



**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 2015-16, 2016-17 and 2017-18 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:**

## Introduction

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. With almost 12,000 students in 2017-18, CCC is also one of the fastest growing community colleges with an increase in enrollment of over 7% from 2016-17. Student Success and Student Equity are among the top priorities of the college to ensure along with growth comes great opportunities for all students.

In the fall of 2017 Clovis Community College wrote and approved the 2017-19 Integrated Plan for Basic Skills Initiative, Student Equity, and Student Success and Support Program, which focused 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 retained separate requirements as specified in Education Code and Title 5 regulations.

In the 2018 budget bill, the California legislature took formal steps to integrate these three categorical programs into the Student Equity and Achievement (SEA) program. The intent of this program is to: support the California Community Colleges in advancing the systemwide goal to boost achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups by doing of all the following:

- A. Implementing activities and practices pursuant to the California Community College Guided Pathways Grant Program.
- B. Ensuring students complete their educational goals and a defined course of study.
- C. Providing quality curriculum, instruction, and support services to students who enter college deficient in English and mathematics to ensure these students complete a course of study in a timely manner.

As part of this update by the legislature, an Integrated Plan is no longer required, but since Equity is at the core of the SEA program, a Student Equity Plan is still required every three years<sup>1</sup>.

Goals and activities for the Clovis Community College 2019-22 Student Equity Plan were developed in consultation with faculty, staff, students and administrators. Furthermore, this 2019-22 Student Equity 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.

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<sup>1</sup> See SEA Program Training slides (<https://iepi.cccco.edu/Portals/0/2018%20SEA%20Program%20Training.pdf>), accessed March 6<sup>th</sup>, 2019.



## Prior Student Equity Work at the College

Table 1 shows the progress made for those student populations identified in 2015 as disproportionately impacted in Access, Course Completion, ESL and Basic Skills, Degree and Certificate Completion, and Transfer. While there are still gaps across most of these student populations on these indicators, we see that the gap is closing (positive numbers in the “Progress” column) for most student populations in the table.

Table 1. Assessment of Student Equity progress from 2015 Student Equity Plan to 2018

	2015 Gap	2018 Gap	Progress
<b>Access</b>			
Male	-6	-9	-3
Students with Disabilities	-3	-2	+1
Veterans	-4	-4	0
<b>Course Completion</b>			
American Indian/Alaskan Native	-4	-1	+3
Asian	-3	+5	+8
Black or African American	-8	-5	+3
Hispanic or Latinx	-5	-4	+1
Male	-4	-4	0
Low Income	-3	-2	+1
Students with Disabilities	-2	-6	-4
Foster Youth	-1	-24	-23
<b>ESL and Basic Skills</b>			
American Indian/Alaskan Native	-35	-13	+22
Black or African American	-24	-15	+9
Male	-3	-3	0
Low Income	-3	+2	+5
Foster Youth	-20	-24	-4
<b>Degree and Certificate Completion</b>			
Asian	-3	-2	+1
Black or African American	-7	-1	+6
Hispanic or Latinx	-3	0	+3
Low Income	0	+1	+1
<b>Transfer</b>			
American Indian/Alaskan Native	-14	-21	-7
Black or African American	-7	-17	-10
Hispanic or Latinx	-6	-6	0
Native Hawaiian/Pacific Islander	-6	N/A	N/A
Low Income	-7	-4	+3
Students with Disabilities	-7	-13	-6
Foster Youth	-9	N/A	N/A



These encouraging results are due to a variety of factors, including progress made in achieving the goals from our 2015 Student Equity Plan:

1. To provide opportunities for increasing diversity and equity at Clovis Community College.
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.
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.
4. To close performance gaps for targeted groups, thereby improving the overall success of all students at Clovis Community College by the year 2020.

Additionally, we have made great progress with our 2017-19 Integrated Plan goals:

1. Continued expansion of Tutorial and Student Services.
2. Increase professional development opportunities for faculty, staff, and students.
3. Enhance and increase high school and community partnerships.
4. Continue to provide innovative support to increase retention, engagement, and completion.
5. Support students' basic health and wellness needs that contribute to student success including social, emotional, physical, and mental health.

The expenditures funding this work are presented in Table 2.

