SOLANO

COMMUNITY COLLEGE

EDUCATIONAL MASTER PLAN

EDUCATIONAL MASTER PLAN

JULY 2014

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Chapter 1: Introduction

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

Mission

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

The Students We Serve and Our Commitment to Equity

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

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

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

Vision and Core Values

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

VISION

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

CORE VALUES

- **Integrity**—Adhering firmly to a code of ethical values in thought and behavior.

- **Critical thinking**—Relying on intellectually disciplined, logically sound processes involving data-driven decision making.

- **Mutual respect**—Valuing the intrinsic worth of each person in an atmosphere of collegiality.

- **Collaboration**—Working together across areas of responsibility and interest to achieve common goals and objectives.

- **Innovation**—Seeking and practicing effective, pioneering processes and procedures.

- **Accountability**—Assuming individual and collective responsibility for achieving the highest level of performance.

- **Student well-being**—Considering and addressing the impact on students of any and all actions or inactions.

Educational Master Plan Purpose

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

OVERARCHING PURPOSE

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

SPECIFIC PURPOSE

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

Related Planning Efforts and Documents

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

- Student Equity Plan, 2013

- Integrated Planning Process, 2013

- Solano Community College Strategic Plan, 2010

- Technology Plan, 2014

- Facility Master Plan (update underway)

Plan Overview and Organization

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

1. Introduction—Presents SCC's mission, commitment to equity, vision, and values that will guide the District's programmatic and educational policy approach; describes the Plan's background and purpose; and outlines the organization of the document.

2. Planning Process and Methods—Describes planning methods and data sources, and provides a summary of the robust community and District-wide involvement process that informed development of the EMP.

3. Organizational Focus—Reviews the context that shapes SCC's priorities for the future; identifies core initiatives to support SCC's mission; and describes the academic organization and shared governance structure that guide decision making and resource allocation.

4. The Communities We Serve—Describes population, demographic and enrollment trends, and key student characteristics; and identifies challenges and opportunities related to fulfilling SCC's mission.

5. Goals and Strategies—Presents goals and strategies to improve student access, equity and success, and advance SCC's core initiatives: basic skills education; general education and transfer curriculum; and workforce development and training.

6. Direction for Student Services—Describes the programs, partnerships, and activities that comprise the Student Services Program; and identifies strategic actions aimed at fulfilling SCC's mission.

7. Direction for Academic Programs—Identifies program-specific strategic actions to advance EMP goals and achieve SSC's broader mission.

8. Direction for Technology—Presents technology focus areas and strategic actions to support increased demand for access to resources, information, and materials.

9. Envisioning the Future—Identifies some potentially transformative opportunities for enhancing programs, fostering collaboration between disciplines, and connecting the college to the community.

Chapter 2: Planning Process and Methods

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

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

Methods and Data Sources

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

- Analysis of **population and demographic data** gathered from the US Census, California Department of Finance, Association of Bay Area Governments (ABAG), and the Sacramento Area Council of Governments (SACOG).

- Review of current **student enrollment trends** from the California Community College Chancellor's Office (CCCCO), California Postsecondary Education Commission, and SCC's Office of Research and Planning.

- Assessment of **local secondary enrollment trends and projections** from the California Department of Education and the California Department of Finance.

- Review of **local economic and business environment data** from the California Employment Development Department (EDD), Caltrans Office of Transportation Economics, US Bureau of Labor Statistics, and reports and information gathered from Solano County, local cities, and outside researchers.

- Evaluation of **certificate and degree programs** offered by the top competitive educational providers in the region, as presented in current course catalogues. Research included a comparison with the programs currently offered by SCC.

- Review of **existing Solano Community College District plans, reports, and data** elements.

- Evaluation of **current program needs and projected trends** through use of a questionnaire completed by faculty, academic staff, and school deans.

- **Qualitative information gathered through a comprehensive series of forums** and meetings conducted with community and business leaders, faculty, staff, and students.

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

Planning Process

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

SOLANO COMMUNITY COLLEGE FACULTY, STAFF, AND STUDENT INPUT

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

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

- Review and discussion of current internal and external trends and the Plan's Environmental Scan Report.

- Brainstorming emerging opportunities and challenges facing SCC.

- Identification and refinement of critical EMP goals and strategies.

COMMUNITY INPUT

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

ENVIRONMENTAL SCAN

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

- Population and demographics

- High school performance, enrollment, and projections

- SCC enrollment and student success

- Competing educational providers in the region

- Employment and workforce trends, locally, regionally, and nationally

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

EDUCATIONAL PROGRAM REVIEW

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

PLAN REVIEW

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

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

Chapter 3: Organizational Focus

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

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

Organizational History

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

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

Current Planning Environment

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

- **Student Success Act, SB 1456** (2012)—A California Board of Governors-adopted, mandated initiative to significantly increase student completion rates for certificates, degrees, and transfer, while ensuring preservation of access and equity for all students. System-wide recommendations focus on: helping students identify educational goals early in their entry into college; developing an educational plan to reach their goals in the areas of basic skills attainment, transfer, and career technical education; and providing students with improved support and institutional structures to help them succeed.

- **Student Transfer Achievement Reform Act, SB 1440** (2010)—Legislation requiring the California Community Colleges and California State Universities to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science Degree (AS) transfer programs. The legislation requires that community colleges grant associate degrees for transfer (ADT) to students who have met specific general education and major requirements for the degree. Students with the ADT are eligible for transfer with junior standing into the California State University (CSU) system, and are guaranteed admission into the CSU system with priority consideration when applying to a program similar to the student's community college major.

- **Accountability, Equity, and the Student Success Scorecard**—A Board of Governors-established performance measurement and reporting system on student success rates intended to increase accountability regarding transfer, degree and certificate attainment, and issues of student equity. Scorecard data, which is reported by ethnicity, gender and age, offers information about how well colleges are doing in basic skills instruction, job training programs, retention, graduation and completion rates, as well as providing an indication as to how successful colleges are in closing the achievement gap.

- **Accreditation Standards**—An ongoing, systematic focus on outcomes and continuous quality improvements to foster greater student success.

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

Core Mission Initiatives

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

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

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

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

BASIC SKILLS/DEVELOPMENTAL EDUCATION

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

WORKFORCE DEVELOPMENT AND CAREER TECHNICAL TRAINING

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

GENERAL EDUCATION/TRANSFER

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

Organizational Structure and Governance

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

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

ACADEMIC ORGANIZATION

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

Figure 3-1 SCC Organization
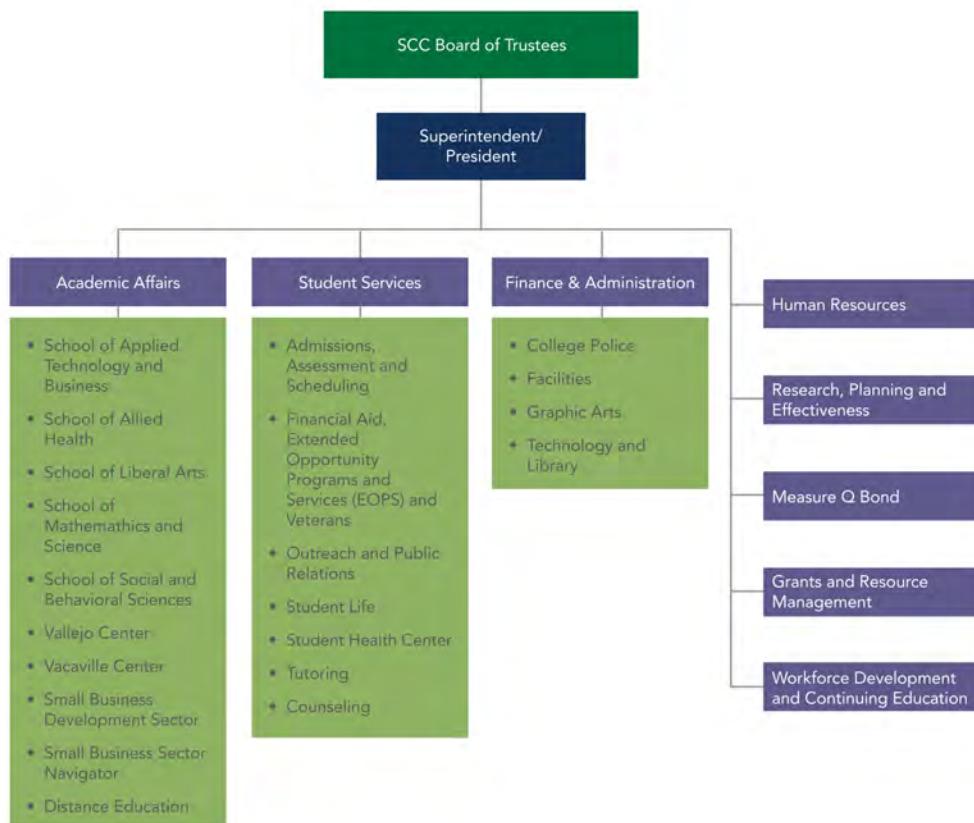
SHARED GOVERNANCE

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

Figure 3-2 SCC Shared Governance Structure
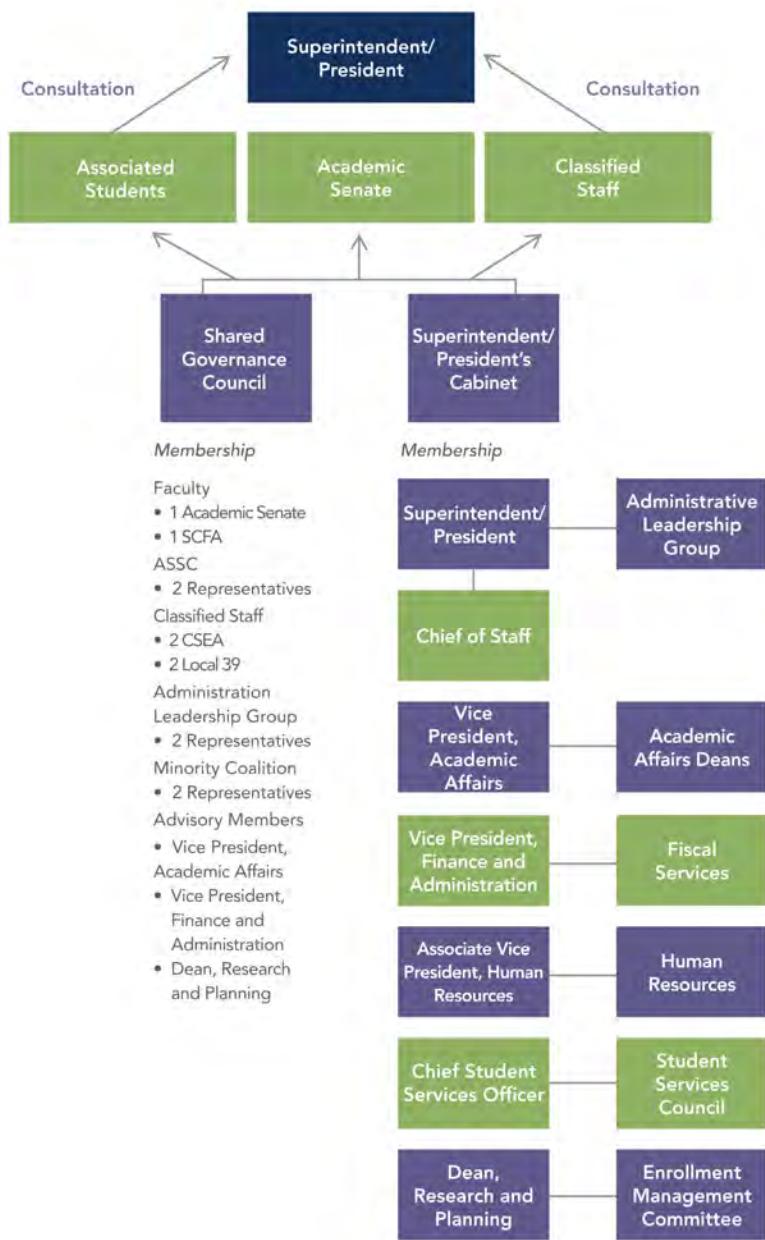
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Chapter 4: The Communities We Serve

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

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

About the Service Area and Students

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

Figure 4-1: SCCD Service Area
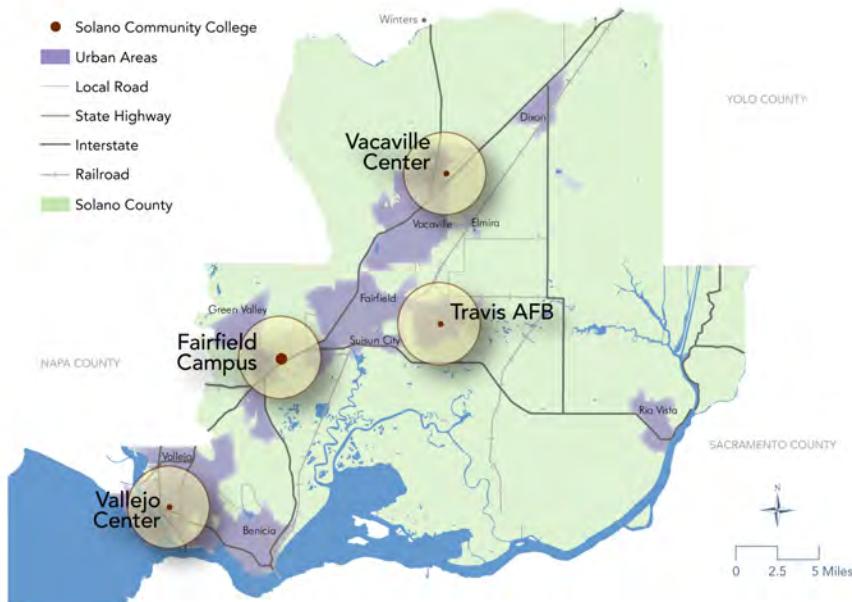
Solano Community College is focused on the main campus at Fairfield, with centers expanding the reach of SCC in both directions along the Interstate 80 corridor. Online education further adds convenience and broadens access. Enrollment reflects this focus, with the vast majority of SCC students attending classes at Fairfield. Headcounts at Vacaville and Vallejo are at approximately 2,000 students each (see Figure 4-2).

