

## **Appendix 5**

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Internal Scan (Student Equity Plan 2010)

**Woodland Community College**  
**Student Equity Plan**



May 10, 2010

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## WOODLAND COMMUNITY COLLEGE STUDENT EQUITY PLAN

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# **Woodland Community College Student Equity Plan**

## **Signature Page**

District: \_\_\_\_\_ College: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Trustees

\_\_\_\_\_  
Date

District Chancellor: \_\_\_\_\_

College President: \_\_\_\_\_

Academic Senate President: \_\_\_\_\_

Student Equity Coordinator: \_\_\_\_\_

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## **Executive Summary**

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**EXECUTIVE SUMMARY**

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## **Campus-Based Research**

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### CAMPUS-BASED RESEARCH

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- 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.

Woodland Community College student headcount was calculated for three academic years (2006-2007, 2007-2008, and 2008-2009) by selecting an unduplicated count of all students that enrolled in at least one credit course as of the course's first census date (YCCD Datatel-Colleague system).

WCC	2006-2007	2007-2008	2008-2009
<b>Unduplicated Headcount (C1)</b>	6,311	6,781	7,416

Corresponding demographic information (ethnicity, gender, age, and disability status) was obtained from Datatel and are presented in the graphs on the following page in conjunction with community data.

The community served is comprised of the following counties: Colusa, Sacramento, Solano, Sutter, Yuba and Yolo since the majority of students originate from these counties.

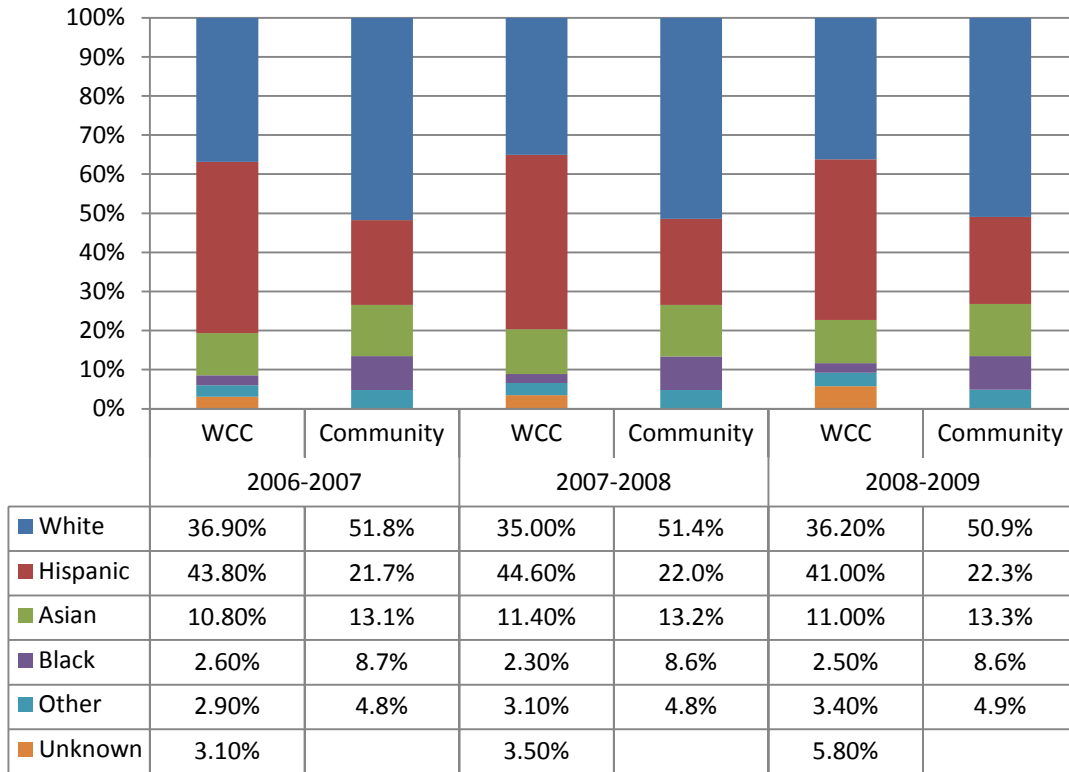
Student Residence	Fall 2006	Fall 2007	Fall 2008
Yolo County	73.0%	74.3%	70.4%
Sutter County	3.0%	2.9%	6.7%
Colusa County	7.6%	7.0%	6.1%
Solano County	4.5%	4.3%	4.3%
Yuba County	1.7%	1.1%	4.2%
Sacramento County	4.9%	4.3%	3.4%
Other	5.3%	6.1%	4.9%

Data regarding ethnicity and age were obtained from the Department of Finance (<http://www.dof.ca.gov/research/demographic/data/race-ethnic/2000-50/>).

Data regarding disability status was obtained from the U.S. Census Bureau Fact Finder (<http://factfinder.census.gov>).

1a. Ethnicity

Ethnicity: WCC vs. Community

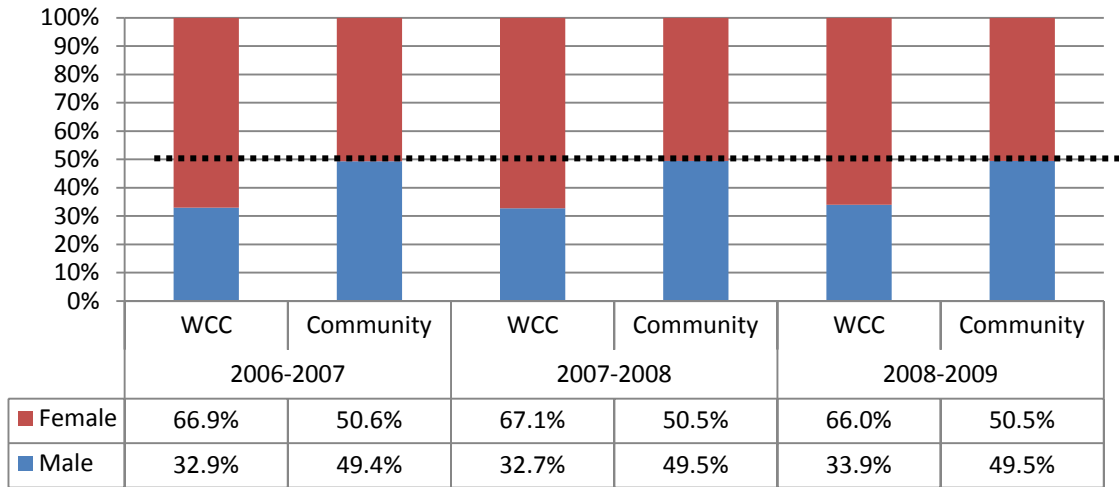


Assessment

- WCC student population has, proportionally, more Hispanics and fewer African-American students compared to the community.
  - Hispanics consist of > 40% of the population at WCC, and approximately 22% of the community.
  - African-Americans consist of < 3% of the population at WCC, and approximately 9% of the community.

1b. Gender

Gender: WCC vs. Community

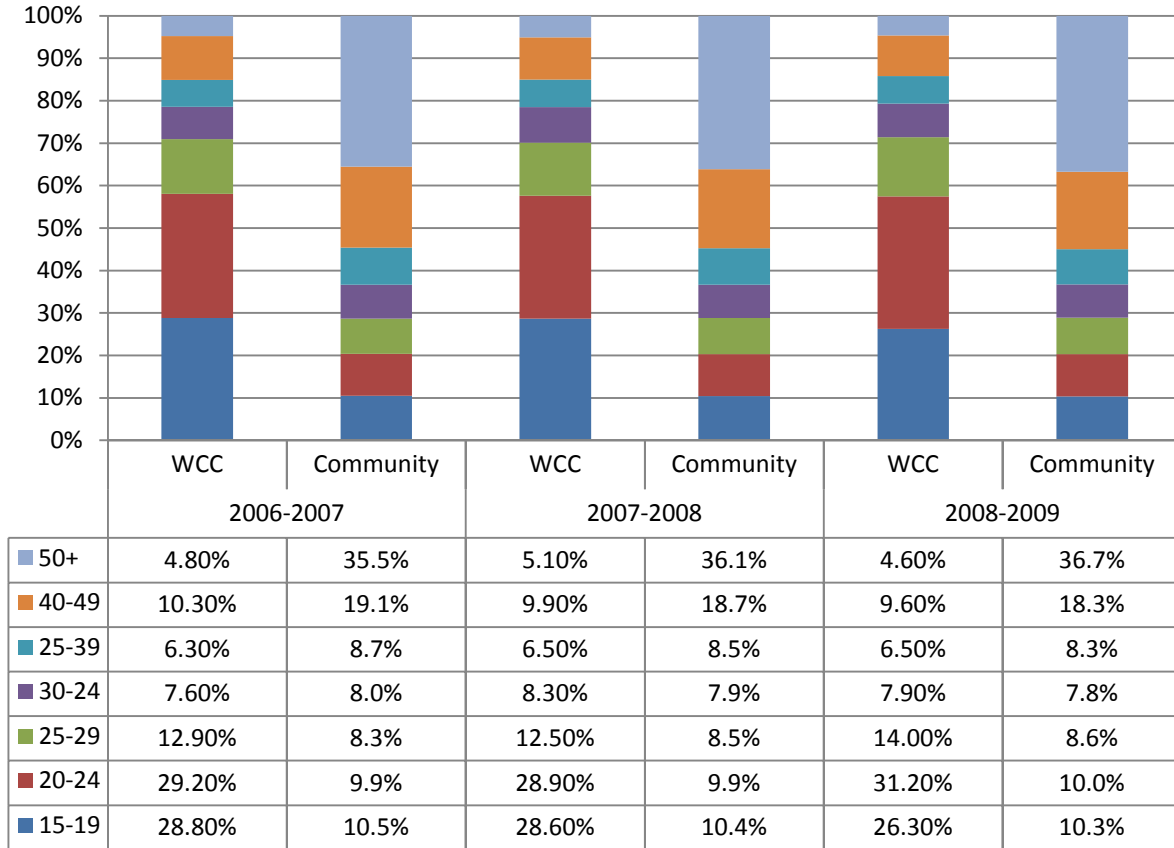


Assessment

- Compared to the community overall, WCC has disproportionately more females than males.
  - WCC average ratio of females to males is 3:1
  - The community average ratio of females to males is 1:1

## 1c. Age Distribution

Age Distribution: WCC vs. Community

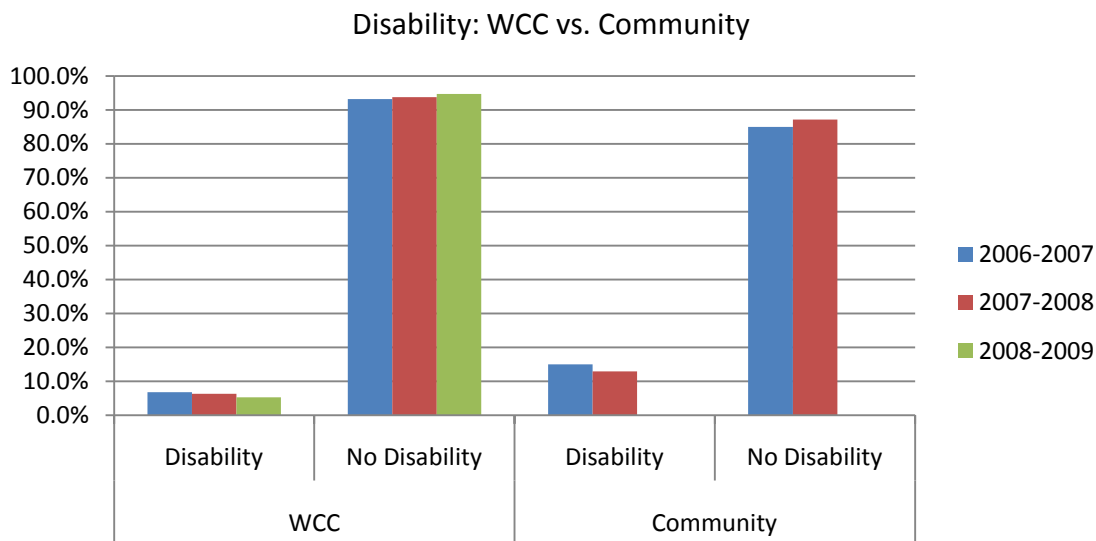


### Assessment

- Compared to the community, WCC has a higher percentage of individuals aged 15-19 and 20-24, and considerably lower percentage of individuals aged 50 and up.
  - Individuals aged 15-19 consist of approximately 28% of the population at WCC, and 10% of the community.
  - Individuals aged 20-24 consist of approximately 29% of the population at WCC, and 10% of the community.
  - Individuals aged 50+ consist of approximately 5% of the population at WCC, and 36% of the community.

