

Contact information:

Clovis Community College Center
(Formerly Willow International College Center, Reedley College)

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List of participants:

Clovis Community College Center
Clovis West High School

Abstract:

Clovis Community and Clovis West established a partnership in 2010. Clovis Community is a leading California campus in college transfers that is in the final stages of accreditation to become a stand-alone community college; Clovis West is a balanced majority/minority school (48% minority) with a high percentage of economically disadvantaged students (37%). Although the high school had high API scores, college readiness, indicated by placement scores, was low, and less than half of the graduating seniors attempted college upon graduation. The partnership established the following student-centered goal: graduating students would be ready for college composition and reading without remediation and would be prepared for the rigor and discipline required for academic success.

Faculty, counselors, and administrators from both campuses participated in intensive discussion to define problems, establish goals and methods, and create a structure for financial and academic support. The focus was on curriculum alignment: the curriculum for the high school was not specifically directed toward college composition and reading and was not aligned to the Common Core Curriculum, which was not yet due to be implemented.

Using the student learning outcomes for English 125 (One level below transfer) and by adopting the Common Core Standards well in advance of mandates, the faculty rewrote the curriculum. In addition, class plans included the teaching of specific academic behaviors and increased rigor in both assignments and assessments. As students succeeded, the program expanded to include college credit for students in their senior year: 86% of the senior class in 2014 earned college credit by taking English 1A on campus during their senior year or by passing the AP Composition exam. Less than 10% of the graduating population needed to enroll in remedial classes.

Assurance and Signature

I assure that I have read and support this application for award. I understand that if this application is chosen for an award, my institution will be required to submit a plan for the use of the funds for approval by the Committee on Awards for Innovation in Higher Education and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018 and by January 1, 2020 evaluating the effectiveness of the changes described in this application.



Deborah J. Ikeda
Deborah J Ikeda,
Campus President
Clovis Community College Center

Context 1: Goals

The goals for the Clovis Community and Clovis West partnership are based on two core principles: (1) Every student has the ability to learn and (2) every student has the right to learn. We established these principles to eliminate a common educational handicap: the belief (of parents, students, teachers, and administrators) that certain students are “college bound” and others aren’t. We believe firmly that both institutions have the obligation to prepare every student for the future, and that means that every high school student must be able to write and read at the college level, regardless of the student’s individual career path.

1. Students will graduate from partnered high schools eligible to enter college-level composition and reading classes without remediation across the state: California Community Colleges, California State Universities, the University of California, and private universities. This is accomplished through the acquisition of four units of English 125 (one level below transfer) through a dual enrollment program. English 125 is accepted in lieu of placement testing. This creates a direct pathway from the high school into higher educational systems without additional testing for placement.
2. The success rate of students commonly underrepresented in colleges will be equal to the success rate of other students.
3. The twelfth-grade curriculum will fully embrace the diversity of our community and will encourage exploration of equity and justice issues.
4. Students will acquire academic behaviors and will experience the rigor of college-level studies during the senior year of high school.
5. Qualified students will earn college credit through a dual-enrollment program for English 1A (freshman Composition and Literature). And, beginning Spring 2015, a number of graduating seniors will also earn college credit for English 3 (Critical Thinking). This accelerates the students’ ability to complete the degree or transfer classes in a timely fashion.
6. College-level academic performance will be encouraged through a systematic outreach program that educates student about the various educational opportunities available.
7. Additional high schools will join the program as resources allow.

Since research has shown that entering college with a need for remediation significantly reduces a student’s likelihood of earning a college degree, students who are able to enter college fully eligible for freshman composition and literature classes are more likely to earn an associate’s degree and transfer to a university and to do so in a timely manner.

Context 2: Statistical profile

This partnership bridges two populations of students:

Clovis Community (2013)

		% of population	Course Completion
Gender	Female	54%	1.02
	Male	44%	0.98
Age	>19	33%	1.00
	20-24	41%	1.00
	25-29	12%	1.07
	30-34	5%	1.12
	35-39	3%	1.27
	40-49	4%	0.91
	50+	2%	1.15
Ethnicity	African American/ Non-Hispanic	4%	0.74
	American Indian/ Alaskan Native	1%	0.90
	Asian	15%	1.20
	Hispanic	34%	0.90
	White/Non-Hispanic	44%	1.03
Special Focus Groups: success calculated in percentages rather than rates. The general population success is 69%	Veterans	6.5%	65.7%
	Foster Youth	9.7%	42.5%
	Students with disabilities	4.4%	64.1%
	Low Income students	30.7%	61.8%

