

# Proposal Summary

## General

\$200,000.00

### Umoja Program Scholars

- 1) Support outreach efforts to surrounding communities and high schools. incorporating testimonies from current or former Umoja Scholars and campus endorsements disseminated via media outlets, including campus resources such as the campus newspaper The Tempest, the ASSC (student government association), the S/P Direct (the President's newsletter), and more.
- 2) Utilize cohesion and progress developed during the Summer Bridge Orientation Program (Summer, 2012), Umoja Scholars will know course objectives and expectations ahead of time thereby allowing students smooth transition into the first semester.
- 3) Apply Umoja learning community format and principles in order to establish a nurturing, communal learning environment that engenders cooperative and individual personal and academic development.
- 4) Continue establishment and refinement of the cohort model (Fall to Spring) comprising English 380 Advanced English Fundamentals, Counseling courses, Social Sciences courses, Mathematics courses, and other first and second semester courses that scaffold student success for the following Spring 2013 semester where transfer-level courses in English, Math, Counseling, Social Sciences, etc. will be taken. This will also include coordination with any other student resources/development programs such as athletics study hall, mentoring programs, workforce development, internships, and peer mentoring/collaboration.
- 5) Provide sustained supplemental instruction (2 Supplemental Instructors) and mentorship in 3 main areas: English and Social Sciences/Counseling over the 2 semester period, as has been done in past practice.
- 6) Provide book grants to each student. Books will be assigned on contract basis and used in future programs.
- 7) Provide funds for student transportation costs such as bus fares and car-pooling.
- 8) Provide used/refurbished netbooks/laptops to be loaned out to students and catalogued with Tech Services. Computers are critically necessary and various vendors such as Dell, TigerDirect, and HP offer excellent educational discounts and amenities for cohorts. As is the case with the book grants, the computers would be the property of the Umoja Program/SCC.
- 9) Provide 3 Instructor stipends for course planning and coordination for 2 semesters.
- 10) Provide travel funds for at least one educational/cultural event each semester such as theater production, museum outing, or academic lecture on issues related to course content.
- 11) Continue to provide individual counseling for students.
- 12) Provide Mentoring by faculty, staff and community members.
- 13) Encourage participation in other campus and student programs including peer mentoring.

Approved Budget

\$15,000.00

### New Autoclave for Biology

An autoclave is a mandatory piece of equipment in a biology lab. It is used to sterilize growth media for labs, especially microbiology, and we use it to sterilize any old cultures, which might harbor potential pathogens, before they can be safely discarded. One of the two autoclaves in 317 has broken down twice this academic year and we are not sure at this time if it can be repaired. We thought it prudent to submit this proposal to purchase a new autoclave for 317 in the event that the older one cannot be repaired. Angela, the biology technician, generally runs the autoclaves four or five times per day; they have about two cubic feet of useable space. If we have just one autoclave, she will not be able to prepare media and safely discard wastes. The autoclaves support eight to ten sections of microbiology every year and about ten sections of physiology per year, for a total student enrollment of about 600.

Approved Budget

\$10,016.00

### Software Upgrade

We have three areas on campus that we have not been able to upgrade to Windows 7 due to the fact that some of their existing software is not Windows 7 compatible. The upgrade of software will be able to give students the latest and most up to date operating system and software for their respective areas.

Approved Budget

\$10,152.00

## FYSI & YESS-ILP Transitions Program

The goal of the Transitions Program is to create a bridge between high school and college for foster youth in Solano County. This program will begin outreach in the junior and senior years of high school with all foster youth in our county. The program begins with counseling, workshops and activities at the feeder high schools and then transitions these activities to the college campuses. Students will be exposed to the center/campus in closest proximity to them, as well as the main campus, to help foster a connection between the students and the college environment.

