Clovis Community College

2017 Integrated Plan:
Basic Skills Initiative, Student Equity and Student Success & Support Program

1. **Assess your college's previous program efforts:**
   a. **In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.**

SSSP Goals	Progress
Increase % of first-time students completing online Orientation	Launched an updated Districtwide Online Orientation by shortening the length of the orientation by 30 minutes and integrating video animation known as Y-Draw. Increased percentage by 21%.
Increase % of first-time students completing Assessment.	The number of students that completed assessment prior to registration increased by 4%. Implemented a triage program that immediately assisted students once they had completed their placement test.
Increase % of students who have a SEP-A	Increased percentage by 28%. Targeted efforts for incoming high school seniors during Reg to Go. Hired additional staff.
Increase % of students who have a SEP-C	Increased the percentage by 45%. Better communication and promotion of SEP Campaign (workshops & appointments). Hired additional counselors.
Increase services to support educational planning	Career/Transfer Center opened in 2016 to assist students with researching and planning their educational path. We hired 2 additional counselors. We implemented and enhanced categorical programs such as EOPS and DSPS. These services increased by 6%.
Increase the percentage of students who receive follow-up services as a result of the Early Alert referral program.	Trainings and presentations have been made to full-time and part-time faculty to learn how to utilize the ESARS, Early Alert program. Team has been working on developing better messaging to students. We enhanced our collaboration with the Tutorial Center and Psych Services.

Student Equity Goals	Progress
Goal 1: To provide opportunities for increasing diversity and equity at Clovis Community College.	1. Targeted outreach and marketing efforts to increase diversity. 2. Provided professional development opportunities that specifically related to equity in the classroom, hiring practices, and student services best practices. 3. Several faculty have taken the "Teaching Men of Color" course from CORA. 4. Integration of cultural activities and programs into curriculum/academics.

Student Equity Goals	Progress
Goal 2: To build institutional capacity to address achievement gaps by engaging in systematic quantitative and qualitative inquiry using a practitioner-researcher model and by implementing interventions and student support services that directly address the identified equity gaps.	1. Hired a Director of Research and one Research Technician. 2. Helped fund research software known as Tableau which helped to expand our available data. 3. Held college-wide discussions/data analysis. 4. Funded professional development for hiring practices and teaching that focused on equity. 5. Implemented Direct Student support to address lack of finances for textbooks, transportation and food insecurities. 6. Collaborated with equity categorical programs such as EOPS, Veterans, DSPS, TRIO, and Foster Youth to enhance their outreach efforts to disproportionately impacted groups.
Goal 3: To establish a Student Equity Taskforce which will monitor progress on the plan, submit required annual reports, develop future plans, determine the performance measures for monitoring progress toward achieving the desired outcomes, and establish target dates for achieving these outcomes.	1. The Student Success Committee has now become the Student Success & Equity Committee. One of its functions is to monitor progress of the Equity plan, data and goals on an annual basis. An ad hoc committee will strictly focus on data and equity issues.
Goal 4: To close performance gaps for targeted groups, thereby improving the overall success of all students at Clovis Community College by the year 2020.	1. Our data prior to 2015 was aggregated into Reedley College's data because we were not yet a college. 2. Provided staffing for research office. 3. Pulled new data for 2015-2016 to use as a baseline from this point forward. 4. Expanded college specific, program level data such as course completion by discipline for impacted groups. 5. The overall success of all students increased by 3%
4a. **Access**-Improve access for males by 2%, for veterans by 3% and individuals with disabilities by 2%.	There was a slight increase in access for males and individuals with disabilities. The number for Veterans stayed the same. We are opening up a Veterans Resource Center during Fall 2017. We noticed that there was a gap in our Asian American group, so we will begin to monitor and implement activities to improve access.

