Follow-Up Report

Submitted to the Accrediting Commission
For Community and Junior Colleges,
Western Association of Schools & Colleges
October 15, 2012

Solano Community College

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I.   STATEMENT ON REPORT PREPARATION

Solano Community College submits this Follow-up Report in response to the requirement of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

On February 1, 2012, Solano Community College received written notification that ACCJC, after reviewing the College's Self Study Report, took the action to place the College on Warning Status.

The ACCJC requested that the College correct the deficiencies noted in their February 1, 2012 Action Letter, and to submit a Follow-Up Report to address nine recommendations.

On February 6, 2012, the Superintendent-President, Dr. Jowel Laguerre, held a campus forum to inform the faculty, staff, and students about the ACCJC's response to our Institutional Self-Study and the evaluation team's recommendations. In Spring 2012, and continuing into Summer 2012, the College began gathering evidence, identifying actions and outcomes relevant to the nine recommendations, and began writing the draft to be shared with the College. Accreditation Co-chairs and Report writers, Dr. Annette Dambrosio and Dr. Shirley Lewis, began working together on an initial draft. In early September, the writers posted the first draft of the Report on MyGroups, via the College's web portal, for review and commentary by the College community.

Regular update reports were made periodically by the Accreditation Co-Chairs to key shared governance groups, including the Academic Senate, Academic Leadership Group, Shared Governance Council, Financial and Budget Advisory Council, Superintendent-President's Cabinet, and the Governing Board.

A report draft was presented to the Accreditation Leadership Adhoc Subcommittee of the Governing Board on September 5, to the Shared Governance Council for information on September 12, to the Academic Senate on September 17, and to the Governing Board on September 19, 2012. Revised drafts continued to be posted on MyGroups. Additionally, the draft report was sent via email to the entire College community and the opportunity for feedback was extended again to all constituents. After further comment and revision, the final document was approved at a special session of the Academic Senate on September 24, 2012, by the Shared Governance Council on September 26, 2012, and subsequently, by the Governing Board on October 3, 2012.

II.   **RESPONSE TO 2011 VISITING TEAM'S EVALUATION OF 2009 RECOMMENDATIONS REGARDING ELIGIBILITY REQUIREMENTS**

The 2011 visiting team issued a report stating that Solano Community College was in compliance with the following:

- Eligibility Requirement #3 – Governing Board
- Eligibility Requirement #4 – Chief Operating Officer
- Eligibility Requirement #5 – Administrative Capacity
- Eligibility Requirement #17 – Financial Resources
- Eligibility Requirement #18 – Financial Accounting
- Eligibility Requirement #19 – Institutional Planning and Evaluation
- Eligibility Requirement #21—Relations with the Accreditation Commission

The ACCJC 2011 visiting team stated that Solano Community College was only in partial compliance with Eligibility Requirement #10, and provided the following guidance:

Eligibility Requirement #10 - Student Learning Achievement
The College continues to implement, and refine as necessary, its Integrated Planning Process (IPP) with oversight by the Process Evaluation and Review Team. The IPP assures the use of outcomes assessment, dialogue, planning, strategic and operational proposals, and program review in all instructional and non-instructional areas of the College to connect planning, assessment, outcomes and institutional improvement. Because the team was unable to locate published program outcomes for all programs, the team concludes that the College partially complies with this Eligibility Requirement.

In response to the 2011 visiting team's comment above, Solano Community College has made the completion of all outcomes and outcomes assessment a high priority. As described in the College's response to ACCJC's Recommendation 3 and through its efforts to accelerate progress on completing Student Learning Outcomes (SLOs) assessment, the College's primary focus has been to meet the goal of completing one hundred percent (100%) of SLOs for all active courses and assessments of SLOs. The March 2012 Flex Cal was devoted to faculty training on completing learning outcomes and assessments. Assessments conducted in Spring 2012 prompted revision of some SLOs and some Program Learning Outcomes (PLOs) and the College is working to ensure that all program outcomes are published.

During Fall 2012 Flex Cal, the faculty were trained in how to complete curriculum mapping which links PLOs to Degree and Certificate courses. So as not to lose momentum from the spring and summer SLO work, the Academic Deans and the faculty made their primary focus on completion of course assessments and course outcome refinement. With much of the work now completed in this area, institutional resources, to include recently hired faculty coordinators, will be shifting its focus toward completing the development and assessment of all learning outcomes, with an emphasis on completing Program Level Outcomes and Service Area Outcomes. The work on completing and assessing Program Level Outcomes is in progress and will be completed by the end of the Fall 2012 semester. The evaluation of Institutional Level Outcomes (ILOs) was started in Fall 2012 and will be completed in Spring 2013.

III.   ELIGIBILITY REQUIREMENTS

Solano Community College maintains compliance with the eligibility requirements set forth by the Accrediting Commission for Community and Junior Colleges as follows:

1. **Authority**: Solano Community College, located in Solano County, is one of one hundred twelve community colleges in California, is recognized by the California Community Colleges Chancellor's Office, and is authorized to provide educational programs in accordance with the California Education Code. Solano Community College is accredited by the Accrediting Commission of Community and Junior Colleges (ACCJC).

2. **Mission**: The current Mission Statement was adopted by the Governing Board in 2010. To reflect the needs of the institution and the local communities that it serves, the Mission Statement is currently being re-examined by the College community for needed modifications. These modifications are intended to better reflect the diverse student population the College serves, as well as to reflect its commitment to student learning.   Basic skills, workforce development, and a transfer level curriculum are the foundations of Solano Community College's mission. The College publicizes its Mission Statement through a variety of venues, including its web site (www.solano.edu), the College Catalog, various College newsletters, and other official publications.

3. **Governing Board**: The Solano Community College District Board of Trustees is an eight-member body that includes a Student Trustee. The Governing Board formulates policy, maintains institutional integrity, fiscal soundness, and ensures the fulfillment of the College's mission. Seven members are elected by the electorate within the District. Board members are elected to 4-year, staggered terms. The Associated Students of Solano College elect a Student Trustee annually to represent the Student Body for a one-year term.

4. **Chief Executive Officer**: The Superintendent-President is the Chief Executive Officer (CEO) of Solano Community College. The CEO is hired by the District's Governing Board, and does not serve on the Board. The Superintendent-President is responsible for administering Governing Board policies, ensuring the quality of the institution, providing leadership in budgeting, managing resources, and assessing institutional effectiveness. The Superintendent-President also ensures that the institution adheres to all applicable laws, regulations, and policies.

5. **Administrative Capacity**: The level of administrative oversight at Solano Community College is sufficient to ensure efficient management and operation of the College, as well as to ensure compliance with all laws, regulations, and mandates. The staff are fully qualified and meet or exceed minimum qualifications required for their positions. The Superintendent-President is supported by two Vice Presidents: a Vice President of Finance and Administration and an Executive Vice President of Academic and Student Affairs; and a Director of Research and Planning. In addition, Solano Community College has five School Deans, two Center Deans, a Student Services Dean; 13 Directors, 3 Managers, and 6 Confidential Employees which comprise its Administrative Leadership Group.

6. **Operational Status**: Solano Community College operates in a manner that is consistent with its authority and mission. In Fall 2012, 10,069 students were enrolled at the College. The College

offers its students a wide array of instructional programs and student services, a library collection and library services, and a wide selection of academic support services for both onsite and online students, as well as students enrolled in the Vacaville and Vallejo Centers.

7. **Degrees**: Solano Community College provides the courses needed to fulfill the requirements for Associate Degrees in 54 programs and Certificates in 47 various disciplines. The majority of the College's course offerings apply toward degree or certificate completion. In 2011-12, the College awarded 1,017 Associate Degrees and 185 Certificates to students.

8. **Educational Programs**: Solano Community College's Degree programs are consistent with its mission to provide basic skills, workforce preparation, and a transfer curriculum. Its programs are based on recognized fields of study, reflect a wide variety of disciplines, and are evaluated. All courses and programs are reviewed through a curriculum review process and approved by the Governing Board.

9. **Academic Credit**: Solano Community College awards academic credit for coursework using standards established in the California Code of Regulations and accepted higher education standards.

10. **Student Learning and Achievement**: At Solano Community College, all courses have approved course outlines of record and are required to have student learning outcomes, methods of assessment of those outcomes, and an ongoing cycle of assessment. To ensure the quality of programs and services, Student Learning Outcomes (SLOs) have been developed for 100 percent of all active courses. Ninety eight percent of College programs have defined learning outcomes. Approximately fifty-five percent of College programs have been assessed. Institutional learning outcomes (ILOs) are being assessed in Fall 2012 and Spring 2013. Solano Community College continues to accelerate progress to achieve proficiency in learning outcomes assessment and evaluation in order to continue to provide quality student learning.

11. **General Education**: Students seeking an Associate Degree from Solano Community College are required to take a number of General Education courses in order to gain a breadth of knowledge across a wide range of disciplines. Students must complete a sixty unit Associate of Arts or Science Degree, of which 21 units are required from an approved General Education course option list representing: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Cross-cultural Studies, as well as a Physical Education requirement.

12. **Academic Freedom**: The Solano Community College District adopted Board Policy 6430 regarding academic freedom in December 1984 and made revisions in to this policy in 2007 and in 2009.

13. **Faculty**: Solano Community College employs 147 full-time faculty and approximately 242 adjunct faculty. Full-time faculty teach approximately 63.5 percent of the College's credit hours. All faculty possess the minimum qualifications of their teaching position as set forth by the California Community Colleges Chancellor's Office. The faculty develops and reviews curriculum as well as develops and assesses student learning outcomes.

14. **Student Services**: Solano Community College provides a comprehensive array of student services to assist students in meeting their educational goals. Services reflect the values stated in the Mission Statement of the College and support the achievement of student learning. Students are oriented to avail themselves of various student services, and these services are

widely publicized in the College Catalog, College Class Schedule, College web site, and other official College publications.

15. **Admissions**: Solano Community College's open admissions policy is consistent with its mission, the mission of the California Community Colleges system, and the California Education Code.

16. **Informational and Learning Resources**: Solano Community College is committed to provide informational and learning resources for all students. The primary resources include the Library at the main campus, which includes a repository of books, periodicals, and electronic databases, and recently expanded Library Services at the Vacaville and Vallejo Centers. Other resources include the Tutoring Center, the Math Activities Labs, the Reading and Writing Labs, Science labs, Student Computer labs, the Mathematics, Engineering, and Science Achievement (MESA) Center, the Academic Success Center, as well as the Information Technology Services department.

17. **Financial Resources**: The Solano Community College District maintains an adequate funding base to maintain educational programs and services, institutional integrity and effectiveness, and financial stability. Although maintaining funding reserve levels above the state-mandated minimum requirements, the College has had to cut course sections and some programs. Nevertheless, the College has maintained instructional and student services at justifiable levels.

18. **Financial Accountability**: The Solano Community College District Governing Board and Solano Community College are required to uphold their fiduciary responsibilities, and are audited on an annual basis by an independent auditor to ensure sound fiscal management and adherence to accounting standards and applicable state and federal regulations. The annual audit is reviewed each year by the Governing Board.

19. **Institutional Planning and Evaluation**: Solano Community College is engaged in the development and implementation of effective institutional planning, and provides institutional support to the Office of Institutional Research and Planning. The College's Mission, Educational Master Plan, Facilities Master Plan, the Strategic Plan, and Program Reviews link planning initiatives across the institution and connect these plans to resource allocation.

20. **Public Information**: The Solano Community College Catalog contains pertinent information to assist students. It is available in print and on the College website. The Catalog provides general information, information on requirements for admissions, student fees, degrees and certificates, graduation, and transfer, as well as information on policies affecting students.   The Catalog is reviewed annually for accuracy and currency.

21. **Relations with the Accreditation Commission**: Solano Community College adheres to the requirements, standards, and policies set forth by the Accrediting Commission for Community and Junior Colleges.   Solano Community College is in full compliance and all of its disclosures are complete, accurate, and honest.

IV.   RESPONSE TO TEAM RECOMMENDATIONS

Recommendation 1: Modifying the Mission Statement
In order to meet the standards, the team recommends that the College modify its mission statement in order to identify its intended student population and its commitment to achieving student learning. The College should consistently use the same mission statement in all documents and publications. Additionally, the mission statement should be used by the college as a primary force in decisions made by the College. (Standards I.A, 1-4, IV.B.1.b)

In response to Recommendation 1, the College's Process Evaluation and Review Team (PERT) assumed the task of modifying the College's Mission Statement. PERT is composed of representatives from the Academic Senate (AS), the California School Employees Association (CSEA), Local 39 Stationary Engineers, and the Administrative Leadership Group (ALG).

In its re-examination of the SCC Mission Statement, PERT considered ACCJC's Standards on Institutional Mission and Effectiveness; relevant state Education Code Sections (94803, 94885 and 94877); as well as numerous Mission statements from other California Community Colleges. **[E1.1: PERT Meeting Minutes, April 24, 2012]** PERT proposed modifications to the College's Mission Statement. The first draft of the Mission Statement was finalized at the May 5, 2012 PERT meeting. **[E1.2: PERT Meeting Minutes, May 5, 2012]**

On June 20, 2012, the modified Mission Statement draft was presented to the Shared Governance Council (SGC) as an information item to solicit additional feedback from the various constituent groups at the College.   The draft statement was also presented to the School Deans on June 20, 2012 and to the Administrative Leadership Group (ALG) on July 7. **[E1.3: SGC Meeting Minutes, June 20, 2012]**

To ensure broader participation and solicit College-wide involvement during the academic year, PERT met again in Fall 2012 to consider suggestions from the College constituency groups.

On September 6, 2012, a final draft Mission Statement was submitted by PERT to the entire College community to critique, and comments were submitted to the Shared Governance Council. **[E1.4: Email to College Community PERT Modified Mission Statement]**

The Shared Governance Council, at its September 12 meeting, approved the draft Mission Statement with recommendations for minor revisions. The draft Mission Statement was presented to the Academic Senate and SP Cabinet for discussion on September 17 and 20, respectively. **[E1.5: Shared Governance Minutes, September 12, 2012] [E1.6: Academic Senate Minutes, Sept. 17, 2012] [E1:7: SP Cabinet Minutes, Sept. 20, 2012]**

To date, the final draft SCC Mission Statement reads as follows:

Solano Community College prepares a diverse and dynamic student population from our local communities and beyond to achieve their educational, professional and personal goals through the provision of developmental education, workforce development and transfer level curriculum. We

accomplish this by providing quality teaching, innovative programs, effective transfer preparation, a broad curriculum and services that are responsive to the needs of our students.