There are several benefits to the college for implementing such a program. First, this program will improve student access to the campus facilities at all three locations, second it will provide us with an opportunity to intervene with this population and identify support services that will need to be in place upon arrival before they run into many of the obstacles that surround foster youth in our county, third it will give students the necessary preparation to make an educated decision on their career/educational path, and finally it will impact awareness and likely, program enrollment in Career Tech Education as we will focus not only on the traditional transfer pattern but on the many opportunities that Solano College has in job direct and vocational training programs.

Approved Budget

\$15,000.00

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## Empowering African American Males

### Changing the Trajectory for Black Males

Harambee actively serves and promotes student success and retention for all male students with a special emphasis on African American male students. Harambee fosters academic success by supporting the transition, at any level, from basic skills to program completion. Harambee is open to all students regardless gender, major and course enrollment.

Harambee is proposed as a comprehensive program that will have a designated space to serve a community of learners. The target population will be African American males. A variety of support services will be offered to serve this community and increase academic success. All individuals working in this program in any capacity will be screened for specific skills and a passion for serving the identified target group. Program staff will receive training that will provide an overview of the program, goals and methods/application. Harambee will provide a welcoming and supportive environment for students and will be designed to offer an increased comfort level for African American males student.

Harambee differs from the existing UMOJA Program Scholars (UPS) in that Harambee will have the capacity to serve drop in students from all disciplines. Harambee will also offer training for all faculty and staff beyond those who are directly involved with the program. Harambee will accept referrals from instructors throughout the academic year. An instructor who has a student who they believe can benefit from Harambee may refer to the program. Additionally, students may also self refer and enter at any point during the semester to access services and participate in workshops and programs offered by Harambee. Harambee's focus will be African American Males however the program is open to all students.

Proposed Components of Harambee include:

1. African American Male Book Club- This component will include campus and community. Using autobiographies from a variety of African American Males including:

Mychal Wynn, Hill Harper and Ben Carson students will develop strategies for academic, personal and professional success. Students will discuss book with a support community that may include campus and community professionals and students.

Educated, Alive and Free – Keeping students in school and free from the disease of violence and incarceration. Understand the risk factors, commandments and the emotional residue associated with the disease of violence (Marshall 2001)

2. Faculty and Staff Development – To prepare all faculty to better meet the needs of this population. African American Male Empowerment Seminars will be conducted.

Ideally these seminars will reach a broad range of faculty, staff and management. The goal will be to increase the cultural competency of the campus community that will enable faculty, staff and managers to engage more effectively with African American male students. All individuals working directly with students in the program will be required to attend training.

Faculty and Staff Development – To prepare all faculty to better meet the needs of this population.

Empowering African American Males To Succeed (Adapted from Mychal Wynn Empowering African American Males To Succeed)  
In Service Training Learning Outcomes

1. Faculty and staff will have an increased knowledge and understanding of the challenges faced when teaching this group of individuals. Plans and strategies will be developed that may be implemented within their individual spheres of influence.

2. Faculty and staff will have an increased knowledge of the national, state and institutional Black male achievement data and its impact on home, school, community and peer group cultural constructs.

3. Faculty and staff will have an increased understanding and knowledge of the significance and impact of operating from a deficit versus an asset-based focus on instructional strategies.

4. Faculty and staff will have an increased knowledge and understanding of the significance of being in alignment with the institutional mission, vision and core values.

5. Faculty and staff will expand their knowledge of the 5 demographically identifiable subgroups that Black males typically belong to: gender-specific, culturally specific, poverty, single-parent households, low performing schools.

6. Participants will also develop demographically-specific strategies essential to increasing student achievement and building family and staff support.

7. Faculty and staff will develop culturally relevant strategies that are responsive to the broad range of socioeconomic, educational, language, ethnic, generational, household, school and community variables.

8. □

As such, education as well as curriculum development are cultural phenomena...hence" just as the nature of water (i.e., Salt vs. Fresh vs Polluted) influences the reality (i.e. survivability) of a particular type of fish, so too do different cultural systems influence the reality of particular groups of people".

