

Clovis Community College

2020-2021

# Institutional Effectiveness Report

Prepared by the Office of Institutional Research, Planning, and Effectiveness



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## 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:

1. Associate degrees and certificates shown to increase earnings and enable students to move forward in their professional development;
2. Transfer education to public and private colleges and universities;
3. Basic skills and English language proficiency for increasing numbers of students;
4. Economic and workforce development to meet the ever-increasing demands of career-oriented young people, adult learners and incumbent workers; and
5. 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

#### **Focus relentlessly on students' end goals.**

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

#### **Always design and decide with the student in mind.**

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

**Pair high expectations with high support.**

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

**Foster the use of data, inquiry, and evidence.**

Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

**Take ownership of goals and performance.**

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

**Enable action and thoughtful innovation.**

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

**Lead the work of partnering across systems.**

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

## CCCCO Vision for Success Goals

1. Over five years, increase by at least 20 percent the number of CCC students annually who acquire associate’s 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 student’s 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: [CCCCO](#)

## State Center Community College District (SCCCD)

SCCCD is one of the largest districts in California and, in the 2020-2021 academic year, served over 53,500 (unduplicated) students at its four colleges and multiple campus locations. Unduplicated headcount by term is currently between 35,700 and 37,500 students per fall and spring terms. An additional 17,000 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 2020-24 Strategic Plan, [SCCCD Mission and Vision](#)

## Clovis Community College (CCC)

Clovis Community College is California's 113<sup>th</sup> Community College. Established in 1992 as part of SCCC's North Centers, CCC grew over the next 25 years to a fully accredited college in 2015.

### 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: CCC 2021-25 Strategic Plan, ([CCC Mission and Vision](#))



## Chapter 1: Condition of our Environment

### College 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.

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 2).

*Figure 2: College Service Area*



Source: EMSI Program Demand Gap Analysis (2020)

### Service Area Populations

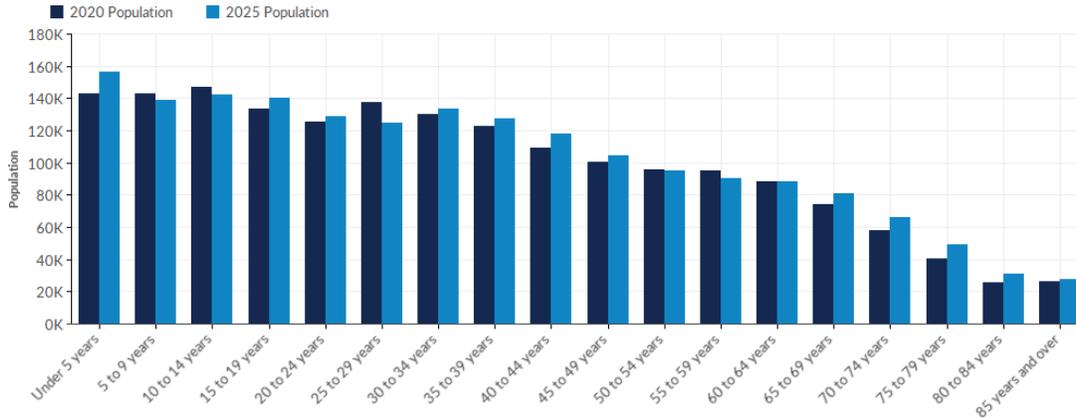
Historical and projected changes in the regional population are presented and based on the 2020 EMSI Program Demand Gap Analysis. In 2010, 1,678,430 people lived in the Clovis Service Region, and 1,858,830 people are projected to live in the region by 2030, an increase of 11%. As a comparison, the projected growth of both California and the United States for the same 2-year period is 10%.

### Service Area Age Profiles

Figure 3 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%.

Figure 3: Service Area Age Profile

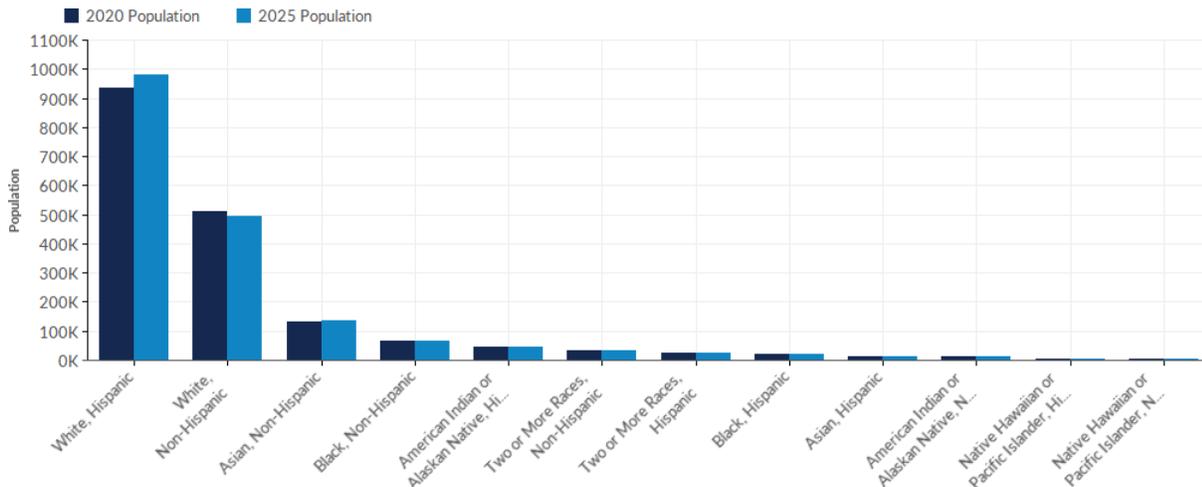


Source: EMSI, Analysis by Office of Institutional Research

### Service Area Race/Ethnicity Profile

Figure 4 show the 2020 race/ethnicity profile and projection for 2024.

Figure 4: Service Area Ethnicity Profile



Source: EMSI, Analysis by Office of Institutional Research

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.

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 4, the total adult 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%).

### Service Area Educational Attainment

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:

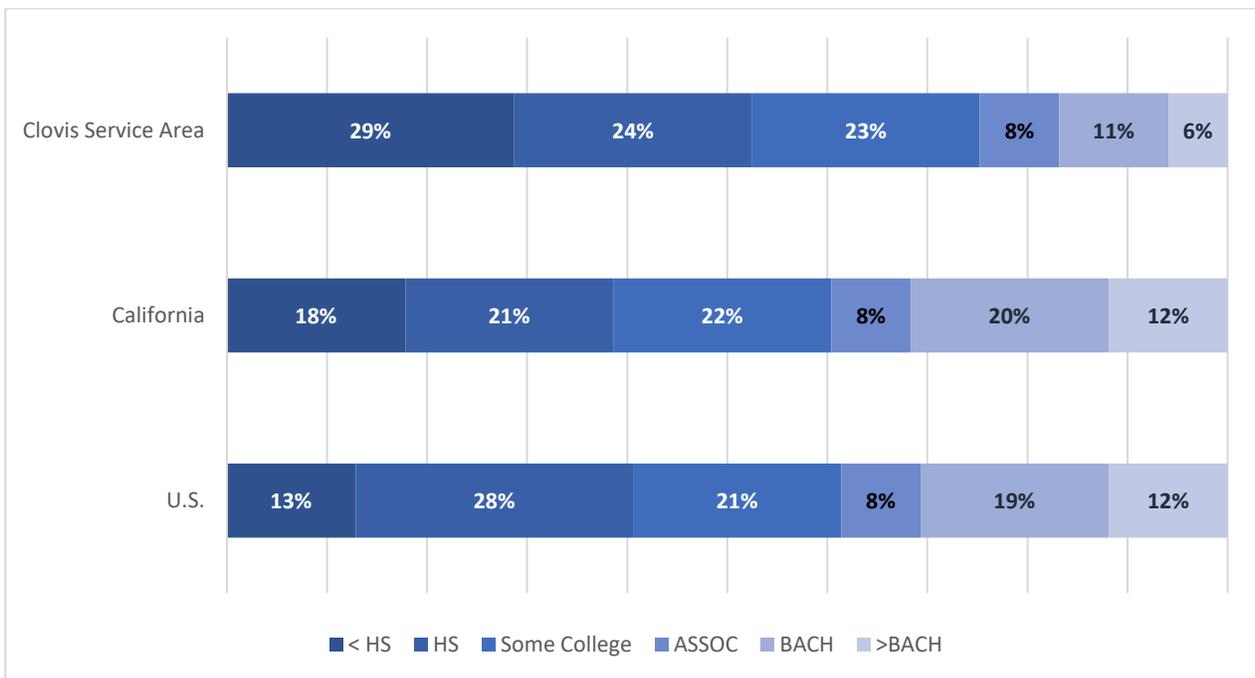
- Less than a high school diploma (<HS);
- High school diploma or equivalent (HS);
- Some college;
- Associate degree (Assoc);
- Bachelor’s degree (Bach); and
- Greater than a bachelor’s degree (>Bach).

Approximately 1.1 million adults live in the Clovis Service Region, and Figure 5 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.

NOTE: 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.

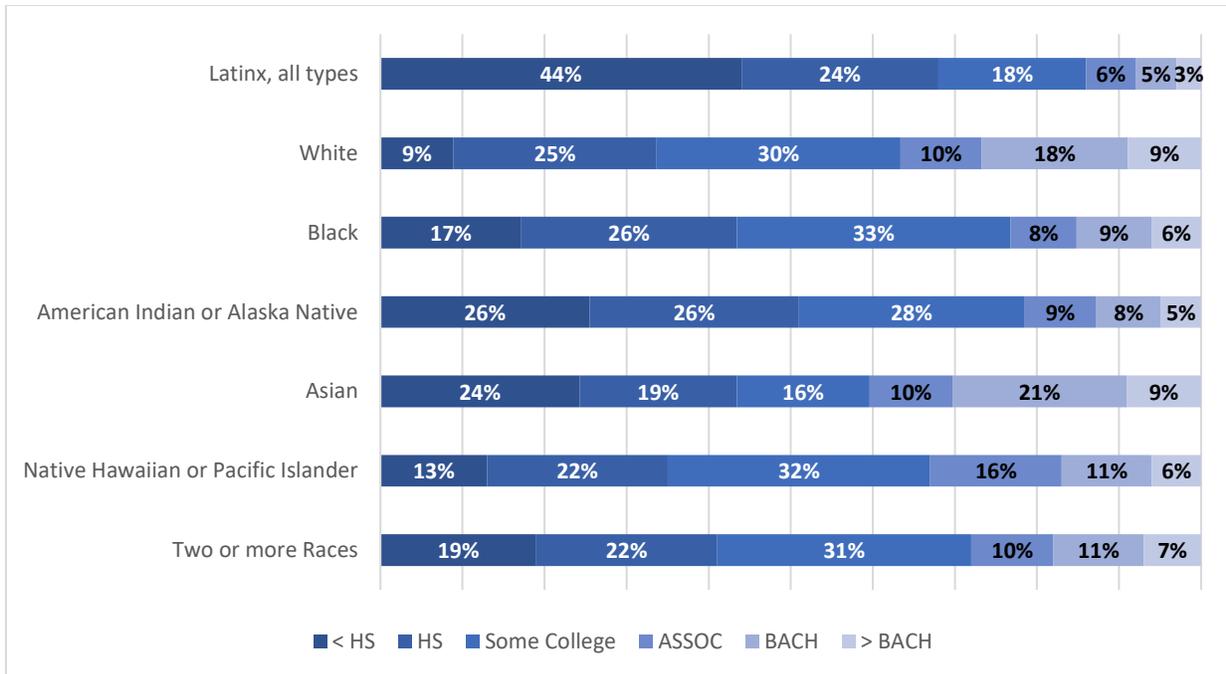
Figure 5: Highest Educational Attainment of Adults in the Clovis Service Area, California, and the U.S.



Source: EMSI Program Demand Gap Analysis (2020)

Figure 6 displays the highest educational attainment of the Clovis Service Region’s adults by their 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 6: Highest Educational Attainment of Adults in the Clovis Service Area by Race and Ethnicity

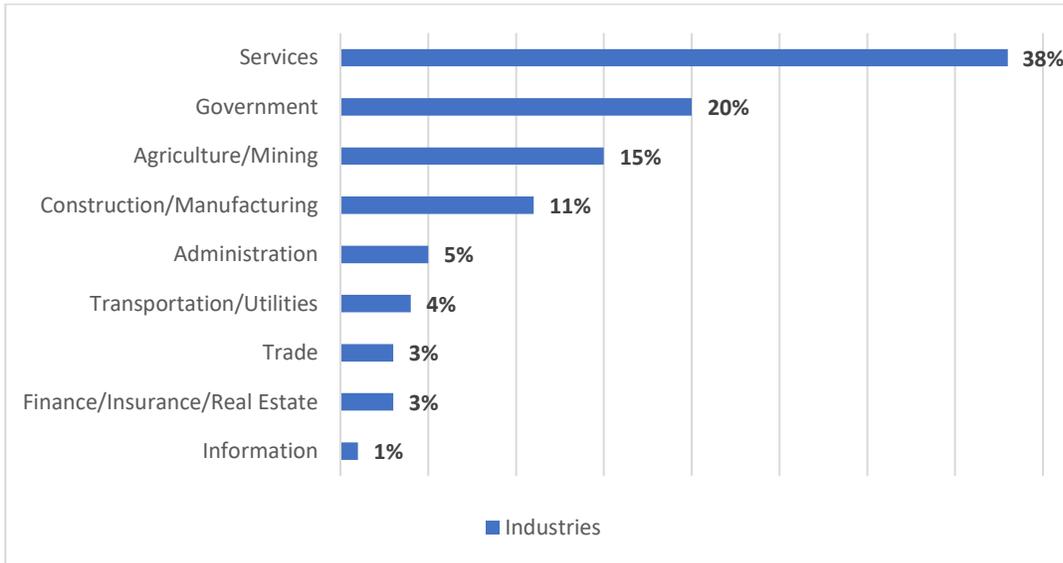


Source: EMSI Program Demand Gap Analysis (2020)

## Service Area Employment Profile

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%).

