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Integrate Equity Plans with Institutional Planning
Student Equity Plan (SEP)**

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2013 Solano Community College Student Success Scorecard

Solano Community College, established in 1945 as Vallejo Junior College, was part of the Vallejo Unified School District until 1967 when the college became a countywide institution. The college’s service area encompasses the communities of Benicia, Dixon, Fairfield, Suisun, Vacaville, Vallejo and Travis Air Force Base, as well as Winters in Yolo County. The weekend college program offers expanded learning opportunities. Flexible scheduling includes day, evening and Saturday classes, held both on and off campus via television, online, home study and travel study.

Student Information (2011-12)			
Students			16,097
GENDER		RACE/ETHNICITY	
Female	58.4%	African American	16.5%
Male	40.4%	American Indian/Alaskan Native	0.4%
Unknown Gender	1.2%	Asian	4.9%
AGE		Filipino	8.6%
Under 20 years old	28.3%	Hispanic	20.3%
20 to 24 years old	32.0%	Pacific Islander	0.8%
25 to 49 years old	33.2%	White	30.4%
50 or more years old	6.4%	Two or More Races	6.6%
Unknown Age	0.0%	Unknown Ethnicity	11.4%

Other Information (2011-12)	
Full-Time Equivalent Students	8,534.2
Credit Sections	2,573
Non-Credit Sections	1
Median Credit Section Size	28
Percentage of Full-Time Faculty	66.6%



2013 Solano Community College Student Success Scorecard Metrics

Cohort Tracked for Six Years Through 2011-12	Completion			Persistence			30 Units			Remedial			Career Technical Education
	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Prepared	Unprepared	Overall	Math	English	ESL	
Cohort	70.5%	38.9%	47.9%	56.8%	60.2%	59.2%	65.5%	61.7%	62.8%	16.7%	45.7%	19.6%	55.2%
Female	69.0%	40.3%	48.2%	53.7%	57.6%	56.6%	63.6%	61.9%	62.4%	19.3%	45.0%	15.3%	57.0%
Male	72.2%	37.1%	47.4%	60.5%	63.5%	62.6%	67.8%	61.5%	63.3%	11.8%	46.6%	26.3%	53.1%
Under 20 years old	72.5%	39.8%	49.8%	57.0%	60.5%	59.4%	66.6%	63.7%	64.6%	14.9%	49.4%	32.1%	57.8%
20 to 24 years old	62.5%	35.6%	39.8%	37.5%	57.5%	54.4%	43.8%	50.6%	49.5%	16.2%	38.6%	16.7%	59.4%
25 to 49 years old	43.5%	34.9%	36.4%	69.6%	56.6%	58.9%	65.2%	55.7%	57.4%	20.1%	42.2%	16.3%	52.6%
50 or more years old	0.0%	31.3%	29.4%	0.0%	81.3%	76.5%	0.0%	50.0%	47.1%	8.3%	18.2%	0.0%	35.7%
African-American	64.1%	34.8%	39.7%	46.2%	54.0%	52.7%	51.3%	56.1%	55.3%	14.4%	30.2%	22.2%	48.5%
American Indian/Alaskan Native	100.0%	42.9%	55.6%	50.0%	57.1%	55.6%	50.0%	57.1%	55.6%	22.2%	36.4%	NA	50.0%
Asian	80.0%	53.6%	62.5%	51.4%	68.1%	62.5%	60.0%	69.6%	66.3%	25.0%	62.0%	23.5%	62.0%
Filipino	69.1%	43.6%	49.8%	50.9%	67.4%	63.4%	72.7%	66.3%	67.8%	16.3%	54.6%	50.0%	57.8%
Hispanic	72.1%	34.1%	42.9%	50.0%	57.1%	55.4%	60.3%	56.6%	57.5%	13.3%	41.5%	10.6%	55.6%
Pacific Islander	64.3%	15.8%	36.4%	64.3%	52.6%	57.6%	71.4%	42.1%	54.5%	0.0%	41.9%	66.7%	60.0%
White	69.8%	39.7%	50.0%	62.9%	61.1%	61.7%	69.3%	64.1%	65.9%	20.7%	51.8%	14.3%	55.4%

2011-2012 ESL/Basic Skills Allocation End-of-Year Report
2012-2013 ESL/Basic Skills Allocation Goals/Action Plan and Expenditure Plan
Submission Deadline: October 10, 2012

Please find attached the instructions and form templates for submission of your 2011-2012 Basic Skills Allocation End-of-Year Report and your 2012-2013 Basic Skills Allocation Goals/Action Plan and Expenditure Plan. All documents are due at the Chancellor's Office on or before October 10, 2012.

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

[1]. 2009-2010 | 2010-2011 | 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Reports for FY 2011-12

Please follow the instructions located at the beginning of each of the expenditure report forms for each funding year. Note that the report should include expenditures from the original funding date through June 30, 2012 for each of the funding years. Original signatures are required from the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President on each form.

[2]. 2007-2012 Basic Skills Initiative - Narrative Response

Respond to the following question. "Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?"

Your response is an opportunity for some self-reflection and will assist in statewide planning and coordination related to the Basic Skills Initiative. Your response will not affect your allocation.

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

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

In preparation for the drafting of your goals and action plan (section [4]), you must access the Basic Skills Cohort Progress Tracking Tool on the Chancellor's Office website

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

After exploring the data available through the Basic Skills Cohort Progress Tracking Tool, describe in **500 words (or fewer)** the sample data for one cohort and what issues the data raise for you. (NOTE: There is no form for this section.) In the description, you need to provide the subject area (e.g. mathematics, English, ESL), the dates of the cohort (beginning and ending terms), the special characteristics of the cohort, and the data that are of particular interest to you.

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

Now that we have had five years of experience with the Basic Skills Initiative under our belts, it is time to re-evaluate our long-term goals. Using the long-term goals template, provide a maximum of three long-term goals for the ESL/Basic Skills work your college will engage in over the next five years. These goals should provide an umbrella for the activities and outcomes of your 2012-2013 action plan. Long-term goals should be informed by an analysis of historical data (such as that provided by the Basic Skills Cohort Progress Tracking Tool) and should focus on student success goals in ESL and basic skills.

Examples are provided on the following page.

[4b]. 2012-2013 ESL/Basic Skills Action Plan

Your revised Long-Term Goals should now inform your action plan for 2012-2013. How will you make progress towards attaining your long-term goal? What are your intermediate steps to bring you to that point? What will you do in 2012-2013 to move you along that trajectory?

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

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

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

EXAMPLE GOALS and ACTION PLAN ACTIVITIES

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

Goal ID	Long-Term Goal
A	The percentage of students who begin at two levels below Freshman composition and successfully complete Freshman composition within four years will increase by 2% annually in 2014-2015, 2015-2016, and 2016-2017 over 2009-2010.
B	The successful progression rate of students from beginning algebra to intermediate algebra will increase 5% by 2016-2017 over the 2010-2011 rate.
C	

[4b] 2012-2013 ESL/Basic Skills Action Plan

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Continue support for the third year of the college's Puente program and related activities.	A	November 2012	Puente Coordinator	Two additional full-time faculty (two already existing) will attend the annual Puente training.
		May 2013	Puente Coordinator	Percentage of Chicano students in Puente cohort who successfully complete Freshman composition will be 5% higher than the successful completion rate for Chicano students in 2010-2011.
Explore combining the two-semester before Freshman composition into a single-semester course.	A	March 2013	English Department Chair	English department will make a decision regarding whether or not to develop new course combining the two levels of English prior to English 100
Implement Supplemental Instruction for Beginning and Intermediate Algebra (developed in 2011-2012) using contextualized curriculum.	B	May 2013	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Fall 2012.
		May 2013	Dean of College Learning & Instruction	Supplemental Instruction will be provided for two sections each of Elementary Algebra and Intermediate Algebra in Spring 2013.
		May 2013	Dean of College Learning & Instruction	Successful completion rate for algebra classes with SI support will be 10% higher than the average for the same algebra classes taught by the same instructors over the previous four semesters.

[5]. 2011-2012 ESL/Basic Skills Allocation Expenditure Plan

The Action Plan drives the completion of the Expenditure Plan. The total amount must equal the college's 2012-13 allocation. (See the preliminary district/college advance allocation on the Chancellor's Office website. This will be posted by the end of August, 2012.)

Note that this advance allocation will probably change at P-1 reporting, which is based on the college's 2011-12 - 320 reports that are due at the Chancellor's Office on November 1, 2012, and after the Chancellor's Office has identified new distribution of Basic Skills dollars to colleges/districts. Categories specified on the expenditure plan template are those designated pursuant to Chapter 489 of the Statutes of 2007-08, and as required by the 2012-13 State Budget language. If your college does not generate FTES equivalent to an award of \$90,000, the college will receive the minimum of \$90,000 as required by executive decision.

ACTION REQUIRED:

Email **an electronic copy of sections 2-4 of your report** to basicskills@cccco.edu, and mail **the signed Reports and Plans** to:

Basic Skills Reporting/Academic Affairs Division
California Community Colleges Chancellor's Office
1102 Q Street, 3rd Floor
Sacramento, CA 95811-6549

ACCOUNTABILITY

The \$19.07m is allocated pursuant to referenced Fiscal Year 2012-13 budget legislation and **shall be accounted for as restricted in the General Fund**. This revenue shall be expended only for those items defined herein. The allocated funds shall augment, and not supplant, current expenditures by districts/colleges on basic skills, ESL and student services programs. The revenue shall be recorded as Restricted State General Fund Revenue, appropriated for Community College Districts. The expenditure of this money shall be recorded in accordance with the California Community College's Budget and Accounting Manual.

EXPENDITURE REPORTS

Each college will be required to provide an End-of-Year expenditure report on forms developed by the Chancellor's Office. The End-of-Year expenditure report will show all expenditures in 2012-13 and the items purchased/funded that were specified in the Expenditure Plan. The 2012-13 End-of-Year report is tentatively scheduled to be due on October 10, 2013.

**[1a] 2009-10 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**

College Name: Solano Community College

Basic Skills funds allocated in 2009-2010 expire as of June 30, 2012, and cannot be expended beyond that date. All unexpended funds as of July 1, 2012, revert back to the State Budget. Enter from the 2009-10 allocation the total expenditures from 7/1/2009 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2009-10 funds (refer to the final 2009-2010 allocation posted on the Chancellor’s Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2009-2010	Total Expenditures by Category from 7/1/09 through 6/30/12	Total Unused Allocation Reverting Back to the State
A. Program, Curriculum Planning and Development	*	*	
B. Student Assessment	3,000	0	
C. Advisement and Counseling Services	0	0	
D. Supplemental Instruction and Tutoring	15,093	12,847	
E. Course Articulation/ Alignment of the Curriculum	0	0	
F. Instructional Materials and Equipment	14,600	11,681	
G.1 Coordination	52,307*	62,458*	
G.2 Research	5,000	3,014	
G.3 Professional Development			
TOTAL:	90,000	90,000	

*Values reported in category “A” on AY 09-10 Expenditure report in Oct. 2011 have been moved to category “G.1” on this report to reflect actual activities.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1b] 2010-2011 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**

College Name: _____ Solano Community College _____

Basic Skills funds allocated in 2010-2011 expire as of June 30, 2013, and cannot be expended beyond that date. All unexpended funds as of July 1, 2013, will revert back to the State Budget. Enter from the 2010-11 allocation the total expenditures and encumbered amounts from 7/1/2010 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2010-11 funds (refer to the final 2010-2011 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2010-2011	Total Expenditures by Category from 7/1/10 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development	11,334	37,623	
B. Student Assessment	7,291	0	
C. Advisement and Counseling Services	612	0	
D. Supplemental Instruction and Tutoring	959	473	
E. Course Articulation/ Alignment of the Curriculum	0	0	
F. Instructional Materials and Equipment	3,100	1,238	
G.1 Coordination	49,750	49,248	
G.2 Research	16,354	1,418	
G.3 Professional Development	600	0	
TOTAL:	90,000	90,000	

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

**[1c] 2011-2012 ESL/Basic Skills Allocation End-of-Year Expenditure Report
for FY 2011-12 and Signature Page
Due October 10, 2012**

College Name: _____

Basic Skills funds allocated in 2011-2012 expire as of June 30, 2014, and cannot be expended beyond that date. All unexpended funds as of July 1, 2014, will revert back to the State Budget. Enter from the 2011-12 allocation the total expenditures and encumbered amounts from 7/1/2011 through 6/30/2012, for each budget category. The total must not exceed the total basic skills allocation for 2011-12 funds (refer to the final 2011-2012 allocation posted on the Chancellor's Office website). Original signatures are required of the Chief Executive Officer, the Chief Business Officer, and the Academic Senate President.

Category	Total Allocation for 2011-2012	Total Expenditures by Category from 7/1/11 through 6/30/12	Total Encumbered Amounts by Category as of 6/30/12
A. Program, Curriculum Planning and Development	17,350		
B. Student Assessment			
C. Advisement and Counseling Services			
D. Supplemental Instruction and Tutoring	10,910	387	
E. Course Articulation/Alignment of the Curriculum			
F. Instructional Materials and Equipment	2,390	2,000	
G.1 Coordination	59,250*	24,409	
G.2 Research	24,500	16,331	
G.3 Professional Development	3,600	3,142	
TOTAL:	90,000	51,269	

*Increase in category G1 compared to Expenditure Plan submitted Oct. '11 reflects increase in allocation from \$90,000 to \$118,000.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

Signature, Chief Business Officer

Date

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

Due October 10, 2012

College Name: Solano Community College

Goal ID	Long-Term Goal
A	The number of students moving from Math 330 through successful completion of Math 104 within 4 years will improve by 2% annually in AY 20-15-16 and AY 2016-17, as compared to the levels achieved by the baseline cohort of F'08-Sp'12.
B	By AY 2016-17, the proportion of students with intake placements below transfer in English who pass the transfer-level course within three years will increase by 10% over the proportion of students achieving this result in the Fall 2009- Spring 2012 cohort.
C	By AY 2016-2017, 100 students (unduplicated headcount) from our local communities will be enrolled in at least 3 units of for-credit ESL courses each semester, a 50% increase over Fall 2012.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[4b] 2012-2013 ESL/Basic Skills Action Plan

Due October 10, 2012

College Name: Solano Community College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Continue to support cohort-model programs such as Umoja and First-Year Experience to offer summer bridge programs, supplemental instruction, and embedded tutoring and counseling services.	A, B	May 2013	Program Coordinators, Program Faculty, School Deans, ASC Coordinator, Counseling Dean and faculty, IR Office	<ul style="list-style-type: none"> • Students participating in cohort-model programs will complete and pass Basic Skills courses at rates 5% higher than peers not enrolled in such programs. • Student surveys will be administered to assess the use rate and perceived benefits of SI, tutoring, and counseling services. • Cohort-model programs will be centralized or coordinated to ensure efficient delivery / non-duplication of efforts and services
Continue to support/promote the careful analysis of the impact on student retention, success, and persistence of every component in the developmental English and math sequences: curriculum, materials, assignments, labs, and department-wide assessments.	A, B	May 2014	English BS Coordinator, English Dept. Faculty, Lab Staff, Deans of Liberal Arts and Math, IR Office, ASC Coordinator	<ul style="list-style-type: none"> • Faculty will use data and training from Center for Urban Education to develop action plans for closing equity gaps in Math achievement • Math faculty will develop BS Math pathway for non-STEM majors • Math and English faculty will seek to refine intake assessment methods by considering alternatives • Students enrolled in Accelerated English will pass the course and transfer-level course at rates equal to or higher than the rates of students enrolled in the traditional developmental sequence. • English faculty will conduct research comparing different methods of level-advancement assessment: portfolio grade, and CME score, and CME override • Academic Success Center will survey Basic Skills students about needs & interest in supplemental workshops and other kinds of support

Support the growth of the ESL program, including advertising, outreach, expansion of services, and development of courses that support students to the threshold of transfer-level reading/comp.	C	Aug. 2013	English BS Coordinator, ESL Faculty, Center Deans, Dean of Liberal Arts, Outreach/Marketing	<ul style="list-style-type: none"> • ESL faculty and IR office will design a community needs assessment to discover demand for various kinds of ESL offerings • ESL faculty will partner with Financial Aid, Admissions, Assessment, and CTE to develop and offer a comprehensive, multi-phase orientation to ESL students graduating from Fairfield Adult School
Support faculty professional development in best practices associated with working with students in developmental Reading, English, ESL and Math.	A, B, C	Aug. 2013	ASC Coordinator, All BS Coordinators, DE Coordinator, Deans, EVP	<ul style="list-style-type: none"> • Academic Success Center will assist in coordinating CUE workshops in Fall 2012 • Academic Success Center will coordinate Student Equity conference for January 2013 FlexCal • 6 or more faculty members from any discipline will participate in Reading Apprenticeship training sponsored by 3CSN • 6 or more faculty members from Math, English and ESL will attend conferences and/or communities of practice pertaining to Basic Skills research and pedagogy

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

**[5] 2012-2013 ESL/Basic Skills Allocation Expenditure Plan
Due October 10, 2012**

Basic Skills funds allocated in 2012-2013 expire as of June 30, 2015, and cannot be expended beyond that date. All unexpended funds as of July 1, 2015, will revert back to the State Budget. Enter the total planned expenditure by category through the expiration of the funds on July 1, 2015. Original signatures are required of the Chief Executive Officer and the Academic Senate President.

College Name: _____ Solano Community College _____

2012-2013 Basic Skills Contact Information (Provide the names, positions, and emails for all individuals at your college who should receive communications regarding the Basic Skills Allocation):

Name	Position	Email
Melissa Reeve	Basic Skills Coordinator	mreeve@solano.edu
Joshua Scott	English Basic Skills Coordinator	jscott@solano.edu
Susanna Gunther	Math Basic Skills Coordinator	sgunther@solano.edu
Arturo Reyes	Executive Vice President, Academic Affairs	areyes@solano.edu

Category	Planned Expenditure by Category
A. Program and Curriculum Planning and Development	16,000 (includes \$7,707 already committed)
B. Student Assessment	2,000
C. Advisement and Counseling Services	15,000 (includes \$9,650 already committed)
D. Supplemental Instruction and Tutoring	23,000 (includes \$6,373 already committed)
E. Articulation	
F. Instructional Materials and Equipment	2,000
G.1 Coordination	50,000 (40% BSI, 20% English, 20% Math, 20% ASC)
G.2 Research	4,000
G.3 Professional Development	6,000
TOTAL	118,000

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[2]. 2007-2012 Basic Skills Initiative - Narrative Response

Respond to the following question. “Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?”

Campuses throughout the CCC system made different decisions about how to use BSI grant funds. Here at Solano Community College, we have viewed the grant primarily in two ways: as seed money for pilot programs which, if successful, we would push forward as sweeping initiatives eligible for general institutional support; and as incentives to fuel smaller-scale “practitioner projects,” work faculty members saw the need for and had the will and expertise to carry out. In the first five years of the grant we have sponsored a wide range of large initiatives and small projects, several of which have appeared to be successful. Initiatives which began with BSI seed money have included the addition of a library co-requisite to our freshman English course, the development of the “Umoja” learning community program focused on African-American student experiences, our current pilot of a first-year experience learning community, and the hiring of an Academic Success Center Coordinator to initiate development of the ASC. Practitioner projects have included compensating adjunct faculty to attend level meetings, supplemental instruction in high-risk courses, a series of Student Success workshops, and the current effort to develop an online writing lab.

However, while these and other projects have kept the BSI Committee very busy these five years, a quick set of queries on the Basic Skills Cohort Tracker reveals an unwelcome truth: that the various innovations and interventions funded by this committee over the years have made little to no impact on the rates at which students in our Basic Skills programs reach and complete transfer-level courses in Math and English. Students placing into Math three levels below transfer passed the transfer level course within 4 years at a rate of 7% in 2007, and do so now at a rate of just 8%. The larger group of students who start Math two levels below transfer passed the transfer level within 4 years at a rate of 15% in Spring 2001 and 18% in Spring 2012, but since this most recent cohort has the first success rate over 16%, it’s too soon to know whether this modest gain represents real change or mere anomaly.

As a bright spot in the data, we see significant improvement in English completion for students placed two levels below transfer. Transfer-level completion for these students increased from 25%, 23%, and 26% in Spring 2007, ‘08, and ‘09, respectively, to 36%, 37%, and 38%, for the 4-year cohorts finishing in Spring ‘10, ‘11, and ‘12. Unfortunately, these same gains are not matched among the much larger group of students placing one level below transfer, who passed transfer-level English within 4 years at a rate of 53% in Spring ‘07 and a rate of 51% in Spring 2012. We remain hopeful that these numbers may improve in the near future, as we have made some big changes to our transfer-level English pathway, focusing on the elimination of the “exit points” which cost us students between levels. New offerings include English 380, a class 1 level below transfer with no lab component, which began in in Fall 09; and English 348G, an open-access, accelerated class 1 level below transfer, which began in Fall 2011. While it is too early to have 4-year cohort data to compare with prior years, we are optimistic these classes may “move the needle” somewhat.

With the above results in mind, we’re now asked to reflect on what we would have done differently these first five years of the BSI grant. The most glaring and obvious answer is that we would have begun with specific, quantifiable targets for improvement, backwards-designed our projects to meet those targets, and measured our progress toward those goals each year. At the same time, though, as mentioned above with the case of the recent changes to developmental English offerings, cohort data to analyze the results of courses developed in

the early years of the BSI grant are not yet available. We began five years ago with research-based notions of “best practices” in supporting the success of underprepared students, and did our best to create these support systems in the projects we designed and funded. However, it is only now, five years in, that we’re even beginning to be in a position to evaluate whether those efforts have paid off for our students.

Another challenge we’d undo if we could has been inconsistency in institutional/administrative support for our efforts. When the committee has exerted sustained efforts at broader changes requiring support beyond the means of our budget, we have run into roadblocks up the line. One example of this has been the hiring of the Academic Success Center Coordinator, which was the committee’s top priority for at least two years. But as our committee does not have control over campus hiring, and had planned to fund just 40% of the cost of this position, we could not make it happen without approval from the Vice President and President of the College. The position was finally hired last summer, and we see steady progress now toward the creation of a Student Success Center. This experience teaches us that we need to communicate our priorities early and often to stakeholders and decision-makers at all levels of the College to ensure that our plans are well-aligned with overarching Institutional plans and goals.

Further to the need for broadened communication, five years into this work our committee has come to a new appreciation of the need for broader cross-campus coalition-building and professional development. Our work to date has consisted primarily of changes to curriculum in the Basic Skills English and Math sequences, but perhaps we haven’t focused enough on rigorous, transformative professional development for the people who offer this instruction. Nor have we persuaded the faculty at large of their shared stake in improving Basic Skills completion rates. Many faculty remain unaware of the vast numbers of students who are barred from degree or transfer completion for failing to meet their English and/ or Math requirements. Our current contract with the Center for Urban Education and the steps taken toward developing an Academic Success Center represent our first forays into trying to suggest a campus-wide conversation, about students, learning, and teaching. Transforming the campus culture and faculty assumptions about our own roles and responsibilities in the student success equation will be a far more ambitious undertaking than curricular modifications in our own few disciplines, but has the potential to achieve more sweeping and lasting change if we’re successful.

In sum, we have learned much from our first five years’ worth of experiences with the BSI grant. We are poised now to move forward with a heightened awareness of the need for specific targets framed in terms of student outcomes, initiatives designed with a clear line to those targets, continuous data analysis to monitor progress toward those targets, and increased communication to gain institutional support for our initiatives. With these adjustments, we believe over the next five years we’ll see measurable improvements in our basic skills students’ progress to and through their transfer-level work.

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

After exploring the data available through the Basic Skills Cohort Progress Tracking Tool, describe in **500 words (or fewer)** the sample data for one cohort and what issues the data raise for you. (NOTE: There is no form for this section.) In the description, you need to provide the subject area (e.g. mathematics, English, ESL), the dates of the cohort (beginning and ending terms), the special characteristics of the cohort, and the data that are of particular interest to you.

The Basic Skills Cohort Tracking Tool allows us to examine how ESL students fare when they transition to the mainstream English Comp sequence. Two levels below transfer we offer English 350, “Fundamentals of Composition for ESL students”. Depending on faculty availability, English 350 is offered either as a stand-alone section, or cross-listed with the equivalent mainstream level of Engl 355. In the latter case, the course is taught by a mainstream English instructor and the “350” course number becomes a way to track students more than a real indicator of differentiated ESL instruction.

We used the cohort tracker to look at the success of a cohort of English 350 students who enrolled in the stand-alone Engl 350 in Fall 2009. Of these 18 students, 14 passed the course (78%) and 12 of them (86%) persisted. Eleven enrolled in Engl 370 (the next sequential course), and one went directly to Engl 001 (the transfer-level course) as determined by their results on the department-wide level-advancement exam.

The 11 students who progressed to Engl. 370 made 14 attempts at the course, for an average of 1.27 attempts. Nine passed, and it appears that all 9 progressed to Engl 001, making a total of 10 of the original 18 students (55%) who persisted to the Eng 001 level. While most of these students had to repeat Eng. 001 at least once, as indicated by 20 attempts for just 10 students, 9 of the 10 had passed the transfer-level course by Spring 2012.

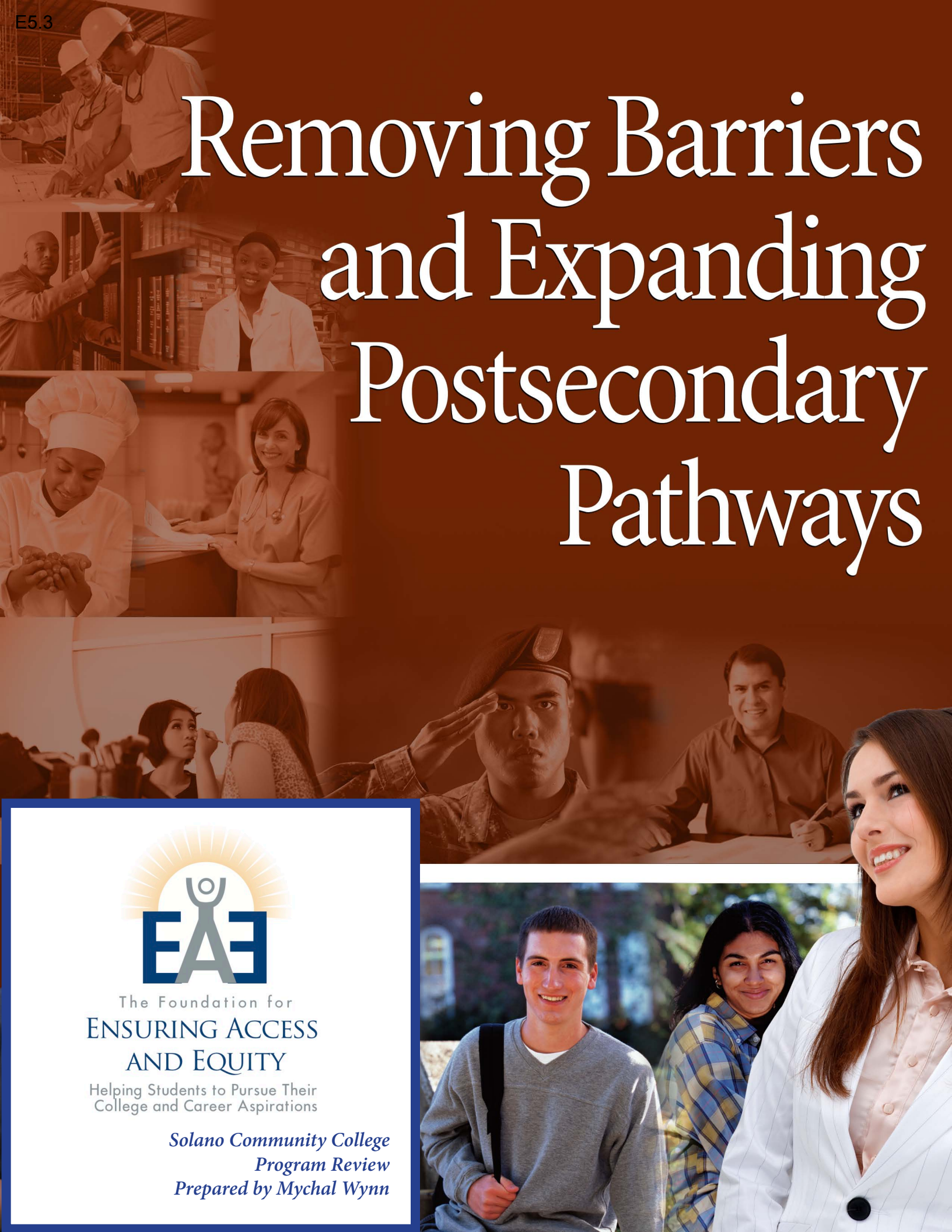
In these results, we see that 50% (9) of the 18 students who enrolled in Engl 350 in Fall 2009 had passed Engl 001 by Spring 2012.

