Dear Colleagues:

Last week we hastily removed some signs that the Solano College Faculty Association put around the 600 Building. It is action that did not reflect the best judgment and was not a shining moment for us. As a student of higher education, I am fully aware of the need and value of free speech and the dangers of limiting it. This is a learning moment for our administration. I pledge to work with my colleagues to avoid such mistakes in the future. I have apologized to SCFA President Jim DeKloe and the Academic Senate about it and wish to apologize to all who were offended by this action.

Open Forums: Please join me as I will be hosting two opportunities to speak to the SCC community about current campus developments, our budget, and plans for the upcoming academic year. There will also be opportunities for you to have a Q & A with me. You are welcome to participate in one of the following forums:

- April 16th from 3 pm – 4:30 pm, Faculty/Staff Lounge, Building 1400
- April 22nd from 11 am – 12:30 pm, Honeychurch Board Room, Building 600

Spring Break Coming: From ASSC to Faculty negotiations and Campus cleanliness, we have had quite a semester. I invite you all to take advantage of the break to rekindle your spirits and relax. A month after the break finals will arrive and commencement to follow. So, the academic year will soon come to an end. Let us each do our part to focus on our core mission and plan for a good end of 2014-15 and a good beginning of 2015-16. We are working hard to improve the budget picture starting with good enrollments in the summer. Have a relaxing and safe spring break.

Institutional Effectiveness Grant: I have received confirmation that the College has been invited to participate in the program, which will begin in early fall. A team of technical advisors will visit the campus and meet with college leadership to discuss how their expertise and additional monetary resources can be used to support a specific area in time for accreditation visits. I will keep you informed of this development. This is an initiative funded by the Chancellor’s Office to help colleges meet accreditation and audit standards. While we have had clean audits, we can learn from others in several of these areas.

Bachelor’s Degree Application Resubmission: The Chancellor’s Office has reopened the application review process, as there is room for an additional 1-2 bachelor degree programs to be included in the pilot. As a reminder, the College submitted a BS in Biomanufacturing, but it was
not selected. We have the opportunity to resubmit our application, and have received the support of faculty, Dr. Yu and Dr. Minor. As the saying goes, it doesn’t hurt to try. We will be resubmitting the application in time for the April 16 deadline.

Additional Campus Updates

Great news was shared from Robin Darcangelo regarding additional resources for students:

SCC has received a new server called GetSAP through a generous contribution from Financial Aid TV (FaTV). Valued at $8,000, this is an incredible tool that will roll out information to students on the new BOGG regulations, appeals process, SAP process, and much more. This will also enable SCC to track and measure our results, and at the same time prepare and inform students how to maintain their BOGG eligibility. This tool is not limited to students receiving financial aid and all students will benefit from this service. Great work team!

A message from Michael Wyly regarding 2015 Commencement Dare to Declare and Graduation:

Colleagues:

At our Spring 2015 Flex-Cal, I spoke to the Senate’s goal to prioritize programmatic completion for this semester as well as the next academic year. In doing so, I shared three immediate goals of your Senate meant to promote student awareness of faculty support on a programmatic level—that we are stewards of our degrees as well as the courses we teach.

The first of the goals is to work with our Counseling colleagues to develop a shared information sheet all faculty could share as a part of a grassroots campaign for student success. Some information we might envision are key changes to the student experience per the Student Success Initiative (e.g. mandatory education plans in the first year; pursuit of basic skills courses in the first year) as well as setting the stage for forthcoming state-wide initiatives such as common assessment and common education portals. Too, we envision identifying prime windows for consulting with Counselors along with FAQs regarding completion options, such as the ADTs. In this way, our students, teaching faculty and counselors can work together to access all students in the place that they live, the classroom, to encourage timely and regular planning opportunities. Currently, the Senate is working with Counseling to put such a tool together, and I hope to have more to share with you in this regard before the end of the month.

Our second goal is the celebration of student success at the commencement ceremony. While many of us do choose to attend commencement, others of us do not. Since my January faculty address, colleagues have voiced to me, in conversation and email, the desire for greater involvement in commencement; along these same lines, some of these same colleagues (and others) have shared that diminished faculty participation over the past several years has affected our willingness to attend.
Please know: your Senate is committed to the increase of faculty participation at the 2015 commencement ceremony.

