



MIDTERM REPORT

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

Submitted to the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
October 15, 2014

Certification of the ACCJC 2014 Midterm Report

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

FROM: Jowel C. Laguerre, Ph.D., Superintendent-President
Solano Community College
4000 Suisun Valley Road
Fairfield, California 94534-3197

DATE: October 15, 2014

We certify that there was broad participation by representatives of the College community, and we believe this Midterm Report accurately reflects the nature and substance of this Institution.



Pam Keith President, SCCD Governing Board



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



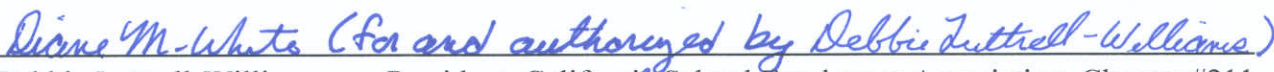
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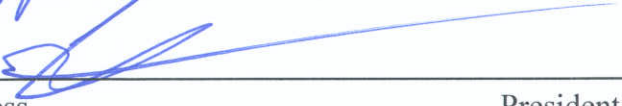
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I. Statement on Report Preparation

Solano Community College (SCC) submits this Midterm Report in response to the recommendations of the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) and the planning agenda items identified in its 2011 Self-Study Report.

On February 7, 2014, Solano Community College received written notification that ACCJC, after reviewing the College's ACCJC 2012 Follow-Up Report, took action to remove its "Warning status" and reaffirm Accreditation. On the same day, Solano Community College's Outreach and Public Relations Manager issued a press release [E0.1: [Accreditation Press Release, Feb.7, 2014](#)] to inform the faculty, staff, and students of ACCJC's response to the 2013 Follow-Up Report and the Team's findings as reported on December 6, 2013. Subsequently, the Superintendent-President held an assembly in the College's Theatre on February 10 to announce the Commission's Report. Beginning in Spring semester 2014, and continuing throughout Summer and Fall 2014, the College gathered evidence and identified actions and outcomes to report progress on all nine ACCJC Recommendations. Various SCC chairs were selected to address the 2011 Self-Study planning agenda items.

By establishing the Accreditation Self-Study Coordinator position in 2013, the College demonstrated its commitment to be in continued compliance with ACCJC Standards [E0.2: [Accreditation Self Study Coordinator Job Description](#)]. The Accreditation Task Force, comprised of representatives from all primary College constituents, works collaboratively to inform the College of Accreditation news and to involve the various groups in gathering evidence pertaining to the Standards throughout the academic year [E0.3: [Sample Accreditation Task Force Minutes, May 5, 2014](#)].

Throughout Spring and early Fall 2014, the Accreditation Coordinator presented information on the Midterm Report to the Academic Senate (AS), Shared Governance Council (SGC), Governing Board, Administrative Leadership Group (ALG), the Associated Students of Solano College (ASSC), the various Schools, and the President's Cabinet. Additionally, two Flex Cal sessions were dedicated just to Accreditation [E0.4: [Spring-Fall 2014 Flex Cal Schedules](#)]. The initial working draft of the Midterm Report was sent by email to all College employees [E0.5: [Email to All, May 20, 2014](#)] for review and commentary. Subsequent draft Reports were sent in August, September, and October. The Midterm Report was accepted by the Superintendent-President's Cabinet on September 15, 2014 [E0.6: [SPC Cabinet Agenda on Sept. 15, 2014](#)], approved by the Academic Senate on September 15, 2014 [E0.7: [Academic Senate Agenda](#)], approved by the Shared Governance Council on September 17, 2014 [E0.8: [SGC Agenda, September 17, 2014](#)], and approved by the Governing Board on Oct. 8, 2014 [E0.9: [Governing Board Agenda, Oct. 8, 2014](#)]. The final version of SCC's ACCJC Midterm Report was signed in October 2014.

II. 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 for Community and Junior Colleges (ACCJC).
2. **Mission**: The current Mission Statement was adopted by the Governing Board in 2012. This Mission Statement better reflects the diverse student population the College serves, as well as the College's 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, to include its Web site, Governing Board agendas, College Catalog, various College newsletters, and in 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 serves as the Secretary to the Board. The Superintendent-President is responsible for administering Governing Board policies, ensuring the overall quality of the Institution's services, 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 rigor 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 a Chief of Staff, Vice President of Academic Affairs, a Vice President of Finance and Administration, an Associate Vice President of Human

Resources, a Chief Student Services Officer, a Chief Technology Officer, a Dean of Research, Planning, and Institutional Effectiveness, School Deans, Center Deans, a Dean of Counseling, Associate Deans, Directors and/or Managers, a Chief of Police, an Outreach and Public Relations Manager, and Confidential Employees who comprise SCC's Administrative Leadership Group.

6. **Operational Status:** Solano Community College operates in a manner that is consistent with its authority and mission. In Fall 2014 approximately 9,914 students were enrolled at the College at census. The College offers its students a wide array of instructional programs and student services, a library collection and library services, a wide selection of academic support services for both onsite and online students, to include students enrolled in the Vacaville and Vallejo Centers. Student support services are available online, at the Main campus in Fairfield, at the Vacaville Center, and at the Vallejo Center.
7. **Degrees:** Solano Community College provides the courses needed to fulfill the requirements for 89 Associate Degrees and 39 Certificates. The majority of the College's course offerings apply toward Degree or Certificate completion. In 2013-14, the College awarded 1398 Associate Degrees and 209 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 and culminate in identified student outcomes. Some degree programs are two academic years in length. 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 formally 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 (SLOs), methods of assessment of those outcomes, and an ongoing cycle of assessment. To ensure the quality of programs and services, SLOs have been developed for all active courses. Additionally, College programs have Program Learning Outcomes (PLOs) and assessments. All Institutional Learning Outcomes (ILOs) were assessed in 2012-2013 and will continue to be assessed. Solano Community College continues to achieve proficiency in learning outcomes assessment and evaluation in order to provide quality student learning. All Schools have Coordinators to assist faculty to assess SLOs and the District continues to support a District-wide SLO Coordinator (now Assessment Coordinator) to oversee outcomes assessments.

- 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 have three options for the completion of the College General Education requirement. Option A is a 21 unit pattern of courses representing Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Cross-cultural Studies. The College has an additional local requirement in the area of Health and Physical Education. Option B is a pattern of classes matching the IGETC standards, and Option C matches the CSU GE standards. In both Options B and C, a student must select a cross-cultural course requirement.
- 12. Academic Freedom:** The Solano Community College District adopted Board Policy 6430 regarding academic freedom in December 1984 and made revisions to this policy in 2007 and in 2009. Article 16.8 of the SCFA Collective Bargaining Agreement also addresses academic freedom. The Institution maintains an atmosphere in which intellectual freedom and independence exist.
- 13. Faculty:** Solano Community College employs 150 full-time faculty and approximately 253 adjunct faculty. All faculty possess the minimum qualifications in their teaching disciplines as set forth by the California Community Colleges Chancellor's Office. The faculty develop and review curriculum as well as develop and assess student learning outcomes. The development and assessment of student learning outcomes is also included in faculty evaluation.
- 14. Student Services:** Solano Community College's Fairfield campus, along with the Vacaville and Vallejo Centers, 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, Math Activities Lab, Reading and Writing Labs, Science labs, Student Computer labs, Mathematics, Engineering, and Science Achievement (MESA) Center, Financial Aid Center, Transfer Center, the Academic Success Center, Veterans' Affairs, Online Student Services, and

Services for Students with Disabilities, First Year Initiative Experience Program, the Umoja Program Scholars Center, Puente Program, Foster Youth Program, and Career Center.