9. Culturally relevant strategies are responsive to the broad range of socioeconomic, educational, language, ethnic, generational, household, school, and community variables which influences the cultural orientation of faculty and may be reflected in staff, students and

family...unique to each school community. Such variables include the ability of faculty and staff to understand and effectively respond to socioeconomic, educational, generational, ethnic, language and gender barriers.

Approved Budget

\$15,000.00

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## Academic Success Center

The Academic Success Center will serve as both a center to encourage and facilitate academic success for students, and a center designed to provide high quality faculty development opportunities and instructional resources.

Approved Budget

\$10,000.00

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## Chemistry Open Lab Hours for Students

The idea for "open-lab" hours for chemistry students resulted from a chemistry department discussion session concerning the SLO's for Fall 2011. One of the SLO's for several of the introductory and general chemistry classes is that the students understand the concept of how atomic structure relates to atomic shape, which then determines molecular shape and eventually molecular properties, including the behavior in reactions. To help the students learn and visualize this concept, the lab classes make use of molecular model kits. However, these kits are expensive so we do not allow the students to remove them from the lab, and most students cannot afford to purchase their own. Furthermore, there are several computer simulation programs that are loaded onto the computers in the chemistry labs that students make use of for both learning and reviewing material in all of the chemistry classes, including the higher level organic chemistry classes. During the last FlexCal meeting when the chemistry faculty were discussing the SLO's and recent assessments, it was suggested that the faculty start having "open lab" hours in the chemistry lab so that students can come in and use the model kits to review molecular structure and also to use the computer simulation programs to help them learn and review other chemistry concepts.

The faculty agreed to start having some of their "office hours" in the laboratory when it was not in use for a scheduled lab (please see "open-lab schedule" attached to the end of this document) and any chemistry students would be welcome to come in to use the computers or model kits. (However, this time was not to be used to "make-up" missed labs or to perform any laboratory procedures, only for using model kits or for computer simulation use.)

We started the "open labs" around the third week of the semester and it was immediately a huge success. Before having the open labs, it was rare that students actually visited the faculty during office hours for help. However, during the open labs, it was not uncommon to have 6-12 students from several different chemistry classes come in for each open-lab session.

This "open lab" program that ran for the spring term 2012 was a type of "pilot program" to see if students would make use of the open lab hours and if the students would find it helpful. The Chemistry faculty have demonstrated that the open-lab hours are an effective method of further instruction for the chemistry students (see comments from emails from several chemistry faculty below) as evidenced by the attendance during the open-lab hours during the spring term 2012.

Wed 12:15 - 12:55 I had about 10 students, some mine, some chem 10, chem 160, once in a while organic. Thu 7:30-8 I only had 1 - 2 students outside of my own students.

Christine Ducoing, Chemistry  
Solano Community College

I had open lab 2 hr each week with average attendance of 10 students.

Chuck  
Charles Spillner  
School of Sciences  
Chemistry Department

Originally I signed in for 1 hour on Wednesday, as it turned out I am in the lab for 2 hours. Depending on my OChem topics, I have had anywhere from 2 to 20 students. Average 6 every week.

María

I had an open-lab for ½ hour each on T and Th and had anywhere from 6-12 or more each time. One day I had so many students I had to have them "overflow" into the adjacent lab.

Kathy Conrad, Adjunct Chemistry

As you can see from the above responses, the initial "pilot" program was more successful than the faculty had at first imagined. We would like to continue with this program as so many students this past term made use of it and found it to be very helpful. It would benefit the students and help them to succeed in their current chemistry classes so that they can then go on to take and be successful in future chemistry classes not only at Solano, but when they transfer to other colleges as well.

Approved Budget

\$10,762.00

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## Acquisition of new plastic models for the human anatomy laboratory and the tutoring center

In this proposal we ask for funding to purchase plastic models of human organs to be used during the human anatomy laboratories and at the tutoring center.