Institutional dialogue continues to take place regarding proposed modifications to the College's Mission Statement and additional comments have been submitted for consideration, including suggested revisions. The College anticipates that the Mission Statement will be approved at the December 2012 Governing Board meeting.

Once adopted by the Governing Board, the new Mission Statement will be the only mission statement used by the College in all documents and publications and will continue to serve as a guide to the College in its decision-making.

Recommendation 2: Improving Institutional Planning
As noted in recommendations 1, 2, and 3 of the 2005 Accreditation Evaluation Report, and in order to meet the standards, the team recommends that the College build upon its progress in development of an integrated planning process in order to ensure that:

- **processes are documented and consistently implemented for all College planning.**
- **The various college plans are clearly linked to each other and the interrelationships between the plans are clearly articulated.**
- **program reviews are regularly assessed for quality and incorporated into resource allocation processes.**
- **all major resource allocation is clearly linked to College planning, including hiring, enrollment management, and bond projects.**
- **Integration of planning and resource allocation occurs in a timely manner.**
- **planning processes are ongoing and systematic and continue to be regularly reviewed and revised as necessary.**
- **there is broad participation and meaningful engagement from all members of the College community in the planning processes.**

All planning processes should be clearly linked to the fulfillment of the College mission and strategic goals to support continuous improvement of student learning and student success. (Standards I.B.1-7, II.A.2.e-f, II.B.3.a, II.B.4, III.A.6, III.B.2, III.C.2, III.D.1.a-d, IV.A.1, IV.A.2, IV.B.2.b).

Solano Community College (SCC) continues to build upon and improve its planning processes. The ACCJC evaluation team acknowledged, in the *October 24-27, 2011 Evaluation Team Report*, on page 11, that "(t)he College has successfully developed an Integrated Planning Process (IPP)." Furthermore, the team observed that "(t)he process is carefully considered and well-designed" (*Evaluation Team Report*, p. 25). Finally, the team commended SCC's process evaluation component of the IPP.

Although the ACCJC team noted that the College had a defined and ongoing cycle of evaluation, planning, budgeting and implementation, efforts to improve and fully implement the Integrated Planning Process (IPP) were accelerated over the past year under the leadership of a new Director of Research and Planning who was hired in September 2011. The College realized that it needed to remedy certain shortcomings, namely:

1) Unclear and untimely identification and prioritization of College plans and projects.
2) Uncertain linkages between various College plans to one another and to the College's Master Plans.
3) Weak oversight Committees which do not ensure that planning has fulfilled its intentions.
4) Insufficient participation and meaningful engagement from all members of the College community.

Within the general shortcomings listed above, the College recognized that its Institutional Planning Process (IPP) suffered from five specific shortcomings:

- There was a lack of standardization in rating priorities.
- The IPP was unnecessarily time-consuming.
- Adequate resources were not carefully and systematically allocated throughout the IPP.
- Various College plans did not contain consistent outcomes criteria.
- Program level assessments were generally weak.

These specific five shortcomings are addressed within the four major components listed below:

(1) Allocation of SCC resources for funding individual strategic proposals, (2) Allocation of resources for the hiring of faculty and staff, (3) Interfacing resource allocation with the ongoing program review cycle, and, (4) Developing a Planning and Outcomes Assessment database.

Component One: Allocation of SCC resources for funding individual strategic proposals
(1) To begin a revision of the integrated planning process (IPP), a new IPP draft was developed by the Director of Research and Planning. The first stage in developing a planning process for resource allocation was a focus on improving the existing Strategic and Operational Proposal process, a process that has served as the main planning instrument that specified resource allocation. The proposal for this new process was first discussed at the Finance and Budget Planning and Advisory Council (FABPAC) on February 1, 2012. **[E2.1: FABPAC Minutes, February 1, 2012]**

(2) Informal discussion of the IPP revisions with the Superintendent President, Vice President of Finance and Administration, and Academic Senate President followed the initial FABPAC meeting. The amended draft was sent forward to the Superintendent-President, Vice President of Finance and Administration, and the Academic Senate President for feedback on February 21, 2012. **[E2.2: Resource-based Planning draft]**

 (3) Based on the cumulative feedback solicited from various College groups, the College outlined a new process for resource-based planning that was discussed with the Process Evaluation Review Team (PERT) at its meeting on February 28, 2012. **[E2.3: PERT Minutes, February 28, 2012]**

(4) Further refinement of the new IPP followed as the Director of Research and Planning presented the revised IPP draft to the College community in Spring 2012 during a series of open forums. The forums clarified that the College needed to move away from an IPP rollover budget model to a model of zero-based budgeting. Slides from the Open Forums were also shared electronically with the entire District. **[E2.4: Open Forums Email Invitation, March 20-21, 2012]**

(5) Based on discussions at open forums, some minor amendments to the IPP were made and brought to PERT on March 27, 2012. **[E2.5: PERT Minutes, March 27, 2012]**

(6) The IPP amendments were further discussed and refined at a Deans' meeting. **[E2.6: Deans' Council Agenda, March 28, 2012]** Subsequently, IPP amendments were presented at the

Superintendent-President's Cabinet meeting on April 12, 2012. **[E2.7: SPC Meeting Notes, April 19, 2012]**

(7) The revised resource allocation component of the IPP is now published in a Guide, along with supporting criteria outlined in a set of rubrics that will be used for assessment. **[E2.8: *Planning for Resource Allocation Guide*, Office of Research and Planning]**

The rating of each planning proposal will be based on the following considerations:

- **Quality of the documentation produced**
  A small technical review group will evaluate the quality of the proposal.
- **Quality of the idea (proposed initiative)**
  The Shared Governance Council (SGC) will assess the quality of the proposal, based on the following factors: clear linkage to the College's strategic goals, its proposed timeline, value for the money, and quality of its outcomes assessment plan.
- **Financial implications**
  The Finance and Budget Planning Advisory Committee (FABPAC) will assess the financial implications of each recommended proposal.

A standard form for submitting proposals, as well as a proposal process, was also developed.
[E2.9: Proposal Submittal Form] [E2.10: Proposal Process]

A Call for Proposals was subsequently emailed to the College community. **[E2.11: Requests for submissions]**

(8) For the 2012-13 resource allocation period, a total of $500,000 was made available for Strategic Programs and activities: the College allocated $200,000 from the General Fund, $150,000 from VTEA/Perkins funding and $150,000 of SB70 funding. The VTEA/Perkins portion of available funding is designated for CTE-related activities such as marketing, curriculum development, student services, professional development, and student success. SB70 funds are designated to support curriculum development, career pathways development, and faculty development in health information technology, drafting, mechatronics, welding, and water/wastewater management.

A total of thirty-eight 2012-13 proposals were submitted to the Office of Research and Planning; these proposals addressed a wide variety of administrative, academic, and student services needs. The proposals, requesting a total of nearly $1.4 million in funding, followed the published process. Initial discussions to rate the proposals were made by the Shared Governance Council (SGC) and the Career Technical Education (CTE) Review Group reviewed proposals requesting categorical funding from CTE. As the College evaluates its stated criteria for awarding new Strategic Proposals, we recognize that additional emphasis must be given to SLO, PLO, and Program Review considerations. **[E2.12: Proposal Summaries][E2.13: Summary Results of CTE Review Group] [E2.14: Shared Governance Council Ratings/Discussions]**

(9) The next step in the new resource allocation process involved the Financial and Budget Planning Advisory Council (FABPAC). FABPAC rated all proposals and developed funding recommendations. Under the new proposal process, FABPAC is charged with allocating as much of the funding as possible and with identifying areas of potential overlap. **[E2.15: FABPAC Funding Allocation Recommendations; FABPAC Minutes, July 18, 2012][E2.16: FABPAC Minutes, July 18, 2012]** FABPAC recommendations were then presented to the Superintendent-President's Cabinet (SPC) retreat as an information item and at a subsequent meeting for approval. **[E2.17: SPC Retreat Notes, August 2, 2012] [E2.18: SPC Notes, August 16, 2012]**

Component Two: Allocation of resources for hiring

The second component in refining the IPP was to determine the resources needed to hire full-time faculty, administrators and staff. Adapting the IPP for allocating resources for hiring was initiated in a series of informal discussions with HR staff and a California School Employee Association (CSEA) representative, followed by subsequent discussions at PERT and the Shared Governance Council (SGC). **[E2.19: PERT Minutes, April 24, 2012] [E2.20: SGC Minutes, April 25, 2012]**

(1) As a result of these College wide discussions, a complete draft for determining funding priorities for all faculty and staff hiring was developed. The draft followed the SCC's newly refined planning principles of:

- Identification and Prioritization
- Linkages
- Oversight

[E2.21: Draft of Faculty and Non-Faculty Staffing Allocation Process]

(2) The Funding Allocation draft was then discussed and refined at a number of meetings including Shared Governance Council on June 20, 2012. **[E2.22: Shared Governance Council, June 20, 2012]**

(3) Lastly, the Funding Allocation draft was presented to the Superintendent-President's Council (SPC and discussed at a recent SPC retreat.
[E2.23: Superintendent-President Retreat Agenda, August 2, 2012]

Component Three: Resource Allocation Interface with Program Review
The third component of the College's Integrated Planning Process (IPP) revision involves the consolidation of the proposed resource allocations (strategic proposals and staff hiring) into a coherent whole that interfaces with the ongoing Program Review cycle.

(1) The College has developed a draft timeline and process map which has recently been discussed at PERT and will be the subject of ongoing discussion and refinement. **[E2.24: Stages of Planning and**

(2) The final section of Program Review looks to identify long term goals and sources of planning.

__Illustration: Resource allocation defined in program review__

Long Term Goals	Planned Action	Target Date	Person Responsible	Source
1.				
2.				
3.				
4.				
5.				

In the source column denote "SP" for Strategic Proposals, "DP" for Department Budget, "P" for Perkins or "NR" for No Additional Resources Needed

The critical component here is that each author must identify the funding sources for the stated goals from three major categories:

- Strategic Proposal requests:
  These are initiatives often requiring major funding that is allocated and assessed through Shared Governance Council and FABPAC.

- Department Fund requests:
  Department fund requests involve smaller funding resource allocations that must link to departmental 3-year plans.

- Perkins/VTEA and SB 70 Funding:
  These are initiatives that may require categorical VTEA and SB70 funds and must be linked to 3-year plans.

Component Four: Developing a Planning and Assessment Database
The Director of Research and Planning has developed and is refining a new planning and outcomes assessment database. The implementation of this database will assist the College to ensure that the various College plans are linked and their relationship to one another is clear; that program reviews are

integrated into the resource allocation processes; and that all major resource allocations are linked; and that all planning is evaluated and revised as needed in a timely manner, the latter being one of the College's acknowledged shortcomings.

(1) As indicated in the Recommendation 2 introduction, one of the primary shortcomings with SCC's former planning process was the variety of formats that were used for planning which caused inconsistent data retrieval. To correct for this shortcoming, the Director of Research and Planning has created a simple prototype database for the planning and assessment of data, all of which will be housed in a single location. **[E2.26: Planning Database Concept Notes]**

(2) In addition, the Office of Research and Planning implemented a module that would allow for the capture of all outcomes data—the intention being that the data (SLOs/SAOs/PLOs/ILOS) inform the plans and budget requests of particular administrative and academic areas. The idea for creating this module was first shared with the College President and the two Vice Presidents in November 2011. **[E2.27: Email to College President and Vice Presidents]**

Subsequently, the College decided that the first data to be included in the new database would be Service Area Outcomes (SAO) information. After completing this data entry, College managers began the work of adding their assessment plans to the database over Summer 2012. **[E2.28: Administrative Leadership Group Minutes, February 3, 2012] [E 2.29: Outcomes Assessment Presentation to ALG]**

 (3) The Director of Research and Planning provided managers with access to the database, allowing them to view and edit their outcomes, enter their planning activities, and link them to outcomes and assessments.   The database "rollout" was supported by over a dozen workshops to assist Managers to enter planning information. Submission of three- year plans explicitly tied to outcomes as well as assessment results for SAOs is ongoing. **[E 2.30: Email instructions for entering 3 year plans into database] [E2.31: Classroom Training Schedule on Outcomes Assessment and Plan Submission]**

(4) Entering outcomes assessment results into the data base has been a priority for the College. Previous Program Review forms did request outcome related data, but compliance was not uniform throughout the College.

Example: Expected Outcomes from May 2011 Program Review Form (old form)

Part I   Expected Outcomes

1. What are the (a) Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) and (b) Academic Core Competencies ("Core Four") or Institutional Support Core Outcomes of the program? List each along with descriptions of the appropriate indicators of program success (i.e., assessment measures of outcomes), and criterion for success (how you know the outcomes have been achieved). Include both quantitative and qualitative measures, where appropriate.

In the May 2011 Program Review form (no longer used), Program Level Outcomes were not stated and expectations for qualitative and quantitative measures were not clearly explained. Exacerbating the

problem was that the May 2011 form required assessment data that was not useful for assessing student success outcomes (see example below).

Example: Completed Outcome Matrix from 2010-2011 Program Review (old form)

Outcome(s)	Qualitative Measure(s)	Quantitative Measure(s)
IV. Personal Responsibility and Professional Development B. Social and Physical Wellness • Manage personal health and wellbeing	The data shows an increasing interest in Nutrition. The number of students that enroll continues to grow.	Enrollment continues to grow. Enrollment in 2009-2010 was 1642. The average fill rate was 98% and has continued to grow over the past 3 years.
II. Critical Thinking and Information Competency A. Analysis • Draw logical conclusions.	Students learn to critically analyze nutrition data with a personal diet study.	Success in completing a personal diet study.

Example: Data Analysis Section of May 2011 Program Review Form (old form)

Part II   Analysis

1. List current data, disaggregated by student demographics (e.g., ethnicity, gender, age) and distance education status (i.e., face-to-face v. distance education). Identify and explain trends, as well as differences among demographic and distance education status subgroups, where appropriate.

