

WOODLAND COMMUNITY COLLEGE
Student Equity Plan 2014-2017

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.

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:

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

The activities and goals described herein are critical building blocks which will support the student equity planning efforts to provide support for the staffing needs of a consolidated, expanded and co-located student success center at Woodland Community College. Specifically, the plan describes the phased implementation of the Student Success Center which proposes to establish a full-time faculty coordinator, clerical support staff and full-time instructional associates for the consolidated, expanded and co-located student success center using student equity funding.

STUDENT EQUITY PLAN SUMMARY

INDICATOR A: ACCESS

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

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

- 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 + 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 we would expect to see given the community demographic make-up (0.08%).

DATA ANALYSIS AND FINDINGS

- 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
- 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.
- 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 20-24 consist of approximately 39% of the population at WCC, and 12% 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
- Other Groups: 60% of WCC's students are economically disadvantaged (compared to 15-18%), 0.51% are foster youth (compared to 0.1-0.2%), and 0.08% are veterans (compared to 5-6%.)

RESOURCES

Educational Practices

- Open access, some outreach

Policies

- Non-Discrimination, EEO

Special Programs

- EOPS, CalWORKS, TRiO, DSPS, ME Center, Cross Culture Series

Organizational Structures

- ASWCC
- Faculty Diversity

ACTIVITIES

Access A.1: Develop mentorship programs, academic advising, peer advising, student engagement, student ambassador and first year experience program.

Access A.2: Hire Outreach and Recruitment Specialist to increase high school students', older adults and other community members' awareness of WCC's

Access A.3: Hire full time counselor to provide all new students with mandatory orientation, assessment and educational planning services per SSSP.

GOALS

- 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.
- Provide 100% of new students with mandatory orientation, assessment and educational planning services per SSSP by 2016.

OBJECTIVES

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

FUNDING: BSI FUNDS (A.1) AND SSSP FUNDS (A.2 AND A.3)

STUDENT EQUITY PLAN SUMMARY

INDICATOR 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.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

- 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%).
- 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.

DATA ANALYSIS AND FINDINGS

Course Completion by Type:

Credit/Not Degree Applicable	61%
Credit/Degree Applicable	68%
CTE	73%
Non-Credit	66%
DE (Distributive Education)	45%
ITV (Televised Courses)	26%

Additionally, 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.

RESOURCES

Educational Practices

- Emphasis on CTE and transfer

Policies

- College mission supports high quality, student centered education

Special Programs

- WAM, tutoring, ARC, MESA, TRiO, EOPS, CalWORKS, DSPS

Organizational Structures

- Student Services, including at CCOF

ACTIVITIES

Course Completion B.1: Develop mentorship programs, academic advising, student engagement, student ambassador and first year experience program through the Student Achievement Center.

Course Completion B.2: Develop an “early alert” and or mentor intervention mechanism for at-risk basic skills students through the Student Achievement Center.

Course Completion B.3: Identify barriers to success for online students and begin to identify strategies to improve success rate in online courses.

Course Completion B.4: Consolidate tutoring services and centers. Better advertise support services for students by creating a master list of service hours, locations and contact information

GOALS

- Online course completion rate will improve from 54.5% to 65% (+/- 5%) in order to be on par with the completion rates of face-to-face courses by 2017.
- 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.

OBJECTIVES

Increase credit course success rate for all courses.

FUNDING: BSI FUNDS (B.1, B.2), EQUITY FUNDS (B.2, B.3 AND B4)

STUDENT EQUITY PLAN SUMMARY

INDICATOR 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.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

- English: The following groups of students were disproportionately impacted – students aged 50 and up, students under the age of 18, and African-Americans.
- Math (Degree Applicable): The following groups of students were disproportionately impacted – African-Americans students (completion rate = 41%).
- Math (College-Level/Transferable): The following groups of students were disproportionately impacted – African-Americans (24%), Caucasians (24%) and female students (26 %.)
- ESL: There were insufficient numbers of students progressing from lower levels to higher levels to provide meaningful analysis of disproportionate impact.

DATA ANALYSIS AND FINDINGS

English: Between Fall 2008 and Fall 2013, **56%** of students who passed the final basic skills English course (English-51) and went on to successfully complete English-1A, a degree-applicable course.

Math (Degree Applicable): Between Fall 2008 and Fall 2013, **54%** of students who passed the final basic skills Math course (Math-50) and went on to successfully complete Math-52.

Math (College-Level/Transferable): Between Fall 2008 and Fall 2013, **28%** of students who passed the final basic skills Math course (Math-50) and went on to successfully complete a CLT math course (Math <49 or STAT-1).