As with all of the science courses, anatomy has a strong lab component to supplement the lecture portion of the course. In order for students to be successful in Bio 4, it is essential that they use every scheduled lab productively in order to gain a firm understanding of the material presented in the lab. Students are evaluated in their understanding of the human organ systems with a standard lab practical exams. Throughout the semester, students must be focused on doing a good job in the anatomy labs if they wish to be successful with the course. The best way for students to do well on the lab exams is to use their scheduled lab time effectively. Unfortunately, we do not have enough models to share with our students (32-36 students in each section of anatomy). Additionally, several of the models are used simultaneously by the Bio 5, Human Physiology, course in addition to their use by Bio 4.

Student's success is supported by faculties during class time and by the tutoring center, outside class meetings and upon request from students. Help from the tutoring center is critical and very valuable, but the effectiveness of the tutors in helping students mastering the material covered in the human anatomy laboratories, is limited by the few plastic models of human organs that are available at the tutoring center.

Therefore, we propose to facilitate the learning process of laboratory material by a two-prong approach:

1\_ increasing the number of models available in our laboratory

2\_ providing additional models to add to the collection that is used by tutors in the Solano College Tutoring Center.

With more material available, students will be able to better use the time in class, avoiding wasting time while waiting for models to become available. It will help students to better use the help from the tutoring center by providing tutors with more material to use during their sessions with students.

Approved Budget

\$5,625.00

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## MESA (Math Engineering Science Achievement)

Since 1992 the MESA program has been serving economically and disadvantaged students using its unique MESA components. In the recent years the MESA program budget has been shrinking along with State revenue. Currently with major budget issues, the MESA program at Solano Community College has been defunded by the California Community College Chancellor's Office. The MESA Statewide Office (MSO) at the University of the California Office of the Presidents and the California Community College Chancellor's Office (CCCCO) has agreed to maintain the SCC MESA program as an unfunded program until funding becomes available at a later date. The MESA program will continue to utilize the MESA model and will have the opportunity to continue to participate in unique MSO and CCCCCO scholarships, Leadership Retreats, conference (registration free of charge to our campus), etc.

The purpose of this project is to increase the number of disadvantaged Solano Community College students that successfully transfer to four year colleges/universities and major in math or science fields including: agriculture, biology, computer science, technology, chemistry, engineering, pre-health, mathematics, physics, and science. This proposal targets economically and educationally disadvantaged Solano Community College students majoring in math based majors and will provide Academic Excellence Workshops and counseling to up to 125 students. Currently the program has about 125 students with all pre-existing components.

Approved Budget

\$34,000.00

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## Tutor Training

Provide formal training for new and continuing tutors. This will achieve more effective, organized and professional tutors. This is important because of the diversity of students being served, tutors need to be able to work professionally and courteously with students from diverse backgrounds. Tutors will learn about ethics, teaching tools and how to be effective tutors through identification of learning styles.

Approved Budget

\$2,540.00

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## Audio Visual Upgrade in Room 305 for Biology Labs

I am proposing to upgrade the microscope and camera system in the back of room 307. The present microscope camera in room 307 is older technology and low definition. The wall monitor for showing images in the back of the room is a model which is incompatible with the current camera, and as a result, only small, unclear images can be shown at the back of the room. The microscope setup in the front of the room requires that the lights in the room are switched off. This is not very practical in lab classes where students are asked to work as independent self-guided groups.

The camera and monitor will fulfill a need to for student groups to engage in active learning at the microscope station work at their own pace while other groups are able to focus on other tasks. Faculty will also be able record demonstration slides and dissections and present them to the whole class. Students will be able to view the pictures in high definition from across large lab room while working on the same specimens, either individually or in small groups.

This will address the need to accommodate diverse learning styles and pacing and to encourage active learning rather than passive observation.

