Clovis Community College

2023-2024 Institutional Effectiveness Report

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

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California Community College System

The California Community College System is the largest and most diverse student body in higher education with nearly 2 million students attending 116 colleges and a commitment of putting students first. It is a pivotal force in developing California's workforce, keeping the economy strong, and strengthening our democracy.

Building on the California Community College Chancellor's Office (CCCCO) Vision for Success (2017) and Governor Newsome's Multi-Year Roadmap (2018), Vision 2030 is a forward looking plan encapsulating CCCCO's commitment and reintroduction of the 'importance of equitable access, support, and success' for California's Community College system.

Vision 2030 'calls on our system to continue to optimize educational technologies' current and future, such as generative AI. The CCCCO also seeks to be a leader in climate action, noting the system is uniquely positioned to be on the forefront of climate action solutions. Vision 2030 looks to focus on access by seeking to understand the gap between high school graduates who do not continue to complete a college credential.

CCCCO Mission

Taking Care of our Students, our Communities, and our Planet.

CCCCO Vision 2030

While access has always been part of the CCCCO mission, Vision 2030 takes the idea a step further. Key examples of student populations that the plan will address are high school students. By reaching students prior to college, they are given opportunities such as completing college credits while still in high school, understanding the college system and resources available to them, and receiving career exploration that 'will increase their interest and understanding of college and career'.

Other student populations will include veterans, persons who are justice involved or impacted, foster youth, and low income adults.

CCCCO Vision 2030 Goals

1. Equity in Success: Ensure the academic and career success of all Californians who are current and prospective California community college students.
2. Equity in Access: Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.
3. Equity in Support: Partner with other systems, agencies, institutions, and community based organizations to provide students the academic, financial, and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Reference: CCCCO Vision 2030

State Center Community College District (SCCCD)

State Center Community College District (SCCCD) was formed in 1964 and serves approximately 1.7 million people and 38 unified and high school districts in more than 5,743 square miles of urban and rural territory, including most of Fresno and Madera counties and portions of Kings and Tulare counties.

Following the Chancellor's Office Vision 2030, SCCCD spent a year updating their own plans. Vision 2035 is an integrated plan developed with districtwide collaboration from both internal and external partners. The yearlong process was developed alongside the individual colleges' updates as well leading to a cohesive and thorough understanding between the district and colleges.

A commission was established to lead the work and had dedicated participants from all 4 colleges as well as the district office. Additionally, participants represented all constituencies equally. Using both qualitative and quantitative data, a 5 step process guided the commission with input from district, campus, and community. Additional information can be found on the SCCCD website.

SCCCD Mission

We, the faculty, classified professionals, administrators, and trustees at our colleges, off-campus sites and District Office are united by this vision.

In collaboration across the District and with our community partners, we serve the diverse Central Valley and strengthen our vibrant economy. We efficiently deliver a comprehensive array of post-secondary educational programs and support services to meet a range of student needs and student goals, including associate and baccalaureate degrees, transfer, employment-ready certificates, and lifelong learning.

Together, we create innovative, inclusive, and antiracist teaching and learning environments at each of our four colleges – Fresno City College, Reedley College, Clovis Community College, and Madera Community College – that are welcoming, accessible, and student-centered, designed to bolster our students' social and economic mobility locally, regionally, and globally.

SCCCD Vision 2035

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

SCCCD Vision 2035 Goals

1. Equitable Student Access: SCCCD will increase equitable student access to educational experiences and resources.
2. Equitable Student Achievement: SCCCD will prioritize and institutionalize policies and practices that result in equitable student achievement.
3. Workforce + Social Mobility: SCCCD will support and advance students' economic and social mobility.
4. Fiscal Strength: SCCCD will implement policies and practices that increase fiscal resources and reinforce fiscal stability.
5. Trust + Collaboration: SCCCD will increase and strengthen districtwide unity, transparency, and accountability.

Reference: SCCCD Vision 2035

Clovis Community College (CCC)

Clovis Community College (CCC) became California's 113th Community College in 2015. Established in 1992 as part of SCCCD's North Centers, a branch of Reedley College that included the Madera and Oakhurst Centers, CCC grew over the next 25 years to become a fully accredited college.

CCC serves over 15,000 students annually and has been lauded over the past few years as a Champion of Higher Education from the Campaign for College Opportunity for excellent work in awarding and implementing the Associate Degrees for Transfer (ADT). In addition, CCC was named a 2023 Equity Champion of Higher Education based on the number of ADT's earned by Latinx and Black students.

The college will begin a new planning process during the 2024-2025 academic year.

CCC 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.

CCC Vision

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

CCC Goals

1. ACCESS: Create Opportunities and Remove Barriers
2. STUDENT-CENTERED CURRICULUM: Develop and Teach Equitable and Inspiring Curriculum
3. SUPPORTING STUDENT SUCCESS: Provide Equitable and Comprehensive Services
4. COMMUNITY & PARTNERSHIPS: Create, Develop, and Strengthen Relationships
5. RESOURCES & FACILITIES: Expand and Enhance the Campus Environment
6. INSTITUTIONAL EFFECTIVENESS: Foster a Collegial, Collaborative, and Inclusive College Environment

Reference: CCC Planning

CCC Integrated Planning Model

Figure 1: CCC Integrated Planning Model

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
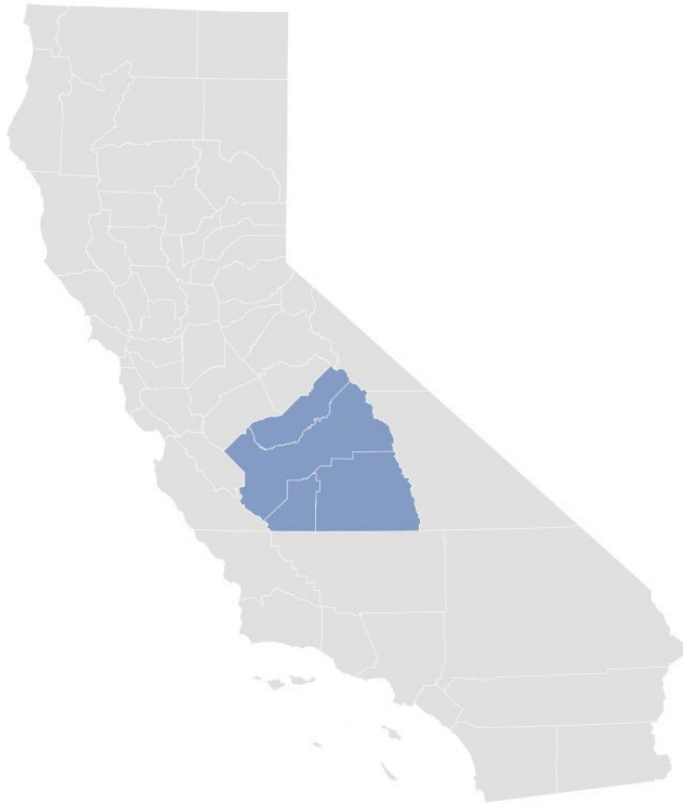
Source: EMSI Program Demand Gap Analysis (2020)

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 (see Appendix A, Table 1) 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 segment from 5-24 years will increase slightly. The percentages of the population in 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 keeping pace with the overall growth by age which is also 3%.

Figure 3: Service Area Age Profile
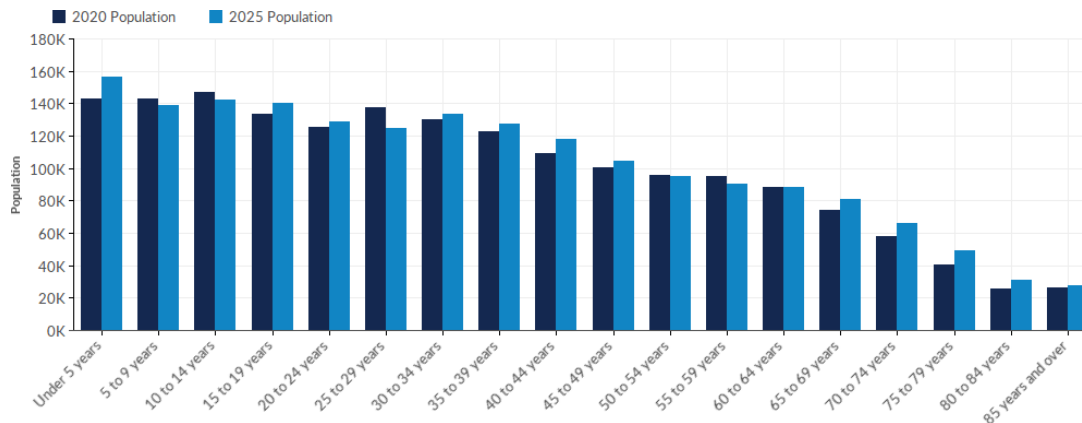
Source: EMSI, Analysis by Office of Institutional Research

Service Area Race/Ethnicity Profile

Figure 4 (see Appendix A, Table 2) shows the 2020 race/ethnicity profile and projection for 2024.

Figure 4: Service Area Ethnicity Profile
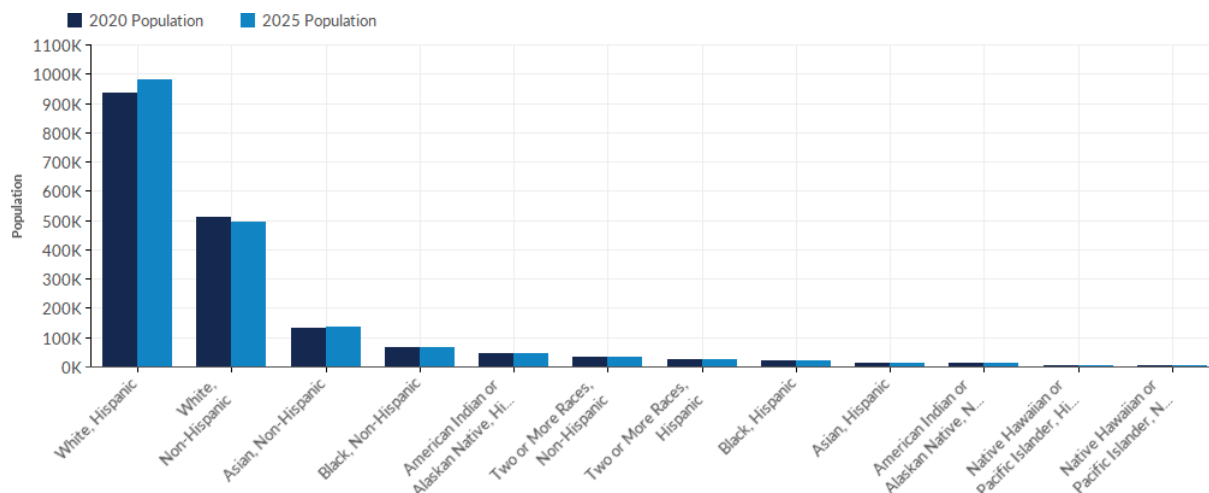
Source: EMSI, Analysis by Office of Institutional Research

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 (see Appendix A, Table 3) 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.

	< HS	HS	Some College	ASSOC	BACH	>BACH
Clovis Service Area	29%	24%	23%	8%	11%	6%
California	18%	21%	22%	8%	20%	12%
U.S.	13%	28%	21%	8%	19%	12%
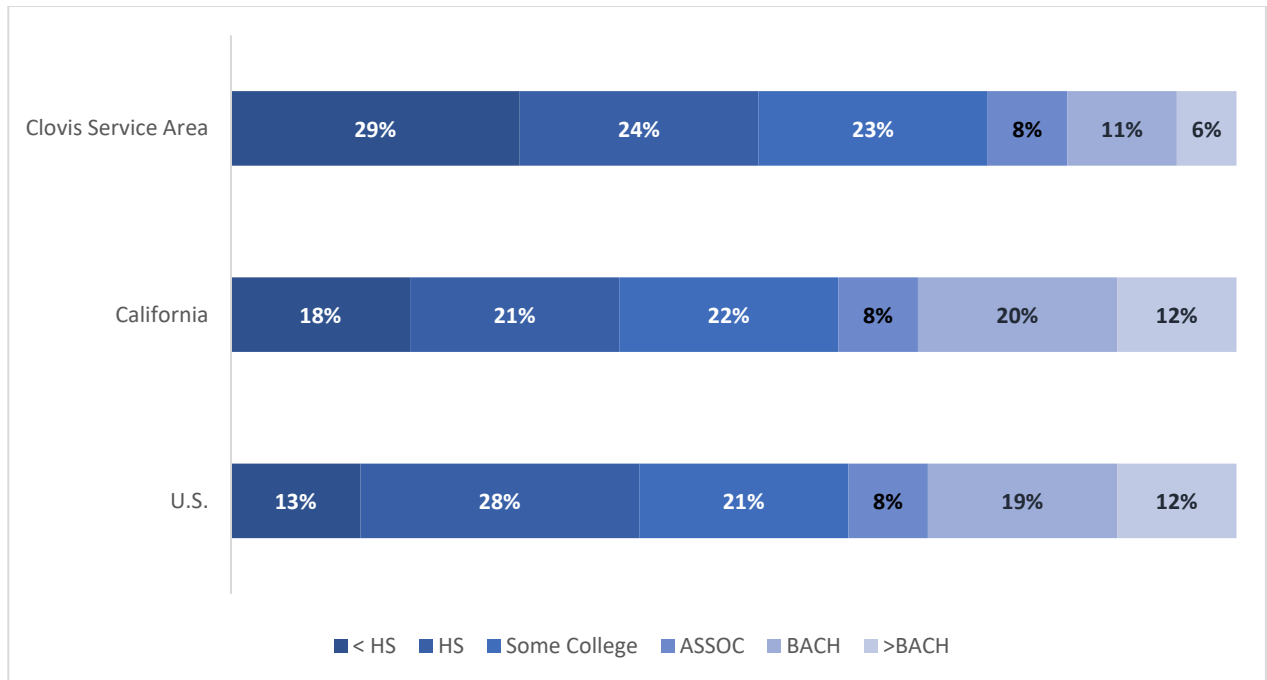
Source: EMSI Program Demand Gap Analysis (2020)

