



Clovis Community College Institutional Effectiveness Report

PREPARED BY

OFFICE OF INSTITUTIONAL RESEARCH

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Mission and Vision

California Community College System (CCCCO)

The California Community College system is the largest in the nation serving 2.1 million students at 115 colleges. As such, the mission of the California Community College Board of Governors and the Chancellor's Office is to provide students with the knowledge and background necessary to compete in today's economy.

CCCCO Mission

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

CCCCO Vision for Success

The California Community Colleges Board of Governors and the Chancellor share a vision of making sure students from all backgrounds succeed in reaching their goals and improving their families and communities.

CCCCO Vision for Success Goals

1. Over five years, increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.
3. Over five years, decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units— the average among the quintile of colleges showing the strongest performance on this measure.
4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 76 percent— the average among the quintile of colleges showing the strongest performance on this measure and ensure the median earning gains of the exiting students are at least twice the statewide consumer price index.
5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years.

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

State Center Community College District (SCCCD)

SCCCD is one of the largest districts in California and serves over 60,000 students per term at its three colleges and multiple campus and center locations.

SCCCD Mission

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

SCCCD Vision Statement

Empowering through Educational Excellence

Reference: SCCCDC 2017-20 Strategic Plan, ([SCCCD Mission and Vision](#))

Clovis Community College (CCC)

Mission

The Clovis Community College Mission aligns with the District Mission.

Creating Opportunities – One Student at a Time

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

Clovis Community College Vision Statement

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

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



Integrated Planning Model

MISSION
Creating Opportunities - One Student at a Time

Data Analysis

Educational Master Plan

Strategic Plan



Chapter 1: Condition of Our Environment

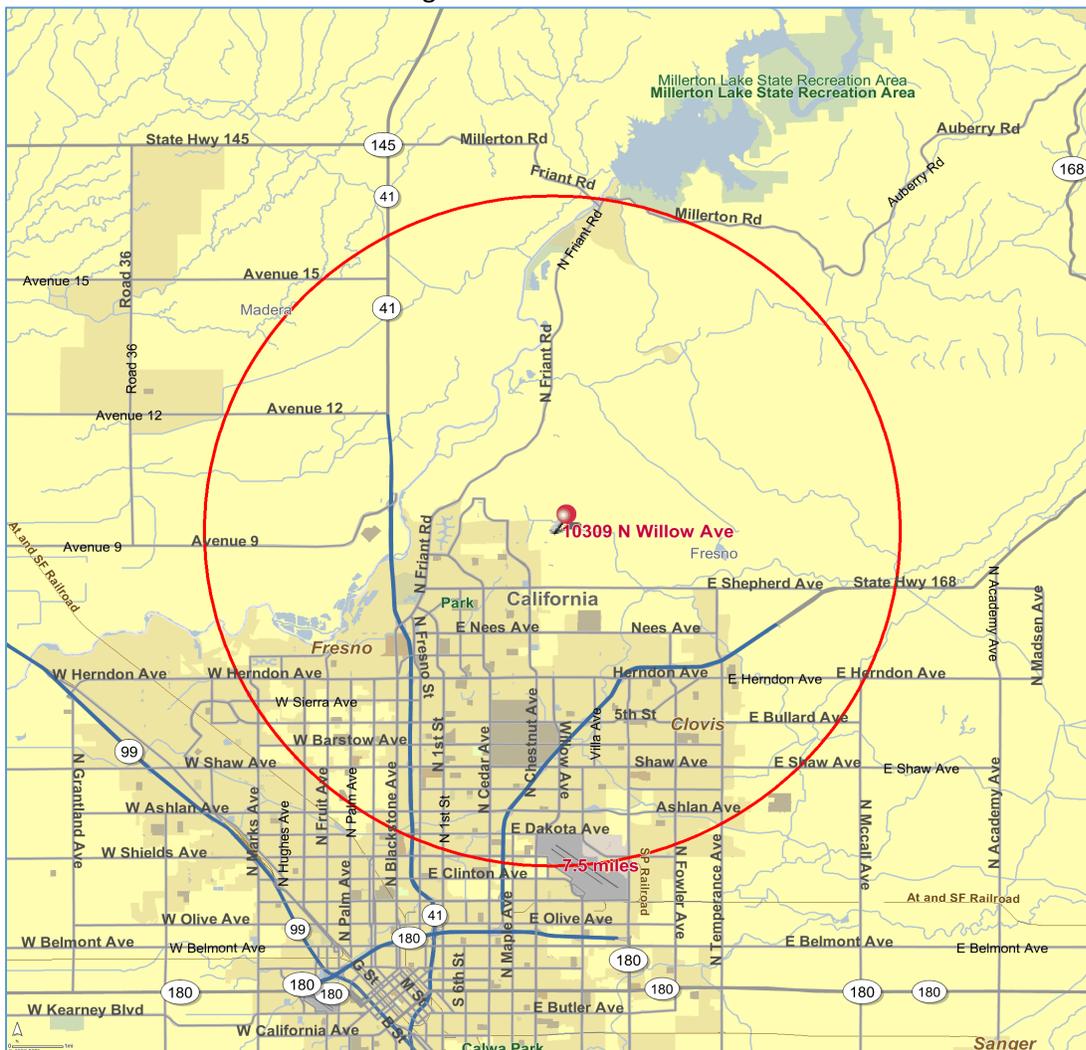
Service Area

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

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

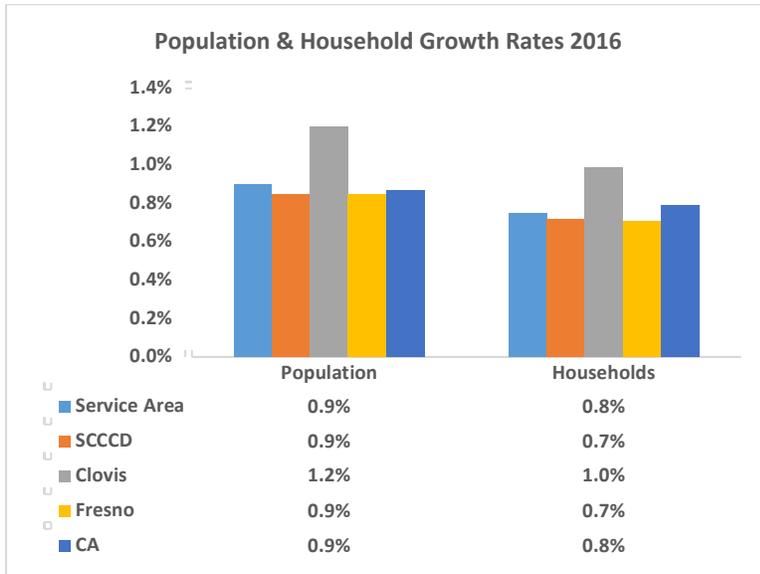
College Service Area

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



Source: ESRI

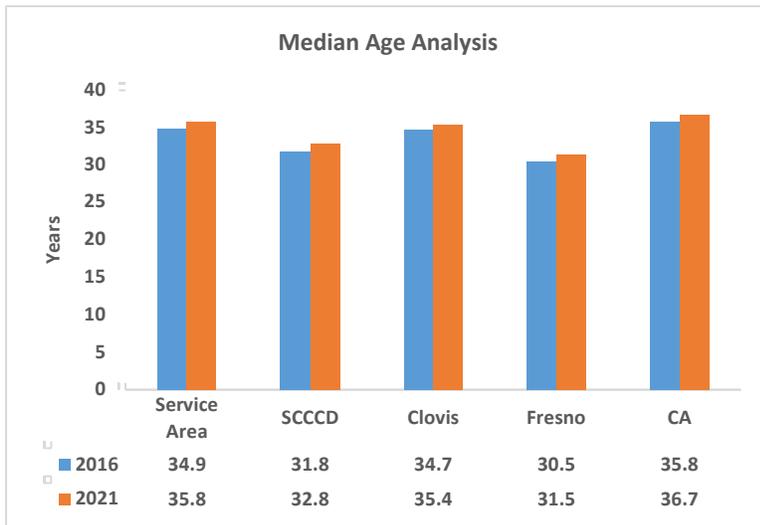
The following chart shows the growth rates for population and the number of households. The data indicates that population growth will be low (0.9% per year) in all the areas except the city of Clovis (1.2%). Household growth will be a bit lower indicating that average household size will increase slightly.



Source: ESRI, Analysis by CBT

Service Area Age Profiles

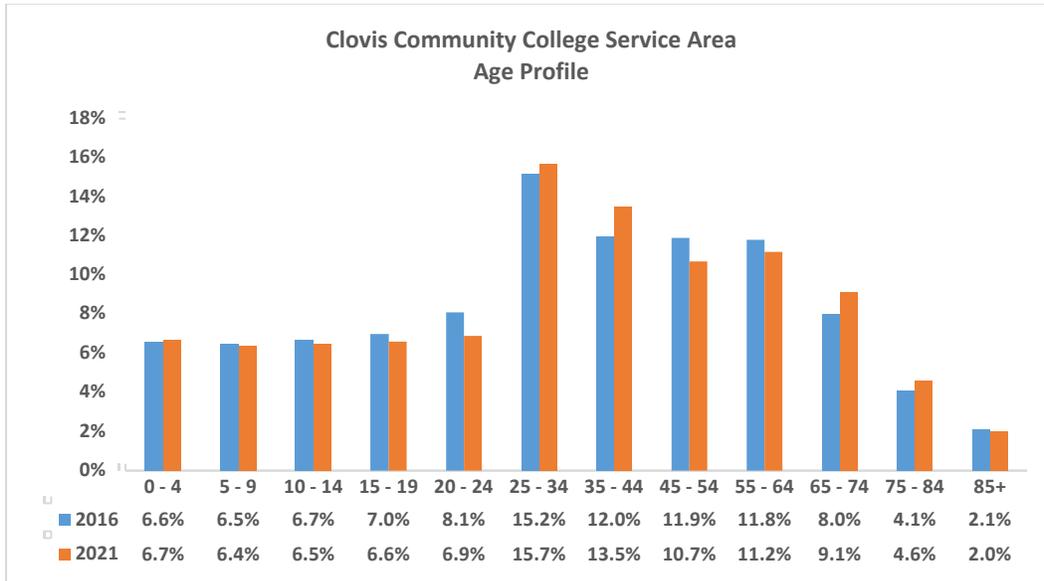
The median age of the service area population (7.5-mile ring) is 34.9 years. This is somewhat higher than that of the District (31.8 years). The area around the college is younger, on average, than the state of California.



Source: ESRI, Analysis by CBT

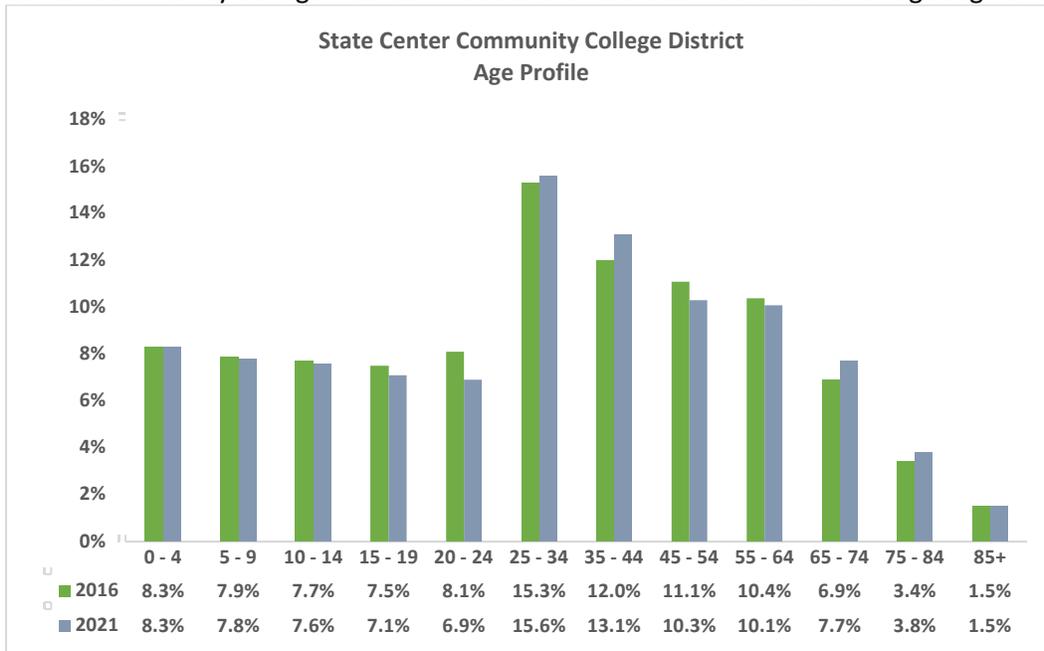
The following chart shows the percentage of the population in each of the age segments. The first bar shows the data for 2016 and the second bar shows the data for 2021. This chart illustrates the projected shifts in population relative to age.

