

Recommendation 5: Integrate Equity Plans with Institutional Planning
STUDENT EQUITY

Evidence	Description	Page
Evidence 5.1	Sample Student Equity Committee Minutes, Jan. 22, 2014	2
Evidence 5.2	Minutes of Academic Success Center Taskforce/SSSP Committee, Nov. 25, 2013	4
Evidence 5.3	SSSP/ASC/SEP Planning Grid (B. Fountain) Jan. 10, 2014	5
Evidence 5.4	Student Equity Plan 2014-17 Update, Aug. 25, 2014	8
Evidence 5.5	SEP Data Fall 2008-2013, Research and Planning	79
Evidence 5.6	SCC Student Success Scorecard - 2012 and 2013 Comparison	94
Evidence 5.7	Student Equity Success Indicators Disproportionate Impact Data Report, August 2013, Research & Planning	95
Evidence 5.8	Student Success and Support Program Plan draft –Approved by Academic Senate, May 5, 2014; SGC and BOT approval pending	106
Evidence 5.9	Student Equity Committee Charge and Responsibilities, July 22, 2014	135
Evidence 5.10	Education Master Plan, July 2014	137
Evidence 5.11	Transcript, Student Success Town Hall Meeting Oct. 23, 2013	277
Evidence 5.12	Default Prevention Taskforce Meeting Agenda, Nov. 21, 2013	280
Evidence 5.13	Solano Community College Cohort Default Rate Plan	281
Evidence 5.14	Solano Community College Cohort Default Rate Plan Tracking Document	293
Evidence 5.15	Webinar on Priority Enrollment Awareness, Jan. 24, 2014	296
Evidence 5.16	Web Edits Discussion, Mar. 13, 2014, VVCT	297
Evidence 5.17	DegreeWorks Preview, May 20, 2014	298
Evidence 5.18	Accreditation Taskforce Meeting Minutes of December 2, 2013	299
Evidence 5.19	Basic Skills Initiative Meeting Minutes, Aug. 28, 2014	301
Evidence 5.20	Student Service Managers Meeting Minutes, Feb. 20, 2014	305
Evidence 5.21	All Student Services Meeting, Jan 31, 2013	306
Evidence 5.22	Summary of 2014-15 Strategic Proposals	307
Evidence 5.23	Joint Student and Staff Equity Meeting, Jan. 9, 2014	347
Evidence 5.24	Learning Community Program 2-Yr Action Plan, Aug 2014-Aug 2016	350
Evidence 5.25	Spring 2014 Flexible Calendar Schedule	356
Evidence 5.26	Fall 2014 Flexible Calendar Schedule	362
Evidence 5.27	Academic Senate Meeting Agenda, Aug. 11, 2014	368
Evidence 5.28	Program Review Handbook & Self-Study Template, 2014-2015	370
Evidence 5.29	Program Review: Human Services, Reported: Fall 2013	371
Evidence 5.30	Program Review: Early Childhood Education, Reported: Fall 2013	434
Evidence 5.31	SEP Evaluation Info Request to Responsible Parties, July 24, 2014 (Jaimez)	492
Evidence 5.32	Comparison of 2011-2012 and 2012-2013 Student Success Scorecard Data	493
Evidence 5.33	Student Equity Plan (SEP) Data, Fall 2008-2013	494
Evidence 5.34	BSI Annual Report, October 2013	509
Evidence 5.35	Student Equity Success Indicator DI Report, August 2014	514
Evidence 5.36	Student Equity Plan 2014-2017 (Update)	525

STUDENT EQUITY COMMITTEE

MEETING MINUTES

JANUARY 22, 2014

Present: Jose Ballesteros, Annette Dambrosio (Advisory), Luis Garcia, Cynthia Simon, Karen McCord, Shirley Lewis, Barbara Pavao, Peter Cammish

Absent: Lily Espinoza, Marcie McDaniels, Maurice McKinnon, Carolyn Moore, Maire Morinec, Jocelyn Mouton, Joel Powell, Melissa Reeve, Diane White

I. Call to Order: The meeting was called to order at noon, Room 432.

II. Approval of the Agenda: Approved by consensus.

III. Approval of the December 10, 2014 Meeting Minutes: Approved by consensus.

IV. Feedback on Equity and Diversity Training: Feedback on the workshop training conducted by Dr. McCord was very positive.

V. Additional Recommendations to Address Student Equity: A discussion ensued regarding one of the more significant barriers to student success which is the need for college services to be more open and accessible to students. A member commented that restricted service hours are hurting enrollment.

A. Extend hours for evening service, including the Bookstore.

B. Center service hours should be also be extended.

VI. Monitoring Progress on the meeting the Plan Actions:

A. Goal 1: ACCESS

(1) Outreach to Targeted Groups:

- English Learner Community Outreach at St. Mary's Church, Vacaville. Shemila Johnson serves on the English Learner Community Coalition(ELCC) with the VUSD. College has participated in outreach events with bilingual staff.
- Clarus e-Brochure: software purchase pending. Will provide students with customized college information in a brochure.
- Career Pathways development – included in the TAACT Grant as well as the Clarus project
- White Student Enrollment—discussion on possible reasons for decrease in enrollment, including: the students have other options; no promotion in Fairfield HS (per Luis, a recent grad); negative perceptions regarding the college's accredited status. Newly approved tennis program, per Dr. Laguerre, will attract more white students to the college.
- Success Stories – there is nothing on our website illustrating our student success stories.
- SCC as a viable option - more targeted marketing needed. Promote on buses.

(2) High School Partnerships

- High School Counselors Meeting – promote information sessions by Outreach team scheduled at the centers and at the high schools.
- CAPP Grant: B. Fountain leading grant activity for math and English faculty to work with high school faculty to address common core standards. **Need faculty involvement.**

(3) Enhance and Improve Student Success and Support Programs

- SSSP Plan Taskforce has joined the Academic Success Center Taskforce to develop the SSSP Plan. A first draft should be ready by the end of February.
- Learning Community and Retention/Support Programs currently being offered include:
 - Umoja (Dr. McCord, SocSc);
 - First Year Experience (Amanda Greene, Counseling)
 - Foster Youth Success Initiative – FYSI (Kamber Santa Maria, Counseling)
 - Using Technology to better assist/guide students: **Need to see Technology Plan.**

B. GOAL 2: BASIC SKILLS AND ESL COURSE COMPLETION

(1). Basic Skills Initiative

- \$200,000 in BSI funding available
- There's discussion that funding should be directed toward direct services to students rather than to Faculty Coordinator salaries. Part-time Coordinators result in "piece meal" work. **We need full-time coordinators who work full-time.**
- **College should reassess how monies for Basic Skills should be allocated.** Funding should go toward what we value.

Next Meeting: Continue monitoring of progress. A regular monthly meeting is scheduled for every 3rd Wednesday of the month.

MINUTES
ACADEMIC SUCCESS CENTER TASK FORCE MEETING
MONDAY- November 25, 2013
ROOM 101
1-2 PM

ATTENDANCE: Chuck S., Barbara F.,

1. Student Success Task Force-Barbara Fountain.

Need a student Success Task Force. Barbara went to Chancellors summit. We need to get going. Barbara is temporary chair. 3SP (Student Success and Support Program). Incorp 3SP into ASC meetings. Barbara handed out the ~22 recommendations from the Chancellors summit meeting. First priority is to draft a Student Success and Support Plan. First draft due Jan/Feb 2014. Board approval by May. Who else needs to be here? Diane White, George Olgin, Jose Ballesteros can provide students, Nick Cittadino, Brenda Tucker, Melissa Reeve (BSI rep), one more academic dean (John Yu), Genele Rhoads, Roger Clague, Laurie Gorman to issue agendas and take minutes. Next meeting is Jan 13 from 1-2.

Shirley-Summed up regulations for the plan. Distributed to group.

Assigned names to the tasks needed to complete the plan.

Shirley will create a template by Dec 6 to write the sections.

Send out plan for implementation to All.

2. Reports

- a. Workshop Update
 - i. Student Success Workshops-A new model.
 - ii. Faculty workshops
- b. January Flex Cal-Draft Program
- c. FYSI -Kamber Sta. Maria
- d. Career Center-Patricia Young
- e. Tutoring Center-Marie Mayne
- f. Financial Aid-Robin Darchangelo
- g. MESA/Student Development-Jose Balesteros
- f. OTHERS

3. Student Success Town Hall Meeting Oct 23-Video

link <http://www.youtube.com/watch?v=IA2r73im6Bg>

4. Additional actions for Spring semester.

5. Decide a meeting time for Spring semester.

6. OTHER Business

E5.3 SSSP ASC SEP Planning Grid (B. Fountain) Jan. 10, 2014

	A	B	C	D	E	F	G
1	Task	Responsible Person or Group	Goal Completion Date	Begun?	Complete?	Notes	Title 5 Section
2	MIS Changes	Barbara Pavao, Robin Darcangelo, Barbara Fountain; Seweryn Makosa	April 2014?	No?	No	Awaiting more info from CCCCCO and Ellucian. Needs discussion. Summer 2014 MIS reporting will be first term looked at for new rules. Need to list all individual MIS changes as subsets of this category.	55511, 55532(a)
3	Orientation	Shemila Johnson	Fall 2013	Yes	No		55530, 55531, 55520, 55521, 55522, 55523, 55524
4	Assessment	Barb Fountain	Fall 2013	Yes	No		55530, 55531, 55520, 55521, 55522, 55523, 55524
5	Ed Plans	Barbara Pavao	Fall 2013	Yes	No	Pilot in place for fall/spring 13/14. Need to address students who do not participate in pilot. <u>Be sure to define comprehensive vs abbreviated. Be sure to include student responsibilities.</u>	55530, 55531, 55520, 55521, 55522, 55523, 55524

	A	B	C	D	E	F	G
6	Student Success and Support Program <u>Plan</u> Created	Shirley Lewis-Lead; Barbara Pavao, Robin Darcangelo, Peter Cammish, Shemila Johnson, Roger Clague, Barbara Fountain	1st Draft Complete-Mid February 2014	Yes	No	Must include sections on new mandatory services, follow up intervention, research, technology, staffing/fiscal/budget.	51024, 55500, 55502, 55510
7	Student Success and Support Program Plan Budget Created	Yulian Ligioso; Shirley Lewis; Pat Killingsworth;	1st Draft Complete-January 2014	No	No	Shirley to ensure initial meeting occurs in December 2013.	55511, 55518
8	Student Success and Support Program Plan Committee and Associated Work Groups Created?	IVP White & Dean Lewis?	Yesterday	Yes	Yes	Town Hall Discussions Scheduled	Section(s) ?
9	Student Notifications-Lose Priority at 90 units; Probation	Barbara Fountain; Shemila Johnson; Nancy Lua, Maria Alejandra Jaramillo; Tina Abbate	Spring 2013	Yes	No	Need to continue to "sell" message. Campus wide awareness currently minimal. Tempest to run story in December issue. Ads to run in Tempest every month throughout	55530, 55531, 55534
10	New Student Equity Plan	Shirley Lewis & Equity Committee	October 1, 2014	No	No	We need to rewrite from scratch following new guidelines.	???
11	Board Policy Updates-Non Exempt Students; Exemption Policy; Appeal Procedure	Barbara Fountain; Review by all appropriate groups (Senate, Shared Gov., SPC, Board)	April 1, 2014	Yes	No	First draft complete and board approved. 2nd set of edits currently in progress. Ready for review by Dec, 2013.	55530, 55531, 55532, 55534
12	Board Policy Updates-Academic Standings	Barbara Pavao, Barbara Fountain; Review by all appropriate groups (Senate, Shared Gov., SPC, Board)	April 1, 2014	No	No	Will have an initial draft complete for review by others no later than early December, 2013.	55530, 55531, 55534
13	Ed Plans Accessible Electronically 24/7 Effective Fall 2014	Barbara Pavao, Roger Clague	Fall 2014	No	No	Not sure if required by first day of Fall 2014 term or sooner or by end of fall? Have a speaker from Lewis Center coming to present k16 Bridge Program in late October 2013. May be solution	???

	A	B	C	D	E	F	G
14	Professional Development; Staffing Changes/Job Description Changes	Managers; Coordinators, HR?; Others?	?	Yes	No	Working on reclassifying some student services positions to be able to carry out 3SP requirements. More changes/additions may be needed	55516
15	Rewriting of Priority Registration Script	Barbara Fountain; Tina Abbate; Evette Nichols	December 1, 2013	Yes	No	As of 11/27/13, approximately 80% complete.	55531, 55534
16	Require Students to Claim Major by 3rd Term; Also Ed and Career Goal	Barbara Pavao; Barbara Fountain/IT	?	No	No		55530, 55534
17	Require Students to Begin Taking Basic Skills Courses in 1st Term	Melissa Reeve; All Basic Skills Faculty. Other?	?	Dialog	No	Discussed at BSI meeting of 11/21/13. BSI working on next steps.	???
18	Effectiveness and Improvement	Peter Cammish, All?	February 1, 2014	No	No		55512
19	Student Follow Up	All?	February 1, 2014	No	No		55525
20	Accomodations	Barbara Pavao; Robin Darcang	February 1, 2014	No	No		55526
21	Student Rights and Responsibilities	Barb Fountain	February 1, 2014	No	No		55530, 55534
22	Institutional Responsibilities	Shirley Lewis, Barb Fountain	February 1, 2014	No	No		55530, 55531, 55534
23	Financial Aid	Robin Darcangelo	February 1, 2014	?	?		55523(c)
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Solano Community College Student Equity Plan



2014-2017



ADOPTED BY SCC GOVERNING BOARD: *September 18, 2013*
Update: August 25, 2014

SOLANO COMMUNITY COLLEGE STUDENT EQUITY PLAN

Table of Contents

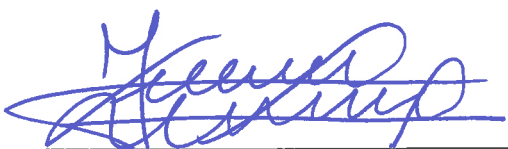
Signature Page	3
Executive Summary	4
Introduction	4
Target Groups	4
Goals	5
Activities.....	6
Resources	6
Contact Person/Student Equity Coordinator	9
Campus Based Research	10
Overview	10
Indicator Definitions and Data	10
Access.....	13
Course Completion (Retention)	15
ESL and Basic Skills Completion	16
Degree and Certificate Completion	19
Goals and Activities	26
Access.....	26
Course Completion (Retention)	28
ESL and Basic Skills Completion	30
Degree and Certificate Completion	32
Transfer	34
Budget	36
Sources of Funding.....	36
Evaluation Schedule and Process	37
Appendices	39


SOLANO COMMUNITY COLLEGE
Student Equity Plan
Signature Page

District: Solano Community College

Date Approved by Board of Trustees: September 18, 2013

Update: August 22, 2014

College President: 
Jowel C. Laguerre, Ph.D., Superintendent-President

Chief Student Services Officer: 
Shirley V. Lewis, J.D.

Vice President of Instruction: Diane M. White
Diane M. White, Interim

Academic Senate President: 
Michael J. Wyly

Student Equity Coordinator: 
Shirley V. Lewis, J.D.

Executive Summary

Introduction

Target Groups

Goals

Activities

Resources

Contact Person/Student Equity Coordinator

Introduction

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 Student Equity Plan was written with contributions from faculty, staff, students, managers, and students. This 2014 update of Solano Community College’s 2013-2018 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 Student Equity Plan was approved by the SCC Board of Trustees on September 18, 2013, and updated on August 25, 2014, in compliance with Title 5 guidelines in Section 54220.

A. TARGET GROUPS

Solano Community College is committed to access and success for all its students. The task of the Student Equity Committee is to review the access and success of all students at Solano Community College within the context of the following five Student Success areas:

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

A review of District data in the five student success areas reveals that specific groups are not achieving at a proportional rate and, thus, intervention strategies and support to achieve equitable outcomes are needed for certain groups, including African American, White, Hispanic, male, Asian, Pacific Islander, Native American/Alaskan Native, ESL, disabled, veterans, low income and foster youth students. In the Student Equity Plan, the student success areas where the above groups are falling behind academically, and have established goals and activities for the District in order to increase access and close performance gaps.

B. 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 9,914 students (at Fall 2014 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.

This 2014-17 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 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.

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

D. RESOURCES

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 success areas of:

1. Access
2. Basic Skills and ESL
3. Course Completion
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 resources include:

Academic Success Center –serves both as a center to encourage and facilitate academic success through support services that include help navigating the bureaucracy (i.e. enrollment services); academic success workshops (i.e. study skills, exam preparation, research and writing papers); information about campus support resources, financial aid, and transfer; as well as to provide high quality faculty development opportunities and instructional resources.

Admissions and Records Office -- maintains timely and accurate records of the academic progress and accomplishments of Solano Community College students, while ensuring the privacy, integrity, and security of those records. The Office provides services to students, including admissions, registration, residency, refunds, petitions, and transcript evaluations.

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.

Assessment Center - The Assessment Center administers the College’s computer-based English Reading Comprehension, English Sentence Skills, Math, and/or ESL Assessment tests that determine a student’s knowledge in reading, writing, and math. Assessment results are used by counselors to place students in the appropriate college courses that meet their skills level.

CalWORKs Program – Program provides assistance and information to foster effective support, workforce training, and job search activities for eligible students. Funded through a Solano County grant, the program prepares students for the world of work, including educational plan development that meets CalWORKs and Solano County Health and Social Services Department guidelines.

CARE (Cooperative Agency Resources for Education) Program – provides additional support services to EOPS students that are currently receiving cash aid for family or dependent children under the age of 14. The program main focus is to help students “break the cycle”. CARE support services are in addition to EOPS services provided to eligible CARE students. Eligible CARE students are eligible for the services of an EOPS student and they will receive a CARE Grant.

Career Center -- The Career Center provides one-stop services to students seeking career and employment information. Services include career exploration and skills assessment, labor market information, and free employment assistance to students and alumni. Students can access computerized career information systems, online resume posting and job search, and current listings of employment opportunities. .

Children’s Program – Child enrollment priority is given to low-income college students enrolled at Solano Community College. A child care subsidy from the California Department of Education Child Development Division pays for the cost of their child’s care while parents attend classes or work. Solano Community College students are employed on paid student internships each semester to gain professional development skills and an understanding of the application of child development best practices.

Counseling & Special Services -- The Counseling Program provides academic, career, and personal counseling services and instruction to students. The units that comprise the Counseling Program are: Counseling Center, the Disability Services Program (DSP), the Career Center, and the Transfer Center. In addition, the Counseling Program administers specialized programs, including the Puente Program, and is involved outreach activities designed to assist students in achieving their educational goals

Disability Services Program (DSP) – 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) – provides “over, above and beyond” services to students who are both economically and educationally disadvantaged by offering book services assistance, EOPS book loans, counseling, priority registration, field trips, transportation grants, workshops, and transfer assistance.

Financial Aid Program – offers financial assistance with educational costs including fee waivers, grants, loans, federal work-study, scholarships, and a limited number of ASSC (student government) Emergency Book Loans.

First Year Experience (FYE) Program – provides students with the opportunity to participate in a uniquely supported cohort program during their first year in college. Students are guaranteed enrollment in high-demand Math and English classes, and are provided additional support through the use of embedded tutors, designated FYE faculty, and their own FYE Counselor. To be eligible for FYE, they must be a first-time student to Solano and have not started their Math and English class sequence. Space is limited.

Foster Youth Success Initiative (FYSI) and Youth Empowerment Success Strategies Independent Living (YESS-ILP) Program – identifies youth who were involved in the foster care system as identified through either the County, their application, 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.

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 designed to empower students to transfer four-year colleges and universities.

Student Health Center – offers public health nurse-run health services to enrolled students.

Student Life/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 40 student clubs and organizations.

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 – Provides prospective transfer students with direction and assistance in navigating the four-year university/college transfer process. Serves as a focal point of transfer activities and events which include: an annual College/University Transfer Fair, field trips to four-year colleges and universities and transfer-related workshops. The Center also offers opportunities for students to research college majors and admissions requirements learn about transfer admissions agreements (TAA's) and meet one-on-one with representatives from four-year colleges/universities.

Tutoring Center -- provides peer tutoring free of charge in various subjects offered at the College to all enrolled students. Sessions for individual and small group tutoring are 1 hr. each, by appointment, and ongoing during the semester. Drop in tutoring is available for Math and English at VV and VJO Centers.

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 qualified 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 student veterans.

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 are 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.

E. CONTACT PERSON/STUDENT EQUITY COORDINATOR

The contact person for the Solano Community College Student Equity Plan is the Chief Student Services Officer, 707-864-7159, Room 433, Fairfield Campus.

Campus-Based Research

Overview

Indicator Definitions and Data

Access

Course Completion (*Retention and Persistence*)

ESL and Basic Skills Completion

Degree and Certificate Completion

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), the Student Success Scorecard, and through local research by the SCC Office of Institutional Research and Planning and the Basic Skills Initiative (BSI) Committee.

Indicator Definitions and Data

Student Equity Metrics

To complete the equity planning process, the Student Equity Committee will conduct basic research to determine the extent of equity disparities in the five student success indicators. The research is used to:

- (a) develop shared understandings of the meaning of the data,
- (b) develop action plans to mitigate the impact of disparities in student equity where possible,
- (c) integrate student equity into other institutional planning processes and program review, and
- (d) improve data collection and analysis relevant to the groups of students.

Described below are the metrics that will be measured and evaluated:

- A. Access: **The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served.**
- B. Course Completion: **The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.**
- C. ESL and Basic Skills Completion: **The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.**

- D. Degree and Certificate Completion: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.
- E. Transfer: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

DATA

CCCCO/MIS AND BANNER 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. See Student Equity Plan 2013-18. During 2013-14, the Committee worked with Research and Planning to improve student equity data collection and analysis, and methodology.

In July 2014, the SEP Data Report was updated to include findings from new SEP data for the period Fall 2008 through Fall 2013. The new data was extracted by Institutional Research and Planning directly from our Banner system. The Student Equity Plan (SEP) data, prior to the 2014 update, was extracted from CCCC/ MIS data tables at the start of the Student Equity Plan process in 2011. (See **Appendix I: SEP Data**). The Committee discussed the practical use of MIS data and the fact that since it is always out of date, and the data cannot be analyzed in a timely manner.

CCCCO/STUDENT SUCCESS SCORECARD DATA

The Student Equity Committee also reviewed equity data contained in the California Community College Chancellor's Office Student Success Scorecard, an annual report that was first issued April 2013 for each of the 112 colleges. See **Appendix II: Student Success Scorecard, 2011-12 and 2012-13**.

The Solano Community College Student Success Scorecard, for the 6-year period ending Spring 2013, 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. Scorecard success indicators include ESL, Remedial English, Remedial Math, 30-Units, Persistence, and Completion (SPAR). The three remaining success indicators—namely, Access, Course Completion, and Transfer—are system-wide indicators available from Data Mart.

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.

METHODOLOGY: 80 PERCENT INDEX

The Student Equity Committee also analyzed CCCCO Data Mart and Data on Demand data to measure disproportionate impact— utilizing the “80-Percent Rule” --by comparing a disaggregated subgroup’s presence in a cohort to its corresponding presence in it related outcome group.

The 80 Percent Rule methodology ***compares the percentage of each disaggregated subgroup attaining an outcome to the percentage attained by a reference subgroup.*** The 80% Rule states that:

“A selection rate for any race, sex, or ethnic group which is less than 4/5 (or 80%) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than 4/5 rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact.”

To assess equity, the Student Equity Committee examined data for the following five disaggregated subgroups:

- Gender
- Ethnicity
- Age
- Disability status
- Economically disadvantaged

The 80% Rule methodology was chosen because its advantage in providing a historical cutoff— 80% --with which to define disproportionate impact.

Typically, the subgroup with the highest success indicator rate is chosen as the reference group. The 80% index is calculated by dividing the completion rate of a non-reference subgroup in to the completion rates of the reference subgroup. A result of less than 80% is considered evidence of disproportionate impact.

This methodology’s disadvantage is that it is not always clear that the highest performing group chosen as the reference group. Other factors such as the size of the subgroup were also considered.

(See **Appendix III: SCC “Student Equity Success Indicators” Data Report, August 2014**).

Campus-Based Research

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Solano County census data from 2010 and the SCC 2012-13 Scorecard College Profile data were used as a comparison for the “Access” student success indicator because the majority of students served are from Solano County.

Solano County		SCC Students	
2010 Headcount *	413,344	2012-13 Headcount **	12,864
Gender			
Female	50.1%		57.4%
Male	49.9%		41.4%
Unknown			1.2%
Age			
Less than 20 years	27.4%		24.7
20-24 years old	7%		34.7%
25-49 years old	34.2%		26.5%
50 or more years	31.5%		14.2%
Ethnicity			
African American	14.2%		16%
American Indian/ Alaskan Native	0.5%		0.4%
Asian/Filipino	14.3%		14.1%
Hispanic	24%		23.3%
Pacific Islander	0.8%		0.0%
White	40.8%		32.1%
Two or More Races	5.1%		7.5%
Unknown			6.0%
ESL Status		Fall 2013	
Identified Status			2.08%
English Only	70%		
Language Other than English	30%		
Speak English less than “very well”	12%		
DSP Status			
Total Non-Institutionalized	398,546		

Findings:

- **White, male, ESL, and Disabled** students are underrepresented at the College.
- The Fall 2013 student body at SCC, for the most part, reflects the racial and ethnic demographics in Solano County. However, **White** students, who comprise **32.1%** of the SCC student population, are proportionately underrepresented when compared to percentages in the community served. Whites represent **40.8%** of the Solano County population.
- **Males**, who represent 49.9% of the County population, comprise 41.4% of the SCC student population. **Male** students are underrepresented by approximately 8.5%.
- **Disabled** (DSP) students, at 3.86% 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 2013.
- The percentage of **ESL** students, 2.08% of SCC students, is significantly lower than the 12% within the County who speak English “less than very well” as reported by the U.S. Census
- **Hispanics** represents 24% of the County population. Hispanic student enrollment is steadily increasing and was 23.3% at the College in Fall 2013. Although, for the past several years, Hispanic students were proportionally underrepresented at Solano College, there was a 3% increase in Hispanic enrollment from Fall 2012.
- **Asians**, including **Filipinos**, who represent 14.3% of the County population, are also proportionately represented at SCC, with Asian/Filipino enrollment representing 14.1% of the Fall 2013 student population. From 2011 to 2013, the percentage of **Asian and Pacific Islander** students have proportionately increased, with 16.6% in Fall 2011 to 18.35% in Fall 2013.
- **African Americans**, who comprise 14.2% of the County population, are proportionately represented at the College at 16% of the student population.
- Enrollment of Age **50+ students** has increased nearly 8% from Fall 2012 to Fall 2013.
- The College will have the capacity to track this information for **foster youth** beginning with the 2012-2013 cohort which will be available in October 2014.

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 2008. 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.

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

The Student Equity Committee examined retention data contained in the “Student Equity Success Indicators” SESI report and measured for disproportionate impact in “Course Completion” rates using the 80% Rule.

Disproportionate Impact Findings:

- All credit courses: Looking at retention and success rates, with the Asian subgroup as the reference group, the subgroup with disproportionate impact are **African American** students.

[77.88% in Fall 2013; 73.74% in Spring 2014, *SESI Table 2.1-2.3: Course Completion*]

- Basic Skills courses: There was only one subgroup, **African American** students, with disproportionate impact.

[72.39% in Fall 2013; 72.66% in Spring 2014, *SESI Table 1.1-1.3: Course Completion*]

- Career Technical Education (vocational): There was only one subgroup, **African American** students, with disproportionate impact.

[57.26% in Fall 2013; 74.55% in Spring 2014, *SESI Table 3.1-3.3: Course Completion*]

CAMPUS-BASED RESEARCH

- C. ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

First, the Student Equity Committee analyzed the 2011-13 SEP Banner data, *compared the basic skills and ESL course completion rate for each population group of Solano Community College students*, and found:

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.
- Regardless of ethnicity, **all 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.

In Fall 2013, the **African American** student success rate in English Basic Skills was 59% (albeit, this is up 4% from Fall 2011 which was at only 55%) and only 38% in Basic Skills Math (a 3% decrease from Fall 2011 which was at 41%). The **Hispanic** student success rate in Basic Skills Math is 45%, also down 4% from Fall 2011 success rates in this area. White student success rates in Basic Skills Math are at 52% in Fall 2013, down 7% from the Fall 2011 success rate of 59%.

- The gender gap is less evident in basic skills classes, but is becoming more evident in Basic Skills English with female students outperforming **male** students by 8% over the 2008-2013 study period, at 68% and 60% respectively. Female and male student success rates are equally low, at 49% for females and 45% for male students, with females outperforming the males by 4%.
- The **disabled** (DSP) student success rate in Basic Skills is relatively the same as non-disabled (Non-DSP) success rate, at 47% and 50% respectively in Basic Skills Math and 64% and 65% respectively in Basic Skills English.
- Although **ESL students** represent only **2.08%** of the total SCC student population, ESL students are more successful than non-ESL students, particularly in English basic skills. They are performing at an equal rate as non-ESL students of 47% in Math basic skills.

- The course completion rate of **Hispanic** ESL basic skills students demonstrates an overall increase from Fall 2008 baseline data.
- 72.1% of Solano Community College **foster youth** first attempted a math, English or ESL class below transfer level according to the CAL Pass Plus for the 2102-2013 school year. With the addition of the Cal Pass Plus reports available for tracking foster youth data we will now be able to track student’s success and make modifications based on the findings beginning with the 2012-2013 cohort available October 2014. This data will serve as our baseline for future reporting.

Next, the Student Equity Committee compared *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 through Spring 3, 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:

- **28.3% completion by all Basic Skills Math students** (slightly up from 26.4% in 2011-12)
- **45.3% completion by all Basic Skills English students** (no change from 2011-12)
- **22.3% completion by all ESL students** (up from 19.6% in 2011-12)
- **African American** and **Hispanic** student success rates are lower than any other group in English and Math basic skills. Only 16.5% of the tracked African American students and 29.4% of Hispanic students who started in Basic Skills Math complete a college-level Math course. Only 33.2% of African American students and 39.5% 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 33.3% of **Asian** students and 35.2% of **Filipino** students who started in Basic Skills Math complete a college-level Math course.

¹The SCC *Basic Skills Initiative 2012-13 End of Year Report*, in part, states, “Though the analysis presented later in this report shows modest gains in Basic Skills math completion at Solano, we’re aware that the 2013 Student Success Scorecard shows Solano College’s Remedial Math Success rate as 16.7%, among the lowest in our region and well below the statewide rate of 25.9%.”

The report, with regard to Basic Skills Math, states: “Using the Basic Skills Cohort Tracker to compare the two periods, we find a gain in the success of students starting math two levels below transfer, with 11% passing a transfer-

level course in the two-year period ending Spring '12 compared to just 8% in Fall 2008-Spring 2010 period. Unfortunately, this gain is offset somewhat by a slide in the transfer-level success rates of students starting 1 level below transfer, from 29.4% in the Fall 08-Spring 10 period to 25.2% in Fall 2010-Spring 2012. Taken together, these figures yield a modest gain overall; we can calculate that an additional 25 students from these math Basic Skills courses persisted and passed a transfer level math course in the Fall 10-Spring 12 cohort than would have at the rates observed in Fall 08-Spring 10.

Using the Cohort Tracker to compare student success rates in our Basic Skills English program, we again see some progress. The rate of success through the first transfer-level English course for student placed two levels below transfer rose from 30.2% in 2008-10 to 34.7% in 2010-12. For the much larger group starting just one level below transfer, we see an improvement from a success rate of 45.1% in 2008-10 to 50.8% in 2010-12."

Finally, the Student Equity Committee reviewed the "Student Equity Success Indicators" SESI report data on ESL and Basic Skills Completion.

Disproportionate Impact Findings:

- ESL students: The **Hispanic², female¹, and age 25-49¹** subgroups

[¹33.79%-80% Index; ²57.09%-80% Index; and ³50.81%-80% Index, *SESI Tables 2.1-2.3: ESL and Basic Skills Completion-ESL*]

- Remedial English:
 - **20-24¹ and 25-49² Age Groups**
[¹68.51%-80% Index; ²75.32%-80% Index, *SESI Tables 3.2: ESL and Basic Skills Completion-Remedial English*]

 - **African American¹ and Hispanic² subgroups**
[¹54.27%-80% Index; ²59.32%-80% Index, *SESI Tables 3.3: ESL and Basic Skills Completion-Remedial English*]

- Remedial Math:
 - **African American¹ and Hispanic² subgroups**
[¹50%-80% Index; ²73.88%-80% Index, *SESI Tables 4.3: ESL and Basic Skills Completion-Remedial Math*]

 - **Economically disadvantaged subgroup**
[¹78.12%-80% Index, *SESI Tables 4.5: ESL and Basic Skills Completion-Remedial Math*]

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

First, the Student Committee examined the “Student Equity Success Indicators” SESI report data and measured disproportionate impact for “Degree and Completion,” Tables 5.1-8.5, using the 80% Rule.

Disproportionate Impact Findings:

- **Students who have completed 30-units:** The two subgroups with disproportionate impact are **age 20-24¹** students and **African American²** students

[¹75.59% -80% Index, *SESI Table 5.2: Degree and Certificate Completion-Age Group*]

[²77.55% -80% Index, *SESI Table 5.3: Degree and Certificate Completion-Ethnicity*]

- **Persistence:** There was **no** disproportionate impact reflected among the subgroups.

[80% Index for Gender, Age Group, Ethnicity, DSP, Economically Disadvantaged, *SESI Table 6.1-6.5: Degree and Certificate Completion-Persistence*]

In reviewing Completion Rates (SPAR) data, there were six subgroups with disproportionate impact:

- **Age 20-24¹ and 25-49²** group students.

[¹76.66%-80% Index; ²72.33%-80% Index, *SESI Table 7.2: Degree and Certificate Completion-Age Group*]

- **African American¹ and Hispanic²** students

[¹62.92%-80% Index; ²63.85%-80% Index, *SESI Table 7.3: Degree and Certificate Completion-Ethnicity*]

- **Disabled** students

[70.33%-80% Index, *SESI Table 7.4: Degree and Certificate Completion-DSP*]

- **Economically disadvantaged** students

[78%-80% Index, *SESI Table 7.4: Degree and Certificate Completion-Econ Disadvantaged*]

- **Foster Youth:** The College will have the capacity to track this information for **foster youth** beginning with the 2012-2013 cohort which will be available in October 2014.

In summary, the “Student Equity Success Indicators” SESI report data indicates that **African American, Hispanic, White, disabled, low income, and age groups 20-49** experience disproportionate impact with regard to low Degree and Certificate Completion.

Next, the Student Equity Committee examined the *percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate, or transfer-related outcomes*.

The “Completion” data in the 2012-13 SCC Student Success Scorecard shows the following:

Findings:

- Overall, **less than half (45.8%) of the tracked SCC students** for the 6-year period ending Spring 2013 **earned a degree** and/or certificate or transfer to a four-year institution.
- **Only 36.3 % 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). There was a 2.6% decrease in completion rates of unprepared students compared to the 2011-12 rate of 38.9%.
- Only 31% of underprepared **African American** and 25.2% of underprepared **Hispanic** students complete a degree or certificate. There was a decrease of nearly 9% in 2012-13 completion rates as compared to the prior 2011-12 rate for underprepared **Hispanic** students.
- Completion rates of all basic skills students, especially **African American** and **Hispanic** students, are lower than other groups (36% for African Americans and 34.3% for Hispanic students).
- Completion rates for **White** and **Filipino** students who are unprepared for college are also unacceptably low, at 37.4% and 46.9% respectively.

CAMPUS-BASED RESEARCH

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

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	Cohort Year 2006-2007			Cohort Year 2007-2008		
	Transferred Student	Cohort Student	Transfer Rate	Transferred Student	Cohort Student	Transfer Rate
17 or Less	159	454	35%	170	400	43%
18 & 19	271	741	37%	244	666	37%
20 to 24	23	71	32%	16	73	22%
25 to 29	8	30	27%	4	24	17%
30 to 34	6	19	32%	4	14	29%
35 to 39	2	21	10%	3	15	20%
40 to 49	4	21	19%	2	15	13%
50 and older	2	10	20%	0	8	0%
Total	475	1367	35%	443	1215	36%

Ethnicity

Ethnicity	Cohort Year 2006-2007			Cohort Year 2007-2008		
	Transferred Student	Cohort Student	Transfer Rate	Transferred Student	Cohort Student	Transfer Rate
African-American	53	185	29%	48	160	30%
American Indian/Alaskan Native	3	6	50%	2	8	25%
Asian	44	101	44%	39	92	42%
Filipino	72	217	33%	77	177	44%
Hispanic	77	244	32%	50	190	26%
Other Non-White	0	0		0	0	
Pacific Islander	9	29	31%	14	32	44%
Unknown	28	67	42%	25	67	37%
White Non-Hispanic	189	518	36%	188	489	38%
Total	475	1367	35%	443	1215	36%

Gender

Gender	Cohort Year 2006-2007			Cohort Year 2007-2008		
	Transferred Student	Cohort Student	Transfer Rate	Transferred Student	Cohort Student	Transfer Rate
Female	262	770	34%	235	643	37%
Male	213	597	36%	208	572	36%
Other	0	0		0	0	
Total	475	1367	35%	443	1215	36%

DSP Status

Primary Disability	Cohort Year 2006-2007			Cohort Year 2007-2008		
	Transferred Student	Cohort Student	Transfer Rate	Transferred Student	Cohort Student	Transfer Rate
Acquired Brain Injury	0	1	0%	0	1	0%
Developmentally Delayed Learner	0	2	0%			
Hearing Impaired				0	2	0%
Learning Disabled	3	11	27%	2	7	29%
Mobility Impaired	1	9	11%	0	2	0%
None	467	1300	36%	430	1151	37%
Other Disability	3	29	10%	7	41	17%
Psychological Disability	1	15	7%	3	7	43%
Speech/Language Impaired				0	1	0%
Visually Impaired				1	3	33%
Total	475	1367	35%	443	1215	36%

Findings, based on the above Transfer Velocity Data, follow:

- Age
Transfer rates for students in the 17 and younger age group showed an 8% increase to 43% from 2006-7 to 2007-8, while the 18-19 age group transfer rate remained the same at 37%. The 35-29 age group showed a 10% increase in rate of transfer 2/21 (10%) in 06-07 to 3/15 (20%) in 07-08, although the total number of transferred students is relatively low.

Age groups 30-34, 40-49 and 50+ all showed a decrease in transfer rates from 06-07 to 07-08, a 3%, 6% and 20% reduction respectively. However, number of students in all three cohorts are low (21 or less) for both years.

Of concern is the 10% reduction in transfer rates for the **20-24 and 25-29 age groups**. The 20-24 age group is a relatively larger cohort and the number of students in the cohort remained stable across the 2 years, 71 (06-07) and 73 (07-08) while the number of students transferring did not, 23 (06-07) and 16 (07-08). The 25-29 age group is a smaller cohort with 8/30 transferring in 06-07 and 4/24 transferring in 07-08.

- Ethnicity
African American students have the lowest transfer rate for 2006-7 (29%) but did demonstrate a small 1% increase in 2007-8 (30%). **Hispanic** students also have low transfer rates (32%, 26%). They showed a 6% decrease from 06-07 to 07-08 giving them almost the lowest transfer rate for 2007-8. Asian students have one of the highest transfer rates for 06-07 (44%) with a modest decrease for 07-08 (42%). **American Indian/Alaskan Native**

students have very small cohorts of 6 and 8, respectively for 06-07 and 07-08. They showed a 25% decrease in transfer rate from 50% (3/6) in 06-07 to 15% (2/8) in 07-08.

Pacific Islander, Filipino and White Non-Hispanic all showed increases in transfer rates from 06-07 to 07-08, 11%, 13% and 2% increases, respectively. Although White Non-Hispanic students showed a 2% increase in transfer rate, they still have a one of the lower rates of transfer in both years.

- Gender
Transfer rates for females increased slightly from 2006-7 (34%) to 2007-8 (37%) while the transfer rate for males across the 2 years remained the same, 36%.
- DSP Status
DSP students showed an increase in transfer rate from 2006-7 to 2007-8. Students with psychological disabilities had a 36% increase, students with other disabilities a 7% increase and students with learning disabilities a 2% increase. Students with Mobility impairment went from 11% (1/9) in 06-07 to 0% (0/2) in 07-08.
- Foster Youth Status
We will have the capacity to track this information for **foster youth** beginning with the 2012-2013 cohort which will be available in October 2014.

Summary/Recommendations:

Solano Community College has an overall transfer rate of 35% for 2006-7 and 36% for 2007-8. The goal of the college is to increase its overall transfer rate by 20 percent by Spring 2017. Data for 2 cohort years has been provided, but it is difficult to assess trends with only 2 data points. The college will benefit from at least an additional cohort year which will allow us to extrapolate and determine areas of need. In addition, it would be beneficial to obtain transfer data from comparable community colleges to determine areas of need and set appropriate goals regarding increasing SCC's transfer rate.

Based on the limited data available (2 cohorts) the college should focus on the **20-29 age group** as there has been a decrease in transfer rates over the 2 years for these age groups.

African-American, Hispanic, American Indian/Native Alaskan and White Non-Hispanic students will be targeted populations for additional services related to preparation for transfer.

Although transfer rates are lower than desired for **both genders** there is no disparity across genders.

DSP student cohorts are small and it is very difficult to discern patterns or trends in the data.

Next, the Student Equity Committee examined "Student Equity Success Indicators" SESI report data, Tables 8.1-8.5, on Transfer Velocity and found the following:

Disproportionate Impact Findings:

With the Asian subgroup used as the reference group having the highest transfer rates, the six subgroups with disproportionate impact are:

- **Age groups 20-24¹ and 25-49²;**
[¹73.41% -80% Index; ²52.26% -80% Index *SESI Table 8.2: Degree and Certificate Completion Transfer-Age Group*]
- **African American³, Hispanic⁴, and White⁵ students;** and
[³60.36% -80% Index; ⁴56.25% -80% Index; ⁵76.26% -80% Index *SESI Table 8.3: Degree and Certificate Completion Transfer-Ethnicity*]
- **Disabled students**
[30.19%-80% Index, *SESI Table 8.4: Degree and Certificate Completion-DSPS*]
- **Economically disadvantaged students**
[30.19% -80% Index *SESI Table 8.5: Degree and Certificate Completion Transfer-Economically Disadvantaged*]

The sizes of the American Indian/Alaskan Native and Pacific Islander subgroups are so small that they were not included in the calculation.

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

GOAL A.

Improve access for **White, male, ESL, disabled, veterans, and foster youth** students.

ACTIVITIES

Activity A1:

2014-15

Focus Delivery of SSSP Services to Target Groups: Campus staff will develop and test new methods of delivering core Student Success and Support Program (SSSP) services— assessment, orientation, ed planning, and follow-up-- to all students, particularly **White, male, ESL, disabled, veterans, and foster youth** students in order to increase access.

Responsible Party: Dean of Counseling, Associate Dean of Admissions, Faculty

2014-17:

Improve Customer Service to Target Groups: The College will (1) conduct Welcome activities during the first week of each term, including “Ask Me” staff stationed at campus entrances to answer questions and help guide new students: (2) provide front line Student Services and Academic Affairs staff with ongoing Customer Service training; and (3) extend services for students by increasing office hours.

Responsible Party: Chief Student Services Officer

Activity A2:

2014-17

Increase High School and Community Outreach to Target Groups: Annually, campus staff, including the Student Services Generalists and Student Ambassadors, will work in coordination with our 13 feeder K-12 school districts and counseling staff to conduct visits to local high schools and community fairs/events with specific early outreach to **White, male, ESL, disabled, and foster youth** student groups to disseminate materials on enrollment and matriculation requirements, financial aid, support services and provide other relevant matriculation information.

Responsible Party: Outreach and Public Relations Manager

2014-15

Enhance Services to Foster Youth: In order to reach foster youth specifically, FYSI staff will work in coordination with feeder K-12 schools, SCOE and county partners to meet

individually or in small groups with **foster youth** identified by the district or local agencies in order to provide guidance and assistance with the matriculation process.

Responsible Party: FYSI Coordinator

Activity A3:

2016-17

Improve Scheduling and Customer Service: The College will implement and promote **student-centered class scheduling** (e.g. weekend, evening, and online classes) **and equitable support services** for evening and weekend students, with targeted outreach to White, male, ESL, disabled, foster youth and veteran students.

Responsible Parties: Vice President of Academic Affairs, Deans, Outreach and Public Relations Manager

EXPECTED OUTCOMES

Outcome A1: By Fall 2017, the number of White, male, ESL, disabled, foster youth, and veteran students enrolled at the college will increase by ten percent (10%) per year over the next 3 years.

Outcome A2: By Fall 2017, the number of White, male, ESL, disabled, foster youth, and veteran students enrolled at the college will increase by twenty percent (20%) by Fall 2017.

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B.

African American and foster youth students will successfully complete coursework and remain enrolled in college.

ACTIVITIES

Activity B1:

2014-17:

Enhance and Scale Learning Community and Co-Curricular Programs that Serve African American Students: Each year, the College will provide enhanced co-curricular programs designed to increase course completion, persistence, and retention of at risk **African American** students, beginning in their first year of college, e.g. Puente, Umoja, and First Year Experience Learning Communities, including a Summer Bridge program that targets and addresses the specific needs of foster youth.

Responsible Parties: Vice President of Academic Affairs, Basic Skills Coordinator, Faculty

Activity B2:

2014-2015:

Improve Foster Youth Access to Services: The College will dedicate funding and space to a **foster youth** one-stop shop on campus that includes access to academic counseling, peer mentoring, referrals to on-campus and off-campus services and other supports.

Responsible Party: FYSI Coordinator

2015-2016:

Maintain Services to Foster Youth: The College will ensure that services to **foster youth** continue to be offered through the one-stop shop at the same level as during the prior year.

Responsible Party: FYSI Coordinator

Activity B3:

2015-16

Increase Support for Learning Communities and Student Success Programs: The College will allocate institutional support to LCs and other support-oriented programs and services that serve entering **African American and foster youth**, including the hiring of a LC Coordinator, LC faculty, and program costs identified in an approved LC Action Plan.

Responsible Parties: Vice President of Academic Affairs, Faculty

Activity B3:

2015-17

Improve Access by Target Groups to SSSP Services: Beginning Fall 2015, entering **African American and foster youth** will be given priority access to assessment, orientation and

education planning services in order to ensure that all matriculation requirements are completed in time to access priority enrollment.

Responsible Party: Dean of Counseling and DSP, Faculty

EXPECTED OUTCOMES

Outcome B1: By Fall 2016, 100% of all students enrolled in Learning Communities will have a comprehensive education plan in place by the end of their first term.

Outcome B2: By Spring 2016, the rate of successful course completion for **foster youth** will increase by twenty percent (20%).

Outcome B3: By Spring 2017, the number of **African American** students who successfully complete 3 consecutive terms will increase by twenty percent (20%).

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL C.

African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students who are required to take basic skills courses will successfully complete all basic skills coursework and go on to complete a degree applicable course.

ACTIVITIES

Activity C1:

2014-17

Each semester, Counseling services aimed at completing abbreviated or comprehensive education planning will be provided within a reasonable time period to all basic skills students, particularly to **African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students.**

Responsible Party: Dean of Counseling, Counseling Faculty

2014-17

Enhance Learning Support for African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students : The College will invest in summer bridge, tutors, and supplemental instructors (to be available through the Tutoring Center, Academic Success Center, and cohort-model programs), who can facilitate the development of study skills and provide assistance with specific course-related concepts and problems for **African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students**-- especially in Basic Skills Math.

Responsible Parties: Vice President of Academic Affairs, Basic Skills Committee, Counseling and Basic Skills Faculty

Activity C2:

2015-16

Enhance Basic Skills Learning Support for Foster Youth: Tutors and mentors will be made available through the FYSI program, who can facilitate the development of study skills and provide assistance with specific course-related concepts and problems for **foster youth.**

Responsible Party: FYSI Coordinator

Activity C3:

2014-17

Enhance Academic Success Center and Counseling Services to At Risk Students: During each fall and spring term, the College will offer a Student Success course through the Counseling Division, Academic Success Center workshops, to Basic Skills students with specific outreach to **African American, Hispanic, ESL (specifically Hispanic, female, 25-49 age group), low income, and foster youth students.** Activities will be designed to help

students form goals for college and careers, develop plans, develop good study habits, and learn about campus resources.

Responsible Party: Dean of Counseling, Academic Success Center Coordinator, CSSO

Activity C4:

2014-17

Increase Professional Development Opportunities for Faculty and Staff: During each fall and spring term, the College will conduct training each semester with all faculty and staff involved in the delivery of basic skills courses that address the specialized needs of **African American, Hispanic, ESL, Asian/Filipino, and foster youth** students, including fostering active, collaborative, and cooperative learning approaches and other strategies for supporting their success.

Responsible Parties: Academic Senate, Faculty

EXPECTED OUTCOMES

Outcome C1: By Fall 2017, the percentage of first-time **African American, Hispanic, ESL, and low-income students** who started below transfer level in English, mathematics, and/or ESL in 2013-14 and completed a college-level course in the same discipline within six years (through 2018-19) will increase by twenty (20)%.

Outcome C2: By Fall 2017, the percentage of **first-time, foster youth** students who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline within six years will increase by twenty (20)% percent.

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL D.

Underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49 students will successfully receive a degree or certificate that aligns with their informed matriculation goal.

Activity D1:

2014-15

Implement DegreeWorks : Beginning Spring 2015, the College will launch DegreeWorks for 2012-13 and 2014-15 catalog years, which will assist Counselors and **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students with ed planning and will provide real time delivery of progress toward meeting graduation requirements .

Responsible Party: Associate Dean of Admissions, Assessment, and Scheduling

Activity D2:

2015-17:

Improve Follow Up Services for Targeted Student Groups: Beginning Fall 2015, 100% of **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students entering their fifth term who are not making progress toward a degree or certificate will receive outreach contact from Admissions and Counseling or the Career Center a minimum of two times (e.g. e-mail and phone call) regarding Counseling, Transfer Center, Career Center, and other services for students.

Responsible Party: Dean of Counseling, Associate Dean of Admissions

Activity D3:

2014-15

Maintain Institutional Support for Foster Youth Services: The College will dedicate funding and space to institutionalize a **foster youth** one-stop shop on campus that includes access to academic counseling, peer mentoring, referrals to on-campus and off-campus services and other supports.

Activity D3:

2015-16

Improve Counseling Services to Targeted Students: The College will assess the need to hire additional academic counselors to be funded by the campus who will be available to meet with at-risk of **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students at least once per term to determine if they are on track for completion of their degree or certificate goals.

Responsible Party: Vice President of Academic Affairs

EXPECTED OUTCOMES

Outcome D1: By Spring 2017, the percentage of **underprepared African American and Hispanic; economically disadvantaged; disabled; and age 20-24 and 25-49** students who receive a degree or certificate within 6 years will increase by twenty percent (20%).

Outcome D2: By Spring 2017, the percentage of **foster youth** who receive a degree or certificate within 6 years will increase by twenty percent (20%).

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL E.

African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29 students will successfully transfer to 4-year universities.

ACTIVITIES

Activity E1:

2014-17

Develop Transfer Pathways and Promote to Target Students: Each year, the College will host activities to promote the Transfer Agenda through professional development, K-12 collaboration, development of transfer pathways, and by ramping up Transfer services to **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29** students.

Responsible Parties: Deans and Faculty

2014-17

Increase Transfer Opportunities for Target Students: Each year the College will sponsor a campus visit to local 4-year universities and host a Transfer Fair activity in accessible locations, specifically targeting **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29** students to learn about career options available with a 4-year degree, to hear from successful transfer students and gain exposure to the university campus environment.

Responsible Parties: Dean of Counseling, Faculty

Activity E2:

2014-17

Develop Associate Degrees for Transfer and Promote to Target Students: To advance seamless transfer pathways, College faculty will develop and obtain approval of a minimum of sixteen (16) Associate Degrees for Transfer (ADTs) by Spring 2015. The College will advertise the ADTs and find additional avenues to provide **African American, Hispanic, White, American Indian/Native Alaskan, foster youth, and age 20-29** students with information regarding available ADTs.

Responsible Parties: Deans and Faculty

Activity E2:

2014-2015:

Improve Foster Youth Access to Services: The College will dedicate funding and space to institutionalize a **foster youth** one-stop shop on campus that includes access to transfer resources.

Responsible Parties: Dean of Counseling, FYSI Coordinator

2015-2016: Maintain Institutional Support of Foster Youth Services: The College will ensure that services to **foster youth** continue to be offered through the one-stop shop at the same level as during the prior year.

Responsible Parties: Dean of Counseling, FYSI Coordinator

EXPECTED OUTCOMES

Outcome E1: The percentage of **African American, Hispanic, White, American Indian/Native Alaskan, age 20-29** students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English and successfully transfer within 6 years will be at or above the rate of the general student population.

Outcome E2: The percentage of **African American, Hispanic, White, American Indian/Native Alaskan, age 20-29, and foster youth** students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English and successfully transfer within 6 years will increase by 25 percent by Spring 2017.

Budget

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

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 success areas: (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.

Acknowledgements

Student Equity Planning Committee Members

Dr. Shirley Lewis, Chair, Chief Student Services Officer

Dr. Jose Ballesteros, MESA Director

Peter Cammish, Dean of Research & Planning and Institutional Effectiveness

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

Luis Garcia, Associated Students of Solano College (ASSC), 2013-14

Luz Murillo, Associated Students of Solano College (ASSC), 2014-15

LaNae Jaimez, Psychology, Faculty (Academic Senate)

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

Dr. Maurice McKinnon, Interim Dean of Health Sciences

Carolyn Moore, Disability Services Specialist

Jocelyn Mouton, Interim Dean of Counseling/CalWORKs Coordinator

Dr. Joel Powell, Political Science Faculty

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

Kamber Sta. Maria, EOPS/CARE Counselor, FYSI & YESS-ILP Program Coordinator/Counselor

Cynthia Simon, EOPS and CARE Coordinator

Amy Utt, Veterans Affairs Coordinator

Appendix I: Student Equity Plan (SEP) DATA - Fall 2008-2013

Headcount and % Headcount by Ethnicity	P. 40
Headcount and % Headcount by Gender	P. 41
Headcount and % Headcount by DSP Status	P. 42
Headcount and % Headcount by Age Group	P. 43
Basic Skills Pass Rates By Ethnicity	P. 44
Basic Skills Pass Rates By Gender	P. 45
Basic Skills Pass Rates By ESL Status	P. 46
Basic Skills Pass Rates By DSP Status	P. 47
Basic Skills Pass Rates By Age Group	P. 48
1ST Semester Student Retention Rate by Ethnicity	P. 49
1ST Semester Student Retention Rate by ESL Status	P. 50
1ST Semester Student Retention Rate by DSP Status	P. 51
1ST Semester Student Retention Rate by Age Group	P. 52

Headcount and % Headcount by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	17	6	6	6	5	8	20	19	9	5	11
	% Headcount	0.14%	0.05%	0.05%	0.05%	0.04%	0.07%	0.18%	0.18%	0.09%	0.05%	0.11%
Am. Indian or Alaskan Nati..	Headcount	213	253	235	246	256	225	243	250	245	246	228
	% Headcount	1.73%	2.05%	1.93%	2.06%	2.21%	1.91%	2.22%	2.33%	2.46%	2.42%	2.31%
Asian or Pacific Islan..	Headcount	2,251	2,128	1,998	2,081	1,945	1,895	1,787	1,777	1,777	1,889	1,797
	% Headcount	18.31%	17.23%	16.38%	17.24%	16.75%	14.37%	16.34%	16.57%	17.84%	18.59%	18.35%
Black Non-Hispanic	Headcount	1,928	2,088	2,010	2,124	2,065	1,835	1,895	1,913	1,750	1,746	1,787
	% Headcount	15.68%	16.90%	16.48%	17.77%	17.79%	15.56%	17.33%	17.84%	17.56%	17.18%	18.25%
Hispanic	Headcount	1,924	1,941	1,845	1,910	1,948	1,739	1,959	2,078	2,158	2,218	2,264
	% Headcount	15.65%	15.71%	15.13%	15.98%	16.78%	14.75%	17.91%	19.38%	21.66%	21.82%	23.12%
Other	Headcount	1,680	1,680	2,343	1,846	1,722	3,109	1,670	1,290	897	803	509
	% Headcount	13.67%	13.44%	19.21%	15.44%	14.83%	26.37%	15.27%	12.03%	9.00%	7.90%	5.20%
White Non-Hispanic	Headcount	4,280	4,278	3,760	3,762	3,668	3,181	3,363	3,397	3,127	3,256	3,200
	% Headcount	34.82%	34.63%	30.83%	31.47%	31.60%	26.98%	30.75%	31.68%	31.39%	32.04%	32.67%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Gender

Gender desc		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	1										
	% Headcount	0.01%										
Female	Headcount	7,298	7,224	7,119	6,986	6,744	6,851	6,365	6,130	5,758	5,814	5,674
	% Headcount	59.37%	58.47%	58.37%	58.44%	58.09%	58.10%	58.20%	57.16%	57.79%	57.21%	57.93%
Male	Headcount	4,809	4,942	4,926	4,828	4,731	4,812	4,460	4,481	4,082	4,231	4,011
	% Headcount	39.12%	40.00%	40.39%	40.38%	40.75%	40.81%	40.78%	41.78%	40.97%	41.63%	40.95%
Not Reported	Headcount	185	188	152	141	134	129	112	113	123	118	109
	% Headcount	1.50%	1.52%	1.25%	1.18%	1.15%	1.09%	1.02%	1.05%	1.23%	1.16%	1.11%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Gender desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	11,802	11,827	11,614	11,312	11,018	11,171	10,488	10,218	9,565	9,778	9,416
	% Headcount	96.01%	95.73%	95.22%	94.62%	94.91%	94.73%	95.89%	95.28%	96.01%	96.21%	96.14%
DSP	Headcount	491	527	583	643	591	621	449	506	398	385	378
	% Headcount	3.99%	4.27%	4.78%	5.38%	5.09%	5.27%	4.11%	4.72%	3.99%	3.79%	3.86%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

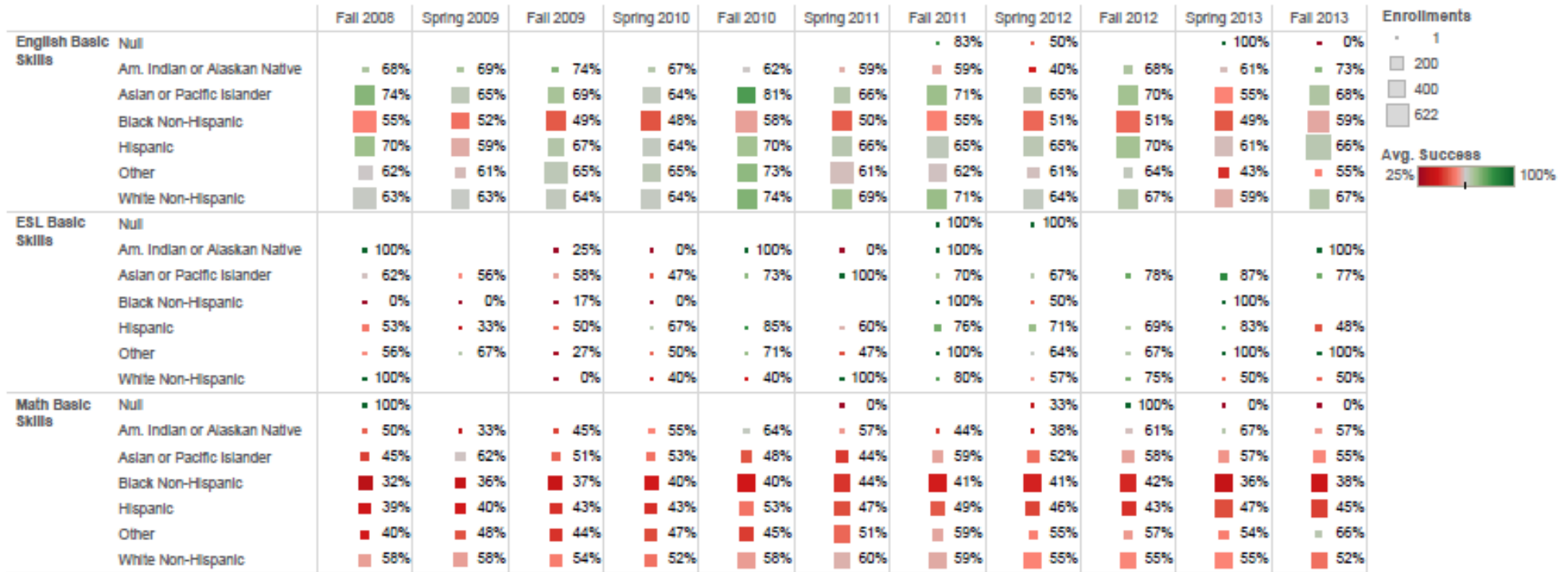
Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	4	2	1		1	1	1			1	
	% Headcount	0.03%	0.02%	0.01%		0.01%	0.01%	0.01%			0.01%	
Less than 18	Headcount	1,103	651	740	505	647	454	592	379	452	375	573
	% Headcount	8.97%	5.27%	6.07%	4.22%	5.57%	3.85%	5.41%	3.53%	4.54%	3.69%	5.85%
18-19	Headcount	2,935	2,796	2,821	2,617	2,739	2,541	2,574	2,380	2,266	2,065	2,203
	% Headcount	23.88%	22.63%	23.13%	21.89%	23.59%	21.55%	23.53%	22.19%	22.74%	20.32%	22.49%
20-24	Headcount	3,424	3,702	3,594	3,830	3,596	3,857	3,543	3,700	3,387	3,583	3,221
	% Headcount	27.85%	29.97%	29.47%	32.04%	30.98%	32.71%	32.39%	34.50%	34.00%	35.26%	32.89%
25-29	Headcount	1,365	1,529	1,550	1,592	1,521	1,595	1,386	1,426	1,306	1,417	1,291
	% Headcount	11.10%	12.38%	12.71%	13.32%	13.10%	13.53%	12.67%	13.30%	13.11%	13.94%	13.18%
30-34	Headcount	882	946	889	876	830	929	778	810	724	789	689
	% Headcount	7.17%	7.66%	7.29%	7.33%	7.15%	7.88%	7.11%	7.55%	7.27%	7.76%	7.03%
35-39	Headcount	668	707	653	625	576	621	530	510	462	494	455
	% Headcount	5.43%	5.72%	5.35%	5.23%	4.96%	5.27%	4.85%	4.76%	4.64%	4.86%	4.65%
40-49	Headcount	1,081	1,134	1,069	1,046	952	996	843	850	749	763	716
	% Headcount	8.79%	9.18%	8.76%	8.75%	8.20%	8.45%	7.71%	7.93%	7.52%	7.51%	7.31%
50+	Headcount	831	887	880	864	747	798	690	669	617	676	646
	% Headcount	6.76%	7.18%	7.21%	7.23%	6.43%	6.77%	6.31%	6.24%	6.19%	6.65%	6.60%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

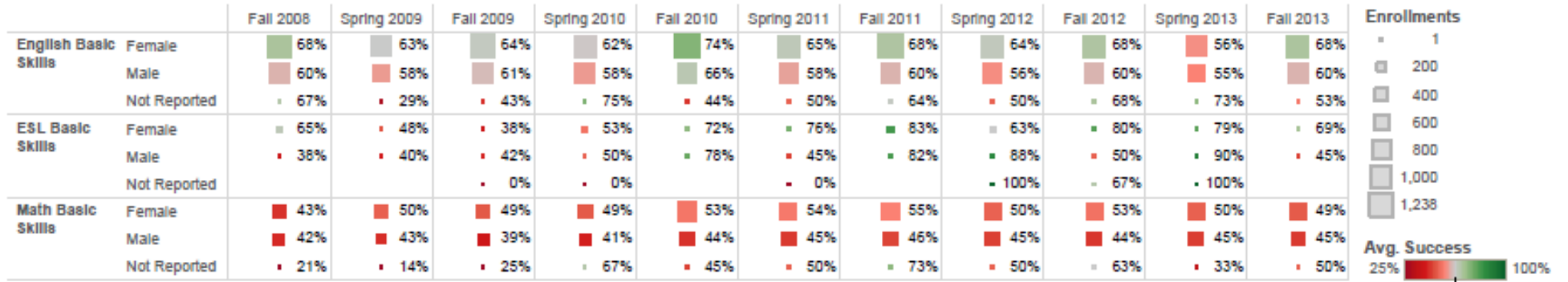
Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Basic Skills Pass Rates by Ethnicity



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Prim Ethnicity Category Desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by Gender



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Gender desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by ESL Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Enrollments
English Basic Skills	ESL	84%	69%	69%	70%	77%	70%	63%	64%	70%	67%	71%	11
	Non ESL	64%	60%	62%	60%	70%	61%	65%	60%	64%	55%	64%	500
ESL Basic Skills	ESL	57%	46%	38%	51%	74%	67%	82%	67%	72%	83%	63%	1,000
Math Basic Skills	ESL	58%	27%	33%	72%	76%	78%	93%	68%	88%	72%	47%	1,500
	Non ESL	42%	48%	45%	45%	49%	49%	51%	48%	49%	47%	47%	2,074

Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and ESL Status. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.



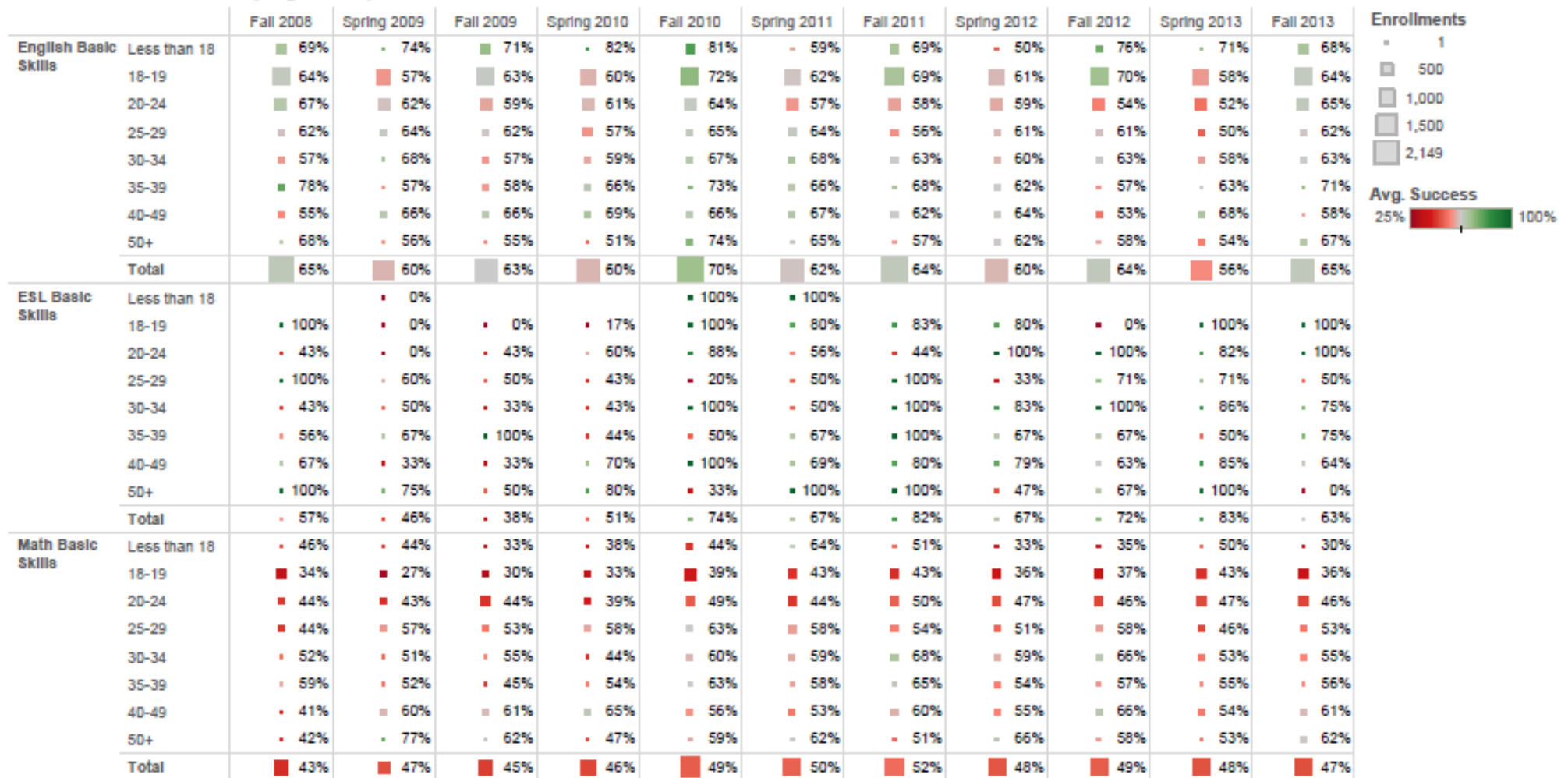
Basic Skills Pass Rates by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Enrollments
English Basic Skills	Non DSP	66%	62%	64%	61%	72%	62%	65%	61%	64%	57%	64%	2
	DSP	53%	51%	52%	55%	59%	60%	55%	59%	64%	49%	65%	500
ESL Basic Skills	Non DSP	55%	46%	39%	51%	74%	68%	81%	69%	77%	82%	63%	1,000
	DSP	100%	0%	0%	0%	0%	50%	100%	33%	33%	100%	0%	1,500
Math Basic Skills	Non DSP	46%	49%	47%	47%	50%	50%	53%	48%	48%	47%	47%	1,931
	DSP	26%	40%	34%	41%	44%	47%	43%	48%	59%	53%	50%	1,931

Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Disability Desc (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.



Basic Skills Pass Rates by Age Group



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Term Age (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

1st Semester Student Retention Rate by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	13	2	3		2	4	14	4	3	3	8
	Retain Next Semester	8%	0%	100%		50%	50%	57%	25%	0%	33%	88%
Am. Indian or Alaskan Nati..	Headcount	55	42	49	46	69	16	56	40	61	27	44
	Retain Next Semester	62%	48%	63%	22%	59%	31%	63%	30%	75%	44%	66%
Asian or Pacific Islan..	Headcount	488	264	348	254	383	143	404	236	403	288	378
	Retain Next Semester	64%	43%	62%	41%	68%	46%	68%	43%	71%	44%	74%
Black Non-Hispanic	Headcount	469	398	424	428	448	234	443	363	448	320	445
	Retain Next Semester	55%	35%	54%	44%	55%	40%	60%	37%	56%	33%	66%
Hispanic	Headcount	505	315	397	337	434	174	520	352	545	390	554
	Retain Next Semester	60%	38%	55%	38%	63%	41%	67%	47%	72%	43%	70%
Other	Headcount	366	283	687	151	357	969	75	24	17	23	34
	Retain Next Semester	56%	33%	68%	37%	69%	36%	61%	50%	65%	61%	65%
White Non-Hispanic	Headcount	1,028	643	682	568	726	277	733	481	671	464	684
	Retain Next Semester	60%	41%	59%	39%	66%	45%	67%	41%	69%	42%	65%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by ESL Status

ESL Status		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
ESL	Headcount	69	38	68	43	54	43	40	37	44	44	42
	Retain Next Semester	61%	45%	62%	40%	78%	53%	60%	51%	68%	41%	62%
Non ESL	Headcount	2,855	1,909	2,522	1,741	2,365	1,774	2,205	1,463	2,104	1,471	2,103
	Retain Next Semester	59%	38%	60%	40%	64%	39%	65%	41%	67%	41%	68%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. ESL Status. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	2,819	1,877	2,497	1,724	2,300	1,757	2,181	1,449	2,063	1,476	2,058
	Retain Next Semester	58%	38%	60%	39%	63%	39%	65%	41%	66%	41%	68%
DSP	Headcount	105	70	93	60	119	60	64	51	85	39	87
	Retain Next Semester	70%	63%	74%	53%	77%	57%	77%	43%	92%	56%	83%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	2									1	
	Retain Next Semester	0%									0%	
Less than 18	Headcount	518	206	368	176	301	166	317	158	266	177	340
	Retain Next Semester	56%	27%	68%	20%	74%	28%	71%	28%	76%	33%	77%
18-19	Headcount	1,055	425	954	451	978	433	922	412	896	364	871
	Retain Next Semester	76%	48%	72%	50%	75%	52%	74%	48%	79%	51%	78%
20-24	Headcount	490	458	501	420	455	477	458	395	415	422	391
	Retain Next Semester	50%	37%	51%	42%	50%	36%	58%	40%	57%	41%	53%
25-29	Headcount	235	247	257	238	271	244	180	169	199	197	195
	Retain Next Semester	47%	32%	49%	37%	54%	38%	54%	40%	50%	34%	58%
30-34	Headcount	172	176	135	138	127	144	97	126	123	115	103
	Retain Next Semester	47%	41%	55%	36%	50%	35%	49%	47%	56%	37%	55%
35-39	Headcount	126	103	90	91	73	104	70	52	62	74	61
	Retain Next Semester	46%	29%	56%	33%	56%	38%	64%	29%	48%	41%	67%
40-49	Headcount	193	190	166	154	125	144	115	113	113	87	104
	Retain Next Semester	44%	42%	45%	40%	47%	33%	51%	44%	58%	48%	59%
50+	Headcount	133	142	121	116	89	105	86	75	74	78	80
	Retain Next Semester	37%	42%	38%	34%	54%	38%	47%	40%	49%	38%	50%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Appendix II: Student Success Scorecard, 2011-12 and 2012-13

College Profile **P. 54**

Description of the student population and course sections offered

Persistence **P. 55**

Percentage of degree and/or transfer-seeking students tracked for 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 likely to succeed.

30 Units **P. 56**

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 for six years through 2012-13 who achieved at least 30 units.

Remedial **P. 57**

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Completion **P. 58**

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

Career Tech Education **P. 59**

Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

College Profile

Description of the student population and course sections offered

	2011-12	2012-13	Diff
Students	16,097	12,864	-3,233

Gender	2011-12	2012-13	Diff	Ethnicity/Race	2011-12	2012-13	Diff	Other Information	2011-12	2012-13	Diff
Female	58.4%	57.4%	-1.0%	African American	16.5%	16.0%	-0.5%	Full-Time Equivalent Students	8,534.2	6,993.1	-1541.1
Male	40.4%	41.4%	1.0%	Amer. Indian/Alaskan Native	0.4%	0.4%	0.0%	Credit Sections	2,573	2,401	-172
Unknown	1.2%	1.2%	0.0%	Asian	4.9%	5.1%	0.2%	Non-Credit Sections	1	-	-1
Age				Filipino	8.6%	9.0%	0.4%	Median Credit Section Size	28	24	-4
< 20	28.3%	24.7%	-3.6%	Hispanic	20.3%	23.3%	3.0%	Percentage of Full-Time Faculty	66.6%	70.1%	3.5%
20-24	32.0%	34.7%	2.7%	Pacific Islander	0.8%	0.8%	0.0%	Student Counseling Ratio	N/A	556:1	N/A
25-49	33.2%	26.5%	-6.7%	White	30.4%	32.1%	1.7%				
50 or more	6.4%	14.2%	7.8%	Two or more Races	6.6%	7.5%	0.9%				
Unknown	0.0%	0.0%	0.0%	Unknown	11.4%	6.0%	-5.4%				

Persistence

Percentage of degree and/or transfer-seeking students tracked for 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 likely to succeed.

College Prepared	2011-12	2012-13	Diff	Unprepared for College	2011-12	2012-13	Diff	Overall	2011-12	2012-13	Diff
	56.8%	63.7%	6.9%		60.2%	63.5%	3.3%		59.2%	63.6%	4.4%
Gender				Gender				Gender			
female	53.7%	63.7%	10.0%	female	57.6%	60.7%	3.1%	female	56.6%	61.6%	5.0%
Male	60.5%	63.7%	3.2%	Male	63.5%	66.9%	3.4%	Male	62.6%	65.9%	3.3%
Age				Age				Age			
Under 20	57.0%	64.7%	7.7%	Under 20	60.5%	64.2%	3.7%	Under 20	59.4%	64.3%	4.9%
20-24	37.5%	55.6%	18.1%	20-24	57.5%	55.8%	-1.7%	20-24	54.4%	55.8%	1.4%
25-49	69.6%	36.4%	-33.2%	25-49	56.6%	62.2%	5.6%	25-49	58.9%	58.8%	-0.1%
50 or over	0.0%	60.0%	60.0%	50 or over	81.3%	70.3%	-11.0%	50 or over	76.5%	69.0%	-7.5%
Ethnicity/Race		26.5%		Ethnicity/Race				Ethnicity/Race			
African American	46.2%	55.1%	8.9%	African American	54.0%	58.5%	4.5%	African American	52.7%	57.9%	5.2%
American Indian/ Alaskan Native	50.0%	66.7%	16.7%	American Indian/ Alaskan Native	57.1%	44.4%	-12.7%	American Indian/ Alaskan Native	55.6%	50.0%	-5.6%
Asian	51.4%	48.7%	-2.7%	Asian	68.1%	61.0%	-7.1%	Asian	62.5%	56.9%	-5.6%
Filipino	50.9%	61.5%	10.6%	Filipino	67.4%	72.8%	5.4%	Filipino	63.4%	69.3%	5.9%
Hispanic	50.0%	75.7%	25.7%	Hispanic	57.1%	57.3%	0.2%	Hispanic	55.4%	62.1%	6.7%
Pacific Islander	64.3%	40.0%	-24.3%	Pacific Islander	52.6%	66.7%	14.1%	Pacific Islander	57.6%	60.5%	2.9%
White	62.9%	68.0%	5.1%	White	61.1%	67.0%	5.9%	White	61.7%	67.4%	5.7%
<i>Student's lowest course attempted in Math and/or English was college level.</i>				<i>Student's lowest course attempted in Math and/or English was remedial level.</i>				<i>Student attempted any level of Math or English in the first three years.</i>			

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

30 Units

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2007-08 for six years through 2012-13 who achieved at least 30 units.

College Prepared	2011-12	2012-13	Diff	Unprepared for College	2011-12	2012-13	Diff	Overall	2011-12	2012-13	Diff
	65.5%	66.9%	1.4%		61.7%	60.8%	-0.9%		62.8%	62.7%	-0.1%
Gender				Gender				Gender			
female	63.6%	64.5%	0.9%	female	61.9%	58.3%	-3.6%	female	62.4%	60.1%	-2.3%
Male	67.8%	69.4%	1.6%	Male	61.5%	63.8%	2.3%	Male	63.3%	65.6%	2.3%
Age				Age				Age			
Under 20	66.6%	68.6%	2.0%	Under 20	63.7%	63.0%	-0.7%	Under 20	64.6%	64.8%	0.2%
20-24	43.8%	50.0%	6.2%	20-24	50.6%	48.4%	-2.2%	20-24	49.5%	48.7%	-0.8%
25-49	65.2%	45.5%	-19.7%	25-49	55.7%	52.7%	-3.0%	25-49	57.4%	51.8%	-5.6%
50 or over	0.0%	20.0%	20.0%	50 or over	50.0%	54.1%	4.1%	50 or over	47.1%	50.0%	2.9%
Ethnicity/Race				Ethnicity/Race				Ethnicity/Race			
African American	51.3%	49.0%	-2.3%	African American	56.1%	52.0%	-4.1%	African American	55.3%	51.4%	-3.9%
American Indian/ Alaskan Native	50.0%	66.7%	16.7%	American Indian/ Alaskan Native	57.1%	77.8%	20.7%	American Indian/ Alaskan Native	55.6%	75.0%	19.4%
Asian	60.0%	71.8%	11.8%	Asian	69.6%	70.1%	0.5%	Asian	66.3%	70.7%	4.4%
Filipino	72.7%	66.2%	-6.5%	Filipino	66.3%	70.1%	3.8%	Filipino	67.8%	68.9%	1.1%
Hispanic	60.3%	68.9%	8.6%	Hispanic	56.6%	57.3%	0.7%	Hispanic	57.5%	60.4%	2.9%
Pacific Islander	71.4%	40.0%	-31.4%	Pacific Islander	42.1%	66.7%	24.6%	Pacific Islander	54.5%	60.5%	6.0%
White	69.3%	72.5%	3.2%	White	64.1%	61.6%	-2.5%	White	65.9%	65.6%	-0.3%
<i>Student's lowest course attempted in Math and/or English was college level.</i>				<i>Student's lowest course attempted in Math and/or English was remedial level.</i>				<i>Student attempted any level of Math or English in the first three years.</i>			

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

Remedial

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.

Math	2011-12	2012-13	Diff	English	2011-12	2012-13	Diff	ESL	2011-12	2012-13	Diff
	26.4%	28.3%	1.9%		45.7%	45.3%	-0.4%		19.6%	22.3%	2.7%
Gender				Gender				Gender			
female	28.2%	28.8%	0.6%	female	45.0%	44.3%	-0.7%	female	15.3%	16.1%	0.8%
Male	23.2%	27.6%	4.4%	Male	46.6%	46.7%	0.1%	Male	26.3%	34.4%	8.1%
Age				Age				Age			
Under 20	29.4%	30.5%	1.1%	Under 20	49.4%	52.6%	3.2%	Under 20	32.1%	27.6%	-4.5%
20-24	21.6%	30.8%	9.2%	20-24	38.6%	31.8%	-6.8%	20-24	16.7%	44.4%	27.7%
25-49	28.2%	24.8%	-3.4%	25-49	42.2%	36.1%	-6.1%	25-49	16.3%	9.7%	-6.6%
50 or over	19.4%	17.4%	-2.0%	50 or over	18.2%	25.3%	7.1%	50 or over	0.0%	12.5%	12.5%
Ethnicity/Race				Ethnicity/Race				Ethnicity/Race			
African American	22.8%	16.5%	-6.3%	African American	30.0%	33.2%	3.2%	African American	22.2%	33.3%	11.1%
American Indian/ Alaskan Native	33.3%	37.5%	4.2%	American Indian/ Alaskan Native	36.4%	33.3%	-3.1%	American Indian/ Alaskan Native	N/A	N/A	N/A
Asian	20.0%	33.3%	13.3%	Asian	62.0%	54.7%	-7.3%	Asian	23.5%	25.0%	1.5%
Filipino	22.4%	35.2%	12.8%	Filipino	54.6%	51.1%	-3.5%	Filipino	50.0%	20.0%	-30.0%
Hispanic	22.5%	29.4%	6.9%	Hispanic	41.5%	39.5%	-2.0%	Hispanic	10.6%	13.2%	2.6%
Pacific Islander	25.0%	32.4%	7.4%	Pacific Islander	41.9%	38.5%	-3.4%	Pacific Islander	66.7%	0.0%	-66.7%
White	34.1%	33.1%	-1.0%	White	51.8%	53.1%	1.3%	White	14.3%	41.7%	27.4%

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

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	2011-12	2012-13	Diff	Unprepared for College	2011-12	2012-13	Diff	Overall	2011-12	2012-13	Diff
	70.5%	67.8%	-2.7%		38.9%	36.3%	-2.6%		47.9%	45.8%	-2.1%
Gender				Gender				Gender			
female	69.0%	69.4%	0.4%	female	40.3%	35.3%	-5.0%	female	48.2%	44.9%	-3.3%
Male	72.2%	66.1%	-6.1%	Male	37.1%	37.5%	0.4%	Male	47.4%	46.8%	-0.6%
Age				Age				Age			
Under 20	72.5%	68.9%	-3.6%	Under 20	39.8%	37.8%	-2.0%	Under 20	49.8%	48.0%	-1.8%
20-24	62.5%	66.7%	4.2%	20-24	35.6%	28.4%	-7.2%	20-24	39.8%	34.5%	-5.3%
25-49	43.5%	36.4%	-7.1%	25-49	34.9%	33.8%	-1.1%	25-49	36.4%	34.1%	-2.3%
50 or over	0.0%	40.0%	40.0%	50 or over	31.3%	24.3%	-7.0%	50 or over	29.4%	26.2%	-3.2%
Ethnicity/Race				Ethnicity/Race				Ethnicity/Race			
African American	64.1%	59.2%	-4.9%	African American	34.8%	31.0%	-3.8%	African American	39.7%	36.0%	-3.7%
American Indian/ Alaskan Native	100.0%	66.7%	-33.3%	American Indian/ Alaskan Native	42.9%	22.2%	-20.7%	American Indian/ Alaskan Native	55.6%	33.3%	-22.3%
Asian	80.0%	82.1%	2.1%	Asian	53.6%	48.1%	-5.5%	Asian	62.5%	59.5%	-3.0%
Filipino	69.1%	81.5%	12.4%	Filipino	43.6%	46.9%	3.3%	Filipino	49.8%	57.5%	7.7%
Hispanic	72.1%	59.5%	-12.6%	Hispanic	34.1%	25.2%	-8.9%	Hispanic	42.9%	34.3%	-8.6%
Pacific Islander	64.3%	60.0%	-4.3%	Pacific Islander	15.8%	54.5%	38.7%	Pacific Islander	36.4%	55.8%	19.4%
White	69.8%	68.0%	-1.8%	White	39.7%	37.4%	-2.3%	White	50.0%	48.6%	-1.4%
<i>Student's lowest course attempted in Math and/or English was college level.</i>				<i>Student's lowest course attempted in Math and/or English was remedial level.</i>				<i>Student attempted any level of Math or English in the first three years.</i>			

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

Career Tech Education

Percentage of students tracked for six years through 2012-13 who started first time in 2007-08 and completed more than eight units in courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

Overall	2011-12	2012-13	Diff
	55.2%	54.2%	-1.0%
Gender			
female	57.0%	55.8%	-1.2%
Male	53.1%	52.6%	-0.5%
Age			
Under 20	57.8%	60.1%	2.3%
20-24	59.4%	61.4%	2.0%
25-49	52.6%	48.6%	-4.0%
50 or over	35.7%	37.8%	2.1%
Ethnicity/Race			
African American	48.5%	56.2%	7.7%
American Indian/ Alaskan Native	50.0%	44.4%	-5.6%
Asian	62.0%	52.9%	-9.1%
Filipino	57.8%	68.4%	10.6%
Hispanic	55.6%	49.3%	-6.3%
Pacific Islander	60.0%	64.3%	4.3%
White	55.4%	53.8%	-1.6%

N/A: Cohort has no students

0%: Cohort has no students

Cohort fewer than 10 students

Appendix III: Student Equity Success Indicators

TABLES*

COURSE COMPLETION

1.1-1.3	Course Completion: Retention & Success Rate for Basic Skills	P. 61
1.4-1.6	Course Completion: Retention & Success Rate for Credit	P. 62
1.7-1.9	Course Completion: Retention & Success Rate for Vocational	P. 63

REPORT YEAR 2014

COHORT YEARS: 2006-2007 AND 2007-2008:

2.1-2.5	ESL and Basic Skills Completion - ESL	P. 64
3.1-3.5	ESL and Basic Skills Completion – Remedial English	P. 65
4.1-4.5	ESL and Basic Skills Completion – Remedial Math	P. 66
	Degree and Certificate Completion – 30 Units	P. 67
	Degree and Certificate Completion – Persistence	P. 68
	Degree and Certificate Completion – Completion (SPAR)	P. 69
	Degree and Certificate Completion – Transfer	P. 70
	Transfer Velocity – Transfer	P. 71

*excluding populations less than 5%

Course Completion (Table 1.1-1.3): Retention and Success Rate for Basic Skills

Table 1.1: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	1804	1367	56.85%	58.24%	87.69%	84.86%	100.00%	98.35%	61.75%	57.64%	100.00%	100.00%
Male	1347	962	42.45%	40.99%	85.45%	86.28%	97.45%	100.00%	56.35%	52.49%	91.26%	91.07%
Unknown	22	18	0.69%	0.77%	90.91%	88.89%			59.09%	50.00%		
Solano CCD Total	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%		

Table 1.2: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	69	19	2.17%	0.81%	95.65%	73.68%			68.12%	36.84%		
18 & 19	1428	750	45.00%	31.96%	87.82%	87.07%	100.00%	95.77%	59.24%	54.40%	96.00%	84.12%
20 to 24	752	717	23.70%	30.55%	85.37%	86.61%	97.22%	95.27%	57.45%	54.81%	93.10%	84.75%
25 to 29	322	300	10.15%	12.78%	86.96%	80.67%	99.02%	88.73%	59.94%	54.67%	97.13%	84.54%
30 to 34	175	161	5.52%	6.86%	86.86%	82.61%	98.91%	90.87%	61.71%	52.80%	100.00%	81.65%
35 to 39	112	132	3.53%	5.62%	89.29%	90.91%		100.00%	64.29%	63.64%		98.41%
40 to 49	176	150	5.55%	6.39%	81.25%	84.00%	92.52%	92.40%	59.09%	64.67%	95.75%	100.00%
50 +	139	118	4.38%	5.03%	83.45%	82.20%		90.42%	60.43%	54.24%		83.87%
Solano CCD Total	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%		

Table 1.3: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	699	550	22.03%	23.43%	84.84%	83.64%	90.29%	94.58%	51.79%	46.36%	72.39%	72.65%
American Indian/Alaskan Native	9	13	0.28%	0.55%	100.00%	84.62%			77.78%	23.08%		
Asian	397	268	12.51%	11.42%	93.95%	88.43%	100.00%	100.00%	71.54%	63.81%	100.00%	100.00%
Hispanic	963	711	30.35%	30.29%	86.81%	87.06%	92.40%	98.45%	59.50%	58.65%	83.17%	91.91%
Multi-Ethnicity	274	239	8.64%	10.18%	81.39%	86.61%	86.62%	97.94%	52.55%	56.90%	73.46%	89.17%
Pacific Islander	43	28	1.36%	1.19%	90.70%	82.14%			67.44%	57.14%		
Unknown	47	36	1.48%	1.53%	89.36%	88.89%			61.70%	50.00%		
White Non-Hispanic	741	502	23.35%	21.39%	86.10%	83.07%	91.64%	93.93%	61.81%	56.97%	86.40%	89.28%
Solano CCD	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%		

Course Completion (Table 1.4-1.6): Retention and Success Rate for Credit

Table 1.4: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	15344	15482	57.11%	57.55%	87.42%	87.77%	100.00%	99.19%	69.03%	70.16%	100.00%	100.00%
Male	11259	11157	41.91%	41.47%	87.24%	88.49%	99.79%	100.00%	65.82%	67.26%	95.35%	95.87%
Unknown	263	264	0.98%	0.98%	90.11%	88.26%			73.38%	66.67%		
Solano CCD Total	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Table 1.5: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	844	669	3.14%	2.49%	90.64%	92.23%			72.27%	79.37%		
18 & 19	8086	6810	30.10%	25.31%	88.97%	89.63%	100.00%	100.00%	65.20%	66.56%	89.21%	88.17%
20 to 24	9444	10207	35.15%	37.94%	86.94%	87.94%	97.72%	98.11%	67.26%	68.36%	92.02%	90.56%
25 to 29	3187	3425	11.86%	12.73%	85.94%	85.96%	96.59%	95.91%	67.93%	68.64%	92.94%	90.93%
30 to 34	1586	1840	5.90%	6.84%	83.92%	86.30%	94.32%	96.28%	68.60%	69.46%	93.86%	92.01%
35 to 39	1009	1130	3.76%	4.20%	86.12%	88.23%			70.17%	70.97%		
40 to 49	1453	1526	5.41%	5.67%	85.96%	89.06%	96.62%	99.36%	73.09%	75.49%	100.00%	100.00%
50 +	1257	1296	4.68%	4.82%	88.62%	85.57%			74.70%	70.76%		
Solano CCD Total	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Table 1.6: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	4284	4293	15.95%	15.96%	83.96%	83.46%	94.55%	92.65%	56.68%	55.74%	77.88%	73.74%
American Indian/Alaskan Native	74	88	0.28%	0.33%	89.19%	81.82%			75.68%	50.00%		
Asian	3802	3728	14.15%	13.86%	88.80%	90.08%	100.00%	100.00%	72.49%	75.59%	99.60%	100.00%
Hispanic	6760	6732	25.16%	25.02%	87.25%	88.16%	98.25%	97.87%	66.02%	67.31%	90.71%	89.05%
Multi-Ethnicity	2411	2644	8.97%	9.83%	86.35%	87.07%	97.24%	96.66%	63.29%	65.24%	86.96%	86.31%
Pacific Islander	242	233	0.90%	0.87%	90.08%	83.69%			68.60%	63.52%		
Unknown	890	892	3.31%	3.32%	91.46%	91.37%			76.97%	78.48%		
White Non-Hispanic	8403	8293	31.28%	30.83%	88.31%	89.64%	99.45%	99.51%	72.78%	74.56%	100.00%	98.64%
Solano CCD	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Course Completion (Table 1.7-1.9): Retention and Success Rate for Vocational

Table 1.7: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	8959	8818	56.95%	56.87%	87.54%	87.96%	100.00%	98.62%	70.33%	71.25%	100.00%	100.00%
Male	6607	6531	42.00%	42.12%	87.36%	89.19%	99.79%	100.00%	67.10%	68.21%	95.41%	95.73%
Unknown	166	157	1.06%	1.01%	89.16%	87.26%			71.08%	68.79%		
Solano CCD Total	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

Table 1.8: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	482	317	3.06%	2.04%	89.63%	91.48%			69.71%	78.86%		
18 & 19	4682	3936	29.76%	25.38%	89.15%	89.68%	99.84%	100.00%	65.89%	66.97%	87.55%	87.02%
20 to 24	5162	5468	32.81%	35.26%	86.94%	88.77%	97.37%	98.99%	68.48%	69.13%	90.99%	89.83%
25 to 29	1933	2078	12.29%	13.40%	85.62%	85.71%	95.89%	95.57%	69.01%	69.30%	91.70%	90.05%
30 to 34	1020	1161	6.48%	7.49%	84.71%	87.08%	94.87%	97.10%	72.06%	71.66%	95.75%	93.11%
35 to 39	656	710	4.17%	4.58%	87.50%	89.58%			72.56%	73.80%		
40 to 49	966	981	6.14%	6.33%	86.34%	89.19%	96.70%	99.45%	75.26%	76.96%	100.00%	100.00%
50 +	831	855	5.28%	5.51%	89.29%	86.67%	100.00%	96.64%	75.09%	73.57%	99.77%	95.60%
Solano CCD Total	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

Table 1.9: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	2571	2499	16.34%	16.12%	83.98%	83.79%	93.36%	91.80%	58.23%	57.26%	77.24%	74.55%
American Indian/Alaskan Native	45	51	0.29%	0.33%	91.11%	80.39%			75.56%	49.02%		
Asian	2219	2143	14.11%	13.82%	89.95%	91.27%	100.00%	100.00%	75.39%	76.81%	100.00%	100.00%
Hispanic	3902	3808	24.80%	24.56%	87.47%	88.60%	97.24%	97.07%	67.68%	68.51%	89.77%	89.19%
Multi-Ethnicity	1395	1532	8.87%	9.88%	85.02%	87.21%	94.52%	95.55%	61.94%	66.06%	82.16%	86.00%
Pacific Islander	142	146	0.90%	0.94%	88.73%	82.88%			65.49%	61.64%		
Unknown	498	468	3.17%	3.02%	91.16%	92.31%			78.71%	82.48%		
White Non-Hispanic	4960	4859	31.53%	31.34%	88.47%	89.81%	98.35%	98.40%	73.75%	75.06%	97.82%	97.72%
Solano CCD	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

ESL and Basic Skills Completion (Table 2.1-2.5) - ESL

Table 2.1: Gender						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	141	66.82%	23	16.31%	16.31%	57.09%
Male	70	33.18%	20	28.57%	28.57%	100.00%
Total	211	100.00%	43	20.38%	20.38%	
Table 2.2: Age Group						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	78	36.97%	21	26.92%	26.92%	90.87%
20 to 24	27	12.80%	8	29.63%	29.63%	100.00%
25 to 49	93	44.08%	14	15.05%	15.05%	50.81%
50 or more	13	6.16%		0.00%	0.00%	0.00%
Total	211	100.00%	43	20.38%	20.38%	
Table 2.3: Ethnicity						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	18	8.53%	5	27.78%	27.78%	79.37%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0.00%	
Asian	47	22.27%	11	23.40%	23.40%	66.87%
Filipino	18	8.53%	6	33.33%	33.33%	95.24%
Hispanic	93	44.08%	11	11.83%	11.83%	33.79%
Pacific Islander	5	2.37%	2	40.00%	40.00%	
Unknown	10	4.74%	1	10.00%	10.00%	
White	20	9.48%	7	35.00%	35.00%	100.00%
Total	211	100.00%	43	20.38%	20.38%	
Table 2.4: DSP						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	197	93.36%	36	18.27%	18.27%	36.55%
Yes	14	6.64%	7	50.00%	50.00%	100.00%
Total	211	100.00%	43	20.38%	20.38%	
Table 2.5: ECON-DIS						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	141	66.82%	23	16.31%	16.31%	57.09%
Yes	70	33.18%	20	28.57%	28.57%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

ESL and Basic Skills Completion (Table 3.1-3.5) - Remedial English

Table 3.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1457	57.09%	651	44.68%	44.68%	95.93%
Male	1095	42.91%	510	46.58%	46.58%	100.00%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	1789	70.10%	890	49.75%	49.75%	100.00%
20 to 24	267	10.46%	91	34.08%	34.08%	68.51%
25 to 49	459	17.99%	172	37.47%	37.47%	75.32%
50 or more	37	1.45%	8	21.62%	21.62%	
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	589	23.08%	187	31.75%	31.75%	54.27%
American Indian/Alaskan Native	26	1.02%	9	34.62%	0.00%	
Asian	147	5.76%	86	58.50%	58.50%	100.00%
Filipino	348	13.64%	184	52.87%	52.87%	90.38%
Hispanic	471	18.46%	191	40.55%	40.55%	69.32%
Pacific Islander	70	2.74%	28	40.00%	40.00%	
Unknown	118	4.62%	65	55.08%	55.08%	
White	783	30.68%	411	52.49%	52.49%	89.72%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	2263	88.68%	1053	46.53%	46.53%	100.00%
Yes	289	11.32%	108	37.37%	37.37%	80.31%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1544	60.50%	758	49.09%	49.09%	100.00%
Yes	1008	39.50%	403	39.98%	39.98%	81.44%
Total	2552	100.00%	1161	45.49%	45.49%	

ESL and Basic Skills Completion (Table 4.1-4.5) - Remedial Math

Table 4.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1699	59.74%	488	28.72%	28.72%	100.00%
Male	1145	40.26%	305	26.64%	26.64%	92.74%
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	1604	56.40%	466	29.05%	29.05%	99.97%
20 to 24	437	15.37%	127	29.06%	29.06%	100.00%
25 to 49	718	25.25%	186	25.91%	25.91%	89.14%
50 or more	85	2.99%	14	16.47%	16.47%	
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	675	23.73%	114	16.89%	16.89%	50.00%
American Indian/Alaskan Native	32	1.13%	12	37.50%	0.00%	
Asian	127	4.47%	46	36.22%	36.22%	
Filipino	302	10.62%	102	33.77%	33.77%	100.00%
Hispanic	517	18.18%	129	24.95%	24.95%	73.88%
Pacific Islander	66	2.32%	18	27.27%	27.27%	
Unknown	155	5.45%	52	33.55%	33.55%	99.33%
White	970	34.11%	320	32.99%	32.99%	97.68%
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	2577	90.61%	727	28.21%	28.21%	100.00%
Yes	267	9.39%	66	24.72%	24.72%	87.62%
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1720	60.48%	525	30.52%	30.52%	100.00%
Yes	1124	39.52%	268	23.84%	23.84%	78.12%
Total	2844	100.00%	793	27.88%	27.88%	