Figure 7: Service Area Employment Profile

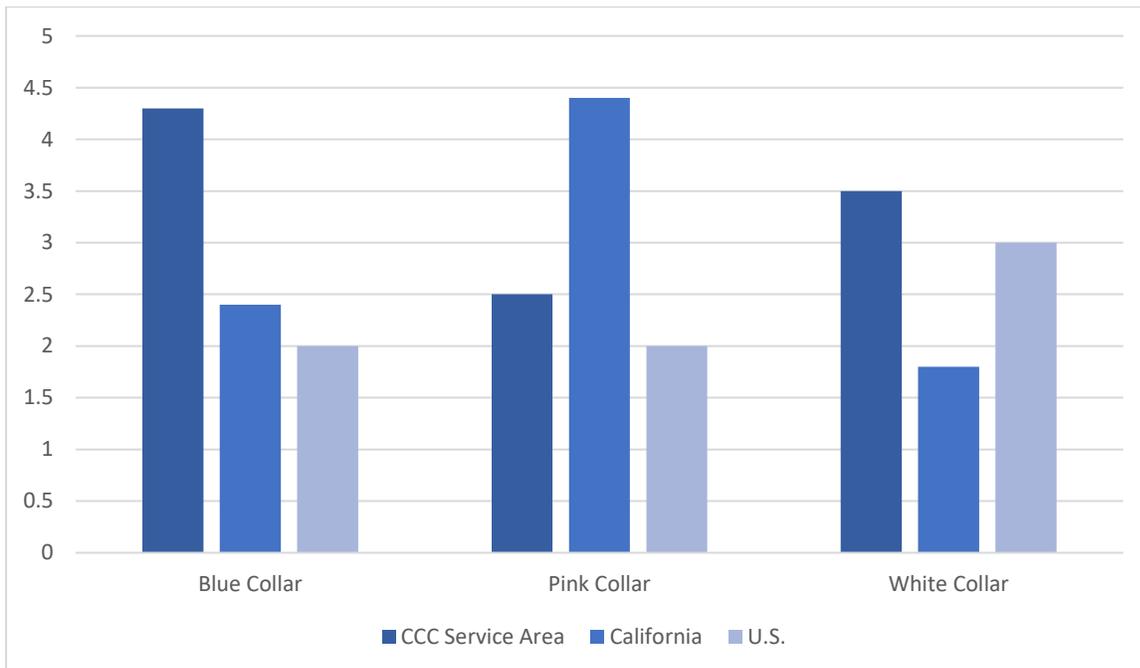


Source: EMSI; Analysis by Office of Institutional Research

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.

Figure 8: 2020 Employed Population 16+ by Occupation



Source: EMSI; Analysis by 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 73% of all students while the state system reports 62%. When looking at the 25-40 years of age, CCC is similar (23%) to the CCC System (26%). CCC is consistently lower than the state in the older age categories while at the same time remaining consistent over the same time period.

Table 1: Enrollment by Age

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>19 or under</b>	Clovis	37%	37%	37%	37%	36%
	CCC System	27%	28%	29%	31%	32%
<b>20-24</b>	Clovis	38%	37%	38%	37%	37%
	CCC System	33%	32%	30%	29%	30%
<b>25-29</b>	Clovis	12%	12%	12%	11%	12%
	CCC System	14%	14%	13%	13%	13%
<b>30-34</b>	Clovis	5%	6%	5%	6%	7%
	CCC System	7%	7%	7%	7%	8%
<b>35-39</b>	Clovis	3%	3%	3%	4%	4%
	CCC System	5%	5%	5%	5%	5%
<b>40-49</b>	Clovis	3%	3%	3%	3%	3%
	CCC System	6%	6%	7%	6%	6%
<b>50 or Over</b>	Clovis	1%	1%	1%	1%	1%
	CCC System	8%	8%	8%	8%	5%

Data Source: ATERMs, CCCCO DataMart

## Enrollment by Ethnicity

Compared to the California Community College System, Clovis reports 8% larger population of students identifying as White/non-Hispanic compared to the CCC System (24%) (Fall 2020). Latinx students comprise 47% of the student population and is now more in line with the area and state system, in general. African American students remain underrepresented at CCC accounting for just 3% of the student population while state and local demographics report 4% to 5%. 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 10% and Latinx student counts have increased 9%.

Table 2: Enrollment by Ethnicity

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>African American/non-Hispanic</b>	Clovis	3%	2%	3%	2%	3%
	CCC System	6%	5%	6%	5%	5%
<b>American Indian/Alaska Native</b>	Clovis	< 1%	1%	1%	1%	<1%
	CCC System	< 1%	< 1%	<1%	<1%	<1%
<b>Asian</b>	Clovis	8%	7%	7%	11%	11%
	CCC System	11%	11%	11%	11%	11%
<b>Filipino</b>	Clovis	2%	2%	2%	1%	1%
	CCC System	3%	3%	3%	3%	3%
<b>Latinx</b>	Clovis	38%	41%	43%	44%	47%
	CCC System	45%	44%	46%	47%	47%
<b>Multi Ethnicity</b>	Clovis	6%	7%	8%	5%	5%
	CCC System	4%	4%	4%	4%	4%
<b>Pacific Islander</b>	Clovis	< 1%	< 1%	<1%	<1%	<1%
	CCC System	< 1%	< 1%	<1%	<1%	<1%
<b>Race/Ethnicity Unknown</b>	Clovis	< 1%	< 1%	<1%	1%	1%
	CCC System	4%	4%	4%	6%	4%
<b>White/non-Hispanic</b>	Clovis	42%	38%	36%	35%	32%
	CCC System	26%	27%	25%	23%	24%

Data Source: ATERMs, CCCC 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.

Table 3: Enrollment by Gender

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Female</b>	Clovis	55%	57%	57%	58%	61%
	CCC System	54%	54%	54%	54%	57%
<b>Male</b>	Clovis	43%	42%	41%	40%	37%
	CCC System	45%	45%	45%	44%	42%
<b>Unknown</b>	Clovis	2%	2%	2%	2%	1%
	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 that 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 and it currently rests at 65%.

CCC continues to add programs and as of fall 2020, is offering 93 majors that will lead to a degree or certificate.

Table 4: Enrollment by Most Recent Active Major

	Type	Fall 2018	Fall 2019	Fall 2020
<b>Accounting</b>	AS	-	2	10
<b>Accounting</b>	CA	-	-	6
<b>Administration of Justice for Transfer</b>	AA-T	133	146	162
<b>Anthropology for Transfer</b>	AA-T	2	8	18
<b>Art History for Transfer</b>	AA-T	3	8	10
<b>Art: Graphic Design</b>	CN	2	-	-
<b>Art: Two-Dimensional</b>	AA	57	87	64
<b>Associate Teacher</b>	CA	7	18	6
<b>Biological Science</b>	AS	131	59	19
<b>Biology for Transfer</b>	AS-T	459	627	819
<b>Business Administration for Transfer</b>	AS-T	375	416	576
<b>Business Administration, Accounting</b>	AS	51	58	38
<b>Business Administration, Entrepreneur</b>	AS	54	70	64
<b>Business Administration, General Business</b>	AS	95	114	84
<b>Business Administration, Information Systems Management</b>	AS	3	9	6
<b>Business Administration, Management</b>	AS	68	96	62
<b>Business Administration, Marketing</b>	AS	78	73	40
<b>Business Intern</b>	CA	1	2	5
<b>Career Exploration</b>	CC	-	-	9
<b>Chemistry</b>	AA-T	-	-	1
<b>Child and Adolescent Development</b>	AA-T	-	-	1

	Type	Fall 2018	Fall 2019	Fall 2020
Child Care for School Age Children/Teacher	CA	35	28	3
Child Care for School-Age Children/Associate Teacher	CN	12	7	-
Child Development	AS	65	84	61
Child Development	CA	48	28	17
Child Development/Teacher	CA	-	2	9
Civil Engineering	AS	13	55	50
Communicating in the Workplace	CC	-	-	2
Communication	AA	37	46	20
Communication Studies	CA	25	18	1
Communication Studies for Transfer	AA-T	68	83	120
Computer or Software Engineering	AS	-	13	29
Computer or Software Engineering	CA	3	-	-
Computer Science	AS	194	245	203
Criminal Justice, Corrections	CA	7	-	-
Criminal Justice, Law Enforcement	AS	61	78	54
Criminal Justice, Law Enforcement	CA	32	1	4
Criminology – Corrections	AS	32	40	46
Criminology – Corrections	CA	-	9	-
Criminology – Law Enforcement	CA	-	40	-
CSU GE Breadth	CA	506	92	13
Cyber Security	CA	2	4	1
Drinking Water Treatment and Distribution	CA	5	1	3
Early Childhood Education for Transfer	AS-T	81	110	132
Early Intervention Assistant	CA	3	2	1
Economics for Transfer	AA-T	19	15	22
Electrical Engineering	AS	3	4	11
Electrical Engineering	CA	-	-	1
Elementary Teacher Education for Transfer	AA-T	207	250	282
Engineering	AS	205	126	55
English	AA	38	41	24
English for Transfer	AA-T	51	49	88
Entry Level Management	CA	2	-	-
Entry Level Management	CN	-	4	-
Environmental Science for Transfer	AS-T	2	11	31
Food Safety and Quality Technician	CA	1	-	-
Foreign Language	AA	12	13	6
Geography for Transfer	AA-T	2	2	5
Getting Ready for Employment	CC	-	-	3
Health Care Administration	AS	-	3	39
Health Care Interpreter	CN	29	40	18
History for Transfer	AA-T	62	81	92
Information Systems	CA	6	2	1
Information Systems - Web Design	CA	3	9	7
Information Systems, Help Desk	AS	4	-	-

	Type	Fall 2018	Fall 2019	Fall 2020
Information Systems, Networking	AS	15	20	11
Information Systems, Networking	CA	3	3	3
Information Systems, Programming for the Web	AS	4	5	6
Information Systems, Programming for the Web	CA	2	1	1
Information Systems, Web Design	AS	11	12	14
Information Technician Support	CA	3	4	3
Information Technology Support Technician	CA	11	13	3
Intersegmental General Education Transfer Curriculum (igetc)	CA	36	15	2
Kinesiology for Transfer	AA-T	180	211	277
Liberal Arts & Sciences, Arts & Humanities	AA	53	68	37
Liberal Arts & Sciences, Natural Sciences	AA	49	45	37
Liberal Studies	AA	216	228	142
Life Science	AS	489	509	319
Management	AS	15	19	13
Managerial Assistant	CA	1	1	1
Mathematics	AS	32	44	26
Mathematics for Transfer	AS-T	60	105	130
Mechanical, Aerospace, or Manufacturing Engineering	AS	6	26	26
Mechanical, Aerospace, or Manufacturing Engineering	CA	2	1	1
Mechatronics/Industrial Automation	AS	1	4	10
Mechatronics/Industrial Automation	CA	1	5	1
Medical Office Administration	CA	-	-	4
Occupational Therapy Assistant	AS	-	-	17
Philosophy for Transfer	AA-T	12	16	17
Physical Education	AA	17	40	23
Physical Science	AS	53	48	40
Physics for Transfer	AS-T	24	45	58
Political Science for Transfer	AA-T	22	25	45
Psychology for Transfer	AA-T	387	489	620
Rehabilitation Aide	CA	1	4	2
Small Business Management	AS	21	12	12
Small Business Management	CA	3	9	9
Social Justice for Transfer	AA-T	-	2	12
Social Science	AA	133	145	41
Sociology for Transfer	AA-T	68	102	101
Spanish for Transfer	AA-T	6	8	8
Studio Arts for Transfer	AA-T	110	112	134
Wastewater Treatment	CA	12	18	4
<b>Grand Total</b>		<b>5,453</b>	<b>5,843</b>	<b>5,891</b>

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

## Enrollments by Top 15 Condensed Programs

The majors were categorized into more general categories, condensed programs. The following table (sorted highest to lowest fall 2020) shows the top 15 CCC condensed programs. During fall 2020, 58% of CCC students were enrolled in the following 15 condensed programs. They remain consistent (although rank order changes).

Table 5: Enrollment by Top 15 Condensed Programs

Declared Clovis Community College Program	2018-19	2019-20	2020-21
Biological Science	1,134	1,195	1,188
Business Administration	837	900	954
Child Development	458	529	512
Psychology	387	489	620
Liberal Arts & Sciences/Liberal Studies	318	341	216
Criminology	264	314	288
Computer Science	197	258	203
Engineering	229	212	173
Kinesiology	180	211	277
Art	172	149	208
Mathematics	92	149	156
Communications	130	147	141
English	89	90	112
Sociology	68	102	113
History	62	81	92

Data Source: SQL; NOTE: The above includes the CSU and IGETC Certificates first approved in 2018-19.

## Enrollment by Special Programs

Unduplicated student enrollment of special programs are listed below.

Table 6: Enrollment by Special Programs

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
CalWORKs	58	52	50	63	46
Foster Youth	82	91	129	128	155
DSP&S	286	376	478	463	456
Veterans	50	82	99	122	122

Data Source: [CCCCO Data Mart](#)

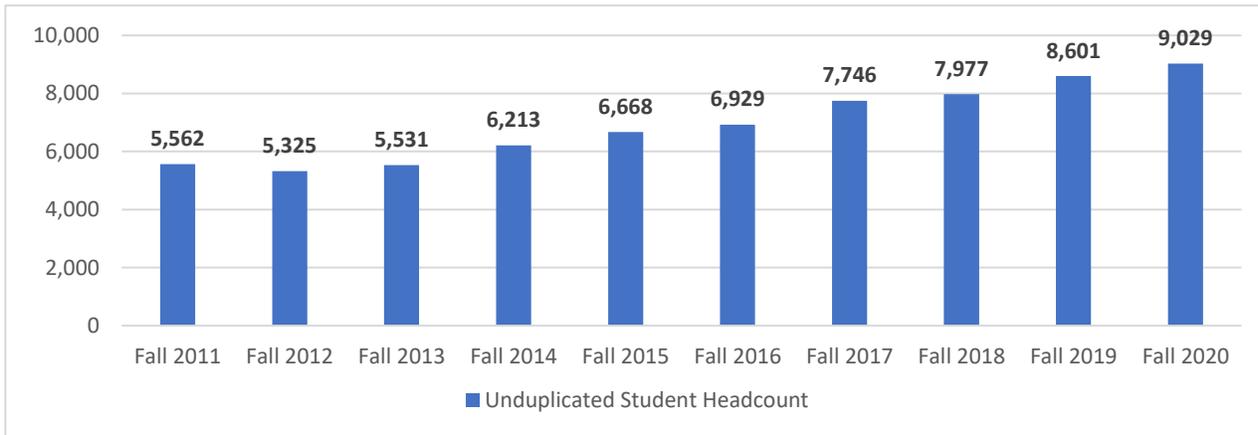
## Chapter 3: Clovis Community College Enrollment Trends

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.

### Unduplicated Student Enrollment Headcount by Fall Terms

The current ten-year trend has Clovis at a 62% headcount increase. CCC was granted accreditation in 2015 and has seen a 35% increase since then while the state system has shown a 17% decrease.