For comparison, we tracked a second cohort over the same time period: the 87 students who started Engl 355, the mainstream Engl Comp course two levels below transfer, in Fall 2009.

In the mainstream sequence, 63 of the original 87 students (72%) passed ENGL 355 but only 43 of those who passed, persisted (68%). Twenty-nine of them enrolled in the 370 level, while 14 appear to have skipped directly to Engl 001 by their results on the exam mentioned above. In this mainstream group, too, repetition at the transfer level was common, with 43 students making 76 attempts for an average of 1.76 attempts. Ultimately, 33 students, just shy of 38% of the original cohort, had passed Engl 001 by Spring 2012.

From these data, we see that ESL students who self-select into the ESL-designated section of ENGL 350 pass Engl 001 at slightly higher rates than the general population of students who began in the equivalent level mainstream course. We note, too, that in semesters in which Engl 350 is not offered as a stand-alone course, fewer students self-select the 350 course number. In three recent semesters with only cross-listed 350/355 sections, the starting 350 cohorts were 10, 6, and 10 students, respectively. Though there is no way to disaggregate results in the 355 course for ESL students who choose the mainstream course number, the moderately higher success of 350 students relative to the overall success of 355 students suggests that ESL students are better served by a designated section, clearly identified as such, and truly tailored to their needs by a TESOL specialist.

Removing Barriers and Expanding Postsecondary Pathways



The Foundation for
**ENSURING ACCESS
AND EQUITY**

Helping Students to Pursue Their
College and Career Aspirations

*Solano Community College
Program Review
Prepared by Mychal Wynn*



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Purpose

The purpose of this document is to provide an overview of some of the Solano Community College programs focused on meeting the needs of demographically identifiable subgroups. These programs have a direct or indirect focus on increasing student achievement, increasing student retention, assisting students in overcoming personal and institutional barriers, and positively influencing students' social-emotional well being. This document does not seek to evaluate, substantiate, or otherwise validate any programs that are contained herein, however, the document does contain recommendations for gathering qualitative and quantitative data, engaging in debriefing/pre-planning efforts, initiating a process of annual program evaluation, aligning services, and facilitating collaboration between program coordinators.

The Appendix to this report contains a write-up of the Umoja and FYSI & YESS-ILP Programs, together with an evaluation methodology to assist program leadership and the Solano Community College's administration with information to guide strategic discussions pertinent to the impact of the programs and services offered on student success. It should be noted that this document represents a work in progress, which may be amended or expanded as more is learned about programs and as programs themselves undergo change. The date reflected in the footer reflects the most recent draft.

Mychal Wynn

Consultant

Foundation for Ensuring Access and Equity

P.O. Box 70457

Marietta, GA 30007-0457

(678) 395-5825

mychalwynn@accessandequity.org

www.accessandequity.org

Academic Success Center
Program Coordinator: Diane White

Purpose

The purpose of the Academic Success Center, in concept, is to serve as both a center to encourage and facilitate academic success for students and to provide high quality faculty development opportunities and instructional resources.

Planning

The ASC task force currently meets to plan the structure and strategic focus of the ASC.

Desired Outcomes

The ASC has two primary objectives:

1. *Address student needs:* The ASC is currently drafting a student needs and interest survey to assist the task force in conceptualizing strategies that will meet student needs and assist students in achieving the stated institutional learning outcomes, commonly referred to as the Core Four (i.e., (1) Communication; (2) Critical Thinking and Information Competency; (3) Global Awareness; and (4) Personal Responsibility and Professional Development). To further address student needs, the ASC desires to provide students with a centralized location for such services as:
 - Workshops, web casts, remote conferencing, and social media tools to expand access to online students.
 - Tutoring and supplemental instruction through Learning Management System (LMS) for online courses to ensure that DE students receive comparable support as on-site students.
2. *Faculty development:* The ASC seeks to provide special training for faculty, staff, and administrators, in all discipline areas, to meet the needs of all students, particularly under prepared, at-risk students. It is anticipated that faculty training will address both online and on-site teaching and learning. Online faculty development will provide training in emerging Distance Education technologies and teaching strategies that foster interactive student engagement, particularly for at-risk students in a virtual learning environment.

To address student needs, the ASC desires to provide students with a centralized location for such services as:

- Tutoring, supplemental instruction, and similar workshops that will help students develop reading, writing and critical thinking skills required for success in 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.

The ASC is exploring the strategic development of 3 primary programming threads:

1. *Student Academic Support:* Current academic support is provided across such programs as the Math Activity Center, located in the 1500 building (one-on-one (by instructors)) under the direction of the math department; Reading/Writing Lab, located in the 100 building, which are connected directly to courses and one-on-one open entry, open exit reading and writing labs, currently under the direction of the Dean of Liberal Arts (Jeff Lamb); and the Tutoring Center, located in the 400 building (student tutors (math, English, reading, subject-areas)). Currently, no drop-in labs are available to students.
2. *Transfer Center:* Marcie McDaniels is coordinator of the Transfer Center (see the Appendix for a more detailed description). The Transfer Center is focused on expanding student knowledge of the transfer process for entering high school and current college students. The intent is to reach underrepresented students, first generation college students, and ethnic minorities with a goal of working across programs, i.e., Umoja, Puente, MESA, etc., to reach students and advise them of transfer requirements and opportunities.
3. *Career and Technical Education:* No coordinator currently. The focus of the Career and Technical Education program is to provide opportunities for students through certificate programs, job training, and internships. The Career and Technical Education program is supposed to be advised by industry leaders who discuss curriculum needs, experiences, and skills needed. NOTE: The ASC is currently exploring a more definitive description of CTE with respect to marked differences in programs currently intermingled as cohorts. One area under consideration is the subdivision structure currently utilized by other colleges, such as:

Trades (e.g., Auto Body, Welding, Industrial Technology); Technical Vocations (e.g., Cosmetology); Business Technology (e.g., CIS, Office Technology, Management); Public Safety (e.g., Criminal Justice, Fire Science, EMT).

Important Considerations

As the ASC taskforce conceptualizes the structure and strategic focus of the ASC, it is recommended that strong consideration be given to such areas as:

1. Assessing the effectiveness of the current levels of supplemental curricular activities provided for students through existing programs, i.e., Umoja, Puente, MESA, Foster Youth Services, etc.
2. Understanding the cultural constructs of such programs and how are they meet the unique needs of the demographic populations served.
3. Identifying the activities that might be strategically aligned under the ASC for budgetary and management purposes, while keeping the point of service delivery systems in tact through satellite locations, i.e., access to tutors, mentors, counselors, workshops, computers, photocopiers, etc.
4. Identifying the supplemental curricular activities or expanded service hours that might be offered to students within the general population, to supplement or expand upon those offered through specialized programs.
5. Identifying the training and development activities that might be offered to tutors and support staff who deliver services at both the centralized location and satellite service locations (i.e., Umoja, Puente, MESA, Foster Youth Services, etc.) to ensure consistency of services and alignment with the institutional philosophy.
6. Identifying the professional development activities that might be offered to expand the pedagogical, technical, and cultural competency of instructors, mentors, tutors, and counselors (in on-site and virtual environments).
7. Identifying the professional development activities that might be offered to expand instructor knowledge as to the scope of available services and alignment of those services with student needs, e.g., note taking, writing, library research, etc. Such activities should also address methods of embedding student support services in online courses.

8. Identifying and assessing data that might be gathered across the curriculum to guide staff development and student activities, e.g., course performance, course completion, reading/math levels, writing samples, research papers, etc., in both on-site and online courses.

Basic Skills Initiative (BSI)
Program Coordinator: Melissa Reeve

Purpose

The purpose of the Basic Skills Initiative is to increase students' basic skills in English, math, and ESL through course offerings below the transfer level. [Note: although reading was not identified as a BSI focus, it is strongly suggested that reading performance data be included in the assessment models.]

Desired Outcomes

There are currently three faculty coordinators for the BSI Program: Melissa Reeve is the BSI Program Coordinator; Josh Scott is the English BSI Coordinator; and Susanna Gunther is the Math BSI Coordinator. In addition to her duties as the BSI Coordinator, Melissa Reeve also provides ESL instruction. Josh Scott is responsible for leading faculty inquiry groups through the development of programs, processes, and strategies. Through this intellectual collaboration, the BSI desires to conceptualize, design, and pilot innovative programs and practices that will directly impact student success in basic skills classes.

FYSI & YESS-ILP Program
(Foster Youth Success Initiative and Youth Empowerment Success Strategies
Independent Living Program)

Program Coordinator: Kamber Sta. Maria

Purpose

The purpose of the Foster Youth Services Initiative is to identify youth who currently receive foster youth services as identified through either the Solano County Office of Ed-Foster Youth Services Department or through student responses on the FAFSA (Free Application for Federal Student Aid) and to provide such youth with the programs, services, information, and support necessary to maximize their postsecondary options and outcomes.

Desired Outcomes

The desired outcomes of FYSI & YESS-ILP are to:

- Expand student knowledge of postsecondary options
- Increase the number of students entering Solano Community College immediately following high school
- Expand student knowledge and access to support services to increase student performance and retention
- Prepare students with the necessary knowledge and support to successfully transition from secondary to postsecondary education
- Assist students in identifying financial aid options, government benefits, and other student support services specifically set aside for foster youth
- Provide a student support network for students exiting the foster care system

Umoja Program Scholars

Program Coordinator: Karen McCord, PsyD

Purpose

The purpose of the Umoja Program Scholars (UPS) is to provide a variety of collaborative and community-building strategies, directed toward first-year African-American students, to enhance students' learning potential in and out of the classroom and to ensure a smooth and successful transition into college. The Umoja (a Kiswahili word meaning "unity") program incorporates a learning community model that is delivered through a four-fold strategy:

- Summer Bridge Program
- Two linked first semester and second semester transfer level courses— Social Science 022 (Racial Ethnic and Minority Groups) and Social Science 023 (The African American Family); and Counseling 083 (Applied Psychology) and Counseling 050 (Career Planning).
- English 348G (Advanced English Fundamentals)
- Supplemental support services, i.e., embedded tutor, tutorial assistance, mentoring, computer/study access, counseling, one-on-one guidance, books, transportation assistance, peer-to-peer support system, enrichment/cultural activities, self efficacy

Desired Outcomes

The desired outcomes are to:

- Increase awareness of programs, services, support, and resources to local high school students
- Increase student course performance
- Increase student enrollment in transfer courses
- Increase student retention
- Provide ongoing support through student cohorts
- Provide a positive and transformative impact on families and communities

Services

Services are provided via personal relationships established with program coordinator, course instructors, mentors, tutors, peers, volunteers and other support staff. Some of the strategies currently being utilized are:

- Engaging students in thoughtful, self-reflective analysis of social-societal issues and their impact on individuals, families, and communities
- Scheduling the Umoja student cohort into common English classes
- Providing an embedded tutor who attends classes with students and is available outside of class hours to provide tutorial assistance
- Providing tutorial assistance in all academic areas for current and former Umoja students
- Coordinating counseling with a designated Umoja counselor
- Providing individual and group mentoring to meet a variety of social and emotional student needs such as:
 - Transportation
 - Emotional adjustments
 - Interacting with faculty/students
 - Connecting to appropriate community resources
 - Interfacing with probation, parole, attorneys, foster youth services, etc.
- Providing access to enrichment activities and resources
- Providing a summer bridge orientation program

Recommendations

Developing this document required conversations with program coordinators and a broad base of stakeholders (small student groups, a classroom of students, faculty, and administrators). These conversations revealed challenges in communication throughout the campus community, potential overlap in services, gaps in service delivery, and many personal and institutional barriers to student success. Subsequently, the five recommendations that are being proposed are not intended to reflect an exhausted set of recommendations or proposals. They represent a starting point for gathering data and beginning the process of engaging program leadership in the type of strategic conversations needed to have a measurable, systemic, and sustainable impact on student achievement.

Recommendation 1: Continue current programming for the 2012/13 school year. However, each program should identify the qualitative and quantitative data to be gathered and presented at an annual Equity Committee debriefing/pre-planning session. See the Appendix for the data being gathered by the Umoja and FYSI & YESS-ILP Programs.

Recommendation 2: The structure of the Equity Committee should include (at minimum) the current program coordinator for each program targeting a specific demographic subgroup, faculty representatives, an administrator, and representatives from the ASC.

Recommendation 3: The Equity Committee should convene for three days in January for a strategic planning session. This meeting should be facilitated by an outside consultant for the purposes of:

- reviewing program data,
- discussing alignment of program services,
- developing plans/proposals for the 2013/14 school year,
- creating a calendar of events, i.e., workshops, student orientation, activities, etc., for the 2013/14 school year, and
- developing a communications strategy to ensure that faculty and students are fully informed of services and program offerings.

Recommendation 4: Develop a student services matrix outlining key contacts, services, resources, and point of delivery for each program.

Recommendation 5: Develop a communications plan for increasing awareness amongst staff and students of the annual calendar of events, course offerings, guest speakers, workshops, student services, programs, and resources for increasing student success and retention.

Appendix I

Umoja Program Scholars

Program Coordinator: Karen McCord, PsyD

Purpose

The purpose of the Umoja Program Scholars (UPS) is to provide a variety of collaborative and community-building strategies, directed toward first-year African-American students, to enhance students' learning potential in and out of the classroom and to ensure a smooth and successful transition into college. The Umoja (a Kiswahili word meaning “unity”) program incorporates a learning community strategy that is delivered through a four-fold strategy:

- Summer Bridge Program
- Two linked first semester and second semester transfer level courses— Social Science 22 (Racial Ethnic and Minority Groups) and Social Science 23 (The African American Family); and Counseling 083 (Applied Psychology) and Counseling 050 (Career Planning).
- English 348G (Advanced English Fundamentals)
- Supplemental support services, i.e., embedded tutor, tutorial assistance, mentoring, computer/study access, counseling, one-on-one guidance, books, transportation assistance, peer-to-peer support system, enrichment/cultural activities, self efficacy

Desired Outcomes

The desired outcomes of this program are to:

- Increase awareness of programs, services, support, and resources to local high school students
- Increase student course performance
- Increase student enrollment in transfer courses
- Increase student retention
- Provide ongoing support through student cohorts
- Provide a positive and transformative impact on families and communities

Services

Services are provided via personal relationships with course instructors, mentors, tutors, peers, and other support staff. Some of the strategies currently being utilized are:

- Engaging students in thoughtful, self-reflective analysis of social-societal issues and their impact on individuals, families, and communities
- Scheduling the Umoja student cohort into common English classes
- Providing an embedded tutor who attends classes with students and is available outside of official class for tutorial assistance
- Providing tutorial assistance in all academic areas for current and former Umoja students
- Coordinating counseling with a designated Umoja counselor
- Hosting an academic celebration each semester
- Providing individual and group mentoring to meet a variety of social and emotional student needs such as:
 - Transportation
 - Emotional adjustments
 - Interacting with faculty/students
 - Connecting to appropriate community resources
 - Interfacing with probation, parole, foster youth services, etc.
- Providing access to enrichment activities and resources such computers, printers, meeting space, and study location
- Providing a summer bridge orientation program

Evaluation Methodology

The proposed evaluation methodology involves collecting qualitative and quantitative data:

- Student enrollment and placement or diagnostic scores, disaggregated by race and gender
- Administer a pre- and post-assessment of student knowledge in regard to general college knowledge, understanding of the transfer process, college planning, college success, and available resources

- Student course performance (i.e., units attempted, units completed, grades, attendance, following semester enrollment), disaggregated by race and gender compared against the general student population and the non-Umoja African-American student population
- Student evaluation surveys, e.g., contact, services utilized, guest speakers, workshops, field trips, impact statement
- Develop a program matrix of services provided (i.e., tutoring, workshops, field trips, counseling intervention, etc.) and student participation

Appendix II

FYSI & YESS-ILP Transitions Program

Program Coordinator: Kamber Sta. Maria

Purpose

The purpose of the Transitions Program is to create a bridge between high school and college for foster youth in Solano County. The primary focus of the program is to provide outreach to foster youth in their junior and senior year of secondary schools (approximately 13 high schools) where students traditionally matriculate into Solano Community College. The program also seeks to strengthen collaboration between the college, Solano County of Ed-Foster Youth Services, and local secondary schools.

Desired Outcomes

The desired outcomes of this program are to:

- Expand student knowledge of postsecondary options
- Increase the number of students entering Solano College immediately following high school
- Expand student knowledge and access to support services to increase student performance and retention
- Prepare students with the necessary knowledge and support to successfully transition from secondary to postsecondary education

Services

Services will be provided via one-on-one interactions and counseling sessions with students at their secondary schools and through large group presentations and activities at Solano Community College.

- College/Career one-on-one guidance
- College/Career planning workshops
- Round table discussion with current foster students attending college
- Transition activities and visits to Solano Community College
- Establish partnerships with local secondary schools

Evaluation Methodology

The proposed evaluation methodology involves collecting qualitative and quantitative data:

- Students served (high school and current college students), disaggregated by race and gender
- Administer a pre- and post-assessment of student knowledge in regard to general college knowledge, understanding of the transfer process, college planning, college success, and available resources
- Administer a pre- and post-assessment of student aspirations in regard to their desire to pursue postsecondary education and students who eventually enroll at Solano Community College
- Student course performance (i.e., units attempted, units completed, grades, attendance, following semester enrollment), disaggregated by race and gender compared against the general student population and the non- FYSI & YESS-ILP student population
- Student evaluation surveys, e.g., contact, services utilized, guest speakers, workshops, field trips, impact statement
- Develop a program matrix of services provided (i.e., tutoring, workshops, field trips, counseling intervention, etc.) and student participation

Appendix III

Transfer Center

Program Coordinator: Marcie McDaniels

Purpose

As prescribed by California State Law, the governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

Desired Outcomes

Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards. Plans shall identify target student populations and shall establish target increases in the number of applicant to the four-year segments from these populations, including specific targets for increasing the transfer applications of those underrepresented among transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

Services

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

- Identify, contact and provide transfer support services to targeted student populations as identified in the Transfer Center Plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.
- Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with

four-year college and university personnel as available.

- Ensure that students receive accurate and up-to-date academic and transfer information through the provision of coordinated transfer counseling services.
- Monitor the progress of, transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.
- Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate.
- Assist students in the transition process, including the timely completion and submittal of necessary forms and application.
- In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by four-year staff.
- Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information.

SOLANO COMMUNITY COLLEGE DISTRICT**STUDENT EQUITY****5355**

POLICY: The Solano Community College Governing Board is committed to assuring student equity in educational programs and college services. The Superintendent-President, or designee, shall establish and implement a student equity plan that meets the Title 5 standards for such a plan.

REFERENCES/

AUTHORITY: California Code of Regulations, Title 5, Section 54220.

California Education Code, Sections 66030; 66250, et seq.

RJS:lg

BP5355

Executive Council Review: April 17, 2006

Shared Governance Review: October 11, 2006

ADOPTED: November 1, 2006

SOLANO COMMUNITY COLLEGE DISTRICT

STUDENT SERVICES PROCEDURES

STUDENT EQUITY

5355

The College shall adopt a Student Equity Plan. The Plan shall be filed, as required, with the Chancellor's Office for the California Community Colleges, following approval by the Governing Board.

The College's Student Equity Plan shall be developed under the leadership of the Vice President of Student Services, who is responsible for its implementation, oversight, regular review.

The Student Equity Plan shall address the following:

- Institutional barriers to equity
- Goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group
- Activities most likely to be effective in attaining the goals, including coordination of existing student equity related programs
- Sources of funds for the activities in the Plan
- A schedule and process for evaluation of progress towards the goals
- An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the College will undertake to achieve the goals, the resources budgeted for that purpose, and the College officer or employee who can be contacted for further information

The Plan shall be written by an ad hoc committee composed of representatives from the Academic Senate, educational administrators, classified staff, and students. Members of this Committee shall be appointed because of their work responsibilities, their personal interest in the goals of student equity, and/or their ability to articulate the perspective and concerns of historically underrepresented groups. A similarly constituted group will be used to evaluate and update the Plan.

The Student Equity Plan shall be predicated on campus-based research findings that concern the extent of student equity. Evaluation of the Plan's effectiveness shall be based on similar campus-based research data. The Director of the Office of Research & Planning shall be responsible for providing research support for the ongoing review and evaluation of this Plan.

BP5355

Executive Council Review: April 17, 2006

Shared Governance Review: October 11, 2006

SOLANO COMMUNITY COLLEGE DISTRICT**STUDENT SERVICES PROCEDURES****STUDENT EQUITY****5355**

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- Sources of funds for the activities in the Plan
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BP5355

Executive Council Review: April 17, 2006

Shared Governance Review: October 11, 2006

Student Equity Meeting

4/11/13

In Attendance: Erin Vines, Cynthia Simon, Marcie McDaniels, Jeff Lamb,
Carolyn Moore, Lily Espinoza, Mostafa Ghous, Karen McCord

Topic Areas: Persistence:

Discussion began with Erin addressing the committee if they felt we should stick to what the Scorecard is asking for or add to it.

Committee felt that we should stick to what the scorecard is asking for. It was noted that a lot of the extra things are embedded in what other programs are doing for the various categories/populations listed

Concerns came up regarding indicating other things that programs/depts. are doing that are beyond what the ScoreCard is asking for and should we include that

Committee member indicated that when things are put into formal campus plans then there is a stronger accountability especially in regards to DSP matters

Are we following Title V or Chancellor's office Scorecard? It was pointed out that there are things addressed in Title V that are not being addressed in the Scorecard that we do.

Concerns were voiced from the committee in regards to if we should put certain items in the Equity Plan if we don't know if we will have the manpower and time to keep up with all that we are saying that we will do or already doing because of the accountability factor with limited staff in some program areas.

It was suggested that other things that are addressed that are above and beyond can be addressed by the individual programs/departments as part of their program review.

Committee reviewed areas of Persistence in the 20 – 24 age ranged and notice that their was a noticeable gap between 20-24 yr olds that were underprepared for college compared to those who were college prepared

It was brought up by committee member that this may be happening due to most of the 20 to 24 age group coming have not had the benefits of all the various orientation and assistance in transitioning into college like those coming out of high school
Traditionally, this group enrolls in courses without the aid of a counselor or support program because they are unaware of all the assistance available. Also, some of them are taking classes in areas of studies that they are interested in, but don't realize what skills/abilities they should have mastered or have good competency in to be successful/knowledgeable for the courses they are enrolling in.

Also, this age group tends to be working so they miss out on some of the activities that aid students when transition into college

Committee began by reviewing area in Persistence in regards to age:

Goal: Increase our persistence rate of 20 – 24 year old who is college prepared

Discussion on should we have a benchmark number

It was indicated that we would need to get more data to be able to be able to set a more accurate benchmark number

Action:

- Need for target why the 20 – 24 year old college prepared are not persistence by tracking them
- To invite them to see a Counselor via email/Beginning Fall 2014
- To create a “pop up” cell tool to when students register it would invite them to meet w/a counselor and other student services programs and/or program activities
- Target those students 25 yrs - < who are graduating and find out what they felt they needed
- Gather data information about the persistence needs of these students via a survey or focus group (Suggestion: Graduation Survey. Suggested people by Dean Vines: Karen McCord, Carolyn Moore, and Mostafa Ghous) * E.Vines to follow up w/Mostafa in regards to the graduation list

*Note: There was some discussion among the committee members should we be looking at this in a broad sense or should we be looking at a specific group/groups because most studies are created in that manner.

Concerns/Questions/Considerations that came up during discussion:

Disparity between threshold/there is so many things/issues to address

Is there a mandate what we have to address?

Do we have to create a disparity “as a college” ?

What are we capable of doing especially due to current funding?

*What are the strategic goals and objectives that we should look at?

*Suggested we need more faculty involved w/this because they are the ones creating the goals and objectives of their departments/programs

It was indicated that once that the Equity Plan is written and ready for review that Erin would see that more faculty are here to participate

Topic item: Increase persistence of African American Students:

Karen McCord indicated that is what the current Umoja & Harambee programs are doing, but there is a need for more activities

Goals:

- Through creating and supporting more activities designed to increase male student success like: African American Male Scholars, Harambee, Umoja, Mesa
- To support current programs with promoting/marketing more In-reach, Outreach that are designed to increase male student success
- Increase presence and weight, create “hallmark” status, enhance administrative/leadership buy in for programs that are designed to increase student success. To include: African American Male Scholars, Harambee, Umoja, Mesa, EOP&S, and student clubs
- Gather information from this student population about their counseling, academic, matriculation, and student services needs to increase persistence.

*Note: E.V. to follow up w/Mostafa regarding getting students involvement in with this process

- Provide regular professional development for faculty/staff to address African American student success/persistence *Suggested that having the Minority Coalition be involved w/this component too.

Action:

- Through creating and supporting more activities designed to increase African American male student success like: African American Male Scholars, Harambee, Umoja, Mesa
- To support current programs with promoting/marketing more In-reach, Outreach that are designed to increase male student success
- Increase presence and weight, create “hallmark” status, enhance administrative/leadership buy in for programs that are designed to increase student success. To include: African American Male Scholars, Harambee, Umoja, Mesa, EOP&S, and student clubs
- Gather information from this student population about their counseling, academic, matriculation, and student services needs to increase persistence.

*Note: E.V. to follow up w/Mostafa regarding getting students involvement in with this process

- Provide regular professional development for faculty/staff to address African American student success/persistence *Discussion of having Minority Coalition being involved w/this component too.

Topic Item: Increase persistence of Hispanic students:

- Provide regular professional development opportunities for faculty/staff to increase the level of “cultural” competency to address Latino students
- Supporting activities created by Puente, Mesa, EOP&S, and SOL club to support current programs with promoting/marketing more In-reach, Outreach that are designed to increase student success
- Increase presence and weight, create “hallmark” status, enhance administrative/leadership buy-in for programs that are designed to increase student success.
- Gathering information from Puente, Mesa, EOP&S, and student clubs for this student population about their counseling, academic, matriculation, and student services needs to increase persistence.

Funding Activities (Equity Plan & Strategic Proposals)

Discussion on writing ways to fund these activities mentioned in the Equity Plan
General discussion on how the budget proposal should point to the equity plan
Committee member indicated that in current proposals there is a link to the core competency plan

It was stated that proposals needs to link to the Equity Plan

Committee suggested that the Strategic Proposals should be geared to meet the goals of the Strategic Plan

To ensure that Strategic Proposals are linked to Student Equity Plans and to put more weight on proposals that linked to the Equity Plan, and to increase the weight/rate of plans that do

Next Meeting: Friday, May 19th

Student Equity Meeting
Thursday, April 25, 2013
4:00 p.m. to 5:30 p.m.

In Attendance: Erin Vines, Cynthia Simon, Mostafa Ghous, Jocelyn Mouton, Marcie McDaniels, Carolyn Moore, Peter Cammish, Jeff Lamb, and Maurice McKinnon

Meeting Opened w/Topic: Increasing All Basic Skills Students Completion Rates

- **Activities:**
 - Provide embedded tutors in Basic Skills classes
 - Offer contextualized Basic Skills classes
 - Provide prof. dev. For Basic Skills instructors to aid in focusing on improving retention and academic success
 - Provide professional dev. to support contextualized Basic Skills classes
 - Add a Basic Skills Computer literacy course to Basic Skills to assist students in completing their academic/professional work
 - Implement Degree Works and notify students to apply for degree/or certificate for which they are eligible (notify by pop cell to apply for a degree/certificate program for which they are eligible for when they apply)
 - Counselors/College representatives visit classrooms
 - Connect the college reps to student clubs and events

II. Increase African American degree and/or completion rates

Committee Discussion:

Activities:

- Have counselors/college representatives to visit classroom w/high African American student populations (Umoja, and other academic subject areas)
- Connect the college representatives to student clubs/events/activities that target this population
- Offer support to clubs that encourage African American student success
- Attend community cultural events that target this population
- Offer assistance and support to programs that aim to improve African American success (Success Workshops, Strategic Proposals, and African Amer. Recognition Ceremony)
- Encourage existing campus mentorship programs to help w/high African American enrollment to increase degrees/certificates rates of African Americans

Discussion:

Are we offering what they are interested in?