## 1d. Disability Status

*Note: No data is available for 2008-2009 for the community; additionally no data is available for Colusa due to small cohort size.*



### Assessment

- On average, approximately 6% of WCC's students report at least one primary disability, compared to 14% of the community who report having a primary disability.

**CAMPUS-BASED RESEARCH**

**2. COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

“Course Completion” means the completion of a credit course for which a student receives a recorded grade of A, B, C, D, F, Credit, or Incomplete. “Course Success” means the successful completion of a credit course for which a student receives a recorded grade of A, B, C, or Credit.

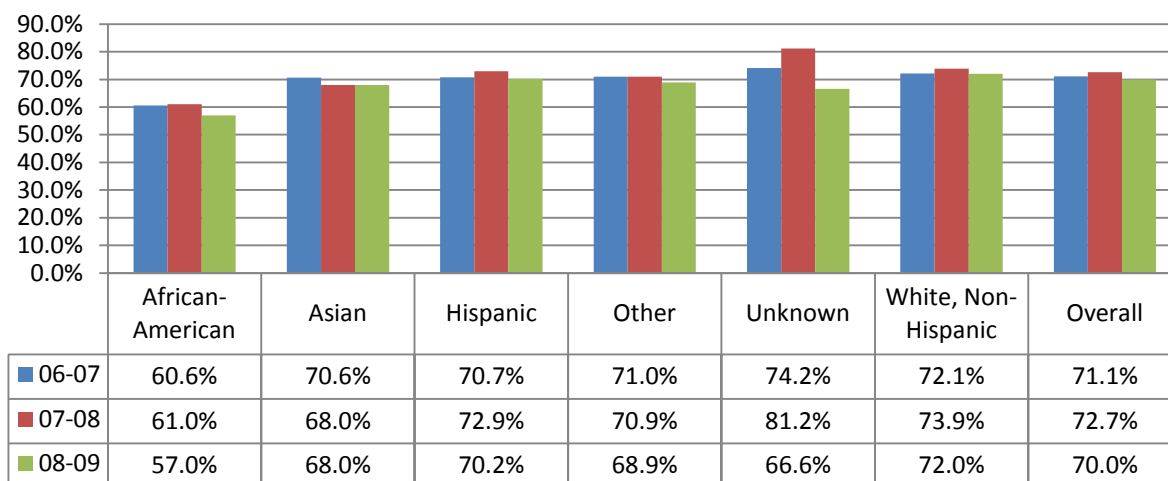
Enrollment at first census (C1) was determined by calculating the number of students who were enrolled in a credit course as of the census date of that course. Non-credit and Non-graded courses were excluded, as were students that dropped prior to the start of the term.

	Total C1 Enrollment (N)	Completed Course (N)	Completed (%)	Successful in Course (N)	Success (%)
06-07	14,171	10,072	71.1%	8,564	60.4%
07-08	15,102	10,973	72.7%	8,955	59.3%
08-09	16,303	11,404	70.0%	9,076	55.7%

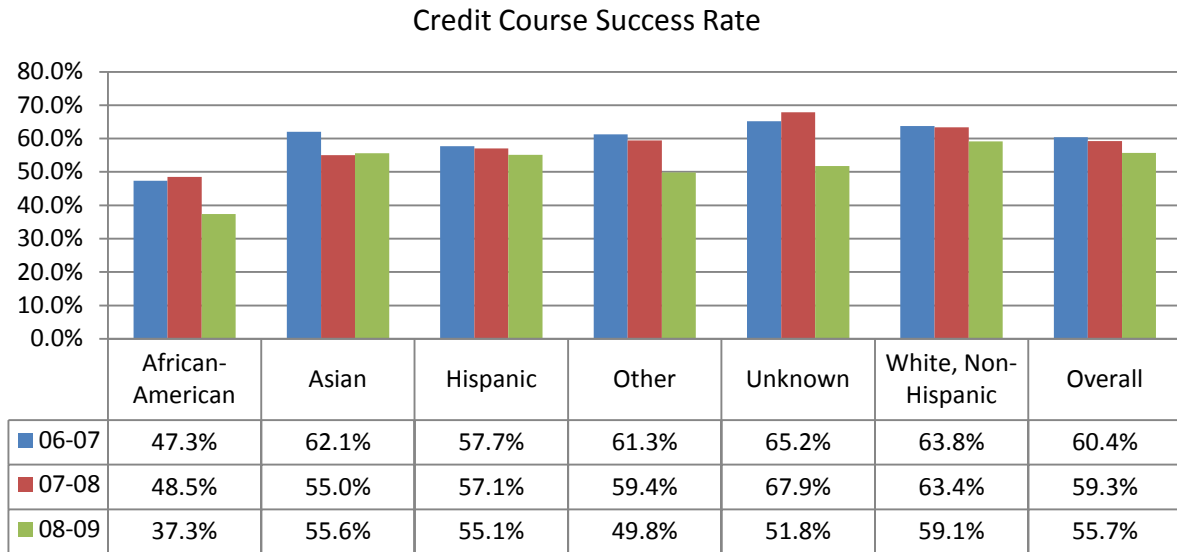
**2a. Ethnicity**

The three-year average completion rate was 71.2%, and African American students displayed the lowest credit course completion rate, with a 08-09 completion rate equal to 57.0%.

Credit Course Completion Rate



The three-year average success rate was 58.5%, and African American students displayed the lowest credit course success rate, with a 08-09 success rate equal to 37.3%.

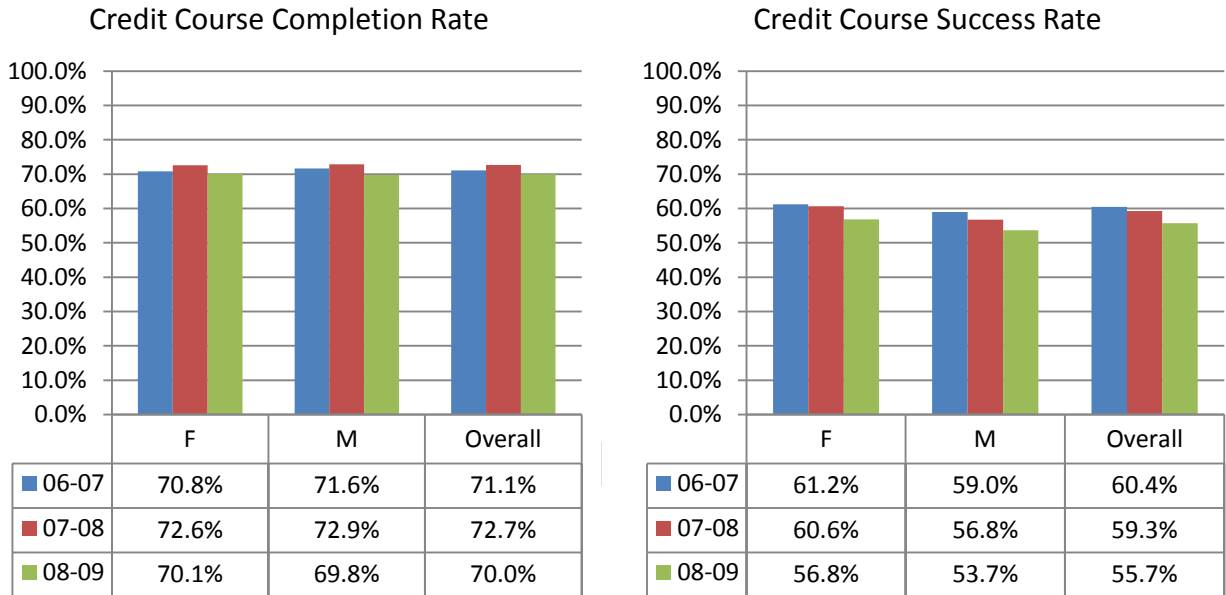


**Assessment**

- There is a disparity in the credit course completion and course success rates among students based on ethnicity; specifically among underrepresented student populations.

2b. Gender

The course completion and success rates for both genders were similar within academic year.



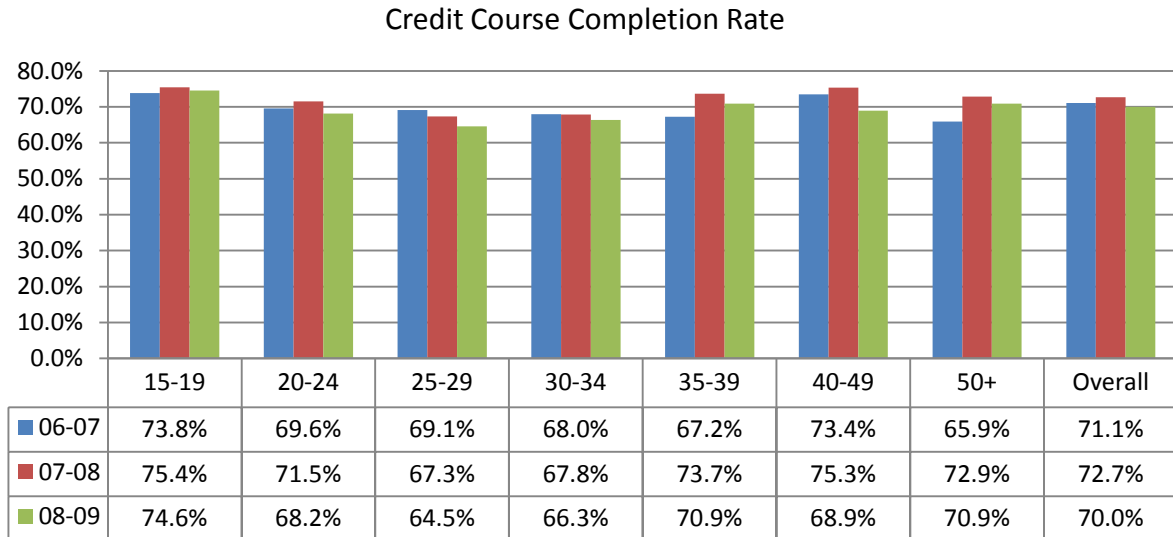
Assessment

- The course completion and success rates for both genders were similar, with males having a slightly lower average course success rate of 56.5% compared to 59.5% for females.

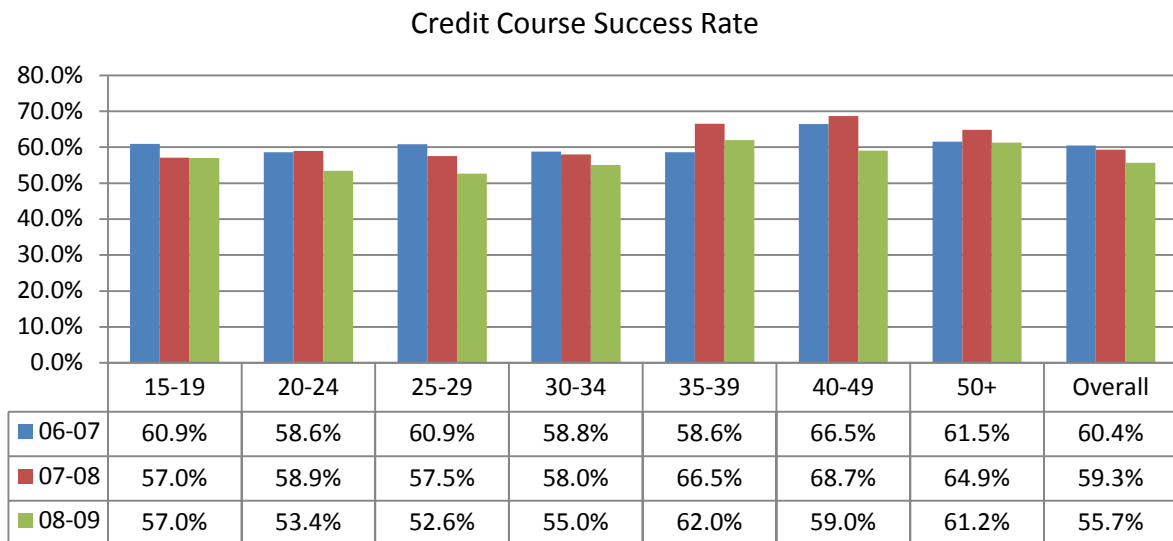


## 2c. Age

Average course completion rates were higher among the 15-19 and 40-49 cohorts. The lowest average completion rate was noticed for the 25-29 cohort.