Clovis West Demographic Data (Class of 2014):

		% of Grade 12 Population
Gender	Female	50%
	Male	50%
Ethnicity	African American/Non-Hispanic	6%
	American Indian/Alaskan Native	1%
	Asian	9%
	Hispanic	38%
	White/Non-Hispanic	42%
Special Focus Groups: success calculated in percentages.	Veterans	0%
	Foster Youth	1%
	Students with disabilities	7%
	Low Income students	37%

Clovis West College Readiness Data

	College Readiness of non-AP Students	# of English 1A classes offered concurrently on Clovis West Campus	# of English 3 classes offered concurrently on Clovis West campus	% of minorities taking on-campus college courses	%of minorities enrolled at CWHS
Class of 2011 (Pre-partnership)	36%				49%
Class of 2012 (Year 1)	58%	1		52%	47%
Class of 2013 (Year 2)	68%	3		56%	53%
Class of 2014 (Year 3)	76%	4		51%	54%
Class of 2015 (Year 4)	85% projection	5	3	48%	48%

Effect on underrepresented students:

Not only did Clovis West increase the college readiness of its students, but also increased the number of students graduating from high school who had already completed their college freshmen English requirement. Participation in the program by minorities actually exceeds the campus demographic. Due to alignment of curriculum with college courses, students entering college are now more ready for the reading and writing requirements necessary for success in all their college classes which will result in higher student success for matriculation as well as GPA.

We believe that the core principles and expectations of success combined with the rigor of the curriculum and the support of students in attaining success are the factors that allow all students, regardless of their background, to succeed. Continued focus on this program as it expands to additional campuses will encourage additional students to go to college.

Innovations 3: Key policies, practices, and/or systems

The partnership was born out of a series of informal discussions about the problem of student remediation. We included faculty, counselors, and administrators from both schools in those discussions, and we relied heavily on data provided by the Clovis Unified School District for high school student progress and on data provided by Clovis Community's institutional researcher for the success of students. We also used data available from the Chancellor's DataMart to track trends in student achievement.

The most important thing established during these meetings was trust between the representatives of the two systems. It was noted that high school standards did not align with college student learning outcomes. This dichotomy resulted in high school teachers teaching the standards required of them effectively, yet not preparing students for the reading and writing required of them in college. At the community college, instructors were dismayed to have students in their classes who were high performing in high school yet not prepared for the reading and writing required of them in college.

We committed to regular meetings during which we spoke frankly and openly about the curriculum misalignment, and many of these meetings included norming sessions, which have become the single most important steering element for our partnership. A norming session involves instructors from both high school and the college campus grading the same students' essays. The grading and the philosophy behind the grading are then discussed in depth in terms of whether or not the paper meets college standards and what strategies might be introduced to help the student succeed. This not only ensures that a student earning college credit on the high school campus would earn identical credit on the college campus, but it helps both sides understand the unique opportunities and challenges of the other campuses.

We have also committed to a data-driven review process, which will be described in greater detail under "Evaluation." At least twice a year, we review the data from the classes at the high school, which includes student grades, placement results, and college plans, and the data from the college that shows how the students are performing in the State Center Community College District. Future plans include tracking the Clovis West students beyond our own district through the use of Cal-Pass data. This data has helped us realign the class structure, modify the curriculum, and begin the process of expanding the program to include more English 1A classes and, in Spring of 2015, our first English 3 dual enrollment class on the high school campus.

The conception for this program was almost entirely led by faculty: faculty problem solving, faculty curriculum design, faculty implementation. This led to a rocky start for the program, and it resulted in the single most damaging event in the implementation of the program: we did not include parents and students at the

beginning of the process. When students and parents were informed that the course offerings for senior high school English had changed, we faced resistance from both students and parents. Previously existing English electives such as Contemporary Cultures and Bible as Literature were popular with students. However, Clovis West research conducted in the two study years prior to commencing this partnership showed that almost 70% of these students were required to take remedial English courses in college and the only successful curriculum offered to seniors was the AP curriculum. Research also showed that students were self-segregating into electives which resulted in class mixtures of ethnicities being disproportionate to the school population.

We met with parents on several occasions, showed them the statistics about college success (and lack of success for students who needed remedial help), answered questions, and showed them the benefits of the program. The result of the meetings was parental support. Even more interesting were the results of a student survey administered in January of the first year of implementation. Over 90% of the students agreed that the increased amount of writing and the increased amount and difficult of reading was “exactly what we need.”

