

Planning Agenda 2: Items 7-10

Evidence	Description	Page
PA Evidence 2.7.1	Articulation Outcomes Assessment Fall 2012	2
PA Evidence 2.7.2	Modified Articulation Requests and Results	3
PA Evidence 2.7.3	Courses Submitted to C-ID	4
PA Evidence 2.7.4	Transfer Degree status spreadsheet	11
PA Evidence 2.7.5	Articulation Database	12
PA Evidence 2.7.6	Transfer & Articulation Specialist Job Description	13
PA Evidence 2.8.1	Student Survey	17
PA Evidence 2.8.2	Faculty Survey	19
PA Evidence 2.8.3	Survey Results for ILOs 3 & 4	21
PA Evidence 2.8.4	Assessment and Rubric for ILOs 1&2	27
PA Evidence 2.8.5	Report on ILOs 1 & 2	29
PA Evidence 2.8.6	Assessment Committee Minutes, Aug. 8, 2014	33
PA Evidence 2.9.1	eCOUN Webpage Snapshot	45
PA Evidence 2.9.2	eCOUN Brochure	46
PA Evidence 2.9.3	SARS Report eCOUN 2012-2013	47
PA Evidence 2.9.4	eCOUN Data email 2012-2013	48
PA Evidence 2.9.5	SARS Report eCOUN 2013-2014	49
PA Evidence 2.9.6	eCOUN Data email 2013-2014	50
PA Evidence 2.9.7	SSSP and Ed Planning Course Discussion Minutes Oct. 24, 2013	51
PA Evidence 2.9.8	SSSP Training Minutes Oct. 31, 2013	54
PA Evidence 2.9.9	Counseling Division Meeting Minutes, Oct. 10, 2013	55
PA Evidence 2.9.10	Collaborative Meeting with Evaluation Staff, Nov. 7, 2013	56
PA Evidence 2.9.11	Student Presentation Minutes, Apr. 10, 2014	58
PA Evidence 2.9.12	Training Agenda email	61
PA Evidence 2.9.13	Retreat Summary	62
PA Evidence 2.9.14	Sample Team Goals	65
PA Evidence 2.9.15	Follow-up Action from Retreat minutes Apr. 3, 2014	68
PA Evidence 2.9.16	Work Groups Follow-up from Retreat	70
PA Evidence 2.10.1	Higher One Service Agreement	71
PA Evidence 2.10.2	SIG Contract Agreement	72
PA Evidence 2.10.3	Disbursement calendar	73
PA Evidence 2.10.4	List of Federal Work study students-2012-13	74
PA Evidence 2.10.5	Student Loan criteria	76
PA Evidence 2.10.6	SAP Policy & Counseling Tool	78
PA Evidence 2.10.7	Screen shot of FATV from SCC-Website	80
PA Evidence 2.10.8	PPA/ECAR with Center Locations	81
PA Evidence 2.10.9	Student Financial Aid Drop Box Notification	92
PA Evidence 2.10.10	Financial Aid Awareness Events	93
PA Evidence 2.10.11	Organization chart	95

Outcomes Assessment

Department Course to Course Articulation

Outcome Description

"Department course to course articulation will increase between Solano and the following receiving universities: Sacramento State University, Sonoma State University, California State University East Bay, San Francisco State University, University of California Berkeley, University of California Davis"

Links to ILOs

IIC - Research

First assessed on

Fall 2012

Last Assessed On

Fall 2012

Links to Strategic Outcomes

2.3 Support Transfer Students

3.1 Respond to Community Needs

4.1 Support Institutional Effectiveness

Assessment Strategy

Number of ASSIST agreements by department course to course for the six universities being tracked.

Success Criteria

Rubric:

1: Number of articulation agreements decline

2: Number of agreements remain the same

3: Number of agreements increase

Average response of 2.25 or higher = "passing score"

Assessment Date	Assessment Results	Next Steps
Fall 2012	Assessment demonstrated a decrease in department course to course articulation with a score of 1.833.	<p>Assessment demonstrated a decrease in department course to course articulation, between academic years 2010-11 and 2011-12, with a response score of 1.83.</p> <p>The assessment pointed out that measuring articulation agreements between Solano College and only six universities did not produce sufficient data for meaningful results. When data between Solano and all of the UCs and CSUs was analyzed the number of articulation agreements actually increased between academic years 2010-11 and 2011-12.</p> <p>One possible reason for the agreements showing a decrease when only data from six universities were measured is that the number of articulation agreements depends in large part on the efforts of the articulation officer and the faculty in the receiving university. If one or two universities are unable to process the community college articulation officer's requests in a timely manner, the results can be skewed in a negative direction.</p> <p>Although this assessment was only measuring department course to course articulation, it was noted that the number of articulation agreements for majors between Solano and the six universities increased; therefore, another idea might be to measure major articulation rather than department course to course articulation.</p>

Modified Articulation Requests and Results

NEEDS	DATE	UNIVERSITY/CONTACT	SCC COURSE	ARTICULATION REQUEST	RESULT OF REQUEST AND DATE
	11/6/2012	SFSU	Chem 51	Articulate for nursing majors in lieu of Chem 10 & 11	articulated and updated in ASSIST
	11/14/2012	SFSU	Soc 2	Articulate with Soc 245 for Sociology major and anywhere else Soc 245 is required	
	12/5/2011	CSUS	HS 51	Articulate with CSUS SWRK 95	Approved and updated in ASSIST-10/30/12
X		UCB	SPAN 1	Articulate with UCB SPANISH 1	
X		UCB	SPAN 2	Articulate with UCB SPANISH 2	
X		UCB	SPAN 3	Articulate with UCB SPANISH 3	
X		UCB	SPAN 4	Articulate with UCB SPANISH 4	
X		SJSU	PLSC 2	Articulate with SJSU POLS 2	
X		SJSU	PLSC 6	Articulate with SJSU POLS 3	
X		SJSU	IR 1	Articulate with SJSU POLS 4	
X		SJSU	JOUR 11	Articulate with SJSU MCOM 72	
X		SFSU	JOUR 60	Articulate with SFSU JOUR 222	
X		SFSU	PHOT 56	Articulate with SFSU JOUR 235	
X		SFSU	CINA 15	Articulate with SFSU CINE 202	
X	11/13/2013	UCLA-Lfe Sciences Articulation	BIO 5, 15, 16	received request for syllabi& lab/lecture schedules.Forwarded request to Renee M., Brad f Received syllabi etc back;	
X		CSU CHICO	PSYC 4	Articulate with CSU CHICO PSYC 261	
X		LBSU		Business Major needs articulation	
	1/13/2014	HSU/Valerie Green	CIS 85	Articulate with HSU JMC 150 for Journalism major	Sent outline link to Valerie. Request sent to HSU faculty for review 2/19/14Sent Dept Chair requested Syllabus and Final Project 2/26/ approved and updated in ASSIST 3/4/14
	1/14/2014	CSPU Pomona/Jose Lozan	CIS 85	Articulate with Pomona COM 206 in Communication BS Journalism Option	Articulated and appears in 2013-14 ASSIST both in Dept articulation and for the COMM-Jour major
	2/19/2014	UCD-Jane King	MATH 11	Request from Jane to articulate with UCD SOC 46B, which has been substant. Revised	Sent Jane outline link for Math 11
	3/4/2014	SFSU/Ceci Hermann	ENGL 23, 25	Request articulation with SFSU ENGL 252, 253	
	5/6, 14/2014	CSPU Pomona/Jose Lozan	MATH, BIO CHM	Requested articulation for 19 Math, Bio and Chem courses	



- [Home](#)
- [Descriptors](#)
- [Course Review](#)
- [Courses](#)
- [TMC](#)
- [Resources](#)
- [Art. Officers](#)

Solano Community College submitted courses:

Filters:

All Disciplines (99) ▼

▼

Filter

Please [click here](#) to download the displayed list of courses (and their status) in the C-ID System. You may then save this file as an Excel document.

C-ID	Course(s)	Effective Date	CoR(s)	Status	Expires	View	Delete
AJ 110	CJ-1	01-01-2015	Click to download.	Approved 04-03-2014		View	Delete
AJ 120	CJ-2	01-01-2015	Click to download.	Approved 04-13-2014		View	Delete
AJ 124	CJ-53	01-01-2015	Click to download.	Approved 04-26-2014		View	Delete

AJ 140	CJ -51	01-01-2015	Click to download.	Approved 04-03-2014		View	Delete
AJ 160	CJ-11	01-01-2015	Click to download.	Conditional due 04-13-2015	04-13-2015	View	Delete
AJ 220	CJ-56	01-01-2015	Click to download.	Approved 04-13-2014		View	Delete
ANTH 110	ANTH-1	06-01-2014	Click to download.	In Progress		View	Delete
ANTH 120	ANTH-2	01-01-2011	Click to open in a new window.	In Progress		View	Delete
ANTH 150	ANTH-7	06-01-2014	Click to download.	Conditional due 04-03-2015	04-03-2015	View	Delete
ARTH 100	ART-10	06-01-2014	Click to open in a new window.	In Progress		View	Delete
ARTH 110	ART -1	08-01-2014	Click to download.	In Progress		View	Delete
ARTH 120	ART -2	08-01-2014	Click to download.	In Progress		View	Delete
ARTH 130	ART-3A	06-01-2014	Click to open in a new window.	In Progress		View	Delete
ARTH 140	ART -3B	06-01-2014	Click to open in a new window.	In Progress		View	Delete
ARTH 150	ART -11	08-01-2014	Click to download.	In Progress		View	Delete
ARTS 100	ART-6	08-01-2014	Click to download.	Submitted		View	Delete
ARTS 101	ART-8	01-01-2014	Click to download.	In Progress		View	Delete
ARTS 110	ART-14	08-01-2014	Click to download.	In Progress		View	Delete
ARTS 200	ART-4	08-01-2014	Click to download.	In Progress		View	Delete
ARTS 205	ART -15	08-01-2014	Click to download.	In Progress		View	Delete
ARTS 210	ART -16	08-01-2014	Click to download.	In Progress		View	Delete
ARTS 220	ART -38	08-01-2014	Click to download.	In Progress		View	Delete

ARTS 230	ART -26	06-01- 2014	Click to open in a new window.	In Progress		View	Delete
ARTS 240	ART -31	01-01- 2014	Click to open in a new window.	In Progress		View	Delete
ARTS 270	ART -7	08-01- 2014	Click to download.	In Progress		View	Delete
BIOL 110B	BIO-4	01-01- 2011	Click to open in a new window.	In Progress		View	Delete
BIOL 120B	BIO -5	01-01- 2011	Click to open in a new window.	In Progress		View	Delete
CDEV 100	CDFS -38	08-01- 2013	Click to open in a new window.	Approved 07-22-2013		View	Delete
CDEV 110	CDFS-50	06-01- 2012	Click to download.	Approved 02-19-2014		View	Delete
COMM 120	Comm-6	06-01- 2013	Click to download.	Conditional due 01-26- 2015	01-26- 2015	View	Delete
COMM 190	COMM-2	06-01- 2014	Click to download.	Approved 01-26-2014		View	Delete
ECE 120	CDFS-62	06-01- 2013	Click to open in a new window.	Approved 06-17-2013		View	Delete
ECE 130	CDFS -63	08-01- 2013	Click to open in a new window.	Approved 07-22-2013		View	Delete
ECE 200	CDFS -64	06-01- 2012	Click to download.	Approved 03-13-2014		View	Delete
ECE 210	CDFS-65	06-01- 2014	Click to download.	Approved 01-15-2014		View	Delete
ECE 220	CDFS -54	08-01- 2013	Click to download.	Approved 03-13-2014		View	Delete
ECE 230	CDFS-53	06-01- 2012	Click to download.	Approved 06-09-2014		View	Delete
ECON 201	ECON-2	06-01- 2014	Click to download.	In Progress		View	Delete
ECON 202	ECON-1	06-01- 2014	Click to download.	In Progress		View	Delete
ENGL 110	ENGL-2	01-01- 2014	Click to download.	Approved 11-21-2013		View	Delete
ENGL 130	ENGL -30	01-01- 2014	Click to download.	Approved 12-29-2013		View	Delete
ENGL	ENGL -31	01-01-	Click to	Approved		View	Delete

135		2014	download.	12-30-2013			
ENGL 160	ENGL -40	01-01- 2014	Click to download.	Approved 11-21-2013		View	Delete
ENGL 165	ENGL -41	01-01- 2014	Click to download.	Approved 11-21-2013		View	Delete
ENGL 200	ENGL -6	01-01- 2014	Click to download.	Approved 02-17-2014		View	Delete
GEOG 110	GEOG-1	06-01- 2014	Click to download.	Approved 03-17-2014		View	Delete
GEOG 111	GEOG -1L	06-01- 2014	Click to download.	Conditional due 03-28- 2015	03-28- 2015	View	Delete
GEOG 120	GEOG-2	06-01- 2014	Click to download.	Approved 03-17-2014		View	Delete
GEOG 125	GEOG-4	06-01- 2014	Click to download.	Approved 03-17-2014		View	Delete
GEOG 140	GEOG-6	06-01- 2013	Click to download.	Approved 03-17-2014		View	Delete
GEOG 155	GEOG-10	06-01- 2014	Click to download.	Approved 07-23-2014		View	Delete
GEOG 155	GEOL-10	06-01- 2014	Click to download.	Approved 04-25-2014		View	Delete
GEOL 100	GEOL-1	06-01- 2013	Click to download.	Approved 02-12-2014		View	Delete
HIST 130	HIST -17	06-01- 2014	Click to download.	In Progress		View	Delete
HIST 140	HIST-18	06-01- 2013	Click to download.	In Progress		View	Delete
HIST 150	HIST-2	01-01- 2014	Click to download.	In Progress		View	Delete
HIST 160	HIST-3	01-01- 2014	Click to download.	In Progress		View	Delete
HIST 170	HIST-4	01-01- 2014	Click to download.	Approved 05-16-2014		View	Delete
HIST 180	HIST-5	01-01- 2014	Click to download.	Approved 06-11-2014		View	Delete
JOUR 100	JOUR-11	01-01- 2014	Click to download.	Approved 08-09-2013		View	Delete
JOUR 110	JOUR-1	01-01- 2014	Click to download.	Approved 06-17-2013		View	Delete

JOUR 130	JOUR-60	06-01-2013	Click to open in a new window.	Approved 08-09-2013		View	Delete
JOUR 131	Jour-61	06-01-2013	Click to download.	Approved 06-14-2013		View	Delete
JOUR 160	PHOT-56	06-01-2014	Click to download.	Approved 03-10-2014		View	Delete
JOUR 210	JOUR-2	01-01-2014	Click to download.	Not Approved	expired	View	Delete
KIN 100	KINE-20A	01-01-2014	Click to open in a new window.	Not Approved	12-11-2014	View	Delete
KIN 101	KINE-20S	01-01-2014	Click to open in a new window.	Approved 01-23-2014		View	Delete
MATH 110	Math-11	01-01-2014	Click to download.	In Progress		View	Delete
MATH 210	Math-20	01-01-2013	Click to open in a new window.	Not Approved	06-19-2015	View	Delete
MATH 220	Math -21	01-01-2013	Click to open in a new window.	Conditional due 07-27-2015	07-27-2015	View	Delete
MATH 230	Math-22	01-01-2013	Click to open in a new window.	Conditional due 03-26-2015	03-26-2015	View	Delete
MATH 240	Math -23	01-01-2011	Click to open in a new window.	Conditional due 08-12-2014	expired	View	Delete
MATH 240	MATH-23	08-01-2014	Click to download.	In Progress		View	Delete
MATH 250	Math-40	08-01-2014	Click to download.	Submitted		View	Delete
PHYS 105	PHYS-2	01-01-2011	Click to open in a new window.	Approved 01-22-2014		View	Delete
PHYS 110	PHYS-4	01-01-2011	Click to open in a new window.	Approved 01-22-2014		View	Delete
PHYS 205	PHYS-6	01-01-2011	Click to open in a new window.	Approved 01-22-2014		View	Delete
PHYS 210	PHYS-7	01-01-2011	Click to open in a new window.	Approved 01-22-2014		View	Delete
PHYS 215	PHYS -8	01-01-2011	Click to open in a new window.	Approved 01-22-2014		View	Delete
PSY 110	PSYC-1	01-01-	Click to open in	Approved		View	Delete

		2012	a new window.	01-26-2014			
PSY 150	PSYC-2	06-01-2010	Click to open in a new window.	Conditional due 02-24-2015	02-24-2015	View	Delete
PSY 200	Psyc -4	06-01-2014	Click to download.	Approved 11-26-2013		View	Delete
SOCI 110	SOC-1	06-01-2010	Click to download.	Conditional due 04-04-2015	04-04-2015	View	Delete
SPAN 100	SPAN-1	01-01-2014	Click to download.	In Progress		View	Delete
SPAN 110	SPAN-2	01-01-2014	Click to download.	In Progress		View	Delete
SPAN 220	SPAN-1S	01-01-2014	Click to download.	In Progress		View	Delete
SPAN 230	SPAN-2S	01-01-2014	Click to download.	In Progress		View	Delete
THTR 111	THEA-6	08-01-2014	Click to open in a new window.	In Progress		View	Delete
THTR 114	THEA -9	08-01-2014	Click to download.	Approved 06-04-2014		View	Delete
THTR 151	THEA-1	08-01-2014	Click to open in a new window.	Submitted		View	Delete
THTR 152	THEA-2	08-01-2014	Click to open in a new window.	Submitted		View	Delete
THTR 171	THEA-3	08-01-2014	Click to download.	Approved 08-14-2014		View	Delete
THTR 172	THEA-21	08-01-2014	Click to download.	In Progress		View	Delete
THTR 173	THEA-20	08-01-2014	Click to open in a new window.	Submitted		View	Delete
THTR 174	THEA-32A, THEA-32B, THEA -32C, THEA-32D	08-01-2014	Click to open in a new window. , Click to open in a new window. , Click to open in a new window. , Click to open in a new window.	Submitted		View	Delete
THTR 175	THEA-8	08-01-2014	Click to open in a new window.	Submitted		View	Delete

THTR 191	THEA-24D, THEA- 24A, THEA-24B, THEA-24C	08-01- 2014	Click to download. , Click to open in a new window. , Click to open in a new window. , Click to open in a new window.	In Progress		View	Delete
THTR 192	THEA-47A, THEA- 47B, THEA-47C, THEA-47D	08-01- 2014	Click to open in a new window. , Click to open in a new window. , Click to open in a new window. , Click to open in a new window.	In Progress		View	Delete

Transfer Degree status spreadsheet

	Approved by CO	Submitted to CO	Approved by SCC CC	Submitted in C-NET	In Discussion	No SCC Degree
Administration of Justice		X				
Anthropology		X				X (Credit)
Art History	X					
Business Administration					X	
Communication Studies	X					
Computer Science				X		X (Credit?)
Early Childhood Education	X					
Elementary Teacher Education						X
English		X				
Geography		X				X (Credit)
Geology						X
History		X				
Journalism	X					
Kinesiology		X				
Mathematics	X					
Music					Won't be done.	
Physics	X					
Political Science					X	
Psychology		X				
Sociology	X					
Studio Arts	X (Credit)					X (Credit)
Theater Arts		X				
Total	8	8	0	1	2	
	Need 16					

Articulation Tracking Database

Allows tracking of articulation agreements. System can search for courses, articulating institutions and by date. Allows for report printing as well as reminders about upcoming events.

