Institutional Self Study Report of Reaffirmation of Accreditation

Submitted by

Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534

To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 2011

Certification of the Institutional Self Study Report

DATE: August 14
TO: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
FROM: Solano Community College
4000 Suisun Valley Road
Fairfield, California 94534

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the College community, and we believe the Self Study Report accurately reflects the nature and substance of the institution.

Denis Honeychurch, J.D.
Governing Board President

A. Marie Young
Governing Board Vice President

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James "Rich" Augustus, Representative
Operating Engineers, Local 39

Chris Guptill, Representative
Administrative Leadership Group

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

Table of Contents

Certification of the Institutional Self Study Report 3

Introduction 7
- Certification of Continued Compliance with Eligibility Requirements 9
- Statement of Self Study Preparation 13
- History of the Institution 15
- Organization of the Institution 17
- Community, Student, and Employee Demographics and Data 41
- Progress on Self-Identified 2005 Planning Agenda Items 86
- Response to Prior Visiting Team Recommendations 101
- Abstract of the Report 107

Standard I: Institutional Mission and Effectiveness 111
- Standard I.A. Mission 113
- Standard I.B. Improving Institutional Effectiveness 121

Standard II: Student Learning Programs and Services 141
- Standard II.A. Instructional Programs 143
- Standard II.B. Student Support Services 187
- Standard II.C. Library and Learning Support Services 209

Standard III: Resources 229
- Standard III.A. Human Resources 231
- Standard III.B. Physical Resources 255
- Standard III.C. Technology Resources 263
- Standard III.D. Financial Resources 273

Standard IV: Leadership and Governance 291
- Standard IV.A. Decision-Making Roles and Processes 293
- Standard IV.B. Board and Administrative Organization 307

Summary of 2011 Planning Agenda Items 325

Glossary of Acronyms and Abbreviations 331

Introduction

SOLANO
COMMUNITY COLLEGE

Certification of Continued Compliance with Eligibility Requirements

1. **Authority**
   Solano Community College has the authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), and is approved under regulations of the California State Department of Education and the California Community Colleges Chancellor's Office. This authority is published on page 4 of the *Solano Community College Catalog* [ER 1, 2]

2. **Mission**
   Solano Community College's mission statement was most recently revised and approved by the Governing Board in spring of 2010. This mission clearly defines the College as an institution that "prepares a diverse population to participate successfully in today's local and global communities." This mission and its accompanying vision and core values are available on SCC's web page, prominently displayed throughout the College, and published on page 6 of the *Solano Community College Catalog* [ER 3].

3. **Governing Board**
   Solano Community College is governed by a seven-member, publicly elected board with one student trustee with an advisory vote. Voting trustees are elected from four areas of Solano County, in accordance with provisions of the California Elections Code, and they serve four-year terms. The student trustee serves a one-year term. As stated in Governing Board Policy 1006, with the exception of the Student Trustee, Board members are not employed by the district and do not hold incompatible office. Per Solano Community College's Governing Board Policy 1016, the Governing Board represents public interest, establishes policies in accordance with the College's mission, assures fiscal health and stability, and monitors institutional performance and educational quality. Bimonthly meetings of the Governing Board are open to the public, with notices and agendas widely posted and distributed in advance, and there is a standing item on the agenda for public comment [ER 4, 5, 6].

4. **Chief Executive Officer**
   Solano Community College's chief executive officer is the superintendent/president, whose full-time responsibility is to the institution. Dr. Jowel Laguerre was appointed by the Governing Board July 1, 2009 to administer board policies with full authority per Board Policy 2030. He has received contract extensions through 2013 [ER 7, 8].

5. **Administrative Capacity**
   Solano Community College has sufficient experienced and qualified academic and support services staff members to provide the administrative services necessary to support the College's mission, vision, and values. With each vacancy the College evaluates its priorities and areas to strengthen. SCC organizational charts are included in the introduction of this report [ER 9].

6. **Operational Status**
   Solano Community College currently enrolls approximately 12,000 students pursuing job direct certificates, other certificates, degrees, or transfer. The College offers classes throughout the year in fall, spring, and summer [ER 10].

7. **Degrees**
   Solano Community College degree programs follow Academic Affairs Policy 6205, in compliance with California Code

of Regulations, Title V. SCC offers 88 Associate of Arts and Associate of Science degrees, 42 certificates of achievement, and 28 job direct certificates. In academic year 2009-2010, SCC awarded 733 AA degrees, 290 AS degrees, and 213 certificates [ER 2, 11].

8. Educational Programs

Solano Community College's educational programs are congruent with its mission, vision, and values, and are based on fields of study recognized in higher education. SCC's curriculum committee, a sub-committee of the academic senate, ensures that programs are of sufficient content and length, are conducted at appropriate levels of quality and rigor, and culminate in identified student learning outcomes. Degrees awarded by the College require a minimum of 60 semester units of course work, including 21 semester units of general education requirements. At least 12 semester units must be completed at Solano Community College, and the student must maintain a minimum cumulative grade point average of 2.0 [ER 2, 12].

9. Academic Credit

Solano Community College awards academic credits according to the practices of California community colleges under California Code of Regulations, Title V. Course outlines of record offer detailed information regarding the awarding of credit.

10. Student Learning and Achievement

Solano Community College has developed and implemented learning outcomes for courses and programs. Course-level outcomes are required of all new course proposals and as soon as CurricuNET is fully functional will be officially included as an addendum to course outlines of record. Outcomes are also stated in instructor syllabi, the institutional core competencies are published on page 9 of the *Solano Community College Catalog* and in the course schedule, and program outcomes are published in the catalog along with program descriptions. The College began course-level outcomes assessment as a pilot in fall 2007, and established a permanent cycle of course, program, and core assessment in fall 2009. Course, program, and institutional outcomes are appropriately linked so that all assessment results are analyzed at the beginning of each semester and embedded in the Integrated Planning Process (IPP) to positively affect teaching and learning and contribute to institutional improvement [ER 2, 13, 14, 15].

11. General Education

All of Solano Community College's degree programs include a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. Per Academic Affairs Policy 6205, general education components require demonstrated competence in writing and computational skills and an introduction to major areas of knowledge. The general education program emphasizes the achievement of SCC's Core Competencies, listed in the course schedule and *Solano Community College Catalog*, which include the areas of communication, critical thinking and information competency, global awareness, and personal responsibility and professional development. Credit for general education is consistent with the levels of quality and rigor appropriate to higher education [ER 2, 11].

12. Academic Freedom

Per Academic Affairs Policy 6430, Solano Community College faculty and students have the academic freedom "to engage in any campus or off-campus teaching, studying, research, writing, and criticism deemed appropriate by such individuals to the spirit of free inquiry and the pursuit of truth." Per Student Services Policy 5580, students "shall be free to exercise their rights of free expression and advocacy." These rights are published on pages 10 and 14 of the *Solano Community College Catalog* [ER 2, 16, 17].

13. Faculty

Solano Community College has approximately 153 full-time and 408 adjunct faculty members. All faculty members must meet the minimum requirements for their disciplines based on the "Minimum Qualifications for California Community College Faculty" established in California Code of Regulations, Title V. Faculty responsibilities, including development and review of curriculum and assessment of learning are clearly stated in the California Education Code and the faculty contract [ER 18, 19].

14. Student Services

Solano Community College provides comprehensive student services to uphold its mission and support all students in pursuing their learning goals. As listed on page 18 of the *Solano Community College Catalog*, these services include the following: Admissions and Records; Associated Students of Solano Community College (ASSC); CalWORKs; Children's Programs; Cooperative Agency Resources for Education (CARE); Counseling; English as a Second Language (ESL) Lab; Financial Aid; Health Center; Intercollegiate Athletics; Library; Mathematics, Engineering and Science Achievement (MESA); Occupational Work Experience; Puente Project; Umoja; Reading and Writing Lab; Scholarship Foundation; Servicemembers Opportunity College (SOC) Services; Student Clubs; Activities Transcript Service; Student Clubs; Student Complaints and Grievances; Student Development Office; Disability Services Program (DSP); Technology and Learning Resources; Transportation; Tutoring; Veterans Affairs; Math Activities Center; Career/Job Placement Center; Assessment Center; Transfer Center [ER 2].

15. Admissions

Solano Community College's admissions policies are consistent with its mission and conform to requirements in the Education Code, Title V, and Board Policy. These admissions policies are published on page 28 of the *Solano Community College Catalog*, in course schedules, and on the SCC website [ER 2, 20, 21, 22, 23].

16. Information and Learning Resources

Solano Community College provides specific, long-term access to sufficient information and learning resources in support of its mission and instructional programs. This is achieved through the College's library, which offers an online catalog providing access to over one million volumes of print and non-print materials via a consortium of public and community college libraries in Solano and Napa Counties (SNAP); an information commons; a bibliographic instruction classroom; and a reserve collection of course-related and basic research materials and media. The College also offers academic support programs such as computer labs, a mathematics lab, a reading and writing lab, and a tutoring center [ER 24, 25].

17. Financial

Solano Community College is a public community college funded by a combination of state and local tax dollars. Through its Foundation, the College also actively solicits private donations from individuals and corporations to support capital projects and programs, and applies for specific grants as needed. The College consistently maintains at least a five percent reserve and utilizes sound financial management policies and practices to ensure that SCC's funding base, financial resources, and plans for development are adequate to support learning programs and services, to improve institutional effectiveness, and to assure financial stability. As needs arise, proper adjustments are made to the budget to ensure fiscal stability [ER 26, 27].

18. Financial Accountability

Solano Community College is audited on an annual basis by an independent accounting firm. This audit is conducted in consultation with *Audits of Colleges and*

Universities, published by the American Institute of Certified Public Accountants. The College has maintained an 11.42 percent reserve for the 2010-2011 fiscal year [ER 1, 27].

19. Institutional Planning and Evaluation

Solano Community College follows an Integrated Planning Process (IPP) that

connects the strategic plan, program review, outcomes assessment, the educational master plan, area/division/unit plans, strategic and operational proposals, and budget. The IPP is an ongoing and systematic cycle of evaluation, planning, resource allocation, implementation, and reevaluation that ensures transparency in evidence-based decision-making and continuous quality improvement at all levels of the institution. This IPP is overseen by the Process Evaluation and Review Team (PERT), which ensures that the process is functioning successfully, leading to clear planning connections, transparency, and improvement [ER 28].

20. Public Information

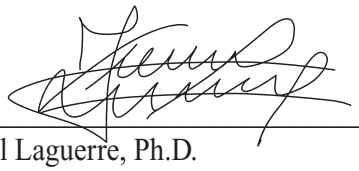
Solano Community College publishes the following general information, requirements, and policies in its catalog and on the College website, as well as other places as appropriate: name, addresses, phone numbers, and web address; mission, vision, and core values; course, program, and degree information; admission requirements and procedures; academic calendar; statement of academic freedom; student support and services information faculty and administrator credentials; names of Governing Board members; student rights and responsibilities; and student fees and other financial obligations [ER 2].

21. Relations with the Accrediting Commission

Solano Community College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes the College in identical terms to all its accrediting agencies, communicates any changes in accreditation status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. SCC will continue to comply with Commission requests, directives, decisions and policies, and will continue to make complete, accurate, and honest disclosure [ER 1].

Statement of Assurance

We certify that Solano Community College meets the eligibility requirements for accreditation.



Jowel Laguerre, Ph.D. Date
Superintendent/President

Denis Honeychurch, Date
Governing Board

Statement of Self Study Preparation

Solano Community College has been deeply involved in the accreditation process since its last comprehensive self study in 2005. During this time the College has submitted eight reports to the Accrediting Commission for Community and Junior Colleges (ACCJC): a March 2007 Progress Report, an October 2007 Progress Report, an October 2008 Midterm Report, an October 2008 Special Report, March 2009 Show Cause and Closure Reports, an October 2009 Follow-Up Report, and an October 2010 Follow-Up Report. During the course of creating these reports, the College has refined the processes by which information is gathered, recorded, organized, analyzed, discussed, and revised.

Since fall 2008, Flexible Calendar (Flex) time has been given to accreditation, including workshops on evidence and accreditation standards. In fall of 2009, faculty, staff, and administrators attended brainstorming sessions focused on the ACCJC Accreditation Standards, choosing the standard in which they were most involved or interested. In summer 2010, SCC hired a 100% release faculty Accreditation Coordinator, and the previously existing Accreditation Steering Committee, consisting of the Academic Senate President, the Accreditation Liaison Officer, the Director of Research and Planning, and the report writer, was expanded to include the Coordinator, the recently hired Executive Vice President of Academic and Student Affairs, the Solano College Faculty Association (SCFA) president, and representatives from California Schools Employee Association (CSEA) and Operating Engineers-Local 39 (OE-39) unions. Eleven formal research and writing groups, led by eighteen co-chairs and organized around the Accreditation Standards, convened in 2009 to begin the process of evidence-gathering and draft-writing in earnest. Membership of the working groups included faculty from all academic divisions and counseling, as well as representatives of the Academic Leadership Groups (ALG), CSEA, Associated Students of Solano College (ASSC), and OE-39.

An integral part of SCC's self study process has been an Accreditation Wiki (techlr.pbworks.com), developed as an expeditious way to gather data and input while allowing for broad-based participation as the College prepared its Show Cause Report. This online workspace is easily accessible from any location and is conducive to collaboration and transparency; a viewer can, at any time, see past versions of any page as the report is being developed, and a participant can contribute evidence, narrative, comments, or questions throughout the self study process. The site contains not only notes and drafts of the Self Study, but also links to all evidence, past reports, a report style sheet, timelines, and report writing group assignments.

In order to further encourage participation and input from across the College, in addition to the aforementioned Flex activities, there were several Accreditation Forums during spring 2011 to brainstorm answers to questions that co-chairs felt their groups had been unsuccessful at addressing and to allow for general feedback and input. In addition, a matrix of remaining questions was distributed to all faculty, staff, and administrators, and deans and directors were asked to work on questions and areas of the report during division/area meetings.

Beginning in February 2011, drafts of the Self Study were formally reviewed by the Accreditation Steering Committee as they were completed, and input was addressed in later drafts. In March of 2011, the Accreditation Liaison Officer sent out a message inviting and encouraging anyone from across the College to attend Steering Committee meetings to discuss the drafts, especially if there was some concern regarding their contents. The report was sent to Shared Governance Council and Academic Senate as an information item in June 2011 and as an action item in July 2011. The Governing Board approved the report on August 3, 2011. The report was officially submitted to the Commission on August 24, 2011 by Jeffrey Lamb, Ph.D., Interim Dean, School of Liberal Arts/Accreditation Liaison Officer and Tracy Schneider, English Instructor/Outcomes Assessment Coordinator/Accreditation Coordinator.

History of the Institution

Established in 1945 as Vallejo Junior College, part of the Vallejo Unified School District, Solano Community College (SCC) became an independent community college district in 1965. The 192-acre central campus, located just off Interstate 80 in Fairfield, CA, opened in 1971 with 5,000 students. The SCC District currently includes Vacaville, Vallejo, and Travis Air Force Base Centers and enrolls approximately 12,000 students from the communities of Benicia, Dixon, Fairfield, Suisun, Vacaville, Winters, and Vallejo; as of a 2010 population estimate, this service area consists of approximately 376,000 residents. The District provides educational and training opportunities in four broad mission areas: Academic/Transfer, Career Technical Education/Vocational, Developmental/Basic Skills, and Continuing Education. In addition to the approximately 2600 course sections offered each semester, 88 degrees, 42 certificates of achievement, and 28 job direct certificates (per the 2010-2011 catalog), SCC also offers Vistas, a community education and lifelong learning program; the Solano College Small Business Development Center, which offers training, business advice, and mentoring to assist small business owners and managers start, buy, assess, manage, improve, expand, grow or sell their companies; and Contract Education, in which the College partners with local businesses, industries, and agencies to develop solutions for workforce or workplace needs. In addition, in 2009 Solano Community College was awarded a grant by the California Clean Energy Workforce Training Program (CEWTP) of the Employment Development Department of the State of California to establish Green Building and Clean Energy Pre-Apprenticeship programs. SCC's program is targeted to provide veterans and unemployed persons in Solano County an opportunity to begin training for a career in the Clean Building and Clean Energy fields.

SCC has recently undergone extensive expansion and renovation due to the passing of a $124M Bond (Measure G). On SCC's Fairfield campus, a new two-story Student Services building was constructed to consolidate services into a central entry plaza and "one-stop" location for services such as Admissions and Records; Counseling; the Tutoring Center; Veteran' Affairs; Financial Aid; Extended Opportunity Programs and Services (EOPS); Disability Services Program (DSP); the Assessment Center; the Career/Job Placement Center; the Transfer Center; Mathematics, Engineering, Science Achievement (MESA) and Umoja offices, CalWORKs, and the Office of the Executive Vice President of Academic and Student Affairs. This building has improved student access to services and also provides additional classroom space. Measure G has also allowed for extensive facility renovations, including the implementation of smart classrooms across campus, a new faculty office building, a new adaptive PE building, and a faculty/staff lounge. Additional Measure G activities include sports complex construction, utility infrastructure repair, ADA compliance, exterior lighting and building security, and scheduled maintenance repairs, as well as the building of centers in Vacaville and Vallejo.

VACAVILLE CENTER

In June 2010, a new Vacaville Center opened across the street from the original Center, which was established in October 1996. This new Center, located on a 60-acre site, features a 40,000 square foot, two-story, state-of-the art facility, which houses 14 classrooms with a 700 student capacity, science and computer laboratories, a 60-seat lecture hall, math and reading/writing laboratories, faculty offices, and a multi-purpose room for theatre arts and physical education. This Center offers an array of academic and career technical education courses, averaging 80 sections each semester. (These numbers do not include enrollment or offerings at Travis AFB and Nut Tree Airport, whose numbers are captured under the Vacaville Center for reporting purposes only.)
In July 2010, the former Vacaville Center Director position was upgraded to a Center

Dean (educational administrator) position in order to effectively address the anticipated growth in size, complexity, and ongoing challenges at the Centers. With this change, the Center's chief administrative officer is able to manage both the operations and personnel. The enhanced administrative and academic role of the Vacaville Center Dean includes the supervision of two academic programs: Aeronautics and Fire Technology. The Aeronautics Program provides training in basic maintenance techniques and specialized requirements for airframe and power plant work. Upon completion of required courses, students are eligible to take the Federal Aviation Administration (FAA) exams for airframe or power plant licenses. The Aeronautics program is housed at the Nut Tree County Airport, located a few miles from the Center. The Fire Technology program, which is one of the College's top ten majors, provides the skills, knowledge, and training needed to be a firefighter. The Center hosted its first Fire Academy graduation in December 2010.

During the 2010-11 academic year the Vacaville Center enrolled 644 Full-Time Equivalent Students (FTES), averaging 1,642 students per semester (excluding Summer 2010). There was a 33% increase in the Fall 2010 FTES and a 23% increase in Fall 2010 headcount for the Center over the prior fall semester. In order to serve these increasing numbers of students, the new Center has acquired increased service hours and additional staffing, including an administrative assistant to the dean; increased custodial and grounds keeping staffing; a part-time Community Services Officer; increased counseling services; library services; and a part-time Science Lab Technician. In addition, the former 1.4 FTE Extended Campus Assistant positions were reclassified as Student Services Generalists to reflect the growing student support needs at the Center. The Student Services Generalists perform a variety of support duties and provide current and potential students with registration, financial aid, outreach, assessment, and career services at the Center.

VALLEJO CENTER

SCC opened a new Vallejo campus in September 2007, replacing and adding to classes that had formerly been held at Vallejo's JFK Library since 1984. The campus, now with Center status, is located on a 10-acre site, is a multi-story facility that includes classrooms, a lecture hall, a computer laboratory, bookstore distribution space, youth theatre rehearsal space, art exhibit areas and outdoor spaces for study and relaxation. Through its Needs Study, the Vallejo Center was recognized as an official campus by the State of California, enabling the Center to receive a ongoing apportionment of $1,100,000, which is being used to employ additional personnel, including a Learning Lab Technician for special needs students.

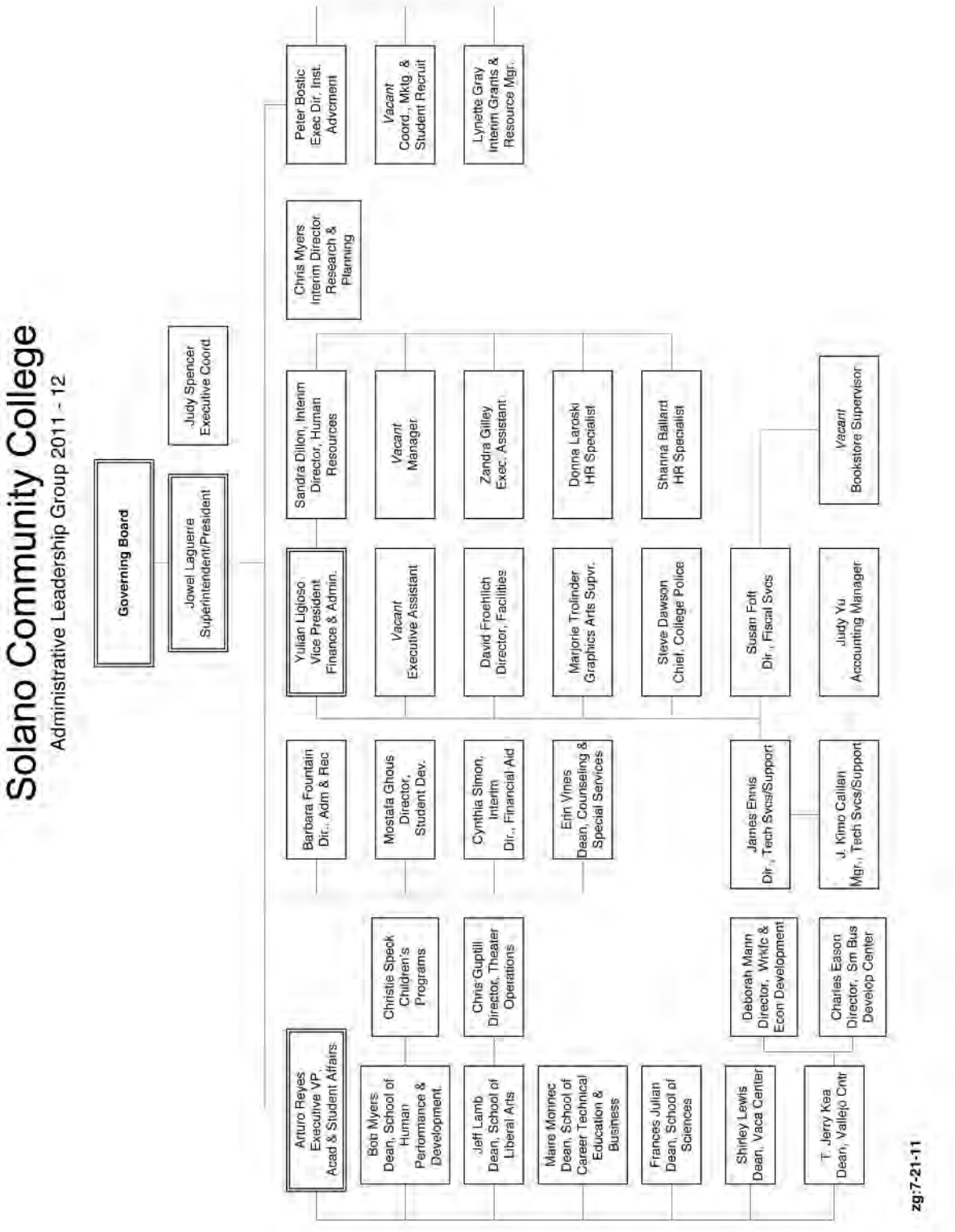
Through marketing efforts and curriculum offerings, the Center has grown to serve more than 2,800 students, including a significant percentage of Hispanic, African American, and Asian students and all age groups from K-12 to senior citizens. Through collaboration with local principals the Center is placing courses at local high school sites to help students initiate their college careers and prepare them for college success. The Center has more than 100 faculty and staff and generates over 1300 FTES and approximately $7,000,000 per year in revenue.

At the Vallejo Center, students can take their two years of general education for transfer to a CSU or UC, and there are a number of job-direct and other certificates available. The Center offers approximately 150 courses per term, with certificates and degrees in Business, Accounting, Office Technology, Criminal Justice, Human Services, Early Childhood Education, Art, Pre-Nursing, and a program for Registered Nursing. It provides a number of basic skills English and math courses to prepare the sizable percentage of underprepared students for college-level course work and provides Contract Education to the community in areas such as Green Technology and Computer Technology. In September, 2007 the Vallejo Center established an MOU with Sonoma State

University to offer a BA degree for local residents interested in such careers as Education, Human Services, Criminal Justice, and Law.

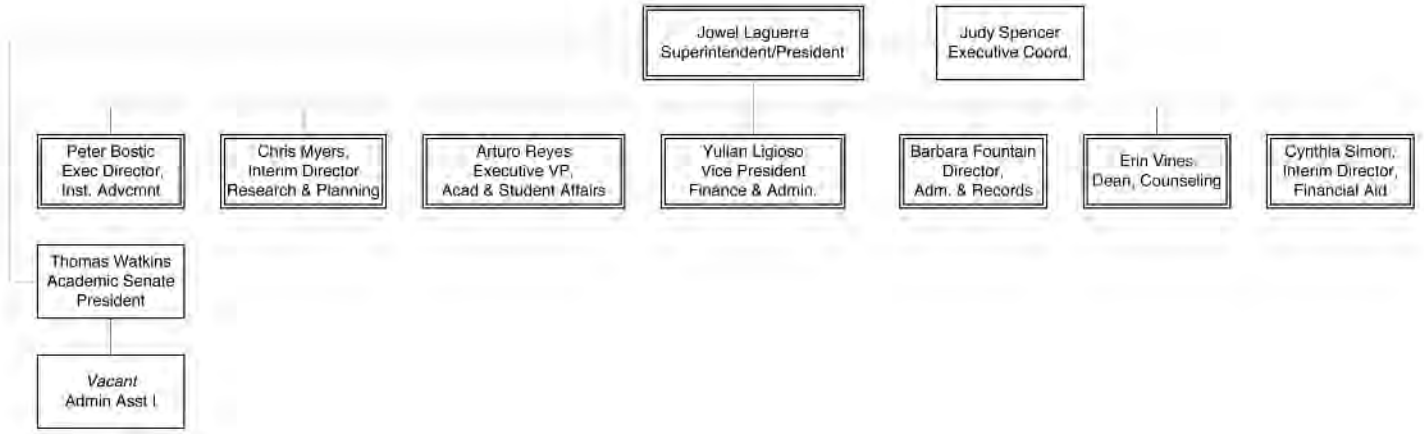
The Vallejo Center was given the 2010 Business of the Year award by the Vallejo Chamber of Commerce, and it received recognition from the California Postsecondary Education Commission, which now positions the Center for state funding for the Phase II facility it is now planning. The Vallejo Center Expansion Advisory Committees are designing a new 15-20 million dollar Center for Higher Education, which will house Bachelor of Arts programs from Sonoma State University and the California Maritime Academy. Plans are also under way with local officials to establish a location in Benicia, and discussions are taking place to establish an institution in downtown Vallejo that will accommodate a Middle College, Solano Community College, and the California Maritime Academy.

Organization of the Institution



Solano Community College

Superintendent/President 2011 - 12



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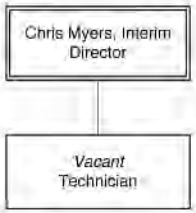
Solano Community College

Institutional Advancement 2011 - 12

Solano Community College

Research & Planning 2011 - 12



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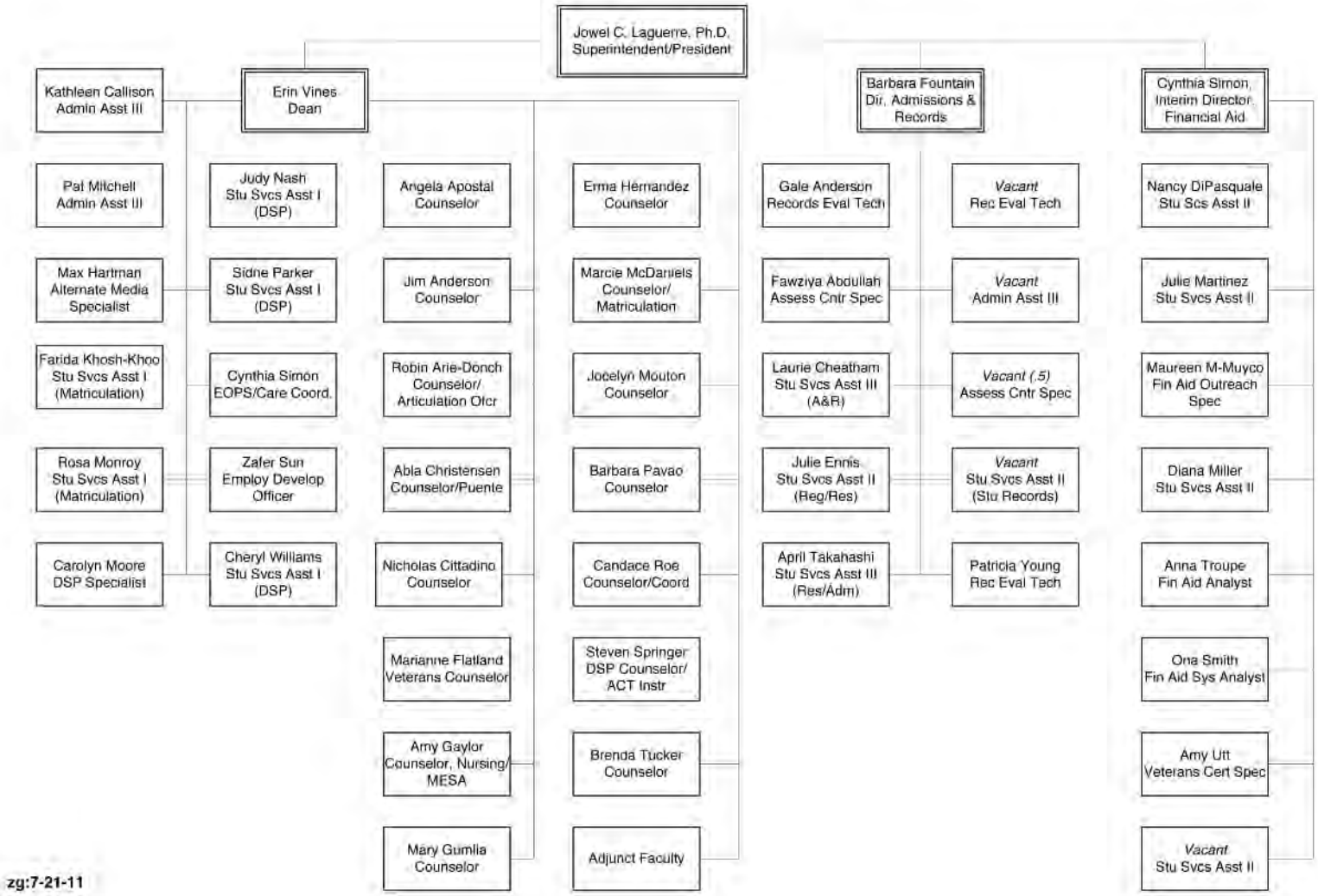
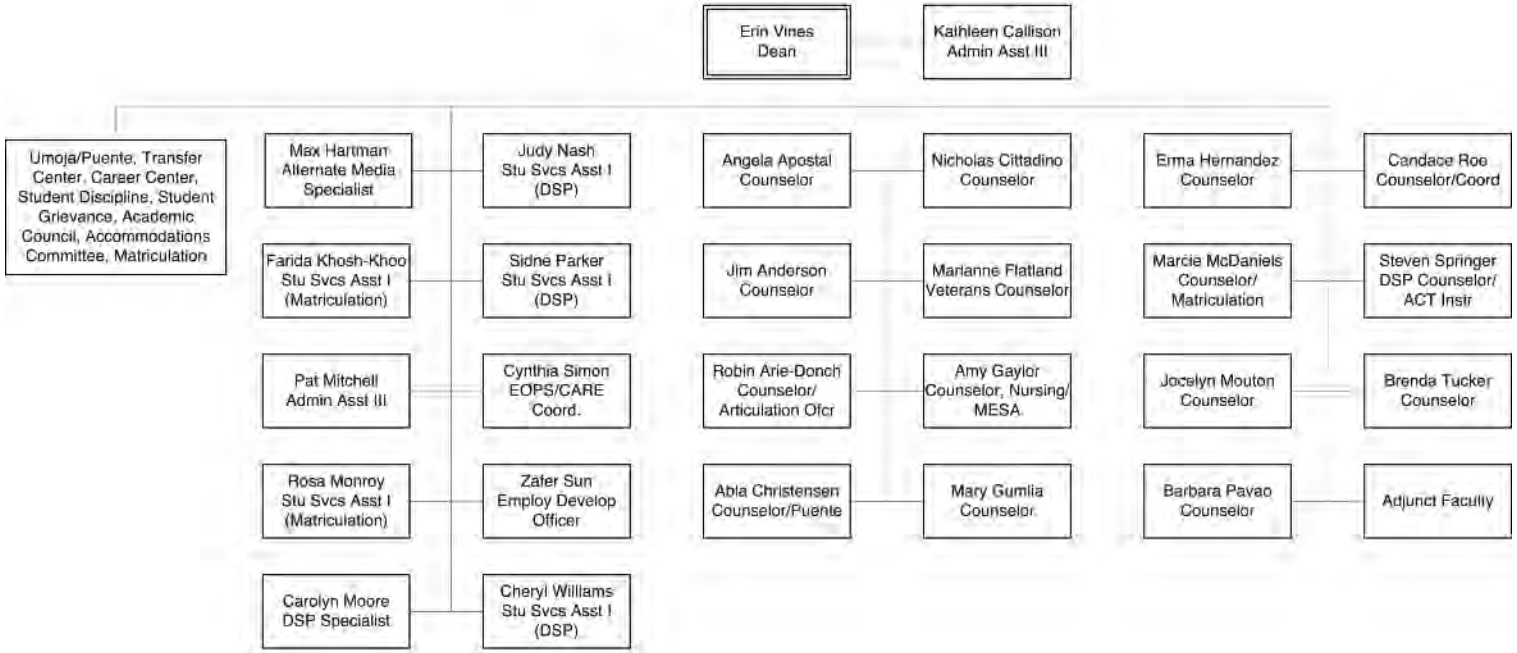
Solano Community College

Student Services 2011 - 12



Solano Community College

Counseling & Special Services 2010 - 11



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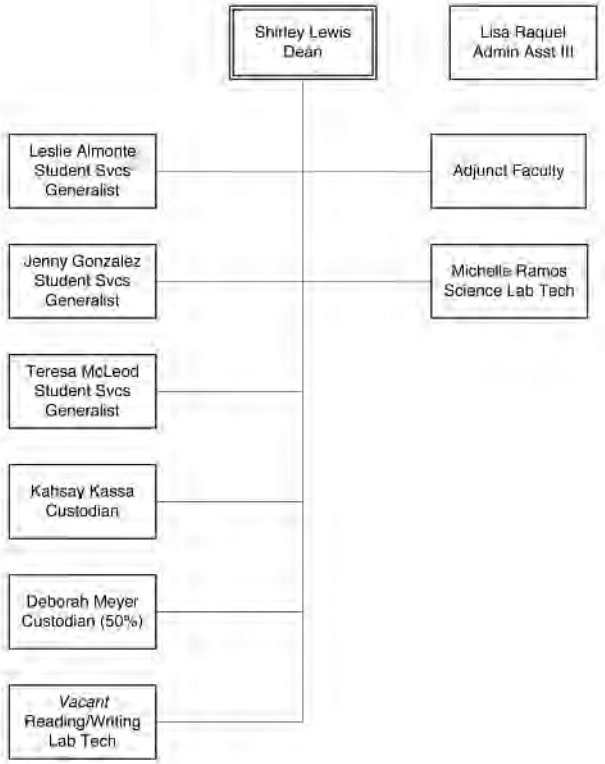
Solano Community College

Vacaville Center 2011 - 12



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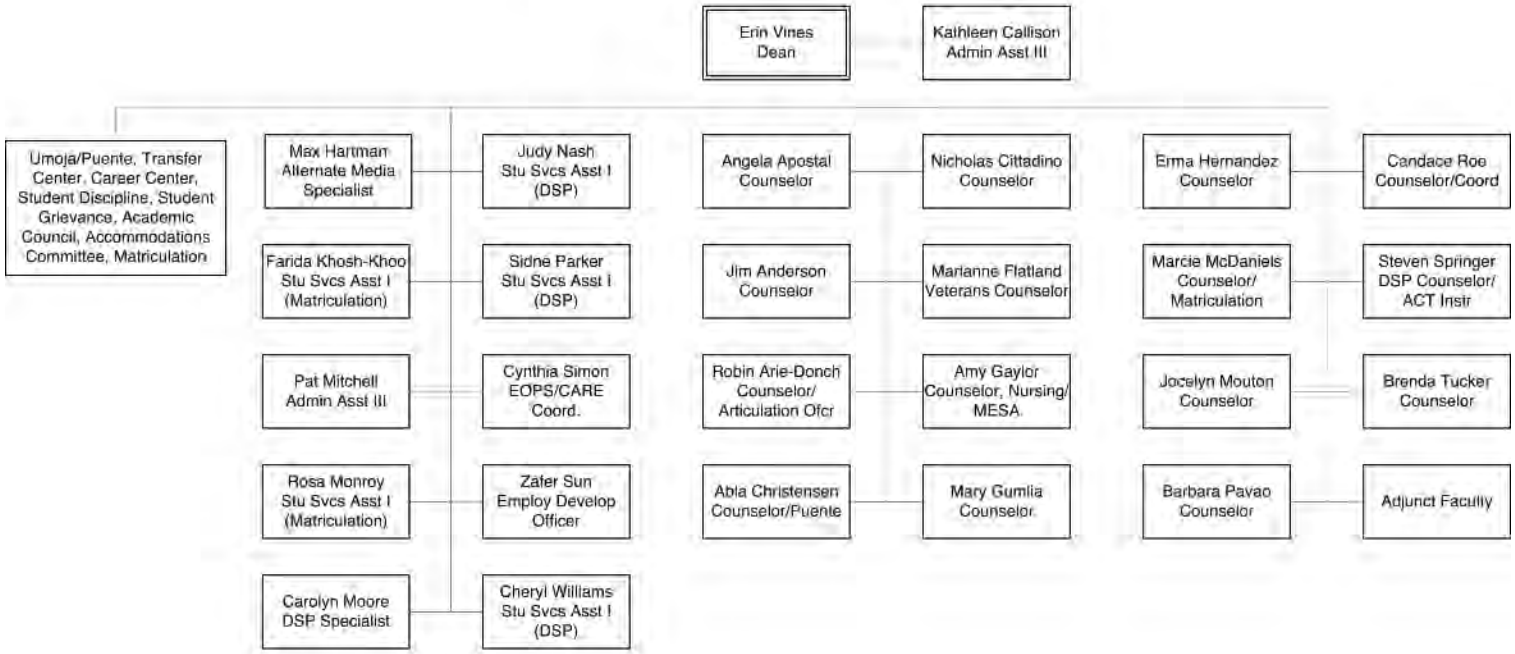
Solano Community College

Counseling & Special Services 2010 - 11



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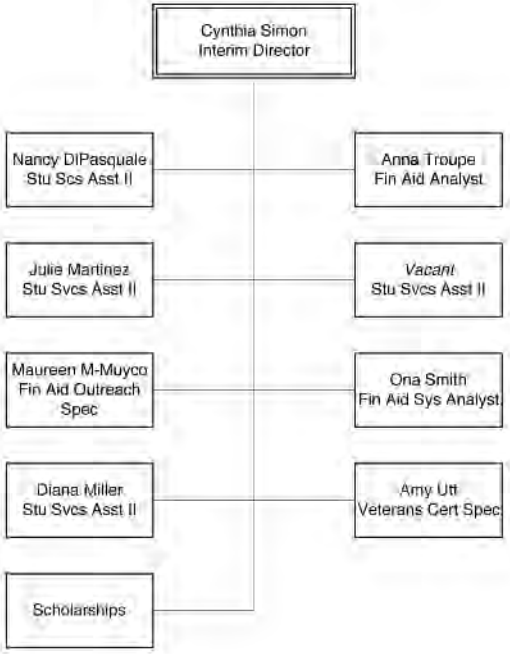
Solano Community College

Financial Aid 2011 - 12



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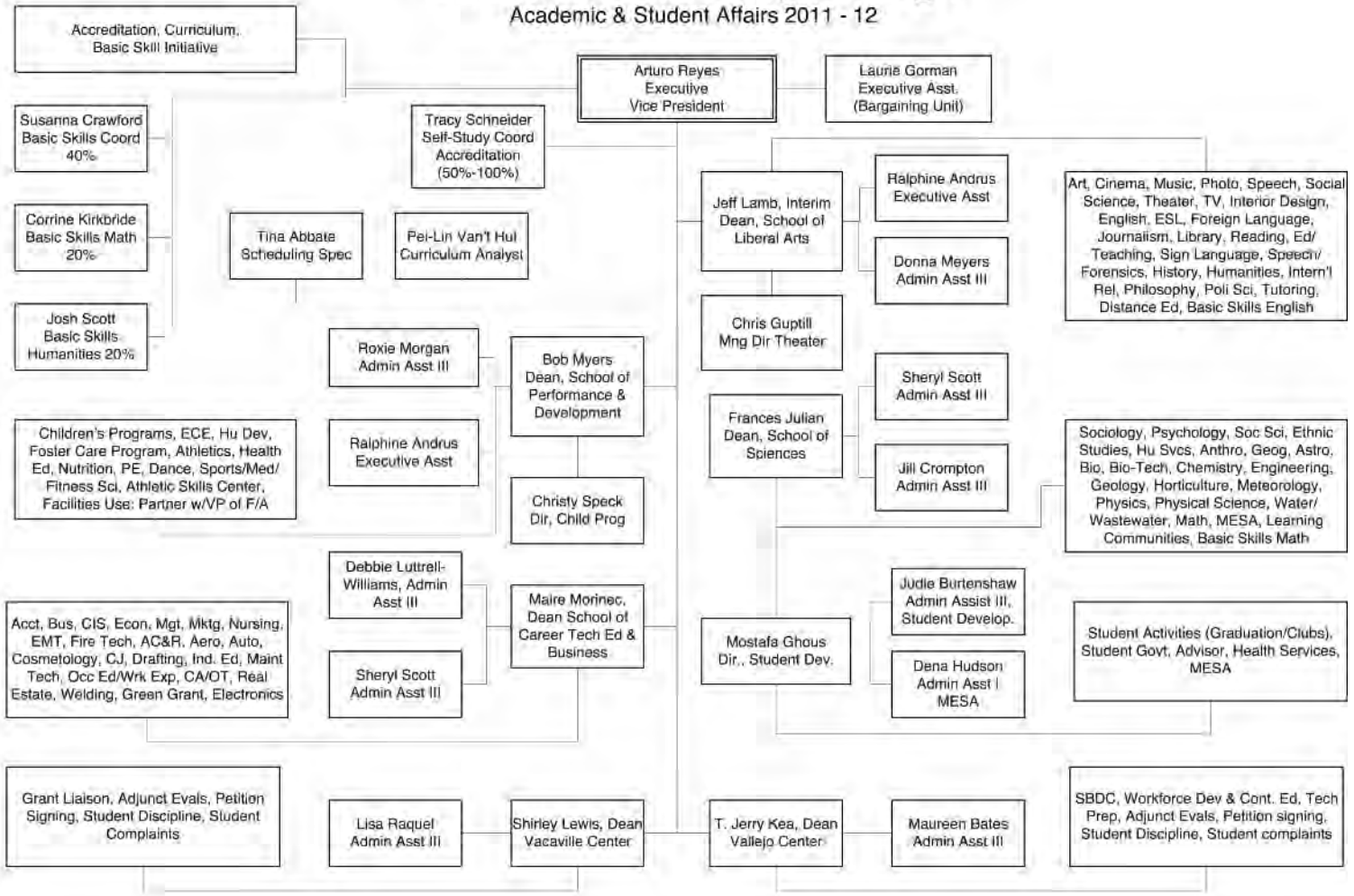
Solano Community College

Academic & Student Affairs 2011 - 12



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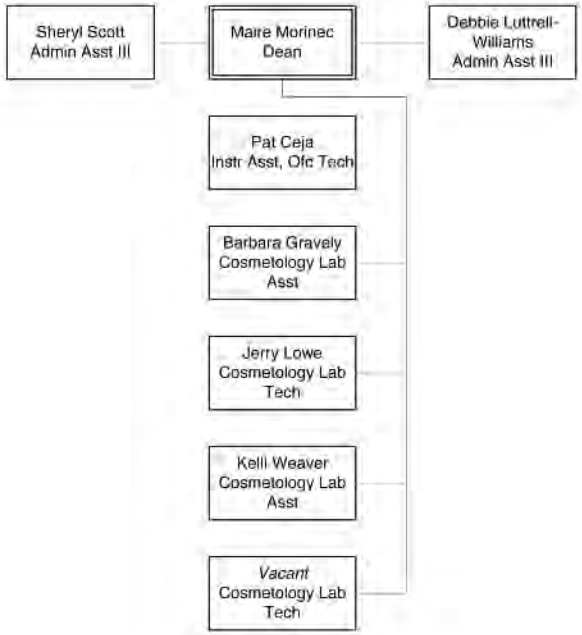
Solano Community College

School of Career Tech Ed & Business 2011 - 12



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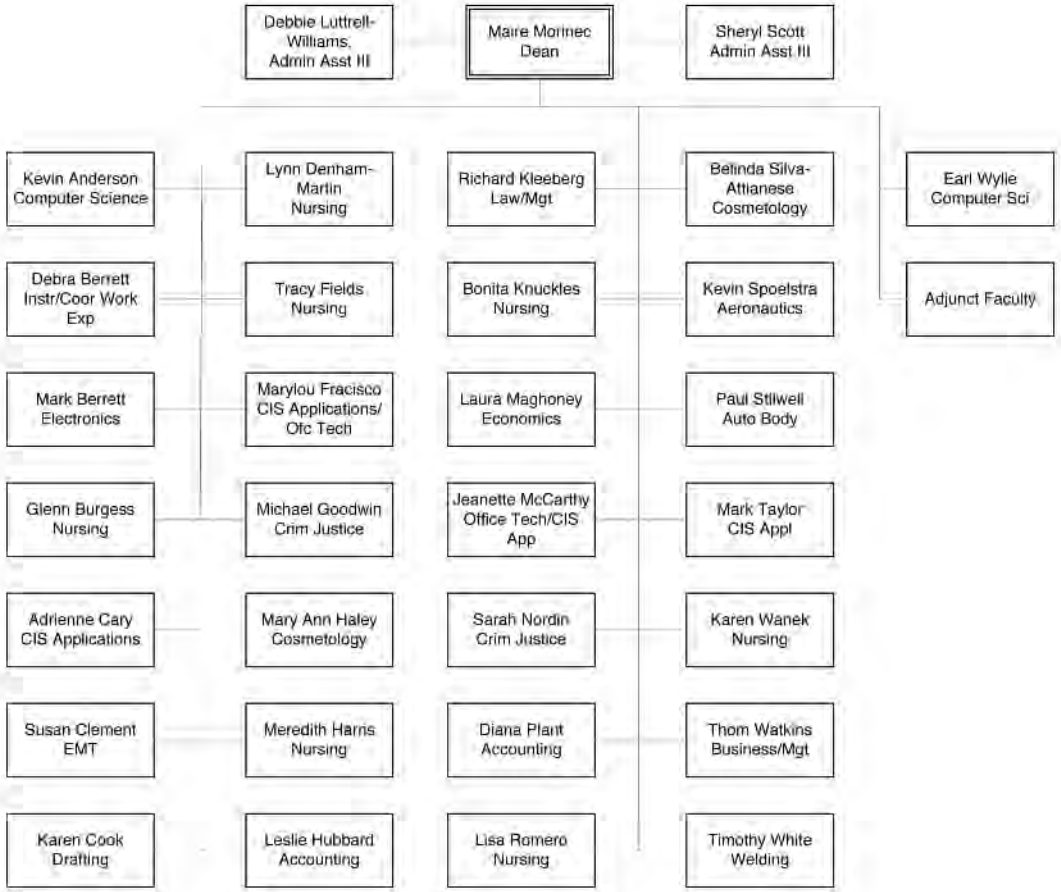
Solano Community College

School of Career Technical Education & Business 2011 - 12



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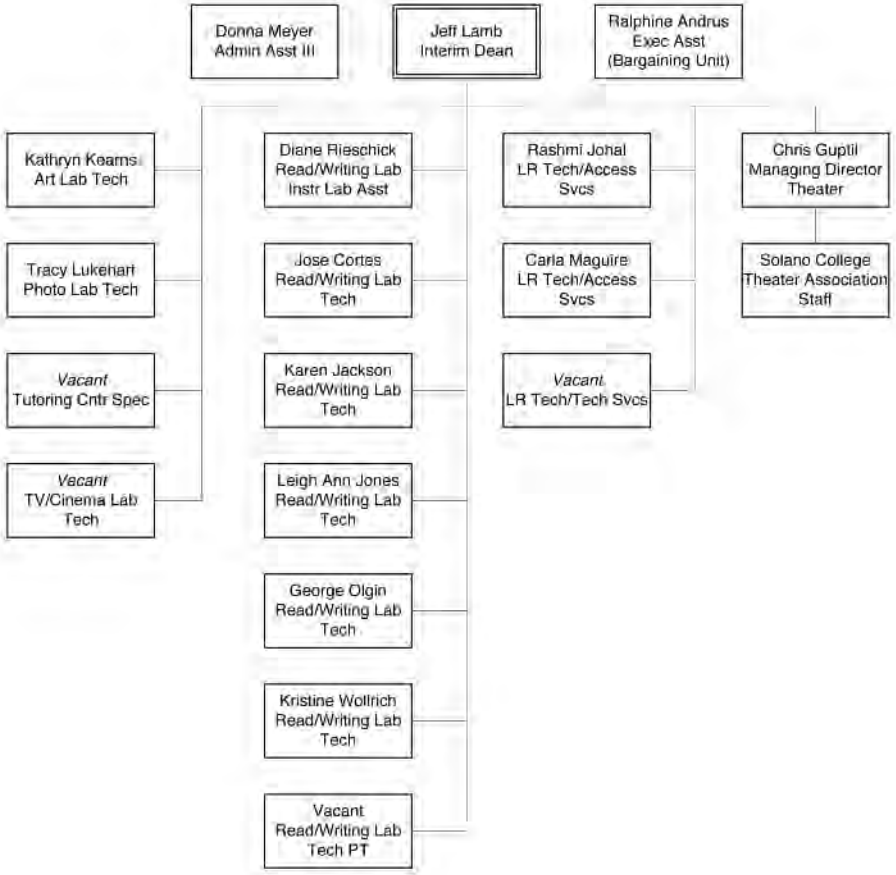
Solano Community College

School of Liberal Arts 2011 - 12



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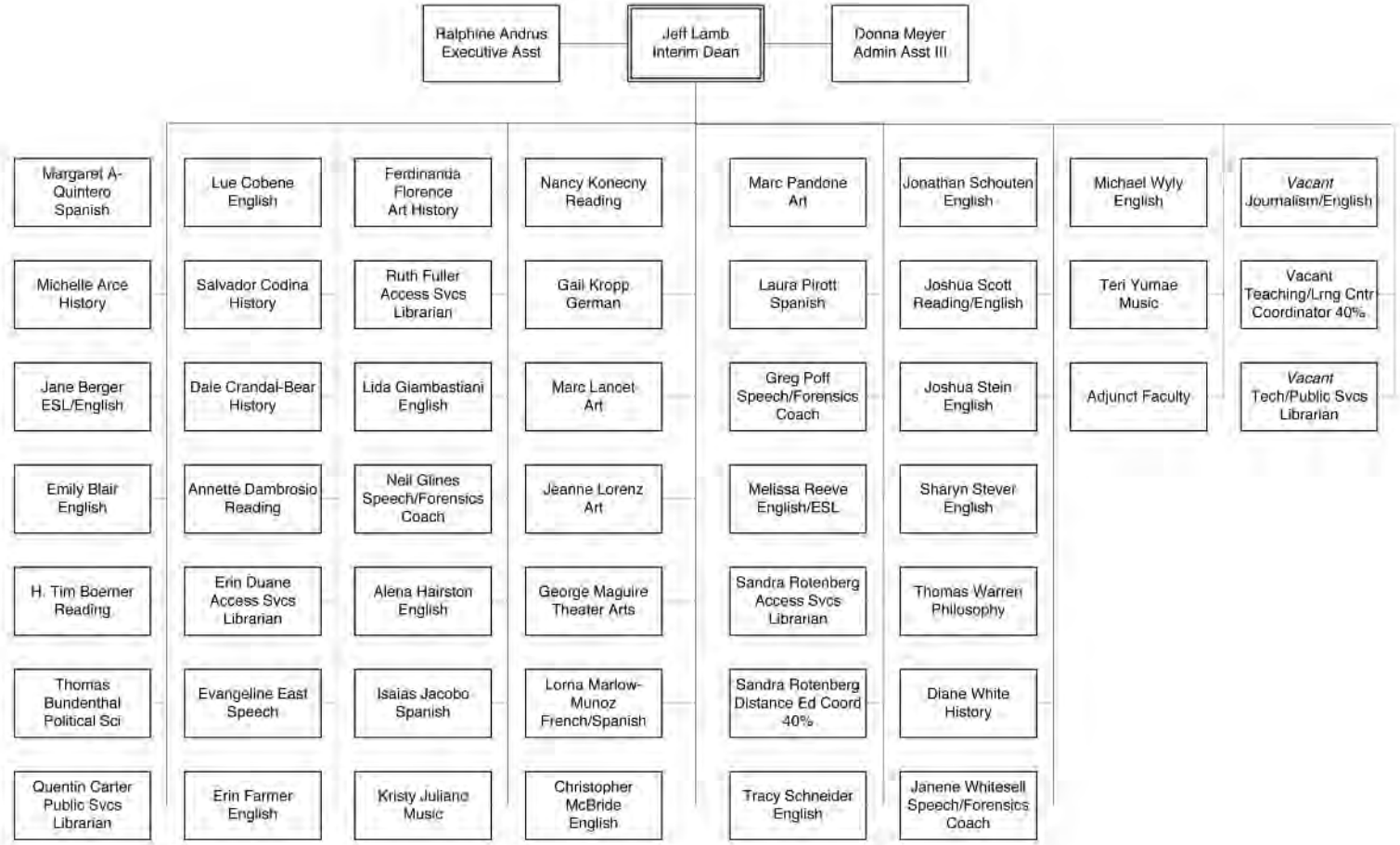
Solano Community College

School of Liberal Arts 2011 - 12



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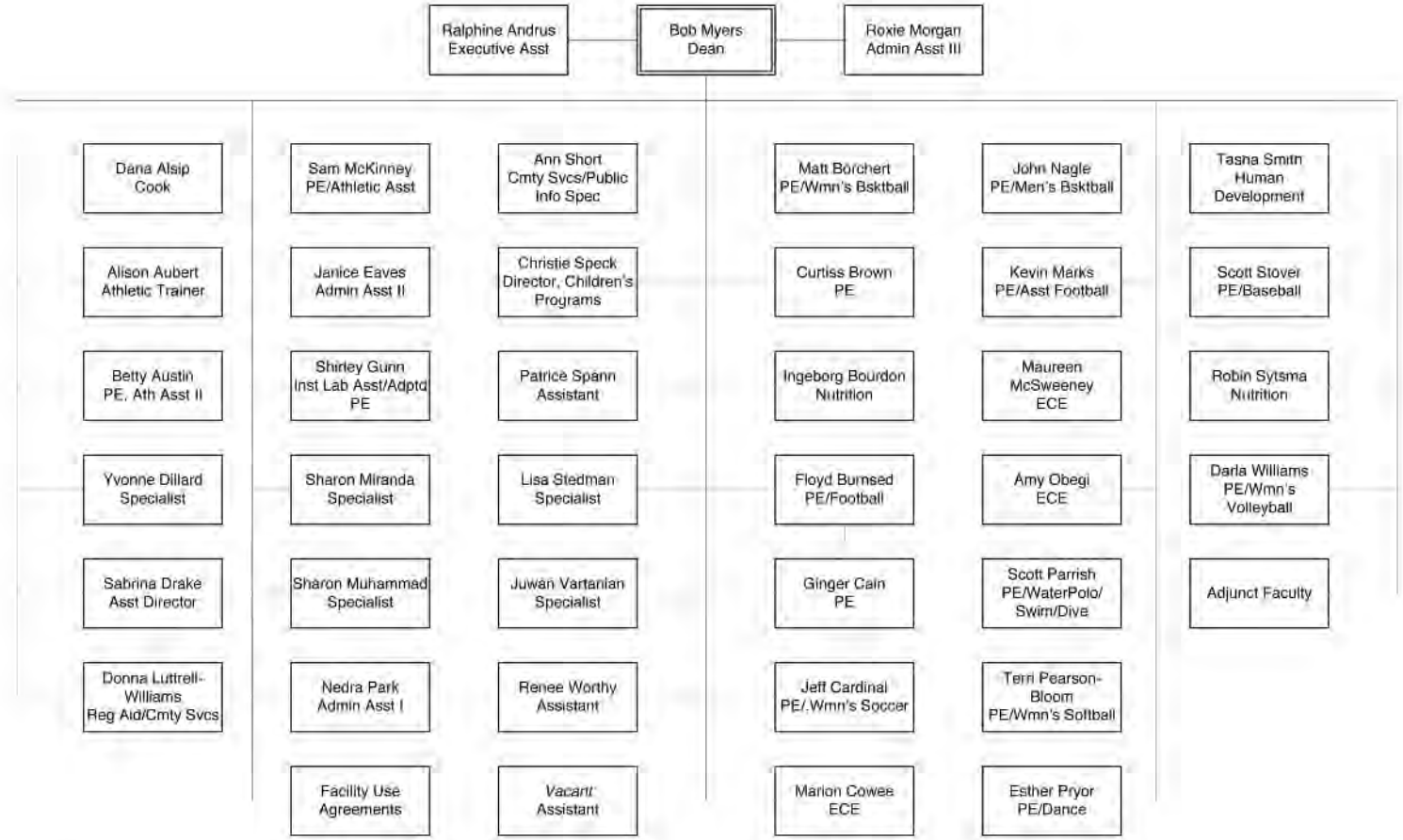
Solano Community College

School of Human Performance & Development 2011 - 12



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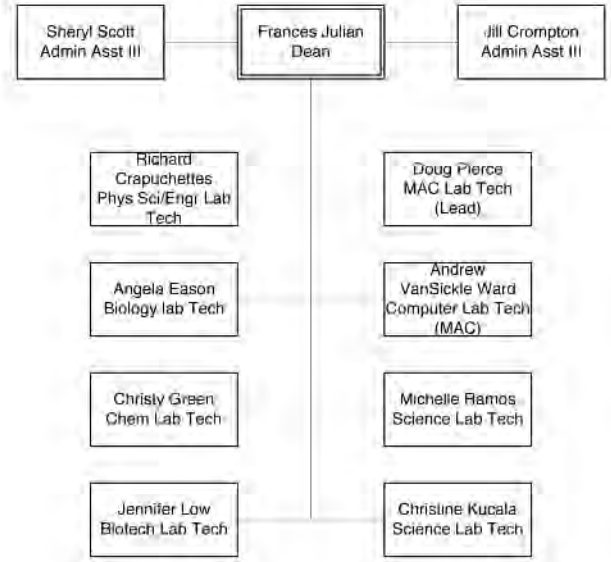
Solano Community College

School of Sciences 2011 - 12



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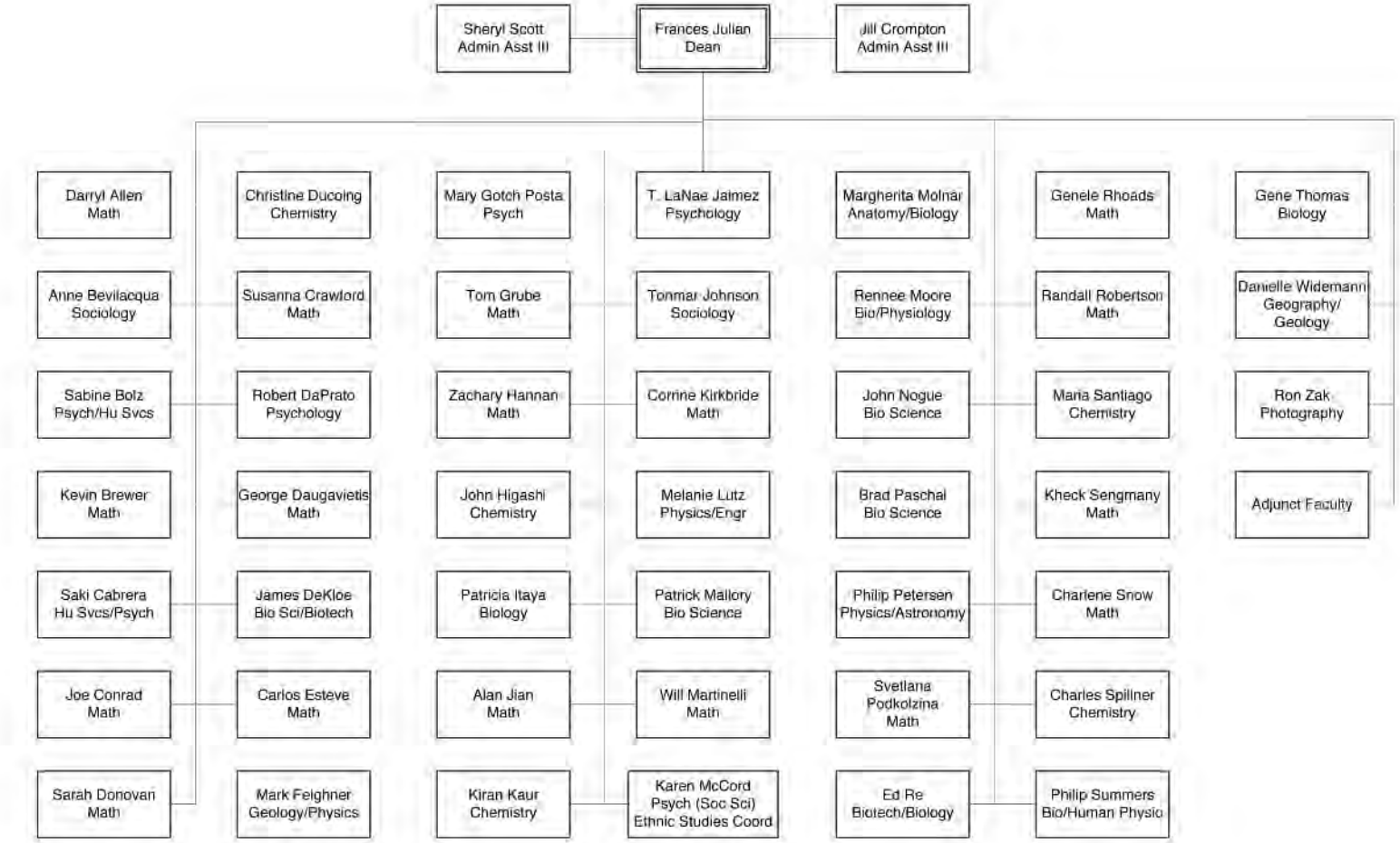
Solano Community College

School of Sciences 2011 - 12



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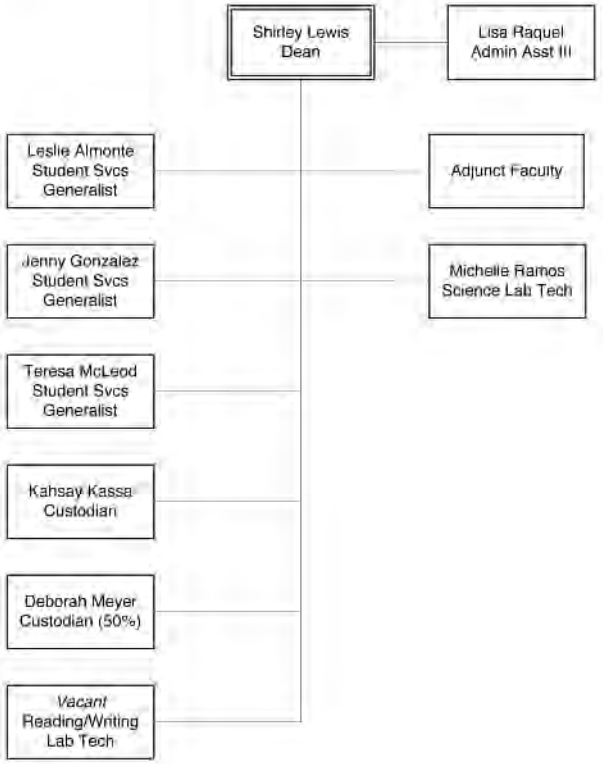
Solano Community College

Vacaville Center 2011 - 12



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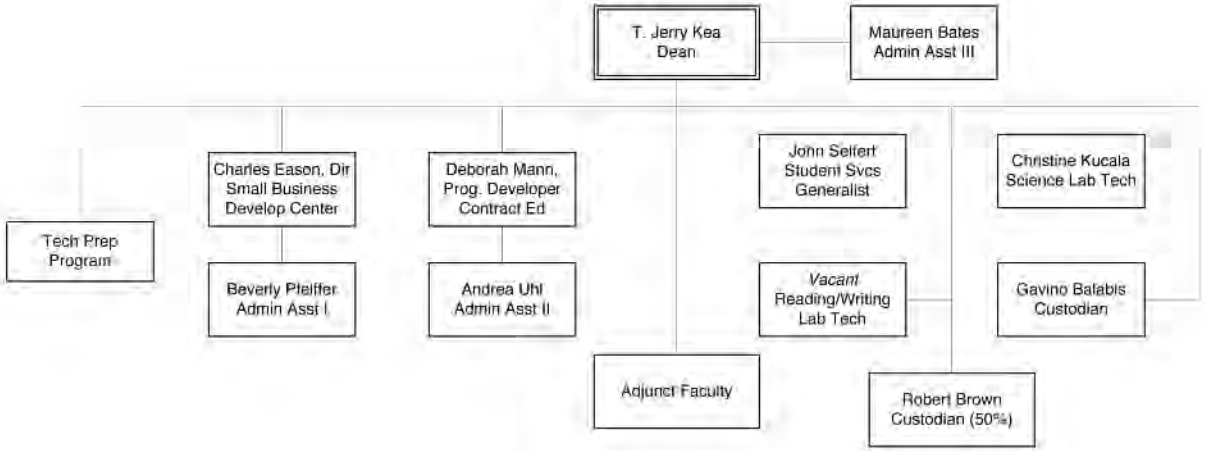
Solano Community College

Vallejo Center 2011 - 12



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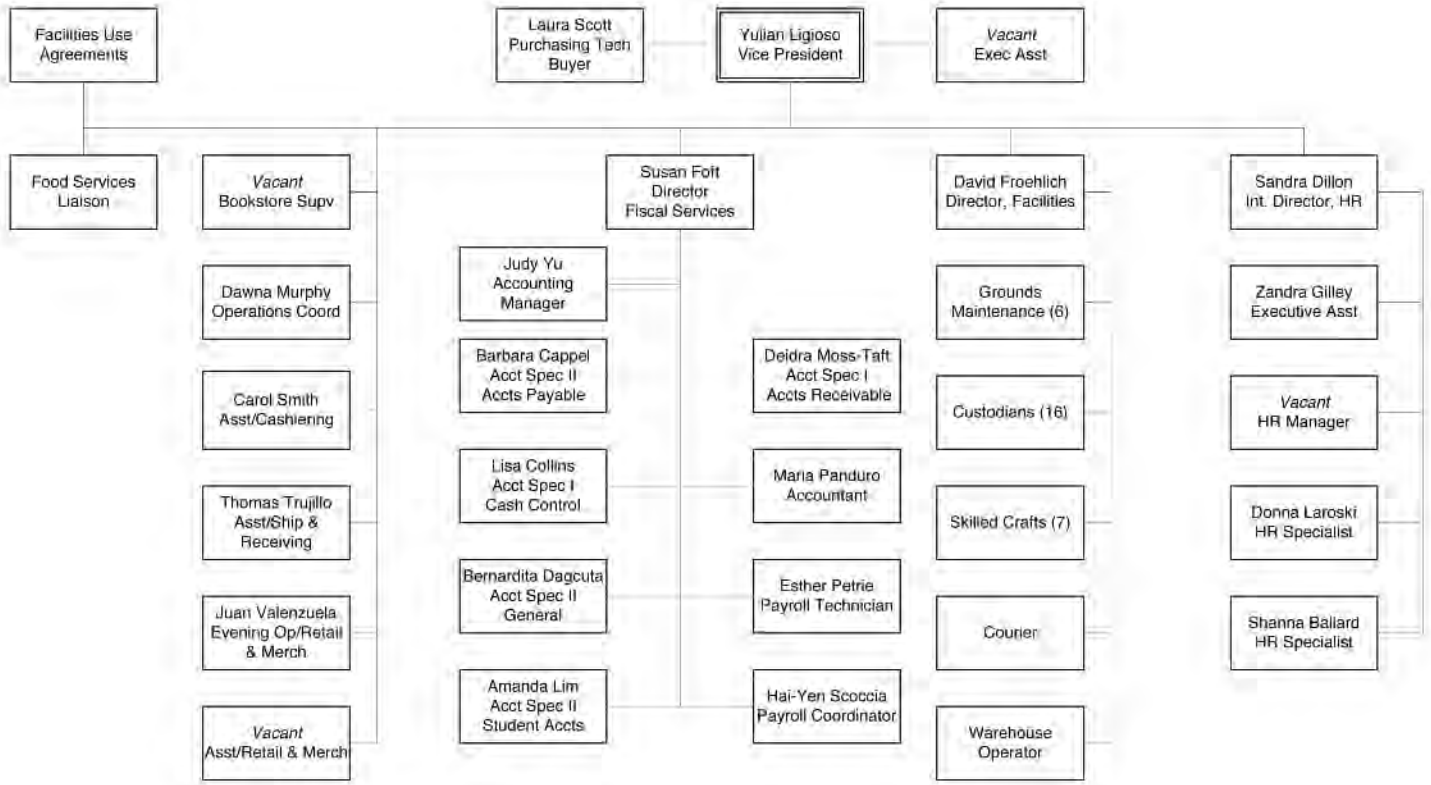
Solano Community College

Finance & Administration 2011 - 12



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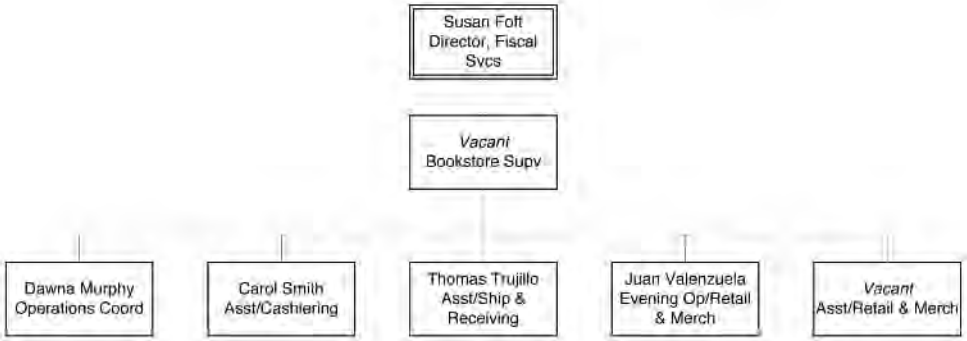
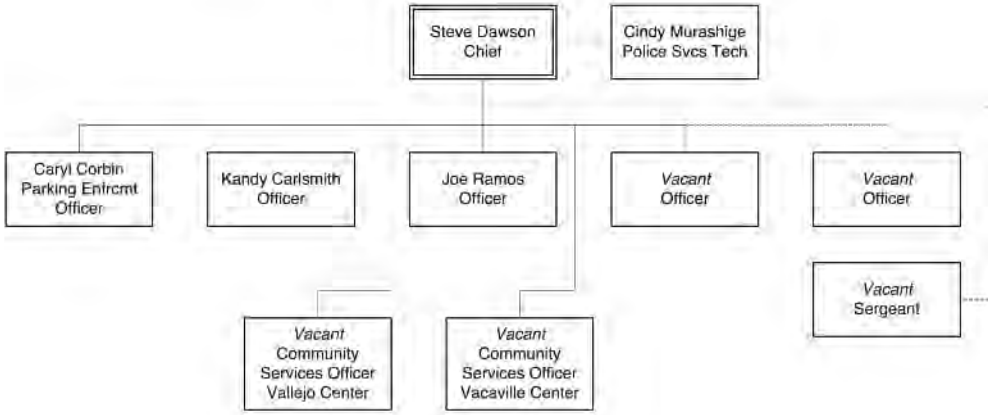
Solano Community College

Bookstore 2011 - 12



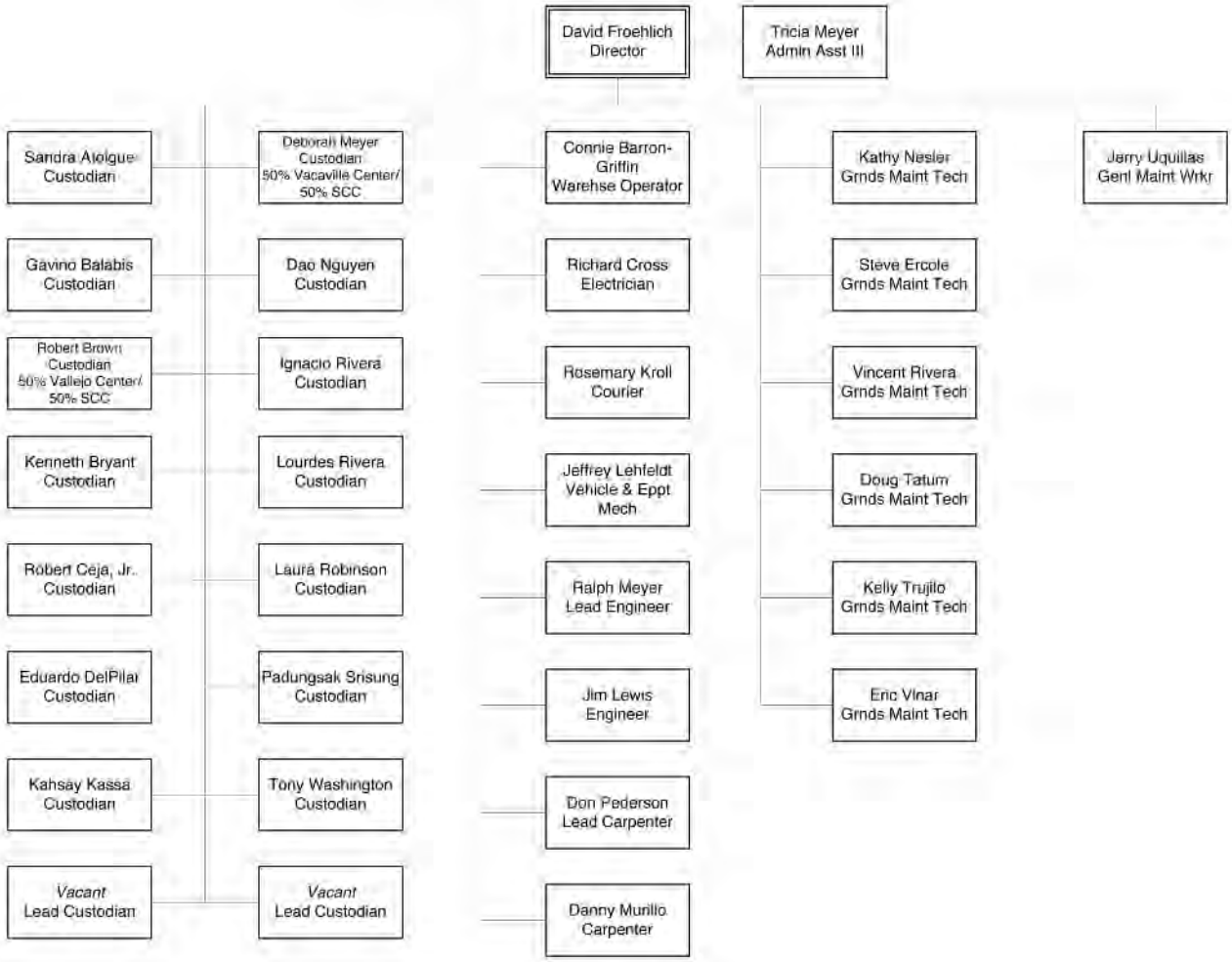
Solano Community College

College Police 2011 - 12



Solano Community College

Facilities 2011 - 12



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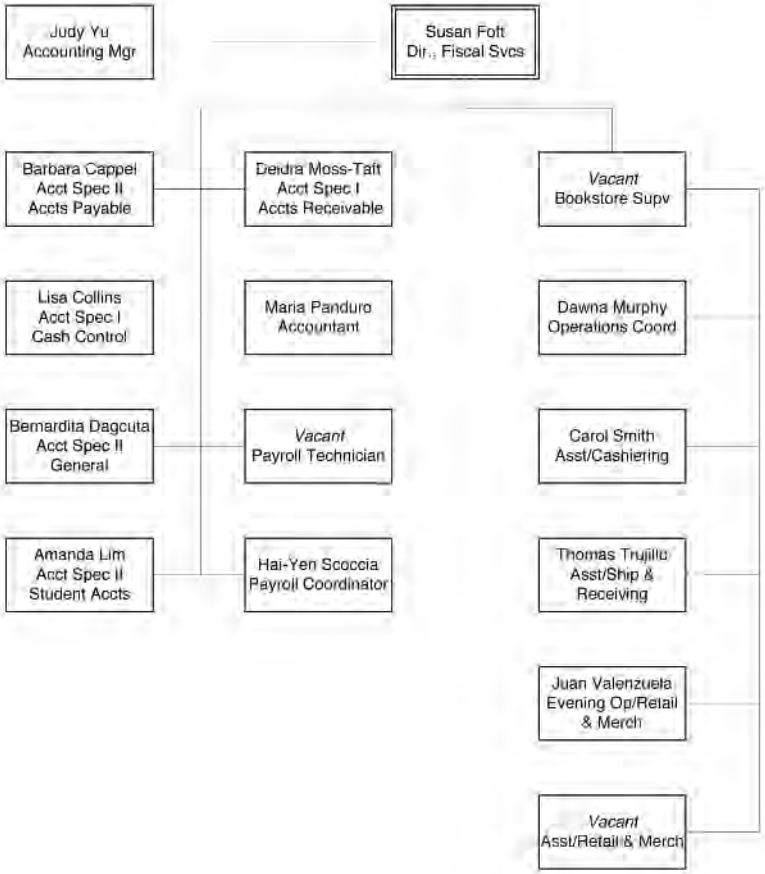
Solano Community College

Fiscal Services 2011 - 12



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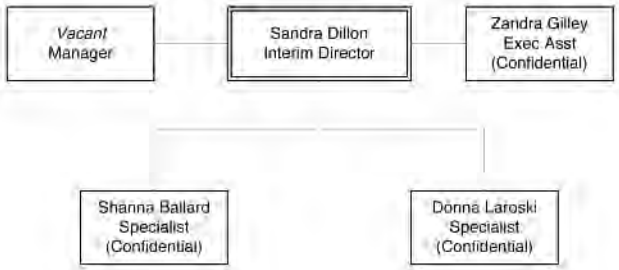
Solano Community College

Graphic Arts Services 2011 - 12

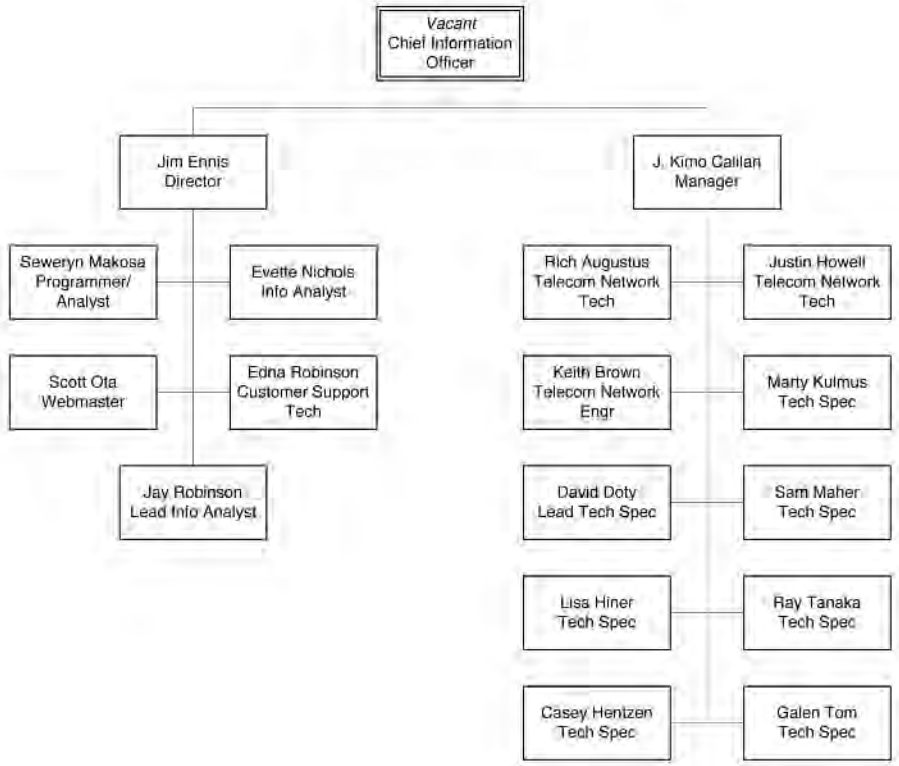
Solano Community College

Human Resources 2011 - 12



Solano Community College

Technology Support Services 2011 - 12



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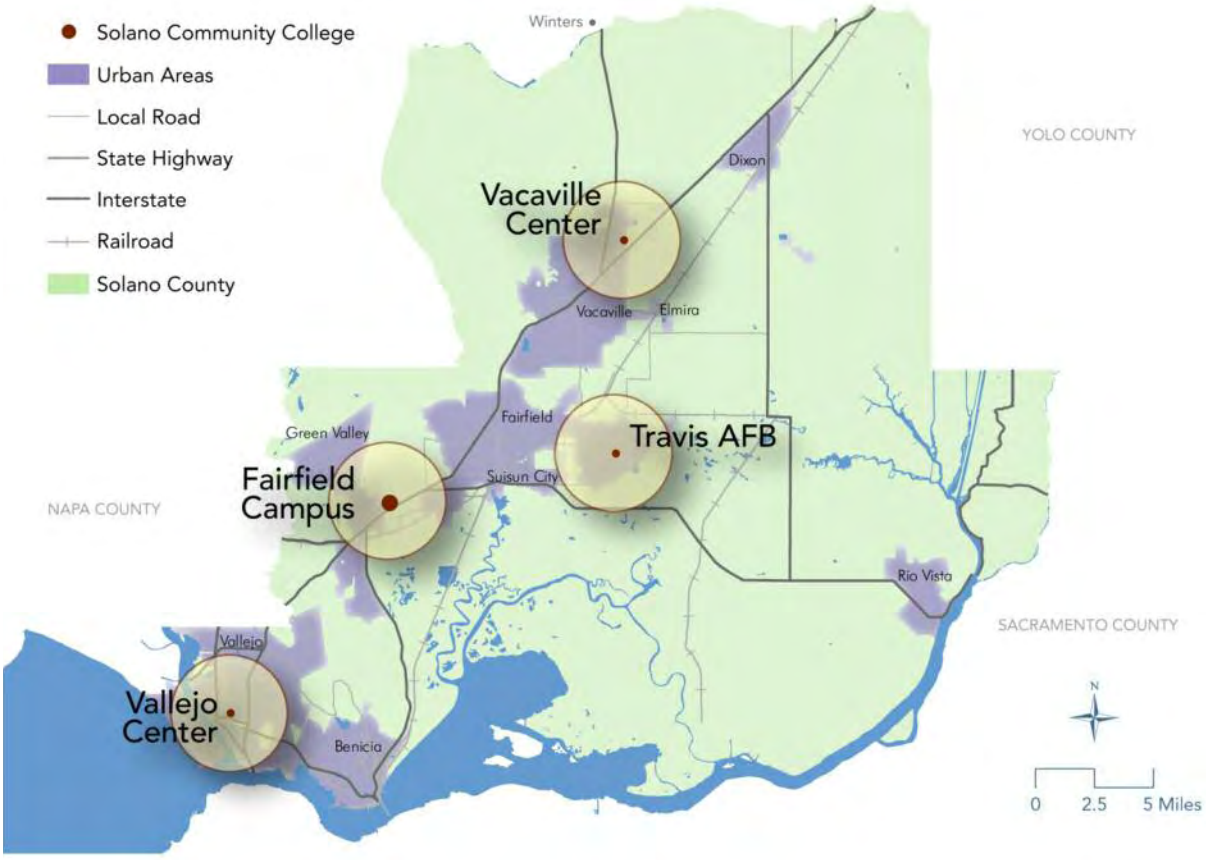
Community, Student, and Employee Demographics and Data

SERVICE AREA AND COLLEGE DEMOGRAPHICS

The Solano Community College District service area includes Benicia, Dixon, Fairfield, Suisun City, Vacaville and Vallejo in Solano County and Winters in neighboring Yolo County. The service area accounts for approximately 95 percent of the total population in Solano County. The service area is surrounded by Napa County to the northwest, Yolo County to the northeast, Contra Costa County to the South and Sacramento County to the east. The county has a number of transportation corridors, including highways 12, 80, 113, 505, 680 and 780 and the Capital Corridor rail line, which promote travel and access within and around Solano County.



Population

The actual and projected growth of the underlying service area population is a major indicator of the need for services. Solano County and the surrounding San Francisco Bay and greater Sacramento regions have experienced and are projected to continue considerable growth and demographic shifts that are important in understanding Solano Community College's role in the community.

The population of the service area is primarily concentrated in the cities listed in the table below. The 2010 Solano County total population of 413,334 is just over 26,000 more than the total of Solano County cities (excluding Winters). Currently available projections (not adjusted to Census 2010 findings) show continued growth in all cities in the service area ranging from a total change 2010-2035 of 11.5% to over 86%, and slow (and even negative) population growth between 2000 and 2010 reflects the impacts of the economic recession and housing crisis of the later part of the decade. Across all cities in the Solano Community College service area population is expected to increase by 21.3%.

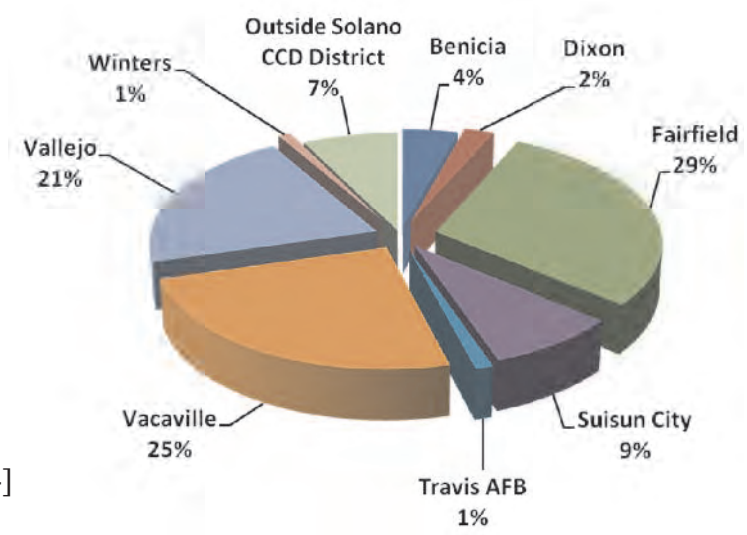
Projected Population Growth for Solano Community College Service Area

City	2000	2010	2015	2020	2025	2030	2035	10-35 % change	10-35 # change
Benicia	26,865	26,997	29,000	29,300	29,600	29,800	30,100	11.5%	3,103
Dixon	16,103	18,351	19,400	20,600	21,800	22,700	23,900	30.24%	5,549
Fairfield	96,178	105,321	115,800	118,900	121,900	124,300	127,000	20.58%	21,679
Suisun City	26,118	28,111	30,200	31,200	32,300	33,300	34,300	22.02%	6,189
Vacaville	88,625	92,428	102,600	105,000	107,300	109,400	111,100	20.20%	18,672
Vallejo	116,760	115,942	127,400	130,900	133,600	136,400	138,900	19.80%	22,958
Winters	6,125	6,624	N/A	N/A	N/A	N/A	12,360	86.59%	5,736
Service Area Cities Total	**376,774**	**393,774**	**424,400**	**435,900**	**446,500**	**455,900**	**477,660**	**21.30%**	**83,886**

[DD 1, 2, 3]

The largest proportion of students in fall 2010 resided in Fairfield (29%), followed by Vacaville (25%) and Vallejo (21%). This enrollment breakdown shows a strong correlation to the proportion of population in each of the three largest cities. Additionally, 9% of the students lived in Suisun City, 4% in Benicia, 2% in Dixon, and 1% each on Travis Air Force Base and in Winters. Benicia and Dixon are slightly under-represented based on their current population. Another 7% of the students resided outside the Solano Community College District. The mix of current enrollment has remained essentially the same since 2005.

