

CLOVIS COMMUNITY COLLEGE

# STUDENT EQUITY PLAN

2022-2025



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# Clovis Community College

## 2022-2025 Student Equity Plan Executive Summary

### INTRODUCTION

In July 2015, Clovis Community College became the 113<sup>th</sup> campus of California's community college system. We are one of the fastest growing colleges in the state and currently serving over 13,000 students.

Our highly qualified, dedicated faculty members continuously demonstrate their passion for student learning, providing modern curriculum, and innovative teaching methods. Our enthusiastic, professional staff members help ensure that you receive all the information and support services you need throughout your educational journey at Clovis Community College. We are especially proud of our friendly, inclusive environment where students can be themselves and feel safe while learning.

### OUR COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

Clovis Community College stands in solidarity with those fighting for equality and racial justice and in doing so, we affirm our commitment to identifying, addressing, and eliminating all forms of racism and ethnic biases. We are committed to establishing and sustaining an anti-racism learning and working environment by becoming racially literate and understanding the ways in which our biases (both conscious and unconscious), power, and privilege influence our institutional services, policies, and practices.

### CLOVIS COMMUNITY COLLEGE MISSION STATEMENT

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.

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

## **GUIDING PRINCIPLES FOR CLOVIS COMMUNITY COLLEGE PLANNING**

Community \* Equity \* Innovation

These are the three primary guiding principles for Clovis Community College's planning. Each contributes to student success. All the objectives in college planning should be designed and evaluated with these principles in mind.

### **Community**

All students, faculty, and staff serve as invaluable members of our community of learning. Our college promotes a culture of authenticity that extends across all disciplines, services, and functions. We plan to expand and improve our relationship with the community at large through a commitment to collaboration and communication.

### **Equity**

We commit to providing equitable and inclusive opportunities for all. We strive for equitable practices and policies that support and encourage success in all our students. We are inspired by the diversity of our community and our goal is to reflect this on our college campus.

### **Innovation**

Our college prides itself as an institution dedicated to growth through change and innovation. We are committed to the highest levels of creativity and innovative practices that will provide the best opportunities for our students and prepare them for long-term success.

## **AWARDS AND RECOGNITION**

Clovis Community College continues to be stellar in our efforts to help our students continue to achieve their higher education goals. According to the latest Student Success Metrics data (2019-20 Class) from the California Community College Chancellor's Office, Clovis Community College is:

- #1 in California for students' rate of transfer to a 4-year institution
- #1 in California for students' rate of transfer to a CSU or UC
- #1 in California for Latinx students' rate of transfer to a 4-year institution
- #1 in California for First-Generation students' rate of transfer to a 4-year institution
- #2 in California for Perkins Economically Disadvantaged students' rate of transfer to a 4-year institution

Clovis Community College is recognized as a top performer in three categories for 2022: Champion of Higher Education - Associate Degrees for Transfer (5th Year Running), Equity Champion for Black Students, and Equity Champion for Latinx Students.

Clovis Community College is also a "2022 champion for excelling in equitable course placement in campuswide English enrollment, Latinx English enrollment, and Black English enrollment."

## 2022-2025 STUDENT EQUITY PLAN

The 2022-2025 Student Equity Plan is aligned with the California Community Colleges Chancellor's Office (CCCCO) format to identify disproportionately impacted (DI) groups within each metric. In this equity plan, Clovis Community College is focusing efforts involving student populations experiencing disproportionate impact, with special focus on targeting inequitable outcomes for students of color.

The Student Equity Plan identifies five metrics to close the equity gap for identified DI groups. The first step was to develop specific *Measurements* that would connect our strategies and activities with the identified student population and our targeted outcomes. These quantitative measurements were developed for the next three years, across each metric and DI group. The second step was to identify *Friction Points*. We evaluated our institutional structures, policies, processes, practices, and culture that act as barriers for students within a specific metric. It was important that when friction points were identified that onus was not placed on the student. The third step was to identify the *Necessary Transformation to Reach Ideal*. We had to identify the structural changes that we would need to implement to transform inequitable processes, policies, practices to reach equity ideal. The fourth step was to develop *Action Plans*. We developed action plans to shift our campus from the current practice to a more ideal practice to achieve our stated goals. The last step was to identify *Support Needed* from the Chancellor's office, specifically, ways they could support campuses in reducing or eliminating friction points for students.

