

Clovis Community College

2022-2023

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 1.8 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. Bachelor degrees are now available at 15 of the Community Colleges;
3. Transfer education to public and private colleges and universities;
4. Basic skills and English language proficiency for increasing numbers of students;
5. Economic and workforce development to meet the ever-increasing demands of career-oriented young people, adult learners and incumbent workers; and
6. 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

COMMUNICATION • EQUITY • DATA • COMMUNICATION • EQUITY • DATA • COMMUNICATION • EQUITY • DATA • COMMUNICATION

Figure 1: CCC Integrated Planning Model

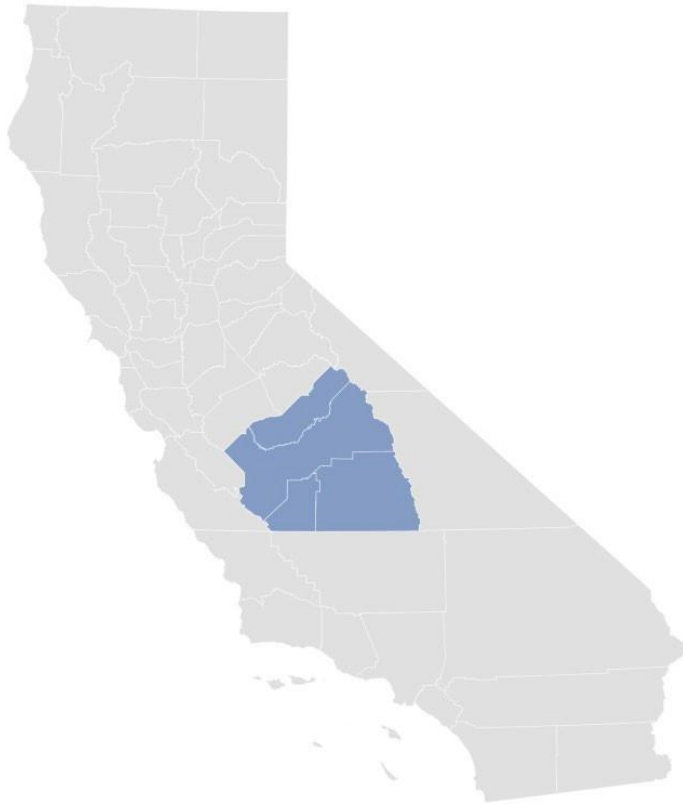
Chapter 1: Condition of our Environment

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

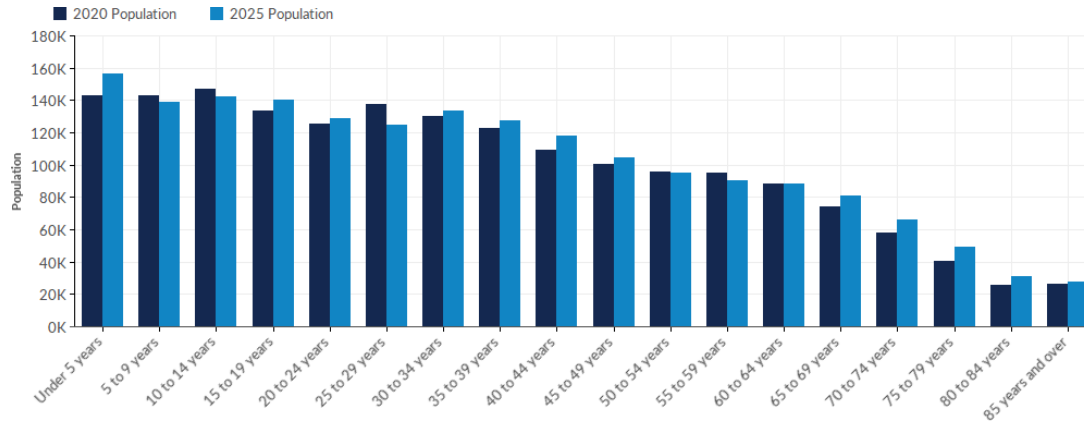
Historical and projected changes in the regional population are presented and based on the 2020 EMSI Program Demand Gap Analysis. In 2010, 1,678,430 people lived in the Clovis Service Region, and 1,858,830 people are projected to live in the region by 2030, an increase of 11%. As a comparison, the projected 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

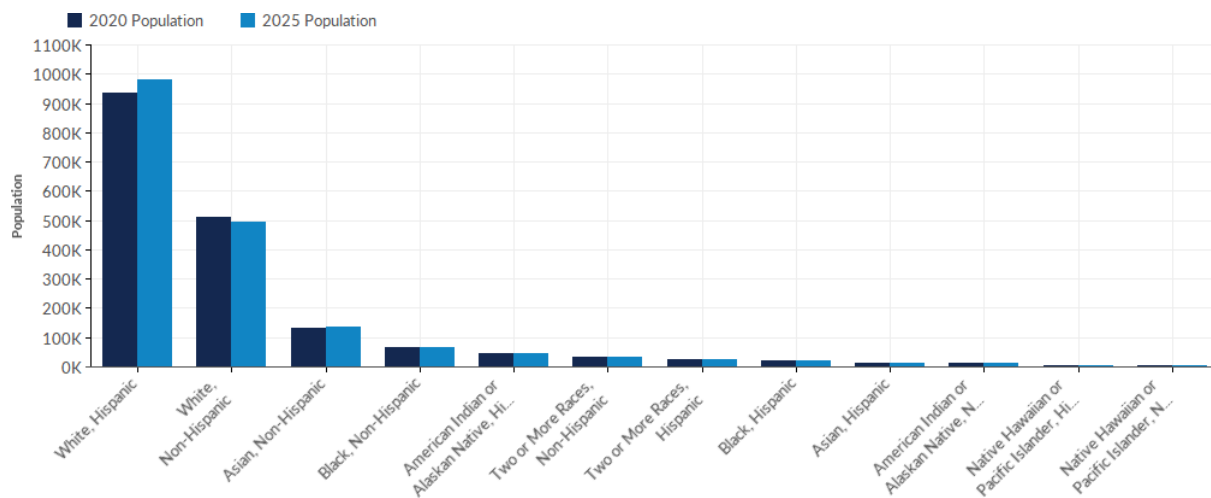


Source: EMSI, Analysis by Office of Institutional Research

Service Area Race/Ethnicity Profile

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

Figure 4: Service Area Ethnicity Profile



Source: EMSI, Analysis by Office of Institutional Research

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

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

Hispanic” students (11% compared to 7%) and a smaller “Black, Non- Hispanic” student base (2% compared to 4%).

Service Area Educational Attainment

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

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

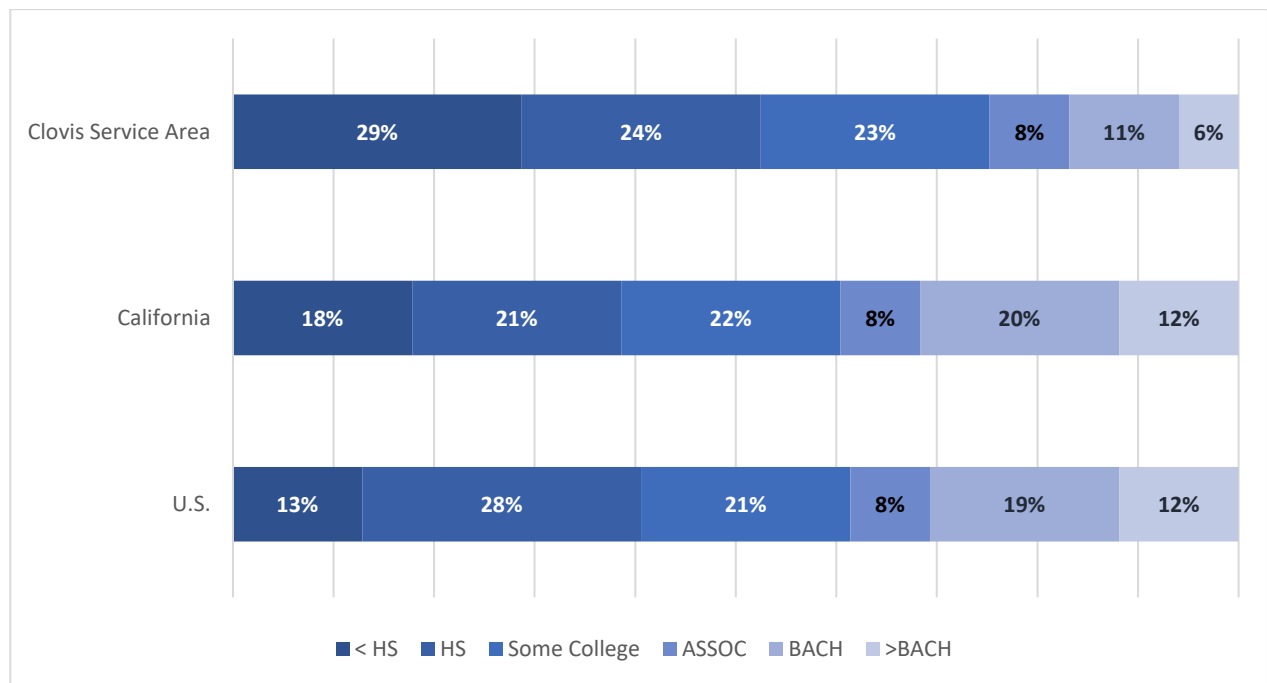
- Less than a High School Diploma (<HS);
- High School Diploma or Equivalent (HS);
- Some College;
- Associate degree (ASSOC);
- Bachelor’s degree (BACH); and
- Greater than a bachelor’s degree (>BACH).

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

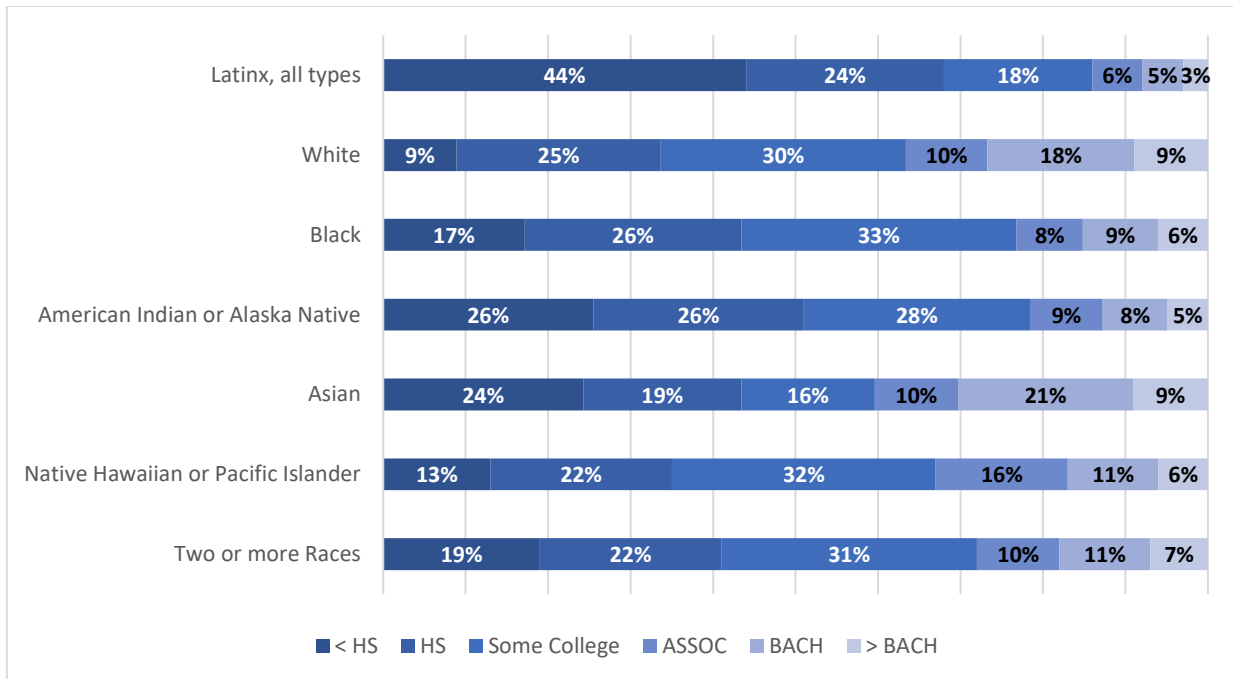
Figure 5: Highest Educational Attainment of Adults in the Clovis Service Area, California, and the U.S.