Figure 9: Unduplicated Student Enrollment Headcount by Fall Terms

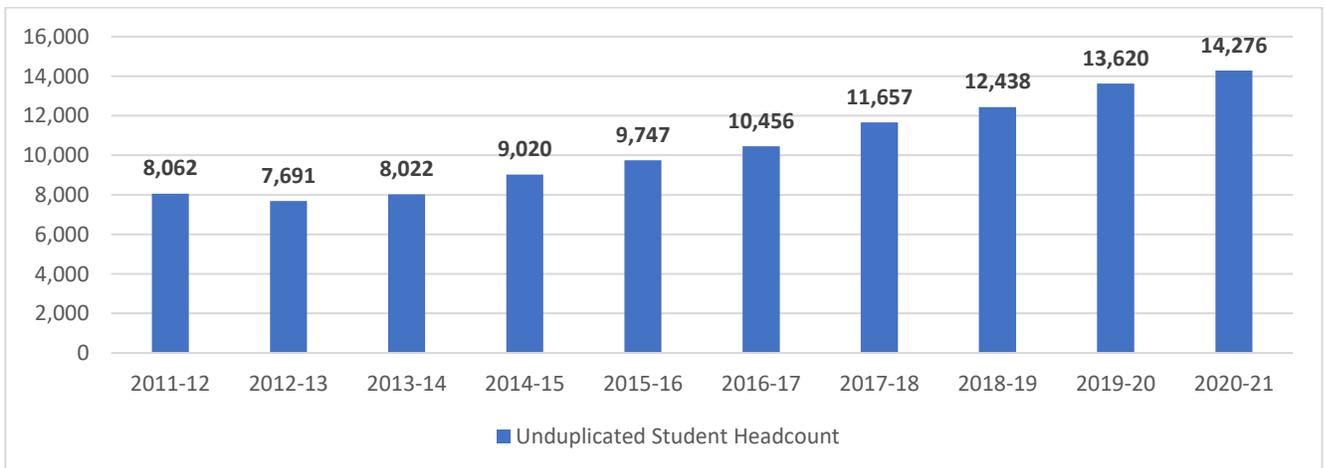


Data Source: ATERMs

### Unduplicated Student Enrollment Headcount by Academic Year

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 14,276 in 2019-20, which is a 77% increase over the past 10 academic years and a 46% increase since becoming a college. Comparatively, the state system reports a 4% decrease from 2011-12 to 2019-20.

Figure 10: Annual Unduplicated Student Enrollment

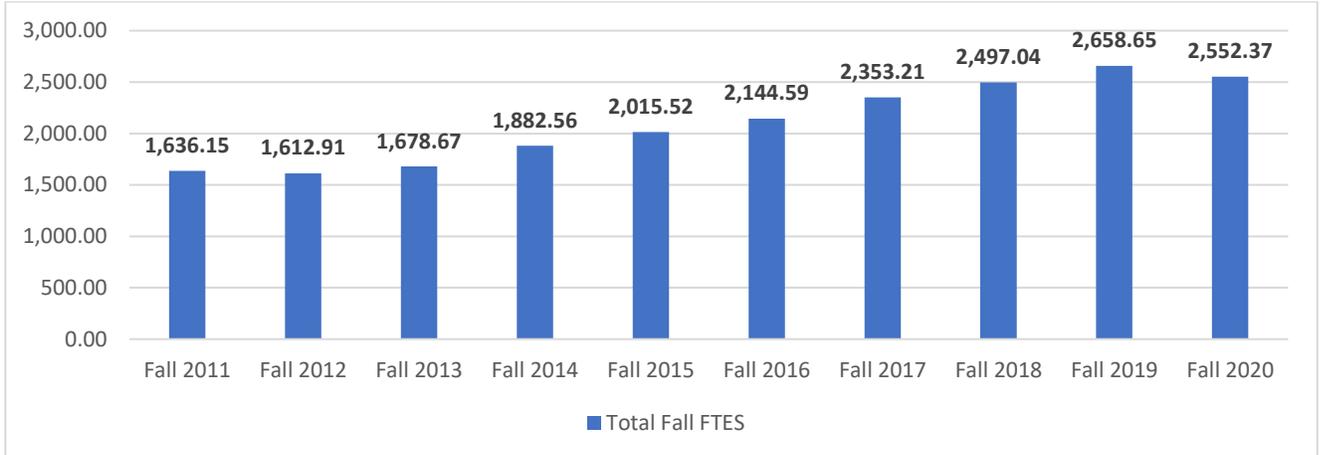


Data Source: ATERMs

## Full-Time Equivalent Students by Fall Terms

The following table shows the enrollment growth through Full Time Equivalent Students (FTES) across the past ten fall terms. One FTES is equal to 525 contact hours, which is the same as one student enrolled in courses for 3 hours a day, 5 days a week for an academic year of 35 weeks (3x5x35=525). There has been a 56% increase in FTES from fall 2011 to fall 2020 and a 27% increase since becoming a college in fall 2015.

Figure 11: FTES by Fall Terms

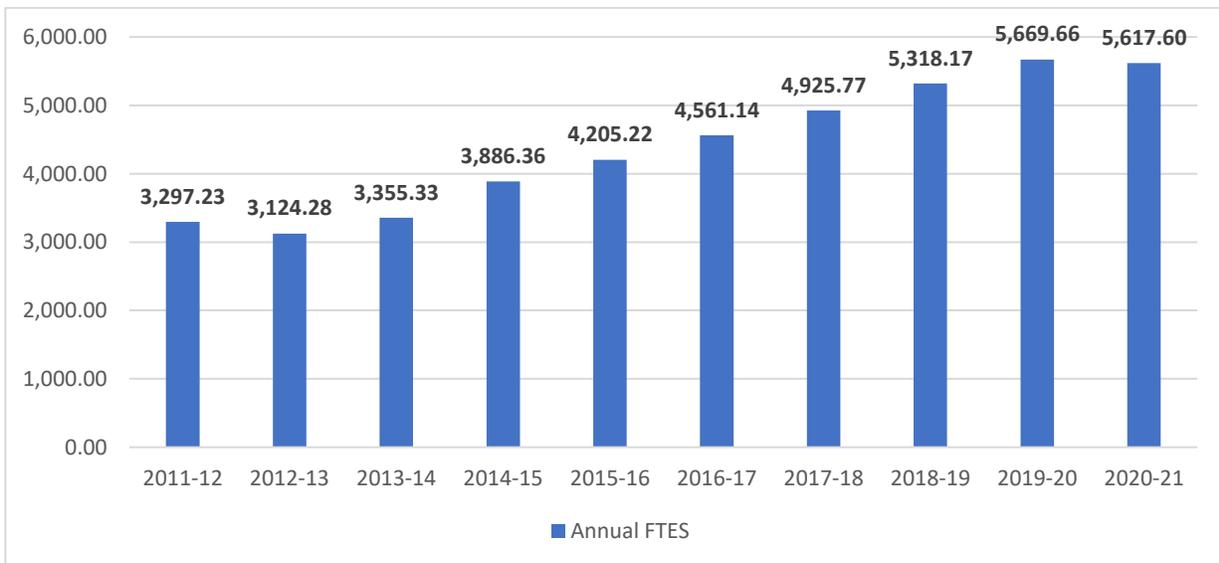


Data Source: ATERM FTES, Only RFTEs included

## Full-Time Equivalent Students by Academic Year

Full-time Equivalent Student (FTES) data is also presented annually which includes summer, fall, and spring terms. Over the past 10 academic years, CCC has seen a 70% increase in FTES. Over the past six years, Clovis has shown a 34% increase in annual FTES.

Figure 12: Annual FTES



Data Source: ATERM FTES, Only RFTEs included

## Enrollment Status

Continuing students (those with continuous enrollments) make up the largest portion of the headcount (74%) at Clovis Community College. The second largest group based on admit status are first time students who represent 12% of the total headcount followed by high school/dual enrolled students (5%), and returning students (those who had some break in enrollments) (3%). 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.

Table 7: Enrollment by Enrollment Status

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>First-Time Student</b>	24%	22%	12%	18%	12%
<b>Returning Student</b>	13%	14%	0%	14%	3%
<b>Continuing Student</b>	52%	56%	78%	59%	74%
<b>High School or DE Student</b>	8%	6%	5%	6%	5%

Data source: CCCC Data Mart

## 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%. 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. As can be seen in the table below, most students (66%) plan to transfer to a four-year institution with or without having earned an Associate Degree on the way. Close to 2/3 of all students intend to complete an Associate's Degree. Two percent of students state they are here to earn a two-year vocational degree or certificate and 5% state they are here seeking to improve job skills. Rates have been relatively stable over the past five years.

Table 8: Enrollment by Educational Goals

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Transfer to four-year institution (with or without Degree)</b>	73%	69%	68%	68%	66%
<b>Earn Associate Degree (with or without Transfer)</b>	60%	60%	55%	61%	60%
<b>Earn Associate Degree Only</b>	4%	5%	5%	6%	6%
<b>Earn Vocational Degree or Certificate (with or without Transfer)</b>	1%	2%	1%	2%	1%
<b>Job Skills</b>	3%	4%	6%	3%	5%
<b>Other (includes unknown or undecided)</b>	19%	21%	21%	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. Students tend to maintain a part-time load with 57% 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.

Table 9: Enrollment by Unit Load

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Non-Credit</b>	< 1%	< 1%	<1%	<1%	<1%
<b>1.0-2.9</b>	1%	1%	<1%	<1%	<1%
<b>3.0-5.9</b>	18%	19%	18%	18%	19%
<b>6.0-8.9</b>	20%	19%	19%	20%	18%
<b>9.0-11.9</b>	18%	18%	18%	17%	18%
<b>12.0-14.9</b>	32%	31%	31%	28%	28%
<b>15.0+</b>	12%	13%	14%	17%	16%

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. While online courses accounted for 11% of all enrollments in fall 2019, due to the COVID-19 pandemic, all courses transitioned to online in spring 2020 and continued through spring 2021. Face to face classes resumed at approximately 25% in fall 2021.

Table 10: Enrollments by Delivery Type

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Traditional (Face-to-Face)</b>	94%	93%	91%	89%	-
<b>Distance Ed (Online or Hybrid)</b>	6%	7%	9%	11%	100%

Data source: ATERMs

As CCC continues to expand its Distance Ed program, students have responded by Increasing enrollments. The number of students taking at least one online class has been increasing over the past 5 years and, again due to COVID, all classes were online in fall 2020. It will be interesting to the trend once the pandemic subsides.

Table 11: Unduplicated Percentage of Students Taking at Least One Online Course

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Distance Ed (Online or Hybrid)</b>	13%	15%	20%	26%	100%

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 were, prior to the pandemic, 17% of total sections. There was no distinction for day and evening in fall 2020.

*Table 12: Enrollments by Time Period*

	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
<b>Day</b>	<b>74%</b>	<b>83%</b>	<b>82%</b>	<b>83%</b>	-
<b>Evening</b>	<b>26%</b>	<b>17%</b>	<b>18%</b>	<b>17%</b>	-

Data source: ATERMs

*Table 13: Unduplicated Percentage of Students taking at Least One Evening Class*

	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
<b>Evening</b>	<b>52%</b>	<b>35%</b>	<b>35%</b>	<b>31%</b>	-

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.

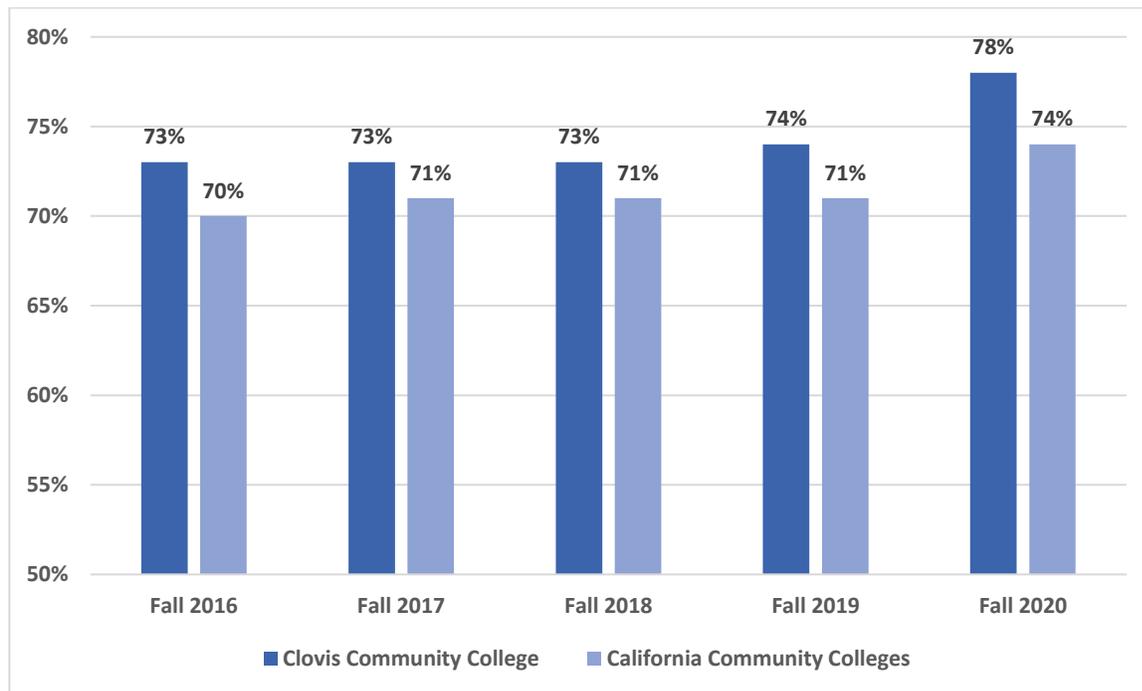
Two primary data sources are used in this chapter. The first is Colleague (SQL), which allows for specific data inquiry and gives direct access to student records. The second source includes two data sets (ATERMs and ATERM FTEs) and provides historical data from term snapshots.

NOTE: Fall data is generally inflated in success by COVID-19 due to the Chancellor’s Office change in grading because of the pandemic. Students were able to ask for an emergency withdrawal which doesn’t affect their GPA and inflates success and retention rates.

### Course Success Rates

Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of “A”, “B”, “C”, or “Pass” in their course. Clovis Community College is above the state average in successful course completion and is currently at 78%. CCC is typically 3% higher than the state and that is consistent with fall 2020 in which the college is 4% greater than the state.