- 17. Financial Resources:** Solano Community College District documents its funding base, financial resources, and plans for financial development to support student learning programs and services, improve institutional effectiveness, and to assure financial stability. Additionally, funds have been transferred to an irrevocable trust to pay for the costs of medical, dental and vision insurance benefits to eligible retirees. Furthermore, in November 2012, the District successfully passed a \$348 bond (referred to as the Measure Q Bond). Through Board oversight, the District has maintained adequate reserve levels, as well as sound management policies, to ensure ongoing financial stability.
- 18. Financial Accountability:** The Solano Community College District annually undergoes and publicizes an external, independent, financial audit firm report of all federal, state, grant, and bond funds. The report is widely presented to all oversight committees including the SCC Audit Sub-Committee of the Board of Trustees and the Citizen’s Bond Oversight Committee; the final audit report is reviewed and accepted by the SCC Governing Board in public sessions. For 2012-2013, as in years past, the District continues to receive unmodified audit opinions. In addition, the District’s financial statements are filed with the California Community College’s Chancellor’s Office and adhere to Board approved policies and procedures regarding fiscal matters.
- 19. Institutional Planning and Evaluation:** Solano Community College is engaged in the ongoing development and implementation of effective Institutional planning, and provides institutional support to the Office of Institutional Research, Planning, and Effectiveness. The College’s Mission, Educational Master Plan, Facilities Master Plan, the Strategic Plan, Institutional Learning Outcomes, and Program Reviews link planning initiatives across the Institution, connects these plans to resource allocations, and makes public (SCC website) our various goals and planning documents at www.solano.edu.
- 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, the education mission, a statement on academic freedom, information on requirements for admissions, student fees, and other financial obligations, degrees and certificates, graduation, and transfer, names and degrees of administrators and faculty, names of Governing Board members, as well as information on major policies affecting students, to include academic regulations, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, and refund of fees. The Catalog is reviewed annually for accuracy and currency and includes publications and/or locations where additional policies may be found.

21. Relations with the Accreditation Commission:

Solano Community College adheres to the Eligibility Requirements, Accreditation Standards, and policies set forth by the Accrediting Commission for Community and Junior Colleges. Furthermore, the College agrees to disclose information required by the Commission and communicates any changes in its accredited status. Solano Community College is in compliance with Commission requests, directives, decisions and policies, and all of its disclosures are complete, accurate, and honest.

III. Solano Community College Response to ACCJC 2013 Team Recommendations

In its February 7, 2014 letter to Solano Community College, the following was stated:
“The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 8-10, 2014, reviewed the Follow-Up Report submitted by Solano Community College and the report of the evaluation team that visited November 4, 2013. The Commission took action to remove Warning and to reaffirm accreditation. Accreditation is reaffirmed when the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies.”

“The Follow-Up Evaluation Team found evidence that Solano Community College has partially addressed Recommendations 5 and 6 with the development and integration of the Staff Diversity and Student Equity plans into the College's integrated planning cycle. ...both of these recommendations remain only partially resolved because the College has yet to evaluate the effectiveness of the changes. The College must demonstrate in its upcoming Midterm Report that these recommendations have been completely addressed, the Standards fully met, and the processes and plans initiated have been sustained.”

Recommendation 1: Modifying the Mission Statement

The College modified 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)

The Shared Governance Council (SGC), at its May 14, 2014 meeting, reviewed and discussed if changes should be made to SCC's Mission Statement. The consensus was that the Mission Statement continues to be relevant for Solano Community College. The SGC voted to reaffirm the College's Mission Statement for 2014-2015 [[E1.1: SGC Minutes May 14, 2014](#)].

The Mission Statement is as follows:

“Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals centered in basic skills education, workforce development and training, and transfer-level education. The College accomplishes this three-fold mission through its dedicated teaching, innovative programs, broad curricula, and services that are responsive to the complex needs of all students.”

Conclusion

The Mission Statement continues to serve as the fundamental guide for the College's planning and decision-making operations, and Institutional outcomes.

The Mission Statement is referenced in all formal College documents and publications and is used in evaluating requests for funding. The SCC Mission is regularly evaluated and revised. The College is in compliance with ACCJC Standards 1.A, 1- 4, IV.B.1.b.

Recommendation 2: Improving Institutional Planning

The College continues to build upon its progress in development of an integrated planning process. All planning processes are clearly linked to the fulfillment of the College mission and strategic goals to support continuous improvement of student learning and student success.

(Standards 1.B.17,II.A.2.ef, II.B.3a,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.2b).

To continue to build upon ongoing progress to improve the effectiveness of SCC's Institutional Planning Process, additional improvements have been made in the following areas:

Non Academic Service Area Outcomes and Program Review

The Dean of Research, Planning, and Institutional Effectiveness and the Lead Research Analyst reviewed every service area outcome (SAO) and corresponding program review that had been submitted to the SCC Institutional database. Written feedback was then given to all non-academic service areas responsible for completing a program review; a copy of the feedback was provided also to the appropriate administrator with oversight of a particular area, as well as to the SP [[E2.1: Program Review and Planning Email to all Users](#)] [[E2.2: Sample Non Academic Program Review Feedback](#)].

Following the critique of individual area program reviews, the Dean of Research and Planning and Lead Research Analyst extracted plans linked to strategic goals from the SCC Planning Database and collated a draft SCC Strategic Plan. To refine the process further, the Administrative Leadership Group (ALG) reviewed this draft Strategic Plan.

In November 2013, a meeting was held with ALG managers to discuss the draft Strategic Plan. Managers were told how this Plan was organized based on individual submissions [[E2.3: ALG Meeting – Strategic Planning with Dean Cammish](#)] [[E2.4: Draft Strategic Plan](#)].

At a subsequent meeting in November 2013, the Dean of Research and Planning held a training session in which a number of documents were provided to managers pertaining to the College's overall planning process. One document clarified the managers' role in planning and explained how their work fed into the College's Strategic Plan. Specific attention was given to how projects and activities at the departmental level are linked to strategic goals and objectives and how those linked projects are integrated into the overall Strategic Plan [[E2.5: A Managers Role in Planning Handout](#)].

Another document given to managers explained the elements that should support their work, such as accreditation recommendations, accreditation standards, California Community College Chancellor's Office and Title 5 mandates, feedback from staff, attention to SCC's Education Master Plan, and industry "best practices." This document is particularly important as it serves as a guide for managers to identify and prioritize future work projects [[E2.6: Sources of Work Plans](#)].

Update to Central Planning Database

An inventory of all work projects, plans, outcomes, and assessments (non-academic and academic) such as the Student Equity Plan and the Education Master Plan, are located in a central Planning Database. This central Planning Database, in use since Fall 2012, eliminates repetition in reporting and exists as a single resource for the vast majority of SCC's planning and outcomes assessment information.