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

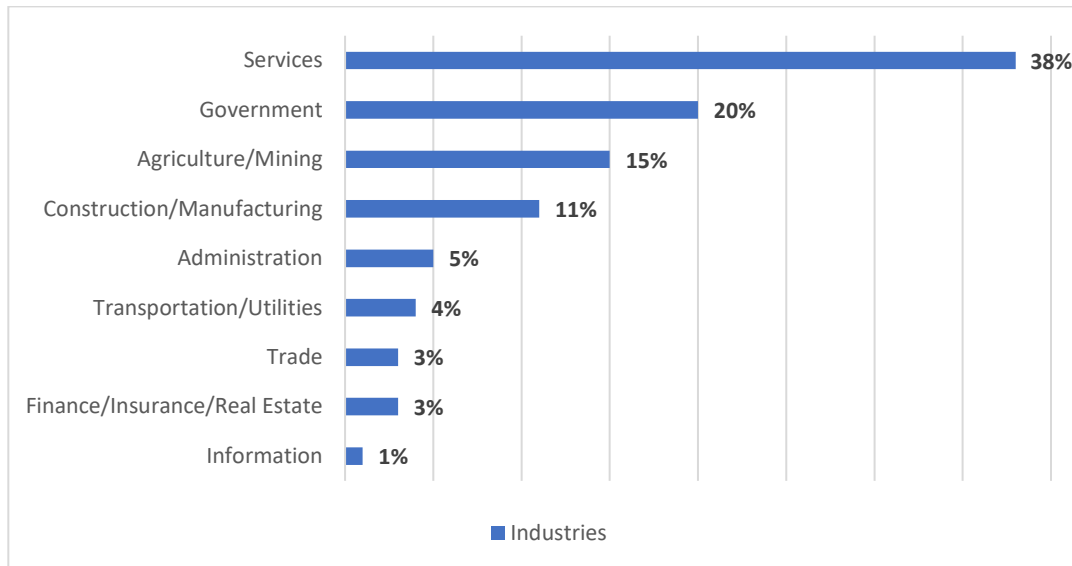


Source: EMSI Program Demand Gap Analysis (2020)

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

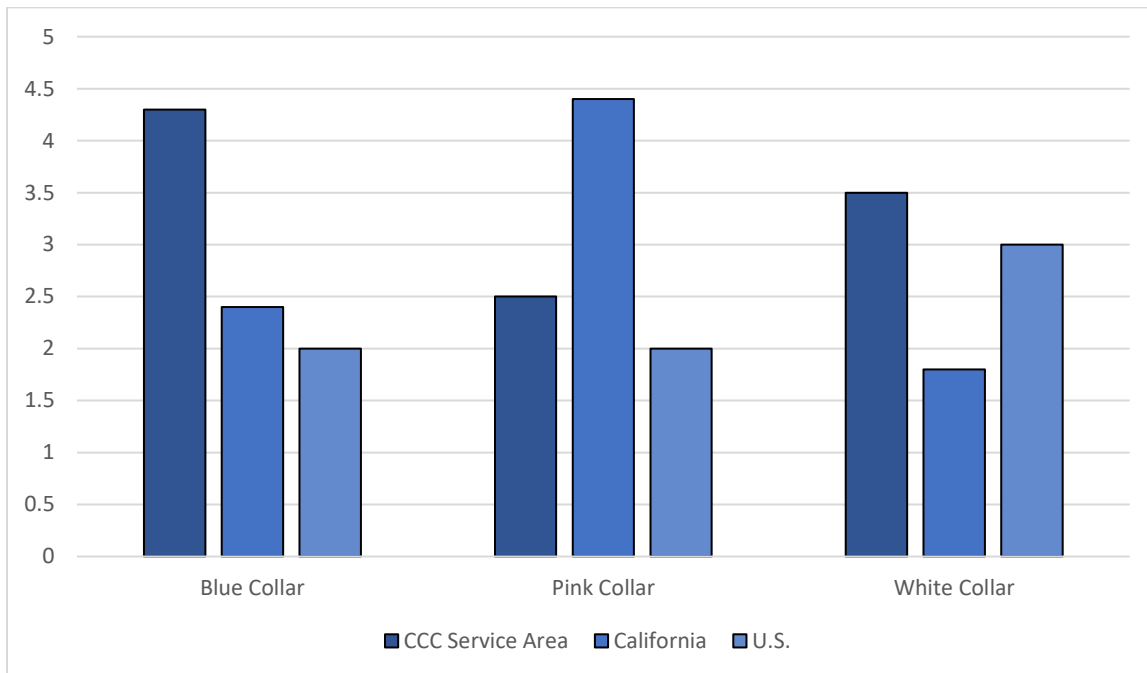


Source: EMSI; Analysis by Office of Institutional Research

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. CCC students who are 24 or younger currently comprise approximately 75% of all students while the state system reports 60%. CCC has a population of 25 to 40-year old’s that is 24% compared to the CCC System which is currently 32%. 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

Age	Category	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
19 or under	Clovis	37%	37%	36%	48%	41%
	CCC System	29%	31%	32%	32%	34%
20-24	Clovis	38%	37%	37%	33%	34%
	CCC System	30%	29%	30%	28%	26%
25-29	Clovis	12%	11%	12%	10%	11%
	CCC System	13%	13%	13%	13%	11%
30-34	Clovis	5%	6%	7%	5%	6%
	CCC System	7%	7%	8%	8%	8%
35-39	Clovis	3%	4%	4%	2%	4%
	CCC System	5%	5%	5%	6%	6%
40-49	Clovis	3%	3%	3%	2%	3%
	CCC System	7%	6%	6%	7%	7%
50 or Over	Clovis	1%	1%	1%	1%	1%
	CCC System	8%	8%	5%	7%	8%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Ethnicity

Compared to the California Community College System, Clovis consistently reports a larger population of students identifying as White/non-Hispanic compared to the CCC System (Fall 2022). However, over the past five years, White/non-Hispanic student counts have declined 3% and Latinx student counts have increased 5%.

Latinx students comprise 48% 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 studentbody as can be seen in the table below.

Table 2: Enrollment by Ethnicity

Ethnicity	Category	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African American/non-Hispanic	Clovis	3%	2%	3%	3%	3%
	CCC System	6%	5%	5%	5%	5%
American Indian/Alaska Native	Clovis	1%	1%	<1%	<1%	1%
	CCC System	<1%	<1%	<1%	<1%	<1%
Asian	Clovis	7%	11%	11%	11%	11%
	CCC System	11%	11%	11%	11%	10%
Filipino	Clovis	2%	1%	1%	<1%	<1%
	CCC System	3%	3%	3%	3%	2%
Latinx	Clovis	43%	44%	47%	45%	48%
	CCC System	46%	47%	47%	48%	50%
Multi Ethnicity	Clovis	8%	5%	5%	6%	6%
	CCC System	4%	4%	4%	4%	4%
Pacific Islander	Clovis	<1%	<1%	<1%	<1%	<1%
	CCC System	<1%	<1%	<1%	<1%	<1%
Race/Ethnicity Unknown	Clovis	<1%	1%	1%	1%	1%
	CCC System	4%	6%	4%	5%	4%
White/non-Hispanic	Clovis	36%	35%	32%	34%	30%
	CCC System	25%	23%	24%	24%	23%

Data Source: ATERMs, CCCC DataMart

Enrollment by Gender

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

Table 3: Enrollment by Gender

Gender	Category	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	Clovis	57%	58%	61%	57%	58%
	CCC System	54%	54%	57%	56%	54%
Male	Clovis	41%	40%	37%	41%	40%
	CCC System	45%	44%	42%	43%	44%
Non-Binary	Clovis	*	*	*	1%	1%
	CCC System	*	*	*	<1%	<1%
Unknown	Clovis	2%	2%	1%	1%	1%
	CCC System	1%	1%	1%	1%	2%

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 2022, 74% of students enrolled at CCC had a declared Clovis Major which is an increase of 10% over the previous fall and an indicator of the work being done with counselors and outreach.

CCC continues to add programs and as of Spring 2023 is offering 111 majors that will lead to a degree or certificate.

Table 4: Enrollment by Most Recent Active Major

Major	Type	Fall 2020	Fall 2021	Fall 2022
Accounting	AS	10	28	20
Accounting	CA	6	8	11
Administration of Justice for Transfer	AA-T	162	101	183
Anthropology for Transfer	AA-T	18	18	23
Art History for Transfer	AA-T	10	18	37
Art: Two-Dimensional	AA	64	87	68
Associate Teacher	CA	6	10	5
Biological Science	AS	19	9	18
Biology for Transfer	AS-T	819	575	744
Business Administration for Transfer	AS-T	576	374	461
Business Administration, Accounting	AS	38	42	27
Business Administration, Entrepreneur	AS	64	78	69
Business Administration, General Business	AS	84	130	85
Business Administration, Information Systems Management	AS	6	8	5
Business Administration, Management	AS	62	60	45
Business Administration, Marketing	AS	40	66	44
Business Intern	CA	5	3	-

Major	Type	Fall 2020	Fall 2021	Fall 2022
Business Intern	CN	-	1	-
Career Exploration	CC	9	17	7
Chemistry	AS-T	1	34	74
Child and Adolescent Development	AA-T	1	8	-
Child Care for School Age Children/Teacher	CA	3	2	-
Child Development	AS	61	55	57
Child Development	CA	17	25	4
Child Development/Teacher	CA	9	50	7
Civil Engineering	AS	50	35	35
Civil Engineering	CA	-	5	4
Communicating in the Workplace	CC	2	1	1
Communication	AA	20	21	10
Communication Studies	CA	1	6	-
Communication Studies for Transfer	AA-T	120	61	62
Computer or Software Engineering	AS	29	65	61
Computer or Software Engineering	CA	-	-	8
Computer Science	AS	203	213	249
Criminal Justice, Law Enforcement	AS	54	64	60
Criminal Justice, Law Enforcement	CA	4	-	-
Criminology – Corrections	AS	46	39	44
Criminology – Corrections	CA	-	10	8
Criminology – Law Enforcement	CA	-	27	10
CSU GE Breadth	CA	13	111	28
Cyber Security	CA	1	5	9
Drinking Water Treatment and Distribution	CA	3	1	2
Early Childhood Education for Transfer	AS-T	132	84	71
Early Intervention Assistant	CA	1	1	-
Economics for Transfer	AA-T	22	21	59
Electrical Engineering	AS	11	37	32
Electrical Engineering	CA	1	5	9
Elementary Teacher Education for Transfer	AA-T	282	143	193
Engineering	AS	55	19	16
English	AA	24	28	15
English for Transfer	AA-T	88	55	74
Environmental Science for Transfer	AS-T	31	28	42
Food Safety and Quality Technician	CA	-	1	5
Foreign Language	AA	6	8	4
Geography for Transfer	AA-T	5	4	9
Geology	AS-T	-	-	2
Getting Ready for Employment	CC	3	4	2
Health Care Administration	AS	39	115	86
Health Care Interpreter	CN	18	11	9
History for Transfer	AA-T	92	62	82
Information Systems	CA	1	5	1
Information Systems - Web Design	CA	7	6	5