Figure 13: Fall Course Success Rates

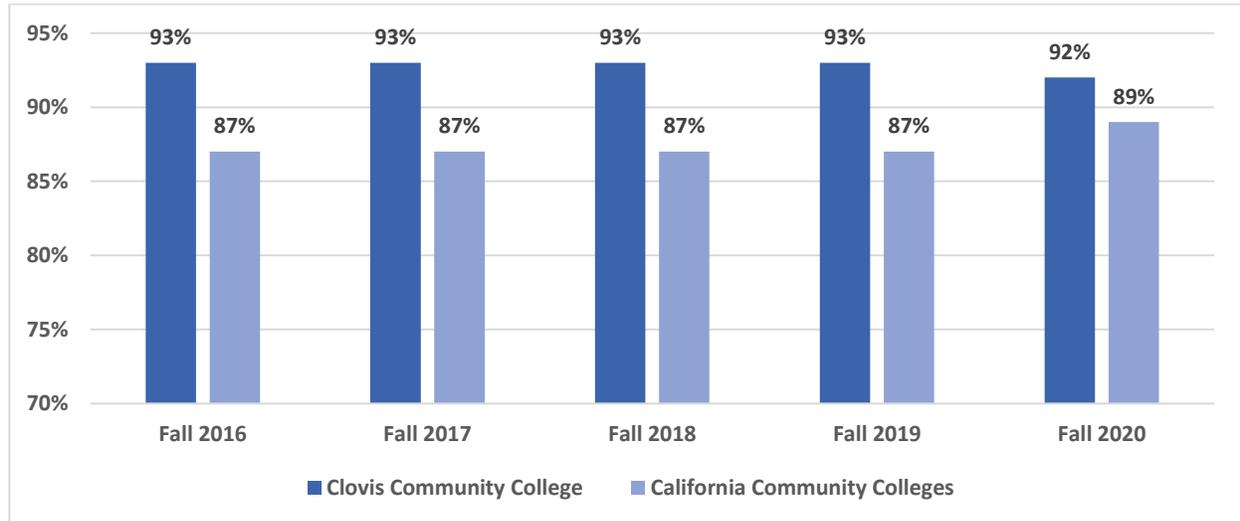


Data Source: ATERMs, CCCCO DataMart

## 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 by 5% on average.

Figure 14: Fall Course Retention Rates

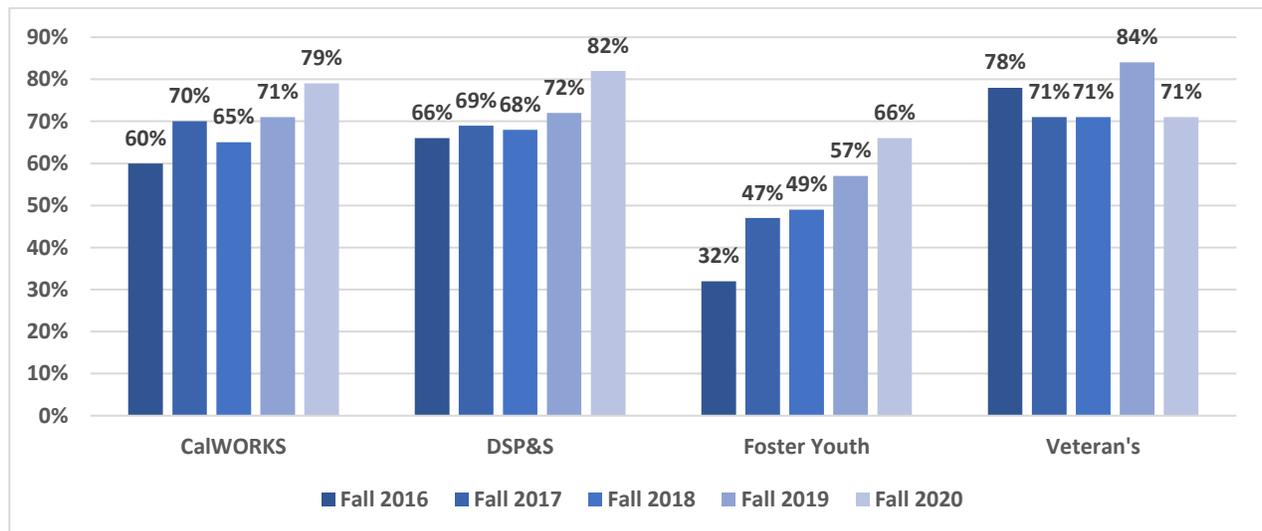


Data Source: ATERMs, CCCCO DataMart

## 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.

Figure 15: Fall Special Programs Course Success Rates

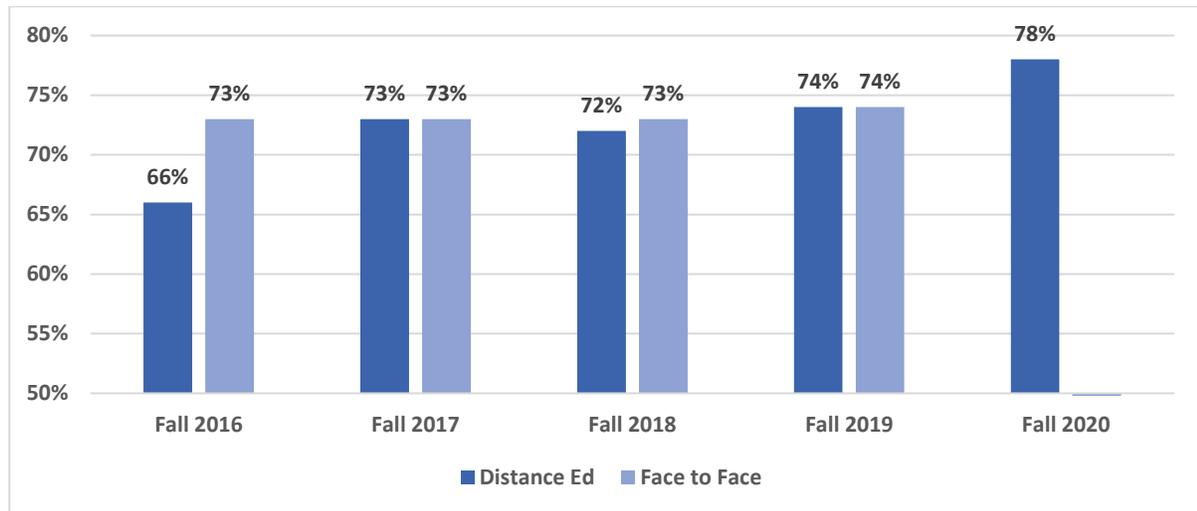


Data Source: [CCCCO Datamart](#)

### 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. Over the course of five fall terms, online courses have improved their success rates to those of traditional in class meetings. NOTE: No Face to Face classes were offered fall 2020 due to COVID-19.

Figure 16: Fall Course Success Rates by Delivery Method

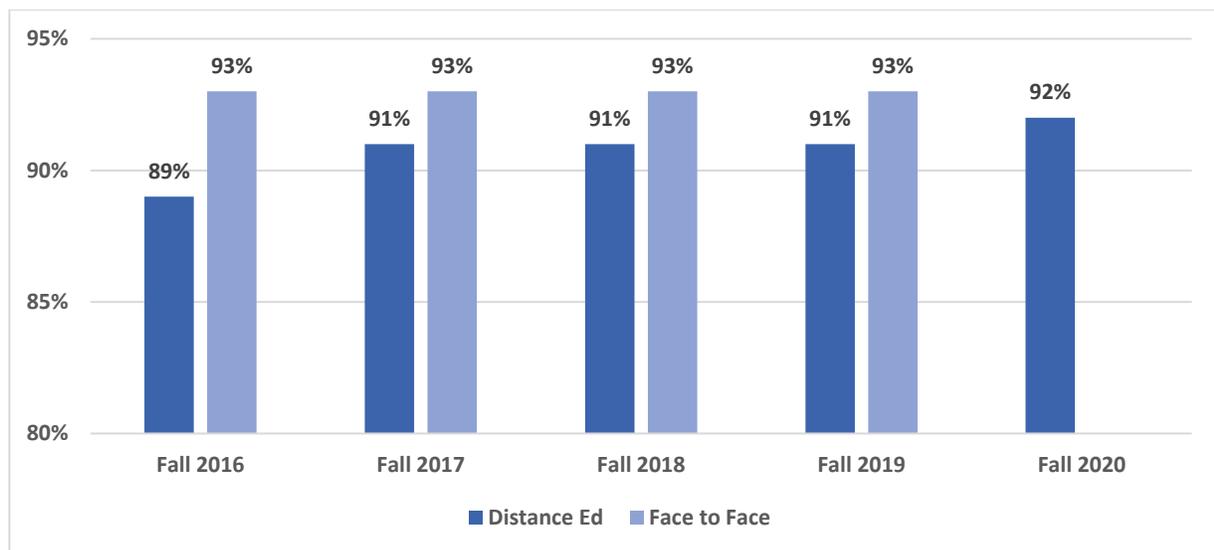


Data Source: ATERMs

### Course Retention 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.

Figure 17: Fall Course Retention Rates by Delivery Method



Data Source: ATERMs

## Course Success and Retention 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 78%, 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.

American Indian students remain impacted in both success and retention; however, this is a small population and the rates may not be stable. Success rates for African America and Latinx students did not experience disproportionate impact in fall 2020.

Table 14: Fall Course Success Rates by Ethnicity

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>African American</b>	<b>65%↓</b>	<b>68%↓</b>	<b>69%↓</b>	<b>64%↓</b>	<b>74%</b>
<b>American Indian *↓</b>	<b>59%↓</b>	<b>72%↓</b>	<b>68%↓</b>	<b>67%↓</b>	<b>59%↓</b>
<b>Asian</b>	<b>76%</b>	<b>78%</b>	<b>78%</b>	<b>77%</b>	<b>82%</b>
<b>Filipino</b>	<b>78%</b>	<b>82%</b>	<b>82%</b>	<b>83%</b>	<b>78%</b>
<b>Latinx</b>	<b>68%↓</b>	<b>69%↓</b>	<b>68%↓</b>	<b>70%↓</b>	<b>74%</b>
<b>More than 1 Ethnicity</b>	<b>75%</b>	<b>78%</b>	<b>74%</b>	<b>77%</b>	<b>79%</b>
<b>Pacific Islander **↓</b>	<b>65%↓</b>	<b>76%</b>	suppressed	<b>70%↓</b>	<b>82%</b>
<b>White</b>	<b>77%</b>	<b>76%</b>	<b>76%</b>	<b>77%</b>	<b>81%</b>

Data Source: ATERMs

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 are generally over 90%. Retention rates have been stable over the past several fall terms.

Table 15: Fall Course Retention Rates by Ethnicity

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>African American</b>	<b>91%</b>	<b>90%</b>	<b>91%</b>	<b>90%</b>	<b>89%</b>
<b>American Indian *↓</b>	<b>94%</b>	<b>93%</b>	<b>91%</b>	<b>92%</b>	<b>82%↓</b>
<b>Asian</b>	<b>92%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>
<b>Filipino</b>	<b>95%</b>	<b>95%</b>	<b>96%</b>	<b>94%</b>	<b>93%</b>
<b>Latinx</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>93%</b>	<b>91%</b>
<b>More than 1 Ethnicity</b>	<b>93%</b>	<b>94%</b>	<b>93%</b>	<b>92%</b>	<b>93%</b>
<b>Pacific Islander **↓</b>	<b>88%</b>	<b>97%</b>	suppressed	<b>97%</b>	<b>93%</b>
<b>White</b>	<b>93%</b>	<b>93%</b>	<b>94%</b>	<b>92%</b>	<b>92%</b>

Data Source: ATERMs

## Course Success and Retention 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.

This year we begin to have some data on non-Binary students which is included. There are 19 students who have identified to us as non-Binary.

Table 16: Fall Course Success Rates by Gender

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Female</b>	<b>74%</b>	<b>76%</b>	<b>76%</b>	<b>75%</b>	<b>80%</b>
<b>Male</b>	<b>71%</b>	<b>69%↓</b>	<b>68%↓</b>	<b>72%</b>	<b>75%</b>
<b>Non-Binary</b>	-	-	-	-	<b>60%↓</b>

Data Source: ATERMs

Retention rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. Retention rates are consistent across gender and women tend to have higher rates than men and non-Binary students report lower than average rates.

Table 17: Fall Course Retention Rates by Gender

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
<b>Female</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>	<b>93%</b>
<b>Male</b>	<b>93%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>	<b>91%</b>
<b>Non-Binary *↓</b>	-	-	-	-	<b>88%↓</b>

Data Source: ATERMs

## Student Persistence

In this section, we take a look at student persistence and follow cohorts of first-time, full-time students for 3 years to assess term-to-term persistence, fall-to-fall persistence, program completion, and transfer.

According to a 2021 report from the National Student Clearinghouse (NSC), first-time, full-time students starting in a public 2-year institution averaged 59% in fall to fall persistence rates. ([PersistenceRetention 2021](#)) They found that Asian students had the highest persistence rates and African American students the lowest. CCC finds an average, preliminary, fall to fall persistence rate of 68%. When looking at it by ethnicity (and accounting for smaller sample sizes), CCC shows that Asian and White students are highest and averaged 71% persistence while Latinx students were lowest with 66%. All are above the NSC Report.

The fall 2020 cohort is representative of the college in terms of ethnicity (for example, 3% African American and 47% Latinx are seen in the general college population as well as the cohort).

Table 18: Fall 2020 Cohort by Ethnicity

	Fall 2020 # of Students	Fall 2020 Success	Fall 2020 Retention	Fall 2020 GPA
<b>Overall Beginning Fall 2020 Cohort</b>	<b>946</b>	<b>76%</b>	<b>94%</b>	<b>2.67</b>
<b>African American</b>	<b>30</b>	<b>66%</b>	<b>88%</b>	<b>2.30</b>
<b>American Indian</b>	<b>2</b>	<b>100%</b>	<b>100%</b>	<b>3.77</b>
<b>Asian</b>	<b>95</b>	<b>78%</b>	<b>94%</b>	<b>2.88</b>
<b>Latinx</b>	<b>443</b>	<b>72%</b>	<b>94%</b>	<b>2.46</b>
<b>More than 1 Ethnicity</b>	<b>64</b>	<b>82%</b>	<b>95%</b>	<b>2.94</b>
<b>Pacific Islander</b>	<b>2</b>	<b>100%</b>	<b>100%</b>	<b>4.00</b>
<b>Unknown</b>	<b>33</b>	<b>78%</b>	<b>99%</b>	<b>2.67</b>
<b>White</b>	<b>277</b>	<b>81%</b>	<b>95%</b>	<b>2.84</b>

Data source: ATERMs

When looking at the whole cohort, students who persisted to the spring term did better than average in all three outcomes. Spring 2020 College Success Rate = 79%, Retention Rate = 93% and GPA = 2.54.

Table 19: Persistence to Spring 2021 and Fall 2021 by Ethnicity

	Persist to Spring 2021 - SCCC	Spring 2021 Success	Spring 2021 Retention	Spring 2021 GPA
<b>Overall Beginning Cohort</b>	<b>82%</b>	<b>81%</b>	<b>95%</b>	<b>2.85</b>
<b>African American</b>	<b>67%</b>	<b>73%</b>	<b>77%</b>	<b>2.81</b>
<b>American Indian</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>2.96</b>
<b>Asian</b>	<b>84%</b>	<b>87%</b>	<b>93%</b>	<b>3.33</b>
<b>Latinx</b>	<b>80%</b>	<b>75%</b>	<b>94%</b>	<b>2.63</b>
<b>More than 1 Ethnicity</b>	<b>84%</b>	<b>84%</b>	<b>97%</b>	<b>2.96</b>
<b>Pacific Islander</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>3.46</b>
<b>Unknown</b>	<b>74%</b>	<b>81%</b>	<b>97%</b>	<b>2.90</b>
<b>White</b>	<b>87%</b>	<b>86%</b>	<b>96%</b>	<b>2.98</b>

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 93 associate degrees and certificates.