   A. Instructional Programs:

      1. Enrollment—

      2. Retention Rate—

      3. Success Rate---

      4. Fill rate—

In May 2012, the Academic Senate approved the formation of a new subcommittee: Academic Program Review. This subcommittee was established to refine the old Program Review and to establish Program Review as a more cohesive, faculty driven process. Initially, the Program Review committee established processes and procedures to help faculty better understand current data about their programs and to aid in curriculum development and long-term planning. The next step will be to establish a regular program review cycle and to establish a process to evaluate programs under review. A faculty training program will also be established.

In Summer 2012, a draft Program Review Handbook was prepared which includes some revisions to the existing program review process. The design of this Handbook is still in its early phases and feedback from the College is currently being sought. Furthermore, faculty are working with the Office of Research and Planning to ensure that data needed for program review responses will be easily retrievable. Finally, the Academic Senate has recently established a Program Review Taskforce which will meet in October 2012. **[E2.32a: Program Review Handbook Draft] [E2.32b: Program Review Cycle]**

The new Program Review template requires clearly stated outcomes assessment and linkages to program planning, and each author is asked to:

- Articulate how PLOs support ILOs
- Specify how PLOs are assessed
- Develop a "Curriculum Map" articulating the relationship between course SLOs and PLOs
- Describe program level assessments and results

Example: Program Outcomes Section of September 2012 Program Review Form (new Program Review draft)

2.1 In the chart provided, list the Program Level Student Learning Outcomes (PLSO) and which of the "core four" institutional learning outcomes (ILO) they address. In the same chart, specifically state (in measurable terms) how your department assesses each PLSO. For example, is there a capstone course (which one), is it completion of a series of courses (list), is it a passing grade on certain assignments that are universally given (list), passing a licensing exam, completing a portfolio, etc.

Program Level Outcomes	ILO (Core 4)	How PLO is assessed
1.		
2.		
3.		
4.		

2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Course	PLO1	PLO2	PLO3	PLO4

2.3 Describe the results of the program level assessments and any changes/planned actions made based on the outcomes of program level student learning assessments.

Program Level Outcomes	Dates Assessed	Results	Action Plan
1.			
2.			
3.			
4.			

In addition, since our Program Review plans inform the Education Master Plan, the new template specifically asks the author to address the status of goals identified in the Education Master Plan. This new step ensures that priorities identified in the EMP are not ignored (see example below)

Example: EMP Goals Section of September 2012 Program Review Form (new Program Review draft)

Educational Master Plan Goals	Status
1.	
2.	
3.	
4.	
5.	

Example: Area Outcome Definition from April 2012 Strategic Proposal

Links to Area Outcomes

Use this section to describe how your proposal links to the outcomes of your program or department. In particular how it will strengthen or enhance delivery of your outcomes?

Area Outcome	Link Description
Enter the area outcome it links to	Describe how the proposal links to the outcome.
Enter the area outcome it links to	Describe how the proposal links to the outcome.
Enter the area outcome it links to	Describe how the proposal links to the outcome.

Notes:

Click here to enter any additional areas or outcomes the proposal may support

In the revised Strategic Proposal process (example above), the above segment of the draft Program Review will be the main focus of an upcoming College Flex Cal presentation in October 2012. The Flex Cal presentation is designed to solicit comments from faculty.

(5) With all plans, outcomes, and assessments being stored in a single database, the relationships between various planning components and The Educational Master Plan (EMP) is now explicit.

Since SCC's planning structure deals with two relatively simple components (outcomes and projects) the planning process can be applied to other areas relatively simply. Two areas which also adopt the same principles are:

Implementation of Cross Cutting Plans
There are a number of plans across the District (e.g., Student Equity Plan and Matriculation Plan) that require collaborative planning between various College departments. These plans (referred to as cross cutting plans) are now easier to construct given the relative ease of extracting data from our new database.

With the development of the new integrated Outcomes Assessment and Planning Database, the College's major plans: Education Master Plan (EMP), Facilities Master Plan (FMP), Strategic Goals and Objectives Plan, various Departmental 3-year plans—as well as Program Reviews-- are now clearly linked. In addition, planning and assessment data will provide the necessary information to better inform overall institutional decision-making. As the institution moves forward with its planning efforts, PERT will continue its regular review of the recently revised IPP, ensuring that the process is consistently used and widely understood, and will make revisions, as necessary.

Solano Community College is currently updating both the Educational Master Plan (EMP) and the Facilities Master Plan (FMP). Serving as a roadmap for planning, resource allocations, and overall educational programming improvement, the EMP seeks to advance the College's mission by providing a set of integrated strategies that will lead to the fulfillment of its Strategic Plan's goals and objectives. The development of the EMP, which began in early Fall 2011, will be completed in Fall 2012 and a draft EMP is being widely circulated for input and any necessary revisions. The EMP informs the College's Facilities Master Plan (FMP) which is also in the process of being updated. The College community was invited to attend a series of workshops in May 2012 and again, in August 2012, where all Master Plan options were presented and discussed. **[E2.33: EMP Draft, May 2012][E2.34: Email re: Facilities Master Plan Community Workshops, May 7, 2012]**

Once approved, the EMP and FMP will be added to the database as separate areas that link to the College's strategic goals and objectives.

Conclusion
Solano Community College's IPP is now tied to the College's Mission Statement through linkages to the Institution's strategic goals to foster excellence in learning, to maximize student access and success, to

strengthen community connections, and to optimize resources. The IPP is tied to all three-year plans, program reviews, and SLO/SAO assessment results, and will, when fully implemented, lead to more effective resource allocation and enrollment management, and will more effectively support student success. **[E2.35: Revised IPP, Sec. 1 Draft]**

The College has undergone a major overhaul of its integrated planning process (IPP). Many aspects of resource allocation that formerly took place <u>outside</u> of the IPP, such as the hiring of full-time faculty and staff, are now explicitly made part of the IPP. As a result of a more refined IPP, decisions are more holistically linked. We believe that the IPP is deliberately public, clear, and logical.

All in all, we believe that the four <u>general</u> shortcomings on page one of this Recommendation Report have been conscientiously addressed: (1) Clarity and timely identification and prioritization of College plans and projects has been affected; (2) Linkages between various College plans to one another and to the College's Master Plans have been established; (3) Oversight committees have been strengthened to ensure that all planning activities have fulfilled their intentions; and, (4) Full participation and meaningful engagement from all members of the College community has been solicited.

At the same time, it should be clear that the five <u>specific</u> shortcomings also listed at the outset of this Report, have been addressed as well: (1) standardization in planning formats and in rating priorities criteria, (2) greater timeliness in IPP, (3) more systematic monetary resource allocations, (4) uniform planning outcomes, and, (5) program level assessments.

Recommendation 3: Accelerate Progress on SLO Implementation

As noted in Recommendation 4 of the 2005 Accreditation Evaluation Report, in order to meet the standards and achieve proficiency in achieving student learning outcomes by Fall 2012, the team recommends that the College:

- **accelerate its schedule for the completion and assessment of effective and measurable student learning outcomes (SLOs) for courses, instructional programs, and the institution; and that the development and assessment is faculty driven.**
- **accelerate its schedule for the completion and assessment of effective and measurable SLOs or services area outcomes (SAOs) for student services and all other operational services.**
- **provide SLO/SAO training for all instructional, student services, and all other staff.**

(Standards I.B.3, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, II.A.2.g, II.B.4, II.C.2, ER10)

Introduction

The exit interview from the ACCJC team visit of October 2012 clearly demonstrated concerns regarding the status of Student Learning Outcomes (SLOs) at Solano Community College. Immediately following receipt of the ACCJC Action Letter dated February 1, 2012, an intensified focus on assessment of student learning outcomes at the course, program, and institutional level began to take shape. The SCC faculty and staff were made aware of the ACCJC recommendations in January 2012 at the College's Flex Cal wherein the College Superintendent-President laid out a plan, to include the hiring of faculty coordinators for each School and a Learning Outcomes Assessment coordinator. In addition, the following progress has been made on accelerating the schedule for completing and assessing SLOs for courses, programs, and the institution.

Creating a planning and assessment database

In February 2012, in order to determine the completion rate of course SLOs, the academic Deans posted assessments to MyGroups, located within MySolano (the College's web site portal) and took the lead in planning the initial steps to accelerate SLO development and assessments. Included in this work was additional faculty training on assessments, various School meetings devoted to development of student performance indicators, and collaboration with faculty to expand the College's overall course assessment completions. These initial efforts also demonstrated the need to improve the existing technology to collect data, archive data, and measure course assessment completion rates, as SCC's technology posed many difficulties in organizing various assessment results.

Consequently, in February-March, work on developing the College's own planning and outcomes assessment database was initiated. Because the database needed to be designed rapidly, it was developed in MS Access, although a major drawback was that this database would not allow multiple users to enter the database simultaneously and edit data. So that all faculty could enter data independently, an MS Word document was then designed with fields that matched the database—allowing faculty to complete a simple form. These forms were then collected in the various Schools and the data was entered in the database.

The March 14, 2012 Flex Cal was devoted entirely to faculty training and further development of SLOs. At this time, the Academic Senate President and colleagues from Berkeley City College made a presentation to all faculty entitled "Using Assessment for Meaningful Curricular Redesign and Professional Development." Faculty were introduced also to an SLO assessment tool in a presentation titled: "A Tool for SLO Pre- and Post-test Analysis." Additionally, SCC faculty engaged in small group sessions to complete SLO assessments in a hands-on, three hour session, dedicated to various assessment activities. During this training and working session, faculty were assisted by Solano College faculty and administrators who were knowledgeable about SLO assessments as well as experienced Cosumnes River College faculty trained in outcomes assessment. **[E3.1: Fall 2012 Flex Cal Schedule, March 14, 2012] [E3.2: "A Tool for SLO Pre-and Post-test Analysis]**

After the March 14, 2012 Flex Cal, all courses were pre-loaded into the database from the Banner system. As outcome assessment forms were completed, they were entered into the database throughout the remainder of the semester. The advantage of having created the database was immediately apparent: new reports generated from the database now provided appropriate data to identify those courses that lacked outcomes and assessment, and readily identify models of well-written outcomes and assessments.

Incorporating SLO work into the Solano College Faculty Association (SCFA) Contract
On April 17, 2012, the District and Faculty Association tentatively agreed to add SLOs/SAOs to the Collective Bargaining Agreement (CBA), which was later ratified by the Solano College Faculty Association (SCFA) in May 2012 and subsequently approved by the Governing Board. The new SCFA contract Association contract stipulates that all faculty will develop and assess SLOs and SAOs and includes provisions to compensate adjunct faculty to assist with this work. The agreement is important inasmuch as adjunct faculty's involvement in the delivery of the curriculum is significant.

Summer 2012 work on outcomes and program review
In May, the Academic Senate approved a new Academic Program Review subcommittee. The subcommittee was established to examine the existing Program Review process and to make the entire process more cohesive and faculty-driven**.** To accelerate the Program Review revisions, a faculty member was hired to draft the initial model in Summer 2012. The new Program Review plan incorporates the inclusion of SLOs and PLOs, and the Program Review process itself will play a crucial role in budget allocations.

Additionally, the administration and faculty worked together to create job descriptions and hire additional assessment coordinators. The EVP and Academic Senate president selected twelve faculty SLO coordinators, from a large pool of applicants, to help the College to accelerate its progress in completing SLOs and assessments for all courses. Activities included: locating existing SLO files, developing missing course SLOs, locating completed assessments either in various School shared drives, and contacting faculty over the Summer to complete SLO work. Adjustments to the initial version of the planning and assessment database were made to reflect faculty considerations. Ongoing adjustments to the database, based on feedback from the SLO coordinators, occurred regularly throughout the

summer. The faculty also determined that SCC's definition of Program Learning Outcomes (PLOs) would include all courses that were part of a degree and/or certificate program. Overall, the interest to complete outcomes assessment signaled a renewed faculty and administrative commitment to acknowledge the need for ongoing assessment work at the College.

Introductory SLO training materials for Summer 2012 faculty training:
[E3.3a: Instructions for Writing Student Learning Outcomes]
[E3.3b: Discussion Questions]
[E3.3c: SLO/SAO Coordinator Directions For Contacting Instructors of Classes which have everything except the Assessment Results]
[E3.3d: SLO/SAO Coordinator Directions For Contacting Instructors of Classes which have No Assessment]

Fall Semester 2012 outcomes work
The summer work culminated with General Assembly presentations during Fall Flex Cal regarding the status of SLOs and ongoing assessment work. Additional Flex Cal sessions included faculty training**,** and work sessions dedicated to program outcomes and assessments lead by various SLO Coordinators. These sessions included training on completing course assessment work (SLOs) and Program Level Outcome (PLO) mapping. Additionally, faculty members were able to take advantage of drop-in help (hands on), an opportunity to complete their SLO assessment and to enter data into the SLO database. In August 2012, a Learning Outcomes Assessment Coordinator with reassigned time was hired to coordinate College wide efforts and to assist the outcomes work. **[E3.4: Learning Outcomes Assessment Coordinator job description] [E3.5: Fall 2012 Flex Cal Schedule]**

One of the central elements in the development of the course outcomes assessment system has been the development of program level curriculum maps that articulate the explicit relationship between courses and programs. Curriculum maps are tables that relate program level learning outcomes (PLOs) to required courses in the various degree and/or certificate programs. In addition, curriculum maps link courses to Program Learning Outcomes. Entering these outcomes into our database will expand SCC's reporting capabilities. **[E3.6: Curriculum Map Example]**

An analysis of the SLOs by discipline**,** conducted in September 2012**,** revealed that:

- There are some particularly high quality assessments in some disciplines. These assessments featured well stated outcomes and appropriate assessment criteria. **[E3.7: PLO Assessment Example, Math] [E3.8: Teaching SLOs Example, Physiology] [E3.9: Example 4-year Assessment Schedule, Art]**
- Some assessments were incomplete and some were non-existent, particularly with regard to courses taught primarily by adjunct faculty, where little support had been given to help adjunct faculty to complete their work.

Once the assessment of all existing courses was complete, the SLO coordinator worked with both adjunct and full-time faculty to locate previous work that had been completed, but not entered into the various School shared drives and/or in the new College database.

