



## 2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

### Woodland Community College Integrated Plan for SSSP, Equity and BSI

#### 2015-2016 PREVIOUS ACCOMPLISHMENTS

**1. Assess your college's previous program efforts:**

- a. The table below lists the progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans.

A. CONNECTION PHASE GOAL/OBJECTIVES	PROGRESS
1. Strengthen <b>partnerships with feeder school districts</b> and high schools to assist graduating high school seniors to apply to WCC for summer and/or fall 2016, and complete orientation, assessment, and develop student education plans. <i>(SSSP)</i>	In January 2016, WCC hired three new Student Engagement and Outreach Specialists for the Woodland, Colusa, and Lake campuses and created a new Office of Student Engagement and Outreach to strengthen K-12 outreach efforts. Since 2014-15, the college has seen a 53% increase in new student enrollment (679 to 1,038), increased completion of new student matriculation requirements significantly (completion of online orientations increased by 19%, high school senior JumpStart Orientation participants increased by 22%, and completion of abbreviated ed plans increased by 88% from 2014-15 to 2016-17). In addition to the annual March high school regional partners meeting, the college has also added a fall convening to increase collaborative efforts and dialogue with the college's 9 feeder high schools.
2. Begin implementation of a <b>Peer Advising and Student Ambassadors</b> program <i>(SSSP and Equity)</i>	In January 2016, WCC launched the Student Ambassadors Program to support campus student success and engagement and high school outreach efforts.  The TRIO and EOPS/CARE programs use a peer advising/mentoring program that WCC plans to include as the First Year Experience program is expanded.
3. Hire Outreach and Recruitment specialist to work with local high schools and community agencies to provide information on educational opportunities at WCC, assist in assessment testing, and off-site registration. <i>(SSSP and Equity)</i>	WCC's Student Engagement and Outreach Specialist position was created in 2015; additional outreach and student engagement positions were filled in 2016 for the Lake and Colusa County Campus and Woodland Campus, bringing the total to three full-time staff.
B. ENTRY PHASE OBJECTIVES	



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<p>1. Mandatory student orientation; Launch the new online, interactive orientation in Spring 2016; <b>(SSSP)</b></p>	<p>In fall 2017, WCC launched a new, interactive and robust online orientation for all entering students.</p>
<p>2. Fully implement Degree Audit <b>(SSSP and Equity )</b></p>	<p>In progress, with expected completion June 2018.</p>
<p>3. Pilot a Summer Bridge Program. <b>(SSSP, BSI, Equity )</b></p>	<p>The TRIO program plans to implement a “summer bridge” program for a cohort of students and plans to pilot the program in Summer 2018. The college has also partnered with Butte Migrant Education to provide a summer bridge program for migrant students for Summer 2018. A workgroup of campus stakeholders was convened to develop a model for WCC’s Summer Bridge program for entering high school graduates, but has not yet been implemented.</p>
<p>4. Improve the delivery of orientation services at the Colusa County Campus by providing online and group counseling orientation sessions <b>(SSSP)</b></p>	<p>With the hire of a full-time counselor for the Colusa County Campus and part-time Student Engagement and Outreach Specialist, support services for Colusa students have significantly increased. JumpStart Orientation for incoming high school graduates was provided at the Colusa campus in May 2016 and May 2017. The new counselor also provides group and individual counseling sessions to help students complete required matriculation steps and enroll in classes.</p>
<p>5. Increasing student awareness and understanding of the importance of assessment tests and providing students with greater opportunities to take practice tests. <b>(SSSP)</b></p>	<p>WCC’s assessment webpages have been updated and resources posted for prospective students to understand the assessment process, tips, and practice tests.</p>
<p>6. Lay groundwork for transition to the State’s new Common Assessment Initiative (CAI) system, planned for implementation during fall 2016 for registration in Spring 2017 courses. <b>(SSSP)</b></p>	<p>Due to the state’s delayed implementation of Common Assessment Initiative, implementation of CAI was not completed in 2016. Plans for future implementation are contingent upon the Chancellor’s Office revised implementation schedule and now new requirements for the application of high school transcript data in placement (AB 705).</p>
<p>7. Continue roll-out and refinement of online student education plan in concert with the Degree Audit system; <b>(SSSP)</b></p>	<p>Use of the Colleague education planning system was implemented in January 2015 and continues. Completion of Degree Audit is expected to be completed by June 2018.</p>
<p>8. Pilot development of two, three, and four-year plan templates for students <b>(SSSP)</b></p>	<p>Not yet started. YCCD SSI Goal. The district is now moving towards implementation of Guided Pathways.</p>
<p>9. Targeted communications to students through outreach/“in reach” materials regarding</p>	<p>Targeted messaging (through emails, letters, and calls) is being done for students who have</p>