CCC recently added two popular, internal certificates, CSU General Education Breadth (CSU GE-Breadth) and Intersegmental General Education Transfer Curriculum (IGETC). Although not yet recognized by the CCCCO, 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 714 of these certificates.

Table 20: Graduates by Program

	2018-19	2019-20	2020-21
Accounting	-	-	1
Administration of Justice for Transfer	29	44	41
Anthropology	1	-	-
Anthropology for Transfer	-	3	8
Art History	2	-	-
Art History for Transfer	-	-	6
Art: Two-Dimensional	6	2	3
Associate Teacher	1	1	-
Biological Science	50	24	7
Biology for Transfer	19	23	25
Business Administration for Transfer	100	131	118
Business Administration, Accounting	1	1	-
Business Administration, Entrepreneur	1	-	-
Business Administration, General Business	4	-	3
Business Administration, Management	1	-	3
Business Administration, Marketing	-	1	-
Chemistry	-	-	1
Child Care for School Age-Children/Teacher	15	5	1
Child Care for School-Age Children/Associate Teacher	2	-	-
Child Development	19	18	9
Child Development/Teacher	-	7	8
Civil Engineering	4	1	17
Communication	4	7	1
Communication Studies	25	16	11
Communication Studies for Transfer	35	36	30
Computer Or Software Engineering	4	2	14
Computer Science	24	13	23
Criminal Justice, Law Enforcement	3	-	-
Criminal Justice: Law Enforcement	-	2	1
Criminology - Corrections	-	-	1
Criminology - Law Enforcement	-	1	1
Csu Ge-Breadth	603	701	650
Cyber Security	-	-	6
Drinking Water Treatment and Distribution	-	-	2
Early Childhood Education for Transfer	23	20	20
Economics	13	-	-
Economics for Transfer	-	17	15
Electrical Engineering	-	2	11
Elementary Teacher Education	59	-	-
Elementary Teacher Education for Transfer	-	63	50
Engineering	3	3	2
English	2	3	2
English for Transfer	12	21	16
Entry Level Management	2	-	2

	2018-19	2019-20	2020-21
Environmental Science for Transfer	-	-	1
Food Safety and Quality Technician	2	-	-
Foreign Language	-	1	2
Geography for Transfer	-	2	3
History for Transfer	33	24	25
Information Systems	-	1	-
Information Systems - Web Design	-	-	2
Information Systems, Networking	2	5	8
Information Systems, Web Design	1	1	-
Information Technician Support	-	1	1
Information Technology Support Technician	1	-	1
Intersegmental General Education Transfer Curriculum (igetc)	42	44	64
Kinesiology for Transfer	33	29	28
Liberal Arts & Sciences, Arts & Humanities	5	4	-
Liberal Arts & Sciences, Natural Sciences	39	37	69
Liberal Studies	121	129	119
Life Science	86	125	159
Management	1	1	3
Managerial Assistant	1	-	-
Mathematics	9	5	9
Mathematics for Transfer	39	32	35
Mechanical, Aerospace, Or Manufacturing Engineering	5	3	18
Mechatronics/Industrial Automation	1	2	5
Philosophy for Transfer	5	7	4
Physical Education	16	14	27
Physical Science	4	6	13
Physics for Transfer	19	11	20
Political Science for Transfer	16	20	11
Psychology for Transfer	129	147	157
Rehabilitation Aide	-	1	1
Small Business Management	-	1	3
Social Justice Studies for Transfer	-	-	7
Social Science	99	106	138
Sociology for Transfer	14	14	37
Spanish for Transfer	2	1	5
Studio Arts for Transfer	20	26	13
Wastewater Treatment	4	3	6

Data Source: SQL

## Graduates by Top 15 Condensed Programs

As was in the previous chapter, degree awards were condensed into more general categories, condensed programs. The following table (sorted highest to lowest 2020-21) shows the top 15 CCC condensed programs as indicated by awards earned. Biological Science remains at the top of the list with the most awards earned the past 2 years.

Table 21: Graduated by Top 15 Condensed Programs

	2018-19	2019-220	2020-21
<b>Biological Science</b>	<b>159</b>	<b>178</b>	<b>205</b>
<b>Liberal Arts &amp; Sciences/Liberal Studies</b>	<b>165</b>	<b>170</b>	<b>188</b>
<b>Psychology</b>	<b>129</b>	<b>147</b>	<b>157</b>
<b>Business Administration</b>	<b>124</b>	<b>152</b>	<b>148</b>
<b>Social Science</b>	<b>99</b>	<b>106</b>	<b>138</b>
<b>Early Childhood Education</b>	<b>119</b>	<b>114</b>	<b>88</b>
<b>Engineering</b>	<b>16</b>	<b>11</b>	<b>62</b>
<b>Criminology</b>	<b>32</b>	<b>47</b>	<b>44</b>
<b>Mathematics</b>	<b>48</b>	<b>37</b>	<b>44</b>
<b>Sociology</b>	<b>14</b>	<b>14</b>	<b>44</b>
<b>Communications</b>	<b>64</b>	<b>59</b>	<b>42</b>
<b>Kinesiology</b>	<b>33</b>	<b>29</b>	<b>28</b>
<b>Physical Education</b>	<b>16</b>	<b>14</b>	<b>27</b>
<b>History</b>	<b>33</b>	<b>24</b>	<b>25</b>
<b>Computer Science</b>	<b>24</b>	<b>13</b>	<b>23</b>

Data Source: SQL

### Program Completion by Ethnicity

The following tables break down the degree rates by ethnicity. The percentages of completers by race varied from the general enrollment of Clovis Community College. Latinx 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%.

Table 22: Program Completion by Ethnicity 2018-19

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

Data Source: SQL

Table 23: Program Completion by Ethnicity 2019-20

2019-20	AA	AA-T	AS	AS-T	CA	CN	Total	%
<b>African-American</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>-</b>	<b>20</b>	<b>1%</b>
<b>American Indian / Alaskan Native</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>1</b>	<b>5</b>	<b>-</b>	<b>10</b>	<b>1%</b>
<b>Asian</b>	<b>34</b>	<b>44</b>	<b>30</b>	<b>45</b>	<b>81</b>	<b>-</b>	<b>234</b>	<b>12%</b>
<b>Filipino</b>	<b>2</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>19</b>	<b>-</b>	<b>42</b>	<b>2%</b>

2019-20	AA	AA-T	AS	AS-T	CA	CN	Total	%
Latinx	120	166	78	102	320	-	786	40%↓
Multi-ethnicity	14	21	12	4	37	-	88	4%
Unknown	2	2	1	1	5	-	11	1%
White/ non-Hispanic	123	165	72	98	320	-	778	39%
<b>TOTAL</b>	<b>303</b>	<b>410</b>	<b>203</b>	<b>261</b>	<b>794</b>	<b>-</b>	<b>1971</b>	<b>100%</b>

Data Source: SQL

Table 24: Program Completion by Ethnicity 2020-21

2020-21	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	9	10	3	11	25	-	58	3%
American Indian / Alaskan Native	1	-	1	1	3	-	6	<1%
Asian	31	32	37	32	79	-	211	10%
Filipino	2	7	5	2	12	-	28	1%
Latinx	163	191	104	104	341	1	904	43%
Multi-ethnicity	13	22	8	14	39	-	96	5%
Unknown	2	1	1	2	4	1	11	1%
White/ non-Hispanic	140	152	117	95	285	-	789	38%
<b>TOTAL</b>	<b>361</b>	<b>415</b>	<b>276</b>	<b>261</b>	<b>788</b>	<b>2</b>	<b>2103</b>	<b>100%</b>

Data Source: SQL

## Student Transfers

Clovis Community College has, anecdotally, been seen as a ‘transfer’ college and students do have a high transfer rate, typically to California institutions. Since becoming a college, Clovis has been recognized as a Champion of Higher Education for the third consecutive year from the Campaign for College Opportunity for the extraordinary work in awarding and implementing the Associate Degree for Transfer (ADT). Statewide, CCC is #1 in Associate Degree for Transfer based on enrollment and #1 in transfer students to UCs/CSUs, based on enrollment. In addition, CCC is #2 in the state in Associate Degrees earned with fewest units accumulated (one of the Student Success Metrics).

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.

Table 25: Student Transfers to 4-Year California Schools

	UC Transfer	CSU Transfer	In State Private
2016-17	124	949	184
2017-18	131	881	221
2018-19	147	1,195	305

Data source: ATERMs, National Student Clearinghouse

## 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.

Table 26: California Transfer Universities by Year

	2016-17	2017-18	2018-19
<b>CALIFORNIA STATE UNIVERSITY – FRESNO</b>	<b>807</b>	<b>741</b>	<b>1,012</b>
<b>UNIVERSITY OF CALIFORNIA – DAVIS</b>	<b>28</b>	<b>23</b>	<b>37</b>
<b>UNIVERSITY OF CALIFORNIA – BERKELEY</b>	<b>8</b>	<b>17</b>	<b>22</b>
<b>UNIVERSITY OF CALIFORNIA – IRVINE</b>	<b>8</b>	<b>13</b>	<b>19</b>
<b>CALIFORNIA STATE UNIVERSITY - MONTEREY BAY</b>	<b>11</b>	<b>12</b>	<b>19</b>
<b>SAN FRANCISCO STATE UNIVERSITY</b>	<b>16</b>	<b>15</b>	<b>18</b>
<b>SAN JOSE STATE UNIVERSITY</b>	<b>11</b>	<b>22</b>	<b>17</b>
<b>CALIFORNIA POLYTECHNIC STATE UNIVERSITY</b>	<b>16</b>	<b>14</b>	<b>16</b>
<b>UNIVERSITY OF CALIFORNIA - SANTA BARBARA</b>	<b>9</b>	<b>9</b>	<b>15</b>
<b>UNIVERSITY OF CALIFORNIA - LOS ANGELES</b>	<b>11</b>	<b>17</b>	<b>14</b>
<b>CALIFORNIA STATE UNIVERSITY - LONG BEACH</b>	<b>19</b>	<b>14</b>	<b>14</b>
<b>UNIVERSITY OF CALIFORNIA - SANTA CRUZ</b>	<b>7</b>	<b>14</b>	<b>14</b>
<b>CALIFORNIA STATE UNIVERSITY - SACRAMENTO</b>	<b>16</b>	<b>11</b>	<b>13</b>
<b>SAN DIEGO STATE UNIVERSITY</b>	<b>22</b>	<b>6</b>	<b>13</b>
<b>UNIVERSITY OF CALIFORNIA – MERCED</b>	<b>14</b>	<b>10</b>	<b>12</b>
<b>UNIVERSITY OF CALIFORNIA - SAN DIEGO</b>	<b>9</b>	<b>16</b>	<b>10</b>
<b>CALIFORNIA STATE UNIVERSITY – CHICO</b>	<b>6</b>	<b>5</b>	<b>7</b>
<b>HUMBOLDT STATE UNIVERSITY</b>	<b>6</b>	<b>9</b>	<b>6</b>
<b>CALIFORNIA STATE UNIVERSITY - EAST BAY</b>	<b>6</b>	<b>5</b>	<b>6</b>
<b>CALIFORNIA STATE UNIVERSITY- NORTHRIDGE</b>	<b>6</b>	<b>6</b>	<b>5</b>
<b>UNIVERSITY OF CALIFORNIA - RIVERSIDE</b>	<b>7</b>	<b>3</b>	<b>4</b>

Data source: ATERMs, National Student Clearinghouse

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

Stemming from the Chancellor’s Office system goals, including Vision for Success and Guided Pathways, a 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 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 by **RED↓** font.

The following charts and tables reflect student momentum points for both the college and the state. These are measures that research has shown to increase successful completion efforts.

NOTE: Because of the COVID-19 pandemic, the CCCCO issued a new set of grading guidelines meant to minimize the disruption faced by students forced to a new platform and the learning curve that both students and faculty faced in this unprecedented time. On March 27, 2020, Chancellor Oakley responded by executive order which is “committed to helping our 2.1 million students through the crisis, and these measures are designed to ensure students are not punished for events out of their control”.

The changes that are being made through executive order include:

- Allowing students to retake any course attempted during the pandemic; colleges must disregard the previous grade when computing a GPA once the course has been completed.
- Waiving the deadline – which had already passed – for selecting a pass or no pass option instead of a letter grade. Students should, however, be aware that the University of California and California State University systems require courses for a major to be completed with a letter grade.
- “No pass” grades will not be considered in probation and dismissal procedures. Students intending to complete a course under the current situation, rather than withdraw, will not be negatively affected should they ultimately be unable to successfully complete the course.

In addition, the CCCCO has taken the following steps:

- Issued a separate executive order ... that suspends state and local regulations to ensure students are not penalized academically and will more easily be able to receive refunds for enrollment fees. Students who withdraw because of the current crisis will receive an excused withdrawal on their transcripts, which will not count against academic progress requirements. The order temporarily waives requirements for districts to obtain approval from the state Chancellor’s Office to refund enrollment fees to these students.