In subsequent years, we have had representatives, including administrators from Clovis Community College, attend parent meetings to answer questions, explain the usefulness of the program, and share the statistics of success. In addition, we have counselors from the college meet with parents and students to facilitate registration.

At Clovis West, minority and economically disadvantaged students are no longer able to self-select into easier classes, which do not prepare them for college. Some may lack confidence, and others may think that college is not a possibility, however putting all non-AP students into a single rigorous college-focused class has presented these students with new opportunities and higher expectations for their academic performance, and the achievement gap has significantly decreased. The percentage of minority students earning English 1A credit has equaled or exceeded the campus percentage of minority students; virtually all students on campus are now eligible for freshman level composition before graduation, regardless of their economic or ethnic background.

The rigor of the composition and reading program based in research-based essays and expository text has raised the bar across the campus. Grades nine, ten and eleven have redesigned their curriculum in the past two years, implementing a curriculum that mirrors the twelfth grade curriculum. California’s adoption of the Common Core Standards has supported this change. As the previous principal at Clovis West noted, “We’ve eliminated the “easy senior year.” The result is a college-ready campus where, in the Spring of 2014, 95% of the senior class went to college.

Innovations 4: Key changes since January 2014

The Clovis Community/Clovis West project is well into its fourth year of implementation, so changes to the existing program have been modest during the last year:

1. Because of the success of the project, Clovis West hired a second English instructor who met minimum qualifications to teach English 125 and English 1A. That instructor began in the fall of 14, and is a fully integrated member of the team; he shares the curriculum planning, he participates in norming and is learning the intricacies of our data collection and analysis practices. Now, all sections of concurrent college English class on the Clovis West campus are taught by fully qualified teachers employed by the high school district; Clovis Community instructors are no longer required to teach on the high school campus. Clovis West is planning to add an additional credentialed English teacher who is also qualified to teach college courses next year.
2. Since grades nine, ten and eleven have redesigned their curriculum, some students are now ready to take English 1A the fall semester of their senior year, whereas we have previously only offered English 1A in the spring semester. Consequently, we have worked toward the implementation of English 3 (critical thinking) for Spring 2015. This additional concurrent course will result in eighty-three students transferring to college having completed their English requirements before leaving high school.
3. We have been interested for some time in expanding this project to additional schools. The impediment has been the lack of faculty on the high school campuses who meet minimum qualifications to teach community college English classes. However, this past year, Clovis East High School, one of Clovis West's four sister schools in Clovis Unified, did hire two master's trained English instructors and they will be meeting with us this semester, Spring 2015, to make the curriculum revisions necessary to meet our English 125, 1A and 3 course outlines and student learning outcomes for implementation in Fall 2015. The hope is to expand to other three high schools in Clovis Unified over time.

This year, we are also in the application process for a pathways grant with the Clovis Unified School District that will expand this program into specific minimum qualifications. If this grant application is successful, we will be

4. A related effort is being discussed as a part of the AB86 plan. One of the adult education administrators is in discussion with us to align curriculum to our English 125, which would allow students to move unobstructed from adult education into college-level English classes for the community colleges and CSUs.

5. We developed Instructional Service Agreements and Memos of Understanding with Clovis Unified School District to insure the high school students would continue to earn dual credit for the college English classes that are being taught on the high school campus.

All the changes listed above will insure that the high school students from the Clovis Unified School District enter college ready for college level classes and avoid the disadvantages that the need for developmental courses creates.

Innovations 5: Key changes for the future

The stated objective for this partnership is to expand it to all area high schools. The commitment of Clovis Community is strong because we have seen the increase in academic performance for Clovis West students. We have also seen a change on the Clovis Community College campus in that former Clovis West students are performing well above the average student enrolled on our campus.

The program has not required substantial financial resources for the community college beyond modest expenses for testing, research, and faculty support. Clovis West shares this cost by devoting personnel to this project and affording the release days to their teachers necessary to sustain this partnership. It has required considerable planning to establish a program that is not only effective, but aligns student learning outcomes between campuses and results in increased student performance on both campuses.

We developed Instructional Service Agreements and Memos of Understanding with Clovis Unified School District to insure the high school students would continue to earn dual credit for the college English classes that are being taught on the high school campus.

