

Woodland Community College
Student Equity Plan

November 2015

WOODLAND COMMUNITY COLLEGE STUDENT EQUITY PLAN

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Signature Page

Woodland Community College Student Equity Plan Signature Page

District: Yuba Community College District Board of Trustees Approval Date: _____

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

Micah A. White mwhite@yccd.edu
[College President Name] Email

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

Kirkley K KKAVR@YCCD.EDU
[College Chief Business Officer Name] Email

Kirkley K KKAVR@YCCD.EDU
[District Chief Business Officer¹] Email

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

B. Konuwa Bkonuwa@yccd.edu
[Chief Student Services Officer Name] Email

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

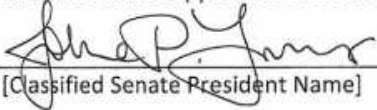
B. Konuwa Bkonuwa@yccd.edu
[Chief Instructional Officer Name] Email

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

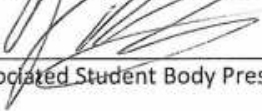
M. Clark mclark@yccd.edu
[Academic Senate President Name] Email

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the College Chief Business Officer need sign.

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

 _____
[Classified Senate President Name] jtorres@yccd.edu
Email

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

 _____
[Associated Student Body President Name] crecouvreur@gmail.com
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 _____
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Email Phone

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 a 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 pertaining to student access, course completion rates (retention), ESL and Basic Skills completion, degree and certificate completion and transfer; in addition to identifying goals and activities that will 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 needed and plan for evaluation.

Target Groups

Our campus-based research reviewed 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, Hispanics, American Indians, Pacific Islanders)
- Males
- Low-income
- Students with disabilities

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 under-represented groups.

Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

Woodland Community College's (WCC) process for updating the Student Equity plan included the engagement of key campus stakeholders in the review of the prior year plan and an assessment of needs in order to provide input in the development of the 2015-16 plan. Several groups were involved in this process, including WCC's College Council and faculty senate, comprised of faculty from across disciplines. Faculty provided input and contributed to the development of the plan. The draft plan was submitted to the college's Student Success Committee, an advisory committee jointly chaired by student services and instruction that has responsibility for SSSP, Student Equity, and the Basic Skills Initiative, for input, review and approval.

In addition, WCC's student government, the Associated Students of Woodland Community College, were also consulted in the development of the Student Equity plan to ensure student perspectives and insights were reflected in the development of priorities, goals, objectives and activities identified for 2015-16.

The Yuba Community College District's Student Success Initiative goals provide ongoing direction on the areas the college is working to complete. These goals include many areas related to SEP including some which have been completed, such as implementation of online student education plans and mandatory orientation, and others that are in progress, such as implementation of an early alert system and peer advising program. The District's Student Success Initiative, in combination with the use of the Completion by Design framework for assessing loss and momentum points along the student's educational pathway, helped inform SEP planning efforts to determine priority areas of focus. Student outcome data was reviewed through the lens of momentum and loss points to help inform SEP planning efforts. Coordination of existing program efforts with the goal of leveraging resources to address student needs more efficiently and effectively, the Student Equity plan was developed in concert with other institutional initiatives, programs, and efforts, such as the Basic Skills Initiative, SSSP, AB 86 (Adult Education), and categorically funded student service programs.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Sonia Ortiz-Mercado	Dean, Student Services	Administration, Student Services
Dr. Alfred Konuwa	Vice President, Student Services and Instruction	Administration, Student Services and Instruction
Donna Bahneman	Adjunct Instructor	Human Services Department
Sergey Postolaki	Instructional Associate	Math
Estelita Spears	General Counselor	Counseling Department
Cay Strobe	Faculty, English	English Department
Veronica Torres	Faculty Resource Director	Math & Science
Shawn Lanier	Faculty, Math	Math & Science
Matthew Clark	President	Academic Senate
Christopher Recouvreur	President	Associated Students of Woodland Community College
Dr. Siria S. Martinez	Dean, Student Success	Administration, Student Services and Instruction

District: Yuba Community College College: Woodland

Access

CAMPUS-BASED RESEARCH: ACCESS

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

ACCESS				
Target Population(s)	# of your college's total enrollment in Fall 2014 – Spring 2015	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion (Percentage point difference with +/- added)
American Indian / Alaska Native	18	0.46%	1%	-0.11%
Asian	379	9.76%	12%	-1.82%
Black or African American	121	3.12%	2%	1.01%
Hispanic or Latino	1816	46.78%	33%	13.69%
Native Hawaiian or other Pacific Islander	27	0.70%	0%	0.23%
White**	1127	29.03%	48%	-19.35%
Some other race	235	6.05%	0%	5.81%
More than one race	159	4.10%	4%	0.53%
Total of 8 cells above (Orange cells should = 100%)	3,882	100.00%	100%	
Males	1537	39.59%	49.0%	-9.4%
Females	2326	59.92%	51.0%	8.9%
Unknown	19	0.49%	n/a	n/a
Total of 3 cells above (Orange cells should = 100%)	3,882	100.00%	100%	
Current or former foster youth	5	0.13%	0.2%	-0.02%
Individuals with disabilities	414	10.66%	10.10%	0.56%
Low-income students	2362	60.84%	15.80%	45.04%
Veterans	172	4.43%	5.40%	-0.97%

Equity Gap	Student Group	Percentage Difference
Largest Gap	Males	-9.40%
Second Largest Gap	Asians	-1.82%
Third Largest Gap	Veterans	-0.97%

**Note: While the percentage point difference is highest for white students enrolled at Woodland, this is due to the fact that Yolo county includes cities, such as Davis and West Sacramento which are predominately white and are fairly homogenous. The college does not intend to replicate the homogeneity of the county and instead wishes to foster diversity for underrepresented minorities on its campus, thus this student group is not included in the top three largest equity gaps table above.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-6, 2014</i>	<i>No gap</i>	<i>2020</i>
Asian	-1.82, 2015	No gap	2020
Male	-9.4, 2015	Reduce by 2% annually	2020
Veterans	-0.97, 2015	No gap	2019

*Expressed as either a percentage or number

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

ACTIVITIES: A. ACCESS

A.1

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.1	Asian	379
	African American/Black	121
	Male	1537
	Veterans	172

- **Activity Implementation Plan**

Develop a Student Ambassador program.