Student Equity Goals	Progress
4b. **Course Completion**-Improve course completion for Black & African American by 2%, Hispanic/Latino by 3% and Native American/Alaskan by 6%.	There has been no progress in course completion for Black/African Americans*. However, their retention rate has increased from 89% to 91%.* For the Hispanic/Latino group, there was no longer a gap. The gap widened among our Native American students. We want to note that the number of Native American/Alaskan students (52) is fairly small.
4c. **Basic Skills & ESL**- Improve Basic Skills completion for African American by 8% and males by 2%.	There was a little progress for our Black/African American students and we were able to eliminate the gap for our males. Originally we had Native American/Alaskan and Foster Youth however the sample size is below 15 students.
4d. **Degree & Certificate Completion**- Improve degree and certificate completion in Black/African American by 5%, Hispanic Latino by 3%, and Asian American by 3%. After noticing a gap in the new data we added a goal for individuals with disabilities (2%) and Veterans (5%).	There was progress with our Black/African American and Asian American students. The gap has been completely removed for the Latino/Hispanic students.
4e. **Transfer**- The goal is to improve transfer rates for Hispanic/Latino by 4%, Low income students by 5%, Individuals with disabilities by 7% and to completely remove the gap for Black/African American. New data indicated a gap for Veterans so a goal was set to remove the gap by 5%.	There was slight progress made for low income (BOG eligible) students. All other groups have not yet made any progress.

Basic Skill Initiative (BSI) Goals	Progress
Continue to research, initiate and expand comprehensive basic skills services, activities, and programs that foster success through pre-transfer level courses campus-wide.	In partnership with Title V, we provided group tutoring for developmental English. Collaborated with Equity to expand tutorial services on both the main campus and satellite campus. We hired additional tutors and coordinators. We provided extended services in preparation for finals week. We also increased online tutoring hours.
Continue to provide students, staff, and faculty with educational opportunities on best practices, strategies and techniques to cultivate success in achieving student goals.	We provided workshops for Basic Skills students to support success in their coursework. We organized embedded tutoring workshops for faculty during Flex Day. Provided OnCourse I and OnCourse II training.

Basic Skill Initiative (BSI) Goals	Progress
Further develop collaboration with local high schools to prepare students for college level courses.	Funded norming sessions with English instructors from local partnering local high schools. The program has now expanded to all of our feeder high schools in Clovis Unified.
Perform institutional inquiry to determine if need exists for ESL program.	We are working with institutional research to determine tracking. Tutorial Services has seen and addressed the need for training tutors in ways to better serve/work with International and ESL students.

b. **To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

Successes:
- Hiring staff to support plans
- Enhanced technology to support staff and programs
- Increased Tutorial Services
- Increased access to data
- More faculty involvement with understanding data
- District-wide matriculation collaboration
- Student Success & Equity Committee
- Enhanced communication about support services and matriculation steps
- Direct Student Support: Equity book grants, transportation, food insecurities
- Cultural activities and training
- Trainings for mental health & wellness
- Professional Development
- OnCourse Training
- First Year Programs
- Student Ambassador Program
- Increased Library Resources

Challenges:
- Large increase in FTES
- Not enough FT faculty/staff to support growing FTES
- Lengthy hiring process
- Not enough time to implement programs
- Not enough Equity funds

c. **In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Goal: Improve student success/course completion	**Activity: support for tutorial services.**	**Activity: support for tutorial services.**	**Activity: support for tutorial services.**
	Embedded Tutors: Funding allocated to promote the tutorial center to students that were being referred to the tutorial center via ESARS Alert/Student Follow-up.	**Embedded Tutors:** Funding allocated to hire embedded tutors for classes that have a large number of disproportionately impacted students.	**Embedded Tutors:** Funding allocated for embedded tutors designated Basic Skills math and English courses, and services such as workshops that support skills needed for success in basic skills courses.
	Expansion of Tutorial Centers: Funding to support FYE program students in the tutorial center.	**Expansion of Tutorial Centers:** Funding allocated to increase Tutorial Center hours and to establish a Tutorial Center at our satellite campus-The Herndon Campus. Funding was also allocated to purchase text books that students and tutors could utilize during tutoring sessions.	**Expansion of Learning Centers:** Funding allocated to hire additional tutorial center coordinators and extend hours.