Beginning January 2015, we will be offering three sections of English 3 (Critical Thinking) on the Clovis West campus. We have spent several months discussing the objectives, outcomes, and appropriate curriculum for this implementation. These students have been rigorously screened for this dual credit course that, for most students, will complete their college English requirements before graduation.

We are currently in discussion with Clovis East High School to implement a similar composition program, and both the Clovis East principal and the Clovis Community College Center president are committed to this new partnership patterned on the Clovis West partnership. Clovis East High School has a high number of students who qualify for free and reduced lunch and the highest number of English Language Learners in their district. Eventually we are planning on expanding this program to the three remaining Clovis Unified School District High Schools.

Twenty-five percent of the students who enroll in Clovis Community College come from Clovis Unified high schools. Partnering with all Clovis Unified high schools will significantly reduce the number of developmental English classes we need to offer. This partnership will also allow us to increase the number of English 1A, English 3 and other college-level English classes we offer.

It is our plan, if a pathways grant application is successful to partner with the Clovis Unified School District, to introduce the Composition/Reading program to specific pathways programs. We will continue to evaluate existing and new partnerships both qualitatively and quantitatively. This evaluation will include the quality and

rigor of the curriculum as well as students' performance and students' experience. On-going evaluation will be performed by an institutional researcher who tracks the students in these partnerships beyond high school graduation.

Innovations 6: Effect on cost of Bachelor's Degree

High school students earning dual credit for English 125, English 1A and English 3 are saving \$506 in enrollment fees, \$38 in health fees, and \$40 in parking fees which amounts to a total savings of \$584. These savings are even greater for students who attend university campuses directly after high school.

These fees are not indicative of the time saved by taking and earning college credit for these classes while in high school. Over 70% of the Clovis West students were placed into developmental English, which meant that students were delayed in taking English 1A (college freshmen English) up to a year. Today, Clovis West High School students have completely inverted that data. Now, more than 70% of the high school graduates either have placed into English 1A or already have earned English 1A credit.

Because students must have the reading and writing skills learned in English 1A to successfully navigate other general education college classes, the results of this partnership document that Clovis West students perform better in all their college classes than students who have not participated in this partnership.

Innovations 7: Risks or tradeoffs

The partnership with Clovis West has proven to be a great equalizer: minority and economically disadvantaged students are performing much higher than they did before this program. This chart from our institutional researcher (Appendix E) shows a comparison of students who participated in the program at Clovis West and subsequently came to an SCCC campus. The numbers clearly show that students who traditionally underperform are succeeding at a much higher level than students who did not participate in the program.

	GPA		Success		Retention	
	Cohort	Others	Cohort	Others	Cohort	Others
African-American/non-Hispanic	3.21	1.45	87.50%	42.36%	100.00%	88.18%
American Indian/Alaskan Native	2.75	1.6	100.00%	50.00%	100.00%	88.06%
Asian/Pacific Islander	1.87	2.36	47.06%	71.93%	94.12%	96.26%
Hispanic	3.07	1.94	90.32%	58.47%	100.00%	91.17%
Race/ethnicity unknown	-	1.69	-	50.87%	-	89.60%
White/non-Hispanic	2.84	2.35	80.90%	69.35%	93.26%	94.23%

** African American/non-Hispanic (n=8) and American Indian/Alaskan Native Cohort (n = 5) groups are small and, while very positive, must be interpreted with caution until a bigger sample is established.

Overall, Clovis West students had a very high English pass rate of 73.68%. Successful completion of total English courses for SCCC students typically falls between 60% and 66 % (see appendix E).

And Clovis West students who attended colleges in the State Center Community College District earned the highest grade point average of any local high school cohort (See appendix E).

There is one foreseeable risk of which we are aware. We are a small college with a small faculty and the level of supervision for these programs requires a tremendous amount of work: norming sessions, strategy sessions, evaluation meetings, and research. We can only increase the number of partnerships to the degree that we have faculty to supervise them, which may slow the implementation of the program at additional high schools.

Innovations 8: Sustainability

Administration and faculty on both campuses are committed to the continued success of this partnership. This commitment includes adhering to the underlying principles that every student has the ability to learn and every student has the right to learn and to providing the resources necessary to continue the partnership. These resources include innovations in curriculum design, innovations in approaches to grading, and innovations in navigating the application, enrollment and registration process. Innovations have been introduced throughout the partnership by participants without regard to who gets credit. It is in the best sense of the word a collaborative relationship.