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



Source: ESRI, Analysis by CBT

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



Source: ESRI, Analysis by CBT

Service Area Race/Ethnicity Profiles

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

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

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

Clovis Community College Services Area
Race/Ethnicity Profile

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

Source: ESRI

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

The largest segment of the population is “White Alone” (54.5%). This percentage is projected to decrease to 53.7% by 2021. The next largest segments are “Some Other Race Alone” (24.6%) and “Asian Alone” (9.4%). More than half of the population (53.1%) identify as “Hispanic Origin”. This percentage is projected to increase to 55.6% by 2021.

State Center Community College District
Race/Ethnicity Profile

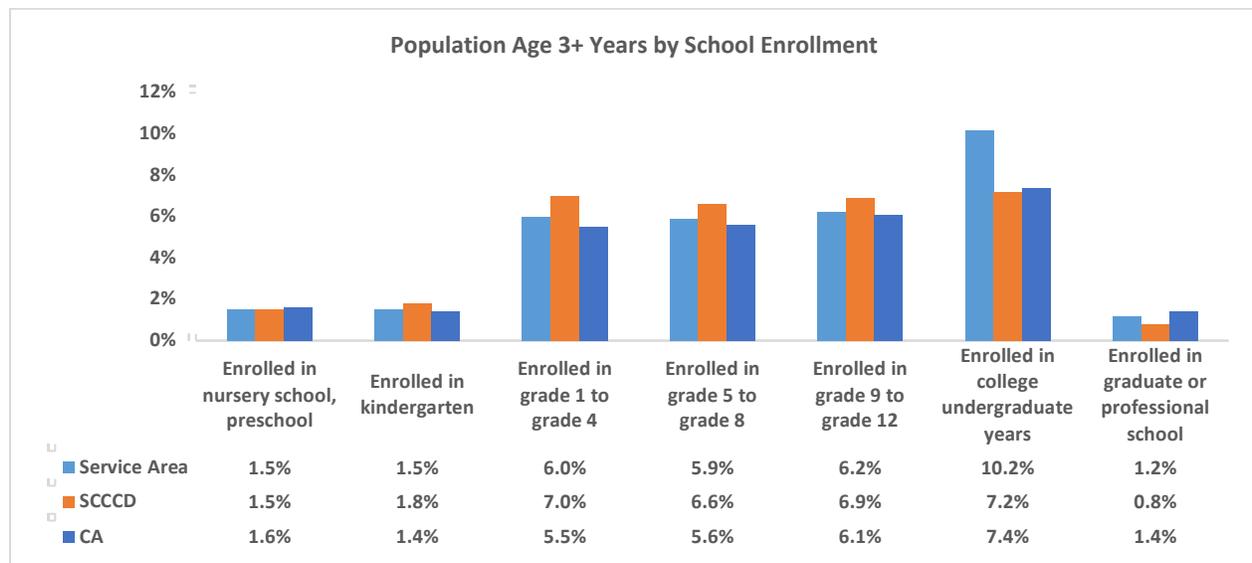
Race / Ethnicity	2016	2021	Change (Percentage Points)
White Alone	54.5%	53.7%	-0.8 ppts.
Black Alone	4.7%	4.6%	-0.1 ppts.
American Indian Alone	1.8%	1.7%	-0.1 ppts.
Asian Alone	9.4%	9.8%	+0.4 ppts.
Pacific Islander Alone	0.2%	0.2%	+0.0 ppts.
Some Other Race Alone	24.6%	25.1%	+0.5 ppts.
Two or More Races	4.8%	4.9%	+0.1 ppts.
Total	100.0%	100.0%	
Hispanic Origin (Any Race)	53.1%	55.6%	+2.5 ppts.

Source: ESRI

CCC High School Profile

School Enrollment Profile

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



Source: ESRI, Analysis by CBT

High School Graduates from Clovis, Chawanakee, and Sierra Unified School Districts: 2014-2018

Clovis Unified School District and the other CCC high school feeder schools continue to show increased numbers of graduates. The number of high school graduates from these feeder schools increased 10% over the last five years.

Clovis Feeder Schools

	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Buchanan High	567	555	623	599	629
Chawanakee Academy	12	14	13	19	31
Clovis East High	442	480	452	475	539

	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Clovis High School	602	609	606	640	670
Clovis North High	473	469	560	571	562
Clovis Online Charter	60	76	83	100	111
Clovis West High	484	519	472	485	488
Enterprise Alternative	15	15	22	21	14
Gateway High (Continuation)	42	62	60	52	41
Minarets Charter	38	67	76	53	45
Minarets High	85	49	53	58	33
Sierra High	143	115	94	99	105
Total Feeder High School Graduates	2,963	3,030	3,114	3,172	3,268

Data Source: California Department of Education [Dataquest](#)

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

The following table shows the percentage of students from the local schools who enroll the term after graduation from high school. There was a slight decrease in percentage of students enrolling directly after high school over the past 5 years.

Clovis Feeder Schools

	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
Buchanan High	25%	28%	32%	28%	28%
Chawanakee Academy	17%	7%	0%	0%	0%
Clovis East High	14%	20%	22%	19%	22%
Clovis High School	27%	32%	31%	30%	20%
Clovis North High	35%	34%	39%	38%	29%
Clovis Online Charter	27%	13%	18%	15%	23%
Clovis West High	29%	27%	31%	27%	24%
Enterprise Alternative	20%	20%	5%	14%	7%
Gateway High (Continuation)	14%	10%	8%	17%	15%
Minarets Charter	13%	16%	20%	8%	11%
Minarets High	16%	27%	26%	22%	21%
Sierra High	22%	23%	21%	21%	19%
Total Feeder High School Graduates	21%	23%	25%	23%	20%

Data Source: ATERMs, SQL

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

The ethnic breakdown for incoming 2018 High School Graduates show a similar population compared to the general college enrollments.

	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
African-American	1%	1%	2%	2%	2%

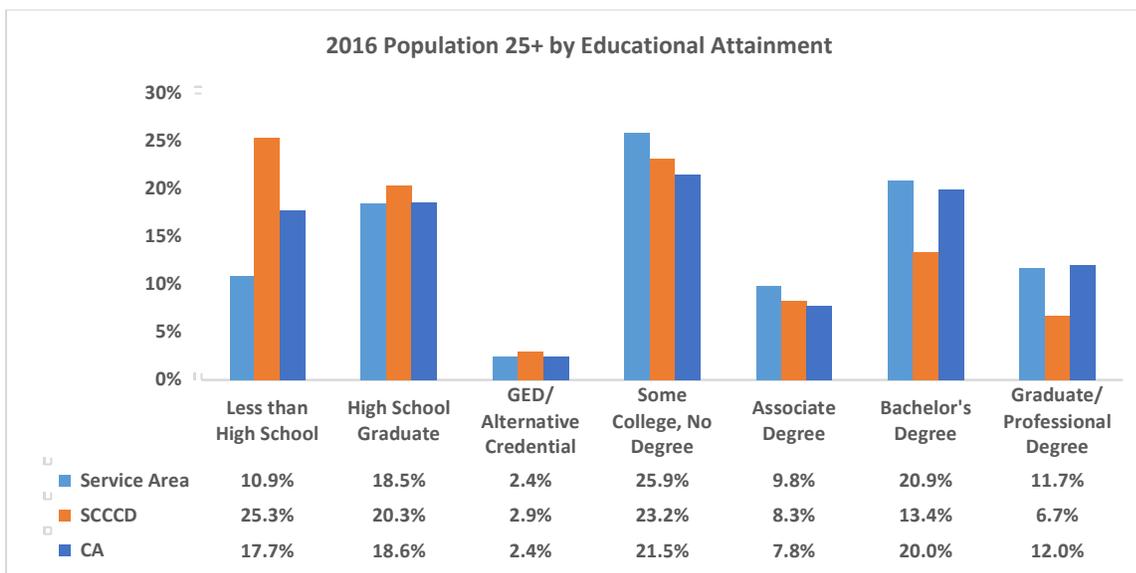
	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
American Indian/ Alaskan Native	0%	0%	< 1%	1%	<1%
Asian	7%	9%	8%	6%	8%
Filipino	2%	2%	1%	3%	2%
Hispanic	36%	39%	38%	41%	44%
Multi-ethnicity	6%	6%	7%	8%	8%
Pacific Islander	0%	0%	< 1%	0%	0%
White/ non-Hispanic	47%	42%	44%	39%	36%

Data Source: ATERMs, SQL

Service Area Educational Attainment Profiles

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

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

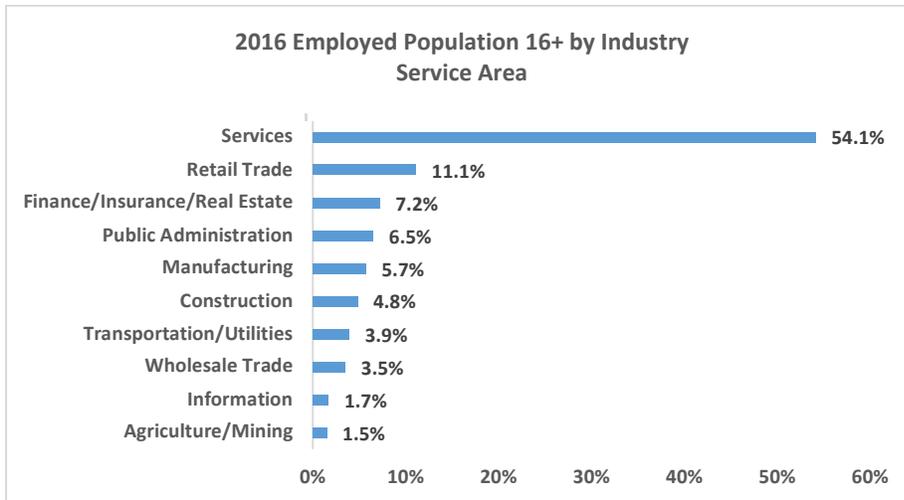


Source: ESRI, Analysis by CBT

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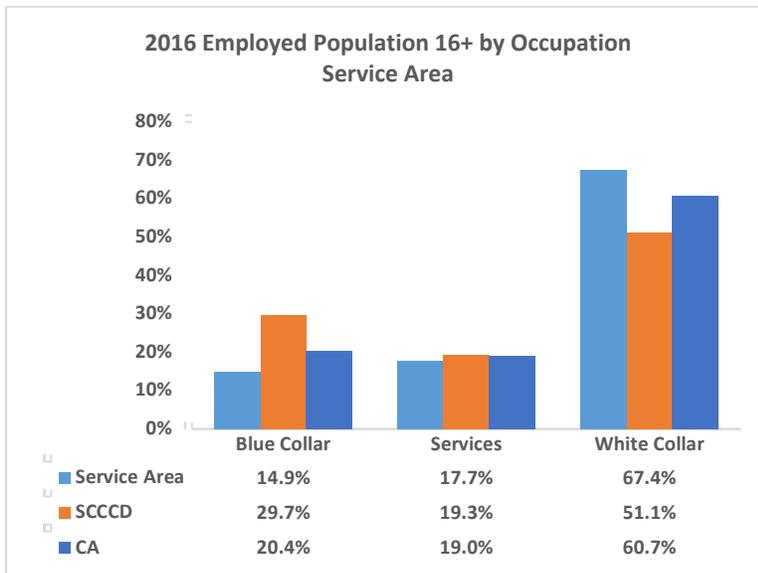
Service Area Employment Profiles

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



Source: ESRI, Analysis by CBT

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



Source: ESRI, Analysis by CBT

Chapter 2: Characteristics of Clovis Community College Students

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

Enrollment by Age

Clovis Community College has a lower than average student age compared to the state. CCC students who are 24 or younger comprise approximately 75% of all students while the state system reports approximately 60%. CCC is consistently lower than the state in the older age categories while at the same time remaining consistent over the same time period.

