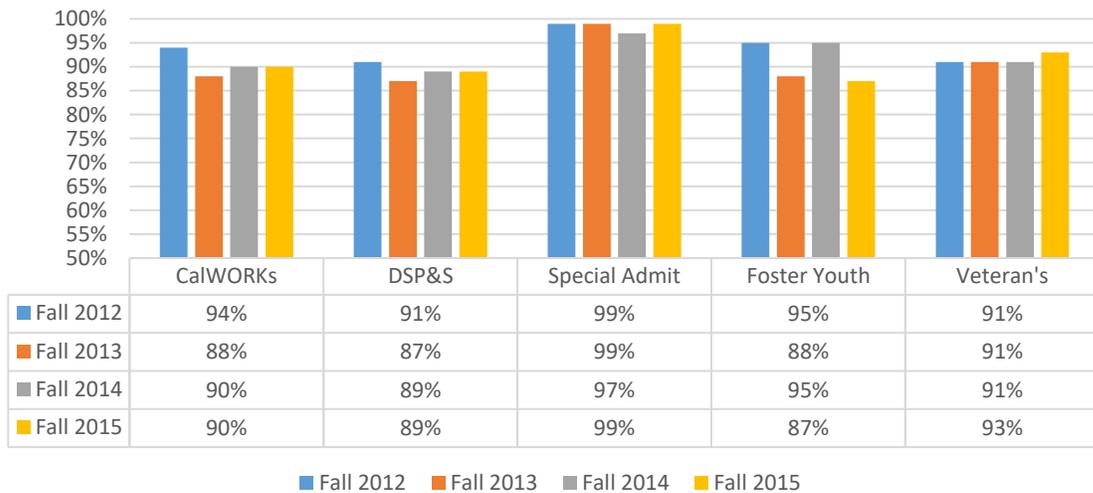


Data Source: ATERMs, SQL

Special Programs Course Retention rates

Retention rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Special Admit Students (High School and Dual Enrollment), Foster Youth (and Former Foster Youth), and Veteran's. Data is now being populated through CCCCO.