Student Ambassadors will help spread the word about WCC and will help build our brand on campus. They will be available for “office hours” to other students who’d like to hear about their experience at WCC. Ambassadors will also reach out to student groups and presenting at their meetings, or work with administration to help them understand services and how it can benefit students.

As campus tour guides, student ambassadors, will provide visitors with a realistic glimpse of WCC’s experience and include an overview of campus facilities, programs, and atmosphere. Ambassadors also join Outreach Specialists in representing the college, school visits, and community events. They will provide invaluable insight to prospective students and help them understand what it is to be a WCC college student today. Student Ambassadors understand the benefits of higher education and advocate the option for all throughout our diverse community.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Summer 2015 (ongoing)	\$1,000	SSSP - \$20,000

- **Link to Goal**

Increased student awareness of WCC’s academic offerings and enhance access through the dissemination of information to targeted groups in addition to the general population. Helps to provide enhanced intervention in students academic pursuits through resources other than academic counseling. Also, provides a basis for multiple ways of engaging students to the institution.

- **Evaluation**

We will provide a student satisfaction survey of the program offered and will retrieve the number of students who participate in each of the services provided. We will conduct a yearly survey and assess the student satisfaction which will help us improve our services.

A.2

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
A.2	American Indian/ Alaska Natives	18
	African American/Black	121
	Native Hawaiian	27
	Males	1537
	Veterans	172

• **Activity Implementation Plan**

Hire Outreach and Recruitment Specialist to work with local high schools and community agencies to provide information on educational opportunities at WCC, assist in assessment testing, and off-site registration.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2014 (ongoing)	\$25,000	SSSP - \$25,000

• **Link to Goal**

This activity provides an opportunity for the college to increase matriculation services beyond the traditional ways where the college did not engage potential students outside of its campus domain.

Evaluation

Every 3 years in alignment with our college's educational master plan we will assess the number of students who have access to our college in comparison to the group in the adult population within the community we serve.

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

- B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

Course Completion - Credit		
Rate	Denominator	Numerator
Rate of Course Completion	The # of courses students enrolled in and were present in on census day in the base term.	The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term.

Target Population(s)	the # of courses students enrolled in & were present in on census day in base year	The # of courses in which students earned an A, B, C, or credit out of ←	The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year	Total (all student average) pass rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	58	28	48.3%	69.2%	-20.9%
Asian	960	755	78.6%	69.2%	9.4%
Black or African American	382	226	59.2%	69.2%	-10.0%
Hispanic or Latino	6,658	4,473	67.2%	69.2%	-2.0%
Native Hawaiian or other Pacific Islander	20	12	60.0%	69.2%	-9.2%
White	3,658	2,609	71.3%	69.2%	2.1%
Some other race	725	523	72.1%	69.2%	2.9%
More than one race	565	388	68.7%	69.2%	-0.5%
All Students	13,026	9,014	69.2%		69.2%
Males	5,385	3,554	66.0%	69.2%	-3.2%
Females	7,615	5,439	71.4%	69.2%	2.2%
Unknown	26	21	80.8%	69.2%	11.6%
Current or former foster youth**	74	26	35.1%	69.2%	-34.1%
Individuals with disabilities	1,255	829	66.1%	69.2%	-3.1%
Low-income students	4,026	3,533	87.8%	69.2%	18.6%
Veterans	2	0	0.0%	69.2%	-69.2%

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal	Multiply	3 the # of courses students enrolled in & were present in on census day in base year	=	4 Number of Students "Lost"
Largest Gap	Foster Youth	34.10%	0.34	x	74	=	25
Second Largest	American Indian/Alaskan Native	20.90%	0.21	x	58	=	12
Third Largest	Black or African American	10.00%	0.1	x	382	=	38

****Note:** While Veterans have the largest equity gap at -69.2%, this cohort only has 2 students. Due to the small cohort size, this group is not included in the top three largest equity gaps. However, Woodland Community College is fully cognizant of the need to reach and serve veterans and has (fill in the blank) plans to increase enrollment and success of this group.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-14, 2014</i>	<i>Gap no > -6</i>	<i>2020</i>
American Indian/Alaskan Native	-20.90%, 2015	Reduce by 2% annually	2019
Black/African American	-10.00%, 2015	Reduce by 2% annually	2019
Current or Former Foster Youth	-34.10%, 2015	Reduce by 2% annually	2019

*Expressed as either a percentage or number.

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

ACTIVITIES: B. COURSE COMPLETION

B.1

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
B.1	American Indian/Alaskan-Native	58
	Black/African American	382
	Current or Former Foster Youth	74

- **Activity Implementation Plan**

The college will work to develop a more aggressive outreach to the targeted groups. This will include developing a mentorship program to help students learn what supports and resources are available to them. Student services will implement a strategy and plan to work more closely with students in academic advising, and to regularly check in with students at strategic points in the progression to achieve their goal. In addition, the student services department is developing a student ambassador program to aid students along their path as well. Finally, the college is working to develop a robust “First Year Experience” program that will educate students in every aspect of their continued education during and after the first year.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2016 (ongoing)	\$5,000	SSSP - \$20,000

- **Link to Goal**

To realistically make steady gains in the area of course completion, students need support in two main categories. The first category is that students need to be educated about what services are available to them. This entails not only how completion of classes moves them closer to their goal, but how it affects their eligibility for transfer, how financial aid and BOG grants are affected, etc. The “First Year Experience” as well as a more intentional plan for academic advising will provide this education for the students.

The second category is to put supports in place to aid students along the way. The mentorship and ambassador program will provide an avenue for students to find out where and how they can find help if they find themselves struggling.

With a plethora of supports in place to aid students at each and every phase of their college experience, we should expect to see an increase in completion rates for the targeted groups.

- **Evaluation**

Completion rate data, “First Year Experience” data, counseling appointment data, and hours and contacts logged with mentor and ambassadors. This data will be collected every semester and evaluated at the end of every year.

B.2• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
B.2	American Indian/Alaskan-Native	58
	Black/African American	382
	Current or Former Foster Youth	74

• **Activity Implementation Plan**

The college will consolidate all of the tutoring services and centers into one location. This will become a “one stop shop” for students to get one-on-one tutoring, math lab help, writing/reading lab help, have access to computer labs, as well as a place to form study groups, and participate in supplemental instruction small group tutoring. The college will better advertise support services for students by creating a master list of service hours, location, and contact information. This will be called the Student Success Center (SSC). The Student Success Center will be lead by the Student Success Resource Faculty and will include part-time clerical support.

