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E6.1

eCollege
A Pearson Company

Government agencies and accreditation bodies are calling for greater measuring and reporting capabilities for learning outcomes. The Pearson eCollege Learning Outcome Manager (LOM) makes an immense stride toward that goal.

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Improve Educational Quality through Learning Outcome Management

Government agencies and accreditation bodies are calling for greater measuring and reporting capabilities for learning outcomes. The Pearson eCollege Learning Outcome Manager (LOM) makes an immense stride toward that goal.

Evidence for Accreditation and Program Improvement

More than ever before, institutions are being asked to provide evidence that students graduating from their programs are achieving the educational goals defined for them. Additionally, colleges, universities and other educational institutions are looking for specific forms of data to help them develop strategies for effectively improving the success of their programs.

The Pearson eCollege Learning Outcome Manager helps learning institutions address the need for evidence of student achievement and allow institutions to improve learning with evidence-based decisions.

Tracking and Assessing Learning Outcomes

Pearson eCollege's Learning Outcome Manager provides a central repository for storing, managing and analyzing an institution's learning outcomes. These managed outcomes allow institutions to track and assess multiple levels of educational performance.

By providing organized learning outcomes at all levels—student, course, department, school and institutional levels—Learning Outcome Manager provides a comprehensive picture of learning development and achievement throughout the program. This allows institutions to assess and demonstrate the effectiveness of their programs.

This powerful approach to improving educational quality provides the following:

- Central repository for storing and managing outcomes.
- Ability to tie learning outcomes to content (exams, assignments and discussions).
- Reports for measuring student performance against expected outcomes.

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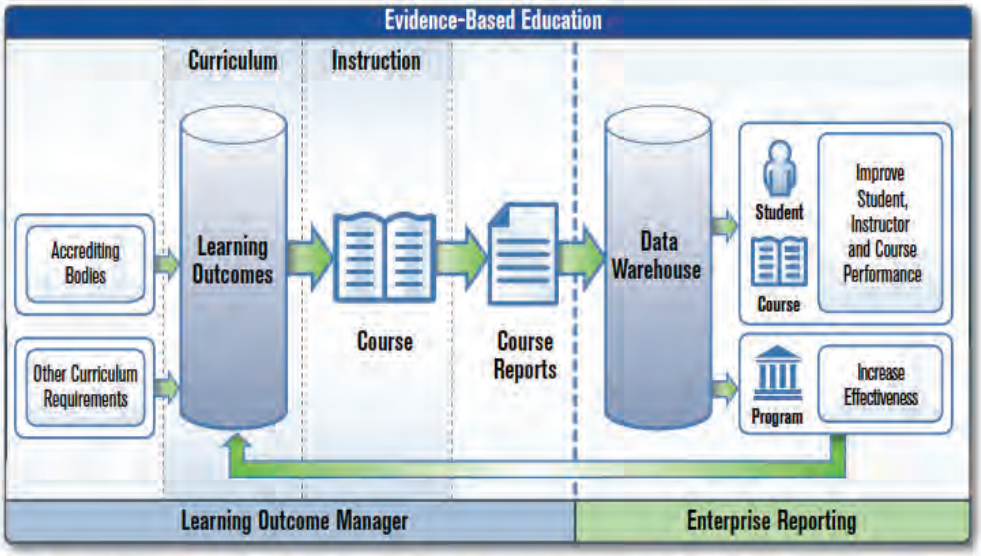
PEARSON

Learning Outcome Manager

Building a Culture of Assessment

Learning Outcome Manager (LOM) helps educators build a culture of assessment by giving faculty and administrators a set of tools for writing and organizing learning statements (typically based on various professional or national accreditation standards), identifying the courses and programs that map to these statements, and creating and storing rubrics for scoring/grading assignments that are associated with these learning statements. All of these elements are stored in a central repository.

Learning Outcome Manager also has an in-course reporting functionality for analyzing and tracking student performance against learning statements. These reports and the central repository itself can be utilized during reaccreditation visits as solid evidence that your institution is improving courses and programs over time based on student performance.



With Learning Outcome Manager, institutions can analyze and track student performance against defined learning outcomes at multiple enterprise levels.

Managing Student Learning Outcomes for Accreditation Review and Program Improvement

By providing an organized structure for defined learning outcomes, institutions can make the first step toward effectively reporting on their learning standards. LOM's repository and reporting capabilities allow institutions to quickly respond to accreditation reviews with reports that adhere to accreditation standards. Additionally, LOM enables institutions to analyze their learning results and develop data-informed strategies to continuously improve program performance. Overall, LOM helps institutions meet the increased demands for performance visibility.

E6.2

INSTRUCTURE

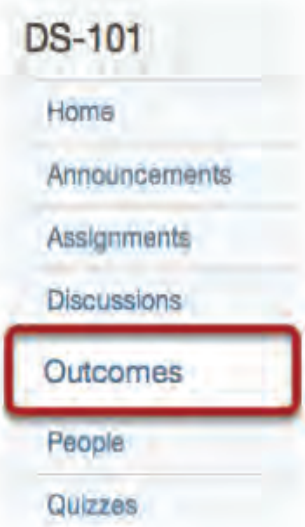
What are Outcomes?

Open Outcomes

Outcomes enables the administration and faculty to track students' progress as measured by pedagogical goals or desired outcomes.

Assessments created to test student knowledge or to require students to demonstrate a specific skill resulting from a learning activity can be aligned to learning outcomes using rubrics (which can be used for grading simultaneously).

Grading student work automatically collects and compiles data on student progress for the Outcomes. The data is available for reporting to support teaching improvement, identify at-risk students, and support the accreditation process. This unified, streamlined approach dramatically reduces the amount of work required to implement Learning Outcomes through the intelligent reuse of assessment workflows in the grading process.

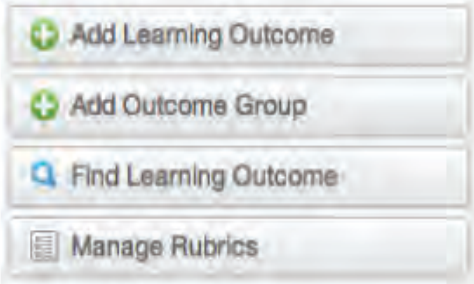


What is an Instructional Objective?

"An instructional objective is a collection of words and/or pictures and diagrams intended to let others know what you intend for your students to achieve.

- It is related to intended outcomes, rather than process for achieving those outcomes.
- It is specific and measurable, rather than broad and intangible.
- It is concerned with students, not teachers."

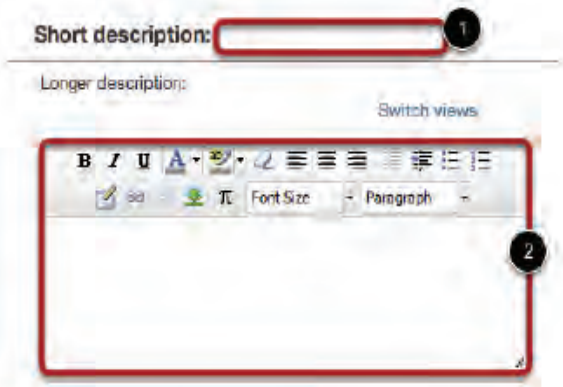
Preparing Instructional Objectives, Third Edition, R.F. Mager (1997).



INSTRUCTURE

Create Learning Outcome

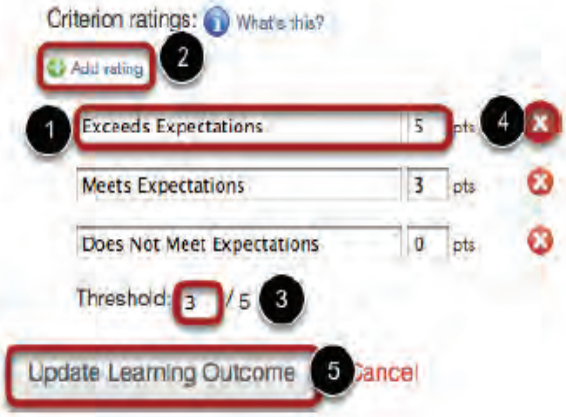
Enter a short description in the short description field [1]. You can also enter a longer description in the Rich Content Editor [2].



Add Criterion Ratings

Name the criterion and select point values by typing in the appropriate fields [1]. Add additional criterion ratings selecting the **Add rating** link [2] and filling the information. Select the threshold by typing in the point value necessary to master the Learning Outcome in the threshold field [3]. Select the **Red X** icon to remove a criterion row [4]. Select the **Update Learning Outcome** button to create the Outcome [5].

Note: Learning Outcomes can be included in assignment rubrics as an easy way to assess mastery of Outcomes aligned to specific assignments. Criterion point values can be used for grading values when an Outcome is added to a rubric.



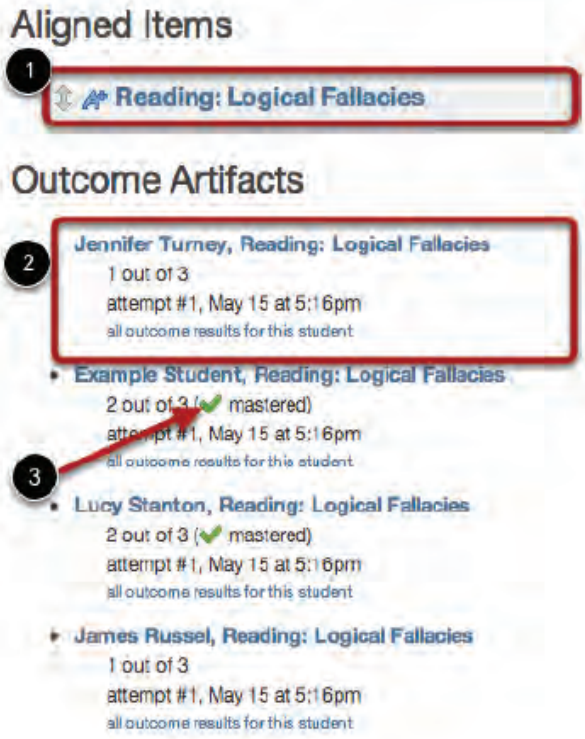
View Learning Outcome

View created Learning Outcome.

INSTRUCTURE

View Student Progress

View the assessments and activities aligned to the Outcome [1]. View the progress of individual students on each artifact (the aligned assessment or activity) [2]. The **Green Check Mark** icon signifies the student has received a high enough score meeting the satisfying outcome threshold value [3].



Proposal Title	Academic Success Center
Proposal Lead	Susanna Gunther, Jowel Laguerre, Diane White

Proposal Description

Please write a brief description of what your proposal will achieve, why it is important to the college and what areas will be impacted or will contribute to the success of the proposals outcomes.

