



ACADEMIC SENATE

Adopted Minutes

March 30, 2015

3:00 pm – 5:00 pm

<p>1. Call to Order</p>	<p>Academic Senate Vice President LaNae Jaimez called the meeting to order at 3:05 pm.</p>
<p>2. Roll Call</p>	<p>Mark Berrett, Sabine Bolz, Curtiss Brown <i>ex-officio</i>, Thomas Bundenthal, Nick Cittadino, Joe Conrad, Dale Crandall-Bear <i>ex-officio</i>, Erin Duane, Les Hubbard, LaNae Jaimez, Julia Kiss, Amy Obegi, Narisa Orosco-Woolworth, Ana Petero, Andrew Wesley, Ken Williams, Debbie Fischer, Interim Admin Assistant Absent/Excused: Michael Wyly, President, Lue Cobene, Susanna Gunther <i>ex-officio</i>, Terri Pearson-Bloom Guests: Jowel Laguerre, Leslie Minor, Yulian Ligioso, James (Kimo) Calilan (for Roger Clague)</p>
<p>3. Approval of Agenda</p>	<p>Moved by Senator Duane and seconded by Senator Obegi to approve the March 30, 2015 agenda as presented. Motion carried unanimously.</p>
<p>4. Approval of Minutes</p>	<p>Moved by Senator Cittadino and seconded by Senator Conrad to approve the March 16, 2015 minutes as presented. Motion carried unanimously.</p>
<p>5. Comments from the Public</p>	<p>None</p>
<p>6. AS President's Report</p>	<p>Due to President Wyly's absence today, he will forward his report via email.</p>
<p>7. Superintendent / President Report</p>	<ul style="list-style-type: none"> • Discussed some issues/controversy with regard to having food trucks on campus every week, and the conflicts this poses with different groups. Shirley Lewis, Yulian Ligiosa, and Risha Slade will look into this matter. (Senator Cittadino expressed his concern that Fresh and Natural does not have a campus email or phone number; there needs to be easier access to the vendor.) • At the Cabinet meeting, a briefing of SSSP and the challenges that exist with receiving data was discussed. The group that is working on SSSP put a proposal together and has been asked by Dr. Laguerre to present their report to the Academic Senate. • Dr. Laguerre personally apologized for "sign-gate". The reaction was not appropriate, and assures everyone that the administration does not want to silence faculty in expressing their view, and will continue to cooperate the best way with faculty. He would like the senators to relay his apologies to the faculty.
<p>8. Vice President for Academic Affairs Report</p>	<ul style="list-style-type: none"> • Dr. Minor is waiting on the last two ADT's to be processed. Spanish and Music are in process. We are trying to change the TOP Code for University Studies-Elementary Teacher in order to be in compliance. Once those three are finished we'll be up to State standards. Right now we are in the bottom 10% with regard to ADT's. • Dr. Minor has been in discussions with President Wyly and Dean Glines about the question of academic credit for English 1 and English 4. She has a meeting set up with English faculty and will report back on the progress of this outstanding issue. • The State has a new initiative in place, called the Institutional Effectiveness Partnership Initiative. The goal is to help colleges improve student success by helping the institution itself. There are three major components: <ul style="list-style-type: none"> ○ Develop a framework of indicators on how well the college is doing. There are 18 major indicators, such as completion rate, accreditation status, fiscal viability, etc. A report on how we stand with these indicators will need to be developed, as well as goals for improvement. This report is required in order to receive SSSP funds. (This topic will be agendaized for the next meeting).
<p><i>Updates</i></p>	

<p>9. Action Items</p> <p><i>9.1 ILO's – Revised and Approved by the Assessment Committee</i></p> <p><i>9.2 Possible Senate Position re: Academic Freedom and/or Faculty-Administrative Relations (Discussion/Action Item)</i></p> <p>10. Information / Discussion Items</p> <p><i>10.1 School Election Results/Senate Election Update</i></p> <p><i>10.2 Program Discontinuance – Mark Berrett</i></p>	<ul style="list-style-type: none"> ○ After identifying areas for improvement, let the State know that our college is willing to get help/advice from other colleges. A letter has been submitted to the State, indicating our interest in having a partnership research team to visit our campus to talk about areas of improvement. We also identified to the State areas of interest to us: goals for improved strategic enrollment management; integrated planning; and improved budget process. The State replied back that we were accepted as a college that can get assistance, which makes us eligible to apply for grants up to \$150,000 to put improvements in place. ○ The Statewide Professional Development website is an online clearinghouse. Professional Development workshops will be available for faculty. More information about this initiative will be emailed to Senators. <ul style="list-style-type: none"> ● Institutional Learning Outcomes are effectiveness indicators that should address the institution as an entire whole, as an entity. The ILO's we currently have in place address more transfer areas than CTE. They may not be inclusive enough. Our ILO's are more "general ed". We need to determine which standards should be in an ILO and which standards should be in a "GELO". Before accreditation self-study starts, we need to have measurements in place. A joint committee between administration and the faculty may need to form; then the charge and composition of the committee would need to be addressed. ● A question was asked as to when the yearly accreditation report was due. Dr. Minor said report was due that day. She is currently pulling data to use in the report and had asked for help with examples for a couple of narrative questions. VP Jaimez will send her one. <p>VP Jaimez asked the senators for suggestions on how to proceed with the ILO's, taking into consideration the General Education learning outcomes (GELO). It will be necessary to have the ability to distinguish an ILO from a GELO for the accreditation report. GELO's will need to be assessed. This action was Tabled.</p> <p>On behalf of President Wyly, VP Jaimez asked if the senators wanted to direct Michael to make a statement at the Board meeting regarding the "sign-gate" issue, and if so, what would he speak about. After some discussion amongst the senators on this issue, it was determined that a formal action could not be taken at this point in time.</p> <p>VP Jaimez congratulated Senator Orosco-Woolworth (Adjunct Representative) and Senator Duane (At-Large Representative), both re-elected by acclamation. Senator Williams indicated he was re-elected (Math and Science). Senator Bolz was re-elected (Social and Behavioral Sciences). Senator Kiss will be replaced by Valerie Ozsú (Health Sciences). School of Liberal Arts has two nominees, and will hold an election.</p> <p>Senator Berrett reported that a Program Discontinuance policy was passed in 1986, a committee was formed in 2002, and procedures were established in 2006. There are five approved conditions for discontinuance: program review and analysis trends; changes in demand in the workforce; changes in requirements from transfer institutions; availability of human resources; and budget concerns. However, programs in the past have been discontinued for other reasons, such as faculty retirement, resource starvation (no support for the program), programs scheduled to death (scheduling conflicts which resulted in low enrollment/course cancellation), and industry changes. Because a "Program" also applies to Library Services, Counseling Services, Disability Services, and Special Services, some departments have been outsourced (Bookstore, Copy Services) without going through the official discontinuance process.</p> <p>Senator Berrett recapped the process (see Program Discontinuance Procedures attachment). Using the approved procedures, he suggested that two programs be reviewed: Interior Design and Computer Forensics. To make it happen, though, program review documents need to be written. (He could work on</p>
---	---

