



Clovis Community College Institutional Effectiveness Report

PREPARED BY
OFFICE OF INSTITUTIONAL RESEARCH

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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 116 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 Seven Core Commitments

1. 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.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

CCCCO Vision for Success Goals

1. Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.

3. Over five years, decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing the strongest performance on this measure.

4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent— the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.

5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years.

Reference: CCCC Website, vision.foundationccc.org

State Center Community College District (SCCCD)

SCCCD is one of the largest districts in California and currently serves over 59,000 (unduplicated) students annually at its four colleges and multiple campus locations. Unduplicated headcount by term is currently above 41,000 students per fall and spring terms. An additional 16,500 students are regularly served during summer terms.

SCCCD Mission

State Center Community College District is (SCCCD) 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: SCCC 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 honor diversity and serve all students of our community.
- We promote opportunities for success and wellness through full access to programs and services, and we provide comprehensive student support to achieve equity.
- We foster critical, creative, and engaged thinking through education based on integrity, generosity, and accountability.
- We support student success along pathways to certificates, degrees, and transfer programs, preparing students for thriving futures.
- We build community partnerships to enhance student learning and success, thereby advancing economic vitality in the community.
- We engage in reflective research and innovation focused on learning and student success.

Clovis Community College Vision Statement

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

Reference: Approved by Board of Trustees on July 7, 2020, [CCC Mission and Vision](#)



Integrated Planning Model

MISSION
Creating Opportunities - One Student at a Time

Data Analysis

Educational Master Plan

Strategic Plan



Chapter 1: Condition of Our Environment

Service Area

To better understand the population outside and around the college, CCC partnered with Emsi, a leading provider of labor market data, to complete a program demand gap analysis, which assesses regional job openings against educational program completions. (EMSI Program Demand Gap Analysis 2020)

College Service Area

For purposes of the program demand gap analysis, CCC serves the Clovis Service Region, which is comprised of four counties in California: Fresno, Kings, Madera, and Tulare (Figure 1). (EMSI Program Demand Gap Analysis 2020)

Figure 1: The Clovis Service Area

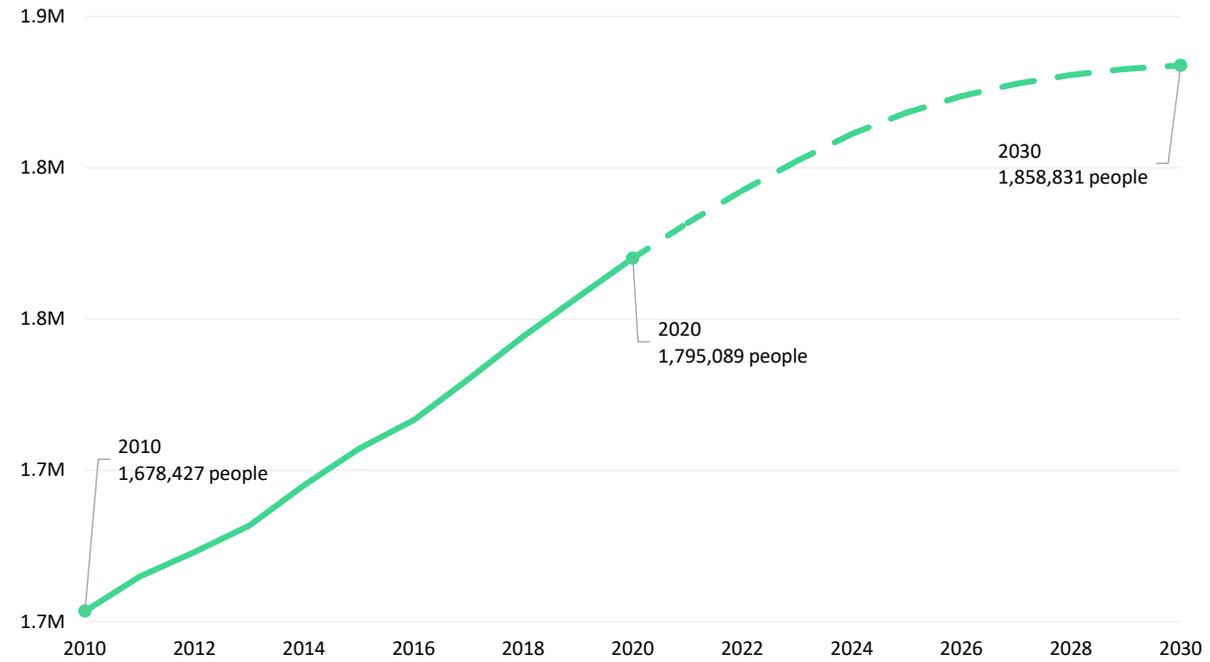


Source: EMSI Program Demand Gap Analysis (2020)

Service Area Populations

Historical and projected changes in the regional population are presented in the following figures. In 2010, 1,678,430 people lived in the Clovis Service Region, and 1,858,830 people are projected to live in the region by 2030. Figure 2 shows the population of the service area from 2010, 2020, and the projected population through 2030.

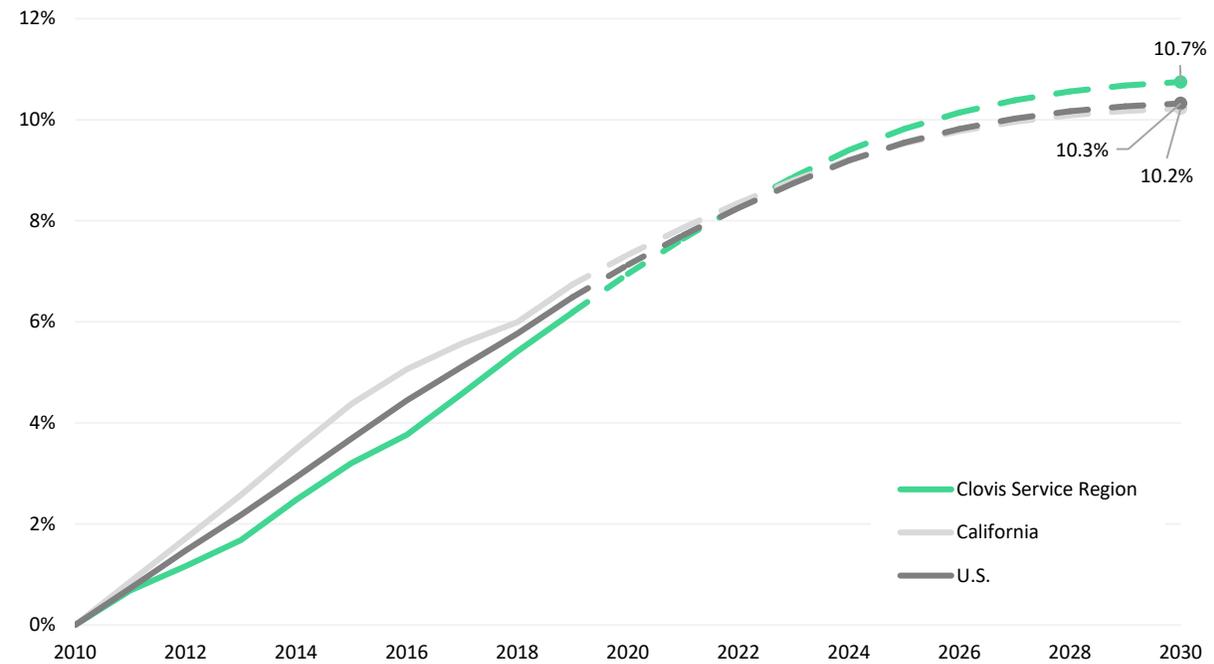
Figure 2: Historical and Projected Population Growth in the Clovis Service Area, 2010 to 2030



Source: EMSI Program Demand Gap Analysis (2020)

As a comparison, using 2010 as the base year, the Clovis Service Area reflects a 11% growth rate. California’s population is projected to increase by 10% over the same 20-year period, and the population in the U.S. is projected to increase by 10%.

Figure 3: Percent Population Change from 2010 in the Clovis Service Region, California, and the U.S.



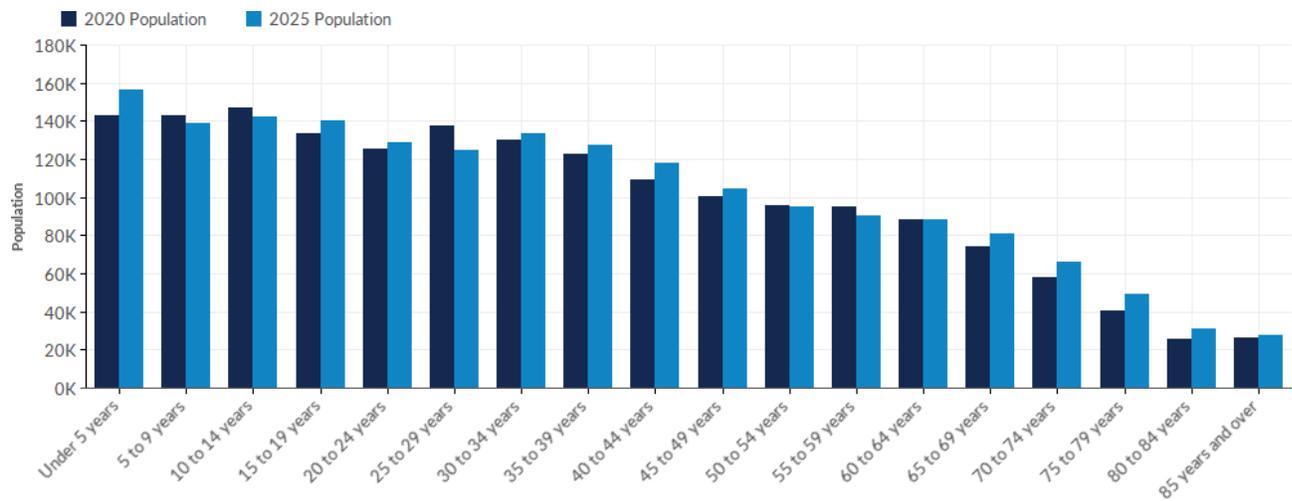
Source: EMSI Program Demand Gap Analysis (2020)

Service Area Age Profiles

The following chart shows the percentage of the population in each of the age segments. The first bar shows the data for 2020 and the second bar shows the data for 2025. This chart illustrates the projected shifts in population relative to age.

The data shows that the portion of the population in the age segments from 5-24 years will increase slightly. The percentages of the population in all the age segments from 25-29 years of age will have the largest decrease (-9%). The segment of 20-24 years of age is the prime college-going population. This segment currently comprises 7% of the service area population and will increase 3% by 2025 and keeps pace with the overall growth by age which is also 3%. As a comparison, the last report CCC had done indicated a negative growth rate (-7%) in the college-going population.

Figure 4: Clovis Community College Service Area Age Profile



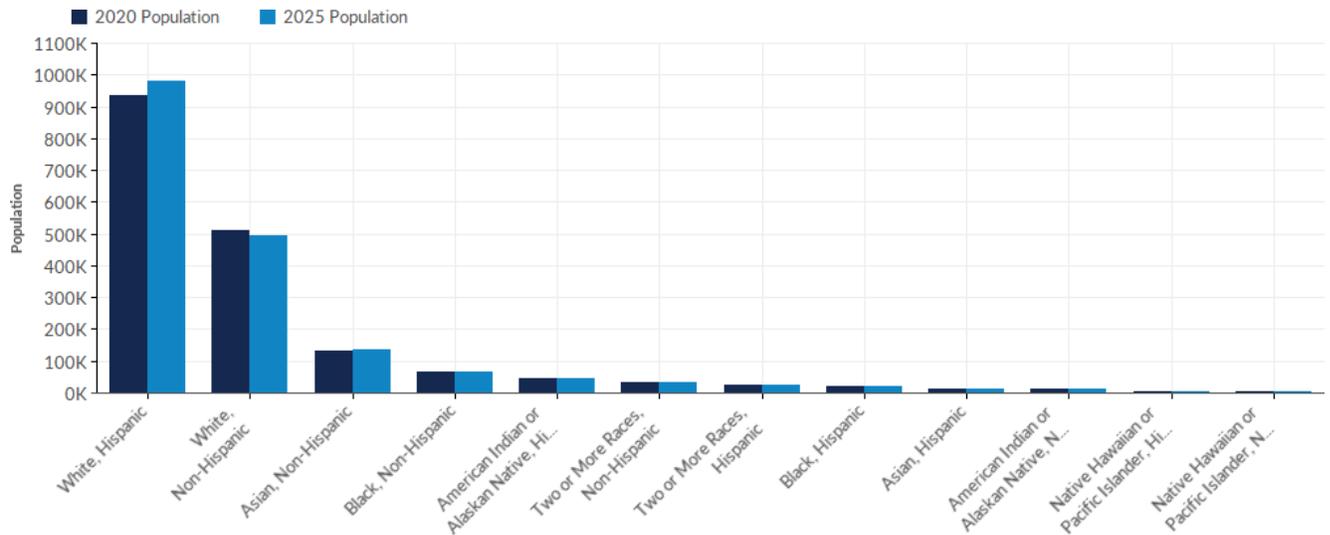
Source: EMSI, Analysis by Office of Institutional Research

Service Area Race/Ethnicity Profiles

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

NOTE: The United States Census considers “Hispanic” an origin, not a race. People of Hispanic origin can be of any race. Data is presented as such, with each race qualified as either Hispanic or non-Hispanic.

