



**STUDENT EQUITY AND
ACHIEVEMENT PROGRAM:
2025-2028 STUDENT EQUITY PLAN**

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I. 2022-2025 REFLECTION

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

KEY LEARNINGS (2022-25 Plan)

Root Causes of Equity Gaps

Through the 2022–25 Student Equity Plan cycle, the college has deepened its understanding of the persistent equity gaps affecting Black students. We have learned through campus dialogue and student feedback that these disparities are not about ability but stem from systemic factors—racialized climates, underrepresentation, limited access to holistic and culturally affirming support, and processes that often create confusion or delay.

Many Black students describe feeling unseen or disconnected, navigating systems not built with their success in mind. Socioeconomic pressures such as basic needs insecurity and work obligations further compound these barriers. Importantly, the challenges we observe are not unique to our college—they mirror statewide and national trends where Black student success data continues to cry out for attention and action. Within that context, Solano's progress represents meaningful forward motion, even as the work ahead remains substantial.

Findings from Solano's 2022 **National Assessment of Collegiate Campus Climates** (NACCC) student survey provided essential insight into how students experience race and belonging on campus. Only 64 percent of students of color reported feeling that they “mostly or strongly matter” in classes with White professors, and nearly one-third said they had not learned about race anywhere on campus. Students also described limited comfort engaging in cross-racial dialogue and frequent exposure to racial microaggressions. These findings reinforced Solano's institutional approach to embed equity across professional learning, curriculum, and student support; they directly informed investments in Teaching4Equity, expansion of identity-based programs such as the Black Falcon Success Program, development of racial-healing and Brave Spaces dialogues, and creation of accountability structures linking equity goals to institutional performance.

Institutional Approaches to Further a Culture of Equity

As we have listened and learned from students, faculty, and staff, several key themes have emerged around campus climate, representation, and access. Through partnerships, new positions, and expanded programming, we are seeing early signs of cultural and structural change. Yet we recognize that transformation is neither quick nor simple. The inequities we seek to redress are rooted in centuries of dispossession and systemic disenfranchisement.

Quantitative data offers only a partial view—lagging several years behind and unable to capture the lived realities of students navigating a post-COVID world. Our progress is best understood

through a broader lens that values qualitative evidence, student voice, and practitioner insight alongside traditional metrics.

1. **Empowerment and Representation** – Programs such as **A2MEND**, **Girl, Yes You Can!**, and the **Black Student Cultural Center**, together with student-led initiatives like the **Black Student Union**, build community, leadership, and visibility. Cultural and educational immersion experiences—including the **Black Family BBQ**, **Civil Rights Study Tour**, and the return of **HBCU tours**—further affirm identity and belonging while deepening awareness of Black excellence and resilience.
2. **Holistic Support** – Expansion of the **Black Falcon Success Program**, **Basic Needs Center**, **BRIDGE behavioral intervention team**, and **campus vanpool** removes systemic barriers and improves retention by addressing transportation, wellness, and basic needs. Commitment to accessibility and universal design ensures that equity efforts include students with disabilities as integral participants in every initiative.
3. **Academic Excellence** – Increased **tutoring**, development of **student success teams**, and the **Rising Scholars Program** promote persistence and completion. The college’s **Phi Theta Kappa Honor Society (PTK)** includes an impressive number of incarcerated students, reflecting both their academic achievement and the college’s commitment to advancing excellence and opportunity for all learners.

SEA PLAN CONTINUITY

Informed by both data and the lived experiences of students, staff, and faculty during the 2022–25 Student Equity Plan, Solano College will build on what works—identity-affirming interventions, holistic supports, and culture change—while expanding its capacity to use data, reflection, and collaboration to advance equitable outcomes and transform the student experience.

1. **Intentional, Identity-Affirming Interventions Work**

Programs such as A2MEND, “Girl, Yes You Can!,” the expansion of the Black Student Ambassador program, and the revitalization of the Black Faculty and Staff Association (BFSA) have shown that identity-affirming engagement fosters leadership, belonging, and persistence. The college will continue to expand the number and visibility of Student Ambassadors who serve as peer mentors, event hosts, and campus leaders—helping to normalize success and representation. The HBCU College Tour, now reinstated after its COVID hiatus, will become an annual cornerstone of culturally affirming engagement. At the same time, the college will increase cultural and educational programming in the Black Student Cultural Center and sustain new initiatives such as the Pride Center and AANHPI Student Success Program. The College also recognizes the importance of engaging Native American and Alaska Native students through partnership and culturally grounded support. These relationship-based

supports will be scaled across additional disproportionately impacted student populations.

2. Holistic and Integrated Supports Drive Retention

Initiatives such as the Black Falcon Success Program, Basic Needs expansion, and redesign of the Behavioral Intervention Team (BIT) have confirmed that addressing students' material and emotional needs is essential to academic progress. The college will deepen these supports while leveraging technology—such as case-management systems, early-alert tools, and expanded Wi-Fi and device lending—to better connect services and identify needs in real time. Solano will sustain and scale Basic Needs services, deepen its understanding of student health needs, re-evaluate health services across all three campuses, and explore more consistent support and staffing for the Reproductive Health Club. Additionally, the college will expand the Falcon Flyer vanpool and increase the use of zero- and low-cost course materials to reduce financial and logistical barriers for students.

3. Culture and Professional Learning Sustain Change

Teaching4Equity, which has engaged more than 85 faculty, and collaborations with Black educational consultants over the past three years have strengthened racial equity literacy, cultural humility, and collective accountability. A new report from RSS Consulting shows early, promising differences in course success rates (disaggregated by race) for sections taught by faculty who completed T4E cohort training. While further analysis is needed, these findings highlight the importance of strengthening and expanding T4E as part of our long-term equity efforts. These efforts have enabled cross-campus dialogue about bias, pedagogy, institutional barriers, and anti-Black racism, while embedding equity principles into daily practice. Continued DEI-aligned professional learning will deepen cultural humility and strengthen shared accountability across divisions. The college affirms that equity-centered progress requires a strong, bi-directional partnership between Academic Affairs and Student Services—each fully engaged and accountable for advancing student success, persistence, retention, and completion. Ongoing professional learning in accessibility and inclusive design will help faculty and staff create learning and student services environments where all students can thrive. Continued investment in professional learning and affinity-based engagement will sustain this culture of shared responsibility and belonging among employees and students alike.