Recently, the College has engaged the services of two experienced California Community College educators to provide additional expertise in outcomes assessment. A planning meeting was held on September 7, 2012 with the College President, Accreditation co-chairs, the Director of Research and Planning, and the Learning Outcomes Coordinator to assess the College's progress on SLO/SAO/PLO/ILO assessment and to facilitate the next steps in creating an institutional plan for ongoing and systematic assessment. **[E3.10: "SLO Thoughts for Solano Community College," September 7, 2012]**

As a response to the September 7 planning meeting, a Student Learning Outcomes (SLO) committee has been formed whose membership includes faculty and staff, academic and student services Deans and Directors, the Executive Vice President of Academic and Student Affairs, the Learning Outcomes Assessment Coordinator, the Director of Research and Planning, and the Superintendent-President. The SLO committee has met once and will continue to meet monthly. **[E3.11: SP Email re: SLO Committee]**

In order to facilitate outcomes assessment completion, many School (Division) meetings have been dedicated to providing updates on assessments and to assist faculty to better familiarize themselves with outcomes assessment resources (e.g., School shared drives, simplified SLO forms, and linkages to other College database and planning document resources). Additionally, Deans and faculty who served as summer outcomes assessment coordinators have assisted in departmental, small group, and one-on-one work sessions to facilitate the completion of outcomes assessments.

Ongoing work includes:

- Service Area Outcomes (SAOs): All areas have completed SAOs, except for the Fiscal Service Area where staff changes and retirements made the area more difficult to assess. Several training sessions have taken place to institute SAOs and to complete assessments and to refine SAOs that are currently being implemented. **[E3.12: SAO Status Report]**

- Program Learning Outcomes (PLOs): In addition to formulating and assessing SLOs, the process for mapping PLOs is now in place and work is ongoing. To date, approximately thirty percent (30%) of the PLO curriculum maps are complete. **[E3.13: PLO Report]**

- Institutional Learning Outcomes: In Fall 2012, Solano Community College will be assessing two of its four Institutional Outcomes (ILOs) by administering a student and a faculty survey. Students who have completed 50+ units at the College will be surveyed by October 30, 2012. The other two ILOs will be assessed in Spring 2013. **[E3.14: ILO Assessment Questionnaire - Faculty Version][E3.15: ILO Assessment Questionnaire - Student Version]**
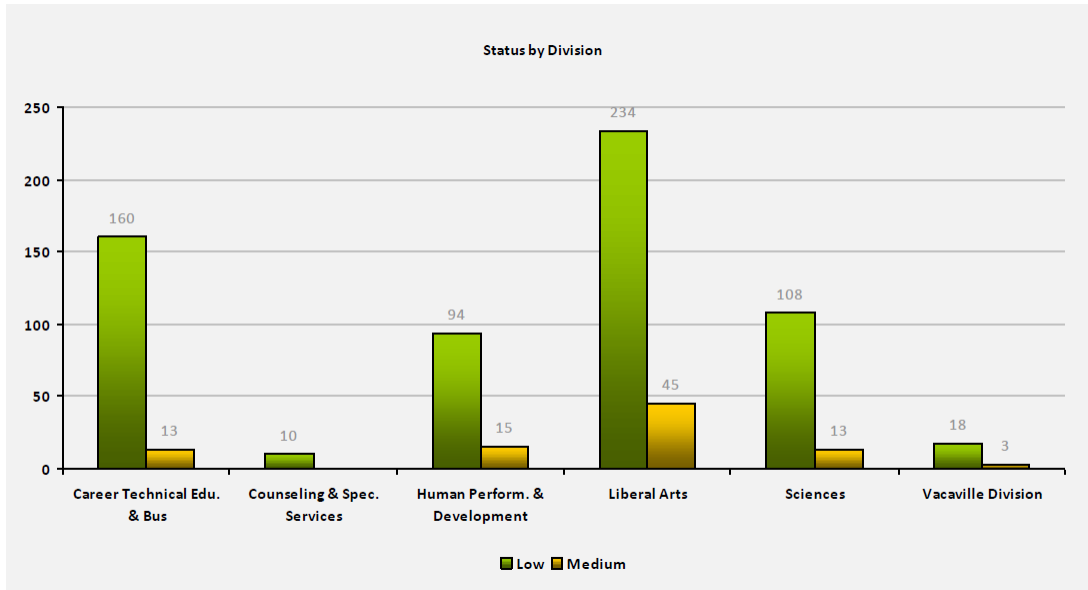
Status by Division

SLO Status by School/Division (above): The green bar represents the courses that have SLOs and assessment results. The yellow bar represents courses with SLOs, but no assessment results.

SLO Status					
College	n Courses	Total Outcomes	Total Results	Total Complete	% Complete
Career Technical Education & Business	172	336	291	160	93.02%
Counseling & Spec. Services	10	28	28	10	100.00%
Human Perform. & Development	109	199	141	94	86.24%
Liberal Arts	279	723	562	220	78.85%
Sciences	121	318	367	108	89.26%
Vacaville Division	18	49	26	13	72.22%

To date, all seven hundred nine (709) active courses now have SLOS and faculty continue to work on scheduled assessments. At the beginning of October 2012, eighty five percent (85%) of courses have

been assessed and the remaining courses have assessments in progress. Those courses that have yet to be assessed fall into one or more of the following categories:

(1) The courses are currently being taught and are scheduled for assessment by the end of Fall 2012.
(2) The courses are taught exclusively by adjunct instructors who may need assistance from full-time faculty and School Deans to complete their assessments. Because the faculty contract now allows for adjunct faculty to be more fully engaged in the completion of outcomes assessments, the Deans are committed to provide the support to these faculty to assess courses the next time they are offered.
(3) The courses (e.g., science courses such as water and waste water technology, are taught on a three-year rotation) and therefore, will be assessed the next time they are offered.
(4) The courses that have not been recently offered due to budgetary constraints and have resulted in section cuts (e.g., Education 50, Italian, etc.).   Again, the faculty will assess these courses when they are next offered.

Conclusion

The College has been diligent in its effort to develop its SLOs and learning outcomes assessments and has renewed its efforts to improve student learning. Some faculty have revised existing assessments and adjusted their SLOs and PLOs. Many faculty report that they now have a better understanding of the ACCJC standards and expectations for course, program, and institutional assessments.

The College continues to make progress in SLO assessment proficiency whereby student learning outcomes will better guide Solano Community College assessments, planning, and actions. Ongoing efforts and planning have focused on ensuring that faculty are well-versed in understanding the need to comply with ACCJC course assessment outcomes (SLOs) inasmuch as faculty maintain the primary role in defining appropriate assessments, interpreting assessment outcomes, and using these ongoing assessments to guide and continually assess their teaching.

Recommendation 4: Support for Institutional Research and Culture of Evidence

In order to meet the standards and to ensure institutional effectiveness, the team recommends that resources and support for institutional research be made available to provide necessary and timely data and information for program review, evaluation of institutional effectiveness, documentation of assessment results, and tracking of planning processes. The results of these efforts should be used to demonstrate that the institution regularly uses data in all integrated planning processes and has developed a culture of evidence in all decision making. (Standards I.B, II.A.1.c, II.A.2.f, II.B.3, IV.B.2.b)

Introduction

The ability of Solano Community College to provide accurate and timely institutional data to make data-driven decisions was seriously challenged in recent years as the College shifted from an unsupported system (Legacy) to the new Banner system adopted in 2008. Currently, with the Banner implementation complete and the many challenges posed by the transition resolved, the College has benefited from the use of the new system (Banner) as the basis for institutional research.

Additionally, the College hired a Director of Research and Planning in September 2011 and in January 2012, a Research Analyst joined the Office of Research and Planning staff, thereby strengthening human and technical resources to further support all institutional research. Since then (in a short period of time), the Director and the Research Analyst have produced data reports, developed databases, provided training on the College's Banner system, and implemented tracking mechanisms that have allowed the College to move forward in developing a "culture of evidence" for decision making.

Developing this "culture of evidence" has been a challenge for the College as the transition to Banner has led to numerous frustrations pertaining particularly to accessing data which sometimes resulted in a lack of confidence in the accuracy of data. However, as the College's experience with the data design and relationship to the various College structures grows, we are increasingly confident in our ability to extract data with an increased facility.

As the institution serves to embrace a "culture of evidence," the College can now efficiently access and utilize key data in performing program review, faculty hiring, evaluation of institutional effectiveness, SLO assessment, and the tracking of planning processes.

Moving from Raw Data to Usable Information to Knowledge

In September 2011, the College purchased both Tableau and Crystal Reports, two key pieces of data manipulation and reporting software. In particular, Tableau has been critical to us in placing large quantities of usable and customizable data into the hands of the College community.

Moving from data to information to knowledge
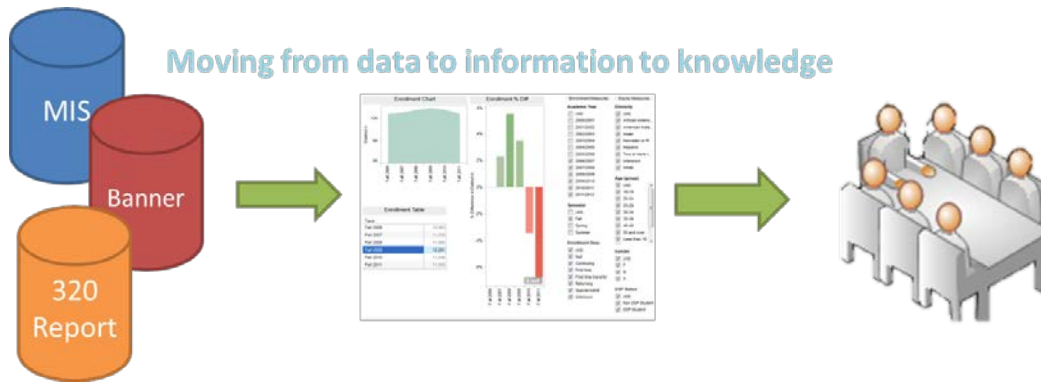
The download of California Community Colleges Chancellor's Office (CCCCO) Management Information System (MIS) data, for example, has yielded 35 semesters worth of data covering millions of records. The next step has been to devise "lookup tables" to convert the codes to meaningful titles. Finally, relationships between the tables have been established and custom queries have been programmed to allow the production of complex datasets. However, since the CCCCO MIS data is not in a format that can be readily understood or used by a typical end user, the College's addition of Tableau and Crystal Reports have been crucial in deploying information in an easy to use format.

Illustration 4.1: Example of complex queries from CCCCO *MIS data*
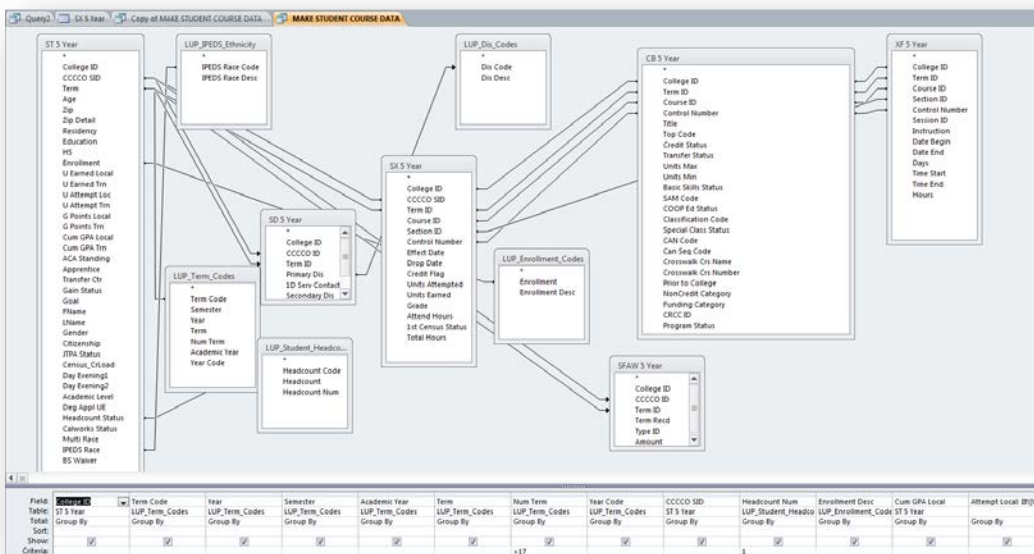
As a result of these recent adoptions, multiple reports have now been produced in Tableau and shared with faculty and staff. These reports have the distinct advantage of being fully customizable along

specified dimensions. Additionally, visual presentations of the data can be downloaded into MS Excel for further analyses. A selection of the reports includes:

Grade Distribution Data

Tableau allows the faculty and staff to examine the grade distribution, success rate, and retention rate for every course from Summer 2007 and allows the user to select specific equity measures (e.g., gender, ethnicity, etc.) or enrollment characteristics.