Are we going to line up and review courses with what we currently offer?

Are students utilizing services that are available to them?

To utilize Ethnic Studies Series of Guest Speakers to highlight more individual/career professionals that is African American, Hispanic, and Pacific Islanders

Activity:

- Survey high school students and current students about their degree/certificates that they are interested in (Note: include question in survey to find out if they are using any services or support that is available to them)
- Breakdown barriers to why students may not be using services for support
- Gathering input on what degree/certificates from what feedback that we get
- We can target and pull out the interest information to see if there are any careers to focus on
- Extract career interest from Counseling 50 to determine areas of career interest for degree

III. Increase Hispanic degree and/or completion rates**Committee Discussion:****Activities:**

- Have counselors/college representatives to visit classroom w/high Hispanic student populations
- Connect the college representatives to student clubs/events/activities that target this population
- Offer support to clubs that encourage Hispanic student success
- Attend community cultural events that target this population
- Offer assistance and support to programs that aim to improve African American success (Success Workshops, Strategic Proposals, and Encourage existing campus mentorship programs to help w/high Hispanic enrollment to increase degrees/certificates rates of Hispanic

IV. Increase Pacific Islander degree and/or transfer completion rates.

Activities

- notify students to apply for degree and/or certificates for which they are eligible
- focus group with the Pacific Islander student population Connect the college representatives to student clubs/events/activities that target this population
- survey high school and first semester on entry SCC students about their degree and certificate interest and support services required to meet their goals
- extract career interest data from Counseling 50 to determine areas of career interest for degree and certificate
- get the advisor and representative of the clubs to meet with the Pacific Islander students inform them of services
- professional from the communities to be guest speakers - role modeling – career development (career fairs – panels)
- Attend community cultural events that target this population

STUDENT EQUITY COMMITTEE
MEETING MINUTES
AUGUST 20, 2013

Present:

Dr. Jose Ballesteros, Director of Student Development and MESA
Dr. Annette Dambrosio, Accreditation Coordinator/English Faculty
Dr. Shirley Lewis, Dean, Student Services
Dr. Maurice McKinnon, Dean, Health Sciences
Maire Morinec, Dean, Applied Technology/Business, Vacaville Center, Travis AFB
Melissa Reeve, Coordinator, Basic Skills Initiative/ ESL Faculty
Genele Rhoads, Basic Skills Math Coordinator/Mathematics Faculty
Cynthia Simon, Coordinator, EOPS and CARE
Joel Powell, Political Science Faculty

I. Call to Order: The meeting was called to order at 11:05 p.m. by new Chairperson S. Lewis.

II. Welcome/Introduction of Committee Members

III. Approval of Draft Plan for Presentation to College Community

A. Discussion:

- S. Lewis distributed the most recent draft Student Equity Plan and provided an executive summary to the Committee.
- Under “Resources,” additional services and programs may have been omitted and the listing should be updated, i.e. Harambee, embedded tutoring—also termed supplemental instruction, increased support for veterans, and a new program, African American Trailblazers, recently funded by a grant from AT&T, which has started this fall.
- S. Lewis reported that, although the Student Equity Committee had determined that CCCC MIS data was out of date as soon as it is made available and decided to focus on the Student Success Scorecard, there are equity data indicators included in the draft plan which require additional data to be reviewed. Peter Cammish (Research and Planning) reports that the Committee now has access to live MIS data for continued equity research and future planning.
- The Committee discussed importance of using the Master Planning and Assessment Database to track and assess achievement of goals and actual activity results.
- M. Morinec noted that although “Learning Communities” are listed under “Resources,” learning communities are not as prevalent as they once were at SCC; perhaps due to the high cost of offering them. Presently, the three learning communities are independent of each other, i.e. UMOJA and Foster Youth Success Initiative (FYSI). M. Reeve stated that there is a need to coordinate the existing learning communities and address challenges involved with implementing cohort programs, such as matching course enrollment max’s with the size of the cohort group and course sequencing.

STUDENT EQUITY COMMITTEE
MEETING MINUTES - AUGUST 20, 2013
PAGE 2

- Under “Campus-Based Research,” the Committee discussed the two sets of data used in the Student Equity Plan: CCCC MIS data and the Student Success Scorecard. M. Reeves cautioned that we need to provide more context to the data, i.e. SCC success rates are strong in Basic Skills English when compared to other community colleges in the region. The Committee discussed the need to give more context to the data. For example, the SCC Student Success Scorecard’s ESL completion data should be viewed in the context of the age groups that ESL fall within. Maybe older adult ESL students are not interested in completing a transfer curriculum.
- It was suggested that a survey be posted online as students register to capture data on educational goals of ESL students.
- The Committee also discussed the need for contextualized learning, particularly in Career Technical Education courses. M. Reeves informed the Committee about her ongoing discussions with Welding Instructor Jeff Kissinger regarding the Basic Skills needs of his students.
- M. Morinec stated that a SEP activity should include scheduling a meeting with CTE faculty to discuss cross-disciplinary strategies.
- S. Lewis requested the Committee’s written feedback by Friday, August 23 so that the draft Student Equity Plan could be sent \$All for further feedback before its presentation to the Academic Senate on Sept. 9. The draft plan also needs to be approved by the Shared Governance Council, SP Cabinet, and the Governing Board. A. Dambrosio discussed projected dates that the Oct. 15, 2013 Accreditation Report draft will be ready for dissemination, input, and approval.
- **The draft Student Equity Plan format was approved, by consensus, for presentation to the college community next Wednesday.**
- It was recommended that a “super committee” – perhaps the Student Equity Committee – serve as a vehicle to bring all “Student Success”-focused groups together to discuss how to achieve shared goals and to coordinate activities—and in concert, where possible, thus, eliminating the scattering of effort and “silos.” These groups might include: Basic Skills Initiative Committee, Academic Success Center, and the Student Equity Committee. Charles Spillner and Joshua Scott will be invited to future Student Equity meetings.

IV. Adjournment: The meeting adjourned at 12:35 pm.

Respectfully submitted:

S. Lewis



**Shared Governance Council
September 11, 2013
Minutes**

Present

Diane White, Susanna Gunther, James DeKloe, Jeff Lehfeldt, Kevin Anderson, Debbie-Luttrell Williams, George Olgin, Jeff Lehfeldt, Richard Crapuchettes, Kyle Todd, Karen McCord (arrived at 2:30 p.m.), Robin Darcangelo, Yulian Ligioso, Peter Cammish, Connie Barron-Griffin

Absent:

Gabriel Johnson, Maire Morinec

Call to Order

The meeting was called to order at 2:02 p.m. by the Chair, Interim Vice President Diane White.

Approval of Agenda

It was moved by Jim DeKloe and seconded by Debbie Luttrell-Williams to approve the agenda as presented. The motion passed unanimously.

Approval of Minutes

It was moved by Jim DeKloe and seconded by Kevin Anderson to approve the Minutes of May 8, 2013.

Aye:	6
Noe:	0
Absent:	3 (Karen McCord, Maire Morinec, Gabriel Johnson)
Abstain:	3 (Jim DeKloe, Debbie Luttrell-Williams, Richard Crapuchettes as they were not present at the meeting)

The motion passed.

Public Comments

None

Accreditation Report (Draft)

Annette Dambrosio, Accreditation Coordinator, reviewed with the Council the ACCJC 2013 Follow-up Report draft dated September 5, 2013. The draft has been distributed campus wide, Dr. Dambrosio is continuing to update and accept suggestions. IT has built an Accreditation

Shared Drive, which will be made public when it is completed. The finalized report is scheduled to go to the Governing Board on October 2, 2013.

Chair Interim Vice President White and Jim DeKloe commended Dr. Dambrosio for all her excellent work on the report.

Student Equity Plan, Staff Equity Plan

Dr. Dambrosio reviewed the Student Equity Plan and Staff Equity Plan with Council members. She explained that these plans need to be finalized so that they can be put into the database and posted on the web, which is one of the things that ACCJC has asked the college to do.

It was moved by Debbie Luttrell-Williams and seconded by Jim DeKloe to approve the Student Equity Plan draft dated September 5, 2013.

Discussion: Academic Senate President Susanna Gunther stated that she would like to see more benchmarks in the Student Equity report that are numerical and also the inclusion of goals with objective outcomes. Dr. Dambrosio will work with Peter Cammish regarding statistical data for the report.

Aye: 7
Noe: 0
Absent: 2 (Gabriel Johnson, Maire Morinec)
Abstain: 3 (Kevin Anderson, Richard Crapuchettes, Susanna Gunther)

The motion passed.

It was moved by Susanna Gunther and seconded by Jim DeKloe to approve the Staff Equity Plan draft dated September 5, 2013.

Discussion: Council members would like to see, in the near future, a review of Policy 4000 relevant to the Staff Equity Plan.

Aye: 8
Noe: 0
Absent: 2 (Gabriel Johnson, Maire Morinec)
Abstain: 2 (Jeff Lehfeldt, Richard Crapuchettes)

The motion passed.

Bond Positions

Leigh Sata, Bond Manager, reviewed with the Council four bond positions that were brought to Shared Governance in January 2013 for information and approved by the Governing Board in

August 2013. All of these positions will be funded by Measure Q. These staff positions will complete all the work associated with the bond so that this work does not fall to existing Solano College Staff. Once the bond work is completed the management positions will be eliminated; the CSEA positions will be handled in accordance with the CSEA contract.

- Accounting Manager (Classified Manager)
- Accounting Specialist - Accounts Payable (CSEA)
- Business Operations Coordinator (Confidential)
- Purchasing Technician/Buyer (CSEA)

It was moved by Susanna Gunther and seconded by Jeff Lehfeldt to approve the bond positions.

The motion passed unanimously.

2013-2014 Shared Governance Council Meeting Schedule

The revised draft for 2013-14 Shared Governance Council meetings was reviewed. Additional dates of January 22, 2014 and April 23, 2014 were added for budget discussion. In addition one-half of the May 14, 2014 meeting will be dedicated to budget.

It was moved by Susanna Gunther and seconded by Debbie Luttrell-Williams to approve the 2013-2014 meeting schedule with the added special meeting dates dedicated for budget discussion.

The motion passed unanimously.

Special Admission Policy

Dean Jerry Kea reviewed with the Council members SB338 regarding special admission for K-12 students. Dr. Kea is proposing that a policy be established for special admission that would include the following criteria for admission:

- Students must have reached the age of 12 by the first day of the term they are attending
- Students must have a 3.0 and above GPA
- Students must submit transcripts with the Special Admission Forms

Dr. Kea noted that special consideration via an appeals process will be given to students who have a GPA below 3.0 but no lower than 2.0.

It was moved by Jim DeKloe and seconded by Susanna Gunther to approve the Special Admission Policy.

Discussion: Susanna Gunther stated that she thought it is important that parents understand that the K-12 student is here as a young adult and the college is bound by FERPA laws and asked if this could be put into the policy for the parent to sign off on that they understand this. Barbara Fountain explained that this does currently exist on the Special Admission Form.

Aye: 9
Noe: 1 (Kevin Anderson)
Absent: 2 (Maire Morinec, Gabriel Johnson)
Abstain: 0

The motion passed.

Kevin Anderson stated that he was opposed to the policy as it makes access more difficult for at risk students. He felt the current practice is sufficient as it is.

Chair Interim Vice President White stated that the motion passed and it is a settled matter so that there can be no additional discussion. If someone would like to bring it back, there would need to be motion for reconsideration. Interim Vice President White also added that what would be beneficial would be to have an evaluation and assessment of the impact of this policy.

Proposed Changes to Planning Committees

Peter Cammish explained that in the past the college had a process evaluation review team that looked at final processes. In going forward and trying to define new roles for planning, it would be beneficial to have more focused groups meeting less often. The main group would be an institutional planning group to monitor internal and external environment, define short term and long term planning objectives; publish planning objectives through management structure and evaluate the Strategic Plan. There would also be a Process and Evaluation Review Team, Budget Planning Group and Non-Academic Program Review Evaluation Group.

After a review of the structure, it was noted that CSEA representation is needed on the Institutional Planning Group. Susanna Gunther and Jim DeKloe asked that there be a faculty representative on the Budget Planning Group. Debbie Luttrell-Williams added that a CSEA representative is also not listed for the Budget Planning Group.

Jim DeKloe voiced concern about changing the planning structure right before an accreditation visit. Peter Cammish explained that this is still in the planning and discussion phase and is an expansion of what we have right now, which is the Process Evaluation and Review Team (PERT). Interim Vice President White added that our old planning system was highly criticized by the accreditors as it wasn't doing all that it needed to do, as it was missing integrated planning. We have to have a better integrated system in place to feed things through.

Susanna Gunther stated that she felt the Budget Planning Group should be subgroup of Shared Governance and asked if it was imperative to create these three new committees. Peter Cammish

explained that the Budget Planning Group is the one that will pull things together and then bring forward to Shared Governance.

Interim Vice President White asked that the Council members email their suggestions to Peter Cammish for incorporation into the document to bring back to Shared Governance at a later date.

Distance Education Specialist Job Description

Interim Vice President White reviewed with the Council the proposed job description for a Distance Education Specialist. Debbie Luttrell-Williams stated that CSEA has seen the job description and it will go to the association for approval.

It was moved by Susanna Gunther and seconded by Karen McCord to approve the Distance Education Specialist job description.

Aye: 9
Noe: 0
Absent: 2 (Gabriel Johnson, Maire Morinec)
Abstain: 1 (Richard Crapuchettes)

Fiscal Services Positions

Patrick Killingsworth, Director of Fiscal Services, shared with the Council a proposal for the upgrade of the payroll coordinator position, and suggested that it be moved to an ALG position; it is currently a CSEA position. Debbie Luttrell Williams stated that this proposal needs to first go through the union before it can be brought to Shared Governance.

Chair Interim Vice President White asked that bargaining take place first and then have the job description brought back to Shared Governance for a formal presentation at a later date.

Student Services Reorganization

Shirley Lewis reviewed job descriptions for the Associate Dean of Students-Financial Aid, EOPS & Veterans and Associate Dean of Students-Admissions, Assessment & Scheduling. Dean Lewis explained that both these positions were previously director positions, but as a result of the Student Services Reorganization, both positions had their job responsibilities increased.

It was moved by Jim DeKloe and seconded by Susanna Gunther to approve the positions.

Aye: 8
Noe: 0
Absent: 2 (Gabriel Johnson, Maire Morinec)

Abstain: 2 (Jeff Lehfeltdt, Richard Crapuchettes)

The motion passed.

Financial Aid MOE and Reorganization

Robin Darcangelo, Director of Financial Aid, shared with the Council that each year Colleges are required to maintain at a minimum the MOE Financial Aid Administration spending level specified in the budget act. This standard is tied to college/district Financial Aid Administration spending for 2001-02 or 2006-07 whichever is greater.

The State allocates categorical program funding for Student Financial Aid administration (SFAA) Specifically to supplement and not supplant existing institutional resources to enhance access to postsecondary education for low income and disadvantaged populations. Maintenance of Effort (MOE)/match expenditures qualify an institution to receive SFAA/BFAP categorical funding in each corresponding future fiscal year and as such must be satisfied in each fiscal reporting year. MOE/matching expenditures must directly benefit the Student Financial Aid (SFA) program administration.

The 2011-2012 (SSARCC) Financial Aid Final Expenditures report for Solano Community College resulted in a short- fall of \$113,425.00 and an additional exception request of \$201,256.00 totaling approximately \$314,681.00. The consequences are large penalties and strong possibilities of limiting our funding in the future years.

The Chancellor's Office has made a commitment to work with Solano Community College to assist in creating a workable solution to meet the MOE now and in the future providing a proposed plan is submitted and approved over a 2-year period. The Legal Authority and MOE Language are attached. There has been a significant increase of funds to assist in making the recommendations a possibility; however, Solano Community College has suffered a holdback and potential loss of approximately \$127,000.00 thus far.

In order to meet MOE requirements, and the changing demands of the Financial Aid Office, it is imperative to change the reporting structure of the Financial Aid Office to provide more services to low income and disadvantaged populations specifically as the demands increase.

The 12-13 final budget expenditures are short approximately \$156,750.00. The proposed Reorganization for the Financial Aid & EOPS Office will result in approximately \$52,000.00 ending 2014, but will be satisfied based upon the proposed re-class and the combination of the Financial Aid & EOPS Offices.

Debbie-Luttrell Williams shared that the local CSEA has approved the reclassification; final approval is still pending from the state CSEA level.

Fingerprinting and TB Clearance for Short-Term Employees and Student Workers

Nona Cohen-Bowman, Interim Vice President of Human Resources reviewed with the Council current Board policy regarding fingerprinting and TB tests for short-term employees and students. Interim Vice President Bowman stressed the need for safety (TB testing), and stated that she felt that all employees (including students and short-term employees) should have these hiring processes completed prior to working on campus.

Further discussion related to this will take place at a future meeting.

Executive Assistant (Confidential) to the Superintendent/President and Special Assistant to the Superintendent/President and Board Relations

Judy Spencer, Executive Coordinator shared that last spring through the position control process a staff assistant position for the President’s Office was approved, however, since that time, it has been the determination of the Superintendent President’s Cabinet that a higher level position is needed. The position of Executive Assistant is now being brought forward for information/approval. Executive Coordinator Spencer explained that there had been an executive assistant position in the President’s Office a few years ago, but was lost when there were budget cuts.

It was moved by Jim DeKloe and seconded by Susanna Gunther to approve the Executive Assistant to the Superintendent/President.

- Aye: 8
- Noe: 0
- Absent: 3 (Karen McCord, Maire Morinec, Gabriel Johnson)
- Abstain: 1 (Jeff Lehfeltdt)

Chair, Interim Vice President White stated that the second position on the agenda, the Special Assistant to the Superintendent/President and Board Relations position is being removed from the agenda as it is currently being reviewed at the S/P cabinet level and will be brought back at the later date.

Governing Board Meeting Agenda for September 18, 2013

The September 18, 2013 Governing Board Agenda was reviewed. The Accreditation Subcommittee will be meeting prior to the Board meeting, and will be updated by Accreditation Coordinator, Annette Dambrosio.

Susanna Gunther asked for additional information regarding the agreement between Solano Community College and Butte-Glenn Community College District. Chair, Interim Vice President White explained that this is a collaboration to train the trainers for the Affordable Care Act. This is through Contract Education.

Adjournment

It was moved by Debbie Luttrell-Williams and seconded by Susanna Gunther to adjourn the meeting.

The meeting adjourned at 4:10 p.m.

Respectfully submitted by Laurie Gorman



ACADEMIC SENATE

Minutes

September 16, 2013

ASSC 1421

3:00 pm – 5:00 pm

1. Call to Order

President Gunther called the meeting to order at 3:04 pm

2. Roll Call:

Susanna Gunther, President

Sabine Bolz, Kevin Brewer, Lue Cobene, Catherine Cyr, Dale Crandall-Bear *ex-officio*, Joe Conrad – *ex-officio*, Erin Duane, Amanda Greene, Les Hubbard, LaNae Jaimez, Katherine Luce, Amy Obegi, Scott Parrish, Ken Williams, Michael Wyly

Connie Adams, Admin Assistant

Absent/Excused: Lisa Giambastiani, Teri Pearson-Bloom

Guests: Jowel Laguerre, Diane White, Annette Dambrosio, Gene Thomas

3. Approval of Agenda – September 16, 2013

Motion to approve – Senator Brewer; Seconded – Senator Obegi; **Passed** – unanimous

4. Approval of Minutes – September 9, 2013

Deferred

5. Comments from the Public

None

6. President's Report

Shared Drive: CIO Roger Clague asked President Gunther to meet with a few senators to create an organized plan for the shared drive. Various groups are doing things differently and easier access is needed. VP Wyly and Senator Jaimez volunteered to join President Gunther and SCFA President Gene Thomas to work on this with CIO Clague.

Special Admission Policy: A member of the Minority Coalition expressed to President Gunther his opinion that the newly approved Special Admission Policy may disproportionately affect some groups of students. Age, GPA, and other requirements in the policy are not required of students over 18 Why would we make requirements for students under 18? IVP White noted this concern also went to Shared Governance Council (SGC) and the individual contacted her about the potential impact on certain populations. IVP White suggested a motion of consideration at the next SGC meeting, followed by the formation of a task force to pursue the issue. Everyone agreed a disproportionate impact is unwanted and that point of view hadn't really been considered. President Gunther noted this doesn't mean the policy would be thrown out but maybe could be addressed in the appeals process. She opined IVP White's suggestion to invite a discussion was acceptable and the policy and process could also be monitored. In every policy there may be an exception. VP Wyly noted that is what the appeals process should be about. IVP White added that part of the conversation at SGC addressed student situations without a personal support system to get to a petition process and the disproportionate hurdle it could be for some students. It is possible to pilot policies and monitor but the challenge is to monitor when things get very busy. President Gunther pointed out the Ed Code states "advanced" students and that leaves a question on how to make special admission for advanced students and not be discriminatory. Senator Jaimez opined that students seeking special admission most likely have a support system. A reminder was given that if SGC revises the policy it should be returned to the Academic Senate for discussion/approval.

Enrollment Management: several task forces have been created, not all have faculty representation and more is needed overall. It is important to get faculty input on all the task forces. President Gunther asked senators to consider volunteering.

Co/prerequisites: President Gunther has been trying to follow the timeline of what happened regarding this confusing topic that will be discussed again today and she sent the Senate an email right before the meeting.

7. Superintendent/President's Report

S/P Laguerre meets with four faculty members at 10 + 1 meetings to have information forwarded to the Senate and he is also happy to continue attending Senate meetings to dispel or confirm rumors. Regarding the many emails that responded to IVP White's newsletter, S/P Laguerre will provide a written answer in his regular Wednesday S/P Direct to the comments about athletics that have been made.

AB 955:

Many people were surprised that AB 955 listed Solano Community College as one of six potential participants in a pilot to charge higher tuition for Intersessions and summer classes on a very limited basis. This bill was initiated when there were problems meeting all the enrollment demands and the College was losing money on enrollment. Summer school had to be cancelled resulting in many Solano College students attending other institutions including some that were costing much more. While the California Community Colleges' tuition is low, access may be limited in times of high demand and reduced funding. Long Beach City College led the effort to give institutions the leeway to charge more for certain courses after certain enrollment conditions are met.

The enrollment situation has since changed and the College is now working hard to meet "cap." If the enrollment situation changes again, the increased tuition option may be explored. If and when that happens, the Academic Senate, Shared Governance Council, ASSC, and the entire College will be part of the discussion. S/P Laguerre opined the tuition would not be as high as out-of-state tuition. If the College were to make money from the increase, assistance would have to be provided for students who can't pay.

Staff/Student Equity: S/P Laguerre was approached by the Vallejo Intertribal Council, a Native American group that use to hold pow wows in Vallejo, drawing participants from all over the nation and Canada. The cost became prohibitive and events haven't been held the last couple years. They asked the College to host their pow wow. S/P Laguerre pointed out the College has done little for Native Americans, the pow wow would add diversity to what the College does and he felt it would be appropriate to host the event. The Council chose the front part of the campus under the trees for a July 2014 pow wow.

Jimmy Doolittle Education Center: Last year S/P Laguerre spoke with the Senate about looking at a partnership (then called Jimmy Doolittle Museum). The Center plans to buy land by the Nut Tree Airport and sell half of it to the College. The Aeronautics program has outgrown their facilities and this will provide a good opportunity for additional space and more airplanes to work on. Negotiations are in process and will go to the Board of Trustees. In 2008 the program began with four or five students and has grown to 45-50 aviation students. Half of the \$1.5 million for six acres of land would be paid by the College. Compared to other land, the price is good and the seller is taking a loss to give the Center this opportunity.

Comments/Questions: In response to Senator Williams' question about the status of a property purchase for automotive training in Vallejo, S/P Laguerre explained an attempt to purchase land is on tomorrow's

Board of Trustees' agenda. However, that property is no longer available and other land will be looked at.

8. Information/Discussion Items

8.1 Ed Admin Goals – Diane White

IVP White announced the deans' four goals for the year:

- Completion of ADT degrees by May, a mandatory target. She thanked Curriculum Chair, Joe Conrad, for coming to the deans' meeting and assisting with information. The deans will work with faculty to complete the degrees.

- Enrollment Management - participate with plans, assist implementation, evaluate effectiveness with an overarching goal of strategic enrollment management.

- Develop a scheduling protocol.

- Develop non-credit and community education programs.

IVP White had to leave the meeting before the co/prerequisite agenda item (8.5). She commented that the Academic Senate and the Curriculum Committee need to revise the policy and procedures as she shared in an email last week. An advisor from Curriculum Institute offered technical assistance which IVP White will arrange. If proper validation is not documented, LR 10 would have to be unlinked from English in the spring. As of now it is still linked. IVP White asked faculty to speak directly with her when questions arise. She requested that the faculty and Senate allow her an opportunity to gather and analyze more information, coordinate a meeting with the faculty and the CCCC technical advisor to review Title 5 language together and discuss the implications for LR 10 as an English 1 co-requisite. From there, an approach can be developed addressing together any issues raised by those discussions.

8.2 Info for Area B and Plenary – At the Sept 30th meeting we will vote on funding. Senators need to let President Gunther know if interested in attending the Fall Plenary Institute or Area B meeting.

8.3 Archived Courses on the SLO Database – Gene Thomas

SLO Coordinator, Gene Thomas, reported that of 1100 or so courses in the curriculum, approximately 700 (63%) are considered active for SLO assessment purposes. When assessments had to be completed last year 400 courses, not being taught in a regular pattern or that couldn't be assessed, were archived. Courses should be deleted if they are obsolete or not available for students to take. All courses that are kept should have outcomes written for them and most do not. Coordinator Thomas discussed with the Curriculum Committee Chair the idea to create another resolution for the November 12 Curriculum Committee meeting to delete, as a group, all courses that won't be offered again. The list would need to be ready before October 22 to be placed as an October 29 agenda discussion item and then as an action item on the November 12 agenda. There may be some archived courses that general faculty members wouldn't be aware of and publicizing the list might generate interest in reviewing it, which could be done within departments and schools. Coordinator Thomas stated the inactive courses need to be taken out of the catalog or reasons would be needed to keep them in there. He opined that out of the 400 archived courses, 200-300 could be deleted. Because the catalog is an advertisement to students of courses they can take, they should be available. Dr. Conrad agreed that, courses not available and that haven't been taught for many years with no immediate plans to teach them should be deleted. Courses not in the catalog are not active and once they leave the catalog, they are checked off the Chancellor's Office list. To restart one of those courses, it would have to be submitted as a new course proposal. Archived courses are in the catalog and some kind of timeline could be given to get a course up and running in order to leave it in the catalog otherwise. Keeping unavailable courses in the catalog misleads people. The Curriculum Committee deleted 92 courses a year ago and many more deletions are still needed. If 200 or so are deleted by November, time can be taken to decide on the others. Guidelines could include how to modify and bring courses back, ways to rethink courses, and what can be done to not have to delete courses.

Coordinator Thomas asked for Senate consensus that courses could be deleted that have never been offered or haven't been offered for a long time. President Gunther suggested something more inclusive is needed from the Curriculum Committee about what to do for this process. Senator Bolz added an agreement with the deans is needed as well. Coordinator Thomas asked, if senators and the Curriculum Committee agree, to indicate to others what the need is and why they need to move on this. Those who can make easy decisions should do so. Information has to go to the Academic Senate and the Curriculum Committee for the process. Senator Cittadino pointed out that every division has a Curriculum Committee member, and those reps should work with the deans in those departments to resolve this. Dr. Conrad reminded everyone that it is most efficient and faculty friendly to place all courses to be deleted on one resolution. He will send a list of courses and guidelines and also pointed out that the deletion also creates a need to find every place in the catalog that the course is listed. That is a big undertaking and last year the Curriculum Committee approved a second resolution to take care of all program changes related to the deleted courses. He had expected to get more than 92 last year and he hopes people take advantage of this current resolution opportunity.