10.3 Abridged
Program Review for
CTE Programs – Amy
Obegi

the Computer Forensics write-up, and an Interior Design had a review last year.) He'd like to run the process all the way through for these two programs. Programs should not be discontinued without going through the formal process.

Senator Obegi reported that CTE programs need to be reviewed every two years, per the Education Code and Perkins Funding requirements. The actual program review process was redone and is much more comprehensive; therefore an abridged process was proposed for the two-year CTE Program. (See current process and proposed new process below). Senator Obegi pointed out some of the changes/additions to the abridged process, which included the new due date of December 1st, as well as some new categories that were pulled from other categories (Enrollment, Labor Market Data, Demonstrated Effectiveness, and Duplication Services). Senator Obegi is looking for feedback from the various schools.

This is the version currently published in the handbook

Abridged 2 year program reviews for Career Technical Education Programs

In addition to the regular five-year cycle of comprehensive self-studies, Career Technical Education Programs will be required to complete an abridged program review every two years to meet Perkins requirements. These abridged reviews should be submitted directly to the school dean and the dean of CTE/Business (if not the same) by October 1st.

The abridged review should include:

Program introduction – A one to two paragraph introduction to the program including any significant programmatic changes that took place in the last two years;

Curriculum analysis – Completion of sections 1.3 (Enrollment), 2.9 (Course offerings), 2.12 (Fill rates), 2.13 (Course sequencing if applicable), and 1.6 (Future outlook including labor market data);

PLO/SLO review - Ensure PLO and SLO assessments are up-to-date. Respond to sections 2.3 and 2.8;

CTE industry analysis – Assess whether students are gaining employment upon completion of coursework. Respond to 3.4 (Career technical programs);

Advisory Meeting Minutes – Describe membership on the advisory committee and summarize recommendations from committee meetings. Attach minutes (2 meetings per year since last program review);

Perkins Funding – Provide a summary of how your program has utilized Perkins funding received over the last two years as far as program improvement, curriculum development, and/or professional development.;

Planned Action – Include any new short/long term goals based on current analysis of data, industry changes/recommendations, etc.

Abridged 2 year program reviews for Career Technical Education Programs **(DRAFT)**

In addition to the regular five-year cycle of comprehensive self-studies, Career Technical Education Programs will be required to complete an abridged program review every two years to meet Ed Code and Perkins requirements. These abridged reviews should be submitted directly to the school dean, the Perkins coordinator (if not the same), and the Academic Program Review Faculty Coordinator by December 1st.

The abridged review should include:

Program Introduction – One or two paragraph introduction to the program including any significant programmatic changes that took place in the last two years

Enrollment – Number of sections offered and headcounts over the last two years. Explanation for any trends

Curriculum Analysis – Any changes to courses offerings (deletions, additions, prerequisite changes) and/or degrees or certificates over the last two years. Include any significant changes to course times, locations, and/or course modality.

Demonstrated Effectiveness – Report on the number of certificates and degrees awarded in the last two years. Assess whether students are gaining employment upon completion of coursework.

Labor Market Data – Report on labor market projections for occupations in discipline area

Advisory Meetings – Describe membership on the advisory committee and summarize recommendations from committee members. Attach minutes (2 meetings per year)

PLO/SLO Analysis (Optional) – Review status of program and student learning outcomes. Have there been any changes over the last two years, are assessments being completed, and have any of the findings led to programmatic and/or course level actions changes.

Duplication of Services – State if the program provides any unnecessary duplication of other state funded manpower training programs in the college's service area

Perkins Funding – Provide a summary of how your program utilized Perkins funding over the last two years

Planned Actions – Include any short or long term goals based on current analysis of data, industry changes/recommendations, etc.

