



BUILDING PARTNERSHIPS ACROSS CAMPUS THROUGH RESEARCH

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Overview

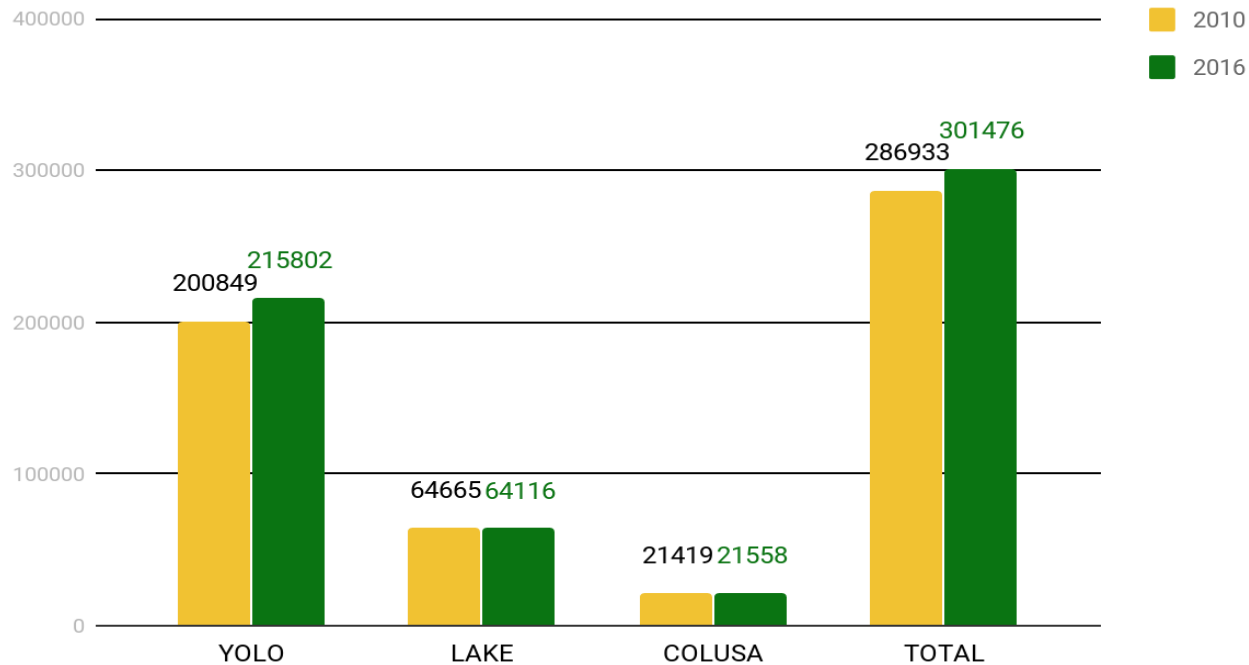
- Woodland Community College
- WCC Goals
- Research to progress agenda
- Partnership Building
- Research Methodology
- Findings
- Institutional Response
- Dissemination
- Lessons Learned



Woodland Community College



- Northern California (Yolo, Lake & Colusa counties)



- Medium Income per capita
 - Davis \$74,051
 - Woodland \$25,149
- Small town college v. Agricultural hub
- Academic Achievement Differentials
 - Davis – College
 - Woodland – High School graduates



County	White	Hispanic	Asian	African American	Mixed Ethnicity	American Indian/ Native Alaskan
Yolo	66.1%	31.1%	13.7%	2.6%	5.8%	0.5%
Lake	79.6%	16.1%	1.3%	2.2%	2.8%	3.8%
Colusa	37.0%	57.0%	2.0%	0.7%	3.5%	1.1%

WCC Goals



YCCD STRATEGIC GOALS and WOODLAND COMMUNITY COLLEGE MISSION

Guides College
Educational Master
Plan

Woodland Community College Educational Master Plan

Internal data includes WCC Program and Services resource inventory, emerging educational trends, student experience analysis, etc.

External data includes Labor Market Information, a community profile, feeder school data, emerging regional trends, etc.

Informs Annual
Program
Reviews

Program Review Data (Improvement cycle of implementation, assessment, revision, and repeat.) Emerging Regional Educational and Industry Trends or Initiative Accreditation Regulations