Figure 5: Clovis Community College Service Area Race/Ethnicity Profile



Source: EMSI, Analysis by Office of Institutional Research

The service area population is primarily “White, Hispanic” (52%) and is projected to increase 5% by 2025. The next largest groups are “White, Non-Hispanic” (29%), “Asian, Non-Hispanic” (7%) and “Black, Non-Hispanic” (4%). Race and ethnicity have not been reported in this manner at the college so it is difficult to compare with local college demographics. In Figure 5, the total Hispanic population is 57% of the total while CCC has a 44% Hispanic college student rate. Furthermore, CCC has a greater than service area population of “Asian, Non-Hispanic” students (11% compared to 7%) and a smaller “Black, Non-Hispanic” student base (2% compared to 4%).

CCC High School Profile

High School Graduates in the CCC Service Area 2015-2019

Clovis Unified School District (CUSD) has five high schools (Buchanan, Clovis High, Clovis East, Clovis North, and Clovis East) and each contributed between 29% and 34% of their graduating class to CCC in fall 2019, all of which are up from the previous year.

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Clovis Feeder Schools					
Buchanan High	555	623	599	629	633
Chawanakee Academy	14	13	19	31	38
Clovis East High	480	452	475	539	557
Clovis High School	609	606	640	670	588
Clovis North High	469	560	571	562	561
Clovis Online Charter	76	83	100	111	109
Clovis West High	519	472	485	488	467
Enterprise Alternative	15	22	21	14	15
Gateway High (Continuation)	62	60	52	41	58
Minarets Charter	67	76	53	45	65
Minarets High	49	53	58	33	37

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Sierra High	115	94	99	105	72
Fresno Feeder Schools with larger enrollments at CCC					
Bullard High School	558	573	539	573	499
Hoover High School	328	341	394	346	337
Total Feeder High School Graduates	3,916	4,028	4,108	4,187	4,036

Data Source: California Department of Education [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. Overall, there is a slight increase in percentage of students enrolling directly after high school over the past 5 years.

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
Clovis Feeder Schools					
Buchanan High	28%	32%	28%	28%	29%
Chawanakee Academy	7%	0%	0%	0%	8%
Clovis East High	20%	22%	19%	22%	29%
Clovis High School	32%	31%	30%	20%	29%
Clovis North High	34%	39%	38%	29%	29%
Clovis Online Charter	13%	18%	15%	23%	21%
Clovis West High	27%	31%	27%	24%	34%
Enterprise Alternative	20%	5%	14%	7%	27%
Gateway High (Continuation)	10%	8%	17%	15%	17%
Minarets Charter	16%	20%	8%	11%	5%
Minarets High	27%	26%	22%	21%	5%
Sierra High	23%	21%	21%	19%	19%
Fresno Feeder Schools with larger enrollments at CCC					
Bullard High School	11%	7%	11%	8%	8%
Hoover High School	2%	6%	7%	4%	7%
Total Feeder High School Graduates	23%	25%	23%	20%	24%

Data Source: ATERMs, SQL

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

The ethnic breakdown for incoming 2019 High School Graduates shows a similar population compared to the general college enrollments. The following table also shows the changes over the past five years in which there was an increase of Hispanic and Asian students and a decrease in White non-Hispanic students.

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019
African-American	1%	2%	2%	2%	2%
American Indian/ Alaskan Native	0%	< 1%	1%	<1%	1%
Asian	9%	8%	6%	8%	10%
Filipino	2%	1%	3%	2%	2%
Hispanic	39%	38%	41%	44%	42%
Multi-ethnicity	6%	7%	8%	8%	5%
Pacific Islander	0%	< 1%	0%	0%	0%
White/ non-Hispanic	42%	44%	39%	36%	36%

Data Source: ATERMs, SQL

Service Area Educational Attainment Profiles

Educational attainment data are useful for targeting specific population groups with low education levels. The population and educational attainment numbers in this section are based on Emsi’s demographic data and publicly available sources from state and federal agencies. Sources include annual population estimates and population projections from the U.S. Census Bureau and birth and mortality rates from the U.S. Health Department. In addition, demographic information relies on the annual results of the American Community Survey. Educational attainment data cover the population in the Clovis Service Region aged 25 years or more, referred to as adults, and indicate the highest award level achieved.

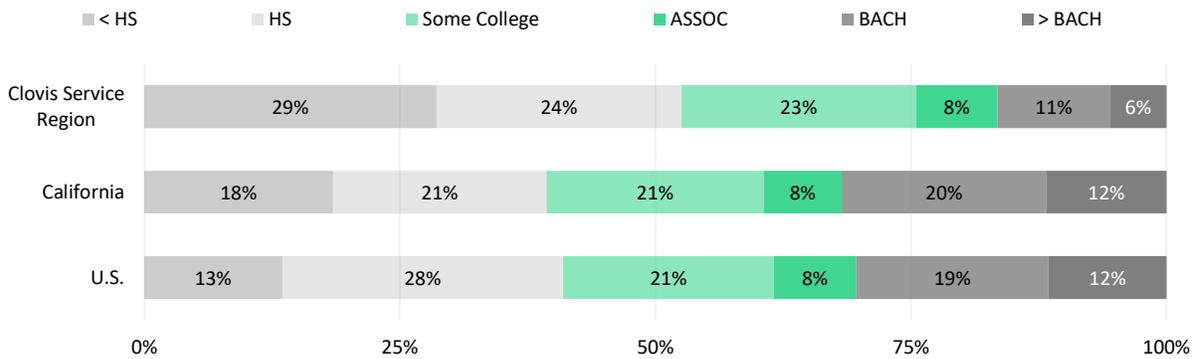
Demographic information is presented by gender and the major race and ethnic groups, and educational attainment data are broken out according to the following award categories:

- Less than a high school diploma (<HS);
- High school diploma or equivalent (HS);
- Some college;¹
- Associate degree (Assoc);
- Bachelor’s degree (Bach); and
- Greater than a bachelor’s degree (>Bach).

About 1.1 million adults live in the Clovis Service Region, and Figure 6 displays their highest educational attainments, without reference to gender and the major race and ethnic groups. State and national data are also presented for context. In the region, 52.6% of adults have a high school diploma or less, which is more than the state average (39.4%) and more than the national average (41.0%). Out of all the award categories in the figure, the people who are most likely to seek education and training from CCC are those in the “Less than High School Diploma,” “High School Diploma,” and “Some College” categories. Together, these categories total 832,920 people, or 75.5% of the region’s adults.

¹ The “Some College” category includes individuals who attended college but did not successfully obtain a degree and individuals who have received a postsecondary vocational award or professional certification but did not receive an associate or bachelor’s degree.

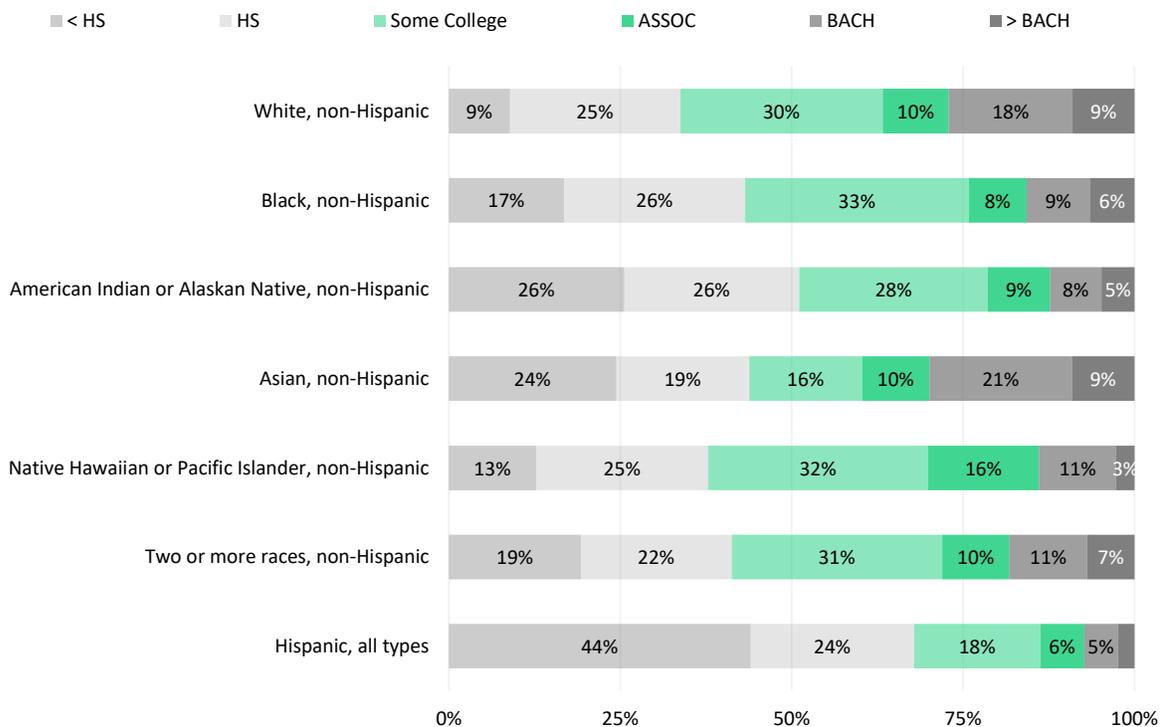
Figure 6: Highest Educational Attainment of Adults in the Clovis Service Area, California, and the U.S.



Source: EMSI Program Demand Gap Analysis (2020)

Figure 7 displays the highest educational attainment of the Clovis Service Region’s adults by their major race and ethnic groups. White, non-Hispanic adults have the highest percentage of adults with a postsecondary education (66.2%) among all the groups. The Native Hawaiian or Pacific Islander, non-Hispanic group follows with 62.2%. Hispanic, all types have the lowest levels of educational attainment in the region. Across all groups, these data suggest that there are many opportunities to increase the educational attainments of the region’s adults, whether such actions involve outreach to local high schools or supporting CCC students who plan to transfer into a bachelor’s degree level program.

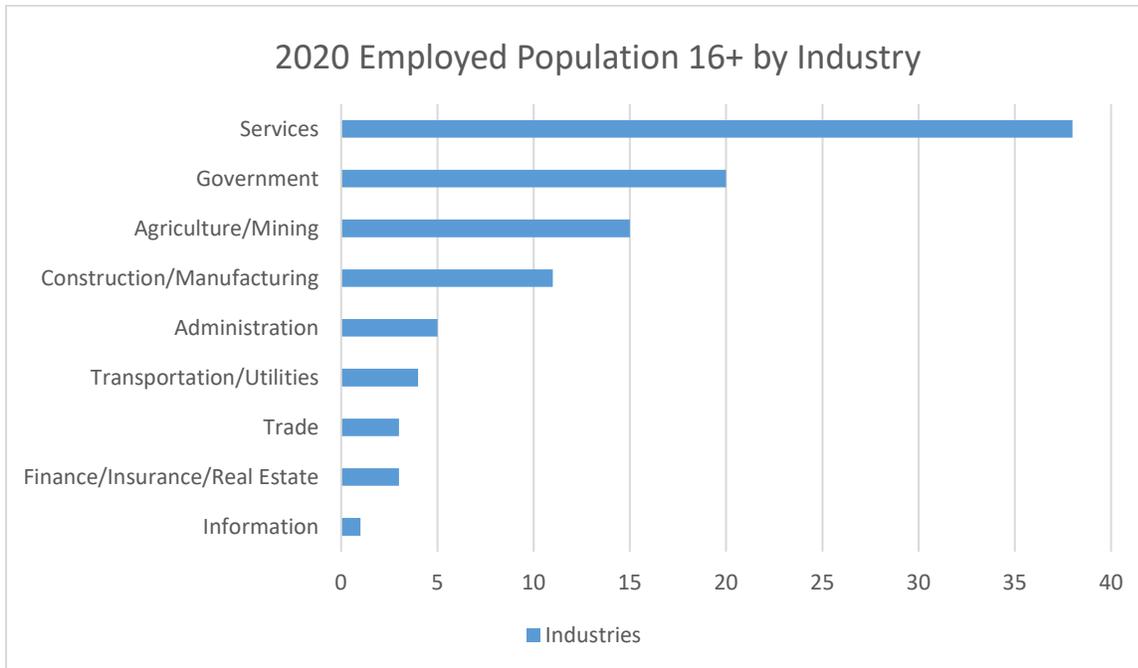
Figure 7: Highest Educational Attainment of Adults in the Clovis Service Area by Major Race and Ethnicity



Source: EMSI Program Demand Gap Analysis (2020)

Service Area Employment Profiles

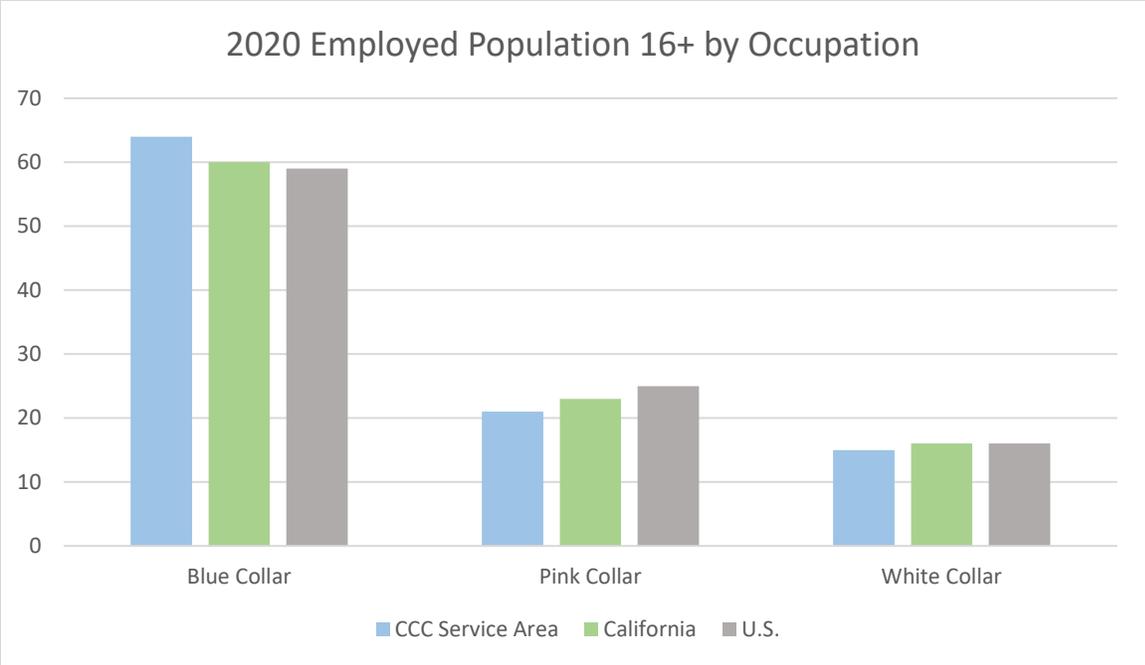
Almost 40% of the service area population (16 years and older) are employed in a service industry. This is followed by government (20%), agriculture and mining (15%), construction and manufacturing (11%), and administration (5%).