Table 2 Accounting of Expenditure of Student Equity Funds - 2015-16, 2016-17, and 2017-18

	2015-16	2016-17	2017-18
Outreach	\$27,370	\$19,117	\$21,709
Student Services & Categorical	\$60,882	\$30,870	\$60,641
Research & Evaluation	\$36,415	\$750	\$28,139
Student Equity Coordination & Planning	\$129,635	\$224,268	\$244,688
Curriculum/Course Dev. & Adaptation	\$0	\$0	\$1,087
Professional Development	\$26,659	\$9,761	\$24,461
Instructional Support	\$181,664	\$159,937	\$164,130
Direct Student Support	\$149,659	\$72,295	\$122,897
Total	\$612,284	\$516,998	\$667,752
Balance	\$0	\$0	\$0



## 2019-2022 Student Equity Plan Summary

While the overall format of the 2019-2022 Student Equity Plan is similar to previous plans, the California Community Colleges Chancellor's Office (CCCCO) has changed the indicators used to assess disproportionate impact. Table 3 displays the comparison of the 2014-2018 equity indicators and disproportionately impacted populations with the 2019-2022 equity indicators and disproportionately impacted populations. Despite similar/identical success indicators, none of the data/metrics are the same as previous years. However, we see many of the same populations disproportionately impacted across the different indicators (student populations in red are impacted in both 2014-18 and 2019-22). Unlike previous years, the CCCCCO now expects colleges to use data from Student Success Metrics (SSM) dashboard for the 2019-22 Student Equity Plan with no more campus-based data/research for disproportionate analysis.

Table 4 provides a full summary of which student groups are experiencing gaps across the indicators. This includes sections for "All Students", "Male Students", and "Female Students" because of a change in legislation such that colleges are now required to assess disproportionate impact by gender for all of the equity categories. We find that Hispanic/Latinx, LGBT, Foster Youth, First Generation, Black or African-American, and American Indian/Alaskan Native students are the most disproportionately impacted across all indicators for all, male, and female students. Appendix A provides tables for each indicator that show the current performance, equity gap, and the 2021-22 goal for each disproportionately impacted student group.

Overall, our approach to reducing equity gaps remains unchanged. We are committed to our mission statement of "Creating Opportunities – One Student at a Time". Further, our work is grounded in two foundational tenets, research and inquiry and intervention and student support.

### ***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.

### ***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 continues to support and select projects that provide new and/or enhanced support services to students to improve retention, transfer level English and math completion, degree and certificate completion, transfer achievement, while reducing equity gaps.

More specifically, in addition to new activities, we continue with many of the same activities from the previous Equity Plans. These include, but are not limited to the following activities for each of the goal areas.

### **Access**

- Improve identification and access to services for Hispanic and African American students.
- Improve identification and access to services for minority male students.
- Continue to increase dual enrollment opportunities for high school students, including participation in grants like the CAPP Guided Pathways Alignment Project.
- Increase opportunities for face-to-face interactions prior to students' first term of attendance.
- Continue to use an equity lens when hiring faculty and staff.



## Retention

- 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 that 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.
- Continue to support and grow the Clovis Community College Student Welcome Center.
- Continue to support the work of student success coaches to provide holistic student support.
- Continue offering “Strong Campaigns” to increase student engagement and success throughout the semester.
- Continue the expansion of tutorial services to offer specialized care to all types of student populations (e.g., Veterans service, Comm Lab, etc.).
- Improve participation in Early Alert.
- Continue to use an equity lens when hiring faculty and staff.

## Transfer Level English and Math Completion

- Establish a task force made up of faculty, administrators, and support staff who will systematically investigate practices to ensure that all students have the support complete transfer level English and math.
- Expand access to instructional support services for all target groups.
- Continue to embed tutors in English courses and increase embedded tutors in math courses, especially those associated with a co-requisite support course.
- Provide professional development opportunities.
- Continue the expansion of tutorial services to offer specialized care to all types of student populations (e.g., Veterans service, Comm Lab, etc.).
- Continue to assess the efficacy of instructional onboarding for faculty (both part-time and full-time) and continually improve these activities.
- Continue to use an equity lens when hiring faculty and staff.

## Student Awards (Certificate and Degree)

- 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.
- 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.
- Continue the expansion of tutorial services to offer specialized care to all types of student populations (e.g., Veterans service, Comm Lab, etc.).
- Continue offering the Graduation Campaign (Destination Graduation).
- Continue the expansion of awards offered to students.
- Continue to use an equity lens when hiring faculty and staff.



### Transfer

- Assess the overall efficacy of our student transfer support services.
- Promote transfer services among 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.
- Increase services in the transfer center.
- Participation in the HBCU tour.
- HSI presentations/workshops/tours
- Continue to use an equity lens when hiring faculty and staff.

