

Woodland Community College
Student Equity Plan

October 2014

WOODLAND COMMUNITY COLLEGE STUDENT EQUITY PLAN

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District: Yuba Community College District

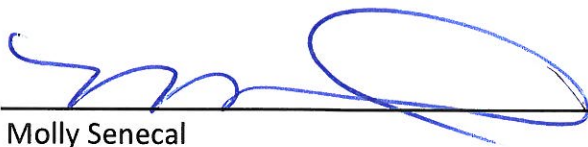
Date Approved by Board of Trustees: _____

College President: 
Dr. Michael White

Vice President of Student Services: 
Dr. Alfred Konuwa

Vice President of Instruction: 
Dr. Alfred Konuwa

Academic Senate President: 
Dr. Matthew Clark

Student Equity Coordinator/Contact Person: 
Molly Senecal

Executive Summary

EXECUTIVE SUMMARY

The Woodland Community College Student Equity Plan is a fulfillment of our mission to “to provide high quality, student-centered education and lifelong learning opportunities for the communities we serve; at WCC, students pursue their educational goals in an environment that values diversity, individuality, mutual respect, civic responsibility, and the free exchange of ideas.” The key to this mission is our commitment to student access and success, which are embodied in this document. Our Student Equity Plan also responds to Title 5 mandate that requires college districts to adopt a student equity plan.

The plan addresses WCC’s college based research and self-evaluation of key indicators of student achievement, specifically student access, course completion rates (retention), ESL and Basic Skills completion, degree and certificate completion and transfer, and identifies goals and activities that narrow the achievement gap among all student groups on our campus. To this end, the plan, in consonance with Title 5, addresses target groups, goals, activities, resources and contact person.

Target Groups

Our campus-based research reviewed the performance of all groups on campus. Hispanics and African Americans, especially, demonstrated less than average performances in the key indicators in the Student Equity Plan. The groups that are targeted in this plan are:

- Students that are under-represented (African-Americans, American Indians, Pacific Islanders)
- New, First Time Students
- Students aged 45 and Up
- Hispanics
- Females

Goals

The Committee identified five goals and developed activities that will be pursued in concert with student support services and other campus committees. The goals are:

1. *Continue to foster a diverse student body by identifying and removing barriers to student success, particularly for under-represented students.*
2. *Increase credit course success rate for all courses.*
3. *Increase success, retention, and persistence in Basic Skills and ESL classes.*
4. *Continue to identify strategies for successful completion of degree and certificate programs for WCC students.*
5. *Increase the number of students who transfer to four-year institutions each year with an emphasis on underrepresented groups.*

Campus-Based Research

CAMPUS-BASED RESEARCH

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

The community served is comprised of the following counties: Colusa and Yolo since the majority of students originate from these counties and these counties are categorized as our service area.

County of Residence	Number of Students	Percent of Students
Yolo	15943	53.9%
Colusa	3454	11.7%
Sutter	1885	6.4%
Sacramento	1709	5.8%
Solano	1140	3.9%
Yuba	1111	3.8%
Other (N=99)	4314	14.6%
Total	29556	100%

Corresponding demographic information (ethnicity, gender, age, and disability status) was obtained from Colleague and are presented in the graphs on the following pages in conjunction with community data for Colusa and Yolo counties. The highlighted fields indicate that the proportions of the subgroup and outcome groups are not equal.

Assessment:

- Gender: WCC student population has, proportionally, more females than males compared to the community.
 - The proportion of males to females at WCC is 0.65
 - The proportion of males to females in Yolo County is 0.77
 - The proportion of males to females in Colusa County is 1.06
- Ethnicity: WCC student population has, proportionally, more Hispanics and fewer African-American students compared to the community.
 - Hispanics consist of > 44% of the population at WCC, and approximately 30% of Yolo County and 55% of Colusa County.
 - American Indian and Alaskans Natives consist of < 1% of the population at WCC, and approximately 3% of the community.
 - Native Hawaiian and other pacific islanders consist of <0.5% of the population at WCC, and approximately 1% of the community.
- Age: Compared to the community, WCC has a higher percentage of individuals aged 15-19 and 20-24, and considerably lower percentage of individuals aged 45 and up.
 - Individuals aged 15-19 consist of approximately 21% of the population at WCC, and 11% of the community.
 - Individuals aged 20-24 consist of approximately 39% of the population at WCC, and 12% of the community.
 - Individuals aged 45+ consist of approximately 8% of the population at WCC, and 27% of the community.

- Disability On average, approximately 12% of WCC's students report at least one primary disability, compared to 11% of the community who report having a primary disability
- Economically Disadvantaged: Compared to the community, WCC has a higher percentage of individuals categorized as economically disadvantaged (60% vs. county poverty rate of 15-18%.)
- Foster Youth: About 0.5% of WCC's students in 2012-2013 were foster youth, which is higher than the 0.1-0.2% foster youth seen at the county level.
- Veterans: Less than 0.1% of WCC's students in 2012-2013 were veterans, which is lower than the 5-6% veterans seen at the county level.

Disproportionate Impacts:

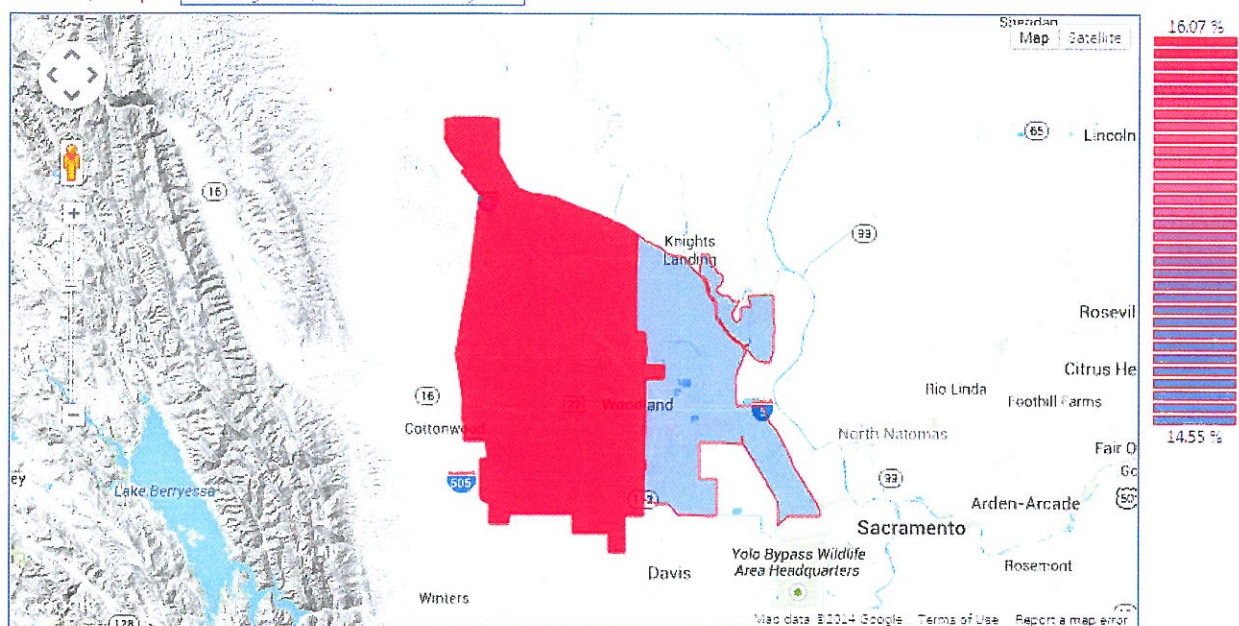
- As expected, we see a greater number of Hispanic students, students aged 18-25 years and students living in poverty at our campus compared to the community.
- The participation rates of American Indian and Alaskan Natives, Native Hawaiian and other Pacific Islanders at WCC and CCOF are much lower than what we would expect to see given the community demographic make-up.
- The participation rates of individuals aged 45-55 and 55 and up are much lower than what we would expect to see given the community demographic make-up.
- The participation rate of veterans is much lower than what we would expect to see given the community demographic make-up.