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

	2008	2009	2010	2011	2012	2013
Fairfield Campus	9,324	9,456	8,931	8,412	7,352	8,054
Vacaville Center	1,356	1,264	1,576	1,630	2,169	2,087
Vallejo Center	2,000	3,038	2,680	2,215	1,949	1,960
Distance Education	2,408	2,529	2,769	2,819	2,945	
Other Location	699	404	384	443	237	279
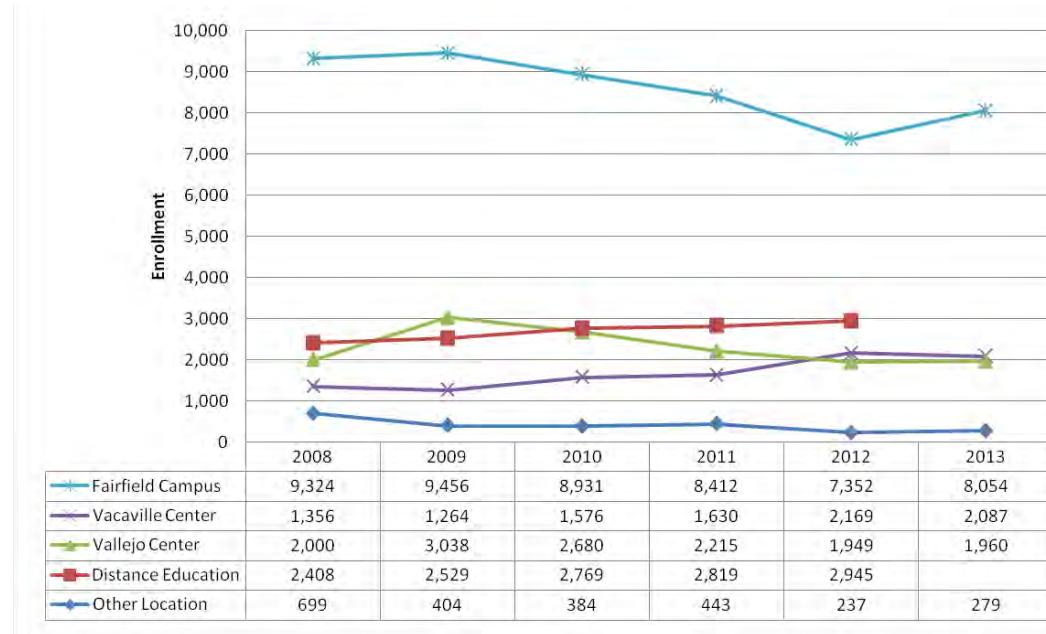
Source: Solano Community College Banner Data, 2013

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

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

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

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

Figure 4-3: SCC Enrollment by Age (Fall 2013)
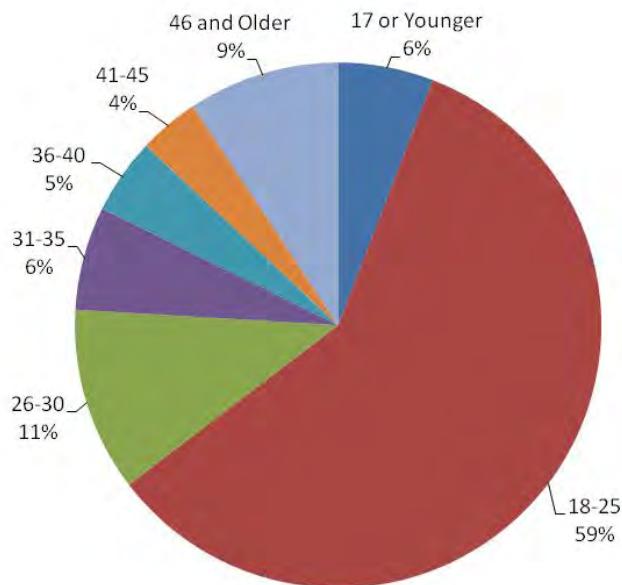
Source: Solano Community College Banner Data, 2013

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

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

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

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
CA Community Colleges	484,508	493,097	497,843	528,850	564,492	576,286	570,392	538,740	513,733	466,179
Solano Community College	3,414	3,376	3,150	3,773	4,084	4,429	4,350	4,030	3,553	3,420
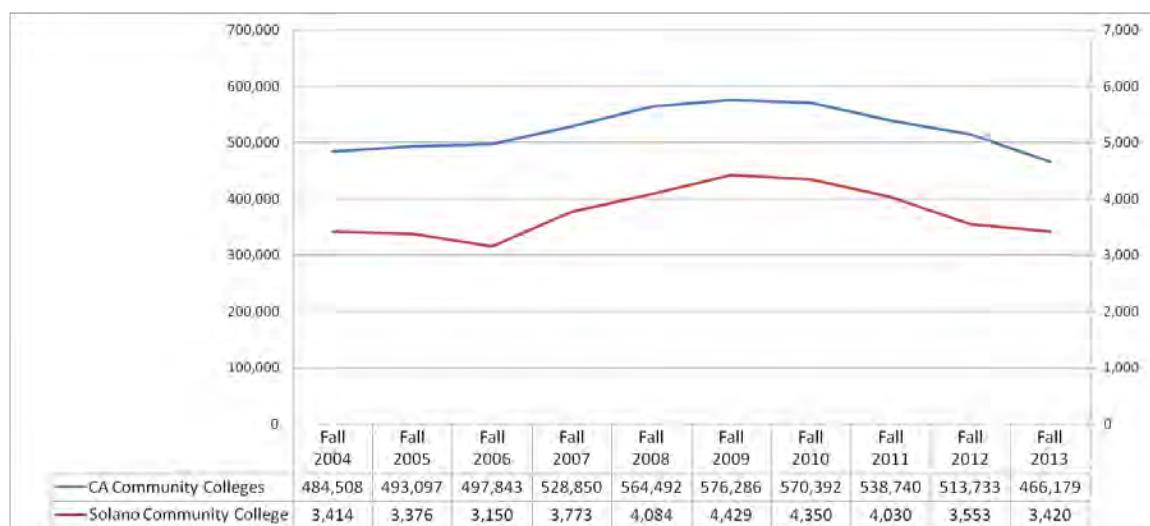
Source: California Community Colleges Chancellor's Office Data Mart http://datamart.cccco.edu/, 2013

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

Figure 4-5: Educational Attainment: Solano County, California
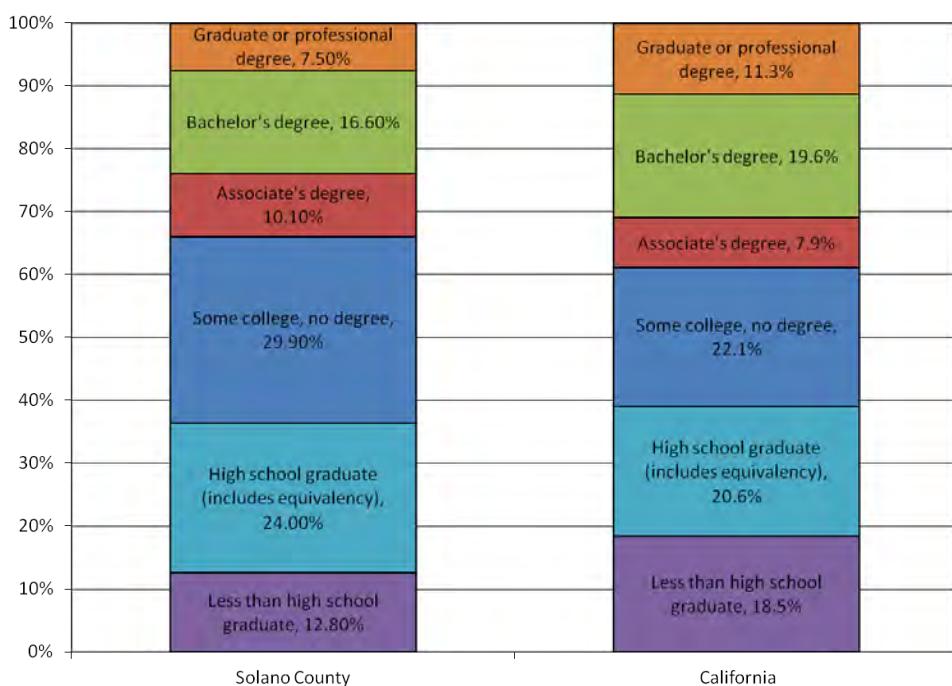
Source: 2012 American Community Survey 1-year estimates, US Census Bureau

Fulfilling Our Mission: Opportunities

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

ECONOMIC AND BUSINESS CLIMATE

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

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

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

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

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

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

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

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

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

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

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

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

INSTITUTIONAL CAPACITY

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

Administrative Capacity

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

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[3] Ibid

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

Faculty

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

Special Areas of Expertise

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

- **Basic Skills Faculty Coordinators**—Solano Community College supports and ensures the development, expansion, and assessment of basic skills curriculum through the ongoing funding of faculty coordinators with training and experience in developmental education. The Basic Skills Coordinator oversees the development, implementation, and updating of the basic skills plans and program budgets, and ensures that State-required reports are filed. An additional Basic Skills Coordinator for Mathematics works with the Math faculty, the Dean of Math Science, and staff to promote and implement innovative approaches to teaching developmental math. Likewise, a Basic Skills English Coordinator works with the English and Reading faculty, staff and Dean of Liberal Arts to foster, implement, and assess new approaches to teaching developmental literacy skills.

- **English as a Second Language faculty assets and lab**—Solano Community College employs two full-time faculty and several part-time faculty with specific training in English as a Second Language (ESL) to develop, implement and assess ESL curriculum and innovative approaches to the teaching of second language learners. The ESL Department operates an ESL Lab in building 100 (Library) to provide listening comprehension and pronunciation practice for second language learners.

- **Distance Education Coordinator**—Solano Community College recognizes the opportunities and the challenges in providing distance education options. The Distance Education Coordinator works with faculty across SCC to develop high-quality online and hybrid courses and share best practices.

Student Services

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

Informational and Learning Resources

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

Fulfilling Our Mission: Challenges

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

ACHIEVEMENT GAPS

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

Figure 4-6: SCC Enrollment by Ethnicity (Fall 2013)
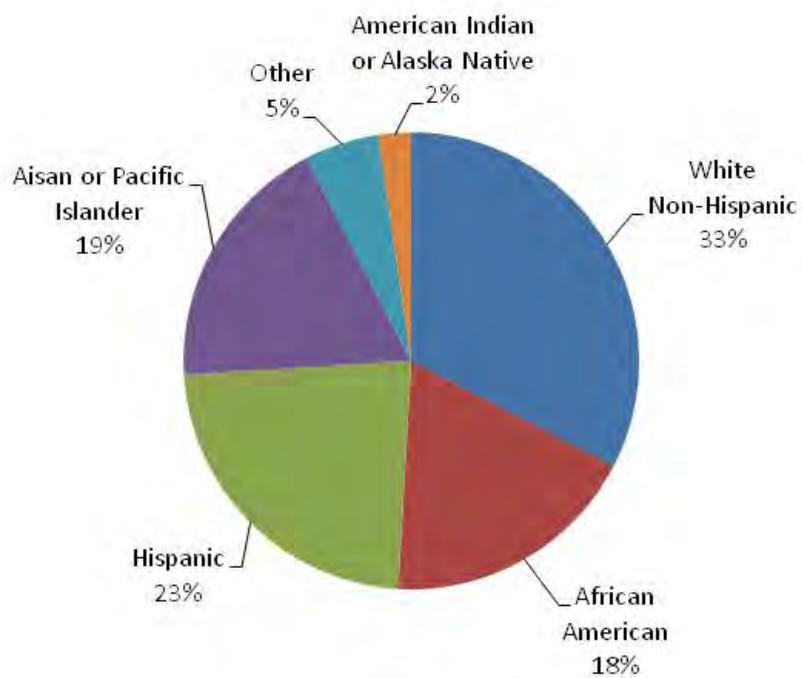
Source: Solano Community College Banner Data, 2013

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

	Solano Total	White Non-Hispanic	Asian	Unknown	Pacific Islander	American Indian/Alaska n Native	Hispanic	Multi-Ethnicity	African-American
Retention Rate	88.05%	89.40%	89.41%	89.05%	93.01%	89.22%	87.79%	86.26%	84.71%
Success Rate	67.39%	72.94%	71.96%	71.61%	70.74%	70.59%	64.74%	64.16%	55.70%
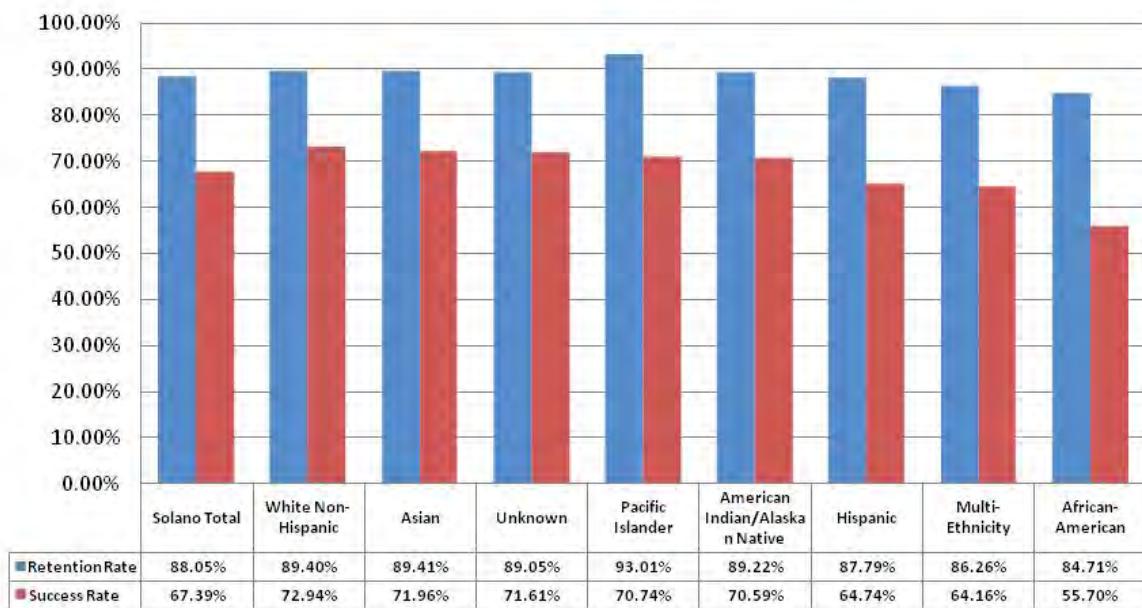
Source: Solano Community College Banner Data, 2013

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

DEVELOPMENTAL EDUCATION PROGRESS

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

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

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

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

Table 4-3: Developmental Course Advancement

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

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

COMPLETION AND TRANSFER

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

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

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

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

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

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

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

	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
CSU	387	339	320	360	352	356	332	338	340	317	360	339	374	361	374	289	365	377	310
UC	67	79	91	107	104	103	89	92	90	110	111	137	132	129	159	115			
ISP	1	2	14	38	30	52	82	102	125	137	160	150	172	176	175	220	167	133	
OOS	2	7	16	38	61	79	90	122	107	114	159	138	121	155	169	168	170	168	

Source: Solano Community College Data, 2013

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

Figure 4-9: Six-Year Cohort Transfer Rate by Ethnicity (Cohort Year 2006-07)
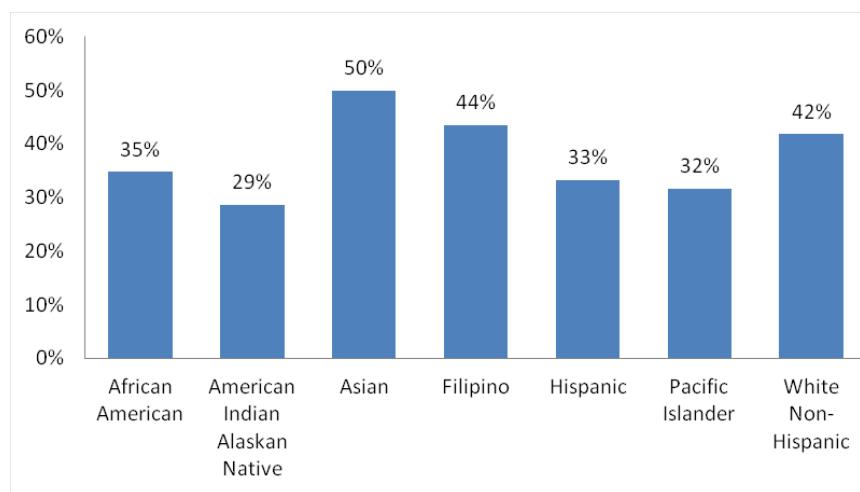
Source: California Community Colleges Chancellor's Office Data Mart http://datamart.cccco.edu/, 2013