### Research and Evaluation Plans

The Clovis Community College Office of Institutional Research (OIR) will continue to research and evaluate the progress made toward meeting our student equity goals. As the Student Success Metrics (SSM) dashboard is updated each year, the OIR will present an update on the progress towards reducing our equity gaps to the Student Success and Equity Committee. This will then be reported at our College Council.

The OIR will incorporate many of the SSM data metrics and some of the Student Equity Plan disproportionate impact analysis into the annual Institutional Effectiveness report starting in Fall 2019. Additionally, in-depth, comprehensive evaluation studies will be conducted to assess the effectiveness of the major activities and interventions funded by the Student Equity program.

As a part of its unit planning process, the OIR is assessing the current data dashboards available to the college. In this process of review, they will revise or create data dashboards in Tableau using California Community College Chancellor's Office (CCCCO) data (e.g., SSM, Data Mart, Scorecard, etc.) and campus data (surveys, placement data, service utilization, etc.) that will be used to evaluate progress towards our Student Equity Plan goals.

In addition, instructional faculty will analyze quantitative and qualitative data within professional learning communities in order to identify and generate the best teaching practices to improve student success.



## 2019-22 Student Equity Plan (For Planning Purposes Only)

Table 3 Comparison of 2014-2018 Equity Indicators and DI Populations with 2019-2022 Equity Indicators and DI Populations

2014-2018 Success Indicators	2017 Integrated Plan - Disproportionately Impacted Populations	2019-2022 Success Indicators	2019 Student Equity Plan - Disproportionately Impacted Populations	Data Indicator Change/Explanation
Access (compared to service population)	Veterans, male students, and students with disabilities	*Access (enrollment of applicants)	African American, some other race, students with disabilities, foster youth, LGBT, and Veterans	Previously compared college populations to service area with Census data. Now, Student Success Metrics (SSM) look at the proportion of all applicants who enrolled in the college in the following year.
Course Completion	American Indian/Alaska Native, Asian, African American & Hispanic/Latinx males, low income, students with disabilities, and foster youth.	Retention (Fall to Spring)	Hispanic/Latinx, low income, and first generation	This change is reflective of the CA Education Code, which has always referenced "retention". However, this is one of the largest changes to the Student Equity Plan data.
Transfer (Data mart: transfer velocity cohorts)	American Indian/Alaska Native, African American, Hispanic/Latinx, Native Hawaiian, Pacific Islander, students with disabilities, low-income students, and foster youth	Transfer to a four-year institution (All in academic year)	American Indian/Alaska Native, Hispanic/Latinx, students with disabilities, foster youth, first generation, and LGBT	In the past, transfer rate was only calculated for transfer aspirants as defined in the Data Mart Transfer Velocity statistics. Furthermore, this indicator used to be a rate of number of transfers divided by the number of transfer aspirants. The SSM metrics show transfer for all students as count.
ESL and Basic Skills Completion	American Indian/Alaska Native, African American, male students, low-income students, and foster youth.	Completion of transfer level math and English	Hispanic/Latinx, low income, students with disabilities, first generation, and Veterans.	Due to AB-705, this metric has moved away from understanding progress of basic skills students to focusing on all students who complete transfer level math and English with the first year. This is also consistent with the new funding formula.
Degree and Certificate Completion (Scorecard cohorts)	African-American, Hispanic/Latinx, Asian, and low-income students	Earned credit certificate over 18 units, or associate degree. (All in academic year)	American Indian/Alaska Native, African American, Hispanic/Latinx, first generation, foster youth, and LGBT	In the past, degree and certificate completion was only tracked for those students included in the Student Success Scorecard over six years. This new metric will allow us to better understand degree and certificate completion of all students, not just the six year cohorts.

Notes: Student populations disproportionately impacted across Equity Indicators in red.

\* SSM Access measure is problematic for SCCC because of our successful RTG programs that encourage all area high school students to apply, which increases our overall number of applicants. However, many of these applicants go to a four-year institution. A more meaningful measure of successful enrollment would exclude all students who went to a four-year institution instead of enrolling at SCCC.