10.4 Senate Funding Campaign – Les Hubbard

Secretary/Treasurer Hubbard reported that the Academic Senate is receiving about \$80 per month through salary deductions. Many of the contributors will be leaving next year due to retirement. Currently only one senator is contributing. (A few other senators mentioned they submitted their forms recently). Money is used for the tenure tea and the \$250 awards for the two distinguished faculty; President Wyly would also like to give a leadership scholarship to a student leader, fund some guest speakers, fund some faculty development, etc., but more funds are needed. An electronic copy of the form will be sent to the Senators for forwarding to their faculty.

10.5 Technology Update at SCC – James (Kimo) Calilan

Due to Roger Clague's absence, Kimo gave a quick recap of current on-going and future IT projects. They are in the final stages of a process for total networking infrastructure upgrade, replacing all the fiber in the ground, Wi-Fi in all the buildings, and getting network to the stadium. They are narrowing down the candidates for this project, and hope to have the work done by the end of the calendar year. The new fiber

will affect computer speed. Another current plan includes upgrading staff computer systems by the end of the year. The first round of desktops have been ordered, and laptops will be ordered next week. Employees with oldest computers will get the new computers first. As far as classrooms, installation of 40 VDI Think Clients will be installed and tested in a Math lab in Vallejo during spring break. If it goes well, by fall all of the Vallejo Campus will be done. When changes need to be made, Think Clients allow the changes to be made to one server, which instantaneously changes all the other computers. Vacaville will be done after Vallejo, then the main campus. Kimo spoke about the Board Room, which is run using the Utelogy platform. It is software based, which means added features can be integrated easier. The system that controls the computer also controls the lighting system and shades. Kimo introduced CEO Frank Pellkofer from Utelogy. His company provides faculty with "individual pedagogical idiosyncrasies". He has been working with the IT Department, as well as Senator Crandall-Bear and other faculty, about the functionality of his software. A survey will be released this week, and sent to faculty, to find out what the goals are to make classrooms more functional.

10.6 SSSP and Student Equity Planning and Funding Update – Yulian Ligioso

VP Ligioso presented the budgets for SSSP and SEP (see attached). The most recent information from the State is for Period 1 apportionment, which includes just under \$1.2 million for SSSP, and a little over \$400,000 for Student Equity monies. We have a 2 for 1 match, so for every state dollar we receive we have to match it with two local dollars (it used to be a 3 to 1 match). Due to receiving notifications late, we are getting an extension until December 2015 for the 2014/15 funds, and we are slated to get about the same amount of money for 2015/16. In order to get the SSSP money, we have to orient the student, assess the student, place the student, provide an education plan, and then follow up with the student. We are running into challenges with addressing the data elements, many of which that are not properly captured in Banner. In our first report, we only reported four students even though a lot of the education plans were put in place. In addition to getting the data into Banner to report it out, we have to create education plans by a certain timeframe, including a comprehensive one, to get monies. The grant calls not just for number of students, but 10% of the funding comes from orientation services, 10% from assessment and placement, 15% from advisement services, 35% from comprehensive education plans, and 20% from follow-up services. There are a lot of requirements and we are in the process of getting everything documented to report out properly. The challenge is to implement the 2014/15 monies in the next six months due to our extension, while simultaneously receiving monies for 2015/16. It's unclear if we will get the same 2 to 1 match, or fall back on the 3 to 1 match, but we now have 150% to account for. We barely made the \$2.4 million match for this fiscal year. For example, if we spend only half of that, we are then looking at \$1.8 million, and a 2 to 1 match means \$3.6 million in unrestricted monies. Potentially we may not be able to get the full funding in 2015/16. We have a lot of work in catching up, and ensuring that we can do that.

Regarding the Student Equity Plan, we get about \$413,000, and we also received an extension. The original SEP plan that the college adopted in August 2013 did not include some of the currently required elements, so the plan was revised in August 2014. The attached Student Equity Allocation chart shows the detailed budget that was submitted to the State.

10.7 Articulation Officer – Staff Position

VPAA Minor reported that the current half-time Counselor/half-time Articulation Officer is retiring at the end of this semester, and the Counseling Department would like to move the Articulation Officer piece out of counseling. Data shows that 85% of colleges use faculty as Articulation Officers, and about 90% of the time those faculty members are counselors. It ranges from one-third to one-half to full-time release positions. Among the 15% non-faculty Articulation Officers, it ranges from Dean's, Associate VP's, English faculty. It doesn't have to be housed in Counseling, and it doesn't have to be a faculty member, but more often it is. The Counseling Department is asking whether we are willing to consider having that be a staff position. Discussion ensued.

- What are the drawbacks if not a faculty position?
- If not a faculty position, would it be administrative or classified? (no one believes it would/should be admin)
- AO would need to serve on Curriculum Committee
- If a faculty position, should he/she be tenured (so less turn-over)?
- Should this position be combined with a half-time Transfer Center Director position?
- Training needs to be done before current AO retires

Recommendations and feedback should be emailed to Dr. Minor.

11. Reports

None

12. Action Reminders

- Program Review needs a student representative and could use another representative from CTE, Health Sciences, Math/Science, and Counseling
- Review forthcoming Dare to Declare Pamphlet
- Submit Senate Contribution Forms

13. Announcements

The next regular Senate meeting will be held on April 20, 3:00 – 5:00 pm in the Board Room.

14. Adjournment

Moved by Senator Cittadino to adjourn. The meeting adjourned at 5:03 pm.