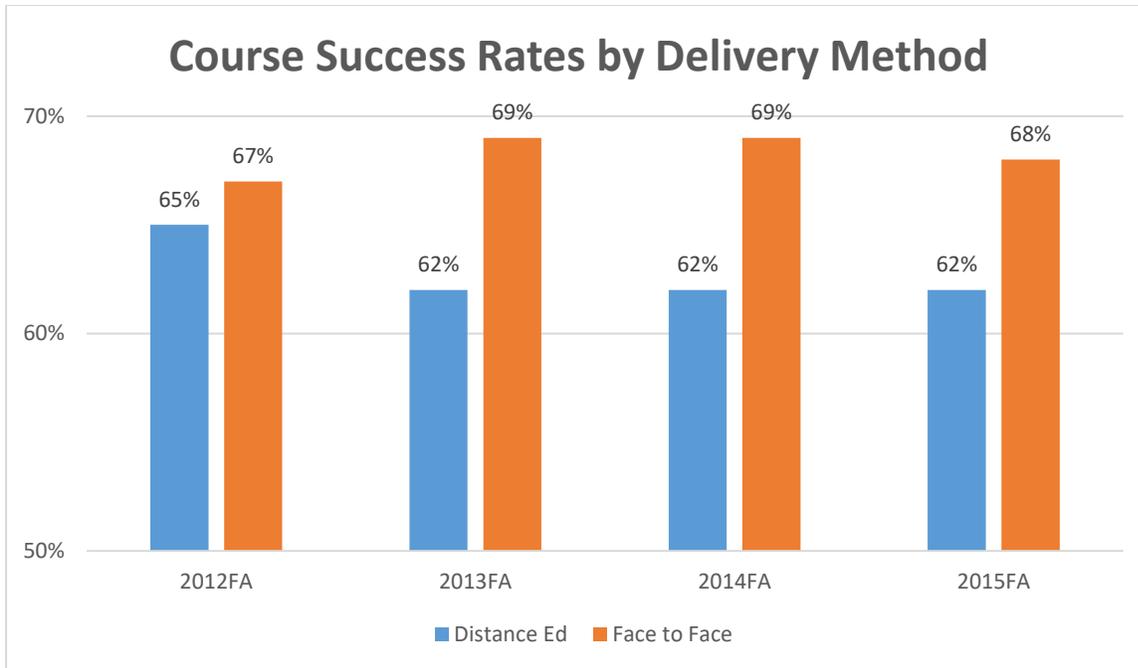
Special Programs Retention Rates



Data Source: ATERMs, CCCCO DataMart

Course Success Rates by Delivery Method

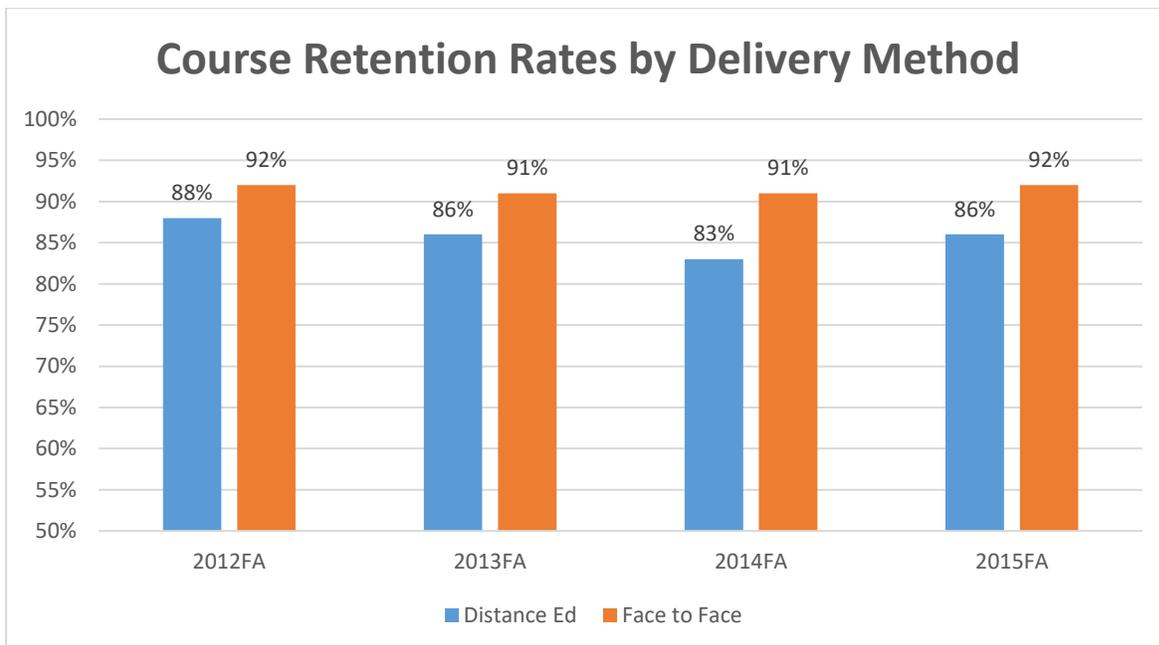
Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course.



Data Source: ATERMs, Note: Only courses that utilized both types of delivery method were used

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.



Data Source: ATERMs, Note: Only courses that utilized both types of delivery method were used

Course Success Rates by Ethnicity

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. Success rates for African American, Native American, and Hispanic students are lower than White and Asian students.

	2012FA	2013FA	2014FA	2015FA
African-American/non-Hispanic	55%	55%	62%	66%
American Indian/Alaskan Native	66%	66%	66%	67%
Asian/Pacific Islander	73%	74%	73%	74%
Hispanic	64%	65%	65%	65%
White/non-Hispanic	72%	72%	73%	74%

Data Source: ATERMs

Course Retention Rates by Ethnicity

Retention Rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. Retention rates are slightly lower for African American and Native American students.