### PLANNING EFFORTS FOR 2022-25 EQUITY PLAN

The 2019-22 equity plan informed our planning efforts for 2022-25 by measuring our progress toward closing the equity gap and informing the college where there is still work to be done. We began the process by reviewing the recommendations from the Center for Urban Education (CUE), who completed an audit of the plan. With their feedback, we will implement policies, practices, and remove structural barriers that would impede the success of disproportionately impacted (DI) students. CUE specifically noted a lack of inquiry and instructional strategies. Coupled with CUE's recommendations and our own knowledge of the heightened racial trauma experienced during the pandemic, it has increased our understanding about the importance of creating targeted efforts to improve student outcomes of DI populations. In addition, as we engaged in action steps, we also considered the future of our college and district so that we can align our activities with campuswide efforts. For example, the State Center Community College HR/EEO offices implemented stronger diversity and equity hiring practices district wide with the goal of hiring diverse faculty, staff, and administrators, and we also wanted to align with the Guided Pathway efforts at the college. Finally, we considered the activities that had the most student impact in our previous plan. These included various professional development components, like speakers and workshops, and it also included direct student supports, like success coaches, extended hours for the library and tutorial, and books on reserve. These initiatives take time to develop, and our goal is to continue to support these.

## **PANDEMIC ACKNOWLEDGEMENT**

The pandemic highlighted and exacerbated existing needs among our students. In response, the faculty were trained in pivoting their classes to an online format with an emphasis on equitable practices and policies that reflected the difficulties our students were facing due to the Covid shut down. Some of these practices included: flexible attendance and late work policies, the TILT Framework for assignment instructions, humanizing online learning theory, OER and open content, and Universal Design in Learning instructional strategies. Student Services were available remotely through online platforms such as Zoom and Teams, and the Tutorial Center also offered study sessions and tutoring via Zoom. The Counseling department implemented virtual services including live chat, drop in and appointments available through Zoom and the Chatbot function on the web site.

The campus hired additional staff with CARES/HEERF funds and increased basic needs resources such as food, housing, books, and transportation resources. The food pantry provided drive through food give-aways, increased the amount and enhanced the process for the Equity Book Voucher Program. The library expanded free technology resources for students such as laptops, wi-fi, headphones, and calculators. In addition, the STEM Lab Technicians and Art faculty prepared kits for students to use at home.

The pandemic did make it more challenging to engage students; however, the pandemic served as a catalyst to adapt our services and teaching online to address students' needs in a remote environment. Students were also experiencing increased emotional distress and anxiety. To address this, the Psychological Services department created multiple talking circles for students to safely process their feelings and provided additional counseling to support mental health needs.

The pandemic also impacted our ability to collect and engage with data. A large part of our plan involves collecting feedback directly from our students via focus group participation. Our ability to recruit successful participation in these groups has mirrored the challenges our student services professionals encountered in engaging students, as participation in focus groups during the pandemic has been sparse.

In addition, the pandemic has made it difficult to make sense of trends in student success and enrollment data as it's difficult to separate the effect of the pandemic from our efforts to support enrollment and success. Setting goals based on longitudinal data that are so severely skewed by the events of the last two and a half years is quite difficult to do.

## 2019-22 STUDENT EQUITY PLAN ACTIVITIES SUMMARY AND PROGRESS

- Outreach- Access
- Tutorial Services - Transfer Level Math and English Completion
- Student Engagement - Retention (Fall to Spring)
- Transfer Activities - Transferred to a Four-Year Institution
- Guided Pathways Activities - Student Awards
- Academic Counseling Support (SEP Campaigns, Starfish Implementation, etc.) - Student Awards

### Summary of Key Initiatives/Projects/Activities

#### Hiring Practices & Planning:

- College President was intentional about communicating with every screening committee to reinforce the use of equity lenses when selecting candidates to hire.
- Reviewed the screening committees to ensure a diverse membership and expanded participation across disciplines and departments.
- Modified the Unit Program (UP) template to require programs to answer equity related questions and to think critically about their relationship with student success.

#### Campuswide Professional Development

- USC Alliance
- Lasana Hotep's 7 Series Workshops
- Justice and Healing Circles
- EEO & Hiring
- LGBTQ+ Safe Space Trainings
- 21 Day Equity Challenge
- Social Justice Series

#### Instruction focused on several key areas to support student equity

- Equity minded instructional strategies
- Universal Design in Learning
- Peralta Equity Rubric to design courses
- Created Equitable Authentic Assessments
- Feldman's Equity Grading
- Equity focused Flex Day activities
- Policy change including academic senate resolutions focused on zero and low-cost textbooks

- DEI resolution to ensure the college is performing equity audits
- Supported the creation of DEI Co-coordinators
- Distance Education Teaching Certification focusing on concepts of UDL to promote accessibility