This program began five years ago (a full year before we implemented the new curriculum) with discussions among the principal, counselors, and faculty at Clovis West High School and among the president, counselors, and faculty at Clovis Community College. The president of the college remains fully involved and meets with the lead faculty frequently for updates and brainstorming sessions. Faculty members from both institutions meet regularly and exchange ideas and critiques liberally.

Similar relationships will be developed with future partners, from whom we will expect the same level of respect and innovation.

The strength of this proposal is that it is not dependent upon any one individual in a leadership role due to the significant change that occurs at both the high school and the college level. This work began with high school English teachers meeting to try to understand why high school students who had done well in high school English classes were simply not able to perform in college level English.

When presented with data, both the community college English instructors and the high school English instructors were able to see the misalignment between the requisite skills of college freshmen English and the expectations for high school senior English. This epiphany resulted in a complete revision of the high school senior English curriculum (and now includes all high school grades). Administrators and faculty of both campuses meet regularly to review progress and identify areas that still need refinement.

Since this partnership began, administrative personnel and teaching personnel have changed, yet the commitment to this partnership on both campuses has never wavered because of the significant increase in student success. Students from disadvantaged backgrounds are now coming to the campus, fully prepared for the rigor of college level course work and with the proper student behaviors to be successful in all college level work. The academic behaviors such as persistence, time management, and communication have increased for all students. The same behaviors that make excellent students also make excellent employees.

Innovations 9: Strategies for engaging stakeholders

Success breeds success. The remarkable fact that 95% of graduating Clovis West students in the Spring of 2014 went on to college and that more than 70% of them either already had earned four units of transferable college English credit or were eligible for college-level composition and literature classes without remediation has not gone unnoticed. We must remember that these statistics are not based on an elite demographic, but reflect a school that is nearly 50% minority with a high number of economically disadvantaged students, many of whom only dreamed about college just a few years ago.

Stakeholders are approaching us. As mentioned previously, we are actively working with Clovis East High School who came to us with the request to begin development of a similar program. Clovis East has a larger percentage of economically disadvantaged students than Clovis West has, and Clovis East has the highest percentage of English Learners (EL) in the district. We are also tentatively exploring a partnership with an adult education school to create a clear pathway from adult education into the community colleges as a part of our local AB86 consortium. This, too, was initiated by the adult school.

Every student can learn; every student has the right to learn.

We continue to work small: faculty to faculty, administrator to administrator. Personal relationships based on trust and focused on student success are our key strategic planning tools.

We communicate openly. College faculty visit the classrooms and participate in norming sessions; faculty, counselors, and administrators meet frequently with parent groups for registration and information sessions. Goals and results are freely communicated.

Innovations 10: Sustainability

The changes we made in this project are systematic changes that allow for college-level classes to be offered at the high school so there is no issue with sustaining this effort financially. The high school must offer senior English and they receive ADA funding to pay for the instruction so the classes are self-sustaining.

The administration of both the high school district and the college are committed to maintaining this effort into the future. It is beneficial for the high school to be able to offer college credit for English classes taken in high school. Students receiving credit for English 1A can transfer that credit to any university or community college and receive credit for the first semester freshmen composition class, so this program benefits students and their parents. It is beneficial for the college to have students ready for all college level course work on the first day they begin their college career.

Students who are college prepared are far more likely to succeed in college and complete their associate degree and/or transfer to the university according to the research from the Student Success initiative. The benefits of this program far outweigh the minimal costs that the college pays faculty to attend meetings with high school faculty to handle the liaison work and norming sessions.

We plan to expand this program to Clovis East High School and then to other high schools in CUSD as they begin to hire English faculty with master's degrees. Since this program does not require new funds but rather the adoption of augmented curriculum, we will be able to expand as the high schools replace retired teachers with English teachers who also meet the minimum qualifications to teach college English as well.

Evaluation 11: Evaluate

Having the foundation of a single high school project that has been closely scrutinized and that is based on an intimate partnership between two academic institutions has given us a unique and invaluable insight into how evaluation can be used for constant improvement. The current model not only provides information, but provides opportunities for discussion and change. This single effort, as we move into additional partnerships, creates the template for future evaluation.

The Clovis West project has been closely monitored from the beginning: data tells us that the students are succeeding on their own campus and continue to succeed as they move into the college environment as measured by those students who enter our own community college district. The data shows that traditionally underrepresented students are making great progress toward parity, and participating students are succeeding at a higher rate than students who were not involved in the program.

