

Clovis Community College

2021-2022

Institutional Effectiveness Report

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

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California Community College System (CCCCO)

The California Community College system is the largest in the nation serving 2.1 million students at 116 colleges. As such, the mission of the California Community College Board of Governors and the Chancellor's Office is to empower the community colleges through leadership, advocacy, and support. The Chancellor's Office recognizes that the colleges have evolved and expanded over the time to meet the changing needs of their communities and the state. The colleges provide:

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

CCCCO Mission

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

CCCCO Vision for Change

The California Community Colleges Board of Governors and the Chancellor share a vision of a better future for Californians by exemplifying exceptional leadership, advocacy, and support on behalf of the community colleges. Their guidance provides access to lifelong learning for all citizens and creates a skilled, progressive workforce to advance the state's interests.

The goals set forth are very ambitious and there is no easy path to reach them. Achieving these goals will require a combination of strategies and the coordinated efforts of tens-of-thousands of individuals both inside and outside the California Community Colleges (CCCs).

Not only will California need the talent and perseverance of college presidents, administrators, faculty, staff, trustees, and students, it will also need the support and engagement of the Governor, Legislature, University of California (UC) and California State University (CSU) systems, workforce development system, K-12 education system, business and labor organizations, philanthropists, and community and civic groups. It will take a sustained effort by the CCC Chancellor, the Board of Governors, and the entire staff at the system level to lead the charge, support the hard work of the colleges, and help maintain focus and morale. There is no denying this is a tall order, but California and its students deserve no less.

CCCCO Seven Core Commitments

Focus relentlessly on students' end goals.

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

Always design and decide with the student in mind.

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

Pair high expectations with high support.

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

Foster the use of data, inquiry, and evidence.

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

Take ownership of goals and performance.

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

Enable action and thoughtful innovation.

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

Lead the work of partnering across systems.

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

CCCCO Vision for Success Goals

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

Reference: [CCCCO](#)

State Center Community College District (SCCCD)

SCCCD is one of the largest districts in California and, in the 2021-2022 academic year, served over 49,000 (unduplicated) students at its four colleges and multiple campus locations. Unduplicated headcount by term is currently between 33,700 and 32,000 students per fall and spring terms. An additional 15,500 students are served during summer terms.

Reference: SCCCDC Enrollment Management Term Snapshots

SCCCD Mission

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

SCCCD Vision Statement

Empowering through Educational Excellence

Reference: SCCCDC 2020-24 Strategic Plan, [SCCCD Mission and Vision](#)

Clovis Community College (CCC)

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

Mission

The Clovis Community College Mission aligns with the District Mission.

Creating Opportunities – One Student at a Time

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

Clovis Community College Vision Statement

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

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



Integrated Planning Model

MISSION
Creating Opportunities - One Student at a Time

Data Analysis

Educational Master Plan

Strategic Plan

Program Plans

- Unit/Program
- Strong Workforce
- Student Equity and Achievement
- Technology

Resource Allocation

- Faculty hiring
- Staff hiring
- Facilities
- Equipment

Improvements

Program Assessment & Data Analysis

Implementation



Figure 1: CCC Integrated Planning Model

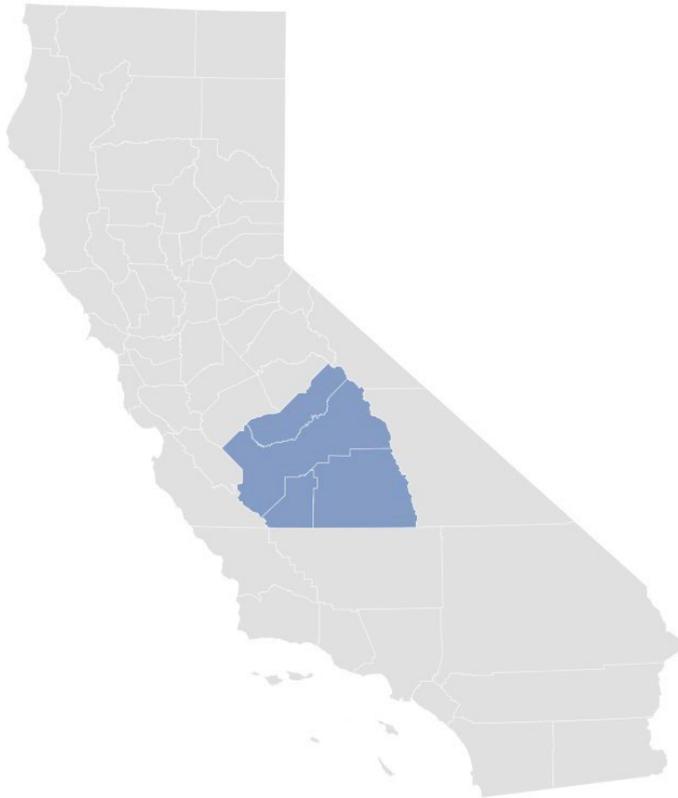
Chapter 1: Condition of our Environment

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

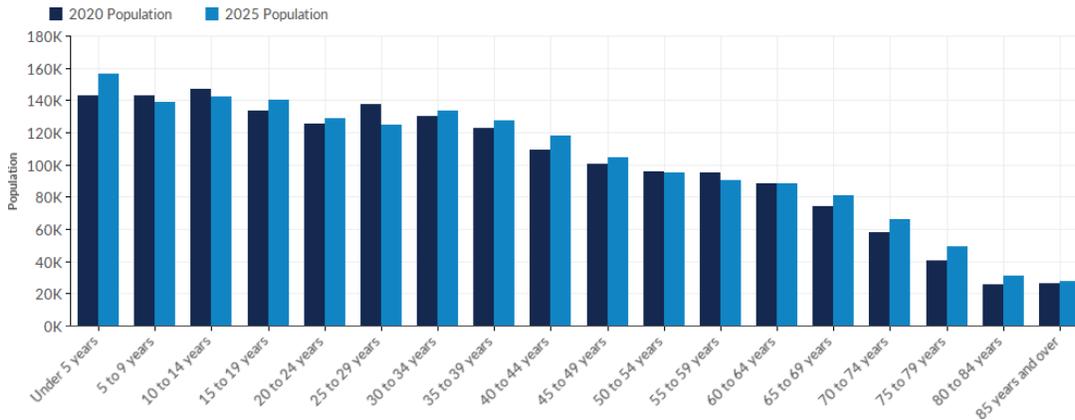
Historical and projected changes in the regional population are presented and based on the 2020 EMSI Program Demand Gap Analysis. In 2010, 1,678,430 people lived in the Clovis Service Region, and 1,858,830 people are projected to live in the region by 2030, an increase of 11%. As a comparison, the projected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

Service Area Age Profiles

Figure 3 shows the percentage of the population in each of the age segments. The first bar shows the data for 2020 and the second bar shows the data for 2025. This chart illustrates the projected shifts in population relative to age.

The data shows that the portion of the population in the age segments from 5-24 years will increase slightly. The percentages of the population in all the age segments from 25-29 years of age will have the largest decrease (-9%). The segment of 20-24 years of age is the prime college-going population. This segment currently comprises 7% of the service area population and will increase 3% by 2025 keeping pace with the overall growth by age which is also 3%.

Figure 3: Service Area Age Profile

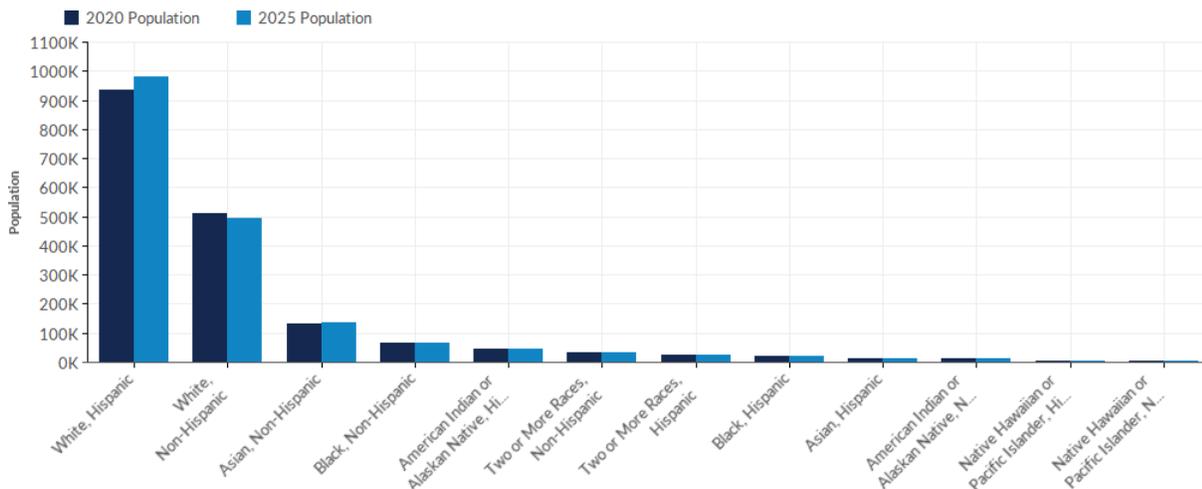


Source: EMSI, Analysis by Office of Institutional Research

Service Area Race/Ethnicity Profile

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

Figure 4: Service Area Ethnicity Profile



Source: EMSI, Analysis by Office of Institutional Research

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

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

Hispanic college student rate. Furthermore, CCC has a greater than service area population of “Asian, Non-Hispanic” students (11% compared to 7%) and a smaller “Black, Non-Hispanic” student base (2% compared to 4%).

Service Area Educational Attainment

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

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

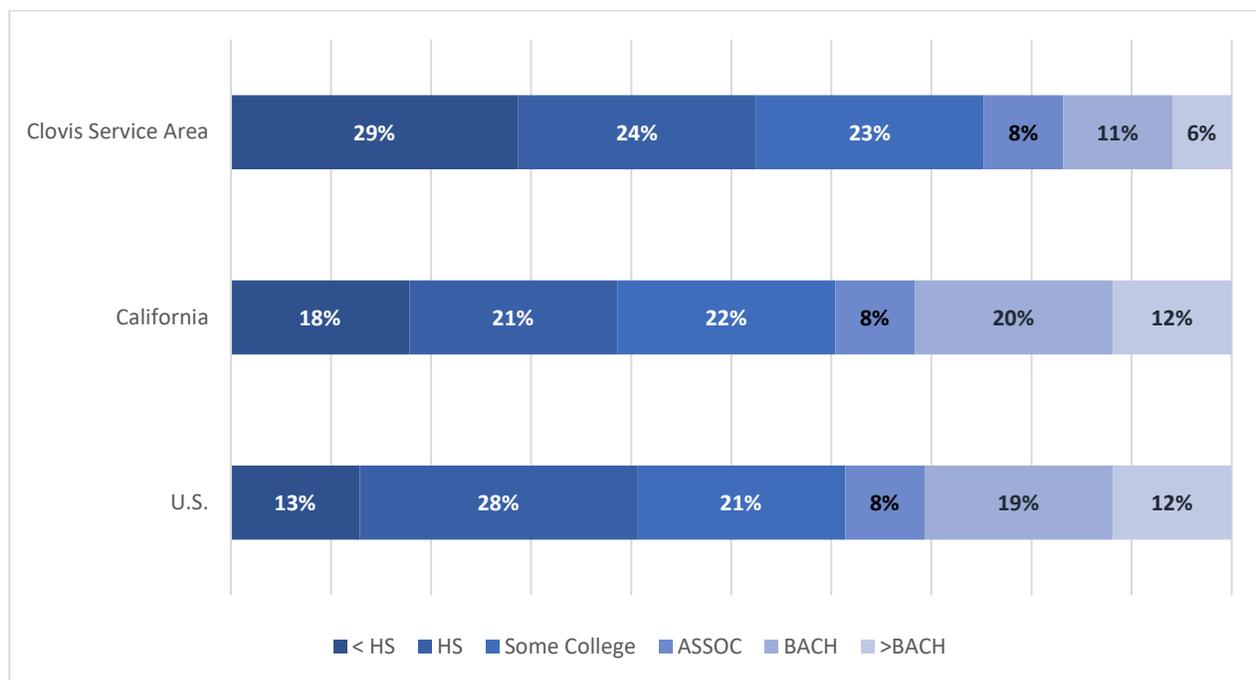
- Less than a High School Diploma (<HS);
- High School Diploma or Equivalent (HS);
- Some College;
- Associate degree (ASSOC);
- Bachelor’s degree (BACH); and
- Greater than a bachelor’s degree (>BACH).

Approximately 1.1 million adults live in the Clovis Service Region, and Figure 5 displays their highest educational attainments, without reference to gender and the major race and ethnic groups. State and national data are also presented for context. In the region, 52.6% of adults have a high school diploma or less, which is more than the state average (39.4%) and more than the national average (41.0%). Out of all the award categories in the figure, the people who are most likely to seek education and training from CCC are those in the “Less than High School Diploma,” “High School Diploma,” and “Some College” categories.

Together, these categories total 832,920 people, or 75.5% of the region’s adults.