Frm_Search

[Exit System](#)

Filter

Course:

Institution:

Only show actions between and

[Add Articulation](#)

All Articulations

n	Courses	Date Submitted	Institutions	Date Completed
14	ACCT 001 + 2	8/13/2014	UC Sata Cruz + 2	10/9/2014
15	ECON001 + 0	8/23/2014	UC San Diego + 0	
16	ECON001 + 0	8/23/2014	UC Berkeley + 0	
18	ENG001 + 0	8/25/2014	UC Irvine + 0	

Reminders: Items due today or later

Articulation Calendar

August 2014

14. Articulation of ACCT 001 and 2 others at UC Sata Cruz and 2 others.
 Date Submitted: 8/13/2014 Date Completed: 10/9/2014 Duration: 57 Days

13-Aug-14 Entered in Database

15. Articulation of ECON001 and 0 others at UC San Diego and 0 others.
 Date Submitted: 8/23/2014 Date Completed: Duration: Days

23-Aug-14 Entered in Database

16. Articulation of ECON001 and 0 others at UC Berkeley and 0 others.
 Date Submitted: 8/23/2014 Date Completed: Duration: Days

23-Aug-14 Entered in Database

18. Articulation of ENG001 and 0 others at UC Irvine and 0 others.
 Date Submitted: 8/25/2014 Date Completed: Duration: Days

25-Aug-14 Entered in Database

Frm_Articulation_Detail

14 **Articulation** [Print](#) [Exit](#)

Date Submitted:

Date Completed:

Record: 14 of 2 No Filter Search

Articulation Records

SCC Course ID	Articulating Course ID	Articulation Institution	
ACCT 001	ACCT 101	UC Sata Cruz	X
ACCT 002	ACCT 002	UC Berkeley	X
BUS 101	BUSN 101	UC Davis	X
ACCT 002	BUSN 101	UC Berkeley	X
			X

**SOLANO COMMUNITY COLLEGE DISTRICT
CLASS SPECIFICATION**

CLASS TITLE: TRANSFER & ARTICULATION SPECIALIST

BASIC FUNCTION:

Under the direction of the Dean of Counseling, provides administrative and clerical support for the college Transfer and Articulation programs. Works directly with the Transfer Center Counselor (TCC) and the Articulation Officer (AO). The staff person will be expected to work independently.

DUTIES AND RESPONSIBILITIES

Essential duties and responsibilities include the following. Other job-related duties may be assigned.

Primary Duties and Responsibilities:

- Meet multiple articulation and transfer center reporting requirements and deadlines.
- Plan and implement multiple annual Transfer Center (TC) program activities.
- Attendance at Articulation and/or Transfer meetings, Curriculum Committee, conferences, seminars, or workshops.
- Maintain and update data management systems including but not limited to OSCAR, ASSIST and CI-D.
- Enter data for all existing and new transferable courses and programs into Statewide data management systems.
- Communicate regularly with faculty, staff, and administrators regarding articulation, including policies and procedures with UC, CSU, California Community Colleges, and other educational institutions.
- Coordinate the course and program articulation process with the Articulation Officer.
- Research course transfer information.
- Compile, organize and consolidate data for inclusion in periodic statistical reports, program reviews and assessment.
- Create, organize and maintain electronic and hard copy files.
- Assist with the creation, updating and maintenance of college articulation website.
- Work with the Curriculum Office to keep current on curricular changes and to obtain data and information as needed.

- Staff the Transfer Center (TC) during open hours to welcome and assist students virtually, in person or via the telephone.
- Use social media tools to expand TC services to distance education students.
- Refer students and others to appropriate student service programs including counseling, financial aid, career services, assessment center, EOPS, etc.
- Schedule college representative visits each semester and update all media which publicizes those visits including print and web information.
- Update bulletin boards and design promotional materials which advertise TC services.
- Update and maintain TC web information.
- Assist in planning and organizing events such as college fairs, transfer workshops and college field trips.
- Prepare and maintain accurate comprehensive records of TC usage.
- Assist in the maintenance and streamline process for TAG agreements with universities.
- Coordinate the scheduling of TAG appointments between students and counselors.
- Facilitate room scheduling for visiting representatives.
- Assist with implementation of all parts of the Transfer Center Plan (Title 5 regulations).
- Train and provide work direction to hourly and student workers as assigned.
- Host information tables on campus to promote TC events and activities.
- Assist TC counselor in development of strategic marketing plans and activities to raise transfer awareness and TC visibility on campus.
- Maintain current publications, handouts and catalogs and develop additional materials as related to transfer and articulation.

Secondary Duties and Responsibilities:

- Create articulation materials as needed.
- Contact articulation personnel at other educational institutions as directed by the AO.
- Occasionally purchase and inventory supplies and materials.
- Assist with monitoring and retrieving budget data for reporting purposes.
- Other duties as assigned by the Dean in collaboration with the AO.

- Serve as a chaperone for college field trips.
- Move furniture and boxes of supplies to accommodate center activities.
- Review and monitor the TC budget with TC counselor.
- Assist TC counselor with organization and coordination of in-services training opportunities for counselors.
- Other duties as assigned by the dean in collaboration with the TC counselor.

MINIMUM QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND EXPERIENCE:

- Graduation from high school supplemented by college course work AND
- Three years of increasingly responsible and related work experience involving extensive data management and public contact, including at least one year of student services experience OR
- Any combination of training, experience, and/or education that provides the required knowledge, skills and abilities. Experience in data management systems is highly desirable.
- Associate Degree from a regionally accredited college is preferred.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Computer technology and familiarity with software such as Adobe Acrobat; MS office suite; office equipment.
- Web navigation.
- Standard office procedures.
- Work independently.
- Meet multiple deadlines.
- Manage complex workflow.
- Establish priorities.

- Be flexible and organized.
- Communicate effectively both verbally and in writing.
- Provide good customer service.
- Lift and carry 30 lbs.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions for this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

BP/mc: 05.13.14

Board approved: 06.18.14

Begin

By completing this survey not only are you helping Solano Community College make informed changes but you also have the chance to win a \$50 Barnes & Noble gift card.

This survey has been designed to help Solano Community College to get an understanding of what our students are learning during their time at the college. Please answer the questions as honestly as possible. The results from surveys like this are used for planning changes to courses and programs so it is important that you give your honest opinion.

Although the survey does ask for your email address, this is only used to contact you if you win the \$50 Barnes and Noble gift card. The results are completely anonymous and will only be presented in an aggregated format. No individual will ever be identified.

As you answer the questions it is important to think about what you have learned as a result of attending SCC.

Many thanks for your participation in this important study, to begin please press 'Next'.

If you have any questions regarding the survey please contact pcammish@solano.edu

1. How has your time at SCC contributed to your understanding of the following?

	Very little	Some	Quite a bit	Very much
How experiments work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The major differences between social, natural and physical sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The scientific method and its application in experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How much has attending SCC allowed you to demonstrate an ability to:

	Very little	Some	Quite a bit	Very much
Understand different cultural beliefs and behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with people from a variety of backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize important social and political issues in your own community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How much has attending SCC exposed you to:

	Very little	Some	Quite a bit	Very much
Hands-on experience with creative endeavors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical techniques for understanding the meaning in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The visual and performing arts of one or more cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. How much has attending SCC enabled you to:

	Very little	Some	Quite a bit	Very much
Respond appropriately to challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept that assessment is important to success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate yourself and set realistic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess your own knowledge skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How much has attending SCC enabled you to:

	Very little	Some	Quite a bit	Very much
Manage your personal health and well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate social skills in a group setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How much has attending SCC helped you to:

	Very little	Some	Quite a bit	Very much
Understand how to be dependable, reliable and accountable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand how to meet deadlines and complete tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. What is your primary discipline or future field of study?

Other (please specify)

8. Approximately how many credits have you completed at SCC?

9. What is your gender?

10. What is your ethnicity?

11. Please provide your email to contact you in the event of winning the \$50 gift card

This survey has been issued to help the district better understand the skills and abilities of students at Solano Community College. We are particularly interested in what a student has learned during their entire time at the college. For that reason, when answering these questions please only think about the skills and abilities of your upper-level students.

A very similar survey is being sent to current students who have earned 50 credits or more at SCC. The aim is to compare not only student self-perception of their skills and abilities but also faculty perception of student skills and abilities.

Thank you for your valuable time in completing the survey, the information will be used in future planning and assessment endeavors.

To start the survey press "Next"

1. What is the primary subject you teach?

Other (please specify)

2. Thinking of your upper level students, how well do you feel they understand:

	Very little	Some	Quite a bit	Very much
The scientific method and its application in experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How experiments work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The major differences between social, natural and physical sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Thinking of your upper level students, how well do you feel they demonstrate an ability to:

	Very little	Some	Quite a bit	Very much
Communicate with people from a variety of backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand different cultural beliefs and behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize important social and political issues in their own community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Thinking of your upper level students, how well do you feel they have been exposed to:

	Very little	Some	Quite a bit	Very much
The visual and performing arts of one or more cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on experience with creative endeavors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical techniques for understanding the meaning in the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Thinking of your upper level students, how well do you feel they understand the importance of

	Very little	Some	Quite a bit	Very much
Accepting that assessment is important to success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding appropriately to challenging situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivating themselves and set realistic goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing their own knowledge skills and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Thinking of your upper level students, how well do you feel they are able to:

	Very little	Some	Quite a bit	Very much
Manage their personal health and well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate social skills in a group setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Thinking of your upper level students, how well do you feel they understand:

	Very little	Some	Quite a bit	Very much
How to be dependable, reliable and accountable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to meet deadlines and complete tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey Questions	Survey Results
------------------	----------------

Global Awareness :

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

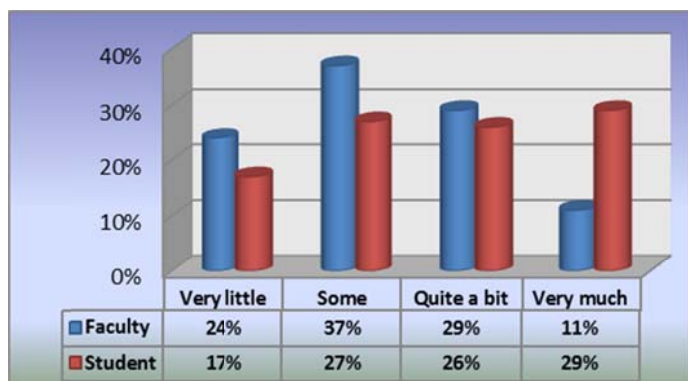
A. Scientific Complexities Students demonstrate an understanding of :

- The scientific method and its application in experiments
- How experiments work
- The major differences between social, natural and physical sciences

How has your education at SCC contributed to your understanding of the following?

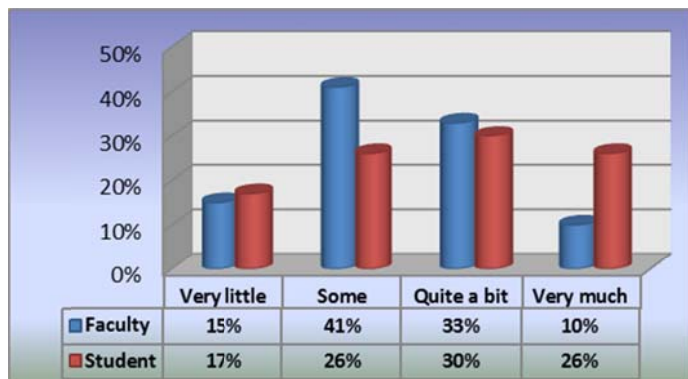
The scientific method and its application in experiments

66% of faculty responded that students attending SCC had *“some”* to *“quite a bit”* of understanding of the scientific method and its application in experiments, while 55% of students responded to having *“quite a bit”* to *“very much”* experience in this category.



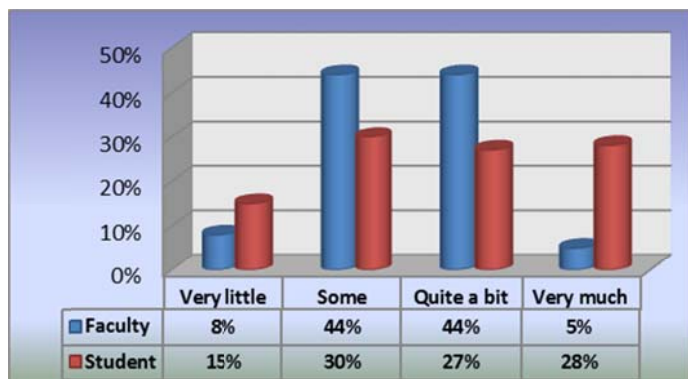
How experiments work

74% of faculty and 56% of students responded that students attending SCC had *“some”* to *“quite a bit”* of understanding of how experiments work.



The major differences between social, natural, and physical sciences

88% of faculty and 57% of students responded that students attending SCC had *“some”* to *“quite a bit”* of understanding of the major differences between social, natural, and physical sciences.



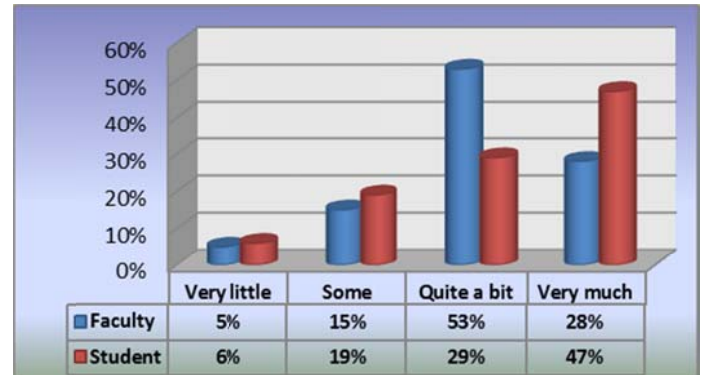
B. Social Diversity and Civics – Students demonstrate ability to:

- Communicate with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

The degree to which attending SCC allowed you to demonstrate an ability to:

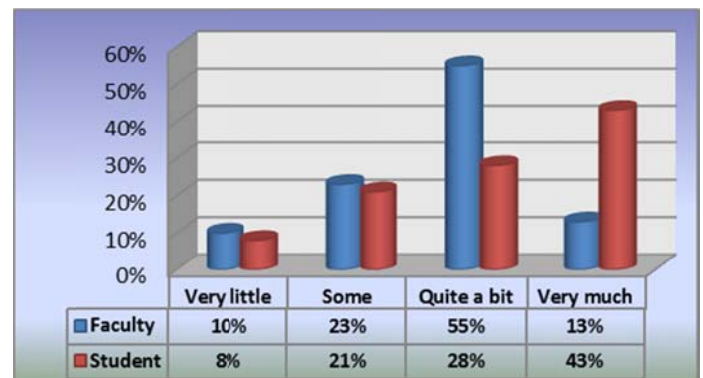
Communicate with people from a variety of backgrounds

81% of faculty and 76% of students responded that students attending SCC had allowed them to demonstrate *“quite a bit”* to *“very much”* ability to recognize important social and political issues in their own community.



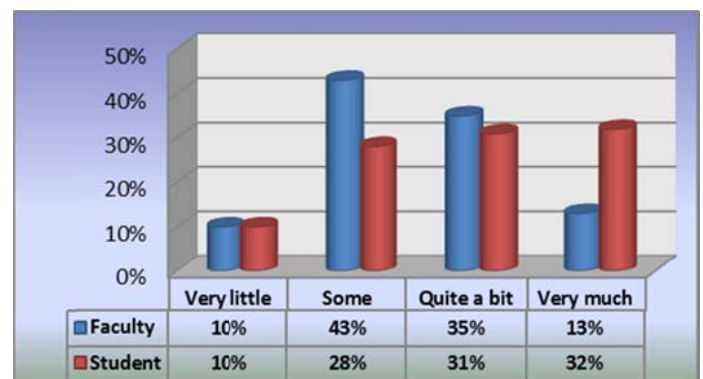
Understand different cultural beliefs and behaviors

78% of faculty responded that students attending SCC had allowed them to demonstrate *“some”* to *“quite a bit”* of ability to recognize important social and political issues in their own community, while 71% of students responded to having *“quite a bit”* to *“very much”* experience in this category.



Recognize important social and political issues in their own community

78% of faculty responded that students attending SCC had allowed them to demonstrate *“some”* to *“quite a bit”* of ability to recognize important social and political issues in their own community, while 63% of students responded to having *“quite a bit”* to *“very much”* experience in this category.



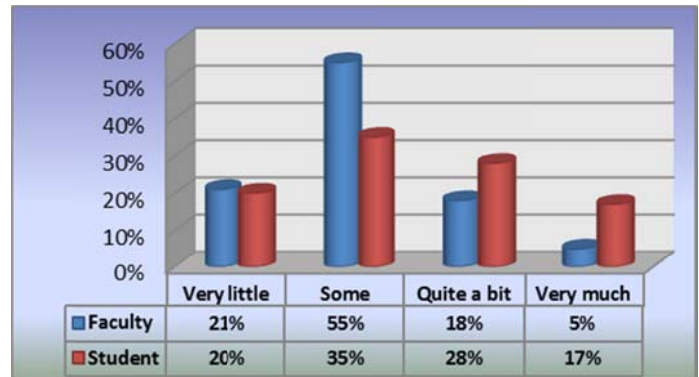
C. Artistic Variety – Students have been exposed to:

- The visual and performing arts of one or more cultures
- Analytical techniques for understanding the meaning in the arts and/or
- Hands-on experience with creative endeavors

How much has attending SCC exposed you to:

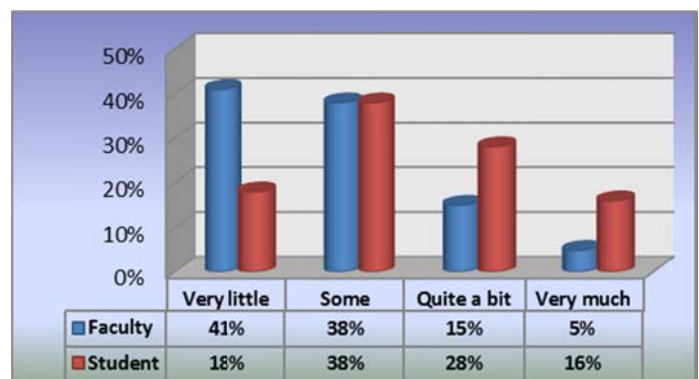
The Visual and Performing Arts of one or more cultures

76% of faculty responded that students attending SCC had “*very little*” to “*some*” exposure to the visual and performing arts of one or more cultures, while 63% of students responded to having “*some*” to “*quite a bit*” of exposure in this category.