Approved Budget

\$1,230.00

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## Oracle APEX training for SLO Assessment database

As a user of Oracle 11g for Banner we also have access to Oracle APEX. APEX is a rapid web application development tool that allows us to design front end databases to connect to our Oracle platform. APEX is fully supported and a no cost tool. The proposal is a request for training that would allow us to exploit the use of APEX in developing small applications for data management, storage and workflow. The college already uses a number of MS Access databases that are not scalable, are less secure and are not fully supported. The proposal is to train one member of IRP and one programmer/DBA in APEX.

Following training the first project would be to put all SLO information into an Oracle web database for access by all faculty.

Approved Budget \$9,200.00

## Peer Tutoring Expanded

This proposal will serve more students overall but particularly those at the Vacaville and Vallejo Centers.

Students show increased success where embedded tutors are placed.

Recommendation #8 of the recent Accreditation Evaluation Report states that the District should plan to provide equitable access to the centers. At the moment no tutoring services are available at the centers.

This aligns to the strategic goals.

Approved Budget \$40,000.00

## Harambee-Sankofa Project

The Harambee-Sankofa Project is a special program assisting formerly incarcerated individuals re-entering society who choose college as a means for preparing for law abiding careers. The program offers special consideration for men and women who might not normally meet the basic academic qualifications but are highly motivated to succeed in a field of study that leads to an Associate Degree or complete requirements for transfer to a 4 year institution. The Harambee- Sankofa Project fosters academic success by supporting the transition, at any level, from basic skills through program completion through mentoring, tutoring, re-entry support services and counseling groups. This program is supported by Ethnic Studies, Sociology and Social Science.

Approved Budget \$15,000.00

## Admission and Records/Solano International Education Program

The proposal to fund the marketing and recruitment efforts of SIEP will achieve international and global exposure and visibility for Solano Community College. It will also increase international student enrollment. The proposal is important to the College because it will assist with the start-up of a multi-million dollar funding stream for the College. Increasing international student enrollment will bring additional revenue, internationalize our student body, globalize and diversify the institution. SCC offers one of two attributable segments in the growth of international student study in the U.S.: an ESL program. ESL is an important pathway for international students; the number of students in ESL programs increased by 24% from 2009-10 to 2010-11 (IIE Open Doors 2011). The ambassadors of the College will contribute to the success of the proposal outcomes. It is imperative for those of us with global affiliations to reach out and market the College to various groups.

Approved Budget \$6,475.00

**SB70** \$16,536.00

## Student Success – Drafting Department

Currently, the Computer Aided Drafting (CAD) labs are closed when not classes are in session. Having open lab time would give students more opportunities to complete assignments and projects outside of class. This proposal is to fund a student lab tech in the drafting lab. Ideally, the student tech will be an intermediate to advanced drafting student who can help tutor other students who are having trouble with concepts.

Approved Budget \$1,536.00

## Certified Welding Inspector (CWI) for the AWS (American Welding Society)

The most successful welders are certified in their field, it is the charge of the CWI to administer welding tests or certification i.e., D1 through D1.10 of AWS code. The college benefits in aiding its welding students to gain an advanced as well as coveted certificate and as a result the student becomes employable in the welding trades. Further a CWI on staff at Solano Community College would attract employers as well as students seeking promotional opportunities in the field of welding.

Approved Budget \$11,000.00

## Outreach to local schools– Drafting Department

Approved Budget \$4,000.00

**Promising Partnerships**

The Promising Partnerships program will provide work place skill development and professional growth opportunities for 4 Early Childhood students who've successfully completed the 12 core ECE courses and 2 semesters of practicum coursework. They will receive training to implement a unique family literacy program called Raising A Reader through which they will develop partnerships with the parents of the children enrolled in our lab school.

Currently, the ECE students receive child development theory and practice skills to support their understanding of child development. However, they do not gain experiences in family-centered practices. The Promising Partnerships project will fill this void by supporting the students with training and experiences to work with families while providing support for basic literacy skill development to move our youngest learners in the right direction on the educational pipeline.

Their work with parents will center on conducting family literacy activities and making connections with the local libraries. Through weekly distribution of reading kits the parents will learn how to share books with their children and make reading come alive.