Figure 6 (see Appendix A, Table 4) 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%. Hispanics 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
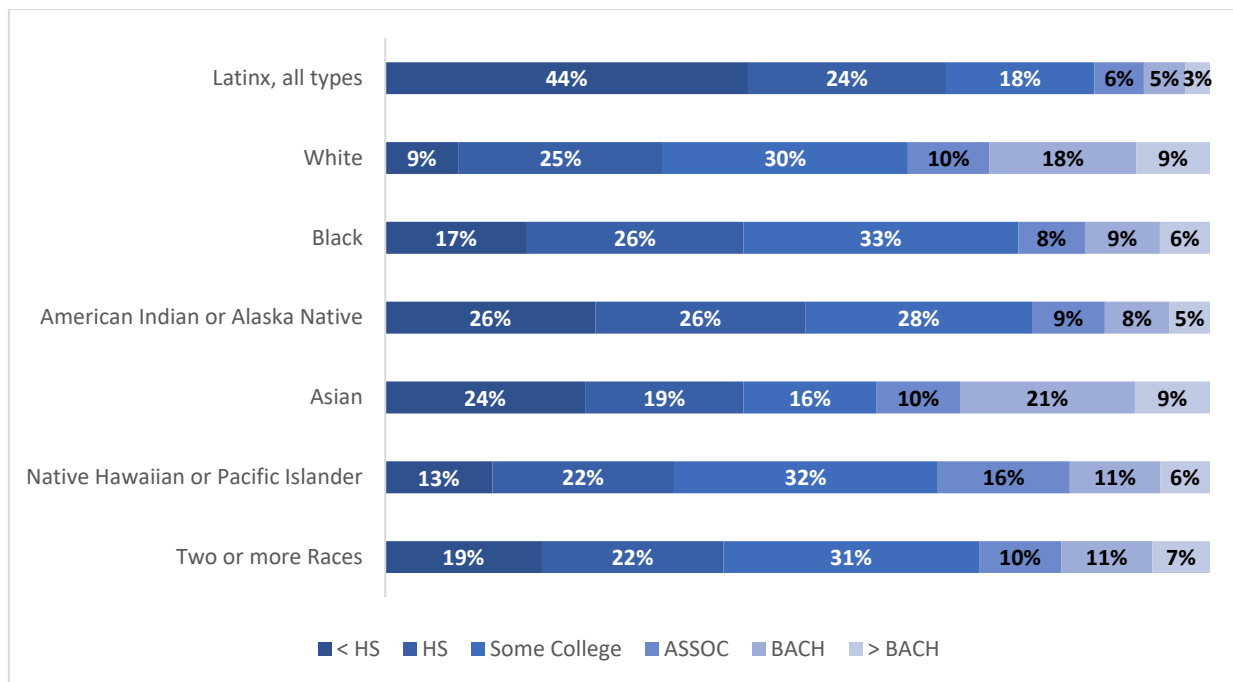
Source: EMSI Program Demand Gap Analysis (2020)

Service Area Employment Profile

Almost 40% of the service area population (16 years and older) are employed in the Services industry as shown in Figure 7 (see Appendix A, Table 5). This is followed by the Government (20%), Agriculture and Mining (15%), Construction and Manufacturing (11%), and Administration (5%).

Figure 7: Service Area Employment Profile
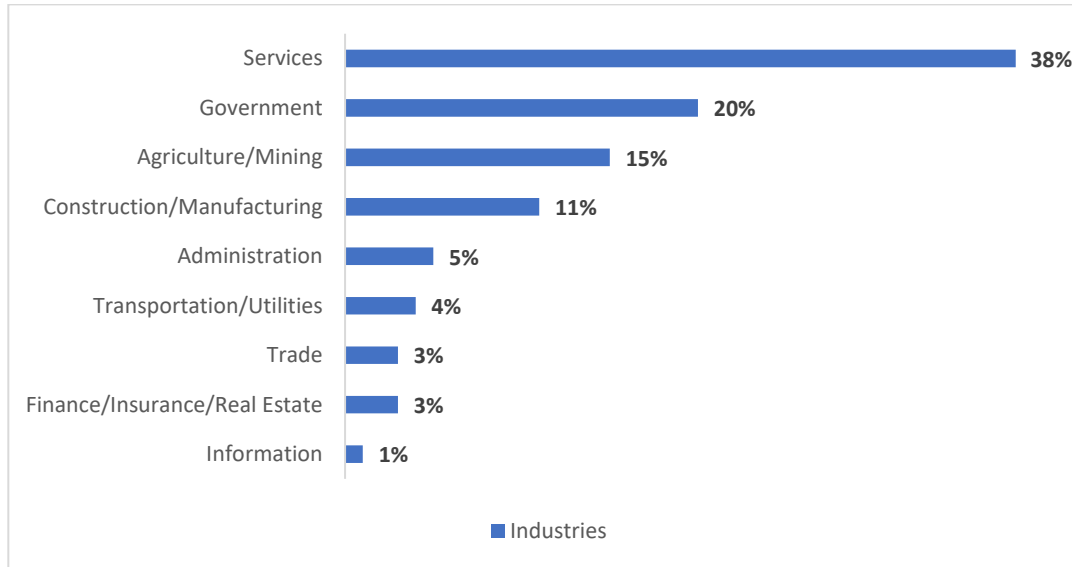
Source: EMSI; Analysis by Office of Institutional Research

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 and the numbers have remained steady over the past 5 fall terms. Fall 2023 continues the trend. CCC students who are 24 or younger make up approximately 75% of all students while the state system reports 60%. CCC has a population of 25 to 40-year old's that is 21% compared to the CCC System which is currently 25%. CCC is consistently lower than the state in the older age categories while at the same time remaining consistent over the same period.

Table 1: Enrollment by Age

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
19 or under	Clovis	37%	36%	48%	41%	39%
	CCC System	31%	32%	32%	34%	34%
20-24	Clovis	37%	37%	33%	34%	35%
	CCC System	29%	30%	28%	26%	26%
25-29	Clovis	11%	12%	10%	11%	11%
	CCC System	13%	13%	13%	11%	11%
30-34	Clovis	6%	7%	5%	6%	6%
	CCC System	7%	8%	8%	8%	8%
35-39	Clovis	4%	4%	2%	4%	4%
	CCC System	5%	5%	6%	6%	6%
40-49	Clovis	3%	3%	2%	3%	4%
	CCC System	6%	6%	7%	7%	7%
50 or Over	Clovis	1%	1%	1%	1%	1%
	CCC System	8%	5%	7%	8%	8%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Ethnicity

Compared to the California Community College System, Clovis consistently reports a larger population of students identifying as White/non-Hispanic compared to the CCC System (Fall 2023). However, over the past five years, White/non-Hispanic student counts have declined 7% while Latinx student counts have increased 5%.

Latinx students comprise 49% of the student population and is closer 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 5% to 6%. However, the trend does appear to be moving toward a more diverse student body as can be seen in the table below.

Table 2: Enrollment by Ethnicity

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
African American/non-Hispanic	Clovis	2%	3%	3%	3%	3%
	CCC System	5%	5%	5%	5%	6%
American Indian/Alaska Native	Clovis	1%	<1%	<1%	1%	1%
	CCC System	<1%	<1%	<1%	<1%	<1%
Asian	Clovis	11%	11%	11%	11%	11%
	CCC System	11%	11%	11%	10%	10%
Filipino	Clovis	1%	1%	<1%	<1%	<1%
	CCC System	3%	3%	3%	2%	2%
Latinx	Clovis	44%	47%	45%	48%	49%
	CCC System	47%	47%	48%	50%	49%
Multi Ethnicity	Clovis	5%	5%	6%	6%	6%
	CCC System	4%	4%	4%	4%	4%
Pacific Islander	Clovis	<1%	<1%	<1%	<1%	<1%
	CCC System	<1%	<1%	<1%	<1%	<1%
Race/Ethnicity Unknown	Clovis	1%	1%	1%	1%	1%
	CCC System	6%	4%	5%	4%	4%
White/non-Hispanic	Clovis	35%	32%	34%	30%	28%
	CCC System	23%	24%	24%	23%	23%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Gender

The distribution of students by gender at Clovis Community College mimics the overall system with women making up the larger percentage of students. Over the past five years, this gap between women and men has remained relatively static.

Table 3: Enrollment by Gender

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Female	Clovis	58%	61%	57%	58%	57%
	CCC System	54%	57%	56%	54%	53%
Male	Clovis	40%	37%	41%	40%	41%
	CCC System	44%	42%	43%	44%	44%
Non-Binary	Clovis	*	*	1%	1%	1%
	CCC System	*	*	<1%	<1%	1%
Unknown	Clovis	2%	1%	1%	1%	2%
	CCC System	1%	1%	1%	2%	2%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Status

Students can be categorized by enrollment status. There are first-time students who enroll in college for the first time after high school. Returning students are those who have previous college credit but have had a break of 1 or more primary terms. A continuing student was enrolled in the previous term and special admit can be adult learners or students who are concurrently in high school.

Continuing students make up the majority of students attending CCC (50%), followed by returning and special admit students (17%), and first-time students (14%).

Table 4: Enrollment by Status

		Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
First-Time Student	Clovis	18%	5%	14%	30%	14%
	CCC System	16%	16%	17%	17%	17%
Returning Student	Clovis	14%	3%	<1 %	0%	17%
	CCC System	11%	11%	12%	12%	12%
Continuing Student	Clovis	59%	74%	64%	59%	50%
	CCC System	54%	55%	52%	50%	49%
Uncollected	Clovis	3%	6%	7%	4%	2%
	CCC System	4%	3%	4%	4%	5%
Special Admit	Clovis	6%	13%	15%	7%	17%
	CCC System	6%	8%	9%	10%	11%

Data Source: 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 2023, 48% of students enrolled at CCC had declared Clovis Major which is a significant drop from previous years. This could be a result of the COVID pandemic that began in spring 2020 and, at least temporarily, reshaped how and where students enrolled. Prior to the pandemic, most students attended college at a campus location and typically took all classes at that location. While there was some 'swirl' (meaning students who enroll in more than one college) in the district prior to the pandemic, it was certainly exacerbated during those peak terms and has not fully settled down.

In the term before the pandemic (Fall 2019), 32% of Clovis students attended classes at one of the other colleges in the district and those students had a significantly higher attendance in Online and Hybrid enrollments (66%). For students attending CCC only, the percentage of online attendance was 19%.

Compare that to Fall 2023 where 43% of CCC students had at least 1 class at another college; an 11% increase. Additional data shows these students had a higher online presence overall and 95% of these students had at least one class provided from other colleges. For students attending CCC only, 73% had at least 1 online class.

The college will look at this further to understand and proactively increase Clovis majors.

CCC continues to add programs and majors and, as of Spring 2024, is offering 36 programs that are aligned to 116 majors and will lead to a degree or certificate.

Table 5: Enrollment by Most Recent Active Major

	Type	Fall 2021	Fall 2022	Fall 2023
Accounting	AS	28	20	44
Accounting	CA	8	11	12
Administration of Justice for Transfer	AA-T	101	183	33
Anthropology for Transfer	AA-T	18	23	11
Art History for Transfer	AA-T	18	37	18
Art: Three-Dimensional	AA	-	-	1
Art: Two-Dimensional	AA	87	68	81
Associate Teacher	CA	10	5	14
Audio Production	CA	-	-	15
Biological Science	AS	9	18	24
Biology for Transfer	AS-T	575	744	426
Business Administration 2.0	AS-T	-	-	35
Business Administration for Transfer	AS-T	374	461	318
Business Administration, Accounting	AS	42	27	44
Business Administration, Entrepreneur	AS	78	69	106
Business Administration, General Business	AS	130	85	109
Business Administration, Information Systems Management	AS	8	5	13
Business Administration, Management	AS	60	45	51
Business Administration, Marketing	AS	66	44	61
Business Intern	CA	3	-	1
Business Intern	CN	1	-	1
Career Exploration	CC	17	7	7

	Type	Fall 2021	Fall 2022	Fall 2023
Chemistry	AS-T	34	74	31
Child and Adolescent Development	AA-T	8	-	30
Child Care for School Age Children/Teacher	CA	2	-	5
Child Care for School Age Children/Associate Teacher	CN	-	-	1
Child Development	AS	55	57	55
Child Development	CA	25	4	12
Child Development/Teacher	CA	50	7	8
Civil Engineering	AS	35	35	46
Civil Engineering	CA	5	4	11
Commercial Music Performance	CC	-	-	1
Communicating in the Workplace	CC	1	1	1
Communication	AA	21	10	25
Communication Studies	CA	6	-	7
Communication Studies for Transfer	AA-T	61	62	23
Computer or Software Engineering	AS	65	61	90
Computer or Software Engineering	CA	-	8	15
Computer Science	AS	213	249	160
Criminal Justice, Law Enforcement	AS	64	60	49
Criminology – Corrections	AS	39	44	39
Criminology – Corrections	CA	10	8	7
Criminology – Law Enforcement	CA	27	10	21
CSU GE Breadth	CA	111	28	276
Cyber Security	CA	5	9	14
Drinking Water Treatment and Distribution	CA	1	2	1
Early Childhood Education for Transfer	AS-T	84	71	69
Early Intervention Assistant	CA	1	-	1
Economics for Transfer	AA-T	21	59	12
Electrical Engineering	AS	37	32	45
Electrical Engineering	CA	5	9	8
Elementary Teacher Education for Transfer	AA-T	143	193	49
Engineering	AS	19	16	19
English	AA	28	15	28
English for Transfer	AA-T	55	74	44
Environmental Science for Transfer	AS-T	28	42	29
Food Safety and Quality Technician	CA	1	5	8
Foreign Language	AA	8	4	16
Geography for Transfer	AA-T	4	9	1
Geology	AS-T	-	2	7
Getting Ready for Employment	CC	4	2	19
Health Care Administration	AS	115	86	129
Health Care Interpreter	CN	11	9	15
High School Enrichment Program	NC	-	-	647
History for Transfer	AA-T	62	82	27
Information Systems	CA	5	1	1

	Type	Fall 2021	Fall 2022	Fall 2023
Information Systems - Web Design	CA	6	5	4
Information Systems, Networking	AS	28	34	15
Information Systems, Networking	CA	4	2	2
Information Systems, Programming for the Web	AS	7	10	5
Information Systems, Programming for the Web	CA	4	-	1
Information Systems, Web Design	AS	13	9	5
Information Technician Support	CA	2	4	-
Information Technology Support Technician	CA	8	6	8
Intersegmental General Education Transfer Curriculum (igetc)	CA	22	3	33
Kinesiology for Transfer	AA-T	167	186	148
Liberal Arts & Sciences, Arts & Humanities	AA	35	28	44
Liberal Arts & Sciences, Natural Sciences	AA	36	7	41
Liberal Studies	AA	183	129	97
Life Science	AS	349	264	131
Live Sound	CA	-	-	1
Management	AS	9	3	4
Managerial Assistant	CA	2	1	1
Mathematics	AS	21	26	14
Mathematics for Transfer	AS-T	56	109	17
Mechanical, Aerospace, or Manufacturing Engineering	AS	52	63	61
Mechanical, Aerospace, or Manufacturing Engineering	CA	2	5	5
Mechatronics Advanced Plc Job Skills Certificate	CN	1	-	-
Mechatronics Electronic Job Skills Certificate	CN	1	-	3
Mechatronics/Industrial Automation	AS		13	9
Mechatronics/Industrial Automation	CA	1	4	4
Medical Office Administration	CA	29	23	38
Occupational Therapy Assistant	AS	35	41	40
Philosophy for Transfer	AA-T	12	16	9
Physical Education	AA	40	17	25
Physical Science	AS	39	34	18
Physics for Transfer	AS-T	27	24	27
Political Science for Transfer	AA-T	44	51	27
Psychology for Transfer	AA-T	453	609	242
Rehabilitation Aide	CA	8	7	7
Small Business Management	AS	8	7	12
Small Business Management	CA	8	7	12
Social Justice for Transfer	AA-T	1	11	2
Social Science	AA	66	37	25
Sociology for Transfer	AA-T	64	103	22

	Type	Fall 2021	Fall 2022	Fall 2023
Songwriting	CA	-	-	1
Spanish for Transfer	AA-T	4	8	3
Studio Arts for Transfer	AA-T	91	115	78
Teacher I	CA	2	-	22
Teacher II	CA	-	-	3
Teacher III	CA	-	-	3
Wastewater Treatment	CA	17	2	5
Grand Total		5,352	5,319	4,801

Data Source: SQL

Enrollments by Top 15 Programs

The majors were categorized into their respective programs. The following table (sorted highest to lowest fall 2023) shows the top 15 CCC programs. During Fall 2023, 40% of CCC students were enrolled in the following 15 programs. As with the case above, these numbers reflect a lower accounting of students with identified CCC majors.