Degree and Certificate Completion (Table 5.1-5.5) - 30-Units

Table 5.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	1073	53.38%	61.07%	94.69%
Male	1459	45.37%	941	46.62%	64.50%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	

Table 5.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1757	88.56%	64.62%	100.00%
20 to 24	217	6.75%	106	4.88%	48.85%	75.59%
25 to 49	247	7.68%	136	6.00%	55.06%	85.21%
50 or more	33	1.03%	15	0.56%	45.45%	
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	

Table 5.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	275	13.39%	52.99%	77.55%
American Indian/Alaskan Native	21	0.65%	14	0.70%	66.67%	
Asian	221	6.87%	151	7.35%	68.33%	100.00%
Filipino	440	13.68%	300	15.31%	68.18%	99.79%
Hispanic	576	17.91%	339	17.22%	58.85%	86.14%
Pacific Islander	77	2.39%	45	2.19%	58.44%	
Unknown	155	4.82%	97	4.74%	62.58%	
White	1207	37.53%	793	39.09%	65.70%	96.16%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	

Table 5.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1878	93.60%	62.54%	97.94%
Yes	213	6.62%	136	6.40%	63.85%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	

Table 5.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	938	47.06%	57.62%	85.03%
Yes	1588	49.38%	1076	52.94%	67.76%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	

Degree and Certificate Completion (Table 6.1-6.5) - Persistence

Table 6.1: Gender						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	1079	52.84%	61.41%	93.04%
Male	1459	45.37%	963	47.16%	66.00%	100.00%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	

Table 6.2: Age Group						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1748	87.04%	64.29%	100.00%
20 to 24	217	6.75%	121	5.55%	55.76%	86.73%
25 to 49	247	7.68%	148	6.46%	59.92%	93.20%
50 or more	33	1.03%	25	0.94%	75.76%	
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	

Table 6.3: Ethnicity						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	298	14.23%	57.42%	83.66%
American Indian/Alaskan Native	21	0.65%	11	0.54%	52.38%	
Asian	221	6.87%	135	6.55%	61.09%	89.00%
Filipino	440	13.68%	302	15.17%	68.64%	100.00%
Hispanic	576	17.91%	346	17.25%	60.07%	87.52%
Pacific Islander	77	2.39%	48	2.34%	62.34%	
Unknown	155	4.82%	94	4.54%	60.65%	
White	1207	37.53%	808	39.38%	66.94%	97.53%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	

Table 6.4: DSP						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1889	92.85%	62.90%	87.57%
Yes	213	6.62%	153	7.15%	71.83%	100.00%
Total	3216	100.00%	2042	100.00%	63.50%	

Table 6.5: ECON-DIS						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	1058	52.30%	64.99%	100.00%
Yes	1588	49.38%	984	47.70%	61.96%	95.35%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	

Degree and Certificate Completion (Table 7.1-7.5) - Completion (SPAR)

Table 7.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	821	46.73%	46.73%	100.00%
Male	1459	45.37%	680	46.61%	46.61%	99.74%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	

Table 7.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1324	89.63%	48.69%	100.00%
20 to 24	217	6.75%	81	4.88%	37.33%	76.66%
25 to 49	247	7.68%	87	5.05%	35.22%	72.33%
50 or more	33	1.03%	9	0.44%	27.27%	
Solano CCD Total	3216	100.00%	1501	100.00%	46.67%	

Table 7.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	198	38.15%	38.15%	62.92%
American Indian/Alaskan Native	21	0.65%	9	42.86%	42.86%	
Asian	221	6.87%	134	60.63%	60.63%	100.00%
Filipino	440	13.68%	233	52.95%	52.95%	87.34%
Hispanic	576	17.91%	223	38.72%	38.72%	63.85%
Pacific Islander	77	2.39%	37	48.05%	48.05%	
Unknown	155	4.82%	76	49.03%	49.03%	
White	1207	37.53%	591	48.96%	48.96%	80.75%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	

Table 7.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1430	47.62%	47.62%	100.00%
Yes	212	6.59%	71	33.49%	33.49%	70.33%
Total	3216	100.00%	1501	46.67%	46.67%	

Table 7.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	784	48.16%	48.16%	100.00%
Yes	1588	49.38%	717	45.15%	45.15%	93.76%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	

Degree and Certificate Completion (Table 8.1-8.5) - Transfer

Degree and Certificate Completion (Table 8.1-8.5) - Transfer						
Table 8.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	582	53.11%	33.12%	93.84%
Male	1459	45.37%	515	46.89%	35.30%	100.00%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	990	91.47%	36.41%	100.00%
20 to 24	217	6.75%	58	4.78%	26.73%	73.41%
25 to 49	247	7.68%	47	3.58%	19.03%	52.26%
50 or more	33	1.03%	2	0.17%	6.06%	
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	146	13.21%	28.13%	60.36%
American Indian/Alaskan Native	21	0.65%	5	0.47%	23.81%	
Asian	221	6.87%	103	9.24%	46.61%	100.00%
Filipino	440	13.68%	171	16.08%	38.86%	83.39%
Hispanic	576	17.91%	151	14.11%	26.22%	56.25%
Pacific Islander	77	2.39%	30	2.69%	38.96%	
Unknown	155	4.82%	62	5.55%	40.00%	
White	1207	37.53%	429	38.65%	35.54%	76.26%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1074	98.09%	35.76%	100.00%
Yes	213	6.62%	23	1.91%	10.80%	30.19%
Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	623	57.00%	38.27%	100.00%
Yes	1588	49.38%	474	43.00%	29.85%	78.00%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	

Transfer Velocity (Table 9.1-9.5) - Transfer

Table 9.1: Gender	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
Female	1413	54.73%	497	35.17%	97.67%
Male	1169	45.27%	421	36.01%	100.00%
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.2: Age Group	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
19 or less	2261	87.57%	844	37.33%	100.00%
20 to 24	144	5.58%	39	27.08%	72.55%
25 to 49	159	6.16%	33	20.75%	55.60%
50 or more	18	0.70%	2	11.11%	
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.3: Ethnicity	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
African-American	345	13.36%	101	29.28%	68.07%
American Indian/Alaskan Native	14	0.54%	5	35.71%	0.00%
Asian	193	7.47%	83	43.01%	0.00%
Filipino	394	15.26%	149	37.82%	39.52%
Hispanic	434	16.81%	127	29.26%	33.69%
Pacific Islander	61	2.36%	23	37.70%	0.00%
Unknown	134	5.19%	53	39.55%	0.00%
White Non-Hispanic	1007	39.00%	377	37.44%	100.00%
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.4: CalWorks	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
No	2558	99.07%	911	35.61%	100.00%
Yes	24	0.93%	7	29.17%	
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.5: DSPS	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
No	2451	94.93%	897	36.60%	100.00%
Yes	131	5.07%	21	16.03%	43.80%
Solano CCD Total	2582	100.00%	918	35.55%	

E5.5 SEP Data Fall 2008-2013, Research and Planning

Headcount and % Headcount by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	17	6	6	6	5	8	20	19	9	5	11
	% Headcount	0.14%	0.05%	0.05%	0.05%	0.04%	0.07%	0.18%	0.18%	0.09%	0.05%	0.11%
Am. Indian or Alaskan Nati..	Headcount	213	253	235	246	256	225	243	250	245	246	226
	% Headcount	1.73%	2.05%	1.93%	2.06%	2.21%	1.91%	2.22%	2.33%	2.46%	2.42%	2.31%
Asian or Pacific Islan..	Headcount	2,251	2,128	1,998	2,061	1,945	1,695	1,787	1,777	1,777	1,889	1,797
	% Headcount	18.31%	17.23%	16.38%	17.24%	16.75%	14.37%	16.34%	16.57%	17.84%	18.59%	18.35%
Black Non-Hispanic	Headcount	1,928	2,088	2,010	2,124	2,065	1,835	1,895	1,913	1,750	1,746	1,787
	% Headcount	15.68%	16.90%	16.48%	17.77%	17.79%	15.56%	17.33%	17.84%	17.56%	17.18%	18.25%
Hispanic	Headcount	1,924	1,941	1,845	1,910	1,948	1,739	1,959	2,078	2,158	2,218	2,264
	% Headcount	15.65%	15.71%	15.13%	15.98%	16.78%	14.75%	17.91%	19.38%	21.66%	21.82%	23.12%
Other	Headcount	1,680	1,660	2,343	1,846	1,722	3,109	1,670	1,290	897	803	509
	% Headcount	13.67%	13.44%	19.21%	15.44%	14.83%	26.37%	15.27%	12.03%	9.00%	7.90%	5.20%
White Non-Hispanic	Headcount	4,280	4,278	3,760	3,762	3,668	3,181	3,363	3,397	3,127	3,256	3,200
	% Headcount	34.82%	34.63%	30.83%	31.47%	31.60%	26.98%	30.75%	31.68%	31.39%	32.04%	32.67%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Gender

Gender desc		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	1										
	% Headcount	0.01%										
Female	Headcount	7,298	7,224	7,119	6,986	6,744	6,851	6,365	6,130	5,758	5,814	5,674
	% Headcount	59.37%	58.47%	58.37%	58.44%	58.09%	58.10%	58.20%	57.16%	57.79%	57.21%	57.93%
Male	Headcount	4,809	4,942	4,926	4,828	4,731	4,812	4,460	4,481	4,082	4,231	4,011
	% Headcount	39.12%	40.00%	40.39%	40.38%	40.75%	40.81%	40.78%	41.78%	40.97%	41.63%	40.95%
Not Reported	Headcount	185	188	152	141	134	129	112	113	123	118	109
	% Headcount	1.50%	1.52%	1.25%	1.18%	1.15%	1.09%	1.02%	1.05%	1.23%	1.16%	1.11%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Gender desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by ESL Status

ESL Status		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
ESL	Headcount	242	240	253	246	248	277	238	248	228	238	204
	% Headcount	1.97%	1.94%	2.07%	2.06%	2.14%	2.35%	2.18%	2.31%	2.29%	2.34%	2.08%
Non ESL	Headcount	12,051	12,114	11,944	11,709	11,361	11,515	10,699	10,476	9,735	9,925	9,590
	% Headcount	98.03%	98.06%	97.93%	97.94%	97.86%	97.65%	97.82%	97.69%	97.71%	97.66%	97.92%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. ESL Status. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	11,802	11,827	11,614	11,312	11,018	11,171	10,488	10,218	9,565	9,778	9,416
	% Headcount	96.01%	95.73%	95.22%	94.62%	94.91%	94.73%	95.89%	95.28%	96.01%	96.21%	96.14%
DSP	Headcount	491	527	583	643	591	621	449	506	398	385	378
	% Headcount	3.99%	4.27%	4.78%	5.38%	5.09%	5.27%	4.11%	4.72%	3.99%	3.79%	3.86%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

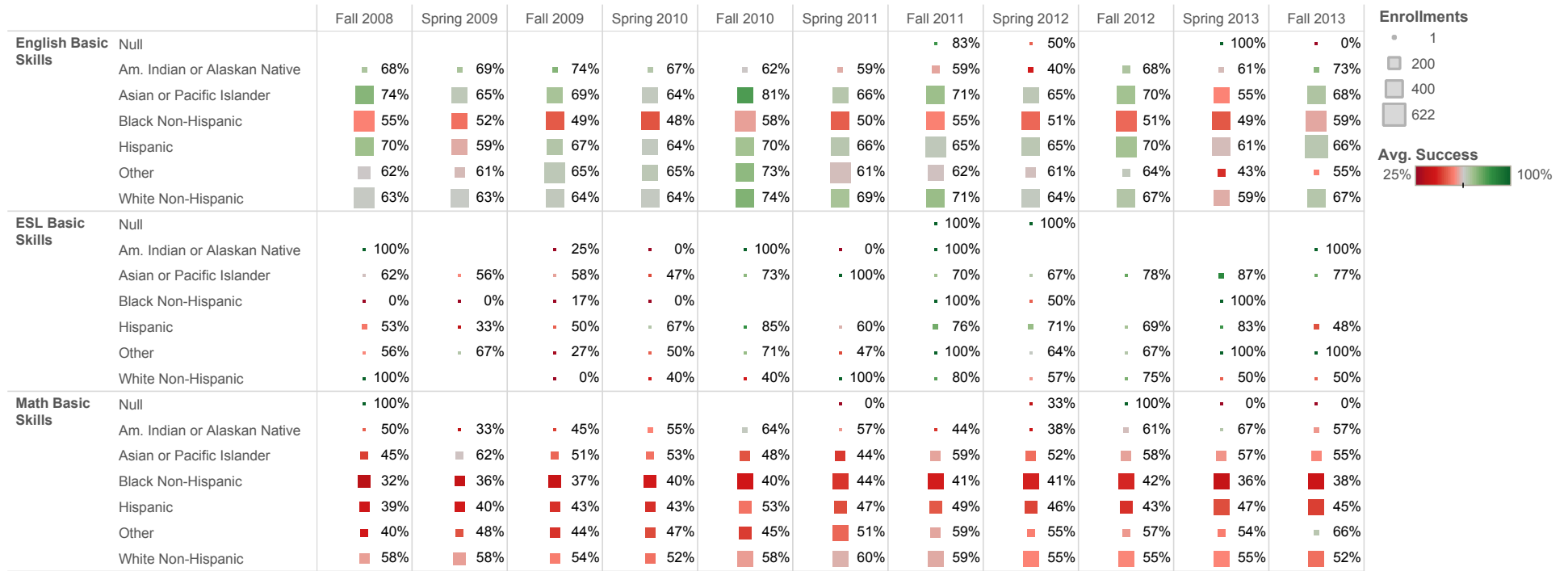
Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	4	2	1		1	1	1			1	
	% Headcount	0.03%	0.02%	0.01%		0.01%	0.01%	0.01%			0.01%	
Less than 18	Headcount	1,103	651	740	505	647	454	592	379	452	375	573
	% Headcount	8.97%	5.27%	6.07%	4.22%	5.57%	3.85%	5.41%	3.53%	4.54%	3.69%	5.85%
18-19	Headcount	2,935	2,796	2,821	2,617	2,739	2,541	2,574	2,380	2,266	2,065	2,203
	% Headcount	23.88%	22.63%	23.13%	21.89%	23.59%	21.55%	23.53%	22.19%	22.74%	20.32%	22.49%
20-24	Headcount	3,424	3,702	3,594	3,830	3,596	3,857	3,543	3,700	3,387	3,583	3,221
	% Headcount	27.85%	29.97%	29.47%	32.04%	30.98%	32.71%	32.39%	34.50%	34.00%	35.26%	32.89%
25-29	Headcount	1,365	1,529	1,550	1,592	1,521	1,595	1,386	1,426	1,306	1,417	1,291
	% Headcount	11.10%	12.38%	12.71%	13.32%	13.10%	13.53%	12.67%	13.30%	13.11%	13.94%	13.18%
30-34	Headcount	882	946	889	876	830	929	778	810	724	789	689
	% Headcount	7.17%	7.66%	7.29%	7.33%	7.15%	7.88%	7.11%	7.55%	7.27%	7.76%	7.03%
35-39	Headcount	668	707	653	625	576	621	530	510	462	494	455
	% Headcount	5.43%	5.72%	5.35%	5.23%	4.96%	5.27%	4.85%	4.76%	4.64%	4.86%	4.65%
40-49	Headcount	1,081	1,134	1,069	1,046	952	996	843	850	749	763	716
	% Headcount	8.79%	9.18%	8.76%	8.75%	8.20%	8.45%	7.71%	7.93%	7.52%	7.51%	7.31%
50+	Headcount	831	887	880	864	747	798	690	669	617	676	646
	% Headcount	6.76%	7.18%	7.21%	7.23%	6.43%	6.77%	6.31%	6.24%	6.19%	6.65%	6.60%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

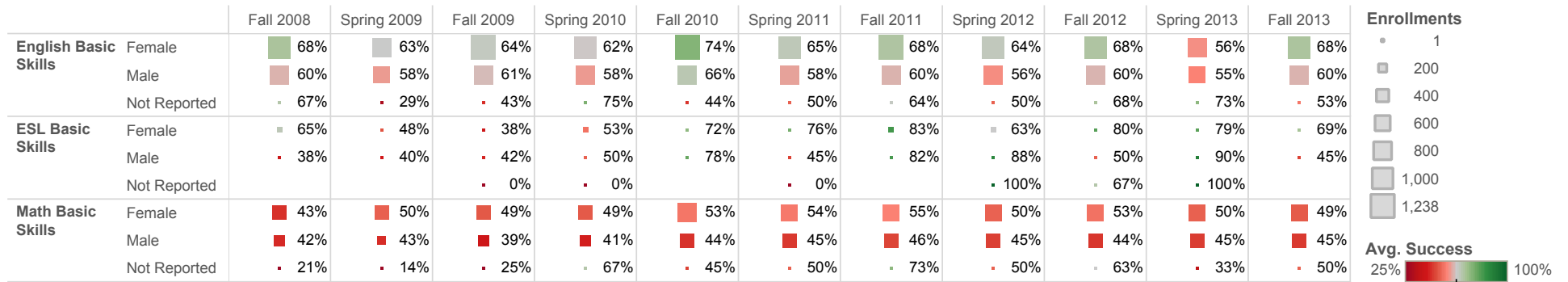
Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Basic Skills Pass Rates by Ethnicity



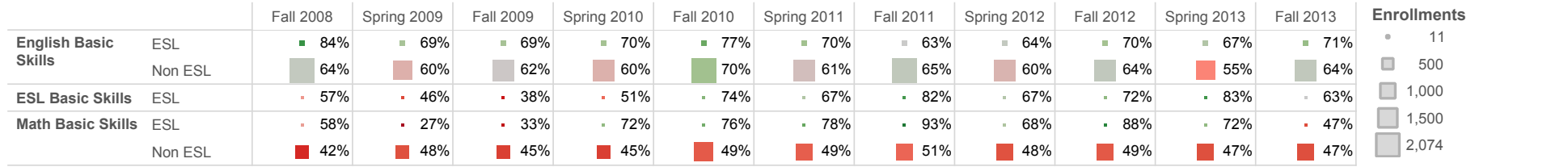
Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Prim Ethnicity Category Desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by Gender



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Gender desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by ESL Status



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and ESL Status. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.



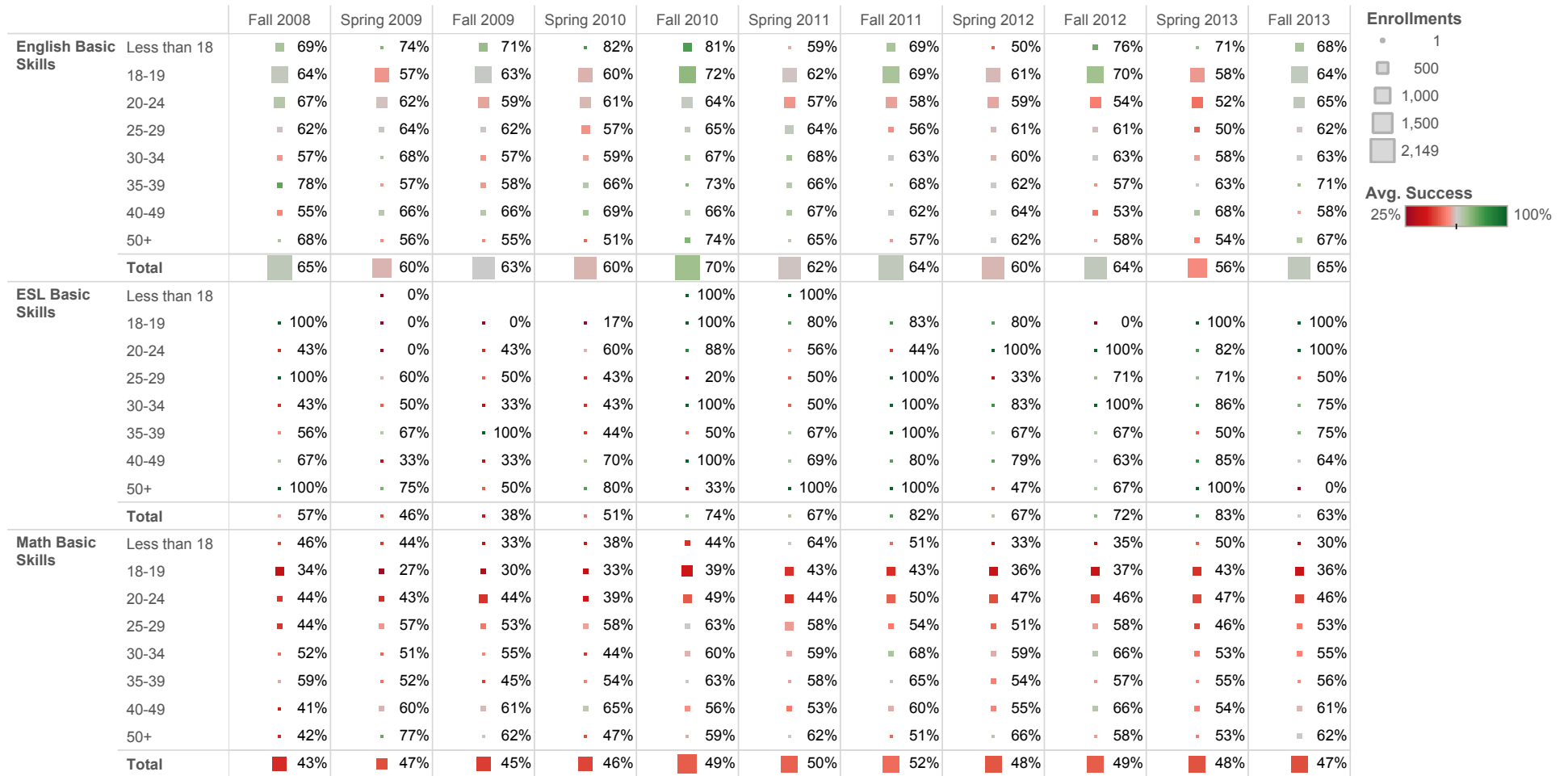
Basic Skills Pass Rates by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Enrollments
English Basic Skills	Non DSP	66%	62%	64%	61%	72%	62%	65%	61%	64%	57%	64%	2
	DSP	53%	51%	52%	55%	59%	60%	55%	59%	64%	49%	65%	500
ESL Basic Skills	Non DSP	55%	46%	39%	51%	74%	68%	81%	69%	77%	82%	63%	1,000
	DSP	100%	0%	0%	0%	0%	50%	100%	33%	33%	100%	0%	1,500
Math Basic Skills	Non DSP	46%	49%	47%	47%	50%	50%	53%	48%	48%	47%	47%	1,931
	DSP	26%	40%	34%	41%	44%	47%	43%	48%	59%	53%	50%	1,931

Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Disability Desc (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.



Basic Skills Pass Rates by Age Group



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Term Age (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

1st Semester Student Retention Rate by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	13	2	3		2	4	14	4	3	3	8
	Retain Next Semester	8%	0%	100%		50%	50%	57%	25%	0%	33%	88%
Am. Indian or Alaskan Nati..	Headcount	55	42	49	46	69	16	56	40	61	27	44
	Retain Next Semester	62%	48%	63%	22%	59%	31%	63%	30%	75%	44%	66%
Asian or Pacific Islan..	Headcount	488	264	348	254	383	143	404	236	403	288	376
	Retain Next Semester	64%	43%	62%	41%	68%	46%	68%	43%	71%	44%	74%
Black Non-Hispanic	Headcount	469	398	424	428	448	234	443	363	448	320	445
	Retain Next Semester	55%	35%	54%	44%	55%	40%	60%	37%	56%	33%	66%
Hispanic	Headcount	505	315	397	337	434	174	520	352	545	390	554
	Retain Next Semester	60%	38%	55%	38%	63%	41%	67%	47%	72%	43%	70%
Other	Headcount	366	283	687	151	357	969	75	24	17	23	34
	Retain Next Semester	56%	33%	68%	37%	69%	36%	61%	50%	65%	61%	65%
White Non-Hispanic	Headcount	1,028	643	682	568	726	277	733	481	671	464	684
	Retain Next Semester	60%	41%	59%	39%	66%	45%	67%	41%	69%	42%	65%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by Gender

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	1										
	Retain Next Semester	0%										
Female	Headcount	1,589	1,044	1,408	974	1,279	1,025	1,216	783	1,146	802	1,187
	Retain Next Semester	58%	39%	61%	42%	63%	40%	64%	44%	66%	40%	68%
Male	Headcount	1,283	861	1,157	794	1,114	767	1,004	696	974	689	936
	Retain Next Semester	60%	38%	60%	37%	65%	39%	66%	39%	68%	43%	69%
Not Reported	Headcount	51	42	25	16	26	25	25	21	28	24	22
	Retain Next Semester	71%	40%	52%	38%	54%	20%	72%	48%	82%	50%	73%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Gender desc. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by ESL Status

ESL Status		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
ESL	Headcount	69	38	68	43	54	43	40	37	44	44	42
	Retain Next Semester	61%	45%	62%	40%	76%	53%	60%	51%	68%	41%	62%
Non ESL	Headcount	2,855	1,909	2,522	1,741	2,365	1,774	2,205	1,463	2,104	1,471	2,103
	Retain Next Semester	59%	38%	60%	40%	64%	39%	65%	41%	67%	41%	68%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. ESL Status. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	2,819	1,877	2,497	1,724	2,300	1,757	2,181	1,449	2,063	1,476	2,058
	Retain Next Semester	58%	38%	60%	39%	63%	39%	65%	41%	66%	41%	68%
DSP	Headcount	105	70	93	60	119	60	64	51	85	39	87
	Retain Next Semester	70%	63%	74%	53%	77%	57%	77%	43%	92%	56%	83%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	2									1	
	Retain Next Semester	0%									0%	
Less than 18	Headcount	518	206	366	176	301	166	317	158	266	177	340
	Retain Next Semester	56%	27%	69%	20%	74%	28%	71%	28%	76%	33%	77%
18-19	Headcount	1,055	425	954	451	978	433	922	412	896	364	871
	Retain Next Semester	76%	48%	72%	50%	75%	52%	74%	48%	79%	51%	78%
20-24	Headcount	490	458	501	420	455	477	458	395	415	422	391
	Retain Next Semester	50%	37%	51%	42%	50%	36%	58%	40%	57%	41%	53%
25-29	Headcount	235	247	257	238	271	244	180	169	199	197	195
	Retain Next Semester	47%	32%	49%	37%	54%	38%	54%	40%	50%	34%	58%
30-34	Headcount	172	176	135	138	127	144	97	126	123	115	103
	Retain Next Semester	47%	41%	55%	36%	50%	35%	49%	47%	56%	37%	55%
35-39	Headcount	126	103	90	91	73	104	70	52	62	74	61
	Retain Next Semester	46%	29%	56%	33%	56%	38%	64%	29%	48%	41%	67%
40-49	Headcount	193	190	166	154	125	144	115	113	113	87	104
	Retain Next Semester	44%	42%	45%	40%	47%	33%	51%	44%	58%	48%	59%
50+	Headcount	133	142	121	116	89	105	86	75	74	78	80
	Retain Next Semester	37%	42%	38%	34%	54%	38%	47%	40%	49%	38%	50%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

College Profile

Description of the student population and course sections offered

	2011-12	2012-13	Diff
Students	16,097	12,864	-3,233

Gender	2011-12	2012-13	Diff	Ethnicity/Race	2011-12	2012-13	Diff	Other Information	2011-12	2012-13	Diff
Female	58.4%	57.4%	-1.0%	African American	16.5%	16.0%	-0.5%	Full-Time Equivalent Students	8,534.2	6,993.1	-1541.1
Male	40.4%	41.4%	1.0%	Amer. Indian/Alaskan Native	0.4%	0.4%	0.0%	Credit Sections	2,573	2,401	-172
Unknown	1.2%	1.2%	0.0%	Asian	4.9%	5.1%	0.2%	Non-Credit Sections	1	-	-1
Age				Filipino	8.6%	9.0%	0.4%	Median Credit Section Size	28	24	-4
< 20	28.3%	24.7%	-3.6%	Hispanic	20.3%	23.3%	3.0%	Percentage of Full-Time Faculty	66.6%	70.1%	3.5%
20-24	32.0%	34.7%	2.7%	Pacific Islander	0.8%	0.8%	0.0%	Student Counseling Ratio	N/A	556:1	N/A
25-49	33.2%	26.5%	-6.7%	White	30.4%	32.1%	1.7%				
50 or more	6.4%	14.2%	7.8%	Two or more Races	6.6%	7.5%	0.9%				
Unknown	0.0%	0.0%	0.0%	Unknown	11.4%	6.0%	-5.4%				

Course Completion (Table 1.1-1.3): Retention and Success Rate for Basic Skills

Table 1.1: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	1804	1367	56.85%	58.24%	87.69%	84.86%	96.46%	95.47%	61.75%	57.64%	100.00%	100.00%
Male	1347	962	42.45%	40.99%	85.45%	86.28%	93.99%	97.06%	56.35%	52.49%	91.26%	91.07%
Unknown	22	18	0.69%	0.77%	90.91%	88.89%	100.00%	100.00%	59.09%	50.00%	0.00%	0.00%
Solano CCD Total	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%		
Table 1.2: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	69	19	2.17%	0.81%	95.65%	73.68%	100.00%	81.05%	68.12%	36.84%	0.00%	0.00%
18 & 19	1428	750	45.00%	31.96%	87.82%	87.07%	91.81%	95.77%	59.24%	54.40%	98.84%	99.25%
20 to 24	752	717	23.70%	30.55%	85.37%	86.61%	89.25%	95.27%	57.45%	54.81%	95.84%	100.00%
25 to 29	322	300	10.15%	12.78%	86.96%	80.67%	90.91%	88.73%	59.94%	54.67%	100.00%	99.74%
30 to 34	175	161	5.52%	6.86%	86.86%	82.61%	90.81%	90.87%	61.71%	52.80%	0.00%	0.00%
35 to 39	112	132	3.53%	5.62%	89.29%	90.91%	93.34%	100.00%	64.29%	63.64%	0.00%	0.00%
40 to 49	176	150	5.55%	6.39%	81.25%	84.00%	84.94%	92.40%	59.09%	64.67%	0.00%	0.00%
50 +	139	118	4.38%	5.03%	83.45%	82.20%	87.25%	90.42%	60.43%	54.24%	0.00%	0.00%
Solano CCD Total	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%		
Table 1.3: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	699	550	22.03%	23.43%	84.84%	83.64%	84.84%	94.09%	51.79%	46.36%	72.39%	72.66%
American Indian/Alaskan Native	9	13	0.28%	0.55%	100.00%	84.62%	100.00%	95.19%	77.78%	23.08%	0.00%	0.00%
Asian	397	268	12.51%	11.42%	93.95%	88.43%	93.95%	99.49%	71.54%	63.81%	100.00%	100.00%
Hispanic	963	711	30.35%	30.29%	86.81%	87.06%	86.81%	97.94%	59.50%	58.65%	83.18%	91.92%
Multi-Ethnicity	274	239	8.64%	10.18%	81.39%	86.61%	81.39%	97.44%	52.55%	56.90%	0.00%	0.00%
Pacific Islander	43	28	1.36%	1.19%	90.70%	82.14%	90.70%	92.41%	67.44%	57.14%	0.00%	0.00%
Unknown	47	36	1.48%	1.53%	89.36%	88.89%	89.36%	100.00%	61.70%	50.00%	0.00%	0.00%
White Non-Hispanic	741	502	23.35%	21.39%	86.10%	83.07%	86.10%	93.45%	61.81%	56.97%	86.40%	89.29%
Solano CCD	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%		

Course Completion (Table 2.1-2.3): Retention and Success Rate for Credit

Table 2.1: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	15344	15482	57.11%	57.55%	87.42%	87.77%	97.01%	99.19%	69.03%	70.16%	100.00%	100.00%
Male	11259	11157	41.91%	41.47%	87.24%	88.49%	96.82%	100.00%	65.82%	67.26%	95.35%	95.87%
Unknown	263	264	0.98%	0.98%	90.11%	88.26%	100.00%	99.74%	73.38%	66.67%	0.00%	0.00%
Solano CCD Total	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Table 2.2: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	844	669	3.14%	2.49%	90.64%	92.23%	100.00%	100.00%	72.27%	79.37%	0.00%	0.00%
18 & 19	8086	6810	30.10%	25.31%	88.97%	89.63%	98.16%	97.18%	65.20%	66.56%	95.98%	96.97%
20 to 24	9444	10207	35.15%	37.94%	86.94%	87.94%	95.92%	95.35%	67.26%	68.36%	99.01%	99.59%
25 to 29	3187	3425	11.86%	12.73%	85.94%	85.96%	94.81%	93.20%	67.93%	68.64%	100.00%	100.00%
30 to 34	1586	1840	5.90%	6.84%	83.92%	86.30%	92.59%	93.57%	68.60%	69.46%	0.00%	0.00%
35 to 39	1009	1130	3.76%	4.20%	86.12%	88.23%	95.01%	95.66%	70.17%	70.97%	0.00%	0.00%
40 to 49	1453	1526	5.41%	5.67%	85.96%	89.06%	94.84%	96.56%	73.09%	75.49%	0.00%	0.00%
50 +	1257	1296	4.68%	4.82%	88.62%	85.57%	97.77%	92.78%	74.70%	70.76%	0.00%	0.00%
Solano CCD Total	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Table 2.3: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	4284	4293	15.95%	15.96%	83.96%	83.46%	91.80%	91.34%	56.68%	55.74%	77.88%	73.74%
American Indian/Alaskan Native	74	88	0.28%	0.33%	89.19%	81.82%	97.52%	89.55%	75.68%	50.00%	0.00%	0.00%
Asian	3802	3728	14.15%	13.86%	88.80%	90.08%	97.09%	98.59%	72.49%	75.59%	99.60%	100.00%
Hispanic	6760	6732	25.16%	25.02%	87.25%	88.16%	95.40%	96.49%	66.02%	67.31%	90.71%	89.05%
Multi-Ethnicity	2411	2644	8.97%	9.83%	86.35%	87.07%	94.41%	95.29%	63.29%	65.24%	0.00%	0.00%
Pacific Islander	242	233	0.90%	0.87%	90.08%	83.69%	98.49%	91.59%	68.60%	63.52%	0.00%	0.00%
Unknown	890	892	3.31%	3.32%	91.46%	91.37%	100.00%	100.00%	76.97%	78.48%	0.00%	0.00%
White Non-Hispanic	8403	8293	31.28%	30.83%	88.31%	89.64%	96.56%	98.11%	72.78%	74.56%	100.00%	98.64%
Solano CCD	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Course Completion (Table 3.1-3.3): Retention and Success Rate for Vocational

Table 3.1: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention %	Spring 2014 Retention %	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	8959	8818	56.95%	56.87%	87.54%	87.96%	98.18%	98.62%	70.33%	71.25%	100.00%	100.00%
Male	6607	6531	42.00%	42.12%	87.36%	89.19%	97.98%	100.00%	67.10%	68.21%	95.41%	95.73%
Unknown	166	157	1.06%	1.01%	89.16%	87.26%	100.00%	97.84%	71.08%	68.79%	0.00%	0.00%
Solano CCD Total	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

Table 3.2: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention %	Spring 2014 Retention %	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	482	317	3.06%	2.04%	89.63%	91.48%	100.00%	100.00%	69.71%	78.86%	0.00%	0.00%
18 & 19	4682	3936	29.76%	25.38%	89.15%	89.68%	99.46%	98.03%	65.89%	66.97%	95.48%	96.64%
20 to 24	5162	5468	32.81%	35.26%	86.94%	88.77%	97.00%	97.04%	68.48%	69.13%	99.23%	99.75%
25 to 29	1933	2078	12.29%	13.40%	85.62%	85.71%	95.53%	93.69%	69.01%	69.30%	100.00%	100.00%
30 to 34	1020	1161	6.48%	7.49%	84.71%	87.08%	94.51%	95.19%	72.06%	71.66%	0.00%	0.00%
35 to 39	656	710	4.17%	4.58%	87.50%	89.58%	97.62%	97.92%	72.56%	73.80%	0.00%	0.00%
40 to 49	966	981	6.14%	6.33%	86.34%	89.19%	96.33%	97.50%	75.26%	76.96%	0.00%	0.00%
50 +	831	855	5.28%	5.51%	89.29%	86.67%	99.62%	94.74%	75.09%	73.57%	0.00%	0.00%
Solano CCD Total	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

Table 3.3: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention %	Spring 2014 Retention %	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	2571	2499	16.34%	16.12%	83.98%	83.79%	92.12%	90.77%	58.23%	57.26%	77.24%	74.55%
American Indian/Alaskan Native	45	51	0.29%	0.33%	91.11%	80.39%	99.95%	87.09%	75.56%	49.02%	0.00%	0.00%
Asian	2219	2143	14.11%	13.82%	89.95%	91.27%	98.67%	98.87%	75.39%	76.81%	100.00%	100.00%
Hispanic	3902	3808	24.80%	24.56%	87.47%	88.60%	95.95%	95.98%	67.68%	68.51%	89.77%	89.19%
Multi-Ethnicity	1395	1532	8.87%	9.88%	85.02%	87.21%	93.26%	94.48%	61.94%	66.06%	0.00%	0.00%
Pacific Islander	142	146	0.90%	0.94%	88.73%	82.88%	97.33%	89.78%	65.49%	61.64%	0.00%	0.00%
Unknown	498	468	3.17%	3.02%	91.16%	92.31%	100.00%	100.00%	78.71%	82.48%	0.00%	0.00%
White Non-Hispanic	4960	4859	31.53%	31.34%	88.47%	89.81%	97.05%	97.29%	73.75%	75.06%	97.82%	97.72%
Solano CCD	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

ESL and Basic Skills Completion (Table 2.1-2.5) - ESL

Table 2.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	141	66.82%	23	16.31%	16.31%	57.09%
Male	70	33.18%	20	28.57%	28.57%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	78	36.97%	21	26.92%	26.92%	90.87%
20 to 24	27	12.80%	8	29.63%	29.63%	100.00%
25 to 49	93	44.08%	14	15.05%	15.05%	50.81%
50 or more	13	6.16%		0.00%	0.00%	0.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	18	8.53%	5	27.78%	27.78%	79.37%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0.00%	
Asian	47	22.27%	11	23.40%	23.40%	66.87%
Filipino	18	8.53%	6	33.33%	33.33%	95.24%
Hispanic	93	44.08%	11	11.83%	11.83%	33.79%
Pacific Islander	5	2.37%	2	40.00%	40.00%	
Unknown	10	4.74%	1	10.00%	10.00%	
White	20	9.48%	7	35.00%	35.00%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	197	93.36%	36	18.27%	18.27%	36.55%
Yes	14	6.64%	7	50.00%	50.00%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	141	66.82%	23	16.31%	16.31%	57.09%
Yes	70	33.18%	20	28.57%	28.57%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

ESL and Basic Skills Completion (Table 3.1-3.5) - Remedial English

Table 3.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1457	57.09%	651	44.68%	44.68%	95.93%
Male	1095	42.91%	510	46.58%	46.58%	100.00%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	1789	70.10%	890	49.75%	49.75%	100.00%
20 to 24	267	10.46%	91	34.08%	34.08%	68.51%
25 to 49	459	17.99%	172	37.47%	37.47%	75.32%
50 or more	37	1.45%	8	21.62%	21.62%	
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	589	23.08%	187	31.75%	31.75%	54.27%
American Indian/Alaskan Native	26	1.02%	9	34.62%	0.00%	
Asian	147	5.76%	86	58.50%	58.50%	100.00%
Filipino	348	13.64%	184	52.87%	52.87%	90.38%
Hispanic	471	18.46%	191	40.55%	40.55%	69.32%
Pacific Islander	70	2.74%	28	40.00%	40.00%	
Unknown	118	4.62%	65	55.08%	55.08%	
White	783	30.68%	411	52.49%	52.49%	89.72%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	2263	88.68%	1053	46.53%	46.53%	100.00%
Yes	289	11.32%	108	37.37%	37.37%	80.31%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1544	60.50%	758	49.09%	49.09%	100.00%
Yes	1008	39.50%	403	39.98%	39.98%	81.44%
Total	2552	100.00%	1161	45.49%	45.49%	

ESL and Basic Skills Completion (Table 4.1-4.5) - Remedial Math

Table 4.1: Gender						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1699	59.74%	488	28.72%	28.72%	100.00%
Male	1145	40.26%	305	26.64%	26.64%	92.74%
Total	2844	100.00%	793	27.88%	27.88%	
Table 4.2: Age Group						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	1604	56.40%	466	29.05%	29.05%	99.97%
20 to 24	437	15.37%	127	29.06%	29.06%	100.00%
25 to 49	718	25.25%	186	25.91%	25.91%	89.14%
50 or more	85	2.99%	14	16.47%	16.47%	
Total	2844	100.00%	793	27.88%	27.88%	
Table 4.3: Ethnicity						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	675	23.73%	114	16.89%	16.89%	50.00%
American Indian/Alaskan Native	32	1.13%	12	37.50%	0.00%	
Asian	127	4.47%	46	36.22%	36.22%	
Filipino	302	10.62%	102	33.77%	33.77%	100.00%
Hispanic	517	18.18%	129	24.95%	24.95%	73.88%
Pacific Islander	66	2.32%	18	27.27%	27.27%	
Unknown	155	5.45%	52	33.55%	33.55%	99.33%
White	970	34.11%	320	32.99%	32.99%	97.68%
Total	2844	100.00%	793	27.88%	27.88%	
Table 4.4: DSP						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	2577	90.61%	727	28.21%	28.21%	100.00%
Yes	267	9.39%	66	24.72%	24.72%	87.62%
Total	2844	100.00%	793	27.88%	27.88%	
Table 4.5: ECON-DIS						
	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1720	60.48%	525	30.52%	30.52%	100.00%
Yes	1124	39.52%	268	23.84%	23.84%	78.12%
Total	2844	100.00%	793	27.88%	27.88%	

Degree and Certificate Completion (Table 5.1-5.5) - 30-Units

Degree and Certificate Completion (Table 5.1-5.5) - 30-Units						
Table 5.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	1073	53.38%	61.07%	94.69%
Male	1459	45.37%	941	46.62%	64.50%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1757	88.56%	64.62%	100.00%
20 to 24	217	6.75%	106	4.88%	48.85%	75.59%
25 to 49	247	7.68%	136	6.00%	55.06%	85.21%
50 or more	33	1.03%	15	0.56%	45.45%	
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	275	13.39%	52.99%	77.55%
American Indian/Alaskan Native	21	0.65%	14	0.70%	66.67%	
Asian	221	6.87%	151	7.35%	68.33%	100.00%
Filipino	440	13.68%	300	15.31%	68.18%	99.79%
Hispanic	576	17.91%	339	17.22%	58.85%	86.14%
Pacific Islander	77	2.39%	45	2.19%	58.44%	
Unknown	155	4.82%	97	4.74%	62.58%	
White	1207	37.53%	793	39.09%	65.70%	96.16%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1878	93.60%	62.54%	97.94%
Yes	213	6.62%	136	6.40%	63.85%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	938	47.06%	57.62%	85.03%
Yes	1588	49.38%	1076	52.94%	67.76%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	

Degree and Certificate Completion (Table 6.1-6.5) - Persistence

Degree and Certificate Completion (Table 6.1-6.5) - Persistence						
Table 6.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	1079	52.84%	61.41%	93.04%
Male	1459	45.37%	963	47.16%	66.00%	100.00%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1748	87.04%	64.29%	100.00%
20 to 24	217	6.75%	121	5.55%	55.76%	86.73%
25 to 49	247	7.68%	148	6.46%	59.92%	93.20%
50 or more	33	1.03%	25	0.94%	75.76%	
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	298	14.23%	57.42%	83.66%
American Indian/Alaskan Native	21	0.65%	11	0.54%	52.38%	
Asian	221	6.87%	135	6.55%	61.09%	89.00%
Filipino	440	13.68%	302	15.17%	68.64%	100.00%
Hispanic	576	17.91%	346	17.25%	60.07%	87.52%
Pacific Islander	77	2.39%	48	2.34%	62.34%	
Unknown	155	4.82%	94	4.54%	60.65%	
White	1207	37.53%	808	39.38%	66.94%	97.53%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1889	92.85%	62.90%	87.57%
Yes	213	6.62%	153	7.15%	71.83%	100.00%
Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	1058	52.30%	64.99%	100.00%
Yes	1588	49.38%	984	47.70%	61.96%	95.35%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	

Degree and Certificate Completion (Table 7.1-7.5) - Completion (SPAR)

Degree and Certificate Completion (Table 7.1-7.5) - Completion (SPAR)						
Table 7.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	821	46.73%	46.73%	100.00%
Male	1459	45.37%	680	46.61%	46.61%	99.74%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	
Table 7.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1324	89.63%	48.69%	100.00%
20 to 24	217	6.75%	81	4.88%	37.33%	76.66%
25 to 49	247	7.68%	87	5.05%	35.22%	72.33%
50 or more	33	1.03%	9	0.44%	27.27%	
Solano CCD Total	3216	100.00%	1501	100.00%	46.67%	
Table 7.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	198	38.15%	38.15%	62.92%
American Indian/Alaskan Native	21	0.65%	9	42.86%	42.86%	
Asian	221	6.87%	134	60.63%	60.63%	100.00%
Filipino	440	13.68%	233	52.95%	52.95%	87.34%
Hispanic	576	17.91%	223	38.72%	38.72%	63.85%
Pacific Islander	77	2.39%	37	48.05%	48.05%	
Unknown	155	4.82%	76	49.03%	49.03%	
White	1207	37.53%	591	48.96%	48.96%	80.75%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	
Table 7.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1430	47.62%	47.62%	100.00%
Yes	212	6.59%	71	33.49%	33.49%	70.33%
Total	3216	100.00%	1501	46.67%	46.67%	
Table 7.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	784	48.16%	48.16%	100.00%
Yes	1588	49.38%	717	45.15%	45.15%	93.76%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	

Degree and Certificate Completion (Table 8.1-8.5) - Transfer

Table 8.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	582	53.11%	33.12%	93.84%
Male	1459	45.37%	515	46.89%	35.30%	100.00%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.2: Age Group						
Table 8.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	990	91.47%	36.41%	100.00%
20 to 24	217	6.75%	58	4.78%	26.73%	73.41%
25 to 49	247	7.68%	47	3.58%	19.03%	52.26%
50 or more	33	1.03%	2	0.17%	6.06%	
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.3: Ethnicity						
Table 8.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	146	13.21%	28.13%	60.36%
American Indian/Alaskan Native	21	0.65%	5	0.47%	23.81%	
Asian	221	6.87%	103	9.24%	46.61%	100.00%
Filipino	440	13.68%	171	16.08%	38.86%	83.39%
Hispanic	576	17.91%	151	14.11%	26.22%	56.25%
Pacific Islander	77	2.39%	30	2.69%	38.96%	
Unknown	155	4.82%	62	5.55%	40.00%	
White	1207	37.53%	429	38.65%	35.54%	76.26%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.4: DSP						
Table 8.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1074	98.09%	35.76%	100.00%
Yes	213	6.62%	23	1.91%	10.80%	30.19%
Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.5: ECON-DIS						
Table 8.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	623	57.00%	38.27%	100.00%
Yes	1588	49.38%	474	43.00%	29.85%	78.00%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	

Transfer Velocity (Table 9.1-9.5) - Transfer					
Table 9.1: Gender	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
Female	1413	54.73%	497	35.17%	97.67%
Male	1169	45.27%	421	36.01%	100.00%
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.2: Age Group	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
19 or less	2261	87.57%	844	37.33%	100.00%
20 to 24	144	5.58%	39	27.08%	72.55%
25 to 49	159	6.16%	33	20.75%	55.60%
50 or more	18	0.70%	2	11.11%	
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.3: Ethnicity	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
African-American	345	13.36%	101	29.28%	68.07%
American Indian/Alaskan Native	14	0.54%	5	35.71%	0.00%
Asian	193	7.47%	83	43.01%	0.00%
Filipino	394	15.26%	149	37.82%	39.52%
Hispanic	434	16.81%	127	29.26%	33.69%
Pacific Islander	61	2.36%	23	37.70%	0.00%
Unknown	134	5.19%	53	39.55%	0.00%
White Non-Hispanic	1007	39.00%	377	37.44%	100.00%
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.4: CalWorks	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
No	2558	99.07%	911	35.61%	100.00%
Yes	24	0.93%	7	29.17%	
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.5: DSPS	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
No	2451	94.93%	897	36.60%	100.00%
Yes	131	5.07%	21	16.03%	43.80%
Solano CCD Total	2582	100.00%	918	35.55%	



Student Success and Support Program Plan (Credit Students)

2014-15

District: SOLANO COMMUNITY COLLEGE DISTRICT
College: SOLANO COMMUNITY COLLEGE

**Report Due Postmarked by
Friday, October 17, 2014**

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students¹. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated SEP to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.

The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should not be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy
 - Appeal Policies
 - Prerequisite Procedures
 - Professional Development
 - Coordination with Student Equity and Other Planning Efforts
 - Coordination in Multi-College Districts
- IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: SOLANO COMMUNITY COLLEGE

District Name: SOLANO COMMUNITY COLLEGE DISTRICT

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: _____

Name: TBD Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Shirley V. Lewis, J.D. Date: _____

Signature of the Chief Instructional Officer: _____

Name: Diane White Date: _____

Signature of College Academic Senate President: _____

Name: Michael Wyly Date: _____

Signature of College President: _____

Name: Jowel Laguerre, Ph.D. Date: _____

Contact information for person preparing the plan:

Name: Barbara Fountain Title: Assoc. Dean – Admissions, Assessment & Scheduling

Email: Phone:

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Solano Community College (SCC) offers comprehensive orientations online and in-person to an estimated 3,000 first-time students on an annual basis.* New students are required to participate in orientation via one of the two formats in order to obtain priority registration. SCC's counseling department also created a 0.5 unit class titled "Orientation for College Success" that students can take to meet the requirements of orientation and obtain assistance with developing an education plan in place in order to obtain priority registration. The regular, in-person orientation, the online orientation and the Orientation for College Success class are all offered numerous times each month so that students have many opportunities to take advantage of these services. The dates and times are advertised on the college web site.

SCC currently partners with feeder high school districts in Solano County and Winters (in Yolo County) who assist with providing orientation. SCC has numerous partnerships with a variety of agencies throughout its service area that are either fully developed and working well or in progress. These partnerships provide additional means by which the district works closely with the community to promote and carry out continued student success. Examples follow:

- a. Vacaville Early College High School Program
- b. Fairfield Early College High School Program
- c. Law Degree Pathway Program
- d. Early Assessment Program (EAP)
- e. Dixon High School College Advancement Program (CAP)
- f. CAPP Pathways Grant-Mare Island Technology Academy and Winters High School
- g. High School Counselors Conference
- h. Weekly outreach to all feeder high schools

- i. Numerous orientations/outreach provided throughout SCC service area (minimum of 20 per month)
- j. Principal's Breakfast
- k. Partnership between the SCC Disability Services Program and Solano County Office of Education
- l. Sonoma State University Partnership
- m. Biotechnology Partnerships with Genentech, Alza and others.
- n. Foster Youth Success Initiative (FYSI) Transitions Program
- o. Solano Employment Connection
- p. Workforce Investment Board
- q. Small Business Development Center

Orientation services are provided before registration and is required in order to maintain priority registration.

*Source --CCCCO DataMart:

2011-12: 3,192 First-Time Students

2012-13: 2,197 First-Time Students

2013-14: Summer 2013 – 375; 1,452

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

1 Dean of Counseling

Role: Oversee counseling, transfer, DSP and career planning departments and carry out all associated duties. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery process.

1 Associate Dean – Admissions, Assessment, and Scheduling

Role: Oversee admissions, assessment testing and scheduling. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery process.

1 Outreach and Public Relations Manager

Role: Oversee marketing, international and domestic recruitment and outreach. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery

process.

10 Student Services Generalists

Role: Perform various admission and registration related duties assisting students in all aspects of entrance to SCC including outreach, follow up, application assistance, explanation of practices, policies and procedures, assessment, transfer information, prerequisite clearance and fee payment. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery process.

1 Student Services Assistant II (Financial Aid)

Role:

- 1 If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

An online Orientation, developed by Counseling, is located on the college web site and is currently in use. Upon completion of the online orientation, staff indicate in the student information system (SIS), Banner, that the student has completed this step.

The priority registration program looks for that indicator and if found, along with indicators for completion of assessment and education planning, will assign the appropriate priority to the student.

- 2 Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

The components listed below are covered in depth in all three orientation formats:

- (1) Academic expectations and progress and probation pursuant to section 55031

The policies for academic expectations, progress and probation are listed in the SCC Catalog and on the college web site, www.solano.edu. During orientation, Solano.edu is referenced to provide an overview of student academic expectations, progress and probation. Students are provided with the Power Point presentation with orientation information to use as a reference

beyond orientation so they know where to locate each topic that is covered on our web site.

(2) Maintaining registration priority pursuant to section 58108

Various communications were disseminated to students and the community to inform them of the new State mandates to maintain priority registration. Communications began during the summer 2013 term. SCC provides the State Chancellor's Office priority registration brochure in all orientation folders which are given to students and explains what the new mandates mean. In addition, printed brochures are provided in all student service areas for student access; email notifications have been sent via student's Solano email account, press releases are shared with local news media, posters are posted throughout the District, and information on the college web site is available regarding the priority registration changes.

(3) Prerequisite/corequisite challenge process pursuant to section 55003:

Prerequisite/Corequisite information is provided on the college web site in detail. During orientation SCC addresses what each term means and provides an example of a course that requires a student to pass a prerequisite/corequisite prior to entering the follow up course. The SCC website states that a student has the right to challenge prerequisites based on certain criteria. The same information is covered during orientations.

(4) Maintaining BOGG Fee Waiver eligibility pursuant to section 58162:

The BOGG Fee Waiver eligibility will become tied to Enrollment Priority registration and is scheduled to be phased in during the 2015-2016 academic year. The BOGG Fee Waiver eligibility requirements are listed on the Solano Community College Financial Aid web site at http://www.solano.edu/financial_aid/feewaiver.php, and in the Schedule of Classes as well as the college Catalog. These resources are shared during orientation to encourage students to apply for a variety of financial aid programs with the FAFSA (Free Application for Federal Student Aid) to find out if they meet various eligibility requirements. SCC encourages participants in the orientation to utilize the Solano Community College Financial Aid web site http://www.solano.edu/financial_aid/index.php and Financial Aid TV for more detailed information. General Financial Aid information and application procedures are included in orientation folders provided to students. The College will launch communications regarding the impending changes to BOGG Fee Waiver eligibility beginning Spring 2013.

SCC notifies students via their MySolano email as soon as they exhibit challenges with classes based on receiving grades of D, F or No Pass or a gpa below 2.0 regardless of number of units attempted. The notification sent to these students includes not only a warning regarding the possible loss of priority registration which is tied to BOGG Fee Waiver eligibility in the near future (phased in during the 2015-2016 academic year). The same notification is sent to students who are within 75% of the ninety unit limit that also leads to loss of priority registration.

SCC offers numerous workshops and individual counseling sessions to help students avoid negative consequences of losing priority registration and BOGG Fee Waiver eligibility. Notifications are sent at least once per month after grades are posted to ensure students ample opportunity to be made aware of and take steps to correct for these problems.

- (5) Available programs, support services, financial aid assistance, campus facilities, and how they can be accessed.

Students who participate in orientation are provided with information in print and directed to the college web site to access available programs, services, financial aid assistance, and campus facilities. Enhancement of the college web site is planned for Summer 2014.

- (6) Academic Calendar/Important Timelines

SCC provides handouts at each orientation that reflect the current academic calendar and important dates and deadlines. Each handout that is given is explained during orientation.

- (7) Registration and College Fees

All fees associated with enrollment are presented during orientation including the enrollment and non-resident fees, health center, student center and parking fees as well as potential book costs. In addition it is explained that enrollment fees are subject to change based on state legislation and that all California community colleges charge the same enrollment fee per unit.

- (8) Other policies and procedures that the college determines necessary to provide a comprehensive orientation to students.

- SCC's Campus Police department conducts a brief overview of its duties and services offered to students.
- Information is provided about extra-curricular activities available to students such as sports, clubs and student government.
- Basic information regarding Transfer Agreement Guarantees (TAG) and general transfer topics are covered.

SCC instituted regularly scheduled, weekly visits to most of its feeder high schools during the Spring 2014 semester. These efforts are intended to build and maintain strong relationships with feeder high schools, provide potential students with frequent opportunities to receive enrollment assistance from trained SCC staff and allow SCC the opportunity to follow up regularly with potential students in an attempt to ensure their future enrollment. The SCC Orientation, Marketing and Recruitment Committee is tasked with regular review and revision of all orientation efforts.

a comprehensive orientation. Add additional lines as needed.

During the orientation, students receive an explanation of board policies and administrative procedures as they relate to priority registration. Students are shown how to locate board policy and administrative procedure information on the SCC web site.

4 Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services.

1 Dean of Counseling

1 Associate Dean – Admissions, Assessment, and Scheduling

1 Outreach and Public Relations Manager

10 Student Services Generalists

1 Student Services Assistant II (Financial Aid)

SCC's current online orientation is in need of updating. The College intends to assign a team of appropriate staff to revise the online tool and then work with IT to move to an improved program. As that work is addressed over the summer of 2014, the College will determine exact costs and write them into the plan accordingly.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Solano Community College projects that it will be carrying out approximately 3,000 more assessment tests in English, math and English as a Second Language (ESL) than were historically offered on an annual basis.*. SCC is currently in the process of repairing its SIS tool denoting student type (new, returning, continuing, etc). Upon completion of that project by the end of the spring 2014 semester, SCC will be able to definitively state its historical and projected assessment numbers.

All potential students regardless of age or level of education, are encouraged to participate in assessment testing however, a mechanism for exemption from the assessment requirement does exist and would likely be utilized by students who have already tested elsewhere, have already completed a bachelor's degree or higher or are taking courses strictly for personal enrichment. In order to receive priority registration, students must complete assessment testing or be exempted or have an approved appeal petition.

Testing is offered evenings, weekdays and weekends on the main campus, at SCC Centers and throughout the Solano county service area at high schools and community events. Students are encouraged to complete assessment testing immediately after they have applied for admission and prior to receiving education planning services. Test results are used to properly advise students

during education planning.

Assessment testing is one of the three activities a student must participate in to receive priority registration. Information about assessment testing is covered in depth in SCC's orientations. Students can also access comprehensive information regarding assessment via SCC's web site by selecting "Assessment" from the "A-Z Index" on the SCC homepage.

SCC has numerous partnerships with a variety of agencies throughout its service area that are either fully developed and working well or in progress which will assist with providing assessment services to students and information to the public. These partnerships provide additional means by which the district works closely with the community to promote and carry out continued student success. Examples follow:

- a. Vacaville Early College High School Program
- b. Fairfield Early College High School Program
- c. Early Assessment Program (EAP)
- d. Dixon High School College Advancement Program (CAP)
- e. CAPP Pathways Grant-Mare Island Technology Academy and Winters High School
- f. High School Counselors Conference
- g. Weekly outreach to all feeder high schools
- h. Numerous orientations/outreach provided throughout SCC service area (minimum of 20 per month)
- i. Principal's Breakfast
- j. Partnership between the SCC Disability Services Program and Solano County Office of Education
- k. Biotechnology Partnerships with Genentech, Alza and others.
- l. Foster Youth Success Initiative (FYSI) Transitions Program
- m. Solano Employment Connection
- n. Workforce Investment Board
- o. Small Business Development Center

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

1 Associate Dean – Admissions, Assessment, and Scheduling: oversees Assessment Center on main campus in Fairfield and five Student Services Generalists, all of whom carry out assessment at numerous locations and throughout the county. Is responsible for all assessment processes and coordinating with other areas and organizations to provide assessment.

10 Student Services Generalists: Administer assessment tests at multiple campuses and various locations throughout county and provide assistance regarding all aspects of SCC admission and registration particularly as they relate to assessment.

1 Dean-Research, Planning and Effectiveness: Compiles assessment data and provides analytics reflecting various demographic data.

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
 - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

Solano College uses the Accuplacer testing instrument to conduct its assessment testing. Students may also provide SAT, ACT or AP test results to be used for placement in lieu of the local assessment. Students either make an appointment to participate in testing or drop in for space available testing. Upon arriving to test, the assessment specialist explains the testing process, how much time students will have and that he or she will go over the results of the tests with the students once they have completed their test(s). After test completion, the assessment specialist prints the student's scores and provides them with a handout showing what SCC courses the scores place them into so that students know which courses they can register for.

SCC faculty have applied the California Community College Chancellor's Office (CCCCO) test validation protocols and determined that the math assessment, in and of itself, is not an adequate placement tool but that the English and ESL tests are adequate and therefore, validated. Since the math assessment test is not validated by SCC faculty, students are encouraged to complete the test but also provide transcripts reflecting their highest level of math successfully completed. Counselors, staff or faculty use transcripts in conjunction with placement scores to ensure clearance into the level of math the student is most likely to be successful in.

The cut scores used to help determine placement were agreed upon by math faculty. The math department plans to consider statewide common assessment when it becomes available. Math faculty are currently participating at the state level to work on the common assessment initiative. The consultation with the counselor, math faculty member or dean results in more evidence about a student's readiness to be placed into the course and insures compliance with Section 55522 (a) of the Title 5 Regulations.

If a student wishes to challenge their initial placement as a result of the assessment test, they may take

advantage of multiple measures in order to have Solano revise their placement. Multiple measures employ the use of additional factors such as standardized test scores, transcripts reflecting academic success in high school or college, personal interview or other information a student might be able to provide to substantiate a revised placement.

Multiple measures are described in the Solano College catalog and can be addressed as a result of a student's request to assessment testing staff, faculty member, counselor or other appropriate SCC employee. Neither SCC, nor any school, may bar a student from the use of multiple measures to determine placement. Even for English and ESL, if a student feels their assessment score is inaccurate, SCC is required to allow the student to be placed using another measure even though the faculty of those areas have deemed the assessment test to be valid unlike the case of math. Multiple measures are explained in the SCC Catalog and on the assessment web site.

English as a Second Language (ESL)

As a result of completing the ESL assessment test, students receive a printout reflecting their recommended ESL course level. Test scores are uploaded into Solano's student information system, Banner, on a daily basis. Once a student's ESL score is loaded into Banner, the student is cleared for the appropriate level courses. Students can register for these during appropriate registration time frames. The current ESL program offers three discrete offerings per level; students qualified for a respective level may choose to take any or all of the courses in that level, or a combination of one or more courses in their placed level and one or more courses in the level(s) below their placement eligibility.

Students who matriculate after the add period for semester-length courses have the option of enrolling immediately in a 0.5-unit independent lab course, ESL 330. Students are able to complete the half-unit in a partial semester, with a minimum of twenty four hours of attendance and the completion of ten chapters in a level-appropriate lab text.

Because students self-select to take either the English or ESL Accuplacer test, some students who would benefit from ESL instruction choose the English assessment and matriculate directly into 300-level English courses. Such students often take the ESL lab or other ESL courses in later semesters in response to referrals by their English instructors. In addition, counselors may refer these students to enroll in ESL courses their first semester upon reviewing multiple measures, such as the student's home language use and number of years in the US. There is currently no interface between the English and ESL Accuplacer assessments or results, so ensuring the correct interpretation and placement of assessment results for non-native English speakers who have selected the English assessment can be challenging.

Students nearing completion of Level 1 (Advanced) courses in the ESL course sequence are encouraged to take the Composition Mastery Exam, a locally-developed and administered reading-based essay exam used as a level-advancement assessment in the developmental English sequence. These exam results are recorded as clearances in the Banner system. Students are then eligible to register in developmental or transfer-level English courses at the level indicated by their CME score.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

SCC will accept assessment test scores from other schools. Students may provide their assessment results from other schools and the assessment center staff, counselors or appropriate faculty will utilize the scores to help the student determine which SCC courses to take. A student providing test scores from another institution might be asked to provide transcripts from other schools to assist in proper placement.

SCC will allow students who have completed SCC assessment testing to take their scores to other institutions where another school might use the SCC scores to help a student determine placement into its classes. SCC does not encourage this practice as staff resources are limited and the hope is that the majority of testing taking place is being done to place students into SCC classes.

5. Describe college or district policies and practices on:

- a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
- b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
- c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?

SCC does accept EAP scores in lieu of assessment if students receive a result of “college ready” in EAP English or math. For English, the student would be cleared to take English 1 and/or 62 while for math, a student would be cleared to take math 11, 12 and/or 30.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

iii. Counseling, Advising, and Other Education Planning Services

1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

The college targets several groups of students including: graduating high school students from through the county; transfer students from other colleges; special populations from within the community; veterans; foster youth and academically disadvantaged students. Based on the numbers of students served in the 2013-14 academic year, it is expected that the counseling department will serve approximately 13,585 students in 2014-15.

Students are supported in the development of their goals and their educational planning through a variety of resources including:

1. Individual appointments to meet with a counselor
2. Drop-in counseling
3. College Transfer Center

4. College Career Center
5. Counseling course in Career Planning (in person and online)
6. Counseling course in Transfer planning (in person and plans for online)
7. Counseling course in Study Skills (in person and online)
8. Online counseling services to answer general questions using both ECOUN services and departmental email communications.
9. Counseling staff and Student Service Generalist assist students with applications, registration processes, prerequisite clearing and other assistive services.

Additionally the college offers a 0.5 unit course, COUN 101, currently titled “Orientation for College Success” during which students receive a comprehensive introduction to college processes, decision making models, and culminates in the creation of a two semester, abbreviated education plan.

Typically counseling, advising, and all educational planning services are provided following student completion of orientation and the assessment test. Depending on the point in the registration cycle, new students who have not completed these steps will be advised to complete what they can and to register for classes as recommended by a counselor with follow-up appointments highly recommended. Continuing students are seen by appointment and drop-in as needed.

The Counseling department annually hosts a county-wide High School Counselor Conference to share information and collaborate with HS partners in outreach to high school students. High School counselors communicate the college admission processes to high schools and facilitate student participation as much as possible.

Many services to pre-college students begin early in the senior year of high school. Concurrently, Solano College partners with two area high school districts in an early/middle college program as well.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Thirty-minute, individual, in-person counseling appointments are available throughout the year. Students can make appointments in-person, over the phone during the office business hours, or online. Individual, in-person, drop-in counseling sessions are available regularly on a first come, first served basis. Approximately 143 hours per week are dedicated to individual counseling appointments and 36-43 hours per week are dedicated to drop in counseling. Approximately 5 hours per week are dedicated to E-Counseling (ECOUN) during the fall and the spring semesters. No ECOUN is currently available during the summer. During the 5 days prior to the start of the fall and spring semester, the counselors are available only on a drop-in basis. Additionally, the summer hours are primarily drop-in sessions with appointments made for students with extenuating circumstances or transcripts with more than 15 units from other colleges. Drop-in sessions are designed to be 15 – 20 minute sessions with counselors using professional judgment to occasionally extend them to 30 minutes. The average wait time for the 2013-2014 academic year for drop-in counseling was approximately 39 minutes.

Student Services Generalist and Counseling Department student workers are available in the counseling office to assist with prerequisite clearing, appointment setting, application filing, and registration help.

3. Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

The student's first education plan will be an abbreviated plan for at least two semesters followed by a comprehensive plan to complete the student's goal. Abbreviated education plans can be created with the student in the COUN 101 course or an individual counseling appointment.

Student education plans will be the result of interactive processes with counselors that reflect exploration of student interests, skills, career and educational goals. The education plan will identify a student's major and the pathway leading to completion of that major.

Planning is underway to identify, install, and implement the use of electronic education plans. These plans will be available to students at any time. Long-range goals of the college include the development of interactive, electronic education planning for students.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

Comprehensive student education plans that identify the student's education goal, course of study, and the courses, services, and programs to be used to achieve them, can be obtained by meeting with a counselor during an individual 30-minute counseling appointment. Additionally, students enrolled in counseling courses often will complete education plans as part of the assigned coursework. Students transferring from other colleges with more than 15 units are allocated 60 minutes for counseling appointments.

Planning is underway to identify, install, and implement the use of electronic education plans. These plans will be available to students at any time. Long-range goals of the college include the development of interactive, electronic comprehensive education planning for students.

5. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Counseling Faculty (12): Assist students with education planning and ongoing assistance to ensure their successful and timely progression through SCC. **Thirteen regular full-time counseling faculty and fifteen adjunct faculty for the department. The negotiated student contact time for full-time counselors is 30 hours per week.**

EOPS Counselor: Assists students with education planning and ongoing assistance to ensure their successful and timely progression through SCC ensuring their understanding and use of various

services intended to help them overcome challenges specific to them.

Foster Youth Success Initiative: Assist FYSI students with education planning and ongoing assistance to ensure their successful and timely progression through SCC ensuring their understanding and use of various services intended to help them overcome challenges specific to them.

Student Services Generalists: Perform various admission and registration related duties assisting students in all aspects of entrance to SCC including outreach, follow up, application assistance, explanation of practices, policies and procedures, assessment, transfer information, prerequisite clearance and fee payment. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery process.

First Year Experience Counselor: Assists FYE students with education planning and ongoing assistance to ensure their successful and timely progression through SCC their first year in college.

Disabled Students Program Counselors and staff: Assist disabled students with education planning and ongoing accommodation assistance to ensure their successful and timely progression through SCC ensuring their understanding and use of various services intended to help them overcome challenges specific to them. Help implement accommodations required by disabled students.

The counseling department is currently under the direction of an interim dean. A new dean will begin effective July 1, 2014. In light of that, SCC will await the arrival of the new dean so that he or she may work with counseling to further address the topic of number of staff providing counseling and associated information. The college will also update the student success and support program plan yearly and may make adjustments in the 2014-15 version to reflect newly discovered information between now and then.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Banner: Student information system used to document student prerequisites and to document student's interaction with counselor on drop-in and appointments.

Degree Works: (not fully implemented) Comprehensive academic advising, transfer articulation, and degree audit solutions.

Collegesource.org: Online database for digital college catalogs, instruction profiles, transcripts keys, and other resources for counselor use.

Assist.org: Online student-transfer information system used by counselors to check how course credits earned at a public California college or university can be applied when transferring to another. Access to public California college or university major offerings.

uctap.universityofcalifornia.edu/counselors/: Used to assist counselors and staff with general and

specific questions about Transfer Admission Agreements (TAG) and Transfer Admission Planner (TAP).

SARS-ALRT: SARS software product used to place alerts or comments needed on student's record.

SARS – GRID: SARS software product for appointment scheduling used by counseling staff. The walk-in component of the software is used to track unscheduled visits. The web-enabled appointment scheduling feature is used by student to book appointments. Used to record attendance for counseling appointment.

Solano.edu: Access to online version Solano Community College Catalogs and other college forms and documents. Access to college procedures or requirements.

The counseling department is currently under the direction of an interim dean. A new dean will begin effective July 1, 2014. In light of that, SCC will await the arrival of the new dean so that he or she may work with counseling to address the topic of third party tools and technology for a variety of counseling services and associated information. The college will also update the student success and support program plan yearly and may make adjustments in the 2014-15 version to reflect newly discovered information between now and then.

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

The counseling department is currently under the direction of an interim dean. A new dean will begin effective July 1, 2014. In light of that, SCC will await the arrival of the new dean so that he or she may work with counseling to address the topic a budget plan for staff costs for each position and the direct cost to purchase, develop or maintain technology tools specific for counseling, advising and other education planning services. The college will also update the student success and support program plan yearly and may make adjustments in the 2014-15 version to reflect newly discovered information between now and then.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Solano College identifies students who fall into academic or probationary status based on either their cumulative GPA or unsatisfactory progress at the end of each semester. **The annual estimate of students to be provided follow-up services is _____.** (Get figures from A&R, Total of the number of students on Probation 1, 2 and DQ in fall and spring 2013-14 semesters.)

Those students receive an email notification of that status shortly after grades are posted. SCC alerts students via student email at the conclusion of each fall and spring semester when they are placed on academic and/or progress probation. Students are apprised of the consequences of this status and they are encouraged to utilize counseling services to develop success strategies. The email includes information explaining how students can receive assistance to help them recover from probationary status and prevent possible dismissal. Students are encouraged to meet with a counselor to address individually appropriate interventions. Such interventions might include referrals to various services such as tutoring, Academic Success Center, MESA, Puente, Umoja, EOPS and/or social and mental health services.

Students who have been dismissed from the college are required to see a counselor prior to readmission. Planning is underway to develop a stronger outreach plan to probationary students. This plan will address increased accountability for, and tracking of, those students in a counselor led case-management approach. This case management approach will include an interface with teaching faculty.

Solano College has utilized SARS ALERT on a limited basis with teaching faculty to refer students to various special services. The campus at-large is looking to expand that resource to include all other campus services. When the SARS ALERT is received, each department is responsible for the follow-up process. Typically, it involves a contact with the student inviting him/her to utilize campus services.

Current SCC policy does not require basic skills students to participate in counseling, advising or other education planning services. The basic skills committee is working with appropriate departments to develop policies related to mandatory activities for basic skills students. The college continues the development and support of a First Year Experience (FYE) program for new students.

The recently revised college orientation course, COUN 101, includes a section about the importance of major selection. No specific plans have been developed yet, to address continuing students who have not declared an intended major or course of study.

Realizing the need to improve upon this process, SCC has begun work to align services and develop a formal referral document that will be entered into the student database, Banner. Referrals will indicate the student, the staff member making the referral and what department(s) student was referred to. Departments intercepting referrals will log the follow-up work and weekly reports will be run to ensure students received the assistance needed. Additionally, staff will regularly check back in with students after having received assistance as a result of a referral to ensure their successful progression through their college courses. The many areas involved in this new process are continuing the work of defining the details of the process. Additional work with IT will be necessary to automate many steps and the institution will reevaluate the process yearly to make adjustments as needed.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Chief Student Services Officer: Oversees all of student services and facilitates ability of all staff to perform

follow-up services adequately while also serving on various related committees (Academic Council) and ensuring completion of efforts.

Dean of Counseling: Oversee counseling, transfer, DSP and career planning departments and carry out all associated duties. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery process.

Associate Dean – Admissions, Assessment, and Scheduling: Oversee admissions, assessment testing and scheduling. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery process.

Associate Dean – Financial Aid, EOPS, and Veterans: Oversee all aspects of Financial Aid and EOPS ensures that staff have been trained to carry out follow up services adequately and that said services are occurring accurately and on time.

Counseling Faculty: Assist students with education planning and ongoing assistance to ensure their successful and timely progression through SCC.

EOPS Counselor and Staff: Assist students with education planning and ongoing assistance to ensure their successful and timely progression through SCC ensuring their understanding and use of various services intended to help them overcome challenges specific to them.

Foster Youth Success Initiative: Assist FYSI students with education planning and ongoing assistance to ensure their successful and timely progression through SCC ensuring their understanding and use of various services intended to help them overcome challenges specific to them.

Academic Success Center Coordinator and staff: Planning and oversight of all aspects of Academic Success Center including implementation of various workshops and trainings to provide ongoing assistance to students and ensure their successful completion at SCC.

Veterans Affairs Coordinator and Staff: Assist FYSI students with education planning and ongoing assistance to ensure their successful and timely progression through SCC ensuring their understanding and use of various services intended to help them overcome challenges specific to them.

Disabled Student Program Counselors and Staff: Assist students with education planning and ongoing assistance to ensure their successful and timely progression through SCC ensuring their understanding and use of various services intended to help them overcome challenges specific to them.

Tutoring Center Specialist: Provide specialized services to students in various disciplines and regularly check on progress to ensure successful completion at SCC.

Student Health Center staff: Provide specialized services to students and assist them in overcoming health care related issues that may be impeding their successful completion at SCC.

Student Services Generalists: Perform various admission and registration related duties assisting students in all aspects of entrance to SCC including outreach, follow-up, application assistance, explanation of practices, policies and procedures, assessment, transfer information, prerequisite clearance and fee

payment. Deliver orientations and train others to do the same. Collaborate with colleagues to improve upon orientation delivery process.

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

SARS Alert and Referral System and Banner will be used to reach out to students and ensure fulfillment of appropriate follow up services. SCC currently alerts students via student email if they are about to be placed on academic and/or progress probation. Alerts include information explaining how students can receive assistance to help them avoid placement onto probation which can lead to dismissal and loss of priority registration.

Typically, a student in this situation would be encouraged to meet with a counselor to address individually appropriate interventions. Such interventions might include referrals to various services such as tutoring, Academic Success Center, MESA, Puente, Umoja, EOPS and/or social and mental health services.

SCC has historically referred students in need of various services through informal, internal processes. Upon a staff member realizing that a student was in need of additional support services, he or she would suggest that the student visit whichever department they deemed appropriate. Nothing has been in place to ensure those students sought out and received the assistance they needed or that the assistance was effective.

Realizing the need to improve upon this process, SCC has begun work to align services and develop a formal referral document that will be entered into the student database, Banner. Referrals will indicate the student, the staff member making the referral and what department(s) student was referred to. Departments intercepting referrals will log the follow up work and weekly reports will be run to ensure students received the assistance needed. Additionally, staff will regularly check back in with students after having received assistance as a result of a referral to ensure their successful progression through their college courses. The many areas involved in this new process are continuing the work of defining the details of the process. Additional work with IT will be necessary to automate many steps and the institution will reevaluate the process yearly to make adjustments as needed.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

The counseling department is currently under the direction of an interim dean. A new dean will begin effective July 1, 2014. In light of that, SCC will await the arrival of the new dean so that he or she may work with counseling to address the topic of a budget plan as it pertains to staff costs for each position and the direct cost to purchase, development and maintenance of technology tools specifically for follow-up services. The college will also update the student success and support program plan yearly and may make adjustments in the 2014-15 version to reflect newly discovered information between now and then.

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

Measurement of program effectiveness will be a key part of Student Success at Solano Community College (SCC). With carefully measured quantitative and qualitative description of the program, its participants and their success we can begin to understand what is working, and what is not. This is the first step in describing areas for improvement and growth.

A key component of measuring improvement and success of any program is to ensure that success is equitable. SCC is committed to providing services that ensure access and equity for all. Data from Banner system as well as CCCCCO new SS submission will be utilized to measure effectiveness.

IMPACT OF SERVICES

The impact of services will primarily be measured by looking at participation and its effects on student persistence, student success and in the long-term student completion. In basic skills areas we will also look at the progression out of the basic skills sequence. Impact will be measured several ways including:

General impact: Looking at the effects of those receiving services against those that did not receive services.

Disproportionate impact: Look at disproportionate impacts across
Ethnicity: Between IPEDs ethnicity categories
Gender: Between male and female categories
Age group: Between major age groups

Longitudinal: Look at changes in impact over time

DETERMINATION OF DISPROPORTIONATE IMPACT

SCC will use the Equal Employment Opportunity (2010) disparate impact benchmark also known as the 80% rule.

This calculation provides a rate of participation or success of a given group against the rate of participation or success of a reference group (usually the group with the highest rate). If this ratio falls below 80% then evidence of disproportionate impact exists.

RESEARCH AREAS

The following table shows potential research areas and questions in each of the major areas influencing student success.

Area	Research Areas	Research Questions
------	----------------	--------------------

Admissions	<ul style="list-style-type: none"> • Late registrants • Priority registrants 	<ul style="list-style-type: none"> • How do the demographics of late registrants differ from priority registrants? • Does late registration cause an impact on course success rates? • Does priority registration cause an impact on course success rates?
Assessment and Placement Services	<ul style="list-style-type: none"> • Test completion • Placement level • Progression out of basic skills • ESL 	<ul style="list-style-type: none"> • What percent of students complete placement testing? • What is the placement level of students by percent? • How does placement level effect progression to credit level (retention and time to credit)? • What are the student drop rates based on placement score and level?
Orientation	<ul style="list-style-type: none"> • Participation • Success and retention rates of participants v non participants 	<ul style="list-style-type: none"> • What percent of students participate in orientation? • How does participation in orientation affect success and retention rates?
Counseling and Advising	<ul style="list-style-type: none"> • Pre-enrollment participation • Complete SEP • Receive services 	<ul style="list-style-type: none"> • What percent of students participate in pre-enrollment counseling? • What percent of students complete a SEP? • What percent of students receive counseling services? • How does participation in these services effect success and retention?

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

SCC's technology needs related to the SSSP Plan are many and are also still in development. The long term goal of the college is to automate as much as possible while still maintaining a personal touch and the individual and in person contact needed to ensure student success. The district seeks to balance these needs to optimize the use of resources while maintaining a focus on quality and personal attention. Technology needs that have been identified thus far are listed below but the college will be updating its SSSP Plan beginning with the start of the fall 2014 semester. The expectation is that this list will be further developed as a result of the work over the course of the upcoming year.

1. Implementation of Banner upgrades for SSSP MIS requirements
2. Development of automated referral system
3. Improvements to online orientation process
4. Development of automated outreach and referral follow up practices

5. Automation of some staff training initiatives

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

SCC provides the opportunity for some students to be exempted from participation in orientation, assessment, counseling and education plan development, as required by subdivisions (a), (b), (c), or (d) of section 55520 of Title 5. In order to request an exemption, student should complete and Appeal Petition which can be found on the SCC website.

The SCC Academic Council reviews Appeal Petitions regularly and informs students of the outcome. SCC's board policies that address the option of exemption are 5055, 5100 and 5210.

SCC reports the number of students so exempted, by category, to the Chancellor pursuant to section 55511 of Title 5. The criteria by which an SCC student may be allowed to be exempted from orientation, assessment and education planning is:

1. Student has completed an associate degree or higher;
2. Student has enrolled at the college for a reason other than career development or advancement, transfer, attainment of a degree or certificate of achievement, or completion of a basic skills or English as a Second Language course sequence as evidenced by their self-reported educational goal;
3. Student has completed these services at another community college within the last 24 months.
4. Student has enrolled at the college solely to take a course that is legally mandated for employment as defined in section 55000 of Title 5 or necessary in response to a significant change in industry or licensure standards.
5. Student has enrolled at the college as a special admit student pursuant to Education Code section 76001.
6. Any student exempt from orientation, assessment, counseling or student education plan development shall be notified and may be given the opportunity to participate in those services.

SCC does not exempt a student solely because a student has not selected an education and career goal or course of study per direction of Title 5 Section 55532.

2. Appeal Policies

Describe the college's student appeal policies and procedures.

SCC seeks to simplify the process of appeals for students ensuring easy access and minimal confusion. Regardless of policy, all appeals are handled via one, uniform Appeal Petition. Appeal Petitions are submitted to Admissions & Records and filtered depending on what is being appealed. Any appeals that do not meet standard criteria for processing are forwarded to the Academic Council for review. The Academic Council meets monthly and consists of broad representation from a variety of campus constituency groups. All Appeal Petitions are returned to students in a timely manner with the outcome of their Appeal in writing. The Appeal Petition also explains to students how they can further appeal if they are dissatisfied with the outcome.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

SCC Board Policy and Administrative Procedure 6023 define how prerequisites are established and reviewed. Students may challenge prerequisites by contacting an appropriate faculty member or dean and requesting to have a prerequisite waived due to work experience or coursework. Students should provide any supporting documentation. If approved, the dean's office clears the student to take the course subsequent to its prerequisite in the (Banner) student database

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

As with plans for budgetary needs, SCC is in the process of identifying the many associated professional development needs related to implementation of the Student Success and Support Program. Initially identified professional development needs are:

1. Instructional training
2. Training more staff on effective orientation presentations
3. Training staff on success focused, effective service and follow up that is tailored to a diverse student body

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

The SCC Equity Committee and the SSSP Plan Committee have joined together to ensure that planning, activities, and services outlined in the Student Equity Plan and the SSSP Plan. Members of both committees are represented in regularly scheduled meetings of the 3SP/Academic Success and Equity Group. This group also includes membership from the Basic Skills Initiative and the various Academic Support and Student Support Services.

The SCC Equity Plan, approved in September 2013, is currently being updated based on the

September 2013 regulatory changes. These planning efforts are integrated into the campus wide planning efforts, including accreditation, the recently updated Educational Master Plan, the Basic Skills Initiative, and departmental program reviews. Planning activities from all of these institutional plans are recorded by responsible parties for the respective Plan's specified activities in the Office of Institutional Research and Planning's Master Planning and Assessment Database, thereby linking all planning efforts.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

Not applicable

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following **attachments are required**:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses. You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

Name: _____ Title: _____

Stakeholder Group: _____

RESOURCES

- [Senate Bill 1456](#)
- [California Code of Regulations, Online](#)
- Student Success and Support Program Student Equity Plan
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills web site](#)

STUDENT EQUITY COMMITTEE

CHARGE AND RESPONSIBILITIES

Student equity planning is at the heart of Solano Community College’s planning efforts. The Student Equity Committee (SEC) works in coordination with the college committees responsible for developing the Strategic Plan, Educational Master Plan, Facilities Master Plan, Student Success and Support Program (3SP) Plan, as well as accreditation, in order to ensure the Student Equity Plan’s integration into other major institutional plans.

In accordance with Title 5, Section 54220, student equity planning focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators linked to the [CCC Student Success Scorecard](#), and other measures developed in consultation with local colleges. “Success indicators” are used to identify and measure areas for which disadvantaged populations may be impacted by issues of equal opportunity. At a minimum, colleges must review and address the following student populations when looking at disproportionate impact: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, persons with disabilities, foster youth, low income, and veterans.

The Student Equity Committee will identify specific goals/outcomes and actions to address disparities that are discovered, disaggregating data for indicators by student demographics, preferably in program review. The Student Equity Plan will describe the implementation of each indicator, as well as policies, activities and procedures as they relate to improving equity and success at the College.

The Student Equity Committee’s composition shall include representatives from:

- Academic Senate
- Academic Affairs administrator
- Student Services administrator
- Institutional Research
- Classified staff
- Associated Students of Solano College (ASSC)
- Disability Services Program (DSP)
- Foster Youth program
- MESA
- Umoja
- EOPS
- CalWORKs
- Veterans

The charge of the Committee includes the following responsibilities:

- Coordinate updates to the Student Equity Plan (SEP) with the development of the Student Success and Support Program (SSSP) Plan, required by SB 1456.
- Assess and refine Student Equity Plan goals and strategies to address and monitor equity.

- Examine data and suggest solutions to mitigate disproportionate impact on American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, students with disabilities, foster youth, veterans, and low-income students, caused by inequitable practices, policies, and approaches in key courses, resources, and supports that hamper students and their academic success.
- Plan coordinated interventions and services for students at risk of academic progress or probation (Title 5, Section 55100).

SEC Review/Reaffirmation - July 22, 2014

Shirley Lewis, Chairperson, Student Services
Jose Ballesteros, MESA
LaNae Jaimez, Academic Senate
Karen McCord, UMOJA
Rischa Slade, Student Life
Jocelyn Mouton, Counseling/DSP/CalWorks
Cynthia Simon, EOPS
Joel Powell, Faculty
Judie Burtenshaw, Classified Staff
Annette Dambrosio, Accreditation (Advisory)

SOLANO

COMMUNITY COLLEGE

EDUCATIONAL MASTER PLAN

EDUCATIONAL MASTER PLAN

JULY 2014



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Table of Contents

Chapter 1: Introduction

Mission	1-1
The Students We Serve and Our Commitment to Equity	1-1
Vision and Core Values.....	1-2
Educational Master Plan Purpose.....	1-3
Related Planning Efforts and Documents.....	1-3
Plan Overview and Organization.....	1-4

Chapter 2: Planning Process and Methods

Methods and Data Sources.....	2-1
Planning Process	2-2

Chapter 3: Organizational Focus

Organizational History.....	3-1
Current Planning Environment.....	3-1
Core Mission Initiatives	3-3
Organizational Structure and Governance.....	3-4

Chapter 4: The Communities We Serve

About the Service Area and Students.....	4-1
Fulfilling Our Mission: Opportunities	4-5
Fulfilling Our Mission: Challenges.....	4-10

Chapter 5: Goals and Strategies

Educational Master Plan Framework.....	5-1
Educational Master Plan Goals and Strategies	5-4

Chapter 6: Direction for Student Services

Advancing the Student Success Agenda 6-1

Fulfilling Our Mission: Direction for Student Services..... 6-2

Chapter 7: Direction for Academic Programs

Academic Program Assessment..... 7-1

Fulfilling Our Mission: Direction for Academic Programs 7-1

Chapter 8: Direction for Technology

Background..... 8-1

Education Technology Focus Areas..... 8-1

Technology Strategies 8-2

Anticipated Technology Projects 8-3

Chapter 9: Envisioning the Future

Transformative Opportunities..... 9-1

Space and Resources for New and Expanding Programs..... 9-7

Bibliography

Chapter 1: Introduction

This Educational Master Plan complements planning activities that have occurred over the past several years, and highlights new proposals aimed at guiding the Solano Community College District through the year 2025. The Plan is being developed during a time of rapid change in social demography and State budget allocations. Since the last Educational Master Plan update in 2007, local population and growth in the regional and State economies have slowed, and community colleges have faced increasingly steep budget cuts. At the same time, the State has called upon California's community colleges to refocus their efforts towards strengthening basic skills, transfer opportunities, and career and technical education. Despite these challenges, we hold firm to our commitment to our students and our mission. This Plan reaffirms our mission statement as a strong basis for planning and decision making.

Mission

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 Students We Serve and Our Commitment to Equity

A critical aspect of fulfilling our mission hinges on understanding the multifaceted needs of the students we serve. The Solano Community College District serves 9,702 students (as of Fall 2013) across its campus and centers at Fairfield, Vacaville, Vallejo, and Travis Air force Base, and in surrounding communities including Winters, Dixon, Benicia, and Suisun City. The College is home to an incredibly diverse, talented and hard working student body. Many of our students are low income, and many balance multiple jobs along with educational commitments and family life. A significant number of our students are learning English as a second language, are recent immigrants, have limited academic skills, or may be the first in their family to go to college. At the same time, we also serve students who are prepared for university or already hold university degrees, have held successful careers, and are seeking job training for new career paths. With Travis Air Force Base located within miles of the main campus in Fairfield, we also serve a significant number of military members, veterans and their families. Our challenge is to engage this diverse student body, meet their wide-ranging needs, offer a broad curriculum, and support robust student life.

Diversity and equity are integral to Solano Community College's (SCC's) identity. We are committed to ensuring that initiatives are in place to provide teaching and learning environments that are inclusive and welcoming to all students, regardless of ethnicity, culture, nationality, language, gender, sexual orientation, disability, or religion. This

commitment is emphasized through SCC's overarching mission and values, and through the strategies presented in this Educational Master Plan. The strategies outlined in the Plan seek to increase diversity and equity, improve student access to programs and services, close performance gaps, and improve the overall success of all students.

Vision and Core Values

Solano Community College maintains high standards of excellence for basic skills education, transfer and career programs, and support for different learning styles and innovative teaching approaches. The following vision and core values guide SCC's policies, procedures, and daily practices.

VISION

Solano Community College will be a recognized leader in educational excellence—transforming students' lives.

CORE VALUES

- **Integrity**—Adhering firmly to a code of ethical values in thought and behavior.
- **Critical thinking**—Relying on intellectually disciplined, logically sound processes involving data-driven decision making.
- **Mutual respect**—Valuing the intrinsic worth of each person in an atmosphere of collegiality.
- **Collaboration**—Working together across areas of responsibility and interest to achieve common goals and objectives.
- **Innovation**—Seeking and practicing effective, pioneering processes and procedures.
- **Accountability**—Assuming individual and collective responsibility for achieving the highest level of performance.
- **Student well-being**—Considering and addressing the impact on students of any and all actions or inactions.

Educational Master Plan Purpose

This Educational Master Plan will inform critical decision making to enable SCC to fulfill its mission and achieve the goal of increasing access, equity, and success for all students. The Plan is grounded in a comprehensive review of current data, and robust District-wide input from faculty, staff, students, and community members (see Chapter 2: Planning Process and Methods).

OVERARCHING PURPOSE

The Educational Master Plan establishes a framework to guide educational program development through the year 2025. This Plan works in conjunction with the Solano Community College Strategic Plan, Facility Master Plan, and Technology Plan to strategically carve out a preferred future for SCC's unique student body. Together these long-range plans aim to: respond to evolving instructional and student support program needs; address facility and site planning needs; and meet the demands of today's technology driven workplace.

SPECIFIC PURPOSE

Specifically, the Educational Master Plan details key initiatives to advance academic programs, educational innovations, and student support services. The challenges, goals, and strategies presented in the Plan will shape the type of programs that SCC will offer in the future, and provide the foundation and rationale for long-range facilities and technology planning. The Plan's findings will also inform District-wide resource allocation and staffing priorities to most strategically realize SCC's full potential and meet mission objectives.

Related Planning Efforts and Documents

Following are a number of related planning efforts and documents that provide further support for SCC's core initiatives. The Educational Master Plan supports proposals outlined in these plans and processes, and details specific programmatic strategies to further advance the District's mission. Physical improvements recommended in the Facility Master Plan will stem from the research and findings presented in this Educational Master Plan.

- Student Equity Plan, 2013
- Integrated Planning Process, 2013
- Solano Community College Strategic Plan, 2010
- Technology Plan, 2014
- Facility Master Plan (update underway)

Plan Overview and Organization

The Educational Master Plan (EMP) is organized into the following chapters.

- 1. Introduction**—Presents SCC’s mission, commitment to equity, vision, and values that will guide the District’s programmatic and educational policy approach; describes the Plan’s background and purpose; and outlines the organization of the document.
- 2. Planning Process and Methods**—Describes planning methods and data sources, and provides a summary of the robust community and District-wide involvement process that informed development of the EMP.
- 3. Organizational Focus**—Reviews the context that shapes SCC’s priorities for the future; identifies core initiatives to support SCC’s mission; and describes the academic organization and shared governance structure that guide decision making and resource allocation.
- 4. The Communities We Serve**—Describes population, demographic and enrollment trends, and key student characteristics; and identifies challenges and opportunities related to fulfilling SCC’s mission.
- 5. Goals and Strategies**—Presents goals and strategies to improve student access, equity and success, and advance SCC’s core initiatives: basic skills education; general education and transfer curriculum; and workforce development and training.
- 6. Direction for Student Services**—Describes the programs, partnerships, and activities that comprise the Student Services Program; and identifies strategic actions aimed at fulfilling SCC’s mission.
- 7. Direction for Academic Programs**—Identifies program-specific strategic actions to advance EMP goals and achieve SSC’s broader mission.
- 8. Direction for Technology**—Presents technology focus areas and strategic actions to support increased demand for access to resources, information, and materials.
- 9. Envisioning the Future**—Identifies some potentially transformative opportunities for enhancing programs, fostering collaboration between disciplines, and connecting the college to the community.

Chapter 2: Planning Process and Methods

Beginning in summer 2011, Solano Community College (SCC) engaged in a comprehensive and interactive planning process to update the Educational Master Plan (EMP). The Superintendent/President's Cabinet guided the process with integral involvement from the deans, counseling staff, and representatives of the Academic Senate. The Superintendent/President's Cabinet provided oversight for Plan content and methodology. Students, faculty, staff, and administrators, as well as community and business leaders, provided valuable input and feedback during the process.

This chapter **explains the methods and sources of information**, including data collected from a variety of authorities, **the outreach process, and technical steps** in developing the EMP.

Methods and Data Sources

The planning team used the following variety of methods and information sources to develop the EMP.

- Analysis of **population and demographic data** gathered from the US Census, California Department of Finance, Association of Bay Area Governments (ABAG), and the Sacramento Area Council of Governments (SACOG).
- Review of current **student enrollment trends** from the California Community College Chancellor's Office (CCCCO), California Postsecondary Education Commission, and SCC's Office of Research and Planning.
- Assessment of **local secondary enrollment trends and projections** from the California Department of Education and the California Department of Finance.
- Review of **local economic and business environment data** from the California Employment Development Department (EDD), Caltrans Office of Transportation Economics, US Bureau of Labor Statistics, and reports and information gathered from Solano County, local cities, and outside researchers.
- Evaluation of **certificate and degree programs** offered by the top competitive educational providers in the region, as presented in current course catalogues. Research included a comparison with the programs currently offered by SCC.
- Review of **existing Solano Community College District plans, reports, and data** elements.

- Evaluation of **current program needs and projected trends** through use of a questionnaire completed by faculty, academic staff, and school deans.
- **Qualitative information gathered through a comprehensive series of forums** and meetings conducted with community and business leaders, faculty, staff, and students.

This document presents a selection of important facts about SCC and the service area (see Chapter 4: The Communities We Serve) with the understanding that almost as soon as the document is finished, new information may be available which will render the data published out-of-date. In order to best address this limitation, the focus is on defining key opportunities and challenges, and providing tools to quickly seek out the current, most relevant data. A complete list of source material is provided in the Plan's bibliography. This "living" bibliography is intended as a starting point for building an even more extensive toolbox of links to internal and external data that will inform ongoing decision making.

Planning Process

In the summer of 2011, SCC initiated an update to the institution's EMP. The planning process was launched with College leadership in May 2011 to discuss successes and challenges for SCC since the last EMP process. As the project team developed summary materials about the planning environment, two parallel efforts included a broad range of community voices, as well as targeted conversations with an interdisciplinary faculty and staff team.

SOLANO COMMUNITY COLLEGE FACULTY, STAFF, AND STUDENT INPUT

Faculty and staff members were invited to attend all of the community forums, but particularly those held at the Fairfield campus, Vacaville, and Vallejo centers. The forums provided an important opportunity for faculty and staff to share insight on key strengths, issues, and planning opportunities for SCC.

To ensure a broad and comprehensive engagement with the faculty, a series of three interdisciplinary faculty strategic conversations (IFSC) were held during fall and winter 2011/12 to provide input, direction, and content for the Plan. These meetings included representatives of faculty, including deans, counseling staff, and the Academic Senate. The IFSC forums focused on the following key tasks.

- Review and discussion of current internal and external trends and the Plan's Environmental Scan Report.
- Brainstorming emerging opportunities and challenges facing SCC.
- Identification and refinement of critical EMP goals and strategies.

COMMUNITY INPUT

As a part of the update process, seven community forums were conducted to gather ideas and information from SCC's service area, which includes Solano County and the City of Winters. These forums were held in each of the population centers served by SCC. Over 200 community members, faculty, staff, and students participated in the forums. A number of key themes and unique ideas emerged from the discussions, many of which are reflected in the updated document.

ENVIRONMENTAL SCAN

In the fall of 2011, the consultant team developed an Environmental Scan Report to update and analyze internal and external conditions impacting SCC and the service area, as well as the provision of programs and services. The Scan assessed a range of key data.

- Population and demographics
- High school performance, enrollment, and projections
- SCC enrollment and student success
- Competing educational providers in the region
- Employment and workforce trends, locally, regionally, and nationally

The results of the Scan began to reveal a future direction for the County, which in turn provided a lens through which to review and evaluate existing SCC programs and services. The internal and external data was updated during the process to ensure that decisions reflected current internal and external data.

EDUCATIONAL PROGRAM REVIEW

The basis for the Plan is a strong understanding of the current needs and projected trends for each of SCC's programs. Faculty members and school deans provided their expertise and knowledge to update the EMP through a program assessment questionnaire. The deans and faculty of each program were provided a set of enrollment and performance data. Along with this information, they were given opportunities to identify strategies specific to their respective programs and update a description of the role of the program including any factors influencing its success. The data collected through the questionnaire process highlights program-specific needs that inform the broad directions for SCC. The program directions were reviewed again by faculty leadership and the administration following the refinement of the EMP Goals and Strategies to align program level guidance with the EMP.

