Woodland Community College
Student Equity Plan
2019-2022

Executive Summary

The Woodland Community College (WCC) Student Equity Plan continues to reflect our values and our efforts in fulfilling our mission "to provide quality degrees, career certificates, transfer programs, and life-long skills." As a college, we are committed to creating opportunities for our diverse and growing rural communities to increase higher education attainment as well as workforce development. The college consists of three sites that span three diverse counties – Yolo, Lake, and Colusa. The large regional footprint positions WCC to be a beacon for equity that spans various intersecting identities and student interests. Though we are still working on the development of an institutional equity framework, our commitment and evolving work toward equitable student access and success is embodied in our plan.

The plan outlines goals and activities developed as a result of the utilization of the California Community Colleges system office data made available through the Nova platform. The Nova platform data was created to align with the student equity categories by gender as identified in Section 78220, therefore providing a consistent application of metric definitions and clear equity goals for the college to leverage. The student equity categories were measured against the key indicators of student achievement pertaining to student access, course completion rates (retention), math and English course completion, degree and certificate completion, and transfers to a four-year institution. To this end, the plan, in compliance with Title 5, addresses target groups, goals, activities, resources needed and plan for evaluation to meet the colleges set goals.

Definitions

Enrolled in the Same Community College
- Enrolled in the Same Community College is the metric in the SSM dashboard that looks at OPEN CCC Apply data to see if a student who applied in the previous or selected year ended up enrolling in the same college in the selected year.

Retained from Fall to Spring at the Same College
- Student enrolled in the same community college for the spring semester after completing their first semester in the fall.

Transferred to a Four-Year Institution

- Students who transferred to UC/CSU
- Students who transferred to a private in-state college
- Students who transferred to an out-of-state college

Completed Both Transfer-Level Math and English Within the District in the First Year

- Students who completed transfer-level English and math within one academic year of enrolling in a district (both, English, math).

Attained the Vision Goal Completion Definition

- Unduplicated count of students who earned each of the following award types:
  - a noncredit certificate over 48 hours
  - a Chancellor's Office approved credit certificate
  - associate of science or associate of arts degree
  - associate degree for transfer
  - CCC bachelor's degree
  - apprenticeship journey status
  - Vision goal completion

Overall Student Population

Metric	Baseline	Goal	Equity Change
Enrolled in the Same Community College	**6067**	**6370**	**4.99%**
• Assess on-site Matriculation process for High School Students and refine to develop a prolonged on-boarding process transitioning students from high school site activities to on-campus activities (expanding JumpStart) • Design, publish, and distribute outreach materials that reflect and are specific to equity plan DI student populations • Continue to execute and assess a comprehensive Dual Enrollment Plan at capacity to include instruction, academic and student service support • Design, execute, and assess phone bank campaign to ensure students enroll • Assess and scale online access to counseling support as it relates to online scheduling and virtual appointments • Assess current major and/or certificate goals of students who are currently enrolled and be sure their prerequisite courses are not dropped.			
Retained from Fall to Spring at the Same College	**2142**	**2249**	**5.00%**
• Redeploy First Year Experience after developing and executing a timeline to assess and analyze the first 3 years of the program			

- Design, execute and assess an intrusive case management process along with Early Alert system to support at-risk students
- Continue to hire and train tutors to serve underrepresented student populations for student completion and success. Design, pilot, and assess mandatory LEARN Tutor training course to ensure tutor quality and promote student success
- Continue to assess and scale Online Tutorial Service on all college campuses
- Continue to assess and scale a Comprehensive Supplemental Instruction Program on Lake campus
- Continue to hire and train Supplemental Instruction Leaders who serve underrepresented populations enrolled in high-fail-rate courses.
- Identify, promote, and advertise the welcome center. Create responsive programming reflective of student needs in the student welcome space, The Perch.
- Scale student momentum point messaging to notify students when they have completed 15 units, 30 units, 45 units, 60 units, honors students, probation/dismissal students, transfer-ready students
- Assess the expanded library and tutoring hours of operation to increase access for evening and weekend students by Spring 2020 for all campuses and provide a budget to do so.
- Continue to execute and assess the online educational resource (OER) program via the local OER Work Group
- Continue to provide professional development opportunities for faculty and staff on andragogy and best practices
- Assess and scale online access to counseling support as it relates to online scheduling and virtual appointments
- Target advising & intrusive service delivery to students within all special programs
- Student Ambassador Outreach Program to include social media communications to increase student engagement
- Assess current major and/or certificate goals of students who are currently enrolled and be sure their prerequisite courses are not dropped