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2014 (ongoing)	\$130,380	BSI - \$45,000

• **Link to Goal**

As mentioned in B.1, supports need to be put in place to aid students along their path after they have been educated on the importance of course completion. This localizes all the supports into one area. This localization will serve to ensure that all students know where to go if they

District: Yuba Community College District

College: Woodland Community College

find they need help in achieving completion. Right now, many of the services are spread out in different locations so students may not be sure of where to go for a specific support

- ***Evaluation***

We will collect contact hours in Student Success Center and grades achieved by the students who utilize the services. This will be evaluated at the end of every semester.

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

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

ESL and Basic Skills		
ESL		
Rate	Denominator	Numerator
Rate of ESL Completion	The # of students who complete a final ESL basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final ESL basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from ESL to degree-applicable course completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	0	0	n/a	n/a	n/a
Asian	10	5	50.0%	23.7%	26.3%
Black or African American	1	0	0.0%	23.7%	-23.7%
Hispanic or Latino	87	16	18.4%	23.7%	-5.3%
Native Hawaiian or other Pacific Islander	0	0	n/a	n/a	n/a
White	4	2	50.0%	23.7%	26.3%
Filipino	0	0	n/a	n/a	n/a
Unknown	12	4	33.3%	23.7%	9.6%
All Students	114	27	23.7%		
Males	22	5	22.7%	23.7%	-1.0%
Females	92	22	23.9%	23.7%	0.2%
Unknown	0	1	n/a	23.7%	n/a
Current or former foster youth**	0	0	n/a	23.7%	n/a
Individuals with disabilities	7	5	71.4%	23.7%	47.7%
Low-income students	62	24	38.7%	23.7%	15.0%
Veterans**	0	0	n/a	23.7%	n/a

Source: Scorecard 2004-05 to 2008-09 Cohorts

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. Thus these cohorts are not comparable to the other cohorts.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal	Multiply	3 The # of students who complete a final ESL or basic skills course with	4 = Number of Students "Lost"
Largest Gap	Hispanic or Latino	5.30%	0.05	x	87	= 5
Second Largest	Males	1.00%	0.01	x	22	= 0
Third Largest	????	1.20%	0.01	x	136	= 2

*Note: While Whites have the largest equity gap at -23.7%, this cohort is very small. Due to the small cohort size, this group is not included in the top three largest equity gaps. However, Woodland Community College is fully cognizant of the need to reach and serve black students and has (fill in the blank) plans to increase enrollment and success of this group.

Basic Skills Math and Basic Skills		
Basic Skills Math		
Rate	Denominator	Numerator
Rate of Basic Skills Math Completion	The # of students who complete a final Basic Skills Math basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final Basic Skills Math basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from Basic Skills Math to degree-applicable course completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	13	2	15.0%	29.1%	-14.1%
Asian	30	12	40.0%	29.1%	10.9%
Black or African American	27	5	18.5%	29.1%	-10.6%
Hispanic or Latino	301	81	26.9%	29.1%	-2.2%
Native Hawaiian or other Pacific Islander	5	1	n/a	n/a	n/a
White	279	88	31.5%	29.1%	2.4%
Filipino	2	0	n/a	n/a	n/a
Unknown	48	16	33.3%	29.1%	4.2%
All Students	705	205	29.1%		
Males	230	66	28.7%	29.1%	-0.4%
Females	475	139	29.3%	29.1%	0.2%
Unknown	0	0	n/a	29.1%	n/a
Current or former foster youth**	2	1	n/a	29.1%	n/a
Individuals with disabilities	85	18	21.2%	29.1%	-7.9%
Low-income students	450	123	27.3%	29.1%	-1.8%
Veterans**	21	3	n/a	29.1%	n/a

Source: Scorecard 2004-05 to 2008-09 Cohorts

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. Thus these cohorts are not comparable to the other cohorts.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal	Multiply	3 The # of students who complete a final Basic Skills Math or basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
Largest Gap	Black or African American	10.60%	0.11	x	27	=	3
Second Largest	Individuals with Disabilities	7.90%	0.08	x	85	=	7
Third Largest	Low-Income Students	2.20%	0.02	x	301	=	7

*Note: While Asians showed the largest equity gap -14.1%, this was a very small sample size with only 13. However, Woodland Community College is fully cognizant of the need to reach and serve Asian students and has (fill in the blank) plans to increase their success in Basic Skills math courses for this group.

ESL and Basic Skills		
Basic Skills English		
Rate	Denominator	Numerator
Rate of Basic Skills English Completion	The # of students who complete a final English basic skills course with an A, B, C or credit in the base year	The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year

Target Population(s)	The # of students who complete a final English basic skills course with an A, B, C or credit	The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit	The rate of progress from basic Skills English to degree-applicable course completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	7	2	28.6%	43.8%	-15.2%
Asian	54	31	57.4%	43.8%	13.6%
Black or African American	16	5	31.3%	43.8%	-12.6%
Hispanic or Latino	344	151	43.9%	43.8%	0.1%
Native Hawaiian or other Pacific Islander	7	5	71.4%	43.8%	n/a
White	142	57	40.1%	43.8%	-3.7%
Filipino	2	1	50.0%	43.8%	n/a
Unknown	38	15	39.5%	43.8%	-4.3%
All Students	610	267	43.8%		
Males	224	107	47.9%	43.8%	4.1%
Females	386	210	54.5%	43.8%	10.7%
Unknown	0	0	n/a	43.8%	n/a
Current or former foster youth**	1	1	100.0%	43.8%	n/a
Individuals with disabilities	65	27	41.5%	43.8%	-2.3%
Low-income students	403	181	44.9%	43.8%	1.1%
Veterans**	33	3	9.1%	43.8%	n/a

Source: Scorecard 2004-05 to 2008-09 Cohorts

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. Thus these cohorts are not comparable to the other cohorts.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal	Multiply	3 The # of students who complete a final ESL or basic skills course with an A, B, C or credit	=	4 Number of Students "Lost"
Largest Gap	American	15.20%	0.15	x	7	=	1
Second Largest	Black or African	12.60%	0.13	x	16	=	2
Third Largest	Individuals with Disabilities	2.30%	0.02	x	65	=	1