Percent of Fall 2010 Enrollment by City of Residence



[DD 4]

Age

The age breakdown of the community is relevant to the type of programs and methods of delivery. Students coming to SCC following high school have different needs than older residents returning for retraining or continuing education. The number of Solano County residents in all age groups is expected to grow between 2010 and 2040, but not evenly across age groups. The projected age breakdown shifts mostly in the oldest categories, with the 75 and older category reaching 10% of the total population and more than tripling in number.

Solano County Population Growth by Age

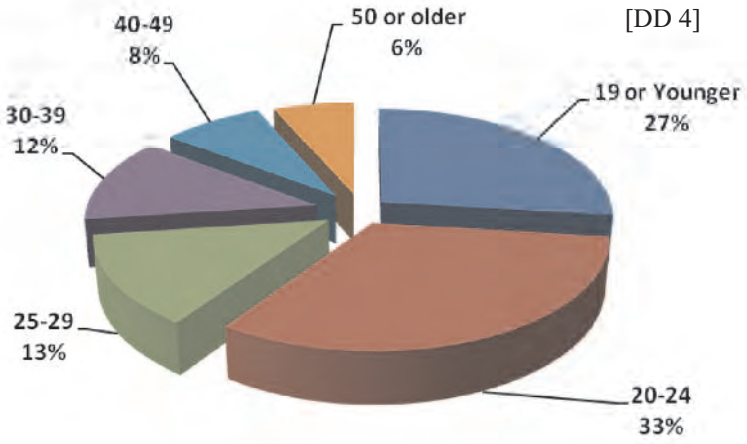
Age	2010	%	2040	%	% Change 2010-2040
0 to 14	89,023	20%	140,489	20%	57.8%
15 to 24	67,074	15%	94,618	14%	41.1%
25 to 34	58,879	13%	91,375	13%	55.2%
35 to 44	57,980	13%	89,248	13%	53.9%
45 to 54	66,737	15%	88,285	13%	32.3%
55 to 64	53,170	12%	67,217	10%	26.4%
65 to 74	26,982	6%	54,478	8%	101.9%
75 and over	21,216	5%	71,496	10%	237.0%
Total	441,061	100%	697,206	100%	58.1%

[DD 5]

In fall 2010, the largest proportion of students was 20 to 24 years old (33%), followed by 19 and younger (27%), 25-29 (13%), 30-39 (12%), 40-49 (8%) and 50 or older (6%).

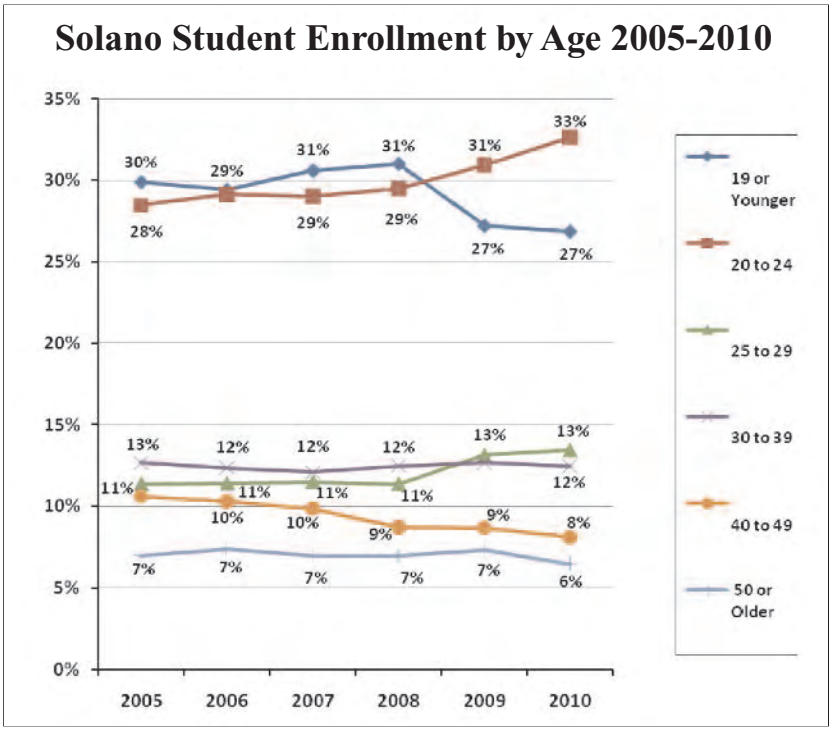
Percent of Fall 2010 Enrollment by Age

[DD 4]



Between fall 2005 and fall 2010, the proportions of the youngest and oldest students decreased while the percentages of students between 20 and 29 years old increased. Specifically, the percentages declined in the following age groups: 19 or younger (-3%), 40-49 (-3%), 30-39 (-1%), and 50 and older (-1%), while the percentages of 20 to 24 year olds increased by 5% and 25 to 29 year olds increased by 2%.

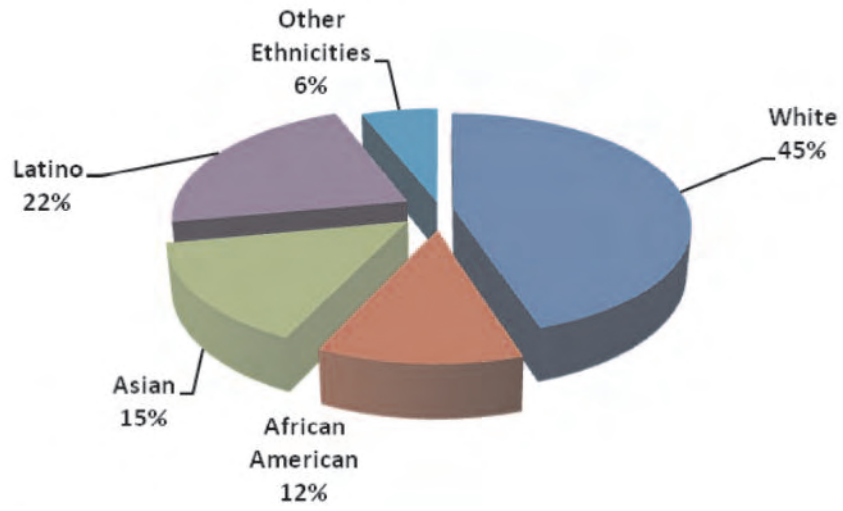
[DD 5]



Ethnicity

The changing ethnic make-up of Solano County and SCC's service area further informs decision-making at the College. Solano County is an ethnically diverse community with significant Latino, Asian, and African American populations. The projected population growth is expected to include large numbers of Hispanic and Asian residents while white and African American populations are expected to decline over this same period.

Percent of Solano College Service Area Population by Ethnicity



[DD 6]

[DD 6]

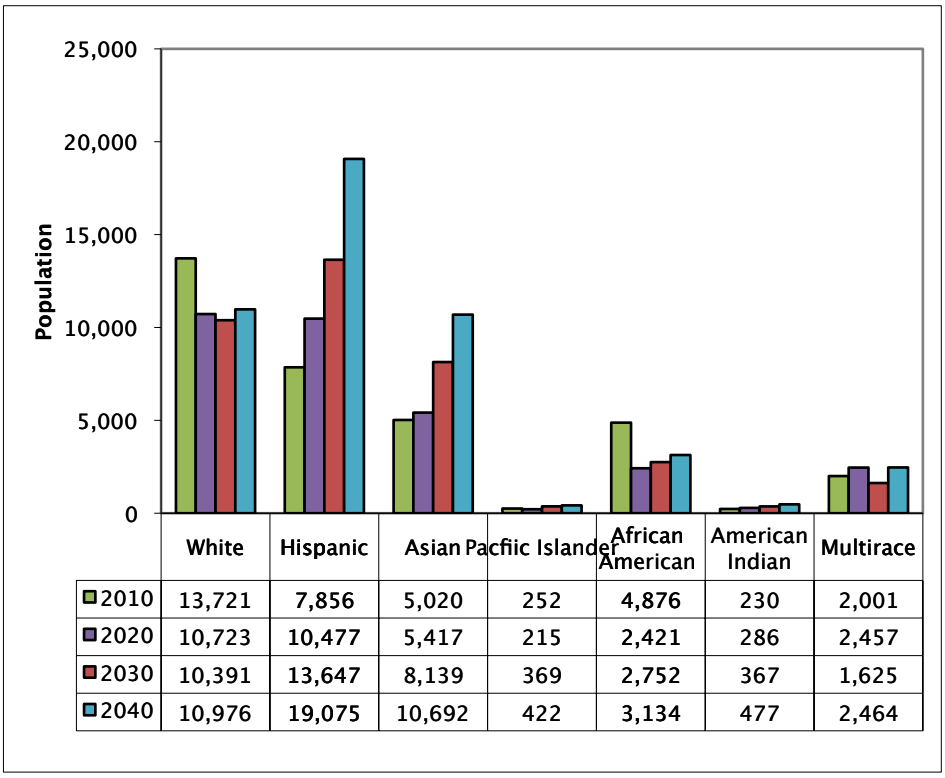
Solano County Ethnicity Projections

	2010		2020		2030		2040		2010-2040
	Number	**%**	**Number**	**%**	**Number**	**%**	**Number**	**%**	**% Change**
White	198,512	45%	200,362	40%	197,299	33%	190,033	27%	-4%
Hispanic	96,228	22%	129,209	26%	180,714	31%	246,864	35%	157%
Asian	67,734	15%	92,716	18%	125,745	21%	165,590	24%	144%
Pacific Islander	3,526	1%	4,124	1%	4,967	1%	6,101	1%	73%
African American	51,289	12%	47,431	9%	45,478	8%	45,469	7%	-11%
American [DD 5]	3,029	1%	4,452	1%	5,920	1%	7,333	1%	142%
Multirace	20,743	5%	24,954	5%	30,043	5%	35,816	5%	73%
Total	**441,061**	**100%**	**503,248**	**100%**	**590,166**	**100%**	**697,206**	**100%**	

[DD 5]

Breaking down the population by age group, the same trends can be seen in both the 15-19 and 20-24 age groups. There is also an increasing rate of growth in the Hispanic population and large increases in Asian residents.

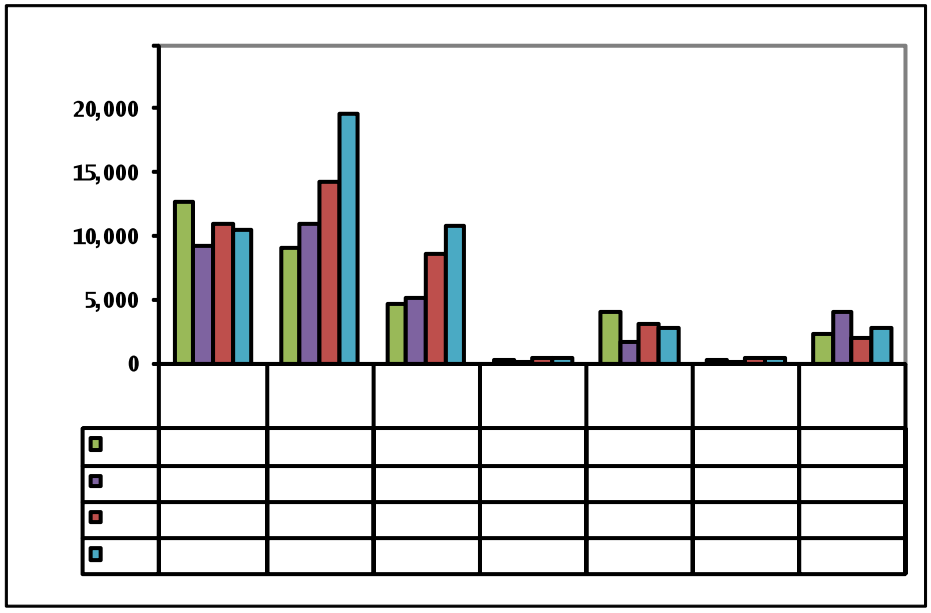
Solano County Population Projections Age 15-19



	White	Hispanic	Asian	Pacfiic Islander	African American	American Indian	Multirace
2010	13,721	7,856	5,020	252	4,876	230	2,001
2020	10,723	10,477	5,417	215	2,421	286	2,457
2030	10,391	13,647	8,139	369	2,752	367	1,625
2040	10,976	19,075	10,692	422	3,134	477	2,464

[DD 5]

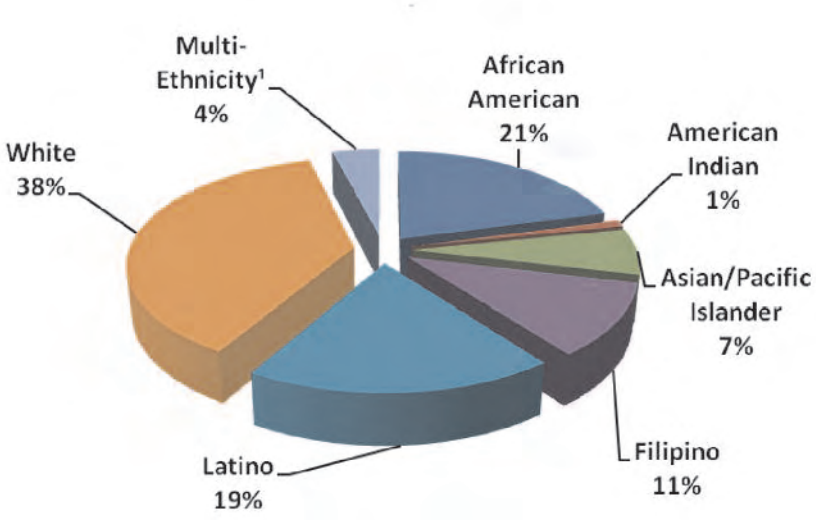
Solano County Population Projections Age 20-24



[DD 5]

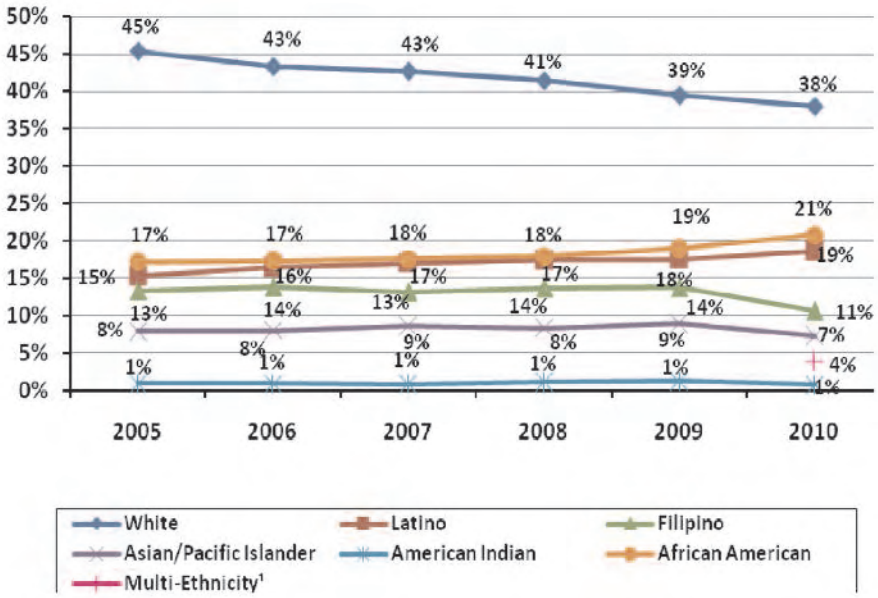
The percentage of African Americans rose from 17% to 21% (+4%) and the percentage of Latinos ascended from 15% to 19% (+4%) between 2005 and 2010. Conversely, the proportion of whites dropped from 45% in 2005 to 38% in 2010 (•7%). In addition, the percentage of students who are Asian/Pacific Islanders or Filipinos decreased slightly between 2009 and 2010, which may be due in part to the addition of the "multi-ethnicity" category in 2010. Compared to Solano County's population, SCC enrolls a larger percentage of African American and Asian students than are present in the general population.

Percent of Fall 2010 Enrollment by Ethnicity



[DD 4]

2005-2010 Enrollment by Ethnicity

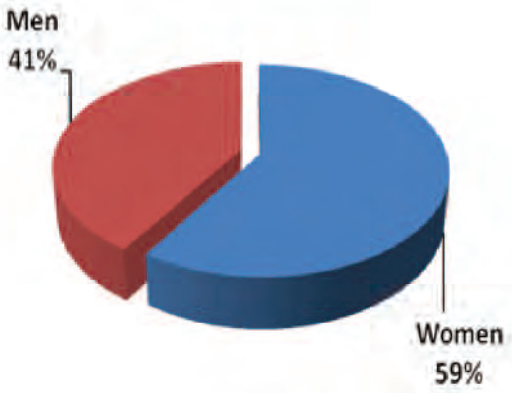


Gender

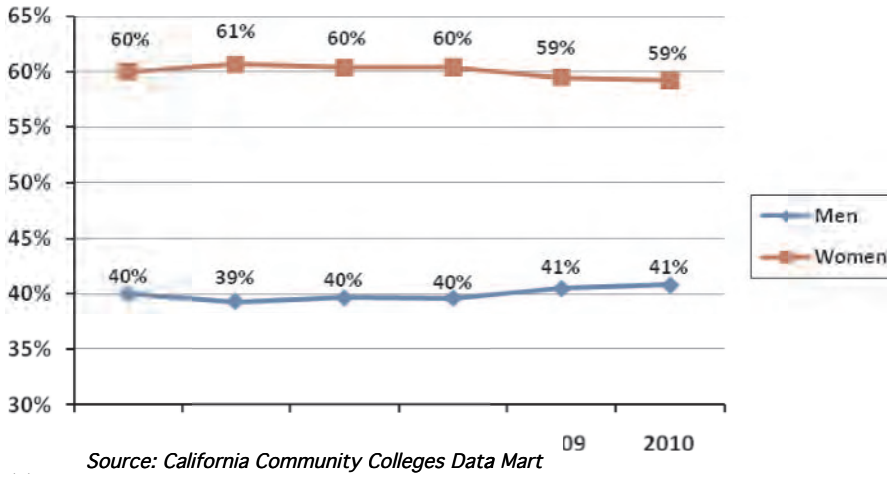
The proportion of male and female students remained relatively stable between fall 2005 and fall 2010. In 2010, 59% of Solano College's students were women and 41% were men. 2005-2009 American Community Survey data shows a gender split of 50.3% male, 49.7% female.

Percent of Fall 2010 Enrollment by Gender

[DD 4]



Percent of Fall 2005-10 Enrollment by Gender



[DD 4]

Source: California Community Colleges Data Mart

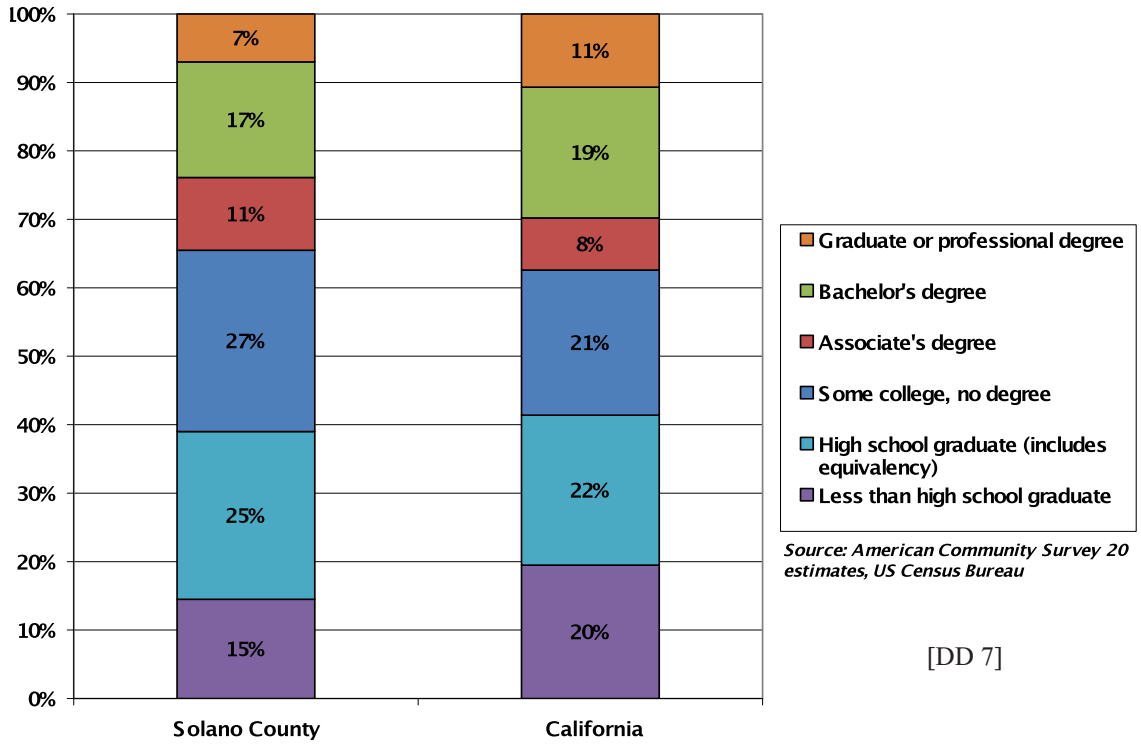
Additional Demographic Factors

A variety of other demographic factors are useful when building a picture of the service area population. These factors, including educational attainment, job growth, household income, and immigration status, do not have direct comparisons within the student population but are useful in understanding the context of the College within its community.

Educational Attainment

Over 85% of Solano County residents aged 25 and over have a high school diploma or higher while nearly 24% have a bachelor degree or higher. Approximately 24.5% of adults age 25 and over do not complete or pursue education above the high school level, approximately 26.5% attend college but do not obtain a degree, and the remaining 23.9% of adults 25 years and older obtain an associate, bachelor or professional degree. Compared to the state-wide data, Solano County has a greater percentage of residents with some college and no degree and a much lower percentage of non-high school graduates. The percentage of residents with associate degrees is slightly higher than the state average.

Educational Attainment Solano County



Source: American Community Survey 20 estimates, US Census Bureau

[DD 7]

Job Growth and Resident Employment

Between 2010 and 2015, the Solano County job growth rate is forecast to average two percent each year, compared to a 1.6 annual average growth rate for California overall. California Department of Transportation projections through 2035 forecast that the County unemployment rate will decrease steadily, from 11.4% in 2011 to 7.4% by 2015 and 5.5% by 2035. According to Association of Bay Area Governments (ABAG) projections, Solano County had approximately 140,120 jobs and 205,700 employed residents in 2010 (0.68 ratio). In comparison, in 2005, Solano County had an estimated 148,600 jobs and 194,900 employed residents (0.76 ratio). Looking ahead, the ratio of jobs in the County to employed County residents will increase to as much as 0.80 in 2035. The job to employed resident balance will vary throughout the County in 2035. Both Fairfield and Benicia are projected to have more jobs than employed City residents. All other cities will experience a surplus of employed residents.

Solano County Job and Employee Balance 2035

City	Total Jobs	Employed Residents	Ratio
Benicia	19,010	16,810	1.13
Dixon	10,650	14,420	0.74
Fairfield	71,640	66,600	1.08
Rio Vista	6,120	11,240	0.54
Suisun City	6,460	18,880	0.34
Vacaville	43,920	57,550	0.76
Vallejo	47,870	72,440	0.66
Remainder	6,210	6,760	0.92
Solano County	211,880	264,700	0.80

[DD 8]

Households, Income, and Poverty

By 2035, the number of households in Solano County is projected to increase by over 15% from 2010, representing a total increase of 23,130 households. Vallejo, Fairfield and Vacaville will achieve the greatest growth in number of households relative to other cities within the County. Dixon and Rio Vista will experience the most significant growth relative to 2010 households within each city. Household size in the County is anticipated to remain steady, at roughly 2.88 in 2010 and 2.86 in 2035. According to the U.S. Census, 2009 median household income in Solano County was $65,079. Nearly 11% of Solano County residents live in poverty, and 13% of residents between the ages of 5 and 17 live below the poverty level.

Income and Household Data for Solano and Neighboring Counties

	Napa	Sacramento	Solano	Yolo
	2010	2010	2010	2010
Average household size	2.69	2.71	2.83	2.74
Median household income	$66.970	$52.502	$65,079	$56,120
Average family size	3.23	3.31	3.30	3.26
Percent living below poverty level	8.6%	15.3%	10.7%	15.7%

[DD 7, 9]

Immigration and English Language Proficiency

Nearly 20% of Solano County's population is foreign born. Of those foreign born residents, 44% are Asian and 41% are Hispanic or Latino (any race). Of the population born in the United States, 87.4% speak English only at home and 2.0% report speaking English less than "very well." Within the foreign born population only 10.8% speak English only in the home and nearly 50% speak English less than "very well."

Key Findings and Implications Regarding Demographics

Findings

- Continued growth in population is expected over the next 20-25 years.
- The smaller cities of Winters and Dixon are expected to grow the fastest, but the largest gains will be in the existing population centers of Fairfield, Vacaville and Vallejo.
- The key age groups in SCC current enrollment are expected to grow on pace with the community as a whole, while the oldest age groups (especially ages 65 and older) will double and triple in number.
- Enrollment at SCC nearly matches the ethnic diversity of the community, with the proportion of Hispanic students increasing between 2005 and 2010 to 19%.
- Education status of Solano County residents indicates an opportunity for serving those who have achieved a high school diploma or have completed some college but have not completed a degree.

Implications

- Overall population growth will drive an increase in the demand for education services; the majority of growth is expected to occur within existing Solano Community College campus and center locations. The College will have to address this growth within the limitations of California's current budget crisis.
- SCC has had a relatively low level of participation by older age groups. As these older segments of the population retire from first careers, education opportunities can spur new businesses and other community benefits. However, these potential students may have unique scheduling needs.
- While SCC has made progress in expanding access to the College to Hispanic community members, the rapid growth in this segment of the population will require ongoing efforts to ensure that the options remain relevant.

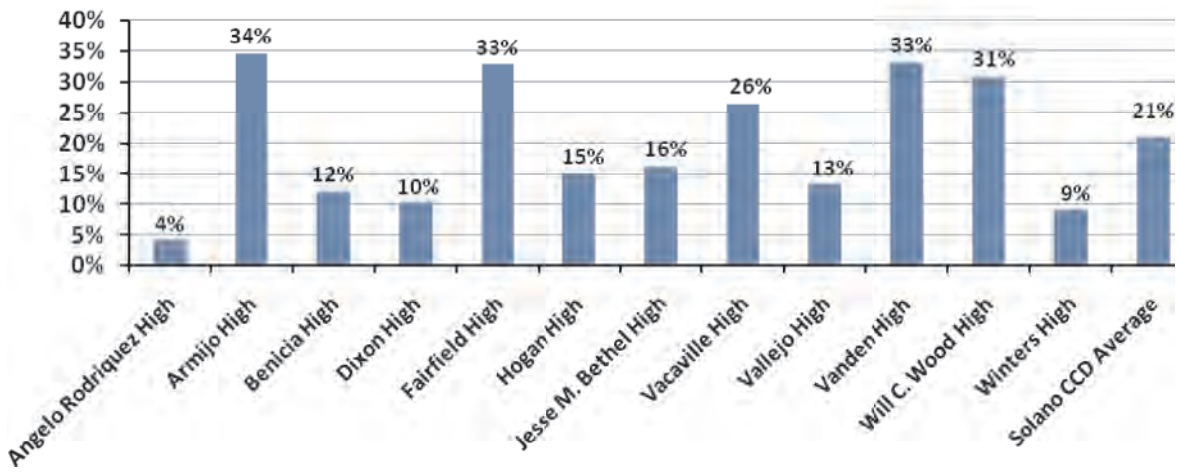
POTENTIAL FUTURE STUDENTS: AREA HIGH SCHOOL DATA

Trends at local high schools potentially influence and impact enrollment in the College. The level of preparation that students attain in high school helps to determine what kinds of courses, programs and support services students will need once they reach college. Projected demographic shifts, historical enrollment and success trends, and the impacts of the California High School Exit Exam (CAHSEE) will all be important factors for the College to monitor in the coming years.

Feeder High Schools

The graduates of twelve major high schools feed a significant portion of the incoming freshman into Solano Community College. The largest proportion of 2008-09 Solano County high school graduates attending Solano College in fall 2009 were from Armijo (34%), Fairfield (33%), Vanden (33%) and Will C. Wood (31%) high schools.

Percent of 2008-09 Solano Community College District High School Graduates Enrolled at Solano Community College in Fall 2009



[DD 10, 11]

Many of the top feeder schools are predominately non-white. The portion of the high school student population classified as English Learners is lower at all schools than the County or State average. Two of the feeder schools, Benicia and Elise P. Buckingham, are above the statewide base API target of 800. Nearly all of the top feeder schools have graduation rates above County and State averages, with the exception of Jesse M. Bethel, Hogan, and Vallejo high schools. The four schools with the highest percentage of graduates attending Solano College (Armijo, Fairfield, Vanden, and Will C. Wood) fall near the middle of the range for graduation rates and API base scores.

Performance and Demographics for Top 12 Feeder Schools for Solano Community College

High School	Enrollment	% Non-White	Graduation Rate	English Learners	% Free Lunch	API Base Rank
Angelo Rodriguez	2297	82.6%	90.7%	4.7%	17.5%	751
Armijo High	2357	85.8%	79.1%	12.0%	32.9%	697
Benicia	1671	42.0%	89.4%	1.0%	10.2%	814
Jesse M. Bethel High	1494	93.0%	66.0%	6.9%	40.2%	738
Elise P. Buckingham High	420	32.6%	92.3%	0.2%	9.1%	863
Dixon High	1249	53.8%	87.1%	11.1%	36.1%	749
Fairfield High	1710	90.6%	83.0%	9.6%	36.6%	671
Hogan High	1361	86.2%	61.6%	11.5%	49.3%	705
Vacaville High	2142	42.3%	85.3%	7.6%	24.1%	722
Vallejo High	1666	89.6%	57.8%	11.5%	55.1%	654
Vanden High	1527	60.1%	98.4%	1.0%	18.8%	795
Will C. Wood High	1852	46.0%	84.4%	5.8%	31.2%	710

API Base Rankings are for 2011; enrollment and ethnicity, English Learners, free lunch program statistics are fo academic year 2009/10; Graduation rates are 2008/09. [DD 12]

Ethnicity of Top Feeder Schools for 2009-10 Academic Year

High School	Largest	Second	Third	% Two or More Ethnicities
Angelo Rodriguez	Hispanic/Latino (21.0%)	White (17.4%)	African American (14.1%)	17.8%
Armijo High	Hispanic/Latino (35.0%)	White (14.2%)	African American (10.5%)	13.5%
Benicia High	White (58.0%)	Hispanic/Latino (11.2%)	African American (11.1%)	2.0%
Jesse M. Bethel High	African American (31.5%)	Filipino (30.0%)	Hispanic/Latino (20.5%)	2.1%
Elise P. Buckingham High	White (67.4%)	African American (11.4%)	Hispanic/Latino (9.3%)	1.0%
Dixon High	White (46.0%)	Hispanic/Latino (45.0%)	African American (3.4%)	0.4%
Fairfield High	Hispanic/Latino (32.7%)	African American (15.2%)	White (9.4%)	15.6%
Hogan High	African American (33.0%)	Hispanic/Latino (23.1%)	Filipino (15.6%)	2.0%
Vacaville High	White (57.7 %)	Hispanic/Latino (26.2%)	African American (6.6%)	2.0%
Vallejo High	African American (34.6%)	Hispanic/Latino (30.2%)	White (10.4%)	1.1%
Vanden High	White (40.0%)	Hispanic/Latino (19.9%)	African American (18.9%)	3.1%
Will C. Wood High	White (54.0%)	Hispanic/Latino (24.2%)	African American (11.1%)	0.9%
County Total	Hispanic/Latino (30.75%)	White (27.0%)	African American (15.1%)	6.0%
State Total	Hispanic/Latino (50.4%)	White (27.0%)	Asian (8.51%)	1.6%

[DD 12]

Most of SCC's top feeder schools are near or above the Solano County average for reaching the basic language arts, science and history/social science assessment levels. The percentage of students testing basic and above for math has declined in the past five years, with the exception of Benicia, Jesse M. Bethel and Elise P. Buckingham. The notable exception in assessment results is Vallejo High, which is underperforming the County averages in all areas.

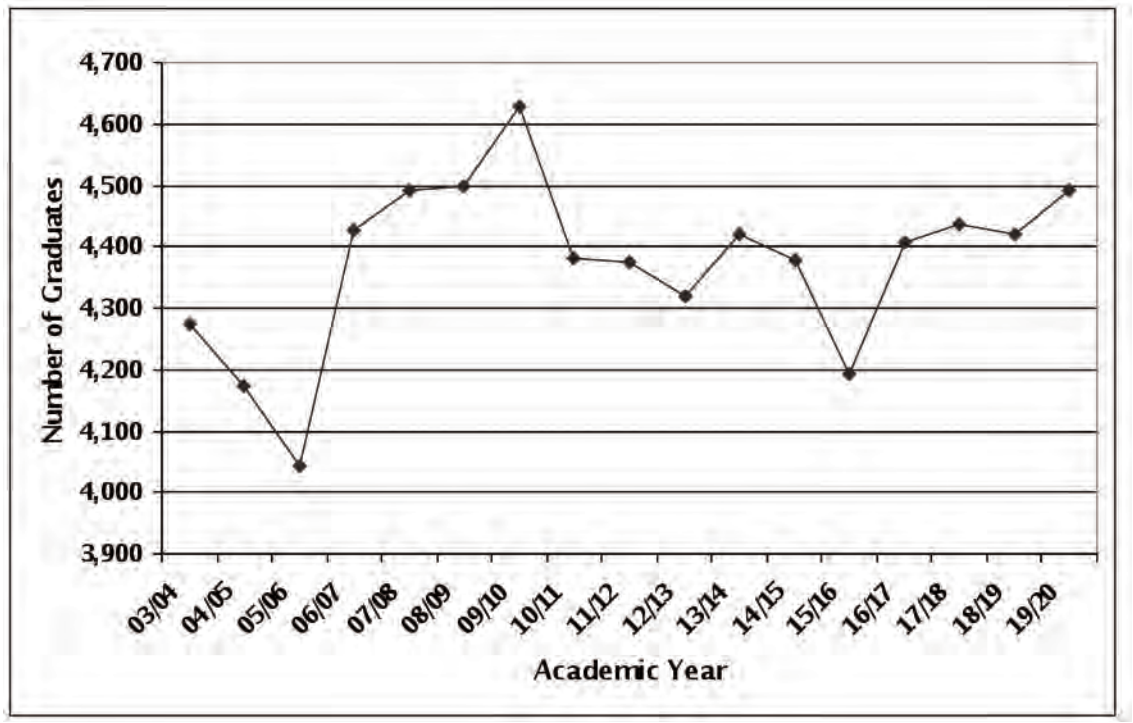
Assessment Results 2009-10 Academic Year

High School	Language Arts % Basic and Above	Math % Basic and Above	Science % Basic and Above	History Social Science % Basic and Above
Angelo Rodriguez	79%	44%	77%	73%
Armijo High	71%	42%	66%	67%
Benicia High	89%	79%	86%	83%
Jesse M. Bethel High	75%	60%	70%	64%
Elise P. Buckingham High	97%	60%	94%	94%
Dixon High	80%	51%	71%	65%
Fairfield High	68%	42%	61%	56%
Hogan High	69%	43%	74%	60%
Vacaville High	74%	41%	72%	70%
Vallejo High	64%	30%	62%	47%
Vanden High	81%	66%	87%	79%
Will C. Wood High	72%	61%	72%	54%
County Total	79%	70%	73%	68%
State Total	79%	72%	74%	70%

[DD 12]

The number of high school graduates in Solano County is projected to have peaked in 2009-10 at just over 4,600. California Department of Finance projections show an average of 200 fewer graduates per year over the next decade.

Solano County High School Graduates



[DD 12]

Key Findings and Implications regarding future students

Findings

- The outreach SCC has made to local high schools has resulted in especially strong connections at four schools (Armijo, Fairfield, Vacaville, Vanden, and Will C. Wood) where over 25% of 2008-09 graduates went on to attend classes at SCC in 2009.
- Graduation rates have slipped at all but one of the top feeder high schools over the past five years.
- Most of the major feeder high schools are struggling or failing to meet the basic math assessment, while more are reaching the basic level in language arts and science.
- The number of high school graduates in Solano County is expected to decline and then slowly trend upward over the next ten years.

Implications

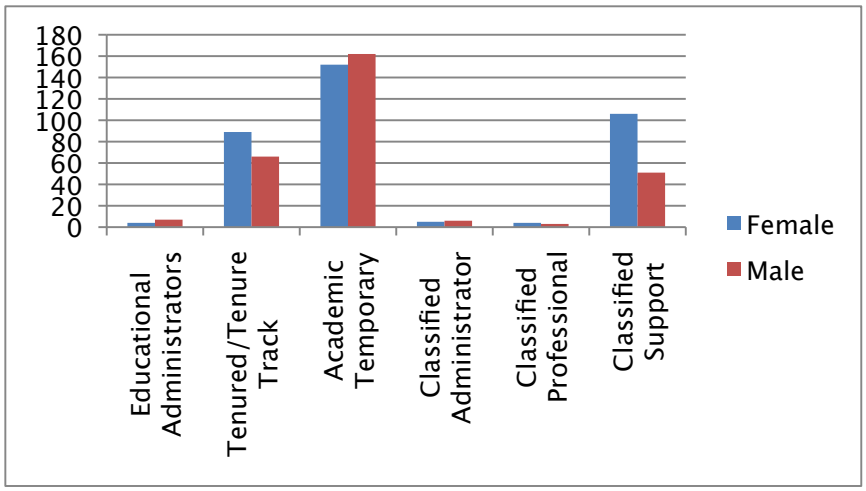
- The level of preparation of high school students feeding into Solano Community College will impact the priority needs of students trying to achieve their academic goals.
- Students lacking the skills needed to succeed in higher education will need additional focus on basic skills and support services to bring them up to speed for transfer or completion of degrees and certificates.
- The smaller number of high school graduates, due to reduced graduation rates and lower high school enrollment, reduces the number of potential students.

SOLANO COMMUNITY COLLEGE EMPLOYEE DEMOGRAPHICS

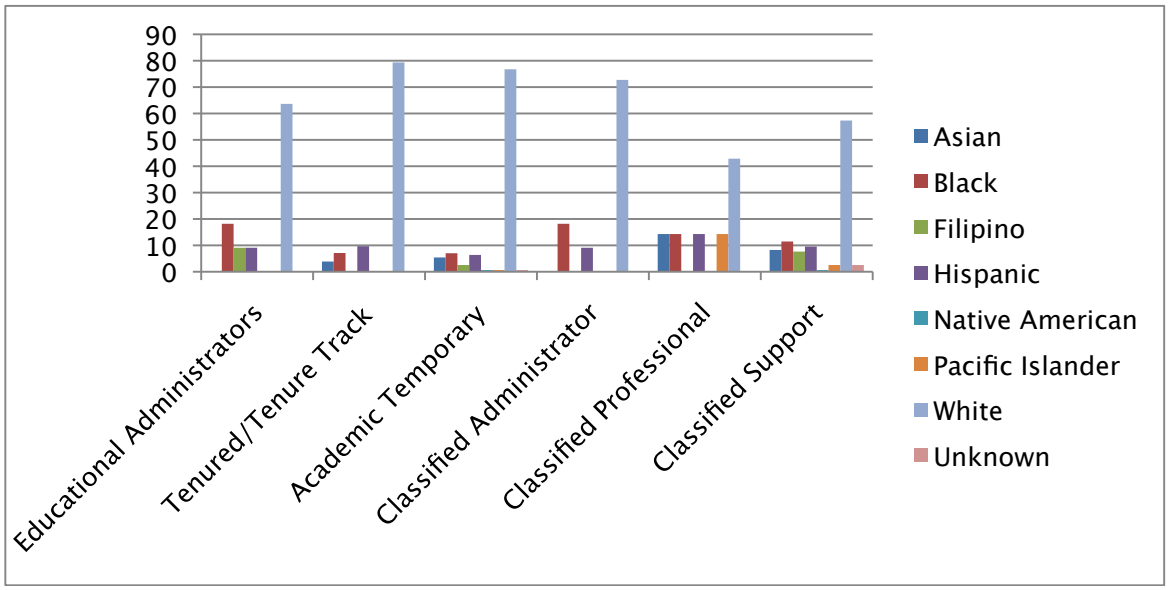
Solano Community College employs a diverse faculty, staff and administration. The following is data from the "California Community Colleges Chancellor's Office Report on Staffing" for fall 2010:

	Asian	Black	Filipino	Hispanic	Native American	Pacific Islander	White	Unknown	Female #	Male #	District-Wide Headcount
Educational Administrators		18.18	9.09	9.09			63.64		4	7	11
Tenured/ Tenure Track	3.87	7.10		9.68			79.35		89	66	155
Academic Temporary	5.41	7.01	2.55	6.37	.64	.64	76.75	.64	152	162	314
Classified Administrator		18.18		9.09			72.73		5	6	11
Classified Professional	14.29	14.29		14.29		14.29	42.86		4	3	7
Classified Support	8.28	11.46	7.64	9.55	.64	2.55	57.32	2.55	106	51	157

Employee Gender



Employee Ethnicity



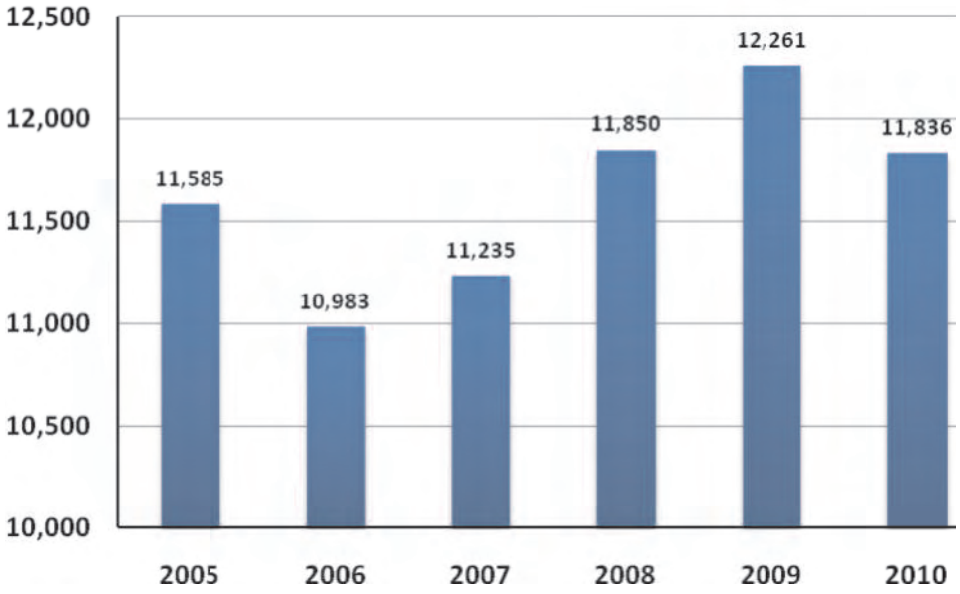
SOLANO COMMUNITY COLLEGE ENROLLMENT AND SUCCESS TRENDS

Current and historical College trends help assess how effective the College has been in achieving its mission and factor into SCC's planning. In order to gain an understanding of the College, the following internal data has been collected for enrollment, course success and retention, grade distribution, methods of instruction, degree and certificate completion and transfers to public 4-year institutions.

Student Enrollment

In the most recent six fall semesters, student enrollment ranged from a low of 10,983 in 2006 to a high of 12,261 in 2009. Steady growth from a low point in 2006 brought the enrollment number to a high of 12,261 in 2009. For the most recent fall semester (2010) the enrollment was 11,836. This enrollment reflects a response to California's current budget crisis through the recommended action of reducing course offerings.

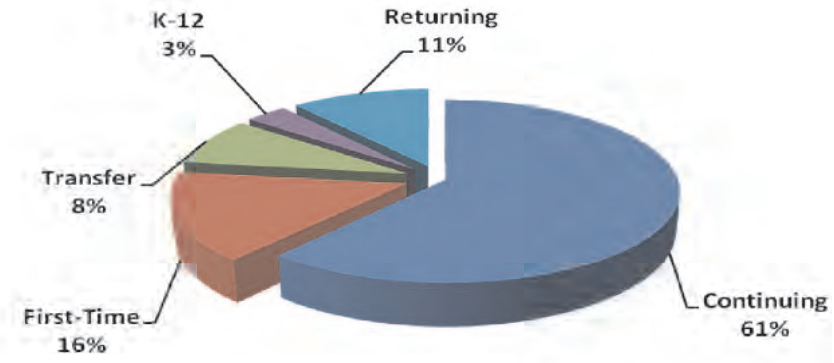
Fall 2005-10 Student Head Count



[DD 4]

In fall 2010, the majority of students (61%) continued their studies at Solano College from the previous semester. In addition, 16% of the students were first-time freshmen, 11% returned to Solano after an absence of one or more semesters, 8% transferred from another college or university, and 3% were concurrently enrolled at a K-12 school.

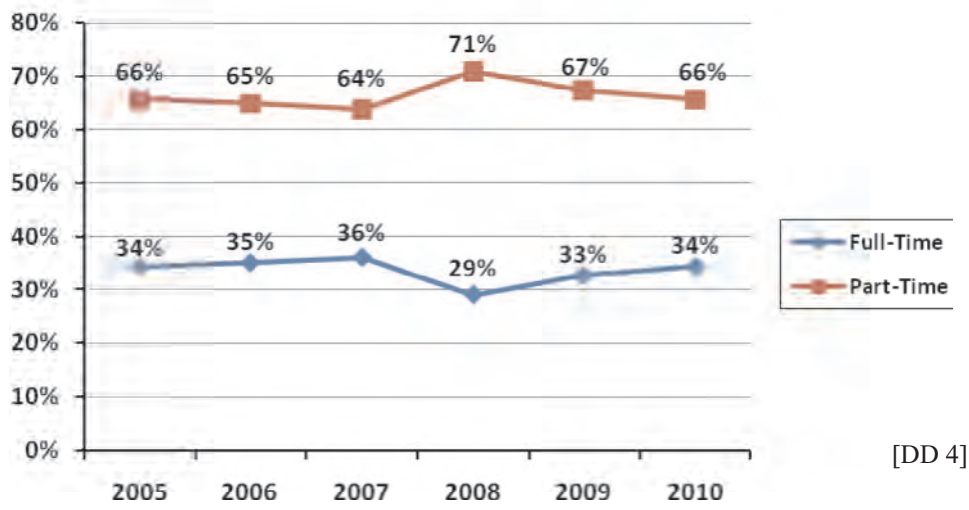
Percent of Fall 2010 Enrollment by Enrollment Status



[DD 4]

The proportion of full-time students (students enrolled in 12 or more units) fluctuated between a low of 29% in fall 2008 to a high of 36% in fall 2007. In fall 2010, 34% of Solano College's students attended full-time and 66% attended part-time.

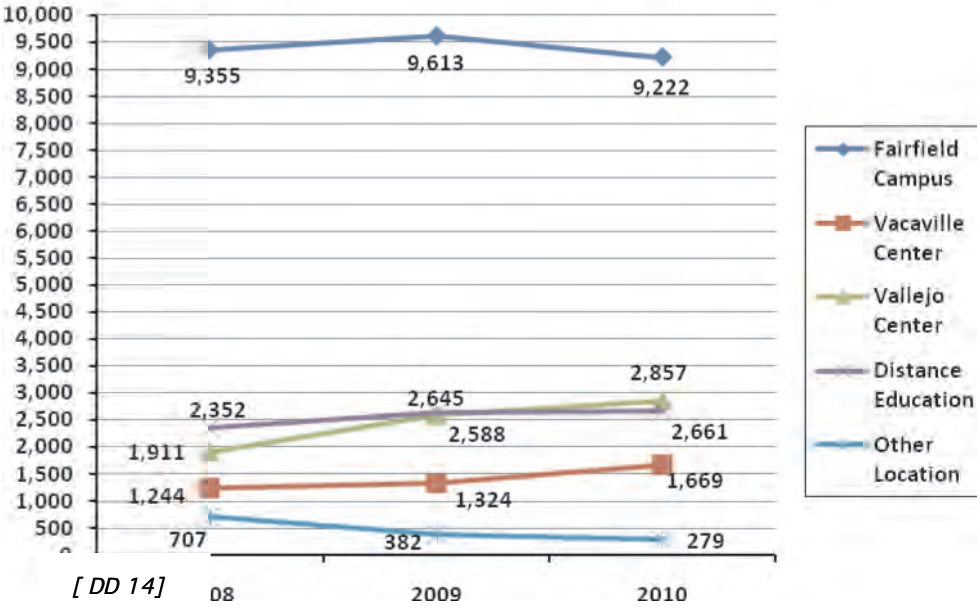
Percent of Fall 2005-10 Enrollment by Full-Time/Part-Time Status



[DD 4]

For fall 2008-10, enrollments at the Fairfield campus peaked at 9,613 in 2009 before declining to 9,222 in 2010 (-4%). Distance education enrollments increased steadily from 2,352 in 2008 to 2,661 in 2010 (+13%). Enrollments at the Vallejo Center increased by 946 (+50%) and enrollments at the Vacaville Center increased by 425 (+34%) during this time period. Enrollments at other locations decreased from 707 in 2008 to 279 in 2010 (-61%).

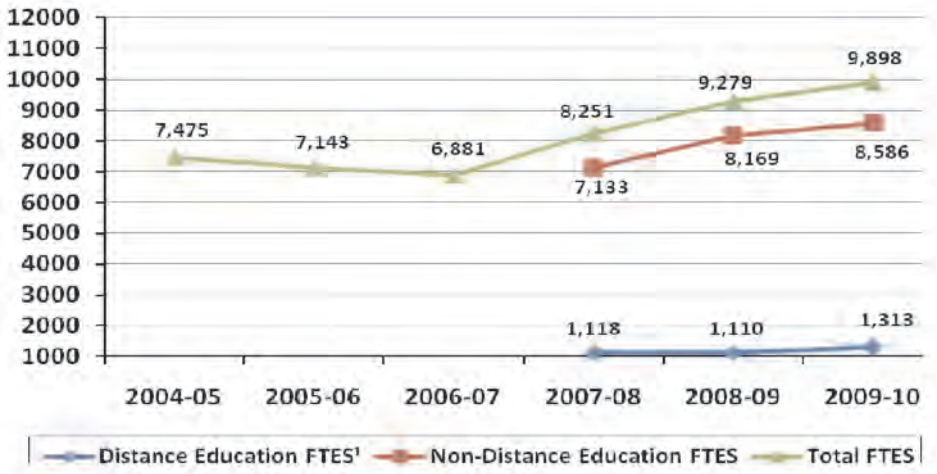
Fall 2008-2010 Duplicated Enrollment by Location



[DD 14]

The number of full-time equivalent students (FTES) for the most current six academic years shows that total FTES decreased from 7,475 in 2004-05 to 6,881 in 2006-07 before increasing steadily to 9,898 in 2009-10. Distance education FTES increased gradually from 1,118 in 2007-08 to 1,313 in 2009-10. Accurate data for Distance Education were not available before 2007-08.

2004-05 to 2009-10 Full-Time Equivalent Students (FTES) by Distance Education Status



[DD 4]

Assessment Scores

SCC offers Accuplacer as a means of mathematics, English, reading, and English as a Second Language (ESL) placement. It is required for placement into English courses, but it is only advisory in other disciplines. The numbers below demonstrate that there is a high need for basic skills instruction at the College, with only 3% of incoming students taking the exam assessing into transfer-level math, 19% of all students assessing into transfer-level English, and 53% into transfer-level reading. Although the College does not offer transfer-level ESL courses, assessment results indicate the need for ESL courses at one, two, and three levels below transfer levels.

2009-10 Solano College Accuplacer Assessment Results

Discipline	Transfer Level		Levels Below Transfer								Total	
			One		Two		Three		Four			
	N	%	N	%	N	%	N	%	N	%	N	%
Mathematics	104	3%	594	15%	2,256	56%	104	3%	936	23%	**3,994**	**100%**
English	959	19%	2,545	51%	1,056	21%	440	9%	NA	NA	**5,000**	**100%**
Reading	2,604	52%	1,607	32%	NA	NA	782	16%	NA	NA	**4,993**	**100%**
ESL Reading Skills	NA	NA	69	42%	78	48%	16	10%	NA	NA	**163**	**100%**
ESL Language Use	NA	NA	78	47%	67	41%	20	12%	NA	NA	**165**	**100%**
ESL Sentence Meaning	NA	NA	97	60%	51	31%	15	9%	NA	NA	**163**	**100%**
Total	**3,667**	**25%**	**4,990**	**34%**	**3,441**	**24%**	**1,377**	**10%**	**936**	**6%**	**14,478**	**100%**

Methods of Instruction

Solano Community College offers classes in a variety of forms to suit the needs of full- and part-time students. This includes traditional methods such as lectures and labs as well as newer and more flexible forms such as online courses and learning communities. The number of classes offered overall in 2011-12 declined by nearly 500 sections. While lecture/discussion and lab/studio/activity sections had been trending downward over the prior three years, most other methods had been relatively stable or expanding prior to the current academic year. Work experience and learning communities have also been expanding during this period.

Course Sections by Method of Instruction

	Academic Year				2008-09 to 2011-12 Change	
Method of Instruction	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**N**	**%**
Directed/Independent Study	29	27	24	14	-15	-52%
Hybrid	16	28	19	18	2	13%
Lab/Studio/Activity	159	152	129	90	-69	-43%
Learning Communities	0	11	14	10	10	NA
Lecture Lab	1,223	1,433	1,311	1,049	-174	-14%
Lecture/Discussion	1,581	1,239	1,188	1,055	-526	-33%
Online	402	451	466	381	-21	-5%
Tutor Noncredit	3	4	4	4	1	33%
Work Experience	2	1	14	24	22	1100%
Total	3,415	3,346	3,169	2,645	-770	-23%

[DD 14]

Participation Rates

State-wide, participation rates for community colleges (measured in participants per 1,000 population) have averaged out to between 84% (2009-10) and nearly 90% (2008-2009) over the past three years. However, this rate differs greatly based on gender and ethnicity. The following observations are based on system-wide reporting with the rates applied to Solano County population figures for reference.

- The average participation rate for 2009-10 of 84.2% applied to the 2010 Solano County population implies a total of 34,803 community college participants in the County.

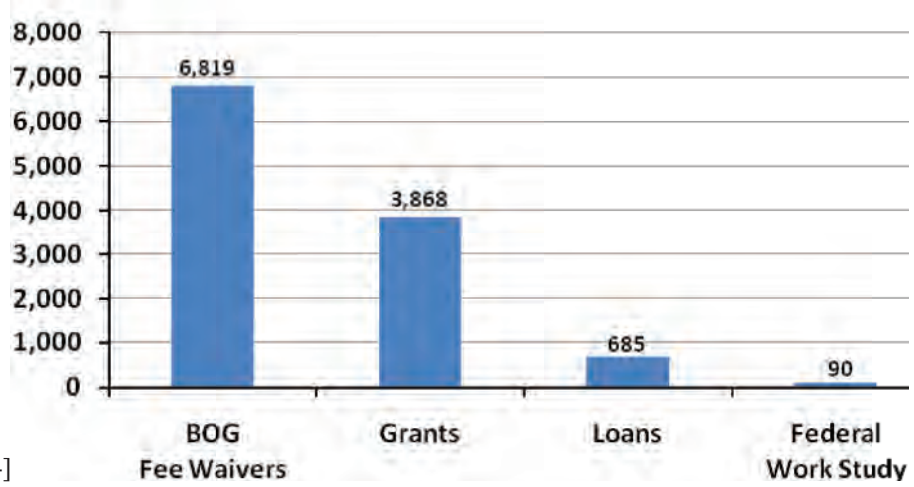
- With a head count of 11,836, the average participation rate indicates a substantial number of potential college students.

- Female participation rates have been consistently in the 90%s over the past three years, while male rates have been under 80% in two of the three years. The higher female participation rate is echoed by the higher percentage of female students when compared to the county population.

Financial Aid

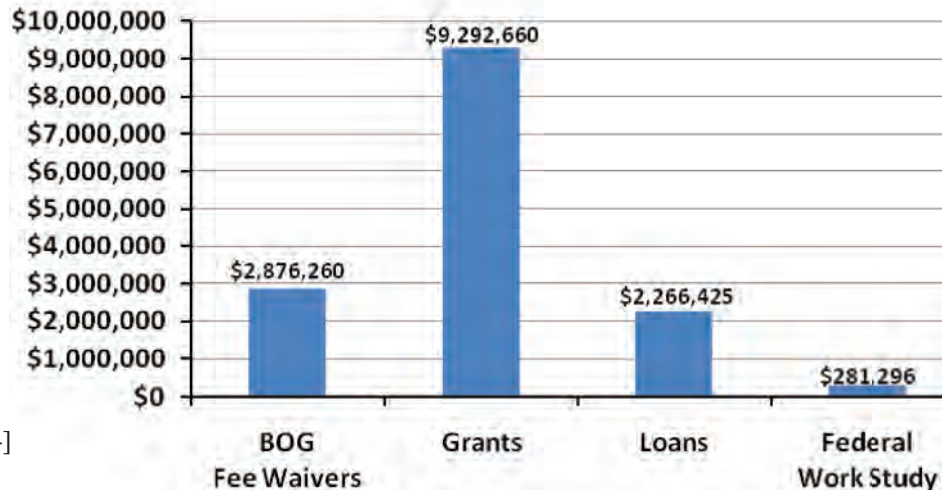
Loans, grants and other forms of financial aid increase access to the education opportunities at Solano Community College. In 2009-10, 11,462 financial aid awards were distributed to Solano College students (individual students may have received more than one type of award). The largest number of awards (6,819) was Board of Governors (BOG) fee waivers, followed by grants (3,868), loans (685) and federal work study (90). The financial aid category having the highest dollar value ($9.3 million) was grants. On average, loans have been the largest per-award contribution ($3,308) with federal work study following (3,125), grants ($2,402) and BOG waivers ($421).

Number of 2009-2010 Financial Aid Awards by Award Category



[DD 4]

Amount of 2009-2010 Financial Aid Awards by Award Category

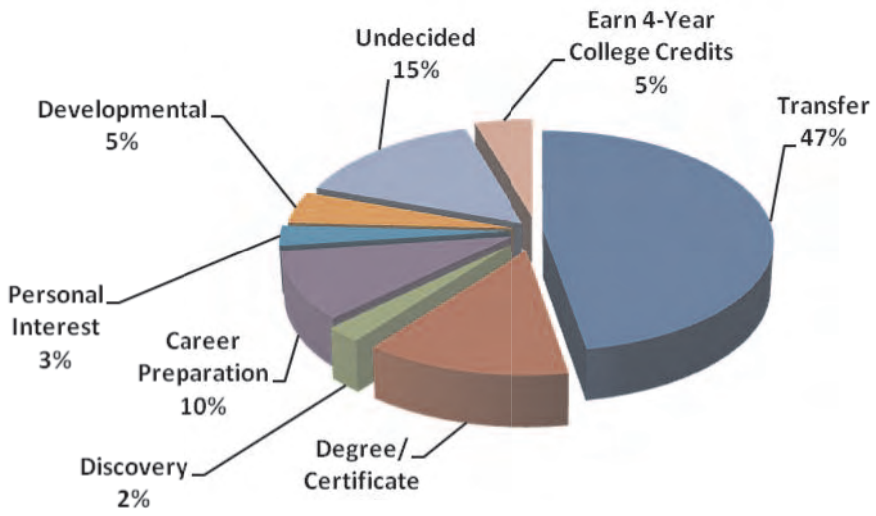


[DD 4]

Educational Goals and Outcomes

Solano Community College offers a variety of options to advance or achieve the goals students set out for themselves. Almost one-half (47%) of Solano College's fall 2010 students indicated that their educational goal was to transfer to a four-year college or university (with or without an associate degree). Another 15% of the students were undecided about their educational goal, 13% wanted to earn a degree or certificate, and 10% were taking courses to prepare for or to enhance their career. 5% of the students were taking pre-collegiate (developmental education) courses, 5% were taking courses transferable to the four-year colleges or universities at which they were concurrently enrolled, 3% were taking personal interest courses, and 2% were taking courses to discover/develop career plans.

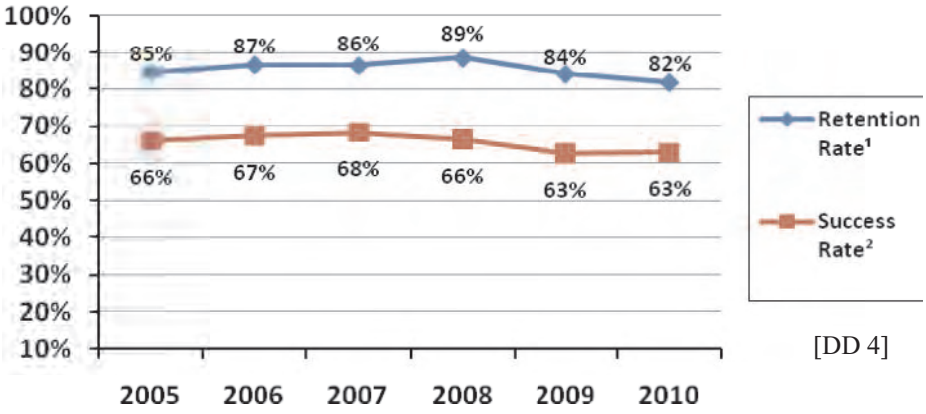
Percent of Fall 2010 Enrollment by Educational Goal



[DD 15]

Course retention rates (percentage of students who complete a course without withdrawing) and course success rates (percentage of students who complete a course with an A, B, C or credit grade) for fall 2005-10 show that retention rates varied from a high of 89% in 2008 to a low of 82% in 2010. Within these rates, African American students have a lower retention and success rate (77% and 50% respectively), but other ethnic groups appear to be close to the current average. Similarly, success rates increased to 68% in 2007 before decreasing to 63% in 2009 and 2010.

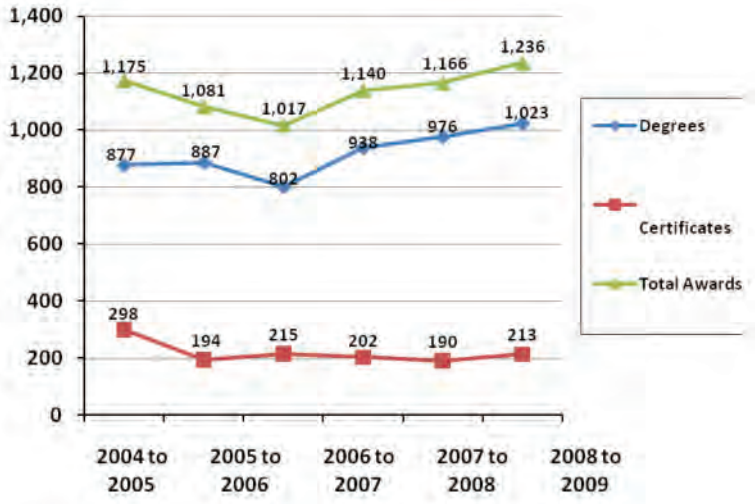
Fall 2005-10 Course Retention Rate[1] and Success Rate[2]



[DD 4]

Between academic years 2004-05 and 2009-10, the number of degrees awarded to Solano College graduates decreased to a low of 802 in 2006-07 before rising steadily to 1,023 in 2009-10. The number of certificates awarded fluctuated between a high of 298 in 2004-05 to a low of 190 in 2008-09 before increasing to 213 in 2009-10.

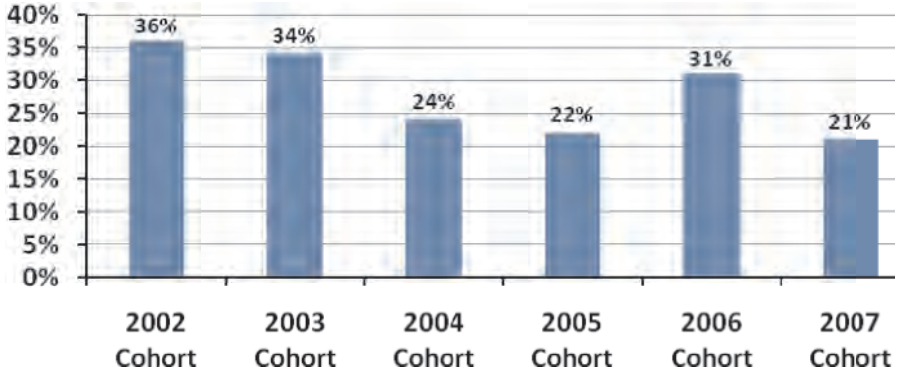
Number of Degrees and Certificates Awarded During 2004-05 to 2009-10



[DD 16]

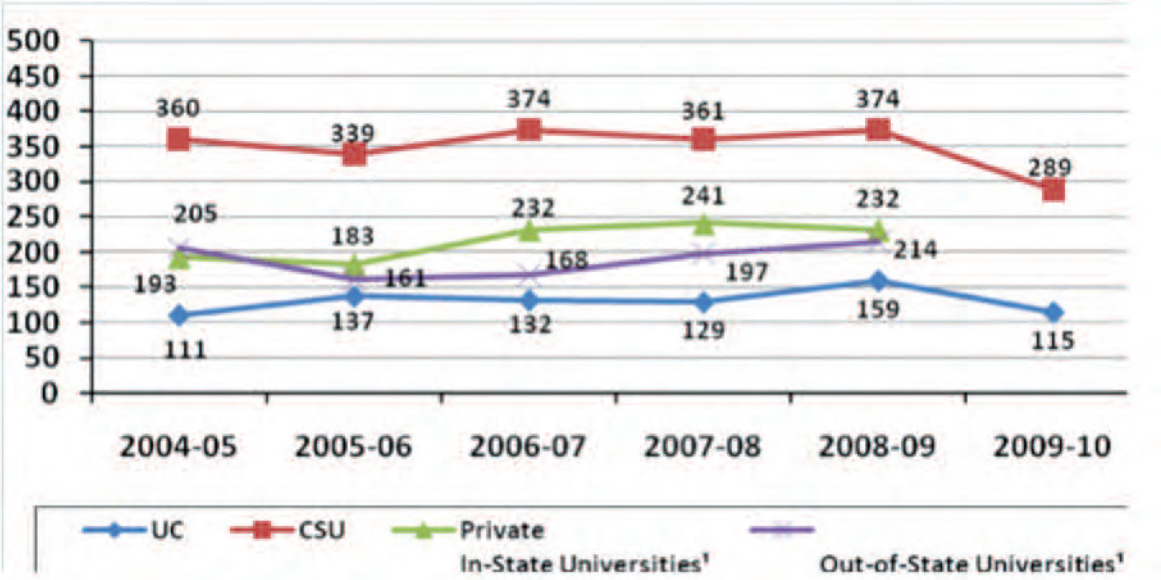
The graduation rate is the percentage of first-time, full-time students in a fall semester who complete a degree or certificate or become transfer prepared (complete 60 transferable units with a 2.0 or better GPA) within three years. The graph below shows that Solano College's graduation rate decreased from 36% for the 2002 cohort to 21% for the 2007 cohort.

Graduation Rates for 2002-07 Cohorts



During the most recent six year period, the number of Solano College students transferring to the California State University (CSU) fluctuated from a high of 374 in both --2009-10. The number of students transferring to the University of California (UC) varied from a low of 111 in 2004-05 to a high of 159 in 2008-09. The number of students who transferred to a private in-state university ranged from 183 in 2005-06 to 241 in 2007-08, and the number of transfers to out-of-state universities varied between 161 in 2005-06 and 214 in 2008-09.

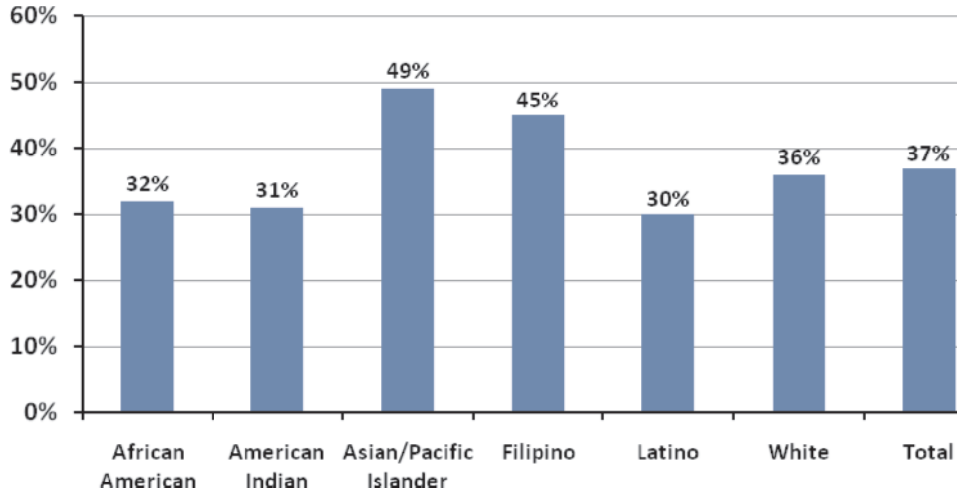
2004-05 to 2009-10 Transfers to CSU, UC, Private In-State Universities, and Out-of-State Universities



[DD 18]

The graph below illustrates the transfer rate for first-time freshmen in fall 2004 (2004-05 cohort) who completed 12 units, attempted a transfer level math or English course and transferred to a four-year college or university within six years, broken down by ethnicity. Transfer rates varied from 30% for Latinos to 49% for Asian/Pacific Islanders, with the overall transfer rate for all students in the cohort being 37%.

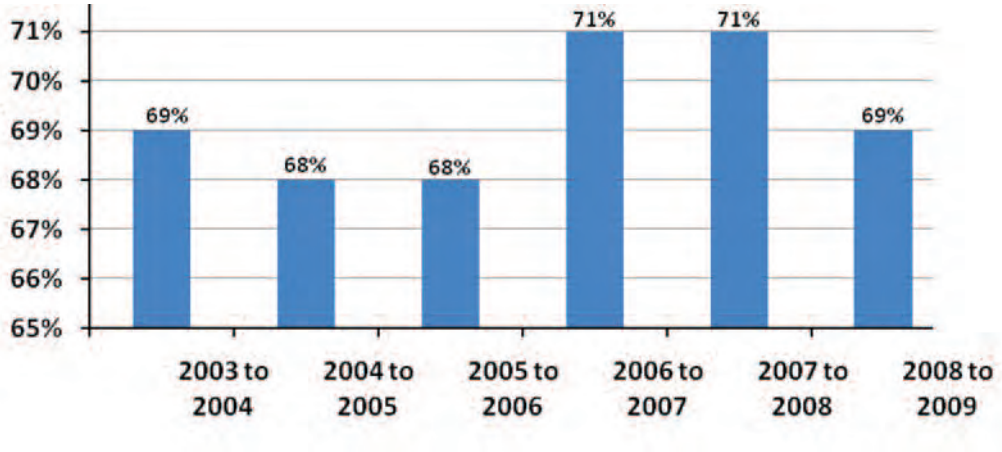
Six-Year Transfer Rate[1] for 2004-05 Cohort by Ethnicity



[DD 4]

As shown in the graph below, the 2004-05 and 2005-06 persistence rates were lowest (68%) while the 2006-07 and 2007 08 rates were the highest (71%) over the most recent six years:

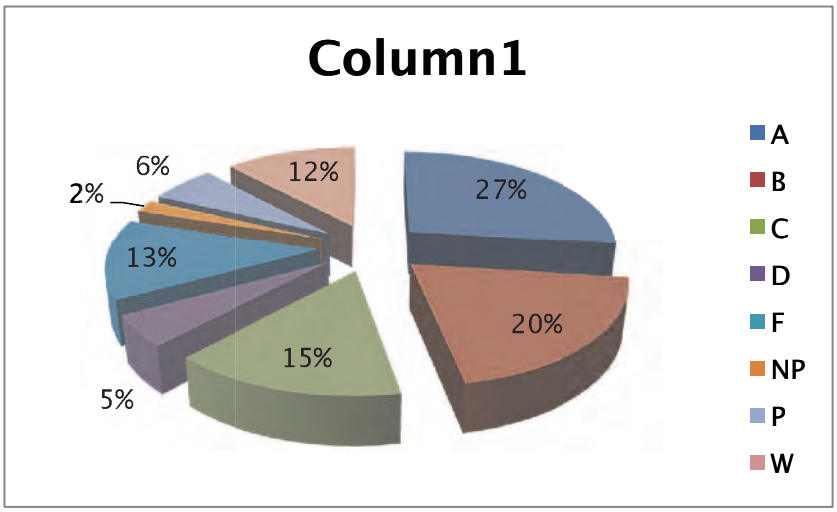
Fall to Fall Persistence Rate



[DD 17]

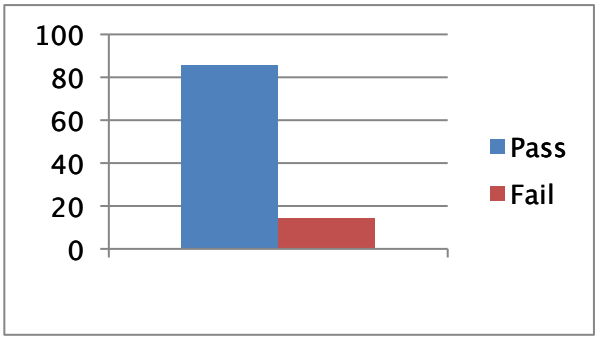
SCC grade distributions demonstrate that the highest percentage of grades given fall into the A and B range (27% and 20% respectively), with the lowest percentage of grades being Ds (5%) and No Passes (2%).

2010 Grade Distribution Totals

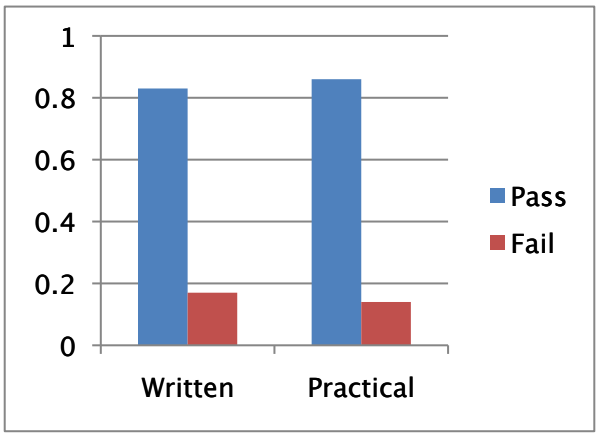


Several of the College's Career Technical Education programs, such as Nursing, Fire, and Cosmetology include board or state exams. Pass rates for State Fire Marshal (SFM) Exams are owned by SFM and cannot be accessed by anyone other than the instructor of record, who is not allowed to shared them. However, pass rates for Nursing and Cosmetology are below, demonstrate SCC student success

2010 National Council Licensure Examination (NCLEX) Pass Rates:



2010 Cosmetology Written and Practical Exam Pass Rates:



Regional Educational Options

Among all seven community colleges in the chart below, Solano Community College is the fifth largest in terms of total enrollment and credit FTES. American River College is the largest, followed by Sacramento City College. Based on enrollment and credit FTES, SCC most closely resembles Cosumnes River College in Sacramento.

SCC's success rate of 62.93% is slightly lower than the success rate of community colleges statewide (68.43%) and comparable to those of Cosumnes River College and Sacramento City College. Relative to other regional benchmark community colleges, SCC's success rate is low. Napa Valley College has the highest success rate in the region (85.23%), followed by Diablo Valley (70.43%). SCC's fall 2010 retention rate (81.83%) is slightly lower than the statewide community college retention rate (84.85%) and comparable to the retention rate of all other benchmark community colleges in the region, with one exception. Napa Valley College reports a retention rate of over 99%, far higher than that of other regional community colleges.

Based on the numbers reported, SCC's student body is comprised of a relatively high proportion of African American students (16.8%) compared with other regional community colleges. Asian students are a relatively low percentage of the student body (4.9%), while the proportion of Filipino students is relatively high (8.7%). SCC reported a Hispanic/Latino student body of approximately 16% of all students in fall 2010, which is comparable to American River College and Diablo Valley College and low compared to the proportion of Contra Costa College and Napa Valley College students who identify as Hispanic/Latino.

Local Community College Statistics and Demographics Fall 2010

Student Population	American River	Contra Costa	Cosumnes River	Diablo Valley	Napa Valley	Sacramento City	Solano
Total Enrollment	85,0785	22,218	40,254	59,949	16,145	64,817	**34,589**
Credit FTES	11,252.98	3,102.70	5,221.36	7,686.22	2,248.02	8,342.76	**4,344.23**
Non-Credit FTES	0.00	41.71	0.81	4.00	338.29	81.08	**5.89**
Success Rate	68.69%	68.99%	62.98%	70.43%	85.23%	63.03%	**62.93%**
Retention Rate	82.75%	83.54%	80.22%	82.25%	99.94%	78.89%	**81.83%**
Ethnicity							
African-American	2944	2236	1872	1176	386	3044	**1992**
	9.1%	**26.5%**	**12.9%**	**5.7%**	**5.1%**	**12.4%**	**16.8%+**
Native American /Alaskan Native	270	37	74	118	27	162	**67**
	7.5%	**13.4%**	**20.9%**	**11.1%**	**2.7%**	**17.8%**	**4.9%**
Asian	2439	1130	3038	2295	207	4376	**581**
	7.5%	**13.4%**	**20.9%**	**11.1%**	**2.7%**	**17.8%**	**4.9%-**
Filipino	573	575	625	931	685	651	**1032**
	1.8%	**6.8%**	**4.3%**	**4.5%**	**9.1%**	**2.6%**	**8.7%+**
Hispanic/Latino	5360	2411	2897	3322	1891	5610	**1888**
	16.5%	**28.6%**	**19.9%**	**16.0%**	**25.0%**	**22.8%**	**16.0%**
Multi-Ethnicity	1335	149	655	519	126	1119	**465**
	4.1%	**1.8%**	**4.5%**	**2.5%**	**1.7%**	**4.5%**	**3.9%**
Pacific Islander	314	68	287	118	43	325	**123**
	1.0%	**0.8%**	**2.0%**	**0.6%**	**0.6%**	**1.3%**	**1.0%**
Unknown	4412	644	1633	3464	1322	2492	**2018**
	13.6%	**7.6%**	**11.2%**	**16.7%**	**17.5%**	**10.1%**	**17.0%**
White Non-Hispanic	14807	1173	3478	8826	2871	6853	**3670**
	45.6%	**13.9%**	**23.9%**	**42.5%**	**38.0%**	**27.8%**	**31.0%**

[DD 4]

Key Findings and Implications Regarding Enrollment and Student Success

Findings

- The largest part of fall 2010 students (47%) indicated that their educational goal was to transfer to a four-year college or university.
- After staying fairly constant over four years, transfers to UC and CSU system schools declined considerably in 2009-10.
- After slowly climbing over 2005-08, course retention and success rates have declined to 82% and 63%, respectively.
- The number of degrees and certificates awarded has been on a steady rise since 2006, with 1,236 total awards in 09-10. Certificates have remained flat, while degrees have increased steadily.
- Large numbers of incoming students require basic skills instruction, with 97% assessing into basic skills math, 81% assessing into basic skills English, and 48% assessing into pre-transfer-level reading.

Implications

- Challenges related to students who have not reached a basic skills level in high school may be impacting the ability of the college to prepare them for transfers to four-year programs. With transfer remaining the most sought-after educational goal, this reinforces the need for basic skills classes.

INDUSTRY AND EMPLOYMENT TRENDS

Many opportunities exist for Solano Community College to enhance and expand programs and course offerings to prepare students for tomorrow's jobs. There is a growing desire among both students and employers to see a stronger and more direct linkage between course work and what it will take for recent graduates to succeed in the current economy. By monitoring the changes in the local economy, the College will be able to adjust and add courses and programs that reflect the needs of employees, employers and local industry groups.

National Industry and Employment Trends and Projections

The U.S. Department of Labor Bureau of Labor Statistics (BLS) has identified what it estimates will be the 20 fastest growing occupations in the nation between 2006 and 2016, as well as the 20 occupations that it projects will have the largest numerical job growth during that ten year period. According to the BLS, one-third of the country's fastest growing occupations (7 out of 20) are in the health care field, more than any other occupational group. Not only are they predicted to be among the fastest growing occupations between 2006 and 2016, but health care professions are expected to add close to 750,000 new jobs during that ten-year period. The computer technology, personal care and service, and business and financial industries also have multiple occupations in the top 20 fastest growing. This correlates with anticipated high growth in both the health care and social assistance industries, which together are expected to grow by 25.4 percent and add 4 million new jobs. Similarly, by 2016 professional, scientific and technical services industries are expected to grow by 28.8 percent, adding 2.1 million new jobs. According to the BLS, a majority of the top 20 fastest growing occupations require some form of postsecondary education. Among the fast-growing occupations that require formal postsecondary education, two require a postsecondary vocational award or certificate, three require an associate degree, six require a bachelor degree and three a masters or professional degree.

U.S. Occupations Projected to Grow Fastest, 2006 to 2016

Occupation	Percent change
Network systems and data communication analysts	53.4%
Personal and home care aides	50.6
Home health aides	48.7
Computer software engineers, applications	44.6
Veterinary technologists and technicians	41.0
Personal financial advisors	41.0
Makeup artists, theatrical and performance	39.8
Medical assistants	35.4
Veterinarians	35.0
Substance abuse and behavioral disorder counselors	34.4
Skin care specialists	34.3
Financial analysts	33.8
Social and human service assistants	33.6
Gaming surveillance officers and gaming investigators	33.6
Physical therapy assistants	32.4
Pharmacy technicians	32.0
Forensic science technicians	30.7
Dental hygienists	30.1
Mental health counselors	30.0
Mental health and substance abuse social workers	29.9

[DD 19]

The BLS also identified the top 20 occupations anticipated to create the greatest number of new jobs. Many of these "large growth" occupations (as opposed to "fast growth" occupations) are in more traditional, established industries or economic sectors. According to the BLS, education and health services is an industry "super sector" that will create more than three out of every ten new jobs in the U.S. economy between 2006 and 2016, more than any other part of the economy. Only three of the 20 fastest growing occupations—home health care aides, personal and home care aides, and computer software application engineers—are also among the top 20 with the largest growth in new jobs. The number of new jobs produced in large growth sectors is often significant due to the large size of the existing employment base. In contrast to the educational and training requirements of the fast-growing occupations, postsecondary education is needed for only a minority of the top 20 occupations projected to generate the most new jobs. Out of the 20 occupations expected to have the most new jobs, one requires a post-secondary vocational award, one requires an associate degree and four a bachelors degree.

Occupations with the Largest Numerical Job Growth, 2006-16

Occupation	Increase in new jobs
Registered nurses	587,349
Retail salespersons	556,824
Customer service representatives	545,161
Combined food preparation and serving workers including fast food	451,919
Office clerks, general	403,557
Personal and home care aides	388,538
Home health aides	383,620
Postsecondary teachers	382,248
Janitors and cleaners, except maids and housekeeping	344,936
Nursing aides, orderlies and attendants	263,643
Bookkeeping, accounting, and auditing clerks	263,535
Waiters and waitresses	254,678
Child care workers	247,779
Executive secretaries and administrative assistants	239,053
Computer software engineers, applications	225,759
Accountants and auditors	225,575
Landscaping and grounds-keepers	221,272
Business operation specialists, all other	218,243
Elementary school teachers, except special education	209,173
Receptionists and information clerks	202,000

[DD 19]

The BLS has also identified those occupations that are expected to see the largest decrease in employment during the 2006-2016 period. Those most likely to decline are occupations in which job functions can be easily automated or outsourced such as administrative support, office and production.

Occupations with the Largest Numerical Decrease, 2006-16

Occupation	Decrease in # of jobs
Stock clerks and order fillers	-131,000
Cashiers, except gaming	-118,000
Packers and packagers, hand	-104,000
File clerks	-97,000
Farmers and ranchers	-90,000
Order clerks	-66,000
Sewing machine operators	-63,000
Electrical and electronic equipment assemblers	-57,000
Cutting, punching and press machine setters, operators, and tenders, metal and plastic	-40,000
Telemarketers	-39,000
Inspectors, testers, sorters, samplers and weighers	-35,000
First line supervisors/managers of production and operating workers	-34,000
Computer operators	-32,000
Photographic processing machine operators	-25,000
Driver/sales workers	-24,000
Machine feeders and offbearers	-22,000
Packaging and filling machine operators and tenders	-21,000
Word processors and typists	-21,000
Paper goods machine setters, operators and tenders	-21,000
Farm workers and laborers, crop, nursery and greenhouse	-20,000

Educational and Training Requirements

To get a more complete picture, the BLS also looked beyond the top 20 occupations in both the high growth and large numerical increase categories to identify the top five occupations within each educational/training level requirement. Given that many students attend community colleges to prepare for a four-year degree, below is a subset of that analysis, focusing on the three educational levels served by community colleges: postsecondary vocational training, associate degrees and bachelor degrees.

Among the fast growing occupations, occupations in the health care field and business, professional and technical services (including environmental sciences and information technology) predominate among those requiring an associate or bachelor degree. Similarly, the healthcare sector is also a major factor among the large growth occupations, primarily because registered nurses, requiring an associate degree, are anticipated to have the largest increase in employment compared to all other occupations.

Analyzing the same BLS projections for the period 2006 to 2016 that were discussed above, a 2009 report released by the New Democratic Leadership Council (DLC) states there will be over 2 million new jobs requiring "at least an associate degree or some post-secondary training, much of which is done at community colleges." Nearly two-thirds of these new jobs (1.3 million) are identified by the study as tomorrow's "hot jobs," defined as positions paying above average wages (those above the 2006 median wage of $32,000) and projected to grow by more than 10 percent. Many of these "hot jobs" are found in the fastest growing sectors of the economy identified in the DLC report: education, health care, information technology, and energy and environment. Forty-one of the 230 "hot jobs" are in the health care and education sectors. The education/training requirement for 11 of these jobs, listed below, is an associate degree:

- Physical therapist assistants
- Dental hygienists
- Cardiovascular technologists
- Occupational therapist assistants
- Radiation therapists
- • Nuclear medicine technologist
- Registered nurses
- Respiratory therapists
- Diagnostic medical sonographers
- Radiologic technologists and technicians
- Medical and clinical laboratory technologists

Fastest Growing Occupations, By Education/Training Level Requirements (Top Five)

Postsecondary Vocational Award	Associates Degree	Bachelors Degree
❧Makeup artists, theatrical and performance ❧Skin care specialists ❧Manicurists and pedicurists ❧Fitness trainers and aerobics instructors ❧Preschool teachers, except special education	❧Veterinary technologists and technicians ❧Physical therapy assistant ❧Dental hygienists ❧Environmental science and protection technicians, including health ❧Cardiovascular technologists and technicians	❧Network systems and data communications analysts ❧Computer software engineers, applications ❧Personal financial advisors ❧Substance abuse and behavioral disorder counselors ❧Financial analysts

[DD 19]

Occupations Having the Largest Numerical Job Growth, By Education/Training Level Requirements (Top Five)

Postsecondary Vocational Award	Associates Degree	Bachelors Degree
❧Nursing aides, orderlies, and attendants ❧Preschool teachers, expect special education ❧Automotive service technicians and mechanics ❧Licensed practical and licensed vocational nurses ❧Hairdressers, hairstylists, and cosmetologists	❧Registered nurse ❧Computer support specialists ❧Paralegals and legal assistants ❧Dental hygienists ❧Legal secretaries	❧Computer software engineers, applications ❧Accountants and auditors ❧Business operations specialists, all other ❧Elementary schoolteachers, except special education ❧Computer systems analysts

[DD 19]

Solano County Annual Average Employment 2008

Industry	Percent of Total Employment
Government	19.4%
Retail Trade	12.8%
Education Services, Health Care and Social Assistance	12.8%
Leisure and Hospitality	9.7%
Professional and Business Services	7.6%
Self Employment	7.5%
Manufacturing	6.8%
Construction	6.6%
Financial Activities	3.6%
Transportation, Warehousing and Utilities	3.5%
Wholesale Trade	3.0%
Private Household Workers	1.4%
Information	1.2%
Total Farm Employment	1.2%
Mining and Logging	0.2%

[DD 20]

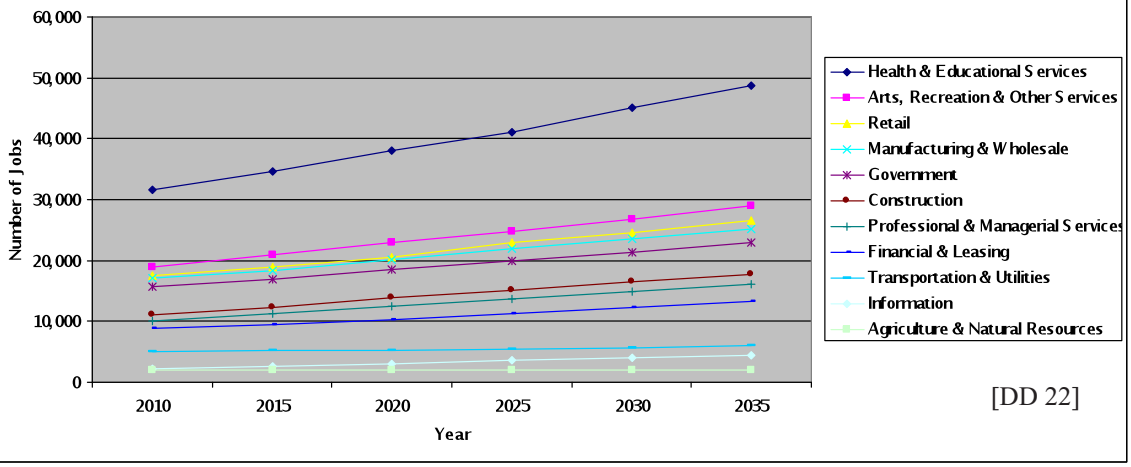
County Employment and Occupation Trends and Projections

According to the California Employment Development Department, 2008 total County employment was 138,700. This is slightly lower than ABAG's projection of 140,120 for 2010 total jobs in the County. The California Employment Development Department anticipates five percent growth in total Solano County employment from 2008 to 2018, with 145,600 working individuals in 2018. Of this change, an estimated 862 new working individuals are a result of industry growth. ABAG projections show a 19.2% increase in total jobs in Solano County from 2010 to 2020. ABAG projects that the number of total jobs in Solano County will increase by over 51% from 2010 to 2035. County annual average employment in 2008 was highest in the following industries: government (19.4 %); retail trade (12.8%); and education services, health care and social assistance (12.8%). All of the projected growth in total County employment between 2008 and 2018 is attributed to an increase of individuals who are working non-farm jobs. Farm jobs are expected to remain steady over this period (annual average of 1,600 jobs), and self-employment is expected to decline by nearly two percent. The percentage of private household workers in Solano County will increase by nearly one third, or 31.6%, from 1,900 jobs in 2008 to 2,500 jobs in 2018.

