



Student Success and Support Program Plan (Credit Students)

2014-15

District: SOLANO COMMUNITY COLLEGE DISTRICT
College: SOLANO COMMUNITY COLLEGE

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

Email report to:
cccssp@cccco.edu

and

Mail report with original signatures to:
Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

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

INTRODUCTION

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

More specifically, colleges are to:

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

INSTRUCTIONS AND GUIDELINES

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

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

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

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

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

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

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

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

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

GENERAL INSTRUCTIONS

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

- I. Program Plan Signature Page
- II. SSSP Services
 - a. Core Services
 - i. Orientation
 - ii. Assessment
 - iii. Counseling, Advising, and Other Education Planning Services
 - iv. Follow-up for At-Risk Students
 - b. Related Direct Program Services
 - i. Institutional Research
 - ii. SSSP Technology
 - c. Transitional Services Allowed for District Match
- III. Policies & Professional Development
 - Exemption Policy

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

- Appeal Policies
- Prerequisite Procedures
- Professional Development
- Coordination with Student Equity and Other Planning Efforts
- Coordination in Multi-College Districts

IV. Attachments

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

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: SOLANO COMMUNITY COLLEGE

District Name: SOLANO COMMUNITY COLLEGE DISTRICT

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

Signature of College SSSP Coordinator: _____

Name: Jocelyn Mouton, Interim Dean of Counseling & DSP Date: _____

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

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

Signature of the Chief Instructional Officer: _____

Name: Diane White Date: _____

Signature of College Academic Senate President: _____

Name: Michael Wyly Date: _____

Signature of College President: _____

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

Contact information for person preparing the plan:

Name: Jocelyn Mouton

Title: Interim Dean – Counseling and DSP

Email: Jocelyn.mouton@solano.edu

Phone: (707) 864-7256

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

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

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

Ila. Core Services

i. Orientation

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

A. Target Audience:

Solano Community College serves nearly 13,000 diverse students annually in an area that has changed dramatically from one of small farms and rural communities to that of suburban, “bedroom communities” that provides low-cost housing options for the workforce of two of California’s major metropolitan areas. A high percentage of SCC’s students, a large majority of whom plan to transfer to a four-year institution, are severely underprepared to meet the challenges of postsecondary education and training in an increasingly technological work environment.

As of Fall 2013, the ethnic distribution was 32.1% White, 16% African-American, 23.3% Hispanic/Latino, 14.1% Asian/Pacific Islander, 1% Native American, 7.5% two or more races, 6% Unknown. Of the 12,864 enrolled students in Fall 2013, 41.4% were male and 57.4% were female. Nearly 35% of the students were age 20-24 and over 26% were age 25-49. The Hispanic student population has increased moderately, other ethnic groups have remained static, while the White population has declined substantially. While there are students who are traditional, full-time, and middle-class, the majority are non-traditional, underprepared, and come from diverse backgrounds; many are economically disadvantaged.

The following table provides U.S. Census 2010 data for population subgroups for Solano County, where the majority of our students reside, compared with *SCC Student Success Scorecard 2012-13* data on access by targeted student population groups..

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

The target audience for orientation services are all new non-exempt students.

B. Delivery Methods.

Solano Community College (SCC) will provide comprehensive in-person and online orientations to an estimated 3,000 first-time students on an annual basis. New students will be required to participate in orientation in order to obtain priority registration.

In addition, SCC's Counseling Department will offer a 0.5 unit class titled "Orientation for College Success" that students can take to meet orientation requirements and obtain assistance with developing a student education plan (SEP) in order to obtain priority registration.

Activity 1A: The regular, in-person orientation, the online orientation and the "Orientation for College Success" class will be offered numerous times each month so that students have many opportunities to

take advantage of these services. Three to four in-person orientations will be offered each week throughout the year at our Fairfield, Vacaville, and Vallejo campuses. The dates and times will be advertised on the college website.