A major activity in Institutional Planning was a complete redesign of the Planning Database. This project took into account feedback from users, observations during training sessions, and an audit of data fields. All managers were notified of changes. The changes included:

- The conversion of all data to semester values
- Cosmetic improvements to the interface to make navigation easier
- Improved program review reporting
- Validation reporting for VPs
- Functionality improvements, such as automation in program review preparation [[E2.7: Planning Database Update Email](#)]

To support the new changes noted above, seven distinct "help guides" were designed and distributed to all managers. These "help guides" covered the following areas within Institutional Planning:

- Setup and Introduction to the Planning Database
- Outcomes Assessment
- Project Planning
- Database Reporting
- Adding a Project
- Adding an Outcome Assessment
- Completing a Program Review [[E2.8: Integrated Planning Database Help Guides](#)]

The new database was discussed with all managers in a March 2014 training session of ALG [[E2.9: ALG Meeting Notes, Mar. 7, 2014](#)].

A major aspect of the Planning Database redesign is the capacity to represent the decision making structure of College governance. In this database, reporting functions for every area responsible for planning and outcome assessment were assigned to the appropriate

member of the President's Cabinet. This new element of reporting was important as it added a layer of accountability at the top level of the Institution. An email was sent to all members of the SPC to confirm areas of responsibility [[E2.10: Verification Required – Planning Database Email](#)].

Reconstructing Planning Committees

Currently, further refinement of the Institutional Planning Process is being achieved through the reconstruction of the major planning committees that serve to continually assess Institutional Planning. The role and the composition of these restructures were acknowledged recently in a series of meetings with ALG and SPC. [[E2.11: Planning Committee Structures](#)] [[E2.12: SPC Meeting Agenda, Apr. 21, 2014](#)]

The first of these restructured assessment committees met in May 2014 to begin looking at financial indicators for the College's use in planning [[E2.13: Financial Indicators Meeting Notes](#)]. In addition to the modified planning committee structure, a document that includes both the Planning Control Calendar and Rubric for evaluation of non-academic program review has been developed [[E2.14: Planning Control and Review Calendar](#)]. This document has been widely shared with ALG and SPC and clearly outlines timelines, responsibilities, and expectations for moving the planning process forward [[E2.15: Strategic Planning SPC Aug. 15, 2014](#)].

A key component of successful Institutional Planning is for the SPC to begin reviewing validation reports from the planning database to identify potential errors within the various manager reports submitted [[E2.16: Validation Report](#)].

Strategic Proposal Process

The strategic proposal process provides funding for new initiatives to advance student achievement linked to Institutional Planning. In 2013, \$300K worth of funding was made available to all members of the College community [[E2.17: Strategic Proposal Process Announcement](#)]. 38 proposals were received, requesting almost \$1M in funding, and a summary of all proposals was sent to the entire College community [[E2.18: Strategic Proposals Received Update Email](#)] [[E2.19: Strategic Proposals Summary](#)].

The proposals were a major source of discussion in several Shared Governance Council meetings. Topics included a review of the Strategic Proposal Planning process and scoring methods, an overview of proposals and confirmation of their rating methods, and final recommendations based on rank [[E2.20: SPC Meeting Agenda, Mar. 12, 2014](#)] [[E2.21: SGC Minutes, Mar. 19, 2014](#)] [[E2.22: SGC Minutes, Mar. 26, 2014](#)].

The SPC reviewed the SGC Strategic Proposal recommendations in a subsequent meeting [[E2.23: SPC Meeting Agenda, Apr. 21, 2014](#)]. To follow up, SPC members were given a summary of all recommendations and access to all proposal submissions [[E2.24: Strategic Proposals for SPC consideration email](#)].

Final decisions were provided by SPC and a status report with outstanding actions issued in May 2014. All proposal authors were notified via email by May 15, 2014 [\[E2.25: Example SP Notification\]](#).

Non Academic Program Review Evaluation

In May 2014, an Ad Hoc committee consisting of one Student Services Representative, the Executive Bonds Manager, the Chief Technology Officer, the Accreditation Coordinator, one ALG Rep, and both Dean and Lead Research Analyst of the Office of Research and Planning convened to review the Non Academic Program Reviews. This Committee became familiar with the layout of a Non Academic Program Review process and reviewed and finalized the rubric to be used for ongoing assessment [\[E2.26: Non Academic Program Review Meeting Notes, May 23, 2014\]](#). An online rating system was then created and the Ad Hoc Committee rated every non-academic program review.

The results of the Non Academic Program Review were shared with all members of the SPC and each was assigned responsibility for reviewing and signing off on at least one of the Non Academic Program Reviews [\[E2.27: Fall 2013 Non Academic Program Review Evaluations Results\]](#) [\[E2.28: Non Academic Program Review Debriefing Email to SPC\]](#).

An additional committee, PERT (Process Evaluation Review Team) met in May 2014 (consisting of a Faculty Representative, CSEA Representative, Local 39 Representative, HR Manager, ALG Representative, and Dean of Research, Planning and Institutional Effectiveness) to examine major planning processes and to identify potential problems. This examination allowed the Institution to separate instructional equipment requests from strategic proposals and ensuring that proposals include more long-range ideas. Numerous problems and potential solutions in both the Strategic Proposal process and the Non-Faculty Hiring Process were identified, to include recommendations to refine definitions for a strategic proposal and to increase SPC oversight for integrating proposals into institutional planning [\[E2.29: Planning Review Notes, May 27, 2014\]](#).

In July 2014, all of the recommendations from PERT and the Non Academic Program Review Committee were presented to the Institutional Planning Group. The outcome of this presentation and subsequent discussions was the establishment of a number of tasks designed to strengthen planning. These tasks included the separation of Strategic Proposals and Instructional Equipment, the drafting of a new process for Education Master Planning, and the production of an annual management level staffing plan [\[E2.30: IPG Notes, July 2, 2014\]](#).

In August 2014, the Dean of Institutional Research, Planning and Effectiveness held a meeting with all members of the SPC. The focus of this meeting was the Mission, Vision Statement, and Strategic Goals and Objectives of the College and to discuss how these statements inform planning. The process of project based planning and how that process strengthens the strategic plan was reviewed. An important aspect of this meeting was to reinforce the role of the SPC for advancing the Strategic Plan. Members were given reports specific to their area(s) that demonstrated how they can track and ensure

accountability in their area(s). Overall, this meeting served to strengthen the SPC's involvement in planning [E2.31: SPC Presentation].

Conclusion:

Increased accountability, control (that is, early identification of problems), and validation at the highest level of the Institution were key considerations in recent efforts to strengthen Institutional Planning and to make all planning more relevant, accurate, and useful. Assessments will occur annually to continue to establish and refine standards for ongoing improvements. SCC's institutional planning meets ACCJC Standards 1.B.17,II.A.2.ef, II.B.3a,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.2b.

Recommendation 3: Accelerate Progress on SLO Implementation

In the ACCJC Follow-up Evaluation Team Report of November 13, 2012, the Team concluded "Solano has fully met the expectations of Recommendation 3." (Standards I.B.3, II.A.1.c, IIA.2a, IIA.2.f, II.A.2.g, IIB.4, II.C.2, ER10)

As SCC needed to accelerate its progress on course assessments, the SLO Committee recommended that all outcomes of all courses be assessed during the 2012-2013 and 2013-2014 academic years. Even-numbered courses would be assessed in the fall semester while odd-numbered courses would be assessed in the spring semester. In addition, any new course or any course offered just once in the academic year, regardless of the semester that it was taught, would be assessed. Faculty were informed of the 2013-2014 schedule at the August 9, 2013 required Flex day; a reminder of the schedule was sent out to all faculty on November 20, 2013; the Interim Vice President of Academic Affairs (IVPAA) sent out another reminder to all faculty on March 26. On June 10, 2014, the IVPAA sent letters to all faculty who had not yet turned in their assessments for the Fall semester [E3.1: Flex Calendar Presentation Aug. 9, 2013] [E3.2: SLO Reminder Email Nov. 20, 2013] [E3.3: SLO Deadline Email from IVP White Mar. 26, 2014] [E3.4: Faculty Missing SLO Letter from IVP White June 10, 2014]. Moving forward, however, courses will be assessed twice within a five-year program review cycle.