#### Outreach and Student Success Coaches

- Hired additional staff to represent disproportionately impacted populations and build stronger relationships
- Increased participation in race focused youth conferences and community events
- Created the African American Success Initiative
- Offered Family Workshops (bilingual) for Latinx communities
- Enacted Equity audit of college facilities, printed materials, and online content

#### Tutorial

- Hosted tutoring sessions for Black or African American students and Veterans
- Bias and inclusivity training
- Hired three part-time tutorial coordinators that represent disproportionately impacted populations
- Expanded in-person and online hours
- Optimized study sessions across disciplines

#### Student Engagement - Retention

- Personalized Outreach efforts to students who withdrew due to Covid-19 to assess and address their needs
- Equity Book Voucher application made accessible online and automated the process to increase accessibility and efficiency
- Partnered with the City of Fresno to create a bus route that comes directly to the CCC main campus

#### President's Goals

- Increase outcomes for Black or African American and Latinx students
- Implemented African American Success Initiative (AASI) to increase engagement and retention for Black or African American students
- Received a Title V grant to support enrollment and degree completion for Latinx students in STEM. The program is called Providing Opportunities to Educate and Recognize (PODER)
- Established Dream Taskforce to support DACA and Dreamer students



### Transfer Activities

- Hired a job developer through Title V grant to increase job opportunities and internships with an emphasis on Hispanic or Latino students

### Academic Counseling Support

- Prioritized Outreach efforts for SEPs focusing on disproportionately impacted student groups
- Collaborated with Student Success coaches to address Basic Needs
- Approved to hire a full-time counselor for Black Student Success

### Guided Pathways Activities

- Identified and created seven pathways
- Updated Guided Pathways webpages for inclusion
- Developed student focused pathway events

## **EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT**

### Re-Engagement and Retention Efforts

- There has been an increase in degree and certificate recipients among Black or African Americans and Hispanic or Latino students. This increase in degree and certificate recipients for Black or African American and Hispanic or Latino students is due to re-engagement and retention efforts.
- Data was obtained from Institutional Research (IR) to determine the number of students who received an Extenuating Withdrawal (EW) due to Covid-19. Students on this list who were part of a DI student group were prioritized in our re-engagement efforts.
- Increased degree and certificate recipients among Black or African Americans from 9 (1.0%) students in 2019-2020 to 22 (2.4%) students in 2020-2021.
- Increased degree and certificate recipients among Hispanic or Latino from 353 (40.1%) students in 2019-2020 to 394 (43.5) students in 2020-2021.

### Equity Book Voucher Program

- The implementation of the Equity Book Grant online application was launched in June 2022. This program transitioned from a paper application to an online application. Below is a comparison of the number of applications from the 2021 paper book voucher and the 2022 online book voucher.
  - Summer 2021 (14 applications); Summer 2022 (105 applications)
  - Fall 2021 (51 applications); Fall 2022 (280 applications)
  - Spring 2021 (63 applications); Spring 2022 (230)

#### EOPS Book Vouchers

- 516 vouchers were given in 20-21 and 561 were given in 21-22. These numbers include support for students in EOPS, NextUp, and CARE.

#### CalFresh

- Worked with the county to obtain a unique URL address that specifically links CCC students to the CalFresh application
- 13 CTE programs approved for CalFresh exemptions
- Implemented Farmers Market at CCC January 2022 (9 farmers markets have been held to date)
- Effected the Hunger Terminators: a student outreach ambassador program designed to support campus CalFresh outreach efforts
- Delivered 50 outreach presentations
- 59 students applied to CalFresh using the unique CalFresh URL link for CCC students

#### Public Transportation to Campus

- Since the implementation of the bus line that comes directly to the CCC campus, the bus route has seen a 5% increase in ridership each month this year. This transportation resource is particularly impactful for students experiencing financial barriers or hardships

## Populations of Focus Experiencing Disproportionate Impact

The Student Success and Equity Committee focused our efforts to avoid using deficit minded language and closely evaluate our current structures, policies, and practices that impede success for students of color and those from DI populations. This plan was informed by several forms of data and information which included previous feedback, data from the Center for Urban Education (CUE), research articles, webinars, and guidance provided from the Chancellors office.

As we gathered information from collaborators, we made sure that the focus of responsibility to eliminate barriers to success was on the college and not on the student. We used the same five step approach to develop a comprehensive plan for the next three years to address closing the equity gap. The table below provides an overview of all the metrics and student groups that are part of the Clovis Community College Student Equity Plan for 2022-2025. The populations of focus for this Student Equity Plan are in bold.