People Quick Facts				Proportionality Index	
	Colusa County	Yolo County	WCC (2012-2013)	WCC: Colusa	WCC: Yolo
Population, 2012 estimate	21,411	204,118	3959		
GENDER					
Male	51.40%	43.40%	39.23%	0.76	0.90
Female	48.60%	56.60%	60.39%	1.24	1.07
ETHNICITY					
White	30.80%	40.70%	31.67%	1.03	0.78
Black	1.60%	3.60%	2.55%	1.59	0.71
American Indian and Alaska Native	3.70%	2.80%	0.63%	0.17	0.23
Asian	2.50%	15.70%	9.86%	3.94	0.63
Native Hawaiian and other PI	0.70%	1.20%	0.40%	0.57	0.33
two or More	5.60%	5.70%	3.11%	0.56	0.55
Hispanic	55%	30.30%	44.28%	0.80	1.46
Unknown	N/A	N/A	7.50%	N/A	N/A

				Proportionality Index	
People Quick Facts	Colusa County	Yolo County	WCC (2012-2013)	WCC: Colusa	WCC: Yolo
Population, 2012 estimate	21,411	204,118	3959		
AGE					
15-19	11.0%	11.74%	20.75%	1.88	1.77
20-24	8.0%	17.16%	38.92%	4.86	2.27
25-34	17.3%	16.93%	23.96%	1.38	1.42
35-44	16.7%	14.60%	8.77%	0.53	0.60
45-54	16.7%	15.11%	5.76%	0.35	0.38
55 and Up	30.3%	24.47%	1.84%	0.06	0.08
DISABILITY					
Disability	12.40%	9.90%	11.57%	0.93	1.17
POVERTY					
Economically Disadvantaged 2008-2012	15.20%	18.70%	60.20%	3.96	3.22
FOSTER YOUTH	0.2%	0.1%	0.51%	2.55	5.10
VETERANS	5.6%	5.1%	0.08%	0.01	0.02

Poverty by City (Detail):

Woodland, CA Report: [Percentage of Population Below Poverty Level](#)



<http://zipatlas.com/us/ca/woodland/zip-code-comparison/population-below-poverty-level.htm>

City	Population	% Poverty Level
Woodland (95695)	38,537	16.07%
Woodland (95776)	15,017	14.55%
Colusa	21,358	15.20%
Williams	5,178	13.70%
California (Overall Average)	38,332,521	15.30%

<http://www.census.gov/en.html>

Note regarding data analysis: The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). A ratio of 1.0 indicates that a subgroup is present in both conditions at the same rate. A ratio of less than 1.0 indicates that the subgroup is less prevalent in the outcome than the cohort. Conversely, a ratio greater than 1.0 indicates that the subgroup is more prevalent in the outcome than the cohort. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index the lower the attainment rate.

Proportionality Index	Interpretation
1.0	Proportions of subgroups are equal.
Less Than 1.0	Subgroup is less prevalent in the outcome group.
More Than 1.0	Subgroup is more prevalent in the outcome group.

The proportionality methodology does not specify at which point a proportionality index should be considered as a “disproportionate impact.” The designation of which disaggregated subgroups should be considered as disproportionately impacted will rely on the judgment of the analysis team based on local conditions. (Source: [California Community Colleges Chancellor’s Office – Updated Student Equity Plan 2014.](#))

Data Sources:

California Community Colleges Chancellor’s Office, Management Information Systems Data Mart,
<http://datamart.cccco.edu/DataMart.aspx>

Yuba Community College District, Colleague (Internal Database)



ACS DEMOGRAPHIC AND HOUSING ESTIMATES

2008-2012 American Community Survey 5-Year Estimates



SELECTED SOCIAL CHARACTERISTICS IN THE UNITED STATES

2008-2012 American Community Survey 5-Year Estimates



SELECTED ECONOMIC CHARACTERISTICS

2008-2012 American Community Survey 5-Year Estimates

CAMPUS-BASED RESEARCH

B. 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, or Credit. This is also called “course success” or “success rate” in other planning documents. At the program and course level, course completions are analyzed through program reviews. (The highlighted fields indicate that the proportions of the subgroup and outcome groups are not equal.)

Assessment: Overall, the campus-wide course completion rate for credit courses in 2012-2013 was 69%.

Disproportionate Impacts: The most notable observations were the disproportionately lower completion rates noted for distributive education (DE) courses (55%), African-American students (50%), foster youth (49%), and veterans (54%).

2012-2013 (Credit Courses)				
	Enrollment Count	Retention Rate	Completion Rate	
WCC Total	13,210	85.3%	68.9%	
Cohort	Cohort Count	Completion Count	Completion Rate	80 Percent Index
INST METHOD				
Face-to-Face	12,459	8,695	69.79%	1.00
DE	751	409	54.46%	0.78
GENDER				
Female	7,765	5,490	70.70%	1.00
Male	5,415	3,593	66.35%	0.94
ETHNICITY				
African-American	373	188	50.40%	0.76
American Indian/Alaskan Native	83	58	69.88%	1.05
Asian	1082	818	75.60%	1.13
Hispanic	6358	4239	66.67%	1.00
Multi-Ethnicity	395	252	63.80%	0.96
Pacific Islander	45	30	66.67%	1.00
Unknown	884	658	74.43%	1.12
White Non-Hispanic	3990	2861	71.70%	1.08

2012-2013 (Credit Courses)				
	Enrollment Count	Retention Rate	Completion Rate	
WCC Total	13,210	85.3%	68.9%	
Cohort	Cohort Count	Completion Count	Completion Rate	80 Percent Index
AGE				
1 to 17	343	269	78.43%	1.14
18 & 19	3,281	2,230	67.97%	0.99
20 to 24	5,640	3,868	68.58%	1.00
25 to 29	1,642	1,146	69.79%	1.02
30 to 34	873	604	69.19%	1.01
35 to 39	360	240	66.67%	0.97
40 to 49	640	439	68.59%	1.00
50 +	423	300	70.92%	1.03
DISABILITY				
WCC Total	13,210	9,102	68.90%	1.00
Disabled	1,290	825	63.95%	0.93
ECONOMICALLY DISADVANTAGED	8190	5433	66.34%	0.96
FOSTER YOUTH	297	144	48.48%	0.70
VETERANS	74	40	54.05%	0.78

Note regarding data analysis: The “80% Rule” methodology compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup. The methodology is based on the Equal Employment Opportunity Commission (EEOC) 80% Rule, outlined in the 1978 Uniform Guidelines on Employee Selection Procedures, and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.

The 80% Rule states that: “A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.” [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered an adverse – or disproportionate - impact.

Using this methodology, the percentage of each disaggregated subgroup attaining the desired outcome is calculated by dividing the outcome frequency into the cohort frequency. The second step of this methodology compares the completion rate of each non-reference disaggregated subgroup to the completion rate of a reference subgroup. The subgroup with the highest completion rate is typically chosen as the reference group. The 80 Percent Index is calculated by dividing the completion rate of a non-reference subgroup into the

completion rate of the reference subgroup. A result of less than 80 percent is considered evidence of a disproportionate impact.

The advantage of the 80% Rule methodology is that it provides an historical cutoff point – 80 percent – with which to define disproportionate impact. The disadvantage is that it is not always clear that the highest performing group should be chosen as the reference group. There may be other factors – such as subgroup size – that need to be considered. (Source: [California Community Colleges Chancellor's Office – Updated Student Equity Plan 2014.](#))

B.1. Expanded Analyses of Completions:

Assessment: The completion rates of both DE and ITV (TV courses) are significantly below the expected completion rate. DE courses have an average completion rate of 45% (this rises to 59% if “W” grades are removed.) ITV courses while fewer in number, demonstrate an average 26% course completion rate.

By Location (fall 2008-fall 2013)

Location	CCOF	Contract Ed	DE*	TV	Woodland	Total
ENROLL	4571	739	6521	74	83789	95694
SUCCESS	3270	599	2958	19	57602	64448
Completion Rate	71.54%	81.06%	45.36%	25.68%	68.75%	67.35%

* Note, if we remove the "W" grades from DE, then the completion rate rises to 58.6% (2958/5048)

By Credit Type (fall 2008-fall 2013)

Credit Level	Credit	Degree Applicable	Non-Credit	Total
ENROLL	14986	77548	3160	95694
SUCCESS	9231	53148	2069	64448
Completion Rate	61.60%	68.54%	65.47%	67.35%

B.2. Academic/Progress probation and Disqualification: Colleges are also asked to report on the academic/progress probation and disqualification data of their students. Additionally, a list of academic programs with the highest numbers of students on academic/progress probation is displayed in the second table.

Assessment: Each term, approximately 10.5% (roughly N=300) of our students experience academic/progress probation or disqualification. Of those 300 students, half are Hispanic. An analysis of the number of students on academic/progress probation by academic program illustrates that certain programs (science, math and business) are more likely to have a higher number of students struggling to make satisfactory academic progress.