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

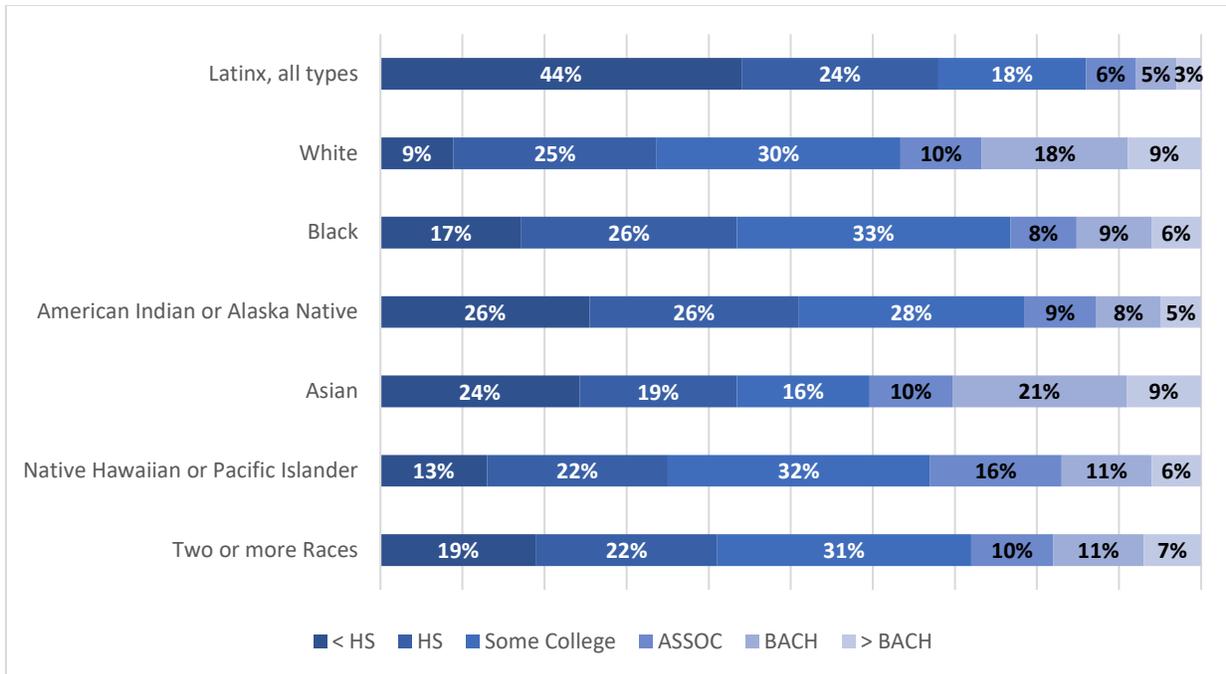
Figure 5: Highest Educational Attainment of Adults in the Clovis Service Area, California, and the U.S.



Source: EMSI Program Demand Gap Analysis (2020)

Figure 6 displays the highest educational attainment of the Clovis Service Region’s adults by their race and ethnic groups. White, non-Hispanic adults have the highest percentage of adults with a postsecondary education (66.2%) among all the groups. The Native Hawaiian or Pacific Islander, non- Hispanic group follows with 62.2%. Hispanic, all types have the lowest levels of educational attainment in the region. Across all groups, these data suggest that there are many opportunities to increase the educational attainments of the region’s adults, whether such actions involve outreach to local high schools or supporting CCC students who plan to transfer into a bachelor’s degree level program.

Figure 6: Highest Educational Attainment of Adults in the Clovis Service Area by Race and Ethnicity

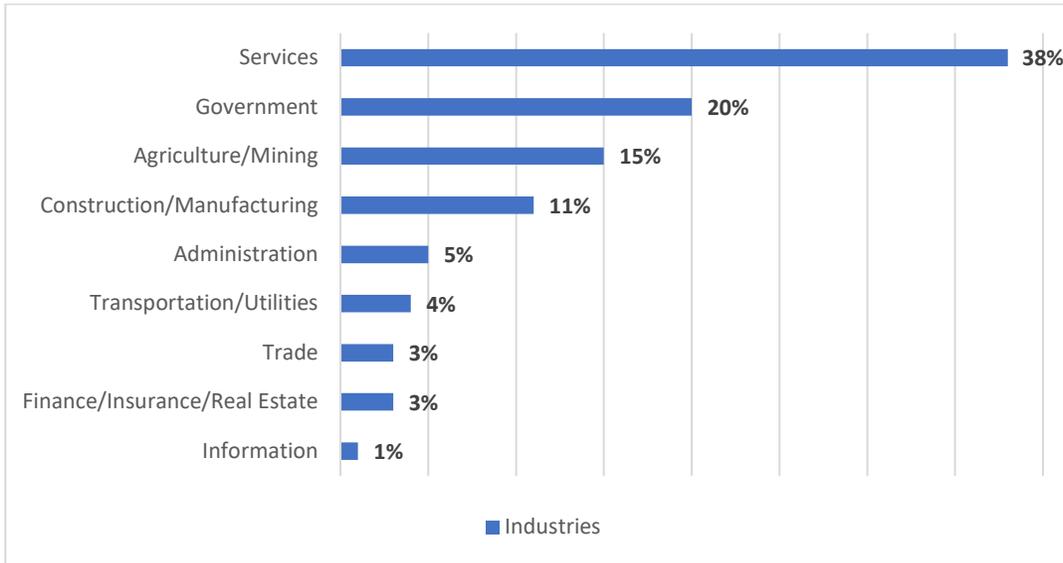


Source: EMSI Program Demand Gap Analysis (2020)

Service Area Employment Profile

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

Figure 7: Service Area Employment Profile

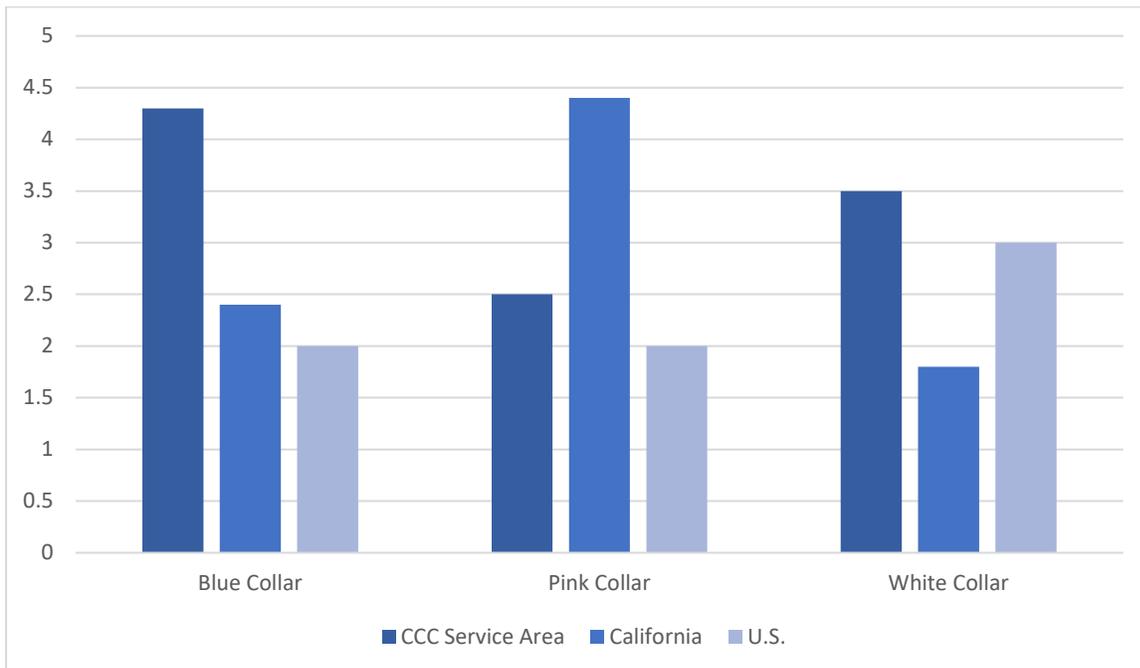


Source: EMSI; Analysis by Office of Institutional Research

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

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

Figure 8: 2020 Employed Population 16+ by Occupation



Source: EMSI; Analysis by Office of Institutional Research

Chapter 2: Characteristics of Clovis Community College Students

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

Enrollment by Age

Clovis Community College has a lower than average student age compared to the state and is getting younger. CCC students who are 24 or younger currently comprise approximately 81% of all students while the state system reports 60%. CCC has a population of 25 to 40-year old’s that is 17% compared to the CCC System which is currently 27%. CCC is consistently lower than the state in the older age categories while at the same time remaining consistent over the same time period.

Table 1: Enrollment by Age

Ethnicity	Location	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
19 or under	Clovis	37%	37%	37%	36%	48%
	CCC System	28%	29%	31%	32%	32%
20-24	Clovis	37%	38%	37%	37%	33%
	CCC System	32%	30%	29%	30%	28%
25-29	Clovis	12%	12%	11%	12%	10%
	CCC System	14%	13%	13%	13%	13%
30-34	Clovis	6%	5%	6%	7%	5%
	CCC System	7%	7%	7%	8%	8%
35-39	Clovis	3%	3%	4%	4%	2%
	CCC System	5%	5%	5%	5%	6%
40-49	Clovis	3%	3%	3%	3%	2%
	CCC System	6%	7%	6%	6%	7%
50 or Over	Clovis	1%	1%	1%	1%	1%
	CCC System	8%	8%	8%	5%	7%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Ethnicity

Compared to the California Community College System, Clovis reports a 10% larger population of students identifying as White/non-Hispanic compared to the CCC System (34%) (Fall 2021). Latinx students comprise 45% 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. Over the past five years, White/non-Hispanic student counts have declined 3% and Latinx student counts have increased 4%.

Table 2: Enrollment by Ethnicity

Ethnicity	Location	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African American/non-Hispanic	Clovis	2%	3%	2%	3%	3%
	CCC System	5%	6%	5%	5%	5%
American Indian/Alaska Native	Clovis	1%	1%	1%	<1%	<1%
	CCC System	< 1%	<1%	<1%	<1%	<1%
Asian	Clovis	7%	7%	11%	11%	11%
	CCC System	11%	11%	11%	11%	11%
Filipino	Clovis	2%	2%	1%	1%	<1%
	CCC System	3%	3%	3%	3%	3%
Latinx	Clovis	41%	43%	44%	47%	45%
	CCC System	44%	46%	47%	47%	48%
Multi Ethnicity	Clovis	7%	8%	5%	5%	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	4%	4%	6%	4%	5%
White/non-Hispanic	Clovis	38%	36%	35%	32%	34%
	CCC System	27%	25%	23%	24%	24%

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

Gender	Location	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	Clovis	57%	57%	58%	61%	57%
	CCC System	54%	54%	54%	57%	56%
Male	Clovis	42%	41%	40%	37%	41%
	CCC System	45%	45%	44%	42%	43%
Non-Binary	Clovis	*	*	*	*	1%
	CCC System	*	*	*	*	<1%
Unknown	Clovis	2%	2%	2%	1%	1%
	CCC System	1%	1%	1%	1%	1%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Major

Clovis Community College was granted initial accreditation in the summer of 2015 and began offering degrees and certificates that fall. The following table shows the number of enrolled students by CCC Major. In Fall 2021, 64% of students enrolled at CCC had a declared Clovis Major which has been consistent across fall terms.