PLAN REVIEW

A preliminary review draft of the EMP was released for feedback at the end of the 2013 school year, focusing on the EMP Goals and Strategies. At this time the draft was presented to the Board of Trustees, the Academic Senate, and the Shared Governance Committee. This preliminary content was also utilized in a series of faculty visioning sessions, to help the Arts and Kinesiology faculty refocus efforts in the face of difficult budget decisions. Additional visioning sessions elaborated on the position of student services within the EMP document. During this time, the completion of the Student Equity Plan and the implementation of the Student Success Act initiated a revision of the EMP to bring the topics of access, equity, and success to the forefront of the discussion.

The resulting EMP document builds on the work completed with the community and faculty, presented through the lens of SCC's mission, vision and values, and the core initiatives of providing access, equity, and success to SCC students. The EMP will be formally reviewed by the Board of Trustees before adoption as the official guidance for educational programs at SCC.

Chapter 3: Organizational Focus

In light of today's challenging educational planning environment, Solano Community College (SCC) looks to the future with resilience and a stronger, renewed focus on its mission and efforts to achieve educational equity. Solano Community College must support a more targeted set of priorities and devote its attention to three core initiatives: basic skills education; general education and transfer curriculum; and workforce development/career technical training. Organizational structure and shared governance are critical components of this refocusing effort, guiding decision making and resource allocation in a way that best supports SCC's overarching mission.

This chapter reviews the context that shapes SCC's priorities for the future; identifies core initiatives stemming from SCC's mission; and describes SCC's academic organization and shared governance structure.

Organizational History

Solano Community College was founded in 1945 as part of the Vallejo Unified School District. In 1965, Solano County voters approved the development of a community college district, and two years later approved a bond to build SCC's main Fairfield campus. Expansion of SCC continued with a 2002 voter-approved bond, which funded construction of two permanent centers in Vacaville and Vallejo. At that time, Solano County voters approved Bond Measure G, which provided \$124.5 million in bond funding to support the development of new facilities. The two permanent sites for the Vallejo and Vacaville Centers, whose locations were chosen based on projected population growth, opened in 2007 and 2010 respectively, and have since increased access to SCC for students and community members.

Today, Solano Community College provides a comprehensive range of educational offerings, from Associates degrees and certificates to transfer preparation, workforce training and lifelong learning. Through a partnership with Sonoma State University, these offerings were recently expanded to include a Bachelor of Arts degree in Liberal Studies.

Current Planning Environment

As SCC plans for the future, many significant factors impact the environment within which the College operates. The global economic recession, the national credit and housing collapse, and the ongoing State financial crisis, including continued cutbacks in support for community colleges and educational institutions state-wide—all have implications for how SCC will meet the needs of its students. At the same time, recent State legislative mandates (including the following) seek to raise the caliber of academic and support programs in ways that will require enhancements and extensions of student services.

- **Student Success Act, SB 1456 (2012)**—A California Board of Governors-adopted, mandated initiative to significantly increase student completion rates for certificates, degrees, and transfer, while ensuring preservation of access and equity for all students. System-wide recommendations focus on: helping students identify educational goals early in their entry into college; developing an educational plan to reach their goals in the areas of basic skills attainment, transfer, and career technical education; and providing students with improved support and institutional structures to help them succeed.
- **Student Transfer Achievement Reform Act, SB 1440 (2010)**—Legislation requiring the California Community Colleges and California State Universities to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science Degree (AS) transfer programs. The legislation requires that community colleges grant associate degrees for transfer (ADT) to students who have met specific general education and major requirements for the degree. Students with the ADT are eligible for transfer with junior standing into the California State University (CSU) system, and are guaranteed admission into the CSU system with priority consideration when applying to a program similar to the student’s community college major.
- **Accountability, Equity, and the Student Success Scorecard**—A Board of Governors-established performance measurement and reporting system on student success rates intended to increase accountability regarding transfer, degree and certificate attainment, and issues of student equity. Scorecard data, which is reported by ethnicity, gender and age, offers information about how well colleges are doing in basic skills instruction, job training programs, retention, graduation and completion rates, as well as providing an indication as to how successful colleges are in closing the achievement gap.
- **Accreditation Standards**—An ongoing, systematic focus on outcomes and continuous quality improvements to foster greater student success.

In addition to these legislative imperatives, a continued lack of adequate funding has resulted in a refocusing of efforts by the state-wide community college system. Recognizing the impact of necessary cuts to the State budget for community college base funding, the California Legislature has called upon all colleges to: narrow their scope of offerings; streamline courses and programs to eliminate redundancies and facilitate students’ timely progress toward goals; and reduce or eliminate courses and programs that do not directly support students in their endeavors to achieve basic skills, workforce training, or transfer goals.

Core Mission Initiatives

Solano Community College is facing today's challenges by focusing efforts around three core initiatives stemming from its mission: basic skills/developmental education; workforce development and career technical training; and general education/transfer curriculum. In supporting this targeted set of priorities, SCC must adjust program offerings and support services, and ultimately, facilities and operations.

Legislative imperatives, along with current demographic information about SCC's students and community, reassert the importance of SCC's overarching goal to provide all students with equal opportunity to pursue and succeed in their academic endeavors—whether in strengthening basic skills, completing general education requirements for transfer to a four-year university, or building technical career skills.

Many of SCC's practices are already aligned to achieve these aspirations. Upward trending economic conditions, projected job growth and workforce training opportunities also lend themselves to success in these endeavors. Other areas, such as SCC's programs and services, will require enhancements and/or extensions in order to increase student completion rates.

Following are descriptions of the three core mission initiatives that will steer the future of SCC's educational program development, support services, technology, and facility planning.

BASIC SKILLS/DEVELOPMENTAL EDUCATION

Student success and attainment of educational and career goals must be supported by the development of a strong foundation of core skills. Solano Community College programs and support services are provided to prepare students for success in college-level work and the workforce. Students enrolling at SCC have a range of preparation levels, and key to meeting all SCC mission areas is ensuring that students have access to the resources and tools to develop proficiencies in English, reading, and math. Support is provided both inside and outside of the individual classes in which students are enrolled.

WORKFORCE DEVELOPMENT AND CAREER TECHNICAL TRAINING

Linked to the aspiration to create an educated and skilled workforce, the vocational component of SCC's mission emphasizes development of skills geared toward specific employment occupations. The educational experience includes meeting credential standards; developing skills to attain a specific position, further a current career or build the foundation to embark on a new career; and attaining a certificate or an Associate degree.

GENERAL EDUCATION/TRANSFER

Core to the mission of SCC, academic programs provide students with a solid foundation to transfer successfully to a four-year institution and develop skills to gain employment. Academic programs work in conjunction with other SCC programs including occupational, developmental, and continuing education.

Organizational Structure and Governance

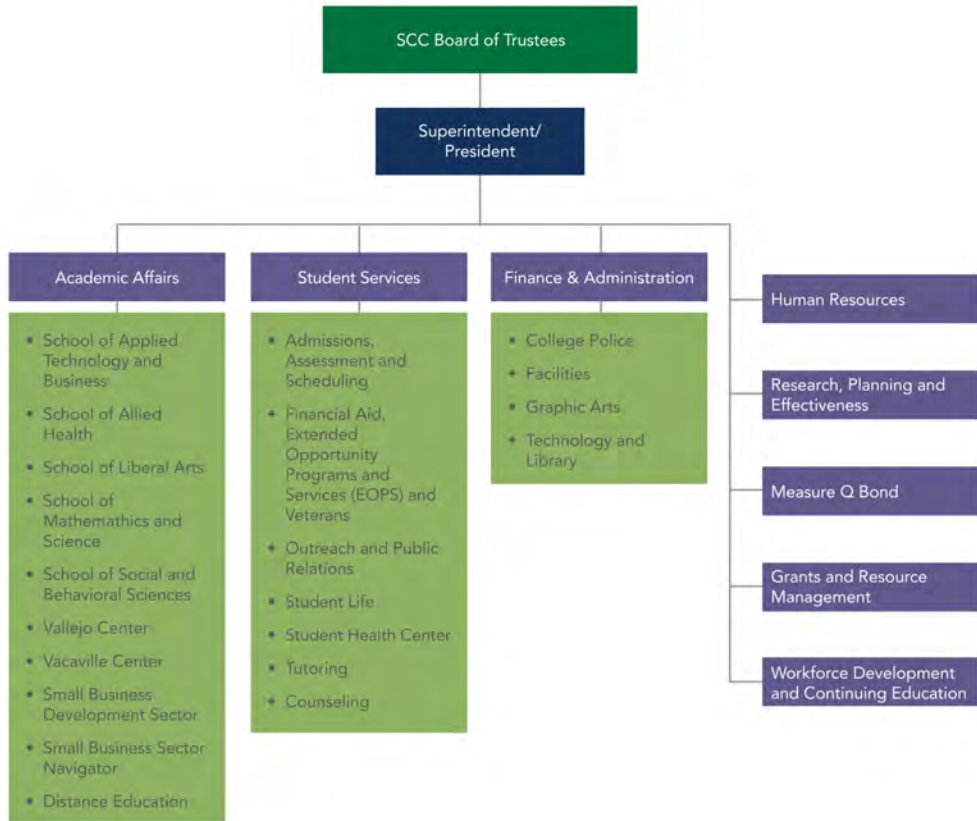
Solano Community College’s organizational structure is critical to the success of its core mission initiatives. The interconnected and interdependent services and programs provided by Academic Affairs (led by a vice president), Student Services (lead by a dean), Finance and Administration (led by a vice president) and Technology Services and Support (led by a director) provide an environment conducive to meeting students’ academic and career goals.

Additionally, the Human Resources Department, Solano College Educational Foundation, and Community Services all provide important services to ensure a strong workforce, secure additional funding sources, and provide a strong public presence in the community.

ACADEMIC ORGANIZATION

In 2011, SCC reorganized its academic programs from seven divisions into four main schools, falling under the organizational area of Academic and Student Affairs. This reorganization allowed SCC to streamline senior leadership and break down some organizational barriers between programs with similar purposes. Solano Community College’s current organizational structure is illustrated below (see Figure 3-1).

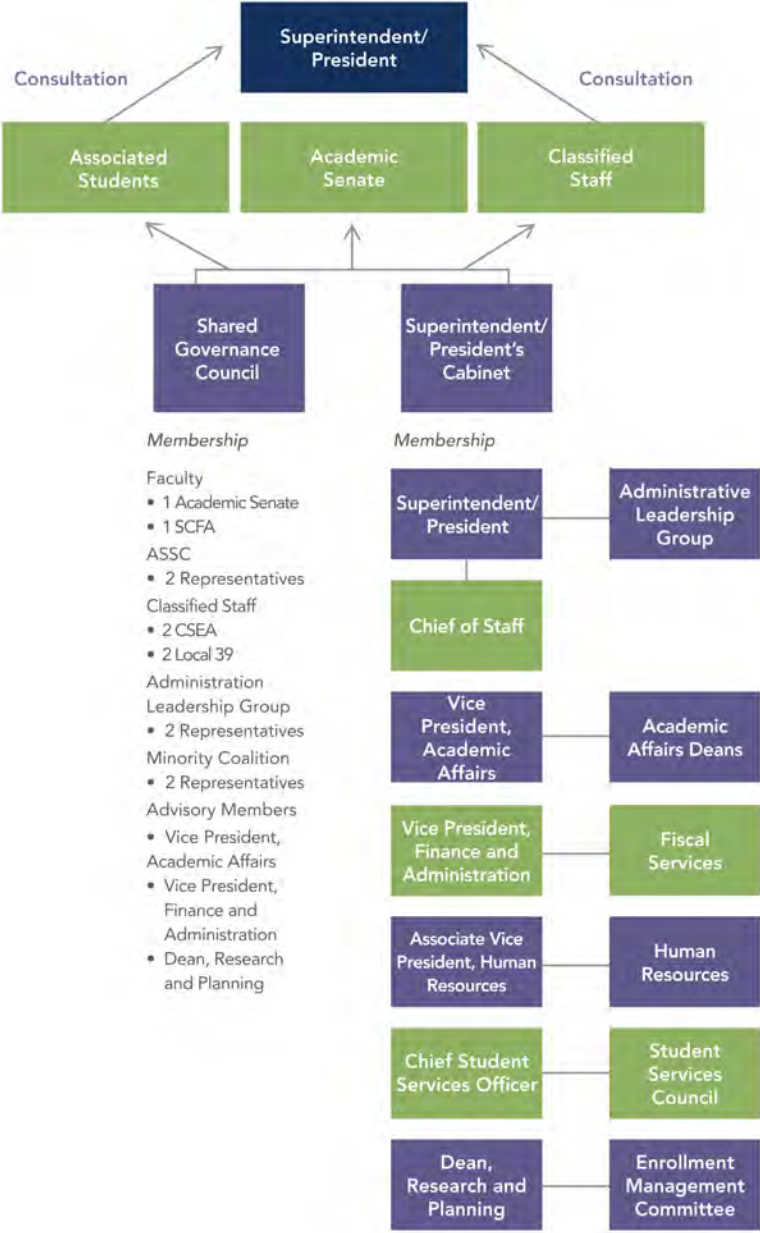
Figure 3-1 SCC Organization



SHARED GOVERNANCE

Shared Governance is defined in SCC policies as the “collaborative participation of appropriate members of the College in planning for the future and in developing policies, procedures and recommendations under which the College is governed and administered.” This includes the Academic Senate, Associated Students of Solano College (ASSC), staff, faculty and District Administrators, as well as others (see Figure 3-2).

Figure 3-2 SCC Shared Governance Structure



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Chapter 4: The Communities We Serve

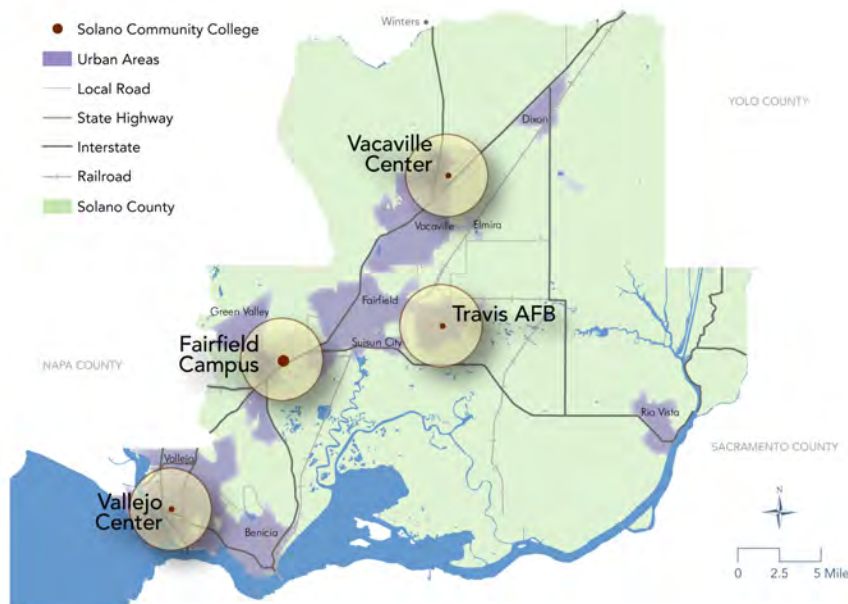
The commitment to excellence made by Solano Community College (SCC) is set within the context of a service area in transition. The community is growing out of the recession in new and evolving markets and SCC is emerging with renewed community support. At the same time SCC faces the challenge of providing successful outcomes across the broad student population.

This chapter **describes the service area’s residents and students, and identifies the opportunities and challenges faced by SCC in achieving the vision and providing access, equity, and success.**

About the Service Area and Students

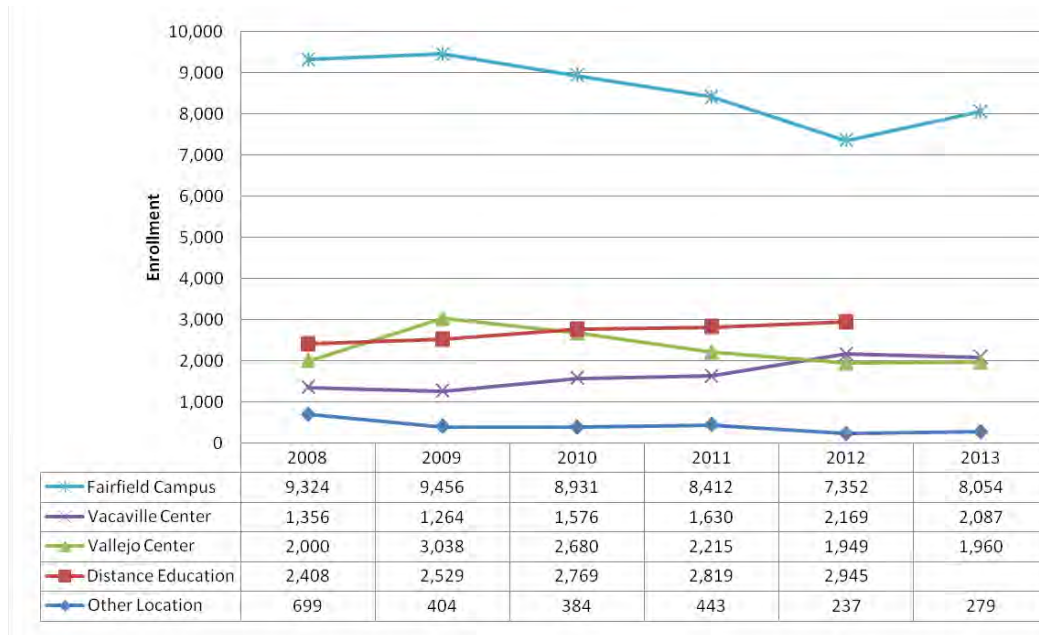
The Solano Community College District includes four centers of education including the main Fairfield campus, and Vacaville, Vallejo, and Travis Air Force Base locations. The District’s service area accounts for approximately 95 percent of the total population in Solano County, and includes Winters in neighboring Yolo County. The service area is bordered by Napa County to the northwest, Yolo County to the northeast, Contra Costa County to the south, and Sacramento County to the east (see Figure 4-1).

Figure 4-1: SCCD Service Area



Solano Community College is focused on the main campus at Fairfield, with centers expanding the reach of SCC in both directions along the Interstate 80 corridor. Online education further adds convenience and broadens access. Enrollment reflects this focus, with the vast majority of SCC students attending classes at Fairfield. Headcounts at Vacaville and Vallejo are at approximately 2,000 students each (see Figure 4-2).

Figure 4-2: SCC Headcount by Location (Fall 2008- Fall 2013)



Source: Solano Community College Banner Data, 2013

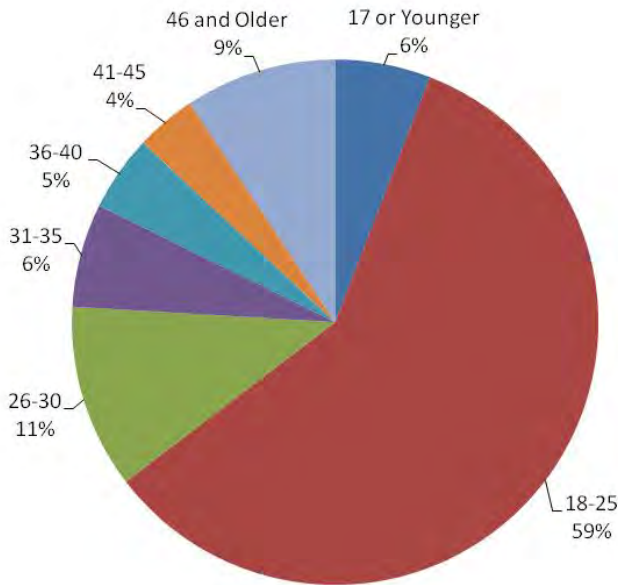
Overall, the service area communities are projected to grow in the coming years, with the total service area population projected to increase by over 80,000 by 2035 (see Table 4-1). While Solano County residents are currently heavily clustered in the working years age segment (25-64), the population projections show rapid growth in retirees. The current enrollment (see Figure 4-3) is primarily in the traditional college age group (18-25). This key age group is projected to grow on pace with the population. However, the rapid growth of younger retirees opens opportunities at SCC for additional students and adjunct faculty members.

Table 4-1: Projected Population Growth for Solano Community College District Service Area (2010 – 2035)

City	2010	2015	2020	2025	2030	2035	2010-2035 % change	2010-2035 # change
Benicia	26,997	29,000	29,300	29,600	29,800	30,100	11.5%	3,103
Dixon	18,351	19,400	20,600	21,800	22,700	23,900	30.24%	5,549
Fairfield	105,321	115,800	118,900	121,900	124,300	127,000	20.58%	21,679
Suisun City	28,111	30,200	31,200	32,300	33,300	34,300	22.02%	6,189
Vacaville	92,428	102,600	105,000	107,300	109,400	111,100	20.20%	18,672
Vallejo	115,942	127,400	130,900	133,600	136,400	138,900	19.80%	22,958
Winters	6,624	7,771	8,918	10,066	11,213	12,360	86.59%	5,736
Service Area Cities Total	393,774	432,171	444,818	456,566	467,113	477,660	21.30%	83,886

2010 Populations: California Department of Finance "Census 2010 Redistricting Data Summary File" 3/8/2011
 2015-2035 projections (except Winters): Association of Bay Area Governments "Projections 2009"
 Projections Winters: Sacramento Area Council of Governments statistics based on 2008 projections and Yolo County Comprehensive Economic Development Strategy, Draft, 2010.

Figure 4-3: SCC Enrollment by Age (Fall 2013)

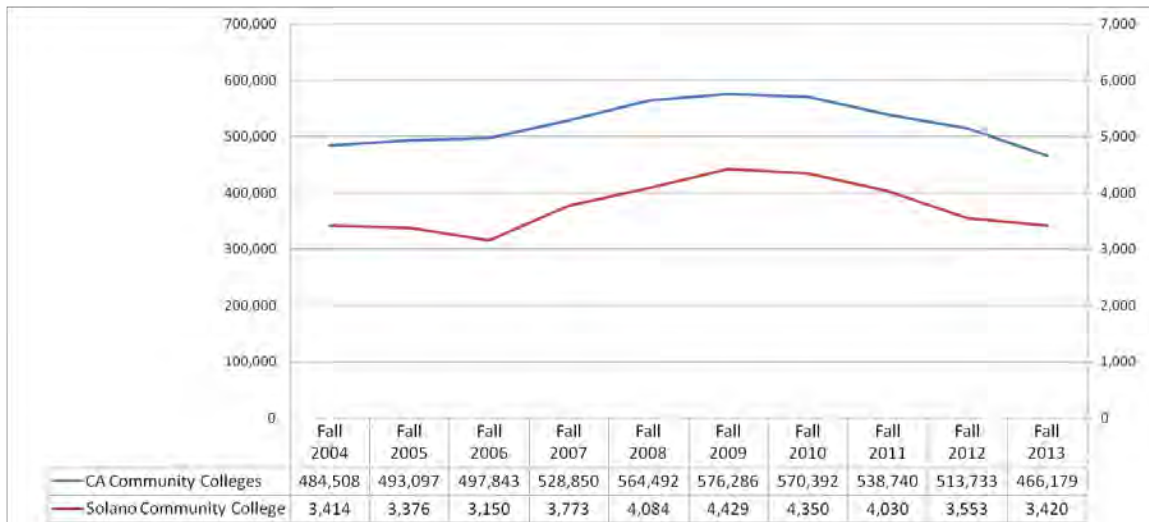


Source: Solano Community College Banner Data, 2013

In order to keep pace with the basic needs of the service area communities, the growth of Solano Community College (SCC) should be targeted to generally match the population growth. The uneven growth rates will also impact how SCC provides programs and services. Increase in demand will be greatest in the existing population centers of Vallejo, Fairfield and Vacaville, but rapidly growing Winters and Dixon represent a more difficult need to meet.

The expansion of enrollment at SCC will be constrained, regardless of demand, by the level of funding provided by the State. Enrollment demand will also be shaped by major economic cycles. Over the past ten years, the pattern of full-time equivalent students at SCC has mirrored that of the California total showing the increase and decline as workforce retraining occurred during the great recession (see Figure 4-4). Overall, the demand for growth at SCC will be approximately 1% per year but the actual increase in student hours and enrollment is anticipated to continue to be flat.

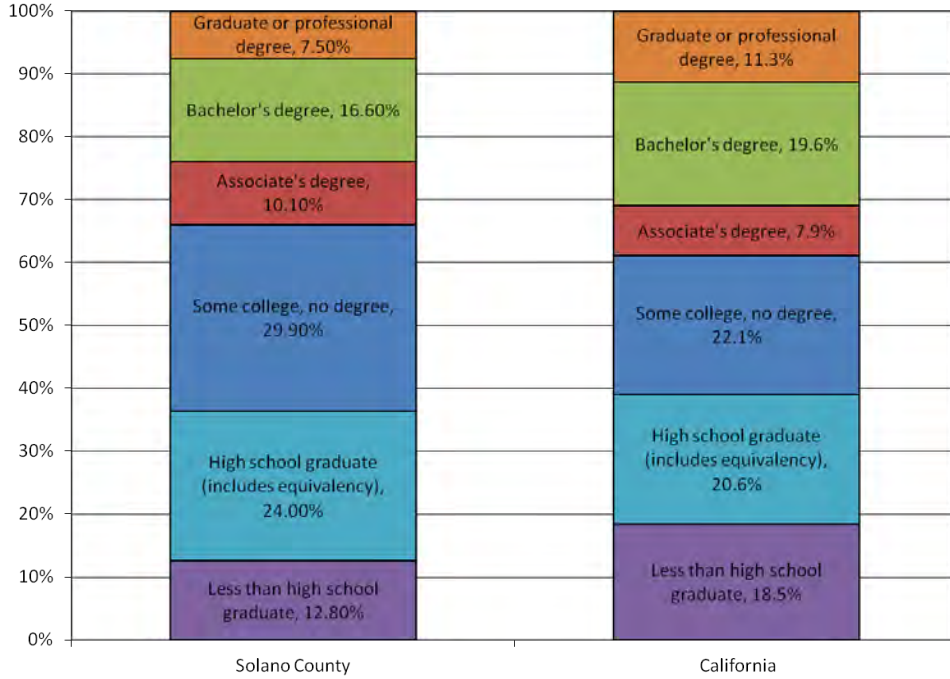
Figure 4-4: Full-Time Equivalent Students (FTES) Trend SCC and California Community College Total (2004-2013)



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu/>, 2013

The educational attainment of Solano County (used as a proxy for the service area) shows a large proportion of residents with no degree and a relatively small proportion of residents with advanced degrees. Many of Solano County's residents have stopped short of a degree, with only a high school diploma or some college course work. Compared to the state-wide figures Solano County has 5% fewer residents who have earned a degree of any kind, and significantly fewer who hold bachelor's and graduate degrees (see Figure 4-5). Solano Community College has important roles to play in advancing both basic education and bridging students to advanced degrees.

Figure 4-5: Educational Attainment: Solano County, California



Source: 2012 American Community Survey 1-year estimates, US Census Bureau

Fulfilling Our Mission: Opportunities

Community colleges play an important role in preparing students for employment through skill development, attainment of a degree, transfer preparation, and continued learning opportunities. Understanding the current and projected economic and business climates provides an important context in which to plan programs and understand the types of workers that will be needed in the future economy. Serving our communities will require fully leveraging the strengths and the opportunities presented by the development of the local economy.

ECONOMIC AND BUSINESS CLIMATE

Employment growth as well as affordable and readily available housing will drive growth, attracting residents from nearby counties. The greatest housing growth is expected within Vallejo, Fairfield, and Vacaville.¹ Between 2010 and 2050, the Solano County job growth rate is forecast to average two percent each year, compared to a 1.6 annual average growth rate for California overall.² With the unemployment rate decreasing steadily from 7.6

¹ Association of Bay Area Governments (ABAG). San Francisco Bay Area Population, Household and Job Forecasts: Projections and Priorities 2009.

² California Department of Transportation (CDOT). Long-Term Socio-Economic Forecasts by County. Solano County Economic Forecast. 2010.

percent in 2013 toward 5.5 percent by 2035, both Fairfield and Benicia are anticipated to become employment centers, employing more than just local residents.

The Association of Bay Area Governments and the California Employment Development Department project that health and educational service industries and government will continue to contribute the greatest number of jobs to Solano County's economy into the future. Industries such as professional and business services, construction, and leisure/hospitality are expected to grow rapidly, adding large numbers of jobs in the area (see Table 4-2).

Table 4-2: Industry Employment Projections for Solano County (2010-2020)

Industry Title	Annual Average Employment		Employment Change	
	2010	2020	Jobs	Percent
Education Services, Health Care and Social Assistance	18,300	24,100	5,800	32%
Leisure and Hospitality	13,100	16,300	3,200	24%
Professional and Business Services	8,800	11,500	2,700	31%
Retail Trade	16,500	19,200	2,700	16%
Construction	7,400	10,000	2,600	35%
Government	24,800	26,100	1,300	5%
Transportation, Warehousing and Utilities	5,100	6,100	1,000	20%
Manufacturing	8,900	9,900	1,000	11%
Self Employment	9,900	10,700	800	8%
Wholesale Trade	4,100	4,700	600	15%
Financial Activities	5,200	5,800	600	12%
Private Household Workers	2,000	2,300	300	15%
Mining and Logging	200	300	100	50%
Total Farm Employment	1,400	1,400	0	0%
Information	1,300	1,200	-100	-8%

Source: California Employment Development Department. 2010-2020 Industry Employment Projections. Vallejo-Fairfield Metropolitan Statistical Area. April 10, 2013.

The 2009 Solano Economic Development Corporation report, "Solano County's Energy Cluster," describes the emergence of a diverse local energy industry and its potential to generate economic momentum in Solano County. According to the report, clean energy occupations require an associate's degree more frequently than do carbon-based energy occupations. Carbon-based energy remains the largest sector of the county's energy industry cluster, but experienced only two years of annual growth between 1995 and 2007. In comparison, clean energy is a much smaller sector but is fast-growing.

Employment in life sciences has become more highly concentrated in Solano County relative to other parts of the San Francisco Bay Area. Core industries of the county's life science cluster include biotechnology, pharmaceuticals, medical devices, and scientific research and development. Biomedical engineering is the fastest growing occupation in the country.³ However, the current number of jobs in this occupation is low, and the total number of jobs nation-wide is expected to increase by only 11,600.

Across the country and spanning all occupations, the number of jobs requiring an Associate degree is growing faster than occupations with other education and training requirements.⁴ Half of the fastest growing occupations in the US are related to health care. Within the health care field, demand has grown for physician/medical assistants, medical aides, and dental hygienists. Registered nurses and home health aides are estimated to create the largest numbers of new jobs in the country.

As jobs and vocations require more problem solving skills and interaction with technology, adult workers may need to seek additional education. To meet this need, SCC will be preparing the next generation of workers while simultaneously training and retraining current workers.

INSTITUTIONAL CAPACITY

The leadership and areas of expertise of Solano Community College faculty and staff provide a strong foundation for positive change. The following positions and programs currently in place are dedicated to addressing the challenges SCC faces. As the primary post-secondary education option in Solano County, this existing capacity represents tremendous opportunity.

Administrative Capacity

Administrative oversight at Solano Community College is executed by a management team that ensures the integrity of all college operations, as well as compliance with all laws, regulations, and mandates. The administrative staff are fully qualified and meet or exceed minimum qualifications required for their positions. The Superintendent-President is supported by a Vice President of Academic Affairs, a Vice President of Finance and Administration, a Dean of Research, Planning and Institutional Effectiveness, and an Associate Vice President of Human Resources. In addition, SCC has a Chief Technology Officer, School Deans, Center Deans, a Dean of Counseling, a Dean of Student Services, Associate Deans, Directors and/or Managers, a Chief of Police, one Public Relations Officer, and Confidential Employees who comprise SCC's Administrative Leadership Group (see Chapter 3, Figure 3-1: SCC Organization).

³ Ibid

⁴ US Department of Labor Bureau of Labor Statistics. Occupational Outlook Handbook, 2010-11 Edition.

Faculty

Solano Community College employs 150 full-time faculty and approximately 253 adjunct faculty. Full-time faculty teach approximately 62% percent of the College's credit hours. All faculty possess the minimum qualifications of their teaching positions as set forth by the California Community Colleges Chancellor's Office. Further, a number of faculty possess advanced degrees, multiple degrees and/or certifications, have researched and published in their fields of study and maintain collaborative relationships with four-year colleges and universities, as well as industry partners. Important faculty roles involve developing, reviewing and revising curriculum and programs, and assessing the effectiveness of outcomes related to programs, the institution, and student learning.

Special Areas of Expertise

Solano Community College benefits from faculty with the following special areas of expertise.

- **Basic Skills Faculty Coordinators**—Solano Community College supports and ensures the development, expansion, and assessment of basic skills curriculum through the ongoing funding of faculty coordinators with training and experience in developmental education. The Basic Skills Coordinator oversees the development, implementation, and updating of the basic skills plans and program budgets, and ensures that State-required reports are filed. An additional Basic Skills Coordinator for Mathematics works with the Math faculty, the Dean of Math Science, and staff to promote and implement innovative approaches to teaching developmental math. Likewise, a Basic Skills English Coordinator works with the English and Reading faculty, staff and Dean of Liberal Arts to foster, implement, and assess new approaches to teaching developmental literacy skills.
- **English as a Second Language faculty assets and lab**—Solano Community College employs two full-time faculty and several part-time faculty with specific training in English as a Second Language (ESL) to develop, implement and assess ESL curriculum and innovative approaches to the teaching of second language learners. The ESL Department operates an ESL Lab in building 100 (Library) to provide listening comprehension and pronunciation practice for second language learners.
- **Distance Education Coordinator**—Solano Community College recognizes the opportunities and the challenges in providing distance education options. The Distance Education Coordinator works with faculty across SCC to develop high-quality online and hybrid courses and share best practices.

Student Services

Solano Community College's three campuses (Fairfield, Vacaville, and Vallejo) provide a comprehensive array of student services to assist students in meeting their educational goals. These services reflect SCC's mission and values, and support the overall achievement of student learning. Student services are widely publicized via orientation and in the College Catalog, College Class Schedule, College website, and other official SCC publications. Among the most critical student services are: assessment and placement, the development and updating of educational plans, counseling, disability services, Veterans Affairs, as well as information about special programs such as Math Engineering and Science Achievement (MESA), Puente, Umoja, CalWORKS, Extended Opportunity Programs and Services (EOPS), Cooperative Agency Resources for Education (CARE), and Occupational Work Experience.

Informational and Learning Resources

Solano Community College is committed to providing informational and learning resources for all students. Primary resources include: the Library at the main campus, which includes a repository of books, periodicals, and electronic databases; and recently expanded Library Services at the Vacaville and Vallejo Centers. Other resources include the Tutoring Center, the Math Activities Lab, the Reading and Writing Labs, Science Labs, Student Computer Labs, the Mathematics, Engineering and Science Achievement (MESA) Center, Financial Aid Center, Transfer Center, the Academic Success Center, and Online Student Services.

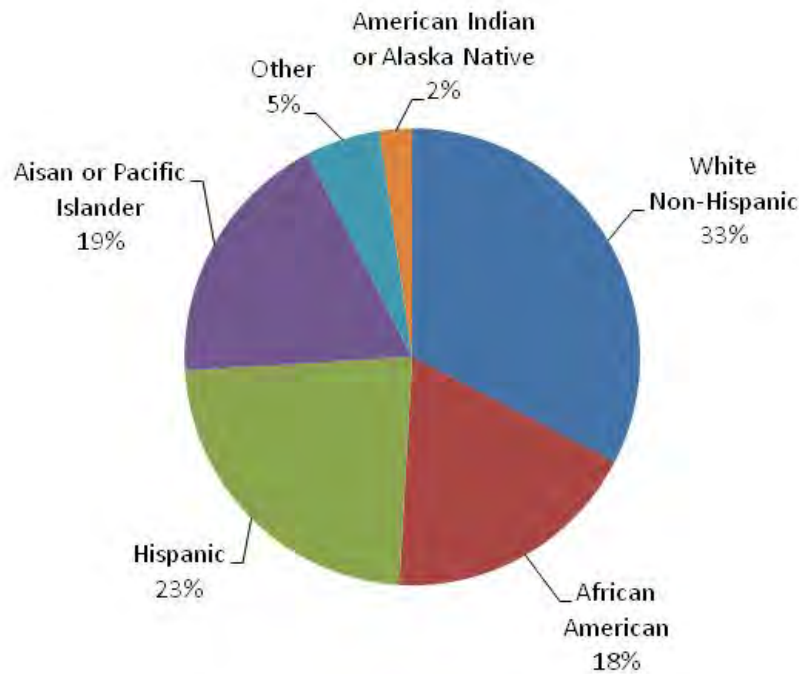
Fulfilling Our Mission: Challenges

In order to truly serve the communities of SCC and fully realize the opportunities before us, the institution must overcome substantial challenges. Chief among these is ensuring that the success of SCC students is not constrained by gender, age, or ethnicity. Additional challenges include increasing successful outcomes for all students, from advancing through developmental education to college-level course work, to earning a degree or transferring to other institutions.

ACHIEVEMENT GAPS

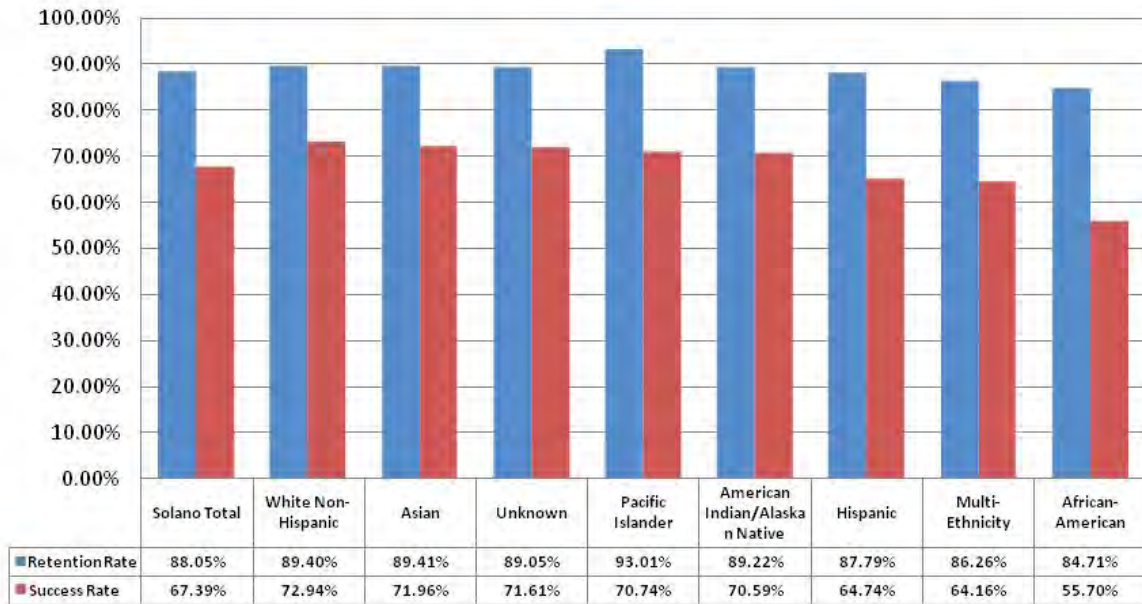
The current ethnic mix of SCC reflects the diversity of Solano County and is, if anything, more diverse than Solano County as a whole (see Figure 4-6). However, this diversity is not as well represented in reports of completed degrees, progress from developmental education to college-level work, or year-to-year persistence in higher education. The State of California has focused attention on achievement gaps, which can be seen in performance measures at colleges across the State and across the country. Solano Community College is rising to the challenge of closing these gaps.

Figure 4-6: SCC Enrollment by Ethnicity (Fall 2013)



Source: Solano Community College Banner Data, 2013

Figure 4-7: Retention and Success by Ethnicity (Fall 2012)



Source: Solano Community College Banner Data, 2013

At the course level, both student retention (the percentage of students who start a course and complete it) and success (achieving a passing grade) show varying outcomes by ethnicity (see Figure 4-7). This is one example of a pervasive pattern that can be seen in nearly every measure of student success. Closing these achievement gaps is the highest impact improvement that can be made at SCC. Elevating the outcomes of these substantial populations will do more for the college-wide measures of success and the individual student success than any other interventions. The Student Success Scorecard represents a series of data points, all disaggregated by gender, age, and ethnicity.

DEVELOPMENTAL EDUCATION PROGRESS

The achievement gaps do not appear solely within the community college setting; gaps can be measured at primary and secondary levels of education as well. These gaps in achievement impact preparedness of students entering SCC. The influx of underprepared students makes the ability to move students through the developmental education courses critical.

For the purposes of the Student Success Scorecard, a prepared student takes all college-level course work in the first term. Approximately one third of SCC students are counted as prepared by this measure. Success in advancing from developmental classes in math and English as well as English as a Second Language is tracked by the percentage of students who started below transfer level and then later completed a college-level course in the same topic.

Math has been a particular challenge for advancing students beyond developmental education. While it appears that progress is being made in advancing ESL students, the rates

of success in both Math and English have been fairly stable over the most recent 6-year cohorts (see Table 4-3).

Table 4-3: Developmental Course Advancement

Discipline	Cohort Beginning				
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Math	15.6%	17.1%	15.3%	14.7%	16.7%
English	46.0%	46.1%	44.7%	44.0%	45.7%
English as a Second Language	14.7%	14.2%	11.2%	21.6%	19.6%

Student Success Scorecard data, <http://scorecard.cccco.edu>, 2013

COMPLETION AND TRANSFER

Completion is a key measure of SCC success. While “completion” can mean many things related to accomplishing life goals, for the purposes of the Student Success Scorecard completion is defined as degree and/or transfer-seeking students who completed a degree or certificate, or transfer within a six-year timeframe. The completion data is updated annually for the next 6-year cohort and each cohort is broken down for gender, age, and ethnicity to illuminate any achievement gaps (see Table 4-4). The full data is available at the California Community Colleges website with a number of additional breakdowns (see Bibliography). Looking at the completion rate for the entire cohort, the range from the highest to the lowest, around the 47.9% cohort completion rate indicate the achievement gaps. The most obvious gaps in completion are for students 50+ years old and for African American and Pacific Islander students.

Table 4-4: Six-Year Completion Rate (2006/07 Cohort)

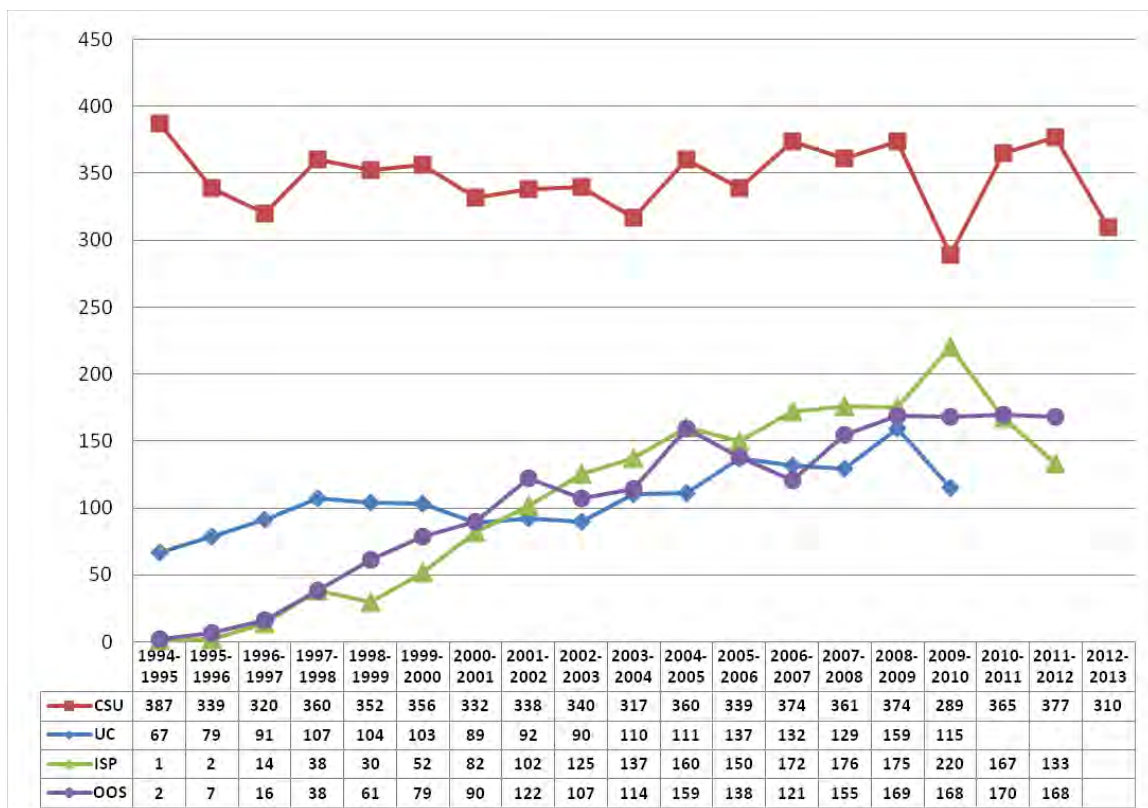
Cohort Completion Rate	47.9%
Gender	
Female	48.2%
Male	47.4%
Age	
< 20 years old	49.8%
20 to 24 years old	39.8%
25 to 49 years old	36.4%
50+ years old	29.4%
Ethnicity	
African American	39.7%
American Indian/Alaskan Native	55.6%
Asian	62.5%
Filipino	49.8%
Hispanic	42.9%
Pacific Islander	36.4%
White	50.0%

Student Success Scorecard data, <http://scorecard.cccco.edu>, 2013

One portion of overall student completion includes the students who transfer on from SCC to other higher-education institutions. The total number is included in the completion rates but the specific destinations are also tracked (see Figure 4-8).

Transfers to out-of-state (OOS) and in-state private (ISP), along with students moving to the UC system have trended upwards. Transfers to the CSU system have been relatively flat, but considerably higher in number with a few down years, notably 2009-10 and 2012-13. The recent peaks and declines could be a readjustment related to the recession and uncertainties around State funding at SCC, UC and CSU schools.

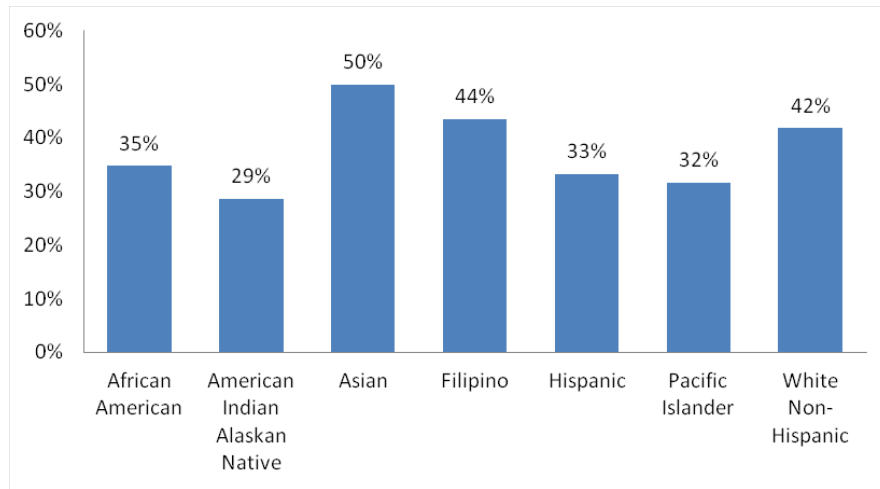
Figure 4-8: Transfers to CSU, UC, Private In-State Universities and Out-of-State Universities



Source: Solano Community College Data, 2013

Again, when focusing on transfer students, the gap between the highest and lowest rates by ethnicity is an important topic. The nearly twenty percentage-point difference between Asian student transfer rates and American Indian/Alaskan Native is one of the more extreme gaps in this cohort year (see Figure 4-9). Overall, Pacific Islander, Hispanic and African American students are not transferring on from SCC at the rate of White Non-Hispanic, Filipino or Asian students.

Figure 4-9: Six-Year Cohort Transfer Rate by Ethnicity (Cohort Year 2006-07)



Source: California Community Colleges Chancellor's Office Data Mart <http://datamart.cccco.edu/>, 2013

Chapter 5: Goals and Strategies

A series of goals and strategies are foundational elements of this Educational Master Plan (EMP). The *goals* reflect high-level desired results, and the *strategies* describe programmatic and policy-level changes to help fulfill each goal.

This chapter **outlines the educational master plan framework for decision-making**, and **identifies specific EMP goals and strategies** proposed to advance Solano Community College's (SCC's) core initiatives.

Educational Master Plan Framework

The EMP goals and related strategies are grounded in SCC's mission, vision and values, as well as in SCC's four broad Strategic Plan goals. Together, these components form an educational master plan "framework" that guides all SCC plans and actions (see Figure 5-1). District administrators, faculty, staff, and students will use the framework as a basis for prioritizing investments and shaping future programs, staffing, facilities, and technology.

FOUNDATION FOR GOALS AND STRATEGIES

In addition to drawing from SCC's Strategic Plan, the EMP goals and strategies reflect SCC's commitment to core initiatives including basic skills education, general education and transfer curriculum, and workforce development training. They also build on priorities outlined in the Student Equity Plan, such as expanded student access, equity, and success. Further, the EMP goals and strategies represent vital input from District administrators, faculty, staff, students, and community members who participated in strategic discussion to determine a direction for the future that will best meet the diverse needs of the students and communities served by the College.

EDUCATIONAL MASTER PLAN GOALS

The following EMP goals establish the basis for SCC's educational program development. These goals will be reflected in each academic program and student service area's three-year plan, from which funding priorities are selected. For each goal, a series of key strategies has been identified to direct action as the Plan is implemented over time. Many of the proposed strategies help achieve multiple goals. The EMP goals are introduced below and detailed along with related strategies on the following pages.

Goal A: Develop workforce-ready career and technical graduates

Goal B: Improve basic skills of all students

Goal C: Align program offerings for transfer achievement

Goal D: Reduce achievement gaps in all programs

Goal E: Strengthen program development through research and assessment

Goal F: Improve access to courses, programs, and services that contribute to student success

Goal G: Strengthen community partnerships

Goal H: Connect students to the college community

Goal I: Build alternative funding and revenue sources

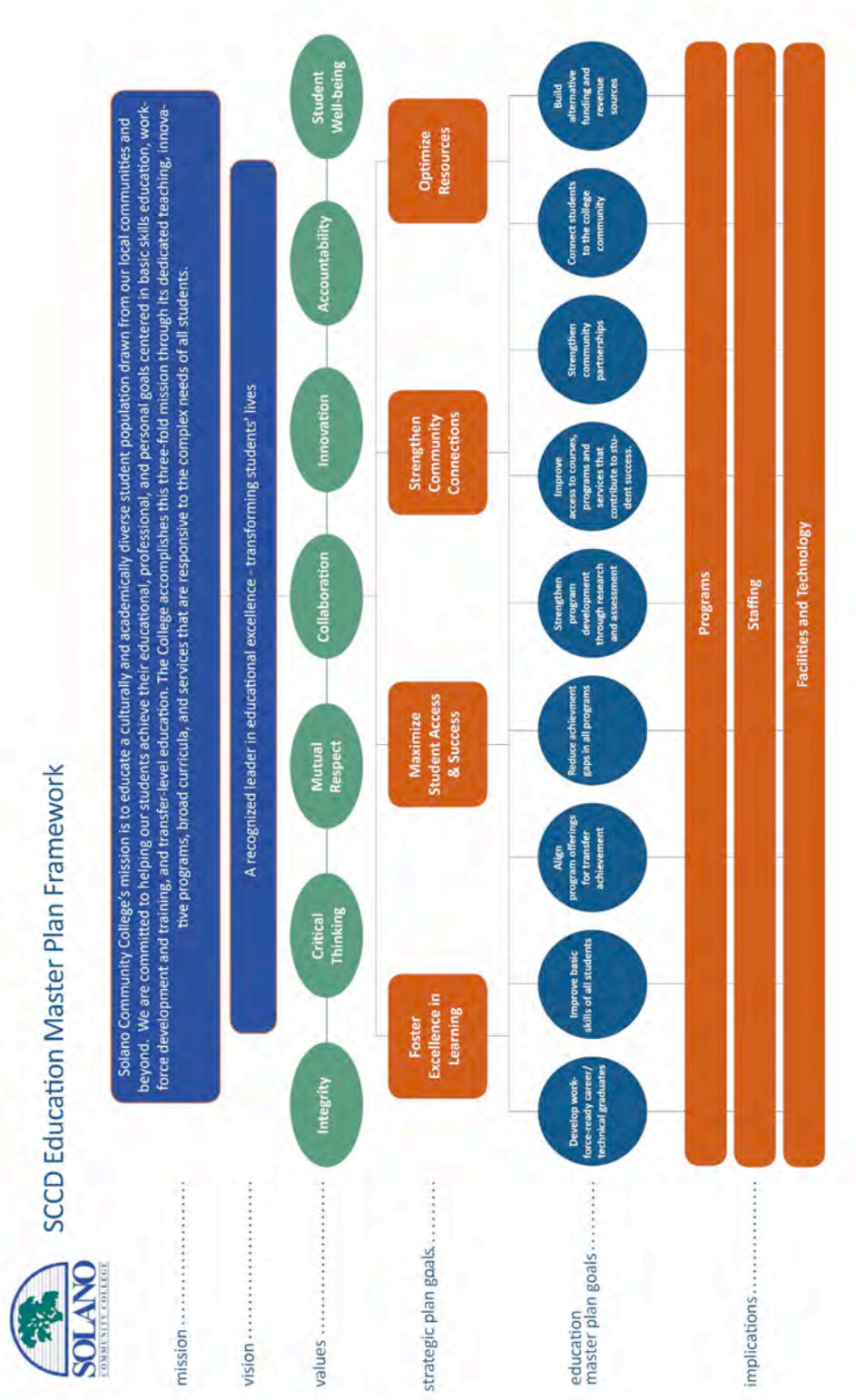


Figure 5-1 Educational Master Plan Framework

Educational Master Plan Goals and Strategies

GOAL A: DEVELOP WORKFORCE-READY CAREER AND TECHNICAL GRADUATES

- A.1 Strengthen existing workforce programs, such as (but not limited to) all career-technical, business, nursing, and early childhood development programs; develop, modify, and regularly evaluate curriculum and programs that foster workforce ready and entrepreneurial graduates, and those programs that focus on service area and regional clusters, industries, and occupations that exhibit strong potential.
- A.2 Establish and maintain active program advisory committees composed predominantly of leaders from aligned industry and occupational clusters.
- A.3 Integrate contextualized developmental education and soft skills into Career Technical Education (CTE) curriculum and programs to enhance student success.
- A.4 Work with service area high schools to coordinate CTE standards and programs to provide clear pathways for student advancement.
- A.5 Recruit and support highly skilled faculty for CTE education based upon program and workforce development priorities.
- A.6 Promote programs and partnerships with businesses, industries, and government agencies who can build CTE capacity and improve CTE delivery.
- A.7 Develop mechanisms to systematically track student employment and success of graduates.
- A.8 Develop career ESL programs focused on workplace technical terms and processes.
- A.9 Establish Associate of Science Transfer (AS-T) or Associate of Arts Transfer (AA-T) degree programs aligned with transfer model curriculum to provide CTE students with multiple career pathways, gainful employment and, baccalaureate degrees.
- A.10 Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.
- A.11 Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

- A.12 Address the training needs of returning post-9/11 veterans and facilitate their entry into the workforce by collaborating with veteran's groups and Travis Air Force Base to certify veteran's in their job skills area and encourage enrollment in related job skills training programs before they are discharged.
- A.13 Assist military personnel and wounded warriors to make the transition to a civilian career and life through a variety of forums and programs including mentoring, support, and job skills training with a focus on career technical education.

GOAL B: IMPROVE BASIC SKILLS OF ALL STUDENTS

- B.1 Enhance language, math, and communication skills by integrating basic skills across all programs and curriculum.
- B.2 Increase opportunities for students' access to research-based innovative learning modalities that lead to greater student retention and success (e.g., fast track, scaffolded and modularized instruction, learning communities, supplemental instruction, contextualized learning, and embedded tutoring).
- B.3 Regularly evaluate and refine assessment and placement practices and tools to target basic skills interventions that will better determine appropriate placement and enable students to move more effectively toward transfer- and degree/certificate-level courses.
- B.4 Implement, assess, and make appropriate revisions to the First Year Experience program to provide students with channels that build skills and provide critical support services for all need levels.
- B.5 Apply culturally responsive teaching theories and practices to all aspects of basic skills instructional programs and services.
- B.6 Actively recruit faculty and staff who value and excel in teaching basic skills.
- B.7 Provide professional development opportunities for existing faculty who value and excel in teaching basic skills.
- B.8 Work with K-12 colleagues to align and coordinate basic skills curriculum and programs.
- B.9 Institute systematic means to share and adopt best practices from both internal and external sources.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ Access, equity, and success

GOAL C: ALIGN PROGRAM OFFERINGS FOR TRANSFER ACHIEVEMENT

- C.1 Support efficient progress through transfer series by ensuring adequate capacity in core courses on all campuses.
- C.2 Align curriculum with that of feeder high schools.
- C.3 Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes, such as Transfer Model Curriculum.
- C.4 Expand institutional partnerships with four-year colleges and universities to create additional four-year degree options located at SCC campuses.
- C.5 Create and provide students with model pathways to guide them to program completion.
- C.6 Develop and support innovative interdisciplinary approaches to teaching that foster critical thinking skills and an integrative understanding of multiple disciplines.
- C.7 Provide rigorous AA degree programs that transfer to four-year institutions.
- C.8 Offer bachelor's degree programs that serve the unique needs of our students (e.g., nursing and aerospace engineering).

Core Initiatives Addressed:

- ✓ General education and transfer curriculum
- ✓ Access, equity, and success

GOAL D: REDUCE ACHIEVEMENT GAPS IN ALL PROGRAMS

- D.1 Regularly report progress on closing identified achievement gaps by disaggregating success, retention, persistence and other critical metrics by demographics such as ethnicity and gender.
- D.2 Adapt SCC curriculum to increase relevance to current achievement gap demographics and address the diverse needs of different populations.
- D.3 Hire and retain faculty and staff that reflect student demographics.
- D.4 Create staff development opportunities that are flexible and varied, and that address the knowledge and skills needed to teach diverse student populations.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ Access, equity, and success

GOAL E: STRENGTHEN PROGRAM DEVELOPMENT THROUGH RESEARCH AND ASSESSMENT

- E.1 Regularly assess programs in terms of student retention and success; modify curriculum offerings in accordance with assessment results.
- E.2 Develop consistent standards for program assessment as well as institutional set standards for student achievement.
- E.3 Link resource allocations to solutions that address SCC goals and strategies.
- E.4 Provide support for faculty redesign of curriculum and innovations in instruction.
- E.5 Strategically schedule courses to better serve students' needs and more efficiently utilize resources and facilities.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Access, equity, and success

GOAL F: IMPROVE ACCESS TO COURSES, PROGRAMS, AND SERVICES THAT CONTRIBUTE TO STUDENT SUCCESS

- F.1 Restructure the way student services, including mandatory Student Success and Support Program (SSSP) services, are delivered in order to provide stronger support for students entering college to identify and meet their goals.
- F.2 Annually measure and report on disproportionate impact on student groups at SCC in order to assess progress in implementing the SCC Student Equity Plan and any necessary revisions to the Plan.
- F.3 Coordinate AB 1456 and Student Success Initiative activities with the development and implementation of the Student Equity Plan.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

- F.4 Implement a regular system of evaluating assessment and placement practices and tools to target basic skills interventions that will better determine appropriate placement and enable students to progress more effectively toward transfer- and degree/certificate-level courses.
- F.5 Develop incentives for student behaviors that are associated with eventual student success. For example, prioritize registration for students who have completed assessment and orientation, declare a course of study or major, and maintain an education plan for transfer.
- F.6 Provide support for retention programs such as Umoja, First Year Experience, Foster Youth Success Initiative, and Puente programs.
- F.7 Plan and implement Student Success and Support Program activities that promote the transfer mission and lead to improved transfer rates.
- F.8 Refine and implement the process for identifying “at risk” students for academic and progress probation, and referral to appropriate interventions and services.
- F.9 Expand hours and mix of available student services and resources using technology and supplemental resources.
- F.10 Advocate for, coordinate, and advertise public transit alternatives.
- F.11 Increase counseling support at all stages (orientation to graduation) in order to make services more accessible, increase awareness about degree/certificate completion and transfer opportunities, and ensure integration with academic courses and programs.
- F.12 Provide information critical to student success and access in easy-to-reach, easily accessible online and culturally appropriate formats (e.g., financial aid awareness, child care options, Veterans Affairs, counseling, assessment, and placement).
- F.13 Centralize support services and programs on all campuses to make critical services more accessible to students.
- F.14 Provide students in distance education courses with access and support services commensurate with those available to face-to-face students (e.g., tutoring, counseling, and financial aid).
- F.15 Build pathways for students from high school to college through middle colleges programs located at multiple SCC sites.

GOAL G: STRENGTHEN COMMUNITY PARTNERSHIPS

- G.1 Engage in county-wide and local economic development planning, and integrate economic development goals into educational program planning.
- G.2 Advertise and market SCC to strengthen local awareness of its location and offerings.
- G.3 Utilize students in academic and co-curricular programs as ambassadors to the community.
- G.4 Host conferences and community events on campus and at centers to increase use and community awareness of facilities.
- G.5 Explore joint-use agreements and coordinated marketing to maximize efficient use of facilities and programming resources for sports, recreation, fitness, and physical education.
- G.6 Engage four-year institutions to offer bachelor's degree programs on SCC sites.

Core Initiatives Addressed:

- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

GOAL H: CONNECT STUDENTS TO THE COLLEGE COMMUNITY

- H.1 Create opportunities in both physical and web-based settings for students to gather, work together, and collaborate.
- H.2 Encourage and create cultures exchanges to broaden campus diversity and strengthen cultural competencies and understandings among different campus groups.
- H.3 Expand events held on campuses to accommodate the variety of student schedules.
- H.4 Create professional development opportunities for campus employees that focus on how to develop and foster welcoming, positive, and supportive experiences for students.
- H.5 Strengthen connections between students using learning communities and peer learning opportunities.
- H.6 Set facilities operations policies that support student life, reflect hours and patterns of facilities use, and maximize use of facilities.
- H.7 Provide resources and services that reflect the educational, financial, and social needs of SCC students.

Core Initiatives Addressed:

- ✓ Access, equity, and success

GOAL I. BUILD ALTERNATIVE FUNDING AND REVENUE SOURCES

- I.1 Create a professional, corporate, and government training center to facilitate contract education and innovative fee-based education programs.
- I.2 Evaluate ways to leverage land holdings by considering land development opportunities and partnerships with government and businesses.
- I.3 Develop targeted promotions to attract additional international students.
- I.4 Establish and deepen partnerships with businesses, other education providers, and municipalities to leverage strengths and increase possible funding sources.
- I.5 Enhance the foundation’s growth and maintenance with additional staffing, resources, and promotions.
- I.6 Build an active alumni association for future fundraising.
- I.7 Pursue Federal, State, and private grant funds to support institutional priorities.

Core Initiatives Addressed:

- ✓ Basic skills education
- ✓ General education and transfer curriculum
- ✓ Workforce development and training
- ✓ Access, equity, and success

Chapter 6: Direction for Student Services

Solano Community College's (SCC's) mission emphasizes success for every student in intellectual development and competence, and achievement of both personal and professional goals. A critical aspect of making broad student success a reality relies on providing support services that are responsive to the complex needs of all students.

This chapter **describes the essential programs, partnerships, and activities already in place to support student success** at SCC, and **identifies actions and plans for the future** to further close performance gaps, break down enrollment barriers, and ensure that all students have equal opportunities to succeed academically.

Advancing the Student Success Agenda

Matriculation is a process that enhances student access to college, and promotes and sustains the efforts of students to be successful in their educational endeavors. The primary facets of the matriculation process involve: admissions, orientation, assessment and testing, counseling, and student follow-up. The intent of these services is to increase the likelihood that students will complete their courses, persist to the next academic term, and achieve their educational objectives. Strengthening and deepening students' connections to these services is particularly vital at SCC where decisive steps are needed to reduce or eliminate achievement disparities.

Solano Community College strives to increase the overall success of its culturally and educationally diverse student body. To that end, and in accordance with the Student Success Act of 2012 (SB 1456) and corresponding Title 5 regulatory amendments, SCC is refocusing its core matriculation services (now referred to as the Student Success and Support Program) so that more students may benefit from these offerings earlier in their educational experience. Given that services such as admissions and orientation are often first points of contact for entering students, the Student Success and Support Program plays a critical role in monitoring and ensuring that the necessary support is provided to students in a way that will maximize equity and success.

Solano Community College is committed to advancing the "student success agenda" outlined in SB 1456 through a range of endeavors including the following.

- Restructuring delivery of student support services to strengthen the assistance and support students receive as soon as they arrive at SSC.
- Helping students identify educational goals and develop educational plans early in their entry into college through focused information sessions, assessment, orientation, and counseling.
- Increasing outreach to target groups.

- Enhancing orientation and counseling efforts to new and continuing students.
- Increasing support for innovative programs and services that focus on achieving student equity, and continuing to research and evaluate student equity data.
- Developing incentives for successful student behaviors or behaviors associated with eventual student success.
- Continuing to evaluate student programs and services to improve effectiveness and efficiency in meeting the educational needs of SCC students and the community.

These endeavors work together with the Educational Master Plan (EMP) goals and strategies to accomplish SCC's mission. In particular, the future direction for student services outlined in this chapter focuses on achieving **EMP Goal F: Improve student access to courses, programs, and services that contribute to student success**. Strategies related to this overarching goal are detailed in Chapter 5: Goals and Strategies.

Fulfilling Our Mission: Direction for Student Services

There are a variety of Student Services programs, partnerships, and activities in place at SCC aimed at helping students identify and reach their educational goals, particularly in the areas of basic skills attainment, transfer, and career technical education. Resources range from orientation, counseling, and tutoring programs to information, outreach, and support services designed for targeted groups.

STUDENT SERVICES

- Academic Success Center
- Admissions and Records
- Assessment Center
- CalWORKs
- Career Center
- Children's Program
- Counseling and Guidance Program
- Disability Services Program
- Extended Opportunity Programs and Services, and Cooperative Resources for Education
- Financial Aid Office
- Foster Youth Success Initiative/Youth Empowerment Success Strategies Independent Living Program
- Library
- Mathematics, Engineering and Science Achievement Program
- Outreach and Public Relations Program/ Solano International Education Program
- Puente Program
- Student Development/Life and Student Health Services
- Transfer Center
- Tutoring Center
- Umoja Program Scholars
- Veterans Affairs

Following are descriptions of the programs, partnerships, and activities that comprise Student Services (listed alphabetically), along with strategic actions intended to advance the EMP goals and help achieve SSC's mission.

ACADEMIC SUCCESS CENTER

The Academic Success Center (ASC) is dedicated to encouraging and facilitating academic success for students through a variety of research-based support services, and furthering professional success for faculty by providing innovative and effective development opportunities to improve instructional practices.

Services for students include: help with navigating the bureaucracy (e.g., matriculation, registration, enrollment processes), which is now even more critical given SB 1456; tutoring (in person, embedded, online); supplemental instruction; and academic success workshops. Success workshop topics include: study skills; exam and quiz preparation; research and preparing academic papers; financial aid and money management; job opportunities and internships; transfer; information on campus and community resources; succeeding in online classes; and workplace skills and opportunities.

Strategic Actions

- Improve accessibility of “one-stop-shop” services, and ensure equitable services at all campuses and online.
- Gather and analyze data (e.g., extensive student surveys, quantitative and qualitative measurements).
- Offer and plan workshops, particularly targeting critical times such as exam preparation for midterms and finals, assistance with research papers, among others; continually assess ASC workshops and services.
- Engage the faculty in critical dialogue and activities regarding teaching, learning, student access, equity, and success.
- Make presence, purpose, and activities known.
- Plan for contextualized learning for Career and Technical Education (CTE) courses.

ADMISSIONS AND RECORDS

The Office of Admissions and Records (OAR) maintains timely and accurate records of the academic progress and accomplishments of SCC students, while ensuring the privacy, integrity, and security of those records. The OAR strives to provide excellent customer service to students, faculty members, administrators, alumni, and the general public in the areas of admission, registration, record keeping, enrollment management, data analysis, and institutional planning.

Strategic Actions

- Provide enhanced services to students, including Board policy/procedures updates, how-to steps, Early Assessment Program (EAP), wait listing, co-requisite processing, equitable services at the Centers, online petition intake, and student password reset. *Target: Fall 2014*
- Implement staff training that promotes professional development while supporting the mission of the College and ensuring student-friendly processes to include the following topics: Faculty Handbook, Emergency Procedures, Drop Surveys, Applicant Statistics, and Transfer Ready Students. *Target: Spring 2014*
- In order to increase student retention and persistence as well as degree and certificate completion (SEP):
 - Complete Degree Works implementation and conduct comprehensive degree audits for students. *Target: Fall 2015*
 - Establish Student Success and Support Program (3SP) requirements for non-exempt students. *Target: Spring 2014*
 - Establish policies for priority registration and for appeal of loss of priority. *Target: Spring 2014*
 - Develop declaration of a course of study or major requirement for Freshmen students (SEP). *Target: Spring 2014*
- Promote full-time attendance and degree/certificate completion or transfer students, particularly African-American, Hispanic, Filipino, White, and male students. *Target: Fall 2014*
- Sustain Community Outreach in order to increase access to programs and services:
 - Expand partnerships with high school districts and other agencies to deliver required Student Success and Support Program (assessment, orientation, education plans, and follow up) as well as deliver courses to provide alternate educational pathways for students.

ASSESSMENT CENTER

The Assessment Center administers the College's computer-based English Reading Comprehension, English Sentence Skills, Math, and/or ESL Assessment tests to determine a student's knowledge in reading, writing, and math. Assessment results are used by counselors to place students in the appropriate college courses that best meet their skills level.

Strategic Actions

- Implement assessment procedures that are clearly communicated to students regarding assessment, test preparation, how test results impact course placement, and re-test options. *Target: Fall 2014*
- Validate math and English assessment tests used for course placement in order to eliminate cultural/linguistic bias, using California Community Colleges Chancellor's Office (CCCCO) guidelines. *Target: Fall 2014*

CALWORKS

The CalWORKs Program provides assistance and information to foster effective support, workforce training, and job search activities for eligible students seeking to transition from welfare to long-term self-sufficiency. Funded through a Solano County grant, the program prepares students for entry level and career opportunities, including educational plan development that meets CalWORKs and Solano County Health and Social Services Department guidelines. Students are provided with assistance in accessing childcare, financial aid, counseling, transportation, and work-readiness skills.

Strategic Actions

- Revive and organize the SCC CalWORKs student club in order to provide a supportive environment for students to meet, communicate, advocate, and discuss pertinent issues related to the CalWORKs student population. *Target: Spring 2015*
- Highlight CalWORKs student success stories by developing a book project featuring student achievements that can be provided to County welfare-to-work staff so that they can follow the progress of their clients. *Target: Fall 2015*
- Work with IT and Counseling Department to implement an electronic Student Education Plan (SEP) CalWORKs tracking system that assists in the case management of CalWORKs students while providing up-to-date SEP information to ensure students are taking approved and verified CalWORKs courses. *Target: Fall 2015*
- Replace CalWORKs paper filing system with an electronic system which improves document security and eliminates the need for additional space to store excessive paper files. *Target: Spring 2016*

CAREER CENTER

The Career Center provides one-stop services to students seeking career and employment information. Services include career exploration and skills assessment, labor market information, and free employment assistance for students and alumni. Students can access computerized career information systems, online resume posting and job search, and current listings of employment opportunities.

Strategic Actions

- Obtain Certification on MBTI and Strong's Test Administration and Evaluation.
Target: Fall 2014
- Improve and expand Career Exploration webpage. *Target: Spring 2014*

CHILDREN'S PROGRAM

The Children's Program's mission is to: inspire curiosity and a joy of learning through comprehensive early education opportunities offered in engaging, developmentally appropriate environments; provide positive workforce development skill-building opportunities to college students through exposure to best practices delivered in high-quality learning environments; and develop respectful partnerships with parents in support of their role as their child's primary teacher.

The Children's Programs are designed to serve young children from ages one to kindergarten entry. The classrooms are staffed by child development specialists and student interns. By offering employment opportunities and practicum student placement to over 50 students each semester, the program serves as the largest college student placement site on campus. The program's central role in workforce development enables us to support the development of a competent and stable early childhood education workforce.

Over 130 children of SCC students and staff are enrolled in the program each semester. Both subsidized and non-subsidized childcare options are offered, with the majority of the enrollment spaces going to the lowest income college students.

Research shows that high-quality early childhood education produces long-term educational, social, and economic benefits with the largest benefits for children occurring when teachers are professionally prepared. Children served in higher quality programs result in high rates of early academic success, fewer behavior problems, and increased language and literacy skill.

Strategic Actions

- Increase financial stability through increased childcare capacity and community partnerships.
- Improve programming to include family support services and services for child mental wellness.
- Develop and implement a coaching and mentoring system to support consistent delivery of high-caliber teaching practices.

COUNSELING AND GUIDANCE PROGRAM

The Counseling and Guidance Program provides academic, career, and personal counseling services and instruction to students. The units that comprise the program are: Counseling Center, Disability Services Program, Career Center, and Transfer Center. In addition, the Counseling Program administers specialized programs (including the Puente Program) and is involved outreach activities designed to assist students in achieving their educational goals. These activities include orientation and educational planning workshops at the Vacaville and Vallejo Centers, Travis Air Force Base, and high schools in Solano County.

Strategic Actions

- Develop and deliver counseling, advising, or other education planning services to assist all non-exempt students in identifying an educational goal, a course of study, and the courses, services, and programs to achieve these endeavors. *Target: Fall 2014*
- Develop online access to Student Education Plans. *Target: Fall 2014*
- Evaluate and refine Student Education Planning services. *Target: Spring 2015*

DISABILITY SERVICES PROGRAM

The Disability Services Program (DSP) offers support services to meet the individualized needs of students with disabilities. The DSP counselors meet with students to determine eligibility for services, as well as to arrange for academic accommodations such as readers, note takers, and specialized equipment. The program empowers students with disabilities for success by providing services to minimize the limiting effects of disabilities, thereby creating a “level playing field” in the classroom. As the population grows in Solano County, the program is charged with efficiently delivering more services to more students with disabilities.

Strategic Actions

- Seek a SCC Strategic Proposal and other funding to update alternate media and Assistive Computer Technology software and hardware.
- Develop a system for electronically scheduling DSP appointments (i.e., ESARS).
- Assess the need to offer DSP courses that link to existing Career Technical Education and basic skills courses.
- Assess the need to hire an additional DSP counselor.
- Assess the need to hire a full-time Learning Disability Specialist to serve students who need to be LD tested (e.g., veterans and others).
- Assess the need to hire a DSP instructional assistant for DSP and Learning Skills classes.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES, AND COOPERATIVE AGENCIES RESOURCES FOR EDUCATION

The Extended Opportunity Programs and Services (EOPS) is a student support program designed to increase success rates of students affected by language, social, and economic barriers. As a college success program, EOPS provides opportunities in higher education for students with academic potential who historically may not have attended college. Support services include academic and career counseling, EOPS orientation (EOPS 101), financial or textbook assistance, EOPS Library, tutoring, and workshops.

The primary goal of the EOPS Program is to encourage the enrollment, retention and transfer of students, and to assist students in achieving their educational objectives and goals including but not limited to obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions. EOPS provides “over, above, and beyond” support services to eligible EOPS students.

The Cooperative Agency Resources for Education (CARE) Program is designed to serve EOPS students who are currently receiving CalWORKS or TANF assistance. CARE is a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle. It is also linked to existing educational welfare and job training programs. CARE provides additional funds for support services to CARE eligible students. Support services provided to eligible CARE students include EOPS support services and financial assistance from the CARE Program, books and supplies, childcare, and transportation.

Strategic Actions

- Increase retention and persistence rates of continuing EOPS and CARE students.
- Establish Textbooks on Reserve Collection for EOPS students in EOPS Study Lounge.
- Improve EOPS and CARE data collection. *Target: Spring 2014*
- Improve EOPS and CARE Program marketing in order to increase admission of new Hispanic and African American male EOPS students. *Target: Spring 2014*

FINANCIAL AID OFFICE

The Financial Aid Office administers programs funded by the Federal and State governments and scholarship donations that afford access and educational opportunities to students. The College participates in the following State programs: Board of Governors Fee Waivers, CAL Grants, Chafee Grants, and EOPS Grants. Federal programs in which the College participates include Pell Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, and loans. In addition, the Financial Aid Office conducts extensive outreach at local high schools and in the community.

Strategic Actions

- Develop and implement Default Prevention Plan to address high Cohort Default Rate percentages of SCC students who are delinquent and/or in default on Federal student loans. *Target: Spring 2014*
- Hire a Financial Aid Supervisor (ALG position) and additional staff in order to increase administrative capacity to serve more students and collect and evaluate data on FA/EOPS /CARE, and veterans student needs. *Target: Spring 2015*
- Plan and implement CCC Apply BOGG which would allow students to apply online for BOGG. *Target: Fall 2014*
- Plan and implement Financial Aid Orientations. *Target: Spring 2015*
- Present SAP 101 (Student Academic Progress) workshops to Student Success and Support Program staff and faculty in order to increase awareness of SAP policy for student financial aid recipients. *Target: Fall 2014*
- Implement BANNER Applications to strengthen and streamline Banner functionality and FA efficiencies. *Target: Fall 2014*
- Develop and implement a marketing plan, including materials and communications, for Financial Aid and EOPS/CARE Programs. *Target: Spring 2015*
- Review and update Financial Aid Policy and Procedures Manual. *Target: Spring 2014*

FOSTER YOUTH SUCCESS INITIATIVE/YOUTH EMPOWERMENT SUCCESS STRATEGIES INDEPENDENT LIVING PROGRAM

The Foster Youth Success Initiative (FYSI) and Youth Empowerment Success Strategies Independent Living Program (YESS-ILP) creates a bridge between high school and college for foster youth in Solano County. The program provides foster youth with counseling, workshops, activities, and support necessary to maximize their college options and outcomes.

Strategic Actions

- Establish two counselor offices (one for Counselor/Coordinator and one for community representatives, namely representatives from Child Welfare, First Place for Youth, Solano County Office of Education, and Foster a Dream, and a part-time counselor).
- Establish a receptionist office, including two student worker stations. Student workers will check in students for their appointments, schedule appointments, and provide a point of contact for students as they seek services.

- Establish shared space to accommodate 30 students for workshops, study groups, and guest presentations. Space should be equipped with: computers, printer, smart screen, book shelves for a lending library, and locked storage; a food pantry with refrigerator and microwave; and a Dress to Impress Clothes Closet. This would provide an environment for students to congregate and hold study groups, club meetings, and workshops. The FYSI & YESS-ILP Program has served over 150 students in the past two years. In 2013-14, the Transitions program will serve over 40 high school seniors from local feeder schools preparing them to transfer to SCC next year. Program numbers and success dictate that the FYSI & YESS-ILP Program should establish a dedicated program space similar to other campus support service programs.

LIBRARY

The Solano College Library is the central access point for searching and retrieving information for instruction and learning. It combines traditional print and non-print library materials with electronic access to holdings in library collections and databases. Professional library faculty and staff provide students with support and training using current research tools and electronic resources. Library services were expanded at the Vacaville and Vallejo Centers in fall 2012.

Strategic Actions

- Provide a library environment at the Centers that attracts and supports students from a diverse community to increase success via access to information.
- Support and expand library services to address the current and future educational needs of students and SCC.
- Increase access to textbook reserves and websites. *Target: Fall 2014*
- Increase access to collection, books, and databases. *Target: Spring 2016*
- Expand circulation desk service.

MATHEMATICS, ENGINEERING AND SCIENCE ACHIEVEMENT PROGRAM

The Mathematics, Engineering and Science Achievement (MESA) Program provides strong academic assistance to economically disadvantaged students majoring in the areas of mathematics, science, technology, medicine, and engineering.

Strategic Actions

- Reinstate MESA grant funding and support for program. *Target: Fall 2015*
- Reinstate full-time MESA Director position. *Target: Fall 2014*

OUTREACH AND PUBLIC RELATIONS/SOLANO INTERNATIONAL EDUCATION PROGRAMS

The Outreach and Public Relations Program introduces prospective students and their families to academic, student services, and student life at SCC.

The Solano International Education Program offers one-stop, comprehensive services to students studying abroad in the United States including recruitment, admissions, housing, orientation, advising, and activities.

Strategic Actions

- Increase visibility of SCC within the county, including regular and consistent participation in outreach events at feeder schools and community events as well as at adult school, high school, and continuation schools.
- Assess the need to establish an outreach and recruitment department or team to more effectively conduct orientations, presentations, tabling, booths, campus tours, etc.
- Use technology to develop a prospective student and recruitment data collection system that targets and communicates with prospective students, and tracks outreach events and tour data for planning.
- Increase international student enrollment.
- Explore the feasibility of building and operating student housing for international and other students.

PUENTE PROGRAM

Founded in 1981 at Chabot Community College, Puente (Spanish for "bridge") is a national award-winning program, located on 78 community college campuses and 32 high schools in California. The program has helped thousands of students reach their dreams of college success. The goal of the Puente Program is to increase the number of Mexican American and Latino students who transfer to four-year colleges and universities. The SCC Puente Program provides students with English instruction, counseling, and mentoring.

Strategic Actions

- Develop and implement Counseling 068: University Transfer Success Class. *Target: Spring 2015*
- Establish Puente Mentoring Component. *Target: Fall 2014*
- Support hiring of clerical support for Puente per MOU. *Target: Fall 2014*
- Host Puente Motivational Conference to provide transfer and motivational information to Puente students. *Target: Fall 2014*

STUDENT DEVELOPMENT/LIFE AND STUDENT HEALTH SERVICES

The Student Development (soon to be called “Student Life”) Office provides 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 Excellent in Achievement Award Ceremony, 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 collaborative activities with various student success programs. Student Life also oversees the Student Health Center, which provides a public nurse-run health services program to students.

Strategic Actions

- Increase student involvement and engagement on campus including student involvement in Associated Students of Solano College (ASSC) student government, clubs, and participation in campus events.
- Begin an intramural sports program on campus and provide incentives for students to attend sporting events, thereby increasing student involvement and engagement.
- Plan and make improvements to the Student Center (Building 1400) where students congregate, including improving student seating areas and displaying student art (e.g., mural in the cafeteria).
- Assess need and develop a plan to provide mental health services to students.

TRANSFER CENTER

The 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. The Center also hosts the annual College and Universities Day and the Historically Black College and Universities Day; meets with university representatives; provides transfer admissions agreement (TAA) programs; and coordinates field trips to four-year colleges and universities.

Strategic Actions

- Rehire Articulation-Transfer Center (TC) Specialist. *Target: Spring 2014*
- Develop Frequently Asked Questions (FAQs) for transfer students and post on website. *Target: Fall 2014*
- Co-present Transfer/Articulation Workshops to SCC Faculty during Flex Cal. *Target: Fall 2014*
- Update Transfer Center (TC) website by more providing more detailed transfer information. *Target: Fall 2014*

TUTORING CENTER

The Tutoring Center provides peer tutoring free of charge in various subjects. Peer tutoring is open to all SCC enrolled students. Sessions for individual and small group tutoring are one hour each, by appointment, and ongoing for the duration of the semester. Drop-in tutoring is available for mathematics and English at the Vacaville and Vallejo Centers.

Strategic Actions

- Upgrade outdated equipment: computers, copier and printer. Add one iMac.
Target: Fall 2014
- Expand resource library to current textbook editions used by instructors.
Target: Fall 2014
- Convert tutor training to hybrid or online format to increase availability.
Target: Fall 2015

UMOJA PROGRAM SCHOLARS

The Umoja Program Scholars (UPS) Program provides a variety of success strategies geared toward first-year African American students to enhance learning potential and ensure a successful transition into college.

Strategic Actions

- Enhance Umoja Learning Community curriculum by establishing cohorts for 2nd year Umoja students for math and GE courses, thus providing continuity across the curriculum. *Target: Spring 2015*
- Support successful course completion by providing ongoing and follow-up support to students in more courses, and by providing Summer and Winter Bridge support.
- Conduct early recruitment to maximize Summer Bridge enrollment by early identification of high school students and other community members, as well as to increase community awareness of college and programs offered. *Target: Spring 2016*
- Identify and train mentors for all Umoja students to increase individualized academic and personal support. Mentors should be recruited from the faculty, career success, and college communities. *Target: Spring 2016*
- Increase support for students by: utilizing Social Work interns to follow up and support students; providing training to students interested in becoming peer mentors and student peer advisors; and providing ongoing staff and faculty training. *Target: Spring 2016*
- Assess and make recommendations to institutionalize the program and provide ongoing office staff support. *Target: Fall 2016*

VETERANS AFFAIRS

The Veterans Affairs Center (VAC) serves the needs of qualified veterans, reservists, and dependents of veterans. Students receive counseling services and assistance with filing for educational benefits and accessing educational and community resources. The Center acts as a liaison between the Veterans Administration and students.

Strategic Actions

- Conduct faculty and staff training to learn more about student veterans.
- Provide access to veterans' services to deployed or out-of-area veteran students, increasing the Veterans Affairs Center to better communicate counseling information and develop Active Duty education plans, by providing SKYPE Education Plan appointments. *Target: Spring 2015*
- Reinstate Veterans Certification Specialist position that was eliminated when the College downsized the VAC staff in order to address additional responsibilities required by the US Veterans Administration and to allow 2,400+ veteran students to be better served. *Target: Fall 2014*
- Establish a Veterans Resource Center (VRC), designed to ease the reintegration process of veteran students and offer one-stop enrollment and veterans benefits processing. The Center should provide a safe place for veteran students to study, use college learning resources, and be part of a support system that contributes to academic success and ensure positive transition into the workforce. *Target: Fall 2015*

Chapter 7: Direction for Academic Programs

Solano Community College (SCC) aspires to become a recognized leader in educational excellence and play a transformative role in students' lives. In working toward realizing this vision, SCC couples robust student support services with comprehensive academic course offerings, and strives to maintain high standards of excellence for both transfer and career programs. An integral part of this trajectory also involves integrating support for basic skills education across the disciplines, and making a concerted effort to achieve educational equity across diverse student groups.

This chapter **describes the future direction for SCC's academic programs** that emerged as a result of in-depth interdisciplinary collaboration. A series of specific actions, organized by departmental program/discipline, are proposed to most effectively align academic program offerings with SCC's mission and core initiatives: improving basic skills, developing workforce-ready career and technical graduates, and supporting transfer achievement. Motivation to proactively foster access, equity, and success also provide important grounds for changes to academic programs.

Academic Program Assessment

An essential element of the Educational Master Plan (EMP) is the evaluation and assessment of existing programs and the exploration of new programs. Along with the Environmental Scan, an interdisciplinary program assessment provided an understanding of the strengths, opportunities, and needs for current programs, and helped set the foundation for developing new program areas. The assessment involved collaboration among SCC's four schools (Career Technical Education and Business, Human Performance and Development, School of Liberal Arts, and School of Sciences), as well as faculty and staff representing basic skills, counseling, and special services. Through discussions and questionnaires, participants indicated potential program projections and opportunities, pedagogical shifts, existing strengths and challenges, and program-specific strategies. The resulting program-specific direction is outlined in the tables on the following pages. Strategic actions are focused on adjusting program offerings to improve access and equity, and to most effectively support basic skills, workforce-ready career and technical graduates, and transfer achievement.

Fulfilling Our Mission: Direction for Academic Programs

Academic programs are introduced below and detailed with strategic actions in the tables on the following pages (programs are listed alphabetically). In the tables, a rationale is provided for each action, highlighting specifically how the particular action supports SCC's mission and goals. Related EMP goals and strategies are also identified for each action.