Major	Type	Fall 2020	Fall 2021	Fall 2022
Information Systems, Networking	AS	11	28	34
Information Systems, Networking	CA	3	4	2
Information Systems, Programming for the Web	AS	6	7	10
Information Systems, Programming for the Web	CA	1	4	-
Information Systems, Web Design	AS	14	13	9
Information Technician Support	CA	3	2	4
Information Technology Support Technician	CA	3	8	6
Intersegmental General Education Transfer Curriculum (igetc)	CA	2	22	3
Kinesiology for Transfer	AA-T	277	167	186
Liberal Arts & Sciences, Arts & Humanities	AA	37	35	28
Liberal Arts & Sciences, Natural Sciences	AA	37	36	7
Liberal Studies	AA	142	183	129
Life Science	AS	319	349	264
Management	AS	13	9	3
Managerial Assistant	CA	1	2	1
Mathematics	AS	26	21	26
Mathematics for Transfer	AS-T	130	56	109
Mechanical, Aerospace, or Manufacturing Engineering	AS	26	52	63
Mechanical, Aerospace, or Manufacturing Engineering	CA	1	2	5
Mechatronics Advanced Plc Job Skills Certificate	CN	-	1	-
Mechatronics Electronic Job Skills Certificate	CN	-	1	-
Mechatronics/Industrial Automation	AS	10		13
Mechatronics/Industrial Automation	CA	1	1	4
Medical Office Administration	CA	4	29	23
Occupational Therapy Assistant	AS	17	35	41
Philosophy for Transfer	AA-T	17	12	16
Physical Education	AA	23	40	17
Physical Science	AS	40	39	34
Physics for Transfer	AS-T	58	27	24
Political Science for Transfer	AA-T	45	44	51
Psychology for Transfer	AA-T	620	453	609
Rehabilitation Aide	CA	2	8	7
Small Business Management	AS	12	8	7
Small Business Management	CA	9	8	7
Social Justice for Transfer	AA-T	12	1	11
Social Science	AA	41	66	37
Sociology for Transfer	AA-T	101	64	103
Spanish for Transfer	AA-T	8	4	8
Studio Arts for Transfer	AA-T	134	91	115

Major	Type	Fall 2020	Fall 2021	Fall 2022
Teacher I	CA	-	2	-
Wastewater Treatment	CA	4	17	2
Grand Total		5,891	5,352	5,319

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 2022) shows the top 15 CCC condensed programs. During Fall 2022, 65% 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 2020	Fall 2021	Fall 2022
Biological Science	1,188	1,000	1,060
Business Administration	954	901	825
Psychology	620	453	609
Early Childhood Education	512	380	321
Liberal Arts & Sciences/Liberal Studies	216	254	164
Criminal Justice	288	241	183
Engineering	173	224	207
Computer Science	203	213	249
Art and Art History	208	196	220
Health and Health Care	-	170	127
Kinesiology	277	167	186
Sociology	64	103	110
English	112	83	89
History	62	82	89
Communications	141	88	72

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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
CalWORKs	50	63	46	35	42
Foster Youth	129	128	155	146	161
DSP&S	478	463	456	343	384
Veterans	99	122	122	82	87

Data Source: [CCCCO Data Mart](#)

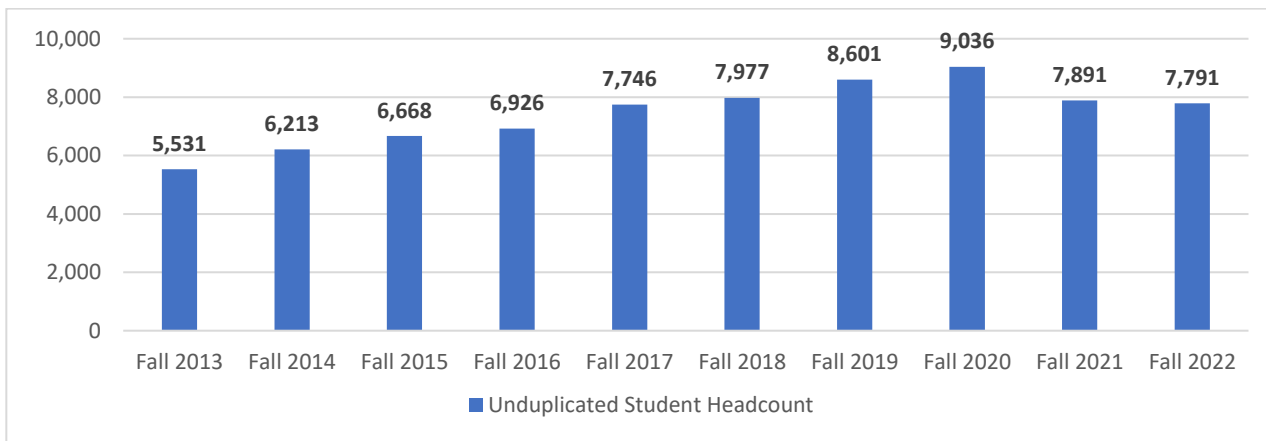
Chapter 3: Clovis Community College Enrollment Trends

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 a direct result of the COVID-19 pandemic. It appears that the college has stabilized and we expect to see increasing enrollments.

Unduplicated Student Enrollment Headcount by Fall Terms

The current ten-year trend has Clovis at a 41% headcount increase. CCC was granted accreditation beginning Fall 2016 and has seen a 17% increase.

Figure 9: Unduplicated Student Enrollment Headcount by Fall Terms

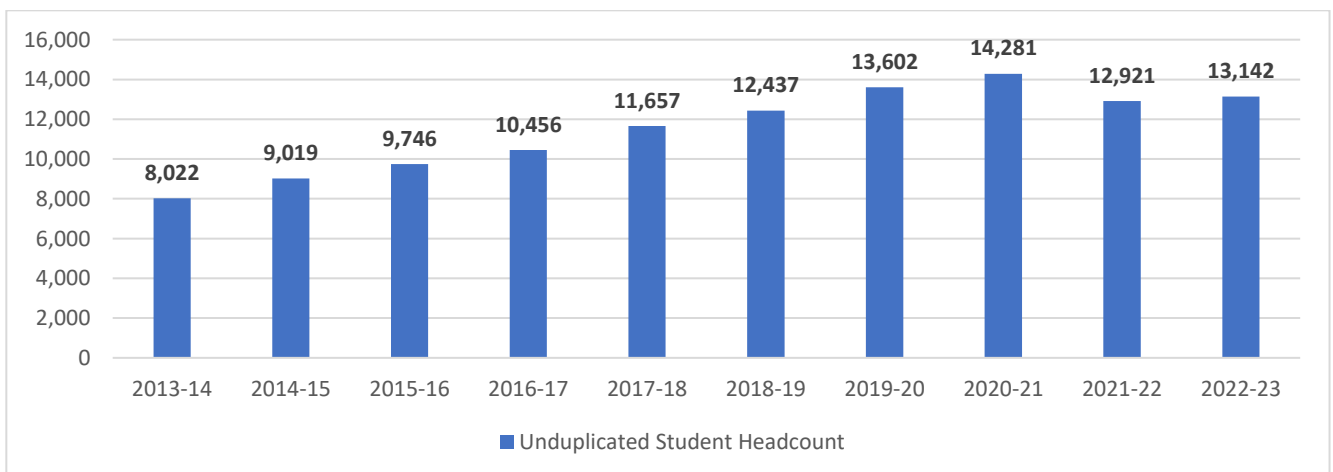


Data Source: ATERMs

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, after which enrollments decreased. The past 10 year trend indicates a 64% increase in annual enrollment.

Figure 10: Annual Unduplicated Student Enrollment

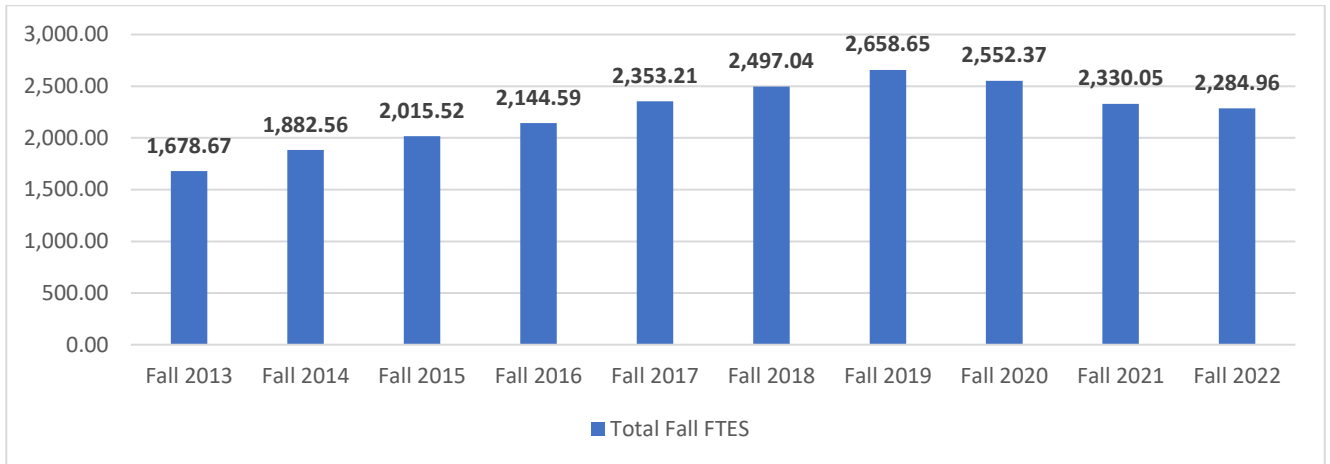


Data Source: ATERMs

Full-Time Equivalent Students by Fall Terms

The following figure shows the enrollment trend through Full Time Equivalent Students (FTES) across the past 10 fall terms. One FTES is equal to 525 contact hours, which is the same as one student enrolled in courses for three hours a day, five days a week for an academic year of 35 weeks (3x5x35=525). There has been a 36% increase in FTES from Fall 2013 to Fall 2022 and a 6% increase since becoming a college in Fall 2016.

Figure 11: FTES by Fall Terms

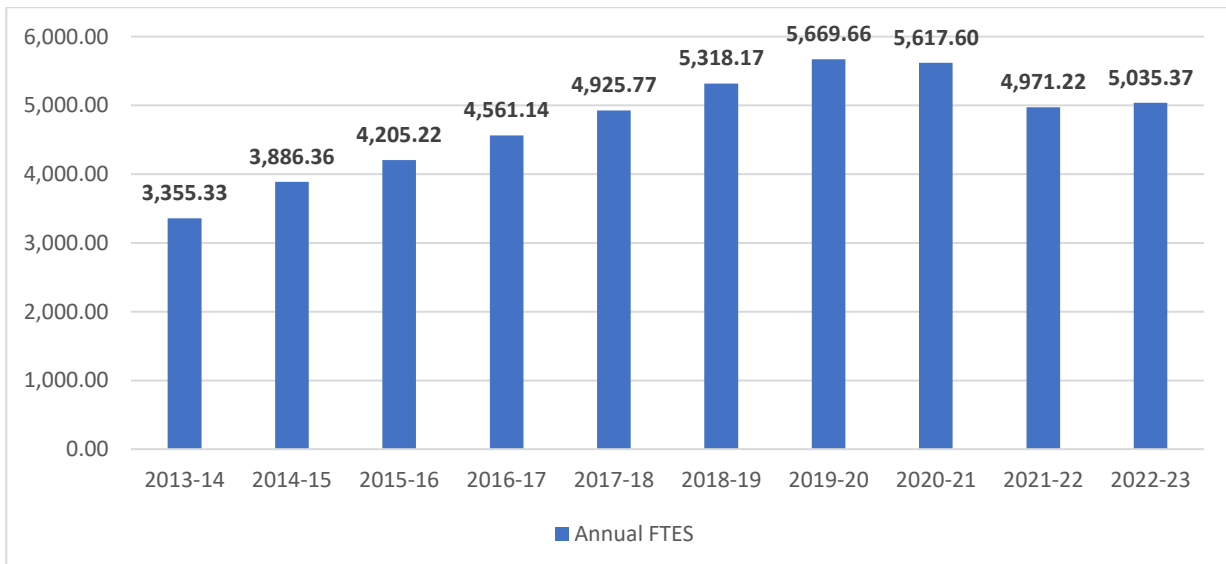


Data Source: ATERM FTES, Only RFTEs included

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 48% increase in FTES. Since earning accreditation, Clovis has seen a 9% 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 (60%) at Clovis Community College. The second largest group based on admit status are first-time students (30%), followed by high school enrichment/dual enrollment students (7%) and returning students (those who had some break in enrollments) (<1%).