Data points on student success, retention, and progress toward degrees are continually monitored and discussed. This data is disaggregated so that stakeholders can watch for disparate impact. We intend to move beyond our own district through the use of DataMart and Cal-Pass data and monitor students as they go elsewhere in the higher education environment. This same data-centric practice will continue as we partner with additional schools and programs.

Qualitative evaluation is primarily achieved through norming: faculty from the high school and from the college grade essays separately and then meet for discussions about grading philosophy and grading standards. These efforts often leads to discussions about potential changes to the program and to the curriculum. In addition, the instructors on the Clovis West campus are regularly and formally evaluated by college instructors. These practices will continue as we add additional partner schools.

A key measurement is the success levels of underrepresented and economically disadvantaged students, a measure that has given us great pride in the Clovis West project, and it is a measurement that we will monitor very closely in our new partnerships. The Clovis East project, which is in the early discussion stage with the hope of implementation by Fall of 2015, will create a unique challenge as they have an even larger economically disadvantaged population and the largest ESL population in our area.

The goal of moving into additional partnerships will be measured not only by the implementation of the partnerships but by the success measures as outlined above. We hope to have a minimum of four partnerships with similar results of the Clovis West partnership within four years.

Evaluation 12: Target Outcomes

The existing partnership with Clovis West is already performing at target goals, though improvement efforts are constant. As the demographics at Clovis West change (increasing economically disadvantaged and increasing minority students), the effort will be to maintain the status quo and strategize ways to improve the performance as reflected in the previous sections of this narrative.

The following illustration, based on the demographics and expected partnership with Clovis East High School, will demonstrate our methods. Clovis East's 2013 API report shows the following demographics:

Total student population	1463	100%
Black/African American	50	3.42
American Indian/Alaska N	12	1
Asian	365	25
Filipino	28	2
Hispanic	529	36
White	451	31
Economically disadvantaged	700	54.6
English Learners	214	15
Disabled	90	6

Of particular interest in our goal setting are the high numbers for groups that are traditionally underrepresented in higher education, especially Hispanic, Asian (the Asian population at Clovis East is comprised of primarily Southeast Asians including Hmong, Laotian, and Cambodian. The Southeast Asian population would be primarily first generation college students with a refugee background that would be considered 1.5 English language learners. This means that although their oral language capacity is like any other American teenager, their written language is typically similar to other English language learners and English is not spoken at the home.), economically disadvantaged, and English learners. Although this profile is more challenging than Clovis West's, they are similar in that the same populations were represented – and have been successful in our program.

The following targets are tentative, based on our experience and on the demographic data that we have available. As we discuss this partnership, we will expect the high school stakeholders to work with us to establish more specific goals based on their experiences. It is never the intention of Clovis Community to “run” the program for a high school, but to leverage the resources available on both campuses for student success. These goals are not unrealistic projections, but based on our experiences with Clovis West and tempered by the greater challenge of working with a school with the highest English Learner population and a very high economically disadvantaged population.

According to our institutional research report (see Appendix E), Clovis East students who arrive on our campus average a 2.12 GPA with 65% success and 95% retention. However, only a minority of their students enter college.

Goal 1: Graduates at Clovis East are ready for freshman composition/literature courses without remediation:

2015/16	2016/17	2017/18	2018/19
30-35%	50%	60%	70%

Goal 2: Student groups that are traditionally underrepresented in higher education and are identified as impacted by the district will move toward equity in the senior composition program.

Baseline disparate impact and strategies to target.	Reduce disparate impact by 10%	Reduce disparate impact by 10%	Achieve approximate equity
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Goal 3: Embrace diversity in curriculum

Immediate implementation of a curriculum that focuses on US diversity;	Curriculum introduces broader themes of diversity including social justice	Curriculum introduces broader themes of diversity including world issues	ongoing
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Goal 4: academic behaviors: time management, self advocacy, etc.

Immediate implementation of basic academic behaviors	Implementation of office hours and writing center	Academic behaviors are fully integrated and demonstrated across campus	ongoing
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Goal 5: Students will earn college credit.

50% students will earn non-transferable English 125 credit	65%, English 125; 30% English 1A transferable credit	80%, English 125; 40% English 1A; 10% English 3 (critical thinking)	80% English 125; 50% English 1A; 15% English 3.
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Goal 6: Clovis Community will establish additional partnerships with area high schools and adult education providers*

1 additional partnership (Clovis East)	1 additional partnership	1 additional partnership	1 additional partnership
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*Note that this growth is dependent on faculty availability and qualifications. High schools and Adult Education providers must have faculty qualified to teach community college classes, and the college must have available faculty to coordinate and oversee the programs.