Source: EMSI; Analysis by Office of Institutional Research

Another way to look at employment data is to categorize by 'collar' type. Blue-collar workers are those who engage in manual labor. They may be skilled or unskilled and typically earn a lower hourly wage. White-collar workers typically have occupations that require a minimum amount of physical exertion and are stereotyped as 'suit and tie' workers. Pink-Collar workers refer to occupations traditionally held by females and was coined to distinguish a difference to blue-collar and white-collar workers. They typically are paid less despite being educated or trained. (<https://definitions.uslegal.com/a/>)

When looking at the data in terms of 'collar' type, most of the population (16 years and older) are employed in blue-collar jobs. The Clovis Community College service area follows this trend although to a slightly higher degree than California or the United States. In contrast, the service area has less pink-collar and white-collar than California or the United States.



Source: EMSI; Analysis by the Office of Institutional Research

Chapter 2: Characteristics of Clovis Community College Students

One of the core aspects of the CCC Mission is to “engage in reflective research and innovation focused on learning and student success” which begins with understanding who our students are so we can better fulfill 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%. CCC is consistently lower than the state in the older age categories while at the same time remaining consistent over the same time period.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
19 or under	Clovis	36%	37%	37%	37%	37%
	CCC System	26%	27%	28%	29%	31%
20-24	Clovis	38%	38%	37%	38%	37%
	CCC System	34%	33%	32%	30%	29%
25-29	Clovis	13%	12%	12%	12%	11%
	CCC System	13%	14%	14%	13%	13%
30-34	Clovis	5%	5%	6%	5%	6%
	CCC System	7%	7%	7%	7%	7%
35-39	Clovis	3%	3%	3%	3%	4%
	CCC System	5%	5%	5%	5%	5%
40-49	Clovis	3%	3%	3%	3%	3%
	CCC System	7%	6%	6%	7%	6%
50 or Over	Clovis	1%	1%	1%	1%	1%
	CCC System	8%	8%	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 2019). Hispanic students comprise 44% 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 6%.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American/non-Hispanic	Clovis	3%	3%	2%	3%	2%
	CCC System	6%	6%	5%	6%	5%
American Indian/Alaska Native	Clovis	2%	< 1%	1%	1%	1%
	CCC System	< 1%	< 1%	< 1%	<1%	<1%
Asian	Clovis	9%	8%	7%	7%	11%
	CCC System	11%	11%	11%	11%	11%
Filipino	Clovis	2%	2%	2%	2%	1%
	CCC System	3%	3%	3%	3%	3%
Hispanic	Clovis	38%	38%	41%	43%	44%
	CCC System	44%	45%	44%	46%	47%
Multi Ethnicity	Clovis	6%	6%	7%	8%	5%
	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	1%	< 1%	< 1%	<1%	1%
	CCC System	4%	4%	4%	4%	6%
White/non-Hispanic	Clovis	42%	42%	38%	36%	35%
	CCC System	27%	26%	27%	25%	23%

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. Over the past five years, the gap between women and men has increased while the state has remained relatively static.

		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Female	Clovis	55%	55%	57%	57%	58%
	CCC System	54%	54%	54%	54%	54%
Male	Clovis	44%	43%	42%	41%	40%
	CCC System	45%	45%	45%	45%	44%
Unknown	Clovis	1%	2%	2%	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 2016, 64% of students enrolled at CCC had a declared Clovis Major. That increased to 72% in fall 2019. Additionally, Clovis continues to add additional programs and as of fall 2019, is offering nearly 100 programs, an increase of 44 programs since becoming a college.

Most Recent Active Major	Type	Fall 17	Fall 18	Fall 2019
Accounting	AS	-	-	2
Administration of Justice for Transfer	AA-T	118	133	146
Anthropology for Transfer	AA-T	-	2	8
Art History for Transfer	AA-T	-	3	8
Art: Graphic Design	CN	7	2	-
Art: Two-Dimensional	AA	71	57	87
Associate Teacher	CA	18	7	18
Biological Science	AS	439	131	59
Biology for Transfer	AS-T	316	459	627
Business Administration for Transfer	AS-T	417	375	416
Business Administration, Accounting	AS	66	51	58
Business Administration, Entrepreneur	AS	57	54	70
Business Administration, General Business	AS	110	95	114
Business Administration, Information Systems Management	AS	9	3	9
Business Administration, Management	AS	80	68	96
Business Administration, Marketing	AS	67	78	73
Business Intern	CA	1	1	2
Child Care for School Age Children/Teacher	CA	33	35	28
Child Care for School-Age Children/Associate Teacher	CN	5	12	7
Child Development	AS	83	65	84
Child Development	CA	45	48	28
Child Development/Teacher	CA	-	-	2
Civil Engineering	AS	-	13	55
Communication	AA	50	37	46
Communication Studies	CA	10	25	18
Communication Studies for Transfer	AA-T	81	68	83
Computer or Software Engineering	AS	-	-	13
Computer or Software Engineering	CA	-	3	-
Computer Science	AS	201	194	245
Criminal Justice, Corrections	CA	12	7	-
Criminal Justice, Law Enforcement	AS	74	61	78
Criminal Justice, Law Enforcement	CA	38	32	1
Criminology – Corrections	AS	26	32	40
Criminology – Corrections	CA	-	-	9
Criminology – Law Enforcement	CA	-	-	40
CSU GE Breadth	CA	-	506	92

Most Recent Active Major	Type	Fall 17	Fall 18	Fall 2019
Cyber Security	CA	-	2	4
Drinking Water Treatment and Distribution	CA	3	5	1
Early Childhood Education for Transfer	AS-T	95	81	110
Early Intervention Assistant	CA	-	3	2
Economics for Transfer	AA-T	5	19	15
Electrical Engineering	AS	-	3	4
Elementary Teacher Education for Transfer	AA-T	238	207	250
Engineering	AS	243	205	126
English	AA	50	38	41
English for Transfer	AA-T	59	51	49
Entry Level Management	CA	-	2	-
Entry Level Management	CN	-	-	4
Environmental Science for Transfer	AS-T	-	2	11
Food Safety and Quality Technician	CA	14	1	-
Foreign Language	AA	11	12	13
Geography for Transfer	AA-T	-	2	2
Health Care Administration	AS	-	-	3
Health Care Interpreter	CN	40	29	40
History for Transfer	AA-T	72	62	81
Information Systems	CA	5	6	2
Information Systems - Web Design	CA	4	3	9
Information Systems, Help Desk	AS	1	4	-
Information Systems, Networking	AS	19	15	20
Information Systems, Networking	CA	-	3	3
Information Systems, Programming for the Web	AS	4	4	5
Information Systems, Programming for the Web	CA	2	2	1
Information Systems, Web Design	AS	13	11	12
Information Technician Support	CA	-	3	4
Information Technology Support Technician	CA	9	11	13
Intersegmental General Education Transfer Curriculum (igetc)	CA	-	36	15
Kinesiology for Transfer	AA-T	216	180	211
Liberal Arts & Sciences, Arts & Humanities	AA	65	53	68
Liberal Arts & Sciences, Natural Sciences	AA	41	49	45
Liberal Studies	AA	240	216	228
Life Science	AS	317	489	509
Management	AS	17	15	19
Managerial Assistant	CA	-	1	1
Mathematics	AS	30	32	44
Mathematics for Transfer	AS-T	73	60	105
Mechanical, Aerospace, or Manufacturing Engineering	AS	-	6	26

Most Recent Active Major	Type	Fall17	Fall 18	Fall 19
Mechanical, Aerospace, or Manufacturing Engineering	CA	-	2	1
Mechatronics/Industrial Automation	AS	-	1	4
Mechatronics/Industrial Automation	CA	-	1	5
Philosophy for Transfer	AA-T	6	12	16
Physical Education	AA	20	17	40
Physical Science	AS	49	53	48
Physics for Transfer	AS-T	37	24	45
Political Science for Transfer	AA-T	19	22	25
Psychology for Transfer	AA-T	418	387	489
Rehabilitation Aide	CA	-	1	4
Small Business Management	AS	9	21	12
Small Business Management	CA	2	3	9
Social Justice for Transfer	AA-T	-	-	2
Social Science	AA	76	133	145
Sociology for Transfer	AA-T	66	68	102
Spanish for Transfer	AA-T	2	6	8
Studio Arts for Transfer	AA-T	101	110	112
Wastewater Treatment	CA	12	12	18
Grand Total		5,138	5,453	5,843

Data Source: SQL; Non-degree and Certificates of Completion not included

Enrollment by Top 15 Condensed Programs

The majors were categorized into more general categories, condensed programs. The following table (sorted highest to lowest fall 2019) shows the top 15 CCC condensed programs. During fall 2019, 61% of all fall 2019 CCC students were enrolled in the following 15 condensed programs. They remain consistent (although rank order changes).

Declared Clovis Community College Program	2017-18	2018-19	2019-20
Biological Science	1121	1134	1195
Business Administration	841	837	900
Child Development	517	458	529
Psychology	418	387	489
Liberal Arts & Sciences/Liberal Studies	346	318	341
Criminology	268	264	314
Computer Science	201	197	258
Engineering	243	229	212
Kinesiology	216	180	211
Art	179	172	149
Mathematics	103	92	149
Communication	141	130	147
Social Science	76	133	145
Sociology	66	68	102
General Education	-	542	107

Data Source: SQL; NOTE: GE certificates approved in 2018-19, but were not included in last year's numbers. The above includes the CSU and IGETC Certificates in 2018-19 and 2019-20.

Enrollment by Special Programs

Unduplicated student enrollment of special programs are listed below.

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
CalWORKs	42	58	52	50	63
Foster Youth	18	82	91	129	128
DSP&S	344	286	376	478	463
Veterans	88	50	82	99	122

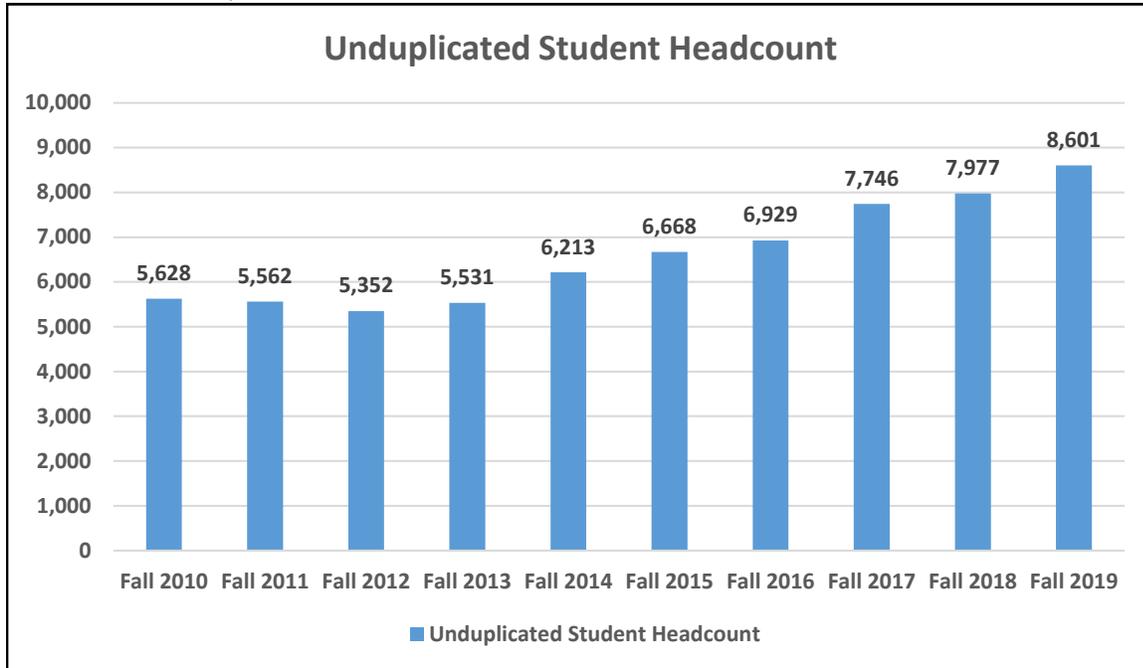
Data Source: [CCCCO Data Mart](#)

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 53% headcount increase. CCC was granted accreditation in Fall 2015 and has seen a 29% increase since then while the state system has shown a slight decrease (2%).