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<p>important topics such as education planning and the importance of having a clear educational goal; available student support services and resources; the new BOGFW academic performance standards; financial aid and satisfactory academic performance; tips for student success, etc. <b>(SSSP)</b></p>	<p>completed 45 degree-applicable units and may be nearing graduation/transfer (spring); 30 degree-applicable units to meet with a counselor to make sure they're on track to reach their goals (fall); probation students; and honors students (students with a 3.0 GPA or higher).</p>
<p>10. Use intrusive service delivery approach <b>(SSSP)</b></p>	<p>In February 2016, developed and implemented new Academic Success interventions targeted to students on probation. These interventions continue each semester as students are identified and holds placed on registration; students are required to attend an Academic Success Workshop and meet with a counselor to develop an Academic Success Agreement and education plan. In spring 2016, 274 students completed the new probation intervention process when the new process was implemented and 383 students completed the process in 2016-17.</p>
<p>11. Revamp ESL instruction <b>(BSI)</b></p>	<p>WCC has successfully hired an ESL Resource Faculty position.</p>
<p>12. Pilot First Year Experience <b>(SSSP, Equity, BSI)</b></p>	<p>WCC developed the FYE model during the spring 2016 semester, with implementation of the first pilot cohort in fall 2016; 68 high school graduates enrolled in the first FYE cohort. WCC's FYE model is a "ME" first approach—FYE students are guaranteed their math and English classes during their first year, along with a college success class. Books are free. A dedicated counselor provides case management services. Student engagement activities are provided throughout the year. Fall to spring persistence rate was 83%. The FYE program will continue for 2017-2018 and currently has 89 students in the cohort.</p>
<p>13. Develop Mentorship programs and academic advising <b>(SSSP and Equity)</b></p>	<p>TRiO, EOPS, and MESA have developed Peer mentor programs. Peer Mentors meet with students regularly to assist with personal and academic challenges. Faculty Mentors also exist within the MESA program for higher-level academic assistance.</p>
<p>14. Linking supplemental instruction/college success courses for students who enroll in basic skills math and English classes <b>(Equity and BSI)</b></p>	<p>The Math 50+ Program was launched in Fall 2017 allowing students the opportunity to bypass intermediate math and enroll directly into college-level math courses. Providing similar opportunities for students who have tested into intermediate English courses is currently in discussion for Spring 2018 launch.</p>