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

Table 4: Enrollment by Most Recent Active Major

Major	Type	Fall 2019	Fall 2020	Fall 2021
Accounting	AS	2	10	28
Accounting	CA	-	6	8
Administration of Justice for Transfer	AA-T	146	162	101
Anthropology for Transfer	AA-T	8	18	18
Art History for Transfer	AA-T	8	10	18
Art: Graphic Design	CN	-	-	
Art: Two-Dimensional	AA	87	64	87
Associate Teacher	CA	18	6	10
Biological Science	AS	59	19	9
Biology for Transfer	AS-T	627	819	575
Business Administration for Transfer	AS-T	416	576	374
Business Administration, Accounting	AS	58	38	42
Business Administration, Entrepreneur	AS	70	64	78
Business Administration, General Business	AS	114	84	130
Business Administration, Information Systems Management	AS	9	6	8
Business Administration, Management	AS	96	62	60
Business Administration, Marketing	AS	73	40	66
Business Intern	CA	2	5	3
Business Intern	CN	-	-	1

Major	Type	Fall 2019	Fall 2020	Fall 2021
Career Exploration	CC	-	9	17
Chemistry	AA-T	-	1	34
Child and Adolescent Development	AA-T	-	1	8
Child Care for School Age Children/Teacher	CA	28	3	2
Child Care for School-Age Children/Associate Teacher	CN	7	-	-
Child Development	AS	84	61	55
Child Development	CA	28	17	25
Child Development/Teacher	CA	2	9	50
Civil Engineering	AS	55	50	35
Civil Engineering	CA	-	-	5
Communicating in the Workplace	CC	-	2	1
Communication	AA	46	20	21
Communication Studies	CA	18	1	6
Communication Studies for Transfer	AA-T	83	120	61
Computer or Software Engineering	AS	13	29	65
Computer or Software Engineering	CA	-	-	-
Computer Science	AS	245	203	213
Criminal Justice, Corrections	CA	-	-	-
Criminal Justice, Law Enforcement	AS	78	54	64
Criminal Justice, Law Enforcement	CA	1	4	-
Criminology – Corrections	AS	40	46	39
Criminology – Corrections	CA	9	-	10
Criminology – Law Enforcement	CA	40	-	27
CSU GE Breadth	CA	92	13	111
Cyber Security	CA	4	1	5
Drinking Water Treatment and Distribution	CA	1	3	1
Early Childhood Education for Transfer	AS-T	110	132	84
Early Intervention Assistant	CA	2	1	1
Economics for Transfer	AA-T	15	22	21
Electrical Engineering	AS	4	11	37
Electrical Engineering	CA	-	1	5
Elementary Teacher Education for Transfer	AA-T	250	282	143
Engineering	AS	126	55	19
English	AA	41	24	28
English for Transfer	AA-T	49	88	55
Environmental Science for Transfer	AS-T	11	31	28
Food Safety and Quality Technician	CA	-	-	1
Foreign Language	AA	13	6	8
Geography for Transfer	AA-T	2	5	4
Getting Ready for Employment	CC	-	3	4
Health Care Administration	AS	3	39	115
Health Care Interpreter	CN	40	18	11
History for Transfer	AA-T	81	92	62
Information Systems	CA	2	1	5

Major	Type	Fall 2019	Fall 2020	Fall 2021
Information Systems - Web Design	CA	9	7	6
Information Systems, Help Desk	AS	-	-	-
Information Systems, Networking	AS	20	11	28
Information Systems, Networking	CA	3	3	4
Information Systems, Programming for the Web	AS	5	6	7
Information Systems, Programming for the Web	CA	1	1	4
Information Systems, Web Design	AS	12	14	13
Information Technician Support	CA	4	3	2
Information Technology Support Technician	CA	13	3	8
Intersegmental General Education Transfer Curriculum (igetc)	CA	15	2	22
Kinesiology for Transfer	AA-T	211	277	167
Liberal Arts & Sciences, Arts & Humanities	AA	68	37	35
Liberal Arts & Sciences, Natural Sciences	AA	45	37	36
Liberal Studies	AA	228	142	183
Life Science	AS	509	319	349
Management	AS	19	13	9
Managerial Assistant	CA	1	1	2
Mathematics	AS	44	26	21
Mathematics for Transfer	AS-T	105	130	56
Mechanical, Aerospace, or Manufacturing Engineering	AS	26	26	52
Mechanical, Aerospace, or Manufacturing Engineering	CA	1	1	2
Mechatronics Advanced Plc Job Skills Certificate	CN	-	-	1
Mechatronics Electronic Job Skills Certificate	CN	-	-	1
Mechatronics/Industrial Automation	AS	4	10	
Mechatronics/Industrial Automation	CA	5	1	1
Medical Office Administration	CA	-	4	29
Occupational Therapy Assistant	AS	-	17	35
Philosophy for Transfer	AA-T	16	17	12
Physical Education	AA	40	23	40
Physical Science	AS	48	40	39
Physics for Transfer	AS-T	45	58	27
Political Science for Transfer	AA-T	25	45	44
Psychology for Transfer	AA-T	489	620	453
Rehabilitation Aide	CA	4	2	8
Small Business Management	AS	12	12	8
Small Business Management	CA	9	9	8
Social Justice for Transfer	AA-T	2	12	1
Social Science	AA	145	41	66
Sociology for Transfer	AA-T	102	101	64

Major	Type	Fall 2019	Fall 2020	Fall 2021
Spanish for Transfer	AA-T	8	8	4
Studio Arts for Transfer	AA-T	112	134	91
Teacher I	CA	-	-	2
Wastewater Treatment	CA	18	4	17
Grand Total		5,843	5,891	5,352

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

Enrollments by Top 15 Condensed Programs

The majors were categorized into more general categories, condensed programs. The following table (sorted highest to lowest fall 2021) shows the top 15 CCC condensed programs. During Fall 2021, 57% of CCC students were enrolled in the following 15 condensed programs.

Table 5: Enrollment by Top 15 Condensed Programs

Declared Clovis Community College Program	Fall 2019	Fall 2020	Fall 2021
Biological Science	1,195	1,188	1,000
Business Administration	900	954	901
Psychology	489	620	453
Early Childhood Education	529	512	380
Liberal Arts & Sciences/Liberal Studies	341	216	254
Criminal Justice	314	288	241
Engineering	212	173	224
Computer Science	258	203	213
Art and Art History	149	208	196
Health and Health Care	-	-	170
Kinesiology	211	277	167
Communications	147	141	88
English	90	112	83
Information Systems	-	-	82
Mathematics	149	156	77

Data Source: SQL; NOTE: Non-degree, Certificates of Completion, CSU GE-Breadth, and IGETC are not included

Enrollment by Special Programs

Unduplicated student enrollment of special programs are listed below.

Table 6: Enrollment by Special Programs

Special Program	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
CalWORKs	52	50	63	46	35
Foster Youth	91	129	128	155	146
DSP&S	376	478	463	456	343
Veterans	82	99	122	122	82

Data Source: [CCCCO Data Mart](#)

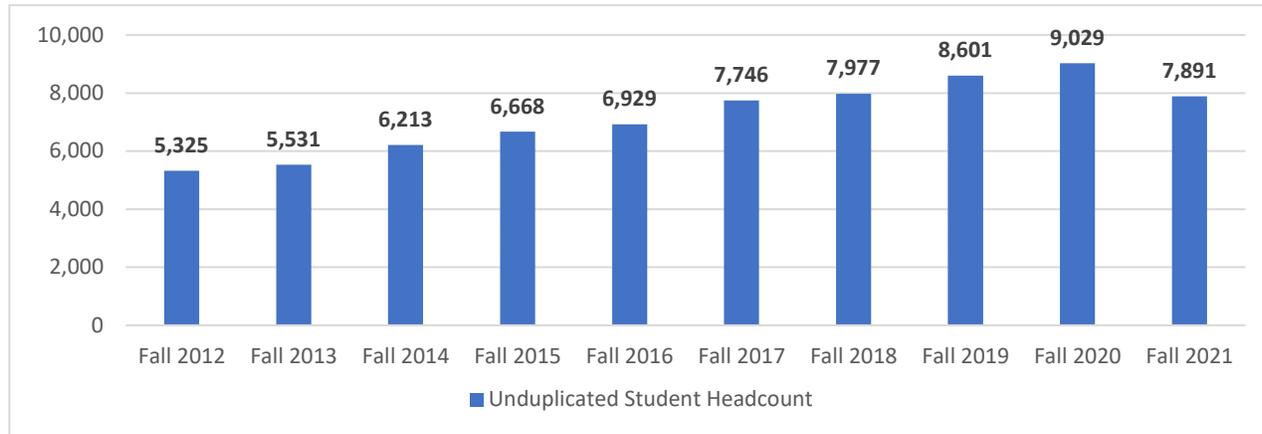
Chapter 3: Clovis Community College Enrollment Trends

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. The decline in enrollment is direct result of the COVID-19 pandemic.

Unduplicated Student Enrollment Headcount by Fall Terms

The current ten-year trend has Clovis at a 48% headcount increase. CCC was granted accreditation in 2015 and has seen a 18% increase since then while the state system has shown a 19% decrease.

Figure 9: Unduplicated Student Enrollment Headcount by Fall Terms

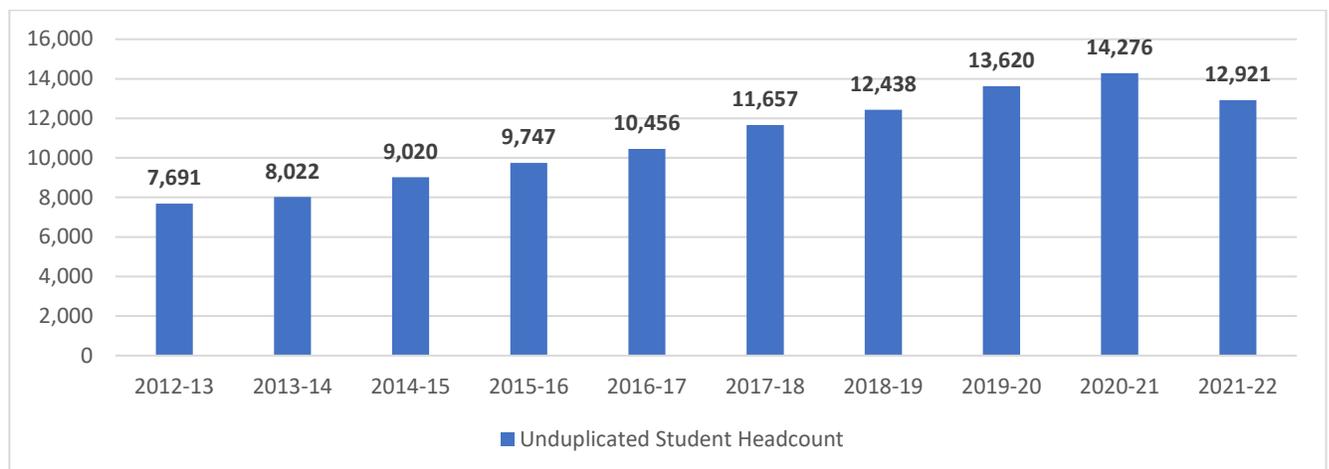


Data Source: ATERMs

Unduplicated Student Enrollment Headcount by Academic Year

Headcount enrollment data is also presented annually which includes summer, fall, and spring terms. Clovis Community College began serving more than 10,000 students shortly after initial accreditation. Unduplicated student headcount climbed to 14,276 in 2019-20, which is a 77% increase over the past 10 academic years and a 46% increase since becoming a college. Comparatively, the state system reports a 4% decrease from 2011-12 to 2019-20.

Figure 10: Annual Unduplicated Student Enrollment

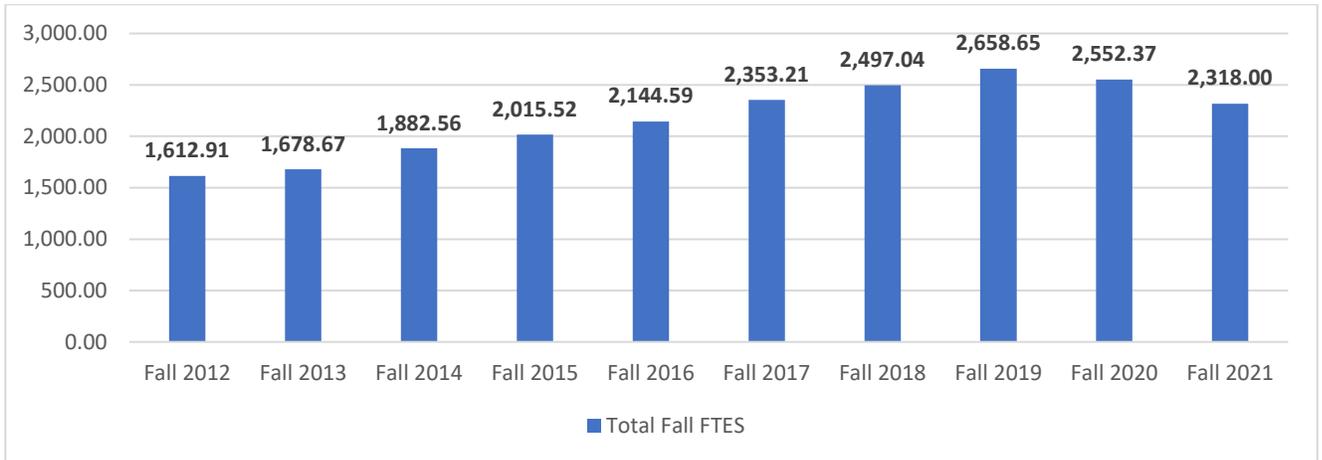


Data Source: ATERMs

Full-Time Equivalent Students by Fall Terms

The following table shows the enrollment growth through Full Time Equivalent Students (FTES) across the past 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 ($3 \times 5 \times 35 = 525$). There has been a 44% increase in FTES from Fall 2012 to Fall 2021 and a 15% increase since becoming a college in Fall 2015.