C. Partnerships:

SCC currently partners with feeder high school districts in Solano County and Winters (in Yolo County) who assist with providing orientation. SCC has numerous partnerships with a variety of agencies throughout its service area by which the District works closely with the community to promote and carry out continued student success. Examples follow:

- a. Vacaville Early College High School Program
- b. Fairfield Early College High School Program
- c. California College Pathway to Law School (CCPLS) Initiative
- d. Early Assessment Program (EAP)
- e. Dixon High School College Advancement Program (CAP)
- f. CAPP Pathways Grant-Mare Island Technology Academy and Winters High School
- g. Partnership between the SCC Disability Services Program and Solano County Office of Education
- h. Sonoma State University Partnership
- i. Biotechnology Partnerships with Genentech, Alza and others.
- j. Foster Youth Success Initiative (FYSI) Transitions Program
- k. Solano Employment Connection
- l. Workforce Investment Board
- m. Small Business Development Center
- n. Solano County Health and Social Services

Activity 1B: With a primary focus on promoting early completion of core SSSP services, College staff will contact and promote orientation activities through established partnerships with high schools in Vacaville, Vallejo, Travis, Benicia, Winters, Dixon, and Fairfield-Suisun School Districts. Strengthening partnerships with high schools will also provide access to increasing the evolving pipeline from the local high schools to Solano College.

D. Point(s) in the student's academic pathway services are provided:

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

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

Number of Positions	Title	Description
1	Associate Dean	Assists with coordination of orientation program
1	Dean, Counseling /DSP Services	Assists with orientation services and administrations of orientation courses
8-10	Counseling Faculty	Conduct orientation activities
2	Student Services Generalist	Assists in collecting data for online orientations
1	Outreach Manager	Assist in orientation delivery and coordination

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

An online Orientation, developed by Counseling, is located on the college web site and is currently in use. Completion by a student of the online orientation is tracked in the student information system (SIS), Banner. The priority registration program looks for that indicator and if found, along with indicators for completion of assessment and education planning, will assign the appropriate registration priority to the student.

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

Orientation Checklist (Required Policy or Procedure)

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

- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

Activity 2A: The College will enhance the college website with accurate and timely information, in various media formats, describing the pathway to orientation, assessment, counseling, and other education planning services services.

Activity 2B: The College will partner with 13 feeder high schools and secondary schools to start matriculation with high school students during their senior year. Institute regularly scheduled, weekly visits to feeder high schools beginning Spring 2014 in order to provide pre-admission information and guidance by trained staff on completing the application for admission and completing one of three orientation formats: online, in person, or attending Counseling 101 Orientation to College course.

Activity 2C: Counseling staff, Student Services Generalists, the Outreach and PR Manager, and student services managers will assist with conducting orientation and assessment testing on the college campuses in Fairfield, Vallejo, and Vacaville, high schools, and appropriate locations in the community. All new non-exempt students who apply to the college will be required to complete orientation prior to registration.

Activity 2D: SCC will offer a minimum of four annual workshops and will provide individual counseling sessions to help students avoid negative consequences of losing priority registration and BOGG Fee Waiver eligibility. Notifications will be sent at least once per month after grades are posted to ensure students ample opportunity to be made aware of and take steps to correct these problems.

Activity 2E: SCC will assign Counseling and IT staff to revise and update the VIP Online Orientation tool in 2014-15.

Activity 2F: The SCC Orientation, Marketing and Recruitment Committee will conduct an annual program review and revision of all orientation efforts as needed.

The following components will be covered in all orientations:

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

During orientation, students will be provided with an overview of student academic expectations, progress and probation. The policies for academic expectations, progress and probation are listed in the SCC Catalog and on the college web site, www.solano.edu. Students

will be provided with the Power Point presentation with orientation information to use as a reference beyond orientation so they know where to locate each topic that is covered on our web site.

(2) Maintaining registration priority pursuant to section 58108

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

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

During orientation, SCC will address prerequisites and corequisites and provide examples of a course that requires a student to pass a prerequisite/corequisite prior to entering the follow up course. Prerequisite/corequisite information is provided on the college web site in detail. The SCC website states that a student has the right to challenge prerequisites based on certain criteria. Similar information will be covered in orientation.