Table 7: Enrollment by Enrollment Status

Enrollment Status	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
First-Time Student	12%	18%	12%	14%	30%
Returning Student	0%	14%	3%	<1%	<1%
Continuing Student	78%	59%	74%	64%	60%
HS Enrichment or DuE Student	5%	6%	5%	15%	7%

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 (70%) plan to transfer to a four-year institution with or without having earned an Associate Degree on the way. Slightly under 2/3 of all students intend to complete an Associate's Degree. Two percent of students state they are here to earn a two-year vocational degree or certificate and 3% state they are here seeking to improve job skills. Rates have been relatively stable over the past five years.

Table 8: Enrollment by Educational Goals

Educational Goal	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Transfer to four-year institution (with or without Degree)	68%	68%	66%	73%	70%
Earn Associate Degree (with or without Transfer)	55%	61%	60%	67%	62%
Earn Associate Degree Only	5%	6%	6%	5%	7%
Earn Vocational Degree or Certificate (with or without Transfer)	1%	2%	1%	1%	2%
Job Skills	6%	3%	5%	3%	3%
Other (includes unknown or undecided)	21%	21%	22%	15%	18%

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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Non-Credit	<1%	<1%	<1%	<1%	<1%
1.0-2.9	<1%	<1%	<1%	<1%	<1%
3.0-5.9	18%	18%	19%	18%	19%
6.0-8.9	19%	20%	18%	18%	18%
9.0-11.9	18%	17%	18%	18%	17%
12.0-14.9	31%	28%	28%	30%	30%
15.0+	14%	17%	16%	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 50%.

Table 10: Enrollments by Delivery Type

Delivery Type	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Traditional (Face-to-Face)	91%	89%	-	12%	50%
Distance Ed (Online or Hybrid)	9%	11%	100%	88%	50%

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

Delivery Type	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Distance Ed (Online or Hybrid)	20%	26%	100%	96%	77%

Data source: ATERMs

Day/Evening

Clovis Community College offers day and evening courses as a way to provide access to non-traditional students. The following table shows the percentage of course offerings for Day or Evening. Evening class section offerings have declined over the past five years and were, prior to the pandemic, 17% of total sections. There was no distinction for Day and Evening in Fall 2020 and Fall 2021. Beginning in Fall 2022, students are starting to return to campus and we will resume this metric.

Table 12: Enrollments by Time Period

Time Period	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Day	82%	83%	-	-	90%
Evening	18%	17%	-	-	10%

Data source: ATERMs

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

Time Period	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Evening	35%	31%	-	-	15%

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.

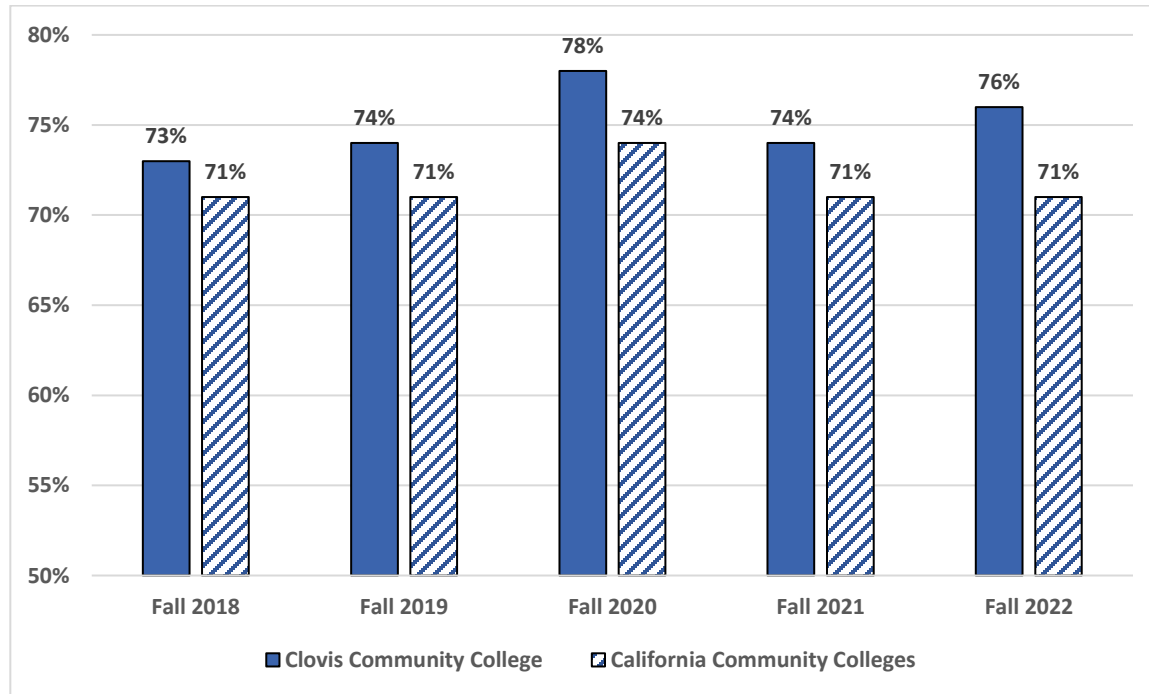
Two primary data sources are used in this chapter. The first is Colleague (SQL), which allows for specific data inquiry and gives direct access to student records. The second source includes two data sets (ATERMs and ATERM FTEs) and provides historical data from term snapshots.

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 76%.

Figure 13: Fall Course Success Rates

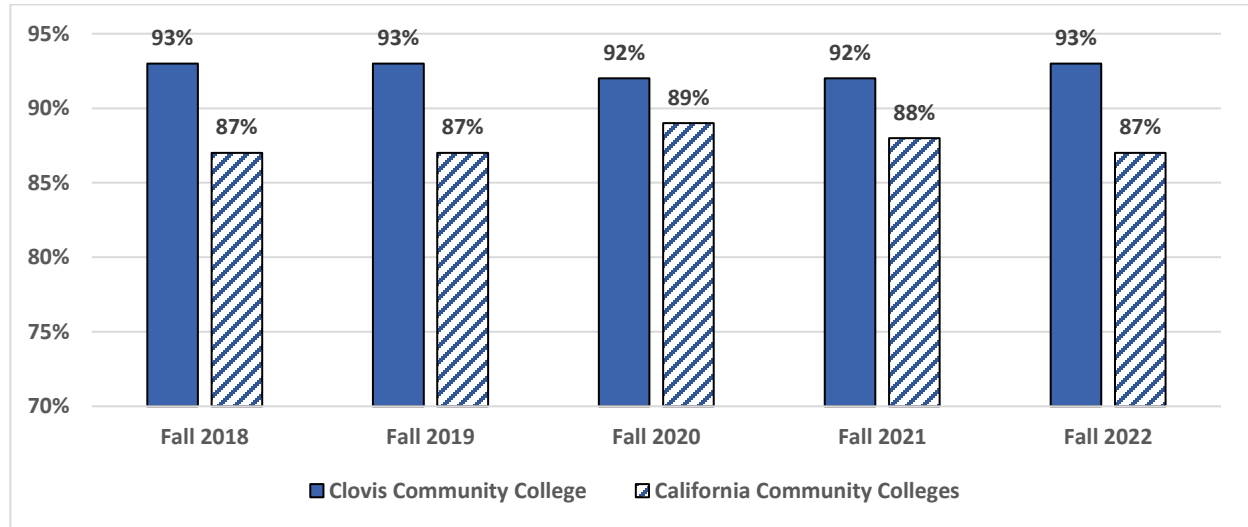


Data Source: ATERMs, CCCCO DataMart

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 3%-6%.

Figure 14: Fall Course Retention Rates

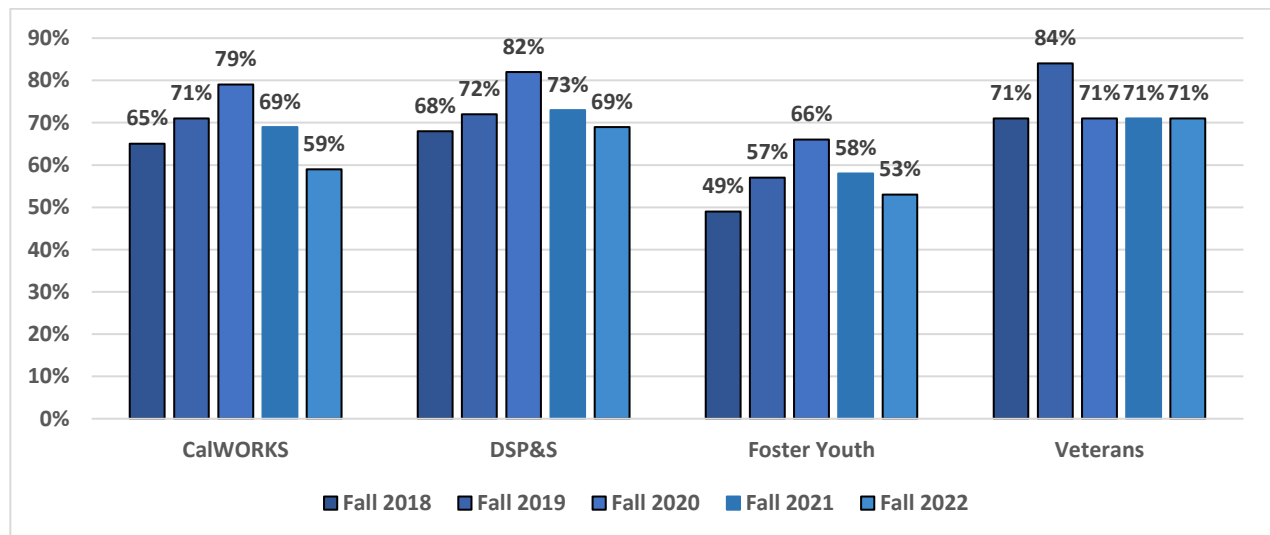


Data Source: ATERMs, CCCCO DataMart

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

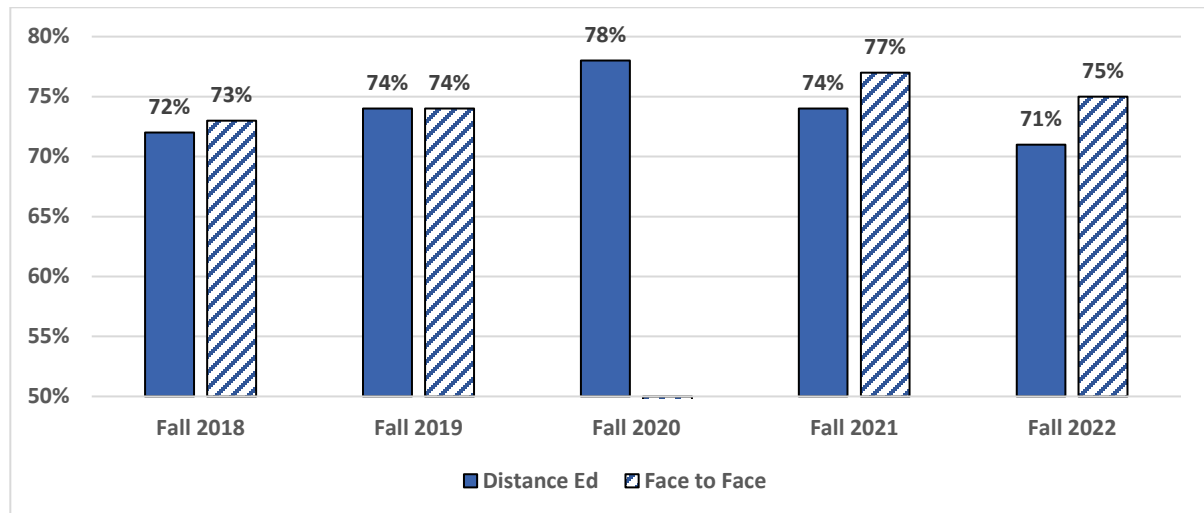


Data Source: [CCCCO Datamart](#)

