

CLOVIS COMMUNITY COLLEGE

Student Equity Plan

October 27, 2015



CLOVIS COMMUNITY COLLEGE STUDENT EQUITY PLAN

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Clovis Community College Student Equity Plan Signature Page

District: State Center Community College Board of Trustees Approval Date: Dec 8, 2015

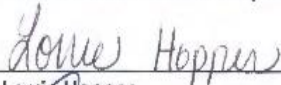
I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).



Deborah J. Ikeda

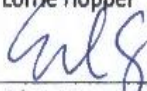
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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.



Lorrie Hopper

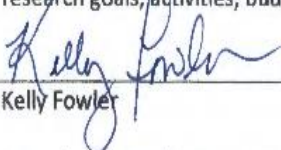
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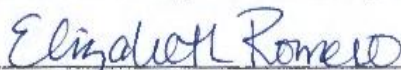
I certify that administration was involved in the development of the plan and supports the research goals, activities, budget, and evaluation it contains.



Kelly Fowler

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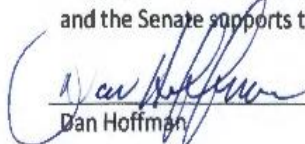
I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget, and evaluation it contains.



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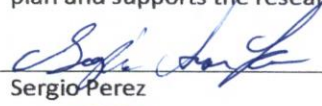
I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget, and evaluation it contains.



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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget, and evaluation it contains.



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Executive Summary

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 nearly 6,200 students, CCC is also one of the fastest growing community colleges with an increase in enrollment of over 8% just 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. Therefore the college has determined that it is most effective to have a combined committee whose charge is to plan and execute both the Student Success and Support Program (SSSP) and Student Equity Plans.

The Clovis Community College Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities will be developed to address disparities in student outcomes. This 2015-2018 Student Equity Plan is guided by the College's Mission Statement wherein the commitment to student equity is inherent: Creating opportunities one student at a time.

There are four main goals of the Clovis Community College Student Equity Plan. The specific goals of the Student Equity Plan are:

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.

These goals will be accomplished through:

1. Research and inquiry
2. Intervention and student support

These two pathways will 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

The Student Success Committee has 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 a focus of the institution.

Year 1: Focus on Indicator C, ESL, and Basic Skills Completion.

Year 2: Focus on Course Completion.

Year 3: Focus on Degree and Certificate Completion as well as Transfer.

The target group students who experience the greatest disproportionate impact across all indicators were African American and Hispanic students, minority male students, and low income students.

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 will specifically assist male students to excel academically, 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.

Equity Research Assistant: CCC will hire a Research Assistant to assist the institution with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.

Intervention and Student Support

In addition to the many student and instructional support services offered at Clovis Community College, the Student Success/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.

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 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.

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

SB 860 Requirements

Foster youth, veterans, and low-income/disadvantaged student data have been included in the “campus-based research” to the extent data are available. In some cases data was not collected

for these student groups until a date later than the cohort specified for the equity plan. In the annual update to the Student Equity Plan, we will disaggregate data by gender within target groups. All revised data requirements included in SB 860 will be reviewed by the Institutional Researcher in order to ensure these are included in our annual update. There was close collaboration with categorical and special support programs on campus that work directly with target group students throughout the planning process.

Resources Budgeted

The Student Equity Plan funds have been allocated based on the disproportionate impact study in order to address identified equity gaps in each of the indicators following the funding guidelines provided by the Chancellor’s Office in September 2014. In addition to the activities supported by Student Equity Plan funding, there are many ongoing institutional activities that address equity gaps in academic achievement for target group students that are supported by the general fund, grants such as Title V, SSSP, SSS-STEM, and other categorical funds. Clovis Community College has added the position of Director of Student Success Equity and Outreach to oversee the implementation of the College’s Equity plan (research, intervention, and evaluation) and serve as the contact for equity reporting purposes.

The budget for Clovis Community College has been categorized by object code as follows:

Revenue (2015 – 2016) 8600	State	\$502,284.00
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Expenditures

1000	Academic Salaries	\$118,826.00
2000	Non Academic Salaries	\$207,277.00
3000	Employee Benefits	\$97,812.00
4000	Supplies & Materials	\$11,554.00
5000	Other Operating Expenditures	\$56,315.00
6000	Capital Outlay	\$5,000.00
7000	Other Outgoing	\$5,500.00

College Contact

The Student Equity Plan contact for Clovis Community College is Ms. Gurdeep S. Hébert. She can be reached at 559-325-5378 or gurdeep.hebert@sccd.edu.

Planning Committee and Collaboration

The Clovis Community College Student Success Committee is responsible for the development and implementation of the Student Equity Plan and the Student Success and Support Program Plan. This committee is composed of faculty, administration, students, classified professionals and a community member. Campus constituent groups, including the Academic Senate, Associated Student Government, Classified Senate, President's Cabinet, and College Council all provided input as the plan was being developed. The Student Equity Plan focuses on increasing access, course completion, certificate and degree completion, transfer rates, and closing academic achievement gaps for underrepresented students.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Kelly Fowler	Vice President Instruction & Student Services	Administration, Co-chair
Gurdeep Hebert	Director of Student Success, Equity, & Outreach	Co-chair
Doris Griffin	Dean of Students	Student Services
Lee Brown	Interim Dean of Instruction	Instruction
Ryen Hirata	Interim Dean of Student Services	Student Services
Michelle Johnson	Institutional Research Coordinator	Research
Carla Stoner-Brito	Counselor	Student Services
Jeff Burdick	Faculty	English
Brandon Huebert	TRIO Counselor	Categorical Representative
Teresa Ishigaki	Faculty	English
Anna Martinez	Faculty	Communication
Sergio Perez	President, Associated Student Government	Student Government
Reynani Hawkins	Student Services Specialist	Admissions and Records
Candy Cannon	Financial Aid Manager	Financial Aid
Cynthia McDonald	Librarian	Library Services
Jennifer Simonson	Faculty	Basic Skills
Ann Brandon	Faculty	Reading
Carole Sullivan	Faculty	Math Department
Galin Dent	Faculty	Reading
Patrick Stumpf	College Center Assistant	Student Activities
Stacy Ross	Tutorial Services Coordinator	Tutorial Services
David Navarro	Outreach Specialist	Outreach
Elizabeth Romero	Academic Senate President	Academic Senate
Leslie Ratá	Classified Senate Past President	Classified Senate
Cindy Walker	Adjunct Psychology Instructor	Adjunct Faculty
Julieanne Nguyen	Student Representative	Student Government
Caeleb Trace	Student Representative	Student Government
Lindsey Perales	Student Representative	Student Government
Alex Markle	Student Representative- Tutor	Tutorial Center
Pam Fobbs	Community Representative	Community

Access

CAMPUS-BASED RESEARCH: ACCESS

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Access describes the percentage a population subgroup enrolled at the college compared to that subgroup's representation in the adult population of the community served. Clovis Community College (CCC) attracts a large number of student groups from all over Fresno County and is not limited to the City of Clovis service area.