II. EXECUTIVE SUMMARY

The executive summary is submitted as a separate document. Please refer to the SharePoint SEA 3.0 Workgroup site, or <https://solano.edu/administrative-offices/student-services/student-equity-program.php>

III. SEA PLAN METRICS

METRIC #1 - SUCCESSFUL ENROLLMENT

Definition: *For all students of a given group who applied to Solano in a given academic year, the number of students who successfully enrolled in at least one class.*

Key Strategies to Advance Successful Enrollment Goals

- 1. Expand Outreach to Schools and Communities:**
Expand outreach through high schools, community agencies, and programs such as Dual Enrollment and Rising Scholars to increase early connection and enrollment among DI students. An on-campus Welcome Center, staffed daily, could provide in-person guidance. Outreach activities and data will be shared regularly to inform improvement.
- 2. Implement Equity-Centered Onboarding and Orientation:**
Launch an onboarding communication plan using CRM technology for targeted, equity-centered messaging to DI groups. A redesigned online orientation will help all students understand resources and next steps, and it can ameliorate historic barriers between interest in Solano and completed enrollment. Solano will continue to utilize technology and monitoring systems to mitigate fraudulent applications and enrollments.
- 3. Strengthen Program Mapping and Early Counseling:**
Embed program mapping and Guided Pathways into onboarding so students meet early with counselors to identify clear, achievable routes toward their goals. These maps promote timely completion and reinforce Solano as the most supportive and accessible college choice. Increase spring high school outreach to give more students the chance to apply and meet with a counselor in the same visit. Student Success Team members will track and follow up with students who received counseling but have not registered by critical enrollment checkpoints to increase enrollment conversion.
- 4. Timely Curriculum and Program Alignment**
Strengthen collaboration between counseling and instructional departments to ensure timely curriculum, program, and scheduling updates. Regular liaison meetings will keep program maps current and support accurate advising, helping students make informed enrollment decisions.

METRIC #2 – TRANSFER LEVEL MATH & ENGLISH

Definition: *For all students who entered Solano as first-time students, the number who completed BOTH courses within two primary terms.*

Key Strategies to Advance Transfer-Level Math & English Goals

1. **Strategy 1: Enhanced Student Onboarding:** Strengthen onboarding systems to encourage first-year ensure enrollment in transfer-level English and Math. Expand partnerships with feeder high schools to bring focal-population students to campus for orientation and education-planning workshops. Create short, accessible videos explaining Math pathways and the benefits of early enrollment in gateway English and Math, and embed these materials across online and in-person orientation platforms. Grow first-year cohort programs and/or Success Teams efforts to provide guided placement into these courses and ongoing support for completion.
2. **Strategy 2: Pathways-Informed Scheduling Expansion:** Implement pathways-informed scheduling practices to ensure sufficient, accessible seats in transfer-level English and Math for incoming students. Coordinate term-by-term scheduling to avoid common course conflicts, expand offerings in high-demand time blocks, and align distribution of sections across Centers. These efforts will increase equitable access to required gateway courses and reduce barriers that prevent first-year students from completing both subjects within the target timeframe.
3. **Strategy 3: Revamp of ASTC and Embedded Tutoring:** Redesign ASTC services to expand embedded tutoring for Math and English at all Centers, including affinity-based spaces such as the Black Cultural Center, Puente Center and PRIDE Center. Tutors will be trained in culturally responsive, trauma-informed practices and assigned to cohort programs to strengthen belonging and persistence.
4. **Strategy 4: Multilingual and Noncredit Literacy Expansion:** Launch a multilingual tutoring pilot and develop noncredit Math and English literacy courses and resources through the ASTC. These efforts will support multilingual and adult learners, extend access to academic skills instruction, and strengthen equitable pathways into transfer-level coursework.
5. **Strategy 5: Continuous Course Surveys:** Administer beginning-, mid-, and end-of-semester surveys in transfer-level Math and English courses to inform tutoring schedules and support structures to meet the needs of disproportionately impacted student populations. In addition, surveys could allow for early identification of course repeaters to allow pairing these students with intrusive, intentional support.
6. **Strategy 6: Curricular Redesign and Equity-Focused PD:** Continue to develop and implement culturally relevant content reflecting student identity and experience.

Continue to develop / identify and adopt Zero Textbook Cost (ZTC) and low-cost materials to promote equitable learning. Encourage new and continuing full- and part-time ENGL & Math faculty to participate in T4E cohorts and other discipline-specific, equity-focused PD, such as offerings by PUENTE, CCCC, CADE, AMATYC, CMC, and opportunities available through the Chancellor's Office and Vision Resource Center.

METRIC #3 – PERSISTENCE

Definition: *For all students who entered Solano as a first-time student, the number who were enrolled in at least one class in a second primary term after completing (pass or fail) at least one class in the first primary term.*

Key Strategies to Advance Persistence Goals

1. Student Success Teams and Second-Year Experience

Solano will expand cohort-based Student Success Teams that connect students with dedicated staff who serve as primary points of contact and proactively reach out when risk indicators emerge. The college intends to revisit a First Year Experience initiative for support and intervention to increase student success from primary to secondary semesters.

2. Enhanced Student Engagement and Wellbeing

The college will strengthen engagement, outreach, and wellness structures by revitalizing student organizations, recruiting additional faculty advisors, expanding Wellness Center programming, and improving coordination between outreach efforts and student groups. Enhanced first-week events, a mid-semester student-organization rush, and exploration of a common college hour will further increase belonging, participation, and community connection. Expanded clinician capacity and wellness programming will respond to the increased demand for mental-health support.

3. Retention-Focused Professional Learning and Tools

We will strengthen cross-campus learning opportunities for faculty and Student Services teams focused on belonging, early connection, and coordinated case-management-aligned support. Faculty-led spaces such as the Center for Educational Excellence and T4E, together with Student Services professional development, will deepen shared approaches that meet students where they are and promote persistence.

4. Early Alert and Holistic Support Systems

Solano is renewing its Early Alert framework to enable timely, holistic interventions aligned with, yet distinct from the Behavioral Intervention Team (BRIDGE). The redesigned system will expand coordination with mental health, basic needs, tutoring, library, ASC, and Dreamer Center services—offering continuous support beyond early semester check-ins to sustain student success from primary to secondary semesters.

5. Additional Strategy 2 – Multi-cultural Center for Advocacy and Belonging

Solano will explore the development of a Multi-Cultural Center that serves as a central hub for advocacy, identity-based support, and cross-cultural learning. This space will

elevate belonging for all students, amplify underrepresented voices, and connect cultural programming with academic and student success initiatives.

METRIC #4 – COMPLETION

Definition: *Looking at 3-year cohorts of incoming new students, the number of students who earned any credit certificate or Associate's Degree.*

Key Strategies to Advance Completion Goals

1. Proactive Counseling and Early Alert Expansion

Implement an equity-minded early alert and case management system that identifies at-risk students early and connects them with counselors, tutors, and mental-health supports. Expand counseling availability to evenings and weekends and integrate student-facing degree-tracking tools that let students monitor progress toward goals. Use coordinated intervention teams to improve persistence and completion. AI-informed early alerts and case management will enable timely, equity-minded interventions.

2. Culturally-Responsive Completion Communities

Train counselors and staff in cultural humility and trauma-informed care to affirm student identities and address systemic barriers. Strengthen and scale *Black Falcon Success* and *Puente* programs, and explore an LGBTQ+ learning community as well as culturally responsive initiatives in support of our new HSI designation. Embed wellness and mental-health supports to support progress and completion.

3. Career-Integrated and Equity-Minded Pathways

Embed career readiness across guided pathways and student services. Partner Counseling, Career Services, and instruction to connect coursework, internships, and employment outcomes. CTE programs will expand access for disproportionately impacted students and embed equity throughout work-based learning. Integrate financial-aid advising and Credit for Prior Learning into completion planning, and use Student Drop & Experience Surveys to better understand withdrawal trends and guide equity-minded interventions.

4. Explore Tech-Enhanced Degree Audit and Auto-Award

Explore development of a Banner-SaaS-supported degree-audit and potential auto-award process through campuswide collaboration. Launch a targeted 'near-completer' campaign for students with 45+ units, supported by personalized outreach and counselor follow-up to address barriers such as financial-aid confusion or registration holds.