Appendix A

Letter from Deborah J. Ikeda, Campus President, Clovis Community College Center
Letter from Marc Hammack, Principal, Clovis West High School

Appendix E

During the fall 2013 term, 65 students who had graduated from Clovis West High School enrolled at one of the SCCCD campus locations and enrolled in at least 1 English class.

Student demographic data showed that the students were 42.11% male and 51.32% female which is typical for the district. Ethnic breakdown demonstrated non typical district trends with a larger than average African American percentage and lower Hispanic percentage. However, the numbers in each group were very small and not really stable enough to draw any conclusion.

Table 1: Enrollment of CW students by class and location

	Willow	Reedley (MOR)	FCC	Total
English 125	11	1	13	25
English 126	8	2	6	15
English 1A	9	-	8	18
English 1AH	2	-	1	3
English 2	1	-	-	1
English 252	2	-	1	3
English 260	-	-	1	1
English 262	6	-	-	6
English 272	1	1	-	2
English 3	2	-	-	2

** Students were queried using First Time Fall 2013 by High School and English Enrollment

** Duplicate enrollments exists due to a few students being enrolled in more than one fall English class

Overall, Clovis West students had a very high English pass rate of 73.68%. Successful completion of total English courses for SCCCD students typically falls between 60% and 66 %.

While this is very encouraging for students coming to us from Clovis West, one must keep in mind the small enrollment numbers of RC, possible other variables that are not accounted for in this study that increase success, and see that this information is meant only as a discussion point at this time.

Table 2: Total Enrollment and success rates of CW students in English courses by location

	Headcount	% Success
Willow	42	76.2
Reedley	4	100.0
FCC	30	66.7
Total	76	73.7

Table 3: Total (duplicated) enrollment and success rates of CW students in all other classes by location

	Headcount	% Success
Willow	249	77.9
Reedley	19	82.6
FCC	120	76.9
Total	428	77.8

Data source: SQL, Aterm file

The following table expands to look at other Clovis area schools. Students were included if they had graduated spring 2013 and attended any area college or center in fall 2013. Numbers of students from these schools who attended Reedley College, Madera Center or the Oakhurst site were very low and, therefore, should be interpreted carefully.

Overall, students appear to have higher than average English success rates from these schools. The overall success rate SCCC English classes during the fall 2013 term was 65.41%. The overall success rate for SCCC students in all other classes was 68.43% for the same term.

	Willow International				Reedley College				Fresno City College			
	English		Other		English		Other		English		Other	
	N	ES	N	OS	N	ES	N	OS	N	ES	N	OS
Buchanan	110	81.8	427	72.8	4	75.0	45	77.8	66	83.3	504	78.8
Clovis East	30	76.7	159	59.7	11	36.4	39	66.7	76	86.8	370	70.2
Clovis High	62	79.0	318	69.5	4	50.0	48	56.3	64	82.8	467	74.1
Clovis North	94	73.4	384	74.2	3	66.7	10	80.0	19	84.2	367	78.1
Clovis West	42	76.2	249	77.9	4	100.0	23	82.6	30	66.7	314	76.9
Total	338	77.8	1,537	72.0	26	57.7	165	69.7	255	82.4	1,230	74.5

N = Headcount

ES = English Success rates (percentage)

OS = Other Courses Success rates (percentage)

The following displays overall GPA, success and retention rates for CW students who had been part of the CW cohort, non-cohort CW students and all other feeder high schools for the fall 2013 term. This table is very stable as all classwork was counted at any SCCC location.

	GPA	Success	Retention
BUCHANAN HIGH SCHOOL	2.38	69.51%	95.91%
CLOVIS EAST HIGH SCHOOL	2.12	65.20%	95.14%
CLOVIS HIGH	2.08	63.80%	94.43%
CLOVIS NORTH HIGH SCHOOL	2.37	68.16%	91.65%
CLOVIS WEST HIGH SCHOOL (Cohort Classes)	2.79	79.87%	95.30%
CLOVIS WEST HIGH SCHOOL (All others)	2.31	68.19%	94.38%
DINUBA HIGH	1.93	56.62%	89.25%
FOWLER HIGH SCHOOL	1.84	58.05%	93.66%
IMMANUEL CHRISTIAN SCHOOL	2.73	78.57%	93.75%
KERMAN HIGH	2.17	65.02%	93.10%
KINGSBURG HIGH	2.13	62.31%	91.28%
LIBERTY HIGH	2.22	69.79%	93.75%
MADERA HIGH SCHOOL	1.92	59.23%	90.27%
MADERA SOUTH HIGH SCHOOL	1.94	56.56%	87.62%
ORANGE COVE HIGH SCHOOL	1.51	44.91%	89.82%
PARLIER HIGH	1.45	43.25%	83.74%
REEDLEY HIGH	1.97	61.73%	93.70%
SANGER HIGH	1.90	58.40%	91.99%
SELMA HIGH	1.91	57.76%	92.60%
YOSEMITE HIGH (OAKHURST)	2.21	64.86%	93.24%
Total	2.06	61.90%	92.38%