DATA SOURCE

The CCC population data were obtained from the college's Management Information Systems (SQL) database. The service area demographic data are based on Clovis Unified School District demographics (DataQuest).

METHODOLOGY

Clovis Community College Equity Committee reviewed the three methods for calculating Equity Gaps (disproportionate impact). We decided to use the Percentage Point Gap approach because we found the results easier to interpret. Using the table provided in the Student Equity Plan template, we examined student population in Fall, 2014.

The data indicates that a little over half of the CCC population (54.8%) is female. Male students (45%) are underrepresented in the CCC population when compared to the percentage of males in the community.

The largest percentage of the CCC student population is White/non-Hispanic (44%), followed by Hispanic (37%), Asian (12%), and African American (4%). When compared with the service area population, White/non-Hispanic, Asian/Pacific Islander, and American Indian/Alaska Native, are more prevalent in the CCC population.

Target Population(s)	# of your college's total enrollment in Fall 2014	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	98	2%	1%	+1
Asian/Pacific Islander	773	12%	13%	-1
Black or African American	233	4%	3%	+1
Hispanic or Latino	2,318	37%	35%	+2
White	2,724	44%	47%	-3
Some other race	67	1%	1%	-
More than one race	N/A			
Total of 7 cells above (Orange cells should = 100%)	6,213	100%	100%	
Males	2,801	45%	51%	-6
Females	3,347	54%	48%	+6
Unknown	65	1%	1%	-
Total of 3 cells above (Orange cells should = 100%)		100%	100%	
Current or former foster youth	111	2%	.5%	+1.5
Individuals with disabilities	391	6%	9%	-3
Low-income students	3,734	59%	38%	+21
Veterans	111	2%	6%	-4

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap*, year	Goal PPG**	Goal Year
Males	-6, 2014 PPG	Gap no greater than -4 PPG	2020
Veterans	-4, 2014 PPG	Gap no greater than -1 PPG	2020
Individuals with disabilities	-3, 2014 PPG	Gap no greater than -2 PPG	2020

*Percentage Point Gap (PPG) **Benchmark goals are to be decided by the institution.

When compared with the service area, males, veterans, and individuals with disabilities are less prevalent in the CCC student population indicating a disparity in enrollment compared to the service area.

ACTIVITIES: A. ACCESS

A.1

- Activity Type(s)

X	Outreach	X	Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	x	Direct Student Support
X	Research and Evaluation		Professional Development		

- Target Student Group(s) & # of Each Affected:

ID	Target Group	# of Students Affected
A.1	Males	168
	Veterans	5
	Individuals with disabilities	12

Activity Implementation Plan

Research and Inquiry

Clovis Community College's goal in the access indicator is to maintain a student body that is reflective of the race/ethnicity of its service area and to reach equity for all groups. In addition to access to the college generally, we have conceptualized this indicator to include access to programs and services at the college that offer opportunities for all students.

- Improve identification of and access for male students, specifically minority male students.
- Improve identification of and access for veterans.
- Improve identification of and access for students with disabilities.
- **Males:** Research and inquire stellar models that focus on the success of minority male community college students. Clovis Community College will target models that will specifically assist male students to excel academically, provide social and cultural awareness, and professional development.
- **Equity Research Assistant:** CCC will hire a Research Assistant to assist the Equity Plan Task Force and research/inquiry committees with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.
- **Enrollment Funnel:** Determine the percentage of students in the disproportionate impact groups that are lost from the point of application to the census date.
- **Registration:** Analyze all demographic information and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools. Specifically target male students.

Intervention and Student Support

Clovis Community College's (CCC) commitment to creating a supportive environment for ALL students is demonstrated by sponsoring the following ongoing, institution- or categorical/grant-funded outreach efforts:

- **Registration to Go:** Matriculation services to seniors at the college feeder high schools.
- **CTE Pathway Grants:** Development of high school partnerships to connect students to career pathways.
- **Block Schedule Offerings:** Provide block schedules to be able to complete a degree in a two-year span. Current programs include business and psychology.

- **High School Programs:**
 - *High School Articulation Agreements* in various disciplines
 - *Dual Enrollment*
 - *CCCAP*: Collaborative program between CCC and the Clovis Unified School District aimed at improving college-going rates. The program gives high school students the opportunity to participate in college courses at CCC.
- **First Year Experience:** The First Year Experience (FYE) program is a student success program where participating students receive a guaranteed basic skills schedule with specific counseling and tutorial support for one semester. It also serves as an effective way to retain our target groups.

Although the data suggests Clovis Community College is doing a fairly good job of reaching out to students from all target groups, there is an identified need to increase and improve our efforts.

- **Enhance Registration-To-Go and Orientation:** Improve matriculation services to seniors at the college feeder high schools by hiring support staff.
- **DSPS Handbook:** Enhance outreach efforts to individuals with disabilities by giving them a handbook that provides a comprehensive description of CCC's Disabled Student Programs and Services and support available across campus.
- **Veterans Handbook:** Design a handbook to provide a comprehensive description of veterans' program services that create a supportive and understanding environment for veteran students across campus.
- **Enhance Veterans Center Service Expansion:** Increase capacity for connecting veterans at CCC to centralized psychological and counseling services near the Veterans Center.
- **Enhance Outreach Services:** Improve community outreach efforts, brochures, and material that specifically target our underrepresented student groups. Coordinate with the local VA Center to recruit veterans to attend CCC.
- **Financial Aid Outreach:** Increase the awareness of making college affordable so that finances do not become an access issue.
- **Book Vouchers:** Many times finances are a major reason for not enrolling in college. Promote the availability of book vouchers to students in the target population groups that meet the criteria.
- **Transportation:** Provide shuttle service to and from the main campus and the satellite campus (Herndon Campus). Public transportation is only available to the satellite campus. Provide bus passes.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	January 2016	Support Staff- Financial Aid Outreach \$30,000 Support Staff- Outreach \$28,916 Evaluator- \$22,325 Supplies \$2,000 Marketing material \$5000 Shuttle Service \$36,076	BFAP General Fund General Fund
	October - December 2015	Veterans Handbook \$1,850	
	November - January 2016	DSPS Handbook \$1,500	
	August - December 2016	Book Vouchers \$5,000	

Link to Goal

In the state of California, we are an open access college. In reviewing our data through the lens of student equity, we can now focus on sub-groups of students that are underrepresented or that needed additional outreach efforts.

