Solano Community College Integrated Plan 2017-2019

EXECUTIVE SUMMARY

Solano Community College is committed to assuring student equity in all educational programs and College services (SCCD Policy 5355). We define student equity simply as that condition where, "*all students enjoy the same right and access to education.*"

The College serves 9799 student headcount (fall 2017 census) at campuses in Fairfield, Vacaville, and Vallejo and in the surrounding communities including Travis Air Force Base, Winters, Dixon, and Benicia. The College provides programs and services to ensure that all students have the opportunity to succeed academically. The overarching equity65r goal at Solano Community College is to provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

The specific goals of the Student Success and Equity Plan are:

1. Increase the transfer and completion rates of students associated with retention programs such as Umoja, MESA, and Puente.

2. Close performance gaps for targeted groups, thereby improving the overall success of all students at Solano Community College.

3. Increase the integration of student success initiatives within learning pathways

4. Improved identification of and support for programs where students consistently struggle.

5. Increase the percentage of incoming students who have access to and succeed in college-level math courses.

6.   Increase the percentage of incoming students who have access to and succeed in college-level English.

This 2017-2019 Student Success and Equity Plan is guided by the College's Mission Statement wherein the commitment to student equity is inherent:

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

The plan is also guided by the overarching student success and equity goals:

·   Integrate initiatives and programs funded through Basic Skills, Student Equity and Student Support and Success resources

·   Support initiatives and programs that are based on validated research, are model programs with evidence supporting their success, are scalable, and align with Solano Community College priorities

·   Support initiatives and programs which specifically address student equity achievement gaps

·   Support initiatives and programs which specifically address student access, success, persistence and timely completion in meeting student objectives of certificates, degrees, transfer and employment

·   Support initiatives and programs which establish academic and/or social pathways.

The SSEP was written with contributions from faculty, staff, students, managers, and students. This 2017-2019 plan for Solano Community College's is part of an ongoing institutional effort underway at Solano Community College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all in our educational programs.

The Solano Community College Student Success and Equity Committee has oversight for the development and implementation of this Student Success and Equity Plan. This Committee is composed of faculty, staff, and administration. The Committee made recommendations to appropriate bodies regarding the College's Student Success Equity Plan, along with a host of new student equity recommendations. The 2015-2019 Student Equity Plan was approved by the SCC Board of Trustees on November 18, 2015 in compliance with Title 5 guidelines in Section 54220.

A. Student Equity Indicators and Target Groups

We examined student equity at SCC in the context of the following Student Equity Indicators, as required by the CA Code of Regulations, Title 5, Section 54220 and the template provided by the California Community College Chancellor's Office:

1. Access
2. Course Completion
3. Basic Skills Completion, English Progression
4. Basic Skills Completion, Math Progression
4. Degree and Certificate Completion
5. Transfer

Activity Dictionary:
A1: Focus Delivery of SSSP Services to Target Groups: Campus community will develop and test new methods of delivering core Student Success and Support Program (SSSP) services— assessment, orientation, student education planning, and follow-up to students while increasing access.

A2: Increase High School and Community Outreach to Target Groups: Annually, Enrollment services will collaborate with Counseling services to conduct visits to our] local high school and community fairs/events with the specific goal of providing early outreach to identified student groups and disseminating materials on assessment, enrollment, support services, student educational planning, and financial aid.

A3: Tailored first year experience for students from various backgrounds.

A4: Specific outreach and course scheduling efforts to military students and prison populations: Efforts will include expanded marketing of programs, financial aid services, scholarships, veteran's benefits, and raising aspiration levels for attending and completing college programs.

A5: Develop and implement an Early Alert program: Identify an Early Alert tracking/intervention software and integrate the system with campus wide programs and services. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad referral process for appropriate intervention to support student successful behaviors and provide intrusive interventions for less than successful course completion behaviors. Initiate direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

A6: Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A7: Provide instruction/learning support resources: Through our library reserve process, textbooks will be available in the libraries at SCC College sites where courses are delivered. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

A8: Utilize the UMOJA program as a safe place and access its resources (tutoring, mentoring, and counseling) to offset academic and social risk factors.