PROGRAMS/DISCIPLINES

- Accounting
- Aeronautics
- Anthropology
- Art: 2-D Studio Art, Graphic Arts, 3-D Studio Art, and Art History
- Astronomy
- Automotive Technology/Automotive Repair
- Biology
- Biotechnology
- Business
- Chemistry
- Child Development and Family Studies
- Criminal Justice
- Communications
- Computer Science/Information Technology
- Cosmetology
- Distance Education
- Drafting
- Economics
- Emergency Medical Technician
- Engineering
- English
- English as a Second Language
- Ethnic Studies
- Film and Television
- Fire Technology
- Foreign Languages
- Geography
- Geology
- History
- Horticulture and Plant Science
- Humanities
- Human Services
- Interior Design
- Journalism
- Kinesiology/Athletics
- Learning Communities
- Maintenance Technician/Mechatronics
- Management
- Mathematics
- Music
- Nursing
- Nutrition
- Occupational Education
- Office Technology
- Philosophy
- Photography
- Physics
- Political Science/International Relations
- Psychology
- Reading
- Real Estate
- Social Sciences
- Sociology
- Sports Medicine/Fitness Science
- Theater
- Water and Wastewater Technology
- Welding

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Accounting	Promote the department's certificates and AA degree and transfer opportunities.	Improve student access to courses.	C.7., F.11.
	Inform new and continuing accounting students of the advantages of pursuing accounting as a career by earning a bachelor's degree in accounting.	Improve student access and increase transfer rate.	C.3.
	Assist the Tutoring Center in finding and training accounting tutors.	Improve student success.	B.2.
	Increase the number of Accounting certificates and degrees awarded to students by 5% per year starting with the base year of 2012-13 for the next three years.	Increase student access and success.	A.1., C.7.
	Invite at least two accounting firms to sit on our Business Department Advisory Committee starting in 2014.	Enhance the discipline's relationship with the local accounting community to increase student access to internships and/or employment and to maintain industry validation of the program	A.2., A.6.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Increase student access and success, as online is the only way some of our students can attend.	E.1., F.14.
Aeronautics	Expand outreach to share career opportunities in the aeronautics field.	Increase student access, as improving employment opportunities in the Aeronautics field suggest that marketing the program to high school and middle school students to promote job prospects in the aeronautics field	A.1., A.4., F.15.
	Continue to provide hands-on, real-world learning opportunities for students through curriculum review and revision.	Improve student success and connects students to the real world training opportunities.	A.1., A.10.
	Revise program curriculum to incorporate technological advancements.	Maintain and improve the quality of the instructional program and improve student success.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work with colleagues in English, Reading, ESL and Math to embed and contextualize skills in Aeronautics curriculum.	Improve student retention, persistence and success. Improve student workforce skills.	A.3., A.8.
	Update technology for classroom and faculty use.	Strengthen support for students and develop and use technology applications to better guide students in educational processes.	E.3.
Anthropology	Explore potential to provide hybrid and online courses.	Increase enrollment by reaching students through Distance Education.	C.1.
	Expand curriculum (i.e. bring back Archaeology; develop/offer comp. religion, primatology, etc.).	Increase enrollment by keeping Anthropology students on campus, and attract others with interesting courses (#2 curriculum priority).	C.7.
	Create laboratory course curriculum and lab materials/lab space.	Add a tangible dimension to ANTH 001: Phys. Anthropology, offer another science lab course, prepare students for transfer (#1 curriculum priority).	C.7.
Art (2-D Studio Art, Graphic Arts, 3-D Studio Art, Art History	Develop curriculum and strategies for delivery that emphasize visual literacy and provide students opportunities to develop critical thinking, writing skills and cultural literacy, particularly through Foundations courses (Art 006, 007, 008).	Prepare students for job placement and for transfer to four-year institutions. Our main focus is to build critical thinking skills to make our students competitive in the job market and prepared for the rigors of further education at UC, CSU, or other institutions of higher learning.	A.1., C.7.
	In order to prepare our students for successful transfer to four-year institutions as well as to be competitive in the job market—course families will be developed throughout the curriculum. The art disciplines are vital for re-entry students, seeking to gain traditional and technological skills related to visual literacy and creative problem solving.	Support efficient progress through transfer series by ensuring adequate capacity in core art courses.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Emphasize reading and writing across disciplines, focusing on clarity, cohesive argument, higher-level creative problem-solving and critical thinking. All art courses require reading relevant to the discipline; students must analyze and apply concepts from readings to their visual and written work.</p>	<p>Enhance language and communication skills by integrating basic skills across all artistic disciplines. Apply culturally-responsive teaching theories and practices to all aspects of language, analytical and program-solving skills.</p>	<p>B.1.</p>
	<p>Collaborate with local high school instructors and articulate programs to create a cohesive instructional matrix bridging secondary and community college art education. Emphasize Foundations courses (Art 006, 007, 008) as an essential component for bridging secondary and community college art education.</p>	<p>Improve student access and increase enrollments. Collaboration is necessary within the SCC college community (e.g. counseling, administration, faculty) to develop links with high schools to increase enrollment, ensure retention, and increase student success.</p>	<p>C.2., F.1.</p>
	<p>Collaborate with campus publicity and outreach agencies to promote awareness of free access to SCC classes for high school students.</p>	<p>Advertise and market SCC to strengthen local awareness of the college's location and offerings.</p>	<p>G.2.</p>
	<p>Continue to work with local partners to enhance students' educational experience and training (internships, production work, exhibiting, etc.). This includes working with the CTE program to secure funds, and assess use of funds, for CTE art programs, internships, etc.</p>	<p>Improve student success and increase access to employment opportunities.</p> <p>Strengthen existing workforce programs by regularly developing and evaluating and modifying curriculum and programs that foster work-force readiness and entrepreneurial graduates, and focusing on regional arts/graphics industries and occupations that exhibit strong potential.</p>	<p>A.6, A.10.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to ensure alignment between our program majors/course offerings and state standards and requirements. This includes creating AA-T degrees in Studio Arts and Art History. Existing degrees (3-D and 2-D) have been modified to align with new TMC requirements. Continue to emphasize Foundations courses (Art 006, 007, 008) as integral to all programs.	<p>Work with Articulation Officer to complete TMCs has revealed areas in which courses that should articulate to four-year schools have not been properly articulated.</p> <p>Changes to non-TMC degrees were made so that students achieving these degrees would qualify for the TMC degree as well, clarifying requirements for students and easing their pursuit of AA/AA-T degree.</p> <p>Foundations courses are required for the AA-T degree, modeled on the TMC for Studio Arts.</p>	C.3., C.7.
	Focus on student professional development (portfolios, presentations, studio development, private commissions, commercial assignments and exhibition strategies, etc.). Professional development is also emphasized through visiting artist lectures and workshops, as well as studio visits.	Students need to be exposed to professional art avenues in order to plan their future careers in the arts. Those with specific training in professionalism in the arts will be more successful, both in transferring to four-year institutions and as art professionals.	A.1.
	Professional development is emphasized through a regular offering of professional development course suite (Art 76A, 76B, 77A, 77B). Professional development is also emphasized through portfolio reviews as a capstone assessment in most art studio classes.	Improve student access to instructional programs.	E.1., E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Develop a CTE certificate program in Professional Practices for the Artist.</p>	<p>Increase students' opportunities for workforce preparedness.</p> <p>Enhance student professional success and develop relationships with local businesses to allow opportunities for students to have relevant internships.</p> <p>Increase student success in transfer to four-year institutions, and support students who intend to ultimately gain MFA and MA degrees in art.</p> <p>Enhance student success in the competitive world of professional art.</p> <p>Ensure industry validation and CTE compliance. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.</p> <p>Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	<p>A.1., A.6., C.3., A.2., A.11.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Explore potential for a CTE certificate in Printmaking.</p>	<p>Increase students' opportunities for workforce preparedness. Enhance student professional success and develop relationships with local businesses to allow opportunities for students to have relevant internships.</p> <p>Enhance student success in the competitive world of professional art.</p> <p>Ensure industry validation and CTE compliance. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.</p> <p>Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	<p>A.1., A.2., A.10.</p>
	<p>Establish Advisory Groups that meet regularly to ensure industry-standard compliance and satisfy CTE/curriculum requirements</p> <p>Planned revision of Graphic Arts degree and development of certificate program to focus on CTE component</p>	<p>Ensure industry validation and CTE compliance of the Graphic Arts program. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates. Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	<p>A.2.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Planned revision of Graphic arts degree and development of certificate program to focus on CTE component	<p>Increase students' opportunities for workforce preparedness by insuring industry validation and CTE compliance of the Graphic Arts program. Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.</p> <p>Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.</p>	A.2., A.10., A.11.
	Grow enrollment in Graphic Arts through increased outreach and publicity.	Increase access through effective marketing.	G.2.
	Expand the Graphic Arts program to meet existing and projected increasing demand for courses. Existing demand is evident through full enrollment in new Graphics computer lab. Expanded courses may include information visualization, post- production graphics, digital printmaking, interactive design, web design, new media and animation— courses that would form the foundation for careers in animation, special effects and production design.	Increase student access and improve opportunities for workforce readiness.	A.1.
	Continue to promote cross-discipline/cross-media experience by way of integration and collaboration of such programs as Graphic Arts, Printmaking, Photography, Sculpture and Ceramics and the Arts Foundations Program, Art History, Theater, and Music through the use of traditional and new digital and emerging technologies.	<p>Increase student access and improve enrollment.</p> <p>Increase student access and improve opportunities for workforce readiness. Clarify for students their employment opportunities, and the foundational training they need to be desirable to employers and competitive in the field.</p>	G.2., B.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess the need for a full-time, multidisciplinary computer lab tech position, to maintain labs in Studio Art department and Photography, and make appropriate recommendations for hiring.	SLO and PLO assessments have indicated a need for student support in graphic art and printmaking lab. Safety and security issues are anticipated, without a dedicated, full-time lab tech.	E.1., E.3.
	Increase multicultural course offerings. For example, creation of Art 003A (Arts of Asia) and Art 003B (Arts of Africa, Oceania, and the Americas) to expand current Art 003 (World Art) offering Regional field trips and targeted course assignments.	Align and coordinate curriculum with college and university programs; support Transfer Model Curriculum, in which C-ID descriptors exist for both Art 003A and Art 003B (but not Art 003). Apply culturally responsive teaching theories and practices to all aspects of basic skills instructional programs and services.	C.1., C.3.
Astronomy	Assess the need for an Astronomy & Physics Instructor and make appropriate recommendations for hiring.	To maintain the quality of the instructional program; a full-time Astronomy-Physics faculty member will be retiring after Spring 2014 semester. The courses he teaches fill out about 75% of the courses in Astronomy. Sufficient part-time replacements would be difficult to find.	C.7., E.3.
	Establishing a Physics transfer degree can enable Astronomy majors in Astrophysics to move on to university level.	Astronomy is closely related to Physics. This will improve and promote transfer opportunities for both disciplines.	C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Automotive Technology/ Automotive Repair	Increase recruiting efforts by working with local high school automotive instructors bring their students to visit the Solano Community College Automotive programs.	Improve student access. Improve workforce preparedness.	A.4.
	Update curriculum to meet current standards incorporating NATEF, I-CAR and ASE certifications.	Improve and maintain program quality through industry validation.	A.1., A.11.
	Work with the high school automotive instructors to promote Math and English classes for auto students.	Improve student access and success.	A.3., A.4
	Work with Basic Skills English and Math Faculty to develop contextualized English and Math classes for the Automotive students	Enhance student success in language, math and communication classes by providing contextualized learning opportunities.	A.3., A.4., A.8.
	Seek additional automotive related grants.	Build alternative funding streams to support program expansion.	I.7.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and Develop and use technology applications to better guide students in educational processes.	E.3.
Biology	Continue to support the educational needs of Biology programs including allied health preparation, biology majors' transfer preparation, biotechnology program preparation, and general education biology courses.	Improve student access and increase completion and transfer rates as SCC anticipates increases in the need for general education courses, overall growth in enrollment and FTES, decreases in lower division resources and cut-backs at four-year institutions, and increased educational needs in related programs provides the potential for dramatic program expansion. This expansion of facilities and courses will be offered at the SCC campuses, and in satellite locations.	A.1., C.1., C.7., E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand offerings on the Vacaville and Vallejo campuses to meet the education needs of these communities, including the expansion of anatomy and physiology courses on the Vacaville campus, and offering more courses as hybrids and/or online.	To increase student access, maintain and expand joint-use agreements with local entities for field biology.	C.1., C.7., E.5., G.5., H.1.
	Continue to evaluate and expand as appropriate the number of sections of impacted courses to meet demand as appropriate based on facilities availability.	Increase student access.	E.5.
	Update laboratory equipment and techniques to reflect new knowledge and developments in this rapidly progressing field.	Equipment ages over time and is outdated; and new techniques and methods evolve. Maintain program quality.	A.1., C.1., E.4.
	Assess enrollment patterns and determine needs for additional hybrid and/or online offerings.	To the extent possible this increase in offerings will allow for student access to more specialty courses.	C.1., E.4., H.1.
	Assess need for additional full-time Biology professors and make appropriate recommendations.	In consideration of the retirement of currently employed professors we will work towards hiring new full time and adjunct faculty to maintain student access and the quality of the instructional program.	A.1., C.1., C.7., D.3.
	Maintain and expand co-or extracurricular activities often with interdisciplinary faculty for contextual learning, e.g., open labs in anatomy, physiology and human biology.	Improve student success, especially of underrepresented students.	G.3., G.4., H.2., H.3., H.6., H.7.
	Continue hosting high school students to participate in the human anatomy laboratory enrichment demonstration.	To stimulate student interest in science and medicine, and thereby increase enrollments.	G.3., G.4., H.1.
	Continue hosting community-wide events such as Coast and Creek Clean-Up and Earth Day.	To stimulate student interest in Science, increase community visibility, and thereby increase student access.	A.6., G.2., G.3., H.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Biotechnology	Expand the capacity of the biotechnology course offerings to meet the explosive growth of the biotechnology industry and related life science fields and the dramatically increased demand for biotechnology technicians.	Increase student access and improve workforce preparedness. Recent dramatic growth in enrollment and FTES, low competition from other educational providers, and current industry expansion in the county and greater Bay Area and Sacramento regions indicate the need for program expansion to meet workforce and economic development needs.	A.1.
	Expand course offerings to meet emerging industry trends and needs (training for stem cell manufacturing, biofuel and biomaterial production, synthetic life, etc.).	Increase student access to emerging areas like synthetic biology, biofuels, stem cell science, and imaging (used in nanotechnology) would lead to career possibilities for program graduates.	A.1.
	Examine the demand for workers and the potential for developing course offerings in imaging (electron microscopy, atomic force microscopy). Develop appropriate curriculum for these courses.	Strengthen existing programs, provide more options for the students and meet industry demand.	A.1., A.11.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Diversify and assess effectiveness of course delivery modes (online courses, short-term specialty courses, accelerated courses or accelerated program).	Providing a short-term program component to "fast track" students who have a degree could increase interest in the program and respond to the need for trained workers. To meet this need the department designed and delivered the Industrial Biotechnology Intensive Summer boot camp (Summer 2013) funded by a U. S. Department of Labor grant. The delivery of short courses could be designed to meet the particular needs of job seekers.	A.1.
	Introduce a Contract Research Organization into the program, which would generate in-house internships and adds an entrepreneurship training component to the biotech program.	The strategy of providing in-house internships and entrepreneurial training using a Contract Research Organization has been used successfully in other parts of the country and would increase the workforce readiness of our students.	G.5.
	Add a basic skills introductory and/or contextualized learning component to the program (modeled on the highly successful Bridge to Biotechnology program).	The introduction of a Bridge to Biotech (basic skills) program would expand the outreach of the program to economically disadvantaged populations within our county.	A.3., B.2.
	Expand workforce training partnerships with local high schools.	Increase students' access and opportunities for workforce preparedness.	A.4., G.1., G.2.
	Increase recruitment strategies for discharged veterans.	Increase students' access and opportunities for workforce preparedness.	F.12.
	Recruit underrepresented groups using a program like CCSF's Bridge to Biotechnology.	Increase students' access and opportunities for workforce preparedness.	A.1., D., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Outreach to students from fields with comparable prerequisite requirements like nursing or water/wastewater.	Increase students' access and opportunities for workforce preparedness.	A.1.
	Develop new instruction tools like computer simulations.	Maintain and improve quality of instructional program.	A.1.
	Increase the web presence of the program.	Increase student access.	A.1.
	Explore founding a company incubator that could use biotechnology program equipment and facilities, generate some revenue, and use students as interns.	Improve quality of instructional program. Increase students' access and opportunities for workforce preparedness.	A.1., I.
Business	Work with counseling department and area high schools to promote the department's certificates and AA degrees and transfer opportunities.	Improve student access to instructional programs and improve degree completion and transfer rates.	A.4., F.11., G.2.
	Develop the Business AA-T degree.	Improve transfer opportunities for students.	C.3.
	Develop an updated brochure and update the department's website to promote the Degrees and Certificates available through the Business Department.	Increase student access to programs through the marketing of the degrees and certificates available.	G.2.
	Collaborate with OAR, Marketing and Outreach to inform students about degree and certificate eligibility and processes.	Improve access and student completion rates.	G.2.
	Work with campus Marketing and Outreach to give students in marketing and business classes an opportunity to develop a marketing plan for the college that will also meet the class requirement for a marketing plan. Coordinate activities targeted at completion of degree and certificates with the Academic Success Center and the Transfer Center.	Promotes development of workforce-ready graduates.	G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and Develop and use technology applications to better guide students in educational processes.	E.3.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Increase student success in online courses.	E.1., F.14.
Chemistry	Routinely assess needs for upgraded instructional equipment and submit appropriate requisitions for technical support needed for maintenance of all instruments and student laboratory computers and laboratory printers.	Maintain and improve student access, as the Chemistry program will continue to be foundational for other programs and will support the general education program. Growth in programs that rely on chemistry courses, such as Biology, Computer Science, Physics, Engineering, Nursing, Biotechnology, Pre-Med, Pre-Pharmacy, Pre-Dental, Pre-Veterinary Science, will need to be monitored to ensure that the program can accommodate future demand.	B.9., C.1., C.5., D.2., D.4., E.1., E.3., E.4., F.9., F.10., F.14., F.15., H.6., H.7.
	Routinely assess needs for upgraded instructional equipment and submit appropriate requisitions for purchasing instruments to support the Inorganic and Organic Chemistry programs, e.g., IR, GLC, HPLC, NMR, etc.	Maintain and improve quality of instructional program.	B.9., C.1., C.5., D.4., E.3., E.4., F.15.
	Assess the need for additional full-time faculty and make appropriate recommendations for new hires.	Provide full-time faculty members at each of the centers; ensure appropriate number of faculty for course offerings, and thereby ensure student access to courses and program.	B.2., C.1., C.5., D.4., E.3., E.4., E.5., F.15.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Fully fund and hire full-time laboratory technicians at both centers and a half-time (20 hours/week) laboratory technician to assist the current full-time laboratory technician at the main campus.	Maintain quality of instructional program and ensure safety and comply with OSHA, EPA, and ACS regulations.	B.2., C.1., C.5., E.1., E.3., E.4., E.5., F.15.
	Offer open and reliable access to technology such as computers and all Chemistry software outside of the chemistry laboratories such as the library computers, libraries or study areas at both centers, etc. Install the chemistry tutorial software on the library computers and any computers that allow use by students at the centers.	Increase student success.	B.2., C.1., C.5., E.1., E.3., E.4., E.5., F.15.
	Research, develop, institute and assess an assessment tool to determine what level of chemistry a student is prepared for Chem. 160, Chem. 010 or Chem. 001.	Improve student success, as the prerequisite for Chem 001 is high school chemistry, Chem 010 or Chem 160, and students who come directly from high school and/or those who have not had chemistry in three or more years, are woefully unprepared for the rigors of general college chemistry.	B.3., B.4., C.1., C.5., D.1., E.1., E.2., E.3., F.15.
	Provide regular training in Chemical safety protocols, proper use of equipment and waste management for all technical staff members, including part-time and student assistants.	Improve quality of instructional program; support faculty and staff professional development; ensure safety.	B.7., E.3.
	Collaborate with other departments, such as art laboratories, cosmetology, vocational areas, maintenance, and grounds keeping to assess the need for hiring of a Chemical Hygiene officer.	Improve quality of instructional program; support faculty and staff professional development; ensure safety.	B.7., B.8., D.1., E.1., E.2., E.3., E.4., E.5., H.5.
	Add a general education transferable liberal arts chemistry course for non-majors.	Improve student access and support transfer mission.	B.9., C.3., C.5., D.4., E.3., E.4., E.5., F.6., F.15.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Child Development & Family Studies	Assess need for additional full-time faculty member and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program.	C.7., E.3.
	Make necessary curricular assessment updates to fully integrate ECE and HUDV programs into the Department of Child Development and Family Studies.	PLOs for new A.S. & AS-T need to be created and assessed. SLOs need to be updated in the database, and a new curriculum map needs to be established. Some prerequisite changes also need to be made to comply with CI-D indicators.	E.2.
	Support quality teaching by facilitating collaboration among full and part time faculty and Children's Program staff and faculty. Increase professional development to keep "all program" faculty current on the latest industry standards, and create a CDFS faculty resource guide.	PLO assessment showed that some skills in our capstone course CDFS 066 are not being fully developed in the prerequisite courses.	C.7., E.4.
	Increase collaboration among faculty and encourage greater use of the California Preschool Curriculum Frameworks to guide teacher preparation.	Improve the quality of the instructional program.	C.7.
	Update teaching materials and technology to enhance curriculum in three new required courses.	Improve the quality of the instructional program.	C.7.
	Explore more non-traditional schedule offerings (8-week sessions, on-line, and hybrid) to accommodate student needs; make appropriate recommendations for scheduling.	To support non-traditional students who work days and attend classes at night or online, we need to increase our online/hybrid offerings (currently offer 2) and experiment with offering some classes in an 8-week session.	D.2., E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Explore the feasibility of increasing our curriculum, certificate, and degree offerings. Consider creating certificates that align with the California Child Development Permit Matrix, a Family Studies Associate Degree and new coursework that helps teachers maintain currency in the field.	Improve student access. Maintain quality of instructional program.	A.1., A.9., A.10
	Consider ways to recruit and support underrepresented students in our program.	Improve student access. Address issues of diversity.	G.2.
	Explore the viability of aligning with the California Curriculum Alignment Program (CAP) expansion courses (e.g., special needs, infant/toddler, administration). Assess the impact in our program vs. the benefit of having these courses articulate with other colleges.	Align and coordinate curriculum.	C.3.
Criminal Justice	Develop the AA-T in Criminal Justice	Increase students' opportunities to transfer to university and obtain credit for a coursework obtained at SCC.	C.3., C.5., C.7.
	In partnership with Biology, Chemistry and Photography, assess the demand and need for a forensics training certificate; develop curriculum and program as determined appropriate by assessment results.	Increase student access to employment opportunities in the Criminal Justice Field.	A.1.
	Develop a Victimology course and a multicultural law enforcement course within the next 18 months.	Improve the quality of the instructional program, as both of these topics are recent areas of study within the law enforcement field.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess need for additional full-time faculty member and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program.	C.7., E.3.
	Update technology for classroom and faculty use.	Strengthen Support for entering students and develop and use technology applications to better guide students in educational processes.	E.3.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	E.1., F.14.
Communications	Provide forums and opportunities for students to practice speech and communication skills.	Increase student success, as the program will continue to support general education requirements and provide an opportunity for all students to develop and strengthen their public speaking skills. Strong skills in speech and public speaking support success in any career/profession and giving students the ability to view their performances “in the moment” and enable them to critically evaluate their own performances and give them additional expertise in evaluating the performances of others.	B.1., C.7.
	Develop more opportunities for community outreach through speaking and sports broadcasting.	Improve student preparedness for workforce opportunities.	A.1., G.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand course offerings to reflect emerging trends and interests with course offerings including, but not limited to, Group Communication and Intercultural Communication.	Respond to needs of diverse populations and improve student persistence, retention and success, as well as offering an interdisciplinary approach for psychology and sociology majors, among other majors.	C.7.
	Establish a dedicated location for filming and reviewing of student speeches.	Improve quality of the instructional program.	E.3.
Computer Science/ Information Technology	Update software and curriculum in related courses to teach current software and operating systems.	Maintain and improve quality of instructional programs in concert with industry standards.	A.1.
	Assess need for additional full-time faculty member and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program.	E.3.
	Assess need for a dedicated on-site technician to support academic computing	Improve on-site support to address academic Computer Science needs by increasing on-site maintenance and support of computer hardware and software in the instructional laboratories and classrooms.	A.1., E.3.
	Regularly assess needs for supplies and additional student worker lab support; make appropriate recommendations and requisitions	Maintain and improve the quality of the instructional program.	E.3.
	Support class and lab computer requirements through the use of high-end, high-performance computers and servers capable of running current class software required for programming, networking, and Web Development Classes.	Maintain and improve quality of instructional program.	A.1., E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess the possibility of acquiring hardware and software to support a Computer Forensics Degree and Certificate, which will include currently offered courses and new computer forensics courses to meet industry standards.	Maintain and improve the quality of instructional program. Satisfy industry demand and keep competitive with other educational institutions.	A.1., A.9., C.7.
	Assess demand and need for an industry-approved certificate for Healthcare Information Management/Technology with an emphasis on at least one of the in demand technologies such as EHR, HIT, or HIE. Develop curriculum as supported by assessment results.	Increase students' access and opportunities for workforce preparedness.	A.1., E.3.
	Update software and curriculum in related courses to teach industry standard software and operating systems.	Improve on-site support to address Academic Computer Science needs by increasing on-site maintenance and support of computer hardware and software in the instructional laboratories and classrooms.	A.1.
	Regularly assess needs for supplies and additional student worker lab support and make appropriate recommendations and requisitions.	Maintain and improve the quality of instructional program.	E.3.
	Assess need for developing industry-specific national certifications in Adobe, Microsoft, CISCO and/or Network Security.	Incorporate relevant national certifications into the curriculum to ensure the employability of career and technical graduates.	A.11.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Cosmetology	Assess need for additional full-time faculty members to support an evening program and make appropriate recommendations for hiring. Continue to develop pool of qualified adjunct faculty.	Maintain quality of instructional program. Allow students greater access to the instructional program.	E.3.
	Assess need for additional full time support staff including lab technician, lab assistant and make appropriate recommendations for hiring. Continue to develop pool of qualified support staff.	Maintain quality of instructional program.	E.3.
	Assess need for and feasibility of converting day program to full-time and evening program to part-time.	Increase student access and success as well as allow students in the day program to complete in 2 semesters rather than 4 semesters.	A.1.
	Assess need for half-time receptionists to support the front desk and client scheduling and make appropriate recommendations.	Allows for greater consistency of client scheduling and provide support for faculty in running the clinic lab.	E.5.
	Assess need for the development of an Esthetics Program in the evening. Develop appropriate curriculum.	Strengthens existing Cosmetology program by allowing students the opportunity to gain training and enter into employment earlier.	A.1.
Distance Education	Collaborate with Basic Skills Faculty Coordinators to explore possibilities of enhancing our Basic Skill programs with online components. (For examples, see the report, "Distance Learning in Adult Basic Education," Pennsylvania State University; see also Project IDEAL - http://www.projectideal.org/).	Increase student access. Improve student retention, persistence and success.	B.1., B.2., D.2., E.1., F.10.
	Expand and enhance our CTE Distance Education courses through adoption of new technologies and teaching strategies (Lynda.com as a model). See also the report, "Expanding Career Readiness through Online Learning" (Association for Career and Technical Education).	Increase student access. Improve student retention, persistence and success.	A.1., E.1., E.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Drafting	Work with articulation specialists, and high school instructors to develop and promote new articulation agreements with area high schools.	Increase students' access and opportunities for workforce preparedness.	A.4.
	Expand offerings at satellite facilities (Vacaville, Vallejo and Online).	Increase students' access and opportunities for workforce preparedness.	A.1., E.54
	Improve promotion of program to new students through the use of the website and working with the Outreach and Marketing department.	Increase students' access and opportunities for workforce preparedness.	G.2.
	Implement an Advanced Level SolidWorks Certification exam (in addition to the Associate Exam).	Incorporate relevant national certifications into the curriculum to ensure employability of career and technical graduates.	A.1., A.11.
	Work with MESA to include more drafting/design integration, as per advisory committee recommendation.	Improve student access, retention and success. Increase workforce preparedness opportunities.	C.6.
	Update technology for classroom and faculty use.	Strengthen support for entering students and develop and use technology applications to better guide students in educational processes.	E.3.
	Assess need for additional full-time Drafting professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	D.2., F.14.
Economics	Assess need for developing AS-T in Economics.	Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes.	C.7.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.
Emergency Medical Technician	Assess options for expanding the Emergency Medical Technician program and address facilities implications.	<p>Improve student access, retention and success. Increase workforce preparedness opportunities.</p> <p>Although this is a small program with limited enrollment capacity, the program is slated for growth. EMT is also a pathway to other careers in the healthcare professions, such as nursing, respiratory care and paramedics, and fire sciences. Present enrollment is limited due to inadequate laboratory space, which requires a lab ratio of 1:16.</p>	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Explore opportunities to become a Center for Administering the National Registry Examination for EMTs, EMR and Paramedics.	Increase access for completing the registry examination, a requirement for employment.	A.11.
	Provide tutoring for students.	Increase student success, retention and program completion.	H.7.
	Establish a master list and criteria for replacement of old and outdated equipment.	Increase student success and preparation for employment by exposing them to state-of-the-art equipment.	E.3.
	Provide professional development opportunities for faculty.	Maintain and improve the quality of instructional programs by facilitating faculty ability to keep abreast of changing trends in their field, and thereby improve the quality of teaching and there improve student success.	A.5.
	Develop other certificated options and career pathways: EMR, EMS, and Advanced EMR.	Increase access to programs and opportunities for employment.	A.1.
English (General)	Assess Student Learning Outcomes in a more collaborative fashion to answer specific questions formulated as a result of program level assessments and/or other means of faculty-led assessment (e.g. development of common or model assessment rubrics).	Increase student access and success while working to improve transfer rates.	E.2.
	Continue to refine and assess recommended scheduling pattern in English to accommodate students' needs in basic skills, general transfer, major transfer, and creative writing.	Increase student access and success while working to improve transfer rates.	E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Submit new AA-T degrees for approval in Curriculum, which conform to the TMC and facilitate transfer options for the English majors. Make adjustments as supported by assessment results.	Increase enrollment, retention and transfer rates.	C.7.
	Continue to support and evaluate the newly created drop-in writing lab to provide cross-curriculum support for reading and writing. Make adjustments as supported by assessment results.	Increase student success and address the achievement gap.	B.1.
	Establish a formal relationship with counseling and Tutoring Center in joint effort to enhance student success in courses in English.	Increase student success and address the achievement gap. Improve persistence, retention and increase student success.	B.9., F.12.
	Continue to support Puente and Umoja programs to recruit students for typically lower-enrolled Spring offerings due to natural attrition and an increase in cap size. Continue assessing success of programs and modifying them appropriately.	Increase student success and address the achievement gap.	B.2., F.6.
	Assess need for additional full-time faculty in English and make appropriate recommendations.	The Student Success Act Initiative mandates first-semester enrollment in basic skills courses, which means we will need to significantly increase our basic skills offerings. Further, major-specific courses require various areas of expertise.	E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English (Composition, Developmental)	Investigate alternate pathways for developmental students such as a 305-level lab (310A) which students could take alone or alongside another basic skills course and improve efficiency in student progress through composition course sequence.	Increase student success and address the achievement gap.	B.2., B.3., B.5.
	Investigate a revised English basic skills assessment to include and/or respond to the results of the current assessment pilot for assessment and English 370 and 380.	Increase student success and address the achievement gap, as many instructors identify poor placement as one impediment to student success in 305, 355, 370 and 380.	B.2., B.3.
	Implement the recommendation of the English Basic Skills committee to offer a greater number of English 360s with an optional lab as support.	Increase student success and address the achievement gap as currently 360s are filling well, and students who pass the class also seem to do better than the “traditional sequence” cohort.	B.2., B.3.
	Continue to pilot and address additional first-Year Experience learning communities in the basic skills sequence.	Increase student success and address the achievement gap.	B.2., B.4., C.6., F.6.
English (Composition, Transfer)	Standardize assessment rubrics and assignments to more effectively align English 1 (College Composition) outcomes with expected competencies of English 2 and English 4. Develop handbook for instruction/best practices in college composition. Align assessment rubrics and classroom assignments to more clearly link outcomes in English 1 to skills required for success in English 4 and 2. Develop handbooks that illustrate successful linkages through sample assignments and assessments.	Maintain and improve quality of instructional program.	B.3.
	Collaboratively assess LR10 co-requisite to English 1 and make appropriate curriculum changes as supported by assessment results.	Improve student access, retention and success and address achievement gap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English (Literature and Creative Writing)	Solicit readers for the Creative Writing Reading Series to present to the college community and seek additional sources of funding for SVR literary publication.	Provide additional avenues for student success and model ways an English degree prepares students for success in a variety of careers. Connect students to the college community.	G.4., H.4., H.7., I.4.
	Solicit manuscripts, arrange for judging and award the Quinton Duval Award in Creative Writing, an award which brings in creative and professional writers as guest judges of student creative work. This includes the continued support and funding of the SVR, a nationally-recognized literary publication.	Provide additional avenues for student success and model ways an English degree prepares students for success in a variety of careers. Connect students to the college community.	C.3., C.7., G.4.
	Investigate the possibility of a community-oriented writers' conference at SCC, including funding sources and outreach.	This will increase departmental visibility in the community which leads to increased enrollments.	G.4.
	Re-establish and support English Club and Creative Writing Club.	Align and coordinate curriculum with college and university programs to pioneer additional avenues for student success and model ways an English degree prepares students for success in a variety of careers.	H.1., H.7.
	Improve community awareness of the on-campus literary magazine, including increases in local off-campus submissions.	Increase English majors and transfers in English to four-year universities. Additionally, this will increase departmental visibility in the community which leads to increased enrollments.	C.3., G.2., G.4.
	Investigate and make recommendations concerning the creation of a "third-semester" experience for Puente and UMOJA students in studies of multi-ethnic literatures.	Respond to needs of diverse populations and improve student persistence, retention and success. Address achievement gap.	F.6.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work to increase enrollment and viability of literature courses through advertising. Create department website.	Improve student access. Increase English majors and transfer in English to four-year universities.	G.2.
	Develop and promote English major information, outlining course offerings within a two-year cycle.	Improve student access and completion.	C.5., E.5.
English (Writing Skills Lab)	Develop and support new and/or alternate pathways through English 1 for students who have exhausted repeatability options in pre-college level composition.	Improve student persistence, retention and success. Address achievement gap.	B.2., B.3., D.2., E.1.
	Assess needs for additional lab staff and/or Writing Skills Lab Coordinator position. Make appropriate recommendations.	Improve student persistence, retention and success. Address achievement gap.	E.3.
	Investigate and consider for implementation a revision of English 310.	Investigate and consider for implementation a revision of English 310 to include four .5 unit 310s—310A, 310B, 310C, 310D, where 310A and 310B would serve basic skills English students and 310C and 310D would serve struggling transfer-level English students.	B.3.
	Continue to design and evaluate curriculum for the lab for the 2013-14 academic year.	Improve student access and success.	B.3.
Engineering	Develop an Introduction to Computing in Engineering Course and an Engineering Design Graphics Course	Improve student access and transfer opportunities, as these lower division classes are accepted by many four-year institutions.	C.1., 3, 4, 5
	Outreach to high schools. May need the Center space for some of the engineering labs.	Increase engineering enrollment and improve access.	C.2., 5; G.1., 2, 3

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Modify Engr 001, Introduction to Engineering, to 3 units to cover more hand-on learning and allow freshman design.	Improve student access and transfer opportunities.	C.1., 3, 4, 5
	Create an Associate in Science Degree in Engineering	Improve degree completion and transfer rates by providing students with an additional degree option and access to internships.	C.6., A.7.
	Organize and conduct regular meetings of an Industry Advisory Committee	To use the expertise and connections in the industry to guide our program, provide resources and help students with internships and jobs.	A.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English as a Second Language	Research and develop one or more cohort-model VESL programs (eg. Auto Body, ECE).	<p>Increase student access, as students who have graduated from high school often avoid classes designated as “ESL” due to a perception that they have completed this kind of remediation. Integrated-skills courses that provide ESL support while requiring reading and writing tasks comparable to those in mainstream developmental English courses will offer an appropriate option for students whose English is still developing as they embark in college-level studies.</p> <p>Attract larger numbers of local ESL Students.</p> <p>Prepare English-learner population for better workforce opportunities.</p>	A.3., A.8., B.2., B.5.
	Create integrated / accelerated ESL courses to attract and better serve transfer-goal students and streamline their progress toward transfer-level English.	Improve student access, persistence and success.	B.2., C.5., D.2.
	Market to feeder high schools to encourage and promote continuation of ESL study at the College Level.	Improve student access, persistence and success.	E.3.
	Develop and implement an outreach plan to grow the enrollment of local ESL students and make vocational opportunities available to the English-learner portion of the community.	Improve student access, persistence and success.	A.8., F.12., G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Ethnic Studies	Assess need for additional faculty including full-time faculty and make appropriate recommendations.	To maintain the quality of the instructional program an additional full-time faculty member will improve student access to the complete Ethnic Studies degree program.	C.7., E.3.
	Assess enrollment patterns and adjust curriculum offerings accordingly.	Offering courses that are in demand and meet degree requirements will improve access, completion/success and transfer rates.	E.5.
	Assess need for increase online course offerings and develop online curriculum as warranted by data.	Offering a greater variety of on-line course will improve access for students.	E.3., E.5.
	Assess curriculum and revise courses or develop new courses as needed. Then modify the major to consolidate and offer Ethnic Studies degree without emphasis on specific group.	Focus on a global society will prepare students to compete successfully in multicultural environments. This shift will improve quality of the curriculum, align it with current trends in Ethnic Studies and streamline programs to eliminate redundancy and overlap. This will increase completion rates and facilitate timely transfer to four-year universities.	C.7., E.4.
	Develop and maintain partnerships with community groups/organizations to provide hands-on learning experiences with diverse populations. Explore service learning program for Ethnic Studies courses.	Strengthen community partnerships by while students gain experience that will prepare them with work force skills.	G.3., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work with Articulation Officer to ensure articulation of courses with four-year colleges and universities	Facilitate and increase transfer rates.	C.3., C.7.
	Coordinate with Basic Skills faculty to develop, assess and maintain programs that integrate basic skills with transfer level content courses.	Improve student access, persistence and success.	B.1.
Film and Television	Investigate various methods for providing students with additional support and make recommendations for appropriate changes in scheduling patterns that will facilitate program growth and provide more access.	Maintain and improve quality of this instructional program, particularly in regard to strong growth rates, high transfer rate to four-year universities, and skills for employment. Strengthen support for students.	E.1., E.3., E.5.
	Assess need to reinstate Lab Tech as permanent position, and make appropriate recommendations.	Maintain and improve the quality of this instructional program.	E.3.
	Update production equipment for production classes (additional cameras and computers needed for shooting and editing, update computer-projection system in room 0121).	Maintain and improve quality of this instructional program.	E.3.
	Modify courses and create new courses in response to the impending finalization of the TMC (Transfer Model Curriculum) AA-T degree for Film/Television.	Improve transfer rates.	C.3., E.5.
	Expand current course offerings: Final Cut Pro X (currently in draft in CurricuNet), Film Genres class, and Film Directors class.	Maintain and improve diversity of depth and quality of this program.	C.3., A.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student’s educational experiences and training (internships, production work, community service media projects, exhibitions in student film festivals).	Increase and sustain workforce preparedness opportunities for students.	A.1., A.6.
	Assess need for full time Faculty and lab tech in Film and/or TV and make appropriate recommendations.	To increase the program’s health by having a full-time person be responsible for assessment tasks such as program review and program level outcomes, curriculum development such as the creation of the transfer model curriculum in accordance with SB 1440, and other tasks required of Career Technical Education programs such as holding advisory meetings.	A.1., A.5., A.9., C.3., E.3.
Fire Technology	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	E.1., F.2., F.14.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes	E.3.
	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, community service etc.).	Increase and sustain workforce preparedness opportunities for students.	A.1., G.1.
	Assess need for additional full-time Fire Technology professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Explore the feasibility of developing a Paramedic program.	Increase student access to jobs and provide national certification.	A.1.
Foreign Languages	Target scheduling to meet students' priority times and needs to bolster enrollment.	Improve student access by Strategically schedule courses to better serve student's needs and more efficiently utilize resources and facilities.	E.5., H.3.
	Promote the core courses of the program while developing the online components, and to develop curriculum to meet the needs of heritage students.	Restoring course offerings in German, Japanese, Latin, and Italian to provide more options for access to Foreign Language instruction in response to student request.	G.2., H.7.
	Promote the pursuit of AA degrees and student involvement in related cultural events, and work to develop courses in Spanish translation and interpretation for the professions (medical, legal, community settings).	Increase access and enrollments. Provide workforce skills.	F.12., A.1., A.8.
	Continue to expand language courses at the Centers.	Optimize existing campuses and centers and increase student access.	E.5.
	Continue gradual implementation of online component to Foreign Language classes.	To teach our students the use of technology in the language acquisition process.	E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to promote and fund, when possible, cultural diversity events, such as French Immersion Day, Foreign Language Night, field trips, annual recognition awards, etc.	Utilize students in academic and co-curricular programs as ambassadors to the community. Host events on campus to increase use and community awareness.	G.3, G.4
	Assess viability and develop plans for restoring offerings in German, Japanese, Latin, and Italian.	Maintain quality of instructional program and improve student access by providing more options in response to student request.	E.1.
	Develop plans for the professional development of full-time faculty in ACTFL/OPI training guidelines to ensure proper, uniform, oral proficiency outcomes of our students at similar levels.	Improve quality of instruction by providing professional development opportunities for faculty. SLO's are based on the ACTFL guidelines which necessitates updated training in assessment.	E.3, E.4.
	Promote importance of completing AA degrees in FL with annual recognition ceremony.	To recognize and celebrate student accomplishments. Encourage and create cultural exchanges to broaden campus diversity and strengthen cultural competencies and understanding among different campus groups.	H.2.
	Offer advanced Spanish-language courses for heritage speakers who make up a large percentage of the Solano College population.	Improve student access. Provide continuing education opportunities to strengthen the regional workforce and to foster individual career advancement.	A.10.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Geography	Develop a transferable Geography Degree	Increase transfer opportunities for students. High growth in enrollment and FTES suggests the potential for program expansion.	C.3, C.7.
	Incorporate basic skills while teaching the subject such as Time Management, How to Study, Note Taking, and Comprehension.	Basic Skills development supports high Student Success Rates.	B.1.
	Assess need for hiring full-time Cultural and World Geography/GIS instructor. Make appropriate recommendations.	To improve and maintain student access and the quality of the instructional program, we need a full-time instructor for the new Geography Program Transfer to teach the courses. GIS is academic and vocational. Current trends show a need for skills leading to employment.	C.3., E.3.
Geology	Incorporate new technology into curriculum (GIS, GPS, Google Earth, etc.).	Improve student access opportunities and maintain quality of instructional program. Growth in enrollment and FTES and growing interests in natural and man-made systems suggest the potential for program expansion.	C.3., E.3.
History	Assess need for increase course offerings, online and face to face, and expand course offerings as warranted by data.	Increase student access and improve transfer rates, as continued increases in enrollment could be supported through offering additional online courses and through articulation with four-year colleges and universities.	C.1., C.7.
	Aligning content curriculum with SLOs and PLOs and creating common SLO-based rubrics will ensure students must demonstrate mastery of specific goals and course expectations as designed by the department.	Maintain and improve quality of the instructional program. Improve student success, persistence and retention rates.	C.7., E.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	The development of a tutoring or supplemental instruction program will support the increased enrollment of basic skills students in history transfer level courses for online and face-to-face courses.	Address achievement gap and need to improve student retention, persistence and success rates.	B.1., B.2., D.2.
	Assess need for hiring full-time History instructor. Make appropriate recommendations.	Monitor enrollments and student retention and success to drive course development and hire faculty as appropriate.	E.3.
Horticulture & Plant Science	<p>Work more closely with counseling and advertise throughout the county: businesses, high schools, professional organizations; and develop mentoring at all stages (orientation to graduation) to increase student awareness about transfer opportunities and support students as they work toward transfer.</p> <p>Develop plans for a botanical garden and museum/event center, which will connect the college with the community and possibly generate revenue to support the program.</p>	Increase student access, as students across the campus are not aware of the Horticulture and Plant Science Program. Create workforce ready graduates.	A.6., G.2., G.4.
	Develop a community garden and K-12 garden area.	Create more community connections and involvement; provide K-12 students with increased opportunities for early access to the program.	F.15, I.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop an Adaptive Horticulture farmer's market.	Increase the awareness of the Adaptive Program and provide students a well-rounded, job related experience.	A.3., G.2.
	Develop coordinated curriculum for sustainable agriculture with UC and CSU programs and develop/implement transfer routes.	Increase transfer rates, by developing a curriculum would tie in the largest industry in Solano County with the college and better support the community.	C.3.
	Assess need to hire full time Horticulture and Plant Science instructor. Make appropriate recommendations.	A full time instructor would be able to spend more time marketing the program to the incoming students and to the local high schools. This increase marketing would help to revitalize a program that has shown grown with an adjunct only and could increase enrollment.	C.3.; G.2.
	Establish funding for the continued development of the Horticulture Renovation Project by acquiring grants from a variety of sources.	Recent dedication of building, donated monies, orchard grant, and same kind services have started the ball rolling to develop the proposed Horticulture Renovation Project, further support and obligation of funds would make the Horticulture Program a place to go and see. Strengthen community ties.	I.4., G.4.
	Investigate adding shared curriculum with the Nutrition program to develop cross-disciplinary approaches to teaching students the benefits of growing their own good food.	Maintain and improve quality of the instructional program.	H.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop new “Rubric” system for Program Learning Outcomes.	Maintain and improve quality of the instructional program. Improve student success, persistence and retention rates. Access PLO’s and develop PLO’s that are in line with sustainable horticulture and agricultural practices.	A.1., A.10., E.2.
Humanities	Develop a plan to recruit potential students by communicating its value as a core course for CSU/UC transfer as well as its marketable value in electronic and paper promotional materials, such as pamphlets, posters and the SCC website.	Improve student access and address the student achievement gap at SCC.	C.7., C.6., F.7., G.2.
	Evaluate Humanities curriculum, program and scheduled course rotations. Make changes as warranted by data.	Improve student access and program quality.	C.3., C.6., C.7., E.5.
	Assess the American Studies courses for future viability as courses under the Humanities/Liberal Studies program. Make appropriate recommendations.	Improve student access and program quality.	C.3., C.6., C.7., E.5.
	Evaluate and make recommendations to the regarding the Liberal Studies program and its future applicability. Modify the curriculum and program(s) as assessments indicate are appropriate and necessary.	Improve the quality of instructional programs, as Liberal Studies is a course of study which includes courses in Humanities and American Studies. However, American Studies courses are not currently offered. The program needs to determine if it should continue, or if it will only continue to offer courses in Humanities (001, 002 and 003).	C.6., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Human Services	Hire a full time instructor.	To increase student access to the program and maintain quality of the instructional program. As the HS grows having more dedicated faculty to complete program related activities and to bring continuity to the services provided will be essential.	E.3.
	Collaborate with faculty and administration to assess the implications of consolidating the program into one division. Make appropriate recommendations.	Improve the effectiveness of the instructional program.	E.1., C.6.
	Explore, assess and implement various methods and course augments (e.g. web-based interactions, supplemental instruction) that will increase student interaction and individual support.	Improve quality of the instructional program.	A.1., B.2., E.3.
	Increase partnerships with local agencies.	The Human Services program serves to meet community needs for workforce training. Community collaborations afford student internships that may result in employment, and enable training on current initiatives and practice trends.	A.6.
	Develop more specialized offerings and post certificate offerings.	To meet diverse consumer needs the HS program should be able to train Human Service providers on a variety of topics which are not currently offered at SCC, such as a CAADAC program and the creation of a Spanish/English bilingual course.	A.8., A.10.
Interior Design	Establish modified A.S. degree and certificate to meet current standards.	Prepare students for work in the Interior Design field.	A.1., A.9.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Plan budget to ensure proper application of CTE funding.	Assess the need to provide CTE funding for this program.	E.3.
	Continue meeting with advisory group to ensure continued compliance with industry.	Since this profession is constantly changing, continued meetings will ensure industry validation of the program and assessment of current coursework.	A.2.
	Offer classes according to a fixed schedule, to ensure students can obtain the certificate/degree in a timely manner.	Improve student access to courses and timely degree/certificate completion.	E.5.
	Improve promotion of the revised Interior Design degree/certificate both within the college, to high schools, and with local Interior Design community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., A.9.
	Develop outreach and marketing plan to strengthen enrollment and increase number of students graduating with degree/certificate.	Increase student access to instructional programs; increase workforce preparedness.	A.1., G.2.
Journalism	Assess the potential to provide hybrid and online courses, as well as courses at the centers and make appropriate modifications to the curriculum.	Improve student access to instructional programs; increase degree completion and transfer rates.	C.7., F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess need for a full-time faculty member or a teaching-qualified classified lab tech to support the administrative needs of the department and make appropriate recommendations.	Improve quality of instructional program. There are only two part-time instructors in the department. The tasks associated with running the student media include but are not limited to handling advertising contracts, accounting, invoicing, deposits, printer contracts and scheduling, working with IT on computer lab maintenance, ordering equipment and supplies, designing ads, maintaining news boxes, maintaining website and email accounts for students. Adjunct instructors have been tasked with writing and updating curriculum, transfer degrees, program reviews, EMPs, and attending advisory committee meetings.	E.3.
	Upgrade publications labs to offer broader technological applications of news gathering.	Improve quality of instructional program to increase student skills and support entry level employment opportunities.	E.3.
	Develop a transfer degree in addition to existing AA degree.	Align and coordinate curriculum with college and university programs.	C.7.
	Continue working to integrate with other programs including photography, graphic arts, English, communications and television to utilize resources that support the programs.	Improve quality of instruction to improve student's employment and internship opportunities. Enhance the discipline's relationship with other disciplines.	C.6.
Kinesiology/ Athletics	Assess feasibility of physical therapy assistant program. Develop appropriate curriculum and program certificate and/or degrees based upon assessment.	Develop workforce-ready graduates.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand course offerings to include dedicated resources and regularly scheduled sections offered at the Vallejo and Vacaville Centers.	Improve student access to courses.	E.5., F.10.
	Assess feasibility and costs associated with reinstating the Football program; make appropriate recommendations.	Improve student access to courses.	E.3., H.7.
	Assess the need to hire a dedicated Athletics Counselor. Make appropriate recommendations.	Improve student athlete access and success.	F.11.
Learning Communities	Expand the number of First Year Experience learning communities.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, E.3, F.6, H.5
	Plan for Second Year Experience Learning Communities to provide students with model pathways and continued support through sophomore year.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, C.5, C.6, D.2, E.1, E.2, E.3, F.6, H.5
	Plan and pilot Career Pathway learning communities for CTE students, which link basic skills, occupational courses, counseling and/or occupational experience courses.	Increase student access to modalities that have proven effective in improving retention, persistence and success, while increasing the number and percentage of workforce ready graduates in career and technical programs. Decrease the time students spend in basic skills courses prior to entry into CTE programs; thus improving retention and completion rates.	A.1, A.3, A.8, B.1, B.2, B.7, D.2, E.1, E.3, E.4, H.5
	Plan for and implement the integration of Math courses and support mechanisms (e.g., supplemental instruction, embedded tutoring) for Umoja students.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, D.2, E.1, E.3, E.4, F.6

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Investigate the viability of expanding Puente to off campus sites, such as Dixon and Winters, to address the needs of Hispanic students in these service areas. Implement a pilot as warranted by data produced in the investigation.	Students from surrounding communities we serve, many of whom do not have access to reliable transportation, need access to programs that students currently only have at the Main Campus.	B.1, B.2, B.4, B.7, D.2, E.1, E.3, E.4, F.6, H.5
	Coordinate with local high schools to directly recruit students to Learning Communities courses.	Align and coordinate our efforts to partner with K-12 to provide pathways to college that will improve access, retention, persistence and success.	B.8, C.2, E.3, F.5, G.2, H.5
	Assess the need to reinstate a Learning Communities program coordinator and make appropriate recommendation.	Learning Communities are redeveloping and growing in terms of the number of students served and faculty involved. A coordinator may be necessary to focus and organize efforts, reduce redundancies, gather and analyze data and make recommendations for program adjustments that will strengthen the delivery of instruction and related student services.	H.1, H.5, H.7
	Develop technological means by which students in Learning Communities courses can connect, collaborate with and support one another as well as interact with program faculty, staff and counselors.	Improve student access to support services and more effectively connect students with each other and the campus community.	
Management	Assess need for and develop curriculum as needed for a Human Resources Degree and Certificate.	Human Resources is a rapidly growing field with a projected shortage in individuals with HR knowledge and experience. This program could provide students with workforce ready skills and increase transfer opportunities.	A.1., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Mathematics	Provide adequate fundamental and advanced course offerings to meet the college's mission for Basic Skills, transfer and CTE.	Increase student access to instructional programs, as there is an increased demand for Math 020, 021 due to transfer requirement changes for Biology majors. Due to SB 1456, there will also be possible changes to Basic Skills offerings. The average fill rate for all courses at all locations for the last five years has been 92.14%.	A.1., B.1., C.1., E.5.
	Explore combining basic skills and learning studies classes.	Recommendation 3.4 of the Community Colleges Student Success Task Force: Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.	B.1., B.2., B.4., H.5.
	Prepare for changes resulting from Student Success Task Force (SB 1456) initiative.	Since students will be required to address Basic Skills needs during their first year in college, there is likely to be increased demand for the Basic Skills math courses.	B.3., B.6., B.7., E.1., E.5., F.1., F.2., F.3., F.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop and implement useful assessment measures.	<p>Recommendation 2.1 of the Community Colleges Student Success Task Force: Strengthen support for entering students by developing and implementing common centralized diagnostic assessments.</p> <p>For many of our basic skills level students, there is often a gap of a year or more since the last math class that they have taken. Most common assessment tools work well if the student has taken math recently. When this is not the case, many other multiple measure ideas will need to be explored and piloted.</p>	B.3., E.2., F.1., F.2., F.3.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve student access to courses, as online is the only way some of our students can attend. While we currently offer Math 330, Math 104, and Math 11 online or hybrid, we may want to consider developing other options as well.	B.2, E.4, F.14.
	Update technology for classroom and faculty use.	Recommendation 2.3 of the Student Success Task Force: Develop and use technology applications to better guide students in educational processes.	E.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Expand the mission of the MAC to accommodate the increased use of software, online resources and additional staff.</p>	<p>As part of Service Area Outcomes assessment for the MAC 66.5% of students surveyed provided negative feedbacks regarding the size of the MAC. Planned Actions for the MAC as part of assessment include “the urgent need of more space for the MAC. With the TBA requirements now in place, the number of students served per hour before 1 p.m. often exceeds 80 students especially early in the semester.</p> <p>Students would benefit from additional small group study spaces, similar to the small room in the back of the current MAC.</p> <p>The use of computer programs such as MyMathLab and Minitab has dramatically increased the demand for computers in the lab. The use of additional programs, such as Maple or Maxima, will also require more computers. Long lines develop in the aisles during periods between classes when many students enter and leave. An additional login computer would help alleviate this problem.</p> <p>High demand for courses necessitates additional staff.</p>	<p>B.2., E.3., F.9., H.1</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Regularly assess needs for additional full-time faculty, particularly those with experience in teaching basic skills; make appropriate recommendations.</p>	<p>Typically about 50% of the math sections are taught by adjuncts. Due to the need to increase our Basic Skills offerings because of the Student Success Initiative driven changes, and because there is a large fraction of our lower Basic Skills courses taught by adjunct instructors, it is important that we consider our students' needs and hire instructors with experience and interest in basic skills. Even for courses that are not part of our Basic Skills curriculum, increasing the number of full-time instructors offers more scheduling flexibility so that courses are offered at times that make sense for students.</p>	<p>B.6., B.7., E.3., E.5.</p>
	<p>Assess need for additional MAC staff and student tutors; make appropriate recommendations.</p>	<p>SAO assessments showed that 50.8% of students surveyed indicated that the MAC has inadequate staff for assistance and guidance on math assignments and activities.</p> <p>Increased use of the MAC and decreased staffing, particularly staff knowledgeable in math related software, has resulted in less assistance available to students in the MAC and for hybrid and online offerings.</p> <p>Basic skills students who are more easily frustrated would benefit by additional support from available staff.</p>	<p>B.6., C.1., F.9., F.14.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	<p>Increase support for basic skills by adding supplemental instructors, embedded tutors and a first-year experience component.</p>	<p>First-Year Experience is in its 2nd year with about 50 students—plan to continue to expand. Embedded tutors will be proposed through Basic Skills Initiative funding.</p> <p>Student Success Task Force Recommendation 3.4 provides that Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan. These might include courses with embedded contextualized basic skills instruction, special interventions like Math Jam, online and other computer-based laboratory resources, tutoring, supplemental instruction, and intensive basic skills courses.</p>	<p>B.2., B.4.</p>
<p>Maintenance Technician/ Mechatronics</p>	<p>Update technology for classroom and faculty use.</p>	<p>Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes.</p>	<p>A.1., E.3.</p>
	<p>Assess curriculum and revise courses or develop new courses as needed.</p>	<p>Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.</p>	<p>A.1., E.1.</p>

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, community service etc.).	Increase and sustain workforce preparedness opportunities for students.	A.6.
	Assess need replacement of full time faculty position and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Explore development of short-term latticed and stackable certificates and develop appropriate curriculum in maintenance technology.	Strengthen existing workforce program and enhance student success and completion rates.	A.1.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes.	E.3.
	Continue to provide hands-on, real world learning opportunities for students through curriculum review and revision.	Improve student success and connects students to the real world training opportunities.	A.1.
	Implement national certification exams, such as the NIMS exam.	Incorporate relevant national certifications into the curriculum to ensure employability of career and technical graduates.	A.11.
	Promote by working with Marketing and Outreach Department the Mechatronics degree/certificate both within the college, to high schools, and with local business community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Music	Recruit students from local high schools and develop ensemble-based scholarships to increase enrollment and performance levels as well as community visibility.	The recent discontinuance of the music programs in several local middle and high schools and low competition from other educational providers underscores the importance of the performance ensemble offerings at the college.	A.1., A.4., C.7., G.2., H.7.
	Assess the need to hire a staff accompanist and make appropriate recommendations.	The addition of a staff accompanist would enhance the students' learning experience.	E.3.
	Collaborate with theatre and other performing disciplines to create joint performance opportunities.	Strategic collaboration with community groups enhances the visibility of the college and the program.	C.6., G.2., H.6., H.7.
	Assess the need to hire additional faculty and make appropriate recommendations.	Maintain the quality of the instructional program.	C.7., E.3.
	Develop and refine online and traditional course offerings in order to provide to rigorous AA degree programs that transfer to four-year institutions offerings.	Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes, such as Transfer Model Curriculum.	C.1., C.3., C.7.
	Introduce a pre-professional Orchestra ensemble to the program, with 20 Music scholarship students who will form the core of the SCC Orchestra. This ensemble will be a model for additional scholarship programs for Choral/Vocal and Jazz students. It will also serve as a recruitment tool in performance collaborations in the local community.	Advertise and market SCC to strengthen local awareness of the college's location and offerings. Utilize students in academic and co-curricular programs as ambassadors to the community. Host conferences and community events on campus and at centers to increase use and community awareness of facilities. Provide resources and services that reflect the educational, financial and social needs of the SCC students.	G.2., G.3., G.4., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to bring professional musicians to work with students and enhance students' artistic and educational experience.	Create and provide students with models and mentors to guide them to program completion.	F.11.
	Continue to offer on-campus performances.	Improve student access to instructional programs by marketing SCC to strengthen local awareness of the college's location and offerings. Utilize students in academic and co-curricular programs as ambassadors to the community. Host conferences and community events on campus and at centers to increase use and community awareness of facilities. Provide resources and services that reflect the educational, financial and social needs of the SCC students.	G.2., G.3., G.4., H.7.
	Develop the Certificate in Recording Arts.	Create a career-technical workforce program that fosters work-force ready and entrepreneurial graduates in Recording Arts. Provide education opportunities where such training is most likely to advance individual careers.	A.1., A.10.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Nursing (Registered)	Establish career pathways and prepare graduates for entry level jobs. Develop and offer approved Certified Nursing Assistant (C.N.A.) Program.	Projected growth in the health professions and the need to address the healthcare demands in the community, and an overall shortage of registered nurses in other areas of the country, provide the rationale for possible expansion of the program offerings at SCC.	A.1.,C.5.
	Develop and offer RN Refresher, and other preparatory courses that prepare individuals for certifications in High Risk OB, Labor and Delivery, Critical Care, ER, OR, ACLS/PALS and Holistic Health.	Expanded offerings would increase access for employment and allow individuals to return to the workforce, many of whom are BSN prepared. Several of the local hospitals are primarily hiring BSNs.	A.10., A.1.
	Develop and offer a Summer Bridge Course for students admitted into the Nursing Program.	Increase student access, success, retention and reduce program attrition. Improve Student Performance on Medication Calculation Examinations.	C.5., E.1.
	Integrate technology and other interactive teaching/learning strategies into the curriculum and provide human-patient simulation experiences with goal of enhancing student performance in the hospital setting.	Increase student success by providing opportunities for students to practice nursing skills in a safe learning environment and increase their confidence level when delivering nursing care. Also, improve student preparation to assume the role of a graduate nurse upon entry into practice.	A.1., A.3.
	Recruit and hire diverse faculty with diverse backgrounds.	Have a positive impact and increase student success, retention and program completion and address the achievement gap.	D.3.
	Prepare conditions and infrastructure to offer a BSN.	Increase employment opportunity for ADN graduates.	A.1., A.10., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Provide tutoring and other support services to students.	Increase student success, retention and program completion, and increase RN-NCLEX pass rates.	B.2.
	Provide alternative clinical placements to students.	Positive impact on graduate employment opportunities.	A.6.
	Establish and expand partnerships and articulation agreements with four-year public and private educational institutions.	Increase student opportunities for transfer to earn a BSN and thereby increasing employment opportunities.	F.12., C.4.
	Explore opportunities to offer an International Refresher Courses/Program.	Increase employment opportunities for graduates.	A.1., A.10.
	Explore opportunities for admitting students into Nursing Program twice per year.	Address the demand for nursing and increase the number of program graduates. This would also reduce the waitlist.	A.1.
	Create a master equipment list and replace old, outdated equipment.	Improve student success by allowing students to gain hands-on skills with state-of-the-art equipment with the goal of better preparation for employment.	E.3.
	Develop a new Psychiatric Technician Program that would require the development of curriculum other resources such as space, personnel, equipment, etc.	Provide students with an opportunity to pursue high wage jobs that are currently in demand; therefore, addressing the needs of the community.	A.1, A1.0
	Develop a new Dental Hygiene/Dental Assisting Program. This would require curriculum development and other program requirements, hiring new faculty and staff as well as space allocation.	Address community needs for highly qualified dental hygienists and assistants. Program would prepare individuals for employment.	A.1, A.10., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop a New Cardiovascular Program that would require curriculum development, and other resources, such as faculty, staff, equipment and space, etc.	Provide student with opportunities for workforce ready skills and address the needs of local hospitals, one of which has recently approved as a cardiac receiving faculty. To other facilities have been accredited as level II and III Trauma Centers.	A.1., A.10.
	Offer Radiation Therapy Technician program. In addition to developing the curriculum, we would establish a partnership with at least one of the local cancer centers, and utilize their equipment; however, faculty and other personnel, classroom space, etc. would be needed.	As cancer continues to plague our local community, this program would address the need to provide highly qualified radiation technicians.	A.1., A.10.
	Develop a New Mortician and Funeral Director Program, which would require curriculum development and other resources such as classroom and laboratory space, equipment and personnel.	Increase student access to instructional programs, as the closest program is located in Sacramento. There are only two programs in-state. Therefore, offering such a program would address local needs as well regional needs.	A.1., A10.
	Develop a new program for Nuclear Medicine, which would require curriculum development and other resources as previously noted. Offer Nuclear Medicine.	As cancer continues to plague our local community, this would address the need to provide highly qualified radiation technicians.	A.1., A.10.
	Develop A new Radiologic Technician Program. This would require curriculum development and other resources; we would limited the need to purchase equipment through leveraging local hospitals resources.	Increase student access to instructional programs and opportunities for workforce preparedness. There are currently four in the Bay Area. This would address the need to prepare highly qualified radiographers.	A.1., A.10.
	Develop and offer a Massage Therapy Program, which would require curriculum development and other resources previously noted for other new programs. Feasibility studies would also need to be conducted for or all new programs.	Increase student access to instructional programs and opportunities for workforce preparedness.	A.1., A.10.
Nutrition	Develop transfer model curriculum Nutrition degree.	Align program offerings for transfer achievement.	C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess feasibility of CTE program in Nutrition.	Develop workforce-ready graduates.	A.1.
	Diversify the course offerings to capitalize on educational and personal interest in nutrition studies.	Improve student access to courses.	E.1.
	Develop curriculum with partner programs such as Nursing, CDFS and Kinesiology.	Align program offerings for transfer achievement.	
	Explore ways to provide hands-on cooking experiences for students: joint use agreement with community kitchens, portable demonstration kitchen, updating Room 1633 kitchen, etc.	Strengthen community partnerships.	C.6., G.1., G.5.
Occupational Education	Continue current scheduling and support Occupational Education program through adequately staffing and budgeting for program as mandated by Title V and the SCC District Plan by hiring permanent clerical/instructional aide.	Increase student access and student success through adequately staffing the OCED office.	E.3.
	Explore feasibility of offering OCED 90/91 during summer session. Make appropriate recommendations.	Increase student access and success by allowing students to continue working in industry-related internships during the summer session.	E.5.
	Investigate Career Connections website to explore possibility of establishing interactive database for internship opportunities.	Increase student access to internships.	F.12.
	Assess need for additional personnel devoted to internship development and make recommendations as appropriate.	Increase student access to internships and workforce ready skills.	E.3.
	Work with faculty campus-wide to explore additional degree/certificates where OCED can be a means of students developing workplace competence.	Increase student access to programs and workforce skills.	E.9.
Office Technology	Develop Medical Office Assistant Certificate in conjunction with Medical Front Office Certificate.	Increase student access to programs leading to entry level jobs in the healthcare industry.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess demand and need for an industry-approved certificate for Healthcare Information Management/Technology with an emphasis on at least one of the in demand technologies such as EHR, HIT, or HIE. Develop curriculum as supported by assessment results.	Increase students' access and opportunities for workforce preparedness.	A.1., A.6., A.9.
	Assess need for developing industry-specific national certifications in HIT/HIE.	Incorporate relevant national certifications into the curriculum to ensure the employability of career and technical graduates.	A.11.
	Assess need for additional full-time Office Technology professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Promote by working with Marketing and Outreach Department the degree/certificate both within the college, to high schools, and with local business community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., G.2.
Philosophy	Design new course offerings where relevant to reflect emerging trends (e.g., bioethics).	Improve the quality of the instructional program by introducing emerging fields such as bioethics into the course offerings and satisfy a recognized need within the nursing program.	C.7.
	Assess the need to hire additional faculty with expertise in emerging fields (e.g. bioethics) and make appropriate recommendations.	Improve the quality of the instructional program.	E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	To promote the philosophy program (to include development of written flyers and regular contact with counselors) and make clear what philosophy has to offer students, both academically and vocationally.	Improve student access to instructional programs, as students taking philosophy courses contribute to an enlightened and critical citizenry. Philosophy provides students with portable skills, enabling access to a wide range of majors and professional careers, for example, law schools and medical schools.	F.7., G.2.
Photography	Continue to develop and modify curriculum to reflect industry standards	Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce. Current lab tech provides outside lab time and will be leaving the college. The position is essential and needs to be replaced in a timely manner. The job requirements will be reviewed for expansion from 60% to full time.	A.1., A.5., E.3.
	Seek outside funding sources (e.g., corporate funding or donations, i.e. Nikon, Canon, Adobe) to supplement current District funding.	Maximize and enhance fiscal resources that support instructional programs.	I.4.
	Increase community support via public exhibitions which increases exposure to the business communities and builds awareness of the professional quality of the photographic work at SCC.	Promote programs and partnerships with businesses, industries and government agencies that build CTE capacity and improve CTE delivery.	A.6., G.2.
	Develop mechanisms to systematically track student employment and success of graduates. The photography program tracks transfer and degree students via FB SCC photography Zoom 18-70.	Further align curriculum to provide consistency in developing visual literacy. Work with service area high schools to coordinate CTE standards and programs to provide clear pathways for student advancement.	A.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Increase equipment availability via upgrades of existing equipment and the purchase of replacement items. Also, the close maintenance of existing equipment is essential in the ongoing operation of our facilities.	Maintain and improve quality of instructional program. Establish and deepen partnerships with businesses, other education providers and municipalities to leverage strengths and increase possible funding sources.	I.4.
	Assess need to upgrade the lab technician position to full-time to accommodate the growing digital needs within the photography and media combined fields. Make appropriate recommendations for hiring.	Improve and maintain the quality of instructional programs, as the expansion of the Mac labs in 1300 & 1800A and stable staffing is essential to support the needs of students and faculty for CTE growth.	A.1., E.3.
	Make appropriate recommendations for hiring. Assess need for a new full-time instructor teaching multi-media in conjunction with photography, arts, graphics, web design, journalism, etc.	Provide support for faculty redesign of curriculum and innovations in instruction.	E.3., C.6., E.4.
	Provide continuing equipment support and on-going funding to purchase technology equipment and software.	Link resource allocations to solutions that address SCC goals and strategies.	E.3.
	Continue revision and expansion of existing courses to encompass multimedia trends.	Provide support for faculty redesign of curriculum and innovations in instruction.	E.4.
Physics	Continue to provide all courses needed for transfer to CSU and UC programs.	Increase student access, as moderate increased in FTEs, as well as low competition from other educational providers, suggest the potential for program expansion.	C.1., C.3., C.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Promote the completion of lower-division transfer courses at SCC.	Improve student access and completion rates, as the possibility exists to continue to increase enrollment and FTEs by encouraging students to complete lower-division Physics courses at SCC.	C.1.
	The AS-T degree for Physics has been submitted, and we are awaiting approval.	Establishment of an AS-T degree in Physics would provide students with additional career pathways and employment opportunities.	A.9., C.7.
Political Science/ International Relations	Assess course offerings and make adjustments to the program accordingly, including consideration of online and Learning Communities Courses	The primary guide for all strategies is implementation and compliance with TMC Transfer Model Curriculum. Increase student access to instructional programs. Improve degree completion and transfer rates.	C.3., C.6., C.7.
	Increase use of technology on course delivery and assessment	Using Technology to improved student success and program assessment/development.	E.3.
	Work with Articulation office to review articulation agreements with four-year colleges and universities and make curricular and program changes needed to maintain agreements. Articulation of any new courses, but also IR-1 must be verified.	Maintain quality of instructional program. Improve transfer rate.	C.7., E.1.
	Develop techniques such as scaffolding for content delivery consistent with and coordinated with Basic Skills needs of students in Political Science courses. PLSC 001 can be seen as a course to utilize basic skills principles.	Improve basic skills of all students and increase success in course and degree completion rates.	B.1., B.2.
	Develop Transfer Model Curriculum and coordinate with Math department faculty and Curriculum Committee to address TMC requirements.	Increase and expedite transfer rates.	C.6., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess enrollment patterns and make recommendations for scheduling.	Increase student access to instructional programs, improve persistence and degree completion rates.	E.5.
Psychology	Assess current curriculum to modify existing courses, develop new courses, and/or new modalities	Increase student access to instructional programs, improve persistence and degree completion rates, and improve transfer rate..	E.1.
	Increase use of technology in course delivery and assessment	Engage students with tools that they are familiar with and motivated to use, in order to improve student persistence and access.	E.1., E.3.
	Articulate courses with four-year colleges, universities, and local high schools.	Increase transfer rates and expedite transfers.	C.7., E.1.
	Work with Basic Skills coordinator to integrate basic skills into psychology courses	Increase persistence and success rates. Address the achievement gap.	B.1.
	Enhance Psychology Club	Provide students with opportunities to connect to the college community, learn about psychology major, career options, and strengthen community partnerships.	H.1., H.7.
	Coordinate with the Human Services Program	Provide applied experiences in the field. Strengthen the Psychology program.	C.6.
	Develop a cohort-based program.	To support ADT psychology majors as they enter SCC to improve retention and persistence rates. Provide mentoring and career counseling.	F.6., F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Reading	Build understanding and support throughout the College for the Reading program. Regularly design and distribute written materials for and/or meet with members of the College community regarding availability of Reading classes and SCC Reading Requirement.	Increase student access to basic skills courses critical to their success (i.e. English 353 and 331) and prepare students to succeed in college level courses. Increase student access to English 62, which is a required course for graduation and transfer to CSU.	B.2., C.1., F.12.
	Work closely with assessment, counseling, and DSP to ensure proper placement for SCC students in Reading classes. Student Success Initiative encourages early placement in basic skills classes.	Increase student retention, persistence and success.	B.3., F.11.
	Extend course availability to include Centers.	Increase student access to basic skills and college level instructional programs. Reading faculty will recommend and evaluate the scheduling of basic skill and transfer level reading classes, the goal being to ensure that Reading classes are taught at all three SCC campuses and serve student needs.	F.9.
	Enlarge English 320 to serve all students (campus wide), i.e., independent instruction in Reading in all disciplines. Restore English 320 to serve all students (campus wide), i.e., independent instruction in Reading in all disciplines by publicizing the existence of the Independent Lab and recruiting students to enroll in the Reading Lab during times when Reading faculty are in the Reading Lab.	Increase student access to basic skills and introductory college-level instruction in Reading, which should assist student persistence, retention, and success.	D.2., E.1., E.5., G.2.
Real Estate	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.
Social Sciences	Assess need for additional full-time Social Science instructor; make appropriate recommendations for hiring.	The program will continue to be an important part of the general education curriculum. Currently, there is no full-time faculty member for this Division. To improve student access and maintain the quality of the instructional program a full time faculty member in this area is needed to cover a variety of specialized courses improving student access.	C.7., E.3.
	Assess demand for current courses and diversify course offerings as appropriate.	This will impact student access, retention, persistence and success, as well as, transfer and completion rates.	E.1.
	Develop and maintain partnerships with community groups/organizations to provide hands-on learning experiences with diverse populations. Explore service learning program for Ethnic Studies courses.	Strengthen community partnerships by while students gain experience that will prepare them with work force skills.	G.3., H.7.
	Work with Articulation office to review articulation agreements with four-year colleges and universities and make curricular and program changes if needed.	Improve transfer rate.	C.7.
	Incorporate basic skills support systems (tutoring, supplemental instruction, embedded tutors) into Social Sciences courses.	Improve persistence, retention and success rates.	B.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Sociology	Incorporate Social Science courses into the Sociology program and explore the possibility of combining Sociology and Social Science programs.	Many of the courses offered as Social Science credits, at most institutions, fall under the Sociology department (i.e. Social Science 22 Race and Ethnicity). This would make it more efficient for students to gain a degree prior to transferring to a four-year institution.	C.7., E.1.
	Assess need to create additional courses and labs in the Sociology program. Make appropriate adjustments to curriculum and program as warranted by assessment results.	Improve the quality of instructional programs.	C.7., E.1.
Sports Medicine/ Fitness Science	Update curriculum as needed by the NATA.	Maintain and improve quality of instructional program and ensure industry validation.	A.11.
	Assess the need for a faculty certified athletic trainer/director position; make appropriate recommendations.	Maintain quality of instructional program.	E.3.
	Assess need for new or replacement instructional equipment/supplies; make appropriate recommendations.	Maintain quality of instructional program.	E.3.
Theater	Develop core theater classes that match California articulation standards.	Improve transfer rates via a re-design of the curriculum that focuses upon core theater competencies emphasizing critical thinking, problem-solving, technical skill building, and career development.	C.7.
	Develop and improve the theater associate degrees and the technical theater certificate. Align and coordinate curriculum with college and university programs as exemplified by the Transfer Model Curriculum.	Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.	A.1., A.9., C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to hire specialized industry professionals to work with students in order to provide a richer educational experience.	Promote programs and partnerships with businesses, industries, and government agencies that build CTE capacity and improve CTE delivery.	A.6.
	Create an effective marketing strategy, including a more effective outreach strategy with public schools.	Build pathways for students from high schools to college through middle college programs located at multiple SCC sites.	F.15, G.2.
	Encourage cross-disciplinary cooperation with music, dance, communication, English, history, and video production faculty.	Strengthen connections between students using learning communities and peer learning opportunities. Create opportunities in both physical And web-based settings for students to gather, work and collaborate.	C.6., H.1., H.5.
	Work with music, dance, communication, English, history, and video production faculty to maximize the effectiveness of the theater renovation project.	Host conferences and community events on campus and at centers to increase use and community awareness of facilities.	C.6., G.4.
	Restructure support staffing of the costume shop and the box office. Work with administration and representative unions to accurately reflect job descriptions.	Link resource allocations to solutions that address SCC goals and strategies.	E.3.
	Continue to make the theater facility available for community use.	Host conferences and community events on campus and at centers to increase use and community awareness of facilities.	G.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Water & Wastewater Technology	Assess need to expand course offerings and plan offerings accordingly. Assess need to additional faculty and make appropriate recommendations.	Recent increases in faculty and expanded course offerings and demand for certificate programs will likely increase FTES and enrollment, which have dramatically increased in this program over the past five academic years. Retirement of many current employees as well as overall population growth will likely increase the need for trained professionals.	A.1., E.1., 2, 3
	Continue to integrate industry standards into program by updating the curriculum and by using industry-required skills as SLOs.	Enhance student employability and workforce readiness.	A.11.
	Develop marketing strategy for current and potential students as well as local industry/employment groups.	Developing a marketing strategy for the program will support increases in student enrollment. Expanded or enhanced partnerships with treatment plants could help students connect to employment options and fill vacant positions.	A.1., 6
	Assess the potential to develop a "fast-track" program (two years or three semesters).	Increase student access to instructional programs.	E.1.
	Support the industry advisory committee for curriculum and equipment review.	Ensure required industry validation of programs.	A.2.
	Assess supply budget needs for program expansion; make appropriate recommendations.	Maintain and improve quality of instructional program.	E.1.
	Work with related programs to ensure students have needed math and science skills.	Improve student persistence, retention, and success. Address the achievement gap.	A.3., B.1, B.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Create new courses to address changing trends in the industry.	Maintain and improve quality of instructional program.	A.1.
Welding	Review and revise curriculum to meet industry standards.	Maintain and improve quality of instructional program.	A.1., A.10.
	Assess need for an Instructional Assistant at .5 FTE; make appropriate recommendations for hiring.	Maintain and improve quality of instructional program, assist with decreasing loss and improving student success.	A.1., E.3.
	Develop active community advisory committee.	Develop workforce ready career and technical graduates who meet industry needs and standards.	A.2.
	Become a certified training/testing center and incorporate relevant national AWS certifications into curriculum.	Develop workforce ready career and technical graduates who meet industry needs and standards.	A.11.
	Explore adding fabrication skills with emphasis on green industry technology.	Strengthen existing welding program and increase student access to industry-specific jobs.	A.1.
	Add additional daytime classes to utilize existing facilities.	Increase student access to instructional programs.	E.5.
	Explore the possibility of acquiring Acquire “Plasma Cam” equipment and software.	Developing workforce ready career and technical graduates able to use latest equipment in industry.	A.1., E.3.

Chapter 8: Direction for Technology

Solano Community College (SCC) students and faculty are becoming increasingly technologically savvy, and our society's expectations for high-caliber technology and innovation continue to grow. Solano Community College strives to increase technological access to a full range of educational resources, and prepare students to meet the technologically rigorous demands of today's workplace.

This chapter **outlines technology focus areas and strategies, and anticipated technology projects** planned to support student success and achieve SCC's broader mission.

Background

Technology and Library Services at SCC are now a single operating division. There is a natural affinity between these two service areas with shared purposes related to organizing, storing, managing and delivering information that is content-rich, timely, and accurate. Moving forward, this unified structure will create efficiencies and allow SCC to streamline efforts to support technology communication systems campus-wide.

Education Technology Focus Areas

The overarching endeavor for SCC's education technology over the next decade and beyond is to deliver world-class customer satisfaction (92.5% satisfaction rating) to all of our constituents—students, faculty, staff, and our global community. This will be accomplished by providing an outstanding user experience, ubiquitous access to educational resources, information, and materials through the creative use of technology and communication systems. The following ten education technology focus areas are central to SCC's success in delivering the highest quality user experience and satisfaction, and thereby contributing to world-class education delivery.

- **Ubiquitous access to technology**—Expand access with increasing emphasis on mobile devices and user-friendly online learning resources to facilitate anytime, anyplace, anyhow learning.
- **Bring-Your-Own-Device capability**—Deliver a comprehensive college-wide Bring-Your-Own-Device (BYOD) capability to allow students to use devices that they own and with which they are comfortable/familiar, and to continue their learning anywhere on any Solano Campus.
- **Distance education programs**—Expand and develop distance education courses to capitalize on the value of ubiquitous access and BYOD tactics.

- **Online education resources**—Build a library of online education/program resources and media, instantly available to all students in real time.
- **Virtualization**—Offer greater use of virtualization for servers and student-centric end-user devices; maintain a consistent look and feel across multiple platforms, allowing students and staff to focus on the content not the technology.
- **Online education management**—Increase capability in the area of online education management by students, faculty, and support staff.
- **Financial planning tools**—Provide better access to financial aid and financial planning tools.
- **Digital library capability**—Build greater digital library capability including e-text books, enhanced document scanning, digitization, OCR, and digital document capabilities.
- **Notepad device checkout**—Develop a "notepad device" checkout program to allow students to download multiple e-textbooks onto a single device.
- **Rich library media**—Develop a media and streamed media storage, and management and delivery capabilities within the library system.

Technology Strategies

Reliable technology infrastructure is essential to providing SCC students with the highest quality education. To this end, technology infrastructure should be designed and built to deliver a Service Level Agreement including Four Nines Uptime (99.99% system availability, excluding planned maintenance). This represents less than one hour of unplanned downtime per year. Below are the strategies aimed at supporting the technology focus areas and accomplishing SCC's broader mission.

- Replace existing EOL Server and Communications Infrastructure, upgrade to 10GB college-wide capability to support BYOD and rich media needs including: File Server Upgrades, Consolidation and Virtualization; WiFi; Core Switches; Edge Switches; and Fiber Optics.
- Replace existing End Of Life (EOL) and expand non-EOL storage infrastructure to include next generation storage (including cloud storage) to meet the exponential growth in demand associated with delivering general education technology, and library technology themes and trends.
- Develop a cloud based failover and capacity on-demand capability to ensure "Four Nines" availability of digital education resources.

- Launch SCC WEB 3.0, a more student-centric application that provides enhanced online education delivery, education planning, and financial aid planning.
- Develop a comprehensive staff development capability in the use of information and education technologies, for all IT, Library, Faculty, Adjunct, and support staff.

Anticipated Technology Projects

The following table presents SCC's technology projects anticipated in 2014/2015. Projects are listed along with desired outcomes, best-case scenario schedule targets, and related EMP goals.

PROJECT	DESIRED OUTCOME	TARGET SCHEDULE	RELATED EMP GOALS
Virtual Desktops	Proposed Pilot at Vallejo: Upgrade network 10GB (switches and Wi-Fi) and deploy virtual desktops.	On hold	Goal F Goal G
Phone/PBX Refresh	Replace EOL VOIP phone system (Already EOL; end of Support April 2014): Unified Messaging Call Manager, Call Center and Contact Center, IM, Presence, Voice and Video Capability, Emergency Comms (Informocast). Phone in every classroom.	Start: on completion of Ph 1 Network Upgrade	Goal F
Phase 1 Network Upgrade, Switches, ISE, Wi-Fi	<p>Replace HP switches (EOS) with Next Generation Switches and Wi-Fi support switches per new district standards.</p> <p>Upgrade Clean Access to ISE (Identity Services Engine for BYOD management).</p> <p>Deploy new WiFi. (Current Trapeze EOS).</p> <p>WiFi problem to fix: EOS replace existing systems now; then conduct site survey followed by full upgrade; and prepare for BYOD capability.</p>	Start: Fall 2014	Goal F

PROJECT	DESIRED OUTCOME	TARGET SCHEDULE	RELATED EMP GOALS
Network and Systems Management System	Implement network monitoring and management systems: <ol style="list-style-type: none"> 1. Compellant Enterprise, Manager for SAN (currently in use) 2. Nagios (under evaluation) 3. Airwave/Aruba Networks network monitoring (Ph 1 Network Upgrade) 	Initial data center system monitoring installed	Goal F
Disaster Recovery	Provide cloud based "hot" site disaster recovery capability for critical systems. Outsource planning and implementation (Cloud, SaaS).	Research of vendor and systems in process	Goal F Goal G
Enterprise Systems Virtualization	Complete Banner Virtualization, virtualize all other Enterprise Software Systems.	Complete: Summer 2014	Goal F

Chapter 9: Envisioning the Future

While developing the Educational Master Plan, a number of ideas emerged for transformative changes at Solano Community College (SCC). These concepts have the potential to enhance programs, foster collaboration between disciplines and better connect the college to the community.

This chapter **describes each transformative concept** in terms of its relationship to SCC's mission and the Educational Master Plan (EMP) goals and objectives.

Transformative Opportunities

The transformative concepts are presented below in no particular order, and they are not necessarily mutually exclusive. However, in an environment of limited resources, SCC will have to make decisions about the future direction of the College, and weigh the extent to which the opportunities relate to the mission and surrounding higher education options. The transformative opportunities are grouped into several main categories (not priority ranked):

- A. Explore strong local or emerging markets**
- B. Take advantage of/maximize unique partnerships**
- C. Enhance campus life and embrace new ways of learning**
- D. Forge new interdisciplinary collaborations**

A. EXPLORE STRONG LOCAL OR EMERGING MARKETS

To take advantage of the local economic opportunities, SCC can align efforts with the following local and emerging markets.

A.1 Agricultural and Food Science Center

Concept: Combine a variety of existing specialties to serve the important local and international food production, processing, and distribution industries. By utilizing available land at existing SCC locations in conjunction with specialized learning spaces, this center would support innovation in sustainable food production at all scales, maximizing nutrition and adding value to local goods.



Programmatic Rationale: This center would create interconnections between existing Solano programs such as Horticulture, Nutrition, and Biology to support one of Solano County's most important economic sectors. Trends and opportunities related to this concept include:

- Leveraging the recent attention focused on local and large-scale agriculture for a variety of health, environmental, and economic benefits.
- Aligning with the trend of re-evaluating complete food systems of individual communities, the nation, and the world in order to identify improvements in raw ingredients and processed products, and to improve methods of distribution and delivery.
- Opening doors for enhanced transfer partnerships with UC Davis due to agricultural focus.
- Supporting a major economic driver in Solano County through state-of-the-art programs.
- Integrating multiple disciplines including horticulture, nutrition, biology, and food business, among others.



A.2 Corporate Training and Innovation Center

Concept: Develop a corporate center for contract education. The center would serve Solano County and beyond, providing high-quality contract education programs for adults, and fostering innovation and entrepreneurs of all ages. The center would be designed to be self-sustaining and to ideally generate revenues to support other programs in the District.



Programmatic Rationale: This center would provide a needed service to the community by offering customized programs to employers and businesses in the county. It would fulfill the lifelong learning mission in a different way than previously considered. These not-for-credit programs would be directly tied to the economic demands and needs of the community. Trends and opportunities related to this concept include:



- Addressing the county-wide need for large meeting and convention space.
- Positioning Solano Community College District as a major corporate service provider for meetings, trainings, and educational events.
- Providing continuing education to support ongoing workforce development and training needs.

A.3 Reactivated Adaptive Physical Education Center

Concept: Reactivate existing state-of-the-art adaptive physical education space at the Fairfield campus.

Programmatic Rationale: Expand program offerings in a growing field of adaptive physical education. Trends and opportunities related to this concept include:

- Responding to market demands to increase health and wellness programs.
- Providing opportunities for returning veterans for rehabilitation, as well as training for future careers in the field.

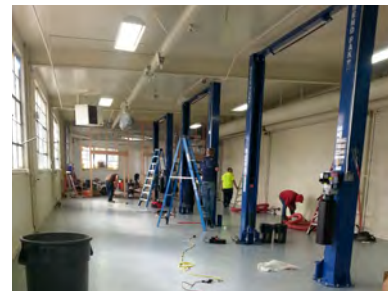


A.4 Reactivated Auto Technology Center

Concept: Reactivate the existing Auto Technology program at the Vallejo campus.

Programmatic Rationale: Offer specialized program offerings in the growing field of “green” automotive technology. Trends and opportunities related to this concept include:

- Responding to market demands to increase the abilities of service technicians to work on hybrid and electric vehicles.
- Providing opportunities for students to work with the latest technological advances on state-of-the-art equipment.



B. LEVERAGE UNIQUE PARTNERSHIPS

Solano Community College can be the go-to educational partner in the service area by exploring and implementing strategic partnerships.

B.1 Aeronautic Education Center

Concept: Create a new educational center in partnership with the Jimmy Doolittle Air and Space Museum at the Nut Tree Airport.

Programmatic Rationale: Expand the aeronautics program to serve new for-profit and non-profit entities locating at the Nut Tree Airport. Trends and opportunities related to this concept include:

- Responding to rapid recent growth in the aeronautics program.
- Potentially relocating the Jimmy Doolittle Air and Space Museum to the Nut Tree Airport.
- Creating new jobs and expanded opportunities for business partnerships through the location of new aviation businesses at the Nut Tree Airport.



B.2 Co-curricular Center at Winters High School

Concept: Develop a classroom and small business incubator space on the Winters High School campus in partnership with the school district and the community. The center should also house incubator space for small businesses, a major source of economic growth and potential contributors to the college community.

Programmatic Rationale: Expand access by offering co-curricular and college classes in the Winters community. Trends and opportunities related to this concept include:

- Increasing access to college level courses, including engineering, for Winters area students.
- Providing creative space to support small business development.



C. ENHANCE CAMPUS LIFE AND EMBRACE NEW WAYS OF LEARNING

Students learn differently than when SCC was first built. There is a higher value and need for small group interactions, group projects, and spaces where students can talk comfortably without being shushed.

C.1 Academic Success Center

Concept: Create a new cluster of services to reshape how students access SCC, get support, and participate in learning, studying, and interacting on campus. The concept expands on the classic idea of a library to allow for more social learning, counselor and mentoring spaces, computer access and resources, and other learning support facilities.



Programmatic Rationale: This concept addresses basic skills, transfer, access, equity, and success head-on. The focus is to create programs and spaces that engage students. Trends and opportunities related to this concept include:

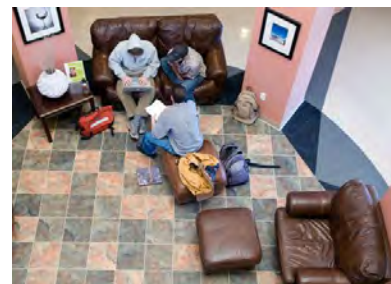


- Responding to the projected increase in basic skills students; aligning with the State and national focus on improving student access, retention, persistence and success requires an increased focus on support services to help students more effectively matriculate, navigate the academic environment, build their skills, and access the wealth of information and resources they need to reach their educational goals.
- Providing technology and access to computers is critical to student success; ensuring the availability of these tools for all students, including those who may not be able to afford them, is vital.

C.2 Collaborative Learning Spaces

Concept: Create small group learning spaces at all SCC locations.

Programmatic Rationale: With more students taking heavier class loads and holding higher expectations for collaborative and group work, campus buildings need to be modified to support on-campus studying and meeting. Trends and opportunities related to this concept include:



- Encouraging interactions among faculty, staff, and students through informal working spaces.
- Retrofitting existing spaces makes efficient use of community investment in buildings.



D. FORGE NEW INTERDISCIPLINARY COLLABORATIONS

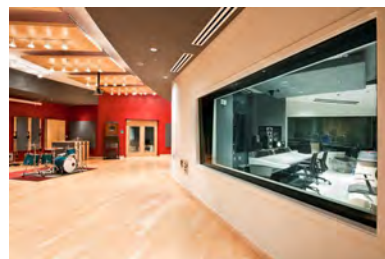
Breaking down barriers between traditional disciplines creates new opportunities for innovation among educators and students.

D.1 Center for Digital Media, Creative, and Performing Arts

Concept: Integrate creative and performing arts with design and digital media programs through shared classroom, specialized, and informal learning spaces.

Programmatic Rationale: Combine the inspiration and content creation of the creative and performing arts with the opportunity to present and transform them through digital media. Trends and opportunities include:

- Collecting arts and digital media spaces around shared space maximizes the opportunity for collaboration.
- Supporting the ongoing creation of new content to record, transform, and present through digital media.
- Utilizing new media to expand creative potential and exposure in performing and creative arts.



D.2 Center for Science, Technology, Engineering and Mathematics (STEM)

Concept: Create a multi-disciplinary center with a strong program identity around STEM disciplines.

Programmatic Rationale: Bolster efforts to attract students to STEM disciplines in line with 21st century economic needs and demands. Trends and opportunities related to this concept include:

- Generating student excitement around state-of-the-art facilities and equipment.
- Strengthening connections between academic studies and real-world STEM applications to increase the relevance of these critical skills. The potential development of a new Bio-Technology program in Vacaville would be located near companies who provide jobs in “Big Pharma.”



D.3 Workforce Development Center

Concept: Develop a state-of-the-art career technical center combining multiple disciplines at SCC. The center would offer the ability to build career-centric programs focused on a “new” approach to manufacturing, engineering, and technology-oriented businesses. This approach will attract those who want to learn technical skills to launch high-paying careers, but are not interested in transfer BA degree programs.

Programmatic Rationale: This concept is focused on reinvigorating SCC’s career technical program. Trends and opportunities related to this concept include:

- Supporting the need for more educated and skilled workers in the US who can help operate, maintain, and innovate in order to sustain and grow the manufactured goods sector.
- Increasing productivity, which is directly related to increase in automated, highly technical manufacturing plants, and technologies that require new skills and relevant training equipment.
- Integrating contextual learning opportunities with traditional career technical education.



Space and Resources for New and Expanding Programs

While absolute growth is constrained, SCC continues to have opportunities to refocus program offerings and improve and upgrade facilities that will enhance teaching and learning in basic skills, career and technical education, and transfer programs. Specific facility implications that originated in the direction described for academic programs and student services in chapters 6 and 7 have been incorporated into the Facilities Master Plan development.

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STUDENT FORUM

OCT. 23, 2013

1) what do you do to complete all your school work?

- * have a big picture in mind
- * know what's your goal
- * have a motivation
- * work with others
- * want a good GPA

2) what's your biggest obstacle in college?

- * try to fit with teachers
- * to begin a new life as a college student
- * have people to support
- * time

3) what motivates you to stay on track?

- * A better path to be someone in life
- * a second chance for people that come out of prison
- * to make family proud
- * improve their way of living

4) what's the best way to support academic success?

- * be involved in school
- * do all your school work
- * know what you really want to major in
- * focus
- * keep in touch with teachers
- * believe in yourself
- * inspire yourself
- * more office hours and resources
- * more financial aid * Veterans have their own building

5) how does Solano staff know that I care about my success?

- * follow the rules on campus
- * have the right information for the right people
- * extend library hours
- * have a strong foundation
- * get along with other students and staff

- * help each other

6) what are the two main factors for your success?

- * Who are you doing this for
- * some staff gives a lot of motivation (Jose)
- * network with other people
- * mentorship program (needs to be expand)
- * have great teachers
- * hands on learning

7) What makes you feel connected to college?

- * Veterans affair community
- * some students don't feel connected need to get the word out
- * more activities
- * activity center for all students

8) What can this college do to make students successful?

- * talk to teachers for help
- * teachers need to make students more countable for classes
- * extend the help
- * motivate teachers and counselors
- * reach out to students
- * inspire students

9) How would you feel to make orientation mandatory?

- * It will be great
- * it can help students get the info they need

10) What's the plan to make the information go out?

- * tell people about the transfer center
- * get the word out
- * have guess speakers
- * make website friendlier to look at
- * have links to clubs

11) What type of surveys can we do to make the school better?

- * Library hours
- * students path

- * e-mail the surveys

12) How can we take away the negative image of this college?

- * make students more prepared
- * give more support
- * teachers to get more involved

13) What made you decide to come to Solano?

- * To get my degree
- * better way of living
- * transfer to a UC

14) What has been one big obstacle in college?

- * Money
- * time
- * been a parent
- * apathy
- * personal life
- * confidence /fear

15) How do instructors show they care?

- * They give up their own time to help students
- * give good compliments
- * relate material to real life

16) In what class you learn the most and why?

- * Counselor class / gives good advice
- * organic chemistry/ gives more knowledge
- * math/ obtain passion for it
- * physics / got more prepared for the future
- * foreign language / builds confidence and awareness teachers are inspirational

17) How to get help on finding their goal?

- * Individual has to know
- * give advice* mentors
- * students talk to teachers for advice

2013-2014
Solano Community College
Cohort Default Rate (CDR) Taskforce/Team

Agenda

Thursday November 21, 2013

3:30 pm—5:00 pm

Room 101 Academic Success Center
Fairfield Campus

- I. Analyze revised Solano data components (Peter Cammish)
- II. Define Target Groups
 - a. Need 3 additional
- III. Determine Interventions
 - a. For 3 additional
- IV. Develop Measures
 - a. For 3 additional
- V. Wrap Up
 - a. Write up Plan w/o 11/25
 - b. Consultant Review week of 12/2
 - c. Submit Plan to Dept of Ed 12/19
- VI. Next Meeting: TBD as needed (January/ February)

Default Prevention Plan

For
Solano Community College

This plan is being created pursuant to the requirements in the three year cohort default rate regulations at 34 C.F.R. 668.217 (regulation). Solano Community College had an official cohort of 31.5% for the FY 10 three-year calculation.

The structure of the Solano Community College Default Prevention Plan will follow the requirements in the regulations as follows:

- Part 1: Description of our Default Prevention Task Force
- Part 2: Analysis of Data
- Part 3: Steps/Interventions to Reduce Default Risk and Default Rates
- Part 4: Measuring the Effectiveness of Interventions
- Part 5: Monitoring Plan Implementation

We have also added several non-regulatory sections to complete our institution-wide plan:

- Part 6: Utilizing Resources of Federal Servicers
- Part 7: Other Default Prevention Activities

Part 1: Solano Community College Default Prevention Task Force

Solano Community College has created a default prevention task force as required by the regulation at 34 CFR 668.217. The Task Force is responsible for overseeing the entire default prevention effort, performing an executive and management function for the life of the project.

Make-up of Our Default Prevention Task Force:

Solano Community College understands that the task force is required by regulation at 34 CFR 668.217. Given that student loan default risk arises, in part, from many aspects of institutional operation, a task force has been created that represents all parts of the Solano Community College community. Here are the members of our task force and the area of institutional operation each represents:

Name of task force members	Title/Role/representing
Robin Darcangelo	Associate Dean of Students, Financial Aid, EOPS, & Veteran
Shirley Lewis	Chief Student Services Officer/Dean of Student Services

Peter Cammish	Dean of Research, Planning & Effectiveness
Charles Spillner	Faculty/Academic Success Coordinator
Jose Ballesteros	Interim Director of Student Development & MESA
Shemila Johnson	Public Relations & Outreach Manager
Barbara Fountain	Associate Dean of A&R, Assessment & Scheduling
Francesca Sisto	Financial Aid Systems Analyst
Maureen Mason-Muyco	Financial Aid Lead Specialist
Patricia Young	Career & Job Placement Coordinator
Pei-Lin Van't Hul	Lead Research Analyst
LaNae Jaimez	Faculty/Academic Senate Secretary
Joel Powell	Faculty
Melissa Reeve	Faculty/Basic Skills Coordinator
Barbara Pavao	Interim Dean of Counseling
Kamber Sta. Maria	EOPS Counselor/FYSI Coordinator

Role of Our Default Prevention Task Force

As mentioned above, our task force will perform an executive and management function in the default prevention process, from creating the default prevention plan to monitoring results and making changes as necessary in the future. Here are the responsibilities of our task force:

- The task force has conducted an analysis to determine who is defaulting, and why.
- The task force has created, from this analysis, a set of measureable interventions/steps that address the results of the foregoing analysis (i.e., risk that comes from poor educational outcomes, poor employment outcomes and/or poor repayment outcomes)
- The task force has created a set of strategies to execute these steps, assigning responsibility for carrying out these steps; establishing a set of measures to determine the effectiveness of these efforts; establishing deadlines for reporting results.
- The task force will monitor and measure the results of these steps and where necessary, make adjustments so that our goals will be achieved; and

- The task force will, as it deems necessary, take other general steps to reduce both default rates and default risk among Solano Community College student borrowers.

Part 2: Analysis of data

This section will identify those borrowers who, based upon the analysis of data by the task force, appear to have a higher risk of loan default, and why.

The task force used, as a study sample, defaulting borrowers from our FY 11 and FY 12 cohorts. We chose these particular defaulters because they represent students who were most recently enrolled, and who most recently defaulted. We believe that these defaulters more closely represent those current and future borrowers we hope to influence through the interventions described in this plan.

The number of defaulters in each FY population is as follows:

- **FY 11 = 140**
- **FY 12 = 91**
- **Total: 231**

The following represents the results of our analysis and identifies students who enroll in Solano Community College and who, we believe, are at greatest risk of student loan default in the future, and why:

We initially identified 4 target groups

- **Basic Skills Students (Math & English)**
- **Students Age 18 – 35**
- **Students on Academic Probation**
- **Students entering their 5th semester and not making progress towards completion (degree/certificate)**

The default percentages for the four target groups are as follows.

- **Basic Skills Students (Math & English) (57%)**
- **Students Age 18 – 35 (66%)**
- **Students on Academic Probation (43%)**
- **Students entering their 5th semester and not making progress towards completion (degree/certificate) (34%)**

Part 3: Steps/Interventions to Reduce Default Rates and Default Risk and Assignment of Responsibility:

Default risk arises, in general, from poor educational outcomes, poor employment outcomes and/or poor repayment outcomes. This was certainly the case at Solano Community College. As we articulated in Part 2 above, Solano Community College's default risk is being driven by, in most cases, a combination of these factors. Our interventions will include steps which are designed to address the nature of the risk identified. As you will see, poor educational outcomes and poor repayment outcomes were the primary driver of default risk among student borrowers at Solano Community College. Our corresponding interventions include both student success and student repayment components. Below we have described the interventions that will become the core of the Solano Community College default prevention plan, together with the person/entity responsible for carrying them out:

Target Group 1: Basic Skill Students (Math and English)

The Task Force review of the data indicates that students who are enrolled in Basic Skills education have a significantly higher risk of loan default than students who are enrolled in other programs. Moreover students who are enrolled in Basic Skills education and who do not do well academically have a higher risk of defaulting. We have created the following interventions for these students to (1) be more successful academically and (2) to increase their chances of repayment success.

The interventions we will implement starting spring 2014 are as follows:

- A. Financial Aid will provide in-person loan counseling workshops for students. These workshops will be provided twice a month throughout the semester. Financial aid will be responsible for this intervention.
- B. The College will be collecting extra contact information from students to include three emergency contacts as well as updating student contact information each semester. Financial aid, Admissions and Records and Information Technology will be responsible for updating and monitoring this intervention.

- C. Students will be required to complete a Comprehensive Educational Plan for the completion of their degree or certificate program. The Counseling division will be responsible for this intervention and Financial Aid will monitor the receipt of Student Educational Plan.
- D. The Financial Aid Office will require that students enrolled in remedial education set up an online account with their Federal loan servicer.

Target Group 2: Students Ages 18-35

The Task Force review of the data indicates that students who between the ages of 18 – 35 have a significantly higher risk of loan default than students who not in this range. Moreover students in this age range and are borrowing have a higher risk of defaulting. We have created the following interventions for these students to (1) be more successful academically and (2) to increase their chances of repayment success.

- A. Financial Aid will require students to create an online account with their loan servicer after first disbursement. Financial Aid will be responsible for tracking this intervention.
- B. Financial Aid will provide an online Financial Literacy workshop. Financial Aid will be responsible for this intervention.
- C. Faculty will emphasize Solano Community College's attendance policy in all course syllabi and review with students at the start of each semester. Faculty will be responsible for dropping students for nonattendance per SCC's attendance policy. Additional communication will be conveyed at Flex-Cal, Dean's meeting, Presidents Cabinet, ALG and ASSC. Faculty will be responsible for this intervention.

Target Group 3: Students on Academic Probation

The Task Force review of the data indicates that students who are on Academic Probation have a significantly higher risk of loan default than students who are academically successful. Students who are on Academic Probation and who do not do well academically have a higher risk of defaulting. We have created the following interventions for these students to (1) be more successful academically and (2) to increase their chances of repayment success.

- A. Students on Academic Probation will be required to submit a 6 week progress report for all enrolled courses to Financial Aid. Faculty will be responsible for filling out the progress reports and Financial Aid will track and monitor receipt of the reports.
- B. Financial Aid will alert the Counseling Division to set up a student appointment to discuss options and possible referral for support services. These include the Tutoring

Center, Academic Success Center and the Career Center. Admissions and Records will identify students on academic probation. Financial Aid will alert counseling who reach out to students.

- C. Academic Success Center will provide workshops throughout the semester. The Academic Success Coordinator will be responsible for this intervention.
- D. The Financial Aid Office will collect additional contact information from students on probation.
- E. The Financial Aid Office will require that students set up an online account with their Federal loan servicer as a condition of getting off probation.

Target Group 4: Students Entering 5th term who are not making progress towards completion

The Task Force review of the data indicates that students who are not making progress towards completion of their degree or certificate program have a significantly higher risk of loan default than students who complete their programs. We have created the following interventions for these students to (1) be more successful academically and (2) to increase their chances of repayment success.

- A. College will provide communication with students regarding Counseling, Transfer Center and Career Center information. The Admissions and Records office and Counseling will be responsible for this intervention.
- B. Students will be required to make a Career Center and/or Transfer Center Appointment for more information towards Gainful Employment or transfer to 4 – year institution. Career Center and Transfer Center Staff will be responsible for this intervention.
- C. Student will be required to make a counseling appointment to have their transcripts evaluated for graduation. Counseling will be responsible for this intervention. (It is recommended that the college implements an online tool for degree planning and completion requirements)
- D. The Financial Aid Office will collect additional contact information from students flagged as not making progress toward program completion after the fifth term.
- E. The Financial Aid Office will require that students flagged as not making progress toward program completion after the fifth term set up an online account with their Federal loan servicer.

Part 4: Measuring the Effectiveness of Our Interventions

The results of this implementation process will be reported back to, and measured and monitored by, the Solano Community College Default Prevention Task Force. Here is how the Task Force will measure the effectiveness of the steps to be taken in our default prevention plan:

Target Group 1: Basic Skill Students (Math and English)

- A. Financial Aid will provide in-person loan counseling workshops for students. These Workshops will be provided twice a month throughout the semester. Financial aid will be responsible for this intervention.
 - a. We will measure participation rates throughout the semester by taking attendance at each workshop.
- B. The College will be collecting extra contact information from students to include three emergency contacts as well as updating student contact information each semester. Financial aid, Admissions and Records and Information Technology will be responsible for updating and monitoring this intervention.
 - a. We will measure participation rates throughout the semester by tracking updated information in our BANNER system.
- C. Students will be required to complete a Comprehensive Educational Plan for the duration of their degree or certificate program. The Counseling division will be responsible for this intervention and Financial Aid will monitor the receipt of Student Educational Plan.
 - a. We will measure completion rates throughout the semester in the SARS application and by the receipt of the comprehensive educational plans.
- D. The Financial Aid Office will require that the student come to the FA office and set up an online account with their Federal Servicer, with a screen shot made and stored to record the event.

Target Group 2: Students Ages 18-35

- A. Financial Aid will require students to create an online account with their loan servicer after first disbursement. Financial Aid will be responsible for tracking this intervention.
 - a. We will measure the participation rates throughout the semester by tracking results provided by service providers and in SCC's BANNER system.
- B. Financial Aid will provide an online Financial Literacy workshop. Financial Aid will be responsible for this intervention.

- a. We will measure participation rates throughout the semester by tracking online participation.
- C. Faculty will emphasize Solano Community College's attendance policy in all course syllabi and review with students at the start of each semester. Faculty will be responsible for dropping students for nonattendance per SCC's attendance policy. Additional communication will be conveyed at Flex-Cal, Dean's meeting, Presidents Cabinet, ALG and ASSC. Faculty will be responsible for this intervention.
 - a. We will measure the participation by reviewing faculty data each semester.
- D. The Financial Aid Office will make sure that supplemental contact information is collected and stored for later use as necessary should the borrower need to be contacted during repayment.

Target Group 3: Students on Academic Probation

- A. Students on Academic Probation will be required to submit a 6 week progress report for all enrolled course to Financial Aid. Faculty will be responsible for filling out progress report and Financial Aid will track and monitor receipt of the reports.
 - a. We will measure the completion rates by tracking the number of progress reports collected throughout the semester.
- B. Financial Aid will alert the Counseling Division to set up a student appointment to discuss options and possible referral for support services. These include the Tutoring Center, Academic Success Center and the Career Center. Admissions and Records will identify students on academic probation. Financial Aid will alert counseling who reach out to students.
 - a. We will measure participation using SARS.
- C. Academic Success Center will provide workshops throughout the semester. The Academic Success Coordinator will be responsible for this intervention.
 - a. We will measure participation and completion by taking attendance and conducting an exit survey at each workshop.
- D. The Financial Aid Office will make sure that supplemental contact information is collected and stored for later use as necessary should the borrower need to be contacted during repayment.
- E. The Financial Aid Office will require that the student come to the FA office and set up an online account with their Federal Servicer, with a screen shot made and stored to record the event.

Target Group 4: Students Entering 5th term who are not making progress towards completion of their Degree or Certificate program.

- A. College will provide communication with students regarding Counseling, Transfer Center and Career Center information. The Admissions and Records office and Counseling will be responsible for this intervention.
 - a. We will measure completion by tracking completion of email blasts sent out to each student.
- B. Students will be required to make a Career Center and/or Transfer Center Appointment for more information towards Gainful Employment or transfer to 4 – year institution. Career Center and Transfer Center Staff will be responsible for this intervention.
 - a. We will measure participation using SARS.
- C. Student will be required to make a counseling appointment to have their transcripts evaluated for graduation. Counseling will be responsible for this intervention. (It is recommended that the college implements an online tool for degree planning and completion requirements (Degree Works))
 - a. We will measure participation by using SARS.
- D. The Financial Aid Office will make sure that supplemental contact information is collected and stored for later use as necessary should the borrower need to be contacted during repayment.
- E. The Financial Aid Office will require that the student come to the FA office and set up an online account with their Federal Servicer, with a screen shot made and stored to record the event.