Table 6: Enrollment by Top 15 Programs

Declared Clovis Community College Program	**Fall 2021**	**Fall 2022**	**Fall 2023**
Business Administration	901	825	768
Biological Science	1,000	1,060	610
Counseling/Transfer	-	-	309
Engineering	224	207	300
Psychology	453	609	242
Early Childhood Education	380	321	195
Health and Health Care	170	127	189
Liberal Arts & Sciences/Liberal Studies	254	164	182
Art and Art History	196	220	178
Kinesiology	167	186	173
Computer Science	213	249	160
Criminal Justice	241	183	149
Education	-	-	77
English	83	89	72
Accounting	82	89	56

Data Source: SQL

Enrollment by Special Programs

Unduplicated student enrollment of special programs is listed in table 7. Most have seen steady growth over the past 3 years.

Table 7: Enrollment by Special Programs

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
CalWORKs	63	46	38	47	55
Foster Youth	134	168	157	182	218
DSP&S	463	456	418	614	805
Veterans	124	126	84	92	123
EOPS	308	412	434	448	473

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 and had been on the rise until Fall 2021.

CCC had increasing enrollment and FTES until the COVID-19 pandemic shut down most of the country and the decline in enrollment is a direct result. It appears that the college has stabilized and we expect to see increasing enrollments.

Unduplicated Student Enrollment Headcount by Fall Terms

The current ten-year trend has Clovis at a 46% headcount increase and CCC has recovered from the COVID pandemic decline. Fall 2022 to fall 2023 depicts a 17% increase (see Appendix A, Table 6).

Figure 8: Unduplicated Student Enrollment Headcount by Fall Terms
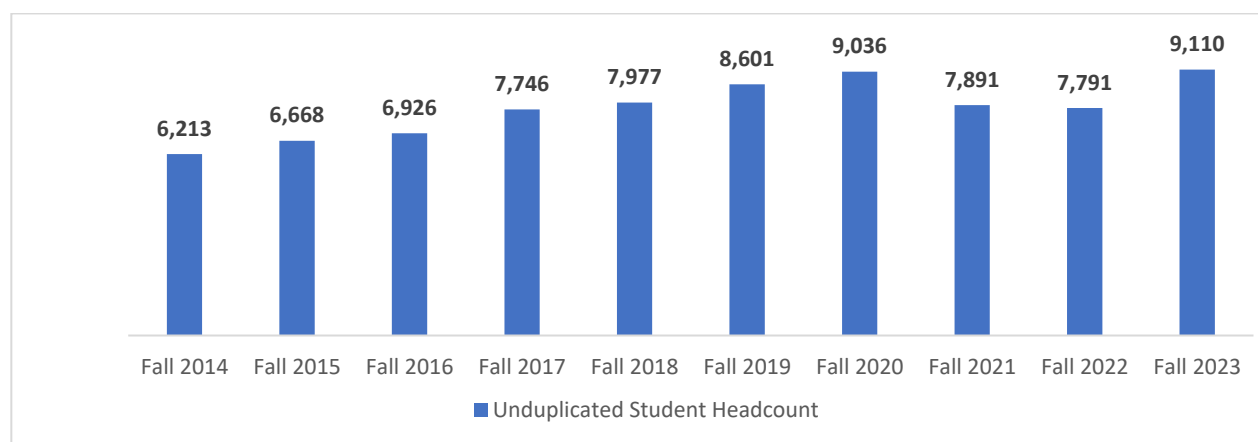
Data Source: ATERMs

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 15,500 in 2023-24 which is the most students ever accommodated. The past 10 year trend indicates a 72% increase in annual enrollment (see Appendix A, Table 7).
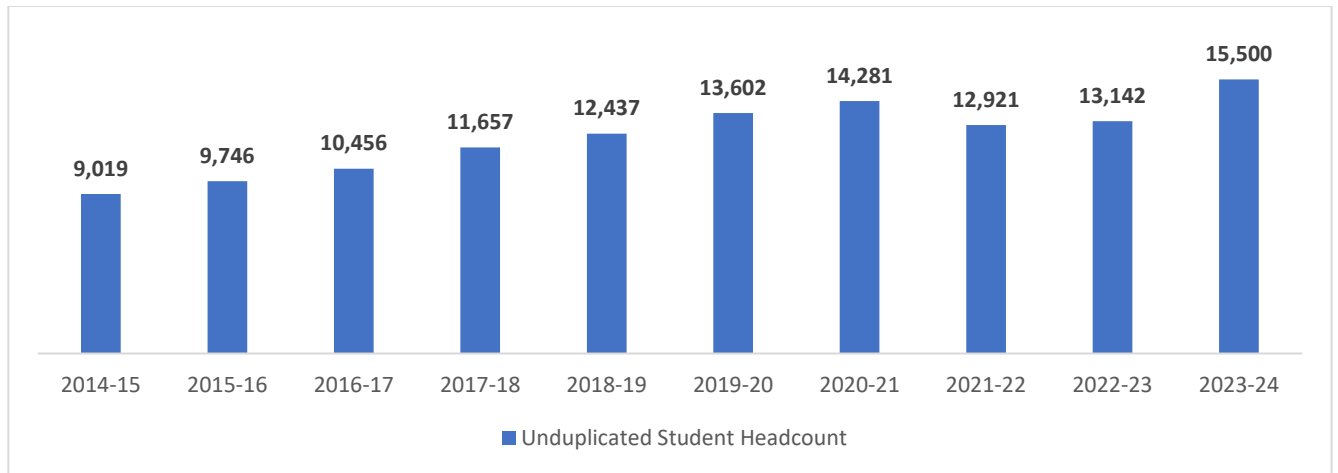
Data Source: ATERMs

Full-Time Equivalent Students by Fall Terms

The following figure (see Appendix A, Table 8). shows the enrollment trend through Full Time Equivalent Students (FTES) across the past 10 fall terms. One FTES is equal to 525 contact hours, which is the same as one student enrolled in courses for three hours a day, five days a week for an academic year of 35 weeks (3x5x35=525). There has been a 40% increase in FTES from Fall 2014 to Fall 2023 and a 23% increase since becoming a college in Fall 2016.

Figure 10: FTES by Fall Terms
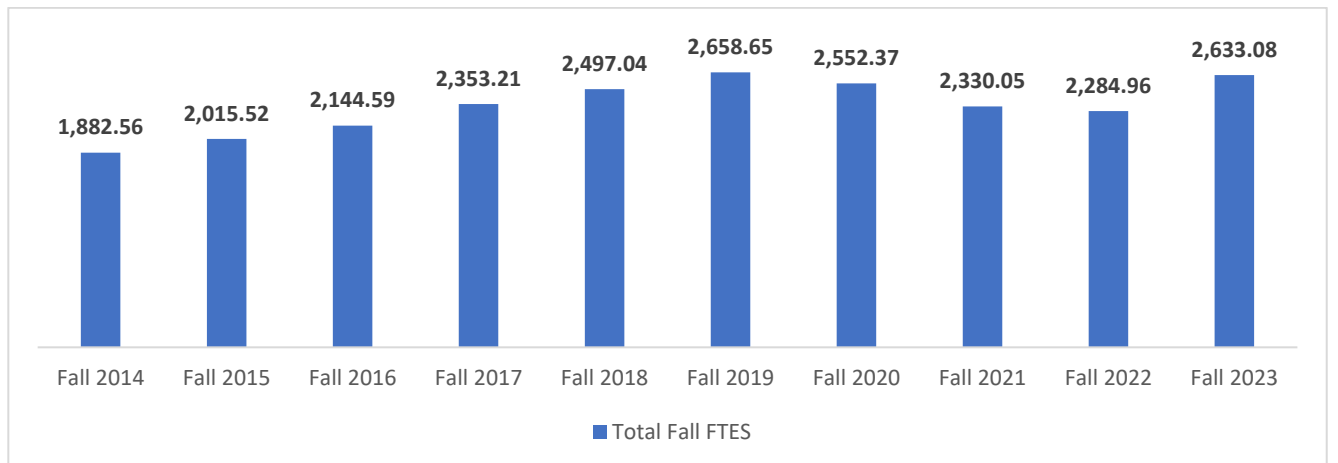
Data Source: ATERM FTEs, Only RFTEs included

Full-Time Equivalent Students by Academic Year

Full-time Equivalent Student (FTES) data is also presented annually (see Appendix A, Table 9) which includes the summer, fall, and spring terms. Over the past 10 academic years, CCC has seen a 52% increase in FTES. Since earning accreditation, Clovis has seen a 30% increase in annual FTES.

Figure 11: Annual FTES

Bar chart titled "Annual FTES" showing:

Year	Annual FTES
2014-15	3,886.36
2015-16	4,205.22
2016-17	4,561.14
2017-18	4,925.77
2018-19	5,318.17
2019-20	5,669.66
2020-21	5,617.60
2021-22	4,971.22
2022-23	5,035.37
2023-24	5,911.15
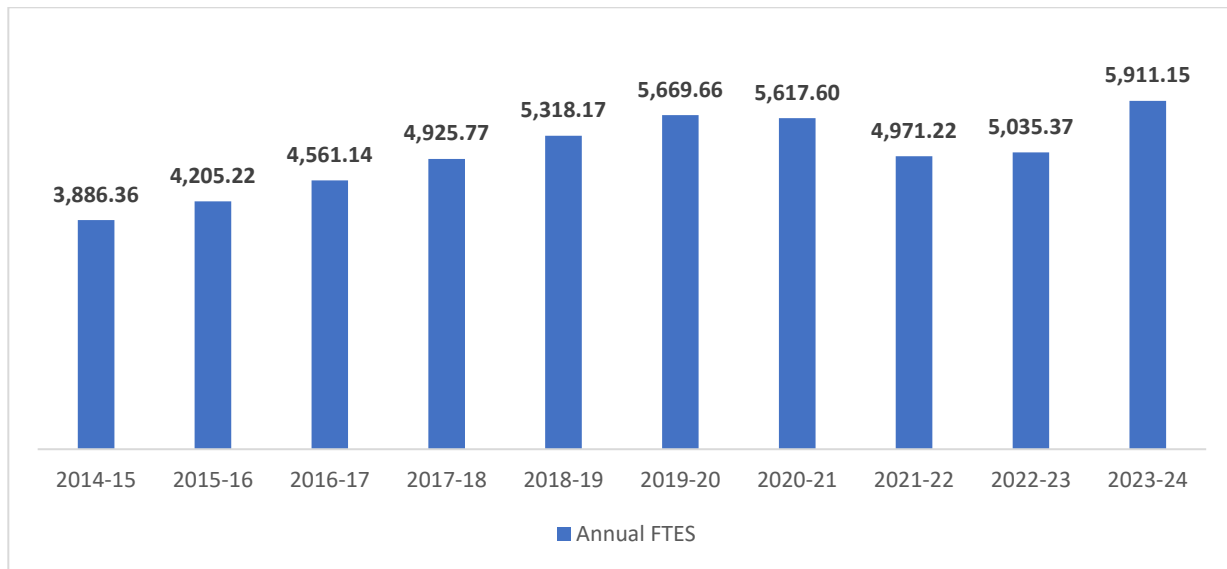
Data Source: ATERM FTEs, Only RFTEs included

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 (64%) plan to transfer to a four-year institution with or without having earned an Associate Degree on the way. Slightly under 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 3% 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 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Transfer to four-year institution (with or without Degree)	68%	66%	73%	70%	64%
Earn Associate Degree (with or without Transfer)	61%	60%	67%	62%	63%
Earn Associate Degree Only	6%	6%	5%	7%	8%
Earn Vocational Degree or Certificate (with or without Transfer)	2%	1%	1%	2%	2%
Job Skills	3%	5%	3%	3%	3%
Other (includes unknown or undecided)	21%	22%	15%	18%	23%

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 55% of all students taking less than 12 units a semester. CCC has several initiatives that it anticipates will 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 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Non-Credit	<1%	<1%	<1%	<1%	<1%
1.0-2.9	<1%	<1%	<1%	<1%	<1%
3.0-5.9	18%	19%	18%	19%	18%
6.0-8.9	20%	18%	18%	18%	18%
9.0-11.9	17%	18%	18%	17%	17%
12.0-14.9	28%	28%	30%	30%	29%
15.0+	17%	16%	16%	16%	17%

Data source: ATERMs

Delivery Type

To increase access to educational opportunities, Clovis Community College offers distance education 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 (F2F) classes resumed and made up approximately 12% of the Fall 2021 schedule. Enrollments in Online classes in Fall 2023 was 54%. As the COVID virus wanes, CCC is expected to begin offering more F2F classes. The Fall 2023 schedule has increased in-person classes to 46%.

Table 10: Enrollments by Delivery Type

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Traditional (Face-to-Face)	89%	-	12%	50%	46%
Distance Ed (Online or Hybrid)	11%	100%	88%	50%	54%

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 five years and, again due to COVID, all classes were online in Fall 2020. It will be interesting to view the trend once the pandemic subsides.

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Distance Ed (Online or Hybrid)	26%	100%	96%	77%	83%

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 and Fall 2021. Beginning in Fall 2022, started to return to campus and day classes count for significantly more sections than pre-pandemic. Night classes seem to be slow to return and strategies are being employed to increase these offerings.