A9: Targeted Academic Persistence (TAP) will provide strategic interventions for students] and serve as a resource for helping them get back on their academic track

A10: Support a Learning Communities model: Provide support to the Umoja, Puente, First Year Experience, Athletics and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

A11.Support Learning Communities: Provide support to the Umoja, Puente, First Year Experience, and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

A12: * *Place Holder*

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A14: Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with targeting to this population.

A15: Research the needs of the local ESL population: Conduct surveys) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

A16: Identify gatekeeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

A17: Develop academic sequencing alignment: In cooperation with academic affairs and college governance, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.

A18: Create networks and pipelines for transfer: Develop stronger program to program relationships with university partners, identifying key contact people for supporting the transfer process, as well as developing transfer agreements.

A19: Increase presence of transfer universities on campus: Bring universities on campus with greater frequency and link university visits to academic program activities, campus events, or target populations identified in the gap analysis.

A20: Assigned embedded tutors and/or instructional assistants to work with math faculty to support students in and out of the classroom.

A21: Enroll math student in a designed math corequisite or when lack thereof, utilize an unincorporated supplemental course through academic support area to support students in need of academic support. (*Negotiating)

A22: Promote visits to universities: Have target populations visit regional universities to engage with like students at the university while addressing overcoming barriers to success and model importance of advanced education.

A23: Promote transfer options: Assist students with developing their admission and scholarship applications. Assist students with identifying transfer university choices early in their academic career to ensure enrollment in appropriate transferable courses. Share personal success stories.

A24: Create academic pathways for recruitment, retention and transfer.

A25: Establish social pathways to support transfer relationships to similar focused programs at transfer institutions.

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.

A27: Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Group ID	Target Population(s)	# of your college's total enrollment in Fall 2016 – Spring 2017	% of your college's total enrollment (proportion)	% of adult population within the community served (proportion)	Gain or loss in proportion
G1	American Indian / Alaska Native	137	1.12%	1.30%	-0.18%
G2	Asian	2580	21.09%	15.60%	5.49%
G3	Black or African American	2057	16.82%	14.80%	2.02%
G4	Hispanic or Latino	3547	29.00%	21.00%	8.00%
G5	Native Hawaiian or other Pacific Islander	137	1.12%	1.00%	0.12%
G6	White	3555	29.06%	39.60%	-10.54%
G7	Some other race	220	1.80%		1.80%
G8	More than one race		0.00%	6.70%	-6.70%
	Total	12233	100%	100%	
G9	Males	5191	42.43%	49.70%	-7.27%
G10	Females	6768	55.33%	50.30%	5.03%
G11	Unknown Gender	274	2.24%		2.24%

G12	Current or former foster youth	300	2.45%	0.06%	2.39%
G13	Individuals with disabilities	489	4.00%	11.20%	-7.20%
G14	Low-income students	4230	34.58%	12.90%	21.68%
G15	Veterans	695	5.68%	8.11%	-2.43%

Equity Gap	Student Group	Gap	The # of students in group	Number of Students "Lost"	Goal	Goal Year
Largest Gap	White (G6)	-10.54%	3555	-1289	Reduction 5%	2019
Second Largest	Males (G9)	-7.27%	5191	-889	Reduction 8%	2019
Third Largest	. Individuals with Disabilities (G13)	-7.20%	489	-881	Reduction 50%	2019

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Actions to achieve access goals include:

Activity	Target Groups	Planned Start and End Date(s)
A1	G: 6, 9, 13	Fall 2017
A2	G: 6,9, 13	Fall 2017
A3	G: 6,9,13	Fall 2018- Continuous
A4	G: 6,9,13	Fall 2017

Activity Dictionary:

A1: Focus Delivery of SSSP Services to Target Groups: Campus community will develop and test new methods of delivering core Student Success and Support Program (SSSP) services— assessment, orientation, student education planning, and follow-up to students while increasing access.

A2: Increase High School and Community Outreach to Target Groups: Annually, Enrollment services will collaborate with Counseling services to conduct visits to our] local high school and community fairs/events with the specific goal of providing early outreach to identified student groups and disseminating materials on assessment, enrollment, support services, student educational planning, and financial aid.

A3: Tailored first year experience for students from various backgrounds.