SOLANO COMMUNITY COLLEGE DISTRICT

PROGRAM, CURRICULUM, AND COURSE DEVELOPMENT

6100

POLICY: The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President or Designee shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs.

All new programs and program deletions shall be approved by the Board.

All new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board. Nondegree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board.

REFERENCES/

AUTHORITY: California Code of Regulations, Title 5, Sections 51000, 51022; 55100, 55130, 55150

California Education Code, Sections 70901(b), 70902 (b); 78016

RLS:nb
BP6100

ADOPTED: November 19, 1986

REVISED: December 19, 2001

January 17, 2007
August 19, 2009

SOLANO COMMUNITY COLLEGE DISTRICT

PROGRAM DISCONTINUANCE

6105

POLICY: The Solano Community College District shall establish procedures for the establishment, modification, continuance or discontinuance of courses or program. The institution's degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. The process and procedures for discontinuing programs that no longer meet the College's mission follow.

REFERENCES/

AUTHORITY: *California Code of Regulations, Title 5, Section 51022*

RLS:nb
BP6105

ADOPTED: June 20, 2007

SOLANO COMMUNITY COLLEGE DISTRICT

PROGRAM DISCONTINUANCE

6105

PROCEDURES:

I. BACKGROUND & PHILOSOPHY

In accordance with Title 5, Section 51022, College districts are required by current regulation and statute to develop a process for the establishment, modification, continuance or discontinuance of courses or programs and minimum criteria for the discontinuance of occupational programs. In the past, Solano Community College has had no formal process for the continuance or discontinuance of courses or programs.

The Academic Senate for California Community Colleges (ASCCC) has recommended that local senates create a process for program discontinuance that takes into account the following issues:

- negative effects on students
- college curriculum balance
- educational and budget planning
- regional economic and training issues
- collective bargaining issues

In its paper, “Program Discontinuance: A Faculty Perspective,” the ASCCC outlines issues and criteria to consider in creating this process. In addition, it states, “The development of a program discontinuance process should be considered within the context of the college mission statement and should be linked with the college educational master plan and the department’s goals and objectives.” In formulating this process, all recommendations of the ASCCC have been considered. Fundamentally, the spirit of access and equity for students must be considered throughout.

The program review process and other strategic planning activities should be referenced and considered among sources of data and direction in this process, but it is important to emphasize that their primary purpose and use is not to target programs for discontinuance. It is also important to note that program discontinuance should occur only after serious deliberation and after all recommended intervention strategies have been implemented but still result in a program that falls outside the college’s mission or master plan or the division’s or department’s goals and objectives.

It is imperative to state that the purpose of a program discontinuance process is to have criteria in place to guide a discussion should it ever be needed. The presence of a process should not be construed as an inducement to look for programs to discontinue or as a reason to avoid honest participation in an academic process such as program review.

This policy shall be evaluated for effectiveness within one year after the conclusion of the first program discontinuance process and periodically reevaluated by the Academic Senate in a shared governance environment.

This policy shall be filed with the Office of the Chancellor of California Community Colleges. (Title 5, §51022.)

II. PROGRAM DISCONTINUANCE EVALUATION PROCESS

A. INITIAL CONSIDERATIONS

1. This policy will be used to review the continuance or discontinuance of programs.
2. **Definition of Program.** For purposes of this document, a Program is defined as an organized sequence or grouping of courses or other educational activities leading to a defined objective such as a major, degree, certificate, job-direct certificate, job career goal, license, the acquisition of selected knowledge or skills, or transfer to another institution of higher education. The term Program also applies to Library Services, Counseling Services, Disability Services, and Special Services, as defined above. The scope of the program under consideration will be clearly delineated at the outset of this process.
3. Vocational or occupational programs shall be reviewed every two years. (Cal. Educ. Code § 78016.) All other programs shall be subject to the program review process according to the College's Program Review schedule, except when continued with qualification within the program discontinuance process.
4. **Role of Curriculum Committee.** The Curriculum Committee, a committee of the Academic Senate, must have a fundamental and integral role in any discussion of program continuance or discontinuance, recognizing the district's policy to consult collegially with the Academic Senate in academic matters as set forth in Title 5 Section 53200(C) and Section 53203 and as stated in Board Policy 2005.
5. **Conditions for Discontinuance.** The following conditions may cause a program to be recommended to the Curriculum Committee for discontinuance:
 - Program Review and Analysis trends
 - Changes in demand in the workforce
 - Changes in requirements from transfer institutions

- Availability of human resources
- Budget concerns

B. INITIATION OF THE PROCESS

1. The Vice President of Academic Affairs and the Division Deans shall develop a proposed list of programs to be reviewed. Individual Divisions or Departments/Disciplines may also make proposals for the discontinuance of courses or programs to the Vice President of Academic Affairs and the Division Deans.
2. The Division Dean and the faculty for each affected Program shall conduct a self-study of the affected Program addressing the progress of the identified goals for each Program, and taking into consideration the most recent programs review. The self-study shall also include sufficient evidence supporting one or more of the conditions outlined in Part II.A.5 of this document. Such self-study shall be completed within one semester.
3. As soon as possible following the completion of the self-studies, the Vice President of Academic Affairs shall notify the Curriculum Committee and provide it with the proposed list of affected programs and copies of the self-studies. The Superintendent/President and the Curriculum Committee shall set a timeline for completion of the review and recommendation process by the evaluation committee that is reasonable under the circumstances. In no case should this period be longer than 90 days, exclusive of summer and winter break.

