

This confirms that your 2016 Annual Report to ACCJC was submitted by Dr. Celia Esposito-Noy <Celia.Esposito-Noy@solano.edu> on 03/31/2016.

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

**2016 Annual Report
 Final Submission**

03/31/2016

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, Ph.D.
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/catalog/1516/SCCCATALOG82015web.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.solano.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 10,264 Fall 2014: 10,098 Fall 2013: 9,798
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	9,909
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,982

9.	Number of courses offered via distance education:	Fall 2015: 76 Fall 2014: 64 Fall 2013: 71
10.	Number of programs which may be completed via distance education:	7
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,451 Fall 2014: 3,115 Fall 2013: 3,133
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 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?	72%									
14b.	Successful student course completion rate for the fall 2015 semester:	68.54%									
15.	<p>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.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>801</td> </tr> <tr> <td>b.</td> <td>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?</td> <td>665</td> </tr> <tr> <td>c.</td> <td>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?</td> <td>168</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	801	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?	665	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?	168
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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?	665									
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?	168									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	908									
16b.	Number of students who received a degree in the 2014-2015 academic year:	743									

16c.	Number of students who received a certificate in the 2014-2015 academic year:	227			
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?	777			
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	808			
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:	76			
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:	4			
20.	2013-2014 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 (%)
	Registered Nursing	51.38	national	75 %	96.55 %
	Cosmetology written	12.04	state	75 %	88.9 %
	Cosmetology practical	12.04	state	75 %	100 %
	Emergency Medical Technician	51.09	national	75 %	54 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
		CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Biotechnology and Biomedical Technology	04.30	80 %	84.09 %	
	Accounting	05.02	80 %	87.5 %	
	Business Administration	05.05	80 %	85.71 %	
	Office Technology/Office Computer Applications	05.14	80 %	63.64 %	
	Computer Software Development	07.07	80 %	54.55 %	
	Water and Wastewater Technology	09.58	80 %	91.67 %	
	Nursing	12.30	80 %	80 %	
Child Development/Early Care and Education	13.05	80 %	50 %		

	<table border="1"> <tr> <td>Human Services</td> <td>21.04</td> <td>80 %</td> <td>62.07 %</td> </tr> <tr> <td>Administration of Justice</td> <td>21.05</td> <td>80 %</td> <td>78.46 %</td> </tr> <tr> <td>Fire Technology</td> <td>21.33</td> <td>80 %</td> <td>66.67 %</td> </tr> <tr> <td>Cosmetology and Barbering</td> <td>30.07</td> <td>80 %</td> <td>66.67 %</td> </tr> </table>	Human Services	21.04	80 %	62.07 %	Administration of Justice	21.05	80 %	78.46 %	Fire Technology	21.33	80 %	66.67 %	Cosmetology and Barbering	30.07	80 %	66.67 %
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard													
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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> <div style="border: 1px solid black; padding: 5px;"> <p>Institution Set Standards have been discussed with Instructional Deans, Student Services representatives, the Vice President for Academic Affairs, and Academic Senate representatives. Those groups are responsible for discussing the issue with faculty members in their discipline areas. In discussions with the college groups, we set the Institution Set Standards at the midpoint between the mean and the lowest scores from the past 6 years. This is a "floor" rather than a "ceiling" or aspirational goal for performance, so we are tracking how low they can go before we call them unsuccessful in our definition. We have also asked individual programs in CTE to provide feedback for their programs. For most programs, outside agencies (e.g., the Board of Registered Nurses, or BRN) set the standard necessary for students to be successful. The College Governance Council, representing all constituent groups at the college, approved this methodology, as did the Academic Senate. The Solano Community College District through the Board of Trustees received the information through the College Governance Council report. We will discuss the methodology for the Institution Set Standards, and the standards themselves, in an ongoing annual discussion. Additionally, we are working with an IEPI team.</p> </div>																