A4: Specific outreach and course scheduling efforts to military students and prison populations: Efforts will include expanded marketing of programs, financial aid services, scholarships, veteran's benefits, and raising aspiration levels for attending and completing college programs.

COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Group ID	Target Population(s)	the # of courses students enrolled in & were present in on census day in 2015-2016	The # of courses in which students earned an Passing Grade	Success Rate	Comparison to the all student average
G1	American Indian / Alaska Native	601	414	68.89%	-1.96%
G2	Asian	11142	8324	74.71%	3.87%
G3	Black or African American	8154	5002	61.34%	-9.50%
G4	Hispanic or Latino	14826	1022	69.35%	-1.49%
G5	Native Hawaiian or other Pacific Islander	581	387	66.61%	-4.23%
G6	White	14353	10756	74.94%	4.10%
G7	Some other race	817	592	72.46%	1.62%
G8	More than one race				
	All Students	50474	35757	70.84%	
G9	Males	28128	20177	71.73%	0.89%
G10	Females	21293	14860	69.79%	-1.94%
G11	Unknown Gender	1045	714	68.33%	-1.46%

G12	Current or former foster youth	1299	750	57.74%	-10.59%
G13	Individuals with disabilities	2489	1758	70.63%	12.89%
G14	Low-income students	20776	14466	69.63%	-1.00%
G15	Veterans	3624	2645	72.99%	3.36%

Equity Gap	Student Group	Gap	The # of courses students census enrolled	Goal	Goal Year
Largest Gap	Current or former foster youth (G12)	-10.59%	1299	Reduction 50%	2019
Second Largest	Black or African American (G3)	-9.50%	8154	Reduction 10%	2019
Third Largest	Native Hawaiian or other Pacific Islander(G5)	-4.23%	581	Reduction 10%	2019

*The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Actions to achieve completion goals include:

<div align="center">
Black or African American (G3)
Native Hawaiian or other Pacific Islander (G5)
Current or former foster youth (G12)
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Activity	Target Groups	Planned Start and End Date(s)
A3	G: 3,5,12	Spring 2019- Continuous
A5	G: 3,5,12	Fall 2018-Continuous
A7,	G: 3,5,12	Spring 2018- Continuous
A8	G:3	Spring 2018
A9, 10,12,14, 16 ,17	G 3, 5, 12	Spring 2018

A3: Tailored first year experience for students from various
Backgrounds.

A5: Develop and implement an Early Alert program: Identify an Early Alert tracking/intervention software and integrate the system with campus wide programs and services. Provide professional development for faculty and staff to use the system and develop time lines for reporting by instructors and other staff. Develop a broad referral process for appropriate intervention to support student successful behaviors and provide intrusive interventions for less than successful course completion behaviors. Initiate direct academic support, including tutoring, counseling, career planning, writing lab, math lab, and learning community involvement.

A6: Research course scheduling: Research the impact of course availability, delivery, and sequencing. Modify offerings to encourage completion to the next course toward academic program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A7: Provide instruction/learning support resources: Through our library reserve process, textbooks will be available in the libraries at SCC College sites where courses are delivered.

Provide students with licenses for supplemental instruction resources, including math lab.
Provide a laptop computer or Chromebook loan program to support course completion.

A8: Utilize the UMOJA program as a safe place and access its resources (tutoring, mentoring, and counseling) to offset academic and social risk factors.

A9: Targeted Academic Persistence (TAP) will provide strategic interventions for students] and serve as a resource for helping them get back on their academic track

A10: Support a Learning Communities model: Provide support to the Umoja, Puente, First Year Experience, Athletics and Pre-law programs to assist with course completion, including the use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development.

A14: Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with targeting to this population.

A16: Identify gatekeeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

A17: Develop academic sequencing alignment: In cooperation with academic affairs and college governance, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.