Academic/Progress Probation and Disqualification	Fall 2012	Spring 2013	Annual 2012-2013	
All Students on Academic Probation/Dismissal	303	295	598	100.0%
Hispanic	151	152	303	50.7%
Females	165	159	324	54.2%
Males	138	136	274	45.8%

Academic Program	Count of Students on Academic/Progress Probation 2012-2013
AS General Education - General Health	63
AA General Education - Arts & Humanities	51
Undeclared	42
AS Business Administration - AS degree (WCC)	49
AS General Education - Social & Behavioral Science	37
AS AJ Law Enforcement - AS degree (WCC)	38
AA Psychology - AA degree	29
AS General Education - Natural Science & Mathematics	12
AA General Education - Communications	21
AS General Business Management - AS degree	36
AS Early Childhood Education - AS degree (WCC)	11

CAMPUS-BASED RESEARCH

C. 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 compared to the number of those students who complete such a final course.

Completion of a degree applicable course means the “successful” completion of English 1A, elementary algebra or any collegiate course which is transferable to a four-year institution, has a value of three or more units, and meets established academic requirements for rigor in literacy and numeracy.

C.1. English Pathways from ENGL-51 to ENGL-1A (Fall 2008 through Fall 2013)

Assessment: Between Fall 2008 and Fall 2013 (five 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 1,266 unduplicated students successfully completed English-51 with a grade of A, B, C, or Credit between 2008 and 2013. Of this cohort, 709 went on to successfully complete English-1A for a completion rate of 56%.

Disproportionate Impacts: The following groups of students were disproportionately impacted – students aged 50 and up, students under the age of 18, and African-Americans.

ENGL-51 Completers (Starting Cohort)			ENGL-1A Completers			Completion Rate	
Age Category			Age Category				
N	%	N	%				
	1	0.1		1	0.1		
18-24	943	74.5	18-24	565	79.7		59.92%
25-29	106	8.4	25-29	59	8.3		55.66%
30-34	68	5.4	30-34	34	4.8		50.00%
35-39	31	2.4	35-39	13	1.8		41.94%
40-44	30	2.4	40-44	15	2.1		50.00%
45-50	19	1.5	45-50	8	1.1		42.11%
50 OR OVER	16	1.3	50 OR OVER	4	0.6		25.00%
UNDER 18	52	4.1	UNDER 18	10	1.4		19.23%
Total	1266	100	Total	709	100		56.00%
Ethnicity			Ethnicity				
N	%	N	%				
African-American	37	2.9	African-American	13	1.8	35.14%	
Asian	123	9.7	Asian	77	10.9	62.60%	
Hispanic	692	54.7	Hispanic	405	57.1	58.53%	
Other	53	4.2	Other	21	3	39.62%	
Unknown	51	4	Unknown	23	3.2	45.10%	
White, Non-Hispanic	310	24.5	White, Non-Hispanic	170	24	54.84%	
Total	1266	100	Total	709	100	56.00%	

ENGL-51 Completers (Starting Cohort)			ENGL-1A Completers			Completion Rate
	Gender			Gender		
	N	%		N	%	
	F	799 63.1		F	443 62.5	
	M	466 36.8		M	266 37.5	
Total	1266	100	Total	709	100	56.00%
	Disability			Disability		
	N	%		N	%	
	Disability	124 10.6		Disability	75 10.6	
	No Disability	1142 89.4		No Disability	634 89.4	
Total	1266	100	Total	709	100	56.00%

C.2. Math Pathways from MATH-50 to Degree Applicable Math Course (MATH-52), (Fall 2008 through Fall 2013)

Assessment: Between Fall 2008 and Fall 2013 (five 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. A total of 1,134 unduplicated students successfully completed Math-50 with a grade of A, B, C, or Credit between 2008 and 2013. The number who went on to successfully complete a DA math courses is 614, or 54%.

DA MATH COURSE COMPLETION RATES	Unsuccessful	Successful	Total
# Students (Unduplicated)	520	614	1134
Percentage of Students (Unduplicated)	45.8%	54.1%	100.0%

Disproportionate Impacts: The following groups of students were disproportionately impacted – African-Americans students (completion rate = 41%).

Math-50 Completers (Starting Cohort)			Math-52 Completers			Completion Rate
Age Categories			Age Categories			
	N	%		N	%	
18-24	682	60.1	18-24	367	59.8	53.81%
25-29	170	15	25-29	99	16.1	58.24%
30-34	82	7.2	30-34	41	6.7	50.00%
35-39	50	4.4	35-39	30	4.9	60.00%
40-44	34	3	40-44	17	2.8	50.00%
45-50	35	3.1	45-50	20	3.3	57.14%
50 OR OVER	26	2.3	50 OR OVER	14	2.3	53.85%
UNDER 18	54	4.8	UNDER 18	26	4.2	48.15%
Total	1134	100	Total	614	100	54.14%
Ethnicity			Ethnicity			
	N	%		N	%	
African-American	29	2.6	African-American	12	2	41.38%
Asian	61	5.4	Asian	42	6.8	68.85%
Hispanic	519	45.8	Hispanic	306	49.8	58.96%
Other	56	4.9	Other	24	3.9	42.86%
Unknown	43	3.8	Unknown	22	3.6	51.16%
White, Non-Hispanic	426	37.6	White, Non-Hispanic	208	33.9	48.83%
Total	1134	100	Total	614	100	54.14%
Gender			Gender			
	N	%		N	%	
F	733	64.6	F	401	65.3	54.71%
M	400	35.3	M	213	34.7	53.25%
Total	1134	100	Total	614	100	54.14%
Disability			Disability			
	N	%		N	%	
Disability	103	9.1	Disability	63	10.3	61.17%
No Disability	1031	90.9	No Disability	551	89.7	53.44%
Total	1134	100	Total	614	100	54.14%

C.3. Math Pathways from MATH-50 to College Level/Transferable Math Course (MATH <49 or STAT-1), (Fall 2008 through Fall 2013)

Assessment: Between Fall 2008 and Fall 2013 (five 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 a CLT math course (Math <49 or STAT-1). A total of 1,134 unduplicated students successfully completed Math-50 with a grade of A, B, C, or Credit between 2008 and 2013. The number who went on to successfully complete a CLT math courses is 321, or 28%.

CLT MATH COURSE COMPLETION RATES	Unsuccessful	Successful	Total
# Students (Unduplicated)	813	321	1134
Percentage of Students (Unduplicated)	71.7%	28.3%	100.0%

Disproportionate Impacts: The following groups of students were disproportionately impacted – African-Americans (24%), whites (24%) and female students (26%).

Math-50 Completers (Starting Cohort)			CLT Math Completers			Completion Rate
Age Categories			Age Categories			
	N	%		N	%	
18-24	682	60.1	18-24	197	61	28.89%
25-29	170	15	25-29	61	19	35.88%
30-34	82	7.2	30-34	24	7	29.27%
35-39	50	4.4	35-39	9	3	18.00%
40-44	34	3	40-44	N/A	N/A	N/A
45-50	35	3.1	45-50	N/A	N/A	N/A
50 OR OVER	26	2.3	50 OR OVER	10	3	38.46%
UNDER 18	54	4.8	UNDER 18	5	2	9.26%
Total	1134	100	Total	321	100	28.31%
Ethnicity			Ethnicity			
	N	%		N	%	
African-American	29	2.6	African-American	7	2	24.14%
Asian	61	5.4	Asian	27	8	44.26%
Hispanic	519	45.8	Hispanic	163	51	31.41%
Other	56	4.9	Other	12	4	21.43%
Unknown	43	3.8	Unknown	9	3	20.93%
White, Non-Hispanic	426	37.6	White, Non-Hispanic	103	32	24.18%
Total	1134	100	Total	321	100	28.31%

Math-50 Completers (Starting Cohort)			CLT Math Completers			Completion Rate
Gender			Gender			
	N	%		N	%	
F	733	64.6	F	188	59	25.65%
M	400	35.3	M	133	41	33.25%
Total	1134	100	Total	321	100	28.31%
Disability			Disability			
	N	%		N	%	
Disability	103	9.1	Disability	35	11	33.98
No Disability	1031	90.9	No Disability	286	89	27.74
Total	1134	100	Total	321	100	28.31

C.4. ESL Progression Rates (2008-2010 through 2013-2014)

Assessment: During 2008-2010, 11% of students starting at 2 levels below college level ESL progressed to a CLT course; contrasted with 22% in 2010-2012. The lower levels of ESL (3 through 5) do not show any strong trends of progression – a characteristic typical of our lowest level ESL students who “just want to learn English” and are not interested in achieving a traditional academic outcome. We suspect the level 2 improvement is due to the informal “certificate” program implemented by the ESL staff to help motivate and direct ESL students to complete the course series (instead of languishing in whatever courses fit their schedule.) The Basic Skills Committee at Woodland has identified the ESL curriculum as a priority for 13-14 and 14-15, and intends to revamp the curriculum.