The Academic Success Center will serve as both a center to encourage and facilitate academic success for students, and to provide high quality faculty development opportunities and instructional resources.

Links to Area Outcomes

Use this section to describe how your proposal links to the outcomes of your program or department. In particular how it will strengthen or enhance delivery of your outcomes?

Area Outcome	Link Description
I. Communication A. **Read** – Students will be able to comprehend and interpret various types of written information in (1) expository prose and imaginative literature (including essays, short fiction and novels), (2) documentation such as manuals, reports, and graphs B. **Write** – Students demonstrate the ability to: Communicate thoughts, ideas, information, and messages in writing Compose and create documents such as manuals and graphs as well as formal academic essays, observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar C. **Listen** – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages D. **Speak and Converse** – Students have the ability to: Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation Participate in conversations, discussions, and group activities Speak clearly and ask appropriate questions	The Academic Success Center (ASC) will provide students with the following: • tutoring, supplemental instruction, and similar workshops that will help them develop reading, writing and critical thinking skills that they need in all basic skills, CTE, and transfer level courses; • workshops designed to build students' skills in listening, note-taking, speaking and conversing, researching, and problem solving, and artistic creation in a variety of disciplines, vocations and career fields.

II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

A. **Analysis** – demonstrated by the ability to:
Apply appropriate rules and principles to new situations
Discover rules and apply them in the problem solving process
Draw logical conclusions based on close observation and analysis of information
Differentiate among facts, influences, opinions, assumptions, and conclusions

B. **Computation** – demonstrated by the ability to:
Use basic numerical concepts
Use tables, graphs, charts, and diagrams to explain concepts
Use basic geometrical shapes

C. **Research** – demonstrated by the ability to:
State a research question, problem, or issue
Select discipline appropriate information tools to locate and retrieve relevant information
Use discipline appropriate information tools to locate and retrieve relevant information efficiently
Analyze and evaluate information for appropriateness, relevance, and accuracy

Synthesize, evaluate, and communicate information using a variety of information technologies
Recognize the ethical and legal issues surrounding information and information technologies
Demonstrate understanding of academic integrity and honesty

D. **Problem Solving** –demonstrated by the ability to:
Recognize whether a problem exists
Identify components of the problem or issue
Create a plan of action to respond to and/or resolve the issue appropriately
Monitor, evaluate, and revise as necessary

III. Global Awareness

Students will demonstrate a measurable understanding and appreciation of the world including its

A. **Scientific Complexities** – Students demonstrate an understanding of:
The scientific method and its application in

experiments How experiments work The major differences between social, natural and physical sciences B. **Social Diversity and Civics** – Students demonstrate ability to: Communicate with people from a variety of backgrounds C. **Artistic Variety** – Students have been exposed to: The visual and performing arts of one or more cultures Analytical techniques for understanding the meaning in the arts and/or Hands-on experience with creative endeavors	
IV. Personal Responsibility and Professional Development A. **Self-Management and Self-Awareness** – The student is able to: Accurately assess his/her own knowledge, skills, and abilities Motivate self and set realistic short and long-term goals Accept that assessment is important to success Respond appropriately to challenging situations B. **Social and Physical Wellness** – Students make an appropriate effort to: Manage personal health and well being Demonstrate appropriate social skills in group settings C. **Workplace Skills** – Students understand how to: Be dependable, reliable, and accountable Meet deadlines and complete tasks.	The ASC will provide students with workshops and information on campus and community resources that will help them assess their knowledge, skills and abilities as well as opportunities for personal and professional growth, personal health and well-being, workplace skills and opportunities.
DISTRICT STRATEGIC GOALS AND OBJECTIVES: **Goal 1: Foster Excellence in Learning** **Obj. 1.1 —** Create an environment that is conducive to student learning. **Obj. 1.2 —** Create an environment that supports quality teaching.	Goal 1: Objectives 1.2 and 1.2 As the 2010-2013 Strategic Goals and Objectives states, one specific activity is to "[P]rovide special training for faculty, staff, and administrators to meet the needs of underprepared, at-risk students." The ASC provide faculty with a variety of workshops and support services that will help them enhance their disciplinary and pedagogical skills (e.g., technical workshops, distance

	education training, learning communities training and development, addressing academic needs of basic skills, transfer and CTE students).
Goal 2: Maximize Student Access and Success Obj. 2.12.1 Identify and provide appropriate support for underprepared students.	Goal 2: The Strategic Goals and Objectives for 2010-13 call for an "[I]ncrease FAFSA workshops year round both in English & Spanish," and "[I]ncrease debt management workshops for our loan students." The ASC will offer workshops on financial aid resources and financial management strategies.
2.3 Identify and provide appropriate support for transfer students.	The Strategic Goals and Objectives fo 2010-13 call for activities designed to "[I]ncrease Transfer Center workshop offerings to five on the Fairfield campus and at least one at Vacaville, Vallejo and Travis AFB," which are activities that the ASC will conduct and evaluate.
STUDENT EQUITY PLAN GOALS AND ACTIVITES **Goals:** *1) Increase the course completion rate for all Solano Community College students, especially African-American, Latino, Native American, and disabled students.* *2) Increase the course completion of students enrolled in basic skills courses.* **Activities.** **Goal 1: Increase the Course Completion Rates (especially for African-American, Latino, Native American, and disabled students).**	
1. Continue and expand the use of a variety of teaching styles directed toward the different learning styles of students with the intent of improving student success.	The ASC will coordinate with the Flex Cal Committee to offer faculty professional development opportunities that will help them build teaching techniques for varied learning styles.

2. Increase the availability of student tutoring and mentoring on campus.	The ASC will coordinate and centralize tutoring services on campus. Programs that will be housed within the Academic Success Center, such as Supplemental Instruction, will provide students not only instructional support, but also academic mentoring. In addition, the Academic Success Center will widely promote and advertise tutoring and supplemental instruction to increase student awareness of these services.
4. Conduct more orientations for new and continuing students show casing panels of successful students that include topics such as college expectations, time management, goals, and careers.	The ASC will coordinate with programs, such as Puente and First Year Experience, to provide students with workshops on expectations, time management, goals, transfer, certificate programs, career and professional opportunities and pathways.
ESL & BASIC SKILLS — **Goals:** 1) Improve the success rate of African-American students in pre-college English courses by a minimum of 6% per year through 2008-09. 2) Improve the success rate of African-American students in ENGL 1 (college-level) by a minimum of 2-3% per year through 2008-09. 3) Improve the success rate of African-American and Latino students in Math, particularly in spring semester, by at least 2-3% per year through 2008-09. 7) Increase the number of Learning Disability students who take and succeed in pre-college level English courses by 1% per year through 2008-09. 8) Increase the number of Learning Disability students who take and succeed in English 1 by 1% per year through 2008-09. 9) Improve monitoring of information about ESL	Workshops, Supplemental Instruction amd related services offered at the Academic Success Center will be designed to improve success rates identified in this element of the Student Equity Plan. As noted by the plan authors, "[O]ne current study of SCC students suggest that although instructors know student study groups to be very effective, many students, especially those in their first or second semesters, do not recognize the value of outside study groups." The ASC will not only provide a centralized location for student study groups, it will also promote the opportunities and benefits of group learning. Coordination with Puente, First Year Experience and similar campus programs will build greater student awarenessof the benefits of engaging in study groups/activities outside of class.

student success in pre-college and college-level courses subsequent to completion of ESL courses and determine remedies for any inequity if needed. **ACTIVITIES.** **Goal 1: Improve the success rate of African-American students. in both pre-college level and college level English courses.** 4. Increase opportunities for outside of class student study group formation. One current study of SCC students suggest that although instructors know student study groups to be very effective, many students, especially those in their first or second semesters, do not recognize the value of outside study groups.	

Notes:

Click here to enter any additional areas or outcomes the proposal may support

Proposal Rationale and Benefits

Use this section to talk about why the proposal is necessary and what the wider benefits are. These may be things like increasing student success, increased efficiency of paperwork or processes, financial savings to the district. You may also add additional details about how the proposal supports the mission of the college or the core competencies.

The Academic Success Center will be a single hub where students can access a variety of support services including tutoring, study skills training, supplemental instruction, success workshops, first year experience, career placement, and transfer. Information about transfer, transportation, etc. will also be available along with appropriate service referrals. Guidance for workforce training and career planning will also be provided.

According to "Practices That Promote Equity in Basic Skills," adopted in 2010 by the Academic Senate for California Comnunity Colleges, it is important to have, "clearly defined student pathways with flexibility to address basic skills gaps." The workshops and services that will be provided by the ASC will address these skills gaps in ways that do not impede student success or require additional semesters of enrollment or costs.

Additionally, the District's Student Equity Plan (2004) notes that, "[ ]Through its various instructional support programs, the College has attempted to address potential barriers to student success (i.e., achievement of degrees and certificates), such as the need for financial resources to cover educational expenses (textbooks and class materials), the need for childcare services, transportation needs, and educational under-preparedness. Certainly, more needs to be offered to students by way of orientation, tutoring services, increased counseling services, math assessment, transfer guidance, basic skills instruction, and library services." As noted in described links to objectives (above) The Academic Success Center will offer the delivery of these services directly (i.e., via workshops) or will provide students with information about how to access services both on and off campus that will "address potential barriers to student success."

Proposal Delivery

Use this section to explain why your proposal is the most efficient way to deliver the outcomes of the proposal. If alternative methods to deliver the project results have been considered note them here also.

As noted in the District's Student Equity Plan, "[T]he following student support services currently assist students in their efforts to complete certificate and degree requirements: counseling, financial aid, employment, tutoring, assessment, career services, transfer services, SUCCESS Consortium, Extended Opportunities Programs & Services, student development program, student health services, veterans services, wellness program, New Horizons Program, MESA Program, Children's Program, Puente Program, and Disability Services Program." Clearly, the college is dedicated to serving a range of programs and services designed to increase student access and success. However, these programs and services operate or are "housed" in locations throughout the campus. Currently, there is no centralized place for students to go to directly access or obtain information about these services and programs, which essentially creates a barrier for students. The Academic Success Center (ASC) is efficient because it provides a holistic approach to addressing a variety of students needs and interests without requiring that they independently locate services currently scattered thoughout the campus. The ASC will also create a stronger sense of community be being a place where students can gather to collaborate on coursework, learn new skills, and get information about new opportunities.