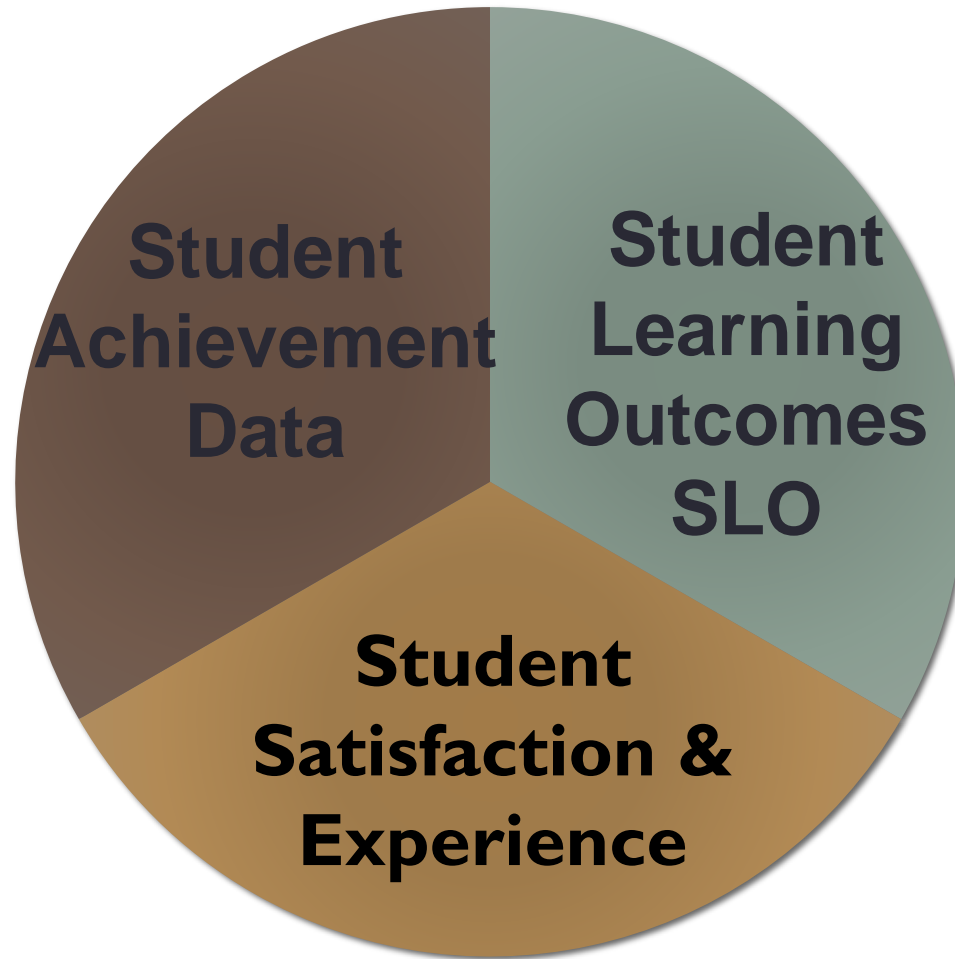
Direct Various
WCC Plans

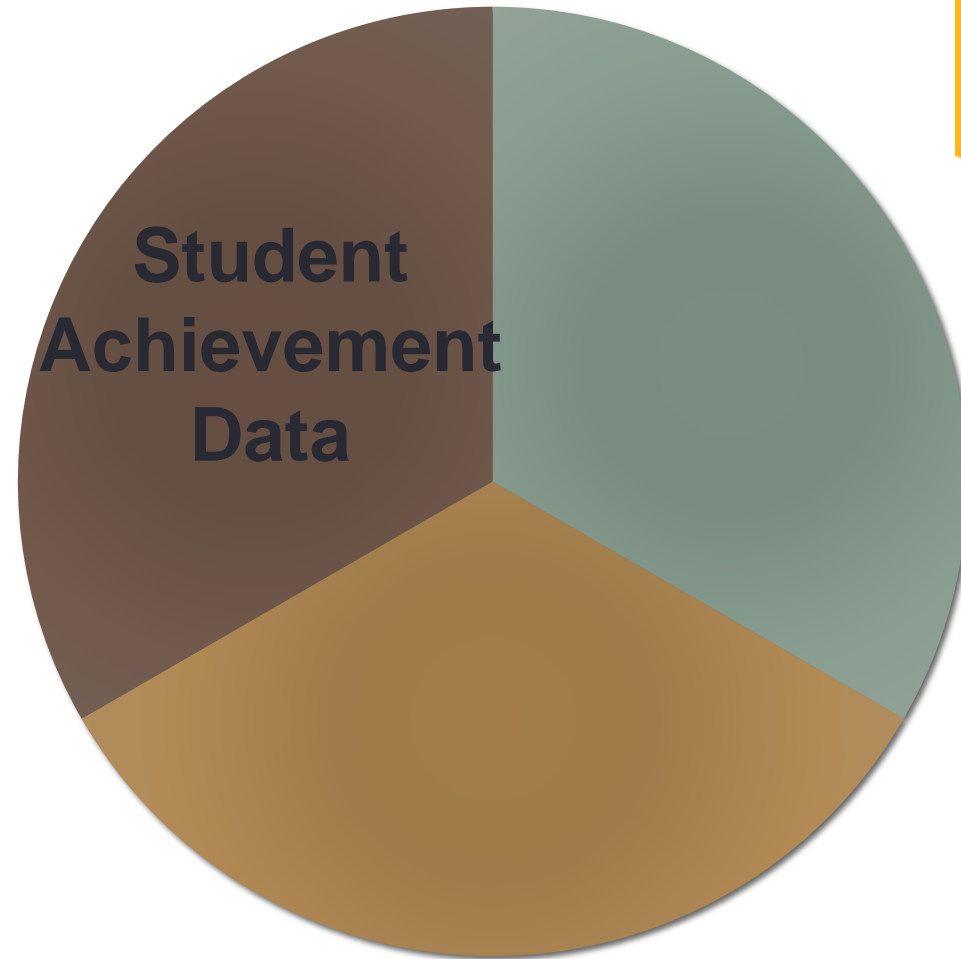
Data Needs



- Data for District
- Institutional Planning
 - Strategic Planning
- State reporting requirements
- Accreditation
- Grant writing
- Internal assessment
- Leveraging Funding