Chapter 5: Goals and Strategies

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

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

Educational Master Plan Framework

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

FOUNDATION FOR GOALS AND STRATEGIES

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

EDUCATIONAL MASTER PLAN GOALS

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

Goal A: Develop workforce-ready career and technical graduates

Goal B: Improve basic skills of all students

Goal C: Align program offerings for transfer achievement

Goal D: Reduce achievement gaps in all programs

Goal E: Strengthen program development through research and assessment

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

Goal G: Strengthen community partnerships

Goal H: Connect students to the college community

**Goal I: Build alternative funding and revenue sources**
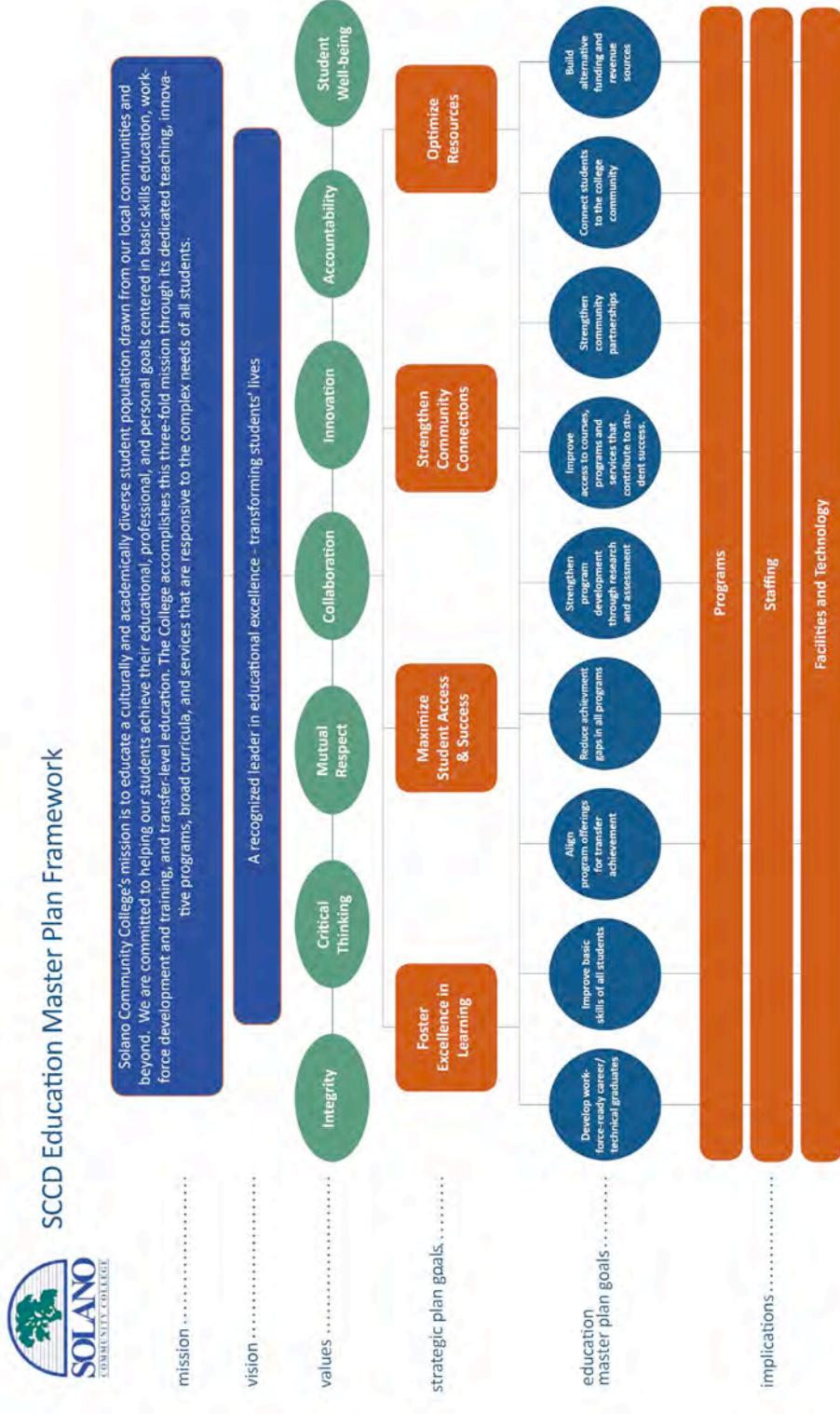
Figure 5-1 Educational Master Plan Framework

Educational Master Plan Goals and Strategies

GOAL A: DEVELOP WORKFORCE-READY CAREER AND TECHNICAL GRADUATES

A.1 Strengthen existing workforce programs, such as (but not limited to) all career-technical, business, nursing, and early childhood development programs; develop, modify, and regularly evaluate curriculum and programs that foster workforce ready and entrepreneurial graduates, and those programs that focus on service area and regional clusters, industries, and occupations that exhibit strong potential.

> **Core Initiatives Addressed:**
>
> ✓ Basic skills education
>
> ✓ General education and transfer curriculum
>
> ✓ Workforce development and training
>
> ✓ Access, equity, and success

A.2 Establish and maintain active program advisory committees composed predominantly of leaders from aligned industry and occupational clusters.

A.3 Integrate contextualized developmental education and soft skills into Career Technical Education (CTE) curriculum and programs to enhance student success.

A.4 Work with service area high schools to coordinate CTE standards and programs to provide clear pathways for student advancement.

A.5 Recruit and support highly skilled faculty for CTE education based upon program and workforce development priorities.

A.6 Promote programs and partnerships with businesses, industries, and government agencies who can build CTE capacity and improve CTE delivery.

A.7 Develop mechanisms to systematically track student employment and success of graduates.

A.8 Develop career ESL programs focused on workplace technical terms and processes.

A.9 Establish Associate of Science Transfer (AS-T) or Associate of Arts Transfer (AA-T) degree programs aligned with transfer model curriculum to provide CTE students with multiple career pathways, gainful employment and, baccalaureate degrees.

A.10 Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.

A.11 Incorporate relevant national certifications into curriculum to ensure employability of career and technical graduates.

A.12   Address the training needs of returning post-9/11 veterans and facilitate their entry into the workforce by collaborating with veteran's groups and Travis Air Force Base to certify veteran's in their job skills area and encourage enrollment in related job skills training programs before they are discharged.

A.13   Assist military personnel and wounded warriors to make the transition to a civilian career and life through a variety of forums and programs including mentoring, support, and job skills training with a focus on career technical education.

GOAL B: IMPROVE BASIC SKILLS OF ALL STUDENTS

B.1   Enhance language, math, and communication skills by integrating basic skills across all programs and curriculum.

B.2   Increase opportunities for students' access to research-based innovative learning modalities that lead to greater student retention and success (e.g., fast track, scaffolded and modularized instruction, learning communities, supplemental instruction, contextualized learning, and embedded tutoring).

> **Core Initiatives Addressed:**
> ✓ Basic skills education
> ✓ Access, equity, and success

B.3   Regularly evaluate and refine assessment and placement practices and tools to target basic skills interventions that will better determine appropriate placement and enable students to move more effectively toward transfer- and degree/certificate-level courses.

B.4   Implement, assess, and make appropriate revisions to the First Year Experience program to provide students with channels that build skills and provide critical support services for all need levels.

B.5   Apply culturally responsive teaching theories and practices to all aspects of basic skills instructional programs and services.

B.6   Actively recruit faculty and staff who value and excel in teaching basic skills.

B.7   Provide professional development opportunities for existing faculty who value and excel in teaching basic skills.

B.8   Work with K-12 colleagues to align and coordinate basic skills curriculum and programs.

B.9   Institute systematic means to share and adopt best practices from both internal and external sources.

GOAL C: ALIGN PROGRAM OFFERINGS FOR TRANSFER ACHIEVEMENT

C.1   Support efficient progress through transfer series by ensuring adequate capacity in core courses on all campuses.

C.2   Align curriculum with that of feeder high schools.

C.3   Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes, such as Transfer Model Curriculum.

Core Initiatives Addressed:

✓ General education and transfer curriculum

✓ Access, equity, and success

C.4   Expand institutional partnerships with four-year colleges and universities to create additional four-year degree options located at SCC campuses.

C.5   Create and provide students with model pathways to guide them to program completion.

C.6   Develop and support innovative interdisciplinary approaches to teaching that foster critical thinking skills and an integrative understanding of multiple disciplines.

C.7   Provide rigorous AA degree programs that transfer to four-year institutions.

C.8   Offer bachelor's degree programs that serve the unique needs of our students (e.g., nursing and aerospace engineering).

GOAL D: REDUCE ACHIEVEMENT GAPS IN ALL PROGRAMS

D.1   Regularly report progress on closing identified achievement gaps by disaggregating success, retention, persistence and other critical metrics by demographics such as ethnicity and gender.

Core Initiatives Addressed:

✓ Basic skills education

✓ Access, equity, and success

D.2   Adapt SCC curriculum to increase relevance to current achievement gap demographics and address the diverse needs of different populations.

D.3   Hire and retain faculty and staff that reflect student demographics.

D.4   Create staff development opportunities that are flexible and varied, and that address the knowledge and skills needed to teach diverse student populations.

GOAL E: STRENGTHEN PROGRAM DEVELOPMENT THROUGH RESEARCH AND ASSESSMENT

E.1　Regularly assess programs in terms of student retention and success; modify curriculum offerings in accordance with assessment results.

E.2　Develop consistent standards for program assessment as well as institutional set standards for student achievement.

E.3　Link resource allocations to solutions that address SCC goals and strategies.

E.4　Provide support for faculty redesign of curriculum and innovations in instruction.

E.5　Strategically schedule courses to better serve students' needs and more efficiently utilize resources and facilities.

Core Initiatives Addressed:

✓ Basic skills education

✓ General education and transfer curriculum

✓ Access, equity, and success

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

F.1　Restructure the way student services, including mandatory Student Success and Support Program (SSSP) services, are delivered in order to provide stronger support for students entering college to identify and meet their goals.

F.2　Annually measure and report on disproportionate impact on student groups at SCC in order to assess progress in implementing the SCC Student Equity Plan and any necessary revisions to the Plan.

F.3　Coordinate AB 1456 and Student Success Initiative activities with the development and implementation of the Student Equity Plan.

Core Initiatives Addressed:

✓ Basic skills education

✓ General education and transfer curriculum

✓ Workforce development and training

✓ Access, equity, and success

F.4   Implement a regular system of evaluating assessment and placement practices and tools to target basic skills interventions that will better determine appropriate placement and enable students to progress more effectively toward transfer- and degree/certificate-level courses.

F.5   Develop incentives for student behaviors that are associated with eventual student success. For example, prioritize registration for students who have completed assessment and orientation, declare a course of study or major, and maintain an education plan for transfer.

F.6   Provide support for retention programs such as Umoja, First Year Experience, Foster Youth Success Initiative, and Puente programs.

F.7   Plan and implement Student Success and Support Program activities that promote the transfer mission and lead to improved transfer rates.

F.8   Refine and implement the process for identifying "at risk" students for academic and progress probation, and referral to appropriate interventions and services.

F.9   Expand hours and mix of available student services and resources using technology and supplemental resources.

F.10   Advocate for, coordinate, and advertise public transit alternatives.

F.11   Increase counseling support at all stages (orientation to graduation) in order to make services more accessible, increase awareness about degree/certificate completion and transfer opportunities, and ensure integration with academic courses and programs.

F.12   Provide information critical to student success and access in easy-to-reach, easily accessible online and culturally appropriate formats (e.g., financial aid awareness, child care options, Veterans Affairs, counseling, assessment, and placement).

F.13   Centralize support services and programs on all campuses to make critical services more accessible to students.

F.14   Provide students in distance education courses with access and support services commensurate with those available to face-to-face students (e.g., tutoring, counseling, and financial aid).

F.15   Build pathways for students from high school to college though middle colleges programs located at multiple SCC sites.

GOAL G: STRENGTHEN COMMUNITY PARTNERSHIPS

G.1   Engage in county-wide and local economic development planning, and integrate economic development goals into educational program planning.

G.2   Advertise and market SCC to strengthen local awareness of its location and offerings.

G.3   Utilize students in academic and co-curricular programs as ambassadors to the community.

Core Initiatives Addressed:

✓ General education and transfer curriculum

✓ Workforce development and training

✓ Access, equity, and success

G.4   Host conferences and community events on campus and at centers to increase use and community awareness of facilities.

G.5   Explore joint-use agreements and coordinated marketing to maximize efficient use of facilities and programming resources for sports, recreation, fitness, and physical education.

G.6   Engage four-year institutions to offer bachelor's degree programs on SCC sites.

GOAL H: CONNECT STUDENTS TO THE COLLEGE COMMUNITY

H.1   Create opportunities in both physical and web-based settings for students to gather, work together, and collaborate.

Core Initiatives Addressed:

✓ Access, equity, and success

H.2   Encourage and create cultures exchanges to broaden campus diversity and strengthen cultural competencies and understandings among different campus groups.

H.3   Expand events held on campuses to accommodate the variety of student schedules.

H.4   Create professional development opportunities for campus employees that focus on how to develop and foster welcoming, positive, and supportive experiences for students.

H.5   Strengthen connections between students using learning communities and peer learning opportunities.

H.6   Set facilities operations policies that support student life, reflect hours and patterns of facilities use, and maximize use of facilities.

H.7   Provide resources and services that reflect the educational, financial, and social needs of SCC students.

GOAL I. BUILD ALTERNATIVE FUNDING AND REVENUE SOURCES

I.1   Create a professional, corporate, and government training center to facilitate contract education and innovative fee-based education programs.

I.2   Evaluate ways to leverage land holdings by considering land development opportunities and partnerships with government and businesses.

I.3   Develop targeted promotions to attract additional international students.

I.4   Establish and deepen partnerships with businesses, other education providers, and municipalities to leverage strengths and increase possible funding sources.

Core Initiatives Addressed:

✓ Basic skills education

✓ General education and transfer curriculum

✓ Workforce development and training

✓ Access, equity, and success

I.5   Enhance the foundation's growth and maintenance with additional staffing, resources, and promotions.

I.6   Build an active alumni association for future fundraising.

I.7   Pursue Federal, State, and private grant funds to support institutional priorities.

Chapter 6: Direction for Student Services

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

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

Advancing the Student Success Agenda

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

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

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

- Restructuring delivery of student support services to strengthen the assistance and support students receive as soon as they arrive at SSC.

- Helping students identify educational goals and develop educational plans early in their entry into college through focused information sessions, assessment, orientation, and counseling.

- Increasing outreach to target groups.

- Enhancing orientation and counseling efforts to new and continuing students.

- Increasing support for innovative programs and services that focus on achieving student equity, and continuing to research and evaluate student equity data.

- Developing incentives for successful student behaviors or behaviors associated with eventual student success.

- Continuing to evaluate student programs and services to improve effectiveness and efficiency in meeting the educational needs of SCC students and the community.