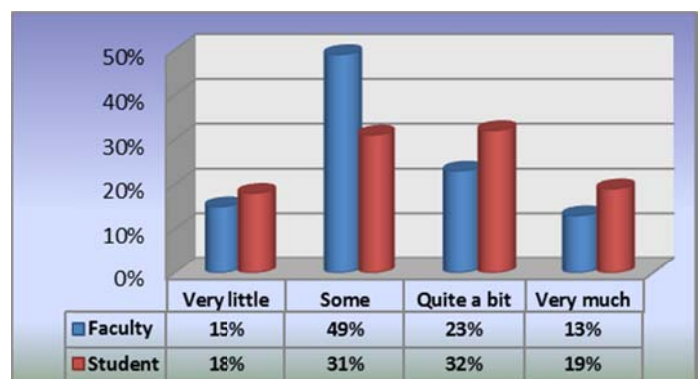
Analytical techniques for understanding the meaning in the Arts

79% of faculty responded that students attending SCC had “*very little*” to “*some*” exposure to analytical techniques for understanding the meaning in the Arts, while 66% of students responded to having “*some*” to “*quite a bit*” of exposure in this category.



Hands-on experience with creative endeavors

72% of faculty and 63% of students responded that students attending SCC had “*some*” to “*quite a bit*” of hands-on experience with creative endeavors.



Personal Responsibility and Professional Development:

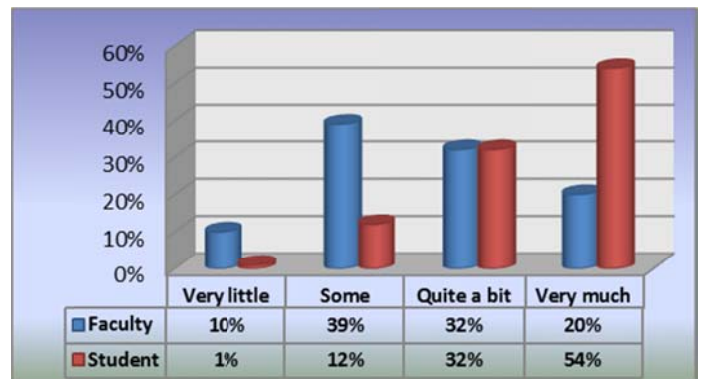
A. Self-Management and Self-Awareness – The student is able to:

- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and set realistic short and long-term goals
- Accept that assessment is important to success
- Respond appropriately to challenging situations

How much has attending SCC enabled you to:

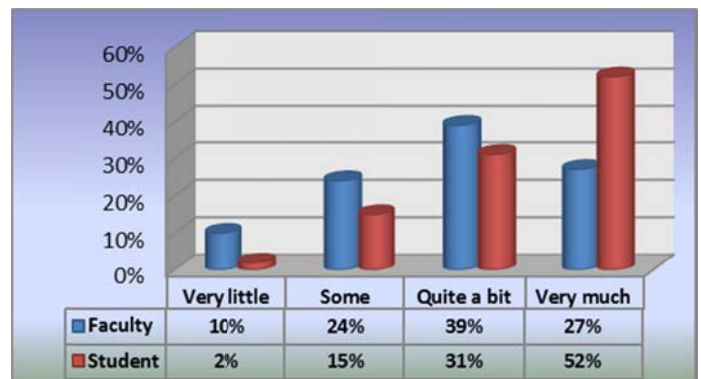
Assess your own knowledge skills and abilities

71% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to assess their own knowledge, skills, and abilities, while 86% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



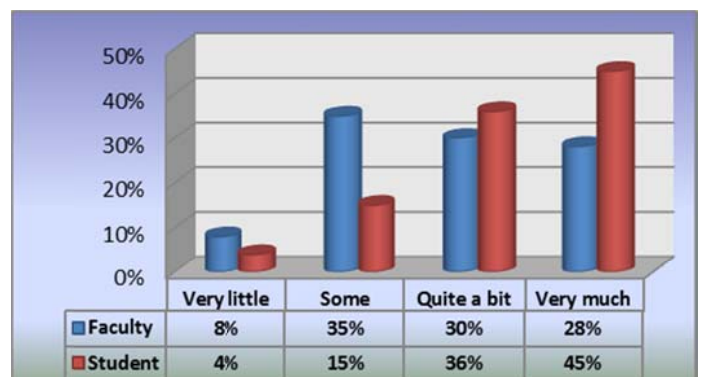
Motivate yourself and set realistic goals

66% of faculty responded that students attending SCC had “*quite a bit*” to “*very much*” exposure to motivate themselves and set realistic goals, while 83% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



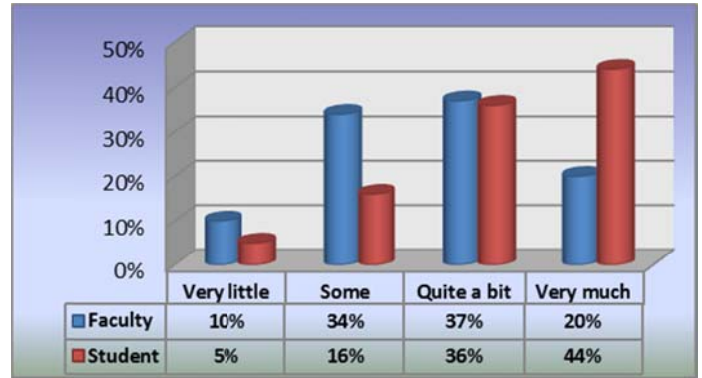
Accept that assessment is important to success

65% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to being taught that assessment is important to success, while 81% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



Respond appropriately to challenging situations

71% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to responding appropriately to challenging situations, while 80% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



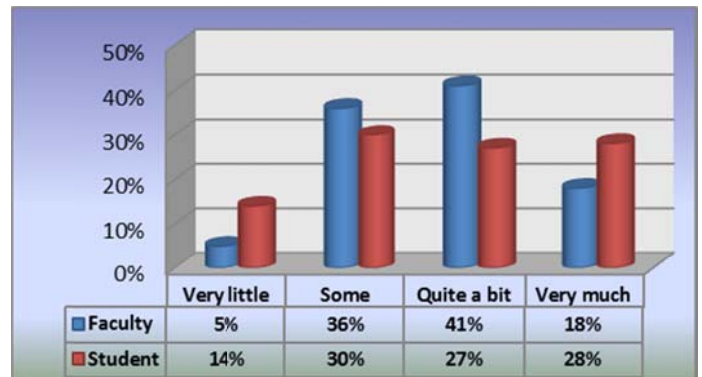
B. Social and Physical Wellness – Students make an appropriate effort to:

- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

How much has attending SCC enabled you to:

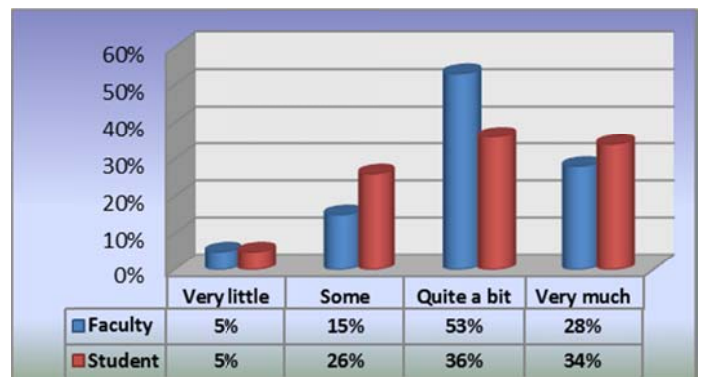
Manage their personal health and well-being

77% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to managing their personal health and well being, while 57% of students responded to having “*some*” to “*quite a bit*” of exposure in this category.



Demonstrate social skills in a group setting

81% of faculty and 70% of students responded to how students attending SCC had “*quite a bit*” to “*very much*” experience in demonstrating social skills in a group setting.



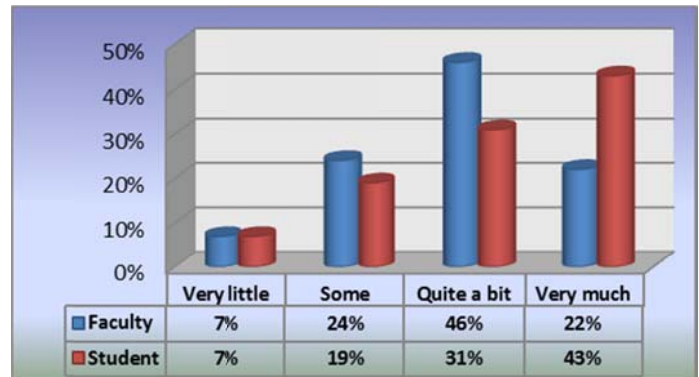
C. Workplace Skills – Students understand how to:

- Be dependable, reliable, and accountable
- Meet deadlines and complete tasks

How much has attending SCC helped you to:

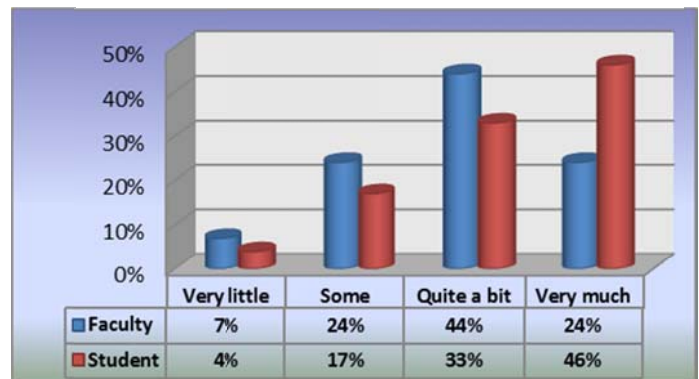
Be dependable, reliable, and accountable

70% of faculty responded that students attending SCC had “*some*” to “*quite a bit*” of exposure to being dependable, reliable, and accountable, while 74% of students responded to having “*quite a bit*” to “*very much*” exposure in this category.



Meet deadlines and complete tasks

68% of faculty and 79% of students responded to how students attending SCC had “*quite a bit*” to “*very much*” experience in meeting deadlines and completing tasks.



Common Assessment: Spring 2013
Critical Thinking/Information Competency
and Communication

To maintain SCC's accreditation, students need to demonstrate that they are learning to: (1) communicate through reading, writing, listening, and speaking; (2) think critically about the information in their courses (information competency); (3) be aware of global issues; and (4) take personal responsibility and grow professionally. For the Spring 2013 semester, we are asking students in about 25 classes to answer the following questions to measure critical thinking about multitasking and then to communicate through writing.

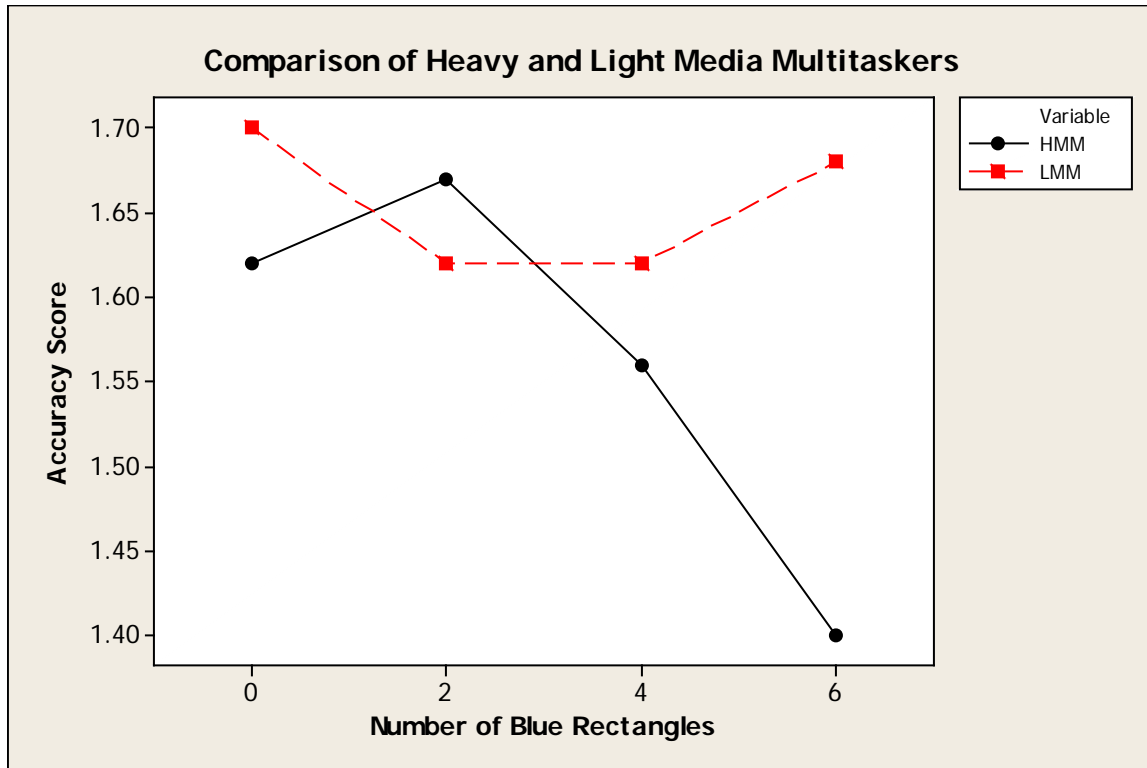
*This assessment is based on research conducted at Stanford.**

Please read just some of the data that was generated at Stanford and answer the questions, some of which are multiple choice. However, to test your ability to communicate through writing, other questions require one paragraph to explain your answer. Your writing will be assessed for grammar, punctuation, and spelling.

*Ophir Eyal, Nass Clifford, and Wagner Anthony D. 2009. Cognitive control in media multitaskers. Proceedings of the National Academy of Sciences 106(37):15583-15587.

Media multitaskers claim that they can process information from multiple sources of information, e.g., texting, talking, surfing, listening to music, and watching television at the same time. Researchers at Stanford decided to test this claim. They asked students to assess whether they were “heavy media multitaskers” (HMM) or “light media multitaskers” (LMM). The two groups were then given various tasks to perform.

In the first task, students were tested on their ability to filter out irrelevant information. They were shown two red rectangles and then the researchers either shifted the orientation of one of the rectangles or left them alone; students had to mark whether one of the red rectangles had been shifted. To test the students’ ability to filter out irrelevant information, the researchers added 0, 2, 4, or 6 blue rectangles as “distractors.” The following graph was generated from the data:



1. Overall, which group—HMM or LMM—performed better on this task? **EXPLAIN.**

HMMs are more accurate than LMMs when there are no distracting blue rectangles. (2)

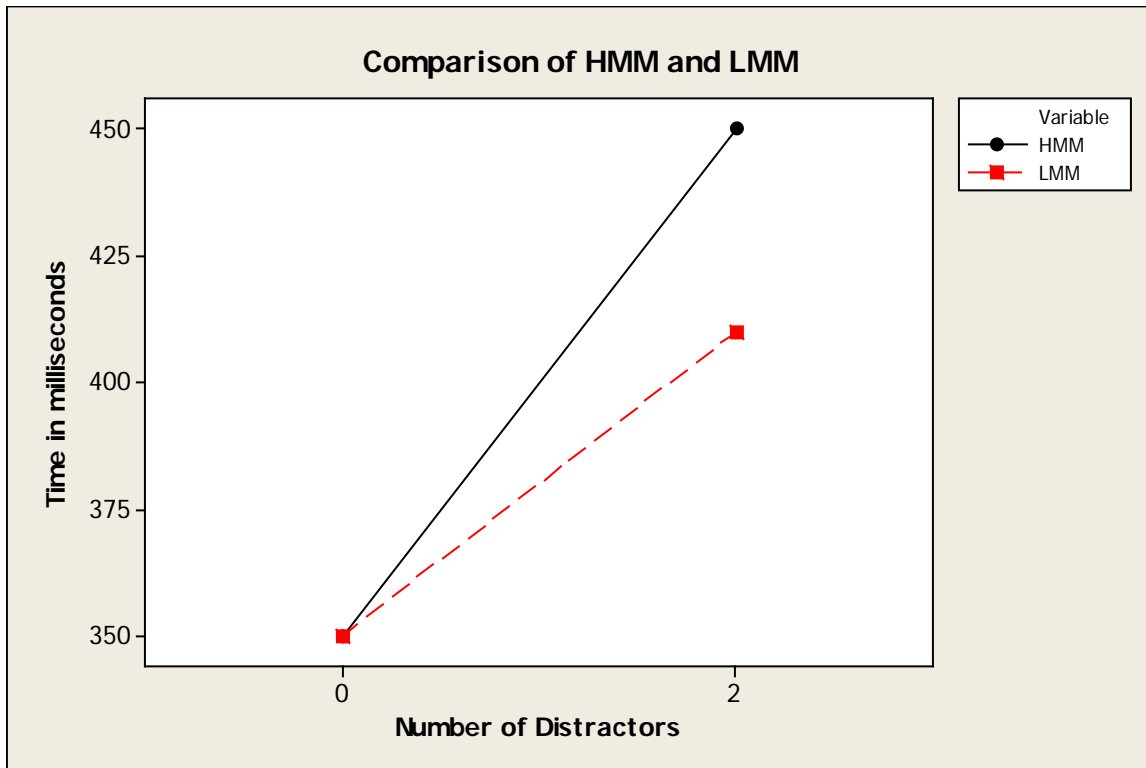
HMMs and LMMs have about the same accuracy with two or four distractions. (2)

HMMs are much less accurate than LMMs when given six distracting blue rectangles. (2)

Student provided an answer. (1)

Student explained answer. (2)

The researchers then wanted to test the two groups for the speed at which they could filter out distracting information. In the second test, students were to identify a two-letter combination, e.g., AX, with a “yes.” If the two letters were anything other than “AX,” for example, BX or AY, the students were to respond “no.” Then the researchers put in extra letters in a different color that the students were told to ignore. The data from this experiment is graphed here:



2. How do the heavy and light users compare for speed of response? **EXPLAIN.**

HMMs and LMMs are equally fast in processing information when no extra letters/distractions are given.(2)

However, HMMs are slower than LMMs when given distractions. (2)

3. The citation for the published article was given on the first page to: (circle the best answer)
- A. Demonstrate that the data came from Stanford.
 - B. Give credit to the authors.
 - C. Prove that the data was made up.
 - D. Prove that the data was real.
 - E. Show that the data was real and to give credit to the authors. (1)
4. The hypothesis of the researchers was: (circle the best answer)
- A. To test the ability of students to effectively use one medium at a time.
 - B. To measure the amount of time that students used media.
 - C. To determine all the media that students use.
 - D. To test the claim that some people could effectively use multiple media at the same time. (1)
 - E. To determine which media students use the most.
5. The experimental variable was: (circle the best answer):
- A. Type of media used.
 - B. Using one medium at a time.
 - C. Using multiple media at the same time. (1)
 - D. Amount of time students use media.
 - E. How media affected student grades.
6. In these experiments, 22 LMMs and 19 HMMs participated. Is this a good sample size? **EXPLAIN.**
- Answer (1): The sample size is pretty good.
- Explanation (2): About 20 students in each group gives a fair measure of variance. OR
Experiments with larger sample sizes give more accurate results than experiments with small sample sizes.
7. What is the role of the LMM group? **EXPLAIN.**
- Answer (1): Serves as negative control.
- Explanation (2): Have a group to compare to the HMMs to measure how well the HMMs can process multiple sources of media at the same time.

8. Assume that you have to present these two studies to your class. Write a one paragraph summary of what the researchers learned about media multitasking.

Topic Sentence: Overall, HMMs are more distracted than LMMs and they are slower in processing.