Table 12: Enrollments by Time Period

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Day	**83%**	**-**	**-**	**90%**	**94%**
Evening	**17%**	**-**	**-**	**10%**	**6%**

Data source: ATERMs

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

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Evening	**31%**	**-**	**-**	**15%**	**13%**

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 terms of successful course completion and is currently at 75% (see Appendix A, Table 10).

Figure 12: Fall Course Success Rates
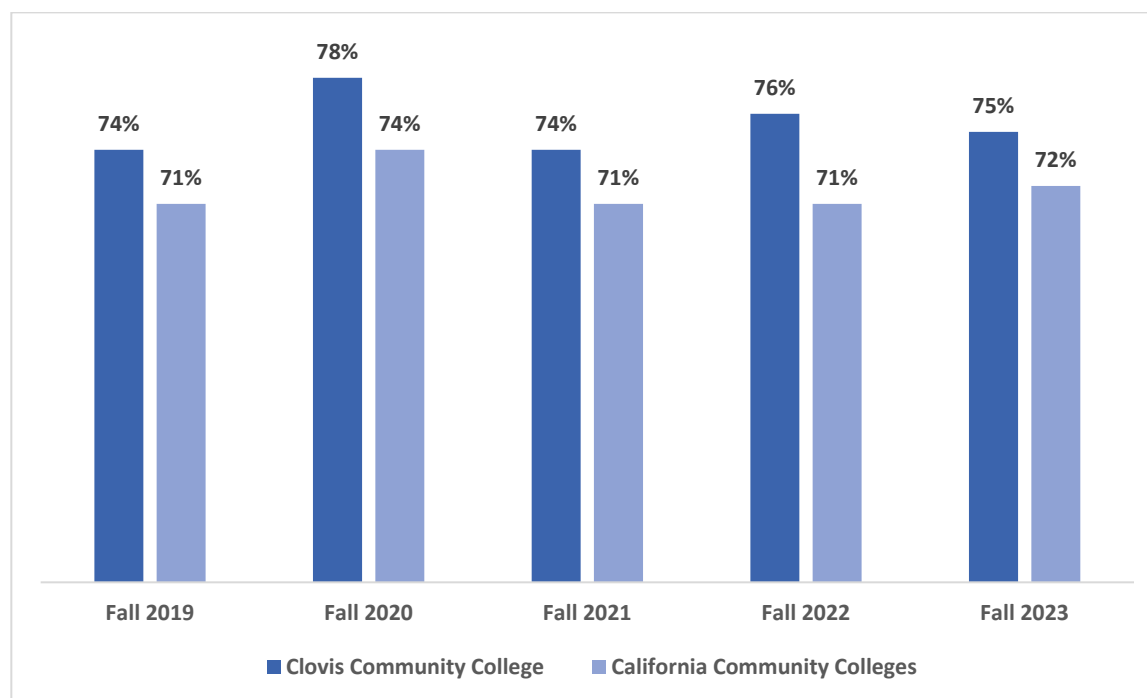
Data Source: ATERMs, CCCCO DataMart

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 3%-6% (see Appendix A, Table 11).

Figure 13: Fall Course Retention Rates
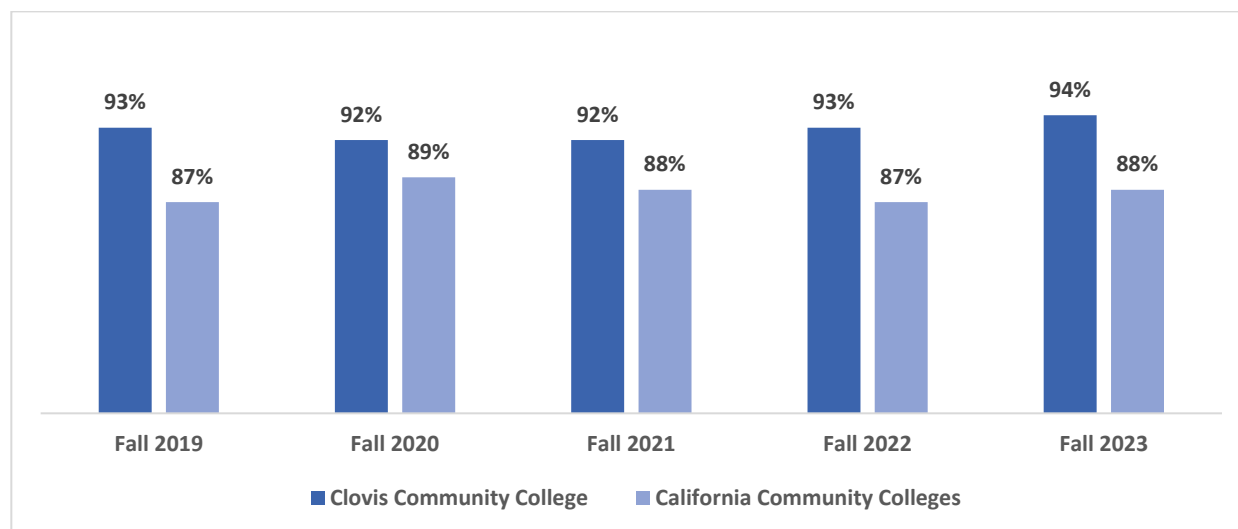
Data Source: ATERMs, CCCCO DataMart

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), Veteran's data and Extended Opportunity Programs & Services (EOPS) (see Appendix A, Table 12). Students in special populations show lower than average success rates in many cases. In the case of CalWORKs and Foster Youth students, the populations are typically small and the data is likely not stable. Conversely, Veterans, DSP&S, and EOPS students have many more students and show similar success rates as the college in general.

Figure 14: Fall Special Programs Course Success Rates
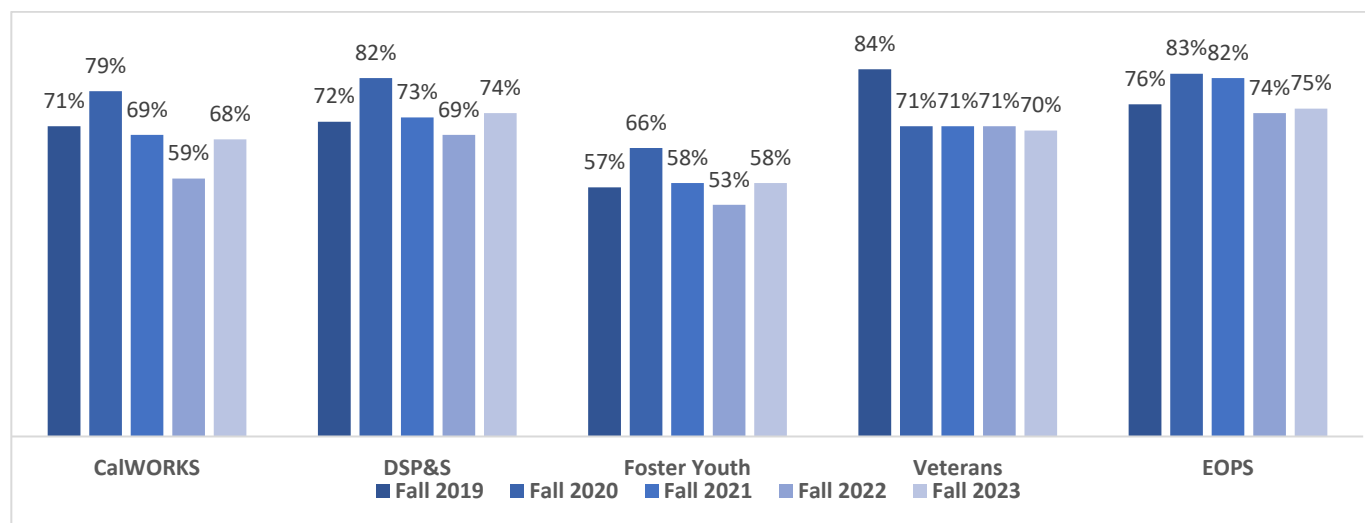
Data Source: CCCCO Datamart

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 (see Appendix A, Table 12). Over the course of five fall terms,online courses have had steady, slightly lower success rates compared to those of traditional in class meetings. NOTE: Face-to-Face classes were not offered Fall 2020 due to COVID-19.

Figure 15: Fall Course Success Rates by Delivery Method
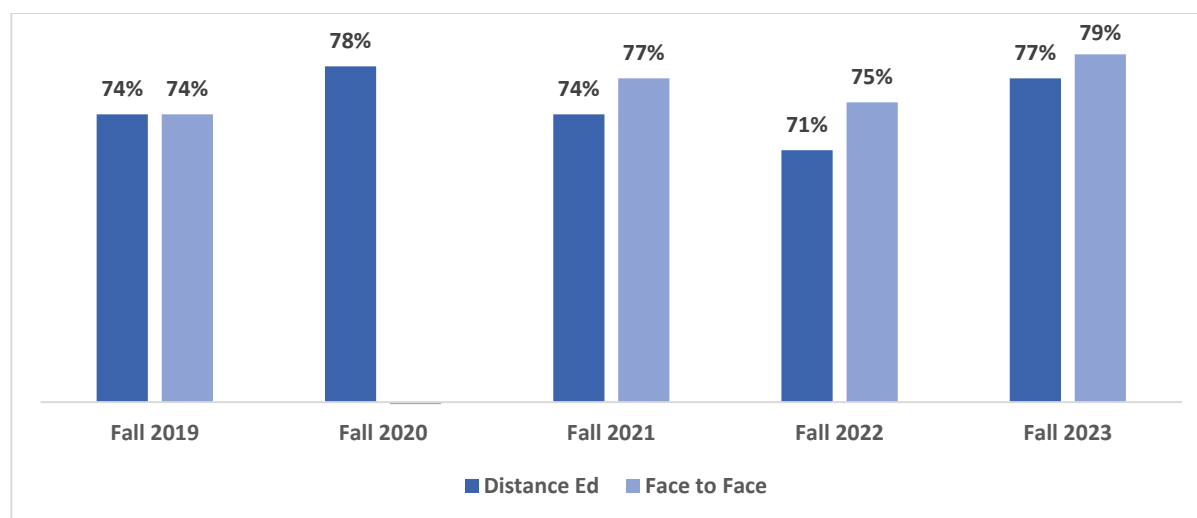
Data Source: ATERMs

Course Retention Rates by Delivery Method

Successful course retention disaggregated by delivery method show small differences with those in-person classes indicating a slightly higher retention rate (see Appendix A, Table 13).

Figure 16: Fall Course Retention Rates by Delivery Method
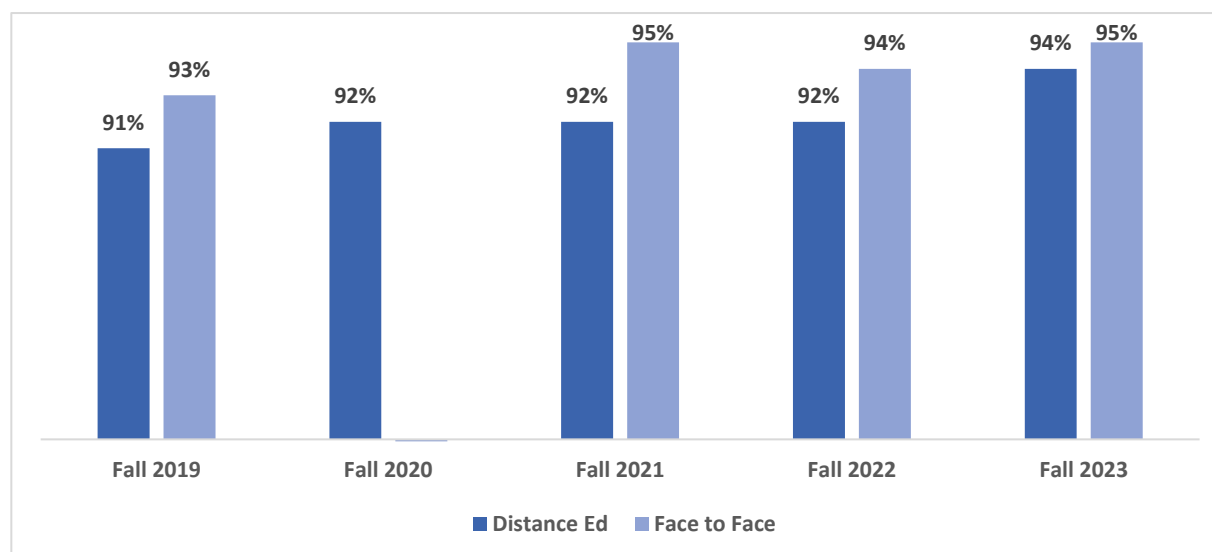
Data Source: ATERMs

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 75%, 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). Student groups with less than 10 students and unknown categories are not reported.

African America and Latinx students experience disproportionate impact.

Table 14: Fall Course Success Rates by Ethnicity

	Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
African American	**64%↓**	**74%**	**64%↓**	**65%↓**	**67% ↓**
American Indian	**67%↓**	**59%↓**	**67%↓**	**74%**	**68% ↓**
Asian	77%	82%	78%	76%	78%
Latinx	**70%↓**	**74%**	**70%↓**	**69%↓**	**71% ↓**
More than 1 Ethnicity	77%	79%	suppressed	78%	82%
White	77%	81%	78%	78%	79%

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 94%.

Overall, retention rates are very high and even disaggregated are over 90%. Retention rates have been fairly stable over the past several fall terms.

Table 15: Fall Course Retention Rates by Ethnicity

	Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2022**	**Fall 2023**
African American	90%	89%	90%	92%	92%
American Indian	92%	**82%↓**	92%	96%	**89%↓**
Asian	93%	93%	95%	94%	94%
Latinx	93%	91%	91%	92%	93%
More than 1 Ethnicity	92%	93%	suppressed	94%	96%
White	92%	92%	93%	93%	95%

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.

Non-Binary students are now represented in our gender data. In Fall 2023, 158 students identified as Non-Binary and had lower than average success rates.

Table 16: Fall Course Success Rates by Gender

|	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Female	75%	80%	75%	73%	76%
Male	72%	75%	73%	73%	74%
Non-Binary	-	60%↓	79%	65%↓	61% ↓

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 with women tending to have higher rates than men.

Table 17: Fall Course Retention Rates by Gender

	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Female	93%	93%	93%	93%	94%
Male	92%	91%	92%	93%	94%
Non-Binary	-	88% ↓	98%	87% ↓	92%

Data Source: ATERMs

Program Completion

The following table reflects Clovis Community College awards given to students for the past three academic years. The college currently awards 110 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 836 of these certificates.