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:	962
	b. Number of college courses with ongoing assessment of learning outcomes	659
	Auto-calculated field: percentage of total:	68.5
25.	Courses	
	a. Total number of college programs (all certificates and	135

	degrees, and other programs as defined by college):	
	b. Number of college programs with ongoing assessment of learning outcomes	135
	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:	www.solano.edu/slo
28.	Number of courses identified as part of the general education (GE) program:	337
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	80%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	250
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).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>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).</p> <p>In the 2012-13 academic year, two ILOs (Global Awareness and Personal Responsibility/Professional Development) were assessed through student and faculty surveys while the other two (Communication and Critical Thinking/Information Competency) were measured by a common assessment/rubric regarding the scientific method. In Spring 2015, the Assessment Committee proposed revisions to the ILOs and proposed to add GELOs (which Solano did not have at that time); various constituencies reviewed the proposed learning outcomes in Spring 2015 and Fall 2015; and the Governing Board approved them in January of 2016. Both sets of outcomes, Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs), are now posted on the college website. For Spring 2016, we are in the process of measuring ILOs and GELOs through course-level assessments. In non-instructional ILOs, the librarians have consistently measured outcomes and modified services as needed,, e.g., removing coin-based photocopiers, archiving periodicals that were not being used to free up room for high-demand periodicals, and including library research methods into a wide range of courses.</p>	

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).

Solano offers about 340 courses to meet General Education outcomes; the outcomes of these courses are used to measure GELOs. Solano has a total of 947 courses and any of them can be used to measure ILOs. However, program outcomes are measured in various ways. Child Development and Family Studies uses a capstone course; CTE programs use government regulations, e.g., the FAA determines aeronautics outcomes, or industry standards, e.g., the Automotive Technician’s program outcomes are set by industry standards. Nursing has long had the NCLEX exam to measure its program outcomes. In other disciplines, however, course outcomes are still used to map to program outcomes; in biology, for example, Solano only offers two courses so those course outcomes directly map to program outcomes. For transfer courses, course and program outcomes must align to UC and Cal State outcomes per Standard II.A.10. All programs that have completed the newly adopted Program Review process are assessing PLOs and making changes to pedagogy and/or curriculum as necessary. For example, Accounting has developed common assessments and rubrics, Criminal Justice is incorporating more scenarios and case studies, and Journalism has realigned course outcomes to provide a better sequence for skill building.

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).

Nursing program faculty work as a group toward the goal of evaluating the SLOs for each course taught each semester. Longitudinal review of assignments, performance on Kaplan Integrated Test, and course exams are used. Data is compiled and analyzed and documentation categorized by curricular sequence. Faculty review and analysis is done bi-monthly in curriculum meetings. Graduation rates and NCLEX pass rates are assessed, and feedback from nursing advisory meetings are considered. Internal discussion occurs at the School/Division, Campus and Departmental level School Meetings. This promotes interdisciplinary discussions of student achievement of SLOs. Flex Cal Time: Professors share successful assessment strategies. At Department Meetings: Collegial discussions occur regarding how to address areas of concern. Discussions of pedagogy lead to changes in delivery of material or in assessment of student learning outcomes.

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 effectiveness (1,250 character limit, approximately 250 words).

SLO analysis over that past couple years has helped establish performance benchmarks for students in the Registered Nursing Program. Faculty members have detected trends at the both the course and program levels that have provided the impetus for instigating changes in the current curriculum with the intent to elevate student performance and program

	<p>quality. Now that we have been evaluating our SLO's each year we are starting to find trends that have been occurring at the course and program levels which will be included in future program reviews in order to get funding for program changes in an attempt to improve our program outcomes.</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>Analysis of SLO data has resulted in a shift to computerized testing methodology as part of student performance assessment. Nursing faculty believe that student familiarity with computerized examinations since 2011 has helped elevate first time student NCLEX passing rates to an average of 87% (range 63% - 100%) from an previous average of 81% (range 67% - 89%). Should one consider the year wherein only 63% of students passed the NCLEX on the first attempt as an aberration, first time passing rates since 2011 would then jump up to 93%. The improved student NCLEX performance has also produced some similar computerized examination changes when preparing students in the Emergency Medical Technician program for the National Registry Exam. The increased demand associated with the move to more computerized testing has resulted in greater access to computer labs on campus with the hope for the future of receiving a dedicated lab within the School of Health Sciences. Child Development & Family Studies 53 class determined that while students met the SLO, faculty were concerned with breadth of learning.</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:	2014-2015: 0 2013-2014: 2 2012-2013: 4
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We are submitting a proposal at this time for a Bachelors degree program in Biomanufacturing, as part of the state BA pilot.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home	Vacaville Center

	campus where 50% or more of a program, certificate, or degree is offered:	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,

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234