Supporting Sentences/Ideas:

The more distractions [blue rectangles] that are given, HMMs are less able to accurately complete a task [determine if red rectangles have shifted].

When provided with distracting information, HMMs are slower in processing a task.

9. Assume you have an HMM friend who is not succeeding, i.e., failing and/or dropping courses, here at SCC. Suggest a plan of action to your friend that will turn things around for him.
1. Specific and relevant suggestions. (2)
 2. Such as: use fewer media at one time, find quiet time to study, leave phone/tablet at home, join study group, see counselor/instructor for help. (3)

Please provide the following information:

It took me about _____ minutes to complete this assessment.

I took this assessment in (class) _____.

I have _____ units/credits at SCC.

Rubric for Common Assessment for Spring 2013

Question	ILO 1: Communication	Pts.	ILO 2: Critical Thinking/Information Competency	Pts.
1. II.B.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		HMMs are more accurate than LMMs when there are no distracting blue rectangles. (2) HMMs and LMMs have about the same accuracy with two or four distractions. (2) HMMs are much less accurate than LMMs when given six distracting blue rectangles. (2)	
2. II.B	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		HMMs and LMMs are equally fast in processing information when no extra letters/distractions are given.(2) However, HMMs are slower than LMMs when given distractions. (2)	
3., 4., 5. II.A.	Not applicable.	---	3:E, 4.: D, 5.: C (3)	
6. II.A.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		Answer (1): The sample size is pretty good. Explanation (2): About 20 students in each group gives a fair measure of variance. OR Experiments with larger sample sizes give more accurate results than experiments with small sample sizes.	
7. II.A.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		Answer (1): Serves as negative control. Explanation (2): Have a group to compare to the HMMs to measure how well the HMMs can process multiple sources of media at the same time.	
8. II.A.	Topic sentence. (2) Supporting sentences/ideas. (4)		Topic Sentence: Overall, HMMs are more distracted than LMMs and they are slower in processing. (2) Supporting Sentences/Ideas: (4) The more distractions [blue rectangles] that are given, HMMs are less able to accurately complete a task [determine if red rectangles have shifted]. When provided with distracting information, HMMs are slower in processing a task.	
9. II.D.	Specific suggestions (2) Correct grammar, punctuation, spelling. (2)		Three relevant, specific suggestions (6)	
	Total Possible Points: 30		Total Possible Points: 31	
	70% (\geq 21 points)		70% (\geq 22 points)	

SCC Institutional Learning Outcomes Assessment

1: Communication and 2: Critical Thinking and Information Competency

In the Spring 2013 semester, a common assessment and rubric were written to measure student success for two of Solano's four ILOs: ILO 1: Communication and ILO 2: Critical Thinking and Information Competency (copies on pages 5-10). (All ILOs are provided on page 4.) The assessment was given to Biology 15 (Introductory Biology for non-majors), Math 12 (Statistics), Physics 2 (General Physics without Calculus), and Psychology 4 (Research Methods in Behavioral Science) as they all cover the scientific method. Only one person, the SLO Coordinator, scored the 198 responses (19 from Biology, 19 from Physics, 27 from Psychology, and 133 from Statistics) so there was no variation as would be expected if multiple assessors had scored responses. Students took the assessment during the last two weeks of the semester, so they had the maximum opportunity to master the material.

ILO 1: Communication. Students averaged 16.1 points out of a possible 30 points, which is below the success rate of 21 points (set as 70 percent of the 30 possible points). While virtually all students answered questions, they generally failed to provide support for their answers. Very few students received all the potential points for grammar, punctuation, and spelling as their answers were one sentence or less.

Among the questions, students did well on the first one that required them to interpret the first graph. The next highest average score (2.8 out of 6 points) occurred on question 8, which required students to provide a summary of the data reported in the two graphs. The last question had the lowest average score (2.3 out of 5 points) as it required students to develop a plan of action, which was not well developed as most students could not provide specific, cogent suggestions; and if they did, they typically were written as lists rather than complete sentences in paragraph form. It is not surprising that students struggled with developing a plan of action, which requires higher order levels of thinking, compared to summarizing graphs.

Surprisingly, there was no relationship between student scores and the number of units/credits they had earned. One might have expected that students who had completed 30 or more units (that is, sophomores) would have developed better writing skills.

The time that students spent on the assessment varied from a low of 5 minutes to a maximum of 45 minutes. Students earned the highest scores when they spent between 15 and 25 minutes, though there was considerable variation. It is not surprising that students did poorly if they spent less than 10 minutes, but the fact that students did less well if they took more than 25 minutes was not expected.

Among the different courses, the Statistics students narrowly scored higher (16.59 out of 30 points) for communication compared to the Physics students (16.53), though the difference is not significant. The Biology students averaged 14.68 points and the Psychology students averaged 14.59.

ILO 2: Critical Thinking and Information Competency. Students did not meet the success criteria of 22 points (70 percent of 31 possible points) as they averaged 12.86 points. A number of students misinterpreted Graph 2 as they concluded that the higher value on the graph was a faster response time when in fact it reported a slower response time. Questions 3, 4, and 5 required a basic knowledge of experimental design, and students had one of their highest averages (66 percent) though they did not meet the success criteria of 70 percent. Students scored the lowest on Question 6, which asked them about the negative control. Many students did not understand that the number of participants in the experimental group and the number in the negative control did not have to be the same. While students commented that a larger sample size would be more accurate, they failed to notice the sample size was more than adequate for the findings to be published in the *Proceedings of the National Academy of Sciences*.

Again, there was no relationship between student scores and the number of units/credits they had earned. This may be explained by the fact that students complete their math or science requirements whenever they can schedule them in the time they spend at SCC.

Students who spent less than 10 minutes scored lower than students who took more time, but there was considerable variation.

The Physics students had the highest average score (15.37) for Critical Thinking and Information Competency compared to other courses. This is probably due to the fact that this course is designed for biology majors, pre-dental, and pre-med students.

Conclusions: In a world of Twitter, Facebook, and texting, it is not surprising that most students do not meet expectations for written communication. Clearly students are able to provide a brief, accurate answer to a question, but they fail to develop or expand an idea within a paragraph. The fact that students with 30 or more units (sophomores) are not able to communicate better than those students with fewer than 30 units (freshmen) is surprising.

While students certainly understand some aspects of the scientific method, their inability to differentiate an experimental variable from a negative control or to determine whether a sample size is adequate or not are serious failures.

SCC Institutional Learning Outcomes (ILOs)

Upon completion of Solano Community College's General Education program, a student will demonstrate competency in the following areas:

I. Communication

Students will communicate effectively, which means the ability to:

A. Read – Students will be able to comprehend and interpret: various types of written information in (1) expository prose and imaginative literature (including essays, short fiction and novels), (2) documentation such as manuals, reports, and graphs.

B. Write – Students demonstrate the ability to:

- Communicate thoughts, ideas, information, and messages in writing
- Compose and create documents such as manuals and graphs as well as formal academic essays, observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings
- Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar

C. Listen – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal, and/or (2) nonverbal messages

D. Speak and Converse – Students have the ability to:

- Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation
- Participate in conversations, discussions, and group activities
- Speak clearly and ask appropriate questions

II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

A. Analysis – demonstrated by the ability to:

- Apply appropriate rules and principles to new situations
- Discover rules and apply them in the problem solving process
- Draw logical conclusions based on close observation and analysis of information
- Differentiate among facts, influences, opinions, assumptions, and conclusions

B. Computation – demonstrated by the ability to:

- Use basic numerical concepts
- Use tables, graphs, charts, and diagrams to explain concepts
- Use basic geometrical shapes

C. Research – demonstrated by the ability to:

- State a research question, problem, or issue
- Use discipline appropriate information tools to locate and retrieve relevant information efficiently
- Analyze and evaluate information for appropriateness, relevance, and accuracy
- Synthesize, evaluate, and communicate information using a variety of information technologies

- Recognize the ethical and legal issues surrounding information and information technologies • Demonstrate understanding of academic integrity and honesty

D. Problem Solving –demonstrated by the ability to:

- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to respond to and/or resolve the issue appropriately
- Monitor, evaluate, and revise as necessary

III. Global Awareness

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

A. Scientific Complexities – Students demonstrate an understanding of:

- The scientific method and its application in experiments
- How experiments work
- The major differences between social, natural and physical sciences

B. Social Diversity and Civics – Students demonstrate ability to:

- Communicate with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

C. Artistic Variety – Students have been exposed to:

- The visual and performing arts of one or more cultures
- Analytical techniques for understanding the meaning in the arts, and/or
- Hands-on experience with creative endeavors

IV. Personal Responsibility & Professional Development

A. Self-Management and Self-Awareness –The student is able to:

- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and set realistic short and long-term goals
- Accept that assessment is important to success
- Respond appropriately to challenging situations

B. Social and Physical Wellness – Students make an appropriate effort to:

- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

C. Workplace Skills – Students understand how to:

- Be dependable, reliable, and accountable
- Meet deadlines and complete tasks

Common Assessment: Spring 2013
Critical Thinking/Information Competency
and Communication

To maintain SCC's accreditation, students need to demonstrate that they are learning to: (1) communicate through reading, writing, listening, and speaking; (2) think critically about the information in their courses (information competency); (3) be aware of global issues; and (4) take personal responsibility and grow professionally. For the Spring 2013 semester, we are asking students in about 25 classes to answer the following questions to measure critical thinking about multitasking and then to communicate through writing.

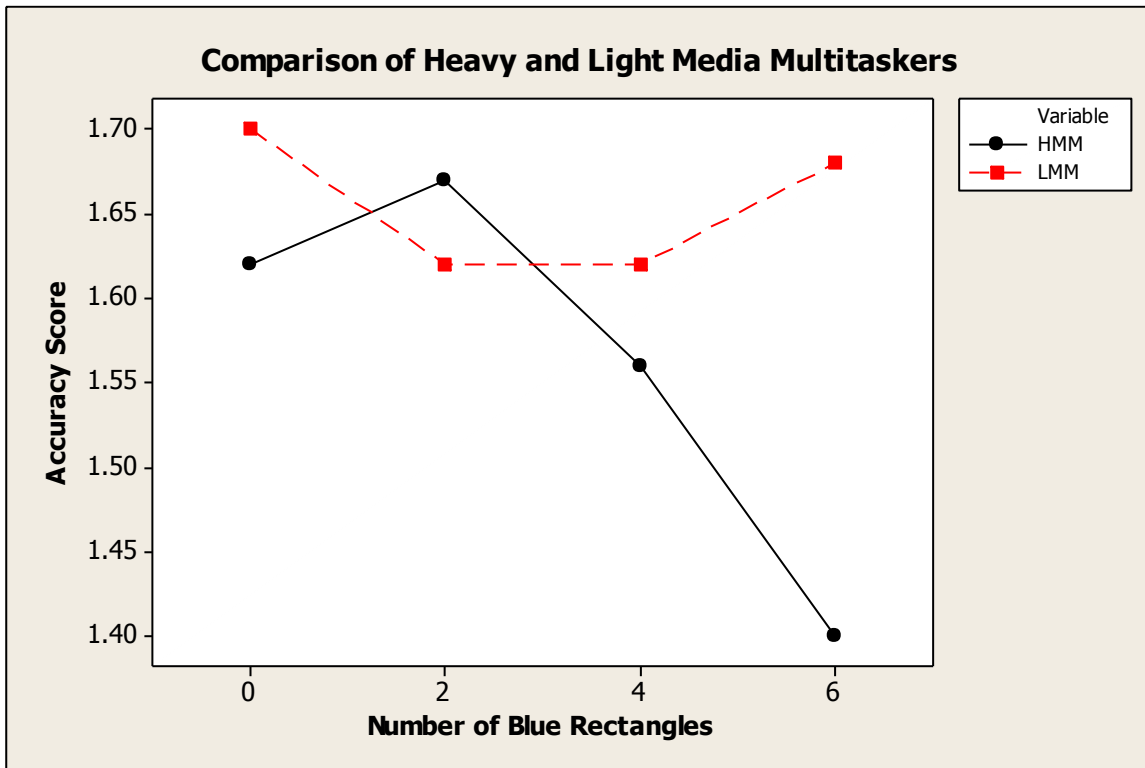
*This assessment is based on research conducted at Stanford.**

Please read just some of the data that was generated at Stanford and answer the questions, some of which are multiple choice. However, to test your ability to communicate through writing, other questions require one paragraph to explain your answer. Your writing will be assessed for grammar, punctuation, and spelling.

*Ophir Eyal, Nass Clifford, and Wagner Anthony D. 2009. Cognitive control in media multitaskers. Proceedings of the National Academy of Sciences 106(37):15583-15587.

Media multitaskers claim that they can process information from multiple sources of information, e.g., texting, talking, surfing, listening to music, and watching television at the same time. Researchers at Stanford decided to test this claim. They asked students to assess whether they were “heavy media multitaskers” (HMM) or “light media multitaskers” (LMM). The two groups were then given various tasks to perform.

In the first task, students were tested on their ability to filter out irrelevant information. They were shown two red rectangles and then the researchers either shifted the orientation of one of the rectangles or left them alone; students had to mark whether one of the red rectangles had been shifted. To test the students’ ability to filter out irrelevant information, the researchers added 0, 2, 4, or 6 blue rectangles as “distractors.” The following graph was generated from the data:



1. Overall, which group—HMM or LMM—performed better on this task? **EXPLAIN.**

HMMs are more accurate than LMMs when there are no distracting blue rectangles. (2)

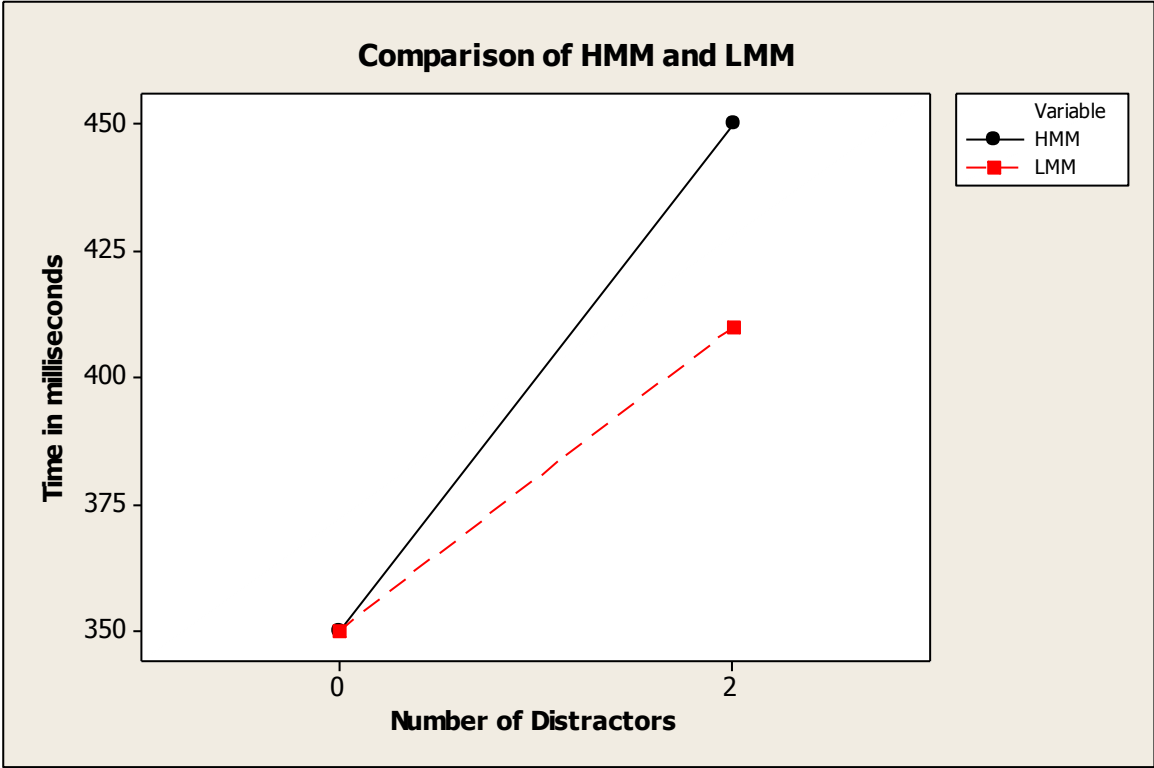
HMMs and LMMs have about the same accuracy with two or four distractions. (2)

HMMs are much less accurate than LMMs when given six distracting blue rectangles. (2)

Student provided an answer. (1)

Student explained answer. (2)

The researchers then wanted to test the two groups for the speed at which they could filter out distracting information. In the second test, students were to identify a two-letter combination, e.g., AX, with a “yes.” If the two letters were anything other than “AX,” for example, BX or AY, the students were to respond “no.” Then the researchers put in extra letters in a different color that the students were told to ignore. The data from this experiment is graphed here:



2. How do the heavy and light users compare for speed of response? **EXPLAIN.**

HMMs and LMMs are equally fast in processing information when no extra letters/distractions are given.(2)
However, HMMs are slower than LMMs when given distractions. (2)

3. The citation for the published article was given on the first page to: (circle the best answer)
- A. Demonstrate that the data came from Stanford.
 - B. Give credit to the authors.
 - C. Prove that the data was made up.
 - D. Prove that the data was real.
 - E. Show that the data was real and to give credit to the authors. (1)
4. The hypothesis of the researchers was: (circle the best answer)
- A. To test the ability of students to effectively use one medium at a time.
 - B. To measure the amount of time that students used media.
 - C. To determine all the media that students use.
 - D. To test the claim that some people could effectively use multiple media at the same time. (1)
 - E. To determine which media students use the most.
5. The experimental variable was: (circle the best answer):
- A. Type of media used.
 - B. Using one medium at a time.
 - C. Using multiple media at the same time. (1)
 - D. Amount of time students use media.
 - E. How media affected student grades.
6. In these experiments, 22 LMMs and 19 HMMs participated. Is this a good sample size? **EXPLAIN.**
- Answer (1): The sample size is pretty good.
- Explanation (2): About 20 students in each group gives a fair measure of variance. OR
Experiments with larger sample sizes give more accurate results than experiments with small sample sizes.
7. What is the role of the LMM group? **EXPLAIN.**
- Answer (1): Serves as negative control.
- Explanation (2): Have a group to compare to the HMMs to measure how well the HMMs can process multiple sources of media at the same time.

8. Assume that you have to present these two studies to your class. Write a one paragraph summary of what the researchers learned about media multitasking.

Topic Sentence: Overall, HMMs are more distracted than LMMs and they are slower in processing.

Supporting Sentences/Ideas:

The more distractions [blue rectangles] that are given, HMMs are less able to accurately complete a task [determine if red rectangles have shifted].

When provided with distracting information, HMMs are slower in processing a task.

9. Assume you have an HMM friend who is not succeeding, i.e., failing and/or dropping courses, here at SCC. Suggest a plan of action to your friend that will turn things around for him.
1. Specific and relevant suggestions. (2)
 2. Such as: use fewer media at one time, find quiet time to study, leave phone/tablet at home, join study group, see counselor/instructor for help. (3)

Please provide the following information:

It took me about _____ minutes to complete this assessment.

I took this assessment in (class) _____.

I have _____ units/credits at SCC.