2. **Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.**

Clovis Community College has a robust Tutorial Center. Funding has been allocated for embedded tutors in the basic skills classes (English, reading, and mathematics) and basic skills classes that were linked in learning communities with our Counseling 53 (current FYE) classes. Seventy percent of students who were underprepared and who had embedded tutors in their basic skills classes successfully completed

transfer level English course within two terms. Sixty-seven percent of the underprepared math students who had embedded tutors in their classes completed a transfer-level math course within two terms compared to 60% of like-enrolled students without embedded tutors in their classes.

3. **Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.**

Goal 1: Continued expansion of Tutorial and Student Services.
Aligns with Clovis Strategic Plan Goals: 2.0, 2.3, 3.0, 3.4

Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
1.1 Hire additional tutors for tutorial center.	Allocate funds to support FYE tutors.	Assist Tutorial Center Coordinator in hiring a diverse group of tutors and coordinators. Provide Equity training for Tutorial Center staff. Allocate funds for additional tutors.	Allocate funds to additional training of tutors (outside sources and specialized trainings throughout semester)	Degree & Certificate Completion Transfer
1.2 Increase number of embedded tutors.	Embed tutors into classes that have a low course completion rate. Embed student ambassadors into FYE courses to serve as mentors.	Collaborate with Research and Instruction to determine which disciplines/classes need embedded tutors to support disproportionately impacted groups.	Additional training for embedded tutors to better serve BSI students in the classroom.	Transfer
1.3 Increase support staff in Counseling Center and Tutorial Center to support the increase of students needing assistance.	Hire additional adjunct counselor. Allocate some funds to assist with Student Follow-up Services in the Tutorial Center.	Support HBCU Transfer Guarantee Program, Veterans' Center, TRIO, DSPS. Allocate funds to hire support staff to help better serve the increased number of students needing tutorial services.		Access Retention

Goal 2: Increase professional development opportunities for faculty, staff and students.

Aligns with Clovis Strategic Plan Goals: 2.0, 3.4, 5.6, 6.0

Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
2.1 Schedule OnCourse Trainings on campus.	Continued support for professional development pertaining to SSSP.	Continued support for professional development pertaining to Student Equity.	Continued support for professional development pertaining to Basic Skills.	• Access • Retention • Completion • Transfer
2.2 Provide Equity training that will help faculty, staff and students support disproportionately impacted groups	Allocate funds to provide additional training in counseling and early alert SARSAlert. Allocate funds to provide training to student ambassadors to help students through the matriculation process.	Continue to provide professional development opportunities in culturally responsive teaching.	Allocate funds to support training for BSI faculty and tutors.	• All goal areas
2.3 Provide trainings to support data analysis and understanding.	Provide training to staff and faculty involved in the matriculation process.	Provide training for equity data analysis.	Provide training for BSI data analysis.	• All goal areas

Goal 3: Enhance and increase high school and community partnerships.

Aligns with Clovis Strategic Plan Goals: 1.0, 1.2, 1.4, 2.6, 4.0, 4.4

Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
3.1 Provide tutorial support for high school partnership classes.		Allocate funds to hire and train tutors.	Allocate funds to hire and train tutors.	• Access • Retention

Goal 3: Enhance and increase high school and community partnerships.

Aligns with Clovis Strategic Plan Goals: 1.0, 1.2, 1.4, 2.6, 4.0, 4.4

Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
3.2 Increase community and feeder school outreach.	Continue to enhance outreach and matriculation process to feeder schools, adult ed schools, homeschool programs and the community. Highlight programs such as Honors, Dual Enrollment, and Veterans.	Continue to support outreach activities that target disproportionately impacted groups.	Connect with Basic Skills students during Reg-to-Go process.	● Access ● Transfer ● ESL/Basic Skills Completion ● Degree & Certificate Completion
3.3 Continue to develop college pathways for high school students.	Allocate funds to support the development and success of dual enrollment pathways.		Collaborate with faculty on the development of Guided Pathways.	● All goal areas

Goal 4: Continue to provide innovative support to increase retention, engagement and completion.