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

Financial aid resources will be shared with students during orientation to encourage students to apply for a variety of financial aid program, including information on BOGG Fee Waiver eligibility and priority enrollment. The BOGG Fee Waiver eligibility requirements are listed on the Solano Community College Financial Aid web site, in the Schedule of Classes as well as in the College Catalog. Students will be encouraged to utilize the Solano Community College Financial Aid web site and Financial Aid TV for more detailed information. General Financial Aid information and application procedures are included in orientation folders provided to students.

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

Students who participate in orientation will be provided with information in print and directed to the college web site to access available programs, services, financial aid assistance, and campus facilities. Enhancement of the college web site is planned for 2014-15.

(6) Academic Calendar/Important Timelines

SCC will provide handouts at each orientation that reflect the current academic calendar and important dates and deadlines. Each handout will be reviewed and explained during orientation.

(7) Registration and College Fees

All fees associated with enrollment will be presented during orientation including the enrollment and non-resident fees, health center, student center and parking fees as well as potential book costs.

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

- SCC's Campus Police department will conduct a brief overview of its function and its services offered to students.
- Information will be provided about extra-curricular activities available to students such as sports, clubs and student government.
- Basic transfer information including Transfer Agreement Guarantees (TAGs).

3 Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

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

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

SEE BUDGET PLAN

ii. Assessment and Placement

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

Target Audience:

Solano Community College administers approximately 6,500 assessment tests in English, math and English as a Second Language (ESL) on an annual basis. All potential and new students regardless of age or education level, will be encouraged to participate in assessment testing. In order to receive priority registration, all non-exempt students must complete assessment. Information about assessment testing is covered in depth in SCC's orientations. Students can also access comprehensive information regarding assessment via SCC's web site.

Partnerships:

SCC currently partners with feeder high school districts in Solano County and Winters (in Yolo County) who assist with providing orientation. SCC has numerous partnerships with a variety of agencies throughout its service area by which the District works closely with the community to promote and carry out continued student success. Examples follow:

- Vacaville Early College High School Program
- Fairfield Early College High School Program
- California College Pathway to Law School (CCPLS) Initiative
- Early Assessment Program (EAP)
- Dixon High School College Advancement Program (CAP)
- CAPP Pathways Grant-Mare Island Technology Academy and Winters High School
- Partnership between the SCC Disability Services Program and Solano County Office of Education
- Sonoma State University Partnership
- Biotechnology Partnerships with Genentech, Alza and others.
- Foster Youth Success Initiative (FYSI) Transitions Program
- Solano Employment Connection
- Workforce Investment Board
- Small Business Development Center

Activity 3a: With a primary focus on promoting early completion of core SSSP services, College staff will contact and promote assessment activities through established partnerships with high schools in Vacaville, Vallejo, Travis, Benicia, Winters, Dixon, and Fairfield-Suisun School Districts, through activities such as the High School Counselors Conference and High School Principals Breakfast. Strengthening partnerships with high schools will also provide access to increasing the evolving pipeline from the local high schools to Solano College,

Activity 3b: Assessment testing will be offered evenings, weekdays and weekends on the main campus, at SCC Centers and throughout the Solano county service area at high schools and community events. Students will be encouraged to complete assessment testing immediately after they have applied for admission and prior to receiving education planning services. Test results will be used to properly advise students during education planning.

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

Number of Positions	Title	Description
1	Associate Dean, Admissions and Assessment	Supervises day to day operations of the Assessment Center
1	Lead Research Analyst	Collects and compiles data for SSSP research
1	Dean, Research and Planning	Responsible for SSSP research reports including assessment
1	Chief Student Services Officer	Oversees student services including assessment
6.5	Student Services Generalist	Administer and score assessment tests

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

Solano College will use the internet-based Accuplacer testing instrument to conduct its assessment testing. Students may also provide SAT, ACT or AP test results to be used for placement in lieu of the local assessment. Assessment testing will be available to all non-exempt students by appointment, by drop in , or by group scheduling.

