



Academic Senate Minutes

Date: Friday October 10, 2014

Time/Location: 1-3 PM / Room 113

Senate Roles and Responsibilities (The 10+1)

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| <ol style="list-style-type: none"> 1. Curriculum, including establishing prerequisites and placing courses within disciplines. 2. Degree and certificate requirements 3. Grading policies 4. Educational program development 5. Standards or policies regarding student preparation and success 6. District and college governance structures, as related to faculty roles | <ol style="list-style-type: none"> 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports 8. Policies for faculty professional development activities 9. Processes for program review 10. Processes for institutional planning and budget development 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate |
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Senators: **Matt Clark** (President), **Donna McGill-Cameron** (Vice President, CTE), **Donna Bahneman** (Adjunct), **Talwinder Chetra** (Math & Science), **Kevin Ferns** (Secretary, FaLaHum), **Greg Gassman** (Social Science), **Pam Geer** (Adjunct At-large), **Christopher Howerton** (At-large), **Cheryl Latimer** (Student Services)

Absent: None

Guests: B. James, VP Konuwa, S. Lanier, J. Shah

Item	Description-Type	Lead	Background and Objective
I	Approval of Agenda -Action		Approve agenda of 10/10/14 (MSC Geer/Howerton)
II	Public Comment		Guests are welcome to comment on any item on the agenda or not on the agenda. For items on the agenda, they may comment now or during the discussion of that item.
	<i>Discussion:</i> No public comments.		
III	Approval of Minutes-Action		Review and approve the minutes of 9/26/14 as amended (MSC Howerton/Bahneman)
	<i>Discussion/Decision:</i>		
IV	Reports (Information/Discussion) <ul style="list-style-type: none"> • President • VP • Senators • Committees 	Clark/ McGill-Cameron/ Senate	

	<p>Discussion/Decision:</p> <ol style="list-style-type: none"> 1. Clark notes that YC will be adding three new full time positions next fall. These are three positions that could have filled last year but due to a glitch they are filling them this year. 2. Clark mentions that VC Carabajal reports that YC is at 7 ADTs while they need to be at 14 by the end of the year. 3. Regarding scheduling, some faculty have expressed interest in consulting with the scheduling dean when their programs are affected. The scheduling committee makes recommendations to the scheduling deans, but the deans have the responsibility of making final decisions regarding course offerings. Howerton wonders whether the divisions were able to prioritize additional courses that could have been added to the schedule for Spring 2015. He hopes that faculty discussions can take place regarding strategies for adding classes. The same goes for scheduling at CCOF. 4. McGill-Cameron wonders how the scheduling committee is arriving at decisions regarding CTE and the times classes are being offered. 5. Geer would like for adjuncts to be included in the spring convocation in January. Clark responds that the Thursday time selected is designed to be inclusive of adjunct participation. 6. Howerton expresses frustration with district-level committees. He does not feel comfortable participating on the DC3 Team 2 committee when meeting times are being set up at the last minute and agendas are rushed out in the hours prior to the meetings. 7. Bahneman inquires about funding for travel to conferences for CTE faculty. She will check on professional development funding and potential Perkins funding as well. 8. Chetra distributed two calendars-One with the regular calendar for 2015-2016 and one with a compressed schedule. We plan to convert to the compressed calendar for the 2016-2017 year. We still need to discuss in the senate how the winter session and potential summer sessions will look and work, and both senates need to agree on this as well. 9. Chetra asks whether there is a process to evaluate the deans and other administrators. Clark responds that there is no process in place, but these need to be developed, and interim position evaluation processes should be developed as well. Also, does this fit within the purview of the senate? This needs to be investigated. 10. Chetra expresses concerns regarding support services for CCOF students. For example, there is no full time TRiO person going to CCOF right now. This will be taken up at a future meeting. 11. Geer is on the YC-AFT negotiating team. Part-timers will be compensated for being on committees, pending approval of the next contract. They will also receive stipends for program reviews and SLO work. This news is well received by all senators. 12. B. James reports that ASWCC is planning a student forum to answer student questions about WCC. 13. Latimer reports that there are still counseling concerns with online educational plans. This is still being worked on and piloted with select students. Clark suggests that it would have been nice if more counseling feedback had been solicited prior to rolling out the beta program. 14. Counseling is happy that the replacement position has been prioritized. Counseling still has concerns with regard to backfilling the position until it is filled in January 2015. 15. McGill-Cameron reports CTE frustration in being asked to offer more certificates without being allocated a proper level of units to fulfill this request. One area of concern is that we don't offer any computer classes even though this has been in past program reviews. 		
V	Committee Appointments - Action	Senate	Objective: Appoint faculty members to committees.

	Discussion/Decision: <ol style="list-style-type: none"> 1. The senate appoints B. Asmus for the Outreach Specialist hiring committee. 2. The senate appoints N. Bruening as the FALAHUM representative to the Library Advisory Committee. 3. The senate appoints N. Bruening and Chetra for the SSSP Counselor hiring committee. 4. The senate appoints Chetra and Gassman for the Counselor hiring committee. 5. The senate appoints S. Tochman for the SLO Committee. 6. The senate appoints L. Mangney to the PRVT. 		
VI	SSSP Draft Annual Plan - Action	Konuwa, Deniz	Background: Third read of the WCC SSSP plan for senate sign-off before sending to the Board of Trustees and to the State in October. Forwarded from the last senate meeting so that changes could be made incorporating an increase in funding. Objective: Approve plan for senate sign-off.
	Discussion/Decision: <ol style="list-style-type: none"> 1. VP Konuwa reports that he has responded to concerns brought up by Latimer and will modify the plan (attached) accordingly. It is due on October 15. Latimer will work with VP Konuwa. <ul style="list-style-type: none"> ➤ Motion: The senate approves the SSSP Draft Annual Plan provided the appropriate changes are made. (MSC Latimer/Bahneman) 		
VII	BSI Report – Information/Discussion	Senecal	Background: Each year, the Student-Success/BSI Committee produces a report to be sent to the State. The WCC Academic Senate president is required to sign the report. This is the second reading and approval will be considered. Objective: Presentation of the report, for approval.
	Discussion/Decision: <ol style="list-style-type: none"> 1. S. Lanier reports that the BSI report has been updated with feedback from the committee (report attached). Chetra asks about consistency in ESL-related costs from one year to the next. Clark notes that we are better off this year in terms of our timeframe and planning as it pertains to this report. It's nice to be able to approve these documents with time for review and feedback. <ul style="list-style-type: none"> ➤ Motion: The senate approves the BSI report for the state (MSC Bahneman/Howerton) 		
VIII	SEP Report – Information/Discussion	Senecal	Background: Each year, the Student-Success/BSI Committee produces a report to be sent to the State. The WCC Academic Senate president is required to sign the report. Second read of the report; approval will be considered. Objective: Presentation of the report, for approval.
	Discussion/Decision: <ol style="list-style-type: none"> 1. S. Lanier reports that poverty numbers and other statistics related to foster care and veterans have been added to the draft previously reviewed by the senate (report attached). Clark notes that the report has been updated but the summary page sent out for review (attached) may not have been updated accordingly. Clark sent feedback to Dean Senecal regarding this and she may have updated it already but not sent out the update. Latimer asks how data is collected regarding students with disabilities (the question originated with T. Sasano in DSPS). She also reports on issues with students who want to develop an educational plan with a major not offered by WCC. S. Lanier notes that the report is due January 15. Howerton notes that we could make the document stronger for next year, but sees little reason to delay approval of this report. <ul style="list-style-type: none"> ➤ Motion: The senate approves the SEP report and recommends that the summary sheet be updated to match the report (MSC Howerton/Bahneman) 		
IX	Ed Master Planning Overview – Information/Discussion	White	Background: As WCC prepares to write a new Ed Master Plan (EMP), President White is sharing a document to set a foundation for the work. Objective: Review the document and identify any gaps. Begin to define senate role in the process.

	<i>Discussion/Decision:</i> Not addressed.		
X	WCC Governance Structure – Information/Discussion	White	Background: College Council has approved a new purpose statement and started a review of the WCC committee structure. Objective: President White will update the senate.
	<i>Discussion/Decision:</i> Not addressed.		
XI	Accreditation Update - Information	Konuwa, Clark, Howerton	Objective: Provide the senate with an update of the status of the response to the ACCJC Recommendations and the timeline for completion of the process. Begin discussion of the process for the Midterm Report.
	<i>Discussion/Decision:</i> Not addressed.		
XII	Future Agenda Items-Discussion		College Catalog, SSS Priorities, Ed Master Plan, Senate Appointees to Hiring Committees, Senate Appointees to State Committees, CCOF, WCC Committee Structure, CLC Transition, Constitution & Bylaws
	<i>Discussion/Decision:</i> Not addressed.		

Meeting adjourned 2:59 p.m. (Gassman/Geer)

Senate Goals, 2014-2015 (14 goals)			
#	Goal	Who	Status
1	Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP, and create a DE handbook.	McGill, Howerton	
2	Communication: Advocate for increase in effective communication tools and access.	Howerton, Ferns	Continuing
3	Grading Policies: Review, update, and distribute Faculty Handbook.	Clark	TBD
4	Academic Standards: Initiate campus-wide discussion to promote rigor in coursework, DE, and collegiality among faculty, classified staff, administration, and students.	Clark, Bahneman, McGill-Cameron	TBD
5	Student Success: Identify and address barriers to student success (counseling availability, course offerings).	Latimer, Clark, Bahneman	Student Equity Plan for 2013-14 has been completed and will help drive the work
6	Faculty Development: Find more opportunities/activities focused on student success.	Chetra, McGill-Cameron	In progress
7	Improve faculty evaluation process.	Clark, Howerton	In progress
8	Work to create comprehensive process for Colusa County Outreach Facility (CCOF) .	Clark, Chetra, Geer	Early in process
9	Revise Senate Constitution and Bylaws .	Clark, McGill, Gassman, Ferns	In progress
10	Professional standards research	Clark	TBD
11	Sustainability and grant funding	Clark, McGill-Cameron	TBD
12	Clearlake College transition	Clark, Howerton	In progress
13	Update the Student Code of Conduct	Bahneman	TBD
14	Accreditation	Clark, Howerton	Response to Recommendations is nearly complete; work to begin on Midterm Report

President's Report
October 10, 2014

Meeting with WCC Administration (9/30) –

- We exchanged information regarding search committees (SSSP Counselor, Outreach Specialist, and College Center Executive Dean) and student appeals (grade appeal and disciplinary appeal).
- The administration would like to accelerate the search to fill the position vacated by the resignation of J. Ortiz.
- It was agreed to hold the Spring Semester Convocation on January 8, 2015. There will be a welcoming (with food) at 11:30 and an activity focused on the future direction of WCC from 12-2. I will work with HR to set up a Flex training for the morning.
- President White will meet with M. West, the new Superintendent of Colusa County Board of Education and there will be a K-12 summit with CCOF in December.
- VP Konuwa was asked to explore the advantages of ITV versus streaming for delivery of courses from WCC to CLC and CCOF (and vice-versa).
- McGill-Cameron raised concerns regarding the expansion of the schedule and the assignment of instructors without FT faculty member input.
- McGill-Cameron reported that a headline from the Daily Democrat read Yuba College and Woodland Community College to Offer Baccalaureate Degrees and that, like the headline, some of the information in the accompanying article was sketchy.

(10/7)

- President White asked questions regarding technology requests and provided a framing for facility requests. Both issues were raised regarding requests connected to the ME Center, but have broader implications.
- More discussion regarding the pilot of counseling with remedial math and English classes took place.
- HR will provide a FERPA/Mandated Reporting Flex activity from 9-11 on January 8, 2015, to precede the WCC direction activity.
- President White shared a document on the forming of classified senates.
- VP Konuwa will chair the CLC/CCOF Executive Dean Search Committee.
- President White will explore with District IT the feasibility of generating FTES through tutoring and similar sources.
- President White will meet with CBO Kaur and YC Interim VPI regarding the possibility of increasing the senate budget with the primary purpose of having more funds for travel to ASCCC institutes.
- McGill-Cameron asked that we explore the status of Flex and Professional Development at WCC.
- We talked about a preferred process for expansion and contraction of the schedule, focused on ensuring FT faculty members are consulted as appropriate while acknowledging the Scheduling Deans make all final decisions.

DCAS (10/2) – Topics:

- A long discussion on the status of sabbatical took place. It was agreed that an ideal process would ensure that student's progress was not disrupted by a sabbatical; that any potential exceptions to the Chancellor not accepting the committee recommendation would be codified, and that student success should not be a requirement of a sabbatical proposal. HR Director Whitfield will form a small work group to begin working on details.
- The district budget and planning processes were discussed and among the concerns raised: (1) there is a need to consolidate committees, (2) it is not clear to what extent everyone needs to know all district level processes, (3) how should transparency be balanced with too much information (i.e., a version of (2)), (4) need for better spreading of committee work and to avoid over reliance on some individuals, and (5) processes should not overrule college priorities.

- Regarding baccalaureate degrees, the Chancellor shared that he has been contacted by others regarding a need for leadership from a rural college. Applications will be due in February to receive funding for potential CTE degrees (with the promise of more money to follow). There may be opportunities for collaborations with other colleges (e.g., Rad Tech with Folsom Lake College).
- DE, Flex, and Remedial Coursework APs are in need of immediate attention.
- A revised AP 4070 Auditing and Auditing Fees was approved.

Budget & Planning (10/2) – A. Konuwa reported that Hanover Research has been hired to write the TRIO grants.

PRVT (10/2) – We agreed that divisions will be given four lists (staffing, facilities, curriculum, and equipment) and asked to rank from 1 to n in each (similar to what they are asked to do for FSAPC). The turnaround time will be short and it is hoped that most of the work can be dealt with electronically.

Board Meeting (10/9) – Highlights:

- The Board passed a reworded resolution supporting Measures S and T in Woodland.
- After the Vice Chancellor expressed confidence that both colleges would be removed from Accreditation sanctions, Trustee Sandy asked me, President White, and G. Kemble, if we were as happy and as confident.
- The Board approved the establishment of an irrevocable trust as a step toward addressing the retiree's benefits liability.
- The Board was presented with a draft District Comprehensive Master Plan and a new Draft of the YCCD Strategic Goals. Both will be worked on at the Board's planning retreat in November (awkwardly timed to coincide with Plenary).
- Student Trustee J. Foster thanked the Chancellor in absentia for revising AP 4070 Auditing and Auditing Fees.

College Council (10/3) – Highlights:

- A new purpose statement was adopted and discussions about membership took place. The membership proposals all assumed CLC as part of WCC. Among proposed changes are specifying one faculty member be from Student Services and replacing the Dean of Student Services with the Dean of Student Success.
- VP Konuwa gave a presentation on the Accreditation follow-up report.
- An inventory of WCC committees was walked through as groundwork for reviewing the WCC governance structure.
- President White said that it is likely that he will recommend the CLC transition take place Spring, 2016.