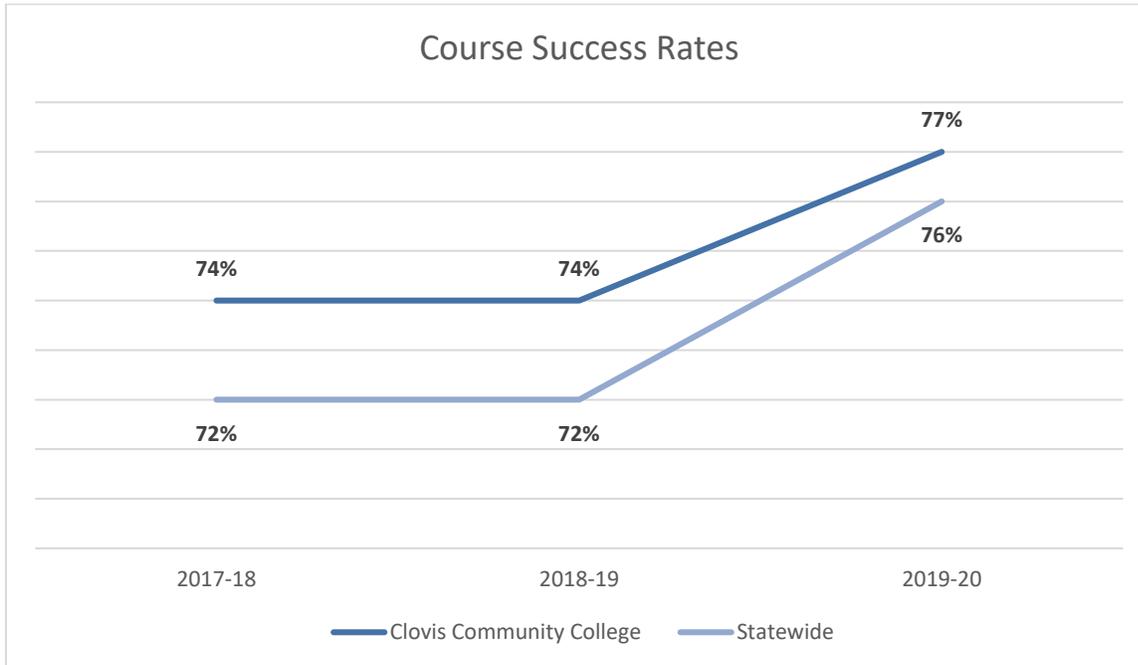
- Purchased a virtual lab platform that supports a range of science-related disciplines. This is be the first purchase to support system-wide transition to virtual labs. All colleges will have access to the platform services, including expanded support and technical assistance for faculty.
- Clarified for colleges how attendance reporting for purposes of funding will be calculated once in-person courses have been converted to online.
- Created a COVID-19 section of its website that includes answers to frequently asked questions for students in English and Spanish. The Chancellor’s Office is also providing weekly webinars for college leaders on COVID-19 response.
- Requested that the Board of Registered Nursing provide emergency exemptions reducing requirements of clinical hours for nursing students in direct patient care and allowing more simulated hours. This is needed because many health care facilities are excluding nursing students from clinical rotations because of safety concerns. More than 2,100 students in health and nursing have been affected at a time when professionals in these fields will be essential.
- Inventoried college residential hall facilities that could be converted if needed as part of the statewide COVID-19 medical surge response as well as tallied stocks of ventilators, masks and other Personal Protection Equipment in allied health programs.

Source: [CCCCO Press Release March 27 2020](#)

## Course Success Rate

Clovis Community College has been focused on course success for several years and consistently produces higher than state average rates. The increase in 2019-20 is striking and likely due to the shutdown of on campus classes in mid-March 2020 due to the COVID-19 pandemic.

Figure 18: Student Success Metric Course Success Rate



Data Source: CCCC LaunchBoard

## Course Success Rates 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. Disproportionate impact on student ethnic groups has decreased over the years yet remains for Black and American Indian students. And while Latinx students do not show a gap in 2019-20, CCC needs to continue to monitor this group. In addition, LGBT, Foster Youth and students with disabilities continue to struggle.

Table 27: Student Success Metric Course Success Rate by Gender

	2017-18	2018-19	2019-20
<b>Female</b>	<b>77%</b>	<b>76%</b>	<b>79%</b>
<b>Male</b>	<b>71%</b>	<b>71%</b>	<b>75%</b>

Data Source: CCCC LaunchBoard

Table 28: Student Success Metric Course Success Rate by Ethnicity

	2017-18	2018-19	2019-20
<b>American Indian/Alaska Native</b>	<b>67%↓</b>	<b>66%↓</b>	<b>70%↓</b>
<b>Asian</b>	<b>79%</b>	<b>78%</b>	<b>80%</b>

	2017-18	2018-19	2019-20
<b>Black or African American</b>	<b>66%↓</b>	<b>66%↓</b>	<b>71%↓</b>
<b>Filipino</b>	<b>83%</b>	<b>82%</b>	<b>86%</b>
<b>Hispanic</b>	<b>70%↓</b>	<b>70%↓</b>	<b>74%</b>
<b>Native Hawaiian or Pacific Islander</b>	<b>82%</b>	<b>66%</b>	<b>72%</b>
<b>Two or More Races</b>	<b>79%</b>	<b>76%</b>	<b>77%</b>
<b>White</b>	<b>77%</b>	<b>77%</b>	<b>80%</b>

Data Source: CCCCO LaunchBoard

Table 29: Student Success Metric Course Success Rate by Age

	2017-18	2018-19	2019-20
<b>19 or Less</b>	<b>73%</b>	<b>73%</b>	<b>76%</b>
<b>20 – 24</b>	<b>74%</b>	<b>73%</b>	<b>76%</b>
<b>25 – 29</b>	<b>76%</b>	<b>77%</b>	<b>79%</b>
<b>30 – 34</b>	<b>79%</b>	<b>79%</b>	<b>83%</b>
<b>35 – 39</b>	<b>82%</b>	<b>78%</b>	<b>85%</b>
<b>40 – 54</b>	<b>84%</b>	<b>82%</b>	<b>82%</b>
<b>55 and Older</b>	<b>75%</b>	<b>82%</b>	<b>85%</b>

Data Source: CCCCO LaunchBoard

Table 30: Student Success Metric Course Success Rate by First Generation Status

	2017-18	2018-19	2019-20
<b>First Generation</b>	<b>70%↓</b>	<b>75%</b>	<b>77%</b>
<b>Not First Generation</b>	<b>76%</b>	<b>72%</b>	<b>78%</b>

Data Source: CCCCO LaunchBoard

Table 31: Student Success Metric Course Success Rate by Pell Grant Status

	2017-18	2018-19	2019-20
<b>Pell Grant Recipient</b>	<b>72%</b>	<b>72%</b>	<b>76%</b>
<b>Not a Pell Grant Recipient</b>	<b>76%</b>	<b>76%</b>	<b>78%</b>

Data Source: CCCCO LaunchBoard

Table 32: Student Success Metric Course Success Rate by Veteran Status

	2017-18	2018-19	2019-20
<b>Veteran</b>	<b>75%</b>	<b>73%</b>	<b>81%</b>
<b>Not a Veteran</b>	<b>74%</b>	<b>74%</b>	<b>77%</b>

Data Source: CCCCO LaunchBoard

Table 33: Student Success Metric Course Success Rate by LGBT Status

	2017-18	2018-19	2019-20
<b>LGBT</b>	<b>64%↓</b>	<b>66%↓</b>	<b>72%↓</b>
<b>Not LGBT</b>	<b>74%</b>	<b>74%</b>	<b>77%</b>

Data Source: CCCC LaunchBoard

Table 34: Student Success Metric Course Success Rate by Promise Grant Status

	2017-18	2018-19	2019-20
<b>Promise Grant Recipient</b>	<b>72%</b>	<b>72%</b>	<b>76%</b>
<b>Not Promise Grant Recipient</b>	<b>78%</b>	<b>77%</b>	<b>79%</b>

Data Source: CCCC LaunchBoard

Table 35: Student Success Metric Course Success Rate by Disability Status

	2017-18	2018-19	2019-20
<b>Has a Disability</b>	<b>69%↓</b>	<b>69%↓</b>	<b>74%↓</b>
<b>No Disability</b>	<b>75%</b>	<b>75%</b>	<b>78%</b>

Data Source: CCCC LaunchBoard

Table 36: Student Success Metric Course Success Rate by Foster Youth Status

	2017-18	2018-19	2019-20
<b>Foster Youth</b>	<b>61%↓</b>	<b>62%↓</b>	<b>67%↓</b>
<b>Not a Foster Youth</b>	<b>74%</b>	<b>74%</b>	<b>77%</b>

Data Source: CCCC LaunchBoard

Table 37: Student Success Metric Course Success Rate by Economic Status

	2017-18	2018-19	2019-20
<b>Economically Disadvantaged</b>	<b>72%</b>	<b>72%</b>	<b>76%</b>
<b>Not Economically Disadvantaged</b>	<b>78%</b>	<b>77%</b>	<b>80%</b>

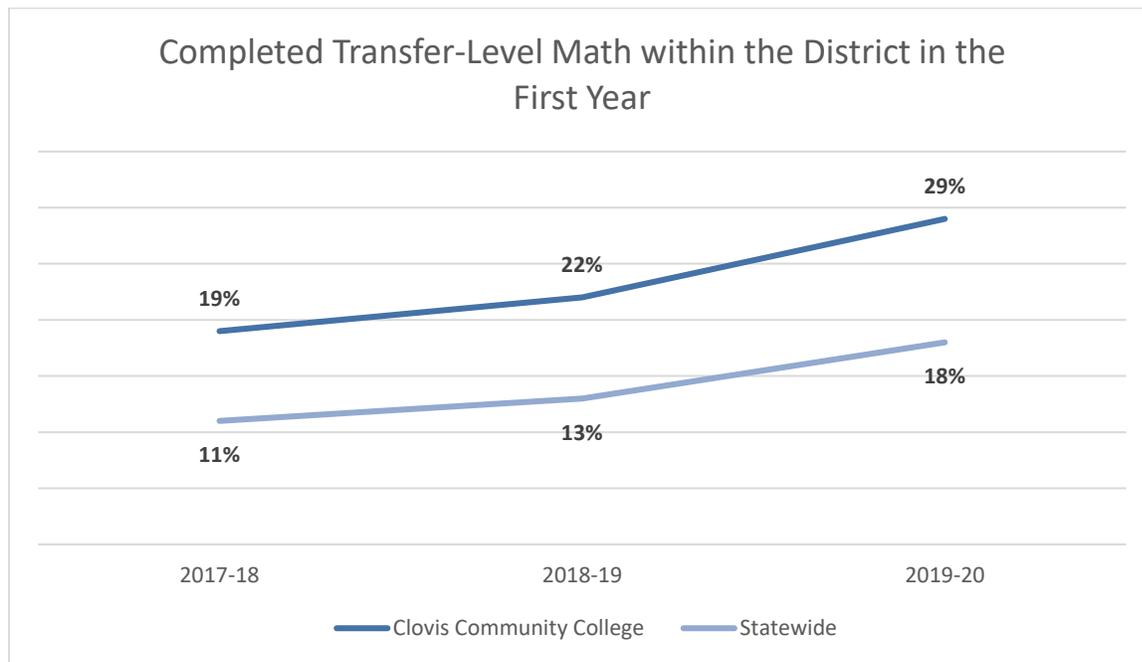
Data Source: CCCC LaunchBoard

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

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 significantly higher than State average for students who complete transfer-level math in their first year across the 3 reported years and shows steady progress. As the advanced junction of math courses and co-requisite support increases, CCC expects to maintain this trend.

Figure 19: Student Success Metric Completed Transfer-Level Math within the District in the First Year



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 completion rates in the first year for Black, Hispanic and disabled students although all of these populations remain higher than state averages. Differences among age categories remains with a marked decrease in success as age goes up.

Table 38: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Gender

	2017-18	2018-19	2019-20
<b>Female</b>	<b>21%</b>	<b>20%</b>	<b>28%</b>
<b>Male</b>	<b>20%</b>	<b>24%</b>	<b>32%</b>

Data Source: CCCC LaunchBoard

African American students remain disproportionately impacted in terms of completing transfer-level math in their

first year. Additionally, student groups 20 years old and above and first-generation students are below expected outcomes.

Table 39: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Ethnicity

	2017-18	2018-19	2019-20
<b>American Indian/Alaska Native</b>	*	*	*
<b>Asian</b>	27%	32%	37%
<b>Black or African American</b>	*	15%↓	24%↓
<b>Filipino</b>	50%	30%	36%
<b>Hispanic</b>	16%↓	17%↓	26%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*
<b>Two or More Races</b>	32%	24%	35%
<b>White</b>	20%	24%	31%

Data Source: CCCCO LaunchBoard

Table 40: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Age

	2017-18	2018-19	2019-20
<b>19 or Less</b>	23%	30%	40%
<b>20 – 24</b>	9%	13%↓	17%↓
<b>25 – 29</b>	*	8%↓	12%↓
<b>30 – 34</b>	*	*	10%↓
<b>35 – 39</b>	*	7%↓	*
<b>40 – 54</b>	*	*	9%↓
<b>55 and older</b>	*	*	*

Data Source: CCCCO LaunchBoard

Table 41: Student Success Metric Completed Transfer-Level Math within the District in the First Year by First Generation Status

	2017-18	2018-19	2019-20
<b>First Generation</b>	26%	20%	25%↓
<b>Not First Generation</b>	23%	23%	32%

Data Source: CCCCO LaunchBoard

Table 42: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Pell Grant Status

	2017-18	2018-19	2019-20
<b>Pell Grant Recipient</b>	18%	23%	31%
<b>Not a Pell Grant Recipient</b>	22%	21%	28%

Data Source: CCCCO LaunchBoard

Table 43: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Veteran Status

	2017-18	2018-19	2019-20
<b>Veteran</b>	*	*	28%
<b>Not a Veteran</b>	*	*	29%

Data Source: CCCCO LaunchBoard

Table 44: Student Success Metric Completed Transfer-Level Math within the District in the First Year by LGBT Status

	2017-18	2018-19	2019-20
<b>LGBT</b>	*	*	22%
<b>Not LGBT</b>	*	*	29%

Data Source: CCCCO LaunchBoard

Table 45: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Promise Grant Status

	2017-18	2018-19	2019-20
<b>Promise Grant Recipient</b>	17%	20%	28%
<b>Not Promise Grant Recipient</b>	24%	23%	30%

Data Source: CCCCO LaunchBoard

Table 46: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Disability Status

	2017-18	2018-19	2019-20
<b>Has a Disability</b>	13%↓	17%↓	27%
<b>No Disability</b>	21%	22%	29%

Data Source: CCCCO LaunchBoard

Table 47: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Foster Youth Status

	2017-18	2018-19	2019-20
<b>Foster Youth</b>	*	*	16%
<b>Not a Foster Youth</b>	*	*	29%

Data Source: CCCCO LaunchBoard

Table 48: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Economic Status

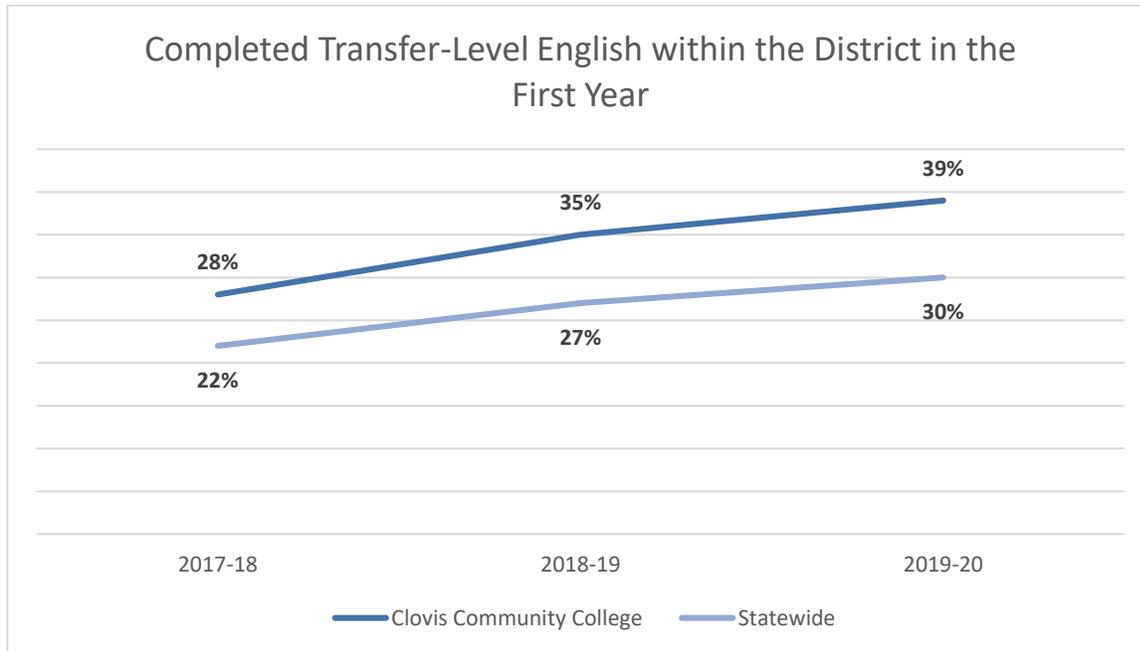
	2017-18	2018-19	2019-20
<b>Economically Disadvantaged</b>	18%	20%	28%
<b>Not Economically Disadvantaged</b>	24%	24%	30%

Data Source: CCCCO 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.

