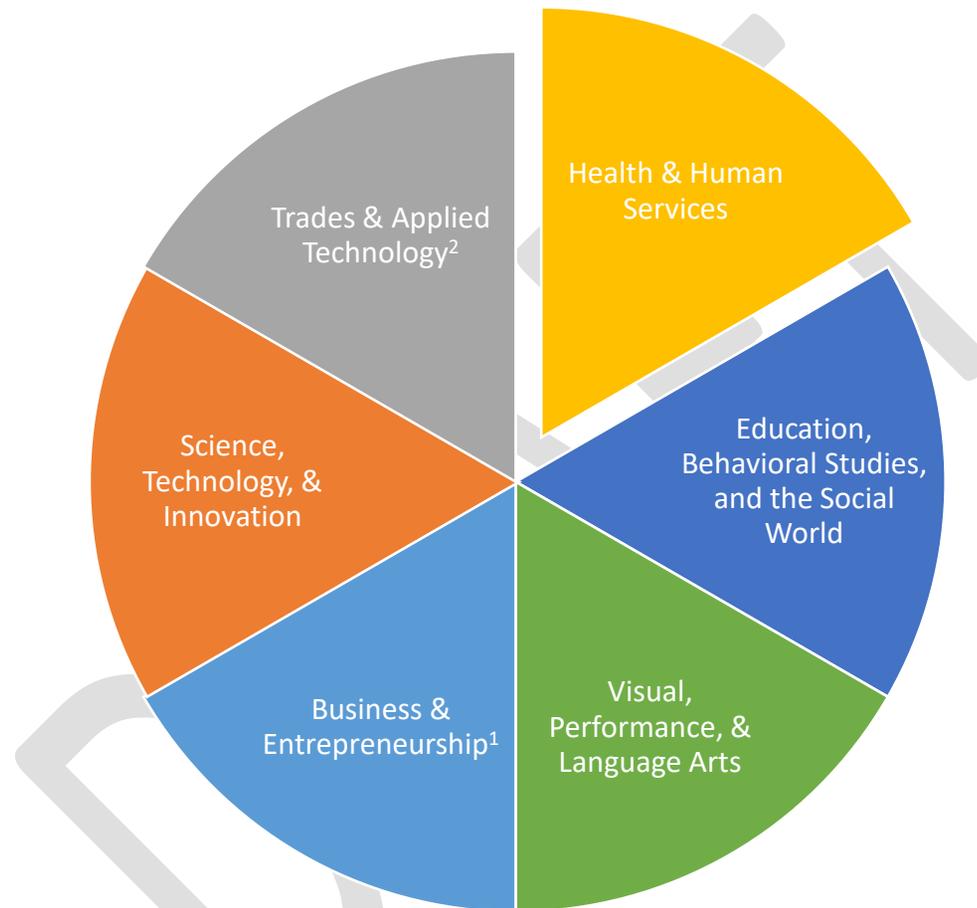


Proposed Areas of Emphasis at Solano College, version 1.28.2019



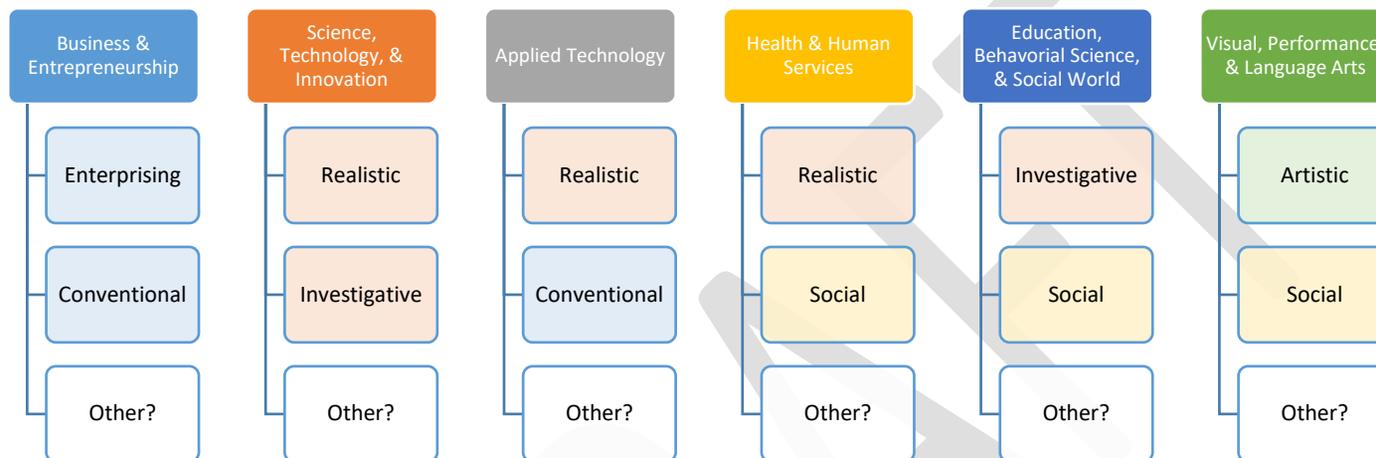
1. Proposed elimination of Entrepreneurship: consider change to Business & Management. (GP Meeting 1.18.2019)
2. Proposed elimination of "Trade": consider change to Applied Technology. (GP Meeting 1.18.2019)