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<p>15. Develop Online Support Services for Distance Learning Students <i>(SSSP and Equity)</i></p>	<p>The Student Success Center has established online tutoring services for writing, math, and science via an integrated Skype/IDroo system, which allows for audio, visual, and virtual whiteboard interaction between the tutor and tutees. This platform also allows all WCC campuses to serve all students synchronously.</p> <p>For Student Services, counselors, DSPS, Financial Aid, EOPS/CARE, and CalWORKs can provide Skype and telephone appointments for students located at Colusa and Lake and DE. Additionally, the college is exploring the use of CANVAS to provide online student services through modules and chat features.</p>
<p>16. Develop default Ed Plans that include Math and English in First Year <i>(SSSP)</i></p>	<p>Embedded within FYE program (see above).</p>
<p>17. Develop research agenda to assess continuum of student experience; Improve Campus Climate &amp; Student Engagement; SENSE/CCSSE <i>(SSSP and Equity)</i></p>	<p>In 2015, the college participated in the Survey of Entering Student Engagement (SENSE). This survey has six benchmarks that have shown to be important to entering students' college experiences and educational outcomes; thus it provided the college with a useful starting point for looking at institutional results. Furthermore, in 2016 the college administered the Community College Survey of Student Engagement (CCSSE) and held a one-day tailored workshop for college employees to examine SENSE/CCSSE results. Participants discussed strategies for examining various reports and for drilling deeper into the data in order to more fully understand the student experience at the college.</p>
<p>18. The percentage of students who begin at two levels below transfer-level math and successfully complete college level transfer Math within four years will increase by 2% annually. <i>(BSI)</i></p>	<p>The college has fully implemented Supplemental Instruction to provide structured academic support to students in 8 basic skills math classes, with 344 student visits from students enrolled in basic skills math receiving SI support since fall 2016. Tutoring support is also provided for all math courses for which 5144 visits have been logged since 2016. Additionally, the Math Department approved the use of HS math grades for placement. The Math Department is exploring models of acceleration to increase the percentage of students moving to college level coursework within the one-year timeframe identified in AB 705. In 2015, we identified 69 students who placed into two levels below transfer-level Math</p>





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	and we are tracking their progress for the next four years.
19. The percentage of students who begin at two levels below transfer-level English and successfully complete college level transfer English within three years will increase by 5% annually. <i>(BSI)</i>	The college has fully implemented Supplemental Instruction to provide structured academic support to students in 7 English classes, with 661 student visits from students enrolled in basic skills English receiving SI support since 2016. Tutoring support is also provided for all English courses for which 6233 visits have been logged since 2016. Additionally, the English Department is beginning discussions on the use of HS transcript data as a multiple measure for placement. The English Department plans to explore models of acceleration to increase the percentage of students moving to college level coursework within the one year timeframe identified in AB 705. In 2015, we identified 182 students who placed into two levels below transfer-level English and we are tracking their progress for the next four years.
<b>C. PROGRESS PHASE OBJECTIVES</b>	
1. Development of targeted, “just-in-time” services for all students, with a specific focus on at-risk students; <i>(SSSP)</i>	Get Ready to Graduate workshops and events; targeted messaging to students who’ve completed 30 and 45 degree applicable units. Academic Success interventions for probation students.
2. Through implementation of a new Early Alert system through Tutortrac, target students for interventions <i>(SSSP, Equity, BSI)</i>	WCC purchased TutorTrac’s SAGE program which allows for faculty and student services staff to communicate virtually and instantaneously regarding students’ progress and challenges, so that intervention can happen as soon as challenges become apparent. The Student Success Resource Faculty and EOPS Director will work together to train all faculty and staff on the functionality of SAGE beginning spring 2018.
3. Develop and provide incentives to support student along the path to completion. <i>(SSSP)</i>	Student Services identified supportive “momentum point” messaging targeted to students who reached 15, 30, and 45 units and encouraging them to meet with a counselor to stay on track to their degree and/or transfer. Students who earn a 3.5 GPA or above receive honor roll recognition reflected on transcripts. Student Services plans to convene focus groups of students and a staff and faculty advisory group to develop incentive program.