The ECE students will gain competency in parent involvement practices; customer services; and how to teach early reading to children under age 5.

Approved Budget

\$13,333.00

**Career Education Fair (annual)**

The Career Education Fair has proven to be a successful marketing tool for all Career Programs. The first year saw attendance of 500 the second year almost 1000 community members. This is an event that with proper support could be THE go to event on campus. Interactive and hands-on exhibits focus on what students will be doing in a program and outreach includes not only the community but the k-12 system as well.

Approved Budget

\$6,500.00

**Occupational Education Instructional Assistant (Part-time -12 months - continuing)**

This proposal will bring the Occupational Education in line with Title 5 requirements and satisfy the District Plan on file with the State.

Occupational Education serves students in all Career programs. Creating a more efficient process and ready access to the Occupational Education office will better serve all Career programs and students.

Approved Budget

\$25,000.00

## New Program - Data Specialist and Data Analysis A.S. Degree

My proposal consists of the introduction of a new program into the Business and Computer Studies department – Data Specialist and Data Analysis, partially supported with existing courses in other departments. After completion of this program, the students could receive:

- 1) Associate of Science in Data Specialist/Data Analysis
- 2) Supplementary Certificate in Data Analyst to support major (Medical Data Analyst, Financial Data Analyst, etc.)

Data analysis is a unique specialty. It can be taught as a specialty in and of itself, within two years, so that graduates of the proposed program can obtain entry level positions or positions with 0-2 years experience by the sheer rigor of the program. Data analysis can also be taught as an accompaniment to the student's choice of study, whether it be business, research, healthcare, sociology, finance, science, technology or other field they are pursuing. A minor in data analysis with a concentration on its use in their field of study can be offered. The student will then not memorize or learn facts in their given field, but they will be able to test theories and develop facts by themselves with the knowledge and evidence they are provided.

The curriculum as I envision it would seamlessly encompass many already existing Solano courses from a variety of departments. The program would have its roots in the Business and Computer department, but include:

- Statistics from the Mathematics Department
- Spatial data Geographical Information Science courses from the Geography department
- Database, beginning programming and SQL courses from the Business and Computer Studies

A few additional courses would be added, a Business Analysis (for overall analysis) and Data Modeling Course, a Data Warehouse and Data Mining course and a course targeting specific industry reporting, statistical and analysis tools. There would also be a Data Quality, Data Steward and Data Governance component, all of which are up and coming career avenues starting to be posted. Spatial data classes such as GEOG 010 and 060 are essential for understanding the spatial nature of data and will teach popular, state of the art twenty-first century skills to our students.

For a Medical Data Analyst specialty, existing courses such as BIO 004 and BIO 005, NURS 111, OT 159, OT 60, 61, 63, 64 and 66 could be added as specialty electives. Healthcare records have recently started to turn from manual to electronic format, and there is and will be a great need for analysts to be able to turn so much newly available data into information and tell health insurance companies, hospitals, government agencies and medical providers what it all means.

A crowning capstone project for completion of the program credit would be as follows:

- a) Student originates the concept for the analysis project. He or she may work with an external organization or entity or investigate an area of interest in their major course of study.
- b) Student decides what data will be taken, when, where and how and why.
- c) Student designs methods for data collection and aggregation
- d) Student uses database, GIS, statistical, and analysis tools to interpret and analyze their data
- e) Student writes a comprehensive report on the project to be reviewed by faculty in the departments.

A proposed curriculum is shown below.