Comments/Questions: Senator Williams pointed out there is a core of seven classes in Horticulture that wouldn't take much to make active once a full-time instructor is hired. Dr. Conrad replied that revisions and a proposal would be needed to put "inactive" courses back in the catalog. VP Wyly suggested that a resolution could be ready in time for the Accreditation Team visit to show that a process is in place and then the lack of outcomes for those courses wouldn't need explanation. The Curriculum Committee and Chair Conrad will work on getting the list of courses and process guidelines to everyone.

9. Action Items

9.1 Student Equity Plan

Passed (see 9.3)

9.2 Staff Equity Plan

Passed (see 9.3)

9.3 Accreditation Report

Accreditation Coordinator Dambrosio reported that evidence was still being collected. She continues to refine Equity Plans as needed and she emailed all documents to the Senate on Sunday. She emphasized that nothing is being deleted unless inaccurate. If anyone notices substantive omissions (especially evidence), she should be notified in the next few days. Coordinator Dambrosio felt confident that the draft narrative is in very good shape with all the areas covered.

The local Equal Employment Opportunity (EEO) plan addresses compliance issues and the College's action plan. Other than revisions and editing, she worked most closely with S/P Laguerre and HR Interim Associate VP, Nona Cohen-Bowman, to ensure accuracy. Coordinator Dambrosio distributed revised docs with both the workforce analysis and applicant pool analysis included (2009 – 2012) and she is working on another one for 2012 up to this semester 2013 (NEO GOV data). All documents are being refined and she plans to have a more perfected copy for the Board of Trustees' Wednesday night meeting. The latest data has been collected and Coordinator Dambrosio is planning to write an analysis in consultation with HR and Peter Cammish. Both the Staff Plan (EEO) and Student Equity Plan might be reformatted to have them look more similar. She hopes to add more evidence of what the College does well.

Coordinator Dambrosio pointed out that the Equity Inclusion and Advisory Council (EIAC), which is probably one of the most important groups on campus, served as advisory to HR for the EEO Plan, and in the future, training may be offered for committee members to better serve in an advisory capacity. Dean Shirley Lewis and Coordinator Dambrosio will review Student Equity guidelines one more time. When the final draft is completed, an editing committee will review it. Regarding diversity, Coordinator Dambrosio noted the plan is very comprehensive. In the future, SCC intends to expand Solano County demographics to include the entire six counties comprising the regional bay area to draw employees from Auburn to San Francisco.

When Coordinator Dambrosio sends the evidence file to all, she hopes that all will note specific areas that may need additional evidence. The Senate was tasked with approving both equity plans and the rest of the report as one package understanding some revisions may be made as stated, but Coordinator Dambrosio added that everyone will be alerted if there are any substantial (major content) changes. The documents will be sent to all once again. The final deadline for information is a week from Friday; the evidence and narrative have to be revised and rechecked, and work will continue to refine all documents as needed.

Motion to group and approve items 9.1, 9.2, and 9.3 – Senator Jaimez; Seconded – VP Wyly; Passed – unanimous.

President Gunther thanked Accreditation Coordinator Dambrosio for the all the work she has done to complete the Equity plans and the Narrative report.

9.4 Program Review Rubric

The Self Study Rubric for Academic Program Review and the Program Review Document Rubric were emailed to Senators and distributed at the meeting. PR Chair Obegi reported the Committee plans to pilot the rubrics next week on the first self-studies coming in to see how it works. After the initial review by the Committee, smaller groups will divide up and work on the other self-studies that come in.

Motion to approve – Senator Bolz; Seconded – Senator Cittadino; Passed – unanimous

9.5 Co/Pre-requisite Resolution

Senator Duane noted confusion on this issue and she referred to a chain of August 29 emails, including one from the CIO stating LR 10 had to be unlinked from English 1 for spring. The BSI English Coordinator forwarded the email to IVP White and the Curriculum Chair with a table of success rate numbers to reproduce some validation that was already done for the Curriculum Committee per established guidelines. No one has shown evidence that the courses were not revalidated. Although IVP White stated that the co/prerequisite issue is important for the Academic Senate to discuss, the process was muddy, the stall in administration of English 1 and 4 is a disturbing precedent, and librarians have statistically documented success data. VP Wyly stated that an unprecedented second curriculum review is being asked of faculty, the burden of proof was not considered enough, success rates from other California colleges has been requested, and there is a need to deal with what seems to be a new process. VP Wyly had asked IVP White if faculty could work with CIO Clague and she replied that wasn't needed. English 1 and English 4 were both passed through the Curriculum Committee with additional units but they haven't been placed on the Board of Trustees agenda and this will affect students who are planning classes now. Meetings to discuss these matters with S/P Laguerre have been cancelled and rescheduled several times. Senator Obegi expressed support for resolution but also noted there was clearly some miscommunication and she has seen IVP White working very hard in the interest of the College. She queried if giving diplomacy a chance might be the better route. Some senators opined that waiting for a response may just stall resolution. Dr. Conrad suggested, with some progress being made, bringing the item back to the next Senate meeting to allow time for people on both sides of the issue to work together toward resolution

Motion to table the resolution until the next meeting, and in the interim, direct the Academic Senate President to communicate with the IVP so what was worded as “Resolved” in the resolution can be acted on and put in writing by the IVP – Michael Wyly; Seconded – Senator Cittadino; Resolution tabled and directed action passed – unanimous

9.6 Program Definition Resolution

Deferred

10. Reports

10.1 Subcommittees

10.1.1 Accreditation – Annette Dambrosio

10.1.2 Basic Skills – Melissa Reeve

10.1.3 Curriculum – Joseph Conrad

10.1.4 Distance Ed – Dale Crandall-Bear

10.1.5 Program Review – Amy Obegi

10.1.6 10+1 Committee – LaNae Jaimez

10.2 Treasurer

Item 10 reports deferred due to time constraint

11. Action Reminders

12. Announcements

The Senate needs one more CTE/Business rep.

A math rep is needed for the Academic Program Review Committee.

The next Senate meeting will be held on September 30 from 3-5 pm in ASSC 1421.

13. Adjournment

M/S/P – the meeting adjourned at 5:03 pm

AS Meeting Minutes 09.16.13/ca

The Governing Board Accreditation Leadership Adhoc Subcommittee met prior to the Board Meeting at 5:30 p.m., at the Vacaville Center, 2001 North Village Parkway, Vacaville, in Room 138, to discuss the Accreditation Follow-Up Report.

SOLANO COMMUNITY COLLEGE DISTRICT GOVERNING BOARD

UNADOPTED MINUTES
September 18, 2013

1. CALL TO ORDER

A regular meeting of the Solano Community College District Governing Board was called to order at 6:30 p.m., on Wednesday, September 18, 2013, in the multi-purpose room (140) of the Vacaville Center, located at 2001 N. Village Parkway, Vacaville, California 94688, by Board President Chapman.

2. PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA

At the request of Board President Chapman, Maire Morinec, Dean of the School of Applied Technology and Business and Vacaville Center, led those present in the pledge of allegiance to the flag of the United States of America.

3. ROLL CALL

Members Present:

Sarah E. Chapman, Ph.D., President
Pam Keith, Vice President
Monica Brown
Michael A. Martin
Rosemary Thurston
A. Marie Young
Latifah Alexander, Student Trustee
Jowel C. Laguerre, Ph.D., Secretary

Members Absent:

Denis Honeychurch, J.D.

Others Present:

Nona Cohen-Bowman, Interim Associate Vice President, Human Resources
Dr. Susanna Gunther, Academic Senate President
Shirley Lewis, J.D., Dean, Student Services
Yulian Ligioso, Vice President, Finance and Administration
Diane M. White, Interim Vice President, Academic Affairs
Judy Spencer, Executive Coordinator, Superintendent-President and Governing Board

4. APPROVAL OF AGENDA

Board President Chapman reported that Dr. Jowel Laguerre, Superintendent-President, made the following specific correction to the Agenda as follows: Item 15.(b) Jimmy Doolittle Learning Center – Memorandum of Understanding, Page 116, was pulled.

Moved by Trustee Young, and seconded by Trustee Brown, to approve the Agenda as corrected. The motion carried unanimously.

5. COMMENTS FROM MEMBERS OF THE PUBLIC

Board President Chapman recognized Mr. George Guynn, President, Central Solano Citizen Taxpayer Group, (CSCTG) who requested to comment on Measure Q Bond Program. Mr. Guynn's comments were deferred to later on the agenda.

Board President Chapman recognized Mr. George Guynn who requested to comment on Item 14.(c) Proposed Revised Job Description, Executive Assistant – Superintendent-President (Confidential – Administrative Leadership Group). Mr. Guynn's comments were deferred to later on the agenda.

Board President Chapman recessed the regular meeting at 6:35 p.m.

6. CLOSED SESSION

- (a) Conference with Real Property Negotiator
Properties: Northgate Office Park, N.W. Corner Turner and Ascot
Parkways, Vallejo, California 94591
S.W. Corner Auto Mall/Columbus Parkway and Admiral Callaghan
Lane, Vallejo, California 94591
Negotiating Party: Jowel C. Laguerre, Ph.D.
Negotiating Parties: Solano Community College District and H.R. Van
Triest, LLC/Elliott Real Estate; Peggy Cohen-Thompson, Prestige Realty @
Business Solutions
Under Negotiation: Price and Terms of Payment
- (b) Conference with Labor Negotiator
Agency Negotiator: Nona Cohen-Bowman
Employee Organization: CCA/CTA/NEA, CSEA, Operating Engineers—Local 39
- (c) Public Employee Discipline/Dismissal/Release

Board President Chapman called the Closed Session to order at 6:40 p.m.

7. RECONVENE REGULAR MEETING

Board President Chapman reconvened the regular meeting at 6:56 p.m.

8. REPORT OF ACTION TAKEN IN CLOSED SESSION

Board President Chapman reported that the Board held Conference with Real Property Negotiator and Negotiating Parties to discuss properties located at Northgate Office Park, N.W. Corner Turner and Ascot Parkways, Vallejo, California 94591; S.W. Corner Auto Mall/Columbus Parkway and Admiral Callaghan Lane, Vallejo, California 94591 in Closed Session, and no action was taken.

Board President Chapman reported that the Board held Conference with Labor Negotiator and CCA/CTA/NEA, CSEA, Operating Engineers—Local 39 in Closed Session, and no action was taken.

Board President Chapman reported that the Board discussed Public Employee Discipline/Dismissal/Release in Closed Session, and no action was taken.

9. REPORTS (NO ACTION REQUIRED):

(a) Associated Students of Solano College (ASSC)

Mr. Naser J. Baig, ASSC Governing Board Representative, reported that:

--the ASSC has approved a budget for the 2013-2014 year and will submit for information at a future Board meeting. The ASSC extends sincere thanks for the hard work of their Treasurer, Leilani V. Quesada, who put considerable time and effort in understanding the budget and making adjustments to bring it into balance. The ASSC would also like to thank Dr. Shirley Lewis, who took time to review the budget line by line with members of the ASSC Senate. This year's budget has been cut considerably to compensate for deficits. The students will be placing more emphasis on fundraising to increase revenue. To compensate for the shortfall, the ASSC will be focusing on growth through interaction.

--the ASSC has been actively engaging the student body and conducting outreach. Student Services Senator Maria-Alejandra Jaramillo conducted interviews earlier in the semester and found major complaint clusters: lack of high-demand classes, difficulty in the registration process, difficulty in getting counseling appointments and lack of tailored counseling for students with special educational needs (such as students seeking a second bachelor's degree).

--Public Relations Officer J.D. Alexander-Barkley held a "meet and greet" event on the first day of Solano Daze, giving out coffee, talking to students, and introducing members of the ASSC Senate. Many of the current senators seem interested in volunteer and charity work and the ASSC is actively pursuing these kinds of opportunities.

--in light of the College's recent pledge to join United Way's "Roadmap to Cut Poverty," representatives from the ASSC and the Phi Theta Kappa Honor Society will be volunteering in San Francisco on September 27.

--the ASSC will be holding its third Bone Marrow Donor Drive In coordination with the Asian American Donor Program on October 9 and 10.

--Governing Board Representative Naser J. Baig has recently become the Solano Community College campus representative for ONE, a global campaign to end extreme poverty (Web site: www.one.org).

--MESA students are organizing their third trip to Haiti to support a clinic in St. Georges and Cherrette. Community work is not only good for the individual, it is good for a student's career, good for the community; and, if publicized well, can be good for the College.

(b) Academic Senate

Dr. Susanna Gunther, Academic Senate President, reported that:

--Dr. Shirley Lewis and Dr. Annette Dambrosio are working hard on the Accreditation Follow-Up Report and acknowledged their efforts. Dr. Gunther also thanked the staff in Human Resources, who have been working valiantly on difficult situations and expressed appreciation for their efforts on behalf of the Senate.

(c) Shared Governance Council

Diane White, Interim Vice President, Academic Affairs, reported that:

--the Shared Governance Council met on September 11 with a full agenda.

--Dr. Dambrosio presented the draft Follow-Up Report. Accreditation Liaison Officer White thanked her for the work she has done, together with the efforts of the Academic Deans and Dr. Shirley Lewis, in particular, for their diligence in providing evidence. Dean Peter Cammish and Chief Technology Officer Roger Clague have been invaluable in providing a way of storing information that will be accessible to the ACCJC Team. ALO White reported that the Follow-Up Report and Equity Plans were approved by the SGC.

--Mr. Leigh Sata presented requests for positions that he will need to perform work for Measure Q.

--Dr. Jerry Kea, Dean of the Vallejo Center, presented the Admission Policy for students, which was passed by SGC. IVP White added that the Ethnic Minority Coalition may want to revisit through a motion.

--there was no action taken on revamping planning systems.

--the SGC approved the Distance Education Specialist job description.

--VP Ligioso presented Fiscal Services positions.

--Dr. Laguerre provided an overview of the Student Services reorganization, which SGC approved.

--Director Darcangelo delivered a report on Financial Aid and MOE, together with the reorganization of her unit.

--IAVP/HR Cohen-Bowman presented on fingerprinting and TB clearances for student workers and staff and advised about the importance of developing reflective policies.

--the Council reviewed and approved the job description for Executive Assistant-Superintendent-President.

(d) Superintendent

- Measure Q Bond Program Update

Mr. Leigh Sata, Executive Bonds Manager, gave a brief presentation on Bond Measures G and Q, and reported that:

--negotiations for PLAs for Measure Q continue.

--the Jimmy Doolittle Center MOU was pulled from the agenda, but work continues on this effort.

--the portables (1100 Buildings) were originally slated to be demolished; however, they are tied to state funding for Building 100. If we move forward with demolition, funding for Building 100 is at risk. Alternative uses for these buildings are being considered.

--the Kitchell CEM team is working on the Building 600 updates (Measure G). Work continues on the material and color standards.

--work continues on the Vacaville SunPower projects, which is quite visible.

--we are looking at a pre-negotiated option to purchase the Vacaville annex, to include eight classrooms and a Corporate Training Center. There is plenty of useful space that will match up with classroom needs.

--IVP White, Dean Lewis and the Educational Master Plan team are in the process of finishing the work on this plan for Measure Q. Work is moving along steadily.

--he is working hard on a Program Manager/Construction Manager RFQ.

Board President Chapman recognized Mr. George Guynn. Mr. Guynn commented on the mention of future Project Labor Agreements and asked the Board to listen to the other side. Many people do not think PLAs are the way to go, with plenty of examples on why not to do so. Mr. Guynn stated that there is talk about expanding enrollments; however, it seems the College would be better served to increase enrollments before expanding facilities. It is a waste of resources if people don't come. Since the College is still on warning, the number one priority of the District should be to get off sanctions with the ACCJC.

10. CONSENT AGENDA – ACTION ITEMS

Board President Chapman reported that Dr. Jowel Laguerre, Superintendent-President, made the following specific correction to the Consent Agenda as follows:

Item 10.(c), Consent Calendar, Human Resources, Employment 2013-2014, Lines 10 – 13, TBA A&R Analyst, Range 15/6, should read as ***Jill Crompton, effective September 19, 2013, with physical transition no later than December 2, 2013***; TBA Courier, Range 9/1, should read as ***Porfirio Loza, effective September 23, 2013***.

Superintendent-President

- (a) Minutes for the Meeting of August 21, 2013. Minutes for the Board Study Session held September 4, 2013, will be approved at a future meeting.

- (b) Donation

Human Resources

- (c) Employment – 2013-2014; Gratuitous Service; Resignations

Finance and Administration

- (d) Personal Services Agreements

- (e) Warrant Listings

- (f) Extension of Agreement with Roy V. Stutzman for Consulting Services

- (g) Extension of Agreement with Dannis Woliver Kelley (DWK), Construction Attorneys for Measure G and Measure Q Bonds

Academic and Student Affairs

- (h) Renewal of Memorandum of Understanding between Solano Community College District and Child Start Incorporated

- (i) Small Business Development Center (SBDC) Services Agreement with City of Vallejo for FY 2013-2014

- (j) Small Business Development Center (SBDC) Services Agreement with City of Rio Vista for FY 2013-2014

- (k) Renewal of Annual Cooperative Agreement No: 13-CCC-PUENTE-48 between the Regents of the University of California/PUENTE Project and Solano Community College District

- (l) Renewal of Clinical Experience Agreement between Solano Community College District and Vacaville Convalescent and Rehabilitation Center

Moved by Trustee Thurston and seconded by Trustee Brown to approve the Consent Agenda as corrected. The motion carried unanimously.

11. ITEMS REMOVED FROM CONSENT AGENDA

There were no items removed from the Consent Agenda.

12. RETIREMENTS OF STAFF WITH 10 OR MORE YEARS OF SERVICE

- (a) Resignation to Retire – Sam Maher

<u>Name</u>	<u>Assignment</u>	<u>Effective</u>
Sam Maher	Technology Specialist Technology Services and Support 28 years, 6 months of service at SCC	September 30, 2013

Moved by Trustee Young and seconded by Trustee Thurston to approve the resignation to retire for Sam Maher, Technology Specialist, after 28 years and 6 months of service, effective September 30, 2013.

(b) Solano Community College District Governing Board Resolution Honoring Sam Maher

Dr. Jowel Laguerre, Superintendent-President, presented on behalf of the Solano Community College District Governing Board a resolution honoring Sam Maher for his faithful service to the District from April 1, 1985 through September 30, 2013.

Dr. Laguerre read the following excerpts from Mr. Maher's resolution:

Whereas, Sam Maher has served the Solano Community College District with distinction for 28 years, 6 months, since April 1, 1985, when he began working as an Educational Computer System Specialist;

Whereas, Sam Maher has served in various capacities during his career, including Lab Aide (Tutor) and Computer Lab Technician Network 3. On July 1, 2006, Sam Maher became a Technology Specialist, and retires from this position effective September 30, 2013;

Whereas, Sam Maher was instrumental in the development of an attendance computer program created in 1985, which is still in use to this day in the Business, Vacaville, and Vallejo computer labs; and

Whereas, Sam Maher was always willing to help do whatever needed to be done; even at the last minute, with never a complaint;

Resolved, That Sam Maher will be sorely missed, and the Governing Board expresses its sincere appreciation for his many contributions and wishes him the best in his well-deserved retirement and future endeavors.

Moved by Trustee Brown and seconded by Trustee Young to approve the resolution honoring the retirement of Sam Maher, effective September 30, 2013. The motion carried unanimously with the following roll call vote.

STUDENT TRUSTEE ADVISORY VOTE: Latifah Alexander Concurred.

AYES: Trustee Brown, Vice President Keith, Trustee Thurston, Trustee Young, Trustee Martin, and Board President Chapman

NOES: None

ABSENT: Trustee Honeychurch

13. NON-CONSENT AGENDA ITEMS – ACTION ITEMS

Superintendent-President

(a) Employment Contract – Superintendent-President

Board President Chapman presented the terms of the contract for the Superintendent-President, which commences July 1, 2013 and ends on June 30, 2017. The powers and duties are outlined in the contract. Dr. Laguerre shall be paid an annual salary of \$237,350.00, plus a stipend for professional allowance, vehicle allowance, and doctorate degree. Dr. Laguerre will receive a performance evaluation at least once each fiscal year in accordance within the terms of this agreement.

Moved by Trustee Brown and seconded by Trustee Martin to approve the employment contract for the Superintendent-President, effective July 1, 2013, as presented. The Motion carried unanimously.

Dr. Jowel Laguerre expressed his sincere gratitude to the Board for the opportunity to serve this institution. He reported that he will be gifting his one percent raise to the Educational Foundation to benefit students.

Board President Chapman commented how often Dr. Laguerre gives back to students and staff, which speaks well of the kind of person he is. The Board is grateful for the individual we have in Dr. Laguerre, who is serving the District well.

(b) Solano Community College District Board and CEO Goals – 2013-2014

Board President Chapman presented the Solano Community College District Board and CEO Goals for 2013-2014. At the June 8 2013 Board retreat goals were identified for the Board of Trustees and CEO.

Moved by Trustee Young and seconded by Trustee Keith to approve the Solano Community College District Board and CEO Goals for 2013-2014 as presented. The motion carried unanimously.

Finance and Administration

(c) Resolution Establishing Ad Valorem Tax Rates for the 2013-2014 Fiscal Year, Resolution No. 13/14-03

Dr. Jowel Laguierre, Superintendent-President, presented Resolution No. 13/14-03, establishing the ad valorem tax rates and debt service for the 2013-14 Fiscal Year. Each year, pursuant to Revenue & Taxation Code Section 93, the Board establishes the rates to be levied on the voter-approved bonded indebtedness for Fiscal Year 2013-14. The District is required to furnish the Solano County Auditor-Controller's Office with this information, as well as the 2013-14 debt service requirement. The bonds are general obligations of the District payable solely from the proceeds of ad valorem taxes. The resolution certifies the tax rate and authorizes the County to place an ad valorem tax against the taxable property in the District's service region to pay for the 2005 General Obligation Refunding Bonds and 2006 Series B Bonds and General Obligation Bonds 2012 Series A and Series B Bonds.

Moved by Trustee Thurston and seconded by Trustee Brown to approve the Resolution Establishing Ad Valorem Tax Rates for the 2013-2014 Fiscal Year, Resolution No. 13/14-03, as presented.

The motion carried unanimously with the following roll call vote.

STUDENT TRUSTEE ADVISORY VOTE: Latifah Alexander Concurred.

AYES: Trustee Young, Vice President Keith, Trustee Thurston, Trustee Martin, Trustee Brown, and Board President Chapman

NOES: None

ABSENT: Trustee Honeychurch

(d) Public Hearing and Adoption of the 2013-2014 District Budgets

Board President Chapman recessed the regular meeting and called the public hearing to order at 7:36 p.m. In hearing no comments from members of the public, Board President Chapman closed the public hearing and reconvened the regular meeting 7:37 p.m.

Moved by Trustee Keith and seconded by Trustee Brown to approve and adopt the 2013-2014 District budgets as presented. The motion carried unanimously.

Academic and Student Affairs

(e) Memorandum of Understanding between Solano Community College District and PG&E – Pre-Program

A Memorandum of Understanding between Solano Community College District and PG&E for special educational services was presented for approval. This item was presented to the Board for information August 21, 2013. Solano Community College has been working with PG&E for almost two years to develop and deliver a Power Pathways project at Solano. This contract is for a Solano Community College, All-Veterans-Entry to Gas Operations Pre-Program. The contract for the actual program and post-program will be developed in September.

Dr. Jowel Laguierre stated that this is a good opportunity for students, especially veterans, and expressed how pleased he is with the partnership.

Moved by Trustee Thurston and seconded by Trustee Martin to approve the MOU for \$15K as presented. The motion carried unanimously.

(f) Memorandum of Understanding between Solano Community College District and PG&E – Program and Post Program

Solano Community College will work with PG&E and Swords to Plowshares to develop and deliver an All Veterans-Entry to Gas Operations (EGO) course and Post-Program at Solano Community College. This \$50,000 contract is for both the program and post-program. The training will start on October 14 and end on December 19, 2013. The post-program, collaboration between SCC, PG&E, and Swords to Plowshares will be active through December 19, 2014.

PG&E Power Pathways has not yet assigned a Consultant's Contract number to Solano Community College. The contracts will be amended upon receipt of contract number.

Dr. Jowel Laguerre stated that this is the companion piece to the previously approved MOU and continues support for veterans after their initial training.

Moved by Trustee Keith and seconded by Trustee Young to approve the MOU for \$50K as presented. The motion carried unanimously.

(g) Agreement between Solano Community College District and Butte-Glenn Community College District - Richard Heath and Associates (RHA, Inc.)

Butte-Glenn Community College, in collaboration with Richard Heath and Associates, Inc., will provide multi-site training delivery and assister training to Solano Community College District related to Corporate College. The period of this project will be from ~~August 1, 2013~~ September 19, 2013 through June 30, 2014, in the estimated fiscal amount of \$79,149.75.

Moved by Trustee Thurston and seconded by Trustee Brown to approve the **amended** agreement between Solano Community College District and Butte-Glenn Community College District - Richard Heath and Associates (RHA, Inc.) in the amount of \$79,149.75. The motion carried unanimously.

14. INFORMATION/ACTION ITEMS – ACTION MAY BE TAKEN

(a) Proposed New Job Description, Associate Dean of Students – Admissions, Assessment and Scheduling (Administrative Leadership Group)

As a result of the Student Services Department being reorganized, a new job description was created. This serves as a request for reclassification of the Director of Admissions and Records to Associate Dean of Students – Admissions, Assessment and Scheduling. Dr. Jowel Laguerre stated that this position has additional and deeper responsibilities. The salary is Administrative Leadership Group - Range 48.

Moved by Trustee Young and seconded by Trustee Brown to approve the proposed new job description for Associate Dean of Students – Admissions, Assessment and Scheduling. The motion carried unanimously.

- (b) Proposed New Job Description, Associate Dean of Students – Financial Aid, EOPS and Veterans (Administrative Leadership Group)

As a result of the Student Services Department being reorganized, a new job description was created. This serves as a request for reclassification of the Director of Financial Aid to Associate Dean of Students – Financial Aid, EOPS and Veterans. The salary is Administrative Leadership Group - Range 48.

Moved by Trustee Young and seconded by Trustee Keith to approve the new job description for Associate Dean of Students – Financial Aid, EOPS and Veterans. The motion carried unanimously.

- (c) Proposed Revised Job Description, Executive Assistant – Superintendent-President (Confidential – Administrative Leadership Group)

Board President Chapman recognized Mr. George Guynn, who requested to comment on the revised job description for Executive Assistant-Superintendent-President. Mr. Guynn questioned the need for additional staff. It is easy for an organization to get carried away with adding people. This particular area of work has been done without this particular position for about three years; therefore, it might be good to question the use of this money for something else, such as the Police Department. Mr. Guynn asked the Board what their highest priority is for pressing needs and to keep that in mind when it comes to funding additional staff.

To better provide service to the Institution, Superintendent-President's Office, and the Governing Board, it was proposed to reinstate the second position in the President's Office displaced due to budget constraints. This position will move forward through the normal recruitment process in the near future. The salary is Administrative Leadership Group - Range 32.

Moved by Trustee Keith and seconded by Trustee Brown to approve the revised job description for Executive Assistant Superintendent-President as presented. The motion carried unanimously.

Dr. Jowel Laguerre stated that there is more interaction that is needed in his office to better serve the public and be responsive to the needs within the institution. Giving to one person long hours and work on weekends is not a good way to treat employees. Previously to the cutback three years ago, there were always two people in the President's Office. We cut down to one, not because we didn't need the position, but rather as a sacrifice during the budget crisis. It has taken its toll on our office. Dr. Laguerre thanked the Board for their support for this action.

- (d) 2013-2016 Solano Community College District Equal Employment Opportunity (EEO) Staff Equity Plan

Dr. Annette Dambrosio, Accreditation Coordinator, presented the SCCD Equal Employment Opportunity (EEO) Staff Equity Plan.

Dr. Dambrosio thanked the College community who were central to helping build the Plans, and in particular ALO Diane White, Dean Peter Cammish and Pei-Lin Van'tHul; Dr. Shirley Lewis, Human Resources Staff, and Dr. Jowel Laguerre. Dr. Dambrosio also recognized the efforts of students as well.

