



2025 - 2028

STUDENT EQUITY PLAN

EXECUTIVE SUMMARY

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WOODLAND COMMUNITY COLLEGE

MISSION

The mission of Woodland Community College is to empower students to achieve their career and educational goals by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways, thereby contributing to the economic development of the region, the state, and the country.

VISION

Woodland Community College will be the first option in higher education for all members of the communities we serve.

STRATEGIC PLAN ALIGNMENT

Intentional planning efforts were undertaken to embed Woodland Community College's Student Equity Plan goals and strategies within the broader college Strategic Plan, *Purpose 2030: WCC's Vision for Transforming Futures Through Education and Opportunity*, ensuring that equity remains central to institutional priorities. This integrated approach strengthens our ability to address equity gaps in a comprehensive and meaningful way, while keeping student success and impactful outcomes at the forefront of our work.

CORE VALUES

Accountability: Taking responsibility for our words and actions, and as stewards of the public trust, efficiently using our resources in the fulfillment of the mission and vision.

Adaptability: Continuously anticipating, planning for, and effectively responding to changing conditions.

Community-centeredness: Building and nurturing external networks and partnerships to achieve improved outcomes for students and contributing to the vibrancy of the communities we serve.

Equity: Achieving parity in student educational outcomes, regardless of race, ethnicities, backgrounds, or identity by ensuring that all students are provided with the tools to support their success.


Excellence: Critically reflecting upon performance to strive toward continuous improvement and being open to new opportunities for the advancement of our mission.

Integrity: Acting with unwavering honesty, trustworthiness, and openness.

Participatory decision-making: Actively and consistently working to promote the full participation of every student and employee and engaging in the sharing of knowledge and skills with the specific intent of achieving our mission and vision.

Respect: Honoring the worth and value of each person by recognizing their attributes, skills, backgrounds, and abilities, and treating everyone with courtesy and civility.

Student-centeredness: Consistently ensuring that student success informs our decision-making and allocation of resources; advocating and influencing change to the benefit of the students we serve.



When social mobility is possible, it feels like your future has not already been decided for you.

-2025 WCC Student Survey Response

2025–2028 SEP

2025–2028 STUDENT EQUITY PLAN

Woodland Community College’s 2025–2028 Student Equity Plan (SEP) builds on our institutional commitment to advancing student success by ensuring equitable opportunities at every critical stage of the student journey. The SEP is intentionally aligned with our 2026–2030 Strategic Plan, *Purpose 2030: WCC’s Vision for Transforming Futures Through Education and Opportunity*, as well as the California Community Colleges Chancellor’s Office (CCCCO) Vision 2030, and reflects the diverse needs of students across our three campuses. The plan is informed by data from the CCCCCO and institutional research, which were used to identify outcome inequities among student subgroups. This Executive Summary outlines the key strategies designed to address equity gaps across five success metrics:

1. Successful Enrollment (Application to Registration)
2. Persistence from First Primary Term to Next
3. Completion of both Transfer-level Math & English
4. Completion (Degree or Certificate)
5. Transfer to a Four-Year Institution