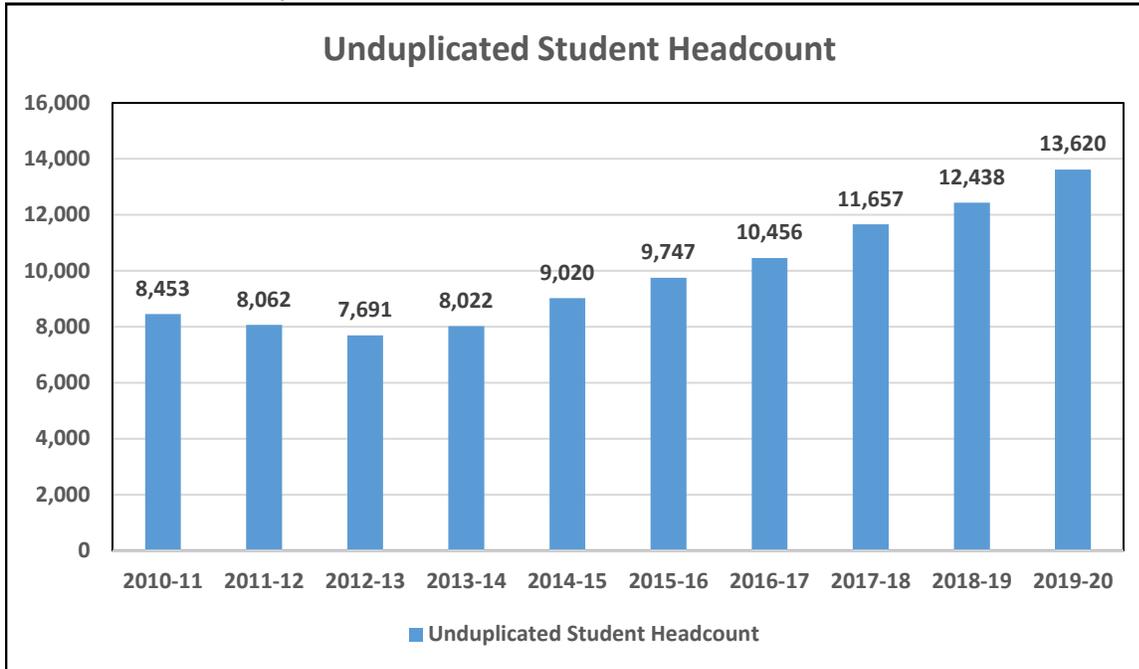
Total Fall Unduplicated Headcount



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 13,623 in 2019-2020, which is a 61% increase over the past 10 fall terms.

Total Annual Unduplicated Headcount

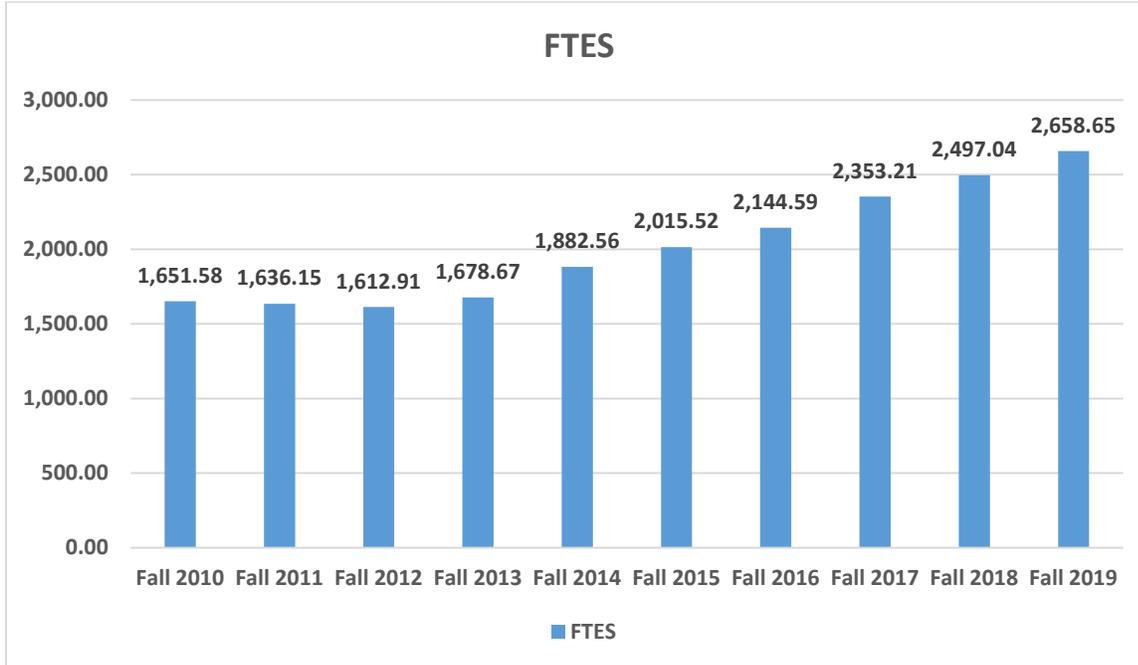


Data Source: ATERMs

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 ($3 \times 5 \times 35 = 525$). There has been a 61% increase in FTES from fall 2010 to fall 2019 and a 32% increase since becoming a college in fall 2015.

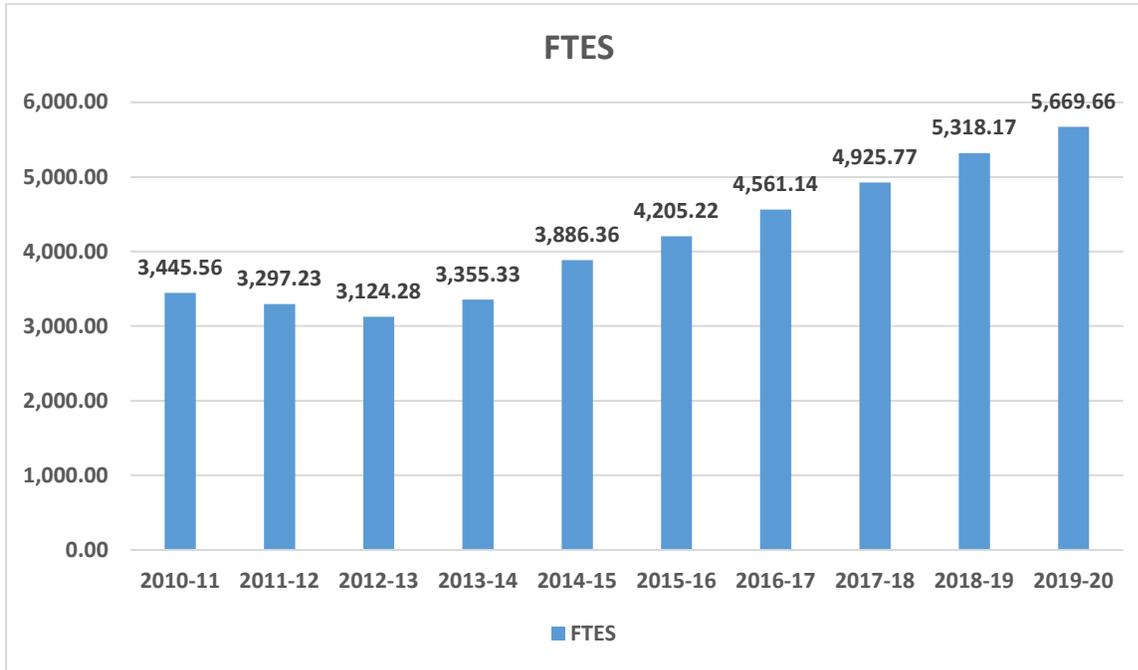
Total Fall FTES



Data Source: ATERM FTES, Only RFTES included

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 65% increase in annual FTES.

Total Annual FTES



Data Source: ATERM FTES

Enrollment Status

Continuing students (those with continuous enrollments) make up the largest portion of the headcount (56%) 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 (those who had some break in enrollments) (15%) and high school/dual enrolled students (5%). The proportions are 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 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
• First Time Student	28%	27%	25%	27%	25%
• Returning Student	14%	13%	15%	12%	15%
• Continuing Student	54%	56%	58%	56%	56%
• High School Enrichment or Dual Enrollment	3%	3%	3%	3%	5%

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 Associate Degree on the way. Approximately 2/3 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 three percent state they are here seeking to improve job skills. Rates have been relatively stable over the past five years.

CCC Educational Goals	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Transfer to four-year institution (with or without Degree)	68%	73%	69%	68%	68%
Earn Associate Degree (with or without Transfer)	55%	60%	60%	55%	61%
Earn Associate Degree Only	5%	4%	5%	5%	6%
Earn Vocational Degree Or Certificate (with or without Transfer)	2%	1%	2%	1%	2%
Job Skills	4%	3%	4%	6%	3%
Other (includes unknown or undecided)	22%	19%	21%	21%	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 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Non-Credit	< 1%	< 1%	< 1%	<1%	<1%
1.0-2.9	1%	1%	1%	<1%	<1%
3.0-5.9	17%	18%	19%	18%	18%
6.0-8.9	20%	20%	19%	19%	20%
9.0-11.9	17%	18%	18%	18%	17%
12.0-14.9	32%	32%	31%	31%	28%
15.0+	13%	12%	13%	14%	17%

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 11% of all enrollments.

Total Enrollments	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Traditional (Face-to-Face)	94%	94%	93%	91%	89%
Distance Ed (Online or Hybrid)	6%	6%	7%	9%	11%

Data Source: ATERMs

As CCC continues to expand its Distance Ed program, students have responded by increasing enrollments. Currently, 26% of students are participating in 1 or more online courses.

Unduplicated Students	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Distance Ed (Online or Hybrid)	13%	13%	15%	20%	26%

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 section offerings have declined over the past five years and are currently 17% of total sections. Slightly under one third of all students take one or more evening class per semester.

Total Enrollments	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Day	73%	74%	83%	82%	83%
Evening	27%	26%	17%	18%	17%

Unduplicated Students	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Evening	51%	52%	35%	35%	31%

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.

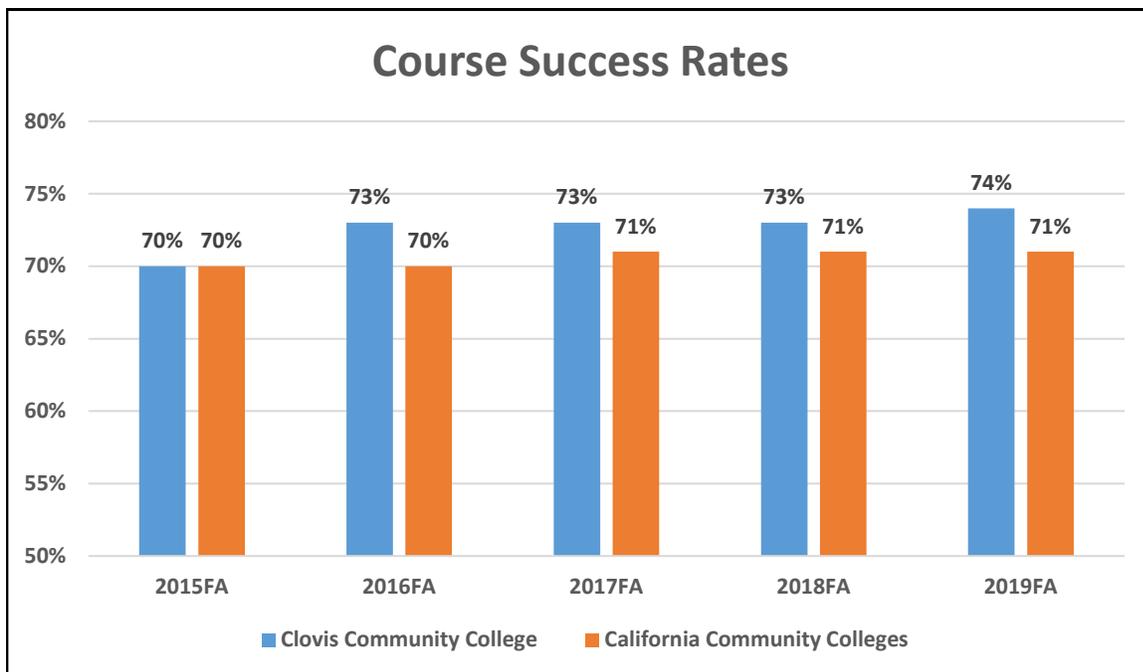
This chapter contains information on course success, retention, program completions, and transfer. The data is often disaggregated to examine disproportionate impact. In addition, special programs and delivery method are analyzed.

Data Sources Used

Two primary data sources are used in this chapter. The first is Colleague (SQL), which allows for specific data inquiry and gives direct access to student records. The second source includes two data sets (ATERMs and ATERM FTEs) and provides historical data from term snapshots.

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 74%.