By 2018, annual average in the following formal employment is expected to increase the most industries: education services, health care and social assistance (17.5% change from 2008); professional and business services (13.2% change); and leisure and hospitality (8.2% change).

According to ABAG, health and educational service industries currently contribute the greatest number of jobs to Solano County's economy and will continue to do so through 2035. The proportion of total County jobs that this industry contributes will remain steady; health and educational service-related jobs are estimated to comprise 22.5% of all jobs in 2010, and 23% of all jobs in 2035. According to ABAG, Solano County's information services field is expected to grow the most, with the total number of information jobs increasing by over 78% between 2010 and 2035. The number of construction jobs is expected to increase by nearly 50%, followed closely by professional and managerial services occupation growth of over 48%. In comparison, the California Employment Development Department (CEDD) projects no change in employment in the information industry. Compared to ABAG, the CEDD reports on more specific occupational areas looking towards 2018. According to the CEDD, the top ten occupational areas projected to grow the most from 2008 to 2018 in terms of a change in annual average County employment include the following:

- Healthcare Support
- Healthcare Practitioners and Technical Occupations
- Personal Care and Service
- Computer and Mathematical Occupations
- Architecture and Engineering
- Business and Financial Operations
- Life, Physical and Social Science
- Food Preparation and Serving
- Arts, Design, Entertainment, Sports and Media
- Community and Social Services



[DD 22]

According to the CEDD, nineteen of the top 50 fastest growing occupations in Solano County are in the health services sector. Home health aides (fastest growing occupation), medical assistants and secretaries, dental assistants and hygienists, pharmacy technicians and registered nurses are among the top ten fastest growing occupations in the County.

Industry Employment Projections for Solano County 2008-2018

	Annual Average Employment		Employment Change	
Industry Title	**2008**	**2018**	**Jobs**	**Percent**
Government	26,900	27,600	700	2.6%
Retail Trade	17,700	17,600	-100	-0.6%
Education Services, Health Care and Social Assistance	17,700	20,800	3,100	17.5%
Leisure and Hospitality	13,400	14,500	1,100	8.2%
Professional and Business Services	10,600	12,000	1,400	13.2%
Self Employment	10,400	10,200	-200	-1.9%
Manufacturing	9,400	9,300	-100	-1.1%
Construction	9,200	9,600	400	4.3%
Financial Activities	5,000	4,900	-100	-2.0%
Transportation, Warehousing and Utilities	4,800	5,000	200	4.2%
Wholesale Trade	4,100	4,200	100	2.4%
Private Household Workers	1,900	2,500	600	31.6%
Information	1,600	1,600	0	0.0%
Total Farm Employment	1,600	1,600	0	0.0%
Mining and Logging	300	300	0	0.0%

County Industry Cluster Analysis and Opportunities

Over the past few years, Solano County and the Solano County Economic Development Corporation conducted economic analyses and identified opportunities related to the growth and potential of select industry clusters in Solano County. The following is an overview of key findings related to the County's life science, food chain and energy clusters. A wide variety of employment opportunities are associated with each industry cluster, with associated occupations representing an array of fields, levels of training and earnings potential. These clusters are recognized as contributing significantly to the economic vitality of Solano County in terms of economic output, employment and business growth.

Life Science Cluster

Solano County's life science cluster's core industries include biotechnology, pharmaceuticals, medical devices and scientific research and development. According to the County, "cluster infrastructure" is equally important and, in the case of life sciences, consists of research universities, specialized clinics, biomedical research centers and workforce training.

Employment in life sciences has become more highly concentrated in Solano County relative to other parts of the San Francisco Bay Area. Employment in Solano County's life sciences industry cluster grew at an annual rate of 35% between 2000 and 2006. In contrast, life sciences in the rest of the Bay Area reported annual average losses of three percent over the same period. Between 2006 and 2007, average earnings in life sciences in Solano County increased 26%, while average earnings in the county as a whole remained unchanged.

Life science cluster employment is becoming a more significant contributor to County employment overall. Between 2006 and 2007, life science cluster employment in Solano County increased 10%, while total county employment dropped 2%.

Solano County residents are reported as filling the majority of the county's jobs in life sciences, accounting for 78% of county employment in the industry cluster. Most industry cluster employment in the county is in manufacturing. The number of county jobs in the medical equipment and supplies manufacturing industry more than doubled to 237 jobs [DD 23].

Food Chain Industry Cluster
A May 2011 County report commissioned by the Boards of Supervisors of Solano and Yolo counties highlights the strengths and weaknesses of the regional food chain, and how local innovation and industry expansion can support the creation of new markets for regional products and new job opportunities for residents. Food chain activities are highly concentrated in the region and represent 10% of total economic output in Solano and Yolo counties, compared with 6% statewide. Industries and associated activities can be categorized according to the following segments of the food chain: agricultural support and production, food processing, packaging and distribution and markets for waste byproducts. Generating $872 million, distribution accounted for the largest share of the food chain industry cluster in 2009.

Between 2001 and 2009, total food chain employment in the region increased by 11%. Regional employment is more or less evenly distributed across the food chain segments. The segment of the food chain with the largest portion of jobs is support (35%), which includes services (27%), water, materials and machinery occupations. Of all industry segments, food processing had the largest percentage increase in employment between 2001 and 2009 (43%).

Examples of occupations in the food chain that require post-secondary vocational education or an associate degree include computer support specialists, chefs and head cooks, farm equipment mechanics, bus and truck mechanics, electrical and electronics repairers (commercial and industrial equipment) and veterinary technologists and technicians. [DD 24]

Energy Industry Cluster
The 2009 Solano Economic Development Corporation (EDC) report, "Solano County's Energy Cluster," describes the emergence of a diverse local energy industry and its potential to generate "economic momentum" in Solano County. Overall, the study notes "substantial natural assets, strategic location, positive industry trends and innovative projects" as key County strengths. Solano County's energy cluster is comprised of both carbon-based energy and clean energy sectors and businesses. Carbon-based energy remains the largest sector but experienced only two years of annual growth between 1995 and 2007. In comparison, clean energy is a much smaller sector but is fast-growing.

The County's carbon-based energy sector employs more than 1,200 people. Petroleum refineries and support activities comprise 52% of the establishments that are part of this sector; establishments that provide oil and gas drilling and support activities comprise 21%; and energy generation and distribution 21%.

The clean energy sector increased by 72% in employment between 1995 and 2007, compared to 4% overall growth of the carbon-based industry sectors. Clean energy generation is the largest clean energy sector in Solano County. Renewable energy companies in the County focus primarily on providing equipment and services related to the use and installation of solar systems. Recent growth in the number of clean energy businesses has been strongest among energy efficiency businesses that sell products or offer assistance to help conserve energy for residents, businesses, and government. The clean energy and transportation sector has expanded as well, from providing 200 jobs in 1995 to 350 jobs in 2007. According to the Solano EDC, clean energy occupations require an associate degree more frequently than do carbon-based energy occupations. Example occupations in Solano County's energy sector that require an associate degree include semiconductor processors, environmental and mechanical engineering technicians, environmental health/science and protection technicians, and electrical and electronic engineering technicians [DD 25].

Economic Development Projects
The growth of the local economy in the service area will be influenced by a number of development and redevelopment projects occurring within Solano County and its cities. Development and redevelopment projects are highlighted below. Projects presented are based primarily on web-based research of city community planning and redevelopment projects in the pipeline or in development at the time of this writing.

Wind Energy
The Solano County report notes favorable conditions for local renewable energy generation, especially wind power. The county benefits from some of the strongest inland winds in California and, unlike other prime locations for wind turbines in the state, is located at the center of California's existing electricity transmission network. Since 1982, Solano County has installed wind generation systems with capacity to produce roughly 600 MW of energy, or 120% of the capacity of a typical power plant. The County is also rapidly increasing its capacity to generate solar energy, with local businesses driving this growth. [DD 26]

Brighton Landing Specific Plan Project
This Vacaville project comprises 218 acres of primarily active agricultural land located in the southeast portion of the city slated for development into a residential community. Project elements include a variety of residential uses, two school sites, a neighborhood park, and some commercial uses. Improvements to the adjacent Leisure Town road are also part of the proposed project. [DD 27]

Vanden Meadows Specific Plan Project
This Vacaville plan involves the redevelopment of the former Nut Tree property along Interstate 80. The total Vanden Meadows area comprises approximately 280 acres of vacant land, used primarily for dry farming. Plan elements include two new schools,

a network of trails connecting to the Southtown trail system, a new city park, a variety of housing types and densities and improvements to Leisure Town road in conformance with the Jepson Parkway Plan. [DD 28]

Jepson Parkway
The 12-mile Jepson Parkway project will improve intra-county mobility for Solano County residents by upgrading a series of narrow local roads to provide a north-south travel route for residents as an alternative to I-80. The plan proposes a continuous four-lane roadway from the State Route 12 / Walters Road intersection in Suisun City to the I-80 / Leisure Town Road interchange in Vacaville. The project also includes safety improvements, such as the provision for medians, traffic signals, shoulders and separate bike lanes. The Jepson Parkway project is divided into ten segments for design and construction purposes. Five construction projects within the Jepson Parkway project have been completed. The first segment that is being moved forward to construction under Jepson Parkway Memorandum of Understanding between the Solano Transit Authority (STA), the County of Solano and the Cities of Fairfield and Vacaville is the 4.5 mile segment between the new Fairfield/Vacaville Train Station at Cement Hill Road and Vanden Road to north of the Alamo Drive/ Leisure Town Road Intersection. Construction is planned to begin in 2014. [DD 29]

Vallejo Redevelopment Agency Five-Year Implementation Plan
This plan for FY2009/10 through FY 2012/14 reports on progress and anticipated implementation of revitalization programs and public improvements for the Marina Vista, Vallejo Waterfront, and Vallejo Central redevelopment areas. With reduced tax increment revenue for the project area, anticipated construction and improvements are relatively modest but will help further revitalize Downtown and create development opportunities consistent with the City's approved Waterfront/Downtown Master Plan. Programs anticipated for the implementation plan period include construction of a 1,200-stall Vallejo Station parking structure, which will allow for a decrease in the amount of surface parking and an increase in the number of parcels for future residential, commercial and retail development; construction of a bus transit center and paseo linking the transit facility to the parking structure and ferry terminal; continued streetscape and landscape improvements Downtown, including pedestrian enhancements, street furniture, decorative paving and street lighting.

Fieldcrest Villages Project
In Fairfield, this proposed project includes development of 394 single-family homes within two villages on the 267-acre project site. Approximately 190.5 acres would remain as open space. These lands would remain in use for grazing and would not be converted to non-agricultural uses. The project site is south of I-80 and west of I-680 near their interchange and to the southwest of the Red Top Road/Oakbrook Drive intersection, within the Cordelia portion of the City of Fairfield. A new roadway is proposed to be constructed along the project site's eastern boundary that would be parallel to and west of Oakbrook Drive.[DD 30]

Green Valley Plaza Project
The proposed Fairfield project would develop the 44-acre project site with a multi-tenant retail center of up to 465,000 square feet of retail uses. The types of retail uses that may be developed include sporting goods, a home improvement center, or other similar types of large retail uses. Four smaller retail shops may include apparel shops, restaurants, auto supply stores or other similar establishments. These conceptual uses are intended to provide highly visible retail space that meets the needs of local and national retailers, and a high quality shopping experience for both Fairfield residents and shoppers from the greater region. [DD 31]

Lennar Mare Island
Included in the Vallejo Mare Island Reuse Plan are roughly seven million square feet of commercial and industrial space. The Mare Island Reuse Plan also calls for 1,400 homes and many recreational amenities. To date, 274 homes have been sold, including several historic homes. In 1997, Lennar Mare Island was selected by the City of Vallejo as the master developer for the reuse of Mare Island and redevelopment began. As of 2008, approximately 90 businesses, representing 2,000 jobs, occupy 2.5 million square feet of commercial space on the Island. As of 2009, remediation efforts result in the removal of 330,000 tons of contaminated material from the Island since 2002, and more than 30 percent of infrastructure improvements have been completed. [DD 32]

Winters' Downtown Master Plan
The Downtown Winters vision and concept, covering roughly 53 acres, includes concentration of specialty businesses in the Downtown core, infill development to accommodate anticipated demand for commercial and office space, and residential growth. Streetscape and pedestrian improvements in support of increased activity and a growing population are an important part of the concept. [DD 33]

Benicia's Economic Development Strategy (2007)
Benicia's plan outlines three major priority items: increasing tourism, supporting and maintaining the Downtown as the community core and increasing research and development and campus-style office uses in the Benicia Industrial Park. The final priority area recognizes that the industrial area is second in the County in square footage. The incentives target clean energy, high-tech research, and development uses.

Suisun City
Suisun City has partnered with the Solano College Small Business Development Center to provide business training programs for Suisun City businesses.

Key Findings Regarding Employment Industry and Employment Trends

Findings

- National trends indicate that there will be fast growth in a wide variety of medical, personal and social/human services assistants, as well as technicians skilled in pharmacy, forensic science, financial analysis, and network systems and data communications.

- Within Solano County, the largest employers are in government, retail trade and education services, health care and social assistance. Of these, education services, health care and social assistance show the highest growth with over 3,000 jobs projected to be added between 2008 and 2018.

- Solano County Economic Development is targeting three employment clusters for their potential for new jobs and businesses: life sciences, food chain and energy. There is concern that jobs in these segments may go unfilled for want of qualified candidates.

- Many of the local economic development projects and strategies focus on the potential of new construction to drive economic growth. Clean energy and other research and development related industries are also featured in several community plans.

Implications

. • Given the uncertainty inherent in planning for the future in an inter-connected global economy, the only firm prediction is that there will be an ongoing need for Solano College to carefully monitor work force trends and developments while retaining the institutional flexibility required meet the needs of Solano County in this evolving environment.

- Basic skills will continue to be an important role for SCC, but specialized skills will be needed to fill many of the positions projected to grow the most. Targeting these growing employment areas will increase the College's relevance to students and to local government.

Progress on Self Identified 2005 Planning Agenda Items

INTRODUCTION

In its previous Self study, Solano Community College felt a strong need for forward movement and used the Planning Agenda items, newly required by ACCJC, to codify actions that were considered of high importance. This desire, combined with the fact that the College was admittedly deficient in its planning processes and practices, caused the College to create an excessive number of Planning Agenda items, some of which were redundant or area specific and as such not entirely appropriate. Some of these items were helpful as the College moved forward, and some were not. The following update demonstrates that some of the items are ongoing due to their nature, some were completed prior to the College's most recent Midterm Report, and some were completed recently. In the current Self Study the College has used its experience with these previous items to make its 2011 Planning Agenda, at the end of this report, more focused and therefore significantly more useful.

Standard I.B.4

1. **The chairs of all standing committees will ensure that all minutes are posted to the Intranet for college-wide review.**

   Update: Minutes and agendas are currently posted on the Intranet. In addition, the College is moving toward using MyGroups as a central place for these items so that any member of a given group will be able to upload documents, eliminating the need to go through the webmaster. The College expects this improvement will make items easier to find as MyGroups is connected to SCC's main portal and easily accessible [PA 1, 2].

2. **In completing their annual reports, managers will identify and evaluate completed projects and report outcomes to the campus community.**
   Update: Departments complete annual three-year plans (current year plus two) that include columns for planned projects; resources for implementation; comments; completion date; priority; person(s) responsible; criteria for success; evaluation results; current status; and connections to strategic goals and objectives, outcomes, and institutional plans. These plans are used within a division or area as a basis for planning and tracking significant activities, as well a source of information for program review. Deans and managers analyze this and other meaningful data and planning documents to complete an institution-wide planning document that tracks progress toward SCC's strategic goals and objectives. This document, critical to SCC's institutional planning, includes expectations for responsibility, timeline, activity, expected outcome(s), and actual results per activity within each objective [PA 3, 4].

Standard I.B.5

3. **The Vice President of Student Services will regularly assess the impact on the Office of Research and Planning resulting from the campus-wide implementation of SLOs.**

   Update: The Office of Research and Planning (R&P) now reports directly to the Superintendent/President, and the new Executive Vice President of Academic and Student Affairs works closely with this office. A faculty Outcomes Coordinator, hired in 2007, now oversees the posting of outcomes onto MyGroups and CurricuNET [PA 1, 5]. Other data for assessment discussions are provided by R&P, but the shifting of outcomes assessment responsibility highlights the College's commitment to faculty/staff control over outcomes assessment and minimizes impact on R&P outside of documents that connect outcomes to institutional planning, such as program review and three-year plans [PA 6, 7, 8].

Standard I.B.6

4. **The College will modify its systematic review by instituting a Process Evaluation and Review Team (PERT) to analyze the effectiveness of Program Review and the planning and budget development cycle on an on-going basis. The PERT will make its first review of the process at the end of the 2004-05 academic year and will review the process each year thereafter.**

   Update: SCC's Integrated Planning Process (IPP) is now up and running successfully, after many improvements, with formal tasks scheduled and completed by PERT to monitor and analyze the effectiveness of processes, including program review, planning, budget development, and assessment [PA 9]. In January 2011, the College was removed from ACCJC sanction for its planning processes [PA 10].

Standard I.B.7

5. **Not withstanding that the College meets the standard, it will provide workshops and training opportunities to increase understanding of the planning process and evaluation of this process. This will be accomplished by various means (forums, meetings, in-service sessions). The Program Evaluation and Review Team (PERT) will assess the effectiveness of the planning and evaluation process annually. The PERT will establish a formal mechanism for reviewing and modifying, as appropriate, all parts of the Program Review, planning and budget development cycle, and will develop an assessment tool or strategy to assist with the regular evaluation of the effectiveness of this process.**

   Update: Ongoing institutional effectiveness and planning training has been a priority across the College. SCC has emphasized connections among areas of planning and evaluation such as outcomes, program review, the Strategic Plan, etc. [PA 12]. Specific planning process information and training has been provided at numerous division meetings and workshops [PA 13, 14, 15]. In addition, the Integrated Planning Process (IPP) information and documents can be easily accessed through the Research and Planning link on the solano.edu website [PA 9]. This site divides planning information into manageable segments, enabling users to click on the applicable area and find explanations, directions, forms, etc., in a focused manner. Built into the IPP is the PERT, whose primary role is to evaluate the effectiveness of the IPP, which involves how well it is understood by members of the College. To this end, in addition to the above, PERT has distributed a very simple explanation to communicate the essence of the IPP [PA 17]. To evaluate the IPP, PERT follows a specific calendar of activities and uses numerous forms to direct its focus toward making the process as effective as possible at all levels [PA 18, 19]. In January 2011, the College was removed from ACCJC sanction for its planning processes [PA 10].

Standard II.A.1b

6. **The Dean of the Math & Science Division should develop a plan to address funding, space, and infrastructure issues, specifically more space for the MAC lab, increased funding for tutor wages, and the possibility of a network server.**

   Update: Unfortunately, the lack of resources prevents the Math Activities Center (MAC) from accommodating distance education (DE) or arithmetic (310). Few tutors or faculty can tutor in DE mode, so the MAC was never required in this area since it would be rare that students could get assistance. The Math Department, while recognizing the need to serve students in arithmetic courses, has elected to employ resources more broadly to serve all students in the department, given the school's limited assets. This is compounded by the fact that few MAC personnel have the expected skills/training to effectively serve DSP students enrolled in these courses.

The proposal for a sliding wage scale for MAC tutors was approved and has been implemented. This scale starts with new hires at Step 1 and moves through two subsequent steps based on increased qualifications and experience [PA 20].

The division server now has faculty web pages; however, it is not yet user friendly and is in need of upgrading, so not all faculty members use this feature [PA 21]. The College anticipates that the implementation of MyCourses will alleviate this issue.

7. **The Dean of the Math & Science Division should investigate the development and implementation of a supplemental instruction (SI) program.**

   Update: There were experimental SI's in Math for two semesters, but the Basic Skills Committee decided to focucs resources to other programs and services designed to improve student success and retention.

8. **The Division Deans and Academic Senate should investigate the expansion of learning communities.**

   Update: Since the fall of 2007, the College has expanded and then contracted the number of learning community (LC) offerings. The contraction is largely due to budget cuts; the LC program had its first and only budget in the 2007-08 school year, used primarily to pay for an eight person team to participate in the National Summer Institute in Olympia, Washington [PA 22]. This resulted in the Umoja LC and a two semester sequence of courses for Basic Skills students. The latter manifested as a strategic proposal for a "Pathways Program," submitted in spring 2010, which the Enrollment Management Committee tabled [PA 23]. As an alternative to this proposal, the College is currently working on a new proposal for a "First Year Experience," modeled on those successfully implemented in southern California schools. For the fall 2011 semester there are four LCs scheduled. Currently, Umoja is an "integrated" LC, and Puente and two offerings of the Medical Front Office Program are "linked" LCs. This is a hopefully temporary reduction from previous years [PA 24].

Standard II.A.1.c

9. **The Vice President of Academic Affairs and the Academic Senate will support and implement the findings of the SLOs Task Force, as possible.**

   Update: This item was completed prior to the College's Midterm Report. SLOs and their assessment are now an integral part of SCC's IPP, implemented across the College [PA 10].

Standard II.A.2.b

10. **Instructors and administrators will develop measurable student learning outcomes for all courses, certificates, and degrees.**

11. **Efforts will continue to develop measurable student learning outcomes for all courses, certificates, and degrees. Vocational programs will utilize advisory committees to identify effective assessment methodologies for vocational learning outcomes.**

    Combined Update: Course SLOs, including those for Career and Technical Education, are complete and being assessed regularly. Program outcomes (which include certificate and degrees programs) have been identified and connected to appropriate course SLOs for assessment. Outcomes are assessed and discussed on a regular basis and used in planning [PA 12]. In addition, SCC's Outcomes Assessment Coordinator is the recipient of the RP Group's 2011 P.O.W.E.R. (Promising Outcomes Work and Exemplary Research Award For SLO Champion, acknowledging the College's exemplary work in this area.

Standard II.A.3.b

12. The College should consider a degree requirement of Information Competency.

Update: *LR 10: Introduction to Library Research and Information Competency* was approved as a co-requisite of English 1 in fall 2007. The course was piloted in fall 2008 and fully implemented in fall 2009 [PA 26].

Standard II.A.6.a

13. The Vice President of Student Services and the Transfer Coordinator will monitor the development of the new CSU proposal for articulation and participate in the transition of courses to the new system to assure our students the most current information.

Update: A new format for the CSU GE Course List was created for the 2008-09 catalog, and the College has participated in the creation of the SB1440 Transfer Model Curriculum.

Standard II.A.6.b

14. The Program Discontinuance Committee will finish refining and polishing the current draft of the "Guidelines for Program Discontinuance" with the goal of creating a process that strikes a balance among the needs of all members of the College community.

Update: This process was adopted in June of 2007, prior to the College's Midterm Report [PA 27].

Standard II.A.6.c

15. The Vice President of Technology and Learning Resources will oversee the hiring of a Webmaster.

16. The chairs of the campus committees will coordinate the posting of all committee minutes and reports with the campus Webmaster.

Combined Update: A webmaster was hired in December of 2007, prior to the College's Midterm Report, and this position is still filled. Minutes and agendas are currently posted on the Intranet through the webmaster. However, the College is moving toward using MyGroups as a central place for these items so that any member of a given group will be able to upload documents, eliminating the need to go through the webmaster and hopefully making items easier to find as MyGroups is connected to SCC's main portal [PA 1, 2].

Standard II.A.7.b

17. The newly revised Academic Integrity policy will appear in the College Catalog 2006-07.

Update: This policy has been in the catalog since 2006 [PA 28].

Standard II.B.1

18. The Vice President of Student Services will develop a plan to address the delivery of services to the disabled student population at the centers.

Update: The Centers currently have counselors who have the appropriate credentials to serve disabled students but are not dedicated solely to Disability Services Program (DSP) students—students can see any counselor. Center counselors often make referrals, and periodically a DSP specialist visits the centers [PA 29].

Standard II.B.3.e

19. The Dean of the Mathematics and Science Division, in conjunction with the Math faculty, will complete a math assessment study and implement math assessment testing, if warranted.

Update: The math department found that this was not warranted. The department currently places students through transcripts and counseling, and a website is available to help students self-assess for placement [PA 30].

Standard II.B.4

20. The Student Services managers will develop Student Learning Outcomes at the program level for all student support services. The Student Services managers will research additional evaluation tools for use in Student Services that will focus on the achievement of identified learning outcomes. The Student Services managers will investigate the use of student focus groups to indicate student satisfaction and needs assessment.

Update: Student Services SAOs were developed in fall 2006 and are assessed regularly [PA 31].

Standard II.C.1

21. The Librarians are planning for increased services at the new Vallejo and Vacaville Centers.

Update: The Vacaville and Vallejo Centers have their own library resource rooms, which are each 216 square feet with a seating capacity of six students. The Vallejo Center provides laptops that students may check out for use in the resource room, and the Vacaville Center resource room has six desktop stations for student use. In fall 2010 the Vallejo Center had 32 hours of librarian coverage per week. With the new center opening in Vacaville, some of these hours were shifted to that center. Vallejo now has librarian coverage 24 hours per week and Vacaville has coverage 22.5 hours per week.

Each center has a textbook collection; the Vallejo Center's collection is more robust, but funding has been secured to improve the Vacaville collection in fall 2011. A trust fund has been developed to improve the purchasing practices of the textbook collection so that each campus can receive a timely and reasonable amount of funds for its textbooks. The library's electronic resources are available at all campuses and are essential at both centers due to limitations of physical space.

22. When budget allows, it would be appropriate to address needs for increased classified staff, as well as an increase in part time/full time Library faculty.

Update: The library is currently staffed with four full-time professional librarians; a fifth librarian retired in the spring of 2010, and this position is not slated to be filled. Adjunct librarians fill 78.5 hours per week as well as teach 30-plus sections of LR10, SCC's one-unit information competency course. A large portion of these adjunct hours backfill release time for the Curriculum Committee Chair and the Distance Education Coordinator (a total of 60 percent of one fulltime position). The rest are paid for through the library budget. These hours staff the libraries at Fairfield, Vacaville, Vallejo, and at times the online reference desk.

Circulation and Technical Services are currently staffed by two full-time classified positions. Technical Services lost one classified position, not slated to be filled, due to retirement. With the loss of technical staff and a technical librarian, the job duties of Technical Services (professional and paraprofessional) have been assigned to the Circulation staff. These additional technical duties include processing books, assisting in fixing damaged books, picking up and processing daily newspapers, sorting mail, processing magazines, boxing and shelving previous year magazines, and processing book sale books. The library currently depends on student workers to help in Circulation, Technical Services, and Computing Resources. Student workers cover most open library hours, with hours changing according to need and availability, and are paid from the Federal Student Worker Program and the library's budget. Student workers are responsible for the bulk of rounds in the library where they monitor the security of the collection, remind students of the library rules, and neaten study areas. They are also responsible for assisting with checking out text-

books, shelving books, assisting students with computers, giving change, helping with copiers, and answering a wide variety of student questions. They are also now responsible for technical duties as that area has been moved in to Circulation.

23. **The Vice President of Learning Resources should work with ASSC and the Library Circulation Manager to find ways to expand the Textbook Reserve Collection to more adequately meet the needs of the student body**.

    Update: The library has worked closely with the Associated Students of Solano College (ASSC) to establish a regular cycle of textbook funding. As a result of the ASSC's generosity the library has been able to purchase books for the Vallejo and Fairfield campuses. In fall 2011, books will be purchased for the Vacaville Center as well as the Vallejo and Fairfield campuses. The Vallejo Center Dean has been extraordinarily helpful in assisting the development of its textbook collection (and its other library resources). A textbook reserves "trust fund" account has been established so that funds from ASSC (and other potential textbook revenue sources) can be rolled over from semester to semester. As such, the library plans to always have some funds on hand to accommodate textbook needs in any semester and at any location.

    In addition, the library has requested ongoing Basic Skills Initiative funding, starting fall 2011, in order to supplement textbook collections at each campus location. If this funding is granted, the library will be able to purchase summer session textbooks when needed, in addition to fall and spring.

24. **CARL, the ILS used by SNAP, is set to be updated in mid-2005. At that time, acquisitions can be moved from a paper-based process to a more streamlined, automated process, saving valuable time and resources.**

    Update: An acquisitions module was implemented, and the media collection has been cataloged.

25. **The Library renovation will be completed in 2008. Measure G will provide funds to remodel building 100, which houses the College Library. Planning for the remodel started in March 2005. A committee of affected employees, including a College librarian, will work with the architect and bond program manager to finalize a remodel plan.**

    Update: In the last six years the library has not undergone any significant renovations. Study carrels were moved to the west side of the library to create an individual quiet study area. Large tables were moved to the east side of the Library for group study. A quiet reading area with leather chairs and a "coffee" table was added to the center of the library. However, plans to build a new library have been submitted to the State. The following is a summary of the proposal:

    The project involves the replacement of the 40-year-old, dysfunctional 44,439 ASF Library Building 100 and the demolition of five 51-year-old portables (#1, 2, 3, 4, & 5, total 7,913 ASF) at Solano College. The new building will consolidate the Library/Learning Resources and Tutorial services into one new 44,439 ASF building to support the campus in a centralized location. The Project proposes to construct the 59,252 gross square foot (GSF) new Library Building containing 1,520 ASF of Lab space, 4,038 ASF of Office space, 32,639 ASF of Library space, 2,678 ASF of AVTV space, and 3,564 Other Library related space. The new building will net a loss of 7,913 ASF of inaccessible mezzanine space in the old Library and the removal of the old portables. The new more efficiently configured building will provide better services to the campus by being more technologically proficient and provide better consolidated tutorial services in one location.

26. The combining of the Career Center and Job Placement Services will go into effect in the summer of 2005. The combined services will be housed in the new Student Services Center when the building is completed. The Career Center will move into the new Student Services building in the year 2006-07. The Career Center will be located on the second floor, with accommodations for 30-35 students (seven tables). The Career Center will include an office for the career specialist with access to the Transfer Center, so that materials can be shared by both offices and staff.

Update: This was completed prior to the College's Midterm Report. The new Student Services building includes this new space.

27. The Counseling Division will update the Career Center website.

Update: The website was updated fall of 2008 [PA 32].

28. New College Centers are being built in Vacaville and in Vallejo, to be completed by 2007. One FTE staff/faculty will be coordinating student support services for each center.

Update: Both Centers are built and fully functioning, each with a generalist plus three trained counselors who hold transfer workshops.

29. The Transfer Center expects to maintain the current level of services and, budget permitting, reconvene university field trips. The Transfer Center will move into the new Student Services building in the year 2006-07. The Transfer Center will be located on the second floor, with room to accommodate tables and chairs for approximately twelve students. The Transfer Center will include an office for the Transfer Center counselor, as well as two offices for the university representatives. The Transfer and Career Centers will share access to resources.

Update: The Transfer Center moved into its new home in the Student Services building, with full services, prior to the Midterm Report.

30. The College and Student Services will investigate ways to provide additional services to evening-only students, and College Centers, and to provide adequate facilities.

Update: The Centers have both counseling and financial aid services in beautiful and accommodating facilities. Due to a lack of resources, there are only a few services offered after 4:30p.m. Counseling and DSP serves students until 7:00p.m., Monday through Thursday; Admissions and Records/ Financial Aid is open until 6:00p.m. on Mondays; the Transfer Center is open from 4:00p.m. to 5:30p.m. on Wednesdays; the Career Center is open until 5:00p.m., Monday through Thursday; EOPS/CalWORKs is open until 4:00p.m. Monday through Thursday; the Veterans Office is open until 4:00p.m. Monday through Thursday; and MESA is open until 4:30p.m., Tuesdays and Thursdays. Assessment Center hours are varied. The Vacaville and Vallejo Centers each have one FTE, and Travis Air Force Base has .5 FTE [PA 33, 34, 35]. Evening-only students can also take advantage of the College's online student services: e-counseling for general academic information; one-on-one e-counseling by arrangement; e-mail counseling; counseling appointment scheduling; financial aid applications, documents, and status; admission applications; class adds and drops; fees and holds; transcript services; parking decals; forms; academic calendars; email; catalog and schedule of classes; registration priority assignments; ID cards; MySolano; and MyCourses.

31. By fall 2005, the Counseling Division plans to update the Transfer Center Website. The Transfer Center sign-in sheets will continue in use with improvements to be made by having students log in on

a computer to make data collection more uniform, consistent and available. Counseling 68, University Transfer Success, will be more strongly promoted to high school students when the Transfer Center counselor visits with junior and senior high school students at the high school sites. Additionally, College students are encouraged to begin the Individual Educational Plans (IEP) in the course, and, later on, the completion of the TAA for the transfer institution.

Update: The College currently uses SARS appointment tracking software, and the student-friendly Transfer Center website includes a calendar of four-year representative visits [PA 36]. *Counseling 68: University Transfer Success* classes have been cancelled due to low enrollment, but the College is currently exploring a non-credit workshop as a replacement.

Standard II.C.1.a

32. The new Vice President of Technology and Learning Resources and the Library faculty have begun discussing standards for collection development and collection weeding. Each librarian has been tasked with developing "best practices" for the divisions he/she represents and will present those ideas at the beginning of the fall 2005 semester, with an eventual goal of setting Library standards for evaluating, weeding, and developing the collection.

Update: Following its most recent program review, the following clarification was added to the current weeding policy: materials are to be weeded if they a) are in poor condition, b) have a newer edition available, or c) are outdated. The library will continue to evaluate its weeding policies and practices.

33. Working in tandem with SNAP administrators, the College Library collection will be inventoried by fall '05.

Update: This inventory was completed, and a new inventory is currently underway. Catalog records for missing items were deleted.

34. The Vice President of Academic Affairs will continue to propose and fund upgrades to the labs' equipment and staffing. Measure G funding will support these efforts, and new facilities to be constructed in Vallejo and Vacaville will have up-to-date infrastructure and technology. Measure G projects executed on the Fairfield campus will also afford the opportunity to make technology improvements in many areas.

Update: Measure G (facilities and equipment) and General Fund (staffing) monies fund technology, equipment and staffing to the main campus and the Centers.

35. The Art Department will continue building the digital image and video collection, while maintaining a traditional collection of slides and videos to accommodate all faculty needs. Pending the purchase of more pieces of newer equipment, the department places an even greater emphasis on building the digital collection.

Update: This agenda item was completed prior to the College's Midterm Report. The digital image and video collection are robust.

Standard II.C.1.b

36. The Access Services Librarian will work with faculty who teach online with the goal of expanding the number of courses that offer online Library orientations.

Update: The current DE Coordinator, a librarian, is working on online library orientations. Now that the College has adopted *LR10: Introduction to Library Research and Information Competency* as a co-requisite to English 1, there is less need for online library orientations. In addition,

there are more than ten hours per week of Instant Messaging Reference Service access being monitored by three librarians.

37. The Librarians will investigate ways to make traditional format stand-alone, not-for-credit workshops viable.

Update: In addition to the College's for-credit instructional program, the library has been heavily involved in the beginning stages of a non-credit instructional program. Two librarians served on the campus working group for non-credit, one librarian attended a multi-campus forum, and the other drafted and submitted a non-credit course proposal to the Curriculum Committee. The results of the library's non-credit efforts for 2008-09 include *LR500: Topics in Research & Information Competency*. It was determined that this official non-credit course would support and augment the library's efforts in meeting one of the College's Core Competency outcomes, Information Competency, as well as help the College's large population of Basic Skills and underprepared students. LR500 was offered for the first time in fall 2010 with low enrollment. Simultaneously, a broad/multi-disciplinary effort to expand "student success" workshops began on campus, and the library decided to hold offerings of LR500 so that the course could benefit from the outreach and marketing efforts of these student success workshops. LR500 will be re-run and re-assessed in fall 2011 with the added benefit of outreach/promotion efforts within the larger effort on campus to improve student success via workshops. Future planning for LR500 includes a series of non-credit library research courses in the spring of 2012, evaluating their effectiveness, and repeating the process in the fall of 2012.

In addition, librarians will be working with faculty to facilitate the referral system for non-credit library research courses [PA 35].

38. The Librarians will offer library-related Flex Cal activities, as budget and time permit.

Update: Librarians have offered two flexible calendar presentations on Cloud Computing (using multiple server computers via a digital network as though they were one computer), two sessions on the educational uses of Second Life (an online virtual world in which users can interact via avatars), and trainings on plagiarism and the Turnitin program (an internet-based plagiarism detection service). All sessions were offered during the semester, at different times and days to allow for faculty access. These seminars were offered as part of the Technically Speaking Series organized by the Coordinator of the Teaching and Learning Center [PA 38].

39. The Librarians will develop student learning assessment tools for Information Competency and library instruction.

Update: Library faculty have created and implemented Service Area Outcomes and assessments for the library orientations and workshops as well as the reference desk and the student worker program. The assessments for library instruction sessions are student and faculty surveys. For all courses, a variation on an assignment called "the exploration" assesses information competency, and a rubric has been written for each course. The library has completed multiple assessment cycles along with the rest of the College [PA 38]. As a leader in library outcomes and assessment, one of SCC's librarians has spoken at two California Council of Chief Librarian-sponsored seminars regarding the College's process and progress with Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and the assessment cycle.

40. The Librarians will update the Web page and increase its content.

Update: The library's website has been redesigned to increase awareness of library resources and services, to provide more assistance to users, and to incorporate more

accessibility and usability features (per section 508 of the *Rehabilitation Act*), such as making sure all images, acronyms, etc. contain alt text that can be read by screen-readers. Some additions to the website include outcomes assessment work, 24/7 Instant Messaging Reference service, remote-access instruction for databases, increased content and instruction on library services and policies, "Faculty Resources" and "Student Resources" pages, increased e-content access and advice, and an online listing of available textbooks in the new Textbook Reserves Collection. Additional web pages have been created for both the Vallejo and Vacaville Centers as well [PA 39, 40, 41].

41. **The Librarians will develop a plan to catalog the serials using available software.**

    Update: All serials have a catalog record. All serials received since 2006 have also been individually checked in, giving a clear picture of the College's current holdings. Librarians are currently weeding the older serials collection; when that is completed they will start the process of checking in separate issues of the older serials.

42. **The Librarians will develop a plan to offer new services, such as Librarian "office hours," reserve textbooks collections, and book deliveries at the new Vacaville and Vallejo Centers.**

    Update: The library has a physical presence at three campus locations as well as a virtual presence in the online college. Reference librarian hours have been increased at the Vacaville Center, with the future goal of mirroring the number of hours that continue to be available at the Vallejo Center. Currently, the Vacaville Center offers 22.5 hours per week of library (and reference librarian) availability; the Vallejo Center offers 24 hours per week. All students (and in particular online students) have 24/7 access to reference librarians online. Each center also has a textbook collection; the Vallejo Center's collection is more robust, but funding has been secured to improve the Vacaville collection in fall 2011. A trust fund has been developed to improve the purchasing practices of the textbook collection, so that each campus can receive a timely and reasonable amount of funds for its textbooks. The library's electronic resources are available at each campus, and the libraries at both centers are focusing their collection energy on electronic resources. In addition, in order to offer book delivery at the centers (previously only available to the Fairfield campus), the library is working to establish a Virtual Private Network (VPN) with circulation software (CARL) installed at both centers. This VPN will allow librarians at the centers to accommodate a limited number of book requests.

Standard II.C.1.d

43. **The Vice President of Technology & Learning Resources will investigate the installation of a security camera over the Library cash register, the entrance, and four exit doors. The camera will provide security for the Library staff and patrons. This would be funded through an SCC Foundation grant that was made previously to the Library**.

    Update: This project was never completed as it was deemed not to be a priority.

44. **The Vice President of Technology will work with the Librarians and Library staff to evaluate and upgrade Library security.**

    Update: This project was never completed; however, librarians try to ensure that there are always at least two of them in the library at all times.

Standard II.C.1.e

45. Using available software, the Librarians will develop a plan to catalog the serials.

Update: All serials have a catalog record. All serials that have been received since 2006 have also been individually checked in, giving the College a clear picture of current holdings. Librarians are in the process of weeding the older serials collection; when that is completed they will start the process of checking in separate issues of the older serials.

46. The Library will work with SNAP to get better statistical reports and data on the collection, to utilize new modules of CARL, including Serials and Acquisitions, and to participate in CARL training to use new modules.

Update: The SNAP consortium generates usage statistics for the entire shared system, which comprises libraries from Solano and Napa Counties. To save money, library cards were purchased in bulk for Solano County Libraries and Solano Community College. Because of this intermixing of numbers, it is not possible to access usage statistics for only SCC students. Even more critical is that since items are shared in the system, it is impossible to distinguish which items in the circulating collection are being used by only SCC clientele. As SNAP migrates toward a new library platform, perhaps it will consider a system that can capture statistics for a normative snapshot of collection usage.

Both of the library's former Technical Services librarians were trained in CARL, but no new training has taken place since their retirement.

Standard II.C.2

47. As part of the process for the College's Integrated Evaluation, Planning, and Budget, the Library will be scheduled for systematic review in the Institutional Program Review Schedule. This process will be beneficial in a number of ways, including follow-through of Three-Year Plans, preparation for self study, and funding prioritization.

Update: The library completed its program review in 2009-10 and continues to participate in all levels of the Integrated Planning Process (IPP), including outcomes assessment and the creation of three-year plans and strategic and operational proposals [PA 42].

48. The Vice President of Technology and Learning Resources will create a general Library Advisory Committee for the campus. This would be a committee of faculty members interested in advising and supporting the Library. It would provide a regular channel for information and inquiries to flow in mutual directions, informing the faculty about the Library's operations and allowing the Library staff and management to know more about faculty specific needs and interests, as they relate to the Library's functioning.

Update: The College decided that an advisory committee would not be beneficial. Instead, through a liaison system librarians work with specific divisions to determine needs and interests.

49. The Librarians will develop student learning outcomes for use in orientations and workshops. The librarian who has taken a course on assessing student learning outcomes is developing student learning assessment tools for Library use. Plans are underway to create student learning outcomes for the Library and assessment tools for these outcomes

Update: Library faculty has created and implemented Service Area Outcomes and assessments for library orientations and workshops as well as the reference desk and the student worker program. The assessments for library instruction sessions are student and faculty surveys.

For all courses, a variation on an assignment called "the exploration" assesses information competency, and a rubric has been written for each course [PA , 43, 44]. The library has completed multiple assessment cycles along with the rest of the College. As a leader in library outcomes and assessment, one of SCC's librarians has spoken at two California Council of Chief Librarian-sponsored seminars regarding the College's process and progress with Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and the assessment cycle [PA 45].

Standard III.A.1.a

50. The Director of Human Resources and the Vice President of Technology and Learning Resources will ensure that the College's Human Resources policies and procedures are uploaded to the College's website.

Update: All policies are housed on the College's website [PA 46].

51. The Director of Human Resources will complete the review and revision of Board Policies and Procedures relevant to Human Resources in order to ensure they are current, consistent, and legally compliant.

Update: Human Resources policies and procedures have been reviewed and revised since the College's previous Self Study, and they are currently under review.

Standard III.A.1.c

52. The College administration and the Academic Senate will decide how student learning outcomes will be infused into the evaluation process for full-time and adjunct faculty. At the same time, the College and the CTA must negotiate such inclusion into the evaluation articles of the labor agreement.

Update: SCC decided that outcomes assessment will not be used in the faculty evaluation process.

Standard III.A.1.d

53. The Director of Human Resources will conduct a survey of other community college districts' codes of employee ethics.

Update: There is no evidence that this survey took place, and it is not clear what its purpose was. However, SCC has numerous policies regarding employee ethics and conduct that are reviewed regularly: Political Activity, Sexual Harassment, Discrimination, Equal Opportunity, Drug-Free Workplace, Gifts to College Personnel, Disciplinary Action, Discipline and Dismissal, Whistleblower Protection. SCC codes of ethics are not an area of concern at this time [PA 47, 48, 49, 50, 51, 52, 53, 54, 55].

54. The Academic Senate will develop a statement of faculty academic freedom and responsibilities.

Update: The faculty academic freedom policy is printed on page 10 of the catalog [PA 28].

Standard III.A.2

55. The College will hire an Accounting Specialist II.

Update: This position was filled prior to the College's Midterm Report.

Standard III.A.4.a

56. The Director of Human Resources will recommend restructuring of District Procedure 4005 and Policy 4290 to comply with changes in state equal opportunity rules once the Chancellor's Office issues guidance.

Update: District Procedure 4005 is currently under review, and Policy 4290 complies with state equal opportunity rules [PA 56].

57. The Director of Human Resources will reactivate the diversity committee and provide advisory services to the hiring committees on laws regarding equal opportunity.

Update: Hiring policies are distributed with every hiring packet; however, the advisory committee is not currently functioning. In lieu of this advisory committee, Human Resources staff meets with each hiring committee chair prior to the committee's first meeting. [PA 57]

Standard III.C.1.a

58. The STAC will revise and update the Technology Plan.

Update: The Strategic Technology Advisory Committee (STAC) is slated to reconvene fall of 2011. However, Technology Services and Support managers updated the Technology Plan in over spring and summer of 2011.

59. As technology advances and funds become available, the campus networking and server infrastructure will be upgraded by the Director of Technology Services and Support.

Update: Infrastructure upgrades were made prior to the College's Midterm Report, and are ongoing as needs arise.

60. The Vice President of Technology and Learning Resources will oversee a pilot project for wireless connectivity and, if successful, implement it campus wide.

Update: Prior to the College's Midterm Report, ten main campus buildings and the Vallejo Center had obtained wireless connectivity. The College has since completed four more main campus buildings and the Vacaville Center. The College is currently working on wireless access on the sports fields and in two other buildings on the main campus.

Standard III.C.1.c

61. The Director of Technology Services & Support will develop a plan for employee workstation and computer lab refresh. This plan will be developed with the guidance of the STAC.

Update: Measure G funds have been used to complete this agenda item. Reallocation of funds to this purpose occurs as they become available.

62. The Vice President of Technology & Learning Resources will pursue, as financial resources permit, other strategic technologies, such as wireless connectivity, Enterprise Resource Planning (ERP) systems, and expanded Web publishing, again with input and guidance from STAC.

Update: This was completed prior to the College's Midterm Report.

63. Strata Information Group (SIG) has been retained by the College to assist with the evaluation and selection of an ERP system. Phased implementation (each module will be implemented one at a time) will then occur until the entire legacy system has been migrated to the new, integrated system. This will be a multi-year effort.

Update: This was completed prior to the College's Midterm Report.

Standard III.D.1.c

64. Given that eighty percent of the budget is committed to salaries and benefits, closer collaboration between the Business Services and Human Resources offices in crafting the budget model will be explored. Care will be given to building the model so that all items and their residual impact have been included. For example, the annual cost of retirement health care benefits, the value of accumulated vacation time for administrators, classified and the part-time faculty hour computation should be well defined and

identified. Beginning with the 2008-2009 fiscal year, GASB 45 will require the District to both identify and begin to fund the long-term cost (liability) of providing ten years of health benefits to qualified retirees.

Update: This was accomplished prior to the College's Midterm Report, and retiree benefits funding is ongoing.

Standard III.D.2.a

65. The 2005-06 College goals and priorities include an approved request to fund/hire this fulltime position in Fiscal Services.

Update: This position was created and filled prior to the College's Midterm Report.

Standard III.D.2.e

66. The Vice President of Business and Administrative Services will continue to establish additional procedures to ensure that the reporting of all financial resources received from auxiliary activities and fundraising efforts comply with the General Accounting Standards Board (GASB) pronouncements as they are modified.

Update: This was accomplished prior to the College's Midterm Report and is ongoing.

Standard III.D.2.g

67. The 2005-06 College goals and priorities include an approved request to fund/hire a fulltime position in Fiscal Services.

Update: This position was created and filled prior to the College's Midterm Report.

Standard IV.A.1

68. The Executive Council will work toward more transparent and collaborative decision-making and planning processes, enhancing effective communication, genuine dialogue and discussion of issues.

Update: The College was removed from ACCJC sanction for decision-making, planning processes, and dialogue in February 2011. The College's improved processes continue in a cycle of continuous quality improvement [PA 10].

69. The Task Force on Program Review, Planning, and Budget Development will initiate systematic review and evaluation of the planning process. The Task Force on Program Review, Planning, and Budget Development will establish a mechanism for involving the campus community in integrating legitimate business needs into adopted budget priorities.

Update: The College's Process Evaluation and Review Team (PERT) conducts regular reviews of the Integrated Planning Process (IPP), which includes connecting budget development to other areas of college planning [PA 58]. Strengthening these connections is an ongoing process, and as such the current self study includes a related planning agenda item. In January 2011, the College was removed from ACCJC sanction for its planning processes [PA 10].

Standard IV.A.3

70. The Vice President of Technology and Learning Resources, with the assistance of Division Deans and administration, will develop and implement a process to help ensure the timely placement of all committee agendas and minutes on the College website.

Update: Minutes and agendas are currently posted on the intranet. However, the College is moving toward using MyGroups as a central place for these items so that any member of a given group will be able to upload documents, eliminating the need to go through the webmaster and hopefully making items easier to find as MyGroups is connected to SCC's main portal [PA 1, 2].

Standard IV.B.1.b and e
71. The Governing Board, in conjunction with the Superintendent/President, will propose avenues to communicate effectively an understanding of Policy change and implementation. The Board will draft a written process for periodic evaluation of Board Policies.

Update: Policies are reviewed regularly and posted on the College's website, per policies 1000, 1050, 1052, and 1054 [PA 59, 60, 61, 62, 63].

Standard IV.B.2.a
72. The College will continue to evaluate interim and vacant positions to plan for possible restructuring or restoration.

Update: This is ongoing. The College has used the process of restructuring in reforming the executive team and deans' positions. Departments such as Financial Aid, Human Resources, and Finance and Administration have evaluated their vacancies and continue to make long-term decisions for the College.

Response to Prior Visiting Team Recommendations

HISTORY
The 2005 ACCJC Visiting Team's Evaluation Report indicated eight recommendations for Solano Community College to address in a Progress Report: 1) Improving Institutional Dialogue, 2) Improving Institutional Planning, 3) Improving Institutional Effectiveness, 4) Student Learning Outcomes, 5) Library Resources, 6) Staffing and Organizational Stability, 7) Fiscal Integrity and Stability, and 8) Leadership. SCC's actions in response to these recommendations are addressed below. In response to SCC's March 2007 Progress Report, the Commission requested another Progress Report to address recommendations six, seven, and eight. Based on SCC's October 2007 Progress Report, the Commission placed the College on Warning and asked for a Special Report to be submitted in conjunction with SCC's October 2008 Midterm Report; this Special Report was to address recommendations two, six, seven, and eight. As a result of these reports, in February of 2009 the Commission placed SCC on Show Cause and directed the College to correct the deficiencies noted in recommendations two, three, six, eight, and revised recommendations one and seven. After the College submitted its March 2009 Show Cause Report and Closure Plan, the Commission removed the College from Show Cause and imposed Probation, requiring an October 2009 Follow-Up Report to address recommendations one, two, three, six, seven, and eight. In January 2010 the Commission acted to continue Probation and require another Follow-Up Report due October 2010 to address recommendations one, two, three, six, and eight.

After much sustained collaborative effort on the part of Solano Community College's faculty, staff, students, administrators, and the Governing Board, the October 2010 Visiting Team noted "an overall tone of optimism and cooperation" and concluded the following: The College has resolved all deficiencies and found good evidence to conclude that the positive work undertaken by all constituencies will be sustained.

In January 2011, the Commission voted to remove the College from all sanctions. In the Commission's action letter, Dr. Barbara Beno stated:

> The Commission is pleased to note that the College has now resolved Recommendations 1, 2, 3, 6 and 8 as well as well as all other recommendations identified in the Commission's action letters since 2005. [RR 1, 2]

GENERAL RECOMMENDATION 1: IMPROVING INSTITUTIONAL DIALOGUE
The College should broaden the self-reflective dialogue about the continuous improvement of student learning and institutional effectiveness among and between faculty, staff and administrators within and across different divisions of the College as well as between the Board and President and vice presidents in order to increase college unity and teamwork (I.B.1, II, IV).

> **Visiting Team Revised Recommendation 1:**
> **It is the responsibility of every constituent group at Solano College, including the Board of Trustees to participate in productive dialogue, as defined by accreditation standards, that engages the entire college in identifying strengths and weaknesses of the College, and every constituent group must commit action that improves educational quality and student learning. The College must proceed immediately to take this action and should not allow operational or collective bargaining issues to distract them from participating in planned opportunities for this dialogue, timely implementation of changes for improvement resulting**

from that dialogue, and assessment of the results of implemented changes. (I.B.1, II, IV)

The Commission's most recent Visiting Team's report states:

> The College demonstrates resolution of the deficiencies cited in the recommendation. Solano Community College has a President who is leading the College to sustained commitment to dialogue and to student success [RR 1]

As described in SCC's previous follow-up, progress, midterm, special, and show cause reports, the College has made great strides in improving institutional dialogue, sustaining a positive culture of participation, collaboration, and transparency. In addition to the continued use of the shared governance structure, all actions and activities at the College have been made transparent through consistent dissemination of information and opportunities for productive dialogue in an effort to enhance data-driven decision making and improvement. For example, the Superintendent/President (S/P) holds frequent forums regarding important issues, such as reorganization and budget, and he reports on College events and discussions through his regular newsletter, the "S/P Direct" and his Blog [RR 3, 4]. Furthermore, SCC's Governing Board has strengthened channels of communication among its members and between the Board and constituents of the College by instituting regular study sessions, often including faculty and staff, in which less formal and more engaged communication about important issues can occur. Abundant dialogue has also been the result of outcomes assessment as a part of a revised Integrated Planning Process (IPP). Through the IPP, dialogue that begins with student learning and service area outcomes assessment leads to program review; three-year plans; and strategic and operational proposals, which move on for more dialogue in review groups, Shared Governance Council (SGC), and the Finance and Budget Planning Advisory Council (FABPAC). In addition, the Process Evaluation and Review Team (PERT) is charged with assessing the function and success of the elements of the IPP, in part ensuring that dialogue leads to plans and actions.

GENERAL RECOMMENDATION 2: IMPROVING INSTITUTIONAL PLANNING

In order to improve institutional planning, the College should clarify and simplify its terminology and processes used in planning so that the vocabulary is more easily understood and accepted institutionally, the planning processes are more integrated, and the plans actually get implemented. (I.A.4, I.B.3, ER 19).

The Commission's most recent Visiting Team's report states:

> The College is now proficient in institutional planning and has entered into sustainable continuous quality improvement, and thus has resolved the deficiency cited in this recommendation [RR 1].

As noted in previous reports, SCC has successfully implemented its IPP—an ongoing cycle of evaluation, planning, budget, implementation, and re-evaluation. Included in the IPP are outcomes assessment; program review; college, area, and division plans; and strategic and operational proposals, all of which include review by SGC and other college constituencies. One of the IPP's biggest strengths lies in the built-in review and evaluation through PERT oversight, ensuring that any needs for clarification or revision are addressed as they arise. PERT ensures that the IPP continues to function successfully and lead to improvements throughout the College [RR 5].

GENERAL RECOMMENDATION 3: IMPROVING INSTITUTIONAL EFFECTIVENESS

In order to improve institutional effectiveness the College should establish and implement a clear, systematic, consistent, and ongoing method of measuring and evaluating its effectiveness in achieving stated

strategic planning goals and student learning outcomes (I.B.2, I.B.3, I.B.6, I.B.7, ER 10, ER 19).

The Commission's most recent Visiting Team's report states:

> The College has fully resolved the deficiencies cited in this recommendation, as evidenced by the fact that the IPP has seen more than a full cycle of implementation, and by the fact that the groups responsible for institutional effectiveness are now of long standing and well schooled in the College's own processes [RR 1].

SCC is an institution that focuses on assessment, analysis, action, and re-evaluation in planning and decision-making. As mentioned above, the College continues to fully implement (and refine as necessary) its IPP with PERT oversight. Through the IPP, the College continues to use outcomes assessment, dialogue, three-year plans, strategic and operational proposals, and program reviews to connect and inform what we do and how we do it. In addition, now that the College has fully implemented the Banner information system, regular data from the office of Research and Planning are more easily accessible than they have been, allowing for increased data-driven decision-making. Finally, the College is committed to gathering data from the assessment of measurable outcomes in order to achieve its new strategic goals and objectives. To this end, deans and directors assess efforts at addressing these on a regular basis by developing, assessing, and documenting specific measures and targets. College leaders and managers have worked with their departments and areas to establish expected outcomes and timelines and will continue to evaluate and report on actual results [RR 6].

GENERAL RECOMMENDATION 4: STUDENT LEARNING OUTCOMES
The College must develop institutional procedures for the identification of student learning outcomes at the course, program, degree, and institutional level. It must also develop a timeline for the accomplishment of this process and expand this process to include assessment measures for each level, analysis of these assessment processes and results, and documentation of how results of the assessments are used to improve student learning. In addition, the College must involve all faculty, including those in Student Services and Library Resources, in the dialogue about process and results (II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.h, II.A.1.i, II.A.6.a, II.B.4, ER 16).

The Commission's October 2008 Visiting Team's report states that "the College has made progress on the requirements of this recommendation," and the accompanying letter from the Commission removed the recommendation from the list of those requiring attention in the subsequent Show Cause Report [RR 1, 2]. SCC has implemented a regular cycle of outcomes assessment that includes all levels and areas of the College. Academic outcomes, which include course-, program-, service-area-, and core competency-level outcomes, have been assessed since 2007, beginning with a pilot and now continuing on a regular cycle. The College has recently created Institutional Support Outcomes (for non-academic areas) to be implemented for assessment beginning fall 2011. The goal is that all areas of the College will be outcome-oriented and that all dialogue and planning will connect. SCC believes it has already met ACCJC's 2012 requirement of Proficiency on the Institutional Effectiveness Rubric and is well on its way to Sustainable Continuous Quality Improvement. In addition, SCC's Outcomes Assessment Coordinator has been awarded the RP Group's 2011 P.O.W.E.R. (Promising Outcomes Work and Exemplary Research Award for SLO Champion, recognizing the College's exemplary work in this area.

GENERAL RECOMMENDATION 5: LIBRARY RESOURCES
In order to have Library holdings and services sufficient in scope and currency to support its curriculum, and be able to extend its

services to the off-campus centers in Vallejo and Vacaville, the College will have to address the Library's funding level and, at a minimum, be responsive to the recommendations of the October 1993 and 1999 accreditation teams (II.C.1).

The Commission's October 2008 Visiting Team's report states:

> The library holdings have been properly supported through budget allocations and actual purchases of learning resources. The College has met the requirements of this recommendation [R 1].

As presented in Standard II.C of this report, to address this recommendation the permanent annual funding of the yearly library acquisition budget was increased by $40,000 to improve the physical and electronic library collections. In addition, $50,000 of restricted funding was allocated to the library for the 2006-07 academic year. However, due to the economy, the last few years have seen a decline in the library budget. In 2008-09 the library received $36,364 in library automation money from the state's TTIP allocation. The state has removed this allocation from the 2009-10 budget, and the College has not been able to backfill the funds. Disregarding TTIP money, between the 2007-08 and 2010-11 fiscal years, the library's overall budget has decreased $31,085 [RR 7].

Also as presented in Standard II.C of this report, the library is currently down-staffed with four full-time professional librarians; a fifth librarian position is vacant due to retirement and is not slated for replacement. Adjunct librarians fill 78.5 hours per week and teach approximately 30 sections of SCC's new one-unit information competency course, LR10. A large portion of adjunct hours backfill 60 percent release time for the Curriculum Committee Chair and the Distance Education Coordinator; the rest are paid for through the library budget. These hours staff the libraries at Fairfield, Vacaville, Vallejo, and at times the online reference desk. Circulation and Technical Services are currently staffed by two full-time classified positions. Technical Services lost one classified position due to retirement; this position is not slated to be filled. The job duties of Technical Services (professional and paraprofessional) have been given to the Circulation staff, and student workers, two of whose positions are currently unfilled, cover most open library hours in Circulation, Technical Services, and Computing Resources based on need and availability.

GENERAL RECOMMENDATION 6: STAFFING AND ORGANIZATIONAL STABILITY

The College should continue to focus on prior accreditation evaluation reports and implement the recommendations. Stability in personnel, particularly in leadership positions, fiscal services and human resources will help the College to meet the requirements of Standard III and assure institutional integrity. (III.A, III.D.1, III.D.2, III.D.3)

The Commission's most recent Visiting Team's report states:

> The College president is building a solid team of administrators and the College has resolved the deficiencies cited in the recommendation [RR 1].

The Superintendent/President (S/P) has made every effort to fill positions with skilled and dedicated individuals. The previously high amount of turnover in staffing and leadership positions created instability in the College, but recent reorganizations and successful hires have resolved this issue. As a way to reduce expenditures in correspondence to state funding, realign like disciplines, better distribute dean workload, and as a future endeavor to create depth and succession planning within the organization, with Board approval the S/P has reorganized the academic affairs area twice since fall 2010, including the consolidation of the Vice President of Academic Affairs and the Vice President of Student Services into an Executive Vice President of Academic and Student Affairs. In Human Resources and in

Finance, both particularly well-known for high turnover, the College has put in place positions that could create replacements three deep: If one person leaves the institution, there is enough knowledge and experience in place to adequately fill the positions at least temporarily.

SCC is currently recruiting for six management positions: Dean of Human Performance and Development (retirement); Director of Research and Planning (retirement); Coordinator of Marketing and Recruitment (reallocation of a vacant position); Director of Financial Aid (retirement), Director of Human Resources (replacement of an interim), and Human Resources Manager (reclassification of a vacant position). The following positions were created after October 2010: Accounting Manager, Coordinator of Marketing and Recruitment, and Human Resources Manager; these positions are meant to provide depth in critical areas and help support succession planning for the stability of the College. The positions of Dean of Enrollment Management and Dean of Academic Success and Learning Resources have been eliminated, and other positions were consolidated into new positions such that six academic Divisions with oversight by six deans are now four Schools with oversight by four deans [RR 8, 9].

GENERAL RECOMMENDATION 7: FISCAL INTEGRITY AND STABILITY
The College should develop a detailed plan with a timeline and fixed responsibility to address the long-term financial obligations including debt retirement, capital lease options, and establishment of a reserve for retiree benefits. Financial obligations associated with negotiated settlements should be evaluated and managed to determine long-range impact on institutional financial stability. (III.D.1, III.D.2, III.D.3, ER 17)

Visiting Team Revised Recommendation 7:
The College must take immediate and necessary action to address its inability to timely and accurately generate financial apportionment reports. In order to assure the institution's future fiscal stability, the College should immediately develop a detailed plan with a timeline and fixed responsibility to address the establishment of a reserve for retiree benefits. The College must take immediate responsibility for planning all long-term financial obligations including financial obligations associated with negotiated collective bargaining settlements which should be evaluated and managed to determine long-range impact on institutional financial stability. (III.D.1, III.D.2, III.D.3, ER 17)

The Commission's October 2009 Visiting Team's report states that "the College has now resolved the deficiencies cited in the recommendation" [RR 1].

Since initially given this recommendation, SCC has improved its fiscal integrity and stability in numerous ways. Initial Banner system training has been completed, and the College remains committed to keeping its employees up to date with training as necessary. Accurate and timely financial and apportionment reports are available. The negative fund balance that the College was previously thought to have was inaccurate, and the College maintained an 11.42% reserve in FY10-11 [RR 10]. SCC has a newly hired Vice President of Finance and Administration and Director of Fiscal Services, who are highly trained and functioning well with their staff.

In conjunction with this recommendation, SCC was required to comply with GASB 45 by the end of FY 08-09. In preparation for and in early compliance with GASB 45, SCC joined the Community College League of California (CCLC) Retiree Health Benefits Program JPA. In May 2006, the College set up an irrevocable trust of $937,234. As of March 2008 SCC determined its Other Post Employment Benefits liability to be $14.4 million; the underlying actuarial study was performed by Total

Compensation Systems, Inc., who also determined that the required annual contribution should be $232,837. As of January 2011 the trust had a balance of $1,074,232, and for FY 10-11 the College set aside $200,000 for additional contributions to the trust. Given the State's current budget difficulties and their impact on the community college system and SCC, this year's contribution to the trust was identified as a possible area of expenditure reduction, but on further analysis this option was eliminated, and the contribution to the trust will be made. The College continues to fund liability and meet obligations as determined by repeated actuarial studies.

GENERAL RECOMMENDATION 8: LEADERSHIP

In order for the Governing Board to focus on the institution's major issues and questions of policy, the Board of Trustees is encouraged to delegate full responsibility and authority to the President to implement and administer board policies and the operation of the College. The institutional leaders should likewise foster empowerment, innovation, and institutional excellence through dialogue that builds trust and increases focus on student learning and assessment of learning outcomes, institutional effectiveness, and integrity. (IV.A.1, IV.A.3, IV.B.1.j, IV.B.2.a)

The Commission's most recent Visiting Team's report states that "the deficiencies cited through this recommendation have been resolved and current policy and practice, which follow Commission Standards, will be sustained" [RR 1].

The Superintendent/President (S/P) has a productive and trusting relationship with the Governing Board, resulting in a clear focus on institutional effectiveness. With the help of a Special Trustee, the Board has worked hard to eliminate the micromanagement observed by previous ACCJC visiting teams, regularly supporting the S/P's actions and delegating responsibility and authority to him. The Board has also successfully continued with its Code of Conduct, re-affirmed in June 2010, and continues to function in a collegial manner. The Board continues ongoing professional development and training and participates in quarterly self-evaluations, using results to improve where needed [RR 11]. The Board is effective and productive, and interactions within the Board, between Board members and the S/P, and between Board members and other constituents of the College demonstrate a Board that not only understands its adopted Code of Conduct, but adheres to its guiding tenets. The Board has also completed the S/P's evaluation, and the Board and the Superintendent/President have developed new goals for the coming year [RR 12].

Astract of the Report

The Solano Community College Institutional Self Study Report in Support of Reaffirmation of Accreditation demonstrates that the College maintains the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The report describes how well the College believes it is meeting each standard—Standard I: Institutional Mission and Effectiveness, Standard II: Student Learning Programs and Services, Standard III: Resources, and Standard IV: Leadership and Governance—and identifies planning agenda items for those Standards in which the College might improve. The College has used the self study process as an opportunity to examine and improve institutional effectiveness by strengthening its planning, evaluation, communication, decision making, and leadership processes. This report provides evidence that the College is meeting, and in some cases exceeding, the Standards set forth by ACCJC and is committed to continuous, quality improvement in all areas.

Introduction References

ELIGIBILITY REQUIREMENTS

ER 1 ACCJC January 2011 Letter
ER 2 SCC 2011-2012 Catalog
ER 3 SCC Mission, Vision, Values, and Goals
ER 4 Board Policy 1006
ER 5 Board Policy 1016
ER 6 Governing Board Agenda, June 30, 2011
ER 7 Administration Policy 2030
ER 8 Superintendent/President Contract Extension
ER 9 SCC 2011/2012 Organizational Charts
ER 10 2009/2010 IPEDS Report
ER 11 Academic Affairs Policy 6205
ER 12 Student Services Policy 5180
ER 13 SLO Tracking Sheets
ER 14 Sample Syllabi
ER 15 Integrated Evaluation, Planning, and Budget Development Process
ER 16 Academic Affairs Policy 6430
ER 17 Student Services Policy 5580
ER 18 SCC Faculty Contract
ER 19 Human Resources Policy 4005
ER 20 Student Services Policy 5010
ER 21 Student Services Policy 5030
ER 22 Student Services Policy 5040
ER 23 SCC Admissions Web Page
ER 24 SCC Library Web Page
ER 25 SCC Lab Hours
ER 26 Business Services Policy Series 3000
ER 27 June 2011 Tentative District Budgets
ER 28 Integrated Planning Web Page

COMMUNITY, STUDENT, AND EMPLOYEE DEMOGRAPHICS AND DATA

DD 1 California Department of Finance Census 2010 Redistricting Data Summary
DD2 Association of Bay Area Governments "Projections 2009"
DD 3 Sacramento Area Council of Governments statistics based on 2008 projections
DD4 California Community Colleges Data Mart
DD5 California Department of Finance Projections July 2007
DD6 California Department of Finance, Demographic Research Unit
DD7 American Community Survey 2005-2009 five year estimates
DD8 2009 ABAG Projections
DD9 Profile of General Population and Housing Characteristics: 2010 Demographic Profile Data
DD10 California Department of Education, Educational Demographics Unit, 2008-09
DD 11 California Postsecondary Education Commission, 2009
DD 12 California Department of Education
DD 13 California Department of Finance
DD 14 Solano College Banner Data
DD 15 California Community Colleges MIS data, 2010
DD 16 Integrated Postsecondary Education Data System (IPEDS)
DD 17 ARCC Report, 2008, 2011
DD 18 California Community Colleges Chancellor's Office
DD 19 U.S. Department of Labor Bureau of Labor Statistics
DD 20 California Employment Development Department Projections Solano County
DD 21 ABAG P2009 Summary Table for Solano County
DD 22 08-18 Industry Employment Projections. Vallejo-Fairfield Metropolitan Statistical Area
DD 23 Solano County's Life Science Cluster
DD 24 Solano and Yolo County Boards of Supervisors. "The Food Chain Cluster: Integrating the Food Chain in Solano & Yolo Counties to Create Economic Opportunity and Jobs." May 2011
DD 25 Solano Economic Development Corporation. "Solano County's Energy Cluster." November 2009
DD 26 City of Vacaville. Brighton Landing Specific Plan EIR Notice of Preparation
DD 27 City of Vacaville. Vanden Meadows Specific Plan
DD 28 Jepson Parkway Project Overview. Accessed June 7, 2011

DD 29 City of Fairfield. Fieldcrest EIR Executive Summary and Introduction
DD 30 City of Fairfield. Green Valley EIR Project Description
DD 31 Lennar Mare Island, LLC
DD 32 City of Winters Downtown Master Plan. Public Distribution Draft. January 2006

PROGRESS ON SELF IDENTIFIED 2005 PLANNING AGENDA ITEMS

PA 1 My Solano Front Page
PA 2 SCC Intranet
PA 3 College-Wide Three-Year Plan, Spring 2010
PA 4 2010-11 Actual Results, May 2011
PA 5 CurricuNET
PA 6 Proposal Form
PA 7 Three-Year Plan Outline
PA 8 Program Review Form
PA 9 Integrated Planning Process Web Page
PA 10 ACCJC January 2011 Letter
PA 11 Integrated Planning Process Flowchart
PA 12 20100506 MINS
PA 13 EdAdmin-AS Jt Mtg 20091116 MINS
PA 14 AS-EdAdmin Jt Mtg 10091019 MINS
PA 15 FAABS/20100812/AGND
PA 16 IPP Cycle illustration
PA 17 PERT Calendar
PA 18 PERT Evaluation Forms
PA 19 MAC Tutor Salary Scale
PA 20 Math Department Web Site
PA 21 Washington Center Learning Communities Summer Institute
PA 22 Pathways Proposal
PA 23 Learning Communities Accreditation Report
PA 24 Learning Communities Update March 2009 ver.2.0
PA 25 LR 10 Web Page
PA 26 Academic Affairs Policy 6105
PA 27 SCC 2011-2012 Catalog
PA 28 Counseling Services Web Page
PA 29 SCC Math Guide
PA 30 Student Services Outcomes Report
PA 31 Career Center Web Page
PA 32 Vacaville Center Academics Web Page
PA 33 Vallejo Center Academics Web Page
PA 34 SCC at Travis Air Force Base Web Page
PA 35 Transfer Center Web Page
PA 36 LR 500 Course Outline of Record
PA 37 Teaching and Learning Center Schedule
PA 38 Library
PA 39 SCC Library Web Page
PA 40 Vallejo Center Library Web Page
PA 41 Vacaville Center Library Web Page
PA 42 Library Program Review 2010
PA 43 Library Assignment and Rubric
PA 44 Library Surveys
PA 45 Library Outcomes Report
PA 46 District Policies Web Page
PA 47 Human Resources Policy 4210
PA 48 Human Resources Policy 4270
PA 49 Human Resources Policy 4285
PA 50 Human Resources Policy 4290
PA 51 Human Resources Policy 4300
PA 52 Human Resources Policy 4490
PA 53 Human Resources Policy 4770
PA 54 Human Resources Policy 4775
PA 55 Human Resources Policy 4790
PA 56 Human Resources Policy 4290
PA 57 Human Resources Hiring Packet
PA 58 PERT Description
PA 59 Board Policy Series 1000
PA 60 Board Policy 1050
PA 61 Board Policy 1052
PA 62 Board Policy 1054
PA 56 Timeline for Policy and Procedure Updates

RESPONSE TO PRIOR VISITING TEAM RECOMMENDATIONS

RR 1 January 2011 ACCJC Visiting Team ReportRR 2 January 2011 ACCJC Letter
RR 3 Superintendent/President's Blog
RR 4 SP Direct
RR 5 Integrated Planning Process Web Page
RR 6 Research and Planning Web Page
RR 7 Solano Library Budgets FY07/08 through FY10/11
RR 8 2010-2011 Organizational Charts
RR 9 2011-2012 Organizational Charts
RR 10 Budget Chart
RR 11 Governing Board Minutes January 19, 2011 RR 12 How Do We Rate Checklist

Standard I: Institutional Mission and Effectiveness

SOLANO
COMMUNITY COLLEGE

Standard I.A.
Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

I.A. Working Group

Jerry Kea, ALG co-chair
Mary Mazzocco, faculty co-chair
Candace Roe, faculty
Cynthia Simon, CSEA
Isias Jacobo, faculty
Jo-Ann Perry, faculty
Kheck Sengmany, faculty
Lexi Parmer, ASSC
Nancy Konecny, faculty
Deborah Luttrell-Williams, CSEA
Kelsey Moran-Richardson, ASSC
Preston Barker, ASSC

Introduction

Throughout its 65 years of service, Solano Community College (SCC) has provided Solano County with quality teaching, innovative programs, effective transfer preparation, economic development and workforce training, services that are responsive to the needs of its students, life-long learning, and a broad curriculum. In offering these to the community, the College affirms that the following mission, vision, and core values are fundamental to providing institutional direction and integrity:

MISSION
Solano Community College prepares a diverse student population to participate successfully in today's local and global communities.

VISION
Solano Community College will be a recognized leader in educational excellence — transforming students' lives.

CORE VALUES

- Integrity — firm adherence to a code of ethical values in thought and behavior
- Critical Thinking — the use of intellectually disciplined, logically sound processes involving data-driven decision making
- Mutual Respect — valuing the intrinsic worth of each person in an atmosphere of collegiality
- Collaboration — working together across areas of responsibility and interest to achieve common goals and objectives
- Innovation — the search for and use of effective processes or procedures
- Accountability — individual and collective responsibility for achieving the highest level of performance
- Student Well being — considering and addressing the impact on students of any and all actions or inactions

Solano Community College meets Standard I.A. Its recently revised and approved mission statement, vision, and core values affirm the College's broad educational purposes, which align with the mission of the California community colleges system—transfer, basic skills, economic and workforce development, lifelong learning, and degrees and certificates [IA 1]. SCC's course offerings and services, both traditional and online, fulfill its commitment to serving a "diverse student population" and preparing this population to "participate successfully in today's local and global communities." These elements are assured through environmental scans conducted in conjunction with regular review and revision of the Education Master Plan, as well as through data gathered and analyzed by SCC's Office of Research and Planning, faculty, staff, and administrators.

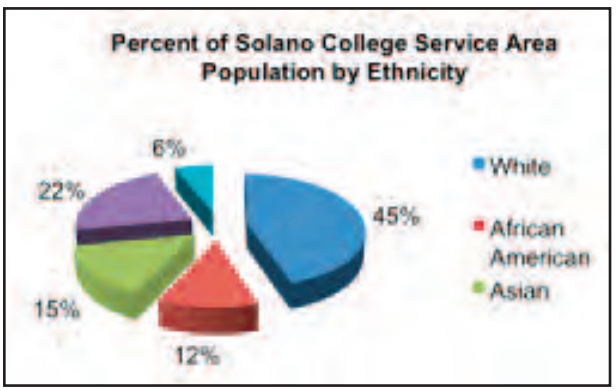
Standard I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

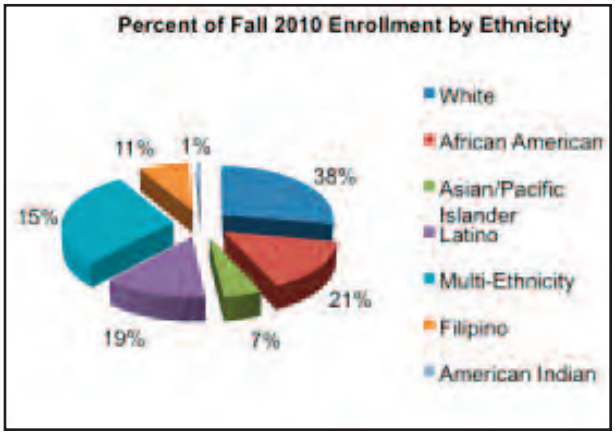
DESCRIPTION
Solano Community College's Mission Statement, Vision, and Core Values were reviewed by community members, faculty, staff, administrators, Trustees, and students on December 3, 4, and 11, 2009; revisions were then discussed by faculty and staff in division meetings in January 2010 [IA 2, 3, 4]. SCC's mission statement — "Solano Community College prepares a diverse student population to participate successfully in today's local and global communities." — outlines the College's commitment to student learning regardless of age, gender, ethnicity, or educational goals. Its vision —"Solano Community College will be a recognized leader in educational excellence — transforming students' lives." — captures the purposes of the College: to offer a comprehensive array of high-quality courses and programs that foster student learning and success. Its core values —"integrity, critical thinking,

mutual respect, collaboration, innovation, accountability, and student well-being"—define the College's character and a commitment to quality in all areas. All of SCC's assessment and subsequent planning are implicitly or explicitly connected to these defining elements.

In order to fulfill its mission, SCC offers approximately 1,200 courses, 88 degrees, 42 certificates of achievement, and 28 job direct certificates that prepare students for transfer to four-year institutions or for careers in the community. In academic year 2009-10, SCC awarded 733 AA degrees, 290 AS degrees, and 213 certificates. SCC's Office of Research and Planning creates an annual student profile, which faculty and deans examine in conjunction with an analysis of student success and retention rates as part of the cycle of program review [IA 5, 6]. Based on this information, the College has added 126 courses since 2006, 14 of which are taught online. Overall, the College offers 308 courses online (25%), hoping to further serve students with diverse needs as stated in its mission. In addition, the College is investigating remote broadcast classes as another option for students.

The 2010 data depicted in the graphs below show that SCC's students generally reflect the ethnic diversity of Solano County:





The College meets the needs of its diverse student populations by providing culturally appropriate instruction, considering student interests in course material, seeking student feedback regarding instruction, encouraging multicultural student club activities, and making available exceptional student services and programs. For example, the Puente Project focuses on increasing the number of educationally underserved students who enroll in four-year colleges and universities and earn degrees [IA 9]; Umoja is designed to increase retention and success among African-American students [IA 10]; Mathematics Engineering Science Achievement (MESA) is open to educationally and economically disadvantaged first generation college students [IA 11]; and the Disability Services Program (DSP) serves students whose needs include accommodations [IA 12]. Through classes and services within these programs and others, SCC brings students with diverse needs into the larger college community. The full range of student support services are described in Standard II.B.

SCC connects with its local communities through events such as the Career/Technical Education Roundtable, Puente Mentor Career Night, Preview Day, French Immersion Day, and Foreign Language Cultural Night [IA 13, 14]. Additionally, many career and technical programs have advisory committees, drawn from the professional community, who assist in reviewing the programs to ensure they are preparing students adequately for employment. Those committees, such as Career/Technical Education Roundtable and the Journalism

Advisory Committee, meet at least annually [IA 15, 16]. Also, the College president has initiated community coalitions, which communicate market trends and educational needs of the community that inform and direct SCC's educational offerings [IA 17]. For example, a meeting was held in Benicia in the interest of forming a closer working relationship with business, education, and government leaders. The College now has plans to place courses in Benicia specifically designed to address the needs expressed by these city officials, and there is ongoing dialogue and hopes of an official group that will address educational and business interests and challenges in that community on an ongoing basis. Through events and groups such as these, the College receives feedback about the preparation students need to participate in "local and global economies." The Vallejo Expansion Advisory Committee, which includes people from throughout the community, is exploring the creation and/or expansion of various programs for the Vallejo Center such as criminal justice, green technology, and fire technology [IA 18]. Also, through the Vallejo Business and Education Alliance, the Superintendent/President (S/P) is investigating a Middle College program with the K-12 school districts in the College's service area as a way of serving the needs of students who are not served well by the traditional high school model. Furthermore, SCC's distance education (DE) program serves the diverse needs of the population, particularly for the 60 percent of students who work and need flexible educational options. Deans of academic divisions analyze fill rates, pass rates and other data to determine how well student needs are being met through DE offerings [IA 19], and the DE Committee is committed to ensuring the quality of the College's online offerings. All of these endeavors are consistent with the SCC's strategic goals to "maximize student access and success" and "strengthen community connections."

EVALUATION
Because Solano Community College's mission is driven by a commitment to student learning, the College meets Standard 1.A.1. This commitment is reflected in the programs, services, processes, and activities of the College, which are consistent with the College's purposes, character, and student population. SCC assesses its institutional effectiveness in meeting student needs through the Integrated Planning Process (IPP), whose established cycles for outcomes assessment, program review, strategic and operational proposals, and curriculum review, discussed in Standards I.A.4 and II.A, ensure that learning programs and services successfully uphold SCC's mission, vision, and values.

PLANNING AGENDA
None

Standard I.A.2. The mission statement is approved by the governing board and published.

DESCRIPTION
The governing board approved Solano Community College's current mission, vision, and values on March 17, 2010 [IA 20]. The approved mission, vision, and values were subsequently e-mailed to the entire College and made available to the public on the SCC website [IA 21]. These are also included in various SCC publications, such as the catalog, course schedule, and a brochure, [IA 22, 23, 24]. In addition, there are posters prominently displayed throughout all campuses. The mission statement is now being printed on employee business cards and various meeting agendas and minutes throughout the SCC district.

EVALUATION
Solano Community College clearly meets Standard I.A.2.

PLANNING AGENDA
None

Standard I.A.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTION
Solano Community College's mission statement is reviewed annually by the Governing Board, and all of SCC's stakeholders—faculty, staff, administrators, students, and community—review and update it in a series of community-based meetings every three years. Through this process, the College gains input regarding its students, the needs community employers, and the expectations of area four-year institutions; all of this information helps the College to define its mission, vision, and values. Most recently, review and revision was conducted through focused meetings in December 2009 [IA 2, 3, 4], and faculty reviewed the revised mission statement, along with the vision statement, goals and objectives, and core values, at division meetings and during spring Staff Development FlexibleCalendar (Flex) sessions [IA 25, 26, 27]. The Shared Governance Council (SGC), Academic Senate, and Associated Students of Solano College (ASSC) also reviewed and approved the mission statement and related items [IA 28]. As SCC's DE offerings inherently exist to serve the diverse needs of a diverse population, the College saw no need to specifically include the College's commitment to DE in its mission.

EVALUATION
In a recent survey, 70% of College employees stated that they strongly or mostly agreed that the manner in which the mission statement is developed, approved, and communicated is effective [IA 29]. Based on this and the information stated above, Solano Community College is effective in reviewing, developing, updating, and communicating its mission statement, and therefore meets Standard I.A.3.

PLANNING AGENDA
None

Standard I.A.4. The institution's mission is central to institutional planning and decision making.

DESCRIPTION
Solano Community College's mission statement, vision, and values are the institutional reference point for all planning and decision making as they provide the foundation for the College's Strategic Plan. This is best exemplified in the Integrated Planning Process (IPP), the components of which—outcomes, three-year plans, strategic and operational proposals, program reviews, and administrative and budgeting approval stages—require links to the College's strategic goals and objectives, which were developed in conjunction with and directly support the College's mission [IA 30, 31, 32, 33]. As a means of continual improvement, the District is in the process of evaluating all campus committees. One component of the evaluation asks committees to identify the degree to which they address the College's mission. Information from these evaluations will be used to improve and focus committees' memberships, scopes, and purposes [IA 34].

EVALUATION
In a recent survey, 82% of College employees agreed that the SCC Mission Statement is central to planning and decision making [IA 29]. Solano Community College meets Standard 1.A.4. by making explicit and implicit connections between its mission statement, goals and objectives, and planning.

PLANNING AGENDA
None

IA References

IA 1 System Office Mission and Vision
IA 2 List of participants in strategic planning workshop
IA 3 List of participants in the Dec. 9, 2009 community workshop
IA 4 Notes of Strategic Planning Sessions and other sessions
IA 5 Student Profile Web Page
IA 6 Program Review Web Page
IA 7 California Department of Finance Demographic Unit
IA 8 California Community College Data Mart
IA 9 Puente Web Page
IA 10 Umoja pamphlet
IA 11 MESA Web Page
IA 12 DSP Web Page
IA 13 SCC Puente Mentor Career Night and Fun Mixer on March 24, 2010
IA 14 CTE brochures
IA 15 Career/Technical Education Roundtable
IA 16 Journalism Advisory Committee Meeting of April 19, 2010
IA 17 Agenda of the Vallejo Coalition Meeting in August 2010
IA 18 Vallejo Center Expansion Advisory Committee, Notes
IA 19 Check online Deans folder for minutes about DE
IA 20 Governing Board Minutes 3-17-10
IA 21 Campus Information Web Page IA 22 SCC 2011-1012 Catalog
IA 23 Fall 2011 Schedule of Classes
IA 24 Mission, Vision, Values, Goals and Objectives Brochure
IA 25 Staff Development Agenda, January, 2010
IA 26 E-mail from Humanities Division Dean Regarding Mission Statement Discussion
IA 27 Humanities Division Minutes, January 2010
IA 28 Academic Senate Minutes, 1-19-10
IA 29 Survey
IA 30 Integrated Planning Process Flow Chart
IA 31 Operational Plan Form
IA 32 Strategy Proposal Form
IA 33 Three-Year Plan Form
IA 34 Committee Evaluation Form

Standard I.B.
Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B. Working Group

Genele Rhoads, faculty co-chair
Will Martinelli, faculty co-chair
Amy Utt, CSEA
Brandon Aquinde, ASSC
Cynthia Simon, CSEA
Christopher Myers, ALG
Karen Mitchell, CSEA
Krysta Morlan, ASSC
Laura Pirott, faculty
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Phil Summers, faculty
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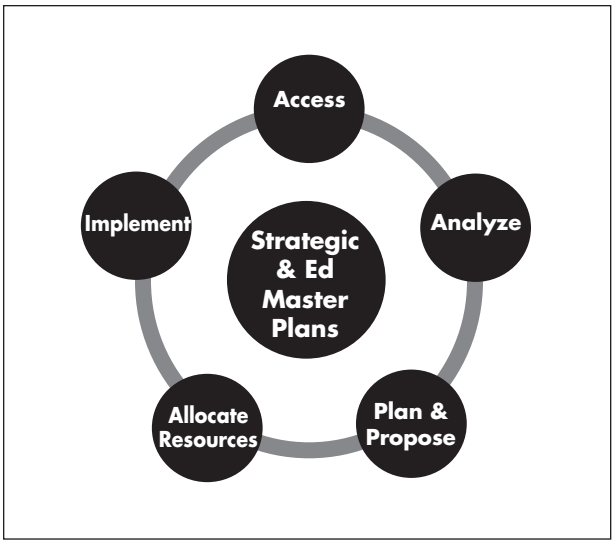
Introduction

Solano Community College uses an integrated, recursive approach to outcomes assessment, program review, planning, and budget development that revolves around a systematic and ongoing process of review and evaluation. The College's Integrated Planning Process (IPP) is designed to foster dialogue and continuous improvement at all levels of the institution, resulting in a continuous cycle of assessment, planning, budget development, implementation, and review/evaluation. It was developed through a collaborative effort across all areas of the College and is supported by the local Academic Senate and the Shared Governance Council (SGC). The IPP was designed to be a "living" document and, based on the institution's commitment to continuous quality improvement, may be modified based on analyses and recommendations provided by the Process Evaluation and Review Team (PERT). The overarching planning documents, to which all plans and budgets must connect, are the College's *Strategic Plan* and *Educational Master Plan (EMP)*. These documents contain the results and analyses of both internal and external environmental scans, the interpretation of which is a college-wide effort that leads, in conjunction with outcomes assessment and program review, to specific goals and associated objectives to improve student learning and chart the institution's course over the next three to five years.



Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTION

Solano Community College is committed to productive collegial dialogue that leads to improved student learning and institutional effectiveness. This dialogue, primarily embedded in SCC's IPP, begins with course, program, service, and institution-level outcomes assessment [IB 1]. Each semester, based on an established assessment schedule that ensures each course and service will be assessed at least twice in four years, each faculty member assesses the outcomes of one course, and student and institutional support service areas assess the outcomes of one or more specified services [IB 2]. These assessments include those of program outcomes, core competencies (Institutional Outcomes), and/or the recently developed Institutional Support Core Outcomes (for non-academic areas), which have been explicitly connected to each service and course as appropriate [IB 3, 4]. Scheduled into each semester's first Flexible Calendar (Flex) program is a session in which faculty and staff members share with their department/division/area the individual assessment analyses completed during the previous semester. These discussions allow faculty and staff to analyze strengths and weaknesses and brainstorm ways to improve student learning and institutional effectiveness; the ideas generated in these discussions are then used to develop three-year and strategic plans. Beyond outcomes assessment discussions leading to improved learning and effectiveness at the level of individual classrooms, departments, or services, department/division/area summaries are developed from individual assessment reports for use in planning within a given area, consolidated by the Process Evaluation and Review Team (PERT), and disseminated across the College as a way for all constituents to examine trends and develop plans and/or proposals. Unfortu-

nately these reports have been inconsistent, but PERT will be enforcing deadlines beginning fall 2011 so that it can complete its college-wide report. The implementation of plans and/or proposals, followed by an evaluation of success, completes one cycle of outcomes assessment. Each faculty member is responsible for keeping his/her own assessments and analyses.

In addition to dialogue regarding outcomes assessment, academic divisions and non-academic units examine information delivered by the deans or the Office of Research and Planning, such as data on class fill rates, retention, and success, to determine areas that require intervention or additional resources and to identify areas of success that should continue to be a priority. Each year, every area analyzes qualitative and quantitative data in order to update three-year plans, which include what each department hopes to accomplish in the current year plus the next two[IB 5, 6]. On a four-year cycle, areas publish official program reviews summarizing their goals and accomplishments. These reviews serve not only as an internal mechanism for area dialogue and improvement, but also as a way for programs and plans to connect across the College and feed into budget allocation [IB 7, 8, 9]. Academic areas have been completing these assessments, reviews, and plans for many years, and while non-academic areas have always been included in the cycle, the College has recently revised forms so that they can be more easily used in non-academic areas to increase participation and further advance institutional effectiveness. These institutional support areas have recently developed outcomes, including an Institutional Support Core, and are participating in assessment and program review training [IB 4].

Dialogue about student learning takes place in other ways across the College as well. For example, various Focused Inquiry Groups (FIGs) meet regularly to discuss specific issues of student learning at the course and department levels. The English Department currently has numerous FIGs to address issues of student retention and success throughout the developmental sequence and beyond; this dialogue has specifically led to curricular changes such as the revision and creation of Reading and Writing Lab assignments, the creation of pilot courses, lab restructuring, and Composition Mastery Exam evaluation. There is also currently a Math FIG, which began by working on study and math skill activities to strengthen the success of elementary algebra students. This FIG is currently putting together online manuals for adjunct faculty teaching math courses, and it has created extra activities for elementary algebra students in the Math Activities Center (MAC). In addition, SCC's MyGroups houses a BSI group folder to which minutes and other documents are posted in order to document basic skills dialogue and action and to encourage broad-based participation [IB 10].

Department and Division meetings also provide regular opportunities for dialogue leading to improvement. For example, the math department has discussed a procedure for approving significant changes to curriculum and developed a series of algebra worksheets for use in the MAC, and the Humanities division has extensively discussed the use of rubrics for assessing students. In addition, the Humanities Division (now a part of the School of Liberal Arts) has established a protocol/process for communication and decision-making so that ideas and proposals within the division are presented and evaluated expeditiously and democratically [IB 11]. Another example of on-going, campus wide dialogue and planning is online through wikis and blogs, which have been used to work on accreditation reports and outcomes assessments as well as to disseminate information [IB 12]. The College has also offered On Course professional development workshops that build strategies for improving student success [IB 13].

Specific and ongoing dialogue regarding distance education (DE) also occurs across the College. In 2007, the Academic Senate, along with students, administrators, and others, produced a White Paper on DE that outlines policy

proposals regarding California's Title V compliance and established a permanent DE Committee to discuss faculty training for online instruction, the role of departments and divisions in DE, library services and DE, student services and DE, and collective bargaining issues [IB 14]. Dialogue continues through a DE Senate Sub-Committee, which meets monthly. Language regarding intellectual property rights for both face-to-face and distance education have recently been negotiated and are in the faculty contract. In addition, the College community, through division discussions and with Academic Senate leadership, is in the process of refining DE policies. The Humanities Division recently adopted a policy that may serve as a model for this work in other divisions, possibly leading to a college-wide policy. In addition, the Math/Science Division (now a part of the School of Sciences) has an agreement that all online classes will hold at least one in-person exam [IB 15].

As plans and ideas move outside of individual divisions and areas, the IPP carries them to other groups for continued dialogue. Examples of major college committees follow:

- **Shared Governance Council** (SGC), chaired by the Superintendent/President (S/P), meets on the second and fourth Wednesdays for the purpose of collaborative participation of appropriate members of the College in planning and in developing policies, procedures, and recommendations under which the College is governed and administered. The membership includes the following: Minority Coalition (2); the Associated Students of Solano College (ASSC) (2); Administration (2); Classified (2) – one from California Schools Employee Association (CSEA) and one from Operating Engineers-Local 39 (OE-39); Faculty (2) – one from Solano College Faculty Association (SCFA) and one from the Academic Senate. Resource persons for SGC are the Executive Vice President of Academic and Student Affairs (EVPASA), the Director of Human Resources, the Director of Research and Planning, and the Executive Director of Institutional Advancement.
- **Superintendent/President's Cabinet** (SPC), chaired by the S/P, meets weekly for the purpose of making decisions and recommendations related to the operation of the College, including matters pertaining to fiscal stability, personnel, coordination of programs/services and policies/procedures. The membership includes the following: the Executive Director of Institutional Advancement, the Chief Information Systems Officer, the Vallejo Center Dean, the Vacaville Center Dean, Vice President of Finance and Administration (VPFA), the ASSC President, the EVPASA, the Dean of Counseling and Special Services, the Academic Senate President, and the Executive Coordinator for the Superintendent/President and Governing Board.
- **Process Evaluation and Review Team** (PERT), recently chaired by the Dean of Academic Success and Learning Resources, meets bi-monthly for the purpose of examining the efficacy of the Integrated Planning Process (IPP), including outcomes assessment, program review, planning, proposals, and budget development. The membership includes the following: the EVPASA, the VPFA, the Director of Research and Planning, the Outcomes Assessment Coordinator, the Academic Senate President, classified staff (2), ASSC (1), OE-39 (1), and faculty representatives from counseling and the academic schools (5).
- **Academic Senate**, chaired by an elected faculty member (president), meets bi-monthly for the purpose of providing faculty with a formal procedure for participation in the formation of District policies on academic and professional matters, conferring with administration and the Governing Board, promoting communication and mutual understanding within the faculty and between the faculty and other groups interested in the College

and its programs. The membership is appointed by school or by general faculty election.

- **Enrollment Management**, recently chaired by the Dean of Academic Success and Learning Resources and the interim Dean of Enrollment Management, meets bi-monthly for the purpose of formally coordinating an institutional enrollment planning and retention process that assists the institution in achieving optimum student access, retention, success, and institutional efficiency. The membership includes the following: the Dean of Counseling, the Vacaville Center Dean, the Vallejo Center Dean, all academic deans, the Director of Admissions and Records, Financial Aid Outreach Specialists, Veterans Specialists, and several faculty members.
- **Finance and Budget Planning Advisory Council** (FABPAC), chaired by the VP of Finance and Administration, meets bi-monthly for the purpose of making recommendations to the Superintendent/ President on District financial and budget planning issues. The membership consists of the following: Faculty/Academic Senate (6); Classified Staff (4); Educational Administrators (2); EVP Academic and Student Affairs; Classified Managers (2); ASSC (2); the Director of Fiscal Services; Ethnic Minority Coalition (2); SCFA (2).
- **Administrative Leadership Group** (ALG), co-chaired by the Superintendent/President and a member of ALG, meets monthly for the purpose of information-sharing, strategic goal and objective analysis and verification, and brainstorming innovative solutions to district issues. The membership includes the vice presidents, all deans, all directors, all managers, and all confidential employees.
- **Academic Affairs and Student Services Administrators** (AASSA), chaired by the EVPASA, meets bi-monthly for the purpose of sharing information, engaging in collaborative dialogue, providing input and recommendations related to the operation of the College, including matters pertaining to student learning, student services, fiscal stability, personnel, coordination of programs/services and policies/procedures. During regular meetings and at retreats held at least once per year, the participants engage in dialogue about all college matters related to Academic Affairs and Students Services. Discussion topics include student learning, instruction, resource allocation, faculty hiring proposals and prioritization, FTEF distribution, course offerings, student success, and numerous other institutional processes and policies. Additional dialogue provides opportunities for college-wide participation among management representatives from all college academic disciplines and student services departments and programs. This group also serves to inform the EVPASA and executive team about matters emerging in the College and to disseminate information to faculty and classified staff in the academic schools. The membership includes all academic and student services administrators.
- **Fiscal and Compliance Council**, chaired by the VPEA, meets weekly for the purpose of discussing, planning, directing, ensuring compliance, and implementing actions, strategies, and procedures related to fiscal stability and financial reporting. The membership includes the S/P, the EVPASA, the Interim Chief Information Systems Officer/Director of Information Technology, and the Director of Human Resources.
- **Student Services Council** (SSC), chaired by the S/P, meets regularly with the purpose of planning and building a common purpose and direction for Student Services. The group's function in relation to Student Services is to disseminate information, provide feedback and input in decision-making, propose actions for progress, meet students' needs thoroughly and efficiently avoiding pitfalls, develop

knowledge of faculty and staff on the services offered at the College, and make decisions in a team-oriented manner. The membership includes representatives from Admissions and Records, Counseling and Special Services, Financial Aid, Disability Services, CalWORKs, Student Development, the Registrar, Finance and Administration, and Marketing and Student Recruitment.

Finally, when there are pressing issues that affect the functioning of the College, such as recent reorganizations, accreditation, and the budget, SCC's administration makes an effort to include all constituents in dialogue through forums on the main campus and at the centers and visits to area/unit meetings when possible [IB 17, 18]. For example, numerous forums and meetings were held with constituent groups to present the proposed 2011 reorganization and gather input. This proposal was then ultimately approved by the S/P, presented to the Board, and implemented. Dialogue about the results of the Accreditation Employee Survey, Student Satisfaction Inventory, and Budget Survey also occurred within the SPC, SGC, ALG, FABPAC, and the Governing Board. These discussions addressed implementing some of the report recommendations, including making needed data and information more available and reducing expenditures to balance the budget.

EVALUATION

Dialogue regarding student learning and institutional processes occurs frequently and thoughtfully throughout the College as evidenced in the shared governance and committee structures as well as demonstrated in the established outcomes assessment cycle and the overall IPP. Dialogue regarding learning and planning is fundamental to the activities that take place at the College. The 2010 Accreditation Employee Survey results show that respondents, on average, mostly agree that they have the opportunity to participate in dialogue about improving student learning. Naturally, there is room to improve access to and comprehension of available data. Results of the survey showed that on average respondents only slightly agree, on average, that 1) they have needed data, and 2) data are analyzed and interpreted for easy understanding [IB 19]. This need for additional data and further analysis to ensure full comprehension is being addressed through ongoing Banner training, as described in Standard I.B.3, and with the planned creation of an online data mart that will allow faculty and staff to access data and further expand institutional effectiveness dialogue. The College is also in the process of improving staffing in the Research and Planning Office to help address these issues.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.
- *#4—Professional Development*
  Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis.

Standard I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be

determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

DESCRIPTION

Solano Community College's mission, mision, core values, and strategic goals and objectives were reviewed and revised during fall 2009 (following a four-year cycle) and approved by the Governing Board in March of 2010. The process involved constituents and stakeholders from throughout the College and its community, to ensure that the product reflected the needs of the College and its community and that input regarding the College's strengths and weaknesses was broad-based and transparent. The process began with a series of Strategic Plan Working Group forums, led by the Director of Research and Planning, the Academic Senate President, an Academic Senator, and a consultant. There were two days of internal discussions with students, staff, faculty, administration, and the Governing Board [IB 20, 21], followed by a meeting with community stakeholders (including educational partners, government representatives, business-people, and non-profit group representatives), faculty, staff, students, and members of the Governing Board [IB 22, 23]. Through these forums the College conducted highly focused discussions, completed a thorough Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis, and produced a new mission statement, vision statement, and values statement, as well the following prioritized District goals and objectives:

Goal 1: Foster Excellence in Learning

- Obj. 1.1 — Create an environment that is conducive to student learning.
- Obj. 1.2 — Create an environment that supports quality teaching.
- Obj. 1.3 — Optimize student performance on Institutional Core Competencies.

Goal 2: Maximize Student Access & Success

- Obj. 2.1 — Identify and provide appropriate support for underprepared students.
- Obj. 2.2 — Update and strengthen career/technical curricula.
- Obj. 2.3 — Identify and provide appropriate support for transfer students.
- Obj. 2.4 — Improve student access to college facilities and services to students.
- Obj. 2.5 — Develop and implement an effective Enrollment Management Plan.

Goal 3: Strengthen Community Connections

- Obj. 3.1 — Respond to community needs.
- Obj. 3.2 — Expand ties to the community.

Goal 4: Optimize Resources

- Obj. 4.1 — Develop and manage resources to support institutional effectiveness.
- Obj. 4.2 — Maximize organizational efficiency and effectiveness.
- Obj. 4.3 — Maintain up to date technology to support the curriculum and business functions.

In order to ensure that these goals and objectives are well known throughout the College community as well as to establish their significance to the institution, framed posters have been placed in offices and classrooms throughout the District. Flyers and brochures have also been printed and disseminated across all three campuses where they are visible to the community. In addition, the mission, vision, and values statements are readily available on SCC's website as a reference for faculty staff, administrators, and the community for use in planning and implementation [IB 24, 25, 26].

Measurable outcomes and action plans to accomplish each of the College's goals and objectives are clearly articulated in annual three-year plans created by schools and service areas. Planned activities are linked to areas of

responsibility, core competencies (institutional outcomes), and institutional plans. These plans are then implemented as described, and activities and results are documented and analyzed through a collaborative, inclusive, and strategic effort led by the Director of Research and Planning. Working with the Academic Leadership Group (ALG), he creates a formal document listing the objectives, persons responsible, timelines for implementation, activities, and expected outcomes. To certify completion of the assessment process, actual results and assessments are documented as completed [IB 27].

SCC's strategic goals and objectives address distance education (DE) in a broad sense because the College does not make distinctions between online and face-to-face courses in terms of setting goals for success. However, the brief employment of a Dean of Academic Success and Learning Resources led to discussions about the quality of the DE program, and the College recognizes that making this distinction could provide new information to potentially increase student success. To this end, the DE Committee is currently working to create baseline data and set goals that will lead to an initial DE three-year plan, a regular program review, and a DE Program Master Plan. As shown in the College's strategic goals and objectives updates, the College has in place many activities in support of DE and engages in dialogue about DE student success.

EVALUATION

Results of the 2010 Accreditation Employee Survey show that on average respondents mostly agree that they are familiar with the College's strategic goals and objectives [IB 19]. The College's mission, vision, values, goals, and objectives are widely posted and available, and annual three-year plans and program review summaries, as well as the strategic and operational proposals being sent through the review process for possible budget allocation, are explicitly aligned with SCC's strategic goals and objectives, all requiring measurable outcomes and evaluation of those outcomes. Although the College's mission, vision, and goals implicitly include all modes of instruction, the College has recognized that a distinction between face-to-face and distance education could be useful in goal-setting and review, and is moving toward making this distinction more evident. The connections the College makes among goals, objectives, outcomes, assessment, planning, and action ensure that Solano Community College meets Standard 1.B.2.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTION

As discussed above, Solano Community College's Integrated Planning Process (IPP) is a continuous cycle of data review/program evaluation, plan development, prioritization, budget allocation, implementation, and re-assessment. An integral element of the IPP, of course, is the

use of both qualitative and quantitative data on which dialogue and decisions are based. For example, formal program reviews include data on enrollments, FTES, FTEF, fill, retention, and grade distribution. SCC also consults or conducts surveys, such as the Profile of American College Student Study 2008 and the 2010 employee and student accreditation surveys [IB28]. Outcomes assessment data are used each semester to evaluate progress toward strategic goals and objectives as well as to evaluate student learning, service area quality, and the success of implemented changes resulting from previous assessments. In developing strategic goals and objectives and determining assessment measures, the College also makes use of data from the Chancellor's Office Data Mart; ARCC data; population, demographics, and employment information; and IPEDS reports. Some data, such as efficiency, revenue, expenses, enrollment analysis, and instructional hiring criteria, have not been readily available since the implementation of Banner. However, the College is confident that, largely through ongoing Banner training and recently developed reports, users will now be able to access data that can be used for faculty hiring, scheduling, and program review, including enrollment, efficiency, FTES, sections, fill, and retention. When a module of the Banner system comes online, there is extensive training for Technical Services and Support (TSS) staff and functional end users, taking a train-the-trainer approach so that SCC staff can then pass on their knowledge to others, and as updates come it is the responsibility of module managers to learn the new features and see that appropriate users are trained. In addition, the College occasionally sends staff to conferences where training is offered, and staff is allowed "company time" to attend free online classes on many of the software products used.

To ensure that planning is truly integrated, the Process Evaluation and Review Team (PERT) keeps and updates an operational calendar depicting the cycles and deadlines of various elements of the process from planning and budget allocation through implementation and assessment. These elements include the following:

- Outcomes Assessment and Reporting—completed by faculty and staff each semester.
- Program Review—mini-review completed each year; complete review published every four years; reviewed by PERT and the Academic Senate.
- Three-Year Plans—completed by faculty, staff, and administrators annually to plan for the current year plus two; reviewed by PERT and administration.
- Curriculum Review—completed by faculty every five years (the College is considering changing the cycle to four years to better match other cycles).
- Proposal Review Groups and Shared Governance Council (SGC)—review strategic and operational proposals on a set calendar throughout each semester; forward approved proposals to Finance and Budget Planning Advisory Council (FABPAC).
- FABPAC—reviews forwarded proposals; develops recommendations to the Superintendent/President for funding as part of the overall budget development process.
- PERT—reviews and assesses the IPP annually; adjusts the IPP as needed and communicates changes to the College.

In addition, through its planning and proposal forms, the SCC connects all parts of its IPP to its mission, strategic goals and objectives (updated last year), Education Master Plan (currently being updated), and when appropriate, any other relevant plans [IB 29, 30].

Solano Community College's curriculum process, in compliance with California's Title V, involves the following steps:

1. Proposer confers with dean and committee representative.
2. Dean (and possibly committee representative) consults with the Executive Vice President of Academic and Student Affairs.
3. If course has content that may overlap

with another division or may affect a program in other division(s)/department(s), division dean and committee representative consult the dean and committee representative of the other division(s)/ department(s).
4. Necessary curriculum forms and all appropriate supplementary forms are completed.
5. New course proposals are reviewed by Learning Resource Center certificated staff.
6. Proposal is submitted to school/department for action and signatures.
7. Proposal is submitted to the Vice President of Academic Affairs and Articulation Officer for review and signature.
8. Proposal is submitted to the Curriculum Office for technical review.
9. Proposal is submitted to the Curriculum Committee for consideration and action.
10. Proposal is submitted to the Governing Board for action.
11. Proposal is implemented in the College curriculum.

Planning, approval, evaluation, and review of courses offered in distance education (DE) mode are accomplished through the same processes as face-to-face mode because they are equivalent [IB 31, 32, 33]. However, the College is investigating ways to further address curricular issues that are specific to DE courses, such as how to maintain academic standards and ensure that new and existing courses meet the standards of California's Title V, accreditation, and articulation/transfer. In fall 2010, the Humanities Division (now part of the School of Liberal Arts) created a working group for this purpose and drafted "Policies and Guidelines for Distance Education Courses in the Humanities Division." This drafted document was presented at a division meeting on January 12, 2011 to generate faculty feedback and potential modifications [IB 15]. It was formally adopted by the division in February 2011 by a vote of the faculty, and other divisions are reviewing this document as a possible model for creating similar understandings and guidelines. There is a part-time DE coordinator and a budget, but the College has not yet specifically identified and integrated DE needs into the planning processes. The DE Committee is working toward analyzing available data, and the plans in development, as mentioned in Standard I.B.2, will begin to address the integration of DE needs with College planning and resource allocation.

Finally, division-level planning, using assessment and other data, is ongoing through Faculty Inquiry Groups (FIGs) and other working groups. For example, the English department consistently uses assessment testing results, retention and success data, and other assessment results to modify its developmental sequence. The math department also has a FIG working on its developmental sequence. Through this and other work, departments make an effort to accommodate students' needs, increase success, and achieve institutional goals.

EVALUATION

SCC follows an integrated planning process and a clear curriculum process. Regular assessment takes place and FIGs convene to work toward student success. Results of the 2010 Accreditation Employee Survey show that on average respondents slightly agree that needed data are analyzed and interpreted for easy understanding [IB 19]. In addition, on average respondents slightly agree that they are familiar with the Integrated Planning Process and understand how it works. The survey results also show that respondents mostly agree that they participated in developing three-year plans and that the plans were implemented. The College has effectively addressed the issues of understanding and participation through numerous presentations, "S/P Direct" explanations, and discussions and activities at Administrative Leadership Group (ALG) meetings [IB 34, 35, 36]. While the College has purposely made no distinction between modes of instruction to date, DE-specific planning and review are in the beginning stages.

Further recent evidence of the success of Solano Community College's IPP is that the Shared Governance Council (SGC) has reviewed six of the original eight strategic proposals for AY 2011-12:

- Foster Youth Success Initiative (FYSI)
- Addition of Women's Sports for California's Title IX compliance
- Mandatory Orientation
- Budget Reinstatement
- Change from 10 to 12 month Support Staff
- Increased Grounds Custodial Support

Two of these proposals were adopted: Mandatory Orientation and FYSI [IB 38].

Solano Community College meets Standard 1.B.3 through its use of the IPP to make decisions for improving institutional effectiveness.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTION

Solano Community College's Integrated Planning Process (IPP) [IB 1], discussed in I.B.1, 2, and 3, speaks directly to standard 1.B.4 as it ensures participation of all constituents at all levels of the planning process. The IPP describes the program review, planning, and budget allocation processes at Solano Community College. It was developed through a collaborative effort across all areas of the College and has received the approval of the local Academic Senate and SGC. The IPP was designed to be a "living" document and, based on the institution's commitment to continuous quality improvement, may be modified based on data analyses and recommendations provided by the Process Evaluation and Review Team (PERT).

There are many opportunities for everyone at the College to participate in the SCC planning process. Faculty and staff lead the planning process loop through student learning outcomes, service area outcomes, and institutional support outcomes assessment of courses, programs, and services. Faculty, staff, and managers then analyze the results of this assessment, as well as other data discussed in I.B.3, to determine ways in which successes can be maintained and improvements can be made. Faculty, staff, and managers use this along with updated information to develop three-year plans (current year plus two) for schools, areas, and units. These are then incorporated into faculty- and staff-led program reviews, published every four years. These three-year plans result in strategic or operational proposals, as well as activities and expected outcomes to support current strategic goals and objectives [IB 37, 39, 40, 41]. Details of the IPP's distinct elements that require broad participation across the College follow:

- **Outcomes Assessment**—Faculty, staff and managers conduct outcomes assessment each semester according to a schedule developed by the department, school, or area. Results of this assessment are analyzed and discussed each semester so that the information can be used in planning and program review to improve institutional effectiveness at all levels.
- **Program Review**—Instructional program review is carried out by the faculty and deans within each school; the general program review is the responsibility of individual unit managers. Both are integral components of Solano Community College's annual evaluation, planning, and

budget development cycle. The outcomes of the program review process support the first component (evaluation), which informs the second (planning), which then impacts the third (budget development). To promote wider integration of review and planning throughout the College, PERT is working with the Academic Senate and SGC to make program review equally useful in non-instructional areas.

- **Three-Year Planning**—Proposed activities from all college areas, created by faculty and staff, are prioritized by educational administrators and managers in these areas before the end of the spring semester, reviewed by Academic Senate at the beginning of the fall semester, and then finalized by the Superintendent/President's Cabinet (SPC). Proposed activities, prioritized on a college-wide level, are coordinated with the budget development process through the Finance and Budget Planning Advisory Council (FABPAC). They are also used to feed into other college plans, such as the Facilities Plan (currently being updated), the Human Resources Plan (currently being updated), the Marketing plan (currently being updated), and the Technology Plan (recently updated).
- **Proposals**—Anyone may submit an idea for new or greatly modified programs/activities within a unit that may involve either one-time or ongoing funds. Once drafted, these proposals go through a process of review by various campus constituencies, including SGC and FABPAC. The SPC then determines which proposals to approve and designates appropriate funding sources for approved proposals. In 2009-10, eight proposals were submitted for the 2010-11 budget year. Two of the original eight proposals were removed from consideration prior to SGC review. Of the remaining six, SGC tabled two and denied one. Of the remaining three, one was withdrawn after review by FABPAC, and two were approved by the S/P—the Foster Youth Success Initiative Pilot Program and the Mandatory Orientation Program.
- **Review**—Review Groups (RGs) assist members of the College in completing the SCC Proposal & Evaluation Form that identifies a strategy to achieve an objective within their strategic goal area, review and prioritize proposed strategies, and evaluate and report on the effectiveness of proposals that were selected for implementation. Any interested member of the College may volunteer to serve on an RG, and RGs invite representation from each of the SGC constituencies.
- **Budget Allocation**—FABPAC reviews each proposal received to validate funding levels and identify funding source(s). The group then forwards proposals and recommendations/comments to the S/P, who then reviews recommendations with members of the SPC, identifies proposals to be supported and timelines for implementation, and returns unsupported proposals to SGC and the relevant RG(s) along with rationale for non-support or tabling.
- **Process Evaluation**—The Process Evaluation and Review Team (PERT) meets regularly to examine the efficacy of the program review, planning, and budget development process by collecting feedback from participants at all levels of the process as well as from members of the College as a whole. The group also considers other metrics (such as time from initial proposal to adoption; number of proposals vetted/approved/rejected; number of proposals funded; the most common problems with proposals; the proportion of program reviews completed; and how well the College is progressing relative to its stated goals, the goals of the California Community College System, and the performance of schools within the College's ARCC-defined cohort) to determine findings and generate recommendations for the improvement of planning processes.

Other elements of participatory planning include the following:

- **Strategic Planning**—Solano's current Strategic Plan—mission, vision, values, goals, and objectives—was created through internal and external community participation in planning forums during 2010, as described in Standard I.B.2.
- **Basic Skills**—The Basic Skills Committee has developed a mini-grant process (modeled on the proposal process described above) in which a portion of the Basic Skills budget has been allocated to fund initiatives to assist basic skills students. Each semester faculty can make requests (up to $3000) for projects that are reviewed by a three-faculty mini-grant committee [IB 43, 44]. As with the IPP's proposal process, approved proposals must be implemented within one year, and proposers are required to follow-up with a summary of the initiative's success, strengths, and weaknesses. Ultimately, if a proposal is viewed as successful, then the idea can be turned into strategic proposal for continued funding by the College.
- **Shared Governance**—The SGC is the central committee for collaborative participation in planning and developing policies, procedures and recommendations under which the College is governed and administered. SGC considers proposals and issues relevant to its scope and advises the administration accordingly.
- **Budget Planning—**Planning for the 80 percent of the College's budget taken up by salaries and benefits follows the IPP in that requests come from faculty and staff through their deans, arising from program review and three-year plans to follow the shared governance process for prioritization and recommendation to the S/P. Based on the needs of the College and budget information from the state, the SPC discusses those priorities and makes decisions regarding which positions to fill. The remaining 20 percent of the budget, after required fixed costs such as utilities, leases, licensing, and insurance, is prioritized and funded at the area or division level. In addition, any member of the College can submit proposals through the IPP, following the path through review groups, SGC, FABPAC, and SPC, with ultimate decisions being made by the S/P and presented to the Governing Board. Finally, whenever there are significant changes in budget, such ascuts or allocations from the state, they are reported widely to the Board, SGC, FABPAC, and divisions/areas [IB 42].

As a result of the above planning processes, SCC has implemented change that has led to improved effectiveness in numerous ways. Examples include the following:

- The Children's Center's 2010 self-review using the Infant/Toddler Environmental Rating Scales (ITERS) instrument indicated 100 percent compliance with the relationship-based best practice skills.
- The BSI Committee is currently piloting and coordinating 60 Success Workshops.
- The Green Technology program trained many students for "green" jobs.
- The Financial Aid Office provided Financial Aid Internet Café Workshops throughout the fall of 2010.
- The Vallejo and Vacaville Centers are working with Student Development to increase student activities and incorporate student government into Center activities.
- Technology Services and Support has reviewed tentative plans for the renovation of and worked with staff to address the technology needs for the 1300 building.
- Based on evaluation data, the Umoja Program has enhanced participants' academic achievement.
- ARCC 2010 results show improvement across the last three periods for ESL course improvement rate, basic skills course completion rate, and student progress and achievement rate [IB 47]

As discussed in IB.2 and 3, SCC has made no distinction between modes of instruction, and therefore DE planning has not been isolated up to this point. However, DE, now recognized as a distinct program, will be producing program reviews and three-year plans. The 40 percent release time allocated to a faculty DE Coordinator, a sign of the institution's support of the program, may be augmented with additional resources through the next IPP cycle.

EVALUATION
Assessment, dialogue, and planning are important at SCC, so the College continuously works to ensure that all constituencies understand how outcomes assessment and other data are utilized and how this data will be linked into the College-wide planning process. Numerous presentations have been made to administration, schools and service areas, and documents have been widely distributed. In addition, the Superintendent/President's communications to internal constituencies have repeatedly included an overview of the IPP, which makes explicit connections between assessment, dialogue, planning, budget, action, and reevaluation. According to the 2010 Employee Accreditation Survey, 78% of respondents agreed that they have participated in developing outcomes, and 78% agree that they understand the outcomes assessment process. 77% agree that they participate in program review, and 75% agree that they participate in developing three-year plans [IB 19]. SCC's strength in this area is demonstrated by the survey results, especially considering that the College is just now implementing institutional support (non-academic) service outcomes, program reviews, and three-year plans, and that survey respondents included both full-time and adjunct faculty, staff, and administrators. These survey results clearly indicate that the IPP is an area of strength, validating that the College planning process is inclusive, open to all constituency groups, and results in increased institutional effectiveness. Therefore, Solano Community College meets Standard I.B.4.

PLANNING AGENDA
None

Standard I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

DESCRIPTION
Solano Community College collects and disseminates numerous types of assessment data. The College's Office of Research and Planning (R&P) is primarily responsible for data collection, analysis, and reporting in compliance with state and federal requirements as well as providing information for planning, program review, decision-making, and fulfilling faculty and staff requests. Accountability Reporting for the Community Colleges (ARCC) data, in addition to being used in the State legislature to evaluate the California Community Colleges system, are discussed at public board meetings and SGC meetings, and are posted online so that faculty and community members can view SCC in light of comparable colleges [IB 47]. R&P also generates regular reports on student success, retention, student demographics, and feeder high schools, all of which are available online via the College's Research and Planning Web Page [IB 48], as well as regular reports on grade distribution available on the intranet [IB 49]. R&P also completes the annual Integrated Postsecondary Education Data System (IPEDS) surveys, the results of which are used to calculate retention, graduation, and transfer rates [IB 50]. Data on enrollment, retention, and student success are also distributed to divisions annually in order to aid in planning and program review, which is published online on a four-year cycle.

The Research & Planning Office also assists in creating and analyzing surveys when requested. For example, student and employee institutional surveys are conducted to assess elements such as college climate and service satisfaction. The results of surveys are discussed with the campus community at meetings and posted online. Recent surveys include

the Accreditation Employee Survey, the Student Opinion Survey, and the Budget Survey [IB 51]. Student evaluations of instruction are also conducted annually for adjunct faculty and every three years for full-time faculty. Furthermore, some programs, such as nursing, physical education, and human services, regularly conduct student surveys to assess courses and services [IB 52]. All of these surveys are facilitated by R&P. Finally, R&P also aids the Governing Board in conducting, analyzing, and reporting its quarterly self-evaluations, the results of which are reported in public Board meetings and posted with Board minutes online [IB 53, 54].

In addition to data generated by the Research & Planning Office, one of the most pervasive means of assessment is that of outcomes. Data gathered by individual faculty members are shared during each semester's flexible calendar days and incorporated into three-year plans once a year as appropriate. Department and division analyses will soon be reviewed by the Process Evaluation and Review Team (PERT) to determine trends across campus, and the committee will begin compiling annual cross-discipline outcomes reports. PERT also conducts an annual review through which data regarding the success of SCC's processes can be evaluated and used for improvement.

Distance education (DE) assessment data have not typically been differentiated from face-to-face data except in areas specific to DE such as student online behavior. However, the College has recently gained access to eCollege's powerful Enterprise Reporting feature and is discussing what kinds of regular reports will be useful. The DE Committee is the primary conduit for communication regarding issues in DE and reports regularly to the Senate and the Governing Board. In addition, the most recent Student Opinion Survey assessed both face-to-face and DE courses [IB 19].

The College communicates information regarding institutional quality largely through presentations, press releases, and news articles. Often the Executive Vice President of Academic and Student Affairs, the S/P, deans, and/or directors make presentations and share the outcomes of college activities and the success of SCC students with various constituent groups. A great deal of this outreach is made to community high schools through visits with principals; attendance at back-to-school nights, career days, and college fairs; classes placed at various high schools; Memorandums of Understanding; participation in committees such as the Career Academies Master Plan Committee and the Vallejo Education and Business Alliance.

The dean and staff of the Vacaville Center also participate in a wide range of community outreach events and serve on several community organizations and committees wherein they have the opportunity to provide information to the public and receive feedback about the quality of programs and services at SCC. For example, there has been a renewed effort to reach out to the communities of Vacaville, Winters, Dixon, and Travis AFB, including collaborative meetings with school superintendents, high school principals, city officials, and business leaders. Strengthening community connections also includes hosting various education and community meetings such as the Solano Community College District Governing Board meetings, the Select Committee on City and School Relations, the annual High School Counselor's Conference, and the annual Math Educators of Solano County Conference. The College is also represented in strategic planning efforts at the K-12 level through Vacaville Unified School District's Strategic Plan Committee and the City of Vacaville Youth Master Plan Committee for Post-High School youth (ages 19-25). These efforts have allowed Solano Community College to be "at the table," so to speak, when decisions affecting education are being made. The Vacaville Center Dean also regularly participates in and is invited to make presentations to community groups such as the local Vacaville, Winters, and Dixon Chambers of Commerce; college outreach activities at the local high schools and churches; and education fairs at various

locales, including the Dixon Teen Center, Genentech and Travis Air Force Base. The College receives regular feedback about institutional quality at meetings with high school instructors, counselors, and principals; the Council of Major Employers in Vacaville; the Business Issues Committee for the City of Vacaville; and the Select Committee for City and School Relations as well. The Vacaville Center Dean, who has administrative responsibility for Fire Technology and Aeronautics, also convenes regular advisory committee meetings where members of industry, employers, and the public provide input on ways the College can improve its educational programming in these areas.

The Vallejo Center also interacts and shares information with local organizations, community events, and chambers of commerce. It is active in collaborating with other agencies and committees from the business, nonprofit, education, and government sectors. These include the Mayor's Interagency Committee, the Workforce Investment Board, the Vallejo Chamber Economic Development Committee, the Business and Education Alliance, and the Vallejo Unified School District Master Plan Committee. Additionally, it promotes and hosts a number of community functions: the Economic and Business Symposium and Mayor's Forum, Leadership Vallejo Conference, Small Business and Development Center workshops, Red Cross Blood Draws, Youth Together meetings, and many others.

Finally, SCC is currently planning a community survey as part of the Educational Master Plan Process, which will help to assess whether the College is effectively communicating information about institutional quality to the public.

EVALUATION
The College meets Standard I.B.5

PLANNING AGENDA
- *#2—Evaluation and Continuous Quality Improvement*

The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

DESCRIPTION
The primary charge of the Process Evaluation and Review Team (PERT) is to review and evaluate the College's Integrated Planning Process (IPP) and recommend changes as needed [IB 55]. This assessment takes several forms. First, PERT members provide input regarding the degree to which processes and procedures are working and suggest improvements. Second, input is solicited from constituent groups, including the Academic Senate, ALG, SGC, and FABPAC, as to how processes may be improved. Third, individuals who have participated in the proposal process are asked to evaluate it. Among the factors that PERT reviews regularly are the following:

- **Timelines** — Has sufficient time been allocated for each step in the IPP? Is the schedule being followed?
- **Resources** — Have sufficient resources been available for participants to carry out their respective tasks? Are the resources being used efficiently and effectively?
- **Procedures** — How well do the procedures support the process? Are the procedures easily understood and followed? How well are the procedures integrated with each other and the process? To what extent are the procedures being followed?
- **Output** — Does the output (reviews, plans, proposals, reports, etc.) of the process meet the needs of the College?

Does the output contain sufficient data at the appropriate levels to support sound decisions? To what extent is the output used?

Results of these assessments have been summarized in several reports [IB 56, 57, 58]. In addition to review and evaluation of the IPP as a whole, PERT also performs a review of its own efficacy and efficiency. Measures that the group may use include meeting attendance, completion of assigned tasks, timeliness of reports and recommendations, and perceptions of members of the College community.

Employees were surveyed in fall 2010 to assess their degree of understanding and participation in evaluation and planning processes. The results show that 73% of the survey respondents are familiar with the IPP; 72% understand how the IPP works; and 82% believe that evaluation, planning, and resource allocation are integrated at SCC. In addition, 88% of the respondents are familiar with the SCC goals and objectives; and 77% agree that SCC evaluates its effectiveness in achieving its goals and objectives. Three-fourths of the survey respondents also indicated that they participated in developing three-year plans, and that these plans have been implemented. Additionally, 78% of the survey respondents specified that they understand the outcomes assessment process and participate in it; 71% agreed that outcomes assessment results have been used to make improvements; and 76% believe that SCC evaluates its effectiveness in achieving its outcomes. Lastly, 77% of the respondents indicated that they participate in program review and believe that program review results have been used to make improvements [IB 19]. Overall, these survey results demonstrate that SCC employees understand the College's planning and evaluation processes, have participated in their implementation, and believe that they have been used to make improvements.

EVALUATION

As evidenced by the Accreditation Employee Survey results and evaluation results of the IPP, SCC meets Standard I.B.6 through its regular assessment of and improvements to the IPP.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.
- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

Standard I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTION

As discussed throughout Standard I.B, Solano Community College undergoes a systematic review of the effectiveness of its evaluation mechanisms through its Integrated Planning Process (IPP), which includes the Process Evaluation and Review Team (PERT), outcomes work, and the evaluation of implemented plans and proposals. In fact, to create the current iteration of the IPP, old processes were reviewed and revised based on use and effectiveness, and review of the current IPP is ongoing. SCC embraces a philosophy of reflection in assessment that can lead to direct and indirect impact on students. For example, outcomes assessment and the resulting implementation of activities or changes either in individual classrooms or through official planning mechanisms have directly impacted classes and programs [IB 59, 60, 61, 62]. In

addition, these assessments and discussions have led tothe revision of various forms used to track andassess outcomes as well as adjustments in other documents used in planning and evaluation. Changes to outcomes forms have included making connections among course, institutional, and program outcomes and the addition and deletion of analysis and reporting questions; changes to these have also been made in order to meet the needs of non-academic (institutional support) areas in creating and assessing outcomes as the College expanded work in that direction. Other changes to planning documents have included simplified explanations of processes, adjustments to timelines, and the inclusion of outcomes data. These evaluations and activities have made the process more accessible and useful.

In addition, the IPP's proposal process has supported the development, funding, and implementation of several programs that have benefitted SCC's students, which demonstrates the success of the College's processes. For example, the Umoja program, which was developed to foster success among high risk students, began as a strategic planning proposal that was funded in 2009-10. Evaluation results show that the Umoja Program helped to enhance participants' academic achievement [IB 63]. The evaluation of another adopted proposal, for the Teaching and Learning Center, indicated that the College should investigate another approach to achieving its goals [IB 64].

EVALUATION

SCC effectively assesses its evaluation processes and reviews their effectiveness in improving instructional programs and student support services. In the most recent Accreditation Employee Survey, 77% of those surveyed agreed that "SCC evaluates its effectiveness in achieving its strategic goals and objectives." 76% of the respondents agreed that "program review results have been used to make improvements in my department or area." 72% of the survey participants agreed that "SLO/SAO assessment results have been used to make improvements in my department or area." [IB 19] The Accreditation Employee Survey clearly shows that SCC staff and faculty find value in the College's efforts to improve instruction and services through program review, strategic planning, and outcomes assessment. In sum, the College effectively uses a recursive cycle of assessment and implementation to sustain continuous quality improvement.

One limitation of the current IPP timeline is that the proposal process takes two years from idea conception to implementation. For some areas, the time it takes to complete the cycle is less than ideal although some proposals have been successful. The assessment built into the IPP allows for this self-evaluation and examination of the process. Consequently, PERT is considering a "fast-track" option to accommodate any potential concern, further demonstrating the ability to engage in continuous quality improvement in the College planning process. SCC meets Standard I.B.7.

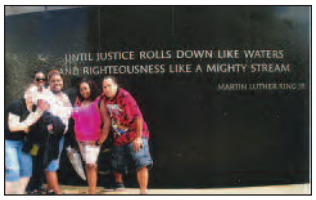
PLANNING AGENDA

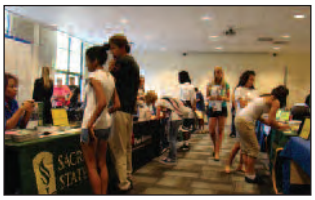
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

IB References

IB 1 Integrated Planning Process Web Page
IB 2 Sample Division Slo Cycles
IB 3 Outcomes Forms
IB 4 Institutional Support Core
IB 5 Biology Program Review
IB 6 Math Program Review IB 7 Program Review Explanation
IB 8 Biology Grade Distribution Report
IB 9 Program Review Form
IB 10 BSI MyGroups
IB 11 Humanities Division Communication Protocol
IB 12 Sample Blog and Wikis
IB 13 On Course Flex Workshop
IB 14 White Paper on DE
IB 15 Humanities DE Policy
IB 16 Math/Science Notes on DE
IB 17 Forum Invitations forum invites
IB 18 Budget and Reorganization Meeting Minutes
IB 19 10/11 Accreditation Survey
IB 20 Strategic Planning 20101003-04 Transcription
IB 21 Strategic Planning Mtg 20091211 Transcription
IB 22 LIST Final 10091211 Strategic Planning Meeting;
IB 23 Invitees to Strategic Planning Workshops
IB 24 SCC Strategic Goals and Objectives Worksheet
IB 26 SCC Strategic Plan
IB 27 Campus Information Web Page.
IB 27 2010-11 Strategic Planning Actual Results/26MAY2011
IB 28 Planning Calendar
IB 29 Education Master Plan Matrix
IB 30 Integrated Planning Flowchart
IB 31 Course Proposal Forms
IB 32 Evaluation in Faculty Contract
IB 33 New Course Evaluation
IB 34 IPP Presentations
IB 35 IPP PowerPoints
IB 36 S/P Direct with IPP explanation
IB 37 ALG Meeting Minutes on IPP
IB 38 11/12 Proposals Status Sheet 4-6-11
IB 39 Sample proposals
IB 40 Sample Program Reviews
IB 41 Sample Three-Year Plan
IB 42 2010-11 Budget Dev Calendars
IB 43 2011-2012 BSI Strategic Proposal Form
IB 44 Effective Practices/Strategies
IB 45 BSI Proposal
IB 46 Schoolwide Minigrants
IB 47 ARCC Data
IB 48 Research and Planning Web Page
IB 49 Grade Distribution Report
IB 50 IPEDS
IB 51 Feeder High Schools Data
IB 52 Research and Planning Survey Web Page
IB 53 Sample Division/Department Surveys
IB 54 Governing Board Minutes 1-19-11
IB 55 Governing Board Agenda 1-19-11
IB 56 PERT Description
IB 57 PERT Summary of 2009-10 Accomplishments and Challenges/Needs
IB 58 PERT Evaluation Forms
IB 59 PERT Evaluations
IB 60 Sample Outcomes Discussion Reports
IB 61 Umoja Strategic Proposal Evaluation
IB 62 Teaching and Learning Center Re-Design Proposal

Standard II: Student Learning Programs and Services





SOLANO COMMUNITY COLLEGE

Standard II.A.
Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

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Introduction

Solano Community College offers high quality courses and programs in a variety of fields. Even during these difficult budget times, the quality of courses has not suffered, and faculty continues to assess courses and look for ways to improve programs. SCC offers quality instruction in approximately 2600 course sections per semester, leading to 88 Associate of Arts and Associate of Science degrees, 42 certificates of achievement, and 28 job direct certificates. In academic year 2009-10, SCC awarded 733 AA degrees, 290 AS degrees, and 213 Certificates. Courses numbered 1-49 are articulated to transfer to the University of California system, and courses numbered 1-99 transfer to the CSU system. [IIA 1]. Although most SCC transfer students go to in-state public universities, SCC still has a high transfer rate to out-of-state institutions (197) and in-state private schools (241), according to the *Chancellor's Office: California Community College (CCC) Transfers to In-State Private (ISP) and Out-of-State (OOS) Four-Year Institutions in 2007-2008* [IIA 2].

Academic Affairs Policy 6100 states the following about SCC's courses, programs, degrees, and certificates:

> The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President or Designee shall establish procedures for the development and review of all curricular offerings, including their establishment, modification or discontinuance.

Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs [IIA 3].

Regarding program discontinuance, Academic Affairs Policy 6105 states the following:

> The program review process and other strategic planning activities should be referenced and considered among sources of data and direction in this process, but it is important to emphasize that their primary purpose and use is not to target programs for discontinuance. It is also important to note that program discontinuance should occur only after serious deliberation and after all recommended intervention strategies have been implemented but still result in a program that falls outside the College's mission or master plan or the division's or department's goals and objectives.

Conditions for discontinuance listed in the 6105 procedures include the following:

- Program review and analysis trends
- Changes in demand in the workforce
- Changes in requirements form transfer institutions
- Availability of human resources
- Budget concerns [IIA 4]

In keeping with the above policies, Solano Community College is able to maintain quality programs, courses, degrees, and certificates through faculty-led assessment, research and planning office data, up-to-date information on areas of study, and examinations of workplace and community needs.

Standard II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation

and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

DESCRIPTION

The mission of Solano Community College is to "prepare a diverse student population to participate successfully in today's local and global communities." The mission further states that this will be accomplished through the following:

- quality teaching
- innovative programs
- effective transfer preparation
- economical and workforce training
- services that are responsive to the needs of our students
- life-long learning
- a broad curriculum

The College ensures that all courses serve this mission in several ways. At the most fundamental level, per requirements from the Chancellor's office, all new academic programs must explain how they fit the mission of the College in order to move forward to the Curriculum Committee [IIA 5]. In addition, Section J of the course outlines requires all new course applications to reference planning by not only addressing facilities, equipment, expendable supplies, and a projection of the number of sections to be offered, but also explaining how the course meets the goals of the department and/or fits into the its overall curricula and program(s) [IIA 6]. In addition, SCC's Articulation Officer reviews courses prior to their submission to Curriculum Committee for approval [IIA 7]. All new courses go through the same process regardless of delivery, i.e., face-to-face or distance education (DE) mode. However, during the approval process for a DE course the instructor must show how regular instructor contact will be maintained during the course and offer a side-by-side comparison of a DE and face-to-face assignment [IIA 8]. Finally, before instructors can teach DE courses they must complete an online teaching course through SCC's platform provider, eCollege. After completing the course, the instructor meets with a mentor DE instructor who goes through a checklist to see if the new instructor understands and can use the tools needed to teach an online course. Deans are then given a list of "approved" instructors who can teach DE courses [IIA 9].

At the broadest level, SCC's Education Master Plan is a guide for meeting the College's mission. Currently being updated with the help of MIG, Inc. (planning design and management consultants), the Education Plan includes an environmental scan that helps the College further its educational goals and programs by contributing to directions and strategies based on faculty and staff input, student and community needs, identified program directions, and related student support service requirements. The environmental scan (partially included in the introduction to this report) provides a clear understanding of internal and external conditions and trends related to population and demographics, business growth, enrollment and success factors, and competitive educational providers. This allows the College to assess how it can continue to meet the needs of the local community and economy and thus fulfill its mission [IIA 10].

Outcomes assessment (described in detail in Standard I.B) is a continuous way to ensure the quality of programs and courses, and thus support the mission of the College. All course-level outcomes are appended to the course outline of record, and these are linked to the appropriate Core Competencies (Institutional Outcomes), which were created to address and uphold the College's mission, vision, and goals in four broad categories: communication, critical thinking and information competency, global awareness, and personal responsibility and professional development. Course outcomes are also linked to relevant program outcomes. Similarly, analyses of service and program outcomes are explicitly connected to the Core Competencies so that the mission is upheld at all levels [IIA 11, 12, 13]. Through

assessment of all outcomes on a four-year cycle and the subsequent dialogue that occurs, SCC ensures the constant analysis of how courses, programs, and services support the mission of the College. Outcomes assessment and data from the Research and Planning Office (R&P), such as an SCC student "snapshot," which describes demographics; FTES; WSCH; success and retention rates; and grade distribution reports, are then used as quality assurance in program review conducted annually and published every four years, annual three-year planning, and curriculum review, which is on a five year cycle.

Further information regarding student preparation comes from SARS track and SARS alert, counseling meetings with students to assess high school transcripts and develop IEPs, assessment/placement tests, and/or area-specific assessments such as Reading/Writing Lab surveys with student self-evaluation and the English Department's Composition Mastery Exam. The math department currently offers a faculty-developed online method of student self-evaluation for placement into math courses. While the English department currently uses Accuplacer to assess placement into its courses, through a Focused Inquiry Group (FIG), the department is also examining alternative forms of initial assessment. In addition, faculty assesses program review data to ascertain student learning needs and analyzes the Accountability Reporting for the Community Colleges (ARCC) results to identify strengths and weaknesses. The results of the recently completed Student Opinion Survey also provide some information about student learning needs [IIA 14].

Based on any or all of this information, faculty often convene FIGs or other department committees to work on specific issues within courses or programs in order achieve the mission of the College. For example, with the current focus on basic skills, the English Department has just created an accelerated developmental English course that will pilot in fall 2011 [IIA 15]. This pilot, which will enroll students regardless of placement test scores, will provide data regarding the usefulness of the current placement test, Accuplacer, as well as information regarding best practices and student needs. Another example is a series of online videos, created by the Math Basic Skills Coordinator and featuring math faculty, that assists students with self-placement into math courses [IIA 16]. The English Department is considering something similar. Student success in photography is measured by individual involvements in the pursuit of educational goals, communicated via email or traditional letters; the program modifies or incorporates essential technology into the curriculum based on students' worldly experience and the observations of photography instructors. Attending conferences and annual advisory board meetings also allows faculty to view the "relevancy" of SCC's programs in the global scene. In addition, programs such as nursing and cosmetology use information from board exams to determine needs and make changes in teaching and curriculum as necessary. Nursing has used several strategies to increase pass rates over the last few years, such as offering a Kaplan review course, hiring an individual resource and retention specialist to meet with at-risk students and hold workshops for all students, and doing standardized and CAT testing in the classroom to decrease test anxiety. In order to increase board exam pass rates, the cosmetology department has implemented more practical evaluations throughout the semester to improve students' practical abilities and speed of applications; offered practical workshops, demonstrations, and practical review classes to reinforce methods, techniques, and applications; and incorporated a field trip to take the State board examination at a company supplying equipment and supplies, where students are given kit demonstrations and evaluation pointers.

Acknowledging the growing needs of students throughout the nation, Solano Community College continues to expand its distance education (DE) offerings. As online options grew, the College focused on having at least one degree available online, meaning general education

(GE) as well as major courses. As online education has become more mainstream and more instructors have become interested in teaching online, the number of offerings has grown tremendously. SCC currently offers 187 online sections and 118 e-companions (online supplements to face-to-face instruction) [IIA 17]. For the most part the courses offered are still in the general education/major course category; however, SCC is currently developing a method to determine how many and which courses should be offered through DE. The Humanities Division (now a part of the School of Liberal Arts) recently created a set of guidelines for DE courses, which various departments are looking at as a possible model for addressing the specific needs of online instruction [IIA 18].

DE courses are evaluated along with their face-to-face counterparts through outcomes assessment, program review, and curriculum review. The College makes no distinction in between modes of instruction when assessing courses. However, the DE committee is currently examining ways to obtain a higher number of student evaluations of DE courses, such as using Survey Monkey. DE courses are also evaluated as the faculty teaching them come up for evaluation. In addition, in order to ensure that students taking DE courses are prepared to do so, there are online tutorials, an online orientation, a quiz titled "Is Online Learning For Me?" and a demo course designed by one of SCC's faculty members during a recent sabbatical [IIA 19].

Dialogue with colleagues at four-year colleges and local high schools through meetings and professional conferences are also important in maintaining currency. For example, the Vallejo Center Dean visits regularly with K-12 districts in the southern part of Solano County. The College is in communication with the Benicia USD Superintendent and principals regarding college preparedness. It also works with the Vallejo Superintendent who serves on the Vallejo Business and Education Alliance Committee, and discussions are under way regarding a Middle College/SCC/CMA campus in downtown Vallejo. In addition, English as a Second Language (ESL) faculty have met with area adult school ESL faculty to discuss and compare respective programs, levels, course offerings, and student populations in order to articulate services and create clear pathways for students to transition from adult school to college if/when appropriate. Results of some of these conversations are the following:

- Emphasizing the transitional nature of adult school and thus making sure that students leave there equipped with both an "action plan" and skill set to take their next steps in job readiness and/or education
- The importance of encouraging students to transition from ESL classes to Adult Basic Education
- The value of encouraging students without high school diplomas to complete a diploma or GED program prior to enrolling in a college program
- The prospect of making SCC assessments available at the adult school campus, so students and faculty can better determine students' readiness for college
- The likelihood that vocational/career tech programs will be of the highest interest to most adult school students in terms of what the College has to offer
- The prospect that not only could the adult school be transitioning students to the College more effectively, but also that the College might consider shifting basic skills courses/students to the adult school in order to avoid duplicating efforts in times of budget crises

Finally, one of SCC's math faculty members also heads up the Math Educators of Solano County group, through which area K-12 and SCC math faculty discuss standards, assessments, framework, instructional materials, and accountability systems.

In addition, the dean and staff of the Vacaville Center participate in a wide range of community outreach events and serve on several community organizations and committees wherein they have the opportunity to provide informa-

tion to the public and receive feedback about the quality programs and services at SCC. For example, the center dean regularly participates in and is invited to make presentations to community groups such as the local Vacaville, Winters, and Dixon Chambers of Commerce; college outreach activities at the local high schools and churches; and education fairs at various locales, including the Dixon Teen Center, Genentech and Travis Air Force Base. The College receives regular feedback about institutional quality at meetings with high school instructors, counselors, and principals; the Council of Major Employers in Vacaville; and the Business Issues Committee for the City of Vacaville. The Vacaville Center Dean, who has administrative responsibility for Fire Technology and Aeronautics programs, also convenes regular advisory committee meetings where members of industry, employers, and the public provide input on ways the College can improve its educational programming in these areas. Through the Vacaville Center, the College has strengthened community connections through the Select Committee on City and School Relations, the annual High School Counselor's Conference, and the annual Math Educators of Solano County Conference. The College is also represented on strategic planning efforts at the K-12 level, such as the Vacaville Unified School District's Strategic Plan Committee and the City of Vacaville Youth Master Plan Committee for Post-High School Youth (ages 19-25). These efforts have allowed Solano Community College to be involved when decisions affecting education are being made.
The Vacaville Center has also made a concerted outreach effort to the limited English speaking Hispanic community in the surrounding communities. The Center has been working with the High School Equivalency Program at CSU Sacramento, with sites in Dixon and Winters, to encourage low-income Hispanic adults who are former agricultural workers, and their dependents, to obtain their GEDs and move on to attain higher education. The Vacaville Center partners with the Vacaville Unified School District's English Learner Literacy Program; St. Mary's Catholic Church (where the majority of parishioners are non-English speaking Hispanic families); Hispanic Chamber of Commerce; the Vacaville Unified School District English Learner Advisory Committee; the Solano County Education Consortium; UC Berkeley's Destination College program; and the Solano County Office of Education. The purpose of this partnership is to provide low-income English learners in Vacaville's Hispanic community with educational and community resources to further their educational attainment. The Center has co-sponsored educational forums, community resource fairs, and educational outreach activities. The Center is also building partnerships with the Dixon and Winters school districts, which have high Hispanic student populations.

In order to serve its community well, the Vallejo Center is active in collaborating with other agencies and committees from the business, nonprofit, educational, and government sectors. These include the Mayor's Interagency Committee, the Workforce Investment Board, the Vallejo Chamber Economic Development Committee, the Business and Education Alliance, and the Vallejo Unified School District Master Plan Committee. Additionally, it promotes and hosts a number of community functions such as the Economic and Business Symposium and Mayor's forum, Leadership Vallejo Conference, Small Business and Development Center Workshop, Red Cross Blood Draw, and Youth Together.

The following examples demonstrate how higher education and public and private industry requirements influence course standards such that SCC's programs prepare students for four-year colleges and/or employment:

- Human services industry requirements influence the Human Services (HS) Program curriculum standards through the community advisory committee process and the ongoing dialogue occurring between fieldwork agency sites and faculty. These dialogues influence, shape, and reinforce learning objectives covered in the seminar portion of the class. For example,

it is critical for high school students to understand child abuse reporting laws and be able to apply that knowledge in their fieldwork placement. Children Services agencies have informed HS faculty and administrators that students must have a working knowledge of these laws and must also understand the limits of their role as students and when to consult with their site supervisor to address concerns.

- Cosmetology faculty members attend the annual DCA State Board examination facility open house to remain current with the mandated requirements and use the state website on a regular basis to remain current with state regulations.
- A wastewater industry advisory group of top managers in San Francisco Bay Area water and wastewater treatment plants meets monthly to discuss curriculum and other elements of the Water/Wastewater Program to make sure that the subject matter and teaching techniques are current. In the 2010-11 school year the program held all day retreats to discuss curriculum; these retreats produced recommendations that changed the curriculum of four courses and suggested the addition of five courses. The new courses, including water conservation, have all successfully been submitted and approved by the Curriculum Committee [IIA 20].
- Members of the nursing faculty are currently engaged in major curriculum revision related to new recommendations from the Institute of Medicine and the Quality and Safety Education in Nursing Initiative. Core competencies recommended by these groups will be implemented into the nursing curriculum, and they will be used to revise course and program outcomes that faculty had already written.
- A new program in Green Technology, funded by a grant, will prepare SCC students to work in the increasingly important field.
- Numerous SCC English majors transfer to and have been successful in programs at prestigious universities and colleges, including UC Davis and UC Berkeley, affirming that the English program amply prepares students for the demands of transfer institutions.
- Fire service advice provided by the College Liaison Committee Advisory Group ensures quality of SCCs fire program. Over 90% of fire academy graduates who have been tracked have obtained positions within the fire services of Solano and Napa counties and throughout the state. There is increasing demand by local and regional fire chiefs for students from this program to fill volunteer fire department vacancies, fire internship positions and full-time fire department positions in Solano, Napa and regional fire departments, districts and state fire agencies. Due to this high demand, the SCC fire academy, although planned to be offered only one time per year, has been increased from 360 hours to over 700 hours and has had included in its component classes, Trench Rescue, Swift Water Rescue Awareness and Rescue Systems I, CALFIRE- CDF 67 Hour Course, Low Angle Rope Rescue, and Firefighter Survival.
- Hazardous Materials Technician, Wild Land Fire Fighting, and Anti-Terrorism training demands promise an ever increasing need for additional training to be offered through the fire technology program. The department looks forward to offering these courses when the state recovers from its budget crisis and classes are no longer being cut due to economic climate.
- A faculty member in biology served part of a sabbatical at Genentech and followed that up with faculty-to-faculty discussions with colleagues at UC Davis. The result was a two-year program in bio-technology to train students to be technicians in the biotechnology field.
- The Biology Department consulted with UC Davis regarding SCC's biology major, resulting in a new biology course and the revamping of the biology major to more closely match that at UC Davis.

- The Biotechnology Program maintains validated industry standard curriculum through an industry advisory board. In addition, biotech faculty members have participated in three national conferences involving industry representatives from all over the country who have developed a standard, national curriculum for bio-manufacturing. The program has also submitted a $20million grant proposal as lead institution in a Bay Area consortium.
- SCC's Early Childhood Education (ECE) program is currently aligning its coursework with 100 other community colleges in the state, through the ECE 8 Curriculum Alignment Project, to promote student success through ease of transfer. The program also offers students many opportunities for reflective practice, coaching, and mentoring through the Mentor Teacher Program, the Mentor Director Program, the Child Development Training Consortium, and Child Development Careers Works! (CDC Works!). Many of these programs serve the dual purpose of supporting students in economic need, re-entry students, and students from under-represented populations by providing financial support, book loans, tuition reimbursement, etc.
- Drafting and Survey Technician Programs relate to external public and private industry requirements through yearly advisory committee meetings with industry professionals for input on current trends, needs and the latest software. The new Survey Technician Program was developed based on industry need and recommendations from the Solano County surveyor and other industry professionals. These programs also employ current industry professionals as instructors whenever possible.
- In all photography courses faculty evaluate student work, reflecting the technical and visual literacy of each student, as it progresses through the semester. The photographs or projects will This is the basis for the effectiveness of the photography program and supporting courses. Plus, student transfer, competition entry, and applied photography are other critical outcomes for the program's effectiveness.
- In response to a community request SCC is beginning work on a degree in Commercial Aviation, which is slated for review by the Curriculum Committee in October 2011.
- The Physical Education Department is changing its name to the Kinesiology Department and is working on compliance with SB 1440 to streamline transfer and graduation for Kinesiology majors. This is being accomplished after extensive meetings with California State University faculty and administration in Kinesiology.
- SCC's Head Athletic Trainer and Sports Medicine faculty member regularly sends student interns to work with local high school, in Athletic Training.

Another way in which the College ensures quality and currency is to invite visiting artists and industry specialist lecturers to share their work and/or speak about recent developments in their fields. Some examples are the following:

In Graphic Design and Illustration:

- Every summer for the past several years Margaret Drew, who owns Stonehenge Llama Ranch and Stonehenge Screen Printing, visits the screen printing class to relate her experience with screen printing since she first took the SCC class and to talk about her screen printing business. Margaret demonstrates the latest methods of printing using a computer and the sources for materials for the methods that she is currently using. She has also allowed students to visit her studio and has in some instances has helped some of them to acquire equipment needed to set up a practice of their own.
- For many years, Chuck Pyle, who was an illustration student at SCC in the 1970s, is one of the country's leading illustrators, and was recently appointed Director of Illustration at the Academy of Art University in San Francisco, has visited the illustration class to relate his experience as a professional illustrator.

- For the past three years, Terry Schoemaker, an experienced comic book artist who has drawn for Marvel Comics, DC Comics, Dark Horse Comics, and others, has talked with SCC illustration students and reviewed their portfolios, offering valuable insight into the process of writing and producing a story in comic book or graphic novel form.
- Karen Goodlow, a former SCC commercial art student, visits graphic design and illustration classes to talk about marketing and promotion of the artist in the marketplace. She has corporate experience as an artist, art director, director of conventions, writer and artist for greeting cards, and designer of materials used in paper and fabric products.

In Art:

- On March 4, 2011 the 3-D art department, in collaboration with the Exhibition Design Program, sponsored a "Round Robin" all day workshop with five artists demonstrating techniques and offering slide-illustrated lectures.
- Internationally renowned studio potter Chirsta Assad was featured during fall, 2010 in an all day workshop including a slide-illustrated lecture.
- In spring of 2010, Sue Whitmore, Sculptor and Art Professor at State University, Chico, presented a technical workshop and illustrated slide lecture.
- The Artists' Talks series invites local and visiting artists to discuss their work and current trends.

In Music:

- SCC has visiting artists at orchestra rehearsal every semester. They work with the students in sectional rehearsals, demonstrating on their particular instruments and coaching the students, and sometimes performing in concert side-by-side with the students.
- Since 2005 the SCC orchestra has performed annually with the Solano Symphony. Semyon Lohss directs the students in rehearsal and in concert, an inspiring educational opportunity that the students look forward to every year.

In Theatre:

- Actor Tom Hanks met with Theatre Arts students for a special Q & A, generously answering questions about acting and the business.
- David Rogers, Jr. recruited students for a workshop on his biographical play *One Hundred and One Dates* (which opened in Chicago and will move to San Francisco and New York), holding workshops involving readers as well as audience. He came to SCC looking for the younger generation's point of view, and the actors were excited to work with him on the project. Several students are also applying for summer positions he is recruiting in the arts throughout the country.
- Virginia Wilcox held a workshop on actors surviving in New York. As a working Equity Union actress, she gave realistic survival techniques and was able to pass on her knowledge of finding work, continuing training, going to auditions, getting a survival job, making clear choices, and connecting with the community.
- Nick Sharma, working film actor and Screen Actors Guild member, gave a presentation on survival in Los Angeles, and he is open to help any that come to the LA area.
- Squire Fridell, the writer of the text *Acting in Television Commercials for Fun and Profit* and the originator of the role of Ronald McDonald, with over 3,250 commercials to his credit, has given demos for the theatre/cinema students.

In Photography:

- Kopol Bonick Studio comes to discuss trends in business and event and wedding photography.
- Photo students visit the diRosa Art Preserve and other artist studios, such as Purebred Photography; two architectural/location photographers discuss recent changes from the American Society of Media Photographers.

In English:

- Many visiting authors give readings, work as guests in creative writing classrooms, and/or are featured in SCC's literary magazine, the *Suisun Valley Review* (*SVR*), which won the 2009 Pacific-Western Division in the Community College Humanities Association's annual literary magazine competition. Some of these recent authors include the following:
- Bob Stanley, Sacramento poet laureate 2009-12 and author and editor of numerous poems, anthologies, and chapbooks.
- Dorine Jeanette, author of *Urchin to Follow* and numerous journal essays and reviews
- Indigo Moore, author of the 2009 *Cave Canem*, Northwestern University Prize for a Second Book, editor for the *Tule Review,* and former vice president of the Sacramento Poetry Center.
- Quinton Duval, former SCC instructor and author of *Dinner Music* and *Joe's Rain*
- Sasha Abramsky, freelance journalist and author of *Inside Obama's Brain*
- Shawn Pittard, Kate Asche, Tim Kahl: "Three Poets Discuss Three Poems"
- Stephen D. Gutierrez, author of *Live from Fresno y Los* and *Elements*

In Dance:

- SCC's dance program invites professional choreographers and community dance instructors to choreograph shows or hold special workshops for students and the community. Students have the opportunity to experience working with well-known professional teachers, performers, and choreographers.

In Film:

- Alumni Director/Writers Pete Escobedo, Chris Powell, Michael Holmes were guests in Maile Ornellas' 2011 Cinema 15 class following a screening of their latest dramatic, reality-based film on homelessness in Solano County.

Miscellaneous:

- Valerie Godfrey (Dentist) —"Careers in Dentistry"
- Nicole Howell (Medical Doctor)—"Careers in Medicine"
- Wadie Thomas (Judge)—"Careers in Law, Minorities and Law"
- Regina Walter (Judge)—"Careers and Non-Violence"
- Dustin Johnson (Attorney)—"Expunging Your Records"
- Juanita Fleming (Program Specialist Solano County Food Nutrition Program)—"Services for individuals who are food insecure"
- Female Fire Chief—"Careers in Firefighting"
- Mychal Wynn (Education Consultant and Author)—"Building Dreams and Achieving Goals"
- James Tate (Historian)—"Black Inventors and Military Achievements of African Americans and Women"
- Frances Stokes (Solano County Equal Employment Opportunity Commission Compliance Officer)—"Careers and Internships with Solano County"
- Evelyn Polk (Therapist and Author)—"Adoption and Empowering Success"
- Carolyn Wold (Solano County Family Violence Program)—"Community Family Violence Issues and Resources"

EVALUATION

Through its quality programs and courses and the assessment thereof, Solano Community College meets Standards II.A.1 and 1.a.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible

to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

DESCRIPTION

When faculty members create a course, they must determine instructional methods used to present course content. These range from face-to-face lecture, discussion, or lab to online or hybrid online/face-to-face modes; online classes are taught entirely over the internet, and hybrid classes are taught partly over the internet and partly in a physical classroom. The Curriculum Committee then reviews the course outline for effective modes of instruction. Before an existing course can be taught online, a course modification must be brought to the Curriculum Committee for approval as required by California's Title V. Prior to the Title V ruling requiring separate course approval for distance education (DE) courses, SCC offered courses online as desired/needed; when this ruling took effect, those courses were grandfathered in but had to become compliant during their division's curriculum review. Course proposals and modifications that include new DE delivery of a course must now include the "Addendum Form for Approval of Online Courses", outlining the Online Adaption of Methods of Instruction & Evaluation for consideration by the Curriculum Committee [IIA 21]. All modes of instruction for a course must have the same learning requirements, regular assignment schedules, and reading material.

Leaders in the Academic Senate, Faculty Association and Curriculum Committee worked together to develop course approval processes to bring the College's curriculum practices into alignment with Title V requirements and to clarify contractual issues, including workload, assignment of classes, and intellectual property rights. As it had become clear that the popularity and subsequent proliferation of DE courses had outpaced the development of the College's curriculum policies and contract language, the group created a series of policies designed to address gaps as expeditiously as possible in order preserve course integrity while minimizing impact on course development and offerings. In fall of 2005, the senate approved a moratorium on approval of new distance education courses to allow time for the policy to take effect; this was lifted less than one academic year after it was implemented [IIA 23]. However, the Humanities Division (now part of the School of Liberal Arts) voted to extend the moratorium in order to develop policies that would specifically reflect the content and instructional methodology requirements of its courses, including history, English, and foreign languages, which are traditionally more dialogic, analytical, and therefore more interactive than courses in other disciplines.

In the interest of developing a model DE policy that would reflect consensus on how courses in the Humanities Division could most effectively be taught online, a group of faculty members in the division began meeting in fall 2010 to work on division policies and procedures to guide DE course development and approval. This work builds on recent sabbatical leave projects on technology-mediated instruction in the German and English disciplines and the expertise of several experienced online instructors, as well as a National Education Association funded and published study by a former faculty association president and history instructor regarding the implications of rapidly expanding DE programs for faculty working conditions, institutions' academic policies, and student learning conditions. The DE guidelines document was approved at the March 2011 division meeting and is now in the process of being further refined by disciplines within the division to reflect discipline faculty consensus on course integrity and student needs [IIA 24]. It is hoped that this document will serve as a model for similar policy development across the College.

All sections of a course, regardless of delivery mode, have the same outcomes, objectives, and content. Regular curriculum review, program review, and three-year plans investigate the delivery of instruction as part of the analysis of data: retention, fill, success, outcomes achievement, etc. However, DE information is not specifically disaggregated on a regular basis. Focused examinations of DE courses and programs either come from faculty outcomes discussions or individual data gathering.

While faculty use outcomes assessment and curriculum review to analyze the effectiveness of delivery modes, the deans simultaneously determine whether or not the instructor is using delivery methods that meet the objectives and content of the course through observations of faculty in the classroom (online or face-to-face) and interpretation of student evaluations. Similarly, faculty has the option to take part in peer evaluation, which may include evaluation of course delivery. The English department continuously examines its reading and writing lab through surveys, time and motion studies of lab efficiency, average student hours to completion, and data on pass rates and persistence in developmental English courses to evaluate the best way to deliver course content. This has led to a recently adopted course that allows students with a higher level assessment test score to bypass the lab co-requisite. The department is also developing experimental alternate pathways through the developmental English sequence that are based on and will be assessed by similar data to determine the most successful means of instruction; one such course pathway is being piloted this semester. In addition, to enhance the use of multiple modes of delivery, the Teaching and Learning Center has offered numerous workshops and videos on various subjects listed in Standard II.A.2.d.

EVALUATION

According to the most recent student opinion survey, students were generally satisfied with online courses (56% satisfied v. 22% dissatisfied); however, when compared to face-to-face classes, only 22% of the respondents were satisfied and 49% felt that the online classes were more difficult. Approximately two-thirds of the students expressed an interest in completing a degree online, and the primary reasons for taking online classes were convenience and the inability to attend face-to-face classes [IIA 14]. Since this is a mode of instruction that is in demand and still developing at SCC, it will be important in the future to disaggregate DE data and outcomes for a closer examination. As all courses are assessed with the same standards and outcomes in mind and on the same schedule, the evaluation and improvement of online instruction is continuous. Solano Community College meets Standard II.A.1.c

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.
- *#2—Evaluation and Continuous Quality Improvemen*t
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTION

Solano Community College faculty have embraced student learning outcomes (SLOs) and made them an integral part of course and program assessment. Faculty-led outcomes discussions are a routine part of Flexible Calendar

(Flex) activities, division and department meetings, curriculum decisions, and the planning process. SCC defines a program as any series of courses at the end of which a student will be able to successfully complete a specific set of tasks; this definition inherently considers all degrees and certificates to be programs.

The process by which outcomes were written was a collaborative one. With the help of a 50 percent release faculty Outcomes Assessment Coordinator (still in place), six 20 percent release faculty trainers (discontinued after two years), and Marcy Alancraig from Cabrillo College, faculty received training in the definition, creation, and assessment of outcomes. SCC chose to begin at course level because it seemed the most immediate use for outcomes, closest to faculty experience and passion. At SCC outcomes assessment is seen as a way to establish dialogue about teaching and learning and produce real improvement, so division meeting and Flex time were allocated to course outcomes development, and dedicated Flex and division time for outcomes assessment dialogue is ongoing [IIA 25]. Program outcomes were developed in the same collaborative way and are assessed simultaneously with course outcomes. As outcomes training and development were in process, the Academic Senate adapted Cabrillo's Core Competencies to fit SCC's mission and adopted them as the College's institutional outcomes [IIA 26]. This collaborative process has given faculty ownership of outcomes in their courses and programs and has created an atmosphere in which outcomes are generally viewed as a constructive way to assess learning. It is important to note that a natural by-product of outcomes assessment and the resulting dialogue is that outcomes may be refined and revised as faculty work with them. This is why they are addenda to the course outline, not a piece that would have to go through curriculum for every change. There are no separate outcomes for courses taught online because courses must be consistent regardless of mode of delivery. However, assessment results may reveal information specifically regarding online courses as instructors teaching in different modes compare notes and discuss ideas for improvement.

Course, program, institution (core competencies) and institutional support outcomes are posted for faculty on MyGroups through the MySolano portal, where other outcomes documents and information can also be found [IIA 27]. This area is also where sample assessments, rubrics, and discussions can be housed. Course outcomes are also listed as addenda to course outlines of record on CurricuNET; once CurricuNET is fully functional, when any member of the College or community accesses information regarding courses, outcomes will be available. Faculty is also required to include outcomes statements in course syllabi. Program outcomes and Core Competencies are published in the College Catalog, both online and in print [IIA 1]. In addition, all course outcomes are "coded" to make connections to relevant Core competencies so that analysis of assessment can be applied at both levels simultaneously. Course outcomes are linked to applicable program outcomes for the same purpose. The Distance Education (DE) Committee is considering whether or not DE should be considered a program in and of itself, in which case it would need program outcomes; this is still in discussion.

The assessment of outcomes (academic, service area, institution, and institutional support) is an integral part of the Integrated Planning Process (IPP) cycle that moves from faculty and staff assessment to analysis and discussion, to planning and idea proposal, to resource allocation, to implementation, and back around again to assessment. As a part of this process, Flex sessions are held each semester to review and share assessments and results; this information and dialogue is then used in forming three-year plans, program review, and curriculum review, as well as making changes in individual classrooms as appropriate. The information can also be used as rationale for strategic or operational proposals within the IPP. In each of the above steps, connections to and among course, program, and/or institu-

tional outcomes are required so that actions and decisions are based on student learning [IIA 12, 28, 29, 30]. The assessment process began with a two-year pilot, during which faculty members assessed one outcome from one course each semester as they continued to revise outcomes and create assessments. As a result of the pilot, the majority of faculty found the process quite useful in learning about students and teaching, as well as in establishing dialogue among colleagues about teaching and learning [IIA 31]. Course assessments are now completed according to a timeline created by faculty such that every course is assessed twice in four years (in step with the program review cycle). Departments first determined an initial cycle of assessment based on patterns of course offerings and other information; then each semester faculty decides who will assess each course scheduled for assessment. In order to avoid workload issues and burnout, no faculty member is required to assess more than one course in a semester, with occasional exceptions as necessary. In addition, random samples of each course are assessed rather than assessing every section.

The outcomes process includes department and area/unit summaries capturing revealed strengths and weaknesses, resulting ideas for improvement, and priorities for action. These reports have as yet been completed inconsistently, but the College is working to make them a priority. A new element of the process is that the Process Evaluation and Review Team (PERT) will review these reports and compile a college-wide report indicating trends so that faculty can work together to improve teaching and learning throughout the College. This information will include analyses of and ideas relating to courses, programs, departments, areas, units, schools, and the institution [IIA 32].

EVALUATION

According to ACCJC's "Rubric for Evaluating Institutional Effectiveness," Solano Community College is at a place of sustainable continuous quality improvement in terms of Student Learning Outcomes. The following are criteria that the College currently meets:

- "Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement." The cycle of assessment and planning outlined in the Integrated Planning Process (IPP) guarantees the use of outcomes as a basis for decision-making and improvement.
- "Dialogue about student learning is ongoing, pervasive and robust." One of the primary goals of individual outcomes assessment is the opportunity to discuss results with colleagues during the bi-annual Flex sessions and resulting program review and planning dialogue.
- "Evaluation of the student learning outcomes process;" and "Evaluation and fine-tuning of organizational structures to support student learning is ongoing." The Process Evaluation and Review Team (PERT) evaluates all processes within the context of the IPP, including outcomes assessment.
- "Student learning improvement is a visible priority in all practices and structures across the College." The embedding of outcomes in the IPP guarantees that planning and decision-making are integrally tied to student learning.
- "Learning outcomes are specifically linked to program reviews." Program review forms require the analysis of outcomes assessment data.

A further accomplishment of which the College is particularly proud is the completion of student services and institutional support service (non-academic) outcomes. Outcomes in Student Services have been completed for quite some time and are currently being assessed, including connections to SCC's institutional outcomes [IIA 33a, b, c]. In addition, areas not directly impacting student-learning, such as human resources, graphics, and facilities, have recently developed outcomes along with an institutional support core to mirror the instructional core competencies [IIA 34]. These newly written outcomes will undergo their first assessment fall 2011. Faculty and staff have clearly accepted SLO assessment as an impor-

tant part of teaching and learning. However, according to the recent student opinion survey, less than one-half of students have an understanding of SLOs [IIA 14]. Although SLOs are required in course syllabi, the College will encourage faculty to explain outcomes at the beginning of a course and refer to them throughout the semester as relevant assignments and activities are carried out. Rubrics might also be more explicitly connected to outcomes during class discussions. Finally, SCC is proud to have had its outcomes work acknowledged by the RP Group, who honored the College's Outcomes Assessment Coordinator with 2011's P.O.W.E.R. (Promising Outcomes Work and Exemplary Research) Award for SLO Champion.

The College exceeds the requirement of the Commission to be at proficiency by 2012 and therefore clearly meets Standard II.A.1.c.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.

Standard II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

DESCRIPTION

Solano Community College holds to the specific guidelines and processes established in the Academic Affairs Policy 6000 series regarding the quality and development of all courses and programs. Policy 6100 specifically states that "the programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" [IIA 3]. Solano Community College assures that all of its courses and programs, regardless of level or credit type, are of high quality through consistent course and program approval procedures as well as regular outcomes assessment, program review, curriculum review and three-year planning. SCC offers collegiate, pre-collegiate, developmental, study abroad, contract education, community education, career technical, and economic workforce development courses.

Credit type and delivery mode are determined by faculty as part of the course development and approval process, reviewed by the Curriculum Office for compliance with California's Title V Standards, and then forwarded to the Curriculum Committee where proposed courses and programs are evaluated according to criteria outlined in the California Chancellor's Office *Program and Course Approval Handbook* (*PCAH*, Third Edition, March 2009). Courses and programs are developed by faculty in an established process that begins with submission of a proposal for a new course or program or the modification of an existing course or program to department faculty for review. Upon department approval the proposal is reviewed by the school dean; the learning resources representative, who determines impact on library resources; the articulation officer, who reviews for potential impact on articulation agreements; and the Executive Vice President of Academic and Student Affairs. If the proposal involves any overlap with another discipline, the course proposal is also reviewed by faculty in that department. When all necessary approvals are obtained, the proposal goes to the Curriculum Committee for approval and is then sent to the Governing Board before the course or program can be implemented.

Criteria for offering developmental, pre-collegiate, and collegiate courses and programs include fulfillment of SCC's mission, goals,

and objectives, as well as perceived need based on review of student success data and the correlation with preparation. All courses are developed and approved in the same way, with the following policy-based procedures:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development.
- Consideration of job market and other related information for vocational and occupational programs [IIA 3].

Specifically, developmental courses are developed or modified in response to review of success and persistence data in sequential courses, either through regular program review or Faculty Inquiry Groups (FIGs), which meet on a regular basis to discuss student performance, pedagogical innovation in teaching, and assessment methodologies. To ensure inclusive and transparent decision-making regarding curriculum decisions, the Humanities Division (now part of the School of Liberal Arts) has developed a flow chart model that covers steps from proposal, through review and discussion, to voting. For example, when a new course, curriculum modification, or change in procedure is proposed for developmental English, the proposal is reviewed and subject to approval by all concerned faculty [IIA 35, 36]. The math department has developed two new courses at the intermediate algebra level, one created for pre-nursing students with the cooperation of the nursing department, and another created to allow an alternative way for AA or AS seeking students to complete their terminal math requirement. These courses were approved via the usual course approval process.

Other types of courses follow similar procedures, but they may be developed with different concerns. For example, as a first step toward developing a Study Abroad Program, the Study Abroad/Travel Study Committee (SATS) of the Academic Senate was formed in 2008 [IIA 37]. This committee was invested with the task of developing the processes and procedures for offering study abroad at SCC. A proposal packet was created to help faculty members formulate a plan for a study abroad course, either as a new course or a modification of an existing one. After SATS reviews these proposals in an advisory capacity, the proposals follow the regular Curriculum Committee process. In addition, to determine its range of courses, the Community Education Program examines community interest and takes into consideration ways in which the courses can connect with, rather than compete against, regular academic and vocational courses. The Community Education registration form asks community members to suggest courses they would like to see offered or that they would like to teach. The dean and Community Education staff members review these requests and make decisions whether to offer classes based on relevance to the community and the availability of teaching space and faculty [IIA 38]. Finally, any credit instruction delivered as Contract Education abides by the standards set in the course outline of record. Not-for-credit Contract Ed outcomes are negotiated and determined with the client. Instruction is purchased by companies/industries so that it can be contextualized to meet specific employer/industry group/agency need. Prior to any instructional design, the Director of Contract Ed may do any or all of the following: information interviewing, needs assessment, job/task analysis, employee assessments, and skill gap analysis. California Economic and Workforce development is tasked with being responsive and flexible to the needs of the College's communities. Education and training is developed and delivered in partnership with the client [IIA 39, 40].

The quality of all courses and programs is ensured by the rigorous review and approval process that accompanies their development, but also through the formal evaluation that takes place after implementation in regularly scheduled curriculum and program reviews. Courses and programs are evaluated directly,

indirectly, qualitatively, and quantitatively to ensure their consistent quality. This evaluation includes but is not limited to the following:

- Student evaluation of courses and instructors provide snapshots of student perception of instructors and course effectiveness.
- Dean evaluation of instructors, which includes class observations and review of student evaluations.
- Curriculum Committee review of course outlines at all stages: proposal, modification, and in the context of the overall Curriculum review that schools conduct every five years. Academic Senate for California Community College reference guides for program and course approval and course outlines of record are provided to Curriculum Committee members for sharing with their respective divisions during course/program development.
- Analysis of data from the Office of Research and Planning, such as that on retention, persistence, FTES, WSCH, fill, success, demographics, etc.
- Outcomes assessment through which instructors evaluate their own students' achievement and compare data in department meetings, wherein instructors also discuss ways of improving outcomes.

In addition, evaluation of courses and programs occurs frequently, albeit less formally, in Focused Inquiry Group (FIG) meetings, where discipline faculty discussions of pedagogy and course effectiveness has led to development of new courses and modification of existing courses or curriculum to better serve students. Such is the case in the English department review of one of its developmental composition courses, for which student demand far exceeds the department's capacity to schedule the courses due to limited lab space and staff for a required half-unit writing lab module. In response to this demand, a group of English department faculty developed an experimental course without the writing lab corequisite that would accommodate those students who placed in the upper range of the assessment placement score and would therefore likely be better prepared for the course. The course has been offered for three semesters with positive results. However, some anomalies in the success data have led to a review of the accuracy of the department's placement test, a further example of continual assessment.

All of the above processes and procedures apply to courses taught at any site and in DE mode as all courses are considered to be equivalent regardless of location or mode of instruction.

EVALUATION

Through its rigorous curriculum development and assessment processes, the College meets Standard II.A.2.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.

Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTION

SCC follows Academic Affairs Policy 6100 (quoted from in Standard II.B.2) pursuant to regulations established by the Board of Governors of the California Community Colleges and authorized by California Code of Regulations, Title V in developing courses and programs [IIA 3]. College policies and procedures for development of courses and programs are also informed by the Chancellor's Office of California Community *Colleges Program and*

Course Approval Handbook, which is distributed to Curriculum Committee members at the beginning of each academic year [IIA 41]. Specific procedures for developing courses and programs are outlined in the *Curriculum Committee Member Information and Reference Manual* [IIA 42].

Faculty leads at every stage of the curriculum process, from course/program proposal and development through approval and evaluation, including outcomes development and assessment. The SCC Curriculum Committee, which meets once a month and whose agendas and minutes can be found on www.solano.edu, has the discussion and approval of new and/or revised credit programs or certificate programs on the agenda for every meeting [IIA 43]. Official curriculum review occurs in all divisions every five years, with faculty ensuring that course curriculum is current and reflects discipline standards. Once courses have been reviewed and possibly modified by faculty, the Curriculum Committee must approve any changes. If there is an issue with a change, the Curriculum Committee does not accept the modification and sends the course back to those who proposed it for further adjustments. Division faculty collaborate/develop courses online via CurricuNET, obtaining required signatures from the campus Articulation Officer, a library liaison representative, the department's faculty members and dean, and the Executive Vice President of Academic and Student Services, before coming to the Curriculum Committee for review [IIA 44]. The Curriculum Committee is chaired by a faculty member, and voting membership includes a faculty representative from each of the academic areas, one from student services, two students, and two school deans. Faculty in each department, working collaboratively and when appropriate in consultation with advisory groups, has developed student learning outcomes for courses and programs and regularly assesses these outcomes, using results to improve as described in Standard II.A.1.c. Courses offered online are developed and evaluated in the same manner as face-to-face courses; however, online courses must include an "Addendum Form for Approval of Online Courses" when submitted to the Curriculum Committee for review/approval [IIA 8]. This must demonstrate how a course's methods of instruction and evaluation are adapted for online delivery.