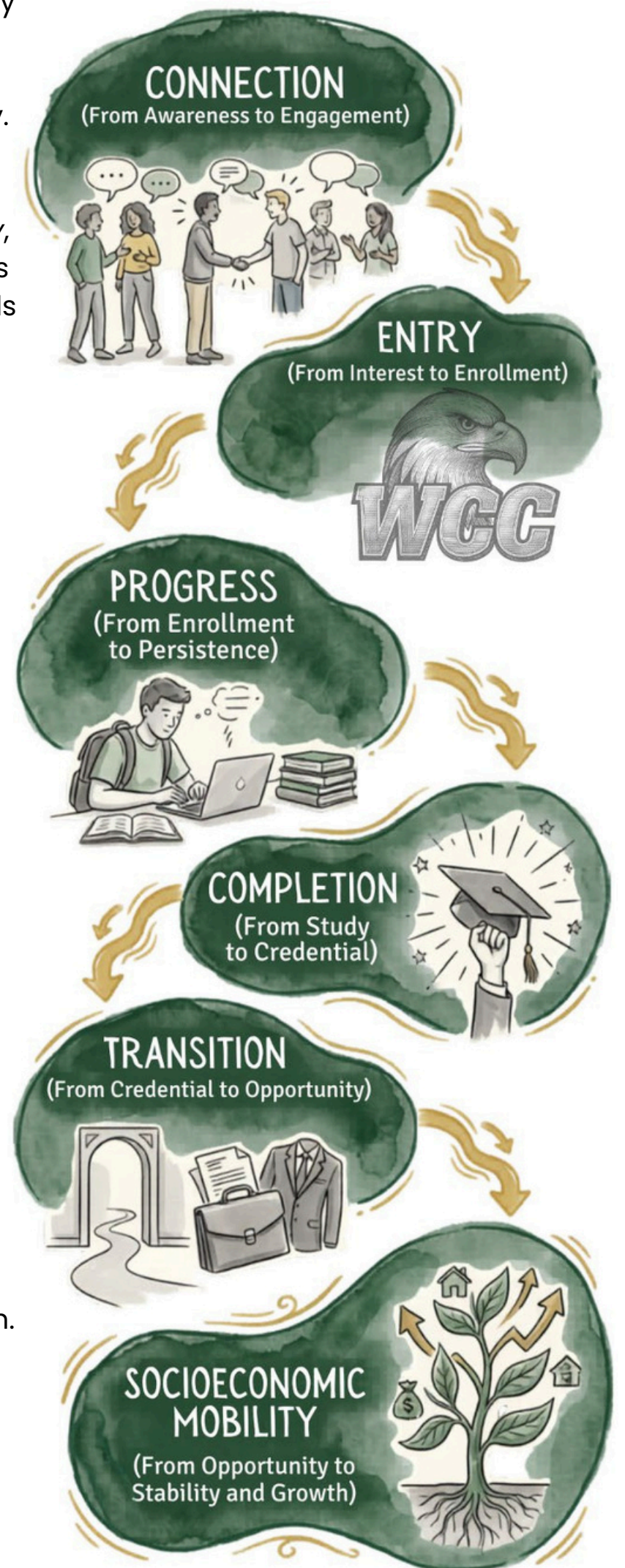
DI GROUPS

DISPROPORTIONATELY IMPACTED STUDENTS

Definition: Throughout this Student Equity Plan, disproportionate impact (DI) refers to a subset of students based on a student characteristic such as age, race, and/or gender who have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation: The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see reference guide: [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#).



The following student subgroups were identified as disproportionately impacted (DI) populations within the 2025–2028 Student Equity Plan:

SEP Success Metric	Disproportionately Impacted Student Groups
Successful Enrollment	First-generation, Black or African American, Male, White
Completion of Transfer-level Math & English	First-generation, White
Persistence (First term to Secondary term)	First-generation, White, Age >35
Completion (Degree/Certificate)	First-generation, Male, White
Transfer to Four-Year University	First-generation, Economically Disadvantaged

METRICS & KEY STRATEGIES

SUCCESSFUL ENROLLMENT

1

MIS DEFINITION: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year.
[https://datavista.cccco.edu/resources/38_\(300C\)](https://datavista.cccco.edu/resources/38_(300C))

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

KEY STRATEGIES

- Analyze CCCApply applications and matriculation funnel to identify where students encounter barriers and use disaggregated data to inform targeted interventions.
- Develop an integrated outreach and recruitment plan that reaches diverse communities, including creating an “Interested Students” database.
- Expand and improve outreach and communication, specifically for underserved zip codes within WCC’s service areas.
- Implement targeted outreach campaign for local high school seniors, including curated “WCC Next” guide featuring information on registration, financial aid, academic programs, and transfer pathways.
- Develop an intuitive, student-friendly website.

COMPLETION OF TRANSFER-LEVEL MATH & ENGLISH

2

MIS DEFINITION: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

<https://datavista.cccco.edu/resources/39> (501C).

KEY STRATEGIES

- Create a professional learning community of English, math, and statistics faculty to explore curricular interventions. (Continuity of 2022-2025 SEP)
- Further our implementation of equitable placement (AB 705) to expand access to and support for completing transfer-level math and English.
- Develop targeted campaign for Math & English courses to promote tutoring and academic supports available.

PERSISTENCE

3

MIS DEFINITION: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college.