Completed Both Transfer-Level Math and English Within the District in the First Year	37	44	18.92%

- Design, execute and assess an intrusive case management process along with Early Alert system to support at-risk students
- Scale student momentum point messaging to notify students when they have completed 15 units, 30 units, 45 units, 60 units, honors students, probation/dismissal students, transfer-ready students
- Explore a faculty advising program that connects students with faculty in their programs of study
- Implement Degree Audit
- Assess and scale online access to counseling support as it relates to online scheduling and virtual appointments
- Assess and refine completion workshops – transfer, career, graduation
- Target advising & intrusive service delivery to students who have identified transfer as a goal
- Assess current major and/or certificate goals of students who are currently enrolled and be sure their prerequisite courses are not dropped

Attained the Vision Goal Completion Definition	250	263	5.20%

- Comprehensive multiple measures assessment instrument
- Redeploy First Year Experience after developing and executing a timeline to assess and analyze the first 3 years of the program
- Continue to hire and train tutors to serve underrepresented student populations for student completion and success
- Continue to assess and scale Online Tutorial Service on all college campuses
- Continue to assess and scale a Comprehensive Supplemental Instruction Program on Lake campus
- Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) campaign
- Scale student momentum point messaging to notify students when they have successfully completed transfer level English and math or have unsuccessfully completed transfer level English and math or to encourage enrollment in transfer level English and math
- Continue expansion of dual enrollment to increase HS student readiness for college and increase degree completion
- Assess newly developed acceleration models for English & math and make improvements based on data
- Support professional development for English and Math faculty who will teach the supplemental (support) courses through the local AB 705 task force
- Target advising & intrusive service delivery to students around English and math courses
- Support and fund intensive professional development for counseling, math and English faculty to support students as we implement AB 705 changes -- e.g. Community of Practice currently being done in English department

Transferred to a Four-Year Institution	421	442	4.99%

- Design, execute and assess an intrusive case management process along with Early Alert system to support at-risk students
- Scale student momentum point messaging to notify students when they have completed 15 units, 30 units, 45 units, 60 units, honors students, probation/dismissal students, transfer-ready students
- Implement Degree Audit
- Continue to coordinate annual certificate award ceremony to increase numbers of students completing certificates
- Design, execute, and assess Colusa curriculum gap analysis and enhancement plan to ensure students have courses they need to earn certificates and degrees timely
- Assess and scale online access to counseling support as it relates to online scheduling and virtual appointments
- Assess and refine completion workshops – transfer, career, graduation
- Target advising & intrusive service delivery to students by programs

Target Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Foster Youth	Female	Enrolled in the Same Community College	90	109	21.11%
Black/African American	Female	Enrolled in the Same Community College	154	194	25.97%
Black/African American	Male	Enrolled in the Same Community College	88	104	18.18%
Veteran	Female	Enrolled in the Same Community College	14	20	42.86%

- Develop a recruitment strategy to connect with perspective students, cultivate interest, and targeted registration campaigns to increase access for the identified DI populations
- Develop a prolonged on-boarding process transitioning targeted student populations to successfully navigate college services
- Design, publish, and distribute outreach materials that reflect and are specific to equity plan DI student populations
- Continue to execute and assess a comprehensive Dual Enrollment Plan at capacity to include instruction, academic and student service support
- Assess and scale online access to counseling support as it relates to online scheduling and virtual appointments
- Target advising & intrusive service delivery to students

More than One Race	Female	Retained from Fall to Spring at the Same College	37	47	27.03%

- Redeploy First Year Experience after developing and executing a timeline to assess and analyze the first 3 years of the program
- Design, execute and assess an intrusive case management process along with an Early Alert system to support at-risk students that is sensitive to DI identities and experiences
- Continue to hire and train tutors to serve underrepresented student populations for student completion and success. Design, pilot, and assess mandatory LEARN Tutor training course to ensure tutor quality and promote student success
- Continue to assess and scale Online Tutorial Service on all college campuses
- Continue to hire and train Supplemental Instruction Leaders who serve underrepresented populations enrolled in high-fail-rate courses
- Create responsive programming reflective of multi-race student needs in the student welcome space
- Scale student momentum point messaging to notify multi-race students to register in courses and meet with a counselor from term to term prior to the start of registration
- Continue to execute and assess the online educational resource (OER) program via the local OER Work Group
- Continue to provide professional development opportunities for faculty and staff on andragogy and culturally responsive best practices
- Assess and scale online access to counseling support as it relates to online scheduling and virtual appointments
- Target advising & intrusive service delivery to students