Required Courses Units

CIS 001 Introduction to Computer Science 3  
BUS 092 Business Communication 3  
CIS 022 Introduction to Programming 3  
CIS 073 Microsoft Excel 3  
CIS 078 Access -Database Management System 3  
CIS 080 SQL Database Management Systems 3  
MTH 11 Statistics 3  
CIS XX1 Statistical Tools (Excel, SPSS, SAS) 3  
CIS XX2 Business Analysis and Data Modeling 3  
CIS XX3 Data Warehouses and Data Mining 3  
CIS XX4 Data Analysis 3  
CIS XX5 Data Governance/Stewardship/Quality 3  
GEOG 10 GIS 3  
GEOG 60 Advanced GIS 3  
CIS XX6 Special Project 3  
Restricted List of Electives 15  
Total Units 60

With such a curriculum the student will learn to observe and understand business processes and what the associated data and its relationships mean in terms of business processes. The student will be able to understand the nature of data and its significance, model the data and information flows of a business process as well as understand how to collect, store, retrieve, mine, manipulate and query data to obtain the desired results. The student will learn relevant, state of the art tools for reporting and analyzing the data and deriving information from such reports and analysis to better advise and make recommendations, improvements, or changes in the data/information flow or in the business processes themselves. Lastly, the student will learn what proper data governance, stewardship and data quality entails. The rationale is that students understand where the data came from, the nature of the data, its relationships to other data in its realm of influence and to the population data as a whole, and the manipulation, retrieval and interpretation of data in real world scenarios.

Approved Budget

\$3,000.00



## Commercial Music Major Program Development

This proposal is to assist with development of a new Commercial Music Major program in the Music Department at Solano College. The program will be designed to produce well rounded music industry professionals involved in the music production process including recording, management, and all other areas of the music industry. Opportunities are provided for certificates in either the Music Business option or Audio Recording option. This program already has the full approval, support and backing of the School of Liberal Arts at Solano College.

Approved Budget

\$3,000.00

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## CTE Research and Development

This proposal will lead to the research, development and implementation of two new and vital CTE certificate programs: 1) Ceramics – Studio Ceramics, Production Pottery and Technical Ceramics Certificate of Achievement and 2) Fine Arts Professionalism and Entrepreneurship Certificate of Achievement.

Strategic Direction: These CTE certificate programs are very much in sync with the college's Strategic Direction and also in compliance with the newest directives emanating from the Chancellor's Office of the California Community College. These two programs will organize fine art department course offerings into certificate structures guiding students to higher levels of achievement and increase the number of certificates and AA degrees granted by Solano Community College. Additionally, these CTE certificate program structures will provide an excellent data trail to track student achievement.

Time Frame: This initiative is timely and greatly needed in the present climate. It is designed to organize the fine art department offerings into highly efficient program offerings that will facilitate student achievement of certificates and AA degrees. This is in keeping with the most recent reordered priorities of the California Community Colleges focusing on degree and certificate completion for all students.

Value for Money: Proposal funds will focus on the research, development and implementation costs for the production of two new CTE certificate programs. One will be discipline specific, focusing on ceramics training. The second will offer an innovative structure for every fine art discipline offered at Solano Community College. These include Sculpture, Ceramics, Printmaking, Painting, Drawing, and Graphic Arts. Costs will focus on three areas: 1) Compensation for faculty and certified employee hours 2) Expenses incurred for development and training of the Advisory Committees necessary for CTE certificate programs and 3) Attendance of the National Council for Education in the Ceramic Arts for two faculty and one classified staff member. NCECA attendance will allow for efficient consultation with and feedback from institutions and professionals nationwide.

Student Impact: These two CTE certificate programs will greatly enhance student achievement (student learning outcomes) by offering structure and guidance to students who wish to apply themselves to a fine art specific course of study. Students will benefit from clearly defined courses of study allowing them to accomplish their goals and also allow them to clearly track and plan their educational progress.