At this time Solano Community College will not require that all borrowers go to their Federal Servicers Website and establish an online account. Our focus will be providing additional support for our at-risk borrowers. Once we have completed this activity, and if it proves to be an effective strategy, we may consider making it a requirement for all borrows.

Part 5: Monitoring

The Solano Community College's Default Prevention Task Force has established the following monitoring process to allow the task force to keep track of the (1) the targeted high risk group, (2) the action to be taken, (3) how the action will be measured, (4) the owner of the specific intervention; (5) actual results and date results were reported. We have attached our implementation and monitoring document for your review.

The task force will meet quarterly to review the results of these efforts and, where necessary, make adjustments to achieve our goals.

Part 6: Utilizing the resources of Federal Servicers:

Using a census of servicers working with FY 11 and FY 12 borrowers, Solano Community College has identified our top two Federal Servicers: Sallie Mae, Nelnet. The Default Prevention Task Force has reviewed the resources available from these Federal servicers. We have elected to utilize the resources of these four servicers in support of the default prevention aims of this plan, as follows:

Sallie Mae:

<http://go.salliemae.com/content/edServicing/CollegeServ/>

- 1) College Service Team
 - a) School Servicing Guide
 - b) OpenNetFile
- 2) Delinquency Management and Default Prevention Tools
 - a) Default Prevention: Guiding Students Along the Path to Success
 - b) Counseling Delinquent Borrowers: A guide to help schools reduce delinquency and default
 - c) Default Management, Skip Trace, and Portfolio Reports
- 3) Repayment Plan Fact Sheet (PDF)
- 4) Top 10 things to do when it's time to repay your student loans (PDF)
- 5) My Monthly Budget (PDF)

Nelnet:

<http://www.nelnetloanservicing.com/portfolios/default-prevention-2/>

1. Delinquent communications begin at five days past due
 - Delinquent customers will receive up to five phone calls per month from 31–210 days past due

- Delinquent customers will receive up to four emails per month from 31–210 days past due
 - All customers receive monthly statements via email or letter
 - Customers receive payment reminders or other text alerts should they opt in
2. Nelnet offers default prevention letters for schools to send to their loan borrowers with tips on how to avoid defaulting.
 3. Nelnet also offers a fee based program called “Responsible Repay” this is a financial wellness and default prevention program that gives students tools and financial literacy education. This gives students a long term solution for success.

Part 7: Other default prevention activities

The Solano Community College Default Prevention Task Force has determined that some additional broad efforts will be needed to reduce student loan default in the near and long term. In this regard, the school has initiated several efforts to reduce loan default among FY 12 and FY 13 delinquent borrows, as follows:

1. **Short Term:** With the assistance of an outside consultant, Parker, Pierson and Associates, and the CCCCO, the school has identified a third party servicer, ECMC, which will provide supplemental servicing support for our FY 12 and FY 13 delinquent borrowers. The effort will be monitored by both the school and our consultants on a monthly basis to insure that the contractor is meeting the objectives of this short-term contract. The Task Force will be monitoring these results and providing school leadership with quarterly reports about the status of delinquent borrows and our projected cohort default rates for these two open years.
2. **Long Term:** The CCCCO has begun a system-wide effort to increase both student persistence and student success among students who enroll in community colleges. The Task Force will be monitoring these efforts, and meeting periodically with the Solano Community College administration, to discuss those areas in which the teams can work collaboratively to both increase student success and reduce default risk among current and future students. The Solano Community Task Force will be reviewing data on a continuous basis and updating our default management plan as needed for overall student success.

Part 8: Conclusion

The Solano Community College Default Prevention Task Force understands that our default prevention efforts must focus on both short term and long term efforts to reduce both default rates among students who have received loan and are already in repayment, and default risk

among those students who are currently enrolled or who will enroll in Solano Community College in the future. We understand that these efforts will combine strategies which are both targeted and general in nature. We will be monitoring the results of the efforts described in this plan and making adjustments as necessary to meet our institutional goals. We will continue to seek additional opportunities to both reduce default rates and default risk.

If you have questions about any aspect of this plan or the operation of our Default Prevention Task Force, please contact:

Solano Community College

Primary Contact:

Solano Community College

Robin Darcangelo

Associate Dean of Students, Financial Aid, EOPS, and Veterans

(707) 863-7889

Secondary Contacts:

Francesca Sisto

Financial Aid Systems Analyst

(707)864-7193

Maureen Mason-Muyco

Lead Financial Aid Specialist

(707)864-4452

Solano Community College Default Prevention Tracking Document

At-Risk Borrower Identification	Actions to be Taken	Measurement	Person/Area Responsible	Report/Date/Results
1. Targeted Group: Basic skill students (Math & English)				
Intervention A	In person loan counseling workshop	Participation	FA	Monthly
Intervention B	Extra Contact information (emergency) 3 Contacts	Receipt of extra contact information	FA/OAR/IT/SARS	Monthly
Intervention C	Complete Ed. Plan for the degree or certificate program length and additional student support services.	Receipt of Ed. Plan and additional support services including tutoring.	Counseling / FA/SARS	Monthly
Intervention D	Collection of additional student information	Participation	FA	Monthly
Intervention E.	Students must set up an account with Loan servicer	Participation	FA	Monthly
2. Targeted Group: Students age 18 - 35				Monthly
Intervention A	Create online account with loan servicer. (Financial aid will provide tracking requirement on Banner for student NSLDS)	Loan servicer tracking report.	FA	Monthly
Intervention B	Financial Literacy Online workshop	Participation	FA and 3 rd party servicer	Monthly
Intervention C	Emphasize attendance policy. Drop students according to SCC	Course syllabus review participation.	Faculty/OAR	Monthly

At-Risk Borrower Identification	Actions to be Taken	Measurement	Person/Area Responsible	Report/Date/Results
	attendance policy.			
Intervention D	Collection of additional student information	Participation	FA	Monthly
3. Targeted Group: Students on Academic Probation			OAR (identify students)	
Intervention A	6 week progress reports FA tracking (blackboard/canvas online)	Receipt of progress report.	Faculty/FA	Monthly
Intervention B	Counseling appointment to evaluate and assess support services referral or Education plan. Within 60 days from start of term.	Tutoring participation/ receipt of updated education plan.	OAR(identify)/FA(track)/Counseling(refer)	Monthly
Intervention C	Academic Success Center Workshops	Participation Attendance and Exit survey	Academic Success Center Coordinator	Monthly
Intervention D	Collection of additional student information	Participation	FA	Monthly
Intervention E	Students must set up an account with Loan servicer; this will be a condition of getting off probation.	Participation	OAR/FA	Monthly
3. Targeted Group: Students entering 5th term who are not making progress towards completion. (degree/certificate)				

At-Risk Borrower Identification	Actions to be Taken	Measurement	Person/Area Responsible	Report/Date/Results
Intervention A	Communication with student regarding Transfer and Career Center information.	Task Completion	OAR and Counseling	
Intervention B	Career or Transfer center appointment regarding Gainful Employment/Transfer to 4-year institution	SARS Tracking/Participation	Career/Transfer center Staff	
Intervention C	Counseling appointment for transcript evaluation (DegreeWorks)	SARS Tracking/Participation	Counseling	
Intervention D	Collection of additional student information	Participation	FA	
Intervention E	Students must set up an account with Loan servicer.	Participation	FA	

From: Shirley Lewis
To:  STUDENT-SVCS
Cc: Jowel Laguerre; Diane White; Peter Cammish
Subject: Webinar on Promoting Priority Registrtrion Awareness

Save the date:
Southern California: Jan. 22 at 2 p.m.
Northern California and the Central Valley: Jan. 24 at 2 p.m.

Colleagues,

Please join us to learn about a new student awareness campaign. The state Chancellor's Office and the Foundation for California Community Colleges will conduct two webinars later this month to share details of a **statewide campaign designed to inform students about priority enrollment**. A central component of the outreach effort, made possible through a grant from the Kresge Foundation, is a system-wide web site integrated with CCCApply that helps students understand and access assessment, orientation and education planning resources.

The webinars, conducted with the support of CCPRO, will be held at 2 p.m. Jan. 22 and Jan. 24. Colleges from Southern California are encouraged to join on Jan. 22, and colleges from Northern California and the Central Valley are encouraged to join Jan. 24. Of course, if you have a scheduling conflict you may join either session.

We also ask that you invite your student services and admissions and records professionals as well. Call-in information will be distributed at a later date.

Best,

Paul Feist
Vice Chancellor for Communications
California Community Colleges Chancellor's Office



CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE



FOUNDATION *for* CALIFORNIA
COMMUNITY COLLEGES

WEB EDITS - Video Conference - Meeting

E5.16

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Forward to: Move to: To Manager Move Rules Mark Unread Categorize Follow Up Translate Find Related Select Zoom

Team E-mail Done Reply & Delete OneNote

Create New Quick Steps

Calendar

Calendar

Calendar

From: Casey Hentzen Sent: Wed 3/12/2014 3:00 PM
Required: *Shemila Johnson ; Peter Cammish ; Shirley Lewis ; Roger Clague ; Barbara Pavao ; Barbara Fountain*
Optional:
Subject: WEB EDITS - Video Conference
Location: <https://zoom.us/j/475389428>
When: Thursday, March 13, 2014 8:00 AM-9:00 AM

Calendar Preview

Hi there,

Casey Hentzen is inviting you to a scheduled Zoom meeting.

Time: Mar 13, 2014 8:00 AM [GMT-7:00]

Join from a PC, Mac, iPad, iPhone or Android device:

Please click this URL to start or join. <https://zoom.us/j/475389428>

Or, go to <https://zoom.us/join> and enter meeting ID: 475 389 428

Join from dial-in phone line:

Dial: +1 (424) 203-8450 or +1 (209) 255-1200
Meeting ID: 475 389 428
Participant ID: Shown after joining the meeting
International numbers available: <https://zoom.us/teleconference>

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Delete
 No Response Required
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 Calendar
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 Team E-mail
 Create New
 Move to: ?
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 To Manager
 Reply & Delete
 Move
 Rules
 OneNote
 Mark Unread
 Categorize
 Follow Up
 Translate
 Find
 Related
 Select
 Zoom
 Zoom

Quick Steps

Accepted on 4/24/2014 10:55 PM.

From: Barbara Fountain Sent: Mon 5/19/2014 2:58

Required:

Optional: Claudia Campos; Maire Morinec; Susan Beavers; Julie Williams; Glenn Burgess; Cynthia Simon; Brittany Benefield; John Siefert; Marisol Delgado; Roger Clague; Curtiss Brown; Shirley Lewis; Maureen Mason-Muyco; Debbie Luttrell-Williams; Judy Nash; James DeKloe; Nancy Blanc; Jenny Gonzalez; Judy Yu; Donna Luttrell-Williams; Judith Burtenshaw; Robert DaPrato; Corrine Kirkbride; Thomas "Jerry" Kea; Frederick Paulin; Claire Gover; Laurie Cheatham; Alison Bolton; Neil Glines;

Subject: Degree Works Preview-Not Cancelled

Location: 705

When: Tuesday, May 20, 2014 9:00 AM-11:30 AM

Calendar Preview

Let me know if questions or problems.

Location confirmed. Room 705. See you there!

Hello Everyone,

We will be presenting a demo of the work completed so far on Degree Works with the assistance of the consultants who have been helping us on Tuesday, May 20, 2014 from 9am to 11:30am. If you are interested in seeing how this new tool will work, please join us. Your feedback will be welcome and is needed to help us with further design of the look and feel of the program.

We will do a "soft" go live of Degree Works prior to the start of spring 2015 priority registration. That means we won't widely advertise yet at that point but we will begin using it internally in admissions and counseling. Once we have worked out any remaining bugs at that point, we will do a more formal go live during the spring at which time we will advertise and encourage broad student usage.

Please RSVP no later than May 2nd if you plan to attend the demo. The consultants will be tailoring the presentation based on who is in attendance from what departments. I will send them a list shortly thereafter letting them know who accepted the invite by that time. Any who do not RSVP are still welcome as long as there are seats or standing room to accommodate you. JJ is working on finding a large room for this event. I apologize for the less than ideal date (last day of the term) but our consultants had limited date availability so we had to go with this.

Please feel free to forward this as you wish.

Accreditation Task Force Minutes (Unadopted)

Dec. 2, 2013 1:00 p.m. –2:00 p.m. (Campus Lane: Room 234)

In attendance: Shirley Lewis, Peter Cammish, Jim DeKloe, Susanna Gunther, Gene Thomas, Roger Clague, Diane White, Jowel Laguerre, Annette Dambrosio, Jerry Kea, Connie Barron-Griffin, Dale Crandall-Bear

Absent: Kevin Anderson, Debbie Luttrell-Williams, Maire Morinec, Sarah Chapman, Gabriel Johnson, Nona Cohen-Bowman

The meeting convened at 1:09 and minutes of September 16, 2013 were approved by consensus.

The group discussed their impressions of the November 4 Team Visit. Observations included that the visit seemed very brief and not as in-depth as previous visits. One concern was that it seemed that some of the Team might not have thoroughly read SCC's 2013 Follow-Up Report given some of the questions that were asked of various SCC employees who were interviewed.

Some specific observations included the fact that both the Student and Staff Equity Committee were asked to define specific terms such as "diversity" and "equity" and Committee members struggled to respond. Furthermore, a Team member inquired as to why both Equity Plans had not been approved by the Governing Board until September 2013, although SCC Committee members explained that both Plans had to be revised when new Chairs assumed responsibility for completing the Plans and Plans had to be approved through SCC's Shared Governance structure.

It was noted that a student stated in the Team Visit "meet and greet" session that she did not know what an SLO was. Discussion ensued regarding the need to ensure that SLOs are not only published in faculty syllabi, but that students are made aware of their learning objectives. It was recommended that the Academic Senate remind faculty of their responsibilities to publish (and explain) SLOs. Thomas reminded all that SLO quality needs improvement.

IVP White reported that she would be putting together an Assessment Committee so that everyone is "moving toward the same goal of completing and assessing outcomes" College-wide. She emphasized the need for consistent work in outcomes and expected that this new group would provide assistance to all.

Dambrosio reported that January 2014 would be the first reading of the revised ACCJC standards and emphasis was on:

- Ongoing, systematic data collection
- Routinely discussing and publicizing meaningful data
- Measurement of outcomes and more emphasis on clear co-requisites and pre-requisites for students

- Longitudinal Institutional Planning is emphasized
- More accountability to the Public
- Budget planning must be integral to Institutional Planning
- More emphasis on exceeding ACCJC Standards and “continuous quality assessment”

The group agreed to convene again in late January 2014 (January 27?) or after the ACCJC letter has been received by the College (expect to hear from ACCJC in the first few weeks of February 2014).

The meeting was adjourned at 2:10 p.m.

Basic Skills Committee

Wed. Aug. 27 2:30-3:30

Room 902

Minutes Draft

Melissa called the meeting to order at 2:34 PM.

Present: Coordinator Melissa Reeve; Isabel Anderson; Nick Cittadino; Corrine Kirkbride; Genele Rhoads (via phone); Shirley Lewis; Josh Scott; Chuck Spillner; Barbara Villatoro

1. New charge: Learning Communities Linking / contextualizing basic skills

- a. Senate input re: new charge for Basic Skills Committee

Melissa reported that Monday's Academic Senate meeting agenda was very full, resulting in no time for her report or discussion and Senate input on the new charge for BSI

At the Evergreen Learning Communities Conference this summer the College team discussed where learning communities reside at the College, the fact there is no coordinator, and the increasing commitment over the last two years to work on building a strong learning community, joined with the Basic Skills Committee and including Basic Skills courses wherever possible. Melissa will keep the Committee updated when she gets input from the Senate.

- b. Sharing from Evergreen participants: What was the most important or compelling idea, break through or take-away from the Institute?

Melissa asked participants to share something they took away from the conference. A lot of enthusiastic discussion took place around the shared ideas.

- Isabel spoke about her first year or two of college being a decontextualized experience, having to take various general ed classes before moving on to studying things she was really interested in. College became more exciting when she could start to see the connections of those general ed classes to courses she chose later. She felt more motivated to be there and felt smart in classes when she could relate to the studies and discussion. Students at the conference spoke of similar experiences. It occurred to her that Learning Communities is a way to give a more contextualized experience and the excitement from that to students the first semester by showing them the connections.
- Nick heard Janene state at the conference that if she had had to take English or math first she probably wouldn't have gone to school. He considered Learning Communities seems to be the answer to getting students into English and math right away and making it more palatable.

Melissa reported at the August 11 Senate meeting that students aren't yet mandated to start their first semester with Basic Skills courses, but colleges are looking now at how to meet the requirement when it is mandated. Senate President Michael Wyly spoke about one college that is creating a Basic Skills completion certificate and making it a prerequisite to everything else. It sounds like the opposite of what we want, cutting students off from classes they want to take right away but Michael questioned why we couldn't do both to have the value in Basic Skills completion and the opportunity for students to study some topics they are interested in. Tonmar asked why it would be a negative to require Basic Skills completion before students take other classes when studies show they are better prepared to stay and succeed while others drop out. Melissa replied the concerns are as Isabel and Janene expressed

(above) and if it has to be one way or the other. She agreed students need skills as Tonmar said. They could also gain from, practice in, and demonstrate what they've learned in courses they want and that give them credit toward their completion goal. Faculty could show them the relationship between courses and how Basic Skills will help them with some common assignments.

Josh pointed out students who, even now, take classes they aren't prepared for. They coast along a while until the first paper is due. A list could be created of courses appropriate for Basic Skills students could be created to help them cover a lot of their general ed with choices at their level from the list. Shirley noted there is a list of classes without prerequisites for middle college students, such as foreign languages, computer science and art. Melissa summarized the Committee doesn't want to have students taking classes where they'll fail, so they should either complete their Basic Skills English or be in a section linked with Learning Communities. Isabel pointed out some other colleges were pushing students into Learning Communities with the bonus to begin taking college transfer level course work by joining the community.

Josh heard at the Curriculum Committee meeting of concerns from many disciplines not wanting to lose numbers. However, if 20 seats in a class are filled with a cohort, the remaining seats can fill from general enrollment. It could be beneficial to make pathways more rigid to have skills completed on the front end. He liked the idea of listing classes students can take along with Basic Skills. It may be advantageous to create more classes at certain basic skill levels as needed, rather than activity courses which don't help much with elective units. Josh suggested bringing in teachers over the course of a week's class time to talk about their disciplines and majors that could inspire students' interest to take their courses.

Genele has always been interested in expanding opportunities at the Vacaville Center and felt it would be a great place for learning communities. One issue for students there has been not being able to get what they want at the Center. Genele also noted that instructors can't be forced to be part of a learning community; it has to be their idea as well as having people they want to work with. She questioned if the people who can make this happen are really supportive. Melissa communicated with IVP White about getting on the deans' meeting agenda and she brought it up to the Senate. Although talk is supportive, she doesn't know how it will turn out. In regards to numbers, the limits needs to be tested so all learning community students are in a class together. FYE and Umoja have already created experiences where all students aren't in the same class. Melissa queried how faculty would feel if only 30% of students overlapped two courses, if they got some kind of collaborative experience. Due to the smaller population of Vacaville students, the enrollment question will be there unless everyone wants the same thing at the same time. A question is how much flexibility can there be while still trying to fill our classes.

Tonmar shares his successful experience in the past combining Sociology 003 with English 370 as the learning community. Due to expense and/or limited faculty willing to participate in learning communities, it was discontinued.

Melissa was trying to conceive the concept of flexibility and not interfering with successful programs; maybe by starting to expand some theme around a specific area. Faculty who attended Evergreen discussed options and created a diagram with those options arranged around a circle and support services were in the center. Different programs offer some of those options but are not communicating or collaborating. The idea is to centralize support and expand opportunities for a larger number of

students. Current program coordinators need to talk to each other. The conference team made some progress talking through what programs have been able to do and created a diagram, based on themes, that was shown on screen. The center listed resources: counseling, bridge, guest speakers. The next ring included a Learning Communities coordinator, faculty development, and marketing. The spokes showed themed groupings.

Chuck opined it is important that instructors attend both classes and Tonmar agreed that is necessary to have both there together at times. Themes would be broken down from the standpoint of both subjects, e.g. English and Sociology. One issue Tonmar saw from his experience was the 2 ½ hour length of classes. He had suggested making it work in one classroom in 1 ½ hours. It wasn't just Sociology or English class, it was both together. Shirley pointed out the challenge with that is instruction hours vs credits. There may be a way to do that but not in the classroom. Nick mentioned a school in New Hampshire that doesn't use time as a method.

- Chuck was optimistic how the team came away with a good plan incorporating learning communities that could benefit our students. He liked hearing from participating students about how they were impacted and how good it can be. Since both instructors can't be put in the same classroom, cost-wise at least, maybe instructors could alternate their time and then every Friday, for example, both could be in the room specifically working on tasks that hit all the needs.

Melissa summarized that the conversation points to a need to create a model. Discussion wouldn't include the cost, which would have to be worked out later, but would include faculty development and recruitment. Even if faculty are willing doesn't mean they know how to work with learning communities.

Kingsboro College in NY incorporated their entire Basic Skills English into learning communities. The faculty had a lot of professional development in the first semester and they may have been paid for that time. They sign a contract that, in return for professional development, they will teach learning communities at least 2-3 times or so. They have hierarchical faculty there, built into people's advancement, which isn't the case here. To get people working this way, provide training and support and spend time working together to create learning communities. The College FYE program is more of a cohort than an LC. Chuck noted the importance of giving students something valuable and the influence of mindset - where should they be as opposed to where they think they should be.

- Shirley shared how fantastic the student panel at the conference was, presenting projects, thinking outside the box with assignments and projects. Melissa noted the need to integrate their work into the outside world.
- Corrine emphasized connections; what makes people want to be here every day, outside of studies, are connections. It would be beneficial to have more space for students to connect.

- c. Centralization of support services
- d. Timeline for scaling up the First-Year LC efforts
- e. Branding?

Items 1c, 1d, and 1e were deferred to the next agenda.

2. Basic Skills role in “Completion Agenda”

a. If/how to mandate enrollment in Basic Skills in first term

Melissa attended the August 22 SCC Completion Agenda workshop. Completion rates will be one way for the State to view the College, showing students complete certificates, degrees, or transfer patterns. Creating a Basic Skills certificate is one idea to increase “completions”. S/P Laguerre had pointed out the need to award students more often for what they’ve accomplished. The workshop focused on making college an engine for workforce development. Melissa asked if it was to make students employable. S/P Laguerre agreed but added it is partly incumbent on the College to tell employers what a certificate means in regards to student performance. Certificates can also motivate students to move forward.

b. How do we feel about certificates of completion, “College readiness”?

Committee members generally agreed that a certificate titled college readiness, rather than Basic Skills completion, would be preferable.

3. Articulation

a. Common Core

With new legislation, including AB 86 and Common Core, many agencies want to articulate with the College. Legislature instructed students K-14 need to show completion and readiness for the next step, not remediation for 1-2 years. BSI will be looking at initiatives under way and related conversations in order to participate. The College had 18 months of funded planning to write the AB 86 report that is due the end of this year but we’ve just learned that we have to find someone to write it.

b. Intake assessments

4. Budget update

Melissa reported most of the funds were spent but there may be something to still fund this year with the remaining money.

5. Approve May 1, 2014 Minutes

Deferred

Other items:

Academic Senate President Michael Wyly spoke with Melissa about the Senate giving more direction to subcommittee functions. During Melissa’s time in BSI, the Senate has not given direction but she agreed it could be beneficial in regards to what is of common importance and to have BSI activities better aligned.

Nick requested the addition of Committee structure and terms to the next agenda.

The meeting adjourned at 3:33 PM

**Student Services Managers Meeting
Friday, February 20, 2014
Minutes**

Called to Order: 9:10am (room 432) **Adjourned:** 10:20am

Present: Barbara Fountain, Barbara Pavao, Jerry Kea, Maire Morinec, Robin Darcangelo, Shemila Johnson, Shirley Lewis

Absent: Robin Darcangelo, Jose Ballesteros

1. Education Master Plan

The centers should be separate/Maire and Barbara P. agree

- ◆ Strategic actions came out of plans in the database
- ◆ Orientation is done throughout the county but sounds like it's not done on Fairfield campus (not mentioned)
- ◆ The EMP is a "guideline" – it's not set in stone. We will update it annually.

2. Student Equity Plan

5 Areas (Goals)

- ◆ Some new things were inserted.
- ◆ Check the "responsibilities" – e-brochure might be part of #1 access (but it is complicated to make it work with all options).
- ◆ Dr. Laguerre's office is paying for e-brochure
- ◆ Peter needs to talk to Deans for input
- ◆ Is timeline realistic? It's a great tool, but do we have the time/manpower to do it right?
- ◆ Homework:
 - For the next meeting, look through goals and activities and list what each are doing
 - Be prepared to talk by March 20
- ◆ We will add a "note" column for results
- ◆ Dr. Laguerre does not want us to relax because we are off sanctions. He wants these things completed.

2. Need to grow ESL Group

Need more Spanish-speaking staff

- ◆ Maybe Reg aides could be Spanish Speaking
 - CSEA does not have that stipulation. Might have to create a job.
- ◆ Intensive English Program is in the works (non-credit)
 - Then students can matriculate into SCC
- ◆ Dr. Laguerre is bringing Chinese students in for the Aero program

3. Outreach Request Process Chart Updates

Work it – test it – tweak it

- ◆ Remove boxes #3 and #4
- ◆ Everyone needs to meet to try it and access it
 - Maybe we could do on a rotating basis
- ◆ Need to create a process
- ◆ Barbara Pavao will send out a memo about reclass (Student Services Generalists at Range 13)
 - Pending CSEA approval and then going to the Board on 3/19/14
- ◆ Assessment & DSP proctoring tests

SOLANO COMMUNITY COLLEGE
ALL STUDENT SERVICES MEETING

AGENDA

January 31, 2013

2:00	Refreshments Available	
2:05	Introductions	Dr. Lewis
2:20	A Vision for Student Services	Dr. Lewis
	Educational Master Plan Goals & Strategies: Access, Equity, and Success	
2:35	Enrollment Management Report	
2:50	Outreach, Recruitment, and Marketing Update	Shemila Johnson
3:05	Student Success Initiative & SSSP Plan Update	Dean Fountain
3:35	Student Financial Aid: Cohort Default Rate (CDR) Plan and Implementation	Dean Darcangelo
4:00	Wrap Up	

2014/2015 Strategic Proposal Summary

		Total	
		Cost	% of Available
Total		\$1,084,443	361%
Adjunct Support Center	Carlene Coury and David Pyle	\$4,210	1.4%
Gates in Fence on the East side of the Sculpture/Ceramics Yard building 1300	Marc Lancet	\$5,000	1.7%
Drop-in Writing Lab	Joshua Scott and the English department	\$56,840	18.9%
Repair Smart Class Room in 1311	Marc Lancet	\$4,326	1.4%
Umoja Program Scholars	Karen McCord	\$150,161	50.1%
Mobile Computer lab for the Vallejo Center: Classroom set of New Laptops and laptop cart for Vallejo Center	Dr. Bruce Riddell, Irene Camins	\$68,000	22.7%
Child Development and Family Studies Student Workforce Development	Christie Speck	\$6,560	2.2%
Nursing Staff Development	Dr. Maurice McKinnon	\$15,000	5.0%
Strategic Proposal for Modernization and Update of the Clinical Simulation Center	Dr. Maurice McKinnon, Dean, Health Sciences	\$140,000	46.7%
JLG 20 am /AC Vertical Mast Push Around Lift	Darsen Long / Liberal Arts / Theatre	\$6,500	2.2%
Meeting Consumer Language Needs	Saki Cabrera	\$25,000	8.3%
Human Services E Proposal	Saki Cabrera	\$46,500	15.5%
Library Textbook Reserves	Erin Duane	\$40,000	13.3%
Chemistry Open Lab Hours for Students	Kathleen Conrad	\$11,080	3.7%
Memory Upgrade for MAC Laptop Computers	Doug Pierce and Sal Abbate, Math and Science	\$1,123	0.4%
Increased Outreach Efforts	Shemila Johnson	\$97,500	32.5%
Computers and Cameras for Film Production	Ian McIver – Film and Television	\$16,200	5.4%

		Total	
		Cost	% of Available
iMac Replacements for Photography	Tracy Lukehart initial-Ron Zak	\$37,528	12.5%
Epson 3880 Printers, light, & shelf for Photography Rm 503 & VVCT	Ron Zak	\$3,726	1.2%
Storage Containers for ceramic materials: Art Dept.	Kathryn Kearns	\$600	0.2%
Scenario Based Fire Simulator	Roy D. Pike, Professor of Fire Science	\$9,558	3.2%
Equivalent Rock and Mineral Kits for Course Offering GEOL 002	C. Mei-Ling HAMILTON	\$5,000	1.7%
Embedded Tutors in Basic Skills Math	Genele Rhoads	\$30,000	10.0%
New Refrigerator/cooler for Science classes at Vallejo Center	Irene Camins	\$3,876	1.3%
New Incubator for Microbiology and Biology at Vallejo Center	Irene Camins	\$20,907	7.0%
90g Flammable Cabinet for Storage of Flammable Liquids at Vallejo Center	Irene Camins	\$2,478	0.8%
New Autoclave for Microbiology and Biology at Vallejo Center	Irene Camins	\$18,275	6.1%
Obtain funding to purchase 7 force transducers for physiology lab experiments at VVC.	Philip Summers	\$4,498	1.5%
Sports Broadcasting Television Equipment.	Greg Poff	\$15,362	5.1%
First-Year Experience Pilot, Year 3	Melissa Reeve and Corrine Kirkbride	\$34,553	11.5%
Steinway Model D Concert Grand Piano	Teri Yumae	\$100,000	33.3%
Tables and Chairs for Room 1645	Amy Obegi (ext. 5045), Maureen McSweeney, CDFS Faculty	\$17,240	5.7%
Classroom Camera Obscura	Ferdinanda Florence	\$350	0.1%
Ebook readers	Erin Duane	\$60,000	20.0%
Marley Floor for Dance Production Class	Ginger Cain	\$4,093	1.4%
Supplemental Instruction (SI) in 2014-15 First Year Experience courses	Charles Spillner	\$22,400	7.5%

64 **Adjunct Support Center**

Total amount requested **\$4,210.00** by Carlene Coury and David Pyle

As you may already be aware, the Adjunct Support Center is housed in the 100 building on campus. Through the vision of Dr. Laguerre, the Center has now become a reality and will open in the spring of 2014, with the official opening before the Fall 2014 semester begins. Carlene Coury and Dave Pyle have been working diligently to oversee the design and function of the Center. This has included integrating with designers, IT, and various campus departments to make this Center not only viable but also state-of-the art. Although the Center will not officially open until Fall 2014, the Center will be utilized during the 2014 Spring and Summer semester. The areas/items mentioned below will further serve to provide a viable Center for the purpose of supplying adjunct faculty with a central location to meet and an area where students can meet with their instructors as well. Therefore, the approval of this strategic proposal will enable the center to operate up to its fullest potential.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$400	Binders/colored covers/and printing of Solano Handbook for Adjunct Faculty	Provide Current and Relevant Information to adjunct faculty, which will be updated accordingly through a binder format.
\$500	5 – 1 hour videos – produced by our “in house” television/communications department, Ian McIver and Kristian Medina, and directed by Carlene Coury, M.A.	Orientation videos for newly hired adjuncts to familiarize themselves with the campus, the various forms, policies, and on-line instruction of MyCourses, Roster Retrieval, Canvas, etc. to enhance their teaching/learning experience. Interviews with various Administrators, Deans, VP, and Superintendent Laguerre
\$650	3’x4’ Indoor Double Door Directory Letter Board w/mounting hardware	Customize, each semester, adjuncts’ schedules for students to locate their respective teachers and/or when said teachers will be in Adjunct Support Center.
\$400	Professional Presenters	Keep Adjunct faculty up-to-date on issues which are relevant to them and the campus: pedagogical and professional
\$2,000	Stipend for adjunct faculty to interface with IT designers, provide and design materials for Adjunct Faculty Handbook, interface with HR, working with various departments on campus (Cinema/Film/Video) to develop orientation videos, etc., for adjuncts. Trip to Truckee Meadows Community College.	To provide a stipend for the on-going work of developing and maintaining the successful opening and running of the Adjunct Support Center.
\$60	Sandwich board signage to announce various programs/times/etc. at the Adjunct Support Center	Sandwich board will be an easy way for students to locate the Center but also showcase what events are happening.
\$200	Misc. printing needs	Updates of various events, workshops, campus announcements, etc.

65 **Gates in Fence on the East side of the Sculpture/Ceramics Yard building 1300**

Total amount requested **\$5,000.00** by Marc Lancet

This proposal is to install two sets of gates on the east side of the yard. This will remedy two problems created by the new configuration of the yard by the remodel. First there is insufficient access to areas of the yard and second the new wood-kiln being built by the Kiln Design and Operation class must be accessed from all sides during operation. The chain link fence runs too close to the kiln to allow safe operation from the east side of the kiln.

One gate will give us access to about 20% of the yard which students use in the preparation of kiln firings. The new configuration after the remodel of the yard makes this area only accessible by a circuitous route and a set of stairs. This inhibits access by our many students with disabilities.

The second set of gates will allow the necessary free access to the east side of the new sidecar kiln. This can be achieved by replacing the section of chain link fence immediately behind the kiln with a double gate that can be opened during kiln operation. Without this gate, operation of the kiln may leave students exposed to the danger of serious burns.

Thus proposal has both safety and ADA implications.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$5,000	Double gate materials for two gates plus labor.	This is a rough estimate as a more formal estimate was not attainable before deadline to submit proposal. Should the costs fall below \$5000 the additional monies can be re-tasked to address cost overruns of other strategic proposals.

Drop-in Writing Lab

Total amount requested **\$56,840.00** by Joshua Scott and the English department

The English department proposes a continued drop-in lab in room 101 (The Academic Success Center), which will continue to be open to all SCC students, both basic skills and transfer. The lab will continue to be a resource to help students work on essays for any course at SCC, not just English courses. Students can sign up for drop-in sessions up to two weeks in advance for a 20-minute appointment, but they will only be able to meet with a drop-in instructor six times over the semester, and only two times on any given assignment. Students who would like more help can either sign up for English 310 (a curriculum based .5 unit support offered in room 130) or sign up for a tutor in the 400 building. The lab is a place to help the student develop the skills needed to improve their reading and writing skills. This means we introduce them to strategies associated with active reading, brainstorming, organizing, revising and proofreading, but we do not do the work for them. The goal of the lab is to meet a previously unmet need on this campus—to provide a place where students can drop in for help and guidance as they develop their papers. Writing a college-level essay is a difficult process for most students, but this difficulty is compounded when we realize that many of our students are enrolled in transfer-level courses without having yet taking any English courses, often including the prerequisite developmental courses. When students don't know how to meet the standards of an instructor, they most likely put off the unpleasant work, meaning they will eventually either a) fail or withdraw from the course or b) entertain serious thoughts of plagiarism. We believe that instruction in the writing process will help students succeed in their courses and, ideally, understand the importance of enrolling in classes that will support their growth as academically successful readers and writers. Finally, this year (13-14) we have been funded by the President's Cabinet and the Basic Skills Initiative. We will share the results of this year once available (data was requested for the Fall '13 semester on January 17th, but it has not yet been received), but during this first iteration, as well as consistently throughout the last several years, faculty from across the disciplines have expressed a need for just such a lab, both in informal conversations, during meetings, and in faculty surveys. Additionally, many courses on campus have outcomes that directly link to the type of instruction offered in the drop-in lab (including SLOs in Art History, History, and Reading, to name a few).

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$55,680	(960 hours at \$58/hour) - This will pay the operating budget for AY 2014-2015	This will allow the lab to be open for 24 hours a week, four hours a day on the main campus, with four hours at each center (32 hours a week total for fifteen weeks each semester). We could open the lab in the centers as well for extra hours, but they were, on average, much more poorly attended.
\$1,160	(20 hours at Cat 3, \$58/hr) - Lab Coordinator—20 hours (10 in fall, 10 in spring)	These hours will be needed to facilitate in designing the schedule, plan and coordinate the FLEX trainings, develop and tabulate the assessment mechanisms, and advertise the lab

67 **Repair Smart Class Room in 1311**

Total amount requested **\$4,325.76** by Marc Lancet

The smart classroom in 1311 needs to be repaired. The current configuration has a sound system that is inadequate for the size and acoustics of the room.. Currently one in four DVDs played cannot be clearly understood as certain frequencies of sound do not get reproduced clearly. People talking cannot be understood by most students. When this occurs, the intended learning is not conveyed.

Larger speakers, amplifiers and a graphic equalizer need to be installed in the 1311 smart classroom as they have been installed in the three other lecture sites in the building.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$970	Amplifier	
\$100	Equalizer	
\$100	Associated Cables	
\$1,690	Sub Total on Equipment	
\$146	Tax on \$1690 (Rate .08625)	
\$800	Labor	
\$520	Speakers (Quantity 2)	

69 **Umoja Program Scholars**

Total amount requested **\$150,160.74** by Karen McCord

Funds will be used to provide student and instructional support for The Umoja Learning Community and Cohort Courses. Additional support provided to students who come to the Umoja Office. The Umoja Program, or similar initiatives within California and other state 2 and 4 year institutions, provides an array of support services to students who may be underprepared for college with a focus on increasing the success rates of African American students. Given widely publicized qualitative and quantitative data on student readiness during the first year of college, the Umoja Program is an excellent program, with a proven track record at SCC and other institutions that holistically and innovatively addresses many of the problems first-year students face. During the Fall Semester of 2013 95 % of Umoja students enrolled in Umoja English 360 passed the course. The Persistent rate was 100% with both passing and failing students. The plan is to incorporate the instructional assistant and counselor position into the Fall 2014 program to increase the Math success rate and maintain the English success rates. All stats are included with this proposal.

Umoja Summer Bridge

The purpose of the program is to provide tools and resources for college success. The program will include components to increase the students Math, English and Study Skills. The program will include orientation to Umoja and college resources and services. It will also provide students the opportunity to meet with a Counselor and the program coordinator to identify any possible individual barriers to success. A social activity and parent/family informational session will also be incorporated.

Umoja Program Scholars Purpose

The purpose of the Umoja Program Scholars (UPS) is to provide a variety of collaborative and other community-building strategies, directed toward first-year 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 two first semester and second semester courses.

The first official Umoja Program began in 2009. Prior to that time a Umoja Learning Community existed however it did not incorporate the additional support services. The Umoja program has expanded over the years and now provides services to a wide variety of students including first year students but not limited to first year students. Support is also provided to continuing students via cohort classes, tutoring, support groups, mentoring, counseling, office resources, enrichment activities and support for life issues that interfere with academic success.

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
- Increase student success rate in basic skills and transfer courses.

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/Math classes
- Providing an imbedded tutor who attends classes with students and is available after class for 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:
 - o Transportation
 - o Emotional adjustments
 - o Interacting with faculty/students
 - o Connecting to appropriate community resources
 - o Interfacing with probation, 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 raw data and evaluation data from student surveys:

- Student enrollment, disaggregated by race and gender
- Student course performance, disaggregated by race and gender (contact with program, units attempted, units completed, course grades, retention)
- Student evaluation surveys, e.g., contact, services utilized, impact statement
- Number of students participating in planned activities, disaggregated by race and gender
- Student performance and retention over the course of the three semesters following enrollment (contact with program, units attempted, units completed, course grades, retention)

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$10,800	Instructional Assistant - 15.00 X 20 X 18	Provide support to students to ensure that they are learning the material and maintaining high grades.
\$10,000	Contract Mentor Facilitator and Social Worker Field supervisor	To facilitate group mentoring and workshops. Assist with matching mentors to mentees.
\$14,926	Summer Bridge Program and Summer Coordination 150 Hrs X 68.56 = 10,284 +Instructional Assistant 60 Hrs. X 15 = 900-Counselor 40 Hours X 68.56 = 2,742.40-Student Worker Office Assistant 40 Hrs/wk X 10/hr = 400-Tutors 60 Hours X 10.00 = 600.00	
\$5,000	Instructional Supplies and Books	Provides resources to Umoja students and Umoja Office
\$22,080	Umoja Counselor	To ensure that all Umoja students have an Ed Plan and are making progress. To teach the Umoja Counseling Course.
\$48,000	Student Services Assistant	Provide resources to students and assist students in office.
\$28,554	30% Additional Coordinator Release Time	Program participation has increased and services offered expanded. Current release time is not sufficient.
\$10,800	Instructional Assistant Math- 15.00 X 20 hr/wk X 36	To provide support to students taking a variety of math courses. To increase the success rate in math.

70 **Mobile Computer lab for the Vallejo Center: Classroom set of New Laptops and laptop cart for Vallejo Center**

Total amount requested **\$68,000.00** by Dr. Bruce Riddell, Irene Camins

A mobile classroom set of laptops allows Vallejo Center, to convert any lecture room into an instant computer lab. The mobile computer lab provides the instructor and the students in any subject or course, online access to our Solano Learning Management System, (e-college/Canvas.), the web, and digital versions of all instructor materials/resources.

In contrast to the mobile computer lab, a dedicated computer lab with stationary desktop workstations would cost upwards of \$150K with limited flexibility.

Consistent with our strategic plan, it is compulsory for Solano Community College to enable digital competency in all of our students and in all subject matter expertise.

The Vallejo Community demographic is especially dependent on Solano Community College to acquire these necessary digital competencies because of lack of personal access.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$68,000	40 Laptops + accessories	Need 40 laptops for the mobile lab

71 Child Development and Family Studies Student Workforce Development

Total amount requested **\$6,560.00** by Christie Speck

To foster healthy brain development, parent-child bonding and early literacy skills critical for school success, six Child Development and Family Studies students who've successfully completed the 12 core CDFS courses and 2 semesters of practicum coursework will receive training to implement the Raising A Reader program (a weekly book lending program) at the Children's Program. The CDFS students will gain confidence in parent involvement practices, customer service skills; group facilitation; and be able to integrate child development theory into practice. The students will be responsible for working with 100 parents by conducting family literacy activities and making connections with the local libraries to sustain family reading opportunities. Through weekly distribution of the Raising A Reader reading kits the students will help the parents learn about the positive effect daily reading has on their child's developing brain.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$4,560	6 students paid \$9.50/hour for 2 hours per week x 40 weeks	CDFS students shall be paid to implement the family literacy activities and to support the weekly book bag rotation Fall, Spring and Summer semesters.
\$2,000	To purchase books and training materials from the National Raising A Reader program	During the weekly rotation of the reading kits, the books and book bags are damaged and must be replaced.

72 Nursing Staff Development

Total amount requested **\$15,000.00** by Dr. Maurice McKinnon

All nursing faculty must engage in continuing education activities for licensure. As we are undergoing a major curriculum change, we must improve our knowledge and skills with curriculum development, linking program and learning outcomes with BRN requirements. This will help us address accreditation issues raised during the BRN site visit November of 2013.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$15,000	Attend Boot Camp for Nursing Educators or similar workshops	As previously noted.

73 Strategic Proposal for Modernization and Update of the Clinical Simulation Center

Total amount requested **\$140,000.00** by Dr. Maurice McKinnon, Dean, Health Sciences

The purpose of this proposal is to request financial monies to modernize and update the Clinical Simulation Center in the Nursing College. The significant changes in the healthcare industry requires that Registered Nurse students are taught the most up-to-date information and have access to the most current technologies, equipment, and resources while they learn to simulate the real world experience. The current status of the center is not congruent with the current standard equipment, technology, and resources, which places the graduating students at a significant disadvantage following the completion of the program. This need for modernization and upgrade has been well documented in the Program Evaluations where students have voiced their concern regarding the lack of updated equipment, technologies, and other resources.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$140,000	To fund required equipment for upgrade and modernization of the Clinical Simulation Center.	To offer students the most up-to-date, state of the art educational opportunities in the Clinical Simulation Center.

74 **JLG 20 am /AC Vertical Mast Push Around Lift**

Total amount requested **\$6,500.00** by Darsen Long / Liberal Arts / Theatre

The theatre is in need of purchasing a JLG 20 am/AC vertical mast push around lift. The cost for this piece of equipment is estimated at \$6,500. For the courses: TA03, 20, 47, having this high lift would allow us to better reflect the theatre industry standard. However, currently we are using ladders and a cumbersome lift that students are not comfortable using, especially in a low light environment as is the frequent case. It is not uncommon for the students to work at heights of up to 20'. This tool would contribute to student confidence, increase safety and streamline time of use.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$6,500	JLG 20 am /AC High lift	To allow the students to safely install theatrical components at heights between 10 and 20 feet.

75 Meeting Consumer Language Needs

Total amount requested **\$25,000.00** by Saki Cabrera

A specific goal delineated in the Human Services Program Review Fall 2013 and EMP is to increase our ability to keep current with community needs and develop more specialized course offerings. The Human Services courses are intended, but not limited, to provide entry-level skills and training for students who are interested in employment in mental health, social welfare, developmental services, corrections, alcohol and drug treatment, or child/adolescent treatment services. Graduates gain specific knowledge and skills to create alliances and facilitate change, run groups, and case manage a diverse population; this is achieved through classroom instruction and training, and the completion of 200 hours of applied experience through 2 required internships. In particular, I would like to create a Spanish/English bilingual course (or immerse Spanish within the context of Human Services, e.g., in the Case Management courses) to cover the intake process so that the student workers feel empowered given the large percentage of Latinos who speak Spanish in Solano County and where there is a lack of providers to meet the need. Dr. Cabrera, who is a native Spanish speaker, has consulted with Dr. Pirott numerous times (she is a Spanish language instructor at SCC) about collaborating to meet this need and identify resources. We have met and also identified Rosetta Stone software as a valuable resource students could use to skill build. Therefore, I would like to request that we purchase Rosetta Stone Software to aide this goal. Overall, students who learn to communicate in Spanish within the Human Services context will be able to serve more individuals while they are interns and also enhance their workforce training making them more competitive for employment upon graduation. When informally pooled in the classrooms, students were very excited about this additional training and the aforementioned implications. The future goal is to continue looking at language trends and needs in our community and replicate this model in another language or dialect.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$24,000	Rosetta Stone in Spanish	Purchase Software: licensed at \$399- \$500 per student depending on number of students-web-based-estimate provided. Contact Jean Miller-Aikensn 800-788-0822 Can purchase at \$600 per set with CD
\$1,000	Headphones with built-in microphones	Purchase 40 to use in class; \$25 with tax and shipping - Koss CS100 USB Communication Headset - Item: IM1RC2893 Model: CS100 USB

76 **Human Services E Proposal**Total amount requested **\$46,500.00** by Saki Cabrera

The Case Management course (HS 55) is a capstone course for the Human Services Program. In short, we would like to purchase ipads with built in wifi to use in the classroom, in addition to 1 ultralight notebook. The goal is to tap into real world documents, case studies, ethical guidelines, the Diagnostics and Statistical Manual 5th edition, professional organizations, conferences, and other human services organizations, professionals and paraprofessionals during the 3 hour class. This would enable students to engage in comparative analysis, dialogue with human service providers in the field, review and construct legal documents and apply what is being learned in the classroom, under the supervision of the instructors in real time, which models what is happening in the field. They could tailor their training within the scope of a lecture in real time. The literature continues to show that engaging students in the classroom optimizes the learning environment. Increased focus, critical thinking, attention to detail and ability to directly apply what they are learning enables greater retention of the material and enables students to learn from different models of service. These same devices could also serve the same purpose for students who take other HS classes; for example for students in HS 53: Special Populations—where students could learn to communicate with diverse populations in different global communities, conduct interviews and engage in observations in real time. Our goal with this proposal is to have innovative instruction to foster an optimal learning environment and use live resources in the 3 hour classes. Increasing our capacity with technology will certainly serve to keep us current and in tune with the needs of community more efficiently. Moreover, more of the skills students are learning within the Human Services Program are done via electronic devices in many organizations, thus having them at SCC as a learning tool will mirror real world requirements and provide optimal work-force training.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$45,000	64 gig Ipad Air w built in WiFi	To purchase the devices ; 40 of them will enable each student to use it as well as HS instructors
\$1,500	1 ultralight notebook with built in camera	To purchase the device; it will increase access and mobility for HS Coordinator & DE functions

77 Library Textbook Reserves

Total amount requested **\$40,000.00** by Erin Duane

In continuation of last year's successful acquisition and use of strategic proposal funding, this year's proposal intends to secure timely and regular funding for the library's textbook reserves collection. This funding allows the library to purchase high-demand, new editions, and replacement copies of required textbooks for all three library locations.

The library's textbook reserves collection is a crucial campus resource to our students. Access to textbooks is directly linked to student persistence and success in their courses. If students have no access to textbooks, they cannot succeed (or remain in) their courses.

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Based on previous semesters' buying practices, the library needs an average of \$40,000 per academic year to meet the majority our students' textbook needs at all campus locations. (A breakdown of how this money is spent, per location and semester, is outlined later in this proposal.)

This funding will allow the library to accomplish the following:

- * maintain textbook collections at each Center that resembles the extent of the Fairfield Campus collection
- * replenish and maintain the existing campus textbook collections (purchase new editions, multiple copies of high demand books, replace stolen/damaged copies)

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The library's textbook reserve collection development objectives are:

- To provide student access to necessary and required materials for their courses, which they may not be able to purchase because of issues related to personal funding or bookstore availability
- To support student success, retention and course completion by making textbooks available, under library-use policies
- To respond to student needs in a timely fashion in providing access to the information resources they need

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$40,000	Textbooks	Last year's strategic proposal funding (\$30,000) plus \$10,000 from Basic Skills Initiative funding was used to complete the 2013-2014 textbook collection. With the anticipated change in how BSI monies are awarded, this proposal is requesting \$40,000 for 2014-2015.

78 **Chemistry Open Lab Hours for Students**

Total amount requested **\$11,080.00** by Kathleen Conrad

The idea for “open-lab” hours for chemistry students first came about as the result of a chemistry department discussion session concerning the SLO’s for Fall 2011. One of the SLO’s for several of the introductory and general chemistry classes is that the students understand the concept of how atomic structure relates to atomic shape, which then determines molecular shape and eventually molecular properties, including the behavior in reactions. To help the students learn and visualize this concept, the lab classes make use of molecular model kits. However, these kits are expensive so we do not allow the students to remove them from the lab, and most students cannot afford to purchase their own. Furthermore, there are several computer simulation programs that are loaded onto the computers in the chemistry labs that students make use of for both learning and reviewing material in all of the chemistry classes, including the higher level organic chemistry classes. During the meeting, as the chemistry faculty were discussing the SLO’s and recent assessments, it was suggested that the faculty start having “open lab” hours in the chemistry lab so that students can come in and use the model kits to review molecular structure and also to use the computer simulation programs to help them learn and review chemistry concepts.

The faculty agreed to start having some of their “office hours” in the laboratory when it was not in use for a scheduled lab (please see “open-lab schedule” attached to the end of this document) and any chemistry students would be welcome to come in to use the computers or model kits. (This time was not to be used to “make-up” missed labs or to perform any laboratory procedures, only for using model kits or for computer simulation use.) Before having the open labs, it was rare that students actually visited the faculty during office hours for help. However, during the open labs, it was not uncommon to have 6-12 students from several different chemistry classes come in for each open-lab session.

This current grant proposal is a request for a continuation of the original grant. The original grant proposal for chemistry “open-labs” was granted and implemented for the 2012-2013 academic year. “Open-labs” were offered at the main campus and both centers (see open-lab schedules at end of document). Five adjunct faculty were paid to hold “open-lab” hours and four full-time faculty held “open-lab” hours as part of their regular office hours. Over 300 students attended open-lab hours over the course of two semesters.

We would like to continue with this program since so many students made use of the open-lab time in the previous year and found it to be very helpful. The open-lab times helped the students to succeed in their chemistry classes by allowing them more time to access the chemistry tutorial programs and lab simulations on the computer and to use the molecular model kits.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$11,080	Workload Category 3 -Adjunct pay (Class 5, Step 5 = \$69.25/hr) -Open lab hours: -Estimate 5 hrs/week X 32 weeks = 160 hours	Money needed to pay five adjunct faculty for facilitating one open-lab hour per week for 16 weeks each semester.

79 **Memory Upgrade for MAC Laptop Computers**

Total amount requested **\$1,123.07** by Doug Pierce and Sal Abbate, Math and Science

A math department classroom set of 35 student laptops needs to be upgraded from Windows XP to Windows 7. This will require the purchase of 2gb of RAM for each laptop to upgrade.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$1,123	Purchase additional RAM	Enable upgrade to Windows 7

80 Increased Outreach Efforts

Total amount requested **\$97,500.00** by Shemila Johnson

I propose we use \$100,000 of these funds to pay for fifteen (15) part-time student outreach specialists. To meet the needs of our community and the mandates of the Student Success Act, an increase in outreach efforts is desperately needed as a first-step to increase enrollment. We need to attend every high school and community event September through May, as well as, have a weekly presence in the high schools throughout the county. Prospective students need to know we are a viable option for them and the more often they see and hear from us, the more likely we will convert them from a prospective student to an enrolled student.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$20,000	Measuring outcomes	Surveys, reports, etc.
\$30,000	Outreach materials	Folders, giveaways, table cloths, etc.
\$25,000	Staffing pay at 9.00 per hour for 5 hours per week.	Employ 15 students on a part-time basis to conduct outreach on behalf of SCC. Students are very effective in terms of reaching out to prospective students. Over the past 12 months I have received many requests to bring a student panel to speak with students because the peer to peer interaction is invaluable.
\$6,000	Training pay at 9.00 per hour for 40 hour training program	To properly train our students and to ensure they are sounding the same message when conducting outreach.
\$15,000	Mileage	Reimburse students for vehicle mileage.
\$1,500	Training materials	Development and printing of outreach training materials.

81 **Computers and Cameras for Film Production**

Total amount requested **\$16,200.00** by Ian McIver – Film and Television

The Film and Television Department is requesting 6 iMac computers and 6 Canon Rebel T3i SLR cameras. CINA 015/016 is a Film Production class where students rely on cameras, lights, and computer editing equipment as a basis for building a skill to develop short creative film projects. Completed projects are shown each semester at the SCC Film Fest as a graduating requirement. The current equipment we have is outdated, and does not serve graduating students entering the Film/TV industry. This semester in Film Production we have only three iMac computers to serve a class of 24 students. The class is over capacity and continues to grow each semester. I have had to request the reactivation of 10-year-old G4 Mac computers to provide some film editing opportunities for students. This neglected environment for student learning has been fully documented in the Program Review (acknowledged by the review committee) and EMP for Film and TV.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$4,200	6, Canon EOS Rebel T3i SLR camera (\$700 approx)	Highly reported in digital video magazines. Prices have come down. We have two in our lab now for a class of 24 students. They get great use and hold up well. Amazon has good prices on these units and offer a package deal which includes a tripod, extra batteries, and an extra lens.
\$12,000	6, 21.5-inch iMac computers with additional digital storage (\$2000 each approx)	They are an industry standard and have already been adopted by Art and Photograph departments for their labs.

82 iMac Replacements for Photography

Total amount requested **\$37,528.48** by Tracy Lukehart initial-Ron Zak

Requesting twenty-four 21.5-inch iMacs for the photography department. Currently, the photography department has 24 iMacs that are four ½ and five ½ years old and need to be replaced Summer 2014 in order for our program to keep pace with the demands of students, software, and camera innovations.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$37,528	24-Imac 21.5", 2.9 GHz	Computer replacement (5 years)

83 Epson 3880 Printers, light, & shelf for Photography Rm 503 & VVCT

Total amount requested **\$3,725.77** by Ron Zak

The Photography department is requesting three Epson 3880 printers. All photography courses, film aside, require the use of a photo printer. Since the birth of digital photography at SCC we have been using the Epson printers with great success. The demand for the Photo 70, Beginning Digital Photography, has grown and consequently courses have been added and supported outside of the 1800A digital lab, namely in room 503 on the main campus and now in room 106 in Vacaville. A core component of the course is output, printing. In order to provide the whole digital photography experience, from capture to print, and presentation for critique, the room needs to have a printer installed. The printers are necessary for students to print assignments and final projects for critique and presentation. Assessing a photograph for proper white balance requires a daylight balanced viewing area which can be assembled for \$75 each. We are requesting assembling two viewing stations, one for rm 503 on the main campus and the other rm. 106 Annex in Vacaville. We have one Epson 3880 at Vacaville but need another to accommodate a class of 24 students.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$3,387	3 Epson 3880 Stylus Pro Printers. - Includes tax and delivery.	These printers have proven to be work horses. The Epson printers require minor upkeep in cleaning and firmware and are compatible with editing software and SCC lab classrooms.
\$229	3 Tumi Epson 3880 Print covers. Includes tax and delivery.	To increase print lifespan by keeping the printers dust free.
\$110	2 Lithonia lights (1242ZG RE), 2 Floating Shelves (HDCAE36W), chain and hooks.	Home Depot supply for a viewing area to determine print color quality. Alternative is professional photo viewing booth (\$2000-\$3000). We use a makeshift view area made from these same materials in 1800A.

84 Storage Containers for ceramic materials: Art Dept.

Total amount requested **\$600.00** by Kathryn Kearns

We need new storage containers for the many glaze materials in our inventory, used for student assignments. Safe storage is important because the materials are potentially toxic. These are very good quality, we are still using these same containers that are over 20 years old. They are degrading and need replacement.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$600	See attached document for detailed list	The cost is \$565.44 plus shipping

85 **Scenario Based Fire Simulator**

Total amount requested **\$9,558.00** by Roy D. Pike, Professor of Fire Science

The Scenario Based Fire Simulator is designed to measure a student's ability to develop and utilize critical thinking skill sets by use of said simulator aided significantly by the use of real time scenarios from actual fire incidents where firefighter fatalities have occurred. It would be interoperable by use of DVD's and two way radio transmissions between the student being tested and the instructors of record. The rest of the class would be able to hear and view the instructor's questions and see and hear the results of the student's answers. At the end of each simulation scenario, which would be recorded for viewing and hearing the instructor's instructions as well as the answers from the student.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$9,558	Instructional Components of the Simulator: Wildland Fire Air Attack/Fire Investigation/Fire Ground Attack; and structural and special Flashover/BLEVE/ Backdraft/Building Collapse Simulation	The Objective of this Simulator would be to place the student in a simulated real world situation whereby said student would be able to demonstrate his/her critical thinking skills to the satisfaction of the instructor of record. This simulator would be capable of use in nearly every fire science course, e.g there would be no specific course outline of record to refer to and due to the flexibility of the simulator, the scenario based critical thinking exercise could easily be changed to fit the scenario.

86 **Equivalent Rock and Mineral Kits for Course Offering GEOL 002**Total amount requested **\$5,000.00** by C. Mei-Ling HAMILTON

One half of the semester course curriculum for GEOL 002 is teaching and testing students on how to properly identify selected mineral and rock samples. Having taught this course as an Adjunct professor on both SCC Main and SCC Vacaville campuses for the past year (and the recent personal investigation of samples on the Vallejo campus during this Spring 2014 semester), I noticed a lack of consistency between Rock and Mineral samples provided to students on all campuses. Although, it could be argued that the Mineral "kits" on the Vacaville and Vallejo Center campuses are "comparable", what I have found is that the Rock "kits" are not, as follows:

SCC Vacaville and Vallejo Center Campuses:

28 Mineral samples and 22 Rock samples representing the Rock Cycle (i. e., Igneous, Sedimentary and Metamorphic rocks) in Sample "kits" provided to students for their study use.

SCC Fairfield Main Campus:

24 Mineral samples and 43 Rock samples representing Igneous, Sedimentary and Metamorphic rocks in Sample "kits" provided to students for their study use.

Both Vacaville and Vallejo Centers have been provided with 30 singular pre-packaged "kits" from purchased from WARD's Natural Sciences, entitled "GEO-Logic"© Physical Geology Reference Set #45 H 9100, that contains 50 samples total: 28 individually numbered Mineral samples from "1 – 28"; followed by 22 individually numbered Rock samples representing the Rock Cycle (i. e., Igneous, Sedimentary, and Metamorphic rocks) from "29 – 50". SCC Fairfield Main Campus provides GEOL 002 students with two separate "kits": 30 Mineral "kits", composed of 24 individual samples each (three of which are not used); and 30 Rock "kits", composed of 43 rock samples each total. This leaves a discrepancy of 21 Rock samples alone between said "kits", which might easily be argued as placing both current SCC Vacaville and future Vallejo Center GEOL 002 students at a disadvantage scholastically.

Because all SCC students pay the same amount of tuition to successfully complete their studies, I believe that all students should be provided with the same high quality opportunities for consistent learning, whether a course is taken on the SCC Vacaville Center, SCC Vallejo Center, or on the SCC Main Fairfield Campus. Therefore, the aim of this proposal is to endeavour to create Rock and Mineral "kits" that are "consistent" and "comparable" on all three campuses; so as to be used within the GEOL 002 course curriculum, and provided on "Reserve" for GEOL 002 student practical use in all three SCC campus libraries.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$3,360	Rock and Mineral Samples, Student Specimens; Package of 10 samples per box.*	Purchase of "Equivalent" Rock and Mineral Samples Specimens for "kits" on all three SCC campuses.
\$1,640	Incidentals, such as the ordering of additional rock and mineral specimens, or sample "kit" boxes for GEOL 002 student use (e. g., lost or "misplaced" sample specimens due to use by students), as needed. Also to cover "Shipping and Handling" costs.	

87 Embedded Tutors in Basic Skills MathTotal amount requested **\$30,000.00** by Genele Rhoads

The proposal is to hire student tutors to work in certain Basic Skills Math classes with instructors that request a tutor and are willing to help develop their skills as tutors. The tutors are recent successful (grade A or B) students, recommended by their instructors. The tutors support students in class by modeling successful study behaviors and acting as a resource for extra help during activities. The tutors hold outside of class study groups and review workshops in the Academic Success Center.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$30,000	Tutor Pay	I hope to increase the number of tutors that were hired during spring 2014. So this is based on hiring 12 tutors who work an average of 7 hours per week (5 hours in class, 2 hours out) for 32 weeks at \$11 per hour, then rounded up.

88 New Refrigerator/cooler for Science classes at Vallejo Center

Total amount requested **\$3,876.07** by Irene Camins

New Refrigerator for Science Classes at Vallejo Center

We have only one refrigerator here at the Vallejo Center which is used to support our Science classes: Microbiology, Biology, and Chemistry. The refrigerator is full to capacity and cannot accommodate the current needs of our Science classes.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$3,876	True 2 Section Glass Door Bottom Mounted Reach-in Refrigerator, tax and delivery.	The 2 section refrigerator/cooler will house each of the two Microbiology class materials and make room in our current refrigerator for other Science classroom materials that need cold storage.

89 New Incubator for Microbiology and Biology at Vallejo Center

Total amount requested **\$20,907.05** by Irene Camins

An incubator is a mandatory piece of equipment in a Microbiology laboratory class and is also used in some Biology classes. Incubators are essential for experimental work in Cell Biology, Microbiology and Molecular Biology.

Incubators are used to grow both bacterial and eukaryotic cells, providing the optimal growth conditions for these cells. The most common temperature growth for bacterial and mammalian cells is approximately 37oC which mimics body temperatures.

We only have one small 23"x22"x40", floor incubator here at the Vallejo Center.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$20,907	12.24 CU FT INCUBATOR CO2 Plus Repair and replacement coverage and estimated tax of 8.625%	This is a dual capacity incubator, which can accommodate twice the number of microbial samples of our current incubator.

90 90g Flammable Cabinet for Storage of Flammable Liquids at Vallejo Center

Total amount requested **\$2,478.00** by Irene Camins

Here at the Vallejo center we have large quantities of flammable liquids that are stored on open shelves.

We have 20L/5g cans or carboys of Isopropanol, Ethanol and Acetone. We have 4L jugs of Methanol, Acetone, and Ethanol. We have bottles of Isopropanol, Ethanol and Acetone.

To prevent fires, flammable liquids need special precautions taken for their storage. The National Fire Protection Agency (NFPA) and the International Code Council (ICC) have developed the Uniform Fire Code and guidelines for the safe storage and use of flammable and combustible liquids. Occupational Safety and Health Administration (OSHA) has also developed mandatory regulations for General Industry (29CFR1910.106).

A fundamental means of fire protection is the use of flammable storage cabinets. The NFPA, OSHA and UFC require flammable cabinets to be designed and constructed to specific requirements. 1910.106(d) (3) (ii) (a) states that metal cabinets shall be constructed in the following manner:

Bottom, top and sides of cabinet shall be at least No.18 gauge sheet steel;
 Cabinet must be double walled with 1 ½ "airspace;
 Joints shall be riveted, welded or made tight by some equally effective means;
 Door shall have a three point latch;
 Door sill shall be raised at least 2" above the cabinet bottom to retain spilled liquid within the cabinet;
 Cabinet shall have a "FLAMMABLE-KEEP FIRE AWAY" legend;

In addition to the requirements listed, the UFC (Uniform Fire Code) also requires self-closing doors.
 Most local authorities use one or more of these standards as a foundation for establishing local codes.

By storing our flammable liquids on open shelves we are not following NFPA, ICC and OSHA guidelines and regulations. Storing our flammable liquids in a flammable cabinet will bring us into compliance.

The 90g Flammable Cabinet was recommended by Michael Montanus, the hazardous waste disposal and chemical consultant for Solano Community College.

The 90g Flammable Cabinet will store flammable liquids which are used for our Science classes: Microbiology, Biology and Chemistry at the Vallejo Center. In spring 2014, the 90g Flammable Cabinet will be supporting the Science classes which run every single day with approximately 630 students attending these classes per week, which is a standard enrollment that occurs every semester, hence we are submitting this proposal.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$2,478	Flammable Safety Cabinet, 90 gallons, Yellow	Purchase of the 90g Flammable Cabinet

91 New Autoclave for Microbiology and Biology at Vallejo Center

Total amount requested **\$18,275.00** by Irene Camins

New Autoclave for Microbiology and Biology Classes at Vallejo Center

As stated in last year's grant proposal for an Autoclave at Main Campus, an autoclave is a mandatory piece of equipment in a biology lab. Similar to the Main Campus, the Vallejo Center uses an autoclave to sterilize growth media, glassware and equipment for labs, especially Microbiology and Biology.

The autoclave is also used to decontaminate glassware, equipment and old cultures which might harbor potential pathogens, before the glassware and equipment are re-used or the old cultures are safely discarded. By using the autoclave for decontamination, we assure not only the safety of our professors, staff and students, but also of our local community in terms of waste disposal.

We have only one autoclave at the Vallejo Center and it is not working properly. Every time the autoclave is run, there is a stream of water that collects in a literal bucket under the autoclave.

The steaming hot water that flows from the autoclave is a hazard not only to the professors, staff and students, but is damaging to the facilities as well. The water damage can potentially extended from the upper floor in room 209 where the autoclave is housed to the classroom, room 121, on the floor below.

The collection of a large amount of steaming hot water is not a typical result of a properly functioning autoclave.

Our autoclave has not been properly sterilizing equipment, media, or organisms at the standard 121oC for 30 minutes protocol for sterilization. We have had to increase the autoclave time in order to achieve sterility, which is an indication that the autoclave is not functioning properly.

It is time to purchase another autoclave, in case our only autoclave cannot be repaired. Without an autoclave we would not be able to host Microbiology classes and some Biology labs at the Vallejo Center.

In spring 2014, the autoclave will be used to support Microbiology and Biology classes which run every single day with approximately 300 students attending these classes per week, which is a standard enrollment that occurs every semester, hence we are submitting this proposal.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$18,275	Autoclave, Tuttnauer Digital Model - 3870EA, Chamber 15 x 27", 200V	This autoclave is similar to the autoclave already at the Vallejo Center

92 Obtain funding to purchase 7 force transducers for physiology lab experiments at VVC.

Total amount requested **\$4,497.59** by Philip Summers

Purchase 7 force transducers for physiology lab experiments at VVC. Currently we have no transducers at VVC to measure force of heart or muscle contractions in the physiology lab. We will use the force transducers (hardware) to measure heart force and rate in dissected frogs and test the effect of clinically important drugs on live heart function. The transducers can also be used to record skeletal muscle contractions in the same or other lab animals. This will enable us to design future experiments in muscle physiology. Conceivably, the transducers could be used by other biology classes and in physiology demonstrations to visiting high-school students. The transducers could be used by any of these instructors: Rennee Moore, Philip Summers, Cristina Young, James Ward and Erwin Bautista. We use the BioPac system for most of our physiology lab experiments. We can only use transducers supplied by BioPac as these are the only ones that will interface with our software and hardware and they hold the patent for the system (<http://www.biopac.com/force-transducer-50g-fixed-range>). Because of this I have only attached one price quote from BioPac.

We need 7 transducers for 7 groups of students at VVC. These will initially be used by 2 sections (approx. 60 students) of physiology, but we may offer more sections of physiology at VVC in the future. Some of our physiology labs are run as computer simulations but the physiology faculty agree that exposure and interaction with live specimens is an essential part of training in physiology. Importantly, students learn how scientific experiments work in the real world, including how unpredictable and variable a live preparation can be. This gives students a chance to trouble-shoot and problem-solve in a limited time frame. This helps to prepare students for future interactions with patients which will not be simulations.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$4,498	Purchase up to 7 Force transducers from BioPac Labs Inc.	Departmental funds are not sufficient to cover the cost of 7 transducers needed for 7 student groups at VVC.

93 Sports Broadcasting Television Equipment.

Total amount requested **\$15,361.72** by Greg Poff

To continue to provide students with the opportunity to work with the professional level equipment that will prepare them for a career in sports broadcasting.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$482	2 Roto Mil Cases	Securely transport broadcast equipment.
\$5,346	2-Sony NEX VG30 Cameras w/zoom	Need 2 additional cameras for broadcasts
\$3,295	Newtek Time Warp Instant Replay System	Instant Replay System for existing Tricaster 40
\$5,874	Comstar 8 Wireless Intercom System	Broadcast Communications System to allow station-to-station communication.
\$365	2 Magnus Tripods and rollers	For cameras

94 **First-Year Experience Pilot, Year 3**

Total amount requested **\$34,552.62** by Melissa Reeve and Corrine Kirkbride

The Educational Master Plan of Solano Community College includes under "Goals and Strategies": "Improve basic skills of all students." One of the strategies listed in this sections reads: " Implement 'First Year Experience' program to channel students through skill improvement and services for all need levels."

The First Year Experience Program referenced in the EMP has been created and implemented, and is now in its second year at Solano Community College. This program integrates cohort-based learning communities, intrusive counseling and a rich array of academic resources. The program's aim as we head into our third year is to continue to expand, with an additional cohort at the Main Campus and one in Vacaville. We will continue to refine and scale this program to the point where it becomes, within 3-4 years, the institutional norm for incoming students placed in developmental English and math. Our aim is to create a scalable model requiring few, if any, additional resources beyond the hiring of a program Coordinator.

I. The first pilot cohort of 39 students started the program in Fall 2012. All were enrolled in Math 330 (Elementary Algebra) and English 348G (open-access developmental English). Preliminary data indicate that students enrolled in the FYE cohort performed significantly better than non-FYE students in the same levels of English and math in other recent semesters:

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$7,392	7 hrs of a math embedded tutor per week for 16 weeks at \$11/hr x 6 math courses for two semesters	An embedded tutor will provide opportunities for students to get help during class time and in small group tutoring sessions.
\$1,000	Community Building Activities - Misc. expendables for social events, etc. (e.g., food, etc.)	Orientation lunch for students, and mid-semester social activities.
\$300	Materials for faculty development (e.g., books, etc.)	Especially in the creation of integrated activities, faculty may need to purchase materials
\$1,400	Transportation and boxed lunch for students to attend college preview day at UCD and CSUS (2 trips). Transportation = \$800 (\$400/trip) and boxed lunch =\$600 (\$300/trip; 28 students and 2 faculty @\$10 each)	Social bonding and academic inspiration.
\$300	Miscellaneous office supplies	Student supplies given at orientation
\$500	Materials for recruitment (e.g., copies , flyers, brochures, posters, etc.)	Needed for ensuring a robust cohort.
\$800	FYE Coordinator/Counselor will attend at least one FYE or BSI related conference during 2013-2014 .	Knowing what is going on with other schools can help strengthen our own program.
\$0	Students will be given access to MyMathTest, where they can remediate their math deficiencies. Before the beginning of the Fall semester, multiple measures will be used to determine the most appropriate math placement.	Students are often placed in the wrong math course and lose at least a semester when they need to withdraw. This would help alleviate that and retain the maximum amount of students.
\$12,167	30% release time for FYE Coordinator Fall 2013 and Spring 2014 semesters 72 hours per semester x \$66.01.	In order for FYE to function optimally, a coordinator is needed to recruit students, and organize the program.
\$7,393	Stipend for up to seven instructors to meet one hour per every two weeks for 16 weeks - 7 x \$66.01 x 8 for two semesters.	The ability to troubleshoot student issues is integral to the success of the program. Meetings are also important for the creation of integrated assignments.
\$3,301	Stipend for Summer FYE Coordination \$66.01 x 50 hours	Summer recruitment and coordinator is essential for the program to begin smoothly in fall

95 **Steinway Model D Concert Grand Piano**

Total amount requested **\$100,000.00** by Teri Yumae

This is a proposal for the purchase of a grand piano to replace the current grand piano in 1239 (choir room). The current instrument is old and worn out. It has been repaired numerous times. Our expert piano technician advises us that it is now so worn out that it cannot be repaired and must be replaced. 1239 is a multi-use room. The room and the piano are used for all music classes (general education lecture survey courses, choral classes, instrumental classes, voice classes, piano classes, music theory classes). The piano is also used on the Theatre stage for choral, orchestral, jazz, ballet and opera performances. I hope that this proposal will result in the granting of funds to purchase a new Steinway Model D concert grand piano.

In survey lecture courses, the piano is used to illustrate musical techniques, historical style and compositional style. In choral, voice & music theory classes, the piano is used in the development of musicianship skills (sight singing, ear training, dictation). In choral, instrumental and voice classes, it is used to teach musicianship skills, teach parts and accompany students. In piano classes, it is used by students to develop piano technique and for in-class performances. It is an essential part of all of these classes. Without an excellent piano, it is difficult for students to fully learn the varied concepts and techniques presented in class and rehearsal.

The piano is used both as a classroom instrument and in performance. In performances onstage, the concert grand piano is the standard instrument used for all styles of music: classical, jazz, instrumental, choral, ballet, opera. In the classroom, It is used on a daily basis, 4-8 hours a day. On the theatre stage, it is used in every concert presented by SCC Music, as well as in many concerts given by community groups.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$100,000	This is the approximate price for a pre-owned Steinway Model D concert grand piano.	This is a top of the line professional concert grand piano that is a major component of every college music department. This instrument will maintain its quality through decades of constant use in a college music department.

96 **Tables and Chairs for Room 1645**

Total amount requested **\$17,240.00** by Amy Obegi (ext. 5045), Maureen McSweeney, CI

The Child Development and Family Studies department is seeking to replace individual desks in Room 1645 with wheeled tables and chairs. This would allow for a second classroom to teach curriculum classes (CDFS 063, 071, 072, 073, 074, 076) and courses that benefit from demonstrations, group work and collaboration (CDFS 062, 064, 065, 066, 080, 081, 082, etc.). Currently there is only one classroom in the 1600 building (1633) that has the sink, storage, and long tables necessary to teach curriculum classes. Yet, this classroom has traditionally been shared with Interior Design and more recently Theater (costume design), which means the availability to teach evening curriculum classes has been limited to a few nights a week. Room 1645 also has a sink and some storage, which means if long tables and chairs were added to the classroom, it would be equipped with the necessary instructional materials to teach hands-on coursework. CDFS would have multiple options for teaching courses in the day and evening, and could schedule classrooms more efficiently based on student needs rather than classroom availability.

We believe it is a great asset to our students to have classrooms that are equipped with the tables and chairs necessary to practice curriculum planning and to more easily collaborate in groups. Students are asked to use paint, glue, and other materials that require them to spread out beyond what an individual moveable desk allows. Working with children and families also requires the development of workplace communication skills, problem solving, and professionalism. Many of our courses ask students to work in groups and practice these skills. It is much easier to do so if there are tables that can be gathered around and moved into needed configurations.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$12,680	40 Chairs	Quote from Office Depot; chairs on wheels with mesh backs
\$4,560	20 Tables	Quote from Office Depot; tables have wheels for mobility and table tops that can flip down if need to be stored.

97 **Classroom Camera Obscura**

Total amount requested **\$350.00** by Ferdinanda Florence

I would like to convert the Art building's 1301 smartclassroom into an authentic camera obscura.

A camera obscura works on the same principles as the pinhole camera. It was a device used by painters in Europe from at least the 16th century (and possibly earlier) to project images of actual subjects, standing in bright, outdoor sunlight, onto the wall of a darkened interior room. Details of this concept may be found at the following Getty Museum site:

<http://blogs.getty.edu/iris/friday-diy-create-your-own-camera-obscura/>.

The 1301 smartclassroom is an ideal space for the camera obscura. The room's West wall is an exterior wall, through which would be drilled a hole approximately 3-4 inches in diameter. A lens would be inserted into the opening, concentrating the light and allowing the image to appear, in reverse, on the large projector screen which is already installed on the East wall of the classroom. The lens could be capped when the camera obscura is not in use.

The concept of the camera obscura is relatively simple, but it is difficult for art and art history students to grasp how it works and why it might be used by painters. An actual, working example can be achieved with minimal cost. Science classes as well as art, photo, television and film classes would benefit from observing this demonstration of the principles of optics at work.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$40	PVC or metal tubing, 3-4" diameter	Some form of tubing may be necessary to ensure a secure fit of all components.
\$20	Caulking	Needed to ensure waterproofing and insulation around opening for lens
\$250	One or two used camera lenses and prism	Given unknown variables (the thickness of the 1300 exterior wall, for example), it is possible that more than one lens might be necessary. The prism would convert the upside-down image to right-side-up.
\$40	1-2 yards of blackout fabric	The window in the 1301 classroom door would admit light from the hallway, and would need to be covered.

98 **Ebook readers**

Total amount requested **\$60,000.00** by Erin Duane

The library seeks funding to implement an early adopter program of tablet lending to students. Aside from wireless internet and office suite / productivity software access, the tablets will serve as an access point to the library's digital library including its expanding periodical collection through e-magazines, e-textbooks, and other e-book and periodical databases. Central to this proposal are the library's goals of increasing student access to resources and providing equity of access and service for students at the Center locations. Providing more access points to the library's digital resources allows the library to meet student needs in a more timely fashion than print materials sometimes afford; digital resources can be purchased and made available more quickly than print materials.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$40,000	Tablets	100 tablets (60 @ FF, 20@ each center) at approximately \$400 apiece will provide an equitable share of the devices at all library locations. The Center libraries serve a number of students each day, but the number of students at any given time at the Center libraries is much smaller than the number at the Fairfield campus.
\$20,000	Media	The library anticipates that \$20,000 will be needed to purchase additional e-books, textbook licenses, and/or increase digital magazine subscriptions.

99 **Marley Floor for Dance Production Class**

Total amount requested **\$4,092.63** by Ginger Cain

See paper copy

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$4,093	Rosco Adagio portable floor	It can be used for many, many years. It will provide safety and enhance the performance of all various dance styles that will be presented.

100 Supplemental Instruction (SI) in 2014-15 First Year Experience coursesTotal amount requested **\$22,400.00** by Charles Spillner

First Year Experience (FYE) is a cohort of at risk students who are placed in a learning community that includes English, Math, and Counseling courses to improve their success in matriculating through college. Success in Fall 2013 FYE was lower than expected. Supplemental Instruction (SI) is a proven method to help increase student success. This proposal is to provide SI to the FYE students in the 2014-15 school year to improve their success. This is a pilot program and will impact those students in the FYE (75-100 students). The goal is to improve the success rate of these students.

<u>Cost</u>	<u>Description</u>	<u>Rationale</u>
\$9,408	Supplemental Instructional leaders paid at \$14.00 per hour for 3 Math sections Main Campus	3 Math sections (9-12 hr /wk) + 1 or 2 hr SI/wk x 16 wk x 2 semesters = 320-672 hr total
\$1,792	Supplemental Instructional leaders paid at \$14.00 per hour for 1 English section Vacaville Center	1 English sections (3 hr /wk) + 1 hr SI/wk x 16 wk x 2 semesters = 128 hr total
\$9,408	Supplemental Instructional leaders paid at \$14.00 per hour for 3 English sections Main Campus.	3 English sections (9 hr /wk) + 1 or 2 hr SI/wk x 16 wk x 2 semesters = 320-672 hr total
\$1,792	Supplemental Instructional leaders paid at \$14.00 per hour for 1 English section Vacaville Center.	1 Math sections (3 hr /wk) + 1 hr SI/wk x 16 wk x 2 semesters = 128 hr total

Solano Community College
Equity, Inclusion and Diversity Workshop
Presented by: Dr. Karen McCord
January, 2014

Present: Annette Dambrosio, Shirley Lewis, Judy Yu, Maurice Mclanan, Gabriel Johnson
Jose Ballesteros, Joel Powell, Marcie McDaniels, Judie Burtenshaw, Luis Garcia,
Richard Cross, Genele Rhoads, Cynthia Simon, Charo Albarran, Rischa Slade, Jewel
Laguerre

OBJECTIVES

To leave this meeting with a plan, a starting point, to insure equity, inclusion and diversity here at Solano. Quality service to all, justice and equality; services rendered with dignity and respect for all.

The State has outlawed affirmative action; the state recognizes these issues as important – funding has been provided; morally, it is the right thing to do.

White students have been deemed to be under represented at Solano at this time. We must commit to equity, inclusion and diversity – this means everyone is welcomed.

Discussion will begin with the Committees and include all others. Everyone must feel welcome throughout the campus – from the police department, maintenance, classrooms, administration, etc. Actions that support EI&D should be an ‘everyday’ thing, and not merely an afterthought.

Prof. McCord suggested that the Student Equity Committee release a statement speaking to EE&D.

We must ask: Is this inclusive? What can I do to improve this? We must make the curriculum truly inclusive.

Dr. Lewis asked: Where on the website should this information be placed to insure that students see it; Are we working with students in determining student equity issues?

Tools: How can we rid ourselves of stereotyping? Assumptions that we all make should not be used to negatively impact others.

We all took several Harvard Project Implicit tests. Suggested that we have computers in place during Multi-cultural Week to allow students and all others to learn from their response to the test questions.

Definitions

Race and Ethnicity remain consistent – they never change

Culture is based upon our lifestyles, the way that we were raised, traditions, food, attire, etc.

Diversity should include kids, seniors, employed, unemployed, all geographical and socio-economic ethnic and racial and cultural backgrounds.

With regard to Equity and Inclusion

Should there be a committee in place to counter the myths that exists here at Solano?

Ask Professors and others why they want to work at a community college.

With regard to Flex Days – they should not be held the day before classes start.

The campus is not opened in the evenings. This keeps students who work during the day from having access to the college after hours.

The school year should begin at a better time – students have young children have not started school yet – child care and other concerns exist that do not allow them to attend classes during the day.

Transportation concerns – bus issues – schedules, costs, etc.

The significance of Perception

The impact of perception is equally as damaging *as if it actually happens*.

1. Students read that they can apply up until a certain date and they do not show up until that day. How can we can them to register before that “drop dead” date?
2. There is a perception that community colleges are not “real” colleges.

How can we prepare “unprepared” students?

There are some students who have parents at home who have attended college and/or have an understanding of the importance of time and the value of a college education and can help their children with these issues.

Teachers/Professors need to value teaching here and not complain about/say negative things about SCC. We must reach out and let people know that we can help them. IOW – stop them from going to DVC, CCC, Napa, etc.

EQUITY: Should be “student focused”, not faculty focused; should be student driven.

Make all ‘centers’ (FF, VV, Vallejo) equitable. All forms cross training and other resources should be available at all centers. With regard to the curriculum, the definition of “prerequisite” should be clear in

order to insure that students understand just what courses are required. Example: A class may be on a transcript, but the student may lack the necessary “knowledge”. (recent) We must provide students
Page 3

with necessary knowledge – give them the knowledge and skills necessary. Utilize the existing resources and get feedback from the student. Infuse teaching into curriculum (the “history” of a subject.

INCLUSION: This must include EVERYone. Respect is the key. We need to draw circles to bring people IN, and not erect barriers to keep them OUT. Customer service training is greatly needed and should be ongoing. Students are the reason that we are here, they are our clients. We must remember that even if we cannot help them with a particular problem, we listen and try to give them options and ideas – they should believe that they have been treated fairly.

Again: everyone should be on the same page from the Janitor to the President of the College.

Recommendations

1. Training be provided for everyone who works at Solano
2. Speaker at a conference who can speak to Equity and Inclusion. Activities should be infused through activities throughout the year – becoming an integral part of the college.
3. Need a statement from the Student Equity Committee speaking to these concerns.

Next Steps

Incorporate our concerns/ideas into regular monthly meetings. Perhaps focus on a different population of people each month.

Leadership Team Training

Flex – Inclusive Curriculum

Expand, explore, learn, etc.

Student Services: Dr. Lewis said that we can begin there.

Encourage Deans to incorporate EI&D into their meetings, print articles, discuss them during meetings.

We need a No Tolerance Policy (re: inequality)

Question: Should joint meetings be held with this group and student groups?

IMPORTANT: There must be something that the student is interested in (inclusive curriculum)

Flex time: workshops should be held to develop curriculum for all subject areas.

It should be OK to speak to Professors and ask them how they are infusing diversity into their curriculum.

SOLANO COMMUNITY COLLEGE
LEARNING COMMUNITY PROGRAM TWO-YEAR ACTION PLAN
AUGUST 2014 - AUGUST 2016

Purpose

The Solano Community College Learning Communities Program Seeks to create a supportive and inclusive academic environment that promotes the highest educational, intellectual, social, and personal development for students.

Goals

The SCC LCP will increase the success, persistence, and retention of at-risk and underprepared students, beginning in their first year of college, to foster greater equity and access.

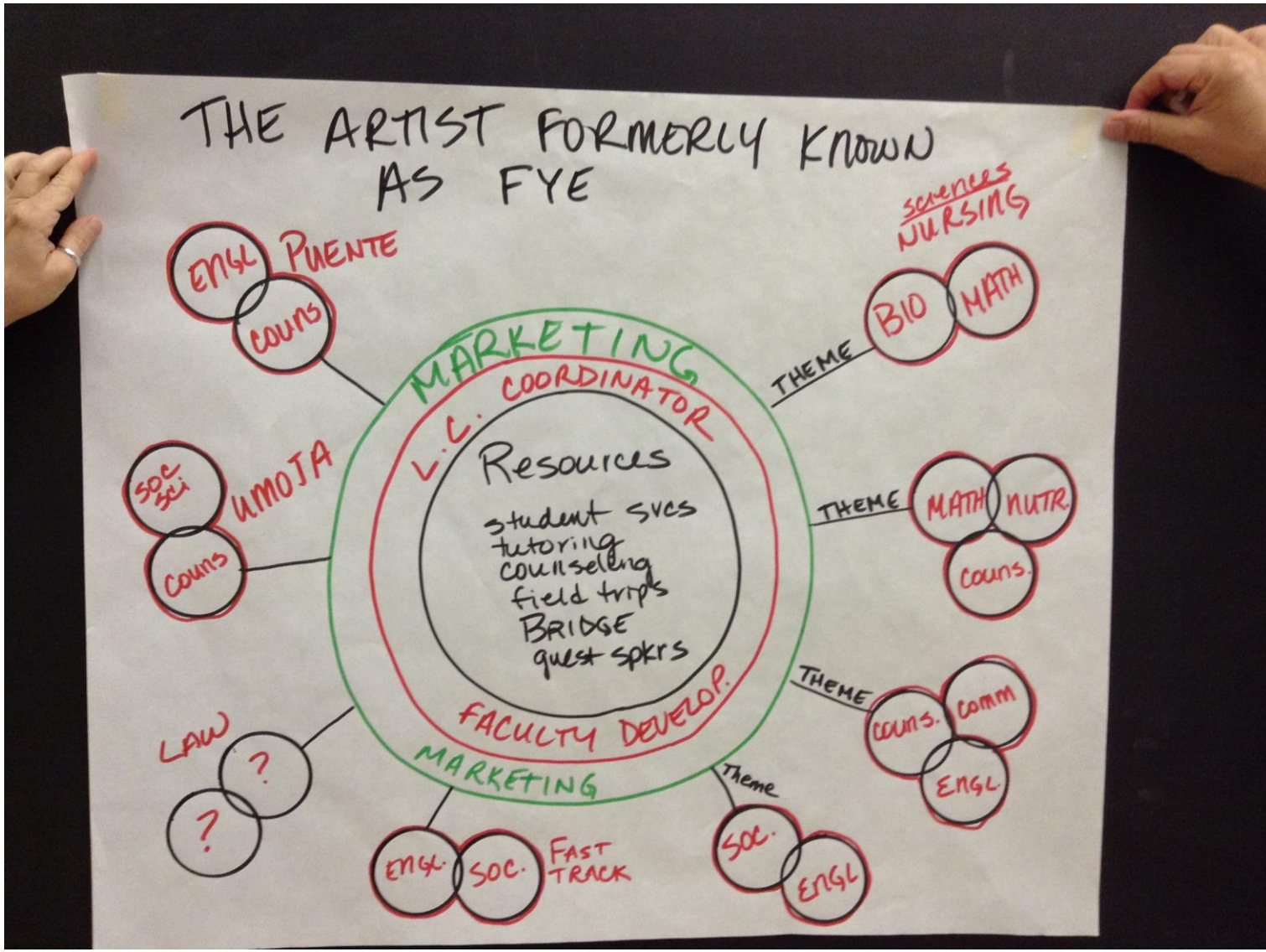
The SCC LCP will use integrative and interdisciplinary assignments to provide opportunities for applied learning and collaborative teaching.

The SCC LCP will assist in the acculturation of students and families to the college community, expanding student awareness of the opportunities and benefits of higher education.

The SCC LCP will promote/foster the collaborative efforts of all constituents of the campus and larger community, and maintain strong communication of our intentions and progress through professional development, community events, and internal and external marketing.

We will develop the SCC LCP with the following values in mind:

- *integrative teaching and learning*
- *cohort-based*
- *support*
- *student engagement*
- *relevant*
- *community*
- *opportunities for personal development*
- *contextualized skills development*
- *includes transfer-credit bearing coursework*



A visual of our vision

What we need to do to make it happen:

Getting started....

Task(s)	Target Deadline	What we have to work with	Who's on top of it?	Who will help?
Set target # of classes in LCs	NSILC	Internet	All	
Research available funding/ develop a budget	F14	Current LC program funding & budgets, identify sources	Melissa	Isabel Karen Chuck
Recruit faculty for Fall 15 launch of program,	F14 FlexCal	FlexCal	All	
Create a guide or handbook for faculty	F14	NSILC KNOWLEDGE! BSC meeting time	LC Committee	
Expand and enhance summer bridge	Sp15	Current bridge program		Genele, Janene, Karen
Create faculty development plans	Sp 15	BSI, FYE, LC (if established) fund CLCCCPR FLexCal		Corrine Isabel Chuck
Develop website/page for LCs	Feb 15	IT, LCC	Nick	LC Committee
Assess staffing needs and recommend hiring	F14		LC Coordinator	LC Committee

Present to Deans mtg	F14		LC Dean and Melissa	
Hire LC/FYE Coordinator	F14		Shirley	LC Committee

Keeping it going....

Task(s)	Target Deadline	What we have to work with	Who's on top of it?	Who will help?
Establish Student Services partnerships and protocols	F14			
Develop a series of co-curricular activities via Academic Success Center - timing, credit, facilitators tbd	Sp15	ASC FYE (additional funding?) Student Services	C. Spilner	Nick
Designated study space during Finals Week	F14	1300 Bldg Popcorn Machine	J whitesell	
Restructure Basic Skills and/or ASC meetings to establish a standing LC steering committee	F14	BSC & ASC	Chuck & Melissa	Existing committees
Professional Development related to LCs	Sp15	FLexCal	Chuck	
Write a catalog and schedule descriptor	Sp15		LC Committee	

SPRING 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES

UPDATED 12/18/13

Thursday, January 9 (*optional day*)

Friday, January 10 (*required day*)

Tuesday, February 18 (*optional day*)



Images by Mary Weidig



Courtesy of SCC Photography Dept.

Solano Community College

Human Resources Department
360 Campus Lane
Fairfield, CA 94534-3197
(707) 864-7169
<http://www.solano.edu>

Workshops are first-come, first-served!

Faculty Participation - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

Staff Participation - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

Small Group/Individual Projects/Student Info Tables - Prior approval from the Dean is necessary for this option. Faculty may use up to six optional flex cal hours per day on optional days to work on curricular activities.

cs: 12-18-13



Images by Sheila Williams

Courtesy of SCC Photography Dept.

**THURSDAY,
JANUARY 9, 2014
(Optional Day—6 hours)**

9:00 a.m. -12:00 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**
Academic Senate meeting, Susanna Gunther, Academic Senate President

9:00 a.m. - 12:00 p.m. (3 hour optional flex credit) **Building 1500, Room 1526/Capacity 40**
Math Basic Skills Workshop, Math Faculty

Basic Skills Instructors will make presentations based on their recent conference attendance to share best practices in Basic Skills Math. Recent SLO assessments will be analyzed and discussed. Finally, the group will create goals for the coming semester.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) **Building 800, Room 804/Capacity 54**
EEO/Selection Committee Training, Human Resources ([RSVP to Eileen X 7169](#))

This workshop is designed to familiarize hiring committees charged to hire new staff and faculty with procedures related to areas of selection, diversity, Title V, and Equal Employment Opportunity (EEO) guidelines. Anyone who wishes to serve on a hiring committee must have this training.

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) **Building 700, Room 705/Capacity 55**
Improving Students' Writing in Science Courses, Jack Shouten, English Professor and Brad Paschal, Biology Professor

This workshop is intended for English and biology faculty to discuss student writing in biology courses.

12:00 p.m. - 5:00 p.m. (5 hours optional flex credit) **Vacaville Center, conference room 232**
Joint Meeting of the Student Equity Committee and Equity and Inclusion Advisory Council:
Seminar on diversity and equity.

This session is for committee members only.

12:00 p.m. – 1:30 p.m. **Building 1400, Back half of the Cafeteria**
CSEA luncheon, RVSP to Lisa Raquel @ ext. 4615 or lraquel@solano.edu

1:00 p.m. – 4:00 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**
Academic Administrators and Academic Senate Meeting, Susanna Gunther, Academic Senate President

1:00 p.m. – 3:00 p.m. (2 hours optional flex credit) **Building 800, Room 804/Capacity 54**
Sexual Harassment Workshop, Human Resources (**RSVP to Eileen at X 7169**)

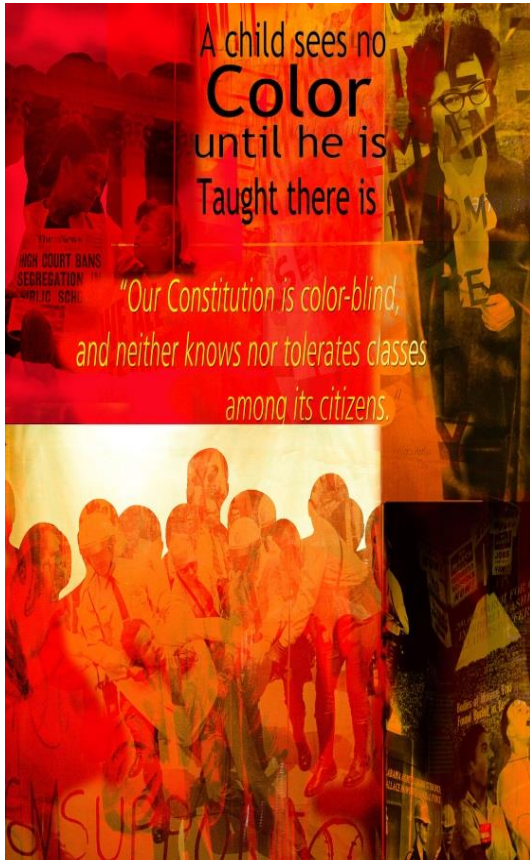
This workshop will meet the requirements of AB 1825, which requires community college employers to provide harassment prevention training and education to their new supervisory employees within 6 months of hire/promotion and to their current supervisory employees every two years. Faculties that have supervision over students are required to attend every two years, as well. Everyone is encouraged to attend this training as we all have interactions with faculty, staff, and students. This workshop provides information on how best to avoid liability based on alleged sexual and other forms of harassment, discrimination and retaliation in colleges. The focus of the workshop is practical, and includes discussions of hypothetical, but realistic, fact situations. This workshop will address harassment, discrimination, and retaliation between:

- Employees & Employees
- Employees & Students
- Students & Students
- Supervisors & Employees

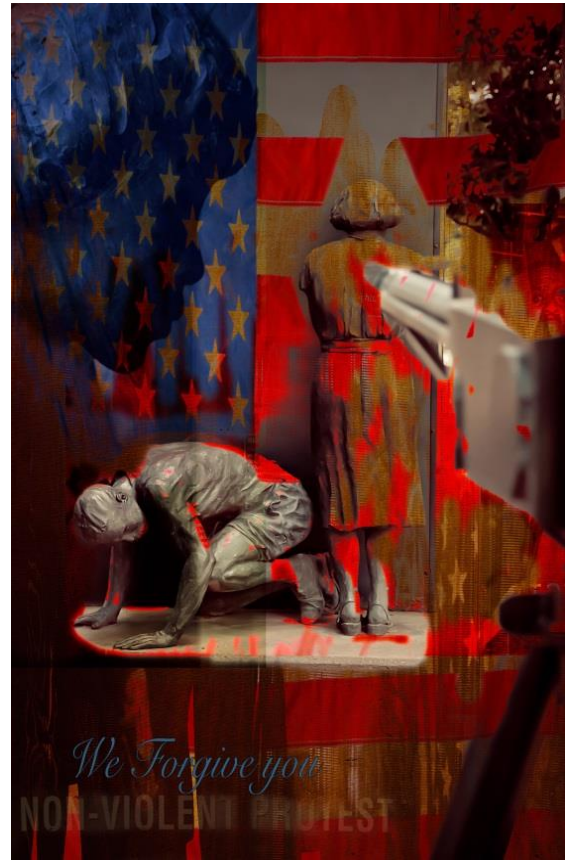
1:00 p.m. – 3:00 p.m. (2 hr. optional flex) **Building 400, Room 446/Capacity 36**
CalSTRS Retirement Workshop
Charlene Bode, Benefits Counselor.
Client outreach and guidance.

1:00 p.m. - 2:00 p.m. (1 hour optional flex credit) **Building 400, Room 444/Capacity 36**
i>clickers: How I use them to teach Chemistry, Kathleen Conrad, Adjunct Chemistry Instructor
Using "clickers" in class is a great way to keep students interested and engaged during lectures, promote group interaction and learning, and a way to quickly assess student understanding of the concepts and materials presented in class. You can even use them to assess SLO's! An overview of how to set-up your lecture to use clickers using the FREE instructor kit given by the publisher (Macmillan), sample clicker questions (including how to take attendance using clickers), and how to view and immediately access student responses will be given. And no - you do NOT need to get IT involved! The system is "self-contained" using a base unit and memory stick that works with either your laptop or the campus computers.