Successful Enrollment	Completed Transfer-level Math & English	Persistence First Primary Term to Second Primary Term	Transfer	Completion
<b>Black or African American</b>	Black or African American	Black or African American		
Hispanic or Latino	Hispanic or Latino	<b>Hispanic or Latino</b>	<b>Hispanic or Latino</b>	
	First Generation	First Generation		
			Male	<b>Male</b>
	<b>Economically Disadvantaged</b>		Economically Disadvantaged	

## Successful Enrollment: Black or African American

### Measurements:

- Increase successful enrollment for Black or African American students by 5% from the previous year.

### Friction Points:

- Lack of connection with Black or African American students at feeder high schools and middle schools.
- Insufficient race-conscious student services program and events dedicated for Black or African American students.
- African American Studies courses not offered in the schedule.
- Lack of representation of Black African American instructional and non-instructional faculty, classified professionals, and administrators.
- Lack of acknowledgement of the history and impact of racism in Clovis and the Central Valley.

### Action Plans:

- Create annual event for Black or African American community targeting high school and middle school students and their families. Assessment will occur after each event.
- Institutionalization of support for African American Success Initiative (AASI), monthly AASI events, and explore adding additional student services programs such as Umoja and A2Mend.
- Collaborate with Guided Pathways and the Professional Development Committee to ensure that professional development for noninstructional faculty, including adjunct faculty and student services support staff is offered and assessed to learn race conscious practices to better serve Black or African American students.
- Advocate for the hiring of a full-time equity coordinator/director in staffing plan.
- Offer African American Studies course(s) in the course schedule.
- Advocate for the hiring of faculty for African American Studies courses.
- Provide professional development training to those who write the job description/titles to create more race conscious documents.
- Participate in the SCCC Diversity, Equity, Inclusion, and Access Hiring Task Force to create a pilot program for full-time faculty recruitment.
- Continue ongoing support of presentations regarding the history of racism in Clovis and the Central Valley.
- Create campus and community wide efforts and inquiries to listen, learn, and act upon ways to support Black or African American students, such as surveys, townhalls, focus groups, and other methods of data collection.

## Completed transfer level math or English: Economically Disadvantaged

### Measurements:

- Increase completion of transfer-level math and English for Economically Disadvantaged students by 3%.

### Friction Points:

- Lack of support to prepare economically disadvantaged students for transfer level math and English, including knowledge of basic needs supports on campus.
- Lack of inquiry into how to support economically disadvantaged students.
- Need to reduce stigma and increase access to tutoring, library, health and psychological services, and other student support services.

### Action Plans:

- Vice Presidents, Deans, and Faculty: In order to create more engagement with student services, inquiry to bridge services and teaching modalities to increase faculty promotion and student awareness of basic needs support for economically disadvantaged students.
- Survey economically disadvantaged students regarding best support practices and include students who are parents in a survey to assess their basic needs, especially regarding childcare options and financial support.
- Services: Having resources presented during first-term courses: introduce students to various services in both online and F2F environments.
- Tutor training with an emphasis on being sensitive to the needs of economically disadvantaged students.
- Explore how to offer group study sessions to increase the community aspect of tutoring to appeal to the needs of economically disadvantaged students.
- Inquiry into the most effective terminology that would motivate students to engage with the support services (i.e., Changing the name of the tutorial center).

## Persistence First primary term to secondary term: Hispanic or Latino

### Measurements:

- Increase the persistence rate for the first primary term to secondary term for Hispanic or Latino students by 1% from previous year.

### Friction Points:

- Lack of support to prepare Hispanic or Latino students to persist, including bridge services and accurate and timely information regarding realistic expectations for college.
- Lack of community/family outreach efforts to create connections and belonging.

- Lack of community/gathering space on campus for students (Multi-Cultural Center)
- Insufficient race-conscious student services program and events dedicated for Hispanic or Latino students.
- Lack of representation of Hispanic or Latino instructional and non-instructional faculty, classified professionals, and administrators.

#### Action Plans:

- Inquiry to find and learn how already established programs support Hispanic or Latino students, such as a Puente Program.
- Inquiry to bridge services and teaching modalities to increase faculty promotion of student services for Hispanic or Latino students.
- Create better marketing and outreach for additional Hispanic or Latino events, like Día de los Muertos and host evening or weekend events that host Hispanic or Latino speakers.
- Enhancing current spaces so students can eat, socialize, workout, and study.
- Inquiry into converting existing space into a Multi-Cultural and Dream Center that will support Hispanic or Latino students.
- Ensure that this center is listed as a needed space in the plans for new buildings.
- Collaborate with Guided Pathways and the Professional Development Committee to ensure that professional development for student services, faculty, and staff is offered and assessed to learn race conscious practices to better serve Hispanic and Latino students.
- Advocate for the hiring of a full-time equity coordinator/director in staffing plan.
- Provide professional development training to those who write the job description/titles to create more race conscious documents.
- Participate in the SCCCD Diversity, Equity, Inclusion, and Access Hiring Task Force to create a pilot program for full-time faculty recruitment.