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

Fulfilling Our Mission: Direction for Student Services

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

STUDENT SERVICES

- Academic Success Center
- Admissions and Records
- Assessment Center
- CalWORKs
- Career Center
- Children's Program
- Counseling and Guidance Program
- Disability Services Program
- Extended Opportunity Programs and Services, and Cooperative Resources for Education
- Financial Aid Office

- Foster Youth Success Initiative/Youth Empowerment Success Strategies Independent Living Program
- Library
- Mathematics, Engineering and Science Achievement Program
- Outreach and Public Relations Program/ Solano International Education Program
- Puente Program
- Student Development/Life and Student Health Services
- Transfer Center
- Tutoring Center
- Umoja Program Scholars
- Veterans Affairs

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

ACADEMIC SUCCESS CENTER

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

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

Strategic Actions

- Improve accessibility of "one-stop-shop" services, and ensure equitable services at all campuses and online.

- Gather and analyze data (e.g., extensive student surveys, quantitative and qualitative measurements).

- Offer and plan workshops, particularly targeting critical times such as exam preparation for midterms and finals, assistance with research papers, among others; continually assess ASC workshops and services.

- Engage the faculty in critical dialogue and activities regarding teaching, learning, student access, equity, and success.

- Make presence, purpose, and activities known.

- Plan for contextualized learning for Career and Technical Education (CTE) courses.

ADMISSIONS AND RECORDS

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

Strategic Actions

- Provide enhanced services to students, including Board policy/procedures updates, how-to steps, Early Assessment Program (EAP), wait listing, co-requisite processing, equitable services at the Centers, online petition intake, and student password reset. *Target: Fall 2014*

- Implement staff training that promotes professional development while supporting the mission of the College and ensuring student-friendly processes to include the following topics: Faculty Handbook, Emergency Procedures, Drop Surveys, Applicant Statistics, and Transfer Ready Students. *Target: Spring 2014*

- In order to increase student retention and persistence as well as degree and certificate completion (SEP):

    – Complete Degree Works implementation and conduct comprehensive degree audits for students. *Target: Fall 2015*
    – Establish Student Success and Support Program (3SP) requirements for non-exempt students. *Target: Spring 2014*
    – Establish policies for priority registration and for appeal of loss of priority. *Target: Spring 2014*
    – Develop declaration of a course of study or major requirement for Freshmen students (SEP). *Target: Spring 2014*

- Promote full-time attendance and degree/certificate completion or transfer students, particularly African-American, Hispanic, Filipino, White, and male students. *Target: Fall 2014*

- Sustain Community Outreach in order to increase access to programs and services:

    – Expand partnerships with high school districts and other agencies to deliver required Student Success and Support Program (assessment, orientation, education plans, and follow up) as well as deliver courses to provide alternate educational pathways for students.

ASSESSMENT CENTER

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

Strategic Actions

- Implement assessment procedures that are clearly communicated to students regarding assessment, test preparation, how test results impact course placement, and re-test options. *Target: Fall 2014*

- Validate math and English assessment tests used for course placement in order to eliminate cultural/linguistic bias, using California Community Colleges Chancellor's Office (CCCCO) guidelines. *Target: Fall 2014*

CALWORKS

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

Strategic Actions

- Revive and organize the SCC CalWORKs student club in order to provide a supportive environment for students to meet, communicate, advocate, and discuss pertinent issues related to the CalWORKs student population. *Target: Spring 2015*

- Highlight CalWORKs student success stories by developing a book project featuring student achievements that can be provided to County welfare-to-work staff so that they can follow the progress of their clients. *Target: Fall 2015*

- Work with IT and Counseling Department to implement an electronic Student Education Plan (SEP) CalWORKs tracking system that assists in the case management of CalWORKs students while providing up-to-date SEP information to ensure students are taking approved and verified CalWORKs courses. *Target: Fall 2015*

- Replace CalWORKs paper filing system with an electronic system which improves document security and eliminates the need for additional space to store excessive paper files. *Target: Spring 2016*

CAREER CENTER

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

Strategic Actions

- Obtain Certification on MBTI and Strong's Test Administration and Evaluation. *Target: Fall 2014*

- Improve and expand Career Exploration webpage. *Target: Spring 2014*

CHILDREN'S PROGRAM

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

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

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

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

Strategic Actions

- Increase financial stability through increased childcare capacity and community partnerships.

- Improve programming to include family support services and services for child mental wellness.

- Develop and implement a coaching and mentoring system to support consistent delivery of high-caliber teaching practices.

COUNSELING AND GUIDANCE PROGRAM

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

Strategic Actions

- Develop and deliver counseling, advising, or other education planning services to assist all non-exempt students in identifying an educational goal, a course of study, and the courses, services, and programs to achieve these endeavors. *Target: Fall 2014*

- Develop online access to Student Education Plans. *Target: Fall 2014*

- Evaluate and refine Student Education Planning services. *Target: Spring 2015*

DISABILITY SERVICES PROGRAM

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

Strategic Actions

- Seek a SCC Strategic Proposal and other funding to update alternate media and Assistive Computer Technology software and hardware.

- Develop a system for electronically scheduling DSP appointments (i.e., ESARS).

- Assess the need to offer DSP courses that link to existing Career Technical Education and basic skills courses.

- Assess the need to hire an additional DSP counselor.

- Assess the need to hire a full-time Learning Disability Specialist to serve students who need to be LD tested (e.g., veterans and others).

- Assess the need to hire a DSP instructional assistant for DSP and Learning Skills classes.

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

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

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

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

Strategic Actions

- Increase retention and persistence rates of continuing EOPS and CARE students.

- Establish Textbooks on Reserve Collection for EOPS students in EOPS Study Lounge.

- Improve EOPS and CARE data collection. *Target: Spring 2014*

- Improve EOPS and CARE Program marketing in order to increase admission of new Hispanic and African American male EOPS students. *Target: Spring 2014*

FINANCIAL AID OFFICE

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

Strategic Actions

- Develop and implement Default Prevention Plan to address high Cohort Default Rate percentages of SCC students who are delinquent and/or in default on Federal student loans. *Target: Spring 2014*

- Hire a Financial Aid Supervisor (ALG position) and additional staff in order to increase administrative capacity to serve more students and collect and evaluate data on FA/EOPS /CARE, and veterans student needs. *Target: Spring 2015*

- Plan and implement CCC Apply BOGG which would allow students to apply online for BOGG. *Target: Fall 2014*

- Plan and implement Financial Aid Orientations. *Target: Spring 2015*

- Present SAP 101 (Student Academic Progress) workshops to Student Success and Support Program staff and faculty in order to increase awareness of SAP policy for student financial aid recipients. *Target: Fall 2014*

- Implement BANNER Applications to strengthen and streamline Banner functionality and FA efficiencies. *Target: Fall 2014*

- Develop and implement a marketing plan, including materials and communications, for Financial Aid and EOPS/CARE Programs. *Target: Spring 2015*

- Review and update Financial Aid Policy and Procedures Manual. *Target: Spring 2014*

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

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

Strategic Actions

- Establish two counselor offices (one for Counselor/Coordinator and one for community representatives, namely representatives from Child Welfare, First Place for Youth, Solano County Office of Education, and Foster a Dream, and a part-time counselor).

- Establish a receptionist office, including two student worker stations. Student workers will check in students for their appointments, schedule appointments, and provide a point of contact for students as they seek services.

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

LIBRARY

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

Strategic Actions

- Provide a library environment at the Centers that attracts and supports students from a diverse community to increase success via access to information.

- Support and expand library services to address the current and future educational needs of students and SCC.

- Increase access to textbook reserves and websites. *Target: Fall 2014*

- Increase access to collection, books, and databases. *Target: Spring 2016*

- Expand circulation desk service.

MATHEMATICS, ENGINEERING AND SCIENCE ACHIEVEMENT PROGRAM

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

Strategic Actions

- Reinstate MESA grant funding and support for program. *Target: Fall 2015*

- Reinstate full-time MESA Director position. *Target: Fall 2014*

OUTREACH AND PUBLIC RELATIONS/SOLANO INTERNATIONAL EDUCATION PROGRAMS

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

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

Strategic Actions

- Increase visibility of SCC within the county, including regular and consistent participation in outreach events at feeder schools and community events as well as at adult school, high school, and continuation schools.

- Assess the need to establish an outreach and recruitment department or team to more effectively conduct orientations, presentations, tabling, booths, campus tours, etc.

- Use technology to develop a prospective student and recruitment data collection system that targets and communicates with prospective students, and tracks outreach events and tour data for planning.

- Increase international student enrollment.

- Explore the feasibility of building and operating student housing for international and other students.

PUENTE PROGRAM

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

Strategic Actions

- Develop and implement Counseling 068: University Transfer Success Class. *Target: Spring 2015*

- Establish Puente Mentoring Component. *Target: Fall 2014*

- Support hiring of clerical support for Puente per MOU. *Target: Fall 2014*

- Host Puente Motivational Conference to provide transfer and motivational information to Puente students. *Target: Fall 2014*

STUDENT DEVELOPMENT/LIFE AND STUDENT HEALTH SERVICES

The Student Development (soon to be called "Student Life") Office provides leadership development opportunities through extracurricular student activities including participation in Associated Students of Solano College (ASSC) student government and over twenty student clubs and organizations. Student activities include involvement with the Excellent in Achievement Award Ceremony, the Civil Rights Tour, Martin Luther King, Jr. "Living the Dream" Annual Celebration, Cinco de Mayo, Asian Pacific Islander History Month, Black History Month, Women's History Month, and collaborative activities with various student success programs. Student Life also oversees the Student Health Center, which provides a public nurse-run health services program to students.

Strategic Actions

- Increase student involvement and engagement on campus including student involvement in Associated Students of Solano College (ASSC) student government, clubs, and participation in campus events.

- Begin an intramural sports program on campus and provide incentives for students to attend sporting events, thereby increasing student involvement and engagement.

- Plan and make improvements to the Student Center (Building 1400) where students congregate, including improving student seating areas and displaying student art (e.g., mural in the cafeteria).

- Assess need and develop a plan to provide mental health services to students.

TRANSFER CENTER

The Transfer Center allows students to research information about the University of California and California State University as well as campuses and programs through the four-year systems inside and outside California. The Center also hosts the annual College and Universities Day and the Historically Black College and Universities Day; meets with university representatives; provides transfer admissions agreement (TAA) programs; and coordinates field trips to four-year colleges and universities.

Strategic Actions

- Rehire Articulation-Transfer Center (TC) Specialist. *Target: Spring 2014*

- Develop Frequently Asked Questions (FAQs) for transfer students and post on website. *Target: Fall 2014*

- Co-present Transfer/Articulation Workshops to SCC Faculty during Flex Cal. *Target: Fall 2014*

- Update Transfer Center (TC) website by more providing more detailed transfer information. *Target: Fall 2014*

TUTORING CENTER

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

Strategic Actions

- Upgrade outdated equipment: computers, copier and printer. Add one iMac. *Target: Fall 2014*

- Expand resource library to current textbook editions used by instructors. *Target: Fall 2014*

- Convert tutor training to hybrid or online format to increase availability. *Target: Fall 2015*

UMOJA PROGRAM SCHOLARS

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

Strategic Actions

- Enhance Umoja Learning Community curriculum by establishing cohorts for 2nd year Umoja students for math and GE courses, thus providing continuity across the curriculum. *Target: Spring 2015*

- Support successful course completion by providing ongoing and follow-up support to students in more courses, and by providing Summer and Winter Bridge support.

- Conduct early recruitment to maximize Summer Bridge enrollment by early identification of high school students and other community members, as well as to increase community awareness of college and programs offered. *Target: Spring 2016*

- Identify and train mentors for all Umoja students to increase individualized academic and personal support. Mentors should be recruited from the faculty, career success, and college communities. *Target: Spring 2016*

- Increase support for students by: utilizing Social Work interns to follow up and support students; providing training to students interested in becoming peer mentors and student peer advisors; and providing ongoing staff and faculty training. *Target: Spring 2016*

- Assess and make recommendations to institutionalize the program and provide ongoing office staff support. *Target: Fall 2016*

VETERANS AFFAIRS

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

Strategic Actions

- Conduct faculty and staff training to learn more about student veterans.

- Provide access to veterans' services to deployed or out-of-area veteran students, increasing the Veterans Affairs Center to better communicate counseling information and develop Active Duty education plans, by providing SKYPE Education Plan appointments. *Target: Spring 2015*

- Reinstate Veterans Certification Specialist position that was eliminated when the College downsized the VAC staff in order to address additional responsibilities required by the US Veterans Administration and to allow 2,400+ veteran students to be better served. *Target: Fall 2014*

- Establish a Veterans Resource Center (VRC), designed to ease the reintegration process of veteran students and offer one-stop enrollment and veterans benefits processing. The Center should provide a safe place for veteran students to study, use college learning resources, and be part of a support system that contributes to academic success and ensure positive transition into the workforce. *Target: Fall 2015*

Chapter 7: Direction for Academic Programs

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

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

Academic Program Assessment

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

Fulfilling Our Mission: Direction for Academic Programs

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

PROGRAMS/DISCIPLINES

- Accounting
- Aeronautics
- Anthropology
- Art: 2-D Studio Art, Graphic Arts, 3-D Studio Art, and Art History
- Astronomy
- Automotive Technology/Automotive Repair
- Biology
- Biotechnology
- Business
- Chemistry
- Child Development and Family Studies
- Criminal Justice
- Communications
- Computer Science/Information Technology
- Cosmetology
- Distance Education
- Drafting
- Economics
- Emergency Medical Technician
- Engineering
- English
- English as a Second Language
- Ethnic Studies
- Film and Television
- Fire Technology
- Foreign Languages
- Geography
- Geology
- History

- Horticulture and Plant Science
- Humanities
- Human Services
- Interior Design
- Journalism
- Kinesiology/Athletics
- Learning Communities
- Maintenance Technician/Mechatronics
- Management
- Mathematics
- Music
- Nursing
- Nutrition
- Occupational Education
- Office Technology
- Philosophy
- Photography
- Physics
- Political Science/International Relations
- Psychology
- Reading
- Real Estate
- Social Sciences
- Sociology
- Sports Medicine/Fitness Science
- Theater
- Water and Wastewater Technology
- Welding

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	D.2., F.14.
Economics	Assess need for developing AS-T in Economics.	Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes.	C.7.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.
Emergency Medical Technician	Assess options for expanding the Emergency Medical Technician program and address facilities implications.	Improve student access, retention and success. Increase workforce preparedness opportunities.