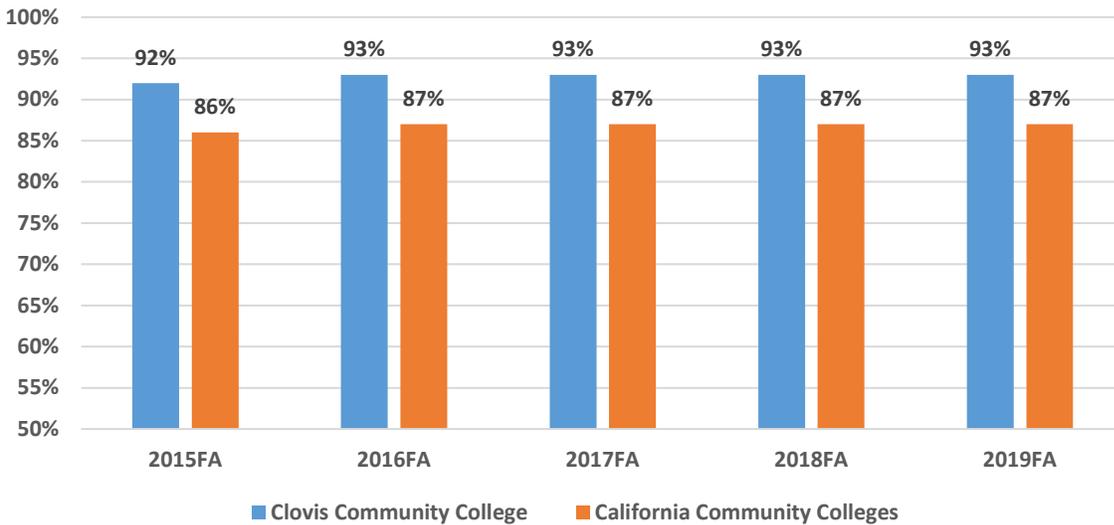


Data Source: ATERMs, CCCCO DataMart

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.

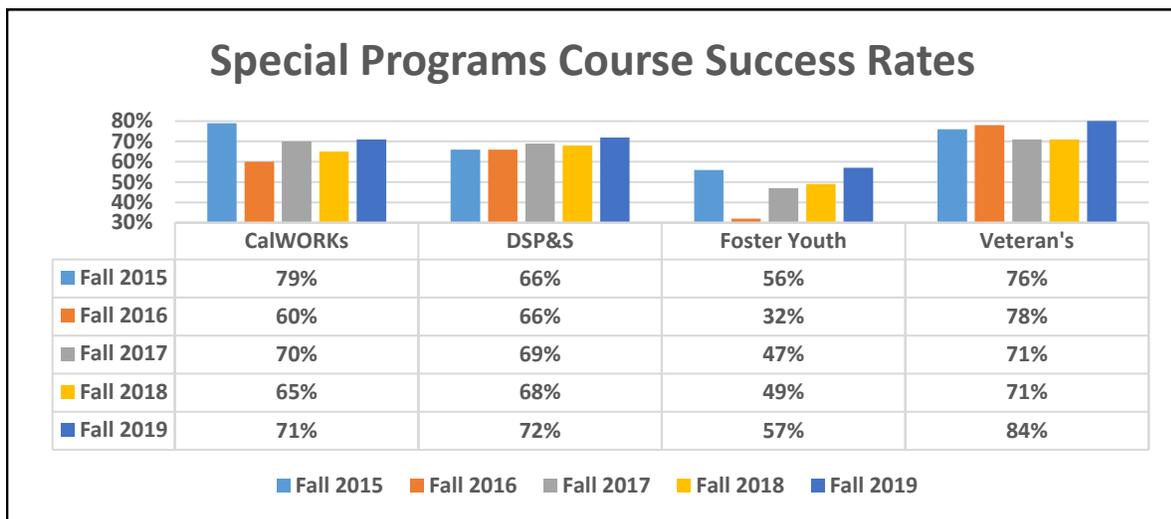
Course Retention Rates



Data Source: ATERMs, CCCCO DataMart

Special Programs Course Success Rates

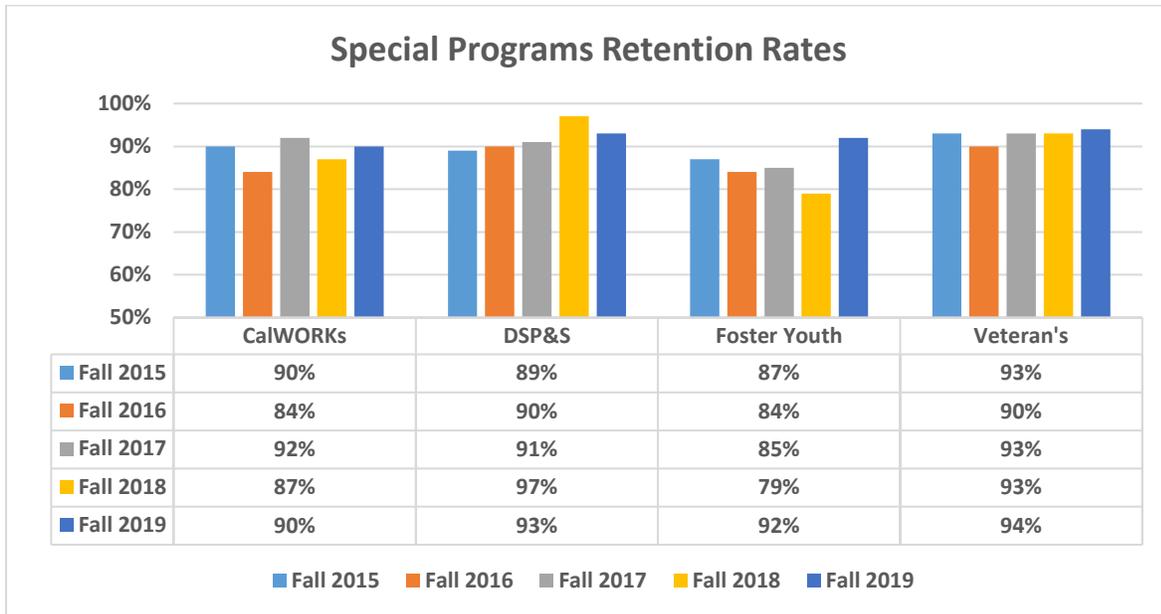
Special programs success rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Foster Youth (and Former Foster Youth), and Veteran's data. Students in special populations show lower than average success rates across the board. 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. All groups exceed state success rates.



Data Source: ATERMs, SQL

Special Programs Course Retention rates

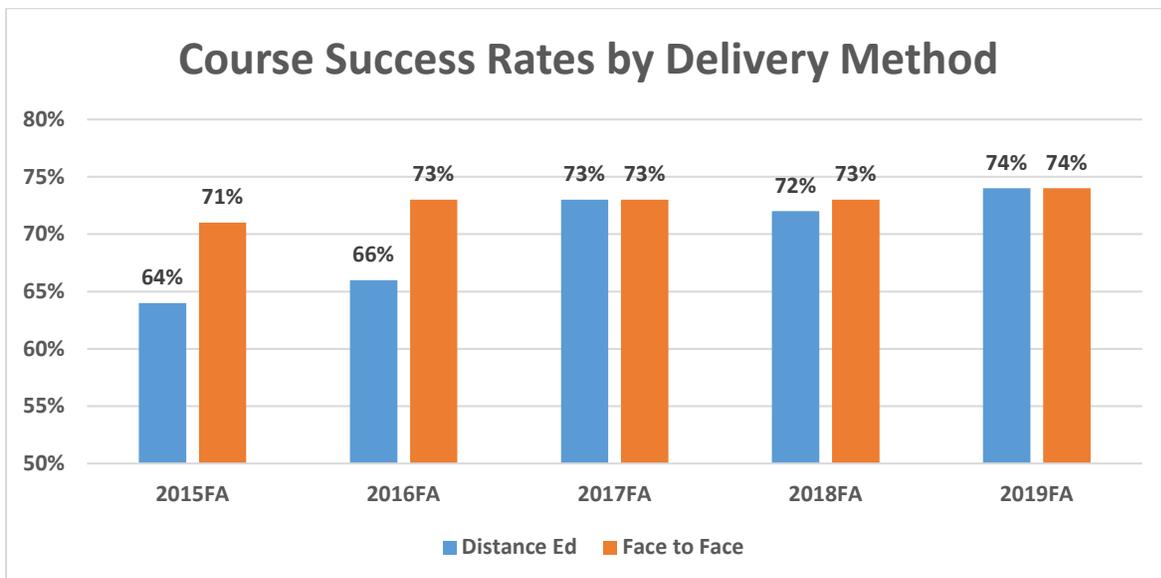
Retention rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Foster Youth (and Former Foster Youth), and Veteran’s. Retention rates are in line with the college and all groups surpass statewide retention rates.



Data Source: ATERMs, SQL

Course Success Rates by Delivery Method

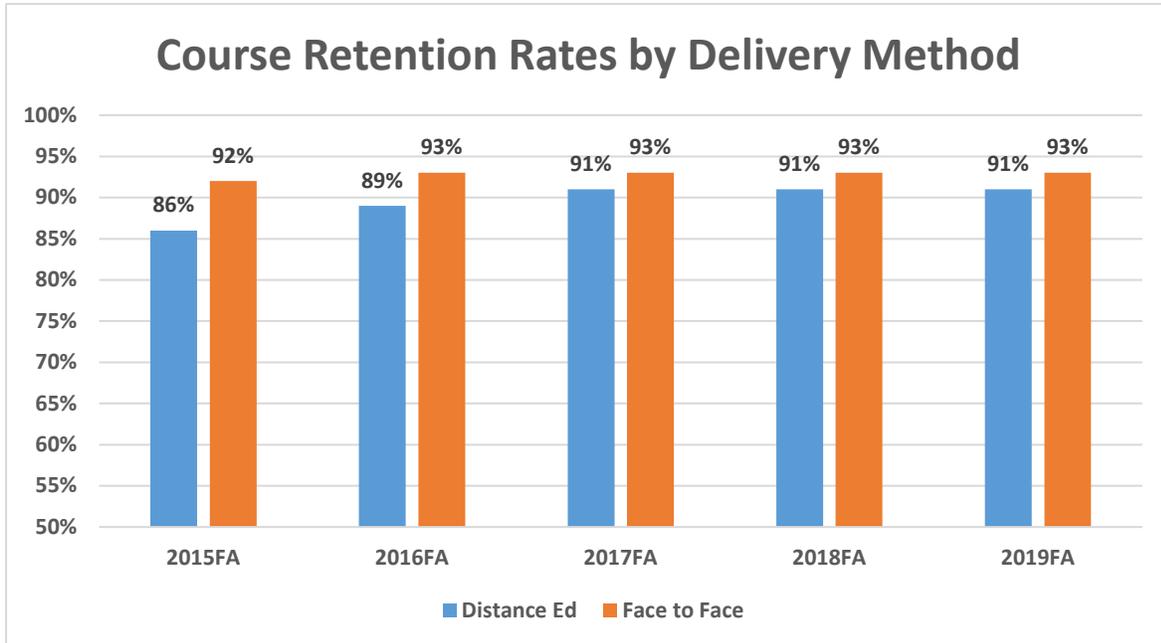
Successful course completion rates (or success rates) reflect the proportion of students enrolled at census who earn a grade of “A”, “B”, “C”, or “Pass” in their course. Over the course of five fall terms, online courses have improved their success rates to those of traditional in class meetings.



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 similar to those of traditional face-to-face meetings.



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 74%, 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. A ** indicates a student population of less than 10. In these cases, data is suppressed. Unknown demographics are not reported.

Success rates for African American, American Indian/Alaska Natives, Hispanic, and Pacific Islander students are lower than the college average.

Success Rates by Ethnicity	2015FA	2016FA	Fall 2017	Fall 2018	Fall 2019
African-American/ non-Hispanic	65%	65%	68%	69%	64%
American Indian/ Alaskan Native	64%	59%	72%	68%	67%
Asian	74%	76%	78%	78%	77%
Filipino	74%	78%	82%	82%	83%
Hispanic	65%	68%	69%	68%	70%
Multi-ethnicity	73%	75%	78%	74%	77%
Pacific Islander *	72%	65%	76%	suppressed	70%
White/ non-Hispanic	74%	77%	76%	76%	77%

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 college is 93%.

Overall, retention rates are very high and even disaggregated remain over 90%. Retention rates have been stable over the past several fall terms and there has been no disproportionate impact for the past 4 fall terms.

Retention Rates by Ethnicity	2015FA	2016FA	Fall 2017	Fall 2018	Fall 2019
African-American/ non-Hispanic	89%	91%	90%	91%	90%
American Indian/ Alaskan Native	90%	94%	93%	91%	92%
Asian	93%	92%	93%	93%	93%
Filipino	97%	95%	95%	96%	94%
Hispanic	91%	92%	92%	92%	93%
Multi-ethnicity	92%	93%	94%	93%	92%
Pacific Islander **	92%	88%	97%	suppressed	97%
White/ non-Hispanic	93%	93%	93%	94%	92%

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.

	2015FA	2016FA	2017FA	2018FA	Fall 2019
Female	73%	74%	76%	76%	75%
Male	67%	71%	69%	68%	72%

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.

	2015FA	2016FA	Fall 2017	2018FA	Fall 2019
Female	92%	93%	93%	93%	93%
Male	92%	93%	92%	92%	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 college currently awards 92 associate degrees and certificates.