DC3 (9/30) – Highlights:

- We agreed that the committees that report to DC3 would not be required to make regular reports; instead they will make reports when deliverables are available and check in on progress toward the same.
- There was an exchange regarding the timing of the revision of the AP for hiring college presidents. The chancellor wants to wait until after the current search is completed so as to not disrupt the search. An opposing view was voiced strongly. For the most part DC3 agreed to wait.
- DC3 may at times turn the post Board Meeting meetings into work sessions for some of its charged committees to alleviate stress in scheduling.
- The Chancellor asked the Vice Chancellor and the College VPIs to make accreditation reports available for Board review by the Friday before the Board Meeting.
- The Chancellor asked C. Richter to hasten the arrival of the DC3 Dispatch which will be used to enhance dissemination of DC3 work.



2013-2014 ESL/Basic Skills Allocation End-of-Year Report 2014-2015 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan

Submission Deadline: October 10, 2014

Please find attached the instructions and form templates for submission of your 2013-2014 Basic Skills Allocation End-of-Year Report and your 2014-2015 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents must be received (not postmarked) at the Chancellor's Office on or before October 10, 2014.

Contact: If you have any questions regarding program expenditures or the submission of these documents, please send your questions to **basicskills@cccco.edu**.

[1]. 2011-2012 | 2012-2013 | 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2013-2014

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2014 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

[2]. Narrative Response

Respond to the following questions:

- **How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?**
- **How are you scaling up successful projects and programs?**
- **How does your basic skills fund support the goals of SSSP plans and Student Equity plans?**

Your college should be doing all three of these items. Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

Please limit your response to **two pages total**. (NOTE: There is no form for this section.)

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

In preparation for answering the question below, you need to access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website (http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx). Directions for use of the tool are provided through the Tracking Tool web page, and 3CSN provides an introduction to the Tracking Tool at <http://3csn.org/basic-skills-cohort-tracking-tool/>. Explore the progression of cohorts of students through your basic skills/ESL courses into transferable coursework. In addition to class cohorts, disaggregate your data by gender, age, ethnicity, and other characteristics. As you explore the data related to the progress of these cohorts, identify data that raise concerns or questions that you, as a college, clearly need to explore further or seek to address. For example, after determining that a certain percentage of students have progressed from point X to point Y, you might consider whether this represents acceptable progress and explain why or why not.

- **Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? Explain your answer for each discipline separately.**

Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative.

Please limit your response to **one page total**. (NOTE: There is no form for this section.)

[4a]. Long-Term Goals (5 yrs.) for ESL/Basic Skills

Refer to your last year's report. Enter the long-term goals you submitted last year. These goals should provide an umbrella for the activities and outcomes of your 2014-2015 action plan. Long-term goals should have been informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should have focused on student success goals in ESL and basic skills. Include only the funds from 2014-2015 that are allocated to each goal.

[4b]. 2014-2015 ESL/Basic Skills Action Plan

Your Long-Term Goals from the report submitted by October 10, 2013 inform your Action Plan for 2014-2015. How will you make progress towards attaining your long-term goals? What are your intermediate steps to bring you to that point? What will you do in 2014-2015 to move you along that trajectory? These questions are to guide you in developing your Action Plan.

Using the action plan template, provide a maximum of five activities. All activities should be related to attainment of the long-term goals you set down in section 4a. Each activity may have more than one outcome. All of your outcomes should be measurable so that you can evaluate at the end of the year whether or not you have made progress towards your long-term goals. In addition, some of your outcomes should be focused on student success (e.g. successful completion and progression, retention and persistence) and not merely volume measures (e.g. participation). Examples are provided.

Here are specific instructions for each section of the action plan.

- a. Activity: Describe the activity that will be undertaken. Provide as much detail as necessary to allow those less familiar with your basic skills efforts to understand the general scope and elements of your activity.
- b. Associated Long-Term Goal ID: Enter the Goal ID from form [4a] that this activity is associated with. All activities must be associated with a long-term goal.
- c. Target Date for Completion: Enter the date after which you will be able to assess whether or not the measurable outcome for this activity has been achieved.
- d. Responsible Person(s)/Department(s): Enter the names or positions of those who will oversee this activity.
- e. Measurable Outcome(s): Enter one or more measurable outcomes for each activity. Some (if not all) of the outcomes should be measurable student success outcomes.
- f. Funds: Include only the funds from your 2014-2015 allocation that will be spent on conducting this item.

[5]. 2014-2015 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2014-2015 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August 2014.)

Note that this advance allocation may change at P-1 reporting, which is based on the college's 2013-2014 - 320 reports that are due at the Chancellor's Office on November 1, 2014, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2014-15 State Budget language. A copy of Chapter 489 is posted on the Chancellor's Office website. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

1. Email an electronic copy of Sections [2] & [3] of your report to:

basicskills@cccco.edu

2. Mail the signed Reports and Plans to:

Basic Skills Reporting/Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2014-2015 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2014-2105 and the items purchased/funded that were specified in the Expenditure Plan. The 2014-2015 End-of-Year report is tentatively scheduled to be due on October 10, 2015.



**[1a] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Woodland Community College

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, revert back to the State Budget. Enter from the 2011-2012 allocation the total expenditures from 7/1/2011 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2011-2012 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/14	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development			
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring			
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment			
G.1 Coordination			
G.2 Research			
G.3 Professional Development			
TOTAL:		0	

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer	Date

Signature, Academic Senate President	Date

Signature, Chief Business Officer	Date



**[1b] 2012-2013 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Woodland Community College

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015 will revert back to the State Budget. Enter from the 2012-13 allocation the total expenditures and planned amounts from 7/1/2012 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2012-2013 funds (refer to the final 2012-2013 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2012-2013	Total Expenditures by Category from 7/1/12 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development <i>ARC - \$23,000</i> <i>Summer Bridge - \$10,000</i> <i>Launch Freshman - \$10,000</i>			43,000
B. Student Assessment			
C. Advisement and Counseling Services <i>Probation Workshops - \$2,000</i>			2,000
D. Supplemental Instruction and Tutoring <i>WCC Campus - \$15,000</i> <i>CCOF - \$6,000</i> <i>Math IA - \$20,000</i>			41,000
E. Course Articulation/ Alignment of the Curriculum			
F. Instructional Materials and Equipment <i>Materials - \$2,000</i>			2,000
G.1 Coordination			
G.2 Research			
G.3 Professional Development <i>Staff Training - \$2,000</i>			2,000
TOTAL:		0	

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____ Signature, Chief Executive Officer	_____ Date
_____ Signature, Academic Senate President	_____ Date
_____ Signature, Chief Business Officer	_____ Date



**[1c] 2013-2014 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2013-2014 and Signature Page
Due October 10, 2014**

College Name: Woodland Community College

Basic Skills funds allocated in 2013-2014 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the Chancellor's Office and reallocated for one year with any remaining balance then reverted to the State Budget. Enter from the 2013-2014 allocation the total expenditures and planned amounts from 7/1/2013 through 6/30/2014, for each budget category. The total must not exceed the total basic skills allocation for 2013-2014 funds (refer to the final 2013-2014 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer and the Academic Senate President.

NOTE: LEAVE SHADED CELLS EMPTY.

Category	Total Allocation for 2013-2014	Total Expenditures by Category from 7/1/13 through 6/30/14	Total Planned Amounts by Category as of 6/30/14
A. Program, Curriculum Planning and Development		32,905	43,000
B. Student Assessment		0	
C. Advisement and Counseling Services		1,199	2,000
D. Supplemental Instruction and Tutoring		52,107	41,000
E. Course Articulation/ Alignment of the Curriculum		0	
F. Instructional Materials and Equipment		1,405	2,000
G.1 Coordination		0	
G.2 Research		0	
G.3 Professional Development		2,474	2,000
TOTAL:	90,000	90,000	90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

_____ Signature, Chief Executive Officer	_____ Date
_____ Signature, Academic Senate President	_____ Date
_____ Signature, Chief Business Officer	_____ Date

[2]. Narrative Response

Woodland Community College – Narrative Response

A) How is your college progressing about institutionalizing your basic skills funded programs and projects? What are the obstacles to doing so?

Woodland Community College currently funds instructional associates in math, English and reading through BSI funds, in addition to funding tutors and supplemental instruction both at the main campus and the outreach facility in Colusa. The Student Support Services and Program (SSSP) and Student Equity Plan (SEP) both include activities and funding to institutionalize tutoring and services to at-risk students (including students who place into basic skills level coursework) through the concept of a one-stop Student Success Center, facilitated by a faculty student success coordinator who will work closely with counseling, assessment and faculty.

The obstacle to institutionalization services is funding. WCC is facing a slight decline in enrollments and has not been able to leverage growth money available to some other colleges, however corrective actions have been taken and it is expected that the college will rebound and experience growth in 1-2 years – positioning itself in a strong place to institutionalize more positions and services currently funded by BSI.

B) How are you scaling up successful projects and programs?

The Academic Reading Center – a BSI-funded program at the college since 2010 – began as a 15 hours/week pilot program in which individual reading assistance tutoring was provided to students. This position has been expanded in 2012 to a part-time permanent (19.6 hours/week) position which has had tremendous success in terms of student success and retention. This program is now integrated with two reading courses offered by the college, allowing students to benefit from both lecture and supplemental instruction in reading. Discussions continue about how to fund this as a full-time position through the student success center outlined in the SSSP and SEP plans.

C) How does your basic skills fund support the goals of SSSP plans and Student Equity plans?

All programs and projects funded by the Basic Skills Initiative (BSI) are required to submit a year-end report to the Student Success Committee, which coordinates the planning efforts of SSSP, Student Equity and Basic Skills Initiative. These reports include an assessment of the goals of the projects which inform the future direction of the activities as they relate to the Educational Master Plan (EMP), and which are crossed walked to our major plans, including budget and related activities. The reports are also incorporated in a bi-annual presentation to the College Council, which is responsible for monitoring overall college planning and evaluation of planning results. The college's integrated planning process closely links its long term plan, as indicated by the EMP, with short term planning through an Annual Action Plan. The EMP is updated annually through program reviews,

student learning outcomes and reports to the College Council. These updates to the EMP form the basis of the assessment and evaluation processes at the College. The AAP, in its alignment with the EMP, identifies activities within the EMP and establishes short-term objectives and implementation plans. Through the Budget and Planning Committee, these plans are evaluated, assessed and updated annual. Basic Skills is one of the major goals of WCC's EMP and its long term planning, and it features prominently in the AAP. As part of this integrated planning and evaluation process, the BSI Committee has determined that, as a precursor to the institutionalization of basic skills planning and implementation, funds will be allocated to those projects and programs that have demonstrated significant contributions to student success in basic skills attainment: tutoring and supplemental instruction; reading assistance; English. Math and ESL assistance through structured activities

[3]. Data Analysis using the Basic Skills Cohort Progress Tracking Tool

- ***Was your college's basic skills program more successful in 2011-2013 than it was in 2009-2011? How did you determine the answer? How did you measure the success?***

*Your answer should address English, ESL and mathematics separately. Include quantitative results and narrative. Please limit your response to **one page total**. (NOTE: There is no form for this section.)*

English Reading: During 2009-2011, 13% of students starting 2 levels below college level reading successfully passed a 1-level below college reading course. In 2011-2013, 21 students started at 2 levels below college, and none of them progressed to a 1-level below college reading course. Part of this is due to the cuts in course offerings and reading courses have been drastically reduced. The Academic Reading Center was established to provide basic skills students with additional tutoring and support to address this deficiency, and the goal is to expand the hours and services of the reading center under the auspices of the student success center.

English Reading	2009-2011	2011-2013
-----------------	-----------	-----------

1 level	N/A	N/A
2 levels	13%	0%

English Writing: During 2009-2011, 35% of students starting 3 levels below college level English progressed to a College-Level transferable (CLT) course; contrasted with nearly 37% in 2011-2013. Likewise, we saw an increase in the basic skills progression at all levels of English (1 through 3) between 2009-2011 and 2011-2013. However, students who start at levels 3 and 2 (the lowest levels), still demonstrate about half the probability of achieving and passing a CLT course compared to those who start at 1 level below.

English Writing	2009-2011	2011-2013
1 level	62%	65%
2 levels	34%	40%
3 levels	35%	37%

ESL: The data from the basic skills tracker for ESL shows that our courses are not set up to facilitate upward mobility for our ESL students. 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 immediately.

ESL Integrated	2009-2011	2011-2013
1 level	N/A	N/A
2 levels	0%	50%
3 levels	0%	0%
4 levels	17%	0%
5 levels	10%	50%

Math: During 2009-2011, 41% of students starting at 1 level below college level math progressed to a CLT course; contrasted with nearly 52% in 2011-2013. The percent of students starting at 2 or 3 levels below and who progressed to CLT math have increased for 2011-2013 with 22% at level 2 and 14% at level 3 progressing to college level math. 10% of students starting at level 4 progress to CLT math in 2011-2013 – an improvement from 2009-2011. The math department will work in collaboration with the student success coordinator to develop a summer bridge program for math, and will continue to fund the math IA position and book program.

Math	2009-2011	2011-2013
1 level	41%	52%
2 levels	11%	22%
3 levels	10%	14%
4 levels	5%	10%

[4a] Long-Term Goals (5 yrs.) for ESL/Basic Skills

Due October 10, 2014

College Name: Woodland Community College

REFER TO LAST YEAR'S FORM.

Insert your long-term goals from the report you submitted last year.

Insert your 2014-2015 funds allocated to each goal. The sum of the right column should be your total allocation.

Goal ID	Long-Term Goal	2014-2015 Funds Allocated to this Goal
A	The percentage of students who begin at two levels below transfer-level math and successfully complete college level transfer Math within four years will increase by 2% annually in AY 2013-14, 2014-15, 2015-16 and 2016-2017.	\$33,500
B	The percentage of students who begin at two levels below transfer-level English and successfully complete college level transfer English within three years will increase by 5% annually in 2013-14, 2014-15, 2015-16 and 2016-17.	\$36,500
C	A revamped ESL program will provide a clear pathway for ESL students to transition to college level English courses within two years of taking their first ESL courses. In 2016-2017 50 students (unduplicated headcount) from our local communities will be enrolled and progressing in ESL pathways to college level English. The number of ESL student progressing from ESL to college level English will increase 5% annually in AY 2015-2016, 2016-2017 and 2017-2018.	\$20,000
	TOTAL ALLOCATION:	\$90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date

[4b] 2014-2015 ESL/Basic Skills Action Plan

Due October 10, 2014

College Name: Woodland Community College

Insert your 2014-2015 funds allocated to each activity. The sum of the right column should be your total allocation.