With these activities and inquiries, the lessons learned will improve our approach to closing the gap for our target students. The activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college’s equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact course completion. Through this equity plan, we have identified activities that will enable us to focus on student success of all students, thus achieving genuine equity.

- Maintain a student body which reflects the Clovis/Fresno demographics.
- Improve access for veterans, individuals with disabilities, and male students from all demographic areas.
- Strengthen student awareness of and engagement in the diverse opportunities for programmatic support for Veteran, DSPS, Foster Youth, low income, and basic skills students.
- Engage target student groups during our outreach efforts and in support programs before they begin their first year at Clovis Community College.
- Ensure access to all majors and areas of study regardless of a student’s placement level in math and English as long as prerequisites have been fulfilled.

Evaluation

Evaluation activities will include the following:

- Collect and analyze data in Spring 2016 on student populations within our service area based on additional demographic factors that include age, gender, and socio-economic status. This timeline will specifically assist in marketing and outreach efforts.
- Dissemination of the student equity plan to the marketing director, enrollment management committee, and outreach staff, veteran's coordinator, and DSPS coordinator.

Success Indicator: Course Completion

CAMPUS BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

DATA SOURCE

The course completion data were obtained from the college's Management Information Systems (SQL) database.

METHODOLOGY

Clovis Community College Equity Committee reviewed the three methods for calculating Equity Gaps (disproportionate impact). The Percentage Point Gap approach was chosen because the results were easier to interpret. Plus it is the preferred method recommended by the USC Center for Urban Education. Using the table provided in the Student Equity Plan template, we examined course completion in Fall, 2014. As expected, given that we are now a Hispanic Serving Institution, it is not surprising that Hispanics/Latinos make up one of the largest number of course enrollments, followed by White and Asian students. The course completion rate for all students is 70%; Whites (73%), Asians (73%), and Native Hawaiian/Pacific Islander (72%) are above the average.

In contrast, African American (62%), Hispanic (65%), and American Indian/Alaska Native students (66%) have the lowest rates of course completion. The data indicates that we have been more successful with White, Asian, and Native Hawaiians/Other Pacific Islander students than with African American, Hispanic, and American Indian/Alaska Native students. In the next table, we show the findings from the Clovis Community College Percentage Point Gap analysis.

Rate	Denominator			Numerator	
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.			The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.	
Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)**
American Indian / Alaska Native	220	145	66%	70%	-4
Asian	1,398	1,025	73%	70%	+3
Black or African American	526	326	62%	70%	-8
Hispanic or Latino	5,585	3,642	65%	70%	-5
Native Hawaiian or other Pacific Islander	410	297	72%	70%	+2
White	6,933	5,039	73%	70%	+3
Some other race	124	93	75%	70%	+5
More than one race	NA				
All Students	15,196	10,567	*70%		
Males	7,078	4,668	66%	70%	-4
Females	7,965	5,786	73%	70%	+3
Unknown	N/A				
Current or former foster youth	45	31	69%	70%	-1
Individuals with disabilities	970	632	68%	70%	-2
Low-income students	9,015	6,079	67%	70%	-3
Veterans	199	143	72%	70%	+2

*The all student average is proposed as the comparison point for all groups.

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills paying close attention to the +/- designation.

The table below shows that the three groups with the largest equity gaps in course completion are African Americans, Hispanics, and American Indians/Alaska Natives.

One of the advantages of the Percentage Point Gap analysis is that it illustrates the equity gap in actual numbers, which helped us take notice that even though the gap for Hispanics/Latinos (-5) was close to American Indian/Native Alaska (-4) the number of courses not completed by Hispanics/Latinos is significantly greater than the number of courses not completed by American Indian/Native Alaska (279 versus 9). Consequently, we decided that Hispanic/Latinos should be one of our target groups for equity--focused interventions. We also noticed that the number of courses lost by Blacks/African Americans and American Indians/Native Alaskans was relatively small, 42 and 9 respectively. Therefore it would be very easy to identify the courses these two groups of students did not complete.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	the # of courses students enrolled in & were present in on census day in base year =	Number of Course Completions "Lost"
Largest Gap	Black/African American	8%	.08	x	526 =	42
Second Largest	Hispanic/Latino	5%	.05	x	5585 =	279
Third Largest	American Indian/Alaska Native	4%	.04	x	220 =	9

GOALS, ACTIVITIES, FUNDING, AND EVALUATION: COURSE COMPLETION

GOAL B.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year PPG*	Goal**	Goal Year
Black/African American	-8, 2014 PPG	Gap less than -6 PPG	2020
Hispanic/Latino	-5, 2014 PPG	Gap less than -3 PPG	2020
American Indian/Alaska Native	-4, 2014 PPG	Gap less than -2 PPG	2020

*Percentage Point Gap (PPG)

**Benchmark goals are to be decided by the institution.

Clovis Community College’s sustained outreach and recruitment efforts have demonstrated commitment to student access; however, once students arrive, their ability to achieve academic success is highly dependent on their experience at the college. The data illustrates that the greatest disproportionate impact in the student success indicator for course completion was for Black/African American, Hispanic/Latino, and American Indian/Alaska Native students.

Our goal for our Black/African American and Hispanic/Latino students is to close the percentage point gap. Our goal for our American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students is to close the gap entirely given how small the gap is in terms of number of course completions lost.