Although this is a small program with limited enrollment capacity, the program is slated for growth. EMT is also a pathway to other careers in the healthcare professions, such as nursing, respiratory care and paramedics, and fire sciences. Present enrollment is limited due to inadequate laboratory space, which requires a lab ratio of 1:16. | A.1. |

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

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

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

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English (Literature and Creative Writing)	Solicit readers for the Creative Writing Reading Series to present to the college community and seek additional sources of funding for SVR literary publication.	Provide additional avenues for student success and model ways an English degree prepares students for success in a variety of careers. Connect students to the college community.	G.4., H.4., H.7., I.4.
	Solicit manuscripts, arrange for judging and award the Quinton Duval Award in Creative Writing, an award which brings in creative and professional writers as guest judges of student creative work. This includes the continued support and funding of the SVR, a nationally-recognized literary publication.	Provide additional avenues for student success and model ways an English degree prepares students for success in a variety of careers. Connect students to the college community.	C.3., C.7., G.4.
	Investigate the possibility of a community-oriented writers' conference at SCC, including funding sources and outreach.	This will increase departmental visibility in the community which leads to increased enrollments.	G.4.
	Re-establish and support English Club and Creative Writing Club.	Align and coordinate curriculum with college and university programs to pioneer additional avenues for student success and model ways an English degree prepares students for success in a variety of careers.	H.1., H.7.
	Improve community awareness of the on-campus literary magazine, including increases in local off-campus submissions.	Increase English majors and transfers in English to four-year universities. Additionally, this will increase departmental visibility in the community which leads to increased enrollments.	C.3., G.2., G.4.
	Investigate and make recommendations concerning the creation of a "third-semester" experience for Puente and UMOJA students in studies of multi-ethnic literatures.	Respond to needs of diverse populations and improve student persistence, retention and success. Address achievement gap.	F.6.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work to increase enrollment and viability of literature courses through advertising. Create department website.	Improve student access. Increase English majors and transfer in English to four-year universities.	G.2.
	Develop and promote English major information, outlining course offerings within a two-year cycle.	Improve student access and completion.	C.5., E.5.
English (Writing Skills Lab)	Develop and support new and/or alternate pathways through English 1 for students who have exhausted repeatability options in pre-college level composition.	Improve student persistence, retention and success. Address achievement gap.	B.2., B.3., D.2., E.1.
	Assess needs for additional lab staff and/or Writing Skills Lab Coordinator position. Make appropriate recommendations.	Improve student persistence, retention and success. Address achievement gap.	E.3.
	Investigate and consider for implementation a revision of English 310.	Investigate and consider for implementation a revision of English 310 to include four .5 unit 310s—310A, 310B, 310C, 310D, where 310A and 310B would serve basic skills English students and 310C and 310D would serve struggling transfer-level English students.	B.3.
	Continue to design and evaluate curriculum for the lab for the 2013-14 academic year.	Improve student access and success.	B.3.
Engineering	Develop an Introduction to Computing in Engineering Course and an Engineering Design Graphics Course	Improve student access and transfer opportunities, as these lower division classes are accepted by many four-year institutions.	C.1., 3, 4, 5
	Outreach to high schools. May need the Center space for some of the engineering labs.	Increase engineering enrollment and improve access.	C.2,. 5; G.1., 2, 3

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Modify Engr 001, Introduction to Engineering, to 3 units to cover more hand-on learning and allow freshman design.	Improve student access and transfer opportunities.	C.1., 3, 4, 5
	Create an Associate in Science Degree in Engineering	Improve degree completion and transfer rates by providing students with an additional degree option and access to internships.	C.6., A.7.
	Organize and conduct regular meetings of an Industry Advisory Committee	To use the expertise and connections in the industry to guide our program, provide resources and help students with internships and jobs.	A.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
English as a Second Language	Research and develop one or more cohort-model VESL programs (eg. Auto Body, ECE).	Increase student access, as students who have graduated from high school often avoid classes designated as "ESL" due to a perception that they have completed this kind of remediation. Integrated-skills courses that provide ESL support while requiring reading and writing tasks comparable to those in mainstream developmental English courses will offer an appropriate option for students whose English is still developing as they embark in college-level studies. Attract larger numbers of local ESL Students. Prepare English-learner population for better workforce opportunities.	A.3., A.8., B.2., B.5.
	Create integrated / accelerated ESL courses to attract and better serve transfer-goal students and streamline their progress toward transfer-level English.	Improve student access, persistence and success.	B.2., C.5., D.2.
	Market to feeder high schools to encourage and promote continuation of ESL study at the College Level.	Improve student access, persistence and success.	E.3.
	Develop and implement an outreach plan to grow the enrollment of local ESL students and make vocational opportunities available to the English-learner portion of the community.	Improve student access, persistence and success.	A.8., F.12., G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Ethnic Studies	Assess need for additional faculty including full-time faculty and make appropriate recommendations.	To maintain the quality of the instructional program an additional full-time faculty member will improve student access to the complete Ethnic Studies degree program.	C.7., E.3.
	Assess enrollment patterns and adjust curriculum offerings accordingly.	Offering courses that are in demand and meet degree requirements will improve access, completion/success and transfer rates.	E.5.
	Assess need for increase online course offerings and develop online curriculum as warranted by data.	Offering a greater variety of on-line course will improve access for students.	E.3., E.5.
	Assess curriculum and revise courses or develop new courses as needed. Then modify the major to consolidate and offer Ethnic Studies degree without emphasis on specific group.	Focus on a global society will prepare students to compete successfully in multicultural environments. This shift will improve quality of the curriculum, align it with current trends in Ethnic Studies and streamline programs to eliminate redundancy and overlap. This will increase completion rates and facilitate timely transfer to four-year universities.	C.7., E.4.
	Develop and maintain partnerships with community groups/organizations to provide hands-on learning experiences with diverse populations. Explore service learning program for Ethnic Studies courses.	Strengthen community partnerships by while students gain experience that will prepare them with work force skills.	G.3., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Work with Articulation Officer to ensure articulation of courses with four-year colleges and universities	Facilitate and increase transfer rates.	C.3., C.7.
	Coordinate with Basic Skills faculty to develop, assess and maintain programs that integrate basic skills with transfer level content courses.	Improve student access, persistence and success.	B.1.
Film and Television	Investigate various methods for providing students with additional support and make recommendations for appropriate changes in scheduling patterns that will facilitate program growth and provide more access.	Maintain and improve quality of this instructional program, particularly in regard to strong growth rates, high transfer rate to four-year universities, and skills for employment. Strengthen support for students.	E.1., E.3., E.5.
	Assess need to reinstate Lab Tech as permanent position, and make appropriate recommendations.	Maintain and improve the quality of this instructional program.	E.3.
	Update production equipment for production classes (additional cameras and computers needed for shooting and editing, update computer-projection system in room 0121).	Maintain and improve quality of this instructional program.	E.3.
	Modify courses and create new courses in response to the impending finalization of the TMC (Transfer Model Curriculum) AA-T degree for Film/Television.	Improve transfer rates.	C.3., E.5.
	Expand current course offerings: Final Cut Pro X (currently in draft in CurricuNet), Film Genres class, and Film Directors class.	Maintain and improve diversity of depth and quality of this program.	C.3., A.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, production work, community service media projects, exhibitions in student film festivals).	Increase and sustain workforce preparedness opportunities for students.	A.1., A.6.
	Assess need for full time Faculty and lab tech in Film and/or TV and make appropriate recommendations.	To increase the program's health by having a full-time person be responsible for assessment tasks such as program review and program level outcomes, curriculum development such as the creation of the transfer model curriculum in accordance with SB 1440, and other tasks required of Career Technical Education programs such as holding advisory meetings.	A.1., A.5., A.9., C.3., E.3.
Fire Technology	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	E.1., F.2., F.14.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes	E.3.
	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, community service etc.).	Increase and sustain workforce preparedness opportunities for students.	A.1., G.1.
	Assess need for additional full-time Fire Technology professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Explore the feasibility of developing a Paramedic program.	Increase student access to jobs and provide national certification.	A.1.
Foreign Languages	Target scheduling to meet students' priority times and needs to bolster enrollment.	Improve student access by Strategically schedule courses to better serve student's needs and more efficiently utilize resources and facilities.	E.5., H.3.
	Promote the core courses of the program while developing the online components, and to develop curriculum to meet the needs of heritage students.	Restoring course offerings in German, Japanese, Latin, and Italian to provide more options for access to Foreign Language instruction in response to student request.	G.2., H.7.
	Promote the pursuit of AA degrees and student involvement in related cultural events, and work to develop courses in Spanish translation and interpretation for the professions (medical, legal, community settings).	Increase access and enrollments. Provide workforce skills.	F.12., A.1., A.8.
	Continue to expand language courses at the Centers.	Optimize existing campuses and centers and increase student access.	E.5.
	Continue gradual implementation of online component to Foreign Language classes.	To teach our students the use of technology in the language acquisition process.	E.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to promote and fund, when possible, cultural diversity events, such as French Immersion Day, Foreign Language Night, field trips, annual recognition awards, etc.	Utilize students in academic and co-curricular programs as ambassadors to the community. Host events on campus to increase use and community awareness.	G.3, G.4
	Assess viability and develop plans for restoring offerings in German, Japanese, Latin, and Italian.	Maintain quality of instructional program and improve student access by providing more options in response to student request.	E.1.
	Develop plans for the professional development of full-time faculty in ACTFL/OPI training guidelines to ensure proper, uniform, oral proficiency outcomes of our students at similar levels.	Improve quality of instruction by providing professional development opportunities for faculty. SLO's are based on the ACTFL guidelines which necessitates updated training in assessment.	E.3, E.4.
	Promote importance of completing AA degrees in FL with annual recognition ceremony.	To recognize and celebrate student accomplishments. Encourage and create cultural exchanges to broaden campus diversity and strengthen cultural competencies and understanding among different campus groups.	H.2.
	Offer advanced Spanish-language courses for heritage speakers who make up a large percentage of the Solano College population.	Improve student access. Provide continuing education opportunities to strengthen the regional workforce and to foster individual career advancement.	A.10.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Geography	Develop a transferable Geography Degree	Increase transfer opportunities for students. High growth in enrollment and FTES suggests the potential for program expansion.	C.3, C.7.
	Incorporate basic skills while teaching the subject such as Time Management, How to Study, Note Taking, and Comprehension.	Basic Skills development supports high Student Success Rates.	B.1.
	Assess need for hiring full-time Cultural and World Geography/GIS instructor. Make appropriate recommendations.	To improve and maintain student access and the quality of the instructional program, we need a full-time instructor for the new Geography Program Transfer to teach the courses. GIS is academic and vocational. Current trends show a need for skills leading to employment.	C.3., E.3.
Geology	Incorporate new technology into curriculum (GIS, GPS, Google Earth, etc.).	Improve student access opportunities and maintain quality of instructional program. Growth in enrollment and FTES and growing interests in natural and man-made systems suggest the potential for program expansion.	C.3., E.3.
History	Assess need for increase course offerings, online and face to face, and expand course offerings as warranted by data.	Increase student access and improve transfer rates, as continued increases in enrollment could be supported through offering additional online courses and through articulation with four-year colleges and universities.	C.1., C.7.
	Aligning content curriculum with SLOs and PLOs and creating common SLO-based rubrics will ensure students must demonstrate mastery of specific goals and course expectations as designed by the department.	Maintain and improve quality of the instructional program. Improve student success, persistence and retention rates.	C.7., E.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	The development of a tutoring or supplemental instruction program will support the increased enrollment of basic skills students in history transfer level courses for online and face-to-face courses.	Address achievement gap and need to improve student retention, persistence and success rates.	B.1., B.2., D.2.
	Assess need for hiring full-time History instructor. Make appropriate recommendations.	Monitor enrollments and student retention and success to drive course development and hire faculty as appropriate.	E.3.
Horticulture & Plant Science	Work more closely with counseling and advertise throughout the county: businesses, high schools, professional organizations; and develop mentoring at all stages (orientation to graduation) to increase student awareness about transfer opportunities and support students as they work toward transfer. Develop plans for a botanical garden and museum/event center, which will connect the college with the community and possibly generate revenue to support the program.	Increase student access, as students across the campus are not aware of the Horticulture and Plant Science Program. Create workforce ready graduates.	A.6., G.2., G.4.
	Develop a community garden and K-12 garden area.	Create more community connections and involvement; provide K-12 students with increased opportunities for early access to the program.	F.15, I.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop an Adaptive Horticulture farmer's market.	Increase the awareness of the Adaptive Program and provide students a well-rounded, job related experience.	A.3., G.2.
	Develop coordinated curriculum for sustainable agriculture with UC and CSU programs and develop/implement transfer routes.	Increase transfer rates, by developing a curriculum would tie in the largest industry in Solano County with the college and better support the community.	C.3.
	Assess need to hire full time Horticulture and Plant Science instructor. Make appropriate recommendations.	A full time instructor would be able to spend more time marketing the program to the incoming students and to the local high schools. This increase marketing would help to revitalize a program that has shown grown with an adjunct only and could increase enrollment.	C.3.; G.2.
	Establish funding for the continued development of the Horticulture Renovation Project by acquiring grants from a variety of sources.	Recent dedication of building, donated monies, orchard grant, and same kind services have started the ball rolling to develop the proposed Horticulture Renovation Project, further support and obligation of funds would make the Horticulture Program a place to go and see. Strengthen community ties.	I.4., G.4.
	Investigate adding shared curriculum with the Nutrition program to develop cross-disciplinary approaches to teaching students the benefits of growing their own good food.	Maintain and improve quality of the instructional program.	H.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop new "Rubric" system for Program Learning Outcomes.	Maintain and improve quality of the instructional program. Improve student success, persistence and retention rates. Access PLO's and develop PLO's that are in line with sustainable horticulture and agricultural practices.	A.1., A.10., E.2.
Humanities	Develop a plan to recruit potential students by communicating its value as a core course for CSU/UC transfer as well as its marketable value in electronic and paper promotional materials, such as pamphlets, posters and the SCC website.	Improve student access and address the student achievement gap at SCC.	C.7., C.6., F.7., G.2.
	Evaluate Humanities curriculum, program and scheduled course rotations. Make changes as warranted by data.	Improve student access and program quality.	C.3., C.6., C.7., E.5.
	Assess the American Studies courses for future viability as courses under the Humanities/Liberal Studies program. Make appropriate recommendations.	Improve student access and program quality.	C.3., C.6., C.7., E.5.
	Evaluate and make recommendations to the regarding the Liberal Studies program and its future applicability. Modify the curriculum and program(s) as assessments indicate are appropriate and necessary.	Improve the quality of instructional programs, as Liberal Studies is a course of study which includes courses in Humanities and American Studies. However, American Studies courses are not currently offered. The program needs to determine if it should continue, or if it will only continue to offer courses in Humanities (001, 002 and 003).	C.6., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Human Services	Hire a full time instructor.	To increase student access to the program and maintain quality of the instructional program. As the HS grows having more dedicated faculty to complete program related activities and to bring continuity to the services provided will be essential.	E.3.
	Collaborate with faculty and administration to assess the implications of consolidating the program into one division. Make appropriate recommendations.	Improve the effectiveness of the instructional program.	E.1., C.6.
	Explore, assess and implement various methods and course augments (e.g. web-based interactions, supplemental instruction) that will increase student interaction and individual support.	Improve quality of the instructional program.	A.1., B.2., E.3.
	Increase partnerships with local agencies.	The Human Services program serves to meet community needs for workforce training. Community collaborations afford student internships that may result in employment, and enable training on current initiatives and practice trends.	A.6.
	Develop more specialized offerings and post certificate offerings.	To meet diverse consumer needs the HS program should be able to train Human Service providers on a variety of topics which are not currently offered at SCC, such as a CAADAC program and the creation of a Spanish/English bilingual course.	A.8., A.10.
Interior Design	Establish modified A.S. degree and certificate to meet current standards.	Prepare students for work in the Interior Design field.	A.1., A.9.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Plan budget to ensure proper application of CTE funding.	Assess the need to provide CTE funding for this program.	E.3.
	Continue meeting with advisory group to ensure continued compliance with industry.	Since this profession is constantly changing, continued meetings will ensure industry validation of the program and assessment of current coursework.	A.2.
	Offer classes according to a fixed schedule, to ensure students can obtain the certificate/degree in a timely manner.	Improve student access to courses and timely degree/certificate completion.	E.5.
	Improve promotion of the revised Interior Design degree/certificate both within the college, to high schools, and with local Interior Design community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., A.9.
	Develop outreach and marketing plan to strengthen enrollment and increase number of students graduating with degree/certificate.	Increase student access to instructional programs; increase workforce preparedness.	A.1., G.2.
Journalism	Assess the potential to provide hybrid and online courses, as well as courses at the centers and make appropriate modifications to the curriculum.	Improve student access to instructional programs; increase degree completion and transfer rates.	C.7., F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess need for a full-time faculty member or a teaching-qualified classified lab tech to support the administrative needs of the department and make appropriate recommendations.	Improve quality of instructional program. There are only two part-time instructors in the department. The tasks associated with running the student media include but are not limited to handling advertising contracts, accounting, invoicing, deposits, printer contracts and scheduling, working with IT on computer lab maintenance, ordering equipment and supplies, designing ads, maintaining news boxes, maintaining website and email accounts for students. Adjunct instructors have been tasked with writing and updating curriculum, transfer degrees, program reviews, EMPs, and attending advisory committee meetings.	E.3.
	Upgrade publications labs to offer broader technological applications of news gathering.	Improve quality of instructional program to increase student skills and support entry level employment opportunities.	E.3.
	Develop a transfer degree in addition to existing AA degree.	Align and coordinate curriculum with college and university programs.	C.7.
	Continue working to integrate with other programs including photography, graphic arts, English, communications and television to utilize resources that support the programs.	Improve quality of instruction to improve student's employment and internship opportunities. Enhance the discipline's relationship with other disciplines.	C.6.
Kinesiology/ Athletics	Assess feasibility of physical therapy assistant program. Develop appropriate curriculum and program certificate and/or degrees based upon assessment.	Develop workforce-ready graduates.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand course offerings to include dedicated resources and regularly scheduled sections offered at the Vallejo and Vacaville Centers.	Improve student access to courses.	E.5., F.10.
	Assess feasibility and costs associated with reinstating the Football program; make appropriate recommendations.	Improve student access to courses.	E.3., H.7.
	Assess the need to hire a dedicated Athletics Counselor. Make appropriate recommendations.	Improve student athlete access and success.	F.11.
Learning Communities	Expand the number of First Year Experience learning communities.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, E.3, F.6, H.5
	Plan for Second Year Experience Learning Communities to provide students with model pathways and continued support through sophomore year.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, C.5, C.6, D.2, E.1, E.2, E.3, F.6, H.5
	Plan and pilot Career Pathway learning communities for CTE students, which link basic skills, occupational courses, counseling and/or occupational experience courses.	Increase student access to modalities that have proven effective in improving retention, persistence and success, while increasing the number and percentage of workforce ready graduates in career and technical programs. Decrease the time students spend in basic skills courses prior to entry into CTE programs; thus improving retention and completion rates.	A.1, A.3, A.8, B.1, B.2, B.7, D.2, E.1, E.3, E.4, H.5
	Plan for and implement the integration of Math courses and support mechanisms (e.g.., supplemental instruction, embedded tutoring) for Umoja students.	Increase student access to modalities that have proven effective in improving retention, persistence and success.	B.1, B.2, B.4, B.7, D.2, E.1, E.3, E.4, F.6