1:00 p.m. – 3:00 p.m. **Building 400 Room 445/Capacity 42**
Understanding your CalPERS Rights & Rewards, Nadine Franklin, Sr. Member Benefits Coordinator, CSEA
If you are part of CalPERS you need to know how the system works, what benefits are available while you are employed and how to protect your retirement funds if you leave your current employment. You will learn what information CalPERS uses to calculate your retirement and how to find out if your contributions are correct so you will receive the maximum monthly retirement to which you are entitled. You will also learn what your beneficiary will receive if you are deceased before or after retirement. Your Social Security coordination with CalPERS will also be discussed. This fast paced seminar is packed with important information for employees of all ages. Booklets will be distributed and questions will be answered.



Images by Sheila Williams



Courtesy of SCC Photography Dept.

CANVAS TRAINING. All workshops in **Building 500, Room 503/Capacity 32**

Priority seating will be given to faculty planning to teach in Canvas in Fall semester 2014.

10:00 a.m. - 11:00 a.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear, DE Coordinator at Dale.Crandall-Bear@solano.edu by Monday, Jan. 6 at 4:00 pm.**

Canvas Training Workshop 1: Getting Started in Online Teaching with Canvas

Topics covered:

- 1.1 What is Canvas?
- 1.2 Overview of the Canvas Workspace (from eCollege to Canvas)
- 1.3 Personalizing Canvas
- 1.4 Setting Up a Course Shell
- 1.5 Creating and Organizing Content

As part of this workshop, participants will be enrolled in an online Canvas course shell for follow-up activities.

11:00 a.m. - 12:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear at Dale.Crandall-Bear@solano.edu by Monday, Jan. 6 at 4:00 pm.**

Canvas Training Workshop 2: Building an Effective Online Course in Canvas,

Topics covered:

- 2.1 Using the Communication Tools
- 2.2 Creating & Managing Assignments
- 2.3 The Learning Outcomes Tool
- 2.4 Working with the Gradebook / Giving Feedback / Speed Grader

As part of this workshop, participants will be enrolled in an online Canvas course shell for follow-up activities.

1:00 p.m. - 2:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear at Dale.Crandall-Bear@solano.edu** by Monday, Jan. 6 at 4:00 pm.

Canvas Training Workshop 3: Creating Interactive, Engaging Online Learning Environments

- 3.1. Strategies for Engaging & Retaining Students in Online Courses
- 3.2 Creating an Interactive Learning Environment
- 3.3 Groups and Collaborations
- 3.4 Mobile Apps

2:00 p.m. - 3:00 p.m. (1 hour optional flex credit) **RSVP to Dale Crandall-Bear at Dale.Crandall-Bear@solano.edu** by Monday, Jan. 6 at 4:00 pm.

Canvas Training Workshop 4: DE Guidelines / ADA-508 / Student Support Services

- 4.1 Overview of DE Guidelines (ACCJC & Chancellor's Office)
- 4.2 ADA Guidelines; 508 Compliance & Best Practices
- 4.3 Student Support Services for Online Education

ADJUNCT SUPPORT CENTER-Adjunct Faculty Forum and Support Center Kickoff

6:00 p.m. – 8:00 p.m. (2 hours optional flex credit) **Building 100, Library Rotunda**

Adjunct Faculty Forum, Master of Ceremonies, Nick Perrone, Adjunct History Professor

Agenda:

- Tour of Adjunct Support Center
- Update on: Rehire Rights, Salary Increases, and Other Adjunct Issues
- Dinner and Refreshments
- Guests: Superintendent/President Jowel Laguerre; IVP Diane White; CTA President James DeKloe
- CTA Membership Forms Available for New Adjunct Faculty

FRIDAY, JANUARY 10, 2014
(Required Day—6 hours)

8:00 a.m. – 9:00 a.m. (1 hour optional flex credit) **Building 1400, Cafeteria**

Lite Breakfast, Sponsored by S/P office

Breakfast will include Presidential awards and recognize 10, 15, 20 yrs. of service for employees.

(2.5 hours required flex credit 9:15 a.m. – 12:00 p.m.)

These activities are in Building 1200, Theater

9:15 a.m. – 9:25 a.m.

Welcome, Janene Whitesell, Speech Professor

9:25 a.m. – 9:45 a.m.

State of the College, Dr. Jowel Laguerre, Superintendent-President

9:45 a.m. – 10:00 a.m.

Q & A with the Superintendent-President, Dr. Jowel Laguerre

10:00 a.m. – 12:00 p.m.

Student Success Discussion—"Conversations That We Don't Have But Should"

10:00-10:10 Introduction to the Student Success Initiative (SB1456)

10:10-10:30 TED TALK on Student Success

10:30-11:30 Breakout sessions: discussions about what our faculty/staff can do to help our students succeed.

11:30-12:00 Reassembly to share ideas and suggestions

12:00 p.m. – 1:00 p.m., **Building 1400, Cafeteria**
All College Lite Lunch, Sponsored by S/P office

(3.5 hours required flex credit 1:00 p.m. – 4:30 p.m.)

1:00 a.m. – 2:00 p.m. **Building 1500, Room 1530/Capacity 42**

The Brain that is Doing is the Brain that is Learning, Danielle Widemann, Geology Professor
The OnCourse Workshop taught me new skills to make my classroom more interactive. Students really do need to be interactive to learn. I was excited to see the students' scores improve and they really did! I will work with you on some of the methods through classroom simulations. Hopefully, you will leave with some new ways to teach a concept that you can use in your classroom next semester.

1:00 p.m. – 2:00 p.m. **Building 400, Room 446/Capacity 36**

Academic Calendar Development Workshop, Barbara Fountain Director, Admissions & Record
Hate the calendar? Confused by the calendar? Angry about the calendar? Join us for this workshop to learn the regulations that guide the development of the calendar as well as local challenges that contribute the final product. Get your questions answered. Contribute your ideas for improvement. This workshop will be recorded & will be available online. This will be offered again next semester also.

1:00 p.m. - 2:00 p.m. **Building 700, Room 713/Capacity 55**

Accreditation: What is next for SCC? SCC Accreditation: How to Stay off Warning, Probation, and All ACCJC Sanctions, Annette Dambrosio, Accreditation Coordinator
SCC has struggled off and on for the last few years to get off sanctions. What can we do to break the "on sanction" cycle and ensure compliance with SCC standards? Attend this session and voice your ideas. Our Self Study is on the horizon and we need all reasonable ideas!

1:00 p.m. - 2:00 p.m. **Building 800, Room 812/Capacity 55**

Program Review Training for the School of Social and Behavioral Sciences, Counseling and ½ School Math and Sciences, Amy Obegi, Child Development and Family Studies Professor; Peter Cammish, Dean Research and Planning; Pei-Lin Van't Hul, Lead Research Analyst
This workshop is designed for faculty who will be undergoing Program Review during the 2014-2015 academic year. We will discuss the process, review the self-study template, and discuss data collection.

2:00 p.m. – 3:30 p.m.

SLO and PLO Departmental Discussions.

Career Technical Education & Business, **Building 500, Room 505**
Counseling/DSP&S/Special Services, **Building 400, Room 445**
Human Performance & Development, **Building 1700, Room 1746**
Liberal Arts, **Building, 800, Room 812**
Math/Science, **Building 300, Room 308**
Social and Behavioral Sciences **Building 700, Room 703**
School of Health Sciences Room **Building 800, Room 807b**

3:30 p.m. – 4:30 p.m.

School Meetings

Career Technical Education & Business, **Building 500, Room 505**
Counseling/DSP&S/Special Services **Building 400, Room 445**
Human Performance & Development **Building 1700, Room 1746**
Liberal Arts **Building 800, Room 812**
Math/Science **Building 300, Room 308**
Social and Behavioral Sciences **Building 700, Room 703**
School of Health Sciences **Building 800, Room 807b**

FALL 2014 STAFF DEVELOPMENT FLEX CAL ACTIVITIES

UPDATED 6/12/14

Friday, August 8 (*optional day*)
Monday, August 11 (*optional day*)
Tuesday, August 12 (*required day*)



Images by Mary Weidig

Courtesy of SCC Photography Dept.

Solano Community College

Human Resources Department
360 Campus Lane
Fairfield, CA 94534-3197
(707) 864-7137
<http://www.solano.edu>

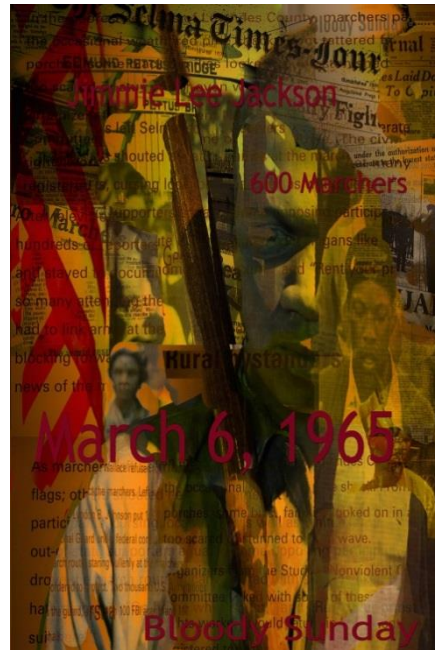
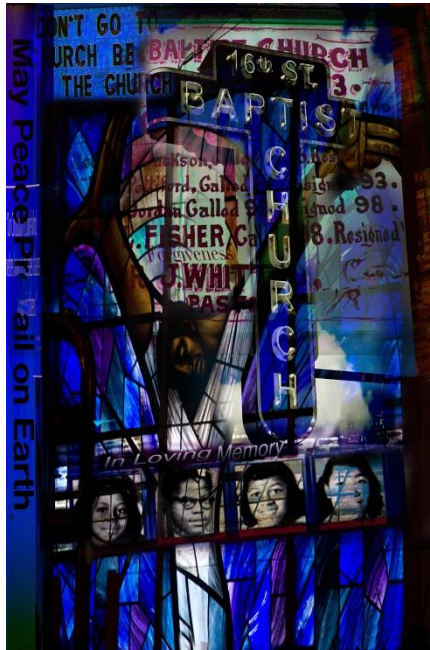
Workshops are first-come, first-served!

Faculty Participation - Full-time faculty are required to attend four campus in-service days and contract for the remaining six days in either optional workshops or individually planned activities. Adjunct faculty may participate in on- and off-campus in-service activities with approval of immediate supervisor for the number of hours equal to their weekly assigned hours for the semester and will be reimbursed for their participation at their hourly rate of pay.

Staff Participation - Classified and management staff are strongly encouraged to attend flex workshops and staff development activities. Released time should be arranged with their immediate supervisor.

Small Group/Individual Projects/Student Info Tables - Prior approval from the Dean is necessary for this option. Faculty may use up to six optional flex cal hours per day on optional days to work on curricular activities.

UPDATED 6/12/14



Images by Sheila Williams

Courtesy of SCC Photography Dept.

**FRIDAY,
AUGUST 8, 2014
(Optional Day—6 hours)**

9:00 a.m.-12:00 p.m. (3 hours optional flex credit) **Building 800 Room 804** (capacity 54)

New Employee Faculty Orientation (NEFO), Human Resources

ALL NEW FACULTY SHOULD ATTEND, SENIORITY DRAW WILL TAKE PLACE DURING THIS ORIENTATION.

**MONDAY,
AUGUST 11, 2014
(Optional Day—6 hours)**

9:00 a.m. -12:00 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**

Academic Senate meeting, Michael Wyly, Academic Senate President

9:00 a.m. - 12:00 p.m. (3 hour optional flex credit) **Building 1500, Room 1530/Capacity 40**

Math Basic Skills Workshop, Math Faculty

Kheck Sengmany will present a workshop to share her experiences at the AMATYC conference last fall. Results of the summer review and drop-in faculty advising service will be shared and the committee will discuss future plans to attempt to properly place students. The common SLO assessment problems that were developed last fall will be revisited and revised. Finally, the group will discuss plans and create goals for the coming semester.

9:00 – 11:00

Book Discussion: “David and Goliath” BY MALCOLM GLADWELL, facilitated by James DeKloe, Biology and Biotech Professor

10:00 a.m. – 12:00 p.m. (2 hours optional flex credit) Building 700, Room 705/Capacity 55

Improving Students' Writing in Science Courses, Jack Schouten, English Professor and Brad Paschal, Biology Professor

Although we all agree that close reading and effective writing skills are essential to success across the curriculum, many instructors feel that, with all of the other tasks and goals of the semester, they don't have the time to hold students to--and help students achieve--certain reading and writing standards. To this end, the English and biology departments have begun collaborating in order to help science students, in particular, engage in meaningful reading and writing tasks. This workshop will focus on at least some of the following tasks: writing and developing papers which compare/contrast and/or argue a point, interpretation of graphs and designing and analyzing studies. Please bring a specific task or assignment you would like to revise or improve—the goal of this workshop is for you to leave with something specific that is useful for your class this semester!

12:00 p.m. – 1:30 p.m. **Building 1400, Room 1401, (Faculty Staff Lounge)**

CSEA luncheon, RVSP to Debbie Luttrell-Williams @ ext. 4477 or Debbie.Luttrell-Williams@solano.edu

12:00 p.m. – 1:30 p.m. **Building 1400, Cafeteria**

SCFA Luncheon and Meeting, James DeKloe, SCFA President

1:30 p.m. – 4:30 p.m. (3 hours optional flex credit), **Building 1400, Room 1421**

Academic Administrators and Academic Senate Meeting, Michael Wyly, Academic Senate President

1:30 p.m. – 3:30 p.m. (2 hr. optional flex) **Building 400, Room 443/Capacity 36**

CalSTRS Retirement Workshop, Charlene Bode, Benefits Counselor.

Client outreach and guidance.

1:30 p.m. – 3:30 p.m. **Building 400 Room 445/Capacity 42**

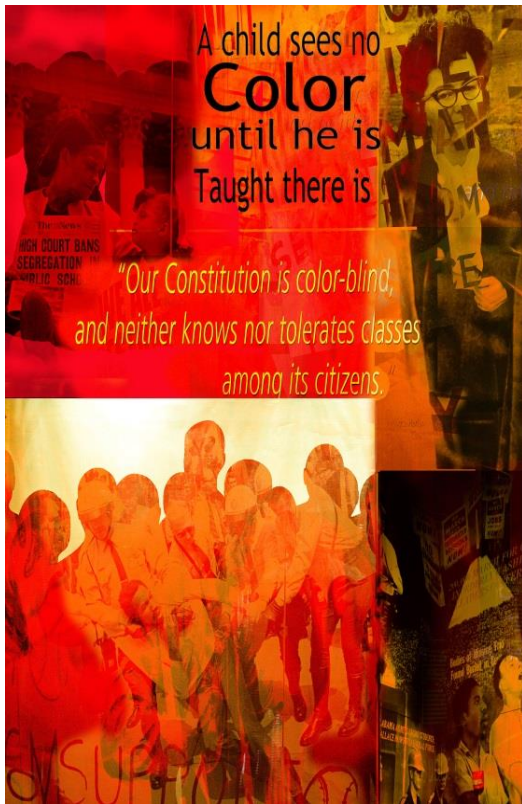
Understanding your CalPERS Rights & Rewards, Nadine Franklin, Sr. Member Benefits Coordinator, CSEA

If you are part of CalPERS you need to know how the system works, what benefits are available while you are employed and how to protect your retirement funds if you leave your current employment. You will learn what information CalPERS uses to calculate your retirement and how to find out if your contributions are correct so you will receive the maximum monthly retirement to which you are entitled. You will also learn what your beneficiary will receive if you are deceased before or after retirement. Your Social Security coordination with CalPERS will also be discussed. This fast paced seminar is packed with important information for employees of all ages. Booklets will be distributed and questions will be answered.

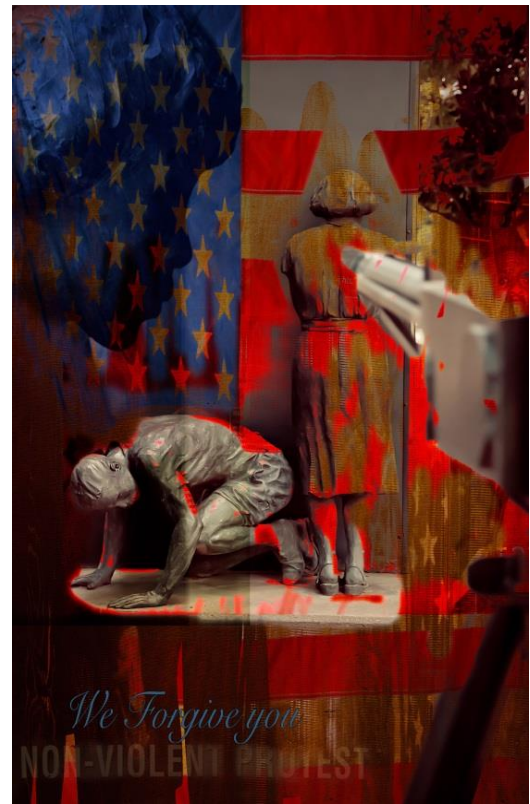
2:00 p.m. - 4:00 p.m. (2 hour optional flex credit), Building 500, Room 505 (*Limited to 42 participants*)

Curriculum & CurricUNET Training for Faculty, Curtiss Brown, Kinesiology Professor

CurricUwhat? Come learn about course development and the curriculum approval process, find out how the Committee works and what it's looking for when your course is on the agenda, and get specific information on navigating CurricUNET



Images by Sheila Williams



Courtesy of SCC Photography Dept.

10:00 a.m. - 12:00 a.m. **Building 100, Room 103/Capacity 32** (2 hour optional flex credit)

Canvas Training Workshop Priority seating will be given to faculty planning to teach in Canvas in Fall semester 2014. **RSVP to Dale Crandall-Bear, DE Coordinator at Dale.Crandall-Bear@solano.edu by Friday, Aug 8 at 4:00 pm.**

1:00 p.m. - 3:00 p.m. **Building 800, Room 812/Capacity 55** (2 hour optional flex credit)

New Smart Classroom Training, Dale Crandall-Bear, Distance Education Coordinator

This will primarily be for the faculty who will be using the rooms in Fall 2014, but could be open to any other interested faculty. **RSVP to Dale Crandall-Bear, DE Coordinator at Dale.Crandall-Bear@solano.edu by Friday, Aug 8 at 4:00 pm.**

3:30 p.m. – 5:30 p.m. **Building 300 Room 308 /Capacity 85**

Adjunct Healthcare Issues and the Affordable Care Act, Sponsored by the Adjunct Support Center and CTA, Mark DeWeerd, CTA.

Anyone interested is welcome.

ADJUNCT SUPPORT CENTER-Adjunct Faculty Forum and Support Center Kickoff

6:00 p.m. – 8:00 p.m. (2 hours optional flex credit) **Building 100, Library Rotunda**

Adjunct Faculty Forum, Master of Ceremonies, Nick Perrone, Adjunct History Professor

Agenda:

- Tour of Adjunct Support Center
- Update on: Rehire Rights, Salary Increases, and Other Adjunct Issues
- Dinner and Refreshments
- Guests: Superintendent/President Jewel Laguerre; IVP Diane White; CTA President James DeKloe
- CTA Membership Forms Available for New Adjunct Faculty

TUESDAY, AUGUST 12, 2014
(Required Day—6 hours)

8:00 a.m. – 8:50 a.m. (1 hour optional flex credit) **Building 1400, Cafeteria**

Lite Breakfast, Sponsored by S/P office **Breakfast will include Presidential awards and recognize 10, 15, 20 yrs. of service for employees.**

(3 hours required flex credit 9:00 a.m. – 12:00 p.m.)

These activities are in Building 1200, Theater

9:00 a.m. – 9:10 a.m.

Welcome, Janene Whitesell, Speech Professor

9:10 a.m. – 9:45 a.m.

State of the College, Dr. Jowel Laguerre, Superintendent-President

Q & A with the Superintendent-President, Dr. Jowel Laguerre, Superintendent/President Solano Community College

- **CAN YOU EXPLAIN HOW OUR FUNDING IS TIED TO STUDENT SUCCESS?**
- **HOW DO YOU DEFINE DIVERSITY AND EQUITY AT SOLANO CC?**
- **WHAT ARE THE EXPECTATIONS OF FACULTY AND STAFF?**

9:45 a.m. -10:20 a.m. **Distinguished Faculty Presentations** – Introductions by Michael Wyly, Academic Senate President

10:30-12:00 Student Success Discussion-PART II “Conversations We ARE Finally Having”

Student Support and Services Panel discussion? Referring students for help.COUNSELING (Barbara P) How do you refer students. SARS alert. Student Equity issue has to do with the barriers. Evening hours for services are not available.

Assessment-20 min

12:00 p.m. – 1:00 p.m., **Building 1400, Cafeteria**

All College Lite Lunch, Sponsored by S/P office

(3 hours required flex credit 1:00 p.m. – 4:00 p.m.)

1:00 p.m. - 2:00 p.m. **Building 800, Room 812/Capacity 55**

Demonstration of our new Smart Classroom, Dale Crandell-Bear, Distance Education Coordinator.

This will be an introductory orientation to the smart classrooms funded by the Instructional Equipment money.

1:00 p.m. - 2:00 p.m. **Building 500, Room 506/Capacity 46**

Perkins Funds – Who, What, Where, When ,Why., Maire Morinec, Dean of the School of CTE and Business

1:00 p.m. - 2:00 p.m. **Building 800, Room 804/Capacity 55**

Creative Approaches to Be Fully Engaged in Staff Equity

Meet with members of the Equity, Inclusion, and Advisory Committee (EIAC) and exchange ideas pertaining to diversity, inclusion, and equity! Come one and all and engage in informal dialogue on how we might continue to improve staff equity at SCC.

1:00 p.m. - 2:00 p.m. **Building 700, Room 713/Capacity 55**

Accreditation: 2014 Midterm Report Update, Annette Dambrosio, Accreditation Coordinator

All are welcome to a dialogue pertaining to the 2014 Midterm Report (draft).

1:00 p.m. - 2:00 p.m. **Building 700, Room 705/Capacity 55**

Program Review Workshop: It's Writing Time! Amy Obegi, Child Development and Family Studies Professor; Peter Cammish, Dean Research and Planning; Pei-Lin Van't Hul, Lead Research Analyst

Programs that are currently undergoing program review (Schools of Social and Behavioral Sciences, ½ of Math and Sciences, School of Health Sciences and Counseling) are invited to attend a program review workshop to support the writing process. Samples will be provided, writing benchmarks will be discussed, and questions will be answered. Peter Cammish and Pei-Lin Van't Hul from Research and Planning will also be available to answer questions regarding data.

2:00 p.m. - 4:00 p.m. **811 Classroom / Capacity 55**

Equity and Diversity Workshop SPECIAL SESSION for Maintenance Staff, Karen McCord,

Dr. McCord will lead this two hour workshop which will serve as ongoing training and professional development for all SCC.

2:00 p.m. – 4:00 p.m.

School and Departmental Discussions.

Deans and faculty to address these items:

- SLO/PLO assessments work (discussions; presentations on assessments and changes faculty have made as a result of assessments)
- Updates on Project Database for Implementation of Educational Master Plan Goals (by department)
- FTES Targets and Scheduling discussions
- Program Review (for a few Schools)
- Curriculum Review
- The Achievement Gap and the SCC Student Equity Plan

Career Technical Education & Business, **Building 500, Room 505**

Counseling/DSP&S/Special Services, **Building 400, Room 445**

Liberal Arts, **Building, 1300, Room 1301**

Math/Science, **Building 300, Room 308**

Social and Behavioral Sciences **Building 700, Room 703**

School of Health Sciences Room **Building 800, Room 807b**

ADD INNOVATIVE EDUCATORS WEBINARS



ACADEMIC SENATE

AGENDA

August 11, 2014

ASSC 1421

9:00 am – 12:00 pm

1. Call to Order

2. Roll Call:

Michael Wyly, President

Mark Berrett; Sabine Bolz; Curtiss Brown *ex-officio*; Tom Bundenthal; Nick Cittadino; Lue Cobene; Catherine Cyr; Dale Crandall-Bear *ex-officio*; Joe Conrad; Erin Duane; Lisa Giambastiani; Susanna Gunther *ex-officio*; Les Hubbard; LaNae Jaimez; Amy Obegi; Terri Pearson-Bloom; Ken Williams
Connie Adams, Admin Assistant

Guests: Jowel Laguerre, Diane White, Annette Dambrosio, Yulian Ligioso, Shirley Lewis, Melissa Reeve, Gene Thomas

Welcome New 2014-2015 Senators: Mark Berrett – School of CTE/Business; Tom Bundenthal – At-Large; Joe Conrad – School of Math/Science. Terri Pearson-Bloom – Health Sciences.

3. Approval of Agenda – August 11, 2014

4. Approval of Minutes – May 5, 2014

5. Comments from the Public (3 minute limit per person)

6. President's Report (20 minutes)

7. Superintendent/President's Report (10 minutes)

8. Interim Vice President's Report (10 minutes)

9. Information/Discussion Items

9.1 Accreditation Update – Annette Dambrosio

9.2 Budget Update – Yulian Ligioso

9.3 Brown Act Updates, including senate subcommittees – Michael Wyly

9.4 Student Equity Plan / Template (Update) – LaNae Jaimez

9.5 Program Discontinuance Update and Discussion (also on afternoon agenda) – Michael Wyly

9.6 Peer Review and Compressed Calendar/Block Scheduling Update – Michael Wyly and LaNae Jaimez

9.7 Corequisite/Prerequisite Policy and Calendar – Joe Conrad and Curtiss Brown

9.8 High school outreach and CAPP, including proposed outreach task force – Michael Wyly

9.9 AB86 Update and Report Presentation – Melissa Reeve and Michael Wyly

9.10 Student Success Taskforce, including updates on Common Assessment & Education Plan – Michael Wyly

9.11 Senate Election: Secretary/Treasurer

9.12 Senate Election: two (2) Part-time Representatives needed

9.13 Senate Goals for AY 2014-15

10. Action Items

10.1 Emergency and Part Time Hiring Policy (revised)

10.2 Expand Charges of Flex-Cal Committee to include Faculty Development

- 10.3 Composition of the Program Review Committee
- 10.4 Refreshments Budget for first and last meetings of the year

11. Reports

- 11.1 Subcommittees (3 minutes each)
 - 11.1.1 Basic Skills – Melissa Reeve
 - 11.1.2 Curriculum – Curtiss Brown
 - 11.1.3 Distance Ed – Dale Crandall-Bear
 - 11.1.4 Flex Cal – Chuck Spillner
 - 11.1.5 Program Review – Amy Obegi
- 11.2 Other Committees
 - 11.2.1 Assessment -- Gene Thomas
 - 11.2.2 Equity – Shirley Lewis
 - 11.2.3 10+1 Committee – LaNae Jaimez
- 11.3 Treasurer (2 minutes)

12. Action Reminders

- 12.1 Program Review needs reps from Math/Science and Health Sciences.

13. Announcements

- 13.1 The next regular Senate meeting will be held on August 25, 3:00 – 5:00 pm in ASSC 1421.

14. Adjournment

3.1 Course Completion and Retention. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Provide possible reasons for these trends *AND planned action to equalize student success.*

3.2 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

3.3 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (*limit to one or two paragraphs*).

3.4 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

PROGRAM REVIEW: HUMAN SERVICES

Reported: Fall 2013



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CONTENTS

Self-Study: Human Services -----	1
Curriculum Development, Assessment, and Outcomes -----	155
Student Equity & Success -----	30
Program Resources -----	344
Programmatic Goals & Planning -----	37
Appendix: Evidence & Support Signatures -----	41

SELF-STUDY: HUMAN SERVICES

1.1 Introduction.

The Human Services program is housed in the School of Social and Behavioral Sciences Division. In existence at Solano Community College (SCC) for 15 years, this program is designed to equip students with the basic knowledge and skills necessary for the variety of jobs in the field of Human Services (HS). The courses are intended, but not limited, to provide entry-level skills and training for students who are interested in employment in mental health, social welfare, developmental services, corrections, alcohol and drug treatment, or child/adolescent treatment services. Graduates gain specific knowledge and skills to create alliances and facilitate change, run groups, and case manage a diverse population; this is achieved through classroom instruction and training, and the completion of 200 hours of applied experience through 2 required internships.

A Certificate of Achievement can be obtained upon completion of the 23-unit major with a grade of “C” (2.0) or better in each HS program course. The Associate of Arts Degree can be obtained upon completion of 60 units, including the major with a grade of “C” (2.0) or better in each course, general education requirements, and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a pass-no basis. Required courses include:

- HS 051 Introduction to Human Services
- COUN 062 Helping Skills: Creating Alliances & Facilitating Change
- HS 053 Special Populations
- HS 052 Introduction to Group Processes
- HS 055 Case Management
- COUN 064A Practicum
- COUN 064B Practicum

More recently, there has been a stronger emphasis on blending theory with practice within the program, as well as actively recruiting students from other disciplines like psychology, where the Human Services training will prove to be invaluable. The added value is that in the Human Services program, students get to engage in a lot of self-exploration, which results in self-growth and their ability to serve with less bias. This is achievable because instructors each have an average of about 15-20 years of experience in the Human Services field which translates into innovative classroom activities and assignments that mirror the complexity of the field and people served.

Having students from different disciplines also adds to the diversity in the classroom, thus making it a richer learning environment. For example, in recent semesters, we have had an increase of males (17% in Fall 2008 as compared to 24% in Spring 2013) which provides females the opportunity to learn from their perspectives. The increased academic ability of the mixed disciplines is another positive contribution to the learning process for everyone as is the diversity in age. Students enrolled between age 18 and 20 increased 6% (8% in Spring 2008 compared to 14% in Spring 2013). Having the HS program housed in the same Division and in active partnership with Psychology professors enables this seamless recruitment given two of

the full time HS instructors serve in both Human Services and Psychology programs at Solano Community College. Current data shows an increase in psychology majors taking Human Services courses to 14% from 5% in Spring 2010.

In the future, the HS Coordinator plans to create an email that may be sent to all students at SCC who are interested in such growth. Students don't necessarily have to major in Human Services. They could simply get the certificate by completing the 7 courses or take a few courses they see fit. We see this trend with the nursing majors who constituted 18% of HS program enrollment in the Spring 2013 semester; that is a 17% increase since Fall 2011. We know the learning is invaluable especially when we have students calling back after they graduate and tell us they refuse to take a course at their new learning institution because they already learned the material at SCC. This is especially true for the Introduction to Social Work class offered in the Social Work department, at the University of Sacramento, where it is waived for successful completion of HS 51 at SCC taught by Dr. Cabrera in Spring 2012. This highlights the rigor of the program content and experience of the instructors. Similarly, conducting a student orientation in between semesters would introduce people to the HS program and its support to the community. This may assist with enrollment and also increase community collaborations given they will learn about the internships and community needs met by student workers.

Another goal is to see the program expand in terms of instructors and content offered. For example, we need a new full time faculty person dedicated to this program, are thinking about the development of a CAADAC program, and the creation of a Spanish/English bilingual course to cover the intake process so that everyone feels empowered (given the large percentage of Latinos who speak Spanish in Solano County).

Other goals include the creation of a viable budget and a resource center. The HS program is in need of a budget that is robust enough to enable the purchase of electronic resources such as tablets, pay for field trips, fingerprinting and purchase varied items to support student learning, e.g., case file folders. The budget for the program was removed without notice, thus, students and instructors use their own resources to ensure the tools needs are obtained. The HS Coordinator will work closely with faculty to develop and submit for a program budget. At minimum, having a student directed Resource Center would enable students and community members one place to search for resources, study and network with one another. Currently, there is no transfer model curriculum for Human Services under SB1440.

1.2 Relationship to College Mission and Strategic Goals.

Given the aforementioned, the services provided within the Human Services program at SCC support the overall mission of the college: “Solano Community College educates an ethnically and academically diverse student population drawn from our local communities and beyond. We are committed to help our students to achieve their educational, professional and personal goals centered on thoughtful curricula 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 data provided in Table 1 on the next page highlights the specific SCC Strategic Directions and Goals that are supported via the Human Services program.

Table 1. SCC’s Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<p><i>Obj. 1.1 Create an environment that is conducive to student learning.</i></p>	<p>Instructors model the characteristics and skills that are taught, using the classroom as a model for service where the environment is free from distraction, filled with active listening; attention to one’s non-verbal behavior, inclusive of words and tone used when participating. Being genuine, non-judgmental, and striving for competence is a continuous goal for both students and instructors. Instructors use vignettes, past professional experiences, case files, role play, and critical reflection papers, in addition to textbooks, research, videos, Power Points and guest speakers. As a result, students report having various unexpected moments filled with greater clarity, knowledge and competence that will enable them to serve consumers successfully. The following student feedback demonstrates the successful creation of an environment that is conducive to student learning:</p> <p>“The exercise in which each person in class stood up and pointed to the person that triggered them, whether it be negative or positive, helped to put this in perspective for me. It made me aware of how I might have treated him differently than I would someone who triggers me in another way.”</p>

"One of the most important aspects of HS 51 for me was learning to open up and be honest with myself. I have always thought of myself as being one of the most accepting nonjudgmental people. After participating in many of the activities in this class I have learned that I may actually have some prejudices. I also learned.... to understand the populations I can or cannot serve and not to let my prejudices become discriminating actions."

"Listening to all of the individuals in the class was somewhat of a flooring experience, to see 50 different people from all different walks of life all have a pretty incredible story to tell."

"Role playing for this class was very beneficial for me. I remember being in front of the entire class and feeling overwhelmed. I was supposed to be the professional and my job was to make the consumer feel comfortable. I had a difficult time remembering what to say or do. It was definitely a learning experience."

(Further feedback from students regarding their learning experiences in the Human Services Program can be obtained upon request.)

Obj. 1.2 Create an environment that supports quality teaching.

In addition to the evidence provided in 1.1, different learning modalities are tapped into with the use of: Power Point presentations, videos, charts, role-play, field trips, panel discussions, and lectures. Varied books are used as well as guest speakers.

Obj. 1.3 Optimize student performance on Institutional Core Competencies

Students are referred to take courses in English and attend Basic Skills training offered at SCC.

Obj. 2.1 Identify and provide appropriate support for underprepared students

In print and verbally, students are made aware of the courses and skills needed to be successful and encouraged to take fewer classes, in a specific order. Instructors will speak and work with students who are not academically prepared and encourage them to complete English courses first and/or obtain a tutor after reading their first writing assignment. Course prerequisites have been added to a few courses to decrease those occurrences. The use of email to assist students beyond office hours and assigning group work also has been effective in providing students with academic support.

Obj. 2.2 Update and strengthen career/technical curricula

To meet the demands of employment, the Field Work requirement was extended; students now take 2 courses (instead of 1) and are mentored by students who have already completed an internship; 200 hours total are required in the field. The implementation of department meetings, curriculum review and program review allow for such changes.

A future change under review is to rename the Field Work courses from Coun 64 A & B to HS 56 & HS 57 given that enrollment is provided solely to Human Services majors. The added benefit is ease of student registration and one administrative unit (e.g., 1 Dean and 1 administrative assistant under one division) to coordinate program needs. For example, to complete this program review only data was provided for HS titled courses, not all HS program courses--which include Coun 62, Coun 64A and Coun 64B. Furthermore, in the past 4 years, we have had 6 Deans, 2 VPs and 3 Administrative Assistants to assist with HS program related issues. This is neither time nor cost effective and presents unusual challenges. In Fall 2013, we have an official HS Coordinator with release time, 1 interim Dean in SBSS, 1 interim Dean in Counseling and 1 Interim VP—all who are devoted to streamlining communication and addressing program related issues.

<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>Instructors work with students to identify colleges and suitable programs for further study. Students are encouraged to double major, e.g., HS and psychology, to increase their chances of being admitted to institutions of higher learning. Time is allotted for announcements and guest speakers from other institutions and places of employment. Announcements for jobs are emailed to students. Students are encouraged to regularly communicate with their counselors at SCC.</p>
<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>Instructors:</p> <ul style="list-style-type: none"> • Enable students to attend counseling meetings during class time; • Email announcements from internal and external resources to students; • Supply free resources to students; and • Allow time for Guest speakers to promote services during class time
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>As a Human Services program we:</p> <ul style="list-style-type: none"> • Vary courses offered by time, location, and instructor; • Advertise the courses for the upcoming semester during class; and • Mention the HS program at meetings with colleagues and community members.
<p><i>Goal 3: Strengthen Community Connections</i> <i>Program Evidence</i></p>	
<p><i>Obj. 3.1 Respond to community needs</i></p>	<p>Students in the HS program are trained to meet the diverse needs that are present in the community. For example, a graduate would be able to conduct an intake and link a consumer to appropriate services, documenting everything in a timely manner and within federal and state guidelines. They actually do this in their internships; the actual needs vary from helping someone who is homeless find resources to assisting a first time pregnant mother link to health resources. Because the internships are not paid, employers can serve more people at no cost.</p>

<i>Obj. 3.2 Expand ties to the community</i>	The internships directly tie Solano College students and the College as an entity to the community. These partnerships are celebrated at the end of each academic year during graduation time. Advisory Board meetings may also serve to consolidate community collaborations given resources are shared and networking occurs.
Goal 4: Optimize Resources	
Program Evidence	
<i>Obj. 4.1 Develop and manage resources to support institutional effectiveness</i>	The Teaching Internship in HS 52 was developed. Currently there are 51 field sites which constitute a 22% increase since 2010 in options for students to successfully complete their internships.
<i>Obj. 4.2 Maximize organization efficiency and effectiveness</i>	In term of effective communication, email is often used to disseminate program related information. Department meetings also is a useful event but difficult to coordinate given the varied schedules of program faculty.
<i>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</i>	When a budget is created, included will be a request for up to date portable technology so that we can more easily and timely communicate with community members and students alike.

1.3 Enrollment.

Reviewing data from the past 4 years, we traditionally offer 2 sections of HS 51 in the Fall semesters and an average of 1 section of HS 52, 53, and 55 each in all semesters. The rationale for offering multiple sections of HS 51 is because in Introduction to Human Services course, students assess whether they want to pursue a career in Human Services related work. Faculty discuss and assess fit in the classroom and expect people to realize they are not a fit for this field and self-select out and not enroll in subsequent courses. A limitation, however, is the lack of faculty to offer multiple sections of all courses every semester. During the Fall 2013 semester, a hiring committee is being developed to post for new HS qualified instructors. (The position was posted late in Spring 2013 due to other hires being prioritized; moreover, suggested sites to post the position, such as APA, NASW and NOHSE, were not accepted by Human Resources because there was no money to pay for such listings. It is clear that the HS Program needs a budget!)

When reviewing the full-time equivalent enrollment (FTE) for each semester since the last program review in 2010, we find different ranges for different classes for different semesters, thus not detecting any one viable pattern for the program as a whole. The following list indicates the ranges for each course:

- HS 51 3.5 in Spring 2013 to 7.4 in Fall 2010
- HS 52 2.7 in Fall 2010 to 3.7 Spring 2011
- HS 53 2.3 in Spring 2013 to 4.8 Spring 2011
- HS 55 1.8 in Fall 2010 to 3.9 in Spring 2012

When looking at it by semester, for only the HS titled courses (which is not the entire program) we yield the following results:

- 14.3 Fall 2010
- 15.8 Spring 2011
- 13.09 Fall 2011
- 13.7 Spring 2012
- 13.1 Fall 2012
- 10.4 Spring 2013

When we compare the enrollment pattern to that of the college as a whole, the FTE for Spring 2013 increased to 3640.85 from 35553.09 in Fall 2012; that is contrary to the pattern found in those semesters at SCC for the HS program.

A plausible reason for such variability is due to the location of course offerings and decrease number of sections offered. There was a push to offer the courses at the Centers when historically enrollments are lower and some courses are cancelled due to low enrollments or lack of an available classroom. In years past, course offering were also more restricted in terms of times offered, where now the rotation occurs over all time slots which include mornings, afternoons and evenings.

The number of declared degree seekers within the Human Services program continues to yield consistent percentages over the years. Currently at 47% in the Spring 2013 semester, the program serves most students interested in majoring in Human Services. Students declared as Registered Nurses fell second at 18% with Psychology students at 13%. A few other disciplines were equally represented at 3% and included Social Sciences, Early Childhood Education, and Criminal Justice. Five percent of the students were undeclared. Such evidence supports advertisement to all departments within SCC and the community as a whole given the education applies to many disciplines. Learning to actively listen, document properly, and respect cultural norms is vital to many roles when serving others.

1.4 Population Served.

Utilizing data obtained from Institutional Research and Planning, the following trends are found since the last program review:

- Gender: The majority of students in the HS program are females. In Spring 2013, 75% identified as female with 24% as males. And yet, the male enrollment represents an increase from past years. This pattern is consistent with that of Solano Community College (SCC), however, the spread is closer where females represent 54.7% of student enrollment. Traditional gender roles may contribute to these differences where females are taught to be helpers early in life.

- **Age:** The ranking of students in different age categories has remained consistent over the history of the program with students over 30 years old representing the majority of students enrolled. Students between 20 and 30 years of age fall second, followed by 18-20 year olds with very little students under age 18. A new finding indicates that students between ages 18-20 represent a subset that has increased in percentage over the years, e.g., in Spring 2013 they accounted for 14% compared to 10% in Fall 2010. The SCC college data has different age categories, thus making it challenging to make valid comparisons. For Spring 2013, students 30 years of age and older constituted 23.9%, with 50.85% of students aged between 20 and 29 and 25.5% were 19 years old or younger. From this, we can surmise that students age 30 and over do not constitute the majority of enrolled students at SCC but they do in the HS program at SCC. A plausible explanation for older students in the HS program includes career changes and retirees training for a second career; they constitute the second largest enrolled group (12% in Spring 2013 after continuing students at 75%). We also find there are many helpers in the field that are coming to be professionally trained in order to sustain or gain employment and obtain the certificate.
- **Ethnicity:** Historically, the program has mostly served students who identify as Black non-Hispanic, White Non-Hispanic, and Hispanic. Overall, there has been an increase in the White Non-Hispanic student enrollment, followed by Hispanics and Asian Pacific Islander students. Presented is the current ranking and percentages of students recorded in Spring 2013: White-Non Hispanic (34%), Black Non-Hispanic (27%), Hispanic (25%), Asian (9%), other (4%) and American Indian or Alaskan (1%). This pattern is slightly different when we compare it to the SCC college enrollment overall, where Hispanics constitute most of the enrollment (30.16%) followed by White Non-Hispanic (28.47%) and African Americans ranking in third representing 11.81% of the population. Filipinos, American Indian/Alaskan each constitutes about 10% at the college and mirrors the underrepresenting groups within the Human Services program as well. This underrepresentation might be due to traditional types of employment sought by specific ethnic groups which do not include human service work. Outreach and attendance in cultural events might help increase enrollment of underrepresented groups.

1.5 Status of Progress toward Goals and Recommendations.

A detailed description on the status of goals or recommendations identified in the previous educational master plan and program review are provided below. Similar information is provided in Table 2 and Table 3 in brief.

- Hire a full time faculty member and more adjunct faculty. Currently, an average of 1 section per HS course is provided at SCC and only offered at the Main Campus in Fairfield because of limited faculty. Increasing our adjunct pool would enable an increase in offerings. However, obtaining a new full time faculty member would enable not only an increase in offerings, but also a consistent voice for the program to serve students needs and increase community collaborations—given the increase in load and requirements such as office hours. A proposal to request a full time faculty member will

be developed in the 2013-2014 academic year and submitted for review. A hiring pool is currently in place to obtain more adjunct faculty.

In 2011, Veronica Piper-Jefferson was hired as an adjunct. She has successfully taught HS 51 and is currently teaching HS 53 Fall 2013 for the first time. Veronica is currently a trainer and consultant for Bay Area Training Academy which is a training institute for Child Welfare Agencies in twelve Bay Area Counties. In addition, Veronica is a Child Custody Recommending Counselor for the Solano Superior Court where she assists parents in devising parenting plans for custody and visitation. Veronica's passion and experience lies in the field of Child Welfare Services serving children who are victims of child abuse and neglect. She has over 17 years of experience as a Child Welfare Worker, a Supervisor and a Manager and has worked in San Francisco, Stanislaus and Solano Counties. Veronica received both her Bachelor of Arts Degree and her Masters Degree in Social Welfare from the University of California at Berkeley. Veronica is a long-time resident of Solano County where she continues to reside with her husband and three children.

- The HS Coordinator position was created in Spring 2013. The duties include:
 - Provide direct supervision and coordination of the Human Services program.
 - Teach classes in Human Services as assigned.
 - Coordinate the activities of the Human Services Advisory Committee.
 - Research, compile, and prepare appropriate reports and records based on statistical data.
 - Recommend schedules for day and evening course offerings.
 - Make recommendations for and prepare proposals for curriculum additions, modifications, and deletions.
 - Assist in the development of new electronic networking resources for Human Services students and alumni.
 - Provide liaison between Counseling, Psychology and Human Services.
 - Prepare brochures and publicity for the Human Services Program.
 - Assist in enlisting, screening, and counseling students into the Human Services Program.
 - Assist in the recruitment of new instructors, participate in interviews, and make recommendations.
 - Make budget recommendations for the Human Services Program.
 - Recruit, collaborate, organize, and conduct trainings with in-house and community providers.
 - Coordinate with county agencies and other providers for placement of Human Services students and services.
 - Work with other colleges and universities in the expansion of the Human Services program.
 - Perform other valid related duties as assigned in accordance with provisions of the contract between CTA/NEA and the District.

- The HS Coordinator position was filled for the 2013-2014 academic year. Dr. Saki Cabrera serves as the HS Coordinator and full time faculty in the Human Services and Psychology program. Under administrative direction of the Dean of Social and

Behavioral Sciences, Saki is responsible for the supervision and coordination of the Human Services program and teaches courses in Human Services. Her extensive applied and theoretical background in Human Services, professional training in program evaluation and psychology, and proven success in the community will enable her to successfully perform the duties and responsibilities previously outlined.

- Increase media resources for classroom use to increase quality teaching and student learning. Several DVD's related to course content for increase knowledge in diverse areas and application were purchased. They include: Basic Attending Skills, The Challenge and Conflict Among Allies: Risks and Opportunities, Psychotherapy with Gay, Lesbian and Bisexual Clients, Them and Us, What Does it Mean to be White? The Invisible Whiteness of Being, The Counseling Intake Process: Culturally Competent Demonstrations and Debriefings, The Clumsy Counselor, and Group Work: Leading in the Here and Now.
- Having all HS courses conducted in smart classrooms. This has allowed instructors video access and use of Power Point for instruction and training.

There are some goals and recommendations where progress was made but the goals are not yet fully actualized. The progress is noted below.

- In order to increase the quality of teaching and student learning, a reduction in class size is needed. In particular, the following enrollments are suggested based on expertise in content and instruction; reduce HS class maximum enrollment of HS 51 to 30; HS class maximum enrollment of HS 52 to 15; HS class maximum enrollment of HS 53 to 20; HS class maximum enrollment of HS 55 to 20.
- There were multiple meetings since the last program review aimed at getting a better understanding of the HS program and to facilitate the coordination of the HS Program, the courses HS 51,52,53,55 and COUN 62, 64A and Coun 64B into **one** Human Services Program and Division. What was made more transparent, is that the HS program has historically been housed in one Division, now called the School of Social and Behavioral Sciences. However, the HS Department affairs e.g. scheduling, curriculum review, program review, hiring of faculty, budget decisions, require working collectively and consistently within a minimum of 2 Deans and 2 different administrative assistants, which continually proves not to be efficient for the person who does all the work.

A lot was learned from meetings with faculty, Deans, and Vice Presidents of Academic Affairs that serve to guide future steps in strengthening the program. For example, some courses only serve HS students so having them in a different department is not necessary. Therefore, one current focus is to change Coun 64A and Coun 64B to HS 64A and HS 64B. Counselors would still be abler to teach the courses. Coun 62 could be cross listed. Pursuing this also has the added benefit of locating the courses more easily given students usually look for the courses under Human Services and don't find them. Furthermore, this would enable administrators and potential funders to obtain information about the entire HS program not just some of the courses with the HS title

which has been acceptable in the past and misrepresents the program as a whole. (This too is evident in this Program Review where only data for the HS titled courses (4) was made available and again only represents some of the courses—not the program.) Proposing such program changes will be initiated in the 2013-2014 academic year.

- Another goal not yet reached was to create a more suitable environment for quality teaching and learning. This would require the purchase of chairs and desks to allow for group activities. We are unable to do so without a program budget but can submit an operational proposal in the future.
- Similarly, to create a technologically advanced classroom for a more suitable environment for quality teaching and learning the installation of response systems that would allow for timely feedback to case scenarios would allow for greater application of diverse situations. These requests can be made official in the near future.

Table 2. Educational Master Plan

<i>Educational Master Plan</i>	<i>Status</i>
1. Hire a full-time HS Instructor	HS Coordinator met with the new Dean in August 2013 to discuss the need. HS Coordinator will work with the Dean to create a full time position. Currently working on hiring a new adjunct.
2. Consolidate program into one division	HS Coordinator has communicated the need to the new Dean and the VP in 2013 and will work to develop a proposal within the 2013-2014 academic year.
3. Offer smaller courses for more student interaction and support	HS Coordinator has communicated the need to the Dean in August 2013 and will work to develop a proposal within the 2014-2015 academic year.
4. Partner with 4-year college to provide upper-division courses.	This is a long term goal. We have met with Brandman on to discuss programs.
5. Continue partnerships with local agencies	We work closely with 51 Human Services/Social Service agencies in the county ; this represent an increase of 23 sites since 2010
Develop more specialized course offerings	We need a full time person dedicated to this program and additional faculty to teach the courses before we can expand. Possibilities include the development of a CAADAC program, and the creation of a Spanish/English bilingual course to cover the intake process so that providers feel empowered (given the large percentage of Latinos who speak Spanish in Solano County). Have had informal conversations with faculty who teach Spanish in creating a Learning Community.

Table 3. Program Review Recommendations

<i>Program Review Recommendations (Previous Cycle)</i>	<i>Status</i>
1. Hire a full time faculty member and additional adjunct faculty.	A new full time faculty member was not hired but a new adjunct was hired. Will advocate for a new full time HS faculty position in 2013.
2. Create a HS Program Coordinator position.	The position was created in Spring 2013 and filled to serve the 2013-2014 academic year
3. Reduction of class size.	This has not yet been formally initiated. Several meetings with Deans have indicated this will be a challenge given the college need for increasing FTEs.
4. Combine the HS program into one Division.	The program is housed under one Division; the courses aren't. Will initiate to change Coun 64A & B to HS 56 & HS 57 and cross list Coun 62 as HS 52 during 2013-2014 academic year.
5. Increase media resources for classroom use to increase quality teaching and student learning	A few videos were purchased.
6. Having all HS courses conducted in smart classrooms	All classes are offered in smart classrooms.

Completing all the aforementioned goals and recommendations is imperative given the growth in the county population is estimated to require additional employees trained in human/social services. Expansion of course offerings, training on current initiatives and practice trends, partnerships with local human services agencies, and offering specialized course topics could provide an opportunity to increase enrollment and FTES as well as potentially train current workers.

1.6 Future Outlook.

We find that the value of this program remains consistent since its inception—to help serve the needs of the community. This is not only done through workforce training, but also through non-paid student internships where student work in agencies within Solano County for 2 semesters. When looking at Labor Market Data for Social and Human Service Assistants, we find that employees on average made \$17.25 an hour—with those in the 75th percentile being paid \$21.033 per hour. Projections of Employment (Outlook or Demand) are promising for students trained in Human Services. Between 2010-2020, employment is estimated at 34,600 with 42,200 being projected (a 22% increase). This results in 7500 additional openings for net replacements in California alone! The following provides a list of Industries employing Human

Services workers. The places vary as do the needs of different employers. What is evident is that the training provided at SCC does not only benefit our local community, but abroad as well.

Industries Employing Human Services Workers

[\[Top\]](#)

Industry Title	Number of Employers in State of California	Employment for Occupation in State of California	Percent of Total Employment for Occupation in State of California
<u>Individual and Family Services</u>	18,414		23.3%
<u>Vocational Rehabilitation Services</u>	1,806		7.8%
<u>Emergency and Other Relief Services</u>	649		6.7%
<u>General Medical and Surgical Hospitals</u>	1,393		5.8%
<u>Nursing Care Facilities</u>	2,386		3.9%
<u>Social Advocacy Organizations</u>	7,971		3.2%
<u>Outpatient Care Centers</u>	6,487		2.9%
<u>Residential Mental Health Facilities</u>	10		2.1%
<u>Grant Making and Giving Services</u>	813		1.7%
<u>Child Day Care Services</u>	11,003		1.6%
<u>Offices of Physicians</u>	62,928		1.5%
<u>Religious Organizations</u>	25,283		1.4%
<u>Civic and Social Organizations</u>	6,083		1.2%
<u>Elementary and Secondary Schools</u>	17,985		1.1%

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1

In Table 4, you will find a list of the Program Level Student Learning Outcomes (PLSO) and which of the “core four” institutional learning outcomes (ILO) they address. In the same chart, specifically stated (in measurable terms) is how the HS department assesses each PLSO.

Table 4. Program Level Outcomes

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
<p>1. Development of basic knowledge within the field of Human Services.</p>	<p>1A,1B,1C,1D 2A,2C,2D 3B 4A,4B,4C</p>	<ul style="list-style-type: none"> 70% of students score a minimum of 70% in courses HS 51, Coun 62, HS 53, HS 52, HS 55 and Coun 64A&B
<p>2. Development of cultural competency, group facilitation, and case management skills.</p>	<p>1A,1B,1C,1D 2A,2C,2D 3B 4A,4B,4C</p>	<ul style="list-style-type: none"> Overall, 70% of students score a minimum of 70% in courses HS 51, Coun 62, HS 53, HS 52, HS 55 and Coun 64A&B. Cultural Competency: 70% of students score a minimum of 70% in HS 53 Group Facilitation: : 70% of students score a minimum of 70% in HS 52 Case Management : 70% of students score a minimum of 70% in HS 55
<p>3. Application of Human Services knowledge and skills.</p>	<p>1A,1B,1C,1D 2A,2C,2D 3B 4A,4B,4C</p>	<ul style="list-style-type: none"> Overall, 70% of students score a minimum of 70% in courses HS 51, Coun 62, HS 53, HS 52, HS 55 and Coun 64A&B. Coun 64A: 70% of students score a minimum of 70% Coun 64B: 70% of students score a minimum of 70%

2.2

The level (introduced (I), developing (D), or mastered (M)) at which courses support the Program Level Outcomes is illustrated in Table 5.

Table 5. Program Courses and Program Level Outcomes

Course	PL01	PL02	PL03
HS 51	I	I	I
HS 52	I	I	D
HS 53	D	I	D
HS 55	M	M	M
Coun 62	I	I	I
Coun 64A	I	I	I
Coun64B	D	D	D

HS 55 serves as capstone course for the Human Services Program.

2.3

The results of the program level assessments and planned actions made based on the outcomes of program level student learning assessment is reported below for Spring 2013.

PLO 1: Development of basic knowledge within the field of Human Services.

- ➔ Results: There were 178 students enrolled in the Human Services Program Spring 2013. Of these, 89% (158) were successful. Eleven percent of the student body did not achieve success. In particular, 3% (6) felt just short and 8% (14) failed to pass the courses.
- ➔ Planned action: In each course, instructors will continue the varied activities which serve to engage students using different learning modalities. Overall, they will continue to explain the importance of human services in a historical, cultural, and political context; describe HS occupations, purposes, roles and qualifications; and identify and evaluate their personal and professional goals as they apply to employment in HS.
- ➔ Timeline for Planned action: Immediately

PLO 2: Development of cultural competency, group facilitation, and case management skills.

- ➔ Results: If we look at the program as a whole where all these concepts are introduced, developed or mastered, we yield the following same results as those found in PLO 1. (There were 178 students enrolled in the Human Services Program Spring 2013. Of these, 89% (158) were successful. Eleven percent of the student body did not achieve success. In particular, 3% (6) felt just short and 8% (14) failed to pass the courses.) The following are the results for each concentration:

- Cultural Competency: Twenty students were enrolled in HS 53. Ninety-five percent of the students (19) were successful, with one student failing the course. This student stopped attending class mid-semester.
 - Group Facilitation: Twenty four students were enrolled in HS 52. Twenty students passed the course (83%) with 4 students not achieving success.
 - Case Management Skills: Twenty students were enrolled in HS 55. All of them (100%) were successful in achieving the necessary skills.
- ➔ Planned action: Sustain current instructional practices. Instructors will have students identify the strengths and needs of special populations; appraise their own cultural identity; and demonstrate cultural competence in areas of self-awareness, skills, and knowledge. They also will encourage students to verbalize understanding of the essentials of group counseling and how to facilitate groups using various group skills and techniques. Finally, instructors will provide ample opportunities for students to demonstrate basic case management skills in assessing HS clients for their service needs; evaluate case management roles in the context of needs assessment, documentation, referrals, service planning, and service provision. Instructors will have students create a mock case file, exhibiting skills from a variety of case management functions.
- ➔ Timeline for Planned action: Immediately

PLO 3: Application of Human Services knowledge and skills.

- ➔ Results: Again, in each course students get to apply their skills in the classroom, and some externally, such as the internships in Coun 64A&B and assignments in all the other courses which require students to interact with people and provide documentation. This is not the case with Group Processes unless the experience directly applies. Thus, the same results are found as reported in PLO 1. (There were 178 students enrolled in the Human Services Program Spring 2013. Of these, 89% (158) were successful. Eleven percent of the student body did not achieve success. In particular, 3% (6) felt just short and 8% (14) failed to pass the courses.) When we specifically look at the course designed to apply their knowledge and skills in the field, we find that 96% (29 students) yield success. The following are the results for each practicum course:
- Coun 64A: 100% of students (16) were successful.
 - Coun 64B: 93% of students (13) were successful with one student not passing.
- ➔ Planned action: Continue with the application of the most pertinent culturally appropriate beginning helping skills, e.g. attending, active listening, inquiry and most importantly, empathy. Demonstrate the helping model and knowledge of pertinent legal and ethical issues as described in class and in the text e.g. “Building the Relationship and Facilitating Action” and “client welfare, multicultural competency, informed consent, confidentiality and scope of expertise and practice”. Continue with assessment and action e.g. making an informed and sensible referral, being sure to

follow up regarding RED FLAG safety issues and working within the scope of limited experience; and professionalism and appropriate demonstration of interest and attention. Maintain personal/professional boundaries and work within scope of expertise and training. Add diverse mock case files for practice.

➔ Timeline for Planned action: Immediately

Overall, the results of this program assessment indicate success on every outcome based on the effective implementation of curricula, community collaborations, responding to student needs, and the commitment to creating a rich learning environment from both students and faculty alike.

Student Learning Outcomes

2.4

We update course level SLO's, assessments, and plan actions for change at department meetings. Completed assessments are posted on shared drives and instructors share their learning experiences after changes are implanted. We use the same tool to assess student learning outcomes when we offer multiple sections. More recently, we have only offered one section of each HS titled course so this does not always apply.

2.5

At Solano Community College, we were instructed to adopt an assessment schedule based on odd and even number of courses to be completed in different semesters. However, given we have only 4 courses in the HS program in the Social and Behavioral Sciences Division; we are assessing 2 courses per semester. Overall, we value the lessons learned from SLO assessments and will attempt to complete an SLO assessment for each course every semester. For example, HS 55 is scheduled to be assessed Fall 2013 and was assessed in Spring 2013 as well.

Table 6. SLOs

Course #	Course Name	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017
HS 51	Intro to Human Services		X		X		X		X
HS 52	Intro to Group Process		X		X		X		X
HS 53	Special Populations	X		X		X		X	
HS 55	Intro to Case Management	X		X		X		X	

2.6

SLO assessments have consistently been completed since the last program review and changes have been made to improve outcomes. Although we have a schedule to alternate when assessments are completed, the goal is to conduct them every semester in order to implement changes and improve outcomes in a more timeline manner. Hence, all HS titled courses were completed for the Spring 2013 semester and include: HS 51, HS 52, HS 53 and HS 55. Provided below is the detailed information for each course assessment.

HS 51: Introduction to Human Services

The following is the most recent assessment completed for Spring 2013 by Professor Piper-Jefferson.

SLO 1: Explain the importance of human services in a historical, cultural, and political context

- ➔ Success criteria #1: 70% of students will score at least 70% on Exam #1 (essay format, multiple choice and true/false) which included the following questions related to human services in a historical context:
 - ➔ Results: 77% of the students who took Exam #1 scored 70% or above. These results represent a 5% increase from Fall 2012. As planned, the instructor added the administering of pop quizzes after assigned Chapter reading.
 - ➔ Planned action: Track the success rate of each individual question listed above to determine if there are individual topic areas that warrant additional focus to ensure that the learning objective is met in its entirety.
- ➔ Success criteria #2 : 70% of students will score at least 70% on Exam #2 (essay format, fill in the blank and short answer) which included the following questions related to human services in a political and cultural context:
 - ➔ Results: 69% of the students who took Exam #2 scored 70% or above.
 - ➔ Planned action: 1. After assigning a Chapter in the text for reading, provide the students with a pop quiz to ensure comprehension and synthesis. 2. Complete one exercise (at the end of each chapter) during the class as a group activity. 3. Provide a study guide to students one week prior to the scheduled exam.

SLO 2: Describe HS occupations, purposes, roles and qualifications

- ➔ Success criteria: 70% of the students will score 70% or above on their Human Services Agency Profile report. The report requires students to research a Human Service agency in Solano County, interview a Human Service professional who works for the selected agency, learn about their occupation, role and qualifications.
- ➔ Results: 91% of the students completed the Human Services Agency Profile report. 88% of the students who completed the Human Services Agency Profile report scored 70% or above.
- ➔ Planned actions implemented: (changes, new ideas, or no changes?): Two different guest speakers were invited to the class. One guest speaker was a Public Health Nurse with Solano County who provided information about her education, qualifications and positions held in the field of Human Services. A second guest speaker was a Developmental Specialist from Children's Nurturing Project who graduated from Solano College. She shared about her education, qualifications and positions held in the field of Human Services. Both speakers answered questions from students about their work experience and qualifications. Both speakers were well received.
- ➔ Planned actions forthcoming: revise the human services presentation sheets to include a question about the purpose, role and qualifications of the individual interviewed by the presenter.

SLO 3: Identify and evaluate their personal and professional goals as they apply to employment in HS.

- ➔ Success criteria:
 - 1. 70% of the students will complete a Human Services Profile report which includes a two page written response to the following question: There are three reasons why I would or would not see (the selected agency) as a viable place for me to be employed.
 - 2. 70% of the students will indicate in writing on a minimum of 10 Presentation Summary Sheets why the agency that presented by verbal reports of fellow students would or would not be a viable place of employment.
- ➔ Results: 91% of the students completed the Human Services Agency Profile report. 88% of the students who completed the Human Services Agency Profile report scored 70% or above. 89% of the students completed one page summary presentation sheets about the peer's agency. 97% of the students who completed the assigned minimum of ten presentation sheets scored 70% or above.
- ➔ Planned action: (changes, new ideas, or no changes?): No changes will be implemented.

HS 52: Introduction to Group Processes

This assessment was completed for Spring 2013 by Professor McIlvery.

SLO 1: Demonstrate a working knowledge of the various types of groups in human services, their structure and their purposes.

→ Success criteria:

- 70% of students score 70% on the semester project (proposal and mock group facilitation)
- 70% of students score 70% on the student demonstration evaluation

→ Results:

- Of 27 students, 25 (96%) scored 70% or more (minimum of 210 points).
- On the student demonstration, 15 (56%) scored 31 points or more; of the 12 students who did not score 70% or above, 7 of them did not complete the activity at all.

→ Planned action: (changes, new ideas, or no changes?) Next semester the semester project results will be graded individually in order to learn if the mode of dissemination makes an impact.

Student demonstration: I think the reasons students didn't complete the student demonstration is because students look at it as being minimal points and choose not to complete it. Students also seem to lack time management skills and attempt to complete all assignments at the end of the semester not appreciating that these presentations have due dates. I will continue to inform them that this assignment is not extra credit; that all points earned affect their final grade; be available to discuss the assignments, and announce it repeatedly. I also realize that students felt there were too many demonstrations; therefore I will revise the number of demonstrations and create them in more depth to meet student need.

I will retain all aspects of the semester project given its success.

SLO 2: Apply basic skills to facilitate a small group in HS for psycho-educational, support, or self-improvement purposes.

→ Success criteria:

- 70% of students score 70% on the semester project (proposal and mock group facilitation)
- 70% of students score 70% on the Student demonstration evaluation
- 70% of students score 70% on the Paper regarding human service

→ Results:

- Of 27 students, 25 (96%) scored 210 points or more.
- On the student demonstration, 15 (56%) scored 31 points or more; of the 12 students who did not score 70% or above, 7 of them did not complete the activity at all.
- On the paper regarding human service, 23 (85%) scored 35 points or more. The remaining 4 did not complete the paper at all.

→ Planned action: (changes, new ideas, or no changes?)

Semester Project and Human Services Paper: I will retain all aspects of these assignments given its success. However, the semester project results will be graded individually in order to learn if the mode of dissemination makes an impact.

Student demonstration: I think the reasons students didn't complete the student demonstration is because students look at it as being minimal points and choose not to complete it. Students also seem to lack time management skills and attempt to complete all assignments at the end of the semester not appreciating that these presentations have due dates. I will continue to inform them that this assignment is not extra credit; that all points earned affect their final grade; be available to discuss the assignments, and announce it repeatedly. I also realize that students felt there were too many demonstrations; therefore I will revise the number of demonstrations and create them in more depth to meet student need.

SLO 3: Design a fictitious group

→ Success criteria:

70% of students score 70% on the Fictitious Group Proposal

→ Results: Of 27 students, 25 (96%) scored 210 points or more.

→ Planned action: (changes, new ideas, or no changes?) Next semester the fictitious group proposal results will be graded individually in order to learn if the mode of there are differences in scores based on the different components outline/Contract, Rationale, and Agenda)

HS 55: Introduction to Case Management

This assessment was completed for Spring 2013 by Professor Cabrera.

SLO 1: Demonstrate basic case management skills in assessing HS clients for their service needs.

→ Success criteria: *70% score a grade of C or better on the Mock Case File*

→ Results: 100% of students scored a grade of C or better. All students (N=20) passed the class with a grade of C or better.

→ Planned action:

- Continue to blend lecture with practical application in class.
- Continue to have them create clients and then use their materials to work throughout the semester.
- Continue 5 quizzes per semester and 3 exams.
- Continue group exercises and reporting.

SLO 2: Evaluate case managements roles in the context of needs assessment, documentation, referral, service planning, and service provision.

→ Success criteria: *70% score a grade of C or better on the Mock Case File*

→ Results: 100% of students scored a grade of C or better. All students (N=20) passed the class with a grade of C or better.

→ Planned action:

- Continue to provide diverse examples for them to apply what they have learned and critically think.
- Continue to have them create clients and then use their materials to work throughout the semester; use pre-post assessments to witness academic growth.
- Continue with applied quizzes (that present scenarios for the application of various parts of case management).
- Have them continue to pretend they are providing services and create treatment plans with related Goals and Objectives.
- Continue group exercises and reporting, e.g., discharge summaries and termination letters.

SLO 3: Create a mock case file, exhibiting skills from a variety of case management functions.

→ Success criteria: *70% score a grade of C or better on the Mock Case File*

→ Results: 100% of students scored a grade of C or better. All students (N=20) passed the class with a grade of C or better.

→ Planned action:

- Continue to use the classroom as a “workplace” training model; have every week build upon the prior week. Repeat concepts & skills learned at the beginning of each class.
- Continue to require the Case File as the final assessment, inclusive of working within teams and with different “clients” and reporting to the supervisor.
- Continue with pre-post assessments so they witness their own academic growth
- Continue to use the grading rubric that represents a variety of case management functions taught and modeled throughout the course

2.7

In short, the Human Services is in need of a more unified and visible support from administration. The great news is that it again is occurring given the HS Coordinator position has been created and filled for the first time in the history of the program and the current Dean and VP have been very supportive in learning about the program in order to meet the needs of the program. What is further needed is to hire new full time faculty members and increase adjunct hires as well. This will enable multiple class offerings at multiple sites, thereby meeting the projected needs of the field. Having regularly scheduled department meetings will enable the timely exchange of information to sustain program strengths and meet the needs. And, to increase the visibility of the program and community collaborations, the Advisory Board meetings can be organized once a semester at minimum and faculty and students can advertise the program via community event participation. What is evident is that the outcomes demonstrate that the Human Services Program is successful and program faculty are dedicated to maintaining the academic rigor of the program as well as its ability to meet community needs by training a workforce that will be able to serve a diverse population.

2.8

Please review section 2.6 to review changes made to the program or courses that were a direct result of student learning outcomes.

2.9 Course offerings.

The following are course descriptions found in the Human Services section of the course catalogue at Solano Community College:

HS 051 3 Units

Introduction to Human Services

Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standard. Provided is an overview of the history and purpose of human services. Students will familiarize themselves with skills needed to provide optimum services to diverse consumer populations in areas such as social welfare, mental health, substance use, rehabilitation, and child, adult and elder care. Political and economic aspects inclusive of roles and functions of local human services agencies systems will be examined. *Three hours lecture.*

HS 052 3 Units

Intro Group Process

Course Advisory: COUN 062; eligibility for ENGL 001; SCC minimum Math standard. An introduction to the theory and dynamics of group interaction including psychoeducational, support, and therapeutic context. The various stages and process of group development are studied using both a conceptual and experiential approach. This course is intended to assist persons who will function as leaders in a variety of small group situations. *Three hours lecture.*

HS 053 3 Units

Special Populations

Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standard. The study of the values, problems, issues, concerns and counseling needs of special population groups including, but not limited to age, gender, ethnicity, socioeconomic status, physical or psychiatric disability, sexual orientation, and chemical dependency characteristics. The course provides students with the insight, knowledge and skills necessary to work with diverse populations in human services settings. *Three hours lecture.*

HS 055 3 Units

Case Management

Prerequisite: COUN 062. Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standard. An introductory course which acquaints students to the basic concepts and skills of case management. This course provides an introduction to the history and purpose of case management, case management concepts, legal and ethical considerations of case management, service planning and delivery, careers in case management and other topics. *Three hours lecture.*

HS courses have been offered at both the Vacaville and Vallejo centers. However, the entire program has never been offered at Vacaville—only HS 51 and HS 53. This is due to the lack of need and ability given only one section is offered of each course per semester. More instructors are needed to be able to offer multiple sections as is program advertisement and support for its rigor and student training. (This is stated because students have informed faculty that they were incorrectly told majoring in Human Services wouldn't help them attain their future degree in Social Work or Psychology.)

2.10 Instructional Quality.

High quality instructions and appropriate breath, depth and rigor in courses is a result of following sections Ks and the professional experiences professors bring in to the classroom. In most classes, the student to faculty ratio is too high. The current maximum instructor to student ratio is 1:50 in HS 51 and 1:35 in HS 52, HS 53 and HS 55. As recommended in section 1.5 of this Program Review, a reduction in class size is needed. In particular, the following enrollments are suggested based on expertise in content and instruction; reduce HS class maximum enrollment of HS 51 to 30; HS class maximum enrollment of HS 52 to 15; HS class maximum enrollment of HS 53 to 20; HS class maximum enrollment of HS 55 to 20. This will again be addressed in the 2013-2014 academic year.

2.11 Teaching Methodologies.

Professors vary their delivery modes and teaching methodologies to reflect the diverse needs and learning styles of its students. All courses are offered in smart classrooms enabling access to a variety of tools. Power points are utilized to tap into visual learning as well as auditory learning, given professors often embed videos for further illustration or application of reviewed course content. Many of the professors use role play as a viable way for students to apply their knowledge and skills and obtain feedback from both professors and peers, thus the use of tactile learning. Guest speakers also are utilized as a resource.

Examples of efforts to extend learning beyond the classroom into the community include the 200 hours of field work all students must complete and interviewing employers and HS consumers in the community on a variety of topics. All of these components contribute to a student success rate as high as 85% in Spring 2012 and currently at 83% in Spring 2013. This represents about a 10% increase over the last 5 academic cycles—a testament to the contribution of 2 new hires in complimenting the strength in existing faculty and increased community collaborations. A future goal, after a budget is created and approved, is to provide field trips so that students get additional opportunities with the guide of the professor to learn about the different employment opportunities and how work is actually completed in the field.

2.12 Fill rates/Class size.

Reviewing data from the past 3 academic years (Fall 2010-Spring 2013), the following is found:

- HS 51: Class average is 37 students with a total 296 students served in 8 sections.
- HS 52: Class average is 31 students with a total of 184 students served in 6 sections.
- HS 53: Class average is 27 students with a total of 187 students served in 7 sections.
- HS 55: Class average is 27 students with a total of 136 students served in 5 sections.

Classes in HS 51 often begin with higher than 50 enrollments and decrease given students drop themselves given they do not meet course requirements or realize they are not suited for this field. This also explains why the enrollments are smaller in subsequent class. All of the averages are lower than the maximum number possible and classes HS 51 and HS 53 enrollments have been negatively affected by offering them at the Centers where historically enrollments are lower when comparisons are made to them being offered on main campus.

Although from an administrative viewpoint, the goal is to have maximum enrollment, from an instructor's experience, the number of students that can enroll in each course needs to decrease in order to provide quality instruction and meet the unique needs of some students. That said, the reported numbers are still too high given the recommended possible enrollments per class that is being reported as a goal for the HS program: reduce HS class maximum enrollment of HS 51 to 30; HS class maximum enrollment of HS 52 to 15; HS class maximum enrollment of HS 53 to 20; HS class maximum enrollment of HS 55 to 20. In all of these courses, a lot of activities are provided, thus having a large class size poses more challenges for diversity of teaching modalities to be further introduced into the class or where all students each get the opportunity to thoroughly engage and critically evaluate their experience as well as others'.

Given the aforementioned, the current strategy is to continue to offer the courses at main campus only and rotate times and days as usual. The other is to advocate for additional staff; a HS hiring committee is being formed in Fall 2013 for an adjunct hire and a proposal to support a new full time hire will be initiated in the 2013-2014 academic year. This will allow for program expansion and advertisement as well as diversity in instruction and students served.

2.13 Course sequencing.

There is a natural course sequence students are encouraged to follow; it is presented in all courses so that students can plan their schedules accordingly. Students are encouraged to take HS 51 and Coun 62, and maybe HS 53 first; then HS 52, and HS 55 and then Coun 64A and Coun 64B. A student may complete the program in 2 years (4 semesters) if they follow this sequence. If they solely are focusing on obtaining the HS certificate only, they can complete it within 3 semesters.

Since the last program review, faculty met to discuss the placement of prerequisites on the courses in the spirit of ensuring student progress through the program with the necessary skills and knowledge to optimize their new learning experience and application of everything learned up to that point. In fact, this semester (Fall 2013) a student was enrolled in HS 55 and after hearing the responses of her peers, she consulted with the professor and decided she needed to first complete HS 55 to be able to understand and learn in HS 55. Dr. Cabrera agreed, in spite of it negatively affecting her class size, and provided her with an add code for HS 51. Changing the current structure as recommended would decrease the amount of time students are able to complete the program but would help them be better prepared and less frustrated in accomplishing course requirements. Discussed was the difference between those who major in HS or seek a HS certificate from those who just want a few classes to strengthen their knowledge and skills in a specific area.

Therefore, for HS 52 and HS 53, the addition of Coun 62 and HS 51 as prerequisites is recommended if the student is an HS major or obtaining a certificate. For HS 55, adding HS 51, HS 52 and HS 53 is recommended for all students. This is a capstone course that covers case management and the expectation is that students are equipped with the basic knowledge and skills and possess the ability to understand and help different groups that may be served in the community. Finally, adding HS 55 as a prerequisite to Coun 64A would ensure that students know how to document properly before going into the field. (This course only serves HS majors and certificate seekers.)

The challenge is always evident. Do we allow students to enroll without prerequisite will help increase enrollment and facilitate progress through the program? Or do we ensure all students are fully prepared to complete course requirements and not feel disadvantages when comparing themselves to their peers? What is certain is that with the current structure, all faculty assist students make this personal evaluation.

2.14 Basic Skills

Basic Skills training is not applicable for this program. However, students are strongly encouraged to enroll in those courses based on personal assessments. A course advisory for ENGL 001 and SCC minimum Math standard exists for every HS course ad noted in the course catalogue.

2.15 Student Survey.

In the past, a simple questionnaire was distributed to learn in what courses students planned to enroll and what desired times and locations would be most feasible to them. This aided scheduling for currently enrolled students only. This information along with comparisons to prior semesters, guides the development of the schedule. In recent semesters, the survey was not implanted in paper and students were asked orally. The current strategy is to review previous offerings and vary them by time and day offered. With lower enrollments at the Centers and only 1 course offered per course, all courses have been offered at the main campus in Fairfield. An all evening semester was also implemented in Fall 2012 and was the re-introduction of morning classes that was held on a Friday. Student feedback has been mixed given the wide range of students that enroll in HS courses. For every happy student, there may be someone who is not because they preferred that the course be offered at another time. This holds true for all course offerings in any program. That said, the survey will be reintroduced Fall 2013 semester and the practice of altering by days and times and offering all classes in Fairfield will continue to be utilized given its success. When we obtain additional faculty, we will consider multiple sections and offering them at the Centers.

2.16 Four-year articulation.

Currently, all of the HS courses articulate to the CSU four year institution. However, unofficially, HS 51 served in lieu of an upper division Introduction to Social Work at Sacramento State because a student refused to repeat what she had learned at SCC. School officials contacted Dr. Cabrera and they reviewed her syllabus and program content. The student was successful and that class was waived for her. Given this experience, this course may be planned for upper division articulation as well given this holds true for other courses, such as HS 53 course where students have repeatedly contacted the instructor for the same reason. Or, perhaps a revised goal could include partnerships with 4-year colleges to provide fluid transfer pathways to HS students.

2.17 High school articulation.

There are no HS courses with articulation/Tech Prep agreements at local high schools. Having the HS Coordinator advertise the HS program at High Schools may help increase enrollment into HS courses.

2.18 Distance Education (if applicable).

There are no distance education courses offered in the HS program. Given the training requires a lot of observation, role play and responding to diverse activities in real time, with real people, there is no plan to develop DE courses within the Human Services program.

2.19 Advisory Boards/Licensing (CTE)

The following represents the last recorded list of advisory board members in alphabetical order:

Sabine Bolz, Professor of Psychology & Human Services at Solano Community College

Saki Cabrera, Ph.D., Professor of Psychology & Human Services; Coordinator of the Human Services at Solano Community College

Rick DeGette, Alameda County Vocational and Behavioral Services

Elvira DeLeon, Success Center Vallejo

Robert Epstein, Solano County Mental Health

Marianne Flatland, Solano College Counselor/Professor/HS Fieldwork Coordinator

Joana McIlvery, Professor of Human Services at Solano Community College

Ron Nelson, Solano Community College Counselor/Disabled Student Services

Patricia Cookie Powell, Dixon Family Services

Members have met annually in the past but not all have met formally within the past two years. Some have attended department meetings, graduation celebrations, responded to emails and phone calls, assisted with field placements and are available to meet program needs. In the 2013-2014 academic year, a review of membership will be initiated to determine who wants to continue to serve as an active member and who might be interested in joining the official board. Once the Advisory Board members have been confirmed, a meeting will be held every semester where an official agenda will be followed and minutes taken.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention.

The HS Program works to promote student success in various ways.

- Professor use of student support services such as the library to help students learn about the resources available at SCC, how to find scientific articles, and use reference books not available at other instructions. A library class is scheduled every semester.

- Availability of community partnerships that welcome student workers every semester through the field work course within the HS program.
- Review of course advisories and skill requirements to be successful in HS courses.
- Being innovative in class when covering content through use of role play, power points with embedded videos of service, and use of guest speakers
- Meeting with students to discuss future goals. Professors provide assistance with course selections and discuss schools to which students may apply after successful completion of their HS certificate or AA degree
- Professors serve as a model for service and course requirements, e.g., being cultural competent, organize, providing timely and efficient documentation, and being punctual.
- Linking students to other resources for personal use. Students confide in HS faculty and often are linked to community services to assist themselves or family members.
- Students obtain employment opportunities as a result of their service provision through internships.

When reviewing Institutional Research and Planning data, success rates are as high as 85% in Spring 2012 and last reported at 83% in Spring 2013. Looking at the trend, the overall success rates have increased over time. Most students pass the courses in the program; most students earn Bs, and a fair amount earn As and Cs. Fourth are those who earned Fs followed by those who did not quite meet course requirements and earned a D. Interesting, those earning A's increased 12% since Fall 2010. This could be the result of better prepared students and the diversity in students taking HS courses than in years past, e.g., the increase of nursing and psychology majors.

3.2 Degrees/Certificates Awarded

Since the 2008-2009 academic year, 68 Associate of Arts degrees have been awarded to HS majors and 124 Certificates of Achievement in Human Services have been earned. The number of awarded Associate in Arts degrees in each semester has fluctuated while the number of Certificates of Achievement has remained consistent. This is expected given the Certificate of Achievement is attained after successfully passing 7 courses and the Associate of Arts takes more time given there are more classes in diverse disciplines to complete. In particular, the following represents the number of Associate in Arts Degrees awarded each semester: 16 in 2008/9; 5 in 2009/10; 19 in 2010/11; 20 in 2011/12; and 8 in 2012/13. For the Certificate of Achievement, 22 were awarded in 2008/9; 29 in 2009/10; 26 in 2010/11; 23 in 2011/12 and 24 in 2012/13. This represents an average of 14 Associate of Arts and 25 Certificates of Achievement awarded per semester. Please note the average for the AA is greatly skewed given the very low number of AA earned in 2009/10 and 2012/13.

Of 50 possible areas of study, the Human Services Program is ranked second in awarding Certificates of Achievement at Solano Community College. The number of certificates earned since 2008-2009 from different disciplines range from 1 to 143. Certificates of Achievement in Human Services account for 13% of all (962) certificates earned in this 5 year academic span; Cosmetology accounts for 15%. No other discipline comes even close! To sustain this success and further progress, current faculty deserves more resources to sustain quality instruction, inclusive of financial support for professional development to keep current and abreast of local and global issues. The employment of additional faculty is necessary to avoid burnout. The

active recruitment to other students in different disciplines and community collaborations will continue. Finally, advertising the program within SCC will enable increased enrollments and influence graduation rates as well.

3.3 Transfer (if applicable).

We learn about HS student's overall academic standing when students connect with faculty seeking guidance on what classes to take or inquire about future programs to which they may apply. Therefore, no systematic data is acquired about students who are transfer eligible in an official systematic way by faculty. Professors always review HS program requirements and refer students to counselors for such detailed matters.

3.5 Career Technical Programs

Successful students gain basic knowledge and skills necessary for the variety of jobs in the field of Human Services. The courses are intended, but not limited, to provide entry-level skills and training for students who are interested in employment in mental health, social welfare, developmental services, corrections, alcohol and drug treatment, or child/adolescent treatment services. Graduates gain specific knowledge and skills to create alliances and facilitate change, run groups, and case manage a diverse population; this is achieved through classroom instruction and training, and the completion of 200 hours of applied experience through 2 required internships. Students are placed into internships as part of their training and many have been hired permanently after successful completion of the HS program, e.g., Opportunity House, Lift 3, and the Department of Health and Human Services. In particular, Sarah Francis (HS graduate of Spring 2013) was recently hired by Parents by Choice where she supervises court ordered visitations between foster kids and biological parents, and writes case notes that are forwarded to social workers and may be used in court proceedings. Valorie Hawkins is currently the Volunteer Coordinator at the Opportunity House program where she makes contacts with the community, case manages a diverse population and also conducts new employee interviews and training. A record of graduates who become gainfully employed as a result of training in the HS program at SCC will officially be implemented during the 2013-2014 academic year.

The following list represents the places for employment for HS students given these organizations offer opportunities for field work; note the diversity in focus and populations served within each agency.

- Aldea Foster Care
- AK Bean
- Alpha Pregnancy Center
- American Red Cross
- Archway Recovery Center
- Bay Area Respite Care
- Benicia Family Resource Center
- Big Brothers and Big Sisters
- Big Brother: Youth to Youth Mentoring Program
- Black Infant Health Program
- Cache Creek Recovery

- Caminar Laurel Creek
- CASA
- Catholic Social Services
- Child Start
- Child Haven
- Centerpoint, Vacaville prison
- Child Protective Services
- Children's Nurturing Project
- Community Action Council
- Cope Family Center
- Crestwood Behavioral Health
- Department of Rehabilitation, Fairfield
- Dream Catchers
- Dixon Family Services
- EMQ Children & Family Services
- Fairfield Community Action Center
- Fairfield PAL Matt Garcia Center
- Faith in Action
- Fighting Back Partnership-Family Resource Centers
- Global Center for Success
- Healthy Partnerships
- Heart to Heart
- Independent Living Resource
- McBride Center
- Mission Solano
- Napa Solano Health Project -Housing Opportunities
- Neighborhood of Dreams
- New Foundations Juvenile Hall
- Opportunity House
- Pharmatox
- Place to Live
- Planned Parenthood
- Rio Vista Community Assistance Center
- Safe Quest
- Salvation Army
- Sexual Assault & Domestic Violence, Yolo County
- Solano Parent Network
- Solano County: Cal Works
- Solano County Health and Social Services: Family Division
- Solano County Health and Social Services : Employment and & Eligibility Services
- Solano County Mental Health
- Solano County Probation
- Solano Community College: Adaptive Horticulture
- Travis Support Center
- City of Vacaville police, Family Services
- City of Vacaville, Housing Services
- Vallejo City Unified School District: Vallejo Transition Partnership

- Vallejo City Unified School District: Healthy Start Family Resource Center
- Youth and Family Services
- Yolo County: Sexual Assault and Domestic Violence Center

PROGRAM RESOURCES

4.1 Human Resources.

Within the Human Services Program, we have 2 full time faculty members who share their service with the department of Psychology. There are 2 adjuncts in the current pool and who teach HS courses regularly. The full to part time teaching ratio is 2:2; however, 1 adjunct instructor will not be available to teach after Fall 2013 semester and 1 full time faculty member has been concentrating on meeting the needs in the Psychology department. Therefore, it will be a 1:1 ratio as of Spring 2014 in terms of available HS instructors. Again, the need for a full time professor and more adjuncts is evident to sustain and expand the Human Services Program at Solano Community College.

Overall, instructors from the Social & Behavioral Sciences and Counseling divisions foster Human Services student success by creating active, challenging and encouraging learning environments. The faculty demonstrate a positive tone with high yet realistic expectations. Human Services students become part of a built in learning community of Human Services student professionals where the subject matter subject matter is relevant and applicable to their Human Services career. Professors in the these respective divisions collaborate to create a learning environment that engenders critical thinking and compassionate commitment to bettering community services both in the classroom and out in the field (within their required two semester practicum.) Instructors consistently commit to program and curricular development, and past sabbatical projects that solely focused on Human Services program development e.g. Flatland Sabbatical Human Fieldwork program development 2003. Below are a few additional highlighted faculty contributions that benefit students, Solano Community College and the greater community:

Jocelyn Mouton has contributed to Solano College 20+ years of experience as a Counselor providing, academic, career, and personal counseling to improve student success. She is a former psychiatric social worker bringing a wealth of knowledge and information to assist our students who have personal problems which could interfere with student success. Currently, she serves in a leadership position as CalWORKs Coordinator, primarily responsible for the day to day operation of the CalWORKs program serving students/clients who are receiving cash-aid and working towards self-sufficiency. This position requires ongoing collaboration with Solano County Health and Social Services and utilizes a case management approach. Finally, Ms. Mouton is a founding member of the Community College CalWORKs statewide Association.

Joana McIlvery's strengths include her genuine interest in the academic growth of students and willingness to offer help (counsel and advise) students just coming back after a long absence from school. She serves as a role model for older students and recovering students. Joana began working at the Vallejo PD for Mental Health as a paraprofessional in 1973, earned her B.A. in 1994 and MA in 1997 after attending school year round for 7 years. Ms. McIlvery also has developed a field placement position at Solano Community College, where students serve as her Teaching Assistant in the Introduction to Group Process class (HS 52) and get applied experience in instruction, group management and group process, at minimum. Students and faculty benefit greatly from her mentoring given her extensive years in the field and 11 of instruction at Solano Community College.

Veronica Piper-Jefferson, MSW has been an adjunct faculty since 2011 and teaches Introduction to Human Services (HS51) and currently Serving Special Populations (HS53). Veronica is currently a trainer and consultant for Bay Area Training Academy which is a training institute for Child Welfare Agencies in twelve Bay Area Counties. In addition, Veronica is a Child Custody Recommending Counselor for the Solano Superior Court where she assists parents in devising parenting plans for custody and visitation. Veronica's passion and experience lies in the field of Child Welfare Services serving children who are victims of child abuse and neglect. She has over 17 years of experience as a Child Welfare Worker, a Supervisor and a Manager and has worked in San Francisco, Stanislaus and Solano Counties. All this experience is directly applied to classroom instruction and her success in assisting students achieve academically.

Saki Cabrera, Ph.D. has performed the duties of the HS Coordinator over the past 5 years without financial compensation or release time, in addition to serving students in both Psychology and Human Services. She meets with students regularly to assist with academic as well as personal issues. She leads a tutoring program in the local community and provides volunteer/mentoring experiences that help SCC students give back to their community, serve a role models, and provides them with an opportunity to evaluate their future goals by assessing fit with their responsibilities at the tutoring program—whether it be working with kids or working within an academic setting. Saki is currently writing a grant to fund the tutors at the tutoring program. More recently she collaborated with Dr. Kea to assist with the implementation of tutors within Vallejo—again via the use of Solano Community College students. She has attended a conference on memory and is scheduled to be trained on the recent changes that are in the Diagnostic and Statistical Manual of Mental Health Disorders 5 (DSM 5) in October of this year. Overall, Dr. Cabrera has served on several hiring committees, co-chaired the Ethics Committee, participates in all department and Division meetings and collaborates when different opportunities arise. She also completes all program related reports and assists faculty with SLO assessments.

4.2

Described below includes changes that were made to classified or academic faculty since the last program review cycle and how those changes have impacted the program.

- A new adjunct, Professor Piper-Jefferson, was hired and has successfully taught HS 51 and is currently teaching HS 53. This has enable diversity in terms of instructors and the ability to offer multiple sections, e.g., HS 51.

- With the creation of an HS Coordinator, additional tasks can now be given full consideration and follow-up to strengthen the program. Many initiatives are foreseeable; for example, the creation of an HS Intranet to serve as a spotlight and networking tool for students, graduates, community members and employers local and abroad.
- Given the need for instructors, a hiring pool is being created to hire adjuncts for the HS program. One is needed to teach HS 52 in Spring 2014. If an adjunct is not found, the course may not be offered. Furthermore, additional full time faculty is needed for program expansion. Therefore, a proposal will be developed within the 2013-2014 academic year.

4.3 Equipment.

All courses are held in Smart classrooms enabling the use of Power Point, Internet, and a document reader. We would like to have a clicker system where students are readily able to compare aggregate data on different activities and questions that are presented in the classroom. Having access to tablets in the classroom would enable chat sessions with consumers and employers local and abroad. In addition, having proper dimmable lighting would enable us to see the Power Points more clearly, as well as create a more suitable learning environment for different activities. Similarly, we would require the purchase of chairs and desks to allow for group activities. All of this is not possible without a program budget. Therefore, the plan is to review what the previous budgets were, review current and future program needs, and create a budget for the Human Services Program and submit for review and acceptance. Another task is to then develop and submit an operational proposal.

4.4 Facilities.

Courses are offered in smartroom classrooms and have parking spaces available to both students and faculty. New construction at the college will enable proper lighting and desks.

4.5 Budget/Fiscal Profile.

The budget review for the HS Program is another priority in 2013-2014 academic year. In April 2013, Saki Cabrera was informed that the HS program had no budget. This news was surprising given she had reviewed the budget with prior Deans, inclusive of VTEA funding being allocated to this program. The current strategy is to meet with the interim Dean Codina and request a copy of the budgets for the HS program for the prior 5 years. The HS Coordinator then plans to meet with program staff to review the items and create a new budget for review and approval based on current and projected needs to support quality teaching at SCC.

The following represents a breakdown of the financial data for the HS program for the past 6 years. Please note that this represents half of the program given 3 courses are currently housed in Counseling. Thus, future estimates will considerably increase if proposed changes are incorporated, e.g., changing Coun 64A&B to HS 56 & HS 57.

Fiscal Yea	Academic Salary	Classified Salary	Benefits	Supplies	Other Operating	Total
2008	12,669.66		108.232	504.24		15,598.13
2009				1221.87	424.77	1646.64
2010	17,793.32	406	1498.68	696.34	278.97	20,673.31
2011	14,334.16	270	1307.29	3293.71		19,205.16
2012	19,475.13		3,841.38	368.14	635.41	24,320.66
2013	60,322.89		14,332.13	146.50	96.18	74,897.70

PROGRAMMATIC GOALS & PLANNING

5.1

Below is a summary of the Human Services program's strengths and major accomplishments in the last 5 years, followed by the areas that are most in need of improvement.

1. The entire range of courses required to complete the Human Services major and /or the 23 unit certificate program continues to be offered. Moreover, multiple sections of HS 51 were offered.
2. The Human Services Program is ranked second (of 50 possible rankings) in awarding Certificates of Achievement at Solano Community College.
3. Course offerings were provided in different locations and times.
 - HS 51 and HS 53 were offered at Vacaville for the first time in the history of the program. Courses continue to be offered at the main campus, as well as Vallejo when feasible.
 - All courses were offered at night (Fall 2012) for one semester enabling students to complete course requirements faster.
 - HS courses are also offered in the morning enabling students more options to enroll, e.g., HS 55 offered at 9am on Main Campus, Fall 2013
4. Student success is celebrated with local and global communities. This is accomplished through a ceremony for HS graduates only where community collaborators join as well as their families and faculty. Student success is also highlighted in newspapers; for example Blanca Guerra was featured in the Daily Republic June 24, 2013—highlighting her contributions to the community as a Human Service provider who was trained at Solano Community College. Dr. Cabrera has a direct contact and is working collaboratively with a reporter to have a consistent spotlight on HS Graduates from SCC. This information will also be posted on the SCC intranet for Human Services that will be created in the near future.

- 4 Marianne Flatland continues to sustain contacts with our Human Services fieldwork/practicum sites and added new sites to the program. We work closely with currently 51 Human Services/Social Service agencies in the county ; this represent an increase of 23 sites since 2010
- 5 A total of 124 students successfully completed the 23-unit Human Services Program and attained a Certificate of Achievement and a total of 68 students graduated with an Associate's Degree in HS between Fall 2008 and Spring 2013.
- 6 The curriculum review for all HS courses (HS 51, 52, 53, 55, 60, 61), updating course outlines, textbooks, and program and student learning outcomes was completed in Fall 2009 and is scheduled again in Fall 2013.
- 7 In 2011, a new Human Services Instructor was hired enabling multiple course offerings at different locations.
- 8 A Human Services Program Coordinator position was created in Spring 2014 and filled for the 2013-2014 academic year for the first time in the history of the program.
- 9 An operational plan, developed in Fall of 2009, serves as a guide for proposals to improve quality teaching and student learning in the Human Services program. Several of the proposals have been achieved, e.g., hire a new adjunct, create and fill HS Coordinator Position.
- 10 Student Learning Outcomes (SLOs) for all Human Services classes are currently assessed in a consistent manner since 2009
- 11 Program Assessments have been completed in 2009 and 2013. The results make apparent the success of the Human Services Program.
12. As a result of rigorous academic rigor and application both inside and outside the classroom (through internships) Human Services graduates have become gainfully employed. For example, Valorie Hawkins is currently the Volunteer Coordinator at the Opportunity House program where she makes contacts with the community, case manages a diverse population and also conducts new employee interviews and training; this is a direct result of her success as a Human Services intern.
13. The Human Services education and experience continues to transform students' lives, as indicated by the following excerpts:

"In turn, by understanding a little bit more about how people work, I now know more about myself. ...will help me in any situation involving other people. It will also help me through challengers that I may face because I now have a better understanding of who I am and how I want to be."

“I think it is a strength to see my weaknesses and be honest enough to admit them....you can’t help other people if your own life is not in order, so I have been actively trying to improve myself every day.”

“The lessons that I have learned in this course will serve me well for the rest of my life.”

The areas that need most improvement include:

1. Reducing maximum enrollments for all HS courses.
2. Consolidating courses into one Division.
3. A majority of members attending bi-annual Human Services Advisory Committee meetings.
4. The creation of a viable HS Program Budget.
5. Hiring new faculty--both full time and part time.
6. Increasing program visibility within SCC, local communities and abroad.

5.2

Based on the self-study analysis, below are the prioritized short (1-2 years) and long term goals (3+ years) for the Human Services Program. In the source column, we denoted “SP” for Strategic Proposals, “DP” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

Table 8. Short-Term and Long-Term Goals

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
1.Hire faculty	<i>Advertise adjunct position and create hiring pool; advocate for a new faculty full time position</i>	December 2013	HS Coordinator lead	<i>It’s been approved for the adjunct positions but the position has not yet been filled.</i>
2. Develop bi-annual Advisory Board Meetings	<i>Confirm membership and schedule one per semester</i>	December 2013	HS Coordinator lead	DB
3.Change course titles to HS	<i>Develop Proposal and submit for approval</i>	May 2014	HS Coordinator initiated	SP
4.Obtain new professional contacts with Human Services agencies in Solano County	<i>Attend community events & meetings</i>	May 2015	All Faculty	DB

5. Create a HS program budget	<i>Review prior HS budgets, program needs and develop a budget</i>	<i>May 2015</i>	<i>All Faculty, HS as the initiator</i>	<i>SP</i>
Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1.Purchase Equipment like clickers and tables to support an optimal teaching environment	<i>Develop a proposal</i>	<i>May 2016</i>	<i>All Faculty</i>	<i>SP</i>
2.Reduce maximum enrollments for each course	<i>Develop and submit a proposal for review</i>	<i>May 2016</i>	<i>HS Coordinator to initiate</i>	<i>SP</i>
3.Exapnd the program	<i>Offer multiple sections in multiple sites; offer new courses</i>	<i>May 2017</i>	<i>All Faculty</i>	<i>SP</i>

In Conclusion, the Human Services Program at Solano Community College is successful in serving students academically, workforce training, developing community collaborations and transforming students' lives. With continued support at all levels, the program will continue to thrive in ways that are immeasurable!

Appendix

Evidence & Support Signatures

- **Outreach for Internships (p. 42)**
- **Class Preference Survey (p. 43)**
- **Department Meeting Notes (p. 44)**
- **DSM 5 Training (p. 48)**
- **Veteran Success Story (p. 50)**
- **Student Recruitment (p. 51)**
- **Tutor Request (p. 52)**
- **Multiple Administration Challenge: Scheduling and Program Coherence (p. 54)**
- **Multiple Administration Challenge: Time Inefficiency & Delayed Progress (p. 55)**
- **Dean's Narrative (p. 56)**
- **Academic Program Review Committee excerpt (p. 58)**
- **Revised HS Program with All courses in SBSS (p. 59)**
- **SBSS HS Faculty Support Signatures (p. 60)**

➤ **Outreach for Internships**

2nd Medical Brigade

Richmond, CA

September 4, 2013

9:00 am – 11: 00am

Invited by Liz Mahoney, Volunteer Coordinator, Military Spouse

**Present: Liz Mahoney, June A Stanfield, Family Readiness Support Assistant (FRSA),
Dr. Saki Cabrera**

1. Introductions
2. Program Review
 - Military spouses and other family support
 - “Our Army Community is struggling to be in compliance and meet the needs of our Families. I promised to provide our regulation we are supposed to guide on providing for our families. I think of it as similar to Head Start--being parent run. A minimal amount of structure and the Families being self-sustaining. It is a program that has been struggling to get off the ground for some time. I have included my compliance slide, which is reviewed once a month. I can be overwhelming with peppering people with paperwork, so I will try to refrain. Please let me know if there is anything else I can provide to help with direction.”
 - Use HS student interns
 - Target Site to be developed in Vallejo
 - Reviewed different strategies:
 - Ongoing outreach via cell phone off site and on-site calling
 - Yellow Ribbon participation
 - Consulted with Commander and received verbal approval to proceed
3. Conducted a site review at Richmond
4. Next Steps:
 - June will follow-up with compliance related issues
 - Saki will consult with students and faculty to discern interest
 - Communication via email henceforth or cell given schedules

June A. Stanfield, Family Readiness Support Assistant (FRSA)
2nd MD BDE 2600 Castro Rd San Pablo, CA 94806
510-970-3223
june.a.stanfield.civ@mail.mil

➤ **Class Preference Survey**

HUMAN SERVICES

If you answered the survey in another class, do not complete it again!