Beginning Spring 2016 term, our institutional researcher plans to produce a report showing enrollment in credit courses by race and ethnicity. She will provide us with the number of courses that need to be completed for each group in order to make progress toward reaching our goal. Ideally, between 2016 and 2020, we will be able to continuously reduce the equity gap in course completion. While we do not know why these gaps exist, we believe that the first step toward eliminating them is to monitor course completion semester by semester. Our institutional research office plans to make the reporting of course enrollment and course completion by race and ethnicity a standard operating procedure. It is expected that the report will identify courses that seem most vulnerable to non-completion, which will help department chairs and faculty engage in inquiry to learn what is going on. The kind of inquiry we have in mind is described below in our proposed activities.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

ACTIVITIES: B. COURSE COMPLETION

B.1

• Activity Type(s)

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

ID	Target Group(s)	# of Students Affected
B.1	Black/African American	See note*
	Hispanic/Latino	
	American Indian/Alaskan Native	

*Data analysis will be conducted during Fall 2016 to determine the number of students affected by the course completion gaps. For example, we do not yet know how many unduplicated Hispanic students were represented in the 279 course completion losses.

Activity Implementation Plan

Research and Inquiry

- ***Inquiry Group:*** Develop an inquiry group comprised of CCC practitioners to deepen the institution’s understanding of *why* the equity gaps exist for metrics with a specific focus on course completion within the context of instructional support services and curriculum delivery.
- ***Equity Research Assistant:*** CCC will hire a Research Assistant to assist the Equity Plan Task Force and research/inquiry committees with identifying baseline data for equity performance measures, determining standards for achievement, and conducting a variety of inquiry projects. The Research Assistant will work with pilot projects to determine efficacy and sustainability of efforts to close identified equity gaps.
- ***Policies:*** Review enrollment policies related to late registration and withdrawals.

- **Data Collection:** Analyze the usage of the Tutorial Center.

Intervention and Student Support

CCC plans to utilize the institutional equity plan to assess the overall efficacy of student instructional support services and better promote their use among groups experiencing disproportionate impact in course completion.

Professional Development for Faculty and Staff: CCC will provide opportunities to learn about working with target group populations through cultural diversity trainings, seminars, and conferences. We will explore issues of pedagogy and practice, exchange ideas, study new approaches, and test innovative strategies for building student skills and understanding. Additionally, we will bring in experts and practitioners in the field of education who will share research-based strategies that increase student success.

Enhancement and Expansion of Tutorial Services

- Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center.
- Create a Tutorial Center at the Herndon Campus.
- Hire five additional tutors.
- Increase embedded tutoring services.
- Purchase supplies such as two more whiteboard tables for math area in the Tutorial Center.
- Purchase technology such as a printer/copier for student use in the Tutorial Center.

Enhancement of Library Services: Currently, there are a number of textbooks on reserve at the Library for students that faculty have made available. However, there is a greater need because there are only one or two books per class that students can use. According to our Librarian, the demand is especially high in math, English, and science.

- Analyze demand and purchase necessary books to put on reserve.
- Having these books available will especially help those students at the beginning of the semester that have not yet received their financial aid or scholarship funds.
- Having books on reserve will also assist those students that may have forgotten their books at home and need to study or complete their homework.

Student Support Services:

- **Enhance Clovis 411 Welcome Days:** Specifically design workshops during the Welcome Days that provide information on tips for college success, time management, stress management, and additional college orientation to our target populations.
- **Implement more cultural programming:** Support extra-curricular activities in history, sociology, political science, and other academic disciplines which address cultural, ethnic, and socioeconomic issues.
- **Financial Assistance and Awareness:** Increase the awareness of making college affordable and the services available on campus such as scholarships, book vouchers and emergency book loans, jobs on campus, and books on reserve. Purchase a set of “clickers” that are used for test-taking that can be utilized by multiple students who are unable to afford them.
- **Hire an Evaluator:** Evaluate incoming transcripts as students enter the college to determine course completion toward their degree or goal.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
B.1			
	November 2015	Research and Evaluation Hire Research Assistant \$25,000	Title V
	November 2015- October 2016	Curriculum and Course Development Professional Development \$10,000 Faculty \$5000 Books and Supplies \$5,000	SSSP
		Support Services Financial Aid Support Staff \$30,000 Evaluator \$22,325 Programming \$7,000	BFAP SSSP
	August 2015	Tutorial Center \$90,000	Basic Skills
		Clickers for Science Classes \$3305	

Link to Goal

With these activities and inquiries, the lessons learned will improve our approach to closing the gap for course completion for our target students. These activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college's equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact course completion. Through this equity plan, we have identified activities that will enable us to focus on the success of all students, thus achieving genuine equity.

Evaluation

Evaluation activities will include the following:

- Collect and analyze data on student enrollment and completion for all students, disaggregated according to the categories delineated in the Student Equity Plan. (each semester)
- Dissemination of this report to department chairs and deans, along with an individualized report that lists the “high-risk” or “vulnerable” courses in their department. (annually)
- Organize student focus groups to get feedback from students regarding course completion. (annually)
- Evaluate the “funded activities” to determine their impact on reducing equity gaps and consider scaling up the most successful activities. (annually)

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

C. ESL AND BASIC SKILLS COMPLETION. The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

NOTE: CCC currently does not offer an ESL program. Therefore the table below only reflects data for Basic Skills.

DATA SOURCE

The course completion data was obtained from the college's Management Information Systems (SQL) database.

METHODOLOGY

The basic skills completion ratios were calculated by dividing the percentage of credit basic skills students who complete a degree applicable course in English or math (Outcome) by the percentage of those students who began their course sequence in basic skills (Cohort).

Target Population(s)	The # of students who complete a final basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Total (all student average) completion rate*	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	8	0	0%	35%	-35
Asian	20	9	45%	35%	+10
Black or African American	27	3	11%	35%	-24
Hispanic or Latino	187	72	39%	35%	+4
Native Hawaiian or other Pacific Islander	N/A				
White	163	56	34%	35%	-1
Some other race	12	3	42%	35%	+7
More than one race	N/A				

All Students	417	143	*35%		
Males	180	58	32%	35%	-3
Females	237	85	36%	35%	-1
Unknown	N/A				
Current or former foster youth	5	1	20%	35%	-15
Individuals with disabilities	23	7	30%	35%	-5
Low-income students	73	23	32%	35%	-3
Veterans	N/A				

The table below shows that the four groups with the largest equity gaps in Basic Skills completion are American Indian/ Alaska Native, African American/Black, Foster Youth, and males. These will be our target groups for this indicator.