Aligns with Clovis Strategic Plan Goals: 2.3, 2.6, 3.0, 3.1, 3.2, 3.5

Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
4.1 Increase opportunities for face-to-face interactions prior to and during student's first term of attendance.	Allocate funds to increase participation at Crush Days- New Student Orientation and other summer orientations. Allocate funds to increase Student Ambassador interaction with first-time students. Dedicate an Educational Advisor to provide more intrusive in-reach and follow-up support for first time students.	Continue to support the summer Math Blast Program. Provide more in-reach support to Reg To Go students that are a part of disproportionately impacted groups.	Provide supplemental support for underprepared students that have participated in the summer math blast program. Schedule Tutorial Center presentations to Basic Skills students during the first 2 weeks of the semester.	• Access • Retention • Completion
4.2 Improve faculty participation in Early Alert.	Presentations during opening day, adjunct faculty orientation and new faculty orientation.	Continue to enhance Early Alert process.	Increase follow-up on faculty concerns about referred students.	• Retention • ESL/Basic Skills Completion • Degree& Cert Completion
4.3 Increase opportunities to discuss how to better serve ESL students.	Outreach to Adult Schools to help build the bridge to college.	ESL strategies training for faculty who serve ESL students.	Cultural training for tutors and coordinators.	• Access • Retention • Completion
4.4 Expand college activities to support student engagement and inclusion.		Continue to support diversity programs, trainings and activities that support disproportionately impacted students	Continue to support Tutorial Center activities that engage students such as Power-Up Week.	• All goal areas.

Goal 5: Support students' basic health and wellness needs that contribute to student success including social, emotional, physical and mental health.

Aligns with Clovis Strategic Plan Goals: 3.1, 3.2, 3.5

Activity	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
5.1 Provide Wellness and Mental Health trainings, resources, and activities.	Coordinate with college nurse to provide in-person and online trainings throughout the academic year. Provide information about services during orientation and student follow-up.	Allocate funds to provide resources, speakers and special programming to promote awareness.	Provide DSPS and Psychological Services training for tutors.	• Retention • Completion
5.2 Support efforts of the state such as text messaging lifeline by endorsing faculty and staff to promote suicide prevention.	Provide information about services during orientation and student follow-up.	Allocate funds to provide resources, speakers and special programming to promote awareness.	Provide resource material and presentations to basic skills students that may need support	• Retention • Completion
5.3 Initiate efforts to be a Safe Space Trained Campus to support LGBTQ community.	Provide information about in-person and online services during orientation and student follow-up.	Provide training to faculty, staff and student leaders.		• Retention • Completion

4. **How will your college accomplish integration of matriculation, instruction, and student support to accomplish you student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)**

The Student Success Committee has been serving as the catalyst to help integrate matriculation, instruction and student support at Clovis Community College. The key leaders of each of these areas, including the coordinators of the categorical programs, are a part of this committee. The other key component has been the leadership of the Vice President of Instruction and Student Services who serves as a co-chair. Because this position includes both instruction and student services, it allows for better communication and movement of projects and programs. This past year we added 3 additional students to the committee to include tutors since our Tutorial Center has played a major role in helping our students complete their courses. The members of Student Success serve on various workgroups that specifically deal with SSSP, Student Equity and Basic Skills which has provided better input from those areas.

The charge of the Student Success & Equity Committee will be to:

1. Assign a lead(s) to the "goal activities"
2. Establish a time-line to meet the goals.

3. Review the student success goals each semester.

Starting in fall 2017, the College President conducted an overview of the current governance handbook. The college is currently piloting an updated version that includes modifications to the membership of the Student Success Committee. While the composition has been modified, the core foundation of it is still represented on the committee.

5. **If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including postsecondary transitions and employment (250 words max)**

    Clovis Community College currently offers one tutoring class that is noncredit. This course provides individualized assistance to increase the probability of a student's successful completion of his or her educational objectives.