Hispanic or Latino	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	4	10	150.00%

- Comprehensive multiple measures assessment instrument
- Redeploy First Year Experience after developing and executing a timeline to assess and analyze the first 3 years of the program
- Continue to hire and train tutors to serve underrepresented student populations for student completion and success
- Continue to assess and scale Online Tutorial Service on all college campuses
- Design, Execute, and Assess a Scaled College-wide "ME First" (Math and English First) campaign targeting Latino male students
- Scale student momentum point messaging to notify Hispanic or Latino students when they have successfully completed transfer level English and math or have unsuccessfully completed transfer level English and math or to encourage enrollment in transfer level English and math
- Continue expansion of dual enrollment to increase Latino male HS student readiness for college and increase degree completion
- Assess newly developed acceleration models for English & math and make improvements based on disaggregated data.
- English and math departments to develop new curriculum in Spring 2018 and pilot in Fall 2019 followed by assessment of student performance, retention, and persistence.
- Assess and scale online access to counseling support as it relates to online scheduling and virtual appointments
- Target advising & intrusive service delivery to Latino male students

Disabled	Female	Transferred to a Four-Year Institution	13	27	107.69%
Disabled	Male	Transferred to a Four-Year Institution	5	14	180.00%

- Design, execute and assess an intrusive case management process along with an Early Alert system to support at-risk students that connects disabled students to support services that will connect them to a transfer pathway and prepare them to transition into a four-year institution
- Scale student momentum point messaging to notify disabled students when they have completed 15 units, 30 units, 45 units, 60 units, honors students, probation/dismissal students, transfer-ready students
- Design, execute, and assess a faculty advising program that invites students who identify as disabled to connect with a faculty member in their program of study
- Target advising & intrusive service delivery to disabled students who are enrolled in DSPS
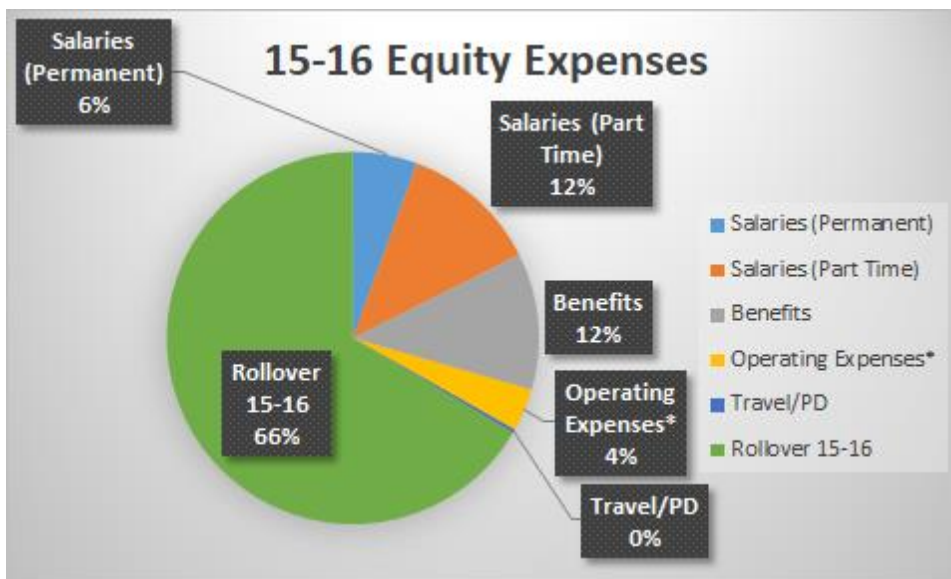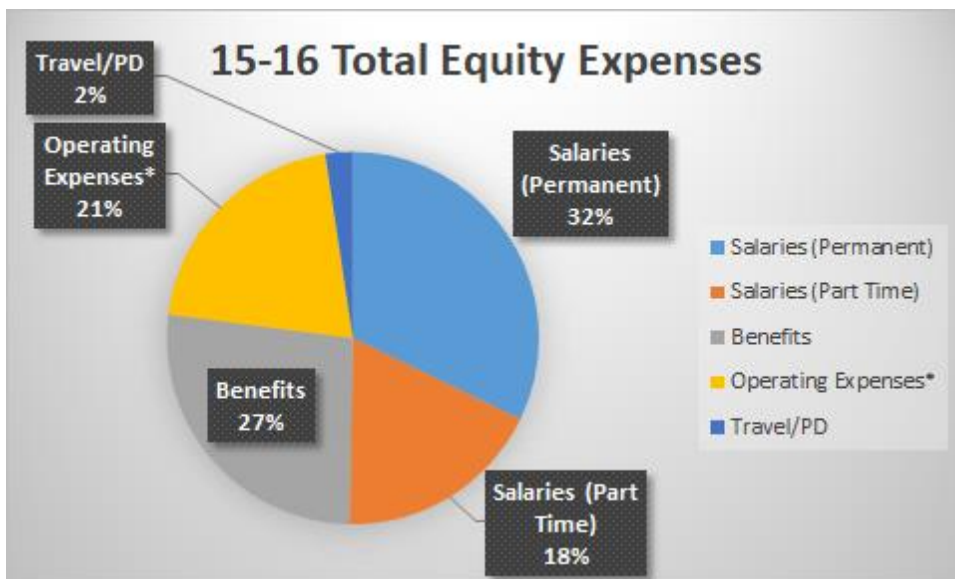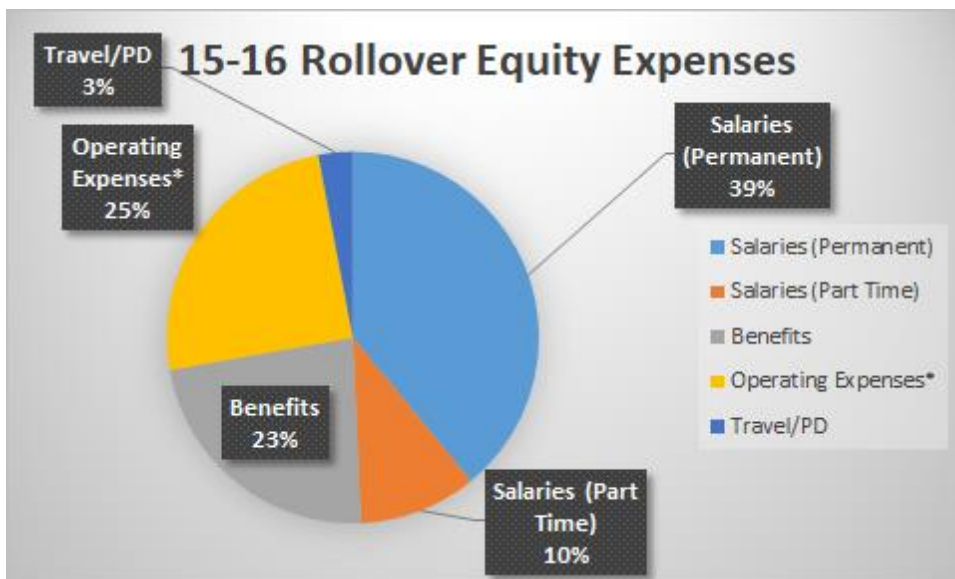
Budget Expenditures

- 2015-16
- 2016-17
- 2017-18

2015-2016

15-16 Rollover Equity Expenses

15-16 Total Equity Expenses

15-16 Student Equity Expenses	
Beginning Balance	$375,000.00
Salaries (Permanent)	$20,988.10
Salaries (Part time)	$45,058.69
Benefits	$44,582.62
Operating Expenses**	$13,866.75
Travel/PD	$1,238.61
Expenditures	$125,734.77
Rollover 15-16	$249,265.23
15-16 Student Equity Rollover Expenses	
Beginning Balance	$249,265.23
Salaries (Permanent)	$110,966.50
Salaries (Part time)	$29,096.67
Benefits	$65,022.38
Operating Expenses	$70,533.85
Travel/PD	$8,505.73
Expenditures	$284,125.13
Rollover 15-16	-$34,859.90
15-16 Student Equity Total Expenses	
Salaries (Permanent)	$131,954.60
Salaries (Part time)	$74,155.36
Benefits	$109,605.00
Operating Expenses	$84,400.60
Travel /PD	$9,744.34
	$409,859.90