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

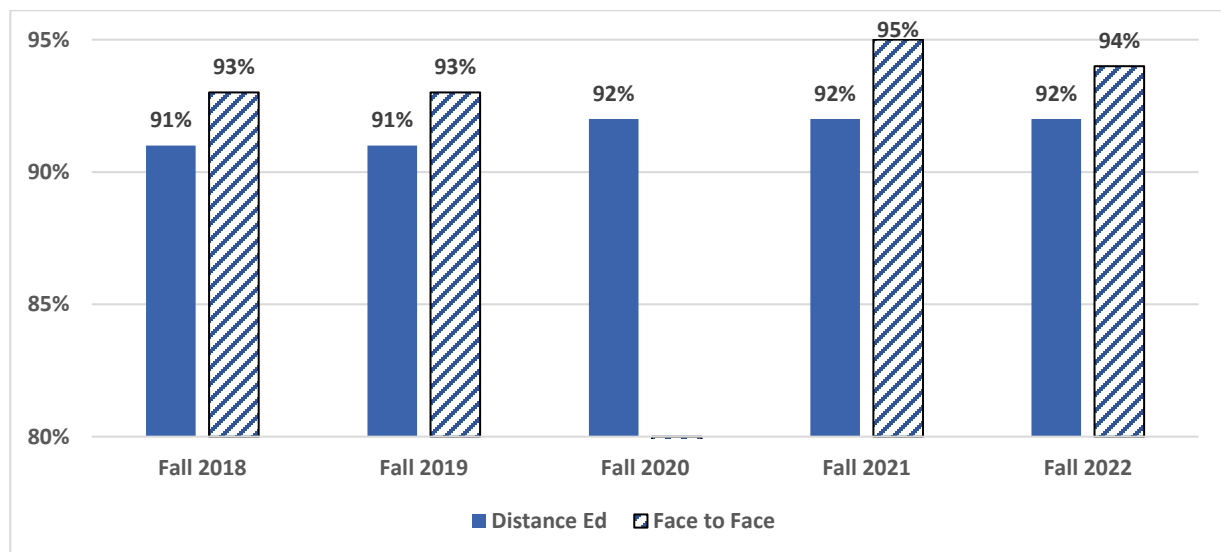


Data Source: ATERMs

Course Retention Rates by Delivery Method

Successful course retention disaggregated by delivery method show small differences with those in-person classes indicating a slightly higher retention rate.

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 76%, 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 America and Latinx students continue to experiencing disproportionate impact.

Table 14: Fall Course Success Rates by Ethnicity

Ethnicity	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African American	69%↓	64%↓	74%	64%↓	65%↓
American Indian *↓	68%↓	67%↓	59%↓	67%↓	74%
Asian	78%	77%	82%	78%	76%
Filipino*↓	82%	83%	78%	82%	96%
Latinx	68%↓	70%↓	74%	70%↓	69%↓
More than 1 Ethnicity	74%	77%	79%	suppressed	78%
Pacific Islander *↓	suppressed	70%↓	82%	88%	67%↓
White	76%	77%	81%	78%	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 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
African American	91%	90%	89%	90%	92%
American Indian *↓	91%	92%	82%↓	92%	96%
Asian	93%	93%	93%	95%	94%
Filipino	96%	94%	93%	94%	100%
Latinx	92%	93%	91%	91%	92%
More than 1 Ethnicity	93%	92%	93%	suppressed	94%
Pacific Islander **↓	suppressed	97%	93%	97%	87%
White	94%	92%	92%	93%	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 2022, 65 students identified as Non-Binary and had lower than average success rates.

Table 16: Fall Course Success Rates by Gender

Gender	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	76%	75%	80%	75%	73%
Male	68%↓	72%	75%	73%	73%
Non-Binary *↓	-	-	60%↓	79%	65%↓

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 lower than average rates of retention and are disproportionately impacted.

Table 17: Fall Course Retention Rates by Gender

Gender	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	93%	93%	93%	93%	93%
Male	92%	92%	91%	92%	93%
Non-Binary *↓	-	-	88%↓	98%	87%↓

Data Source: ATERMs

Program Completion

The following table reflects Clovis Community College awards given to students for the past three academic years. The college currently awards 115 associate degrees and certificates.

CCC recently added two popular, internal certificates, CSU General Education Breadth (CSU GE-Breadth) and Intersegmental General Education Transfer Curriculum (IGETC). Although not yet recognized by the CCCCO, upon completion of this certificate, students will have met the lower division general education requirements for all CSU campuses. With it, a student who transfers will not be required to complete any further lower-division general education courses and will have a general understanding of ‘basic principles of these academic disciplines, their method of inquiry, their history, and impact on society, and their relationships to each other’ (2018-19 Course Catalog). This year, CCC awarded 751 of these certificates.

Table 18: Graduates by Program

Program	2020-21	2021-22	2022-23
Accounting	1	9	8
Administration of Justice for Transfer	41	44	49
Anthropology for Transfer	8	8	5
Art History for Transfer	6	9	11
Art: Two-Dimensional	3	1	7
Associate Teacher	-	-	1
Audio Production	-	-	1
Biological Science	7	4	2
Biology for Transfer	25	27	26
Business Administration 2.0	-	-	3
Business Administration for Transfer	118	119	129
Business Administration, Accounting	-	2	1
Business Administration, Entrepreneur	-	1	-
Business Administration, General Business	3	1	4
Business Administration, Management	3	3	2
Business Administration, Marketing	-	1	1
Chemistry	1	-	1
Child and Adolescent Development	-	7	21
Child Care for School Age-Children/Teacher	1	3	1
Child Development	9	28	13
Child Development/Teacher	8	8	1
Civil Engineering	17	16	20
Communication	1	6	3
Communication Studies	11	14	9
Communication Studies for Transfer	30	43	34
Computer or Software Engineering	14	9	2
Computer Science	23	45	53
Criminal Justice: Law Enforcement	1	1	1
Criminology - Corrections	1	1	-
Criminology - Law Enforcement	1	1	1
Csu Ge-Breadth	650	783	624
Cyber Security	6	3	5
Drinking Water Treatment and Distribution	2	4	-
Early Childhood Education for Transfer	20	34	14
Early Intervention Assistant	-	-	1
Economics for Transfer	15	21	19
Electrical Engineering	11	13	12
Elementary Teacher Education for Transfer	50	59	54
Elementary Teacher Level 2	-	-	3
Elementary Teacher Level 3	-	-	4
Engineering	2	3	-
English	2	1	5
English for Transfer	16	18	23

Program	2020-21	2021-22	2022-23
Entry Level Management	2	-	-
Environmental Science for Transfer	1	4	-
Foreign Language	2	-	-
Geography for Transfer	3	3	1
Health Care Administration	-	-	2
Health Care Interpreter	-	-	1
History for Transfer	25	22	15
Intersegmental General Education Transfer Curriculum (igetc)	64	109	127
Information Systems	-	1	1
Information Systems – Programming for the web	-	1	5
Information Systems, Networking	8	5	11
Information Systems, Web Design	2	5	4
Information Technician Support	1	1	3
Information Technology Support Technician	1	-	-
Kinesiology for Transfer	28	28	15
Liberal Arts & Sciences, Arts & Humanities	-	5	3
Liberal Arts & Sciences, Natural Sciences	69	61	66
Liberal Studies	119	125	164
Life Science	159	179	161
Live Sound	-	-	1
Management	3	2	-
Mathematics	9	19	15
Mathematics for Transfer	35	31	39
Mechanical, Aerospace, Or Manufacturing Engineering	18	12	19
Mechatronics Advanced Plc Job Skills Certificate	-	1	4
Mechatronics Electronic Job Skills Certificate	-	4	3
Mechatronics/Industrial Automation	5	3	6
Occupational Therapy Assistant	-	9	16
Philosophy for Transfer	4	-	2
Physical Education	27	44	36
Physical Science	13	6	12
Physics for Transfer	20	13	20
Political Science for Transfer	11	14	15
Psychology for Transfer	157	163	127
Rehabilitation Aide	1	-	-
Small Business Management	3	1	1
Social Justice Studies for Transfer	7	4	4
Social Science	138	124	148
Sociology for Transfer	37	28	23
Spanish for Transfer	5	-	-
Studio Arts for Transfer	13	35	27
Teacher I	-	6	31

Program	2020-21	2021-22	2022-23
Teacher II	-	10	26
Teacher III	-	5	13
Wastewater Treatment	6	1	4
Total	2,103	2,427	2,345

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 2022-23) shows the top 15 CCC condensed programs as indicated by awards earned.

Table 19: Graduated by Top 15 Condensed Programs

Programs	2020-21	2021-22	2022-23
Liberal Arts & Sciences/Liberal Studies	188	191	233
Biological Science	205	220	201
Early Childhood Education	88	160	183
Business Administration	148	160	170
Social Science/Social Justice	138	124	152
Psychology	157	163	127
Mathematics	44	50	54
Engineering	62	53	53
Criminology	44	47	51
Communications	42	63	46
Art and Art History	22	45	45
Computer Science	23	45	43
Physical Education	27	44	36
Sociology	44	32	23
Kinesiology	28	28	15

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 under the expected completion rate of 48%.