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<p>4. Consider pilot of mandatory college success course for students on academic or progress probation</p>	<p>The Student Success Committee is considering non-credit options to pilot mandatory college success course for students on probation (0.5 unit to 1 unit/ late start non-credit). The pilot has not yet been implemented.</p>
<p>5. Development of process to identify and track students who have earned 15 units and who do not have a comprehensive education plan in place- using a more intrusive service delivery approach, direct students to counseling for development of comprehensive education plans; <b>(SSSP)</b></p>	<p>The college is working with the district's IT to develop a standard report that identifies students who have not completed a comprehensive education plan. This is in progress.</p>
<p>6. Targeted communications to students through outreach/"in reach" materials <b>(SSSP)</b></p>	<p>WCC developed a suite of outreach materials in English and Spanish to support high school matriculation efforts targeted to students and parents.</p>
<p>7. Student notification via email, mail, and text on academic probation status—earlier intervention through automated processes, as well as personal contact. <b>(SSSP)</b></p>	<p>See above.</p>
<p>8. Consolidate tutoring services and centers into one location (SSC) lead by the Student Success Director. This will become the "one stop shop" for students to get one-on-one tutoring, math lab help, writing/reading lab help, have access to computers, as well as a place to form study groups, and participate in supplemental instruction small group tutoring. <b>(Equity and BSI)</b></p>	<p>The new Student Success Center was launched in August 2016. The Student Success Resource Faculty/Director was hired in May 2016. The new Center consolidates the college's tutoring services and programs in one building, improving access, staffing, and allowing for the expansion of services. Services have increased by 680% since the consolidation commenced.</p>
<p>9. IA's trained in supplemental instruction methods providing direct student support in the classroom and in the SSC. <b>(Equity and BSI)</b></p>	<p>In Summer 2017, all Instructional Assistants within the Student Success Center underwent training facilitated by the official National Center of Supplemental Instruction. The Student Success Center also offers Course-Integrated Workshops that faculty can schedule anytime by submitting an online request.</p>
<b>D. COMPLETION PHASE OBJECTIVES</b>	
<p>1. Develop and provide recognition and incentives to support students along the path to completion. <b>(SSSP)</b></p>	<p>See above.</p>
<p>2. Professional development for faculty and staff to acquire skills in instructional practices such as classroom technology, classroom assessment, and instructional design. <b>(Equity and BSI)</b></p>	<p>The position of Instructional Design Resource Faculty will work closely with faculty to provide training for online technology-enabled teaching and other professional development opportunities related to instructional design.</p>
<p>3. Continue to develop new articulations agreements with 4 year universities in order to</p>	<p>WCC has expanded the number of Associate Degrees for Transfer from 11 in 2014-15 to 19 as</p>





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<p>increase the transfer potential of WCC students. <b>(Equity)</b></p>	<p>of fall 2017 (1 more awaiting state approval). The college continues to have good partnership with CSU Sacramento, where CSUS advisors regularly meet with WCC students each month. Additionally, the college participates in the Transfer Opportunity Program with UC Davis, where a UCD advisor comes to the WCC campus twice each month to meet with students and present workshops.</p>
<p>4. Hire Student Success Analyst to support research and evaluation of SSSP/SEP/BSI. <b>(SSSP &amp; Equity)</b></p>	<p>Hired a part-time student success analyst and the goal is to have a full-time analyst hired by Spring 2018.</p>



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**b. To what do you attribute your overall success or lack thereof? (100 words maximum)**

The infusion of SSSP and Equity funding has played an instrumental role in helping the college build capacity to achieve many of the goals identified in the college’s prior year plans. The college’s small size (2,768 FTES/6,216 students) also enables the college to quickly implement and bring to scale campus-wide initiatives, such as Supplemental Instruction and First Year Experience. As a small rural-serving community college, a challenge for the college is the lack of resources at various district and college levels that can make implementation of some projects, such as technology initiatives (Degree Audit) a challenge.

**c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.**

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase Student Persistence & Retention by Expanding WCC’s First Year Experience & Piloting a New Summer Bridge Program	Provide dedicated counseling and education planning services; FYE orientation and student engagement activities; FYE peer mentoring; and support of FYE professional learning community of counselors, instructors, and staff.	Funds used to purchase math, English and college success textbook for lending library. Funds used to pay for faculty to attend First Year Experience conference and Entering Student Success Conference	Funds used to pay for professional development of faculty and staff involved in FYE. Funds also earmarked for the purchase of FYE resources for students, faculty, and staff.