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

GOAL C.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-7, 2014</i>	<i>No gap</i>	<i>2020</i>
Hispanics enrolled in ESL coursework	-5.3%, 2015	Reduce by 2% annually	2019
Males enrolled in ESL coursework	-1.0%, 2015	No gap	2019
African Americans (enrolled in basic skills Math)	-10.6%, 2015 (Math)	Reduce by 2% annually	2019
Students with disabilities (enrolled in basic skills Math)	-7.9%, 2015 (Math)	Reduce by 2% annually	2019
African Americans (enrolled in basic skills English)	-12.6%, 2015 (English)	Reduce by 2% annually	2019
Students with disabilities (enrolled in basic skills English)	-2.3%, 2015 (English)	No gap	2019
Hispanics enrolled in basic skills math	-2.2%	No gap	2019
Low income students enrolled in basic skills Math	-1.8%	No gap	2019

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**C.1**• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
C.1	Hispanics enrolled in ESL coursework	87
	Males enrolled in ESL coursework	22
	African Americans (enrolled in basic skills Math)	
	African Americans (enrolled in basic skills English)	16
	Students with disabilities (enrolled in both basic skills Math)	85
	Students with disabilities (enrolled in both basic skills English)	65
	Hispanics enrolled in basic skills math	344
	Low income students enrolled in basic skills Math	450

• **Activity Implementation Plan**

Peer tutors and Instructional Associates trained in Supplemental Instruction methods providing direct student support in the classroom and in the Student Success Center. SI-training will also be available for faculty to encourage them to identify SI leaders for their classes. Supplemental Instruction (SI) is an academic assistance program that utilizes peer-assisted study sessions. SI sessions are regularly-scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. Students learn how to

integrate course content and study skills while working together. The sessions are facilitated by “SI leaders”, students who have previously done well in the course and who attend all class lectures, take notes, and act as model students. The sessions are facilitated by “SI leaders”, students who have previously done well in the course and who attend all class lectures, take notes, and act as model students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	Spring 2016(ongoing)	\$35,000	BSI - \$15,000; Perkins - \$25,000

- ***Link to Goal***

This mode of instruction is a proven strategy for improving learning, retention, and persistence in basic skills courses and successful completion of basic skills courses. Furthermore, peer tutors and instructional associates will support and add value to the overall work done by supplemental instruction.

- ***Evaluation***

Data will be collected for the number of students participating in SI and their overall successful completion of the courses in comparison to students in similar basic skills courses. The data will be evaluated yearly.

C.2

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.2	Hispanics enrolled in ESL coursework	87
	Males enrolled in ESL coursework	22
	African Americans (enrolled in basic skills Math)	
	African Americans (enrolled in basic skills English)	16
	Students with disabilities (enrolled in both basic skills Math)	85
	Students with disabilities (enrolled in both basic skills English)	65
	Hispanics enrolled in basic skills math	344
	Low income students enrolled in basic skills Math	450

• **Activity Implementation Plan**

English & Math departments will develop a summer bridge program, following best practices, to better prepare math and English students to succeed both on the placement test and in their coursework. The developmental summer bridge program is designed to reduce or eliminate

the need for developmental education. Students with weak academic skills in math or English are offered the opportunity to participate in an intensive, accelerated program during the summer before they begin college. Summer Bridge programs are designed to build students’ skills and to increase their knowledge of, and comfort with, the college environment. Selected students will participate in a 4-6 week intensive summer program that focuses on reading, writing, math and/or college readiness skills.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	Summer 2016 (ongoing)	5,000	\$20,000

• **Link to Goal**

Summer Bridge will help students transition from high school to college and it will foster community among students enrolled in ESL and basic skills courses. In addition, Summer Bridge will include embedded tutors and a counselor that will support students enrolled in these courses. This program will assist with improving the placement of students into a higher level of ESL and/or math or English by the beginning of their fall semester.

• **Evaluation**

Data will be collected to look at success rate of student participants in the Summer Bridge program and how many levels they improved. We will assess the data after the completion of every summer bridge program.

C.3 First Year Experience

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
C.3	Hispanics enrolled in ESL coursework	87
	Males enrolled in ESL coursework	22
	African Americans (enrolled in basic skills Math)	
	African Americans (enrolled in basic skills English)	16
	Students with disabilities (enrolled in both basic skills Math)	85
	Students with disabilities (enrolled in both basic skills English)	65
	Hispanics enrolled in basic skills math	344
	Low income students enrolled in basic skills Math	450

• **Activity Implementation Plan**

English, Math, and Counseling in collaboration with the Dean of Student Services and Dean of Student Success will develop a first year experience program that facilitates cohort-learning to increase student persistence, retention, engagement, and success. In addition, the first year experience will include Supplemental Instruction and a counselor that will work with students enrolled in these courses. An integrated curriculum that helps students to see connections between disciplines will be developed. Proponents of first year cohort-learning communities believe that linking courses in this way helps students to get to know each other better or more quickly, enables them to see connections between disciplines, encourages them to engage more deeply with learning, and foster stronger relationships with faculty (Visher, et al., 2010).

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Fall 2016 (ongoing)	\$5,000	BSI - \$20,000

- ***Link to Goal***

The first year experience will help students transition from high school to college and it will foster community among students enrolled in ESL and basic skills courses. This program will assist with improving the completion of ESL and basic skills courses within their first year at WCC. These experiences are expected to engage students and to ultimately improve their academic outcomes, including passing their basic skills courses, persisting to the following semester, and earning a certificate or transferring to a four year institution.

- ***Evaluation***

Data will be collected on the successful completion and persistence of ESL and basic skills courses. In addition, a satisfaction survey will be distributed that will help us improve the first year experience program. The data will be collected at the end of every semester and the survey will also be distributed every semester.

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

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

Degree and Certificate Completion		
Rate	Denominator	Numerator
Degree and Certificate Completion	The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard.	The number of students out of (the denominator) that earned a degree or certificate within one or more years, as decided by the college.