Likewise, the 40-49 also displayed the highest average course success rate, with both the 25-29 and 30-34 cohorts displaying the lowest average course success rate.



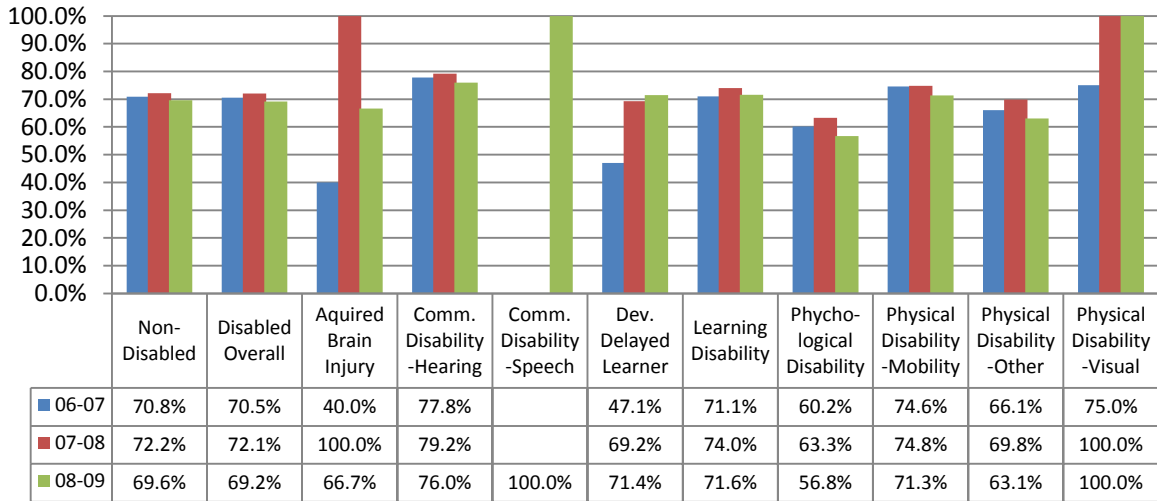
### Assessment

- The course completion rates were highest among the 15-19 and 40-49 cohorts and lowest among the 25-29 cohort.
- The course success rate was highest among the 40-49 cohort and lowest among the 25-29 and 30-34 cohorts.

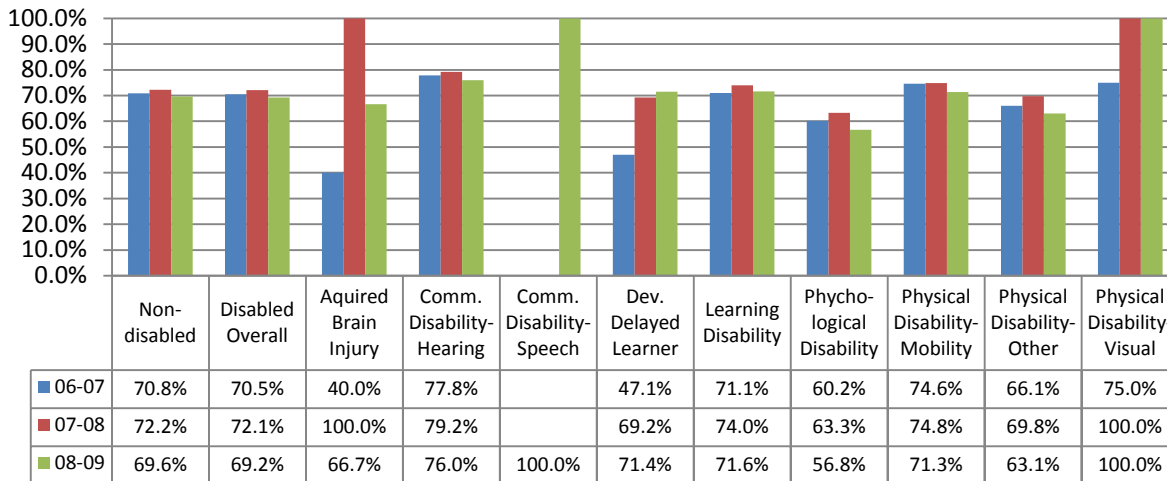
## 2d. Disabilities

Overall, disabled and non-disabled students demonstrate similar course completion and success rates. However, within disabilities, some variances were noted. Specifically, psychological disabilities consistently displayed lower than average completion and success rates.

Credit Course Completion Rate



Credit Course Success Rate



### Assessment

- Disabled and non-disabled students demonstrated similar course completion and success rates with students with psychological disabilities displaying lower than average course completion and success rates.

**CAMPUS-BASED RESEARCH**

- 3. ESL and BASIC SKILLS COMPLETION.** 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 to the number of those students who complete such a final course.

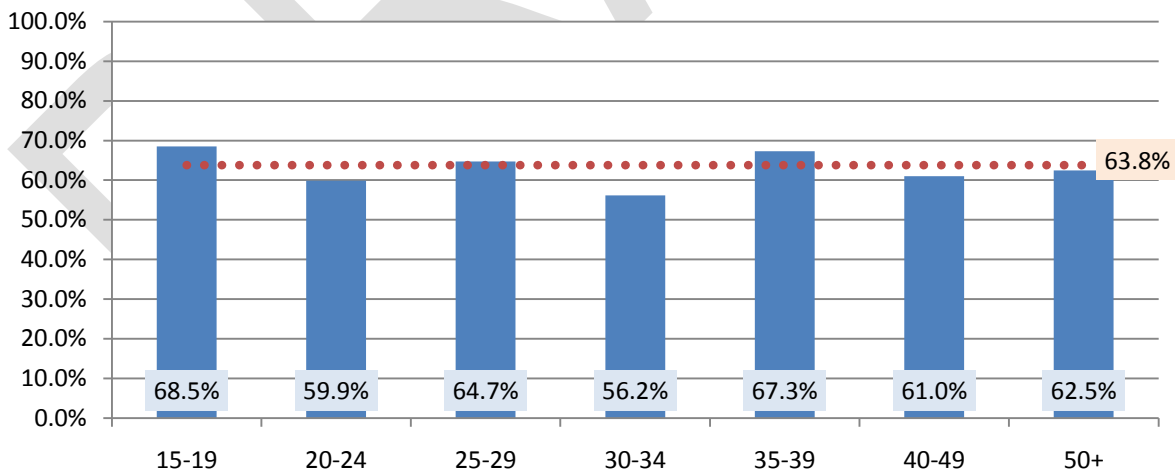
**3a. English-1A Completion Rates:**

Between Fall 2000 and Summer 2008 (eight year period), a cohort of students were tracked to determine the percent that successfully passed the final basic skills English course (English-51) and went on to successfully complete English-1A, a degree-applicable course. A total of 1,193 unduplicated students successfully completed English-51 with a grade of A, B, C, or Credit between 2000 and 2008. Of this cohort, 761 went on to successfully complete English-1A for a completion rate of 63.8%.

ENGLISH-1A COMPLETION RATES	Unsuccessful	Successful	Total
# Students (Unduplicated)	432	761	1,193
Percentage of Students (Unduplicated)	36.20%	63.80%	100.0%

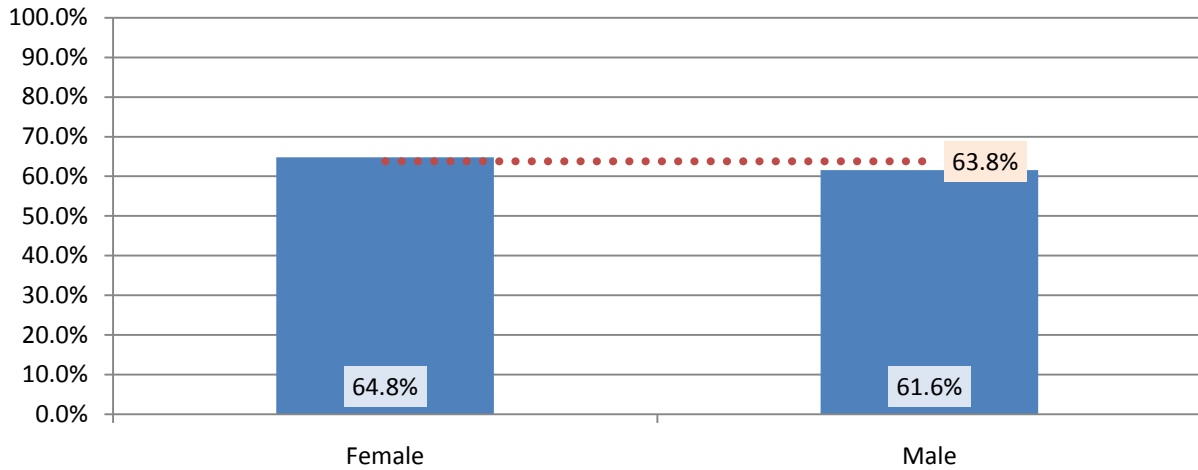
The graphs below demonstrate age, gender, ethnicity and DSPS vs. non-DSPS distributions among students who successfully completed English-51 and English-1A. For reference purposes, the overall completion rate (63.8%) is displayed.

English-1A Completion Rate: Age



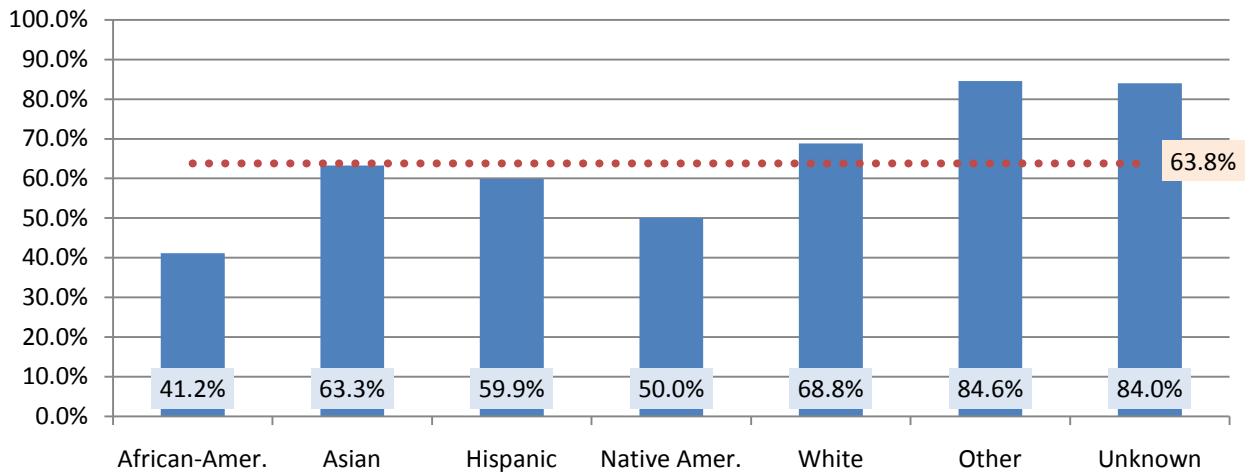
The lowest completion rate was noted for 30-34 year old cohort, however all age groups did not deviate significantly from the average.

### English-1A Completion Rate: Gender



There were no significant differences noted between the completion rate for females and males.