SCC faculty have applied the California Community College Chancellor's Office (CCCCO) test validation protocols the English and ESL tests are adequate and therefore, validated. However, it was determined that the math assessment, in and of itself, is not an adequate placement tool. Since the

math assessment test is not validated by SCC faculty, students are encouraged to complete the test but also to provide transcripts reflecting their highest level of math successfully completed. Counselors use transcripts in conjunction with placement scores to ensure clearance into the level of math the student is most likely to be successful in. The test scores used to help determine placement were agreed upon by math faculty. The math department plans to consider statewide common assessment when it becomes available. Math faculty are currently participating at the state level to work on the common assessment initiative. The consultation with the counselor, math faculty member or dean results in more evidence about a student's readiness to be placed into the course and insures compliance with Section 55522 (a) of the Title 5 Regulations.

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

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

English as a Second Language (ESL)

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

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

Because students self-select to take either the English or ESL Accuplacer test, some students who

would benefit from ESL instruction choose the English assessment and matriculate directly into 300-level English courses. Such students often take the ESL lab or other ESL courses in later semesters in response to referrals by their English instructors. In addition, counselors may refer these students to enroll in ESL courses their first semester upon reviewing multiple measures, such as the student's home language use and number of years in the US.

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

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

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

SCC will allow students who have completed SCC assessment testing to take their scores to other institutions where another school might use the SCC scores to help a student determine placement into its classes.

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

Students are provided with information on how to prepare for assessment tests and can review sample English Reading Comprehension, English Sentence Skills, ESL, and/or Math problems and the answer key on the College website. Students may choose to re-take a test one year after taking it the first time. Test scores are valid for three years.

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

SCC accepts Early Assessment Program (EAP) scores for placement if a student receives a result of “college ready” in EAP English or math. For English, the student is cleared to take English 1 and/or 62 while for math, a student is cleared to take math 11, 12 and/or 30.

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

SEE BUDGET PLAN

iii. Counseling, Advising, and Other Education Planning Services

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

Target Audience:

All Solano Community College students are provided an opportunity to receive counseling and student educational planning services. Our target audience includes graduating high school seniors, academically disadvantaged students, students seeking job skills development, special populations students, students seeking personal enrichment, and foster youth students.

Counselors provide services based on a student’s educational goals as indicated on the CCC Apply application for admission. Students are instructed to complete orientation, assessment, counseling and educational planning services.

During 2013-14, approximately 11,503 students received counseling, advising, and other educational planning services. Counselors primarily meet with students who have declared an educational goal of earning an Associate degree or certificate, or transferring to a four-year college. SCC anticipates, with the expansion of SSSP counseling and educational planning services, to serve an additional 2,500 students in the 2014-15 year.

Counseling Services Provided:

Students are supported in the development of their goals and educational planning through a variety of counseling resources and targeted programs, which include the following: General Counseling, Puente, Disability Services Program Services, CalWORKs, EOPS/CARE, Transfer Center, Veterans, Foster Youth Success Initiative, E-Counseling, First Year Experience, MESA, Umoja Program Scholars, the International Student program, and the California College Pathway to Law School (CCPLS) Program, among others. Many services to pre-college students begin early in the senior year of high school. Concurrently, Solano College partners with two area high school districts in an early/middle college program as well.

Delivery Methods:

Counseling and educational planning services will be provided following completion of orientation and assessment. New students will be provided a 30-minute counseling appointment to develop an abbreviated student educational plan (SEP) prior to registration. Counseling will enter each SEP into the college Banner database.

Students may access in-person counseling services; online e-Counseling; or enroll in a .5 unit course, Counseling 101 Orientation for College Success during which students receive a comprehensive introduction to college processes and the completion of a two-semester SEP. Students will be encouraged to seek ongoing counseling and guidance to assist with further development and/or revision of an SEP.

Students are supported in the development of their goals and their educational planning through:

1. Individual counseling appointments
2. Drop-in counseling
3. Transfer Center
4. Career Center
5. Counseling course in Career Planning (in person and online)
6. Counseling course in Transfer planning (in person and plans for online)
7. Counseling course in Study Skills (in person and online)
8. Online counseling services to answer general questions using both e-Counseling services and departmental email communications.
9. Assistive services, including prerequisite clearance, by counseling staff and Student Service Generalists.