Proposal Activities	
Use this section to talk about specific activities or milestones associated with your proposal. This will help the evaluator get a sense of what needs to be done by when	
Target Date	Activity
7/1/2012	Hire an ASC Coordinator who will begin developing an ASC Task Force which will serve as the planning body for this project and will initiate the following activities: gather and analyze data regarding student success in the areas of basic skills, transfer, and CTE; analyze quantitative and qualitative information regarding success workshops held in prior years; provide input for the Educational Master Plan and the Facilities Master Plan; develop and disseminate preliminary information about ASC services to various campus groups and constituencies; draft a plan for a coordinated partnership between and among supportive groups.
7/31/2012	Research, plan, and organize FLEXCAL activities related to the ASC program. Find location to temporarily house the ASC.
8/1/2012	Lead FLEXCAL activities related to ASC. Plan topics and recruit workshop speakers. Convene ASC task force and develop a planning agenda for 2012-2013. Publicize information on the ASC and aquaint constituency groups with the 2012-2013 plans as well as services available for 2012-2013.
Fall, 2012	Implement planning agenda for ASC task force, collect data on first year experience, CTE, faculty development, and career placement. Begin workshops. Continue to contribute to the Educational Master Plan and the Facilities Master Plan. Gather and analyze evaluation data on ASC progams from fall 2012. Plan ASC related staff development activities for January 2013.
Spring, 2013	Deliver ASC related FLEXCAL activities. Review evaluation information from fall 2012 program to plan and implement spring 2013 ASC activities. Continue to provide, evaluate, and improve workshop program. Finalize the ASC 3-year action plans to be implemented beginning fall 2013.
Enter a date.	Click here to enter text.

Proposal Outcomes	
Use this section to talk about the specific outcomes of the proposal. You can also add detail on how you expect to measure the success of the outcome. Evaluation of proposal outcomes will be important in follow up.	
Outcome	Evaluation Method
1. An ASC Coordinator who will begin developing an ASC Task Force which will serve as the planning body for this project and will initiate the specific activities identified and described above.	1.Coordinator starts working by July 2; Materials developed to recruit taskforce members by August 3; Data on student success and success workshops are gathered and analyzed; Master Plans reviewed and written feedback provided to consultants.

2. Research, plan, and organize FLEXCAL activities related to the ASC program. Find location to temporarily house the ASC.	2. Minimum of two ASC related FLEX CAL activities are drafted (one per semester); Choices of location are identified and approved.
3. Lead FLEXCAL activities related to ASC. Survey students and faculty regarding interests and needs. Plan topics and recruit workshop speakers. Convene ASC task force and develop a planning agenda for 2012-2013. Publicize information on the ASC and acquaint constituency groups with the 2012-2013 plans as well as services available for 2012-2013.	3. Convene ASC taskforce and present a draft agenda for the year; Identify ASC program speakers for spring FlexCal; Make presentations to BOT, SGC, FABPAC, AS, SCFA, ASSC; write summary for SPDIRECT and one or two articles for the TEMPEST; explore the creation of a web site for ASC; Recruit workshop presenters.
4. Implement planning agenda for ASC task force, collect data on first year experience, CTE, faculty development, and career placement. Begin workshops. Continue to contribute to the Educational Master Plan and the Facilities Master Plan. Gather and analyze evaluation data on ASC programs from fall 2012. Plan ASC related staff development activities for January 2013.	4. Collect a set of data on services provided to students; Analyze and publish data on ASC activities to campus groups (e.g., BOT, SGC, ASSC, AS); Minimum of eight to ten success workshops delivered Fall 2012 semester. Students and faculty surveyed re Fall 2012 ASC programs.
5. Deliver ASC related FLEXCAL activities. Review evaluation information from fall 2012 program to plan and implement spring 2013 ASC activities. Continue to provide, evaluate, and improve workshop program. Finalize the ASC 3-year action plans to be implemented beginning fall 2013.	5. Four Flex Cal activities sponsored by ASC delivered; Make changes based on evaluation data for spring activities; Three year plan ASC and Coordinator finalized.

Proposal Resources

Use this section to describe the funds you are requesting to implement the proposal

Category	Cost	Description
Other (BSI)	$ 3226	20% of the 40% Release Time for ASC Coordinator
Other (GF)	$ 3226	20% of the 40% Release Time for ASC Coordinator
Other (Faculty Development)	$ 4,000	Funding for ASC Flexcal Activities/Presentation
Other (1/3 CTE, 1/3 BSI, and 1/3 GF, Category 1 Compensation)	$ 4100	Hourly Compensation for Workshop Preparation and Delivery
Supplies & Materials	$ 500	Graphics and Materials
Other (Workstudy)	$ 200	Federal Workstudy Clerical Staff (12 hrs/wk)

Funding Source

Use this section to request funds from a particular source. VATEA and SB70 funds are restricted to certain types of proposals. The general fund can be used without restriction

Fund	Restrictions	Approx 2012/2013 Allocation
VTEA ☒	CTE related funding that supports activities such as marketing, curriculum development, student services, professional development, and student success.	$150,000
SB 70 ☒	Activities that support curriculum development, career pathways development, faculty development in health information technology, drafting, mechatronics, welding and water/wastewater.	$150,000
General ☒	No restrictions	$200,000

Other Required Resources

Please indicate if any other pre-existing resources are required for the proposal. This may include office space, pre-existing equipment or any other resources that do not need additional funding.

BSI, Federal Work Study for clerical support

Other Sources of Funding

Use this section to outline any other sources of funding such as grants or loans that may be used to supplement the proposal.

Workstudy

Final Comments

Use this section to add any additional comments you would like to be included in the evaluation of your proposal.

Release Compensation is split evenly between BSI ($3226) and GF ($3226), and the remainder of the funding ($8,800) will be taken from VTEA, BSI and GF in equal amounts.

E6.4

Academic Success Center

Building an Academic Community

Envisioning a Place

Evolution of the Idea

- **Basic Skills Initiative Committee**
- **“Center for Academic Success” – The Butte Model**
- **Center for whom? Students? Faculty? Both!**
- **Coordinator, but no Program**
- **Strategic Proposal – Dr. Laguerre, Susanna Gunther and Diane White**
- **Funding: BSI, CTE and General Fund**

Our Plan

- Build a single center dedicated to encouraging and facilitating academic success…
- **for students** through a variety of **research based successful** support services, and..
- **for faculty** by providing **innovative and effective** faculty development opportunities to improve instructional practices.

Three Broad Focal Points

- **Basic Skills**
- **Transfer**
- **Career & Technical Education**

Services for Students

- Help navigating the bureaucracy (i.e. matriculation, registration, enrollment processes) - now critical given SB 1456;
- Tutoring (in person, embedded, online);
- Supplemental Instruction;
- Workshops.

Success Workshops…Such as

- ✓ **Study skills**
- ✓ **Exam and quiz preparation**
- ✓ **Research and preparing academic papers**
- ✓ **Financial aid and money management**
- ✓ **Job opportunities and internships**
- ✓ **Transfer**
- ✓ **Information on campus and community resources**
- ✓ **Succeeding in online classes**
- ✓ **Workplace skills and opportunities**

Assisting & Engaging Faculty

- **Workshops and support services to enhance…**
- **Disciplinary and pedagogical skills with…**
  - **technical workshops,**
  - **distance education training,**
  - **data gathering and analysis,**
  - **learning communities training and development,**
  - **Seminars and workshops to develop approaches designed to impact basic skills, transfer and CTE students, and particularly under-prepared students.**

Goals of Centralizing and Coordinating

- **Maintain strong academic focus;**
- **Create synergy and community;**
- **Improve accessibility - “one-stop-shopping;”**
- **Maintain unique programs, but avoid over-lap and repetition; and,**
- **Insure services at all campuses and online.**

ASC Task Force: A ***Community*** Effort

EVP Reyes – Supervising Manager

Marie Mayne - Tutoring

Marcie McDaniels & Barbara Pavao – Transfer

Brenda Tucker – First Year Experience

Kamber Sta. Maria – Foster Youth Program

Erin Vines – Counseling, Student Equity, Virtual Student Services

Melissa Reeve – Basic Skills Program

Josh Scott – Basic Skills – English

Susanna Gunther – Basic Skills – Math

Roy Pike – CTE and Vacaville Liaison

Chuck Spillner – Faculty Development (Flex Cal) and Vallejo Liaison

Karen McCord – Umoja, Harambee

Patricia Young – Career Center

Dale Crandall-Bear – Distance Education

Annette Dambrosio – Reading

Brad Paschal – Learning Communities

Fall 2012 Task Force Focus

- **Establish mission, goals and purpose of ASC;**
- **Gather and analyze data (e.g., extensive student surveys, quantitative and qualitative measurements);**
- **Strategically plan workshops and services, as well as plans for assessment of ASC initiatives;**
- **Mychal Wynn and Program Review;**
- **Engage the faculty in critical dialogue and activities;**
- **Make presence, purpose and activities known.**

Currently Underway

- Extensive surveys regarding students needs and interests, Learning Communities, DE students;
- Offer and Assess Student Workshops – mid-term needs (e.g., exam prep, research papers);
- Initial planning for contextualized learning for CTE courses;
- Pilot embedded tutoring for online course;
- Faculty and staff discussions regarding teaching and learning ;
- November 8 – CUE workshop - BENCHMARKING EQUITY AND STUDENT SUCCESS TOOL™ (BESST);
- October 12 – Faculty Workshop – Strategic Proposal Process;
- January 2013 Flex – Student Equity Mini-Conference.

Final Thoughts

- **Community, not bureaucracy.**
- **Eyes on the Prize: success for everyone in the institution - students, staff, and faculty.**
- **Thoughtful planning and patience.**
- **Honest, continuous assessment and adjustment.**

- **Thank you for the opportunity!**

E6.5

Solano College BSI Committee Proposal Form

Date this form is filled out: May 13, 2012 For Budget Year: 2012-13

Strategy Title: SCC Online Writing Center

Name of Person Proposing	Lead Person's Name	Lead Person's Phone	Lead Person's email	Component (see Legend)
Christopher McBride	Christopher McBride	X4366	Christopher.mcbride@solano.edu	A, S, T

Legend (Component to which the lead person(s) belong): **A** = Academic Affairs, **B** = Admin & Business Services; **H** = Human Resources; **P** = President's Office; **S** = Student Services, **T** = Technology & Learning Resources

List units/departments that will be involved:

Liberal Arts, Academic Affairs

Use the expanding table below to fill in detailed information about this strategy:

STRATEGY'S RATIONALE: (Explain in detail why your proposal is needed.)