Disproportionate Impacts: There were insufficient numbers of students progressing from lower levels to higher levels to provide meaningful analysis of disproportionate impact.

Fall 2010-Fall 2013												
	Three Levels Below Transfer			Two Levels Below Transfer			One Level Below Transfer			Transferable		
	N	Attempts	Success	N	Attempts	Success	N	Attempts	Success	N	Attempts	Success
WCC	17	17	11	6	6	5	4	6	2	1	2	1
ESL - Writing	12	12	6									
English - Writing	5	5	5	6	6	5	4	6	2	1	2	1

CAMPUS-BASED RESEARCH

D. 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 in 2012-2013. Students with a matriculation goal of obtaining a degree were defined as "actively working towards that educational goal" if they have taken a college level English or math course by spring 2013. 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.

Assessment: An assessment of degree completion revealed an overall average graduation rate of 39.5 % for 2012-2013. Likewise, an assessment of certificate completion revealed an overall completion rate of 8% for 2012-2013.

Disproportionate Impacts: The completion rate for certificates (8%) is below what is expected. Essentially, 1 out of 13 students with a matriculation goal of obtaining a certificate actually attained that goal in 2012-2013. The following groups were disproportionately impacted for certification completion: students aged 18-34, African-American and male students. The following groups were disproportionately impacted for degree completion: students aged 30-34.

2012-2013 (Degrees/Certificates)

Cohort	Cohort Count	Award Count	Graduation Rate
AS/AA	382	151	39.5%
Certificate	86	7	8.1%

2012-2013 Certificates - Detail Analysis

Age Categories	CERTIFICATES COHORT (N=86)	CERTIFICATES (N=7)	Proportionality Index
18-24	33.70%	0.00%	0.00
25-29	16.30%	0.00%	0.00
30-34	12.80%	0.00%	0.00
35-39	5.80%	22.22%	3.83
40-44	10.50%	22.22%	2.12
45-50	8.10%	22.22%	2.74
50 OR OVER	12.80%	33.33%	2.60
UNDER 18	0.00%	0.00%	N/A
Total	100.00%	100.00%	1.00

Ethnicity	CERTIFICATES COHORT (N=86)	CERTIFICATES (N=7)	Proportionality Index
African-American	5.80%	0.00%	0.00
Asian	9.30%	11.11%	1.19
Hispanic	32.60%	22.22%	0.68
Other	2.30%	0.00%	0.00
Unknown	4.70%	0.00%	0.00
White, Non-Hispanic	45.30%	66.67%	1.47
Total	100.00%	100.00%	1.00

Gender	CERTIFICATES COHORT (N=86)	CERTIFICATES (N=7)	Proportionality Index
Female	69.80%	88.89%	1.27
Male	30.20%	11.11%	0.37
Total	100.00%	100.00%	1.00

Disability	CERTIFICATES COHORT (N=86)	CERTIFICATES (N=7)	Proportionality Index
Disability	17.40%	22.22%	1.28
No Disability	82.60%	77.78%	0.94
Total	100.00%	100.00%	1.00

2012-2013 Degree - Detail Analysis

Age Categories	DEGREE COHORT (N=382)	DEGREE (N=151)	Proportionality Index
18-24	61.80%	53.80%	0.87
25-29	15.70%	17.54%	1.12
30-34	10.70%	6.43%	0.60
35-39	2.90%	4.68%	1.61
40-44	2.40%	4.09%	1.71
45-50	1.80%	4.09%	2.27
50 OR OVER	4.50%	7.60%	1.69
UNDER 18	0.20%	1.75%	8.77
Total	100.00%	100.00%	1.00

Ethnicity	DEGREE COHORT (N=382)	DEGREE (N=151)	Proportionality Index
African-American	2.60%	2.34%	0.90
Asian	12.30%	9.36%	0.76
Hispanic	46.30%	41.52%	0.90
Other	1.60%	6.43%	4.02
Unknown	2.40%	1.17%	0.49
White, Non-Hispanic	34.80%	39.18%	1.13
Total	100.00%	100.00%	1.00

Gender	DEGREE COHORT (N=382)	DEGREE (N=151)	Proportionality Index
Female	64.40%	61.99%	0.96
Male	35.60%	38.01%	1.07
Total	100.00%	100.00%	1.00

Disability	DEGREE COHORT (N=382)	DEGREE (N=151)	Proportionality Index
Disability	12.60%	14.04%	1.11
No Disability	87.40%	85.96%	0.98
Total	100.00%	100.00%	1.00

- E. 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.

Assessment: An assessment of transfer rate revealed an overall transfer rate of 30.7%

Disproportionate Impacts: The only significant differences noted for transfer were for students under the age of 18 or under, and students who selected “other” for their ethnicity designation. Since both of these groups are small, and students under the age of 18 are not reasonably expected to transfer, there are no disproportionate impacts at this time.

E.1. Transfer

(Definition) Transfer Cohort: Students who completed a minimum of 12 units at WCC and attempted a transfer level course in math or English between Fall 2008 and Fall 2013.

(Definition) Actually Transferred: Of the transfer cohort (defined above), students who transferred to a 4-Year institution.

Transfer Rate = 1058/3448 (30.7%)

	Transfer Cohort		Actually Transferred		Proportionality Index
Age	N	%	N	%	
18-24	2226	64.6	724	68.4	1.06
25-29	462	13.4	153	14.5	1.08
30-34	253	7.3	59	5.6	0.77
35-39	101	2.9	27	2.6	0.90
40-44	96	2.8	23	2.2	0.79
45-50	68	2	13	1.2	0.60
50 OR OVER	70	2	10	0.9	0.45
UNDER 18	169	4.9	49	4.6	0.94
Total	3448	100	1058	100	1.00
Ethnicity	N	%	N	%	
African-American	82	2.4	23	2.2	0.92
Asian	369	10.7	143	13.5	1.26
Hispanic	1300	37.7	362	34.2	0.91
Other	84	2.4	17	1.6	0.67
Unknown	153	4.4	50	4.7	1.07
White, Non-Hispanic	1460	42.3	463	43.8	1.04
Total	3448	100	1058	100	1.00
Gender	N	%	N	%	
F	1980	57.4	612	57.8	1.01
M	1461	42.4	446	42.2	1.00
Total	3448	100	1058	100	1.00

E.1.1. Transfer Cohort – Academic Program of Study at WCC

Below is a list of the WCC program of study that the students within the transfer cohort identified with. Some students identified with more than one program, so the sum does not equal the unduplicated student count.

(Definition) Transfer Cohort: Students who completed a minimum of 12 units at WCC and attempted a transfer level course in math or English between Fall 2008 and Fall 2013.

WCC DECLARED ACADEMIC PROGRAM (Transfer Cohort)	N	%
AS General Education - Natural Science & Mathematics	159	10.2
AS General Education - Social & Behavioral Science	159	10.2
AA General Education - Arts & Humanities	156	10
AS Undeclared - Vocational Program	125	8
AS Business Administration - AS degree	95	6.1
Undeclared	91	5.8
AS General Education - General Health	81	5.2
AA Undeclared - Transfer Major	72	4.6
AA Psychology - AA degree	67	4.3
AA General Education - AA degree	50	3.2
AS Accounting - AS Degree	46	3
AS AJ Law Enforcement - AS degree	46	3
AS General Education - AS degree	42	2.7
AS Early Childhood Education - AS degree	36	2.3
AA Social Science - AA Degree	35	2.2
AA History - AA degree	26	1.7
AA English - AA Degree	23	1.5
AA General Education - Communications	23	1.5
AS General Business Management - AS degree	23	1.5
AS Agriculture - AS degree	21	1.3
AS Human Services - AS degree	21	1.3
AD ADN Nursing	18	1.2
AA Sociology-AA Degree	13	0.8
AS Comm. Studies (Speech) - AS Degree	12	0.8
AS Business Computer Applications - AS degree	10	0.6
AS AJ Corrections - AS degree	9	0.6
AS Computer Science - AS degree	7	0.4
AS Mathematics - AS degree	7	0.4
AS Environmental Horticulture - AS degree	6	0.4
AS Radiologic Technology - AS degree	6	0.4
AS Mathematics - AS Degree	5	0.3
AD Associate Degree Nursing (LVN-RN)	4	0.3
AS Administrative Assistant - AS degree	4	0.3
AS General Education - Natural Science	4	0.3
AS Medical Office Skills - AS degree	4	0.3