EVALUATION
The College meets standard II.A.2.b.

PLANNING AGENDA
None

Standard II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

DESCRIPTION
Each division undergoes a faculty-led review of its curriculum every five years. A division's curriculum review begins at the department level as faculty members review courses to ensure that they meet or exceed the established curriculum standards adopted by the Solano Community College Curriculum Committee. This review culminates in submission of Curriculum Review Verification Forms to the Curriculum Committee for review & approval [IIA 45]. During curriculum review faculty may modify course content to reflect changes in the discipline, including, for example, changes in preferred software in computer courses or updates to suggested or required texts. Faculty might also consider submitting course modifications to allow for online delivery.

As described in Standard II.A.1.c and II.A.2.a, responsibility for the creation and assessment of outcomes lies entirely with the faculty, as does the creation and modification of courses and programs. However, advisory boards are consulted in these matters as appropriate, per

policy 6130 [IIA 46]. For example, advisory committees in photography and interior design have been particularly helpful in determining courses needed as well as the content of those courses. In interior design, both faculty and advisory board members indicated the need for specific courses in design areas. As a result, an interior design course was developed and approved by the Curriculum Committee and was offered for the first time in spring 2011. Photography advisory board members and faculty were very aware that digital photography was becoming the industry standard. As a result, when the building that houses the photography department was remodeled, several parts of the building that had previously been dedicated to analog (film) photography were eliminated and replaced by a digital photo lab. Faculty now teaches several sections of digital photography.

Outcomes have been developed for all SCC courses, they are regularly assessed, and student progress is discussed during the bi-annual Flex sessions and division meetings. As previously stated, the development and assessment of DE courses is identical to that of face-to-face courses as they are fundamentally equivalent.

EVALUATION
The College meets Standard II.A.2.a.

PLANNING AGENDA
None

Standard II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTION
A Solano Community College degree requires a minimum of 60 semester units of coursework including 21 semester units of general education requirements, which represents the breadth component of a liberal arts education as compared to the in-depth study required for a major. The general education requirement for an Associate Degree from SCC can be completed in three ways:

- A minimum of three units in each area—natural science, social and behavioral studies, humanities—six units in the area of language and rationality, two PE activity courses or one health education course, and at least one 3-unit Cross-Cultural Studies course.
- Completion of the CSU general education 39-unit breadth pattern and at least one 3-unit cross-cultural studies course
- Completion of Inter-segmental GE Transfer Curriculum (IGETC) requirements and at least one 3-unit cross-cultural studies course
- A minimum of 18 semester units must be concentrated in a designated field of study, as outlined in one of the two-year programs. All courses in the major area of emphasis must be completed with a grade of C or better or a P if the course is taken on a pass/no-pass basis. At least 12 semester units must be completed at SCC, and students must maintain a cumulative grade point average of 2.0 (C) [IIA 1].

SCC works closely with the UC, CSU, and independent institutions to create a seamless transition from the College to the university. Courses numbered 001 through 049 transfer to the University of California, and courses numbered 001-099 and vocational courses designated for two-year programs transfer to California State Universities. In most cases, students who complete the applicable series of courses with a cumulative grade point average of 2.0 (C) or higher are eligible to apply for certificates. Some programs, however, require that students complete each course within the program with a grade point of 2.0 or better.

In addition, Academic Affairs Policy 6200 states that "the Superintendent/President or Designee shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committee" [IIA 47]. In order to

ensure the quality of instruction within programs, the Curriculum Committee provides the leadership for all areas that involve curriculum. This committee sets curriculum standards at the College and monitors courses and programs for compliance with those standards. The committee reviews and approves or rejects proposals for new programs, new courses, and modification of existing courses and programs. The Committee is also responsible for ensuring that courses and programs are in compliance with the prerequisites, co-requisites and course advisories policy 6023 [IIA 48]. Curriculum Committee approval or non-approval of co-requisites, prerequisites, and course advisories is part of the curriculum process, and the Curriculum Committee is involved in SCC graduation standards such as identifying which courses satisfy general education requirements for Solano Community College, California State Universities, and the University of California system.

In addition, the periodic evaluation of faculty is regulated by SCC Policy, the *California Education Code,* and the CCA/CTA/NEA District Collective Bargaining Agreements. This evaluation ensures quality instruction in all courses and programs. Full-time faculty members are evaluated at least once every three years; adjunct faculty members are evaluated the first two semesters of employment over a two year period and at least once every six semesters of employment thereafter. Contract probationary faculty members are evaluated once each year during the four year probationary period. Within the first five weeks of the semester, the contract faculty employee and the immediate supervisor(s) meet to discuss job expectations and the evaluation criteria and process. All mandatory faculty evaluations are based on a combination of the immediate supervisor's and students' evaluations of the instructor. Self evaluations and peer evaluations may be done at the discretion of the instructor. An ongoing part of any evaluation is dean review of course syllabi to ensure consistency with course outlines of record [IIA 49].

Finally, faculty outcomes assessment, regular faculty and dean program review, and faculty curriculum review as discussed in prior standards ensure the currency and effectiveness of courses and programs. All of these components rely on dialogue about the quality of teaching and learning, including depth, rigor, sequencing, and synthesis. This data and dialogue then become the basis of planning throughout the institution. All courses, regardless of mode of delivery, must demonstrate the same depth and rigor and the achievement of the same outcomes. Equivalent quality of instruction is required for both online and face-to-face courses, and all courses are evaluated in the same way. As outlined in Standard II.A.1.b, all DE courses follow guidelines for approval that have been developed in accordance with California's Title V by the Curriculum Committee, and discussions continue at the department and division levels regarding further standards and policies.

EVALUATION

Solano Community College is proud of many high-quality programs that produce many high-quality students. A sample of accomplishments is as follows:

- The Office Technology Department developed a new two-semester Medical Front Office Clerk Program, which is offered as a Clustered Learning Community; students take all 21.5 units as a cohort, and the program prepares students for an entry level position in the medical field in two semesters. The program was first offered in Vallejo in fall 2008 as a job direct certificate, and it is now approved by the State Chancellor's office. Since its inception, approximately 100 students have enrolled in the program, and 48 have completed it, many of whom have continued on to take more advanced medical office classes. Planning is underway to add additional programs that would include clinical skills and another for medical coding. The Medical Front Office Clerk Program has proven to be a pathway to multiple medical careers.

- In spring 2011, 22 percent of SCC's student-athletes earned over 3.00 GPA and completed 12 or more units. The SCC President's Award acknowledges student with the highest team GPA, and numerous sophomore students received the Bay Valley Conference award for having a cumulative GPA over 3.00 from their first semester of competition.
- Through continuing student contact, instructors have learned that numerous SCC students have completed their engineering and physics degrees and gone on to pass the Professional Engineers License Exam; these students are now working as scientists and engineers. Similarly, many SCC students have completed honors geology research work, gone on to complete Bachelors, Masters, and PhDs in the fields, and now work as geologists. Student Kurt Erick Sundell writes:

  > It has been a while since we have been in contact. I just graduated UCD and am off to grad school at KU. I will be studying neotectonics and thermochronology in southern Tibet (we leave on Thursday). I thought I'd let you know since you are the one who inspired me to pursue geology in the first place. So, on that note, thank you! I never thought I would be so excited to go into the science world. I hope all is well in California!

- Every semester there is at least one lighting ceremony of the Japanese wood-kiln, often including guest artists who work alongside the students. The experience includes numerous on-campus courses that take field trips to the kiln when firing and to other colleges, universities, and museums. The wood-kiln itself is a destination for pottery courses from colleges throughout the state.
- The Solano Speaking Falcons just finished their season with a stellar performance at Phi Rho Pi, the national community college speech and debate tournament. The team succeeded in a "team break," meaning every person on the team took home at least one medal, for a total of 11 medals won. In the most competitive division of the tournament, consisting of 37 of the 59 colleges attending, SCC took home a gold medal in individual events and a silver medal in debate. The combination of achievements in debate and individual events led to the SCC team placing third overall in this highly competitive division.
  - · Kat Azurdia was the shining star of the team, winning a gold medal in informative speaking, beating out 78 other competitors, and a second gold medal in communication analysis, beating out 57 competitors. This is Kat's second year on the team, and she will be on transferring to Carroll College with a debate scholarship.
  - · Also sharing the limelight was Lance Bubak, another second-year student. Lance won a silver medal in extemporaneous speaking and a bronze medal in parliamentary debate. He is planning on transferring to University of the Pacific with a debate scholarship.
  - · Other individual results follow:
    - Caitlin Bubak: Bronze, Informative Speaking
    - Angelica Grigsby: Silver, Informative Speaking; Bronze, Parliamentary Debate
    - Stephanie Truluck: Silver, Informative Speaking
    - School Sweepstakes: Silver, Debate; Gold, Individual Events; Silver, Overall
- Since 2005 SCC's print and online student news publication, *The Tempest* has received five general excellence awards from the Journalism Association of Community Colleges (JACC), and since 2007, individual journalism students have won 11 JACC awards.
- Three current printmaking students singlehandedly swept the awards for the printmaking category at the Fairfield Visual Arts Association annual juried show:
  - · Ramona Vandeberg: First and Second place and Juror's Award

· Jill Hunter: Third Place
· Carol Brent Levin: Honorable mention and Mixed Media third place.

- The artists in the SCC Portfolio Development exhibition came together to pursue a one year course of study centered on their own development as professional artists. The Portfolio Development class (Art 46A and 46B) requires each artist to develop and produce an exhibition-caliber series or body of work. First semester artists design, develop and begin their series of artworks while learning to write and speak about their art. In the second semester the artists continue the production of their series and create a professional portfolio in the form of a website. As a capstone project, the artists are exhibiting their work at the California Conference for the Advancement of Ceramic Art. Each artist will exhibit five to ten works of art from their series. In addition they have published postcards which feature an image of their work, an artist statement, and their website and email address.
- Six of ten SCC athletics teams have been ranked nationally or state-wide. SCC student-athletes take more units and get higher grades than the student average. SCC teams provide the community with sports clinics and camps year-round, and many teams provide community service throughout the year.
- The Dance Program's "So You Think You Can Dance" included dancers from high schools, colleges, and local dance studios; it featured an array of dance styles such as Hawaiian, drumming, ballet, jazz, modern, hip-hop, and country. Winners were awarded money and trophies provided through fundraising.
- SCC has had performance dance teams compete and perform in styles such as hip-hop and ballroom. Dancers have also been invited to perform at other community colleges, community performing arts centers, local community events, and local high schools.
- Many SCC dance students have been successful in dance programs at UC Davis, UC Berkeley, CSU Sacramento, and CSU San Jose
- Many SCC dance students form dance clubs, teach at community and fitness centers and studios, choreograph, compete and perform with Bay Area dance and theatre companies, and open their own studios.
- SCC's Puente program has graduated at least five students all pursuing education and careers in political science, communications, pre-law, and similar professions. One of these students—a UC Davis dropout who soared at SCC and has now returned to UC Davis—has won regional and national awards/fellowships for leadership.
- The Film/TV AA Program succeeds at both its vocational training and transfer goals. Students transfer at exceptionally high rates, and the transfers include admission to some of the top film schools in the country, including UCLA, USC and Cal Arts as well as CSU Sacramento, CSU San Francisco, the Art Institute, Expressions, and the Art Academy. Recent graduates and current students are successfully working in both TV and film industries, producing, directing, writing and editing independent digital features and shorts and screening their work on YouTube.
- Current SCC student film work is screened at the SCC Digital Film Festival at the Harbor Theatre each semester. TV students currently feature pieces on SCC people/places and events on YouTube.
- Alumnus Jaime Lucero is currently cinematographer/director for George Maguire's Film Acting course and is also working on numerous independent professional projects.
- The Cosmetology Club is encouraged by the faculty to give back to the community by hosting a "Locks of Love" cutting event every year to collect hair. Because of their efforts SCC is now a depository so that in addition to the hair students cut, salons in the area bring hair to SCC to send in for wigs for children who have suffered hair loss.

- The Cosmetology Club supports student teams that compete at the state level against private and other public schools.
- In spring of 2011, 16 of 18 sophomores on the SCC baseball team received scholarships to four year colleges._
- Cosmetology students wash and style donated wigs for the American Cancer Society's "Look Good Feel Better" program. Students also volunteer to do presentations on skincare and makeup at local community centers for junior and senior high school students.
- Numerous students go on to UC Berkeley and CSU Sacramento to pursue degrees in linguistics or related language fields.
- The PE/Athletics Division fundraises $150,000-200,000 each year, which goes toward operational expenses.
- The SCC Financial Aid Office is now partnering with Higher One, a financial services company focused solely on higher education. With the new automated electronic deposit process students can use their MySolano Card to access their financial aid funds quickly. This process is now 100 percent electronic, resulting in no more paper checks or lost checks due to a bad address.
- *Tempest* staff writer Gretchen Smail won third place in the "News Feature Story" category at the Journalism Association of Community Colleges convention for her story last semester on pyramid schemes targeting college students. *Tempest* staff writers Khrystan Policarpio and Deborah Graham won the journalism trivia scavenger hunt along with their team of members from other schools.
- Members of the Early Childhood Education Department are in leadership positions with the local Association for the Education of Young Children affiliate, the local Child Care and Development Planning Council, and the county resource and referral agency. They also present at local and national Early Childhood Education conferences and are advisors for organizations such as California's Early Childhood Education Learning Foundation and Curriculum Framework.
- In collaboration with community partners, SCC hosts the annual Solano College Early Childhood Education conference, currently celebrating its 25th anniversary. This event draws hundreds of educators and students to the College each year.
- SCC's literary magazine, the *Suisun Valley Review* (*SVR*), won the 2009 Pacific-Western Division in the Community College Humanities Association's annual literary magazine competition and continues to attract writers from SCC and throughout California.
- The College was able to maintain a high quality Horticulture Program despite a fire that damaged much of its facility.
- Fourth semester nursing students at SCC assisted the county during the H1N1 Flu crisis in the fall of 2010, vaccinating over 7000 individuals. For this, the College and its Nursing Program were recognized by the Solano County Board of Supervisors and the Solano County Health Department.
- Studio Art and Art History faculty presented at the National Foundations in Art: Theory and Education Conference in St. Louis this April. At the conference, SCC faculty discussed, shared, and learned new and experimental approaches to teaching art history and studio art courses. The conference brought together academic leaders in art, teaching at all levels (from community college to universities both public and private). By participating in the conference—both as attendees and presenters—SCC Art Department faculty affirmed the rigor and up-to-date standards of SCC's art courses.
- Many departments send representatives to SCC's Fire Academy to recruit students into their specific departments. Over 90 percent of tracked Fire Academy students have obtained positions within the fire services of Solano and Napa counties and throughout the state.
- The Aeronautics Program is certified by the Federal Aviation Administration and

meets all FAA standards required by Title XIV. Over 90 percent of tracked aeronautics graduates have obtained positions within the aircraft maintenance field within Solano County, Yolo County, and the states of California, Washington, and Georgia.

- The Boeing Company hired a recent aeronautics graduate as an entry level Aviation Maintenance Technician, and Lockheed hired two SCC students for C-5 Glass Cockpit modifications – Avionics Technicians.
- In response to student interest, the English department is currently enhancing its creative writing program in the following ways:
  - · The creation of a Creative (and/or Professional) Writing major
  - · Regular meetings of the Solano Literary Society, led by one of SCC's creative writing instructors, to promote literary culture and plan events on campus. The activities of this organization, such as student readings, guest lecturers, literary discussions, and creative writing workshops, foster an academic environment similar to the one they will experience at their transfer institutions.
  - · The preliminary groundwork for the Solano Writer's Weekend (a creative writing conference)
  - · Artistic collaboration between 3D Art, the *Suisun Valley Review* (*SVR*), and the Solano Literary Society, including a student reading during Solano Daze
  - · The groundwork for changing English 58 to English 8 for UC transferability
  - · Additional. High quality programs at SCC include PeaceJam, the Ethnic Studies Speaker Series, the Enlightenment Speaker Series, Puente, MESA, Umoja, and Study Abroad.

On this evidence, SCC exceeds Standard II.A.2.c. From its General Education, to its Basic Skills, Transfer, and Career Technical Education, the College clearly offers appropriate, quality instruction.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.

Standard II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTION

Teaching methodologies employed by SCC's faculty reflect and are designed to accommodate a range of learning styles that, depending on the discipline, benefit from discussion, lecture, group work, project-based learning, online delivery, and multi-media presentations. Some decisions are made at the curriculum development level as course outlines must list acceptable methods and modes of delivery and assessment. Within those requirements, however, instructors are free to develop methodologies to fit specific student needs, either on their own or through collegial dialogue.

For example, English Department faculty teaching basic skills courses meets to discuss pedagogy and course design on a regular basis, reviewing student performance data to determine the effectiveness of courses in meeting stated learning outcomes and develop/experiment with various modes of delivery and teaching methodologies in response to student need. In addition, as a result of outcomes assessment, the English department worked closely with the library to create a hybrid information competency co-requisite (LR10) for its college composition course (English 1) in order to increase student success in terms of English 1 course outline requirements and course-level learning outcomes as well as the achievement of the institutional outcome of Critical Thinking and Information Competency. The Fine & Applied Arts/Behavioral

Sciences Division (now a part of the School of Liberal Arts) is fortunate to offer courses that differ widely in their methodology. In courses such as painting, printmaking, ceramics and interior design, students demonstrate their ability to create two- and three-dimensional objects through use of their eyes and hands. In these same courses they are required to visit places such as museums or furniture factories and write observation-based reports. Music and theatre students are assessed by instructor observation of their performance as well as written exams and reports on composers or character analysis. In the behavioral sciences more traditional assessments such as tests and journal entries are used, and the physical education curriculum includes reading, writing, and many out-of-class projects to ensure critical thinking and a thorough knowledge of the approved content.

As a part of a bond measure (Measure G), which allowed for building remodel and construction throughout the District, traditional classrooms have been converted to "smart" classrooms with computers and projectors, DVD/VHS players, and document cameras in order to encourage multiple methods of instruction to meet student needs. To enhance the use of this technology, numerous workshops and training sessions have been offered through the Teaching and Learning Center and Flexible Calendar (Flex) sessions; topics have included the following:

- The Amazing Power of PowerPoint
- Web Based Course Management
- Video to Web
- Smart Classroom Vs Dumb Classroom
- Wonderful Wikis
- Vogelpohl Vindicates Video
- A First Look at Second Life
- Elmo Projection System
- Thumb Drives
- eCompanions
- TurnItIn.com
- The Cloud
- MyGroups
- How Do I Turn This Thing On? Using Smart Classroom Technology
- WIKIs: Not really a four letter word
- Looking in the Mirror: Using Video to Self-Assess Your Teaching
- We're All in This Together: Facebook for Community Building
- Google Docs and E-Books: Free Stuff for Your Students

In order to ensure that online course delivery (hybrid or DE) is appropriate for individual student needs, students are directed to read online student guidelines prior to enrollment. These outline the qualities of successful online students so that students can choose a delivery mode that is appropriate to their learning style and personality. A quiz titled "Is Online Learning for Me?" is also available to help students understand online delivery and whether it will meet their learning needs [IIA 50]**.**

Finally, through the Disabilities Services Program, qualified students are guaranteed accommodations to meet their individual learning needs. These include, but are not limited to, large print materials, recorded books, DragonSpeak, note-takers, and extended time on tests. Through these services and methodologies all students are empowered to reach their full educational potential.

EVALUATION
Through collaborative and individual innovation and accommodations, the College meets Standard II.A.2.d.

PLANNING AGENDA
None

Standard II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTION
Ongoing systematic review of all courses and programs occurs through regular program and curriculum review. Instructional program

review is carried out by the faculty and deans within each academic division; the general program review is the responsibility of individual unit managers. Both are integral components of Solano Community College's annual evaluation, planning, and budget development cycle (The Integrated Planning Process—IPP). Results of the program review support the first component (evaluation), which informs the second (planning), which then impacts the third (budget development).

At SCC, the program review process includes the ongoing collection of both qualitative and quantitative data and the examination of trends in these data over time. The collection and examination of data then leads to the evaluation of program effectiveness and efficiency. Finally, reviewers develop recommendations for program improvement. These recommendations are assessed by peers and administrators for both feasibility and alignment with the College's strategic goals and objectives and Education Master Plan. Recommendations that require no new/additional funding can be implemented directly; those dependent on new/additional funds are prioritized and submitted for budgeting through the proposal process. If implemented, the changes, actions, or programs are evaluated in the subsequent round of the program review process — and the cycle continues.

The formal, published program review report (published for a specific unit every fourth year, according to a defined schedule) contains the following:

- a narrative description of the unit and of each program or service offered, including mission, goals, and desired outcomes — student-learning, service-area, or institutional support outcomes;
- both quantitative and qualitative data relative to unit/program performance;
- an evaluation of the unit/program effectiveness and efficiency;
- an analysis of trends;
- recommended changes and expected outcomes; and
- a description of unit/program needs to implement the recommended changes and achieve the expected outcomes.

Documentation of non-published, annual program reviews contains information about the specific program being reviewed, the data collected, the evaluation, and recommendations for improvement. This documentation is retained by the units and used as the basis for future planning through three-year plans created each fall [IIA 51, 52].

Curriculum review is carried out by faculty every five years, but the College is discussing aligning the cycle to match those of program review and outcomes assessment. During curriculum review, course outlines of record are reviewed for currency, appropriateness, methods of instruction, and relevancy; appropriate revisions may be made based on research in the field, outcomes assessment, data from the Office of Research and Planning, and needs projections. In addition, curriculum review may take into account and/or contribute to planning that has arisen as a result of program review, making it also an integral part of the IPP.

EVALUATION
The College meets Standard II.A.2.e.

PLANNING AGENDA
None

Standard II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTION
Solano Community College values an integrated approach to planning that connects

Outcomes, Program Review, Three-Year Plans, Strategic Plan, Education Master Plan and budget. The Integrated Planning Process (IPP) describes SCC's program review, planning, and budget allocation processes. The IPP was developed through a collaborative effort across all areas of the College and was approved by the local Academic Senate and the Shared Governance Council (SGC). It is designed to be a "living" document and, based on the institution's commitment to continuous quality improvement, may be modified based on data analyses and recommendations provided by the Process Evaluation and Review Team (PERT). The following are the primary components of the IPP:

Outcomes Assessment—Faculty and staff conduct outcomes assessment each semester according to a schedule developed by each department or unit. Results of this assessment are analyzed and discussed each semester so that the information can be used in planning and program review to improve institutional effectiveness at all levels, including service area and institutional support [IIA 12].

Program Review—Instructional program review is carried out by the faculty and deans within each academic division; the general program review is the responsibility of individual unit managers. Both are integral components of Solano Community College's annual evaluation, planning, and budget development cycle. The results of the program review process support the first component (evaluation), which informs the second (planning), which then impacts the third (budget development). Program review is done every year, with individual areas publishing reviews every four years. Non-instructional program review is carried out by staff and managers in the same manner [IIA 29].

Three-Year Planning— Three-year plans are the basic mechanisms through which units can prioritize and fund their own programs and activities. These plans, created by faculty and staff, are prioritized by administrators and managers in each area prior to the end of the spring semester, reviewed by the Academic Senate at the beginning of the fall semester, and then finalized by the Superintendent/President's Cabinet (SPC). Proposed activities, prioritized on a college-wide level, are coordinated with the budget development process through the Finance and Budget Planning Advisory Council (FABPAC). They are also used to feed into other college plans, such as the Strategic Plan, Facilities Plan, and the Technology Plan. Managers review their division/unit's current-year implementation plan, curriculum review, and outcomes assessments to evaluate the success of programs or activities that were planned for implementation during that year. The status of each activity is updated, and a brief description of evaluation results is given in the "Comment/Evaluation Results" column of the three-year plan spreadsheet [IIA 28].

Proposals—There are two types of proposals that can stem from the three-year planning process: operational and strategic. Anyone may submit an operational proposal for new or greatly modified programs or activities that involve no funds or funds that have already been allocated to that school, area, or unit. Strategic proposals are developed in the same way, but they have a wide-reaching effect on the College as a whole and usually need funds from sources outside of an individual division/unit. Once drafted, these proposals go through a process of review by various campus constituencies and possible budget allocation as described below. All proposals are required to include outcomes assessment and other data as well as explicit connections to the College's strategic goals and objectives and other relevant plans [IIA 30].

Review—Review groups assist members of the College community in completing proposals for strategies to achieve stated goals,

objectives, and outcomes; , review and prioritize proposed strategies; and evaluate and report on the effectiveness of those strategies approved for implementation. Any interested member of the College community may volunteer to serve on a review group, and review groups will invite representation from each of the shared governance constituencies. Proposals then go to the Shared Governance Council (SGC) for approval prior to being forwarded to FABPAC for recommendation to the S/P. Proposals may be returned to proposers and/or previous review groups at any point in the process, with an explanation as to why they have been denied or tabled [IIA 53]

Budget Allocation—FABPAC reviews each proposal it receives to validate funding levels and identify funding source(s). The group then forwards proposals and recommendations/comments to the S/P, who reviews recommendations with members of the SPC, identifies proposals to be supported and timelines for implementation, and returns unsupported proposals to SGC and relevant review group(s) along with rationale for non-support or rescheduling [IIA 54].

Process Evaluation—PERT meets regularly to examine the efficacy of the IPP by collecting feedback from participants at all levels of the process and anyone else who wishes to comment. The group also considers other metrics to determine findings and generate recommendations for the improvement of planning processes: time from initial proposal to adoption, number of proposals vetted/approved/rejected, number of proposals actually funded, most common problems with proposals, proportion of program reviews completed, how well the College is progressing relative to its stated goals, the goals of the California Community College System, and the performance of schools within the College's ARCC-defined cohort [IIA 55].

EVALUATION
The College meets Standard II.A.2.f.

PLANNING AGENDA
None

Standard II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTION
The only departmental course examination, outside of externally mandated board exams, is the Composition Mastery Exam (CME) given to developmental English students to determine their readiness to move on in the course sequence. The exam is modeled on the system-wide composition proficiency examination for the University of California (one of the College's transfer institutions), requiring students to respond in essay form to a college-level reading passage [IIA 56]. The CME is developed and validated by English faculty, who grade the exams holistically, with each exam given a blind reading by two faculty members to ensure normed scoring via a scoring rubric [IIA 57]. Though primarily used to determine readiness for college-level composition, the exam is also used, along with other assessments such as graded course work, to determine achievement of Student Learning Outcomes for each of the courses in the composition sequence (and by extension, readiness for the next level of reading/writing course). As the English department faculty recognize that validation of a uniform assessment is an ongoing process, each CME reading and topic question is reviewed by faculty both before the exam is given and after the work is scored. While this discussion has typically taken place in informal group meetings, the English department has recently convened a focused inquiry group (FIG) to examine the CME and make recommendations regarding issues such as the most effective and accurate methods of validation, the role and content of

the assessment rubric, and the use of other assessments (including portfolio review) to determine student success in the composition sequence. Although the CME, writing standards, and student success have always been integral aspects of developmental English discussions, the department feels that it is time for a more focused examination of assessment rigor and validity, especially in response to administrative pressure to accelerate students' movement through writing and reading courses. To uphold the integrity of the program in light of this pressure, department faculty, as discipline experts, are committed to making only learning-centered, data-driven decisions regarding curriculum, pedagogy, and assessment.

EVALUATION
The College meets Standard II.A.2.g.

PLANNING AGENDA
None

Standard II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTION
Per Academic Affairs Policy 6410, SCC adheres to the California Code of Regulations, Title V in developing and approving standards and criteria for curriculum, including unit value, scope, objectives, content, and grading [IIA 58]. In addition, course outcomes are addenda to the course outlines of record. These requirements are enforced as curriculum proposals are reviewed and approved at both local and state levels. As stated in the *SCC Faculty Handbook*, all instructors are responsible for teaching the officially approved content of a course, which is ensured through faculty evaluation and deans' review of course syllabi, which are also required to state course outcomes [IIA 59]. Credits are awarded consistent with the traditional Carnegie unit and compliant with Title V; letter grades used for evaluating the quality of student work follow the norm: A-Excellent (4.0); B-Good (3.0); C-Satisfactory (2.0); D-Passing, less than satisfactory (1.0); F-failing (0.0), P-Pass, at least satisfactory (0.0); NP-No Pass, less than satisfactory or failing (0.0). It is also important to note that certificates and degrees require grade-point averages of at least 2.0 (a C average), indicating that course performance must be satisfactory.

EVALUATION
The College meets Standard II.A.2.h.

PLANNING AGENDA
None

Standard II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTION
Academic Affairs Policy 6205 states the following:

> The awarding of an Associate degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the College to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding [IIA 60].

To this end, SCC adopted and assesses its Core Competencies (institutional outcomes): Communication, Critical Thinking and Information Competency, Global Awareness, and Personal Responsibility and Professional Development [IIA 26].

Academic Affairs policy 6200 also states the following:

> The District grants the degrees of Associate in Arts and Associate in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of 18 or more semester units or 27 or more quarter units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education [IIA 47].

As outlined in Standard II.A.2.h, the successful completion of courses leading to degrees and certificates requires the achievement of outcomes for each course in the sequence. SCC faculty developed program outcomes along these lines so that as students complete a given series of courses, they are expected to have achieved stated outcomes. All course outcomes are linked to program outcomes and core competencies such that assessments and the resulting dialogue include analysis at all levels to improve teaching and learning and institutional effectiveness [IIA 12, 13].

EVALUATION

The College meets Standard II.A.2.i.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
- The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

INTRODUCTION

All of SCC's academic and vocational degree programs require a general education (GE) component. The "General Education Philosophy and Criteria Statements" are clearly presented on page 46 of the College Catalog, the first paragraph of which reads as follows:

> General education represents the breadth component of a liberal arts education as compared with the in-depth study required for a major. The purpose of this requirement is to give students the opportunity to become acquainted with intellectual, social, and aesthetic perspectives that can form the basis of an expanded plan for lifelong learning and enjoyment. In addition, it is designed to assist students in achieving an expanded context within which to explore their majors so as to enrich these specialized viewpoints [IIA 1].

As GE courses are developed or modified, a formal curriculum development process is undertaken. The Curriculum Committee bears final responsibility for the course development process; however, before the Committee approves a course, it must have been authored and supported by department faculty with knowledge relevant to the course content. Faculty and deans often work in concert to generate a course outline that speaks to student needs and the relevant discipline. When complete, the proposed outline is entered into course development forms, then reviewed and signed by appropriate division members via CurricuNET. During this process, several checks and balances are observed, along with the following considerations:

- The California Education Code, along with its established requirements for general education, is consulted.
- The course proposal's stated learning outcomes in reading, writing, speaking, and critical thinking are examined.
- The course proposal must outline the number of pages to be read, types of written and oral exercises, number of papers and exams, and quality of textual analysis expected in the course.
- A member of the Counseling Division is informed of the developing course, and this counselor provides expertise on GE requirements and articulation with other colleges and universities.
- Any demographics and statistics relevant to SCC's geographical area and specifically germane to the course offering are provided by the author(s) of the proposed course.
- Similar offerings by other colleges are researched and compared to the proposed course. Faculty members utilize the assist.org website to this end.
- The proposed course's impact on the relevant major and on SCC's offerings as a whole is assessed by faculty in the department developing the course as well as faculty in departments potentially impacted by the course.

The process for course proposal, adoption and offering is methodical and thorough, typically taking at least three semesters: one or more for preparation of the course proposal itself, one for the Curriculum Committee process, and another to move the course into the College curriculum.

General education has comprehensive learning outcomes for the students who complete it, including the following:

Standard II.A.3.a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Standard II.A.3.b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Standard II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

DESCRIPTION

All students who earn degrees from SCC have acquired knowledge in a broad range of subjects, learned communication and analytical skills, and grappled with ethical issues in their courses. Whenever the faculty create and submit new courses they decide, in consultation with a member of the counseling department and a Curriculum Committee representative, whether the course will satisfy any general education (GE) requirement. The Curriculum Committee evaluates the proposal and verifies whether or not the GE requirement is appropriate, and the determination is reviewed by the appropriate dean and the Executive Vice President of Academic and Student Affairs. Standards and descriptions for each area of GE are based on requirements for GE stated in California's Title V as well as the philosophy and criteria included on page 46 of the SCC Catalog:

This philosophy is intrinsic to the development of the following basic educational abilities and skills:

- To improve the essential communication skills of speaking, writing, reading, and listening.
- To understand the heritage and culture of one's own society and the society of others.
- To provide opportunities to gain information that could aid students in making realistic career decisions.

- To provide educational experiences for students to gain understanding and appreciation in the basic areas of knowledge: the social and behavioral sciences, the natural sciences, and the humanities which will provide an opportunity for cultural, intellectual, and personal growth.
- To develop insight and knowledge in the area of self-understanding.
- To develop the knowledge and understanding of the rights, responsibilities and privileges involved in becoming a participating citizen in a democratic society.
- To develop an understanding of technological developments and the effects these will have on society today and in the future.

The College offers a full range of courses and three options for completing the GE requirements of an Associate Degree [IIA 1, 61]:

Option A. This option requires completion of course work in Humanities; Natural Sciences; Physical and Biological Sciences; Social and Behavioral Sciences; Language and Rationality; and Cross-Cultural Studies.

Option B. Completion of IGETC and the Cross-Cultural requirement may be used in lieu of Solano College requirements listed in Option A. IGETC requirements include English Composition; Math concepts and quantitative reasoning; Arts and Humanities; Social and Behavioral Sciences; Physical and Biological sciences; language other than English; and CSU requirement of two American Institution courses.

Option C. Completion of CSU's general education 39-unit breadth pattern may be used in lieu of requirements listed in Options A or B. This option requires course work in English Language communication and critical thinking; scientific inquiry and qualitative reasoning; Art and Humanities; Social Sciences; and lifelong learning and self-development.

In addition, all courses, whether GE or otherwise, must have their student learning outcomes to the appropriate Core Competency [IIA 12, 13] as follows:

Upon completion of any Solano Community College program, a student will demonstrate competency in the following areas:

I. Communication

Students will communicate effectively, which means the ability to:

A. **Read** – Students will be able to comprehend and interpret various types of written information in (1) expository prose and imaginative literature (including essays, short fiction, and novels), (2) documentation such as manuals, reports, and graphs

B. **Write** – Students demonstrate the ability to:
- Communicate thoughts, ideas, information, and messages in writing
- Compose and create documents such as manuals and graphs, as well as formal academic essays, observing rules of grammar, punctuation and spelling, and using the language, style, and format appropriate to academic and professional settings
- Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar

C. **Listen** – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages

D. **Speak and Converse** – Students have the ability to:
- Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation
- Participate in conversations, discussions, and group activities
- Speak clearly and ask appropriate questions

II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

A. **Analysis** – demonstrated by the ability to:
- Apply appropriate rules and principles to new situations
- Discover rules and apply them in the problem-solving process
- Draw logical conclusions based on close observation and analysis of information
- Differentiate among facts, influences, opinions, assumptions, and conclusions

B. **Computation** – demonstrated by the ability to:
- Use basic numerical concepts
- Use tables, graphs, charts, and diagrams to explain concepts
- Use basic geometrical shapes

C. **Research** – demonstrated by the ability to:
- State a research question, problem, or issue
- Select discipline appropriate information tools to locate and retrieve relevant information
- Use discipline-appropriate information tools to locate and retrieve relevant information efficiently
- Analyze and evaluate information for appropriateness, relevance, and accuracy
- Synthesize, evaluate, and communicate information using a variety of information technologies
- Recognize the ethical and legal issues surrounding information and information technologies
- Demonstrate understanding of academic integrity and honesty

D. **Problem Solving** –demonstrated by the ability to:
- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to respond to and/or resolve the issue appropriately
- Monitor, evaluate, and revise as necessary

III. Global Awareness

Students will demonstrate a measurable understanding and appreciation of the world including its

A. **Scientific Complexities** – Students demonstrate an understanding of:
- The scientific method and its application in experiments
- How experiments work
- The major differences between social, natural, and physical sciences

B. **Social Diversity and Civics** – Students demonstrate ability to:
- Communicate with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

C. **Artistic Variety** – Students have been exposed to:
- The visual and performing arts of one or more cultures
- Analytical techniques for understanding the meaning in the arts and/or
- Hands-on experience with creative endeavors

IV. Personal Responsibility and Professional Development

A. **Self-Management and Self-Awareness** – The student is able to:
- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and set realistic short and long-term goals
- Accept that assessment is important to success
- Respond appropriately to challenging situations

B. **Social and Physical Wellness** – Students make an appropriate effort to:
- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

C. **Workplace Skills** – Students understand how to:
- Be dependable, reliable, and accountable
- Meet deadlines and complete tasks [IIA 26]

EVALUATION
The College meets Standards II.A.3.a, b, and c.

PLANNING AGENDA
None

Standard II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTION
Solano Community College offers numerous degree programs that result in either an Associate in Arts degree or an Associate in Science degree. All associate degree programs offered by the College include a focused study in at least one area of inquiry or established interdisciplinary core. Each degree program requires a GE component and a focused area of inquiry related to the major field and requires at least 60 semester units of course work. The focused area requirement consists of at least 18 units of coursework in the major field of study. This requirement also applies to the Interdisciplinary Studies major which requires an area of emphasis consisting of 18 units of courses related to the chosen area of emphasis [IIA 1].

New programs must go through a process of review by the Curriculum Committee, including examination for compliance with the focused-study requirement as dictated in California's Title V. Section 55063, which establishes the minimum unit requirement for areas of emphasis in degree programs. The Committee uses the *Program and Course Approval Handbook* published by the California Community Colleges Chancellor's Office, which includes the minimum unit requirement for areas of emphasis. [IIA 41, 61, 62] These programs are also approved by the SCC Governing Board and reviewed for approval by the Board of Governors of the California Community Colleges. These multiple layers of approval ensure that the requirement is met.

EVALUATION
Solano Community College meets Standard II.A.4.

PLANNING AGENDA
None

Standard II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTION
Career and Technical Education (CTE) faculty design and modify curricula to meet current standards set by regulatory agencies such as NOHSE, ASW, OOE, and the Cosmetology Board. Regulatory bodies such as these set the standard for knowledge and skills needed for competency in a specified field of employment. Where applicable, CTE programs and courses are designed for compliance with external licensing and certificate requirements as well. For example, Criminal Justice students comply with POST standards as appropriate, EMT students take a national registry test and pass CPR certification, and nursing and fire technology students must pass state board exams. As CTE faculty created outcomes for their courses, they consulted the standards, requirements, and guidelines of relevant outside agencies to ensure compliance and consistency.

Advisory committees comprised of professionals in the field are sometimes consulted as well. These committees guide the faculty in keeping programs up to date. For example, in fall of 2009, the Water/Wastewater advisory committee assisted faculty with redesigning many of the course offerings and creating

several new courses driven by the industry (WATR 101, WATR 103, WATR 108, WATR 112). Solano Community College's program has now taken the lead in the nine counties of the Bay Area and has representation as far south as San Jose. Another example of a program created to meet community need, and through which successful students can meet employment competencies, is the Human Services major and Certificate of Achievement. In developing this program, SCC faculty worked with industry specialists to learn local agency needs so that they could meet those needs with the new program. This program has been very successful: in the 2008-09 school year, 22 certificates and 15 Associates of Arts in Human Services were awarded at SCC [IIA 63]. Finally, collaborators who often provide field work opportunity for students and employ SCC graduates continue to increase and represent the diversity in services needed. As another example, journalism students participate in contests sponsored by the Journalism Association of Community Colleges and judged by instructors at transfer destination schools and journalism professionals. Since 2005, following industry standards, SCC's print and online student news publications have received five general excellence awards from JACC, and since 2007, individual students have won 11 JACC awards [IIA 64].

EVALUATION
The College meets Standard II.A.5.

PLANNING AGENDA
None

Standard II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTION
The ability to provide accurate, up-to-date information about courses has been greatly enhanced by the implementation of a new computerized curriculum management program. In fall of 2010, the curriculum management system CurricuNET went live at Solano Community College. This system is accessed through the school's online portal at my.solano.edu by clicking on the Faculty tab. Once accessed, faculty and staff can search for programs and courses in order to make modifications, receive division approval, or simply view course outlines. Currently the general public can access course outlines from the College's website by clicking on "Course Outlines" and then "Public Access" [IIA 65]. However, once CurricuNET is fully functional, clicking on course links from the online catalog will take students directly to the course outlines of record. These outlines include general course information, course format and duration, method and of instruction, course preparation, catalog description and other catalog information, and GE and transfer information. In addition, CurricuNET course outlines will also include outcomes as addenda, but the company is currently working out a glitch that deleted the outcomes. Information in regards to educational programs and courses, transfer policies, degrees, and certificates is also published in a hard copy of the General Catalog, and can also be found online [IIA 1].

The *SCC Faculty Handbook* informs instructors of the expectation that they will provide basic information about their course to every student within the first week of class, regardless of mode of delivery [IIA 59]. Basic information includes:

- Course title and number
- Course prerequisites and advisories, if any
- Course descriptions and objectives
- Course content outline
- Methods of student evaluation, types and number of exams

- Grading standards
- Attendance requirements, including the last date to drop the class and receive a "W."
- Outside of class homework expectations
- Additional requirements
- Dates of mid-term and final examinations
- Dates of semester holidays
- Student Learning Outcomes (SLOs)
- All faculty members are required to submit syllabi for each course to their division deans for review to insure that all required information is included and accurate. Hard copies from previous years can be found in division offices and are stored for a minimum of four years.

Evaluation
The College meets Standard II.A.6.

Planning Agenda
None

Standard II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description
Per page 29 of the Solano Community College Catalog, submission of previous transcripts is required of Nursing Program applicants, veterans, students enrolling in English and mathematics courses, international students, students receiving financial assistance, recipients of California State scholarships, and participants in intercollegiate athletics. If a student plans to complete an AA/AS degree or certificate, he/she is advised to submit transcripts from other institutions if those units apply toward the degree or certificate requirements. Once received, transcript evaluators in the Admissions and Records Office review transcripts for pre-requisites and transferable units, both of which are notated in the Banner database for future reference. Only units corresponding to courses from accredited colleges are accepted [IIA 1].

Students hoping to transfer from SCC to another college or university can find information in the catalog as well [IIA 1]. The catalog provides GE information for the UC and CSU systems, including sample CSU General Education Course Lists, and current IGETC forms. Students are told to work with an SCC counselor and an advisor from the school to which they are hoping to transfer in order to prepare. The catalog also encourages students to visit the assist.org website, a computerized student-transfer information system which can be accessed through the Internet (ASSIST). Information can also be found at the Transfer Center, located in SCC's main campus Student Services building, where there are counselors specifically trained in transfer. The Transfer Center website also offers information, including the minimum eligibility requirements for the UC and CSU as well as IGETC instructions [IIA 61].

According to Student Services Policy 5120, the Superintendent/President will establish the procedures to ensure appropriate articulation with high schools and baccalaureate institutions [IIA 66]. A course requiring transfer acceptance to a four-year college will be sent to the appropriate officers of that college. In accordance with Title V of the California Education Code, the College shall also establish articulation relationships with high schools to provide information about college entrance requirements, student services, and educational programs. SCC has articulation agreements with all of the UC and CSU campuses. To obtain the most current articulation agreements, students may consult ASSIST.

For course to course articulation agreements with the UC and CSU systems, the Articulation

Officer (AO) determines a need either through his/her own observation or feedback from other counselors, faculty or students that there is articulation lacking between SCC and a particular university in a major or department. The officer then sends SCC's course outline of record, which includes course outcomes as an addendum, to the university AO who shares it with faculty in the relevant department. If articulation between SCC's course and the university course is approved, the university AO enters the agreement into the ASSIST database. Sometimes the articulation agreement is for multiple courses in a major at a particular university, such as that with Business at Cal Maritime University. In this case, the SCC AO might meet with the university AO, and together they would review all of their lower division courses in the Business major. Once the potential articulation has been determined, the agreement goes to the appropriate dean for review and approval. Again, if approved, the university AO adds the articulation to ASSIST.

Articulation agreements between SCC and other institutions are often one-way, which means that the other institution agrees to accept SCC's courses as equivalent to theirs, but SCC has not necessarily agreed to accept theirs. For example, a California Community College AO may send SCC's AO an articulation agreement stating that they will accept certain courses from SCC to fulfill their major and/or GE requirements for an associate degree. SCC's AO will review it, make modifications and comments as needed and return it to the College's AO. Upon receipt of a "final" agreement, SCC's AO will sign it, and the other institution will accept those courses from SCC for that degree. For GE articulation between SCC and the UC and CSU systems, the SCC's AO submits courses for review and inclusion in the CSU GE and IGETC GE plans. A team of reviewers determines whether SCC's courses will be approved for GE and, if so, the approval is entered into the ASSIST database, retroactive to the previous fall semester. For UC transferability of new or significantly modified courses, the AO submits the COR to the UC review team, who determines if the course(s) is transferable.

As DE and face-to-face courses are treated as equivalent at SCC, articulation agreements are not impacted by mode of delivery.

EVALUATION

The College meets this standard by clearly identifying and publishing information regarding transfer and articulation. This is evidenced by the large number of articulation agreements in place, the regularity with which new agreements are reached, and the fluidity with which SCC students transfer to surrounding universities. Historically, evaluation of articulation is done primarily by noticing the increase or decrease of reports of courses/majors lacking articulation and the number of requests for articulation from university AOs because articulation is missing. SCC does not have numbers to measure how the College is doing because the process is very informal, and because the AO has no clerical support for articulation, she has focused energies on articulation agreements for UC transferability and GE. The AO is currently developing service area outcomes, and upon their implementation, the assessment of services should improve.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

SCC's procedure for program discontinuance can be found in Academic Affairs Policy 6105. In keeping with California's Title V, the policy states, in part, that a program can only be recommended for discontinuance after a full evaluation study has deemed it no longer in the best interest of the College, its students, and the larger community. The recommendation must include a detailed plan and timeline for phasing out the program with the least impact on students, faculty, staff and the community. Working with the academic deans, counselors advise students on how to complete programs that are eliminated or significantly changed [IIA 4].

EVALUATION
The College meets Standard II.A.6.b.

PLANNING AGENDA
None

Standard II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTION
The Executive Director of Institutional Advancement is responsible for reviewing published information in both print and electronic forms to ensure that it is current and accurate. Current SCC publications include a general catalog every two years; a schedule of classes prior to each semester (fall, spring, summer); and a variety of brochures on specific areas of study and student services. Students also publish a weekly bulletin, the *ASSC Newsletter*, which can be found online and is overseen by the Student Development Office [IIA 67], and a twice monthly campus newspaper, *The Tempest* [IIA 68].

Solano Community College regularly reviews the courses listed in its Catalog for currency and accuracy. Currently there are a few courses, such as Automotive courses, which are listed in the Catalog but have not been recently offered. The College has made a conscious decision to leave these courses "on the books" so that they can be taught when resources allow; however, they will continued to be reviewed regularly to determine whether or not they should remain.

The College also maintains a web site with current information on classes, programs and services. This site offers public access to such things as news, accreditation, employment, the Governing Board, policies and procedures, SCC's Online College, events, admissions and records, student services, and *The Tempest* [IIA 69]. Technology Support Services (TSS) maintains the site and updates its content to reflect current news and information as needed. Individual groups, such as the DE Committee and the Academic Senate, review postings in their areas to ensure accuracy and currency. Faculty and students also have MySolano accounts that provide access to information such as course schedules, personal information and records, current registration and finance status, gradebooks, and email. Faculty and staff can also find news and information about the College on the College's intranet or MyGroups through the MySolano portal where committees, divisions, and other groups house folders [IIA 70, 71].

Students can find completion and transfer rates, as well as information about student rights and grievances, by using the drop down menu on the Solano website under "Student Right-to-Know" [IIA 72]. The SCC Catalog also directs students to the California Community College Chancellor's Office where they can search for information by college and year [IIA 73]. Finally, SCC's Research and Planning page, also found through the drop down menu on the SCC website, provides current ARCC and IPEDS reports, accreditation information, student profiles, program reviews,

SCC survey results, and links to feeder high school data and the Chancellor's Office Data Mart [IIA 74].

EVALUATION

As SCC transitions to new software and operating systems, such as Banner, and CurricuNET, it has been difficult to keep online information up to date, especially within the staffing limitations brought on by the current economic climate. However, as MyGroups becomes a repository for more and more information, the onus of updating information will be less on the overburdened TSS and webmaster, and more on individual groups. The College meets Standard II.A.6.C.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Standard II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTION

The following policies regarding academic freedom and responsibility are located online under the Governing Board link and on pages 10, 14 and 39 of the General Catalog:

Academic Affairs Policy 6430:

The District affirms its belief in the academic freedom of its full and part-time faculty and students to engage in any campus or off-campus teaching, studying, research, writing, and criticism deemed appropriate by such individuals to the spirit of free inquiry and the pursuit of truth [. . .]. Since these rights of academic freedom carry responsibilities with them, each faculty member and student should strive to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and will indicate that he or she does not speak, necessarily for the College [IIA 75].

Student Services Policy 5580:

Students at Solano Community College shall be free to exercise their rights of free expression and advocacy as enumerated in this policy. Solano Community College is a non-public forum, except for those areas that are generally available for use by students or the community, which are limited public forums. The Superintendent-President, or designee, shall enact such administrative procedures as are necessary to reasonably regulate the time, place, and manner of the exercise of free speech in the limited public forums. Solano Community College shall provide an area ("Hyde Park" location) where peaceful assembly may take place for the purpose of free expression and exchange of ideas by students and staff of the College [. . .] Speech shall be prohibited that is defamatory or obscene according to current legal standards, or

which so incites others as to create a clear and present danger of the commission of unlawful acts on district property or the violation of district policies, or the substantial disruption of the orderly operation of the District. Nothing in this policy shall prohibit the regulation of hate violence, so long as the regulation conforms to the requirements of the First Amendment to the United States Constitution, and of Section 2 of Article 1 of the California State Constitution. Students may be disciplined for harassment, threats, intimidation, or hate violence unless such speech is constitutionally protected [IIA 76].

EVALUATION
In accordance with adopted policies, the College meets Standard II.A.7.

PLANNING AGENDA
None

Standard II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

DESCRIPTION
Academic integrity is an important value at Solano Community College. It is included in SCC's Core Competencies, under Critical Thinking and Information Competency, according to which students are expected to "recognize the ethical and legal issues surrounding information and information technologies" and "demonstrate understanding of academic integrity and honesty" [IIA 26]. In addition, Student Services Policy 5300 states that academic dishonesty, such as cheating or plagiarism, is included under grounds for disciplinary action. The section entitled "Types of Disciplinary Action" outlines discipline that may be imposed for violations of the policies or the rules and regulations of the College [IIA 77]. This information is listed on page 40 of the College catalog, both in print and online. In addition, the majority of instructors make mention of the academic integrity policy on their syllabi, which are given to students within the first week of class.

There are multiple types of disciplinary action listed in the policy. For example, students may be asked to leave class, and not return for one subsequent class meeting, depending on the nature of the offense. In the event of disciplinary action, one of three deans who oversee student discipline—the Dean of the Vacaville Center, the Dean of the Vallejo Center, and the Dean of Counseling and Special Services—must be notified. For violations of a serious nature, or when other means of correction have not worked, a student could be expelled after first being notified and attending a hearing. If the Governing Board chooses to expel a student for misconduct, a copy of the expulsion notice, including the reasons for the expulsion, will be placed in the student's permanent record. All reported incidents of academic dishonesty are recorded by date, class, and instructor. Reports are kept in the office of Academic and Student Affairs [IIA 77].

Online academic honesty is a frequently discussed issue throughout the academic community. Distance education (DE) students are, of course, held to the same expectations and consequences as traditional students. These are explained when students log in to an online course or attend VIP online orientation, but unique difficulties arise when students do not attend face-to-face classes. To alleviate some of this difficulty, SCC students, per California's Title V, must access their courses via a secure login to verify identity. Some disciplines, such as math and English, have further adopted the policy of requiring face-to-face exams (with designated proctors when a student is unable to be on campus, such as with students serving on active duty with the military); however, this is not a college-wide policy. The College has decided that outside of a secure login, disciplines will create their own policies for monitoring academic integrity online. However, issues of academic integrity

and teaching, whether online or face-to-face, are also discussed during new faculty orientation, and faculty members are encouraged to use turn-it-in.com as a tool in identifying plagiarism.

EVALUATION
The College meets Standard II.A.7.b.

PLANNING AGENDA
None

Standard II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Solano Community College does not require conformity to codes of conduct that seek to instill specific beliefs or world views.

Standard II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

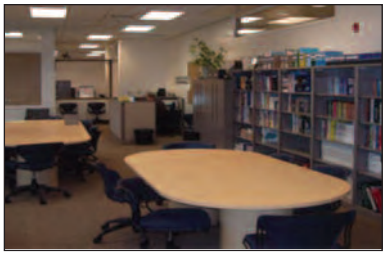
Solano Community College does not offer curricula in foreign locations to students other than U.S. nationals.

IIA References

IIA 1 SCC Catalog
IIA 2 CCC Transfers to Four-Year Institutions in 2007-2008 IIA 3 Policy 6100
IIA 4 Policy 6105
IIA 5 Program and Course Approval Handbook
IIA 6 CurricuNET New Course Approval
IIA 7 CurricuNET Approval Flow Chart
IIA 8 Addendum Form for Approval of Online Courses
IIA 9 Online Teaching Training
IIA 10 SCC Environmental Scan
IIA 11 SLO Assessment Schedules
IIA 12 SLO Analysis Forms
IIA 13 SLO Form
IIA 14 Accreditation Survey
IIA 15 English 348G Outline
IIA 16 SCC Math Guide
IIA 17 SCC Enrollment Trends 2008-2011
IIA 18 Humanities DE Policy
IIA 19 CC Online FAQ
IIA 20 BACWWE Retreat Notes
IIA 21 Addendum Form for Approval of Online Courses
IIA 22 Fall '05 Senate DE moratorium
IIA 23 DE Senate Policy
IIA 24 Humanities Division Policy Minutes
IIA 25 Flex Calendar
IIA 26 SCC Core Competencies
IIA 27 Outcomes on MyGroups
IIA 28 Three Year Plan Form
IIA 29 Program Review Form
IIA 30 Proposal Form
IIA 31 Outcomes Faculty Survey
IIA 32 Planning Calendar
IIA 33 Sample SAOs
IIA 34 Institutional Support Core
IIA 35 Proposal from FIG
IIA 36 Humanities Decision Model
IIA 37 2008 Study Abroad/Travel Study Committee Minutes
IIA 38 Vistas
IIA 39 SCC Economic and Workforce Development IIA 40 Contract Education
IIA 41 Program and Course Approval Handbook
IIA 42 *Curriculum Committee Member Information and Reference Manual*
IIA 43 Curriculum Committee Minutes
IIA 44 CurricuNET
IIA 45 Curriculum Review Verification Forms
IIA 46 Policy 6130
IIA 47 Policy 6200
IIA 48 Policy 6023
IIA 49 Policy 4220
IIA 50 Is Online Learning for Me?
IIA 51 Program Review Description
IIA 52 Program Review Schedule
IIA 53 2011-12 Proposals Status Sheet
IIA 54 2010-11 Budget Dev Calendar
IIA 55 PERT Description
IIA 56 Sample CME
IIA 57 CME Rubric
IIA 58 Policy 6410 IIA 59 Faculty Handbook
IIA 60 Policy 6205
IIA 61 Transfer Center
IIA 62 CCC Guidelines for Title 5 Regulations, Chapter 6, Part 1, p18-20
IIA 63 Human Services Graduation Rates
IIA 64 www.jacconline.org
IIA 65 SCC Course Outlines Online
IIA 66 Policy 5120
IIA 67 ASSC Web Site
IIA 68 *The Tempest*
IIA 69 www.solano.edu
IIA 70 MyGroups
IIA 71 Intranet
IIA 72 SCC Student Right to Know
IIA 73 Chancellor's Office Student Right to Know
IIA 74 Research and Planning Web Page
IIA 75 Policy 6430
IIA 76 Policy 5580
IIA 77 Policy 5300

Standard II.B.
Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.



II.B. Working Group

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Introduction

Solano Community College provides a high quality education to a diverse population of students. Admission to the College is open to anyone who is a high school graduate, has a high school equivalency certificate, or is 18 years of age or older, and shows evidence of being able to benefit from instruction. In addition, the College may permit the admission of K-12 students who, in the opinion of the Superintendent/President or designee, can benefit from instruction. As published in the College Catalog and pursuant to its mission to "prepare a diverse student population to participate successfully in today's local and global communities," SCC's policy is that every course section or individual course that is eligible for state apportionment, unless specifically exempted by state statute, will be open for enrollment by any person who has been admitted to the College, meets the course prerequisites, and has paid required fees.

Per the California Education Code, sections 76000-02, Board policy 5010 states the following:

- Solano Community College shall admit all students who meet one of the following requirements and who are capable of profiting from the instruction offered:
- Any person over the age of 18 and/or possessing a high school diploma or its equivalent.
- Other persons over the age of 18 who, in the judgment of the S/P or designee, are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Section 3077 of the Labor Code.
- Any eligible full-time or part-time special admit student (K-12 student) [IIB 1].

In addition, per Board policy 5355, the College is "committed to assuring student equity in educational programs and college services." To this end, the College's Student Equity Plan addresses the following:

- Institutional barriers to equity
- Goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group
- Activities most likely to be effective in attaining the goals, including coordination of existing student equity related programs
- Sources of funds for the activities in the Plan
- A schedule and process for evaluation of progress towards the goals
- An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the College will undertake to achieve the goals, the resources budgeted for that purpose, and the College officer or employee who can be contacted for further information [IIB 2].

Finally, pursuant to Board policy 5360 the College works diligently to "eliminate artificial barriers that cause under-representation of minority, disabled, economically, educationally and/or socially disadvantaged students" [IIB 3].

In support of the above principles and the College's strategic goals to foster excellence in learning and maximize student access and success, Solano Community College offers a full spectrum of student support services and programs to all students as outlined in Standard II.B.3.

Standard II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

DESCRIPTION

Solano Community College's mission states that the College will provide high quality student support services through, among other things, "innovative programs, effective transfer preparation, economical and workforce training, and services that are responsive to the needs of our students." In addition, one of the SCC's strategic goals is to "maximize student access and success," with underlying objectives to identify and provide appropriate support for underprepared and transfer students. To this end, Student Services are included in annual planning and review in relation to the College's strategic goals and objectives [IIB 4]. Student support services are also assessed through service area outcomes [IIB 5a, b, c]. Using this and other information from the Office of Research and Planning, Student Services completed program reviews and three-year plans in fall 2009, and Admission and Records completed its most recent program review and three-year plan in spring 2011 [IIB 6, 7]. Services are on regular assessment and review calendars along with the rest of the College so that they are included in the Integrated Planning Process (IPP) [IIB 8].

In addition, SCC participates in several external review processes, such as mandatory CalWORKs and EOPS reports to the state, a voluntary technical assistance site visit for the DSP program, the California Community College's Chancellor's Office "Student Services Program Review and Technical Assistance Site Visits" for CalWORKs, DSP, EOPS, CARE, and matriculation programs. End-of-the-year reports are due in these programs [IIB 9, 10].

EVALUATION

The College meets Standard II.B.1.

PLANNING AGENDA

None

Standard II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- **Official Name, Address(es) Telephone Number(s), and Web Site Address of the Institution:**
  Accurate location and contact information for all campuses is listed on the first page of the College Catalog.
- **Education Mission:**
  Solano Community College's mission, vision, and core values are on page 6 of the College Catalog.
- **Course, Program, and Degree Offerings:**
  Courses, Programs, and Degree Offerings are listed by discipline. As SCC holds distance education (DE) and traditional courses to the same standards, the catalog does not address instructional delivery applied in DE courses, programs and degree offerings; nor does the catalog address the interaction between faculty and students, nor the accessibility of faculty and staff to students in relation to mode of delivery. This is under consideration by the Distance Education Committee.
- **Academic Calendar and Program Length:**
  Registration dates, times, and locations for each term are printed in the Academic Calendar on page 309 of the Catalog and in the Schedule of Classes.
- **Academic Freedom Statement:**
  Faculty and student academic freedom policies are clearly stated on page 10 and 14 of the College Catalog. There is no separate policy for DE students or faculty.
- **Available Student Financial Aid:**
  Financial Aid programs and eligibility are outlined on page 20 of the College Catalog, along with application procedures. There is no separate policy for DE students.

- **Available Student Learning Resources:**
  A comprehensive list of learning resources and their descriptions is on page 18 of the College Catalog.
- **Names and Degrees of Administrators and Faculty:**
  All names and degrees of administrators and faculty are present on page 293 of the printed Catalog and are updated regularly on the College website.
- **Names of Governing Board Members:**
  Governing Board members are listed on page 292 of the Catalog, and the list is updated as needed online [IIB 11, 12].

b. Requirements

- **Admissions**
  Open and Special admissions policies are clearly outlined under Admission and Registration on page 28 of the College Catalog. Admissions policies and requirements are the same for traditional programs and programs offered in DE mode, and admissions requirements are presented in the same manner to all students whether or not they are in DE programs. In the interest of being fair and equitable to all students, no consideration has ever been given to having a different set of requirements for DE students.
- **Student Fees and Other Financial Obligations**
  Issues related to student fees and other financial obligations are addressed in a clear and forthright manner that is the same regardless of whether a student is in a DE program or not. Fees for all courses, regardless of delivery mode, are exactly the same.
- **Degree, Certificates, Graduation and Transfer**
  The requirements of all degrees and certificates as well as for graduation and transfer are clearly outlined in the College Catalog. Deadline dates to apply for degrees and/or certificates are posted online [IIB 11, 13].

c. Major Policies Affecting Students

All major policies affecting students are explained in the College Catalog and can be found on the SCC website under the Governing Board link. All policies apply equally to traditional and DE students. These include but are not limited to the following: academic regulations, including academic honesty; nondiscrimination; acceptance of transfer credits; grievance and complaint procedures; sexual harassment; and refund of fees [IIB 11, 14].

d. Locations or Publications Where Other Policies May be Found

For ease of access, the College Catalog is available on the SCC website, as are separate links to the following information, documents, and services: online courses; fees; dates and deadlines; course schedules; major campus offices; contact information for faculty, staff, and administrators; news and events; applications; financial aid; orientation; athletics; bookstore; course outlines; library; *The Tempest* newspaper; student handbook; accreditation; Education Master Plan; employment; Governing Board and policies; Measure G Bond; voter registration; SCC Small Business Development Center; theatre; district budget; College memberships; campus maps; hours of services; and SCC's Mission, Vision, Core Values, Strategic Goals and Objectives, and Core Competencies [IIB 15].

Publication of the College Catalog is overseen by the Executive Director of Institutional Advancement, with input from academic and student services administrators as well as others who "own" the content of the catalog. Each unit manager receives the section of the catalog for which he/she is responsible, and once updated, the sections are then compiled for publishing. To ensure easy access, the Catalog is available online, and the College works with various agencies in the County to determine the best ways to make the information available externally.

EVALUATION
Solano Community College meets all parts of Standard II.B.2 through its comprehensive print and online catalogs and website access. Catalog information was updated for the 2011-12 school year, and the most recent student opinion survey indicates that students are typically neutral to satisfied with SCC's catalog/admissions publications [IIB 16].

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.

Standard II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Standard II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

DESCRIPTION
Solano Community College offers the following student services:

Admissions and Records (A&R)
A&R provides a broad range of services related to student records maintenance, including a student's permanent record containing the application, official and unofficial transcript production and evaluation, registration history, grade records, and graduation petitions. The application for admission and enrollment information, made available online, identify the steps necessary to successfully matriculate at SCC. College staff and student workers who are proficient in Spanish provide assistance to those students who need help with translation, and regularly scheduled bilingual counseling and advising services are available at the Fairfield and Vallejo campuses. Both online and in-person services are available to students and faculty. Online services for admissions, registration, and transcript requests are provided 24/7, and the admissions application is offered online through CCCApply. Online registration and transcript requests are available through MySolano. Self-service computers are also available to students in the lobby of the Student Services building, and staff is located nearby to assist with computer or procedure questions. Faculty access MySolano to retrieve rosters and submit grades, and A&R produces a variety of enrollment reports and reports required by the Chancellor's Office. Providing timely and accurate information to students and staff is critical to the effective operation of the department. Regular, temporary, and student worker staff members participate in regular staff meetings and trainings covering topics such as customer service, diversity, technology (Banner), electronic imaging and records management (Paperclip), changes in policies or procedures, regulations, and service area outcomes assessment [IIB 17].

Solano Community College Assessment Center
The Assessment Center provides placement testing in English and English as a Second Language (ESL) for all new, non-exempt students. It also offers optional math assessment testing, which may be used in combination with a student's transcripts and proposed academic goals to determine which math course is most appropriate. Students may take the English, ESL and Math assessment tests twice in three years [IIB 18].

Student Development Office (SDO)
The SDO is firmly committed to actively promoting student involvement and development. It is a robust information, resource, and events center, as well as a focal point for service and leadership development programs such as the student government body, Associated Students of Solano College (ASSC). The office

encourages students to become active members of the College community through student organizations and provides students with information about campus activities and policies. These services enhance students' educational experience and foster social, intellectual, and physical growth. The programs and services covered in the SDO include the following:

- Campus Club organization, formation, and support
- Campus Information Center
- Campus posting approval
- Campus social, recreational, cultural, and educational programming
- Housing bulletin board
- Leadership development
- Ride Share
- Lost and found
- Vendors and Information Tables
- Public transit bus information
- Student Accounts Office
- Student Government - Associated Students of Solano Community College (ASSC)
- Student Clubs and Organizations: Inter-Club Council
- Student Health Center
- Substance Abuse Education
- Gender Equity Programs
- Commencement Activities
- Multicultural and diversity programming
- Vending Machine Operation and Refunds
- Blood Drives
- Community Food Drives
- Bimonthly ASSC/Campus Newsletter [IIB 19]

California Work Opportunity and Responsibility to Kids (CalWORKs)

The CalWORKs program offers training approved by the Solano County Department of Health & Social Services and designed to prepare students for entry-level jobs. CalWORKs also offers career opportunities combined with extensive coordinated services to assist in the transition from welfare to long-term self-sufficiency. The program can help students access the following services:

- Childcare
- Financial aid
- Counseling
- Assistance with transportation
- Work readiness skills
- Work Study
- Assistance with job search and placement [IIB 20]

Career and Employment Services (Career Center)

The Career Center offers quality employment services to current and former students of Solano Community College in their pursuit of achieving their career goals. As such, the Career Center takes into consideration the needs of the local area labor market to ensure the optimum outlet for students' career development and personal growth while contributing to the strength of the local economy. An online job search database, College Central Network, is utilized to disseminate employment information as well as aid students in online resume posting. Career exploration is also provided by Counseling 50 classes and supported by the resources available at the Career Center. All students have access to self-initiated career exploration with guidance from the Employment Development Officer. The necessary resources for career exploration are linked through the Career Center web page. Also, the web-based assessment tool EUREKA, the California Career Information System, is available for all students. Orientations for the use of Career Center resources are provided for Counseling 50 students on an appointment basis. Finally, the Career Center helps SCC students who receive cash aid from County Health and Social Services to transition from welfare to work. Extensive employment services, including on and off campus work-study opportunities, are provided for eligible students [IIB 21].

Cooperative Agency Resources for Education (CARE)

The CARE Program is designed to help single parents on CalWORKs Cash Aid to succeed in college. The CARE Program recognizes that many students have been unable to attend college because of domestic difficulties and/or expenses such as books, childcare, and

transportation. The CARE Program, specially designed to meet student needs, gives students an opportunity to overcome the many challenges they experience by providing educational opportunities for EOPS-eligible students receiving CalWORKs Cash Aid benefits. CARE students are provided academic retention support and some educational cost reimbursement.

Counseling Center
The Counseling Center provides career, educational and personal counseling services. Counselors work with students to help them understand their interests, abilities, and achievements, assisting them in determining and attaining their goals. Because requirements differ for each program, major, and college or university, and because these requirements are subject to change, students are advised to consult with a counselor prior to each registration period, and all new, non-exempt students are expected to meet with a counselor prior to enrolling in classes. In addition, to accommodate DE students and those to whom online counseling is more convenient, students can make appointments online, and there is an asynchronous discussion board [IIB 22].

Disability Service Program (DSP)
DSP is a categorically funded, voluntary program designed to ensure that students with disabilities have equal access to all of the educational programs at Solano Community College [IIB 23]. The purpose of this program is to enable persons with disabilities to integrate successfully into college programs. Support services include but are not limited to specialized counseling, priority registration, assistive computer technology, audio books, note-takers, specialized equipment, and faculty and community liaisons. Adapted physical education programs, individualized to each student's needs, are also offered, and other courses are tailored to meet the needs of disabled students, such as Adaptive Horticulture classes, which can lead to job training. In the 2009-10 academic year, DSP served 957 students, representing approximately 5% of the SCC student population [IIB 24]. Counseling and advising for DSP students are offered by 1.5 full-time DSP counselors. Students in DSP are required to meet with a DSP counselor at least once during the academic year [IIB 25]. During these meetings the DSP counselor assesses the student's individual disability-related needs and recommends appropriate accommodations. Depending on the need, students may also meet with the Disability Services Specialist or the Alternate Media Specialist to arrange for specific accommodation(s). Possible accommodations may include the following:

- Extended time on exams and/or the use of notes
- Accommodated testing offered in the Assessment Center, the DSP office, or proctored by individual instructors
- In-class interpreters or real-time captioners for hearing-impaired students
- Alternate media including audio books, electronic text, and Braille
- Various assistive technologies including in-class magnifying tools and assistive computer programs
- Other reasonable accommodations as determined by the DSP counseling staff [IIB 26]

DSP is governed by Board Policy 5365 [IIB 27], and DSP maintains a working relationship with the Department of Rehabilitation, Mental Health, Veterans Administration, Worker's Compensation (Private Rehab), and similar agencies in order to provide the best services possible [IIB 28]. Also, as with any other service, DSP is evaluated regularly through outcomes assessment and program review, which lead to the creation of three-year plans [IIB 29, 30].

Extended Opportunity Programs and Services (EOPS)
EOPS is categorically funded under California Education Code Title V and was established to help students affected by language, social, and economic challenges to achieve their educational goals and objectives. EOPS is charged with providing services that are "over and

above" to meet the needs of educationally and financially disadvantaged students. SCC's EOPS has placed its focus on retention of continuing EOPS students by providing orientation, counseling, and advising services. All eligible students meet with the EOPS counselor three times during each semester, and assessment tests are required for proper placement in classes to increase student success. Students are also informed of other services that they are eligible to receive, such as priority registration and progress monitoring. The EOPS counselor is required to develop a comprehensive educational plan, and EOPS students attend the EOPS Orientation, during which they are required to sign a mutual responsibility contract. All eligible EOPS students receive a book service award at the beginning of the fall and spring semesters if they are following requirements [IIB 31].

Financial Aid
The Financial Aid Office assists students in reaching their educational goals by providing an array of finance-related services. The Financial Aid Office promotes and assists students in applying for federal and state aid and informs students of required documentation to determine eligibility. Financial Aid staff also monitors students for satisfactory academic progress compliance in relation to financial aid mandates and awards federal and state assistance to eligible students. Scholarships are integrated into the awarding process. The programs administered by the Financial Aid Office include the Federal Pell Grant (Pell), Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Direct Loans, Federal Work Study (FWS), Academic Competitiveness Grant (ACG), CHAFEE Grant, Board of Governors' Fee Waiver (BOGFW), and California state grants, including the Cal Grant B and C programs, and other off-campus resources. Lastly, a revolving account of short-term emergency loan funds is available to assist students who may be experiencing financial hardship [IIB 32].

Student Health Center
The Health Center is available for all full- and part-time students during the fall and spring semesters. A registered nurse with public health experience is available to educate students about healthy living and disease prevention, to assist students who are ill, and to provide students with referrals to community resources. The Health Center is located in the Student Center and is open Monday through Thursday, 8 a.m. to 7 p.m., and Friday, 8:30 a.m. to 3 p.m. [IIB 33].

Outreach
The Outreach Department provides services to both prospective and current students. Its primary functions are to serve as SCC's liaison to local high schools within the College's service area and develop strategies and implement programs designed to help prospective students to transition seamlessly from high school to college. In addition to serving the area's high schools directly, members of the department also participate in community events to ensure the College's visibility to prospective students.

The Puente Project (Puente)
Puente, which originated at Chabot College, is a national-award winning program that has helped thousands of students to reach their dreams of college success. Puente's mission is to increase the number of educationally underrepresented students, particularly of Latin or Hispanic descent, who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders of future generations. It is a transfer program consisting of three components: English, counseling, and mentoring. Puente also offers leadership development, enrichment opportunities, and ongoing support [IIB 34].

The Math, Engineering, Science Achievement Program (MESA)
MESA provides support to SCC students majoring in math, engineering, or any of the sciences, so that they can excel academically and transfer to four-year universities. MESA is open to educationally and economically

disadvantaged, first generation college students who are eligible for Federal Financial Aid. The main components of the program include a student study center, academic excellence workshops, academic coaching, study groups, orientation courses, assistance in the transfer process, career advising, internships and research opportunities, conferences, and scholarships [IIB 35].

Transfer Center
SCC's Transfer Center provides academic counseling and support to students interested in transfer to four-year colleges and universities or vocational colleges and programs. Services and resources provided include application filing assistance, information workshops on writing personal statements, express counseling for brief transfer questions, opportunities to meet with college representatives, a fall transfer fair, fieldtrips to local colleges and universities, information regarding transfer admissions agreements, and the use of eight personal computers to research transfer opportunities and requirements. The Transfer Center counselor shares information obtained from transfer conferences and workshops at counseling division meetings and meets weekly with the College's articulation officer to ensure students obtain timely and relevant transfer information. Transfer-related information is also disseminated to students via general counseling appointments, e-mail, the ASSC newsletter, *The Tempest*, and the Transfer Center website [IIB 36].

Tutoring Center
The Tutoring Center strives to give students the tools they need to become independent, lifelong learners. Peer tutoring services are provided free of charge to SCC students seeking to increase their understanding of specific course material or to improve their general learning skills. Services include ongoing individual and small-group tutoring and one-time-only appointments, with tutors available in the following subjects: Accounting, Bio Science, Business, Chemistry, Computer Science, English, French, Geology, German, History 17 & 37, Human Services 51, Latin 1, Math in 20 sub areas (limited statistics), Music in 5 sub areas, Nursing 111, Office Technology 59, Physics, Psychology in 5 sub areas, Sociology 1, and Spanish. The Tutoring Center also offers special services such as embedded tutoring, classroom presentations, workshop participation, tutor appreciation day, and a tutor association club. In addition, students are able to access some online tutoring through CCC-Confer [IIB 37].

Umoja Program Scholars (Umoja)
Umoja (a Kiswahili word meaning unity) was adopted based on success data of African American students. It is a community and critical resource dedicated to enhancing the cultural and educational experiences of African American and other students. The program actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American diaspora. Umoja has a learning community that includes English, counseling and sociology classes, and a village where students can gather to study.

Veterans Affairs (VA)
The Office of Veterans Affairs provides assistance to veterans, reservists, and eligible dependents of veterans in their pursuit of an education and in obtaining their Veterans Educational Benefits. It also offers additional allowances through a work-study program for those who are receiving Veterans Educational Benefits [IIB 38].

Children's Programs (Day Care)
SCC's Children's Programs offer both full- and part-day programs for children from four months through kindergarten entrance, as well as morning and afternoon preschool programs for three and four-year-old children. The Children's Programs, sponsored by the Early Childhood Education Department, are designed to provide a high quality, developmentally appropriate and intellectually stimulating educational experience for the children while providing safe, reliable childcare for student-parents. In addition to employed staff members, early

childhood education students complete their student teaching "practicum" requirement in the Children's Programs. In the programs for each age group children follow a planned schedule, which includes both active and quiet activities offered both indoors and outdoors in the well-equipped yards. The preschool programs feature art, science, math, music, cooking, manipulatives, story time, and outdoor activities; programs for the younger age groups focus on self-help skills, language development, and interpersonal social skill development. Priority enrollment is given to students carrying six units or more and on a space-available basis to staff and faculty of the College; occasional openings may occur for community members. Grant funding sources include California State Preschool Programs (CSPP), General Child Care (CCTR) and a Campus CalWORKs Grant [IIB 39].

Online Services
SCC offers an array of online services to provide access to as many students as possible:

- E-counseling for general academic information
- one-on-one online counseling by arrangement
- E-mail counseling
- Counseling appointment scheduling
- Online orientation
- Financial aid applications, documents, and status
- Admission application
- Class adds and drops
- Fees and holds
- Transcript services
- Parking decals
- Forms
- Academic Calendars
- E-mail
- Catalog and schedule of classes
- Determining Priority Registration assignments
- ID Cards

In addition, in order to better serve students, faculty is able to use a variety of online functions:

- Posting grades and positive attendance hours
- Obtaining add codes
- Viewing rosters
- Emailing individual or groups of students
- Verifying grade submission

EVALUATION
All services, regardless of format, are assessed through outcomes assessment and program review, as well as intermittent college-wide surveys, which ensures that SCC offers the quality services that students need. The section of SCC's most recent student survey regarding student services demonstrates that students have a high level of satisfaction with student health services (85% satisfied), day care services (78%), veterans services (78%), tutorial services (73%), recreational programs and services (82%), social activities (77%), and cultural programs and activities (74%). Students are least satisfied with financial aid processes and information (16% dissatisfied), academic advising (15%), course planning (15%), the availability of counselors (16%), and opportunities for student employment (16%) [IIB 16]. This and other assessment information will be used to improve these services through individual department three-year plans and, as appropriate, strategic or operational proposals. To increase the usefulness of this information, the College is also beginning to disaggregate online data from face-to-face data in evaluating services. The College meets Standard II.B.3.a.

PLANNING AGENDA
None

Standard II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

DESCRIPTION
Solano Community College is committed to students' personal and civic responsibility, as well as intellectual, aesthetic, and personal growth. This is evidenced in the College's

Core Competencies (institutional outcomes), which state that upon completion of any SCC program, a student will demonstrate competency in communication (reading, writing, listening, speaking), critical thinking and information competency (analysis, computation, research, problem solving), global awareness (scientific complexities, social diversity and civics, artistic variety), and personal responsibility and professional development (self-management and self-awareness, social and physical wellness, workplace skills). These outcomes are linked to and assessed with course and program outcomes [IIB 40].

In order to provide a nurturing environment for students in which they can achieve these outcomes, in addition to academic programs and coursework, the Student Development Office (SDO) provides programs, services, and extra- and co-curricular opportunities that encourage students to participate in student government, campus clubs, cultural celebrations, and other educational programming and community leadership activities. In collaboration with the Associated Students of Solano College (ASSC) and various campus clubs, the SDO stages many events and cultural celebrations to enhance the aesthetic morale of the College. These events encourage students to think rationally about and holistically appreciate the College's diverse communities. Students are invited to express their ideas, opinions and experiences during these events, which include but are not limited to the following: Constitution Day, Cinco de Mayo, Dia de los Muertos, World Aids Day, Solano-DAZE Multicultural Week, Living the Dream event (celebrating Martin Luther King, Jr.), and miscellaneous political events [IIB 19].

The ASSC is a service-oriented student organization that serves as the primary officiating student body at SCC. ASSC achieves its goals by celebrating diversity, enhancing student involvement, creating positive changes, and improving student learning within an engaging academic environment. The students choose their own executive board through annual elections, and an elected student trustee serves on the SCC Governing Board. Members of ASSC also serve on various campus committees, such as the Shared Governance Council (SGC), the Process Evaluation and Review Team (PERT), Enrollment Management, accreditation report writing groups, and the Finance and Budget Planning Advisory Council (FABPAC); these groups wholeheartedly solicit input from students, encouraging intellectual contribution. Students also take part in accreditation self study teams, semi-annual ASSC leadership retreats, and professional development conferences such as the California Community Colleges Student Affairs Association (CCCSAA) conference, as well as being welcome at all college forums on topics such as the budget and administrative reorganization [IIB 41].

The Interclub Council (ICC) is a subset of ASSC administered by the Student Development Office. Chartered clubs provide students opportunities for community engagement and an inclusive environment in which they can express themselves freely and take part in solving civic issues. ASSC, ICC, and the clubs operate under a formal parliamentary procedure using Robert's Rules of Order. Students have an opportunity to undertake leadership positions such as club president, vice president, secretary, and treasurer. Clubs that have been actively chartered at SCC include, but are not limited to, the following:

- American Medical Student Association (AMSA)
- Asian Pacific Islander Club
- Astronomy Students Thinking of Remarkable Outlooks (ASTRO)
- Black Student Union
- Cheerleading Club
- Disability Success and Outreach
- French Club
- Gamers' Club
- International Music Club
- International Society of Pharmaceutical Engineers
- Parental Advisory Club
- Parents Achieving Impossible Dreams
- Peace Club

- Re-Entry Club
- Society for the Advancement of Chicanos and Native Americans in Science
- Women's Empowerment Council [IIB 42]

In addition, many divisions and departments at SCC offer students with opportunities for aesthetic and personal growth. SCC's Ethnic Studies Program holds Black History Month events and has a speaker series that includes topics such as the Peace Corps, surviving domestic violence, financial aid and college success, genealogy, African American inventors, and many others [IIB 43]. The English Department also publishes the student-edited *Suisun Valley Review*, which showcases student literary and artistic work; presents readings by visiting, local, and student authors; and offers a Shakespeare-in-performance course that travels to Ashland, Oregon, each semester [IIB 44]. The Fine and Applied Arts Department offers a study abroad/travel study program that has included exhibits of photography in Buenos Aires, Thailand, Indonesia, and Laos; a civil rights travel course; photography in Peru, and Photographing New York City [IIB 45]. The College also exhibits student artwork, primarily created, chosen, installed, and managed by students, in the main campus Herger Gallery, the Vallejo Center, the Vacaville Center, and the main campus library [IIB 46]. Solano's champion Intercollegiate Athletics Program offers football, water polo, volleyball, basketball, baseball, softball, swimming, soccer, and diving, as well as the SCC Boosters Club [IIB 47]. Athletics also offers many hours of personal growth sessions for students on money management, relationship counseling and etiquette, mutual respect of different people and cultures, and what it takes to be a good citizen. Finally, the Solano College Theatre (SCT) is dedicated to education and community-building through the art of live theatre and committed to entertaining audiences and training the next generation of theatre professionals; SCT's goal is to "engage, excite, and enrich the imagination" [IIB 48].

EVALUATION

The College meets Standard II.B.3.b. through its well-rounded environment that encourages participation and personal growth.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*

  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTION

The mission of SCC's counseling division is to provide services, programs and opportunities that promote student learning, development, purpose, persistence and success for a changing and diverse community. Students are encouraged to meet with a counselor at least once per semester. The College offers the following types of counseling, free of charge:

- E-Counseling for general counseling questions an online appointment booking
- Academic Counseling to assist students in selecting a major, educational planning, certificate, associate degree, and transfer requirements
- Group Educational Planning Workshops to help students learn the basics of Education Planning
- Career Counseling to assist students in developing career goals based on their interests, abilities, and achievements
- Personal and Crisis Counseling to assist students with personal or other issues which may impact their educational

progress and referrals to campus and community resources
- Academic problems strategies for students to deal effectively with low grades, academic probation, academic disqualification and time management
- Athletic Counseling to assist student athletes with educational issues [IIB 49]

SCC also offers services in the following areas:
- Long-term individual education plans (IEPs)
- Transfer admission agreements (TAA) for UC Davis
- Guaranteed admission for transfer entry (GATE) for UC Santa Cruz
- Transcript evaluation
- Graduation check for certificates and degrees
- Intersegmental General Education Transfer Curriculum (IGETC) or California State University (CSU) pre-certification
- Career/Personal counseling
- Four-year university application, personal statement
- Transfer preparation for multiple schools
- Academic difficulty
- Course selection
- Prerequisite/eligibility for classes
- Referrals (tutoring, financial aid, etc.)
- Success strategies for academic difficulties
- General information
- Crisis assistance and referral
- Academic petitions
- FAQ online answers
- Counseling courses [IIB 50]

In addition to outside entity evaluation such as that by state and discipline-related accrediting bodies, counseling and other student support services evaluate their needs and strengths through outcomes assessment, program review, and college-wide student surveys as deemed appropriate, as do all other areas of the College [IIB 51, 52, 53]. Three-year plans and, when appropriate, strategic or operational proposals allow these services to be included within SCC's Integrated Planning Process (IPP) such that all areas of the College work together toward the same goal: successful student learning and institutional effectiveness. This process includes the ongoing collection of both qualitative and quantitative data via outcomes assessment and information from the Office of Research and Planning, and the examination of trends in these data over time. Based on this information and analysis, faculty and staff develop three-year plans for program improvement in alignment with the College's strategic goals and objectives and Educational Master Plan. Recommendations that require no new/additional funding can be implemented directly; those dependent on new/additional funds are turned into strategic or operational proposals to be submitted to review groups for approval and prioritization prior to being forwarded to the Superintendent/President for final approval and recommendation to the Governing Board. Once implemented, the recommended changes/activities are evaluated in the subsequent round of the program review process.

In addition, all new counselors are required to go through training that includes orientation, forms, procedures, and other important information with which they may successfully serve students [IIB 54].

EVALUATION
Through the quality services offered by the Counseling Division and its regular cycle of assessment and planning, the College meets Standard II.B.3.c.

PLANNING AGENDA
None

Standard II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

DESCRIPTION

Fundamental to SCC's philosophy is Student Services Policy 5360, which states that "Solano Community College is an equal opportunity educational institution. The College shall make every attempt to eliminate artificial barriers that cause under-representation of minority, disabled, economically, educationally and/or socially disadvantaged students" [IIB 3]. Therefore, one of SCC's Core Competencies (institutional outcomes) is Global Awareness, which includes an understanding of social diversity and civics such that students will demonstrate the ability to:

- Communicate with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community [IIB 40].

One way that SCC supports these outcomes is through its three-unit Cross-Cultural Studies course requirement for an Associate Degree. Courses that fulfill this requirement include *Art 012, Inside/Outside: The Cultures and Identities of Visual Artists in a Diverse America*; *Cinema 011, American Cultures in Film*; *Counseling 055, Valuing Diversity*; *English 012, Modern Women Writers*; *English 36, Multi-Ethnic Literature in America*; *History 037, Women in American History*; *Human Development 053, Child Development in a Multi-Ethnic Society*; *Humanities 003, Journey Into a Multicultural Landscape*; *Music 013, Multi-Cultural Music in America*; *Political Science 005, Constitutional Rights in a Multicultural Society*; *Social Science 022, Ethnic, Racial, and Minority Group Relations in Harmony and Conflict*; and *Theatre 013, Diversity in American Theatre: A Contemporary Focus*. Some of these courses are offered online in order to accommodate distance education (DE) students. In addition, many academic programs and individual faculty members include an appreciation of diversity in their course-work outside of this specific graduation requirement. A few examples follow:

- In *Fire 050: Introduction to Fire Technology* instructor Roy Pike includes a scenario and question regarding Equal Opportunity; this is included in the threaded discussion and usually leads to a discussion of the Civil Rights Act and ethnic and cultural diversity [IIB 55].
- When Chief Dawson teaches various Criminal Justice classes, he lectures on racial profiling and the truths, myths, and a community's perception; this is something he has also presented in the Ethnic Speakers Series several times. He has also lectured on tactical communications, which includes barriers or other non-verbals; these include understanding cultural differences as well as various things that bring us all together as one, such as environment, selective dialect, and technology.
- When teaching the international business course, Business Instructor/Academic Senate President Thom Watkins has students represent different countries, learn and present various business-related and cultural aspects of the countries, and share dishes from their respective cultures.
- The Art Department maintains a high commitment to fostering a climate of understanding and tolerance for SCC's diverse student population, including the following:
  - To promote LGBT sensitivity and awareness, the department posts "safe person" signs in offices and classrooms, and one faculty member in the department sponsors the nascent Gay Student Association group on campus.
  - SCC's art curriculum is designed to encourage students to examine and express the diversity of their backgrounds and experiences through assignments that require them to explore and question issues of identity. Art 012, one of the requirements for the Art History major, specifically addresses issues of diversity in American art, with a focus on women, Asian-American, African-American, Chicano, Native American, LGBT and outsider artists. This course requires

that students connect their own experiences with broader social and artistic issues and challenges. Through papers, critiques, and portfolio reviews, art faculty assesses students' levels of awareness, introspection, and analysis regarding diversity.

- Other offerings that specifically address diversity include the following: *Art History*, *World Art*, *Art Appreciation*, and *Survey of Modern Art*.

