

This confirms that your 2015 Annual Report to ACCJC was submitted by Dr. Jowel Laguerre <jowel.laguerre@solano.edu> on 03/31/2015. Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



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

**2015 Annual Report
 Final Submission
 03/31/2015**

Solano Community College
 4000 Suisun Valley Road
 Fairfield, CA 94534-3197

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Leslie Minor
3.	Phone number of person preparing report:	707-864-7117
4.	E-mail of person preparing report:	Leslie.minor@solano.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.solano.edu/accreditation/
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.solano.edu/accreditation/1314/Solano%20Community%20College_2-7-2014.pdf
6.	Total unduplicated headcount enrollment:	Fall 2014: 10,098 Fall 2013: 9,777 Fall 2012: 9,954

7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	9,779
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,842
9.	Number of courses offered via distance education:	Fall 2014: 38 Fall 2013: 39 Fall 2012: 43
10.	Number of programs which may be completed via distance education:	5
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 3,116 Fall 2013: 3,132 Fall 2012: 3,268
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	70%

14b.	Successful student course completion rate for the fall 2014 semester:	66.75%			
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.				
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? N/A			
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? N/A			
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? N/A			
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	922			
16b.	Number of students who received a degree in the 2013-2014 academic year:	826			
16c.	Number of students who received a certificate in the 2013-2014 academic year:	404			
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	n/a			
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	2,047			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No			
18b.	If yes, please identify them:	n/a			
19a.	Number of career-technical education (CTE) certificates and degrees:	71			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	4			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
		CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Program				
	Registered Nursing	51.38	national	0 %	84 %
Cosmetology Written	12.04	state	0 %	72 %	

		Cosmetology Practical	12.04	state	0 %	91.67 %
		Emergency Medical Technician	51.09	national	0 %	79.59 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:					
		Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
		information not available		0 %	0 %	
22.	Please list any other institution set standards at your college:					
		Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
		Retention	percent of students who do not withdraw from a course		90	
		Fall to Spring persistence	percent who return to the college in a subsequent semester		70	
		Fall to Fall persistence	percent who return to the college in a subsequent semester		50	
23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <p>Each program or discipline completes a self-study review on a five year cycle. Review and formal reporting are completed by faculty members in a self-study that includes an examination of curriculum development, assessment, and outcomes; student equity and success; program resources; and programmatic goals and planning. Career technical programs complete an abridged self study every two years. Faculty in all areas complete an annual status report addressing progress made on recommendations identified in the previous program review cycle. These updates are represented in the Educational Master Plan. Once completed by faculty, self-studies are reviewed by the area Dean, and necessary modifications made to the report. The report then goes to the Program Review Committee for narrative feedback on the self-study and any programmatic needs, highlights, and challenges. The Vice President of Academic Affairs next reviews the report document for final reviews and comments. Reviewed reports are submitted to the Board of Trustees and posted on the Solano College website. During the Fall 2014, the Program Review Committee examined their process and made changes to improve the flow of materials and the quality of feedback to faculty.</p>					

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	916
	b. Number of college courses with ongoing assessment of learning outcomes	655
	Auto-calculated field: percentage of total:	71.5
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	134
	b. Number of college programs with ongoing assessment of learning outcomes	134
	Auto-calculated field: percentage of total:	100
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	17
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	17
	Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.solano.edu/slo/index.php
28.	Number of courses identified as part of the general education (GE) program:	380
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	0%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	No
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	0
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	60%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	75%
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).	
	During the Fall 2014, the Assessment Committee began a complete revision of ILO standards, assessment, and documentation. The revisions are necessary to be more thorough, inclusive, and responsive to the institution as a whole, and particularly to the needs and interests of Career	

Technical programs, faculty, and students. The current draft of rewritten ILOs is now being presented to stakeholder groups for revisions and approval. Once approved, assessment of ILOs will begin.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

The program review committee provides feedback about SLOs, curriculum mapping, PLOs, and the assessment of program learning outcomes. The Program Review Committee self study rubric looks at Program Learning Outcomes and SLOs on a continuum from undeveloped to sustained continuous quality improvement. These practices apply to all instructional programs. A sample of feedback for the Human Services program about their assessments follows: - The committee commends Human Services for assessing PLOs and SLOs consistently, but recommends considering refining the assessments measures and the result descriptors as described: Consider using fewer ILO links by honing in on the 1 or 2 skills that are most associated with the PLO. It will be hard to measure 10+ ILOs in the scope of one PLO. When assessing PLOs or SLOs programs should be assessing students who achieved the requisite skill. What were the strengths and weaknesses of these students? Consider not just using a % score, but also the specific knowledge or skills you are expecting them to obtain. It appears from the curriculum map that HS 55 and Coun64B are capstone courses where all of the PLOs are mastered. Consider using assessment measures from just these classes to assess the PLOs. When reporting results of PLOs and SLOs consider using both qualitative and quantitative data.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

The program review process itself asks about SLOs and PLOs including how assessments have affected practice. A YouTube video made about SLOs by the Assessment Committee helps share information institutionally about the SLO process and how to write quality SLOs. The video is posted on the College Program Review web page and is accessible to the public, but is targeted to internal audiences. Workshops prepared and scheduled for adjunct faculty members on SLO creation and assessment were held during the Fall semester. The PowerPoint presentation prepared for the workshops has been made available to those unable to attend the workshops, including both adjunct and interested full time faculty members. The SLO website was updated to provide samples and information about SLOs. During school meetings faculty members have shared their SLO findings. In some disciplines or schools, e.g. Psychology, shared information about SLO assessment results has led to curricular changes as well as the development of common assessment tools across class sections. Common assessments have then provided more information leading to additional curricular changes and higher performance on targeted SLOs.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional

	<p>effectiveness (1,250 character limit, approximately 250 words).</p> <p>Assessment (via Assessment Committee and Program Review Committee reporting) is a standing item at all department and school meetings. Faculty members share SLOs and assessment methodology. The School Coordinators track missing SLO assessments and contact faculty members to obtain missing assessment results. SLO assessments are central to the program review self-studies held on a five-year cycle with annual updates. The Program Review Committee chair and the Institutional Effectiveness dean hold Office Hours open to all faculty and staff members to share information and answer questions about assessment, including both SLOs and PLOs. Regarding resource allocation, when applying for instructional equipment requests and strategic proposals, faculty must state how SLO and or PLO assessments justify the request. Faculty hiring request also reference program review findings which link to SLO and PLO assessments. Practices apply to all programs at the college.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>CDFS 075, Care of Infants/Toddlers: Social-emotional foundations include SLOs that students will be able to apply developmental theory to relationship-based care to demonstrate best practices in programmatic design/philosophy. Students struggled to link developmental theory with practice. The instructor noted: It is clear more practice is required at applying developmental theory to practice. Exercises in class were not enough to establish mastery of the skill. Access to video clips of children in action, and regular practice analyzing behavior would aid in this process. Students did not have enough practice looking at child behaviors and thinking about the theoretical foundations. As a night class, it was difficult for working students to conduct regular observation. Online educational video clips are now used weekly so students can practice watching behaviors and linking those behaviors to theoretical foundations. This practice has proven successful and has increased the scores on the assignment gauged at assessing the student ability to link theory with practice. Psyc 1, Intro Psy: Students in face to face classes significantly outscored online students in Learning Theory, specifically Classical & Operant Conditioning. The instructor offered in-person lectures to augment. Feedback has been positive, scores increased.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 2 2012-13: 4 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Vacaville Center Vallejo Center
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

If you need additional assistance, please contact the commission.

Sincerely,

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