Figure 11: FTES by Fall Terms

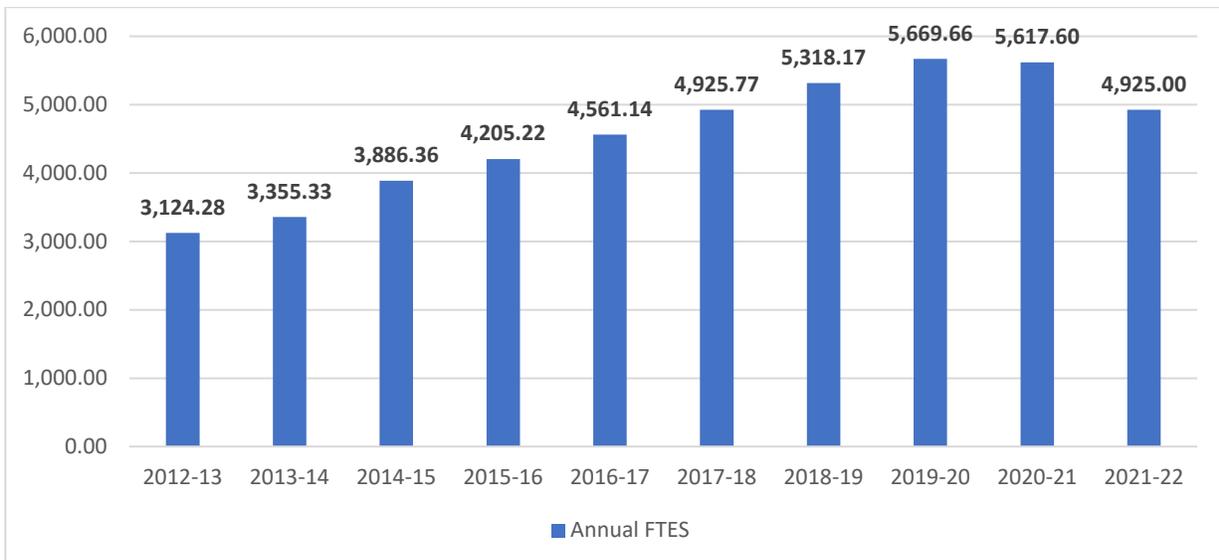


Data Source: ATERM FTES, Only RFTEs included

Full-Time Equivalent Students by Academic Year

Full-time Equivalent Student (FTES) data is also presented annually which includes summer, fall, and spring terms. Over the past 10 academic years, CCC has seen a 58% increase in FTES. Since earning accreditation, Clovis has seen a 17% increase in annual FTES.

Figure 12: Annual FTES



Data Source: ATERM FTES, Only RFTEs included

Enrollment Status

Continuing Students (those with continuous enrollments) make up the largest portion of the headcount (64%) at Clovis Community College. The second largest group based on admit status are High School/Dual Enrolled Students (15%), followed by First-Time Students (14%) and Returning Students (those who had some break in enrollments) (<1%). As expected, the proportions are beginning to shift with High School Enrichment/Dual Enrollment Students increasing as the college continues to grow and build that program.

Table 7: Enrollment by Enrollment Status

Enrollment Status	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
First-Time Student	22%	12%	18%	12%	14%
Returning Student	14%	0%	14%	3%	<1%
Continuing Student	56%	78%	59%	74%	64%
HS Enrichment or DuE Student	6%	5%	6%	5%	15%

Data source: CCCCO Data Mart

Declared Educational Goals

Students are asked to report their educational goals during the articulation process and are then encouraged to update as needed. Categories have been collapsed so as to present a clearer picture of intent and therefore, totals will not add to 100%. Clovis Community College offers Associate Degrees, which are complete programs of study, as well as several Associate Degrees for Transfer, which help students complete a program and prepare for transfer to a four-year institution. As can be seen in the table below, most students (73%) plan to transfer to a four-year institution with or without having earned an Associate Degree on the way. Slightly over 2/3 of all students intend to complete an Associate's Degree. One 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

Educational Goals	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Transfer to four-year institution (with or without Degree)	69%	68%	68%	66%	73%
Earn Associate Degree (with or without Transfer)	60%	55%	61%	60%	67%
Earn Associate Degree Only	5%	5%	6%	6%	5%
Earn Vocational Degree or Certificate (with or without Transfer)	2%	1%	2%	1%	1%
Job Skills	4%	6%	3%	5%	3%
Other (includes unknown or undecided)	21%	21%	21%	22%	15%

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 54% of all students taking less than 12 units a semester. CCC has several initiatives that hopes to turn that around, including the California Promise that enrollment fees will be waived for qualifying students beginning Fall 2019. As part of the California Promise, students will need to maintain 15 or more units per term.

Table 9: Enrollment by Unit Load

Unit Load	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Non-Credit	< 1%	<1%	<1%	<1%	<1%
1.0-2.9	1%	<1%	<1%	<1%	<1%
3.0-5.9	19%	18%	18%	19%	18%
6.0-8.9	19%	19%	20%	18%	18%
9.0-11.9	18%	18%	17%	18%	18%
12.0-14.9	31%	31%	28%	28%	30%
15.0+	13%	14%	17%	16%	16%

Data source: ATERMs

Delivery Type

As a way to increase access to educational opportunities, Clovis Community College offers online courses in both traditional (all online) and hybrid (mostly online with some face-to-face meetings) methods and is a way to provide access to non-traditional students. While online courses accounted for 11% of all enrollments in Fall 2019, due to the COVID-19 pandemic, all courses transitioned to online in Spring 2020 and continued through Spring 2021. Face-to-face classes resumed and made up approximately 25% of the Fall 2021 schedule. Enrollments in F2F classes in Fall 2021 was 12%. As the COVID virus wanes, CCC is expected to begin offering more F2F classes. The Fall 2022 schedule has increased in-person classes to 51%.

Table 10: Enrollments by Delivery Type

Delivery Type	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Traditional (Face-to-Face)	93%	91%	89%	-	12%
Distance Ed (Online or Hybrid)	7%	9%	11%	100%	88%

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

Percentage of Students Taking at Least One Online Course	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Distance Ed (Online or Hybrid)	15%	20%	26%	100%	96%

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 2021. Beginning in Fall 2022, students are starting to return to campus and we will resume this metric.

Table 12: Enrollments by Time Period

Time Period	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Day	83%	82%	83%	-	-
Evening	17%	18%	17%	-	-

Data source: ATERMs

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

Percentage of Students Taking at Least One Evening Class	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Evening	35%	35%	31%	-	-

Data source: ATERMs

Chapter 4: Student Success and Retention

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

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

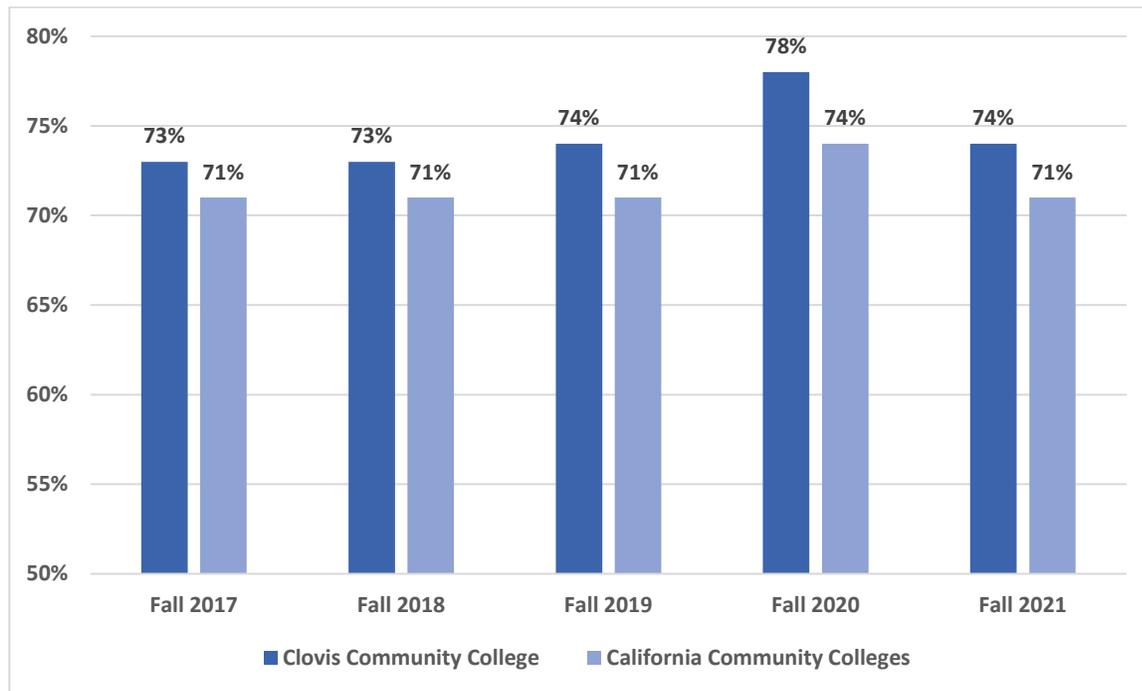
Two primary data sources are used in this chapter. The first is Colleague (SQL), which allows for specific data inquiry and gives direct access to student records. The second source includes two data sets (ATERMs and ATERM FTEs) and provides historical data from term snapshots.

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

Course Success Rates

Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of “A”, “B”, “C”, or “Pass” in their course. Clovis Community College is above the state average in successful course completion and is currently at 74%.

Figure 13: Fall Course Success Rates

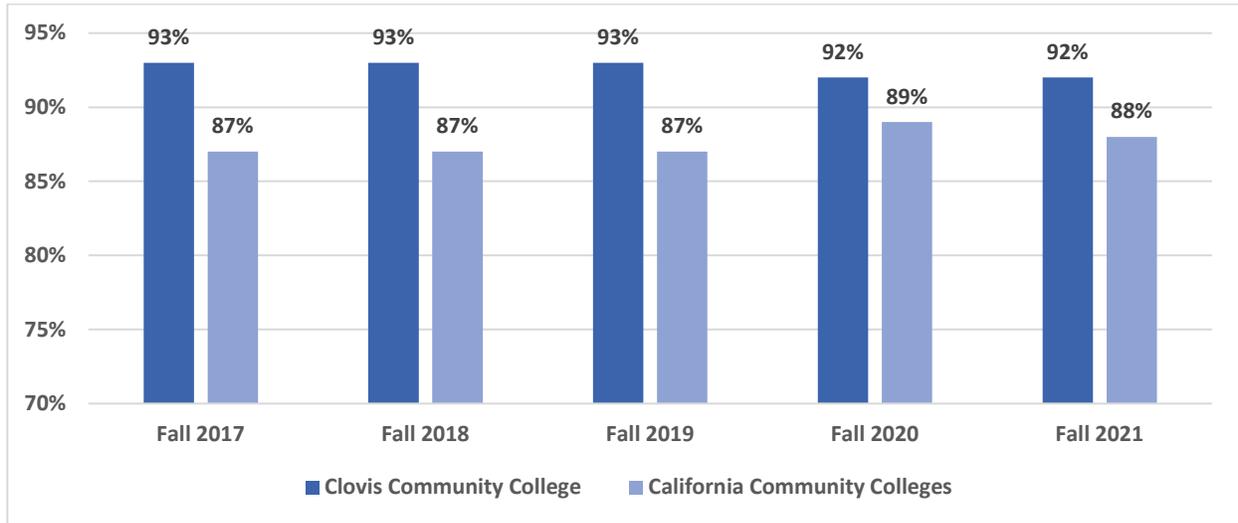


Data Source: ATERMs, CCCCO DataMart

Course Retention Rates

Retention rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. As can be seen, CCC has extremely high and consistent retention rates and exceeds the state by 4%-5%.