- In the English Department, literature courses implicitly address diversity as they are essentially studies of character, motivation, and belief systems. Composition courses inherently address diversity through the examination of a broad range of issues from a broad range of human experience with the expectation that through critical thinking, students will learn to respect the ideas of others. In addition to College Composition courses and those courses that apply to the Cross-Cultural Studies requirement, offerings include *Introduction to Native American Literature*, *Survey of African American Literature in the United States*, *African American Novel and Drama in the United States*, *Latina/o Literature*, and *Survey of Asian American Literature*.
- History courses, by design, are a study in culture that fosters a respect for diversity. Specific offerings include *World History*, *California History*, *African American History*, *History of Mexico*, *Mexican American/Chicano History*, *History of the Philippines*, and *Women in American History*.
- In Psychology, instructors specifically include a socio-cultural perspective. Everything discussed (that is not rooted in biology) is infused in culture broadly defined—whether it is ethnicity, language, music, etc. This is what influences perception, values, behaviors, and attitudes. In class, students are encouraged to share and validate their perspectives even when they are not mainstream.
- *Human Services 53: Serving Special Populations* is all about diversity, focusing on generations, customs, beliefs, and ways of thinking and behaving. In this class students research different cultures—from transgendered to Indian Americans—learning their strengths, challenges, stereotypes and how they have been discriminated against. Students also learn ways to support individuals of these various cultures as human service professionals. Through rich, honest discussion, debate, reflective writing, and lectures students in this class also explore their own self-identified culture and learn intra- and inter-group differences that influence and shape the persons they are today.

Finally, the Center for Urban Education (CUE) will be visiting the College during Fall 2011 Flexible Calendar (Flex) and perhaps over the next few semesters to guide workshops and help the College to examine issues of student equity.

In addition, SCC encourages diversity through its hiring policies, all of which are currently under review, such as the College's nondiscrimination policy, which states that "the District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities." This policy also guarantees the following:

> The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to race, religion, creed, color, national origin, ancestry, disability, sex (i.e., gender), marital status, or sexual orientation [IIB 56].

The College follows this policy in numerous ways, the first of which is to employ faculty, staff, and administrators via policies of nondiscrimination, equal opportunity, and commitment to diversity. Human Services Policy 4020 states that there can be no minimum or maximum age limits for employment "except as may be required for licenses and as limited by provisions of the retirement system" [IIB 57]. SCC's Equal Employment Opportunity policy states the following:

> The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students [IIB 58].

Finally, Human Services Policy 4037 states the following:

> The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates [IIB 59].

In following these hiring policies, SCC fosters an atmosphere and culture of diversity.

Other policies address student equity, such as Student Services Policy 5355: "The Solano Community College Governing Board is committed to assuring student equity in educational programs and college services" [IIB 60]. Pursuant to this policy, SCC's Student Equity Plan, currently being updated based on campus-based research findings, includes the following:

- Institutional barriers to equity
- Goals for access, retention, degree and certificate completion, English as a Second Language (ESL) and basic skills completion, and transfer for each historically underrepresented group
- Activities most likely to be effective in attaining the goals, including coordination of existing student equity related programs
- Sources of funds for the activities in the Plan
- A schedule and process for evaluation of progress towards the goals
- An executive summary that describes the groups for whom goals have been set, the goals, the initiatives that the College will undertake to achieve the goals, the resources budgeted for that purpose, and the College officer or employee who can be contacted for further information [IIB 61]

In keeping with SCC's commitment to diversity, SCC also has chartered clubs that promote diversity, such as the Asian Pacific Islander Club, the Black Student Union, Disability Success and Outreach, French Club, International Music Club, MESA Student Society, National Society of Black Engineers, the Peace Club, Puente, The Society for the Advancement of Chicanos and Native Americans in Science, Student Organization of Latinos, Umoja Program Scholars Club, and Women's Empowerment Council. It is through the entire process of student government and the associated student clubs/programs that students deepen their understanding of the different strengths/weaknesses that each of them has.

EVALUATION

According to the most recent student opinion survey, 74% of students are satisfied or very satisfied with cultural programs and activities [IIB 16]. The College meets Standard II.B.3.d.

PLANNING AGENDA

None

Standard II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTION

Solano Community College has no formal admissions testing requirement; however students are encouraged to complete the matriculation process, which in addition to application to the College includes assessment of basic

skills, orientation to the College, counseling/advising concerning the student's goals, registration in classes, and follow-up of a student's progress. To this end, the Assessment Center provides regularly scheduled assessment throughout the calendar year to determine student competencies in computational and language skills. In addition, an "Ability to Benefit" test is available to students who have not received a high school diploma or GED and who want to receive financial aid. Assessment accommodations are provided for students with verified disabilities or language needs not met by regular assessment, such as extended test-taking time and limited-English assessments. Learning disability diagnostic testing is also available. With cooperation and support of Technology Services and Support (TSS) personnel, the Office of Research & Planning carries out an on-going program of validation and investigation of bias and unjustified disproportionate impact with respect to all tests used in placement and advisement at SCC. The Office of Research & Planning also assists faculty in the validation of recommended pre- and co-requisites and course advisories for all non-basic-skills courses offered as a part of program review data or upon request [IIB 62].

Students must complete assessment testing via Accuplacer or meet prerequisites for placement into all levels of English courses, including English as a Second Language (ESL) [IIB 18]. The DRP and Lixile tests are part of the multiple measures array in reading. Additionally, the Assessment Office collects a brief writing sample from ESL students, used by ESL faculty to select level-appropriate materials for the students in the ESL lab. In addition to CCC Chancellor's Office vetting for conceptual validity and bias, the effectiveness of the English placement test is evaluated regularly by English faculty through outcomes assessment, program review and focused inquiry groups (FIGs); in some cases ESL faculty will use the writing sample to cross-check placement results as well. Department faculty also evaluates the effectiveness of multiple measures used for referral, evaluation, and advisement. The department has recently piloted and adopted a course without the usual lab co-requisite for students with the highest developmental placement scores; this has offered data regarding Accuplacer scores as well as student retention and success. In addition, an accelerated English course being piloted fall 2011 allows students with any placement scores to enroll; while primarily intended as an alternative pathway through the developmental sequence, this course will also offer invaluable data regarding Accuplacer. An English FIG is currently concentrating efforts specifically on Accuplacer validation and other means of placement.

Assessment testing is not required for placement in math courses although students are encouraged to take Accuplacer in an advisory capacity. The Math Department faculty has conducted a math assessment study regarding Accuplacer as a placement tool, but found that it could not be validated. However, in order to assist students in self-placement, some math faculty have collaborated with the Mathematics Basic Skills Coordinator to create a website that offers information about their expectations for students entering various courses to help students choose appropriate courses [IIB 63]. As in all departments, math faculty evaluation of student placement and success takes place regularly through outcomes assessment, program review and FIGs.

Placement into distance education (DE) courses is identical to placement into traditional courses in order to provide equity and consistency. However, there is training via a "demo" course offered to DE students before they are allowed to take a DE course [IIB 64].

EVALUATION
The College meets Standard II.B.3.e.

PLANNING AGENDA
None

Standard II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTION

Student Services Policy 5140 states the following:

> The Dean of Admissions and Records shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.
>
> Any currently enrolled or former student of the District has a right of access to any and all student records relating to him or her maintained by the College.
>
> Solano Community College shall not release the contents of a student record to any member of the public without the prior written consent of the student other than directory information as defined in SCC Board Policy 5160 and information sought pursuant to a court order or lawfully issued subpoena, or otherwise authorized by applicable federal and state laws.
>
> Students shall be notified of their rights with respect to student records, including the definition of directory information, and that they may limit the information [IIB 65].

Student Services Policy 5160 states the following:

> The Superintendent-President, or designee, shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.
>
> Currently enrolled and former students of the District have a right to access any and all of their records.
>
> No District representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than directory information as defined in this policy and information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.
>
> Students shall be notified of their rights with respect to student records, including the definition of directory information contained here, and that they may limit the information.
>
> The following categories of information about students are considered directory information: student's name, date and place of birth, field of study, participation in activities and sports, weight and height of members of athletic teams, dates of attendance, and degrees and awards received. The District may limit or deny the release of specific categories of directory information based upon a determination of the best interest of students.
>
> Directory information may be released at the discretion of the College to persons or agencies which the College deems to have legitimate reason for access to the information. To prevent disclosure, written notification by the student must be delivered personally to the Office of Admission and Records.
>
> Information other than directory information will not be released without the student's written consent unless the College is required to do so by law [IIB 66].

Pursuant to these policies, all student records are kept secure in a separate file room that is inaccessible to anyone other than qualified employees. File cabinets are locked every evening, and the keys are kept in a secure locked room. Students must complete and sign a dated consent of release form to give consent prior to the release of information to outside entities.

For electronic records, the College backs up changed data daily and all data weekly. Backup media is cyclic, with media overwritten about every three months.

EVALUATION
The College meets Standard II.B.3.f.

PLANNING AGENDA
None

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Along with all areas of the College, student support service areas complete regular program review and outcomes assessment [IIB 67, 68, 69, 70, 71]. Three-year plans are developed from this information, and program decisions are made from results. As planning items are completed, they are evaluated and enter the cycle of assessment and planning outlined in SCC's Integrated Planning Process (IPP), discussed in detail in Standard I.B.

As a response to recent program review and outcomes assessment, many ideas have come forward, and some are being implemented. For example, the counseling department is currently offering more group education plan workshops and more drop-in or front counter counseling, as well as limited online counseling to serve more students. Counselors also now accept drop-ins when there are no-show appointments.

EVALUATION
According to the most recent student opinion survey, students have a high level of satisfaction with student health services, day care services, the library/learning resource center, veterans' services, tutorial services, recreational programs and services, social activities, and cultural programs and activities [IIB 16]. The College clearly meets Standard II.B.4. However, although responses were typically neutral to satisfied, students are least satisfied with the financial aid processes and information, academic advising, course planning, and the availability of counselors. The survey summary recommends the following:

1. Enhance counseling services through—
   - Identifying and implementing ways to provide more counselor availability for students, which might include online virtual counseling.
   - Assuring that advising information is accurate and consistent among counselors, including part-time counselors.
2. Enhance financial aid services through—
   - Determining which processes are most problematic for students and how these processes can be improved.
   - Identifying and implementing ways to speed up payment to students

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

IIB References

IIB 1 Policy 5010
IIB 2 Policy 5355
IIB 3 Policy 5360
IIB 4 Strategic Goals and Objectives 2010-11 Actual Results, 26MAY2011
IIB 5 SAO samples
IIB 6 Admissions/Records 3-year plan
IIB 7 A/R program review
IIB 8 Program Review Calendar
IIB 9 EOPS and CARE Program End of Year Reports
IIB 10 DSP End of Year Report
IIB 11 SCC Catalog
IIB 12 Schedule of Classes
IIB 13 OAR Dates and Deadlines
IIB 14 District Policies
IIB 15 SCC Web Site
IIB 16 SCC Accreditation Survey
IIB 17 OAR Web Page
IIB 18 Assessment Center Web Page
IIB 19 Student Development Web Page
IIB 20 CalWorks Web Page
IIB 21 Career Center Web Page
IIB 22 Counseling Web Page
IIB 23 DSP Information
IIB 24 SCC DSP Headcount
IIB 25 DSP Application
IIB 26 DSP Accommodations Form
IIB 27 Policy 5365
IIB 28 DSP Web Page
IIB 29 DSP SAOs
IIB 30 DSP Program Review
IIB 31 EOPS Web Page
IIB 32 Financial Aid Web Page
IIB 33 Health Center Web Page
IIB 34 Puente Web Page
IIB 35 MESA Web Page
IIB 36 Transfer Web Page
IIB 37 Tutoring Web Page
IIB 38 Veterans Affairs Web Page
IIB 39 Children's Programs Web Page
IIB 40 SCC Core Competencies
IIB 41 ASSC Web Page
IIB 42 Student Clubs
IIB 43 Ethnic Studies Program Presenters List 2010/2011
IIB 44 *Suisun Valley Review* Flier
IIB 45 Study Abroad/Travel Study Web Page
IIB 46 Herger Gallery Web Page
IIB 47 PE Web Page
IIB 48 Solano College Theatre Web Page
IIB 49 Counseling Services Types
IIB 50 Counseling Services Ways
IIB 51 Counseling outcomes
IIB 52 Counseling 3-year plan
IIB 53 Counseling Program Review
IIB 54 New Counselor Orientation
IIB 55 Fire Science Diversity Scenario
IIB 56 Policy 4030
IIB 57 Policy 4020
IIB 58 Policy 4035
IIB 59 Policy 4037
IIB 60 Policy 5355
IIB 61 Student Equity Plan
IIB 62 Matriculation Plan
IIB 63 SCC Math Guide
IIB 64 Online Demo Course
IIB 65 Policy 5140
IIB 66 Policy 5160
IIB 67 Counseling and Special Services Program Review
IIB 68 DSP Program Review
IIB 69 Career Center Program Review
IIB 70 CARE/EOPS Program Review
IIB 71 CalWorks Program Review

Standard II.C.
Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instruction programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of its services.

II.C. Working Group

Ruth Fuller, faculty chair
Carla Maguire, CSEA
Erika Nelson, ASSC
Erin Duane, faculty
Patrick Rondez, ASSC
Quentin Carter, faculty
Rashmi Johal, CSEA
Sandra Rotenberg, faculty

Standard II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Standard II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Introduction

Library Services

The main Solano Community College Library is housed in Building 100 on the Fairfield Campus. The library is comprised of 16,128 square feet with a seating capacity for 250 users. The west side of the library is dedicated to quiet study and has carrel seating for 80 students. The east side of the library is reserved for group study, with seating for 65 students at 13 large tables. This area is also easily converted into a space where the library hosts various campus events such as readings from authors of the *Suisun Valley Review*, the presentation of the Quinton Duval Award, and performances by authors, musicians and local poets. The main library also has its own classroom, the Bibliographic Instruction Classroom, or Bib Lab, used for library orientations, workshops, and non-credit library courses. All 30 Bib Lab computers were updated and replaced in the spring of 2010. The Vacaville and Vallejo Centers have their own 216-square-foot library resource rooms, which each seat six students.

Located in the center of the main library, the Information Commons has been open since the fall of 2001, its purpose to give students expanded access to online information and to the computer technology needed to complete their education. The Information Commons includes 60 PCs with flat screens and multimedia capabilities. There are two height-adjustable computer stations for disabled students, and headphones are available at the circulation desk for access to audible media. In addition to high-speed internet access, each computer has the complete Microsoft Office Suite software, including MS Word, Access, Excel, Publisher, and Front Page, as well as software from several different departments, allowing students to do homework in the library as well as in the classroom or at home, and allowing students who have poor or limited internet or software access to take online classes. Currently enrolled students can log in to a computer for up to four hours per day in one-hour increments. The computers in the Commons are re-imaged every semester so that updates and new software can be installed. The Commons computers were most recently upgraded and replaced in the spring of 2010. The Vallejo Center provides laptops that students may check out for use in the resource rooms, and the Vacaville Center resource room has six desktop stations for student use. As discussed later in Standards II.C.2.c. & d., faculty, staff, and students have single-sign-on (EZProxy) access to library databases. In addition, the library offers 24/7 reference service via the website, and the library's catalog is available electronically from home or campus. Finally, SNAPweb, the library's partner/consortium, allows college constituents to have library materials delivered to any public library of their choosing, which is helpful to a remote user living in either Napa or Solano county [IIC 1].

The library was managed by the Vice President of Technology and Learning Resources until October 2009 when the position was phased out. The library was then managed by the

Superintendent/President for one year. Summer 2010 saw the hiring of the Dean of Academic Success and Learning Resources who would, among other duties, head the library. However, after the position was filled, oversight of the library was assigned to the Dean of Humanities (now a part of the School of Liberal Arts) in the fall of 2010, where it remains.

The library is currently staffed with four full-time professional librarians; a fifth librarian retired in the spring of 2010, and this position is not slated for replacement due to budget constraints. Adjunct librarians fill 78.5 hours per week as well as teach approximately 30 plus sections of LR10, SCC's one-unit information competency course. A large portion of these adjunct hours backfill release time for the Curriculum Committee Chair and the Distance Education Coordinator (a total of 60% of one fulltime position); the rest are paid for through the library budget. These hours staff the libraries at Fairfield, Vacaville, Vallejo, and at times the online reference desk. In Fall 2010 the Vallejo Center had 32 hours of librarian coverage per week. With the new center opening in Vacaville, some of these hours were shifted there. Vallejo now has librarian coverage 24 hours per week and Vacaville has 22.5 hours per week.

Based on daily gate counts, the library serves on average 1200 students per day [IIC 2, 3]. Circulation and Technical Services are currently staffed by two full-time classified positions. With the loss of technical staff as well as a technical librarian, due to retirement and cutbacks, the technical service job duties (professional and paraprofessional) have been given to the Circulation staff. These additional technical duties include processing books, assisting in fixing damaged books, picking up and processing newspapers daily, sorting mail, processing magazines, boxing and shelving previous year magazines, and processing book sales. Due to decreased staffing, the library depends on student workers to help in Circulation, Technical Services, and Computing Resources. Student workers cover most open library hours, with hours changing according to need and availability, and are paid from the Federal Student Worker Program and the library's budget. Student workers are responsible for the bulk of rounds in the library where they monitor the security of the collection, remind students of library rules and constantly tidy. They are also responsible for assisting with textbook checkout, shelving books, assisting with computers, giving change, helping with copiers, and answering a wide variety of student questions; they are also now responsible for the technical workers' duties as that area has been moved in to circulation. In the past there have been five to six Federal Work Study (FWS) student workers who worked up to 20 hours per week. The library budget has also in the past paid for three to four non-FWS student workers. In the past year, FWS students have been cut to three and allowed to work only up to 13 hours per week. At this time, only two to three library-funded student workers are employed up to 10 hours per week. In 2005 the Information Commons was staffed by a student worker 45 hours a week to answer basic computing questions, but these hours are no longer filled.

After the College's previous self- study, the library saw a large jump in money allocated to the collection. The 1999 Accreditation Visiting Team, referenced in the 2005 Recommendations, "…observed that the library book collection was inadequate to meet the learning needs of the students." Also cited in the 2005 Recommendations, the team for the 2002 Midterm Report "found that the College had been silent on specifically addressing the recommendation" [IIC 4]. To address this recommendation, the College increased the permanent annual funding of the yearly library acquisition budget by $40,000 to improve the physical and electronic library collections. In addition, $50,000 of restricted funding was allocated to the library for the 2006-07 academic year. However, due to statewide and local economic downturn, the last few years have seen a decline in the library budget, with a cut of $31,091 since 2007-08. In addition, the $36,364 in Telecommunications and

Technology Infrastructure Program automation money the library received in 2008-09 was removed from the 2009-10 budget by the state, and the College has not been able to backfill it. The library budget for the last four fiscal years is as follows:

	2010/2011	2009/2010	2008/2009	2007/2008
4200 Books, Magazines, Periodicals	$0	$0	$0	$24,627 (actual)
4400 Instructional Supplies	$56,000	$56,000	$46,000	$75,754
4500 Noninst. Supplies	$4,700	$4,700	$4,250	$2,963
5210 Employee Travel/ Conference	$2,500	$2,500	$4,000	$4,000
5300 Dues/Memberships	$115,527	$135,527	$91,811	$90,000
5620 Repairs/Maintenance	$6,000	$6,000	$3,000	$3,000
6300 Library Books/Mags/ Periodicals	$40,224	$40,224	$71,751	$71,751
6410 Equipment Addl	$1,000	$1,000	$9,574	$9,574
TTIP	$0	$0	$72,399	$82,474
TOTALS	$225,951	$245,951	$302,785	$339,516
TOTALS WITHOUT TTIP	$225,951	$245,951	$230,386	$257,042

Unfortunately, even with this decreased budget, the library has needs and deficiencies that must be addressed. The library's Collection Development Policy outlines the current practices in relation to managing the collection, including selection criteria and weeding policies [IIC 5]. Current practice for purchasing library materials is to divide collection development funds between each librarian equally. The librarians have just begun using the report from the Solano, Napa, and Partners Consortium (SNAP) on all materials to analyze and improve the collection. The collection is outlined in the table below:

Collection	Whole Collection	Circulating Books	Circulating Books Published before 1990	Circulating Books Published 1990-1999	Circulating Books Published 2000-2010	Reference
Total collection (not including 23,127 ebooks)	47,208	41,973	25,181	7,545	8,673	5,235
Total circulations since 1998		169,718 (9,343 in 09/10)	78,702	52,116	37,965	
Total never circulated		13,328	8,779	1,578	2,496	
Average circulation		4	3	6.9	4.3	
Average circulation of books circulated at least once		5.92	4.79	8.73	6.14	

From the above data librarians can break the collection into smaller collections that match up with the librarian in charge of that collection and do the same sort of analysis to aid collection management. In addition, each librarian performs an individual assessment as he/she completes a round of collecting (purchasing) and/or weeding. Librarians analyze the collec-

tion for use patterns to find places where the collection is perhaps insufficient. Unfortunately the reporting functions of the College's Library Management System (LMS) are not easy to manipulate, and because custom reports are difficult to procure, librarians usually have to rely only on the information they are sent automatically. SNAP generates usage statistics for the entire shared system, which comprises libraries from Solano and Napa Counties. To save money, library cards were purchased in bulk for both Solano County Libraries and Solano Community College. Unfortunately, because of this inter-mixing of numbers, it is not possible to access usage statistics for only SCC students. Even more critical is that since items are shared in the system, it is impossible to distinguish which items in the circulating collection are being used by only SCC clientele; as SNAP migrates toward a new library platform, perhaps it will consider a system that will allow a normative snapshot of collection usage. Needs are also determined as librarians participate in outcomes assessment along with the rest of the College each semester. They assess outcomes for access, circulation, orientations, reference desk, student workers, and library courses, and then discuss results and make changes or create proposals through the Integrated Planning Process (IPP) as deemed appropriate. During the library's program review, the collection is assessed for quantity and format (e-book vs. print, electronic journals vs. printed, etc), with an examination of depth and variety, particularly in regard to subscriptions.

The opinions and requests of discipline faculty also factor in to assessments of the collection. Methods of soliciting other faculty member input include inviting various faculty members to walk the stacks to discuss books in their area of teaching, soliciting lists of "classic or imperative" texts for inclusion in the collection, sending email requests for suggestions, and visiting division meetings. After receiving input, librarians can make an informed assessment of the current collection and areas for its improvement. Additionally, reference librarians encounter a variety of faculty members' assignments while helping students on the reference desk; in this manner, librarians know the current research needs and trends within various disciplines. Some instructors also provide the reference librarians with a copy of their assignments so that collection selection and purchasing decisions may be made.

Finally, every school on campus has a library liaison. This liaison relationship is designed to keep the library "in the loop" about the needs of each instructional program. For example, each school's librarian is required to review new course proposals before they can be sent to the Academic Senate's Curriculum Committee, ensuring that the librarian has a chance to review instructional needs and determine ways in which the library might support them. Additionally, this relationship allows a librarian to make informed purchasing decisions for the library's collection development practices; by dividing up the collection development responsibilities in accordance with these liaison relationships, the library tries to ensure relevant coverage of all SCC programs in its stacks, databases, and various other resources. The following are examples of specific ways in which the previous divisions (as defined in May of 2011, prior to the academic affairs reorganization, which consolidated them into schools) and the library have collaborated to address the specific needs of their students:

- **Liaison to Health Occupations, Public Safety, & Child and Family Studies**
  The library liaison works very closely with the Nursing Division to make sure that their students' needs are met. The division has started emphasizing "Evidence Based" Nursing theory, which has impacted the library/nursing connection. All nursing students are required to attend an hour and a half research session on research methodology for acquiring an "Evidence Based" research study from a nursing journal. Spring semester 2010, there were 44 new nursing students in the research sessions. The students are taught how to use the nursing database called CINAHL (Cumulative Index to Nursing and Health Litera-

ture). The Nursing Lab instructor and the library liaison collaborate during the process; the instructor designs an assignment in which the students are required to find an original nursing research study in the library classroom, evaluate it, and turn in their results to the Nursing Lab instructor. A designated faculty liaison from nursing collaborates with the library liaison in deciding what to add to and discard from the medical collection. Nursing faculty members give their recommendations to her, and she passes them on to the library liaison, who then sends a list of the ordered titles to the nursing faculty. Health sciences faculty evaluate possible selections for weeding before the final discards are pulled from the collection. The last weeding of that collection was done in 2007. The liaison also works very closely with nursing faculty to ensure that the necessary text books are on reserve for their students' needs. The Early Childhood Education (ECE) and Criminal Justice faculty have also been very active in recommending and evaluating DVD and print titles for purchase. Both ECE and Criminal Justice monograph collections will be weeded in 2010-11. These subject areas are presently in the process of being developed.

- **Liaison to Humanities**

  The Humanities Division has been active in making recommendations for both monograph and non-print media purchases. Along with ongoing recommendations from the entire faculty, each academic year the library liaison contacts specific faculty in humanities subject areas so that those areas can receive systematic up-dates. Development of each subject area is then driven by the expertise of the division subject specialist. One of the more active areas is the History Department, most of the titles being requested in the subjects of Latino and African American history. During the collaboration of selecting the new materials, the liaison librarian weeds the particular subject collection and places items on holding shelves, which are then reviewed for possible discard by the faculty subject specialist. This process has worked quite well with political science in particular. Areas targeted for development in the last few years have been reading, English grammar, philosophy, foreign languages, ESL, and education. The discipline of history is the area of the collection presently being developed. The French faculty has also requested materials to be ordered and that the liaison compile a bibliography of French readers.

- **Liaison to Fine and Applied Arts/ Behavioral Sciences**

  The Fine and Applied Arts division includes a broad spectrum of topics from interior design to performing arts and cinema, music theory and practice to plein air painting, and wood fired ceramics to the history of world art. At the request of the Fine Arts faculty, in the last year the liaison librarian has taken special considerations to focus collecting on individual artist monographs and world art. The last two years have seen several new courses added to the Fine Arts Program, all of which are supported by the library collection. The library recently added the ArtStor database of images, a collection of over one million images from many of the great museums and collections in the world. The Behavioral Sciences Department participates actively in the collecting of materials for psychology, sociology, etc. They have worked with their liaison to create interest area lists as well as actively suggesting a wide assortment of titles and subareas of the behavioral sciences. The behavioral sciences faculty was particularly instrumental in the decision to allocate monies for a DVD collection in the library.

- **Liaison to Counseling**

  Liaising with Counseling was particularly important during the planning and implementation of the English 001 (College Composition)/ LR10 (Information Competency) co-requisite. Counselors were consulted throughout the process, including a pre-Curriculum Committee meeting to vet

possible issues and problems with the co-requisite as well as a post-committee meeting to introduce counselors to the course and ask them to help advertise and explain the requirement. Counselors have continued to be important as LR10 has moved into full implementation and questions about adds, drops, etc. have arisen. The counselors are participants in their area collections, particularly in the areas of career development and study skills.

- **Liaison to Business**
  Business Division offerings range from business math, economics, and accounting to a certificate in insurance. Business requests a variety of services from the library and makes particular use of LexisNexis, a popular database. Other databases that support this division are ABI Inform Global (Business, Finance, Economics: journals, company profiles, Wall Street Journal), accounting and tax newspapers, and periodicals. The library also has a growing selection of books on businesses that interest SCC's students, such as small business, fashion, music, and sports. Collection development for this division requires 15-20 hours per semester. One of the instructors requires his introduction to business students (about 60 each semester) to come into the library, talk to the liaison librarian, and choose a book about a business to read during the semester. This program is now in its fifth semester, and the instructor and students enjoy it.
- **Liaison to Computer Science**
  The Computer Science division has courses ranging from web design to networking and Microsoft Office. The library collects supplemental books for all of the topics covered in the curriculum. Due to the nature of computing and the internet and the speed at which new versions of every kind of machine and software come out, the library focuses on keeping current with the major software programs taught at the College as well as the more timeless books on the underlying theories of computer science. Of special interest to the CIS faculty and students is the library's large collection of electronic technical manuals available on the Safari Books Online database. There is also a very large collection of ebooks in the NetLibrary collection, which are beneficial for students as quick reference for code or concept.
- **Liaison to Career & Technical Education (CTE)**
  (Note: With the ongoing campus reorganizations, the Career & Technical Education division has been redistributed among various librarians' liaison duties. The following is what has happened historically.)
  The liaison duties for the large CTE division range among disciplines such as horticulture, cosmetology, drafting, automotive, criminal justice, wastewater management, and many more. Because of the breadth and depth of the CTE division, collection development has relied heavily on the subject-area expertise of individual CTE faculty. It has been difficult to obtain substantive faculty input from the CTE division for collection development, perhaps because of the large percentage of adjunct faculty; generally, a small handful of faculty provide input, and the bulk of the librarian's collection development time is spent doing independent research on book, periodical, and audiovisual purchases to support the division's teaching and learning activities. In addition, this liaison-ship includes presentations at CTE division meetings, outreach to division members regarding library services, and review of the division's course proposals prior to Curriculum Committee submission. This division does not often request library orientations/workshops.

Tutoring Center

The tutoring center is located in the Student Services building in room 402/403. The staff currently consists of one Tutor Center Specialist. There are two part time student workers that assist as tutor/clerical aides, and there are currently 78 tutors and 599 tutees. Services

include ongoing individual and small-group tutoring and one-time-only appointments, and tutors are available in the following subjects: accounting, bio science, business, chemistry, computer science, English, French, geology, German, History 17 and 37, Human Services 51, Latin 1, math in 20 sub areas (limited statistics), music in five sub areas, Nursing 111, Office Technology 59, physics, psychology in five sub areas, Sociology 1, and Spanish. The Tutoring Center also offers special services such as embedded tutoring, classroom presentations, workshop participation, individual and group tutoring, one-time-only appointments, tutor appreciation day, and a tutor association club. In addition, some online tutoring is available through CCCConfer [IIC 6].

All tutors, whether paid or volunteer, are trained via the required eight-hour Tutor 50 practicum course, which provides supervised tutoring practice and examines the basics of learning principals, communication, listening skills, and effective tutoring techniques. Tutors also receive a separate orientation. Services are evaluated by the use of tutor evaluation forms and verbal feedback. Several changes have been made based on evaluation of services. For example, the Tutoring Center now offers quiet rooms for disabled students, located in the DSP office. In addition, the number of student-use computers has increased, and additional tutors have been recruited in statistics, anatomy, and chemistry.

Computer and Other Labs

- **Reading and Writing Lab**
  The English Department operates the Reading and Writing Lab in recently remodeled room 130 of the library building to assist students with reading and writing skills. Any student can enroll in .5 to 1.5 units of English 320-Reading Lab or English 310-Writing Lab per semester to a maximum of 3 units. In addition, students enrolled in the traditional English developmental sequence are required to take units in the lab: .5 unit for English 370 (one level below College Composition) and 1.5 units for English 350/55 (two levels below College Composition). Limited Reading and Writing Lab services are available at the Centers.
- **English as a Second Language (ESL) Lab**
  The English as a Second Language Program's ESL Lab shares space with the Reading and Writing Lab in room 130 of the library building. This lab provides listening comprehension and pronunciation practice for second language learners. Students may also work on grammar and elementary word processing while carrying .5 to 1 unit per semester up to a maximum of 3 units.
- **Math Activities Center (MAC Lab)**
  The Math Activities Center (MAC) is a math study area where registered students can get drop-in help with math assignments. Students will find a combination of peer tutors, staff and faculty on duty to assist them all hours the MAC is open. The MAC also maintains a collection of current textbooks and student solution manuals for most SCC math courses, as well as a large collection of reference textbooks, solution manuals, video tapes, CD-ROMs, and graphing and scientific calculators for use in the lab. The MAC offers SCC math students access to eighteen PC workstations, loaded with a variety of math software programs during all open hours. These computers also provide "MyMathLab" and ALEKS access, and each computer has a TI-83+ graphing calculator loaded on the desktop. Students enrolled in a math class with a lab requirement must spend one hour a week in the MAC. The MAC has a presence on the Fairfield, Vallejo, and Vacaville campuses.
- **Computer Labs**
  SCC offers many open computer labs across the College:
  · The main campus library's Information Commons
  · Two Computer and Information Science Department labs
  · An Office Technology Lab
  · The Vacaville Center lab
  · Two Vallejo Center labs

· The Humanities Division has one computer lab that at this time is used only for scheduled classes due to instructor demand and limited staffing.

EVALUATION

The College's numerous quality learning resources clearly meet Standards II.C.1. and 1.a. However, limitations on numbers and hours of Federal Work Study and library-paid student workers, as well as vacant full-time library positions, necessarily impact the library's ability to serve students in an efficient and effective manner. Students often have long waits for help in the Information Commons, and when library staff and/or student workers are pulled away from Circulation to help with computer problems, Circulation is left unstaffed. Therefore, neither area gets the full attention it needs. Additionally, the reference librarians presently answer all how-to computer questions, which totaled 731 during spring 2009. Queries, such as those regarding how to use Word, Excel, or Power Point; how to use nutrition software; how to print; and how to transfer MS Works documents to Word, used to be answered and solved by a computer technician dedicated to helping out in the 28-station Library Computer classroom, the 8-station library research OPAC computers, and the 60-station Information Commons. One way to possibly alleviate the effect of current budget restraints is to evaluate current spending practices and re-allocate funds to addresses the collection's circulation statistics and the campus's new organizational structure. In addition, they are in the process of correcting recently discovered library cataloging errors which will result in a savings of roughly $10,000/year, and they will work with their new dean to evaluate the most efficient use of personnel to meet the needs of students.

Despite limitations on budget and staffing, the recent college-wide student opinion survey indicated that 85% of respondents are satisfied or very satisfied with the library/learning resource center. Similarly, 84% were satisfied or very satisfied with computer services, and 73% were satisfied or very satisfied with tutoring services [IIC 7]. These responses demonstrate that SCC has been able to function in difficult times to provide library and learning support services such that the College meets Standard II.C.1.a.

PLANNING AGENDA

- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTION

Using the definition and core skills for Information Competency passed by the California Community Colleges Academic Senate, SCC's Information Competency Task Force adopted the following for Information Competency at Solano Community College:

Definition:

Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information Competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.

Core Skills:

- State a research question, problem, or issue
- Determine information requirements in various disciplines for the research questions, problems, or issues
- Use information technology tools to locate and retrieve relevant information
- Communicate, using a variety of information technologies
- Understand the ethical and legal issues

surrounding information and information technologies

Once defined, these information competencies were integrated into the College's institutional core competencies (institutional outcomes):

Core Competency 2. Critical Thinking and Information Competency—Thinking critically is characterized by the ability to perform:

C. Research – demonstrated by the ability to:

- State a research question, problem, or issue
- Select discipline appropriate information tools to locate and retrieve relevant information
- Use discipline appropriate information tools to locate and retrieve relevant information efficiently
- Analyze and evaluate information for appropriateness, relevance, and accuracy
- Synthesize, evaluate, and communicate information using a variety of information technologies
- Recognize the ethical and legal issues surrounding information and information technologies
- Demonstrate understanding of academic integrity and honesty [IIC 8]

The College purposefully teaches these competencies through credit and non-credit instruction, face-to-face and online orientations, and discipline coursework, some of which are explained below:

Information Competency Courses

SCC's main information competency instruction happens through *LR 010: Introduction to Library Research and Information Competency*. This course was approved as a co-requisite of *English 001: College Composition* by the Curriculum Committee in fall of 2007 [IIC 10]. This was the culmination of eight years of dialogue, research, and planning that included outcomes assessment and input from disciplines across the College as well as detailed collaboration with the English Department. Discussion of the need for an information competency requirement began with a presentation to the Curriculum Committee in 2002 in anticipation of a statewide information competency requirement for community college students. When the State Department of Finance prevented the requirement from going into effect, declaring it an "unfunded mandate," various groups at SCC (the Curriculum Committee, faculty teaching courses that required research, etc.) continued the discussion, albeit informally, about the need for an information competency course. In the meantime, library faculty continued to conduct workshops for students in courses requiring research; these workshops, covering skills from using electronic databases and search engines to determining the credibility of websites, have been a valuable supplement, especially in college composition courses, which have capstone research projects. In fact, the workshops were so useful that many instructors expanded the time allotted for the workshops from one to two class sessions per semester. At the same time, however, many composition instructors were reporting problems with success and retention, particularly when it came to the research project, and had realized that research skills had grown more complicated, and the material was consuming more and more time in an already challenging course. As a result, English faculty and librarians developed a rationale for an information competency co-requisite for English 1, identifying the co-requisite as necessary for success in the course. Beginning as a piloted experimental course and now in its fourteenth semester, approximately 30-35 sections of LR10 are taught in the fall and spring, with 9-12 sections taught in the summer. The course is taught as a hybrid face-to-face and online class in which the LR10 instructor meets face-to-face with her/his class at least twice during the semester, with the rest of the class offered through the College's online campus, eCollege. As a supplement, reference librarians act as face-to-face support for students.

In addition to LR10, three other Information Competency courses are available through the SCC Library:

- *LR01: Principles of Library Research*
  This course offers an overview of Information Competency concepts necessary to use research tools and select, locate, retrieve, and evaluate information. Emphasis is placed on exploring information technologies including search engines, retrieval systems, online collaborative tools, and electronic publishing [IIC 11].
- *LR11: Internet Explored! Advanced Information Competency*
  This course, offered at least once a year for those students needing further instruction after LR10, is an advanced information competency course in evaluating information and exploring information technology in society, including the Internet, search engines, retrieval systems, and electronic publishing [IIC 12].
- *LR12: Information and Society*
  This course is an exploration of the social, cultural, and political context of information and information technologies such as the Internet, World Wide Web, search engines, retrieval systems, electronic publishing, and distribution of media, including newspapers, books, and music [IIC 13].

In addition to the library's for-credit instructional program, the library has been heavily involved in the beginning stages of a noncredit instructional program at the SCC. An interest in non-credit instruction began in the library after examining SLO assessment results from the library's instructional orientations. Historically, the library has offered orientations, tailored to a particular faculty member's course. Students would usually attend a one-hour orientation, once during the semester. That orientation generally included several facets of "library research," but it was determined that some students would benefit from a series of more specific library instruction sessions rather than a general session once per course. This determination was made after surveying student knowledge of library tools, resources, and methods *after* they had attended a general orientation. While the orientations were found to be successful in generating an awareness of library resources and research methods, the assessment results showed that a large portion of students were unclear about important nuances of these resources and methods. Alternatively, when students were given a subject-specific orientation (i.e. workshop), rather than the general "all-encompassing" orientation, survey assessment results showed improvement. It was determined that a series of focused workshops designed to spread library instruction over the course of a semester would be one method of addressing students' confusion and/or lack of understanding of these important concepts. Furthermore, it was determined that an official non-credit course would support and augment the library's efforts to meet the SCC's Core Information Competency. To this end, two librarians served on the campus working group for non-credit, one librarian attended a multi-campus forum, and the other drafted and submitted a non-credit course proposal to the Curriculum Committee. The result of the library's non-credit efforts for 2008-09 includes *LR500: Topics in Research & Information Competency*, which will be officially run for the first time in fall 2011 [IIC 14]. Simultaneous to the development of this course, a broad, multi-disciplinary effort to expand "student success" workshops began on campus, largely as a means to support the College's large population of basic skills and underprepared students. The library decided to hold offerings of LR500 so that the course could benefit from the outreach and marketing efforts of these student success workshops. Future planning for LR500 includes a series of non-credit library research courses in the spring and fall of 2012 and an evaluation their effectiveness each semester. In addition, librarians will be working with faculty to facilitate a referral system for non-credit library research courses. LR500 will be assessed with the added benefit of outreach/promotion efforts within the larger effort on campus to improve student success via workshops.

Orientations
While other programs develop, the orientation program has remained a vital part of the library instruction program as it integrates library instruction directly with students in particular classes. Orientations cover the entire SCC curriculum, from English to criminal justice. The average number of students per year who benefit from the orientations (calculated from totals for four academic years) is 5359, in an annual average of 189 classes. Instructors collaborate with a librarian instructor so that each research session is targeted to the exact needs of the classroom assignment. The students come from all competency ranges of the SCC student body—from ESL students to those in *English 4: Critical Thinking* or *Psychology 004: Research Methods in Behavioral Science*. While English 1 orientations are now handled through the required pairing of English1 and LR10, other orientations are still extremely important for those classes requiring research papers where English 1 is only an advisory. They also are vital to courses that culminate in a Certificate that requires library research or in courses from other non-degree programs. There are also numerous classes that are below English 1 in which the instructor wishes to collaborate with an instructional librarian for class assignments. The orientation is a perfect pairing for this, an excellent example being the Nursing/Library program. All nursing students are required to complete a library orientation to the CINAHL database as part of their program curriculum. The following are orientation statistics from spring 2008 through spring 2010:

Spring 2008—2431 students, 88 classes
(Vacaville – 2; Vallejo – 8)
Summer 2008—50 students, 3 classes
Fall 2008—2684 students, 98 classes
(Vacaville – 5; Vallejo – 4)
Spring 2009—1592 students, 46 classes
(Vacaville – 2; Vallejo – 2)
Summer 2009—0 students, 0 classes
Fall 2009—724 students, 31 classes
Spring 2010—611 students, 24 classes

Reference Desk
Finally, the library provides face-to-face reference services and information competency instruction via a reference desk staffed by a faculty librarian all hours the library is open. Reference desk services are also available at the Vallejo and Vacaville Centers, and telephone service is available for students who cannot make it to a campus. Reference help is also provided 24/7 through the QuestionPoint/Ask a Librarian service. SCC librarians staff this service only four hours per week; however, the service is available to SCC students around the clock from e-librarians around the country.

EVALUATION
The College meets Standard II.C.1.c., and ongoing assessment guarantees that the Standard will continue to be met in the future.

PLANNING AGENDA
None

Standard II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

DESCRIPTION
Library
The Solano College Library has a presence at three physical campus locations as well as the online college. The SCC library's regular hours are as follows:

Fairfield Campus
Monday-Thursday 7:45 a.m.-7:50 p.m.
Friday 7:45 a.m.-2:50 p.m.
Saturday-Sunday Closed

Vallejo Center
Monday-Tuesday 9:30 a.m.-6:00 p.m.
Wednesday 11:00 a.m.-6:00 p.m.
Thursday 9:30 a.m.-6:00 p.m.
Friday/Saturday/Sunday Closed

Vacaville Center
Monday-Tuesday 10:30 a.m.-6:00 p.m.
Wednesday Closed
Thursday 9:30 a.m.-4:00 p.m.
Saturday/Sunday Closed

The hours at the main campus are consistent semester to semester; however, the hours of the library at the Centers may change depending upon librarian availability, courses schedule, and student needs. The library's website also promotes its "24/7" e-reference service, which provides access to a librarian via a chat widget or a chat client [IIC 1].

To supplement the main campus collection, the centers have their own textbook collections. The Vallejo Center's collection is more robust, but funding has been secured to improve the Vacaville collection next semester; trust fund has been developed to improve the purchasing practices of the textbook collection so that each campus can receive a timely and reasonable amount of funds for its textbooks. However, in order to offer book delivery at the centers (previously only available to the Fairfield campus), the library is working to establish a Virtual Private Network (VPN) with circulation software (CARL). This VPN will allow center librarians to accommodate a limited number of book requests. In addition, the library's electronic resources are available at each campus; space limitations at both centers dictate that the library focus its collection energy in this area. All SCC students, faculty, and staff have 24/7 access to electronic library materials through the library's subscription to a large selection of periodical, reference, and e-book databases [IIC 15]. Currently the library spends approximately $82,000 per year on electronic databases. As of February 2011, access to the library's electronic resources has improved considerably as they are now available off-campus through a proxy server instead of the previous and more cumbersome authentication methods (barcode and/or various usernames and passwords). All members of the SCC community now have access via their MySolano login credentials. In the future, the librarians plan to increase instruction for remote users via the library's website. This will include short video clips (and transcripts of the videos) to facilitate use of these databases if a student is unable to ask a librarian for help (after hours, etc.). The library's website has also been redesigned with Sec. 508 Accessibility requirements in mind and is smart-phone friendly [IIC 1].

Tutoring

The main campus Tutoring Center hours are 9 a.m.-5 p.m. Monday through Thursday and 9 a.m.-3 p.m. Fridays, and it serves approximately 600 students. There are currently no tutoring services at Vacaville or Vallejo campuses.

Labs

Fall 2011 hours are as follows:

- The main campus library's Information Commons is open 12 hours Monday through Thursday and eight hours on Fridays.
- The Computer and Information Science Department has two computer labs; one is open seven hours Monday through Thursday, four hours on Fridays, and five hours on Saturdays; the other is open eleven hours Monday through Thursday and eight hours on Fridays.
- An Office Technology Lab is open up to seven hours a day Monday through Friday, during non-class hours as posted.
- The Vacaville Center Computer Lab is open daily Monday through Friday, with hours contingent on student need.
- The Vallejo Center has two computer labs, hours contingent on student need.
- The Humanities Division (now part of the School of Liberal Arts) has one computer lab that at this time is used only for scheduled classes due to instructor requests for classroom use and the lack of oversight staff.
- The Reading and Writing Lab is open on the main campus 11 hours Monday through Thursday, six hours on Fridays, and three hours on Saturdays.
- The English as a Second Language Lab is open on the main campus daily, Monday through Friday, with hours contingent on ESL course schedules.
- The main campus and Vallejo Math Activity Center hours are contingent on student need. The Vacaville Center MAC lab is open daily Monday through Thursday.

EVALUATION
The College meets Standard II.C.1.e. According to the recent student opinion survey, students responding (including online students) were typically satisfied with all library services—printed collection and resources, library computers, assistance from library faculty and staff, electronic resources, textbook reserves, and library services for distance education and off-campus access. According to the same survey, students are typically neutral to satisfied with tutoring services and overall lab facilities, and satisfied with computer services [IIC 7].

PLANNING AGENDA
None

Standard II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTION
Library
In the last six years the library has undergone no significant renovations. However, study carrels were moved to the west side of the library to create an individual quiet study area, large tables were moved to the east side of the library for group study, and a quiet reading area with leather chairs and a "coffee" table were added to the center of the library. Plans for a new library building (and related projects) have been submitted to the state and placed in the queue for funding when money is available. The summary of the proposal follows:

> The project involves the replacement of the 40-year-old, dysfunctional 44,439 ASF Library Building 100 and the demolition of five 51-year-old portables (#1, 2, 3, 4, & 5, total 7,913 ASF) at Solano College. The new building will consolidate the Library/Learning Resources and Tutorial services into one new 44,439 ASF building to support the campus in a centralized location. The Project proposes to construct the 59,252 gross square foot (GSF) new Library Building containing 1,520 ASF of Lab space, 4,038 ASF of Office space, 32,639 ASF of Library space, 2,678 ASF of AVTV space, and 3,564 Other Library related space. The new building will net a loss of 7,913 ASF of inaccessible mezzanine space in the old Library and the removal of the old portables. The new, more efficiently configured building will provide better services to the campus by being more technologically proficient and provide better consolidated tutorial services in one location.

Along with daily physical maintenance by facilities staff, library staff and student workers maintain the cleanliness of the tables, computer work stations and study carrels in the library. Weekly cleaning maintains the heavily used areas, but the furniture is showing wear, so it is suggested that these be replaced with more modern, less worn looking pieces. The bookshelves are dusted as often as possible to keep the books in good physical condition.

Security in the library is twofold. SCC police officers make rounds through the library as often as they can; however, they are quite busy and generally rely on library staff to contact them when needed. Circulation staff and students walk the entire library as often as possible to assess if there are areas that need to be monitored more closely. Unfortunately the library's student workers have been cut from five-six Federal Work Study students to three, which diminishes the ability to monitor the whole library as often as it should be while maintaining excellent counter assistance to students. The library serves an average 1200 students per day from 8am until 8pm. Security cameras in the library would assist in monitoring areas of the library that are not easily seen from the circulation area. The Library also utilizes mechanical methods of security for library materials. A magnetic strip is inserted into all materials intended for patron use. When magnetized, this strip sets off a security gate system when a patron tries to remove material that he/she has not checked out. Unfortunately, the gates are aging, and some cell phones set them off more than should be necessary.

Security at the Center libraries is accomplished by the libraries being open only when a librarian is present. Students are not allowed to remove laptops from the Vallejo Center Library Resource Room. Textbooks can be taken from the Resource Rooms at both Centers; however, students are required to leave some sort of collateral with the librarian on duty.

Tutoring and Labs
Maintenance of the College's Tutoring Center and various labs is the work of numerous parties. Lab and tutoring staff help with daily room maintenance, and custodial staff cleans on a regular basis. Equipment is maintained by Technology Services and Support, who responds via helpdesk tickets from faculty, staff, and deans. Computers and equipment are locked down when possible, and doors are locked when not in use. Any student files are kept in locked cabinets.

EVALUATION
The College meets Standard II.C.1.d.

PLANNING AGENDA
None

Standard II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTION
To provide bibliographic and circulation access to its library materials, SCC belongs to a consortium called SNAP (Solano, Napa, and Partners). SNAP shares over one million monographs/media/periodicals from two academic libraries (SCC and Napa Valley College), two County library systems (Solano and Napa Counties), and several other smaller town/city libraries. The cost of the SNAP system is shared by its various members, with annual cost per organizational entity driven by formula. The cost of SCC's membership in SNAP is based upon the number of library buildings, possible registered borrowers (SCC annual FTES), the number of volumes in the library collection, and the annual circulation figures. SCC's fee is proportional to the percentage of the entire SNAP group. In FY10/11, SCC's proportion of the SNAP budget was 3.04% of the whole, totaling $51,270. In actuality, the College paid only $41,000 for the academic year, providing the library not only access to an on-line catalog, but also ISP, telecommunications, hardware/software maintenance, automation/administrative staff, and shared databases.

Although there are drawbacks to the SNAP system (for example its CARL platform, developed primarily for public libraries, which makes SNAP's Reserves Module inadequate and data mining weak), the annual SNAP fee is insignificant when considering the cost of an integrated library automation platform. The College would have to pay considerably more for its own stand-alone system, and then also have to hire automation staff to maintain it. Despite its flaws, SNAP provides the students, faculty, staff, and community a service that would otherwise not be affordable. Presently, the SNAP consortium is considering migrating to another system, and should this happen, some of the drawbacks may automatically disappear. In order to remain up to date on developments and offer input, the Dean of the School of Liberal Arts/Library Supervisor or a faculty librarian attends SNAP Directors meetings to help determine policy for the SNAP consortium. The decisions made there relate to budgetary/expenditure consortium matters, along with policy and procedure. An SCC librarian also attends SNAP Operations Committee meetings to address every day procedural and technical problems [IIC 16].

SCC Library also belongs to NorthNet Library System (previously North Bay Cooperative Library System, NBCLS), headquartered in Santa Rosa, CA. The library joined NBCLS in November 1990. Since then, the consortium has changed its title. The purpose of the consortium is to share resources, namely through interlibrary loan. This partnership pays for an interlibrary loan service called SuperSearch, an automated book/media request service that allows SCC students to search an integrated electronic catalog of 34 North Bay libraries in Solano, Napa, Sonoma, and Mendocino Counties. A courier service, part of the membership to NBCLS and therefore serving the SNAP partners, delivers patron-requested materials from library to library. A link to this service is supplied on the SCC Library website [IIC 17].

The library also subscribes to OCLC (Online Computer Library Center), the services of which allow access to bibliographic records for items SCC adds to its library collection. OCLC also provides interlibrary loan services for students and faculty who need monographs and periodical articles not owned by SNAP or the SCC Library. The company also provides fee-based access to QuestionPoint, a 24/7 e-reference service [IIC 18].

Finally, SCC uses California Community College League discounted pricing on databases and belongs to The Council of Chief Librarians, an organization made up of Community College Library Directors and Head Librarians. This group hosts meetings and workshops that address contemporary library trends and concerns [IIC 19].

EVALUATION
The College meets Standard II.C.1.e.

PLANNING AGENDA
None

Standard II.C.2: The Institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTION
Library
The library was one of the first areas on campus to complete the development and assessment of its outcomes, for both courses and service areas. All library services and courses have their own outcomes, assessed on a rotational basis [IIC 20a, b, c; 21]. Assessments have included surveys and projects, the data from which have led to changes in services, instruction methods, and access points. Examples include the development of non-credit instructional workshops (ongoing), subject-specific workshop offerings such as "Research in the Behavioral Sciences," a revamp of the library's website and information access points, and the implementation of single sign-on (remote access) to the library's databases. The librarians' initial evaluation of LR10 found that finishing the final project was a good indicator of overall success in the class and that finishing the draft final project was a good indicator of success on the final project. Learning this, the librarians reorganized the structure of the class to provide more opportunities for students to practice the skills they would need to complete the final project [IIC 22]. In addition to project-oriented assessments, students in LR10 are surveyed three times per semester. The first survey looks at students' perceived information competency skill and their access to computers and the internet off campus [IIC 23]. The second survey asks for students' impressions of how the course is going and what they like or do not like about the course [IIC 24]. The final survey asks many of the same questions as the second survey; however, these questions assess after students have completed their research project for English 001. A report of the survey

findings was published in the library's 2010 Program Review [IIC 25]. All in all, students received the course most favorably. The surveys and other outcomes assessments have helped to identify areas where the course could be altered to further outcomes achievement. This outcomes assessment and the resulting methods of improvement become a resource for program review and three-year plans as the library participates in the College's Integrated Planning Process (IPP). Other specific improvements resulting from outcomes data include the following:

- Collaborative course revision to address student workload concerns and incorporation of changes suggested by all instructional librarians
- Works Cited Assignment re-written, including new example
- Annotated Bibliography updated, printable examples made available, past student papers made available for reference.
- Quizzes reviewed and edited every semester
- Expansion of workshops, including non-credit workshops fall 2010
- Academic integrity lecture expanded to include more MLA instruction
- Student Orientation changed from extra credit to required
- Late policy made more flexible to account for students having trouble with access
- Instructor wiki created to discuss concerns and share ideas
- New rubrics for assignments
- Institutionalized Coordinator position to eight hours per week, removed division liaison responsibilities from coordinator, LR10 coordinated in the summer four hours per week.
- Removed the lab portion, now 1 unit lecture

Items identified as needing work that are still in progress include the following:

- Gather more data via instructor surveys
- Re-write student surveys
- Construct more instructor resources
- Non-Credit Workshops as a face-to-face option
- Implement single sign-on for databases possibly using MySolano
- Work with English 1 adjunct instructors to ensure strong learning communities
- Investigate mobile phone notifications for class reminders
- Work with Banner/MySolano to construct more seamless Add/Drops

Tutoring Center

The Tutoring Center has outcomes and assessment criteria written, but the outcomes have not yet been formally assessed [IIC 26]. Assessment is planned for fall 2011, and the center will be completing program review.

Labs

In general, college labs are not considered programmatic, and therefore do not undergo separate program review. However, labs fall under the review of their respective divisions, and needs are addressed in department program reviews as well as the Technology Plan where appropriate. In addition, the MAC and Reading and Writing Lab, as instructional labs, conduct outcomes assessment and participate in program review [IIC 27, 28a, b, c].

EVALUATION

The College Meets Standard II.C.2.

PLANNING AGENDA

None

IIC References

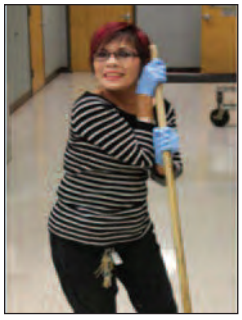
IIC 1 http://www.solano.edu/library/
IIC 2 Libary Gate Counts 1
IIC 3 Library Gate Counts 2
IIC 4 2005 Visiting Team Report
IIC 5 Collection Development Policy
IIC 6 Tutoring Web Page
IIC 7 Accreditation Survey
IIC 8 Core Competencies
IIC 9 Board Minutes December 19, 2007
IIC 10 LR10 Course Outline of Record
IIC 11 LR 1 Course Outline of Record
IIC 12 LR 11 Course Outline of Record
IIC 13 LR 12 Course Outline of Record
IIC 14 LR 500 Course Outline of Record
IIC 15 SCC Library Databases Web Page
IIC 16 SNAP Contract
IIC 17 NBCLS Agreement
IIC 18 Interlibrary Loan
IIC 19 CCL Data Base Renewals 2010/2011
IIC 20 Library Outcomes
IIC 21 Library Assessment Calendar
IIC 22 Library Report
IIC 23 Academic Research Survey
IIC 24 Library Midterm Survey 2010
IIC 25 Library Program Review
IIC 26 Tutoring Outcomes
IIC 27 MAC outcomes
IIC 28 Reading and Writing Lab Outcomes

Standard III: Resources

SOLANO COMMUNITY COLLEGE

Standard III.A.
Human Resources

Standard III.A. Human Resources
The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.



III.A. Working Group

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Cynthia Simon, CSEA
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Introduction

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTION

Human Resources Policy 4005 affirms that, "Solano Community College District believes that a well qualified faculty provides the foundation for a strong instructional program." This policy also states that "academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors" [IIIA 1]. To this end, SCC uses the Chancellor's Office's "Master List of Minimum Qualifications" for the minimum qualifications listed in vacancy announcements. In addition, job descriptions and announcements include a section on "desired qualifications," which may list the courses to be taught by the successful candidate and/or occupational experience directly related to the assignments, and teaching announcements include the following statement:

> Candidates must possess: a commitment to encouragement of learning and an enthusiastic attitude toward teaching; sensitivity to teach students from diverse cultural, ethnic and socio-economic backgrounds that may have wide ranges of abilities, including the disabled.

For full-time positions, this statement continues that candidates must possess:

> a willingness to take initiative in co-curricular activities, special events, and division projects; a desire to participate in professional growth activities; and a willingness to participate in governance of the division and the College [IIIA 2a, b].

SCC also adheres to AB1725 guidelines for equivalency per Board policy 4005, which states that the College "will have and use an equivalency process which does not lower standards, nor raise minimum standards," according to the following criteria:

1. The equivalent of a required degree including:
   i. The general education required for that degree ~~AND~~
   ii. The major coursework required for that degree.
2. If applicable, the equivalent of required experience including:
   i. Mastery of the skills of the vocation thorough enough for the specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline.
   ii. Extensive and diverse knowledge of the working environment of the vocation.

Specific equivalency standards are outlined in parts VII and VIII of the policy referenced above. The equivalency policy is also stated on each job announcement, typically defined as having the general education and major coursework for the degree. A candidate who does not possess the minimum qualifications exactly as stated on the announcement must "file for an equivalency review" and "submit conclusive supporting documents at the time of application" via the included equivalency request form [IIIA 3, 4].

Evidence of the quality of instructors at SCC is also found in the number of faculty members who have published or have received recognition from their peers for their exceptional contributions to teaching and scholarship. While there are too many notable faculty to be comprehensive here, a brief sampling of recent achievements follows:

- Abla Christiansen, Counseling/Puente Coordinator—long history of Puente advocacy and counseling that has directly improved English success rates for Puente students
- Adrienne Cary, CTE and Business—presenter at Oxford Roundtable at University of Oxford, England; lecturer in series at University of Oxford Harris Manchester College
- Carol Levy, Art—juried into two exhibitions: *The Abstract* in San Francisco and

Gendered Images: The Feminine Divine in Berkeley
- Cheryl McDonald, Cosmetology—2010 Cosmetology Instructor Lifetime Achievement Award, Cosmetology Industry Hand to Hand Marketing; 2000 Instructor of the Year, California/ National Cosmetologist Associations
- Cheryl McDonald, Cosmetology—Lifetime Achievement Award, Instructor of the Year
- Danielle Widemann, Geology/Geography—known for making poetry of geology; strong student advocate; works in learning communities to connect her discipline to others in intimate, tactile ways
- Don Hoggan, CIS/BUS division—published the textbook *Visual Basic*
- Dr. Brenda Tucker, Counseling/Summer Bridge Faculty and Coordinator—long history of student advocacy; essential Counseling advocate at the Vallejo Center
- Dr. Karen McCord, Social Science, Psychology, Ethnic Studies Coordinator, Umoja Program—long history of student advocacy; community service projects such as PeaceJam and Honors program; author of *Civil Rights Travel Study* course and *Peace Studies*.
- Dr. Sanford Wright, Political Science/Ethnic Studies Coordinator—long history of advocacy of students' political awareness; Ethnic Studies and Enlightenment Series
- Elisabeth Sturm, Spanish/German—Marquis "Who's Who in America"; member of the performing duo *Resonance with Elisabeth and James*
- Ella Tolliver, Counseling—Iota Phi Lambda, Gamma Nu Chapter, San Francisco Outstanding Business Woman of 2010; recognized by Sacramento Young Ladies and Young Men's Ministry for assisting young men and women further their education; recipient of several grants
- Evelyn Zlomke R.N., M.P.H., Maternal Child Health—published in the *Permanente Journal*
- Floyd Burnsed, Physical Education—Bay Valley Conference Coach of the Year
- Genele Rhodes, Math—published in the California Math Council's *Communicator* magazine
- George Maguire, Theatre Arts—appeared in 40 feature films (including *Fight Club, Sweetest Thing, Pursuit of Happyness, The Game, Heart and Souls*) as well as on stage for seven seasons at Marin Shakespeare Festival; Board of Directors for the Jimmy Doolittle Museum Campaign at Travis AFB; arranged and organized Tom Hanks benefit for SCC theatre students
- Jeanne Lorenz, 2-D art—exhibition at Compound Gallery in Oakland
- Joe Conrad, Math—American Mathematics Association of Two-Year Colleges Teaching Excellence Award; Northern California, Nevada and Hawaii Section of the Mathematics Association of America Award for Distinguished College or University Teaching of Mathematics
- Kate Delos, Art—featured art exhibition
- Kathy Kearns, Art—solo art exhibitions
- Lani Smith, Librarian—*Library Journal* and Booklist reviewer
- Lisa Reinertson, Art—selected for public art commissions in San Jose and at Oregon State
- Lou McDermott, History—presented at the Missouri Valley History Conference and the United States Air Force Academy
- Marc Lancet, Art—featured in multiple art exhibitions
- Marc Pandone and Ferdinanda Florence, Art—co-presented at the national FATE (Foundations in Art: Theory and Education) conference
- Marc Pandone, Art—featured in major survey of Northern California Landscape Painters; permanent member of the Solano County Public Arts Committee; Invited Guest/Lecturer/Artist to UC Davis's Nature and Culture Program for six years
- Marion Cowee, ECE—interviewed in *Flash* about an ECE science class
- Matt Borchert, Physical Education—Bay Valley Conference Coach of the Year

- Maureen McSweeney, ECE—Solano County Early Childhood Education Leadership Award
- Michele Lamons, English/ASL—West Contra Costa Unified School District Teacher of the Year; Contra Costa County Teacher of the Year
- Michelle Arce, History/Ethnic Studies—two-time winner of NEH summer internships in history; lecturer for the Ethnic Studies/Enlightenment Series
- Neil Glines, Communication Studies—recognized by CCCFA for outstanding contributions to community college forensics
- Patrick Harrington, Psychology—most recently published in the *Journal of Anxiety Disorders*
- Patrick Vogelpohl, English—created numerous, widely viewed YouTube videos on issues of grammar, reading, composition, and student success
- Richard Alan Bunch, English—three-time Pushcart Prize nominee with multiple publications, including *Hawking Moves: Plays, Poems and Stories*
- Ron Zak, photography—curated into Wanderlust exhibition at the Napa Valley Museum; leader in SCC's Study Abroad Program
- Saki Cabra, Math/Science—recognized for teaching excellence in Marquis' "Who's Who 2011" and in NISOD in 2010
- Scott Mazak, Film and Television—published in George Lucas's *Blockbusting*
- Scott Stover, Physical Education—Bay Valley Conference Coach of the Year
- Sharyn Stever, English—published *Heron's Run* chapbook, poems (Rattlesnake press), and poems "Birdland" and "Aubade" in *Kalliope*.
- Teresa Brunner, Art—elected to serve on the Board of California Mission Studies Association
- Terri Pearson-Bloom, Athletics—three-time Bay Valley Conference Coach of the Year
- Tonmar Johnson, Sociology— published sociological research on the intersections among race, gender, and sports; voted "Most Inspirational Instructor" by the 2010-11 women's basketball team; helped to create SCC's first Sociology major

Tracy Schneider, English/Outcomes Assessment Coordinator/Accreditation Coordinator—winner of the Promising Outcomes Work and Exemplary Research (P.O.W.E.R) Award for SLO Champion of the year, 2011.

Evidence of exceptional employees in other areas, while again not comprehensive due to the large number of high quality of employees, includes the following:

- Andrea Uhl, Admissions and Records—acknowledged for thoughtful and competent transcript service
- Anna Mejia, Admissions and Records—acknowledged for efficient transcript requests
- April Takahashi, Admissions and Records—numerous recognitions for excellent enrollment services
- Barbara Fountain, Admissions and Records—Numerous letters of appreciation from students and their families for a smooth enrollment process
- Claudia Purvis, Admissions and Records—letter of appreciation for helping a student to transfer to UC Berkeley
- Jesse Branch, Community Services Officer/Booster Club President—Solano College Honorary Degree; Living Legacy Award with recognition from throughout California
- Jim Darling, Fire Technology Assistant—created an evacuation plan for the Vacaville Center
- Joe Ramos, Police Officer—awarded an Advanced Certificate from the California Department of Justice's Commission on Peace Officer Standards and Training (POST).
- Jowel Laguerre, Ph.D., Superintendent/President—honored with a Lifetime Educational Achievement Award by Water and Education International, August 2010
- Judy Nash, Disability Services Assistant I—A dvisory Committee Member of the

Year 2010 for her work on the Senior and Disabled Transportation Advisory Committee/Paratransit Coordinating Council
- Kandy Carlsmith, Police Officer—honored with the first Superintendent/President's Award for her solo coordination of outside law enforcement agencies in response to an armed subject on campus
- Laura Goldstein, Admissions and Records—acknowledged for thoughtful and competent transcript service
- Lisa Raquel, Administrative Assistant—recognized by the Vacaville Center Dean for her devotion to teamwork, teambuilding, and the ability to navigate through an database system with ease; initiated Vacaville Center student survey
- Mary David, Admissions and Records—acknowledged for helpful advice and professionalism
- Patricia Young, Admissions and Records—recognized for excellent professionalism
- Sheryl Scott—acknowledged for time, effort, and consideration in working with students and faculty
- Shirley Lewis, Center Dean; Genele Rhoads, Math Instructor; Debbie Meyer, custodian, and Lisa Requel, Administrative Assistant—worked with Vacaville Solano Recology to bring recycle bins to the Vacaville Center
- Steven Dawson, Police Chief/Director of Emergency Planning—acknowledged by the Chancellor's Office for his expertise and contributions to the state-wide effort to bring consistency to California Community Colleges in the area of Disaster Planning.

In addition, the following is a list of President's Award Winners for 2010 and 2011:
- Laurie Gorman, Executive Assistant
- Judy Spencer, Executive Coordinator
- Marjorie Trolinder, Graphics Department Manager
- Kevin Anderson, Computer and Information Science
- Janene Whitsell, Communication Studies
- Chuck Spillner, Chemistry
- Shirley Lewis, Dean, Vacaville Center
- Christie Green
- Kandy Carlsmith, Police Officer
- Sandra Diehl, Horticulture Science
- Ken Williams
- Dale DeFreece
- Sheryl Scott, Administrative Assistant III
- Donna Laroski, Human Resources Specialist
- Christie Speck, Director, Children's Program
- Amy Gaylor, MESA/Study Abroad
- Terri Pearson-Bloom, Physical Education/Athletics
- Cynthia Simon, EOPS/CARE Specialist
- James DeKloe, Biology
- George Daugavietis, Mathematics

EVALUATION
As evidenced by its excellent faculty and staff, Solano Community College exceeds Standard III.A.1

PLANNING AGENDA
None

Standard III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees from non-U.S. institutions are recognized only if equivalency has been established.

DESCRIPTION
During program review faculty, staff, and administrators evaluate needs for new positions due to changes in course offerings or operational needs. As stated in Human Resources (HR) Policy 4000, the criteria for each classi-

fied position are determined by HR in partnership with the appropriate dean/manager and union representatives. The criteria for each educational management position are reviewed by the Superintendent/President (S/P), school/department members, and the Academic Senate President. Other management criteria are reviewed by the applicable immediate supervisor. Policy 4000 also states the following:

> Job announcements shall state clearly job specifications setting forth the knowledge, skills, and abilities necessary to job performance. Job requirements shall include sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students. Job specifications including any required or preferred qualifications beyond state minimum qualifications for management positions shall be reviewed before the position is announced to ensure conformity with Title 5 and state and federal nondiscrimination laws [IIIA 5].

Per HR Policy 4005 on faculty hiring procedures, "the criteria to determine position priorities will be jointly established by the Academic Senate and Division Deans" [IIIA 1]. Vacant and state-driven positions are reviewed and generally recommended for hiring when budget allows. New or additional positions dependent on new funding are reviewed and recommended for hiring based on both quantitative data (e.g., FTES, WSCH, growth trends) and qualitative data (program trends, outcomes assessment). Departments define and determine assignments for positions according to SCC's Minimum Qualifications List and the Senate-adopted Equivalency Procedure, both discussed in Standard III.A.1. Published job announcements then outline specific needs. All applicants are deemed qualified based on the position description and specified essential functions, minimum qualifications as appropriate, and the ability to work in a diverse educational environment.

Screening by hiring committee members assures that only candidates who appear to meet the needs and minimum qualifications or equivalency are interviewed. The interview process then attempts to confirm or refute the candidate's actual qualifications, and committee discussions ensure that only the most qualified are sent forward for S/P consideration. Hiring committees evaluate academic preparation/subject matter competency through transcript review, interviews, phone reference checks, and applicant letters citing specific examples of experience as related to knowledge, skills, and abilities. HR uses the following non-U.S. institutions transcript evaluation services: Center for Applied Research Evaluation, Inc.; Education Credential Evaluation, Inc.; International Education Research Foundation; Credentials Evaluation Service; Educational Records Evaluation Services.

Faculty applicants are also evaluated for effective teaching through a required demonstration that asks them to treat the committee as their students. In addition, interview questions are created by faculty to test the candidate's ability to problem-solve various classroom scenarios, and a numerical ranking system and committee discussions are used to judge effectiveness [sample available on request]. Candidate scholarship, defined as the publication of scholarly work, may also be considered. In addition, during the interview process, candidates are commonly asked to describe contributions they have made to institutions where they were previously employed. Subsequently, to determine the willingness of candidates to participate in college-wide activities they are commonly asked about particular contributions they believe they might offer SCC that are in line with the College's mission, which is printed on all position announcements.

At this time, Solano Community College does not specifically advertise for faculty or personnel with expertise and experience in distance education (DE) because minimum qualifications for teaching in each discipline are the same regardless of mode of delivery. Instead, hired faculty members may volunteer to teach DE courses based on their personal interests. In addition to a cadre of instructors with DE

experience who can mentor and train new or potential DE faculty, the DE Coordinator and the DE Committee offer training in the College's DE portal, e-College. As DE courses are treated the same as face-to-face courses, effective teaching is assessed in essentially the same way regardless of the mode of instruction.

Per HR policy, hiring committees, whenever possible, "shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications" [IIIA 5]. Schools are responsible for committee size and selection, but committees must include faculty and the school dean and present gender equity and ethnic diversity. Classified hiring committees are composed of the following:

> Three to five members with at least 1/3 classified employee members with one from outside the division/department. The immediate supervisor will serve on the committee. Additional committee members may be added based on a particular need subject to approval of the Director of Human Resources.

Management hiring committees are composed as follows:

- **Vice President:** three managers appointed by the S/P (one vice president, two other managers); four faculty appointed by the Academic Senate; two classified representatives (one appointed by CSEA and one appointed by Operating Engineers Local 39); and two students appointed by the Associated Students of Solano Collage (ASSC).
- **Deans:** Three managers (one of whom is a classified manager, supervisor, or confidential employee) appointed by the appropriate vice president; five faculty appointed by the Academic Senate; two classified representatives (one appointed by CSEA and one appointed by Operating Engineers Local 39); and two students appointed by ASSC.
- **Other Educational Administrators:** three managers (one of whom is a classified manager, supervisory or confidential employee) appointed by the appropriate vice president; four faculty appointed by the Academic Senate, two classified (one appointed by CSEA and one appointed by Operating Engineers Local 39); and two students appointed by the ASSC.
- **Classified Managers:** four managers (one of whom is an educational manager) appointed by the appropriate vice president or president; two faculty appointed by the Academic Senate; two classified (one appointed by CSEA and one appointed by OE-Local 139); two students appointed by the ASSC; and one to two outside experts in the field (optional-selected by reporting manager)
- **Supervisors and Confidential Employees:** one manager from the department appointed by the appropriate vice president or the S/P; one classified employee from the department appointed by the representative union; one faculty appointed by the Academic Senate; one additional person from faculty, classified or management appointed by the appropriate vice president or president; and an outside expert in the field (optional–selected by reporting manager).

In cooperation with HR, committee responsibilities include objectivity, fairness, equality of treatment; confidentiality; commitment to the process; creation of and adherence to a timeline; development of selection criteria, interview questions, performance indicators, and a rating mechanism; screening of applications; integrity of process; determination of finalists; reference checks; and submission of completed rating sheets, reference checks, and applications [IIIA 1, 5]. A large part of HR's role is to ensure that the hiring process has integrity and remains intact. To this end, HR or a trained trainer conducts committee training as needed, including diversity training. HR also ensures that the same questions are asked of every applicant for particular position to ensure consistency, and it is the responsibility of the chair to oversee the hiring committee for consistency and fairness.

Position announcements, which include required minimum qualifications, desired qual-

ifications, and duties and responsibilities, are listed as vacancies on the SCC college website, as well as published in various periodicals, such as *The Vacaville Reporter*, *The Daily Republic*, *The Vallejo Times Herald*, *The Bay Area News Group - East Bay*, *The Napa Valley Register*, *NCAA*, and *Nursing Voice.* In addition, the College posts announcements to various electronic publications, such as the California Community College Chancellors Office Registry, HigherEdjobs.com, Yahoo, Hotjobs, the *Chronicle of HigherEd*, and craigslist, and targets market areas through Merion Publications and Advanceweb.com.

EVALUATION
Solano Community College's high standards and criteria ensure that the College meets Standard III.A.1.a.

PLANNING AGENDA
None

Standard III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTION
According to Human Resources (HR) Policy 4000, all applicants for positions at Solano Community College must be evaluated based on educational background and experience, skills and professional knowledge, and any other applicable job-related criteria [IIIA 5]. These evaluations verify the deliberative hiring process described in Standard III.A.1, acknowledge outstanding performance, and offer opportunity for professional development for the continued employment of faculty, staff, and administrators as needed. Policy 4220 states the following regarding academic, management, and classified staff:

> The performance of duties and the professional growth of all academic, management, and classified staff of the District shall be evaluated in accordance with provisions of the ***California Education Code*** and the collective bargaining agreements.
>
> The purpose of evaluation is to retain the services of competent staff and to develop, improve and maintain high level programs and services at the District by improving communications between employee and supervisor, measuring performance, recognizing achievements and contributions, providing guidelines for individual development, and to serve as a basis for promotion, demotion, disciplinary action or dismissal [IIIA 6].

In addition, policy 4800 states the following regarding administrative positions:

> It is the intent of the Solano Community College District that all administrative employees be evaluated to maintain and improve the quality of management and to assess and document performance. Written evaluations should normally be used to recognize and document performance and to serve as a basis for assessing performance improvement [IIIA 7].

The following are specific guidelines for the evaluation of all SCC employees:

- **Governing Board**—Board Policy 1070 states that the Board will conduct an annual self-evaluation based on criteria contained in Board policies regarding Board operations as well as criteria promulgated by recognized practitioners in the field. The Board currently completes quarterly "How Do We Rate" checklists used in Board retreat discussions about Board improvement [IIIA 8].
- **Superintendent/President**—Administration Policy 2035 states that the Governing Board will evaluate the Superintendent/ President at least annually using a confi-

dential evaluation process based on criteria contained in Board policy, the Superintendent/President job description, and performance goals and objectives developed in accordance with Administration Policy 2030: Superintendent as Executive Officer of the Governing Board [IIIA 9, 10].

- **Classified, Supervisory, Confidential Administrative Employees**—HR Policy 4800 states that probationary personnel will be evaluated by their immediate supervisor at least twice during the one-year probationary period, based on employee performance in the job categories outlined in the job announcement. Permanent classified managers are evaluated once every other year based on annual performance goals. Evaluators are encouraged to include a face-to-face discussion of the evaluation with the employee [IIIA 7].
- **Educational Administrators**—HR Policy 4800 also states that new educational administrators will be evaluated at least once a year in the first two years of employment. Continuing educational administrators who have been employed more than two years should be evaluated at least once every two years. Evaluation includes four components: immediate supervisor evaluation, peer evaluation, subordinate evaluation, and self-evaluation. Evaluations are based upon agreed upon goals, objectives, communication skills, leadership skills, human relations, management and administrative skills, and professional knowledge. Evaluators are encouraged to include a face-to-face discussion of the evaluation with the employee [IIIA 7].
- **Faculty**—Article 4 of the Collective Bargaining Contract between the District and the Solano College Faculty Association/ California Teachers Association (SCFA/CTA) states that contract faculty will be evaluated by his/her immediate supervisor once each year during the four-year probationary period based on mutually agreed upon goals. Tenured faculty will be evaluated by his/her immediate supervisor at least once every three years in the areas of classroom/counseling/ librarian effectiveness as appropriate and area/departmental responsibilities and college-wide service; optional areas of evaluation are professional development and community service. Evaluations will also include student evaluation, supervisor observation, and optional peer- and self-evaluations. Non-teaching/Other faculty assignments are evaluated based on the responsibilities in the job description as well as the following themes: work attitudes, competency, initiative, attitude toward students, overall effectiveness, and area/department responsibilities and college-wide service; optional areas are professional development and community service. If the evaluation states that the faculty member is rated lower than "two" in one or more areas, the District has the right to evaluate more often as needed, but not more than once in any academic year. Low ratings also require specific recommendations for improvement [IIIA 11].

In addition to the above, while criteria are the same, guidelines have been set forth to accommodate the unique logistics of evaluating faculty teaching online. Per page six of the Collective Bargaining Agreement:

> The dean and the faculty member will mutually schedule at least one observation during which the faculty member will navigate the online classroom in the presence of the dean in order to provide access to all aspects of the online classroom. The dean may request access to all aspects of the on-line classroom contained in the shell.

Additional evaluation pointers have been provided by the DE Coordinator [IIIA 12]. While a specific student evaluation form for DE instructors is found on page 124 of the Collective Bargaining Agreement, the processes for student evaluations of online courses are not currently specified in the faculty contract. Online evaluations are an evolving process.

- **Classified Staff**—Article 4 of the Collective Bargaining Contract between the Dis-

trict and the California Schools Employee Association states that all permanent employees will be evaluated by their supervisor once every two years and that probationary employees will be evaluated at least once prior to earning permanent status. Evaluations must include a personal interview between the employee and the evaluator, and any negative evaluation must include specific recommendations for improvement [IIIA 13].

- **Operating/Stationary Engineers**—Article 6 of the Collective Bargaining Agreement between the District and the International Union of Operating Engineers Stationary Engineers, Local 39 states that probationary employees shall be evaluated by their supervisor at least once between the sixth and tenth months of service. Permanent employees are evaluated annually for the second and third years; thereafter they will be evaluated every two years. If performance is less than satisfactory, employees may be evaluated more frequently. Any negative evaluation must include specific recommendations for improvement [IIIA 14].

EVALUATION

While the College uses evaluation broadly, there have been instances in which some employees have gone unevaluated for one or two cycles. The Human Resources Department is working with all managers to make sure evaluations are up to date. Furthermore, a report will go to the Board every December, helping to ensure that evaluations are completed and gaps do not exist. Through its written guidelines and the correction of past lapses, Solano Community College meets Standard III.A.1.b.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

DESCRIPTION

Biannual outcomes assessment discussions during Flexible Calendar days (Flex) began in fall 2007 and have made outcomes an item of continuous discussion and collaboration among faculty at all levels. During this process, faculty shares outcomes assessments and results with the goal of learning from one another as well as brainstorming and gathering information regarding the improvement of student learning at the classroom, department, school and institution levels [IIIA 15, 16]. In these biannual, two-hour discussions, faculty members consider the implications of the assessment results, which generates new ideas for teaching and possible course modifications as well as data and suggestions for department, school, and/or strategic planning. This ongoing process was deemed effective in its initial pilot [IIIA 17], and beginning with fall 2009 the College began a four-year outcomes assessment cycle in which all courses are assessed twice within four years, as scheduled within individual departments. In addition, in 2007 the Academic Senate adopted Core Competencies to serve as general education and institutional outcomes [IIIA 18]. Every course is coded to these Core Competencies so that assessment of courses and the Core are done simultaneously. Rubrics for assessment are kept by individuals, departments, and schools as appropriate [IIIA 19, 20, 21, 22, 23], and based on individually developed assessments (unless otherwise decided by a department) faculty completes individual assessment analyses each semester. These analyses are to be compiled in department/

school reports and summarized by the Process Evaluation and Review Team (PERT) for campus distribution [IIIA 24, 25, 26, 27, 28, 29]. PERT review and summary will take place for the first time during the 2011/2012 school year.

Currently faculty outcomes assessment is not specified in the collective bargaining contract. The College has found that the faculty-driven dialogue described above, in addition to the central role that outcomes play in institutional planning, has ensured the continuous improvement of student learning. The Solano 2005 Self Study noted that "when the SLO criteria and evaluative components are completed, they will be incorporated into the faculty evaluation criteria." This has so far not been negotiated with the union. However, peer performance evaluation is an available option in the collective bargaining contract, and outcomes assessment can be included there. In addition, page 34 of the 2010-11 *Faculty Handbook* states that outcomes must be specified on course syllabi, and with the implementation of CurricuNET, outcomes are an integral part of course proposals. The Core Competencies are printed in the College catalog, and as of the 2011-12 catalog, program outcomes are listed there as well.

As a result of outcomes assessment analysis discussions, many changes have been made to improve student learning. Some examples follow:

- Various classroom technologies have been implemented using "smart" classroom capabilities.
- Mathematics/science has begun using graphing calculators where appropriate.
- Math and history faculty have adopted eCompanion for their face to face classes, which provides students with online course augmentation tools such as more practice problems and study quizzes that allow for immediate feedback followed by in class discussion sessions, document sharing, and threaded discussions to continue classroom discussions online.
- There has been continued development of learning communities with focus on basic skills.
- Math has piloted a program for students to complete elementary and intermediate algebra in one semester.
- Supplemental Instruction was implemented while funding was available. Although currently discontinued due to budget constraints, a proposal has been put forth in the Humanities Division for Supplemental Instruction for all courses and for readers so that students can be offered more frequent "practice" with short writing assignments without tripling workload in classes that range between 40 and 50 students.
- An experimental course in the developmental English sequence was created and subsequently adopted (English 380) as a regular pathway to college-level composition courses.
- English lab curriculum has been revised, and subsequent data have been gathered.
- The Math Department created a lecture-based arithmetic course as an alternative to the self-paced version, and the self-paced course was eventually dropped.
- Rubrics are more often used in evaluation of class participation, practical skills tests, discussions, video analysis, and written assignments so that students know exactly how they will be graded.
- Many instructors in PE are using more handouts and/or writing their lectures out for visual learners.
- PE course outlines are being changed based on outcomes analysis and discussions, and PE added the development of leadership and life skills based on the College's Core Competencies.

The analysis of outcomes for DE courses follows the same procedures outlined above. However, online instruction offers immediate feedback to students, which means that outcomes are essentially applied and evaluated in real time as formative assessment. Instructional improvements specific to DE include the following:

- An online standards handbook was created to ensure quality online learning [IIIA 30].

- Humanities Division (now a part of the School of Liberal Arts) has created a "Best Practices" policy for distance education that the DE Committee hopes to use as a pilot for use in other areas [IIIA 31].
- Efforts have been made to make dialogue and feedback more timely and immediate through more effective use of virtual discussions and cyber cafes, gradebook comments, email messaging, and online office hours.
- Greater emphasis on threaded discussions has improved communication among students and instituted small group online activities.
- The DE mentoring program and e-College online courses for faculty have become a great help in improving online course presentations.
- Math videos have been created to highlight areas that commercial software did not cover adequately.

Quite a bit of professional development time has been allocated to outcomes and their assessment to ensure effectiveness. As stated above, Flex activities have included outcomes and assessment evaluation since fall 2005. In fall of 2005, there was also a workshop on evaluation and assessment techniques. In fall of 2006, there was a rubric-writing workshop. In spring of 2007, SCC held learning outcomes assessment training as well as a "Train the Trainers" workshop (for division trainers to lead the work) led by Cabrillo College's Marcy Alancraig. In fall of 2007 there was an SLO Trainers pilot workshop, and in spring of 2008, the College held its first bi-annual "Closing the Loop" session, which is an activity that recurs every fall and spring.

Faculty has also participated in a wide range of off-campus activities that included outcomes training, both as attendees and as presenters:

- Vocational Leadership Conference
- Quality and Safety in Nursing Education Conference
- Annual CMC3 math conferences
- Textbook publisher conference discussing online tools for SLO assessment
- Regional Basic Skills Conference
- Senate Plenary gatherings
- Assessment and Accountability Webinar
- Regional Researchers/SLO Coordinators Meetings
- Accreditation Institutes
- Strengthening Student Success Conferences
- National Assessment Institutes
- SLO Regional Meetings
- To enhance DE outcomes achievement, the following Flex activities have been provided since fall 2006:
- eCollege training
- Forum on online /distance education
- eTeachers best practices (Networking Group)
- eCollege, eCourse, eCompanion and hybrid using the online environment for teaching
- eTeacher and eTips
- eTeaching enhancements and eCollege
- eCollege features, exploration and training

EVALUATION

As with most institutions, SCC cautiously approached outcomes assessment. Today, however, they are an integral part of the fabric of the college and have done much to improve teaching and learning. The College meets Standard III.A.1.c.

PLANNING AGENDA

None

Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

DESCRIPTION

Ethics requirements appear throughout the policies and regulatory schema of the College. The following are Human Resources policies that pertain to ethical behavior of employees:

- 4270—Sexual Harassment (for employees and students) [IIIA 32]
- 4285—Unlawful/Prohibited Discrimination (employees and students) [IIIA 33]

- 4040—Employment of Immediate Family Members [IIIA 34]
- 4100—Employee Responsibilities [IIIA 35]
- 4490—Gifts to College Personnel [IIIA 36]
- 4500—Payment for Tutoring [IIIA 37]
- 4520—Commercial Travel Tour Solicitation [IIIA 38]
- 4770—Disciplinary Action [IIIA 39]

The SCC *Faculty Handbook* states the Standards of Scholarship which define faculty responsibilities related to the assignment of final course grades [IIIA 40]. Finally, the California Schools Employee Association (CSEA) "Constitution and Bylaws and Standing Rules" sets forth a specific code of ethics, which SCC staff follows, and Article XX1 of the CSEA contract specifies peaceful resolution of differences [IIIA 41, 42].

EVALUATION
Through its 4000 series policies and other guidelines, SCC meets Standard III.A.1.d

PLANNING AGENDA
None

Standard III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

DESCRIPTION
According to the College's fall 2010 IPEDS data, the number and classification of SCC's employees is as follows:

Faculty	
Full-time	
Tenured	130
Tenure track	25
No tenure	6
Total full-time	161
Part-time	305
Total	466
Managers	21
Other professionals	7
Technical and paraprofessional	
Full-time	48
Part-time	5
Total	53
Clerical/secretarial	
Full-time	63
Part-time	6
Total	69
Skilled crafts	6
Service/maintenance	30
Total employees	652

[IIIA 43]

While new IPEDS information will not be available until December or January, a preliminary internal report approximates this information after the current reorganization, including positions that are currently vacant but believed to be filled sometime this year:

Faculty	
Full-time	
Tenured	143
Tenure Track	10
Total	153
Part-time	408
(estimate based on preliminary fall assignments)	
Total	561
Managers	26
Other Professionals	6
Technical & paraprofessional	
Full-time	46
Part-time	8
Total	54
Clerical/secretarial	
Full-time	64
Part-time	7
Total	71
Skilled Crafts	6
Service/maintenance	30
Total Employees	**754**

Board policy 4000 states that "the selection and appointment of all personnel is the responsibility of management, subject to final approval of the Governing Board" [IIIA 5]. In practice, the Superintendent/President (S/P) makes decisions regarding the organization of administrative and support staffing with input from the Superintendent/President's Cabinet, comprised of the S/P, the Executive Vice President, the Vice President of Finance and Administration, the Human Resources Director, the Chief Information Officer, the Executive Director of Institutional Advancement, the Dean of Counseling, the Associated Students of Solano College President, one academic dean, the Vacaville/Travis Center Dean, the Vallejo Center Dean, and the Academic Senate President. In the case of the most recent reorganizations in 2010 and 2011, the S/P also solicited input from constituent groups via meeting presentations and open forums.