5. Completion Culture and Milestone Visibility

Institutionalize a 'Finish Strong' campaign celebrating degree and certificate milestones across campuses. Highlight stories of persistence, financial-aid success, and holistic

supports—including mental-health, tutoring, and basic-needs resources—to normalize help-seeking and promote completion as a shared campus value. Explore opportunities to increase the number of students who complete, where reasonable, within the metric timeframe.

METRIC #5 – TRANSFER

Definition: *Looking at 3-year cohorts of incoming new students, the number of students who declared an interest in transfer and did so within 4 years (the gap is to allow for students who finished Solano mid-year but had to wait out for the university).*

Key Strategies to Advance Transfer Goals

Solano Community College is committed to dismantling barriers that limit transfer access for economically disadvantaged, first-generation, Hispanic, and male students. Through collaboration across Academic Affairs and Student Services, we are building equitable, transparent, and supportive pathways that make transfer an achievable goal for all students.

- 1. Strengthen Transfer Culture through Shared Ownership**

Build a cross-divisional “Transfer Equity Network” uniting faculty, counselors, staff, and alumni mentors. Expand mentorship outreach for DI groups and highlight first-gen and Hispanic male success stories. Reintroduce HBCU tours that affirm cultural identity and expose students to rich, inspiring transfer opportunities. Explore realistic pathways and interventions that promote timely completion within the metric’s three-year window.

- 2. Expand Early and Sustained Transfer Engagement**

Increase bilingual workshops, classroom visits, and ongoing university outreach beyond Transfer Fair season. Integrate transfer modules into orientation and first-year courses. Launch mentorship programming and targeted outreach to DI populations—such as Black/African American female students in STEM—to expand awareness and access.

- 3. Build a Data-Driven Case Management System**

Use real-time data to identify students near 30 units for proactive outreach and follow-up. Student workers contact these students each term to schedule counseling or transfer workshops. Offer multiple 8-week sections of COUN 006 to keep students on track for degree completion and transfer success.

- 4. CSU–Solano “Communiversity” Partnership**

Develop a shared-campus model with CSU to remove financial and geographic barriers. The partnership will feature dual admission, concurrent enrollment, and integrated support—expanding local access and advancing transfer equity for first-gen and economically disadvantaged students.

Transfer Emphasis (Additional Plan Component)

- 1. Structural Realities: Time and Enrollment Patterns**

The majority of Solano students attend part-time—many due to work, caregiving, or

financial constraints—so the state’s 3-year transfer metric captures only a fraction of actual transfer success. For first-generation and economically disadvantaged students, enrollment is often nonlinear: they swirl between institutions, stop out to work, or attend fewer than 12 units per term. These patterns are not indicators of failure but reflections of systemic design misalignment.

2. Root Causes: Systemic and Cultural Barriers

Disproportionately impacted students often face opaque transfer pathways, complex general education patterns, and limited early exposure to the concept of transfer. Many lack consistent access to counseling and must navigate competing priorities—work, transportation, childcare—that delay progress. The transfer process itself can feel bureaucratic and isolating, particularly for first-generation, Hispanic, and male students who may not see themselves reflected in the university landscape.

3. Why Our Strategies Address These Barriers

The strategies outlined above aim to make transfer more visible, predictable, and supported across the entire student experience. Embedding transfer advising into Success Teams and classroom spaces ensures students are not left to navigate the process on their own. The bilingual, year-round outreach model expands access to accurate information, while COUN 006 and proactive case management provide structured checkpoints for students who move at a part-time pace.

4. Building Structural Equity and Belonging

By developing a campuswide Transfer Equity Network and partnering closely with universities, Solano is shifting from a compliance-based to a relational model of transfer. The Communiversity partnership with CSU exemplifies this shift—creating local, low-cost transfer options that address the financial and geographic barriers facing many of our students.

5. Data-Informed, Student-Centered Redesign

Our approach recognizes that lagging metrics do not capture lived realities. We are aligning institutional data to better track ‘momentum milestones’ (e.g., 30-unit completion, application submission, university acceptance) to tell a more accurate story of student progress. By integrating quantitative and qualitative measures, we will more effectively capture—and respond to—the experiences of our DI populations.

IV. STUDENT POPULATION(S) EXPERIENCING DI FOR INTENSIVE FOCUS

Based on our data, we must select at least one (no more than three) DI student populations (see below). For each population we need to address **current challenges/barriers** and **action plans for an “ideal institution.”** Based on our data and important considerations, the college is focusing on the following 3 DI student populations:

- Black/African American Students
- Latino/x/e Students
- LGBTQ+ Students

BLACK AND AFRICAN AMERICAN STUDENTS

Current Challenges/Barriers

Black students, who comprise approximately 14% of Solano’s student population, continue to experience disproportionate impact across multiple SEA metrics, including Math and English completion and persistence. At both the state and national levels, data reveal enduring equity gaps for Black students—evidence that Solano’s experience reflects a broader systemic pattern rather than an institutional anomaly.

While SCC’s Black student retention and success rates are slightly higher than statewide averages, they still lag behind state metrics for all students. For example, statewide Black student graduation rates remain 7–9 percentage points lower than overall rates, and nationally only 25% of first-time, full-time Black students complete a degree within three years. These trends reveal that local challenges mirror persistent disparities across the country.

NACCC survey findings reinforce this reality, with Black students reporting lower levels of belonging, higher perceptions of racialized stress, and less confidence that the institution consistently addresses incidents of bias. Their voices affirm that progress requires not only structural reform, but daily cultural change. To advance equity, we must be institutional disrupters, not caretakers of the status quo.

There has also been meaningful progress. Black students are no longer disproportionately impacted in the transfer metric—signaling progress from the 2022–25 SEA Plan. Sustained focus on transfer readiness, mentoring, and targeted interventions contributed to this shift, demonstrating that coordinated, equity-driven efforts can yield meaningful improvement.

Because of what our data revealed, Solano made the bold decision to center the 2022–25 SEA Plan exclusively on Black students—one of only a few colleges in the system to do so. We set ambitious goals to strengthen accountability and combined immediate wins with long-term structural change. Accomplishments included support for A2MEND, the launch of *Girl, Yes You*

Can!, creation of a Black Student Cultural Center, the return of HBCU tours, and expansion of the Black Falcon Success Program. Enhanced Basic Needs supported further reduced barriers to retention.

Still, significant barriers persist. Recruitment of Black students remains an area of needed growth, as do onboarding processes that foster early connection to counseling, peer networks, and campus resources. Many enrolled students encounter courses that lack culturally relevant pedagogy or instructors equipped to address anti-Black racism. NACCC data show that students question the college's commitment to recruiting and retaining Black faculty, emphasizing how representation shapes trust and belonging. These academic and cultural barriers intersect with material challenges—housing and food insecurity, transportation obstacles, and limited access to culturally responsive mental health care. Addressing these barriers holistically is essential to creating an environment where Black student success is not exceptional, but expected.