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
19 or under	Clovis	35%	36%	37%	37%	37%
19 or under	CCC System	25%	26%	27%	28%	29%
20-24	Clovis	39%	38%	38%	37%	38%
20-24	CCC System	34%	34%	33%	32%	30%
25-29	Clovis	12%	13%	12%	12%	12%
25-29	CCC System	13%	13%	14%	14%	13%
30-34	Clovis	6%	5%	5%	6%	5%
30-34	CCC System	7%	7%	7%	7%	7%
35-39	Clovis	3%	3%	3%	3%	3%
35-39	CCC System	5%	5%	5%	5%	5%
40-49	Clovis	3%	3%	3%	3%	3%
40-49	CCC System	7%	7%	6%	6%	7%
50 or Over	Clovis	2%	1%	1%	1%	1%
50 or Over	CCC System	9%	8%	8%	8%	8%

Data Source: ATERMs, CCCCO DataMart

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Enrollment by Ethnicity

Compared to the entire Community College System, Clovis has a higher percentage of students identifying as White/non-Hispanic (Fall 2018). Hispanic students comprise 43% of the student population. African American and Asian students are underrepresented by 3% to 4% compared to both state and local area data. However, the trend does appear to be moving toward a more diverse student body as can be seen in the table below. Over the past five years, White/non-Hispanic student counts have declined 8% and Hispanic student counts have increased 6%.

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African American/non-Hispanic	Clovis	4%	3%	3%	2%	3%
	CCC System	7%	6%	6%	5%	6%
American Indian/Alaska Native	Clovis	2%	2%	< 1%	1%	1%
	CCC System	< 1%	< 1%	< 1%	< 1%	<1%
Asian	Clovis	7%	9%	8%	7%	7%
	CCC System	11%	11%	11%	11%	11%
Filipino	Clovis	2%	2%	2%	2%	2%
	CCC System	3%	3%	3%	3%	3%
Hispanic	Clovis	37%	38%	38%	41%	43%
	CCC System	43%	44%	45%	44%	46%
Multi-Ethnicity	Clovis	5%	6%	6%	7%	8%
	CCC System	4%	4%	4%	4%	4%
Pacific Islander	Clovis	< 1%	< 1%	< 1%	< 1%	<1%
	CCC System	< 1%	< 1%	< 1%	< 1%	<1%
Race/Ethnicity Unknown	Clovis	1%	1%	< 1%	< 1%	<1%
	CCC System	4%	4%	4%	4%	4%
White/non-Hispanic	Clovis	44%	42%	42%	38%	36%
	CCC System	28%	27%	26%	27%	25%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Gender

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

		Fall 2015	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	Clovis	54%	55%	55%	57%	57%
	CCC System	53%	54%	54%	54%	54%
Male	Clovis	45%	44%	43%	42%	41%
	CCC System	46%	45%	45%	45%	45%
Unknown	Clovis	1%	1%	2%	2%	2%
	CCC System	1%	1%	1%	1%	1%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Major

Clovis Community College was granted initial accreditation in the summer of 2015 and began offering degrees and certificates the following fall. The following table shows the number of enrolled students by CCC Major. In fall 2016, 64% of students enrolled at CCC had a declared Clovis Major. That increased to 68% in fall 2018. In addition, CCC has added 19 new majors since last year.

Most Recent Active Major	Type	Fall 16	Fall 17	Fall 18
Administration of Justice for Transfer	AA-T	116	118	133
Anthropology	AA-T	-	-	2
Art History	AA-T	-	-	3
Art: Graphic Design	CN	14	7	2
Art: Two-Dimensional	AA	53	71	57
Associate Teacher	CA	12	18	7
Biological Science	AS	762	439	131
Biology	AS-T	39	316	459
Business Administration for Transfer	AS-T	417	417	375
Business Administration, Accounting	AS	48	66	51
Business Administration, Entrepreneur	AS	53	57	54
Business Administration, General Business	AS	104	110	95
Business Administration, Information Systems Management	AS	4	9	3
Business Administration, Management	AS	65	80	68
Business Administration, Marketing	AS	48	67	78
Business Intern	CA	4	1	1
Child Care for School Age-Children/Teacher	CA	37	33	35
Child Care for School-Age Children/Associate Teacher	CN	3	5	12
Child Development	AS	76	83	65
Child Development	CA	30	45	48
Civil Engineering	AS	-	-	13
Communication	AA	40	50	37
Communication Studies	CA	9	10	25
Communication Studies for Transfer	AA-T	72	81	68
Computer or Software Engineering	CA	-	-	3
Computer Science	AS	181	201	194
Criminal Justice, Corrections	CA	17	12	7
Criminal Justice, Law Enforcement	AS	84	74	61
Criminal Justice, Law Enforcement	CA	21	38	32
Criminology: Corrections	AS	3	26	32
CSU GE Breadth	CA	-	-	506
Cyber Security	CA	-	-	2
Drinking Water Treatment and Distribution	CA	3	3	5
Early Childhood Education for Transfer	AS-T	93	95	81
Early Intervention Assistant	CA	-	-	3
Economics	AA-T	-	5	19
Electrical Engineering	AS	-	-	3

Most Recent Active Major	Type	Fall 16	Fall 17	Fall 18
Elementary Teacher Education	AA-T	173	238	207
Engineering	AS	207	243	205
English	AA	45	50	38
English for Transfer	AA-T	66	59	51
Entry Level Management	CA	-	-	2
Environmental Science	AS-T	-	-	2
Food Safety and Quality Technician	CA	-	14	1
Foreign Language	AA	6	11	12
Geography	AA-T	-	-	2
Health Care Interpreter	CN	21	40	29
History for Transfer	AA-T	59	72	62
Information Systems	CA	6	5	6
Information Systems - Web Design	CA	1	4	3
Information Systems, Help Desk	AS	2	1	4
Information Systems, Networking	AS	13	19	15
Information Systems, Networking	CA	2	-	3
Information Systems, Programming for the Web	AS	2	4	4
Information Systems, Programming for the Web	CA	-	2	2
Information Systems, Web Design	AS	7	13	11
Information Technician Support	CA	-	-	3
Information Technology Support Technician	CA	17	9	11
Intersegmental General Education Transfer Curriculum (igetc)	CA	-	-	36
Kinesiology for Transfer	AA-T	182	216	180
Liberal Arts & Sciences, Arts & Humanities	AA	53	65	53
Liberal Arts & Sciences, Natural Sciences	AA	29	41	49
Liberal Studies	AA	224	240	216
Life Science	AS	-	317	489
Management	AS	8	17	15
Managerial Assistant	CA	-	-	1
Mathematics	AS	23	30	32
Mathematics for Transfer	AS-T	67	73	60
Mechanical, Aerospace, or Manufacturing Engineering	AS	-	-	6
Mechanical, Aerospace, or Manufacturing Engineering	CA	-	-	2
Mechatronics/Industrial Automation	AS	-	-	1
Mechatronics/Industrial Automation	CA	-	-	1
Philosophy for Transfer	AA-T	18	6	12
Physical Education	AA	23	20	17
Physical Science	AS	41	49	53
Physics for Transfer	AS-T	20	37	24

Most Recent Active Major	Type	Fall 16	Fall 17	Fall 18
Political Science for Transfer	AA-T	10	19	22
Psychology for Transfer	AA-T	307	418	387
Rehabilitation Aide	CA	-	-	1
Small Business Management	AS	13	9	21
Small Business Management	CA	4	2	3
Social Science	AA	58	76	133
Sociology for Transfer	AA-T	42	66	68
Spanish for Transfer	AA-T	-	2	6
Studio Arts for Transfer	AA-T	73	101	110
Wastewater Treatment	CA	2	12	12
Grand Total		4,434	5,138	5,453

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

Note: Name change from AS in Biological Sciences to AS in Life Science was approved by CCCC 06/09/2017.

Enrollment by Top 15 Programs

The following table shows the top 15 CCC programs as indicated by declared program (majors from the same discipline, e.g., Business Administration for Transfer, Business Administration – Accounting, etc. have been combined into Business Administration). During fall 2018, 64% of all CCC students were enrolled in the following 15 CCC majors/programs. The top majors/programs remain consistent, albeit fluid, as to which is the most popular with the exception of a new arrival to the number 4 spot, general education, which replaces English in the top 15.

Declared Clovis Community College Program	2016-17	2017-18	2018-19
Business Administration	1093	841	837
Biological Science	1161	755	590
Child Development	582	517	458
Psychology	439	418	387
Environmental Science*	-	366	544
Liberal Arts & Sciences/Liberal Studies	395	346	318
General Education	-	-	542
Criminology	300	268	264
Engineering	277	243	229
Kinesiology	256	216	180
Computer Science	225	201	197
Art	182	179	172
Communication	165	141	130
Mathematics	144	103	92
Social Science	85	76	133

Data Source: SQL

* Note: In 2017, the degree, Physical/Life Science was renamed Environmental Science.

Enrollment by Special Programs

Unduplicated student enrollment of special programs are listed below.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
CalWORKs	26	59	55	50	48
Foster Youth	19	21	23	23	31
DSP&S	335	391	379	475	511
Veterans	98	106	108	101	107

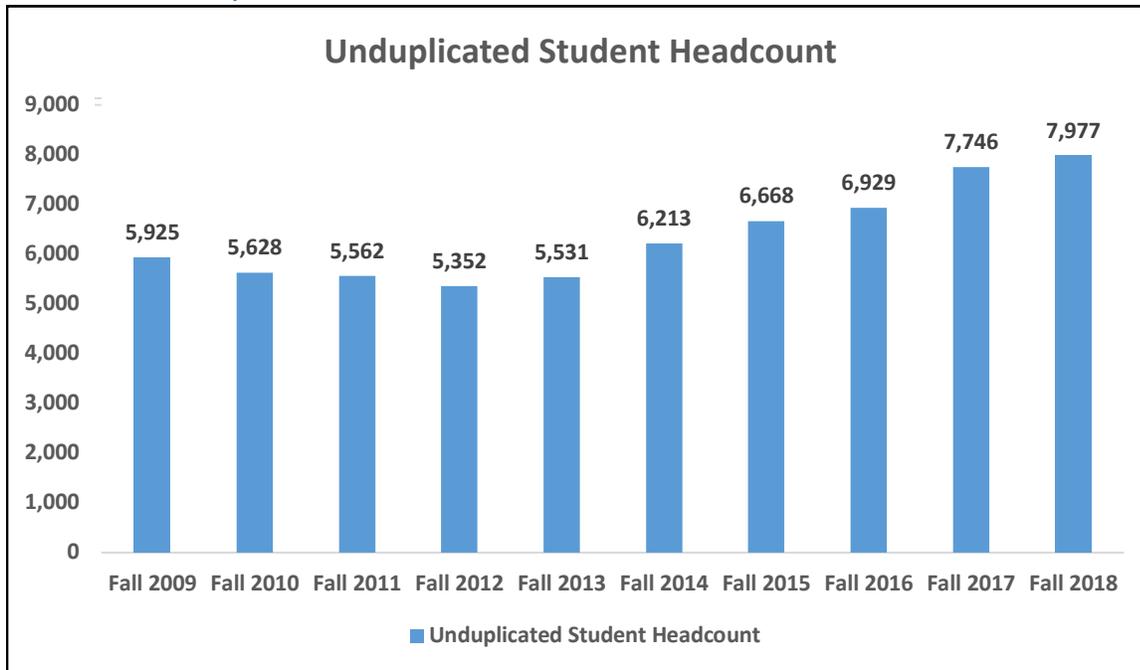
Data Source: SQL

Chapter 3: Clovis Community College Enrollment Trends

Clovis Community College Enrollment Trends

In the fall 2007 term, Clovis was still conducting classes solely at the campus on Herndon Avenue. Beginning in fall 2008, Clovis students were welcomed at the new facility at Willow and International and enrollments increased adding approximately 1,300 students by 2009. Student enrollments declined over the next few years due to California budget shortfalls but have been on the rise since. The ten-year trend has Clovis at a 35% headcount increase. CCC was granted accreditation in Fall 2015 and has seen a 20% increase since then while the state system has shown a slight decrease.