To this end, attached to this email, please find a copy of the Senate’s most recent resolution wherein your faculty leadership on Senate commits itself to its participation in graduation this year. The RESOLVES of this resolution reads:

**RESOLVED** that the Academic Senate of Solano Community College commits itself to attending the 2015 Commencement Celebration of Solano Community College; and

**RESOLVED** that the Academic Senate of Solano Community College shares its commitment with all Solano College faculty members to encourage attendance of all SCC faculty members to honor and celebrate student achievement at Solano College; and

**RESOLVED** that the Academic Senate of Solano Community College work with the College to enhance greatly faculty roles and participation in commencement to honor and dignify the support and instruction provided by faculty to the students of Solano Community College.

In addition to our commitment to commencement, we ask all faculty to follow our lead as we work to make this commencement a true celebration of our commitment to the completion of the programs we represent. Moreover, we are equally as committed to increasing faculty involvement through greater inclusion of faculty in the commencement ceremony, and we have worked successfully with Dr. Laguerre and Director of Student Life, Dr. Rischa Slade to enhance greatly faculty roles and involvement in the commencement exercise. These increased attentions to SCC faculty are to include a pre-graduation gathering area for participatory faculty and staff, banners to announce the Schools to the students and visiting public, faculty speakers to address the graduates on behalf of all faculty as well as faculty-appointed designees on stage to congratulate the degree recipients.

Please make every effort to be there with us as we honor our students as they journey forward, empowered with the education to which we have all dedicated ourselves.

Finally, our third goal was to plan professional development opportunities for the next academic year. We are currently working with the Faculty Development Subcommittee and Administration to actualize two foci: 1. A faculty-vetted process by which faculty can petition for development funds to begin in AY 2015-16; 2. Dedicated flex-days to important themes to the student completion, such as Student Equity. More announcements on both these fronts will follow shortly.

As always, thanks for all that you do,

-Michael
A message from Marion Cowee about the CDFS Department gathering

Just to let you all know our CDFS department had a fabulous retreat on Sunday (March 15th). Attached is a group photo from the day. Don’t we look great?

Building & Sustaining Community: The Child Development and Family Studies Department had its first retreat in over 9 years on March 15, 2015. All four full-timers and five of six adjunct faculty enjoyed time together building personal and professional connections, identifying challenges in our teaching, and developing ways to provide mutual support. One adjunct commented, “I truly have been wanting this for several years.” Another adjunct commented on the rigorous interview process just to get the adjunct position (compared to other colleges she’s applied to) and another commented how supported they feel by the members of the department and look forward to continued mutual support. Thanks to the Perkins funding that allowed this event to happen.
STUDENTS RIDE FREE
MARCH 30TH to APRIL 12TH

You did not read that wrong!!
During Spring Break from
Monday March 30 to Sunday April 12, 2015
ALL students ride FREE on
ALL LOCAL SolTrans buses.

Youth Ride Free (ages 6 to 18)
College Students present your valid Student ID

**Reduced fares not available for
Solano Express Regional Routes.

Come ride with us!!
www.Soltransride.com

SolTrans
311 Sacramento St
Vallejo, CA 94590
707-648-4666
MEASURE Q BOND PROGRAM
Spring Break Construction Work  April 6 – 10, 2015

FAIRFIELD CAMPUS:
Several projects have been scheduled to be completed over the Spring Break. There will be limited accessibility to below noted buildings:

BUILDING 600:
• Installation of window blinds, signage, minor furniture and recognition plagues

BUILDING 1400:
• Installation of shades in room 1405

BUILDING 800
• Additional work to complete HVAC upgrades.
• Impacted rooms: 805, 805A, 809, and main corridor

BUILDING 1500
• Additional work to complete HVAC upgrades.
• Impacted rooms: 1502, 1505, 1509, 1512, 1514, and 1518

BUILDING 1700
• Final hook-up and commissioning of new HVAC related equipment.