Rubric for Common Assessment for Spring 2013

Question	ILO 1: Communication	Pts.	ILO 2: Critical Thinking/Information Competency	Pts.
1. II.B.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		HMMs are more accurate than LMMs when there are no distracting blue rectangles. (2) HMMs and LMMs have about the same accuracy with two or four distractions. (2) HMMs are much less accurate than LMMs when given six distracting blue rectangles. (2)	
2. II.B	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		HMMs and LMMs are equally fast in processing information when no extra letters/distractions are given.(2) However, HMMs are slower than LMMs when given distractions. (2)	
3., 4., 5. II.A.	Not applicable.	---	3:E, 4.: D, 5.: C (3)	
6. II.A.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		Answer (1): The sample size is pretty good. Explanation (2): About 20 students in each group gives a fair measure of variance. OR Experiments with larger sample sizes give more accurate results than experiments with small sample sizes.	
7. II.A.	Student provided answer. (1) Student explained answer. (2) Correct grammar, punctuation, spelling. (2)		Answer (1): Serves as negative control. Explanation (2): Have a group to compare to the HMMs to measure how well the HMMs can process multiple sources of media at the same time.	
8. II.A.	Topic sentence. (2) Supporting sentences/ideas. (4)		Topic Sentence: Overall, HMMs are more distracted than LMMs and they are slower in processing. (2) Supporting Sentences/Ideas: (4) The more distractions [blue rectangles] that are given, HMMs are less able to accurately complete a task [determine if red rectangles have shifted]. When provided with distracting information, HMMs are slower in processing a task.	
9. II.D.	Specific suggestions (2) Correct grammar, punctuation, spelling. (2)		Three relevant, specific suggestions (6)	
	Total Possible Points: 30		Total Possible Points: 31	
	70% (\geq 21 points)		70% (\geq 22 points)	

Minutes of Assessment Committee/Deans Meeting
August 8, 2014—Room 804

Members Present: Amy Dauffenbach, Amy Obegi, LaNae Jaimez, Rick Bullis, Curtiss Brown, Randy Robertson, Diane White

Members absent: Kevin Anderson, Michael Wyly, Glenn Burgess, Richard Harris

Deans Present: John Yu, Maire Morinec

Deans Absent: Neil Glines, Maurice McKinnon, Jocelyn Mouton, Leslie Minor

Also Present: Peter Cammish

- I. Gene Thomas was elected Assessment Committee Chair.
- II. Agenda approved with changes: Minutes of May 6, 2014 not presented, addition of YouTube video as IV.D.
- IV. Old Business

A. 2013-14 assessment completions: Fall 2013 at 57% and Spring 2014 at 29%.

To encourage all faculty to submit their required assessments for the 2013-14 year, School Coordinators will be given Excel spreadsheets detailing courses with and without assessments. They and Deans will contact faculty to inform them that their assessments are missing. Assessments (now using quality rubric to the extent possible) will be due August 22, 2014. [If missing or of poor quality, faculty either do again or revise if they have the data.] Coordinators will use their judgments as to the quality of assessment: very poor submissions will be returned to faculty while adequate ones will be entered into the database and faculty notified that in the future they will need to make changes. If a Coordinator is unsure about the quality of a section, s/he will refer it to the Assessment Committee. **The purpose of assessing courses is to help students!**

Other suggestions: (1) send the Excel spreadsheets to all faculty as done with final grades to harness the power of the group; and (2) in the future, enable faculty to submit assessments when they turn in final grades with the touch of a button (this would require programming)

The Vice President of Academic Affairs and the Deans need to determine how to handle assessments that are not submitted by August 22nd.

All Schools will use the campus—not home--email for faculty communication.

B. Assessment quality.

Quality rubric was revised according to discussions of last semester and today. It will be presented at required Flex by Committee Chair and School Coordinators at School meetings. As noted above, School Coordinators will exercise their own judgments regarding quality and return assessments to faculty for changes; deans will be copied. Supervision of faculty, however, will be conducted by the dean.

C. Standardizing School shared folders for assessments.

This item was deferred to the next meeting.

D. YouTube video

Gene Thomas and Rick Bullis will work together to create the video. They will seek \$100 from the VPAA to hire someone to run the camera and edit.

V. New Business

A. Assessment schedule for 2014-15 and beyond?

After considerable discussion, the following was agreed to: (1) unless delinquent, courses will be assessed twice within a five-year program review cycle, e.g., years 1 and 3, or 2 and 4, or 2 and 3 depending on assessment activities/goals of a department; and (2) all new courses will be assessed the first year they are offered.

B. Publicize ILOs?

VPAA suggested that ILOs be posted in every classroom. In one district that she knows of, the district's mission statement was on the left and the ILOs on the right ("beautifully framed").

Dean of Research and Planning suggested that ILOs be revised before making posters. Several faculty and the Dean will do so and make recommendations to the Committee.

C. Demonstrate that assessments are being used to modify curriculum/pedagogy

VPAA stated that ACCJC requires that assessments be used; in fact, this directive appears in several places in the new standards. Time will be given to faculty at School meetings at required Flex and at School meetings throughout the semester to accomplish this work.

D. Develop common assessments/rubrics for all courses

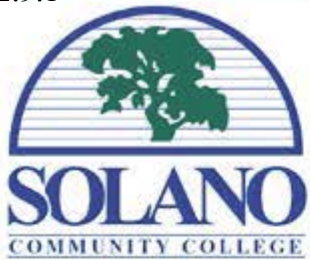
There is considerable variation of assessments within one course. To be able to compare assessments across sections/instructors of the same course, common assessments and rubrics will be written for all courses with multiple sections by March 1, 2015. As above, faculty will be given time during School meetings to accomplish this work. Discussion will include adjuncts.

E. Program assessments

This item was inadvertently skipped over.

F. Should database include factors, e.g., poor attendance, lack of textbooks, that contribute to lack of success

There was general agreement that faculty should note those factors that contribute to a lack of success; in particular, faculty may want to take attendance every day. But we should also attempt to find out whether students are benefitting from office hours, the Reading/Writing lab, Math Activities Center, tutoring center, and the Academic Success Center; objective measures are needed.



Student Services

[Counseling](#)
[Courses](#)
[Services](#)
[Assessment](#)
[Orientation](#)
[e-Counseling](#)
[FAQ](#)
[First Year Experience](#)
[FYSI/YESS-ILP](#)
[Off-Campus Centers](#)
[Puente Project](#)
[Transfer Center](#)
[Staff](#)


[SCC Home](#) » [Student Services](#) » [Counseling](#) » [E-Counseling](#)

E-Counseling

After exploring the [links below](#), you may ask the e-counselor short questions. E-counseling is available for general academic information only. **The e-counselor does not have access to your personal records or transcripts.**

We may need to respond to your question with the following statement, "Please make a counseling appointment." This is because the question is most likely complex and may require detailed background information, research, and/or in-person counselor assistance.

The following services **are not provided** through e-counseling:

- Transcript evaluation (high school and college)
- Academic probation, academic disqualification or readmission counseling
- Prerequisites and eligibility for classes
- Transfer Admission Agreements (TAAs)
- Individual Education Plans (IEPs)
- Assistance with university applications
- Transfer preparation for multiple colleges
- Personal, psychological, crisis, or career counseling
 - Note: If you need immediate crisis counseling, contact Solano County Mental Health Services (707-428-1131) or call 911.

If you are interested in any of the above services, please contact the Counseling Division to make an appointment (707-864-7101).

Do you want to know...

ecounseling

Contact an e-Counselor for general counseling questions:
(e-Counselor does not have access to student records)

<http://www.solano.edu/counseling/ecounseling.html>

Please see other side for Campus Counseling Services

In-Person Counseling Appointments for:

***www.solano.edu/counseling or
707-864-7101***

- Transcript evaluation
- Prerequisite clearance and eligibility for classes
- Transfer Admission Agreements (TAGs)
- Individual Education Plans (IEPs)
- Academic probation, academic disqualification or readmission counseling
- Assistance with university applications
- Transfer preparation for multiple colleges

Please see other side for e-Counseling Services

PA-E2.9.3

Ecoun Schedule Code Summary Report 2012-2013

Claudia Campos

To: Barbara Pavao

Tuesday, August 26, 2014 2:07 PM

Schedule Code Summary Report

Sorted by Name by Code
8/1/2012 - 7/31/2013

Name	Schedule Code	Hours	Contacts
Åbla Saah-Christiansen			
	ECOUN	16.00	0
	Total:	16.00	0
Amy Dauffenbach			
	ECOUN	35.00	0
	Total:	35.00	0
Marianne Flatland			
	ECOUN	25.00	0
	Total:	25.00	0
Mary Gumlia			
	ECOUN	16.00	0
	Total:	16.00	0
Nicholas Cittadino			
	ECOUN	30.50	0
	Total:	30.50	0
Robin Arie-Donch			
	ECOUN	32.50	0
	Total:	32.50	0

PA-E2.9.4

RE: eCOUN data

Mary Gumlia

To: Barbara Pavao; Nicholas Cittadino

Cc: Mary Gumlia

Thursday, August 28, 2014 9:38 AM

2012

Aug. 35

Sept. 32

Oct. 34

Nov. 39

Dec. 41

2013

Jan. 51

Feb. 20

March 32

Apr. 48

May 44

e-c wasn't offered during summer (budget problems)

total: 376

I have 2011-2012 if you need those, too.

Mary

Mary Gumlia

Instructor and Counselor
Solano Community College

Mary.Gumlia@solano.edu

707-864-7101

PA-E2.9.5

ECOUN Schedule Code Summary Report 2013-2014

Claudia Campos

To: Barbara Pavao

Tuesday, August 26, 2014 2:08 PM

Schedule Code Summary Report

Sorted by Name by Code
8/1/2013 - 7/31/2014

Name	Schedule Code	Hours	Contacts
Amy Dauffenbach			
	ECOUN	44.00	0
	Total:	44.00	0
Marianne Flatland			
	ECOUN	26.00	0
	Total:	26.00	0
Mary Gumlia			
	ECOUN	30.00	0
	Total:	30.00	0
Nicholas Cittadino			
	ECOUN	33.00	0
	Total:	33.00	0
Robin Arie-Donch			
	ECOUN	1.00	0
	Total:	1.00	0
Steven Springer			
	ECOUN	13.00	0
	Total:	13.00	0

PA-E2.9.6

RE: eCOUN data

Nicholas Cittadino

To: Barbara Pavao
Cc: Mary Gumlia

Wednesday, June 25, 2014 12:08 PM

- Flag for follow up. Completed on Wednesday, June 25, 2014.

Hi Barb,
I took over the ecounseling admin job last year. In that year between July 1/13 and June 30/14 we saw 245 students.

Remember that we do not counsel via ecounseling during the summer (End of May to beginning of August) and over Xmas break.

Here is the breakdown:

- July: 0
- Aug: 38
- Sept: 31
- Oct: 22
- Nov: 31
- Dec: 11
- Jan: 23
- Feb: 13
- Mar: 19
- Apr: 22
- May: 35
- June: 0

Total=245 students.



Thursday, October 24, 2013

**Counseling Division Meeting Minutes
12:30pm – 2:00pm Room 407E**

<input checked="" type="checkbox"/> Jim Anderson	<input checked="" type="checkbox"/> Robin Arie-Donch	<input checked="" type="checkbox"/> Nick Cittadino	<input checked="" type="checkbox"/> Abla Christiansen
<input checked="" type="checkbox"/> Marianne Flatland	<input checked="" type="checkbox"/> Amy Gaylor	<input checked="" type="checkbox"/> Mary Gumlia	<input checked="" type="checkbox"/> Marcie McDaniels
<input checked="" type="checkbox"/> Steven Springer	<input checked="" type="checkbox"/> Brenda Tucker	<input type="checkbox"/> Erma Moreno	<input type="checkbox"/> Jocelyn Mouton
<input checked="" type="checkbox"/> Angela Apostal	<input checked="" type="checkbox"/> Candace Roe	<input checked="" type="checkbox"/> Kamber Sta. Maria	<input checked="" type="checkbox"/> Amanda Greene

Presenter	Abla Christiansen
Topic:	Announcements
<p>Kamber announced she will be emailing everyone a copy of the Student Success Initiative document. She provided copies for all counselors present. (see attachment)</p> <p>Amy announced she is collecting Donations for the sunshine fund. She adds it is Marianne's birthday tomorrow.</p> <p>Abla announced that the PUENTE Mixer is scheduled for Thursday, November 14. She mentions she is looking for mentors. Abla mentioned Amanda and Nick have participated in the past.</p> <p>Marcie asked that the counselors let her know of any transfer presentations they may have done in Spring 2013, so she can complete the Annual Report.</p> <p>Abla mentioned the Taskforce for future delivery of Counseling Services be presenting next week.</p> <p>Nick commented on his concerns about the need to have more counselors. Angela adds that she needs support reiterating the need for a DSP counselor. Currently, Angela expressed, a student that needs accommodations has to wait a month to meet with her. Angela also stated that as the program continues to grow more support is needed in DSP, since we are legally required to assist. Abla suggest this topic be added to next week's agenda when Barbara is present.</p>	

Thursday, October 24, 2013

Presenter:	Marianne Flatland and Abla Christiansen
Topic:	Counseling 101 Curriculum Update
<p>Marianne shared with the group the revised course outline for COUN 101 (see attachment). Marianne highlighted the significant main changes on the course outline. The group was asked to make any suggestions they saw fit. Marianne directs the discussion as they go through the Catalog Description, Student Performance Objectives, Methods of Evaluating Student Achievement, Student Assignments and Course Content in the outline.</p> <p>The group discussed</p> <ul style="list-style-type: none">• Adding “college and high school transcripts” to the course advisory section(7a)• Adding “AP/IB” to section 7a• Adding information about registering online to section 7a• Adding information about online classes to section 13.B.5.• Separating F1 into more sections• Added information to F3• Having a video or short film to share during class about students experiences• Issues with changing major 3 times and the student’s financial aid eligibility <p>Abla wrote the following outline on the white board to assist with the discussion:</p> <p>First Four Hours:</p> <ol style="list-style-type: none">1. Welcome – Motivators (A) -1st hour2. College expectations (B, C) -2nd hour3. Campus resources (D, G)4. Possibilities in college : AA/AS, majors, transfer (F) <p>Second Four Hours</p> <ol style="list-style-type: none">5. Review of first four hours/ SEP (H)6. SEP (H)7. Financial Aid (E)8. Registration (H) <p>The group agrees the issue of changing majors and a student’s financial aid eligibility be placed as a parking lot item for future discussion.</p>	
<p>Documents from meeting attached:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"><div style="text-align: center;"><p>Coun 101 Course outline Draft</p></div><div style="text-align: center;"><p>Implementation of Student Success Initik</p></div></div>	

Thursday, October 24, 2013

Thursday, October 31st 2013

**Counseling Division Meeting Minutes
12:30pm – 2:00pm Room 407E**

<input checked="" type="checkbox"/> Jim Anderson	<input type="checkbox"/> Robin Arie-Donch	<input checked="" type="checkbox"/> Nick Cittadino	<input checked="" type="checkbox"/> Abla Christiansen
<input type="checkbox"/> Marianne Flatland	<input checked="" type="checkbox"/> Amy Gaylor	<input checked="" type="checkbox"/> Mary Gumlia	<input checked="" type="checkbox"/> Marcie McDaniels
<input checked="" type="checkbox"/> Steven Springer	<input type="checkbox"/> Brenda Tucker	<input type="checkbox"/> Erma Moreno	<input checked="" type="checkbox"/> Jocelyn Mouton
<input checked="" type="checkbox"/> Angela Apostal	<input checked="" type="checkbox"/> Candace Roe	<input checked="" type="checkbox"/> Kamber Sta. Maria	<input checked="" type="checkbox"/> Amanda Greene

Presenter	Barbara Pavao
Topic:	Announcements
<p>Counselors discussed the Security/Emergency plan for Counseling & Special Services. If an emergency situation arises, and Counselors do not feel safe, they are to first call 9-1-1 and then campus security. Barbara has taken Erin's place as the Safety Coordinator for the first floor of the 400 Building.</p> <p>Barbara gave the group a "Scheduling Protocol" handout. She explained that the college has adopted new guidelines for scheduling classes. Counselors confirmed with Barbara that their input would be sought for building the Counseling class schedule. She agreed, but said the final decision would be the Dean's.</p> <p>Counselors spent meeting time at to the Student Success Initiative presentation in the Cafeteria. Barbara wanted Counselors to learn about a new Student Ed Plan system that we may be adopting. Students will need have 24/7 access to their Ed Plans effective Fall 2014 to meet the Student Success Initiative requirements.</p>	

Thursday, October 10th 2013

Counseling Division Meeting Minutes 12:30pm – 2:00pm Room 407E

Jim Anderson Robin Arie-Donch Nick Cittadino Abba Christiansen
 Marianne Flatland Amy Gaylor Mary Gumlia Marcie McDaniels
 Steven Springer Brenda Tucker Erma Moreno Jocelyn Mouton
 Angela Apostol Candace Roe Kamber Sta. Maria

Presenter	Amy Gaylor
Topic:	Announcements
<p>Kamber announced that the multi-campus grant for over ½ million dollars was just approved. The Grant is a multi-campus networking grant that will be combining programs from Sonoma State, Santa Rosa, and Solano college for foster youth.</p> <p>Nick announced that counselors should have received an email from Joe Conrad regarding the Chancellor’s Office mandate to have associate degrees completed in place by next fall. Solano is required to have 16 programs and at this point, has 6 approved by the CO and 3 others close to completion. The college needs to have 7 additional associate degrees for transfer complete by next Fall.</p> <p>Amy announced that she is taking Sunshine Fund collections (\$30) and asked Counselors to bring them to the next meeting.</p> <p>Marcie announced that there are only 4 TAGs left. She acknowledged the contribution Jim Anderson made to getting many TAGs completed.</p> <p>Robin announced that GE season is approaching and she relies on counselors to catch anything that has been left out of GE. She asked them to let her know if they find anything and to let her know which area they should go into.</p>	
Topic:	Best Practices and Transcript Review
<p>Robin led the discussion regarding transcript review for Barbara. The Counselors discussed the process of handling multiple transcripts. The consensus of the group was to ask Barbara Pavão to talk to Barbara Fountain to ask A&R staff to take care of the following data entry prior to a transcript evaluation appointment:</p> <ul style="list-style-type: none"> ▪ GPA ▪ Total transfer units (value) ▪ Scanned into Paperclip ▪ Differentiate lower division vs upper division units ▪ Check for accreditation ▪ Input into Banner ▪ Transfer value on SCC transcripts ▪ Math and English a must/minimum <p>They also agreed that students should be invited to come back to see the same Counselor. A proposal was put forth to put into SPACMNT which areas cover the GE, like CSU GE Area A: <u>put class</u>.</p>	

Thursday, November 7th 2013

Counseling Division Meeting Minutes 12:30pm – 2:00pm Room 407E

Jim Anderson Robin Arie-Donch Nick Cittadino Abba Christiansen
 Marianne Flatland Amy Gaylor Mary Gumlia Marcie McDaniels
 Steven Springer Brenda Tucker Erma Moreno Jocelyn Mouton
 Angela Apostol Candace Roe Kamber Sta. Maria Amanda Greene

Presenter	Barbara Pavao
Topic:	Meeting with A&R
<p>Counselors met with A&R and Curriculum staff to have a joint discussion to learn from each other and discuss operational procedures regarding various topics.</p>	
Topic:	Protocol
<p>Evaluator has been changed to analyst. Protocol is to go directly to any analyst for questions. Please direct questions to any analyst, not just Gale.</p> <p>English 1- many colleges require two courses, like Part a and Part b. Counselors were advised to be careful when reading and entering course equivalencies. Read the course description: look for research paper, expository prose, college composition, no mention of sentence structure. It doesn't matter if the course meets the graduation requirement for that particular college –for SCC, it's the content. If counselors are still in doubt, then then email OAR with a copy to the student.</p> <p>Counselors should make a note in SPACMNT. Don't enter the equivalency unless it is totally equivalent.</p> <p>Foreign country: if the third party already says it counts, then have the student do SCC assessment.</p> <p>To Be Determined: If the college the student attended has articulation with a CSU for the specific year, SCC will honor it.</p> <p>Engl 2 does not meet the reading requirement. Do not send a substitution waiver.</p>	
Topic:	Transcripts
<p>It was decided that Counselors are not to submit unofficial transcripts for the student. Tell students SCC needs the official transcript for degree evaluation.</p> <p>Prohibiting unofficial transcript is a topic for a further discussion.</p> <p>Scenarios in which a counselor would enter in test scores: 1) to clear a student who need to register soon, 2) test score from another college, 3) scores for high school student were not initially entered. Barbara explained that x followed by a number means they test into the course, whereas a pre-requisite means the student is eligible to take the next level course.</p>	

Thursday, November 7th 2013

Topic:	Veterans Transcripts & PE
--------	---------------------------

Steve Springer spoke to the group about an upcoming vote in Academic Senate.