Holistic Data Portrait





- GPA
- Time to degree
- Persistence



- Inclusive campus
- Welcoming environment
- Informative Experience
- Ease in Matriculation

Partnership Building



- Student Support Services
 - Practitioner Perspective
- Academic Faculty
 - Classroom interaction
 - “whole class perspective”
- Departmental agreement on goals
- Departmental expertise

Research Methodology



- **PLANNING PHASE**
 - WCC Goal Overview
 - Potential uses of data
 - Build momentum for survey input

Phase One – Student Services



- Standardize demographic data collection
- Assess data needs for each department
- Create survey
 - Assessment
 - Satisfaction
 - Student Experiences
 - Program Deliverables
 - iSLO- Institutional Student Learning Outcomes

Phase Two – Student Expertise

- **Student Ambassadors**

(Survey & focus Group Questions)

- Logistics
- Question Relevancy
- *What do students want the college to know?*

Research Class

- Question feedback
- *What do students want the college to know?*

Phase Three- Implementation



- Recruitment
 - English Courses by Instructor agreement
86% of participants
 - Student Services
14% of participants
- Time Frames
 - Surveys implemented in Spring Semester
 - Focus groups in Spring Semester & Summer Session

Focus Groups



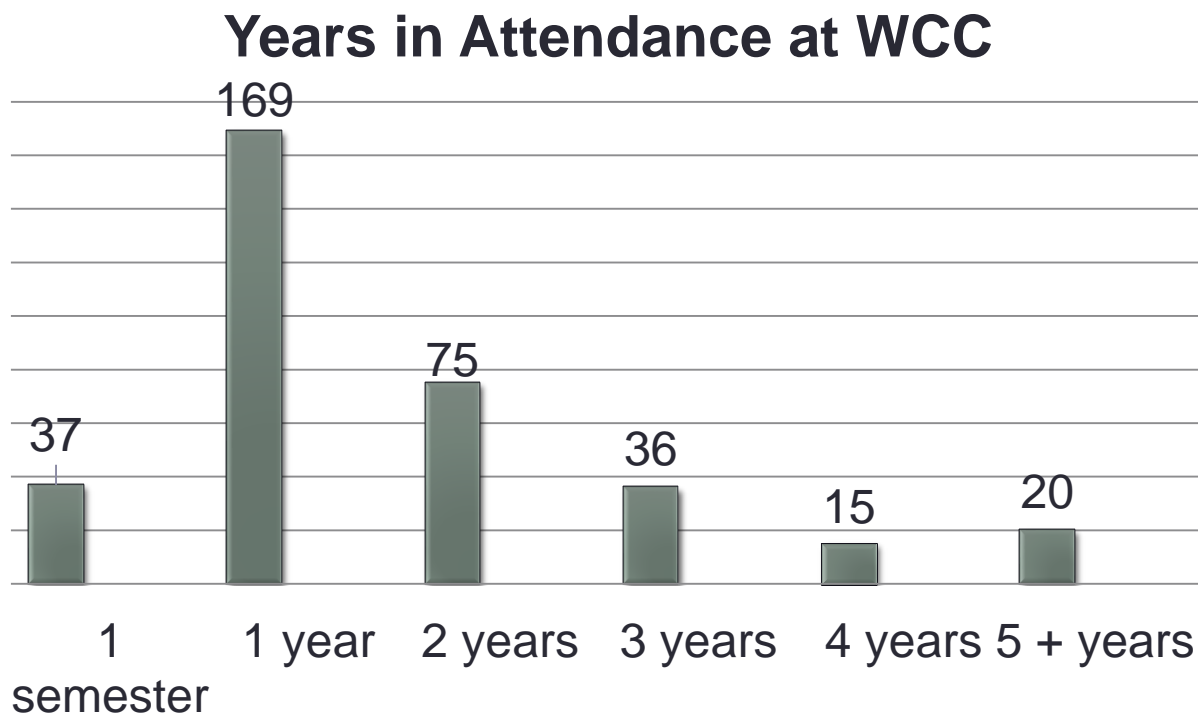
- **INITIAL ROUND**
 - First-Year Students
 - First Year Experience
 - Latina/o Students

- **SECONDARY ROUND**
 - Male Students
 - Graduating students
 - Transfer students
 - STEM students
 - Parent students