At Solano College, we have a range of students with varying skills sets. However, one common point is that our students need assistance with basic skills. As a component of academic success, sound reading and writing skills are critical. Since all of our students, even those in transfer-level classes, need some assistance in English, I am proposing an Online Writing Center for SCC that will give our students a common location for accessing supplemental material related to reading and writing. The most recent Accreditation Report notes these points:

- In order to meet the standards, the Accreditation team recommends that the College develop a plan to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online. Increased funding and staffing for the libraries at the two centers should be a priority. This plan should also include a regular evaluation of the services. (Standards II.B.3.a, II.C.1)

- In order to meet the standards, the team recommends that the College develop mechanisms and learning support systems to ensure that students enrolled in distance education courses are achieving stated learning outcomes at a level comparable with students enrolled in onsite programs and courses. (Standard II.A.1.b-c)

In addition, data shows that the majority of our students will enroll in at least one pre-transfer level course at SCC. Moreover, the RP Group report suggests that community colleges need to consider all students as needing instruction in some aspect of Basic Skills. If we look at the profile of a typical student in English 1, English 2, or English 4, he or she has most likely come through our Basic Skills English program. Therefore, Basic Skills resources are a critical element of our work at SCC and having writing and grammar materials available would assist all of our students and help with addressing the most recent ACCJC recommendations.

An Online Writing Center would be a significant asset for our SCC students. It is clear that there is need for assistance with writing at SCC, and the sort of repository offered by an Online Writing Center would help to address some of our students' needs. As the project expands, the Writing Center could be scaled forward to offer tutoring for Basic Skills students. Such a Writing Center could also be linked to an on-campus Writing Center and/or Success Center in the future.

STRATEGY'S DESCRIPTION (Specify in detail how and what you will accomplish.):

I am proposing that the College begin development of an Online Writing Center for our students. Such a center could begin by providing support to students in both on-campus and online courses in order to address Recommendations #6 and #8 in the Accreditation Team report. In its initial form, the Online Writing Center could be made available to all students by offering worksheets, formatting guidelines, sample essays, tutorials, and instructional videos (including those created by SCC English Instructor Pat Vogelpohl as part of our past BSI funding). If funding can be increased, the Online Writing Center could

then offer tutorial services for writing assignments in the future. This broader Writing Center could be staffed by a combination of faculty, staff, and student tutors. The Online Writing Center would initially be developed through our current LMS, eCollege, but development could be done in such as way as to facilitate conversion to Canvas, or for direct web access. In addition, the Online Writing Center could eventually become a significant component of our proposed Academic Success Center.

I would like to begin development of the Online Writing Center during the summer of 2012. Resources could then be made available to students during the Fall 2012 semester. For models, the Purdue Online Writing Center (http://owl.english.purdue.edu/) or SUNY Empire State Writing Center (http://www.esc.edu/online-writing-center/) provide some insights into what such an Online Writing Center might look like.

In Fall 2012, the Online Writing Center would be available for all students and faculty. All students will have access to the Writing Center materials and this will allow for easy referrals from faculty and staff. I would also provide information on the Online Writing Center to faculty in all disciplines on campus. This would allow for quick referrals when a student has a question about specific writing issues. While the materials in the Online Writing Center would be created to assist Basic Skills Students, all SCC students would benefit. Moreover, since the Vallejo and Vacaville campuses do not have the writing/grammar handouts that are available at the Main Campus, the Online Writing Center would give students and faculty who are not at our main campus the opportunity to access materials from anywhere. This would help us to provide equitable assistance to all students.

ASSESSMENT OF RESULTS (Specify in detail how and when you will assess your results. Assessment of results is a requirement for continued BSI funding. If funding was used from BSI previously, then it is necessary to include detailed assessment information related to existing results.):

The Online Writing Center would be functional in the Fall of 2012. Assessment will be twofold: first, quantitative data will be gathered from students who use the lab for supplemental materials. This will include usage statistics and data on the number of students served. In addition, affective data will be gathered from both students and faculty to determine the efficacy of the Writing Center. If the data warrants expansion, further proposals will be made to increase funding of the Writing Center to serve an even broader student population. Such a larger-scale proposal could be made in the future through a campus-wide Strategic Proposal. Data from this initial phase could then be used as support. Assessment will be done periodically throughout the Fall 2012 semester.

LINKAGE TO STRATEGIC OBJECTIVE(S), EFFECTIVE PRACTICE AND STRATEGIES, EDUCATION MASTER PLAN GOALS, and/or STUDENT EQUITY PLAN GOALS:

Effective Practice and Strategies Linkage: (See List Below or refer to cccbsi.org for more details.)

A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.

D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity

D. 10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors

Educational Master Plan Goal Linkage:

Online Learning: The current program will need to be able to reliably support additional users, provide responsive support and instruction to faculty, and expand to meet growing demand.

The **Humanities Division (Liberal Arts)** will continue to be at the core of SCCD's mission and support educational needs in almost all other programs.

Quality Teaching and Learning: Identify core skills, such as writing, analysis, comprehension,

information literacy, and technology that are necessary and beneficial for all students, and integrate these skills into all curriculums.

Student Goals: Approach student needs and goals in a flexible and holistic manner to encourage success and ensure that the education tracks that students choose meet their true objectives.

Student Equity Plan Goal Linkage:

- Increase course completion rates for African-Americans, Latinos, Native-Americans, and students with disabilities, especially in basic skills courses.
- Improve the success rate of African-Americans and DSP students in pre-collegiate level and college-level English courses.
- Increase the transfer rate of all ethnic groups.
- Respond to the shifting diversity of the population by increasing access and equity to programs and courses.

List of Effective Practices and Strategies from BSI: (Please refer to the other attachment or cccbsi.org to include sub categories.)

A: Organizational/Administrative Practices

B: Program Components

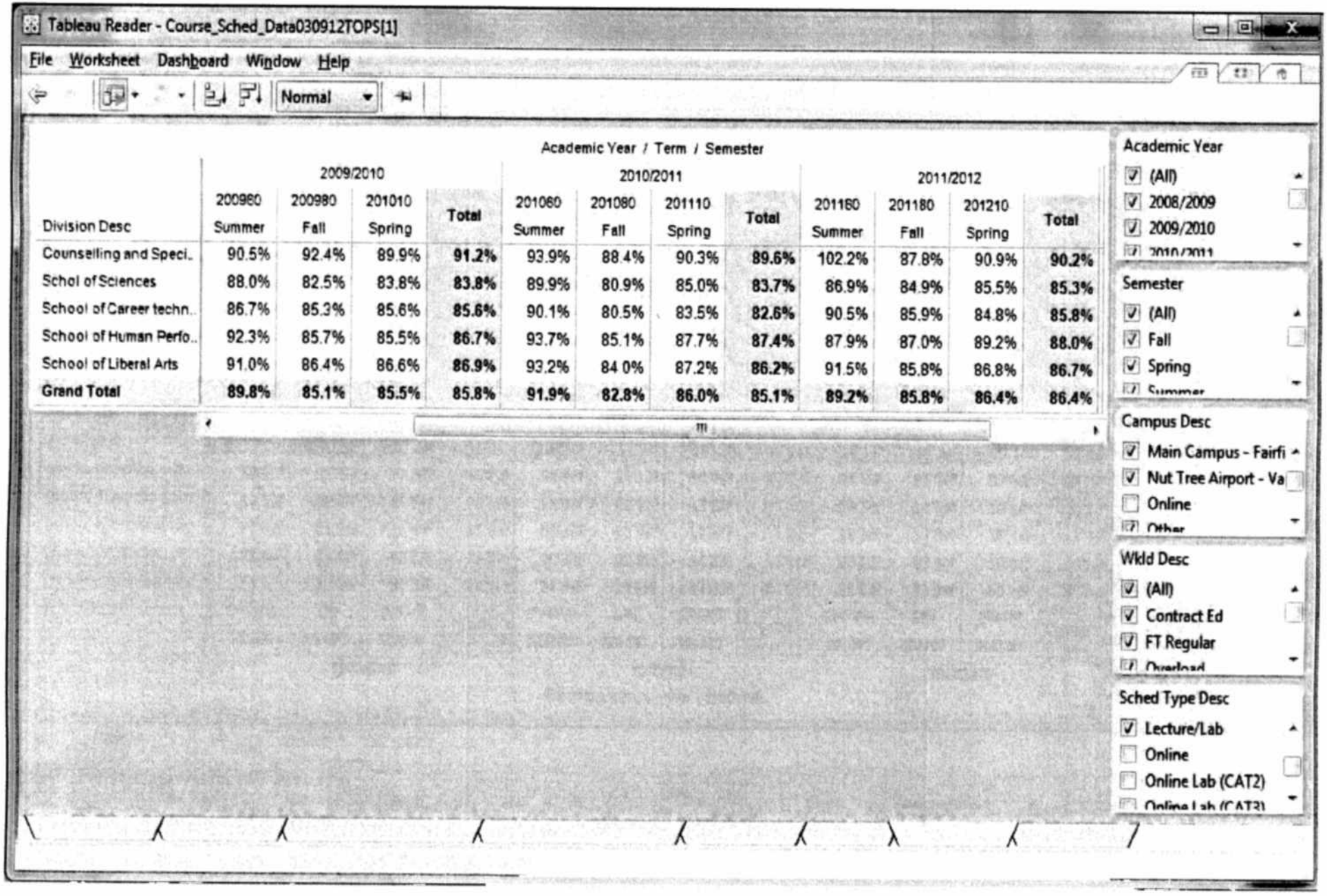
C: Faculty and Staff Development

D: Instructional Practices

FISCAL IMPACT :

[ ] No, budget & staffing resources are already built in.
[x] Yes, BSI funding is required to implement strategy. One-time = x On-going =
[ ] Yes, other funding sources besides BSI funds are needed. One-time = On-going =
If other funding sources are available, please specify:

E6.6



Division Desc	2009/2010 200960 Summer	200980 Fall	201010 Spring	Total	2010/2011 201060 Summer	201080 Fall	201110 Spring	Total	2011/2012 201160 Summer	201180 Fall	201210 Spring	Total
Counselling and Speci..	90.5%	92.4%	89.9%	**91.2%**	93.9%	88.4%	90.3%	**89.6%**	102.2%	87.8%	90.9%	**90.2%**
Schol of Sciences	88.0%	82.5%	83.8%	**83.8%**	89.9%	80.9%	85.0%	**83.7%**	86.9%	84.9%	85.5%	**85.3%**
School of Career techn..	86.7%	85.3%	85.6%	**85.6%**	90.1%	80.5%	83.5%	**82.6%**	90.5%	85.9%	84.8%	**85.8%**
School of Human Perfo..	92.3%	85.7%	85.5%	**86.7%**	93.7%	85.1%	87.7%	**87.4%**	87.9%	87.0%	89.2%	**88.0%**
School of Liberal Arts	91.0%	86.4%	86.6%	**86.9%**	93.2%	84.0%	87.2%	**86.2%**	91.5%	85.8%	86.8%	**86.7%**
Grand Total	**89.8%**	**85.1%**	**85.5%**	**85.8%**	**91.9%**	**82.8%**	**86.0%**	**85.1%**	**89.2%**	**85.8%**	**86.4%**	**86.4%**