6. **Describe your professional development plans to achieve your student success goals. (100 words max)**

    - On Course workshops are offered on a regular basis and seventy-five faculty, staff, administrators, and student-tutors / leaders have been participants. A new teacher collaborative, which met weekly, was established to support first and second year instructors.   Continuous On Course professional development for faculty, staff, administrators, and student leaders to promote campus wide active learning and engagement

    - Student Success conference
    - Training for teaching men of color
    - Race relations training
    - Center for Urban Education
    - M2C3 (CEAL)
    - FYE Conference
    - Fresno State Equity Summit
    - Supplemental Instruction
    - Active Learning Series
    - Brown Bag lunches
    - Faculty Curriculum Workshops
    - Online Teacher Training
    - Tutor Expo
    - A2MEND Conference

7. **How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)**

    The institutional research offices at the college and at the district have started to implement

the use of Tableau- data dashboard. This program will track data each semester for analysis. Student Success & Equity committee will do a mid-year review to determine what interventions may need to be implemented. The President will report out to the college community once a year.

8. **For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**

SSSP currently has a formal process for coordinating with other colleges so students have a similar experience across the District. Coordination will continue through the District-Wide Matriculation work group which includes key representatives from all three colleges. BSI, SE, and SSSP coordinators have collaborated informally across the district. Going forward, coordinators will meet once a semester to coordinate professional development and capacity-building opportunities and examine district processes that affect student success. FCC, RC, and CCC plan to coordinate rotating student success and equity-centered professional development events to allow personnel from the three campuses to participate.

9. **Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match
Academic Salaries	$ 43,591	$ 74,477	$ 530,658	$553,117
Classified and Other Nonacademic Salaries	$ 28,604	$ 222,375	$ 357,837	$439,505
Employee Benefits	$ 9,805	$ 106,943	$ 330,826	$351,552
Supplies & Materials	$-	$ 5,000	$ 9,000	$25,000
Other Operating Expenses and Services	$ 8,000	$ 55,203	$ 110,453	$ -
Capital Outlay	$-	$ 23,000	$ 40,000	$10,000
Other Outgo	$-	$ 30,000	$-	$ -
Program Totals	$ 90,000	$ 516,998	$ 1,378,774	$1,379,174
				Match
BSI, SE, & SSSP Budget Total :	**$1,985,772**			

10. **Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:**

INSERT LINK TO: Executive Summary of the Integrated Plan

11. **What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

- Continued funding for staffing and resources in programs and services that have achieved success in identified goals.
- Support and techniques for measuring data and measuring successful activities tied to plan outcomes
- More time for implementation to make adjustments to new programs and services so that beneficial activities can achieve their potential
- Create a repository for best practices that would be available for all constituency groups

12. **Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:**

Point of Contact:
Name: Gurdeep Hébert
Title: Director of Student Success, Equity & Outreach
Email Address:gurdeep.hebert@cloviscollege.edu
Phone: (559) 325-5378 or (559) 307-5499

Alternate Point of Contact:
Name: Kelly Fowler
Title: Vice President, Instruction & Student Services
Email Address:kelly.fowler@cloviscollege.edu
Phone: (559) 325-5214

College: Clovis Community College   District: State Center Community College

Board of Trustees Approval Date: November 7, 2017

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____
Chancellor/President   Date   Email Address

_____
Chief Business Officer   Date   Email Address

_____
Chief Instructional Officer   Date   Email Address

_____
Chief Student Services Officer   Date   Email Address

_____
President, Academic Senate   Date   Email Address

Addendum:

Clovis Community College

Executive Summary
Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Services

On July 20, 2015, Clovis Community College (CCC) was officially recognized by the California Community College Board of Governors as the 113th community college in the state of California. Now with over 10,000 students, CCC is also one of the fastest growing community colleges with an increase in enrollment of over 8% this past year. Student Success and Student Equity are among the top priorities of the college to ensure that along with growth comes great opportunities for all students.