WCC DECLARED ACADEMIC PROGRAM (Transfer Cohort)	N	%
AS Nursing Interest	4	0.3
AS Physical Education - AS degree	4	0.3
AS Veterinary Technology - As Degree	4	0.3
AA Art - AA Degree	3	0.2
AS Income Tax Preparation - AS degree	3	0.2
AS Word Processing - AS degree	3	0.2
AA Psychology - Aa-T Degree	2	0.1
AS Architectural Studies - AS degree	2	0.1
AS Chemical Dependency Awareness - AS degree	2	0.1
AS Chemical Dependency Counselor - AS degree	2	0.1
AS Small Business Management - AS degree	2	0.1
AS Vocational Nursing	2	0.1
AA Liberal Studies - AA degree	1	0.1
AA Mass Communications - AA degree	1	0.1
AB Advanced Accounting - Cert. of Achievement	1	0.1
AC Landscape Installation/Maintenance - Cert of Achievement	1	0.1
AL Agricultural Business - Cert. of Achievement	1	0.1
AL Architectural Design - Cert of Achievement	1	0.1
AL Child Development Teacher - Cert of Achievement	1	0.1
AL Diversity in ECE - Cert of Achievement	1	0.1
AL Environmental Horticulture - Cert of Achievement	1	0.1
AS AJ Basic Police Academy	1	0.1
AS Biology	1	0.1
AS Culinary Arts - AS Degree	1	0.1
AS Electronics Technology - AS degree	1	0.1
AS Family and Consumer Science - AS degree	1	0.1
AS Legal Office Skills - AS degree	1	0.1
AS Mass Communications - AS degree	1	0.1
AS Pre-Transfer Engineering	1	0.1
AS Psychiatric Technician - AS Degree	1	0.1
Total	1557	100

E.1.2. Transfer Cohort – Associate/Certificate Received Before Transferring

Below is a list of the awards (degrees and certificates) that the students within the transfer cohort earned. Some students have more than one award, so the sum does not equal the unduplicated student count.

(Definition) Transfer Cohort: Students who completed a minimum of 12 units at WCC and attempted a transfer level course in math or English between Fall 2008 and Fall 2013.

Degree Title	Degree Major	Number of Awards
ASSOCIATE IN SCIENCE	GENERAL EDUCATION	287
ASSOCIATE IN ARTS	GENERAL EDUCATION	63
ASSOCIATE IN SCIENCE	BUSINESS ADMINISTRATION	50
ASSOCIATE IN SCIENCE	ADM. OF JUSTICE	36
ASSOCIATE IN SCIENCE	NOT APPLICABLE	36
ASSOCIATE IN SCIENCE	EARLY CHILDHOOD EDUCATION	22
ASSOCIATE IN SCIENCE	HUMAN SERVICES	18
CERTIFICATE OF TRAINING	NOT APPLICABLE	17
ASSOCIATE IN ARTS	HISTORY	15
ASSOCIATE IN ARTS	PSYCHOLOGY (TRANSFER)	9
ASSOCIATE IN SCIENCE	ADMIN. ASSISTANT	6
ASSOCIATE IN SCIENCE	ACCOUNTING	6
CERTIFICATE OF ACHIEVEMENT	HUMAN SERVICES	6
ASSOCIATE IN ARTS	SOCIOLOGY (TRANSFER)	4
ASSOCIATE IN ARTS - TRANSFER	PSYCHOLOGY (TRANSFER)	4
ASSOCIATE IN SCIENCE	AGRIC./ENVIRON. HORT.	4
ASSOCIATE IN SCIENCE	INCOME TAX PREPARATION	4
ASSOCIATE IN ARTS	SOCIAL SCIENCE	3
ASSOCIATE IN ARTS	ENGLISH	3
CERTIFICATE OF ACHIEVEMENT	EARLY CHILDHOOD EDUCATION	2
ASSOCIATE IN ARTS	SOCIOLOGY(TRANSFER)	2
CERTIFICATE OF ACHIEVEMENT	AGRIC./ENVIRON. HORT.	1
CERTIFICATE OF COMPLETION	EARLY CHILDHOOD EDUCATION	1
ASSOCIATE IN SCIENCE	COMPUTER SCIENCE	1
CERTIFICATE OF COMPLETION	HUMAN SERVICES	1
ASSOCIATE IN SCIENCE	SOCIAL AND BEHAVIORAL SCIENCE	1
ASSOCIATE IN SCIENCE	WORD PROCESSING	1
ASSOCIATE OF ARTS	GENERAL EDUCATION	1

CAMPUS-BASED RESEARCH**E.2. Graduated with a BA or Higher**

(Definition) Transfer Cohort: Students who completed a minimum of 12 units at WCC and attempted a transfer level course in math or English between Fall 2008 and Fall 2013.

(Definition) Graduated: Of the students who transferred to a 4-Year institution, students who completed a BA or higher.

Graduation (BA or Higher) Rate = 285/3448 (8.3%)

	Transfer Cohort		Graduated (BA or Higher)		Proportionality Index
Age	N	%	N	%	
18-24	2226	64.6	203	71.2	1.10
25-29	462	13.4	41	14.4	1.07
30-34	253	7.3	16	5.6	0.77
35-39	101	2.9	7	2.5	0.86
40-44	96	2.8	8	2.8	1.00
45-50	68	2	4	1.4	0.70
50 OR OVER	70	2	2	0.7	0.35
UNDER 18	169	4.9	4	1.4	0.29
Total	3448	100	285	100	1.00
Ethnicity	N	%	N	%	
African-American	82	2.4	4	1.4	0.58
Asian	369	10.7	42	14.7	1.37
Hispanic	1300	37.7	83	29.1	0.77
Other	84	2.4	4	1.4	0.58
Unknown	153	4.4	15	5.3	1.20
White, Non-Hispanic	1460	42.3	137	48.1	1.14
Total	3448	100	285	100	1.00
Gender	N	%	N	%	
F	1980	57.4	183	64.2	1.12
M	1461	42.4	102	35.8	0.84
Total	3448	100	285	100	1.00

E.2.1. Transfer Cohort – Where Students Are Transferring

Below is a list of where students graduated with a BA or higher after they attended WCC.

College Name (Graduated BA or Higher)	N	%
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	131	44.9
UNIVERSITY OF CALIFORNIA-DAVIS	73	25
UNIVERSITY OF PHOENIX	10	3.4
SAN FRANCISCO STATE UNIVERSITY	7	2.4
CALIFORNIA STATE UNIVERSITY - CHICO	6	2.1
HUMBOLDT STATE UNIVERSITY	5	1.7
PACIFIC UNION COLLEGE	4	1.4
UNIVERSITY OF HAWAII AT HILO	4	1.4
CALIFORNIA STATE UNIVERSITY - LONG BEACH	3	1
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE	3	1
CALIFORNIA STATE UNIVERSITY - EAST BAY	2	0.7
CALIFORNIA STATE UNIVERSITY - FRESNO	2	0.7
CALIFORNIA STATE UNIVERSITY - STANISLAUS	2	0.7
DEVRY UNIVERSITY	2	0.7
JOHN F KENNEDY UNIVERSITY	2	0.7
SAN JOSE STATE UNIVERSITY	2	0.7
ST MARY'S COLLEGE OF CALIFORNIA	2	0.7
UNIVERSITY OF CALIFORNIA - BERKELEY	2	0.7
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	2	0.7
UNIVERSITY OF THE PACIFIC	2	0.7
BRANDMAN UNIVERSITY	1	0.3
BRIGHAM YOUNG UNIVERSITY - IDAHO FALL/WINTER	1	0.3
CALIFORNIA MARITIME ACADEMY	1	0.3
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	1	0.3
CALIFORNIA STATE UNIVERSITY - LOS ANGELES	1	0.3
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	1	0.3
FURMAN UNIVERSITY	1	0.3
KAPLAN UNIVERSITY	1	0.3
NORTHEASTERN STATE UNIVERSITY	1	0.3
PACIFIC UNIVERSITY	1	0.3
SAMUEL MERRITT UNIVERSITY	1	0.3
SAN DIEGO STATE UNIVERSITY	1	0.3
SONOMA STATE UNIVERSITY	1	0.3
TENNESSEE TECHNOLOGICAL UNIVERSITY	1	0.3
THOMAS EDISON STATE COLLEGE	1	0.3
UNIVERSITY OF CALIFORNIA - MERCED	1	0.3
UNIVERSITY OF CALIFORNIA - RIVERSIDE	1	0.3
UNIVERSITY OF CALIFORNIA-LOS ANGELES	1	0.3

College Name (Graduated BA or Higher)	N	%
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	1	0.3
UNIVERSITY OF DETROIT MERCY	1	0.3
UNIVERSITY OF MARYLAND - UNIVERSITY COLLEGE	1	0.3
UNIVERSITY OF NEBRASKA-LINCOLN	1	0.3
UNIVERSITY OF NEVADA LAS VEGAS	1	0.3
UNIVERSITY OF NORTH DAKOTA	1	0.3
UNIVERSITY OF WISCONSIN - MADISON	1	0.3
WILLIAM JESSUP UNIVERSITY	1	0.3
Total	292	100

E.2.2. Transfer Cohort – Type of BA or Higher Education Students Obtained

Below is a list of the degrees students obtained from 4-year institutions they transferred to after attending WCC.