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage %	Percentage expressed as decimal 25% becomes .25	Multiply	The # of students who complete a final basic skills course with an A, B, C or credit	= Number of Students "Lost"
Largest Gap	American Indian/Alaska Native	35%	<u>.35</u>	x	8	= 3
Second Largest	African American/Black	24%	.24	x	27	= 7
Third Largest	Foster Youth	20%	<u>.15</u>	x	5	= 1
Fourth Largest	Males	3%	<u>.03</u>	x	180	= 5.4

In examining our campus-based research it became clear that the most significant disparities were in basic skills English and math completion, and American Indian/Alaska Native, African American/Black, and Foster Youth experience the greatest disproportionate impact followed by our male student population. Although the population of our American Indian/Alaska Native and Foster Youth is fairly small, the intent is that the outcomes of our work will bring about equity in educational outcomes that will benefit these groups as well.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C: The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

NOTE: CCC currently does not offer an ESL program. Therefore the table below only reflects data for Basic Skills.

Target Population(s)	Current PPG, year*	Goal**	Goal Year
American Indian/Alaska Native	-35 PPG, 2014	No Gap for Basic Skills	2020
African American	-24 PPG, 2014	No Gap for Basic Skills	2020
Foster Youth	-20 PPG, 2014	No Gap for Basic Skills	2020
Males	-3 PPG, 2014	No Gap for Basic Skills	2020

*Percentage Point Gap (PPG) **Benchmark goals are to be decided by the institution.

Clovis Community College’s sustained outreach and recruitment efforts have demonstrated commitment to student access; however, once students arrive, their ability to achieve academic success is highly dependent on their experience in college. The data illustrates that the greatest disproportionate impact in the student success indicator for Basic Skills Course Completion was for American Indian/Alaska Native, African American, Foster Youth, and male students. Our goal is to close the gap entirely for our American Indian/Alaskan Native students.

ACTIVITIES: ESL AND BASIC SKILLS COURSE COMPLETION

C.1

- **Activity Type(s)**

	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected**

ID	Target Group(s)	# of Students Affected
C.1	American Indian/Alaska Native	8
	African American/Black	24
	Foster Youth	4
	Males	122

• **Activity Implementation Plan**

Research and Inquiry Group: This project will entail inviting members of all the major constituencies and instructional faculty in target disciplines to form research inquiry groups to closely examine:

1. The need for ESL Classes and development of curriculum.
2. The institutional and classroom practices and policies that may be lead to inequity in Basic Skills completion. As a first step in developing activities to reach the goal, research/inquiry groups will engage in asking “second level questions” in order to understand the many dimensions of the problem and what types of interventions might have the greatest impact.

Some of the second level questions to explore in the inquiry group are:

Educational Processes and Organizational Structures

- Does the assessment test place students appropriately and assess for relevant math knowledge? We know that the lower in the math or English sequence that students are placed, the less likely they are to persist to college-level coursework.
- In what ways do faculty members use the Early Alert system? What are the Early Alert messages that students are receiving? Are students referred to appropriate resources to improve outcomes? What type of follow-up is in place to ensure that the student has been provided the appropriate resources and support?

Curriculum Content and Campus Climate

- Is the highest-level basic skills course preparing students for the college-level course, or is it making up for what students should have learned before? Are the classes future/college-level oriented? Are the highest level basic skills course “exit skills” aligned with the “entrance skills” required for success at the college level?
- Have the accelerated English courses been successful for our target populations?

- What messages do students perceive from the language and processes outlined in course syllabi?
- At what point in a course do target group students begin to struggle? Is there a specific point in the course where students are particularly challenged?
- What is the experience of underrepresented males at CCC?

Student Preparation and CCC Support Services

- What proportion of students in the target groups took math in their senior year of high school?
- How do target group students perform on the first test or assessment of the course? For those who did not do well, what support or intervention was offered?
- Are tutors and Instructional Assistants given syllabi and other course materials to promote their own understanding of how students can succeed in these courses? What types of training do they receive on teaching study skills?

Faculty Development

- Do faculty members have access to appropriate professional development to improve their teaching to promote the success of the target group students?
- Is culturally responsive pedagogy widely used in Basic Skills courses and do faculty have enough opportunities to exchange best practices in an informal setting?

Research and Inquiry:

- Disaggregate basic skills data by gender in Basic Skills English and in Basic Skills Math.

Activity Implementation Plan

CCC plans to utilize the institutional equity plan to assess the overall efficacy of student instructional support services and better promote their use among groups experiencing disproportionate impact in course completion.

- **EOP&S:** Support the proposed Extended Opportunity Program & Services (EOPS) program that assists the enrollment, retention, graduation, and transfer of students who are challenged by language, social, economic, and educational disadvantages.
- **Professional Development for faculty and staff:** Opportunities to learn about working with target group populations through cultural diversity trainings, seminars, and conferences. Explore issues of pedagogy and practice, exchange ideas, study new approaches, and test innovative strategies for building student skills and

understanding. Bring in experts and practitioners in the field of education will share research-based strategies that increase student success.

- **Enhancement and Expansion of Tutorial Services**
 - Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center.
 - Create a Tutorial Center at the Herndon Campus.
 - Hire five additional Tutors.
 - Increase embedded tutoring.
 - Purchase two more whiteboard tables for math area in the Tutorial Center.
 - Purchase a printer/copier for student use in the Tutorial Center.
- **Enhancement of Library Services:** Currently there are a number of text books on reserve at the Library for students that faculty have made available. However, there is a greater need because there are only one or two books per class that students can use. According to our Librarian, the demand is especially high in math, English, and science.
 - Analyze demand and purchase necessary books to put on reserve along with other library resources that may be needed by students such as technology and literature.
 - Having books and other library resources available will especially help those students at the beginning of the semester that have not yet received their financial aid or scholarship funds.
 - Having books on reserve will also assist those students that may have forgotten their books at home and need to study or complete their homework.