Illustration 4.2: Grade Distribution Workbook
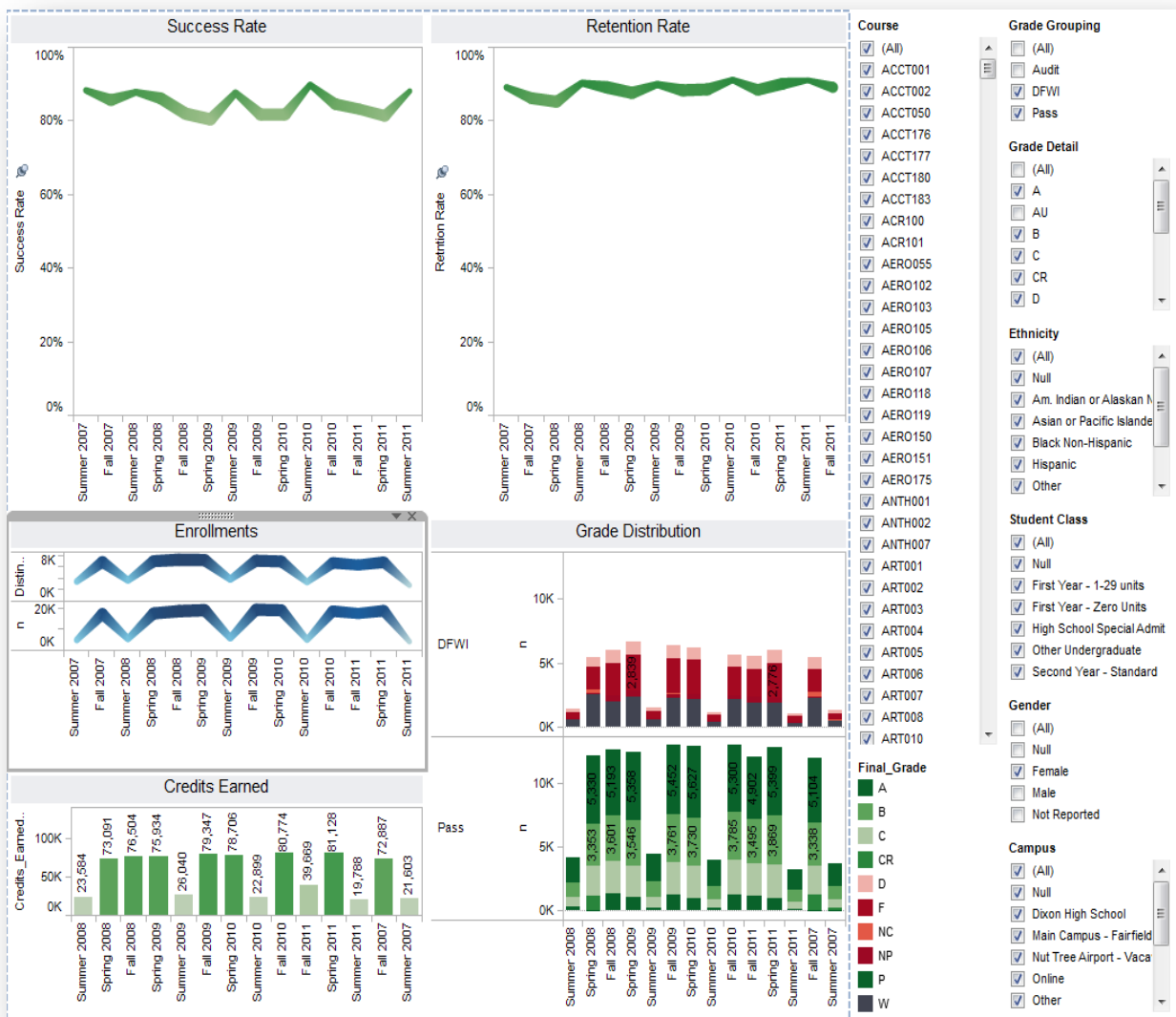
Course Schedule Data

Tableau displays critical course schedule data such as WSCH, FTES, and FTEF for any course, group of courses, location, and delivery method or faculty type. The latter report has been a critical component of SCC's enrollment management.

Illustration 4.3: Course Schedule Data Workbook

WSCH per FTEF

Academic Year / Term / Semester

| Division Desc | 2008/2009 | | | | 2009/2010 | | | | 2010/2011 | |
	200860 Summer	200880 Fall	200910 Spring	Total	200960 Summer	200980 Fall	201010 Spring	Total	201060 Summer	201 Fall
Counselling and Special Services	393.4	451.2	426.4	431.6	329.4	455.8	514.0	458.0	291.2	
Schol of Sciences	407.7	506.8	506.3	493.3	436.3	525.9	520.8	509.5	446.0	
School of Career technical Education and B..	337.9	365.4	452.3	397.8	384.3	402.8	422.9	408.5	383.2	
School of Human Performance and Develop..	391.7	512.6	513.2	495.2	417.5	534.3	564.1	528.3	430.8	
School of Liberal Arts	386.8	415.6	446.6	425.8	422.2	438.1	455.1	443.8	418.4	
Grand Total	383.6	441.7	474.7	448.7	415.7	467.8	482.6	466.9	418.5	

FTES by Course Hierarchy

Academic Year / Term / Semester

| Division Desc | 2008/2009 | | | | 2009/2010 | | | | 2010/2011 | |
	200860 Summer	200880 Fall	200910 Spring	Total	200960 Summer	200980 Fall	201010 Spring	Total	201060 Summer	201080 Fall
Counselling and Special Services	25.7	85.6	101.8	213.1	26.1	108.0	98.5	232.6	20.1	7
Schol of Sciences	355.7	1,415.6	1,421.0	3,192.2	466.3	1,492.0	1,441.9	3,400.2	376.2	1,47
School of Career technical Education an..	199.9	908.6	963.5	2,072.0	248.3	932.8	854.4	2,035.5	200.5	88
School of Human Performance and Dev..	153.4	543.8	597.3	1,294.5	163.4	582.4	581.0	1,326.8	132.9	54
School of Liberal Arts	256.6	1,201.2	1,188.7	2,646.5	293.9	1,246.6	1,256.9	2,797.3	236.2	1,22
Grand Total	991.3	4,154.7	4,272.3	9,418.3	1,198.0	4,361.8	4,232.7	9,792.4	965.8	4,21

FTES % Change

Academic Year / Term / Semester

| Division Desc | 2008/2009 | | | | 2009/2010 | | | | 2010/2011 | |
	200860 Summer	200880 Fall	200910 Spring	Total	200960 Summer	200980 Fall	201010 Spring	Total	201060 Summer	201080 Fall
Counselling and Special Services		233.33%	18.93%		-74.36%	313.60%	-8.78%	9.13%	-79.65%	263.2
Schol of Sciences		297.97%	0.38%		-67.19%	219.98%	-3.36%	6.51%	-73.91%	292.4
School of Career technical Education an..		354.52%	6.05%		-74.23%	275.68%	-8.41%	-1.76%	-76.53%	343.4
School of Human Performance and Dev..		275.11%	3.84%		-72.64%	256.39%	-0.23%	0.07%	-77.13%	313.2
School of Liberal Arts		368.05%	-1.04%		-75.28%	324.22%	0.82%	5.70%	-81.21%	418.1
Grand Total		322.31%	2.06%		-71.96%	264.10%	-2.96%	3.63%	-77.18%	336.0

Course ID: (All), ACCT001, ACCT002, ACCT050, ACCT176, ACCT177, ACCT180, ACCT183, ACR100, ACR101, AERO055, AERO102, AERO103, AERO105, AERO106, AERO107, AERO118, AERO119, AERO150, AERO151, AERO175, ANTH001, ANTH002, ANTH007, ART001, ART002, ART003, ART004, ART005, ART006, ART007, ART008, ART010, ART011, ART012, ART014, ART015, ART016, ART017, ART018, ART019, ART020, ART021, ART022, ART023

Academic Year: (All), 2008/2009, 2009/2010, 2010/2011, 2011/2012

Semester: (All), Fall, Spring, Summer

Campus Desc: (All), Dixon High School, Main Campus - Fairfiel, Nut Tree Airport - Vac, Online, Other, Travis Air Force Base, Vacaville Center

Division Desc: (All), Counselling and Specia.., Schol of Sciences, School of Career techn.., School of Human Perfo.., School of Liberal Arts

Wkld Desc: (All), Contract Ed, FT Regular, Overload, PT Hourly, unknown

Sched Type Desc: (All), Null, Directed Study/Indepe, Field Experience, Hybrid, Laboratory - CAT2, Laboratory - CAT3, Laboratory/Studio/Act

Course Progression Data

Tableau's Course Progression Workbook attempts to look at performance progression between groups of courses. Faculty can see how students perform in a group of courses in one semester and track their performance the subsequent semester. Data has been published for the previous ten (10) semesters. In addition to being able to choose specific courses, faculty are also presented with equity measures data.

*Illustration 4.4: Course Progression Workbook*

These data, while inherently easy to use, are presented in a relatively new format for faculty who are unfamiliar with this particular method of examining data. Initially, these data were shared with the School Deans who were expected to inform their faculty on how to use Tableau. **[E4.1: Instructions to Faculty on Accessing Data]**

The availability of these data was also presented to faculty groups in an open session at Faculty Flex Cal in March 2012. **[E4.2: March 2012 Flex Cal Schedule].**

Student Term Workbook

Finally, the College community has been introduced to the Student Term workbook. This workbook includes twelve (12) years of CCCCO MIS data that can be filtered (examining equity measures, for example). Here one can easily examine enrollment data, GPA, Financial Aid, Retention, Earned and Attempted credits, Academic Standing, and Credit Load by term. **[E4.3: Email re: Available CCCCO Data to All College Community].**
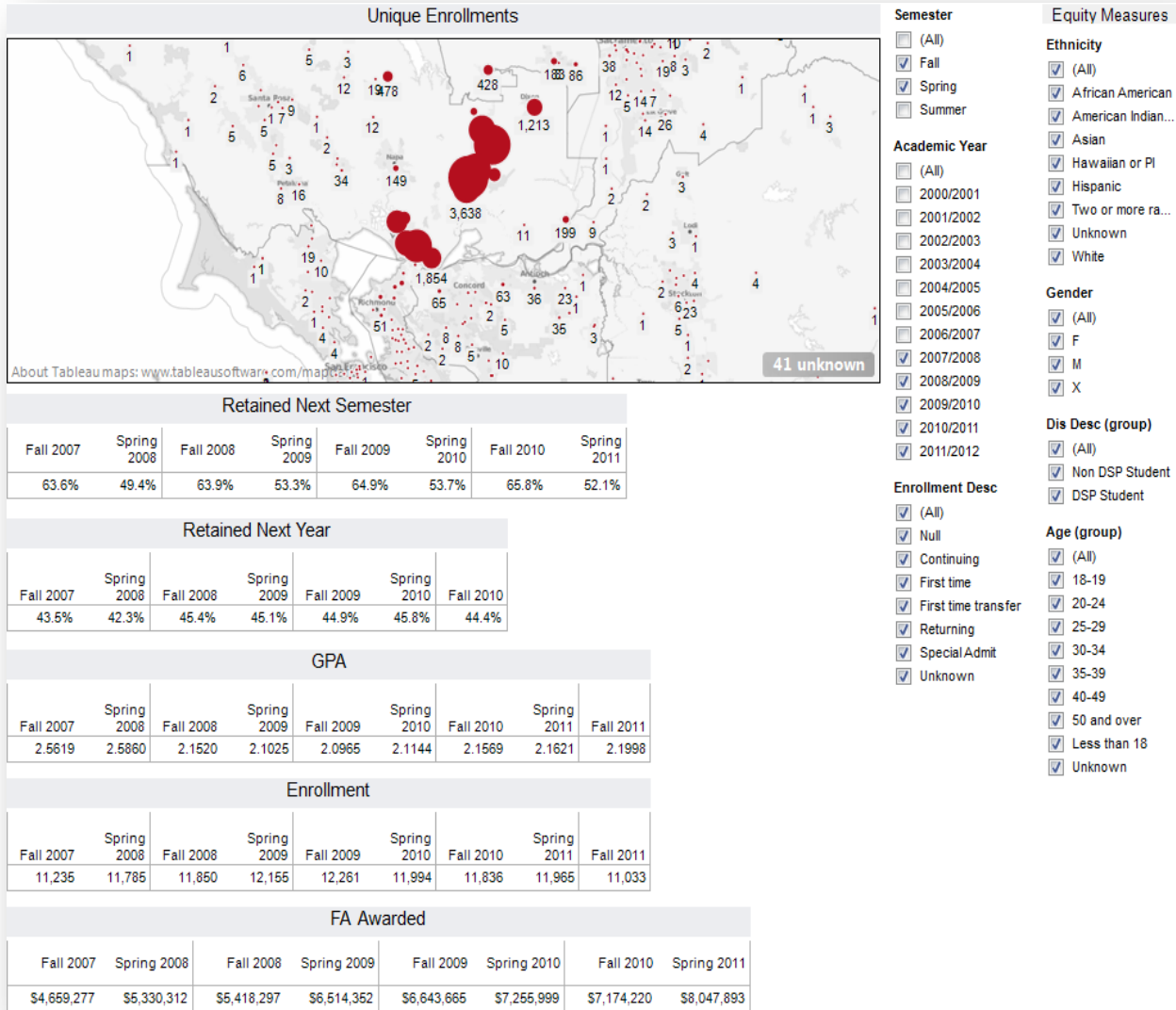
Illustration 4.5: Student Term Workbook
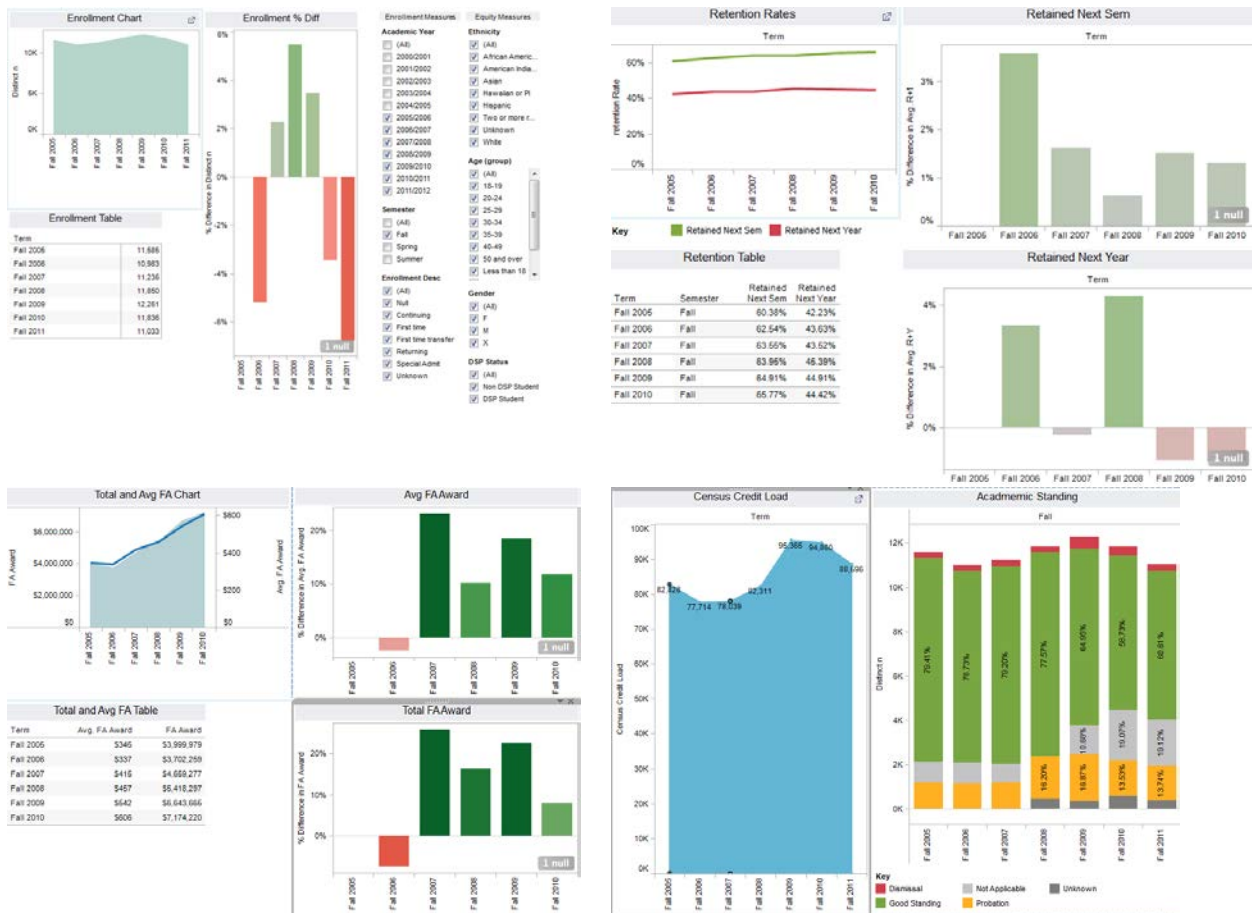
Student Performance Map