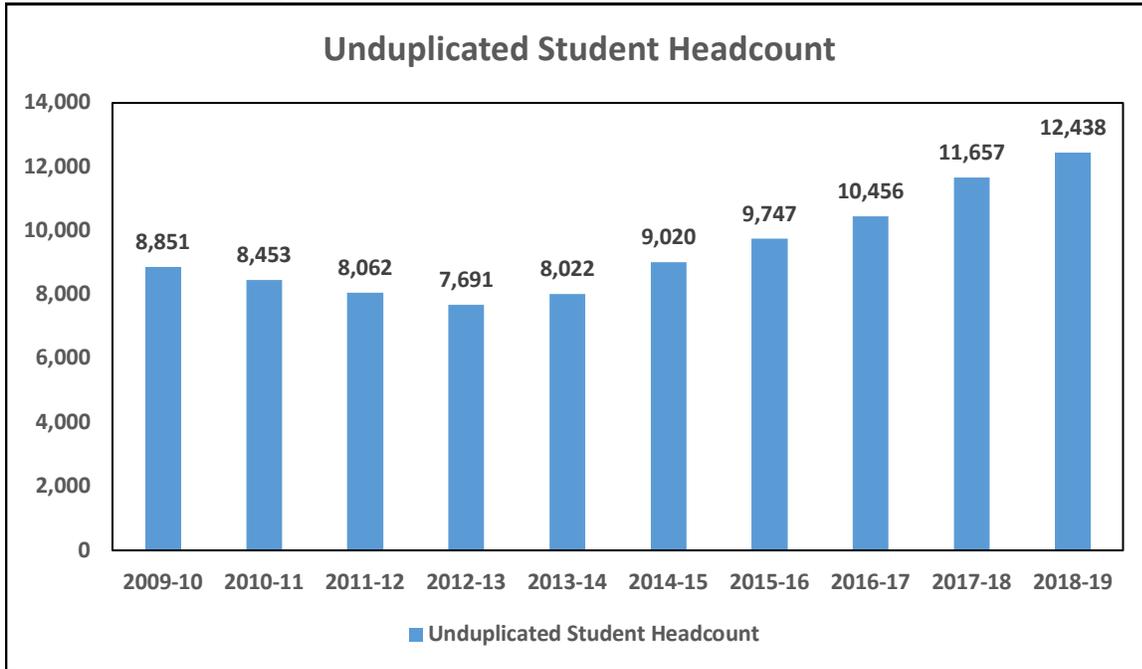
Total Fall Unduplicated Headcount



Data Source: ATERMs

Headcount enrollment data is also presented annually which includes summer, fall, and spring terms. Clovis Community College began serving more than 10,000 students shortly after initial accreditation. Unduplicated student headcount climbed to 12,438 in 2018-2019, which is a 41% increase over the past 10 fall terms.

Total Annual Unduplicated Headcount

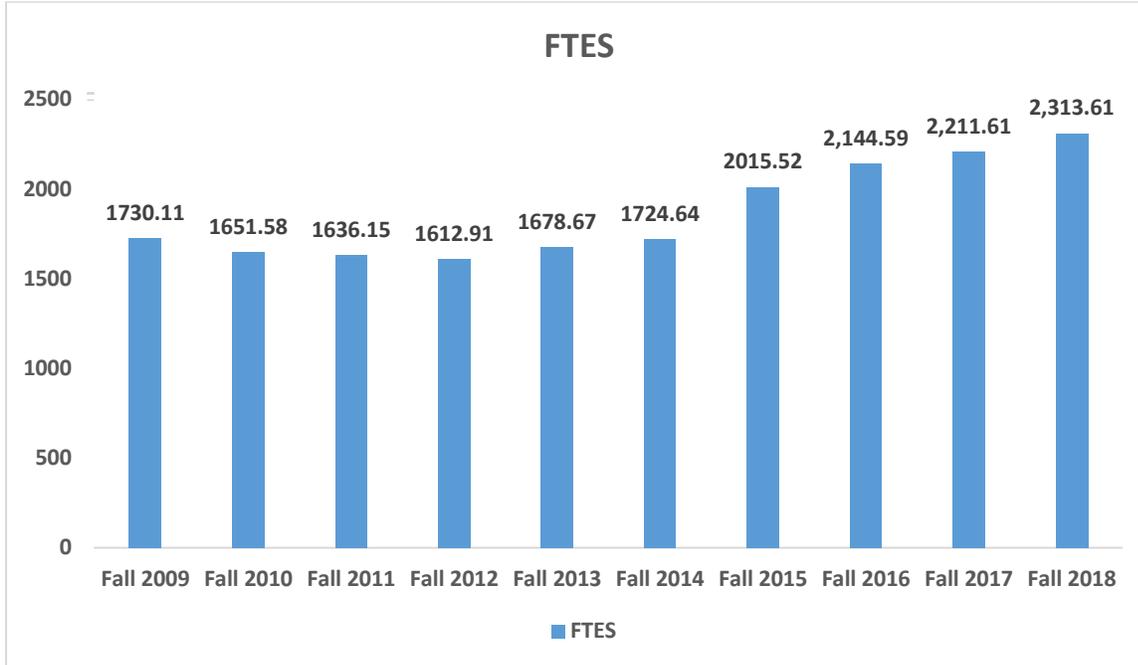


Data Source: ATERMs

Full Time Equivalent Students

The following table shows the enrollment growth through Full Time Equivalent Students (FTES) across the past ten fall terms. One FTES is equal to 525 contact hours, which is the same as one student enrolled in courses for 3 hours a day, 5 days a week for an academic year of 35 weeks ($3 \times 5 \times 35 = 525$). There has been a 34% increase in FTES from fall 2009 to fall 2018 and a 15% increase since becoming a college in fall 2015.

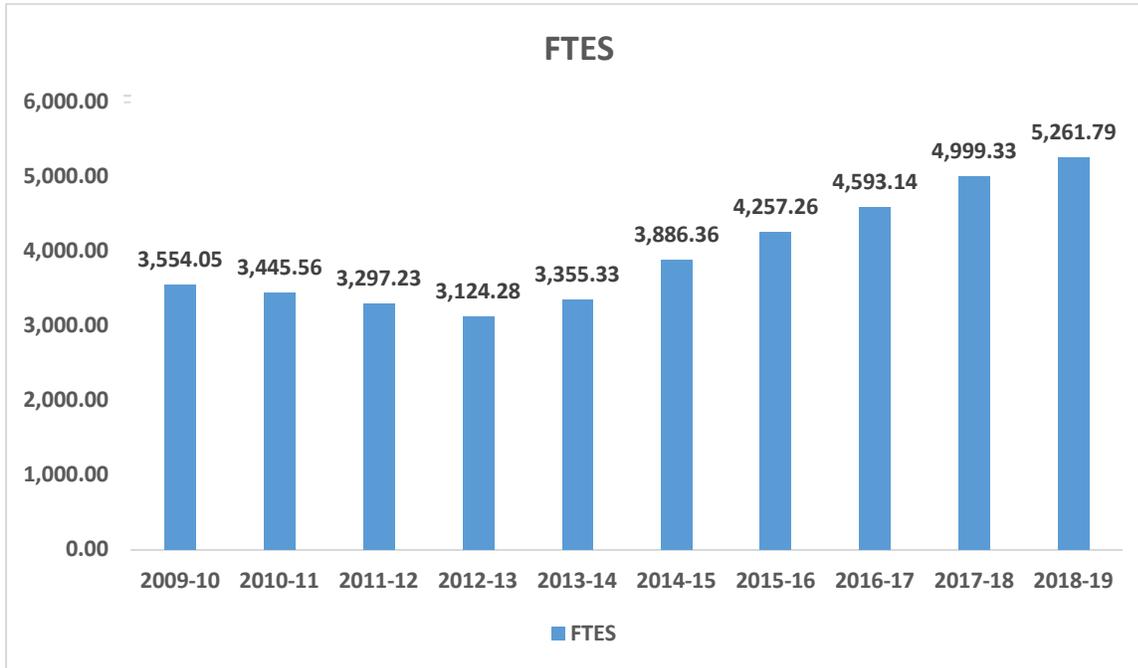
Total Fall FTES



Data Source: ATERM FTES

Full-time Equivalent Student (FTES) data is also presented annually which includes summer, fall, and spring terms. Since 2012-13, Clovis has shown a nearly 68% increase in annual FTES.

Total Annual FTES



Data Source: ATERM FTES

Enrollment Status

Continuing students make up the largest portion of the headcount (56%) at Clovis Community College. The second largest group based on admit status are first time students who represent 27% of the total headcount followed by returning students (12%) and high school/dual enrolled students (3%). The proportions are stable over the past few years with minor fluctuations, however, it is expected that high school/dual enrollment students will increase in the next several years as the college continues to grow and build that program.

CCC Enrollment Status	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
• First Time Student	27%	28%	27%	25%	27%
• Returning Student	13%	14%	13%	15%	12%
• Continuing Student	59%	54%	56%	58%	56%
• High School Enrichment or Dual Enrollment	< 1%	3%	3%	3%	3%

Data source: SQL

Declared Educational Goals

Students are asked to select an educational goal during the application process and are then encouraged to update as needed. Categories have been collapsed so as to present a clearer picture of intent and therefore, totals will not add to 100%. As can be seen in the table below, most students (68%) plan to transfer to a four-year institution with or without having earned an Associate Degree on the way. That number is slightly down from last year. More than half of all students intend to complete an Associate's Degree. Clovis Community College offers Associate Degrees, which are complete programs of study, as well as several Associate Degrees for Transfer, which help students complete a program and prepare for transfer to a four-year institution. One percent of students state they are here to earn a two-year vocational degree or certificate and six percent state they are here seeking to improve job skills. Rates have been relatively stable over the past five reporting terms.

CCC Educational Goals	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Transfer to four-year institution (with or without Degree)	68%	68%	73%	69%	68%
Earn Associate Degree (with or without Transfer)	57%	55%	60%	60%	55%
Earn Associate Degree Only	5%	5%	4%	5%	5%
Earn Vocational Degree Or Certificate (with or without Transfer)	2%	2%	1%	2%	1%
Job Skills	4%	4%	3%	4%	6%
Other (includes unknown or undecided)	21%	22%	19%	21%	21%

Data source: SQL

Unit Load

Clovis Community College provides flexible scheduling to accommodate student need and students can enroll either full-time (12 or more units) or part-time. Students tend to maintain a part-time load with over half of all students taking less than 12 units a semester. CCC is working on several initiatives to increase the number of students taking 12 or more units, 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 12 or more units per term.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Non-Credit	< 1%	< 1%	< 1%	< 1%	<1%
1.0-2.9	1%	1%	1%	1%	<1%
3.0-5.9	16%	17%	18%	19%	18%
6.0-8.9	19%	20%	20%	19%	19%
9.0-11.9	18%	17%	18%	18%	18%
12.0-14.9	32%	32%	32%	31%	31%
15.0+	13%	13%	12%	13%	14%

Data source: ATERMS

Delivery Type

As a way to increase access to educational opportunities, Clovis Community College offers online courses in both traditional (all online) and hybrid (mostly online with some face-to-face meetings) methods and is a way to provide access to non-traditional students. Online courses account for 9% of all enrollments.

Total Enrollments	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Traditional (Face-to-Face)	95%	94%	94%	93%	91%
Distance Ed (Online or Hybrid)	5%	6%	6%	7%	9%

Data Source: ATERMs

As CCC continues to expand its Distance Ed program, students have responded by increasing enrollments. Currently, 20% of students are participating in 1 or more online courses.

Unduplicated Students	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Distance Ed (Online or Hybrid)	11%	13%	13%	15%	20%

Data Source: ATERMs

Day/Evening

Clovis Community College offers day and evening courses as a way to provide access to non-traditional students. The following table shows the percentage of course offerings for day or evening. Evening class section offerings have declined over the past five years and are currently 18% of total sections. Slightly over one third of all students take one or more evening class per semester.

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Day	74%	73%	74%	83%	82%
Evening	26%	27%	26%	17%	18%

Unduplicated Students	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Evening	51%	51%	52%	35%	35%

Data Source: ATERMs

Chapter 4: Student Success and Retention

Student success and retention rates are measures displayed online by the state as public information and are used by Clovis Community College as internal monitors.