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Investigate the viability of expanding Puente to off campus sites, such as Dixon and Winters, to address the needs of Hispanic students in these service areas. Implement a pilot as warranted by data produced in the investigation.	Students from surrounding communities we serve, many of whom do not have access to reliable transportation, need access to programs that students currently only have at the Main Campus.	B.1, B.2, B.4, B.7, D.2, E.1, E.3, E.4, F.6, H.5
	Coordinate with local high schools to directly recruit students to Learning Communities courses.	Align and coordinate our efforts to partner with K-12 to provide pathways to college that will improve access, retention, persistence and success.	B.8, C.2, E.3, F.5, G.2, H.5
	Assess the need to reinstate a Learning Communities program coordinator and make appropriate recommendation.	Learning Communities are redeveloping and growing in terms of the number of students served and faculty involved. A coordinator may be necessary to focus and organize efforts, reduce redundancies, gather and analyze data and make recommendations for program adjustments that will strengthen the delivery of instruction and related student services.	H.1, H.5, H.7
	Develop technological means by which students in Learning Communities courses can connect, collaborate with and support one another as well as interact with program faculty, staff and counselors.	Improve student access to support services and more effectively connect students with each other and the campus community.	
Management	Assess need for and develop curriculum as needed for a Human Resources Degree and Certificate.	Human Resources is a rapidly growing field with a projected shortage in individuals with HR knowledge and experience. This program could provide students with workforce ready skills and increase transfer opportunities.	A.1., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Mathematics	Provide adequate fundamental and advanced course offerings to meet the college's mission for Basic Skills, transfer and CTE.	Increase student access to instructional programs, as there is an increased demand for Math 020, 021 due to transfer requirement changes for Biology majors. Due to SB 1456, there will also be possible changes to Basic Skills offerings. The average fill rate for all courses at all locations for the last five years has been 92.14%.	A.1., B.1., C.1., E.5.
	Explore combining basic skills and learning studies classes.	Recommendation 3.4 of the Community Colleges Student Success Task Force: Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.	B.1., B.2., B.4., H.5.
	Prepare for changes resulting from Student Success Task Force (SB 1456) initiative.	Since students will be required to address Basic Skills needs during their first year in college, there is likely to be increased demand for the Basic Skills math courses.	B.3., B.6., B.7., E.1., E.5., F.1., F.2., F.3., F.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop and implement useful assessment measures.	Recommendation 2.1 of the Community Colleges Student Success Task Force: Strengthen support for entering students by developing and implementing common centralized diagnostic assessments. For many of our basic skills level students, there is often a gap of a year or more since the last math class that they have taken. Most common assessment tools work well if the student has taken math recently. When this is not the case, many other multiple measure ideas will need to be explored and piloted.	B.3., E.2., F.1., F.2., F.3.
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve student access to courses, as online is the only way some of our students can attend. While we currently offer Math 330, Math 104, and Math 11 online or hybrid, we may want to consider developing other options as well.	B.2, E.4, F.14.
	Update technology for classroom and faculty use.	Recommendation 2.3 of the Student Success Task Force: Develop and use technology applications to better guide students in educational processes.	E.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Expand the mission of the MAC to accommodate the increased use of software, online resources and additional staff.	As part of Service Area Outcomes assessment for the MAC 66.5% of students surveyed provided negative feedbacks regarding the size of the MAC. Planned Actions for the MAC as part of assessment include "the urgent need of more space for the MAC. With the TBA requirements now in place, the number of students served per hour before 1 p.m. often exceeds 80 students especially early in the semester. Students would benefit from additional small group study spaces, similar to the small room in the back of the current MAC. The use of computer programs such as MyMathLab and Minitab has dramatically increased the demand for computers in the lab. The use of additional programs, such as Maple or Maxima, will also require more computers. Long lines develop in the aisles during periods between classes when many students enter and leave. An additional login computer would help alleviate this problem. High demand for courses necessitates additional staff.	B.2., E.3., F.9., H.1

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Regularly assess needs for additional full-time faculty, particularly those with experience in teaching basic skills; make appropriate recommendations.	Typically about 50% of the math sections are taught by adjuncts. Due to the need to increase our Basic Skills offerings because of the Student Success Initiative driven changes, and because there is a large fraction of our lower Basic Skills courses taught by adjunct instructors, it is important that we consider our students' needs and hire instructors with experience and interest in basic skills. Even for courses that are not part of our Basic Skills curriculum, increasing the number of full-time instructors offers more scheduling flexibility so that courses are offered at times that make sense for students.	B.6., B.7., E.3., E.5.
	Assess need for additional MAC staff and student tutors; make appropriate recommendations.	SAO assessments showed that 50.8% of students surveyed indicated that the MAC has inadequate staff for assistance and guidance on math assignments and activities. Increased use of the MAC and decreased staffing, particularly staff knowledgeable in math related software, has resulted in less assistance available to students in the MAC and for hybrid and online offerings. Basic skills students who are more easily frustrated would benefit by additional support from available staff.	B.6., C.1., F.9., F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Increase support for basic skills by adding supplemental instructors, embedded tutors and a first-year experience component.	First-Year Experience is in its 2nd year with about 50 students—plan to continue to expand. Embedded tutors will be proposed through Basic Skills Initiative funding. Student Success Task Force Recommendation 3.4 provides that Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan. These might include courses with embedded contextualized basic skills instruction, special interventions like Math Jam, online and other computer-based laboratory resources, tutoring, supplemental instruction, and intensive basic skills courses.	B.2., B.4.
Maintenance Technician/ Mechatronics	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes.	A.1., E.3.
	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	A.1., E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue linking classroom experience with industry trends, standards, and technological changes. Continue working with local partners to enhance student's educational experiences and training (internships, community service etc.).	Increase and sustain workforce preparedness opportunities for students.	A.6.
	Assess need replacement of full time faculty position and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Explore development of short-term latticed and stackable certificates and develop appropriate curriculum in maintenance technology.	Strengthen existing workforce program and enhance student success and completion rates.	A.1.
	Update technology for classroom and faculty use.	Strengthen Support for Entering Students and develop and use technology applications to better guide students in educational processes.	E.3.
	Continue to provide hands-on, real world learning opportunities for students through curriculum review and revision.	Improve student success and connects students to the real world training opportunities.	A.1.
	Implement national certification exams, such as the NIMS exam.	Incorporate relevant national certifications into the curriculum to ensure employability of career and technical graduates.	A.11.
	Promote by working with Marketing and Outreach Department the Mechatronics degree/certificate both within the college, to high schools, and with local business community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., G.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Music	Recruit students from local high schools and develop ensemble-based scholarships to increase enrollment and performance levels as well as community visibility.	The recent discontinuance of the music programs in several local middle and high schools and low competition from other educational providers underscores the importance of the performance ensemble offerings at the college.	A.1., A.4., C.7., G.2., H.7.
	Assess the need to hire a staff accompanist and make appropriate recommendations.	The addition of a staff accompanist would enhance the students' learning experience.	E.3.
	Collaborate with theatre and other performing disciplines to create joint performance opportunities.	Strategic collaboration with community groups enhances the visibility of the college and the program.	C.6., G.2., H.6., H.7.
	Assess the need to hire additional faculty and make appropriate recommendations.	Maintain the quality of the instructional program.	C.7., E.3.
	Develop and refine online and traditional course offerings in order to provide to rigorous AA degree programs that transfer to four-year institutions offerings.	Align and coordinate curriculum with college and university programs; develop and support innovative transfer routes, such as Transfer Model Curriculum.	C.1., C.3., C.7.
	Introduce a pre-professional Orchestra ensemble to the program, with 20 Music scholarship students who will form the core of the SCC Orchestra. This ensemble will be a model for additional scholarship programs for Choral/Vocal and Jazz students. It will also serve as a recruitment tool in performance collaborations in the local community.	Advertise and market SCC to strengthen local awareness of the college's location and offerings. Utilize students in academic and co-curricular programs as ambassadors to the community. Host conferences and community events on campus and at centers to increase use and community awareness of facilities. Provide resources and services that reflect the educational, financial and social needs of the SCC students.	G.2., G.3., G.4., H.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to bring professional musicians to work with students and enhance students' artistic and educational experience.	Create and provide students with models and mentors to guide them to program completion.	F.11.
	Continue to offer on-campus performances.	Improve student access to instructional programs by marketing SCC to strengthen local awareness of the college's location and offerings. Utilize students in academic and co-curricular programs as ambassadors to the community. Host conferences and community events on campus and at centers to increase use and community awareness of facilities. Provide resources and services that reflect the educational, financial and social needs of the SCC students.	G.2., G.3., G.4., H.7.
	Develop the Certificate in Recording Arts.	Create a career-technical workforce program that fosters work-force ready and entrepreneurial graduates in Recording Arts. Provide education opportunities where such training is most likely to advance individual careers.	A.1., A.10.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Nursing (Registered)	Establish career pathways and prepare graduates for entry level jobs. Develop and offer approved Certified Nursing Assistant (C.N.A.) Program.	Projected growth in the health professions and the need to address the healthcare demands in the community, and an overall shortage of registered nurses in other areas of the country, provide the rationale for possible expansion of the program offerings at SCC.	A.1.,C.5.
	Develop and offer RN Refresher, and other preparatory courses that prepare individuals for certifications in High Risk OB, Labor and Delivery, Critical Care, ER, OR, ACLS/PALs and Holistic Health.	Expanded offerings would increase access for employment and allow individuals to return to the workforce, many of whom are BSN prepared. Several of the local hospitals are primarily hiring BSNs.	A.10., A.1.
	Develop and offer a Summer Bridge Course for students admitted into the Nursing Program.	Increase student access, success, retention and reduce program attrition. Improve Student Performance on Medication Calculation Examinations.	C.5., E.1.
	Integrate technology and other interactive teaching/learning strategies into the curriculum and provide human-patient simulation experiences with goal of enhancing student performance in the hospital setting.	Increase student success by providing opportunities for students to practice nursing skills in a safe learning environment and increase their confidence level when delivering nursing care. Also, improve student preparation to assume the role of a graduate nurse upon entry into practice.	A.1., A.3.
	Recruit and hire diverse faculty with diverse backgrounds.	Have a positive impact and increase student success, retention and program completion and address the achievement gap.	D.3.
	Prepare conditions and infrastructure to offer a BSN.	Increase employment opportunity for ADN graduates.	A.1., A.10., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Provide tutoring and other support services to students.	Increase student success, retention and program completion, and increase RN-NCLEX pass rates.	B.2.
	Provide alternative clinical placements to students.	Positive impact on graduate employment opportunities.	A.6.
	Establish and expand partnerships and articulation agreements with four-year public and private educational institutions.	Increase student opportunities for transfer to earn a BSN and thereby increasing employment opportunities.	F.12., C.4.
	Explore opportunities to offer an International Refresher Courses/Program.	Increase employment opportunities for graduates.	A.1., A.10.
	Explore opportunities for admitting students into Nursing Program twice per year.	Address the demand for nursing and increase the number of program graduates. This would also reduce the waitlist.	A.1.
	Create a master equipment list and replace old, outdated equipment.	Improve student success by allowing students to gain hands-on skills with state-of-the-art equipment with the goal of better preparation for employment.	E.3.
	Develop a new Psychiatric Technician Program that would require the development of curriculum other resources such as space, personnel, equipment, etc.	Provide students with an opportunity to pursue high wage jobs that are currently in demand; therefore, addressing the needs of the community.	A.1, A1.0
	Develop a new Dental Hygiene/Dental Assisting Program. This would require curriculum development and other program requirements, hiring new faculty and staff as well as space allocation.	Address community needs for highly qualified dental hygienists and assistants. Program would prepare individuals for employment.	A.1, A.10., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Develop a New Cardiovascular Program that would require curriculum development, and other resources, such as faculty, staff, equipment and space, etc.	Provide student with opportunities for workforce ready skills and address the needs of local hospitals, one of which has recently approved as a cardiac receiving faculty. To other facilities have been accredited as level II and III Trauma Centers.	A.1., A.10.
	Offer Radiation Therapy Technician program. In addition to developing the curriculum, we would establish a partnership with at least one of the local cancer centers, and utilize their equipment; however, faculty and other personnel, classroom space, etc. would be needed.	As cancer continues to plague our local community, this program would address the need to provide highly qualified radiation technicians.	A.1., A.10.
	Develop a New Mortician and Funeral Director Program, which would require curriculum development and other resources such as classroom and laboratory space, equipment and personnel.	Increase student access to instructional programs, as the closest program is located in Sacramento. There are only two programs in-state. Therefore, offering such a program would address local needs as well regional needs.	A.1., A10.
	Develop a new program for Nuclear Medicine, which would require curriculum development and other resources as previously noted. Offer Nuclear Medicine.	As cancer continues to plague our local community, this would address the need to provide highly qualified radiation technicians.	A.1., A.10.
	Develop A new Radiologic Technician Program. This would require curriculum development and other resources; we would limited the need to purchase equipment through leveraging local hospitals resources.	Increase student access to instructional programs and opportunities for workforce preparedness. There are currently four in the Bay Area. This would address the need to prepare highly qualified radiographers.	A.1., A.10.
	Develop and offer a Massage Therapy Program, which would require curriculum development and other resources previously noted for other new programs. Feasibility studies would also need to be conducted for or all new programs.	Increase student access to instructional programs and opportunities for workforce preparedness.	A.1., A.10.
Nutrition	Develop transfer model curriculum Nutrition degree.	Align program offerings for transfer achievement.	C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess feasibility of CTE program in Nutrition.	Develop workforce-ready graduates.	A.1.
	Diversify the course offerings to capitalize on educational and personal interest in nutrition studies.	Improve student access to courses.	E.1.
	Develop curriculum with partner programs such as Nursing, CDFS and Kinesiology.	Align program offerings for transfer achievement.	
	Explore ways to provide hands-on cooking experiences for students: joint use agreement with community kitchens, portable demonstration kitchen, updating Room 1633 kitchen, etc.	Strengthen community partnerships.	C.6., G.1., G.5.
Occupational Education	Continue current scheduling and support Occupational Education program through adequately staffing and budgeting for program as mandated by Title V and the SCC District Plan by hiring permanent clerical/instructional aide.	Increase student access and student success through adequately staffing the OCED office.	E.3.
	Explore feasibility of offering OCED 90/91 during summer session. Make appropriate recommendations.	Increase student access and success by allowing students to continue working in industry-related internships during the summer session.	E.5.
	Investigate Career Connections website to explore possibility of establishing interactive database for internship opportunities.	Increase student access to internships.	F.12.
	Assess need for additional personnel devoted to internship development and make recommendations as appropriate.	Increase student access to internships and workforce ready skills.	E.3.
	Work with faculty campus-wide to explore additional degree/certificates where OCED can be a means of students developing workplace competence.	Increase student access to programs and workforce skills.	E.9.
Office Technology	Develop Medical Office Assistant Certificate in conjunction with Medical Front Office Certificate.	Increase student access to programs leading to entry level jobs in the healthcare industry.	A.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess demand and need for an industry-approved certificate for Healthcare Information Management/Technology with an emphasis on at least one of the in demand technologies such as EHR, HIT, or HIE. Develop curriculum as supported by assessment results.	Increase students' access and opportunities for workforce preparedness.	A.1., A.6., A.9.
	Assess need for developing industry-specific national certifications in HIT/HIE.	Incorporate relevant national certifications into the curriculum to ensure the employability of career and technical graduates.	A.11.
	Assess need for additional full-time Office Technology professor and make appropriate recommendations.	Maintain and improve quality of instructional program.	E.3.
	Promote by working with Marketing and Outreach Department the degree/certificate both within the college, to high schools, and with local business community.	Increase student access to instructional programs; increase workforce preparedness.	A.4., G.2.
Philosophy	Design new course offerings where relevant to reflect emerging trends (e.g., bioethics).	Improve the quality of the instructional program by introducing emerging fields such as bioethics into the course offerings and satisfy a recognized need within the nursing program.	C.7.
	Assess the need to hire additional faculty with expertise in emerging fields (e.g. bioethics) and make appropriate recommendations.	Improve the quality of the instructional program.	E.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	To promote the philosophy program (to include development of written flyers and regular contact with counselors) and make clear what philosophy has to offer students, both academically and vocationally.	Improve student access to instructional programs, as students taking philosophy courses contribute to an enlightened and critical citizenry. Philosophy provides students with portable skills, enabling access to a wide range of majors and professional careers, for example, law schools and medical schools.	F.7., G.2.
Photography	Continue to develop and modify curriculum to reflect industry standards	Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.