This document, together with the Student Equity Plan, represents a substantial commitment in our effort to be removed from all ACCJC sanctions. Dr. Dambrosio thanked the Board Accreditation Leadership Adhoc Subcommittee, Chair Young, President Chapman, and Trustee Martin, for their detailed questions and support of both documents.

The SCCD believes in taking steps to ensure equal employment opportunities and creating an academic environment which is welcoming to all; fosters diversity, promotes educational excellence, and provides a quality student learning experience.

Moved by Trustee Young to approve the SCCD Equal Employment Opportunity (EEO) Staff Equity Plan as presented. The motion carried unanimously.

(e) Student Equity Plan 2013-2018

Dr. Annette Dambrosio, Accreditation Coordinator presented the Board the 2013-2018 Student Equity Plan.

Solano Community College is committed to assuring student equity in all educational programs and College services. The specific goals of the Student Equity Plan are to provide opportunities for increasing diversity and equity for all students at SCC; to improve student access to SCC programs and services, and to close performance gaps for targeted groups, to include males, African Americans, Hispanic, students with disabilities, and English learners, thereby improving the overall success of all students at Solano Community College.

Moved by Trustee Young to approve the Student Equity Plan 2013-2018 as presented. The motion carried unanimously.

15. INFORMATION ITEMS – NO ACTION REQUIRED

(a) First Draft Accreditation Follow-Up Report

Dr. Annette Dambrosio, Accreditation Coordinator, presented to the Board the first draft of the Accreditation Follow-Up Report to be submitted to the ACCJC by October 15, 2013.

The College has been working on a Follow-Up Report in response to the ACCJC action letter dated February 11, 2013, requiring the College to address four recommendations based on the Evaluation Team's site visit to SCC held November 13, 2012.

Dr. Dambrosio stated that the Follow-Up Report, together with the two plans will be vetted through the campus community for any final necessary edits and refinement. All evidence has been posted on the Web site. The Follow-Up Report will be posted no later than next week.

This item will return to the Board for approval at the October 2, 2013, Governing Board meeting.

(b) Jimmy Doolittle Learning Center – Memorandum of Understanding

This item was pulled from the agenda.

(c) CCFS-311Q Financial Report, Fourth Quarter, FY 2012-2013

AB 2910, Chapter 1486, Statutes of 1986, requires California community college districts to report quarterly on its financial condition. The CCFS-311Q quarterly financial report for the fourth quarter of FY 2012-13 was presented for the Board's review and information.

16. ANNOUNCEMENTS

Student Trustee Alexander advised the ASSC Retreat will be held Saturday, September 21, and a matter for discussion will be AB955.

Dr. Chapman announced that she still has tickets for the upcoming golf tournament benefitting children in Solano County, a fund raiser for children without health benefits. The cost is \$20 for four tickets.

Trustee Martin announced that the annual Winters Festival de la Comunidad and Carnitas Cook-Off, which will be held on Saturday, September 28, 2013. Over the past several years, members of the Winters Hispanic Advisory Committee have worked together with city staff and volunteers to foster communication, outreach and understanding between all segments of the Winters community. The committee has taken many steps toward achieving its goals. Trustee Martin invited the Board members to see the many good things happening in Winters.

Board President Chapman announced that she, Trustee Young, and Dr. Laguerre will be attending the ACCT Conference in Seattle, Washington, the week of October 1. Vice President Keith will be the Chair of the October 2 Governing Board meeting.

17. ITEMS FROM THE BOARD

Trustee Brown reported that she attended the Napa/Solano Building Trades Council meet and greet held Friday, September 13, at the Benicia Yacht Club. Trustee Brown reported that she attended a workshop this morning with Assembly Members Frazier, Bonilla, and Wolk concerning the affordable health care act and how it is going to affect teachers. It was very informative.

Trustee Thurston advised she attended the following community events:

September 2013

12 – Fighting Back Partnership of Vallejo Meet and Greet Event at their offices. Trustee Thurston is President of the Fight Back Board. Trustee Young also attended this event.

17 – Attended a hosted event by the Honorable Osby Davis and the Vallejo Sister City Committee for His Excellency Jakaya Mrisho Kikwete, President of the United Republic of Tanzania, at Vallejo City Hall with invited elected officials. There was also a business luncheon at the Courtyard by Marriott after the ceremony at city hall.

Trustee Young reported that she attended the following community events:

September 2013

10 – Attended John F. Kennedy Library Vallejo Grand reopening Celebration.

11 – Volunteer tutor of mathematics to student athletes attending Vallejo High School.

12 – Attended Vallejo Fighting Back Open House, together with Trustee Thurston.

12 – Attended Candidates Forum for individuals running for city council seats in Vallejo. The forum was held at Vallejo City Hall.

17 – Attended Mayor’s Forum with the Honorable Mayor Osby Davis featuring the Presidential City Visit of His Excellency Jakaya Mrisho Kikwete at the Marriott Courtyard Hotel in Vallejo. Trustee Thurston also attended.

Student Trustee Alexander reported that the students held Constitution Day yesterday. Solano Daze was held last week. On Tuesday there were free hot dogs and Wednesday was Club Promo Day.

Board President Chapman reported that she attended the Vacaville City and Schools Select Committee meeting on September 9, together with Trustee Martin. On September 16, she attended the Accreditation Task Force meeting, and prior to the meeting tonight participated in the Governing Board Accreditation Leadership Adhoc Subcommittee meeting, together with Trustee Young (Chair), and Martin.

18. ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 8:25 p.m.

JCL:js

BOARD MINUTES.09.18.13.FINAL

_____ APPROVED _____
SARAH E. CHAPMAN, Ph.D. JOWEL C. LAGUERRE, Ph.D.
BOARD PRESIDENT SECRETARY

SCCD Board minutes are summarized per SCCD Board Policy 1045 and 1046. To listen to the full deliberation of the Board, please contact the Office of the Superintendent-President within thirty (30) days

Solano Community College **Student Equity Plan 2013-2018**

ADOPTED BY SCC GOVERNING BOARD ON 9-18-13



*4000 Suisun Valley Road
Fairfield, CA 94534-3197*



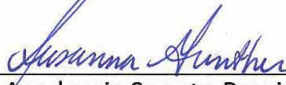

Solano Community College

Student Equity Plan

Certification Page

District: Solano County Community College District

College: Solano Community College

 _____ President, Board of Trustees	9-30-13 _____ Date
 _____ Superintendent-President	9-30-13 _____ Date
 _____ Academic Senate President	9/30/2013 _____ Date
 _____ Student Equity Coordinator	9-26-13 _____ Date



STUDENT EQUITY AT SOLANO COMMUNITY COLLEGE

The overarching equity goal at Solano Community College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

Excerpt from: **Student Equity Plan 2013-2018**

Student Equity Plan 2013-18

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The Student Equity Plan (SEP) is divided into seven major sections:

I. Executive Summary, II. Resources for Student Access and Success, III. Campus Based Research and Data Analysis, IV. Goals and Activities, V. Budget and Funding Sources, VI. Integration of the Equity Plan into College Planning, and VII. Evaluation Schedule and Processes.

I. Executive Summary

A. Goals

Solano Community College is committed to assuring student equity in all educational programs and College services (SCCD Policy 5355). We define student equity simply as that condition where, *“all students enjoy the same right and access to education.”*

The College serves 9,702 students (Fall 2013 census) at campuses in Fairfield, Vacaville, and Vallejo and in the surrounding communities including Travis Air Force Base, Winters, Dixon, and Benicia. The College provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity goal at Solano Community College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

The specific goals of the Student Equity Plan are:

1. To provide opportunities for increasing diversity and equity for all students at SCC.
2. To improve student access to SCC programs and services.
3. To close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.

This 2013-2018 Student Equity Plan is guided by the College’s Mission Statement wherein the commitment to student equity is inherent:

Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.

The SEP was written with contributions from faculty, staff, students, managers, and students. This 2013 update of Solano Community College’s 2005 Student Equity Plan is part of an ongoing institutional effort underway at Solano Community College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all in our educational programs.

The Solano Community College Student Equity Committee has oversight for the development and implementation of this Student Equity Plan in accordance with SCCD Board Policy and Procedure 5355. This Committee is composed of faculty, staff, administration, and students. The Committee made recommendations to appropriate bodies regarding the College’s Student Equity Plan, along with a host of new student equity recommendations. The 2013-2018 Student Equity Plan was approved by the SCC Board of Trustees on September 18, 2013 in compliance with Title 5 guidelines in Section 54220.

B. Student Equity Indicators and Target Groups

We examined student equity at SCC in the context of the following five Student Equity Indicators, as required by the CA Code of Regulations, Title 5, Section 54220:

1. Access
2. Basic Skills and ESL Course Completion
3. Retention and Persistence
4. Degree and Certificate Completion
5. Transfer

ACCESS—

Indicator: *the percentage of each group that is enrolled to the percentage of each group in the adult population of Solano County.*

BASIC SKILLS AND ESL COURSE COMPLETION—

Indicator 1: *The basic skills and ESL course completion rate for each population group of Solano Community College students.*

Indicator 2: *Compare the completion rates for students, in each population group, who started in basic skills and completed a college-level course in the same discipline.*

RETENTION AND PERSISTENCE —

Indicator 1: *the percentages of first-time, full-time students who returned one semester later to take at least one class at SCC for each population group.*

Indicator 2: *The percentage of degree or transfer-seeking students who enrolled in three consecutive terms.*

DEGREE AND CERTIFICATE COMPLETION —

Indicator 1: *the percentage of students who complete a degree, certificate, or transfer program for each population group during the period 2007-11.*

Indicator 2: *the percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate, or transfer-related outcomes.*

TRANSFER —

Indicator: *the ratio of the number of students by population group who complete 12 credit units and attempted a transfer level math or English course to the number of students in that group who actually transfer after one or more (up to six) years.*

A review of District data (See Appendices) for the five Title 5 “student equity indicators” reveals that specific groups are not achieving at a proportional rate in some areas, and, thus, intervention strategies and support to achieve equitable outcomes are needed for these target groups: American Indians or Alaskan natives, African American, White, Hispanic, male, female, Asian Pacific Islander, ESL, and disabled students. The Student Equity Committee identified areas in the Student Equity Plan where the above groups are falling behind academically, and have established goals and activities for the District in order to close performance gaps.

C. Activities

The numerous activities recommended in the Student Equity Plan (SEP) are subject to funding and staffing availability. These activities are necessary to accomplish the goals specified in the Plan:

- Increase Outreach to Target Groups
- Enhance Orientation and Counseling Efforts for New and Continuing Students
- Continue to Research and Evaluate Student Equity Data Analysis
- Increase Commitment to Faculty and Staff Development
- Increase and/or Continue Support for Innovative Programs and Services that Focus on Achieving Student Equity Goals
- Analyze and Recommend Specific Activities to support Specific Student Success Initiative (SSI)

II. Resources for Student Access and Success

Solano Community College's strong commitment to student access and success is evidenced by an array of educational programs and student services at the College that provide necessary student support pertaining to the fulfillment of educational goals. Through these resources, the College has successfully implemented innovative programs and services that meaningfully impact the five (Title 5 CCR Sec. 54220) Student Equity Indicators of:

1. Access
2. Basic Skills and ESL
3. Retention and Persistence
4. Degree and Certificate Completion
5. Transfer

Resources at Solano Community College include programs, services, and partnerships, which provide the necessary support to achieve the goals and objectives identified in this Student Equity Plan and increase student success. SCC's current programs include:

- **Academic Success Center** –serves both as a center to encourage and facilitate academic success through support services that include study skills workshops, information about important campus support resources, financial aid, and transfer, as well as to provide high quality faculty development opportunities and instructional resources.
- **African American Male Trailblazers** – provides support to African American males students enrolled at Solano College who have completed a minimum of 21 units. Support includes mentoring, reentry support services, and tutoring.
- **Basic Skills Initiative (BSI)** -- the faculty and staff who serve on this committee are committed to raising English, math, and ESL basic skills through course offerings below the transfer level; providing academic and career counseling; and providing basic skills and ESL students with academic support (See **Appendix III**).
- **CalWORKs Program** – funded through a County grants, supports students receiving special assistance through educational programming and the provision of childcare assistance.
- **CARE (Cooperative Agency Resources for Education) Program** – provides additional support services such as childcare, transportation, books, and supplies to EOPS students.
- **Children's Program** – offers full and part-day programs for children (four months to five years) and morning and afternoon preschool programs for 3 and 4-year olds.

- **Community Resource and Health Faire** – presents representatives from various community-based health and social services agencies to provide health screening and other services to all students.
- **DSP (Disability Services Program)** – provides support and reasonable accommodations, as defined by state and federal laws, such as readers, note takers, specialized equipment use to students with documented physical, communication, learning, psychological or other medical conditions.
- **EOPS (Extended Opportunity Programs and Services)** – offers grants, counseling, priority registration, and other services to students who are both economically and educationally disadvantaged.
- **Ethnic Studies Lectures Series** – is a series of lectures presented by SCC’s Ethnic Studies Program. The lecture series is open to all students and admission is free to all.
- **Financial Aid Program** – offers financial assistance with educational costs including fee waivers, grants, loans, federal work-study, and a limited number of ASSC (student government) Emergency Book Loans.
- **First Year Experience (FYE) Program** – is a cohort program that provides first-year students with a supportive and structured environment while transitioning to college-level required courses. Students are provided with supplemental experiences such as field trips, community services activities, and team building exercises.
- **Foster Youth Success Initiative (FYSI) and Youth Empowerment Success Strategies Independent Living (YESS-ILP) Program** – identifies youth who currently receive foster youth services as identified through either the County or FAFSA responses and to provide such youth with the programs, services, information, and support necessary to maximize their college options and outcomes.
- **Honor Societies** – presently include Phi Theta Kappa International Honor Society (PTK) and Alpha Gamma Sigma State Honor Society (AGS). Their purpose is to recognize and encourage scholarship and leadership among two-year community college students.
- **Individualized Learning Labs** – personalized assistance in ESL, math, reading, writing, computer programming, and computer applications.
- **Information Commons, Open Computer Labs, and Kiosks** – centralized, open access to computers and access to electronic databases.

- **Learning Communities** – courses in which instructors, students, materials, and assignments are combined across disciplines to create a “community” of learners.
- **Library** –features multiple resources and instructional services to support student learning, including: Spanish/English OPAC, multi-language database options, an ESL collection, computer workstations reserved for students with disabilities, and one-on-one library assistance. Library services were expanded at the Vacaville and Vallejo Centers in fall 2012.
- **MESA (Mathematics, Engineering, and Science Achievement) Program** -- provides strong academic assistance to economically disadvantaged students majoring in the areas of mathematics, science, technology, medicine, and engineering.
- **PUENTE Program** -- a one-year writing, counseling, and mentoring program to empower students to transfer four-year colleges and universities.
- **Student Development/ASSC/Student Clubs and Activities** – provide leadership development opportunities through extracurricular student activities, including participation in Associated Students of Solano College (ASSC) student government and over twenty student clubs and organizations. Student activities include involvement with the Civil Rights Tour, Martin Luther King, Jr. “Living the Dream” Annual Celebration, Cinco de Mayo, Asian Pacific Islander History Month, Black History Month, Women’s History Month, and Disability Awareness Month.
- **Students Helping Students Book Grant Program** – provides a limited number of needy students with textbook assistance through a bookstore voucher program and is funded by donations from ASSC, students, and staff.
- **Transfer Center** – allows students to research information about the University of California and California State University as well as campuses and programs through the four-year systems inside and outside California; hosts the annual College and Universities Day and the Historically Black College and Universities Day; meet with university representatives; provides transfer admissions agreement (TAA) programs; and coordinates field trips to four-year colleges and universities.
- **Tutoring Center** -- provides free peer tutoring in most subjects offered at the College
- **UMOJA Program Scholars (UPS)** – provides a variety of strategies toward first-year African American students, to enhance students’ learning potential and ensure a successful transition into college. Strategies include a summer bridge program, learning communities, and supplemental support services.

- **Veterans Affairs Center** – serves the needs of qualifying veterans, reservists and dependents of veterans. Students receive counseling services and assistance with filing for benefits and access to educational and community resources. The Center acts as a liaison between the Veterans Administration and the student.

The above programs have an impact on increasing student achievement and student retention, as well as to provide support to students in overcoming personal and institutional barriers, and influencing students' social and emotional well-being.

These programs address barriers to access and student success which include the need for financial assistance to cover the costs of education (e.g., tuition, fees, textbooks, and supplies; childcare services; transportation needs; and overall educational under preparedness.

Nevertheless, as noted in the original (2005) Student Equity Plan, gaps in services and programs continue to persist with regard to outreach, orientation, tutoring services, counseling, math and English assessment, transfer guidance, basic skills instruction, and library services.

III. Campus-Based Research and Data Analysis

A. Overview:

Much of the data used in SCC's Student Equity Plan was provided by the California Community College Chancellor's Office, Management Information Systems (CCCCO/MIS) and through local research by the SCC Office of Institutional Research and Planning and the Basic Skills Initiative (BSI) Committee.

CCCCO/MIS DATA

The Student Equity Committee initially reviewed data for the period covering Fall 2007 through Fall 2011 with regard to access, basic skills pass rates, first-time student retention, completion of degrees and certificates, and transfer rates by ethnicity, gender, ESL status, disabled student status, and age group. The Student Equity Plan (SEP) data was extracted from CCCC/ MIS data tables at the start of the Student Equity Plan process in 2011. (See **Appendix I: SEP Data**). It has not been updated since. There has been much discussion about the practical use of MIS data and the fact that since it is always out of date, the data cannot be analyzed in a timely manner.

Work is currently underway to create a equity data report that can be produced annually. This report will be developed with input from the Student Equity Committee to ensure it meets our requirements. Ideally, equity data should be "live" so we can review current data at any time and react to emerging trends more quickly. To that end, SCC's Institutional Research and Planning Office is working with our IT department to produce student equity data in a format that is easily extracted

from the live Banner system rather than relying on the CCCC MIS datasets to be posted. We anticipate this project to be completed by the end of Fall 2013 semester.

CCCCO/STUDENT SUCCESS SCORECARD DATA

In addition, the Student Equity Committee reviewed equity data contained in the California Community College Chancellor's Office Student Success Scorecard, first issued in April 2013 for each of the 112 colleges. See **Appendix II**.

The Solano Community College Student Success Scorecard, for the 6-year period ending Spring 2012, details student performance, including certificate and degree attainment, transfer rates to four-year institutions, persistence rates, and "momentum points," such as the completion of 30 units, which is typically the halfway mark to transferring to a four-year institution or completion of an associate degree.

The Scorecard provides a set of performance metrics, including how effectively Solano Community College moves students through remedial and career technical education. With clear data regarding student success by race, ethnicity, gender, and age, the SCC Student Equity Plan Committee also utilized the Scorecard data to determine the Student Equity and Student Success goals and activities contained herein.

B. Data Analysis Findings:

In reviewing the data on access, the Study Equity Committee made the following data analysis findings:

ACCESS—

Indicator: *Compare the percentage of each group that is enrolled to the percentage of each group in the population of Solano County.*

Solano County census data from 2010 were used as a comparison for the "access" indicator because the majority of students served are from Solano County.

Findings:

- **White and Hispanic** students, who comprise 30.4% and 20.3% of the SCC student population respectively, are proportionately underrepresented when compared to percentages in the community served. Whites represent 40.8% and Hispanics represent 24% the Solano County population.
- **Asian and Filipino** students, who total 13.5% of the SCC student population and 14.3% of the County population, are also slightly underrepresented.

- From 2007 to 2011, the percentage of **White, Asian, and Pacific Islander** students have proportionately decreased, with Hispanic student representation increasing over 4% in Fall 2011.
- **Males** represent 49.9% of the County population and comprise 40.4% of the SCC student population. **Male** students are underrepresented by approximately 10%.
- The percentage of **ESL** students, 1.58% of SCC students, is significantly lower than the 12% within the County who speak English “less than very well.”
- **Disabled** (DSP) students, at 4.27% of the SCC student population, are underrepresented when compared to County census data indicating that persons with disabilities represent 9.9% of the County population. Although the DSP student enrollment increased in 2010-11, their numbers declined again in Fall 2011.

The Committee notes that, overall, the percentages of SCC students in the various categories found in the **SEP data in Appendix I, Part B** have remained stable since Fall 2007. The SEP data also includes an increasing number of unreported or unknown ethnicities. With the removal of the “Unknown” category, African American students are overrepresented while White students are underrepresented.

Please note summary data in Table below.

Solano County		SCC Students	
2010 Headcount *	413,344	2011-12 Headcount **	16,097
Gender			
Female	50.1%		58.4%
Male	49.9%		40.4%
Unknown			1.2%
Age			
Less than 20 years	27.4%		28.3
20-24 years old	7%		32%
25-49 years old	34.2%		33.2%
50 or more years	31.5%		6.4%
Ethnicity			
African American	14.2%		16.5%
American Indian/ Alaskan Native	0.5%		0.4%
Asian/Filipino	14.3%		13.5%
Hispanic	24%		20.3%
Pacific Islander	0.8%		0.0%
White	40.8%		30.4%

Two or More Races	5.1%		6.6%
Unknown			11.4%
ESL Status		Fall 2011	
Identified Status			1.58%
English Only	70%		
Language Other than English	30%		
Speak English less than “very well”	12%		
DSP Status			
Total Non-Institutionalized	398,546		

BASIC SKILLS AND ESL COURSE COMPLETION—

Indicator 1: Compare the basic skills and ESL course completion rate for each population group of Solano Community College students.

Findings:

- Basic skills students are defined as those students who are enrolled in below-college level classes in English, mathematics, and ESL. Overall, basic skills students exhibit low success rates.¹
- Regardless of ethnicity, students in Math basic skills courses have a lower success rate than students in English or ESL basic skills courses.
- In English and Math basic skills classes, **African American** and **Hispanic** students are less successful than any other student groups.
- The gender gap is less evident in basic skills classes, but is becoming more evident in Math basic skills with female students outperforming **male** students by 8% over the 2007-2011 study period.
- The **disabled** (DSP) student success rate is 11% below the non-DSP success rate.
- **Although ESL students represent only 1.58% of the total SCC student population, ESL students are more successful than non-ESL students, particularly in Math basic skills.**
- The course completion rate of **Hispanic** ESL basic skills students demonstrates an overall increase from Fall 2007 baseline data.

Indicator 2: Compare the completion rates for students, in each population group, who started in basic skills and completed a college-level course in the same discipline.

The “Remedial” data provided in the SCC *Student Success Scorecard*, for the 6-year period ending Spring 2012, shows low completion rates for SCC remedial students—who started in basic skills and completed a college-level course in the same discipline—as follows:

- **26.4% completion by all Basic Skills Math students**
- **45.6% completion by all Basic Skills English students; and**
- **19.6% completion by all ESL students.**
- **African American** and **Hispanic** student success rates are lower than any other group in English and Math basic skills. 22.8% of the tracked African American students and 22.5% of Hispanic students who started in Basic Skills Math complete a college-level Math course. Only 30.2% of African American students and 41.5% of Hispanic students who start in Basic Skills English complete a college-level English course.
- Although **Asian** students outperform all other student groups, including **White** students, in Basic Skills English, only 20% of **Asian** students and 22.4% of **Filipino** students who started in Basic Skills Math complete a college-level Math course.

¹The SCC *Basic Skills Initiative 2011-12 End of Year Report*, in part states, “interventions” funded by this committee over the years have made little to no impact on the rates at which students in our Basic Skills programs reach and complete transfer-level courses in Math and English. Students placing into Math three levels below transfer passed the transfer level course within 4 years at a rate of 7% in 2007, and do so now at a rate of just 8%. The larger group of students who start Math two levels below transfer, passed the transfer level within 4 years at a rate of 15% in Spring 2001 and 18% in Spring 2012 respectively, but since this most recent cohort has the first success rate over 16%, it’s too soon to know whether this modest gain represents real change or mere anomaly.

In contrast, we see significant improvement in English completion for students placed two levels below transfer. Transfer-level completion for these students increased from 25%, 23%, and 26% in Spring 2007, ‘08, and ‘09, respectively, to 36%, 37%, and 38%, for the 4-year cohorts finishing in Spring ‘10, ‘11, and ‘12. Unfortunately, these same gains are not matched among the much larger group of students placing one level below transfer, who passed transfer-level English within 4 years at a rate of 53% in Spring ‘07 and a rate of 51% in Spring 2012.” (See **Appendix III**).

RETENTION AND PERSISTENCE —

Indicator 1: *Compare the percentages of first-time, full-time students who returned one semester later to take at least one class at SCC for each population group.*

Findings:

- Fall semester retention rates are significantly higher than Spring semester retention rates for all students.
- **African American** students have the lowest retention rates, with Asian and White students having the highest rates. In Spring 2011, 50% of first-time African American students returned one semester later as compared to 66.7% of Asian students and 64.6% of White students. African American students have experienced a 10% drop in retention between Fall 2007 and Fall 2010.
- The number of full-time **Hawaiian/Pacific Islander** students has dropped significantly beginning in Fall 2009.
- **Male** students have a lower retention rate than female students. In Spring 2011, 56.5% of male students were retained next term as compared to 65.7% of female students.
- Students in the **20-24 age group** have the lowest rates in the most recent semester, while the 25-29 group shows the biggest decline.

Indicator 2: *The percentage of degree or transfer-seeking students who enrolled in three consecutive terms.*

The “Persistence” data contained the SCC *Student Success Scorecard*, for the 6-year period ending Spring 2012, reveals the following:

Findings:

- **African American** student persistence rates (for both college-prepared and under-prepared students) at 52.7% are lower than any other group and lower than the overall persistence rate of 59.2%. College-prepared African American students show a 46.2% persistence rate as compared to the 56.8% rate of all college-prepared students. African American students who are underprepared for college show at 54% persistence rate as compared to the 60.2% rate of all students underprepared for college.
- Students, who are college-prepared and in the **20-24 age group**, have lower persistence rates than any other age group at 37.5% and in comparison to the 54.4% overall rate of students in the 20-24 age group.

DEGREE AND CERTIFICATE COMPLETION —

Indicator 1: *Compare the percentage of students who complete a degree, certificate, or transfer program for each population group during the period 2007-11.*

Findings:

- **African American** student completion rates for Associate degrees are lower than any other group. African American graduation rates were 11.21% in 2006-07; decreased to 9.36% in 2008-09, and, notably, increased to 12.83% in 2010-11. However, certificate completion rates are at a higher proportion than other groups.
- **Hispanic** student completion rates for Associate degrees are at a proportion similar to their percentage of the student population. Hispanic graduation rates were 15.3% in 2006-07 and have steadily decreased in subsequent years, to 12.73% in 2010-11. Certificate completion is at a higher rate than degree completion.
- **Male** student completion rates are lower than female completion rates. Male student graduation rates have decreased from 36.82% in 2006-07 to 35.83% in 2010-11, as compared with female graduation rates of 63.18% in 2006-07 and 63.5% in 2010-11.
- **DSP** students, in general, graduate at a higher proportion than their population (7.6% in 2010-11), although many more earn certificates rather than degrees (88.89% in 2010-11).

Indicator 2: *Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate, or transfer-related outcomes.*

The “Completion” data in the SCC Student Success Scorecard shows the following:

Findings:

- Overall, **less than half (49.7%) of the tracked SCC students** for the 6-year period ending Spring 2012 **earned a degree** and/or certificate or transfer to a four-year institution.
- **Only 38.9 % of our students who were unprepared** for college—those who may be considered **basic skills and ESL** students—**completed a degree**, certificate, or transfer course patterns (i.e. IGETC or CSU General Education courses).
- Completion rates of all basic skills students, especially **African American** and **Hispanic** students, are lower than other groups (34.8% for African Americans and 34.1% for Hispanic students).
- Completion rates for **White** and **Filipino** students who are unprepared for college are also unacceptably low, at 39.7% and 43.6% respectively.

TRANSFER—

Indicator: *The ratio of the number of students by population group who complete 12 credit units and attempted a transfer level math or English course to the number of students in that group who actually transfer after one or more (up to six) years.*

Findings:

- Students in higher age groups are less likely to transfer, with students in the 18-19 age group showing the highest transfer rates with 35% transferring within six years. Students in the 30-34 age group had the lowest transfer rates, with 11% transferring within six years.
- **Hispanic** students, followed by **White** students, have the lowest transfer rates of the groups, with 26% and 31% transferring, respectively.
- **Asian** and **Filipino** students have the highest transfer rate among the groups, with 42% and 39% transferring with six years, respectively.
- The “Unknown” category group show high levels of transfer, with 46% of students transferring within 6 years.