### English-1A Completion Rate: Ethnicity

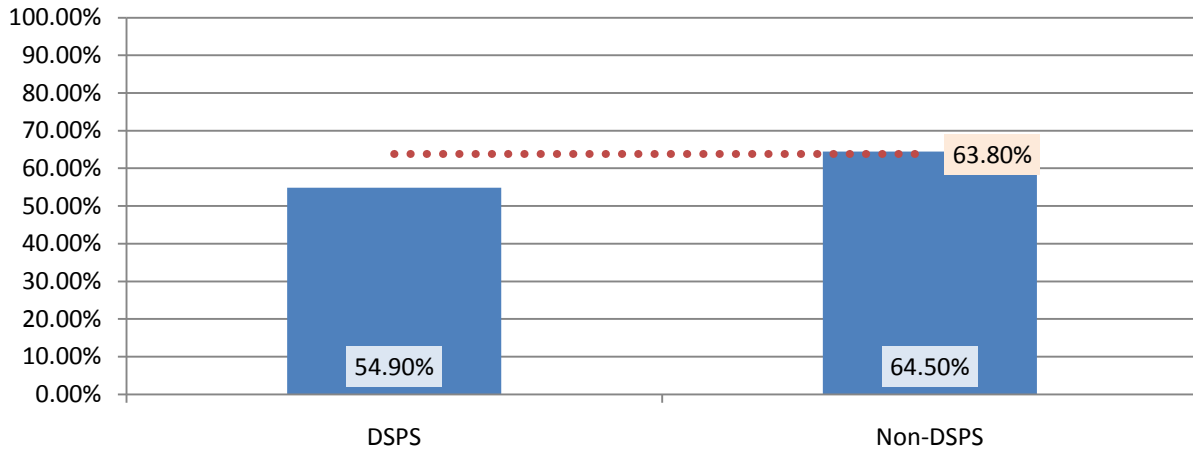


The lowest completion rate was noted for African-Americans and Native Americans. However, due to the low cohort size (African-Americans = 17, Native Americans = 16), these trends may not be significant. The highest completion rate was noted for Other and Unknown.

### Assessment

- While the completion rate differences for African-American and American-Indian students may not be significant, the data indicate that further research is needed to account for differences in student performance.

### English-1A Completion Rate: DSPS vs. Non-DSPS



DSPS students demonstrated a lower completion rate when compared to non-DSPS students, however this disparity was not found to be significant ( $\chi^2 > 0.5$ )

#### Assessment:

- While the completion rate differences for DSPS students may not be significant, the data indicate that greater resource development is needed to support DSPS students.

#### 3b. Degree-Applicable (DA) and College-Level Transferable (CLT) Math Course Completion Rates:

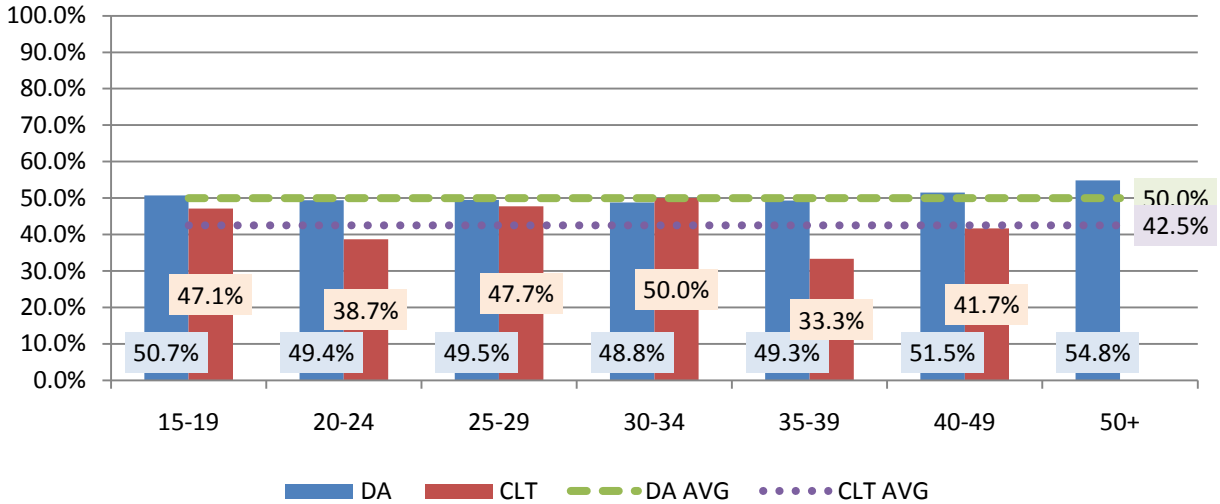
Between Fall 2000 and Summer 2008 (eight year period), a cohort of students were tracked to determine the percent that successfully passed the final basic skills Math course (Math-50) and went on to successfully complete Math-52, a degree-applicable course, or other CLT math course (Math <49). A total of 1,625 unduplicated students successfully completed Math-50 with a grade of A, B, C, or Credit between 2000 and 2008. The number who went on to successfully complete DA or CLT math courses is displayed below

DA MATH COURSE COMPLETION RATES	Unsuccessful	Successful	Total
# Students (Unduplicated)	747	747	1,494
Percentage of Students (Unduplicated)	50.0%	50.0%	100.0%

CLT MATH COURSE COMPLETION RATES	Unsuccessful	Successful	Total
# Students (Unduplicated)	142	105	247
Percentage of Students (Unduplicated)	57.5%	42.5%	100.0%

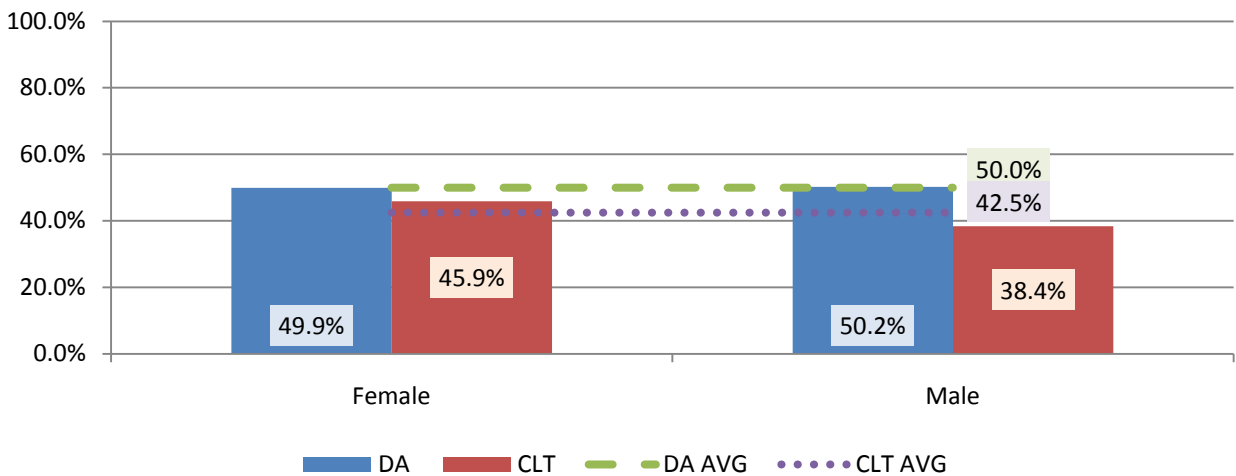
The graphs below demonstrate age, gender, ethnicity and DSPS vs. non-DSPS distributions among students who successfully completed either DA or CLT math courses. For reference purposes, the overall completion rates (DA = 50.0%, CLT = 42.5%) are displayed.

### Math Completion Rates: Age



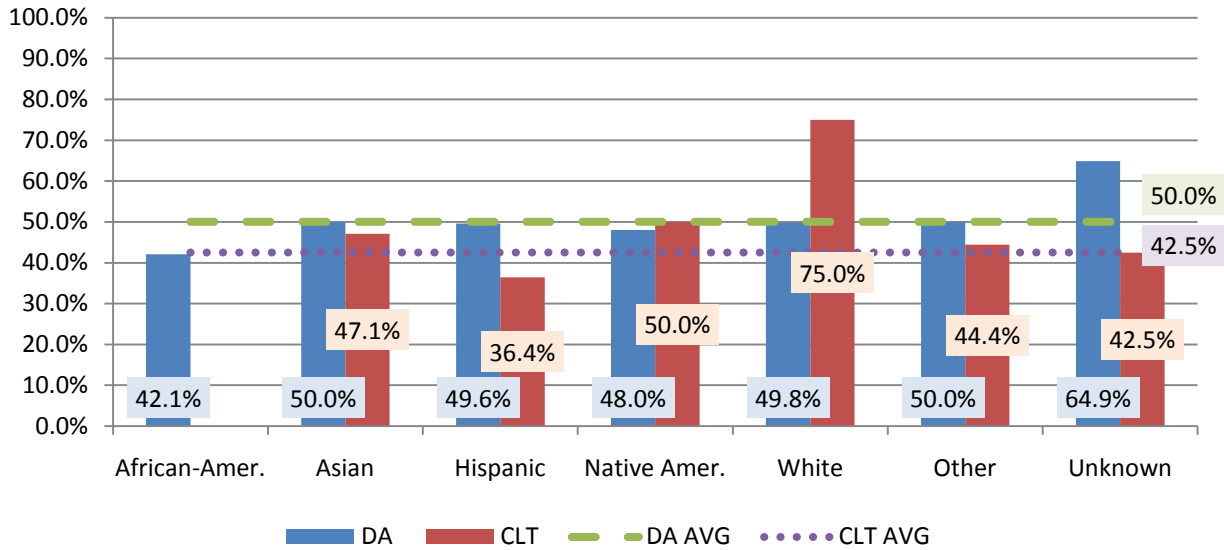
Overall, completion rates were higher for DA courses, with the exception of the 30-34 cohort. The lowest completion rate for CLT course was noted for 35-39 year old cohort, however due to the low cohort size (N=6), significance cannot be determined. For both, DA and CLT courses – students are represented majorly (2/3) by the 15-19 and 20-24 age cohort, with other cohorts comprising roughly 1/3 of the remaining students.

### Math Completion Rates: Gender



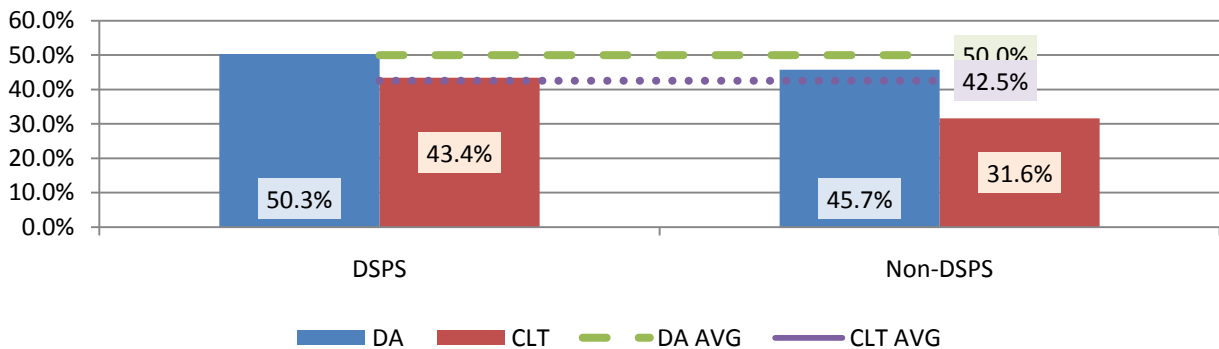
Males attempting CLT courses demonstrated a lower completion rate when compared to females; however this disparity was not found to be significant ( $\chi^2 > 0.5$ )

### Math Completion Rates: Ethnicity



There were no African-American students who successfully completed a CLT math course after completing Math-50. White students completing CLT courses demonstrated the highest completion rate, however due to the low cohort size (N=4), significance cannot be determined.