Table 18: Graduates over the past 3 years by program

	2021-22	2022-23	2023-24
Accounting	9	8	7
Administration of Justice for Transfer	44	49	44
American Sign Language	-	-	8
Anthropology for Transfer	8	5	10
Art History for Transfer	9	11	16
Art: Two-Dimensional	1	7	1
Associate Teacher	-	1	1
Audio Production	-	1	2
Biological Science	4	2	1
Biology for Transfer	27	26	15
Business Administration 2.0	-	3	43
Business Administration for Transfer	119	129	114
Business Administration, Accounting	2	1	1
Business Administration, Entrepreneur	1	-	2

Business Administration, General Business	1	4	1
Business Administration, Management	3	2	1
Business Administration, Marketing	1	1	2
Chemistry	-	1	9
Child and Adolescent Development	7	21	33
Child Care for School Age-Children/Teacher	3	1	-
Child Development	28	13	5
Child Development/Teacher	8	1	1
Civil Engineering	16	20	20
Communication	6	3	4
Communication Studies	14	9	10
Communication Studies 2.0	-	-	5
Communication Studies for Transfer	43	34	17
Computer or Software Engineering	9	2	14
Computer Science	45	53	47
Criminal Justice: Law Enforcement	1	1	5
Criminology - Corrections	1	-	3
Criminology - Law Enforcement	1	1	4
Csu Ge-Breadth	783	624	709
Cyber Security	3	5	1
Drinking Water Treatment and Distribution	4	-	2
Early Childhood Education for Transfer	34	14	15
Early Intervention Assistant	-	1	-
Economics for Transfer	21	19	24
Electrical Engineering	13	12	16
Elementary Teacher Education for Transfer	59	54	55
Elementary Teacher Level 1	-	-	6
Elementary Teacher Level 2	-	3	14
Elementary Teacher Level 3	-	4	11
Engineering	3	-	-
English	1	5	-
English for Transfer	18	23	18
Environmental Science for Transfer	4	-	2
Geography for Transfer	3	1	5
Geology	-	-	1
Health Care Administration	-	2	4
Health Care Interpreter	-	1	-
History for Transfer	22	15	40
Information Systems	1	1	1
Information Systems – Programming for the web	1	5	3
Information Systems, Networking	5	11	16
Information Systems, Web Design	5	4	4
Information Technician Support	1	3	3
Information Technology Support Technician	-	-	1
Intersegmental General Education Transfer Curriculum (IGETC)	109	127	127

Kinesiology for Transfer	28	15	24
Liberal Arts & Sciences, Arts & Humanities	5	3	2
Liberal Arts & Sciences, Natural Sciences	61	66	71
Liberal Studies	125	164	172
Life Science	179	161	166
Live Sound	-	1	1
Management	2	-	1
Managerial Assistant	-	-	1
Mathematics	19	15	16
Mathematics for Transfer	31	39	32
Mechanical, Aerospace, Or Manufacturing Engineering	12	19	20
Mechatronics Advanced Plc Job Skills Certificate	1	4	5
Mechatronics Electronic Job Skills Certificate	4	3	6
Mechatronics/Industrial Automation	3	6	5
Nutrition and Dietetics	-	-	1
Occupational Therapy Assistant	9	16	15
Philosophy for Transfer	-	2	4
Physical Education	44	36	39
Physical Science	6	12	19
Physics	-	-	4
Physics for Transfer	13	20	22
Political Science for Transfer	14	15	16
Psychology for Transfer	163	127	126
Small Business Management	1	1	3
Social Justice Studies for Transfer	4	4	3
Social Science	124	148	149
Sociology for Transfer	28	23	20
Songwriting	-	-	2
Spanish for Transfer	-	-	3
Studio Arts for Transfer	35	27	33
Teacher I	6	31	30
Teacher II	10	26	14
Teacher III	5	13	14
Wastewater Treatment	1	4	2
Total	2,427	2,345	2,565

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 2023-24) shows the top 15 CCC condensed programs as indicated by awards earned.

Table 19: Graduated by Top 15 Condensed Programs

	2021-22	2022-23	2023-24
Liberal Arts & Sciences/Liberal Studies	190	232	245
Biology and Environmental Sciences	219	200	204

	2021-22	2022-23	2023-24
Business Administration	160	169	200
Early Childhood Education	159	183	199
Social Science/Social Justice	128	151	152
Psychology	164	127	126
Engineering	53	53	70
Criminology	47	51	56
Art and Art History	45	45	50
Mathematics	50	54	48
Computer Science	45	52	47
History	22	15	40
Physical Education	44	36	39
Communications	64	46	36
Physics and Chemistry	13	21	35

Data Source: SQL

Program Completion by Ethnicity

The following tables break down the degree rates by ethnicity. The percentages of completers by race varied slightly from the general enrollment of Clovis Community College. Latinx students showed gains again this year and, while the reported completion rates coming closer to alignment with enrollments, there is still a gap. For 2023-24, awards for Latinx students were 41% while enrollments for the year were 49%.

Table 20: Program Completion by Ethnicity 2021-22

2021-22	**AA**	**AA-T**	**AS**	**AS-T**	**CA**	**CN**	**Total**	**%**
African American	7	10	12	7	28	-	64	3%
American Indian / Alaskan Native	3	1	1	4	5	-	14	1%
Asian	37	48	48	22	105	1	261	11%
Filipino	7	2	11	6	14	-	40	2%
Latinx	161	191	121	99	393	4	969	40%
Multi-ethnicity	17	20	22	21	59	-	139	6%
Pacific Islander	4	5	1	-	4	-	14	1%
Unknown	6	6	3	3	12	-	30	1%
White/ non-Hispanic	125	179	115	110	374	-	903	37%
TOTAL	367	462	334	272	994	5	2434	100%

Data Source: SQL

Table 21: Program Completion by Ethnicity 2022-23

2022-23	**AA**	**AA-T**	**AS**	**AS-T**	**CA**	**CN**	**Total**	**%**
African American	16	8	3	8	21	-	56	2%
American Indian / Alaskan Native	2	1	-	-	2	-	5	<1%
Asian	31	30	45	28	89	1	224	10%
Filipino	1	3	4	4	4	-	16	1%
Latinx	197	168	125	115	385	7	997	43%

2022-23	AA	AA-T	AS	AS-T	CA	CN	Total	%
Multi-ethnicity	27	24	33	21	68	-	173	7%
Pacific Islander	-	-	1	1	-	-	2	<1%
Unknown	4	4	1	3	4	-	16	1%
White/ non-Hispanic	154	158	114	101	329	-	856	37%
TOTAL	432	396	326	281	902	8	2345	100%

Data Source: SQL

Table 22: Program Completion by Ethnicity 2023-24

2023-24	AA	AA-T	AS	AS-T	CA	CN	Total	%
African American	10	11	10	8	26	-	65	3%
American Indian / Alaskan Native	1	-	-	2	5	-	8	< 1%
Asian	39	39	72	46	122	2	320	12%
Latinx	199	205	122	104	420	5	1,055	41%
Multi-ethnicity	25	-	31	27	66	-	171	7%
Pacific Islander	1	-	-	2	2	-	5	< 1%
Unknown	4	7	-	2	6	-	19	1%
White/ non-Hispanic	167	168	113	111	359	4	922	36%
TOTAL	446	452	348	302	1,006	11	2,565	100%

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 three consecutive years from the Campaign for College Opportunity for the extraordinary work in awarding and implementing the Associate Degree for Transfer (ADT). Statewide, CCC has been recognized for Associate Degree for Transfer based on enrollment and the volume of transfer students to UCs/CSUs and for 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 23: Student Transfers to 4-Year California Schools

	UC Transfer	CSU Transfer	In State Private
2019-20	209	1,799	467
2020-21	246	1,789	487
2021-22	228	1,760	457

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 (based on the current year). In addition, the college sends about 300 students per year to in-state private schools such as National University and University of Phoenix, which has Fresno campus locations.

Table 24: California Transfer Universities by Year

	2019-20	2020-21	2021-22
CALIFORNIA STATE UNIVERSITY - FRESNO	**1,555**	**1,479**	**1,445**
UNIVERSITY OF CALIFORNIA-DAVIS	**42**	**45**	**55**
UNIVERSITY OF CALIFORNIA - BERKELEY	**25**	**19**	**34**
CALIFORNIA STATE UNIVERSITY - LONG BEACH	**22**	**18**	**33**
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	**15**	**26**	**30**
UNIVERSITY OF CALIFORNIA - IRVINE	**29**	**29**	**27**
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	**18**	**24**	**25**
SAN DIEGO STATE UNIVERSITY	**19**	**20**	**25**
UNIVERSITY OF CALIFORNIA-LOS ANGELES	**19**	**23**	**24**
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	**20**	**20**	**22**
SAN JOSE STATE UNIVERSITY	**16**	**27**	**21**
UNIVERSITY OF CALIFORNIA - MERCED	**15**	**26**	**21**
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	**20**	**23**	**20**
SAN FRANCISCO STATE UNIVERSITY	**12**	**26**	**18**
UNIVERSITY OF CALIFORNIA-SAN DIEGO	**15**	**18**	**18**
CALIFORNIA STATE UNIVERSITY - STANISLAUS	**20**	**13**	**18**
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	**27**	**19**	**15**
CALIFORNIA STATE UNIVERSITY - EAST BAY	**14**	**9**	**14**

Data source: ATERMs, National Student Clearinghouse

Chapter 5: California Community College Chancellor's Office 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".

Previously, the Student Success Metrics guided the colleges with comparable data points so colleges could not only assess their own numbers but can compare to state data or like colleges. Minor changes were made to the metrics, primarily needed to improve the student identifier and processing the data. In addition, some of the disaggregated groups were modified to recode multiple responses into a new group: MVR (multiple values reported) which had a positive effect by lowering unknown/unreported counts.

The following charts and tables use data from the previously mentioned Student Success Metrics as well as CCCCO Data Vista website (Data Vista). 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 disproportionally impacted are noted by **RED↓** font and a downward arrow.

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 with an 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 the 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 the first purchase to support system-wide transition to virtual labs. All colleges will have access to 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 maintains higher than average success rates compared to the state overall and has been consistent over the past several years. While there has been a slight decrease since the pandemic, when grades were somewhat inflated due to the changes in grading mentioned above, CCC continues to see strong success rates (see Appendix A, Table 15).

Figure 17: Course Success Rate
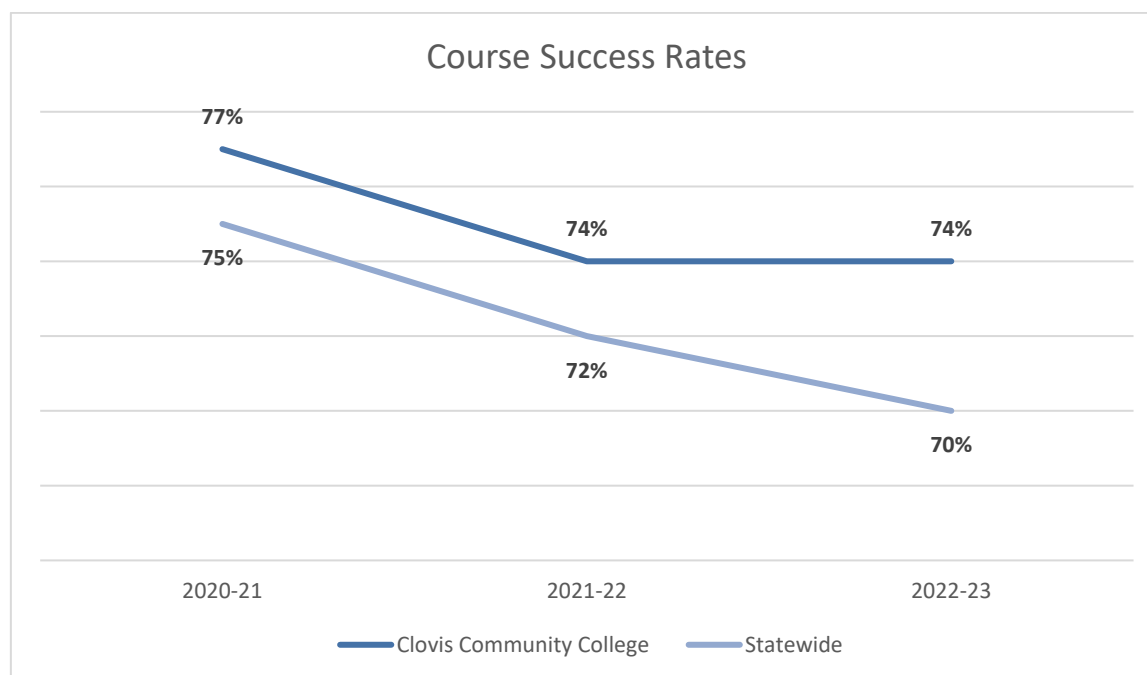
Data Source: Data Vista Metric View

Course Success Rates by Disaggregation

One of the major inclusions that the Student Success Metrics first provided data was 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, Latinx, and American Indian students. In addition, LGBT, Foster Youth and students with disabilities continue to struggle.

NOTE: With the change from SSM to Data Vista, some items are not available (NA) this year.

Table 25: Success Rate by Gender

	2020-21	2021-22	2022-23
Female	79%	75%	NA
Male	75%	73%	NA
Non-Binary	67%	73%	NA

Data Source: Data Vista Metric View

Table 26: Success Rate by Ethnicity

	2019-20	**2021-22**	**2022-23**
American Indian/Alaska Native	**70%↓**	**70%↓**	**NA**
Asian	80%	78%	NA
Black or African American	**71%↓**	**64%↓**	**NA**
Filipino	81%	83%	NA
Hispanic	74%	**70%↓**	NA
Native Hawaiian or Pacific Islander	80%	88%	NA
Two or More Races	77%	76%	NA
White	81%	78%	NA

Data Source: Data Vista Metric View

Table 27: Success Rate by Age

	2020-21	**2021-22**	**2022-23**
19 or Less	78%	75%	74%
20 – 24	75%	71%	73%
25 – 29	77%	73%	74%
30 – 34	80%	76%	77%
35 – 39	83%	83%	78%
40 – 49	83%	82%	79%
50 and older	87%	83%	76%

Data Source: Data Vista Metric View

Table 28: Success Rate by First Generation Status

	2020-21	**2021-22**	**2022-23**
First Generation	75%	71%	**70%↓**
Not First Generation	79%	76%	77%

Data Source: Data Vista Metric View

Table 29: Success Rate by Pell Grant Status

	2020-21	**2021-22**	**2022-23**
Pell Grant Recipient	76%	73%	73%
Not a Pell Grant Recipient	78%	75%	76%

Data Source: Data Vista Metric View

Table 30: Success Rate by Veteran Status

	2020-21	**2021-22**	**2022-23**
Veteran	75%	77%	74%
Not a Veteran	77%	74%	74%

Data Source: Data Vista Metric View

Table 31: Success Rate by LGBT Status

	2020-21	**2021-22**	**2022-23**
LGBT	**71%↓**	**60%↓**	**63% ↓**
Non-LGBT	**77%**	**74%**	**74%**

Data Source: Data Vista Metric View

Table 32: Success Rate by Promise Grant Status

	2020-21	**2021-22**	**2022-23**
Promise Grant Recipient	**76%**	**73%**	**73%**
Not Promise Grant Recipient	**80%**	**77%**	**77%**

Data Source: Data Vista Metric View

Table 33: Success Rate by Disability Status

	2020-21	**2021-22**	**2022-23**
Has a Disability	**77%**	**76%**	**71% ↓**
No Disability	**77%**	**74%**	**75%**

Data Source: Data Vista Metric View

Table 34: Success Rate by Foster Youth Status

	2020-21	**2021-22**	**2022-23**
Foster Youth	**68%↓**	**61%**	**59% ↓**
Not a Foster Youth	**77%**	**74%**	**75%**

Data Source: Data Vista Metric View

Table 35: Success Rate by Economic Status

	2020-21	**2021-22**	**2022-23**
Economically Disadvantaged	**76%**	**73%**	**73%**
Not Economically Disadvantaged	**80%**	**77%**	**77%**

Data Source: Data Vista Metric View

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 (see Appendix A, Table 16). These next few sections will explore completion of transfer-level Math and English courses.