Current lab tech provides outside lab time and will be leaving the college. The position is essential and needs to be replaced in a timely manner. The job requirements will be reviewed for expansion from 60% to full time. | A.1., A.5., E.3. |
	Seek outside funding sources (e.g., corporate funding or donations, i.e. Nikon, Canon, Adobe) to supplement current District funding.	Maximize and enhance fiscal resources that support instructional programs.	I.4.
	Increase community support via public exhibitions which increases exposure to the business communities and builds awareness of the professional quality of the photographic work at SCC.	Promote programs and partnerships with businesses, industries and government agencies that build CTE capacity and improve CTE delivery.	A.6., G.2.
	Develop mechanisms to systematically track student employment and success of graduates. The photography program tracks transfer and degree students via FB SCC photography Zoom 18-70.	Further align curriculum to provide consistency in developing visual literacy. Work with service area high schools to coordinate CTE standards and programs to provide clear pathways for student advancement.	A.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Increase equipment availability via upgrades of existing equipment and the purchase of replacement items. Also, the close maintenance of existing equipment is essential in the ongoing operation of our facilities.	Maintain and improve quality of instructional program. Establish and deepen partnerships with businesses, other education providers and municipalities to leverage strengths and increase possible funding sources.	I.4.
	Assess need to upgrade the lab technician position to full-time to accommodate the growing digital needs within the photography and media combined fields. Make appropriate recommendations for hiring.	Improve and maintain the quality of instructional programs, as the expansion of the Mac labs in 1300 & 1800A and stable staffing is essential to support the needs of students and faculty for CTE growth.	A.1., E.3.
	Make appropriate recommendations for hiring. Assess need for a new full-time instructor teaching multi-media in conjunction with photography, arts, graphics, web design, journalism, etc.	Provide support for faculty redesign of curriculum and innovations in instruction.	E.3., C.6., E.4.
	Provide continuing equipment support and on-going funding to purchase technology equipment and software.	Link resource allocations to solutions that address SCC goals and strategies.	E.3.
	Continue revision and expansion of existing courses to encompass multimedia trends.	Provide support for faculty redesign of curriculum and innovations in instruction.	E.4.
Physics	Continue to provide all courses needed for transfer to CSU and UC programs.	Increase student access, as moderate increased in FTEs, as well as low competition from other educational providers, suggest the potential for program expansion.	C.1., C.3., C.5.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Promote the completion of lower-division transfer courses at SCC.	Improve student access and completion rates, as the possibility exists to continue to increase enrollment and FTEs by encouraging students to complete lower-division Physics courses at SCC.	C.1.
	The AS-T degree for Physics has been submitted, and we are awaiting approval.	Establishment of an AS-T degree in Physics would provide students with additional career pathways and employment opportunities.	A.9., C.7.
Political Science/ International Relations	Assess course offerings and make adjustments to the program accordingly, including consideration of online and Learning Communities Courses	The primary guide for all strategies is implementation and compliance with TMC Transfer Model Curriculum. Increase student access to instructional programs. Improve degree completion and transfer rates.	C.3., C.6., C.7.
	Increase use of technology on course delivery and assessment	Using Technology to improved student success and program assessment/development.	E.3.
	Work with Articulation office to review articulation agreements with four-year colleges and universities and make curricular and program changes needed to maintain agreements. Articulation of any new courses, but also IR-1 must be verified.	Maintain quality of instructional program. Improve transfer rate.	C.7., E.1.
	Develop techniques such as scaffolding for content delivery consistent with and coordinated with Basic Skills needs of students in Political Science courses. PLSC 001 can be seen as a course to utilize basic skills principles.	Improve basic skills of all students and increase success in course and degree completion rates.	B.1., B.2.
	Develop Transfer Model Curriculum and coordinate with Math department faculty and Curriculum Committee to address TMC requirements.	Increase and expedite transfer rates.	C.6., C.7.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess enrollment patterns and make recommendations for scheduling.	Increase student access to instructional programs, improve persistence and degree completion rates.	E.5.
Psychology	Assess current curriculum to modify existing courses, develop new courses, and/or new modalities	Increase student access to instructional programs, improve persistence and degree completion rates, and improve transfer rate..	E.1.
	Increase use of technology in course delivery and assessment	Engage students with tools that they are familiar with and motived to use, in order to improve student persistence and access.	E.1., E.3.
	Articulate courses with four-year colleges, universities, and local high schools.	Increase transfer rates and expedite transfers.	C.7., E.1.
	Work with Basic Skills coordinator to integrate basic skills into psychology courses	Increase persistence and success rates. Address the achievement gap.	B.1.
	Enhance Psychology Club	Provide students with opportunities to connect to the college community, learn about psychology major, career options, and strengthen community partnerships.	H.1., H.7.
	Coordinate with the Human Services Program	Provide applied experiences in the field. Strengthen the Psychology program.	C.6.
	Develop a cohort-based program.	To support ADT psychology majors as they enter SCC to improve retention and persistence rates. Provide mentoring and career counseling.	F.6., F.14.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Reading	Build understanding and support throughout the College for the Reading program. Regularly design and distribute written materials for and/or meet with members of the College community regarding availability of Reading classes and SCC Reading Requirement.	Increase student access to basic skills courses critical to their success (i.e. English 353 and 331) and prepare students to succeed in college level courses. Increase student access to English 62, which is a required course for graduation and transfer to CSU.	B.2., C.1., F.12.
	Work closely with assessment, counseling, and DSP to ensure proper placement for SCC students in Reading classes. Student Success Initiative encourages early placement in basic skills classes.	Increase student retention, persistence and success.	B.3., F.11.
	Extend course availability to include Centers.	Increase student access to basic skills and college level instructional programs. Reading faculty will recommend and evaluate the scheduling of basic skill and transfer level reading classes, the goal being to ensure that Reading classes are taught at all three SCC campuses and serve student needs.	F.9.
	Enlarge English 320 to serve all students (campus wide), i.e., independent instruction in Reading in all disciplines. Restore English 320 to serve all students (campus wide), i.e., independent instruction in Reading in all disciplines by publicizing the existence of the Independent Lab and recruiting students to enroll in the Reading Lab during times when Reading faculty are in the Reading Lab.	Increase student access to basic skills and introductory college-level instruction in Reading, which should assist student persistence, retention, and success.	D.2., E.1., E.5., G.2.
Real Estate	Assess curriculum and revise courses or develop new courses as needed.	Improve quality of the curriculum and streamline programs to eliminate redundancy and overlap.	E.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Assess student success in online courses and modify offerings, curriculum and support services (e.g., embedded tutoring, possibly supplemental instruction) in ways that will likely improve student access and success.	Improve the retention, persistence and success rates for students in online courses while also addressing the achievement gap.	F.14.
Social Sciences	Assess need for additional full-time Social Science instructor; make appropriate recommendations for hiring.	The program will continue to be an important part of the general education curriculum. Currently, there is no full-time faculty member for this Division. To improve student access and maintain the quality of the instructional program a full time faculty member in this area is needed to cover a variety of specialized courses improving student access.	C.7., E.3.
	Assess demand for current courses and diversify course offerings as appropriate.	This will impact student access, retention, persistence and success, as well as, transfer and completion rates.	E.1.
	Develop and maintain partnerships with community groups/organizations to provide hands-on learning experiences with diverse populations. Explore service learning program for Ethnic Studies courses.	Strengthen community partnerships by while students gain experience that will prepare them with work force skills.	G.3., H.7.
	Work with Articulation office to review articulation agreements with four-year colleges and universities and make curricular and program changes if needed.	Improve transfer rate.	C.7.
	Incorporate basic skills support systems (tutoring, supplemental instruction, embedded tutors) into Social Sciences courses.	Improve persistence, retention and success rates.	B.1.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Sociology	Incorporate Social Science courses into the Sociology program and explore the possibility of combining Sociology and Social Science programs.	Many of the courses offered as Social Science credits, at most institutions, fall under the Sociology department (i.e. Social Science 22 Race and Ethnicity). This would make it more efficient for students to gain a degree prior to transferring to a four-year institution.	C.7., E.1.
	Assess need to create additional courses and labs in the Sociology program. Make appropriate adjustments to curriculum and program as warranted by assessment results.	Improve the quality of instructional programs.	C.7., E.1.
Sports Medicine/ Fitness Science	Update curriculum as needed by the NATA.	Maintain and improve quality of instructional program and ensure industry validation.	A.11.
	Assess the need for a faculty certified athletic trainer/director position; make appropriate recommendations.	Maintain quality of instructional program.	E.3.
	Assess need for new or replacement instructional equipment/supplies; make appropriate recommendations.	Maintain quality of instructional program.	E.3.
Theater	Develop core theater classes that match California articulation standards.	Improve transfer rates via a re-design of the curriculum that focuses upon core theater competencies emphasizing critical thinking, problem-solving, technical skill building, and career development.	C.7.
	Develop and improve the theater associate degrees and the technical theater certificate. Align and coordinate curriculum with college and university programs as exemplified by the Transfer Model Curriculum.	Provide continuing education opportunities where such training is most likely to advance individual careers and strengthen the regional workforce.	A.1., A.9., C.3.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Continue to hire specialized industry professionals to work with students in order to provide a richer educational experience.	Promote programs and partnerships with businesses, industries, and government agencies that build CTE capacity and improve CTE delivery.	A.6.
	Create an effective marketing strategy, including a more effective outreach strategy with public schools.	Build pathways for students from high schools to college through middle college programs located at multiple SCC sites.	F.15, G.2.
	Encourage cross-disciplinary cooperation with music, dance, communication, English, history, and video production faculty.	Strengthen connections between students using learning communities and peer learning opportunities. Create opportunities in both physical And web-based settings for students to gather, work and collaborate.	C.6., H.1., H.5.
	Work with music, dance, communication, English, history, and video production faculty to maximize the effectiveness of the theater renovation project.	Host conferences and community events on campus and at centers to increase use and community awareness of facilities.	C.6., G.4.
	Restructure support staffing of the costume shop and the box office. Work with administration and representative unions to accurately reflect job descriptions.	Link resource allocations to solutions that address SCC goals and strategies.	E.3.
	Continue to make the theater facility available for community use.	Host conferences and community events on campus and at centers to increase use and community awareness of facilities.	G.4.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
Water & Wastewater Technology	Assess need to expand course offerings and plan offerings accordingly. Assess need to additional faculty and make appropriate recommendations.	Recent increases in faculty and expanded course offerings and demand for certificate programs will likely increase FTES and enrollment, which have dramatically increased in this program over the past five academic years. Retirement of many current employees as well as overall population growth will likely increase the need for trained professionals.	A.1., E.1., 2, 3
	Continue to integrate industry standards into program by updating the curriculum and by using industry-required skills as SLOs.	Enhance student employability and workforce readiness.	A.11.
	Develop marketing strategy for current and potential students as well as local industry/employment groups.	Developing a marketing strategy for the program will support increases in student enrollment. Expanded or enhanced partnerships with treatment plants could help students connect to employment options and fill vacant positions.	A.1., 6
	Assess the potential to develop a "fast-track" program (two years or three semesters).	Increase student access to instructional programs.	E.1.
	Support the industry advisory committee for curriculum and equipment review.	Ensure required industry validation of programs.	A.2.
	Assess supply budget needs for program expansion; make appropriate recommendations.	Maintain and improve quality of instructional program.	E.1.
	Work with related programs to ensure students have needed math and science skills.	Improve student persistence, retention, and success. Address the achievement gap.	A.3., B.1, B.2.