C. EVALUATION COMMITTEE

1. As soon as possible following the delivery of the list of affected programs and self-studies, an Evaluation Committee shall be initiated by the Senate to continue the process.
2. The Evaluation Committee shall include representatives from the following constituencies:
 - Faculty members, appointed by the Senate
 - Two discipline experts from the affected program.
 - If faculty members from the affected program are not available, then faculty members from a related program or discipline will serve.
 - One counselor, or in the event of a review of a counseling program, a faculty member from another division.

- One student appointed by the Associated Students of Solano College
 - Administration
 - The Vice President of Academic Affairs or Vice President of Student Services, depending on area affected
 - The Dean of the affected program
 - One classified staff member appointed by CSEA or Operating Engineers.
3. For each affected Program, the Evaluation Committee shall review and analyze the self study and other pertinent materials. Both qualitative and quantitative factors shall be discussed in order to have a fair and complete review leading to an eventual decision to continue, continue with qualification, or discontinue a program.
- a. Qualitative factors are based on the mission, values, and goals of the institution and access and equity for students. These factors include but are not limited to:
- Quality of the program and how it is perceived by students, faculty, articulating universities, local business and industry and the community
 - Ability of students to complete their educational goals of remediation, obtaining a certificate or degree, or transferring
 - Balance of college curriculum
 - Effect on students of modifying or discontinuing the program
 - Comprehensiveness of the college experience
 - Uniqueness of the program
 - Importance of the program in its relationship to other programs
 - Replication of programs in the surrounding area and their efficacy
 - Potential for a disproportionate impact on diversity at Solano Community College
 - Necessity of the program in order to maintain the mission of the College
 - Source of funding for the program (outside vs. general funds).
 - Impact on other programs, including transfer, if the program is modified or closed. If there are any, these must be identified

- Requirements by federal/state/accreditation or other areas (e.g. Title IX); for the program. If there are any, these must be identified.
 - Impact on articulated programs.
 - Other
- b. Quantitative factors are based primarily on the Program Review where applicable. Factors that may be considered include but are not limited to:
- Program Review results showing:
 - A sustained downward trend in FTES generated, load, enrollment, number and composition of sections offered, percent fill, FTES composition, retention, and persistence
 - Sustained increase in expense or annual cost/FTES
 - Changes in demands in the workforce, transfer rates, job-outs, completers and graduates, and non-completers
 - Projected demand for the program in the future
 - Changes in class offerings
 - Frequency of course section offerings
 - Availability of human resources
 - FTES generated/FTEF
 - Enrollment trends
 - Operating cost per FTES
 - Capital outlay costs/year

4. EVALUATION COMMITTEE REPORT: When the Evaluation Committee deems it has reached an appropriate level of confidence to offer a sustainable conclusion, it shall present a written report with outcome recommendations to the Curriculum Committee. The report shall be submitted to the Curriculum Committee according to the timeline.

- a. The report shall:
- State the recommendations of the Evaluation Committee
 - Outline the major points of support from the available information
 - Include diverging conclusions from the members of the Committee, should they wish to do so, who are not in agreement with the report's primary recommendation.
- b. The recommendations should include some or all of the following:

- A critical examination and consideration of all information acquired to ensure all members of the sub-committee are knowledgeable of the data's substance and significance
- Prioritization of the information
- Preparation of the conclusions based upon the prioritized information, particularly referencing the consequences of the conclusions
- Establishment of a consensus within the Evaluation Committee as to the conclusions and recommendations to be presented to the Curriculum committee
- Absent consensus, presentation of a majority and minority report to the Curriculum Committee
- Sources of data for all factors shall be referenced and cited.

c. Possible Outcomes of Program Evaluation

There are three potential outcomes of the evaluation study. A program may be recommended to continue, to continue with qualification, or to discontinue.

1. Recommendation to Continue: A program will be recommended to continue when – after full consideration – it is decided that it is in the best interest of the college, its students, and the larger community to do so.
2. Recommendation to Continue with Qualification: A program may be recommended to continue with qualifications. These qualifications may include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline should be provided during which these interventions will occur and expected outcomes should be outlined in advance. After the specific qualification period is completed, the program will be reviewed again.
3. Recommendation to Discontinue: A recommendation to discontinue a program will occur when, after a full evaluation study, it is concluded that it is no longer in the best interest of the college, its students, and the larger community. Any recommendation for program discontinuance will include the criteria used to arrive at the recommendation. The recommendation shall include a detailed plan and recommended timeline for phasing out

the program with the least impact on students, faculty, staff and the community.

The recommendation must provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means.

The recommendation shall also consider the requirements of collective bargaining for faculty and staff, including application of policies for reduction in force and opportunities for retraining. Opportunities to suspend or reduce programs in lieu of a reduction in force (See CTA Contract, Article 7 & 8, and CSEA, Article 19, or Operating Engineers 39 if available).

- d. The report of the recommendations of the Evaluation Committee shall be submitted to the Curriculum Committee according to the timeline.

III. THE CURRICULUM COMMITTEE

- A. Following submission of the Evaluation Committee report to the Curriculum Committee, the Curriculum Committee shall vote, after full discussion with the Evaluation Committee members and all relevant constituencies, on whether the Program should be modified, continued or discontinued. After the vote, the Curriculum Committee shall prepare its recommendations in writing – including the reasons for its recommendations, any applicable modifications, interventions, timelines and mechanisms for phase-out.
- B. The Curriculum Committee shall forward its recommendations to the Superintendent/President with a copy to the Academic Senate within 30 days.
- C. If the Governing Board formally declares a financial emergency, then the Superintendent/President and the Academic Senate may set new timelines by which the proposals for program modification or discontinuance submitted to the Curriculum Committee will be acted upon and a final report of recommendations submitted by the Curriculum Committee.