## 2019-22 Student Equity Plan (For Planning Purposes Only)

Table 4. Summary of 2019-2022 Student Equity Plan Disproportionate Impact Analysis

	All Students					Male Students					Female Students				
	Successful Enrollment	Retention: Fall to Spring	Transfer Level Math English Completion	Student Awards	Transfer	Successful Enrollment	Retention: Fall to Spring	Transfer Level Math English Completion	Student Awards	Transfer	Successful Enrollment	Retention: Fall to Spring	Transfer Level Math English Completion	Student Awards	Transfer
<b>Race/Ethnicity</b>															
AI/AN	No	No	No	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes
Asian	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No
Black or AA	Yes	No	No	Yes	No	No	No	Yes	Yes	No	Yes	No	No	Yes	Yes
Filipino	No	No	No	No	No	No	No	No	No	No	No	Yes	No	No	No
Hispanic/Latinx	No	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes
NH or PI	No	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No
Two+ Races	N/A	No	No	No	No	N/A	No	No	Yes	Yes	N/A	No	No	No	No
White	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Some Other Race	Yes	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No
<b>Other Equity Groups</b>															
Low Income	N/A	Yes	Yes	No	No	N/A	Yes	Yes	No	No	N/A	Yes	No	No	No
DSPS	Yes	No	Yes	No	Yes	No	No	Yes	No	Yes	No	No	No	No	Yes
First Generation	N/A	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	N/A	Yes	Yes	No	No
Foster Youth	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	No	Yes	Yes
LGBT	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	No
Veteran	Yes	No	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	No

Notes: All indicators for 2017-18, except transfer, which is from 2016-17 because of lags in data reporting. AI/AN is American Indian/Alaska Native, AA is African American, and NH/PI is Native Hawaiian/Pacific Islander.

Successful enrollment, retention, and transfer level math and English completion utilize Percentage Point Gap (PPG) analysis. The CCCCO utilizes margin of error based on the size of groups to determine disproportionate impact with PPG. Student awards and transfer utilize proportionality index (PI) analysis. PI is calculated by dividing the sub-groups proportion in the college by the proportion for each of the indicators. Any value below 0.85 is considered to show disproportionate impact for that group.



## 2019-22 Student Equity Plan (For Planning Purposes Only)

### Appendix A. Current Performance, Equity Gap, and 2021-22 Goal for Each Disproportionately Impacted Student Group by Indicator

Metric 1:	Indicator	2017-18	Goal
Successful Enrollment	Among all applicants, the proportion who enrolled in a community college in the selected year	52.1%	47.0%

#### Overall Analysis

	2017-18 Rate	2017-18 Gap	2021-2022 Goal	Activities	
Ethnicity				<ul style="list-style-type: none"> <li>• Continuing to support Reg-To-Go</li> <li>• Guided Pathways implementation</li> <li>• Increasing Dual Enrollment</li> <li>• Dual Enrollment Counselor</li> <li>• Increase opportunities for face-to-face interactions prior to and during student’s first term of attendance</li> <li>• Regularly review data and evaluate progress</li> <li>• Clovis East Project CAPP</li> <li>• California Health Sciences Prospero Program</li> <li>• Increase support for Outreach services and activities</li> <li>• Increase services and outreach at the Adult Schools</li> <li>• AB-19 (and potentially AB-2) financial support</li> <li>• Community College Campaign</li> <li>• Community Engagement activities</li> <li>• Using an equity lens when hiring faculty and staff</li> </ul>	
	Some Other Race	42.4	-9.9%		47.0%
	Black or African American	40.9%	-11.9%		47.0%
Other Equity Groups					
	Students with Disabilities	47.5	-4.8%		47.0%
	Foster Youth	38.7%	-13.7%		47.0%
	LGBT	38.2%	-14.4%		47.0%
	Veteran	43.5%	-8.8%		47.0%
By Gender Analysis					
Male					
	Foster Youth	35.6%	-16.9%		47.0%
	LGBT	34.4%	-18.2%		47.0%
Female					
Ethnicity					
	Black or African American	37.7%	-15.2%	47.0%	
	Hispanic/Latinx	49.8%	-3.4%	47.0%	
Other Equity Groups					
	Foster Youth	41.4%	-11.1%	47.0%	
	LGBT	42.6%	-10.0%	47.0%	



## 2019-22 Student Equity Plan

(For Planning Purposes Only)

Metric 2:	Indicator	2017-18	Goal
Retention: Fall to Spring	Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution	60.1%	66.0%