Degree Name (Graduated BA or Higher)	N	%
CRIMINAL JUSTICE BS	20	6.8
PSYCHOLOGY	20	6.8
BUSINESS (ACCOUNTANCY) BS	10	3.4
HUMAN DEVELOPMENT	10	3.4
SOCIAL WORK BA	8	2.7
SOCIOLOGY BA	8	2.7
MANAGERIAL ECONOMICS	6	2.1
HISTORY	5	1.7
PSYCHOLOGY BA	5	1.7
SOCIOLOGY	5	1.7
SPCH PATHOLOGY & AUDIOLOGY BS	5	1.7
ANIMAL SCIENCE	4	1.4
COMS (ORG COMMUNICATION) BA	4	1.4
LIBERAL STUDIES BA	4	1.4
NURSING	4	1.4
"CHDV(EARLY DEVELOP	3	1
BUSINESS (FINANCE)BS	3	1
CHDV (ELEMENTARY PRE-CRED) BA	3	1
CIVIL ENGINEERING BS	3	1
COMMUNICATION STUDIES BA	3	1
ENGLISH	3	1
HEALTH SCI (HEALTH CARE) BS	3	1
KINESIOLOGY (EXERCISE SCI) BS	3	1
POLITICAL SCIENCE	3	1
SPANISH BA	3	1
"NEUROBIOL	2	0.7
BACHELOR OF SCIENCE IN BUSINESS	2	0.7
BACHELOR OF SCIENCE IN BUSINESS/ACCOUNTING	2	0.7
BIOLOGICAL SCIENCES BA	2	0.7
BIOLOGY	2	0.7
BUSINESS (HUMAN RES MGMT)BS	2	0.7
BUSINESS (MARKETING)BS	2	0.7
CHEMISTRY	2	0.7
COMS (PUBLIC RELATIONS) BA	2	0.7
ECONOMICS	2	0.7
ETHNIC STUDIES (CHICANO) BA	2	0.7
HEALTH SCIENCE (HEALTH ED) BS	2	0.7
HISTORY BA	2	0.7

Degree Name (Graduated BA or Higher)	N	%
INTERNATIONAL RELATIONS	2	0.7
REC ADMIN (REC & PARK) BS	2	0.7
SOCIAL SCIENCE BA	2	0.7
WOMEN'S STUDIES	2	0.7
"AGRI: CROPS	1	0.3
"NURSING	1	0.3
"TELEVISION	1	0.3
AA IN HEALTH CARE ADMINISTRATION/MEDICAL RECORDS	1	0.3
ADULT HEALTH CLINICAL NURSE SP	1	0.3
AEROSPACE SCI & ENGINEER	1	0.3
AFRICAN AMER&AFRICAN STUDIES	1	0.3
AGRICULTURAL EDUCATION	1	0.3
AMERICAN STUDIES	1	0.3
ANIMAL BIOLOGY	1	0.3
ANIMAL SCIENCE & MANAGEMENT	1	0.3
ANTHROPOLOGY	1	0.3
ANTHROPOLOGY (BA)	1	0.3
APPLIED MATHEMATICS	1	0.3
ART	1	0.3
ART (ART STUDIO) BA	1	0.3
ASSOCIATE OF ARTS	1	0.3
ASTRONOMY	1	0.3
BACHELOR OF SCIENCE IN HUMAN SERVICES/MANAGEMENT	1	0.3
BACHELOR OF SCIENCE IN MANAGEMENT	1	0.3
BACHELOR OF SCIENCE IN PSYCHOLOGY	1	0.3
BIOCHEM & MOLECULAR BIOLOGY	1	0.3
BIOCHEMISTRY	1	0.3
BIOENGINEERING	1	0.3
BIOLOGICAL SCIENCES	1	0.3
BIOLOGY (MICROBIOLOGY)	1	0.3
BIOMEDICAL ENGINEERING	1	0.3
BS IN CRIMINAL JUSTICE ADMIN/MANAGEMENT	1	0.3
BUS ADMIN: MANAGEMENT (BS)	1	0.3
BUSINESS (ENTREPRENEURSHIP)BS	1	0.3
BUSINESS (INTL BUSINESS)BS	1	0.3
BUSINESS (MGMT INFO SYSTEMS)BS	1	0.3
BUSINESS ADMINISTRATION	1	0.3
BUSINESS ADMINISTRATION (MANAGEMENT)	1	0.3
BUSINESS(REAL ESTATE & LAND)BS	1	0.3
CHEMISTRY (BIOCHEMISTRY) BA	1	0.3
CHICANA/O STUDIES	1	0.3
CHICANO AND LATINO STUDIES	1	0.3

Degree Name (Graduated BA or Higher)	N	%
CHILD AND ADOLESCENT DEVELOPMENT	1	0.3
CHILD DEVELOPMENT BA	1	0.3
CHILDEVELOPMENT(INDIVIDUAL)BA	1	0.3
COMMUN	1	0.3
COMMUNICATION	1	0.3
COMMUNICATION ARTS BA	1	0.3
COMMUNITY AND REGIONAL DEVELOP	1	0.3
COMS (DIGITAL MEDIA) BA	1	0.3
CRIMINAL JUSTICE	1	0.3
CRIMINAL JUSTICE STUDIES	1	0.3
CURRICULUM & INSTRUCTION	1	0.3
DESIGN	1	0.3
EARLY CHILDHOOD DEVELOPMENT	1	0.3
ECONOMICS BA	1	0.3
EDUCATION-CREDENTIAL/MASTERS	1	0.3
ELECTRICAL & ELECTRONIC ENG BS	1	0.3
EMP ENVIRON NAT RES RECREATION	1	0.3
ENGLISH (WRITING PRACTICES)	1	0.3
ENGLISH BA	1	0.3
ENVIRON SCI & MANAGEMENT	1	0.3
EXERCISE BIOLOGY	1	0.3
FAM& CONS SCI (SUBJMATPGM) BA	1	0.3
FCS/FAMILY STUDIES	1	0.3
FILM AND DIGITAL MEDIA	1	0.3
FILM STUDIES	1	0.3
FORESTRY (HYDROLOGY)	1	0.3
GEOGRAPHY	1	0.3
GEOGRAPHY (HUMAN) BA	1	0.3
GLOBAL STUDIES AND MARITIME AFFAIRS	1	0.3
GOVERNMENT BA	1	0.3
GOVT (INT'L RELATIONS) BA	1	0.3
HEALTH SCI (OCCUPATIONAL) BS	1	0.3
HISTORY (PRE-CRED) BA	1	0.3
HUMAN COMMUNICATION	1	0.3
HUMAN RESOURCES MANAGEMENT	1	0.3
HYDROLOGIC SCIENCES AND POLICY	1	0.3
INTERDISCIPLINARY STUDIES	1	0.3
INTERN'L AGRI DEVELOPMT	1	0.3
INTERNATIONAL RELATIONS (BA)	1	0.3
JAPANESE STUDIES	1	0.3
JOURNALISM	1	0.3
JOURNALISM BA	1	0.3

Degree Name (Graduated BA or Higher)	N	%
KINESIOLOGY	1	0.3
LANDSCAPE ARCHITECTURE	1	0.3
LIBERAL STUDIES - BLENDED PROGRAM	1	0.3
LIBERAL STUDIES-ELEMENTARY ED	1	0.3
LINGUISTICS	1	0.3
MASTER OF PUBLIC HEALTH	1	0.3
MATERNAL & CHILD NUTRITION	1	0.3
MATHEMATICS BA	1	0.3
MECHANICAL ENGINEERING BS	1	0.3
NETWORK & COMM MANAGEMENT	1	0.3
NOT APPLICABLE	1	0.3
NURSING ACCELERATED	1	0.3
NURSING ADDL BS DIRECT MSN	1	0.3
NURSING MS DIRECT ENTRY	1	0.3
NURSING WITH RN LICENSE MS	1	0.3
NURSING: ADV PLCMT RN/BSN (BS)	1	0.3
NUTR & FOOD: COMM (BS)	1	0.3
PHARMACEUTICAL CHEMISTRY	1	0.3
PHILOSOPHY AND RELIGION	1	0.3
PHYSICS	1	0.3
PSYCHOLOGY:EXPERIMNT	1	0.3
SCIENCE"	1	0.3
SOCIAL WORK MSW	1	0.3
SOCIOLOGY (BA)	1	0.3
SOCIOLOGY-ORGANIZATIONAL STDS	1	0.3
SPANISH	1	0.3
SUPPLY CHAIN MANAGEMENT	1	0.3
TECHNICAL MANAGEMENT	1	0.3
VITICULTURE & ENOLOGY	1	0.3
WILDLIFE (MGMT & CONSERVATION)	1	0.3
Total	292	100