Findings

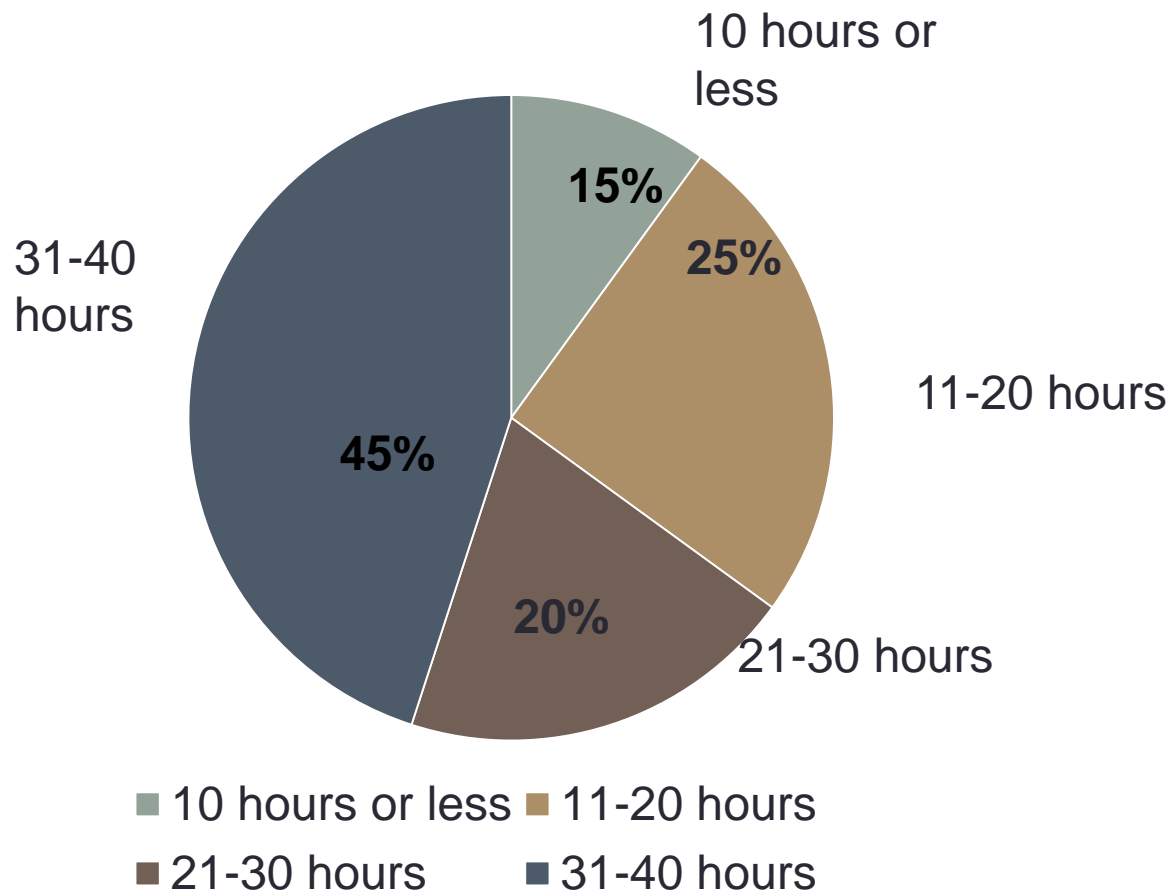


- 350 student participants
enrolled in 12 units or more 58%
enrolled in less than 12 units 42%