Figure 14: Fall Course Retention Rates

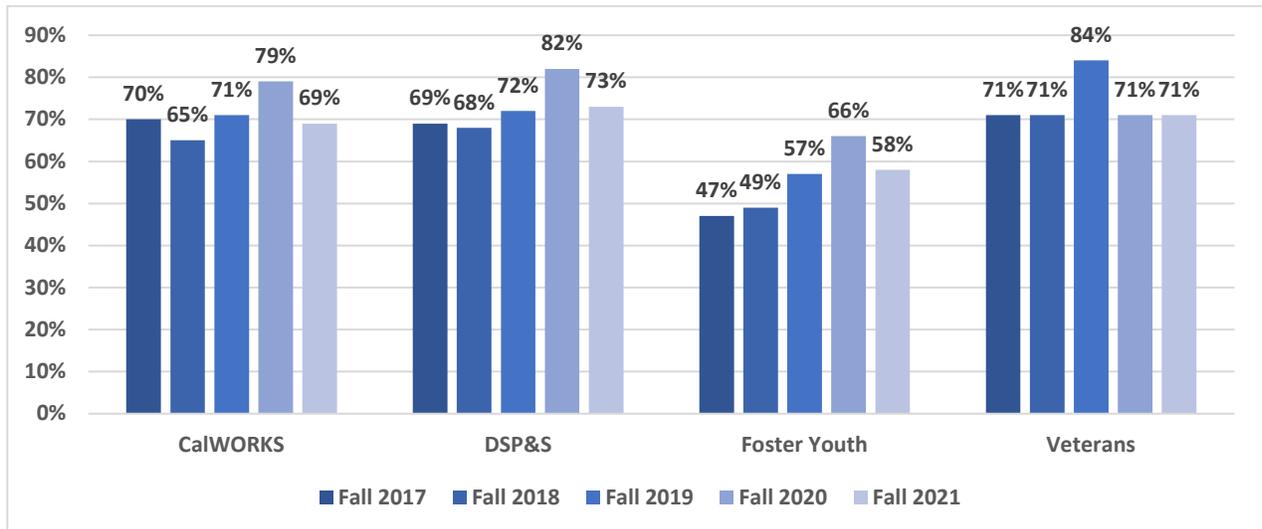


Data Source: ATERMs, CCCCO DataMart

Special Programs Course Success Rates

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

Figure 15: Fall Special Programs Course Success Rates

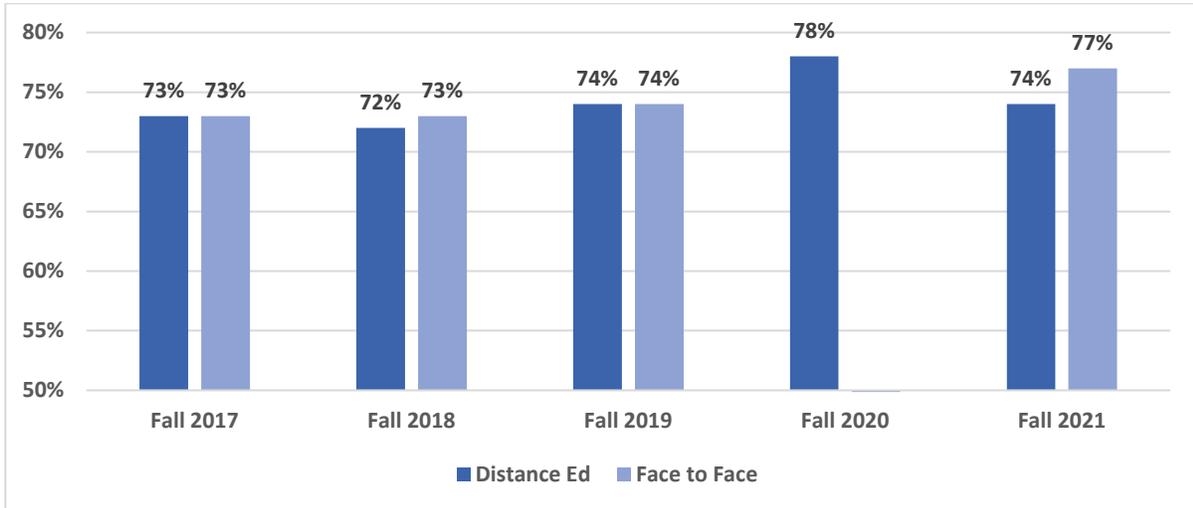


Data Source: [CCCCO Datamart](#)

Course Success Rates by Delivery Method

Successful course completion rates (or success rates) reflect the proportion of students enrolled at census who earn a grade of “A”, “B”, “C”, or “Pass” in their course. Over the course of five fall terms, online courses have had steady success rates compared to those of traditional in class meetings with just a slight difference. NOTE: No Face-to-Face classes were offered Fall 2020 due to COVID-19.

Figure 16: Fall Course Success Rates by Delivery Method

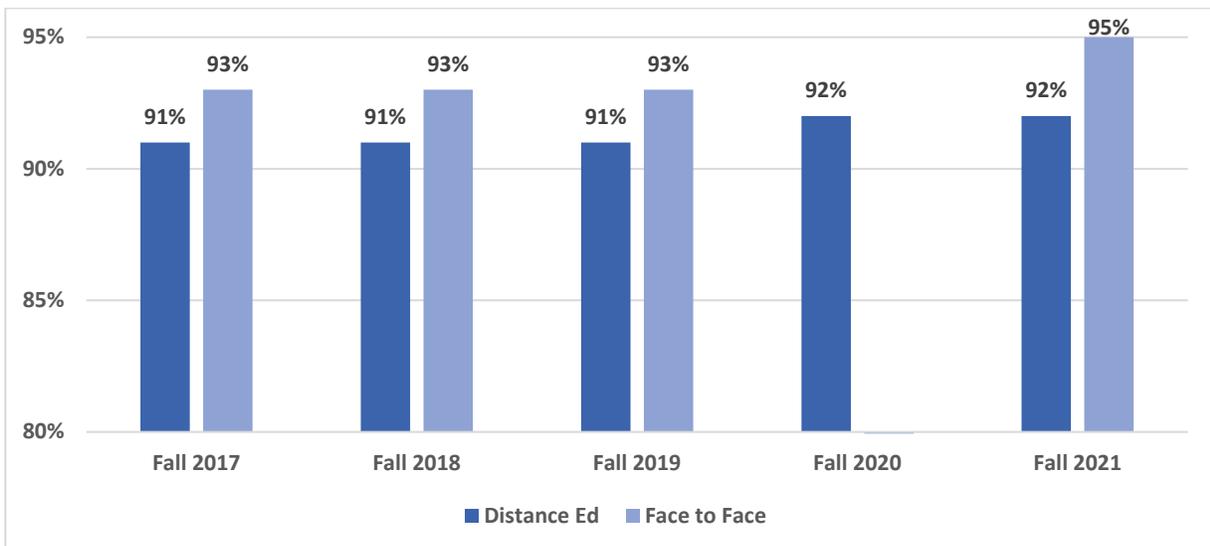


Data Source: ATERMs

Course Retention Rates by Delivery Method

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

Figure 17: Fall Course Retention Rates by Delivery Method



Data Source: ATERMs

Course Success and Retention Rates by Ethnicity

The successful course completion rate is calculated by dividing the number of students who received a passing grade in a credit course (A, B, C, P) by the number of students enrolled at census. The current success rate for the campus is 74%, which is above the Institutional Set Standard of 70%.

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

American Indian students remain impacted in both success and retention. Success rates for African America and Latinx students are experiencing disproportionate impact in fall 2021.

Table 14: Fall Course Success Rates by Ethnicity

Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African American	68%↓	69%↓	64%↓	74%	64%↓
American Indian * ↓	72%↓	68%↓	67%↓	59%↓	67%↓
Asian	78%	78%	77%	82%	78%
Filipino	82%	82%	83%	78%	82%
Latinx	69%↓	68%↓	70%↓	74%	70%↓
More than 1 Ethnicity	78%	74%	77%	79%	suppressed
Pacific Islander ** ↓	76%	suppressed	70%↓	82%	88%
White	76%	76%	77%	81%	78%

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 92%.

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

Ethnicity	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
African American	90%	91%	90%	89%	90%
American Indian * ↓	93%	91%	92%	82%↓	92%
Asian	93%	93%	93%	93%	95%
Filipino	95%	96%	94%	93%	94%
Latinx	92%	92%	93%	91%	91%
More than 1 Ethnicity	94%	93%	92%	93%	suppressed
Pacific Islander ** ↓	97%	suppressed	97%	93%	97%
White	93%	94%	92%	92%	93%

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 2021, 38 students identified as Non-Binary and had higher than average success rates.

Table 16: Fall Course Success Rates by Gender

Gender	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	76%	76%	75%	80%	75%
Male	69%↓	68%↓	72%	75%	73%
Non-Binary *↓	-	-	-	60%↓	79%

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. Non-Binary students report higher than average rates of retention than average in Fall 2021.

Table 17: Fall Course Retention Rates by Gender

Gender	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	93%	93%	93%	93%	93%
Male	92%	92%	92%	91%	92%
Non-Binary *↓	-	-	-	88%↓	98%

Data Source: ATERMs

Program Completion

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

CCC recently added two popular, internal certificates, CSU General Education Breadth (CSU GE-Breadth) and Intersegmental General Education Transfer Curriculum (IGETC). Although not yet recognized by the CCCC, 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 892 of these certificates.

Table 18: Graduates by Program

Program	2019-20	2020-21	2021-22
Accounting	-	1	9
Administration of Justice for Transfer	44	41	44
Anthropology	-	-	-
Anthropology for Transfer	3	8	8

Program	2019-20	2020-21	2021-22
Art History	-	-	-
Art History for Transfer	-	6	9
Art: Two-Dimensional	2	3	1
Associate Teacher	1	-	-
Biological Science	24	7	4
Biology for Transfer	23	25	27
Business Administration for Transfer	131	118	119
Business Administration, Accounting	1	-	2
Business Administration, Entrepreneur	-	-	1
Business Administration, General Business	-	3	1
Business Administration, Management	-	3	3
Business Administration, Marketing	1	-	1
Child and Adolescent Development	-	-	7
Chemistry	-	1	-
Child Care for School Age-Children/Teacher	5	1	3
Child Care for School-Age Children/Associate Teacher	-	-	-
Child Development	18	9	28
Child Development/Teacher	7	8	8
Civil Engineering	1	17	16
Communication	7	1	6
Communication Studies	16	11	14
Communication Studies for Transfer	36	30	43
Computer or Software Engineering	2	14	9
Computer Science	13	23	45
Criminal Justice: Law Enforcement	2	1	1
Criminology - Corrections	-	1	1
Criminology - Law Enforcement	1	1	1
Csu Ge-Breadth	701	650	783
Cyber Security	-	6	3
Drinking Water Treatment and Distribution	-	2	4
Early Childhood Education for Transfer	20	20	34
Economics	-	-	-
Economics for Transfer	17	15	21
Electrical Engineering	2	11	13
Elementary Teacher Education	-	-	-
Elementary Teacher Education for Transfer	63	50	59
Engineering	3	2	3
English	3	2	1
English for Transfer	21	16	18
Entry Level Management	-	2	-
Environmental Science for Transfer	-	1	4
Food Safety and Quality Technician	-	-	-
Foreign Language	1	2	-
Geography for Transfer	2	3	3
History for Transfer	24	25	22

Program	2019-20	2020-21	2021-22
Information Systems	1	-	1
Information Systems – Programming for the web	-	-	1
Information Systems, Networking	5	8	5
Information Systems, Web Design	1	2	5
Information Technician Support	1	1	1
Information Technology Support Technician	-	1	-
Intersegmental General Education Transfer Curriculum (igetc)	44	64	109
Kinesiology for Transfer	29	28	28
Liberal Arts & Sciences, Arts & Humanities	4	-	5
Liberal Arts & Sciences, Natural Sciences	37	69	61
Liberal Studies	129	119	125
Life Science	125	159	179
Management	1	3	2
Managerial Assistant	-	-	-
Mathematics	5	9	19
Mathematics for Transfer	32	35	31
Mechanical, Aerospace, Or Manufacturing Engineering	3	18	12
Mechatronics Advanced Plc Job Skills Certificate	-	-	1
Mechatronics Electronic Job Skills Certificate	-	-	4
Mechatronics/Industrial Automation	2	5	3
Occupational Therapy Assistant	-	-	9
Philosophy for Transfer	7	4	
Physical Education	14	27	44
Physical Science	6	13	6
Physics for Transfer	11	20	13
Political Science for Transfer	20	11	14
Psychology for Transfer	147	157	163
Rehabilitation Aide	1	1	
Small Business Management	1	3	1
Social Justice Studies for Transfer	-	7	4
Social Science	106	138	124
Sociology for Transfer	14	37	28
Spanish for Transfer	1	5	-
Studio Arts for Transfer	26	13	35
Teacher I	-	-	6
Teacher II	-	-	10
Teacher III	-	-	5
Wastewater Treatment	3	6	1
Total	1,971	2,103	2,427

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 2021-22) shows the top 15 CCC condensed programs as indicated by awards earned. Biological Science remains at the top of the list with the most awards earned the

past two years.

Table 19: Graduated by Top 15 Condensed Programs

Top 15 Condensed Program	2019-20	2020-21	2021-22
Biological Science	178	205	220
Liberal Arts & Sciences/Liberal Studies	170	188	191
Psychology	147	157	163
Business Administration	152	148	160
Early Childhood Education	114	88	160
Social Science	106	138	124
Communications	59	42	63
Engineering	11	62	53
Mathematics	37	44	50
Criminology	47	44	47
Art	28	22	45
Computer Science	13	23	45
Physical Education	14	27	44
Sociology	14	44	32
Kinesiology	29	28	28

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 report completion rates that are more aligned to enrollments. They are still slightly under the expected completion rate of 44%.

Table 20: Program Completion by Ethnicity 2019-20

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

Data Source: SQL

Table 21: Program Completion by Ethnicity 2020-21

2020-21	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	9	10	3	11	25	-	58	3%
American Indian / Alaskan Native	1	-	1	1	3	-	6	<1%
Asian	31	32	37	32	79	-	211	10%

2020-21	AA	AA-T	AS	AS-T	CA	CN	Total	%
Filipino	2	7	5	2	12	-	28	1%
Latinx	163	191	104	104	341	1	904	43%
Multi-ethnicity	13	22	8	14	39	-	96	5%
Unknown	2	1	1	2	4	1	11	1%
White/ non-Hispanic	140	152	117	95	285	-	789	38%
TOTAL	361	415	276	261	788	2	2103	100%

Data Source: SQL

Table 22: 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

Student Transfers

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

The following reflects annual transfer rates based on a student’s last term and subsequent enrollment to a four-year university in California.