ACADEMIC PROGRAM	STRATEGIC ACTION	RATIONALE/SUPPORT FOR MISSION AND GOALS	RELATED EMP GOALS AND STRATEGIES
	Create new courses to address changing trends in the industry.	Maintain and improve quality of instructional program.	A.1.
Welding	Review and revise curriculum to meet industry standards.	Maintain and improve quality of instructional program.	A.1., A.10.
	Assess need for an Instructional Assistant at .5 FTE; make appropriate recommendations for hiring.	Maintain and improve quality of instructional program, assist with decreasing loss and improving student success.	A.1., E.3.
	Develop active community advisory committee.	Develop workforce ready career and technical graduates who meet industry needs and standards.	A.2.
	Become a certified training/testing center and incorporate relevant national AWS certifications into curriculum.	Develop workforce ready career and technical graduates who meet industry needs and standards.	A.11.
	Explore adding fabrication skills with emphasis on green industry technology.	Strengthen existing welding program and increase student access to industry-specific jobs.	A.1.
	Add additional daytime classes to utilize existing facilities.	Increase student access to instructional programs.	E.5.
	Explore the possibility of acquiring Acquire "Plasma Cam" equipment and software.	Developing workforce ready career and technical graduates able to use latest equipment in industry.	A.1., E.3.

Chapter 8: Direction for Technology

Solano Community College (SCC) students and faculty are becoming increasingly technologically savvy, and our society's expectations for high-caliber technology and innovation continue to grow. Solano Community College strives to increase technological access to a full range of educational resources, and prepare students to meet the technologically rigorous demands of today's workplace.

This chapter **outlines technology focus areas and strategies, and anticipated technology projects** planned to support student success and achieve SCC's broader mission.

Background

Technology and Library Services at SCC are now a single operating division. There is a natural affinity between these two service areas with shared purposes related to organizing, storing, managing and delivering information that is content-rich, timely, and accurate. Moving forward, this unified structure will create efficiencies and allow SCC to streamline efforts to support technology communication systems campus-wide.

Education Technology Focus Areas

The overarching endeavor for SCC's education technology over the next decade and beyond is to deliver world-class customer satisfaction (92.5% satisfaction rating) to all of our constituents—students, faculty, staff, and our global community. This will be accomplished by providing an outstanding user experience, ubiquitous access to educational resources, information, and materials through the creative use of technology and communication systems. The following ten education technology focus areas are central to SCC's success in delivering the highest quality user experience and satisfaction, and thereby contributing to world-class education delivery.

- **Ubiquitous access to technology**—Expand access with increasing emphasis on mobile devices and user-friendly online learning resources to facilitate anytime, anyplace, anyhow learning.

- **Bring-Your-Own-Device capability**—Deliver a comprehensive college-wide Bring-Your-Own-Device (BYOD) capability to allow students to use devices that they own and with which they are comfortable/familiar, and to continue their learning anywhere on any Solano Campus.

- **Distance education programs**—Expand and develop distance education courses to capitalize on the value of ubiquitous access and BYOD tactics.

- **Online education resources**—Build a library of online education/program resources and media, instantly available to all students in real time.

- **Virtualization**—Offer greater use of virtualization for servers and student-centric end-user devices; maintain a consistent look and feel across multiple platforms, allowing students and staff to focus on the content not the technology.

- **Online education management**—Increase capability in the area of online education management by students, faculty, and support staff.

- **Financial planning tools**—Provide better access to financial aid and financial planning tools.

- **Digital library capability**—Build greater digital library capability including e-text books, enhanced document scanning, digitization, OCR, and digital document capabilities.

- **Notepad device checkout**—Develop a "notepad device" checkout program to allow students to download multiple e-textbooks onto a single device.

- **Rich library media**—Develop a media and streamed media storage, and management and delivery capabilities within the library system.

Technology Strategies

Reliable technology infrastructure is essential to providing SCC students with the highest quality education. To this end, technology infrastructure should be designed and built to deliver a Service Level Agreement including Four Nines Uptime (99.99% system availability, excluding planned maintenance). This represents less than one hour of unplanned down-time per year. Below are the strategies aimed at supporting the technology focus areas and accomplishing SCC's broader mission.

- Replace existing EOL Server and Communications Infrastructure, upgrade to 10GB college-wide capability to support BYOD and rich media needs including: File Server Upgrades, Consolidation and Virtualization; WiFi; Core Switches; Edge Switches; and Fiber Optics.

- Replace existing End Of Life (EOL) and expand non-EOL storage infrastructure to include next generation storage (including cloud storage) to meet the exponential growth in demand associated with delivering general education technology, and library technology themes and trends.

- Develop a cloud based failover and capacity on-demand capability to ensure "Four Nines" availability of digital education resources.

- Launch SCC WEB 3.0, a more student-centric application that provides enhanced online education delivery, education planning, and financial aid planning.

- Develop a comprehensive staff development capability in the use of information and education technologies, for all IT, Library, Faculty, Adjunct, and support staff.

Anticipated Technology Projects

The following table presents SCC's technology projects anticipated in 2014/2015. Projects are listed along with desired outcomes, best-case scenario schedule targets, and related EMP goals.

PROJECT	DESIRED OUTCOME	TARGET SCHEDULE	RELATED EMP GOALS
Virtual Desktops	Proposed Pilot at Vallejo: Upgrade network 10GB (switches and Wi-Fi) and deploy virtual desktops.	On hold	Goal F Goal G
Phone/PBX Refresh	Replace EOL VOIP phone system (Already EOL; end of Support April 2014): Unified Messaging Call Manager, Call Center and Contact Center, IM, Presence, Voice and Video Capability, Emergency Comms (Informocast). Phone in every classroom.	Start: on completion of Ph 1 Network Upgrade	Goal F
Phase 1 Network Upgrade, Switches, ISE, Wi-Fi	Replace HP switches (EOS) with Next Generation Switches and Wi-Fi support switches per new district standards. Upgrade Clean Access to ISE (Identity Services Engine for BYOD management). Deploy new WiFi. (Current Trapeze EOS). WiFi problem to fix: EOS replace existing systems now; then conduct site survey followed by full upgrade; and prepare for BYOD capability.	Start: Fall 2014	Goal F

PROJECT	DESIRED OUTCOME	TARGET SCHEDULE	RELATED EMP GOALS
Network and Systems Management System	Implement network monitoring and management systems: 1. Compellant Enterprise, Manager for SAN (currently in use) 2. Nagios (under evaluation) 3. Airwave/Aruba Networks network monitoring (Ph 1 Network Upgrade)	Initial data center system monitoring installed	Goal F
Disaster Recovery	Provide cloud based "hot" site disaster recovery capability for critical systems. Outsource planning and implementation (Cloud, SaaS).	Research of vendor and systems in process	Goal F Goal G
Enterprise Systems Virtualization	Complete Banner Virtualization, virtualize all other Enterprise Software Systems.	Complete: Summer 2014	Goal F

Chapter 9: Envisioning the Future

While developing the Educational Master Plan, a number of ideas emerged for transformative changes at Solano Community College (SCC). These concepts have the potential to enhance programs, foster collaboration between disciplines and better connect the college to the community.

This chapter **describes each transformative concept** in terms of its relationship to SCC's mission and the Educational Master Plan (EMP) goals and objectives.

Transformative Opportunities

The transformative concepts are presented below in no particular order, and they are not necessarily mutually exclusive. However, in an environment of limited resources, SCC will have to make decisions about the future direction of the College, and weigh the extent to which the opportunities relate to the mission and surrounding higher education options. The transformative opportunities are grouped into several main categories (not priority ranked):

A. Explore strong local or emerging markets

B. Take advantage of/maximize unique partnerships

C. Enhance campus life and embrace new ways of learning

D. Forge new interdisciplinary collaborations

A. EXPLORE STRONG LOCAL OR EMERGING MARKETS

To take advantage of the local economic opportunities, SCC can align efforts with the following local and emerging markets.

A.1 Agricultural and Food Science Center

Concept: Combine a variety of existing specialties to serve the important local and international food production, processing, and distribution industries. By utilizing available land at existing SCC locations in conjunction with specialized learning spaces, this center would support innovation in sustainable food production at all scales, maximizing nutrition and adding value to local goods.

Programmatic Rationale: This center would create interconnections between existing Solano programs such as Horticulture, Nutrition, and Biology to support one of Solano County's most important economic sectors. Trends and opportunities related to this concept include:

- Leveraging the recent attention focused on local and large-scale agriculture for a variety of health, environmental, and economic benefits.

- Aligning with the trend of re-evaluating complete food systems of individual communities, the nation, and the world in order to identify improvements in raw ingredients and processed products, and to improve methods of distribution and delivery.

- Opening doors for enhanced transfer partnerships with UC Davis due to agricultural focus.

- Supporting a major economic driver in Solano County through state-of-the-art programs.

- Integrating multiple disciplines including horticulture, nutrition, biology, and food business, among others.

A.2 Corporate Training and Innovation Center

Concept: Develop a corporate center for contract education. The center would serve Solano County and beyond, providing high-quality contract education programs for adults, and fostering innovation and entrepreneurs of all ages. The center would be designed to be self-sustaining and to ideally generate revenues to support other programs in the District.

Programmatic Rationale: This center would provide a needed service to the community by offering customized programs to employers and businesses in the county. It would fulfill the lifelong learning mission in a different way than previously considered. These not-for-credit programs would be directly tied to the economic demands and needs of the community. Trends and opportunities related to this concept include:

- Addressing the county-wide need for large meeting and convention space.

- Positioning Solano Community College District as a major corporate service provider for meetings, trainings, and educational events.

- Providing continuing education to support ongoing workforce development and training needs.

A.3 Reactivated Adaptive Physical Education Center

Concept: Reactivate existing state-of-the-art adaptive physical education space at the Fairfield campus.

Programmatic Rationale: Expand program offerings in a growing field of adaptive physical education. Trends and opportunities related to this concept include:

- Responding to market demands to increase health and wellness programs.

- Providing opportunities for returning veterans for rehabilitation, as well as training for future careers in the field.

A.4 Reactivated Auto Technology Center

Concept: Reactivate the existing Auto Technology program at the Vallejo campus.

Programmatic Rationale: Offer specialized program offerings in the growing field of "green" automotive technology. Trends and opportunities related to this concept include:

- Responding to market demands to increase the abilities of service technicians to work on hybrid and electric vehicles.

- Providing opportunities for students to work with the latest technological advances on state-of-the-art equipment.
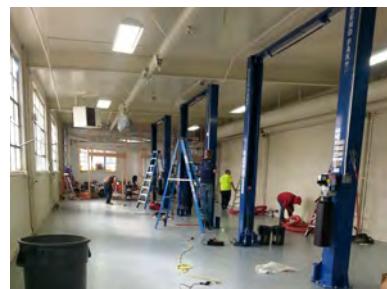
B. LEVERAGE UNIQUE PARTNERSHIPS

Solano Community College can be the go-to educational partner in the service area by exploring and implementing strategic partnerships.

B.1 Aeronautic Education Center

Concept: Create a new educational center in partnership with the Jimmy Doolittle Air and Space Museum at the Nut Tree Airport.

Programmatic Rationale: Expand the aeronautics program to serve new for-profit and non-profit entities locating at the Nut Tree Airport. Trends and opportunities related to this concept include:

- Responding to rapid recent growth in the aeronautics program.

- Potentially relocating the Jimmy Doolittle Air and Space Museum to the Nut Tree Airport.

- Creating new jobs and expanded opportunities for business partnerships through the location of new aviation businesses at the Nut Tree Airport.

B.2 Co-curricular Center at Winters High School

Concept: Develop a classroom and small business incubator space on the Winters High School campus in partnership with the school district and the community. The center should also house incubator space for small businesses, a major source of economic growth and potential contributors to the college community.

Programmatic Rationale: Expand access by offering co-curricular and college classes in the Winters community. Trends and opportunities related to this concept include:

- Increasing access to college level courses, including engineering, for Winters area students.

- Providing creative space to support small business development.

C. Enhance Campus Life and Embrace New Ways of Learning

Students learn differently than when SCC was first built. There is a higher value and need for small group interactions, group projects, and spaces where students can talk comfortably without being shushed.

C.1 Academic Success Center

Concept: Create a new cluster of services to reshape how students access SCC, get support, and participate in learning, studying, and interacting on campus. The concept expands on the classic idea of a library to allow for more social learning, counselor and mentoring spaces, computer access and resources, and other learning support facilities.

Programmatic Rationale: This concept addresses basic skills, transfer, access, equity, and success head-on. The focus is to create programs and spaces that engage students. Trends and opportunities related to this concept include:

- Responding to the projected increase in basic skills students; aligning with the State and national focus on improving student access, retention, persistence and success requires an increased focus on support services to help students more effectively matriculate, navigate the academic environment, build their skills, and access the wealth of information and resources they need to reach their educational goals.

- Providing technology and access to computers is critical to student success; ensuring the availability of these tools for all students, including those who may not be able to afford them, is vital.

C.2 Collaborative Learning Spaces

Concept: Create small group learning spaces at all SCC locations.

Programmatic Rationale: With more students taking heavier class loads and holding higher expectations for collaborative and group work, campus buildings need to be modified to support on-campus studying and meeting. Trends and opportunities related to this concept include:

- Encouraging interactions among faculty, staff, and students through informal working spaces.

- Retrofitting existing spaces makes efficient use of community investment in buildings.

D. Forge New Interdisciplinary Collaborations

Breaking down barriers between traditional disciplines creates new opportunities for innovation among educators and students.

D.1 Center for Digital Media, Creative, and Performing Arts

Concept: Integrate creative and performing arts with design and digital media programs through shared classroom, specialized, and informal learning spaces.

Programmatic Rationale: Combine the inspiration and content creation of the creative and performing arts with the opportunity to present and transform them through digital media. Trends and opportunities include:

- Collecting arts and digital media spaces around shared space maximizes the opportunity for collaboration.

- Supporting the ongoing creation of new content to record, transform, and present through digital media.

- Utilizing new media to expand creative potential and exposure in performing and creative arts.

D.2 Center for Science, Technology, Engineering and Mathematics (STEM)

Concept: Create a multi-disciplinary center with a strong program identity around STEM disciplines.

Programmatic Rationale: Bolster efforts to attract students to STEM disciplines in line with 21st century economic needs and demands. Trends and opportunities related to this concept include:

- Generating student excitement around state-of-the-art facilities and equipment.

- Strengthening connections between academic studies and real-world STEM applications to increase the relevance of these critical skills. The potential development of a new Bio-Technology program in Vacaville would be located near companies who provide jobs in "Big Pharma."

D.3 Workforce Development Center

Concept: Develop a state-of-the-art career technical center combining multiple disciplines at SCC. The center would offer the ability to build career-centric programs focused on a "new" approach to manufacturing, engineering, and technology-oriented businesses. This approach will attract those who want to learn technical skills to launch high-paying careers, but are not interested in transfer BA degree

programs.

Programmatic Rationale: This concept is focused on reinvigorating SCC's career technical program. Trends and opportunities related to this concept include:

- Supporting the need for more educated and skilled workers in the US who can help operate, maintain, and innovate in order to sustain and grow the manufactured goods sector.

- Increasing productivity, which is directly related to increase in automated, highly technical manufacturing plants, and technologies that require new skills and relevant training equipment.

- Integrating contextual learning opportunities with traditional career technical education.

Space and Resources for New and Expanding Programs

While absolute growth is constrained, SCC continues to have opportunities to refocus program offerings and improve and upgrade facilities that will enhance teaching and learning in basic skills, career and technical education, and transfer programs. Specific facility implications that originated in the direction described for academic programs and student services in chapters 6 and 7 have been incorporated into the Facilities Master Plan development.

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