Which of the HS classes will you enroll in for FALL 2010?

- HS 51** Intro to HS
- COUN 62** Helping Skills
- HS 53** Special Populations
- HS 52** Group Process
- COUN 64A** Fieldwork
- HS 55** Case Management
- COUN 64B** Field Work

Which is your preferred location for classes?

- Fairfield**
- Vallejo**
- Vacaville**

Which is your preferred time for classes?

- morning**
- afternoon**
- evening**

Thank you very much!

This helps us in our class scheduling.

Human Services Department Meeting

December 3, 2010

12:30 – 2:50pm

Room 902

Full Time Faculty Present: Sabine Bolz, Saki Cabrera, Marianne Flatland

Adjunct Faculty Present: Rick Degette

Protocol Development

- We reviewed a Challenge: knowledge and skills or delay in getting degree; burden of proof is on student p. 57 in old catalogue 2008-2009; review online for current one.
- Delay in getting degree: Courses are offered every semester in HS so that is not seen as a valid reason to support the challenge being approved
- Saki will lift the language in the catalogue and add to it that Dean Rota (not counselors) will be the only one to be able to approve such requests in Human Services, inclusive of enabling students to take courses concurrently when there are prerequisites. Signature will be obtained from HS staff and forwarded to both Deans and all counselors.

Establish Guest Lecture Pool

- The intent is to create an electronic version of people (with bios and full contact information) from which all HS faculty may utilize as guest speakers in the classroom.
- Each faculty person is asked to compile their own list to share electronically or hard copy to Saki who will create one electronic version.

- Marianne will forward to everyone list of agency reps for Saki to include in this list, along with Sabine's list provided at the meeting. Saki will work on updating it and distributing it to all HS staff until a section in the intranet is created for us.

HS Program Binder

- Bio and a picture from Brenda and Jocelyn.
- Highlighted Students – Saki created a questionnaire to utilize not only for the binder but also for other program related events and advertising in the future. Saki will email it to staff to utilize. Staff are to get 1-2 persons each and summarize what they would like to include in the binder and under which bullet point under Student Strengths and Success section.
- Consent Form – Saki created the electronic version of the form used in photography and will email to all staff to utilize for student consent to take pictures. Staff agreed to create copies and provide it the first day of class along with the syllabus and have students consent (or not) and file. Rick mentioned that we need to create a consent form for Coun 64B for students to consent to mentoring 64A students.
- Marianne will email Saki a sample of a Coun 64A and Coun 64B course document/activity/assignment with a short description of its purpose/use to include in the binder.
- Target completion date for the binder is: Feb 4 th, 2010 (pending student feedback)
- Binder will be printed with information received; no additional follow-ups will be sent.

Evaluation of File Work sites

- Students evaluate the sites and are empowered by professors to go back and work on communicating about what is supposed to be offered to students
- Professors talk and meet with agency representatives based on student feedback at class meetings and student evaluations and negotiate an optimal learning environment with diplomacy; an agency may be removed from a list until an agency can meet student needs
- An Advisory Committee with agency representatives could assist in the review and provide feedback during meetings.

Adjunct Pool

- Issues and questions to cover during the interview included the following:
 - Informing potential hires of some of the challenges with the position when hiring; pose the question to increase the possibility of retaining staff and for them to participate in other activities such as department meetings, work with students with multiple challenges, and meet students outside the classroom. Challenge noted: part-time faculty are not required to do so and full time faculty don't all meet requirements. As always, look for intent.
 - Learn about their philosophy of instruction and student sense of learning and teaching.
 - How do you embrace and involve student in learning?
- Rick is added to the hiring pool.
- Sabine will email the announcement for us all to distribute and email everyone. Marianne will email the agency representatives.
- Rick suggested having the new hire to teach both classes HS and Coun and get both Deans involved; Rick supports program consolidation into one division and noted that this presents an opportunity to begin that process.

- We talked about the process and effects of having one program in one division, and building on other successful models: Under the leadership of one administrator, having the same goals, expectations and timelines, and having the time within the scope of work (not as an overload) to meet student needs given instructors need to do a lot more than just instruction in the classroom, e.g., develop operational plans, participate in program review, conduct SLO assessments, and actively participate in department meetings.
- Different strategies were discussed pertaining to the amount of students capped for each class and the structure of the class itself, e.g., revising the course to have a practicum component.
- All agreed we should review models that work, review the past successes here at SCC and build upon them to strengthen the program which is a natural part of program development

Proposal Development

- All counseling staff were not present to discuss and assign leads (to be place on next agenda). However, some discussion and review of the operational proposal occurred amongst Rick, Sabine and Saki. Some issues and questions are provided below.
 - Need to review retention numbers, student feedback, and what is practiced externally and internally
 - Build on success with Coun 64A&B
 - Revise HS major instead of revising classes
 - Look at Chancellors Office and compare academic vs vocational needs
 - Look at ability needed in the jobs and how that correlates to class size
 - Learn whether all Counseling classes are at 30; if so, why? If so, why are the numbers different for HS classes if it is one program and the classes are all interactive and need to address students in the classroom as well? If we are one program, why are there different philosophies?

Thank you all for a very productive meeting! Happy Holidays and enjoy your break! ☺

Next meeting: February 4th, 2011, room 902

**A PRACTICAL INTRODUCTION TO THE DSM-5:
IMPLEMENTING THE CHANGES IN CLINICAL PRACTICE**

Diane R. Gehart, Ph.D.
California State University, Northridge

Acknowledgements

Sections of this chapter were developed as part of the “Introduction to the DSM-5” Webinars (available for download at aamft.org) hosted by the American Association for Marriage and Family Therapy, which sponsored Dr. Gehart’s training at the American Psychiatric Association’s “Training the Trainer” course for the DSM-5. Additionally, Corie Loiselle, M.S., provided invaluable assistance in researching and preparing the manuscript. © 2014 Copyright of Cengage Learning, Inc.

Table of Contents

Introduction	5
Lay of the Land: Organization of This Text	5
In a Nutshell: The Least You Need to Know	6
The Big Picture: The DSM in Context	7
Making of the Manual: Overview of the Revision Process	7
International Effort.....	8
Public Process	8
Guiding Principles	9
DSM-5 Development Process and Timeline.....	10
Manual Organization and Cross-Diagnosis Changes	12
Title	12
Manual Structure	13
Definition of Mental Disorder	13
Reorganization of Diagnostic Chapters	14
Diagnostic Code Changes and the ICD	16
New Diagnosis Format	17
Subtypes and Specifiers	20
Dimensional Assessment	21
NOS vs. NEC Diagnosis	21
Overview of Changes to Specific Disorders	23
Changes to Specific Diagnoses	26
Neurodevelopmental Disorders	27
Schizophrenia Spectrum and Other Psychotic Disorders	30
Bipolar and Related Disorders	31
Depressive Disorders	32
Anxiety Disorders	34
Obsessive-Compulsive and Related Disorders	36
Trauma- and Stressor-Related Disorders	39
Dissociative Disorders	43
Somatic Symptom and Related Disorders	43
Feeding and Eating Disorders	45
Elimination Disorders	46
Sleep-Wake Disorders	47

Sexual Dysfunctions	48
Gender Dysphoria	49
Disruptive, Impulse-Control, and Conduct Disorders	49
Substance-Related and Addictive Disorders	51
Neurocognitive Disorders	52
Personality Disorders	53
Paraphilic Disorders	54
Other Conditions that May Be a Focus of Clinical Attention	55
Section III: Emerging Measures and Models.....	59
Cross-Cutting Symptom Measures	59
Symptom Severity Scales	61
WHODAS 2.0	61
Cultural Formulation	62
Alternative DSM-5 Model for Personality Disorders	63
Conditions for Further Study	67
Critique of the DSM-5	69
Next Steps: Getting Started	71
References	73
Resources	75
List of DSM-5 Assessments Available Online	76
Corrected Codes	82
About the Author	83

➤ Veteran Success Story

9-3-13

I hope this note finds you well. As you may have noticed, I had to drop all of my human services classes this semester. Although it was disappointing, I was really looking forward to your classes, it was due to an exciting new venture. I was presented with an opportunity last semester to rejoin the Air Force as a Aeromedical Evacuation Specialist and had to go through a pretty extensive process to be accepted. The process included among many other things a panel interview with my future unit supervisors. This is actually why I felt compelled to write to you. During the interview, I was questioned on many topics, some about my history in the Air Force, my reasons for leaving, what I have been doing this whole time etc. During a portion of the interview the panel asked me a particularly interesting question. They said, "Tell us about a time when you worked with a team and learned something about yourself during the process." Well, interestingly enough I had JUST finished the Autism Group Project and took a moment to gather my thoughts. I told them that I had just been a part of a group for my Human Services class and that I had a fabulous instructor who pushed us in ways I had never been pushed anywhere else, including the Air Force. I learned that a team is only as strong as the bond between each individual. That skills in a group could be shared if the individuals in the group were willing and that weaknesses could be overcome if you are willing to help, but more importantly if you are willing to ASK FOR HELP. I told them that the class I had just taken had taught me to try and step out of my cultural bubble and try to view things from a team members' point of view not just my own, to appreciate the differences rather than resent them or fight them. Just last Wednesday I officially re-enlisted in the Air Force Reserves and I got that job! At the enlistment one of the TSgt's that was on the panel told me it was one of the best interviews they ever had. I really think that had A LOT to do with you and the impact you had on me and my education over the last year. I would be remiss if I didn't write this letter and tell you what a difference you made for me. I will be leaving next March to go back to Tech School I hope to see you again sometime and maybe when I get to pick up my education full time again I will lucky enough to be in your classroom once again. Thank you from the bottom of my heart and please continue challenging your students for better! (I know you will!)

Sincerely,

(Name removed intentionally for confidentiality.)

➤ **Student Recruitment**

Fairfield High School

October 21, 2013

9:00 am – 10:15 am

Invited by Ms. Myrna Baylis

Conducted by Dr. Saki Cabrera

Present: Psychology Class (1st period)

1. Introductions
 - 11th and 12 graders
2. Program Review
 - Psychology: AA and AAT
 - Human Services
 - Distributed HS Brochure and business cards (Psyc brochure is being updated.)
3. Student Q & A to Dr. Cabrera
 - Course format
 - Work load
 - Time management
4. Dr. Cabrera Q & A to Students
 - Concerns:
 - Time Management
 - Pressure to perform
 - Financial hardship
 - Balancing personal, social and academic responsibilities
 - Students view college as preparation for life and career
5. Provided contact information for SCC
 - Encouraged students to visit and talk to staff and faculty at SCC

➤ Tutor Request

Students Helping Students: Solano College Meets Educational Needs

In such dire economic times, we often forget how generous people can be. For the last 2 years, Solano College students were asked to volunteer their time during the school semester to tutor elementary school aged youth grades 1-6. On April 11th, 2011, students at Cordelia Elementary Hills were offered after school tutoring three days a week for free. Classroom teachers provide the direction and work for the tutors to use with the students so that the tutoring sessions are focused on the specific needs of the students. Families at Cordelia Hills donated money to pay for the fingerprinting for tutors. Principal Allen, members of the School Site Council, and Dr. Cabrera, a professor at Solano College, provide the leadership to design and implement this tutoring program-- all donating their time to meet student needs.

We now are doing it again and need tutors!

This time we may be able to compensate you up to \$8.00 an hour (if you qualify).

How the program works: The same group of students are tutored each week by the same tutor. Grades 1-2 on Monday, grades 3-4 on Wednesday and grades 5-6 on Thursday. You can volunteer for one day, two days, or all three days. Consistency of attendance by tutors is an important component as it increases each child's level of comfort with the tutors and their own self-confidence, which in turn help them learn more.

What time? The actual tutoring session is from 2:45pm to 3:45pm. Tutors are asked to be onsite at 2:30pm so they may review any work and begin on time. Tutors end at 4:00pm, after they have documented services rendered for each student.

Where? At the Cordelia Hills Elementary School library.

What subjects are covered?: Students often have math and English work to complete. We spend a lot of time working on basic skills, e.g., learning multiplication facts, phonics. We have all the materials needed such as books, computers, paper and pencils. We need your brain & skills!

How many students? It depends on how many tutors volunteer but no more than 4 students per tutor. Students often are in the same class and have the same work so it makes it efficient. With more tutors, there can be two students per tutor.

When will it start? The goal is to begin as soon as possible and end May 23, 2013, with a one week break (March 25-April 1). There is tutoring when Solano College is on Spring break. I would send out a calendar for other dates that might affect the services provided.

So if you are interested and have the ability to do this work, please email me and provide me with the following information:

First and Last Name,

Solano Student ID (so that we can see if you qualify for compensation),

Email and telephone number, and

the day(s) you would be interested to tutor.

Also note, in addition to helping the children, this also will look good on your resume as a representation of community service ☺ !

I had a lot of capable students this year and hope to hear from many soon so that we can begin the fingerprinting. **Join your fellow heroes, of Solano College students, who already have demonstrated that together we can help others achieve.**

Happy holidays!!!

Dr. Cabrera

➤ Multiple Administration Challenge: Scheduling and Program Coherence

On October 7, 2013, the Dean of SBSS and HS Coordinator were informed via email that Coun 62 was moved to an 8:00am offering (approved by Dean of Counseling) for Spring 2014 after advisement to not offer the class at 8am (given student transportation and child-challenges.) The Dean of SBSS spent unnecessary time to remedy the problem and found a room in which it could be offered and it was switched back to the original offering beginning 9:30am. Below is a Copy of the Email exchange; the change sheet can be provided upon request.

Such incidences may reflect lack of timely communication, comprehension of program needs that are student driven, or differences of philosophy amongst SBSS and Counseling administration and faculty. Compound this example with the extensive turnover at SCC in administration, and the negative effects surmount very quickly. (In the past 4 years, the HS Coordinator has to consult with 6 Deans, 2 VPs and 3 Administrative Assistants to assist with HS program related issues given the turnover.) This is neither time nor cost effective and presents unusual challenges that can be prevented if there were one Dean to provide leadership and make program decisions for all courses within the HS Program.

From: Saki Cabrera
To: [Barbara Pavao](#); [Brenda Tucker](#); [Marianne Flatland](#)
Cc: [Salvador Codina](#); [Kathleen Callison](#)
Subject: RE: COUN 62 in Spring
Date: Thursday, October 03, 2013 8:42:00 AM

Good Morning,

I suggest the W or F option given it begins at 9am instead of 8am and doesn't conflict with the other classes.

Enjoy your day!

SAki

Dr. Cabrera

Professor, Psychology & Human Services

Coordinator, Human Services

Solano Community College

707 864-7000 X 4698

SCabrera@solano.edu

BE the Change you Wish to See in the World. Ghandi

From: Barbara Pavao
Sent: Thursday, October 03, 2013 8:36 AM
To: Brenda Tucker; Marianne Flatland; Saki Cabrera
Cc: Salvador Codina; Kathleen Callison
Subject: COUN 62 in Spring

COUN 62 in spring is currently scheduled for Thursday mornings 9:30 – 12:20. However, there are no rooms available at those times.

Two alternatives:

M or W or F from 8:00 – 11:00 or

W or F from 9:00 – 12:00

I need an answer ASAP. Thanks for your help.

➤ **Multiple Administration Challenge: Time Inefficiency & Delayed Progress**

The Dean of Counseling was not available between October 12-17, 2013 to meet to discuss HS program issues. Thus, a meeting was scheduled to accommodate different schedules and then rescheduled to accommodate a counseling faculty member, although the original meeting was proposed amongst the Deans and the HS Coordinator. Both the SBSS Dean and HS Coordinator were available as early as October 5th—that is an extension of a 1 month, which is significant given a semester is only 18 weeks. This is not time efficient and impedes progress, thus, supporting the need to move all courses into the SBSS and have one Dean. (Because of schedule conflicts amongst faculty in different divisions, the last Department meeting to do work was in 2010!)

Email Exchange:

From: [Barbara Pavao](#)
To: [Salvador Codina](#)
Cc: [Saki Cabrera](#); [Marianne Flatland](#)
Subject: RE: Human Services Meeting
Date: Tuesday, October 08, 2013 12:28:07 PM

In checking with Marianne, the 29th does not work. Would Tuesday, Nov. 5 at 10 work?

Barbara

From: Salvador Codina
Sent: Monday, October 07, 2013 5:20 PM
To: Barbara Pavao
Subject: Human Services Meeting

Barbara,

Regarding your proposed dates and times for the meeting between Saki, Marianne, you, and me; a time that would work for Saki and me would be Tuesday, October 29th, at 10:00 a.m. (or 11:00 if that works best for you). Let me know if this works for you and Marianne.

Thanks,
Sal

➤ Dean's Narrative

To: Program Review Committee

From: Salvador Codina, Interim Dean, SSBS

Subject: Dean's Narrative of the Human Services Program Review, Fall 2013

I met with Dr. Saki Cabrera earlier this semester in order to better educate myself regarding the Human Services Program at Solano College. For a variety of reasons, this is not one of the college's better-known programs. After meeting with Dr. Cabrera on several occasions I believe that will no longer be the case. Her expertise and passion for the program bode well for its future growth. In my opinion, it is in the best interests of the college and the community to, as much as possible, support this program.

I agree with Dr. Cabrera's following recommendations:

- The program needs a viable budget. Earlier, for reasons unknown to me, its budget was revoked. No program can experience growth when instructors and students have to pay for some supplies.
- Eventually, given continued growth, the program will require a full-time instructor. For the short term, perhaps increased release time should be provided for the Human Services Coordinator (from 20% currently to 40%).
- A "student directed Resource Center." A good idea; however, couldn't such a center be contained within the Academic Success Center? Tutors and Supplemental Instruction might be good resources for student success.
- Converting some counseling courses, which are a part of the Human Services Program (eg., Counseling 64A and 64B), to Human Services courses (although counselors will still teach these courses). This makes sense administratively and it would also facilitate student registration.

Some areas of concern:

- The goal of decreasing class size in Human Services courses
 - In my opinion, given the District's desire to increase enrollments, I'm not certain this goal is attainable any time soon.
- The goal of offering upper-division courses
 - In the section entitled "Educational Master Plan" (see p.12), Human Services proposed "partnering with 4-year college to provide upper division courses." Are upper-division courses the responsibility of a 2-year community college or are they more appropriately the domain of the 4-year colleges?

Overall, I feel that with Dr. Cabrera's leadership, and with the District's support, the future of the Human Services Program is a positive one. The program is growing. Enrollments and student success rates attest to this. Projections for employment in the field of Human Services are encouraging, a 22% increase between 2010-2020; 7500 additional openings in California

alone (see p.14). Additionally, the Human Services Program works closely with 51 human and/or social services in Solano County, an increase of 23 additional sites since 2010 (see p.12).

One statistic which I found quite interesting was in regards to the age of students enrolled in the HS Program. Typically, the majority of students enrolled are over 30 years old. However, "a new finding indicates that students between ages 18-20 represent a subset that has increased in percentage over the years, e.g., in Spring 2013 they accounted for 14% compared to 10% in Fall 2010 (see p.8)." This is consistent with a study I recently read which showed that more and more people in this age group feel a greater cultural and/or moral imperative to help others. Perhaps this is due, in part, to the recent downturn in the national economy.

I hope this narrative aids somewhat in your task.

Sincerely,

Salvador Codina, Interim Dean, SSBS

9-16-13

➤ **Academic Program Review Committee excerpt**

Curricular Offering

Development

The curriculum taught by the HS department appears to promote student success in the program. Courses are offered at varied times in different locations, and diverse teaching techniques are utilized to promote quality teaching. The committee supports Human Service's short term goal #3 of changing the relevant counseling course titles to HS or cross-listing these courses (assuming counseling supports this change). We see the advantages for students and faculty of housing all the program courses under one discipline.

Many thanks for your program's hard work and commitment to student success and program improvement.

Academic Program Review Committee

Sept. 23, 2013

➤ **Revised HS Program with All courses in SBSS**

The required courses presented below serves as a template should the request to move all courses into SBSS be approved. Please note that the course numbers would mirror the sequence in which the courses should be taken and the number of classes required to complete the certificate (7); this serves as an added visual aide and asset for visual learners and aide in registration. (HS 51, HS 52, HS 53, HS 54, HS 55, HS 56, HS 57) In the full brochure, electives have been updated to reflect current programs, e.g., CDFS.

Required Courses	Units
HS 051 Intro to Human Services	3
HS 052 Helping Skills: Creating Alliances & Facilitating Change	3
HS 053 Special Populations	3
HS 054 Intro to Group Processes	3
HS 055 Case Management	3
HS 056 Practicum I	4
HS 057 Practicum II	4
	<hr/> 23

➤ **SBSS HS Faculty Support Signatures**

October 14, 2013

To whom it may concern,

The undersigned faculty members in the Human Services program concur with the program review self-study as submitted Fall 2013.

Sabine Bolz

Saki Cabrera

Joana McIlvery

Veronica Piper-Jefferson

PROGRAM REVIEW: EARLY CHILDHOOD
EDUCATION, FALL 2013

Early Childhood Education Program Review Self-Study Fall 2013

1.1 Introduction. The Early Childhood Education (ECE) program at Solano College has existed for over 40 years. Originally designed to train teacher assistants, the program has evolved to meet a variety of student educational goals and community needs. The department offers an Associate's of Science Degree and a Certificate of Achievement in Early Childhood Education. Many students come to the department with the goal of obtaining ECE units to gain employment at a child care center (most child care centers hire aides with 6-12 units), or to receive training to open their own family child care business. Still others come to take professional development courses to renew their child development permits or to advance in their careers. For example students take courses to obtain child care administrative credentials, or to get infant and toddler units to make them eligible to work with children two years of age and younger. Our department also offers a number of general education courses and courses that are prerequisites to other programs. Additionally, many parents take our courses to enrich their knowledge of child development and develop their parenting skills.

Over the 2012-2013 academic year, the Early Childhood Education (ECE) department underwent substantive changes. The ECE program combined with Human Development (HUDV) to create the department of Child Development and Family Studies (CDFS). Beginning fall 2013, the new CDFS department offers three opportunities for degrees and/or certification:

1. Associate of Science degree in Early Childhood Education (A.S. Degree)
2. Certificate of Achievement in Early Childhood Education
3. Associate of Science transfer degree in Early Childhood Education (A.S.-T Degree)

All options include eight courses that are a part of the Curriculum Alignment Project (CAP), a statewide effort to align 24 lower division ECE units across the entire California Community College system.

According to the Solano College catalogue, the "program offers a comprehensive study of child development, strategies for child guidance, techniques for effective classroom interaction with emphasis on the child in the context of family and culture, and curriculum that enhances the development of the whole child." As a department we describe our mission as to:

Provide quality instruction to students interested in early childhood education, developmental processes, and family studies. By bridging theory and practice, we help students develop workforce and transfer level skills that include critical thinking, culturally informed practice, knowledge of developmental theory and milestones, the value of individualized curriculum, skills for respectful and responsive interactions with children and families, and reflective practice. We seek to open student's minds and hearts, so they can make a positive impact on children during their formative years.

One of the strengths of our program is our relationship with the Solano College Children's Program. The Children's Program not only provides a valuable childcare service to student-

parents, but serves as the laboratory for our program. Entry-level and general education students are able to conduct observations to link information learned in the text to the real life “case studies” of child development. Approximately 210 students came to the Children’s program during the 2012-2013 academic year to complete observations. Advanced students are able to take practicum courses and develop classroom management skills. An average of 17 practicum students are placed each semester in 5 of the classrooms. As student-teachers they have skilled mentors guiding their interactions so they have ample opportunity to practice appropriate child guidance, curriculum development, individualizing care, working with families, etc. It is critical that students have models of quality childcare so they can emulate best practices in the community.

Over the last four years our faculty has remained predominately consistent, but our department has undergone significant realignment. We began under the division of Applied and Behavioral Arts, and then were moved to the division of Health Occupations, Public Safety, and Family Studies, and now to the School of Human Performance and Development. Adjusting to the management styles of multiple deans and attempting to build community with different faculty has left our faculty a bit weary, but we are working to find our footing, and move ahead to maintain a strong program.

1.2 Relationship to College Mission and Strategic Goals. The CDFS department’s mission closely aligns with that of the college. We educate an ethnically and academically diverse population of students to help them obtain their educational goals. We provide workforce education and training and transfer level education with innovative, hands-on classroom experiences. Faculty care deeply about the quality of education students receive as we know it directly correlates with the quality of care children and families in our community will receive. Healthy children and families make for a healthier, safer, Solano County.

Table 1. SCC’s Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<p><i>Obj. 1.1 Create an environment that is conducive to student learning.</i></p>	<p>Faculty in our program work hard to build community in our classrooms by creating an environment of respect and openness to diverse ideas. We try to meet students where they are academically, and scaffold their learning while maintaining high standards. We are accessible in class and out, getting to know students names, providing timely feedback, and clear instructions. The faculty work to improve the aesthetics of the classroom by making the space more comfortable. We teach to a variety of learning styles, and make course materials available through MySolano or Solanonline.org. In a student survey conducted May 2013, our teaching was clearly our department’s greatest strength. Students reported “The classes are a safe environment. The teacher gives many projects so we can learn personally and experiment with children,” and “The teacher was organized and went over everything and made it a comfortable learning environment for everyone.”</p>
<p><i>Obj. 1.2 Create an environment that supports quality teaching.</i></p>	<p>While the College as a whole sets the tone for objective 1.2, our faculty does try to utilize resources the college provides to support quality teaching. For example, we utilize Perkins funding for staff development and instructional materials. We utilize technological resources such as Solanonline and MySolano, and student services such as Disabled Student Services, library reference and counseling resources (such as walk-over mental health counseling for students).</p>
<p><i>Obj. 1.3 Optimize student performance on Institutional Core Competencies</i></p>	<p>Faculty conducts SLO assessments and their own self-reflections to evaluate student performance on ILOs. Our coursework have ILOs embedded in their content and assignments (writing, reading, civic awareness, personal responsibility, etc.), and some courses, such as the practicum, require active engagement on many levels. We feel that we could further optimize student success with more opportunities to collaborate as program faculty with more time to discuss student progress and link skills between courses.</p>

<i>Goal 2: Maximize Student Access & Success</i>	<i>Program Evidence</i>
<i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i>	Our syllabi list campus-wide student support services and we refer students as we see need. Many courses have prerequisites to help ensure students are prepared for the requisite skills. In the beginning of the semester some faculty ask for writing samples to identify need early in the semester. Other faculty give students learning-styles tests and pair them with other students based on their styles, so they can support one-another. We post/announce Student-Success Workshops.
<i>Obj. 2.2 Update and strengthen career/technical curricula</i>	Faculty align classes with the requirements of Community Care Licensing, the Child Development Permit Matrix, and the California Curriculum Alignment Project (CAP). We made major revisions since the last program review cycle to meet industry standards. Faculty aid course articulation with local high schools and four year college curriculum. We hold regular advisory meetings, and when able attend industry trainings and bring the information into our coursework.
<i>Obj. 2.3 Identify and provide appropriate support for transfer students</i>	Faculty created an ECE AS-T degree which is being offered for the first time in Fall 2013. We are working with the college articulation officer to obtain CI-D approvals to comply with the requirements of the California Transfer Model Curriculum. We changed our ECE AS major and certificate to align with the statewide ECE Curriculum Alignment Project. We teach courses that prepare students at the university level.
<i>Obj. 2.4 Improve student access to college facilities and services to students</i>	We announce workshops, and offer classes at a variety of times to meet our nontraditional student needs. Access to student services for night-students is a problem. Many of our students work full-time during the day. By the time they arrive for night classes, most student services are closed. Some faculty bought scantrons for night students whose work schedules do not permit them to get to campus during bookstore hours.
<i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i>	Class schedule is geared to student completion of required courses to meet graduation and certificate requirements in a timely manner. Courses offered in sequence to meet student educational and vocational objectives.

<i>Goal 3: Strengthen Community Connections</i>	<i>Program Evidence</i>
<i>Obj. 3.1 Respond to community needs</i>	One of our department's strengths is its responsiveness to the community. We hold twice yearly advisory meetings, and have responded to the community's request for more counseling. A grant from First 5 Solano and Children's Network CARES Program Plus was used to pay a counselor to provide some specialized ECE counseling. We have offered specialized coursework to meet CARES (First 5) requirements. We hold an annual conference and invite presenters that support the professional development needs of the ECE community. We support the needs of childcare administrators by hosting director-mentor seminars and we facilitate a mentor-teacher program.
<i>Obj. 3.2 Expand ties to the community</i>	The program expands ties to the community through coursework and through local affiliations. In a number of courses guest speakers are brought in to teach about community resources for children and families, and observation assignments are required at childcare facilities in the community. Faculty and staff hold leadership positions in the Solano-Napa Association of Young Children, First 5, Childcare Planning Council, and have hosted events such as the Solano Kindergarten articulation tea. Faculty also engage in public relations in the community, promoting Solano ECE courses and events at local childcare organizations.
<i>Goal 4: Optimize Resources</i>	<i>Program Evidence</i>
<i>Obj. 4.1 Develop and manage resources to support institutional effectiveness</i>	Utilize Perkins funding to meet student needs.
<i>Obj. 4.2 Maximize organization efficiency and effectiveness</i>	N/A
<i>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</i>	N/A

1.3 Enrollment. Our last program review was completed during the 2008-2009 academic year, so data will reflect the 2009-2010 academic year to present. Numbers from both ECE and HUDV are examined as some of the HUDV courses are required for the major. All the ECE/HUDV courses are taught by the same faculty, and beginning Fall 2013 we will all be working under the same department title: Child Development and Family Studies.

ECE – Number of sections offered

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
15	14	16	11	13	12	12	11

ECE – Number of students enrolled

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
236	241	275	217	231	196	182	176

ECE – FTE

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
27.11	29.69	33.25	27.95	34.20	28.06	27.48	25.49

ECE – WSCH

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
813	891	997	838	1026	842	824	765

HUDV -Number of sections offered

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
21	18	21	19	18	16	18	17

HUDV –Number of students enrolled

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
654	550	582	580	581	541	534	453

HUDV – FTE

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
69.77	57.51	60.38	60.72	59.60	55.00	54.30	46.33

HUDV – WSCH

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
2093	1725	1811	1822	1788	1650	1629	1390

Combined ECE + HUDV -Number of sections offered

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
36	32	37	30	31	28	30	28

Combined ECE + HUDV –Number of students enrolled

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
890	791	857	797	812	737	716	629

Combined ECE + HUDV – FTE

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
96.88	87.2	93.63	88.67	93.8	83.06	81.78	71.82

Combined ECE + HUDV – WSCH

Fall 09	Spring 10	Fall 10	Spring 11	Fall 11	Spring 12	Fall 12	Spring 13
2,906	2,616	2,808	2,660	2,818	2,492	2,453	2,155

Enrollment in Early Childhood Education and Human Development courses is healthy, yet declining in recent years. We believe this trend, similar to the college trend as a whole, is due to a number of factors:

1. We were asked by administration to cut sections in recent years, dropping from 36 sections during Fall 2009 to 28 sections during Spring 2013. In the same time period, enrollment in ECE and HUDV courses dropped from 890 students to 629. Solano College enrollment dropped from 12,261 students to 9,739 during this Fall 2009-Spring 2013 time period.
2. Solano College administrators cancelled summer classes in 2012 likely causing students to turn to other institutions for their education goals.
3. The cost of tuition raised from \$36 a unit in 2011 to \$46 per unit in 2012, making tuition less affordable.
4. The recession hit Solano County particularly hard which we believe impacted student's ability to attend school. The high cost of textbooks, transportation to campus, etc. likely brought down enrollment. With high unemployment rates in recent years, several childcare centers in the county went out of business, and family childcare providers experienced fewer children enrolled. Cuts to Stage 3 funding through Cal WORKS also meant providers lost subsidies for children in their care, and children were disenrolled.

Despite these factors, labor market data shows an uptick in the job projections in coming years. Solano Family Children's Services did not have to disenroll families this year as funding stabilized. The College administration is also showing a willingness to add new sections in the coming years to bolster enrollment.

1.4 Population Served. The population served in ECE courses is predominately female (between 91-97% depending on the semester), while the HUDV courses are somewhat more gender diverse (75-79% female). Ethnic representation for ECE and HUDV courses are listed in the table below. Demographics were not analyzed in the last ECE/HUDV program review, so there is no comparative data, yet when comparing ethnicity demographics to the college as a whole, our numbers are fairly similar (see table).

Percentage of students by ethnicity 2009-2013

ECE Courses	%	HUDV Courses	%	Solano College	%
White	28-36	White	24-29	White	27-35
Black	18-24	Black	17-20	Black	15-17
Hispanic	16-26	Hispanic	16-23	Hispanic	14-23
Asian	8-10	Asian	14-18	Asian	13-17
Native American	1-2	Native American	1-3	Native American	.5-1
Other	13-27	Other	9-27	Other	14-28

In terms of age, ECE students tend to be older than “traditional” college students, with 36-46% (depending on the semester) being 30 years or older. We attribute this to the fact that many of our students are re-entry females that are building a career in the field of early childhood education. Others are family childcare providers or preschool teachers who are building their professional resumes or updating their skills and/or certification. Industry standards have also changed in recent years, leading many early childhood professionals to return to the classroom to maintain compliance. The Human Development students tend to fall more in line with college norms, as most of these students are working toward general education, or prerequisites to other programs such as Nursing.

Percentage of students by age 2009-2013

ECE Courses	%	HUDV Courses	%
Less than 18	2-11	Less than 18	15-24
Between 18-20	11-19	Between 18-20	26-32
Between 20-30	33-45	Between 20-30	29-40
Over 30	36-46	Over 30	12-20

Males are underrepresented in our program. We hypothesize there are several causal reasons why more women enroll in our program. First, women represent a greater portion of the college enrollment in general (approximately 60%). Second, our culture tends to socialize woman as nurturers, and many see the field of early childhood education as a place that embodies their desire to nurture the next generation. Conversely, many men see working with young children as a less “masculine” career and some face pressure/discrimination from their peers when choosing this profession. Professions in the field of Early Childhood Education are not high paying, and many do not require a high level of education (a family childcare can be operated with no college coursework, and employment in a child care center can typically begin with 6-12 units of coursework). Low salaries may dissuade students who are looking to be the principle breadwinners from choosing this profession. Many women enter the field in middle-age, and see the transition from raising their own children to working as a child care provider to be a logical transition. Others would like to stay at home with their own children, and see starting a family childcare as a source of income. Our Human Development courses have more males in them, as many are interested in learning about development as a general education option, and are pre-nursing students (a profession that has seen greater male involvement in the last decade). While we have not made specific efforts to recruit males in our program, we do encourage those that enroll. Some faculty inform males about the male forum that is part of the National Association for Young Children and refer them to literature about males working in the field. We do have male representation on the faculty, and have had several high profile male Early Childhood Educators as keynote speakers at our annual conference.

1.5 Status of Progress toward Goals and Recommendations.

Table 2. Educational Master Plan

Educational Master Plan Goals	Status
1. Consolidate Early Childhood Education and Human Development into one department, called Child Development and Family Studies	Completed. CDFS courses offered Fall 2013
2. Alter degree requirements to align with the statewide ECE 8 Curriculum Alignment Project to support student transfer	Completed. New ECE degree with CAP alignment offered Fall 2013
3. Create a transfer degree in ECE in accordance with SB1440	Completed. AS-T in ECE offered Fall 2013.
4. Connect students to support services/resources (financial aid information, information on ESL courses, etc.)	On-going on individual basis and through course announcements. For example, students notified of new drop-in writing lab.
5. Create an Early Childhood Education student study room to support collaboration and team building skills	Submitted a 3 year plan two years ago to obtain funding, but did not receive resources. Still exploring use of Measure Q fund, or the strategic proposal process to create this student study room, resource area and storage.
6. Continue to recruit well-qualified instructors to teach specialized courses in the field	Currently recruiting for adjunct hiring; anticipating recruitment of ECE faculty as a retirement replacement for 2014-2015 academic year.
7. Provide basic math and English training in conjunction with program courses	Students referred to Math/English labs, student success workshops, etc.
8. Partner with service providers to offer hands-on work experience opportunities	ECE Practicum provides occupational work experience, and some students opt to take courses through the Occupational Education program. The Mentor Teacher program provides qualified mentor teachers training and opportunities to develop their expertise and mentor students.
9. Explore the potential to provide courses in Spanish	We do not seem to have a large enough Spanish-speaking population in ECE/HUDV courses to support entire courses. At the ECE annual conference we offer some workshops exclusively in Spanish and some bilingual, and utilize the Whisper system to translate. We are looking into have loaner textbooks in Spanish.
10. Diversify course delivery methods (online, evenings and weekends)	Offer courses online, nights, and weekends. Looking to hire more adjunct faculty to provide additional night and online sections.
11. Seek additional methods to provide	Annual ECE scholarship offered, and a new scholarship

financial assistance to students	added last year: Evelyn Elson Scholarship for ECE students. Three ECE students were recipients in 2012. The Child Development Training Consortium has a textbook loan program and an honorarium for students working in a child care setting.
12. Explore feasibility of offering a coaching or mentoring model for practicum courses	Completed.
13. Increase use of hands-on and "real life" experiences integrated into classroom based learning	Hands-on experimentation with materials is part of all curriculum classes. In several classes, students are taken on field-trips, and in practicum students get first hand experience interacting with children in a classroom including "lead teacher weeks."
14. Ensure students are prepared for courses through use of English assessment	Not in the scope of our program to require assessments, but have included English 01 advisories to many of our courses.
15. Bring current and relevant presenters to the ECE annual conference to support professional development and currency in the field	Have brought a number of nationally recognized presenters that have provided valuable professional development including Jose Luis-Orozco, Dan Gartrell, Janet Gonzalez-Mena and Deb Curtis.
16. Build media and technological resources to aid student learning	Obtained a video camera and digital cameras to be used with practicum students. Used Perkins funding to purchase a subscription to online ECE video streaming.

Table 3. Program Review Recommendations

Recommendation	Status
1. Help students develop readiness skills to be more successful in ECE/HUDV coursework.	Refer students to campus resources and student services. In introductory course, teachers provide regular feedback on content and grammar through weekly journals which promotes skill-building.
2. Develop a meeting space for ECE students as a resource/study room, computer lab, and mentoring site.	Have not completed this yet. We will look toward measure Q and the strategic proposal process to see if there is any opportunity to add such space to the campus.
3. Update faculty teaching materials and provide space for storage.	New materials were ordered for Music and Movement for ECE, and some for Art and Science. The closets in 1633 were cleaned out/reorganized to provide more space for materials. Still looking to increase storage space and update materials in all curriculum courses.
4. Integrate ECE/HUDV into one department:	Completed: CDFS course offered Fall 2013

Child Development and Family Studies (CDFS)	
5. Create a brochure about the CDFS program and educate students about the transition	The brochure was created and is in the process of being revised to reflect the changes to CDFS. Continuing students were educated about the transition during Spring 2013 through PowerPoint presentations, handouts, posters, and notifications on campus-wide monitors. Community partners were notified at the advisory meeting. During flex of fall 2013 a CDFS open house with information will be offered including advertising items (CDFS bags, handouts, etc.). Information will be disseminated at the annual ECE conference.
6. Increase adjunct faculty	Since the last program review, two rounds of adjunct hiring were initiated (2010 and 2013). We are still looking for high quality applicants. We find this search to be hindered by a comparatively low adjunct pay rate, and the fact that there are no public feeder Master's level programs in the county providing ECE degrees. Qualified applicants frequently have to take long commutes from the greater Bay Area, Sacramento, etc.
7. Explore new technology to enrich on-line courses	The switch to CANVAS will provide a host of new technological opportunities to assist faculty and create a richer on-line environment. We will explore the use of Videatives, which are streaming ECE video clips, in our online courses.

1.6 Future Outlook. The need for a strong, viable Early Childhood Education (Child Development and Family Studies) program is projected to remain consistent over the next 5 years. As California and Solano county's economies revitalize, more and more residents will be returning to the workforce increasing the need for quality childcare. The State of California labor market data projects a 12% increase in the number of childcare workers between 2010-2020, an 11.5% increase in the number of preschool teachers, and an 11.4% increase in the number of preschool/child care center education administrators. The state occupational projections for employment for childcare workers are 127,500 with 4,950 annual openings, 60,900 positions with 2,060 annual openings for preschool teachers, and 9,800 positions with 350 annual openings for child care administrators. In Solano County is projected that between 2010-2020 there will be a need for 1,170 childcare workers.

Additional external factors also impact the need for strong early childhood education offerings. Research consistently demonstrates the correlation between quality preschool and later school success. Research also shows that the amount of training early childhood educators receive correlates with the quality of programming children receive. Based on this data, Head Start has started requiring more education for their teachers. By September 30, 2013 at least 50% of

teachers must have a baccalaureate or advanced degree. They are also requiring Early Head Start teachers to have more infant/toddler units. In 2010 the Kindergarten Readiness Act was passed, SB 1381, which incrementally changed the required birth date for admission into Kindergarten. For 2013-2014, children must be age 5 by October 1st, and for the 2014-2015 school year children must be age 5 by September 1st. To help younger children transition into kindergarten, transitional kindergartens and “Pre-K academies” were established at various sites within districts across California. In this adjusting landscape, educational opportunities for those educating children under age 5 will increase. We have seen more bachelors’ level students returning to the college to take early childhood education courses.

The early childhood community across California and within Solano County is strong, with many organizations (First 5, California (and Napa/Solano) Association for the Education of Young Children, “Water Cooler”, Solano Children and Family Services, California Community Colleges Early Childhood Education (CCCECE), Child Development Training Consortium, Early Childhood Mentor Project, Faculty Initiative Project, California Child Development Administrators Associations, Local Planning Councils, etc.) working toward the betterment of child care services and training for those working with young children. It is a dynamic field that is frequently adjusting to industry standards (new childcare competencies, statewide curriculum alignment projects, etc.) and economic changes. This changing landscape requires CDFS faculty to keep current and adjust our program offerings to match state requirements and the needs of children and families.

Internally, our program will be influenced by one, potentially two retirements in the next five years. Many of our adjunct faculty are also reaching (or at) retirement age. If we want to maintain a healthy, viable program that meets the needs of our students, we must hire replacement faculty expeditiously. The faculty members that are retiring run the Early Childhood Mentor Program, teach the practicum courses, as well as teach other core and specialization courses. These are positions we would need to train new faculty into, and the program would suffer greatly if they went unfilled even for a semester. In terms of adjunct faculty, we have experienced difficulty finding well qualified applicants and will continue to recruit for our adjunct pool. Solano adjunct pay rates are low compared to neighboring colleges, and there are few adjunct support services (offices, resources, etc.). Our county also does not have any feeder master’s level public institutions in ECE which means adjuncts are typically traveling from outside the county to teach courses; high gas prices, commute traffic, coupled with lower pay dissuades many from applying or staying for a long period of time.

Our program has also been affected by administration’s cutting of course sections. Some courses required for the major are only offered once a year at *either* a night or day time slot. We have both traditional and non-traditional students, and when we are not able to offer both a night and a day section each year, we may be precluding some students from graduating in a timely manner. When courses are cut in the weeks or days before school starts, this increases student frustration, delays students’ ability to meet degree goals, and hurts adjunct faculty inordinately. Block scheduling has also influenced our faculty’s ability to stay current in the field – which is vital to bringing the latest information to our students. Traditionally, our faculty

taught classes Monday-Thursday, so they could attend the ECE trainings that are scheduled on Fridays. For example the California Community College Early Childhood Educators Meetings are on Fridays, as are the Faculty Initiative Project trainings (these help faculty learn how to teach that new California Preschool Foundations/Curriculum standards). Requiring the MWF teaching schedule means faculty are missing out on opportunities to stay current with industry standards. Many local community colleges such as Contra-Costa and Los Rios districts teach on a Monday-Thursday block schedule (MW, TR).

Another factor influencing teacher-training opportunities is the Solano College Children's Program had to shutter the infant program, meaning that it no longer serves children less than 12 months of age. This closure was due to significant cuts to funding. Having no children under the age of 1 year means that students interested in working with very young children do not have mentorship opportunities afforded to them at Solano College. Practicum students do not have the opportunity to practice their student teaching with very young children, and quality programming at this level does not get demonstrated to students taking the infant-toddler courses. More generally, the funding to the Children's Program isn't adequate to meet the needs of the program, and they are constantly looking to outside funding/grants and make-shift efforts to maintain quality services. Ideally there would be funding for one program specialist and two assistants per classroom (classified staff). This would eliminate higher teacher-turnover in the program as they wouldn't be dependent on low-paid student workers. Stability in staffing means higher quality services to children and families, and a laboratory setting that demonstrates best practice in child care.

Our program potentially has the opportunity to benefit from the new measure Q funding. It is possible that a child care facility will be added to the Vacaville Center, and we would very much like to explore the possibility of using funding to improve the classroom space for our students on the Fairfield campus. Additionally, we would like to explore the possibility of creating a CDFS resource room/study lab where students could gather and collaborate on class projects (see sections 4.2 and 4.3).

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 The PLOs listed below are for the ECE Associate's degree and certificate. The assessments are based on work completed in ECE 66: Practicum II which is considered a capstone course for our program. It is the second semester of student teaching, and must be completed after completion of other courses such as ECE 62, 63, 65, and HUDV 38. The department will need to come to agreement about whether the PLOs will remain the same and how they will be assessed once the new ECE AS degree and AS-T degree begin fall 2013. We plan to meet during Fall semester 2013 to discuss our plans and then finalize our decisions. Since the last program review, we have lowered the number of institutional learning outcomes for each program level outcome to more concisely measure the core goals of each class.

Table 4. Program Level Outcomes

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
1. Students will demonstrate an understanding of child development theory, current research, and trends in the field, and their application to responsive practice in early care settings.	(I A,B; <u>II A</u> ,C)	Score of 70% or higher on documentation panel in ECE/CDFS 066
2. Students will demonstrate an understanding of the context of individual development including the centrality of family, culture, and community. Students will develop specific techniques for creating meaningful relationships between home and school.	(I D; II D; <u>III B</u> ; IVA)	Score of 70% or higher on case study/family interview in ECE/CDFS 066
3. Students will develop curriculum and early care environments that are derived from unbiased observation and assessment of children’s interests and developmental levels.	(<u>II A</u> , <u>D</u> ; IIIC; IVA)	Score of 70% or higher on curriculum plans in ECE/CDFS 066
4. Students will demonstrate reflective practice in their work with young children by building awareness of self as teacher, child as learner, and early childhood pedagogy.	(ID, IIA,D; <u>IVA</u>)	Score of 70% or higher on journals and oral interview in ECE/CDFS 066

2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Level Outcomes

Early Childhood Education Associate’s Degree

	PLO: 1 Child Development Theory, Research, Current Trends	PLO: 2 Contextual Development: Family, Culture, Community & Meaningful Relationships	PLO: 3 Curriculum Development based on Observations and Assessment	PLO: 4 Reflective Practice, Self Awareness
HUDV038	I	I	I	
HUDV050		D		I
ECE062	I	I	I	I
ECE063	D		D	D
ECE065		M	M	M
ECE066	M	M	M	M
ECE070			M	
ECE071			M	
ECE072	D		M	
ECE073			M	

We recently adjusted our curriculum map to add “mastery” level to ECE 066 for PLO 1 and PLO2. Recognizing this as our capstone course, we wanted to make sure we were measuring student learning in all four PLOs for this course. We will need to create a new map for the newly developed ECE AS-T degree and the AS degree and certificate in ECE that begin Fall 2013. These degrees have different courses and will need new maps.

Table 6. Program Level Assessments

<i>Program Level Outcomes</i>	<i>Dates Assessed</i>	<i>Results</i>	<i>Action Plan</i>
<p>1. Students will demonstrate an understanding of child development theory, current research, and trends in the field, and their application to responsive practice in early care settings.</p>	December 2012	<p>One student of 15 did not receive a grade of 70% or better.</p> <p>It wasn't clear students had enough depth about what children were learning in the documentation panels. Theory wasn't integrated as substantially as it could have been. Yet, students began to see themselves as "teacher as researcher" and "teacher as observer" rather than a "recreation leader" which helped to improve their professional identity and improve their skills with children.</p>	<p>Work on developing a mechanism so that when a deficit is noticed in students, instructors teaching the foundational courses can better support the development of these skills. This includes more time for faculty to collaborate monthly and in specialized retreats.</p> <p>Take a field trip to the Solano Children's Program to evaluate the strengths and needed improvement in posted panels, and provide more opportunities for students to brainstorm together about children's learning inside of class and out.</p> <p>The addition of a student resource room would allow students the materials (paper cutters, printers, digital cameras, computer, etc.) the resources (books about theory), and space (round tables for collaboration, sample documentation panels on the wall, etc.) to improve the quality of their work.</p>
<p>2. Students will demonstrate an understanding of the context of individual development including the centrality of family, culture, and community. Students will develop specific techniques for creating meaningful relationships between home and school.</p>	December 2012	<p>All students received a 70% or higher on their case study/family interview. The family interview portion was not developed enough, which seemed to reflect their lack of relationship with the family members.</p>	<p>Students will be asked to write more about the family interview in the case study so they better understand the context of development, and will be encouraged to foster stronger relationships with the family.</p> <p>The addition of a resource room and office near the children's program would provide students a private space to have conversations and conferences with families, as well as their head teachers and practicum advisor.</p>

<p>Students will develop curriculum and early care environments that are derived from unbiased observation and assessment of children's interests and developmental levels.</p>	<p>December 2012</p>	<p>Not all weekly curriculum plans were turned in by students, but the majority passed with a grade of 70% or better. Only 1 student did not pass.</p> <p>Students were able to recognize that their curriculum plans needed improvement or more depth to meet the children's needs, yet there wasn't opportunity to try again or revamp their ideas. Once they completed a planned activity they were able to report on the children's learning in greater depth, and understood the dimensions of learning across domains.</p>	<p>Change the assignments so that students can make changes and redo the curriculum activity so they could learn from their first attempts to better meet the observed needs of the children.</p> <p>Provide students with more opportunities to engage with curriculum materials themselves before they try them out with children. A small curriculum lending closet and more curriculum materials to use in the classrooms would help students be more aware of curriculum opportunities in the classroom and the strengths and weaknesses of the materials. More classrooms with large tables would make implementation of this practice possible. The addition of a resource room would also allow for more resource books that would broaden their ideas.</p>
<p>Students will demonstrate reflective practice in their work with young children by building awareness of self as teacher, child as learner, and early childhood pedagogy.</p>	<p>December 2012</p>	<p>All students earned a 70% or higher cumulatively on journals. All passed their oral exams.</p> <p>Some students did not turn in their weekly journals, and others did not have advanced reflective skills. Those that have a hard time with abstract thinking struggled more. In the oral exam students must reflect on the challenges and experiences in their student teaching. Most students did a proficient job, reflecting their experiences. Some were nervous speaking in front of the group, or addressing the challenges they experienced. Overall students did high quality, professional work.</p>	<p>Keep scaffolding student learning so students feel prepared for oral exams. Keep working on understanding the individual needs of the students so support can be tailored to their needs. Continue to investigate ways of teaching reflective practice so students can deepen their understanding of child development, and staff/family dynamics. Build reflective skills in prerequisite courses.</p> <p>Digital recorders would allow students to practice their interviews by themselves or with a partner and grow more comfortable with their presentations before the day of the exam. A student resource room would provide the space for students to prepare for the exam.</p> <p>Provide more faculty training on use of reflective practice so they feel comfortable guiding students in this pursuit.</p>

Student Learning Outcomes

2.4 Many of our SLOs were updated during this program review cycle to align with the Statewide Curriculum Alignment Project (CAP) standards. These include CDFS 38, 50, 53, 54, 62, 63, 64, and 65. The new SLOs will officially go into effect Fall 2013, yet they have not been changed in the SLO database. One of our short term goals is to update our school coordinator and the SLO faculty chair of these changes. Early in the review cycle, our program created a schedule for reviewing SLOs. At this time it was our understanding that courses were to be reviewed every 2 years, and just one SLO at a time. Our chief difficulties with the reviews was getting courses assessed that were only taught by adjunct faculty, and understanding which forms to use and where to input data (seemed to be a moving target). More recently, we were advised to assess all SLOs for a course once a year (even numbers in the Fall and odd numbers in the Spring). With the support of the school and college SLO coordinators we have come very close to this goal. Since last year, adjunct faculty are paid to complete SLOs.

Faculty members in our department are just beginning to dialogue about standardized measurement tools across sections. We are leaning toward a test question that would be used across all CDFS 38 and CDFS 70 sections to measure the SLOs, yet haven't worked out the specifics. One of our future goals is to create a reference document for faculty so that full time faculty and adjuncts would have easy access to the course SLOs and to the common assessment tools.

2.5 In terms of scheduling, our department plans to follow the guidelines of completing even numbered courses in the fall and odd in the spring (unless a course is taught once per year), until instructed otherwise by administration.

2.6 Currently, our course-level SLOs are almost entirely up to date. There are a few outstanding from Spring 2013, and the instructors have been contacted to complete them. We would like to meet as discipline faculty to discuss how we are measuring the SLOs and find greater consistency across sections. We also want to make sure faculty are not working in isolation, so that we can discuss together the strengths and weaknesses of the assessments and ensure we are linking this analysis to the program level outcomes and resource allocation. It would be ideal if we had more time during flex to do this collaborative work.

2.7 The goal of every faculty member completing all SLOs every year is relatively new to the institution. We need to make sure adjuncts know this expectation and have support if needed. We believe the dean should be responsible for ensuring the SLOS are completed by the required date and contacting individual faculty if they have not done so. We would like to have more discussions about standardizing some assessment tools and then we would like to make a reference tool that lists SLOs and the common assessment measures to be used.

2.8 Based on analysis of our SLOs, a number of instructors have made changes to their curriculum and means of assessment. Examples include:

- Creation of a rubric for evaluating the art portfolio which made expectations clearer

- Providing samples of well-written quality assignments so that students can more clearly understand the expectations
- Storing hand-outs and Power Points online so students can refer back and print notes to follow along in class
- Reading more about reflective practice in order to help develop better strategies for teaching this skill
- Purchasing a subscription to Videatives, an online source for ECE video clips
- Including more video clips and hands-on practice linking child development theory to practice
- Purchasing more digital cameras so that students can better document children's learning
- Changing the textbook to provide more examples of infant/toddler curriculum activities
- Purchasing more current curriculum supplies as well as recycled materials to provide students examples of developmentally appropriate practice and potential resources for their classrooms
- Arranged a class field trip to the infant/toddler programs on campus to demonstrate quality childcare environments

Curricular offerings

2.9 Course offerings.

Our department has made significant changes to the curriculum since the last program review cycle. Early in the cycle we went through curriculum review and deleted several courses that had not been taught for many years. These courses include ECE 055 Key Concepts in Early Childhood, ECE 086 Constructive Play: Challenging Children to Think, ECE 110 Emergent Literacy in Early Childhood, ECE 121 Family Childcare: Introduction and Licensing Regulations, ECE 122 Family Child Care: Guidance and Theory, ECE 123 Family Child Care; Health, Safety, and Nutrition, ECE 124 Family Child Care: Business and Legal Aspects, ECE 245 Foster Parenting, HUDV 052 Issues in Aging, and HUDV 058 Life Management. The courses are no longer being taught for a variety of reasons. First, there is a big push to standardize curriculum across the state, and our resources have been focused on supporting courses which align with the CAP project (see below). Other courses were added years ago to meet specific community requests that are no longer considered best practice. For example family childcare providers are now advised to take the ECE/HUDV/CDFS courses required for the major that will lead them toward a degree or certification. Additionally, some courses were part of programs that are no longer being offered by the college such as Life Management. Finally, the adjunct instructor who taught the aging class is no longer working for the college and a replacement has not been hired.

We changed the scope of our infant/toddler courses to avoid repetition and provide a more comprehensive curriculum. Previously there was ECE 075 Care of Infants and Toddlers and ECE 076 Programs for Two Year Olds. Now, both courses cover 0-3 years old, but are split between different topic areas - ECE 075 Care of Infants and Toddlers: Social-Emotional Foundations and ECE 076 Care of Infants and Toddlers: Curriculum and Environments. Presently we are

considering deleting ECE/CDFS 67 from our offerings due to limited funding (this course allows students to take their practicum off site, but requires faculty to conduct visits and assess their progress). Finally, we added a new course ECE/CDFS 105: Parenting in a Stressful World, by request of the Children's Program Director. There was an observed need at the Children's Program for parent education. However, in three semesters of offering the course it has not been heavily attended, and we are considering omitting it from our offerings.

We also changed some of the advisories and prerequisites for a few courses. Specifically, ECE 062 was removed as a prerequisite for ECE 071, and eligibility for ENGL 001 was added as an advisory for ECE 079, and 080.

More significantly, we have combined our ECE and HUDV courses into one department called CDFS: Child Development and Family Studies. With the combination of the departments, we had to adjust the numbers of some of our courses as the same number was present in both disciplines. For example there was a HUDV 050 and an ECE 050. A list of the new course numbers is attached. We made this change because faculty in ECE and HUDV teach courses in both areas and many of the HUDV courses are part of the ECE program. HUDV courses use to be part of the Home Economics program which is now defunct. It seemed efficient and more cohesive to fold HUDV courses (which do not have a degree) into one department with ECE – Child Development and Family Studies. In the future we will explore the creation of a new program under this department: Family Studies. To inform students of the impending change, we created posters to display around campus, created handouts and a PowerPoint presentation, advertised on the campus monitors (library, cafeteria, etc.), made CDFS tote bags that we disseminated when students completed their student surveys, and made announcements at the advisory meeting, and other ECE events.

Our department also agreed to participate in the California Curriculum Alignment Project (CAP) which aimed to align 24 units of ECE lower division coursework across the entire state community college system (childdevelopment.org). Currently 102 colleges have agreed to participate in this project, and 100% of the colleges in our region are aligned. Participation at Solano meant that 7 of our courses were adjusted slightly in content, objectives, and SLOs to meet the guidelines of CAP. Some course names were also changed to align. An additional class was added to our offerings to bring us into alignment: Observation and Assessment. The 8 aligned courses are:

- CDFS 038: Child Growth and Development
- CDFS 050: Child, Family, and Community
- CDFS 053: Teaching in a Diverse Society
- CDFS 054: Child Health, Safety, and Nutrition
- CDFS 062: Introduction to ECE: Principles and Practices
- CDFS 063: Introduction to Curriculum
- CDFS 064: Observation and Assessment
- CDFS 065: Early Childhood Education Practicum I

The CAP project also requires that these 8 classes be part of the major. In order to make this happen, we had to make some structural changes to our ECE AS degree. We added 053, 054, and 064 as requirements, and rather than making our four curriculum courses required (science, language and literature, music, and art) we allowed students to choose two of the four. All of the changes described were approved by our campus curriculum committee and the community college chancellor's office. Below you will see the requirements of the former ECE AS degree, and the new CAP aligned degree which will be offered for the first time Fall 2013.

<u>REQUIRED COURSES, Former AS Degree</u>	<u>UNITS</u>
ECE 038: Child Development	3
ECE 050: Child, Family, and Community	3
ECE 062: Introduction to Early Childhood Education	3
ECE 063: Early Childhood Education Theory and Practice	3
ECE 065: Early Childhood Education Practicum I	4
ECE 066: Early Childhood Education Practicum II	4
ECE 070: Science for Early Childhood Education	3
ECE 071 Language and Literature for ECE	3
ECE 072 Art for Early Childhood	3
ECE 073 Music for Early Childhood	3
TOTAL UNITS	32
Plus CSU, IGETC, or Solano Option A general education requirements	

<u>REQUIRED COURSES, AS Degree beginning Fall 2013</u>	<u>UNITS</u>
CDFS 038: Child Growth and Development	3
CDFS 050: Child, Family, and Community	3
CDFS 053: Teaching in a Diverse Society	3
CDFS 054: Child Health, Safety, and Nutrition	3
CDFS 062: Introduction to ECE: Principles and Practices	3
CDFS 063: Introduction to Curriculum	3
CDFS 064: Observation and Assessment	3
CDFS 065: Early Childhood Education Practicum I	4
CDFS 066: Early Childhood Education Practicum II	4
Plus choice of <u>TWO</u> of the following courses:	
CDFS 071 Language and Literature for ECE	3
CDFS 072 Art and Creative Development for ECE	3
CDFS 073 Music and Movement for ECE	3
CDFS 074 Science and Math for ECE	3
TOTAL UNITS	35
Plus CSU, IGETC, or Solano Option A general education requirements	

In order to be compliant with SB 1440, our department also submitted the required paperwork to the curriculum committee and chancellor's office for an ECE AS-T degree. The narrative is

attached. Our degree was approved by the chancellor’s office, yet CI-D approval will need to be obtained for this degree to remain compliant in the coming years. The ECE AS-T degree also has the 8 CAP aligned courses. Below you will see the requirements of the transfer degree that will be offered for the first time Fall 2013.

<u>REQUIRED COURSES for ECE AS-T degree, Fall 2013</u>	<u>UNITS</u>
CDFS 038: Child Growth and Development	3
CDFS 050: Child, Family, and Community	3
CDFS 053: Teaching in a Diverse Society	3
CDFS 054: Child Health, Safety, and Nutrition	3
CDFS 062: Introduction to ECE: Principles and Practices	3
CDFS 063: Introduction to Curriculum	3
CDFS 064: Observation and Assessment	3
CDFS 065: Early Childhood Education Practicum I	4
TOTAL UNITS	25
CSU-GE or IGETC requirements (up to a total of 6 units can be double counted)	
37-39 units	
Electives (must be transferrable to CSU)	2-4 units
Total Maximum Units	60 units

Finding the most effective balance of classes taught at the Centers has been a learning process. During the last program review cycle 2-4 of our roughly 33 sections were located on the Vacaville campus, 2-4 in Vallejo, 2-3 online, and the remaining on the main Fairfield campus. We have experimented with adding additional courses to the Centers but in general enrollment is higher when courses are offered on the main campus. When we were asked by administration to cut sections, we chose to move some of our courses to the main campus. When we are only able to offer a course once a year, it makes logistical sense to place it on the main campus so students who live throughout the county can enroll. Ideally, we would like to offer more sections at the Centers, but worry that we don’t have the capacity to fill them all efficiently.

On the following pages are the courses listed in the current 2013-2014 Solano College Catalogue for Child Development and Family Studies.

Child Development and Family Studies

(Formerly Early Childhood Education
and Human Development)

Students enrolling in the following courses are
strongly urged to see an instructor in the department
prior to registration.

CDFS 038 3 Units

Child Growth and Development

Course Advisory: Eligibility for ENGL 001. This course
examines the major physical, cognitive, and
psychosocial developmental milestones (typical and
atypical) and theories from conception through
adolescence. Emphasis is placed on the interaction
between maturational processes and environmental
factors. Current research and methodologies are
examined. Child observations and analysis are
included. Field trip may be required. Field trip may be
required. Formerly HUDV 038. *Three hours lecture.*

CDFS 039 3 Units

School Years and Adolescent Development

Course Advisory: Eligibility for ENGL 001.

Development and maturation of the school-age child
and the adolescent; the interrelationship of physical,
mental, social, and emotional factors will be discussed
along with a survey of community resources. Formerly
HUDV 039. *Three hours lecture.*

CDFS 040 3 Units

Family Relationships

Course Advisory: Eligibility for ENGL 001. A study of
sociological and psychological factors influencing
relationships, particularly dating, family, and marital
relationships, as well as alternative lifestyles in
contemporary society, including factors that affect
communication and interpersonal interactions within
relationships. Formerly HUDV 040. *Three hours lecture.*

CDFS 050 3 Units

Child, Family and Community

Course Advisory: Eligibility for ENGL 001. An
examination of the developing child in a societal context
focusing on the interrelationships of family, school and
community, including historical and socio-cultural
influences. Socialization and identity development are
emphasized, as are teacher strategies for building
respectful, reciprocal relationships that support and
empower children and families. Formerly HUDV 050.
Three hours lecture.

CDFS 052 3 Units

Children with Special Needs

*Prerequisite: CDFS 038. Course Advisory: Eligibility for
ENGL 001.* An introductory study of children with
special needs, including causes of disabilities, their
incidence, care, management, and general remedial
procedures. Emphasis is on the child with disabilities in
the home and community settings. Formerly HUDV
075. *Three hours lecture.*

CDFS 053 **3 Units**
Teaching in a Diverse Society
Course Advisory: Eligibility for ENGL 001. Examination of teaching young children in a diverse society in an effort to support optimal identity development, competency, and inclusion. Theoretical and practical implications of oppression and privilege will be explored as they apply to children, families, programs, classrooms, and teaching. Various classroom strategies will emphasize culturally and linguistically appropriate anti-bias approaches. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media, and schooling. Formerly HUDV 053. *Three hours lecture.*

CDFS 054 **3 Units**
Child Health, Safety, and Nutrition
Course Advisory: Eligibility for ENGL 001, CDFS 038 and CDFS 062. Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children. This course is the same course as NUTR 054. *Three hours lecture.*

CDFS 055 **3 Units**
Impact of Violence on Children and their Families
Course Advisory: SCC minimum English standards. Exploration of violence in America and its impact on the physical and psychological well-being of children, their families and early childhood teachers. Emphasis on critical factors in understanding appropriate early childhood violence prevention and intervention strategies. Formerly ECE 050. *Three hours lecture.*

CDFS 056 **3 Units**
Intervention and Strategies for Working with Children with Challenging Behaviors
Course Advisory: SCC minimum English standards. Provides early childhood teachers knowledge and skills to respond to the needs of children and families who experience stress and chronic violence through exploration of the power of play in helping children resolve conflicts and methods for teaching alternative to violence. Formerly ECE 051. *Three hours lecture.*

CDFS 062 **3 Units**
Introduction to Early Childhood Education: Principles and Practices
Prerequisite: CDFS 038 (may be taken concurrently).
Course Advisory: Eligibility for English 001. An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity. Formerly ECE 062. *Three hours lecture.*

CDFS 063 **3 Units**
Introduction to Curriculum
Prerequisite: Minimum grade of C in CDFS 038 and CDFS 062. Course Advisory: Eligibility for English 001. This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 6. Students will examine a teacher's role in supporting development and fostering children's curiosity and learning. Through observation and assessment strategies students will develop appropriate play-based curriculum. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, music, math, and science. Formerly ECE 063. *Three hours lecture.*

CDFS 064 **3 Units**
Observation and Assessment
Course Advisory: CDFS 038; Eligibility for ENGL 001. This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessments tools are explored. Formerly ECE 064. *Three hours lecture.*

CDFS 065 **4 Units**
Early Childhood Education Practicum I
Prerequisite: Minimum grade of C in CDFS 062 and CDFS 063 (CDFS 063 may be taken concurrently). Course Advisory: Eligibility for ENGL 001. Supervised laboratory experience with infants through preschool children in the Solano College Children's Programs. Students will spend 8 hours in practicum, 1 hour in a teacher meeting, and 1 hour in seminar for a total of 10 hours per week. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as students teachers design, implement and evaluate experiences that promote positive development and learning for all young children. During the first week of enrollment, students will be required to be fingerprinted and cleared through Department of Justice and have a negative TB skin test at the District's expense. Formerly ECE 065. *One hour lecture, nine hours by arrangement.*

CDFS 066 **4 Units**
Early Childhood Education Practicum II
Prerequisite: Minimum grade of C in CDFS 065. Course Advisory: Eligibility for English 001. Laboratory practicum emphasizing curriculum activities, comprehensive case studies, methods of child observation, and relationships of theories to practices. Students may be placed in the Solano College Children's Programs on campus or with a Mentor teacher (selected by the SCC/ECE Mentor teacher selection committee) off campus. Students will spend 8 hours in practicum, 1 hour in a teacher meeting, and 1 hour in seminar for a total of 10 hours per week. During the first week of enrollment, students will be required to be fingerprinted and cleared through Department of Justice and have a negative TB skin test at the District's expense. Formerly ECE 066. *One hour lecture, nine hours by arrangement.*

CDFS 067 **4 Units**
Early Childhood Education Field Practice
Prerequisite: Minimum grade of C in CDFS 065. Course Advisory: Eligibility for English 001. Twenty hours per week of work experience at an approved early childhood job site under the direct supervision of a fully qualified ECE teacher (preferably under the supervision of one of the SCC selected Mentor teachers), and attendance at a one-hour weekly seminar on campus which emphasizes child observation, curriculum planning, and relationships of theories to practices. Formerly ECE 067. *One hour lecture (related seminar), twenty hours weekly by arrangement (work experience).*

CDFS 070 **3 Units**
Lifespan Human Development
Course Advisory: Eligibility for ENGL 001. Note: Not open for credit to students who have successfully completed HUDV 038/039 or CDFS 038/039. A survey of human development throughout the life cycle, including physical, social, intellectual, and emotional development from conception to death. Includes direct observation. Formerly HUDV 070. *Three hours lecture.*

CDFS 071 **3 Units**
Language and Literature for ECE
Course Advisory: Eligibility for English 001 and CDFS 038. An introduction to children's literature and to the development of speech and language during early childhood. Students will explore teaching techniques which promote language acquisition including teacher-child interaction, story telling, puppetry, language games, flannel board stories, journaling, and the development of dramatic play materials. Culturally inclusive practices will be emphasized. Formerly ECE 071. *Three hours lecture.*

CDFS 072 **3 Units**
Art and Creative Development for ECE
Course Advisory: SCC minimum English and Math standards; CDFS 038. A study of art activities appropriate to the developmental needs of the young child. Emphasis is on children's use of art as a way to express their individuality and communicate their ideas about themselves and their world. Formerly ECE 072. *Three hours lecture.*

CDFS 073 **3 Units**
Music and Movement for ECE
Course Advisory: CDFS 038; Eligibility for English 001. Presents a curriculum of music appropriate for teachers of young children from infancy through the primary grades. Fundamentals of music and simple chording techniques will be introduced. Field trip may be required. Formerly ECE 073. *Three hours lecture.*

CDFS 074 **3 Units**
Science and Math for ECE
Prerequisite: CDFS 062 and CDFS 038 (may be taken concurrently). Course Advisory: Eligibility for ENGL 001 and SCC minimum Math standards. An exploration of scientific principles, materials, and information from the biological and physical sciences appropriate for young children. Through an emphasis on the choice and presentation of appropriate concepts and processes, students acquire basic science knowledge relevant to the intellectual development of the young child. Field trip may be required. Formerly ECE 070. *Three hours lecture.*

CDFS 075 3 Units
**Care of Infants and Toddlers:
Social-Emotional Foundations**
Course Advisory: Minimum standards: Eligibility for English 001. This course examines relationship-based infant/toddler group care, with an emphasis on social-emotional development. Theoretical foundations of quality care are addressed including the importance of home-family connections, cultural continuity, and responsive practice. Skills for individualizing care, routines, and working with children with special needs are explored. Formerly ECE 075. *Three hours lecture.*

CDFS 076 3 Units
**Care of Infants and Toddlers:
Curriculum and Environments**
Course Advisory: Eligibility for English 001. Based on theory and an holistic approach to development, this course explores quality environments and curriculum for infants and toddlers. Through observation and assessment, students develop skills for creating meaningful cognitive, physical, literacy, and social/emotional experiences in group care. Formerly ECE 076. *Three hours lecture.*

CDFS 080 3 Units
Early Childhood Administration
Prerequisite: C or better in CDFS 038 and CDFS 062.
Course Advisory: Eligibility for ENGL 001. An overview of the fundamental duties and responsibilities of Early Childhood Administration, including preparation, implementation and evaluation of the program goals and budget controls. Meets requirements set by the California Commission on Teacher Credentialing for Site Supervisor and Program Director permit and State of California Community Care Licensing. Formerly ECE 080. *Three hours lecture.*

CDFS 081 3 Units
Early Childhood Staff Supervision
Prerequisite: C or better in CDFS 038, CDFS 050, and CDFS 062. Course Advisory: Eligibility for ENGL 001. A presentation of the fundamentals involved in becoming a more effective supervisor and methods and procedures in dealing with selection, supervision and evaluation of staff in an early childhood setting. Meets the requirements set by the California Commission on Teacher Credentialing for the Site Supervisor and Program Director Permit and State of California Community Care Licensing. Formerly ECE 081. *Three hours lecture.*

CDFS 082 2 Units
Adult Supervision: The Mentor Teacher
Prerequisite: C or better in CDFS 038, CDFS 050, and CDFS 062. Course Advisory: Eligibility for ENGL 001. Methods and principles of supervising student teachers in early childhood classrooms. Emphasis on the role of experienced classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required for the Master Teacher, Site Supervisor, and Program Director Permits issued by the California Commission on Teaching Credentialing. Formerly ECE 079. *Two and three-quarters hours (12 week course).*

CDFS 099 1.00 to 3.00 Units
Early Childhood Education Honors
Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a grade of B or better; an ability to work independently; permission of the Division Dean based on instructor availability. Course Advisory: Eligibility for ENGL 001. An independent study and research class in the areas of infant, toddler, and preschool early education programs. The student and instructor design an outlined program of study. May be repeated to a maximum of 6 units, including initial enrollment. Formerly ECE 099. *Three to nine hours weekly by arrangement.*

CDFS 101 0.5 Unit
Sensitive & Critical Topics in ECE
Course Advisory: SCC minimum English standard. A short course designed to include current topics in Child Development or Family Studies that are particularly sensitive in nature and/or subject to critical timing. It is designed especially as an update for teachers currently working in the field. Formerly ECE 101. *Eight hours lecture total for semester.*

CDFS 102 0.5 Unit
Curriculum Development
Course Advisory: SCC minimum English standards. Curriculum development techniques for young children in early childhood education programs in the areas of speech development, pre-reading skills, math concepts, science activities, music, art, cooking and nutrition. Emphasis in the above curriculum areas will be placed on the specialized needs of disadvantaged children. Formerly ECE 102. *Eight hours lecture.*

CDFS 105 0.5 Unit
Parenting in a Stressful World
Course Advisory: SCC minimum English and Math standards. This course is primarily designed for parents of young children (birth-five years). The course includes an overview of child development principles and an exploration of the role of parents in supporting the development of their children. The course will provide opportunities to explore and reflect on parenting in a stressful world and create a parent community. Discussions and assignments will relate directly to the participants interactions with young children. Formerly ECE 105. *Eight hours lecture.*

CDFS 200 0.5 Unit
ECE Mentor Teacher Seminar
Prerequisite: Selection as a Mentor Teacher with the California Mentor Teacher Program. *Course Advisory:* SCC English and math standards. A monthly seminar for Early Childhood Mentor Teachers to explore issues related to their roles as supervisors or early childhood student teachers. Seminar content will be individualized to meet the needs of each mentor. Participation and attendance in the monthly meeting is mandatory. Formerly ECE 200. *Eight hours lecture.*

CDFS 501 Non-Credit
Early Childhood Education Children's Programs
Course Advisory: SCC minimum English standard. Provides the opportunity for parents to become more involved with their child(ren)'s education, to gain the positive interaction skills appropriate for this age group, and to gain information about the normal behavior of preschool aged children. Expected of parents whose children are enrolled in the Solano Community College Children's Programs. Formerly ECE 501. *Sixteen hours by arrangement.*

CDFS 550 Non-Credit
Positive Parenting Practices
Course Advisory: SCC minimum English standards. Focuses on those aspects of young children's normal behavior and needs which have the greatest significance for parents and others interested in behavior of young children. Formerly ECE 550. *Three hours lecture (8 week course).*

2.10 Instructional Quality. High quality instruction is one of our program's greatest strengths. Results of our student survey showed that out of 311 respondents, not a single student was either dissatisfied or very dissatisfied with the quality of instruction in the ECE/HUDV departments. Results showed 62% very satisfied, 35% satisfied, and 3% neutral. In the comments section of the survey, students reported the greatest strengths of the department. For example they stated:

- "The teachers are great; they love what they do so they make it interesting and fun to learn."
- "The way the teachers teach and communicate with their students"
- "The teacher did an outstanding job. I've learned so much from her – what an amazing woman."
- "Great teachers, genuine care for student learning"
- "The lectures are well prepared by knowledgeable instructors"

We promote quality instruction by diversifying our classroom teaching strategies such as combining lecture with small group work, individual reflection, use of videos, hands-on classrooms experiences, etc. Each semester we reflect on what was successful and what needs to be changed to more effectively promote student learning. Importantly, we also work to build a sense of community in the classroom by being open, respectful, and by getting to know students by name. Many courses provide hands-on learning experiences in groups, which help students get to know one another. We are accessible during office hours, and are genuinely concerned about student learning. We refer students to campus services when we see a need, and encourage them to develop their skills either in basic skills courses or campus workshops.

To help insure appropriate depth and rigor we use the current industry standards for textbooks, and assess in a variety of formats such as observations, exams, journals, written papers, oral projects, etc. We are utilizing the newly developed California Preschool Learning Foundations and Curriculum Framework to guide students in ECE best practice. Faculty attempt to stay current in the field, though this has become more challenging in recent years as administration moved to 5 day a week block scheduling. It has become more difficult to attend ECE workshops on Fridays. Most of our courses have a classroom maximum of 35 students, yet some specialized courses like practicum and the administration courses have a lower student to faculty ratio.

2.11 Teaching Methodologies. As aforementioned, we teach courses to a variety of different learning styles. While instructors have different methodologies, all include a mixture of lecture, group work, individual reflection, and use of media. Some instructors will assess their students learning styles and then form groups based on these styles. While teaching, we include examples from different cultural perspectives, and encourage students to look inclusively at the children and families they will be working with. We are training future teachers and professionals that we hope are not only knowledgeable, but effective communicators, skillful problem solvers, and open, kind individuals. We try to model these characteristics in our classroom instruction.

The community is an important part of our curriculum and many courses try to integrate elements of the community in instruction. For example, community presenters come to talk about the services they provide, whether it is Child Protective Services, Planned Parenthood, Solano Child and Family Services, First 5 Solano, a food bank, Children's Nurturing Project, medical services, etc. We ask students to visit our campus Children's Program and other child care centers in the community to conduct observations and to learn about programs offered. Some courses take field trips together so students learn about resources they can utilize as a teacher. As an example, in the Science curriculum class students visit Rush Ranch, the Horticulture Department on campus, and the Lawrence Hall of Science Inventor's lab to learn how to build STEM into their curriculum. In the Introduction to ECE class, one of our instructors brings his students to a child-centered preschool in Roseville so they can see examples of diverse classroom methodologies.

2.12 Fill rates/Class size. Our general education courses typically fill well, particularly on-line offerings. Our most efficient course is ECE 071 which is offered once a year at night, though individual sections of HUDV 038, 40, and 70 have also been quite efficient. Our least efficient courses are specialized courses that require low enrollment due to capacity, such as practicum (ECE 65, 66) which requires placement in a preschool classroom on campus. Courses that are not part of the major, but are required for administration credentials (ECE 79, 80, 81) also do not fill as well. We see low enrollment in ECE 063, which has struggled to find a stable instructor, and ECE 062 offered in Vallejo. In general, we see lower fill rates at the Centers – both Vacaville and Vallejo. If efficiency alone were the goal, more sections might be cut, but we seek to offer classes at times that work for our non-traditional students, and the professional

development courses (such as administration courses) are necessary if we want to fill child-care administration positions in the community.

One of our short-term goals will be to submit paperwork to the curriculum committee requesting to alter some of our class maximums. Under Vice President Lisa Waits, some of our courses maximums were changed from 35 to 40. In most cases this change doesn't serve the needs of the particular class. For example ECE 076 is a curriculum class which requires hands on experiences and is better served with the traditional class max of 35. We typically are willing to over-enroll if the need presents itself, but the higher course maximum puts us in greater danger of our courses not reaching the 60% fill-rate and being cancelled.

In terms of supporting traditionally under-enrolled courses, there is a need for better promotion. We are considering creating a flyer about administrative courses to disseminate to licensed child-care providers to make them aware of opportunities to support their career advancement.

2.13 Course sequencing. During this past program review cycle, our courses had a degree of sequencing. HUDV 038 course was a theory-based prerequisite to several other courses, and ECE 062 was a prerequisite to ECE 63. ECE 065, Practicum 1 required HUV 038, 62, and 63, while ECE 066, Practicum 2, required successful completion of ECE 065. Quality instruction is vital to successfully sequenced courses. One of our challenges in the last several years was finding an adjunct instructor capable of teaching ECE 063 in such a way that prepared students for their practicum coursework. We plan to work closely with newly hired adjuncts to ensure that students are developing the skills in the ECE/CDFS 063 which will make them successful in their practicum courses.

With the changes to CDFS this fall, we have been more explicit about suggesting a progression of courses, which will be advertised in the catalogue. The Fall 2013 catalogue reads, "Full time students are advised to enroll in CDFS 038, CDFS 050, CDFS 062, and a required curriculum course (CDFS 071, 072, or 073) during their first semester. Second semester students should take CDFS 054, CDFS 063 and CDFS 064. In the third and fourth semesters student should take practicum (CDFS 065 and CDFS 066), CDFS 053, and a required curriculum course (CDFS 071, 072, 073, or 074). Students will spend their first semester of ECE Practicum I (CDFS 065) assigned to the Solano College Children's Program. A second semester may be spent either on campus (CDFS 066) or off campus (CDFS 066 or 067)." We plan on holding a fall open house to answer questions about the major including sequencing, and adding the advisement to our CDFS handbook.

Also, as we submit our courses for CI-D approval, a requirement of the ECE AS-T degree, we must align the practicum requirements with that of the CI-D guidelines. This means in the fall we will submit to curriculum committee a proposal to add CDFS 50, Child, Family, and Community as a prerequisite to practicum, in addition to CDFS 38, 62, and 63.

Offering curriculum in a reasonable time frame has been more challenging during this program review cycle. In years past, when enrollment was higher, we offered our curriculum courses every semester. Now, with the exception of art, they are only offered once a year. As we learned from the student survey, roughly half our students prefer day classes and the other half prefer nights. When a course is offered only once a year, in one time slot, it often precludes some students from getting the courses they need in a reasonable time frame. We try to rotate many of these courses, so that one year it is offered during the day and then the next year at night.

2.14 Basic Skills (if applicable). Our program does not offer basic skills courses, but students benefit greatly when their writing is at the college level. We recommend that students are at the college level before they take the foundational course in our program HUDV/CDFS 038: Child Growth and Development.

2.15 Student Survey. We had 311 students respond to a questionnaire administered May 2013. We principally focused our questions on course scheduling, location, and satisfaction with instruction. Approximately half of the respondents were non-majors, taking courses either for general education or as a prerequisite to another program. One-hundred sixteen of the respondents were ECE majors and another 54 were undecided. Our findings demonstrate the complexity of scheduling our courses as there is a great degree of variability in student preferences as far as timing and location. Fairfield was the most preferred campus location, followed by Vacaville then Vallejo. Respondents were able to mark their preferred time of courses (could mark more than one). We found that 61 people prefer early morning (8:00am), 153 morning (9-noon), 80 afternoon (1-4pm), 103 evening courses between 6-8:50pm and 74 evening between 6:30-9:20pm, and 27 had no preference. Seventy students said they would take courses Saturday mornings and 30 Saturday afternoons, 136 said they would not take classes on Saturdays. Interestingly, more students preferred a 6:00pm start time for courses (146 students) as compared to a 6:30pm start time (80 students). Students were asked if they would take an online course in the department; 51% responded yes, while 49% were not interested.

The survey demonstrated a student preference for 6:00pm start times, which we have not offered in the recent past (start times have been 6:30pm). We will add courses with this start time in the next round of scheduling. Student preferences also demonstrated a conundrum we anecdotally already knew: many of our students work during the day and need night courses, while others are “traditional” students or have school age children who prefer courses during the day. Until we are permitted to add more sections, so that students have a choice between day *or* night, we will work toward rotating sections so that students can meet their degree requirements.

2.16 Four-year articulation (if applicable). Currently, we have two courses that meet IGETC requirements for general education: HUDV 038 and 039 (they have now been changed to read CDFS). We have six courses that are on the CSU GE list: CDFS 038, 39, 40, 50, 53, 70. Yet most of

our courses are considered as CSU Baccalaureate level courses: CDFS 038, 39, 40, 50, 52, 53, 54, 55, 56, 62, 63, 64, 65, 66, 67, 70, 71, 72, 73, 74, 76, 80, 81, 82, and 99. There are five CSU campuses that accept the CAP 8 courses into their degree programs: Cal Poly, Chico, Humboldt, Fullerton, and Fresno. Once our AS-T degree in ECE begins Fall 2013, those courses will all be accepted to the CSUs.

2.17 High School articulation (if applicable). We have two courses that have articulation agreements with local high schools. ECE 063 is articulated with Vanden, Fairfield, and Sam Yeto C. High Schools, with an agreement dated 2010 and ECE 075 is articulated with Sam Yeto C. High School with an agreement dated 2011. Berta Lloyd contacted our department at the end of Spring semester 2013 to update the agreements, and CDFS 075 is in process. We will meet as a department to discuss the viability of the agreement for CDFS 063. With CAP and CI-D alignments, and the required prerequisite of CDFS 062, this course may no longer work as an articulated class with the high schools. We don't have any current plans to add more classes, as we see benefits of a more mature student taking courses at the college from instructors with Master's level or higher credentials in the field. The college as a whole is working to forge connections with area schools through middle college and other feeder programs. With the coming name change to our program (CDFS), the department may explore ways of advertising our program to high schools.

2.18 Distance Education (if applicable).

Currently our program offers three courses online: CDFS 038, CDFS 070, and CDFS 105. Unfortunately, due to limited staffing and the inability of faculty to teach more than three online sections per semester, we have been unable to offer these classes as frequently as we would like. We typically offer 1 of 7-9 sections of 038 online and 2 of 6-9 sections of 070 each semester. We have only offered CDFS 105 online once as it is a new course. It is our hope that with the addition of new faculty to our department, we will be able to expand our online offerings.

In regards to successes, the online classes seem to fill quickly and there are often long waiting lists for the few spaces we have available. The multiple requests for add codes is consistent from semester to semester, indicating the continued high demand for online classes. Additionally, our online classes allow us to reach students who may otherwise be unable to take classes at Solano, including active and deployed military members, people who have work schedules that do not fit with our traditional schedules, or people who are otherwise homebound.

The challenges that arise are mainly a result of eCollege, the antiquated platform that the college currently uses. Our department has been involved in the pilot program for Canvas and we eagerly anticipate the ability to offer all of our online courses on the Canvas Platform.

The CDFS Department has plans to expand our distance education offerings. We are hopeful that with proper staffing, we will soon be able to add additional sections of the classes we already offer online, as well as add one to two additional classes that are currently only offered

face-to-face. The expansion will center on our theoretical and introductory courses, as we believe students in the curriculum courses and advanced courses are best served through hands-on application of material.

When offering classes online we adapt the materials and assignments that are used in our face-to-face classes so that they may be properly delivered in an online setting, thereby providing students with an equally excellent learning experience. The primary difference between the two methods of delivery is that our online classes allow students the convenience to access course materials at a time and place that works best for them. We ensure that our online courses are comparable to in-class offerings by doing the following:

- Strictly adhering to the Section K's
- Using the same texts and course materials as those used in face-to-face classes
- Assigning the same or similar assignments as the face-to-face classes (e.g., All students taking HUDV/CDFS 38, whether in-class or online, must complete and submit an Observation assignment)
- Ensuring that students engage in classroom discussion on relevant and timely topics much as they would in a face-to-face class

2.19 Advisory Boards/Licensing (CTE) (if applicable). We hold advisory meetings twice a year. In attendance are Solano College faculty members, Children's Program administrators and staff, our dean, and representatives from the community. Typically we have representations from Child Start (Head Start), Solano Children and Family Services, CARES, the Solano County Office of Education, First 5 Solano, Solano-Napa Association for the Education of Young Children, Children's Network, on occasion the student scholarship recipient, and sometimes we have directors/staff from local family childcares and child care centers. We begin by providing program reports (CAP, Children's Program, Mentor Program, Child Care Training Consortium, ECE Conference, etc.) and then the community partner reports. During the process, feedback is solicited from the advisory board.

We have made some changes to the curriculum based on advisory feedback. For example, due to changes to CARES requirements (a stipend program for ECE students), we added an ECE 101 special topics course on the Early Childhood Environmental Rating Scale and the Infant Toddler Environmental Rating Scale. More recently that requirement was dropped and we no longer offer the courses. We also made changes to the requirements of our ECE annual scholarship to make it a less cumbersome process for students. Since doing so we have had more students applying. We worked with the advisory board to create a leadership award for ECE professionals in the community. The advisory board supported the idea of participating in the Curriculum Alignment Project (CAP), and we are working together presently to get information disseminated about the new CDFS department name and changes to the ECE major. More recently, the advisory board advocated for a CDFS student workspace for students that also provides information about services and employment in the community. They also suggested modernizing the classrooms and linking the classroom space to the Children's Program if possible. Advisory board minutes are attached.

3.1 Course Completion and Retention. Student success is promoted through quality instruction designed to teach to a variety of learning styles. It is promoted through in-class activities and out of class assignments designed to link theory to practice and engage students in the learning process (see examples in Table 1 and sections 2.10 and 2.11). Students are instructed to conduct research in the library and are referred to counseling and DSP services as appropriate. We work closely with community members through advisory meetings, and in-class with guest speakers, field trips, etc. Students are also notified of workshops in the community, and many attend our annual Solano College ECE conference in the fall.

When possible, we also try to support our students in economic need so they can complete their course requirements and receive their Child Development permits. Between 2008 and 2012, a CDC Works grant was obtained through the Chancellor's Office and Welfare to Work to promote student success. This grant paid for many items such as classroom materials, books, transportation, tutors, fingerprint clearance and workshops.

Between fall 2009 and fall 2012, success rates in ECE courses varied between 72-83%, while persistence rates were between 59-79%. Females tended to be more successful than males; male rates varied between 17% and 58%, while female success was between 73-82%. In terms of ethnicity, success was highest among White and Asian students (81-89%), followed by Hispanic students (69-86%) and then African-American students (55-83%). For age, success rates were highest for students over 30 years of age, fairly similar for those between the 18-20 and 20-30 age groups, but were lowest for those less than 18.

Success rates in HUDV courses varied between 61-66% depending on the semester, while persistence rates were between 63% and 66%. Females were only slightly more successful than males, with the female range between 62-66% and the male range between 58-65%. Success rates were highest among White students (71-80%), followed by Asian students (66-75%), Hispanic (60-66%), and African-American students (38-49%). There wasn't a clear pattern of success by age in HUDV courses, which varied considerably by semester. It was clear students were more successful in lecture courses as compared to online courses; success rates in lecture courses were between 63-68%, while in online courses the rate of success was between 47-58%.

Our efforts to equalize success will revolve around getting to know individual students, closely tracking their progress throughout the semester and communicating with at-risk students about their progress. Students will be referred to appropriate services as needed. We also believe the addition of a CDFS student resource room will encourage students to work collaboratively and make gains. Access to resource materials will also help economically disadvantaged students obtain needed course materials.

3.2 Degrees/Certificates Awarded (if applicable).

ECE degrees and certificates awarded 2008-present are listed below:

AS degree in ECE

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
6	12	8	15	10

Certificate of Achievement in ECE

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
8	22	10	11	12

Other than a spike in certificates in 2009-2010, the number of degrees and certificates awarded has stayed fairly constant: 8-12 each per year. Some counts are duplicates as a few students each year are awarded both a certificate and an associate's degree. ECE AS degrees account for 2-6.5% of the Associate of Science degrees awarded at Solano between 2009-2013, and between 4-10% of certificates of achievements awarded. We are curious how these numbers will be impacted by the changes to the major and the addition of the AS-T degree this fall. Our department will be talking through the pros and cons of adding additional certificates of achievements to mirror industry certifications.

When analyzing degree and certificate recipients by gender and ethnicity, it is worthy to note that not a single recipient was male during the last five years. There was a mixture of ethnicities represented, which varied considerable depending on the academic year analyzed. There were two years when no African-American students received an ECE degree or certificate.

3.3 Transfer (if applicable). Our department has added a transfer degree in ECE beginning Fall 2013, and has aligned with the Curriculum Alignment Project to aid in student transfer. Faculty post flyers about programs offering bachelor's degrees in ECE, and refer students to counselors and Sabrina Drake (ECE training consortium advisor) for additional information. We have anecdotal data that some students do transfer to four year universities (such as Sacramento State), but don't have any quantifiable data. The department is considering sending out a survey to graduates to see how many are transferring and to where.

3.5 Career Technical Programs (if applicable). The coursework for the ECE degree is designed to make students ready for employment as early childhood educators in state and private funded programs. Students not only have the requisite number of units upon graduation, but they also have the workforce skills that will make them effective educators. These skills are embedded in our program level outcomes and are mastered in the second semester of practicum. Two semesters of student teaching helps our students hone their skills, and have the readiness skills for employment. Throughout the program students are taught about child development and are trained in common assessment measures such as the Desired

Results Developmental Profile (DRDP), are taught how to lead classroom activities, how to develop curriculum, how to work with and respect families and cultures, how to guide children's behaviors and how to refer children who may have special needs to appropriate services, etc. In addition to these classroom skills, students are also prepared for the workforce by learning about laws and ethics that guide employment in the field. They are also trained in resume writing and do an oral interview in ECE 066 that helps them prepare for workforce interviews.

Specifically, state funded programs require that to become a teacher, students have either 24 units of ECE/CDFS or 16 GE units with 175 days of 3+ hours of classroom experience OR an associate's degree with at least 3 units of supervised field experience in an education setting. Some students strive for other child development permits (such as associate teacher, master teacher, site supervisor, or director), or seek to work with infants and toddlers. In these cases our discipline offers courses to meet their goals. While not part of the major, these courses (administration, adult supervision, etc.) are essential to meet community needs. We feel the need is so essential that we have obtained an outside grant for the past three year to help offset the cost of teaching the adult supervision class which would have been cut due to low enrollment.

Some students are hired by the Solano College Children's program after graduation, and we post employment opportunities forwarded by community members, but beyond that there are no direct placement measures taken. Faculty members do provide references when requested by students.

PROGRAM RESOURCES

4.1 Human Resources. At present, our faculty consists of four full-time faculty members: Maureen McSweeney, Marion Cowee, Tasha Smith, and Amy Obegi, and five adjunct faculty members: Barry Bussewitz, Joan Means, Sidney Nazarenko, Jeff Sloan, and Ruth Majors. This summer, we have hired three new adjunct instructors to begin in the 2013-2014 academic year: Shelia Smith, Stephanie Agnew, and Christie Verarde. None of our faculty took sabbaticals during the last program review cycle. While we are appreciative of the staff we have now, we are acutely aware of upcoming retirements, and want to make certain high quality instruction continues to be a cornerstone of our program.

Our faculty members are involved in the college community, positively impacting the institution.

Maureen McSweeney organizes our twice yearly advisory meetings; she is the coordinator for the Solano College ECE Mentor program and contributes significantly to the annual Solano College ECE Annual conference. She has attended the career fair and student preview day.

Marion Cowee is on the Flex Cal Committee, was the ECE Director Mentor Seminar Facilitator, volunteers at and supports the ECE Annual Conference, volunteers for the art department, and has attended the career fair.

Tasha Smith has been a member of the distance education committee, is part of the CANVAS pilot, and is a member of the Minority Faculty Coalition and the Equity and Inclusion Advisory Committee.

Amy Obegi is on the Academic Senate and serves as the Academic Program Review Committee Coordinator. She has been actively involved in the planning of the annual ECE Solano conference, has attended the career fair, and has been on the distinguished faculty committee. Amy was also the “CAP-tain” of the Solano ECE Curriculum Alignment Project (CAP), facilitating the changes to coursework to be approved as a CAP certified college. She also facilitated the development and approval of the ECE AS-T transfer degree for Solano College.

All full-time faculty participate in hiring committees, are part of the ECE advisory board, and are involved in planning and facilitating the annual ECE graduation celebration. Faculty members are also involved in the ECE community beyond the classroom.

Maureen Mcsweeney is an advisory board member for Solano County Office of Education/County-Wide Career Technical Education, First Five Solano/Signature Program, and for CARES and Children’s Network. She is on the Solano County Child Care Planning Council Strategic Planning Committee and is a Solano Napa AEYC –board member and treasurer. She is a co-trainer and advisory board member for CPIN, and a presenter at the ECE Mentor Program Annual Coordinator Conference. Maureen completed the Trainer of Trainer’s Workshop Intensive for California Center on the Social and Emotional Foundations for Early Learning (CCSEFL) in San Diego, 2011 and has attended 3 areas of the Faculty Initiative Project Foundations Trainings. She also attended a workshop by Mark Katz on working with people with special needs titled “There’s Nothing so Wrong with Us that what’s Right with Us Can’t Fix.” Maureen is an NAEYC and CCCECE (California Community College Early Childhood Educators) member. She has been honored for her professional commitment to children and families with certificates from the State Assembly and State Senator for being one of the founding First Five Commissioner, June, 2013.

Marion Cowee is also highly involved in the early childhood community. She has attended the Faculty Improvement Project Seminars, is a facilitator of Master Teacher Support Group that meets at BANANAS, Inc. (R&R) in Oakland, is a CCCECE, NAEYC, and BANDTEC member (Bay Area Network of Diversity Trainers in Early Education). She is a former board member of Children’s Advocate (statewide newspaper)(left the board 3 years ago) and has become a CLASS certified trainer (Nov. 2012- Feb.2013). She is a Program Administration Scale trainer for the Early Childhood Mentor Project, and is an ECERS & Professional Growth Advisor trainer for Alameda County First Five (last 2009). She is a cohort member for Training the Trainer for First Five Alameda County and a Trainer for the Director Mentor Institutes (California Early Childhood Mentor Project). Marion has contributed stories to textbooks (Gonzalez-Mena’s

Child/Family/Community & Foundations for ECE, photographic contributor to textbooks (Gonzalez-Mena's *50 Strategies*). She attended the World Forum on Early Care and Education, as well as many local conferences that feature prominent ECE speakers such as Bruce Perry and Alison Gopnik.

Tasha Smith attended the World Forum on Early Care and Education; she participated in the California Comprehensive Early Learning Plan Virtual Meeting with CCCECE, and Mc-Graw-Hill's Developmental Webinar Series featuring the CHILD text. She has also reviewed several chapters of child development texts and is a member of NAEYC, the Society for Research in Child Development (SRCD), and a board member of Strike the Rock Foundation.

Amy Obegi is a Harvest Resource Associate and was the co-chair of a two day institute at the Solano College Office of Education titled "Wonderous Places to Learn and Grow" with ECE authors and trainers Margie Carter and Deb Cutis. It was attended by 90 teachers/ECE educators both locally and from as far away as Montana. She attended a training of Harvest Resource Associates in Seattle in 2012. She has attended the NAEYC leadership conference in Phoenix and the Society for Research in Child Development conference. She was also the Community College advisor for the development of the State of California History and Social Studies Preschool Foundations. Amy has attended a Faculty Initiative Project training and takes continuing education classes through the University of San Diego. She is a CCCECE member and has attended a brain development workshop sponsored by the organization.