There are two proposals. One is for Option C, Area E to be waived for Veterans with a DD214 honorable discharge and to receive 3 units credited. Robin will get the number of units clarified for CSU.

The other proposal is regarding Option A to have PE proficiency met by completion of basic training.

Counseling Division Meeting Minutes *Thursday, April 10, 2014*

12:35pm – 2:00pm Room 407E

<input checked="" type="checkbox"/> Jim Anderson	<input type="checkbox"/> Angela Apostal	<input checked="" type="checkbox"/> Robin Arie-Donch	<input checked="" type="checkbox"/> Abila Christiansen
<input type="checkbox"/> Nick Cittadino	<input checked="" type="checkbox"/> Marianne Flatland	<input type="checkbox"/> Amy Gaylor	<input checked="" type="checkbox"/> Mary Gumlia
<input checked="" type="checkbox"/> Marcie McDaniels	<input type="checkbox"/> Erma Moreno	<input checked="" type="checkbox"/> Jocelyn Mouton	<input checked="" type="checkbox"/> Barbara Pavao
<input checked="" type="checkbox"/> Candace Roe	<input checked="" type="checkbox"/> Steven Springer	<input checked="" type="checkbox"/> Kamber Sta. Maria	<input checked="" type="checkbox"/> Brenda Tucker

<input type="checkbox"/> Rick DeGette	<input checked="" type="checkbox"/> Amanda Greene	<input type="checkbox"/> Priscilla Hernandez-Neil	<input checked="" type="checkbox"/> Rebecca LaCount
<input checked="" type="checkbox"/> Rosa Lomeli	<input type="checkbox"/> Carmen McNeil	<input checked="" type="checkbox"/> Aaliyah Muhaimin	<input type="checkbox"/> Narisa Orosco Woolworth
<input type="checkbox"/> Kimberly Ramos	<input type="checkbox"/> Wolfgang Struntz	<input type="checkbox"/> Joan Wallace	<input type="checkbox"/> Tracie White
<input type="checkbox"/> Jesekah Odom	<input type="checkbox"/> Rubal Brar	<input type="checkbox"/>	<input type="checkbox"/>

Cupcakes provided by Jim and Erma.

Topic: Feedback from students

Presenter: Gabriel Johnson – ASSC President

Barbara had passed out handout last week. Hopefully you have read over listing.

Barbara introduced Gabriel Johnson. Went around room and introduced ourselves.

Gabriel had actually talked with students after they filled out feedback. Barbara asked Gabriel to give us feedback and what this means.

- ✓ Confused about path to take
- ✓ Don't get quality time
- ✓ Students don't come prepared
- ✓ Benchmark after so many completed courses they should meet with counselor
- ✓ Struggle with continuity
- ✓ Bad experience first time – won't come back
- ✓ Feel they take classes over and over again or took class that they didn't need
- ✓ Institution has dropped the ball with communication with students
- ✓ IGETC information not accurate
- ✓ Transfer Center not known by students
- ✓ There are quite a few that see Counselors

Transfer Day/College Night – only two counselors available – would suggest having more available – create sense of visibility. Also attend Career Education Fair – May 3, 2014

Imagine building – Is it possible to have Counselor specialize in specific programs.

Counseling Division Meeting Minutes

Thursday, April 10, 2014

Drop-In vs. appointment

Students don't have information about Counseling Department. Gabriel asked if we send out letters to new students to let them know to make an appointment.

Students don't typically check emails. Maybe a text will be noticed.

During the first month of class have Counselor come to class and let them know our services.

Discussion making Coun101 mandatory – optional orientation – students don't think they need to attend. Why 8 hours? Includes financial aid and Ed Plan, plus you get 3 credits. Gabriel felt it should be required.

Around of applause to Gabriel – you can contact him through email: gjohnson0815@gmail.com or phone (612) 965-4036.

Suggested doing a follow-up at later date on this topic.

Topic: ADT Degrees

Presenter: Robin and Marcie

Robin passed out handout (which is on shared drive>Meeting (Read Only)>Agenda Attachments.

Discussion in depth...Made newest updates on handout.

Marcie mentioned Counselor "go to" website is SB1440.org for Counselors lots of links also website for students is:

adegreewithaguarantee.com

Good reference is Coun101 handbook – page 31

Announcement

Marcie announced she sent all of you an email about the "New" Community College Pathways to Law School (CCPLS) initiative. The CCPLS provides a clear pathway from Community College to one of the following prestigious Law Schools: UC Davis, UC Irvine, Santa Clara University, Loyola Marymount University, and University of Southern California – Wednesday, May 7th from 9:00am-9:50am Room 402 Transfer Center.

Barbara will be on vacation from April 11-May 2. Shirley Lewis is manager in charge. Steve Springer, School Coordinator is available for counseling guidance, if needed.

Counseling Division Meeting Minutes

Thursday, April 10, 2014

April 24 Division Meeting – Retreat work group session

May 1 Division Meeting – Steven will do Crisis Counseling Tips from 12:35-1:00 then at 1:00 Project Retreat work group session

Brenda asked about shadowing adjunct counselors. Past practice is when adjunct counselor starting on their own, it is agreed that all counselors are available at any moment to answer and help with questions. Any adjunct counselors are always welcome to sit in on voluntary basis as long as Counselor is willing to help do that.

April 21st – Two candidates for Dean of Counseling are coming as part of forum.

Note taker: Tricia Meyer

PA-E2.9.12

Adjunct training April 8th - Logistics and a Request

Robin Arie-Donch

To: Kimberly Ramos; Rosa Lomeli; Rebecca LaCount; Narisa Orosco-Woolworth; Jesekah Odom; Arshpreet Brar; Joan Wallace; Danielle Slade

Cc: Amy Gaylor; Barbara Pavao; Tricia Meyer

Friday, April 04, 2014 3:54 PM

- Flag for follow up. Completed on Saturday, April 05, 2014.

Hello to All of You,

Here are a few logistical details about the training on Tuesday. We will meet at 5:00 pm in the Transfer Center, Room 402, on the first floor of the 400 Building, where we will go over--among other things--timesheets, procedures, petitions and counseling practices. We'll have a break by 6:30, at which time we'll eat. We'll be providing snacks. However, since the training is going through the dinner hour, you may wish to bring something more substantial to sustain you. There's a microwave that will be available if you need to heat something up.

After the break, we'll be going to a computer room in the library (no food allowed), where we'll be working on Banner procedures and other computer-related training. We will complete the training by 9:00 pm.

If possible, Amy and I would like to receive any questions you may already have from your shadow experiences, counseling you've been doing or anything else in advance. If you can get your questions to me by Monday at 11:00 am, it would give us some time to prepare to answer you. However, given that it's already Friday, if you can't make the Monday deadline, please either send the questions as soon as you can or bring them with you on Tuesday.

Amy and I are looking forward to seeing you next week. Thanks, in advance, for your participation.

Robin

Best Regards,

Robin Arie-Donch

Articulation Officer/Counselor

Solano Community College

DATE: May 20, 2014
TO: WACAC Executive Board
FROM: Nicola Place, MA and Barbara Pavão, MS
RE: Solano Community College Counseling Retreat
Sponsored in part by InterAssociation

Background

Under the initiative of Barbara Pavão, Interim Dean of Counseling and former Transfer Center Director/Counselor, the counselors at Solano Community College met to for a two-day retreat to examine current practices, their efficacy, and to plan for improvement.

Although this group has met in the past, it was the interest of the college president, Jewel Laguerre, that substantive conversation about the structure of the counseling and the delivery of services be critically examined.

Recognizing the need for facilitation, Barbara invited Nicola Place to assist in preparing for and facilitating the counselors through a process to achieve the goals of the retreat.

The retreat was held on March 20 and 21, 2014 at the Hilton Garden Inn in Fairfield, California. All full-time counselors were in attendance and several adjunct faculty attended as well.

Retreat Outline and Summary

We began the retreat with in-depth introductions, allowing everyone to get to know each other in a new context and to form and or renew personal connections. These were followed by a presentation of student cohort data by the Solano College researcher, Peter Cammish. Success, persistence and retention rates of Solano students were examined, along with demographic and geographic distribution data. Counselors were profoundly engaged by this information and were able to immediately begin to consider the implications and what possible initiatives and strategies could be implemented to improve outcomes.

Next the group participated in a simple team activity designed to provide context and background for the team-based action planning process that was to follow.

The remainder of the retreat was spent creating strategies to address what was seen in the data as needing improvement. Starting from the data, the counselors

worked in teams to develop goal statements, objectives, and specific work-plans. Timelines were created and team participants were identified.

Counselors were deeply engaged with this process, evidenced by the willingness to stay later than scheduled on both retreat days to work in their groups on their project plans.

WACAC's Role

During the course of the retreat, we emphasized three underlying points.

1. Counselors are uniquely positioned and authorized to take action across the campus on behalf of students. In this way, counselors can be leaders of change and improvement.
2. Data is a critical and effective tool to effect change
3. Change-making work requires professional development time and resources.

As a means to emphasize this third point, WACAC's InterAssociation Committee paid for one of the lunches at the retreat. We used that opportunity to talk about the importance of professional development for these kinds of projects and for its value in expanding expertise, developing networks and revitalizing long-time professionals in their fields.

Outcomes

Immediate: Four teams were formed and each team identified a goal, measureable objectives, and began to work on strategies.

Subsequent: Since the retreat, the counselors have met to discuss progress on the plans and to further their development. Work has been done to clarify data needs.

Lessons Learned

Do a LOT more design and planning for what happens after the retreat. Specifically, it would be important to clearly identify the responsible team leaders, members, and timelines for completion of tasks.

Do more preparation of the data prior to the presentation. Solicit input from the group prior to the retreat to ascertain its priorities for data.

Community College Needs Assessment

Although a formal needs assessment was not done prior to the retreat, the impetus for the retreat came at the direction of the college

Superintendent/President. As the college continues to manage limited resources, the services provided from the Counseling department are always under scrutiny for efficiencies and effectiveness.

Potential for Future Program, based on this experience.

High

Sample Team Goals

GOAL: Increase persistence of american By _____%

STRATEGY: EACH ED PLAN WILL INCLUDE ENGLISH AND MATH

Indiv level:

I. ASSIGN CLASSES ENGLISH AND MATH CLASSES FOR ALL STUDENTS ENGL 305 AND 355 FOR SURE, BECUZ OF MIN ENGL AND MATH STANDARDS, AND THOSE

- 1) commit to place english and math on every ed plan, even to be determined
- 2) for those with no assessment and they appear confused you walk them over to assessment
- 3) ASSIGN THEM them a 101, say they need it ideally prior to school

TIMELINE: immediate

Lead: marcie to ck in with all

others:all

Key Milestones: HOW will you know? SAVE ED WITH SEPARATE #44 SAVE ON ISHTAR FILE 44

DATA MEASURE:
COMPLETION OF ALL ASSIGNED CLASSES

Group Level

II STRATEGY:

EDUCATE COUNSELORS: COUN GROUP HOLDS CULT COMP TRAINING

DESCP- CULT COMPETENCY TRAINING FOR EACH SEMESTER

LEAD: MARIANNE & BRENDA

OTHERS WHO ELSE ARE HELPING
UMOJA,

KEYMILE STONES: DID IT HAPPEN OR NOT

DATE OF MEASURE: BY WHEN END FALL2014

CLASSROOM LEVEL WK WITH OTHER DISCIPLINES: WORK WITH OTHER DISCIPLINES N/A

CULTURAL?FLE"X? "CORNER/STUDENT" PERSPECTIVE?/FACUTY PERSPECTIVE/BLOG

COULD THERE BE AN ANONYMOUS WAY FOR INSTRUCTORS TO "PROCESS" THEIR CONCERNS/CHALLENGES STUDENTS

COMMUNITY:

RECRUIT FACUTY, WHAT IS BEING RIGHT NOW, TO HIRE REESTABLISH BLACK FACULTY ASSOS

KAREN

KEVIN

TOMAR

WATKIN

JOEL

PIPER JEFFERSON

POWEL

CIS

NURSING

CHDFS

III STRATEGY: Welcome Letter

JUST TO AFRICAN AMERICAN...OR ALL STUDENTS

WORSE COME TOWORSE CRS CK WITH MASTER LIST OF STUDENTS

Measurable? Sent or not sent

team leader for this welcome letter:

Brenda

1) AMANDA Jim and Marcie will contact help desk to get names and contacts for all new african american students by next week...

2) Draft Letter:

Brenda will draft: All african American :welcome letter" both snail mail and email what includes pertinent items:

LETTER Includes: Success recommendations:

-assessment of english and math placement

-take english math first semester

-FINANCIAL AID

coun 101

coun007

050

links to student services

--one sample of a weekly class schedule??

--SEE A COUNSELOR

3) Send letter----May 1 send letter IT people target

---how can we get ongoing list of new african american students

--- talk to shemila about how she does out reach...how to do this on

4) Follow up

a) did they register Y/N

b)

c) what they reg for: by end of first month order their enrollment

d) follow up with midterm letter/post card saying congrats so far, heres more support, and start thinking bout next semester

Counseling Division Meeting Minutes Thursday, April 3, 2014

12:30pm – 2:00pm Room 407E

<input checked="" type="checkbox"/> Jim Anderson	<input checked="" type="checkbox"/> Angela Apostal	<input checked="" type="checkbox"/> Robin Arie-Donch	<input checked="" type="checkbox"/> Abila Christiansen
<input checked="" type="checkbox"/> Nick Cittadino	<input type="checkbox"/> Marianne Flatland	<input checked="" type="checkbox"/> Amy Gaylor	<input checked="" type="checkbox"/> Mary Gumlia
<input checked="" type="checkbox"/> Marcie McDaniels	<input checked="" type="checkbox"/> Erma Moreno	<input checked="" type="checkbox"/> Jocelyn Mouton	<input checked="" type="checkbox"/> Barbara Pavao
<input checked="" type="checkbox"/> Candace Roe	<input checked="" type="checkbox"/> Steven Springer	<input checked="" type="checkbox"/> Kamber Sta. Maria	<input type="checkbox"/> Brenda Tucker
<input type="checkbox"/> Rick DeGette	<input checked="" type="checkbox"/> Amanda Greene	<input checked="" type="checkbox"/> Priscilla Hernandez-Neil	<input checked="" type="checkbox"/> Rebecca LaCount
<input checked="" type="checkbox"/> Rosa Lomeli	<input type="checkbox"/> Carmen McNeil	<input type="checkbox"/> Aaliyah Muhaimin	<input type="checkbox"/> Narisa Orosco Woolworth
<input checked="" type="checkbox"/> Kimberly Ramos	<input type="checkbox"/> Wolfgang Struntz	<input type="checkbox"/> Joan Wallace	<input type="checkbox"/> Tracie White
<input type="checkbox"/> Jesekeh Odom	<input type="checkbox"/> Rubal Brar	<input type="checkbox"/>	<input type="checkbox"/>

Mary attended Board Meeting last night was very inspired by listening to our colleagues that spoke about salary and workload. They spoke very professional and very articulate. Jim DeKloe's emailed captured the essence of what happened last night in a very positive sense.

Two cards going around: Eric's grandmother passed away and Laurie Gorman's father passed away.

Topic: Best Practices or guideline Presenter: Angela

Angela passed out "Proposed" checklist/best practices or guidelines to discuss with Counseling Division.

Committee: Angela, Amanda, Jocelyn, Priscilla, Abila and Rosy.

Discussed handout in depth...listing is not in priority order.

Outcome: Committee will meet again and go over all items discussed.

Here are a few:

- Have handout with information for students (course advisories)
- Talk to colleagues which classes to recommend
- Recommend course outline on home page
- Coun101 booklet very informative
- Interface with English Department to offer more offerings.
- Liaison discussion

Get involved with SSSP. Counseling faculty need to be more involved so we are heard.

Counseling Division Meeting Minutes

Thursday, April 3, 2014

Miscellaneous

- School Coordinator – Steve Springer – Making sure SLO are up to date. Fall semester even # course, must have SLO assessment prepared and submitted. You are obligated and in contract to be done.
- Summer Adjunct counselor requests due April 8th.
- Full time Counseling schedules due April 9th.
- College supporting Year Round Schedule for classes
 - Spring 2015 preferences submitted
 - Building schedule for student needs
 - Summer 2015/Fall 2015/Spring 2016 be done this Fall
- Website update
 - Viewed new webpage-implement next week or in July.

Note taker: Tricia Meyer

Counseling Division Meeting Minutes *Thursday, April 24, 2014*

12:35pm – 2:00pm Room 407E

<input checked="" type="checkbox"/> Jim Anderson	<input checked="" type="checkbox"/> Angela Apostal	<input type="checkbox"/> Robin Arie-Donch	<input checked="" type="checkbox"/> Abla Christiansen
<input checked="" type="checkbox"/> Nick Cittadino	<input checked="" type="checkbox"/> Marianne Flatland	<input type="checkbox"/> Amy Gaylor	<input type="checkbox"/> Mary Gumlia
<input checked="" type="checkbox"/> Marcie McDaniels	<input type="checkbox"/> Erma Moreno	<input type="checkbox"/> Jocelyn Mouton	<input type="checkbox"/> Barbara Pavao
<input checked="" type="checkbox"/> Candace Roe	<input checked="" type="checkbox"/> Steven Springer	<input checked="" type="checkbox"/> Kamber Sta. Maria	<input checked="" type="checkbox"/> Brenda Tucker
<input type="checkbox"/> Rick DeGette	<input checked="" type="checkbox"/> Amanda Greene	<input type="checkbox"/> Priscilla Hernandez-Neil	<input checked="" type="checkbox"/> Rebecca LaCount
<input type="checkbox"/> Rosa Lomeli	<input type="checkbox"/> Carmen McNeil	<input type="checkbox"/> Aaliyah Muhaimin	<input type="checkbox"/> Narisa Orosco Woolworth
<input type="checkbox"/> Kimberly Ramos	<input type="checkbox"/> Wolfgang Struntz	<input type="checkbox"/> Joan Wallace	<input type="checkbox"/> Tracie White
<input type="checkbox"/> Jesekeh Odom	<input type="checkbox"/> Rubal Brar	<input type="checkbox"/>	<input type="checkbox"/>

Announcements

Steven mentioned about 2 open adjunct counseling positions opening soon; one for EOPS and one for DSP

Marcie mentioned May 7th Information Session on How to Prepare for Law School from 9:00-9:50am, Transfer Center

Brenda mentioned email from Barbara Fountain about EAP – discussion
Is everyone on same page?