The most recent data shared with all faculty and staff provides geographic data on student performance and success. **[E4.4: Email re: Distribution of Student Data to All College Community**

Illustration 4.6: Student Performance Map

Retained Next Semester

Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
63.6%	49.4%	63.9%	53.3%	64.9%	53.7%	65.8%	52.1%

Retained Next Year

Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010
43.5%	42.3%	45.4%	45.1%	44.9%	45.8%	44.4%

GPA

Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
2.5619	2.5860	2.1520	2.1025	2.0965	2.1144	2.1569	2.1621	2.1998

Enrollment

Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011
11,235	11,785	11,850	12,155	12,261	11,994	11,836	11,965	11,033

FA Awarded

Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
$4,659,277	$5,330,312	$5,418,297	$6,514,352	$6,643,665	$7,255,999	$7,174,220	$8,047,893

The development of interactive Full-Time Equivalent Student (FTES) data has been particularly useful in determining enrollment management decisions. For example, the data elements of the aforementioned Student Term workbook were developed in conjunction with members of the Enrollment Management Committee (EMC) Data Subcommittee. **[E4.5: EMC Data Subcommittee Minutes, January 30, 2012]**

[E4.6: EMC Minutes, March 2, 2012] [E4.7: 320 Reporting Presentation to EMC, May 11, 2012] [E4.8: EMC Minutes, June 7, 2012]

Another example is that the Office of Research and Planning has produced a mathematical enrollment management model that is used to project the number of sections that might be scheduled by the various Schools (divisions). **[E4.9: Distribution of FTES Scenario Model to Deans, et al.]**

Illustration 4.7: FTES Scenario Model

Fall 2012 Projection

	Current Sections	FTES per Section	Current FTES	Target FTES	New FTES	New Sections
Main Campus	753	3.70	2786.1	2787	0.9	0
Vacaville	100	3.70	370	450	80	22
Vallejo	102	3.70	377.4	450	72.6	20
Total	955	3.7	3533.5	3687	153.5	41

Spring % of Fall	117%	
Total FTES 2012/2013	8000.79	

		Difference
FTES Cap	8501	❌ -500.21
Rebench	7978	✅ 22.79

Presentations were made to all Deans, Vice Presidents, and others connected to course scheduling data. These presentations were well received and provided opportunities to examine aspects of our FTES data from input to output. **[E4.10: Data Driven Decision-making Presentation, July 3, 2012]**

Finally, enrollment management data has also been considered in developing the Educational Master Plan and Facilities Master Plan. **[E4.11: Emails re: EMP and FMP Supporting Data]**

Adding Resources to Institutional Research

Securing additional resources to assist with SCC's Institutional Research has been achieved by hiring a new Research Analyst. Under the Director of Research and Planning, the Research Analyst supports research, planning, and information reporting activities; develops methodologies for research projects; designs primary research tools to gather relevant data; analyzes results; produces reports; and provides recommendations based on findings. The Research Analyst also provides support for work related to the College's mandated reports. After hiring the Research Analyst in Fall 2011, the College recently upgraded and reclassified the position to a Lead Research Analyst. **[E4.12: Lead Research Analyst Job Description]**

Another resource that may significantly support research in the future is the implementation of a new business intelligence and reporting tool known as the Argos Enterprise Reporting Solution. A report to the Superintendent-President's Executive Council on the need for a more user-friendly reporting tool such as Argos was made in April 2012.   Argos is an enterprise web-based reporting tool, and, if adopted, would greatly enhance delivery of operational and strategic reports for the College. Evaluation of Argos by the Institutional Research Office and Information Technology staff began in March 2012 and is in progress. Additional research is being conducted on other reporting tools in order to make comparisons with Argos and to ensure that the College chooses the right tool to meet our needs.

Conclusion

In conclusion, providing resources and support for institutional Research is a priority for the College. Access to usable data and the systematic development of a culture of evidence at Solano Community College has greatly enhanced planning and Institutional effectiveness by providing the information needed to make better decisions.

Recommendation 5: Integrate Equity Plans with Institutional Planning
In order to meet the standards, the team recommends that the College expand its data collection, analysis and planning related to meeting the needs and fostering the success of an increasingly diverse student population.   Student and staff equity and diversity plans should be fully integrated with the College's planning processes and should include strategies geared toward attracting a diverse pool of qualified applications able to contribute to the success of the College's student population. (Standards II.A.1.a, II.A.2.d, II.B.3.d, III.A.4.a-c)

There is an Institutional effort underway at Solano Community College to improve equity in student success outcomes and to address more fully the ACCJC Recommendation to formally address student equity planning.   Considering the wide range of academic achievement levels of our students, the College is conducting an equity assessment and expanding its data collection to further examine the academic needs and to foster the success of an increasingly diverse student population.

Student Equity
By way of background, the College's Student Equity Committee began work in 2010-11 to refine our 2005 Student Equity Plan.   Due to Institutional challenges in accessing relevant data from Banner, however, work to update the Student Equity Plan was suspended.   In March 2012, Banner data became available which allowed the Committee to move forward and begin, once again, to refine the Student Equity Plan. The updated Student Equity Plan will be completed in Fall 2012 and integrated into the College's overall planning process. **[E5.1: Student Equity Plan Committee Minutes, August 20, 2012] [E5.2: Student Equity Plan Committee Minutes, August 27, 2012] [E5.3: Student Equity Plan Committee Minutes, August 29, 2012] [E5.4: Student Equity Plan Committee Minutes, Sept. 4, 2012] [E5.5: Draft of the 2012 Student Equity Plan].**

In order to expand SCC's data collection and to inform more effective policies and to institute practices necessary to reduce the wide range of academic achievement levels of our students, the College's Basic Skills Initiative (BSI) Committee funded a proposal for the 2011-12 academic year to acquire the services of the Center for Urban Education (CUE). CUE is a research organization (founded in 1999) that aims to close the racial-ethnic equity gap in higher education and helps colleges to identify problems and implement equity goals. CUE is currently facilitating a College-wide student equity assessment which will be integrated into SCC's overall College plan. The intention is to more conscientiously address the variety of academic needs of many of our SCC students. **[E5.6: BSI Committee Proposal on Student Equity].**

During Fall 2011 Flex Cal, CUE presented to all SCC faculty its agenda wherein they addressed several issues of equity in higher education. CUE is supportive of the theory of student success that focuses on expanding the knowledge of practitioners (faculty, staff and administrators) rather than to focus merely on students' lack of academic knowledge and preparation and the resistance of some students to adapt to College in general. At the Flex Cal meeting, CUE offered two workshops: the purpose of these

presentations was to introduce CUE's work and to begin to plan for ongoing collaboration with SCC faculty, staff, and administration. **[E5.7: Fall 2011 Staff Development Flex Cal Schedule].**

On the March 12, 2012 Flex-Cal, CUE facilitated a workshop focused on using cohort data and success benchmarks as a way to identify equity gaps in student academic achievement. The purpose of the March session was to further analyze CUE's data so as to provide a deeper look at course success by cohort in a variety of basic skills courses. This workshop had few participants and a possible explanation is that a majority of faculty elected to participate in work sessions dedicated to the completion of SLO work.

The College is now building on the work begun by the small group who attended the CUE workshop last March. Currently, we are analyzing student equity data using CUE's "BENCHMARKING EQUITY AND STUDENT SUCCESS TOOL™ (BESST) to identify gaps in equity and to help to create an action plan that will assist practitioners to address student equity concerns. Another CUE workshop is scheduled on November 8, 2012. A group of faculty, staff, and administrators have been invited to attend 1-2 meetings prior to the November 8, 2012 workshop, and to participate in an orientation that will explain how the BESST tool is used.

Additionally, a second Institutional Planning Proposal (IPP) Strategic Proposal for retaining CUE was written and approved contingent upon the outcome of the first CUE proposal. **[E5.8: Strategic Proposal on Student Equity, dated August 15, 2011] [E5.9: CUE Workshop Survey]**

Currently, the College is working on completing a comprehensive assessment of existing SCC programs that serve students in identifiable subgroups. Programs include the Academic Success Center, the Basic Skills Initiative Committee, Umoja Program Scholars, and the Foster Youth Services Initiative. The intention is to examine how the College is currently addressing student equity in the various existing programs and to make the work of those programs more visible to the entire College community, and more accountable to the variety of student needs. The College's January 2013 Flex Cal program will focus on Student Equity so as to engage more faculty, staff, and administrators in our College-wide effort to improve the success of all of our students. **[E5.10: *SCC Program Review* draft, prepared by Mychal Wynn, Foundation for Ensuring Access and Equity, October 2012].**

<u>Staff Equity</u>

The Solano Community College Equity and Inclusion Advisory Committee (EIAC) is charged, in part, with developing institutional plans to address equity issues and to eliminate barriers to diversity, to include mandates to develop and revise SCC's equity plans as required by the California Community College Chancellor's office. **[E5.11: EIAC Statement of Purpose and Goals].**

EIAC membership includes representatives from the Academic Senate, California School Employee Association (CSEA), Administrative Leadership Group (ALG), Associated Students of Solano College

(ASSC), Ethnic Minority Coalition, Disability Services Program (DSP), Local 39 Stationary Engineers, Veterans Affairs, and the Director of Human Resources.

The Solano Community College Equity and Inclusion Advisory Committee (EIAC) met three times in 2011-12; and most recently in September 2012 **[E5.12: EIAC Meeting Minutes, November 18, 2011][E5.13: EIAC Meeting Minutes, December 7, 2011] [E5.14: EIAC Minutes, Sept. 5, 2012]**

In 2012-13, the EIAC work is centered on:

(1) The distribution of a "campus climate" assessment survey to faculty, staff, and students at all College sites;
(2) The update of the staff diversity plan;
(3) The update of the EEO draft plan; and,
(4) The creation of online diversity resources.

The staff diversity plan update will designate specific constituency groups charged with advertising staff and faculty vacancies in order to expand diversity recruitment outreach for inclusion of certain groups, such as persons with disabilities and military veterans.

The draft Equal Employment Opportunity (EEO) Plan is located on the College web site under Human Resources. Due to the lack of data that the Chancellor's Office (CCCCO) is able to provide at this time, CCCCO states that having the plan in draft form is within compliance until the CCCCO finalizes its policy. The College is currently working to implement strategic recruitment plans with a focus on diversity. **[E5.15: Draft EEO Plan]**

Integration of Equity Plans into College Planning
Integration of these various Equity plans into the College's planning processes has been an institutional focus. Outcomes and projects contained in the College's student and staff equity plans are now recorded in the Planning and Assessment Database maintained by the Institutional Research Officer, thereby linking these plans to other College plans. The Human Resources Office is responsible for entering Staff Equity Plan outcomes and projects into the database.

Example: Staff Equity Plan in Planning Database

In conclusion, Solano Community College has made progress to more fully integrate the Student Equity Plan and the Staff Equity Plan into the College's overall planning process. A potent addition to equity planning will be the incorporation of the Student Success Score Card, to be established by the California Community Colleges Chancellor's Office.

Recommendation 6: Learning Support for Distance Education
In order to meet the standards, the team recommends that the College develop mechanisms and learning support systems to ensure that students enrolled in distance education courses are achieving stated learning outcomes at a level comparable with students enrolled in onsite programs and courses. (Standard II.A.1.b-c).

Solano Community College is addressing ACCJC's Recommendation 6 with the introduction of several interrelated initiatives: (1) integration and assessment of SLOs in online courses; (2) upgrades and enhancements to student learning support services to include online students, and, (3) a new process for Program Review and course evaluation for the Distance Education program.

Student Learning Outcomes in Online Courses
All online faculty members have been instructed by their respective School Deans to list their course-level student learning outcomes (SLOs) in their online syllabi as they do in their onsite courses.
In addition to assessing their online course SLOs, online faculty are beginning to make use of various learning outcomes tracking tools that exist in the College's Learning Management System (LMS) and in other LMS platforms, enabling them to analyze the results of student learning outcomes. These tools can link specific faculty assignments to course-level and program-level SLOs and provide the instructor with specific data on online student performances. **[E6.1: Pearson/eCollege Learning Outcomes Management Tool] [E6.2: Canvas Outcomes Tool]**

Student Learning Support Services
The College is developing academic support services that will address the needs of both onsite and online students and augment services provided to Vacaville and Vallejo Center students. Additionally, we have made progress in developing virtual (interactive) and online components to our existing onsite programs and we are creating a new entity, the Academic Success Center, to coordinate these efforts.

Academic Success Center
The newly launched Academic Success Center (ASC) will provide a full workshop program for both students and faculty. Workshops held on campus will be recorded and archived for viewing by online students. The ASC is also planning to create video conferencing facilities that will enable online students to participate in live, real-time conferences and workshops sponsored by the ASC. **[E6.3: 2012-13 Strategic Proposal for ASC] [E6.4: ASC Presentation to Governing Board]**

The Academic Success Center is working jointly with the Distance Education Committee to develop a survey of online students in order to identify student needs in online courses. This survey will be initiated during the Fall 2012 semester. Based on the results of the survey, the ASC and the Distance Education Committee will develop a series of student success workshops specifically addressing the needs of online students.

The Academic Success Center will also provide a venue for the mandatory in-person orientations and proctored exams that are now required in many of the College's online courses. Having a central place for these orientations and exams will greatly facilitate the work of online instructors.