Activity	Associate d Long- Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Math Intervention <i>Math IA</i> <i>\$20,000</i>	A	May 2015	Dean of Instruction, Vice President, Learning Resources, Math Department	Success rates among students participating in math intervention programs will increase by 2% annually.	\$20,000
Supplemental Instruction/Reading Assistance <i>Academic Reading Center</i> \$23,000 <i>Colusa</i> <i>\$6,000</i> <i>WCC Campus</i> <i>\$15,000</i> <i>Instructional Materials</i> 2,000	B	May 2015	Dean of Instruction, Vice President, Learning Resources, English Department, WAM	The success rates among students served by tutoring and supplemental instruction intervention programs will increase by 5%	\$46,000
Dismissal/Probation Workshops <i>Workshops</i> \$2,000	A, B, C	May 2015	Vice President, Dean of Instruction, Student Services	The percentage of students on probation and dismissal will decrease by 5%	\$2,000
Identify, target and retain new, underprepared students <i>Summer Bridge</i> \$5,000 <i>Launch Your Freshman</i> \$5,000	A, B, C	May 2015	Dean of Instruction, Planning and Research Office, English and math Department	Students participating in cohort-model programs will complete and pass Basic Skills courses at rates 5% higher than peers not enrolled in such programs. Student surveys will be administered to assess the use rate and perceived benefits of SI, tutoring, and counseling services.	\$10,000

Activity	Associate d Long- Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)	2014-2015 Funds Allocated to this Activity
Provide resources to support the growth and revamping of the ESL program, including advertising, outreach, expansion of services, and development of courses that support students to the threshold of transfer-level reading/comp. <i>Professional Devel.. \$ 2,000</i> <i>Curriculum Devel. \$10,000</i>	C	May 2015	ESL Taskforce Dean of Instruction English Department	ESL Taskforce will design a community needs assessment to discover demand for various kinds of ESL offerings ESL faculty will partner with student services, AB 86 planning team, adult schools to develop curriculum for our community.	\$12,000
				TOTAL ALLOCATION:	\$90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Instructional Officer

Date

Signature, Chief Student Services Officer

Date



[5] 2014-2015 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2014

NOTES: Reminder that starting with 2013-2014 allocations: (1) colleges will have TWO years, not three, to expend funds and (2) some categories have been combined to simplify the reporting form.

Basic Skills funds allocated in 2014-2015 expire as of June 30, 2016. All unexpended funds as of July 1, 2016, will revert back to the Chancellor's Office and reallocated. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2016. Original signatures are required of the Chief

Executive Officer, the Chief Business Officer and the Academic Senate President.

College Name: Woodland Community College

2014-2015 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Dr. Michael White	President	mwhite@yccd.edu
Dr. Alfred Konuwa	Vice President	akonuwa@yccd.edu
Molly Senecal	Dean of Student Success	msenecal@yccd.edu
Dr. Matt Clark	President, Academic Senate	mclark@yccd.edu

Category	Planned Expenditure by Category
Program and Curriculum Planning and Development Academic Reading Center/IA– \$23,000 Summer Bridge/Freshman \$20,000 Instructional Materials \$ 2,000	45,000
Student Assessment	
Advisement and Counseling Services Dismissal Workshops	2,000
Supplemental Instruction and Tutoring WCC Campus \$15,000 Colusa \$ 6,000 Math IA \$20,000	41,000
Coordination & Research	
Professional Development	2,000
TOTAL:	90,000

***** PLEASE BE SURE TO CHECK THE ARITHMETIC BEFORE SIGNING!!**

Signature, Chief Executive Officer Date

Signature, Academic Senate President Date

Signature, Chief Business Officer Date



Student Success and Support Program Plan (Credit Students)

2014-15

District: Yuba Community College District
College: Woodland Community College

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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Section i. Student Success and Support Program Plan Signature Page

College Name: Woodland Community College

District Name: Yuba Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the California Code of Regulations.

Signature of College SSSP Coordinator: _____

Name: _____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: _____ Date: _____

Signature of College Academic Senate President: _____

Name: _____ Date: _____

Signature of College President: _____

Name: _____ Date: _____

Signature of District Chancellor: _____

Name: _____ Date: _____

Contact information for person preparing the plan:

Name: _____ Title: _____

Email: _____ Phone: _____

Section II. Student Success and Support Program Services

WOODLAND COMMUNITY COLLEGE APPROACH TO CORE SERVICES

Ila. Core Services

- 1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).**

Woodland Community College (WCC), a Hispanic Serving Institution, has provided educational opportunities for Woodland, Esparto, Knights Landing, and Colusa County since 1975. Accredited in 2008 as the 110th community college in California and the second college in the Yuba Community

College District, WCC is making significant progress towards meeting the unique educational needs of a primarily rural service area. The college serves the community by providing transfer, degree, career-technical, foundational, transitional and continuing education programs in an attractive and accessible learning environment that fosters student success. WCC is one of two community colleges in the Yuba Community College District.

The Student Profile data collected for 2013 specifically impacted the decisions made in compiling this Student Success and Support Program Plan. The fall 2013 student count was 2,668 students, of which 9% were First Time Students, approximate 227. As a Hispanic Serving Institution, WCC has a diverse, multi-ethnic student population with a number of first-generation college students. Student demographics for fall 2013 show that our students are: 48% Hispanic, 29% Caucasian, 10% Asian Pacific Islander, 3% Multiple Ethnicities, and 3% Black, African-American. More than one third of our first time students are under prepared for college level work, with 42% assessed in remedial English classes and 45% in remedial math in fall 2013.

The target audience for the core services of the Student Success Program is all new non-exempt students. Yuba Community College District (YCCD) defines a new student as a person who has never attended or enrolled within YCCD. Based on the statistics below, WCC expects approximately 650 new students for the 2014-2015 academic year.

Target Student Audience (based on data from past three years):

	2011-2012	2012-2013	2013-2014	Three-Year Average
First-Time Student	287	126	325	246
First-Time Transfer Student	325	199	316	280
Returning Student	643	1,130	554	776
Continuing Student	4190	4421	4209	4273
Uncollected/Unreported	204	106	193	168
Special Admit Student	213	171	116	167
Woodland Total	5862	6153	5713	5909

New students who attend WCC typically fall into two specific groups: incoming high school seniors and all other new students. The strategies and activities detailed in this plan were designed to meet our responsibility under title 5 section 55531, and to successfully guide students towards successfully meeting their academic goal(s). Matriculation is conceptualized as a comprehensive process and pathway with multiple points of contact, developed in coordination with Academic Affairs and Student Services. This multi-pronged approach begins with Orientation. The new student orientation process is divided into delivery strategies: pre-orientation activities, orientation activities, and post orientation activities.

Past Data on the Annual Number of Students to be provided counseling, advising and other education planning services (MIS, retrieved 8-27-2014):

	2011-2012	2012-2013	2013-2014	Three-Year Average
Students Count In The Term	7192	7356	6721	7090
Orientation Services Received During The Term	285	236	591	371
Orientation Services Received Prior Terms	1633	1463	1277	1458
Assessment Placement Services Received During The Term	1363	1555	1448	1455

Assessment Services Placement Received Prior Terms	4095	4247	3898	4080
Counseling/Advisement Services Received During The Term	80	8	110	66
Student Education Plan Development Services Received During The Term	0	0	22	7
Academic Follow-up Services Received During The Term	0	0	0	0
Matriculation Services Data Not Reported In Term	2863	0	3	955

New incoming students apply on-line via CCC application, complete an assessment exam, complete the on-line orientation and are required to attend a group counseling session. Students attending the group counseling session meet individually with a counselor to choose class schedule and complete an abbreviated student educational plan (SEP). Returning students and transfer students who have attended previous colleges complete the on-line orientation, assessment if necessary, attend drop in counseling sessions to complete schedule of classes and complete an abbreviated SEP.

The “jump start” program targets high school seniors in the area which attracts students from approximately fifteen high schools.

Approximately 900 students annually participate in online and group orientations. There are no partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. However, our Transfer Opportunity Program with UC Davis could be leveraged and included in our group orientation program. Services are provided at various points in the student’s academic pathway:

- *Before registration*
- *At 15 units for the development of a comprehensive plan*
- At orientation
- Developing pre-requisite challenges
- Disability services
- Academic and probation/dismissal workshops
- Overload requests
- Career Counseling
- Academic renewal requests
- Graduation checks
- Financial aid appeal
- Group Counseling
- Drop in counseling

Student academic pathways are also discussed after orientation and before registration as components of advising sessions.

Staff Providing Orientation

Orientation is presented on line and in person. The online orientation is an in house solution developed by counselors in conjunction with Admissions and Records staff. Counseling, Admission

and Records and the Dean of Student Success Office will work together to update information on the online orientation.

Staff providing orientation is as follows:

Staff	Number of Positions at Session	Role
General Counselors	3	Present orientation information with goal of assigning at least 10 students per counselor
Adjunct Counselors	1 or 2	Adjunct counselors are assigned when full time counselors are unavailable
Counseling Secretary	1	Make appointments for orientations

There is a provision in the SSSP budget for additional counseling hours to assist with orientation and other types of counseling services. The College has also prioritized the hiring of an outreach specialist and an additional general counselor to assist with orientation and also expand orientation services to the Colusa campus. The College will also leverage the services of counseling and other clerical staff as part of its plans to realign the Clearlake campus. This will include at least 1 FTE counselor that will be integrated in the overall counseling staff at WCC. This realignment is expected to be completed by the fall of 2016.

Utilization of Technology in Orientation

WCC currently utilizes an In house, self-paced PowerPoint course module. Students listen to a narration that includes most aspects of the eight policies and procedures provided on the Orientation Checklist. They are then required to take a quiz at the end of the narration. The WCC administration is reviewing other options to provide online orientation through full use of technology. Among these options are Cinosure and Canvass. Staff is needed to continue to update, coordinate and refine the information presented through this technology.

Budget allocation for technology infusion in orientation and educational planning is included in Appendix A of this document.

WCC Plans to Provide Orientation Services

WCC's plans for the provision of orientation services are inherent in the following eight elements required by Title 5:

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.

- (7) Registration and college fees.
- (8) Available education planning services

As part of its plans to update and revise orientation services, WCC is committed to integrate all eight policies and procedures into presentations at orientation sessions, both face to face and online. While information related to these eight elements are included in face-to-face group orientations, the current online version is does not include all elements and will need to be revamped. The Student Success Committee and the Student Services Division are considering options through a third party provider, Cinosure, and an in-house solution to be provided through WCC's Canvass learning management system.

2. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

There are currently no policies or procedures that inhibit WCC's capacity to provide a comprehensive orientation program for its students. However, as a multi-college District, there is a need for developing a coordinated orientation process that includes the elements that are deemed necessary for compliance with Title 5. Additionally, it will be necessary for the colleges in the District to include similar information on their online orientation profiles to preclude students from putting undue burden on the resources of the college which is deemed to have a relatively easier path to the completion of the online orientation. As such, there will be a need for the following:

- A comprehensive district wide plan to assess and provide orientation.
- On-going monitoring of orientations.
- Better data accountability on learning outcomes of our services as a result of orientation.

3. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

The Budget in Appendix A (and below) itemizes staff costs, materials and supplies, and technology needed for the successful implementation of orientation services at WCC.

2013 - 2014 SSSP Credit Budget *

Budget Account	Description	Allocation
12.548.5.43.631000.1420	Counseling (Additional Hours)	9,000
12.548.5.43.631000.2110	Classified Regular	37,936
12.548.5.43.631000.2320	Students	2,000
12.548.5.43.631000.3XXX	Benefits	28,000
12.548.5.43.631000.4100	Duplicating	3,170
12.548.5.43.631000.4500	Supplies(Orientation/Testing/Planners/Advertising)	18,000
12.548.5.43.631000.5120	Software Licensing (Degree Audit \$27,000)	33,000
12.548.5.43.631000.5220	Conference &Travel (Training/Staff Development)	5,000
12.548.5.43.631000.6430	Equipment Over \$200	2,000
TOTAL ALLOCATION		138,106

Priority Objectives for 2014-2015

Counselor	65,000
Admin. Sec II	40,719
A&R Transcript Evaluator	50,000
Part Time Outreach Specialist	19,000
Benefits	108,834
Total	214,000
Grand Total	352,106
*SSSP Allocation	312,347
*Short-Fall Covered by SEP	39,759

1. Assessment and Placement Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

The major target audience for the Woodland Community College area is under 25 years of age (approx.. 61%) and are part time students (approx.. 77%). The College tests approximately 1100 students per year, incoming seniors and new students. Assessment policies and procedures are guided by the YCCD Board of Trustees Administrative Procedure 4237.

AP 4237:

The Yuba Community College District assessment/course placement activities shall adhere to the following general testing protocols:

- Placement testing shall be made available to all applicants to the college or enrolled students.
- Placement testing is required of all non-exempt new students as part of the matriculation process. Exempt students who are eligible to do so are encouraged to use the placement system to determine their academic skills as appropriate.
- Photo identification is required for placement testing and receiving test results.
- The placement test may be taken no more than two times in any semester and not more than three times in any two-year period. Placement exam results will be valid for two years, or as recommended by the instrument publisher.
- Compliance with the Americans with Disabilities Act (ADA) and other state and federal regulations related to disabilities is required by law. Yuba Community College District will offer reasonable testing accommodations as prescribed by the test publisher and Title 5 regulations.

- The assessment/placement system may not be used to supplant a course failed within the past five years, or to skip a course within a discipline sequence.
- The Ability to Benefit (ATB) test shall be administered according to federal and test publisher guidelines, which may or may not follow the policies described herein. Within any 24-month period, ATB candidates are permitted an initial test and one retest. The retest requires a 30-day minimum waiting period.
- The District will use the approved assessment instrument, and such additional information collected within the testing process, as may be appropriate, to facilitate a “multiple measures” placement system. Assessment staff will develop and maintain an automated weighting protocol to accomplish placements as established from time to time by faculty with expertise in the appropriate discipline and counselors working conjointly.
- Yuba Community College District will accept placement scores from other colleges if it can be determined that the instrument used is approved by the California Community Colleges Chancellor's Office as a “second party instrument,” and if appropriate concordance tables are available. The Assessment Center will gather the appropriate other measures in a survey of the student and compute the appropriate placement(s) according to the established weighting protocol.
- Yuba Community College District does not accept Ability to Benefit scores from another college or university.

The assessment/course placement policy will be reviewed and revised as needed. The review shall be conducted by a team appointed by the Curriculum Committee. The review may include, but shall not be limited to, course success rates, attrition rates, and placement accuracy. The team shall include representatives of Counseling, Research and Assessment, Matriculation, and faculty from the disciplines affected by the placement system.

Working with Local High Schools

The counselors at Woodland Community College hold a regional counseling meeting that includes Yolo County High School counselors in the Spring semester. During this meeting information is given to the counselors regarding the steps to enrolling to the college. One of the steps include, completing the college assessment test. In the past, Woodland Community College counselors put together a presentation for Yolo County High Schools called “College is for You”. The presentation consists of WCC counselors explaining to high school seniors the steps to enroll which covers the importance of assessment testing.

Currently on the Woodland Campus, the Admissions & Records Office administers the assessment test to students at Woodland Community College Building 700, Testing Lab. The assessment test is offered during the week. During peak times the test is offered Monday and Tuesday 9:30am and 3:00pm, Wednesday 9:30am and 2:30pm, Thursday (ESL) testing 11:00am and 2:00pm and Friday 9:30am and 1:30pm. During non-peak times the test is offered Monday and Tuesday 9:30am and 3:00pm, Wednesday 9:30am and 2:30pm, Thursday (ESL) testing 11:00am and 2:00pm, and Friday 9:30am. The local high schools are released on Wednesdays at 1:26pm giving availability to make appointments on Wednesdays for testing without missing school.