The Clovis Community College plans for Basic Skills Initiative, Student Equity, and Student Success and Support all focus on increasing access, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented students. This Integrated program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and Title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance.

Goals and activities for the Integrated Plan have been developed in consultation with faculty, staff, students and administrators. Furthermore, this 2017-19 Integrated Plan is guided by the District and College's Strategic Plans as well as the College's Mission Statement wherein the commitment to student success and equity is inherent: Creating opportunities one student at a time.

The following five goals have been identified for the BSI, Student Equity and SSSP Integrated Plan:

Goal 1: Continued expansion of Tutorial and Student Services.
1.1 Hire additional tutors for tutorial centers.
1.2 Increase number of embedded tutors.
1.3 Increase support staff in Counseling Center and Tutorial Center to support the increase of students needing assistance.

Goal 2: Increase professional development opportunities for faculty, staff and students.
2.1 Schedule OnCourse Trainings on campus.
2.2 Provide Equity training that will help faculty, staff and students support our disproportionately impacted groups.
2.3 Provide trainings to support data analysis and understanding.

Goal 3: Enhance and increase high school and community partnerships.
3.1 Provide tutorial support for high school partnership classes.
3.2 Increase community and feeder school outreach.
3.3 Continue to develop college pathways for high school students.

Goal 4: Continue to provide innovative support to increase retention, engagement and completion.
4.1 Increase opportunities for face-to-face interactions prior to and during student's first term of attendance.

4.2 Improve faculty participation in Early Alert.
4.3 Increase opportunities to discuss how to better serve ESL students.
4.4 Expand college activities to support student engagement and inclusion.

Goal 5: Support students' basic health and wellness needs that contribute to student success including social, emotional, physical and mental health.
5.1 Provide Wellness and Mental Health trainings, resources, and activities.
5.2 Support efforts of the state such as text messaging lifeline by endorsing faculty and staff to promote suicide prevention.
5.3 Initiate efforts to be a Safe Space Trained Campus to support LGBTQ community.

Student Equity Plan Summary

There were four main goals that were identified in the Clovis Community College Student Equity Plan.

Goal 1: Provide opportunities for increasing diversity and equity at Clovis Community College.

Goal 2: Build institutional capacity to address achievement gaps by engaging in systematic quantitative and qualitative inquiry using a practitioner-researcher model and by implementing interventions and student support services that directly address the identified equity gaps.

Goal 3: Establish a Student Equity Taskforce which will monitor progress on the plan, submit required annual reports, develop future plans, determine the performance measures for monitoring progress toward achieving the desired outcomes, and establish target dates for achieving these outcomes.

Goal 4: Close performance gaps for targeted groups, thereby improving the overall success of all students at Clovis Community College by 2020.

The methods that we have been using to accomplish the goals include research and inquiry as well as intervention and student support.

Research and Inquiry
Research and Inquiry: Research and inquiry about stellar models that focus on the success of minority male community college students. Clovis Community College will target models that specifically assist male students to excel academically and, provide social and cultural awareness, and professional development.

*Research and Inquiry***:** Develop an inquiry group comprised of CCC practitioners to deepen the institution's understanding of *why* the equity gaps exist for basic skills metrics with a specific focus on ESL within the context of instructional support services and curriculum delivery. While this inquiry is focused on basic skills students, the lessons learned will inform our approach to improving course creation and completion more generally.

Intervention and Student Support
In addition to the many student and instructional support services offered at Clovis Community College, the Student Success and Equity Committee has selected projects that provide new and/or enhanced

support services to students to improve course, degree, and certificate completion; transfer achievement; and minimize the equity gaps.

Our plan is for the methods to culminate in an evaluation process to determine the most successful practices on closing achievement gaps for our target population of students as indicated in the following graph.