Online Writing Center
Solano College has approved funding for the development of an Online Writing Center, which will be launched in the 2012-2013 academic year.   The justification for such a center is based, in part, on the need to provide additional academic support and student support services to online and Vacaville and Vallejo Center students as noted in ACCJC Recommendations 6 and 8. The Online Writing Center will begin by developing an online repository of support materials for student writing needs and will eventually expand into an Online Help Center where faculty, staff and student tutors will provide synchronous and asynchronous support services to online students through chat rooms and live conferences. **[E6.5: BSI Proposal for the Online Writing Center].**

Online Tutoring Services
Additionally, the Distance Education Committee is working with the Tutoring Center to create a mechanism for "embedding" tutors into our online classes. Qualified tutors will be enrolled in online classes as "teaching assistants" and will communicate directly with the online students, offering study sessions and one-on-one tutoring sessions within the course LMS. The College is currently piloting this project in two sections of History 17; additional courses will be supplied with tutors in Spring 2013.

Program Review
Currently, faculty are revising the existing Program Review process to include the analysis of comparative data on student success rates in online and onsite courses. This data will include enrollment and retention data and student success data. By comparing dis-aggregated data from online and onsite courses, the College will be better able to identify strengths and weaknesses of the online modality relative to onsite offerings.
Data sets that serve as the basis of Program Review in all academic departments are being revised to show separate data for online and onsite courses. An analysis of these data will enable faculty to evaluate trends in online courses and onsite courses. **[E6.6: DE Committee Minutes, May 14, 2012] [E6.7: Revised Program Review Draft Excerpt] [E6.8: Sample data comparison of retention rates from Tableau]**

Evaluation of Online Courses
Solano Community College is also initiating a systematic review and evaluation of our online courses to ensure their compliance with Title V regulations and ACCJC Guidelines for Distance Education. The College is also utilizing the *Humanities Division Guidelines for Online Courses* that was approved in 2011. **[E6.9: DE Guidelines, "Supplemental Questions for Online Courses"]** The Humanities Division Guidelines call for documentation and evaluation of in-person student orientations, proctored exams, and evidence of instructor-initiated student contact in online courses.   The first set of online courses will be reviewed by the Curriculum Committee in Fall 2012. This new DE review process will then be extended to other College departments as they proceed through Curriculum Review.

Virtual Student Services

Equitable access to Student Support Services by online and onsite Center students has been enhanced with the introduction of Virtual Student Services at the College. The Virtual Student Services (VSS) Committee was established by the Student Services Council in Fall 2011 as a response to the needs of students who wish to access student services from the SCC Vacaville and Vallejo Centers, as well to serve the needs of online students. The VSS committee is chaired by the Dean of Counseling and is composed of representatives from the Office of Admissions and Records, Financial Aid, Veterans Affairs, Transfer Center, Student Development, Disability Services Program, EOPS/CARE, and faculty. **[E6.10: VSS Committee Meeting, September 12, 2011] [E6.11: VSS Committee Meeting, May 15, 2012] [E6.12: VSS Committee Meeting, June 5, 2012]**

After some discussion by committee members in June 2012, the VSS Committee chair convened a meeting of Student Services managers, the Vallejo and Vacaville Center Deans, as well as the Information Technology (IT) Director to begin implementation of virtual services at the Centers. The group has since then finalized plans regarding: the use of Vidyo (a video conferencing platform that connects desktop computers for face-to-face video meetings), computer and camera equipment needed for each location, the virtual services to be provided in all Student Services areas, and the implementation of timelines for completing the various projects.

Commitments to offer online services (referred to by SCC as "Virtual Student Services") have been made by Counseling, Transfer Center, Career Center, Disability Services Program, Admissions and Records, Financial Aid, Student Development, Health Center, EOPS/CARE, CalWORKs, and the College's Veterans Affairs Center.

The College recently purchased web cameras for the implementation of the Virtual Student Services in Fall 2012. A pilot for implementing this plan has begun with EOPS/CARE and Career Center now making their services available to students. Currently, both the Vallejo and Vacaville Centers have Vidyo computer stations and phone setups in their lobbies. Vidyo allows students enrolled in Vacaville and Vallejo classes to communicate remotely with student services personnel at the Fairfield campus. The Center student logs in to a virtual Vidyo room, and is able to see and speak to a Student Services staff person. The use of a web camera will allow Student Services personnel to more easily guide the student through the online services offered by the College.

In Fall 2012, Solano Community College expanded its mandatory student orientation to include an online or virtual orientation option in addition to its face-to-face orientation. The new online student orientation, the "Virtual Information Program" (VIP), is on the College website. **[E6.13: Online Orientation (VIP) Program]**

In addition, the Office of Admissions and Records (OAR) has ensured that students can log into the student portal, MySolano, to complete most transactions such as applying for admission to the College, adding and dropping classes, ordering transcripts, changing their personal information, paying fees, and searching for classes. Call Center software is in place to help manage call volume and ensure that calls

are responded to expeditiously. Furthermore, students can email the Office of Admissions and Records (OAR) for assistance with all Admissions and Records' related needs. OAR accepts all of its forms via fax and email and, as stated in the Admissions and Records' Three-Year Plan, OAR will be creating all forms as PDFs that can be completed and submitted via SCC's online portal. **[E6.14: MySolano OAR Menu Items] [E6.15: MySolano OAR Online Forms]**

Furthermore, Student Services is currently planning to implement a "live chat" system wherein students will be able to log in on these computers during a specific timeframe and engage in a "live chat" with various Student Services' personnel. These "live chat" sessions will enable students to ask questions pertaining to a variety of questions regarding Student Services, e.g., questions for Financial Aid, EOPS/CARE, etc.

The Virtual Student Services Committee is following OAR's lead to offer chat options that can also be used on cell phone applications. The adoption of cell phone applications, to be used in conjunction with our website, is also part of OAR's current Three-Year Plan, although current budget restraints and staffing shortages have precluded implementing this project at this time. **[E6.16: OAR 2013-16 Three-Year Plan]**

In conclusion, Solano Community College is working to develop and implement mechanisms and systems to provide learning support for its Distance Education students and those students who wish to take advantage of virtual student services.   The College intends to ensure that all students can achieve the stated learning outcomes in onsite and online courses and programs.

Recommendation 7: Incorporate SLOs into Faculty Evaluation

In order to meet the standards and increase institutional effectiveness, the team recommends that the College develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes. (Standards II.A.1.c, II.A.2.e, II.A.2.f, III.A.1.c)

Following ACCJC's issuance of the February 1, 2012 letter of warning to Solano Community College, in March 2012, Solano Community College District and the Solano College Faculty Association (SCFA) initiated bargaining for a new contract. **[E7.1 BOT Meeting Minutes, March 7, 2012]**

In response to Recommendation 7, the College asked to bargain with the SCFA with the expectation that faculty will be held accountable for learning outcomes and assessment. On April 17, 2012, the parties struck a tentative agreement, on several terms, including the addition of faculty responsibilities for SLOs/SAOs. The two bargaining teams, composed of administrators and faculty, agreed on draft language that was then forwarded to the faculty, and after a favorable vote, approved by the Governing Board. On May 16, 2012, the agreement was approved by the SCFA, and subsequently approved by the Solano Community College Governing Board. As of July 1, 2012, the agreement has become part of the contract. [**E7.2: Negotiation Group Sign in Log Sheet for SCFA Bargaining Unit and District, dated April 17, 2012] [E7.3: BOT Meeting Minutes, dated May 16, 2012]**

Starting in Fall 2012, under the new faculty contract, developing and assessing Student Learning Outcomes are a part of the faculty's workload. **[E7.4: 2012-15 Solano College Faculty Association Approved Contract Excerpt]**

Agreement was also reached to pay adjunct faculty up to two hours each semester to complete SLOs and SAOs. This provision will allow for the assessment of all courses regardless of whether they are taught by full or adjunct faculty. Presently, some courses are taught only by adjunct faculty , e.g. Early Childhood 063; Human Development 039 and Journalism 060, therefore providing additional justification for compensating adjunct faculty work. The SCFA has been cooperating in a timely and serious manner to the requests from the Administration regarding Student Learning Outcomes and ACCJC mandates.

The College has taken steps to ensure that accountability for Service Area Outcomes (SAO) is included in the evaluation of the Administrative Leadership Group (ALG). Furthermore, administrators, who are primarily responsible for assuring that faculty complete SLOs, will be evaluated on whether or not the work on SLOs is being accomplished. Other managers will primarily be responsible for Service Area Outcomes (SAOs). **[E7.5: Proposal for Service Area Outcomes - Presented to ALG, Sept. 7, 2012] [E7.6: ALG Meeting Minutes, September 7, 2012]**

Conclusion

Inclusion of SLOs in the workload of faculty reflects the College's acceptance of student learning outcomes and assessments as a long-term, substantive change in the institution's culture, and recognition of the benefits of outcomes assessment. The College has taken appropriate steps to hold faculty and administrators directly responsible for student progress toward achieving student learning outcomes and conscientiously meeting the ACCJC standards.

Recommendation 8: Increase Services at Centers

In order to meet the standards, the team recommends that the College develop a plan to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online. Increased funding and staffing for the libraries at the two centers should be a priority.   This plan should also include a regular evaluation of the services. (Standards II.B.3.a, II.C.1)

Solano Community College has taken significant steps to provide equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Expanded services at the Vallejo Center, Vacaville Center, and Travis AFB are identified as strategic activities addressing the College's Strategic Goal #2 regarding "Increased Access and Success." **[E8.1: SCC Strategic Goals and Objectives 2010-13]**

The Vacaville and Vallejo Centers were reorganized in July 2010 to enhance the administrative and academic leadership under Center Deans (formerly directors). In order to address the growing student support needs and to insure equitable access to student services, the two Centers' classified staff members were reclassified in Fall 2010 from Extended Campus Assistants to Student Services Generalists. Their new job status enlarges classified staff members responsibilities to assist current and potential students. **[E8.2: Student Services Generalist Job Descriptions, 12-15-10]**

The Centers are represented on the Superintendent-President's Student Services Council by a Student Services Generalist from each Center, as well as the Center Deans. This Council allows for increased planning and administrative involvement in the meeting of student service needs. In recent months and building upon training received in 2010-11, Center staff have continued special training in multiple areas of student services, and thereby increased their expertise and improved service to students. Examples of recent professional development activities include:

- April 15, 2011 – Financial Aid Training for Center Staff by the Financial Aid Office.
- April 18, 2011 – Assessment Training for Center Staff by the Assessment Center.
- June 3, 2011 – Veterans Services Training for Center Staff by the Veterans Office.
- June 2011 – EOPS Training for the Center Staff by the EOPS Office.
- October 4, 2011- Student Conduct and Disciplinary Process Training for Center Deans by the Dean of Counseling.
- November 10, 2011 – Online Training on Attendance Accounting and Reporting for Apportionment Purposes hosted by the Curriculum Office.
- January 9, 2012 - Banner Student General Training for Center Deans by the Director of Admissions and Records.
- February 10, 2012 - Student Direct Loan Document Intake Training for Center staff by the Financial Aid Office.
- March 8, 2012 - Seminar on Attendance Accounting for Center Deans and administrative assistants presented by consultant John Mullen from the Chancellor's Office, Office of Admissions and Records (A&R), Curriculum Office, and Office of Research and Planning.

- March 9, 2012 - Student Services Council Retreat attended by Center Student Services Generalists included training on customer service issues.
- May 11, 2012 – Financial Aid Training for Center staff by the Financial Aid Office.

Improved Student Services

Enhanced services provided to students at the Vacaville and Vallejo Centers and Travis AFB include the following:

A. Enrollment Assistance

Students at the centers are provided with Application for Admission assistance; registration assistance; prerequisite clearance, and access to student records. Center staff perform essential Office of Admissions and Records functions such as accepting transcripts; pass/no pass forms; petitions for degrees and certificates; add/drop cards; change of grade forms; Special Admission K-12 forms; and late add petitions.

During Summer 2012, through a personnel exchange arrangement, the Student Services Generalists' staff from the Vacaville and Vallejo Centers and Travis AFB were temporarily reassigned to the main Fairfield campus to receive cross-training in multiple areas and in several departments—Office of Admissions and Records (OAR), Student Financial Aid Office, and the Curriculum Office—significantly enhancing their skills in Enrollment Services, Financial Aid, and Curriculum. In OAR, the Centers' Student Services Generalists gained advanced skills in the following areas:

- *Student Account Reconciliation*. Each Generalist examined daily reports of reconciled student accounts and were introduced to procedures to solve further complexities in the student database.
- *Registration Troubleshooting*. Center staff were introduced to the Banner "Faculty Tab" in order to better assist in troubleshooting registration-related problems. Center staff are able to log into faculty rosters in order to see dropped students, add codes, drop dates and so forth, as viewed by students and faculty. Center students can request unofficial transcript printing from MySolano (the student portal on the College website) at the Centers. These are all standard procedures used by OAR staff on the Fairfield campus. According to the Director of Admissions and Records, the staff at both Centers are able to do nearly all the same functions as OAR staff at the Fairfield campus.
- *Intermediate/Advanced Residency Determinations*. Each Generalist took a set of daily residency reports and, following the same type of training pattern as with student account reconciliation, trained daily on handling various residency scenarios to include student follow-up. Procedures involve the determination of residency when the database cannot, troubleshooting potential residency errors, researching problems and inquiries in general. Generalists can now pursue follow-up with students.
- *Call Center*. Center staff learned to use the Call Center software to assist with phones and field inquiries, in partnership with A&R, to efficiently meet students' needs.

- *Enrollment Verifications*. Center staff trained with OAR staff on completing Enrollment Verifications. This training allows them to process verifications at the Centers on an "as needed" basis, thereby improving the service to Center students.

- *Degree/Certificate Evaluation*. Center staff trained with OAR evaluators on various facets of evaluation. They have gained a more in-depth understanding of the complexities of the evaluation process and the handling of paperwork in OAR and can work remotely with the Main Campus. **[E8.3: Director of Admissions and Records Email re: training, May 21, 2012]**

Future 2012-13 OAR training topics will include additional training on student account reconciliation; official transcripts, adoption of the new Credentials system, Outlook Web Access (OWA) emails, and advanced prerequisite training.