Action Plan for Ideal Institution

An ideal institution would embed Black excellence and joy into the fabric of campus life. Black students would see themselves reflected in curriculum, leadership, and daily campus experiences—supported by a collegewide ecosystem intentionally designed for their success. Equity would not be episodic but systemic, sustained through resources, accountability, and a shared belief that when Black students thrive, the entire college community thrives.

- **Sustain and expand Black student-centered programs** such as Black Falcon Success, A2MEND, *Girl, Yes You Can!*, and the Black Student Union, ensuring stable funding, dedicated staff, peer mentoring, and culturally responsive counseling; expand spaces and programming to acknowledge Black student intersectional identities.
- **Expand Basic Needs and Wellness resources** to mitigate barriers such as food, housing, and transportation insecurity. Strengthen culturally responsive mental health services and embed wellness programming through the Wellness Center and community partnerships.
- **Reinforce engagement throughout the semester** with workshops, tutoring, and wellness events that affirm identity, and support persistence. Leverage technology—including the college's CRM platform, early alert systems, and emerging AI tools—to provide timely nudges, personalized outreach, and proactive interventions.
- **Support student and employee leadership development** through annual participation in A2MEND, NANDI, and RP Group's *Supporting Student Success* conferences, cultivating advocacy, connection, and professional growth while affirming Black excellence.
- **Deepen community partnerships** with employers, faith-based organizations, nonprofits, and Black fraternities and sororities to expand mentorship, internships, and career pathways.
- **Advance faculty diversification and retention** through intentional outreach, mentorship, and equitable hiring practices. Faculty learning communities, Teaching4Equity, and professional development in anti-racist pedagogy, racial literacy, and trauma-informed teaching will strengthen culturally responsive instruction.

- **Gather and apply data from the Black student experience** through climate surveys, focus groups, and participatory research. Use disaggregated dashboards to track outcomes by race and intersectional identities.
- **Leverage dedicated SEA funding and braid categorical funding** to support culturally affirming programming, professional learning, and expansion of holistic student services.
- **Ensure coordinated accountability structures** by aligning the SEA Workgroup, Research & Planning Office, our developing Success Teams model, and other processes so that Black student success data directly inform college planning, hiring, and resource allocation.

LATINO/A/X/E STUDENTS

Current Challenges/Barriers

Latinx students comprise 36% of Solano's student population—the largest racial/ethnic group on campus—yet the college has not fully achieved a sense of *Latinidad* that reflects and celebrates their cultural identity and lived experiences. Latinx students continue to experience disproportionate impact in degree and certificate completion, transfer, and persistence rates. Within this population, Latinx male students face particularly sharp disparities in completion of transfer-level math and English, mirroring statewide trends.

Although Solano has recently been designated a Hispanic-Serving Institution (HSI), the college's progress toward becoming truly *Latino-serving* remains in its early stages. Structural barriers persist, including limited faculty and administrative representation (11% and 8% respectively, compared to 36% of the student body). This representation gap restricts access to mentors and role models who share students' cultural and linguistic experiences. While classified professionals more closely mirror student demographics (25% Latinx), they are underutilized as leaders in student development and cultural programming.

Findings from the NACCC survey reveal that many Latinx students experience a strong sense of community among peers but mixed perceptions of institutional belonging, noting a desire for greater cultural representation, bilingual support, and validation of their lived experiences across academic and student service spaces. Students also reported that while relationships with faculty and staff are often positive, they want clearer communication, stronger advocacy, and more visible institutional commitment to racial equity—particularly through culturally relevant teaching, more Latinx faculty role models, and help navigating complex college systems such as financial aid, counseling, and transfer.

The Puente Project has strong outcomes for Latinx retention but remains limited in scale, serving fewer than 100 students annually. Support gaps also persist for Spanish-dominant learners and for immigrant students from Asian, African, Middle Eastern, and Latinx backgrounds, whose distinct needs are often overlooked when immigrant support is treated as Latino-focused. A subset of Latinx students identify as Indigenous, including Mixteco and Purépecha, yet face the widest completion and transfer gaps.

Ideal Institution Action Plan

An ideal Solano Community College for Latinx students will embody the principles of *servingness*—where culture, identity, and belonging are intentionally woven into every facet of college life. Latinx students will see themselves reflected in the curriculum, leadership, and campus environment, and will feel affirmed through culturally grounded programs, bilingual communication, and community-rooted practices. Becoming truly *Latino-serving* means not only addressing structural inequities but cultivating an institutional culture that recognizes and celebrates the brilliance, resilience, and leadership of Latinx students, families, and communities. SCC will establish a coordinated institutional structure to guide the meaning,

direction, and implementation of servingness, ensuring faculty, staff, and students have clear pathways to contribute to—and benefit from—the college’s evolution as an HSI.

Key institutional actions include:

- **Expand and Strengthen Latinx-Serving Programs**
Scale and expand proven models such as the Puente Project by increasing faculty and staffing capacity, adding new cohorts (e.g., Puente MAS in Math and Science), and embedding culturally relevant curricula and wraparound support. Celebrate servingness through annual community events such as Latinx Bienvenida Day, Latinx Family BBQ, and Latinx Falcon Success support communities. Develop additional cohort-based programs for first-generation, multilingual, and immigrant learners to strengthen persistence, completion, and transfer outcomes.
- **Recruit, Hire, and Retain Latinx Professionals**
As a newly designated Hispanic-Serving Institution (HSI), Solano will invest in the intentional recruitment, hiring, and retention of Latinx faculty, administrators, and classified professionals who bring lived experience, linguistic diversity, and cultural fluency to their work. The college will build structured pathways for professional growth—including mentoring networks, leadership development programs, and affinity-based professional learning communities—to support career advancement and promote long-term retention. Latinx professionals (classified, faculty, and management) will have expanded opportunities to lead mentoring, cultural programming, and student-development initiatives that strengthen belonging. Solano will also prioritize hiring additional bilingual staff across student-facing areas and deepen partnerships with organizations such as ESCALA to provide culturally sustaining professional learning and advance servingness across the institution.
- **Enhance Bilingual Access and Communication**
Hire additional Spanish-speaking employees across Counseling, Admissions & Records, Financial Aid, and Marketing & Communications. Expand bilingual outreach and materials, ensuring that college messaging, social media, and website content authentically reflect the linguistic and cultural identities of Solano’s students and surrounding communities.
- **Advance Academic and Cultural Curriculum**
Recent student focus groups highlighted strong interest in Puente, Ethnic Studies, and Spanish-language coursework; SCC will expand access to these disciplines as academic anchors for cultural identity and belonging. Strategic expansion of ESL and noncredit opportunities, and continued growth of Ethnic Studies through new Chicana/o/x and Latina/o/x Studies courses and related disciplines will further a sense of belonging. Institutionalize Latinx cultural celebrations and heritage-month events—building on the success of the Latino Recognition Ceremony—as key expressions of campus identity and pride.
- **Support Undocumented and DACA Students, and Students with Mixed-Status Families**
Strengthen and expand the Undocumented Student Resources program to provide enhanced assistance with in-state tuition, California Dream Act funds, and scholarships. Build capacity by hiring a full-time classified position to coordinate and expand these

services. Develop strong partnerships with community-based organizations (MOUs, referral pathways, co-located services) to offer legal aid, financial guidance, and confidential advising for students in these vulnerable populations. Establish welcoming and trauma-informed environments—both physical and virtual—where undocumented and mixed-status students can seek information, share experiences, and access advocacy without fear or stigma. These spaces will center trust, privacy, and cultural affirmation, ensuring students and families feel supported and safe engaging with the college.