Goals and Activities

GOALS AND ACTIVITIES

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

ACCESS	Activity	Target Date	Responsible Party	Expected Outcomes	Links to Other Planning Documents/Activities
Access A.1	Develop mentorship programs, academic advising, peer advising, student engagement, student ambassador and first year experience program.	Fall 2015	Student Achievement Center Coordinator, Counselors, ASWCC Faculty Representatives, Dean of Student Services	- Increased student awareness of WCC's academic offerings and enhance access success through the dissemination of information to targeted groups in addition to the general population.	Basic Skills Action Plan SEP B.1 SSSP
Access A.2	Hire Outreach and Recruitment Specialist .49/12 Months - CSEA 28 Categorical Funds-SSSP. \$24,823	Spring 2015	Counselors, Dean of Student Services	- Participation rates of American Indian and Alaskan Natives, Native Hawaiian and other Pacific Islanders will increase 0.5% by 2017 - Participation rates of individuals aged 45-55 and 55 and up will increase by 2% by 2017 - Participation rates of veteran's will increase 1 % annually by 2017	SSSP
Access A.3	Counselor Full Time 202 Days/YCFA Categorical Fund: SSSP \$86,370.36 to \$123,693.36	Spring 2015	Counselors, Dean of Student Services	- Provide 100% new students with mandatory orientation, assessment and educational planning services per SSSP by 2016.	SSSP

GOALS AND ACTIVITIES

B. 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

GOAL B. *Increase credit course success rate for all courses.*

COURSE COMPLETION	Activity	Target Date	Responsible Party	Expected Outcomes	Links to Other Planning Documents/Activities
Course Completion B.1	Develop mentorship programs, academic advising, student engagement, student ambassador and first year experience program.	Fall 2015	Student Achievement Center Coordinator, Vice President, Counselors, ASWCC Faculty Representatives, Full-time Faculty, Student Success Committee	<ul style="list-style-type: none"> - African-American student completion rates will increase 2% annually by 2017. - Foster youth student completion rates will increase 2% annually by 2017. - Veterans student completion rates will increase 1% annually by 2017. 	Basic Skills Action Plan SEP A.1 SSSP
Course Completion B.2	Develop an "early alert" and or mentor intervention mechanism for at-risk basic skills students.	Spring 2015	Student Achievement Center Coordinator, Vice President, Counselors, Full-time Faculty, Student Success Committee	Same as above and students who need academic assistance will be identified early in the semester and directed to appropriate campus resources.	SSSP
Course Completion B.3	Identify barriers to success for online students and begin to identify strategies to improve success rate in online courses	Spring 2015	DE Committee, Curriculum Committee, Dean of Student Success	Online course completion rate will improve from 54.5% to 65% (+/- 5%) in 3 years order to be on par with the completion rates of face-to-face courses by 2017.	Accreditation SSSP

<p>Course Completion B.4</p>	<p>Consolidate tutoring services and centers. Better advertise support services for students by creating a master list of service hours, locations and contact information</p>	<p>Fall 2014</p>	<p>Student Achievement Center Coordinator, Dean of Student Services, Dean of Student Success, VP</p>	<p>More students will be aware of the types of services offered and increase use of services among all students.</p>	<p>SSSP</p>
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GOALS AND ACTIVITIES

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

COURSE COMPLETION	Activity	Target Date	Responsible Party	Expected Outcomes	Links to Other Planning Documents/Activities
ESL/BS Completion C.1	Math Intervention (Math Book Program, tutoring, supplemental instruction, summer bridge program, cohort models)	Ongoing	Dean of Instruction, Vice President, Learning Resources, Math Department	Success rates among students participating in math intervention programs will increase by 5% by 2017	Basic Skills Action Plan SSSP
ESL/BS Completion C.2	Supplemental Instruction/Reading Assistance – begin by piloting SI at CCOF with plans to expand to WCC in fall 2015	Spring 2015	Vice President, Counselors, Full-time Faculty, Student Success Committee	Students who need academic assistance will be identified early in the semester and directed to appropriate campus resources.	SSSP
ESL/BS Completion C.3	Develop an “early alert” and or mentor intervention mechanism for at-risk basic skills students.	Spring 2015	Student Achievement Center Coordinator, Vice President, Counselors, Full-time Faculty, Student Success Committee	Students who need academic assistance will be identified early in the semester and directed to appropriate campus resources.	SSSP SEP B.2
ESL/BS Completion C.4	Revamped ESL Program and Instruction	Fall 2016	Vice President, Counselors, Full-time Faculty, Dean of Instruction, Dean of Student Success, Student Success Committee	The percentage of ESL students transitioning to college level English courses will increase by 5% by 2017	AB86 Plan

GOALS AND ACTIVITIES

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

COURSE COMPLETION	Activity	Target Date	Responsible Party	Expected Outcomes	Links to Other Planning Documents/Activities
Degree/Cert. Completion D.1	Fully implement Degree Audit, including hiring a student services technician who will be able to evaluate transcripts among other duties.	Fall 2014	Dean of Student Services, District IT	<ul style="list-style-type: none"> - The percentage of students aged 30-34 with the goal of obtaining a degree will increase 2% by 2017. - The number of students obtaining a certificate will increase from 7 to 20 by 2017. 	SSSP
Degree/Cert. Completion D.2	Provide students with access to online education plans	Fall 2014	Dean of Student Services, District IT	Students will have a Clear Academic Plan and Pathway	SSSP
Degree/Cert. Completion D.3	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	Student Achievement Center Coordinator, Vice President, Counselors, Full-time Faculty, Student Success Committee	Students who need academic assistance will be identified early in the semester and directed to appropriate campus resources.	SSSP

GOALS AND ACTIVITIES

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

COURSE COMPLETION	Activity	Target Date	Responsible Party	Expected Outcomes	Links to Other Planning Documents/Activities
Transfer E.1	Develop a functional transfer center with assigned support staff.	Fall 2015	Dean of Student Services, Counseling, Transfer Center Coordinator	Instructional faculty will give accurate and current transfer information to students. Will encourage students to see counselors and develop an institutional wide effort.	Transfer Center Program Review
Transfer E.2	Continue to develop new and articulation Agreements with 4 year universities.	Ongoing	YCCD Articulation Officer Transfer Center Coordinator Counseling faculty Curriculum Committee Instructional faculty	Articulation agreements are key to providing students the opportunity to complete admission, graduation, and major preparation for degree.	Transfer Center Program Review

Budget

SOURCES OF FUNDING

Woodland Community College will provide ongoing support through its resource allocation process that is based on program reviews and the Educational Master Plan. WCC will utilize external funding opportunities, including the use of federal funds and state funds, to fund initiatives that will enable the campus to effectively assist students in accomplishing their academic goals at WCC. While there is currently no separate formal budget allocated to specifically fund research and existing/new intervention strategies described herein, other than BSI and SSSP funds, Woodland Community College will continue its commitment to student equity in every aspect of its operations.