We apologize for any inconvenience and thank you for your cooperation.

LEGISLATIVE UPDATE

From AACC: Washington Watch

Senate and House Pass Their Budget Resolutions

The House and Senate passed their respective budget resolutions this week, establishing high-level targets for government spending in FY 16 and beyond. Both documents lay out a plan to balance the federal budget within 10 years. The budgets hew to the so-called “sequester level” discretionary spending caps set forth in the Budget Control Act of 2012, but would allow for increased defense spending that is not subject to those caps. Each budget also calls for non-defense discretionary spending well below sequester caps for the remainder of the 10-year budget window. Budget resolutions only set the top-line spending figures, with program-level funding determined in the appropriations process that will unfold over the rest of the year. The
House budget resolution recommends a number of desultory changes to the Pell Grant and student loan programs, most of which have been featured in recent years’ budgets as well. Get more information on AACC's website.

**Alexander Offers Three Papers Addressing Higher Education Act Reauthorization**

Senator Lamar Alexander (R-TN), chairman of the Senate Health, Education, and Labor Committee, has released three white papers addressing issues relevant to the ongoing reauthorization of the Higher Education Act (HEA). The papers propose various possible approaches to institutional “risk sharing” on loans, reforming accreditation and the relationship between accreditation and the federal government, and dramatically altering the data that ED would collect from colleges. The white papers do not delineate specific policy positions, and instead present a range of options in areas that Alexander believes need to be addressed. Of all the topics raised in the papers, the notion of community colleges having to share in the cost of federal student loan defaults is the most problematic. In other areas, positive reform seems possible. AACC will submit comments on the papers, which are due by April 24.

**U.S. Department of Education Releases New Information on College Costs, Value Of Summer Bridge Programs, and New Tool for Submitting Loan Data**

This month, the U.S. Department of Education (ED) experienced an uptick in activities focused on higher education.

In the March *Stats in Brief*, “What is the Price of College?”, ED reports: “In 2011–12, students enrolled full time at public 2-year institutions had the lowest average total price of attendance ($15,000), average net price of attendance after grants ($11,700), and average out-of-pocket net price ($9,900), compared with students at all the other types of institutions discussed in the report.” Likewise, 2-year public institutions offer the lowest tuition, averaging $2,800, compared with $9,300 to $28,800 at other types of institutions. Non-tuition expenses, which comprise the other component of total price of attendance, also were lowest at public 2-year institutions, averaging $12,200.

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As part of its What Works Clearinghouse (WWC), ED evaluates research efforts to identify effective education programs, products, practices, and policies. This month, ED released a report on a review of developmental education summer bridge programs. Summer bridge programs are aimed at underserved and at-risk student populations whose placement tests indicate a need for remediation prior to college attendance. Of 22 studies that explored the effectiveness of developmental summer bridge programs, the WWC review found only one study that met all WWC design standards, including a randomized control design. That study, which involved about 1,300 students at eight Texas colleges, “did not show either a statistically significant effect or an effect large enough to be considered substantively important.” The results of the development summer bridge program were rated as having no discernible effects on academic achievement, postsecondary enrollment, and credit accumulation for postsecondary students.

In a separate single study review of two summer counseling programs for college-bound students in Boston, Massachusetts, and Atlanta, Georgia, the WWC review found no statistically significant difference in the enrollment in college between the students in the summer counseling
program and those in the comparison group (83% v. 78%); however, the review found the persistence rate from freshman to sophomore year was significantly higher for the program students (72%) compared to the comparison group (64%).

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Just a few weeks following ED’s release to institutions of draft cohort default rate and accompanying student loan information, the Loan Record Detail Report (LRDR), ED announced the availability of a new tool that enables colleges and universities to download the LRDR into an Excel spreadsheet. The tool will immensely ease institutions’ ability to review files for accuracy and to determine if any challenges of the draft information are warranted.