Student Support Services:

- ***Enhance Clovis 411 Welcome Days:*** Specifically design workshops during the Welcome Days that provide information on tips for college success, time management, stress management, and additional college orientation to our target populations.
- ***Cultural Programming:*** Support extra-curricular activities in history, sociology, political science and other academic disciplines which address cultural, ethnic and socioeconomic issues.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1			
	November 2015	<i>Research and Evaluation</i> Hire Research Assistant \$25,000	Title V
	November 2015- October 2016	<i>Curriculum and Course Development</i> Professional Development \$10,000 Faculty \$5,000 Books and Supplies \$5,000	
		<i>Support Services</i> Financial Aid Support \$30,000 Evaluator \$22,325 Programming \$7,000	BFAP SSSP
	August 2015	Tutorial Center Coordinator \$90,000	
		Clickers for Science Classes \$3,305	

Link to Goal

With these activities and inquiries, the lessons learned will guide our approach to closing the gap for Basic Skills completion for our target students. The activities collectively will enable our college to build an intervention framework aimed to close the equity gap through knowledge, new and effective practices, engagement, and research without sacrificing academic excellence. As we review and reflect on our college's equity data, our campus will engage in those difficult conversations to address both student and campus behaviors that impact Basic Skills completion. Through this equity plan, we have identified activities that will enable us to focus on the success of all students, and thus achieving genuine equity.

Evaluation

Annual Evaluation activities will include the following:

- Collect and analyze data on Basic Skills courses disaggregated according to the category delineated in the SE plan annually.

- Review and discuss the answers to the “second level” research questions with quantitative and qualitative data in practitioner research/inquiry groups.
- Dissemination of the student data to the Basic Skills committee, Department Chairs, and Deans.
- Evaluate the usage and effectiveness of the Tutorial Center with respect to basic skills students.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

DATA SOURCE

The degree and certificate data were obtained from the college's Management Information Systems (SQL) database.

METHODOLOGY

The degree and certificate completion ratio was calculated by dividing the percentage of credit students who received a degree or certificate (Outcome) to the number of students in that group with the same goal of receiving a degree or certificate.

Denominator (Cohort %):

Percentage of a population subgroup who met the following criteria:

- First time student Fall 2011.
- Minimum of six units earned.
- Attempted any math or English in the first three years.
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %):

Percentage of population subgroup in the cohort who achieved one or more of the following outcomes within three years of the initial course:

- Earned a certificate of achievement or associate degree.

Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and began taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of ← (the denominator) that earned a degree or certificate within three years.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of ← (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	10	4	40%	14%	+26
Asian	85	9	11%	14%	-3
Black or African American	28	2	7%	14%	-7
Hispanic or Latino	334	36	11%	14%	-3
Native Hawaiian or other Pacific Islander	20	6	30%	14%	+16
White	425	70	16%	14%	+2
Some other race	14	3	21%	14%	+7
More than one race	N/A				
All Students	916	130	-		
Males	391	56	14%	14%	-
Females	497	71	14%	14%	-
Unknown	28	3	7%	14%	-7
Current or former foster youth	11	2	18%	14%	+4
Individuals with disabilities	72	11	15%	14%	+1
Low-income students	536	74	14%	14%	-
Veterans	9	3	33%	14%	19

		1	2		3	4
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal	Number of Students "Lost"
Largest Gap	African American	7%	.07	X	28	= 2
Second Largest	Hispanic	3%	.03	X	334	= 10
Third Largest	Asian	3%	.03	X	85	= 3

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current PPG, year	Goal**	Goal Year
African American	-7PPG, 2014	Gap less than -5	2020
Hispanic	-3PPG, 2014	No Gap	2020
Asian	-3PPG, 2014	No Gap	2020

*Percentage Point Gap (PPG)

**Benchmark goals are to be decided by the institution.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

- Activity Type(s)

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
D.1	African American	26
	Hispanic	298
	Asian	76

Activity Implementation Plan

Career Technical Education (CTE) departments have created innovative programming that seeks to recruit and retain students from diverse backgrounds by connecting them with professional opportunities. CTE faculty and administrators have successfully created career pathways that combine theory with applied learning experiences. This approach has been especially effective in promoting degree completion for African American, Hispanic, and Asian students.

It will be important to continue the success of CTE programs by closing the equity gap for our target population. We plan to specifically address this disparity in Year 3; however, we believe that focusing on our Basic Skills completion rates in 2015-16 will lay the groundwork for greater degree and certificate completion rates for African American, Hispanic, and Asian students.

Research and Inquiry

- **Research Assistant:** The research assistant will support ongoing research in the area of degree and certificate completion.
- **“Agree to Degree” Campaign:** Campaign to increase awareness and enthusiasm about obtaining a community college degree.
- **Data:** Review ethnicity data that has not been further disaggregated. For example; Asian: Southeast Asian (Hmong, Cambodian, Vietnamese).

Intervention and Student Support

Student Support Services:

- **Enhance SEP Campaign:** Assist with promoting the Student Educational Plan campaign throughout the academic year.
- **Professional Development:** Develop an ongoing professional learning series for faculty, classified staff, administrators and students exploring culturally responsive teaching and learning methods.

- **Partner with TRIO/Student Support Services (SSS) Assist students who want to transfer with an Associate of Arts (or AA) Degree to a four-year college or university to complete a Baccalaureate (bachelor’s or BA) degree by providing:**
 - Early registration, tutoring, counseling, workshops/seminars.
 - Referral to services on campus, assistance with course selection.
 - Financial and Economic Literacy: FAFSA (federal application for financial aid) and finding scholarships.
 - Northern California college and southern California college tours and cultural activities.
- **Increase awareness and outreach of CalWorks:** A program that supports the enrollment, retention, graduation, and transfer of students who have been disadvantaged by social, economic, and educational barriers.
- **Increase awareness of Financial Assistance:** Develop targeted information for the disproportionate impact groups.
- **Hire an Evaluator:** Automatically award certificates in which CCC students have met all the requirements. This will not require a student to apply for the certificate.
- **Expansion of Tutorial Services:**
 - Hire Tutorial Center Coordinator to assist with coordinating activities and services of the Tutorial Center
 - Create a Tutorial Center at the Herndon Campus
 - Hire five additional tutors
 - Increase embedded tutoring
 - Purchase two more whiteboard tables for math area in the Tutorial Center
 - Purchase a printer/copier for student use in the Tutorial Center

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
D.1		Evaluator	SSSP

Link to Goal

With these activities and inquiries, the lessons learned will guide our approach to closing the gap for degree and certificate completion for our target students.

- Having the ability to automatically award certificates will show an increase in completion rates.
- Having the ability to evaluate all CCC students toward existing degrees will inform us how many students are near completion for a given degree.

- Implementing and sustaining a degree audit system to measure a students' progress toward completion
- Increasing the number of completed Student Educational Plans will result in increased degree and certificate completion.