At the Colusa County Outreach Facility we offer assessment testing at CCOF Mon - Thurs 12:00 - 4:00. Our biggest target audience is high school seniors. I schedule dates with each high school to give assessment test in the computer labs located at each school. I usually have an average of 20 - 25 students testing at a time per high school. I provide this service to Colusa, Williams, Pierce, and

Maxwell High School in March of every year. For the remainder of the year student can come to the facility and we can test up to 4 students at a time.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

A. Institutional Administrator:

District, Assessment & Research Specialist: Armand R. Brunhoeber
Overseas & Administers Testing System, makes required changes based on research and state requirements. Meet reporting needs.

B. Site Reporter:

WCC, Director of Planning, Research and Student Success: Molly Senecal
Does required research for testing systems, provides and assist with required reports needed for Cut-Score Validation, Disproportionate Impact Reports.

C. Proctors and Site Score Reporters:

1. WCC, Senior Student Services Technician
2. WCC, Student Services Technician
3. WCC, Student Services Technician
4. CCOF, Campus Operation Specialist 1

Proctor test, by verifying identity, number of taken, and provide test information.
Re-print test scores and input scores into Colleague, District Data System.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For third-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc. If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.

The Yuba Community College District uses “The College Board, Accuplacer, Computerized Placement Testing System” for English, Math and English as a Second Language and “The Companion to the Computerized Placement Test” for English and Math as needed for Special Need Individual in Braille, Large Text and Audio, Version 8.1.

The Accuplacer, CPTS is offered online at the WCC Campus and the Colusa Center. It is also offered at off-site location by contacting the District Testing Office and completing the required steps to obtain a User Name and Password for Outreach Testing. Proctors and location must meet District requirements. Companion Testing is done by appointment only to meet the needs of the individual testing. Some High School and group testing is done by College Staff upon special request from the school or organization.

The College Board, Accuplacer, Computerized Placement Testing Systems allows for the input of multiple measures questions into the back ground questions to meet this requirement. These questions have been established by a group consisting of faculty, counselors and testing staff. Once the question have been established the weight of the individual question are the sit by the group. These questions are evaluated at the same time as the cut-score validation is accomplished.

4. If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.

Matriculation (District)

Matriculation is a process designed to help students achieve their educational goals. All new, transfer, and returning students (who have not attended a Yuba Community College District class within the last three years and do not meet the matriculation exemptions) will need to complete the matriculation process. The Yuba Community College District is committed to helping students achieve their educational goals through the matriculation process, which includes:

- Admission to the College
- Assessment of English, Mathematics, and Reading skill levels
- Orientation, which provides information about programs, services, academic expectations, and procedures
- Counseling to assist in defining goals and developing a plan to achieve those goals.
- Follow-up services to help students progress toward their educational goals.

Matriculation Exemptions: At the time of application, all students are classified as Exempt or Non- Exempt from various matriculation components. Exempt students are those who meet two or more of the criteria listed below.

(NOTE: These exemptions do NOT provide clearance for PRIORITY REGISTRATION or enrollment into specified English, mathematics, or reading courses.)

- Have completed an Associate or higher degree – provide verification of degree;
- Concurrently enrolled in high school - need permission form signed by parent/guardian and high school designee;
- Enrolled only in classes for which they have approved previous training (i.e., firefighters taking a fire science class);
- Enrolled in fewer than 6 units;
- Do not plan to earn a degree or certificate;
- Enrolled in ONLY performance classes (e.g., acting, drawing) or activity classes (e.g. physical education);
- Enrolled in only job-skill upgrade, self-improvement, or general interest courses.
- Currently enrolled at a four-year college or university (verification required).

Performance Courses Eligible for Matriculation Exemption:

Art 4B, 6A, 6B, 7B, 9A, 9B, 12A, 12B, 14B, 15B, 19A, 19B, 36A, 41R, 42R, 43R, 44R, 46R
Music 35R

Physical Education 1.21R

Theatre Arts 11A, 29R, 32R, 45B

Exemption from taking the PLACEMENT EXAM ONLY may apply to students who:

- Have completed previous course work in English, mathematics and reading - provide documentation.
- Have completed placement tests at another post-secondary institution - provide documentation.

See Prerequisite/Corequisite information in this catalog for further information.

Students seeking an exemption from the matriculation process must submit an exemption form. Forms are available online and at the college.

Matriculation – Students’ Rights, Challenge, and Complaint process: Students may challenge any matriculation component. To do so, consult with a college counselor. Challenges and/or complaints may be filed with the Dean of Student Services, who is responsible for investigation and resolution. The Dean will maintain a file on all formal challenges and complaints.

Students who meet the criteria and receive an exemption from a WCC counselor, and students enrolling in summer session only, are eligible to register as non- matriculated students without meeting any requirements other than the basic legal admission requirement.

- For the purpose of registration status classification, such a student will be classified as a NON-MATRICULANT.
- For purpose of academic classification, the student’s statement on the registration form will be accepted without verification.

Students classified as NON- MATRICULANTS will be required to declare an educational goal during the term after which the student completes 15 semester units of degree- applicable credit course work. These students will be provided an opportunity to see a counselor to develop a student educational plan.

5. Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

The College Board, Accuplacer, Computerized Placement Testing Systems allows for the input of multiple measures questions into the back ground questions and included as part of the algorithm use to do the test scoring requirement. These questions have been established by a group consisting of faculty, counselors and testing staff. Once the question have been established the weight of the individual question are the sit by the group. These questions are evaluated at the same time as the cut-score validation is accomplished.

Sample Question & Weights:

Question Name	Question Text	Answer Choice	Weight
Books Read	How many books have you read for pleasure in the past three months?	1- I don’t read for pleasure	-.02
		2-One book	0.0
		3-two to four books	.01
		4-more than four books	.02

6. Describe the college or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

All college, campus’s, and center use the same test with the Yuba Community College District.

Tests from Other Colleges:

Students may bring in tests from other colleges that are approved by the California Community College Chancellor’s Office as a “second party testing instrument”, and if appropriate concordance

tables are available. Students should note that the official scores need to be brought into the college from the other institution and they need to have taken the test within the last 2 years. Students must complete a questionnaire of the multiple measures questions and bring this in with the attached scores to the Admissions and Records Office, to be evaluated by the District Assessment and Research Specialist and input into the Colleague System.

7. Describe college or district policies and practices on:

- a. Pre-test practice - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.**
- b. Re-take - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?**

Retaking the Assessment

Assessment tests may be taken more than two times in any semester and not more than three times in any two-year period. Exam results will be valid for two years, or as recommended by the instrument publisher.

English/ESL/Math/Reading: Students may retake the assessment after a 30 day waiting period. It is advised during this time that the student study for the test in order to improve upon the score that they originally received.

- c. Recency - How long are test scores, high school grades, etc. accepted before the student is required to reassess?**

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards: Grades are usable for an indefinite period, after 5 years the counselor may suggest taking/retaking the placement test to verify their ability.

- Exam results will be valid for two years, or as recommended by the instrument publisher.

8. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

AP 4237 States that the Yuba Community College District will accept any scores meeting the following standards:

- Yuba Community College District will accept placement scores from other colleges if it can be determined that the instrument used is approved by the California Community Colleges Chancellor's Office as a “second party instrument,” and if appropriate concordance tables are available. The Assessment Center will gather the appropriate other measures in a

survey of the student and compute the appropriate placement(s) according to the established weighting protocol. Exam results will be valid for two years, or as recommended by the instrument publisher.

- The District accepts (EAP) Early Assessment Program results of only “College Ready” for English and Mathematics. We do not accept any conditional results.

iii. Counseling, Advising, and Other Education Planning Services

1. **Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)**

Woodland Community College provides the following comprehensive counseling services for all students:

- **Academic Counseling:** Assist students in developing an educational plan outlining course needed to successfully complete the requirements needed to meet their academic objectives. Assist students with academic decisions and options available based on their academic and career goals.
- **Career Counseling:** Provide a wide range of career exploration activities and assessment to help students identify career options based on interests, ability, skills, aptitudes, personality, and values.
- **Personal Counseling:** Provide personal counseling to promote mental health by providing resources and referrals to assist student students in addressing the various challenges of college life. Services are provided in an effort to improve the quality of their lives while enhancing the success of their academic objectives.
- **Abbreviated Student Education Plan:** Students meet individually with a counselor during group counseling session to develop an abbreviated educational plan based on their assessment scores, interest, abilities, and career goals. Students are assisted in selecting course work for their first academic year.
- **Comprehensive Student Educational Plan:** Students meet individually via a thirty minute appointment to develop a comprehensive educational plan. This session involves discussion of the many services such as academic, career, transfer, and personal counseling. During the session the counselor outlines the requirements needed to successfully complete their academic objective based on the student’s identification of their objective, certificate, AA/AS and/or transfer. The student’s objective along with their major will guide the selection of courses and will guide their semester course scheduling.
- **Counseling courses** are offered for new and re-try students to assist in acclimating to college life. WCC offers Counseling 10, College Success, and Counseling 25, Career Planning. In addition, workshops are offered on topic such as career development, transfer, financial literacy, and study skills.
- **Jump Start:** The “Jump Start” program is collaboration with all of the regional high schools for seniors to provide them with an early day of comprehensive services needed to enroll at WCC. Upon completion of the “Jump Start” program, student would have completed all of the SSSP components and leave with an abbreviated educational plan.
- **Transfer Opportunity Program (UC Davis)** – UC Davis, as part of a Transfer Opportunity Program agreement, provides twice a month visits from a transfer counselor to WCC. The counselor provides

counseling, advising, workshops, classroom presentations, and presentations to TRiO, Colusa, and EOPS. A list of students are monitored for cohort group tracking and given information on deadlines, transfer opportunities and scholarships.

- **Sacramento State Outreach** – A similar arrangement with Sacramento State College provides monthly advising to WCC students. Workshops and classroom presentations are included in this package.
- **UC Santa Cruz** – Provides ONCE a semester for transfer counseling.
- **WCC Transfer Counseling** – A .4FTE WCC transfer counselor provides application workshops, essay writing workshops, coordinates a Transfer Fair, inform students about general transfer issues; workshops on how to transfer to a particular college; information to MESA students on how to transfer in science and engineering; class presentations on the basis of transfer. Students are also provided opportunities to participate in Discover Day tours at UC Davis. Plans are afoot to also include tours of other campuses in California.

- 1. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.**

Counseling services are available in person, by appointment, and on drop in basis. Informal e-mail advising is done as needed. Wait time for appointments is approximately two to three weeks. Wait time for drop in varies depending on time of year, more time during peak days is typical and usually thirty minutes or more. WCC does not include paraprofessional advising in its program.

- 2. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.**

The abbreviated educational plan is completed during walk in and counseling and Jump Start sessions. Planning is done for a minimum of one semester and includes a list of recommended courses, which includes future classes (2 semester), short term advising and English and Math requirements. At this time student's assessment scores are reviewed and discussed, transcripts are evaluated, and discussions take place about outside commitments and employment responsibilities to determine course load.

- 3. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.**

As outlined before, students are provided with half-hour appointments to help identify course of study. In addition, courses such as Counseling 10 and 25 are available to enhance the students experience and success in college. Transfer and career workshops throughout the year to assist students with information on transfer, career CSU and UC applications, and we have available college representatives.

- 4. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time**

counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Currently, WCC has a total of three part-time and 7 full-time counselors. Together, they account for 5 FTE.

Staff	Associated Program	Statement of Roles
General Counselors (3.2 FTE)	Counseling/General Fund	Provide counseling/advising services to students
EOPS Counseling (.6 FTE)	EOPS	Provides counseling/advising services to EOPS qualified students; also provides .4FTE coordination of program
CalWORKS Counselor (.6 FTE)	CalWORKS	Provides counseling/advising services for eligible CalWORKs students.
Career Counsellor (.4 FTE)	Career Center	Coordinates Career Center and offer workshops and advising.
Transfer Center Counselor (.4 FTE)	Transfer Center	Coordinates transfer activities for Transfer Center and provides workshops and advising.
Writing IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in writing.
Math IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in math.
WAM Center Coordinator (.2 FTE)	Writing and Math Center	Provides oversight and instructional assistance in the Writing and Math Center.
Tutoring Specialist (1.0 FTE)	Tutoring Center	Provides oversight for the Tutoring Center.
Tutors (23 Tutors)	BSI/Tutoring Center/TRiO	Provides tutoring for math, English and other subjects.
DSPS/LDS Specialists (2 FTE)	DSPS	Provides advising services for DSPS eligible students.
Supplemental Instructors (5)	Career and Transfer Education	Provide supplemental instruction in five subject areas through Perkins funding.

5. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Paper educational plans that are scanned into Image Now are used. Third party tools include Degree Audit and Ellucian educational planning program which are in the process of being implemented and used for developing educational plans.

Other technology tools are as follows:

- WCC website provides counseling related information, activities, announcements, critical dates and timelines, class schedules, catalogs and other pertinent forms/documents related to counseling
- Web Advisor provides information that allows students to search and register for courses.
- WCC Student Services website allows students to access resources related to career, transfer, and other educational/career and technical education services. Also provides information on transfers (i.e., Assist.org, UC Websites, CSUMentor, etc).

- Datatel provides information on student transcripts, registration, and academic courses.
- YCCD Report Server which provides statistics on student achievement, retention and completion; currently this is available to the Dean of Student Success, the President and Vice President.
- Curriconet provides information on Course Outline of Record and courses and programs that are in varying stages of approval at the College's Curriculum Committee.
- SARS – used to set counseling appointments. The College is planning to integrate eSARS which will allow students to make appointments with counselors without going through a secretary.
- Student Portal – Provides student related information through the District portal site.
- PowerPoint software to create and implement presentations during orientation and probation workshops
- ImageNow Document Scanning System – used for scanning transcripts and other counseling information.

6. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

2014 - 2015 SSSP Credit Budget *

Budget Account	Description	Allocation
12.548.5.43.631000.1420	Counseling (Additional Hours)	9,000
12.548.5.43.631000.2110	Classified Regular	37,936
12.548.5.43.631000.2320	Students	2,000
12.548.5.43.631000.3XXX	Benefits	28,000
12.548.5.43.631000.4100	Duplicating	3,170
12.548.5.43.631000.4500	Supplies(Orientation/Testing/Planners/Advertising)	18,000
12.548.5.43.631000.5120	Software Licensing (Degree Audit \$27,000)	33,000
12.548.5.43.631000.5220	Conference &Travel (Training/Staff Development)	5,000
12.548.5.43.631000.6430	Equipment Over \$200	2,000
TOTAL ALLOCATION		138,106

Priority Objectives for 2014-2015

Counselor	65,000
Admin. Sec II	40,719
A&R Transcript Evaluator	50,000
Part Time Outreach Specialist	19,000

Benefits	108,834
Total	214,000

Grand Total	352,106
*SSSP Allocation	312,347
*Short-Fall Covered by SEP	39,759

1. Follow-Up for At-Risk Students.

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Each year, approximately 15% of WCC students are relegated to academic or progress probation and dismissal.