- **Strengthen Research, Assessment, and Data-Informed Practice**

Conduct a baseline survey of Latinx student sense of belonging as part of Solano’s early HSI exploration work. Expand institutional research, student surveys, and qualitative studies to understand Latinx and Indigenous experiences more deeply, using findings to inform targeted interventions and track progress over time.

- **Affirm Indigenous Latinx Students**

Deepen understanding and support for students of Indigenous Latinx heritage – and Indigenous American students broadly - through community partnerships, disaggregated data, and culturally rooted programming that affirms identity and builds pathways to completion and transfer.

- **Cultivate Latinx Faculty and Staff Leadership**

Expand mentorship and leadership initiatives and affinity-based professional learning communities that center belonging, representation, and academic excellence. Create pathways for Latinx professionals (classified, faculty, and management) to move into leadership roles and model representation for students.

Through these actions, Solano will advance from being an HSI in designation to being an HSI in practice—an institution where Latinx students are seen, supported, and celebrated, and where *servingness* is embedded in the college’s structures, values, and daily practices.

LGBTQ+ STUDENTS

At Solano Community College, progress has been made toward creating an inclusive campus, yet LGBTQIA+ students continue to encounter structural barriers that affect their sense of belonging and academic success. These challenges are embedded in institutional systems, practices, and a campus culture still evolving to meet their needs.

1. **Systemic Misgendering and Deadnaming:** College systems such as class rosters, student portals, and ID cards often lack accessible processes for recording chosen names and pronouns. As a result, transgender and gender-nonconforming students are frequently misgendered or “deadnamed,” causing ongoing stress, anxiety, and invalidation.
2. **Limited Inclusive Physical and Virtual Spaces:** The scarcity of all-gender restrooms creates daily barriers and safety concerns, while many digital forms still rely on a rigid male/female binary that excludes non-binary identities and forces students to misidentify themselves.
3. **Siloed and Insufficient Support Services:** Although a Pride Center exists, mental health and student services may not include enough clinicians or staff trained in LGBTQIA+-specific issues such as gender-affirming care, minority stress, and family acceptance. Support tends to be reactive rather than proactive, leaving some students unsure where to seek help with discrimination or housing insecurity.
4. **Non-Inclusive Curriculum and Classroom Climate:** Many disciplines lack representation of LGBTQIA+ figures and perspectives, contributing to feelings of isolation. Inconsistent professional development on LGBTQIA+ competency also means that some classroom environments remain unwelcoming, with students often bearing the burden of educating others.
5. **Data Invisibility:** The college lacks a systematic way to collect voluntary, confidential Sexual Orientation and Gender Identity (SOGI) data, making it difficult to assess LGBTQIA+ students’ retention, completion, and success outcomes or to design targeted, data-informed equity strategies.

Action Plan for Ideal Institution

- **Build Inclusive Systems and Spaces**
This strategy strengthens campus inclusivity by affirming every student’s identity in both digital systems and physical spaces. The college proposes a comprehensive “Chosen Name and Pronoun” policy allowing students to designate their chosen name, pronouns, and gender identity for consistent use across class rosters, Canvas, email, and library records. A no-cost process for reprinting student ID cards would ensure alignment with affirmed identities, and the policy would be clearly communicated to all students, faculty, and staff. The college would also enhance its physical environment by converting single-stall restrooms to all-gender facilities and ensuring each major building includes at least one accessible, all-gender restroom. A visible “Safe Space/Ally” program would expand faculty and staff training and display supportive

signage campus-wide. Success would be measured through fewer reports of misgendering, a public restroom map, and growth in ally-trained employees.

- **Weave Inclusion into the Academic Fabric**

This strategy extends inclusion into the classroom, ensuring LGBTQIA+ students feel represented and respected. The college will explore professional development opportunities in LGBTQIA+ competency and awareness, including a “Queer Across the Curriculum” learning community supporting faculty to integrate inclusive content into courses. Partnering with the library, the college would expand collections featuring LGBTQIA+ authors and scholarship. Progress would be tracked through climate surveys and a portfolio of redesigned courses reflecting diverse perspectives. Funding would come from professional development resources, Academic Senate collaboration, and library acquisitions.

- **Create a Centralized Hub of Proactive Support**

To reduce fragmented services, the college aims to develop a centralized, proactive support system for LGBTQIA+ students. A proposed full-time Student Services Coordinator would serve as a key navigator linking students to academic support, counseling, housing, and financial resources. Health Services would expand clinician training on LGBTQIA+ health needs and increase outreach, while partnerships with community organizations would strengthen wraparound support. Success would be measured by greater utilization of the Pride Center and health services and improved retention and persistence data. Resources may include general or grant funding for staffing, professional-development allocations, and formal agreements with community partners.

- **Commit to Data-Driven Equity**

This strategy addresses “data invisibility” by building capacity to understand and support LGBTQIA+ students through stronger data collection and analysis. The college proposes adding optional, confidential Sexual Orientation and Gender Identity (SOGI) questions to CCCApply and internal surveys, enabling self-identification in ways that reflect lived experience. Institutional Research would analyze these data to identify equity gaps in course success, retention, and completion, using findings to guide planning, program design, and resource allocation. Within 18 months, the goal is to establish baseline data on LGBTQIA+ students and disaggregate key success metrics by SOGI status, enabling targeted, accountable equity strategies. Implementation would require collaboration with Institutional Research and robust data-security and ethics protocols to protect student privacy and trust.

V. COMPLETED COMPREHENSIVE STUDENT EDUCATION PLANS

Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan

For the years under consideration in the comprehensive ed plan data provided in the table above, the following students were provided comprehensive ed plans at rates below the collegewide average: Native American students, Black and African-American students, White (Non-Hispanic) students, and students with undeclared/unreported/unknown (“other”) race or ethnicity. Of these categories, the findings for Black and African-American students, White (Non-Hispanic) students, and students with the “other” ethnicity category are statistically significant using standard confidence intervals. Native American students are three percentage points below the average but the combination of their significantly smaller population and relative closeness to the average means the findings are not statistically significant.

Comprehensive Education Plan Implementation for DI Student Populations

Of the small number of students in the “other” category and because of previous technical concerns in the application process that have since been fixed, we have reason to believe that this group will not be observed in future reporting at any noticeable level.

The College is deeply committed to ensuring that all students particularly those identified as disproportionately impacted (DI), Native American, Black/African American, White (Non-Hispanic) populations receive a comprehensive education plan early in their academic journey. The College recognizes that timely educational planning is a vital predictor of student persistence and completion. Thus, Solano is implementing intentional, equity-driven strategies designed to deliver abbreviated education plans during the first semester, with a secondary goal of ensuring all students have comprehensive plans by the end of the first academic year.

A central strategy involves expanding counseling access through multiple modalities. Solano has extended its counseling hours to include weekends and evenings, in addition to offering more in-person appointments. These expanded service hours directly address the needs of DI students ensuring equitable access to counseling and guidance at times that fit their diverse circumstances. Counselors are strategically scheduled across modalities to maintain high-touch engagement, supporting students throughout the matriculation process.