### Math Completion Rates: DSPS vs. Non-DSPS

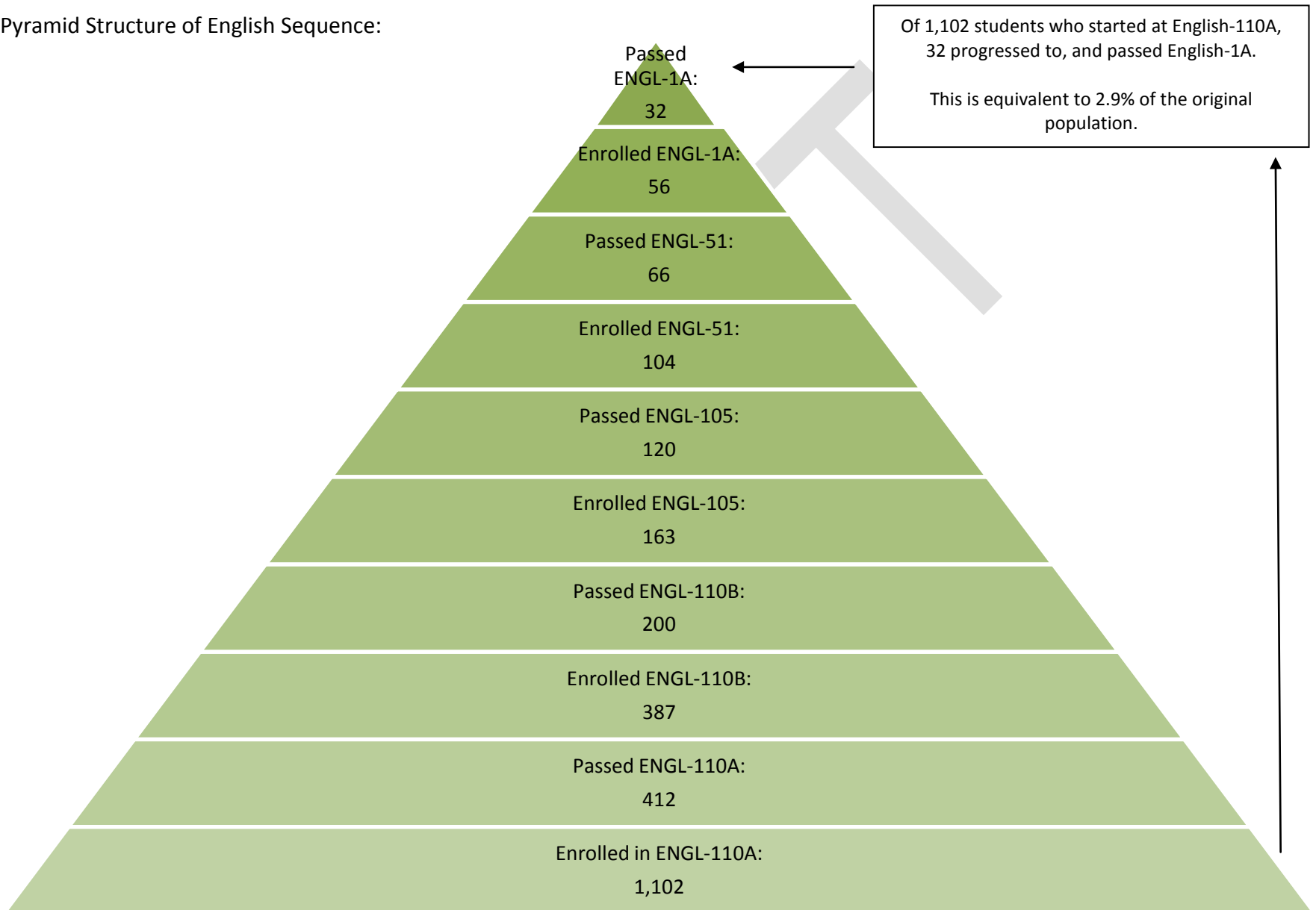


DSPS and non-DSPS students performed similarly with, no significant differences noted related to DSPS status.

#### Assessment:

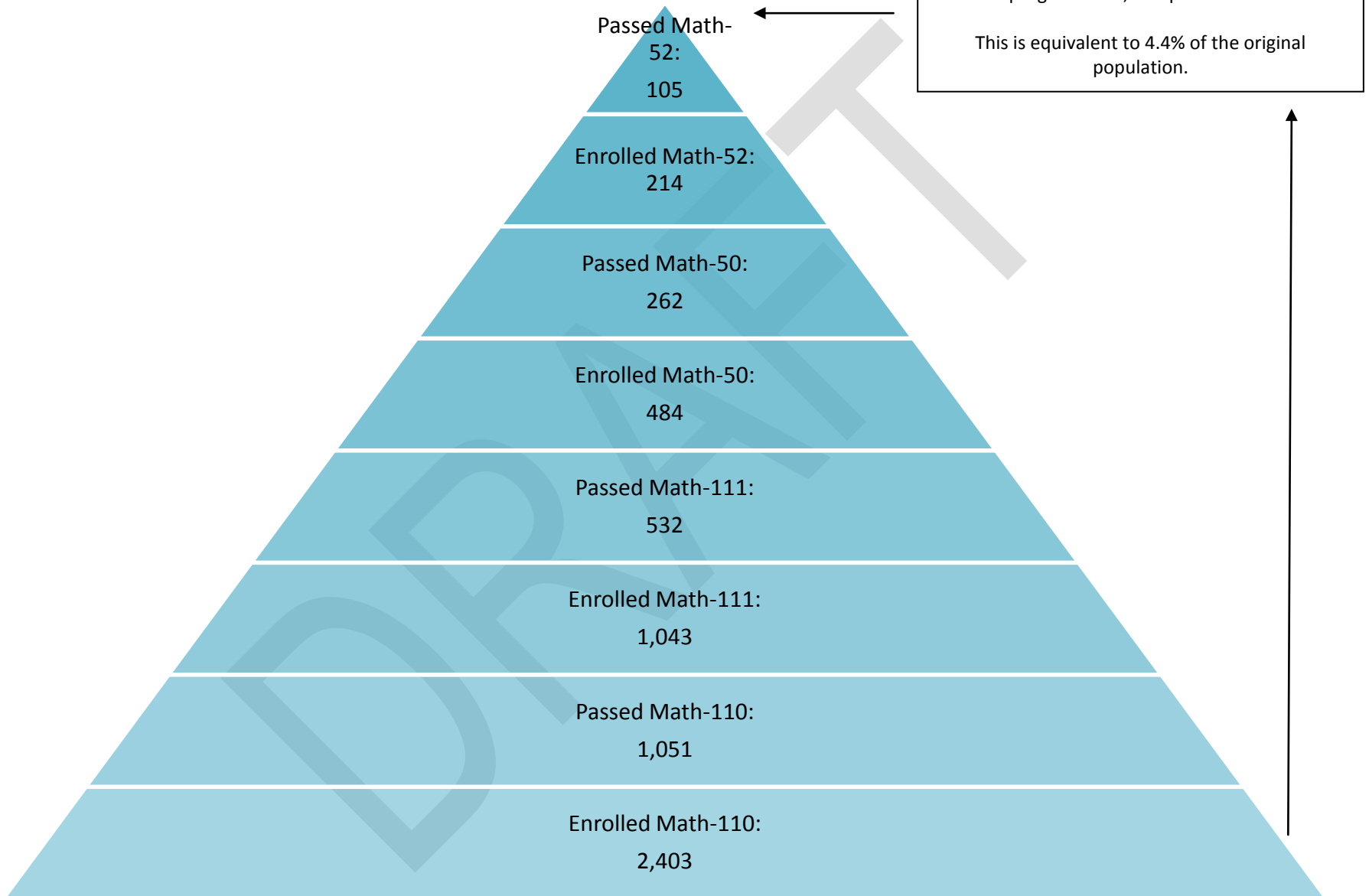
- The data indicate that half of the students are not successful as they transition from a basic skills math course to a degree-applicable course and that most basic skills math students are not making a successful transition to College-Level Transfer level courses. Curriculum should be evaluated to determine the extent to which there is a skills/curriculum alignment between basic skills and college/transfer level math coursework.

Pyramid Structure of English Sequence:

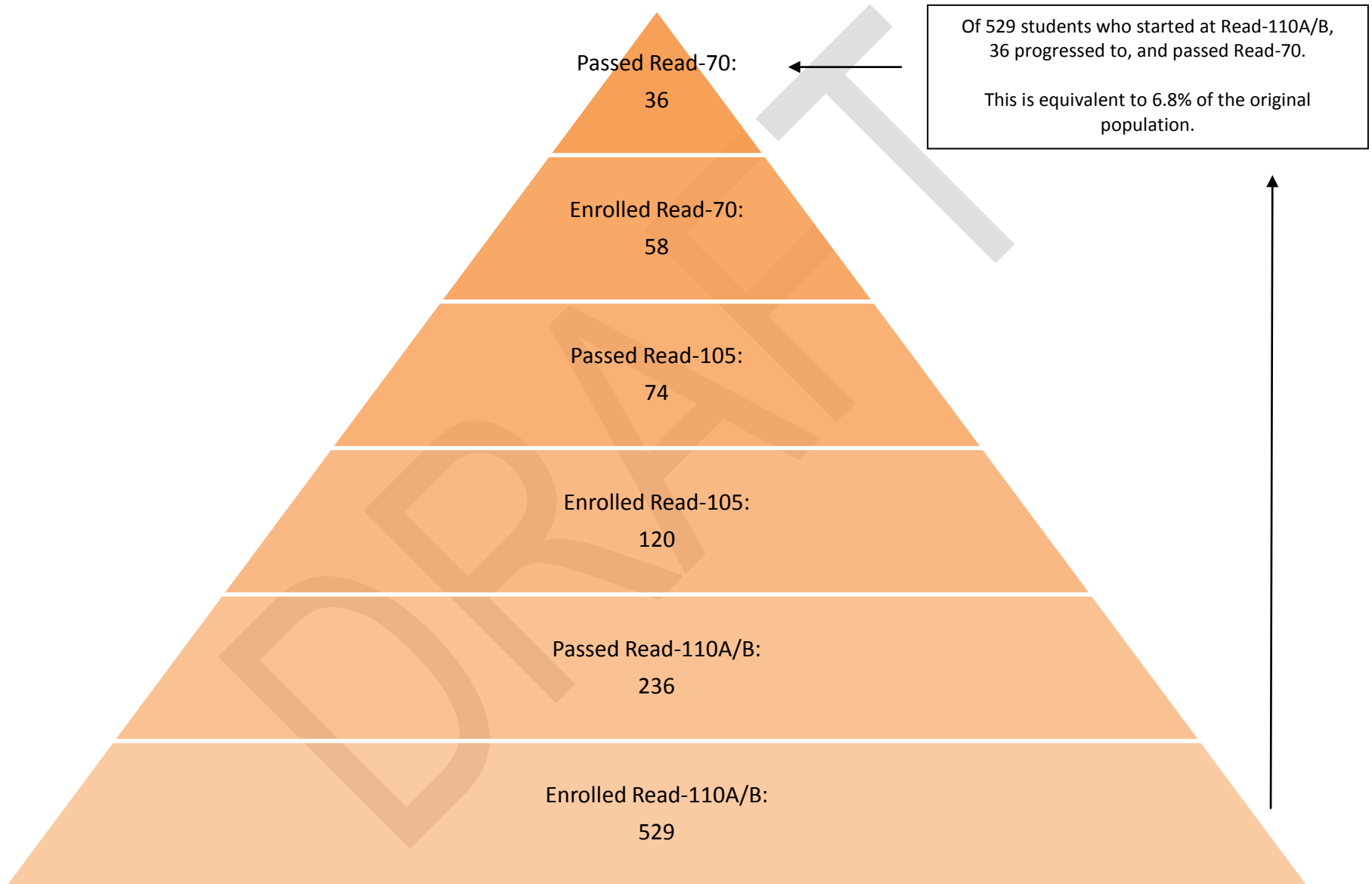




Pyramid Structure of Math Sequence:



Pyramid Structure of Reading Sequence:



**Assessment (English Sequence):** Data indicate that only 2.9% of students who begin at the lowest level English course make it through to successfully complete a transfer-level English course. Implications: More effective ESL placement and orientation need to occur to ensure students who need greater language support are appropriately placed in ESL classes; Greater support for DSPS students, many of whom begin their English coursework in English 110A, needs to be provided; Early alert/mentor intervention need to be implemented; More resources need to be allocated to writing and reading tutoring; Development of Learning Communities which integrate English, Reading, and College Success coursework; Development and distribution of a survey to students and faculty in Eng 110A and Eng 110B to identify obstacles and solutions.

**Assessment (Math Sequence):** Data indicate that only 4.4% of students who begin at the lowest level Math course make it through to successfully complete a transfer-level Math course. Implications: More resources need to be developed for our basic skills Math students: a Math assistance center staffed by a Math Instructional Associate and Learning Communities that incorporate Math classes.