Clovis Community College reflects a higher than statewide average for students who complete transfer-level Math in their first year across the three reported years. As the advanced junction of math courses and co-requisite support increases, CCC expects to maintain this trend.

Figure 18: Completed Transfer-Level Math within the District in the First Year
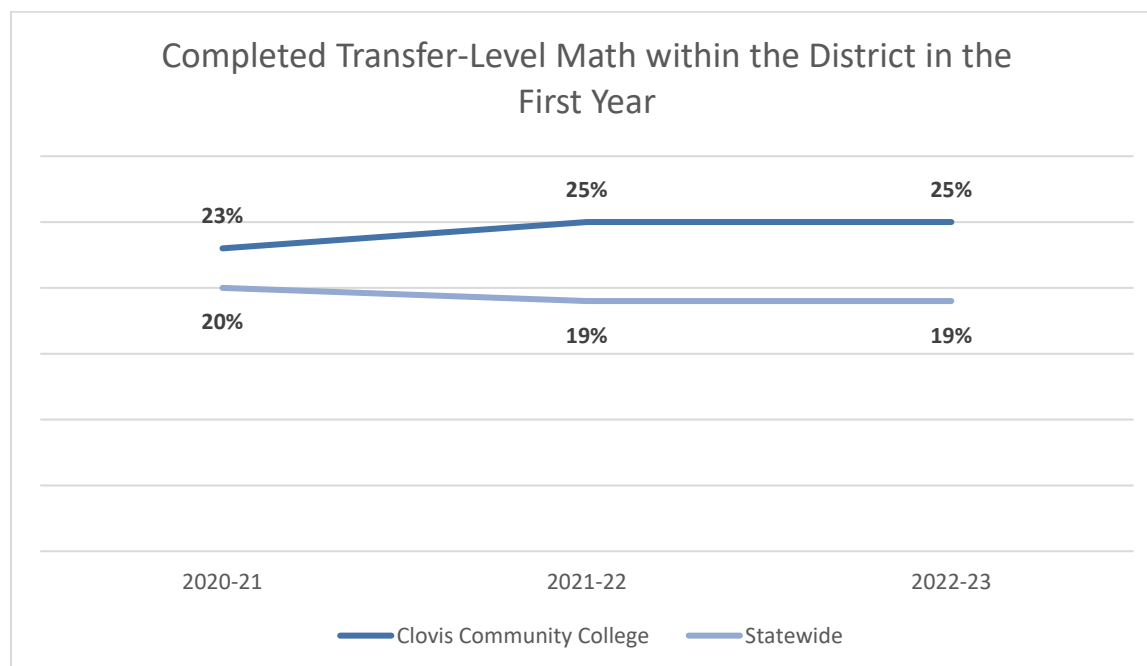
Completed Transfer-Level Math within the District in the First Year

	2020-21	2021-22	2022-23
Clovis Community College	23%	25%	25%
Statewide	20%	19%	19%

Data Source: Data Vista Metric View

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.

Overall, Clovis Community College has a higher than statewide average on this metric. However, 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, LGBT, and First Generation. Differences among age categories remain with a marked decrease in success as age goes up which could be an issue of older students attending for non-traditional educational goals.

Table 36: Completed Transfer-Level Math within the District in the First Year by Gender

	2020-21	2021-22	2022-23
Female	22%	23%	24%
Male	25%	27%	27%
Non-Binary	*	*	27%

Data Source: Data Vista Metric View

African American students remain disproportionally 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 37: Completed Transfer-Level Math within the District in the First Year by Ethnicity

	2020-21	2021-22	2022-23
American Indian/Alaska Native	*	*	*
Asian	27%	31%	35%
Black or African American	12%↓	18%↓	17% ↓
Filipino	34%	29%	30%
Hispanic	20%	22%	20% ↓
Two or More Races	30%	23%	32%
White	25%	27%	29%

Data Source: Data Vista Metric View

Table 38: Completed Transfer-Level Math within the District in the First Year by Age

	2020-21	2021-22	2022-23
19 or Less	29%	31%	32%
20 – 24	15%↓	10%↓	14% ↓
25 – 29	13%↓	11%↓	14% ↓
30 – 34	*	*	*
35 – 39	7%↓	12%↓	10% ↓
40 – 49	9%↓	10%↓	9% ↓
50 and older	*	*	*

Data Source: Data Vista Metric View

Table 39: Completed Transfer-Level Math within the District in the First Year by First Generation Status

	2020-21	2021-22	2022-23
First Generation	16%↓	17%↓	19% ↓
Not First Generation	27%	28%	29%

Data Source: Data Vista Metric View

Table 40: Completed Transfer-Level Math within the District in the First Year by Pell Grant Status

	2020-21	2021-22	2022-23
Pell Grant Recipient	24%	26%	27%
Not a Pell Grant Recipient	22%	24%	24%

Data Source: Data Vista Metric View

Table 41: Completed Transfer-Level Math within the District in the First Year by Veteran Status

	2020-21	2021-22	2022-23
Veteran	*	*	*

	2020-21	2021-22	2022-23
Not a Veteran	*	*	*

Data Source: Data Vista Metric View

Table 42: Completed Transfer-Level Math within the District in the First Year by LGBT Status

	2020-21	2021-22	2022-23
LGBT	**19%↓**	*	**11% ↓**
Not LGBT	23%	*	26%

Data Source: Data Vista Metric View

Table 43: Completed Transfer-Level Math within the District in the First Year by Promise Grant Status

	2020-21	2021-22	2022-23
Promise Grant Recipient	21%	24%	26%
Not Promise Grant Recipient	25%	25%	24%

Data Source: Data Vista Metric View

Table 44: Completed Transfer-Level Math within the District in the First Year by Disability Status

	2020-21	2021-22	2022-23
Has a Disability	**12%↓**	18%	22%
No Disability	23%	25%	25%

Data Source: Data Vista Metric View

Table 45: Completed Transfer-Level Math within the District in the First Year by Foster Youth Status

	2020-21	2021-22	2022-23
Foster Youth	*	*	**13% ↓**
Not a Foster Youth	*	*	25%

Data Source: Data Vista Metric View

Table 46: Completed Transfer-Level Math within the District in the First Year by Economic Status

	2020-21	2021-22	2022-23
Economically Disadvantaged	21%	24%	26%
Not Economically Disadvantaged	25%	25%	24%

Data Source: Data Vista Metric View

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 (see Appendix A, Table 17).

Figure 19: Completed Transfer-Level English within the District in the First Year

Data Source: Data Vista Metric View

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. The following tables provide information that is intended to go further into the performance of various sub-populations. No data is currently available for age and ethnicity for this metric. As will be seen, Foster Youth, and Disabled Students continue to struggle compared to their peers.

Table 47: Completed Transfer-Level English within the District in the First Year by Gender

	2020-21	2021-22	2022-23
Female	38%	39%	NA
Male	40%	42%	NA

Data Source: Data Vista Metric View

Table 48: Completed Transfer-Level English within the District in the First Year by Ethnicity

	2020-21	2021-22	2022-23
American Indian/Alaska Native	*	*	NA
Asian	39%	46%	NA
Black or African American	27%↓	23%↓	NA
Filipino	44%	40%	NA

	2020-21	**2021-22**	**2022-23**
Hispanic	**35%↓**	**35%**	**NA**
Native Hawaiian or Pacific Islander	*	*	**NA**
Two or More Races	**37%**	**37%**	**NA**
White	**43%**	**43%**	**NA**

Data Source: Data Vista Metric View

Table 49: Completed Transfer-Level English within the District in the First Year by Age

	2020-21	**2021-22**	**2022-23**
19 or Less	**50%**	**49%**	**48%**
20 – 24	**16%↓**	**19%↓**	**21% ↓**
25 – 29	**23%↓**	**22%↓**	**21% ↓**
30 – 34	*	**21%↓**	*
35 – 39	**13%↓**	**19%↓**	**17% ↓**
40 – 49	**17%↓**	*	**14% ↓**
50 and older	*	*	*

Data Source: Data Vista Metric View

Table 50: Completed Transfer-Level English within the District in the First Year by First Generation Status

	2020-21	**2021-22**	**2022-23**
First Generation	**31%↓**	**31%↓**	**30% ↓**
Not First Generation	**43%**	**43%**	**44%**

Data Source: CCCCO LaunchBoard

Table 51: Completed Transfer-Level English within the District in the First Year by Pell Grant Status

	2020-21	**2021-22**	**2022-23**
Pell Grant Recipient	**47%**	**47%**	**43%**
Not a Pell Grant Recipient	**35%**	**36%**	**36%**

Data Source: Data Vista Metric View

Table 52: Completed Transfer-Level English within the District in the First Year by Veteran Status

	2020-21	**2021-22**	**2022-23**
Veteran	*	**47%**	**32% ↓**
Not a Veteran	*	**40%**	**39%**

Data Source: Data Vista Metric View

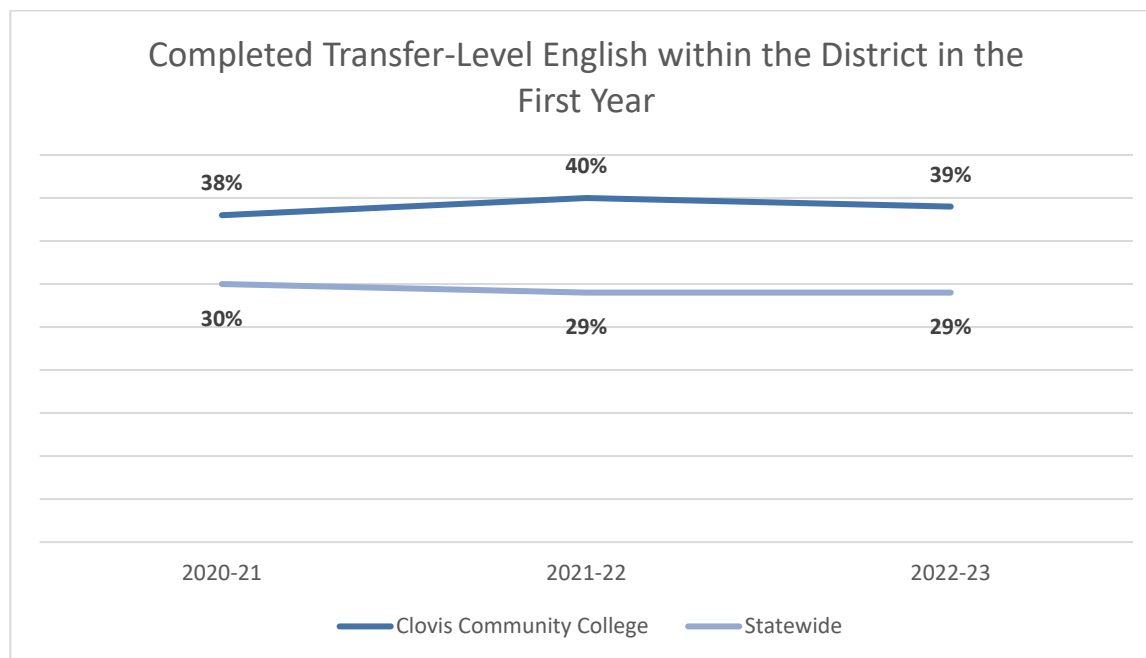*Table 53: Completed Transfer-Level English within the District in the First Year by LGBT Status*

	2020-21	**2021-22**	**2022-23**
LGBT	**35%**	**28%↓**	**16% ↓**
Not LGBT	**38%**	**40%**	**40%**

Data Source: Data Vista Metric View

Table 54: Completed Transfer-Level English within the District in the First Year by Promise Grant Status

	2020-21	**2021-22**	**2022-23**
Promise Grant Recipient	40%	41%	41%
Not Promise Grant Recipient	36%	38%	36%

Data Source: Data Vista Metric View

Table 55: Completed Transfer-Level English within the District in the First Year by Disability Status

	2020-21	**2021-22**	**2022-23**
Has a Disability	38%	44%	39%
No Disability	38%	39%	39%

Data Source: Data Vista Metric View

Table 56: Completed Transfer-Level English within the District in the First Year by Foster Youth Status

	2020-21	**2021-22**	**2022-23**
Foster Youth	26%↓	*	24% ↓
Not Foster Youth	39%	*	39%

Data Source: Data Vista Metric View

Table 57: Completed Transfer-Level English within the District in the First Year by Economic Status

	2020-21	**2021-22**	**2022-23**
Economically Disadvantaged	40%	41%	41%
Not Economically Disadvantaged	37%	38%	36%

Data Source: Data Vista Metric View

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

Eighteen percent of CCC students completed transfer-level Math *and* English within the district in their first year in 2022-23 (see Appendix A, Table 18). That is above the California Community College system and that has been the trend over the three-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 completion 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 20: Completion of Transfer-Level Math and English within the District in the First Year
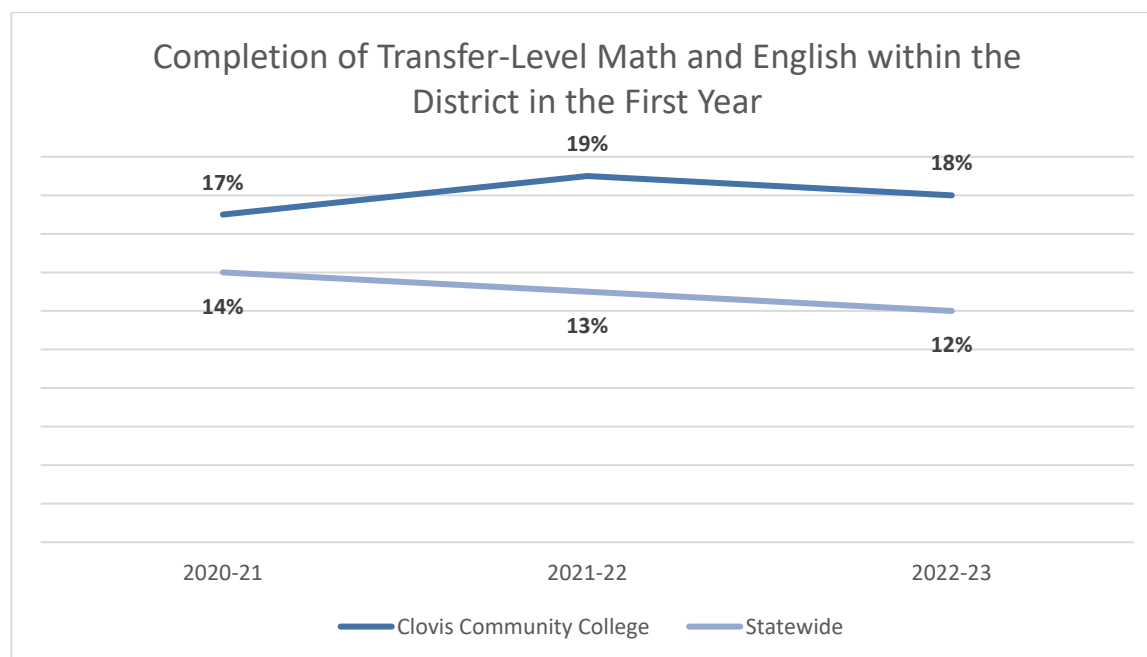
Completion of Transfer-Level Math and English within the District in the First Year

	2020-21	2021-22	2022-23
Clovis Community College	17%	19%	18%
Statewide	14%	13%	12%

Data Source: Data Vista Metric View

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, Black, Hispanic, and First Generation students are disproportionately lower than expected.