	2012FA	2013FA	2014FA	2015FA
African-American/non-Hispanic	89%	88%	88%	89%
American Indian/Alaskan Native	93%	94%	88%	89%
Asian/Pacific Islander	94%	94%	93%	93%
Hispanic	92%	91%	90%	91%
White/non-Hispanic	92%	92%	92%	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.

	2012FA	2013FA	2014FA	2015FA
Female	71%	70%	73%	73%
Male	67%	68%	66%	67%

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.

	2012FA	2013FA	2014FA	2015FA
Female	92%	92%	92%	92%
Male	92%	92%	90%	92%

Data Source: ATERMs

Program Completion

The following table indicates Clovis Community College awards given to students during the 2015-2016 academic year. This was the first year a student could be conferred with a CCC award.

Title	AA	AA-T	AS	AS-T	CA	CN	Total
Liberal Studies	22						22
Social Science	9						9
Art: Two-Dimensional	2						2
Communication	1						1
Liberal Arts & Sciences, Arts & Humanities	1						1
Liberal Arts & Sciences, Natural Sciences	1						1
Psychology for Transfer		60					60
Communication Studies for Transfer		26					26
Kinesiology for Transfer		17					17
History for Transfer		14					14
Studio Arts for Transfer		9					9
Elementary Teacher Education		5					5
Sociology for Transfer		5					5
English for Transfer		4					4
Philosophy for Transfer		1					1
Biological Science			44				44
Computer Science			5				5
Criminal Justice, Law Enforcement			3		2		5
Information Systems, Web Design			2				2
Child Development			1		1		2
Engineering			1				1
Management			1				1
Mathematics			1				1
Business Administration for Transfer				57			57
Administration of Justice for Transfer				29			29
Mathematics for Transfer				23			23
Physics for Transfer				12			12
Early Childhood Education for Transfer				9			9
Communication Studies					10		10
Information Technology Support Technician					6		6
Associate Teacher					2		2
Managerial Assistant					1		1
Health Care Interpreter						18	18
Total	36	141	58	130	22	18	405

Data Source: SQL

Program Completion by Ethnicity

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

	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

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 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.

	UC Transfer	CSU Transfer	Private
2011-12	105	965	282
2012-13	117	1193	350
2013-14	70	1125	422

Data source: ATERMs, National Student Clearinghouse

Chapter 5: California Community College Chancellor’s Office Scorecard

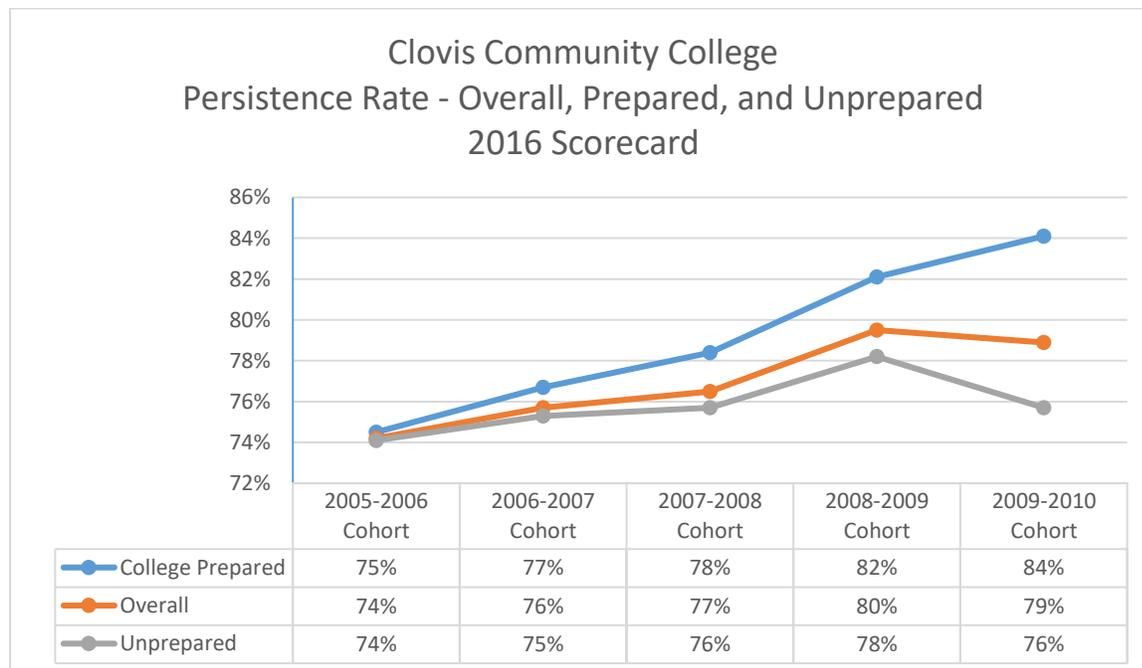
The following charts and table use data from the 2016 CCCCO Scorecard. Clovis Community College does not have official Scorecard data; rather it has been included with Reedley College data. To obtain CCC information, the files were taken from the Chancellor’s site and then matched to CCC enrollments.