<https://datavista.cccco.edu/resources/40> (453C).

KEY STRATEGIES

- Develop a needs assessment survey (Eagle's Compass) that proactively connects students with available categorical programs, services, technology access, and basic needs resources.
- Scale up summer orientation opportunities, such as Eagles Welcome, to create tangible connections for new students.
- Publish updated program maps for degrees and certificates, incorporating CAL-GETC requirements and Common Course Numbering (CCN) to ensure alignment and accuracy.
- Conduct Student Education Plan (SEP) audit at key unit milestones and implement targeted in-reach messaging to promote updated comprehensive SEP meeting and next steps.

COMPLETION

4

MIS DEFINITION: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. <https://datavista.cccco.edu/resources/41> (619C).

KEY STRATEGIES

- Develop college-wide professional development plan for faculty and classified professionals focused on culturally responsive, equity-based, and trauma-informed practices to support students. Offerings will emphasize effective approaches connecting students to services, creating inclusive and affirming learning environments, and addressing systemic barriers. (Continuity of 2022-2025 SEP)
- Expand and promote Credit for Prior Learning (CPL) for new and returning adult students by providing comprehensive information on eligible prior experiences.
- Increase Guided Pathways branding, including dissemination of academic program maps/website and feature an Interest Area each month.
- Create intentional connection points and milestone markers, including motivational messages to celebrate progress, just-in-time nudges, and coaching on next steps and resources.

TRANSFER TO FOUR-YEAR INSTITUTION

MIS DEFINITION: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort. <https://datavista.cccco.edu/resources/42> (620C).

KEY STRATEGIES

- Plan Transfer Conference featuring two-track informational sessions for both new students and those near-transfer.
- Work with designer to create Transfer Guide, including info on transfer basics, 4-year partnerships, university contacts, timelines, TAG matrix, etc.
- Strengthen family and community engagement in the transfer process, hosting family-friendly events that better support first-generation students.
- Collaborate with categorical programs to provide campus visit opportunities to transfer institutions.

2025-2028 FUNDING

2025-2028 RESOURCES

Implementation of this plan will be supported through the strategic allocation of Student Equity and Achievement Program (SEAP) funds. SEAP resources will prioritize funding for personnel across student services, counseling, tutoring, and support professional development, outreach, and equity-focused initiatives. Several strategies outlined in this plan involve braided funding and/or collaboration with categorical programs, grant-funded initiatives, and broader institutional efforts that collectively advance the goals of the SEP.

2022-2025 SEP

ASSESSMENT OF 2022-2025 SEP

The table below summarizes the 2022-2025 Student Equity Plan, including disproportionately impacted (DI) student groups, three-year equity targets across the five metrics, and the progress made toward each goal. The 2025-2028 plan builds on these efforts to continue closing equity gaps and advancing success for all students.

METRIC	DI GROUP	3-YEAR TARGET	STATUS
SUCCESSFUL ENROLLMENT	HISPANIC OR LATINO	Increase enrollment by 10%	MET Increased by 29.8%
TRANSER-LEVEL MATH & ENGLISH	MALE	Increase completion by 5%	IN PROGRESS Increased by 3.6%
PERSISTENCE	BLACK OR AFRICAN AMERICAN	Increase persistence rate by 15%	MET Increased by 18.2%
COMPLETION	MORE THAN ONE RACE	Increase certificate completion by 15%	MET Increased by 25.8%
TRANSFER	HISPANIC OR LATINO	Increase transfer rate by 5% each year	MET Increased by 21.2%

EXPENDITURES FROM 2022–2025 SEP

Expenditures below reflect SEAP funding for FY 2022–2023, 2023–2024, & 2024–2025. Each year’s allocation allows for 2 years to spend down funds. These totals do not include the second year spending for the third year allocation.

Expense Type	Amount
1000 - Instructional Salaries	\$ 985,219
2000 - Non-Instructional Salaries	\$ 1,148,114
3000 - Employee Benefits	\$ 1,000,460
4000 - Supplies and Materials	\$ 28,106
5000 - Other Operating Expenses & Services	\$ 159,219
6000 - Capital Outlay	\$ 1,441
7000 - Other Outgoing	\$ 3,600
Total	\$ 3,326,159

COLLEGE SEP CONTACTS

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