Figure 20: Student Success Metric Completed Transfer-Level English within the District in the First Year



Data Source: CCCC LaunchBoard

## 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 Latinx students but still remain impacted. 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.

Table 49: Student Success Metric Completed Transfer-Level English within the District in the First Year by Gender

	2017-18	2018-19	2019-20
<b>Female</b>	<b>37%</b>	<b>33%</b>	<b>39%</b>
<b>Male</b>	<b>*</b>	<b>34%</b>	<b>38%</b>

Data Source: CCCC LaunchBoard

Table 50: Student Success Metric Completed Transfer-Level English within the District in the First Year by Ethnicity

	2017-18	2018-19	2019-20
<b>American Indian/Alaska Native</b>	*	*	*
<b>Asian</b>	35%	36%	41%
<b>Black or African American</b>	30%	26%	28%↓
<b>Filipino</b>	30%	37%	36%
<b>Hispanic</b>	29%↓	30%↓	35%↓
<b>Native Hawaiian or Pacific Islander</b>	*	*	*
<b>Two or More Races</b>	49%	35%	37%
<b>White</b>	38%	38%	43%

Data Source: CCCCO LaunchBoard

Table 51: Student Success Metric Completed Transfer-Level English within the District in the First Year by Age

	2017-18	2018-19	2019-20
<b>19 or Less</b>	39%	46%	53%
<b>20 – 24</b>	12%↓	17%↓	17%↓
<b>25 – 29</b>	18%↓	13%↓	23%↓
<b>30 – 34</b>	*	6%↓	*
<b>35 – 39</b>	*	15%↓	11%↓
<b>40 – 54</b>	*	*	11%↓
<b>55 and older</b>	*	*	*

Data Source: CCCCO LaunchBoard

Table 52: Student Success Metric Completed Transfer-Level English within the District in the First Year by First Generation Status

	2017-18	2018-19	2019-20
<b>First Generation</b>	29%↓	31%	32%↓
<b>Not First Generation</b>	37%	36%	43%

Data Source: CCCCO LaunchBoard

Table 53: Student Success Metric Completed Transfer-Level English within the District in the First Year by Pell Grant Status

	2017-18	2018-19	2019-20
<b>Pell Grant Recipient</b>	34%	42%	47%
<b>Not a Pell Grant Recipient</b>	35%	29%	34%

Data Source: CCCCO LaunchBoard

Table 54: Student Success Metric Completed Transfer-Level English within the District in the First Year by Veteran Status

	2017-18	2018-19	2019-20
<b>Veteran</b>	21%	33%	32%↓
<b>Not a Veteran</b>	27%	33%	39%

Data Source: CCCCO LaunchBoard

Table 55: Student Success Metric Completed Transfer-Level English within the District in the First Year by LGBT Status

	2017-18	2018-19	2019-20
<b>LGBT</b>	*	23%↓	32%↓
<b>Not LGBT</b>	*	34%	39%

Data Source: CCCC LaunchBoard

Table 56: Student Success Metric Completed Transfer-Level English within the District in the First Year by Promise Grant Status

	2017-18	2018-19	2019-20
<b>Promise Grant Recipient</b>	32%	34%	41%
<b>Not Promise Grant Recipient</b>	37%	33%	35%

Data Source: CCCC LaunchBoard

Table 57: Student Success Metric Completed Transfer-Level English within the District in the First Year by Disability Status

	2017-18	2018-19	2019-20
<b>Has a Disability</b>	23%↓	29%↓	42%
<b>No Disability</b>	35%	34%	38%

Data Source: CCCC LaunchBoard

Table 58: Student Success Metric Completed Transfer-Level English within the District in the First Year by Foster Youth Status

	2017-18	2018-19	2019-20
<b>Foster Youth</b>	25%↓	20%↓	26%↓
<b>Not Foster Youth</b>	35%	34%	39%

Data Source: CCCC LaunchBoard

Table 59: Student Success Metric Completed Transfer-Level English within the District in the First Year by Economic Status

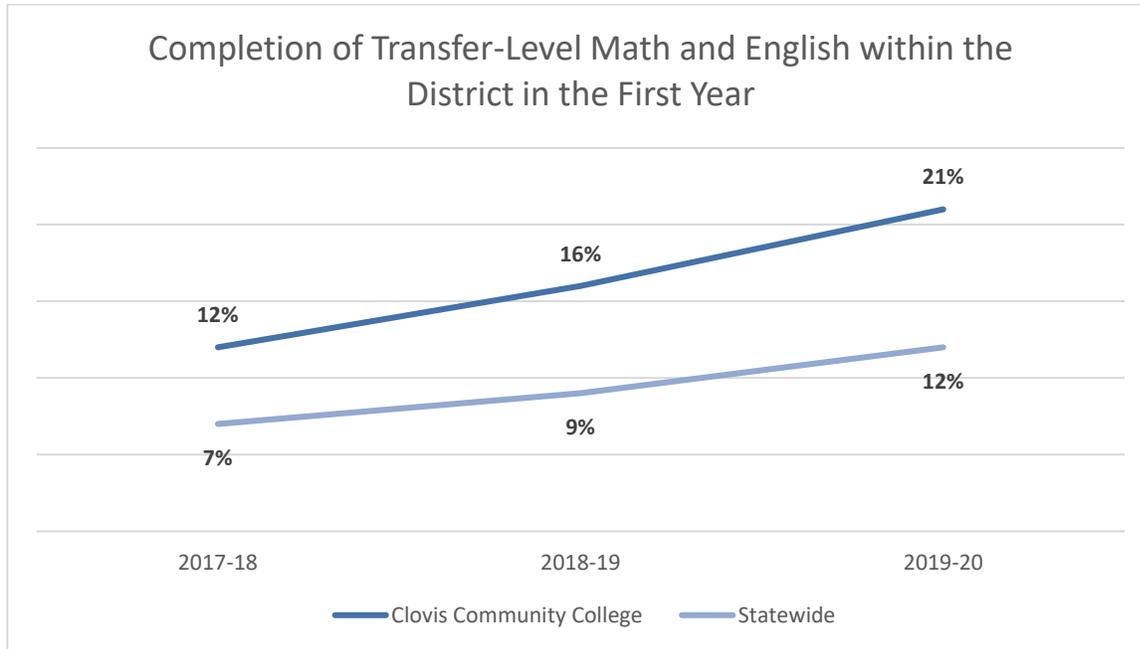
	2017-18	2018-19	2019-20
<b>Economically Disadvantaged</b>	32%	34%	41%
<b>Not Economically Disadvantaged</b>	37%	33%	35%

Data Source: CCCC LaunchBoard

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

Twenty-one percent of CCC students completed math *and* English within the district in their first year in 2019-20. 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.

Figure 21: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year



Data Source: CCCCO 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.

Table 60: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Gender

	2017-18	2018-19	2019-20
<b>Female</b>	<b>17%</b>	<b>14%</b>	<b>21%</b>
<b>Male</b>	*	<b>16%</b>	<b>21%</b>

Data Source: CCCCO LaunchBoard

Table 61: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Ethnicity

	2017-18	2018-19	2019-20
<b>American Indian/Alaska Native</b>	*	*	*
<b>Asian</b>	19%	22%	26%
<b>Black or African American</b>	*	*	14%↓
<b>Filipino</b>	34%	19%	24%
<b>Hispanic</b>	12%	12%↓	18%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*
<b>Two or More Races</b>	25%	16%	19%
<b>White</b>	16%	17%	24%

Data Source: CCCC LaunchBoard

Table 62: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Age

	2017-18	2018-19	2019-20
<b>19 or Less</b>	18%	23%	31%
<b>20 – 24</b>	*	4%↓	6%↓
<b>25 – 29</b>	*	*	6%↓
<b>30 – 34</b>	*	*	*
<b>35 – 39</b>	*	*	*
<b>40 – 54</b>	*	*	*
<b>55 and older</b>	*	*	*

Data Source: CCCC LaunchBoard

Table 63: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by First Generation Status

	2017-18	2018-19	2019-20
<b>First Generation</b>	11%↓	14%	17%↓
<b>Not First Generation</b>	18%	17%	24%

Data Source: CCCC LaunchBoard

Table 64: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Pell Grant Status

	2017-18	2018-19	2019-20
<b>Pell Grant Recipient</b>	14%	18%	24%
<b>Not a Pell Grant Recipient</b>	16%	14%	19%

Data Source: CCCC LaunchBoard

Table 65: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Veteran Status

	2017-18	2018-19	2019-20
<b>Veteran</b>	*	*	*
<b>Not a Veteran</b>	*	*	*

Data Source: CCCC LaunchBoard

Table 66: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by LGBT Status

	2017-18	2018-19	2019-20
<b>LGBT</b>	*	*	*
<b>Not LGBT</b>	*	*	*

Data Source: CCCC LaunchBoard

Table 67: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Promise Grant Status

	2017-18	2018-19	2019-20
<b>Promise Grant Recipient</b>	13%	14%	22%
<b>Not Promise Grant Recipient</b>	18%	16%	20%

Data Source: CCCC LaunchBoard

Table 68: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Disability Status

	2017-18	2018-19	2019-20
<b>Has a Disability</b>	*	13%	21%
<b>No Disability</b>	*	15%	21%

Data Source: CCCC LaunchBoard

Table 69: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Foster Youth Status

	2017-18	2018-19	2019-20
<b>Foster Youth</b>	*	*	*
<b>Not Foster Youth</b>	*	*	*

Data Source: CCCC LaunchBoard

Table 70: Student Success Metric Completion of Transfer-Level Math and English within the District in the First Year by Economic Status

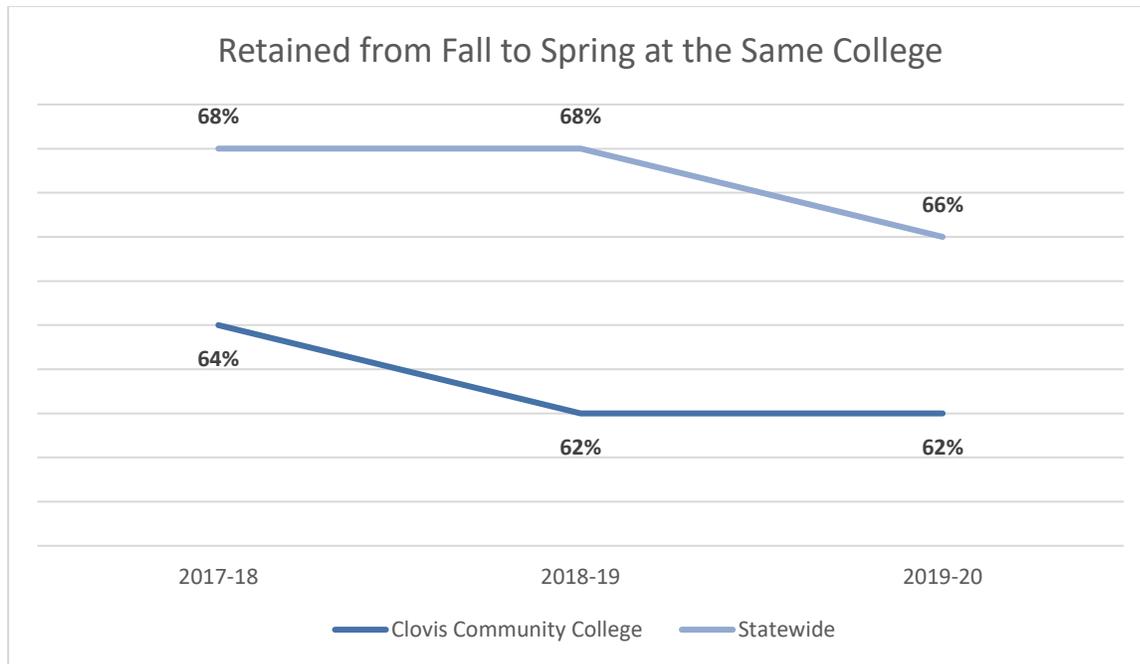
	2017-18	2018-19	2019-20
<b>Economically Disadvantaged</b>	13%	14%	22%
<b>Not Economically Disadvantaged</b>	18%	16%	20%

Data Source: CCCC LaunchBoard

## Retained from Fall to Spring at the Same 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 changed the enrollment management narrative. CCC retains a lower than statewide average on this metric by 4%.

Figure 22: Student Success Metric Retained from Fall to Spring at the Same College



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.