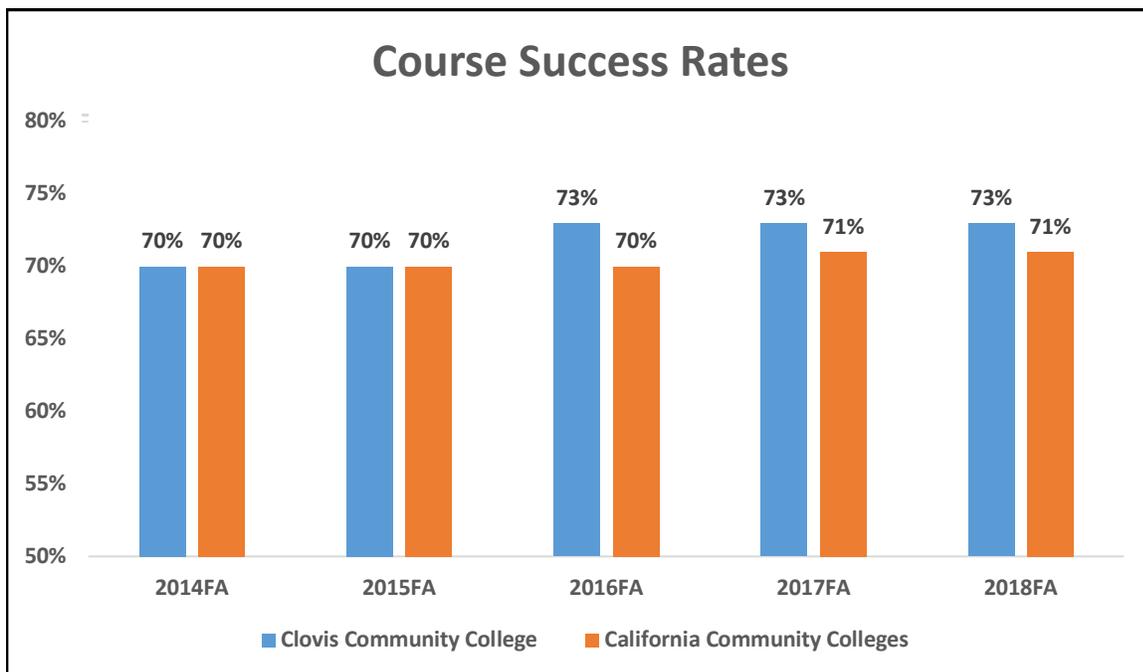
This chapter contains information on course success, retention, program completions, and transfer. The data is often disaggregated to examine disproportionate impact. In addition, special programs and delivery method are analyzed.

Data Sources Used

Two primary data sources are used in this chapter. The first is Colleague (SQL), which provides historical data from term snapshots (ATERMs and ATERM FTEs).

Course Success Rates

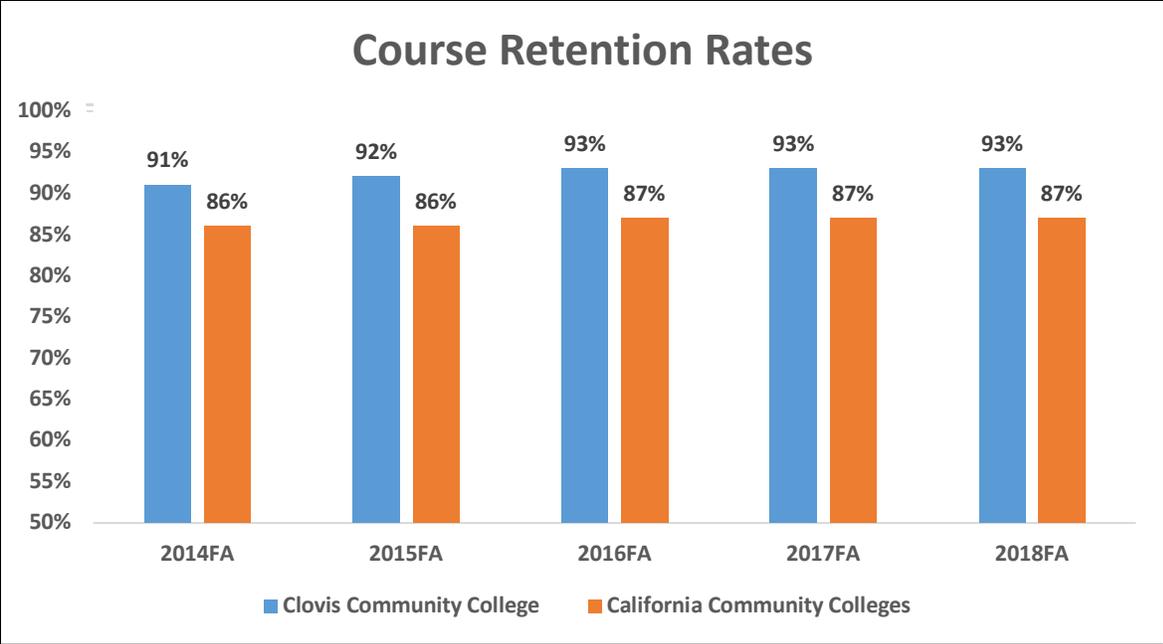
Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of “A”, “B”, “C”, or “Pass” in their course. Clovis Community College is above the state average in successful course completion and is currently at 73%.



Data Source: ATERMs, CCCCO DataMart

Course Retention Rates

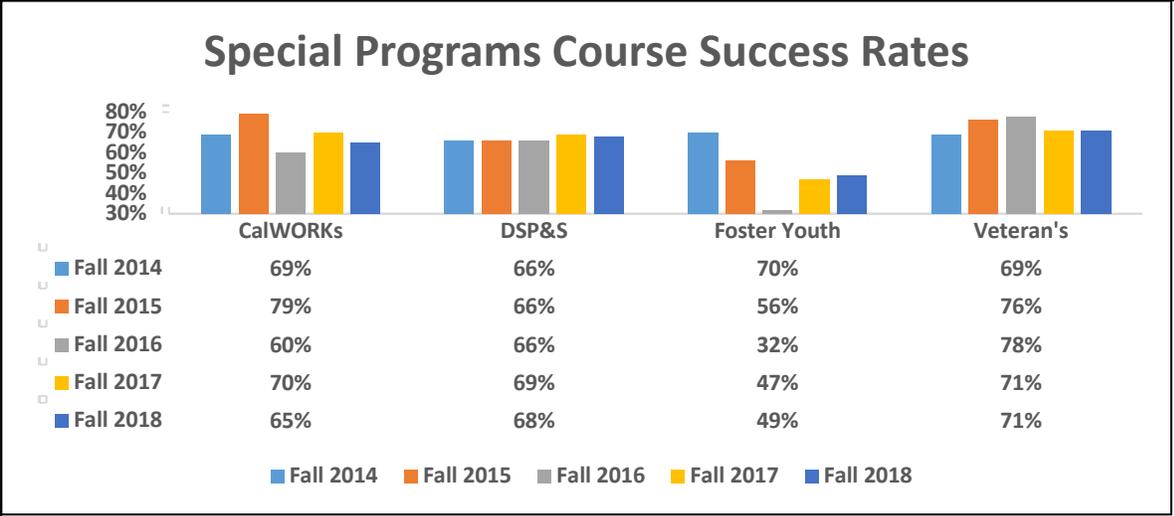
Retention rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. As can be seen, CCC has extremely high and consistent retention rates and exceeds the state average by 6% on average.



Data Source: ATERMs, CCCCO DataMart

Special Programs Course Success rates

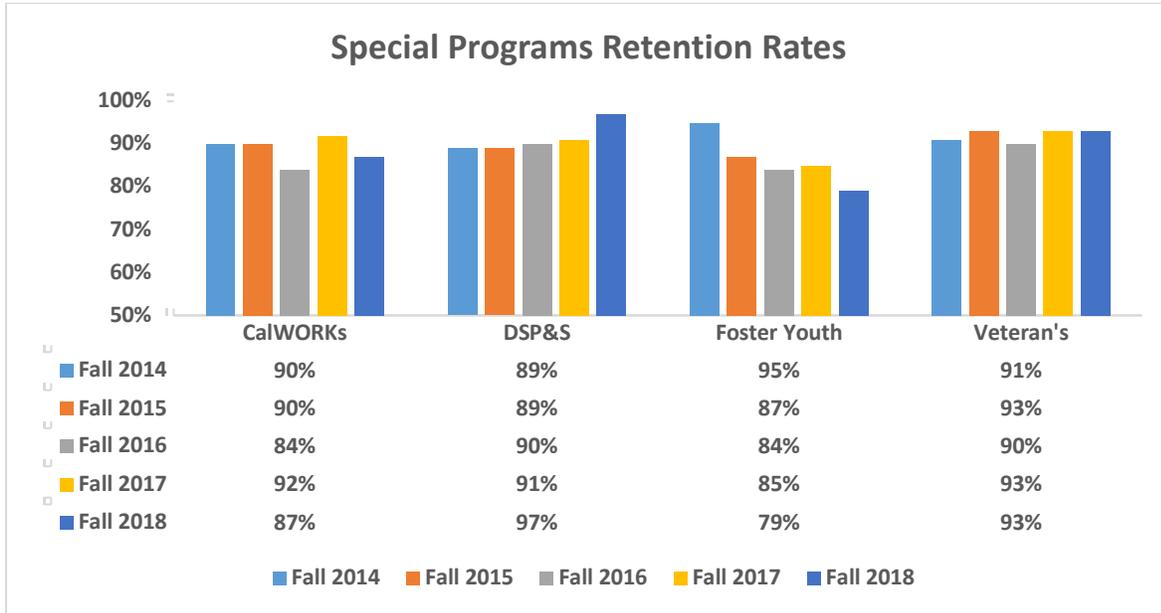
Special programs success rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Foster Youth (and Former Foster Youth), and Veteran’s data. Students in special populations show lower than average success rates across the board.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



Data Source: ATERMs, SQL

Special Programs Course Retention rates

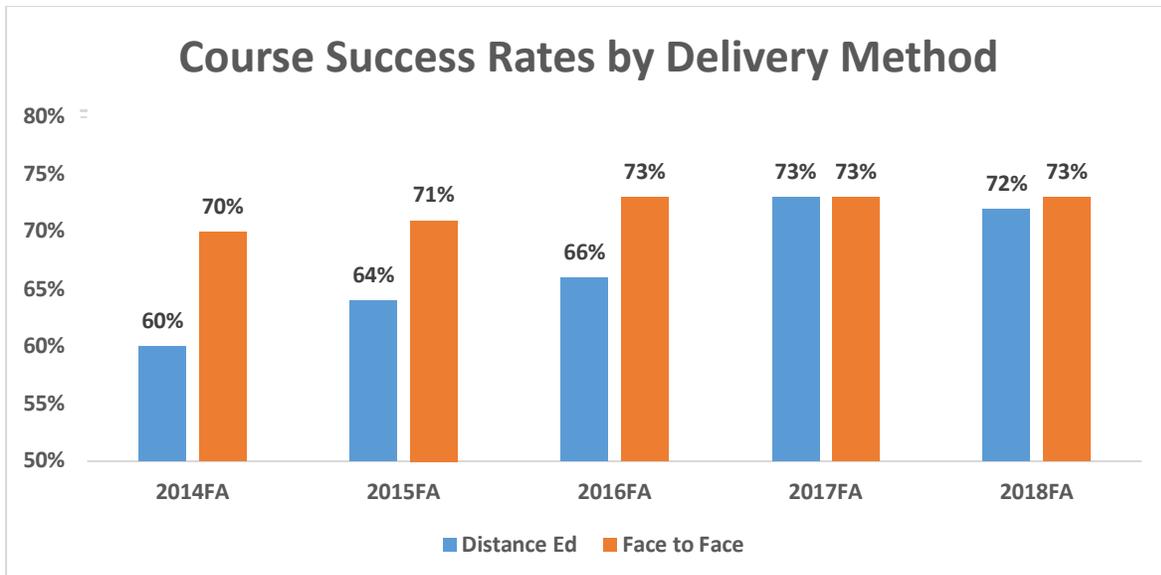
Retention rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Foster Youth (and Former Foster Youth), and Veteran's. With the exception of Foster Youth (n=31), retention rates are in line with the college.