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

WCC’s Student Success Committee identified the college’s efforts to implement the Supplemental Instruction program and opening of the new Student Success Center, a one-stop shop of all tutoring services, as a strategy the college has implemented to increase student success rates (course completion, rates of persistence, and GPA). The college launched the Supplemental Instruction (SI) program in fall 2016 and in spring 2017, the Student Success Resource Faculty and SI Instructional Associate attended training at the National SI Center to make WCC’s SI program the first officially recognized SI program at a community college. Since the inception of SI on the WCC campus, attendance has increased rapidly with 525 visits in fall 2016 and 1230 in spring 2017.





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### FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. The table below identifies five integrated goals for 2017-2019 period, and shows how each goal connects across programs as well as the activities/steps you the college will implement to achieve each goal.

WCC's Integrated Plan goals for SSSP, Equity and BSI are based upon the college's three-year Education Master Plan goals for 2016-2019.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
<b>(1) Increase male college application rate by 5% each year.</b>	<ul style="list-style-type: none"> <li>● Hire and Train WCC &amp; LCC/CCC (3) Permanent Full-time Outreach Specialists</li> <li>● Design, Execute, and Assess an On-site Matriculation Process for High School Students (SSSP)</li> <li>● Design, Execute, and Assess an Early Assessment Program for 2017-2018 Juniors</li> <li>● Design, Execute and Assess WCC/LCC/CCC High School Parent and Student "Open House" Activity</li> <li>● Design, Execute, and Assess an On-site</li> </ul>	<ul style="list-style-type: none"> <li>● Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High School Academic Calendars</li> <li>● Design, Execute, and Assess a Comprehensive Dual Enrollment Plan at Capacity to Include Instruction, Academic and Student Service Support</li> <li>● Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High School Academic Calendars</li> <li>● Design and publish matriculation outreach materials that reflect and</li> </ul>	<ul style="list-style-type: none"> <li>● Design, Execute, and Assess a Comprehensive Summer Bridge Program Leveraging High School Academic Calendars</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access</li> <li><input type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input type="checkbox"/> ESL/Basic Skills Completion</li> <li><input type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other:_____</li> </ul>



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
	Matriculation Process for Adult Learners (SSSP) <ul style="list-style-type: none"> <li>● Design, Execute and Assess a Single Online College Orientation</li> <li>● Design, Execute and Assess a Student Ambassador Outreach Program</li> <li>● Design and publish matriculation outreach materials that reflect and are targeted to equity plan student populations.</li> </ul>	are targeted to equity plan student populations.		
<b>(2) Increase course completion rate by 2% each year.</b>	<ul style="list-style-type: none"> <li>● Design, Execute and Assess a Pilot First Year Experience (FYE) with "Math and English first" for first year students placing into basic skills</li> <li>● Design, Execute, and Assess a Comprehensive Multiple Measures Assessment Instrument that includes high school transcript data for incoming high school graduates</li> <li>● Design, execute and assess an intrusive case management process</li> </ul>	<ul style="list-style-type: none"> <li>● Hire and train 10+ tutors who serve underrepresented populations enrolled in gatekeeper courses.</li> <li>● Design, Execute, and Assess a Scaled Online Tutorial Service</li> <li>● Design, Execute, and Assess a Comprehensive Supplemental Instruction Program</li> <li>● Design, Execute, and Assess a comprehensive ESL Program Aligned with K-12 and Adult Ed. Partners</li> </ul>	<ul style="list-style-type: none"> <li>● Hire and train 10+ Supplemental Instruction Leaders who serve underrepresented populations enrolled in high-fail-rate courses.</li> <li>● Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) policy for students placing into basic skills</li> </ul>	<input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____