Table 20: Program Completion by Ethnicity 2020-21

2020-21	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	9	10	3	11	25	-	58	3%
American Indian / Alaskan Native	1	-	1	1	3	-	6	<1%
Asian	31	32	37	32	79	-	211	10%
Filipino	2	7	5	2	12	-	28	1%
Latinx	163	191	104	104	341	1	904	43%
Multi-ethnicity	13	22	8	14	39	-	96	5%

2020-21	AA	AA-T	AS	AS-T	CA	CN	Total	%
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 21: Program Completion by Ethnicity 2021-22

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

Data Source: SQL

Table 22: Program Completion by Ethnicity 2022-23

2022-23	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	16	8	3	8	21	-	56	2%
American Indian / Alaskan Native	2	1	-	-	2	-	5	<1%
Asian	31	30	45	28	89	1	224	10%
Filipino	1	3	4	4	4	-	16	1%
Latinx	197	168	125	115	385	7	997	43%↓
Multi-ethnicity	27	24	33	21	68	-	173	7%
Pacific Islander	-	-	1	1	-	-	2	<1%
Unknown	4	4	1	3	4	-	16	1%
White/ non-Hispanic	154	158	114	101	329	-	856	37%
TOTAL	432	396	326	281	902	8	2345	100%

Data Source: SQL

Student Transfers

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

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

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

Table 23: Student Transfers to 4-Year California Schools

Year	UC Transfer	CSU Transfer	In State Private
2018-19	176	1,492	449
2019-20	209	1,799	467
2020-21	220	1,775	406

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

University	2018-19	2019-20	2020-21
CALIFORNIA STATE UNIVERSITY - FRESNO	1,240	1,555	1,479
UNIVERSITY OF CALIFORNIA-DAVIS	46	42	45
ARIZONA STATE UNIVERSITY	31	29	43
UNIVERSITY OF CALIFORNIA - IRVINE	22	29	29
SAN JOSE STATE UNIVERSITY	20	16	27
UNIVERSITY OF CALIFORNIA - MERCED	15	15	26
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	19	15	26
SAN FRANCISCO STATE UNIVERSITY	24	12	26
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	23	18	24
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	14	20	23
UNIVERSITY OF CALIFORNIA-LOS ANGELES	16	19	23
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	25	20	20
SAN DIEGO STATE UNIVERSITY	17	19	20
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	18	27	19
UNIVERSITY OF CALIFORNIA - BERKELEY	28	25	19
CALIFORNIA STATE UNIVERSITY - LONG BEACH	20	22	18
UNIVERSITY OF CALIFORNIA-SAN DIEGO	13	15	18
HUMBOLDT STATE UNIVERSITY	6	16	16
UNIVERSITY OF CALIFORNIA - RIVERSIDE	4	15	15
CALIFORNIA STATE UNIVERSITY - STANISLAUS	16	20	13
CALIFORNIA STATE UNIVERSITY - EAST BAY	5	14	9

Data source: ATERMs, National Student Clearinghouse

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

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

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

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

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

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

NOTE: Because of the COVID-19 pandemic, the CCCCO issued a new set of grading guidelines meant to minimize the disruption faced by students forced to a new platform and the learning curve that both students and faculty faced in this unprecedented time. On March 27, 2020, Chancellor Oakley responded 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.

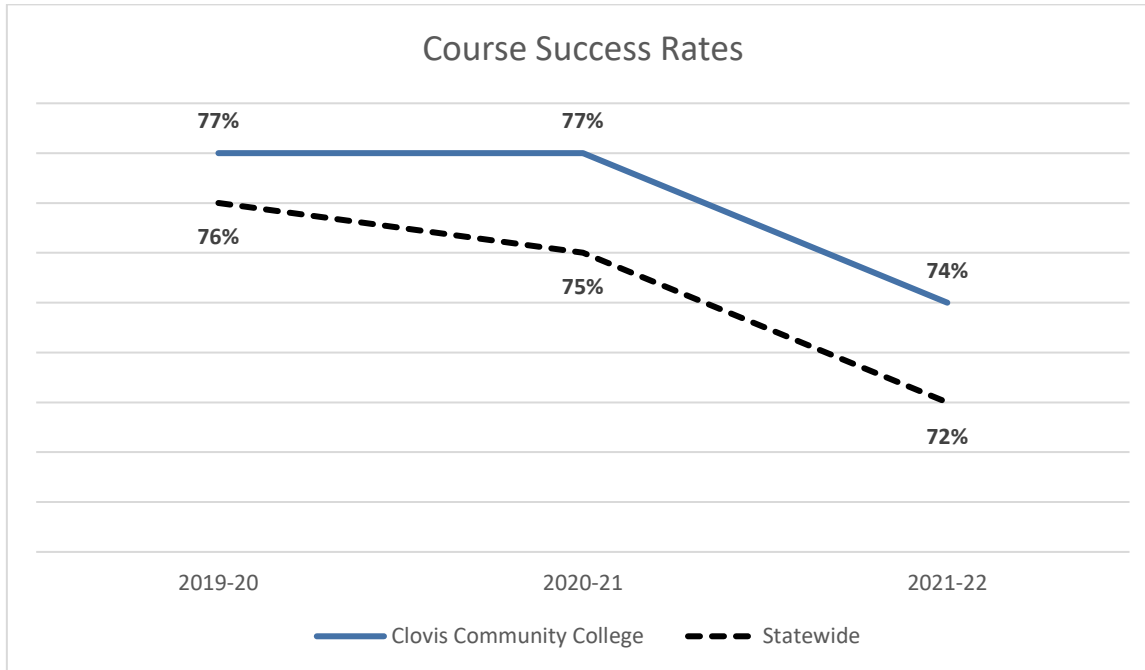
- Purchased a virtual lab platform that supports a range of science-related disciplines. This is be the first purchase to support system-wide transition to virtual labs. All colleges will have access to the platform services, including expanded support and technical assistance for faculty.
- Clarified 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	2019-20	2020-21	2021-22
Female	79%	79%	75%
Male	75%	75%	73%
Non-Binary	-	67%	73%

Data Source: CCCCO LaunchBoard

Table 26: Student Success Metric Course Success Rate by Ethnicity

Ethnicity	2018-19	2019-20	2021-22
American Indian/Alaska Native	66%↓	70%↓	70%↓

Ethnicity	2018-19	2019-20	2021-22
Asian	78%	80%	78%
Black or African American	71%↓	71%↓	64%↓
Filipino	86%	81%	83%
Hispanic	74%	74%	70%↓
Native Hawaiian or Pacific Islander	72%	80%	88%
Two or More Races	77%	77%	76%
White	80%	81%	78%

Data Source: CCCC LaunchBoard

Table 27: Student Success Metric Course Success Rate by Age

Age	2019-20	2020-21	2021-22
19 or Less	76%	78%	75%
20 – 24	76%	75%	71%
25 – 29	79%	77%	73%
30 – 34	83%	80%	76%
35 – 39	85%	83%	83%
40 – 49	82%	83%	82%
50 and older	85%	87%	83%

Data Source: CCCC LaunchBoard

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

First Generation Status	2019-20	2020-21	2021-22
First Generation	77%	75%	71%
Not First Generation	78%	79%	76%

Data Source: CCCC LaunchBoard

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

Pell Grant Status	2019-20	2020-21	2021-22
Pell Grant Recipient	76%	76%	73%
Not a Pell Grant Recipient	78%	78%	75%

Data Source: CCCC LaunchBoard

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

Veteran Status	2019-20	2020-21	2021-22
Veteran	81%	75%	77%
Not a Veteran	77%	77%	74%

Data Source: CCCC LaunchBoard

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

LGBT Status	2019-20	2020-21	2021-22
LGBT	72%↓	71%↓	60%↓
Non-LGBT	77%	77%	74%

Data Source: CCCC LaunchBoard

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

Promise Grant Status	2019-20	2020-21	2021-22
Promise Grant Recipient	76%	76%	73%
Not Promise Grant Recipient	79%	80%	77%

Data Source: CCCC LaunchBoard

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

Disability Status	2019-20	2020-21	2021-22
Has a Disability	74%↓	77%	76%
No Disability	78%	77%	74%

Data Source: CCCC LaunchBoard

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

Foster Youth Status	2019-20	2020-21	2021-22
Foster Youth	67%↓	68%↓	61%
Not a Foster Youth	77%	77%	74%

Data Source: CCCC LaunchBoard

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

Economic Status	2019-20	2020-21	2021-22
Economically Disadvantaged	76%	76%	73%
Not Economically Disadvantaged	80%	80%	77%

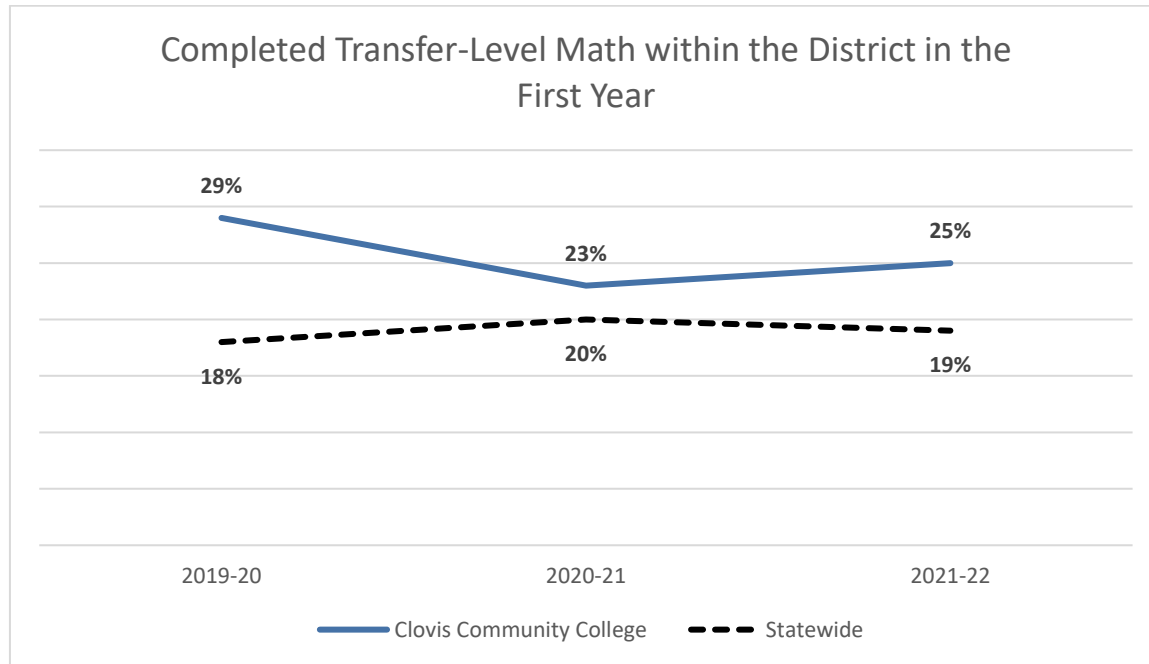
Data Source: CCCC LaunchBoard

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	2019-20	2020-21	2021-22
Female	28%	22%	23%
Male	32%	25%	27%

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	2019-20	2020-21	2021-22
American Indian/Alaska Native	*	*	*
Asian	37%	27%	31%
Black or African American	24%↓	12%↓	18%↓
Filipino	36%	34%	29%
Hispanic	26%	20%	22%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	35%	30%	23%
White	31%	25%	27%

Data Source: CCCCO LaunchBoard

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

Age	2019-20	2020-21	2021-22
19 or Less	40%	29%	31%
20 – 24	17%↓	15%↓	10%↓
25 – 29	12%↓	13%↓	11%↓
30 – 34	10%↓	*	*
35 – 39	*	7%↓	12%↓
40 – 49	9%↓	9%↓	10%↓
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	2019-20	2020-21	2021-22
First Generation	25%↓	16%↓	17%↓
Not First Generation	32%	27%	28%

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	2019-20	2020-21	2021-22
Pell Grant Recipient	31%	24%	26%
Not a Pell Grant Recipient	28%	22%	24%

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	2019-20	2020-21	2021-22
Veteran	28%	*	*
Not a Veteran	29%	*	*

Data Source: CCCC LaunchBoard

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

LGBT Status	2019-20	2020-21	2021-22
LGBT	22%	19%↓	*
Not LGBT	29%	23%	*

Data Source: CCCC LaunchBoard

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

Promise Grant Status	2019-20	2020-21	2021-22
Promise Grant Recipient	28%	21%	24%
Not Promise Grant Recipient	30%	25%	25%

Data Source: CCCC LaunchBoard

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

Disability Status	2019-20	2020-21	2021-22
Has a Disability	27%	12%↓	18%
No Disability	29%	23%	25%

Data Source: CCCC LaunchBoard

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

Foster Youth Status	2019-20	2020-21	2021-22
Foster Youth	16%	*	*
Not a Foster Youth	29%	*	*