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.



Data Source: CCCCO Scorecard

The chart above indicates an increase in persistence in all three groups with the biggest gain coming from those students in the College Prepared category, which increased from 75% to 84% over the five cohorts meaning if you are College Prepared, 84% of the time you will be enrolled in your first three consecutive terms. Overall, the persistence rate has gone from 74% for the 2005-2006 cohort to 79% for the 2009-2010 cohort. Students in the Unprepared for College cohorts increased persistence rates by 2% 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 and ethnicity shows (with only a few exceptions) 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 ready were more likely to persist than those who were not college prepared.

All 1 st Time College Students	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	75%	77%	78%	83%	80%
Male	73%	74%	75%	76%	78%

Data Source: CCCC Scorecard

College Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	79%	85%	80%	90%	84%
Male	69%	64%	76%	75%	84%

Data Source: CCCC Scorecard

Not Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	73%	74%	78%	80%	77%
Male	75%	78%	74%	77%	74%

Data Source: CCCC Scorecard

Student Persistence by Ethnicity and Preparedness

All 1 st Time College Students	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American	76%	67%	82%	95%	81%
Asian	82%	83%	80%	79%	82%
Filipino	82%	63%	90%	80%	88%
Hispanic	74%	72%	77%	79%	80%
Native American	86%	74%	62%	78%	40%
Pacific Islander	100%	80%	33%	50%	100%
Two or More Races	NA	NA	NA	NA	62%
White	73%	77%	77%	81%	79%

Data Source: CCCC Scorecard

Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American	100%	75%	100%	80%	80%
Asian	100%	81%	80%	74%	84%
Filipino	100%	33%	100%	89%	86%
Hispanic	67%	71%	78%	77%	87%
Native American*	100%	67%	50%	50%	25%
Pacific Islander*	NA	NA	50%	100%	100%
Two or More Races*	NA	NA	NA	NA	50%
White	72%	77%	78%	84%	86%