2016-2017

16-17 Rollover Equity Expenses
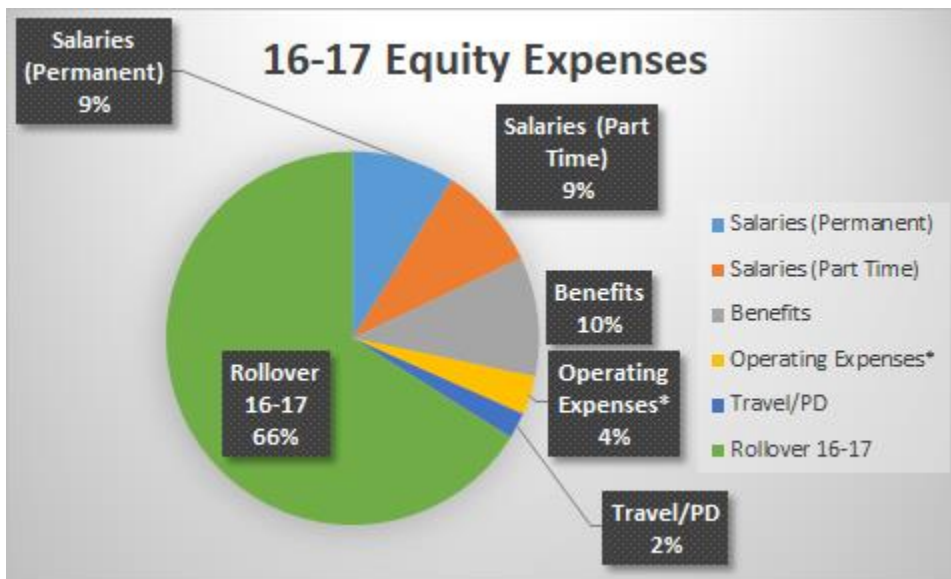
16-17 Total Equity Expenses
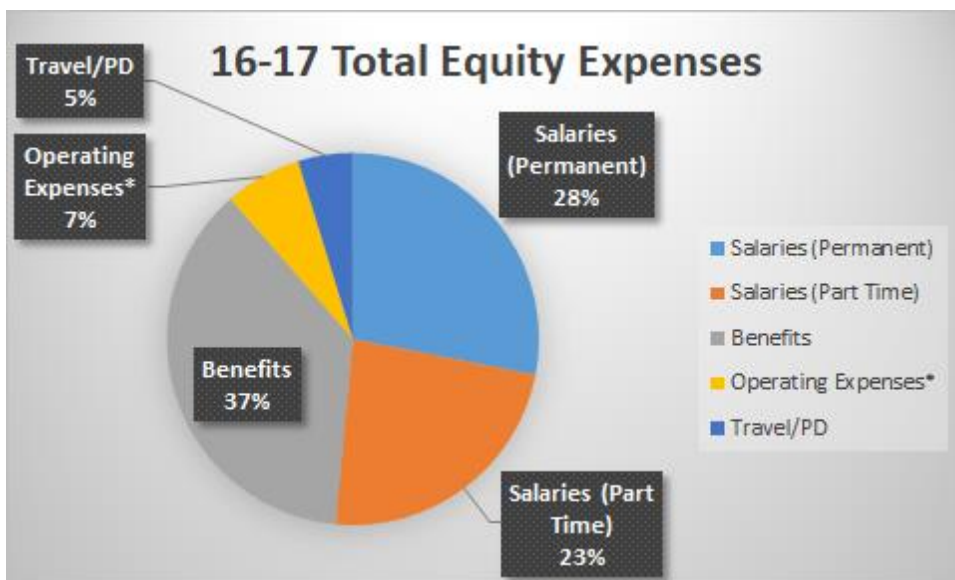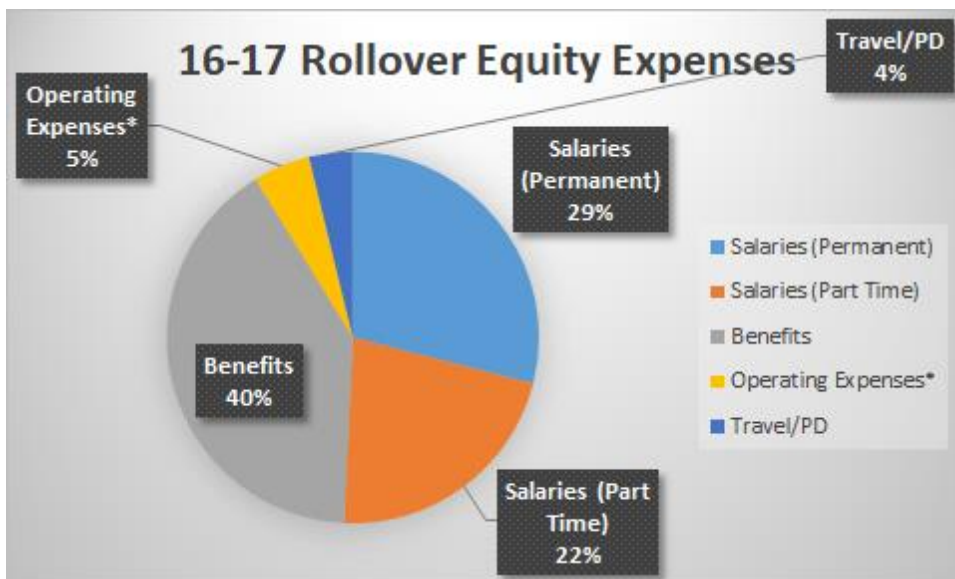
16-17 Student Equity Expenses	
Beginning Balance	$325,000.00
Salaries (Permanent)	$29,069.65
Salaries (Part time)	$29,291.49
Benefits	$33,624.87
Operating Expenses**	$10,891.09
Travel/PD	$7,301.91
Expenditures	$110,179.01
Rollover 16-17	$214,820.99
16-17 Student Equity Rollover Expenses	
Beginning Balance	$214,820.99
Salaries (Permanent)	$61,235.92
Salaries (Part time)	$45,905.23
Benefits	$85,493.45
Operating Expenses	$1,465.43
Travel/PD	$8,019.82
Expenditures	$211,119085
Rollover 16-17	3,701.14
16-17 Student Equity Total Expenses	
Salaries (Permanent)	$90,305.57
Salaries (Part time)	$75,196.72
Benefits	$119,118.32
Operating Expenses	$21,356.52
Travel /PD	$15,321.73
	$321,298.86