IV. ACTION BY THE GOVERNING BOARD

The Superintendent/President shall forward any received recommendation of the Curriculum Committee along with his/her own recommendations to the Board for action. The Board shall consider and take action upon the recommendations.

V. REFERENCES

- California Community Colleges Chancellor's Office Inventory of Approved and Projected Programs
- Florida Community College memo Process for Evaluating Academic Programs at Risk. March 2003
- Modesto Junior College paper Program Discontinuance Policy
- Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998
- Sacramento City College paper Program Termination Review
- Skyline College working draft Program Improvement and Discontinuance Process. April 2003
- Solano County Community College District Policy 6100 Program and Curriculum Development. Adopted November 1986, revised December 2001
- Title 5 Sections 51022, 53200, 53203 and 55130
- West Valley College Academic Senate paper WVCAS Policy and Process for Program Discontinuance. December 2002

Reviewed by SGC 5.9.07; 7.8.09

GOVERNING BOARD REVIEW: August 19, 2009

**CALIFORNIA COMMUNITY COLLEGES
MONTHLY PAYMENT SCHEDULE
2014-15 ADVANCE APPORTIONMENT**

Revision: December 2014
EXHIBIT A

SOLANO COMMUNITY COLLEGE DISTRICT

PROGRAM	AMOUNT CERTIFIED	JULY PAYMENT	AUGUST PAYMENT	SEPTEMBER PAYMENT	OCTOBER PAYMENT	NOVEMBER PAYMENT	DECEMBER PAYMENT	JANUARY 2015 PAYMENT	TOTAL PAID THRU JANUARY 2015
GENERAL APPORTIONMENT	24,046,177	1,923,694	1,923,694	2,885,542	2,404,617	2,164,156	1,202,309	1,923,694	14,427,706
*EDUCATION PROTECTION ACCOUNT	0	0	0	0	0	0	0	0	0
BOG FEE WAIVERS ADMIN.	0	0	0	0	0	0	0	0	0
APPRENTICE ALLOWANCE	0	0	0	0	0	0	0	0	0
BASIC SKILLS	95,754	7,660	7,661	11,490	9,576	8,617	4,788	7,660	57,452
S. F. A. A.	323,208	25,857	25,856	38,785	32,321	29,089	16,160	25,857	193,925
E. O. P. S.	361,605	28,928	28,929	43,392	36,161	32,544	18,081	28,928	216,963
C. A. R. E.	45,106	3,608	3,609	5,413	4,510	4,060	2,255	3,609	27,064
D. S. P. S.	395,801	31,664	31,664	47,496	39,580	35,622	19,791	31,664	237,481
STATE HOSPITALS	0	0	0	0	0	0	0	0	0
CALWORKS	152,086	12,167	12,167	18,250	15,209	13,687	7,605	12,167	91,252
STUDENT SUCCESS (CREDIT)	1,180,758	50,962	50,962	76,443	270,321	106,268	59,038	94,461	708,455
STUDENT SUCCESS (NONCREDIT)	0	0	0	0	0	0	0	0	0
STUDENT SUCCESS (STUDENT EQUITY)	413,839	0	0	0	157,259	37,245	20,692	33,107	248,303
EQUAL EMPLOYMENT OPPORTUNITY	5,343	427	428	641	534	481	267	428	3,206
PART-TIME FACULTY ALLOCATION	191,652	15,332	15,332	22,999	19,165	17,248	9,583	15,332	114,991
TELECOMMUNICATIONS	0	0	0	0	0	0	0	0	0
TANF	48,374	3,870	3,870	5,805	4,837	4,354	2,418	3,870	29,024
NURSING EDUCATION	0	0	0	0	0	0	0	0	0
CHILDCARE TAXBAILOUT	0	0	0	0	0	0	0	0	0
PHYSICAL PLANT & INST'L SUPPORT	1,122,386	89,791	89,791	134,686	112,239	101,014	56,120	89,791	673,432
PART-TIME FAC OFFICE HOURS	8,019	642	641	962	802	722	401	641	4,811
PART-TIME FAC INS.	0	0	0	0	0	0	0	0	0
**13-14 DEFERRAL REPAY	5,742,070	5,742,070	0	0	0	0	0	0	5,742,070
PRIOR YEAR CORRECTION	353,421	0	0	0	0	364,345	-10,924	0	353,421
TOTAL	34,485,599	7,936,672	2,194,604	3,291,904	3,107,131	2,919,452	1,408,584	2,271,209	23,129,556

* The EPA report is located under the EPA tab of the apportionment link - shtbx://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalServices/Unit/Reports/AppointmentReports/201415.aspx

** The 13-14 DEFERRAL REPAY includes the \$592M in deferral repayments paid in early July 2014 as a separate payment. Please see the deferral report under the Other tab of the link - shtbx://extranet.cccco.edu/Divisions/Finance/Facilities/FiscalServices/Unit/Reports/AppointmentReports/201314.aspx



CREDIT
Student Success and Support Program

2014-15

Budget Plan

Solano CCD

Solano College

Report Due Postmarked By
Friday
October 17, 2014

Email report to:

cccssp@cccco.edu

and

Mail report with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

2014-15
Solano CCD
Solano College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$ 1,180,758