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

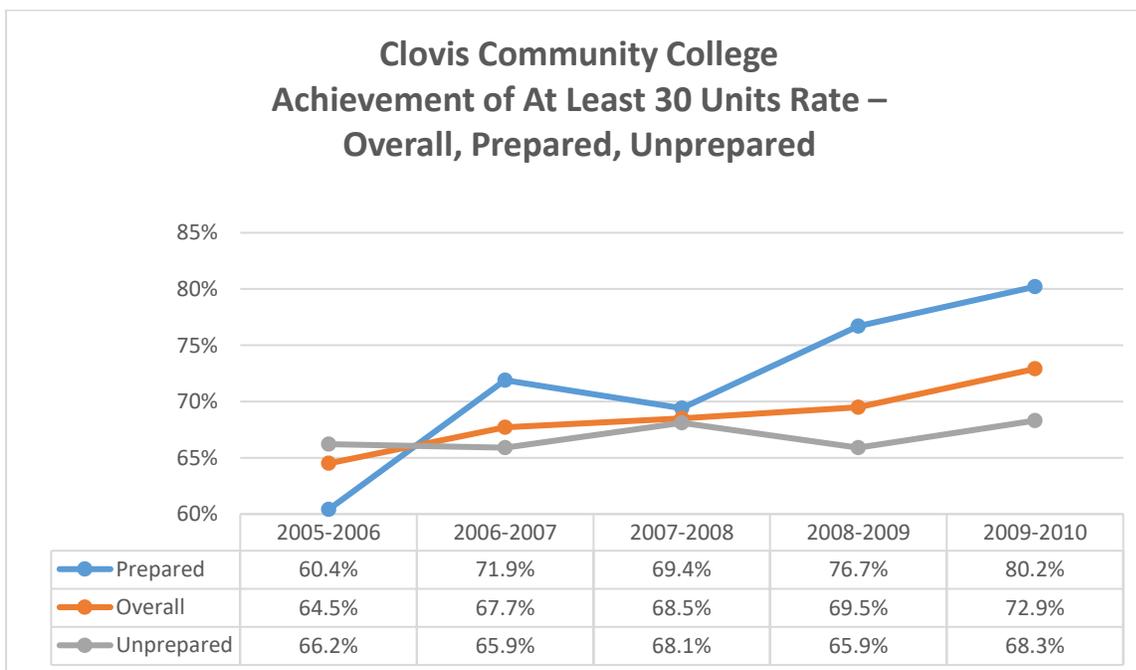
Not Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American	73%	65%	79%	100%	81%
Asian	75%	85%	81%	83%	80%
Filipino	75%	80%	89%	73%	90%
Hispanic	76%	73%	77%	80%	77%
Native American*	83%	77%	67%	86%	50%
Pacific Islander*	100%	80%	0%	33%	100%
Two or More Races*	NA	NA	NA	NA	71%
White	73%	76%	76%	80%	74%

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

Student Completion: 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 steadily increased over the past five cohorts from 65% to 73%. The College Prepared group includes CCC students who took a college level Math or English course in their first three years. Interestingly, they had the lowest baseline of 64% from the 2005-2006 cohort and the highest achievement since at 80% for the most recent cohort. 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 was consistent with a low of 66% to a high of 68%.



Data Source: CCCC Scorecard

Student Achievement of at Least 30 Units 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 and ethnicity shows (with only a few exceptions) that over the past 5 cohorts there has been an increase in this milestone for both female and male students and that those who were college ready were typically more likely to achieve this goal than those who were not college prepared.

All 1 st Time College Students	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	64%	68%	71%	71%	74%
Male	65%	68%	66%	68%	72%

Data Source: CCCC Scorecard

College Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	61%	72%	70%	81%	82%
Male	59%	72%	69%	72%	78%

Data Source: CCCC Scorecard

Not Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	65%	66%	71%	67%	69%
Male	69%	66%	65%	66%	68%

Data Source: CCCC Scorecard

Student Achievement of at Least 30 Units by Ethnicity and Preparedness

All 1 st Time College Students	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American	41%	46%	47%	68%	57%
Asian	82%	72%	71%	62%	78%
Filipino	64%	63%	80%	70%	88%
Hispanic	62%	62%	67%	68%	71%
Native American	86%	68%	69%	33%	50%
Pacific Islander *	60%	60%	33%	50%	100%
Two or More Races *	NA	NA	NA	NA	46%
White	65%	70%	70%	74%	75%

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

Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American*	50%	75%	67%	80%	80%
Asian	60%	63%	80%	48%	78%
Filipino	33%	100%	100%	89%	86%
Hispanic	43%	59%	73%	79%	87%
Native American*	100%	50%	50%	50%	50%
Pacific Islander*	NA	NA	50%	100%	100%
Two or More Races*	NA	NA	NA	NA	67%
White	61%	77%	69%	78%	81%