As of September 3, 2014, 66 percent of even-numbered courses in the Fall 2013 semester have assessments in the SLO database compared to 57.5 percent of odd-numbered courses for the Spring 2014 semester [E3.5: A/B Completion Reports]. To date, the course assessment percentages presented here do not reflect the fact that additional assessments for both Fall 2013 and Spring 2014 have not yet been placed into the SLO database and that some course assessments have not yet been completed by faculty. Furthermore, SLO assessment allows for one assessment per multiple sections of the same course. The expectation is that all course assessments will be entered into the database by the end of Fall 2014.

To ensure that all faculty meet their assessment obligations for 2013-2014, the Assessment Committee provided additional resources during the Spring 2014 semester. One member of the Assessment Committee presented a workshop on the mechanics of assessment, e.g., how to find the outcomes for any course and the forms that are used to report results, how to better measure success, how to modify outcomes to more

accurately reflect the desired knowledge/skills, and how to apply results to change pedagogy or curriculum [\[E3.6: SLO Workshop PowerPoint\]](#). In addition, the SLO coordinator scheduled “drop-in” hours for assistance in the completion of assessments [\[E3.7: SLO Assessment Help Workshop email Mar. 20, 2014\]](#). Furthermore, all School Coordinators assist faculty in completing their assessments. [\[E3.8: School of Applied Technology and Business Agenda, Aug. 12, 2014\]](#) [\[E3.9: Nursing 052 Assessment\]](#) [\[E3.10: Nursing 111 Medical Terminology Assessment\]](#) [\[E3.11: School of Human Performance Assessment\]](#) [\[E3.12: School of Human Performance PLOs\]](#) [\[E3.13: School of Liberal Arts Assessment\]](#) [\[E3.14: School of Liberal Arts Minutes, May 8, 2014\]](#) [\[E3.15: School of Math and Sciences Meeting Minutes, Feb. 6, 2014\]](#) [\[E3.16: School of Math and Sciences Micro Assessment\]](#) [\[E3.17: School of Social and Behavioral Sciences Meeting, Apr. 2, 2014\]](#) [\[E3.18: School of Social and Behavioral Sciences Meeting, May 7, 2014\]](#).

In December 2013, the IVPAA reconstituted the SLO Committee and renamed it the Assessment Committee. The purpose of the Committee is to provide support and training for faculty, deans, and staff regarding assessment methods and processes, to review assessment instruments, and to refine plans and cycles for assessments. In addition to the IVPAA, Committee membership includes School Coordinators (faculty), SCC’s Program Review Coordinator (faculty), Assessment Coordinator (faculty), and other faculty, to include an adjunct faculty representative [\[E3.19: Assessment Committee Meeting and Minutes, Dec. 12, 2013\]](#) [\[E3.20: Assessment Committee Meeting Agenda, Mar. 4, 2014\]](#).

In order to further develop SLO implementation, the Assessment Committee and Deans determined that: (1) all outstanding course assessments for 2013-2014 must be submitted by all full-time and adjunct faculty in 2014; (2) course assessments would now follow the quality rubric approved by the Assessment Committee in Spring 2014; (3) faculty would demonstrate that course outcomes have been used to modify curriculum, pedagogy, and/or the outcomes themselves; (4) programs would be reassessed using ACCJC Standards (4) for courses with multiple sections, discipline faculty would develop common assessments and rubrics so that comparisons across sections could be implemented; and (5) course assessments will be conducted twice in a five-year Program Review cycle. In addition, the Assessment Committee will be producing a YouTube video to help faculty, especially new hires, learn how to assess their courses [\[E3.21: Assessment Committee Minutes, Aug. 8, 2014\]](#).

In the foregoing, it can be seen that Solano Community College is making progress in assessment completions. Assessment resources (assessment guides for courses and programs; necessary forms; and all outcomes and success criteria) are available online. Outcomes and assessment results are available to the public on SCC’s website. Although all SLOs and programs have been assessed, all do not conform to standards according to the quality rubric adopted by the Assessment Committee. Although Solano’s four Institutional Learning Objectives (ILOs) have been assessed, the ILOs need to be reviewed and assessed again using common assessment criteria.

The District continues to employ an SLO Coordinator (now called an Assessment Coordinator) at 40 percent reassignment time, and School Coordinators (20 percent reassignment time each) to assist faculty in completing their assessments. Deans provide time during Flexible Calendar days and School meetings to complete assessment activities. Furthermore, faculty will collaborate to create common assessments and rubrics for courses with multiple sections in Spring 2015.

Completion of assessments is now in the Workload Article and Evaluation Article of the Collective Bargaining Agreement. Deans will now be formally involved in ensuring that all faculty are meeting their assessment obligations [[E3.22: Workload Article](#)] [[E3.23: SCFA Evaluation Form SLO language](#)].

Conclusion

Solano Community College has taken SLO assessment seriously and is ensuring that all faculty and staff meet the Standards for Recommendation 3. Finding the right tool to record all assessment work submitted has been a challenge for the College and in the next year, the College will provide a better way for documenting the submission of SLOs to have a more accurate and immediate picture of assessment. In the meantime, additional strategies, resources, and support have been made available and the Assessment Committee is working to ensure that by our next self-study, SCC will exceed ACCJC Standards I.B.3, II.A.1.c, II A.2a, IIA.2.f, II.A.2.g, IIB.4, II.C.2 for outcomes assessment.

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.e, II.A.2.f, II.B.3, IV.B.2.b)

The College continues to expand resources and to provide support and training in order to achieve a culture of evidence.

Argos Business Intelligence System

The College has completed the purchase of the Argos Business Intelligence system. This purchase has opened up a multitude of options for increasing relevant and timely reporting via Banner. The Argos system will improve, over time, the integration of reporting and accountability throughout the College.

Two training courses totaling six days were undertaken in March 2014. These training courses were designed primarily for the IT programming team and the Institutional Research Office staff. The first course focused on higher level technical and SQL aspects of Argos, while the second focused on report design and distribution [[E4.1: Argos Training Schedule](#)].

In addition to Argos reporting, the IR office has continued to utilize current data analysis software, including Crystal Reports and Tableau. Linking analysis software to our comprehensive SCC data mart has allowed us to speed up the availability of research data and allowed for the inclusion of standard program review and course level reports, as well as custom reports. Details of relevant analyses are described in the following evidence [[E4.2: CME Progression Analysis](#)] [[E4.3: Math Progression Analysis](#)] [[E4.4: Discipline Schedule Example](#)].

An increase in the speed of analysis has allowed for a more in-depth examination of student data. One example of accelerating data retrieval was a presentation to counselors taking a cohort based approach to examining student success factors [[E4.5: Fall 2011 Cohort Analysis Power Point](#)].