CCC recently added a popular, internal certificate, CSU General Education Breadth. Although not yet recognized by the CCCCCO, upon completion of this certificate, students will have met the lower division general education requirements for all CSU campuses. With it, a student who transfers will not be required to complete any further lower-division general education courses and will have a general understanding of ‘basic principles of these academic disciplines, their method of inquiry, their history, and impact on society, and their relationships to each other’ (2018-19 Course Catalog). This year, CCC awarded 704 of these certificates.

Degrees and Certificates by Program	2017-18 Awarded	2018-19 Awarded	2019-20 Awarded
Biological Science	153	157	172
Liberal Arts & Sciences/Liberal Studies	105	165	170
Psychology	96	130	147
Business Administration	113	112	135
Child Development	78	122	114
Social Science	46	99	106
Communications	62	64	59
Criminology	33	33	47
Mathematics	52	48	37
Kinesiology	27	33	29
Art	22	28	28
English	14	14	24
History	27	33	24
Political Science	9	16	20
Economics	7	13	17
Sociology	5	16	15
Physical Education	-	16	14
Computer Science	25	24	13
Physics	23	19	11
Information Systems	2	3	7
Philosophy	2	5	7
Physical Science	3	4	6
Engineering (Mechanical, Aerospace, Manufacturing)	-	8	5
Anthropology	-	1	3
Engineering	5	3	3
Wastewater Treatment	5	4	3
Mechanical, Aerospace, Or Manufacturing Engineering	-	5	3
Geography	-	-	2
Mechatronics/Industrial Automation	-	1	2
Information Technology	1	1	1
Foreign Language	-	-	1
Rehabilitation Aide	-	-	1
Health Care Interpreter	17	-	-
Food Safety and Quality Technician	-	2	-
CSU_IGETC	-	647	745
Grand Total	932	1826	1971

Data Source: SQL; NOTE: GE certificates approved in 2018-19, but were not included in last year's numbers. The above includes the CSU and IGETC Certificates in 2018-19 and 2019-20.

Graduates by Top 15 Programs

As was in the previous chapter, degree awards were condensed into more general categories, condensed programs. The following table (sorted highest to lowest fall 2019) shows the top 15 CCC condensed programs as indicated by awards granted.

Condensed Program	2017-2018	2018-2019	2019-2020
Biology	153	155	172
Liberal Arts & Sciences/Liberal Studies	105	165	170
Business Administration	120	124	154
Psychology	96	129	149
Child Development	78	119	115
Social Science	46	99	106
Communication	62	64	59
Criminology	33	32	47
Mathematics	52	48	37
Art	22	28	29
Kinesiology	27	33	29
English	14	14	24
History	27	33	24
Political Science	9	16	20
CSU_IGETC	-	645	748

Data Source: SQL; NOTE: GE certificates approved in 2018-19, but were not included in last year's numbers. The above includes the CSU and IGETC Certificates in 2018-19 and 2019-20.

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. Hispanic students showed gains again this year and report completion rates that are more aligned to enrollments. They are still slightly under the expected completion rate of 44%.

2017-18	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	4	1	8	7	-	-	20	2%
American Indian / Alaskan Native	-	-	-	1	-	-	1	0%
Asian	12	18	23	17	5	3	78	8%
Filipino	1	4	9	2	1	-	17	2%
Hispanic	61	83	56	76	19	-	295	32%
Multi-ethnicity	5	19	13	14	2	13	66	7%
Pacific Islander	2	-	1	2	-	-	5	1%
Unknown	3	2	2	-	-	-	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

2018-19	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	6	6	5	4	14	-	35	2%
American Indian / Alaskan Native	1	2	1	2	5	-	11	1%
Asian	25	35	25	27	69	-	181	10%
Filipino	4	5	8	3	9	-	29	2%
Hispanic	113	142	72	86	283	2	698	38%
Multi-ethnicity	11	21	11	17	42	-	102	6%
Unknown	1	-	1	-	-	-	2	0%
White/ non-Hispanic	131	164	77	92	301	3	768	42%
TOTAL	292	375	200	231	723	5	1826	100%

Data Source: SQL

2019-20	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	6	5	1	2	6	-	20	1%
American Indian / Alaskan Native	2	2	-	1	5	-	10	1%
Asian	34	44	30	45	81	-	234	12%
Filipino	2	5	9	7	19	-	42	2%
Hispanic	120	166	78	102	320	-	786	40%
Multi-ethnicity	14	21	12	4	37	-	88	4%
Pacific Islander	-	-	-	1	1	-	2	0%
Unknown	2	2	1	1	5	-	11	1%
White/ non-Hispanic	123	165	72	98	320	-	778	39%
TOTAL	303	410	203	261	794	-	1971	100%

Data Source: SQL

Student Transfers

Clovis Community College students have a high transfer rate, typically to California institutions. 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
2015-16	102	847	194
2016-17	124	949	184
2017-18	131	881	221

Data source: ATERMs, National Student Clearinghouse

Top 15 California Transfer Institutions

While most CCC transfer students go to CSU Fresno, the following table reflects the most popular public institutions students choose. In addition, the college sends about 200 students per year to in-state private schools such as National University and University of Phoenix, which have Fresno campus locations.

College Name	15-16	16-17	17-18
CALIFORNIA STATE UNIVERSITY - FRESNO	717	807	741
UNIVERSITY OF CALIFORNIA - DAVIS	24	28	23
SAN JOSE STATE UNIVERSITY	14	11	22
UNIVERSITY OF CALIFORNIA - LOS ANGELES	16	11	17
UNIVERSITY OF CALIFORNIA - BERKELEY	2	8	17
UNIVERSITY OF CALIFORNIA - SAN DIEGO	12	9	16
SAN FRANCISCO STATE UNIVERSITY	12	16	15
CALIFORNIA STATE UNIVERSITY - LONG BEACH	22	19	14
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	10	16	14
UNIVERSITY OF CALIFORNIA - SANTA CRUZ	4	7	14
UNIVERSITY OF CALIFORNIA - IRVINE	9	8	13
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	6	11	12
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	7	16	11
UNIVERSITY OF CALIFORNIA - MERCED	13	14	10
UNIVERSITY OF CALIFORNIA - SANTA BARBARA	13	9	9
HUMBOLDT STATE UNIVERSITY	2	6	9
SAN DIEGO STATE UNIVERSITY	11	22	6
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	2	6	6
CALIFORNIA STATE UNIVERSITY - EAST BAY	3	6	5
CALIFORNIA STATE UNIVERSITY - CHICO	2	6	5
UNIVERSITY OF CALIFORNIA - RIVERSIDE	8	7	3

Data source: ATERMs, National Student Clearinghouse

Chapter 5: California Community College Chancellor's Office Student Success Metrics

Over the past 2 years, and stemming from the Chancellor's Office system goals, including Vision for Success and Guided Pathways, a new set of universal, simplified metrics for California's 116 community colleges was developed.

The Chancellor's Office indicates, "To provide a holistic approach to the California Community Colleges' work on student success, the Chancellor's Office worked with a broadly representative group of practitioners to develop Student Success Metrics. Student Success Metrics pinpoint critical milestones and accomplishments that align with the Vision for Success and the Student Centered Funding Formula, and integrate metrics associated with various initiatives and funding streams".

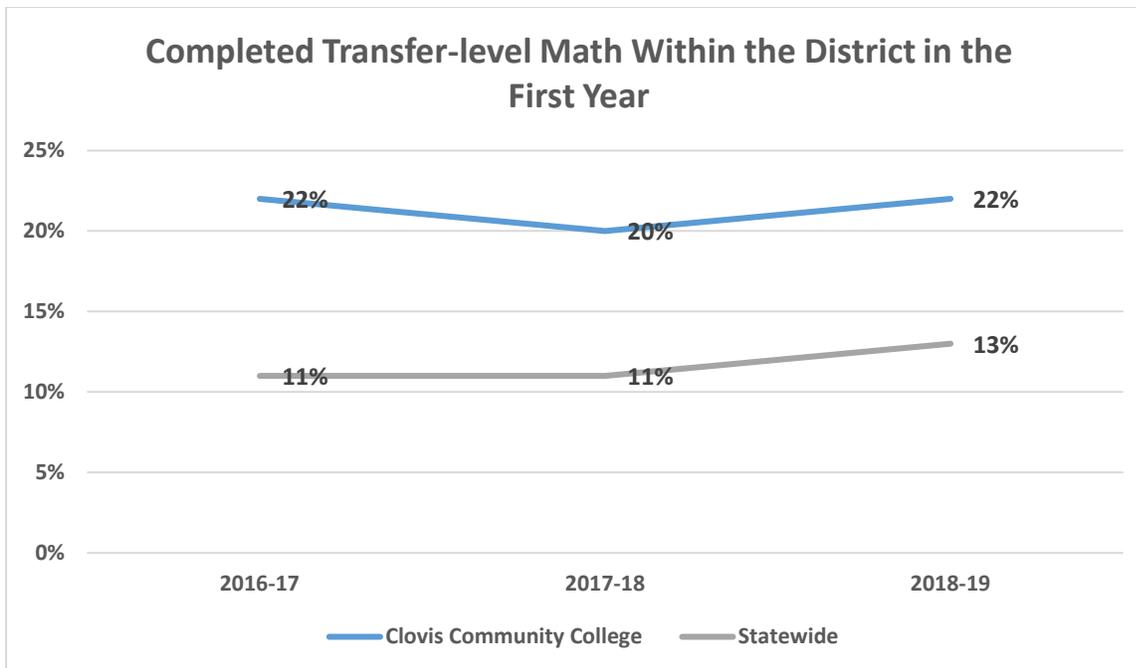
The following charts and tables use data from the newly implemented CCCCO Student Success LaunchBoard (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics>). These data are derived from MIS data and are a yearly snapshot as opposed to cohort data.

In cases where data is incomplete due to low sample sizes and a methodological masking rule, cells are marked with *. It is expected that this will be rectified as data continues to build and CCC grows. Masked and unknown data is not reported. Measured by the Percentage Point Gap (PPG), disproportionate impact occurs when a subset of students based on some characteristic such as gender or economic status are unjustifiably experiencing lower outcomes (more than 3%) than the total population. Student groups who are disproportionately impacted are noted in **red**.

Completion of Transfer-Level Math within the District in the First Year

One of the categories that the LaunchBoard developed is that of Student Momentum Points. These are measures that research has shown to increase successful completion efforts. With the addition of AB705, Colleges have been tasked to increase the number of students who complete transfer-level math and English in their first year and these next few sections will explore completion of transfer-level math and English courses.

Clovis Community College reflects a higher than State average for students who complete transfer-level math in their first year across the 3 reported years and despite a slight decline in 2017-18, CCC remains significantly higher. As the advanced junction of math courses and co-requisite support increases, CCC expects to increase this trend.



Data Source: CCCC LaunchBoard

Completion of Transfer-level Math within the District in the First Year by Disaggregation

One of the major inclusions that the LaunchBoard data has given us is the ability to disaggregate across all student equity groups. The rationale is that equity is not to be viewed in a vacuum. Rather, equity should be considered at every possible avenue as a check on both successful outcomes and support services.

As can be seen in the following tables, CCC shows lower than average transfer-level math completions (in the first year) for Black, Hispanic and disabled students although all of these populations remain higher than state averages. Differences among age categories is also noted.

Gender	2016-17	2017-18	2018-19
Female	22%	21%	20%
Male	22%	*	24%

Data Source: CCCC LaunchBoard

Ethnicity	2016-17	2017-18	2018-19
American Indian/Alaska Native	*	*	*
Asian	35%	27%	32%
Black or African American	*	*	15%
Filipino	*	50*	30%
Hispanic	16%	16%	17%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	21%	32%	24%
White	26%	20%	24%

Data Source: CCCC LaunchBoard

Age Group	2016-17	2017-18	2018-19
19 or Less	25%	23%	30%
20 – 24	*	9%	13%
25 – 29	*	*	8%
30 – 34	*	*	*
35 – 39	*	*	7%
40 – 54	*	*	*
55 and older	*	*	*

Data Source: CCCC LaunchBoard

First Generation	2016-17	2017-18	2018-19
First Generation	15%	26%	20%
Not First Generation	26%	23%	23%

Data Source: CCCC LaunchBoard

Pell Grant Recipient	2016-17	2017-18	2018-19
Pell Grant Recipient	18%	18%	23%
Not a Pell Grant Recipient	25%	22%	21%

Data Source: CCCC LaunchBoard

Veterans	2016-17	2017-18	2018-19
Veteran	*	*	*
Not a Veteran	*	*	*

Data Source: CCCC LaunchBoard

LGBT	2016-17	2017-18	2018-19
LGBT	*	*	*
Not LGBT	*	*	*

Data Source: CCCC LaunchBoard

College Promise Grant	2016-17	2017-18	2018-19
Promise Grant Recipient	19%	17%	20%
Not Promise Grant Recipient	26%	24%	23%