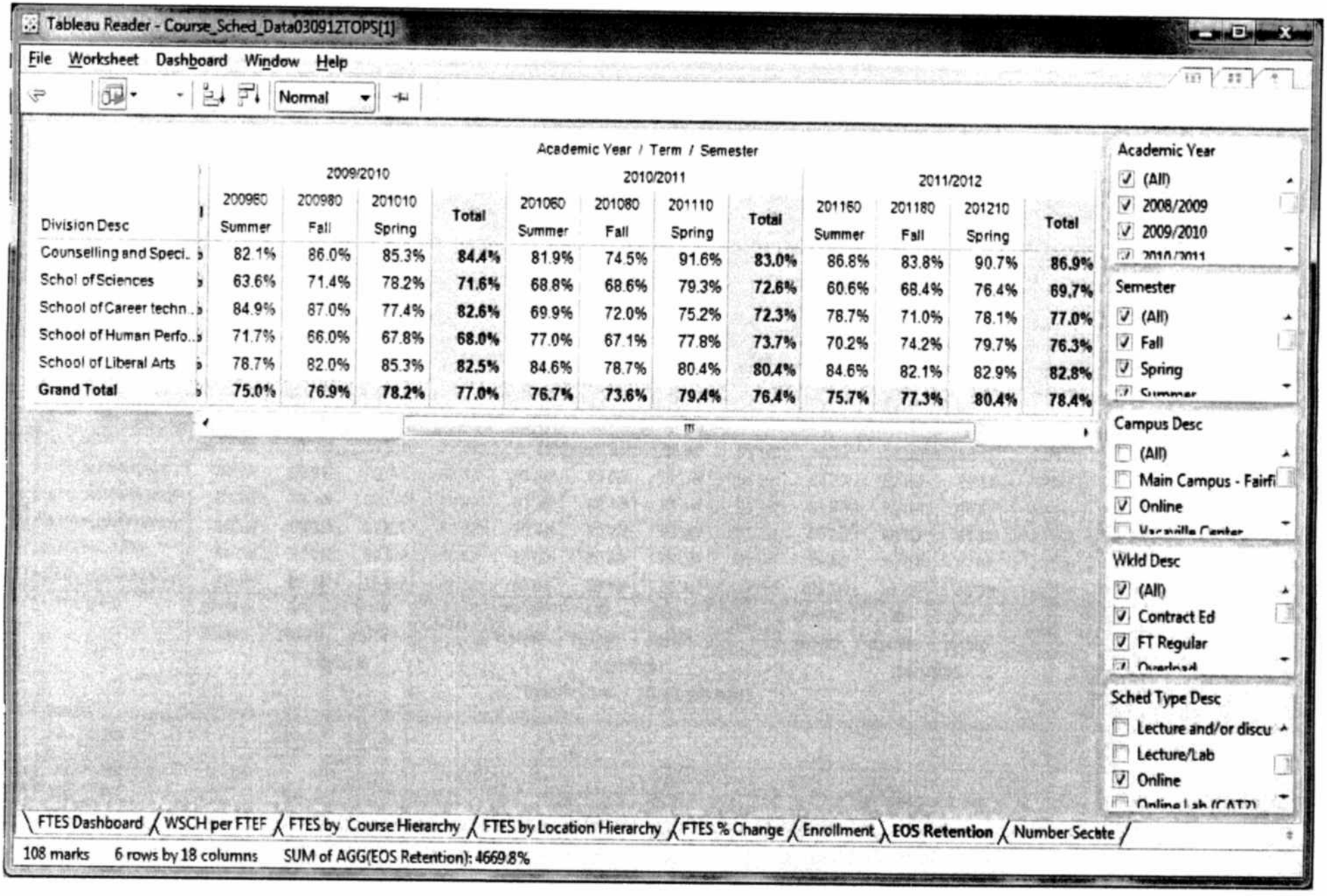


Tableau Reader - Course_Sched_Data030912TOPS[1]
File Worksheet Dashboard Window Help
Normal
Academic Year / Term / Semester
Division Desc
2009/2010
200960 Summer
200980 Fall
201010 Spring
Total
2010/2011
201060 Summer
201080 Fall
201110 Spring
Total
2011/2012
201160 Summer
201180 Fall
201210 Spring
Total
Counselling and Speci.. 82.1% 86.0% 85.3% 84.4% 81.9% 74.5% 91.6% 83.0% 86.8% 83.8% 90.7% 86.9%
Schol of Sciences 63.6% 71.4% 78.2% 71.6% 68.8% 68.6% 79.3% 72.6% 60.6% 68.4% 76.4% 69.7%
School of Career techn.. 84.9% 87.0% 77.4% 82.6% 69.9% 72.0% 75.2% 72.3% 78.7% 71.0% 78.1% 77.0%
School of Human Perfo.. 71.7% 66.0% 67.8% 68.0% 77.0% 67.1% 77.8% 73.7% 70.2% 74.2% 79.7% 76.3%
School of Liberal Arts 78.7% 82.0% 85.3% 82.5% 84.6% 78.7% 80.4% 80.4% 84.6% 82.1% 82.9% 82.8%
Grand Total 75.0% 76.9% 78.2% 77.0% 76.7% 73.6% 79.4% 76.4% 75.7% 77.3% 80.4% 78.4%
Academic Year
(All)
2008/2009
2009/2010
Semester
(All)
Fall
Spring
Campus Desc
(All)
Main Campus - Fairfi
Online
Wkld Desc
(All)
Contract Ed
FT Regular
Sched Type Desc
Lecture and/or discu
Lecture/Lab
Online
FTES Dashboard
WSCH per FTEF
FTES by Course Hierarchy
FTES by Location Hierarchy
FTES % Change
Enrollment
EOS Retention
Number Sections
108 marks
6 rows by 18 columns
SUM of AGG(EOS Retention): 4669.8%

DISTANCE EDUCATION COMMITTEE

Draft

May 14, 2012
Room 101
2:30 p.m. – 4:00 p.m.

Dale called the meeting to order at 2:34 p.m.

Dale Crandall-Bear, Chair; Karen Cook; Jeffrey Lamb; Philip Petersen; Sandra Rotenberg; Robin Sytsma; Connie Adams
Absent/Excused: George Daugavietis; Marylou Fracisco; Scott Ota; Roy Pike; Philip Summers

1. Approval of Minutes – April 23, 2012
Motion to approve: Sandy; Seconded – Karen; Passed – Unanimous

2. Update of implementation of Pearson LMS arrangements

3. Update on Canvas Pilot

4. Program Review data for DE
Peter Cammish, Director of Research & Planning, gave a screen presentation which included the following points:

- Data producing is in group "research" with files; click on "tabular workgroups"; go to "links", and; download Tableau Reader software (PC only, not Mac friendly).
- The course schedule data is direct from BANNER and there are some limitations or inaccuracies from that source.
- Comparisons between subjects, cohorts, campuses etc. can be chosen. The table includes: retention, fill rate, FTS etc. with an average of subjects chosen. The second table on student courses from the Chancellor's office addresses student success.
- Peter took split courses (lecture/lab) to ensure students aren't counted twice. If just comparing online, this shouldn't be a problem.
- It would be good for members to access the tables and forward input.

Dale requested this presentation today because DE will be looking at Program Review and it is important to begin thinking about the kind of data needed. Sandy pointed out that the Chancellor's office data was way off and may not have been corrected. Peter would like to be notified by anyone finding incorrect data and he will check into it. He may also create an outline to find data

5. Accreditation Recommendation #6: Online Support Services
Dale was asked to address this topic by S/P Laguerre and it needs to be done by October. Funds will be made available for some faculty to work on this during the summer. A job description needs to be turned in to Susanna Gunther, incoming Senate President by 5 p.m. Jeff opined this could be a simple task

PROGRAM REVIEW HANDBOOK
SOLANO COMMUNITY COLLEGE

Excerpt, p. 6 of Program Review Handbook Draft

2.13 Course sequencing. Report on whether courses have been sequenced for student progression through the major, how students are informed of this progression, and the efficacy of this sequencing.

2.14 Student Survey **(if applicable).** Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses.

2.15 Four-year articulation **(if applicable).** Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation.

2.16 High school articulation **(if applicable).** Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students.

2.17 Distance Education **(if applicable).** Describe the distance education courses offered in your program, and any particular successes or challenges with these courses. Discuss your program's plans to expand or contract distance education offerings. State how you ensure your online courses are comparable to in-class offerings.

2.18 Advisory Boards/Licensing (CTE) **(if applicable).** Describe how program curriculum has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes.

III. Student Equity & Success

DRAFT

Humanities Division

Supplemental Questions for Online Courses

(For New Course Proposals and Review of Existing Online Courses)

The following questions are to be answered by the instructor proposing the course; please submit this form along with the course approval form and syllabus.

Date:_____ Dept/Course # _____

Instructor: _____

1. What modes of instruction will be used, particularly those specific to technologically mediated instruction (e.g., moderated discussion lists, email, chat rooms, etc.)?

2. What specific pedagogical advantages does the technologically mediated format offer?

3. Describe the student orientations you will be offering. The Humanities Division strongly recommends mandatory in-person orientations. If you are taking a different approach, please describe.

4. Describe the methods you will use to provide instructor-initiated student contact. (such as email, live chat, video conferencing, in-person meetings, etc.). Explain how these methods will be integrated into your course.

5. Which methods of assessment listed on the official course outline are carried over into the online course? Describe how these and other graded activities are mediated through online technology.

6. In-person proctored exams are expected in all online courses offered by the Humanities Division. Please describe how you will be administering exams in your course. If you are not using in-person proctored exams, please describe a comparable method that will verify that students only receive credit for their own work.

7. Describe the mixture of instructor-authored course materials and publisher-generated materials in this course. Approximately what percentage of course content and assessment is generated by outside sources, (e.g., publishers, internet, etc.).

Virtual Student Services Notes
September 12, 2011
10:00-11:00

Eugene Buban [ebuban@students.solano.edu]

Present: Erin Vines, Barbara Fountain, Mostafa Ghous, Cynthia Simon, Robin, Ona Smith

1. Online Student Services:

    a. Discussed are objective was to explore the option of offering all Student Services online. Discussed that online services would be another means of access, but not intended to replace in person services. Many areas discussed that they already offer services online when needed.