Data Source: CCCC LaunchBoard

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

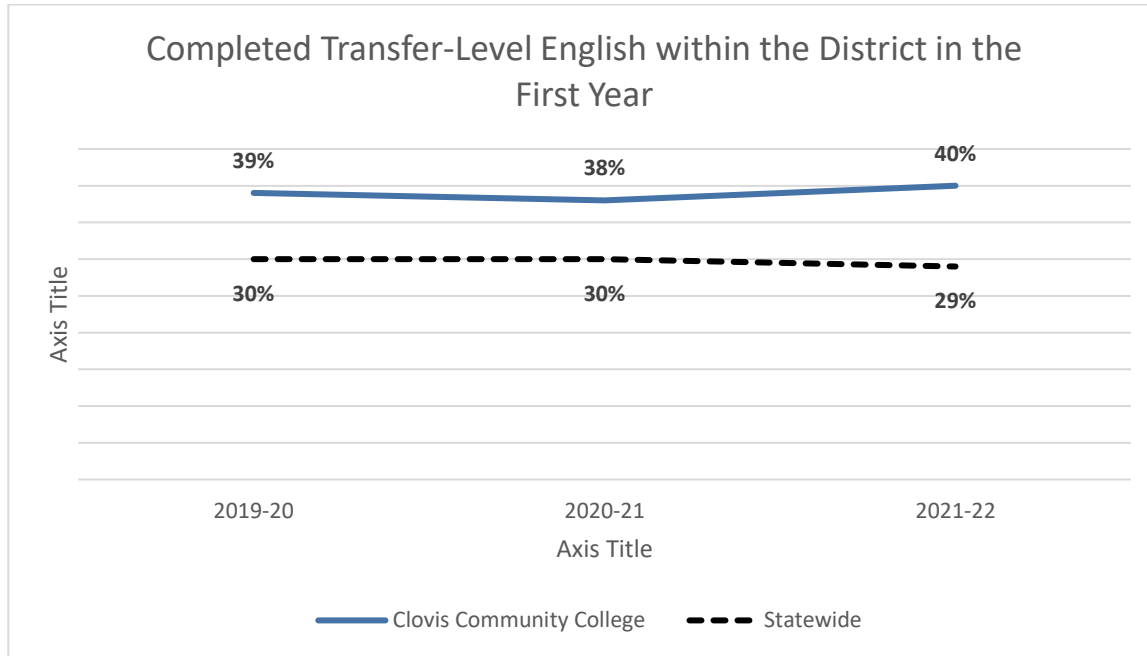
Economic Status	2019-20	2020-21	2021-22
Economically Disadvantaged	28%	21%	24%
Not Economically Disadvantaged	30%	25%	25%

Data Source: CCCC LaunchBoard

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

As with the transfer-level Math classes, Clovis trends above the state average for percentage of students who complete transfer-level English in their first year.

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. The following tables provide information that is intended to go further into the performance of various sub-populations. As will be seen, African American, Latinx, 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	2019-20	2020-21	2021-22
Female	39%	38%	39%
Male	38%	40%	42%

Data Source: CCCC LaunchBoard

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

Ethnicity	2019-20	2020-21	2021-22
American Indian/Alaska Native	*	*	*
Asian	41%	39%	46%
Black or African American	28%↓	27%↓	23%↓
Filipino	36%	44%	40%

Ethnicity	2019-20	2020-21	2021-22
Hispanic	35%↓	35%	35%↓
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	37%	37%	42%
White	43%	43%	46%

Data Source: CCCCO LaunchBoard

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

Age	2019-20	2020-21	2021-22
19 or Less	53%	50%	49%
20 – 24	17%↓	16%↓	19%↓
25 – 29	23%↓	23%↓	22%↓
30 – 34	*	*	21%↓
35 – 39	11%↓	13%↓	19%↓
40 – 49	11%↓	17%↓	*
50 and older	*	*	*

Data Source: CCCCO LaunchBoard

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

First Generation Status	2019-20	2020-21	2021-22
First Generation	32%↓	31%↓	31%↓
Not First Generation	43%	43%	43%

Data Source: CCCCO LaunchBoard

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

Pell Grant Status	2019-20	2020-21	2021-22
Pell Grant Recipient	47%	47%	47%
Not a Pell Grant Recipient	34%	35%	36%

Data Source: CCCCO LaunchBoard

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

Veteran Status	2019-20	2020-21	2021-22
Veteran	32%↓	*	47%
Not a Veteran	39%	*	40%

Data Source: CCCCO LaunchBoard

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

LGBT Status	2019-20	2020-21	2021-22
LGBT	32%↓	35%	28%↓
Not LGBT	39%	38%	40%

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	2019-20	2020-21	2021-22
Promise Grant Recipient	41%	40%	41%
Not Promise Grant Recipient	35%	36%	38%

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	2019-20	2020-21	2021-22
Has a Disability	42%	38%	44%
No Disability	38%	38%	39%

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	2019-20	2020-21	2021-22
Foster Youth	26%↓	26%↓	*
Not Foster Youth	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

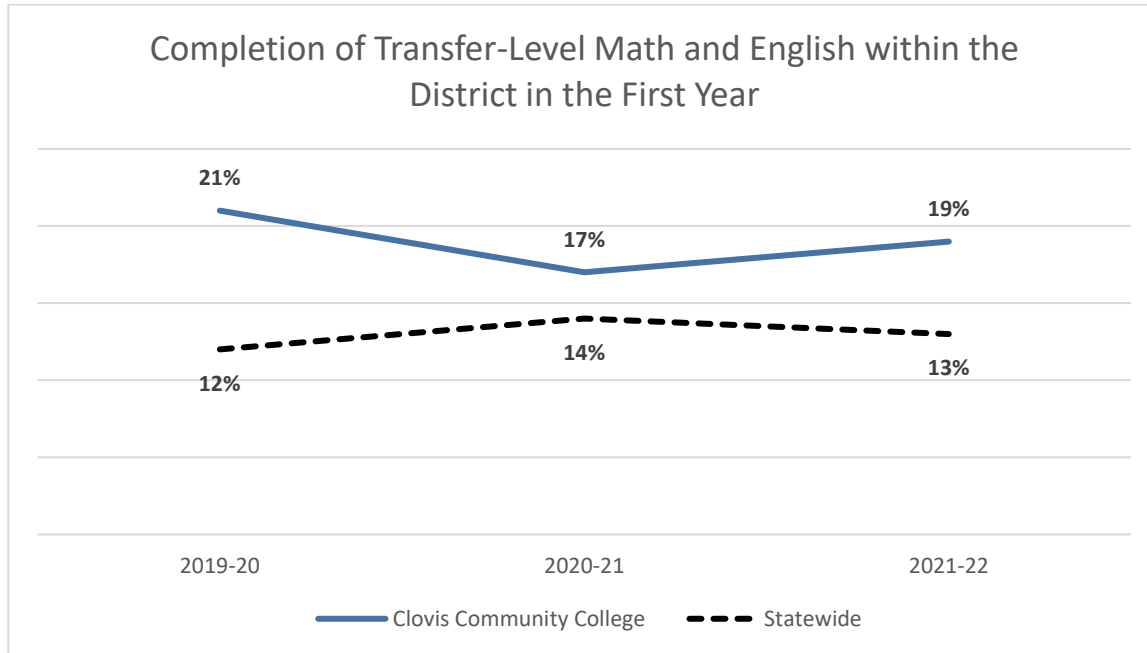
Economic Status	2019-20	2020-21	2021-22
Economically Disadvantaged	41%	40%	41%
Not Economically Disadvantaged	35%	37%	38%

Data Source: CCCC LaunchBoard

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

Nineteen percent of CCC students completed transfer-level Math *and* English within the district in their first year in 2021-22. 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: 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 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	2019-20	2020-21	2021-22
Female	21%	16%	18%
Male	21%	18%	19%

Data Source: CCCCO LaunchBoard

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

Ethnicity	2019-20	2020-21	2021-22
American Indian/Alaska Native	*	*	*
Asian	26%	19%	24%
Black or African American	14%↓	*	11%↓
Filipino	24%	28%	18%
Hispanic	18%	14%	16%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	19%	21%	20%
White	24%	19%	20%

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	2019-20	2020-21	2021-22
19 or Less	31%	23%	25%
20 – 24	6%↓	6%↓	5%↓
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	2019-20	2020-21	2021-22
First Generation	17%↓	10%↓	12%↓
Not First Generation	24%	21%	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	2019-20	2020-21	2021-22
Pell Grant Recipient	24%	18%	20%
Not a Pell Grant Recipient	19%	16%	18%

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	2019-20	2020-21	2021-22
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	2019-20	2020-21	2021-22
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	2019-20	2020-21	2021-22
Promise Grant Recipient	22%	16%	19%
Not Promise Grant Recipient	20%	18%	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	2019-20	2020-21	2021-22
Has a Disability	21%	10%↓	11%↓
No Disability	21%	17%	19%

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	2019-20	2020-21	2021-22
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

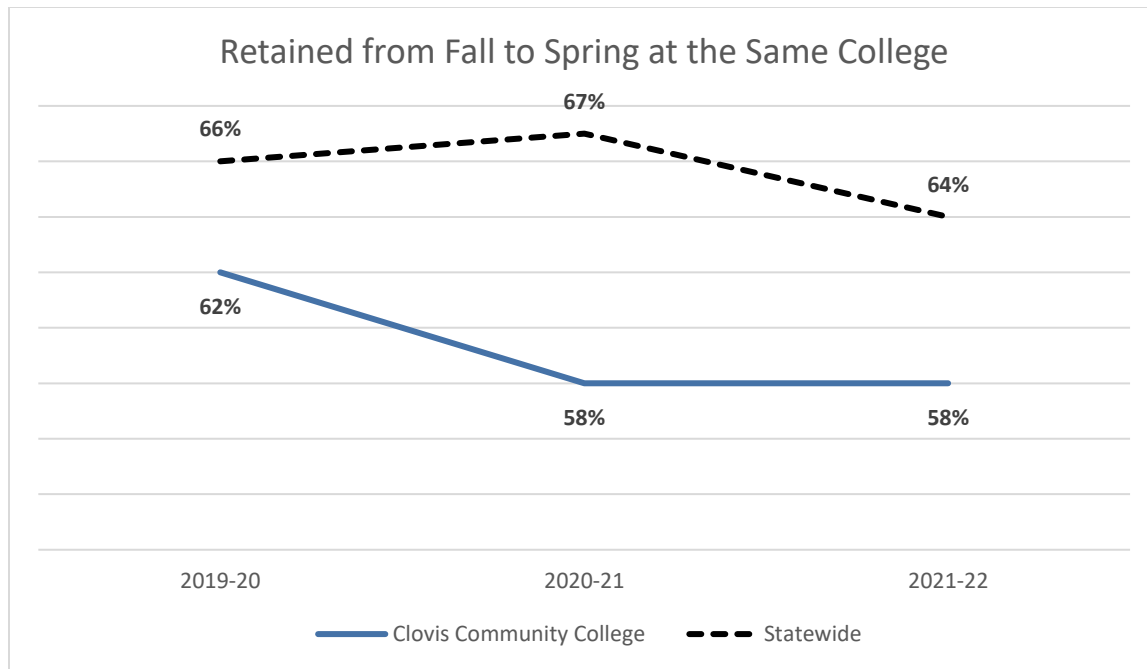
Economic Status	2019-20	2020-21	2021-22
Economically Disadvantaged	22%	15%	18%
Not Economically Disadvantaged	20%	18%	19%

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: CCCC 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	2019-20	2020-21	2021-22
Female	60%	56%	56%
Male	66%	61%	60%
Non-Binary	*	58%	70%

Data Source: CCCC LaunchBoard

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

Ethnicity	2019-20	2020-21	2021-22
American Indian/Alaska Native	63%	54%↓	70%
Asian	61%	56%	60%