Validation (deliverables):

- 1) The proposal will result in the production of two CTE certificate programs that will be forwarded to the Bay Area Community College Consortium and to the Chancellor's Office of the California Community College.
- 2) The formation of one or more Advisory Committees in Ceramics and Fine Art Professionalism that will not only guide the development, institution and operation of the proposed CTE certificate programs but will be the source of invaluable ideas and guidance for our entire Fine Art Program. They may also be an invaluable source of workshops, internships, apprenticeships and other forms of guidance for our faculty and students.
- 3) Additional faculty and staff development and training specific to research, development and implementation of these two CTE certificate programs via attendance of the National Council for Education in the Ceramic Arts annual conference. At the NCECA conference, SCC faculty will instigate a breakout session with teachers and ceramic professionals from throughout the nation with the focus on CTE certificate program development in ceramics and professional art to broaden our source of ideas and feedback.

Approved Budget

\$3,000.00

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## Graphics Arts Program Development

It is intended that this proposal will allow for a coherent set of new or re-written courses and the development of a CTE certificate in the Graphic Arts-New Media genre. As part of my recent sabbatical, I spent time researching the needs of modernization and program development of our current Commercial Arts/Graphic Arts Program. This grant would further advance the program design and course creations, as well as fully implement a set of courses to meet the CTE certificate requirements.

The Commercial Arts-Graphic Arts Program at Solano is already a recognized Career Tech set of classes and program. It has in past years been the recipient of funds for equipment and teaching tools. Like some other programs on campus, it is taught 100% by adjunct and has had difficulty staying current with trends and industry desires. A good deal of this has been due to funding and facilities limitations. The Art Program has been awaiting for many years a building remodel which is currently underway. The new facility will have a dedicated iMac lab into which our current Graphic Arts classes will directly move upon building reopening, scheduled for Spring 2013. This new lab has been essential to the advancement and modernization of our course offerings. We look forward to the opportunities it will provide. This grant will help finalize a program design that has been envisioned for over a decade.

To move forward in the program design, additional research and consultation will be needed in order to have a set of coherent course offerings that will be a blend of traditional Commercial-Graphic Arts skills and history, as well as merge with advances in digital technology. It is this latter component that will need the most attention in order to produce a program that is not only relevant, but also timely in the courses' composition.

The costs that the grant will support are 1) Compensation for faculty for continued organization and development; 2) Consultation from a graphic arts instructor from another community college, to assist and advise the program development; 3) The formation and organization of a Graphic Arts/Digital Media Advisory Group (GADMAG) to guide further program development and help establish a permanent, full-time position to teach and administer the courses in this program.

The new course offerings and availability of a certificate will bring our college's Graphic Arts Program up to par with other regional programs. We have been neglecting this set of art offerings for too many years. The art building remodel is facilitating the ability to move this program into a state-of-the-art digital media program. Our students will have better tools and skills capabilities to transfer to four year institutions for higher degree job opportunities. In addition, the Certificate option will be an attractive possibility to meet professional industry desires. The Graphic Arts/Digital Media Advisory Group (GADMAG) will be an ongoing group to serve as a forum for conversation and program development as well as for students to access professionals in the field. Lastly, the new full time Graphic Arts Instructor will be the point of contact for all future program design and development.

Solano College is already known in the community for its 2-D and 3-D, as well as art history. This expanded and updated Graphic Arts program will put Solano on the map as a local/regional leader in a continually-emerging field with diverse job opportunities.

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Approved Budget \$3,000.00

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## Sports Broadcasting Program & Communication Studies

This proposal focuses on the need to acquire the video and audio equipment necessary to construct a quality sports broadcast program that will ensure student success and provide them with the technical and practical experience to successfully pursue and obtain a job in the field of sports broadcasting. Moreover, the city of Fairfield's Cable Access Channel has offered the use of their channel to televise Solano sports events, but this cannot be accomplished without the needed equipment. VCAT in Vallejo has also expressed interest in televising Solano sports. Solano will also have the capacity to create and produce televised sports events in the community with local high school sports programming. The equipment will also strengthen the existing TV Production courses and allow greater collaboration between the two programs.

Additionally, the video equipment will be used by all the speech courses to allow students to videotape and review their speeches. Adding this video component will greatly enhance the learning experience for all students taking a speech class.

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Approved Budget \$3,000.00

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