Basic Skills Progression and English

Group ID	Target Population(s)	The # of students who complete a below transfer English course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A,B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Comparison to the all student average
G1	American Indian / Alaska Native	14	7	50.00%	3.87%
G2	Asian	243	135	55.56%	9.43%
G3	Black or African American	296	98	33.11%	-13.02%
G4	Hispanic or Latino	323	148	45.82%	-0.31%
G5	Native Hawaiian or other Pacific Islander	16	4	25.00%	-21.13%
G6	White	361	193	53.46%	7.33%
G7	Some other race	258	112	43.41%	-2.72%
G8	More than one race				
	All Students	1511	697	46.13%	

G9	Males	655	276	42.14%	-3.99%
G10	Females	838	412	49.16%	3.04%
G11	Unknown Gender	18	9	50.00%	3.87%

Group ID	Target Population(s)	The # of students who complete a below transfer English course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A,B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Comparison to the all student average
G12	Current or former foster youth	20	7	35.00%	-11.13%
G13	Individuals with disabilities	131	37	28.24%	-17.88%
G14	Low-income students	543	234	43.09%	-3.03%
G15	Veterans	98	51	52.04%	5.91%

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Equity Gap	Student Group	Gap	The # of students in group	Goal	Goal Year
Largest Gap	Native Hawaiian or other Pacific Islander	-21.13%	16	Reduction 50%	2019
Second Largest	Individuals with disabilities	-17.88%	131	Reduction 50%	2019
Third Largest	Black or African American	-21.13%	296	Reduction 50%	2019

Actions to achieve Basic Skills Progression and English goals include:

Black or African American (G3)
Native Hawaiian or other Pacific Islander (G5)
Individuals with disabilities (G13)

Activity	Target Groups	Planned Start and End Date(s)
A13	G3, 5, 13	Fall 2018
A15	G3, 5, 13	Spring 2018-Continuous
A26	G13	Fall 2018-
A27	G3, 5, 13	Spring 2018- 2018

Activity Dictionary:

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A15: Research the needs of the local ESL population: Conduct surveys) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.

A27: Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

Basic Skills Progression, Math

Group ID	Target Population(s)	The # of students who complete a below transfer English course with an A, B, C or credit	The number of students out of ß (the denominator) that complete a degree applicable course with an A,B, C, or credit	The rate of progress from Basic Skills to degree-applicable course completion	Comparison to the all student average
G1	American Indian / Alaska Native	21	6	28.57%	-2.99%

G2	Asian	164	55	33.54%	1.98%
G3	Black or African American	323	75	23.22%	-8.34%
G4	Hispanic or Latino	289	107	37.02%	5.47%
G5	Native Hawaiian or other Pacific Islander	10	4	40.00%	8.44%
G6	White	390	136	34.87%	3.31%
G7	Some other race	248	73	29.44%	-2.12%
G8	More than one race				
	All Students	1445	456	31.56%	
G9	Males	607	162	26.69%	-4.87%
G10	Females	819	285	34.80%	3.24%
G11	Unknown Gender	20	9	45.00%	13.44%

G12	Current or former foster youth	18	4	22.22%	-9.33%
G13	Individuals with disabilities	106	19	17.92%	-13.63%
G14	Low-income students	531	165	31.07%	-0.48%
G15	Veterans	99	38	38.38%	6.83%

Equity Gap	Student Group	Gap	the # of students in group	Goal	Goal Year
Largest Gap	Native Hawaiian or other Pacific Islander	-21.13%	16	Reduction 15%	2019
Second Largest	Individuals with disabilities	-17.88%	131	Reduction 5%	2019
Third Largest	Black or African American	-21.13%	296	Reduction 5%	2019

Actions to achieve Basic Skills Progression and Math goals include:

Black or African American (G3)
Native Hawaiian or other Pacific Islander (G5)
Individuals with disabilities (G13)

Activity	Target Groups	Planned Start and End Date(s)
A13	G3, 5, 13	Fall 2018
A15	G3, 5, 13	Spring 2018-Continuous
A26	G13	Fall 2018-

Activity Dictionary:

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A15: Research the needs of the local ESL population: Conduct surveys) of the local population to determine education and training needs, including course content, delivery times, days, locations, and staffing.

A20: Assigned embedded tutors and/or instructional assistants to work with math faculty to support students in and out of the classroom.

A21: Enroll math student in a designed math corequisite or when lack thereof, utilize an unincorporated supplemental course through academic support area to support students in need of academic support. (*Negotiating)

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.

A27: Provide instruction/learning support resources: Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion. Use of academic success coaches, tutoring, social and academic support services, peer support, role modeling, and community development to support basic skills success.