Abla passed around flyer for Puente Year-End Celebration and Appreciation Ceremony, tonight, April 24 at 5:30pm, everyone welcome

Abla passed around flyer for Puente Learning Community Courses for Fall 2014 & Spring 2015

Amanda spoke about FYE for Fall – allow 75 students

Steve mentioned he is involved with Early College presentation on Saturday. Marcie had information she passed around on topic.

Nick mentioned he sent everyone email about "Code of Ethics" being presented to governing board. If you have any input, let Nick know.

Meeting adjourned at 1:20 pm.

Rest of meeting time was to allotted to Retreat Groups work.

Note taker: Tricia Meyer

AMENDMENT #1 TO SERVICES AGREEMENT

THIS AMENDMENT #1 TO THE SERVICES AGREEMENT (this "Amendment"), dated as of March 1, 2013 ("Amendment Effective Date"), is entered into by and between Higher One, Inc., a Delaware corporation located at 115 Munson Street, New Haven, Connecticut, 06511 ("Higher One") and Solano Community College (the "Institution" or "Customer").

RECITALS:

WHEREAS, Higher One and the Institution are parties to that certain Higher One, Inc. Services Agreement made effective August 20, 2010 (the "Agreement");

WHEREAS, the Institution desires to amend the Agreement in order to purchase eCommerce Services (as described in Exhibits D, E, F, G, H and I hereto); and

WHEREAS, Higher One desires to deliver such eCommerce Services as described below pursuant to the terms of the Agreement, this Amendment, and Exhibits D, E, F, G, H and I attached hereto.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Higher One and the Institution hereby agree as follows:

1. The term of the Agreement currently ending on October 1, 2015, shall be extended for a period of three (3) years ending on October 1, 2018.
2. Exhibit D (eCommerce Terms and Conditions), Exhibit E (Order Form), Exhibit F (Service Level Agreement), Exhibit G (Privacy and Security Statement), Exhibit H (SmartPay Merchant Participation Agreement) and Exhibit I (Request for Taxpayer Identification Number and Certification) are incorporated into the Agreement by reference.

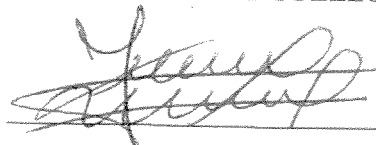
All other terms and conditions of the Agreement shall remain the same. For the avoidance of doubt, capitalized terms used herein and not otherwise defined shall have the meanings assigned to them in the Agreement.

IN WITNESS WHEREOF, the Institution and Higher One have caused this Amendment to be executed as of the date first above written.

HIGHER ONE, INC.

SOLANO COMMUNITY COLLEGE

By: _____
Mark Volchek
Chief Executive Officer

By:  _____

Date: _____

Date: 03-08-13

Professional Services Agreement
Solano Community College District
And
Strata Information Group

Amendment No. 5

The Agreement made on June 8, 2006 between Solano Community College District and Strata Information Group (SIG), is hereby amended to be effective July 1, 2013. The following changes are made to the Agreement:

2. Compensation

Solano Community College District will pay SIG the hourly rate of \$160.00 and will remain the same through June 30, 2014. Rates for services may increase by \$5.00 per hour for each year thereafter. No other increase in the amount or scope of services is authorized without formal amendment to the Agreement.

4. Term

The term of the Agreement is extended to June 30, 2016.

THERE ARE NO OTHER CHANGES

The signatures below indicate approval of this Amendment.

For Solano Community College District:



Dr. Jowel C. Laguerre, Superintendent/President

Date: 05-22-13

For Strata Information Group:



Henry A. Eimstad
President

Date: 3/8/13

Solano Community College 2014 – 2015 Financial Aid Disbursement Schedule

To see your award and payments schedule, log onto your [MySolano](#) account and click the Financial Aid tab.

FALL 2014 PAYMENT DATES						
Do you have any of these awards in "My Overall Status"?						
PELL	Scholarship	Cal Grant & Chafee	EOPS & CARE	SEOG	Direct Loan	Make-Up Grants
8/5/14						
	8/12/14					8/12/14
						8/19/14
						8/26/14
						9/2/14
					9/16/14	9/16/14
		9/30/14	9/30/14	9/30/14	9/30/14	9/30/14
					10/14/14	10/14/14
10/28/14					10/28/14	10/28/14
			11/4/14		11/4/14	11/4/14
			11/18/14		11/18/14	11/18/14
					12/2/14	12/2/14
					12/16/14	12/16/14

SPRING 2015 PAYMENT DATES						
Do you have any of these awards in "My Overall Status"?						
PELL	Scholarship	Cal Grant & Chafee	EOPS & CARE	SEOG	Direct Loan	Make-Up Grants
1/6/15						
	1/13/15					1/13/15
						1/20/15
						1/27/15
						2/3/15
			2/17/15		2/17/15	2/17/15
		3/3/15		3/3/15	3/3/15	3/3/15
					3/17/15	3/17/15
3/31/15					3/31/15	3/31/15
						Break
			4/21/15		4/21/15	4/21/15
			5/5/15		5/5/15	5/5/15
					5/19/15	5/19/15

PLEASE NOTE: Refunds will take a minimum of 3-5 business days to post to your HigherOne account.

Pell Grants will be issued in two (2) disbursements per semester depending on when your file is packaged and awarded. All other grants are issued in one (1) disbursement per semester. Loan payments vary based upon schedule. **Students are recommended to enroll in ALL courses before your first scheduled Pell Grant disbursement date.**

Unit Requirements: All awards were made based upon full-time enrollment status. **Pell Grant awards will be reduced based upon actual units enrolled as follows:**

- Full time (12 or more units) = 100% of semester award
- 3/4 time (9 - 11.5 units) = 75% of semester award
- 1/2 time (8.5 - 6 units) = 50% of semester award
- <1/2 time (.5 - 5.5 units) = Pell Grant eligibility will vary from \$0 to \$519 depending on FAFSA EFC

Minimum Unit Requirements:

EOPS & CARE: 9 units

SEOG, Chafee, Cal Grants: 6 units

Direct Loan: 6 units

SHORT TERM CLASSES will not be eligible for disbursement until next date after the class begins.

REPEATED COURSEWORK: Federal regulations allow for students to receive federal student aid for one repeat of a previously passed course. A grade of D or better is considered passing. W's do not count as repeats.

OVERPAYMENT/REPAYMENT: If you **INCREASE** or **DECREASE** units **after you receive your first Pell Grant disbursement**, then your second Pell Grant disbursement will be adjusted accordingly. **All adjustments will be made on your second scheduled payment not before.** If you drop to less than 6 units or never attend a class (no show), you may owe an **OVERPAYMENT**. If you withdraw from or fail all your classes, you may owe a **REPAYMENT**. Refer to [Overpayment Policy](#) and [Return to Title IV \(R2T4\) Policy](#).

PLEASE ALSO NOTE: in the event that circumstances arise which are beyond our control, the dates on this disbursement schedule may be changed. Rescheduled disbursement dates will be posted on the Financial Aid website.

Federal Work Study Totals

2012-2013 AY: Total students participating: 74
 Total amount paid out for the 1213 AY: \$198,113.00

2013-2014 AY: Total number of students participating: 61
 Total amount of FWS paid out for the 1314 AY: \$146,516.00

1213 AY

The screenshot displays the 'Fund Budget Inquiry' window for 'RFIBUDG: 8:17 (PROD_11g)'. The 'Aid Year' is set to 1213 and the 'Fund' is FWS (Federal Work Study). The 'Base Fund' section shows Source: FDRL Federal, Type: WORK Work, and Federal ID: CWS Federal Work-Study Program.

Aid Year Specific

Prior Balance:	██████████.00	Budget Allocated:	202,123.00	Available to Offer:	832,555.25
Transferred:	.00	Total Allocated:	202,123.00	Over-Commitment Percent:	412.400

	Number of Awards	Amount	Remaining Amount	Remaining Percent	Actual Remaining Amount
Original Offer:	77	294,792.00			
Current Offer:	77	278,054.00	553,301.25	66.39	-75,931.00
Zero Offer:	0	.00			
Offered:	0				
Accepted:	77	278,054.00	.00	0.00	
Declined:	4	.00			
Cancelled:	18	2,200.00			
Memoed:					
Authorized:					
Paid:	74	198,113.00	79,941.00	28.75	

Prior Balance Record: 1/1 +OSC>

**1314 AY Note: Estimating \$8,200 for 06/11/14 to 06/30/14 pay period.
 \$138,316.00 + \$8,200.00 = \$146,516.00 Grand total**

Oracle Fusion Middleware Forms Services: Open > RFI_BUDG

File Edit Options Block Item Record Query Tools Help

Fund Budget Inquiry: RFI_BUDG - 17 (PRG0_116)

Aid Year: 1314 Fund: FWS Federal Work Study

Base Fund

Source: FDRL Federal
 Type: WORK Work
 Federal ID: CWS Federal Work-Study Program

Aid Year Specific

Prior Balance: .00 Budget Allocated: 143,150.00 Available to Offer: 266,300.53
 Transferred: 15,000.00 Total Allocated: 158,150.00 Over-Commitment Percent: 181.031

	Number of Awards	Amount	Remaining Amount	Remaining Percent	Actual Remaining Amount
Original Offer:	66	220,615.00			
Current Offer:	61	168,684.00	117,616.53	41.08	-10,534.00
Zero Offer:	0	.00			
Offered:	0				
Accepted:	61	168,684.00	.00	0.00	
Declined:	1	.00			
Cancelled:	5	7,278.00			
Memoed:	0				
Authorized:	0				
Paid:	61	138,316.00	30,368.00	18.00	

Prior Balance
 Record: 1/1 <09C>

2014-2015
SOLANO COMMUNITY COLLEGE LOAN QUESTIONNAIRE & REQUEST FORM

NOTE:

- Complete the Direct Stafford Loan Entrance Counseling and sign the Master Promissory Note prior to submitting a Loan application. Go to: www.studentloans.gov.
- Students **MUST** submit a **Complete Student Ed Plan; 4 semesters.**
- Please keep in mind that Direct Student **Loans are Financial Aid that must be repaid.**
- Based on other Financial Aid received, (EOPS, Federal College Work Study, Federal supplemental Educational Opportunity Grant) the loan **amount requested may not always be the actual awarded amount.**
- Students must **complete 24 units between each loan award and maintain SAP by earning at least a 2.0 GPA and completing 67% of all units they attempt each semester. (Satisfactory Academic Progress)**

1. Name (Last) _____ (First) _____ SCC ID _____

2. Address _____ Phone Number _____

3. City _____ Zip _____ Email address _____

4. A. Previous Borrowers: I have received previous loans at: Solano Community College (circle) or other

Colleges: _____

B. List other colleges, universities or vocational trade schools you attended or will be attending between August 2014 and May 2015 while enrolled at Solano Community College.

Name of College _____

5. Only make one selection: This loan request is for: 1) Fall 2014/Spring 2015 _____ 2) Fall 2014 Only _____
3) Spring 2015 Only _____

6. Expected Graduation Date at Solano Community College: Mo. _____ Yr. _____

7. List any additional money during this academic year:
Scholarship(s): _____ Other: _____

8. The total Loan amount I wish to request for 2014-2015 academic year is: _____

9. Amount requesting: Subsidized \$ _____ Unsubsidized \$ _____

(Not responsible for paying interest while enrolled in 6.00 units)

(Responsible for paying interest while enrolled in 6.00 units)

****I understand that my loan award is dependent upon my budget, unmet need and other types of financial aid that may be awarded to me. I also understand that adjustments to my subsidized and unsubsidized requested amounts may be necessary in order to award the total amount I want to borrow.**

ACADEMIC YEAR DIRECT LOAN APPLICATION DEADLINES:

Fall 2014: Friday November 14, 2014 Spring 2015: Friday April 10, 2015

2014-2015
SOLANO COMMUNITY COLLEGE
STUDENT LOAN ELIGIBILITY REQUIREMENTS

SPECIAL NOTE:

Although Solano Community College participates in the federal student loan program, we also wish students to be mindful that borrowing a loan places you in debt and as such borrowing should be a last resort. Please note each of the following eligibility requirements. There are no exceptions in consideration and approval of borrowing the loan monies. Please read and initial items 1-12.

1. _____ All students must have a valid **2014-2015 FAFSA** application on file with the Solano Community College Office of Financial Aid, and have been **PROCESSED** before the Loan application can be certified.
2. _____ Loan borrowing is based on an eligible program of study and according to program length. Because of this each borrower is required to have a fully developed **Student Educational Plan (SEP) (4 semesters)** for **all** semesters the student plans to enroll at Solano Community College for anticipated completion date. Students may get a comprehensive SEP developed in partnership with an academic counselor. Counseling department can be reached at (707) 864-7101.
3. _____ According to the U.S. Department of Education **ALL** borrowers are required to complete a Direct Stafford **Loan Entrance Counseling**. Students must go online to <https://studentloans.gov>. Computers are available in the Solano Community College Career Center, room 403. It is **not** necessary to bring the printed **Proof of Completion** form to the **Office of Financial Aid**. This will be electronically reported to us by Direct Loan. Contact 1-800-557-7394 for any problems with completion.
4. _____ All students must sign the **Electronic Master Promissory Note (MPN)** each time a Loan is borrowed. Students must go on line to <https://studentloans.gov>. Contact Applicant Services at 1-800-557-7394 for problems signing.
5. _____ All students must be **enrolled** in at least **half-time status (6 Units) in order to apply** and receive loan funds.
6. _____ All loan applicants must meet **Satisfactory Academic Progress (SAP) by earning at least a 2.0 GPA and completing 67% of all units attempted each semester. **Students must earn 24 units between loan awards.**
7. _____ **Students are required to print and submit a complete loan borrowing history from the NSLDS website by going to: http://www.nsls.ed.gov/nsls_SA/.**
8. _____ According to U.S. Department of Education guidelines, first-time enrolled students cannot receive loan benefits prior to 30 days into the semester.
9. _____ Borrowers **who have either graduated, or dropped below 6 units** are required to complete an **Exit Interview** online by choosing the Exit Counseling at <https://studentloans.gov>
10. _____ Solano Community College **Does Not** participate with the **Private Loan Programs**.
11. _____ Students can expect to receive Loan funds by direct deposit on their MySolano Higher One debit card within **five business days from the date of loan disbursement**.
12. _____ Effective July 1, 2013 there is a **3 year Subsidized Loan limit for first time borrowers**.

Please notify the Office of Admissions & Records of any changes to your mailing address, as MySolano debit cards are mailed to the student's current mailing address shown on Solano Community Colleges system.

Public Law 102-26 grants the Dean of Financial Aid at Solano Community College the authority to refuse to certify approval of a loan. As such, failure to complete the requirements could result in the delay of loan approval or result in denial of loan borrowing at Solano Community College.

I certify that I have read the above and understand that I cannot acquire a loan without meeting all of the requirements.

Student's Signature

Date



Solano Community College
2014-2015 Financial Aid
Satisfactory Academic Progress (SAP) Policy

Reestablishing Eligibility:

- Students may reestablish their eligibility by meeting the Pace of Progression- 67% completion rate standard along with a minimum cumulative GPA of 2.0.
- Sitting out one semester or longer will not reestablish eligibility.

Student Appeals for Extenuating Circumstance:

- Should include an explanation of why the student failed to meet SAP.
- Should explain what has changed that will allow the student to make SAP.
- Additional documentation requires; see appeals form.
- Outcome is a Professional Judgment decision, case-by-case and not capricious nor discriminatory.
- Progress Report may be required prior to final determination.
- Effective 2011-12 academic year. Students may be granted only one (1) appeal.
- Remedial Courses: Remedial courses are eligible for funding only if recommended on a student's educational plan by an academic counselor. A maximum of 30 remedial course units will be eligible for financial aid funding.

Probation:

- Approved appeals result in the student being placed on SAP probation.
- Students may receive financial aid during terms of probation.
- Students can regain eligibility by making SAP at the end of one term of probation.
- Students must complete 75% of the units attempted along with a 2.0 GPA each semester while on probation.
- Students must follow their academic plan while on probation.
- The institution will verify each term that the student is following the academic plan and/or meeting terms of probation; if not, the student becomes ineligible for federal and state student aid until SAP standards are met.

PLEASE NOTE: students will become INELIGIBLE if they have exceeded the Maximum Time Frame of 90 units attempted which supersedes the SAP status standings of Satisfactory, Warning and Probation.

Students may access their Satisfactory Academic Progress (SAP) status on their MySolano account by following these steps:

- 1) Log in to MySolano <https://my.solano.edu/cp/home/displaylogin> with username and password.
- 2) Click "Financial Aid" tab along the top.
- 3) Click "Progress" link under "Student Requirements," "Choose another aid year."
- 4) Click on "Academic Progress" tab.

Student may access their Solano College "Transcript Totals" by following these steps:

- 1) Log in to MySolano <https://my.solano.edu/cp/home/displaylogin> with username and password.
- 2) Click on "Student" tab along the top.
- 3) Click on "Transcripts" (Official & Unofficial) under "Student Records" on the right side.
- 4) Click on "Unofficial Transcripts."
- 5) Click on "Submit" underneath "All Levels" and "Web Unofficial."
- 6) Click on "Transcript Totals."

I have read and understand the Financial Aid Satisfactory Academic Progress Standards described above.

Print Name: _____
Last
First
MI

Student ID#: _____

Signature: _____

Date: _____



Select a Counseling Application

As you watch the video segments, you will be quizzed to test your understanding of the material presented.

brenda_arnold | Logout

A validation e-mail has been sent to your e-mail address. In order to gain full access to the site, you will need to follow the instructions in that message

SAP WORKSHOP

YOU ARE **0%** DONE!



Welcome to Financial Aid TV's Counseling on Demand

Welcome to Financial Aid TV's Counseling On-Demand. In this session, you will view a series of short video segments. You will also be asked several questions to test your understanding of the material. Good luck!

This status bar tracks your progress. You are allowed to go back anytime but you cannot skip forward of your current progress


<p>Welcome to Financial Aid TV's Counseling on Demand</p>	<p>What is SAP and what are the 3 components of SAP?</p>	<p>When is SAP elevated, and what does each SAP status mean?</p>	<p>SAP Warnings, Disqualifications, and Probations</p>	<p>SAP Appeal Process at Solano Community College</p>	<p>#1 NOT YET COMPLETED</p>

Screen Shot of FATV from SCC-Website

http://solano.financialaidtv.com

Solano Community ...