2. Services that cannot be delivered online?

    a. Regulation:
        i. Erin asked that if a service cannot be offered on line to provide the regulation so that the group can work through any challenges. Robin had concerns with offering particular services online for concerns of fraud.

    b. Operational Challenge:
        i. Erin asked to provide operational challenges if services cannot be offered online so that committee can help areas work through challenges of possible.

3. Service Area online Goals for 2011-12
    a. Counseling
        i. All Services online Jan 2012

    b. DSP
        i. Explore offering all services, other than actual accommodations, online Jan 2012

    c. Transfer
        i. All Services online Jan 2012

    d. Career Center
        i. June 2012

    e. Nursing Referrals
        i. All Services online Jan 2012

    f. CalWorks

i. CalWORKs students are required to meet with the CalWORKs Coordinator/Counselor for intake, counseling, and county paperwork completion. At this time on-line services would present a challenge to the CalWORKs students and program. We are in the process of researching and reviewing an on-line CalWORKs Attendance Form to streamline the required attendance reporting. We are planning to implement this new feature at the end of Spring 2012.

g. EOPS/CARE
   i. First appointment, the EOPS counselor and student must sign off on the Student Educational Plan and the Mutual Responsibility Contract.

   ii. Second appointment according to Title 5, can be conducted by the EOPS counselor or a paraprofessional (me, peer advisors) EOPS Progress Reports are sent to students and EOPS counselors meet with the student to discuss their progress reports and resolve whether or not a student should add a mid-term class or drop the class if the student is not progressing in the class.

   iii. Finally, the third appointment is reviewing the class schedule with the student for the upcoming semester to help them prepare to register for classes according to the SEP.

h. A&R
   i. Petition for degree/cert-Part of 3 year plan. Will required Banner consulting assistance. Funding source not yet known. Students can currently email or fax these to us but we do not encourage due to the need to collect money.

   ii. Degree audit-Part of 3 year plan but funding source not yet identified.

   iii. Improve online class search features-Requires review of other school's functionality and possible Banner consulting assistance.

   iv. List of remaining classes with room-Part of 3 year plan. Requires staff resources.

   v. Give all students log on info-Currently, only students from Banner go live (summer 2008) through present have a Banner log on. Would prefer for former students to have too so they can order transcripts, see grades ,etc.

   vi. Submit petitions online

   vii. Petition status online-Should be able to have complete by January, 2012.

Current capabilities:

1. Apply
2. Check priority
3. Register
4. Check for holds
5. Drop classes
6. Look up pertinent timelines
7. Ask questions/resolve problems (admissions email)
8. Submit transcripts for prereq clearing
9. Order transcripts
10. Access grades
11. Lookup classes
12. Reapply
13. Pay Fees
14. Change password
15. View course outlines
16. Access forms/petitions
17. Change of Student Info

    i. Veterans
        i. SEP (Veteran's counselor will accommodate an over-the-phone appointment if necessary but it requires the student's signature. Challenge: The SEP is mailed to student and their benefits are held up until the form is mailed back)

    j. Assessment
        i. Explore Assessment options

    k. Financial Aid

        All Financial Aid Services will be on-line by January 2012 providing students access except submission of Loan applications.
        (To prevent fraud, students will be required to submit loan documents in-person to the Financial Aid Office and provide a current DL or ID; this process was recommended by the Chancellor's Office)

    l. MESA
        i. Provide the MESA course online
        ii. Provide all scholarship, internship and MESA applications online via online form

m. Student Development Office/ASSC:
    i. Virtual online club promo day
    ii. Post all online forms
    iii. After ratifying center senator positions, create Skype-type ASSC meetings to VV and VJO centers

n. Student Health Center:
    i. Advice nurse available to chat online or provide phone advice similar to Kaiser (may provide some identity challenges)
    ii. Provide online workshops

Concerns:

- Cannot advocate as well online for students
- Concerns regarding FA Loans
- Technology keeping up with program changes
- Need electronic signature

4. Next meeting?
    a. Monday, October 3, 2011 at 10-11.

Virtual Student Services Notes
May 15, 2012
10:00-11:00

1. Update

2. Discuss and decide on CHAT and IPHONE APP

    a. Group agreed to move forward with free chat and purchase APP, concerns about priority with IT

3. Discussion regarding virtual services at Centers using VIDYO. Kimo stated that the technology is already at the Centers. In June we will work to get Student Services areas that are participating set up for fall 2012.

4. Service Area online
    a. Counseling
        i. All Services online Jan 2013 (Help desk ticket was submitted to create online counseling so that students can receive same information as if they were at an in person appointments)

    b. DSP
        i. Explore offering all services, other than actual accommodations, online Jan 2012 (DSP is confident that they can complete this task. Coordinator and dean working on how this will integrate with General Counseling online services.

    c. Transfer
        i. All Services online Jan 2013 (Transfer Center Counselor is working on a proposal to share with Counselors on online delivery)

    d. Career Center
        i. Currently students, alumni and employers can search for jobs and post resumes online and access Eureka career services all online to take a career inventory. Virtual Career Center is also available.

    e. Nursing Referrals
        i. All Services online Jan 2013 (Worked with Dean Morinec on RN application online. This will follow the same online process as General Counseling.

    f. CalWorks
        i. CalWORKs students are required to meet with the CalWORKs Coordinator/Counselor for intake, counseling, and county paperwork completion. At this time on-line services would present a challenge to the

CalWORKs students and program. We are in the process of researching and reviewing an on-line CalWORKs Attendance Form to streamline the required attendance reporting. We are planning to implement this new feature at the end of Spring 2012.

g. EOPS/CARE
   i. First appointment, the EOPS counselor and student must sign off on the Student Educational Plan and the Mutual Responsibility Contract.

   ii. Second appointment according to Title 5, can be conducted by the EOPS counselor or a paraprofessional (me, peer advisors) EOPS Progress Reports are sent to students and EOPS counselors meet with the student to discuss their progress reports and resolve whether or not a student should add a mid-term class or drop the class if the student is not progressing in the class.

   iii. Finally, the third appointment is reviewing the class schedule with the student for the upcoming semester to help them prepare to register for classes according to the SEP.

h. A&R
   i. Petition for degree/cert-Part of 3 year plan. Will required Banner consulting assistance. Funding source not yet known. Students can currently email or fax these to us but we do not encourage due to the need to collect money.

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   iii. Improve online class search features-Requires review of other school's functionality and possible Banner consulting assistance.

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   v. Give all students log on info-Currently, only students from Banner go live (summer 2008) through present have a Banner log on. Would prefer for former students to have too so they can order transcripts, see grades ,etc.

   vi. Submit petitions online

   vii. Petition status online-Should be able to have complete by January, 2012.

Current capabilities:

1. Apply
2. Check priority
3. Register
4. Check for holds
5. Drop classes
6. Look up pertinent timelines
7. Ask questions/resolve problems (admissions email)
8. Submit transcripts for prereq clearing
9. Order transcripts
10. Access grades
11. Lookup classes
12. Reapply
13. Pay Fees
14. Change password
15. View course outlines
16. Access forms/petitions
17. Change of Student Info

    i. Veterans
        i. SEP (Veteran's counselor will accommodate an over-the-phone appointment if necessary but it requires the student's signature. Challenge: The SEP is mailed to student and their benefits are held up until the form is mailed back)

    j. Assessment
        i. Explore Assessment options

    k. Financial Aid

        All Financial Aid Services will be on-line by January 2012 providing students access except submission of Loan applications.
        (To prevent fraud, students will be required to submit loan documents in-person to the Financial Aid Office and provide a current DL or ID; this process was recommended by the Chancellor's Office)

    l. MESA
        i. Provide the MESA course online
        ii. Provide all scholarship, internship and MESA applications online via online form

    m. Student Development Office/ASSC:
        i. Virtual online club promo day
        ii. Post all online forms

iii. After ratifying center senator positions, create Skype-type ASSC meetings to VV and VJO centers

n. Student Health Center:
    i. Advice nurse available to chat online or provide phone advice similar to Kaiser (may provide some identity challenges)
    ii. Provide online workshops

Virtual Student Services Notes
June 5, 2012
Update

1. IPHONE APP

    a. Group agreed to move forward with purchase of APP
2. CHAT
    a. Agreed to move forward with free option and decide if it will suffice.

3. SARS TEXT for appointment reminders

4. Discussion regarding virtual services at Centers using VIDYO. Kimo stated that the technology is already at the Centers. In June we will work to get Student Services areas that are participating set up for fall 2012.

5. Service Area online
    a. Counseling
        i. Help desk ticket was submitted to create online counseling so that students can receive same information as if they were at an in person appointments
        ii. E-Counseling remains an option
        iii. Online orientation
        iv. Appoint scheduling option online

    b. DSP
        i. Will offer educational plans online and exploring moving more options online
        ii. Services at the Center using VIDYO
        iii. Will use CHAT

    c. Transfer
        i. Will use CHAT
        ii. Electronic calendar of transfer events, workshops and College Representative visits
        iii. Student access to general education sheets (IGETC, CSUGE and Option A)

        E-counseling—counselors respond to all types of counseling questions including transfer-related questions.
        iv. Access to applications/instructions for Cross Enrollment with Local Universities
        v. Access to UC Transfer Admissions Guarantee (TAG) website
        vi. Access to assist.org website
        vii. Online FAQ's (in development)

viii. Services at the Center using VIDYO

d. Career Center
    i. Currently students, alumni and employers can search for jobs and post resumes online and access Eureka career services all online to take a career inventory. Virtual Career Center is also available.
    ii. Services at the Center using VIDYO in fall

e. Nursing Referrals
    i. IT ticket submitted. This will follow the same online process as General Counseling.

f. CalWorks
    i. Applications will be online in fall
    ii. Attendance checks will be online in the fall
    iii. Book voucher verification and processing will be online in the fall
    iv. Exploring counseling virtually
    v. Services at the Center using VIDYO

g. EOPS/CARE

Present services available to EOPS/CARE students on-line (May 15, 2012):

    i. EOPS Interest Letter
    ii. EOPS Programs and Services
    iii. Student Eligibility Criteria
    iv. EOPS Application
    v. EOPS/CARE Important dates for the current semester (calendar)

Future services that could be available on-line (Fall 2012)

    i. EOPS Progress Report (fall and spring semester)
    ii. Untaxable Income Form (CARE students)
    iii. EOPS/CARE Application in PDF format
    iv. EOPS Orientation form (future semester) establish calendar for future dates
    v. Exploring counseling services
    vi. Services at the Center using Vidyo

h. A&R
    i. Petition for degree/cert-Part of 3 year plan. Will required Banner consulting assistance. Funding source not yet known. Students can

currently email or fax these to us but we do not encourage due to the need to collect money.