Woodland Community College defines At-Risk students as:

- Students enrolled in Basic Skills courses (67%, N=303 for Fall 2013)
- Students who have not identified an educational goal and program of study (15%, N=414 for Fall 2013)
- Students on Academic or Progress Probation (11%, N=290 for Fall 2013)
- Black/African-American and Latino males (23%, N=617 for Fall 2013)

In the 2012-2013 academic year, the number of students in this category (probation/dismissal) was 598, with Hispanic students constituting 50.7% of the total.

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

Students on academic or progress probation are identified through a review of their transcripts, and in special programs through (EOPS&S and CalWORKs) academic progress reports. They are notified by mail and email once they have been placed on Level One probation. The letter recommends that students meet with a counselor. Upon students being dismissed, they are notified by mail, email and phone that they are required to attend a Dismissal Workshop administered by a counselor. All counselors provide follow up services to students on financial aid probation. Students who are dismissed are required to wait out a full semester

before petitioning to return to class. Criteria for readmission include demonstration that the student has engaged in educational activities that will increase their chances of success, meeting with a counselor who must sign off on the petition, and attending a Dismissal Workshop.

WCC, through its Student Services Division, Basic Skills Action Plan and Student Success Committee, has identified goals in the Student Equity Plan that should mitigate the trend in probations and dismissals. Among these are:

- The removal of barriers to student success
 - Develop mentorship, peer advising, early alert and first year experience programs
 - Early intervention and warning system for students at-risk for probation, i.e. sending out emails to students whose GPA fall below 2.5
 - Increase advertisement for student support services
 - Revamp ESL instruction
 - Full implementation of Degree Audit and Electronic Ed Planning systems
 - Provide incentives for student completion

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Staff	Associated Program	Statement of Roles
General Counselors (3.2 FTE)	Counseling/General Fund	Provide counseling/advising services to students
EOPS Counseling (.6 FTE)	EOPS	Provides counseling/advising services to EOPS qualified students; also provides .4FTE coordination of program
CalWORKS Counselor (.6 FTE)	CalWORKS	Provides counseling/advising services for eligible CalWORKs students.
Career Counsellor (.4 FTE)	Career Center	Coordinates Career Center and offer workshops and advising.
Transfer Center Counselor (.4 FTE)	Transfer Center	Coordinates transfer activities for Transfer Center and provides workshops and advising.
Writing IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in writing.
Math IA (.49 FTE)	Writing and Math Center	Provides instructional assistance in math.
WAM Center Coordinator (.2 FTE)	Writing and Math Center	Provides oversight and instructional assistance in the Writing and Math Center.
Tutoring Specialist (1.0 FTE)	Tutoring Center	Provides oversight for the Tutoring Center.
Tutors (23 Tutors)	BSI/Tutoring Center/TRiO	Provides tutoring for math, English and other subjects.
DSPS/LDS Specialists (2 FTE)	DSPS	Provides advising services for DSPS eligible students.
Supplemental Instructors (5)	Career and Transfer Education	Provide supplemental instruction in five subject areas through Perkins funding.

As part of the SSSP and Student Equity Plan, and in concert with the Basic Skills Initiative, both the Student Services Division and the Student Success Committee have identified a series of activities that will support a coordinated set of follow up services for at-risk students, including supplemental instruction, peer mentorship, summer bridge, ESL student support, math boot camp, expanded student services hour, etc. Budgets are inherent in the SSSP, Student Equity Plan and Basic Skills Initiative Plan. WCC, through its revision of the

Educational Master Plan, will also incorporate visions of student success which are coordinated with the SSSP and Student Equity Plans.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

- WCC website provides counseling related information, activities, announcements, critical dates and timelines, class schedules, catalogs and other pertinent forms/documents related to counseling
- Web Advisor provides information that allows students to search and register for courses.
- WCC Student Services website allows students to access resources related to career, transfer, and other educational/career and technical education services. Also provides information on transfers (i.e., Assist.org, UC Websites, CSUMentor, etc).
- Datatel provides information on student transcripts, registration, and academic courses.
- YCCD Report Server which provides statistics on student achievement, retention and completion; currently this is available to the Dean of Student Success, the President and Vice President.
- Curricunet provides information on Course Outline of Record and courses and programs that are in varying stages of approval at the College's Curriculum Committee.
- SARS – used to set counseling appointments. The College is planning to integrate eSARS which will allow students to make appointments with counselors without going through a secretary.
- Student Portal – Provides student related information through the District portal site.
- PowerPoint software to create and implement presentations during orientation and probation workshops
- ImageNow Document Scanning System – used for scanning transcripts and other counseling information.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

See Budget above and in Appendix A

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Institutional research will be provided through the Office of the Dean of Student Success and will be consistent with the dictates of the National Completion Agenda and the recommendations of the Student Success Task Force. The types of institutional research will provide support for:

- Evaluation of college-wide instructional processes
- Strategic planning and planning
- Budget analysis
- Enrollment management
- Research studies that inform student learning and success

The outcomes of the research will identify best practices, the effectiveness of cohort learning, implementing culturally responsive learning, and accelerating the pace of completing developmental education. Research will also improve assessment and placement practices that contribute to

acceleration and seamless pathways between the high schools and WCC. For example, the College is currently researching, through a pilot program, the efficacy of exempting students from placement tests who have achieved a B or better in courses that are pre-requisites for those that are transfer level.

Other types of institutional research include:

- Student learning outcomes and utilizing the results to improve instruction and student learning.
- Evaluation of what is appropriate and useful measures of accountability
- Connecting student learning and success with the evaluation of the Educational Master Plan and the Strategic Plan
- Utilize and organize data to respond to the question, “what is student success?”
- Research strategies for addressing environmental cultures in light of the high enrollment of Latino students at WCC
- Research that lead to improved diagnostic tools for developmental students
- In concert with industry, develop data that informs employment skills trends.

ii. Technology

- 2. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.**

WCC currently provides services that are buttressed by the use of technology. These services include:

- Application through the use of a centralized online application service provided by the State Chancellor’s office.
- Assessment service through Accuplacer
- Orientation through an in-house on-line orientation program (the College is currently investigating third party sources through Canvas and Cinenosure for this purpose)
- Advising through the use of Datatel. Webadvisor, Assist, CSUMentor
- DSPS advising
- Counseling services through the use of SARs

IIc. Transitional Services Allowed for District Match

- 1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during these transition periods that are being used for district match.**

WCC is utilizing counseling services in Career Services, Transfer and Articulation Services and Admissions and Records. These are documented in the District Match section of the Budget Plan reflected in Appendix A. They are as follows:

Admission and Records

- One Senior Student Services Technician @ 100%
- Two Student Services Technician @ 100%

Transfer and Career Services

- 1 Career Counselor @ 40%
- 1 Transfer Counselor @ 40%

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

The College and District's criteria for exempting students from participation in the required services are relayed in AP 5050. This protocol is currently under review to ensure compliance with the Title 5 regulations for priority registration. The policy describes exempt students as follows:

Non-Exempt Students

Each non-exempt student, in entering into an educational plan, will do all of the following:

- Express at least a broad educational intent upon admission
- Declare a specific goal no later than the term after which the student completes 15 semester units of degree applicable credit coursework
- Diligently attend class and complete assigned coursework
- Complete courses and maintain progress toward an educational goal
- Cooperate in the development of the student educational plan

Exempt Students:

Exempt students are those who meet two or more of the criteria listed below:

- Completed an Associate or higher degree (verification required)
- Concurrently enrolled in high school
- Will enroll in performance classes only
- Currently enrolled at a four-year college or university (verification required)
- Enrolling in fewer than 6 units;
- Not planning to earn a degree or certificate;
- Enrolling in job-skill upgrade, self-improvement or general interest courses
- Enrolling in classes for which student has previous training (i.e., firefighter taking a fire science class).

2. Appeal Policies

Describe the college's student appeal policies and procedures.

Appeal policies for prerequisites are documented in Appendix H. Other appeal policies are guided by Board of Trustees Administrative Procedures which are located on the Board of Trustees website at www.boardocs.com.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

Prerequisite procedures for establishing and periodically reviewing prerequisites in accordance with Title 5 are documented in the Yuba Community College District AP 4260. Appendix H details these procedures. In keeping with Title 5 requirements, AP 4260 is currently under review by the Academic Senates; the task has been assigned to the District Curriculum Committee which will make recommendations to the Senates.

4. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation

Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SSSP Plan and services are coordinated in alignment with the goals and objectives of other planning efforts, such as Student Success/Basic Skills Initiative, budget and planning, resource allocation and prioritization and other planning efforts. For instance, the Student Success/Basic Skills committee is tasked with developing and overseeing the student equity plan, including alignment with SSSP goals and required core student services. The committee works with Student Services and Budget and Planning groups to ensure core student services coincide, supplement and are tightly aligned with the goals and objectives of our equity plan, accreditation planning team, annual action plan and educational master plan. Student Services, led by the Dean of Student Services, meets twice a month to share ideas and innovative ways to enhance programs, services to our diverse student population. This information is shared across campus, and is included in our enrollment management planning, via the President's Cabinet. This collegial sharing of information, ideas, and plans of action across all levels of the campus demonstrates a strong coordination of SSSP planning and services with student equity and other planning efforts.

5. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Woodland Community College (WCC) is part of a multi-college district, and has established effective means of coordinating with its sister college, Yuba College (YC), as well as the District office through shared decision-making bodies such as the District Communication and Consultation Committee (DC3), District Management Committee (DMC), District Curriculum Committee, and District, Colleges, and Academic Senate Joint Leadership Committee (DCAS). Both colleges – WCC and YC – collaborate with respect to assessment and placement (which resides in the District Office of Assessment and is a joint collaboration effort), academic dismissal standards, and standardizing counseling codes for MIS reporting. The District IT Office and District Registrar have worked closely with both colleges in the coordination and implements of various technological advances that are necessary for the full implementation of the SSSP plan, such as eSARS, degree audit, educational planning module, and online orientation.

6. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation. Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SSSP Plan and services are coordinated in alignment with the goals and objectives of other planning efforts, such as Student Success/Basic Skills Initiative, budget and planning, resource allocation and prioritization and other planning efforts. For instance, the Student Success/Basic Skills committee is tasked with developing and overseeing the student equity plan, including alignment with SSSP goals and required core student services. The committee works with Student Services and Budget and Planning groups to ensure core student services coincide, supplement and are tightly aligned with the goals and objectives of our equity plan, accreditation planning team, annual action plan and educational master plan. Student Services, led by the Dean of Student Services, meets twice a month to share ideas and innovative ways to enhance programs, services to our diverse student population. This information is shared across campus, and is included in our enrollment management planning, via the President's Cabinet. This collegial sharing of information, ideas, and plans of action across all levels of the campus demonstrates a strong coordination of SSSP planning and services with student equity and other planning efforts.

Section iv. Attachments

ATTACHMENT A: SSSP BUDGET – 2014-2015

2014 - 2015 SSSP Credit Budget *

Attachment B: Student Success Programs budget cross walk

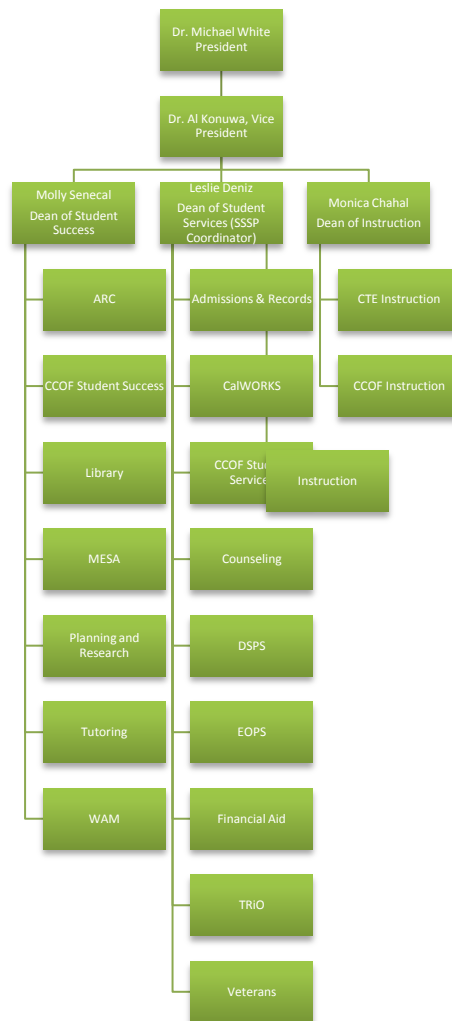
Budget Account	Description	Equity Fund	SSSP	BSI	General Fund	Perkins
1000	Counseling Hours		\$9,000	\$10,000		
1000	SSSP Counselor		\$65,000			
1000	SAC Coordinator	\$90,704				
1000	Program, Curriculum, Planning and Development					
1000	Advertisement and Counseling Services					
1000	Special Projects/Summer 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				
5000	Undesignated	\$39,759*		7850		
6000	Equipment (over \$00)		\$2,000			
	TOTAL		\$352,106	\$90,000	\$47,550	\$25.000

***Student Equity Plan Funding to Support SSSP Counseling Position**

SSSP Allocation	\$312,347
Planned SSSP Expenditures	<u>\$352,106</u>
	(\$ 39,759)

Attachment C: WCC Organizational Chart. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP

Senate Roles and Responsibilities (The 10+1)



*Woodland Community College has taken a holistic approach towards addressing the needs of students. While the Dean of Student Services coordinates activities in the Student Services Division, other deans, i.e. Student Success and Instruction, oversee functions and positions that are aligned with the aspirations of the College's Student Success and Support Program.

Attachment D: STUDENT Success and Support Program Plan Participants.

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: **Dr. Michael White**

Title: **President**

Stakeholder Group: **Administration/College Council**

Name: **Dr. Alfred Konuwa** Title: **Vice President**
Stakeholder Group: **Administration/Academic and Student Services/Curriculum**

Name: **Leslie Deniz** Title: **Dean of Student Services**
Stakeholder Group: **Administration/Student Services**

Name: **Todd Sasano** Title: **Coordinator, DSPS**
Stakeholder Group: **Disabled Students Programs and Services**

Name: **Dr. Matthew Clark** Title: **Professor, Mathematics**
Stakeholder Group: **Woodland Community College Academic Senate**

Name: **Cheryl Latimer** Title: **Professor, Counseling**
Stakeholder Group: **Counseling Department (Counselors)**

Name: **Laney Magney** Title: **Instructor, Counseling**
Stakeholder Group: **Counseling Department (Counselors)/College Council**

Name: **Jose Vallejo** Title: **Professor, Counseling**
Stakeholder Group: **Counseling Department (Counselors)/Curriculum Committee**

Name: **Fatima Ruiz** Title: **Professor, Counseling**
Stakeholder Group: **Counseling Department (Counselors)/EOPS**

Name: **Estelita Spears** Title: **Professor, Counseling**
Stakeholder Group: **Counseling Department (Counselors)/Career Center**

Name: **Talwinder Chetra** Title: **Professor, Mathematics**
Stakeholder Group: **Academic Senate**

Name: **Catherine Strobe** Title: **Professor, English**
Stakeholder Group: **Academic Senate/Fine Arts, Language Arts and Humanities**

Name: **Shawn Lanier** Title: **Instructor, Mathematics**
Stakeholder Group: **Instruction/Associated Students of Woodland Community College Advisor**

Name: **Eric Rodriguez** Title: **Student**
Stakeholder Group: **Students/Associated Students of Woodland Community College**

Name: **Donna Bahneman** Title: **Adjunct Instructor, Human Services**

Stakeholder Group: **Adjunct Faculty**

Name: **Sergei Rotoski**

Title: **Tutoring Specialist**

Stakeholder Group: **Student Support Services/Tutoring**

Name: **Christopher Howerton**

Title: **Professor, Speech**

Stakeholder Group: **Academic Senate**

Attachment e: SSSP Advisory Committee.