Activity 3A: Counseling, advising, and all educational planning services will be provided following student completion of orientation and the assessment test. Depending on the point in the registration cycle, new students who have not completed these steps will be advised to complete what they can and to register for classes as recommended by a counselor with follow-up appointments highly

recommended. Continuing students will be seen by appointment and drop-in as needed.

Activity 3B: The Counseling department will host an annual county-wide High School Counselor Conference to share information and collaborate with HS partners in outreach to high school students. High School counselors communicate information regarding SSSP core services to high schools and facilitate early student access to these services.

Activity 3C: Annual review and evaluation of counseling services will occur to ensure that students receive appropriate professional counseling and educational planning services.

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

Specifically, counseling services will be provided as follows:

1. In-Person Appointments: Students can make a 30-minute individual in-person appointments throughout the year. Appointments can be made in person, by telephone during regular business hours, or online. Appointments are made on a first-come, first-served basis. Additional counseling support is provided to students in special population programs, EOPS, CalWORKs, and Veteran Affairs,
2. Drop-in counseling: Drop-in counseling, defined as immediate and short-term sessions, is available throughout the academic year. The average drop-in counseling wait time for the 2013-14 academic year was 39 minutes.

Approximately 5 hours per week are dedicated to E-Counseling (ECOUN) during the fall and the spring semesters. e-Counseling is not currently available during the summer. During the 5 days prior to the start of the fall and spring semester, the counselors are available only on a drop-in basis. Additionally, the summer hours are primarily drop-in sessions with appointments made for students with extenuating circumstances or transcripts with more than 15 units from other colleges.

Activity 3D: The College will hire additional counselors to assist more students with SEPs, early alert follow up services, crisis counseling, e-Counseling, and progress probation intervention.

Counseling Office Generalists and staff are available to assist students with basic questions, prerequisite clearing, appointment setting, application filing, and registration assistance.

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

scope and content of the plan.

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

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

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

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

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

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

The Solano Community College Counseling Division consists of the following Faculty and Staff

Number of Positions	Title	Description
1	Dean, Counseling/DSP Services	Academic administrator for the Counseling Division
1	Division Administration Assistant	Provides assistance for day to day operations of the Counseling Division
2	Division Generalists	Provides assistance to students and oversees front office operations
3	Program Services Coordinator	Coordinates day to day functions for CalWORKs, EOPS/CARE, Foster Youth, DSP, and Career/Transfer Centers
16 6	Full-time Counseling Faculty Adjunct Counselors	Provides Counseling, SEP's, Orientation and follow-up services to students in General Counseling, CalWORKs, EOPS, DSP, Transfer, Veterans, Foster Youth, Puente, and Umoja
1	Career Center Coordinator	Provides direct services to students in the Career Center

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

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

Degree Works: Beginning Fall 2014, the College will implement a web-based degree audit tool that will monitor student progress towards degree, certificate, and transfer completion.

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

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

public California college or university major offerings.

uctap.universityofcalifornia.edu/counselors/: Used to assist counselors and staff with general and specific questions about Transfer Admission Agreements (TAG) and Transfer Admission Planner (TAP).

SARS – GRID: Scheduling and Reporting System (SARS) grid is used to schedule appointments, drop-in sessions, record counselor’s attendance, send counseling appointments reminders to students, provide queries on the number of daily, weekly, monthly, and semester appointments. SARS tracks the reason codes and length of student appointments. SARS is a shared system throughout student services and instruction.

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

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

MySolano: An online student portable accessible through the college website that allows students to access pertinent SCC information, review class schedules, register/add/drop classes, order transcripts, and pay fees.

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

SEE BUDGET PLAN

iv. Follow-Up for At-Risk Students

1. Describe the according to title 5 section 55525, including an estimate of the annual number of students to be provided at-risk follow-up services, and the college’s process to identify them. Describe the strategies for addressing the needs of these students, including:

- a. Types of services are available to these students; how they are notified and when.
- b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
- c. How the services identified in “a” and “b” above are provided (online, in groups, etc.).
- d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Solano College identifies students who fall into academic or probationary status based on either their cumulative GPA or unsatisfactory progress at the end of each semester. Students receive an email notification of academic or progress probation shortly after grades are posted. Students are apprised of the consequences of being on probation, and they are encouraged to utilize counseling services to develop success strategies. The email includes information explaining how students can receive assistance to help them recover from probationary status and prevent possible dismissal. Students are encouraged to meet with a counselor to address individually appropriate interventions. Such interventions might include referrals to various services such as the Tutoring Center, Academic Success Center, Reading/Writing Lab, Math Activities Lab, DSP, and/or social and mental health services.