Data Source: ATERMs, SQL

Course Success Rates by Delivery Method

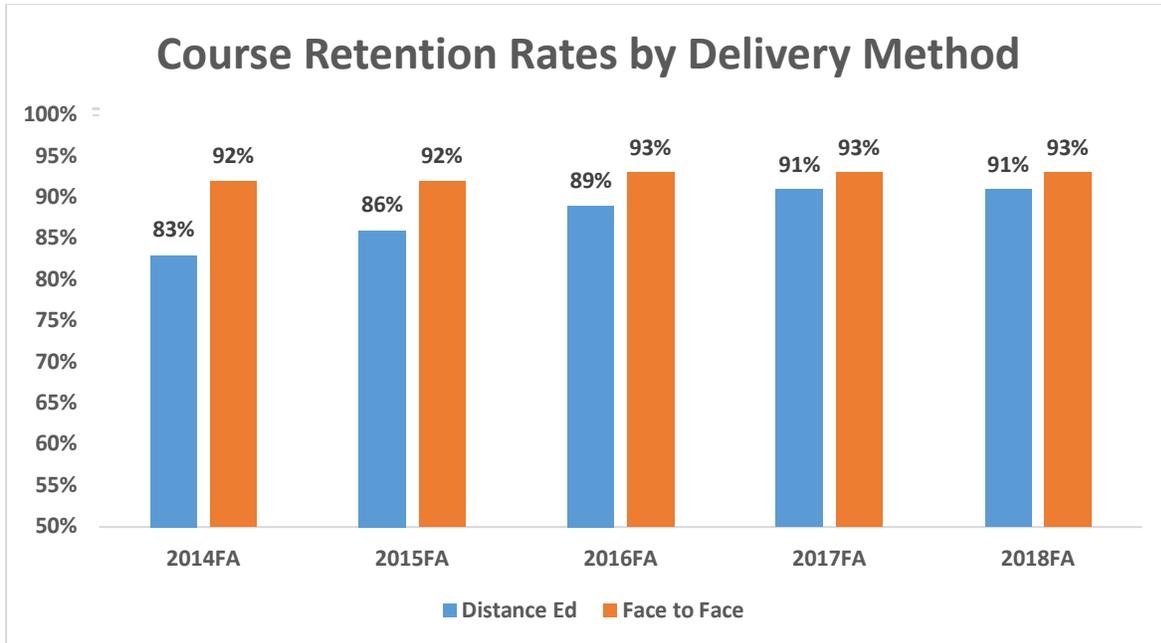
Successful course completion rates (or success rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course. Over the course of five fall terms, online courses have improved their success rates to those of traditional in class meetings.



Data Source: ATERMs

Course Retention Rates by Delivery Method

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



Data Source: ATERMs

Course Success Rates by Ethnicity

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

Disproportionate impact indicated by **RED** font using the Percentage Point Gap (3% points less than the college average). A * indicates the effected group is < 50 people and should be analyzed keeping a small sample size in mind. A ** indicates a student population of less than 10. In these cases, data is suppressed. Unknown demographics are not reported.

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

Success Rates by Ethnicity	2014FA	2015FA	2016FA	Fall 2017	Fall 2018
African-American/ non-Hispanic	60%	65%	65%	68%	69%
American Indian/ Alaskan Native	42%	64%	59%	72%	68%
Asian	74%	74%	76%	78%	78%
Filipino	74%	74%	78%	82%	82%
Hispanic	65%	65%	68%	69%	68%
Multi-ethnicity	72%	73%	75%	78%	74%
Pacific Islander **	74%	72%	65%	76%	*
White/ non-Hispanic	73%	74%	77%	76%	76%

Data Source: ATERMs

Data suppressed due to insufficient sample sizes.

Course Retention Rates by Ethnicity

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

Overall, retention rates are very high and even disaggregated remain over 90%. Retention rates have been stable over the past several fall terms and there has been no disproportionate impact for the past 3 fall terms.

Retention Rates by Ethnicity	2014FA	2015FA	2016FA	Fall 2017	Fall 2018
African-American/ non-Hispanic	86%	89%	91%	90%	91%
American Indian/ Alaskan Native	81%	90%	94%	93%	91%
Asian	94%	93%	92%	93%	93%
Filipino	94%	97%	95%	95%	96%
Hispanic	90%	91%	92%	92%	92%
Multi-ethnicity	91%	92%	93%	94%	93%
Pacific Islander **	100%	92%	88%	97%	*
White/ non-Hispanic	92%	93%	93%	93%	94%

Data Source: ATERMs

Data suppressed due to insufficient sample sizes.

Course Success Rates by Gender

Successful course completion rates (or success rates) reflect the proportion of students enrolled at census who earn a grade of “A”, “B”, “C”, or “Pass” in their course. Women tend to have higher success rates than men. In fall, 2018, men were disproportionately impacted.

	2014FA	2015FA	2016FA	2017FA	2018FA
Female	73%	73%	74%	76%	76%
Male	66%	67%	71%	69%	68%

Data Source: ATERMs

Course Retention Rates by Gender

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

	2014FA	2015FA	2016FA	Fall 2017	2018FA
Female	92%	92%	93%	93%	93%
Male	90%	92%	93%	92%	92%

Data Source: ATERMs

Program Completion

The following table reflects Clovis Community College awards given to students for the past two academic years. 2015-16 was the first year a student could be conferred with a Clovis Community College award. The college currently awards 93 associate degrees and certificates. Over the past three years, CCCCCO recognized awards have increased

CCC recently added an popular, internal certificate, CSU General Education Breadth. Although not yet recognized by the CCCCCO, upon completion of this certificate, students will have met the lower division general education requirements for all CSU campuses. With it, a student who transfers will not be required to complete any further lower-division general education courses and will have a general understanding of ‘basic principles of these academic disciplines, their method of inquiry, their history, and impact on society, and their relationships to each other’ (2018-19 Course Catalog). This year, CCC awarded 603 of these certificates.

Degrees and Certificates	2016-17 Awarded	2017-18 Awarded	2018-19 Awarded
Liberal Arts & Sciences/Liberal Studies	29	105	165
Biology	76	153	155
Psychology	72	96	129
Child Development	48	78	119
Business Administration	77	114	111
Social Science	10	46	99
Communication	29	62	64
Mathematics	27	52	48
History	17	27	33
Kinesiology	28	27	33
Criminology	23	33	32
Art	25	22	28
Computer Science	11	25	24
Physics	8	23	19
Engineering (General, Civil, and Mechanical)	1	5	17
Political Science	6	9	16
Physical Education	1	-	16
English	12	14	14
Sociology	1	5	14
Economics	4	7	13
Philosophy	6	2	5
Physical Science	-	3	4
Wastewater Treatment	-	5	4
Food Safety and Quality	-	-	2
Foreign Language	-	-	2
Information Systems	1	2	4
Anthropology	-	-	1
Health Care Interpreter	-	17	-
Total	512	932	1,171

Data Source: SQL, as of August 9th, 2019.

Program Completion by Ethnicity

The following tables break down the degree rates by ethnicity from 2016-17 to 2018-19. While the total number of Hispanic students completing awards more than doubled (175 to 457), they still display disproportionate impact since the percentage of awards is lower than the percentage of enrollments.

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

Data Source: SQL

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

Data Source: SQL

2018-19	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	6	6	4	4	1	-	21	2%
American Indian / Alaskan Native	1	2	1	2	1	-	7	1%
Asian	25	35	25	27	17	-	129	11%
Filipino	5	6	11	3	1	-	26	2%
Hispanic	113	140	70	85	48	1	457	38%
Multi-ethnicity	13	23	9	17	7	-	69	6%
Unknown	1	-	1	-	-	-	2	0%
White/ non-Hispanic	128	162	77	91	41	3	502	41%
TOTAL	292	374	198	229	116	4	1,213	100%

Data Source: SQL

Student Transfers

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

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

	UC Transfer	CSU Transfer	In State Private
2014-15	115	969	221
2015-16	102	847	194
2016-17	124	949	184

Data source: ATERMs, National Student Clearinghouse

Top 15 California Transfer Institutions

While most CCC transfer students go to CSU Fresno, the following table reflects most popular public California College destinations for students. In addition, the college sends upwards of 150 students per year to private schools, including Fresno Pacific University, Brandman University, National University and University of Phoenix, which have Fresno campus locations.

College Name	14-15	15-16	16-17
CALIFORNIA STATE UNIVERSITY - FRESNO	814	717	807
UNIVERSITY OF CALIFORNIA - DAVIS	24	24	28
SAN JOSE STATE UNIVERSITY	10	11	22
UNIVERSITY OF CALIFORNIA - LOS ANGELES	18	22	19
UNIVERSITY OF CALIFORNIA - BERKELEY	19	12	16
UNIVERSITY OF CALIFORNIA - SAN DIEGO	14	7	16
SAN FRANCISCO STATE UNIVERSITY	10	10	16
CALIFORNIA STATE UNIVERSITY - LONG BEACH	9	13	14
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	17	14	11
UNIVERSITY OF CALIFORNIA - SANTA CRUZ	12	6	11
UNIVERSITY OF CALIFORNIA - IRVINE	4	16	11
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	17	12	9
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	14	13	9
UNIVERSITY OF CALIFORNIA - MERCED	13	2	8
UNIVERSITY OF CALIFORNIA - SANTA BARBARA	6	9	8
HUMBOLDT STATE UNIVERSITY	10	8	7
SAN DIEGO STATE UNIVERSITY	3	4	7
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	14	3	6
CALIFORNIA STATE UNIVERSITY - EAST BAY	9	2	6
CALIFORNIA STATE UNIVERSITY - CHICO	7	2	6
UNIVERSITY OF CALIFORNIA - RIVERSIDE	5	2	6

Data source: ATERMs, National Student Clearinghouse

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

Over the past 2 years, and stemming from the Chancellor's Office system goals, including Vision for Success and Guided Pathways, a new set of universal, simplified metrics for California's 114 community colleges was developed.

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

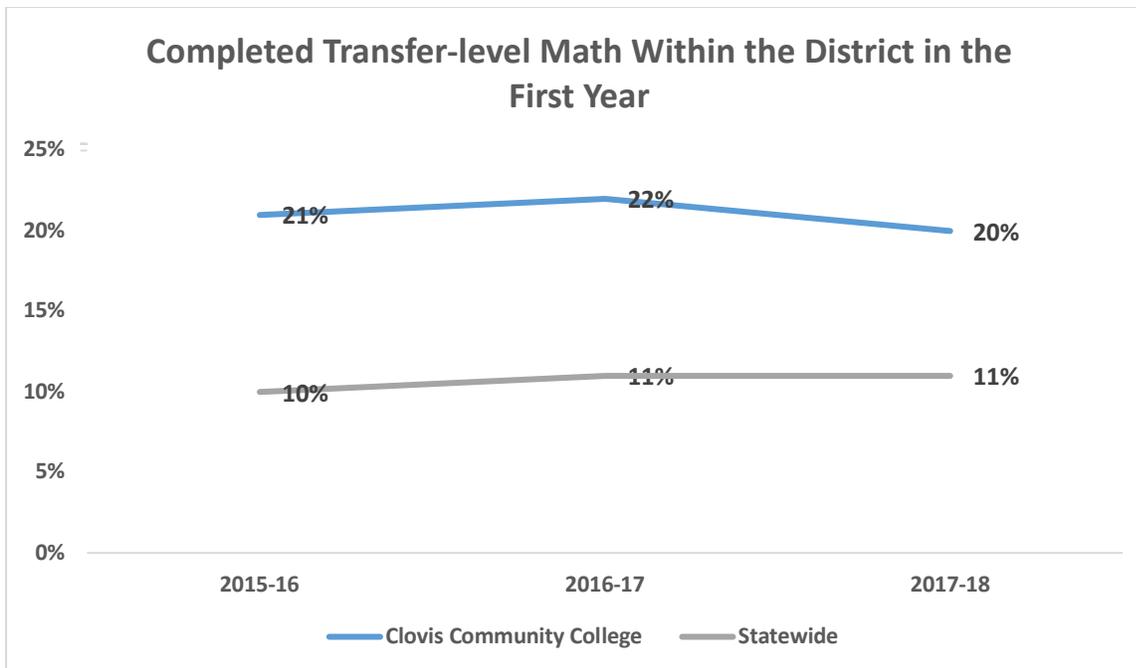
The following charts and tables use data from the newly implemented [CCCCO Student Success Metrics LaunchBoard](#). These data are derived from MIS data and are a yearly snapshot as opposed to cohort data. While there are almost twenty total metrics in the LaunchBoard, we have chosen five to highlight in this report, Completion of Transfer Level Math in First Year, Completion of Transfer Level English in the First Year, Completion of Transfer Level Math and English in the First Year, Retention (Fall to Spring), and Average Number of Units Accumulated by Associate Degree Earners. For each of the metrics, we provide the overall rate and rates for demographic groups as provided by the CCCCCO in the LaunchBoard.