WCC Student Success Committee

- Adjunct Faculty
- Math Professor
- Tutoring SpecialistStudent
- Dean of Student Success
- Career Counselor
- English Instructor

WCC Dean of Instruction

WCC Dean of Student Services

WCC Vice President of Academic and Student Services

WCC Academic Senate President

WCC Transfer Counselor

Superintendent, Yolo County Office of Education

Superintendent, Colusa County Office of Education

Three High School Principals (one each from Woodland Joint Unified School District, Esparto Unified School District and a Colusa School District)

ATTACHMENT f: District Student Success Initiatives

Initiative	WCC DAAP	YC DAAP	DS DAAP	Benchmark of Effective Practice	Short- Term Goal	Point Person			Suggested Timeline
						WCC	YC	DS	
1. Establish, encourage, “market” and maintain an ethos of student success (e.g., student success symposium, professional development activities, etc.)	WCC 15	YC 10	DS	Early Connections	1,3	Konuwa, Senecal	Root, Spencer, Masuda,	Schmidtbauer,	Feb-14
	WCC 17			Academic and Social Support Network			College Access and Awareness Committee, Staff Development	McGill-Cameron, Stemmann – CTE Training only	TBD
				Clear Academic Plan and Pathway					
				Strategy Four: Effective Practice – Professional Development					
2. Mandatory Orientation	WCC 13	YC 14		Academic and Social Support Network	1	Latimer (satisfaction survey and evaluation plan)	David Perez (satisfaction survey and evaluation plan)	N/A	Spring 2014
				Clear Academic Plan and Pathway					
3. Pre-assessment Refresher (tutoring, software, study guides, etc.)		YC 21		Effective Track to College Readiness	1	Chetra	Brunhoeber		Spring 2014
4. Intake/Default Ed Plan (Math/English in 1st year)	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Ortiz and Deniz	Arce, V. Harris, and Ponticelli		Spring 2014
5. Degree Audit	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Konuwa, Ortiz, Spears, and Deniz	Arce, V. Harris, and Ponticelli		Spring 2014
6. Electronic Ed. Plans	WCC 13	YC 14	DS	Clear Academic Plan and Pathway	1	Konuwa, Ortiz, Spears, and Deniz	Arce, V. Harris, and Ponticelli		Spring 2014

7. Online Services – tutoring, other (e.g., test-taking, counseling, orientation)	WCC 13	YC 14		Academic and Social Support Network	1	DE Committee	Pimentel, K. Cunningham, DE Subcommittee		Set up by July 2014
	WCC 14	YC 17		Clear Academic Plan and Pathway		Sasano			
		YC 22				Counselors			
						Asmus			
8. Early Alert (Counseling, Tutoring)	WCC 3	Pilot		Clear Academic Plan and Pathway	1	Spears, Richard	Mills, D. Spencer		
			Effective Track to College Readiness						
9. Curriculum Alignment Project (e.g., continued catalog improvement)	WCC 18	YC 15	DS	Clear Academic Plan and Pathway	1	Konuwa (Catalog)	Davis/Masuda/	Carabajal (Curriculum)	Curriculum:
							Cox/		May-14
							Jensen-Martin (Catalog)/Curriculum Committee		Catalog: Dec 2013
10. SB1440 Transfer Curricula	State Mandate and Timeline					Asmus, Kirschner	Masuda/Cox/		Dec-13
							Beilby		Dec-13
11. Reassess Graduation and Degree Requirements						Asmus, Vallejo, Curriculum Committee	Jukes, Burns, P. Bordisso, and F. Ruiz		Dec-14
									Implement
12. Reassessment of Prerequisites	State Mandate					Brandi, Vallejo, Senecal	Davis, Cox		Spring 2014
13. Develop Academic Program Plans (two, three, four-year plans)	WCC 13	YC 14		Clear Academic Plan and Pathway		Ortiz, Latimer, Spears	V. Harris, Davis, Masuda, Jukes, and Pimentel		Mar-14
									Implement 2-yr plan
									May 2014 implement 3- and 4-yr plans
14. Common Assessment	State Initiative and Timeline					Counselors			N/A
15. Policy realignment to conform to SSTF recommendations (e.g., priority reg., BOG Fee Waiver, Academic progress)	State Mandate					Horn, Smart			As required

16. Student-centered Customer Services (Professional Development)			DS	Strategy Four: Effective Practice – Professional Development		Vallejo, Smart	Toche/Staff Development/Technology Plan		
17. Develop Research Agenda that assesses the continuum of student experience (i.e., process & outcome – inc. evaluate what students say & need; advisory committees for gatekeeper courses, etc.)	WCC 3	YC 20	DS			Senecal,	Jensen-Martin		Set up
	WCC 12					Faculty			Feb-14
									Apr-14
									Adopt/ acceptance
18. Accelerated Basic Skills (e.g., Competency-based Basic Skills, Supplemental Instruction)		Pilot (ENGL)			1	BSI Committee	Masuda/	In Progress	
							Ponticelli/		
							Pimentel		
19. Regional Education (P-20) Symposium						Konuwa (VP)	Jensen-Martin (VP)		Apr-14
20. Establish robust, structured partnerships with regional K-12 Districts & HSs.	WCC 3	YC 18			1, 2, 5	Konuwa (VP)	Jensen-Martin (VP)		Apr-14
	WCC 4								
21. Compressed Calendar (16-week semesters, intersessions, prof. dev. Days, etc.)			DS	Clear Academic Pathway	1	Chetra	Jensen-Martin	Carabajal	Recommendation by April 25, 2014
				Strategy Four: Effective Practice – Professional Development					

22. Group Counseling	WCC 13	YC 10		Early Connections Academic and Social Network	1	Deniz	Arce	N/A	Implementation/evaluation plan by April 2014
23. Holistic Support Services						CommuniCare	Jensen (health services)	Carabajal (emergency Scholarships)	Spring 2014
						Konuwa (health services)	?? (CDC)		
						?? (CDC)	FA (scholarships)		
						Smart (scholarships)			
24. Consolidate Tutoring Services and Centers (In Progress)						Richard	Jensen		
						Ruiz			
25. Peer Advising (e.g., EOP&S)						Vallejo	Arce/Ponticelli		
26. Academic Advising (Instructional Faculty, Para-professionals)		YC 11		Early Connections Academic and Social Network Clear Academic Plan and Pathway	1	Counselors	Arce/Burns/		
						Faculty	Davis/Jukes		
27. Student Connection Programs – Establish Communities (e.g., EOP&S, MESA, Upward Bound, ETS, UMOJA, Puente)		YC 22		Early Connections Academic and Social Network	1	Administration	Arce/Root/ASYC Clubs		
						Konuwa/Vallejo/			
						Cuevas			
28. Summer Bridge Program (e.g., Upward Bound, ETS, Jump Start)						Counselors	Arce/Spencer		
						Cuevas			
29. Ambassador Center (Welcome Center)						Student Success	Arce/Jukes/Pitock		
						Bahneman			
						Horn			
						McClain			
30. First Year Student Experience (mandatory activities, inc.						Counselors	Arce/Jensen/Ruiz/		

meeting with instructors)							Frederking/ Jow/Anderson		
31. First Year Success Class						Counselors	Burns/Jukes		
32. Contextualized Learning (e.g., VESL)						Chahal	Masuda/Hulin		
						Faculty			
33. Service Learning						Student Services	Root/Davis		
						Spears			
34. Internships						Spears	Root/Davis/ Fancher		
35. Structured engagement with parents						Administration	Root		
						Ortiz			

ATTACHMENT g: WCC Resource Mapping (WCC Student Services Personnel identified activities that support student success and are consistent with SSSP)

WHAT DOES SUCCESS LOOK LIKE FOR WCC?
Resource Mapping

Categories

Educational Practices

- Progress Reports
- Peer Mentor - Study Group – MESA
- Support Services tied into courses
- Faculty Practices/Pedagogy
- Early Alert Program
- Transfer Degrees (ADT)
- Summer Bridge
- Promote email communication
- Math Boot camp for placement exams
- Professional development w/faculty
- Academic Dismissal Workshops
- Tutoring Center
- ESL Curriculum
- Algebra Academy
- Freshmen/Re-entry courses – count 10-25
- Cultural Competency
- Improved Prep for Placement Exams
- SLOs
- Learning Communities
- Law Enforcement Academy
- DSPS Syllabus statement for at-risk students
- Code of Conduct
- Award letters/communication for financial aid
- Educational Plan

CULTURE:

Belonging, Beliefs, History, Values, Comfort, Tradition, Language, Unity, Parameter, Behavior, Values, Norms, Home, Uniqueness, Diversity, Inclusion, World View, Awareness, Practices, Who we are - Identity

Policies

- ✓ Orientation process – Aug. 7+
- Improve Student Petition Process
- Financial Aid Orientation
- Academic Dismissal (400+ students) process
- Assess ESL population support
- Financial aid self-service video
- Summer Math Success Program
- H.I. International Algebra Success – Equivalent
- Communication w/students effectiveness
- LGBTQ support
- Drop policy
- Add policy
- Financial Aid SAT Academic Progress : DSPS, EOPS, CalWorks, TRIO

- BOG policies
- EOPS contract policy
- TRiO contract policy/graduate 4 years
- Student code of conduct
- Disclaimer for computer use – student login with their ID
- Financial – Federal funding policies
- Financial – State funding policies
- R2T4 – returning money (Fin Aid) to Fed

Organizational Structures

- ✓ Evening Hours – M-T 6pm Counseling, Financial Aid, A&R
- ✓ Welcome Week – Student Helpers How Can I Help?
- ✓ Directional Signs
- ✓ Later hours
- ✓ Work Experience
- Outreach Recruitment
- Cash for College
- Tutoring
- OML – Open/Media Lab
- Profession Development Series
- Career Fair
- College Fair
- Staff Kiosk
- Open class lists/mktg
- Guest speakers
- Phones answered or system for call back
- HSI
- Writing Center & Math WAM
- Library
- Reading Center
- I can afford college (I can't my own son)
- Transition Fair
- Conferences
- Volunteers: Community
- Student services delivery
- Better delivery services – Info
- Health Center – Personal Counseling
- Resume Workshop
- Career Exploration
- LinkedIn training – MESA
- Financial workshops – MESA
- Literacy
- Veterans – Jobskills (securing benefits)
- Solar panel internship
- ME Center – so many workshops

Special Programs

- ✓ Si se Puede
- ✓ Welcome Week
- ✓ Federal Work Study
- Tutoring Center – expand service
- Health center – outreach welcome week

- Jump Start
- Orientation/Workshops:
- -HSI Target Pop/Program
- -Concurrent Students
- University Rep (TAG)
- AB 540 students
- DSPS
- CalWORKs
- EOPS/CARE
- Financial Aid
- Vets
- Student Gov ASWCC
- WAM
- MESA
- ARC – Academic Reading Center
- LGBTQ
- Summer Academy
- Cultural Diversity Series
- Orientations/Workshops:
- -Foster Youth/Guardian Scholar
- Transfer Fair/APP Workshops
- Career Fair
- Kinder-to-college
- Fostercare
- Transition Fair/DSPS
- Puente
- High School Orientation
- DSPS & counselor outreach to area high schools
- Orientation
- Regional Counselors mtgs
- HEP
- AB86
- SB70

Appendix h (Processes for prerequisite)

(This process is currently being reviewed by the District College Academic Senate (DCAS) Committee to incorporate changes in the curriculum, i.e. courses in developmental math and English. For example, Math 111 is a developmental courses that is not included in this document; while English 105 has been modified and is no longer a repeatable course designated by an “R”).

Book Administrative Procedures
 Section Chapter 4: Academic Affairs
 Title Pre-Requisites and Co-Requisites
 Number AP 4260

Status Active

Legal Adopted July 21, 2004

Last Revised September 29, 2008

Reference: Title 5, Section 55000 et. seq.

§55201. Prerequisites, Corequisites, and Advisories on Recommended Preparation.

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this Article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to Section 55002(a)(2)(D) or 55002(a)(2)(E).

(b) A governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of Sections 53200-53204 of this Division, adopt policies for the following:

(1) The process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in Subsection (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommended preparation.

(4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

(2) the prerequisite will assure, consistent with Section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with Section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

(4) the prerequisite or corequisite is necessary to protect the health and safety of a student or the health and safety of others.

(d) Except as provided in this Subsection, no prerequisite or corequisite may be established or renewed pursuant to Subsection (b)(3) unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be so scrutinized until it is reviewed pursuant to Subsection (b)(3) if:

(1) it is required by statute or regulation; or

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

(3) it is required by four-year institutions.

(e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to Section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite Subsection (d) of this Section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when:

(1) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or

(2) the prerequisite or corequisite is required for enrollment in a program, that program is subject to approval by a state agency other than the CCC Chancellor's Office and both of the following conditions are satisfied:

(A) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(B) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the CCC Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the CCC Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(f) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

- (1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;
- (2) The prerequisite or corequisite is in violation of this Article;
- (3) The prerequisite or corequisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner;
- (4) The student has the knowledge or ability to succeed in the course or program despite not meeting the prerequisite or corequisite;
- (5) The student will be subject to undue delay in attaining the goal of his or her educational plan because the prerequisite or corequisite course has not been made reasonably available; and
- (6) Such other grounds for challenge as may be established by the district governing board.

§55003. Additional Rules.

The following additional rules apply to the establishment of prerequisites and corequisites:

- (a) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.
- (b) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.
- (c) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument used shall be selected and used in accordance with the provisions of Subchapter 6 (commencing with Section 55500) of this Chapter.
- (d) If a prerequisite requires pre-collegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that pre-collegiate basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.
- (e) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A Corequisite shall be waived as to any student for whom space in the corequisite course is not available.
- (f) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.
- (g) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded. Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

NOTE: Authority cited: Section 70901, Education Code. Reference: Section 70901, Education Code.

PURPOSE

The purpose of a prerequisite, corequisite, or other limitations on enrollment is to contribute to the maintenance of academic standards and to indicate to students the knowledge/preparation required to successfully complete a course or program. An unnecessary prerequisite may unfairly block student access and consequently, the College is responsible for reviewing each prerequisite in a formally established and consistent manner. The College is also responsible for enforcing approved prerequisites in a consistent manner and for providing students with a challenge process to the prerequisite.