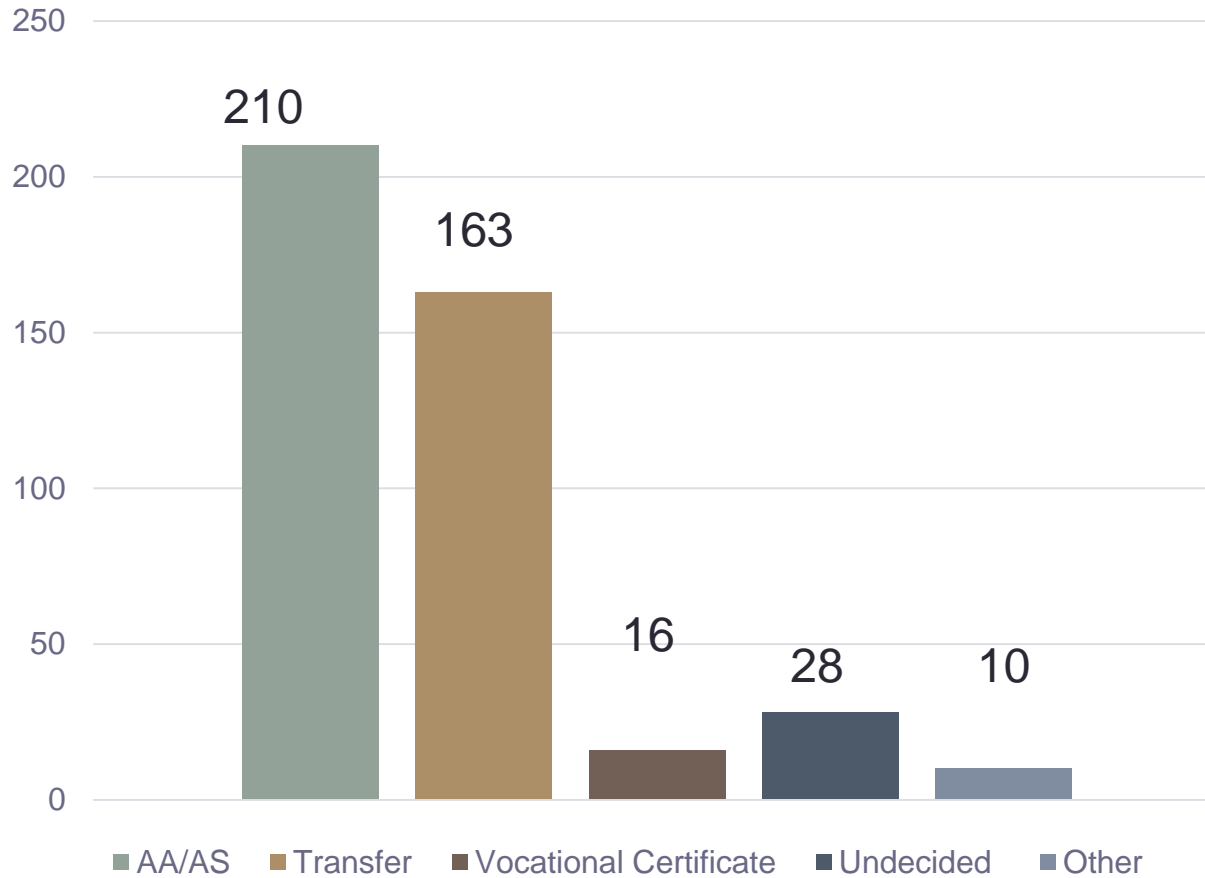


Student Employment

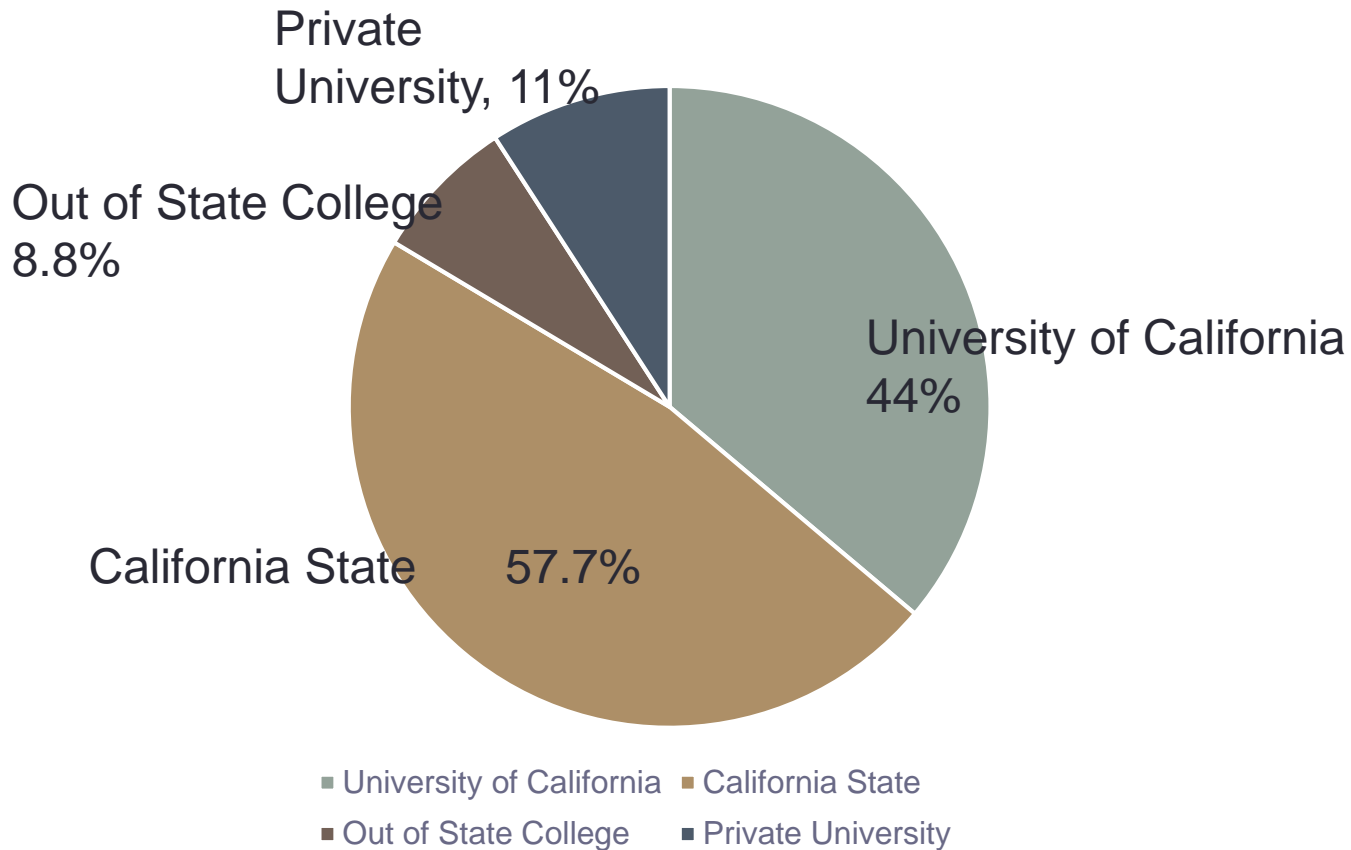
68% employed



Educational Goal

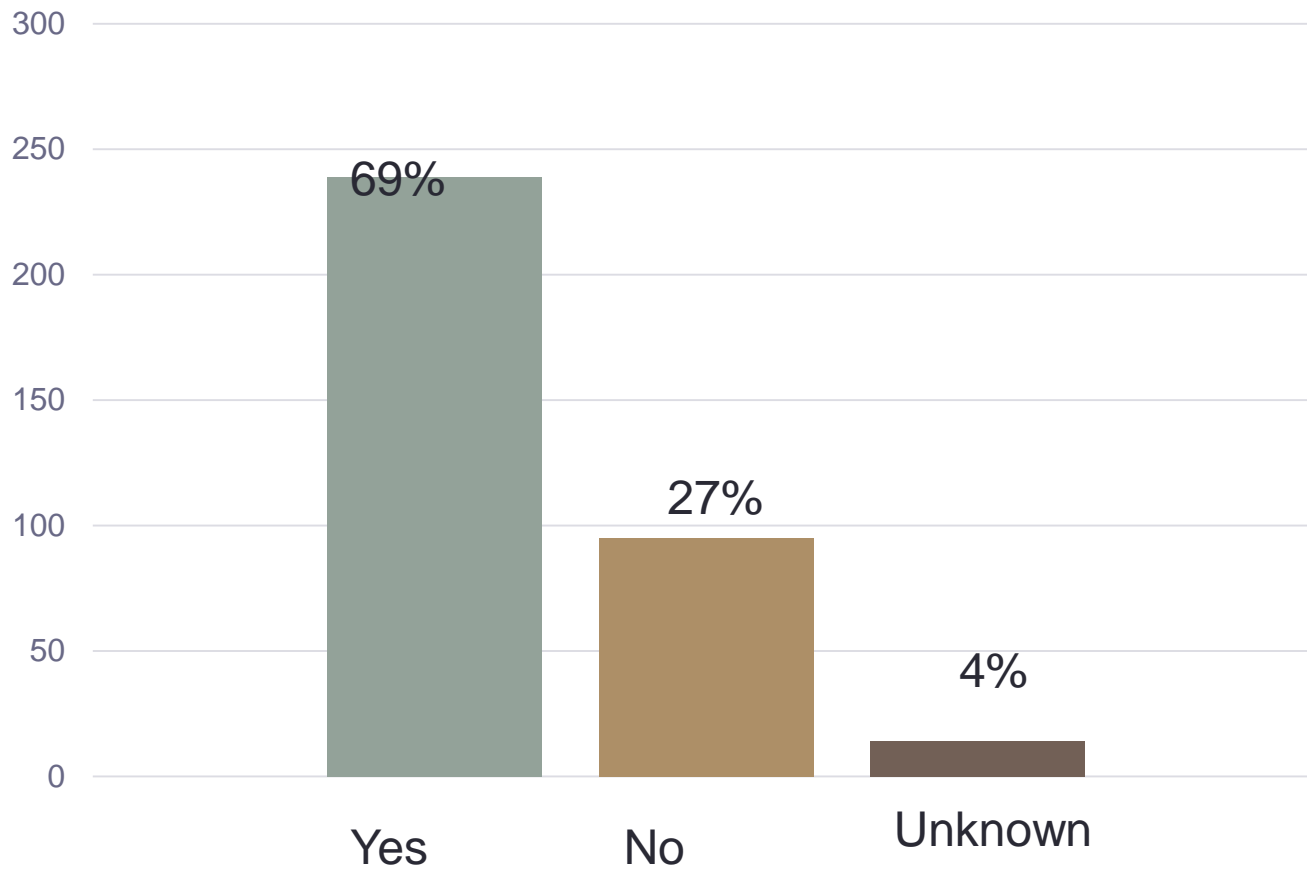