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

Table 23: Student Transfers to 4-Year California Schools

Transfers to 4-Year California Schools	UC Transfer	CSU Transfer	In State Private
2017-18	194	1,433	374
2018-19	176	1,492	449

Transfers to 4-Year California Schools	UC Transfer	CSU Transfer	In State Private
2019-20	209	1,799	467

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 200 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

California Transfer University	2017-18	2018-19	2019-20
CALIFORNIA STATE UNIVERSITY - FRESNO	1,175	1,240	1,555
UNIVERSITY OF CALIFORNIA-DAVIS	34	46	42
UNIVERSITY OF CALIFORNIA - IRVINE	19	22	29
ARIZONA STATE UNIVERSITY	29	31	29
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	14	18	27
UNIVERSITY OF CALIFORNIA - BERKELEY	25	28	25
CALIFORNIA STATE UNIVERSITY - LONG BEACH	13	20	22
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	18	14	20
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	29	25	20
CALIFORNIA STATE UNIVERSITY - STANISLAUS	15	16	20
UNIVERSITY OF CALIFORNIA-LOS ANGELES	25	16	19
SAN DIEGO STATE UNIVERSITY	15	17	19
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	28	23	18
HUMBOLDT STATE UNIVERSITY	12	6	16
SAN JOSE STATE UNIVERSITY	17	20	16
UNIVERSITY OF CALIFORNIA-SAN DIEGO	27	13	15
UNIVERSITY OF CALIFORNIA - RIVERSIDE	12	4	15
UNIVERSITY OF CALIFORNIA - MERCED	17	15	15
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	24	19	15
CALIFORNIA STATE UNIVERSITY - EAST BAY	6	5	14
SAN FRANCISCO STATE UNIVERSITY	18	24	12

Data source: ATERMs, National Student Clearinghouse

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

Stemming from the Chancellor’s Office system goals, including Vision for Success and Guided Pathways, a set of universal, simplified metrics for California’s 116 community colleges was developed.

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

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

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

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.

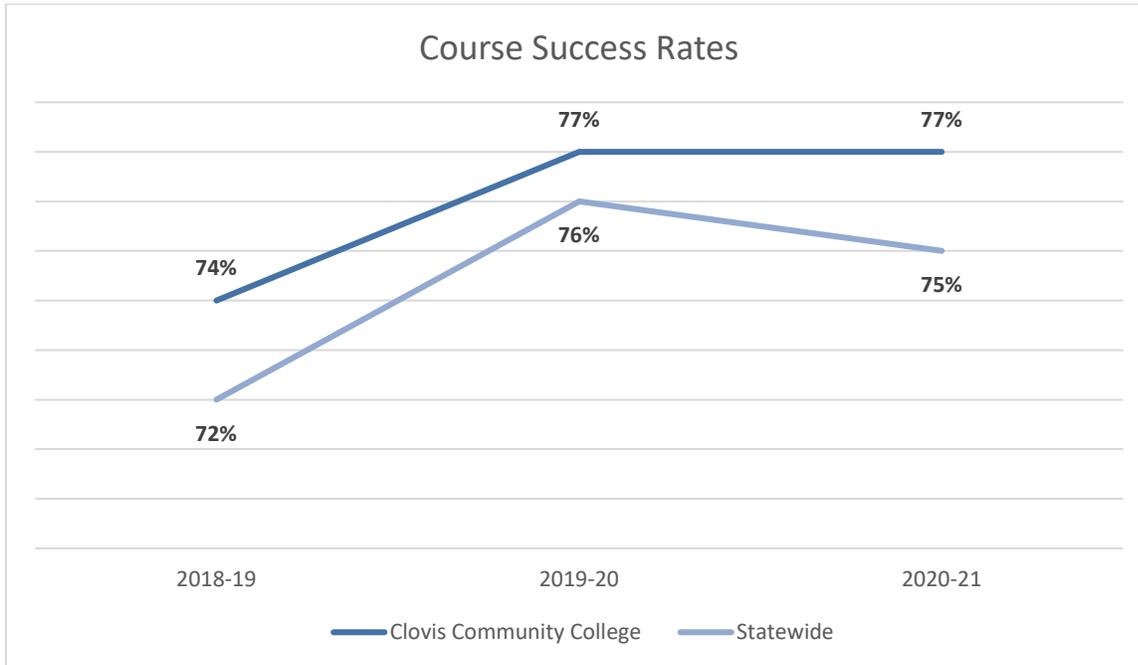
- Purchased a virtual lab platform that supports a range of science-related disciplines. This is be the first purchase to support system-wide transition to virtual labs. All colleges will have access to the platform services, including expanded support and technical assistance for faculty.
- Clarified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

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

Course Success Rate

Clovis Community College has been focused on course success for several years and consistently produces higher than state average rates. The increases beginning in 2019-20 is striking and likely due to the CCCCO executive order brought about because of the COVID-19 pandemic ([CCCCO Press Release March 27 2020](#)).

Figure 18: Student Success Metric Course Success Rate



Data Source: CCCCO LaunchBoard

Course Success Rates by Disaggregation

One of the major inclusions that the LaunchBoard data has given us is the ability to disaggregate across all student equity groups. The rationale is that equity is not to be viewed in a vacuum. Rather, equity should be considered at every possible avenue as a check on both successful outcomes and support services. Disproportionate impact on student ethnic groups has decreased over the years yet remains for Black and American Indian students. And while Latinx students do not show a gap in 2019-20, CCC needs to continue to monitor this group. In addition, LGBT, Foster Youth and students with disabilities continue to struggle.

Table 25: Student Success Metric Course Success Rate by Gender

Gender	2018-19	2019-20	2020-21
Female	76%	79%	79%
Male	71%	75%	75%

Data Source: CCCCO LaunchBoard

Table 26: Student Success Metric Course Success Rate by Ethnicity

Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	66%↓	70%↓	66%↓
Asian	78%	80%	82%

Ethnicity	2018-19	2019-20	2020-21
Black or African American	66%↓	71%↓	71%↓
Filipino	82%	86%	81%
Hispanic	70%↓	74%	74%
Native Hawaiian or Pacific Islander	66%	72%	80%
Two or More Races	76%	77%	77%
White	77%	80%	81%

Data Source: CCCCO LaunchBoard

Table 27: Student Success Metric Course Success Rate by Age

Age	2018-19	2019-20	2020-21
19 or Less	73%	76%	78%
20 – 24	73%	76%	75%
25 – 29	77%	79%	77%
30 – 34	79%	83%	80%
35 – 39	78%	85%	83%
40 – 49	82%	82%	83%
50 and older	82%	85%	87%

Data Source: CCCCO LaunchBoard

Table 28: Student Success Metric Course Success Rate by First Generation Status

First Generation Status	2018-19	2019-20	2020-21
First Generation	75%	77%	75%
Not First Generation	72%	78%	79%

Data Source: CCCCO LaunchBoard

Table 29: Student Success Metric Course Success Rate by Pell Grant Status

Pell Grant Status	2018-19	2019-20	2020-21
Pell Grant Recipient	72%	76%	76%
Not a Pell Grant Recipient	76%	78%	78%

Data Source: CCCCO LaunchBoard

Table 30: Student Success Metric Course Success Rate by Veteran Status

Veteran Status	2018-19	2019-20	2020-21
Veteran	73%	81%	75%
Not a Veteran	74%	77%	77%

Data Source: CCCCO LaunchBoard

Table 31: Student Success Metric Course Success Rate by LGBT Status

LGBT Status	2018-19	2019-20	2020-21
LGBT	66%↓	72%↓	71%↓
Non-LGBT	74%	77%	77%

Data Source: CCCC LaunchBoard

Table 32: Student Success Metric Course Success Rate by Promise Grant Status

Promise Grant Status	2018-19	2019-20	2020-21
Promise Grant Recipient	72%	76%	76%
Not Promise Grant Recipient	77%	79%	80%

Data Source: CCCC LaunchBoard

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

Disability Status	2018-19	2019-20	2020-21
Has a Disability	69%↓	74%↓	77%
No Disability	75%	78%	77%

Data Source: CCCC LaunchBoard

Table 34: Student Success Metric Course Success Rate by Foster Youth Status

Foster Youth Status	2018-19	2019-20	2020-21
Foster Youth	62%↓	67%↓	68%↓
Not a Foster Youth	74%	77%	77%

Data Source: CCCC LaunchBoard

Table 34: Student Success Metric Course Success Rate by Economic Status

Economic Status	2018-19	2019-20	2020-21
Economically Disadvantaged	72%	76%	76%
Not Economically Disadvantaged	77%	80%	80%

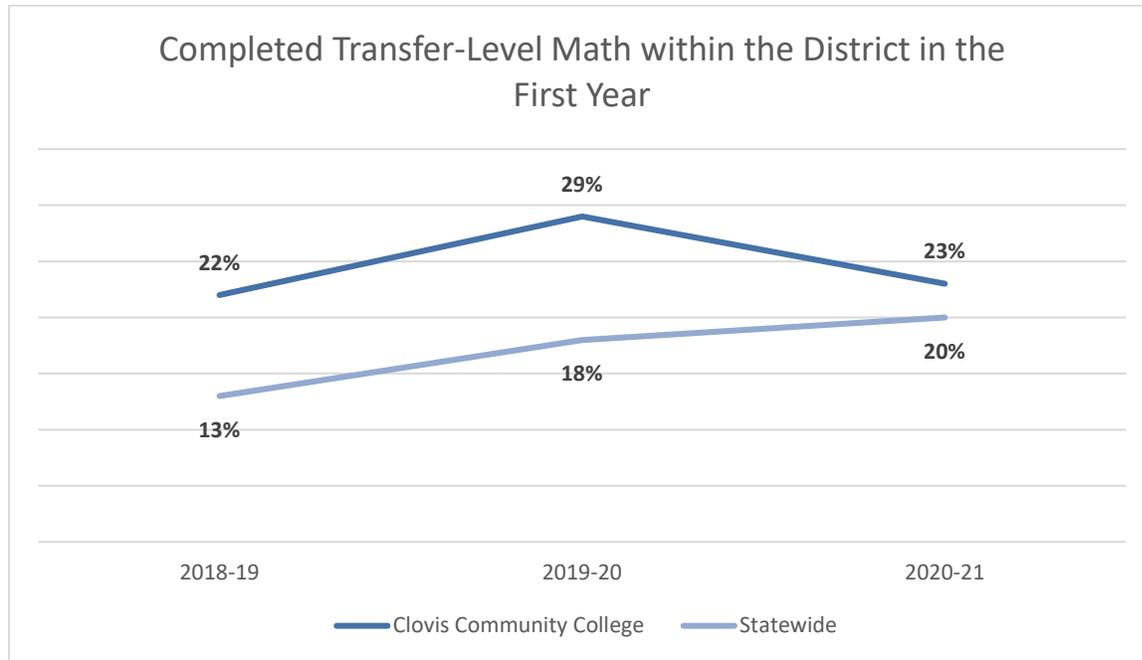
Data Source: CCCC LaunchBoard

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

With the addition of AB705, Colleges have been tasked to increase the number of students who complete transfer-level Math and English in their first year. 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 19: Student Success Metric Completed Transfer-Level Math within the District in the First Year



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.

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, First Generation, and Disabled Students. Differences among age categories remains with a marked decrease in success as age goes up.