PREPARING THE RECOMMENDATION

Prerequisite/Corequisite Guidelines were developed to help instructors in preparing new prerequisites/corequisites or in maintaining an existing prerequisite/corequisite. It is also a reference source that reflects the prevailing thinking of the Curriculum Committee, and it collects many separate committee actions into a single source, all of which contribute to defining the nature and scope of instruction for the College. The establishment or maintenance of any prerequisite, corequisite, other limitation on enrollment will at a minimum require a course content review. Some prerequisites will require additional statistical studies, which are explained in later sections of these guidelines. The simplest recommendation for a prerequisite requires only that a course content review be conducted. Prerequisites/corequisites and other limitations on enrollment are included with the course outline and approved when the Curriculum Committee approves the course outline.

DEFINITIONS

- **Advisory** - A condition of enrollment which a student is advised, but not required, to meet before, or in conjunction with enrollment, in a course or educational program.
- **Communication Skills** - Skills/courses taught by the ESL Department, pre-collegiate basic skills courses taught by the English Department, and the composition courses.
- **Computational Skills** - Skills/courses taught in the pre-collegiate basic skills offerings of the Math Department and in the algebra courses.
- **Course Content Review** - a rigorous and systematic process by which faculty identify the necessary body of knowledge and/or skills that students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a corequisite course.
- **Corequisite** - A condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.
- **Discipline** - The field of study into which the course has been placed using the recognized list of discipline fields recommended by the State Academic Senate and published by the CCC Chancellor's Office.

- Prerequisite - A condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.
- Satisfactory Grade - for the course in question, the student has received a grade of A, B, C, or P*.
- Sequential In-discipline Prerequisite or Corequisite - A prerequisite/corequisite course which is in the same department or discipline as the target course.
- Standard Prerequisite or Corequisite - A prerequisite/corequisite for a Yuba Community College District course that is the same as the prerequisite for the identical course at a CSU or UC campus.
- Target Course - The course for which the prerequisite/corequisite/advisory is necessary for the student to be highly likely to succeed.

*Formerly Credit/No Credit. Pass/No Pass grading replaces the current Credit/No Credit grading effective Fall, 2009.

PROCEDURE

If a department/discipline wishes to establish or maintain any prerequisite, corequisite, or other limitation on enrollment in a course or program, it must first conduct a course content review. Program prerequisites require that the prerequisite is required for success in at least one course in the program. The Curriculum Committee has adopted the following procedure to insure compliance with the requirements of the "District Model Policy":

The appropriate full-time faculty within the department/program to which the target course is assigned will participate in the content review process and prepare the approved content review summary form recommending whether or not the prerequisite/corequisite/advisory course is appropriate for the target course. As of the fall semester 2004, the course outlines must be on the course outline form approved in the spring of 2003. If the course outlines have not been approved on the new form, they should be completed and submitted with the prerequisite/corequisite form.

1. The department faculty determines how they will complete the process requirements.
2. The supervising Dean will provide a list of courses, approved work sheets, and approved content review summary forms to the faculty.
3. Faculty decide on a list of skills and/or knowledge necessary for success in the target course. These should be similar to the skills and content shown on the approved course outline.
4. Faculty decide on a list of skills and/or knowledge provided by the recommended prerequisite/corequisite/advisory course, which are consistent with the course outline sections relating to topical outline and student performance objectives (list all course objectives), and list these on the Course Prerequisite/Corequisite/Advisory Content Review Worksheet.
5. If the results of the course content review support the establishment or maintenance of the prerequisite/corequisite, the department prepares a Course Prerequisite/Corequisite and Advisory Recommendation Form and Content Review Summary Form. For some prerequisites, additional attachments may be necessary.

6. Following the listing of items on the worksheet, using a scale from 5 [highest importance to success in the target course] to 1 [lowest importance to success in the target course], each faculty member notes the score in the space provided on the worksheet.
7. The listed items on the worksheet form that are considered by the faculty to be appropriate for the Content Review Summary Form [for both target course and the prerequisite/corequisite course] are listed on the Summary Form along with the
8. department average/mean rating for each item.
9. The following guideline is applied to the results shown on the Summary Form: if the content and skills provided in the prerequisite/corequisite course are of a magnitude such that the student could not be expected, in your judgment, to be successful in the target course without them, then the prerequisite/corequisite is appropriate.
10. If the faculty decide that the prerequisite is justified (a minimum of 60 % of the scored items have a mean rating of three or more; exceptions must be justified.), the appropriate box on the Corequisite/Prerequisite Summary Form is marked and it is forwarded to the supervising Dean.
11. If the recommendation is for a sequential in-discipline prerequisite, no further information is necessary. During a meeting, the supervising Dean and the faculty will review and approve the recommendation before it is forwarded to the Curriculum Committee.
12. The completed Content Review Summary Form and course outline, which represents the majority view of the department, will be signed by the supervising Dean and forwarded to the Vice President Academic and Student Services or designee for transmittal to the Curriculum Committee.
13. The Office of Academic and Student Services checks the summary form and any attachments for accuracy and completeness and the Vice President Academic and Student Services or designee refers it to the appropriate subcommittee of the Curriculum Committee for review.
14. Subcommittee reviews the course outlines, summary form and any attachments and verifies compliance with the criteria adopted by the Curriculum Committee.
15. If the prerequisite/corequisite meets the criteria, the subcommittee forwards a recommendation for approval to the Curriculum Committee. If the prerequisite/corequisite fails to meet criteria, it will be returned with explanations to the originator who may re-submit it.
16. The Curriculum Committee accepts or rejects the recommendation of the Subcommittee. If approved, the prerequisite/corequisite along with the course outline is sent to the Governing Board for approval and inclusion in the district curriculum.

POSSIBLE PREREQUISITES AND REVIEW REQUIRED

If a department/discipline wishes to establish or maintain an existing prerequisite or corequisite that is not a sequential in-discipline prerequisite, there may be more justification required. Various kinds of possible prerequisites are listed below with their review requirements and examples.

Prerequisite Type or Condition of Enrollment	Review Required	Example
<u>Sequential in discipline</u> (Nursing 7 for Nursing 8)	Course Content Review [CCR]	Math 1A for Math 1B Biol 1 for Biol 2

<u>Out of discipline course</u> (Equivalent to CSU, UC course)	CCR plus verification that 3 CSU or UC, any combination, have the same prerequisite	Physics 4A for Engr 35
<u>Course for vocational discipline</u>	CCR only unless a math or language skills course	Biol 4 for Nursing 8
<u>Out of discipline course</u> <u>vocational courses in</u> <u>English or math skills</u>	CCR plus data collection and analysis, this includes	Math 1A for Physcis 4A
<u>Program</u>	CCR and establish as prerequisite for at least one course in the program	Biol 4 for admission to ADN Nursing Program
<u>Health and safety</u>	CCR to show student might endanger self or others	Nursing 22 must pass skills lab portion to receive credit

<u>Audition or Tryout</u>	CCR, other courses are available to meet requirements, with no disproportionate impact	Performance Course Theatre, Athletic Team
<u>Cut Scores</u>	CCR, plus test approved by CCC Chancellor's Office, plus validated cut scores, plus measures, plus no disproportionate impact	Level I for Reading 110ABC, Level I for Math 110 or Gen. Bus. 100
<u>Other than course</u> prereq GPA, recency, etc.	CCR, plus data collection and analysis	2.5 GPA for admission to Nursing Program
<u>Advisories on recommended preparation</u>	Course Outline Only	Math 50 for Chem 2A
<u>Imposed by Statute or Regulation</u>	Determined by Governing Board, no review required	Fire Tech 64A needs valid class 3 license

GUIDE TO POSSIBLE PREREQUISITIES

In addition to course content review and the preparation of the summary form, additional verification may be required to achieve approval. Attachments that verify compliance with these additional steps must be attached to the summary form at the time it is forwarded to the Curriculum Committee. If the prerequisite is one of the following, the appropriate boxes at the bottom of the Course Content Review Summary Form [CCRSF] must be marked and any required supporting documentation must be attached. The following are taken from the list on the previous page:

1. Out of Discipline Course that is Equivalent to a Course at CSU or/and UC

Having the same CAN number can identify many of these. Documentation for this prerequisite requires that the CCRSF has evidence attached that shows that the same prerequisite is required for the target course at three campuses of the CSU or UC systems. These may be in any combination of CSU and UC sites. Photocopies of the appropriate pages in the CSU or/and UC catalogs should be attached to the CRSF when it is forwarded.

2. Course for Vocational Discipline

A CCRSF may be completed for each prerequisite course for a course(s) in a vocational program. This includes in-discipline and out of discipline but not language and math skill courses. Vocational TOPS Codes bear an * in the TOPS Handbook.

3. Out of Discipline Course in English or Math Skills

Data must be gathered and attached to the CCRSF form. Data collection options are described in the following section.

4. Program

If a program wishes to establish a course requirement for admission to the program, there must

first be a CCRSF prepared that shows that the course required for admittance to the program is a prerequisite to a course required in the program. Attach a copy of the first page of the official course outline to the CRSF.

5. Health and Safety

The department must show through a CCRSF that the course for which the prerequisite is proposed is one in which the student might endanger his or her own health and safety or the health and safety of others; and that the prerequisite course is necessary before entering the target course. The CCRSF should be explicit about the consequences of mistakes on the part of the student. Further documentation is not required.

6. Audition or Tryout

A department may establish audition or try-out as a limitation on enrollment for courses that include public performance or intercollegiate competition such as but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance and intercollegiate athletics provided that:

- for any certificate or associate degree requirement which can be met by taking this course, there is another course or courses which satisfy the same requirement; and
- included in the course outline or record (College Catalog) there is a list of each certificate or associate degree requirement that the course meets and of the other course or courses which meet the same requirement.
- at least every six years a review is conducted to determine whether or not the audition or try-out process is having a disproportionate impact on any historically underrepresented group.

7. Cut Scores

Assessment tests and cut scores may only be established in the manner prescribed in "Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges," August, 1992. Consult with the Office of Institutional Effectiveness.

8. Other than Course Prerequisite, GPA, Recency, etc.

In addition to the CCRSF the department must arrange for the course outline to contain a list of the specific skills a student must possess in order to be ready to take the course. Data are then gathered as describe in the following section and attached to the CCRSF when it is forwarded for approval to the Curriculum Committee.

9. Advisories on Recommended Preparation

A department wishing to inform students about recommended entry preparation for success in a target course may establish or maintain an advisory by preparing a CCRSF and submitting it to the Curriculum Committee. Additional documentation is not required. Consideration of student objectives in the following courses is necessary to maintain or establish specific or general advisories that relate to language and math skills.

10. Imposed by statute or regulation

Prerequisites resulting from State Law or regulations should be noted on the course outline. No further review is required.

DATA COLLECTION PROCEDURES

The following kinds of prerequisites or corequisites require, a list of the specific skills a student must possess in order to be ready to take the course in the official course outline, and data collection:

- Out of Discipline Course in English or Math
- Other than Course, GPA, Recency, etc.

For these prerequisites, the course outline must first be reviewed to verify that the skills are listed. A CCRSF must be prepared. Data gathered to support the recommendation must be attached to the CCRSF when it is forwarded to the Curriculum Committee.

The standard for any data comparison done to support a recommendation for a prerequisite or corequisite is that it must be found that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed prerequisite or corequisite.

For these prerequisites it is preferred that the research design, operational definition, and numerical standards, if appropriate, shall be developed by research personnel, discipline faculty, and representatives of the academic senate. (Note: that during the research period students who are informed that they do not meet the prerequisite may enroll in a maximum of 20% of the seats available in the course section(s)).

The faculty should review the four options below for gathering data and consult with the college research office before proceeding. The research office will provide assistance as needed.

The data may be gathered by any one of the following procedures:

1. Students' Perceptions of Readiness - Determine the extent to which students, currently enrolled in the course or those who have completed it, believe the proposed prerequisite or corequisite is necessary. If after a course content review of the target and subject course, faculty elect to use students' perceptions of their readiness for the target course, the following method shall be used:

- In conjunction with the Office of Institutional Effectiveness distribute in class the survey form to at least 10% of the students enrolled in the target course, and not less than 100 students to determine their perceptions of their readiness and likeliness to succeed in the course.
- Divide the responses according to those who had and had not taken the proposed prerequisite course.
- Examine the results of the survey for significant differences in accordance with the standard Chi-square method. This analysis will be conducted by the Office of Institutional Effectiveness personnel and reviewed by the faculty.
- Consider the prerequisite valid if the test shows significant differences between those who had and had not taken the proposed prerequisite course at $p = .05$ on a standard Chisquare table.
- Attach a table of data, display of Chi-square Test results, and description summarizing the results of the study to the CCRSF when it is forwarded to the Curriculum Committee.

2. Faculty Evaluation of Student Readiness - Compare the faculty members' appraisal of student's readiness for the course to determine whether student met the proposed prerequisite or corequisite. The faculty appraisal could be done at any time in the semester that the college determined was appropriate

and be based on independent assignments, quizzes, and exams, participation in class, or other indicators that the student was or was not ready to take the course.

After a course content review to determine a potential prerequisite, the following method should be followed:

- Identify and list the points of commonality identified in content review.
- Rate (from a roster of students in the class which has been provided) each student's likelihood of success, according to the following scale:
 - Highly unlikely to succeed 1
 - Unlikely to succeed 2
 - May succeed with extra help 3
 - Likely to succeed 4
 - Highly likely to succeed 5
- Survey, as outlined above, for each prerequisite a minimum of 10% of all students enrolled in the target course, or 100 students, whichever is greater. Care should be taken to ensure that a cross-section of students is assessed, especially considering multiple locations.
- If fewer than 100 students are available for survey in any given term, the study may be continued across terms, or this method may be supplemented using historical data according to the policy for analysis of course outcomes. (In such an analysis, students who can be identified as withdrawing due to course difficulty or unsatisfactory grades should be considered to have failed.)
- Divide the ratings by faculty according to students who had and had not taken the subject prerequisite course. A test for significant differences by Chi-square will be conducted. If the differences are significant at $p = .05$ in a standard Chi-square table, the prerequisite will be deemed valid. This analysis will be conducted by the Office of Institutional Effectiveness personnel and reviewed by the faculty.
- Attach a table of data, display of Chi-square Test results, and a summary description of the results of the study to the CCRSF when it is forwarded to the Curriculum Committee for approval.

3. Historical Data Review - Compare students' performance at any point in the course with completion of the proposed prerequisite or corequisite. After a course content review the faculty may evaluate prerequisite validity by a review of past performances in the target course by using the following method:

- Select a population of not less than 500 student records from the Student Information System files.
- Selections should be made on the basis of entire course sections, with reasonable care to ensure that multiple locations of course sections are represented.
- Divide course outcome grades into a pass/fail relationship, with A, B, C, and P (formerly CR) grades in the passing group. Where possible, W grades for students who withdrew due to perceptions of failure or unsatisfactory grades, and students who were dropped by faculty when failing should be included in the failure group. All other W grades should be removed from the sample.
- Divide student records into two groups according to those who had and had not taken the proposed prerequisite course.