Data based decision making is becoming a normal practice in enrollment management at SCC. Historically the institution simply looked at the number of sections to be added to reach FTES targets. The Enrollment Management Committee, supported by the IVPAA and Lead Research Analyst, has worked hard to bring forward other concepts such as efficiency, scheduling locations, and enrollment modeling. This committee now regularly reviews enrollment data trends to guide decision makers [[E4.6: Enrollment Data Summary](#)] [[E4.7: Weekly Enrollment Report](#)] [[E4.8: FTES Model](#)].

Institutional Research will soon be supported by a new Director of Institutional Research. This position will greatly help the existing Institutional Research office that is severely under-staffed for the current workload [[E4.9: Director IR Job Description](#)] [[E4.10: Director IR Needs Analysis](#)].

Planned Activities and Responsible Parties for implementing 2014/2015 goals include:

- Argos Dashboards for managers - CTO and Dean of IR
- Argos Automated reporting – Director of IR, Dean of IR, and EOPS
- Student Counseling Form (Argos reporting) – Dean of IR and DSP
- Hire IR Director - Dean of IR
- Cohort 2011 – Dean of IR
- Comprehensive Student Survey (Fall 2014) – IR STAFF

Conclusion:

The College continues to meet ACCJC Standards I.B, II.A.1.c, II.A.2.e, II.A.2.f, II.B.3, IV.B.2.b in Recommendation 4 and is collaborating to provide more training to better utilize existing resources and to inform enrollment data trends.

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).

In the ACCJC Follow Up Team Report of November 4, 2013, a statement was made that Recommendation 5 has only "partially met the standards." Based on documented analysis and focused dialogues, the team concluded that the College demonstrates partial success in resolving Recommendation 5 from the 2011 Team Report and partially meets the associated Accreditation Standards. The team advises the College to observe all due haste and diligence in integrating its newly developed Staff Diversity Plan and its newly developed Student Equity Plan into the integrated planning process of the College."

The following is SCC's 2014 response to the Recommendation 5 findings:

STUDENT EQUITY

In order to address the ACCJC Standards II.A.1.a, II.A.2.d, II.B.3.d, III.A.4.a-c in Recommendation 5, the Governing Board of Solano Community College adopted a Student Equity Plan (SEP) on September 18, 2013. The Plan includes required activities that address efforts to increase access, course completion, English as a Second Language (ESL) and basic skills completion, degrees, certificates and transfer. The SEP must focus, at a minimum, on student groups who may be disproportionately impacted by College practices, programs, or services. These groups include ethnic and gender subpopulations (namely, American Indians/Alaska Natives, Asians and Pacific Islanders, African Americans, Hispanics, Whites, men, and women), as well as Veterans, low-income students, students with disabilities, and foster youth (Title 5, Section 54220; SB 860 (2014), SB 852 (2014), Education Code §66010.2c and Title 5, §55100).

Student Equity Committee's Composition and Charge

Since the ACCJC Evaluation Team's visit in November 2013, the work of the Student Equity Planning Committee has been ongoing. The Student Equity Committee's composition includes representatives from faculty, administrators, and students, to include:

- Academic Senate
- Academic Affairs
- Student Services
- Institutional Research
- Classified staff
- Associated Students of Solano College (ASSC)
- Ethnic Minority Coalition (EMC)
- Disability Services Program (DSP)

- MESA
- Umoja
- EOPS
- CalWORKs
- Foster Youth Success Initiative Program
- Veterans Affairs

The Committee convenes twice monthly during the Academic year. Meeting agendas and minutes are posted under “Committees” on the SCC web site.

[\[E5.1: Sample Student Equity Committee Minutes, Jan. 22, 2014\]](#)

Specifically, the Student Equity Committee is charged with:

- Coordinating updates to the Student Equity Plan (SEP) with the development of the Student Success and Support Program Plan, as required by SB 1456.
[\[E5.2: Minutes of Academic Success Center Taskforce/SSSP Committee, Nov. 25, 2013\]](#) [\[E5.3: SSSP/ASC/SEP Planning Grid \(B. Fountain\) Jan. 10, 2014\]](#).
- Assessing and refining Student Equity Plan strategies to address and monitor equity. [\[E5.4: Student Equity Plan 2014-17 Update, Aug. 25, 2014\]](#).
- Examining data that suggests disproportionate impact on students derived from inequitable practices and policies, and recommending resources and solutions that promise more equitable academic student success.
[\[E5.5: SEP Data Fall 2008-2013, Research and Planning\]](#);
[\[E5.6: SCC Student Success Scorecard - 2012 and 2013 Comparison\]](#);
[\[E5.7: Student Equity Success Indicators Disproportionate Impact Data Report, August 2013, Research & Planning\]](#).
- Planning the coordinated interventions and services for students at risk of academic progress or probation (Title 5, Section 55100).
[\[E5.8: Student Success and Support Program Plan draft –Approved by Academic Senate, May 5, 2014\]](#).

The Committee’s makeup, charge, and responsibilities were reaffirmed at its July 22, 2014 meeting. [\[E5.9: Student Equity Committee Charge and Responsibilities, July 22, 2014\]](#).

Integrated Student Equity Planning Since student equity planning is at the heart of SCC’s planning efforts, the Student Equity Committee has worked to ensure the SEP’s integration into other major institutional plans and planning efforts are in line with the California Community College Chancellor’s Office (CCCCO) Student Equity requirements. The Student Equity Committee Chair and other Committee members work in collaboration with the committees responsible for developing the Strategic Plan, Educational Master Plan, Facilities Master Plan, Student Success and Support Program Plan (SSSP), and the Staff Equity Plan.

The College's Student Equity Plan outcomes and projects are recorded in the College's Planning and Assessment Database which is maintained by the Office of Institutional Research and Planning. The Planning Database links all College planning, to include Student Equity plans. The Student Equity Coordinator, with assistance from Institutional Research and Planning, is responsible for entering Student Equity Plan outcomes and projects into the database.

Integration with Educational Master Plan and Other Major Plans

Beginning Fall 2013, the College renewed its efforts to update its Educational Master Plan (EMP) and Facilities Master Plan (FMP). Under the leadership of the Interim Vice President of Academic Affairs, Dean of Research and Planning, Chief Student Services Officer, and Executive Bonds Manager, and with assistance of the Superintendent-President, Deans, Chief Technology Officer, and contributions from faculty, staff, students and the community, the College updated its Educational Master Plan (EMP) to help not only to guide the development of the Facilities Master Plan (FMP), but also to develop a coherent foundation upon which the College can implement specific strategies and projects for fostering greater student success in developmental education, transfer and general education, and career and technical education. Notably, the previous version of the EMP did not adequately address student access, equity, and success, and support initiatives or integrate those initiatives with the broader academic goals and strategies. The revised version has fully integrated the Student Equity Plan (SEP) into the EMP. Specifically, Chapter 6 of the EMP describes the essential programs, partnerships, and activities already in place to support student success at SCC, and identifies actions and plans for the future to further close opportunity and achievement gaps, break down enrollment barriers, and ensure that all students have equal opportunities to succeed academically.

Additionally, the integration of student equity planning into major institutional planning, as seen in the 2014 Educational Master Plan (EMP), includes as one of its goals:

Goal F: Improve student access to courses, programs, and services that contribute to student success

F-1 Restructure the way student services, including mandatory Student Success and Support Program (SSSP) services, are delivered in order to provide stronger support for students entering college to identify and meet their goals

F-2 Annually measure and report on disproportionate impact on students groups at SCC in order to assess progress in implementing the SCC Student Equity Plan (pages 5-7).