Requests for faculty and staff come largely as a result of Program Review in which faculty, staff, and administrators determine needs based on data gathered regarding FTES, WSCH, growth trends, faculty load, full-time equivalent faculty, full-time/part-time/overload faculty, fill rates, retention rates, and outcomes assessment. In accordance with HR Policy 4005, "criteria to determine position priorities will be jointly established by the Academic Senate and Division Deans" [IIIA 1]. This includes maintaining sufficient staffing levels for distance education (DE) programs and services. DE needs are also met through a release time faculty DE coordinator, whose duties recently went through a time-study analysis to determine whether additional resources are required. As a result, some responsibilities were transferred to Technical Services and Support, and others required additional part-time assistance. Requests for new faculty or staff follow the shared governance process through which priorities are made from established needs across the College. The Superintendent/President then brings before the Board hiring priorities that have been determined by his Cabinet based on determination of need and budget allowances. Upon arrival, the Superintendent/President proposed a reorganization of SCC's Executive Team. One of the goals of the reorganization was to create more breadth in the organization. This resulted in the hiring of an Executive Director of Institutional Advancement to lead fund raising efforts and take on the responsibilities of a Coordinator of Marketing and Recruitment, which the College has lacked. The reorganization also combined Academic Affairs and Student Services, previously managed by two separate Vice Presidents, creating an Executive Vice President of Academic and Student Affairs (EVPASA). An academic division was eliminated, dividing disciplines among remaining divisions, and a Dean of Academic Success and Learning Resources was created.

The College has realized further reorganizations in areas such as Financial Aid to create and improve office functions. The Admissions and Records area has just announced its intention to reorganize to better serve students, and the Finance and Administration unit has created a position in charge of reconciliations, grants, and bonds. This position will provide the College with the depth needed to ensure that departures and retirements do not shake the core finance functions of the College.

The greatest impending change, however, is in the Academic Affairs arena, where the EVPASA has led the College in a process to administratively reconstitute the current divisions. This reorganization has several goals:

- Realign disciplines with common characteristics
- Create depth in the organization to allow for succession planning
- Create cost savings

Two of these goals are on target, and a third will be dealt with at a later date. According to the current draft of the reorganization, the goals to realign disciplines and create cost savings have been accomplished. The remaining goal is a task the S/P is leaving to faculty, deans, and the Executive Vice President to

work on for the next two to five years. The long term goal is to create positions that will support the deans at the unit level and to provide the depth necessary to avoid administrative instability. In order to strengthen the organization in the mean time, the Center Deans will take on more tasks and work with faculty and students at the centers to handle issues locally. One other aspect of the reorganization will change the name "divisions" to "schools." Six former divisions have become four schools: School of Liberal Arts, School of Sciences, School of Career and Technical Education, and School of Human Performance and Development. This change has eliminated two academic dean positions as well as the Dean of Academic Success and Learning Resources. In addition, recent changes include a shifting of responsibilities such that the S/P oversees Student Services (except for Student Development), the EVPASA focuses on Academic Affairs and supervises the Center Deans in areas of academics, and the VP of Finance and Administration oversees Human Resources [IIIA 44].

Issues of appropriate preparation and experience for employees to support the institution's mission and purposes are addressed in Standard III.A.1.

EVALUATION

The College had to undertake the reorganization of Academic Affairs in a hasty manner because of impending statewide budget cuts. Nevertheless, the reorganization puts SCC on the path to developing the depth it needs in Academic Affairs, as it is doing in other parts of the College. This will lead to more sustained leadership in the midst of an ever-changing landscape. Although faculty and staff concern over the reorganization, particularly with regards to workload capacity and the effect on teaching and learning and institutional effectiveness, has been expressed in discussions in forums, SGC, Governing Board meetings, and the Academic Senate, the administration is confident that the reorganization is the right direction in regards to both finance and institutional effectiveness [IIIA 45a, b, c, d]. The success of the administrative organization will be assessed in part through audits, accreditation, student achievement, constituent surveys, and the submission of timely reports.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTION

Human Resources (HR) policies are reviewed on a regular basis to conform to negotiated agreements, implementation of state and federal laws, and updates from the Community College League of California (CCLC). The most recent revisions were completed in 2008, and a review is currently scheduled. The HR Director accordingly assures compliance with California's Title V and all other legal and California Education Codes. Policies are then shared with the Administrative Leadership Group (ALG) and taken to the Shared Governance Council (SGC), per Administration Policy 2005, for review and feedback [IIIA 46]. Finally, completed policies are taken to the Governing Board for approval. In order to make faculty and staff are aware of policies so that they can use them in making decisions, handbooks and orientation materials that are

distributed when employees are initially hired include current information regarding HR policies and procedures. Adopted policies are also published on the College's website [IIIA 47], described in the SCC *Faculty Handbook* [IIIA 40], and bargaining agreements include a great deal of policy information. In addition, faculty and staff receive training, including but not limited to, sexual harassment and unlawful/prohibited discrimination procedures [IIIA 32, 33].

SCC ensures consistency and equitability in hiring by adhering to the following HR policies:

- **Policy 4000:** In accordance with Title V regulations, the District may not designate or set aside particular positions to be filled by members of any group defined in terms of ethnic group identification, race, color, national origin, religion, age, gender, disability, ancestry or sexual orientation, or engage in any other practice which would result in discriminatory or preferential treatment prohibited by state or federal law. Nor may the District apply its equal employment opportunity plan in a rigid manner which has the purpose or effect of so discriminating [IIIA 5].
- **Policy 4037:** The District is committed to employing qualified administrators, faculty, and staff members who are dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students. The Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and provide equal consideration for all qualified candidates [IIIA 48].
- **Policy 4285:** The Governing Board hereby declares that it is the policy of the District to provide an educational and employment environment in which no person shall be unlawfully subjected to discrimination on the basis of race, color, sex, religion, national origin, age, physical or mental disability, marital status, sexual orientation or any other legally protected status mandated by Federal or State law, in any program or activity that is funded directly by, or that receives any financial assistance from the Chancellor or Board of Governors of the California Community Colleges. The unlawful/prohibited discrimination complaint resolution procedures shall be used to investigate claims of unlawful/prohibited discrimination which fall within these categories [IIIA 33].

In support of these general policy statements, Policy 4005 outlines the procedures for establishing diversity-based hiring criteria and criteria-related interview questions, as well as procedures for reviewing applicant pools for representation of under-represented groups [IIIA 1].

In addition, the *SCC Faculty Handbook* statement on equal opportunity states the following:

> The Solano Community College District is subject to all laws governing Equal Opportunity, including but not limited to Title VI and VII of the *Civil Rights Act of 1964, Executive Order No. 11246 of 1965,* Title IX of the *Educational Amendments of 1972,* Section 504 of the *Rehabilitation Act of 1973, California Fair Employment Practices of 1959, Americans With Disabilities Act of 1990,* and the *Age Discrimination and Employment Act of 1972.* Solano Community College does not discriminate on the basis of ethnic group identification, religion, age, sex, color, physical or mental disability, race, national origin, marital status, pregnancy, political activities or affiliation, medical status, veteran status, and sexual orientation in the workplace and in all programs and activities of the District [IIIA 40].

Inquiries concerning compliance or complaints may be addressed to the HR Director, and copies of the policies and procedures are available in the Human Resources Office.

EVALUATION

The College meets Standard III.A.3.a.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTION

Personnel records are maintained in locked cabinets under the control of and within the HR office. Only limited access to the files is permitted. That access is regulated by labor agreements: CTA Article 5, CSEA Article IV, Local 39 Article 6, and Board Policy 4140 [IIIA 11, 13, 14, 49]. Access to any personnel file is recorded, and the files may not be removed from the HR office. In compliance with the labor agreements cited above, individual employees may review their personnel files in the HR office during regular business hours. Archived personnel files of former employees are kept in a locked storage vault.

EVALUATION

The College meets Standard III.A.3.b.

PLANNING AGENDA

None

Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTION

Several of the College's specific Board policies regarding its concern for issues of equity and diversity are outlined in Standard III.A.3a. Other policies include 4020—Age Limits, 4030—Nondiscrimination, 4290—Cultural Diversity/Equal Opportunity, and 4035—Equal Employment Opportunity [IIIA 50, 51, 52, 53]. The College fosters equity and diversity in several ways. First SCC has held Flexible Calendar (Flex) training for all employees to promote an appreciation of student and staff diversity. The following are examples:

- Spring 2006: Understanding generational poverty and how it affects our students [IIIA 54]
- Spring 2007: Working with students in poverty [IIIA 55]
- Spring 2009: Disability 101 and DSP referrals [IIIA 56]
- Spring 2009: Solano College assistive technology, alternative media, and web accessibility [IIIA 56]
- Fall 2010: Sensitivity training [IIIA 57]

Procedures for filing an unlawful/prohibited discrimination complaint are specified in Human Resources Policy 4285 [IIIA 33]. Copies of these procedures are available in division offices, the library, the Human Resources Office, and in the S/P's office, as well as on SCC's website. No discrimination suits have been filed in the last three years.

Specific data regarding the diversity of the College's employees can be found in the "Community, Student, and Employee Demographics and Data" section of this report.

EVALUATION

The College meets Standard III.A.4.

PLANNING AGENDA

- *#4—Professional Development*
  Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis.

Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTION
The College states its position on equal opportunity in each job announcement, and per HR Policy 4000, all hiring committees are required to maintain sensitivity to applicants' diversity and to assess applicants for sensitivity to student and employee diversity [IIIA 5]. The new Human Resources Manager position will be responsible for seeing that all hiring committees represent the diversity of the College's staff and faculty. To this end, per the job description, the HR Manager will serve as an Equal Employment Opportunity representative on selection committees for new faculty positions and assure compliance with Equal Employment Opportunity rules and regulations [IIIA 58].

The institution also recognizes and supports the Ethnic Minority Coalition as an important committee representing issues and concerns of faculty of color. This group has representatives on the Academic Senate and the Finance and Budget Planning Advisory Council (FABPAC), and the Superintendent/President and Executive Vice President keep in contact with this group and attend meetings when campus issues related to diversity require the attention of the administration.

SCC offers numerous programs and services to support its personnel. Part of the job description of the Director of Human Resources is to coordinate and implement an effective staff diversity plan [IIIA 59]. The College provides accommodations to all job applicants and staff as requested per policies 4310 and 4000 [IIIA 5, 60]. The institution also holds Flex training for faculty in areas such as sensitivity, civility, and best practices.

EVALUATION
The College meets Standard III.A.4.a.

PLANNING AGENDA
- *#4—Professional Development*
  Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis.

Standard III.A.4.b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

DESCRIPTION
SCC maintains an equal opportunity plan in accordance with Board policy and Title V of the California Code of Regulations. In compliance with the plan, the College collects and evaluates data about its hiring practices to formulate an annual comprehensive report about its hiring practices. HR is responsible for examining the California Community Colleges' MIS report discussed in Standard III.A.4 to determine the breakdown of the College's employees and working with hiring committees to assist them with diversity awareness. However, due to the elimination of the position of Diversity Coordinator, this task has not been systematized. As of this writing, the College is in the final stages of hiring a Human Resources Manager, whose tasks will include the issuance of a report, training of hiring committees, and ensuring adherence to the regulations of Title V [IIIA 58].

EVALUATION
The College's forward momentum in this area ensures that it meets Standard III.A.4.b.

PLANNING AGENDA
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Solano Community College highly prizes integrity in the treatment of its administration, faculty, staff, and students, as demonstrated in several of its published Core Values:

- Integrity—firm adherence to a code of ethical values in thought and behavior
- Mutual Respect—valuing the intrinsic worth of each person in an atmosphere of collegiality
- Student Well-being—considering and addressing the impact on students of any and all actions or inactions [IIIA 18].

In addition, Board Policy 4100 states the following:

> Employees shall be treated with consideration and respect, and given such supervision and guidance as will enable them to successfully carry out the duties and responsibilities of their positions. In return, employees shall be expected to give faithful and honest service to the District [IIIA 35].

Board Policy 4770 prohibits employees from engaging in discourteous, offensive, or abusive conduct or language toward students or other employees, and policy 4270 prohibits sexual harassment in the workplace [IIIA 32, 39].

In order to assure adherence to integrity, page 24 of the *Faculty Handbook* defines employee complaint and grievance procedures, and Board policies 4280 and 4285 outline collective bargaining agreement grievances [IIIA 33, 40, 61]. To further ensure equity and integrity for students, policies 5000-5210 address student admission and attendance, and policies 5300-5420 address student rights, welfare, and conduct standards IIIA 62, 63].

Finally, surveys of personnel and students address related issues of campus climate so that any issues can be addressed and strengths can be celebrated [IIIA 64].

EVALUATION

Solano Community College meets Standard III.4.c.

PLANNING AGENDA

None

Standard III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTION

The College provides professional development activities to meet the needs of its personnel via faculty Flexible Calendar (Flex) activities (as defined through Faculty Development Guidelines Policy, the Chancellor's Office letter dated Feb 23, 2009, and Flexible Calendar Planning and Certification), including funding for keynote speakers; faculty development activities; and classified staff, manager, and administrative support staff activities [IIIA 65]. Solano's Flex activities offer a wide range of professional development topics, some of which from the past five years include the following: eCollege training, book reviews, workplace communication, SLOs and assessment, basic skills, MySolano training, curriculum development, learning communities, supplemental instruction, Integrated Planning Process, learner-centered education, transfer articulation, Umoja, brain-based learning, teacher-student relationships, accreditation, diversity training, disabled student services, and county workforce development.

In addition, SCC has a Teaching and Learning Center (TLC), which holds technology and other professional workshops throughout the year, and e-College (SCC's DE portal) online training includes five courses covering online-based instruction, teaching someone else's

online course, and how to create/use multimedia in an online environment. Specific examples of professional development offered by the College are listed in Standard III.A.1.c. There are also credit dollars from e-College to bring in speakers for specialized training. Individual employees determine their own professional development needs, sometimes in conjunction with their supervisor. Faculty surveys are also conducted after each semester's Flex activities to determine possibilities for future activities. Finally, the distance education (DE) committee assesses faculty and staff needs in DE and plans activities accordingly.

Per collective bargaining agreements, SCC also offers staff professional growth and educational release time to attend classes (Local 39 Article 10, CTA Article 11, ALG 4880.13) [IIIA 11, 14, 66]. The District Professional Growth Committee, with four members appointed by CSEA and one member appointed by the S/P, has release time to develop an in-service education program for classified employee, per CSEA Article 15 [IIIA 13]. The College does not set monies aside for professional development to attend conferences unless the monies are available categorically; if the monies are not available and the desire for attendance is present, then employees can attend at their own expense. However, the S/P and the Academic Senate President have been discussing greater professional development opportunities for faculty, staff, and administrators. In particular, while a yearly team attends the International Assessment Institute, the College wants to provide such opportunities for faculty and staff in other venues and is working to set aside funds and plan for more professional development throughout the institution.

EVALUATION
The College meets Standard III.A.5.a.

PLANNING AGENDA
None

Standard III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

DESCRIPTION
As mentioned in III.A.5.a, evaluation forms collected at the end of each Flexible Calendar (Flex) workshop are reviewed by the Flex committee to evaluate the success and usefulness of held workshops and needs for future programs [IIIA 67, 68]. These evaluations are stored for future reference in the Human Resources Office. In addition, college-wide emails and open forums solicit suggestions for future programs. Another form of professional development evaluation is the presentation of sabbatical reports to the Governing Board and occasionally to the assembled faculty at Flex. Through these presentations, the College is able to assess successful areas of study and use results for institutional improvement as well as decisions about future sabbatical approvals.

When faculty professional development activities lead to improvements of teaching and learning, the results are measured through outcomes assessment; retention, persistence, and success data from the Office of Research and Planning; student feedback via end-of-course surveys; and periodic review and evaluation of instructors by their deans. Faculty also has the option to participate in peer review. Many changes in distance education (DE) methodology course content have been a direct result of professional development activities, such as the training in and use of On Course and e-College, the success of which has been inextricably tied to outcomes analysis. The entire DE program is in a state of significant review by the deans and the DE committee in the hopes that more coherent policies will be forthcoming and that the overall DE program will go forward on solid pedagogical principles.

EVALUATION
The College meets Standard III.A.5.b.

PLANNING AGENDA

- *#4—Professional Development*
  Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis.

Standard III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION

The Integrated Planning Process (IPP) defines the overall planning mechanisms for the College. As mentioned in Standard III.A.1.a, areas and divisions evaluate their staffing needs and plan accordingly on an annual basis, through the IPP, which explicitly references the Strategic and Education Master Plans as a basis for decision-making [IIIA 69, 70, 71]. Prioritization of human resources needs follows the shared governance process, and the Superintendent/President's Cabinet (SPC) examines these needs and makes decisions based on budget implications, state-mandated full-time faculty obligation, input from the Academic Senate and other stakeholders via that process, and open forums as appropriate [IIIA 72, 73]. These decisions are then presented to the Board for approval.

Human resources planning as described above is a continuous process of evaluating needs, developing priorities, implementing decisions, evaluating the results, and making changes based on those results. One example of how this process begins at the division level is that the latest math and physical science program reviews included past human resources accomplishments and identified new needs [IIIA 74, 75]. In addition, three-year plans in biology identified needs for lab techs at the Vallejo and Vacaville Centers, an additional administrative assistant, and a larger pool of adjunct candidates; a request for a full-time lab technician at the Vallejo Center has been approved and is in the hiring process, the adjunct pool has been increased, and anatomy and physiology are now fully staffed. Three-year plans in chemistry identified the need for a new faculty position, but due to budget cuts this has not been created. Similarly, three-year plans in math identified the need for a part-time, classified administrative position in the Math Activities Center (MAC), which has not happened due to budget cuts, and a strategic proposal was submitted to create a math division, which was not adopted due to budget and the most recent administrative reorganization.

In addition to assessing human resources at the micro-level through faculty, staff, and administrator evaluations, assessment of the institution as a whole offers information on areas of strength and weakness. For example, institutional effectiveness is measured by audits, accreditation, and the submission of reports, such as IPEDS, 311, and budgets. In addition, student achievement in terms of enrollment, retention, and graduation offers information as to the effectiveness of programs and services, reflecting areas of need and strength. Other measurements include how employees feel about planning and budgeting and how constituents grade the institution, both gathered through surveys and/or focus groups.

EVALUATION

The College meets Standard III.A.6. In addition to the evaluation of human resources needs through the IPP, faculty/staff surveys help the College to determine the success of planning mechanisms and the fulfillment of needs. According to the most recent survey, 65% of respondents at least mostly agreed with the statement that program review results have been used to make improvements in campus departments. 65% of respondents also at least mostly agreed that they have sufficient resources to fulfill their responsibilities. However, only 37% mostly or strongly agreed that there is a positive climate overall on the SCC

campus, which may indicate that some needs are not being met. In addition some of the strongest areas of employee disagreement had to do with whether the College budget reflects goals and priorities (40% of respondents disagreed), whether needed data are analyzed and interpreted (36% of respondents disagreed), whether leaders support empowerment, innovation, and excellence (35% of respondents disagreed), and whether needed data are available for planning (33% of respondents disagreed) [IIIA 64]. Since the survey was conducted, as explained earlier in this standard, improvements have been made in the ability to obtain and understand data, but the other areas of disagreement indicate places for improvement.

PLANNING AGENDA

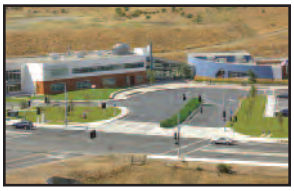
- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

IIIA References

IIIA 1 Policy 4005
IIIA 2 SCC Faculty Employment Opportunity
IIIA 3 Sample Job Announcement
IIIA 4 Equivalency Form
IIIA 5 Policy 4000
IIIA 6 Policy 4220
IIIA 7 Policy 4800
IIIA 8 Policy 1070
IIIA 9 Policy 2035
IIIA 10 Policy 2030
IIIA 11 CTA Contract
IIIA 12 Online Evaluation Pointers
IIIA 13 CSEA Contract
IIIA 14 OE-Local 39 Contract
IIIA 15 Biology 5 Assessment Analysis S09
IIIA 16 Math 102 Outcomes results F08
IIIA 17 Initial Closing the Loop Survey
IIIA 18 SCC Core Competencies
IIIA 19 Math 11 Final Project Rubric
IIIA 20 Marin Headlands SLO Rubric
IIIA 21 Plate Tectonics Rubric
IIIA 22 Spectroscopy Test 1 S08
IIIA 23 History 18 Rubric
IIIA 24 Outcomes Assessment Analysis Form for Individual Faculty
IIIA 25 Departmental Outcomes Assessment Analysis Form
IIIA 26 Art 10 Assessment F10
IIIA 27 Art Department Assessment Analysis F10
IIIA 28 Salon Visit Analysis
IIIA 29 Biology 1 SLO Assessment S10
IIIA 30 Online Standards Handbook
IIIA 31 Humanities Distance Education Policy
IIIA 32 Policy 4270
IIIA 33 Policy 4285
IIIA 34 Policy 4040
IIIA 35 Policy 4100
IIIA 36 Policy 4490
IIIA 37 Policy 4500
IIIA 38 Policy 4520
IIIA 39 Policy 4770
IIIA 40 Faculty Handbook
IIIA 41 CSEA Constitution and Bylaws
IIIA 42 CSEA Contract
IIIA 43 IPEDS
IIIA 44 Reorganization Memo
IIIA 45 Reorganization Input
IIIA 46 Policy 2005
IIIA 47 District Policies Index
IIIA 48 Policy 4037
IIIA 49 Policy 4140
IIIA 50 Policy 4020
IIIA 51 Policy 4030
IIIA 52 Policy 4290
IIIA 53 Policy 4035
IIIA 54 Flex Calendar S06
IIIA 55 Flex Calendar S07
IIIA 56 Flex Calendar S09
IIIA 57 Flex Calendar F10
IIIA 58 HR Manager Job Description
IIIA 59 HR Director Job Description
IIIA 60 Policy 4310
IIIA 61 Policy 4280
IIIA 62 Student Services Admissions Policy Series
IIIA 63 Student Services Student Rights Policy Series
IIIA 64 Accreditation Survey
IIIA 65 Flex Cal Activities
IIIA 66 ALG Contract
IIIA 67 Required Flex Evaluations F10
IIIA 68 Optional Flex Evaluations F10
IIIA 69 Integrated Planning Process Overview
IIIA 70 Integrated Planning Process Flow Chart
IIIA 71 IPP Executive Summary
IIIA 72 Community Forum Summary
IIIA 73 Faculty and Staff Forums October 2006
IIIA 74 Math Program Review F09
IIIA 75 Physical Science Program Review 2009

Standard III.B.
Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.



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Standard III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Standard III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTION

The Solano Community College Maintenance and Operations Department (M&O) is responsible for maintaining 192 acres, with 21 buildings totaling 359,769 square feet. In addition, there are four off-campus facilities: the Vallejo Center, the Vacaville Center, Travis Air Force Base, and the Nut Tree Aeronautics Facility at the Solano County Airport. The criteria by which SCC evaluates the safety and sufficiency of its facilities are rooted in the institution's mission, vision, core values, and objectives, and all facilities are conducive to student learning and offer an environment in which the College can "transform students' lives" [IIIB 1].

The process by which the institution provides safety is multifaceted. First, M&O staff routinely inspects facilities for safety issues. Many times it is the custodians who see a problem and e-mail M&O at ***facilities@solano.edu*** to report a safety issue. As building supervisors are informed, they submit electronic work orders. Any faculty or staff member can also report a problem to the M&O staff via e-mail or a phone call. In addition, the Solano College Safety Committee, a representative committee under the leadership of the SCC Chief of Police, meets regularly to discuss a wide variety of campus safety issues and, when funds permit, request funding for safety initiatives [IIIB 2]. Past and recent successes of the Safety Committee in cooperation with the Solano Community College Police Department include the following: implementation of a District-wide Automatic External Defibrillator program; Lift, Trip, and Fall Safety Training; revision of the Injury and Illness Prevention Program, Workplace Violence Prevention, Personal Incident Response Guides; Emergency Operations Plan; and an Earthquake-related Drop, Cover, and Hold-on Drill. The Committee also hosted Solano County Public Health's portion of the California State-wide Emergency Medical Preparedness Drill.

Through the College's Integrated Planning Process (IPP)—program review, outcomes assessment, and three-year plans—M&O staff evaluate the effectiveness of facilities, gathering data on needs relative to the sufficiency of classrooms, lecture halls, labs, etc. [IIIB 3, 4]. When facilities or equipment are not adequate to support the mission of the College, units can request new or renovated facilities within their program review and three-year plans and/or through the creation of strategic proposals. Plans are discussed, evaluated, and prioritized at the unit//area/school level before entering the college-wide planning process, and then proposals are evaluated broadly through the shared governance process for the potential of internal or external funding, such as bonds. Some of the less expensive equipment replacement is done by departments within their equipment and supply budgets, and increasingly, equipment is being computerized so that maintenance falls to Technology Services and Support (TSS) and maintenance agreements purchased with the original equipment. Many divisions have also received data-driven, competitive grants to upgrade technology equipment in their areas to support Distance Education (DE). Grant money has been used to purchase or upgrade classroom technology, which can be used for hybrid courses, and instructional equipment grants have been used in the past to provide laptop computers for faculty teaching online.

In addition, when local bonds are considered, each unit proposes plans for new construction, renovations, staffing and other support services. When Solano County passed a bond (Measure G) in 2002 to provide new and

remodeled facilities, including new centers in Vallejo and Vacaville, there was exhaustive planning to ensure that there was a relevant Business Plan, Construction Plan, Staffing Plan, etc. before the bond was presented to the public. Some divisions, such as Physical Education and Athletics (now a part of the School of Human Performance and Development), even hired outside architects with fundraising monies to help with these planning efforts. Due to Measure G, almost 100 percent of teaching areas are now smart classrooms (with computers, DVD/VHS players, projectors, and document cameras), many buildings on the main campus were renovated, and new faculty office Student Services buildings were built. The following is a list of projects covered by Measure G:

- New Vallejo Center
- New Vacaville Center
- New Student Services Building
- New faculty office building
- Main campus building renovation—Learning Resources Center, Humanities, Multi-discipline, Business, Math/Engineering, Music and Theatre Arts, Fine Arts, Vocational Arts, Horticulture, Vocational/Technical, Children's Programs, Warehouse, Administration, Stadium, Police, Physical Education
- Demolition of portables
- Landscape building pads
- ADA compliance
- Utility infrastructure
- Sports Complex
- Exterior lighting upgrade
- Building security system installation
- Scheduled maintenance repairs [IIIB 5].

Security officers have been hired for both the Vallejo and Vacaville Centers [IIIB 6], and both sites will need additional facilities if the College is to grow into the next decade. The District is hopeful that an additional bond can be passed to accommodate the growing communities in Vallejo, Benicia, American Canyon, Vacaville, Dixon, and Winters; as a part of its current collaboration with the consultant firm MIG to update the Education Master Plan, the College is updating its Facilities Plan and creating a plan to float a new bond measure. M&O criteria and processes are the same for on- and off-campus sites when the College owns or leases facilities. At facilities that SCC does not own or lease, such as at the Travis Air Force Base Learning Center, the College reports any safety or sufficiency problems to the appropriate person at that location.

The College strives to monitor and maintain all facilities and equipment on campus through various means. The TSS staff maintains all campus computing hardware and software, and the academic divisions maintain and repair instructional equipment when individual budgets allow. Campus M&O or outside vendors are used to expedite repairs for facilities and equipment that division staff cannot accomplish. When possible, M&O staff evaluates facilities for potential repairs and replacement. Vendors are also used for preventative maintenance when appropriate. For example, the College and its online vendor eCollege provide both TSS and personnel resources to ensure integrity and quality in the distance education (DE) programs: there is 24/7 tech support provided by eCollege, and SCC provides a 40 percent release DE Coordinator to provide faculty support. Also, full-time DE faculty members have been provided laptops so they can work on campus or at home as needed. Finally, DE equipment and facilities needs are met through the IPP in the same manner as are the needs of other instructional delivery systems.

Classes are scheduled to maximize physical resources as well. For example, science laboratory space is limited, so sections have been added at non-traditional times to maximize student access. Classroom scheduling is done first by the departments that have traditionally taught in the classrooms, allowing administration to schedule classes at times and in formats that they have learned are successful. This also allows for agreements like that between math and science faculty, in which math classes for science majors are taught during a specific

time of the day when science classes are not scheduled. After divisions have scheduled in their traditional classrooms, any unused times are offered to other divisions in need of additional classroom space. Academic deans have been asked to share with each other the characteristics of all the classrooms where they assign sections. Toward this end, the deans have placed classroom use data and scheduled courses on a shared drive so that classroom assignments to particular sections can be made using the most appropriate space. This allows for courses to be placed in rooms where maximum class size and appropriate student access can be best accommodated.

EVALUATION
The College meets Standard III.B.1 through regular monitoring and reporting processes as well as evaluation and planning through the IPP.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

DESCRIPTION
All Solano Community College facilities are ADA compliant, and internal access is described in Standard I.B.1.a. Access to facilities by external users is governed by the Community Services Office, which follows Board Policy 1110 [IIIB 7]. To provide for maximum use of facilities and to minimize potential conflict, the College's priorities are as follows:

1. College educational programs/college events.
2. Non-profit groups such as youth groups, District schools and the Office of Education, civic and service groups, and other community groups organized for cultural, educational or recreational activities.
3. Public agencies when the purpose of the use is educational.
4. Private organizations, commercial interests and religious groups.

Off-site facilities, except for Travis Air Force Base where the military provides and maintains facilities used for SCC courses, are governed and maintained in the same manner as the main campus. All facilities are maintained by 17 custodian positions, two of which are currently empty due to budget constraints, and 13 maintenance positions including six grounds people. One-and-a-half custodian positions are assigned to each of the Centers, and maintenance positions float and share as needed.

As a result of state-wide budget cuts, the College has had difficulty disinfecting facilities and equipment on a regular basis, maintaining the smart classrooms, and maintaining all of the College's outdoor teaching areas. The Physical Education Division (now a part of the School of Human Performance and Development) has tried to use its funds to address these issues, but with budget cuts, this is no longer possible. To mitigate these problems, the maintenance of some outdoor teaching spaces, such as the baseball and softball fields, have been taken over by students and faculty to maintain a safe environment for student learning. Instructional equipment grants (pass-through funds from the state that were competitively allotted to campus units) have stopped, leaving a gap to be filled by the general fund and fundraising accounts. Also, Prop 20 (instructional supplies) funds have not been available to academic units on campus for three years, so equipment and supply acquisitions have become problematic. As a result, it has been

increasingly difficult to provide for instructional and non-instructional equipment and repairs. To help alleviate these effects, there is an expanding effort to coordinate use of equipment. For example, Athletics faculty is being asked to share cameras and other equipment that the District does not have funds to purchase. In addition, due to cuts in administrative, supervisory, and classified staff, there has been a lack of staffing supervision in certain areas such as grounds, custodial, and police. Without this supervision and staffing, some facilities, such as the new baseball field, have eroded. However, the recent hire of a new groundskeeper and the expansion of grounds staff at the Centers has helped tremendously to counteract these effects at the Vallejo and Vacaville sites. Furthermore, the College recently negotiated a change in shifts for the custodial staff so that they now work late swing shift rather than in the middle of the night. In addition to saving some money, this will lead to greater efficiency.

As mentioned in III.B.1.a., SCC's Safety Committee, composed of representatives from all constituent groups, meets regularly to promote and facilitate the development of procedures and practices that foster safe and healthful attitudes on the part of all employees. Projects in progress include the following: the revision of the District's No Smoking Policy to make all District properties tobacco-free zones; the installation of new, user-friendly, second floor evacuation chairs for people with limited mobility; and the support of Community Emergency Response Team Training. The Solano College Police Department is responsible for coordinating emergency management and handles all emergencies and reports of crime, coordinating with external agencies as needed. The Police Chief regularly schedules fire and earthquake drills on campus and has held training during Flexible Calendar days (Flex). There is one police officer District-wide per shift, twenty-four hours a day, seven days a week. These shifts are covered by one chief, three full-time officers, two temporary part-time officers, a police services technician, and one 80 percent parking enforcement representative. Between the hours of 10 p.m. and 6 a.m., police, fire, and medical services throughout the District are available at an emergency level only. Because of the District's strong commitment to campus safety, several positions are slated to be filled when budget allows: one sergeant, two temporary part-time officers, and two part-time community services officers.

EVALUATION

The student survey conducted in the fall of 2010 indicates that on average across campuses, students are neutral to satisfied with College facilities:

- Personal Security/Safety—Neutral to Satisfied
- Classroom Facilities—Satisfied
- Industrial Arts/Shop Facilities—Neutral to Satisfied
- Business-Training Facilities/Equipment—Satisfied
- Laboratory Facilities—Neutral to Satisfied
- Athletic Facilities—Satisfied
- Study Areas—Satisfied
- Student Community Center/Student Union—Neutral to Satisfied
- College Bookstore—Neutral to Satisfied
- General Condition and Appearance of Buildings and Grounds—Satisfied [IIIB 8].

These results have been disaggregated by campus as well so that physical resources can be improved where needed.

Despite recent budget crises, the College meets Standard III.B.1.b.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.
- *#3—Planning and Resource Allocation*

The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

Standard I.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

DESCRIPTION

As discussed in I.B.1, facilities and equipment are assessed by the staff and faculty who work in and with them. While M&O does not complete regular inspections, area managers and deans, with the help of faculty and staff, informally assess as time permits. When facilities are in need of repairs, each employee can send a request for maintenance or repairs to M&O via ***facilities@solano.edu***. M&O prioritizes these requests and acts on them as personnel, budget and supplies are available. Individual units use outcomes and program review data to discuss and decide if new facilities would help to meet the needs of current and future students and ensure academic success. These decisions are then placed in three-year plans, strategic proposals and/or bond-planning as appropriate. The IPP is then used for broad discussions about these needs, and eventually, after thorough discussion, decisions are made regarding funding. Ultimate decisions rest with the S/P and Governing Board with input from the Finance and Budget Planning Advisory Council (FABPAC) and Shared Governance Council (SGC), as well as other review groups as appropriate.

There has currently been no official facilities program review; facilities needs are indicated in division program reviews. However, it is the intent of the College that every academic and institutional support area will complete regular program reviews, three-year plans, and outcomes assessment per the IPP; to this end M&O has recently written outcomes with plans to complete an initial assessment, including assessment of the Institutional Support Core Outcomes in fall 2011 [IIIB 9].

EVALUATION

Although program review and outcomes assessment in Instructional Support areas are in their initial stages, the College meets Standard III.B.2 through other assessment methods and elements of the IPP.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Standard III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

As with other planning, the College uses its IPP to request capital plans. Each unit/area/school assesses and discusses long range needs to meet student demand and prioritizes these in program review and three-year plans linked to strategic goals and objectives. These priorities then follow through the process to assess priorities across the College and possible funding. In addition, each year the Director of M&O submits long-range capital projects and deferred maintenance plans to the state [IIIB 10]. As all planning is linked and

evaluated in light of SCC's Strategic Plan, any funded projects reflect the over-arching goals of the College in support of its primary mission.

SCC's "total cost of ownership" is the cost of doing business: custodial, grounds, utilities, supplies, equipment, staffing, etc. Currently there is a shortage of staff to maintain the new square footage and fields resulting from the Measure G bond; however, M&O's inclusion in the IPP, including the completion of outcomes assessment, program review, and three-year plans, will guarantee thorough examination of and planning for current and future facilities needs. In the current fiscal climate this is challenging as planning on future allocations is uncertain; nevertheless, the College recognizes that planning is especially important in hard times. For new facilities that are paid for with bond monies, a Facilities Plan was researched with detail regarding how to equip and maintain new facilities, but the plan was neglected. The Facilities plan is currently being updated in conjunction with the Education Master Plan in preparation for the creation of a new Bond Measure. FABPAC also creates an itemized budget that delineates institutional expenditures and data by department, operating expenses, capital outlay/outgo, instructional/non-instructional salaries and benefits, support activities etc. [IIIB 11].

EVALUATION

Stability in administration has recently been addressed through the hiring of a permanent Vice President of Finance and Administration and a Director of Fiscal Services. These newly-filled positions have allowed for increased communication between fiscal services, building maintenance, and division deans to ensure that the College continues to meet Standards III.B.2.a and b.

PLANNING AGENDA

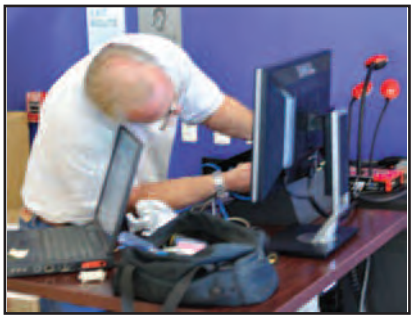
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

IIIB References

IIIB 1 Mission, Vision, Values, Goals, and Objectives
IIIB 2 Safety Committee Minutes
IIIB 3 Space Inventory Report
IIIB 4 Facilities Outcomes
IIIB 5 CBOC 2010 Annual Report
IIIB 6 Governing Board Minutes, October 2010
IIIB 7 Policy 1110
IIIB 8 Accreditation Survey
IIIB 9 Institutional Support Core Outcomes
IIIB 10 Long-Range Capital Projects and Deferred Maintenance Plans
IIIB 11 CCFS-311, Expenditures by Activity, S10 General Fund/Combined

Standard III.C
Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.



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Standard III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Standard III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

DESCRIPTION

Solano Community College's Technology Plan, currently being updated, continues to transform classrooms and conference rooms into smart rooms, implement and update wireless capabilities, and expand the implementation of the enterprise resource planning system (ERP). Additionally, meeting technology needs has been a part of the Measure G Bond Plan from the beginning.

The College is planning to reinstate the Strategic Technology Advisory Committee (STAC), which had previously disbanded due to administrative turnover. This committee will be chaired by the Chief Information Systems Officer (CISO) and include representatives from the Administrative Leadership Group (ALG), California Schools Employee Association (CSEA), Solano College Faculty Association (SCFA), Associated Students of Solano College (ASSC), and Academic Senate. In order to ensure that technology at the College meets the needs of the institution, the committee will be charged with the following:

- Review, update, and maintain SCC's existing Technology Plan;
- Review and evaluate new and existing technologies;
- Analyze implementation strategies and make recommendations that will optimize the value and effectiveness of the District's technology infrastructure;
- Advise the College on budget impact and needs related to the committee's work;
- Encourage and facilitate sharing of department resources;
- Review proposals to upgrade and expand the infrastructure, network servers, workstations, helpdesk software, and support staff. Advise on new services that should be offered;
- Develop technology standards and periodically review and recommend revisions;
- Review and recommend policies and procedures;
- Recommend programs to stimulate innovation in the use of technology;
- Create working groups to analyze and develop recommendations for specific questions or issues.

In addition, technology needs are identified through program review, three-year plans, and strategic goals and objectives. The following are some of the actions that have most recently been implemented as a result of this regular planning:

- Data are being collected for discussion with the STAC and the CISO regarding a plan for maintaining and upgrading hardware and software in smart classrooms.
- Smart classrooms have been added or repaired and are in full use, and instructors have received periodic training in using new technology.
- SCC currently has approximately 140 smart classrooms, 572 laptops, and 1520 desktops.
- A new and improved draft of MySolano was released.
- Banner 8 was implemented as scheduled in November 2010, areas for improved efficiency have been identified and are being tracked, and plans are being developed to address them.
- As of Spring 2010, 71 percent of all desktop computers had been updated to be newer than 5 years old, and work was continuing to upgrade the remaining 29 percent.
- Firewalls have been upgraded.
- An interactive video product was purchased and installed, and the technology has been tested.

Specific decisions about technology services, facilities, hardware, and software are determined by analyzing tools that can be used to provide an overall benefit for both the Technology Services and Support (TSS) department and its customers (faculty, staff, and students). After a tool is identified, it is then put through a series of tests to ensure that the product will work within the College's existing network environment with little or no modification to existing services, and that the identified product will indeed serve as a benefit. After initial testing of a potential service, TSS then identifies a small group to test the service and gather feedback as to its overall worth to the end user. One example of technology that the College has recently deployed is TeamViewer, software that allows technology specialists to control a user's computer or laptop remotely to provide support. This software allows the technician to see the exact layout of the user, who must provide an ID and password to provide access to the technician. The technician cannot control or access the user's computer/laptop without the ID and password, but this software allows the technician to provide straightforward support without having to be physically present, decreasing response time. Another example is Password Manager; since August of 2010, users have managed their own passwords, making passwords more secure and confidential.

Requests for hardware or software are identified via the aforementioned three-year plans and sent to the SCC Helpdesk for action. When a request for hardware is submitted, TSS first investigates whether the specified hardware is part of SCC's inventory. If so then the user's request for this hardware is fulfilled. If it is hardware that has not been used within the College before, TSS will research the product to ensure it will work within the current technology environment and that the College has the ability to replace or repair it in case it should become inoperative in the future. TSS follows the same procedure outlined above for new services, testing the hardware for as long as possible to determine its functionality within the given environment. When a software request is submitted, TSS first looks at a spread sheet listing all specialty, District-owned licenses to determine any available licenses that are not in use [IIIC 1]. If there is an available license, it is issued; however, if there is no license available, research is conducted to see if there are other means to provide a license. If a request is submitted for software that is not part of the current software used in the District, research is conducted much the same way it is for hardware and services. Hardware or software that is new to the College and being implemented by TSS follows the same process as the institution of any new service: research is conducted to ensure that SCC will get the best product available that will prove to benefit the entire District.

TSS prioritizes Helpdesk requests and needs based upon the urgency, similar to a hospital's emergency care services, and not on a "first come first serve" basis. Requests are prioritized according to the following qualifications:

- Level 1: Classroom Instruction Down—No work around
- Level 2: Student Services Stopped—No work around
- Level 3: Administration Services Stopped—No work around
- Level 4: Classroom Instruction Impacted—Work around exists
- Level 5: Student Services Impacted—Work around exists
- Level 6: Administration Services Impacted—Work around exists
- Level 7: Planned/Desired Changes/New Projects—Future impact
- Level 8: Unscheduled/Unplanned/Nonstandard Item

In order to cut down on the number of Helpdesk tickets generated, TSS recently introduced a website that provides users with quick answers to common, easily resolved technology issues. The "Tech Tips" tab provides support information for computers, email, and clean access, among other categories. The website also allows users to submit helpdesk requests via the website, and important policies

and standards are posted. Users can also watch "how-to" videos for self-reliant troubleshooting or to learn equipment functions [IIIC 2].

In order to serve the College's distance education (DE) needs, SCC contracts with Pearson to host all of the courses and materials used in SCC's Distance Education (DE) program. Pearson eCollege provides stability, reliability, disaster recovery, privacy, backups, a consistent learning management system, and security. Pearson eCollege also supplies 24/7 technical support via phone, email, and chat for students and faculty having trouble with the interface. The SCC DE Coordinator is responsible for communication with eCollege and for troubleshooting any student or faculty issues that don't have to do with the interface or that result from the friction between the Banner and eCollege systems. The College's DE offerings have grown so much over the past three to four years that in addition to the 40 percent coordinator, a student worker has been hired for 16 hours per week for routine tasks, and more technical support could be used. The DE Committee, a subcommittee of the Academic Senate, sets policies for the training of instructors on the use of the Pearson eCollege shell and uses experienced SCC faculty for mentoring new DE instructors.

EVALUATION

While resources, planning, and training are constant areas of growth and change, through its integrated planning processes, comprehensive technology support services, and DE Committee, Solano Community College meets Standards III.C.1 and III.C.1.a.

PLANNING AGENDA

- *#1—Distance Education*
  The College will address the needs of its DE program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.
- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.
- *#4—Professional Development*
  Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis.

Standard III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTION

Solano Community College offers technology training to students and faculty in several ways. First of all, recognizing the complications of registering for classes, the Office of Admissions and Records (OAR) conducts training in a temporary Registration Lab for students during the first two weeks of fall and spring terms and the first week of summer, as well as various other times throughout the year such as Preview Day. These workshops provide individualized training to navigate Self Service Banner and the portal CCCApply for application to the College. An SCC counselor and online instructor completed a sabbatical project during the fall 2010 semester in which she developed two online orientation courses for prospective and currently enrolled students. She conducted research and consulted with selected California community colleges about various best practices for student retention and persistence in distance education and then created two courses. The courses she designed included retention and persistence tools and strategies designed to help prospective students

make more informed decisions about enrolling in online courses, and study skill tips to help current online students persist and succeed. The demo course, designed for students who have not yet enrolled in an online course at SCC, offers strategies and tools to help students make more informed decisions about enrolling in online courses before registering and to help them form realistic expectations about online learning. Anyone can access this course via the SCC home page or via the Solano online page [IIIC 3].

Year round additional assistance for students is available in the lobby of the Student Service building using the computer stations provided. Pearson eCollege also offers a tutorial on the home page of each student taking an online course, and each course shell includes a quiz that assesses effective use of the software. The grades on this quiz are recorded in the course grade-book where instructors can use the information to suggest additional training if necessary. In addition, some online instructors require in-person orientations to be sure students are familiar with the interface.

For faculty, the Technology Services and Support (TSS) web site offers FAQ's and informational videos for commonly used technology [IIIC 4], and OAR holds Banner Navigation training at least twice during the Flexible Calendar program week in the fall and spring semesters. These sessions are tailored to the needs of faculty and staff to include topics such as rosters, grade submission, add codes, and census dates. Budget managers have also received specific training. Additionally, at the start and end of each term the OAR director e-mails all faculty with a reminder of when and how to use the MySolano faculty function [IIIC 5, 6]. Instructors who want to teach an online course at SCC must also go through a six-week online course developed and taught by Pearson eCollege personnel. This course teaches faculty how to use the interface tools as well as successful pedagogical techniques for online instruction.

Traditionally, SCC has provided technology training to personnel through the Teaching and Learning Center (TLC). The faculty coordinator developed seminars and training workshops to facilitate better use of technology in the classroom and the workplace. The topics included migration from Eudora to Microsoft Outlook, grade book applications of Microsoft Excel, database management with Microsoft Access, etc. Starting in the fall of 2008, the faculty and administration began to re-imagine the scope and function of the TLC. Based on conversations and initiatives spearheaded by the Basic Skills Initiative Committee, the TLC began to offer workshops geared toward effective practices in teaching and learning, both technological and not. A new thrust was to recruit from the College's "local talent," the faculty, staff, administration, and even students, who have expertise in a variety of effective practices. Additionally, the goal was to create a virtual archive of many of the presentations, so TLC documents can be viewed at MyGroups. The result of discussions with the Basic Skills Committee was a strategic proposal to re-design the TLC position. This proposal was approved in 2010. Workshops and videos geared toward course applications of technology have included the following:

- Video to Web
- Web-Based Course Management
- The Amazing Power of PowerPoint
- Smart Classroom vs Dumb Classroom
- Wonderful Wikis
- Vogelpohl Vindicates Video
- A First Look at Second Life
- Elmo— Projection System
- Thumbdrives
- eCompanions
- Turn It In
- How Do I Turn This Thing On? Using Smart Classroom Technology
- WIKIs: Not Really a Four Letter Word
- Looking in the Mirror: Using Video to Self-Assess Your Teaching
- We're All in This Together: Facebook for Community Building
- MyGroups with Scott Ota and Tara Norman

- Google Docs and E-Books: free stuff for your students

EVALUATION
Always on the lookout for newly identified needs, Solano Community College offers ample opportunities for faculty and students to learn how to utilize technology in ways that increase student success and facilitate institutional effectiveness. The College meets Standard III.C.1.b.

PLANNING AGENDA
None

Standard III.C.1c. The institution system - atically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTION
Solano College has a Chief Information System Officer (CISO) who works directly with administration, faculty, and staff to provide maintenance, upgrades, or replacement for technology infrastructure and equipment that will meet institutional needs. While three-year plans include equipment needs, the current budget crisis affects implementation of these plans, and the College has no dedicated budget for technology upgrade or replacement. As SCC's Technology Plan is currently being updated, the College's creative solution is a collaboration regarding Technology Services and Support (TSS) and area/unit/department funds. Depending on the type of repair or reasons for replacement, funding may come from different places. For example, TSS funds cover laser printer fuses, AA and AAA battery replacement, and projector bulb replacement until funds are exhausted; then these expenses become the area/unit/department's responsibility. As another example, if a projector or laptop is stolen from a lab, office, or classroom, then the responsibility of replacement falls upon the department/school. Perkins VTEA funds are currently being used in a three-year cycle to replace lab computers, which the College buys with five-year warranties; the College then reallocates computers replaced by VTEA funds to other qualified areas. Equipment purchased with VTEA money must follow student use procedure through the life of the equipment.

One of the most recent and most successful programs that SCC has instituted is the MySolano portal for students, employees, and faculty [IIIC 7]. Through MySolano students can apply for admission, check registration priority status, look up classes, add or drop classes, pay fees, purchase student ID cards and parking decals, request transcripts, update personal information, book counseling appointments, access the online college, print receipts, print class schedules, e-mail, and check dates and deadlines. Also through MySolano, all employees are able to check their benefits, direct deposits, pay stubs, job details, and e-mail. Faculty is also able to select classes by term and section number, and access the Student Information Menu, schedule snapshots, detailed class lists, class rosters, drop rosters, final grades, teaching history, the class schedule, and the College Catalog. MySolano also provides a campus intranet, which serves as an online community of services for students and an internal digital workplace for staff and faculty. Within the portal, MyGroups provides students access to the following areas: academics, administration, athletics, bookstore, campus clubs, children's center, cosmetology, faculty/staff services, health center, library, police department, student services, technology, and theatre. MyGroups also provides faculty access to numerous groups for topics such as outcomes, parking, research and planning, department information, curriculum, etc.

In order to ensure system reliability and emergency backup, TSS stores daily and weekly backup tapes containing data such as student records, user files, and other critical information at the Vallejo Center. Backup tapes. A technology specialist is responsible for tape rotation between the Fairfield campus and the

Vallejo campus, and a secondary technology specialist is authorized to perform the tape rotation upon contingency.

EVALUATION
Through its planning processes and creativity in times of financial hardship, Solano Community College meets Standard III.C.1.c.

PLANNING AGENDA
None

Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTION
SCC's rationale for the distribution and utilization of technology resources is "students come first." This philosophy comes directly from the College's mission to "prepare a diverse student population to participate successfully in today's local and global communities." It is also a reflection of the College's vision to "transform students' lives" and the College's strategic goal to "support effective teaching and learning." This foundation means that classroom/academic needs are considered first in line, with student services second, and administration third. Within this priority, for example, all classrooms have computers equipped with Disability Services Program (DSP) assistive technology such as JAWS (screen reading software), ZoomText (magnifier/reader), Kurzweil 3000 (a text reader) and Dragon Naturally Speaking (speech recognition software). Other technology that can be requested by students if recommended by DSP are Clarity Magnifiers (board and book magnifiers) and Kesi file readers. In addition, the Fairfield campus has seven open access computer rooms/areas to ensure students have sufficient technology resources to succeed.

To ensure needs are being met, Assistive Technology/DSP sends out surveys to users of their services to check satisfaction. Technology specialists at Vallejo and Vacaville ensure maximum lab and network uptime and minimize loss of time in the classroom and Student Services at those locations. There are remote labs and technology on all campuses, as well as smart classrooms, wireless internet access, laptops, and specialized platforms as needed.

In order to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty, the College has the following in place:

- Spam appliance
- UPS for servers
- Data backup and off site tape backup repository
- Server virtualization with failover
- Clean access for laptop users to prevent dirty machines from getting behind the firewall to infect the network
- Redundant firewalls with failover
- Redundant internet connections
- Load balancing to maximize throughput of data
- SCC ID for students instead of Social Security Numbers
- Public wireless network to provide internet access to any user in a hotspot location on campus
- Windows Server Update Services (WSUS)

To keep this infrastructure up to date, TSS is currently updating the Technology Plan, and DSP has three-year plans [IIIC 8, 9]. In addition, Clean Access has mandatory critical Microsoft and anti-virus updates, and all sites are updated with appropriate software when needed. Deep Freeze ensures that users cannot change settings, configurations, or modify the software, which prevents intentional or accidental changes that can slow or halt a computer's performance, and security cables present an obstacle to casual thieves of equipment, helping to maximize availability. SCC currently uses the eCollege interface for distance education, which has proven functional; however, to ensure that students are served in the best way possible, the College is looking into other programs to ensure eCollege is the best choice at this time.

EVALUATION
By putting students first and continually monitoring new technology and the needs of users, Solano Community College meets Standard III.C.1.d.

PLANNING AGENDA
None

Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTION
Technology is integral to Solano Community College's institutional planning. To that end, Technology Services and Support (TSS) participates in the development of the College's Education Master Plan (currently being updated) and Strategic Plan (recently revised), and one of SCC's strategic goals is to optimize resources. Within that goal is objective 4.3—"maintain up-to-date technology to support the curriculum and business functions." Technology planning is included in the College's Integrated Planning Process (IPP) such that major technology purchases go through the regular planning process. Within TSS, purchasing is based on data collected via system monitoring and user feedback. When units/areas/departments create three-year plans, based on program review and outcomes assessment, they are able to indicate technology needs, which can then be connected to the Technology Plan. Also as part of Solano's regular planning process, TSS will be completing an official program review that will not only be posted to the program review webpage for viewing by the entire college community, but reported to the STAC for feedback. Similarly, TSS is currently creating outcomes and will be assessing them along with the Institutional Support Core Outcomes in fall 2011. Finally, any member of the College can send forward a strategic or operational proposal that involves technology, and it will be considered through the IPP and connected to district plans as appropriate.

TSS's philosophy in working with plans and proposals is to rely primarily upon those with the expertise. Technology needs are determined not only by the technology department but involve the end users of the service area by maintaining open lines of communication. Examples of this follow:

- The Fine Art Department wanted to teach a digital photo class that met with industry standards. Because Mac's are the proven industry leader for photo and art use, TSS worked with the department to set up a Mac lab for the digital photo class.
- The District has a standard for technology equipment; however, for specialized areas TSS relies on professionals within the industry for industry standards, such as the selection of robotics equipment and software.
- Based on user feedback, the Office of Admissions and Records (OAR) determined dual monitors were necessary to improve resolution and allow rendering services that require Banner navigation.
- The Computer Information Science (CIS) advisory committee, comprised of faculty members who teach CIS, meets on a monthly basis and with industry leaders twice a year to assess current industry needs and projected hardware and software needs.
- Based on user need, laptops provide Registration Lab service, allowing for wireless internet use and flexibility in setup.

EVALUATION
An area in which the College is working to improve is the post-evaluation of technology services rendered so that the cycle of assessment and planning can be more reflective. However, technology is included in the College's regular cycle of integrated planning discussed in Standard I.B.: assessment, planning, resource allocation, and implementation. SCC meets Standard III.C.2.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

IIIC References

IIIC References

IIIC 1 Software License Spreadsheet
IIIC 2 Technology Web Page
IIIC 3 SolanOnline Demo Course
IIIC 4 Technology FAQs
IIIC 5 Flex Banner Training
IIIC 6 MySolano User Instructions
IIIC 7 MySolano
IIIC 8 Technology Plan
IIIC 9 DSP Three-Year Plan

Standard III.D.
Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D. Working Group

Les Hubbard, faculty co-chair
Yulian Ligioso, ALG co-chair
CSEA, Debbie Luttrell-Williams
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Introduction

Due to the current budget crisis and its effect on California community colleges, SCC has spent a great deal of time and effort examining its financial resources and creating multiplel versions of the budget based on contingencies and possible reductions or increases in resources. The 2010-11 budget, presented to the Governing Board September 1, 2010, documents $459,059 expenditures over revenues, with a fund balance of $2,747,941, giving the College a 5.5% unrestricted general fund reserve. On May 1, 2011, due to workload restoration, cost reimbursements, and a Fiscal Year 2009-10 apportionment revision, the revenue was increased by $2,322,114. At that time due to spending controls and some shifting of costs, the expenses were anticipated to decrease by $600,000. These revisions produced an estimated excess of revenue over expenses of $2,463,005, thus projecting a fund balance of $5,670,055, giving the College an 11.42 % reserve [IIID 1].

Summary of the Fiscal Year 2010 - 2011 Budget

CATEGORY	Sept. 10, 2010 **ADOPTED BUDGET**	May 1, 2011 **REVISED BUDGET**
Revenues		
Apportionment	$46,258,673	$48,213,666
Other State	1,297,072	1,464,193
Other Local	2,253,362	2,453,362
Total Revenue	49,809,107	52,131,221
Expenditures		
Academic Salaries	20,161,973	20,161,973
Classified Salaries	9,804,067	9,804,067
Employee Benefits	12,197,793	12,197,793
Supplies	1,134,590	884,590
Other Operating	6,681,209	6,381,209
Capital Outlay	288,534	238,534
Total Expenditures	50,268,166	49,668,166
Excess Revenues (Expenditures)	(459,059)	2,463,055
Beginning Fund Balance	3,207,000	3,207,000
Ending Fund Balance	$2,747,941	$ 5,670,055
Reserve percentage	5.47%	11.42%

Standard III.D.1: The institution relies upon its mission and goals as the foundation for financial planning.

Standard III.D.1.a: Financial planning is integrated with and supports all institutional planning.

DESCRIPTION

The primary mission of Solano Community College is to "prepare a diverse student population to participate successfully in today's local and global communities." This diverse population is served by a main campus in Fairfield, a satellite campus at Travis Air Force Base, and centers in Vacaville and Vallejo, and it includes students from all socioeconomic communities. The College's goals in serving these students are to foster excellence in learning, maximize student access and success, strengthen community connections, and optimize resources. To these ends, SCC values an integrated approach to planning that connects outcomes assessment, program review, curriculum review, three-year plans, implementation plans, college plans, and budget. All planning documents include connections to the College's goals and objectives, as well as to relevant College plans to ensure that planning remains focused on SCC's mission [IIID 2]. The Financial and Budget Planning Advisory Council (FABPAC) is charged with the responsibility of making recommendations to the Superintendent/President (S/P) on financial and budget planning issues "based on district budgetary expenditure priorities that are consistent with the goals, core values, and operating priorities identified in the Solano Community College District Strategic Plan" [IIID 3].

Budget review is a continuous process. The Vice President of Finance & Administration (VPFA) is responsible for coordinating the development of the annual budget and begins by publishing the Budget Development Calendar nine months prior to the start of the fiscal year. This calendar is distributed to the Executive Vice President of Academic and Student Affairs (EVPASA) and all deans and directors. Any significant changes in the budget, generally those coming from the state, are widely distributed as they come in. After reviewing input from interested parties throughout the College through collegial consultation, governance groups, campus surveys, open forums, and postings to the SCC website, the final draft of the budget is sent to the Shared Governance Council (SGC), Academic Senate, and FABPAC for review and input [IIID 4, 5, 6, 7, 8, 9]. The Superintendent/President and his cabinet are ultimately responsible for ensuring the budget supports short-term and long-term plans and goals, and the S/P presents the final budget to the Governing Board for adoption. Prior to that final step, however, FABPAC and SGC consider how well the budget calendar supports the needs of the various segments of the institution in carrying out the College's mission and achieving its strategic goals. In addition, the Process Evaluation and Review Team (PERT), which is charged with the ongoing review, evaluation, and refinement of all aspects of the College's Integrated Planning Process (IPP), ensures that all planning calendars coincide with the budget calendar [IIID 10]. For the Fiscal Year (FY) 11/12 cycle, the budget process fell behind, but eventually caught up to bring the tentative budget to the Board on June 15, 2011 [IIID 11].

As discussed in Standard I.B., 80 percent of the College's budget is committed to employee salaries and benefits. Staff and faculty hiring needs are determined, as are other needs on campus, through annual program review as departments and units review outcomes assessment and data from the Research and Planning Office. Academic departments submit their requests to school deans, who prioritize needs and submit them to the Administrative Leadership Group (ALG), SGC, and FABPAC for review and prioritization. Considerations at all levels include faculty obligation number, 50 percent law, and FTEF/FTES. Student Services and Instructional Support areas follow a similar process. The S/P then presents recommended hiring priorities to the Governing Board for approval. The remaining 20 percent

of the budget, which may loosely be described as "discretionary," is principally comprised of required fixed costs such as utilities, leases, licensing, insurance, contracts, and departmental base supply budgets, leaving little to fund institutional improvement in the current economic climate. The primary means for allocating remaining funds is the proposal process, an integral part of the IPP. Any College member or group may prepare and submit a strategic or operational proposal, often the result of program review or three-year plans, which are guided in part by outcomes assessment. Proposals must include connections to relevant plans, goals and objectives, and outcomes, as well as rationale, means of evaluation, and budget impact. Proposals that need funding go to FABPAC after they have been vetted in appropriate review groups and prioritized by SGC. FABPAC reviews each proposal received to validate funding levels and identify funding source(s), then forwards proposals and recommendations/comments to the S/P [IIID 12]. In reviewing proposals, FABPAC uses questions regarding fiscal impact, source(s) of funds, management, and three-year fund projections. After this review, the S/P reviews recommendations from SGC and FABPAC with members of the Superintendent/President's Cabinet (SPC) and identifies proposals to be supported and timelines for implementation. While final staffing level responsibility and accountability for budgetary allocations and priorities prior to Governing Board action is vested in the S/P, he considers the recommendations made by FABPAC and reports back and justifies changes, if any. Proposals that are unsupported at any level of the process are returned to relevant review groups and the original proposer(s) along with rationale for non-support or rescheduling [IIID 13, 14]. The College's guiding principle is that the Strategic and Education Master Plans will provide the foundation for budget development and institutional planning [IIID 15, 16, 17]. However, after several years of expenditure reductions and additional cuts anticipated for the upcoming year, little remains in available dollars to fund such proposals.

As proposals are implemented and evaluated, the College verifies the achievement of strategic goals through specific assessment, program review, curriculum review, outcomes assessment and three-year plans. However, while admittedly a small percentage of the overall budget, funds allocated outside of these proposals are not as clearly connected to planning mechanisms as they could be. In part, this is due to the recently corrected administrative instability in the Office of Finance and Administration; however, the personnel situation is now resolved with positions filled by well-qualified and capable individuals who have already made great strides in improving the College's processes and controls. With this administrative stability, PERT is working closely with the new VPFA and the S/P to create more robust connections between budgets and planning. To improve overall institutional effectiveness, the College will use the IPP such that budget allocation for individual departments and units will emulate the district-wide transparency already in place. Three-year plans, program reviews, and outcomes assessment, already used to evaluate programs and services, will have a more direct impact on department and service area budget decisions.

EVALUATION

PERT, the VPFA, and the S/P are making ongoing efforts to utilize budget information, three-year plans, and program reviews to make the financial piece of the IPP more robust. Despite minimal funds with which to work, the College meets Standards III.D.1. and III.D.1.a. through its IPP and strategic and operational proposals, which are clearly prioritized in review groups and FABPAC. In addition, forms used in planning explicitly state College plans, goals, objectives, and outcomes to ensure that budget allocations can be made appropriately.

PLANNING AGENDA

- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

Standard III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

DESCRIPTION

Individuals involved in Solano Community College's institutional planning receive accurate information about available funds, including ongoing revenue and expenditure streams showing ongoing and anticipated fiscal commitments. These budget proposals and projections, as well as the reasoning behind them, are discussed in governance and advisory committees, divisions, Governing Board meetings, and open forums [IIID 18]. In addition, all budget documents and presentations are posted on the College website. The proposed budget for FY 10/11 specifically included the following so that issues governing and affecting budget are clear to all parties:

- SCC's Mission, Vision, and Goals
- "Principles of Sound Fiscal Management" found in California's Title V
- Executive Summary explaining present and future concerns as a context for the budget
- Governing Board goals
- A review of FTES and apportionment
- Major revenue and expenditure streams
- Proposed budget summary including where dollars come from and where they are spent
- Comparative revenues and expenditures between FY 09/10 and FY 10/11
- Other district funds
- The budget development calendar
- The administration, with input from the College community through FABPAC, SGC, and open budget forums, establishes funding priorities via the SPC and the Fiscal and Compliance Council. Priorities and decisions are then recommended to the Governing Board.

For FY 11/12, SCC created three revenue and expenditure projections based on the Governor's January budget message and the analysis provided by the Community College League of California. Scenario one, with the Governor's balanced approach, had the District's cash flow reduced by $5,285,954 from the FY 10/11 budget; Scenario two, with the Governor's ballot measure not passed but Proposition 98 protected, had the District's cash flow reduced by $7,148,954; and Scenario three, with the Governor's ballot measure not passed and Proposition 98 suspended, had the District's cash flow reduced by $9,645,954. As recommended by the Finance and Budget Planning Advisory Council (FABPAC) at its April 6th meeting, SCC took a conservative approach and decided to plan for the worst-case scenario [IIID 19].

The District currently expects the following expenditure increases to the FY 11/12 budget:

One percent salary increases on current employee contracts	$282,108
Health benefit premium increases	837,010
PERS district contribution increases	206,309
Employee step and column increases	346,624
Two full-time faculty hires	127,596
Property and liability insurance payment increase	416,362
Total expenditure increases	**$2,216,009**

In addition, the District has identified outsourcing the bookstore as a means of increasing revenue by an estimated $135,000 and has targeted the following expenditures for decrease:

Class schedule reductions	$997,000
Re-organization of Academic Affairs	500,768
Reduction of faculty reassigned time	115,000
Reduction in consultants	275,000
Reduction in operational expenditures	825,000
Negotiated reductions of 1% faculty salary increase, furloughs, column and step suspension, benefits cap	1,308,284
Reduction of supplies and equipment by 15%	168,469
Total	**$5,027,031**

In addition to looking at FY 11/12, the College has undertaken extensive planning for the long term. Based on estimates from the Community College League, the College feels there needs to be extensive expenditure reductions in the future. Below are the planning figures through FY 13/14:

	FY 2010-11	FY 2011-12	FY 2012-13	FY 2013-14
Revenues				
Apportionment	$ 48,213,666	$ 39,937,537	$ 39,937,537	$ 39,937,537
Other State	1,464,193	1,464,193	1,464,193	1,464,193
Other Local	2,453,362	2,588,362	2,588,362	2,588,362
Total Revenue	**52,131,221**	**43,990,092**	**43,990,092**	**43,990,092**
Expenditures				
Academic Salaries	20,161,973	20,712,597	18,305,848	16,848,844
Classified Salaries	9,804,067	10,009,771	9,494,968	8,739,242
Employee Benefits	12,197,793	13,241,112	12,404,102	11,416,832
Supplies	884,590	884,590	751,901	751,901
Other Operating	6,381,209	6,800,571	6,150,571	5,700,571
Capital Outlay	238,534	238,534	202,754	202,754
Additional Required				
Reductions		(5,027,031)	(3,200,000)	
Total Expenditures	**49,668,166**	**46,860,144**	**44,110,144**	**43,660,144**
Excess revenues	**2,463,055**	**(2,870,052)**	**(120,052)**	**329,948**
Beginning Fund Balance	**3,207,000**	**5,670,055**	**2,800,003**	**2,679,951**
Ending Fund Balance	**$ 5,670,055**	**$ 2,800,003**	**$ 2,679,951**	**$ 3,009,899**
Reserve percentage	**11.42%**	**5.98%**	**6.08%**	**6.89%**

[IIID 20]

School budgets, central to instructional support, are a primary funding priority. These budgets, while secure, are reviewed annually within particular areas to maintain a strong instructional focus and allow for changing instructional priorities and flexibility to meet academic and instructional goals. These funding priorities are established and expenditure decisions are made at the level closest to students and faculty to ensure student learning is always a priority. In the budget development process, deans consider faculty-led program reviews, strategic plan activities and outcomes, faculty instructional needs, and prior funding patterns with the primary goal of maintaining effective instructional programs that continue to meet the needs of students and provide adequate support for faculty and staff. Deans take into account current programmatic goals, instructional needs, and faculty/staff interests. Annually, in April or May, deans collaborate with the Executive Vice President of Academic and Student Affairs (EVPASA) and the Vice President of Finance and Administration (VPFA) to establish area budgets for the following fiscal year. This process has been implemented both formally and informally over the past few years due to the many changes in SCC's fiscal office. Recent stability in upper management positions and the added level of expertise in the fiscal office will ensure that this process remains in place going forward and improves as discussed in Standard III.D.1. This will affirm that all College decisions regarding funding serve to strengthen academic and instructional interests.

EVALUATION

While in the past it has been difficult to maintain financial clarity and consistency due to administrative turnover in the Office of Finance and Administration, SCC's new Director of Fiscal Services has a very clear plan for correcting any deficiencies in accuracy that might hinder appropriate planning connections and resulting allocation. The initial focus has been data review for accuracy and timeliness of reporting, followed by review of current fiscal practices to develop and establish "best practice" business processes geared to ensure safeguarding of district assets. The ultimate goal is to provide timely and accurate reporting to district budget managers and district, state and federal agencies as requested or required. In addition, the new VPFA has actively worked to make the budget transparent and clear to whomever wants or needs the information by making numerous presentations and posts to the Finance and Administration link on the College's website. Through these efforts the College meets Standard III.D.1.b.

PLANNING AGENDA

- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

Standard III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

DESCRIPTION

Business Services Policy 3005 directs the Superintendent/President (S/P) to:

- maintain adequate cash and fund balance reserves to meet short- and long-term needs, obligations and liabilities; establish and maintain an annual general fund reserve equal to five percent of annual unrestricted expense; limit the District's exposure to undue liability and risk; and identify sources of revenue prior to making short- and long-term commitments [IIID 21].

In keeping with this policy, the College has developed numerous plans that take into account long-range priorities, financial stability, liabilities, and future obligations, such as the Education Master Plan (currently being updated), the Facilities Master Plan (currently being updated as part of the Education Master Plan), Three and Five Year Spending Plans (as described in III.D.1.b.), and the Technology Plan.

In addition, the College has plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc. For example, Retiree Health Benefits JPA, set up by the Community College League, is a trust arrangement for accumulating irrevocable benefit funds for SCC and other California Community College members to fund health care obligation to retirees. SCC also has a joint Health Care Committee established through collective bargaining with the SCFA/CTA, CSEA, and OE-39 unions. The goal of this committee is to establish consensus with regard to health care cost containment and explore College-wide health care options to achieve this goal. A Student Retention and Efficiency Committee has also worked toward establishing consensus with regard to improving efficiency and retention.

Finally, per Business Services Policies 3005 and 3010, the District maintains an annual general fund reserve equal to at least five percent of annual unrestricted expense in order to insure unforeseen circumstances or contingencies [IIID 21, 22]. As discussed above, that reserve for FY 10/11 is estimated to be at slightly over 11 percent.

EVALUATION

Solano Community College meets Standard III.D.1.c. through its policies, plans, and actions.

PLANNING AGENDA

- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

Standard III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTION

Solano Community College follows its 3000-series policies, which define guidelines for budgeting and accounting [IIID 23]. Business Services Policy 3005 outlines the Governing Board's directions to the S/P regarding fiscal stability and states that the budget will "meet the objectives of strategic planning" and that budget development "will occur through the shared governance process" [IIID 21]. To this end, the College practices data-driven decision-making to formulate budgets outside of salary and benefits through collegial consultation in governance groups, campus surveys, open forums, and postings to the SCC website, all of which encourage broad-based participation and input.

In addition, SCC's policy on institutional planning—2140—states the following:

> The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research [IIID 24].

Per this policy, the College's Integrated Planning Process (IPP) ensures broad participation in planning and decision-making. Based on program review, outcomes assessment, and data from the Office of Research and Planning, units/areas/departments create three-year plans for proposed activities. These plans are "project-oriented," such that each item in the plan defines a new/improved program or service that the unit is committing to accomplish by a specified term. Although a school may identify diverse resources as vital for implementation, in many instances it is assumed that these resources already exist or will be acquired by the school as the planned program/activity is developed. Deans and managers are responsible and accountable for the implementation of three-year plans, which must identify related strategic goals and objectives, resources for implementation, estimated costs, budget responsibility and cost type, related core competencies, and relevant institutional plans so

that they can be integrated with college-wide planning and decision-making. Proposed activities are prioritized by educational administrators and managers before the end of the spring semester and shared with the Superintendent/ President's Cabinet (SPC). The College is currently working to enhance the connections among program review, annual three-year planning, and budget allocation at all levels, as discussed in Standard III.D.1.

Items dependent on special funding/staffing that is not readily available to the school/unit/ area are described in detail and submitted via the proposal process described in Standard III.D.1. Proposals are prioritized on a college-wide level through review groups and the Shared Governance Council (SGC) and coordinated with the budget development process through the Finance and Budget Planning Advisory Council (FABPAC). Based on budget projections and discussions, proposals are prioritized taking into account the Strategic Plan, Education Master Plan, district goals and objectives, program reviews, outcomes assessment, and three-year plans. Decisions for action are then made by the Superintendent/ President in consultation with the SPC. This process is outlined in the IPP manual, and all documents are easily accessible through the College website [IIID 2].

EVALUATION

The College meets Standard III.D.1.d. through its adopted policies and integrated planning practices.

PLANNING AGENDA

- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

Standard III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Standard III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTION

The Finance and Budget Planning Advisory Council (FABPAC) is responsible for advising the Superintendent/President (S/P) in such a way that funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning. According to its mission, this body helps to ensure that "budgetary expenditures and budgetary expenditure priorities are consistent with the goals, core values, and operating priorities identified with the College's Strategic Plan." A guiding focus for recommendations is on "using resources effectively to help students succeed." One part of this process is the prioritization of strategic and operational proposals, which require data-driven rationalizations for possible resource allocation. Once these proposals have been vetted in the appropriate review groups and the Shared Governance Council (SGC) for prioritization, they go to FABPAC, who makes prioritized recommendations to the S/P based on funding levels and sources, as well as connections to SCC's Strategic Plan [IIID 3].

As detailed in III.D.2.d., the College provides timely corrections to audit exceptions and management advice. Implemented responses to the previous annual audit were detailed in the addendum to the College's October 2010 *Follow-Up Report* and listed in the current audit. The current audit also includes the College's responses to current findings, indicating that timely, substantial improvements have been made to address recommendations [IIID 25, 26].

EVALUATION
Solano Community College's removal from sanction regarding this issue affirms that the College meets Standard III.C.2.a. and continues on a positive trajectory. The hiring of an experienced Chief Business Officer with potential for longevity, the hiring of an experienced director with local ties for sustained practice, and the hiring of an account manager have added depths that the College has not had for an extended period of time. An increase in salaries for these positions attracted quality employees, and through of the structure of the team, the College has built a solid base to withstand any future loss of personnel.

PLANNING AGENDA
None

Standard III.D.2.b. Appropriate financial information is provided throughout the institution.

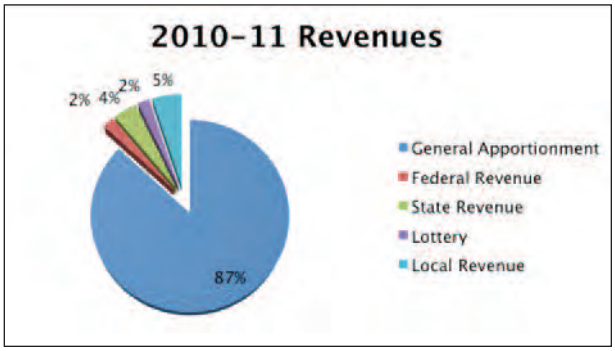
SCC's Governing Board receives quarterly revenue and expenditure reports for the General Fund. In addition, the Finance and Budget Planning Advisory Council (FABPAC) is a participatory governance committee that receives regular updates and reports back to constituents. Budget and finance information is also available publicly via the Finance and Administration page on the College's website, and budget forums provide information to and gather input from any interested college constituents [IIID 5, 7, 20]. State budget issues are presented to FABPAC, the Superintendent/ President's Cabinet (SPC), and the Shared Governance Council (SGC), and when appropriate the Vice President of Finance and Administration speaks to academic areas regarding the budget situation and the ways in which the College is proceeding accordingly. Finally, all managers have access to their annual budgets through a "finance" tab on the College's server. Beginning summer 2011, Fiscal Services will provide budget managers, their respective administrative assistants, and/or other interested parties with finance training in Self Service Banner. This training will cover understanding the chart of accounts, making financial queries, researching financial activities, and creating requisitions.

EVALUATION
The College meets Standard III.D.2.b.

PLANNING AGENDA
None

Standard III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

DESCRIPTION
The 2010-11 budget demonstrates that 87% of the Solano Community College's major revenues come from general apportionment, with the remainder met through federal, state, and local revenue and lottery monies, as seen below:



In November 2002, the citizens of Solano County voted for the District's Measure G Bond, which provided $124.5 million for the College to build centers in Vallejo and Vacaville and renovate buildings at its Fairfield campus. Both off-campus sites now have center status with the Chancellor's Office, which provides an extra $1 million of funding each year per center. The improvements provided by Measure G are near completion and include the new Student Services building and "smart" classrooms, making SCC a first-class, high-quality, state-of-the-art facility for learning.

The state recommends and SCC's Business Services Policy 3010 requires a minimum five percent fund reserve. The College's FY 10/11 budget is estimated to end with a fund balance of $5,670,055, an 11.42 percent reserve. Unrestricted fund balances for the past three years were $5,504,083 in FY 07/08; $3,419,596 in FY 08/09; and $3,207,000 in FY 09/10. Fund projections detailed in Standard III.D.1. demonstrate that with targeted reductions the College expects to have the following future fund balances: $2,800,000 in FY 11/12 (5.98% reserve); $2,679,950 in FY 12/13 (6.08 percent reserve); and $3,009,898 in FY 13/14 (6.89 percent reserve).

Per government code, the College is also able to request additional funds as needed, from the County, and the College has accordingly sent a letter outlining projected requirements for this coming year [IIID 27]. Finally, SCC is insured through the Joint Powers Authorities Northern California Association (JPA) for property and liability and workman's compensation insurance. The College makes yearly payments to the property and liability program of about $400,000 and pays approximately $590,000 per year for its workman's compensation program, amounts determined by JPA's actuary.

EVALUATION
The College meets Standard III.D.2.c.

PLANNING AGENDA
None

Standard III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTION
SCC reviews its financial management through external audits and variance reports, making adjustments as appropriate. Special items such as grants are managed by their program managers. The most recent audit found that Solano Community College District complied, in all material respects, with the requirements for the year ended June 30, 2010. The auditors' report states the following:

> In our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of Solano Community College District, and its discretely presented component unit, as of June 30, 2010, and the respective changes in financial position and cash flows, for the year then ended in conformity with accounting principles generally accepted in the United States of America [IIID 25].

The auditors also recommended five areas for improvement, located on page 64 of the audit report. In response, the District assigned responsibility for these issues to areas/managers, who met with the auditors to give updates and explain progress. Specific recommendations and responses are as follows:

- **Recommendation:** "In order to strengthen the internal controls over the safeguarding of cash, we recommend the District implement a monthly reconciliation procedure for all District accounts. In addition, all reconciliations should be reviewed by management and all unexplained reconciling items should be investigated in a timely manner."
  Response: Due to changes in key fiscal staff, including the Director and VPFA positions, the follow through on maintaining such procedures was inconsistent. While reconciliations did not occur monthly, it should be noted that the reconciliations were completed as part of the year-end closing. This item was assigned to the VPFA and the Director of Fiscal Services, and monthly reconciliation procedures calling for timely preparation and subsequent reviews and approvals by the Director of Fiscal Services are now in place.

- **Recommendation:** "We recognized that the District has made significant improvements in identifying and reconciling year

end accruals during and after year end closing. We recommend that the District continue its effort in this process and review the items listed above so that all significant accruals and adjustments presented in the CCFS-311 reflect the current, accurate finances of the District."
Response: This item was assigned to the VPFA and the Director of Fiscal Services. Written procedures will be developed and staff training will occur. This effort will also involve a new Accounting Manager. The procedures will not only address year-end close but also regular maintenance of records on a current basis to limit issues that may arise at year end.

- **Recommendation: "**The Financial Aid Department should be proactive in monitoring progress on meeting timelines and interact with other departments to resolve issues on a more timely basis as they occur."
  Response: This item was assigned to the EVPASA and the Interim Dean of Enrollment Management/Financial Aid. The Financial Aid Office has established and implemented procedures to monitor, calculate, notify and post R2T4 students on NSLDS within the proper timeline as set by the Department of Education. The R2T4 module on Banner has been installed and is now monitored by an assigned, full time staff member who will provide appropriate oversight for this project throughout the year.

- **Recommendations: "**The District should develop procedures to obtain the necessary approvals for the concurrently enrolled students by verifying the concurrent enrollment application includes a statement that requires the recommending principal to certify that they aren't recommending more than 5% of the number of pupils who have completed a particular grade immediately prior to the time of the recommendation. In addition, the District should determine if it wants to assess fees for concurrently enrolled students taking more than 11 units, and if so develop a method to identify and charge those students."
  Response: This item was assigned to the EVPASA and the Director of Admissions and Records. The College had been aware of the problem prior to the audit, but higher priority tasks, combined with staffing limitations. made it impossible to complete the work sooner, and the issue has now been resolved. Banner, the district database, was set up to accommodate the requirement of identifying K-12 students enrolled in 12 or more units and charging enrollment fees accordingly.

- **Recommendation: "**We recommend that the District consider adding a paragraph about the student health fee exemption process to future course catalogs."
  Response: This item was assigned to the VPFA and the Director of Fiscal Services. Upon learning of this requirement during the interim work done by the independent auditors, the District added the recommended information to the website. The "Fees" section of the Admissions, Registration and Records page now includes a link to "Health Fee Exemptions" that leads to the necessary information [IIID 25].

EVALUATION
The College meets standard III.D.2.d. through its clean audit and response to auditor recommendations.

PLANNING AGENDA
None

Standard III.D.2.e. All financial resources, including those from auxiliary activities, fund raising efforts, and grants, are used with integrity in a manner consistent with the mission and goals of the institution.

As described in the most recent audit and the College's responses to it, all areas of finance are well under control. The most problematic area has been the bookstore; however, deficien-

cies have been resolved. There is now dual-custody counting of receipts and reconciliation to the Point of Sale System at the end of the day; receipts and bank deposits are reviewed, including daily sales recap reconciliation with the Point of Sale System, and verified by both the bookstore supervisor and head cashier prior to courier pickup. The Daily Sales Recap is also reviewed by the designated staff accountant prior to submission to the Fiscal Services director for approval and posting into Banner. Requests for vendor payments are reviewed by both the operations coordinator and the bookstore supervisor before forwarding to the designated staff accountant to process. Faculty-initiated purchase orders are synched with the bookstore's Point of Sale System, reviewed, and ordered by the bookstore supervisor. Bookstore-initiated purchase orders are created by the merchandise buyer via the Point of Sale System and then reviewed by the bookstore supervisor prior to the placement of the order. At the time of this writing, cash reconciliation has been completed through April 2011, and the May 2011 bank reconciliation is almost complete. Finally, the communication-related deficiency identified in SCC's previous audit has been resolved. The bookstore supervisor and the fiscal services director communicate regularly regarding bookstore activity, reviewing system reports and functionality. However, due to the antiquated technology used by the bookstore and the cost of operations, the College is investigating outsourcing the bookstore to ensure funds are administered and controlled efficiently and cost-effectively.

The Solano College Foundation is managed with integrity by the Executive Director of Institutional Advancement (EDIA). As a public 501c foundation, it is managed using non-profit accounting practices and undergoes an annual external audit, the results of which can be accessed online via the New York Foundation Center. In addition, SCC's Director of Fiscal Services has an in-depth understanding of foundation accounting. Requests from or deposits to foundation trust funds come first to the EDIA, who consults the College's mission and goals prior to every decision and uses the Network of California Community College Foundations manual as reference and training. Once the EDIA has approved the transaction, the form, which includes the fund balance, is reviewed and signed by the Foundation president prior to completion of the transaction. The Foundation treasurer checks for inconsistencies and signature, and reconciles bank statements using Quickbooks. Finally, end of year statements of balance are signed by appropriate parties to ensure accuracy [IIID 28, 29].

EVALUATION
The College meets Standard III.D.2.e

PLANNING AGENDA
None

Standard III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Per Business Services Policy 3225, the Superintendent/President is authorized by the Governing Board to enter into contract only if the "best interests of the District will be served" [IIID 31]. In addition to grant and categorical program agreements, the following are the College's recent and current contracts:

- Accountemps—temporary payroll technician
- Arocles Aguilar—investigative services
- Alarm Tech—bookstore monitoring service
- Allan Petersen & Assoc—Vallejo needs-study to obtain center status
- AT&T Global Services—Hi-speed fiber optic circuits
- Banner contracts—Sungard, eVisions, Oracle support, software licenses, etc.
- BMI Music License Agreement—music royalty fees
- Brinks Armored Car—money pickup at Fiscal Services, Bookstore, and Police
- Interim Dean of Business & CTE
- City of Dixon Facility Use Agreement—

fire academy program
- City of Fairfield Fire Department—instructor services
- City of Fairfield Joint Facility Use Agreement
- City of Vacaville Fire Department—instructor services
- Cordelia Fire Department—instructor services
- Chancellor's Office Tax Offset Program
- Crown Castle—cell tower agreement
- Dannis Woliver Kelley—legal services for bond, construction
- Rachel Dwiggins-Beeler—disaster and Community Emergency Response training
- S/P Consulting
- eCollege—online courses
- ELS—Finance and Administration
- Interim Director, Research and Planning
- EPOS—ePayment services provider
- Florida Community College and SCC MOU—Anheuser-Busch Process Support Technician Development Program
- Freeco Vending Agreement
- Foundation for CA Community Colleges BAR Smog Referee & Tech
- Fresh & Natural Food Services Group—cafeteria/catering services
- Gordon's Music & Sound—piano sale
- Harbor Theatre Facility Lease—Suisun Theatre
- Interim Bookstore Manager
- K-16 Bridge Program—Lewis Center for Education Research
- Kanatsiz Communications—website redesign
- Kitchell CEM—Measure G Bond program managers
- Largent & Associates—independent investigative services
- Interim Dean of Enrollment Management
- Maximus—mandated cost services
- NBC Weather Station License Agreement
- Nextel Wireless Agreement—cell tower
- Northern California Colleges & Universities Mutual Aid Group Agreement—emergency and safety consortium
- Nut Tree Airport hangar lease agreement
- PARS early retirement program
- Pepsi beverage vending agreement
- Perry-Smith LLP District audit services
- Postage Consulting Services—William C. Watts (bulk mailing)
- Professional Personnel Leasing
- PSW Benefit Resources & Insurance Services—health benefits consulting
- Public Agency Law Group—construction-related legal services
- SARS Software Products, Inc—student records
- School & College Legal Services of CA—general legal services
- Security Shred—document shredding service
- Sierra Bay Properties—old Vacaville Center facility lease
- Solano County Fleet Management—vehicle leases
- Solano County Health and Social Services—health center nurses
- Solano County Library—SNAP library consortium
- Solano County Office of Education—Workforce Innovation Program grant activity
- Solano County Sheriff's Office & SCC—mutual aid agreement
- Solano First Credit Union—ATM
- Sprint Solutions—wireless communications at Vallejo Center
- Student Right-to-Know Reporting Subscription (Chancellor's Office)
- R.V. Stutzman Consulting—bond and facilities planning
- Sungard Higher Ed—software support
- Interim Directors, Fiscal Services, redevelopment, and other finance matters
- Tickets.com
- Tom Rich Consultants—health benefits
- Travis AFB MOU
- Interim HR Director
- UC Davis Transfer Agreement
- UC San Francisco Willed Body Program
- Vavrinek Trine Day & Co—District audit
- Vavrinek Trine Day & Co—Measure G Bond Audit
- Waterfall Mobile—emergency alert messages
- Workforce Investment Board—mandatory partnership
- Zampi & Associates—legal services

[IIID 30].

EVALUATION
The College meets Standard III.D.2.f.

PLANNING AGENDA
None

Standard III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTION
Per Business Services Policy 3070, the institution undergoes an annual external audit to provide feedback on its processes and reviews the effectiveness of these processes as a part of planning for current and future fiscal needs [IIID 32]. The College is addressing its most recent audit as described in III.D.2.d, and Fiscal Services is currently reviewing its spending plan.

EVALUATION
The College meets Standard III.D.2.g.

PLANNING AGENDA
None

Standard III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTION
Solano Community College uses various methods and tools to ensure the effective use of financial resources, primarily through the Integrated Planning Process (IPP). First, the College uses external audits to evaluate procedures and compliance issues. The Governing Board also receives quarterly budget reports so that it can make sound decisions to ensure fiscal stability, and budget forums are used to vet budgetary decisions [IIID 4, 5, 7]. In addition, program review is a tool used within units/areas/schools, in part to assess the need for financial resources. By examining various data each unit/area/school evaluates its effectiveness in achieving the College's goals, objectives, and outcomes and then creates a three-year plan, which requires measurable goals and outcomes for each activity. The activities are then implemented as funds allow and assessed accordingly each year [IIID 33]. Another step in planning is the creation and review of proposals. The Finance and Budget Planning Advisory Council (FABPAC) reviews plans and proposals, prioritizes them based on funding and connections to the strategic plan, and makes recommendations to the S/P. These proposals require not only rationale and links to objectives, plans, and outcomes, but also an evaluation of the activity/program to be completed one year after implementation [IIID 34]. Based on this evaluation, decisions are made regarding future funding.