To sustain these early interventions, Solano is also expanding its case-management model. Each first-year student will be assigned a Student Success team aligned with their academic pathway or affinity program such as A2MEND, MESA, etc. These teams provide ongoing guidance, monitor student progress, and reach out proactively to offer support. This continuity of care ensures that DI students receive personalized and culturally responsive engagement during their educational journey.

Solano Community College also employs a data-informed approach to ensure accountability and continuous improvement. Using disaggregated data, counselors will be able to identify students who do not have education plans and conduct targeted outreach to close those gaps. Collaboration between Counseling and Institutional Research enables timely interventions and alignment of counseling efforts with Equity and Guided Pathways initiatives.

Comprehensive Education Plan Implementation for ALL Students

The implementation of a Pre-Student Education Plan process at Solano Community College represents a transformative and equity-minded strategy to strengthen student onboarding, retention, and completion. If Counseling Faculty can spend prior semesters developing educational plans for incoming first-year students based on their educational goals, the College is proactively setting students up for success before they ever step foot in the classroom.

This initiative directly aligns with Solano's institutional commitment to equity and Guided Pathways principles by removing uncertainty about academic direction. Too often, students particularly those who are Black, Latinx, first-generation, and LGBTQ+ enter college without a clear understanding of course sequencing and degree requirements. A Pre-SEP mitigates that gap by ensuring that every student begins their journey with a roadmap tailored to their desired program of study.

By leveraging Banner-SaaS and other integrated data systems, Counseling Faculty can access relevant information such as students' intended majors, educational goals, placement data, and high school preparation to design individualized, preliminary education plans. These plans are not static but serve as "living documents" that guide students through their initial registration, orientation, and counseling sessions. Upon arrival, students receive an introduction to their personalized pathway, helping them visualize their academic timeline, understand degree requirements, and make informed decisions about course selection in their very first term. This early intervention has significant implications for retention and persistence. When students begin college with a sense of clarity and direction, they are more likely to enroll in the correct courses, avoid unnecessary units, and remain engaged through the first critical year. The Pre-SEP process fosters immediate connection to counseling services, establishing a relationship of trust and guidance that continues throughout the student's educational journey.

Moreover, the College is turning Degree Audits student-facing and more prominently featured in their student dashboard, increasing awareness for students who are missing a plan.

VI. VISION 2030 ALIGNMENT/COORDINATION

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

GUIDED PATHWAYS

Solano College continues to strengthen alignment between its Student Equity and Achievement (SEA) strategies and the Guided Pathways framework to ensure students experience clear, supported, and equitable routes to completion, transfer, and meaningful careers. Building on prior work, the College is implementing structural and programmatic changes to clarify pathways, improve communication, and close equity gaps across key milestones.

- A central focus is the development of **Success Teams**—cross-functional groups of counseling, instructional, and classified professionals who provide proactive, holistic support within each meta-major. This model connects students to advising, early alerts, and timely outreach that reinforce belonging and persistence.
- The College will continue to update and maintain **pathway maps** for all certificate, degree, and transfer programs so students can easily identify course sequences and milestones toward their goals. These maps will inform counseling, orientation, and outreach activities, helping students complete comprehensive education plans early in their journey.
- To improve retention and early intervention, Solano is rebooting its **Early Alert system** with clearer referral processes, enhanced communication between faculty and counselors, and coordinated follow-up that links students to academic and basic needs resources in real time.
- Additional strategies include **improving Math and English placement messaging** to ensure language is transparent and supportive, and deepening collaboration between Student Services and Academic Affairs through shared professional development and joint initiatives that bridge in-class and out-of-class support.
- **Partnerships with local high schools** continue to be a key strategy for easing students' transition to college. Counseling faculty regularly participate in high school visits, orientations, and joint programming with outreach staff. Finally, the College will complete full implementation of the student-facing Degree Works platform, allowing students to track progress toward completion with greater accuracy and confidence.

Together, these efforts reflect Solano's equity-centered approach to fully realizing the promise of Guided Pathways.

FINANCIAL AID

In alignment with Vision 2030 and our college's commitment to student equity, the Financial Aid Department is implementing a holistic strategy to increase student access to financial resources and ensure that aid is equitably distributed, especially to students identified as disproportionately impacted (DI) in our equity data.

Our plan focuses on removing systemic barriers to financial aid access and enhancing support throughout the aid process. Key components include:

- **Proactive FAFSA/CADAA Outreach and Support:** We are currently engaged with the local High Schools in various outreach campaigns including in-person engagement to encourage FAFSA and California Dream Act Application (CADAA) completion. Special attention is given to first-generation students, foster youth, Black and African American students, and other DI groups, with culturally responsive messaging and multilingual support.
- **Embedded Financial Aid Support:** Financial aid staff is getting up to speed within key student support programs (e.g., EOPS, SOAR, Puente, and Veterans Services) to provide hands-on assistance in settings where students already feel connected and supported.
- **Workshops, Drop-Ins, and Peer Support:** We host a recurring financial aid cafe, and will offer extended drop-in hours during peak periods. In partnership with student ambassadors and peer mentors, we want to ensure help is accessible and relatable.
- **Emergency Aid and Retention Support:** Beyond traditional federal and state aid (e.g., Pell and Cal Grant), we offer access to emergency grants, and basic needs support. These are coordinated through our Basic Needs Center and Retention teams to provide wraparound aid.
- **Data-Driven Equity Monitoring:** Using disaggregated data, we can track application rates, award disbursements, and persistence outcomes among DI groups. This will allow us to intervene early and refine strategies in real time.

Through these efforts, we aim to normalize financial aid as a fundamental part of the student experience, reduce equity gaps in financial access, and support the broader goals of Vision 2030, ensuring every student has the financial support needed to succeed, persist, and complete their goals.

DSPS (ACCESSIBILITY SERVICES CENTER)

In alignment with *Vision 2030* and our college's commitment to advancing equity, inclusion, and belonging, the Accessibility Services Center (formerly DSPS) is re-envisioning its role as a catalyst for universal access and student success. The ASC's focus is not only on compliance, but on creating a culture where accessibility is understood as a shared responsibility across the institution.

Key strategies include improving access to technology and adaptive tools that support equitable learning experiences. The ASC is expanding its use of assistive technologies, alternative media, and captioning services while developing new processes to ensure all students—regardless of disability—have equal opportunity to engage fully in academic and co-curricular life. Efforts include implementing a streamlined digital accommodation request system and improving the accessibility of instructional materials through faculty training and automated content review tools.

Increasing awareness and visibility of the ASC is another central goal. Through proactive outreach, faculty orientations, student workshops, and campus-wide communications, the college seeks to normalize accessibility as an integral part of student success. Collaboration with key student support programs (e.g., EOPS, Veterans Services, and Basic Needs) ensures that students with disabilities are supported holistically—academically, socially, and personally.

The ASC is also refining its internal structures to provide more seamless, student-centered services. This includes cross-training staff, reducing processing time for accommodation approvals, and embedding an equity-minded, trauma-informed approach into every interaction.

Finally, the ASC is deepening partnerships with instructional faculty to co-create learning environments that are accessible by design. Faculty liaisons and departmental champions will help integrate accessibility principles into course development, communication, and assessment practices. By embedding accessibility into institutional language, procedures, and daily operations, Solano College affirms that accessibility is not an accommodation—it is a cornerstone of equity and excellence.