Completion: Degree and Certificate

Group ID	Target Population(s)	The # of first-time students who enrolled in the 2010-2011 with the goal of obtaining a certificate or degree	The number of students who earned a degree or certificate within six years.	The rate of completion	Comparison to the all student average
G1	American Indian / Alaska Native	22	5	22.73%	0.22%
G2	Asian	290	82	28.28%	5.77%

G3	Black or African American	219	29	13.24%	-9.26%
G4	Hispanic or Latino	324	72	22.22%	-0.28%
G5	Native Hawaiian or other Pacific Islander	23	4	17.39%	-5.12%
G6	White	446	113	25.34%	2.83%
G7	Some other race	240	47	19.58%	-2.92%
G8	More than one race				
	All Students	1564	352	22.51%	
G9	Males	740	131	17.70%	-4.80%
G10	Females	810	220	27.16%	4.65%
G11	Unknown Gender	15	1	6.67%	- 15.84%

G12	Current or former foster youth	18	1	5.56%	- 16.95%
G13	Individua ls with disabiliti es	74	11	14.86%	-7.64%
G14	Low- incom e stude nts	405	91	22.47%	-0.04%
G15	Veterans	91	23	25.27%	2.77%

Equity Gap	Student Group	Gap	the # of students in group	Goal	Goal Year
Largest Gap	Current or former foster youth (G12)	-16.95%	18	Reduction 10%	2019
Second Largest	Unknown Gender (G11)	-15.84%	15	Reduction 5%	2019
Third Largest	Black or African American (G3)	-9.26%	21 9	Reduction 5%	2019

Actions to achieve degree and certificate completion goals include:

Black or African American (G3)
Unknown Gender (G11)
Current or Former Foster Youth (G12)

Activity	Target Groups	Planned Start and End Date(s)
A6	G3, 11, 12	Fall 2018-Continuous

A6	G3, 11, 12	Fall 2018
A7	G3, 11, 12	Fall 2017-Continuous
A8	G3	Fall 2017-Continuous
A9	G3,11,12	Spring 2018-Continuous
A13	G3, 11, 12	Fall 2018-Continuous
A14	G3,11,12	Spring 2018- Continuous
A16	G3,11,12	Fall 2018-Continuous
A17	G3, 11, 12	Fall 2018- Continuous
A24	G3, 11, 12	Fall 2018-Continuous

A6: Research course scheduling: Research the impacts of course availability, delivery, and sequencing and modify offerings to encourage completion to the next course toward program completion. This information will be shared with academic affairs for semester by semester tracking of class capacities and efficiency.

A7: Provide instruction/learning support resources: Through our library reserve process, textbooks will be available in the libraries at SCC College sites where courses are delivered. Provide students with licenses for supplemental instruction resources, including math lab. Provide a laptop computer or Chromebook loan program to support course completion.

A8: Utilize the UMOJA program as a safe place and access its resources (tutoring, mentoring, and counseling) to offset academic and social risk factors.

A9: Targeted Academic Persistence (TAP) will provide strategic interventions for students] and serve as a resource for helping them get back on their academic track

A13: Faculty training/mentoring program: Develop faculty mentors to assist with early intervention, referral to support programs and activities, role modeling for success, career information, and personal support for overcoming barriers to successful course completion.

A14: Perform additional research: on the population to determine more specific intervention strategies, or those strategies currently provided with

targeting to this population.

A16: Identify gatekeeper courses: Research the college's certificate and degree sequences to determine which courses impact the continued progress of students through the program of study. Identify what factors in each course or group of courses have the strongest impact on student success or lack of success.

A17: Develop academic sequencing alignment: In cooperation with academic affairs and college governance, review course sequencing for certificates and degrees, to ensure availability. Develop stackable local certificates to build into state recognized certificates, and then into degree programs for completion.
A24: Create academic pathways for recruitment, retention and transfer.