As can be seen, students in the Clovis West Cohort had substantially higher GPA and success rates and one of the highest retention rates overall.

Finally, students were grouped by ethnicity with those who participated in the cohort compared to those who did not.

	GPA		Success		Retention	
	Cohort	Others	Cohort	Others	Cohort	Others
African-American/non-Hispanic	3.21	1.45	87.50%	42.36%	100.00%	88.18%
American Indian/Alaskan Native	2.75	1.6	100.00%	50.00%	100.00%	88.06%
Asian/Pacific Islander	1.87	2.36	47.06%	71.93%	94.12%	96.26%
Hispanic	3.07	1.94	90.32%	58.47%	100.00%	91.17%
Race/ethnicity unknown	-	1.69	-	50.87%	-	89.60%
White/non-Hispanic	2.84	2.35	80.90%	69.35%	93.26%	94.23%

** African American/non-Hispanic (n=8) and American Indian/Alaskan Native Cohort (n = 5) groups are small and, while very positive, must be interpreted with caution until a bigger sample is established.



January 5, 2015

Dear Committee on Innovation in Higher Education:

I am committed to continuing the work we have begun on the curriculum partnership in English with the Clovis Unified School District and particularly Clovis West High School. This English curriculum project has had the most significant impact on student success that I have seen in my thirty-eight years in higher education. This program has done more to reduce the equity gap of entering college students, than any other program that we have tried in the district.

We are committed to expanding this program to the other high schools in our service area. The data that has resulted from this effort clearly shows the impact it has made on student lives. Students that may not have thought about attending college, realize they can do college work upon completion of the English classes they take their senior year in high school. The students from the last cohort group are attending college at a much higher rate than before we started this program.

This work would not have been possible without the total commitment of English faculty at both the high school and college level. It is their dedication to student success that deserves all the credit for the successful outcomes that have resulted from this English curriculum project.

Finally, let me reiterate my unqualified enthusiasm for this proposal and this application.

Sincerely,

A handwritten signature in cursive script that reads "Deborah J. Ikeda".

Deborah J. Ikeda
Campus President

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January 8, 2015



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Liberty
Lincoln
Maple Creek
Nelson
Pinedale
Valley Oak

Janet Young, Ed.D.
Superintendent
CUSD

To Whom it May Concern:

I am writing to affirm my support of Clovis Community College's application for an award for Innovation in Higher Education. While this is my first year as principal of Clovis West, I am well aware and very proud of the success of our college readiness partnership with Clovis Community College. Clovis West is now in its fifth year of this innovative and highly successful partnership.

Six years ago, more than 70% of Clovis West's graduating seniors had to enroll in remedial courses prior to being eligible to take college freshmen English. Today, more than 70% of our graduating seniors leave Clovis West having already fulfilled their college freshmen English requirement through the concurrent courses we offer on our campus.

While the results are staggering, the efforts have been equally impressive. Our team of English teachers have spent countless hours planning with instructors and administrators from Clovis Community College and have completely rewritten our English curriculum in grades nine through twelve in order to achieve the improvements in college readiness that we have realized.

The support of the stakeholders at Clovis Community College through the five years of this partnership has been comprehensive. By coming along side our teachers, and working together to identify incongruities in our curriculum, we have been able to align our student learning outcomes to that of the community college system. This alignment, which is completely supported by the Common Core Standards, has resulted in not only more than 70% of our students leaving high school with transferable college freshmen English credit, but by almost erasing the achievement gap. Since we have offered English 1A on our campus, the percentage of minorities successfully completing the course as high school seniors has exceeded the percentage of minority students enrolled on our campus.

I urge you to give thoughtful consideration to this partnership as an excellent example of Innovation in Higher Education.

Sincerely,

Dr. Marc Hamack