**Assessment (Reading Sequence):** Data indicate that only 6.8% of students who begin at the lowest level Reading course make it through to successfully complete the highest-level Reading course. Data also indicate that less than 50% of Reading 110A/B students succeed in this course. Implications: Greater resources need to be developed for our Reading students: a Reading Assistance Center staffed by a tutors and Learning Communities which incorporate Reading classes as well as College Success and English classes.

**CAMPUS-BASED RESEARCH**

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- 4. DEGREE and CERTIFICATE COMPLETION.** 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.

Students’ “informed matriculation goals” were derived from the program of study that the student identified. A student was classified as having made an *informed matriculation goal* if they identified a degree or certificate program (e.g., General Education AA or AS, Early Childhood Education Teacher Certificate) and were *actively* working toward that educational goal during spring 2009, summer 2009 or fall 2009 (or only summer 2009/fall 2009 for certificates.)

Rates were calculated based on the total number of students who had an active degree or certificate program identified as their program of study compared to the number of those students who completed a degree or certificate. Across groups, an overall average rate of 8.8 % was found, indicating that for every 100 students who identified a degree or certificate program 9 completed a degree or certificate.

**4a. Degrees**

I. Ratio (Degrees):

TERM	Degrees Awarded	Students (Unduplicated)
Spring 2009	93	81
Summer 2009	17	16
Fall 2009	41	36

Since WCC began issuing degrees in spring 2009 as a sole, separate college – data covers the period of spring 2009 through fall 2009. The unduplicated degree-achieved student count across the three terms is 133 students, with a total of 152 degrees awarded.

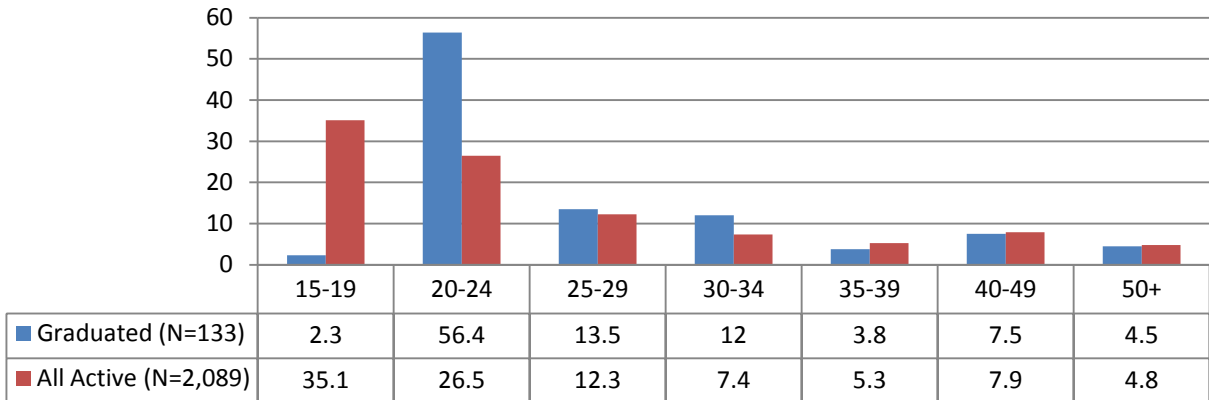
Likewise, during spring 2009, summer 2009 and fall 2009 there were 2,089 unduplicated students who were enrolled in courses, with an identified degree program and actively working towards that educational goal.

$$\text{Ratio} = \frac{152 \text{ Degrees Awarded}}{2,089 \text{ unduplicated students actively working towards a degree}} = 7 \%$$

II. Degrees by Program: The General Education Associate in Science (WCC-GENED.AS) was the highest awarded degree (N=52). The majority of those recipients (73 %) declared an educational goal to transfer to a 4-year college with an AA followed by transfer to a 4-year college without an AA. Students declare an educational goal mainly when they apply to the college but may not know what goal they are seeking. When students apply for financial aid they need to define their educational goals to determine what goal they are seeking to assist with their financial need. The Admissions & Records and Financial Aid Office work together to obtain the most efficient educational goals from the students that we can to assist in capturing educational goal attainment.

Name of Degree	N
WCC-ACCT.AS	4
WCC-AG.AS.AG	1
WCC-AJ.AS.LAWENF	7
WCC-BCA.AS	1
WCC-BUSAD.AS	6
WCC-COMM.AS	1
WCC-ECE.AS	5
WCC-ENGL.AA	1
WCC-ENVHORT.AS	2
WCC-GENED.AA	31
WCC-GENED.ARTS	3
WCC-GENED.AS	52
WCC-GENED.BEHAVIOR	13
WCC-GENED.NATSCI	9
WCC-GNBUS.AS	2
WCC-HIST.AA	2
WCC-HUMSE.AS.CHEMAWR	1
WCC-HUMSE.AS.CHEMCN	1
WCC-INCOME.AS	1
WCC-PSYCH.AA	5
WCC-SOCSC.AA	3

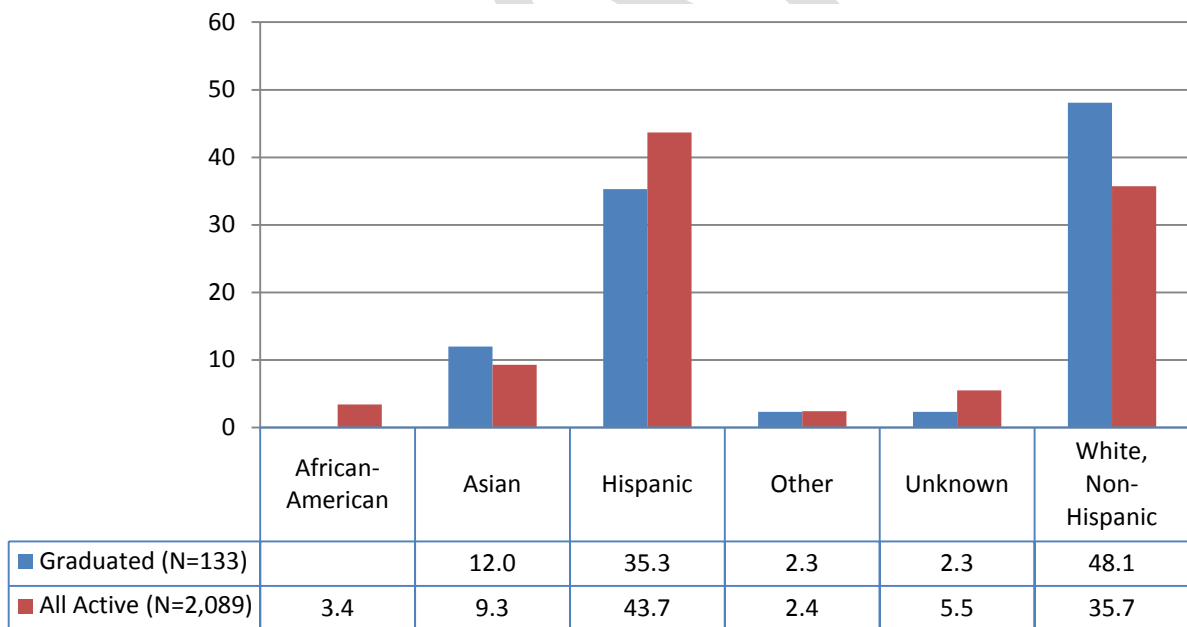
III. Age:



Assessment:

- Age disparity is notably strongest for the 15-19 cohort, likely due to high school students taking courses with a defined goal of transferring in the future.

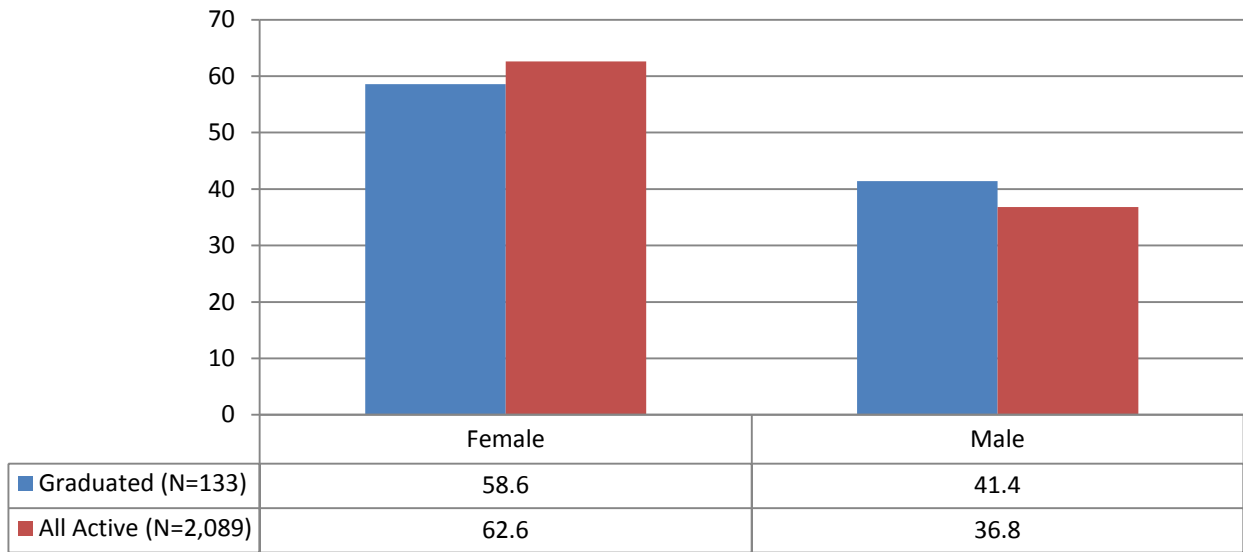
IV. Ethnicity:



Assessment:

- Students who are White or Asian demonstrated a higher graduation vs. all active students rate compared to Hispanic and African-American students.

V. Gender:



Assessment:

- No gender disparities noted between graduated and all active.

**4b. Certificates**

I. Ratio (Certificates):

<b>TERM</b>	<b>Certificates Awarded</b>	<b>Students (Unduplicated)</b>
Spring 2009	--	--
Summer 2009	7	7
Fall 2009	27	25

Since WCC began issuing certificates in summer 2009 as a sole, separate college – data covers the period of summer 2009 through fall 2009. The unduplicated certificated-achieved student count across the two terms is 32 students, with a total of 34 certificates awarded.

Likewise, during spring 2009 and fall 2009 there were 35 unduplicated students who were enrolled in courses, with an identified certificate program and actively working towards that educational goal.

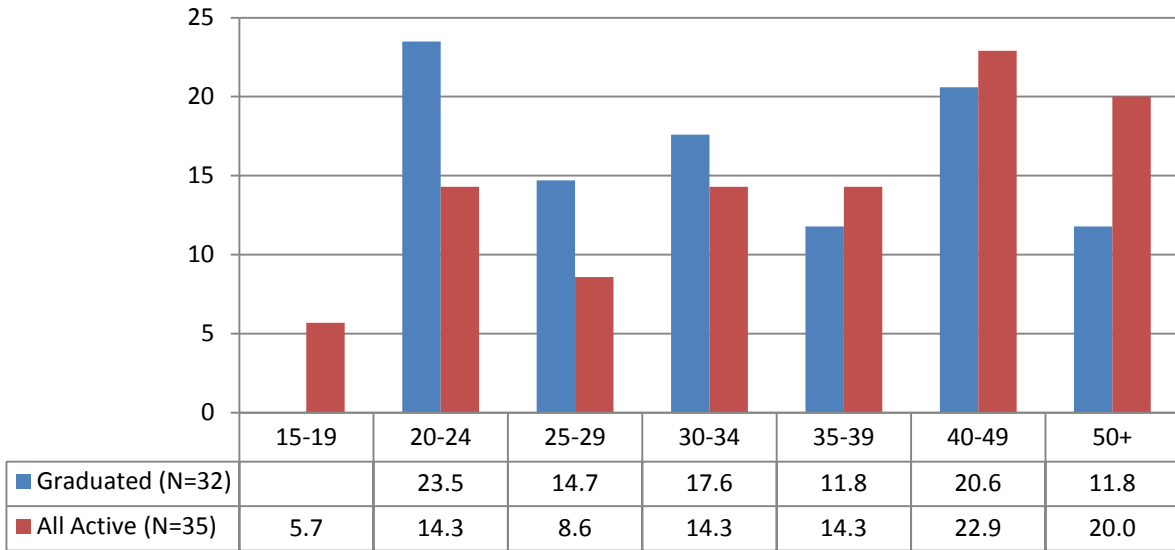
$$\text{Ratio} = \frac{34 \text{ Certificates Awarded}}{35 \text{ unduplicated students actively working towards a certificate}} = 97.1 \%$$

II. Certificates by Program: The Child Development Associate Teacher certificate was the highest awarded certificate (N=19).