In cases where data is incomplete due to low sample sizes, cells are marked with *. Due to a methodological choice by the CCCCCO, in data disaggregations where only one category is suppressed, the next largest category will also be suppressed. In cases like Veteran or LGBT, where there are only two categories, this leads to both groups rates being suppressed. 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 display lower outcomes (more than 3%) than the total population. Student groups who are disproportionately impacted are noted in **red**.

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

One of the categories that the LaunchBoard developed is that of Student Momentum Points. These are measures that research has shown to increase successful completion efforts. With the addition of SB705, Colleges have been tasked to increase the number of students who complete transfer-level math and English in their first year and these next few sections will explore completion of transfer-level math and English courses.

Clovis Community College reflects a higher than State average for students who complete transfer-level math in their first year across the 3 reported years and despite a slight decline in 2017-18, CCC remains significantly higher. Even though we see a decrease in the percent completing transfer-level math in their first year, the total number of students increased from 363 in 2016-17 to 392 in 2017-18. We expect that the implementation of co-requisite support to increase the percent completing in future years.



Data Source: CCCCO LaunchBoard

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

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

As can be seen in the following tables, CCC shows lower than average transfer-level math completions (in the first year) for Hispanic and disabled students. There are sporadic differences among first generation, Pell grant, College Promise, and economically disadvantaged students.

Gender	2015-16	2016-17	2017-18
Female	21%	22%	21%
Male	*	22%	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample size in Unknown Gender category.

Ethnicity	2015-16	2016-17	2017-18
American Indian/Alaska Native	*	*	*
Asian	24%	35%	27%
Black or African American	*	*	*
Filipino	60%	*	50*
Hispanic	16%	16%	16%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	24%	21%	32%
White	24%	26%	20%

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Age Group	2015-16	2016-17	2017-18
19 or Less	24%	25%	23%
20 – 24	7%	*	9%
25 – 29	*	*	*
30 – 34	*	*	*
35 – 39	*	*	*
40 – 54	*	*	*
55 and older	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

First Generation	2015-16	2016-17	2017-18
First Generation	13%	15%	26%
Not First Generation	26%	26%	23%

Notes: Data Source - CCCCO LaunchBoard.

Pell Grant Recipient	2015-16	2016-17	2017-18
Pell Grant Recipient	18%	18%	18%
Not a Pell Grant Recipient	23%	25%	22%

Notes: Data Source - CCCCO LaunchBoard.

Veterans	2015-16	2016-17	2017-18
Veteran	*	*	*
Not a Veteran	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

LGBT	2015-16	2016-17	2017-18
LGBT	*	*	*
Not LGBT	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

College Promise Grant	2015-16	2016-17	2017-18
Promise Grant Recipient	17%	19%	17%
Not Promise Grant Recipient	26%	26%	24%

Notes: Data Source - CCCCO LaunchBoard.

Disabled	2015-16	2016-17	2017-18
Disabled	17%	13%	13%
Not Disabled	21%	23%	21%

Notes: Data Source - CCCCO LaunchBoard.

Foster Youth	2015-16	2016-17	2017-18
Foster Youth	*	*	*
Not a Foster Youth	*	*	*

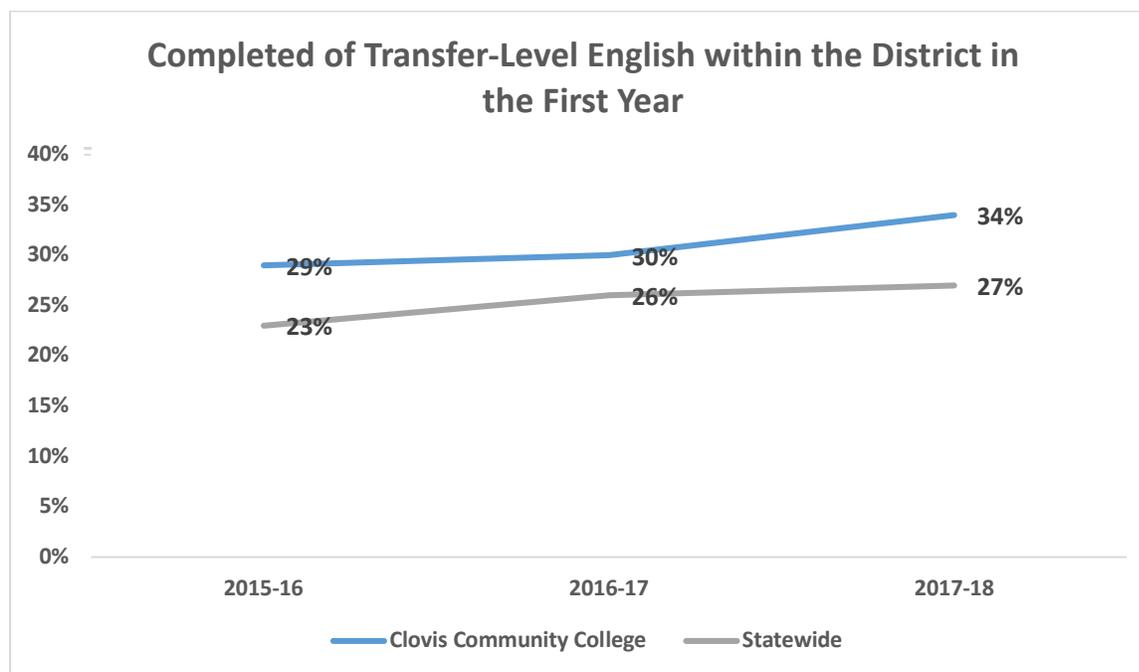
Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Economically Disadvantaged	2015-16	2016-17	2017-18
Economically Disadvantaged	17%	19%	18%
Not Economically Disadvantaged	26%	26%	24%

Notes: Data Source - CCCCO LaunchBoard.

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

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



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

While completion rates of transfer-level English in the first year are very encouraging, there are several subgroups of students who continue to struggle. These groups are Hispanic, 20-24 year olds, first-generation, foster youth, and disabled students. The following tables provide information that may help better understand these trends. In addition, the college has collected other data and work will be done to analyze this information further.

Gender	2015-16	2016-17	2017-18
Female	31%	30%	37%
Male	*	30%	*

Notes: Data Source - CCCC LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample size in Unknown Gender category.

Ethnicity	2015-16	2016-17	2017-18
American Indian/Alaska Native	*	*	*
Asian	32%	38%	35%
Black or African American	*	*	30%
Filipino	*	*	30%
Hispanic	22%	21%	29%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	32%	38%	49%
White	34%	38%	38%

Notes: Data Source - CCCC LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Age Group	2015-16	2016-17	2017-18
19 or Less	32%	34%	39%
20 – 24	12%	14%	12%
25 – 29	*	*	18%
30 – 34	*	*	*
35 – 39	*	*	*
40 – 54	*	*	*
55 and older	*	*	*

Notes: Data Source - CCCC LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

First Generation	2015-16	2016-17	2017-18
First Generation	23%	24%	29%
Not First Generation	32%	34%	37%

Notes: Data Source - CCCC LaunchBoard.

Pell Grant Recipient	2015-16	2016-17	2017-18
Pell Grant Recipient	27%	25%	34%
Not a Pell Grant Recipient	30%	34%	35%

Notes: Data Source - CCCC LaunchBoard.

Veterans	2015-16	2016-17	2017-18
Veteran	*	*	*
Not a Veteran	*	*	*

Notes: Data Source - CCCC LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

LGBT	2015-16	2016-17	2017-18
LGBT	*	*	*
Not LGBT	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

College Promise Grant	2015-16	2016-17	2017-18
Promise Grant Recipient	25%	26%	32%
Not Promise Grant Recipient	34%	35%	37%

Notes: Data Source - CCCCO LaunchBoard.

Disabled	2015-16	2016-17	2017-18
Disabled	18%	15%	23%
Not Disabled	29%	31%	35%

Notes: Data Source - CCCCO LaunchBoard.

Foster Youth	2015-16	2016-17	2017-18
Foster Youth	*	*	25%
Not Foster Youth	*	*	35%

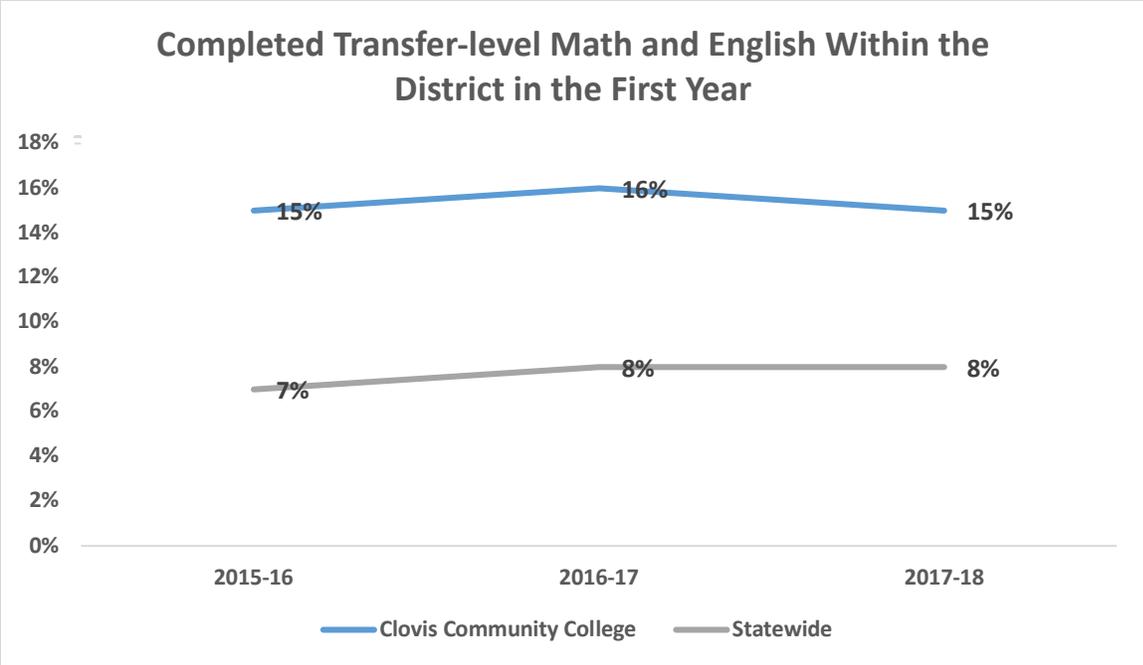
Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Economically Disadvantaged	2015-16	2016-17	2017-18
Economically Disadvantaged	25%	26%	32%
Not Economically Disadvantaged	34%	36%	37%

Notes: Data Source - CCCCO LaunchBoard.

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

Fifteen percent of CCC students completed math *and* English within the district in their first year in 2017-18. That is a full 7% above the California Community College system and that has been the trend over the 3-year reporting period. This is a positive outcome for the college overall, while still providing opportunity for improvement. With the current Guided Pathways implementation, AB705 regulations, and other local initiatives, we expect that the college will continue to increase in completions over the next several years. In addition, once data is more readily available, subgroup and equity comparisons will be better able to inform the college.



Data Source: CCCCO LaunchBoard

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

When it comes to completing both math and English in the first year, students at CCC show little to no variation across most equity subgroups. The exception is that of first generation students who averaged 10%, which is above the state average but well below the college average.

Gender	2015-16	2016-17	2017-18
Female	16%	16%	17%
Male	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample size in Unknown Gender category.