Ethnicity	2019-20	2020-21	2021-22
Black or African American	53%↓	48%↓	46%↓
Filipino	73%	65%	69%
Hispanic	59%	54%↓	53%↓
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	66%	62%	66%
White	67%	64%	63%

Data Source: CCCC LaunchBoard

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

Age	2019-20	2020-21	2021-22
19 or Less	79%	73%	73%
20 – 24	58%↓	53%↓	51%↓
25 – 29	48%↓	45%↓	44%↓
30 – 34	50%↓	46%↓	41%↓
35 – 39	46%↓	43%↓	48%↓
40 – 49	49%↓	45%↓	38%↓
50 and older	42%↓	40%↓	51%↓

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	2019-20	2020-21	2021-22
First Generation	58%↓	52%↓	47%↓
Not First Generation	68%	64%	65%

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	2019-20	2020-21	2021-22
Pell Grant Recipient	60%	55%	57%
Not a Pell Grant Recipient	64%	60%	59%

Data Source: CCCC LaunchBoard

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

Veteran Status	2019-20	2020-21	2021-22
Veteran	53%↓	54%↓	53%↓
Not a Veteran	63%	58%	58%

Data Source: CCCC LaunchBoard

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

LGBT Status	2019-20	2020-21	2021-22
LGBT	68%	65%	44%↓
Not LGBT	62%	58%	58%

Data Source: CCCC LaunchBoard

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

Pell Grant Status	2019-20	2020-21	2021-22
Promise Grant Recipient	60%	55%	56%
Not Promise Grant Recipient	69%	65%	62%

Data Source: CCCC LaunchBoard

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

Disability Status	2019-20	2020-21	2021-22
Has a Disability	68%	64%	65%
No Disability	62%	57%	57%

Data Source: CCCC LaunchBoard

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

Foster Youth Status	2019-20	2020-21	2021-22
Foster Youth	62%	54%↓	50%↓
Not Foster Youth	62%	58%	58%

Data Source: CCCC LaunchBoard

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

Economic Status	2019-20	2020-21	2021-22
Economically Disadvantaged	60%	55%	56%
Not Economically Disadvantaged	69%	65%	62%

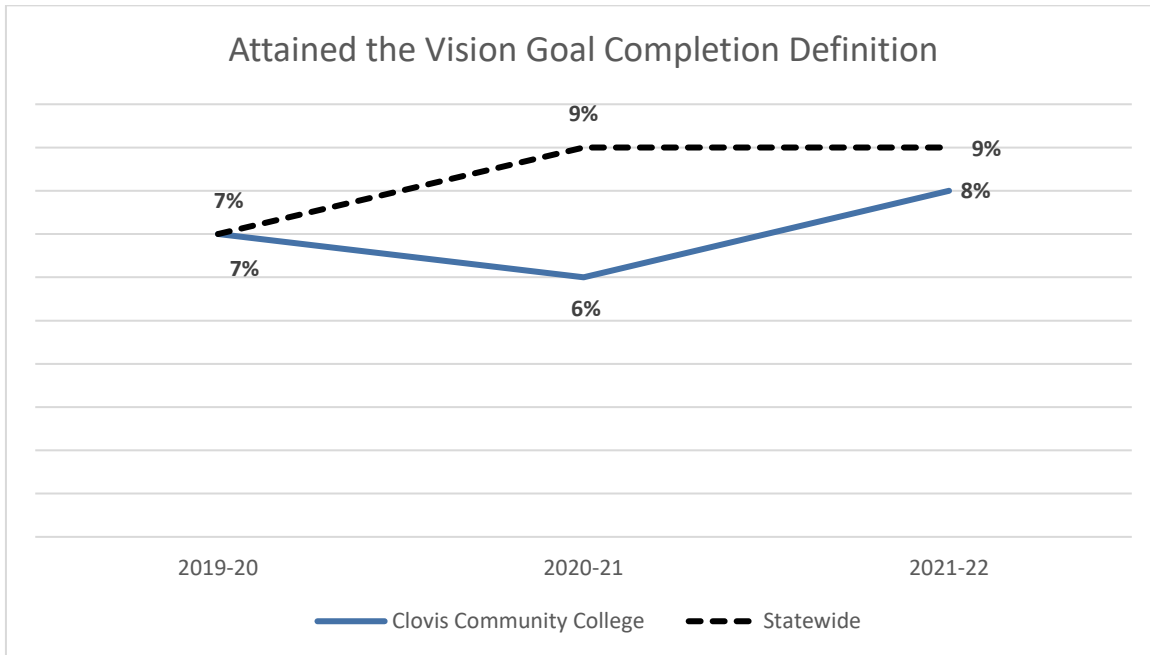
Data Source: CCCC LaunchBoard

Attained the Vision Goal Completion Definition

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

Clovis Community College is below the state average for the second 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	2019-20	2020-21	2021-22
Female	7%	7%	9%
Male	6%	6%	7%

Data Source: CCCCO LaunchBoard

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

Ethnicity	2019-20	2020-21	2021-22
American Indian/Alaska Native	*	*	*
Asian	7%	6%	8%
Black or African American	*	5%	8%
Filipino	10%	6%	12%
Hispanic	6%	6%	7%
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	7%	6%	9%
White	8%	8%	11%

Data Source: CCCC LaunchBoard

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

Age	2019-20	2020-21	2021-22
19 or Less	4%	5%	6%
20 – 24	9%	8%	11%
25 – 29	7%	6%	7%
30 – 34	4%	6%	8%
35 – 39	6%	4%	7%
40 – 49	6%	5%	9%
50 and older	6%	6%	8%

Data Source: CCCC LaunchBoard

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

First Generation Status	2019-20	2020-21	2021-22
First Generation	8%	7%	8%
Not First Generation	5%	6%	9%

Data Source: CCCC LaunchBoard

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

Pell Grant Status	2019-20	2020-21	2021-22
Pell Grant Recipient	7%	8%	9%
Not a Pell Grant Recipient	7%	5%	8%

Data Source: CCCC LaunchBoard

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

Veteran Status	2019-20	2020-21	2021-22
Veteran	8%	9%	9%
Not a Veteran	7%	6%	8%

Data Source: CCCC LaunchBoard

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

LGBT Status	2019-20	2020-21	2021-22
LGBT	*	*	*
Not LGBT	6%	*	*

Data Source: CCCC LaunchBoard

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

Promise Grant Status	2019-20	2020-21	2021-22
Promise Grant Recipient	7%	7%	8%
Not Promise Grant Recipient	7%	6%	8%

Data Source: CCCC LaunchBoard

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

Disability Status	2019-20	2020-21	2021-22
Has a Disability	10%	8%	11%
No Disability	6%	6%	8%

Data Source: CCCC LaunchBoard

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

Foster Youth Status	2019-20	2020-21	2021-22
Foster Youth	5%	4%	6%
Not Foster Youth	7%	6%	8%

Data Source: CCCC LaunchBoard

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

Economic Status	2019-20	2020-21	2021-22
Economically Disadvantaged	7%	7%	8%
Not Economically Disadvantaged	7%	6%	8%

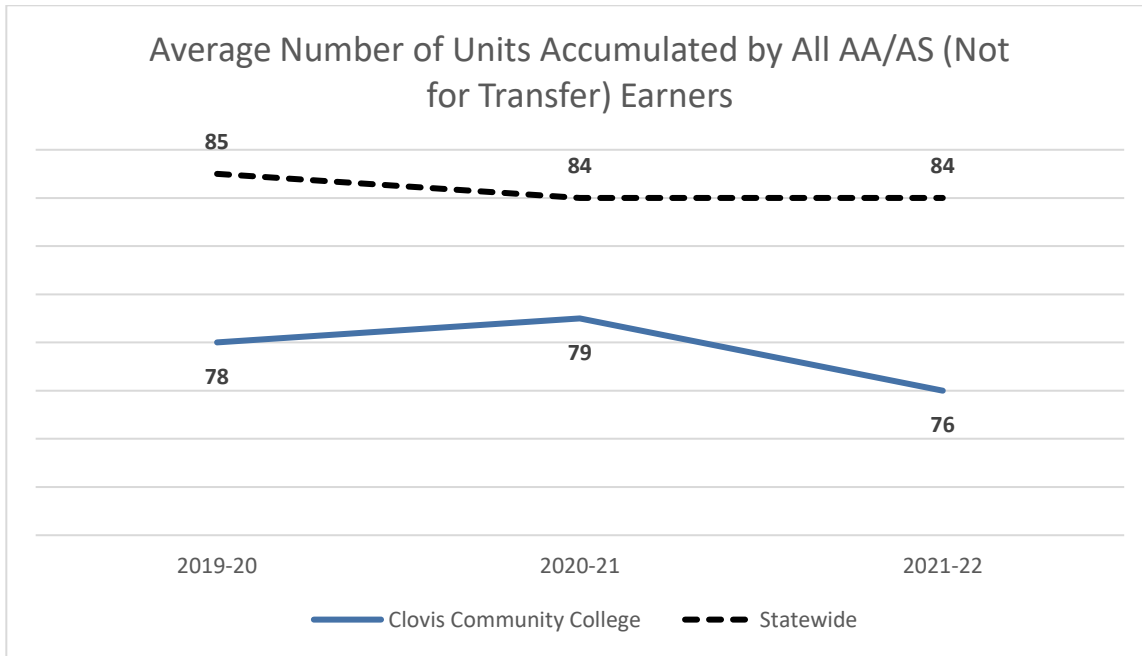
Data Source: CCCC LaunchBoard

Average Number of Units Accumulated by Associate Degree Earners

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

Currently, the California Community College system has an average accumulation rate of 84 units and CCC has an average of 76. 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	2019-20	2020-21	2021-22
Female	77	75	74
Male	79	76	80

Data Source: CCCC LaunchBoard

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

Ethnicity	2019-20	2020-21	2021-22
American Indian/Alaska Native	*	*	*
Asian	83↓	79	78
Black or African American	*	78	*
Filipino	68	71	72
Hispanic	80	75	78
Native Hawaiian or Pacific Islander	*	*	*
Two or More Races	76	78	79
White	75	74	72

Data Source: CCCC LaunchBoard

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

Age	2019-20	2020-21	2021-22
19 or Less	68	67	71
20 – 24	81	78	79
25 – 29	93↓	83↓	94↓
30 – 34	73	87↓	81↓
35 – 39	58	54	53
40 – 49	*	60	61
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	2019-20	2020-21	2021-22
First Generation	80	78	80↓
Not First Generation	73	72	74

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	2019-20	2020-21	2021-22
Pell Grant Recipient	84↓	78	80↓
Not a Pell Grant Recipient	70	71	73

Data Source: CCCC LaunchBoard

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

Veteran Status	2019-20	2020-21	2021-22
Veteran	96↓	77	*
Not a Veteran	77	75	76

Data Source: CCCC LaunchBoard

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

LGBT Status	2019-20	2020-21	2021-22
LGBT	*	*	*
Not LGBT	77	75	76

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	2019-20	2020-21	2021-22
Promise Grant Recipient	80	77	77
Not Promise Grant Recipient	70	70	73

Data Source: CCCC LaunchBoard

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

Disability Status	2019-20	2020-21	2021-22
Has a Disability	77	80	79
No Disability	77	75	76

Data Source: CCCC LaunchBoard

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

Foster Youth Status	2019-20	2020-21	2021-22
Foster Youth	*	74	*
Not Foster Youth	*	75	76

Data Source: CCCC LaunchBoard

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

Economic Status	2019-20	2020-21	2021-22
Economically Disadvantaged	80	*	77
Not Economically Disadvantaged	70	*	73

Data Source: CCCC LaunchBoard