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

\$ -

Total SSSP Funds Available for Planned Expenditures

\$ 1,180,758

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)

Amount	
\$	1,180,758

District Match (Part III: Planned District Match)

\$	2,361,516
----	-----------

2:1 Calculated required match for **credit**: \$ 2,361,516

Total Planned Expenditures in the SSSP

\$ 3,542,274

Balance 2014-15 Student Success and Support Program Allocation:

\$ -

2014-15
Solano CCD
Solano College
CREDIT

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

	Classification	# of FTE Positions	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
1000	Academic Salaries: Position Title(s)										
	Chief Student Services Officer	0.55	\$ -	\$ -	\$ -	\$ -	\$ 63,553	\$ -	\$ -	\$ -	63,553
	Assoc Dean - Admissions/Assessment	0.25	\$ 18,240	\$ 18,240	\$ -	\$ -		\$ -	\$ -	\$ -	37,700
	Director of Fiscal Services	0.05	\$ -	\$ -	\$ -	\$ -	\$ 8,225	\$ -	\$ -	\$ -	8,225
	Accountant	0.10	\$ -	\$ -	\$ -	\$ -	\$ 12,466	\$ -	\$ -	\$ -	12,466
	Outreach Manager	0.80	\$ 68,308	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	68,308
	Counselors	12.00	\$ -	\$ -	\$ 510,000	\$ 510,000	\$ -	\$ -	\$ -	\$ -	1,020,000
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ 86,548	\$ 18,240	\$ 510,000	\$ 510,000	\$ 84,244	\$ -	\$ -	\$ -	\$ 1,209,032
2000	Classified and Other Nonacademic Salaries: Position Title(s)										
	Student Services Generalists	6.00	\$ 80,559	\$ 80,559	\$ 80,559	\$ 80,559		\$ -	\$ -	\$ -	322,236
	Career Specialist	1.00				\$ 57,536		\$ -	\$ -	\$ -	57,536
	Tutoring Center Specialist	1.00				\$ 66,940		\$ -	\$ -	\$ -	66,940
	Student Services Generalists-Centers	0.50	\$ 8,784	\$ 8,784	\$ 8,784			\$ -	\$ -	\$ -	24,752
								\$ -	\$ -	\$ -	\$ -
								\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
				\$ 80,559	\$ 80,559	\$ 80,559	\$ 80,599	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
			\$ 169,902	\$ 169,902	\$ 169,902	\$ 285,634	\$ -	\$ -	\$ -	\$ -	\$ 795,340

	Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
3000	Employee Benefits									
	Chief Student Services Officer	\$ 0.05	\$ -	\$ -	\$ -	\$ 2,042	\$ -	\$ -	\$ -	2,042
	Assoc Dean - Admissions/Assessment	\$ 0.25	\$ 5,085	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,170
	Dean of Counseling	\$ 0.50	\$ -	\$ -	\$ -	\$ 39,500	\$ -	\$ -	\$ -	39,500
	Director of Fiscal Services	\$ 0.05	\$ -	\$ -	\$ -	\$ 21,061	\$ -	\$ -	\$ -	21,061
	Accountant	\$ 0.10	\$ -	\$ -	\$ -	\$ 4,343	\$ -	\$ -	\$ -	
	Outreach Manager	\$ 0.80	\$ 21,695	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	21,695
	Counselors (12.0)		\$ -	\$ 102,832	\$ 102,832	\$ -	\$ -	\$ -	\$ -	205,664
	Career Specialist (1.0)		\$ -	\$ -	\$ 9,324	\$ -	\$ -	\$ -	\$ -	9,324
	Tutoring Center Specialist (1.0)		\$ -	\$ -	\$ 44,603	\$ -	\$ -	\$ -	\$ -	44,603
	Subtotal	\$ 26,780	\$ 5,085	\$ 102,832	\$ 156,759	\$ 66,946	\$ -	\$ -	\$ -	\$ 357,9
4000	Supplies & Materials									
	Orientation Materials	\$ 3,085	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	3,085
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 3,085	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,085
5000	Other Operating Expenses and Services									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Grand Total	\$ 286,315	\$ 193,227	\$ 782,734	\$ 952,393	\$ 151,190	\$ -	\$ -	\$ -	\$ 2,361,516
	Total Planned Expenditures must be at least equal to or exceed the Required District Match									

2014-15
Solano CCD
Solano College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation \$ **1,180,758**

Did your college move Credit SSSP funds to Non-Credit? If yes, how much? \$ -

Total SSSP funds Available for Planned Expenditures \$ **1,180,758**

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures) \$ **1,180,758**

District Match (Part III: Planned District Match) \$ **2,361,516**

2:1 Calculated required district match for credit: \$ 2,361,516

Total Planned Expenditures in the SSSP \$ **3,542,274**

Balance 2014-15 Student Success and Support Program Allocation: \$ -

The required District Match was met: **Yes**

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55510.