<b>Name of Certificate</b>	<b>N</b>
Accounting	1
Advanced Accounting	1
Chemical Dependency Awareness	7
Chemical Dependency Counselor	4
<b>Child Development Associate Teacher</b>	<b>19</b>
Infant and Toddler	2



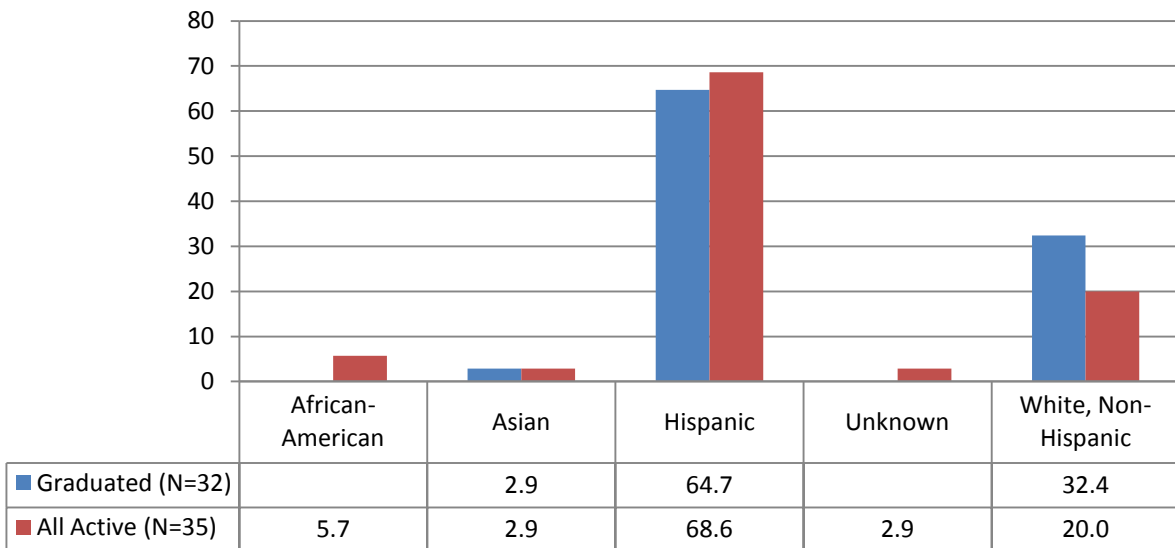
III. Age:



Assessment:

- Age disparity is notably strongest for the 15-19 cohort, likely due to high school students taking courses with a defined goal of transferring in the future.

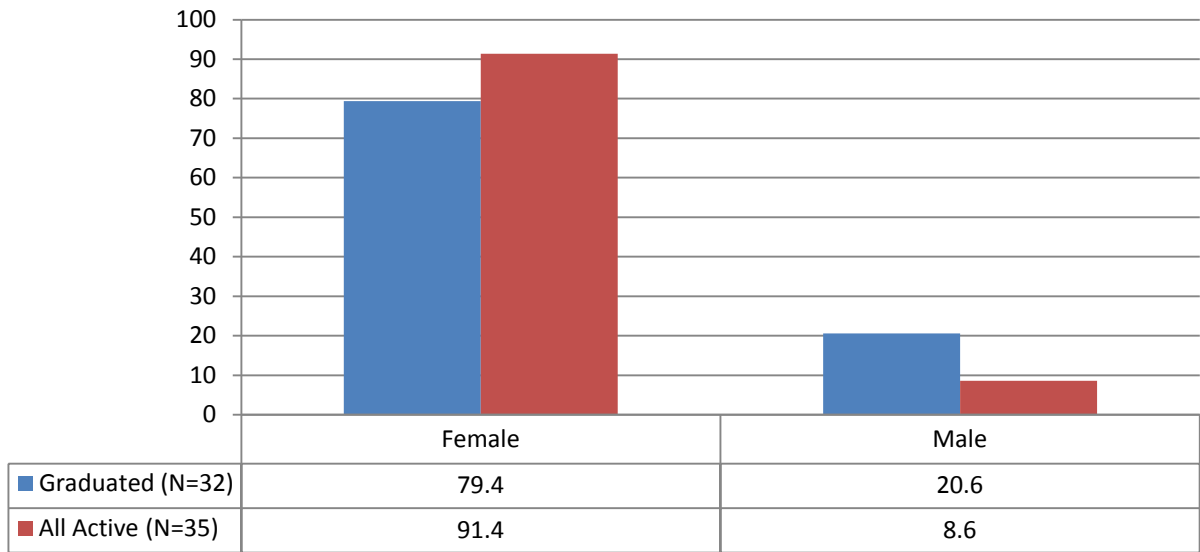
IV. Ethnicity:



Assessment:

- The majority of students who 1) identify a certificate program of study and 2) complete the program are Hispanic.

V. Gender:



Assessment:

- Fewer male students were reported as actively working towards a declared certificate award, than those who graduated.

### CAMPUS-BASED RESEARCH

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5. **TRANSFER.** 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.

A student survey completed in May 2009 indicated that 83.8% of students planned to transfer to a four year college or university. The survey was a representative sample of 420 students, 51.4% being Latino and 26% being white, similar to the student demographics at WCC.

At this time WCC does not have access to student transfer data.

DRAFT

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# Goals and Activities

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**GOALS AND ACTIVITIES**

**1. STUDENT SUCCESS INDICATOR FOR ACCESS**

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

**GOAL 1.**

*Continue to foster a diverse student body by identifying and removing barriers to student success, particularly for under-represented students.*

**ACTIVITY 1.1** (Please include the target date in chronological order and identify the responsible person/group for each activity)

Activity	Target Date	Responsible Party
Targeted outreach to minority students (i.e. student ambassador and Umoja programs)	Fall 2012	Counselors, ASWCC Faculty Representatives, Dean of Student Services

**EXPECTED OUTCOME 1.1.1**

Increase high school students’ awareness of WCC’s academic offerings and enhance access through the dissemination of information to targeted groups in addition to the general population.

**ACTIVITY 1.2**

Activity	Target Date	Responsible Party
Develop tutoring and mentoring programs to attract underserved minorities. (See activity 2.2)	Spring 2012  Activity 2.2 has Fall 2010 as target date	Vice President, Counselors, ASWCC Faculty Representatives, Full-time Faculty, Student Success Committee

**EXPECTED OUTCOME 1.2.1**

An increase in the number of minority students (i.e. male, Hispanic, African-American, Native-American, etc.)

**EXPECTED OUTCOME 1.2.2**

Students will be aware of and will utilize expanded educational and tutoring resources to maximize their academic success and educational goal attainment.

**EXPECTED OUTCOME 1.2.3**

Minority student retention and success rate will increase with greater tutoring and support service utilization.

**ACTIVITY 1.3**

Activity	Target Date	Responsible Party
Modify delivery of curriculum and learning materials to meet the needs of underserved minorities (learning communities, new course development)	Ongoing	Faculty, Curriculum Committee, Vice President, Dean of Student Services

**EXPECTED OUTCOME 1.3.1**

Increased student perception of appropriate and accessible learning formats

**EXPECTED OUTCOME 1.3.2**

Increased enrollment, retention and success rates of minority students in traditionally under-performing subjects (i.e. math, English, etc.)

**ACTIVITY 1.4**

Activity	Target Date	Responsible Party
Encourage diversity dialogue among campus constituencies	Ongoing	Faculty, Diversity Committee, ASWCC Faculty Representative

**EXPECTED OUTCOME 1.4.1**

Increased student and community perception of acceptance, support and awareness of diversity on campus

**EXPECTED OUTCOME 1.4.2**

Increased and/or expanded campus diversity events

**ACTIVITY 1.5**

Activity	Target Date	Responsible Party
Develop a CWEE course specific for returning students (who have not attended school in 5 or more years)	Spring 2012	Faculty, Curriculum Committee, Vice President, Dean of Student Services

**EXPECTED OUTCOME 1.5.1**

An increase in the number of students aged 40 and above who attend WCC

**ACTIVITY 1.6**

Activity	Target Date	Responsible Party
Develop an informational flyer regarding DSPS to be distributed to students during orientation and financial aid appointments	Fall 2011	Counselors, Director of Financial Aid, DSPS Coordinator

**EXPECTED OUTCOME 1.6.1**

An increase in the number of students who are receiving financial aid and/or are Veterans that utilize DSPS services.

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## GOALS AND ACTIVITIES

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### 2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

*“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”*

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#### GOAL 2.

*Increase credit course success rate for all courses.*

#### ACTIVITY 2.1

Activity	Target Date	Responsible Party
Develop academic clubs to help underrepresented student populations.	Ongoing	Vice President, Counselors, ASWCC Faculty Representatives, Full-time Faculty, Student Success Committee

#### EXPECTED OUTCOME 2.1.1

Increase the credit course completion and success rates among underrepresented student populations.

**ACTIVITY 2.2**

Activity	Target Date	Responsible Party
Explore and develop mentorship programs. (see activity 1.2)	Fall 2010	Vice President, Counselors, ASWCC Faculty Representatives, Full-time Faculty, Student Success Committee

**EXPECTED OUTCOME 2.2.1**

Students will receive guidance through their coursework and college pathway to increase student success.

**EXPECTED OUTCOME 2.2.2**

Interactions between less and more experienced students and between students and faculty will be increased.

**ACTIVITY 2.3**

Activity	Target Date	Responsible Party
Develop an “early alert” and or mentor intervention mechanism for at-risk basic skills students. (See activity 3.14)	January 2011	Vice President, Counselors, Full-time Faculty, Student Success Committee

**EXPECTED OUTCOME 2.3.1**

Students who need academic assistance will be identified early in the semester and directed to appropriate campus resources.

**ACTIVITY 2.4**

Activity	Target Date	Responsible Party
Encourage students to seek help for coursework through services such as the Tutoring Center and the Writing and Math Center (WAM).	Ongoing	Counselors, Full-time Faculty, WAM Instructional Assistants, Student Success Committee

**EXPECTED OUTCOME 2.4.1**

Students will be more aware of the academic resources available to them and student success rate will increase.

**ACTIVITY 2.5**

Activity	Target Date	Responsible Party
Investigate free childcare service options for students.	Fall 2010	Vice President, Counselors, ASWCC Faculty Representatives, Child Care Center staff, Student Success Committee

**EXPECTED OUTCOME 2.5.1**

Students will have greater opportunities to regularly attend their classes and thus their success rate will increase.

**EXPECTED OUTCOME 2.5.2**

Students with childcare needs will interact and create a support network.

**ACTIVITY 2.6**

Activity	Target Date	Responsible Party
Create a plan to improve support services for special populations – i.e. re-entry students, veterans, single parents, DSPS.	Spring 2011	Vice President, Counselors, Student Success Committee

**EXPECTED OUTCOME 2.6.1**

A support network will be created among returning students.

**EXPECTED OUTCOME 2.6.2**

Returning students' success rates will increase.

**ACTIVITY 2.7**

Activity	Target Date	Responsible Party
Better advertise support services for returning students.	Ongoing	Vice President, Counselors, ASWCC Faculty Representatives, Full-time Faculty, Student Success Committee

**EXPECTED OUTCOME 2.7.1**

Increase use of support services among returning students.

**ACTIVITY 2.8**

Activity	Target Date	Responsible Party
Better advertise counseling to help with psychological disabilities, offered through our Health Center.	Ongoing	Vice President, Health Center Representative, DSPS Representative, Counselors, ASWCC Faculty Representatives, Full-time Faculty, Student Success Committee

**EXPECTED OUTCOME 2.8.1**

Make students more aware of the services offered through the Health Center.

**ACTIVITY 2.9**

Activity	Target Date	Responsible Party
Train faculty on how to discuss services, offered through our Health Center, with students.	Annually	Vice President, Health Center Representative, DSPS Representative, Student Success Committee

**EXPECTED OUTCOME 2.9.1**

Make faculty more aware of the services offered through the Health Center and more comfortable to discuss these services.