**Overall Analysis**

		2017-18 Rate	2017-18 Gap	2021-2022 Goal	Activities	
Ethnicity	Hispanic/Latinx	56.9%	-5.6%	60.5%	<ul style="list-style-type: none"> <li>• Student Success Coaches</li> <li>• Increase Ambassadors/Mentors</li> <li>• Improve participation in Early Alert via Star Fish</li> <li>• Additional support to dismissal and probation students</li> <li>• Increase support to meet students' basic physical and mental health and wellness needs that contribute to student success.</li> <li>• Academic and Career Counseling support</li> <li>• Student engagement</li> <li>• The Strong Campaigns</li> <li>• Increase Tutorial Center services</li> <li>• Increase services provided by Welcome Center</li> <li>• Professional Development/On Course</li> <li>• Financial Aid and Scholarship outreach and activities</li> <li>• First Year Experience (FYE) classes</li> <li>• Regularly review data and evaluate progress</li> <li>• Continue Categorical Program collaboration</li> <li>• AB705 success strategies</li> <li>• Increase class offerings</li> <li>• Guided Pathways implementation</li> <li>• Enrollment Management</li> <li>• Degree Planner Pilot Program</li> <li>• Starfish implementation</li> <li>• Intrusive follow-ups on registering</li> <li>• Hiring more staff of color</li> <li>• Behavioral Intervention Team</li> <li>• Student Educational Plan (SEP) Campaigns</li> <li>• Gather Data from students that have dropped out</li> </ul>	
	Other Equity Groups					
	Promise Grant/BOG Waiver	56.6%	-10.6%	60.3%		
By Gender Analysis						
<b>Male</b>						
Ethnicity	Hispanic/Latinx	55.7%	-5.4%	59.8%		
	Other Equity Groups					
	First Generation	53.7%	-6%	58.6%		
<b>Female</b>						
Ethnicity	American Indian/Alaskan Native	41.9%	-18.4%	51.6%		
	Filipino	40.8%	-19.6%	50.9%		
	Hispanic/Latinx	57.8%	-3.3%	61.1%		
Other Equity Groups						
Promise Grant/BOG Waiver	56.6%	-6.1%	60.3%			
First Generation	55.4%	-6.4%	59.6%			



## 2019-22 Student Equity Plan

(For Planning Purposes Only)

Metric 3:	Indicator	2016-17	Goal
Transfer to a four-year institution	Among all students, the number who transferred to a four-year institution	1,065	1,438

**Overall Analysis**

		2016-17 Rate	2016-18 PI	2021- 2022 Goal	Activities	
Ethnicity	American Indian/Alaskan Native	0	0.00	3	<ul style="list-style-type: none"> <li>• Hire additional evaluator</li> <li>• Guided Pathways implementation</li> <li>• HBCU tours and information</li> <li>• HSI presentations/workshops/tours</li> <li>• Regularly review data and evaluate progress</li> <li>• Participation in OEI-CVC</li> <li>• College Tours</li> <li>• Dedicated Transfer Center and Counselor</li> <li>• Increase participation in Transfer Days</li> <li>• Scholarship Support and Information</li> <li>• Alumni Mentoring</li> <li>• Using an equity lens when hiring faculty and staff</li> </ul>	
	Hispanic/Latinx	361	0.83	500		
Other Equity Groups	Students with Disabilities	46	0.65	70		
	First Generation	341	0.82	480		
	Foster Youth	9	0.49	16		
	LGBT	10	0.67	18		
<b>By Gender Analysis</b>						
<b>Male</b>						
Ethnicity	American Indian/Alaskan Native	0	0.00	1		
	Pacific Islander	0	0.00	1		
Other Equity Groups	Two or More Races	15	0.78	20		
	Students with Disabilities	23	0.73	30		
	First Generation	122	0.79	175		
	Foster Youth	5	0.76	8		
	LGBT	2	0.36	6		
<b>Female</b>						
Ethnicity	American Indian/Alaskan Native	0	0.00	2		
	Black or African American	13	0.77	22		
Other Equity Groups	Hispanic/Latinx	201	0.79	290		
	Students with Disabilities	22	0.57	40		
	Foster Youth	4	0.34	8		



## 2019-22 Student Equity Plan

(For Planning Purposes Only)

Metric 4:	Indicator	2017-18	Goal
Completion of transfer level math and English	Among all first time students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district	15.4%	25.0%