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

Gender	2018-19	2019-20	2020-21
Female	20%	28%	22%
Male	24%	32%	25%

Data Source: CCCCO LaunchBoard

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

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

Table 37: Student Success Metric Completed Transfer-Level Math within the District in the First Year by Ethnicity

Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	*	*	*
Asian	32%	37%	27%
Black or African American	15%↓	24%↓	12%↓
Filipino	30%	36%	34%
Hispanic	17%↓	26%	20%
Native Hawaiian or Pacific Islander	*	*	
Two or More Races	24%	35%	30%
White	24%	31%	25%

Data Source: CCCCO LaunchBoard

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

Age	2018-19	2019-20	2020-21
19 or Less	30%	40%	29%
20 – 24	13%↓	17%↓	15%↓
25 – 29	8%↓	12%↓	13%↓
30 – 34	*	10%↓	*
35 – 39	7%↓	*	7%↓
40 – 49	*	9%↓	9%↓
50 and older	*	*	*

Data Source: CCCCO LaunchBoard

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

First Generation Status	2018-19	2019-20	2020-21
First Generation	20%	25%↓	16%↓
Not First Generation	23%	32%	27%

Data Source: CCCCO LaunchBoard

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

Pell Grant Status	2018-19	2019-20	2020-21
Pell Grant Recipient	23%	31%	24%
Not a Pell Grant Recipient	21%	28%	22%

Data Source: CCCCO LaunchBoard

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

Veteran Status	2018-19	2019-20	2020-21
Veteran	*	28%	*
Not a Veteran	*	29%	*

Data Source: CCCCO LaunchBoard

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

LGBT Status	2018-19	2019-20	2020-21
LGBT	*	22%	19%↓
Not LGBT	*	29%	23%

Data Source: CCCCO LaunchBoard

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

Promise Grant Status	2018-19	2019-20	2020-21
Promise Grant Recipient	20%	28%	21%
Not Promise Grant Recipient	23%	30%	25%

Data Source: CCCCO LaunchBoard

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

Disability Status	2018-19	2019-20	2020-21
Has a Disability	17%↓	27%	12%↓
No Disability	22%	29%	23%

Data Source: CCCCO LaunchBoard

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

Foster Youth Status	2018-19	2019-20	2020-21
Foster Youth	*	16%	*
Not a Foster Youth	*	29%	*

Data Source: CCCCO LaunchBoard

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

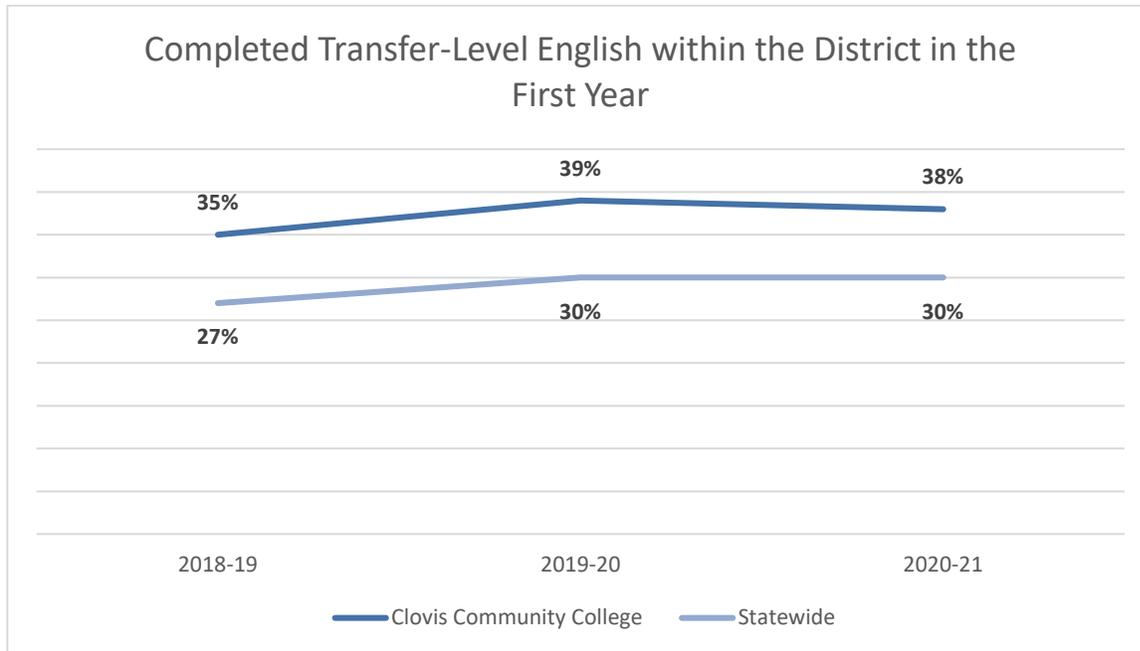
Economic Status	2018-19	2019-20	2020-21
Economically Disadvantaged	20%	28%	21%
Not Economically Disadvantaged	24%	30%	25%

Data Source: CCCCO LaunchBoard

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

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

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



Data Source: CCCC LaunchBoard

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

Completion rates of transfer-level English in the first year are very encouraging, and the across the report period has closed the gap among Latinx students. The following tables provide information that is intended to go further into the performance of various sub-populations. As will be seen, African American, Foster Youth, and Disabled Students continue to struggle compared to their peers.

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

Gender	2018-19	2019-20	2020-21
Female	33%	39%	38%
Male	34%	38%	40%

Data Source: CCCC LaunchBoard

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

Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	*	*	*
Asian	36%	41%	39%
Black or African American	26%	28%↓	27%↓
Filipino	37%	36%	44%
Hispanic	30%↓	35%↓	35%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	35%	37%	37%
White	38%	43%	43%

Data Source: CCCC LaunchBoard

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

Age	2018-19	2019-20	2020-21
19 or Less	46%	53%	50%
20 – 24	17%↓	17%↓	16%↓
25 – 29	13%↓	23%↓	23%↓
30 – 34	6%↓	*	*
35 – 39	15%↓	11%↓	13%↓
40 – 49	*	11%↓	17%↓
50 and older	*	*	*

Data Source: CCCC LaunchBoard

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

First Generation Status	2018-19	2019-20	2020-21
First Generation	31%	32%↓	31%↓
Not First Generation	36%	43%	43%

Data Source: CCCC LaunchBoard

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

Pell Grant Status	2018-19	2019-20	2020-21
Pell Grant Recipient	42%	47%	47%
Not a Pell Grant Recipient	29%	34%	35%

Data Source: CCCC LaunchBoard

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

Veteran Status	2018-19	2019-20	2020-21
Veteran	33%	32%↓	*
Not a Veteran	33%	39%	*

Data Source: CCCC LaunchBoard

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

LGBT Status	2018-19	2019-20	2020-21
LGBT	23%↓	32%↓	35%
Not LGBT	34%	39%	38%

Data Source: CCCC LaunchBoard

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

Promise Grant Status	2018-19	2019-20	2020-21
Promise Grant Recipient	34%	41%	40%
Not Promise Grant Recipient	33%	35%	36%

Data Source: CCCC LaunchBoard

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

Disability Status	2018-19	2019-20	2020-21
Has a Disability	29%↓	42%	38%
No Disability	34%	38%	38%

Data Source: CCCC LaunchBoard

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

Foster Youth Status	2018-19	2019-20	2020-21
Foster Youth	20%↓	26%↓	26%↓
Not Foster Youth	34%	39%	39%

Data Source: CCCC LaunchBoard

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

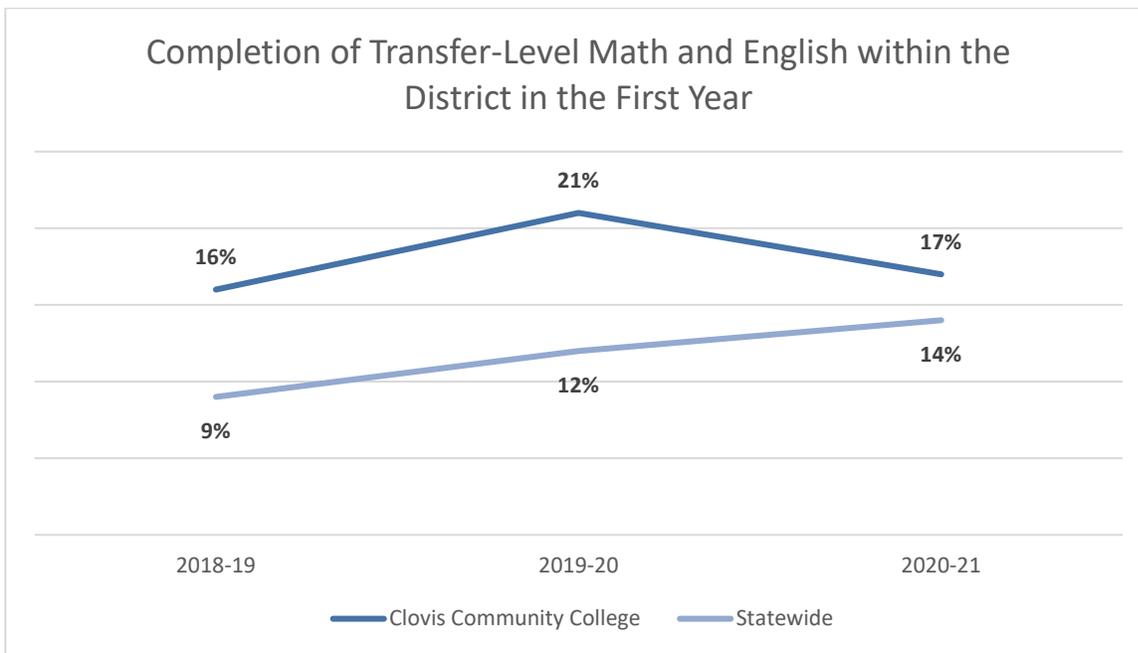
Economic Status	2018-19	2019-20	2020-21
Economically Disadvantaged	34%	41%	40%
Not Economically Disadvantaged	33%	35%	37%

Data Source: CCCC LaunchBoard

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

Seventeen percent of CCC students completed transfer-level Math *and* English within the district in their first year in 2019-20. 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 completions over the next several years. In addition, once data is more readily available, subgroup and equity comparisons will be better able to inform the college.

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



Data Source: CCCC LaunchBoard

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

When it comes to completing both Math and English in the first year, students at CCC show little variation across most equity subgroups.

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

Gender	2018-19	2019-20	2020-21
Female	14%	21%	16%
Male	16%	21%	18%

Data Source: CCCC LaunchBoard

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

Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	*	*	*
Asian	22%	26%	19%
Black or African American	*	14%↓	*
Filipino	19%	24%	28%
Hispanic	12%↓	18%	14%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	16%	19%	21%
White	17%	24%	19%

Data Source: CCCCO LaunchBoard

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

Age	2018-19	2019-20	2020-21
19 or Less	23%	31%	23%
20 – 24	4%↓	6%↓	6%↓
25 – 29	*	6%↓	7%↓
30 – 34	*	*	*
35 – 39	*	*	*
40 – 49	*	*	*
50 and older	*	*	*

Data Source: CCCCO LaunchBoard

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

First Generation Status	2018-19	2019-20	2020-21
First Generation	14%	17%↓	10%↓
Not First Generation	17%	24%	21%

Data Source: CCCCO LaunchBoard

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

Pell Grant Status	2018-19	2019-20	2020-21
Pell Grant Recipient	18%	24%	18%
Not a Pell Grant Recipient	14%	19%	16%

Data Source: CCCCO LaunchBoard

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

Veteran Status	2018-19	2019-20	2020-21
Veteran	*	*	*
Not a Veteran	*	*	*

Data Source: CCCCO LaunchBoard

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

LGBT Status	2018-19	2019-20	2020-21
LGBT	*	*	*
Not LGBT	*	*	*

Data Source: CCCC LaunchBoard

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

Promise Grant Status	2018-19	2019-20	2020-21
Promise Grant Recipient	14%	22%	16%
Not Promise Grant Recipient	16%	20%	18%

Data Source: CCCC LaunchBoard

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

Disability Status	2018-19	2019-20	2020-21
Has a Disability	13%	21%	10%↓
No Disability	15%	21%	17%

Data Source: CCCC LaunchBoard

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

Foster Youth Status	2018-19	2019-20	2020-21
Foster Youth	*	*	*
Not Foster Youth	*	*	*

Data Source: CCCC LaunchBoard

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

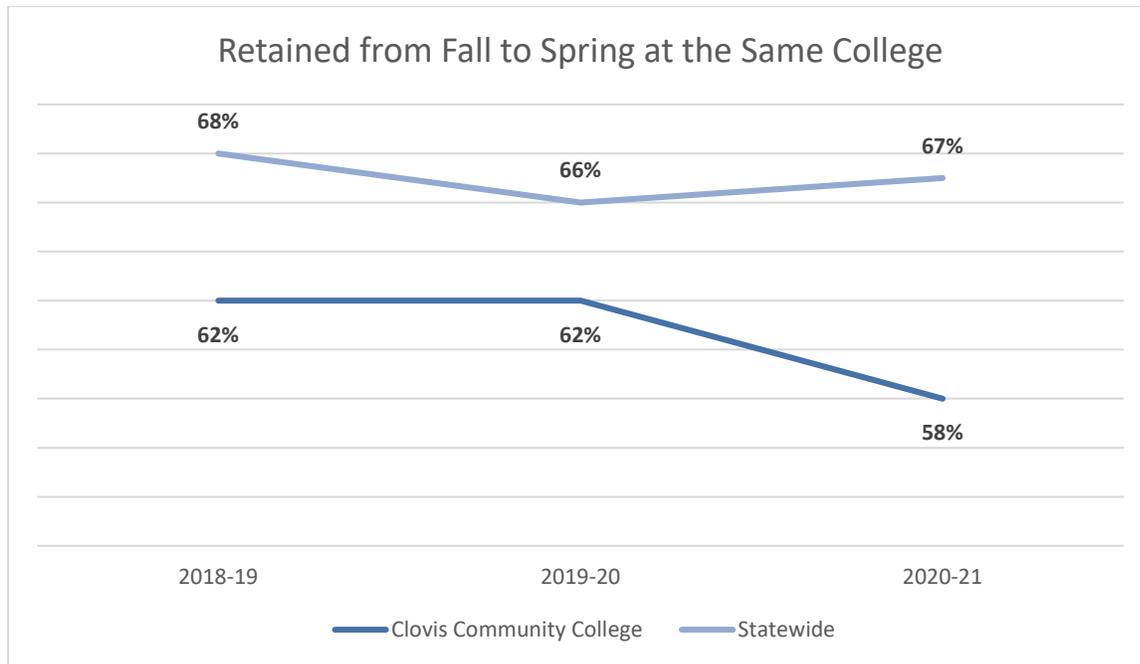
Economic Status	2018-19	2019-20	2020-21
Economically Disadvantaged	14%	22%	15%
Not Economically Disadvantaged	16%	20%	18%