## Transfer: Hispanic or Latino

#### Measurements:

- Increase the transfer rate for Hispanic or Latino students by 4% from previous year.

#### Friction Points:

- Lack of inquiry into how finances impact a student's decision to transfer.
- Lack of education of the transfer cycle and process for Hispanic or Latino students.
- Lack of relationship/collaboration with our transfer institutions for Hispanic or Latino students.
- Insufficient race-conscious student services program and events dedicated for Hispanic or Latino students.
- Lack of full implementation of the framework of Guided Pathways.

#### Action Plans:

- Survey Hispanic or Latino students about the financial barriers they experience when it comes to transfer.
- Increase financial literacy and 4- year transfer affordability through transfer workshops with Financial Aid for Hispanic or Latino students.
- Advocate for the hiring of a full-time counselor that focuses on Financial Literacy through certificated staffing request.
- Counseling Department conducts targeted outreach to Hispanic or Latinx students who do not have SEPCs.
- Guided Pathways will research/inquire what kind of navigational support is needed, including identifying barriers specific to scheduling and support services.
- Connect with Chicano/Latino Organizations, Dream Centers at Fresno State and other four-year universities and encourage/invite participation in CCC Transfer Day.
- Host outreach representatives focused on Hispanic or Latino students on campus and virtually.
- Facilitate tours to four-year HSI transfer institutions that have great outcomes for Hispanic or Latino students.
- Collaborate with Guided Pathways and the Professional Development Committee to ensure that professional development for student services, faculty, and staff is offered and assessed to learn race conscious practices to better serve Hispanic or Latino students.
- Explore adding additional student services programs such as a Puente Program.
- Implementation of Student Success Teams to assist with increasing outreach to Hispanic and Latino students ensuring they all have SEP's that are applicable to their transfer goals and that students are provided information on the transfer timeline and resources to help them meet the deadlines.
- Guided Pathways hosted flex sessions for faculty and classified employees on program maps, student centered practices, career coach, etc.

#### Completion: Male

##### Measurements:

- Increase the completion rate of males by 1.5% from previous year.

##### Friction Points:

- Lack of process and personnel to support credit for prior learning.
- Lack of consistent navigational support throughout the duration of their time at CCC.
- Lack of inquiry into how to support male students who also need to be part of the workforce.
- There is a high fail-rate in certain subject areas for males.
- Need to reduce stigma of use in tutoring, library, health and psychological services, and other student support services.

Action Plans:

- Institutional support and action for CFPL through Academic Senate and Curriculum Committee.
- Inquiry into male Student Success Initiatives at other community colleges and universities for feasibility of implementation, which may include identifying barriers specific to scheduling and support services.
- Inquiry into reasons for intersection between work hours and withdrawing or failing courses, for example, surveying students on how we can support students who work full-time or have schedules that do not allow for traditional class times.
- Collaborate with Career Services to increase opportunities for on-campus employment and internship opportunities.
- Collaborate with STEM Guided Pathways success team to develop additional academic support for males who are in low completion rate majors/courses
- Survey students on how we can support them academically.
- Additional faculty support for increased engagement and learning in these courses.
- Continue to support the Finish Strong Campaigns.
- Creating a welcoming, collaborative collective space for male students that would help them stay engaged on campus.
- Inquiry into the most effective terminology that would motivate students to engage with the support services.
- Services: Having resources presented during first-term courses: introduce students to various services in both online and F2F environments
- Creating services and programs that are scheduled around classes that have a higher number of male students.

**PROJECTED SEA BUDGET 2022-25**

Category	2022-2023	2023-2024	2024-2025
Academic Salaries	\$829,553.00	\$829,553.00	\$829,553.00
Classified & Other Non-Academic Salaries	\$681,867.00	\$681,867.00	\$681,867.00
Employee Benefits	\$522,323.00	\$522,323.00	\$522,323.00
Supplies	\$9,808.00	\$9,808.00	\$9,808.00
Other Operating Expenses & Services	\$103,540.00	\$103,540.00	\$103,540.00
Capital Outlay	\$2,000.00	\$2,000.00	\$2,000.00
Other Outgoing	\$36,000.00	\$36,000.00	\$36,000.00
Total			\$2,185,091.00

\*Projections Based on Annual Allocation of \$2,185,091



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