Data Source: CCCC LaunchBoard

Disabled	2016-17	2017-18	2018-19
Disabled	13%	13%	17%
Not Disabled	23%	21%	22%

Data Source: CCCC LaunchBoard

Foster Youth	2016-17	2017-18	2018-19
Foster Youth	*	*	*
Not a Foster Youth	*	*	*

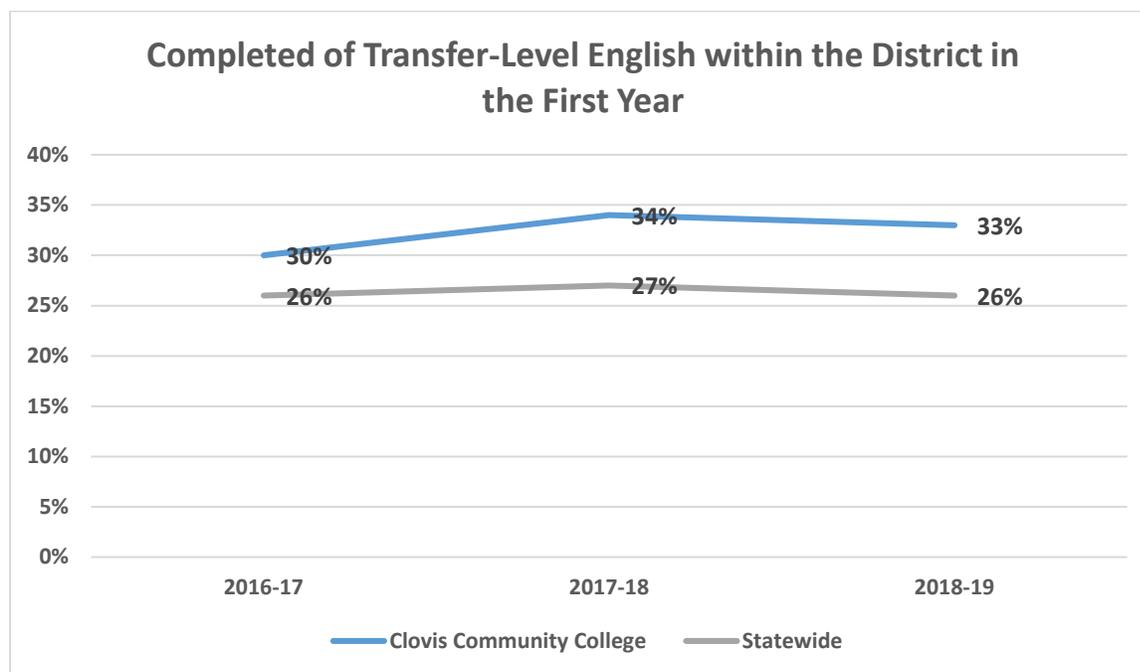
Data Source: CCCC LaunchBoard

Economically Disadvantaged	2016-17	2017-18	2018-19
Economically Disadvantaged	19%	18%	20%
Not Economically Disadvantaged	26%	24%	24%

Data Source: CCCC LaunchBoard

Completion of Transfer-Level English within the District in the First Year

As with the transfer-level math classes, Clovis trends above the state average for percentage of students who complete transfer-level English in their first year. It is interesting to note that the English department had several section offerings of English 1A (transfer English) with co-requisite support offered in 2017-18 and there was an uptick in completions that year. The college added more sections and support for the 2018-19 academic year and saw a 4% increase in completion. Starting this fall, nearly all students will be entering English 1A with appropriate support.



Completion of Transfer-level English within the District in the First Year by Disaggregation

Completion rates of transfer-level English in the first year are very encouraging, and the current year has shown a decline in disproportionate impact among Hispanic students. The following tables provide information that is intended go further into the performance of various sub-populations. LGBT, foster youth, and disabled students continue to struggle compared to their peers.

Gender	2016-17	2017-18	2018-19
Female	30%	37%	33%
Male	30%	*	34%

Data Source: CCCCC LaunchBoard

Ethnicity	2016-17	2017-18	2018-19
American Indian/Alaska Native	*	*	*
Asian	38%	35%	36%
Black or African American	*	30%	26%
Filipino	*	30%	37%
Hispanic	21%	29%	30%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	38%	49%	35%
White	38%	38%	38%

Data Source: CCCCC LaunchBoard

Age Group	2016-17	2017-18	2018-19
19 or Less	34%	39%	46%
20 – 24	14%	12%	17%
25 – 29	*	18%	13%
30 – 34	*	*	6%
35 – 39	*	*	15%
40 – 54	*	*	*
55 and older	*	*	*

Data Source: CCCCC LaunchBoard

First Generation	2016-17	2017-18	2018-19
First Generation	24%	29%	31%
Not First Generation	34%	37%	36%

Data Source: CCCCC LaunchBoard

Pell Grant Recipient	2016-17	2017-18	2018-19
Pell Grant Recipient	25%	34%	42%
Not a Pell Grant Recipient	34%	35%	29%

Data Source: CCCCC LaunchBoard

Veterans	2016-17	2017-18	2018-19
Veteran	*	21%	33%
Not a Veteran	*	27%	33%

Data Source: CCCCC LaunchBoard

LGBT	2016-17	2017-18	2018-19
LGBT	*	*	23%
Not LGBT	*	*	34%

Data Source: CCCC LaunchBoard

College Promise Grant	2016-17	2017-18	2018-19
Promise Grant Recipient	26%	32%	34%
Not Promise Grant Recipient	35%	37%	33%

Data Source: CCCC LaunchBoard

Disabled	2016-17	2017-18	2018-19
Disabled	15%	23%	29%
Not Disabled	31%	35%	34%

Data Source: CCCC LaunchBoard

Foster Youth	2016-17	2017-18	2018-19
Foster Youth	*	25%	20%
Not Foster Youth	*	35%	34%

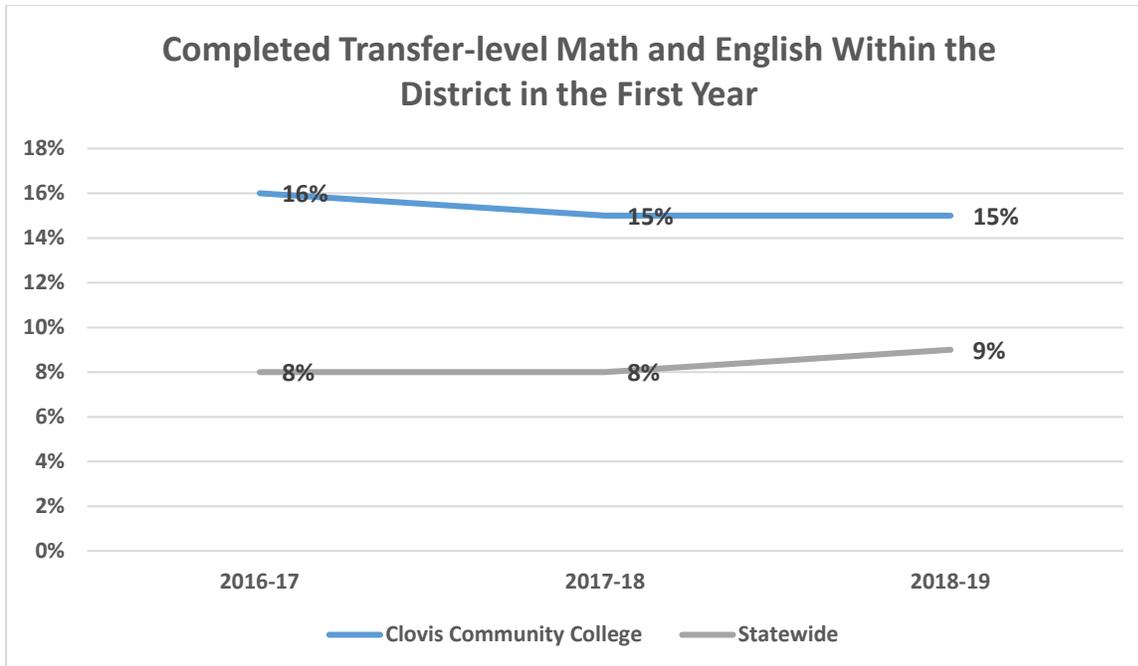
Data Source: CCCC LaunchBoard

Economically Disadvantaged	2016-17	2017-18	2018-19
Economically Disadvantaged	26%	32%	34%
Not Economically Disadvantaged	36%	37%	33%

Data Source: CCCC LaunchBoard

Completion of Transfer-Level Math and English within the District in the First Year

Fifteen percent of CCC students completed math *and* English within the district in their first year in 2018-19. That is 6% above the California Community College system and that has been the trend over the 3-year reporting period. This is a positive outcome for the college overall, while still providing opportunity for improvement. With the current Guided Pathways implementation, AB705 regulations, and other local initiatives, we expect that the college will continue to increase in completions over the next several years. In addition, once data is more readily available, subgroup and equity comparisons will be better able to inform the college.



Data Source: CCCC LaunchBoard

Completion of Transfer-level Math and English within the District in the First Year by Disaggregation

When it comes to completing both math and English in the first year, students at CCC show little to no variation across most equity subgroups.

Gender	2016-17	2017-18	2018-19
Female	16%	17%	14%
Male	*	*	16%

Data Source: CCCC LaunchBoard

Ethnicity	2016-17	2017-18	2018-19
American Indian/Alaska Native	*	*	*
Asian	25%	19%	22%
Black or African American	*	*	*
Filipino	*	34%	19%
Hispanic	10%	12%	12%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	15%	25%	16%
White	21%	16%	17%

Data Source: CCCC LaunchBoard

Age Group	2016-17	2017-18	2018-19
19 or Less	19%	18%	23%
20 – 24	*	*	4*
25 – 29	*	*	*
30 – 34	*	*	*
35 – 39	*	*	*
40 – 54	*	*	*
55 and older	*	*	*

Data Source: CCCC LaunchBoard

First Generation	2016-17	2017-18	2018-19
First Generation	9%	11%	14%
Not First Generation	20%	18%	17%

Data Source: CCCC LaunchBoard

Pell Grant Recipient	2016-17	2017-18	2018-19
Pell Grant Recipient	12%	14%	18%
Not a Pell Grant Recipient	19%	16%	14%

Data Source: CCCC LaunchBoard

Veterans	2016-17	2017-18	2018-19
Veteran	*	*	*
Not a Veteran	*	*	*

Data Source: CCCC LaunchBoard

LGBT	2016-17	2017-18	2018-19
LGBT	*	*	*
Not LGBT	*	*	*

Data Source: CCCC LaunchBoard

College Promise Grant	2016-17	2017-18	2018-19
Promise Grant Recipient	13%	13%	14%
Not Promise Grant Recipient	20%	18%	16%

Data Source: CCCC LaunchBoard

Disabled	2016-17	2017-18	2018-19
Disabled	*	*	13%
Not Disabled	*	*	15%

Data Source: CCCC LaunchBoard

Foster Youth	2016-17	2017-18	2018-19
Foster Youth	*	*	*
Not Foster Youth	*	*	*

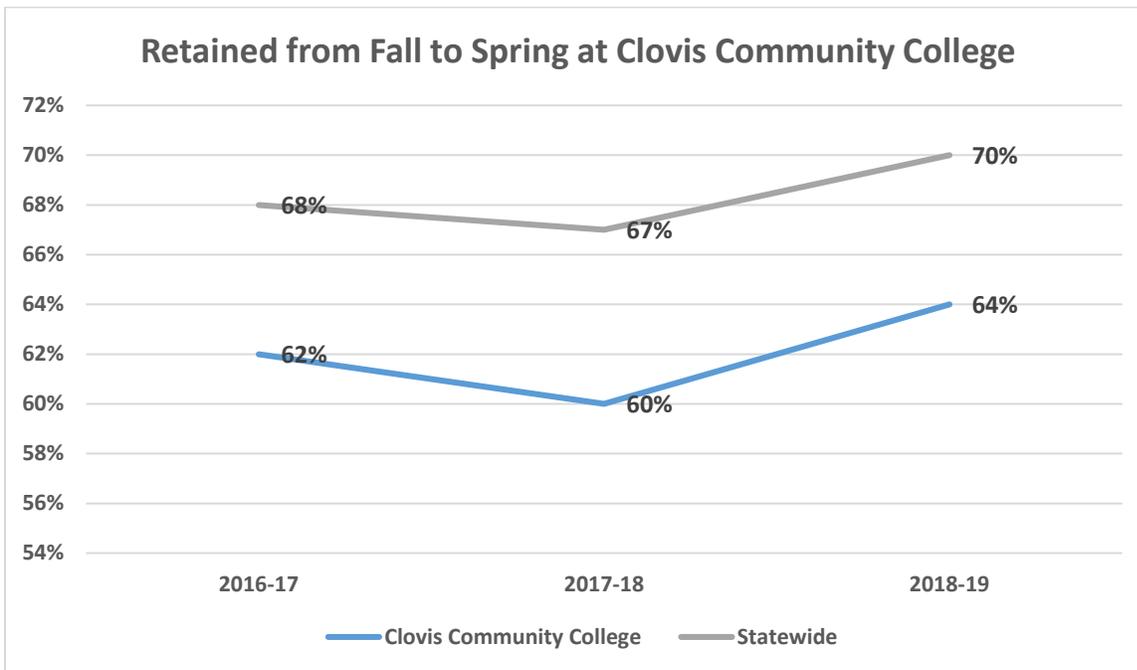
Data Source: CCCCO LaunchBoard

Economically Disadvantaged	2016-17	2017-18	2018-19
Economically Disadvantaged	13%	13%	14%
Not Economically Disadvantaged	20%	18%	16%

Data Source: CCCCO LaunchBoard

Retained from Fall to Spring at Clovis Community College

Fall to fall retention has been a common metric for community colleges. However, with the implementation of statewide initiatives such as transfer-level math and English within the first year, fall to spring retention has new importance and urgency for analyzing student class taking behaviors and trends. The shift to include more sections of these courses, along with supplemental instruction for those in need, has change the enrollment management narrative. Indeed, CCC retains a lower than statewide average on this metric by 6%.