Transfer Destination



First-Generation Status

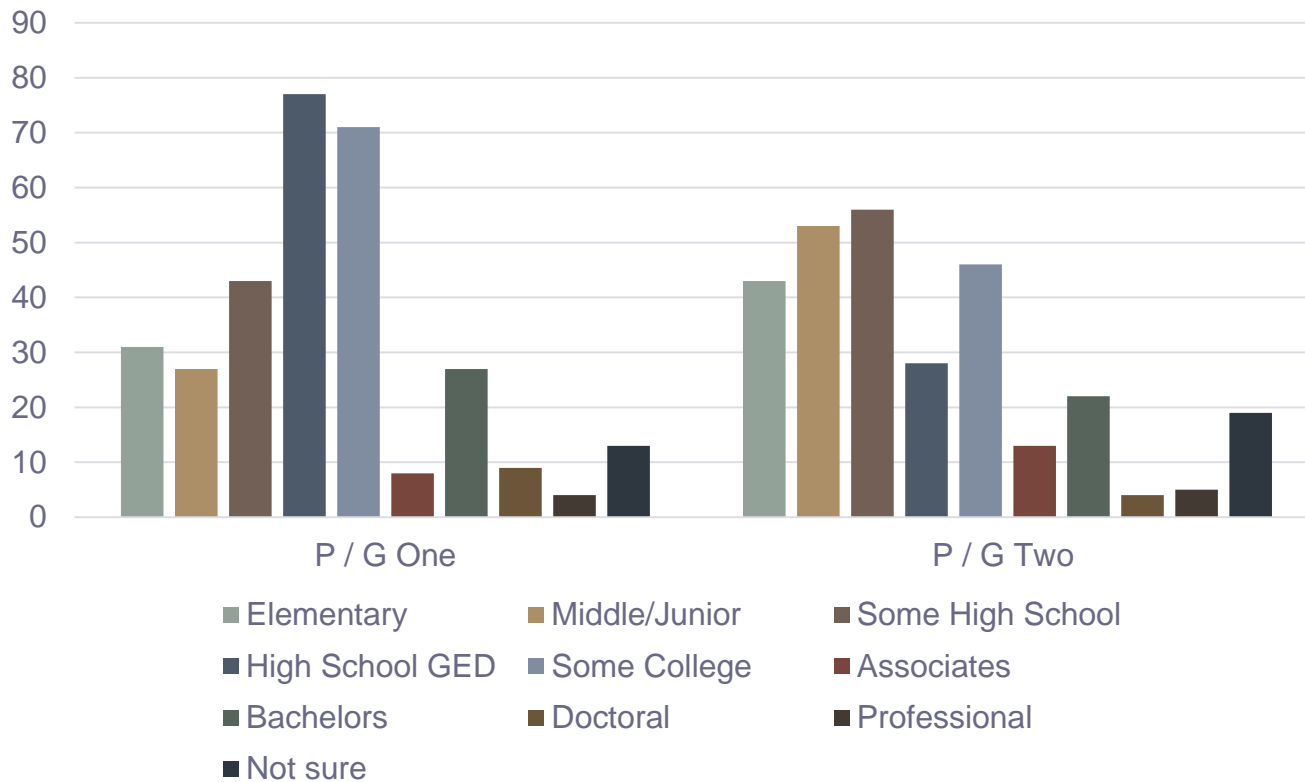
Neither Parent or Guardian has received a 4-year degree in the United States