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17. Change of Student Info

i. Veterans
    i. SEP (Veteran's counselor will accommodate an over-the-phone appointment if necessary but it requires the student's signature. Challenge:

The SEP is mailed to student and their benefits are held up until the form is mailed back)

ii. Exploring Counseling Services
iii. Services at the Center using VIDYO

j. Assessment
    i. Explore Assessment options

k. Financial Aid
    1. CCCAPPLY for BOG online in progress with IT
        1. Forms are available online
        2. Services for VIDYO to Center
        3. Financial Aid TV at Centers

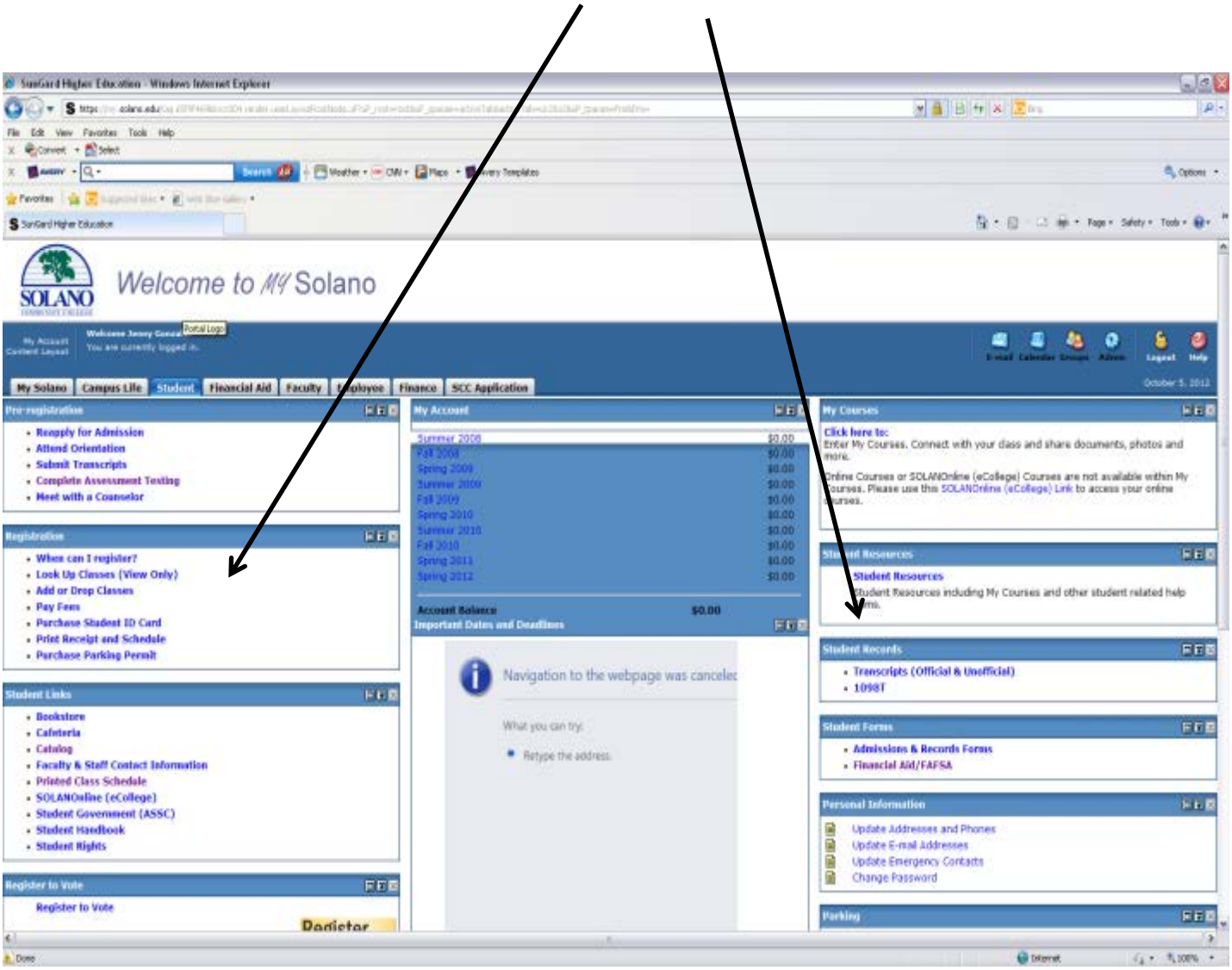
l. MESA
    i. Provide the MESA course online
    ii. Provide all scholarship, internship and MESA applications online via online form

m. Student Development Office/ASSC:
    i. Virtual online club promo day
    ii. Post all online forms
    iii. After ratifying center senator positions, create Skype-type ASSC meetings to VV and VJO centers

n. Student Health Center:
    i. Advice nurse available to chat online or provide phone advice similar to Kaiser (may provide some identity challenges)
    ii. Provide online workshops

Link to [E6.11: Online Orientation (VIP) Program]

E6.14


Welcome to My Solano
My Solano
Campus Life
Student
Financial Aid
Faculty
Employee
Finance
SCC Application
Pre-registration
Reapply for Admission
Attend Orientation
Submit Transcripts
Complete Assessment Testing
Meet with a Counselor
Registration
When can I register?
Look Up Classes (View Only)
Add or Drop Classes
Pay Fees
Purchase Student ID Card
Print Receipt and Schedule
Purchase Parking Permit
Student Links
Bookstore
Cafeteria
Catalog
Faculty & Staff Contact Information
Printed Class Schedule
SOLANOnline (eCollege)
Student Government (ASSC)
Student Handbook
Student Rights
Register to Vote
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Transcripts (Official & Unofficial)
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Admissions & Records Forms
Financial Aid/FAFSA
Personal Information
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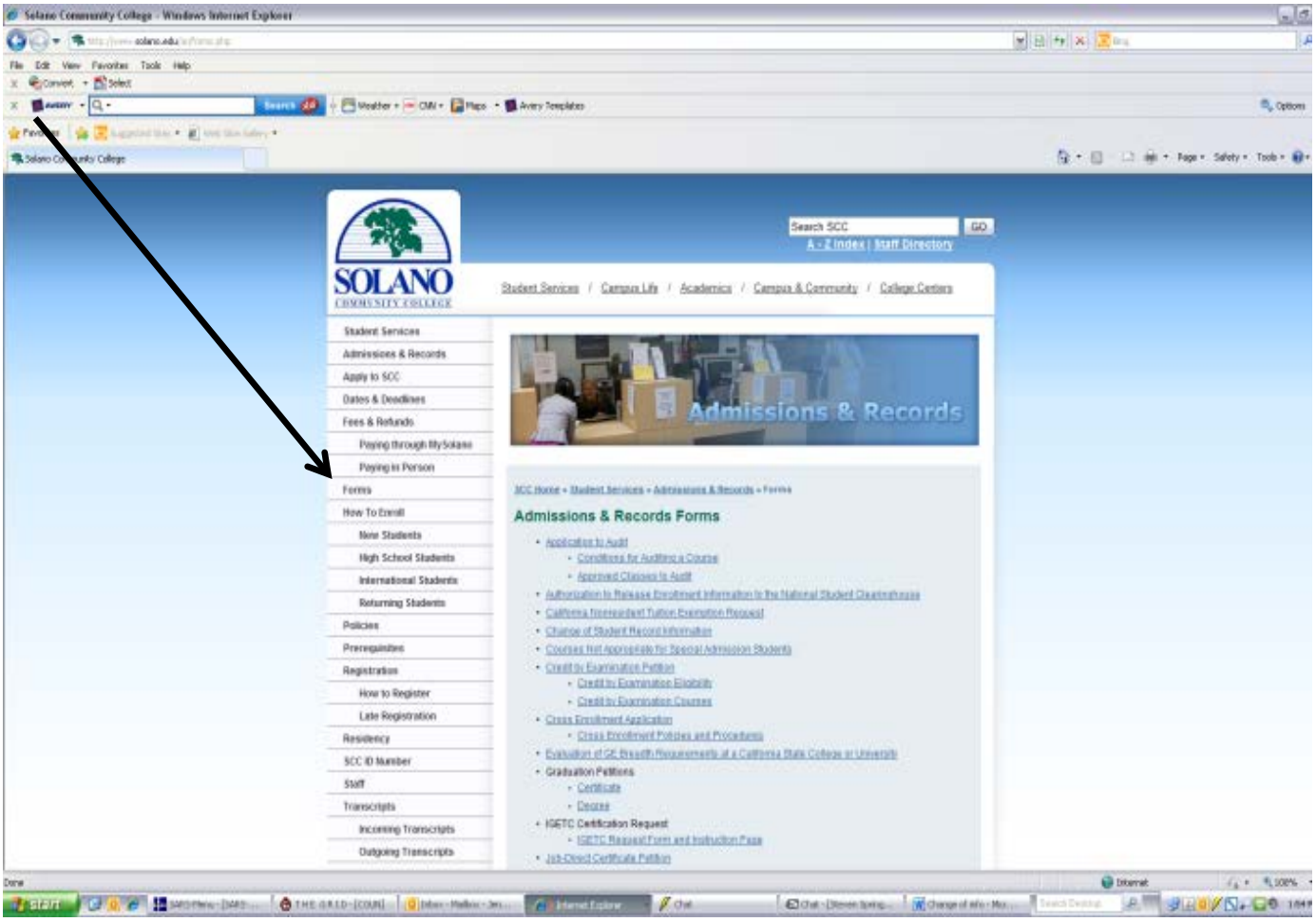
Update E-mail Addresses
Update Emergency Contacts
Change Password
Parking