**Snapshot Report Reveals Contribution of 2-Year Institutions to 4-Year Success**

According to a new National Student Clearinghouse (NSC) Snapshot Report, nearly half of graduates of 4-year institutions (46%) previously enrolled at a 2-year institution. This finding may be a surprise to many. First, because it reveals not only the extent to which 2-year institutions contribute to degree completion at 4-year institutions, but the varied nature of that contribution. For example, more than one in five graduates from a 4-year institution was previously enrolled for a single term at a 2-year institution. Some students took only one course at a community college. Much remains unknown, especially about the students who transferred without completing a program at the community college. What is known, however, is that a substantial percentage of students, even those who attended a community college as long ago as in the past 10 years, continued their education at, and graduated from, a 4-year institution. A majority completed a 4-year degree within 3 years and three fourths within 5 years of leaving the 2-year institution. A more extensive review of the report, including comments from its authors, is available in the Community College Daily.

NSC also released a Snapshot Report of the interstate mobility of students, which showed that in 2013–2014, in the 10 years prior to earning their credential, 14.6% of all undergraduate completers attended college in at least one other state or territory. In 2010–2011, that figure was 13.9%.

**Proposed Universal but Not Free College Access Not Limited to 2-Year Institutions**

The Center for American Progress has proposed a “College for All” plan to “guarantee that every high school graduate would be able to attend four-year public institutions without having to incur any tuition or fees while enrolled.” The proposal, which entails setting up an IRS wage-withholding system, would require Congressional action. The plan recommends first instituting a pilot to allow federal workers with student loan debt to utilize the system to automatically pay their debt. Other elements of the proposal include providing for simplified income-based repayment plans and incentives to encourage current borrowers to opt into the system; building a “smarter system” to help borrowers better manage debt; using the pilot to create a smooth transition to the new payment system; and partnering with private-sector employers to allow borrowers to pay their federal loans through wage withholding.

**Factors that Aid or Hinder Colleges’ Responses to Demands of Performance-Based Funding**
The Community College Research Center (CCRC) of Columbia University interviewed more than 200 college personnel, including senior and middle-level administrators, academic deans, and department chairs, at nine community colleges and nine public universities in Indiana, Ohio, and Tennessee, to identify the factors that help or hinder effective deliberations concerning how to respond to performance-based funding. The deliberations concerned what changes were needed in institutional practices, policies, and procedures to improve student outcomes. What they found was that these factors involved certain overarching themes: organizational commitment and leadership, effective communication and collaboration, timely and relevant data, and having sufficient time to deliberate. Based on the interviews, the authors made several recommendations for “how states could provide support for institutions to engage in more effective organizational learning.” These include improving institutional research and information technology capacity, as well as sponsoring learning opportunities and providing time for institutions and states to adjust to the new expectations of performance-based funding. On the whole, university and community college respondents shared similar views, but they differed with respect to which factors they emphasized. University personnel mentioned more often organizational commitment and leadership, whereas community college respondents more often mentioned timely and relevant data.

**Report on Second Year of Accelerating Opportunity Program**

The Urban Institute and the Aspen Institute released a report on the second year of Accelerating Opportunity. Accelerating Opportunity is an initiative that was launched by Jobs for the Future in 2011 aimed at helping individuals with low basic skills to attain career and technical education (CTE) credentials. The initiative started in 33 community and technical colleges in four states—Illinois, Kansas, Kentucky, and North Carolina—that received grants to implement the AO model. Currently there are 40 colleges participating and information is reported for 34 colleges that have participated both years. To learn more about the model and the progress made in the second year of the initiative, read the *Community College Daily* article by a senior program manager at Jobs for the Future.

**Women Underrepresented in STEM Credentials and Occupations**

According to a U.S. Chamber of Commerce report on women in STEM occupations and the U.S. economy, women’s edge over men in completing college is not reflected in STEM fields, although the “number of women graduating with science and engineering degrees has been increasing at a faster rate than their male counterparts” (130% compared to 76%) since 1990. Still, while the number of female STEM graduates accounted for 6% of total female graduates in 2013, STEM graduates represented 20% for male graduates.

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

“Build your opponent a golden bridge to retreat across.” Sun Tzu

“Speak when you are angry and you will make the best speech you will ever regret.” Ambrose Bierce