Activity 4A: The Counseling Department will develop a more efficient strategy to provide follow up services to students on probation, including intrusive counseling and strengthening collaboration efforts with instructional faculty.

Students who have been dismissed from the college are required to see a counselor prior to readmission.

Solano College faculty are encouraged to monitor student progress and utilize the SARS Early Alert system to refer students for intervention and follow up services. The Counseling Department will plan and collaborate with our Information Technology department to refine our SARS referral system. The Counseling Department will evaluate the referral system on an annual report.

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

The following faculty and staff provide follow-up services for all at risk students.		
Number of Positions	Title	Description
1	Chief, Student Services Officer	Provides administrative leadership for student services programs and collaboration for follow-up services
1	Dean, Counseling & DSP Services	Provides administrative leadership for counseling division and coordination of SSSP services
1	Division Administration Assistant	Oversees clerical support services for at risk students and follow-up
4	Student Services Generalists	Provides assistance for day to day operation including at risk process
3	Full-time Counselors	Provide counseling services for at risk students and follow-up
2	Full-time Instructional Faculty (Planning Stage)	Provide Faculty participation and collaboration for Early Alert Students
1	Academic Success Center Coordinator	Coordinate Academic Success Center and work with students to ensure success
1	Tutoring Center Specialist	Coordinate individual and group tutoring services

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

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

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

See Budget Plan

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

i. Instructional Research

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

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

A key component of measuring improvement and success of any program is to ensure that success is equitable. SCC is committed to providing services that ensure access and equity for all. Data will be extracted directly from our Banner system as well as from CA Community Colleges Chancellor's Office (CCCCO) MIS data tables and will be utilized to measure effectiveness.

Impact of Services

The impact of delivered services to students will primarily be measured by looking at participation and its effects on student persistence, student success, and course and degree/certificate completion rates. In basic skills areas we will also look at the progression out of the basic skills sequence. Impact will be measured several ways including:

General impact: The College will examine the impact on students who received core SSSP services as compared to students who did not receive services, and conduct student surveys.

Determination of Disproportionate Impact: The College will also measure disproportionate impact—utilizing the “80-Percent Rule” --by comparing a disaggregated subgroup’s presence in a cohort to its corresponding presence in it related outcome group.

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

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

To assess disproportionate impact, the College will examine data for the following disaggregated subgroups:

- Gender
- Ethnicity
- Age

Longitudinal: The College will also examine any changes in impact over time.

Research Areas

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

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

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of

services, such as online orientation, advising and student educational planning.

SCC's technology needs related to implementation of the SSSP Plan are many and are also still in development. The long term goal of the college is to automate as much as possible while maintaining a personal contact needed to ensure student success.

Planned activities to address technology needs to more effectively deliver SSSP core services include, but are not limited to:

1. Improvements to the VIP Online Orientation Program
2. Implementation of electronic Student Educational Plans
3. Implementation of Banner upgrades for SSSP MIS requirements
4. Enhancement of the SARS Early Alert system and Referral System for Follow-Up Services
5. Implementation of electronic college transferable information

Iic. Transitional Services Allowed for District Match

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

- Admissions and Records – Student Progress, Enrollment Services, Transcript Evaluations
- Career Center – Career Exploration
- Transfer Center –Transfer Assistance
- Institutional Research – Outcomes Data and Program Review
- Counseling Classes—Educational Planning

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

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

SCC provides the opportunity for some students to be exempted from participation in orientation,

assessment, counseling and education plan development, as required by subdivisions (a), (b), (c), or (d) of section 55520 of Title 5. In order to request an exemption, student should complete an Appeal Petition form which can be found on the SCC website.

The SCC Academic Council is the vehicle used by students to request an exemption. SCC's board policies that address exemption are 5055, 5100 and 5210.