Transfer

Group ID	Target Population(s)	The number of first time students in 2010-2011 who complete a minimum 6 units and have attempted a transfer level course in mathematics or English.	The number of students who actually transfer after one or more (up to six) years.	The rate of transfer	Comparison to the all student average
G1	American Indian / Alaska Native	22	6	27.27%	-3.35%

G2	Asian	290	111	38.28%	7.65%
G3	Black or African American	219	49	22.37%	-8.25%
G4	Hispanic or Latino	324	97	29.94%	-0.69%
G5	Native Hawaiian or other Pacific Islander	23	6	26.09%	-4.54%
G6	White	446	140	31.39%	0.76%
G7	Some other race	240	70	29.17%	-1.46%
G8	More than one race				
	All Students	1564	479	30.63%	
G9	Males	740	211	28.51%	-2.11%
G10	Females	810	265	32.72%	2.09%
G11	Unknown Gender	15	3	20.00%	-10.63%
G12	Current or former foster youth	18	2	11.11%	-19.52%

G13	Individuals with disabilities	74	7	9.46%	-21.17%
G14	Low-income students	405	92	22.72%	-7.91%
G15	Veterans	91	38	41.76%	11.13%

Actions to achieve the Transfer goals include:

Equity Gap	Student Group	Gap	the # of students in group	Goal	Goal Year
Largest Gap	Individuals with disabilities (G13)	21.17%	74	Reduction 50%	2019
Second Largest	Current or former foster youth (G12)	- 19.52%	18	Reduction 50%	2019
Third Largest	Unknown Gender	- 10.63%	15	Reduction 50%	2019

Black or African American (G3)
Unknown Gender (G11)
Individuals with disabilities G13)

Activity	Target Groups	Planned Start and End Date(s)
A18	G3,11,13	Fall 2017- Continuous
A19	G3, 11, 13	Fall 2017- Continuous
A22	G3, 11, 13	Fall 2017- Continuous
A23	G3, 11, 13	Fall 2017- Continuous
A24	G3, 11, 13	Fall 2018-- Continuous
A25	G3, 11, 13	Fall 2018- Continuous
A26	G13	

A18: Create networks and pipelines for transfer: Develop stronger program to program relationships with university partners, identifying key contact people for supporting the transfer process, as well as developing transfer agreements.

A19: Increase presence of transfer universities on campus: Bring universities on campus with greater frequency and link university visits to academic program activities, campus events, or target populations identified in the gap analysis.

A22: Promote visits to universities: Have target populations visit regional universities to engage with like students at the university while addressing overcoming barriers to success and model importance of advanced education.

A23: Promote transfer options: Assist students with developing their admission and scholarship applications. Assist students with identifying transfer university choices early in their academic career to ensure enrollment in appropriate transferable courses. Share personal success stories.

A24: Create academic pathways for recruitment, retention and transfer.

A25: Establish social pathways to support transfer relationships to similar focused programs at transfer institutions.

A26: Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program to test and identify students with learning disabilities. Provide appropriate services and equipment in response to the needs identified, and offer supportive academic courses, workshops, and outreach to students.

Solano Community College Equity Resource Allocation Summary for 3 fiscal years Expenditures (with object codes)			
Category	2014-2015	2015-2016	2016-2017
Academic Salaries 1000	$79,240	$250,514	$385,679
Classified and Other Nonacademic Salaries 2000	$138,459	$316,895	$184,179
Employee Benefits 3000	$33,079	$152,847	$ 230,763
Supplies & Materials 4000	$9,019	$49,395	$ 71,100
Other Operating Expenses and Services 5000	$83,573	$140,003	$152,945
Capital Outlay 6000	$0	$109,033	$89,497
Other Outgo 7000	$70,469	$95,322	$0
Program Totals	$413,839	$ 1,114,009	$1,114,163

	Select district	Solano	
	Select college	Solano Community College	
	Planned Expenditures		
	BSI, SE, & SSSP Budget Total	**$2,832,129**	

Category	Basic Skills Initiative	Student Equity	Credit SSSP
Academic Salaries	$87,532	$ 232,316	$747,742
Classified and Other Nonacademic Salaries		$ 304,305	$371,280
Employee Benefits	$21,467	$ 195,944	$305,041
Supplies & Materials		$ 127,600	$75,250
Other Operating Expenses and Services		$ 73,400	$219,800
Capital Outlay		$ 45,000	$ -
Other Outgo		$ 25,435	$ -
Program Totals	$108,999	$1,004,00.00	$1,719,130