Table 58: Completion of Transfer-Level Math and English within the District in the First Year by Gender

	2020-21	2021-22	2022-23
Female	16%	18%	17%
Male	18%	19%	20%

Data Source: Data Vista Metric View

Table 59: Completion of Transfer-Level Math and English within the District in the First Year by Ethnicity

	2020-21	2021-22	2022-23
American Indian/Alaska Native	*	*	*
Asian	19%	24%	23%
Black or African American	*	11%↓	14% ↓
Filipino	28%	18%	23%
Hispanic	14%	16%	13%↓
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	21%	20%	24%
White	19%	20%	23%

Data Source: Data Vista Metric View

Table 60: Completion of Transfer-Level Math and English within the District in the First Year by Age

	2020-21	2021-22	2022-23
19 or Less	23%	25%	24%
20 – 24	6%↓	5%↓	6%↓
25 – 29	7%↓	*	*
30 – 34	*	*	*
35 – 39	*	*	*
40 – 49	*	*	*
50 and older	*	*	0% ↓

Data Source: Data Vista Metric View

Table 61: Completion of Transfer-Level Math and English within the District in the First Year by First Generation Status

	2020-21	2021-22	2022-23
First Generation	10%↓	12%↓	12% ↓
Not First Generation	21%	21%	21%

Data Source: Data Vista Metric View

Table 62: Completion of Transfer-Level Math and English within the District in the First Year by Pell Grant Status

	2020-21	2021-22	2022-23
Pell Grant Recipient	18%	20%	20%
Not a Pell Grant Recipient	16%	18%	17%

Data Source: Data Vista Metric View

Table 63: Completion of Transfer-Level Math and English within the District in the First Year by Veteran Status

	2020-21	2021-22	2022-23
Veteran	*	*	*
Not a Veteran	*	*	*

Data Source: Data Vista Metric View

Table 64: Completion of Transfer-Level Math and English within the District in the First Year by LGBT Status

	2020-21	**2021-22**	**2022-23**
LGBT	*	*	*
Not LGBT	*	*	*

Data Source: Data Vista Metric View

Table 65: Completion of Transfer-Level Math and English within the District in the First Year by Promise Grant Status

	2020-21	**2021-22**	**2022-23**
Promise Grant Recipient	16%	19%	19%
Not Promise Grant Recipient	18%	18%	17%

Data Source: Data Vista Metric View

Table 66: Completion of Transfer-Level Math and English within the District in the First Year by Disability Status

	2020-21	**2021-22**	**2022-23**
Has a Disability	**10%↓**	**11%↓**	16%
No Disability	17%	19%	18%

Data Source: Data Vista Metric View

Table 67: Completion of Transfer-Level Math and English within the District in the First Year by Foster Youth Status

	2020-21	**2021-22**	**2022-23**
Foster Youth	*	*	*
Not Foster Youth	*	*	*

Data Source: Data Vista Metric View

Table 68: Completion of Transfer-Level Math and English within the District in the First Year by Economic Status

	2020-21	**2021-22**	**2022-23**
Economically Disadvantaged	15%	18%	19%
Not Economically Disadvantaged	18%	19%	17%

Data Source: Data Vista Metric View

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 (see Appendix A, Table 19).

Figure 21: Retained from Fall to Spring at the Same College
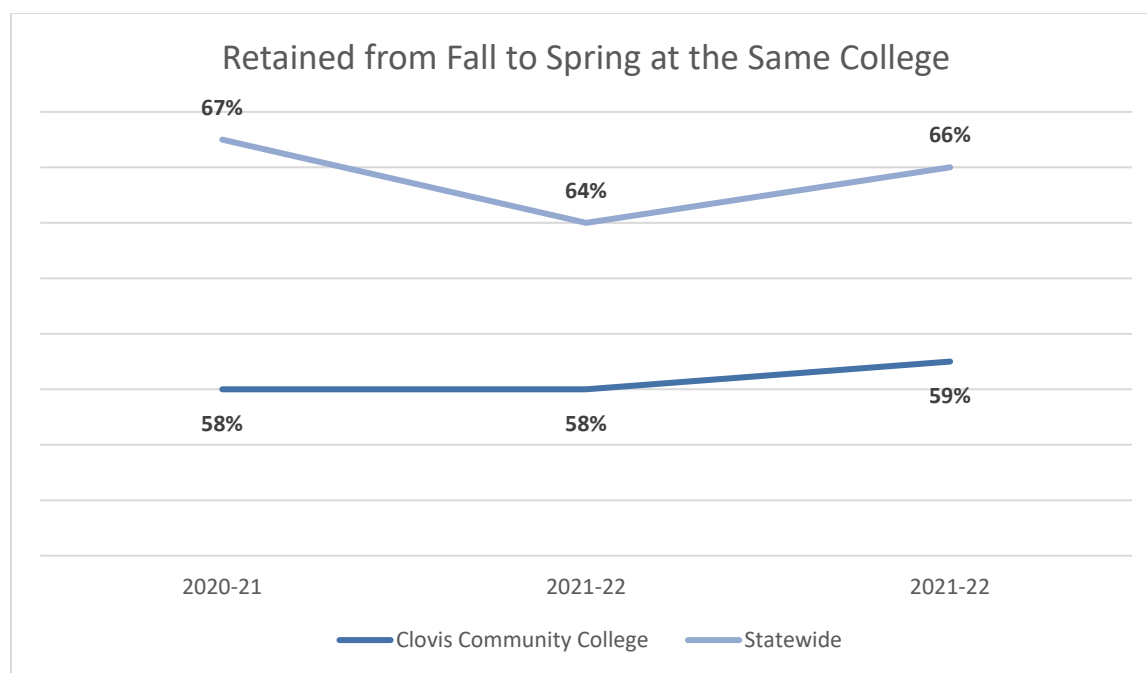
Data Source: Data Vista Metric View

Retained from Fall to Spring by Disaggregation

Further, the data indicates several areas in which student subgroups are below average including some of our most vulnerable student populations. Most age groups, Foster Youth, Veterans, and First Generation Students are 3% or more below the average indicating disproportionate impact.

Table 69: Retained from Fall to Spring at the Same College by Gender

	2020-21	2021-22	2022-23
Female	56%	56%	57%
Male	61%	60%	63%
Non-Binary	58%	70%	56%

Data Source: Data Vista Metric View

Table 70: Retained from Fall to Spring at the Same College by Ethnicity

	2020-21	2021-22	2022-23
American Indian/Alaska Native	54%↓	70%	58%
Asian	56%	60%	61%
Black or African American	48%↓	46%↓	60%

	2020-21	2021-22	2022-23
Filipino	65%	69%	72%
Hispanic	54%↓	53%↓	55% ↓
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	62%	66%	64%
White	64%	63%	65%

Data Source: Data Vista Metric View

Table 71: Retained from Fall to Spring at the Same College by Age

	2020-21	2021-22	2022-23
19 or Less	73%	73%	71%
20 – 24	53%↓	51%↓	55% ↓
25 – 29	45%↓	44%↓	46% ↓
30 – 34	46%↓	41%↓	45% ↓
35 – 39	43%↓	48%↓	42% ↓
40 – 49	45%↓	38%↓	43% ↓
50 and older	40%↓	51%↓	41% ↓

Data Source: Data Vista Metric View

Table 72: Retained from Fall to Spring at the Same College by First Generation Status

	2020-21	2021-22	2022-23
First Generation	52%↓	47%↓	51% ↓
Not First Generation	64%	65%	64%

Data Source: Data Vista Metric View

Table 73: Retained from Fall to Spring at the Same College by Pell Grant Status

	2020-21	2021-22	2022-23
Pell Grant Recipient	55%	57%	59%
Not a Pell Grant Recipient	60%	59%	60%

Data Source: Data Vista Metric View

Table 74: Retained from Fall to Spring at the Same College by Veteran Status

	2020-21	2021-22	2022-23
Veteran	54%↓	53%↓	59%
Not a Veteran	58%	58%	60%

Data Source: Data Vista Metric View

Table 75: Retained from Fall to Spring at the Same College by LGBT Status

	2020-21	2021-22	2022-23
LGBT	**65%**	**44%↓**	**58%**
Not LGBT	**58%**	**58%**	**59%**

Data Source: Data Vista Metric View

Table 76: Retained from Fall to Spring at the Same College by Promise Grant Status

	2020-21	2021-22	2022-23
Promise Grant Recipient	**55%**	**56%**	**57%**
Not Promise Grant Recipient	**65%**	**62%**	**65%**

Data Source: Data Vista Metric View

Table 77: Retained from Fall to Spring at the Same College by Disability Status

	2020-21	2021-22	2022-23
Has a Disability	**64%**	**65%**	**63%**
No Disability	**57%**	**57%**	**59%**

Data Source: Data Vista Metric View

Table 78: Retained from Fall to Spring at the Same College by Foster Youth Status

	2020-21	2021-22	2022-23
Foster Youth	**54%↓**	**50%↓**	**45% ↓**
Not Foster Youth	**58%**	**58%**	**60%**

Data Source: Data Vista Metric View

Table 79: Retained from Fall to Spring at the Same College by Economic Status

	2020-21	2021-22	2022-23
Economically Disadvantaged	**55%**	**56%**	**57%**
Not Economically Disadvantaged	**65%**	**62%**	**65%**

Data Source: Data Vista Metric View

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.

Clovis Community College is currently at the state average (see Appendix A, Table 20). This 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 when additional data of sub-populations is available.

Figure 22: Attained the Vision Goal Completion Definition
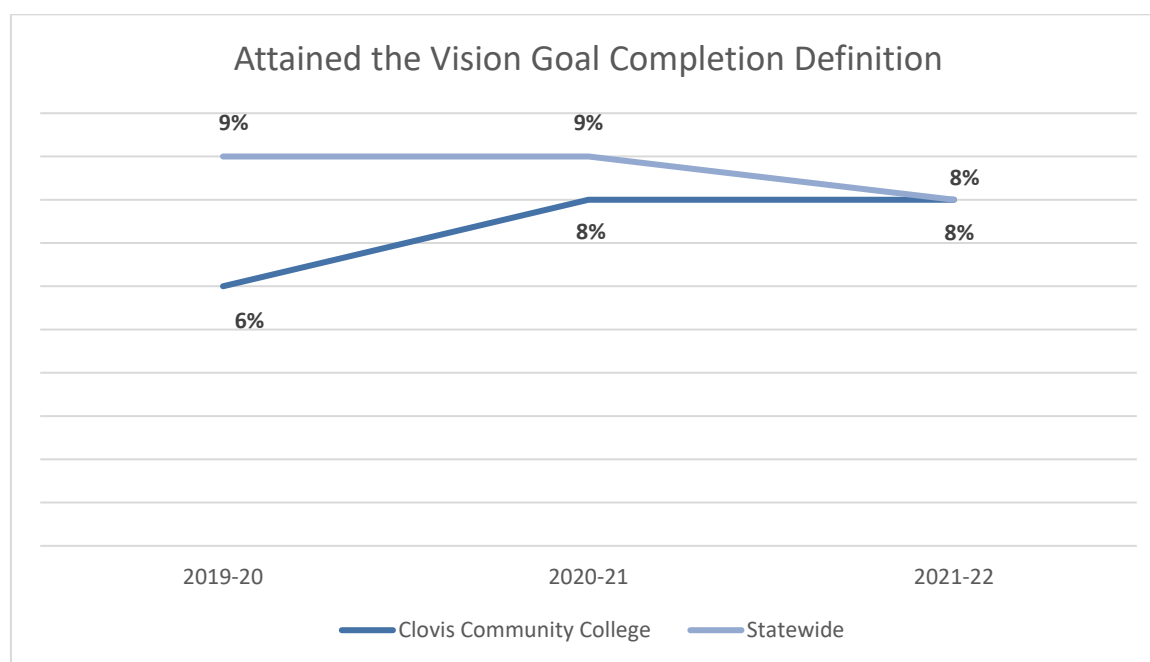
Data Source: Data Vista Metric View

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 80: Attained the Vision Goal Completion Definition by Gender

	2020-21	2021-22	2022-23
Female	7%	9%	8%
Male	6%	7%	8%

Data Source: Data Vista Metric View

Table 81: Attained the Vision Goal Completion Definition by Ethnicity

	2020-21	**2021-22**	**2022-23**
American Indian/Alaska Native	*	*	*
Asian	6%	8%	6%
Black or African American	5%	8%	6%
Filipino	6%	12%	12%
Hispanic	6%	7%	7%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	6%	9%	11%
White	8%	11%	11%

Data Source: Data Vista Metric View

Table 82: Attained the Vision Goal Completion Definition by Age

	2020-21	**2021-22**	**2022-23**
19 or Less	5%	6%	6%
20 – 24	8%	11%	11%
25 – 29	6%	7%	8%
30 – 34	6%	8%	6%
35 – 39	4%	7%	7%
40 – 49	5%	9%	7%
50 and older	6%	8%	8%

Data Source: Data Vista Metric View

Table 83: Attained the Vision Goal Completion Definition by First Generation Status

	2020-21	**2021-22**	**2022-23**
First Generation	7%	8%	6%
Not First Generation	6%	9%	10%

Data Source: Data Vista Metric View

Table 84: Attained the Vision Goal Completion Definition by Pell Grant Status

	2020-21	**2021-22**	**2022-23**
Pell Grant Recipient	8%	9%	9%
Not a Pell Grant Recipient	5%	8%	7%

Data Source: Data Vista Metric View

Table 85: Attained the Vision Goal Completion Definition by Veteran Status

	2020-21	**2021-22**	**2022-23**
Veteran	9%	9%	*
Not a Veteran	6%	8%	*

Data Source: Data Vista Metric View

Table 86: Attained the Vision Goal Completion Definition by LGBT Status

	2020-21	**2021-22**	**2022-23**
LGBT	*	*	*
Not LGBT	*	*	*

Data Source: Data Vista Metric View

Table 87: Attained the Vision Goal Completion Definition by Promise Grant Status

	2020-21	**2021-22**	**2022-23**
Promise Grant Recipient	7%	8%	8%
Not Promise Grant Recipient	6%	8%	8%

Data Source: Data Vista Metric View

Table 88: Attained the Vision Goal Completion Definition by Disability Status

	2020-21	**2021-22**	**2022-23**
Has a Disability	8%	11%	11%
No Disability	6%	8%	8%

Data Source: Data Vista Metric View

Table 89: Attained the Vision Goal Completion Definition by Foster Youth Status

	2020-21	**2021-22**	**2022-23**
Foster Youth	4%	6%	7%
Not Foster Youth	6%	8%	8%

Data Source: Data Vista Metric View

Table 90: Metric Attained the Vision Goal Completion Definition by Economic Status

	2020-21	**2021-22**	**2022-23**
Economically Disadvantaged	7%	8%	8%
Not Economically Disadvantaged	6%	8%	8%

Data Source: Data Vista Metric View

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 a 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 84 units and CCC has an average of 76 (see Appendix A, Table 21). In addition, CCC has remained lower than the state over the past three years in accumulated units of associate degree earners.