Adjunct Faculty also stay involved in the ECE community. For example *Barry Bussewitz* presented at the annual National Association for the Education of Young Children (NAEYC) in Washington DC on self-regulation. He is also a regular presenter at the annual Solano College ECE Conference; topics include self-regulation, diversity, and staff interactions. He also attended the National On-Course Conference. *Joan Means* was a Commissioner for First 5 Contra Costa County until 2011. She is an active member of Contra Costa County's Local Child Care Planning Council and is on the advocacy committee, assisting in the planning of their one day conference. She is also adjunct faculty at Diablo Valley College and attends the annual CAEYC conferences.

The ECE program benefits from our partnership with the Solano College Children's program and their commitment to the campus and the early childhood community. Classified staff at the Children's Program include: the director Christie Speck, assistant director Sabrina Drake, and teachers, Juwan Vartanian, Lisa Stedman, Sharon Miranda, Yvonne Dillard, Sharon Muhammad, Patrice Spann, and Renee Worthy. Dana Alsip provide safe food handling instruction and assists with food planning, Nedra Park provides administrative support to the Children's Program. Student workers, practicum students, and part-time hourly staff are employed as assistant teachers/support in the children's classrooms. Some of the professional development experiences of Children's Program staff include:

Christie Speck is a Director Seminar and Mentor Program participant, infant-toddler collaborative participant with Zero to Three, member of CCDAA, local planning council, Solano Family and Children's Services board member, FSUSD advisory member, Fairfield Suisun

Chamber of Commerce Leadership Foundation member, and a First 5 Solano collaborative partner

Juwan Vartanian is a Mentor Project participant, PITC graduate and mentor teacher

Lisa Stedman attends the Solano ECE conference and recently complete ECE 050

Sharon Miranda completed her MA degree with a focus on child mental health

Yvonne Dillard participates in ECE workshops and attended the Children Learning with Nature Conference

Sharon Muhammad participates in ECE workshops and attended the Children Learning with Nature Conference. She serves as the lead teacher for the full inclusion collaborative with FSUSD

Patrice Spann attends ECE workshops and was the lead teacher for the full inclusion collaborative with the Solano County Office of Education

Renee Worthy attends the Solano ECE conference and recently complete ECE 050.

4.2 In terms of staffing, our biggest concern is related to future staffing needs. We have one full-time faculty member retiring at the end of this academic year, and another retiring in 4-7 years. We have several adjunct faculty members that will also stop teaching during the same time period. We will need to replace both full and part-time faculty in order to maintain our program.

4.3 Equipment. All classrooms have been updated as “smart” classrooms which is advantageous to our program. However, our faculty’s office computers/laptops are rapidly becoming outdated and will need to be replaced soon. One instructor who teaches on-line courses has computer difficulties that make it difficult for her to use her outdated computer for on-line instruction. We also have a very outdated Scantron machine in the 1600 building that doesn’t grade accurately. This machine needs to be replaced.

The main equipment that would benefit our students would be a CDFS resource room to support student learning and productivity. We suggest the resource room include: computers, printers (copy machine), ECE reference library, professional journals, laminator, paper cutter, comfortable meeting room with chairs and tables, adequate lighting, microwave, coffee maker, some large tables for creating documentation panels and student learning portfolios. Currently there is no meeting space for CDFS/ECE students. In our student survey we asked if students would utilize an ECE and HUDV study room/computer lab if it were available. Results showed 62% (197 students) would utilize this space. Amongst majors, the desire for a resource room was even higher.

Our advisory board supported the idea of a resource room as described above. The space could also be used for advisory meetings, mentor teacher trainings, and other collaborative events involving the community.

4.4 Facilities. The 1600 building, where most of our ECE courses are taught, is woefully inadequate for the needs of our department. We have to limit our curriculum classes at night to Mondays and Wednesdays in 1633 (only room with storage, and sink needed for art, science classes), because interior design uses the room on Tuesdays and Thursdays. Most classrooms are single desks which are not conducive to the hands-on nature of many of our classes. Student complaints mentioned in our survey include: blinking fluorescent lights, battered blinds, leaky/water-stained ceilings, open ceilings/missing tiles, uncomfortable chairs that don't fit all our students and ugly marks on floors and walls make for dreary classrooms. There are not sufficient sound barriers between the classrooms, so movies played in one classroom can be heard next door. Even the paper towel dispenser in cosmetology can be heard by the neighboring classroom. During "perm week" the adverse smells from cosmetology also enter our classrooms distracting students, and the ventilation in some rooms (such as 1646) is particularly poor. The smells triggered an asthma attack for one student. Students do not feel their education is valued in such poor environments. Though tables are set aside for wheel chair bound students, access to them through many of the doors and the crowding of desks make it difficult to enter and leave. In our student survey, students were happy with the facilities at the Vacaville and Vallejo centers, but the comments were much more negative for the Fairfield campus. The quality of the classrooms received more negative feedback than any other question. For example some of the student comments pertaining to the classrooms were:

"Chairs are uncomfortable; lights are harsh and make noises"

"The roof needs to be changed and more comfortable seats"

"Rooms are in poor condition, many water stains on ceilings"

"Improve classroom ceilings and floors to make more modern"

"In our classroom there are obvious leaks which left water stains on the ceiling and some of the lights flicker"

"These rooms are super dirty. The desks almost always have something sticky all over them, and there's hair all over the floor."

To improve the space we envision a remodel of 1600, including a new roof, floors, etc., better janitorial services, one or two more classrooms with larger tables with wheels, more comfortable chairs, and another classroom with a sink. We need more closet space for storage (currently sharing space in 1633 with interior design) with combination locks. We could also use a cart that could transport curriculum materials to the classrooms in which the courses are being taught.

4.5 Budget/Fiscal Profile. Since 2009, expenses for top code 130500 Child Development/Early Care Education ranged between \$525,905 - \$579,177. The vast majority of our budget was dedicated to instruction (4 full-time faculty members, adjunct instructors, and related expenses such as STRS, medical insurance, etc.) with variance over the years dependent on the number of sections offered and thus faculty paid. We use Perkins funds each year to pay for some instructional supplies such as curriculum materials for the art, science, and music classes, and instructional videos. We also allocate Perkins funds each year for professional development

conferences for faculty members. We hope to maintain four full-time faculty members in our department, so we would like to see our allocations stay the same even after instructors retire (so we can hire a replacement). We would like to see more of our instructional materials coming from the general fund (for example paint and paper for the art class) so that we can devote more Perkins funding to larger projects, such as establishing a resource room for CDFS student.

PROGRAMMATIC GOALS & PLANNING

5.1 We believe the program’s greatest strength is the quality of teaching. Our student survey demonstrated that students were very satisfied with instruction, and teachers in our program demonstrate a commitment to student learning through innovative teaching practices. Another strength is our commitment to keeping up communication with our community partners, holding twice yearly advisory meetings, and keeping current with industry standards and changing curricular demands (CAP, transfer degree, etc.). We have also successfully navigated moving between 3 different divisions in the last 5 years. The areas most in need of improvement are more dedicated time to meet as faculty, stronger administration leadership, facility improvement so our curriculum courses can be taught any night of the week on the main campus, and a resource/work room for students.

5.2 Our program’s short and long term goals are listed below:

Table 8. Short-Term and Long-Term Goals

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
1. Hire full-time replacement faculty member	Submit request Fall 2013	Replacement hired for fall 2014	Dean & Tasha Smith	DB
2. Remodel 1645 to include long tables with wheels and comfortable chairs. Add combination locks to cabinets (in 1633 and 1645) so faculty can access curriculum materials. Add a dividing door to 1633.	Submit strategic proposals to remodel rooms.	Fall 2015	Amy Obegi & Maureen McSweeney	SP

3. Finalize CDFS student materials (handbook, tri-fold flyer, etc.) and continue to advertise changes to the program	Revise existing materials, print & disseminate	Fall 2013	Sabrina Drake & Amy Obegi	DB
4. Create CDFS faculty resource guide	Compile materials & disseminate	Fall 2014	Marion Cowee	DB
5. Obtain CI-D approvals	Turn in required changes to curriculum committee; work with campus articulation officer	August 2014	Amy Obegi	NR
6. Make necessary updates for new AS degree and AS-T degree (curriculum maps, PLOs, update SLOS in database)	Meet as department faculty to determine needed changes. Submit to SLO coordinator, dean, and curriculum office as appropriate	December 2013	Amy Obegi	NR
7. Update curriculum and audiovisual materials.	Collaborate with faculty to determine materials needed; apply for Perkins funds to keep materials up to date.	May 2014	Maureen McSweeney	P
8. Update equipment including laptops for department faculty and a new Scantron machine	Contact IT about updating laptops; submit request for Scantron machine	August 2015	Tasha Smith	DB & P
9. Submit changes to curriculum committee (class size petitions, deletion of CDFS 067, prerequisite change to CDFS 065)	Complete required paperwork; obtain approvals from curriculum committee	December 2013	Amy Obegi	NR
10. Create a CDFS page on the Solano College website	Faculty collaborate on desired content; work with IT to design page	Fall 2014	Amy Obegi	NR

<i>Long-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
1. Creation of a CDFS student resource room and classrooms within the Children's Program. Purchase materials for the resource room, including materials for a curriculum lending library.	Begin meetings Fall 2013; work within the facilities planning structure. Write a strategic proposal to purchase materials for the room.	2016-2017	Dean, Christie Speck & Marion Cowee	Measure Q, SP & P
2. Maintain quality teaching by hiring replacement faculty expeditiously, and by increasing dialogue and professional development trainings among faculty (adjunct and full-time), so that faculty are using the most current industry standards and are collaboratively working toward program goals.	Submit hiring requests when a faculty member retires or leaves his/her position. Conduct faculty retreats to discuss pedagogy and integration of current materials. Support professional development trainings such as the Faculty Initiative Project (FIP) or other trainings that lead to industry certifications.	On-going	Marion Cowee and Tasha Smith	P
3. Keep curriculum and audiovisual materials up to date.	Conduct a yearly assessment of curriculum materials and apply for Perkins funding as needed.	On-going	Amy Obegi	P
4. Expand online and hybrid offerings	Explore which CDFS courses would be most conducive to an online format and encourage more faculty to obtain CANVAS certification. Submit online proposals to the curriculum committee.	Fall 2016	Tasha Smith	NR
5. Increase communication and support between Children's Program and CDFS Faculty	Set aside time for faculty and Children's Program staff to collaborate discuss current issues.	On-going	Maureen McSweeney	NR

6. Consider ways to support underrepresented students in the field of CDFS	Read and explore efforts made in other programs and schools to support male involvement in ECE. Develop a plan to support men in CDFS on campus.	On-going	Marion Cowee & Tasha Smith	P
7. Explore the feasibility of expanding our certificate, degree, and course offerings.	Department will explore such changes as the addition of a Family Studies degree, a special needs certificate, and/or certificates that align with the Child Development Permit Matrix. More school age courses and a course related to technology in the ECE field will also be examined.	Fall 2017	Amy Obegi and Tasha Smith	DB
8. Maintain currency in program assessments and outreach (PLOs, SLOs, Program Review reports, and high school articulation agreements)	Conduct required assessments in a timely manner. Disseminate CDFS faculty handbook and provide more trainings on SLOs.	On-going as required	Amy Obegi	NR

In the source column denote “SP” for Strategic Proposals, “DB” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

Attachments:

- A: Last Two Years of Advisory Meeting Minutes Pages 44-54
- B: ECE/HUDV Student Survey Administered May 2013 Pages 55-56
- C: Curriculum Alignment Project Letter Certifying Alignment Page 57
- D: Binder with samples of program materials In-process

Attachment A: Last two years of advisory meeting minutes

SOLANO COMMUNITY COLLEGE
ECE ADVISORY COMMITTEE MEETING
October 13, 2011
4:00-6:00PM

Present: Maureen McSweeney (Mentor Coordinator, Solano College), Amy Obegi, (Solano College), Aileen Butt (SNAEYC), Susan Smith (Child Start Inc), Sabrina Drake (Solano College Children's Programs/CDTC), Marion Cowee (Solano College), Tasha Smith (Solano College), Kathy Lago (Resource and Referral), Sheila Smith (Children's Network), Juwan Vartanian (Solano College Children's Programs), Barry Bussewitz (Solano College), Melissa Strain (Fairfield-Suisun Adult School), Christina Arrostuto (First 5 Solano), Terri Pearson-Bloom (Interim Dean), Sharon Muhammad (Solano College Children's Programs)

The meeting was called to order at 4:09pm by Chairperson Susan Smith

Introduction of attending members

Current agenda approved after adding First 5 and college reports moved to later in the meeting

Announcements: Solano Family Children's Services are having a Texas Road House fundraiser on October 21st, please see Kathy Lago for tickets.

Old Business: None

COMMUNITY PARTNERS PROGRAMS AND RESOURCES

CARES Plus: The cutoff date for participating is November 30th. So far there are 139 registered. Participants can either complete college courses or workshops; the stipends start at \$250 and increase according to their qualifications. Solano College will be providing a computer lab at the Vacaville Center for participants to complete the online training requirements.

Solano Family and Children's Services: The agency is maintaining; serving as many children as possible after their budget cuts. There may be more after the 'trigger' cuts. Realignment is still a looming question as to whether or not it will happen.

There is a 2 day 0-3 training on November 17th & 18th. There is no cost; however participants must provide a 2 hour training within one year to other providers. They are also preparing to enter into their 5th year of providing PEAK training for parents.

Child Start: September 12th was the start of school and they are working to meet all of their reporting deadlines (screenings/home visits/DRDP).

Their funding is still in question and they are waiting to hear if they will experience any cuts.

A new partnership with Solano College Children's Programs of dual enrolled children began October 6th.

There was some information provided about the CLASS tool that they are using.

SNAEYC: As the co-sponsor of the 25th Annual ECE Conference it was noted that there were many attendees from the surrounding counties who gave a lot of nice compliments. The committee will start looking for guest speakers for next year soon. This year's guest speaker was Dan Gartrell. SNAEYC's next meeting is October 20th at 5:30 at the Napa Child Start Office.

Solano County Licensed Family Childcare Association: The group has applied for a grant to hold an empowerment seminar November 19th. More information will be available after they secure the funds.

Solano First Five: October 22nd is the strategic planning retreat. Currently all of their reserve money is frozen due to the state's economic situation and they have started looking for additional resources to get them through the next five years.

The Transitional Kindergarten meeting is on October 17th and everyone is encouraged to attend.

Solano County won the 5th straight award for being one of the 100 Best Communities for Youth.

SOLANO COLLEGE PROGRAM REPORTS:

Mentor Program: The program is funded with some cuts to the mentor teacher and director mentor stipend as well as the elimination of the material budget for the mentors.

Terri Blencowe has retired from Child Start and we lost her as a mentor teacher. Terri was a wonderful advocate to the field of early childhood. Terri was one of the original teachers when Solano College started the Mentor Program. In fact Terri's mentor number was 0001, the first registered employee of the California State Mentor Program!

After the selection committees process a new Mentor Teacher, Melanie Serrao, teacher at Padan Head Start Program in Vacaville has been selected. Melanie is a graduate of Solano ECE program, a past recipient of our ECE Scholarship, a past Mentee, CARES, and CDTC participant. She is currently working on her BA degree.

Marion Cowee has stepped down as the Director Seminar facilitator. The new facilitator is Beth Coffman who has many years directing programs from small private, non-profit to state funded programs. The seminars will include materials from Exchange Magazine, The Visionary Director, Building a Great Workplace and Harvard Business Review. The first seminar will be held on Oct 27 at 4-6 at Solano College. The seminars are open to all director and site supervisors.

Special funding in conjunction with VATEA funds was used to offer ECE 79 Adult Supervision this fall. The class began October 6th.

We currently have 5 mentor teachers and 4 director mentors. There are openings for teacher and director mentors. Director mentors must attend webinar to become eligible to apply for this position.

NOTE: The Child Development Careers (CDC) Program was one of the programs cut from the budget.

Child Development Training Consortium: Sixty-three unduplicated students received an honorarium last school year for a total of \$9460. \$2660 was used to replenish our very popular textbook loan program. Last year 88% of the CDTC funding was used for direct services to students.

With funding cuts and the loss of ARRA dollars we have been reduced to our original award of 500 units and have been able to maintain services to students by coordinators taking a cut in their stipend.

Many students are requesting permit packets or professional support. Due to cuts in funding some permits no longer are eligible for fee assistance.

There was some discussion about changing the honorarium to a textbook honorarium based on units. The census agreed to a range of reimbursements 3-6 units = \$25 - \$75, 7-9 units = \$50 - \$100 and 10 units and higher = \$100 - \$150 depending on funds.

ECE Scholarship: Patricia St. Nicholas was the scholarship recipient this year. Six students applied and only 3 met all the of selection criteria.

ECE Conference: The Conference was a success. There were 193 paid participants, 13 walk-ins and 5 no shows.

Department Name Change: Since Solano College has both Human Development and Early Childhood Education courses it has been proposed to change the department name and course listings to Child Development & Family Studies (CDFS). It is a good time to make this change now as faculty makes their way through curriculum committee for CAP.

CAP: A tentative list of course changes that will support the CAP were distributed for consideration.

Transfer Model Degree: There was much discussion about the transfer model degree that included the elimination of the second practicum course. No decision has been reached.

Future Agenda Items and Dates: Date for next meeting – February 23, 2012 4:00 – 6:00

Respectfully submitted by Sabrina Drake

**SOLANO COMMUNITY COLLEGE
ECE ADVISORY COMMITTEE MEETING**

**April 5, 2012
4:30-6:00PM**

Present: **Maureen McSweeney** (Mentor Coordinator, Solano College), **Amy Obegi**, (Solano College), **Aileen Butt** (SNAEYC), **Susan Smith** (Child Start Inc), **Sabrina Drake** (Solano College Children's Programs/CDTC), **Marion Cowee** (Solano College), **Tasha Smith** (Solano College), **Kathy Lago** (Resource

and Referral), Sheila Smith (Children's Network), Christina Arrostuto (First 5 Solano), Cheryl Lynn de Werff (Solano County Office of Education), Christie Speck (Solano College Children's Programs), John Cowee (Architectural Concepts), Lily Espinoza (Solano College), Gerry Raycraft (Children's Network), Janet Gonzalez-Mena (Author), Dorothy Floro (SNAEYC), Denise Zakerski (Child Start, Inc)

The meeting was called to order at 4:39pm by Chairperson Susan Smith.

Introduction of attending members and formal introduction of Lily Espinoza, Dean of the School of Human Performance and Development.

Current agenda approved after adding child care facilities. Meeting minutes approved by Cheryl and seconded by Amy.

New Business:

- A. No one has connected to plan for the Leadership Award and it did not happen for 2011. There was discussion if it should continue. If it does the award amount needs to decrease to a donated gift card for dinner or a piece of pottery courtesy of Marion. Applications should be available by August so that the awardee can be announced at the ECE Conference.
- B. Slight changes to the ECE Scholarship. 2.2 GPA, 9 units completed and enrolled for 6 units in the fall. Review committee will remain the same with the addition of Sabrina. Christie and Sabrina agreed to assume responsibilities for the scholarships.

SOLANO COLLEGE PROGRAM REPORTS:

CAP: We have been approved by CAP! The courses have been changed but there is a delay in the roll out due to budget cuts. The change to the numbering system for classes will allow students to find the courses they need under one category instead of ECE and HU DV. The change will occur in Fall 2013 so there will be a lot of time for advertising. There was some discussion around catalog rights. Students will have a choice to obtain their AA or a transfer degree in ECE. This also makes us compliant with SB 1440.

CHILDREN'S PROGRAMS: The Children's Programs will be having a fundraiser with Solano Kids Rock! on April 21st featuring "The Hipwaders". Also, due to budget cuts the summer program may be much smaller than normal. The Children's Programs has applied for the First 5 Pre-K Academy grant which will offer a free, four week preschool experience for children who are registered for kindergarten and have had little or no preschool.

Mentor Program: There are currently 3 mentor teacher openings. Current mentors can assist mentor applicants with the application process. Mentors can receive \$810 per semester to work with a student. Director mentors can have more than one protégé while mentor teachers can only have one. Director seminars are held once per month facilitated by Beth Coffman.

Child Development Training Consortium: Six students applied for the honorarium program for summer, 45 students in the fall and 50 so far for spring. Summer and fall reimbursements have totaled \$6360 so

far. Participation seems more robust than last year. \$1131.84 has been used to purchase textbooks as the book loan still remains a priority for students. The spring honorarium will no longer be a uniform stipend of \$20/unit, but instead a range based on the number of units completed and the availability of funds. SCC has over earned their contract this year by 143 units and has requested an additional 100 units. Students are continuing to apply for their Child Development Permit.

ECE Conference: Amy is the instructor of record for the conference this year. It will be held September 29th and the first planning meeting was today. The first choice for the keynote is Jose-Luis Orozco who agreed to a 50% discount. There will not be any First 5 money for the conference this year so some cost cutting ideas were increasing the registration price \$5, reducing the honorarium for presenters from \$100 to \$75 or eliminating the breakfast snack if it cannot be donated. Workshop presenters are encouraged to apply and volunteers will be needed.

Dean Espinoza: Lily talked about the challenges facing the college and how the college administration is looking for solutions to weather the storm. Her door is open to anyone who would like to discuss the current situation or has a suggestion for cutting costs.

COMMUNITY PARTNERS PROGRAMS AND RESOURCES

CARES Plus: The next meeting to discuss next year's roll out is April 19th. There is a CPIN workshop on April 21. Sixty-six individuals have been accepted and 10 are on the wait list. Jim Anderson is the new CARES counselor at Solano College.

Solano First Five: For the first time in 5 years award money is available for grants. The areas that First 5 is providing grants for is: prenatal, support services, and pre k academies. They hope to notify all awardees by July 1st. Christina spoke about the purpose of the Pre-K Academy. The lawsuit with the State of California to get their money back after a money grab was successful.

Solano Family and Children's Services: Kathy handed out a list of workshops and trainings that SFCS is offering for spring. They have been spending a lot of their time at the capitol advocating for funding, evaluating how to collaborate with other counties and organizing events. The Stand for Children event is scheduled for June, Karaoke Idol scheduled for June 22nd and there is a pancake fundraiser coming up at Applebee's in Vallejo. Currently the funding for low income working families is on the chopping block. Kim Johnson accepted the position of Public Policy Manager at the California Child Care Resource and Referral Network. Way to go Kim! Lastly, SFCS is recruiting board members.

Child Start: Has also applied for 2 Pre-k Academies in Fairfield. They will be held at the Tabor site in an AM/PM format. They are not anticipating any cuts however, have noted diminished community resources for their families. They are working on creating school readiness goals and there are approximately 4 of their programs re-competing for funds throughout California.

SNAEYC: March 10 & 11 the Ooey Gooey Lady was co-sponsored by SNAEYC. SNAEYC is currently recruiting board members.

Solano County Licensed Family Childcare Association: No Report

Solano County Library: Their focus is to get the 1/8% tax extension passed in June.

Child Care Facilities: Ground breaking will begin at Solano College July 12' to construct an additional 2 classrooms. Another family child care provider is trying to open a business in the winery square that will serve 45 children, infant – 12 years old. There is another program that is trying to open on Pittman Road that will serve about 100 children. There is plenty of demand for child care centers, but not always the funding or enough appropriate sites. Church groups tend to have more resources and have been more successful because they have an existing site and have the funds available to make the changes needed. Another difficulty is that most people want to open a school to care for kids but do not view it as a business. Currently, Suisun has no child care other than Head Start or state funded preschool.

Future Agenda Items and Dates: Next meeting will be in October

Respectfully submitted by Sabrina Drake

ECE Advisory Committee Minutes

November 1, 2012

Present: Maureen McSweeney (Solano College, Mentor Program), Sabrina Drake (Solano College, CDTC), Becky Billings (SNAEYC, Solano LPC), Christie Speck (Solano College, Mentor Director), Amy Obegi (Solano College, CAP Coordinator), Susan Smith (Child Start, Inc.), Kathy Lago (Solano Family & Children's Services), Barry Bussewitz (Solano College), Juwan Vartanian (Solano College, Mentor Teacher), Cheryl Lynn de Werff (Child Signature Program First 5), Tasha Smith (Solano College), Christina Arrostuto (First 5), Marion Cowee (Solano College)

II. Minutes approved by Kathy Lago and seconded by Tasha Smith. Child Signature Program and Solano County Child Care & Development Planning Council added to agenda.

III. Scholarship

A. No nominees were submitted due to poor promotion of the award. This item will be placed on the next agenda to discuss strategy.

B. There were 7 applicants for the ECE Scholarship, 5 met the qualifications and were interviewed. Sarah Ramsey was selected to receive the scholarship.

C. Evelyn Elson who was a former ECE instructor has a scholarship in her honor. Three \$2000 scholarships were awarded. The SCC Foundation managed the process.

IV. Transfer Degree

The changes have been submitted to the Chancellor's Office and most course changes have already been approved and are awaiting signatures. Rollout is expected Fall 2013. Publicity will occur as soon as confirmation from the Chancellor's Office is received.

The transfer degree for CSUS transfers (SB 1440). See handout.

B. The semester started with construction occurring. New flooring was installed throughout the building. We are still working at obtaining full enrollment. We are no longer serving 6 month olds due to budget cuts. Children must be 12 months to attend and will follow a two year rotation. We also added a second full inclusion classroom. Some funding has been secured to bring the raising a reader program that will start in the spring semester.

C. Samia Estrada resigned as a Mentor while she is continuing her education. Maureen is still recruiting 3 more mentors to fill the slots she is contracted for. There are currently 3 Director Mentors, however only 2 have protégées. Mentors can also assist students however, they are not tutors.

The requirements are:

Supervised field experience

4 hours for 2 days per week

24 ECE units

ECE 79

Must have an ERS with successful scores

3 years experience

Maureen will share the program with CCL and has a date set to share the mentor info with Child Start.

D. Sixty-nine unduplicated students participated in the CDTC honorarium program for 2011-2012 school year. Forty-seven had participated in prior semesters and 19 were new to the consortium. Total reimbursements totaled \$12725.00. Textbooks were purchased to support the book loan program for a total of \$1131.84. This year 92% of the contract was used for direct services to students.

This year the contract with CDTC has been increased to 600 units so that more students can be served. No additional local priorities have been assigned to the honorariums however, the format for reimbursements changed effective Spring 2012 to a range depending on the amount of units completed.

CDD profiles are now completed online after students create an online account which will make analyzing the data easier for the CDTC. Staff profiles and course matrixes will also be maintained online beginning in 2012-2013.

Reviewed Child Development Permit Updates for 2012-2013 and spoke about the Career Incentive Grant.

E. Jose Luis Orozco was the keynote. There were 21 workshops and 15 vendors. First 5 bought 100 CD's and gave them away to the first 100 people. The total was 150 paid registrations. The overall profit was \$1016.07. Reviews from participants were positive. Due to changes in repeatability for courses some changes may have to be made. The problem is if its not a class we have to pay for the facilities and maintenance which will eliminate any profits. We may have fewer students taking it as a for credit class as most currently take it as non credit.

V.

A. To date there are a total of 137 participants. November 2, 2012 is the last day to enroll. The categories of participation are: My Teaching Partner (5), Component A - 21 hours of approved training (78), Component B - 6 units of college level coursework or 108 hours of ESL through the adult school (54). There is no locally available Component A training before February 2013. The Training Portal at www.childdevelopment.org is now available and has lists of all CDE approved trainings throughout the state.

First year participants and/or returning participants working with infants/toddlers are required to complete the online training on CLASS through Teachstone.

In 2011-2012, 123 stipends were issued for successfully meeting program requirements.

B. Cares Plus was re-authorized and is back in a 3 year contract. Community engagement fund is still not funded which are the funds that helped with the conference in prior years.

C. Workshop listings through January handed out. Spanish support group started by one of SFCS attended the conference for FCC providers.

Stage III cap has caused 53 families (102 children) to lose their child care. Some of those families may apply for diversion. Due to the cap, each month more families will lose services. SFCS is making follow up calls to offer suggestions, share care etc. Another 140 children will lose services in January because they are coming off of their diversion status.

There are fewer FCC providers in our county; approximately 510 licensed FCC and 90 centers. Of the 510 FCC providers about 80 are inactive.

D. All but two Child Start Inc. classrooms in Vallejo are participating in the Child Signature Program. In Napa 95% of the classrooms are involved. CSI is still in partnership with First 5 Solano to provide full day care at 2 sites and dual enrollment at SCCC.

E. SNAEYC is co-sponsoring an input session on the California Comprehensive Early Learning Plan (CCELP) on Monday, November 5, 2012 from 5:30 – 8:30 at Napa County Office of Education 2121 Imola

Ave, Napa. Discussion topics are “Access to Quality Early Learning and Care” and “Family and Community Engagement”. Participation is a requirement as part of head start reauthorization.

January 12, 2013 is a ‘member’s event’ general membership and breakfast with special presentation at Child Start office 432 Devlin Rd, Napa.

CAEYC Conference in San Jose; March 14-16th.

F. No Report

G. No Report

H. The Child Signature Program - First 5 CA is the funding body. A grant writer was hired to secure these funds. Solano County is participating in Phase 2. Ninety - eight teachers are being touched by this program.

I. LCCPC meets the 3rd Thursday from 1:00 – 3:00 pm every other month. The next meeting is December 13th (Date changed due to holidays) at the Children’s Network 2320 Courage Dr, Suite 107, Fairfield.

They are seeking members to represent the “consumer” category – defined as a parent or person who receives or has received child care services within the past 36 months.

The Child Care Needs Assessment will be updated in 2012 as well as the Strategic Plan. The Child Care Needs Assessment must be completed every 5 years.

Items to ponder for next time: Is there anyone else we need to invite to join this committee?

Respectfully submitted by Sabrina Drake

**ECE Advisory Committee
April 25, 2013**

Members Present: Amy Obegi, Kathy Lago, Juwan Vartanian, Tasha Smith, Maureen McSweeney, Del Carson, Christina Arrostituto, Denise Zakerski, Susun Miller, Marion Cowee, Janet Gonzales-Mena, Sabrina Drake, Lily Espinoza, Joti Takhar, Becky Billings

I. Introductions

II. Review, Amend and Approve the Agenda: Amy approved minutes, seconded by Kathy

III. Old Business: None

IV. College Program reports

- A. Mentor Program: Maureen has five applications to be mentors! The committee will go out and perform the ECERS on each of these applicants.
- B. Child Development Training Consortium: Forty-five students applied in the fall semester for 320.5 units and received stipends totaling \$6750. For spring 49 students applied for 302 units. Stipend amount totals will be available at the fall meeting after grades are verified. \$1026 has been used so far to purchase textbooks for the loan program. The stipend program will be available this summer since courses will be offered again. We also reviewed the types of resources that will be available on the Training Portal.
- C. ECE Scholarship Report: Sabrina and Christie will manage this process again this year. Applications should be out soon. It was suggested that there be 3-5 judges with some community representation. No report on the Leadership award. The Evelyn Elson scholarship will be coming out again. Applications will be coming out from the Foundation.
- D. Graduation Celebration: May 18th in the faculty lounge from 2:00 - 3:30. Graduates will receive a circle of children pin, and a rose. SNAEYC will provide a book for the graduates. There was talk about a different gift for receiving their certificate or their AS so that students are not receiving the same gift for both awards.
- E. ECE Conference: September 28th. This may be the last year that students can receive .5 unit for attending the conference. The department is looking for a keynote. Funds are available again from First 5 again to use to support the conference. Applications are available in July to apply.
- F. Rollout for CDFS: It's finally happening! Registration for summer and fall courses begins April 29th. Everyone please spread the news about the change in name. There are 3 choices for degrees now. The Associates Degree which includes Curriculum Alignment Project (CAP) courses, the Transfer Degree (CSU only), and a CDFS Certificate. There was some discussion around having 'mini' certificates that follow the permit guidelines. Suggestions were made for the CDFS building remodel: offices in one building for faculty, study space for students, classroom space, resource room/ student work space (projects/), library, conference space, storage space for music, art and science supplies, water access for the science class and close proximity to the Children's Programs. Could data be collected in the workforce development questionnaire as to what the community might suggest?

Bags advertising the CDFS change will be handed out soon to promote advertising. SCC will be hiring another adjunct faculty to teach some of the additional course load. Hold the presses! Maureen is retiring in May 2014!

V. Community Partners Programs and Resources

- A. CARES: First 5 has renewed their commitment to the program. First 5 Solano will reapply for funds that would last for another 3 years. They anticipate the same type of program. The only significant change will be that you have already been working in the field for 9 months PRIOR to applying. Sheila and Minerva are putting together informational sessions slated for June. Participants must also be working a minimum of 15 hours per week. A big thanks to CARES for contracting with the counseling department to have Jim Anderson be the counselors for CARES participants.
- B. First 5 Signature Program: The 2nd phase is beginning. Participants are now working on their improvement plans. Juwan is the only participant that scored high enough to move onto the new level. At least 9 other classrooms were very close to moving onto the next level. Christina is trying to join resources with neighboring counties who also have classrooms moving onto the next step. Kindergarten Readiness funds are available for this summer again. Each school district except Dixon applied for these funds. They are also implementing a "PreK Business Academy" where a business can make a donation to pay for a slot for a preschooler.
- C. SFCS: Did not have to disenroll families in February due to budget cuts. Funding has stabilized. Stand for Children day on May 8th at the capitol. Families and provides can advocate for children.
- D. Head Start: no report
- E. SNAEYC: They are busy preparing for the September ECE Conference. National is looking at how they can relate more to the local chapter/members. [NAEYC's 2013 National Institute for Early Childhood Professional Development](#) is in San Francisco June 9-12. There are currently 80 Napa Solano members, which is a bit of an increase. Becky offered to come and talk to the students about membership. CAEYC and CCDAA are sponsoring Early Learning Advocacy Day on June 5th.
- F. Solano County Licensed Family Childcare Association: They are interested in getting a local ECE BA. Also looking for unpaid interns to work in their family home childcares in an effort to give people experience what it is like to work with young children. Maureen suggested she check with Debbie Barrett about having OCCED 90 student.
- G. Others: Solano Kids Rock is May 4th to benefit Solano College Children's Programs. Solano Karaoke is May 17th benefitting Solano Family & Children's Services. Opportunity Conference is May 11th at Solano College. If you are interested in being an informal mentor to someone trying to get out of poverty contact Christina Arrostuto.

VI. Future agenda items and date: October 10th from 4-5:30

Attachment B: ECE/UDV Student Survey administered May 2013

Solano College Early Childhood Education & Human Development Student Survey

The ECE and HUDV departments are undergoing program review this semester. The following questions are designed to help the departments evaluate the overall program and its offerings. **If this current class is the only course you have taken in these departments, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of *all* the courses you have taken in these departments.**

If you have recently completed and submitted this survey in another class within these departments, please do **not** complete a second survey. The information provided will remain strictly confidential.

1. How many courses have you taken in ECE or HUDV at Solano College?

- One
- Two
- Three
- Four or more

2. Is your major in this department?

- Yes
- Undecided
- No (state major) _____

3. What is your reason(s) for taking this class? (mark all that apply)

- General education requirement
- Required for major
- Transfer
- Professional development
- Required for my current job
- Requirement for CARES
- Prerequisite
- General interest
- Fits my schedule
- Other: _____

4. At which campus do you prefer to take your ECE/UDV classes? (mark as many as apply)

- Fairfield (Main)
- Vacaville
- Vallejo

5. What were your reasons for choosing Solano College?

- Location
- Good program/reputation
- Childcare available
- Other _____

6. How satisfied are you with the availability of courses in this department?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

7. What would be your preferred time(s) for courses to be offered? (mark all that apply)

- a. Weekdays
- Early Morning (8am)
 - Morning (9am-noon)
 - Afternoon (1-4pm)
 - Evening (6-8:50pm)
 - Evening (6:30-9:20pm)
 - No preference

- b. Weekends
- Saturday morning
 - Saturday afternoon
 - Would not attend on Saturdays

Briefly state why these start times work best for you (work schedule, job schedules, etc.):

8. If evening courses are your preference, please state whether a 6:00pm or 6:30 start time is preferable

- 6:00pm start
- 6:30pm start time

Continued on back

9. Would you take an online course in this department?

- Yes
- No

10. Please list the courses you would take if offered online:

11. Would you utilize an ECE and HUDV study room/computer lab if it were available?

- Yes
- No

12. Have you utilized the Solano College Children's Program for an observation or assignment?

- Yes
- No

13. If yes, how satisfied were you with your experience(s) at the Solano College Children's Program?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

14. How satisfied are you with the quality of instruction in the ECE/HUDV departments?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

15. How satisfied are you with the quality of textbooks and instructional materials utilized in the ECE/HUDV departments?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

16. How satisfied are you with the quality of the classrooms ECE/HUDV courses are taught in?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

If you wish, comment on your responses to 13-16:

17. Are you currently employed in the field of ECE/HUDV?

- Yes
- No

If yes, please state your position and place of employment:

18. What are the ECE/HUDV departments' greatest strengths?

19. Do you have any suggestions for program improvement?

Thank you! We appreciate your time & your opinions are valuable to us.

Attachment C: Curriculum Alignment Project Letter Certifying Alignment



California Community College
Early Childhood Education
Curriculum Alignment Project



October 3, 2013

Amy Obegi
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534-3197

Dear Ms. Obegi:

The Curriculum Alignment Project Director, the Manager of the Child Development Training Consortium, and the CAP Executive Committee are pleased to congratulate you for completing your early care and education curriculum and program alignment process at Solano Community College. Your submission has been fully verified as aligned with the California Community Colleges EC/CD Curriculum Alignment Project 2007-2008 Recommendation. Alignment was official as of October 3, 2013.

The Project Director, Manager and Technical Assistance Leads know what it took to accomplish this task and appreciate the efforts made by you, your colleagues and your college community in supporting this important and change-making endeavor. You have accomplished a major step toward consolidating and clarifying the requirements for teachers of young children in the state of California.

In the next couple of weeks you will receive a package of promotional materials for sharing your success with your students and colleagues. We hope that you will be willing to share your verified documents with other aligning colleges. Staff will contact you about allowing the project to post your course alignment documents and college-approved outlines and degree and certificate modification for this purpose.

Please accept the enclosed certificate honoring your success and dedication. A copy of this has been forwarded to President Jowel Laguerre in an effort to share this very important event with your college community. Please contact Janell Doornenbal, doornenbalj@yosemite.edu, to designate any others at your campus that you would like to receive notification. Also enclosed is the Official Alignment Notification Summary.

Thank you for supporting the Alignment Process on behalf of your students, students across the state, your college, colleges within the system and the community. We are making California better for teachers, ECE professionals and young children.

Sincerely,

Jan DeLapp, Faculty Director,
CA Curriculum Alignment Project
delappj@arc.losrios.edu, (916) 484-8961

Patty Scroggins, Administrative Director
CA Curriculum Alignment Project
scrogginsp@yosemite.cc.ca.us, (209) 548-5732

From: Shirley Lewis
 To: Karen McCord; Abia Christiansen; Isabel Anderson; Charles Spillner
 Cc: LaNae Jaimez
 Subject: Information regarding progress on Student Equity plan

From: LaNae Jaimez
Sent: Thursday, July 24, 2014 3:50 PM
To: Diane White; Charles Spillner; Melissa Reeve; Dale Crandall-Bear
Cc: Shirley Lewis
Subject: Information regarding progress on Student Equity plan

Dear All,

The Student Equity Committee met on Tuesday, 7/22. As a member of the committee, I have been given the task of helping gather data to evaluate the college's progress on the Student Equity Plan- Goal #3 Retention and Persistence. This goal has 3 objectives. I am contacting you because you are listed on objective 3.2 as having "responsibility" for activities related to this goal. I have pasted goal #3 and objective 3.2 below. Please send updates regarding the activities listed below to Shirley Lewis no later than Thursday, July 31st. The SE plan needs to be updated so that it can be included in our upcoming accreditation report. The committee thanks you for your help in gathering this important information. We recognize that due to summer break faculty members may not get this email in a timely fashion and/or be able to complete this task until the beginning of the fall semester.

LaNae Jaimez
 Psychology Professor
 Academic Senate Vice President
 Academic Senate Representative on Student Equity Committee

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)
3.2 Provide faculty and staff professional development training to meet the needs of all students,	IVPAA ,Flex Cal Committee, Basic Skills Coordinator, Academic	Increase support for faculty and staff professional development, topics to include: - Student Success Initiative and Basic Skills best practices. -Emerging technologies that aid online and face-to-face teaching.	-Evaluate all professional activities annually. -Survey Flexible Calendar activities annually and evaluate effectiveness pertaining to SEP

College Profile

Description of the student population and course sections offered

	2011-12	2012-13	Diff
Students	16,097	12,864	-3,233

Gender	2011-12	2012-13	Diff	Ethnicity/Race	2011-12	2012-13	Diff	Other Information	2011-12	2012-13	Diff
Female	58.4%	57.4%	-1.0%	African American	16.5%	16.0%	-0.5%	Full-Time Equivalent Students	8,534.2	6,993.1	-1541.1
Male	40.4%	41.4%	1.0%	Amer. Indian/Alaskan Native	0.4%	0.4%	0.0%	Credit Sections	2,573	2,401	-172
Unknown	1.2%	1.2%	0.0%	Asian	4.9%	5.1%	0.2%	Non-Credit Sections	1	-	-1
Age				Filipino	8.6%	9.0%	0.4%	Median Credit Section Size	28	24	-4
< 20	28.3%	24.7%	-3.6%	Hispanic	20.3%	23.3%	3.0%	Percentage of Full-Time Faculty	66.6%	70.1%	3.5%
20-24	32.0%	34.7%	2.7%	Pacific Islander	0.8%	0.8%	0.0%	Student Counseling Ratio	N/A	556:1	N/A
25-49	33.2%	26.5%	-6.7%	White	30.4%	32.1%	1.7%				
50 or more	6.4%	14.2%	7.8%	Two or more Races	6.6%	7.5%	0.9%				
Unknown	0.0%	0.0%	0.0%	Unknown	11.4%	6.0%	-5.4%				

Headcount and % Headcount by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	17	6	6	6	5	8	20	19	9	5	11
	% Headcount	0.14%	0.05%	0.05%	0.05%	0.04%	0.07%	0.18%	0.18%	0.09%	0.05%	0.11%
Am. Indian or Alaskan Nati..	Headcount	213	253	235	246	256	225	243	250	245	246	226
	% Headcount	1.73%	2.05%	1.93%	2.06%	2.21%	1.91%	2.22%	2.33%	2.46%	2.42%	2.31%
Asian or Pacific Islan..	Headcount	2,251	2,128	1,998	2,061	1,945	1,695	1,787	1,777	1,777	1,889	1,797
	% Headcount	18.31%	17.23%	16.38%	17.24%	16.75%	14.37%	16.34%	16.57%	17.84%	18.59%	18.35%
Black Non-Hispanic	Headcount	1,928	2,088	2,010	2,124	2,065	1,835	1,895	1,913	1,750	1,746	1,787
	% Headcount	15.68%	16.90%	16.48%	17.77%	17.79%	15.56%	17.33%	17.84%	17.56%	17.18%	18.25%
Hispanic	Headcount	1,924	1,941	1,845	1,910	1,948	1,739	1,959	2,078	2,158	2,218	2,264
	% Headcount	15.65%	15.71%	15.13%	15.98%	16.78%	14.75%	17.91%	19.38%	21.66%	21.82%	23.12%
Other	Headcount	1,680	1,660	2,343	1,846	1,722	3,109	1,670	1,290	897	803	509
	% Headcount	13.67%	13.44%	19.21%	15.44%	14.83%	26.37%	15.27%	12.03%	9.00%	7.90%	5.20%
White Non-Hispanic	Headcount	4,280	4,278	3,760	3,762	3,668	3,181	3,363	3,397	3,127	3,256	3,200
	% Headcount	34.82%	34.63%	30.83%	31.47%	31.60%	26.98%	30.75%	31.68%	31.39%	32.04%	32.67%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Gender

Gender desc		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	1										
	% Headcount	0.01%										
Female	Headcount	7,298	7,224	7,119	6,986	6,744	6,851	6,365	6,130	5,758	5,814	5,674
	% Headcount	59.37%	58.47%	58.37%	58.44%	58.09%	58.10%	58.20%	57.16%	57.79%	57.21%	57.93%
Male	Headcount	4,809	4,942	4,926	4,828	4,731	4,812	4,460	4,481	4,082	4,231	4,011
	% Headcount	39.12%	40.00%	40.39%	40.38%	40.75%	40.81%	40.78%	41.78%	40.97%	41.63%	40.95%
Not Reported	Headcount	185	188	152	141	134	129	112	113	123	118	109
	% Headcount	1.50%	1.52%	1.25%	1.18%	1.15%	1.09%	1.02%	1.05%	1.23%	1.16%	1.11%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Gender desc. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by ESL Status

ESL Status		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
ESL	Headcount	242	240	253	246	248	277	238	248	228	238	204
	% Headcount	1.97%	1.94%	2.07%	2.06%	2.14%	2.35%	2.18%	2.31%	2.29%	2.34%	2.08%
Non ESL	Headcount	12,051	12,114	11,944	11,709	11,361	11,515	10,699	10,476	9,735	9,925	9,590
	% Headcount	98.03%	98.06%	97.93%	97.94%	97.86%	97.65%	97.82%	97.69%	97.71%	97.66%	97.92%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Headcount and % Headcount broken down by Academic Period and Semester Desc vs. ESL Status. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	11,802	11,827	11,614	11,312	11,018	11,171	10,488	10,218	9,565	9,778	9,416
	% Headcount	96.01%	95.73%	95.22%	94.62%	94.91%	94.73%	95.89%	95.28%	96.01%	96.21%	96.14%
DSP	Headcount	491	527	583	643	591	621	449	506	398	385	378
	% Headcount	3.99%	4.27%	4.78%	5.38%	5.09%	5.27%	4.11%	4.72%	3.99%	3.79%	3.86%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

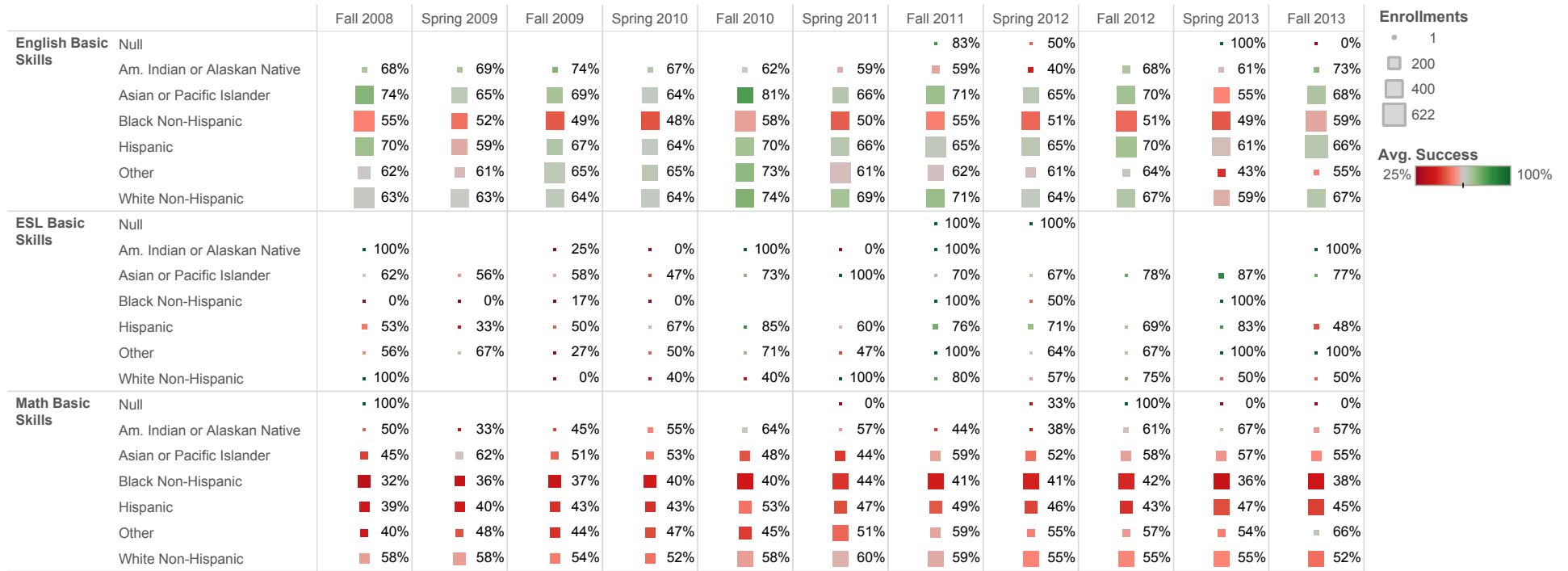
Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Headcount and % Headcount by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	4	2	1		1	1	1			1	
	% Headcount	0.03%	0.02%	0.01%		0.01%	0.01%	0.01%			0.01%	
Less than 18	Headcount	1,103	651	740	505	647	454	592	379	452	375	573
	% Headcount	8.97%	5.27%	6.07%	4.22%	5.57%	3.85%	5.41%	3.53%	4.54%	3.69%	5.85%
18-19	Headcount	2,935	2,796	2,821	2,617	2,739	2,541	2,574	2,380	2,266	2,065	2,203
	% Headcount	23.88%	22.63%	23.13%	21.89%	23.59%	21.55%	23.53%	22.19%	22.74%	20.32%	22.49%
20-24	Headcount	3,424	3,702	3,594	3,830	3,596	3,857	3,543	3,700	3,387	3,583	3,221
	% Headcount	27.85%	29.97%	29.47%	32.04%	30.98%	32.71%	32.39%	34.50%	34.00%	35.26%	32.89%
25-29	Headcount	1,365	1,529	1,550	1,592	1,521	1,595	1,386	1,426	1,306	1,417	1,291
	% Headcount	11.10%	12.38%	12.71%	13.32%	13.10%	13.53%	12.67%	13.30%	13.11%	13.94%	13.18%
30-34	Headcount	882	946	889	876	830	929	778	810	724	789	689
	% Headcount	7.17%	7.66%	7.29%	7.33%	7.15%	7.88%	7.11%	7.55%	7.27%	7.76%	7.03%
35-39	Headcount	668	707	653	625	576	621	530	510	462	494	455
	% Headcount	5.43%	5.72%	5.35%	5.23%	4.96%	5.27%	4.85%	4.76%	4.64%	4.86%	4.65%
40-49	Headcount	1,081	1,134	1,069	1,046	952	996	843	850	749	763	716
	% Headcount	8.79%	9.18%	8.76%	8.75%	8.20%	8.45%	7.71%	7.93%	7.52%	7.51%	7.31%
50+	Headcount	831	887	880	864	747	798	690	669	617	676	646
	% Headcount	6.76%	7.18%	7.21%	7.23%	6.43%	6.77%	6.31%	6.24%	6.19%	6.65%	6.60%
Grand Total	Headcount	12,293	12,354	12,197	11,955	11,609	11,792	10,937	10,724	9,963	10,163	9,794
	% Headcount	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

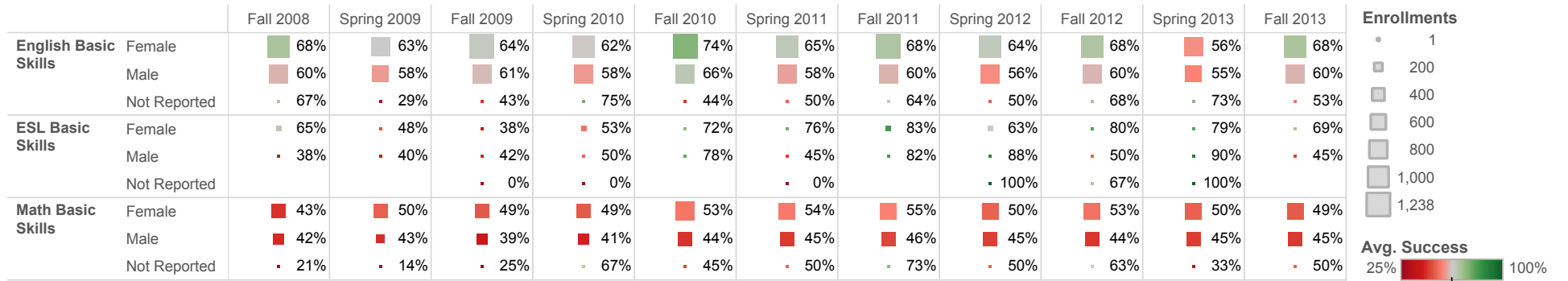
Headcount and % Headcount broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc, which keeps 16 of 18 members.

Basic Skills Pass Rates by Ethnicity



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Prim Ethnicity Category Desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by Gender



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Gender desc. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

Basic Skills Pass Rates by ESL Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Enrollments
English Basic Skills	ESL	84%	69%	69%	70%	77%	70%	63%	64%	70%	67%	71%	11
	Non ESL	64%	60%	62%	60%	70%	61%	65%	60%	64%	55%	64%	500
ESL Basic Skills	ESL	57%	46%	38%	51%	74%	67%	82%	67%	72%	83%	63%	1,000
Math Basic Skills	ESL	58%	27%	33%	72%	76%	78%	93%	68%	88%	72%	47%	1,500
	Non ESL	42%	48%	45%	45%	49%	49%	51%	48%	49%	47%	47%	2,074

Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and ESL Status. Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.



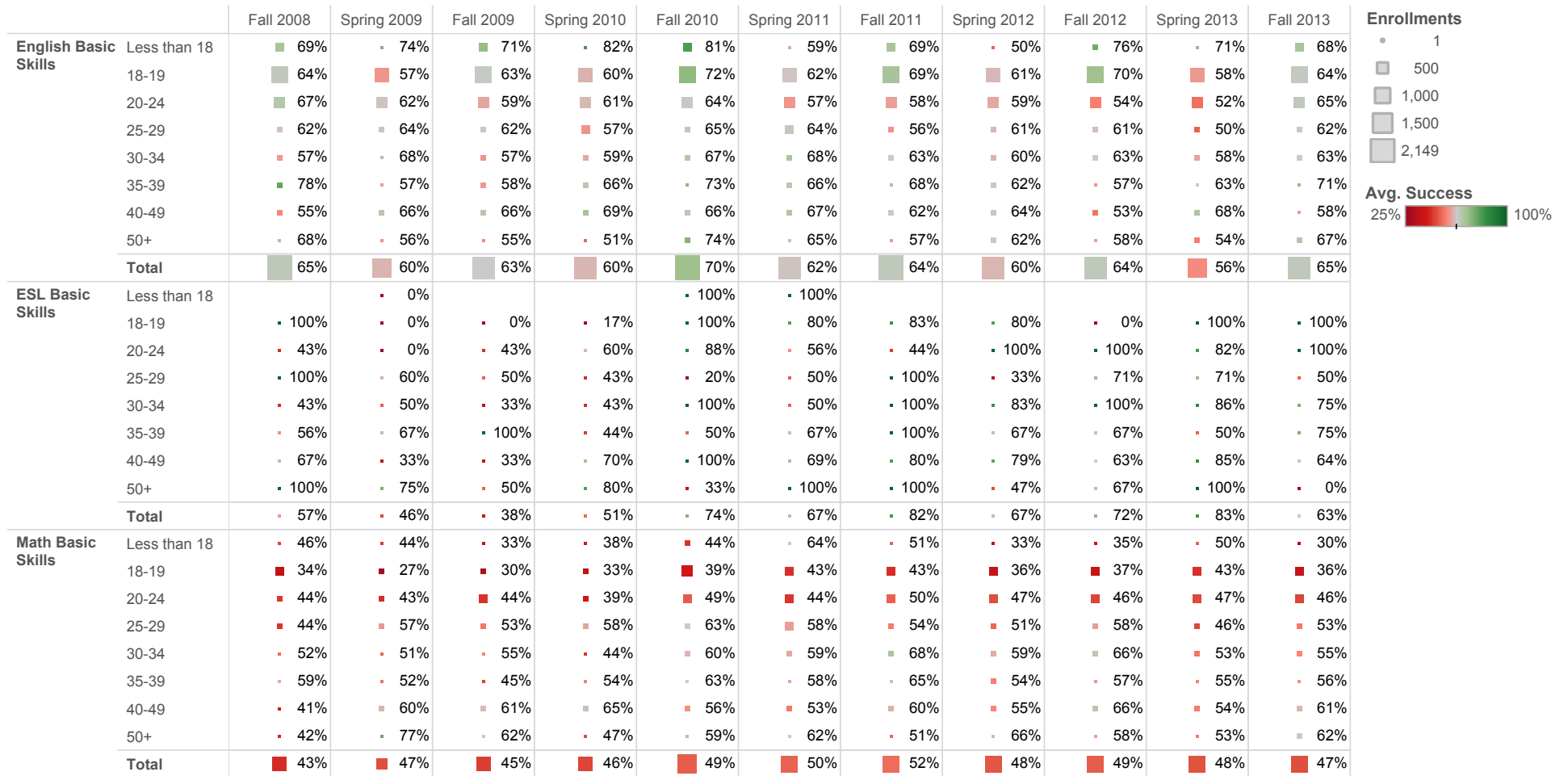
Basic Skills Pass Rates by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Enrollments
English Basic Skills	Non DSP	66%	62%	64%	61%	72%	62%	65%	61%	64%	57%	64%	2
	DSP	53%	51%	52%	55%	59%	60%	55%	59%	64%	49%	65%	500
ESL Basic Skills	Non DSP	55%	46%	39%	51%	74%	68%	81%	69%	77%	82%	63%	1,000
	DSP	100%	0%	0%	0%	0%	50%	100%	33%	33%	100%	0%	1,500
Math Basic Skills	Non DSP	46%	49%	47%	47%	50%	50%	53%	48%	48%	47%	47%	1,931
	DSP	26%	40%	34%	41%	44%	47%	43%	48%	59%	53%	50%	1,931

Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Disability Desc (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.



Basic Skills Pass Rates by Age Group



Average of Success broken down by Academic Period and Semester Desc vs. Course ID (group) and Term Age (group). Color shows average of Success. Size shows Enrollments. The marks are labeled by average of Success. The data is filtered on Semester, which keeps Fall and Spring. The view is filtered on Semester Desc and Course ID (group). The Semester Desc filter keeps 16 of 18 members. The Course ID (group) filter keeps English Basic Skills, ESL Basic Skills and Math Basic Skills.

1st Semester Student Retention Rate by Ethnicity

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	13	2	3		2	4	14	4	3	3	8
	Retain Next Semester	8%	0%	100%		50%	50%	57%	25%	0%	33%	88%
Am. Indian or Alaskan Nati..	Headcount	55	42	49	46	69	16	56	40	61	27	44
	Retain Next Semester	62%	48%	63%	22%	59%	31%	63%	30%	75%	44%	66%
Asian or Pacific Islan..	Headcount	488	264	348	254	383	143	404	236	403	288	376
	Retain Next Semester	64%	43%	62%	41%	68%	46%	68%	43%	71%	44%	74%
Black Non-Hispanic	Headcount	469	398	424	428	448	234	443	363	448	320	445
	Retain Next Semester	55%	35%	54%	44%	55%	40%	60%	37%	56%	33%	66%
Hispanic	Headcount	505	315	397	337	434	174	520	352	545	390	554
	Retain Next Semester	60%	38%	55%	38%	63%	41%	67%	47%	72%	43%	70%
Other	Headcount	366	283	687	151	357	969	75	24	17	23	34
	Retain Next Semester	56%	33%	68%	37%	69%	36%	61%	50%	65%	61%	65%
White Non-Hispanic	Headcount	1,028	643	682	568	726	277	733	481	671	464	684
	Retain Next Semester	60%	41%	59%	39%	66%	45%	67%	41%	69%	42%	65%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Prim Ethnicity Category Desc. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by Gender

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Null	Headcount	1										
	Retain Next Semester	0%										
Female	Headcount	1,589	1,044	1,408	974	1,279	1,025	1,216	783	1,146	802	1,187
	Retain Next Semester	58%	39%	61%	42%	63%	40%	64%	44%	66%	40%	68%
Male	Headcount	1,283	861	1,157	794	1,114	767	1,004	696	974	689	936
	Retain Next Semester	60%	38%	60%	37%	65%	39%	66%	39%	68%	43%	69%
Not Reported	Headcount	51	42	25	16	26	25	25	21	28	24	22
	Retain Next Semester	71%	40%	52%	38%	54%	20%	72%	48%	82%	50%	73%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Gender desc. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by ESL Status

ESL Status		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
ESL	Headcount	69	38	68	43	54	43	40	37	44	44	42
	Retain Next Semester	61%	45%	62%	40%	76%	53%	60%	51%	68%	41%	62%
Non ESL	Headcount	2,855	1,909	2,522	1,741	2,365	1,774	2,205	1,463	2,104	1,471	2,103
	Retain Next Semester	59%	38%	60%	40%	64%	39%	65%	41%	67%	41%	68%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. ESL Status. The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by DSP Status

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Non DSP	Headcount	2,819	1,877	2,497	1,724	2,300	1,757	2,181	1,449	2,063	1,476	2,058
	Retain Next Semester	58%	38%	60%	39%	63%	39%	65%	41%	66%	41%	68%
DSP	Headcount	105	70	93	60	119	60	64	51	85	39	87
	Retain Next Semester	70%	63%	74%	53%	77%	57%	77%	43%	92%	56%	83%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Disability Desc (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

1st Semester Student Retention Rate by Age Group

		Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
Unknown	Headcount	2									1	
	Retain Next Semester	0%									0%	
Less than 18	Headcount	518	206	366	176	301	166	317	158	266	177	340
	Retain Next Semester	56%	27%	69%	20%	74%	28%	71%	28%	76%	33%	77%
18-19	Headcount	1,055	425	954	451	978	433	922	412	896	364	871
	Retain Next Semester	76%	48%	72%	50%	75%	52%	74%	48%	79%	51%	78%
20-24	Headcount	490	458	501	420	455	477	458	395	415	422	391
	Retain Next Semester	50%	37%	51%	42%	50%	36%	58%	40%	57%	41%	53%
25-29	Headcount	235	247	257	238	271	244	180	169	199	197	195
	Retain Next Semester	47%	32%	49%	37%	54%	38%	54%	40%	50%	34%	58%
30-34	Headcount	172	176	135	138	127	144	97	126	123	115	103
	Retain Next Semester	47%	41%	55%	36%	50%	35%	49%	47%	56%	37%	55%
35-39	Headcount	126	103	90	91	73	104	70	52	62	74	61
	Retain Next Semester	46%	29%	56%	33%	56%	38%	64%	29%	48%	41%	67%
40-49	Headcount	193	190	166	154	125	144	115	113	113	87	104
	Retain Next Semester	44%	42%	45%	40%	47%	33%	51%	44%	58%	48%	59%
50+	Headcount	133	142	121	116	89	105	86	75	74	78	80
	Retain Next Semester	37%	42%	38%	34%	54%	38%	47%	40%	49%	38%	50%
Grand Total	Headcount	2,924	1,947	2,590	1,784	2,419	1,817	2,245	1,500	2,148	1,515	2,145
	Retain Next Semester	59%	39%	61%	40%	64%	39%	65%	41%	67%	41%	68%

Headcount and Retain Next Semester broken down by Academic Period and Semester Desc vs. Term Age (group). The data is filtered on Semester and Total Term Attend SUM. The Semester filter keeps Fall and Spring. The Total Term Attend SUM filter keeps 1. The view is filtered on Semester Desc, which keeps 16 of 18 members.

How is your college assessing how it uses its BSI funds and how these funds are related to your college's educational master plan?

The most recent Educational Master Plan of Solano Community College District includes among its strategic goals the following:

Goal C: Improve basic skills of all students. (Further developed with 11 sub-goals)

Goal D: Reduce gaps in achievement. (Further developed with 8 sub-goals)

With this in mind, we can trace direct lines from the efforts of the basic Skills Committee to the EMP.

Solano College allocates Basic Skills funds in three ways. About 30 % of our annual allocation goes to faculty coordinatorships (one each in Math and English, and one for campus-wide coordination and leadership; this year we are also funding, in part, a coordinator position for an Academic Success Center, now in the planning / development stages). The committee regularly reviews the need for these coordinatorships and restructures as needed. For example, the current structure reflects a reduction from the original set of faculty coordinators 5 years ago, which included a Learning Communities Coordinator and a Supplemental Instruction Coordinator as well).

Secondly, 50-60 % of our annual allocation is distributed among a range of faculty-proposed projects which are vetted and selected by the Basic Skills Committee. The formal proposal / application form requires applicants to cite direct linkages to the Educational Master Plan and, when possible, to the Student Equity Plan as well. Applications that do not link to the EMP are not considered for funding. Applicants who receive funds are expected to report results to the Basic Skills Committee in terms of measured student success. Our expectation is that successful pilot projects will, within 1-2 years, be submitted as institutional strategic proposals to be scaled up through the use of the District's general funds; for example, our Umoja, First-Year Experience, Academic Success Center, and Drop-in Writing Lab projects have gone through this second stage and are now funded at least in part with general funds. Naturally, the District's Strategic Proposal process also requires projects to be aligned with the EMP in order to be considered for funding.

Finally, our BSI Committee has earmarked up to 15% of our current-year budget for faculty professional development. This focus aligns with EMP Goal D.4: "Create staff development opportunities that are flexible, varied and responsive to diverse student populations and the developmental needs of individual faculty." In the past year we have developed a system of expecting faculty who receive BSI funds for conferences or other kinds of training to offer workshops for other faculty through our Academic Success Center. The first cycle of those presentations will begin this Fall, so within another year we'll be in a better position to assess whether this model is effective in reaching and impacting larger numbers of faculty.

What are the problems your college is still facing in the area of ESL/Basic Skills? What are the obstacles that you need assistance with from 3CSN and/or the Chancellor's Office?

1. Though we have the growth of our ESL program as one of our 5-year BSI goals, we have yet to make any progress towards this. Currently fewer than 2% of our student population are enrolled in ESL courses at the College, in stark contrast to the demographics of our service area. According to our 2012 Educational Mater Plan: "Nearly 20 percent of Solano County's population is foreign born, and almost 30 percent (28.5) of county residents over the age of five speak a language other than English at home." Our ESL program longs to serve these students, yet they are not coming to us. We believe we can attract more students to ESL courses through

concerted efforts in outreach, needs analysis, marketing, and course/program re-design. If there are other programs in the state that have faced and overcome such obstacles in ESL enrollments, we would love to be put in touch with them.

2. Though the analysis presented later in this report shows modest gains in Basic Skills math completion at Solano, we're aware that the 2013 Student Success Scorecard shows Solano College's Remedial Math Success rate as 16.7%, among the lowest in our region and well below the statewide rate of 25.9%. However, we feel new energy in the Math area with a new BSI Math Coordinator as well as a new Dean of Math and Science, both of whom bring fresh ideas to the table. The support we could use from 3CSN would be professional development opportunities featuring interventions that have proven successful in boosting math success in other colleges. Useful support from the Chancellor's office would include action on the still-pending (last we heard) issue of legitimizing alternatives to the algebra pathway to transfer-level math and statistics courses for non-STEM majors. Current policy on this issue presents a significant obstacle to any substantial transformation in the math curriculum.
3. Our Basic Skills Committee has repeatedly run into trouble when our proposals necessitate hiring, especially when it comes to creating new positions. Though we do have the support of the VPAA and have Deans in regular attendance at our meetings, as a faculty-led committee we find we have a lot to learn about the processes by which new job descriptions are drafted, vetted, approved, and advertised. The complexity of these issues has been known to delay our ability to act on our plans for as much as 1-2 years. Do other campuses have this kind of challenge? If so, perhaps 3CSN could offer training to teams of faculty and administrators to help us all work together more smoothly with plans requiring human resources.
4. While the Student Success Scorecard measures basic skills "success" only in terms of throughput to transfer-level courses, we need to recognize that many students come to the college with other goals, and design basic skills programs to meet their needs as well. In particular, we are beginning to hear about "onramps" to certificate programs, entailing non-credit, contextualized English and Math courses designed to equip students with the threshold skills for success in targeted certificate programs. We would benefit from training in developing this kind of alternative curriculum.

What is your action plan for research to evaluate your programs and if/how your BSI funds have helped?

The yearly submission of this report provides the perfect opportunity for an annual evaluation of progress towards our BSI 5-year goals. Since (as of Fall 2012) these goals are written in terms of numerical targets and since we now have handy access to the relevant data (through the Chancellor's Office Basic Skills Cohort Tracker, the Student Success Scorecard, and by the wizardry of our own IR office), we can look each fall at results from the year(s) before.

In addition to annual or even bi-annual reviews of overall success rates through our Basic Skills pipelines, we regularly examine data pertaining to the success of specific pilot programs developed through BSI in order to advocate for the expansion of successful projects. For example, by carefully tracking success and retention data from the first three semesters of our Accelerated Developmental English offering and comparing those rates with success and retention in our traditional multi-level pipeline, we were able to demonstrate the effectiveness

of the Accelerated model and gain approval from the English Department and the Curriculum Committee to make this a permanent course. Similarly, data reflecting the success and retention rates of students in our First-Year Experience pilot program in AY 2012-13, was important in securing District funds to continue to build this program.

In general, the requirements of this report and of our district's Strategic Proposal process, which we view as the desired next step for BSI-funded pilot projects, keep us routinely engaged in assessing project outcomes and overall success rates using local and statewide data sources.

Was your college's basic skills program more successful in 2010-2012 than it was in 2008-2010? How did you determine the answer? How did you measure the success?

Math

Using the Basic Skills Cohort Tracker to compare the two periods, we find a gain in the success of students starting math two levels below transfer, with 11% passing a transfer-level course in the two-year period ending Spring '12 compared to just 8% in Fall 2008-Spring 2010 period. Unfortunately, this gain is offset somewhat by a slide in the transfer-level success rates of students starting 1 level below transfer, from 29.4% in the Fall 08-Spring 10 period to 25.2% in Fall 2010-Spring 2012. Taken together, these figures yield a modest gain overall; we can calculate that an additional 25 students from these math Basic Skills courses persisted and passed a transfer level math course in the Fall 10-Spring 12 cohort than would have at the rates observed in Fall 08-Spring 10.

Because not all students have transfer as their goal, and the "one-level below" course suffices for AA degree completion, we also analyzed the success rates at this level. Though overall success rates are far higher at this level than at the transfer-level, these rates remain nearly unmoved between the two periods studied. Success rates slid from 28.8-27.7% for students starting two levels below transfer, and rose from 57.6-60.6% for student placed directly into the 1-level below course. Running the same kind of analysis described above, we find that just 5 additional students passed Intermediate Algebra in the Fall 2010-Spring 2012 period than would have at the Fall 08-Spring 10 cohort success rates. We currently have no way to sort these results by students' terminal goals (i.e. Associate's degree, certification, or transfer), though doing so would be useful to understand the data patterns more fully.

The analysis above suggests that curricular changes enacted in Fall 2011, adding an extra unit to Pre-Algebra (3 levels below) and increasing the algebra content of the course, are starting to pay off with slightly higher success rates. The math faculty adopted a new text for the Beginning Algebra course in Spring '12, so we will continue to monitor success rates in this area to assess the effect of these modifications. Overall, we will need to continue to address students' math success in both in terms of pass rates and in terms of persistence rates. We currently see a persistence drop-off of about 25% between beginning and intermediate algebra, and a drop-off of nearly 50% between intermediate algebra and transfer-level math.

English

Using the Cohort Tracker to compare student success rates in our Basic Skills English program, we again see some progress. The rate of success through the first transfer-level English course for student placed two levels below transfer rose from 30.2% in 2008-10 to 34.7% in 2010-12. For the much larger group starting just one level below transfer, we see an improvement from a success rate of 45.1% in 2008-10 to 50.8% in 2010-12. Taken together, these results yield 42 additional students persisting and passing through transfer-level English in the 2010-12 cohort than would have at the 2008-10 rates. We believe we will continue to see these rates rise in future years due to recent curricular changes not yet reflected in the terms in question; most notably, our Accelerated English course, which we only started offering in Fall 2011, has shown higher persistence rates than our traditional sequence, getting more students to transfer-level coursework sooner, and maximizing their chances of success there.

ESL

Our ongoing challenge in ESL continues to be attracting more students, and in this regard we are no more successful in recent semesters than we were 4 years ago. We will make a more concerted effort in that direction this year.

As for the success of students within our program, our recent Program Assessment shows mixed results. We discovered, for example, that 40% of our ESL students do not continue to regular English, a data point which raises more questions than it answers. We have internal research underway to discover the reasons that students don't continue, and possibly how we could better support them to do so.

Among those who do continue into mainstream English courses, we find pass rates of 100% for those entering the English sequence two levels below transfer and those entering directly into the transfer-level course. However, students placed one level below transfer in English in the semester directly following the ESL program pass at rates of only 38%. We have immediate plans to work with the English department to identify the reasons for this bottleneck and to make whatever changes would alleviate this problem.

This report was prepared by Melissa Reeve and reviewed and approved by the other faculty members and administrators below:

- Basic Skills Coordinator : Melissa Reeve mreeve@solano.edu 707-864-7000 x4314
- English Basic Skills Coordinator: Joshua Scott jscott @solano.edu x4701
- Math Basic Skills Coordinator: Genele Rhoads grhoads@solano.edu x4365
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Course Completion (Table 1.1-1.3): Retention and Success Rate for Basic Skills

Course Completion (Table 1.1-1.3): Retention and Success Rate for Basic Skills													
Table 1.1: Gender													
	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index	
Female	1804	1367	56.85%	58.24%	87.69%	84.86%	100.00%	98.35%	61.75%	57.64%	100.00%	100.00%	
Male	1347	962	42.45%	40.99%	85.45%	86.28%	97.45%	100.00%	56.35%	52.49%	91.26%	91.07%	
Unknown	22	18	0.69%	0.77%	90.91%	88.89%			59.09%	50.00%			
Solano CCD Total	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%			
Table 1.2: Age Group													
	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index	
1 to 17	69	19	2.17%	0.81%	95.65%	73.68%			68.12%	36.84%			
18 & 19	1428	750	45.00%	31.96%	87.82%	87.07%	100.00%	95.77%	59.24%	54.40%	96.00%	84.12%	
20 to 24	752	717	23.70%	30.55%	85.37%	86.61%	97.22%	95.27%	57.45%	54.81%	93.10%	84.75%	
25 to 29	322	300	10.15%	12.78%	86.96%	80.67%	99.02%	88.73%	59.94%	54.67%	97.13%	84.54%	
30 to 34	175	161	5.52%	6.86%	86.86%	82.61%	98.91%	90.87%	61.71%	52.80%	100.00%	81.65%	
35 to 39	112	132	3.53%	5.62%	89.29%	90.91%		100.00%	64.29%	63.64%		98.41%	
40 to 49	176	150	5.55%	6.39%	81.25%	84.00%	92.52%	92.40%	59.09%	64.67%	95.75%	100.00%	
50 +	139	118	4.38%	5.03%	83.45%	82.20%		90.42%	60.43%	54.24%		83.87%	
Solano CCD Total	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%			
Table 1.3: Ethnicity													
	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index	
African-American	699	550	22.03%	23.43%	84.84%	83.64%	90.29%	94.58%	51.79%	46.36%	72.39%	72.65%	
American Indian/Alaskan Native	9	13	0.28%	0.55%	100.00%	84.62%			77.78%	23.08%			
Asian	397	268	12.51%	11.42%	93.95%	88.43%	100.00%	100.00%	71.54%	63.81%	100.00%	100.00%	
Hispanic	963	711	30.35%	30.29%	86.81%	87.06%	92.40%	98.45%	59.50%	58.65%	83.17%	91.91%	
Multi-Ethnicity	274	239	8.64%	10.18%	81.39%	86.61%	86.62%	97.94%	52.55%	56.90%	73.46%	89.17%	
Pacific Islander	43	28	1.36%	1.19%	90.70%	82.14%			67.44%	57.14%			
Unknown	47	36	1.48%	1.53%	89.36%	88.89%			61.70%	50.00%			
White Non-Hispanic	741	502	23.35%	21.39%	86.10%	83.07%	91.64%	93.93%	61.81%	56.97%	86.40%	89.28%	
Solano CCD	3173	2347	100.00%	100.00%	86.76%	85.47%			59.44%	55.48%			

Course Completion (Table 1.4-1.6): Retention and Success Rate for Credit

Table 1.4: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	15344	15482	57.11%	57.55%	87.42%	87.77%	100.00%	99.19%	69.03%	70.16%	100.00%	100.00%
Male	11259	11157	41.91%	41.47%	87.24%	88.49%	99.79%	100.00%	65.82%	67.26%	95.35%	95.87%
Unknown	263	264	0.98%	0.98%	90.11%	88.26%			73.38%	66.67%		
Solano CCD Total	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Table 1.5: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	844	669	3.14%	2.49%	90.64%	92.23%			72.27%	79.37%		
18 & 19	8086	6810	30.10%	25.31%	88.97%	89.63%	100.00%	100.00%	65.20%	66.56%	89.21%	88.17%
20 to 24	9444	10207	35.15%	37.94%	86.94%	87.94%	97.72%	98.11%	67.26%	68.36%	92.02%	90.56%
25 to 29	3187	3425	11.86%	12.73%	85.94%	85.96%	96.59%	95.91%	67.93%	68.64%	92.94%	90.93%
30 to 34	1586	1840	5.90%	6.84%	83.92%	86.30%	94.32%	96.28%	68.60%	69.46%	93.86%	92.01%
35 to 39	1009	1130	3.76%	4.20%	86.12%	88.23%			70.17%	70.97%		
40 to 49	1453	1526	5.41%	5.67%	85.96%	89.06%	96.62%	99.36%	73.09%	75.49%	100.00%	100.00%
50 +	1257	1296	4.68%	4.82%	88.62%	85.57%			74.70%	70.76%		
Solano CCD Total	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Table 1.6: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	4284	4293	15.95%	15.96%	83.96%	83.46%	94.55%	92.65%	56.68%	55.74%	77.88%	73.74%
American Indian/Alaskan Native	74	88	0.28%	0.33%	89.19%	81.82%			75.68%	50.00%		
Asian	3802	3728	14.15%	13.86%	88.80%	90.08%	100.00%	100.00%	72.49%	75.59%	99.60%	100.00%
Hispanic	6760	6732	25.16%	25.02%	87.25%	88.16%	98.25%	97.87%	66.02%	67.31%	90.71%	89.05%
Multi-Ethnicity	2411	2644	8.97%	9.83%	86.35%	87.07%	97.24%	96.66%	63.29%	65.24%	86.96%	86.31%
Pacific Islander	242	233	0.90%	0.87%	90.08%	83.69%			68.60%	63.52%		
Unknown	890	892	3.31%	3.32%	91.46%	91.37%			76.97%	78.48%		
White Non-Hispanic	8403	8293	31.28%	30.83%	88.31%	89.64%	99.45%	99.51%	72.78%	74.56%	100.00%	98.64%
Solano CCD	26866	26903	100.00%	100.00%	87.37%	88.07%			67.73%	68.92%		

Course Completion (Table 1.7-1.9): Retention and Success Rate for Vocational

Table 1.7: Gender	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
Female	8959	8818	56.95%	56.87%	87.54%	87.96%	100.00%	98.62%	70.33%	71.25%	100.00%	100.00%
Male	6607	6531	42.00%	42.12%	87.36%	89.19%	99.79%	100.00%	67.10%	68.21%	95.41%	95.73%
Unknown	166	157	1.06%	1.01%	89.16%	87.26%			71.08%	68.79%		
Solano CCD Total	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

Table 1.8: Age Group	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
1 to 17	482	317	3.06%	2.04%	89.63%	91.48%			69.71%	78.86%		
18 & 19	4682	3936	29.76%	25.38%	89.15%	89.68%	99.84%	100.00%	65.89%	66.97%	87.55%	87.02%
20 to 24	5162	5468	32.81%	35.26%	86.94%	88.77%	97.37%	98.99%	68.48%	69.13%	90.99%	89.83%
25 to 29	1933	2078	12.29%	13.40%	85.62%	85.71%	95.89%	95.57%	69.01%	69.30%	91.70%	90.05%
30 to 34	1020	1161	6.48%	7.49%	84.71%	87.08%	94.87%	97.10%	72.06%	71.66%	95.75%	93.11%
35 to 39	656	710	4.17%	4.58%	87.50%	89.58%			72.56%	73.80%		
40 to 49	966	981	6.14%	6.33%	86.34%	89.19%	96.70%	99.45%	75.26%	76.96%	100.00%	100.00%
50 +	831	855	5.28%	5.51%	89.29%	86.67%	100.00%	96.64%	75.09%	73.57%	99.77%	95.60%
Solano CCD Total	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

Table 1.9: Ethnicity	Headcount Fall 2013	Headcount Spring 2014	Fall 2013 % Headcount	Spring 2014 % Headcount	Fall 2013 Retention%	Spring 2014 Retention%	Fall 2013 80% Retention Index	Spring 2014 80% Retention Index	Fall 2013 Success%	Spring 2014 Success%	Fall 2013 80% Success Index	Spring 2014 80% Success Index
African-American	2571	2499	16.34%	16.12%	83.98%	83.79%	93.36%	91.80%	58.23%	57.26%	77.24%	74.55%
American Indian/Alaskan Native	45	51	0.29%	0.33%	91.11%	80.39%			75.56%	49.02%		
Asian	2219	2143	14.11%	13.82%	89.95%	91.27%	100.00%	100.00%	75.39%	76.81%	100.00%	100.00%
Hispanic	3902	3808	24.80%	24.56%	87.47%	88.60%	97.24%	97.07%	67.68%	68.51%	89.77%	89.19%
Multi-Ethnicity	1395	1532	8.87%	9.88%	85.02%	87.21%	94.52%	95.55%	61.94%	66.06%	82.16%	86.00%
Pacific Islander	142	146	0.90%	0.94%	88.73%	82.88%			65.49%	61.64%		
Unknown	498	468	3.17%	3.02%	91.16%	92.31%			78.71%	82.48%		
White Non-Hispanic	4960	4859	31.53%	31.34%	88.47%	89.81%	98.35%	98.40%	73.75%	75.06%	97.82%	97.72%
Solano CCD	15732	15506	100.00%	100.00%	87.48%	88.47%			68.98%	69.95%		

ESL and Basic Skills Completion (Table 2.1-2.5) - ESL

Table 2.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	141	66.82%	23	16.31%	16.31%	57.09%
Male	70	33.18%	20	28.57%	28.57%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	78	36.97%	21	26.92%	26.92%	90.87%
20 to 24	27	12.80%	8	29.63%	29.63%	100.00%
25 to 49	93	44.08%	14	15.05%	15.05%	50.81%
50 or more	13	6.16%		0.00%	0.00%	0.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	18	8.53%	5	27.78%	27.78%	79.37%
American Indian/Alaskan Native	0	0.00%	0	0.00%	0.00%	
Asian	47	22.27%	11	23.40%	23.40%	66.87%
Filipino	18	8.53%	6	33.33%	33.33%	95.24%
Hispanic	93	44.08%	11	11.83%	11.83%	33.79%
Pacific Islander	5	2.37%	2	40.00%	40.00%	
Unknown	10	4.74%	1	10.00%	10.00%	
White	20	9.48%	7	35.00%	35.00%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	197	93.36%	36	18.27%	18.27%	36.55%
Yes	14	6.64%	7	50.00%	50.00%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

Table 2.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	141	66.82%	23	16.31%	16.31%	57.09%
Yes	70	33.18%	20	28.57%	28.57%	100.00%
Total	211	100.00%	43	20.38%	20.38%	

ESL and Basic Skills Completion (Table 3.1-3.5) - Remedial English

Table 3.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1457	57.09%	651	44.68%	44.68%	95.93%
Male	1095	42.91%	510	46.58%	46.58%	100.00%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	1789	70.10%	890	49.75%	49.75%	100.00%
20 to 24	267	10.46%	91	34.08%	34.08%	68.51%
25 to 49	459	17.99%	172	37.47%	37.47%	75.32%
50 or more	37	1.45%	8	21.62%	21.62%	
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	589	23.08%	187	31.75%	31.75%	54.27%
American Indian/Alaskan Native	26	1.02%	9	34.62%	0.00%	
Asian	147	5.76%	86	58.50%	58.50%	100.00%
Filipino	348	13.64%	184	52.87%	52.87%	90.38%
Hispanic	471	18.46%	191	40.55%	40.55%	69.32%
Pacific Islander	70	2.74%	28	40.00%	40.00%	
Unknown	118	4.62%	65	55.08%	55.08%	
White	783	30.68%	411	52.49%	52.49%	89.72%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	2263	88.68%	1053	46.53%	46.53%	100.00%
Yes	289	11.32%	108	37.37%	37.37%	80.31%
Total	2552	100.00%	1161	45.49%	45.49%	

Table 3.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1544	60.50%	758	49.09%	49.09%	100.00%
Yes	1008	39.50%	403	39.98%	39.98%	81.44%
Total	2552	100.00%	1161	45.49%	45.49%	

ESL and Basic Skills Completion (Table 4.1-4.5) - Remedial Math

Table 4.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1699	59.74%	488	28.72%	28.72%	100.00%
Male	1145	40.26%	305	26.64%	26.64%	92.74%
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
20 or less	1604	56.40%	466	29.05%	29.05%	99.97%
20 to 24	437	15.37%	127	29.06%	29.06%	100.00%
25 to 49	718	25.25%	186	25.91%	25.91%	89.14%
50 or more	85	2.99%	14	16.47%	16.47%	
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	675	23.73%	114	16.89%	16.89%	50.00%
American Indian/Alaskan Native	32	1.13%	12	37.50%	0.00%	
Asian	127	4.47%	46	36.22%	36.22%	
Filipino	302	10.62%	102	33.77%	33.77%	100.00%
Hispanic	517	18.18%	129	24.95%	24.95%	73.88%
Pacific Islander	66	2.32%	18	27.27%	27.27%	
Unknown	155	5.45%	52	33.55%	33.55%	99.33%
White	970	34.11%	320	32.99%	32.99%	97.68%
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	2577	90.61%	727	28.21%	28.21%	100.00%
Yes	267	9.39%	66	24.72%	24.72%	87.62%
Total	2844	100.00%	793	27.88%	27.88%	

Table 4.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1720	60.48%	525	30.52%	30.52%	100.00%
Yes	1124	39.52%	268	23.84%	23.84%	78.12%
Total	2844	100.00%	793	27.88%	27.88%	

Degree and Certificate Completion (Table 5.1-5.5) - 30-Units

Degree and Certificate Completion (Table 5.1-5.5) - 30-Units						
Table 5.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	1073	53.38%	61.07%	94.69%
Male	1459	45.37%	941	46.62%	64.50%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1757	88.56%	64.62%	100.00%
20 to 24	217	6.75%	106	4.88%	48.85%	75.59%
25 to 49	247	7.68%	136	6.00%	55.06%	85.21%
50 or more	33	1.03%	15	0.56%	45.45%	
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	275	13.39%	52.99%	77.55%
American Indian/Alaskan Native	21	0.65%	14	0.70%	66.67%	
Asian	221	6.87%	151	7.35%	68.33%	100.00%
Filipino	440	13.68%	300	15.31%	68.18%	99.79%
Hispanic	576	17.91%	339	17.22%	58.85%	86.14%
Pacific Islander	77	2.39%	45	2.19%	58.44%	
Unknown	155	4.82%	97	4.74%	62.58%	
White	1207	37.53%	793	39.09%	65.70%	96.16%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1878	93.60%	62.54%	97.94%
Yes	213	6.62%	136	6.40%	63.85%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	
Table 5.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	938	47.06%	57.62%	85.03%
Yes	1588	49.38%	1076	52.94%	67.76%	100.00%
Solano CCD Total	3216	100.00%	2014	100.00%	62.62%	

Degree and Certificate Completion (Table 6.1-6.5) - Persistence

Degree and Certificate Completion (Table 6.1-6.5) - Persistence						
Table 6.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	1079	52.84%	61.41%	93.04%
Male	1459	45.37%	963	47.16%	66.00%	100.00%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1748	87.04%	64.29%	100.00%
20 to 24	217	6.75%	121	5.55%	55.76%	86.73%
25 to 49	247	7.68%	148	6.46%	59.92%	93.20%
50 or more	33	1.03%	25	0.94%	75.76%	
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	298	14.23%	57.42%	83.66%
American Indian/Alaskan Native	21	0.65%	11	0.54%	52.38%	
Asian	221	6.87%	135	6.55%	61.09%	89.00%
Filipino	440	13.68%	302	15.17%	68.64%	100.00%
Hispanic	576	17.91%	346	17.25%	60.07%	87.52%
Pacific Islander	77	2.39%	48	2.34%	62.34%	
Unknown	155	4.82%	94	4.54%	60.65%	
White	1207	37.53%	808	39.38%	66.94%	97.53%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1889	92.85%	62.90%	87.57%
Yes	213	6.62%	153	7.15%	71.83%	100.00%
Total	3216	100.00%	2042	100.00%	63.50%	
Table 6.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	1058	52.30%	64.99%	100.00%
Yes	1588	49.38%	984	47.70%	61.96%	95.35%
Solano CCD Total	3216	100.00%	2042	100.00%	63.50%	

Degree and Certificate Completion (Table 7.1-7.5) - Completion (SPAR)

Degree and Certificate Completion (Table 7.1-7.5) - Completion (SPAR)						
Table 7.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	821	46.73%	46.73%	100.00%
Male	1459	45.37%	680	46.61%	46.61%	99.74%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	
Table 7.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	1324	89.63%	48.69%	100.00%
20 to 24	217	6.75%	81	4.88%	37.33%	76.66%
25 to 49	247	7.68%	87	5.05%	35.22%	72.33%
50 or more	33	1.03%	9	0.44%	27.27%	
Solano CCD Total	3216	100.00%	1501	100.00%	46.67%	
Table 7.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	198	38.15%	38.15%	62.92%
American Indian/Alaskan Native	21	0.65%	9	42.86%	42.86%	
Asian	221	6.87%	134	60.63%	60.63%	100.00%
Filipino	440	13.68%	233	52.95%	52.95%	87.34%
Hispanic	576	17.91%	223	38.72%	38.72%	63.85%
Pacific Islander	77	2.39%	37	48.05%	48.05%	
Unknown	155	4.82%	76	49.03%	49.03%	
White	1207	37.53%	591	48.96%	48.96%	80.75%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	
Table 7.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1430	47.62%	47.62%	100.00%
Yes	212	6.59%	71	33.49%	33.49%	70.33%
Total	3216	100.00%	1501	46.67%	46.67%	
Table 7.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	784	48.16%	48.16%	100.00%
Yes	1588	49.38%	717	45.15%	45.15%	93.76%
Solano CCD Total	3216	100.00%	1501	46.67%	46.67%	

Degree and Certificate Completion (Table 8.1-8.5) - Transfer

Table 8.1: Gender	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
Female	1757	54.63%	582	53.11%	33.12%	93.84%
Male	1459	45.37%	515	46.89%	35.30%	100.00%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.2: Age Group						
Table 8.2: Age Group	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
19 or less	2719	84.55%	990	91.47%	36.41%	100.00%
20 to 24	217	6.75%	58	4.78%	26.73%	73.41%
25 to 49	247	7.68%	47	3.58%	19.03%	52.26%
50 or more	33	1.03%	2	0.17%	6.06%	
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.3: Ethnicity						
Table 8.3: Ethnicity	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
African American	519	16.14%	146	13.21%	28.13%	60.36%
American Indian/Alaskan Native	21	0.65%	5	0.47%	23.81%	
Asian	221	6.87%	103	9.24%	46.61%	100.00%
Filipino	440	13.68%	171	16.08%	38.86%	83.39%
Hispanic	576	17.91%	151	14.11%	26.22%	56.25%
Pacific Islander	77	2.39%	30	2.69%	38.96%	
Unknown	155	4.82%	62	5.55%	40.00%	
White	1207	37.53%	429	38.65%	35.54%	76.26%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.4: DSP						
Table 8.4: DSP	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	3003	93.38%	1074	98.09%	35.76%	100.00%
Yes	213	6.62%	23	1.91%	10.80%	30.19%
Total	3216	100.00%	1097	100.00%	34.11%	
Table 8.5: ECON-DIS						
Table 8.5: ECON-DIS	Cohort Headcount	Cohort Headcount %	Degree Applicable Cohort Headcount	Degree Applicable Cohort Headcount %	Degree Applicable Cohort Completion %	80% Index
No	1628	50.62%	623	57.00%	38.27%	100.00%
Yes	1588	49.38%	474	43.00%	29.85%	78.00%
Solano CCD Total	3216	100.00%	1097	100.00%	34.11%	

Transfer Velocity (Table 9.1-9.5) - Transfer					
Table 9.1: Gender	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
Female	1413	54.73%	497	35.17%	97.67%
Male	1169	45.27%	421	36.01%	100.00%
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.2: Age Group	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
19 or less	2261	87.57%	844	37.33%	100.00%
20 to 24	144	5.58%	39	27.08%	72.55%
25 to 49	159	6.16%	33	20.75%	55.60%
50 or more	18	0.70%	2	11.11%	
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.3: Ethnicity	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
African-American	345	13.36%	101	29.28%	68.07%
American Indian/Alaskan Native	14	0.54%	5	35.71%	0.00%
Asian	193	7.47%	83	43.01%	0.00%
Filipino	394	15.26%	149	37.82%	39.52%
Hispanic	434	16.81%	127	29.26%	33.69%
Pacific Islander	61	2.36%	23	37.70%	0.00%
Unknown	134	5.19%	53	39.55%	0.00%
White Non-Hispanic	1007	39.00%	377	37.44%	100.00%
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.4: CalWorks	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
No	2558	99.07%	911	35.61%	100.00%
Yes	24	0.93%	7	29.17%	
Solano CCD Total	2582	100.00%	918	35.55%	
Table 9.5: DSPS	Cohort Count	Cohort %	Transfer Count	Transfer %	80% Index
No	2451	94.93%	897	36.60%	100.00%
Yes	131	5.07%	21	16.03%	43.80%
Solano CCD Total	2582	100.00%	918	35.55%	

Executive Summary

Introduction

Target Groups

Goals

Activities

Resources

Contact Person/Student Equity Coordinator

Introduction

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 Student Equity Plan was written with contributions from faculty, staff, students, managers, and students. This 2014 update of Solano Community College’s 2013-2018 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 Student Equity Plan was approved by the SCC Board of Trustees on September 18, 2013, and updated on August 25, 2014, in compliance with Title 5 guidelines in Section 54220.

A. TARGET GROUPS

Solano Community College is committed to access and success for all its students. The task of the Student Equity Committee is to review the access and success of all students at Solano Community College within the context of the following five Student Success areas:

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

A review of District data in the five student success areas reveals that specific groups are not achieving at a proportional rate and, thus, intervention strategies and support to achieve equitable outcomes are needed for certain groups, including African American, White, Hispanic, male, Asian, Pacific Islander, Native American/Alaskan Native, ESL, disabled, veterans, low income and foster youth students. In the Student Equity Plan, the student success areas where the above groups are falling behind academically, and have established goals and activities for the District in order to increase access and close performance gaps.

B. 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 9,914 students (at Fall 2014 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.

This 2014-17 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 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.

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

D. RESOURCES

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 success areas of:

1. Access
2. Basic Skills and ESL
3. Course Completion
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 resources include:

Academic Success Center –serves both as a center to encourage and facilitate academic success through support services that include help navigating the bureaucracy (i.e. enrollment services); academic success workshops (i.e. study skills, exam preparation, research and writing papers); information about campus support resources, financial aid, and transfer; as well as to provide high quality faculty development opportunities and instructional resources.

Admissions and Records Office -- maintains timely and accurate records of the academic progress and accomplishments of Solano Community College students, while ensuring the privacy, integrity, and security of those records. The Office provides services to students, including admissions, registration, residency, refunds, petitions, and transcript evaluations.

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.

Assessment Center - The Assessment Center administers the College’s computer-based English Reading Comprehension, English Sentence Skills, Math, and/or ESL Assessment tests that determine a student’s knowledge in reading, writing, and math. Assessment results are used by counselors to place students in the appropriate college courses that meet their skills level.

CalWORKs Program – Program provides assistance and information to foster effective support, workforce training, and job search activities for eligible students. Funded through a Solano County grant, the program prepares students for the world of work, including educational plan development that meets CalWORKs and Solano County Health and Social Services Department guidelines.

CARE (Cooperative Agency Resources for Education) Program – provides additional support services to EOPS students that are currently receiving cash aid for family or dependent children under the age of 14. The program main focus is to help students “break the cycle”. CARE support services are in addition to EOPS services provided to eligible CARE students. Eligible CARE students are eligible for the services of an EOPS student and they will receive a CARE Grant.

Career Center -- The Career Center provides one-stop services to students seeking career and employment information. Services include career exploration and skills assessment, labor market information, and free employment assistance to students and alumni. Students can access computerized career information systems, online resume posting and job search, and current listings of employment opportunities. .

Children’s Program – Child enrollment priority is given to low-income college students enrolled at Solano Community College. A child care subsidy from the California Department of Education Child Development Division pays for the cost of their child’s care while parents attend classes or work. Solano Community College students are employed on paid student internships each semester to gain professional development skills and an understanding of the application of child development best practices.

Counseling & Special Services -- The Counseling Program provides academic, career, and personal counseling services and instruction to students. The units that comprise the Counseling Program are: Counseling Center, the Disability Services Program (DSP), the Career Center, and the Transfer Center. In addition, the Counseling Program administers specialized programs, including the Puente Program, and is involved outreach activities designed to assist students in achieving their educational goals

Disability Services Program (DSP) – 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) – provides “over, above and beyond” services to students who are both economically and educationally disadvantaged by offering book services assistance, EOPS book loans, counseling, priority registration, field trips, transportation grants, workshops, and transfer assistance.

Financial Aid Program – offers financial assistance with educational costs including fee waivers, grants, loans, federal work-study, scholarships, and a limited number of ASSC (student government) Emergency Book Loans.

First Year Experience (FYE) Program – provides students with the opportunity to participate in a uniquely supported cohort program during their first year in college. Students are guaranteed enrollment in high-demand Math and English classes, and are provided additional support through the use of embedded tutors, designated FYE faculty, and their own FYE Counselor. To be eligible for FYE, they must be a first-time student to Solano and have not started their Math and English class sequence. Space is limited.

Foster Youth Success Initiative (FYSI) and Youth Empowerment Success Strategies Independent Living (YESS-ILP) Program – identifies youth who were involved in the foster care system as identified through either the County, their application, 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.

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 designed to empower students to transfer four-year colleges and universities.

Student Health Center – offers public health nurse-run health services to enrolled students.

Student Life/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 40 student clubs and organizations.

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 – Provides prospective transfer students with direction and assistance in navigating the four-year university/college transfer process. Serves as a focal point of transfer activities and events which include: an annual College/University Transfer Fair, field trips to four-year colleges and universities and transfer-related workshops. The Center also offers opportunities for students to research college majors and admissions requirements learn about transfer admissions agreements (TAA's) and meet one-on-one with representatives from four-year colleges/universities.

Tutoring Center -- provides peer tutoring free of charge in various subjects offered at the College to all enrolled students. Sessions for individual and small group tutoring are 1 hr. each, by appointment, and ongoing during the semester. Drop in tutoring is available for Math and English at VV and VJO Centers.

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 qualified 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 student veterans.

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 are 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.

E. CONTACT PERSON/STUDENT EQUITY COORDINATOR

The contact person for the Solano Community College Student Equity Plan is the Chief Student Services Officer, 707-864-7159, Room 433, Fairfield Campus.