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

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

2. Appeal Policies

Describe the college's student appeal policies and procedures.

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

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in

accordance with title 5 section 55003 and procedures for considering student challenges.

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

4. Professional Development

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

The Student Success and Support Program Council and the Academic Senate will identify and provide professional development opportunities for faculty and staff enrichment, including:

1. Participation in Student Success and Support Program (SSSP) trainings and conferences.
2. SSSP Town Hall Meetings with campus constituents
3. Departmental trainings on SSSP implementation each semester
4. Counseling faculty ongoing training on regulations related to student success
5. Research best practices in working with at risk students and present at Flex Cal.

5. Coordination with Student Equity Plan and Other Planning Efforts

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

The SCC Equity Committee and the SSSP Plan Committee collaborated to ensure student equity planning is integrated into the SSSP plan. The SCC Equity Plan, approved in September 2013, was updated in August 2014. The Chief Student Services Officer, who serves as the Student Equity Coordinator, serves as the primary bridge to ensure that coordination of effort occurs in the primary areas of the Student Success and Support Program. These planning efforts are integrated into the campus wide planning efforts, including accreditation, the recently updated Educational Master Plan, the Basic Skills Initiative, and departmental program reviews. Planning activities from all of these institutional plans are recorded by responsible parties for the respective Plan's specified activities in the Office of Institutional Research and Planning's Master Planning Database, thereby linking all planning efforts.

6. Coordination in Multi-College Districts

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

Not applicable

SECTION IV. ATTACHMENTS

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

The following attachments are required:

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

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

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

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

Other Attachments (optional)

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

ADDITIONAL INFORMATION

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

Debra Sheldon
California Community College Chancellor's Office

1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

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

Administrative Leadership Group (ALG)

Diane White, Interim Vice President of Academic Affairs

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

Barbara Fountain, Assoc. Dean of Students-Admissions, Assessment, & Scheduling

Jocelyn Mouton, Interim Dean of Counseling

Peter Cammish, Dean of Research and Planning & Institutional Effectiveness

Robin Darcangelo, Assoc. Dean of Students-Financial Aid, EOPS, & Veterans Affairs

Faculty

Charles Spillner, Ph.D., Chemistry Faculty/Academic Success Center Coordinator

Melissa Reeve, English & ESL Faculty/Basic Skills Coordinator

Annette Dambrosio, Ph.D., English/Reading Faculty, Accreditation Coordinator

Karen McCord, Ph.D., Social Science Faculty/Umoja Program & Ethnic Studies Coordinator

Genele Rhoads, Math Faculty/Basic Skills Math Coordinator

Michael Wyly, English Faculty/Academic Senate President

Associated Students of Solano College

Maria-Alejandra Jaramillo, Student Services Senator (2013-14)

Joleena Lewis, Student Services Senator (2014-15)