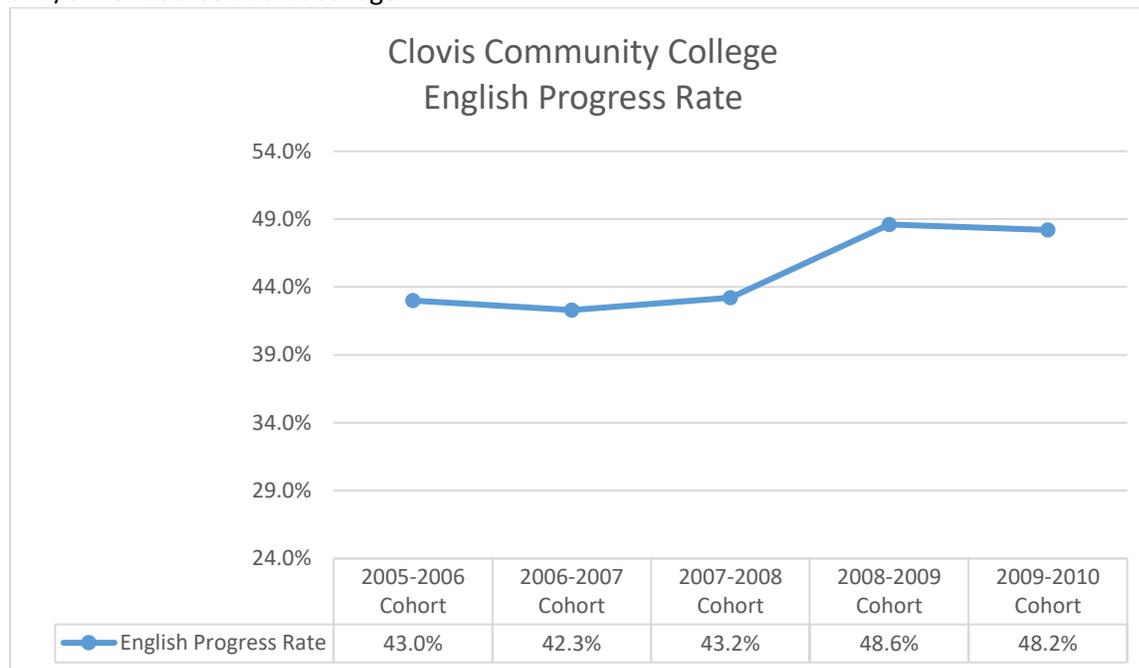
Data Source: CCCC Scorecard, * < 50 students in cohort

Not Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American*	40%	40%	43%	64%	50%
Asian	92%	80%	65%	72%	78%
Filipino	75%	40%	78%	55%	90%
Hispanic	68%	63%	66%	65%	68%
Native American*	83%	77%	78%	29%	50%
Pacific Islander*	60%	60%	0%	33%	100%
Two or More Races*	NA	NA	NA	NA	29%
White	66%	67%	71%	71%	70%

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

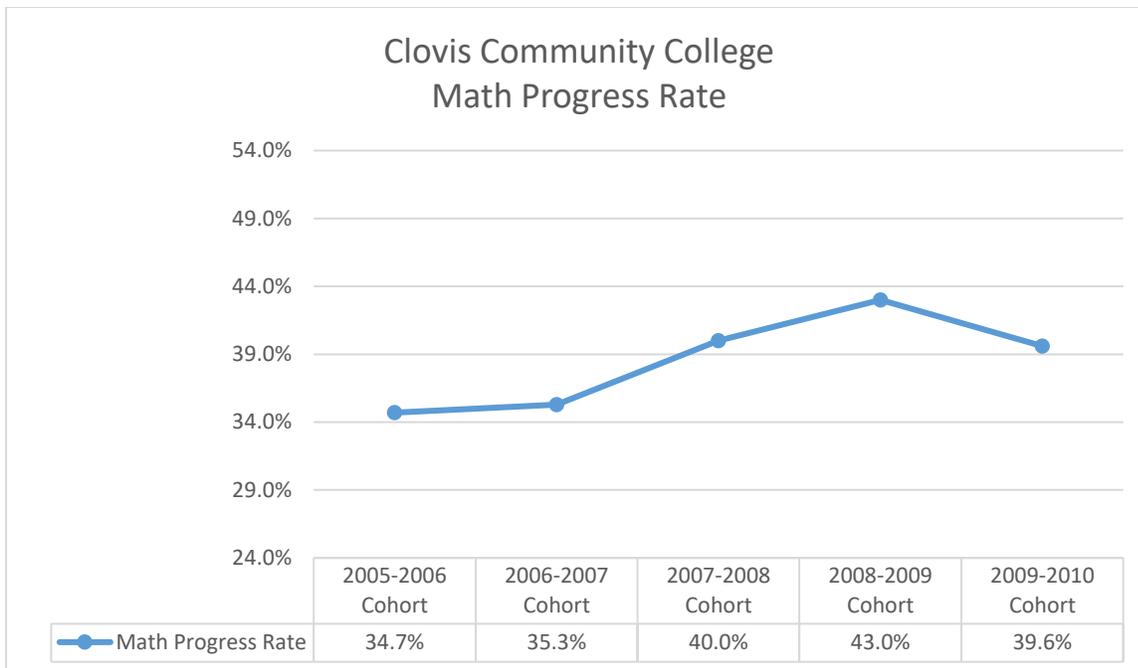
Pre-Collegiate Improvement: Remedial – Student Success Scorecard