Data Source: CCCCO LaunchBoard

Retained from Fall to Spring by Disaggregation

Further, the data indicates several areas in which student subgroups are well below average including some of our most vulnerable student populations. Black or African American students, (most) age groups, foster youth, veterans and LGBT students continue to fall 3 or more percent below the average indicating disproportionate impact.

Gender	2016-17	2017-18	2018-19
Female	60%	60%	63%
Male	65%	61%	66%

Data Source: CCCCC LaunchBoard

Ethnicity	2016-17	2017-18	2018-19
American Indian/Alaska Native	51%	48%	60%
Asian	58%	63%	69%
Black or African American	53%	58%	54%
Filipino	66%	53%	70%
Hispanic	59%	57%	61%
Native Hawaiian or Pacific Islander	100%	*	*
Two or More Races	70%	63%	67%
White	65%	64%	67%

Data Source: CCCCC LaunchBoard

Age Group	2016-17	2017-18	2018-19
19 or Less	77%	75%	77%
20 – 24	56%	53%	62%
25 – 29	48%	46%	54%
30 – 34	43%	42%	50%
35 – 39	48%	48%	55%
40 – 54	46%	49%	51%
55 and older	42%	45%	52%

Data Source: CCCCC LaunchBoard

First Generation	2016-17	2017-18	2018-19
First Generation	58%	55%	63%
Not First Generation	64%	64%	67%

Data Source: CCCCC LaunchBoard

Pell Grant Recipient	2016-17	2017-18	2018-19
Pell Grant Recipient	62%	57%	64%
Not a Pell Grant Recipient	60%	60%	65%

Data Source: CCCCC LaunchBoard

Veteran	2016-17	2017-18	2018-19
Veteran	51%	55%	59%
Not a Veteran	62%	60%	65%

Data Source: CCCCC LaunchBoard

LGBT	2016-17	2017-18	2018-19
LGBT	44%	52%	60%
Not LGBT	62%	60%	64%

Data Source: CCCC LaunchBoard

College Promise Grant	2016-17	2017-18	2018-19
Promise Grant Recipient	59%	57%	63%
Not Promise Grant Recipient	67%	67%	68%

Data Source: CCCC LaunchBoard

Disabled	2016-17	2017-18	2018-19
Disabled	67%	67%	69%
Not Disabled	62%	60%	64%

Data Source: CCCC LaunchBoard

Foster Youth	2016-17	2017-18	2018-19
Foster Youth	60%	57%	53%
Not Foster Youth	62%	60%	65%

Data Source: CCCC LaunchBoard

Economically Disadvantaged	2016-17	2017-18	2018-19
Economically Disadvantaged	59%	57%	63%
Not Economically Disadvantaged	68%	67%	68%

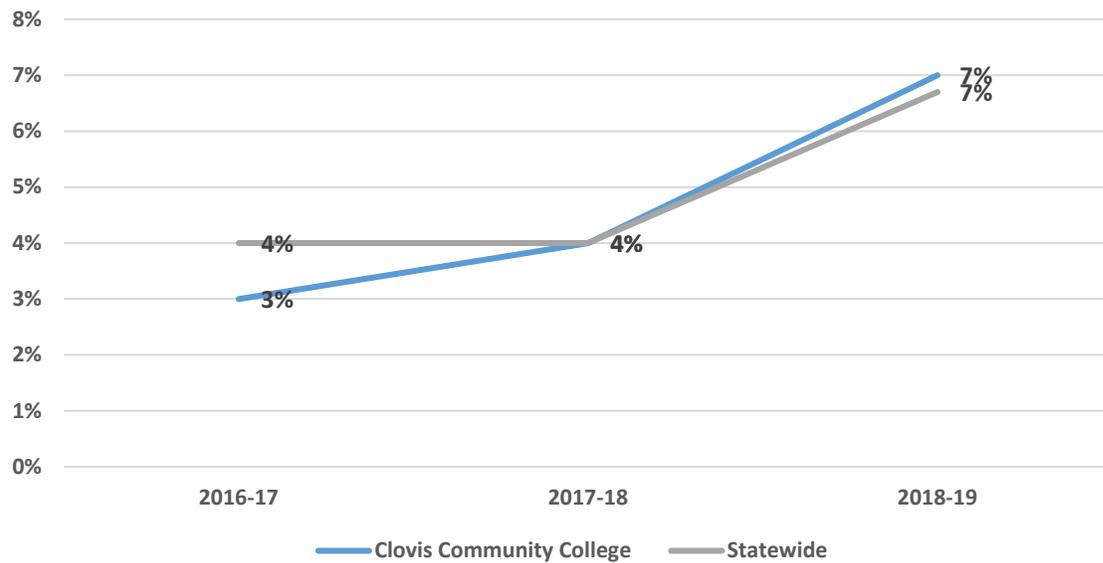
Data Source: CCCC LaunchBoard

Attained the Vision Goal Completion Definition

The CCCC's Vision for Success defines completion as "among all students, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected or previous year". As opposed to previous completion definitions that sometimes allowed up to six years for a cohort to move through the system, this definition provides just a short window of time for the completion (2 years), while at the same time providing data that is current and actionable. While no longer looking at cohorts for this data, the Chancellor's Office metric hopes to be able to identify deficiencies more quickly and provide remedies for changes to effect people in real time.

Clovis Community College has the same completion rate as the overall state (currently at 7%). This particular metric provides few, and minor, differences in the disaggregated data. The college will continue to monitor this metric and will look forward to a time in the near future that complete data on sub-populations is available for analysis that is meaningful.

Attained the Vision Goal Completion Definition



Data Source: CCCC LaunchBoard

Attained the Vision Goal Completion Definition by Disaggregation

Gender	2016-17	2017-18	2018-19
Female	4%	4%	7%
Male	*	*	6%

Data Source: CCCC LaunchBoard

Ethnicity	2016-17	2017-18	2018-19
American Indian/Alaska Native	*	*	*
Asian	3%	3%	6%
Black or African American	3%	2%	4%
Filipino	*	6%	7%
Hispanic	3%	3%	6%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	3%	5%	8%
White	4%	5%	8%

Data Source: CCCC LaunchBoard

Age Group	2016-17	2017-18	2018-18
19 or Less	3%	3%	4%
20 – 24	5%	5%	9%
25 – 29	3%	3%	6%
30 – 34	*	3%	4%
35 – 39	3%	*	*
40 – 54	3%	3%	8%
55 and older	*	*	*

Data Source: CCCC LaunchBoard

First Generation	2016-17	2017-18	2018-19
First Generation	3%	4%	7%
Not First Generation	5%	4%	6%

Data Source: CCCC LaunchBoard

Pell Grant Recipient	2016-17	2017-18	2018-19
Pell Grant Recipient	4%	4%	7%
Not a Pell Grant Recipient	3%	4%	6%

Data Source: CCCC LaunchBoard

Veteran	2016-17	2017-18	2018-19
Veteran	4%	3%	6%
Not a Veteran	3%	4%	7%

Data Source: CCCC LaunchBoard

LGBT	2016-17	2017-18	2018-19
LGBT	*	*	*
Not LGBT	*	*	*

Data Source: CCCC LaunchBoard

College Promise Grant	2016-17	2017-18	2018-19
Promise Grant Recipient	3%	4%	7%
Not Promise Grant Recipient	3%	4%	7%

Data Source: CCCC LaunchBoard

Disabled	2016-17	2017-18	2018-19
Disabled	3%	5%	8%
Not Disabled	3%	4%	7%

Data Source: CCCC LaunchBoard

Foster Youth	2016-17	2017-18	2018-19
Foster Youth	*	*	*
Not Foster Youth	*	*	*

Data Source: CCCC LaunchBoard

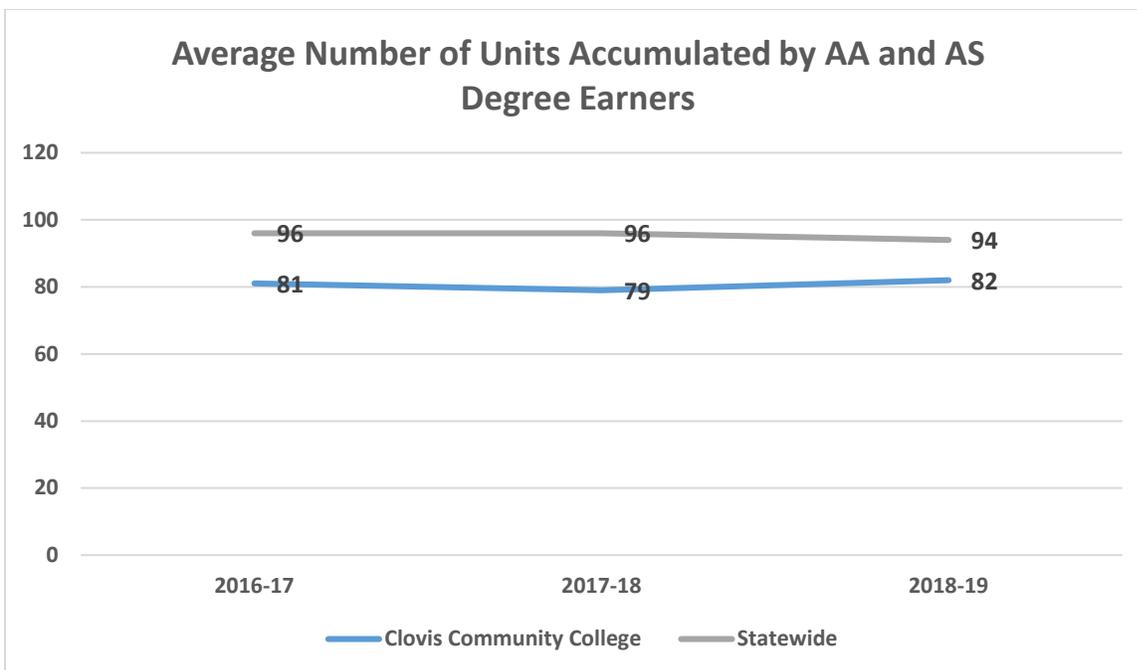
Economically Disadvantaged	2016-17	2017-18	2018-19
Economically Disadvantaged	3%	4%	7%
Not Economically Disadvantaged	3%	4%	7%

Data Source: CCCC LaunchBoard

Average Number of Units Accumulated by Associate Degree Earners

The conversation of how many units are accumulated by students who earn a degree has been rich over the past several years. Most associate degrees require 60 academic units but it has been noted that students tend to acquire many more than that prior to degree ([Program Requirements for Associate's and Bachelor's Degrees: A National Survey](#)). A change was made to the metric which now includes "D" grades thereby increasing the number of units accumulated for all associate degree holders.

Currently, the California Community College system has an average accumulation rate of 94 units and CCC has an average of 82. In addition, CCC has remained lower than the state over the past 3 years in units accumulated by associate degree earners.



Data Source: CCCC LaunchBoard

Average Number of Units Accumulated by AA and AS Degree Earners by Disaggregation

Most of the available disaggregated data indicate sub group populations within a few units of average, with a few interesting exceptions. Asian students tend to accumulate more than average units as do students in the 25-29 year old age group. While not necessarily indicating a disproportionate impact

(due to counts rather than percentage point gaps), it is an interesting data point and one that will be monitored. It is also interesting that many of the special populations do not indicate a gap compared to overall but within the grouping, they do. For instance, Promise Grant recipients compared to non-Promise Grant recipients.

Gender	2016-17	2017-18	2018-19
Female	75	76	80
Male	*	*	85

Data Source: CCCC LaunchBoard

Ethnicity	2016-17	2017-18	2018-19
American Indian/Alaska Native	*	*	*
Asian	77	82	86
Black or African American	*	84	*
Filipino	*	73	82
Hispanic	77	79	83
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	77	70	80
White	77	75	81

Data Source: CCCC LaunchBoard

Age Group	2016-17	2017-18	2018-19
19 or Less	69	70	69
20 – 24	78	76	81
25 – 29	83	90	100
30 – 34	95	87	90
35 – 39	77	91	*
40 – 54	*	*	92
55 and older	*	*	*

Data Source: CCCC LaunchBoard

First Generation	2016-17	2017-18	2018-19
First Generation	77	77	81
Not First Generation	77	77	85

Data Source: CCCC LaunchBoard

Pell Grant Recipient	2016-17	2017-18	2018-19
Pell Grant Recipient	80	80	84
Not a Pell Grant Recipient	75	74	80

Data Source: CCCC LaunchBoard

Veteran	2016-17	2017-18	2018-19
Veteran	82	94	*
Not a Veteran	77	77	*

Data Source: CCCC LaunchBoard

LGBT	2016-17	2017-18	2018-19
LGBT	*	*	*
Not LGBT	*	*	*

Data Source: CCCC LaunchBoard

College Promise Grant	2016-17	2017-18	2018-19
Promise Grant Recipient	79	79	84
Not Promise Grant Recipient	73	73	78

Data Source: CCCC LaunchBoard

Disabled	2016-17	2017-18	2018-19
Disabled	82	81	82
Not Disabled	77	77	82

Data Source: CCCC LaunchBoard

Foster Youth	2016-17	2017-18	2018-19
Foster Youth	*	*	*
Not Foster Youth	*	*	*

Data Source: CCCC LaunchBoard

Economically Disadvantaged	2016-17	2017-18	2018-19
Economically Disadvantaged	79	79	84
Not Economically Disadvantaged	73	73	78

Data Source: CCCC LaunchBoard