Evaluation

Evaluation activities include:

- Development of inquiry groups made up of faculty, administrators, and support staff in year 3.
- Program evaluation on activities that had the greatest impact on reducing equity gaps. Scaling up of most successful equity proposals.
- Evaluate all CCC students to determine if they have met all requirements to be awarded a certificate. (every semester)
- Increased dialogue and collaboration of departments across campus through professional development activities

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

- E. TRANSFER.** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

DATA SOURCE

The transfer completion data were obtained from the college's Management Information Systems (SQL) database and compared to data provided from the National Student Clearinghouse.

METHODOLOGY

The transfer ratio was calculated by dividing the percentage of first-time students who transferred to a four-year institution (Outcome) by the percentage of those students who showed intent to transfer.

Denominator (Cohort %):

Percentage of a population subgroup who met the following criteria:

- First-time freshmen in Fall 2011;
- Completed six or more credit units;
- Attempted a transfer-level Math and/or English course;
- Reported a valid Social Security Number (SSN), which excludes international and AB540 students from the cohort.

Numerator (Outcome %):

Percentage of population subgroup in the cohort who transferred to a four-year institution within three years of entry.

Rate	Denominator	Numerator
Transfer	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English	The number of students out of ← (the denominator) who actually transfer within three years.

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after three years.	The transfer rate	Total (all student average) pass rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	10	2	20%	36%	-16
Asian	85	34	40%	36%	+4
Black or African American	28	8	29%	36%	-7
Hispanic or Latino	334	100	30%	36%	-6
Native Hawaiian or other Pacific Islander	20	6	30%	36%	-6
White	425	172	40%	36%	+4
Some other race	14	7	50%	36%	+14
More than one race	N/A				
All Students	916	329	*36%		
Males	391	135	35%	36%	-1
Females	497	186	37%	36%	+1
Unknown	28	8	29%	36%	-7
Current or former foster youth	11	3	27%	36%	-9
Individuals with disabilities	72	21	29%	36%	-7
Low-income students	536	153	29%	36%	-7
Veterans	9	6	67%	36%	+31

		1	2	3	4	
Equity Gap	Student Group	Gap in comparison to the Average, Expressed as Percentage	Percentage expressed as decimal 25% becomes .25	Multiply	The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	= Number of Students "Lost"
Largest Gap	Foster Youth	9%	.09	x	11	= 1
Second Largest	African American	7%	.07	x	28	= 2
Third Largest	Individuals with disability	7%	.07	x	72	= 5
Fourth	Low income	7%	.07	x	536	= 38
Fifth	Hispanic	6%	.06	x	334	= 20

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current PPG*, year	Goal**	Goal Year
Foster Youth	-9 PPG, 2014	No Gap	2020
African American/Black	-7 PPG, 2014	No Gap	2020
Individuals with disabilities	-7 PPG, 2014	Gap less than -4	2020
Low Income	-7 PPG, 2014	Gap less than -4	2020
Hispanic	-6 PPG, 2014	Gap less than -4	2020

*Expressed as either a percentage or number **Benchmark goals are to be decided by the institution.

CCC data shows that the low transfer numbers can be attributed to the proportion of students progressing from the basic skills level through transfer level courses. The college has a number of programs geared towards promoting transfer; however, course completion rates, particularly in the basic skills courses, impact this goal. We plan to learn more about the barriers to student outcomes in basic skills while working on pilot programs targeting acceleration and use of instructional support in year 1.

ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s)**

	Outreach		Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
x	Research and Evaluation		Professional Development		

- **Target Student Group(s) & # of Each Affected:**

ID	Target Group(s)	# of Students Affected
E.1	Foster Youth	20
	African-American/Black	51
	Individuals with disabilities	51
	Low Income	383
	Hispanic/Latino	234

Activity Implementation Plan

Research and Inquiry

- Assess the overall efficacy of our student transfer support services in promoting its services among groups experiencing disproportionate impact.
- Research issues contributing to academic underperformance of target student groups with regards to transfer metrics.

Intervention and Student Support

- **Hire an adjunct counselor:** This individual will assist with the coordination and implementation of transfer and career counseling activities and services and engage target groups with valuable training and networking experience to enhance their connectedness to CCC and their academic goals.
- **Expand the Transfer and Career Center:** Purchase necessary supplies, resources, and software to properly equip the Transfer and Career Center.
- **Enhance the Transfer Fairs:** Increase the number of HBCU (Historical Black Colleges & Universities and HSI (Hispanic Serving Institute) Colleges and Universities that visit Clovis Community College during transfer days.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	October 2015	Hire Tutorial/Career Center Coordinator \$20,000 Transfer/Outreach Material Professional Development \$2,000	SSSP General Fund

Link to Goal

- Expose students to transfer programs and degree offered by CCC.
- Potentially increase the number of students that that declare a major.
- Having the ability to evaluate all CCC students to existing transfer degrees will inform us how many students are near completion for a given transfer degree.
- Implementing and sustaining a degree audit system to measure a students' progress toward completion.

Evaluation

- Development of transfer inquiry groups made up of faculty, administrators, and support staff in year 4.
- Program evaluation of direct impact activities had on reducing equity gaps with respect to transfer. Scaling up of most successful equity activities (starting in year 1).
- Increased dialogue and collaboration across campus and departments through professional development activities.

Other College- or District-wide Initiatives Affecting Several Indicators

Clovis Community College is part of State Center Community College District which serves nearly 60,000 students. One of the District-wide initiatives that affects several of the indicators is Extreme Registration. This activity is held twice every academic year before the beginning of each semester. It is designed to be a one stop enrollment event. Through surveys that we have done during the last couple of Extreme Registration events, students have indicated that many times they are not sure about attending college until the last minute due to financial reasons, family issues, confidence, and lack of information. Through this activity we will be able to see how many of our target groups will be impacted in their respective indicators if they participate in Extreme Registration.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

- *Indicators/Goals to be affected by the activity*

X	Access	X	Degrees and Certificate Completion
X	Course Completion		Transfer
X	ESL and Basic Skills Course Completion		

- *Activity Type(s)*

X	Outreach		Student Equity Coordination/Planning		Instructional Support Activities
X	Student Services or other Categorical Program		Curriculum/Course Development or Adaptation	X	Direct Student Support
	Research and Evaluation		Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
F.1	African American/Black	Data to be collected
	Hispanic/Latino	Data to be collected
	Low Income	Data to be collected
	Foster Youth	Data to be collected

Activity Implementation Plan

Research and Inquiry

Collect participant data during the December 2015 Extreme Registration event to see how many of the target population choose to take part in the event.