1.10.2019 Workgroup recommendations for Areas of Emphasis and corresponding awards.

Business & Entrepreneurship	Science, Technology, & Innovation	Trades & Applied Technology**	Health & Human Services	Education, Behavioral Studies, & the Social World	Visual, Performance, & Language Arts
<ul style="list-style-type: none"> • Account Clerk • Administrative Assistant* • Business • Business Insurance: Property and Casualty • Computer Applications Specialist • Computer Programming • Cosmetology • Database Specialist • Economics • Insurance Specialist • Management • Marketing • Medical Front Office Clerk* • Medical Office and Coding Specialist* • Microcomputer Applications • Microsoft Office Master • Microsoft Office Specialist • Real Estate • Retail Management • Small Business Management • Soft Skills for Technicians • Web Developer • Web Development & Administration • Web Programmer 	<ul style="list-style-type: none"> • Anthropology* • Astronomy • Biology • Biomanufacturing • Biotechnology Laboratory Asst • Chemistry • Computer Forensics (Criminal Justice) • Computer Programming • Drafting & Design Technician • Engineering • General Science • Geography* • Horticulture & Plant Science • Industrial Biotechnology • Mathematics • Mechatronics • Microcomputer Applications • Physics • Survey & Civil Drafting Technician • Water & Wastewater Technology 	<ul style="list-style-type: none"> • Airframe & Powerplant Maintenance Technician • Airframe Maintenance Technician • Automotive Technician • Automotive Transmissions and Transaxles • Corrections * • Cosmetology* • Drafting & Design Technician* • Electrical & Body Systems • Emergency Medical Technician I* • Fire Technology* • Industrial Technician (Welding) • Landscape Worker • Law Enforcement* • Liberal Studies for Education* • Maintenance & Light Repair (Automotive) • Mechatronics • Powerplant Maintenance Technician • Survey & Civil Drafting Technician* • Technician (Welding) • Water & Wastewater Technology* • Welding Technician 	<ul style="list-style-type: none"> • Administrative Assistant* • Administration of Justice • ASL-Interpreter Training (ASL) • Associate Teacher (CDFS) • Certified Nursing Assistant • Corrections • Criminal Justice • Early Childhood Education (CDFS) • Emergency Medical Technician I • Fire Technology • Fire Technology • Fitness Professional • Human Services • Kinesiology • Law Enforcement • Medical Front Office Clerk* • Medical Office and Coding Specialist* • Nursing, Registered • Nutrition & Dietetics • Psychology* • Social Justice • Sports Medicine/Fitness Science • Sports Medicine/Fitness Science • Wellness & Self-Development 	<ul style="list-style-type: none"> • Anthropology* • Archaeology • Art History* • Associate Teacher (CDFS) • Computer Forensics (Criminal Justice) • Corrections • Criminal Justice • Cultural Anthropology • Early Childhood Education (CDFS) • Geography* • History • Law Enforcement • Liberal Studies for Education • Linguistics • Political Science • Psychology* • Social Justice • Social Sciences • Sociology 	<ul style="list-style-type: none"> • ASL-Interpreter Training (ASL) • Art History* • Graphic Design & Illustration • Studio Arts • English • Sports Broadcasting • Foreign Language • Communication Studies • Instrumental (Music) • Spanish • French • Film & Television • Journalism • Music • Photography • Theater Arts • Theater Arts—Technical • Theory-Composition (Music) • Vocal (Music)

Holland Types and how they might inform exploration of proposed Areas of Emphasis

If we regard the general descriptors of the Holland Types, we can see some rough equivalencies between them and the proposed Areas of Emphasis. Here is one way to look at them (I assume others may have additional input, hence the generic “other” category):



Existing career placement exams, including Career Coach (CCCMYPath), use the Holland Types. Career Coach offers two (2) career assessments: a six question tool and a sixty question tool both of which correlate to Holland Types. The six questions are:

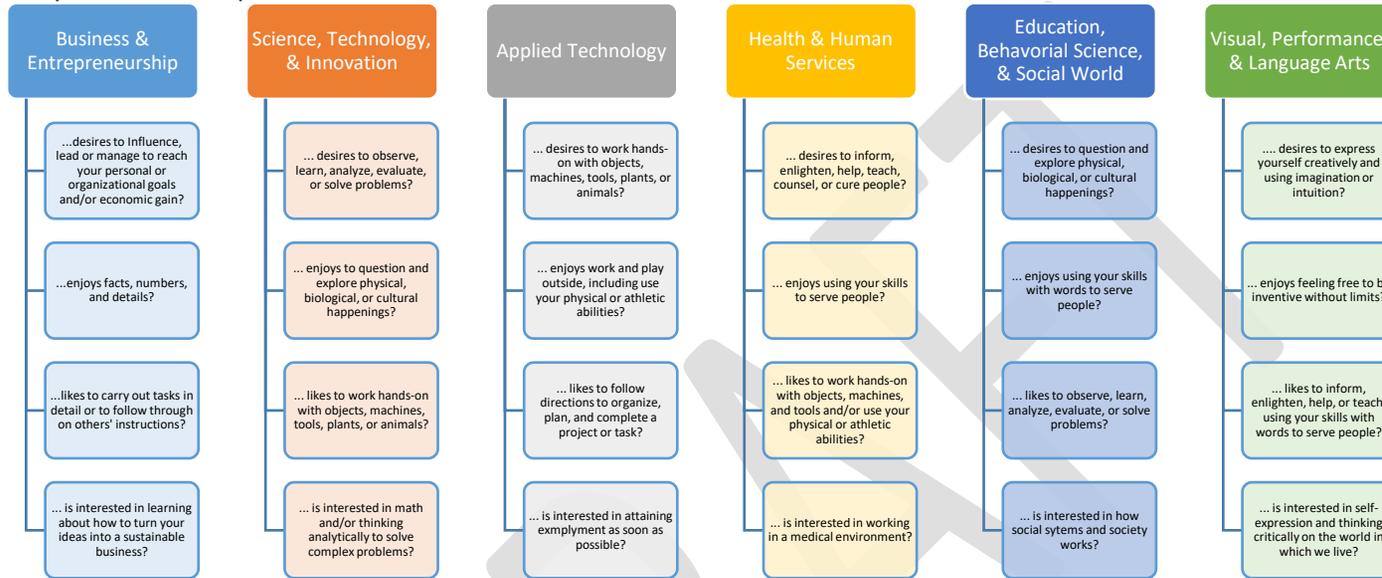
“Do you think you would like to...

1. Work hands-on with objects, machines, tools, plants, or animals; work and play outside; use your physical or athletic abilities. (Realistic)
2. Observe, learn, analyze, evaluate, or solve problems; question and explore physical, biological, or cultural happenings. (Investigative)
3. Express yourself creatively; use imagination or intuition; feel free to be inventive without limits. (Artistic)
4. Inform, enlighten, help, teach, counsel, or cure people; use your skills with words to serve people. (Social)
5. Influence, lead or manage; reach your personal or organizational goals. (Enterprising)
6. Work with facts, numbers, and details; follow directions to organize, plan, and complete a project or task. (Conventional)”

The GP Steering Committee urged the development of a correlation between the proposed Areas of Emphasis, the questions derived from the 1.11.2019 workgroup, and standard career placement models which use Holland Types. Counseling and the Career Center have already provided additional resources for how they already apply Holland Types to our programs.

Here is one way questions associated with the Holland Types might conform to our proposed Areas of Emphasis:

“Are you the kind of person who...



What might the student experience be like?

Student selects the student portal to navigate each Area via the questions provided: "Am I the kind of person who:

- ... desires to observe, learn, analyze, evaluate, or solve problems?
- ... enjoys to question and explore physical, biological, or cultural happenings?
- ... likes to work hands-on with objects, machines, tools, plants, or animals?
- ... is interested in math and/or thinking analytically to solve complex problems?"

Based on the selected Area, the student explores associated programs to decide on or test-drive a given program.

- Exploration of the program will begin with Career information: what can I do with this program? what is my earning potential? what is my time and cost committment?
- For example, a students graduating with a Biology major might pursue the following careers, followed by the CA median annual wage: biological scientist (\$83,660), Life Scientist (\$92,960), Natural Science Manager (\$138,190), post-secondary Biological Science Teacher (\$105,190), and Secdary School Teacher (\$77,980). The ADT in Biology can lead to a professional degree (MD, OD, DDS, DPharm) or a degree in the field of biotechnology. Most professions in Biology require a bachelor of science or graduate degree.

The student is able to make informed choices for the pursuit of the degree, including Math and English (and co-reqs) options, which conform with that student's stated goals (Guided Self-Placement).

- Is English and Math required?
- If so, should I take a co-requisite?
- Which Math should I take: 011, 012, or 020?
- Do I want to be part of an identified cohort (e.g. FYE)?
- Do I want to be a full-time student?

The student is able to select a program and to use its corresponding course sequence to inform first term registration.

- e.g. BIOLOGY:
 - CHEM 001 & 001L
 - MATH 020
 - ENGLI 001
 - LR 010
 - BIO 101 (FYE Cohort)