Classified Staff and Managers

Amy Utt, Veterans Affairs Coordinator

Claudia Campos, Student Services Generalist

Marie Mayne, Tutoring Center Specialist

Maureen Mason-Muyco, Financial Aid Lead Specialist

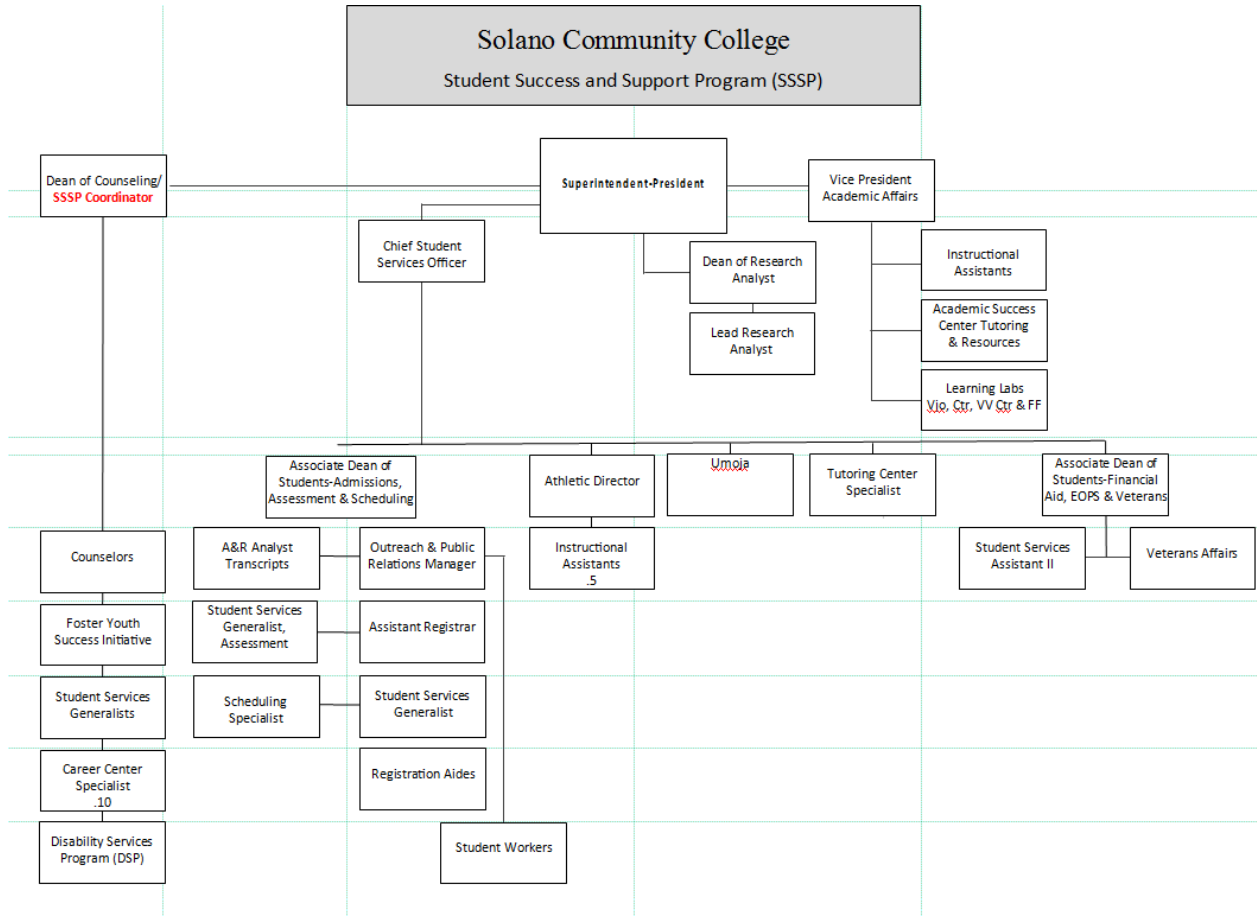
Nazia Mostafa, Student Services Generalist (Assessment)

Cynthia Simon, EOPS & CARE Coordinator

Francesca Sisto, Financial Aid Systems Analyst

Patricia Young, Career and Job Placement Coordinator

Attachment B Organizational Chart



ATTACHMENT C
Student Success and Support Program Council

Administrative Leadership Group (ALG)

Diane White, Interim Vice President of Academic Affairs

Neil Glines, Academic Dean, School of Liberal Arts

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

Barbara Fountain, Assoc. Dean of Students-Admissions, Assessment, & Scheduling

Jocelyn Mouton, Interim Dean of Counseling

Peter Cammish, Dean of Research and Planning & Institutional Effectiveness

Robin Darcangelo, Assoc. Dean of Students-Financial Aid, EOPS, & Veterans Affairs

Faculty

Amy Dauffenbach, Counseling Faculty

Rebecca LaCount, Counseling Faculty

Marcie McDaniels, Counseling Faculty

Steven Springer, Counseling Faculty

Melissa Reeve, English & ESL Faculty/Basic Skills Coordinator

Genele Rhoads, Math Faculty/Basic Skills Math Coordinator

Charles Spillner, Ph.D., Chemistry Faculty/Academic Success Center Coordinator

Michael Wyly, English Faculty/Academic Senate President

Associated Students of Solano College

Joleena Lewis, Student Services Senator

Classified Staff and Managers

Claudia Campos, Student Services Generalist

RESOURCES

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