Figure 23: Average Number of Units Accumulated by Associate Degree Earners
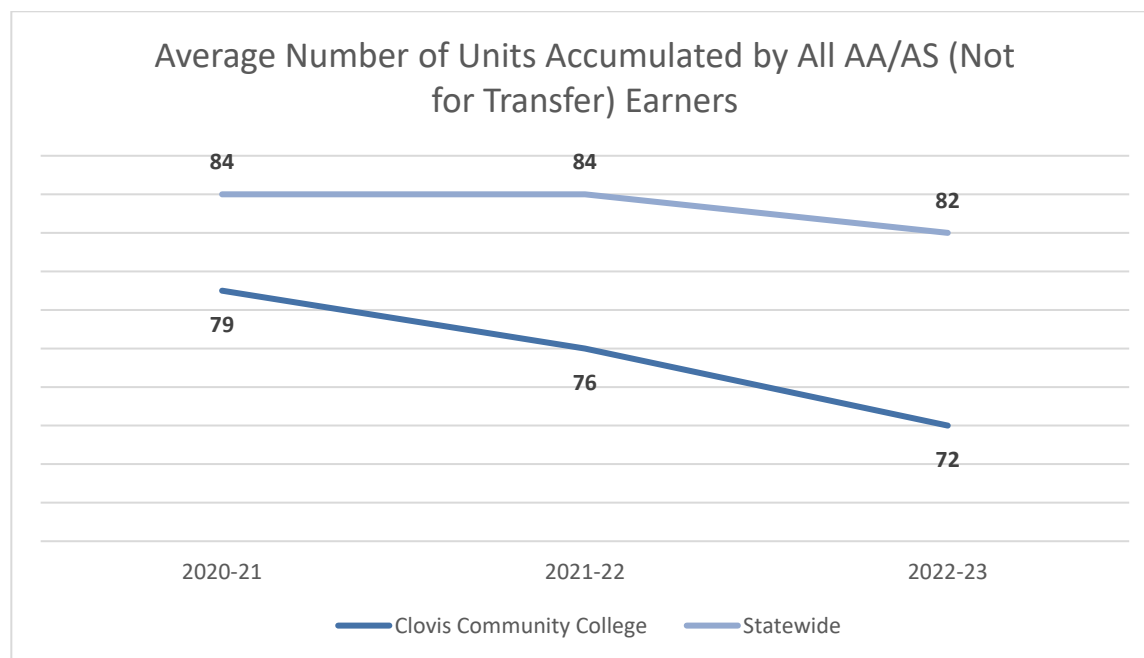
Data Source: Data Vista Metric View

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. 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. Special populations typically indicate more accumulated units.

Table 91: Average Number of Units Accumulated by Associate Degree Earners by Gender

	2020-21	2021-22	2022-23
Female	75	74	71
Male	76	80	75

Data Source: Data Vista Metric View

Table 92: Average Number of Units Accumulated by Associate Degree Earners by Ethnicity

	2020-21	2021-22	2022-23
American Indian/Alaska Native	*	*	*
Asian	79	78	74
Black or African American	78	*	77 ↓
Filipino	71	72	71
Hispanic	75	78	73
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	78	79	74
White	74	72	71

Data Source: Data Vista Metric View

Table 93: Average Number of Units Accumulated by Associate Degree Earners by Age

	2020-21	2021-22	2022-23
19 or Less	67	71	66
20 – 24	78	79	76
25 – 29	**83↓**	**94↓**	**85 ↓**
30 – 34	**87↓**	**81↓**	**81 ↓**
35 – 39	54	53	55
40 – 49	60	61	*
50 and older	62	*	*

Data Source: Data Vista Metric View

Table 94: Average Number of Units Accumulated by Associate Degree Earners by First Generation Status

	2020-21	2021-22	2022-23
First Generation	78	**80↓**	75
Not First Generation	72	74	71

Data Source: Data Vista Metric View

Table 95: Average Number of Units Accumulated by Associate Degree Earners by Pell Grant Status

	2020-21	2021-22	2022-23
Pell Grant Recipient	78	**80↓**	75
Not a Pell Grant Recipient	71	73	69

Data Source: Data Vista Metric View

Table 96: Average Number of Units Accumulated by Associate Degree Earners by Veteran Status

	2020-21	2021-22	2022-23
Veteran	77	*	*
Not a Veteran	75	76	*

Data Source: Data Vista Metric View

Table 97: Average Number of Units Accumulated by Associate Degree Earners by LGBT Status

	2020-21	2021-22	2022-23
LGBT	*	*	*
Not LGBT	75	76	*

Data Source: Data Vista Metric View

Table 98: Average Number of Units Accumulated by Associate Degree Earners by Promise Grant Status

	2020-21	2021-22	2022-23
Promise Grant Recipient	77	77	73
Not Promise Grant Recipient	70	73	69

Data Source: Data Vista Metric View

Table 99: Average Number of Units Accumulated by Associate Degree Earners by Disability Status

	2020-21	**2021-22**	**2022-23**
Has a Disability	80	79	71
No Disability	75	76	72

Data Source: Data Vista Metric View

Table 100: Average Number of Units Accumulated by Associate Degree Earners by Foster Youth Status

	2020-21	**2021-22**	**2022-23**
Foster Youth	74	*	72
Not Foster Youth	75	76	72

Data Source: Data Vista Metric View

Table 101: Average Number of Units Accumulated by Associate Degree Earners by Economic Status

	2020-21	**2021-22**	**2022-23**
Economically Disadvantaged	*	77	73
Not Economically Disadvantaged	*	73	69

Data Source: Data Vista Metric View

Appendix A

Clovis Community College Service Profile

Table 1: Clovis Community College Age Profile

	2020	**2025 Projection**
Under 5 years	8.0%	8.5%
5 to 9 years	8.0%	8.5%
10 to 14 years	8.2%	7.7%
15 to 19 years	7.4%	7.6%
20 to 24 years	7.0%	7.0%
25 to 29 years	7.7%	6.8%
30 to 34 years	7.3%	7.2%
35 to 39 years	6.8%	6.9%
40 to 44 years	6.1%	6.4%
45 to 49 years	5.6%	5.7%
50 to 54 years	5.3%	5.2%
55 to 59 years	5.3%	4.9%
60 to 64 years	4.9%	4.8%
65 to 69 years	4.1%	4.4%
70 to 74 years	3.2%	3.6%
75 to 79 years	2.2%	2.7%
80 to 84 years	1.4%	1.7%
85 years and older	1.5%	1.5%

Table 2: Clovis Community College Ethnicity Profile

	2020	**2025 Projection**
White, Hispanic	52.2%	52.2%
White, Non-Hispanic	28.5%	28.4%
Asian, Non-Hispanic	7.3%	7.3%
Black, Non-Hispanic	.37%	3.7%
American Indian or Alaskan Native, Hispanic	2.4%	2.4%
Black, Non-Hispanic	3.7%	3.7%
Two or More Races, Non-Hispanic	1.8%	1.8%
Two or More Races, Hispanic	1.3%	1.3%
Black, Hispanic	1.1%	1.1%
Asian, Hispanic	0.7%	0.7%
American Indian or Alaskan Native, Non-Hispanic	0.7%	0.7%
Native Hawaiian or Pacific Islander, Hispanic	0.1%	0.1%

	2020	2025 Projection
Native Hawaiian or Pacific Islander, Non-Hispanic	0.1%	0.1%

Table 3: Highest Educational Attainment of Adults in the CCC Service Area, California, and the U.S.

	< HS	HS	Some College	Associate	Bachelor's	Greater than Bachelors
CCC	29%	24%	23%	8%	11%	6%
Statewide	18%	21%	22%	8%	20%	12%
U.S.	13%	28%	21%	8%	19%	12%

Table 4: Clovis Community College Service area Highest Educational Attainment by Ethnicity

	< HS	HS	Some College	Associate's	Bachelor's	Greater than Bachelors
Latinx	44%	24%	18%	6%	5%	3%
White	9%	25%	30%	10%	18%	9%
Black	17%	26%	33%	8%	9%	6%
American Indian/Native Alaskan	26%	26%	28%	9%	8%	5%
Asian	24%	19%	16%	10%	21%	9%
Native Hawaiian/Pacific Islander	13%	22%	32%	16%	11%	6%
Two or more Races	19%	22%	31%	10%	11%	7%

Table 5: Service Area Employment Profile

Service Area	% of Population 16 Years and Older
Services	38%
Government	20%
Agriculture and Mining	15%
Construction and Manufacturing	11%
Administration	5%
Transportation and Utilities	4%
Trade	3%
Finance, Insurance, and Real Estate	3%
Information	1%

Clovis Community College Enrollment Trends

Table 6: Unduplicated Student Enrollment by Fall Terms

Term	Unduplicated Student Headcount
Fall 2014	6,213
Fall 2015	6,668
Fall2016	6,926
Fall2017	7,746
Fall2018	7,977
Fall2019	8,601
Fall2020	9,036
Fall2021	7,891
Fall2022	7,791
Fall 2023	9,110

Table 7: Unduplicated Student Headcount by Academic Year

Academic Year (Summer, Fall, Spring)	Unduplicated Student Headcount
2014-15	9,019
2015-16	9,746
2016-17	10,456
2017-18	11,657
2018-19	12,437
2019-20	13,602
2020-21	14,281
2021-22	12,921
2022-23	13,142
2023-24	15,500

Table 8: Full-Time Equivalent Students by Fall Terms

Term	Full-Time Equivalent Students
Fall 2014	1,882.56
Fall 2015	2,015.52
Fall2016	2,144.59
Fall2017	2,353.21
Fall2018	2,497.04
Fall2019	2,658.65
Fall2020	2,552.37

Term	Full-Time Equivalent Students
Fall2021	**2,330.05**
Fall2022	**2,284.96**
Fall 2023	**2,633.08**

Table 9: Full-Time Equivalent Students by Academic Year

Academic Year (Summer, Fall, Spring)	Full-Time Equivalent Students
2014-15	**3,886.36**
2015-16	**4,205.22**
2016-17	**4,561.14**
2017-18	**4,925.77**
2018-19	**5,318.17**
2019-20	**5,669.66**
2020-21	**5,617.60**
2021-22	**4,971.22**
2022-23	**5,035.37**
2023-24	**5,911.16**

Student Success and Retention

Table 10: Fall Course Success Rates for CCC and Statewide

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Clovis Community College	74%	78%	74%	76%	75%
Statewide	71%	74%	71%	71%	72%

Table 11: Fall Course Retention Rates for CCC and Statewide

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Clovis Community College	93%	92%	92%	93%	94%
Statewide	87%	89%	88%	87%	88%

Table 12: Course Success Rates by Special Program

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
CalWORKs	71%	79%	69%	59%	68%
DSP&S	72%	82%	73%	69%	74%
Foster Youth	57%	66%	58%	53%	58%
Veteran's	84%	71%	71%	71%	70%
EOPS	76%	83%	82%	74%	75%

Table 13: Course Success Rates by Delivery Method

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Distance Ed	74%	78%	74%	71%	77%
Face to Face	74%	-	77%	75%	79%

Table 14: Course Retention Rates by Delivery Method

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
Distance Ed	91%	92%	92%	92%	94%
Face to Face	93%	-	95%	94%	95%

California Community College Chancellor's Office Metrics

Table 15: Course Success Rates for CCC and Statewide

	2020-21	2021-22	2022-23
Clovis Community College	77%	74%	74%
Statewide	75%	72%	70%

Table 16: Completed Transfer-Level Math within the District in the First Year

	2020-21	2021-22	2022-23
Clovis Community College	23%	25%	25%

	2020-21	2021-22	2022-23
Statewide	**20%**	**19%**	**19%**

Table 17: Completed Transfer-Level English within the District in the First Year

	2020-21	2021-22	2022-23
Clovis Community College	**38%**	**40%**	**39%**
Statewide	**30%**	**29%**	**29%**

Table 18: Completed Transfer-Level Math and English within the District in the First Year

	2020-21	2021-22	2022-23
Clovis Community College	**17%**	**19%**	**18%**
Statewide	**14%**	**13%**	**12%**

Table 19: Retained from Fall to Spring at the Same College

	2020-21	2021-22	2022-23
Clovis Community College	**58%**	**58%**	**59%**
Statewide	**67%**	**64%**	**66%**

Table 20: Attained the Vision Goal Completion Definition

	2020-21	2021-22	2022-23
Clovis Community College	**6%**	**8%**	**8%**
Statewide	**9%**	**9%**	**8%**

Table 21: Average Number of Units Accumulated by all AA/AS (Not for Transfer) Earners

	2020-21	2021-22	2022-23
Clovis Community College	**79**	**76**	**72**
Statewide	**84**	**84**	**82**