- Track their progress to collect course completion.
- Targeted outreach to African American/Black and Hispanic/Latino communities regarding the event.
- Enhanced Financial Aid Outreach- provide additional material, personal follow-ups, and workshops regarding various forms of available financial assistance.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	November–Dec 2015 Nov-Jan 2016	Targeted Outreach \$5,000 Financial Aid Outreach \$3,500	Gen Fund BFAP

Link to Goal

- Increase the success rate of African American/Black and Hispanic/Latino students in their respective indicators.
- A one stop enrollment event provides students immediate access to all indicators: Access Course Completion Course, Basic Skills, Transfer, and Degree and Certificate Completion.
- Having Extreme Registration closer to the beginning of each semester keeps the students more engaged and excited about going to college.

Evaluation

- Annually examine the data collected during Extreme Registration event to see how many of the target population groups were affected. Track their progress and provide necessary support as needed.
- Work on updating the survey so that it aligns with the data that needs to be collected for the Equity Plan.

Summary Budget

BAM Codes	Classification	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
1000	Academic Salaries: Position Title(s)	# of Hours										
		1.00	B,C,E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,826	\$ -	83,826	
	Tutorial Center Coordinator	1.00	All	\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ -	\$ -	35,000	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		Subtotal		\$ -	\$ 35,000	\$ -	\$ -	\$ -	\$ -	\$ 83,826	\$ -	\$ 118,826
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of Hours	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Student Equity Director	0.50	All	\$ -	\$ -	\$ -	\$ 70,452	\$ -	\$ -	\$ -	\$ -	70,452
	Tutors	1.00	B,C,E	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,162	\$ -	30,162
	Educational Advisor	1.00	All	\$ -	\$ 52,025	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	52,025
	Researcher	0.25	All	\$ -	\$ -	\$ 19,909	\$ -	\$ -	\$ -	\$ -	\$ -	19,909
	Van Drivers	1.00	B,C	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,348	11,348
	Evaluator	0.25	D, E	\$ -	\$ -	\$ 10,127	\$ -	\$ -	\$ -	\$ -	\$ -	10,127
	Research Assistant	0.25	All	\$ -	\$ -	\$ 13,254	\$ -	\$ -	\$ -	\$ -	\$ -	13,254
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal		\$ -	\$ 52,025	\$ 43,290	\$ 70,452	\$ -	\$ -	\$ 30,162	\$ 11,348	\$ 207,277

3000	Employee Benefits	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
		Subtotal		\$ -	\$ 36,222	\$ 19,679	\$ 22,127	\$ -	\$ -	\$ 25,964	\$ 228
4000	Supplies & Materials	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Supplies & Materials		\$ -	\$ -	\$ -	\$ 4,000	\$ -	\$ -	\$ -	\$ -	3,754
	Printing and Binding		\$ 3,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,500	\$ -	5,000
	Promotions		\$ 2,800	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	2,800
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 6,300	\$ -	\$ -	\$ 4,000		\$ -		\$ -	\$ 11,554
5000	Other Operating Expenses and Services	Activity ID	Outreach	Student Services & Categoryals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Speakers		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	\$ -	7,500
	Van Rental		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,500	14,500
	Travel & Conference		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -	\$ -	15,000
	Professional Development		\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 15,000	\$ -	\$ -	18,000
	Field Trips		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	1,000
	Transportation		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 315	315
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ 30,000		\$ 14,815	\$	56,315

Part II: Planned Student Equity (SE) Expenditures

2015-16 Student Equity Plan Summary Budget
State Center CCD
Clovis Community College

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Equipment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaption	Professional Development	Instructional Support	Direct Student Support	Total
	Grants to Students		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,500	5,500
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,500	\$ 5,500
Grand Total			\$ 6,300	\$ 168,247	\$ 62,969	\$ 96,579	\$ -	\$ 30,000	\$ 139,952	\$ 36,891	\$ 502,284

Summary Evaluation

The Clovis Community College Student Equity Plan is aligned with the 2013-2017 CCC Strategic Plan as follows:

Goal 1: STUDENT SUCCESS- Clovis Community College (CCC) is committed to supporting and assisting students in achieving their educational goals by offering premier academic, career technical training, and student support programs that enhance students' abilities to succeed in an increasingly complex and interconnected world.

Objective 1.2 Develop strategies to increase student success and transfer rates at Clovis Community College.

Goal 2. STUDENT ACCESS-CCC recognizes that it must be responsive to the population growth of the San Joaquin Valley and is committed to reducing enrollment barriers.

Objective 2.3 Utilize the CCC Enrollment Management Committee to implement and modify strategies to enhance student support program coordination and development in areas such as outreach, recruitment, co- curricular, and career awareness activities.

The college will annually assess its progress toward each goal identified in the Student Equity Plan as well as a review of the assessment process. The annual assessment will be completed by the college's institutional researcher in collaboration with the college's Student Equity Committee (which is also the college's Student Success Committee). While the assessment of goals will be included in an annual report, the college will also review progress towards each goal at the beginning of each semester. The results will be used to not only look at the progress made, but to also identify gaps and to consider how the data could help to address those gaps and to make improvements to the strategies described in the plan. In addition, this assessment process will also provide the opportunity to explore options to address the goals in plan.

As part of the assessment process of the plan's goals, the results will be shared campus-wide including the Student Equity Committee, Academic Senate, Classified Senate, Associated Student Government, President's Cabinet, and College Council. This will provide an opportunity for the college to review, reflect, and make improvements as necessary.

An annual assessment will be coordinated with the goals and assessment of other college plans such as the Basic Skills Plan, instructional and non-instructional reviews when applicable, Title V grant activities, and the college's Strategic Plan. Additionally, as the college establishes goals for the Institutional Effectiveness requirements, those goals will be aligned and assessed along with the goals of the Student Equity Plan.

EVALUATION SCHEDULE

The evaluation schedule and process for all equity-funded activities will be developed in year 1. Every project will be subject to an annual evaluation.

Spring 2016 Implementation, ongoing monitoring of projects

Summer 2016 Implementation, ongoing monitoring of projects; begin evaluation

Fall 2016 Evaluation reports submitted