File Edit View Favorites Tools Help



Have questions about the various financial aid programs at Solano Community College?
Learn about financial aid through these short video answers.

[Return to Financial Aid Homepage](#)

WELCOME TO FINANCIAL AID TV



Welcome!

Begin by watching the introductory segment or by accessing the short clips below, which are organized by playlist.

[GET STARTED](#)

ALL PLAYLISTS ALL VIDEOS POPULAR VIDEOS

Search

All Categories All Categories

Solano Community 2014-2015 Financial Financial Aid Basics Eligibility

PA-E2.10.8

PPA ECAR with Center Locations

OPE ID: 00129200**School Name:**

Solano Community College

Your Name and Address - Change Both
application has been submitted.4000 Suisun Valley Road
Fairfield, CA

Electronic Application

Section A. Please answer these general questions.

1. Tell us why you are submitting the application.
Name and Address - Change Both
2. What is the name of your institution?
Solano Community College
- 3a. Do you have another name such as trade name or d/b/a name under which you legally do business as a postsecondary educational institution?
- 3b. During the past four years, have you had another name that you have not previously reported to the Department of Education?
4. Check here if you are an institution resulting from a merger in the past four years that you have not previously reported to the Department of Education, and give the OPE ID numbers of the former (pre-merger) institutions.
5. What is your 8-digit OPE ID number?
00129200
- 6a. What is your 9-digit Tax Identification Number (TIN) assigned by the IRS?
946002197
- 6b. What is your 9-digit DUNS number?
071680730
7. What was your most recently completed award year?
Beginning Date: 07/01/2012
Ending date: 06/30/2013
8. What is your current award year?
Beginning Date: 07/01/2013
Ending date: 06/30/2014
9. Does your institution have a website (or home page) on the Internet?
HTTP:\\WWW.SOLANO.EDU
10. Who is your chief executive officer (CEO)/president/chancellor?

Name	Dr. Jowel Laguerre
Job title	Superintendent/President
Business address	4000 Suisun Valley Road Fairfield, CA 94534-3197
Telephone number	(707) 864-7112
Fax number	(707) 864-7213

E-mail address |jowel.laguerre@solano.edu|

11. Who is chief your fiscal officer/financial officer?

Name	Mr. Patrick Killingsworth
Job title	Director, Fiscal Services
Business address	4000 Suisun Valley Road Fairfield, CA 94534-3197
Telephone number	(707) 864-7000 4462
Fax number	(707) 864-7146
E-mail address	patrick.killingsworth@solano.edu

12. Who is your chief financial aid director?

Name	Ms Robin Darcangelo
Job title	Director of Financial Aid
Business address	4000 Suisun Valley Road Fairfield, CA 94534-3197
Telephone number	(707) 863-7889
Fax number	(707) 646-2071
E-mail address	robin.darcangelo@solano.edu

13. To whom do you wish us to send all ongoing correspondence and publications concerning federal student financial aid?

Check here if this is the same person as in Question 12.

Name	Ms Robin Darcangelo
Job title	Director of Financial Aid
Mailing address	4000 Suisun Valley Road Fairfield, CA 94534-3197
Telephone number	(707) 863-7889
Fax number	(707) 646-2071
E-mail address	robin.darcangelo@solano.edu

14. Whom should we contact if we have questions about information in this form?

Check here if this is the same person as in Question 12.

Section B. Please tell us about your accreditation and state authorization to provide postsecondary education.

15. What is your accrediting agency?

Accreditor Abbreviation	Name of Accreditor	Year Last Accredited	Number of Years	Primary Accreditor	Institution-wide/ Programmatic	End Date
WASCJC	Western Association of Schools and Colleges - Community/Jr. Colleges	2010	6	Yes	Institution-wide	

16. Check here if you do **not** offer a flight program.

If you offer a flight program, provide your certification number from the U.S. Federal Aviation Administration (FAA).

Number Date FAA certification expires

17. What state agencies authorize or license you to provide postsecondary educational programs? (For this question, do not include educational programs that are provided at "distance learning" sites.

- a. Check here if you are a public institution and do **not** provide at least 50% of an educational program outside your state.
- b. Check here if you are a public institution and you **do** provide at least 50% of an educational program outside your state and list (for each state other than your "home" state) each state agency that licenses you, or otherwise provides you with legal authority, to provide postsecondary educational programs.
- c. Check here if you are a private institution and list each state agency that licenses you, or otherwise provides you with legal authority, to provide postsecondary educational programs.
- d. Check here if you or your programs are not required to be authorized or licensed by a state agency.

Name and Address of Agency	Telephone/ Fax	E-mail Address	End Date
CA Community College - Chancellor's Office 1102 Q Street Sacramento, CA 95814-6511	(916) 445-8752 (916) 323-9478	http://www.cccco.edu	

Section C. Please describe your institutional control and structure.

18. Check your type of institutional structure.

- Public institution
 Private nonprofit 501(c)(3) institution
 For-profit institution
 Foreign institution (check one)
 Public institution
 Private non-profit institution
 For-profit institution

19. Check here if this is a request for initial certification.

For all other institutions, since you were last certified to participate in federal student financial aid programs, has your institutional structure changed?

If yes, give the date of change.

20. Check here if you have a board of trustees.

Check here if you have a board of directors.

Check here if you have more than 10 on your board, list only the board's executive committee, and provide the name of a contact person in Question 21.

21.

If you provide only the board's executive committee in Question 20, tell us who is the appropriate person to contact for further information about your board (for example, the board's recording

secretary)?

Section D only applies to proprietary schools and not-for-profit institutions with a change in control.

Section E. Please provide the following information for each educational program that you are requesting be eligible to participate in federal student financial aid programs.

26. Please check each box that describes the educational programs that you provide as of the date you submit this application or that you will provide during the current award year. **Provide information only on programs that you wish to be eligible for federal student financial aid.** (You may check more than one box.)

- a. associate degree programs
- b. bachelor's degree programs
- c. master's and/or doctoral degree programs
- d. first professional degree programs
Measure by direct assessment instead of clock or credit hours
- e. graduate or professional programs
 - do not lead to a post-baccalaureate degree
 - are at least 10 weeks, and
 - provide at least 8 semester or trimester credit hours, 12 quarter credit hours, or 300 clock hours of instruction.
 - prepare students for gainful employment in a recognized occupation.
- f. two-academic-year transfer programs
- g. undergraduate programs that
 - lead to a certificate or other recognized educational credential,
 - prepare students for gainful employment in a recognized occupation,
 - are at least 15 weeks, and
 - provide at least 16 semester or trimester credit hours, 24 quarter credit hours, or 600 clock hours of instruction.
- h. undergraduate programs that
 - lead to a certificate or other recognized educational credential,
 - prepare students for gainful employment in a recognized occupation,
 - are at least 10 weeks, and
 - provide at least 8 semester or trimester credit hours, 12 quarter credit hours, or 300 clock hours of instruction.

AND

- require an enrolling regular student to have an associate degree or higher degree.
- i. undergraduate programs that
 - lead to a certificate or other recognized educational credential,
 - prepare students for gainful employment in a recognized occupation.
 - are at least 10 weeks, and
 - provide at least 300 but not more than 599 clock hours of instruction.
 - do not exceed by more than 50% the minimum number of clock hours established by

the state for such training programs, and

- have been provided for at least one year.

- j. Post-baccalaureate teacher certification program necessary to become a teacher in an elementary or secondary school in that state. Please refer to the *glossary* for more information about this program type.
- k. Comprehensive Transition and Postsecondary Program (for students with intellectual disabilities - please refer to 34 C.F.R. 668.231 for information about the requirements of this program)

Check here if you award an associate degree, bachelor's degree, or higher degree to all your students who successfully complete each of your programs.

27. Based on the boxes checked in Question 26, and your institution type, please provide the following information for the educational programs that you wish to be eligible for federal student financial aid.

27a. Associate degree programs.

27b. Bachelor's degree programs.

27c. Master's and/or doctoral degree programs.

27d. First Professional degree programs.

27e. Non-degree graduate programs.

27f. Two academic year transfer degree programs.

27g. Undergraduate non-degree programs.

Institution's Program Name	CIP Code	Date First Provided	# of weeks	Clock hours	Credit hours	Type	Full Credit	Disapproval/End Date
Horticulture Science	01.1103	03/20/1972	35		26	Semester	Yes	
Computer Programming	11.0201	08/19/1978	35		33	Semester	Yes	
Computer & Information Science	11.0601	08/19/1989	35		30	Semester	Yes	
Software Applications	11.0601	08/19/1989	35		30	Semester	Yes	
World Wide Web Administration	11.1004	08/19/2005	35		33	Semester	Yes	
Cosmetology	12.0401	01/01/1970	35	1600		Clock	Yes	
Industrial Biotechnology	15.0401	08/19/1998	35		24	Semester	Yes	
Water and	15.0506	08/19/1974	35		29	Semester	Yes	

Wastewater Technology						
Fire Protection/Hazard Substance & Waste Handling Technician	15.0508	08/19/1970	35	18	Semester	Yes
Industrial & Occupational Safety & Health	15.0703	08/19/1970	35	21	Semester	Yes
Automotive Technician	15.0803	08/19/1973	35	40	Semester	Yes
Drafting Technician	15.1301	08/19/1970	35	30	Semester	Yes
Family & Consumer Sciences	19.0101	08/19/1970	35	18	Semester	Yes
Early Care & Education	19.0706	08/19/1970	35	32	Semester	Yes
Legal Office Technology	22.0301	08/19/1970	35	31	Semester	Yes
Biotechnology & Biomedical Technology	26.0502	08/19/1998	35	24	Semester	Yes
Administration of Justice	43.0107	03/20/1970	35	30	Semester	Yes
Fire Technology	43.0203	03/20/1970	35	20	Semester	Yes
Computer Electronics	47.0104	08/19/1970	35	35	Semester	Yes
Automotive/Body & Repair	47.0603	08/19/1973	35	46	Semester	Yes
Industrial Maintenance Technician	47.0604	08/19/1970	35	29	Semester	Yes
Aeronautical and Aviation Technology	47.0607	08/19/1973	35	62	Semester	Yes
Aviation Powerplant Mechanics	47.0608	08/19/1973	35	41	Semester	Yes
Aircraft Electronics	47.0609	01/21/1999	35	28	Semester	Yes
Welding Technology	48.0508	08/19/1970	35	46	Semester	Yes
Interior Design	50.0408	08/19/1970	35	37	Semester	Yes
Photography	50.0605	08/19/2008	35	34	Semester	Yes
Medical Transcription	51.0708	08/19/1970	35	33	Semester	Yes
Medical Office Technology	51.0716	08/19/1970	35	33	Semester	Yes

Business & Management	52.0201	08/19/1987	35	21	Semester	Yes
Accounting	52.0301	03/20/1970	35	29	Semester	Yes
Office Technology/Office Computer Applications	52.0401	08/19/1970	35	31	Semester	Yes
Small Business Management	52.0703	08/19/1987	35	28	Semester	Yes
Banking & Finance, Bank Operations	52.0803	03/20/1972	35	21	Semester	Yes
Real Estate	52.1501	03/20/1970	35	24	Semester	Yes
Business Insurance; Property & Casualty	52.1701	08/19/2006	35	31	Semester	Yes
Marketing & Distribution	52.1801	08/19/1970	35	30	Semester	Yes
Retail Store & Management	52.1803	08/19/2001	35	31	Semester	Yes

27h. Short-term undergraduate non-degree programs.

27i. Comprehensive Transition and Post secondary programs.

28. Do you contract with an organization or ineligible institution (such as internship, externships, practicum in nursing, midwifery, medical technician, etc.) to provide more than 25% of any educational program?

Section F. Please tell us about your locations.

29. What is your principal location?

Solano Community College
 4000 Suisun Valley Road
 Fairfield, CA 94534-3197

County: SOLANO

30. Provide the following information for your locations (other than your principal location) at which you provide educational programs to students whom you wish to participate in federal student financial aid programs.

OPE ID	Location Name and Address	County	DUNS	Disapproval/ Closure Date	Receive Mailings	Other Address
00129201	Solano Community College - Vallejo Center 545 Columbus Parkway	SOLANO			No	

	Vallejo, CA 94591-3873			
00129202	Solano Community College - Vacaville Center 2001 North Village Parkway Vacaville, CA 95688-8805	SOLANO		No

Section G. Please tell us about your tele/corr courses, your students enrolled under ability-to-benefit provisions, and your incarcerated students.

31. Are any of your programs offered in whole or part by correspondence or telecommunications?

32 a. For the most recently completed award year, were more than 50% of your courses taught by means of correspondence?

Note: If a course is offered through traditional methods and through correspondence, then that course should be counted under other methods and correspondence. Therefore, the same course might be counted more than once.

32 b. For the most recently completed award year, were 50% or more of your regular students enrolled in correspondence courses?

33. During the most recently completed award year, were 50% or more of your regular students ability-to-benefit students?

Note: Do not include students who are being educated at your institution under a specific contract with federal, state, or local governments for training purposes (such as most contracts under the Job Training Partnership Act).

34. During the most recently completed award year, were 25% or more of your regular students incarcerated?

Section H. Please complete this section if this is an initial application *or* you were certified but you have a change in your ownership *or* structure *or* you are seeking reinstatement.

X Check here if this is **not** an initial application or a change in ownership or structure or for reinstatement or for addition of a Title IV program.

Section I. If you are a foreign institution, please complete this section (this includes foreign graduate medical schools).

Section J. Please tell us about your third-party servicers, (which includes your Ability to Benefit Testers.)

Check here if you do **not** contract with a third-party or outside servicer.

58. If you contract with any third-party servicer or outside party to perform any function related to federal student financial aid programs, provide the following information about each servicer.

Servicer Name and Address	Contact Name and Title	Telephone/Fax	E-mail	Services Offered	End Date
ECMC Solutions Corporation 1 Imation Place	Sandy Probst Sr. Client Relations Analyst, Solutions	(651) 325-4071		Other	

Oakdale, MN 55128					
Higher One 115 Munson Street New Haven, CT 06511	Barbara Smith Relationship Manager			Other	

58b. Please identify your Ability To Benefit Tester(s).

ASSET Program

Career Programs Assessment (CPAT)

COMPASS Subtests

Combined English Language Skills Assessment(CELSA)

Computerized Placement Tests (CPTs)/Accuplacer

Descriptive Tests of Language Skills (DTLS)

Wonderlic Basic Skills Test (WBST)

WorkKeys Program

Section K. Please assure us of your administrative capability and your financial responsibility.

59. Do you have a system of internal checks and balances for administering federal student financial aid that meets federal regulations? (See 34 CFR 668.16.)

N

60. Do you divide the functions of determining student awards and disbursing funds that result from those award decisions? (See 34 CFR 668.16.)

N

61. Do you have procedures that ensure frequent, periodic reconciliation of fiscal office and financial aid office award data? (See 34 CFR 668.14, 668.16, 668.24, 674.19, 675.19, 676.19, and 690.81.)

N

62. Do you have a system to identify and resolve discrepancies in information you receive from various sources about a student's application for financial aid? (See 34 CFR 668.16.)

N

63. Do you have a policy that meets federal regulations for requiring satisfactory academic progress for recipients of federal student financial aid? (See 34 CFR 668.16 and 668.34.)

N

64. Do you have procedures that ensure that your requests for federal cash do not exceed the amount of funds you need immediately to make aid disbursements to students? (See 34 CFR 668.163.)

N

65. Do you have a policy that meets federal regulations for refunding Title IV funds when a student withdraws from classes? (See 34 CFR 668.22.)

N

66a. Have you submitted your required annual financial statement audits to us on time? (For initial applicants, have you established a process to ensure that you submit your required annual financial statement audit to us on time?) (See 34 CFR 668.23.)

N

66b. Have you submitted your required annual federal student financial aid compliance audits to us on time? (For initial applicants, have you established a process to ensure that you submit your required annual federal student financial aid compliance audit to us on time?) (See 34 CFR

668.23.)

N

67. Do you use the electronic processes required by the Secretary? (See 34 CFR 668.16.)

N

68. Do you have a process to insure you obtain the necessary approvals from the Department for expanding or re-establishing your institutional eligibility, (such as changes of ownership resulting in a change of control, excluded changes in ownership, or adding new locations in certain circumstances), and that you notify us within 10 days about other important changes (such as changing your name, address or official)? (See 34 CFR 600.10, 600.20 and 600.21)

N

69. Use this area if you need extra space to tell us about any unusual circumstances or to provide additional explanations about your application.

70. Provide the following information for any person or firm outside your institution that you wish to designate as your agent to represent you in matters related to this application.

71. Reporting of Foreign Gifts, Contracts and Relationships.

Section L. Please have the appropriate person in authority review, sign, and date this document.

Date

06/19/2014

Name of President/CEO/Chancellor

Name	Dr. Jowel Laguerre
Job title	
Business address	4000 Suisun Valley Road Fairfield, CA 94534-3197
Telephone number	(707) 864-7112
Fax number	(707) 646-2085
E-mail address	jowel.laguerre@solano.edu

Section M. Please include copies of appropriate documents as part of your application.

Because Solano Community College has been designated as a Public institution on this application, and because this application is for Name and Address - Change Both, the following documents must be submitted in order to complete this application.

- Signature Page (Print Section L and sign it.)
- Current letter of accreditation and any attachments. (Please note: certificate is not sufficient.)
- Valid state license or other authorization

If you are finished with your application, you **MUST** click here to go to the [Application Submission](#) page to submit it.

Otherwise, you can return to Electronic Application Index to access another section of the Application.

Send the signature page (Section L) and copies of required supporting documents to us.

Regular mail/commercial overnight mail:

**U.S. Department of Education, FSA
School Eligibility Channel
Integrated Partner Management
830 First Street, NE
Washington, DC 20202-5402**

Student Financial Aid Drop Box Notification



Fall 2011

NEW
Financial Aid Office
DROP BOX
Room 425A

**Available for students to
drop off completed
FA "Student Requirement"
forms & documents**

**Must include SCC ID# on all forms/documents;
stapled together and/or enclosed in single envelope**



**Financial Aid Office
4000 Sulsun Valley Rd.
Student Services Bldg. 400
Fairfield, CA 94534
(707) 864-7103
www.solano.edu**

Get your BOGG on! Do the FAFSA!

Financial Aid Awareness events

Tuesday April 30, 11:00 am—1:00 pm

Vallejo Center Lobby

Wednesday May 1, 11:00 am—1:30 pm

Fairfield Campus, 1400 Student Center Lobby

Thursday May 2, 11:00 am—1:00 pm

Vacaville Center Lobby

Food! Drinks! Meet FA Staff! Questions? Get answers! Prizes! Fun!



www.solano.edu, Financial Aid



Get your BOGG on!

Do the FAFSA!

Keep your BOGG Fee Waiver!

Enrollment Priorities count!

SAP matters!

Just do it!

Financial Aid Awareness

Tuesday April 29, 11:00 am — 1:00 pm

Vallejo Center Lobby

Wednesday April 30, 10:30 am — 1:30 pm

Fairfield Campus, Student Center 1400 Quad

Thursday May 1, 11:00 am — 1:00 pm

Vacaville Center Lobby

Food! Drinks!

Computer Lab!

FAFSA Help!

Get Answers!

Prizes! Fun!



www.solano.edu, *Financial Aid*, then, *How to Apply*

Financial Aid - Organization Chart