Target Population(s)	The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree	The number of students out of B (the denominator) who earned a degree or certificate within one or more years.	The rate of degree and certificate completion	Total (all student average) completion rate	Comparison to the all student average (Percentage point difference with +/- added)
American Indian / Alaska Native	3	0	0.0%	20.6%	-20.6%
Asian	27	9	33.3%	20.6%	12.7%
Black or African American	6	0	0.0%	20.6%	-20.6%
Hispanic or Latino	164	36	22.0%	20.6%	1.4%
Native Hawaiian or other Pacific Islander	3	1	33.3%	20.6%	12.7%
White	112	20	17.9%	20.6%	-2.7%
Filipino	1	0	0.0%	20.6%	-20.6%
Unknown	29	5	17.2%	20.6%	-3.4%
All Students	345	71	20.6%		
Males	153	25	16.3%	20.6%	-4.3%
Females	192	46	24.0%	20.6%	3.4%
Unknown	0	0	n/a	20.6%	n/a
Current or former foster youth**	1	1	100.0%	20.6%	79.4%
Individuals with disabilities	22	6	27.3%	20.6%	6.7%
Low-income students	248	57	23.0%	20.6%	2.4%
Veterans**	46	6	13.0%	20.6%	-7.6%

Source: Scorecard 2008-2009

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. We would not expect to see graduates in less than two years.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal	Multiply	3 The # of first-time students who enrolled in 2011 and named	4 Number of Students "Lost"
Largest Gap	Males	4.30%	0.04	x	153	= 7
Second Largest	Black or African American	20.60%	0.21	x	6	= 1
Third Largest	American Indian/Alaskan Native	20.60%	0.21	x	3	= 1

*Note: While Filipino showed a large equity gap, this was a very small sample size with only 1. However, Woodland Community College is fully cognizant of the need to reach and serve Filipino students and has (fill in the blank) plans to increase degree and certificate completion of this group. In addition, while the male

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

GOAL D.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
Males	4.3, 2015	Reduce by 2% annually	2019
Black or African Americans	20.6%, 2015	Reduce by 5% annually	2020
American Indian	20.6%, 2015	Reduce by 5% annually	2020

*Expressed as either a percentage or number

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

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1

• **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
D.1	Males	153
	African Americans	6
	American Indians	3

• **Activity Implementation Plan**

The College has developed protocols for a rolling three -year Educational Master Plan based on the Completion By Design Model. Utilizing this model, intrusive intervention strategies supported by data analysis will be implemented **research and surveys** to identify roadblocks to student success as well as successful intervention strategies for the targeted groups

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	Spring 2015 (ongoing)	\$30,000	SSSP-\$23,000; BSI-\$5,250; Perkins \$25,000

- **Link to Goal**

These activities are consistent with proven strategies that anchor successful student completion and transfers. Research into students' needs that include their level of engagement at the campus, environmental issues that affect their learning, will provide information on areas such as the level of personalized advising available to students; and provide insights on implications for retention, persistence or attendance and other social issues. These will be culled from the viewpoints of the student as opposed to institutional imperatives that do not involve student input. This research agenda, pursued under the aegis of Completion By Design Model with the involvement of all campus stakeholders, will inform a coherent and comprehensive educational planning and reform mindset that establish the student as the primary unit of analysis. Since the model is included in a holistic educational planning model at the College, it will create an environment that will engage all stakeholders to provide instructional and student support services against a common frame of reference that are in concert with students' educational goals and aspirations.

- **Evaluation**

The evaluation will be based on (a) the participation rates of males, American Indians and African Americans in these targeted student support activities; and (b) the change in the completion rates of students in these targeted groups. The data will be collected and reported annually.

D.2

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
D.2	Males	153
	African Americans	6
	American Indians	3

• **Activity Implementation Plan**

Expanded tutoring and supplemental instruction: The College will expand tutoring and supplemental instruction to individuals in these targeted groups. Already, funds have been earmarked through the general fund, SSSP, Perkins and Basic Skills Initiatives to address this category of student support service. Additionally, faculty and staff have received a series of trainings in best practices of supplemental instruction.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	Spring 2016 (ongoing)	\$35,000	SSSP-\$23,000; BSI-\$5,250; Perkins \$25,000

• **Link to Goal**

Tutoring, supplemental instruction and mentorships are proven strategies that lend to sustained intervention in the students’ educational goals. By providing regular review sessions outside of classroom through supplemental instruction and tutoring, students receive additional learning, particularly in gateway courses, and facilitate progress towards course completion and achievement of certificates.

• **Evaluation**

The change in the number of students completing certificates.

The change in the course completion rate.

Data on course and certificate completion will be generated annually.

D.3

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
D.3	Males	153
	African Americans	6
	American Indians	3

- **Activity Implementation Plan**

Professional development for faculty and staff to acquire skills that guide students to successful completions so that at least half of the targeted students graduate within three years of enrollment.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Spring 2016; ongoing	\$5,000	SSSP -\$5,000; BSI - \$2,500

- **Link to Goal**

Professional development for faculty and the resultant acquisition of skills in instructional practices such as classroom technology, classroom assessment, and instructional design will keep the instructional staff abreast of state of the art strategies that lend to the student completion agenda.

- **Evaluation**

Professional development will be evaluated by the number of faculty participating in professional development activities. Data collection will be conducted annually.

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

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

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

Target Population(s)	The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.	The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years.	The transfer rate	Total (all student average) pass rate*	Comparison to the all student average (Percentage point difference with +/- added)*
American Indian / Alaska Native	0	0	n/a	53.2%	n/a
Asian	10	3	30.0%	53.2%	-23.2%
Black or African American	0	0	n/a	53.2%	n/a
Hispanic or Latino	41	22	53.7%	53.2%	0.5%
Native Hawaiian or other Pacific Islander	1	0	0.0%	53.2%	-53.2%
White	19	12	63.2%	53.2%	10.0%
Some other race	0	0	n/a	53.2%	n/a
Unknown	8	5	62.5%	53.2%	9.3%
All Students	79	42	53.2%		
Males	31	15	48.4%	53.2%	-4.8%
Females	48	27	56.3%	53.2%	3.1%
Unknown	0	1	#DIV/0!	53.2%	n/a
Current or former foster youth**	3	2	66.7%	53.2%	13.5%
Individuals with disabilities	3	1	33.3%	53.2%	-19.9%
Low-income students	59	28	47.5%	53.2%	-5.7%
Veterans**	106	6	5.7%	53.2%	-47.5%

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. We would not expect to see many, if any, transfers in less than two years.