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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
	along with Early Alert system to support at-risk students.	<ul style="list-style-type: none"> <li>● Design, pilot, and assess mandatory LEARN Tutorial (CDCP) for all basic skills students</li> </ul>		
<b>(3) Increase persistence rate of all students by 2% each year.</b>	<ul style="list-style-type: none"> <li>● Design, execute, and assess Degree Audit Program</li> <li>● Design, execute, and assess automated "Momentum Point" Email/Text Program</li> <li>● Design, execute, and assess online ed plans (SEPs)</li> <li>● Design, execute and assess an intrusive case management process along with Early Alert system to support at-risk students.</li> <li>● Design, execute, &amp; assess an online counseling program</li> </ul>	<ul style="list-style-type: none"> <li>● Design, Execute, and Assess a Scaled Student Success Certificate (CDCP/FYE/ME First)</li> <li>● Design, execute, and assess college-wide canvas gradebook policy.</li> <li>● Design, execute, and assess a student welcome space on Woodland campus.</li> <li>● Expand library hours of operation to increase access for evening and weekend students by Spring 2018.</li> </ul>	<ul style="list-style-type: none"> <li>● Design, execute, and assess College and Career Pathways</li> <li>● Design, execute, and assess a faculty mentoring/advising program that includes momentum point check-ins</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input checked="" type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>
<b>(4) Increase certificate award rate by 20% each year.</b>	<ul style="list-style-type: none"> <li>● Design, execute, &amp; assess a graduation workshop program</li> <li>● Design, execute, &amp; assess Colusa Student Services delivery plan to Include facility, technology, and service hour enhancements</li> <li>● Target advising &amp; intrusive service delivery to</li> </ul>	<ul style="list-style-type: none"> <li>● Design, execute, &amp; assess a pilot online educational resource (OER) program</li> <li>● Design, execute, and assess Colusa curriculum gap analysis and enhancement plan to ensure students have courses they need to earn certificates and degrees timely.</li> </ul>	<ul style="list-style-type: none"> <li>● Design, execute, &amp; assess 2-year course enrollment program</li> <li>● Design, execute, &amp; assess academic programs using 100% OER materials</li> <li>● Design, execute, &amp; assess comprehensive Colusa curriculum enhancement as</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access</li> <li><input checked="" type="checkbox"/> Retention</li> <li><input type="checkbox"/> Transfer</li> <li><input checked="" type="checkbox"/> ESL/Basic Skills Completion</li> <li><input checked="" type="checkbox"/> Degree &amp; Certificate Completion</li> <li><input type="checkbox"/> Other: _____</li> </ul>



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
	students in CTE programs by June 2018. ● Implement Degree Audit system by June 2018.	● Coordinate annual certificate award ceremony to increase numbers of students completing certificates.	identified in gap analysis ● Develop ESL certificate and Transfer certificate by Spring 2019.	
<b>(5) Increase by 5% annually the number of students who place two-levels below college-level math or English and who go on to successfully complete transfer level math or English within the first year.</b>	● Identify multiple measure for placement using HS GPA and transcript data for English and math (AB 705) by Spring 2018. ● Develop agreements to access HS transcript data by Spring 2018. ● Develop algorithm for placement of students using HS transcript data by Spring 2018. ● Design, execute and assess an intrusive case management process along with Early Alert system to support at-risk students by Spring 2018.	● Continue expansion of dual enrollment pathways to increase HS student readiness for college and increase degree completion ● Provide professional development opportunities for faculty and staff on acceleration models and best practices ● Identify best practice models for acceleration of the English & math remedial sequence in Fall 2017. ● English and math departments to develop new curriculum in Spring 2018 and pilot in Fall 2019 followed by assessment of student performance, retention, and persistence.	● Explore acceleration models for math and English in Fall 2017. ● Develop curriculum in Spring 2018 and pilot new curriculum for math and English basic skills sequence beginning fall 2018. ● Pilot an 8-week Math 50 course in Fall 2018. ● Working with HS partners, English Dept. coordinate alignment of Expository Reading & Writing Curriculum (ERWC) for 12th grade English course & use of grades for placement (AB 705).	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____