Success Indicators	Underserved Target Populations
A. Access	Veterans, male students, and individuals with disabilities
B. Course Completion	Native American, Asian, African American & Hispanic males, low income, individuals with disabilities, and foster youth
C. ESL and Basic Skills Completion	American Indian/Alaska Native, African American, male students, low-income students, and foster youth
D. Degree and Certificate Completion	African American, Hispanic, Asian, and low-income students
E. Transfer	American Indian, African American, Hispanic, Native Hawaiian, Pacific Islander students, individuals with disabilities, low-income students, and foster youth

According to the graph, the target group students who experience the greatest disproportionate impact across all indicators were Black/African American and Hispanic/Latino students, male students, and low income students.

The Student Success and Equity Committee selected a primary focus for implementation annually; however, activities that address *all* equity indicators are supported in this plan and will continue after implementation. CCC offers Basic Skills courses; however we currently do not offer an ESL program. Due to the changing demographics of the campus, this will be one of the areas of focus for the institution. The activities for each of the Student Equity Indicators include the following:

Access
- Improve identification and access to services for Hispanic and African American students.

- Improve identification and access to services for minority male students.

Course Completion
- Assess the overall efficacy of student instructional support services.

- Promote the use of instructional support services among groups experiencing a disproportionate impact in course completion.

- Develop a professional development plan for faculty and staff to address the issues contributing to academic underperformance of target groups.

- Support project activities in history, sociology, political science, and other academic disciplines which address cultural, ethnic, and socio-economic issues.

- Enhance awareness and access to Disabled Student Programs and Services (DSPS).

- Expand access to instructional support services such as the Tutorial Center and Library services.

- Evaluate incoming transcripts as students enter the college to determine course completion toward their goal, which may include their degree and/or certificate and for placement by multiple measures rather than testing.

ESL and Basic Skills Completion

- Establish a task force made up of faculty, administrators, and support staff who will systematically investigate practices to increase our ability to address Basic Skills course completion disparities.

- Invest in the creation of pathways from basic skills to college-level courses.

- Expand access to instructional support services for all target groups.

Degree and Certificate Completion

- Create experiences for students that promote a connection to their academic goals including research opportunities and attendance at leadership and diversity events and activities.

- Enhance Tutorial and Library services.

- Assess the overall efficacy of our student transfer support services in promoting its services among groups experiencing a disproportionate impact.

- Enhance services offered by categorical and other special programs that promote degree and certificate completion among target group students.

- Evaluate incoming transcripts as students enter the college to determine a path toward completion of their degree.

Transfer

- Assess the overall efficacy of our student transfer support services.

- Promote transfer support services for target groups experiencing a disproportionate impact.

- Provide professional development for faculty and staff to address the issues contributing to academic underperformance of target groups experiencing a disproportionate impact.

- Create experiences for students that promote a connection to their academic goals including research opportunities at universities, attendance at leadership and diversity programs and events.

- Enhance services offered by categorical and other special programs that promote transfer among target groups.

- Evaluate incoming transcripts as students enter the college to determine a path toward completion of their degree.

Summary of Student Equity Progress

Student Equity Goals	Progress
Goal 1: To provide opportunities for increasing diversity and equity at Clovis Community College.	5. Targeted outreach and marketing efforts to increase diversity. 6. Provided professional development opportunities that specifically related to equity in the classroom, hiring practices, and student services best practices. 7. Several faculty have taken the "Teaching Men of Color" course from CORA. 8. Integration of cultural activities and programs into curriculum/academics.
Goal 2: To build institutional capacity to address achievement gaps by engaging in systematic quantitative and qualitative inquiry using a practitioner-researcher model and by implementing interventions and student support services that directly address the identified equity gaps.	7. Hired a Director of Research and one Research Technician. 8. Helped fund research software known as Tableu which helped to expand our available data. 9. Held college-wide discussions/data analysis. 10. Funded professional development for hiring practices and teaching that focused on equity. 11. Implemented Direct Student support to address lack of finances for textbooks, transportation and food insecurities. 12. Collaborated with equity categorical programs such as EOPS, Veterans, DSPS, TRIO, and Foster Youth to enhance their outreach efforts to disproportionately impacted groups.
Goal 3: To establish a Student Equity Taskforce which will monitor progress on the plan, submit required annual reports, develop future plans, determine the performance measures for monitoring progress toward achieving the desired outcomes, and establish target dates for achieving these outcomes.	2. The Student Success Committee has now become the Student Success & Equity Committee. One of its functions is to monitor progress of the Equity plan, data and goals on an annual basis. An ad hoc committee will strictly focus on data and equity issues.