IV. Goals and Activities:

GOAL #1: ACCESS

Increase the proportion of underrepresented student enrollment to match or exceed that of the population within the district and community. Note: **SSI** refers to the Student Success Initiative requirement that is met by implementing the Activity below.

Objective	Responsibility	Activity	Expected Outcome(s)
1.0 Increase White, Asian/ Pacific Islander, disabled, male, and ESL student enrollment.	Outreach and Public Relations Manager, Dean of Research and Planning, and Institutional Effectiveness	<ol style="list-style-type: none"> (1) Develop a comprehensive plan to better coordinate outreach activities. (2) Develop outreach materials, to include Non-English materials, to recruit male, Hispanic, Asian, ESL, and disabled students and distribute in the community. (3) Market and promote evening and online classes to working students, especially males; including veterans and active military at Travis AFB. (4) Promote career pathways in SCC literature, including non-traditional career fields and training opportunities at SCC 	<ul style="list-style-type: none"> • By 2013-14: A coordinated master calendar of events, to, include community and college activities, will be developed and maintained. • By 2014-15, Student Equity planning is integrated into UPDATES to institutional plans, e.g., Educational Master Plan, Student Success and Support (SSS) Program Plan, Enrollment Management, Program Reviews, etc. • By 2014-15: Outreach activities and materials targeting male, White, Asian, ESL, and disabled students will be developed to expand recruitment. 2014-2015.
	S-P, IVPAA, Academic Senate President, Outreach and Public Relations Manager	<p><u>Strengthen High School Partnerships and College Readiness:</u> Strengthen collaborative efforts between the College and 13 feeder high schools in County to:</p> <ul style="list-style-type: none"> • Provide additional outreach to underrepresented students at the high schools. • Collaborate with Academic Senate and local K-12 Districts on Common Core Standards (SSI 1.1) 	<ul style="list-style-type: none"> • By 2014-15: Student enrollments from the local high schools demonstrate increased student awareness of postsecondary opportunities at SCC. • By 2014-15: Implement plan to strengthen partnerships with local high schools, placing emphasis on math and English curriculum alignment for strengthening college readiness.
	SP, Dean of Students, Dean of Counseling, Director of Financial Aid, Director of Admissions and Records, Chief Information Officer, and Student Services Managers	<p><u>Enhance and Improve Student Success and Support Programs:</u> Develop SSS Plan, including supporting access to programs and activities such as Counseling, Puente, MESA, EOPS, Cal WORKS, DSP, Learning Communities Tutoring, Academic Success Center Workshops and support programs that target underrepresented groups. Plan to include the exploration of centralized technology solutions to better guide students (SSI 2.3)</p>	<ul style="list-style-type: none"> • Annually, evaluate programs and publicize results. • By 2014-15, Student Success and Support Plan (SB 1457) developed and implemented to, in part, identify and address barriers for White, Asian/PI, disabled, and ESL students. • By 2015-16, Institutional program reviews and Program Learning Outcomes and other assessments demonstrate increased student knowledge and access to support services and programs.

GOAL #2: BASIC SKILLS AND ESL COURSE COMPLETION

Increase the number of all students, especially of African American, Hispanic, male, ESL and disabled students, in basic skills and ESL classes who complete a college-level course in the same discipline goal.

Objective	Responsibility	Activity	Expected Outcome(s):
2.0 Implement Basic Skills Initiative 5 year Plan (2013-18) to address those students lacking college readiness.	BSI Coordinator, Basic Skills Coordinators, and Faculty coordinators; VPAA; Outreach and Public Relations Manager	<ul style="list-style-type: none"> Support cohort-model programs such as Umoja and First Year Experience to offer summer bridge, supplemental instruction, embedded tutoring, and counseling. Analyze student success data in developing curriculum, materials, labs, and dept.-wide assessments. Support the growth of the ESL program. Support faculty development in basic skills and ESL best practices. Explore alternative basic skills curriculum. (SSI 5.1). 	<ul style="list-style-type: none"> Annually, increase the number of basic skills and ESL students who complete a college-level course in the same discipline. Annually, College basic skills program will implement and evaluate Basic Skills and ESL Plan activities for each particular year, and report findings publicly.
2.1 Provide comprehensive student support resources for entering freshmen.	IVPAA, Dean of Counseling, Dean of Student Services, Director of Admissions and Records, Basic Skills, Coordinators, Academic Success Center Coordinator	<ul style="list-style-type: none"> Research and identify multiple measures that can be used to develop a college readiness indicator, along with effective practices to assist underprepared students. (SSI 2.4) Require all students to complete assessment, orientation, and student education plan. (SSI 2.2) Coordinate basic skills support efforts, including Academic Success workshops aimed at basic skills/ESL students, and support Academic Success workshop attendance (SSI 6.1) Provide ESL Student training to all Student Services and faculty on annual basis (at Flex Cal). Develop materials pertaining to college resources and class schedules and publish online and in print (include Spanish and/or other languages). Coordinate with Academic Success Center to develop a plan for more targeted outreach and workshops specifically addressing student resource needs. 	<ul style="list-style-type: none"> By 2013-14, Academic Success Center plan for targeted outreach and workshops is developed, with annual evaluation and necessary modification for subsequent year. By 2014-15, College will implement policy to require all students to complete assessment, orientation, and student education plans. By 2014-15, Flex Cal annual activity includes ESL Student training workshop (attendance sheet indicates wide participation by Student Services staff and faculty). By 2014-15, bilingual information materials are developed and disseminated online and in print. By 2015-16, SCC website is redesigned and updated for increased access to college resources and information, including class schedules.

GOAL #3: RETENTION AND PERSISTENCE

Increase the percentages of first-time, full-time students who return one semester later to take at least one class and increase the percentage of degree-seeking students who attend for three consecutive semesters, especially African American, Hawaiian or Pacific Islander, and male students, and 20-24 age group students.

Objective	Responsibility	Activity(ies)	Expected Outcome(s)
3.0 Plan and implement Student Success Initiative activities that impact retention and persistence, especially target groups.	IVP of Academic Affairs, Academic Deans, Dean of Counseling, Dean of Students, Director of Admissions and Record, Faculty	Implement SB 1457 Student Success Initiative (SSI) activities such as: <ul style="list-style-type: none"> • Require students to complete assessment, orientation, and education plan as well as declare a major. (SSI 2.2) • Provide incentives such as priority registration to students who complete above core services. (SSI 3.1) • Promote full-time enrollment attendance. (SSI 3.3) • Schedule course offerings to meet student needs. (SSI 4.1) , to include basic skills, IGETC and CSU courses at all 3 campuses 	<ul style="list-style-type: none"> • Widely publicize SB 1457 requirements and establish SSI work groups, as needed. • In 2013-14, establish benchmark information and monitor yearly progress. Student success rates for all new students who participate in mandatory services, particularly for underprepared students in target groups, should increase.
3.1 Support programs and activities that focus on retention and persistence, especially target groups.	IVPAA, Program Faculty	Develop, support, and promote programs designed to increase African American, Hawaiian/PI, male, and 20-24 aged students, i.e. Puente and UMOJA Learning Communities, African American Male Scholars, MESA, EOPs, and student clubs. (SSI 2.4) .	Annually, evaluate all programs, publicize results, and revise goals and activities as needed.
3.2 Provide faculty and staff professional development training to meet the needs of all students, particularly, underprepared students who are African American, Hispanic, Asian/PI, and DSP students.	IVPAA ,Flex Cal Committee, Basic Skills, Coordinator, Academic Success Center (ASC), and DE Coordinator	Increase support for faculty and staff professional development, topics to include: <ul style="list-style-type: none"> • Student Success Initiative and Basic Skills best practices. • Emerging technologies that aid online and face-to-face teaching. • Opportunities that increase cultural competency to address student success and persistence of target groups. • Strategies that foster interactive engagement, particularly for at-risk students. (SSI 6.1, 6.2) 	<ul style="list-style-type: none"> • Evaluate all professional activities annually. • Survey Flexible Calendar activities annually and evaluate effectiveness pertaining to SEP.

GOAL #4: DEGREE AND CERTIFICATE COMPLETION

Increase the percentage of degree and/or transfer-seeking students who complete a degree, certificate, or transfer, particularly African American, Hispanic, white male, and Filipino students who are unprepared for college.

Objective	Responsibility	Activity(ies)	Expected Outcome(s)
4.0 Require Declaration of Course of Study (freshmen)	Director of Admissions, Dean of Counseling, Counseling Faculty	Design Student Service policy and procedures that requires incoming students to declare a major. (SSI 2.5)	By 2014-15, 100% of incoming students will declare a degree/certificate/ transfer major goal, to include the evaluation of counseling efforts and to document unmet needs.
4.1 Promote Degree Completion.	Superintendent-President, Deans, Student Services Managers, Outreach and Public Relations Manager	<ul style="list-style-type: none"> Publicize importance of declaring a major early on. Develop publications and/or availability of degree listings and career pathways, to include flyers, signage, and other promotional materials. 	Annually, increase completion rates of students, particularly target groups.
4.2 Require all students to complete a Student Education Plan.	Dean of Counseling, Director of Admissions	Provide Student Educational Plan sessions, and where appropriate, in conjunction with assessment testing and orientation for small groups, especially basic skills students.	By 2014-15, 100% of students are provided with course planning and SEPs which lead to increased completion rates. Evaluate annually.
4.3 Require all students with 30+ units to see a counselor.	Dean of Counseling, Deans, Director of Admissions	Counseling and/or each School will contact/email students with 30+ units and/or students in targeted certificate programs early in semester to encourage contact with counselor. Course unit accumulation, specifically 30+, tend to be positively correlated with completion and wage gain. Evaluate early counseling and monitor graduate rates.	By 2015-16, implement and evaluate plan to increase number of graduating students who meet with counselor to review graduation status early.
4.4 Conduct comprehensive degree audits for students.	Director of Admissions and Records, and Director of Information Technology	Implement degree audit (i.e. Degree Works) program for Admissions and Records excluded in existing BANNER system.	By 2014-15, Degree Works is implemented. Annual data reports indicate increased completion rates of underprepared students. Continue to evaluate annually.

GOAL #5: TRANSFER

Improve transfer rates of all students, especially African American and Hispanic students.

Objective	Responsibility	Activity(ies)	Expected Outcome(s)
5.1 Increase transfer rates for all students	Dean of Counseling, Academic Success Center Coordinator, Outreach and Public Relations Manager	<ul style="list-style-type: none">• Provide Counseling and Academic Success Center services targeting underrepresented groups.• Publicize the transfer mission through Counseling and Academic Success Center activities; website home page, catalog cover, schedule cover, mailings to students, press releases, transfer recognition event, posters. Highlight diverse student populations.	Increased numbers of students, especially African American and Hispanic students. Review benchmark data in 2013-2014 and establish measurable goals and evaluation outcomes annually.

V. Budget and Sources of Funding

The sources of funding for the proposed activities include both internal and external sources of funding. Funding resources include:

- Categorical funding
- Grants
- General fund allocations for support programs
- General fund allocations for salaries of educational administrators, faculty, and student services and support staff
- General fund allocation for faculty and staff development
- Strategic Proposal funding

Solano Community College will use existing resources by shifting emphasis in some programs to accommodate new Student Equity activities. The College, through its integrated planning process and resource allocation process, will consider student equity goals in allocating faculty and staff resources and strategic proposal allocations. With regard to external resources; Solano Community College will submit grant applications to address Student Equity activities. Examples include:

- Talent Search Program, U.S. Department of Education
- Title III Strengthening Institutions Program, U.S. Department of Education
- Title V Hispanic-Serving Institutions Program, U.S. Department of Education
- TRIO Student Support Program, U.S. Department of Education
- National Science Foundation
- CA Community Colleges Chancellor's Office Grants

VI. Integration of Equity Plan into College Planning

Integration of the Student Equity Plan into the College's planning processes is an institutional priority. Outcomes and projects contained in the Student Equity Plan will be recorded by the responsible parties in the Planning and Assessment Database maintained by the Office of Institutional Research and Planning, thereby linking these plans to other major College plans.

VII. Evaluation Schedule and Process

Evaluation will consist of an annual review cycle involving two components. The first component will be to evaluate the actual results in implementing all proposed activities. The purpose of this evaluation component is to ensure that all aspects of the plan are being implemented. On an annual basis, individuals responsible for each planned activity will submit a report to the Student Equity Coordinator pertaining to activity results, any barriers to carrying out the activities, and a plan to address barriers.

The second part of the evaluation focuses on assessing the “student equity indicators “of the SEP for (1) Access, (2) Basic Skills/ESL Course Completion, (3) Retention and Persistence, (4) Degree/Certificate Completion, and (5) Transfer. The assessment data will become part of the published Instructional Program Reviews, allowing the widest dissemination to the campus community and to the public. The Student Equity Committee will review the data, update the Plan, and submit it to the campus community and Board of Trustees for approval annually and/or as needed.

Contact Person

The contact person for the Solano Community College Student Equity Plan is noted below.

Chief Student Services Officer
Solano Community College
Tel. (707) 864-7159
Email: shirley.lewis@solano.edu

APPENDIX I: Student Equity Plan Data, Fall 2007-Fall 2010.

Prepared by Office of Institutional Research, Solano Community College

Part A. 2010 Census County Data

All data comes from <http://www.census.gov/> factfinder pages.

Data for Ethnicity, gender and age group comes file DP1 (2010 Demographic Profile SF), while data for ESL status and DSP status comes from DP-02 (2010 ACS 1-year estimates).

Ethnicity

	n	%
Hispanic or Latino	99,356	24.0%
Not Hispanic or Latino	313,988	76.0%
White alone	168,628	40.8%
Black or African American alone	58,743	14.2%
American Indian and Alaska Native alone	1,864	0.5%
Asian alone	59,027	14.3%
Native Hawaiian and Other Pacific Islander alone	3,243	0.8%
Some Other Race alone	1,463	0.4%
Two or More Races	21,020	5.1%

Gender

	n	%
Male population	206,195	49.9
Female population	207,149	50.1
Total	413,344	100

ESL Status

	n	%
Population 5 years and over	387,573	
English only	271,488	70.0%
Language other than English	116,085	30.0%
Speak English less than "very well"	46,613	12.0%

DSP Status

	n	%
Total Civilian Non-institutionalized Population	398,546	
With a disability	39,376	9.9%

Age Group

	n	%
Less Than 15 years	82738	20.0%
15 to 19 years	30,484	7.4%
20 to 24 years	28,761	7.0%
25 to 29 years	28,596	6.9%
30 to 34 years	26,318	6.4%
35 to 39 years	26,355	6.4%
40 to 44 years	28,068	6.8%
45 to 49 years	31,946	7.7%
50 to 54 years	32,004	7.7%
55 to 59 years	28,009	6.8%
60 to 64 years	23,218	5.6%
65 to 69 years	15,031	3.6%
70 to 74 years	10,966	2.7%
75 to 79 years	8,584	2.1%
80 to 84 years	6,254	1.5%
85 years and over	6,012	1.5%
Total	413,344	100.0%

Part B. CCCC/MIS DATA

Data come from CCCC Datamart MIS Tables. (Fall 2007- Fall 2011) Tables include ST and SD. ESL Student is approximated by counting any student that has taken at least 1 ESL class at SCC. Students are filtered to only include those with a headcount code of A,B,C or F representing those student who receive apportionment for.

Tables show number for each semester. Second table shows percent.

1. ACCESS (CCCC/MIS DATA)

Ethnicity

	Term									
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	
African American	1,859	2,051	1,744	2,037	1,839	2,029	1,992	1,766	1,706	
American Indian / Alaskan Native	92	106	108	125	99	79	67	60	46	
Asian	2,063	2,131	1,914	1,950	1,681	1,744	1,613	1,424	1,387	
Hawaiian or PI	241	235	233	228	160	155	123	117	96	
Hispanic	1,805	1,919	1,698	1,798	1,735	1,795	1,888	1,862	2,126	
Two or more races					258	283	465	463	705	
Unknown	654	697	2,119	1,755	2,915	2,252	2,018	2,978	1,637	
White	4,521	4,646	4,034	4,262	3,574	3,657	3,670	3,295	3,330	
Grand Total	11,235	11,785	11,850	12,155	12,261	11,994	11,836	11,965	11,033	

	Term									
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	
African American	16.55%	17.40%	14.72%	16.76%	15.00%	16.92%	16.83%	14.76%	15.46%	
American Indian / Alaskan Native	0.82%	0.90%	0.91%	1.03%	0.81%	0.66%	0.57%	0.50%	0.42%	
Asian	18.36%	18.08%	16.15%	16.04%	13.71%	14.54%	13.63%	11.90%	12.57%	
Hawaiian or PI	2.15%	1.99%	1.97%	1.88%	1.30%	1.29%	1.04%	0.98%	0.87%	
Hispanic	16.07%	16.28%	14.33%	14.79%	14.15%	14.97%	15.95%	15.56%	19.27%	
Two or more races					2.10%	2.36%	3.93%	3.87%	6.39%	
Unknown	5.82%	5.91%	17.88%	14.44%	23.77%	18.78%	17.05%	24.89%	14.84%	
White	40.24%	39.42%	34.04%	35.06%	29.15%	30.49%	31.01%	27.54%	30.18%	
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

	Term									
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	
African American	17.57%	18.50%	17.92%	19.59%	19.68%	20.83%	20.29%	19.65%	18.16%	
American Indian / Alaskan Na..	0.87%	0.96%	1.11%	1.20%	1.06%	0.81%	0.68%	0.67%	0.49%	
Asian	19.50%	19.22%	19.67%	18.75%	17.99%	17.90%	16.43%	15.85%	14.76%	
Hawaiian or PI	2.28%	2.12%	2.39%	2.19%	1.71%	1.59%	1.25%	1.30%	1.02%	
Hispanic	17.06%	17.31%	17.45%	17.29%	18.56%	18.43%	19.23%	20.72%	22.63%	
Two or more races					2.76%	2.90%	4.74%	5.15%	7.50%	
White	42.73%	41.90%	41.46%	40.98%	38.24%	37.54%	37.38%	36.66%	35.44%	
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

Gender

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
F	6,779	7,106	7,042	7,128	7,194	7,050	6,908	6,983	6,505
M	4,456	4,679	4,624	4,818	4,898	4,780	4,763	4,834	4,403
X			184	209	169	164	165	148	125
Grand Total	11,235	11,785	11,850	12,155	12,261	11,994	11,836	11,965	11,033

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
F	60.34%	60.30%	59.43%	58.64%	58.67%	58.78%	58.36%	58.36%	58.96%
M	39.66%	39.70%	39.02%	39.64%	39.95%	39.85%	40.24%	40.40%	39.91%
X			1.55%	1.72%	1.38%	1.37%	1.39%	1.24%	1.13%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

ESL Status

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Non ESL Student	11,083	11,636	11,683	11,982	12,070	11,817	11,666	11,759	10,857
ESL Student	152	149	167	173	191	177	170	206	176
Grand Total	11,235	11,785	11,850	12,155	12,261	11,994	11,836	11,965	11,033

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Non ESL Student	98.58%	98.67%	98.50%	98.46%	98.30%	98.48%	98.57%	98.23%	98.42%
ESL Student	1.42%	1.33%	1.50%	1.54%	1.70%	1.52%	1.43%	1.77%	1.58%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

DSP Status

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Non DSP	10,880	11,367	11,365	11,702	11,668	11,348	11,230	11,344	10,562
DSP Student	355	418	485	453	593	646	606	621	471
Grand Total	11,235	11,785	11,850	12,155	12,261	11,994	11,836	11,965	11,033

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Non DSP	96.84%	96.45%	95.91%	96.27%	95.16%	94.61%	94.88%	94.81%	95.73%
DSP Student	3.16%	3.55%	4.09%	3.73%	4.84%	5.39%	5.12%	5.19%	4.27%
Grand Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Age Group

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Less than 18	718	928	762	585	553	469	440	433	409
18-19	2,716	2,557	2,910	2,671	2,785	2,514	2,741	2,439	2,578
20-24	3,260	3,470	3,493	3,778	3,793	3,963	3,863	4,058	3,692
25-29	1,290	1,342	1,347	1,544	1,610	1,656	1,592	1,669	1,460
30-34	763	820	840	921	901	870	868	916	796
35-39	595	647	638	692	655	628	605	648	544
40-49	1,107	1,137	1,033	1,103	1,065	1,043	961	1,000	852
50+	785	883	825	860	899	851	766	802	702
Unknown	1	1	2	1					0
Grand Total	11,235	11,785	11,850	12,155	12,261	11,994	11,836	11,965	11,033

	Term								
	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
Less than 18	6.4%	7.9%	6.4%	4.8%	4.5%	3.9%	3.7%	3.6%	3.7%
18-19	24.2%	21.7%	24.6%	22.0%	22.7%	21.0%	23.2%	20.4%	23.4%
20-24	29.0%	29.4%	29.5%	31.1%	30.9%	33.0%	32.6%	33.9%	33.5%
25-29	11.5%	11.4%	11.4%	12.7%	13.1%	13.8%	13.5%	13.9%	13.2%
30-34	6.8%	7.0%	7.1%	7.6%	7.3%	7.3%	7.3%	7.7%	7.2%
35-39	5.3%	5.5%	5.4%	5.7%	5.3%	5.2%	5.1%	5.4%	4.9%
40-49	9.9%	9.6%	8.7%	9.1%	8.7%	8.7%	8.1%	8.4%	7.7%
50+	7.0%	7.5%	7.0%	7.1%	7.3%	7.1%	6.5%	6.7%	6.4%
Unknown	0.0%	0.0%	0.0%	0.0%					0.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

2. BASIC SKILLS PASS RATES (CCCCO/MIS DATA)

Tables show percentage of students successful (gain a grade of A, B, C, CR, IA, IB, IC, IPP, P) in groups of basic skills courses. The colored squares give a visual indication of numbers of students and success rate. The larger the square the more students in a particular group, while the color shifts from red to green as success rate improves.

Ethnicity

Course ID (group)	IPEDS Race Desc	Term								
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
English Basic Skills	African American	56%	51%	59%	53%	52%	47%	58%	50%	55%
	American Indian / Alaskan Na..	74%	59%	58%	75%	67%	67%	67%	86%	100%
	Asian	74%	62%	76%	68%	65%	70%	78%	70%	71%
	Hawaiian or PI	79%	63%	66%	70%	70%	41%	94%	33%	71%
	Hispanic	71%	62%	73%	62%	65%	65%	73%	66%	65%
	Two or more races					40%	65%	69%	66%	61%
	Unknown	66%	69%	59%	59%	67%	65%	74%	62%	64%
White	69%	65%	67%	65%	65%	65%	74%	69%	71%	
ESL Basic Skills	African American	100%	50%	0%	0%	0%	0%			100%
	Asian	64%	33%	75%	43%	53%	47%	73%	86%	100%
	Hawaiian or PI	100%								
	Hispanic	60%	55%	56%	46%	60%	68%	86%	61%	72%
	Two or more races									67%
	Unknown	0%		60%	67%	44%	50%	78%	55%	100%
White	67%	100%	50%		0%	40%	25%	100%	100%	
Math Basic Skills	African American	43%	37%	36%	40%	45%	41%	38%	43%	42%
	American Indian / Alaskan Na..	25%	50%	40%	40%	0%	50%	83%	75%	50%
	Asian	72%	61%	50%	63%	50%	59%	50%	48%	69%
	Hawaiian or PI	63%	75%	43%	0%	38%	80%	29%	40%	33%
	Hispanic	61%	43%	47%	36%	50%	54%	55%	45%	49%
	Two or more races					10%	50%	48%	37%	48%
	Unknown	50%	67%	40%	41%	51%	47%	44%	52%	52%
White	71%	64%	60%	63%	58%	52%	58%	61%	61%	

Gender

Course ID (group)	Gender	Term								
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
English Basic Skills	F	69%	60%	71%	64%	64%	63%	74%	65%	68%
	M	66%	60%	62%	59%	61%	59%	67%	60%	60%
	X			68%	41%	44%	64%	69%	47%	76%
ESL Basic Skills	F	69%	56%	67%	48%	43%	54%	72%	78%	83%
	M	27%	43%	38%	33%	50%	56%	78%	50%	90%
	X					33%			0%	
Math Basic Skills	F	62%	51%	48%	49%	53%	51%	53%	54%	55%
	M	51%	44%	42%	45%	44%	44%	43%	45%	46%
	X			17%	17%	0%	67%	56%	50%	67%

ESL Status

Course ID (group)	N ESL (group)	Term								
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
English Basic Skills	Non ESL	67%	59%	66%	62%	63%	61%	71%	62%	65%
	ESL Student	82%	68%	91%	71%	71%	70%	81%	77%	64%
ESL Basic Skills	ESL Student	61%	53%	60%	46%	44%	54%	74%	70%	84%
Math Basic Skills	Non ESL	58%	49%	45%	48%	49%	48%	49%	50%	51%
	ESL Student	75%	50%	80%	14%	44%	70%	81%	81%	94%

DSP Status

Course ID (group)	Dis Desc (group)	Term								
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
English Basic Skills	Non DSP	69%	61%	68%	63%	64%	62%	72%	63%	66%
	DSP Student	55%	52%	56%	52%	54%	54%	58%	59%	54%
ESL Basic Skills	Non DSP	63%	55%	58%	46%	45%	54%	74%	71%	83%
	DSP Student	0%	0%	100%		0%			50%	100%
Math Basic Skills	Non DSP	61%	51%	48%	50%	52%	49%	50%	50%	53%
	DSP Student	39%	36%	28%	31%	34%	47%	41%	48%	45%

Age Group

Course ID (group)	Age (group)	Term								
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
English Basic Skills	Less Than 18	72%	91%	70%	74%	72%	92%	79%	56%	74%
	18-19	69%	60%	67%	58%	65%	62%	74%	64%	68%
	20-24	63%	55%	69%	64%	57%	60%	65%	57%	60%
	25-29	69%	67%	63%	67%	63%	58%	66%	64%	59%
	30-34	76%	61%	65%	67%	59%	59%	70%	70%	62%
	35-39	63%	59%	79%	57%	61%	66%	72%	66%	68%
	40-49	61%	60%	58%	66%	66%	66%	65%	68%	61%
	50+	68%	65%	72%	58%	62%	54%	69%	67%	59%
ESL Basic Skills	Less Than 18	100%	0%	0%	0%	0%	25%	100%	100%	100%
	18-19	67%	0%	100%	0%	0%	25%	100%	80%	100%
	20-24	45%	75%	55%	0%	60%	75%	88%	56%	58%
	25-29	0%	0%	83%	33%	50%	38%	25%	100%	100%
	30-34	67%	20%	43%	67%	33%	50%	88%	57%	100%
	35-39	88%	50%	56%	50%	100%	38%	50%	67%	100%
	40-49	60%	71%	88%	33%	38%	73%	100%	69%	80%
	50+	57%	67%	33%	75%	50%	80%	33%	100%	100%
Math Basic Skills	Less Than 18	45%	60%	20%	25%	60%	33%	50%	64%	48%
	18-19	51%	44%	34%	28%	37%	31%	39%	42%	45%
	20-24	49%	38%	42%	41%	46%	42%	47%	45%	48%
	25-29	70%	53%	47%	60%	52%	62%	62%	57%	55%
	30-34	67%	55%	60%	48%	49%	43%	60%	60%	68%
	35-39	61%	61%	64%	52%	50%	61%	63%	60%	65%
	40-49	67%	50%	49%	54%	61%	65%	56%	55%	60%
	50+	71%	57%	50%	80%	73%	48%	60%	61%	52%

3. FIRST TIME RETENTION (CCCCO/MIS DATA)

Table shows percent of first time, full time students who returned one semester later to take at least one class at SCC.