EOPS/CALWORKS

The EOPS, CARE, and CalWORKs programs play a critical role in advancing Solano College’s Vision 2030 commitment to equity in access, success, and support. These programs have a proven record of closing equity gaps by delivering holistic, wraparound services that address students’ academic, financial, and personal needs while fostering a sense of belonging and purpose.

Building on this strong foundation, the College is expanding access by adopting an “opt-out” recruitment strategy that uses existing student data to automatically enroll eligible students into EOPS. This approach ensures that guided support becomes the default rather than the exception. Students retain the freedom to decline participation but no longer miss out simply because they were unaware of the program or unsure how to ask for help. By removing barriers rooted in information, confidence, and self-advocacy, EOPS, CARE, and CalWORKs will ensure that more students receive timely, personalized support from the moment they enter the College.

EOPS and CARE will continue to strengthen student success through intrusive, relationship-based counseling, academic progress monitoring, and targeted workshops focused on transfer, financial literacy, and career readiness. CARE will maintain its focus on single parents balancing family and academic responsibilities, offering financial assistance, parenting resources, and family-friendly community events that build community and confidence.

CalWORKs will remain a vital bridge for parenting students receiving public assistance, coordinating educational planning, work-study opportunities, and access to childcare and essential services. The program also provides advocacy and liaison support to help students meet county requirements while pursuing their educational and career goals. Together, these efforts create a more integrated, compassionate ecosystem of care that supports persistence and completion for some of the College's most resilient students.

Staff across all three programs are engaged in ongoing professional learning focused on trauma-informed, culturally sustaining, and equity-minded practices to strengthen the consistency and quality of care. Collectively, EOPS, CARE, and CalWORKs exemplify a coordinated, student-centered model that aligns with Vision 2030's guiding framework. By designing systems where holistic support is integrated, proactive, and normalized, Solano is transforming its capacity to serve students who have historically been excluded from equitable opportunity—making belonging the foundation, not the outcome, of student success.

NEXTUP/FOSTER YOUTH

Foster youth represent an intersectional population that cuts across racial, cultural, and socioeconomic backgrounds—yet statewide and locally, they are disproportionately students of color. Many arrive at Solano having experienced instability, disrupted schooling, and limited access to consistent adult support systems. These factors can impact their persistence from term to term and their ability to fully engage in college life. The NextUp program exists to counter these inequities by providing the holistic, relationship-centered support foster youth need to persist, excel, and achieve their educational goals. In doing so, the program is deeply aligned with the goals of this plan and with the Vision 2030 framework for equitable student success.

To advance this work, the NextUp program will focus on four key areas that directly support the college-wide effort to close equity gaps:

1. **Recruitment and Streamlined Onboarding** – Collaborate with K–12 districts, county offices, and community partners to identify and connect with current and former foster youth early, ensuring that students are welcomed and onboarded into services without bureaucratic barriers.

2. **Peer Mentoring and Life Skills Development** – Create a sense of belonging and empowerment through peer-to-peer mentoring, leadership opportunities, and workshops focused on independent living skills, financial literacy, and wellness.
3. **Stable Case Management and Dedicated Staffing** – Strengthen continuity of care through consistent case management, ensuring each student has an assigned staff advocate who provides guidance, coordination, and proactive outreach across terms.
4. **Professional Development, College Exploration, and Work Opportunities** – Support student agency and self-efficacy through exposure to career pathways, paid campus employment, and transfer exploration experiences that build confidence and expand opportunity.

Through these strategies, Solano’s NextUp program will continue to transform how the college serves current and former foster youth—removing barriers, nurturing self-determination, and ensuring that every student has access to the stability, encouragement, and community they need to thrive.

VETERANS

The Veteran, Military, and Military-Affiliated population represents a diverse community with unique backgrounds, experiences, and needs. Our goals are designed to ensure these students have equitable access to the resources, support, and opportunities needed to thrive while attending Solano Community College.

1. **Priority Registration Access:** Increase the number of new Veteran and Military-Affiliated students who complete the required steps to obtain priority registration, ensuring timely course enrollment and reducing barriers to degree and certificate completion.
2. **Timely Counseling Support:** Expand access to specialized academic counseling so that more Veteran and Military-Affiliated students receive timely, effective, and culturally responsive guidance to support their educational and career goals.
3. **Expanded Access and Enrollment at Travis AFB:** Strengthen our partnership with Travis Air Force Base to increase enrollment among active-duty and military-affiliated students. This collaboration enhances mission readiness, supports military families, and deepens educational pathways between the base and regional institutions.
4. **Veteran Spirit and Credit for Prior Learning:** Advance the implementation of Credit for Prior Learning (CPL) in alignment with the five phases of *Veteran Spirit* outlined by the Chancellor’s Office Vision 2030. Awarding academic credit for verified military training allows Veterans and active-duty servicemembers to preserve GI Bill® benefits, accelerate degree completion, and promote equitable access to higher education and career advancement.

JUSTICE INVOLVED/IMPACTED

The Rising Scholars Program at Solano College serves students impacted by the justice system. The Rising Scholars program includes justice-impacted persons who are currently incarcerated and those transitioning back into the community. The Rising Scholars program at Solano College helps students be successful in their academic pathways and career endeavors by removing systemic barriers to higher education and economic instability caused by incarceration, racism, and educational marginalization.

The **Rising Scholars Program (SCRSP)** provides college-credit instruction inside correctional facilities and serves the **largest population of justice-impacted students at Solano College**. Since launching in 2015, the program has grown from fewer than 200 to more than **600 incarcerated students per term**, maintaining an **86% success rate** and awarding over **180 associate degrees**. By comparison, the SOAR reentry program serves about one-fifth as many students, highlighting the reach and impact of Solano's in-custody education efforts. This growth reflects both the determination of incarcerated learners and the dedication of faculty and staff who deliver high-quality instruction within carceral settings.

Key Strategies for Continued Improvement

- Expand instructional capacity through faculty recruitment and classroom access.
- Strengthen parity by extending tutoring and advising to all partner facilities.
- Broaden degree and certificate options, including Administration of Justice and Horticulture Science.
- Develop innovative, low-cost lab models to enable STEM participation.
- Secure sustainable funding to support instructional materials, tutoring, and program growth.

The **S.O.A.R. (Students Overcoming Adversity and Recidivism)** program offers a trauma-informed, holistic model that blends academic advising, basic needs support, and reentry-focused services. Students receive individualized guidance from advisors and success coaches, financial assistance for housing, food, and transportation, and access to tutoring and mentoring in critical gateway courses. The program partners with community organizations and workforce agencies to open pathways in union-based trades such as welding, while expanding degree and certificate options in vocational and creative fields. Counseling and peer groups promote wellness and belonging, and student leadership through organizations such as A2MEND builds agency, voice, and connection to campus life.

Through these coordinated supports, formerly incarcerated students are building stronger foundations for persistence, completion, and reentry success.