Similarly, the 2014-2017 Student Equity Plan's Student "Success Indicator" on "Access" states:

Goal A. Improve access for White, male, ESL, disabled, ESL and foster youth students,

Activity A1:

2014-15

Focus Delivery of SSSP Services to Target Groups: *Campus staff will develop and test new methods of delivering core Student Success and Support Program (SSSP) services—assessment, orientation, education planning, and follow-up-- to all students, particularly White, male, ESL, disabled, veterans, and foster youth students in order to increase access.*
[\[E5.10: Education Master Plan excerpt, July 2014\]](#)

Hence, Solano Community College is committed to advancing student equity and success through a range of goals described in its EMP, Student Equity Plan, and the Student Success and Support Program (SSSP) Plan. These plans place emphasis on student equity activities, including:

- Increased outreach to target groups;
- Increased support for innovative programs and services that focus on achieving student equity; and,
- Continued research and evaluation of student equity data.

To gather student perspectives on student equity, access, and success, on October 23, 2013, the first of a series of Town Hall meetings was held in the Solano Student Union. This “Student Success Town Hall Meeting” was organized by Academic Affairs, Student Services, and the Associated Students of Solano College. Organizers fielded questions and comments from a panel of students to obtain student feedback on access, equity, and success at SCC [\[E5.11: Transcript, Student Success Town Hall Meeting October 23, 2013\]](#).

That same month, the College learned that it was in jeopardy of exceeding the U.S. Department of Education’s Cohort Default Rate (CDR) thresholds and immediately convened a Default Prevention Taskforce, which included the Student Equity Committee, SSSP Committee, Academic Success Center, AS, and BSI representation. A clear connection exists between educational outcomes related to student equity and success rates and the rate of Title IV student loan default rates. The Cohort Default Rate (CDR) Prevention Plan included activities to monitor progress of all students, including those at risk students targeted by student equity planning. SCC is the first of the fourteen so-called Tier 1 schools to have its plan approved by the U.S. Department of Education—a plan that now serves as a template for other California Colleges [\[E5.12: Default Prevention Taskforce Meeting Agenda, November 21, 2013\]](#) [\[E5.13: Solano Community College Cohort Default Rate Plan\]](#) [\[E5.14: Solano Community College Cohort Default Rate Plan Tracking Document\]](#).

The Student Equity Committee has also participated in SSSP planning activities that address technology and innovative program solutions. These planning discussions prompted efforts to make improvements to the Solano Community College website, including the revamped My Solano “log in” page and student education planning through

DegreeWorks. [E5.15: Webinar on Priority Enrollment Awareness, Jan. 24, 2014]. [E5.16: Web Edits Discussion, Mar. 13, 2014, VVCT] [E5.17: DegreeWorks Preview, May 20, 2014]

Other examples of where student equity planning and implementation at SCC are integrated into Institution-wide planning are seen in Accreditation Task Force meetings, Academic Senate meetings, Deans' meetings, and Basic Skills Initiative meetings. [E5.18: Accreditation Taskforce Meeting Minutes of December 2, 2013] [E5.19: Basic Skills Initiative Meeting Minutes, Aug. 27, 2014].

Additionally, at all Student Services meetings and bi-weekly Student Services Managers meetings, student equity and student success initiatives are discussed with student services staff from Admissions, Assessment, Scheduling, Financial Aid, EOPS, DSP, Counseling, Umoja, and the Foster Youth Success Initiative [E5.20: Student Service Managers Meeting Minutes, Feb. 20, 2014] [E5.21: All Student Services Meeting, Jan. 31, 2013].

Student equity planning is also linked to the budget allocation process. The College's Strategic Proposal Process allows parties responsible for implementing the Student Equity Plan to submit a funding proposal to the Shared Governance Council for prioritization and, if approved, goes to the Superintendent-President Cabinet for final funding consideration. "Student impact" is a feature of the Strategic Proposal SGC Rating Rubric. A Student Equity project proposal is rated on the basis of whether it has a significant effect on the success of a large number of students or "significant impact" on Student Equity issues. In the 2013-2014 year, a number of Student Equity Project Activities were granted Strategic Proposal funds, including: the Enhanced Outreach Program; the Umoja Program Scholars Program, Supplemental Instruction in First Year Experience Program, and the Embedded Tutors in Basic Skills Math Program [E5.22: Summary of 2014-15 Strategic Proposals].

There has been increased focus on student equity-related professional development. Examples include:

- Members of the Student Equity Committee and Equity and Inclusion Advisory Committee (EIAC) attended a five-hour joint diversity and equity training on January 9, 2014, at the Vacaville Center. College administrators, faculty, staff, and students reflected on working definitions of equity, inclusion, diversity, culture, and ethnicity, and discussed the significance of curriculum, environment, and perception in equity and inclusion [E5.23: Joint Student and Staff Equity Meeting, Jan. 9, 2014].
- Representatives from Student Services, Academic Affairs, and Human Resources, as well as the Superintendent-President, attended the Equity Summit in Oakland, in March 2014. Discussed at the Summit were strategies and ideas to better achieve equity in our student population. The Summit's theme was that we must treat students equitably as soon as they make contact with our College.

- Six faculty members representing Umoja, First Year Experience, Basic Skills Initiative, Basic Skills English, English-ESL, Counseling, and the Chief Student Services Officer attended the *National Summer Institute on Learning Communities* (NSILC), July 14-18, 2014, and developed a plan to enhance and scale the existing SCC Puente, Umoja, and First-Year Experience Learning Communities [E5.24: [Learning Community Program 2-Yr Action Plan, Aug. 2014-Aug. 2016](#)].
- Student equity and success activities have been highlighted in faculty and staff development activities. Both the Fall 2014 Flex and Spring 2014 Flex Cal Planning Committee developed required activities that focus on student equity and success [E5.25: [Spring 2014 Flexible Calendar Schedule](#)] [E5.26: [Fall 2014 Flexible Calendar Schedule](#)].
- A team representing the Student Equity Committee, at the invitation of SCC's Academic Senate President, attended the September 26, 2014, Statewide Academic Senate's Student Equity and Success Regional Meeting, at American River College. Topics included how to research and analyze disproportionate impact data, building our Student Equity Plan, integrating with the SSSP Plan, identifying interventions that work, and monitoring and evaluating effectiveness.

In Fall 2014, the Academic Senate and its newly elected President have taken a markedly active role in Student Equity Planning by appointing the AS Vice President to the Student Equity Committee and including Student Equity Updates on its meeting agendas. In order to maximize efforts, the Academic Senate is also exploring ways to consolidate the committees that are involved in student success and equity planning, to the extent possible, e.g. Student Equity Committee, Student Success and Support Program (SSSP) Planning Committee, Academic Success Center Taskforce, and Basic Skills Initiative Committee [E5.27: [Academic Senate Meeting Agenda, Aug. 11, 2014](#)].

In summary, all of these major planning endeavors which focus on student equity, work together to accomplish SCC's mission to educate our students.

Linking Student Equity Planning to Program Review

Student equity planning is included in, and linked to, program review particularly as it relates to access, course completion and retention, degree and certificate completion, and transfer that are disaggregated by student demographics [E5.28: [Program Review Handbook & Self-Study Template, 2014-2015](#)].