ESL Progression: 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.

RESOURCES

Educational Practices

- History of serving under-prepared students

Policies

- College mission supports high quality, student centered education

Special Programs

- WAM, tutoring, ARC, MESA, TRiO, EOPS, CalWORKS, DSPS

Organizational Structures

- Hispanic Serving Institution

ACTIVITIES

ESL/BS Completion C.1: Math Intervention (Math Book Program, tutoring, supplemental instruction, summer bridge math program, research class size and investigate possible cohort models)

ESL/BS Completion C.2: Supplemental Instruction/Reading Assistance – begin by piloting SI at CCOF with plans to expand to WCC in fall 2015

ESL/BS Completion C.3: Develop an “early alert” and or mentor intervention mechanism for at-risk basic skills students.

ESL/BS Completion C.4: Revamp ESL Program and Instruction

GOALS

- Success rates among students participating in math intervention programs will increase by 5% by 2017.
- Students who need academic assistance will be identified early in the semester and directed to appropriate campus resources.
- The percentage of ESL students transitioning to college level English courses will increase by 5% by 2017.

OBJECTIVES

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

FUNDING: BSI FUNDS (C.1, C.2, C.4), EQUITY (C.1-C.4), AND SSSP (C.3)

STUDENT EQUITY PLAN SUMMARY

INDICATOR 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.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The completion rate for certificates (3%) is far below what is expected. Essentially, 1 out of 32 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: African-American students.

DATA ANALYSIS AND FINDINGS

An assessment of degree completion revealed an overall average graduation rate of 22.8 % for 2012-2013.

Likewise, as assessment of certificate completion revealed an overall completion rate of 3% for 2012-2013.

The top degrees that students pursued and obtained between 2008 and 2013 were:

AS General Education - Natural Science & Mathematics
AS General Education - Social & Behavioral Science
AA General Education - Arts & Humanities
AS Undeclared - Vocational Program
AS Business Administration - AS degree

While very few certificates were awarded in 2012-2013, the top two areas for students pursuing certificates were Early Childhood Education and Human Services.

RESOURCES

Educational Practices

- History of supporting transition to 4-year college

Policies

- College mission supports high quality, student centered education

Special Programs

- Counseling, MESA, TRiO, Transfer Center

Organizational Structures

- Hispanic Serving Institution
- Close proximity to UC Davis and CSU Sacramento

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.

Degree/Cert. Completion D.2: Provide students with access to online education plans

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.

GOALS

- The number of students obtaining a certificate will increase from 7 to 20 by 2017.
- The percentage of students aged 30-34 with the goal of obtaining a degree will increase 2% by 2017.
- Students who need academic assistance will be identified early in the semester and directed to appropriate campus resources.

OBJECTIVES

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

FUNDING: SSSP (D.1, D.2, D3), EQUITY (D.2, D.3)

STUDENT EQUITY PLAN SUMMARY

INDICATOR 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.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

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.

For students who obtain a BA or higher at their transfer institution, the data show that students aged 50 and up are less likely to achieve this academic goal (proportionality index = 0.35).

DATA ANALYSIS AND FINDINGS

An assessment of transfer rate for students who completed a minimum of 12 units and attempted a transfer level course shows that of a cohort of 3,448, that 1,058 actually transferred after one or more years (up to six years.) This is a transfer rate of 30.7%.

For students who transferred, the majority obtained a General Education AS prior to transferring. The General Education AA was second to the GE AS degree.

The top transfer destinations were:

CALIFORNIA STATE UNIVERSITY – SACRAMENTO (44.9%)
UNIVERSITY OF CALIFORNIA-DAVIS (25%)
UNIVERSITY OF PHOENIX (3.4%)

The top BA/BS degrees obtained after students transferred were Criminal Justice, Psychology, Business and Human Development.

RESOURCES

Educational Practices

- History of supporting transition to 4-year college

Policies

- College mission supports high quality, student centered education

Special Programs

- Counseling, MESA, TRiO, Transfer Center

Organizational Structures

- Hispanic Serving Institution
- Close proximity to UC Davis and CSU Sacramento

ACTIVITIES

Transfer E.1: Develop a functional transfer center with assigned support staff.

Transfer E.2: Continue to develop new and articulation Agreements with 4 year universities.

GOALS

**No disproportionate impact noted for transfer*

- Instructional faculty will give accurate and current transfer information to students. Will encourage students to see counselors and develop an institutional wide effort.
- Articulation agreements are key to providing students the opportunity to complete admission, graduation, and major preparation for degree.

OBJECTIVES

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

FUNDING: GENERAL FUND (E.1 AND E.2)