Budget Account	Description	Equity Fund	SSSP	BSI	General Fund	Perkins
1000	Counseling Hours		\$9,000	\$10,000		
1000	SSSP Counselor		\$65,000			
1000	SAC Coordinator	\$90,704				
1000	Program, Curriculum, Planning and Development					
1000	Advertisement and Counseling Services					
1000	Special Projects/Summer Bridge/ESL Revamp			\$20,000		
2000	Classified Regular (Non-instructional Subs/Temps)		\$37,936	\$10,000	\$3000	
2000	Non-certificated Non-Classified			5,750	\$4000	
2000	Students		\$2,000	12,500	\$15,000	
2000	Transcript Evaluator (Senior Students Services Tech)		\$50,000			
2000	Outreach Specialist		\$19,000			
2000	SAC Clerical Support	\$12,801				
2000	English IA				\$22,500	
2000	Supplemental Instruction/Tutoring	\$20,000		15,000		\$25,000
3000	Benefits		\$108,000	3500		
4000	Duplicating		\$3,170	150	\$3050	
4000	Supplies (Orientation/Testing/Planner/Advertisement)	\$5,000	\$18,000	\$2,750		
5000	Professional Development		\$5,000	\$2,500		
5000	Software Licensing		\$33,000			
5000	Mileage	\$1,100				

Budget Account	Description	Equity Fund	SSSP	BSI	General Fund	Perkins
5000	Undesignated	\$39,759*		7850		
6000	Equipment (over \$00)		\$2,000			
	TOTAL		\$352,106	\$90,000	\$47,550	\$25.000

Student Achievement Center Funding Plan (2015-2020)

Student Achievement Center (SAC)	2014-2015	2015-2016	2016-2017	2017-2018
SAC Coordinator (1.0 FTE)	\$90,704	\$95,238	\$100,001	\$105,001
Student Equity Funded	\$90,704	\$95,238	\$100,001	\$105,001
SAC Clerical Support (.25 FTE year 1, then .5 FTE)	\$12,801	\$26,882	\$28,226	\$29,638
Student Equity Funded	\$12,801	\$26,882	\$28,226	\$29,638
English IA (.5 FTE year 1, then 1 FTE)	\$22,500	\$47,250	\$49,613	\$70,326
General Fund	\$22,500.00	\$23,625.00	\$24,806.25	\$35,162.86
Student Equity Funded		\$23,625.00	\$24,806.25	\$35,162.86
Math IA (.5 FTE year 1, then 1 FTE)	\$22,500	\$47,250	\$49,613	\$70,326
General Fund		\$23,625.00	\$24,806.25	\$35,162.86
BSI Funded	\$22,500	\$11,812.50		
Student Equity Funded		\$11,812.50	\$24,806.25	\$35,162.86
Supplemental Instruction	\$20,000	\$21,000	\$22,050	\$23,153
General Fund		\$6,000	\$8,000	\$23,153
BSI Funded	\$20,000	\$10,000	\$5,000	
Student Equity Funded		\$5,000	\$9,050	
Other				
Mileage	\$1,100	\$1,155.00	\$1,212.75	\$1,273.39
Supplies	\$5,000	\$5,250.00	\$5,512.50	\$5,788.13
Construction (One Time, need estimate)	\$15,000			
Total	\$21,100	\$6,405	\$6,725	\$7,062
Total General Fund	\$22,500.00	\$59,655.00	\$64,337.75	\$100,540.23
Total BSI Funded	\$42,500	\$21,812.50	\$5,000	\$0
Total Student Equity Funded	\$124,605	\$162,557.95	\$186,889.75	\$204,965.03
GRAND TOTAL	\$189,605.00	\$244,025.45	\$256,227.50	\$305,505.26

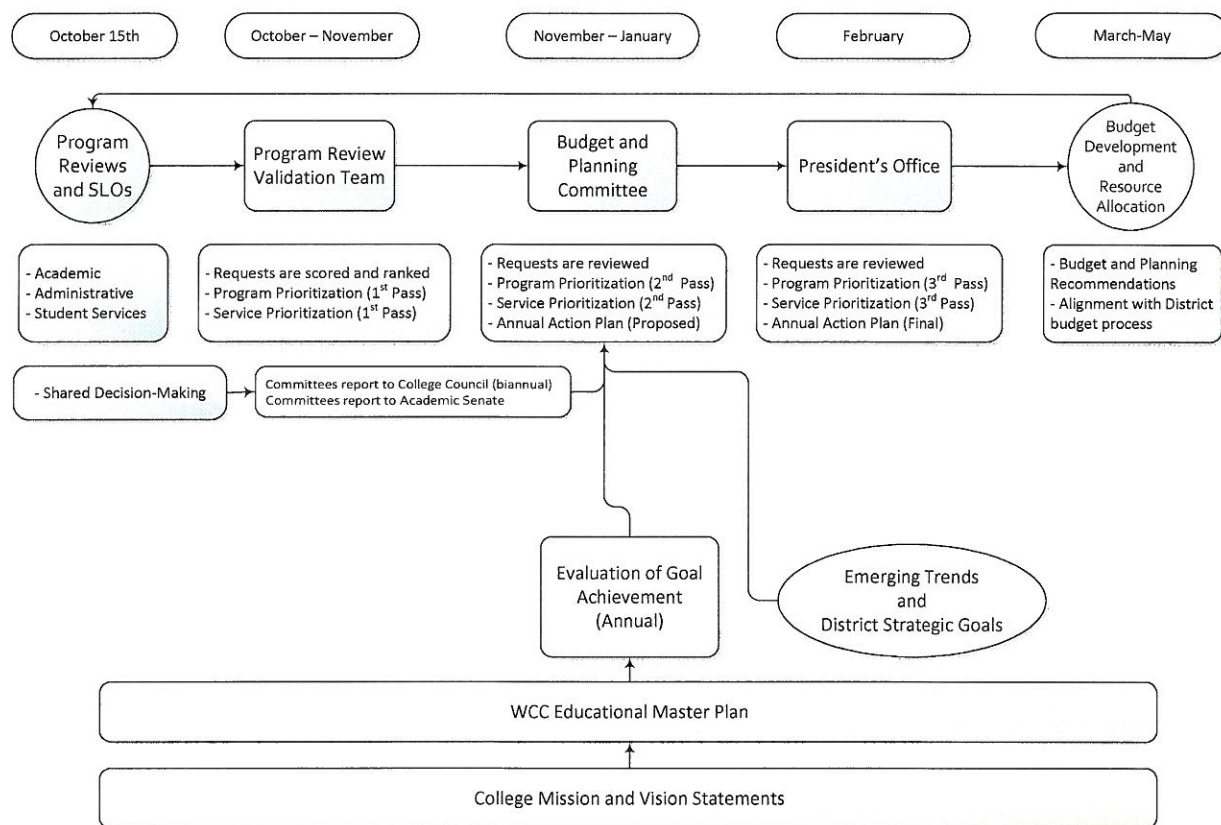
Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The Student Equity Plan, one of the college's pivotal long-range plans, will be evaluated on an annual basis by the Woodland Community College's Budget and Planning Committee, with oversight provided by the Dean of Student Services, Dean of Instruction and the Vice President of Academic and Student Services. Data and other resources will be provided by the Office of Student Success.

Budget and Planning Committee is shared decision making body charged with *overseeing* and *evaluating* the College's planning processes. The Budget and Planning Committee evaluates college plans, annual program reviews, and resource allocation/program prioritization by working in collaboration with the Student Success Committee and Program Review Validation Team. Annual goal evaluation takes place each year in November through January, and results of this evaluation are forwarded to the President's Office, as well as distributed back to the departments for feedback and continuous quality improvement.

Woodland Community College: Integrated Planning and Evaluation Cycle



Rev. 4/18/13

Attachments

ATTACHMENTS

Key Indicators: Woodland Community College

	2010-2011	2011-2012	2012-2013	2013-2014	2013 Performance	Target by 2015-2016 ("the goal")	Institution-Set Standard ("the floor")
Fall-to-Fall Persistence Rate	53%	49%	52%	42%		55%	48%
Fall-Spring Persistence Rate	72%	66%	71%	59%		70%	58%
Course Success Rate	68%	69%	69%	71%		75%	68%
Course Retention Rate	88%	87%	85%	87%		90%	85%
Degrees Awarded	181	192	155	N/A		190	140
Certificates Awarded	29	20	7	N/A		30	10
Transfers to Public Four-Year Institutions (UC/CSU Combined)	96	106	92	N/A		110	85
Progress and Achievement Rate	Not available until next year (this uses a 6-year cohort from the Student Success ScoreCard)						
Transfer Rate	N/A	N/A	N/A	31%		31%	31%
Basic Skills Course Success Rate	55%	54%	50%	55%		58%	50%
Basic Skills Improvement Rate (3 Year Cohort)	66%	71%	N/A	N/A		73%	68%
Basic Skills Transition to Degree Course Rate (3 Year Cohort)	26%	34%	N/A	N/A		38%	30%
CTE Course Success Rate	69%	70%	73%	73%		75%	70%
CTE Completion Rate	Not available until next year (this uses a 6-year cohort from the Student Success ScoreCard)						
DE Course Success Rate	45%	44%	54%	61%		65%	50%
DE Course Retention Rate	79%	73%	77%	82%		82%	75%
High School Graduates to WCC Rate*	24%	15%	18%	N/A		25%	15%
Equity Gap - Course Success Rate	11%	22%	21%	N/A		15%	22%
Equity Gap - Progress and Achievement Rate	Not available until next year (this uses a 6-year cohort from the Student Success ScoreCard)						
Equity Gap - Transfer Rate	Not available until next year (this uses a 6-year cohort from the Student Success ScoreCard)						

* Only includes Pioneer and Woodland High

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Data Current as of 9/2/2014