E6.15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Student Services
Admissions & Records
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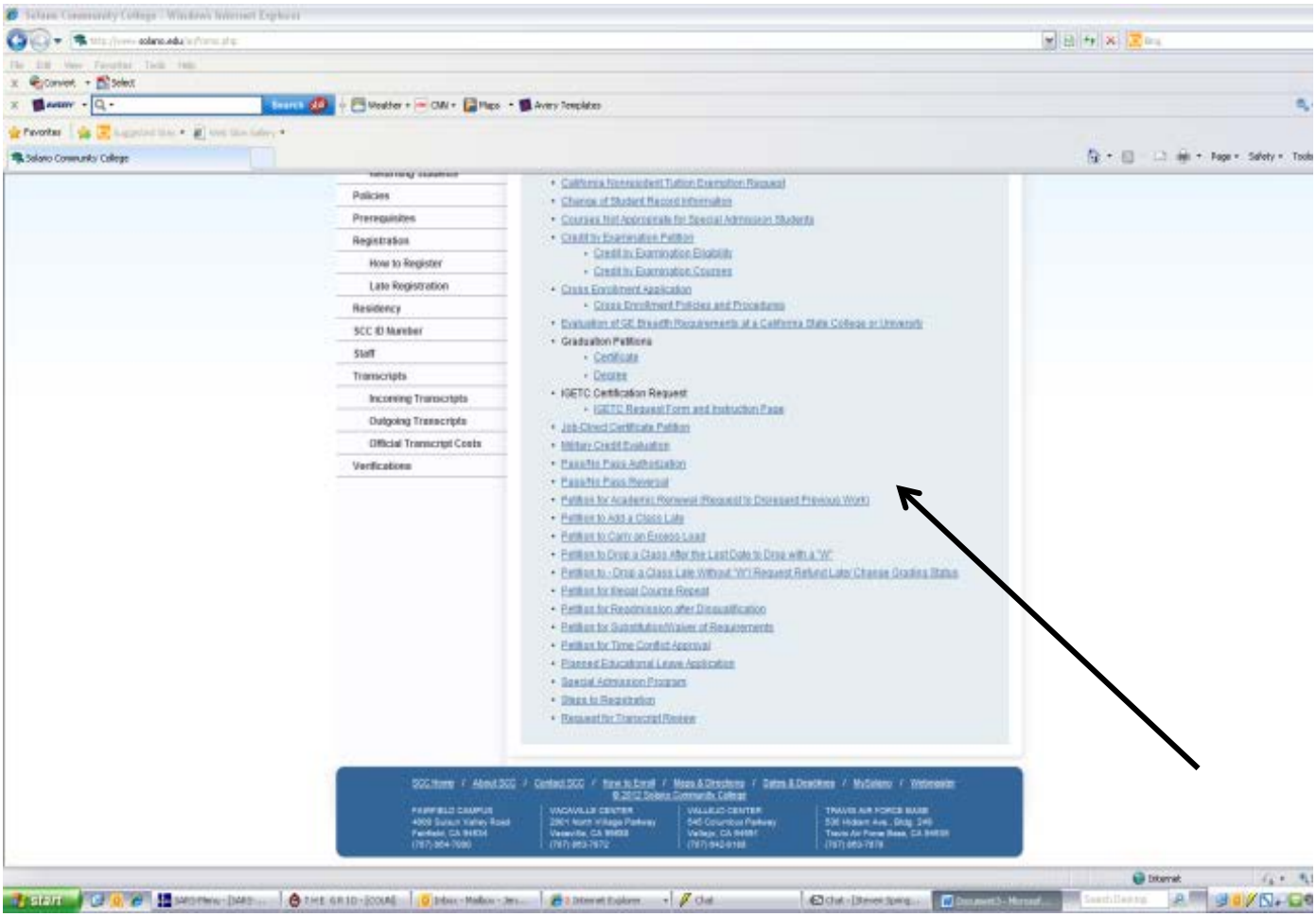
Paying in Person
Forms
How To Enroll
New Students
High School Students
International Students
Returning Students
Policies
Prerequisites
Registration
How to Register
Late Registration
Residency
SCC ID Number
Staff
Transcripts
Incoming Transcripts
Outgoing Transcripts
Admissions & Records
Admissions & Records Forms
Application to Audit
Conditions for Auditing a Course
Approved Classes to Audit
Authorization to Release Enrollment Information to the National Student Clearinghouse
California Nonresident Tuition Exemption Request
Change of Student Record Information
Courses Not Appropriate for Special Admission Students
Credit by Examination Petition
Credit by Examination Eligibility
Credit by Examination Courses
Cross Enrollment Application
Cross Enrollment Policies and Procedures
Evaluation of GE Breadth Requirements at a California State College or University
Graduation Petitions
Certificate
Degree
IGETC Certification Request
IGETC Request Form and Instruction Page
Job-Direct Certificate Petition


Policies
Prerequisites
Registration
How to Register
Late Registration
Residency
SCC ID Number
Staff
Transcripts
Incoming Transcripts
Outgoing Transcripts
Official Transcript Costs
Verifications
California Nonresident Tuition Exemption Request
Change of Student Record Information
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Certificate
Degree
IGETC Certification Request
IGETC Request Form and Instruction Page
Job-Direct Certificate Petition
Military Credit Evaluation
Pass/No Pass Authorization
Pass/No Pass Reversal
Petition for Academic Renewal (Request to Disregard Previous Work)
Petition to Add a Class Late
Petition to Carry an Excess Load
Petition to Drop a Class After the Last Date to Drop with a "W"
Petition to - Drop a Class Late Without "W" Request Refund Late/ Change Grades Status
Petition for Repeat Course Repeat
Petition for Readmission after Disqualification
Petition for Substitution/Waiver of Requirements
Petition for Time Conflict Approval
Planned Educational Leave Application
Special Admission Program
Steps to Registration
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Responsibility Code	Academic Year	Strategic Goal & Objective	Program/Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs		Comments/Evaluation Results	Core Four	Institutional Plans *						
							$ K	Type			E	F	T	B	H	M	V
5010	2011-14	1.3, 2.1, 2.3, 2.4, 2.5, 3.2, 4.1, 4.2, 4.3	Implement Waitlisting in Banner	S14		IT support, Banner Consulting Assistance, 1 FTE for length of term to conduct testing, troubleshooting	~$2K	1		1, 2, 4	X		X	X			X
5010	2011-14	1.2, 1,3, 2.1, 4.1, 4.2, 2.2, 2.3, 2.4. 2.5, 3.1, 3.2, 4.3	Implement automated drop surveys-collect data reflecting why students drop, use for enrollment management planning	S13		IT support, .25 FTE for length of term to conduct testing, troubleshooting				N/A	X		X	X			X
5010	2011-14	4.1, 4.2	Identify and fix Math 330b problems	S12		IT support, .25 FTE for length of term to conduct testing, troubleshooting				N/A	X						
5010	2011-14	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3	Improved co-req processing	S14		IT support, .25 FTE for length of term to conduct testing, troubleshooting, curriculum office assistance	?	1		1, 4	X		X	X			
5010	2011-14	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3	Begin degree audit system planning/acquisition/implementation process	F12		IT support, 2 FTE for 1 year to conduct testing, troubleshooting, curriculum office assistance, counseling assistance, Banner consulting assistance	?	O		1, 2, 3, 4	X		X				X
5010	2011-14	1,3, 2.5, 4.1, 4.2, 4.3	Implement automated Incomplete processing Banner	F13		IT support, .25 FTE for length of term to conduct testing, troubleshooting, Banner consulting assistance	~$2K	1		N/A	X		X				
5010	2011-14		Explore/implement College Source features	F12		.25 FTE for length of term to conduct research, carry out implementation			Wont know exact resources needed until more research is done								

Responsibility Code	Academic Year	Strategic Goal & Objective	Program/Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs		Comments/Evaluation Results	Core Four	Institutional Plans *						
							$ K	Type			E	F	T	B	H	M	V
5010	2011-14	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3	Grow International Student Program to 500 students	F14		1 FTE indefinitely				1, 3	x	x		x	x		x
5010	2011-14		Explore/implement Education USA features	F13		.25 FTE for length of term to conduct research, carry out implementation											
5010	2011-14	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3	Explore/implement Instant Info (Cuesta College) features	F13		.25 FTE for length of term to conduct research, carry out implementation				1, 2, 4	x	x	x	x	x		x
5010	2011-14	1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.1, 4.2, 4.3	Identify students who live closer to Centers than Main Campus and begin campaign to drive them to Centers for assistance. Adjust staffing between Main Campus/Centers accordingly	S12		IT support, 1 FTE for 4 weeks				1, 4	x	x	x	x	x		x
5010	2011-14	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.2, 4.3	Establish report reflecting all applicants who do vs do not enroll	F12		IT support, 1 FTE for 4 weeks				1, 4	x			x			
5010	2011-14	All	Increase knowledge/understanding/usage of popsels-Banner	F12		40 hrs of Sungard training, IT support, 1 FTE from A&R	~$5k	1		n/a	x		x	x	x		
5010	2011-14	1.3, 2.1, 2.3, 2.4, 2.5, 3.2, 4.1, 4.2, 4.3	Overhaul priority registration process	S12-S13 LIVE FOR S14?		IT support-80 hrs. 1 FTE from A&R throughout term. Sungard support	~$5k	1		1, 2, 4	x			x			

** E=Ed Mstr Plan, F=Facilities Plan, T=Tech Plan, B=Fiscal/Budget Plan, H=Human Rsrcs Plan, M=Mrktg Plan, V=Voc, A=Accred*

Responsibility Code	Academic Year	Strategic Goal & Objective	Program/Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs		Comments/Evaluation Results	Core Four	Institutional Plans *						
							$ K	Type			E	F	T	B	H	M	V
5010	2011-14	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.2, 4.3	SZAMTCH/SZACAPP Reporting	S13		IT support-80 hrs. 1 FTE from A&R throughout term. Sungard support	?	1		n/a	x						
5010	2011-14	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.2, 4.3	Establish report of transfer ready students	F12		IT support, 1 FTE for 4 weeks				n/a	x						
5010	2011-14		CCCApply App in Spanish	F12		IT support, Banner Consulting Assistance, 1 FTE for length of term to conduct testing, troubleshooting				1, 2, 3, 4	x	x	x	x	x		x
			Automate Academic Renewals	F13													
			Automate Accuplacer Download	S13?													
			Automate Faculty Census Roster	F13													
			Automate Degree/Cert Petition	F14													
			Pre Summer 08 Logon Info	F13													
			Submit Petitions Online	S13													
			Student Password Reset	S12 w/ 8.6 upgrade?													
5010	13-14	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.2, 4.3	Make all A&R forms available for fully electroinc submission as opposed to in-person or email submission.	Live by end of fall 2014		IT support, 1 A&R FTE. 3-6 mos for implementation.				1, 2, 3, 4	x	x	x	x	x		x

Responsibility Code	Academic Year	Strategic Goal & Objective	Program/Activities	Target Term	Status	Resources for Implementation (personnel, materials, facilities)	Costs		Comments/Evaluation Results	Core Four	Institutional Plans *						
							$ K	Type			E	F	T	B	H	M	V
5010	13-14	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 4.2, 4.3	Live online assistance via phone (caller able to open link we send them and see our screen so we can walk them through online use steps).	Fully operational by end of Spring 13		IT support, 1 A&R FTE. 1-2 weeks for implementation/training of staff.			Piloting in fall 2012. If determine not useful, will not implement.	1, 2, 3, 4	x	x	x	x	x		x