College Credit SSSP Coordinator (Typed name and signature) Email address Phone Number Date

SSSP Supervising Administrator or CSSO (Typed name and signature) Email address Phone Number Date

District Business Manager (Typed name and signature) Email address Phone Number Date

College President (Typed name and signature) Email address Phone Number Date

District Chancellor (Typed name and signature) Email address Phone Number Date

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET, SUITE 4554
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



September 2, 2014

TO: Chief Executive Officers
Chief Student Services Officers
Chief Instructional Officers
Academic Senate Presidents
Chief Business Officers

FROM: Linda Michalowski
Vice Chancellor, Student Services and Special Programs

SUBJECT: Student Equity Allocations for 2014-15

This email contains the 2014-15 allocations for the new Student Equity categorical program. Governor Jerry Brown and the California State Legislature provided \$70 million in the 2014-15 Budget Act to establish the Student Equity program "in order to ensure equal educational opportunities and to promote student success for all students, regardless of race, gender, age, disability, or economic circumstances." While a requirement has been in place since 1996 that colleges adopt Student Equity Plans, this is the first time that dedicated state resources have been provided to support efforts to achieve the goals reflected in those plans. Together with the doubling of funds for the Student Success and Support Program, this is a valuable investment in the system's Student Success Initiative to help colleges achieve student success goals for all students.

There are four attachments to this email. They are:

- The 2014-15 Student Equity allocations to community college districts;
- An explanation of the factors used to calculate the allocations;
- Student Equity Program Funding Guidelines; and
- Student Equity Provisions of the Budget Trailer Bill (SB 860).

These documents will be posted to our website at:

<http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx>. That is also where you will find the Student Equity Plan template and additional supporting material.

Transition Year Challenges and Solutions

Challenge 1: In anticipation of the start of Student Equity funding in 2014-15, the Chancellor's Office sent colleges a Student Equity Plan template in March 2014, with a due date of November 21, 2014. The template reflects the requirements of title 5 regulations (Section 54220) and the Student Success Act of

2012 (SB 1456). However, the template does not reflect the new populations, goals and planning parameters that were added by the adoption of SB 860 on June 20. As a result, planning efforts already underway may not fully address the requirements of current law.

Solution: Colleges need to review and address the requirements of SB 860 and incorporate them into local planning as soon as possible. However, Student Equity Plans submitted for 2014-15 that meet the requirements reflected in the Student Equity Plan Template released on March 11 will be deemed to be acceptable for 2014-15 as long as they include an outline of how the new requirements will be incorporated and addressed.

Challenge 2: College planning efforts may have been delayed due to the absence of prior information about allocations and the requirements of SB 860. The Chancellor's Office established the November 21 Student Equity Plan submission deadline before the provisions of SB 860 were known.

Solution: SB 860 requires colleges to submit Student Equity Plans on or before January 1, 2015. We will extend the submission deadline to that date. We recognize that colleges will still face challenges completing their plans and obtaining board approval before the end of 2014 due to the winter holidays. If there are colleges that cannot meet that date, we will work with them on a case-by-case basis.

Challenge 3: Colleges are required to submit a Student Equity Plan and have it approved by the Chancellor's Office as a condition for receiving an allocation of Student Equity funds. However, funds became available on July 1, 2014, and plans are not due until mid-year.

Solution: For 2014-15, expenditures may precede the adoption of an approved plan but all expenditures must be reflected in the plan submitted for approval and in year-end expenditure reports.

Challenge 4: Because this is a new program and colleges have to spend half of this first year in a planning process, allocations may not be fully spent by June 30.

Solution: Districts may carry 2014-15 Student Equity funds over through the first quarter of 2015-16. Funds allocated for 2014-15 must be spent by September 30, 2015.

Action Requested: Please share this memorandum and the attachments with your Student Equity Coordinators and planning committees.

Contact: Debra Sheldon, Student Success and Equity Specialist at dsheldon@cccco.edu

Umoja (Math)	Fleming, Allen	1/11/15-6/30/15								12,000	
Umoja (all)	Cadungug, Kelley	1/11/15-5/30/15	1	15	30	18				8,100	
Umoja	Lewis, Lesli	2/19/15-6/30/15								4,000	
Basic Skills Math - Supplemental Instruction			2	18	30	18				19,440	
Tutoring Center: Math/Supplemental Instr?			1	18	30	18				9,720	
Athletics: Supplemental Instruction	Moore, Nancy									4,500	Not to exceed \$4500 for all 4
	Nygaard, Susan	1/1/15-5/31/15									
	Romero, Daniel	1/1/15-5/31/15									
	Harris, Ron	1/1/15-5/31/15									
Athletics: Supplemental Instruction	Moore, Nancy									1,050	To cover Fall 2014 pay for all 4 Inst Assts not covered by Basic Skills
	Nygaard, Susan										
	Harris, Ron	1/1/15-5/31/15							1,000.00		
	Romero, Daniel										
3000 Benefits										\$ 68,610.00	
Chief Student Services Officer	Lewis, Shirley									8,167	
Dean of Research	Cammish, Peter									8,816	
Counselor - Regular/Hi/ly										987	
Summer Bridge - Umoja Coord.	McCord, Karen									3,491	
Summer Bridge - FYE Coord.	Cittadino, Nick									3,488	
Summer Bridge - FYE Faculty	To be determined									3,488	
Math Enrichment - Umoja English Faculty	DeMartini, Dawna									3,488	
Math Enrichment - Basic Skills Faculty	Kirkbride, Corrine et al.									250	
Student Services Generalist	TBD									23,250	
Supplemental Instructors										9,697	
LC and ASC Faculty										3,488	
4000 Supplies and Materials										\$ 29,256.70	
Bus Vouchers - Target Low Income Students			50							2,113	
Fairfield and Suisun Transit									2,112.50		
Welcome/Ask Me Activities-Target DI Groups (Printing)										645	
4500 Friends of Art Invoice, 9.12.14									322.50		
4500 Friends of Art Invoice, 1.6.15									322.50		