The College's *Program Review Handbook & Self-Study Template, 2014-15* includes the following excerpt on page 13 that describes how student equity planning is linked to program review:

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Anecdotally describe how the program works to promote student success. Include teaching innovations, use of student support services (library, counseling, DSP, etc), community partnerships, etc.

Then, utilizing data from the office of Institutional Research and Planning, report on student success through course completion and retention data. Analyze by gender, age, ethnicity, and on-line (may analyze other variables such as disability, English as a second language, day vs. night courses, etc. as appropriate).

Provide possible reasons for these trends *AND planned action to equalize student success.*

3.2 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

3.3 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (*limit to one or two paragraphs*).

3.4 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data.

As examples, the most recent Human Services, Interior Design, and Early Childhood Education have utilized the 2014-2015 Program Review Template which includes success and equity trends and data analysis and planned actions to achieve student equity and success. [E5.29: Program Review: Human Services, Reported: Fall 2013] [E5.30: Program Review: Early Childhood Education, Reported: Fall 2013]

Evaluation of the Student Equity Plan

Measuring effectiveness is a key part of student equity planning at Solano Community College and SCC is committed to providing services that ensure access and equity for all. Examining data from the Banner system, as well as the California Community College Chancellor's Office MIS data, will be used to measure the effectiveness of what is working and what is not.

In keeping with the Evaluation Plan outlined in the 2013-2018 Student Equity Plan, during Summer 2014, the Student Equity Committee began work on the Year 1 evaluation of the Student Equity Plan. The evaluation covered the period from September 19, 2013, to August 1, 2014.

Outcomes and projects contained in the 2013-2018 Student Equity Plan were recorded by the responsible parties for the Plan's specified activities in the Master Planning and Assessment Database maintained by the Office of Institutional Research and Planning. In accordance with the *Student Equity Plan 2013-2018*, approved on September 18, 2013, the Committee completed an Outcomes Assessment which included gathering evidence and evaluating the actual results in implementing all Student Equity projects [E5.31: [SEP Evaluation Info Request to Responsible Parties, July 24, 2014 \(Jaimez\)](#)]. The Committee assessed the "student equity indicators" of the 2013-2018 SEP for (1) Access, (2) Basic Skills/ESL Course Completion, (3) Retention and Persistence, (4) Degree/Certificate Completion, and (5) Transfer.

Update of Student Equity Data and SEP

The Student Equity Committee reviewed new data which was used to update the Plan. The Committee examined data from the recently released *SCC Student Success Scorecard 2012-13* and compared those findings with the prior *SCC Student Success Scorecard 2011-12* findings to determine where improvement or no improvement is being made [Evidence 5.32: [Comparison of 2011-2012 and 2012-2013 Student Success Scorecard Data](#)]. In addition, the Committee analyzed updated SEP data compiled in the Student Equity Plan (SEP) Data report which included Fall 2013 data from the Office of Institutional Research, as well as the Basic Skills Initiative Year End Report. [E5.33: [Student Equity Plan \(SEP\) Data, Fall 2008-2013](#)] [E5.34: [BSI Annual Report, October 2013](#)]

Finally, CCCCO Data Mart and Data on Demand data was used by the Committee to measure disproportionate impact (utilizing the "80-Percent Rule") by comparing a disaggregated subgroup's presence in a cohort to its corresponding presence in its related outcome group. The subgroups with the highest success indicator rates were chosen as the reference group. The 80% index was calculated by dividing the completion rate of a non-reference subgroup to the completion rates of the reference subgroup. A result of less than 80% is considered evidence of disproportionate impact. The data analysis and findings of disproportionate impact are included in the updated 2014-17 Student Equity Plan which was approved on August 25, 2014. [E5.35: [Student Equity Success Indicator DI Report, August 2014](#)] [E5.36: [Student Equity Plan 2014-2017 \(Update\)](#)]

http://www.solano.edu/student_service/1415/SEP%202014%20Update%20FINAL%20Version.pdf

Conclusion

Solano Community College has met ACCJC Standards II.A.1.a, II.A.2.d, II.B.3.d, III.A.4.a-c required to fulfill Recommendation 5, by updating its Student Equity Plan and continuing to integrate the Plan into campus wide planning efforts. Furthermore, the Student Equity Committee has established the framework and processes to assess and ensure continued accountability in implementing the planned activities, to address the complex needs of our increasingly diverse student body and to monitor the educational success of all students.

STAFF EQUITY

A focus on equity and inclusion is an integral part of the College and its mission. To address the ACCJC Standards contained in Recommendation 5, the Governing Board of Solano Community College adopted an EEO Plan on September 18, 2013 [E5.37: EEO Plan, Sept. 18, 2013-2016]. The EEO Plan addresses Education Code requirements for compliance with the Board of Governors' regulations on equal employment hiring and applicable state and federal nondiscrimination statutes, and guidance in improving equality of opportunity. Furthermore, the EEO Plan includes California Community College Chancellor's Office directives for each CCC District to comply with Title 5 law for equal employment opportunity.

The following considerations describe the extent to which the College has dedicated itself to the improvement of Staff Equity conditions that address diversity and inclusion for all.

Integration of Staff Equity in the Education Master Plan and SCC's Integrated Planning Process

The College serves a very diverse population in Solano County and Winters. This diversity includes individuals from a wide range of ethnic, racial, age, national origin, religious, gender, sexual orientation, disability, and socio-economic backgrounds. To educate well this diverse population, the College believes it is important that the composition of its staff reflects this diversity. Thus, the EMP emphasizes the need to attract and retain qualified employees from a diverse background, to expand staff development and to promote community events that focus on the reinforcement of positive cultural understandings pertaining to equity and inclusion among diverse groups.

The EMP's Chapter 5, Educational Master Plan Goals and Strategies, includes the following goals:

Goal D: Reduce Achievement Gaps in All Programs

D.3: Hire and retain faculty and staff that reflect student demographics.

D.4: Create staff development opportunities that are flexible and varied, and that address the knowledge and skills needed to teach diverse student populations.

Goal G: Strengthen Community Partnerships

G.4: Host conferences and community events on campus and at centers to increase use and community awareness of facilities.

Goal H: Connect Students to the College Community

H.2: Encourage and create cultures exchanges to broaden campus diversity and strengthen cultural competencies and understandings among different campus groups.

H-4: Create professional development opportunities for campus employees that focus on how to develop and foster welcoming, positive, and supportive experiences for students [E5.38: Educational Master Plan Goals and Objectives, July 2014].

In addition to clearly establishing staff equity goals in the revised EMP, several goals and projects continue to be clarified and expanded within SCC's Institutional Planning Process. The following activities and actions exhibit SCC's ongoing work to further staff equity:

Non Faculty Prioritization Process

The Non Faculty Prioritization process, initiated in 2012, ensures that SCC's hiring practices are ever conscious of the need for equity, diversity, and inclusion. The following steps illustrate the checks and balances followed in the process in 2014: The requests for hiring new non-faculty positions were submitted by management to HR in early April for the 2014-2015 fiscal year. The ALG subcommittee reviewed and prioritized the list in April 2014 [E5.39: ALG subcommittee Minutes, Apr. 28, 2014]. Once the list was developed, the process moved to the Position Control Review committee (PCR) [E5.40: PCR Minutes, Apr. 30, 2014]. The PCR committee formulated questions to management regarding specific positions and forwarded these questions to the various managers. In addition, HR presented an update to the Superintendent/President's Cabinet in early May for review [E5.41: SPC Agenda May 5, 2014].