2017-2018

17-18 Rollover Expenses

17-18 Total Expenses
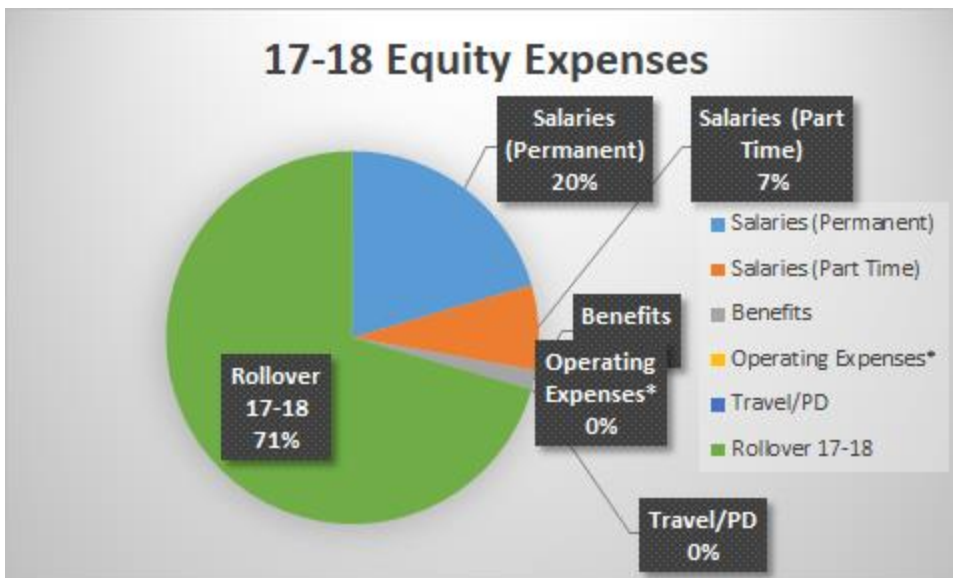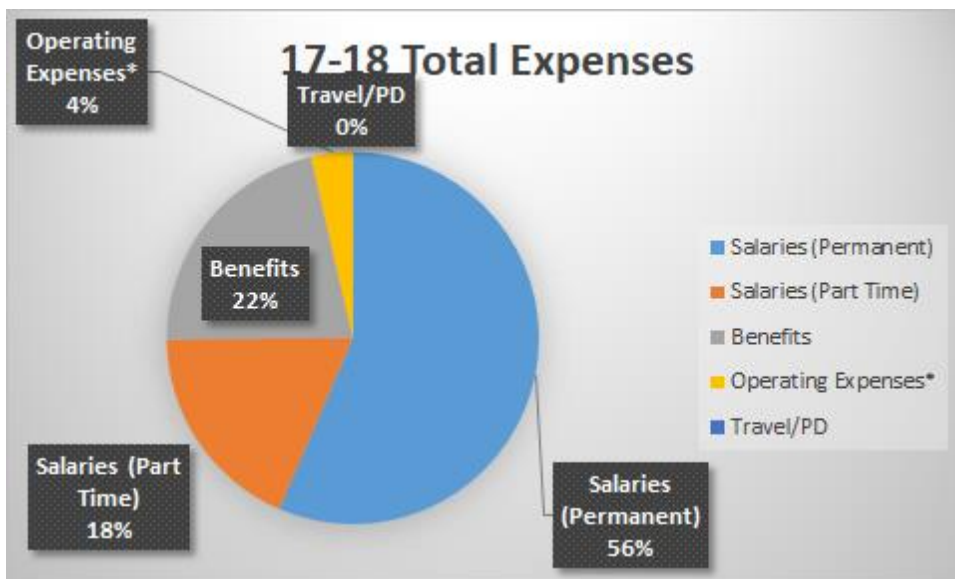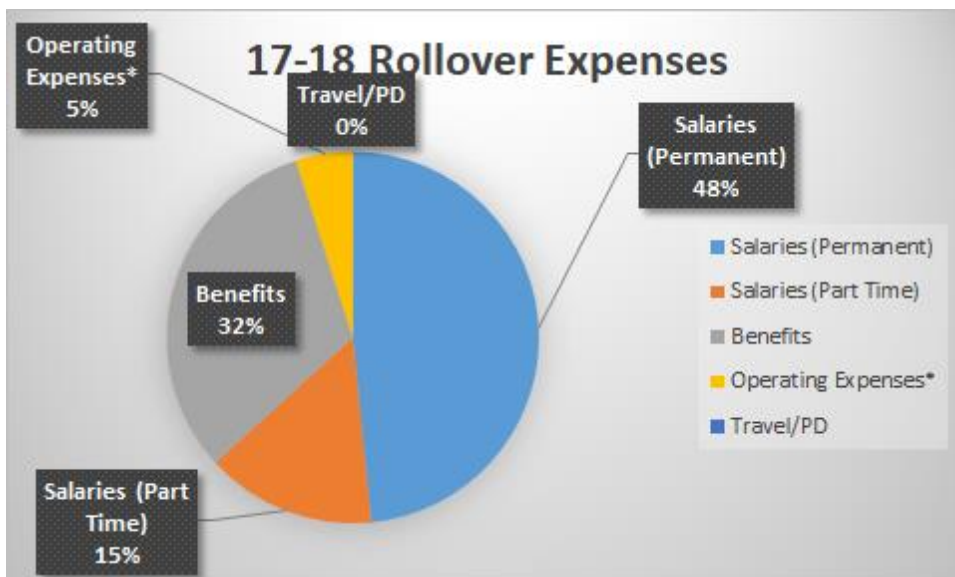
17-18 Student Equity Expenses	
Beginning Balance	$326,000.00
Salaries (Permanent)	$69,022.79
Salaries (Part time)	$24,833.07
Benefits	-$5,651.06
Operating Expenses**	$0.00
Travel/PD	$0.00
Expenditures	$88,204.80
Rollover 17-18	$237,795.20

17-18 Student Equity Rollover Expenses	
Beginning Balance	$238,501.00
Salaries (Permanent)	$115,513.94
Salaries (Part time)	$35,289.42
Benefits	$75,885.77
Operating Expenses	$11,811.87
Travel/PD	$0.00
Expenditures	$238,501.00
Rollover 17-18	$0.00

17-18 Student Equity Total Expenses	
Salaries (Permanent)	$184,536.73
Salaries (Part time)	$60,122.49
Benefits	$70,234.71
Operating Expenses	$11,811.87
Travel /PD	$0.00
	$326,705.80

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