Ethnicity	2015-16	2016-17	2017-18
American Indian/Alaska Native	*	*	*
Asian	19%	25%	19%
Black or African American	*	*	*
Filipino	*	*	34%
Hispanic	11%	10%	12%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	18%	15%	25%
White	18%	21%	16%

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Age Group	2015-16	2016-17	2017-18
19 or Less	17%	19%	18%
20 – 24	*	*	*
25 – 29	*	*	*
30 – 34	*	*	*
35 – 39	*	*	*
40 – 54	*	*	*
55 and older	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

First Generation	2015-16	2016-17	2017-18
First Generation	9%	9%	11%
Not First Generation	19%	20%	18%

Notes: Data Source - CCCCO LaunchBoard.

Pell Grant Recipient	2015-16	2016-17	2017-18
Pell Grant Recipient	14%	12%	14%
Not a Pell Grant Recipient	16%	19%	16%

Notes: Data Source - CCCCO LaunchBoard.

Veterans	2015-16	2016-17	2017-18
Veteran	*	*	*
Not a Veteran	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

LGBT	2015-16	2016-17	2017-18
LGBT	*	*	*
Not LGBT	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

College Promise Grant	2015-16	2016-17	2017-18
Promise Grant Recipient	12%	13%	13%
Not Promise Grant Recipient	19%	20%	18%

Notes: Data Source - CCCCO LaunchBoard.

Disabled	2015-16	2016-17	2017-18
Disabled	*	*	*
Not Disabled	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Foster Youth	2015-16	2016-17	2017-18
Foster Youth	*	*	*
Not Foster Youth	*	*	*

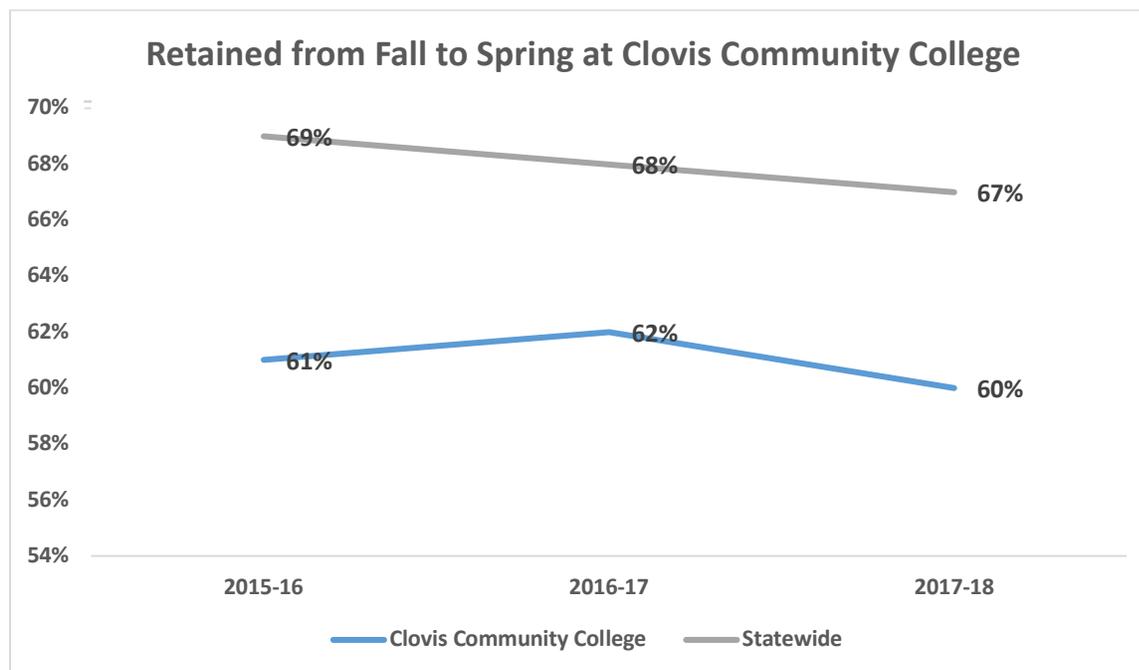
Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Economically Disadvantaged	2015-16	2016-17	2017-18
Economically Disadvantaged	12%	13%	13%
Not Economically Disadvantaged	19%	20%	18%

Notes: Data Source - CCCCO LaunchBoard.

Retained from Fall to Spring at Clovis Community College

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



Data Source: CCCCO LaunchBoard

Retained from Fall to Spring by Disaggregation

Further, the data indicates several areas in which student subgroups are well below average including first generation, (most) age groups, veteran’s and LGBT students. There are also indications of disproportionate impact among some of the ethnic groups.

Gender	2015-16	2016-17	2017-18
Female	60%	60%	60%
Male	63%	65%	61%

Notes: Data Source - CCCC LaunchBoard.

Ethnicity	2015-16	2016-17	2017-18
American Indian/Alaska Native	*	51%	48%
Asian	57%	58%	63%
Black or African American	52%	53%	58%
Filipino	68%	66%	53%
Hispanic	59%	59%	57%
Native Hawaiian or Pacific Islander	*	100%	*
Two or More Races	66%	70%	63%
White	64%	65%	64%

Notes: Data Source - CCCC LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Age Group	2015-16	2016-17	2017-18
19 or Less	76%	77%	75%
20 – 24	57%	56%	53%
25 – 29	48%	48%	46%
30 – 34	43%	43%	42%
35 – 39	51%	48%	48%
40 – 54	48%	46%	49%
55 and older	51%	42%	45%

Notes: Data Source - CCCC LaunchBoard.

First Generation	2015-16	2016-17	2017-18
First Generation	57%	58%	55%
Not First Generation	63%	64%	64%

Notes: Data Source - CCCC LaunchBoard.

Pell Grant Recipient	2015-16	2016-17	2017-18
Pell Grant Recipient	60%	62%	57%
Not a Pell Grant Recipient	60%	60%	60%

Notes: Data Source - CCCC LaunchBoard.

Veteran	2015-16	2016-17	2017-18
Veteran	56%	51%	55%
Not a Veteran	61%	62%	60%

Notes: Data Source - CCCC LaunchBoard.

LGBT	2015-16	2016-17	2017-18
LGBT	54%	44%	52%
Not LGBT	61%	62%	60%

Notes: Data Source - CCCCO LaunchBoard.

College Promise Grant	2015-16	2016-17	2017-18
Promise Grant Recipient	59%	59%	57%
Not Promise Grant Recipient	65%	67%	67%

Notes: Data Source - CCCCO LaunchBoard.

Disabled	2015-16	2016-17	2017-18
Disabled	64%	67%	67%
Not Disabled	61%	62%	60%

Notes: Data Source - CCCCO LaunchBoard.

Foster Youth	2015-16	2016-17	2017-18
Foster Youth	55%	60%	57%
Not Foster Youth	61%	62%	60%

Notes: Data Source - CCCCO LaunchBoard.

Economically Disadvantaged	2015-16	2016-17	2017-18
Economically Disadvantaged	59%	59%	57%
Not Economically Disadvantaged	66%	68%	67%

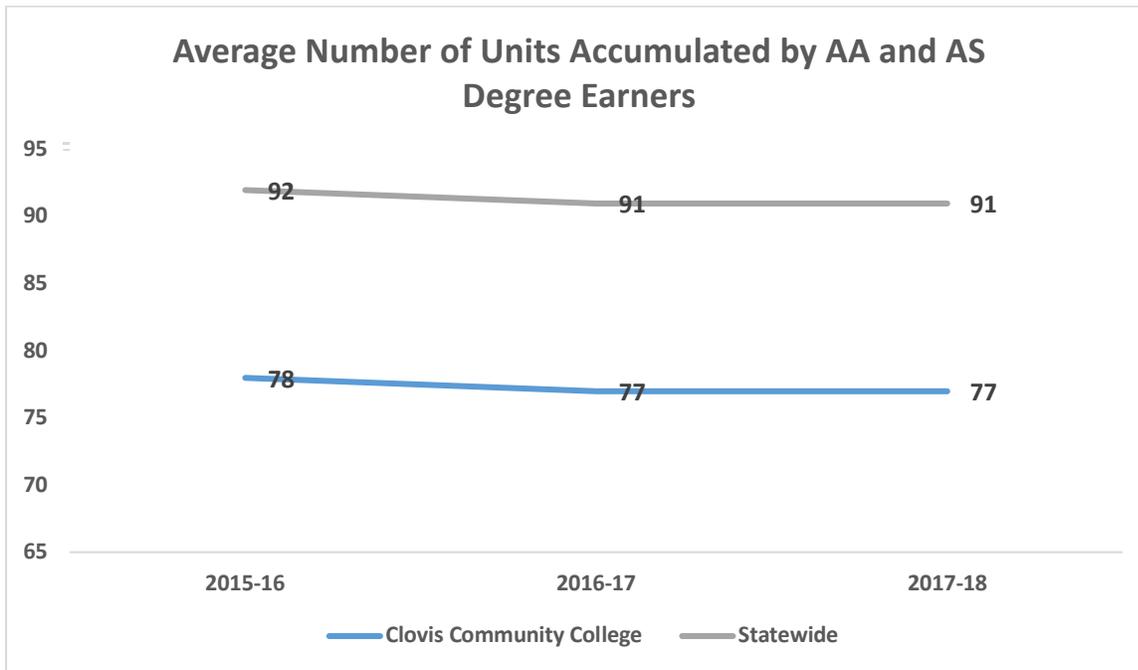
Notes: Data Source - CCCCO LaunchBoard.

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Average Number of Units Accumulated by Associate Degree Earners

The conversation of how many units are accumulated by students who earn a degree has been rich over the past several years. Most associate degrees require 60 academic units but it has been noted that students tend to acquire many more than that prior to degree ([Program Requirements for Associate's and Bachelor's Degrees: A National Survey](#)).

Currently, the California Community College system has an average accumulation rate of 91 units and CCC has an average of 77. In addition, CCC has mimicked the decrease of the state over the past 3 years in units accumulated by associate degree earners.



Data Source: CCCC LaunchBoard

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

Most of the available disaggregated data indicate sub group populations within a few units of average, with a few interesting exceptions. Asian students tend to accumulate more than average units as do students in the 25-29 year old age group. While not necessarily indicating a disproportionate impact (due to counts rather than percentage point gaps), it is an interesting data point and one that will be monitored. It is also interesting that many of the special populations do not indicate a gap compared to overall but within the grouping, they do. For instance, Promise Grant recipients compared to non-Promise Grant recipients.

Gender	2015-16	2016-17	2017-18
Female	77	75	76
Male	*	*	*

Notes: Data Source - CCCC LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample size in Unknown Gender category.

Ethnicity	2015-16	2016-17	2017-18
American Indian/Alaska Native	*	*	*
Asian	81	77	82
Black or African American	*	*	84
Filipino	*	*	73
Hispanic	78	77	79
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	78	77	70
White	77	77	75

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Age Group	2015-16	2016-17	2017-18
19 or Less	69	69	70
20 – 24	78	78	76
25 – 29	84	83	90
30 – 34	*	95	87
35 – 39	*	77	91
40 – 54	*	*	*
55 and older	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

First Generation	2015-16	2016-17	2017-18
First Generation	78	77	77
Not First Generation	78	77	77

Notes: Data Source - CCCCO LaunchBoard.

Pell Grant Recipient	2015-16	2016-17	2017-18
Pell Grant Recipient	80	80	80
Not a Pell Grant Recipient	76	75	74

Notes: Data Source - CCCCO LaunchBoard.

Veteran	2015-16	2016-17	2017-18
Veteran	*	82	94
Not a Veteran	*	77	77

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

LGBT	2015-16	2016-17	2017-18
LGBT	*	*	*
Not LGBT	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

College Promise Grant	2015-16	2016-17	2017-18
Promise Grant Recipient	80	79	79
Not Promise Grant Recipient	74	73	73

Notes: Data Source - CCCCO LaunchBoard.

Disabled	2015-16	2016-17	2017-18
Disabled	86	82	81
Not Disabled	78	77	77

Notes: Data Source - CCCCO LaunchBoard.

Foster Youth	2015-16	2016-17	2017-18
Foster Youth	*	*	*
Not Foster Youth	*	*	*

Notes: Data Source - CCCCO LaunchBoard. * - Data suppressed in LaunchBoard due to insufficient sample sizes.

Economically Disadvantaged	2015-16	2016-17	2017-18
Economically Disadvantaged	80	79	79
Not Economically Disadvantaged	74	73	73

Notes: Data Source - CCCCO LaunchBoard.