



Executive Summary

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

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 Program 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

Four main goals 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
Access	Veterans, male students, and individuals with disabilities
Course Completion	Native American, Asian, African American & Hispanic males, low income, individuals with disabilities, and foster youth
ESL and Basic Skills Completion	American Indian/Alaska Native, African American, male students, low-income students, and foster youth
Degree and Certificate Completion	African American, Hispanic, Asian, and low-income students
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
<p>Goal 1: To provide opportunities for increasing diversity and equity at Clovis Community College.</p>	<ol style="list-style-type: none"> 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.
<p>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.</p>	<ol style="list-style-type: none"> 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.
<p>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.</p>	<ol style="list-style-type: none"> 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.

<p>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.</p>	<p>Our data prior to 2015 was aggregated into Reedley College's data because we were not yet a college.</p> <p>Provided staffing for research office.</p> <p>Pulled new data for 2015-2016 to use as a baseline from this point forward.</p> <p>Expanded college specific, program level data such as course completion by discipline for impacted groups.</p> <p>The overall success of all students increased by 3%.</p>
<p>4a. Access-Improve access for males by 2%, for veterans by 3% and individuals with disabilities by 2%.</p>	<p>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.</p>
<p>4b. Course Completion-Improve course completion for Black & African American by 2%, Hispanic/Latino by 3% and Native American/Alaskan by 6%.</p>	<p>There has been no progress in course completion for Black/African Americans. <i>However, their retention rate has increased from 89% to 91%.</i> 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.</p>
<p>4c. Basic Skills & ESL- Improve Basic Skills completion for African American by 8% and males by 2%.</p>	<p>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.</p>
<p>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%).</p>	<p>There was progress with our Black/African American and Asian American students. The gap has been completely removed for the Latino/Hispanic students.</p>
<p>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%.</p>	<p>There was slight progress made for low income (BOG eligible) students. All other groups have not yet made any progress.</p>

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

Contact Information

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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.