Student Equity Goals	Progress
Goal 4: To close performance gaps for targeted groups, thereby improving the overall success of all students at Clovis Community College by the year 2020.	6. Our data prior to 2015 was aggregated into Reedley College's data because we were not yet a college. 7. Provided staffing for research office. 8. Pulled new data for 2015-2016 to use as a baseline from this point forward. 9. Expanded college specific, program level data such as course completion by discipline for impacted groups. 10. The overall success of all students increased by 3%
4a. **Access**-Improve access for males by 2%, for veterans by 3% and individuals with disabilities by 2%.	There was a slight increase in access for males and individuals with disabilities. The number for Veterans stayed the same. We are opening up a Veterans Resource Center during Fall 2017. We noticed that there was a gap in our Asian American group, so we will begin to monitor and implement activities to improve access.
4b. **Course Completion**-Improve course completion for Black & African American by 2%, Hispanic/Latino by 3% and Native American/Alaskan by 6%.	There has been no progress in course completion for Black/African Americans. *However, their retention rate has increased from 89% to 91%.* For the Hispanic/Latino group, there was no longer a gap. The gap widened among our Native American students. We want to note that the number of Native American/Alaskan students (52) is fairly small.
4c. **Basic Skills & ESL**- Improve Basic Skills completion for African American by 8% and males by 2%.	There was a little progress for our Black/African American students and we were able to eliminate the gap for our males. Originally we had Native American/Alaskan and Foster Youth however the sample size is below 15 students.
4d. **Degree & Certificate Completion**- Improve degree and certificate completion in Black/African American by 5%, Hispanic Latino by 3%, and Asian American by 3%. After noticing a gap in the new data we added a goal for individuals with disabilities (2%) and Veterans (5%).	There was progress with our Black/African American and Asian American students. The gap has been completely removed for the Latino/Hispanic students.
4e. **Transfer**- The goal is to improve transfer rates for Hispanic/Latino by 4%, Low income students by 5%, Individuals with disabilities by 7% and to completely remove the gap for Black/African American. New data indicated a gap for Veterans so a goal was set to remove the gap by 5%.	There was slight progress made for low income (BOG eligible) students. All other groups have not yet made any progress.

Review of Past Equity Expenditures

Revenue (2014-2015) = $267,941
Expenditures

Outreach	$8,530
Student Services & Categorical	$102,317
Research & Evaluation	$0
Student Equity Coordination & Planning	$70,134
Curriculum/Course Dev. & Adaptation	$0
Professional Development	$2,312
Instructional Support	$42,311
Direct Student Support	$42,019
Total	$267,623
Balance	$318

Revenue (2015-2016) = $612,284
Expenditures

Outreach	$27,370
Student Services & Categorical	$60,882
Research & Evaluation	$36,415
Student Equity Coordination & Planning	$129,635
Curriculum/Course Dev. & Adaptation	$0
Professional Development	$26,659
Instructional Support	$181,664
Direct Student Support	$149,659
Total	$612,284
Balance	$0

Revenue (2016-2017) = $516,998
Expenditures

Outreach	$19,116
Student Services & Categorical	$30,870
Research & Evaluation	$750
Student Equity Coordination & Planning	$225,664
Curriculum/Course Dev. & Adaptation	$0
Professional Development	$9,761
Instructional Support	$161,342
Direct Student Support	$69,495
Total	$516,998
Balance	$0

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Accessibility

Clovis Community College's Executive Summary of the Integrated Plan: Basic Skills Initiative, Student Equity and Student Success and Support Program is posted on the college's website.