Ethnicity

		Term							
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
African American	n	136	79	121	68	109	102	122	48
	% Retained Next Term	78.7%	53.2%	81.0%	50.0%	74.3%	57.8%	68.9%	50.0%
American Indian / Alsk..	n	6	4	9	2	2	3	6	
	% Retained Next Term	83.3%	75.0%	77.8%	50.0%	50.0%	33.3%	100.0%	
Asian	n	177	49	181	38	91	37	115	24
	% Retained Next Term	90.4%	61.2%	89.5%	57.9%	80.2%	64.9%	89.6%	66.7%
Hawaiian or PI	n	28	8	24	8	7	7	7	5
	% Retained Next Term	75.0%	75.0%	83.3%	62.5%	71.4%	57.1%	100.0%	20.0%
Hispanic	n	151	44	143	41	107	66	177	44
	% Retained Next Term	82.8%	59.1%	88.1%	63.4%	77.6%	60.6%	84.2%	75.0%
Two or more races	n					50	12	74	13
	% Retained Next Term					78.0%	66.7%	83.8%	69.2%
Unknown	n	39	12	110	47	425	36	169	196
	% Retained Next Term	71.8%	75.0%	78.2%	61.7%	86.8%	63.9%	92.3%	60.7%
White	n	350	83	303	103	170	121	258	65
	% Retained Next Term	85.4%	57.8%	85.5%	63.1%	81.8%	66.9%	81.4%	64.6%
Grand Total	n	887	279	891	307	961	384	928	395
	% Retained Next Term	84.0%	58.8%	85.1%	59.3%	82.2%	62.5%	83.7%	61.8%

ESL

		Term							
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Non ESL Student	n	884	277	887	306	947	379	919	392
	% Retained Next Term	83.9%	58.5%	85.1%	59.2%	82.2%	63.3%	83.7%	62.0%
ESL Student	n	3	2	4	1	14	5	9	3
	% Retained Next Term	100.0%	100.0%	75.0%	100.0%	85.7%	0.0%	88.9%	33.3%
Grand Total	n	887	279	891	307	961	384	928	395
	% Retained Next Term	84.0%	58.8%	85.1%	59.3%	82.2%	62.5%	83.7%	61.8%

Gender

		Term							
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
F	n	463	167	455	158	493	212	509	236
	% Retained Next Term	82.7%	56.9%	86.2%	62.0%	84.4%	65.1%	84.7%	65.7%
M	n	424	112	422	147	463	169	411	154
	% Retained Next Term	85.4%	61.6%	83.6%	56.5%	79.9%	60.4%	82.7%	56.5%
X	n			14	2	5	3	8	5
	% Retained Next Term			92.9%	50.0%	80.0%	0.0%	75.0%	40.0%
Grand Total	n	887	279	891	307	961	384	928	395
	% Retained Next Term	84.0%	58.8%	85.1%	59.3%	82.2%	62.5%	83.7%	61.8%

DSP

		Term							
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Non DSP	n	863	265	868	290	921	372	889	382
	% Retained Next Term	84.1%	58.5%	84.8%	59.0%	81.8%	62.6%	83.9%	61.5%
DSP Student	n	24	14	23	17	40	12	39	13
	% Retained Next Term	79.2%	64.3%	95.7%	64.7%	92.5%	58.3%	79.5%	69.2%
Grand Total	n	887	279	891	307	961	384	928	395
	% Retained Next Term	84.0%	58.8%	85.1%	59.3%	82.2%	62.5%	83.7%	61.8%

Age Group

		Term							
		Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Less than 18	n	81	4	66	3	55	3	65	9
	% Retained Next Term	93.8%	75.0%	90.9%	100.0%	87.3%	100.0%	89.2%	66.7%
18-19	n	658	134	620	127	603	177	615	163
	% Retained Next Term	85.9%	62.7%	87.3%	64.6%	85.1%	66.7%	88.9%	67.5%
20-24	n	95	81	123	90	177	111	144	124
	% Retained Next Term	67.4%	50.6%	75.6%	51.1%	73.4%	54.1%	65.3%	54.0%
25-29	n	23	25	34	32	50	45	51	44
	% Retained Next Term	82.6%	56.0%	73.5%	62.5%	84.0%	66.7%	66.7%	68.2%
30-34	n	8	11	24	15	25	18	17	19
	% Retained Next Term	50.0%	72.7%	66.7%	66.7%	80.0%	55.6%	76.5%	36.8%
35-39	n	8	9	11	14	17	9	13	19
	% Retained Next Term	87.5%	44.4%	90.9%	42.9%	64.7%	55.6%	76.9%	73.7%
40-49	n	12	10	9	18	22	12	13	10
	% Retained Next Term	66.7%	60.0%	100.0%	55.6%	68.2%	75.0%	84.6%	70.0%
50+	n	2	5	4	8	12	9	10	7
	% Retained Next Term	100.0%	80.0%	100.0%	62.5%	91.7%	55.6%	100.0%	42.9%
Grand Total	n	887	279	891	307	961	384	928	395
	% Retained Next Term	84.0%	58.8%	85.1%	59.3%	82.2%	62.5%	83.7%	61.8%

4. COMPLETIONS (CCCCO/MIS DATA)

Ethnicity

Award Level ..	Ethnicity	Award Year				
		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Associates	African American	11.21%	9.10%	9.36%	11.96%	12.83%
	American Indian / Alaskan Na..	0.51%	0.87%	1.35%	0.79%	1.03%
	Asian	22.29%	25.35%	20.89%	22.04%	18.48%
	Hawaiian or PI	1.27%	1.30%	1.87%	0.99%	1.54%
	Hispanic	15.29%	15.06%	14.35%	13.93%	12.73%
	Two or more races	0.64%	0.33%		0.40%	0.31%
	Unknown	6.62%	9.43%	12.68%	12.85%	14.68%
	White	42.17%	38.57%	39.50%	37.06%	38.40%
Certificate	African American	15.89%	25.39%	20.32%	20.67%	19.30%
	American Indian / Alaskan Na..	0.47%	0.52%		0.96%	
	Asian	14.95%	14.51%	8.56%	10.10%	5.85%
	Hawaiian or PI	2.80%	0.52%	1.07%	1.44%	1.17%
	Hispanic	14.95%	9.84%	16.04%	18.75%	21.64%
	Two or more races	0.47%				
	Unknown	7.01%	5.18%	11.76%	7.69%	15.20%
	White	43.46%	44.04%	42.25%	40.38%	36.84%

Gender

Award Level ..	Gender	Award Year				
		2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Associates	F	63.18%	64.79%	64.45%	66.11%	63.35%
	M	36.82%	35.21%	35.55%	33.70%	35.83%
	X				0.20%	0.82%
Certificate	F	64.49%	65.80%	65.78%	73.08%	64.33%
	M	35.51%	33.16%	33.69%	26.92%	33.92%
	X		1.04%	0.53%		1.75%

DSP Status

Award Level ..	DSP Status	Award Year				
		2006/20..	2007/20..	2008/20..	2009/20..	2010/20..
Associates	Not DSP	93.38%	94.69%	94.80%	93.18%	92.40%
	DSP	6.62%	5.31%	5.20%	6.82%	7.60%
Certificate	Not DSP	81.78%	86.01%	88.77%	82.69%	88.89%
	DSP	18.22%	13.99%	11.23%	17.31%	11.11%

5. TRANSFER VELOCITY (CCCCO/MIS DATA)

The Transfer Velocity Cohort is created by evaluating all first time freshmen six years after their entry. Those students who have completed twelve credit units and attempted a transfer level math or English course are included in the Transfer Velocity Cohort. Transfer rates for years three, four, and five are retrospective and cannot be reported until the cohort is finalized at the completion of the sixth year after initial enrollment. Students with multiple college enrollments are reported as members of the Transfer Velocity Cohort for each college attended.

Age Group

Age Group*	Transferred Student	Cohort Student	Transfer Rate
18 to 19	208	598	35%
20 to 24	22	82	27%
25 to 29	7	34	21%
30 to 34	2	19	11%
35 to 39	2	15	13%
40 to 49	3	24	13%
50 and older	2	13	15%
Less than 18	135	364	37%
Unknown		0	
Total	381	1149	33%

Ethnicity

Ethnicity	Transferred Student	Cohort Student	Transfer Rate
African-American Non-Hispanic	48	146	33%
American Indian/Alaskan Native	2	11	18%
Asian	34	81	42%
Filipino	64	166	39%
Hispanic	48	184	26%
Other Non-White		0	
Pacific Islander	7	21	33%
Two or More Races		0	
Unknown/Non-Respondent/Declined	28	61	46%
White Non-Hispanic	150	479	31%
Total	381	1149	33

Gender

Gender	Transferred Student	Cohort Student	Transfer Rate
Female	230	649	35%
Male	151	500	30%
Other		0	
Total	381	1149	33%

DSP Status


Primary Disability*	Transferred Student	Cohort Student	Transfer Rate
Acquired Brain Injury	0	1	0%
Developmentally Delayed Learner		0	
Hearing Impaired	0	2	0%
Learning Disabled	1	11	9%
Mobility Impaired	3	10	30%
None	373	1079	35%
Other Disability	4	35	11%
Psychology Disability	0	8	0%
Speech/Language Impaired		0	
Visually Impaired	0	3	0%
Total	381	1149	33


APPENDIX II:

Solano Community College Student Success Scorecard, 2005-2012


Table 1.

COLLEGE PROFILE: Description of the student population and course sections offered in 2011-12





CALIFORNIA COMMUNITY COLLEGES



Solano Community College

[Click here to select a different college](#)

PROFILE

PERSISTENCE

30 UNITS

COMPLETION

REMEDIAL


CAREER TECHNICAL EDUCATION

College Profile

Description of the student population and course sections offered in 2011-12

STUDENT INFORMATION				OTHER INFORMATION	
Students				Full Time Equivalent Students	8,534.2
		ETHNICITY/RACE		Credit Sections	2,573
Female	58.4%	African American	16.5%	Non-Credit Sections	1
Male	40.4%	American Indian/Alaskan Native	0.4%	Median Credit Section Size	28
Unknown	1.2%	Asian	4.9%	Percentage of Full-Time Faculty	66.6%
		AGE			
Less than 20 years old	28.3%	Filipino	8.6%		
20 to 24 years old	32.0%	Hispanic	20.3%		
25 to 49 years old	33.2%	Pacific Islander	0.8%		
50 or more years old	6.4%	White	30.4%		
Unknown	0.0%	Two or more Races	6.6%		
		Unknown	11.4%		

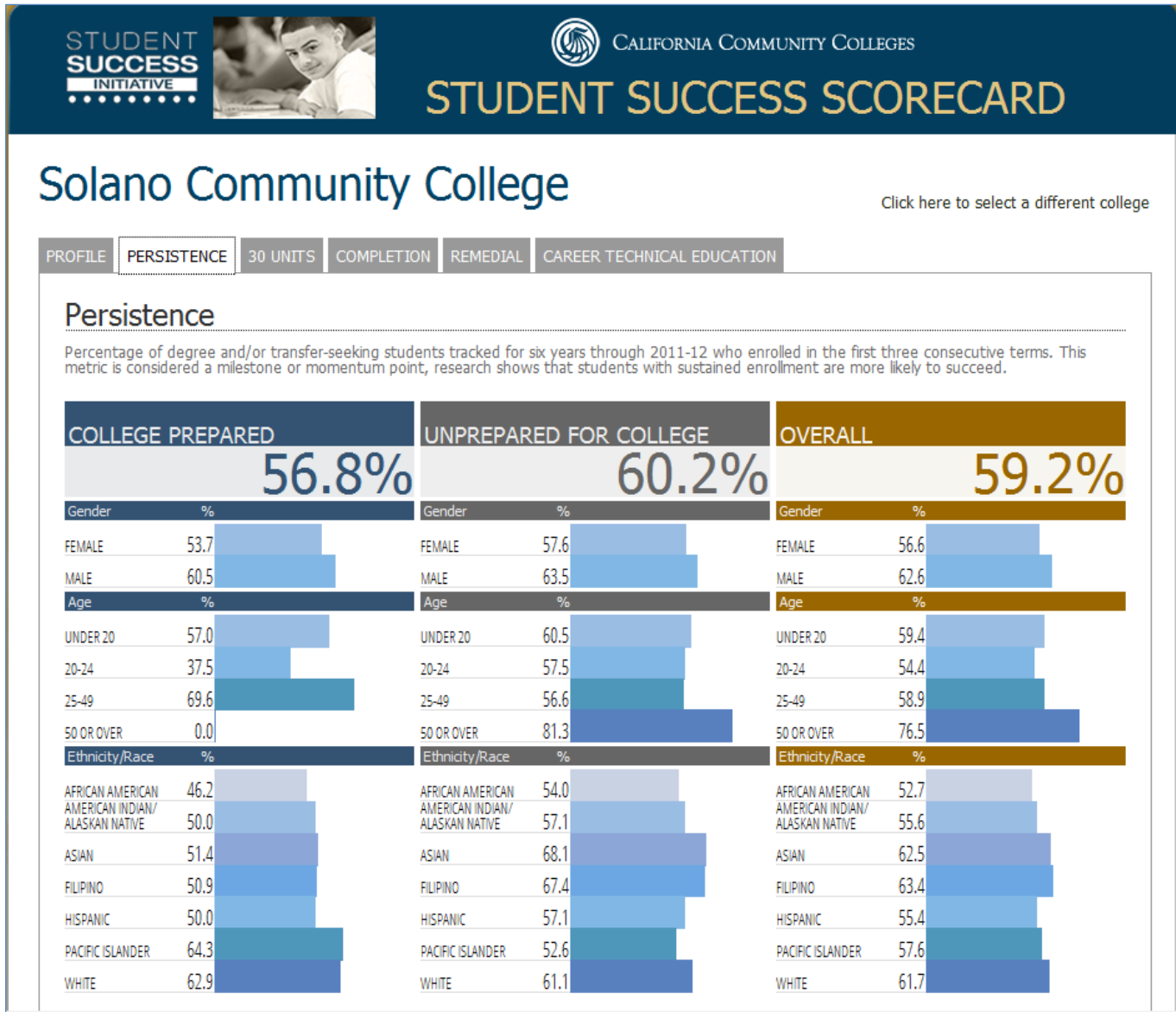
Solano Community College, established in 1945 as Vallejo Junior College, was part of the Vallejo Unified School District until 1967 when the college became a countywide institution. The college's service area encompasses the communities of Benicia, Dixon, Fairfield, Suisun, Vacaville, Vallejo and Travis Air Force Base, as well as Winters in Yolo County. The weekend college program offers expanded learning opportunities. Flexible scheduling includes day, evening and Saturday classes, held both on and off campus via television, online, home study and travel study.



District: Solano
Students: 16,097
County: Solano

Table 2: Solano Community College Student Success Scorecard

PERSISTENCE: Percentage of degree and/or transfer-seeking students tracked from six years through 2011-12 who enrolled in the first three consecutive terms. The metric is considered a milestone or momentum point. Research shows that students with sustained enrollment are more like to succeed.



COLLEGE PREPARED: Student’s lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student’s lowest course attempted in Math and/or English was remedial level

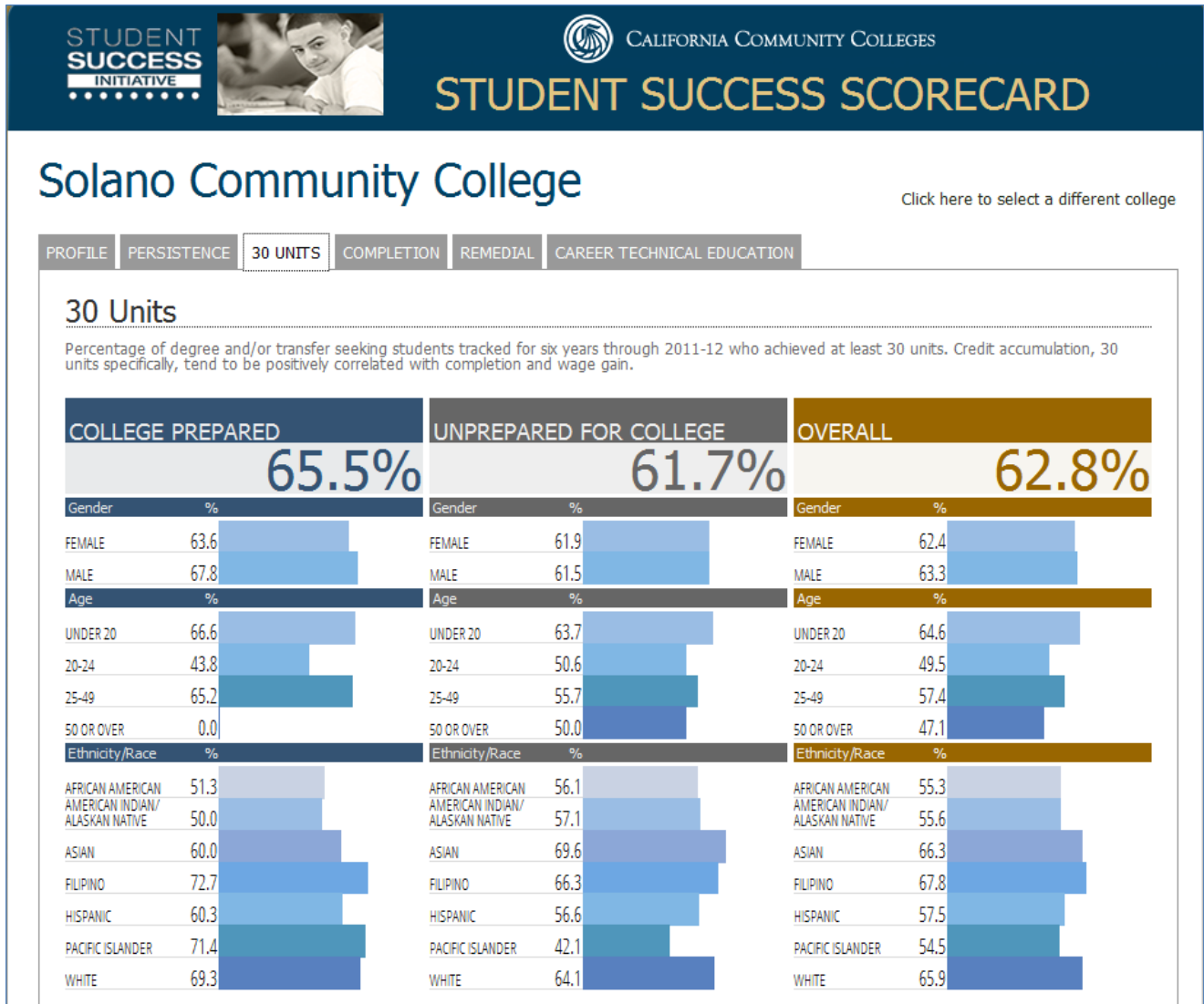
OVERALL: Student attempted any level of Math or English in the first three years

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

Table 3: Solano Community College Student Success Scorecard

THIRTY UNITS: Percentage of degree and and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.



COLLEGE PREPARED: Student’s lowest course attempted in Math and/or English was college level

UNPREPARED FOR COLLEGE: Student’s lowest course attempted in Math and/or English was remedial level

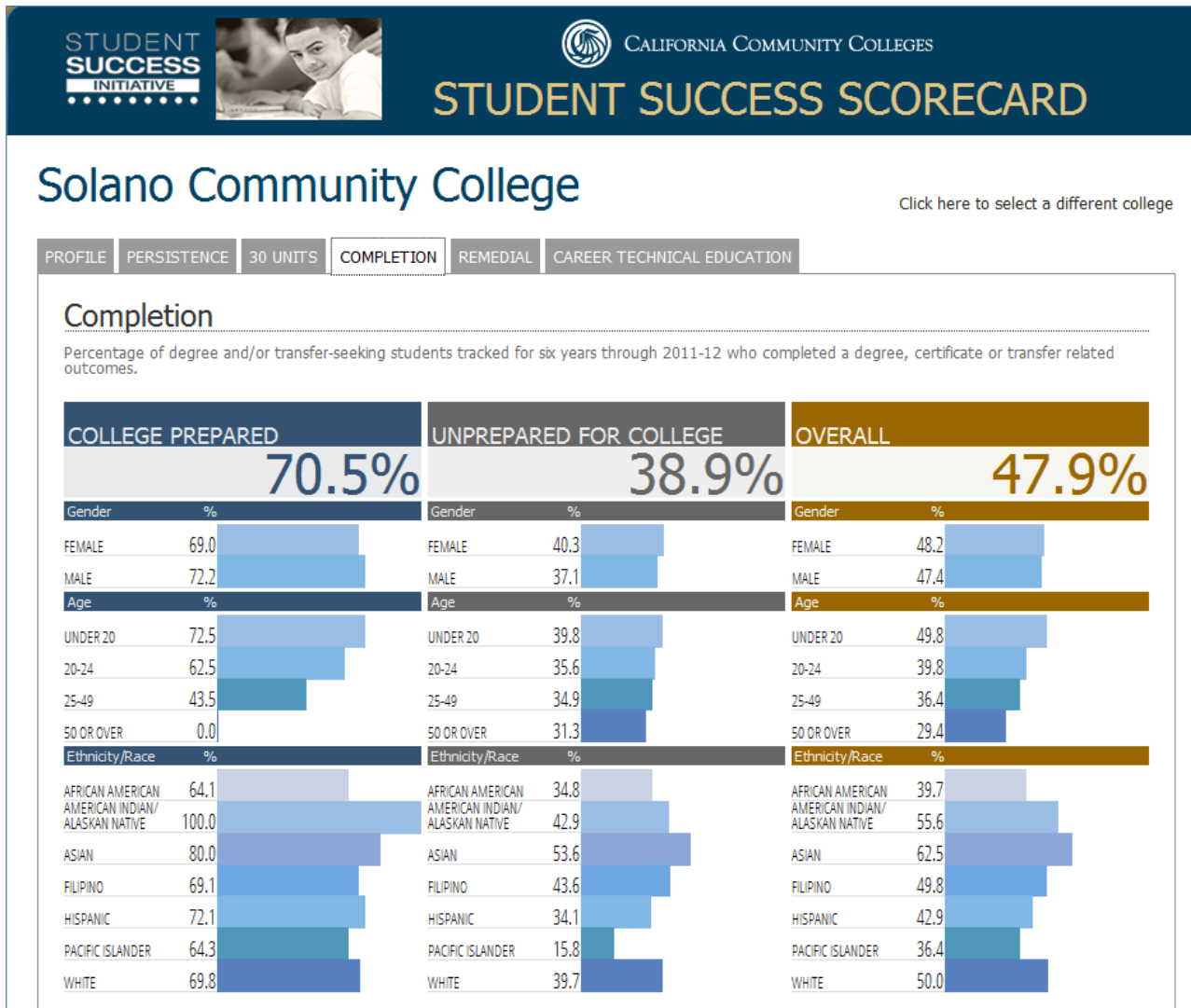
OVERALL: Student attempted any level of Math or English in the first three years

0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

Table 4: Solano Community College Student Success Scorecard

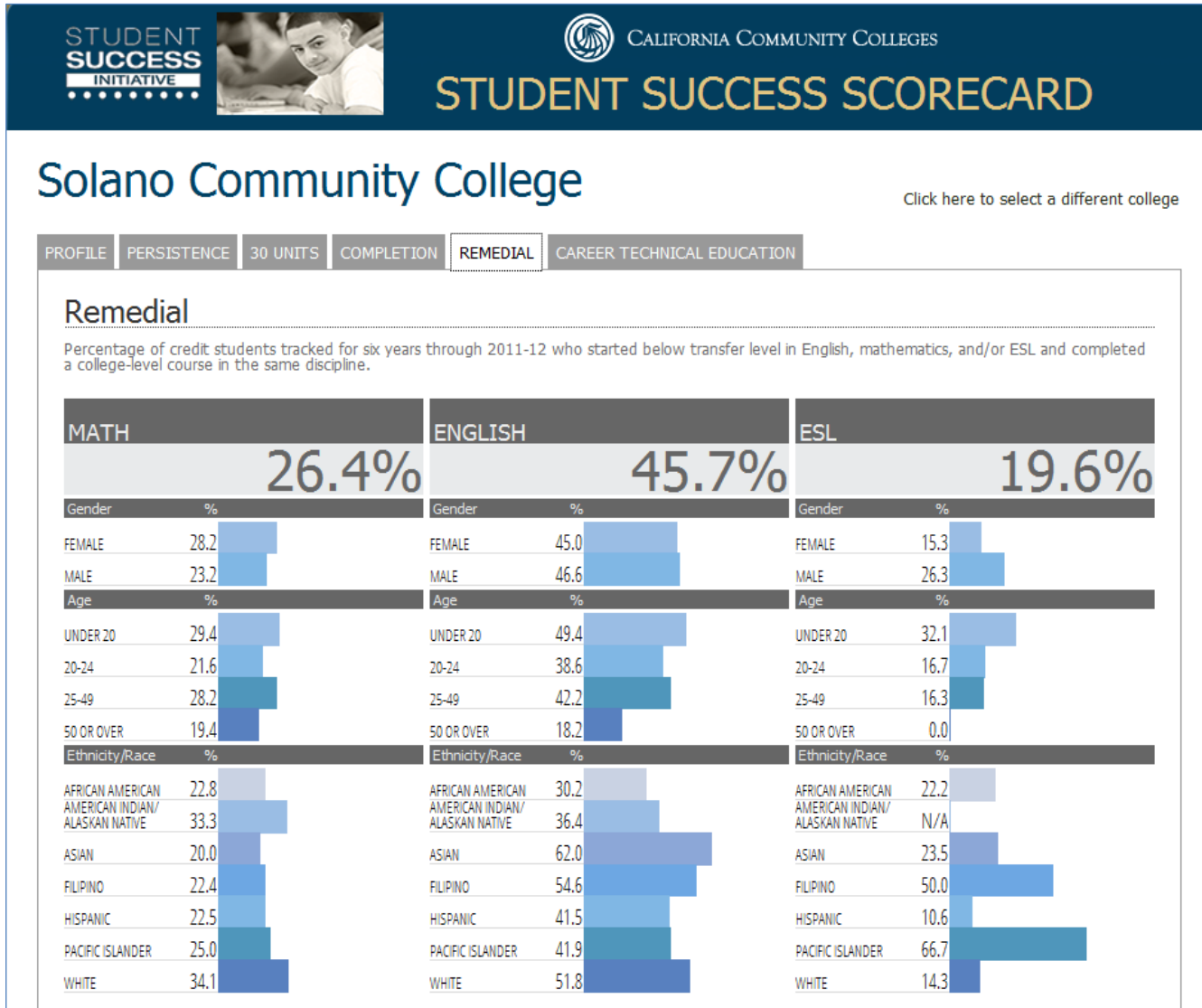
COMPLETION: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate, or transfer-related outcomes.



COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years
0%: Cohort with no students attaining an outcome
N/A: Cohort has no students

Table 5: Solano Community College Student Success Scorecard

REMEDIAL: Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

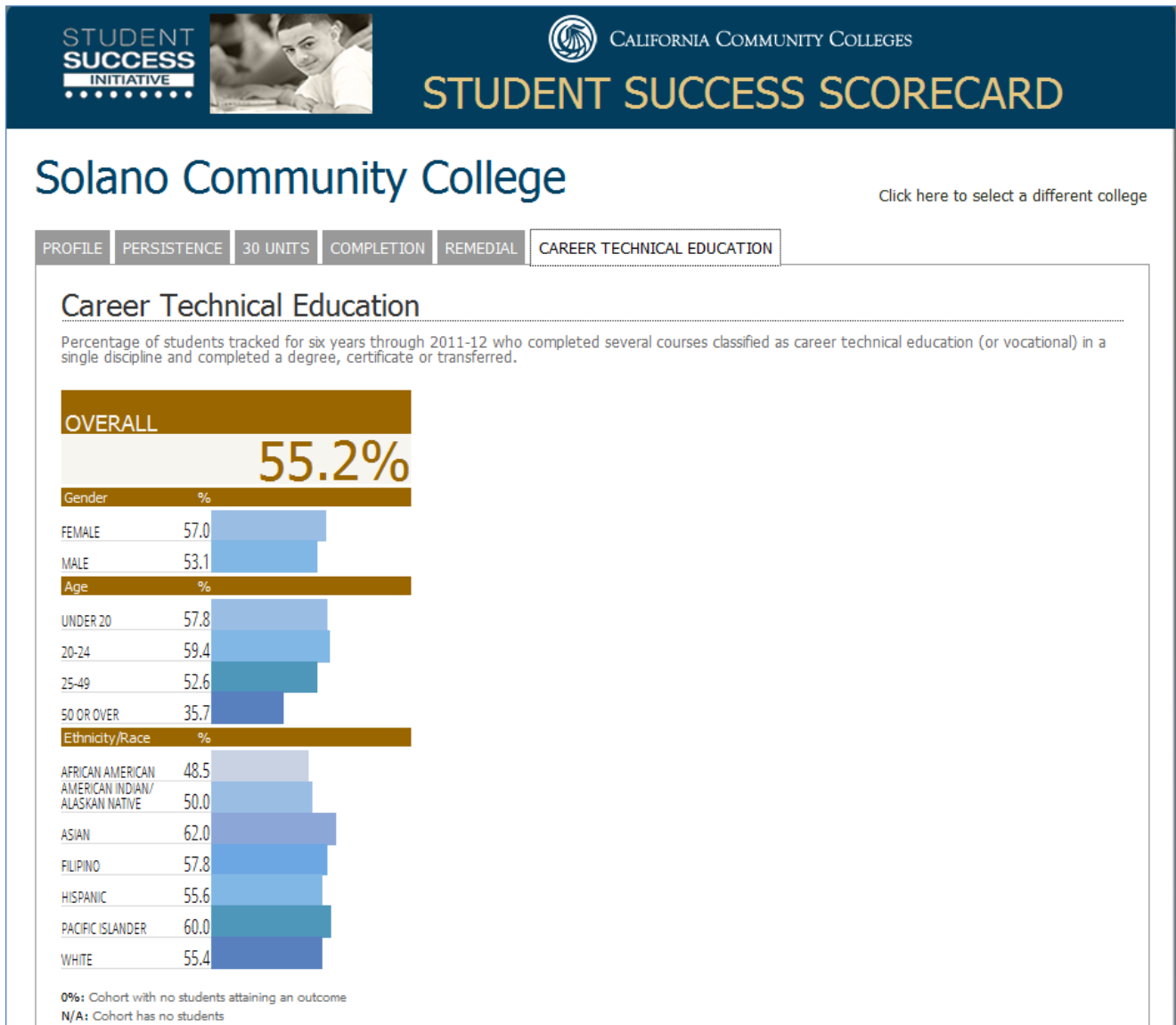


0%: Cohort with no students attaining an outcome

N/A: Cohort has no students

Table 6: Solano Community College Student Success Scorecard

CAREER TECHNICAL EDUCATION: Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a career, certificate, or transferred.



APPENDIX III:

2011-2012 ESL/Basic Skills Allocation End-of-Year Report

2012-2013 ESL/Basic Skills Allocation Goals/Action Plan

October 10, 2012

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

Due October 10, 2012

College Name: Solano Community College

Goal ID	Long-Term Goal
A	The number of students moving from Math 330 through successful completion of Math 104 within 4 years will improve by 2% annually in AY 20-15-16 and AY 2016-17, as compared to the levels achieved by the baseline cohort of F'08-Sp'12.
B	By AY 2016-17, the proportion of students with intake placements below transfer in English who pass the transfer-level course within three years will increase by 10% over the proportion of students achieving this result in the Fall 2009- Spring 2012 cohort.
C	By AY 2016-2017, 100 students (unduplicated headcount) from our local communities will be enrolled in at least 3 units of for-credit ESL courses each semester, a 50% increase over Fall 2012.

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[4b] 2012-2013 ESL/Basic Skills Action Plan

Due October 10, 2012

College Name: Solano Community College

Activity	Associated Long-Term Goal ID	Target Date for Completion	Responsible Person(s)/ Department(s)	Measurable Outcome(s)
Continue to support cohort-model programs such as Umoja and First-Year Experience to offer summer bridge programs, supplemental instruction, and embedded tutoring and counseling services.	A, B	May 2013	Program Coordinators, Program Faculty, School Deans, ASC Coordinator, Counseling Dean and faculty, IR Office	<ul style="list-style-type: none"> • Students participating in cohort-model programs will complete and pass Basic Skills courses at rates 5% higher than peers not enrolled in such programs. • Student surveys will be administered to assess the use rate and perceived benefits of SI, tutoring, and counseling services. • Cohort-model programs will be centralized or coordinated to ensure efficient delivery / non-duplication of efforts and services
Continue to support/promote the careful analysis of the impact on student retention, success, and persistence of every component in the developmental English and math sequences: curriculum, materials, assignments, labs, and department-wide assessments.	A, B	May 2014	English BS Coordinator, English Dept. Faculty, Lab Staff, Deans of Liberal Arts and Math, IR Office, ASC Coordinator	<ul style="list-style-type: none"> • Faculty will use data and training from Center for Urban Education to develop action plans for closing equity gaps in Math achievement • Math faculty will develop BS Math pathway for non-STEM majors • Math and English faculty will seek to refine intake assessment methods by considering alternatives • Students enrolled in Accelerated English will pass the course and transfer-level course at rates equal to or higher than the rates of students enrolled in the traditional developmental sequence. • English faculty will conduct research comparing different methods of level-advancement assessment: portfolio grade, and CME score, and CME override • Academic Success Center will survey Basic Skills students about needs & interest in supplemental workshops and other kinds of support

Support the growth of the ESL program, including advertising, outreach, expansion of services, and development of courses that support students to the threshold of transfer-level reading/comp.	C	Aug. 2013	English BS Coordinator, ESL Faculty, Center Deans, Dean of Liberal Arts, Outreach/Marketing	<ul style="list-style-type: none"> • ESL faculty and IR office will design a community needs assessment to discover demand for various kinds of ESL offerings • ESL faculty will partner with Financial Aid, Admissions, Assessment, and CTE to develop and offer a comprehensive, multi-phase orientation to ESL students graduating from Fairfield Adult School
Support faculty professional development in best practices associated with working with students in developmental Reading, English, ESL and Math.	A, B, C	Aug. 2013	ASC Coordinator, All BS Coordinators, DE Coordinator, Deans, EVP	<ul style="list-style-type: none"> • Academic Success Center will assist in coordinating CUE workshops in Fall 2012 • Academic Success Center will coordinate Student Equity conference for January 2013 FlexCal • 6 or more faculty members from any discipline will participate in Reading Apprenticeship training sponsored by 3CSN • 6 or more faculty members from Math, English and ESL will attend conferences and/or communities of practice pertaining to Basic Skills research and pedagogy

Signature, Chief Executive Officer

Date

Signature, Academic Senate President

Date

[2]. 2007-2012 Basic Skills Initiative - Narrative Response

Respond to the following question. "Knowing what you know now about basic skills and implementing basic skills interventions on your campus, what would you have done differently over the last five years with regards to your basic skills initiative work?"

Campuses throughout the CCC system made different decisions about how to use BSI grant funds. Here at Solano Community College, we have viewed the grant primarily in two ways: as seed money for pilot programs which, if successful, we would push forward as sweeping initiatives eligible for general institutional support; and as incentives to fuel smaller-scale "practitioner projects," work faculty members saw the need for and had the will and expertise to carry out. In the first five years of the grant we have sponsored a wide range of large initiatives and small projects, several of which have appeared to be successful. Initiatives which began with BSI seed money have included the addition of a library co-requisite to our freshman English course, the development of the "Umoja" learning community program focused on African-American student experiences, our current pilot of a first-year experience learning community, and the hiring of an Academic Success Center Coordinator to initiate development of the ASC. Practitioner projects have included compensating adjunct faculty to attend level meetings, supplemental instruction in high-risk courses, a series of Student Success workshops, and the current effort to develop an online writing lab.

However, while these and other projects have kept the BSI Committee very busy these five years, a quick set of queries on the Basic Skills Cohort Tracker reveals an unwelcome truth: that the various innovations and interventions funded by this committee over the years have made little to no impact on the rates at which students in our Basic Skills programs reach and complete transfer-level courses in Math and English. Students placing into Math three levels below transfer passed the transfer level course within 4 years at a rate of 7% in 2007, and do so now at a rate of just 8%. The larger group of students who start Math two levels below transfer passed the transfer level within 4 years at a rate of 15% in Spring 2001 and 18% in Spring 2012, but since this most recent cohort has the first success rate over 16%, it's too soon to know whether this modest gain represents real change or mere anomaly.

As a bright spot in the data, we see significant improvement in English completion for students placed two levels below transfer. Transfer-level completion for these students increased from 25%, 23%, and 26% in Spring 2007, '08, and '09, respectively, to 36%, 37%, and 38%, for the 4-year cohorts finishing in Spring '10, '11, and '12. Unfortunately, these same gains are not matched among the much larger group of students placing one level below transfer, who passed transfer-level English within 4 years at a rate of 53% in Spring '07 and a rate of 51% in Spring 2012. We remain hopeful that these numbers may improve in the near future, as we have made some big changes to our transfer-level English pathway, focusing on the elimination of the "exit points" which cost us students between levels. New offerings include English 380, a class 1 level below transfer with no lab component, which began in in Fall 09; and English 348G, an open-access, accelerated class 1 level below transfer, which began in Fall 2011. While it is too early to have 4-year cohort data to compare with prior years, we are optimistic these classes may "move the needle" somewhat.

With the above results in mind, we're now asked to reflect on what we would have done differently these first five years of the BSI grant. The most glaring and obvious answer is that we would have begun with specific, quantifiable targets for improvement, backwards-designed our projects to meet those targets, and measured our progress toward those goals each year. At the same time, though, as mentioned above with the case of the recent changes to developmental English offerings, cohort data to analyze the results of courses developed in the early years of the BSI grant are not yet available. We began five years ago with research-based notions of "best practices" in supporting the success of underprepared students, and did our best to create these support systems in the projects we designed and funded. However, it is only now, five years in, that we're even beginning to be in a position to evaluate whether those efforts have paid off for our students.

Another challenge we'd undo if we could has been inconsistency in institutional/administrative support for our efforts. When the committee has exerted sustained efforts at broader changes requiring support beyond the means of our budget, we have run into roadblocks up the line. One example of this has been the hiring of the Academic Success Center Coordinator, which was the committee's top priority for at least two years. But as our committee does not have control over campus hiring, and had planned to fund just 40% of the cost of this position, we could not make it happen without approval from the Vice President and President of the College. The position was finally hired last summer, and we see steady progress now toward the creation of a Student Success Center. This experience teaches us that we need to communicate our priorities early and often to stakeholders and decision-makers at all levels of the College to ensure that our plans are well-aligned with overarching Institutional plans and goals.

Further to the need for broadened communication, five years into this work our committee has come to a new appreciation of the need for broader cross-campus coalition-building and professional development. Our work to date has consisted primarily of changes to curriculum in the Basic Skills English and Math sequences, but perhaps we haven't focused enough on rigorous, transformative professional development for the people who offer this instruction. Nor have we persuaded the faculty at large of their shared stake in improving Basic Skills completion rates. Many faculty remain unaware of the vast numbers of students who are barred from degree or transfer completion for failing to meet their English and/ or Math requirements. Our current contract with the Center for Urban Education and the steps taken toward developing an Academic Success Center represent our first forays into trying to suggest a campus-wide conversation, about students, learning, and teaching. Transforming the campus culture and faculty assumptions about our own roles and responsibilities in the student success equation will be a far more ambitious undertaking than curricular modifications in our own few disciplines, but has the potential to achieve more sweeping and lasting change if we're successful.

In sum, we have learned much from our first five years' worth of experiences with the BSI grant. We are poised now to move forward with a heightened awareness of the need for specific targets framed in terms of student outcomes, initiatives designed with a clear line to those targets, continuous data analysis to monitor progress toward those targets, and increased communication to gain institutional support for our initiatives. With these adjustments, we believe over the next five years we'll see measurable improvements in our basic skills students' progress to and through their transfer-level work.

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

After exploring the data available through the Basic Skills Cohort Progress Tracking Tool, describe in **500 words (or fewer)** the sample data for one cohort and what issues the data raise for you. (NOTE: There is no form for this section.) In the description, you need to provide the subject area (e.g. mathematics, English, ESL), the dates of the cohort (beginning and ending terms), the special characteristics of the cohort, and the data that are of particular interest to you.

The Basic Skills Cohort Tracking Tool allows us to examine how ESL students fare when they transition to the mainstream English Comp sequence. Two levels below transfer we offer English 350, “Fundamentals of Composition for ESL students”. Depending on faculty availability, English 350 is offered either as a stand-alone section, or cross-listed with the equivalent mainstream level of Engl 355. In the latter case, the course is taught by a mainstream English instructor and the “350” course number becomes a way to track students more than a real indicator of differentiated ESL instruction.

We used the cohort tracker to look at the success of a cohort of English 350 students who enrolled in the stand-alone Engl 350 in Fall 2009. Of these 18 students, 14 passed the course (78%) and 12 of them (86%) persisted. Eleven enrolled in Engl 370 (the next sequential course), and one went directly to Engl 001 (the transfer-level course) as determined by their results on the department-wide level-advancement exam.

The 11 students who progressed to Engl. 370 made 14 attempts at the course, for an average of 1.27 attempts. Nine passed, and it appears that all 9 progressed to Engl 001, making a total of 10 of the original 18 students (55%) who persisted to the Eng 001 level. While most of these students had to repeat Eng. 001 at least once, as indicated by 20 attempts for just 10 students, 9 of the 10 had passed the transfer-level course by Spring 2012.

In these results, we see that 50% (9) of the 18 students who enrolled in Engl 350 in Fall 2009 had passed Engl 001 by Spring 2012.

For comparison, we tracked a second cohort over the same time period: the 87 students who started Engl 355, the mainstream Engl Comp course two levels below transfer, in Fall 2009.

In the mainstream sequence, 63 of the original 87 students (72%) passed ENGL 355 but only 43 of those who passed, persisted (68%). Twenty-nine of them enrolled in the 370 level, while 14 appear to have skipped directly to Engl 001 by their results on the exam mentioned above. In this mainstream group, too, repetition at the transfer level was common, with 43 students making 76 attempts for an average of 1.76 attempts. Ultimately, 33 students, just shy of 38% of the original cohort, had passed Engl 001 by Spring 2012.

From these data, we see that ESL students who self-select into the ESL-designated section of ENGL 350 pass Engl 001 at slightly higher rates than the general population of students who began in the equivalent level mainstream course. We note, too, that in semesters in which Engl 350 is not offered as a stand-alone course, fewer students self-select the 350 course number. In three recent semesters with only cross-listed 350/355 sections, the starting 350 cohorts were 10, 6, and 10 students, respectively. Though there is no way to disaggregate results in the 355 course for ESL students who choose the mainstream course number,

the moderately higher success of 350 students relative to the overall success of 355 students suggests that ESL students are better served by a designated section, clearly identified as such, and truly tailored to their needs by a TESOL specialist.

Acknowledgements

Student Equity Planning Committee Members

Dr. Shirley Lewis, Chair, Dean of Student Services

Dr. Jose Ballesteros, Interim Director of Student Development and MESA

Peter Cammish, Dean of Research & Planning and Institutional Effectiveness

Dr. Annette Dambrosio, Accreditation Coordinator and English/Reading Faculty

Dr. Lily Espinoza, Dean, Human Performance and Development

Luis Garcia, Associated Students of Solano College (ASSC)

Dr. Karen McCord, Social Science Faculty/Ethnic Studies Coordinator

Marcie McDaniels, Counseling Faculty

Dr. Maurice McKinnon, Interim Dean of Health Sciences

Carolyn Moore, Disability Services Specialist

Maire Morinec, Dean, Applied Technology and Business, Vacaville Center & Travis AFB

Jocelyn Mouton, Counseling Faculty/CalWORKs Coordinator

Dr. Joel Powell, Political Science Faculty

Melissa Reeve, Basic Skills Initiative Coordinator & English/ESL Faculty

Genele Rhoads, Mathematics Faculty

Cynthia Simon, EOPS and CARE Coordinator

Diane White, Interim Vice President of Academic Affairs

Area Plans

Area **Student Equity Plan**Manager **Shirley Lewis**

Mission Provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

Develop Declaration of Major Requirement

Priority Status **In Progress** Responsibility **Barbara Pavao** Budget

Project Start **01-Nov-13** Project End **30-May-14** Days Until Completion **231**

Estimated Total Costs Funding Source

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Design policy	Design Student Service policy and procedures to require freshmen students to declare a major or course of study.(SSI 2.5)	01-Nov-13	30-May-14	<input type="checkbox"/>	

Implement Student Education Plan Requirement

Priority Status **In Progress** Responsibility **Barbara Pavao** Budget

Project Start **01-Sep-13** Project End **30-Jan-14** Days Until Completion **111**

Estimated Total Costs Funding Source

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Finalize Ed Plan Service Delivery	Finalize plan and processes to deliver mandatory Student Educational Plan sessions, and where appropriate, in conjunction with assessment testing and orientation for small groups, especially basic skills students.	01-Sep-13	30-Jan-14	<input type="checkbox"/>	

Promote Degree Completion

Priority	Status	In Progress	Responsibility	Barbara Fountain	Budget
Project Start	01-Sep-13	Project End	01-Sep-14	Days Until Completion	325
Estimated Total Costs		Funding Source			

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Develop promotional materials.	<ul style="list-style-type: none"> •Publicize importance of declaring a major early on. •Develop publications and/or availability of degree listings and career pathways, to include flyers, signage, and other promotional materials. 	01-Sep-13	01-Sep-14	<input type="checkbox"/>	

Increase Transfer Rates

Priority	Status	In Progress	Responsibility	Barbara Pavao	Budget
Project Start	01-Sep-13	Project End	01-Sep-18	Days Until Completion	1786
Estimated Total Costs		Funding Source			

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Enhance transfer services.	Provide Counseling and Academic Success Center services targeting underrepresented groups, especially African American and Hispanic students.	01-Sep-13	01-Sep-18	<input type="checkbox"/>	
Promote transfer mission	Publicize the transfer mission through Counseling and Academic Success Center activities; website home page, catalog cover, schedule cover, mailings to students, press releases, transfer recognition event, posters. Highlight diverse student populations.	01-Sep-13	01-Sep-18	<input type="checkbox"/>	

Conduct Degree Audits

Priority	Status	In Progress	Responsibility	Barbara Fountain	Budget	
Project Start	01-Sep-13	Project End	01-Sep-15	Days Until Completion	690	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Implement Degree Works	Implement degree audit (i.e. Degree Works) program for Admissions and Records excluded in existing BANNER system.	01-Sep-13	01-Sep-15	<input type="checkbox"/>	

Enhance Staff and Faculty Development

Priority	Status	In Progress	Responsibility	Diane White	Budget	
Project Start	01-Sep-13	Project End	01-Sep-18	Days Until Completion	1786	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Support SSS Professional Development	<p>Increase support for faculty and staff professional development, to include:</p> <ul style="list-style-type: none"> •Student Success and Support (SSS) and Basic Skills best practices. •Emerging technologies that aid online and face-to-face teaching. •Opportunities that increase cultural competency to address student success and persistence of target groups. •Strategies that foster interactive engagement, particularly for at-risk students. (SSI 6.1, 6.2) 	01-Sep-13	01-Sep-18	<input type="checkbox"/>	

Support for Retention Programs

Priority	Status	In Progress	Responsibility	Diane White	Budget	
Project Start	01-Sep-13	Project End	01-Sep-18	Days Until Completion	1786	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Support for Student Success Programs	Develop, support, and promote programs designed to increase African American, Hawaiian/PI, male, and 20-24 aged students, i.e. Puente and Umoja Learning Communities, African American Male Scholars, MESA, EOPS, and student clubs. (SSI 2.4)	01-Sep-13	01-Sep-18	<input type="checkbox"/>	

Enhance Freshman Support

Priority	Status	In Progress	Responsibility	Diane White	Budget	
Project Start	01-Sep-13	Project End	01-Sep-15	Days Until Completion	690	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Develop College Readiness Indicator	Research and identify multiple measures that can be used to develop a college readiness indicator, along with effective practices to assist underprepared students (SSI 2.4)	01-Oct-13	01-Oct-14	<input type="checkbox"/>	
Adopt Mandatory Services Policy	Require all new students to complete assessment, orientation, and student education plan	01-Sep-13	30-Jan-14	<input type="checkbox"/>	
Deliver ESL Student Training	Provide ESL Student Issues training to all Student Services and faculty on annual basis (at Flex Cal)	01-Sep-13	01-Sep-14	<input type="checkbox"/>	
Develop Bilingual College Resources	Develop materials pertaining to college resources and class schedules and publish online and in print (include Spanish and/or other languages).	01-Sep-13	01-Sep-15	<input type="checkbox"/>	
Develop ASC Plan for Outreach	Develop an Academic Success Center plan for more targeted outreach and workshops specifically addressing student resource needs.	01-Sep-13	30-May-14	<input type="checkbox"/>	
Coordinate Academic Success efforts	Coordinate basic skills support efforts, including Academic Success workshops aimed at basic skills/ESL students, and support Academic Success workshop attendance (SSI 6.1)	01-Sep-13	01-Sep-14	<input type="checkbox"/>	

Implement Basic Skills and ESL Initiative

Priority	Status	In Progress	Responsibility	Melissa Reeve	Budget	
Project Start	01-Sep-13	Project End	01-Sep-14	Days Until Completion	325	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Support cohort-model programs	Support cohort-model programs such as Umoja and First Year Experience to offer summer bridge, supplemental instruction, embedded tutoring, and counseling.	01-Sep-13	01-Sep-14	<input type="checkbox"/>	
Analyze student success data	Analyze student success data (retention, success, and persistence) of every component in the developmental English and math sequences; curriculum, materials, assignments, labs, and department-wide assessments.	01-Sep-13	30-May-14	<input type="checkbox"/>	
Support ESL program growth	Support the growth of the ESL program, including advertising, outreach, expansion of services, and development of courses that support students to the threshold of transfer-level reading/comprehension.	01-Sep-13	01-Sep-14	<input type="checkbox"/>	
Support Faculty Development in Basic Skills and ESL	Basic skills English, math, and ESL aculty will participate in training and attend conferences regarding student equity and basic skills and ESL best practices.	01-Sep-13	01-Sep-14	<input type="checkbox"/>	
Explore Alternative Basic Skills Curriculum	Implement Student Success Initiative recommendation 5.1 with regard to exploring alternative basic skills curriculum.	01-Sep-13	01-Sep-14	<input type="checkbox"/>	

Enhance Student Success and Support

Priority	Status	In Progress	Responsibility	Barbara Pavao	Budget	
Project Start	01-Sep-13	Project End	30-Aug-14	Days Until Completion	323	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Develop SSSP Plan to Support Access	Develop Student Success and Support Program (SSSP) Plan, including supporting access to programs and activities such as Counseling, Puente, MESA, EOPS, CalWORKs, DSP, Learning Communities, Tutoring, Academic Success Center workshops, and support programs that target underrepresented groups. The plan will also include exploration of centralized technology solutions to better guide students. (SSI 2.3)	01-Sep-13	30-Aug-14	<input type="checkbox"/>	

Strengthen High School Partnerships & College Readiness

Priority	Status	In Progress	Responsibility	Diane White	Budget	
Project Start	01-Sep-13	Project End	30-May-15	Days Until Completion	596	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Outreach to Underrepresented Students	Provide additional outreach to underrepresented students at the high schools.	01-Sep-13	30-May-15	<input type="checkbox"/>	
Develop Common Core Standards	Collaborate with Academic Senate and local K-12 Districts on Common Core Standards (SSI 1.1)	01-Sep-13	30-May-15	<input type="checkbox"/>	

Sustain Community Outreach

Priority Status **In Progress** Responsibility **Barbara Fountain** Budget
 Project Start **01-Sep-13** Project End **30-May-15** Days Until Completion **596**
 Estimated Total Costs Funding Source

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Develop Outreach Plan and Calendar	Develop an outreach plan and maintain a coordinated master outreach event calendar, to include community activities.	01-Sep-13	30-May-14	<input type="checkbox"/>	
Develop Outreach Materials	Develop outreach materials, to include non-English materials, to recruit male, Hispanic, Asian, ESL, and disabled students and distribute in the community.	01-Jan-14	30-May-15	<input type="checkbox"/>	
Promote Evening and Online Programs	Market and promote evening and online classes to working students, especially males; including veterans and active military at Travis AFB.	01-Jan-14	30-May-15	<input type="checkbox"/>	
Promote Career and Education Pathways	Promote career and education pathways in SCC literature (i.e. Catalog, course of study brochures), including non-traditional career fields and training opportunities at SCC	01-Jan-14	01-Jan-15	<input type="checkbox"/>	

Implement Student Success Initiative

Priority	Status	In Progress	Responsibility	Diane White, Barba	Budget	
Project Start	01-May-13	Project End	01-Sep-14	Days Until Completion	325	
Estimated Total Costs		Funding Source				

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Implement New Student Requirements Policy	Implement mandatory services requirements (assessment, orientation, and education plan as well as declare a major) for new students. (SSI 2.2)	01-Sep-13	30-Jan-14	<input type="checkbox"/>	
Implement Priority Registration	Provide incentives such as priority enrollment registration to students who complete mandatory core services. (SSI 3.1)	01-May-13	30-Dec-13	<input checked="" type="checkbox"/>	
Promote Full-time Enrollment Attendance	Encourage students to achieve full-time student status in order to increase retention and persistence.	01-Sep-13	01-Sep-14	<input type="checkbox"/>	
Develop Student-Centered Class Scheduling	Schedule course offerings to meet student needs.(SSI 4.1), to include basic skills, IGETC and CSU courses at all 3 campuses.	01-Sep-13	01-Sep-14	<input type="checkbox"/>	

Outcomes Assessment

ACCESS

Assessment Status First assessed on Loop closed on NAssessments

Never assessed

0

Outcome Description

The proportion of underrepresented student enrollment matches or exceeds that of the population within the district and community.

Links to Core Competencies

IIB - Social Diversity & Civics

Links to Strategic Outcomes

2.4 Improve access

2.1 Support Underprepared Students

Assessment Strategy

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population of Solano County.

Success Criteria

BASIC SKILLS AND ESL COURSE COMPLETION

Assessment Status First assessed on Loop closed on NAssessments

Never assessed

0

Outcome Description

Increased numbers of all students, especially of African American, Hispanic, male, ESL and disabled students, in basic skills and ESL classes who complete a college-level course in the same discipline goal.

Links to Core Competencies

IA - Read

IB - Write

IIB - Computation

Links to Strategic Outcomes

2.1 Support Underprepared Students

Assessment Strategy

Compare the basic skills and ESL course completion rate for each population group of Solano Community College students

Compare the completion rates for students, in each population group, who started in basic skills and completed a college-level course in the same discipline.

Success Criteria

RETENTION AND PERSISTENCE

Assessment Status First assessed on Loop closed on NAssessments

Never assessed

0

Outcome Description

The percentages of first-time, full-time students who return one semester later to take at least one class and the percentage of degree-seeking students who attend for three consecutive semesters are increased, especially for African American, Hawaiian or Pacific Islander, and male students, and 20-24 age group students.

Links to Core Competencies

IVA - Self Management & Self Awareness

Links to Strategic Outcomes

1.3 Student Performance

1.1 Student Learning Environment

2.1 Support Underprepared Students

Assessment Strategy

Compare the percentages of first-time, full-time students who returned one semester later to take at least one class at SCC for each population group; and determine the percentage of degree or transfer-seeking students who enrolled in three consecutive terms.

Success Criteria

DEGREE AND CERTIFICATE COMPLETION

Assessment Status First assessed on Loop closed on NAssessments

Never assessed

0

Outcome Description

The percentage of degree and/or transfer-seeking students who complete a degree, certificate, or transfer, particularly African American, Hispanic, and White and Filipino students who are unprepared for college.

Links to Core Competencies

IVA - Self Management & Self Awareness

Links to Strategic Outcomes

1.3 Student Performance

2.1 Support Underprepared Students

2.3 Support Transfer Students

Assessment Strategy

Compare the percentage of students who complete a degree, certificate, or transfer program for each population group during the period 2012-2018.

Percentage of degree and/or transfer-seeking students tracked for six years through 2012-2018 who completed a degree, certificate, or transfer-related outcomes

Success Criteria

TRANSFER

Assessment Status First assessed on Loop closed on NAssessments

Never assessed

0

Outcome Description

Improved transfer rates of all students, especially African American and Hispanic students.

Links to Core Competencies

IVA - Self Management & Self Awareness

Links to Strategic Outcomes

2.3 Support Transfer Students

2.1 Support Underprepared Students

Assessment Strategy

The ratio of the number of students by population group who complete 12 credit units and attempted a transfer level math or English course to the number of students in that group who actually transfer after one or more (up to six) years.

Success Criteria