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

The College has an integrated Student Success Committee comprised of instructional and student services faculty, classified, and administrators. The Student Success Committee is responsible for planning, reviewing, monitoring, and using student outcome data to inform the development and implementation of activities that enhance access, recruitment, retention, course completion, academic achievement and transfer opportunities for our students. The committee is responsible for overseeing and coordinating the development of the plans for the Basic Skills Initiative, Student Success and Support Program, and Student Equity. WCC's Student Success Committee is also co-chaired by the Dean of Student Services and an Academic Senate representative (currently the Student Success Resource Faculty who oversees academic support services and the MESA program), ensuring that conversations and planning between student services and instruction is integrated and well-coordinated. Additionally, as the Dean of Student Services chairs the Student Services Council, input from equity-related categorical and campus-based programs such as EOPS/CARE, CalWORKs, TRiO, Guardian Pathways to Success (foster youth), Veterans Services, is solicited on all planning and development efforts. For several years, WCC has braided funding from BSI, SSSP, and Equity to fund student success initiatives such as First Year Experience and Supplemental Instruction. The college's integrated planning and budgeting approach leverages existing funding sources to achieve the college's student success goals.

The College's three-year Education Master Plan (EMP) also uses an integrated planning approach, identifying four student success goals for the institution which are included in the college's Integrated Plan for BSI, SSSP, and Equity. The college's EMP provides the foundation and expectation for the college's integrated approach to planning as it relates to instruction, student services, facilities, technology, and other key campus areas, all in support of the college's student success goals. Another campus shared governance committee that plays an important role in the college's overall planning efforts is WCC's College Council. The Council is comprised of a campus stakeholder groups, such as the Academic Senate leadership, faculty, administrators, ASWCC student rep, and student services staff. College Council is WCC's preeminent consultative body to the President. The purpose of College Council is to assess and improve the existing processes of evaluation, planning, and improvement for the College, including the development, review, and evaluation of policy proposals and issues within the participatory governance framework. The college's participatory governance committees and structures and stakeholder groups will ensure coordination across student equity-related categorical programs or campus-based programs. Additionally, the college's Education Master Plan, which is focused on increasing student access and success, provides the important foundation and catalyst to ensure the goals and activities outlined in the





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college's Integrated SSSP/Equity/BSI plan are successfully accomplished.

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

WCC offers limited non-credit coursework, but new curriculum options are in discussion and development stages particularly in the area of CTE. Keyboarding, computer applications, and workplace soft skills are some of the examples of potential non-credit CTE curriculum. Four levels of ESL are active options as non-credit. New as of January 2016 are five Learning Assistance options (502—tutoring assistance, and 520, 521, 530, 574). Certificates of Competency are still being developed, with one awaiting state approval.

WCC began active scheduling of Learn 520, 521, 574 classes. Intake surveys show 50% are seeking a high school diploma (GED) while the other 50% are seeking to enter college degree or certificate tracks. The 520, 521 series provides both GED instruction and college readiness preparation. Instruction is individualized, self-paced, and performance-based. Students have access to all the available services of counseling and academic support. Students are required to meet with their counselor each semester and discuss educational plans. Students with the need to increase academic competency, develop language acquisition, or earn a GED may take these non-credit courses at little to no cost thus removing one of the barriers of entering the college pathway. The non-credit classroom offers training in good habits of mind, time management, and responsible behavior that lead to success in the academic and work world. The non-credit coursework provides an opportunity for a safe, supportive, no/low cost option to build basic skills and language acquisition bridging the entry into certificate, degree, and transfer pathways.

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

For 2017-2019, the college will continue to send teams to conferences and other professional development opportunities to build capacity, as well as bring trainers to campus, in support of the Integrated Plan goals listed above. Planned professional development includes having campus representatives attend the annual Student Success Conference; having faculty attend Tableau training in order to properly collect data regarding student success every semester; implementing Supplemental Instruction training for SI leaders and faculty each semester to maintain official SI certification and ensure fidelity; and attending FYE and Basic Skills conferences and workshops.