Data Source: CCCC LaunchBoard

Retained from Fall to Spring at the Same College

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

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



Data Source: CCCCO LaunchBoard

Retained from Fall to Spring by Disaggregation

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

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

Gender	2018-19	2019-20	2020-21
Female	63%	60%	56%
Male	66%	66%	61%

Data Source: CCCCO LaunchBoard

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

Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	60%↓	63%	54%↓
Asian	69%	61%	56%
Black or African American	54%↓	53%↓	48%↓

Ethnicity	2018-19	2019-20	2020-21
Filipino	70%	73%	65%
Hispanic	61%	59%	54%↓
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	67%	66%	62%
White	67%	67%	64%

Data Source: CCCC LaunchBoard

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

Age	2018-19	2019-20	2020-21
19 or Less	77%	79%	73%
20 – 24	62%↓	58%↓	53%↓
25 – 29	54%↓	48%↓	45%↓
30 – 34	50%↓	50%↓	46%↓
35 – 39	55%↓	46%↓	43%↓
40 – 49	51%↓	49%↓	45%↓
50 and older	52%↓	42%↓	40%↓

Data Source: CCCC LaunchBoard

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

First Generation Status	2018-19	2019-20	2020-21
First Generation	63%	58%↓	52%↓
Not First Generation	67%	68%	64%

Data Source: CCCC LaunchBoard

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

Pell Grant Status	2018-19	2019-20	2020-21
Pell Grant Recipient	64%	60%	55%
Not a Pell Grant Recipient	65%	64%	60%

Data Source: CCCC LaunchBoard

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

Veteran Status	2018-19	2019-20	2020-21
Veteran	59%↓	53%↓	54%↓
Not a Veteran	65%	63%	58%

Data Source: CCCC LaunchBoard

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

LGBT Status	2018-19	2019-20	2020-21
LGBT	60%↓	68%	65%
Not LGBT	64%	62%	58%

Data Source: CCCCO LaunchBoard

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

Promise Grant Status	2018-19	2019-20	2020-21
Promise Grant Recipient	63%	60%	55%
Not Promise Grant Recipient	68%	69%	65%

Data Source: CCCCO LaunchBoard

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

Disability Status	2018-19	2019-20	2020-21
Has a Disability	69%	68%	64%
No Disability	64%	62%	57%

Data Source: CCCCO LaunchBoard

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

Foster Youth Status	2018-19	2019-20	2020-21
Foster Youth	53%↓	62%	54%↓
Not Foster Youth	65%	62%	58%

Data Source: CCCCO LaunchBoard

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

Economic Status	2018-19	2019-20	2020-21
Economically Disadvantaged	63%	60%	55%
Not Economically Disadvantaged	68%	69%	65%

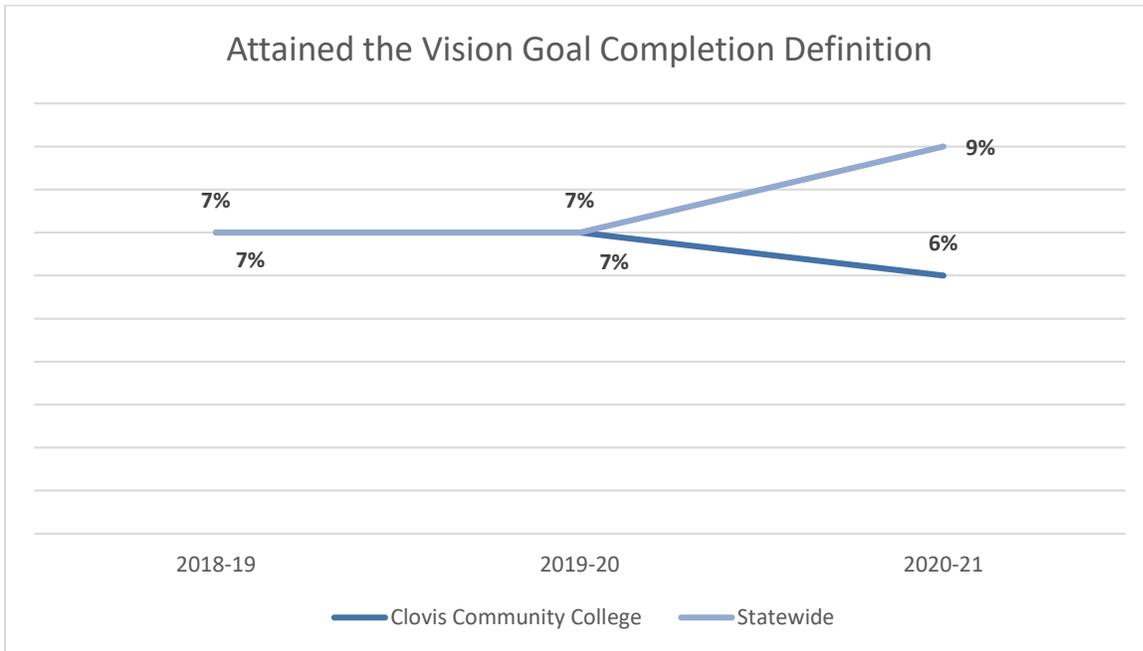
Data Source: CCCCO LaunchBoard

Attained the Vision Goal Completion Definition

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

Clovis Community College is below the state average for the first time in several years. This particular metric provides few, and minor, differences in the disaggregated data. The college will continue to monitor this metric and will look forward to a time in the near future that additional data of sub-populations is available.

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



Data Source: CCCCO LaunchBoard

Attained the Vision Goal Completion Definition by Disaggregation

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

Table 80: Student Success Metric Attained the Vision Goal Completion Definition by Gender

Gender	2018-19	2019-20	2020-21
Female	7%	7%	7%
Male	6%	6%	6%

Data Source: CCCCO LaunchBoard

Table 81: Student Success Metric Attained the Vision Goal Completion Definition by Ethnicity

Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	*	*	*
Asian	6%	7%	6%
Black or African American	4%	*	5%
Filipino	7%	10%	6%
Hispanic	6%	6%	6%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	8%	7%	6%
White	8%	8%	8%

Data Source: CCCC LaunchBoard

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

Age	2018-18	2019-20	2020-21
19 or Less	4%	4%	5%
20 – 24	9%	9%	8%
25 – 29	6%	7%	6%
30 – 34	4%	4%	6%
35 – 39	*	6%	4%
40 – 49	8%	6%	5%
50 and older	*	6%	6%

Data Source: CCCC LaunchBoard

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

First Generation Status	2018-19	2019-20	2020-21
First Generation	7%	8%	7%
Not First Generation	6%	5%	6%

Data Source: CCCC LaunchBoard

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

Pell Grant Status	2018-19	2019-20	2020-21
Pell Grant Recipient	7%	7%	8%
Not a Pell Grant Recipient	6%	7%	5%

Data Source: CCCC LaunchBoard

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

Veteran Status	2018-19	2019-20	2020-21
Veteran	6%	8%	9%
Not a Veteran	7%	7%	6%

Data Source: CCCC LaunchBoard

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

LGBT Status	2018-19	2019-20	2020-21
LGBT	*	*	*
Not LGBT	*	6%	*

Data Source: CCCCO LaunchBoard

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

Promise Grant Status	2018-19	2019-20	2020-21
Promise Grant Recipient	7%	7%	7%
Not Promise Grant Recipient	7%	7%	6%

Data Source: CCCCO LaunchBoard

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

Disability Status	2018-19	2019-20	2020-21
Has a Disability	8%	10%	8%
No Disability	7%	6%	6%

Data Source: CCCCO LaunchBoard

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

Foster Youth Status	2018-19	2019-20	2020-21
Foster Youth	*	5%	4%
Not Foster Youth	*	7%	6%

Data Source: CCCCO LaunchBoard

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

Economic Status	2018-19	2019-20	2020-21
Economically Disadvantaged	7%	7%	7%
Not Economically Disadvantaged	7%	7%	6%

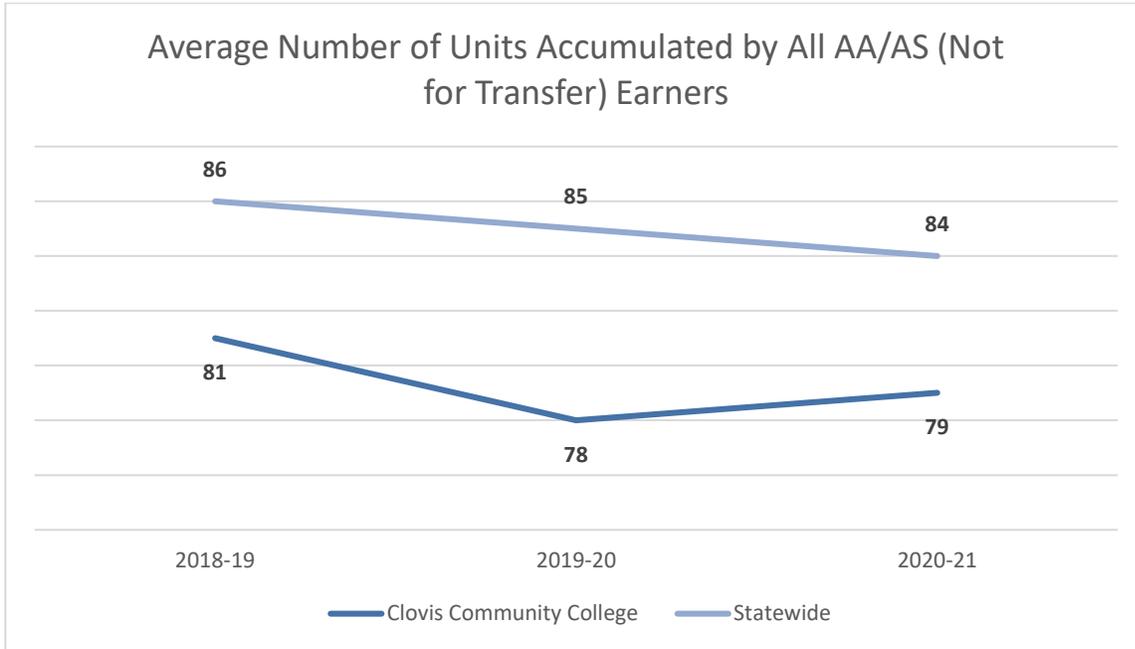
Data Source: CCCCO LaunchBoard

Average Number of Units Accumulated by Associate Degree Earners

The conversation of how many units are accumulated by students who earn a degree has been rich over the past several years. Most associate degrees require 60 academic units but it has been noted that students tend to acquire many more than that prior to 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 79. In addition, CCC has remained lower than the state over the past three years in accumulated units of associate degree earners.

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

Gender	2018-19	2019-20	2020-21
Female	80	77	75
Male	85	79	76

Data Source: CCCC LaunchBoard

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

Ethnicity	2018-19	2019-20	2020-21
American Indian/Alaska Native	*	*	*
Asian	86↓	83↓	79
Black or African American	*	*	78
Filipino	82	68	71
Hispanic	83	80	75
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	80	76	78
White	81	75	74

Data Source: CCCC LaunchBoard

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

Age	2018-19	2019-20	2020-21
19 or Less	69	68	67
20 – 24	81	81	78
25 – 29	100↓	93↓	83↓
30 – 34	90↓	73	87↓
35 – 39	*	58	54
40 – 49	92↓	*	60
50 and older	*	*	62

Data Source: CCCC LaunchBoard

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

First Generation Status	2018-19	2019-20	2020-21
First Generation	81	80	78
Not First Generation	85	73	72

Data Source: CCCC LaunchBoard

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

Pell Grant Status	2018-19	2019-20	2020-21
Pell Grant Recipient	84	84↓	78
Not a Pell Grant Recipient	80	70	71

Data Source: CCCC LaunchBoard

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

Veteran Status	2018-19	2019-20	2020-21
Veteran	*	96↓	77
Not a Veteran	*	77	75

Data Source: CCCC LaunchBoard

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

LGBT Status	2018-19	2019-20	2020-21
LGBT	*	*	*
Not LGBT	*	77	75

Data Source: CCCC LaunchBoard

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

Promise Grant Status	2018-19	2019-20	2020-21
Promise Grant Recipient	84	80	77
Not Promise Grant Recipient	78	70	70

Data Source: CCCCO LaunchBoard

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

Disability Status	2018-19	2019-20	2020-21
Has a Disability	82	77	80
No Disability	82	77	75

Data Source: CCCCO LaunchBoard

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

Foster Youth Status	2018-19	2019-20	2020-21
Foster Youth	*	*	74
Not Foster Youth	*	*	75

Data Source: CCCCO LaunchBoard

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

Economic Status	2018-19	2019-20	2020-21
Economically Disadvantaged	84	80	*
Not Economically Disadvantaged	78	70	*

Data Source: CCCCO LaunchBoard