## GOALS AND ACTIVITIES

### 3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“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 to the number of those students who complete such a final course”*

#### GOAL 3:

*Increase success, retention, and persistence in Basic Skills and ESL classes.*

#### ACTIVITY 3.1

Activity	Target Date	Responsible Party
Monitor success, retention, and persistence rates for ESL courses.	Annually	Vice President, Director of Planning, Research and Student Success, Student Success Committee

#### EXPECTED OUTCOME 3.1.1

Annual report showing trends in ESL students' success will be used to develop data-based strategies to increase success, retention, and persistence in ESL courses.

**ACTIVITY 3.2**

Activity	Target Date	Responsible Party
Create, distribute, and analyze results from a survey to identify ESL students' educational goals.	Ongoing	Vice President, ESL Faculty, Director of Planning, Research and Student Success, Student Success Committee

**EXPECTED OUTCOME 3.2.1**

Separate groups, based on specific goals, will be identified for student success analyses.

**EXPECTED OUTCOME 3.2.2**

Appropriate ESL course progressions will be identified for individual ESL students.

**ACTIVITY 3.3**

Activity	Target Date	Responsible Party
Review and monitor placement test for ESL students.	Ongoing	Vice President, ESL Faculty, Director of Planning, Research and Student Success, Counseling Faculty, Student Success Committee

**EXPECTED OUTCOME 3.3.1**

ESL students will be appropriately placed.

**ACTIVITY 3.4**

Activity	Target Date	Responsible Party
Develop a plan to ensure more students participate in face-to-face ESL orientations in which assessment is confirmed and courses are scheduled.	January 2011	Vice President, ESL Faculty, Counseling Faculty, Director of Admissions & Enrollment Management, Student Success Committee

**EXPECTED OUTCOME 3.4.1**

ESL students will be appropriately placed.

**ACTIVITY 3.5**

Activity	Target Date	Responsible Party
Develop a plan to provide information to students about how to access ESL computerized placement testing.	January 2011	Vice President, Counseling Faculty, Director of Admissions & Enrollment Management, Student Success Committee

**EXPECTED OUTCOME 3.5.1**

ESL students will be appropriately placed.

**ACTIVITY 3.6**

Activity	Target Date	Responsible Party
Develop a recommendation form for ESL instructors to complete, near the end of the semester, so that counselors can use this information to discuss upcoming semester's placement with students.	October 2010	Vice President, ESL Faculty, Counseling Faculty, Student Success Committee

**EXPECTED OUTCOME 3.6.1**

Counselors and students will have access to better placement and course progression information.

**ACTIVITY 3.7**

Activity	Target Date	Responsible Party
Monitor success, retention, and persistence rates for Basic Skills courses.	Annually	Vice President, Director of Planning, Research and Student Success, Student Success Committee

**EXPECTED OUTCOME 3.7.1**

Annual report showing trends in Basic Skills students' success will be used to develop data-based strategies to increase success, retention, and persistence in Basic Skills courses.

**ACTIVITY 3.8**

Activity	Target Date	Responsible Party
Identify reasons for disparity in completion rates in Math and English classes for African-American, American-Indian, and Hispanic students compared to the other student groups. Once explanations are identified, strategies for improvement of success rates will also be determined.	December 2010	Vice President, Director of Planning, Research and Student Success, Basic Skills Faculty, Student Success Committee

**EXPECTED OUTCOME 3.8.1**

Higher completion rates for African-American, American-Indian, and Hispanic students.

**ACTIVITY 3.9**

Activity	Target Date	Responsible Party
Develop and sustain a Learning Community that combines a Basic Skills English and/or Basic Skills Math course with a Reading and a College Success course and evaluate student success.	August 2011	Vice President, Basic Skills Faculty, Student Success Committee

**EXPECTED OUTCOME 3.9.1**

Basic Skills students' success rate will be improved.



**ACTIVITY 3.10**

Activity	Target Date	Responsible Party
Develop a resource for DSPS students in Basic Skills and ESL courses.	January 2011	Vice President, DSPS Faculty, Basic Skills Faculty, ESL Faculty, Student Success Committee

**EXPECTED OUTCOME 3.10.1**

Success rates of DSPS students in Basic Skills and ESL courses will increase.

**ACTIVITY 3.11**

Activity	Target Date	Responsible Party
Develop a Reading Assistance Center to provide tutoring and workshops in reading comprehension strategies for students and faculty in all disciplines.	August 2011	Vice President, Reading Faculty, Student Success Committee

**EXPECTED OUTCOME 3.11.1**

Faculty would be better trained to help their students read assigned materials.

**EXPECTED OUTCOME 3.11.2**

Success and persistence rates of Basic Skills and ESL students using the Reading Assistance Center will increase.

**ACTIVITY 3.12**

Activity	Target Date	Responsible Party
Develop a Reading 105 and English 105 co-requisite so that basic skills students receive combined support in reading and writing skills.	August 2011	Vice President, Basic Skills Faculty, WCC and Yuba College Reading and English Faculty, Student Success Committee

**EXPECTED OUTCOME 3.12.1**

Success rates of Basic Skills students in English 105, as well as subsequent English courses, will increase.

**ACTIVITY 3.13**

Activity	Target Date	Responsible Party
Develop and implement assessment tools for ESL and Basic Skills students' knowledge of, and satisfaction with, tutoring services.	January 2011	Vice President, Writing Center Coordinator, Director of the Tutoring Center, Campus Researcher, Basic Skills Faculty, ESL Faculty, Student Success Committee

**EXPECTED OUTCOME 3.13.1**

Necessary changes in outreach and practices in tutoring services will be identified and implemented.

**ACTIVITY 3.14**

Activity	Target Date	Responsible Party
Develop an "early alert" and or mentor intervention mechanism for at-risk basic skills students.	January 2011	Vice President, Basic Skills Faculty, Counseling Faculty, Student Success Committee

**EXPECTED OUTCOME 3.14.1**

Success rates of Basic Skills students will increase.

**ACTIVITY 3.15**

Activity	Target Date	Responsible Party
Develop a survey for English 110A and English 110B and Math 110 students and faculty in order to identify obstacles to student success in these courses.	January 2011	Vice President, Campus Researcher, Basic Skills Faculty, Counseling Faculty, Student Success Committee

**EXPECTED OUTCOME 3.15.1**

Obstacles to our lowest course-level basic skills students' success will be identified so that these problems can be addressed.

**ACTIVITY 3.16**

Activity	Target Date	Responsible Party
Develop tutoring resources for Math students in the Writing & Math Center by hiring a full-time Math Instructional Associate to work directly with Math students.	August 2011	Vice President, Dean of Instruction/Learning Resources, Human Resources

**EXPECTED OUTCOME 3.16.1**

More Basic Skills Math students will successfully transition to degree-applicable and College-Level Transfer level Math courses.

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## GOALS AND ACTIVITIES

### 4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“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”*

#### Goal 4:

*Continue to identify strategies for successful completion of degree and certificate programs for WCC students.*

#### ACTIVITY 4.1

Activity	Target Date	Responsible Party
Continue to monitor degrees and certificates earned at WCC by ethnicity and gender.	Ongoing	Director, Admissions & Enrollment Services, Director of Planning and Research

#### EXPECTED OUTCOME 4.1.1

Annually report Woodland Community College degrees and certificates by ethnicity and gender to see where an increase may be needed in student retention.

#### ACTIVITY 4.2

Activity	Target Date	Responsible Party
Increase awareness of graduation deadlines for students including those applying for certificates through signage and web notifications	Ongoing	Director, Admissions & Enrollment Services and Admissions & Records Staff

#### EXPECTED OUTCOME 4.2.1

Better communication about graduation and certificate deadlines so students know when to turn in materials for the term they wish to graduate.

**ACTIVITY 4.3**

Activity	Target Date	Responsible Party
Encourage counseling appointments for all students prior to submitting graduation petitions or certificates to ensure that all courses have been taken to increase number of successful graduates and guidance in degree selection.	Ongoing	Counseling Division

**EXPECTED OUTCOME 4.3.1**

More students will seek advice from counselors prior to submitting graduation petitions or certificates ensuring that they have met their required courses prior to submission.

**ACTIVITY 4.4**

Activity	Target Date	Responsible Party
Continue to examine programs and course offerings to ensure sufficient completion of degrees and certificates at WCC.	Ongoing	Dean of Instruction, Curriculum Committee

**EXPECTED OUTCOME 4.4.1**

Review course offerings as they relate to the degrees and certificate programs offered at Woodland Community College, ensuring that we are providing students with all necessary options to complete their programs of interest.

**ACTIVITY 4.5**

Activity	Target Date	Responsible Party
Scheduled announcements to faculty about graduation petitions and certificate deadlines	Ongoing	Director, Admissions & Enrollment Services

**EXPECTED OUTCOME 4.5.1**

Faculty announcements during classes regarding the graduation and certificate deadlines approaching will result in more students being aware.

**ACTIVITY 4.6**

Activity	Target Date	Responsible Party
Identify educational goals in the system for all students.	Ongoing	Admissions and Records, Financial Aid and Counseling Division

**EXPECTED OUTCOME 4.6.1**

All students will have an educational goal in the system that is accurate for counseling faculty to assist students in determining future goals and to provide financial aid with the needed information for funding.

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## GOALS AND ACTIVITIES

### 5. STUDENT SUCCESS INDICATOR FOR TRANSFER

*“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”*

#### GOAL 5:

*Increase the number of students who transfer to four year institutions each year with an emphasis on underrepresented groups.*

#### ACTIVITY 5.1

Activity	Target Date	Responsible Party
Deliver workshops on the basics of transfer to students and instructional faculty.	Ongoing	Transfer Center Coordinator Counseling faculty
WCC Transfer Day. Faculty/Staff will wear their BA level college shirt.	Fall	All WCC faculty/staff.
Bi-monthly transfer table during the lunch hour at various places of campus.	Ongoing	Transfer Center Coordinator Counseling faculty
Develop a functional transfer center with assigned support staff.	Ongoing	Transfer Center Coordinator Administration

#### **EXPECTED OUTCOME 5.1.1**

Instructional faculty will give accurate and current transfer information to students. Will encourage students to see counselors and develop an institutional wide effort.

**ACTIVITY 5.2**

<b>Activity</b>	<b>Target Date</b>	<b>Responsible Party</b>
Continue to host college representatives from CSUS/UCD for individual and group Counseling.	Ongoing	Transfer Center Coordinator Counseling faculty
Continue to promote Transfer Admission Agreements to University of California system.	Ongoing	Counseling faculty
Develop promotional materials/handouts.	Ongoing	Counseling faculty Public Information Officer
Provide specific major workshops.	Ongoing	Transfer Center Coordinator Counseling faculty
Provide a transfer application workshop for CSU and U.C. system.	Fall	Transfer Center Coordinator Counseling faculty University representatives

**EXPECTED OUTCOME 5.2.1**

University understanding and encouragement for transfer.

**ACTIVITY 5.3**

<b>Activity</b>	<b>Target Date</b>	<b>Responsible Party</b>
Continue to develop new and articulation Agreements with 4 year universities.	Ongoing	YCCD Articulation Officer Transfer Center Coordinator Counseling faculty Curriculum Committee Instructional faculty

**EXPECTED OUTCOME 5.3.1**

Articulation agreements are key to providing students the opportunity to complete admission, graduation, and major preparation for degree.

**ACTIVITY 5.4**

Activity	Target Date	Responsible Party
Continue to develop and promote transfer activities with underrepresented students in EOP&S, CalWorks, and MEChA, and other programs.	Ongoing	Transfer Center Coordinator Counseling faculty

**EXPECTED OUTCOME 5.4.1**

Keep students aware of transfer possibilities and requirements. Visiting four year universities will encourage and develop realistic goals and expose students to students who have transferred successfully.

**ACTIVITY 5.5**

Activity	Target Date	Responsible Party
If resources exist visit university campuses.	Ongoing	Transfer Center Coordinator Counseling faculty

**EXPECTED OUTCOME 5.5.1**

After visit WCC students will have a clear understanding of transfer campus.



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## Budget

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**SOURCES OF FUNDING**

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## Evaluation Schedule and Process

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**EVALUATION SCHEDULE AND PROCESS**

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## **Attachments**

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**ATTACHMENTS**

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