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





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The college will collect data each semester and evaluate progress on an annual basis. Data will be retrieved using the Tableau dashboard. Metrics includes, course and degree completion rates, “First Year Experience” outcomes (GPA, persistence, retention, units completed), student matriculation data, contact hours with tutors and SI leaders, and their overall successful completion of the courses in comparison to students in similar basic skills courses. Data will be collected on the successful completion and persistence of ESL courses. In addition, a satisfaction survey will be distributed at the end of each semester that will help us improve the FYE program.

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

The YCCD Board of Trustees adopted student success goals for the district which include many of the initiatives identified in this plan. Given its focus and commitment to increasing student access and success, the Board is regularly updated on each college’s progress. District-level coordination is conducted through Fiscal Services on funding issues. For policy and programmatic coordination, the Chancellor’s Executive Cabinet and District Academic Senate Committee support coordination efforts between the campuses. The district’s Information Technology Services also assists in the coordination and implementation of common technology solutions, such as SARS Anywhere, Degree Audit, online ed plans, and Early Alert.

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

The college’s completed BSI SE SSSP Integrated Budget Plan for 2017-2018 is included with the Integrated Plan. The college’s SSSP, Equity, and BSI funds are targeted to work in support of the college’s Education Master Plan goals (which are included in this Integrated Plan). For example, Supplemental Instruction and bringing First Year Experience to scale are strategies the college has implemented to increase student success. Accordingly, funding across the three programs is braided in support of these efforts. This includes, but is not limited to, dedicated FYE counselors, Student Success Resource Faculty, expanded tutoring services, SI leaders, peer mentors and Student Ambassadors, Student Engagement and Outreach staff, use of technology resources such as early alert, online education planning, and more robust online student service delivery.

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



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summary must be posted to the college website. Provide a link to your college's executive summary below:

The college's Student Equity Plan Executive Summary can be found on the following webpage:  
<http://wcc-planning.yccd.edu/planningdocuments.aspx>

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

The college's Student Success Committee is interested in training and information related to technology tools that support student success, including online delivery of student support services. Webinars on the latest evidenced-based practices for instruction and student services that have helped to improve student persistence, retention, and success. In particular, strategies for rural and small colleges.

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

WCC's primary point of contact for the Integrated Plan is:

Bobby Gosal, Interim Dean of Student Services  
Woodland Community College  
2300 E. Gibson Road  
Woodland, CA 95776  
(530) 661-4202  
[bgosal@yccd.edu](mailto:bgosal@yccd.edu)

Alternate contact:

Siria Martinez, Dean of Student Success and Institutional Effectiveness  
Woodland Community College  
2300 E. Gibson Road  
Woodland, CA 95776  
(530) 668-2536  
[smartinez@yccd.edu](mailto:smartinez@yccd.edu)





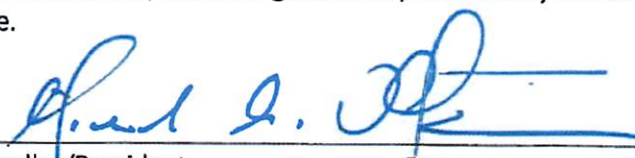
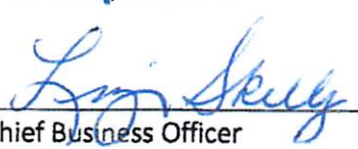

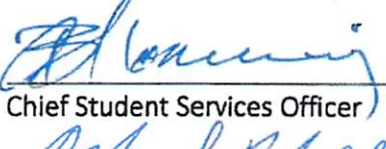
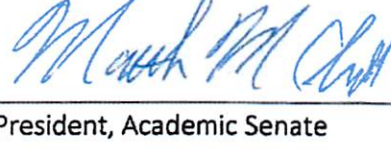
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### Part III – Approval and Signature Page

College: Woodland Community College District: Yuba Community College District

Board of Trustees Approval Date: December 14, 2017

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

		
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