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.



Data Source: CCCC Scorecard,

The English Progress Rate has increased overall by 5.2% over the past five cohorts. The range includes a low of 42.3% (2006-2007) and a high of 48.6% (2008-2009).



Data Source: CCCCO Scorecard

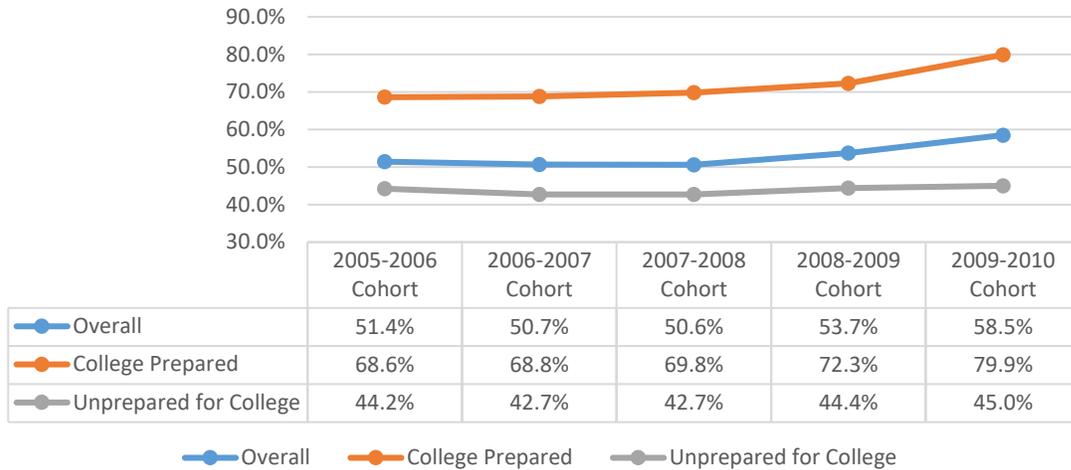
The Math Progress rate has a similar trend as the English with overall improvement of approximately 5% over the past five cohorts. The range goes from a low progress rate of 34.7 (2005-2006) to a high of 43.0% (2008-2009).

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.

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



Data Source: CCCC Scorecard

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 51.4% completion rate to 58.5% 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 68.6% completion to 79.9%. 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 little movement and vacillated between 44.0% and 45.0% for the five years.

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 and ethnicity shows (with only a few exceptions) that over the past 5 cohorts there has been an increase in completion for both female and male students and that those who were college ready were more likely to persist than those who were not college prepared.