Equity Gap	Student Group	1 Gap in comparison to the Average, Expressed as Percentage	2 Percentage expressed as decimal	Multiply	3 The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.	=	4 Number of Students "Lost"
Largest Gap	Asian	23.20%	0.23	x	10	=	2
Second Largest	Low-income students	5.70%	0.06	x	59	=	3
Third Largest	Males	4.80%	0.05	x	31	=	1

*Note: While Native Hawaiian or other Pacific Islander showed a large equity gap, this was a very small sample size with only 1. Woodland Community College is fully cognizant of the need to reach and serve this group of students and others and has (fill in the blank) plans to increase the overall transfer rate for our college.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E.

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

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Example Group</i>	<i>-4, 2014</i>	<i>No gap</i>	<i>2020</i>
Asian	-23.2%, 2015	Reduce gap by 5% annually	2020
Low-Income students	-5.7%, 2015	Reduce gap by 5% annually	2020
Males	-4.8%, 2015	Reduce gap by 2% annually	2019

*Expressed as either a percentage or number

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

ACTIVITIES: E. TRANSFER

E.1

- **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
E.1	Asian	10
	Low-Income students	31
	Males	59

- **Activity Implementation Plan**

Hire a full-time Career/Transfer Specialist to staff the Career/Transfer Center to organize and provide support for Career and Transfer Center Activities starting Summer 2016.

Transfer-related activities include:

1. Transfer preparation workshops each academic term, as well as workshops designed to assist students in understanding and completing university applications for transfer;

2. The development of transfer outreach materials;
3. Targeted outreach to students who have indicated transfer as an educational goal (including personal outreach) and to students who are nearing transfer-readiness;
4. Transfer counseling services, using a case management approach for the targeted student populations;
5. Coordination with the Writing and Math tutoring center to provide students completing transfer applications with assistance in writing university application personal statements/essays; transfer-preparation course offerings (Counseling 30);
6. Partnership with California State University, Sacramento and the University of California, Davis, where university representatives meet with and advise prospective transfer students several times per year (monthly);
7. Coordination with student support programs, such as TRIO SSS and EOPS/CARE to increase student retention, persistence, and transfer rates;
8. Increased outreach and advising to students on benefits of the Associates Degree for Transfer;
9. Implementation of certificate programs that support transfer, such as the TRIO certificate (series of three courses designed to increase student self-efficacy and confidence as a transfer student);
10. University campus tours at CSUS and UCD;
11. Increased professional development for counseling faculty, instructional faculty, and staff on UC and CSU transfer requirements and processes;
12. Implementation of student recognition strategies targeted to students who complete key transfer-preparation miles, including completion of first math and English transfer requirements; specified transfer course units; and,
13. Outreach to local area high schools on early academic preparation and the WCC transfer pathway;
14. Increase articulation agreements with UC and CSU;
15. Provide greater transfer resources and student access and support through the Career/Transfer Center through increased staffing and addition of transfer resources;
16. Continued implementation of annual Transfer Fair.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Summer 2016 (ongoing)	\$1,000	SSSP - \$50,000

Link to Goal

Students are encouraged to utilize the center to complete transfer applications and to research university options. The specialist will coordinate the implementation of monthly calendars that reflect application workshop dates and university representative visit. The

position is needed to staff the Career/Transfer Center and provide increased support and student access to all Career/Transfer activities. This person will assist students with introductory career/transfer information, help students navigate career/major websites, organize transfer fairs and workshops, maintain career/transfer websites, provide documentation for career/transfer center use, assist in the development of transfer-related outreach materials; assist in targeted outreach and case management of students indicating transfer educational goal; organize university campus tours.

• **Evaluation**

We will collect data on the number of students using the service compared to previous years. We will conduct student satisfaction surveys. We will track students who have indicated transfer as an educational goal to assess progress towards meeting goal (key milestone indicators). We will evaluate each term the number of students reaching transfer-readiness (term to term and annual comparisons). We will evaluate the number of students who have applied to transfer to a university and those who subsequently transfer.

We will collect the usage of the services every semester, issue a student satisfaction survey annually, and monitor and evaluate transfer student outcomes each term.

E.2

Activity Type(s)

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

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

ID	Target Group	# of Students Affected
E.2	Asian	10
	Low-Income students	31
	Males	59

• **Activity Implementation Plan**

In order to increase the transfer potential of WCC students we will continue to develop new articulation agreements with 4 year universities. For the CSU's this will mean writing associate degrees for transfers which will allow our students to matriculate to the CSU's with a junior status. For the UC's their will be close coordination among the transfer center,

the articulations specialist and curriculum committee to insure that courses developed at WCC, especially in general education meet the articulations criteria of the UC system.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Summer 2016 (ongoing)	\$1,000	SSSP - \$50,000

Link to Goal

Proper and effective articulations facilitate undergraduate course completion and the requirements for lower level courses at the four year universities. This is in concert with meeting the students transfer goals.

• ***Evaluation***

Positive change in the number of students transferring to four year universities compared to our 2015 transfer numbers. This evaluation will be done annually.

Other College- or District-wide Initiatives Affecting Several Indicators

Woodland Community has established several initiatives that are consistent with student achievement and learning. These initiatives, while campus wide, also address the particular needs of students who are disproportionately impacted. These initiatives, some of which are identified with activities listed in narratives for success indicators in preceding pages include the following:

College Wide Initiatives Affecting Several Indicators

COLLEGEWIDE INITIATIVE	SEP SUCCESS INDICATORS AFFECTED	COMMENTS
Educational Master Plan	All	<p>The WCC Educational Master Plan utilizes the Completion By Design (CBD) framework to design and implement activities that affect student success and learning. The Plan is developed in concert with the purpose and intent of the Aspen Criteria for community College Excellence, and establishes outcomes related to student learning, equity in educational pursuits, labor market absorption of graduates, and student completion/transfer. The CBD framework, in tandem with the Aspen Criteria, emphasizes four phases of intervention relative to student success goals: <u>connection</u>, where students are engaged prior to matriculation to college; <u>entry</u>, which includes meticulously planned onboarding and student engagement activities; <u>progress</u>, where students' goals are assessed relative to completion timelines, and <u>completion</u>, where students and faculty engage students in terms of activities that facilitate labor market and transfer to four year colleges</p> <p>Family outreach, implementation of financial aid night, onsite application, outreach to the unemployed, exploration of curriculum gap, and implementation of summer academies are activities included in the <i>Connection Phase</i> in the Educational Master Plan.</p> <p>Relative to the Students Entry Phase, open source books, online tutoring, financial aid</p>