**Overall Analysis**

		2017-18 Rate	2017-18 Gap	2021- 2022 Goal	Activities	
Ethnicity	Hispanic/Latinx	12.4%	-5.1%	25.0%	<ul style="list-style-type: none"> <li>• Increase embedded tutors</li> <li>• Increase Math and English offerings</li> <li>• Increase Tutorial Center services</li> <li>• Provide tutorial support for high school partnership classes</li> <li>• Regularly review data and evaluate progress</li> <li>• Guided Pathways implementation</li> <li>• Professional Development opportunities</li> <li>• Offer more On Course Workshop strategies in the classroom</li> <li>• Increase Early Alert usage</li> <li>• Explore innovative models of support and curriculum</li> <li>• Summer Intensive Programs to bridge students</li> <li>• Contextualized reading (1 unit) co-requisite support class</li> <li>• Using an equity lens when hiring faculty and staff</li> </ul>	
	Other Equity Groups					
	Promise Grant/BOG Waiver	13.1%	-5.1%	25.0%		
	Students with Disabilities	7.6%	-8.3%	25.0%		
	First Generation	10.7%	-7.2%	25.0%		
Veteran	5.0%	-10.5%	25.0%			
<b>By Gender Analysis</b>						
<b>Male</b>						
Ethnicity	Black or African American	3.2%	-12.4%	25.0%		
	Hispanic/Latinx	9.9%	-6.7%	25.0%		
	Some Other Race	0.0%	-15.5%	25.0%		
Other Equity Groups						
Promise Grant/BOG Waiver	12.7%	-3.7%	25.0%			
Students with Disabilities	3.2%	-12.7%	25.0%			
First Generation	8.4%	-8.4%	25.0%			
LGBT	0.0%	-15.6%	25.0%			
<b>Female</b>						
Ethnicity	American Indian/Alaskan Native	0.0%	-15.5%	25.0%		
Other Equity Groups						
First Generation	12.7%	-3.6%	25.0%			
Veteran	0.0%	-15.5%	25.0%			



## 2019-22 Student Equity Plan

(For Planning Purposes Only)

Metric 5:	Indicator	2017-18	Goal
Student Awards	Earned credit certificate over 18 units, associate degree, or CCC bachelor's degree	641	700

**Overall Analysis**

Ethnicity	2017-18 Rate	2017-18 Gap	2021- 2022 Goal	Activities
American Indian/Alaskan Native	0	0.00	3	<ul style="list-style-type: none"> <li>Graduation campaign (Destination Graduation)</li> <li>Tutorial Center Services</li> <li>Increase embedded tutors</li> <li>Professional development/On Course opportunities</li> <li>Regularly review data and evaluate progress</li> <li>Certificates for GE programs</li> <li>Additional Evaluator</li> <li>Guided Pathways implementation</li> <li>Increase academic counseling support</li> <li>SEP Campaigns</li> </ul>
Black or African American	10	0.51	16	
Hispanic/Latinx	210	0.76	260	
<b>Other Equity Groups</b>				
First Generation	212	0.81	260	
Foster Youth	6	0.47	11	
LGBT	3	0.24	7	
<b>By Gender Analysis</b>				
<b>Male</b>				
Ethnicity	0	0.00	1	
Asian	15	0.51	48	
Black or African American	3	0.35	6	
Hispanic/Latinx	84	0.77	110	
Two or More Races	8	0.70	10	
<b>Other Equity Groups</b>				
First Generation	68	0.70	90	
Foster Youth	1	0.24	3	
LGBT	1	0.21	3	
<b>Female</b>				
Ethnicity	0	0.00	2	
Black or African American	7	0.64	10	
Hispanic/Latinx	122	0.74	150	
<b>Other Equity Groups</b>				
Foster Youth	5	0.59	8	
LGBT	2	0.25	4	
Veteran	2	0.77	3	



## 2019-22 Student Equity Plan (For Planning Purposes Only)

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

Point of Contact:

Name Gurdeep Hébert

Title Dean of Student Services

Email Address Gurdeep.hebert@cloviscollege.edu

Phone (559) 325-5391

Alternate Point of Contact:

Name Alex Adams

Title Director of Institutional Research, Evaluation, and Planning

Email Address alex.adams@cloviscollege.edu

Phone (559) 325- 5363



# 2019-22 Student Equity Plan

(For Planning Purposes Only)

## Approval and Signature Page

College: Clovis Community College District: State Center Community College District

Board of Trustees Approval Date: June 4<sup>th</sup>, 2019

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 Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor’s Office.

Lori Bennett	6/5/2019	lori.bennett@cloviscollege.edu
Chancellor/President	Date	Email Address
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Chief Student Services Officer	Date	Email Address
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President, Academic Senate	Date	Email Address