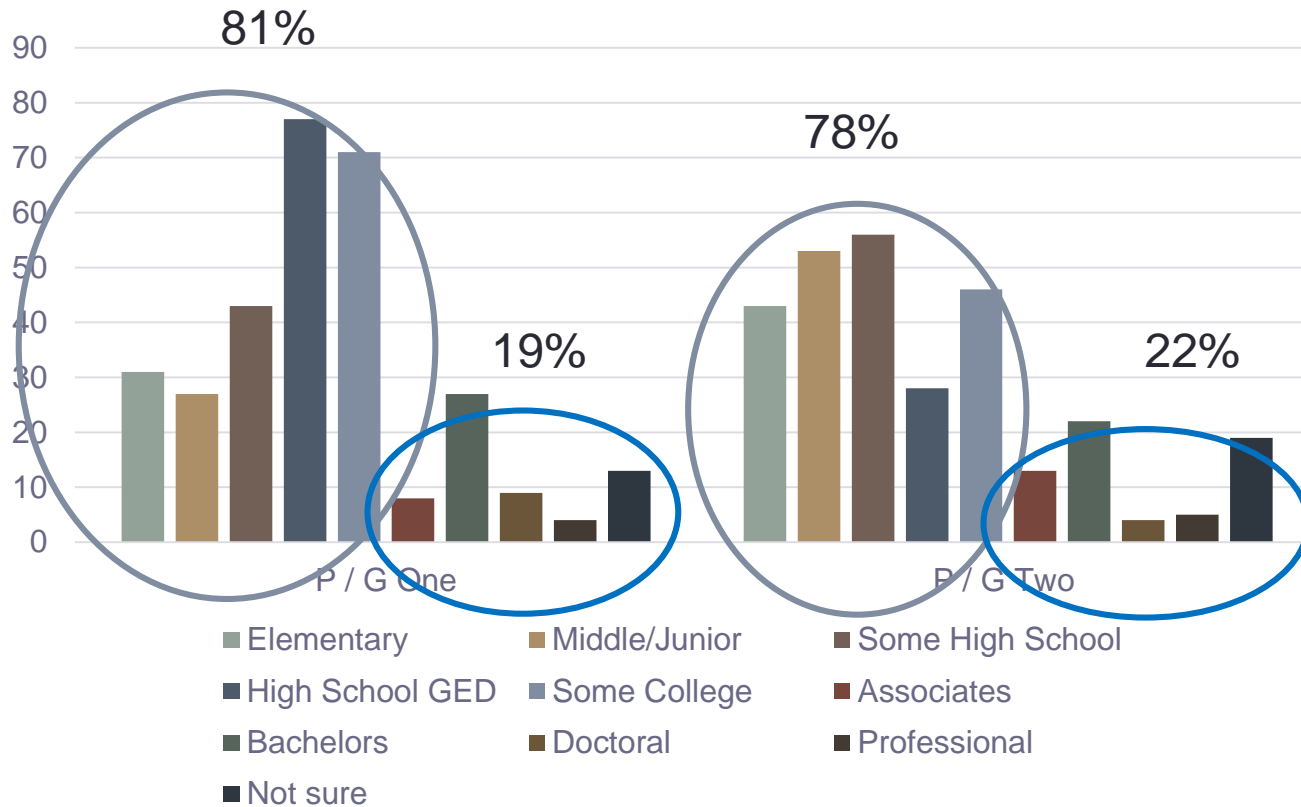
Transfer timelines

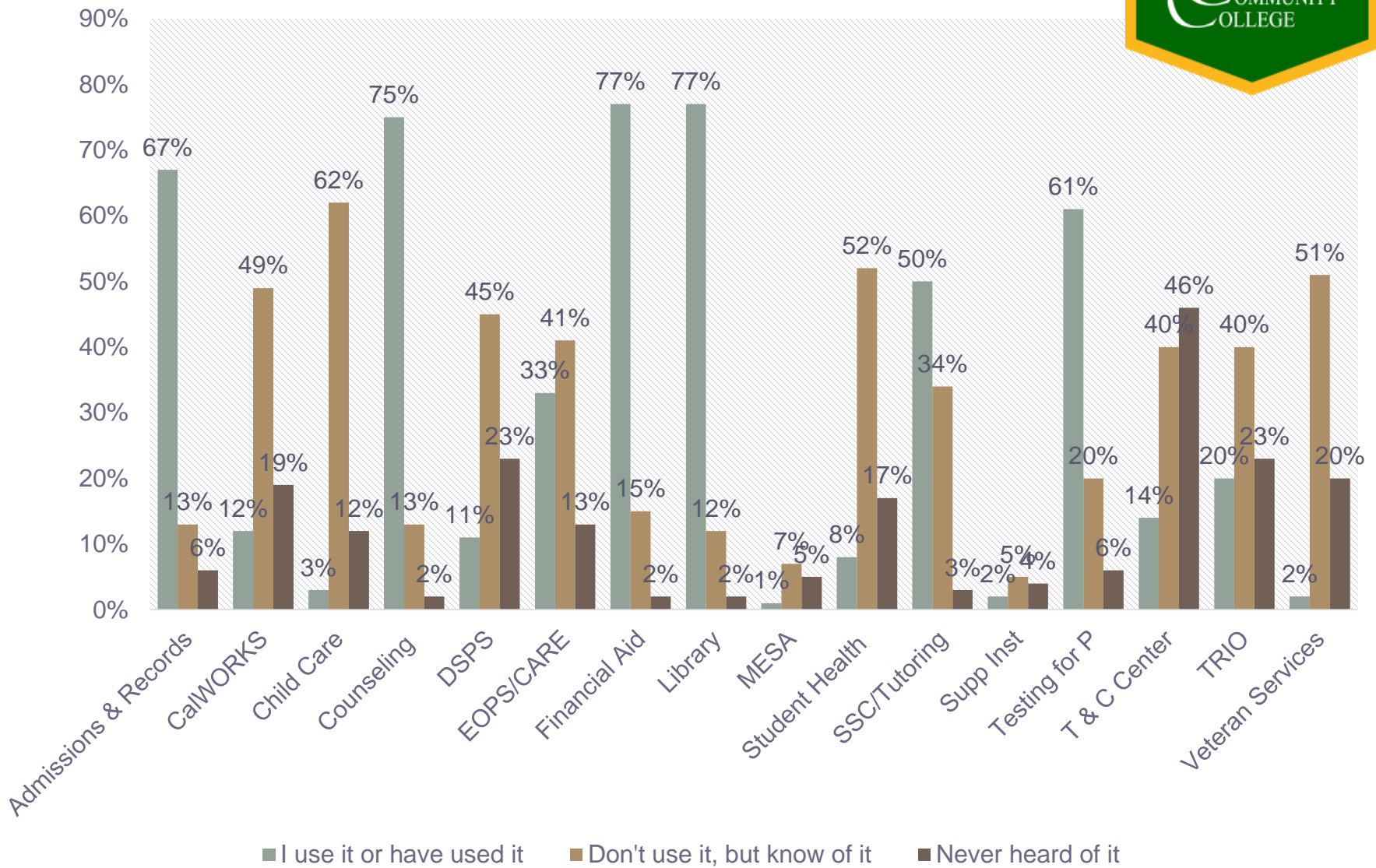


Educational Level of Parent/Guardian



Educational Level of Parent/Guardian





	I use it or have used	Don't use it, but know of it	Never heard of it
Counseling	75%	13%	2%
SSC/Tutoring	50%	34%	3%
<u>Supp Inst</u>	2%	5%	4%
T & C Center	14%	40%	46%

Focus Group Findings

- Increased library hours, 65%
 - *"I feel that there are no available services at night. I would love to be able to come to the library or learning center after 6, but the option is not even available"*
- Increased tutoring, 72%
 - *"Increase tutors for math, there is always a line. I leave feeling like I need more help and the help is limited."*
- More counselors trained specifically in aiding transfer students, 83%
 - *"Sometimes, certain courses required for transfer in a particular major. Counselors should be more aware of this when advising student."*

“The Big Picture”

Tutoring Center Self-Assessment

- Students feel vulnerable asking for help
- Students need to feel no judgment
- Center must be welcoming
 - Physical space
 - Staff
 - Tutors
- First-generation students particularly vulnerable

Tutoring Center Survey



- Services Utilized
 - Tutoring Center
 - Reading & Writing Center
 - Supplemental Instruction
- How appointments are booked
 - Drop in
 - Appointment
- Frequency in use per week/ month
- Times Booked
- Times Needed

Data Captured

- Inclusive Environment
- Increased Academic Achievement
- Knowledgeable Tutors
- Tutor Communication Skills
- Service Satisfaction
- Peer Referrals
- Academic Confidence

Institutional Response



- In-depth look at services provided v. services needed in tutoring center
- Rebranding of Supplemental Instruction
- Expanded library, counseling & tutoring hours
- Transformation of Transfer Center
 - Space
 - Location
 - Advertising

Dissemination

- Student Services Council
- Departmental Presentations
- Cabinet
- Conferencing
- Manuscript Development



Lessons Learned



- Importance of 3rd party confidentiality
- Students *want* to share their experiences
- *How* data is presented – Campus Audiences
- Accreditation
- Cross campus collaborations to get the big picture
 - Hone in on particular data