		<p>payment to students prior to the beginning of classes are activities identified to support this phase of student engagement.</p> <p>Associated with the progress phase are activities such as a virtual café, learning communities, collaboration with instruction to deliver first year experience program, career pathway, and job readiness workshops.</p> <p>The Completion Phase include meeting with counselors at the completion of 45 units, student notifications, development of professional employment portfolios, and job fairs.</p>
District Student Success Initiatives	All	The District has identified 34 initiatives corresponding to the CCCC Student Success Taskforce recommendations. The initiatives include activities that support transfer, ESL/Basic Skills, contextualized learning, accelerated basic skills, K-12 partnerships, online student support services, and SB 1440 Transfer Curriculum. Some activities listed in previous Student Success Goals in this document are culled from the District Student Success Initiatives.
Program Reviews and Student Learning Outcomes	All	Every discipline and academic and student services department are required to write an annual program review in which they assess services to students in relation to their completion agendas,. A key element of the program reviews is the assessment of Student Learning Outcomes, which informs program needs and budget development as features of the college's institutional effectiveness framework.
Student Success/Basic Skills Committee	All	This governance committee considers academic and student support recommendations that facilitate student success and completion. A major activity being planned and implemented is the construction of a Student Success Center that will deliver a series of holistic activities

		that support student success. Among activities in the Center will be a faculty development program, coordination of student support functions, and supplemental instruction.
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GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1

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

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

• ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
F.1	American Indian/Alaska Native	58
	Asian	960
	Black or African American	382
	Hispanic or Latino	6,658
	Males	5,385
	Native Hawaiian or Other Pacific Islander	20
	Current or former foster youth	74
	White	3,685
	Veterans	2

• **Activity Implementation Plan**

1. Student Success Analyst – this position will be responsible for performing activities in support of a comprehensive institutional research program which includes designing, conducting, writing and presenting College-wide research and evaluation studies that support our SEP, SSSP and BSI initiatives; providing information and research for planning and evidence-based decision-making; supporting long range planning functions, institutional effectiveness processes and assessment of student learning outcomes through collaboration, research and evaluation; and developing and maintaining databases and queries in support of research functions that support our targeted populations.
2. Family Outreach – WCC will engage families of students in their recruitment and matriculation processes. This relates to studies that indicate that the largest student group at WCC, Latinos benefit from a strong support structure which is usually manifested outside of the education arena. Leveraging this support structure in the students educational plan will contribute to the students aspirations, enhanced, facilitate course and certificate completion.
3. Onsite application – WCC has created positions for outreach specialist, additional counselors and student ambassadors and these combined positions will now work at high school and community sites to provide onsite application and matriculation services.
4. Explore curriculum gaps – in concert with the curriculum committee and discipline faculty the college plans to identify areas in the curriculum that pose obstacles for student success. Such gaps will be mitigated by a thorough overview of these courses adding to the curriculum those areas that are absent and removing them from the curriculum that do not specifically address the needs of the students.
5. Summer Academies – the college has identified several summer activities that will address basic skills, transfer, and career and technical education needs of our students. For example, during these summer academies the college identified courses that meet IGETC and CSU breadth that will be part of a university academy and facilitate or accelerate the transfer process. Three academies specific to career and technical education, business and entrepreneurship, administration of justice and agriculture. For students who do not meet the requirements for college level courses and who tested in to basic skills classes the college is developing a summer bridge program to assist them in meeting their basic skills requirement and register for college level courses beginning in the fall semester.
6. Open source book – reduce the cost of textbooks for our students the college will use open source textbooks in disciplines that provide gateway courses, ie., math and English. There is an initiative at the state level, academic senate, associated students are all in support of the recommendation for the college administration to pursue available grants that will support open source textbooks in the college.

7. Financial aid payments – the college is streamlining financial aid distribution process to allow students to receive financial aid funding prior to the start of school. This will allow students to purchase textbooks and other materials and supplies before the start of the semester.
8. Job readiness fairs – at the verge of student completion our career center will provide workshops and career fairs that will assist the student in job search processes and also create networks that the students can leverage as they seek employment after graduation.
9. Completion counseling – college counselors will meet with students after 45 units have been completed in order to direct them on a pathway to seamlessly meet the requirements of an associate degree.
10. Partnerships K-12 – the college will continue to pursue and strengthen partnerships with K-12 district to include dual enrollment, faculty-faculty collaborations, facilitate joint use agreements, and dialogue among administrators.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Spring 2016 (ongoing)	\$19,642	SSSP – pending until future money is disbursed
	Spring 2016 (ongoing)		General fund - \$2,000
	Spring 2016 (ongoing)		SSSP - \$25,000; Perkins, \$45,000
	Summer 2016 (ongoing)		General Fund, \$50,000; Perkins, \$5,000
	Spring 2017 (ongoing)		BSI - \$10,000
	Fall 2016 (ongoing)		General - \$60,000
	Spring 2016 (ongoing)		SSSP - 50,000
	Fall 2016 (ongoing)		SSSP - \$12,000; BSI - \$5,000
	Fall 2015 (ongoing)		Enhancement Funds \$32,000; SB 1070 \$13,000

- ***Link to Goal***

Each activity is part of a holistic program that corresponds to the college's institutional effectiveness framework. This framework is linked to the Educational Master Plan, Student Success Plan, Student Equity Plan, and Program Reviews/SLOs. The integration of all these plans anchor the college's overarching mission to propel student success and completion.

- ***Evaluation***

As part of the college's institutional effectiveness framework, these activities will be evaluated in terms of student success and learning, basically, the change in the Student Success Scorecard will form the basis of the evaluation, in addition to the Annual Action Plan that informs progress towards the achievement of the Educational Master Plan goals.