Table 71: Student Success Metric Retained from Fall to Spring at the Same College by Gender

	2017-18	2018-19	2019-20
<b>Female</b>	60%	63%	60%
<b>Male</b>	61%	66%	66%

Data Source: CCCCO LaunchBoard

Table 72: Student Success Metric Retained from Fall to Spring at the Same College by Ethnicity

	2017-18	2018-19	2019-20
<b>American Indian/Alaska Native</b>	48%↓	60%↓	63%
<b>Asian</b>	63%	69%	61%

	2017-18	2018-19	2019-20
<b>Black or African American</b>	58%	54%↓	53%↓
<b>Filipino</b>	53%↓	70%	73%
<b>Hispanic</b>	57%	61%	59%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*
<b>Two or More Races</b>	63%	67%	66%
<b>White</b>	64%	67%	67%

Data Source: CCCC LaunchBoard

Table 73: Student Success Metric Retained from Fall to Spring at the Same College by Age

	2017-18	2018-19	2019-20
<b>19 or Less</b>	75%	77%	79%
<b>20 – 24</b>	53%↓	62%↓	58%↓
<b>25 – 29</b>	46%↓	54%↓	48%↓
<b>30 – 34</b>	42%↓	50%↓	50%↓
<b>35 – 39</b>	48%↓	55%↓	46%↓
<b>40 – 54</b>	49%↓	51%↓	49%↓
<b>55 and older</b>	45%↓	52%↓	42%↓

Data Source: CCCC LaunchBoard

Table 74: Student Success Metric Retained from Fall to Spring at the Same College by First Generation Status

	2017-18	2018-19	2019-20
<b>First Generation</b>	55%↓	63%	58%↓
<b>Not First Generation</b>	64%	67%	68%

Data Source: CCCC LaunchBoard

Table 75: Student Success Metric Retained from Fall to Spring at the Same College by Pell Grant Status

	2017-18	2018-19	2019-20
<b>Pell Grant Recipient</b>	57%	64%	60%
<b>Not a Pell Grant Recipient</b>	60%	65%	64%

Data Source: CCCC LaunchBoard

Table 76: Student Success Metric Retained from Fall to Spring at the Same College by Veteran Status

	2017-18	2018-19	2019-20
<b>Veteran</b>	55%↓	59%↓	53%↓
<b>Not a Veteran</b>	60%	65%	63%

Data Source: CCCC LaunchBoard

Table 77: Student Success Metric Retained from Fall to Spring at the Same College by LGBT Status

	2017-18	2018-19	2019-20
<b>LGBT</b>	52%↓	60%↓	68%
<b>Not LGBT</b>	60%	64%	62%

Data Source: CCCC LaunchBoard

Table 78: Student Success Metric Retained from Fall to Spring at the Same College by Promise Grant Status

	2017-18	2018-19	2019-20
<b>Promise Grant Recipient</b>	57%	63%	60%
<b>Not Promise Grant Recipient</b>	67%	68%	69%

Data Source: CCCC LaunchBoard

Table 79: Student Success Metric Retained from Fall to Spring at the Same College by Disability Status

	2017-18	2018-19	2019-20
<b>Has a Disability</b>	67%	69%	68%
<b>No Disability</b>	60%	64%	62%

Data Source: CCCC LaunchBoard

Table 80: Student Success Metric Retained from Fall to Spring at the Same College by Foster Youth Status

	2017-18	2018-19	2019-20
<b>Foster Youth</b>	57%	53%↓	62%
<b>Not Foster Youth</b>	60%	65%	62%

Data Source: CCCC LaunchBoard

Table 81: Student Success Metric Retained from Fall to Spring at the Same College by Economic Status

	2017-18	2018-19	2019-20
<b>Economically Disadvantaged</b>	57%	63%	60%
<b>Not Economically Disadvantaged</b>	67%	68%	69%

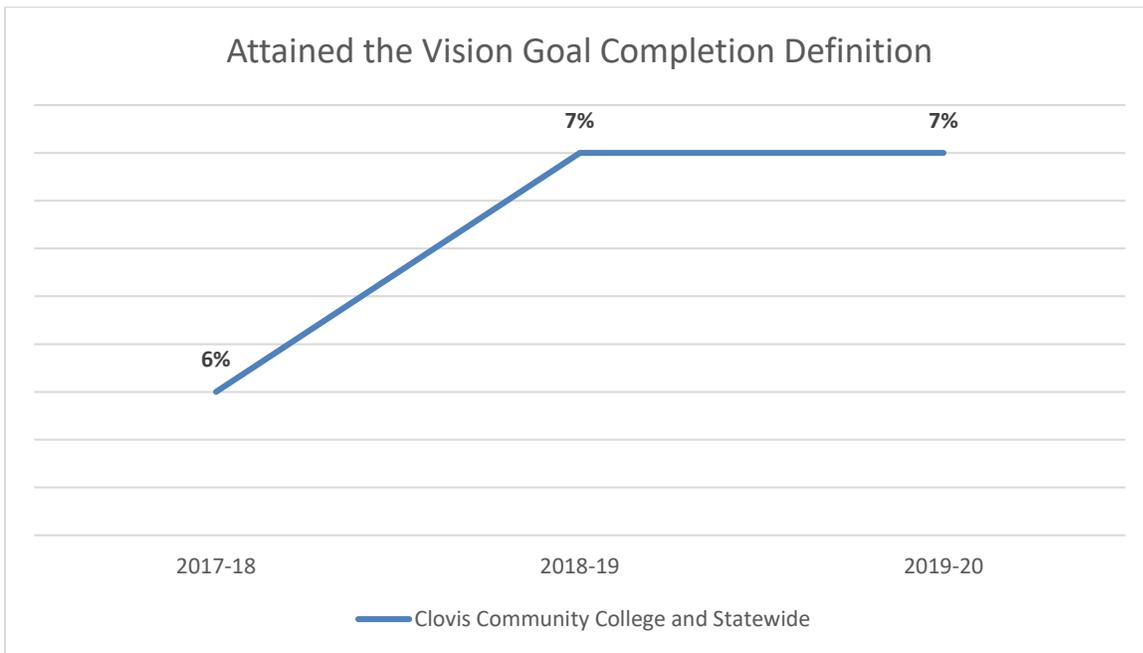
Data Source: CCCC LaunchBoard

## Attained the Vision Goal Completion Definition

The CCCCO’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.

For the past 3 years, Clovis Community College has had 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.

Figure 23: Student Success Metric Attained the Vision Goal Completion Definition



Data Source: CCCCO LaunchBoard

## Attained the Vision Goal Completion Definition by Disaggregation

All student populations are within the completion average rates for the Vision Goal. None of the groups show any disproportionate impact.

Table 82: Student Success Metric Attained the Vision Goal Completion Definition by Gender

	2017-18	2018-19	2019-20
<b>Female</b>	4%	7%	7%
<b>Male</b>	*	6%	6%

Data Source: CCCCO LaunchBoard

Table 83: Student Success Metric Attained the Vision Goal Completion Definition by Ethnicity

	2017-18	2018-19	2019-20
<b>American Indian/Alaska Native</b>	*	*	*
<b>Asian</b>	3%	6%	7%
<b>Black or African American</b>	2%	4%	*
<b>Filipino</b>	6%	7%	10%
<b>Hispanic</b>	3%	6%	6%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*
<b>Two or More Races</b>	5%	8%	7%
<b>White</b>	5%	8%	8%

Data Source: CCCC LaunchBoard

Table 84: Student Success Metric Attained the Vision Goal Completion Definition by Age

	2017-18	2018-18	2019-20
<b>19 or Less</b>	3%	4%	4%
<b>20 – 24</b>	5%	9%	9%
<b>25 – 29</b>	3%	6%	7%
<b>30 – 34</b>	3%	4%	4%
<b>35 – 39</b>	*	*	6%
<b>40 – 54</b>	3%	8%	6%
<b>55 and older</b>	*	*	6%

Data Source: CCCC LaunchBoard

Table 85: Student Success Metric Attained the Vision Goal Completion Definition by First Generation Status

	2017-18	2018-19	2019-20
<b>First Generation</b>	4%	7%	8%
<b>Not First Generation</b>	4%	6%	5%

Data Source: CCCC LaunchBoard

Table 86: Student Success Metric Attained the Vision Goal Completion Definition by Pell Grant Status

	2017-18	2018-19	2019-20
<b>Pell Grant Recipient</b>	4%	7%	7%
<b>Not a Pell Grant Recipient</b>	4%	6%	7%

Data Source: CCCC LaunchBoard

Table 87: Student Success Metric Attained the Vision Goal Completion Definition by Veteran Status

	2017-18	2018-19	2019-20
<b>Veteran</b>	3%	6%	8%
<b>Not a Veteran</b>	4%	7%	7%

Data Source: CCCC LaunchBoard

Table 88: by LGBT Status

	2017-18	2018-19	2019-20
<b>LGBT</b>	*	*	*
<b>Not LGBT</b>	*	*	6%

Data Source: CCCC LaunchBoard

Table 89: Student Success Metric Attained the Vision Goal Completion Definition by Promise Grant Status

	2017-18	2018-19	2019-20
<b>Promise Grant Recipient</b>	4%	7%	7%
<b>Not Promise Grant Recipient</b>	4%	7%	7%

Data Source: CCCC LaunchBoard

Table 90: Student Success Metric Attained the Vision Goal Completion Definition by Disability Status

	2017-18	2018-19	2019-20
<b>Has a Disability</b>	5%	8%	10%
<b>No Disability</b>	4%	7%	6%

Data Source: CCCC LaunchBoard

Table 91: Student Success Metric Attained the Vision Goal Completion Definition by Foster Youth Status

	2017-18	2018-19	2019-20
<b>Foster Youth</b>	*	*	5%
<b>Not Foster Youth</b>	*	*	7%

Data Source: CCCC LaunchBoard

Table 92: Student Success Metric Attained the Vision Goal Completion Definition by Economic Status

	2017-18	2018-19	2019-20
<b>Economically Disadvantaged</b>	4%	7%	7%
<b>Not Economically Disadvantaged</b>	4%	7%	7%

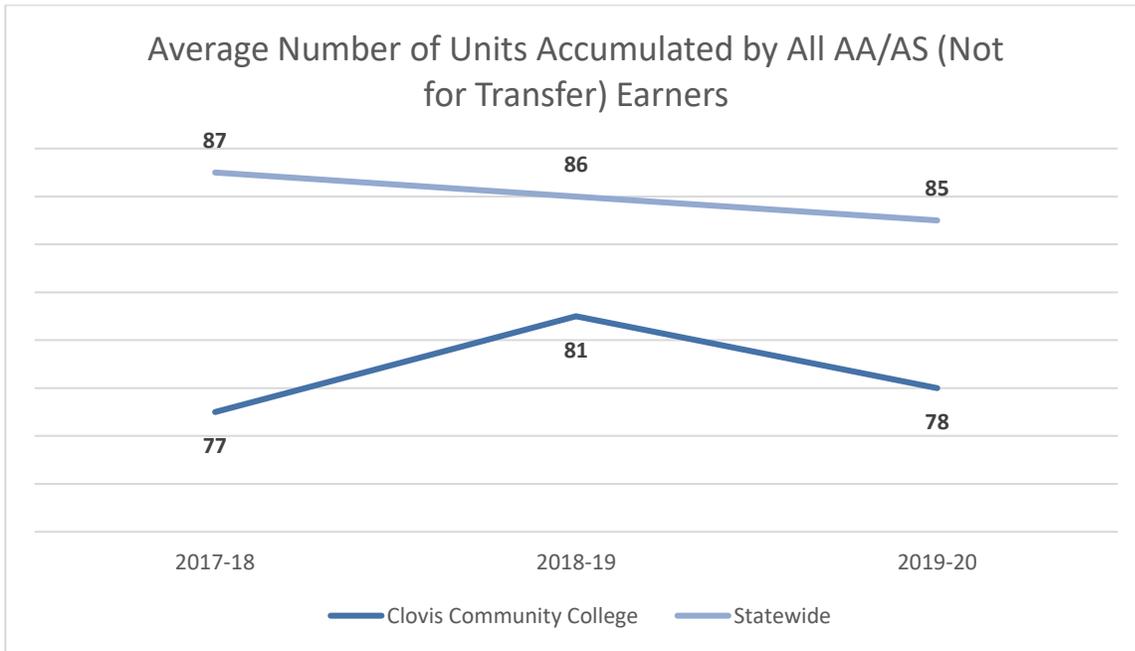
Data Source: CCCC LaunchBoard

## 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 85 units and CCC has an average of 78. In addition, CCC has remained lower than the state over the past 3 years in units accumulated by associate degree earners.

Figure 24: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners



Data Source: CCCCO 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.

Table 93: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Gender

	2017-18	2018-19	2019-20
<b>Female</b>	<b>76</b>	<b>80</b>	<b>77</b>
<b>Male</b>	<b>*</b>	<b>85</b>	<b>79</b>

Data Source: CCCCO LaunchBoard

Table 94: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Ethnicity

	2017-18	2018-19	2019-20
<b>American Indian/Alaska Native</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Asian</b>	<b>82↓</b>	<b>86↓</b>	<b>83↓</b>
<b>Black or African American</b>	<b>84↓</b>	<b>*</b>	<b>*</b>
<b>Filipino</b>	<b>73↓</b>	<b>82</b>	<b>68</b>
<b>Hispanic</b>	<b>79</b>	<b>83</b>	<b>80</b>
<b>Native Hawaiian or Pacific Islander</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Two or More Races</b>	<b>70</b>	<b>80</b>	<b>76</b>

	2017-18	2018-19	2019-20
<b>White</b>	75	81	75

Data Source: CCCC LaunchBoard

Table 95: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Age

	2017-18	2018-19	2019-20
<b>19 or Less</b>	70	69	68
<b>20 – 24</b>	76	81	81
<b>25 – 29</b>	90↓	100↓	93↓
<b>30 – 34</b>	87↓	90↓	73
<b>35 – 39</b>	91↓	*	58
<b>40 – 54</b>	*	92↓	*
<b>55 and older</b>	*	*	*

Data Source: CCCC LaunchBoard

Table 96: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by First Generation Status

	2017-18	2018-19	2019-20
<b>First Generation</b>	77	81	80
<b>Not First Generation</b>	77	85	73

Data Source: CCCC LaunchBoard

Table 97: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Pell Grant Status

	2017-18	2018-19	2019-20
<b>Pell Grant Recipient</b>	80	84	84↓
<b>Not a Pell Grant Recipient</b>	74	80	70

Data Source: CCCC LaunchBoard

Table 98: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Veteran Status

	2017-18	2018-19	2019-20
<b>Veteran</b>	94↓	*	96↓
<b>Not a Veteran</b>	77	*	77

Data Source: CCCC LaunchBoard

Table 99: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by LGBT Status

	2017-18	2018-19	2019-20
<b>LGBT</b>	*	*	*
<b>Not LGBT</b>	*	*	77

Data Source: CCCC LaunchBoard

Table 100: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Promise Grant Status

	2017-18	2018-19	2019-20
<b>Promise Grant Recipient</b>	<b>79</b>	<b>84</b>	<b>80</b>
<b>Not Promise Grant Recipient</b>	<b>73</b>	<b>78</b>	<b>70</b>

Data Source: CCCC LaunchBoard

Table 101: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Disability Status

	2017-18	2018-19	2019-20
<b>Has a Disability</b>	<b>81↓</b>	<b>82</b>	<b>77</b>
<b>No Disability</b>	<b>77</b>	<b>82</b>	<b>77</b>

Data Source: CCCC LaunchBoard

Table 102: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Foster Youth Status

	2017-18	2018-19	2019-20
<b>Foster Youth</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>Not Foster Youth</b>	<b>*</b>	<b>*</b>	<b>*</b>

Data Source: CCCC LaunchBoard

Table 103: Student Success Metric Average Number of Units Accumulated by Associate Degree Earners by Economic Status

	2017-18	2018-19	2019-20
<b>Economically Disadvantaged</b>	<b>79</b>	<b>84</b>	<b>80</b>
<b>Not Economically Disadvantaged</b>	<b>73</b>	<b>78</b>	<b>70</b>

Data Source: CCCC LaunchBoard