- Conduct a Chi-square test for significant differences between the two groups according to standard statistical method. If the differences are significant at $p = .05$ on a standard Chisquare table, the prerequisite will be deemed to be valid. Whenever possible, this method should be supported with a survey of either student or faculty perceptions of readiness among currently enrolled students. This analysis will be conducted by research office personnel and reviewed by the faculty.
- Attach a table of data, display of Chi-square test results, and a summary description of the study to the CCRFS when it is forwarded to the Curriculum Committee for approval.

4. Student Performance and Assessment Instruments - Compare student performance in the course to their scores on assessment instruments in the manner required by the CCC Chancellor's Office to validate an assessment instrument and cut scores for the course in question.

EXCEPTIONS TO DATA COLLECTION

The requirements for data collection do not apply under the following conditions:

- Four-year institutions will not grant credit for the course unless it has the particular communication or computational skill prerequisite.
- The prerequisite or corequisite is required for enrollment in a program which is subject to approval by a state agency other than the CCC Chancellor's Office and both of the following conditions are satisfied:
 - Colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and
 - The district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the CCC Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the CCC Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

ENFORCEMENT OF PREREQUISITES

The implementation of prerequisites, corequisites, and limitations on enrollment is done via computer at the time of enrollment.

Grounds for Prerequisite Challenge

The following are grounds for a challenge to a course or other prerequisite or corequisite:

1. The course has not been made reasonably available. (A class is reasonably available when the course is available with sufficient seat capacity in scheduled classes to allow the students who require the course, in their program or course of study, to enroll in it within two consecutive years of entering Yuba College or Woodland Community College, or completing all remedial requirements, whichever is later. This includes day, evening, and

summer offerings. This does not apply to courses that are required in programs that are deemed to be impacted and have special admission procedures.)

2. The prerequisite is discriminatory or is applied in a discriminatory manner.
3. The prerequisite was established in violation of regulations or District approved process.
4. The student believes that their knowledge or ability allows him or her to proceed in the course despite not meeting the prerequisite(s).

Filing a Challenge

To file a challenge a student must complete, sign, and deliver an approved Yuba Community College District (Yuba College or Woodland Community College) Prerequisite/Corequisite Challenge Form as follows:

- For students registering at Yuba College or Woodland Community College, challenges are filed with the Yuba College Dean of Student Development or the Woodland Community College Dean of Student Services, who will respond to challenges based on items 1, 2 and 3 above. Those based on item 4 will be referred to the appropriate Dean.
- For students registering at the Clear Lake Campus or other outreach campuses, the challenge forms should be filed with the Chief Student Services Officer.

Student Status During Challenge

If space is available in a course when a student files a challenge to the prerequisite or corequisite, the district will reserve a seat for the student in the target course and seek to resolve the challenge within five working days.

If the challenge is upheld or the district fails to resolve the challenge within the five working-day period, the student shall be allowed to enroll in the course. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll, if space is available when the student registers for that subsequent term.

If the challenge is denied within the five-day period, the student will not be allowed to enroll in the target course.

Validation of Challenge

For students registering at Yuba College or Woodland Community College, challenges shall be on the approved prerequisite/corequisite challenge form and filed with the Yuba College Dean of Student Development or the Woodland Community College Dean of Student Services, who will review and evaluate on challenges that are based on the following:

- the course is not made reasonably available.
- the prerequisite is discriminatory or applied in a discriminatory manner.
- the prerequisite was established in violation of regulation or in violation of the District approved process.

The Dean of Student Development or Dean of Student Services will forward challenges to the appropriate Dean that are based on the student's belief that his or her knowledge or ability allows the student to proceed in the course despite not meeting the prerequisite.

Divisions/departments will adopt a workable and practical process for evaluating prerequisite challenges based on the student's existing knowledge or ability. Options for this process may include, but are not limited to, the following:

- department faculty select representative(s) to evaluate such challenges.
- department faculty, in their absence, empower Deans to rule on all such challenges.

In the absence of the Dean, the Vice President Academic and Student Services will assume the Dean's responsibility in this process.

For students registering at the Clear Lake Campus and other outreach campuses, the challenge forms will be forwarded to the appropriate Chief Student Services Officer. The Chief Student Services Officer will receive, review, and evaluate challenges based on course availability, or an alleged discriminatory prerequisite, or a prerequisite that is alleged to have been improperly established.

The administrator determining the response to a challenge will notify the concerned student. Challenges not originating at Yuba College or Woodland Community College, will have their results communicated to the student by the appropriate Chief Student Services Officer. The completed challenge form will be forwarded to the Office of the Registrar for filing.

Corequisite challenge procedures are identical to those for prerequisites.

Appeal

Challenges that have been determined by one person may be appealed to the Chief Instructional Officer for the College/Campus. If a challenge has been determined by consultation involving two or more persons it may not be appealed.

Student Objectives for Mathematics and Language Skills Courses

To establish or maintain math and language skills courses as prerequisites for courses outside of these disciplines requires that the CCRSF be completed, the attachment of documentation that data were gathered and analyzed in accordance with adopted procedures, and that the official course outline for the target course contains a list of the specific skills a student must possess in order to be ready to take the course.

The student objectives listed below are taken from the current official course outlines and should be considered for inclusion in the target course outline, if the courses shown below are to be used as prerequisites or corequisites. Also, when conducting the course content review, these should be used in conjunction with the target course outline, and they should be used for recommending advisories. For math and language courses not shown below, contact the Office of Academic and Student Services or the appropriate Division Office for official course outlines.

Math 110 – Arithmetic for College Students (not college level)

- Demonstrate skills in the fundamentals of addition, subtraction, multiplication, and division
- Demonstrate confidence in the ability to perform the basic operations of arithmetic
- Describe how to approach a verbal problem analytically

Math 50 – Elementary Algebra (college level elective for AA and AS Degree)

- Apply order of operations rules correctly
- Apply basic properties to solve first-degree equations, inequalities, and quadratic equations
- Add, subtract, multiply, and divide polynomial and fractional expressions
- Use properties of exponents to simplify expression involving them
- Factor using the Greatest Common Factor (GCF) method, grouping, special forms, and general trinomial
- Graph linear equations in the Cartesian plane, identify the slope and intercepts of the graph
- Solve linear systems of two equations by substitution or multi-add method
- Solve word problems involving number relationships, perimeter, and area of rectangles, mixtures, investments, ages, and coins

Math 52 – Intermediate Algebra (college level for AA and AS Degree)

- Simplify and manipulate algebraic expression containing fractions, exponents, roots, and radicals
- Simplify and manipulate complex numbers and solve equations with complex roots
- Solve linear and quadratic equations and inequalities
- Graph parabola, circle, ellipse, and hyperbola
- Solve simple exponential and logarithmic equations

English 105R – Pre-collegiate Composition (not college level)

- Manipulate sentence patterns
- Create a variety of sentence patterns
- Avoid most sentence errors
- Demonstrate knowledge of grammatical and mechanical concepts
- Write on a topic using a variety of sentence structures, all of which are grammatically and mechanically correct; the writing will be focused, unified, and coherent and will develop and explain a single idea
- Pass a holistically scored exit final exam with a holistic score of "three" or better

English 51 – Preparatory Composition and Reading (college level elective for AA and AS Degree)

- Identify and classify the main idea in paragraphs and short essays
- Write an essay controlled by a thesis while incorporating the various rhetorical modes and using the principles of transition, unity, coherence, organization, and emphasis
- Read, comprehend, analyze, and write about short essays
- Recognize and comprehend irony and inferences
- Use the techniques of writing as a process
- Write grammatically correct sentences and document quotations
- Pass a holistically scored departmental essay final with a score of "3" or higher

English 1A – College Composition and Reading (college level for AA and AS Degree)

- Use the techniques of writing as a process
- Write an organized, college-level essay controlled by a thesis, incorporating various rhetorical modes and using principles of unity and coherence
- Write grammatically correct, stylistically-sophisticated sentences
- Cite and document sources correctly
- Read, comprehend, and analyze college-level essays, recognizing authors' tone and inferences
- Pass the holistically scored departmental final with a score of "3" or higher Reading 70 – Analytical Reading (college level for AA and AS Degrees)
- Recognize patterns of development in paragraphs and essays
- Write a coherent summary that reflects the macrostructure of an assigned essay
- Given a chapter from a content-based text answer objective and essay questions with 70% accuracy

Revised: 9/29/2008; 12/17/2007; 12/01/2006; 1/03/2005

Adopted: 7/21/2004

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

OBJECTIVES

- 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.

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%), whites (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).

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 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.

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

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

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.

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).

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

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.

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)

Woodland Community College

Student Equity Plan

October 2014

WOODLAND COMMUNITY COLLEGE STUDENT EQUITY PLAN

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WCC Equity Plan 2014—2

**Woodland Community College
Student Equity Plan
Signature Page**

District: _____ **Date Approved by Board of Trustees:** _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

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:

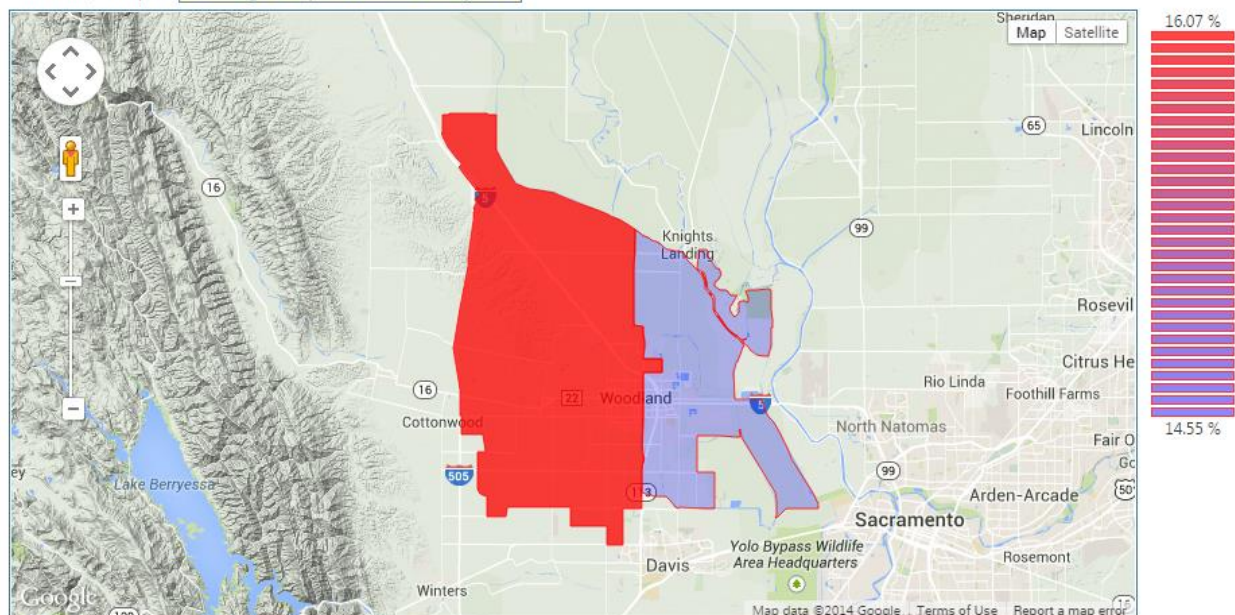
- As expected, we see a greater number of Hispanic students, students aged 18-25 years and students living in poverty at our campus compared to the community.
- The participation rates of American Indian and Alaskan Natives, Native Hawaiian and other Pacific Islanders at WCC and CCOF are much lower than 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.

				Proportionality Index	
People Quick Facts	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
CHILDDEVELOPMENT(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	
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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

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	Fall 2014	Student Achievement Center Coordinator, Dean of Student Services, Dean of Student Success, VP	More students will be aware of the types of services offered and increase use of services among all students.	SSSP
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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 (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

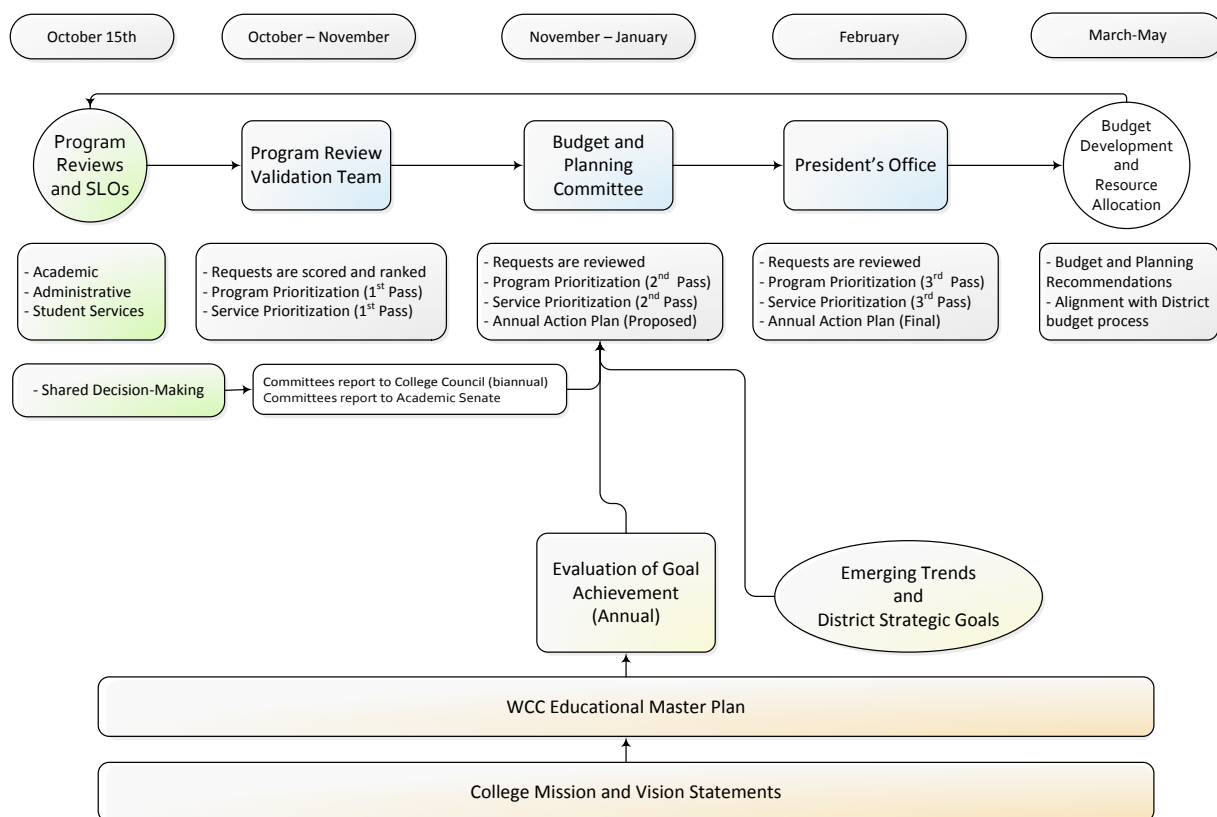
Evaluation Schedule and Process

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							
DRAFT							
Data Current as of 9/2/2014							