In addition to evaluation and assessment within the planning and budgeting process, the Process Evaluation and Review Team (PERT) oversees all IPP steps to ensure effectiveness. This group meets on a regular basis to examine the efficacy of the program review, planning, and budget development process. PERT recommendations are then presented to the Shared Governance Council (SGC) and the Superintendent/President's Cabinet (SPC), and adjustments to the process are made accordingly.

EVALUATION
Through the above elements, SCC meets Standard III.D.3. However, the College has identified that a stronger connection between program review and budget allocation should be a priority. To this end, PERT is investigating ways to strengthen program review through an emphasis on budget allocation and accountability.

PLANNING AGENDA
- *#3—Planning and Resource Allocation*
  The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.

IIID References

IIID 1 10/11 Budget, September 1, 2010
IIID 2 Integrated Planning Process
IIID 3 FABPAC Roles and Responsibilities
IIID 4 Governing Board Adoption of 10/11 Tentative Budget
IIID 5 Campus Budget Forum
IIID 6 FABPAC Budget Survey
IIID 7 SGC FABPAC Budget Update, February 2011
IIID 8 FABPAC Budget Update, April 27, 2011
IIID 9 FABPAC Budget Update, April 6, 2011
IIID 10 Planning Calendar
IIID 11 Governing Board Minutes 6/15/11
IIID 12 FABPAC Description
IIID 13 Proposal Tracking Sheet
IIID 14 BSI Committee Minutes 11/18/10
IIID 15 SGC Proposal Review Questions
IIID 16 FABPAC Proposal Review Questions
IIID 17 Review Group Proposal Review Questions
IIID 18 Chronology of 11/12 Budget Development
IIID 19 FABPAC Minutes, April 6
IIID 20 Budget Web Page
IIID 21 Policy 3005
IIID 22 Policy 3010
IIID 23 Policy Series 3000
IIID 24 Policy 2140
IIID 25 2009-10 Audit Report
IIID 26 Audit Checklist
IIID 27 Treasury Pool Transfer to SCC Submittal, 5/24/11
IIID 28 Foundation Transaction Form
IIID 29 Foundation Audit
IIID 30 Foundation End of Year Statement
IIID 31 Policy 3225
IIID 32 Policy 3070
IIID 33 Three-Year Plans Web Page
IIID 34 Proposal Form

Standard IV: Decision-Making Roles and Processes

SOLANO COMMUNITY COLLEGE

Standard IV.A.
Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A. Working Group

Philip Andreini, ALG co-chair
Frances "Betsy" Julian, ALG co-chair
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Introduction

In compliance with Title V of the California Education Code, SCC Administration Policy 2005 "endorses the concept of shared governance as a fundamental policy of the College." According to this policy, "District committees shall be structured to include representation by College faculty, staff, administration and students, when matters being considered are within their purview." The Board "recognizes the Academic Senate as the body which represents faculty, and the Associated Students of Solano College (ASSC) as the body which represents students" [IVA 1]. Furthermore, Board Policy 1007 indicates the inclusion of a Student Trustee on the Governing Board, and Board Policy 1042 ensures public participation at Board meetings [IVA 2, 3]. Finally, Administration Policy 2140 states the following:

> The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research [IVA 4].

Standard IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

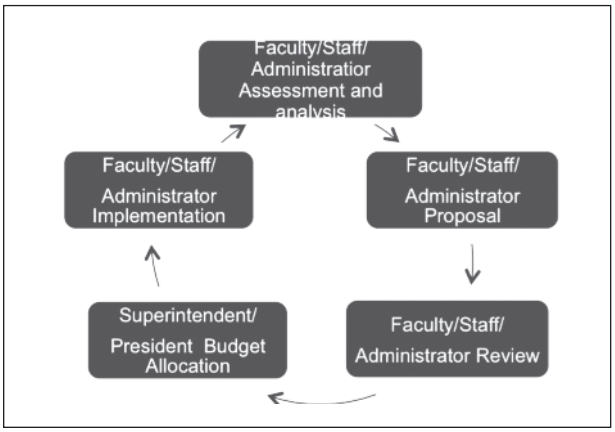
DESCRIPTION

A major step taken to create an environment of institutional excellence was for Solano Community College's institutional leaders to rely on faculty, staff, administrators, students, and community members to revise the College's mission, vision, and goals statements. On March 17, 2010, SCC's current mission, vision, values, and strategic goals were adopted by the Governing Board, and they are displayed throughout the College and available on SCC's website so that members of the College can keep them in mind in all that they do [IVA 5]. The College's vision of being "a recognized leader in educational excellence — transforming students' lives" sends a message that excellence is the expectation of the College's leadership. The College's core values serve to define what excellence means to the institution: integrity, critical thinking, mutual respect, collaboration, innovation, accountability, and student well-being. The College's first strategic goal is to "foster excellence in learning," with objectives supporting quality teaching and optimizing learning and student performance, enabling graduates to participate in the local and global community—the College's mission. The vision of excellence in education is also promoted by the strategic goal to "maximize student access and success," which includes objectives of identifying and providing appropriate support for underprepared and transfer students, updating and strengthening career/technical curricula, and developing and implementing an effective Enrollment Management Plan. This excellence is also supported by the goal to "strengthen community connections" by responding to community needs.

These goals and objectives form the basis for the program reviews and three-year plans established by each department and unit. As a result of program review, each department/unit submits its activities for improvement in its area in three-year plans, which are then incorporated into a college-wide strategic goals and objectives document used to track and update activities across the College [IVA 6]. These projects, varying in scope from minor changes in individual programs to sweeping institutional changes, are grouped according to the strategic goal(s) addressed so that members of the College can see what others are doing to address the same goals. Managers give regular

progress reports at Administrative Leadership Group (ALG) retreats so that all administrators have a clear understanding of the progress made in other areas [IVA 7]. Administrators then carry this information back to their service areas and schools. This collaborative process encourages faculty and staff to develop innovative ideas and empowers them to work together for the benefit of the institution as they see the accomplishments of others and become inspired and motivated to create their own projects.

In addition, through the Integrated Planning Process (IPP) any member of the College can create a strategic or operational proposal based on needs identified in program reviews and outcomes assessment. Proposals are for unit projects dependent on special funding not readily available to the unit, or for projects that have a wider-ranging strategic impact. Proposals must include responsible person(s), rationale, description, links to strategic objectives, links to institutional outcomes (core competencies), fiscal impact, and links to College plans. These proposals are then reviewed by appropriate review groups, Shared Governance Council (SGC), the Finance and Budget Planning Advisory Council (FABPAC), and the Superintendent/President's Cabinet (SPC), with the final decision for implementation lying with the Superintendent/President (S/P). In this way, input is widely solicited prior to implementation, which empowers all members of the College to have a voice in decision-making. A visual representation of this process is as follows:



An example of the IPP proposal process in action is a proposal to create a new women's water polo team. This idea began during analysis of the program, and it was discussed by several groups before a proposal was written [IVA 8, 9, 10]. It was reviewed and supported by the Enrollment Management group, Shared Governance Council, Academic Senate, and FABPAC before being withdrawn for budgetary reasons [IVA 11]. Another example is a proposal for a mandatory student orientation, which went through Enrollment Management, the Basic Skills Committee, Academic Senate, SGC, and FABPAC and will be implemented fall 2011 [IVA 12]. So that anyone can check the status of proposals at any time, a spreadsheet is kept up to date by the Research and Planning Office (R&P) and made available in the Planning folder in MyGroups [IVA 13].

To encourage participatory decision-making and institutional improvement, data and information are shared with all constituents in numerous ways. SCC budget information is shared regularly at FABPAC and posted to the College web page [IVA 14, 15, 16, 17, 18]. Specific departmental data available to administrators from Banner have been uneven in reliability and completeness, but through ongoing training this has improved significantly. Program review information from R&P, such as enrollment, graduation, and transfer data, is also sent out regularly and is available online along with ARCC reports and CalPass information. In vocational fields, advisory committees of working professionals may supply information necessary for assessment and planning. Finally, students and the general public are able to view information regarding classes, accreditation, outcomes, ARCC data, IPEDS, and program review data [IVA19]. All of this information allows members of the College to take initiative in improving the practices, programs, and services in which they are involved, and it allows students, potential students, and the general public to assess programs and services such that they might make informed decisions regarding their education and Solano Community College. In the recent employee survey,

67% of respondents agreed that "needed data are available for planning" and 64% agreed that "needed data are analyzed and interpreted" [IVA 20]. To improve the availability and analysis of data, staff and managers continue to receive Banner training that will aid in data retrieval, and the College is actively recruiting a permanent Director of Research and Planning.

Finally, when changes or projects originate in upper management, the S/P holds open forums so that faculty, staff, managers, and students can understand his plans and offer input [IVA 21, 22]. He also communicates his plans and activities regularly through his S/P Direct e-mails in order to keep College constituents informed [IVA 23]. The S/P also seeks the involvement of faculty, students, and administrators in new community initiatives. For example, faculty members and ALG met with the Dixon Chamber of Commerce in November of 2010 to make initial connections through which SCC classes can be offered in Dixon. This began as the pet project of a few faculty members and developed through division and basic skills discussions into a major meeting of the city leaders and the College's administration. There are plans to begin offering Dixon classes in 2012.

EVALUATION

A recent survey asked faculty, staff, and administrators to rate how familiar they are with the College's mission, goals, and objectives. These survey results show that most employees of the College are familiar with the mission statement: 92.7% of full-time faculty agreed, 87.4% of part-time faculty agreed, 98.1% of staff agreed, and 100% of managers agreed. When asked whether they are familiar with the College's strategic goals and objectives, 91% of full-time faculty agreed, 72.7% of part-time faculty agreed, 84.3% of staff agreed, and 100% of managers agreed [IVA 20]. This understanding ensures that connections between planning and the College's mission, goals and objectives are explicit and meaningful.

While the survey did not directly ask employees to describe their own roles in helping achieve the College's goals and objectives, the fact that so many participate in three-year plans and program reviews indicates that they know their roles in this area: when asked if they have participated in program review, 95.6% of full-time faculty agreed, 54% of part-time faculty agreed, 44.3% of staff agreed, and 87.5% of managers agreed. When asked about their participation in the development of three-year plans for their areas, 97% of full-time faculty agreed, 19% of part-time faculty agreed, 44.2% of staff agreed, and 84.2% of managers agreed. The majority also feel that they have sufficient opportunity to participate in decision making: 79% of full-time faculty agreed, 77.3% of part-time faculty agreed, 71% of staff agreed, and 94% of managers agreed. Although all groups are actively involved and feel they have adequate opportunities to participate, some work remains to be done, especially with staff and part-time faculty as only 65% of employees agreed that "leaders support empowerment, innovation, and excellence" [IVA 20]. To address this perceived deficiency, IPP training continues, and all non-instructional areas are expected to complete three-year plans and program review. Similarly, Institutional Support Service (non-academic) areas are preparing and refining their outcomes, which will enhance the planning process by increasing involvement and encouraging people in these areas to submit their own proposals. While Student Services outcomes have been in place for some time, implementing service area outcomes was a major topic of discussion at the February 2011 Administrative Retreat, and there have since been several other retreats in which Institutional Support Service managers worked to create individual area outcomes and assessment measures, as well as an Institutional Support Core by which services can be assessed across the College [IVA 24, 25].

The College meets Standard IV.A.1 through its Integrated Planning Process.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.
- *#4—Professional Development*
  Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis.

Standard IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

Standard IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTION

Standing and temporary committees of the College include constituent representatives as appropriate. The roles of these representatives are outlined in committee missions and practices as follows:

- **Shared Governance Council (SGC)**—The main group charged with collaborative participation of appropriate members of the College in planning for the future and in developing and reviewing policies, procedures and recommendations under which the College is governed and administered. This group has representatives and receives input from the Ethnic Minority Coalition, Associated Students of Solano College (ASSC), administration, classified staff, and faculty.
- **Enrollment Management Committee**—Works to implement the enrollment management plan, which "provides vision, leadership, and strategic direction to the College's enrollment efforts" by considering enrollment, retention, and success data as well as budget issues. This group also coordinates outreach, orientation, and matriculation efforts to maximize enrollment. Membership includes administration and faculty.
- **Associated Students of Solano College ASSC**—A student government body committed to effective student participation in all areas of student concern. Weekly meetings are open to all students, staff, and faculty.
- **Superintendent/President's Cabinet (SPC)**—Makes decisions and recommendations related to the operation of the College, including matters pertaining to fiscal stability, personnel, coordination of programs, services, policies and procedures. The membership includes an academic dean, a student services administrator, the president of the Academic Senate, the student body president, the Executive Vice President of Academic and Student Affairs (EVPASA), the Vice President of Finance and Administration (VPFA), the Director of Human Resources, the Executive Director of Institutional Advancement (EDIA), the executive coordinator of the President's office, and both centers deans.
- **Finance and Budget Planning Advisory Council (FABPAC)**—Makes recommendations to the S/P on financial and budget planning issues. This group has representatives from eleven college constituencies:

the VPFA, two students, two classified managers, four classified staff (from CSEA and OE-39 unions), the Director of Fiscal Services, two educational administrators, two members of the Ethnic Minority Coalition, the EDIA, the EVPASA, six faculty members/Academic Senate representatives, and two representatives of the Solano College Faculty Association (SCFA).

- **Process Evaluation and Review Team (PERT)**—Meets regularly to examine the efficacy of the Integrated Planning Process (IPP). This group, which includes faculty, staff, and administrators, may collect feedback from participants at all levels of the process as well as from College members at large.
- **Hiring Committees**—There is diverse representation on hiring committees as defined in Human Resources Policy 4000, which says that "whenever possible, committees shall include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications" [IVA 26]. Minimum committee requirements for specific positions are as follows:
  - Classified: The immediate supervisor and three to five members with at least one-third classified employees and one from outside the division/department.
  - Vice President: Three managers appointed by the S/P; four faculty appointed by the Academic Senate; two classified representatives appointed by the two classified unions; and two students appointed by the ASSC.
  - Deans: three managers (one of whom is a classified manager, supervisor, or confidential employee) appointed by the appropriate vice president; five faculty appointed by the Academic Senate; two classified representatives appointed by the two classified unions; and two students appointed by ASSC.
  - Other Educational Administrators: three managers (one of whom is a classified manager, supervisor, or confidential employee) appointed by the appropriate vice president; four faculty appointed by the Academic Senate; two classified representatives appointed by the two classified unions; and three students appointed by ASSC.
  - Classified Managers: four managers (one of whom is an educational manager) appointed by the appropriate vice president or president; two faculty appointed by the Academic Senate; two classified representatives appointed by the two classified unions; two students appointed by ASSC; and one to two optional outside experts in the field (selected by reporting manager).
  - Supervisors and Confidential Employees: one manager from the department appointed by the appropriate vice president or president; one classified employee from the department appointed by the representative union; one faculty appointed by the Academic Senate; one additional person from faculty, classified, or management appointed by the appropriate vice president or president; and one optional outside experts in the field (selected by reporting manager).

Finally, when there are groups with specific issues that they want to work on or bring to the Board, the S/P can form an advisory council [IVA 27].

EVALUATION

Through its participatory committees, Solano Community College meets Standard IV.A.2.a.

PLANNING AGENDA

None

Standard IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTION
In compliance with Title V of the California Education Code and guidelines issued by the State's Chancellor's Office, SCC's Academic Affairs Policy 6100 requires "appropriate involvement of faculty and Academic Senate in all processes" of program, curriculum, and course development and review [IVA 28, 29]. SCC's Academic Senate is always mindful of AB 1725 and its 10+1 responsibilities and acts accordingly such that faculty involvement is clear and sustained. Minutes of the Curriculum Committee demonstrate that faculty is involved in every aspect of course development and approval, and that the committee receives input from administrators as well [IVA 30, 31]. Course Outlines of Record, both adopted and in development, are maintained on SCC's website, making the results of faculty and administrative collaboration visible to all [IVA 32]. Curriculum Committee representatives report to their departments and divisions on actions and issues of Curriculum so that all faculty members are aware of what is before the Committee. In addition, the newly adopted CurricuNET software is designed so that all members of a department have the opportunity to review course outline changes before they are finalized.

The selection of faculty members has a large impact on the courses offered and curriculum developed at SCC. Human Resources Policy 4005 defines the roles of administrators and faculty on faculty hiring committees such that "criteria to determine position priorities will be jointly established by the Academic Senate and Division Deans," and that "faculty hiring committees shall include faculty and the division dean." This policy also places the development of SCC Equivalency Procedures on the Academic Senate [IVA 33]. Policy 4000 defines the roles of administrators, faculty, staff and students on administrative hiring committees because the selection of administrators, particularly academic administrators, has a large influence on the programs under their supervision. This policy indicates that at least one faculty member must be appointed to every hiring committee, depending on the position being filled [IVA 26].

In addition, the Academic Affairs Leadership Team (AALT), which consists of academic administrators, meets regularly to discuss issues relative to the programs of the College. Similarly, the Student Services Council (SSC) discuss issues related to student support.

EVALUATION
Through policy and practice, committees involving student learning programs and services include appropriate involvement by faculty and academic administrators. SCC meets Standard IV.A.2.b.

PLANNING AGENDA
None

Standard IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTION
As discussed in Standard III.B.2.b, SCC Academic Affairs Policy 6100 and Human Resources Policy 4000 specify appropriate roles of faculty in matters regarding student learning programs and services [IVA 26, 34]. Administration Policy 2005 defines the College's shared governance structures, processes, and practices endorsed by the Governing Board as fundamental to the College. Specifically, "District committees shall be structured to include representation by College faculty, staff, administration, and students when matters being considered are within their purview" [IVA 1]. To this end, the Academic Senate represents the faculty in matters pertaining to California's Title V. The Associated Students of Solano College (ASSC) represents students with regard to policies and procedures that

affect them. In addition, per Title V, staff and administrators have rights and responsibilities to participate in the development of relevant policies and procedures. Finally, Policy 2020 states the following:

> In the development of rules, regulations and arrangements for the operation of the District, the Superintendent/President shall include at the planning stage, whenever feasible, those employees who will be affected by such provisions.
>
> The Superintendent/President or designee shall meet with representatives of the Academic Senate, CTA, CSEA and Operating Engineers, Local 39 and Management on a regular basis for communication of ideas and concerns regarding the operation of the District. The Superintendent/President shall weigh all such counsel, especially that given by groups designated to represent large segments of the staff [IVA 27].

In practice, faculty, staff, and student input primarily includes but is not limited to the following:

- **Shared Governance Council (SGC)**—Regarding policies, issues, and decisions that affect the College, this group receives input from the faculty through the Academic Senate, staff through CSEA and OE-39, and students through the ASSC.
- **Curriculum Committee**—An official subcommittee of the Academic Senate, this group receives input in the area of student educational programs primarily from faculty, administrators, and students.
- **The Integrated Planning Process (IPP)**—The College receives input from faculty and staff through outcomes assessment, program review, and three-year plans, which are all used to inform the College's plans, actions, and projects.
- **Accreditation**—Developing reports is a collaborative process that includes all members of the College. Faculty, staff, administrators, students, and Governing Board members participate in working groups and are invited to review and comment on drafts of reports at any time through the accreditation wiki.
- **Strategic Planning**—This is a collaborative process that involves faculty, staff, administrators, students, and community members, who review and revise the College's mission, vision, values, goals, and objectives on a regular basis.
- **Education Master Plan Development**—This is a collaborative process involving faculty, staff, students, and administrators, who examine data and determine the direction of the College.
- **Sustainability Advisory Committee**—This group of faculty, staff, students, and administrators is actively engaged in discussions about making the College more sustainable and increasing awareness of the issue in the community. It has made presentations to SGC and the Board, who have affirmed its goals [IVA 35, 36, 37].
- **Forums**—When there are issues that have a wide-ranging impact across the College, the Superintendent/President invites input from and discussion with all constituencies. Recent forums have focused on the budget, administrative hiring, and administrative reorganizations [IVA 38].
- **Distance Education Committee**—This group of faculty, administrators and students is a subcommittee of the Academic Senate. According to the Senate white paper on distance education, this committee's charge is the following:
  1. To consider issues surrounding existing and emerging technologies and the implications for teaching and learning and to regularly update and advise the Senate on these matters.
  2. To design and conduct training of online instructors.
  3. To participate in the selection and ongoing evaluation of current and future course management platforms.
  4. To present recommendations, through the Academic Senate, to the Governing Board regarding the distance education program, pedagogy and instructional technology.

5. To support the campus community by serving as the resource for the development of distance learning modes of instruction.
6. To provide informational meetings, discussions, and workshops pertaining to distance learning modes of instruction and pedagogy to the Campus and community.
7. To develop three-year plans for the distance education program.
8. To make recommendations to the Faculty Association about distance education issues that impact working conditions or the collective bargaining agreement.
9. To develop standards and minimum requirements for all online classes.

There are many ways in which these and other forms of collaboration have improved the institution. For example, the Basic Skills Committee has a competitive grant program that allows faculty to request funds to improve student learning. These grants are written and reviewed by faculty and administrators. In a recent example, a student success workshop program was developed that combined a faculty-requested BSI project with a Teaching and Learning Center project requested by the Dean of Physical Education and Athletics. This collaboration resulted in a series of more than 60 workshops to address specific topics to improve student study skills and [IVA 39]. UMOJA is another example of an institutional program that was developed through the IPP. The original idea began with counselors who created a proposal that was reviewed and approved through the IPP process and ultimately awarded $12,000 per year. This program starts with a summer institute for incoming African-American students who then become Umoja Program Scholars and study together in a learning community for a first-year experience. Faculty and staff also collaborate to create innovative ideas for improving student success through Focused Inquiry Groups (FIGs), which meet regularly. For example, English FIGs have recently concentrated on the developmental course sequence and the reading and writing lab, and Math FIGs focus on activities and curriculum designed to improve math success. FIGs in both of these areas have resulted in new and improved curriculum and programs [IVA 40a, b; 41a, b]. Regular staff meetings in Maintenance and Operations (M&O) also provide an opportunity for staff to offer input on improving efficiency and keeping the campuses in full operating order, which results in a well-maintained and productive environment for faculty, staff, and students.

Open and transparent communication across the College enhances the above channels of collaboration and creates SCC's College community. The Superintendent/President publishes SP Directs informing the College community about recent and future events and current issues [IVA 42]. *The Tempest*, the student newspaper, is an avenue for communication to all campus groups, as are the ASSC newsletter and MyGroups [IVA 43, 44, 45]. The general College website is of course a way to keep constituents abreast of College issues and activities, and email blasts are used to announce campus events such as theatre performances, gallery exhibitions, plant sales, poetry readings, and sporting events [IVA 46, 47]. In addition, ASSC, committee, and Board agendas and minutes are available online [IVA 48]. Accreditation information is also available online through the College website and a wiki, and the Strategic Plan is available online and posted throughout the College so that it is at the forefront of all dialogue [IVA 49, 50, 51]. Schools and departments also use MyGroups to post meeting minutes to document area discussions, and all students receive information and announcements when they log into MySolano [IV 52]. Students are invited to join ASSC, clubs, and sports as part of online orientation [IVA 53]. There is also a direct link from the online orientation site to Student Services, and all students have a campus email address by which instructors and others at the College can reach them [IVA 54].

EVALUATION
The quality of SCC's governance structures, processes and practices guarantee collaboration and communication between all College constituencies. The College meets Standard IV.A.3.

PLANNING AGENDA
None

Standard IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTION
Solano Community College continues to demonstrate honesty and integrity in its relationship with the Accrediting Commission (ACCJC) and an ongoing commitment to meeting Commission standards, policies, guidelines, and requirements. After the Superintendent/President's Cabinet (SPC) reviews Commission recommendations and acknowledges receipt, the College then moves to address these recommendations and notes progress to mitigate concerns in subsequent reports to the Commission. The College also encourages and employs reciprocal communication with the Commission through its Accreditation Liaison Officer, and the College submits Substantive Change Reports as needed, most recently a report for Distance Education, which was recently approved [IVA 55, 56].

As described in the "Responses to Recommendations" section of this report, since fall 2005, the College has submitted nine required Accreditation reports (including this Self Study) responding to ACCJC recommendations and requirements. These reports were created through the collaborative process detailed in the "Statement of Self study Preparation" section of this report; all members of the College were involved through report writing groups and the use of a wiki to maintain transparency and broad participation. The College's sustained efforts during this time demonstrate compliance with the Commission's standards, policies, guidelines, and requirements such that SCC was removed from sanction in October of 2010 [IVA 57].

Outside of required reports, the College demonstrates an ongoing commitment to accreditation. For example, the College website has a link to Commission Recommendations, the College's reports from the last six years, and other documents related to Accreditation so that all constituencies remain informed [IVA 50]. Accreditation developments are made public not only on the College's website, but are also covered regularly in the local media.
In addition, the College has continuously dedicated resources to Accreditation through faculty, staff, and administrator attendance at numerous Accreditation institutes and training sessions, and a full-time release faculty Accreditation Coordinator. SCC has also brought in officials such as ACCJC President Barbara Beno, Chancellor Jack Scott, ACCT's Pamela Fischer, and Special Trustee Tom Henry to help the College understand and meet Accreditation Standards.

EVALUATION
Solano Community College's constant involvement in the Accreditation process since its 2005 Self Study demonstrates that the College exceeds Standard IV.A.4.

PLANNING AGENDA
None

Standard IV.A. 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and

effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

As detailed in Standard IV.A.3., Solano Community College is a shared governance institution. All stakeholders (students, faculty, staff, and administration) are solicited for participation on various committees in accordance with SCC's Administrative Policy 2005 [IVA 1]. To provide comprehensive evaluation of the College's effectiveness in achieving its strategic goals and objectives, committees and processes are examined regularly through measurable quantitative and qualitative data. Each standing committee evaluates its effectiveness annually based on its stated mission and goals and determines avenues of improvement as needed [IVA 58]. In addition, SCC's Governing Board adopted and recently revised a self-evaluation process that allows them to improve focus on their roles and responsibilities and code of ethics [IVA 59, 60, 61]. These evaluations are published in Board minutes, available through the College website [IVA 62]. The Academic Senate reviews and critiques its membership and by-laws at regular intervals, and the Process Evaluation and Review Team (PERT), consisting of faculty, staff, and administrators, examines the overall integrity and effectiveness of the Integrated Planning Process (IPP), reports results, and makes recommendations for improvement [IVA 63, 64, 65, 66, 67]. Making public the above evaluations encourages dialogue and empowers members of the College to contribute to institutional effectiveness.

EVALUATION
The College meets Standard IV.A.5. through its formal and informal processes of evaluation.

PLANNING AGENDA
None

IVA References

IVA 1 Policy 2005
IVA 2 Policy 1007
IVA 3 Policy 1042
IVA 4 Policy 2140
IVA 5 Institutional Goals
IVA 6 2010-13 Strategic Goals and Objectives Table
IVA 7 ALG Retreat Agenda 2/4/11
IVA 8 Physical Education Program Review
IVA 9 Physical Education Meetings
IVA 10 Women's Sport Strategic Proposal
IVA 11 Women's Sport Proposal Tracking Form
IVA 12 Mandatory Orientation Proposal Tracking Form
IVA 13 Proposal Tracking Sheet
IVA 14 FABPAC Minutes 9/1/10
IVA 15 FABPAC Minutes 9/15/10
IVA 16 FABPAC Minutes 10/6/10
IVA 17 FABPAC Minutes 10/20/10
IVA 18 FABPAC Minutes Link
IVA 19 Research and Planning Page
IVA 20 Accreditation Survey
IVA 21 Forum
IVA 22 S/P Direct Sample
IVA 23 ALG Retreat Agenda 2/4/11
IVA 24 Institutional Support Core
IVA 25 Policy 4000
IVA 26 Policy 2020
IVA 27 Policy 6100
IVA 28 Program and Course Approval Handbook
IVA 29 Curriculum Minutes 10/26/10
IVA 30 Curriculum Minutes 11/30/10
IVA 31 Course and Articulation Information
IVA 32 Policy 4005
IVA 33 Policy 6100
IVA 34 SGC Minutes 11/10/10
IVA 35 Board Minutes 12/1/10
IVA 36 S11 Flex Cal
IVA 37 Campus Budget Forum 2/16/11
IVA 38 Spring 2011 Success Workshops
IVA 39 Math/Science Division Meeting 4/15/10
IVA 40 Math/Science Division Meeting 9/2/10
IVA 41 English FIG Minutes Sample
IVA 42 SP Direct Sample
IVA 43 *The Tempest*
IVA 44 ASSC Newsletter
IVA 45 ASSC on MyGroups
IVA 46 Solano Sports Update
IVA 47 New Herger Gallery Exhibit
IVA 48 Minutes Link
IVA 49 Accreditation Wiki
IVA 50 Accreditation Link
IVA 51 Strategic Plan
IVA 52 MyGroups
IVA 53 ASSC Invitation
IVA 54 Student Services Link
IVA 55 DE Substantive Change Report
IVA 56 DE Substantive Change Letter
IVA 57 ACCJC Letter
IVA 58 Accreditation Media Coverage
IVA 59 ALG Evaluation
IVA 60 Policy 1070
IVA 61 Policy 1016
IVA 62 Policy 1020
IVA 63 Board Minutes Link
IVA 64 PERT Report

Standard IV.B.
Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the Colleges.

IV.B. Working Group

Jowel Laguerre, ALG co-chair
Zafer Sun, CSEA co-chair
A. Marie Young, trustee
Christine Ducoing, faculty
Cynthia Simon, CSEA
Jim Claffey, trustee
John Glidden, ASSC
John Higashi, faculty
Kiran Kaur, faculty
Lillian Nelson, ASSC
Maria Santiago, faculty
Preston Barker, ASSC
Rosemary Thurston, trustee

Solano Community College District Governing Board

Denis Honeychurch, J.D.
President
Area #2
Fairfield, Travis AFB, Cordelia, Green Valley

A. Marie Young
Vice President
Area #3 Vallejo

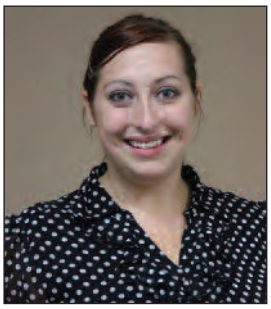
James M. Claffey
Area #2
Fairfield, Travis AFB, Cordelia, Green Valley

Pam Keith
Area #3
Vallejo

Phil McCaffrey
Area #1
Vacaville, Dixon, Winters

Sarah E. Chapman
Area #1
Vacaville, Dixon, Winters

Rosemary Thurston
Area #4
Benicia, Vallejo, Suisun



Lexi Parmer
Student Trustee
Student Body

Jowel C. Laguerre, Ph.D.
Board Secretary

Standard IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the district/system.

Standard IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTION

The Solano Community College Governing Board is an elected body whose responsibility is to the institution and the electorate as a whole. Per Board Policy 1005, the Board's authority is provided in the laws and regulations of the State of California, which state that the Board is ultimately responsible for the functioning of the College and does not report to any other entity [IVB 1, 2]. Board Policy 1016 states the following:

> The Governing Board governs on behalf of the citizens of the Solano Community College District in accordance with the authority granted and duties defined in *California Education Code Section 70902.*
>
> The Board is committed to fulfilling its responsibilities to:
> - Represent the public interest
> - Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations
> - Hire and evaluate the Superintendent/ President
> - Delegate power and authority to the Superintendent/President to effectively lead the District
> - Assure fiscal health and stability
> - Monitor institutional performance and educational quality [IVB 3].

Because the Board acts as a body and not as individuals, only actions undertaken by the majority of the Board as a vote are implemented. While there may be dissent prior to a vote, the Board acts as a legislative body, and its decisions are final. Board Policy 1005 also states the following:

> Board members have authority only when acting as a Board in session. Neither the District nor the Board shall be bound by any statement or action of any individual Board member or District employee, except when such statement or action is in pursuance of specific instruction of the Board [IVB 1].

Items that are approved by the Board are then implemented or acted upon by the administration of the College. In addition, per Board Policy 1025, the Governing Board functions under the California Brown Act to deliberate and conduct non-personnel business in the open and to give the public enough notice of actions to be taken: "All regular and special meetings of the Board shall be open to the public, be accessible to persons with disabilities, and otherwise comply with Brown Act provisions, except as required or permitted by law" [IVB 4]. In essence, actions of the Board are taken in public and must sustain public scrutiny. Board practices and conduct are spelled out in its policies and California Government Code, as well as evidenced in meeting agendas and minutes [IVB 5, 6, 7].

In addition, the Governing Board is subject to the conflict of interest expectations of the state of California, per Board Policy 1019. Annually, every Board member fills out and signs a document reporting any action that may be construed as a conflict of interest [IVB 8]. No majority of Board members owns a stake in the College as it is a publicly funded institution of higher education, supported by tax payers. Because the Board takes its action in public and is elected by popular vote, it does not owe allegiance to anyone except the voters of the County, who vote for four or three members every two years [IVB 9]. Each Board member represents one of four specified areas of the

County the College serves: Vacaville, Dixon, and Winters; Fairfield, Travis Air Force Base, Cordelia, and Green Valley; Vallejo; and Benicia, Vallejo, and Suisun. All citizens of the attendance areas are represented and have an opportunity to vote for Board members or items of interest to the County, such as bond measures. The 2010 election saw the Board running unopposed, a sign of the voting public's satisfaction with the direction of the College. Board members are involved in the community, and they are recognized and acknowledged among other elected officials.

EVALUATION
Solano Community College meets the requirements of Standard IVB.1.a.

PLANNING AGENDA
None

Standard IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTION
The Governing Board's commitment to meeting SCC's mission and to ensuring the quality of student learning programs is reflected in its policies, procedures, and plans. Board actions and policies are in line with the College's recently reviewed and revised mission, vision, core values, strategic goals and objectives and the subsequently developed Strategic Plan, which will be used to guide the direction and activities of the College over the next three years [IVB 11, 12, 13].

The Solano Community College Governing Board has a regularly maintained and updated electronic policy manual, available to both internal and external communities [IVB 14]. Board policies are divided into seven Series: 1000 (Governing Board), 1100 (Community Services) 2000 (Administration), 3000 (Business Services), 4000 (Human Resources), 5000 (Student Services), and 6000 (Academic Affairs). Each area governed by the policies has jurisdiction over the series for maintenance, update, and review. Policy approvals reach the Board as official agenda items to be reviewed twice: once for information and once for action. All policies are also reviewed by the Shared Governance Council (SGC) as the Board "endorses the concept of shared governance as a fundamental policy of the College" [IVB 15, 16]. In December 2009 the Board appointed a subcommittee of trustees to review the policies pertaining to the Board. This subcommittee has reviewed and updated the 1000 series, concentrating on issues of organization, numbering, and language, as well as other policy areas as directed by the Board [IVB 17a, b]. All policies go through regular reviews as discussed in Standard IV.B.1.e. [IVB 18, 19].

The Governing Board is committed to providing students with the opportunity to use their knowledge "when evaluating and appreciating the physical environment, the diverse culture, and the society in which they live" [IVB 20]. Specific guidelines for achieving quality, integrity, and improvement of student learning programs and services are detailed in the Board-approved Education Master Plan (currently under review), the Student Equity Plan (currently under review), and the Strategic Plan [IVB 13, 21, 22]. In addition, curriculum matters, including those regarding distance education, are overseen by the Curriculum Committee before presentation to the Board. To ensure resources for this academic quality and achievement, the Board's 3000 Policy Series offers guidelines for the College's fiscal and budget practices [IVB 23].

EVALUATION
Solano Community College meets the requirements of Standard IV.B.1.b. through its Governing Board's established policies, which are consistent with the College's mission.

PLANNING AGENDA

- *#2—Evaluation and Continuous Quality Improvement*
  The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.

Standard IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

DESCRIPTION

Both legally and organizationally, the Solano Community College Governing Board has ultimate responsibility for educational, legal and financial matters. The Governing Board's authority is described within the Organizational Chart and Governing Board Policies [IVB 24]. Per Board Policy 1075, the Governing Board delegates its authority to the Superintendent/President (S/P) but maintains its oversight through regular reports from the Associated Students of Solano College (ASSC), the Academic Senate, Shared Governance Council (SGC), the S/P, Finance and Administration, and other pertinent groups [IVB 25]. Responsibility for institutional planning is specifically delegated to the Superintendent/President, but oversight is maintained by the Governing Board per Administration Policy 2140, which states the following:

> The Superintendent/President shall submit those plans for which Board approval is required by Title 5, of the California Code of Regulations, to the Board. The Superintendent/President shall inform the Board about the status of planning and the various plans. The Superintendent/President shall ensure the Board has an opportunity to assist in developing the general institutional mission and goals for the comprehensive plans [IVB 26]

The Governing Board is also included in the planning timeline and flow chart that govern program review, three year plans, strategic and operational proposals, and outcomes assessment [IVB 27, 28, 29].

EVALUATION

Solano Community College meets the requirements of Standard IVB.1.c.

PLANNING AGENDA

None

Standard IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTION

Bylaws and policies specifying the Governing Board's size, duties, responsibilities, structure, and operating procedures—Governing Board Policies Series 1000—are available to the public under Solano Community College District Policies on the College website [IVB 30].

EVALUATION

Solano Community College meets Standard IV.B.1.d.

PLANNING AGENDA

None

Standard IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTION

The minutes and the resolutions recorded in Board meetings indicate that the Solano Community College Governing Board acts consistently with its policies and bylaws. Board policies are divided into seven series: Governing Board—1000 [IVB 31]; Community Services—1100 [IVB 32]; Administration—2000

[IVB 33]; Business Services—3000 [IVB 23]; Human Resources—4000 [IVB 34]; Student Services—5000 [IVB 35, 36, 37]; and Academic Affairs—6000 [IVB 38].

Board Policy 1050 states that "Policies of the Board may be adopted, revised, added to or amended at any regular Board meeting by a majority vote," and Policy 1052 explains the procedure [IVB 18, 39]. Policies are reviewed on a regular basis, and no policy may be changed without the approval of the Board. Recently adopted or reviewed policies include the following:

- Policy 6203—Proposed Revision of the 6000 Series of the Board Policies [IVB 40]
- Policy 6203—Honorary Degrees [IVB 41]
- Policy 1140—Building Dedication Plaques [IVB 42]
- Policy 4800—Update to Reflect Current and Approved Position Titles of the Administrative Leadership Group (ALG) [IVB 43]
- Policy 1000, 1005, 1007, 1009, 1015, 1017, and 1026—First Reading of Proposed Changes to Governing Board Policies, Series 1000 [IVB 43]
- Policy 4710—Procedures [IVB 44]

EVALUATION
Board meeting minutes and policies demonstrate that Solano Community College meets Standard IV.B.1.e. However, it must be noted that there has been a lapse in uploading current versions of policies onto the website; this is being taken care of.

PLANNING AGENDA
None

Standard IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTION
Solano Community College's Board Policy 1072 states that "the Board is committed to its ongoing development as a Board and to a trustee education program that includes new trustee orientation" [IVB 45]. To that end, the Board engages in study sessions, has access to reading materials, and supports conference attendance and other activities that foster trustee education. A trustee orientation is provided for each and every new trustee as stipulated by this policy [IVB 46]. There is also a link on the SCC web page to resources from the Community College League of California and the Association of Community College Trustees, and SCC keeps a library for trustee development [IVB 47]. Finally, due to the importance of Accreditation, the Accreditation Liaison Officer (ALO) and/or the Accreditation Coordinator give regular updates to the Board [IVB 48]. In addition to regular updates, the Board has an Accreditation Leadership Subcommittee of three members that meets to discuss issues of Accreditation with the S/P, ALO and Accreditation Coordinator. There are also Board retreats and training sessions specifically for the purpose of educating the board on accreditation [IVB 49].

Issues related to election, membership and terms of office are addressed through Board Policy 1008:

> The term of office of each trustee shall be four (4) years, commencing on the first Board meeting in December following the general election in November. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one-half of the trustees shall be elected at each trustee election [IVB 50].

and 1012:

> Members of the Board shall serve a four (4)-year term, commencing on the first Friday in December following his or her election, except that a member appointed to fill a vacancy shall hold office until the completion of the unexpired term. Any member of the Governing Board whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor

shall begin upon the expiration of the term of his or her predecessor. All members shall serve after the expiration of their respective terms until the appointment and qualification of their successors. The student trustee serves a one (1)-year term commencing with the second Board meeting in May of each year [IVB 51].

EVALUATION
Board Policies ensure that SCC meets Standard IV.B.1.f.

PLANNING AGENDA
None

Standard IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTION
Governing Board Policy 1070 addresses the Board's self-evaluation process [IBV 52]. Regular Board retreats are the medium for in-depth evaluation [IVB 53, 54]. To support this evaluation, the Board completes a "How Do We Rate Checklist" on a quarterly basis [IVB 55]. In addition, there is a Board Self-Evaluation Subcommittee consisting of three trustees. This sub-committee reviews the evaluation instrument and provides broad guidance for Board evaluation.

EVALUATION
SCC meets Standard IV.B.1.g in both policy and practice.

PLANNING AGENDA
None

Standard IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Governing Board Policy 1020—Code of Ethics/Standards of Practice reads as follows:

Each member of the Governing Board shall:

1. Hold the educational welfare of the students of the District as a primary concern by:
   a. Ensuring that the District maintains equality of opportunity for all students regardless of race, creed, sex, sexual orientation, religion, age, physical ability, or national origin.
   b. Communicating the Board's interest in and respect for student accomplishments by attending student ceremonies and events.
2. Recognize that authority rests only with the Board in a legally constituted meeting and not with individual members**.**
3. Promote and maintain good relations with fellow Board members by:
   a. Giving each member courteous consideration of his/her opinion.
   b. Recognizing the importance of keeping an open mind and promoting the opportunity to think through other facts and points of view which may be presented at legally constituted Board meetings.
   c. Recognize that he/she is responsible to all citizens of the District, not solely to those who elected the member. The authority delegated to the Board member by the voters must be exercised with as much care and concern for the least influential as for the most influential member of the community.
4. Attend and participate in all meetings insofar as possible, having prepared for discussion and decision by studying all agenda materials.
5. Base decisions upon all available facts in each situation.
6. Maintain independent judgment unbiased by private interest or partisan political pressure.
7. Abide by and uphold the final majority decision of the Board.
8. Recognize that the primary function of the Board is to establish the policies by which

Solano Community College District is to be administered. Welcome and encourage the active involvement of employees, students, and the public and consider their views in deliberations and decisions as a Board member.

9. Delegate authority to the Superintendent/President as the chief executive officer and confine Board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability and instructional integrity of the District.
10. Conduct all District business in open public meetings and hold Closed Sessions only for those purposes permitted by law. Maintain confidentially of all privileged information communicated in Closed Session.
11. Avoid any situation that may constitute a conflict of interest. Inform the entire Board or the Board President when a matter under consideration might involve or appear to involve a conflict of interest.
12. Utilize opportunities to enhance his/her role as a Board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations. This also includes being informed about the actions and positions of state and national community college trustees' associations [IVB 57].

In addition, the Board is committed to policing itself and ensures that its members practice excellent trusteeship. Governing Board policy 1021—Violation of Code of Ethics—defines the process to address any violation pertaining to the code of ethics [IVB 58]. A copy of the Code of Conduct, adopted February 4, 2009 and re-affirmed June 22, 2010, is prominently displayed in the board room, and each member has a laminated copy [IVB 59].

EVALUATION

SCC meets Standard IV.B.1.i. as its Board Policies clearly delineate a Code of Ethics and procedures to address violation of this Code.

PLANNING AGENDA

None

Standard IV.B.1.i. The governing board is informed about and involved in the accreditation process.

DESCRIPTION

Accreditation updates are a standing item on Governing Board agendas, and the Board is updated on commission recommendations at all appropriate forums [IVB 60]. For example, study sessions and retreats have been held expressly for the purpose of Accreditation, such as a study session that took place in August of 2010 in which the ALO and Accreditation Coordinator gave the Board Accreditation Subcommittee an in-depth review of the Standards, updates to the wiki (the vehicle used to keep track of narratives and evidence), and insights regarding the previous Follow-Up Report [IVB 61]. Another example is the September 15, 2010 meeting in which Special Trustee Henry specifically discussed Commission Recommendation eight, which addressed Accreditation Standard IV [IVB 62]. Also, the trustees are referred to the wiki on a regular basis. In addition, in February of 2009, ACCJC President Barbara Beno met with the Board in a training session titled "Accreditation and Trusteeship: What Every Board Should Know," and in June of 2010 ACCT's Pam Fisher provided training on Board self-assessment. Two trustees were also assigned to this Self Study's Standard IVB working group. Finally, the Governing Board approves Accreditation reports prior to submission to the Accreditation Commission.

In conjunction with Accreditation, the Board has participated in strategic planning for the institution, in particular the creation of Solano Community College's mission, vision, core values, and strategic goals and objectives, which will be used to guide the direction and activities of the College over the next three years [IVB 63a, b, c, d]. In addition, the Board receives updates on progress toward the College's Strategic Planning outcomes and goals [IVB 64].

In response to Accreditation issues, the Board has dedicated resources appropriately to support efforts by the College. In relation to planning and as a part of ACCJC recommendation, in 2007 the Board approved 20 percent release time each for one faculty member per academic division to coordinate Student Learning Outcomes (SLOs) efforts. A faculty Outcomes Assessment Coordinator was also given 50 percent release time for a total of five consecutive years to coordinate college-wide efforts to create and implement outcomes. In addition, the Board approved major resource allocations to implement systemic changes to the existing Enterprise Resource Planning System (ERP), which had caused difficulties in addressing issues of Accreditation. This included the purchase of Sungard-Banner, which was partially funded by a bond measure (Measure G). Banner has been up and running since January of 2008 for Human Resources and Fiscal operations. A complete implementation of the basic Banner modules, including student data, started in summer of 2008. Currently resources are being directed toward full Banner implementation in a comprehensive manner, with approximately $1.2 million approved in March of 2010 [IVB 65]. Also, the Board approved Basic Skills Initiative release time of 40 percent for a BSI coordinator and 20 percent each for math and English coordinators. In addition, in July of 2010 the Board approved a dedicated faculty member for the coordination of the Accreditation efforts [IVB 67].

Finally, the Governing Board has participated in quarterly self-evaluations that have been compared to previous evaluations to analyze where improvement has been made or needs to be made, particularly in light of Accreditation Standards and Recommendations [IVB 68]. Special Trustee Henry indicated that the June 22, 2010 retreat, facilitated by ACCT's Dr. Pam Fischer, provided clear evidence that the Board is attentive and receptive to effective and efficient trusteeship [IVB 69]. The Special Trustee also commented on the fact that the Board completed its self-evaluation, re-affirmed its Code of Conduct, and established its 2010-11 goals as further evidence of the its commitment and understanding of its role as policy developer and the Superintendent/President's role as chief operations officer.

EVALUATION
The frequency and depth of presentations given to the Governing Board by faculty, staff, and administration, as well as special training sessions cited above, ensure that the Governing Board is well informed about Accreditation Standards. Furthermore, the Board is specifically involved in issues of planning, resource allocation, and self-evaluation as the College strives to uphold Accreditation Standards. The College clearly meets Standard IV.B.1.i.

PLANNING AGENDA
None

Standard IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the College chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the Colleges.

DESCRIPTION
The Solano Community College Governing Board "adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College." In 2008-09, the Governing Board conducted a search for a new Superintendent/President (S/P) using the materials (available upon request), describing the process that had been followed in the past. Following this prescribed process, the Board was success-

ful in hiring a seasoned administrator who has been working with all constituents to move and maintain the College in a positive direction. Realizing a crucial missing policy in the 1000 series, however, the Board's policy subcommittee developed a policy and procedures for selecting a CEO and submitted these to the Board for consideration at its October 6, 2010 meeting [IVB 70].

The Board's delegation of administrative authority to the S/P is clearly defined for all parties in Board Policy 1075. This policy also states that the S/P is "expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions" [IVB 25]. The Board holds the S/P accountable for the operation of the College through a performance evaluation at least once a year and/or at any other time during the term of his contract agreement, and the Board establishes a set of goals for the S/P on an annual basis, which are translated into objectives and outcomes that are assessed at the end of the year [IVB 72]. In addition, clear expectations for regular reports from the S/P on institutional performance are standard monthly agenda items.

The Board effectively remains focused at the policy level, delegating full responsibility and authority to the S/P to implement and administer board policies without interference. The Board uses a quarterly evaluation instrument to judge its performance regularly, sharing the results in public sessions. Furthermore, the Board spends time reviewing its ways of conducting business at least twice a year. Finally, in order to ensure that items that come to the Board are appropriate, starting with the Board meeting of October 6, 2010, the agenda reflects authorities under which the Board considers certain items [IVB 75].

The Board has set expectations for sufficient information on institutional performance to ensure that it can fulfill its responsibility for educational quality, legal matters, and financial integrity by doing the following:

- Approving the annual goals of the CEO and the Board
- Approving the strategic plan which was approved by shared governance process
- Reviewing and updating board policies
- Hiring/retaining competent legal counsel
- Making a concerted effort to hire and retain competent financial personnel and staff as recommended by the CEO
- Staying informed, through closed session, of legal matters that may affect the district
- Receiving financial updates on a regular basis.

The S/P also makes regular reports to the Board, providing updates on issues pertinent to the Board, its goals, and the goals of the College. The S/P keeps the College community updated relative to his activities and institutional performance through weekly "SP Gram" newsletters to the Board and "SP Direct" newsletters to the College community [IVB 73, 74]. Finally, the Board receives annual updates on the Strategic Plan, regarding progress made toward each College goal.

EVALUATION
Solano Community College meets the requirements of Standard IVB.1.j.

PLANNING AGENDA
None

Standard IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Standard IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTION

In 2009 the Superintendent/President reviewed the organizational structure of the College. From there he organized a plan, retained input from all constituencies, and proposed, with Board approval, a new administrative organization. This plan was formulated to reinvest in activities such as student support, student access and success, and financial growth. Evidence of the S/P's ability to take primary responsibility for the quality of the institution can be identified through a structural comparison of the Organization Charts of his and the previous administration's structure [IVB 76a, b, c, 77, 78]. A few of the significant differences are listed below:

- The management of the Vallejo and Vacaville Centers received new titles, which align more with the increased independence of each location now and in the future. As Centers, each site will: 1) serve more students; 2) offer more services, and 3) become more community-centered to meet specific employment and training needs.
- The placement of the Research & Planning position into a direct-subordinate relationship with the S/P helps the College meet its "Critical Thinking" Core Value, which states that the College places importance on executing data-driven decision making; the data and information housed and collected by the Research and Planning Director readily facilitate successful practice in this area.
- Counseling became part of Academic and Student Affairs, affording better access and greater success to students by allowing both the Academic and Student Affairs areas to interface and exchange productive dialogue at decision-making stages.
- A Dean of Academic Success and Learning Resources was created to enhance the College's ability to focus on issues of Accreditation, basic skills, outcomes, curriculum, and distance education.

In response to budget concerns and to realign disciplines with common characteristics, the College has just implemented another reorganization of its academic administration. At the request of the S/P, the Executive Vice President for Academic and Student Affairs (EVPASA) established a small study group to develop the first draft of the reorganization and followed this up with several open forums for the College community. While recognizing that the S/P has ultimate responsibility for the administrative structure of the College, faculty, staff and students used these forums and other means of communication such as Board and Senate meetings to express concern regarding the reorganization in terms of manager workload and administrative capacity and stability [IVB 79, 80, 81, 82, 83]. The final draft of the proposal was submitted to the S/P, who held meetings with divisions and departments to gather input and feedback for the final proposal to be presented to the Board for ratification. The reorganization was approved May 18, 2011 and implemented July 1, 2011. This includes the following changes:

- The six academic divisions (overseen by six academic deans)—Fine and Applied Arts/Behavioral Sciences; Humanities; Physical Education, Wellness, and Athletics; Business, Computer Science, and Career Technical Education; Health Occupations, Public Safety, and Family Studies; and Mathematics and Science—have been reconfigured into four schools (overseen by four deans): the School of Liberal Arts, the School of Sciences, the School of Career Technical Education and Business, and the School of Human Performance and Development.
- The Dean of Academic Success and Learning Resources position was eliminated.
- The Superintendent/President now oversees Student Services.
- The Executive Vice President of Academic and Student Affairs now oversees Accreditation, curriculum, outcomes, and the Basic Skills Initiative.
- Distance Education, Learning Communities, Green Grant, and facilities-use now fall under the deans of the four academic schools.

- Grant liaison, adjunct evaluations, petition signing, student discipline, student complaints, Small Business Development, Workforce Development and Continuing Education, and Tech Prep now fall to the Center deans.

EVALUATION
By giving responsibility for academic organization to the Superintendent/President, the College meets Standard IV.B.2.a.

PLANNING AGENDA
None

Standard IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTION
SCC's Superintendent/President (S/P) plays an integral role in the College's strategic planning process, which includes a collegial process of defining and measuring the fulfillment of mission, vision, values, goals, and objectives. The S/P spearheaded the most recent strategic planning workshops, calling in stakeholders from the community as well as representatives from College constituencies [IVB 63a,b,c,d]. Solano's Integrated Planning Process (IPP) integrates resource planning and educational planning so that student learning, as implicit in the College's mission, is at the center of the College's decision-making and action. In order to ensure that this is true for academic areas, student services areas, and institutional support areas, the S/P has worked with the Process Evaluation and Review Team (PERT) to expand the use of outcomes, three-year plans, and program review to non-instructional areas. As discussed in Standard I.B, this process, used for all planning and decision-making at the College, ensures a cycle of assessment, analysis, planning, review, resource allocation, implementation, and evaluation. In addition, the S/P uses PERT to review and evaluate the IPP, and he seeks input from the Academic Senate before he makes final decisions in areas under its purview (10 + 1).

The S/P communicates the College's mission, vision, values, and goals not only ensuring they are posted throughout the campuses and included on the College website, but through interactions and communications with faculty and staff, students, and the community. The S/P makes regular welcome/state of the College speeches at the start of each semester, and he is in contact with the entire college via emails and forums when appropriate so that issues pertaining to the College's Strategic Plan are addressed. As part of the 2010 executive reorganization, the S/P replaced the Executive Council with the Superintendent/President's Cabinet (SPC), which has a broader membership so that it is more representative and more transparent. Finally, since the fall of 2009, the Administrative Leadership Group (ALG) has been active in formulating and executing plans in relation to the College's mission. The ALG is the main group that ensures implementation of the College's goals and Strategic Plan, and it has served as a means to institutional effectiveness.

The S/P uses reports submitted to the Chancellor's Office, such as IPEDS and data/survey reports regarding budget, resources and student performance, to make decisions. The S/P compares SCC's ARCC reports with those of other institutions so that he has a baseline for performance. He connects with the Chancellor's Office to gather financial, enrollment and graduation data. He prepares regular reports to maintain clear objectives and expected outcomes, comparing them with actual outcomes [IVB 85].

The S/P also collects reports regularly from various working groups, departments, and schools. He closely monitors the Accreditation process through regular updates to the Board and various other constituencies, as well as through his participation in a Self Study working group. The S/P also encourages and collects student surveys so that he can be kept abreast of student experience at the College [IVB 86]. As an integral part of the IPP, he requires the assessment of outcomes in all departments, including those indirectly in contact with students, to ensure that decisions and processes are reflective and data-driven at every level. To enhance this, he has provided resources for academic leaders to attend relevant conferences, such as the National Assessment Institute, the Accreditation Institute, the Curriculum Institute, and the Strengthening Student Success Conference. So that his actions and decisions are transparent, the S/P sends out regular S/P Direct messages to the College community [IVB74]. Finally, the Director of Research and Planning, whose office has been moved across campus to the administration building, meets one-on-one with the Superintendent/President every two weeks or as needed so that the S/P remains well informed regarding the forward movement of the College.

EVALUATION
The College meets Standard IV.B.2.c.

PLANNING AGENDA
None

Standard IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTION
SCC's Board Policy 1075 delegates authority to the Superintendent/President (S/P):

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board including the administration of Solano College, Travis University Center, Vacaville Center, and the Vallejo Center, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret Board policy. In situations where there is no Board policy direction, the Superintendent/ President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Superintendent/ President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees.

The Superintendent/President shall act as the professional advisor to the Board in policy formation [IVB 26].

Pursuant to this policy, the Superintendent/President reviews District and system policies and education codes so that he can be aware of issues that could impact the College. The S/P ensures that changes to policy or procedure are disseminated to appropriate parties and delegates responsibility for the daily operations of departments and units to the administrative team. Vice presidents, deans, and directors are responsible for ensuring that institutional practices in their assigned areas are consistent with applicable statutes, regulations, and Board policies. The S/P maintains oversight through regular meetings of the Administrative Leadership Group (ALG) and Superintendent/President's Cabinet (SPC).

EVALUATION
The College meets Standard IV.B.2.c.

PLANNING AGENDA
None

Standard IV.B.2.d. The president effectively controls budget and expenditures.

DESCRIPTION
Business Services Policy 3020 states the following:

The Superintendent/President or his/her designee shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in ***Title 5, Section 58311***, including:

- Adequate internal controls exist.
- Fiscal objectives, procedures, and constraints are communicated to the Governing Board and employees
- Adjustments to the budget are made in a timely manner, when necessary.
- The management information system provides timely, accurate, and reliable fiscal information
- Responsibility and accountability for fiscal management are clearly delineated [IVB 87].

The Vice President of Finance and Administration presents the budget to the Finance and Budget Planning Advisory Committee (FABPAC) in accordance with Board policies and state guidelines. According to its published "Role, Responsibilities, and Operating Principles" FABPAC is "charged with the responsibility of making recommendations to the Superintendent/President on District financial and budget planning issues." This document also explains that "Final staff level responsibility and accountability for budgetary allocations and priorities prior to Governing Board action, if required, is vested in the Superintendent/President [IVB 88].

Due to diminishing state and local revenues the Superintendent/President has taken many actions to ensure fiscal stability. First, he implemented the position of Executive Director of Institutional Advancement, responsible for soliciting and securing independent and private funding, as well as marketing the College [IVB 89]. The College is currently recruiting for a Director of Marketing. The S/P also approached Solano County for additional funding to ensure the College's future stability in this economic recession. The S/P said to the *Daily Republic*, "We will use these funds if we really need it. What it does is allow us to plan ahead of time for the future. This way we won't be caught off-guard in case something happens" [IVB 90]. In his State of Solano Community College address on January 15th, 2010 the S/P proposed local, state, and federal grants as a means to resolve the College's budget issues [IVB 91]. Finally, the S/P seeks input by holding budget forums in keeping with ACCJC's recommendation to maintain productive dialogue. He uses all of this information, in conjunction with the Integrated Planning Process (IPP), to make decisions regarding budget and expenditures.

EVALUATION
The College meets Standard IV.B.2.d.

PLANNING AGENDA
None

Standard IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

DESCRIPTION
SCC's Superintendent/President works and communicates effectively with the community served by the College in a variety of ways. His aforementioned weekly newsletters to the Board and monthly newsletters to the College community are very effective tools for regular and systemic internal communication. In addition, the "President's Blog" recently debuted on the College's website; through this the S/P makes announcements and communicates information in the categories of budget, community, donors, facilities, faculty, reorganization, staff, and students [IVB 92].

The S/P also meets monthly with student groups, faculty, staff, and the community and is an active member of several external community groups, such as the Fairfield-Suisun Rotary Club, the Solano Economic Development Corporation, and the Fairfield-Suisun Chamber of Commerce. In addition, below is a randomly selected example of a typical month, illustrating connections with constituents.

Community Communication:
- Fairfield Suisun Rotary Club 3-Weekly (March 2, 9, 16, 23, 26, 2010)
- Solano Economic Development Corporation Monthly Breakfast (March 31, 2010)
- Fairfield-Suisun Chamber Monthly, Mixer (March 8, 2010)

Political Communication:
- Congressman Garamendi (March 12, 2010
- Diane Feinstein (March 16, 2010)

Student Communication:
- MESA (March 16, 2010)
- Speech & Debate Team (March 16, 2010)

Other Communication:
- First 5 Solano (March 19, 2010)
- Phi Theta Kappa (March 22, 2010)
- Brothers Helping Brothers (March 22, 2010)
- Speaker at Puente mentor Night (March 24, 2010)
- CSEA (March 26, 2010)
- Speaker Saluting our Heroes (March 27, 2010)
- Anheuser-Busch (March 12, 2010)
- Workforce Investment Board (March 12, 2010)

The S/P also holds open forums to facilitate communication regarding specific or general topics such as budget and administrative reorganization [IVB 93a, b, c].

EVALUATION
The College meets Standard IV.B.2.e.

PLANNING AGENDA
None

Standard IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the district/system and acts as the liaison between the Colleges and the governing board.

This Standard is not applicable as Solano Community College District is a single college district.

IVB References

IVB 1 Policy 1005
IVB 2 California Education Code: Community Colleges
IVB 3 Policy 1016
IVB 4 Policy 1025
IVB 5 Government Code Section 54952.2
IVB 6 Board Agenda Sample
IVB 7 Board Minutes Sample
IVB 8 Form 700
IVB 9 Policy 1019
IVB 10 Board Election Article
IVB 11 Policy 1003
IVB 12 Board Minutes 3/17/10
IVB 13 Strategic Plan
IVB 14 Board Policies Link
IVB 15 Policy 2005
IVB 16 Policy 1000
IVB 17 Board Minutes 6/16/10, 10/6/10, 10/6/10
IVB 18 Policy 1050
IVB 19 Policy Review Schedule
IVB 20 Policy 6205
IVB 21 Education Master Plan
IVB 22 Student Equity Plan
IVB 23 Business Services Policy Series
IVB 24 Organizational Chart
IVB 25 Policy 1075
IVB 26 Policy 2140
IVB 27 Integrated Planning Process Guide
IVB 28 Planning Calendar
IVB 29 IPP Flow Chart
IVB 30 Board Meeting Minutes Link
IVB 31 Board Policy Series
IVB 32 Community Services Policy Series
IVB 33 Administrative Policy Series
IVB 34 Human Resources Policy Series
IVB 35 Student Admission and Attendance Policy Series
IVB 36 Student Rights, Welfare and Conduct Standards Policy Series
IVB 37 Student Activities and Development Policy Series
IVB 38 Academic Affairs Policy Series
IVB 39 Policy 1052
IVB 40 Board Minutes 1/20/10
IVB 41 Board Minutes 2/17/10
IVB 42 Board Minutes 4/21/10
IVB 43 Board Minutes 6/16/10
IVB 44 Board Minutes 9/1/10
IVB 45 Policy 1072
http://www.solano.edu/president/Board/districtpolicies/Series1000/html/BP1072.html
IVB 46 Study Session Agenda/Orientation
IVB 47 Board Resources Link
IVB 48 Board Accreditation Updates
IVB 49 Board Accreditation Retreats
IVB 50 Policy 1008
IVB 51 Policy 1012
IVB 52 Policy 1070
IVB 53 Board Minutes 6/22/10
IVB 54 Board Evaluation Form
IVB 55 Board Minutes 7/ 21/10
IVB 56 Board Checklist
IVB 57 Policy 1020
IVB 58 Policy 1021
IVB 59 Board Code of Conduct
IVB 60 Board Agenda Sample
IVB 61 Board Minutes 8/18/10
IVB 62 Board Study Sessions
IVB 63 Strategic Planning Session
IVB 64 2010-2011 Goals for SCCD GB and S/P
IVB 65 Board Meeting Agenda 3/17/10
IVB 66 Board Minutes 1/20/10
IVB 67 Board Minutes 7/10
IVB 68 Board Minutes 1/10, 4/10, 7/10, 5/21/08, 9/17/08, 4/1/09, 10/21/10, 10/20/10
IVB 69 Board Retreat 6/22/10
IVB 70 Board Minutes 10/6/10
IVB 71 Board Approval of CEO Goals
IVB 72 Board Agenda Items
IVB 73 SP Gram
IVB 74 SP Direct
IBV 75 Strategic Plan Report to the Board 10/6/10
IVB 76 06-07 Organizational Chart
IVB 77 Organizational Plan
IVB 78 Planning Forum
IVB 79 10-11 Organizational Chart (***2010-2011 Organizational Chart***)

IVB 80 Board Speech 5/18/11—Reeve
IVB 81 Humanities Statement to Reyes 3/11/11
IVB 82 Senate Reorganization Presentation
IVB 83 Accreditation Coordinator Report to Senate
IVB 84 Final Reorganization Proposal 2011
IVB 85 Strategic Planning Spread Sheet
IVB 86 Accreditation Survey
IVB 87 Policy 3020
IVB 88 FABPAC Roles & Responsibility
IVB 89 Executive Director of Institutional Advancement
IVB 90 Media Coverage of Loan
IVB 91 S10 Presidential Address
IVB 92 President's Blog
IVB 93 Forums

Summary of 2011 Planning Agenda

SOLANO
COMMUNITY COLLEGE

2011 Accrediation Self Study Report Planning Agenda

As a result of this comprehensive Self Study, Solano Community College has identified four broad planning agenda items in the areas of distance education, evaluation and continuous quality improvement, planning and resource allocation, and professional development. These agenda items are explicitly linked to SCC's Strategic Goals and Objectives, and the College has identified specific tasks, in relation to specific Accreditation standards, through which the agenda items will be addressed. Responsible persons have also been identified for each task, and these tasks will be put into the appropriate three-year plans and strategic planning documents to be reviewed annually for progress toward completion.

Planning Agenda #1—
Distance Education
The College will address the needs of its Distance Education (DE) program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective. (SCC Strategic Goals 1: Foster Excellence in Learning and 2: Maximize Student Access and Success)

- The College will use relevant Student Opinion Survey results as a basis for discussions and improvement in DE. (Standard I.B.1; Responsibility—Director of Research and Planning, DE Coordinator)
- The College will work collaboratively to negotiate terminology and follow through on creating, implementing, and enforcing DE guidelines. (Standard I.B.2; Responsibility—DE Committee, Curriculum Committee, Academic Senate, deans, and EVPASA)
- The College will create outcomes for the DE Program (Standard II.A.1.c; Responsibility—DE Committee, Outcomes Assessment Coordinator)
- The College will consider the following catalog issues: the catalog does not address instructional delivery applied in DE courses, programs and degree offerings. The catalog does not address the interaction between DE faculty and students, nor the accessibility of DE faculty and staff to students. (Standard II.A.2 and Standard II.B.2.d; Responsibility—DE Committee, EVPASA)
- The College will consider adding a DE clause to the academic freedom policy (Standard II.A.2 and Standard II.B.2.d; Responsibility—Academic Senate)
- The College will continue to develop department/school-level policies regarding online courses. (Standard II.A.2.c; Responsibility—School deans and faculty)
- The College will encapsulate all DE information and complete DE Program Review. (Standard II.A.6.c; Responsibility—DE Committee, Director of Research and Planning, school deans and faculty)
- The College will begin purposely disaggregating data for DE instruction, including data on complaints/grievances. (Standard II.B.2.d; Responsibility—Director of Research and Planning)

Planning Agenda #2—
Evaluation and Continuous Quality Improvement
The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly.
(Strategic Goals 1: Foster Excellence in Learning, 2: Maximize Student Access and Success, 3: Strengthen Community Connections, and 4: Optimize Resources)

- The College will provide ongoing training in interpreting and using data. (Standard I.B.1 and Standard I.B.3; Responsibility—Director of Research and Planning)

- The College will assure that all outcomes for strategic goals and objectives are measurable. (Standard I.B.2; Responsibility—Director of Research and Planning)
- The College will continue to implement improvements identified in assessments of the Integrated Planning Process. (Standard I.B.6; Responsibility—PERT)
- The College will improve documentation of how it is using assessment results (outcomes, program review, strategic goals and objectives, ARCC) to make improvements. (Standard I.B.7; Responsibility—PERT, Director of Research and Planning)
- The College will conduct a review of prerequisites (if any) for transfer-level courses to keep up with the changing needs and skill levels of students entering with transfer goals. (Standard II.A.2.i; Responsibility—Faculty, Curriculum Committee)
- The College will increase the robustness of outcomes dialogue (Standard II.A.2.i; Responsibility—Outcomes Assessment Coordinator, EVPASA, managers, faculty, staff)
- The College will create a formal process for evaluating and monitoring articulation. (Standard II.A.6.a; Responsibility—Dean of Counseling)
- The College will put into place surveys for students to self-assess the Core Competencies and for faculty to assess students' "Personal Responsibility and Professional Growth." (Standard II.B.3.b; Responsibility—Director of Research and Planning, Outcomes Assessment Coordinator, EVPASA)
- The College will enhance counseling services through—
  - Identifying and implementing ways to provide more counselor availability for students, which might include increased online counseling.
  - Assuring that advising information is accurate and consistent among counselors, including part-time counselors. (Standard II.B.4; Responsibility—Dean of Couseling)
- The College will enhance financial aid services through—
  - Determining which processes are most problematic for students and how these processes can be improved.
  - Identifying and implementing ways to speed up payment to students (Standard II.B.4; Responsibility—VPFA)
- The College will formally evaluate the effect of the two recent reorganizations on teaching and learning, financial resources, and institutional effectiveness. (Standard III.A.2 and Standard IV.B.2.a; Responsibility—Director of Research and Planning, College community)
- The College will review/revise HR policies to catch up with scheduled review. (Standard III.A.3.a; Responsibility—Director of Human Resources)
- College units will meet with Maintenance and Operations to exchange ideas and discuss areas of facility concern and potential short and long term maintenance schedules. (Standard III.B.1.a; Responsibility—Maintenance and Operations)
- The College will provide a format for user input into future deferred maintenance plans. (Standard III.B.1.b; Responsibility—Maintenance and Operations)
- The College will ensure that Maintenance & Operations will complete outcomes assessment and program review. (Standard III.B.2; Responsibility—Maintenance and Operations, PERT)
- The College will use the Integrated Planning Process (IPP) to ensure that all areas are explored before initiating new construction projects. (Standard III.B.2.b; Responsibility—Facilities/PERT)
- The College will continue to work on Banner integration (Standard III.C.1.a; Responsibility—CISO)
- The College will conduct post-evaluation of technology services rendered and create an effective Roll-Out plan. (Standard III.C.2; Responsibility—TSS)
- The College will enhance the availability and usefulness of data and information for planning and decision-making by developing a Data Mart or Fact Book to allow easy

access to clear, routine data and reports. (Standard IV.A.1, Standard I.B.1, and Standard I.B.3; Responsibility—Director of Research and Planning)
- The College will ensure that employees are evaluated according to the schedules specified in contract andpolicy. (Standard III.A.1.b., Responsibility—S/P, HR Director, EVPASA)
- The Governing Board will discuss the development of an evaluation tool, check list, or worksheet that specifically documents how the Mission, Vision and Core Values of the College are used to evaluate proposed policies or policy revisions. (Standard IV.B.1.b; Responsibility—Governing Board, Director of Research and Planning)

Planning Agenda #3—
Planning and Resource Allocation
The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation. (Strategic Goal 4: Optimize Resources)
- The College will work on a "Fast Track" for decisions that need to be made quickly so that they are still a part of the IPP. (Standard I.B.6; Responsibility—PERT)
- The College will better document how it is using assessment results (SLO/SAO, Program Review, Strategic Goals and Objectives outcomes, ARCC) to make improvements. (Standard I.B.7; Responsibility—PERT, Director of Research and Planning)
- The College will evaluate how best to optimize resources in economic downturn. (Standard II.C.1; Responsibility—SGC, FABPAC, VPFA)
- The College will use the IPP process and strategic goals and objectives to provide for physical and personnel resources to ensure safe and adequate custodial and groups support. (Standard III.B.1.b; Responsibility—Maintenance and Operations)
- The College will, prior to the passing of a bond, create a Business Plan that will ensure new bond facilities and grounds will have enough staff support for maintenance. (Standard III.B.2.b; Responsibility—Facilities, VPFA)
- The College will create a staffing plan. (Standard III.A.2, Standard III.A.6, and Standard IV.B.2.a; Responsibility—Director of Human Resources)
- The College will work with the Board on goals to establish reserve levels funding availability for IPPs, staff development, equipment replacement, etc. (Standard III.D; Responsibility—FABPAC, VPFA, S/P, Board)
- Through oversight of budget decisions and discussions in FABPAC, the College's financial planning will rely specifically on its mission and goals and will be fully integrated with all planning through the IPP, specifically program review and three-year plans. (Standard III.A.6, Standard III.D.1, Standard III.D.1.a, and Standard III.D.1.d; Responsibility—FABPAC, VPFA, PERT)
- The College will make program review and three-year plans more meaningful through training and a possible program review committee. (Standard III.D.1.d; Responsibility—PERT)
- The College will investigate the possibly of a 0-based budget model. (Standard III.D.1.d; Responsibility—VPFA, FABPAC)

Planning Agenda #4—
Professional Development
Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis. (Strategic Goals 1: Foster Excellence in Learning and 2: Maximize Student Access and Success)
- The College's future flex days will promote cultural awareness and diversity in the workplace. (Standard III.A.4; Responsibility—HR Director, Senate President, Staff Development Committee)

- The College will reassess the status and effectiveness of the faculty professional development committee and program needs. (Standard III.A.5.b; Responsibility—Academic Senate, Human Resources)
- The College will enhance campus climate for employees by maintaining transparency and good communication, providing training for employees in interpersonal relations, and providing more opportunities for faculty, staff, and managers to interact. (Standard IV.A.1; Responsibility—Flex Committee, Academic Senate, SPC, ALG, College community)

Glossary of Acronyms and Abbreviations

ABAG—Association of Bay Area Governments
ABE—Adult Basic Education
ALG—Administrative Leadership Group
ARCC—Accountability Reporting for the California Community Colleges
ASSC—Associated Students of Solano College
Banner—the College's comprehensive computer information system
BLS—U.S. Department of Labor Bureau of Labor Statistics
CalPASS—California Partnership for Achieving Student Success
CalWorks—California Work Opportunity and Responsibility to Kids
CISO—Chief Information Systems Officer
CME—Composition Mastery Exam
CSEA—California Schools Employee Association
CTA—California Teachers' Association
CurricuNET—SCC's curriculum development and management system
DLC—Democratic Leadership Council
DSP—Disability Services Program
e College—SCC's online education platform provider
ECE—Early Childhood Education
EDC—Economic Development Corporation
EDEA—Executive Director of Institutional Advancement
EOPS—Extended Opportunity Program Services
ERP—Enterprise Resource Planning
EVPASA—Executive Vice President of Academic and Student Affairs
FABPAC—Finance and Budget Planning Advisory Council
FIG—Focused Inquiry Group
Flex—Flexible Calendar
FTEF—Full Time Equivalent Faculty
FTES—Full Time Equivalent Student
FY—Fiscal Year
HR—Human Resources
HS—Human Services
IPEDS—Integrated Postsecondary Data System
IPP—Integrated Planning Process
M&O—Maintenance and Operations
MESA—Math, Engineering, Science Achievement
MIG—Planning design and management consultants
MyGroups—SCC's online community
MySolano—SCC's online portal
OAR—Office of Admissions and Records
OE-39—Operating Engineers, Local 39
PERT—Process Evaluation and Review Team
R&P—Research and Planning Office
SCC—Solano Community College
SCFA—Solano College Faculty Association
SGC—Shared Governance Council
S/P—Superintendent/President
SPC—Superintendent/President's Cabinet
STA—Solano Transit Authority
STAC—Strategic Technology Advisory Committee
SVR—Solano Valley Review
TLC—Teaching and Learning Center
TSS—Technology Services and Support
VPFA—Vice President of Finance and Administration
VTEA—Carl Perkins funding for career technical education programs, administered by the US Department of Education and the California Community College Chancellor's Office
WSCH—Weekly Student Contact Hours

Addendum to Address Prior Eligibility Requirement Issues

Although addressed generally in the comprehensive Self Study (Fall 2011), Solano Community College would like to make note of its progress in past areas of concern regarding Eligibility by providing the following responses specific to those Eligibility Requirements that the October 2005 Visiting Team identified as only partially met—5, 10, 16, 17, 18, and 19—and that the November 2008 Visiting Team added as not met—3, 4, and 21. As these issues were previously integrated in the Visiting Team's Recommendations, SCC has initially addressed them similarly in previous reports and in the current 2011 Self Study. As expected, the Self Study also addresses the Eligibility Requirements as applied currently.

ER 3. GOVERNING BOARD

From the November 2008 Visiting Team Report: "The Board disagrees on how the mission of the college is being carried out and is divided on most major issues brought to it. The Board's dysfunctions are contributing to the dramatic fiscal and administrative instability of the College."

This concern was indicated in *General Recommendation 8*.

Response: The January 2010 Visiting Team's report states that "the deficiencies cited through this recommendation have been resolved and current policy and practice, which follow Commission Standards, will be sustained" [AER 1]. As discussed in Standard IVB of this report, the Board follows its Code of Conduct, functions in a collegial manner, participates in ongoing professional development and training, and uses quarterly self-evaluations in order to improve [AER2]. The Board no longer acts as individuals but as a body through majority votes, an improvement that has come about through concerted efforts on the part of Board members, as well as training from ACCT consultant Dr. Pam Fisher and the facilitation of a Special Trustee, who was hired October, 2008 and whose services were recently deemed no longer necessary due to Board improvement.

ER 4. CHIEF EXECUTIVE OFFICER

From the November 2008 Visiting Team Report: "There have been three different presidents in the past three years. A search is being conducted which is scheduled to conclude in the summer of 2009 when a new permanent president is to be hired. The current president has served one month in that position and has been a vice-president at the college for about one year. The previous president was first acting, then hired after the presidential search failed and then retired in October. He served less than two years. While the college technically complies with this eligibility requirement, the extraordinary turnover in the last three years has contributed to the instability of the college."

This concern was indicated in *General Recommendation 6*.

Response: Solano Community College has had a permanent Superintendent/President since May 2009, and his contract was recently renewed through 2013.

ER 5. ADMINISTRATIVE CAPACITY

From the October 2005 Visiting Team Report: "The visiting team learned that Solano Community College has an administrative structure to support the necessary services for an institution of its size and mission. However, there are so many vacancies or interims in senior administrative and basic classified positions that there are difficulties in quality assurance such as timely hiring processes and completing budget closure and audits on time. The intentions and efforts to hire replacement directors in Human Resources and Facilities and a Vice President for Admini-

strative Services should be acted on expeditiously."

From the November 2008 Visiting Team Report: "The visiting team found that Solano Community College has an administrative staff that is inappropriate in number. This is due to the high turnover in executive level administrators and the use of other administrators to "fill in" and be used for "interim" and "acting" positions. In some cases the "acting" and "interim" assignments are given to individuals who have little preparation and have little experience at that level or even at their regular position."

This concern was indicated in *General Recommendation 6*.

Response: The January 2011 Visiting Team Report states that "The College president is building a solid team of administrators and the College has resolved the deficiencies cited in the recommendation [6]" [AER 1]. Since that time, reorganizations and successful hires have resolved any remaining issues. Among changes made by the Superintendent/President is the consolidation of the Vice President of Academic Affairs and the Vice President of Student Services into an Executive Vice President of Academic and Student Affairs. An Interim Director of Human Resources was recently hired, as well as a Manager of Human Resources, a Vice President of Finance and Administration, a Director of Fiscal Services, a Director of Research and Planning, and a Director of Financial Aid. These positions provide depth in critical areas and support succession planning for the stability of the College. The academic divisions were recently consolidated from six to four, eliminating two dean positions. Due to the retirement of a long-time employee, the College is currently recruiting for a Dean of Human Performance and Development; the interim position is currently filled by an SCC faculty member. In addition, there is currently an Interim Dean of Liberal Arts, filled by the former Dean of Academic Success and Learning Resources, a position which no longer exists [AER 4].

ER 10. STUDENT LEARNING ACHIEVEMENT

From the October 2005 Visiting Team Report: "Eligibility Requirement 10 is partially met; the Team did not find published program outcomes for each program or regular, systematic assessment for all programs. However, there is a plan to make program review inclusive of all programs and systematic. Although the College does not currently have program outcomes for all programs, there are outcomes in such programs as Nursing, and there has been a commitment by institutional leaders to pilot the Bakersfield Student Learning Outcomes model in two programs (one academic transfer and one vocational), and the Self Study assures that "learning objectives have always been a part of the college's course approval process."

This concern was indicated (and referenced) in *General Recommendations 3* and *4*.

Response: The January 2011 Visiting Team Report states that "The College has fully resolved the deficiencies cited in this recommendation [3], as evidenced by the fact that the IPP has seen more than a full cycle of implementation, and by the fact that groups responsible for institutional effectiveness are now of long standing and well schooled in the College's own processes." The October 2008 Visiting Team Report states that "the College has made progress on the requirements of this recommendation [4]" [AER1]. SCC continues to implement, and refine as necessary, its Integrated Planning Process (IPP) with oversight by the Process Evaluation and Review Team. The IPP guarantees the use of outcomes assessment, dialogue, planning, strategic and operational proposals, and program review in all areas of the College to connect and inform everything that is done at the College [AER 4]. The College currently has many program outcomes written and indicated in the printed 2011-2012 College Catalog [AER 5]. Others are being uploaded to the online Catalog as they are finalized, and all program outcomes will be ready for inclusion in the 2012-2013 Catalog. Course outcomes are linked to written program outcomes, as well as institutional

outcomes (Core Competencies), so that assessment is regular and meaningful. Student Services outcomes are written and connected in the same way. In addition, the College is in the process of creating institutional support outcomes for non-academic areas of the College so that SCC's assessment, review, and planning process can be uniform throughout the College. An Institutional Support Core has also been created to mirror the academic Core Competencies [AER 5]. SCC believes that it has already met ACCJC's 2012 requirement of proficiency on the Institutional Effectiveness rubric.

ER 16. INFORMATION AND LEARNING RESORUCES

From the October 2005 Visiting Team Report: "The Team confirmed that Solano Community College provides, through ownership and contractual agreement, specific long-term access to information and learning resources and services to support its mission and programs. However, as noted in General Recommendation 5, the Library holdings need to be increased to serve the college's larger student body and enlarged educational program on and off-campus."

This concern was indicated (and referenced) in *General Recommendation 5.*

Response: The January 2011 Visiting Team Report states that "The library holdings have been properly supported through budget allocations and actual purchases of learning resources. The College has met the requirements of this recommendation [5]" [AER 1]. As discussed elsewhere in this report, the library's yearly requisition budget was increased by $40,000, and $50,000 of restricted funding was allocated to the library for the 2006-07 school year [AER 6]. Due to economic downturn, however, the library's overall budget has decreased from this high by $31,085 between the 2007-08 and 2010-11 fiscal years. In addition, services have increased at the Centers such that the Vallejo Center has librarian coverage 24 hours per week, and the Vacaville Center has 22.5 hours per week.

ER 17. FINANCIAL RESOURCES

From the October 2005 Visiting Team Report: "The visiting team believes the institution could be endangering its future financial stability until it addresses the high share of new revenue that the welfare and benefits for employees and retirees consumes annually, according to the budget analysis provided by Fiscal Services. (See Standard III) While the College asserts in the Self Study that 'the institutional funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve effectiveness, and to assure financial stability,' the Team found that the contractual agreements of 2003-2004 and the 76% increase in costs for welfare and benefits since 2000 compared to the 13% increase in new revenue for the College in the same time period will endanger the financial stability unless the College achieves a much higher growth rate or finds some way to manage its benefits costs."

From the November 2008 Visiting Team Report: "The team has serious concerns regarding the college's ability to generate meaningful and accurate fiscal and apportionment reports for both internal decision making purposes as well as annual reports to external agencies including a required report from last year . . . To strain matters more, the college implemented a new software system that is to be used for annual budgeting without running a back-up system. The college currently does not utilize a position control system to account for and budget for existing and new positions. Failure to utilize such a system has resulted in miscalculation of salaries and benefits and significantly increases the chances of under budgeting salary and benefit expenses."

This concern was indicated (and referenced) in *General Recommendation 7*.

Response: The October 2009 Visiting Team Report states that "the College has now resolved the deficiencies cited in the recommendation [7]" [AER 1]. In addition to other actions that stabilized and strengthened the College's fiscal operations, in compliance with GASB 45, SCC is now a member of the Community College League of California (CCLC) Retiree Health Benefits Program JPA. In May 2006, the College set up an irrevocable trust of $937,234. As of March 2008 SCC determined its Other Post Employment Benefits liability to be $14.4 million, requiring that the College's annual contribution should be $232,837. As of January 2011 the trust had a balance of $1, 074,232, and for FY 10-11 the College set aside $200,000 for additional contributions. The College continues to fund liability and meet obligations as determined by repeated actuarial studies. In addition, the College's most recent independent audit report states the following: "In our opinion, the basic financial statements . . . present fairly, in all material respects, the financial position of the business-type activities of Solano Community College District, and its discretely presented component unit, as of June 30, 2010, and the respective changes in financial position and cash flows, for the year then ended in conformity with accounting principles generally accepted in the United States of America" [AER 7]. Finally, SCC's Banner system is functioning, with ongoing training for users so that data reports are easily accessible.

ER 18. FINANCIAL ACCOUNTABILITY

From the October 2005 Visiting Team Report: "The Team learned that due to the inadequate number and expertise of Fiscal Services staff the 2004-2005 ledgers had not been closed as of October 27, 2005 and, therefore, the annual audit would not be completed on time. Although the Self Study asserts that the institution undergoes an annual audit, which is made public, the Team notes that the audits are neither timely nor free of findings."

From the November 2008 Visiting Team Report: "The College continues to receive audit findings published in their annual financial statements concerning weaknesses in internal controls over the safeguarding of assets, in particular cash. In the college's 2006 and 2007 audit reports, the external auditors cited finding indicating that the college was not reviewing, in a timely manner, bank reconciliations for many of its bank accounts. The 2007 audit report cites the college for failing to address the concerns in the 2006 report. The College has a recent history of being in arrears in providing students with approved financial aids checks. Financial records have not been transparent to college budget managers nor to the public."

This concern was indicated in *General Recommendation 7*.

Response: The October 2009 Visiting Team Report states that "the College has now resolved the deficiencies cited in the recommendation [7]." SCC's most recent financial audit found that Solano Community College complied, in all material respects, with the requirements for the year ended June 30, 2010. All recommendations made by the auditors have been delegated and taken care of in a timely manner [AER 7].

ER 19. INSTITUTIONAL PLANNING AND EVALUATION

From the October 2005 Visiting Team Report: "While the Self Study asserts, "The College systematically evaluates and publishes how well and in what ways it accomplishes its purposes," the Team did not find evidence of systematic evaluation and publication of assessing student learning outcomes and accomplishments of purposes. There was considerable evidence of planning but less on implementation and evaluation of plans. (See Standard I) This eligibility requirement is partially met. Solano Community College is planning but has not implemented many of the plans, has not yet articulated expected or desired outcomes and criteria for assessing how well the outcomes have been

achieved or what improvements have been or will be made."

This concern was indicated (and referenced) in *General Recommendations 2* and *3*.

Response: The January 2011 Visiting Team Report states that "The College is now proficient in institutional planning and has entered into sustainable continuous quality improvement, and thus has resolved the deficiency cited in this recommendation [2]" [AER 1]. The same report also states that "The College has fully resolved the deficiencies cited in this recommendation [3], as evidenced by the fact that the IPP has seen more than a full cycle of implementation, and by the fact that the groups responsible for institutional effectiveness are now of long standing and well schooled in the College's own pro-cesses" [AER 1]. As indicated throughout Solano Community College's 2011 Self Study, the College has successfully implemented its Integrated Planning Process (IPP)—an ongoing cycle of evaluation, planning, budget, implementation, and re-evaluation. This process involves all areas of the College and includes outcomes assessment; program review; college, area, and division plans; and strategic and operational proposals [AER 4]. The IPP also has built-in review and evaluation through the Process Evaluation and Review Team (PERT), who keeps the process functioning successfully throughout the College [AER 8]. In addition, the College has been gathering data from the assessment of measurable outcomes in order to achieve its new strategic goals and objectives [AER 9].

ER 21. RELATIONS WITH THE ACCREDITING COMMISSION

From the November 2008 Visiting Team Report: "The team did note that there were inconsistencies within the report documentation, such as changing meeting minutes to include distribution of a report which was not developed until a later date. Also the "Special Report" was excerpted verbatim from the mid-term report and did not add additional information on the Commission requirements to fully address Recommendations 2, 6, 7, and 8 by October 2008, as requested in the Commission meeting of January 2008. The extensive documentation, some of which was irrelevant to the Recommendations addressed, was sent to the team at a very late date and some team members had only five days to read and evaluate the extensive amount of material received from the college."

Response: In addition to the current 2011 Self Study Report, since 2008, Solano Community College has submitted five reports to the Commission: a March 2009 Show Cause Report, a March 2009 Closure Report, and October 2009 Follow-Up Report, and an October 2010 Follow-up Report. All of these reports were thorough, accurate, and submitted in a timely fashion, such that the College was removed from sanction January of 2011. The current Self Study Report was submitted to the Commission and the Visiting Team on time, August 24, 2011, accompanied by all relevant evidence. While technical issues affected access to the evidence and stalled hyperlinks from reference numbers to evidence, all documentation was present, and the College quickly corrected the technical issues. As such, there are no inconsistencies within the content of the current report, and every effort has been made to provide the visiting team with timely and complete information.