Assessment Testing

Center staff in Vacaville and Vallejo currently administer onsite English and Math assessment tests on a weekly basis and/or by appointment. Tests are frequently scheduled in conjunction with drop in counseling sessions at the Centers for the convenience of students.

Counseling/Guidance, Transfer, and Career Services

Students can call, schedule an appointment online, or visit the two Centers to schedule counseling appointments at College sites in Fairfield, Vacaville, Vallejo, or Travis AFB.   Presently, the Vacaville Center and the Vallejo Center are each assigned counselors representing 1 FTE, or 30 hours per week. Travis Education Center has 15 hours of counseling per week. Students may avail themselves of counseling by appointment or at designated drop-in times. Group counseling sessions on Student orientation and developing Student Educational Plans, as well as Transfer Center workshops, are regularly offered at the Centers.

The Center Deans have recently met with the Career and Job Placement Specialist to discuss ways to promote Career services and to schedule upcoming Fall 2012 workshops, e.g. resume writing. The Career Center has virtual services available at the Centers during specified times and by appointment.

Financial Aid/EOPS/CalWorks/Veterans Affairs

The Centers provide general information and assistance regarding Financial Aid, EOPS, CalWorks, and the College's Veterans services. Additionally, students are able to drop off most documents, including applications for Direct Loans for submission to the Student Financial Aid Office, and the other Special Services offices housed at the main campus.

Over the past two years, Financial Aid Office staff at the Fairfield campus has provided one-on-one training for Vacaville and Vallejo Center staff on the FAFSA, Board of Governor Fee Waivers, and Direct Loan applications.   Recently, the Centers have increased their capability to provide Student Financial Aid services to students as follows:

- In February 10, 2012, Center staff received Student Direct Loan Document Intake Training by the Financial Aid Office.

- Scripts were prepared by the Financial Aid Office addressing "frequently asked" Financial Aid questions at the Centers in order to increase accuracy and consistency of information provided to all students.

- The Financial Aid Office has provided improved signage to Centers which is prominently displayed in each Center Lobby in order to enhance Financial Aid awareness.

- Financial Aid Internet Café events were held on February 15, 22 and 26, 2012 at the Vacaville Center and Vallejo Center. SCC's "Internet Café" is a regularly held activity hosted by a Financial Aid Office specialist in a computer lab. Hands-on assistance is provided to drop in students with completing their online applications and the Free Application for Federal Student Aid (FAFSA). This year's event was facilitated by a bilingual Financial Aid staff member who was available to assist Center students to apply for the 2012-13 FAFSA before the March 2, 2012 deadline. Future financial aid events will be scheduled at the Centers.

- On May 11, 2012, the Centers' Student Services Generalists received training in the 2012-2013 Student Financial Aid policy changes regarding satisfactory academic progress and other eligibility regulations.

- Center staff were added to the Financial Aid Office staff distribution list to receive email updates, including changes in Financial aid procedures.

- In Summer 2012, Vacaville and Vallejo Center and Travis AFB Student Services Generalists received a weeklong in-house training to further understand the Financial Aid process. Specifically, this training dealt with document intake and the guidelines associated with this service. The training also included instruction in fielding Financial Aid questions from the public.

- In Fall 2012, FINANCIAL AID-TV (FA-TV) will be installed on the Vacaville and Vallejo Center digital television monitors in the Center lobbies. FA-TV, in a streaming video format, is an additional Financial Aid resource for Center students.

- Beginning with its implementation in Fall 2012, Virtual Student Services (VSS) allows students enrolled at the Vacaville Center and Vallejo Center to meet face-to-face with student services personnel at the Fairfield campus through a video conference.

Library Services

The College has taken steps to address the ACCJC recommendation to expand Library services at the Vacaville and Vallejo Centers. This expansion of Library services was initiated in the Student Services Council; discussions continued in planning sessions in Spring 2012 (attended by SCC Library faculty and Center Deans) as well as in subsequent meetings with respective Library personnel. As a result, Library faculty at the Centers submitted a Strategic Proposal to implement the Expanded Library Services plan.

The plan of action in place includes a rearrangement of Center Library staffing hours to better serve students taking evening or Friday courses. Both the Vallejo Center and the Vacaville Center Library have received $3,000 per year to purchase textbooks that will be placed on reserve for student use.

Space for the Vacaville Center has been remodeled and expanded to provide enlarged reading and study areas and access to an expanded textbook collection. The Vallejo Center library space will expand into part of the adjoining Learning Lab. Moreover, the College is increasing security by installing security gates, tethered laptops and lockable bookcases. The Vacaville project was completed at the start of the Fall 2012 semester; Vallejo Center hopes to be completed by September 2012. **[E8.6a: Library Accreditation Report Response 2012][E8.6b: Library Facilities @ Centers & Library Accreditation Response]**

Learning Lab and Tutoring
Instructional assistance and supplemental instruction is provided by faculty teaching in the Math Activities Center (MAC) Lab and English Lab located in each Center's Learning Lab facility.

The Tutoring Center plans to expand its services to the Centers beginning Fall 2012.   In Spring 2012, the Centers piloted an Embedded Tutoring program. Here instructors were given the opportunity to place tutors into their classes to assist students with learning course content, homework assignments, and review sessions prior to student examinations. Through the College's Strategic Proposal process, a proposal was submitted on behalf of the Tutoring Center and the Centers to increase access for students and provide equitable services. **[E8.7: "Tutoring at the Centers" Strategic Proposal]**

Additionally, in Fall 2012, English tutors have been added at the Vacaville and Vallejo Centers. English tutoring is conducted with English faculty oversight at both Centers. These increased tutoring services will help to serve more students overall and facilitate academic success.

Open Computer Labs
Center students may avail themselves of open computer lab facilities where they have access to networked computers and printing.   Each Center features two computer labs, which accommodate up to 85 students at the Vacaville Center and up to 82 students at the Vallejo Center. The Centers will expand hours of operation for more equitable access to evening students.

Disability Services Program
Accommodations are arranged through the Disability Services Program (DSP) at the Fairfield Campus. Test proctoring for DSP students is provided to instructor and students by arrangement with Center staff.

Student Health Services

The two centers provide space for a Student Health Clinic furnished with essential medical furnishings, equipment, and supplies. The Public Health Nurses from the main Fairfield campus' Student Health Center visit the Centers on a monthly basis, and in the intervening period, present an annual Health Resources Fair and various workshops (such as smoking cessation) to educate students. Mental health services are also planned at the Centers in 2012-13.

Student Development and Activities

Students have the opportunity to establish student clubs and host student activities at the Centers. The Centers are also collaborating with the Director of Student Development, who serves as the Associated Students of Solano College (ASSC) advisor and Inter-Club Council (ICC) advisor, to increase student organization and community service activities. Student government (ASSC) holds scheduled meetings and activities at the Vallejo and Vacaville Centers and is in the process of revising its governing documents to include student representation from the Centers. **[E8.8: ASSC Minutes, Vallejo Center, March 20, 2012] [E8.9: ASSC Minutes, Vacaville Center, March 27, 2012]**

Bookstore Services

Bookstore services are provided to Center students on a limited basis.   Students may order textbooks online from the Fairfield campus and request delivery and pickup of their order at the two Centers. Students are able to purchase Scantron forms, pens, and pencils from vending machines located in the Center lobbies.

Campus Police Services and Safety

Community Service Officers (CSOs) have been assigned to the Centers by Campus Police to provide a safe learning environment for Center students and employees. The CSOs are employed primarily during the evening hours, 5-10 p.m., and are occasionally employed during the day, to include parking enforcement. Since the beginning of the Fall 2012 term, CSO staff hours have increased to 40 hours per week to include both day and evening service.

Conclusion

Evaluation of services at the Centers is central to the fulfilling the College's mission and strategic goal to increase student access to services.   The College has limited resources and must allocate them prudently to fulfill its mission. Evaluation of services is key as it pertains to resource allocation decisions. Thus, evaluation is not a peripheral activity, but one that is tightly integrated with Center planning. The Vallejo and Vacaville centers have defined service area outcomes (SAOs) articulated for services offered to Center students. Ongoing assessment of these SAOs is in progress. **[E8.10: Vallejo Center SAO's and Assessment] [E8.11: Vacaville Center SAO's and Assessment] [E8.12: Student Services Questionnaire Results]**

In closing, to address the ACCJC standards and recommendation to achieve greater equity in services, during the past school year, the College has increased services to the Vacaville and Vallejo Centers and to its online students. These efforts include expansion of library services at the Centers.

Recommendation 9: Develop a Code of Ethics

In order to meet the standard, the team recommends that the College develop a clear, written code of ethics for all its personnel. (Standard III.A.1.d)

Although Solano Community College has several policies relevant to specific "ethical" issues, the Institution lacks a comprehensive, written Code of Ethics for all employees.   In order to meet the ACCJC standard, beginning in January 2012, a Code of Ethics Committee convened to develop a draft Code of Ethics.   The Committee, composed of representatives from various constituency groups, began its work by reviewing the College's existing Mission and Vision statements as well its Institutional Outcomes, the SCC Governing Board's Code of Ethics, the California School Employees Association (CSEA) Code of Ethics, as well as Codes of Ethics adopted at other California Community Colleges.   The Committee also established a timeline to present its Code of Ethics draft to the various campus groups.

Committee members developed an initial draft on February 23, 2012. **[E9.1: Code of Ethics Committee Minutes, January 20, 2012] [E9.2: Code of Ethics Committee Minutes, February 23, 2012]**

On March 22, 2012, the Committee presented its draft Code of Ethics to the Superintendent-President, with a recommendation that faculty and staff receive training at Flex Cal to fulfill the purpose of making the Code of Ethics a code that is practiced at the College. **[E9.3: Committee Email to Dr. Laguerre, March 22, 2012] [E9.4: Draft of Code of Ethics, March 22, 2012]**

The draft code was shared with the Deans, the Superintendent-President's Council, and members of the California School Employees Association (CSEA) and Local 39 Stationary Engineers. **[E9.5: Committee Email to Deans, April 19, 2012] [E9.6: Superintendent-President's Cabinet Notes, April 19, 2012][E 9.7: Committee Email to CSEA and Local 39, April, 30, 2012]**

On April 25, 2012, the Committee submitted the draft Code of Ethics to Shared Governance Council for discussion. The Committee also presented the draft to the Student Services Council on May 8, 2012 as well as to the Financial and Budget Advisory Council (FABPAC) as information on May 12, 2012. **[E9.8: SGC Minutes, April 25, 2012] [E9.9: Student Services Council Minutes, May 8, 2012] [E9.10: FABPAC Minutes, May 12, 2012].**

On May 17, 2012, a final draft of the SCC Code of Ethics prepared by the Spring 2012 Code of Ethics Committee was sent to the College community via email. **[E9.11: Email to $ALL, May 17, 2012]**

However, with the Spring semester coming to an end, faculty members as well as other members of the College community, were not provided ample time to critique the Committee's final draft Code. The College then determined that work on the draft Code of Ethics would continue in Fall 2012 with the start of the new academic year. **[E9.12: SP Direct, May 21, 2012]**

A reconstituted Code of Ethics Committee reconvened in August 2012, with membership reflecting broader faculty and staff participation than existed previously. The new Committee met to revise the original draft Code of Ethics. **[E9.13: Code of Ethics Committee Minutes, August 20, 2012] [E9.14: Code of Ethics Committee Minutes, August 27, 2012]**

The Committee developed a revised code, called "Code of Conduct." **[E15: $ALL EMAIL, September 4, 2012]**

After consideration of comments from the College community, a final draft Code was submitted to the Shared Governance Council and Academic Senate and suggestions were made for continued revision. At this time, comments are still being considered and the Code of Ethics (or "Conduct") continues to be revised. The College's goal is to complete such a code by the close of Fall 2012 semester. **[E9.16: SGC Minutes, September 12, 2012] [E9.17: Academic Senate Minutes, September 17, 2012]**

When approved by the SCC Governing Board, the new Code of Ethics , or Code of Conduct, will be widely and consistently published in all Solano Community College documents and appropriate venues.

APPENDICES

Index of Abbreviations and Acronyms	
A&R	Admissions and Records
ACCJC	Accrediting Commission of Community and Junior Colleges
ALG	Administrative Leadership Group
AFB	Air Force Base
AS	Academic Senate
ASC	Academic Success Center
ASSC	Associated Students of Solano College
BESST	Benchmarking Equity and Student Success Tool
Board	Governing Board
BOT	Board of Trustees
BSI	Basic Skills Initiative
CARE	Cooperative Agencies Resources for Education
CBA	Collective Bargaining Agreement
CCCCO	California Community Colleges Chancellor's Office
CEO	Chief Executive Officer
CSEA	California School Employee Association
CSO	Community Services Officer
CTE	Career Technical Education
CUE	Center for Urban Education
DSP	Disability Services Program
ECE	Early Childhood Education
EEO	Equal Employment Opportunity
EIAC	Equity and Inclusion Advisory Committee
EMC	Enrollment Management Committee
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
EVP	Executive Vice President of Academic and Student Affairs
DE	Distance Education
FABPAC	Finance and Budget Planning Advisory Council
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Office
FA-TV	FINANCIAL AID-TV
Flex Cal	Flexible Calendar
FMP	Facilities Master Plan
FTEF	Full Time Equivalent Faculty
FTES	Full Time Equivalent Student
HR	Human Resources
ICC	Inter-Club Council
IPEDS	Integrated Postsecondary Education Data System
ILOs	Institutional Learning Outcomes
IPP	Integrated Planning Process
IT	Information Technology

IR	Institutional Research
LMS	Learning Management System
MAC	Math Activities Center
MESA	Mathematics, Engineering, and Science Achievement
MIS	Management Information System
OAR	Office of Admissions and Records
OWA	Outlook Web Access
R & P	Research and Planning
PLOs	Program Learning Outcomes
PERT	Process Evaluation and Review Team
SAOs	Service Area Outcomes
SCC	Solano Community College
SCFA	Solano College Faculty Association
SSC	Student Services Council
SGC	Shared Governance Council
SLOs	Student Learning Outcomes
SP	Superintendent-President
SPC	Superintendent-President's Cabinet
SEP	Student Equity Plan
VIP	Virtual Information Program
VSS	Virtual Student Services
VTEA	Vocational and Technical Education Act (Perkins)
WASC	Western Association of Schools and Colleges
WSCH	Weekly Student Contact Hours

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