Goals and Objectives

- **Expand Capacity:** Increase staffing and faculty engagement to serve additional reentry students and enhance case management.
- **Strengthen Career Pathways:** Deepen partnerships with trade unions, workforce boards, and employers to scale apprenticeships and job placement.
- **Enhance Academic Support:** Integrate tutoring and skill-building into vocational and certificate programs to improve persistence.
- **Advance Financial Stability:** Secure sustainable funding for technology, equipment, and sponsorships that offset employment-related costs.
- **Promote Data-Informed Practice:** Use outcomes and student feedback to refine supports and measure reentry and academic success.

LOW-INCOME STUDENTS

To expand access and boost success for low-income adult learners—especially those from disproportionately impacted groups—Solano College will implement a coordinated, equity-centered strategy focused on structural change, targeted programs, and strong partnerships.

- **Basic Needs & Barrier Reduction**
The Basic Needs Center provides food, clothing, emergency aid, and housing referrals. Upcoming initiatives include CalFresh enrollment drives, expanded pantry hours, and proactive inreach through workshops and the Canvas Basic Needs shell to connect students with critical resources.
- **Guided Pathways, Noncredit & Adult Ed Connections**
We will scale noncredit-to-credit pathways aligned with workforce needs and expand evening, weekend, and micro-credential offerings. Smoother transitions from adult education to college coursework will help adult learners enter or return to higher education with fewer barriers.
- **Cohort Models & Success Programs**
Programs such as EOPS and NextUp provide advising, priority registration, and stipends. Continued investment will expand culturally responsive counseling and peer navigation for Black/African American, Latinx, and LGBTQIA2+ students. Success Teams will identify barriers faced by low-income adults and coordinate tailored support.
- **Proactive Outreach & Reengagement**
Using CRM and institutional data, we will identify adult learners who have stopped out and re-engage them through targeted texts, calls, and re-enrollment events. A “returning adult learner” pathway will streamline reentry and address common barriers.
- **Affordable & Flexible Learning**
We will prioritize zero-cost/OER courses and expand 8-week, hybrid, and evening sections to fit working adults’ schedules.

- **Integrated Support & Case Management**
Success Teams will link students with financial aid, counseling, basic needs, EOPS, and career services through a one-stop model. Cross-training and shared case reviews will ensure warm handoffs and coordinated care.
- **Workforce & Community Partnerships**
Through CTE and Outreach, Solano will collaborate with workforce boards, employers, and community organizations to develop training, internships, and apprenticeships that connect adult learners to living-wage careers.
- **Early Learning Center Support**
Expanding childcare and family supports through the Early Learning Center will help parenting students persist. Early actions include hiring an Adult Learner Coordinator, hosting open houses, and piloting employer-aligned cohorts.

This integrated approach will ensure adult learners experience proactive support, barrier reduction, and clear, flexible pathways to success.

CREDIT FOR PRIOR LEARNING

The College has implemented a Board Policy and an Administrative Procedure for Credit for Prior Learning (CPL). The Credit for Prior Learning Taskforce will meet to update the administrative procedure for added clarity after implementing some CPL processes with students and identifying gaps in understanding (for example, some students do not understand that learning may need to be validated). Once this is complete, the College will post a more informative CPL webpage, outlining the process for students. Professional development for Counselors will ensure that they are promoting and actively seeking CPL opportunities for incoming students. Professional development for campus faculty and instructional deans will be provided, and all disciplines will be asked to identify which CPL learning assessment method they will employ to determine awarding credit (for example, a final exam or a hands-on competency demonstration). Working with the Veterans Resource Center and the MAP Initiative, we will ensure that there is a robust CPL crosswalk with all military transfer courses and other courses across campus, especially those aligned with existing industry certifications.

DUAL ENROLLMENT

Solano College continues to expand and strengthen its College and Career Access Pathways (CCAP) partnerships as a key strategy to increase equitable access to higher education for local high school students. Existing agreements are in place with Fairfield-Suisun Unified, Vacaville Unified, and Kairos Charter in Vacaville. Among these, Vacaville has been the most active partner to date, with a growing number of course offerings—particularly in the biotech area. Currently, CCAP course enrollments represent approximately five percent of total dual enrollment headcount and FTES, signaling strong potential to activate current and future agreements through additional class offerings and expanded program pathways.

The College's current focus is on Vallejo, where progress is being made toward a new CCAP agreement with Vallejo Unified School District, as well as renewed and expanded partnerships with ELITE Charter and the MIT Charter School. Looking ahead, Solano aims to establish CCAP agreements with all feeder districts across the service area, including Benicia, Dixon, and Winters, ensuring that every local high school student has access to college-level coursework and the opportunity to earn college credit before graduation.

In addition to formal CCAP partnerships, the Middle College High School (MCHS) program located on the Fairfield campus continues to serve as a cornerstone of Solano's dual enrollment ecosystem. As of Fall 2025, MCHS enrolls 388 students who are dually enrolled in both college and high school courses, participating in a blend of in-person and online instruction. These students generated 96.4 FTES in Fall 2024 and 84.68 FTES in Spring 2025, demonstrating the robust contribution of the program to the college's enrollment and student success outcomes.

Solano also supports a significant number of independently enrolled special admit students—those who enroll outside of CCAP or MCHS agreements. In Fall 2024, 381 unduplicated students accounted for 61.2 FTES, increasing to 515 unduplicated students and 74.84 FTES in Spring 2025. Together, these CCAP, Middle College, and independently enrolled students represent a vibrant and expanding early-college population that aligns with Vision 2030's goal of improving equitable access and seamless transitions from high school to higher education. This work directly advances SEA Plan priorities by increasing early exposure, confidence, and completion momentum for first-generation, low-income, and students of color across Solano County.

STRONG WORKFORCE/PERKINS

The Strong Workforce Program (SWP) at Solano College expands equitable access to high-quality career education through innovative partnerships and inclusive program design. A key initiative is our collaboration with Sem Yeto High School in Fairfield, a continuation school serving credit-deficient students who have been historically marginalized in the educational system, including students of color and those from low-income backgrounds. Through dual enrollment in advanced manufacturing courses, these students gain hands-on experience with robotics, 3D printing, and AutoCAD—connecting classroom learning with real-world application. Perkins funding supports these efforts by covering course materials and enabling industry field trips to local employers such as Jelly Belly and Six Flags, where students explore diverse career opportunities.

All Career Technical Education (CTE) programs at Solano maintain strong partnerships with local industries through active advisory committees. Twice a year, the Automotive Technology (ATEC) advisory meetings are followed by hiring fairs, creating direct connections between students and employers—often resulting in immediate job offers and strengthened regional

ties. In partnership with local dealerships, an internship program is being developed to provide on-the-job experience for ATEC students while completing coursework.

To reach disproportionately impacted populations, Solano's CTE programs engage in intentional outreach to students of color, low-income students, justice-impacted youth, and adult learners. The welding program collaborates with Job Corps and local reentry programs, while partnerships with adult schools and credit-deficient high schools expand dual enrollment for students who might not otherwise access college-level coursework.

Our CTE programs prepare students for industry-recognized credentials that increase employability and wage potential. In ATEC, on-site ASE certification exams are now offered at no cost, while the welding program provides AWS certification proctored by Integrity Inspections through Perkins support. The cosmetology program has expanded access by 50%, added a Nail Art Certificate, and maintained a 100% state board pass rate for two consecutive years—reflecting Solano College's commitment to equitable workforce development and economic mobility.