All 1 st Time College Students	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	52%	51%	51%	56%	61%
Male	51%	50%	50%	51%	56%

Data Source: CCCC Scorecard

College Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	74%	70%	72%	78%	82%
Male	63%	67%	66%	67%	78%

Data Source: CCCC Scorecard

Not Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
Female	44%	43%	42%	46%	48%
Male	45%	43%	44%	42%	40%

Data Source: CCCC Scorecard

Program Completion by Ethnicity and Preparedness

All 1 st Time College Students	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American	35%	33%	29%	53%	38%
Asian	71%	56%	69%	54%	70%
Filipino	64%	50%	60%	65%	71%
Hispanic	46%	43%	40%	48%	54%
Native American	71%	42%	38%	33%	60%
Pacific Islander	60%	20%	0%	25%	67%
Two or More Races	NA	NA	NA	NA	46%
White	50%	55%	55%	56%	61%

Data Source: CCCC Scorecard

Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American*	100%	50%	67%	80%	100%
Asian	100%	63%	95%	65%	90%
Filipino*	67%	33%	100%	100%	86%
Hispanic	60%	73%	70%	63%	82%
Native American*	100%	50%	50%	50%	75%
Pacific Islander*	NA	NA	0%	0%	100%
Two or More Races*	NA	NA	NA	NA	67%
White	64%	71%	70%	73%	78%

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

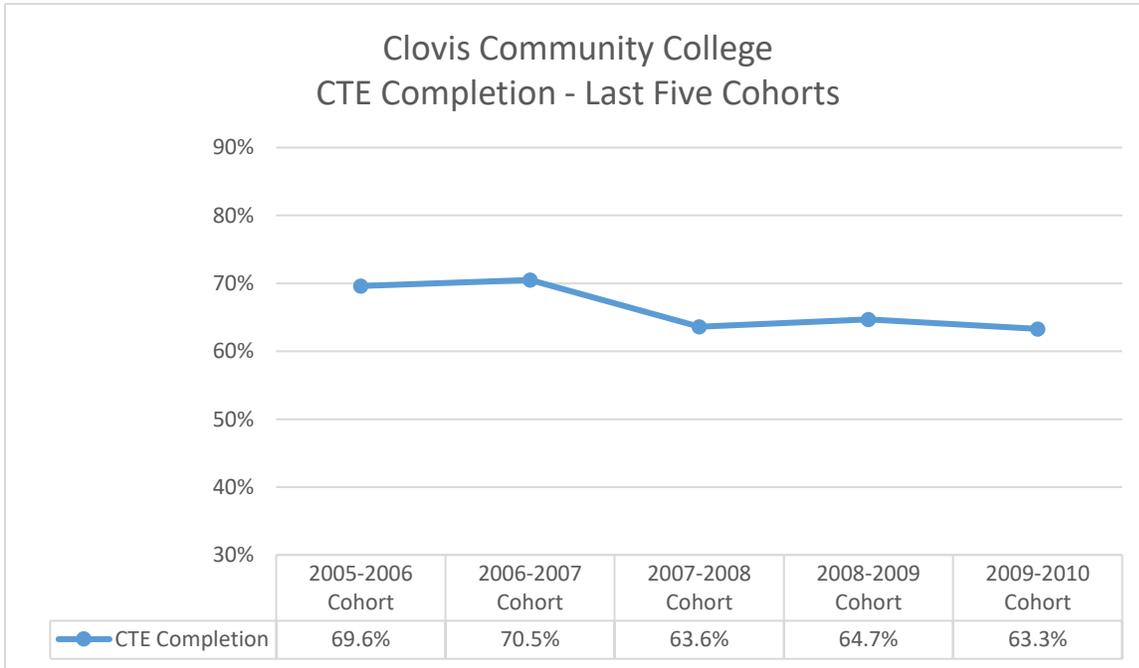
Not Prepared	2005-2006 Cohort	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort
African American*	27%	30%	21%	43%	19%
Asian	58%	50%	52%	45%	45%
Filipino*	63%	60%	56%	36%	60%
Hispanic	41%	32%	33%	43%	45%
Native American*	67%	38%	33%	29%	50%
Pacific Islander*	60%	20%	0%	33%	50%
Two or More Races*	NA	NA	NA	NA	29%
White	43%	47%	48%	47%	48%

Data Source: CCCC 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 71% with the current trend being a down turn. Since becoming a college, CCC continues to increase course offerings for and develop new CTE programs. This should turn the downtrend positive and increases of completions are expected in all program areas.



Data Source: CCCC Scorecard