Summary Budget

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		\$ 12,000	\$ 10,000		
1000	SSSP Coordinator		\$ 11,309			
1000	SSSP Counselor		\$ 93,276			
1000	Student Success Center Coordinator	\$90,794				
1000	Counseling Secretary		\$ 42,200			
1000	Program, Curriculum, Planning and Development					
1000	Advertisement and Counseling Services					
1000	Special Projects/Summer Bridge/FYE	\$ 5,000		\$ 20,000		
1000	Colusa: TRIO/SSSP Counselor (60/40%)		\$ 40,000			
2000	Transcript Evaluator (Senior Student Services Tec)		\$ 50,000			
2000	CLC/CCOF Outreach Specialist (New)	\$25,000	\$ 25,000			
2000	CLC SSSP Clerical Support (part-time) (new)		\$ 25,000			
2000	English IA	\$22,500		\$ 22,500		
2000	Math IA	\$22,500		\$ 22,500		
2000	Supplemental Instruction/Tutoring	\$35,000		\$ 15,000		\$25,000
2000	Peer Mentors/Student Ambassadors	\$1,000	\$ 20,000			
2000	WCC Student - Engagement/Outreach Specialist		\$ 60,000			

2000	Career Transfer Specialist (new)	\$ 1,000	\$ 50,000			
2000	SS Analyst	\$19,642				
2000	Student Success Center Clerical Support	\$17,000				
3000	Benefits	\$63,262	\$ 107,212			
4000	Duplicating		\$3,000		\$3,050	
4000	Supplies (Orientation/Testing/Planner/Advertisement)	\$ 5,000	\$ 25,000			
5000	Professional Development	\$ 5,000	\$ 5,000			
5000	Software Licensing		\$ 20,000			
5000	Mileage	\$ 5,100	\$ 1,000			
6000	Equipment (over \$00)	\$15,000	\$ 10,000			
	TOTAL	\$332,798	\$ 599,997	\$ 90,000	\$ 37,050	\$25,000

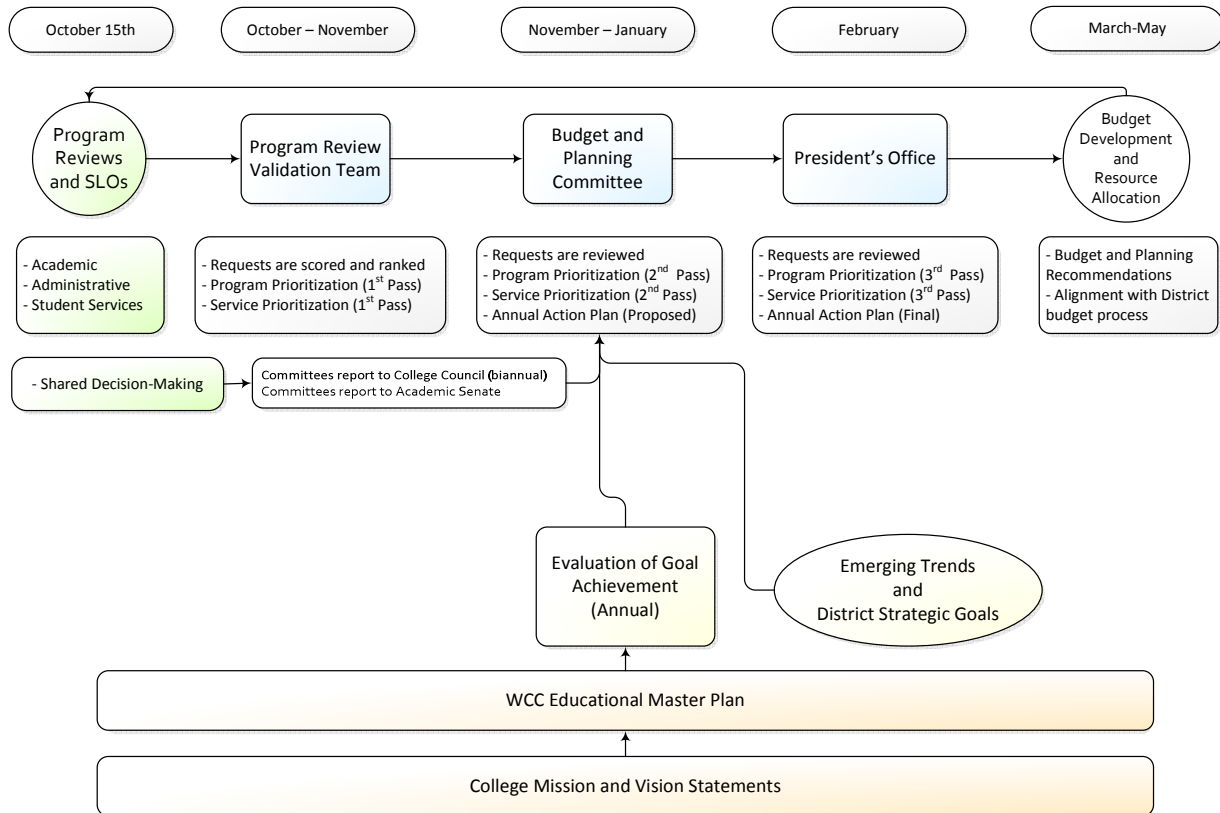
Summary Evaluation

SUMMARY 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

Table 1. CCCCO Data Sources for Student Categories and Success Indicators

Success Indicator	Student Category					
	Gender	Ethnicity	Foster Youth	Disabled	Low-Income	Veterans
Course Completion	DM ^a Course Retention/Success Rate	DM Course Retention/Success Rate				
	DOD ^b Scorecard Remedial English	DOD Scorecard Remedial English		DOD Scorecard Remedial English	DOD Scorecard Remedial English	
	DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL		DOD Scorecard Remedial ESL	DOD Scorecard Remedial ESL	
	DOD Scorecard Remedial Math	DOD Scorecard Remedial Math		DOD Scorecard Remedial Math	DOD Scorecard Remedial Math	
Degree and Certificate Completion	DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)		DOD Scorecard Completion (Associate Degree)	DOD Scorecard Completion (Associate Degree)	
	DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)		DOD Scorecard Completion (Certificate)	DOD Scorecard Completion (Certificate)	
Transfer	DM Transfer Velocity	DM Transfer Velocity		DM Transfer Velocity	DM Transfer Velocity	
	DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)		DOD Scorecard Completion (Transfer)	DOD Scorecard Completion (Transfer)	

^a Data Mart

^b Data-On-Demand