The PCR committee met again on May 16, 2014, and made recommendations for changes to job descriptions for two of the new positions. These positions required further review by the unions to ensure accuracy and clarity and were not finalized to go forward at that time [E5.42: PCR Minutes, May 16, 2014]. The PCR committee had no further recommendations for the remaining new positions; therefore, those positions were presented to the Shared Governance Council on June 11, 2014, for information [E5.43: HR Memorandum to SGC, June 10, 2014]. HR presented the prioritized list to Cabinet in June 2014 and the list was approved [E5.44: SPC Agenda June 30, 2014]. The new positions were approved by the Governing Board on July 16, 2014.

To review the effectiveness of the Non Faculty Prioritization process, a survey was sent to hiring managers in July 2014. The survey revealed managers' concerns with the process (for example, "slow turn around" and "follow up" on the status of new positions) [E5.45: Non Faculty New Position Process - Survey Results]. HR will review survey results in November of 2014 with the evaluation committees. At its May 14, 2014 meeting, EIAC directed the HR manager to remind managers to incorporate elements of staff equity in requests for Strategic proposals, specifically as proposals pertain to matters regarding personnel [E5.46: EIAC Minutes, May 14, 2014].

Equity and Inclusion Advisory Council

The EIAC held monthly meetings during the 2013/2014 academic year, a significant change from quarterly meetings of the past. EIAC is comprised of representatives from the Academic Senate, Ethnic Minority Coalition, the ASSC, Local 39 and CSEA unions, ALG, DSP, HR, and advisory members. The EIAC minutes and membership can be found on SCC's website under Human Relations <http://www.solano.edu/eiac/>.

Of major importance was the decision to sponsor formal workshops to engage the College community in discussions of diversity and equity. The first workshop was held during January Flex Cal and proved to be a useful activity in which the EIAC and the Student Equity Committee joined together in a 5-hour workshop. A second workshop was held during the August Flex Cal; at this workshop, Facilities and Maintenance Staff engaged in critical dialogue to expand their understandings of equity and diversity [E5.47: Workshop Program]. The August Flex Cal agenda included a session hosted by members of EIAC to bring awareness to advocacy efforts for diversity and equity and to encourage ideas to strengthen equity and inclusion at the College [Evidence 5.48: Fall 2014 Staff Development Flex Cal Activities].

In October 2013, EIAC created a survey inquiring into Student Equity concerns. A major finding was that students requested more evening services. Many students appeared to be satisfied with diversity and equity in their educational experience at SCC. Nevertheless, the EIAC determined that the survey sample was too small to warrant any generalizations [E5.49: EIAC Survey results].

Two members of the EIAC also attended the first Equity Summit hosted by the CCC League [E5.50: Equity Summit]. Following the session, these two EIAC members, along with the Chair of the Student Equity Committee, submitted a report to the Superintendent-President of the College summarizing highlights from the Equity Summit along with a recommended reading list pertaining to equity, inclusion, and diversity [E5.51 SPD March 26, 2014].

Being aware of crimes on campus was a major goal of EIAC in 2013. The Council invited the SCC Police Chief to attend an EIAC meeting to discuss staff and student awareness of campus crime, definitions of what constitute a “hate” crime, understanding more about how the police construct crime logs as required by the Clery Act, and ideas for preventing campus crime, e.g., it was suggested that SCC needs additional lighting in some areas [E5.52: EIAC Minutes, Feb. 5, 2014].

The EIAC reexamined its “Purpose” document in order to be more effective in advocating for diversity and equity [E5.53: EIAC Purpose Document]. In Fall 2014, EIAC will revise its by-laws.

Most importantly, the EIAC has been persistent in reviewing and analyzing the EEO Plan data and held several meetings to revise the EEO Plan. The EEO Plan includes a detailed Local Planning Agenda (See a more detailed discussion of EEO Plan revisions below).

Evaluating and Revising the EEO Staff Plan

The 2013-2016 EEO Staff Plan was approved by the Governing Board on September 18, 2013 [E5.54: Governing Board Agenda Sep. 18, 2013].

With the adoption of the EEO Plan, outcomes and projects continued to be updated and integrated into activities and outcomes in the Educational Master Plan and into the IPP Assessment Database [E5.55: EEO Project Calendar in Planning database update].

2014 revisions to the EEO Plan included EIAC analysis of hiring data and new mandates required by the CCCCO. Included in the 2014 revision of the EEO Plan is a Local Planning Agenda that includes planned activities to improve recruitment and hiring practices and meaningful EEO practices that benefit all staff and faculty and, by extension, contribute to student equity practices [E5.56: EEO Plan 2014 revision]. <http://www.solano.edu/hr/1415/EEO%20PLAN%20SEPT%202014%20FINAL.pdf>

Equal Employment Opportunity Training

EEO training is ongoing for all employees who participate on hiring committees [E5.57: EEO Training - Keenan]. The HR department is reviewing both EEO online and on-site trainings to ensure that the District utilizes resources that will improve our hiring practices to ensure fair and equitable inclusion. The EIAC has urged that more comprehensive training be put in place by HR as some hiring committees have demonstrably needed additional training [E5.58: EIAC Minutes May 14, 2014].

Faculty Hiring Policies

The faculty hiring process, in place for several years, ensures that conscientious attention to equity is attended to. In collaboration with faculty and School Coordinators, the Academic Deans of each School propose new faculty positions using the faculty hiring template provided by Academic Affairs. The template asks for quantitative and qualitative data as well as how the proposed position meets planning and assessment considerations [E5.59: Faculty Hiring Template]. Proposals are submitted to Academic Affairs. In cooperation with the Dean of Research and Planning, a scoring rubric is developed for the use of the Academic Deans to prioritize each proposal at a subsequent dean's meeting. The resulting prioritized list is submitted to the Academic Senate for discussion at a joint Educational Administrator and Academic Senate meeting. Moreover, in preparation for this meeting, the Superintendent-President, in collaboration with the Vice-President of Academic Affairs and the Dean of Research and Planning, determines how many positions will be funded in the next academic year. At its joint meeting, the Senate and Educational Administrators discuss each position in order of priority, with emphasis on those positions which are likely to be funded. Senators may propose changes to the list for discussion. The finalized list of positions is submitted to the President's Cabinet [E5.60: Academic Senate Agenda and Minutes, Nov. 25, 2013].

In 2013, the Academic Senate, in conjunction with the IVPAA, formed a Task Force to develop a policy for hiring adjuncts (to include emergency hiring). In September 2014, the Academic Senate agreed to accept the recommendations of the Task force and to work with the IVPAA to develop policy language.

Beginning in Spring 2014, HR initiated a preliminary review of BP 4005, faculty hiring. The Academic Senate is involved in this process [E5.61: Board Policy 4005].

Applicant Tracking System

The HR department is utilizing the new applicant tracking system, NEOGOV. HR has identified some challenges with the initial set up and structure of NEOGOV for reporting purposes [[E5.62 NEOGOV Application Template](#)]. For example, in Spring and Fall 2014, some new postings were entered incorrectly into NEOGOV. As a result, data for tracking selected candidates for the positions were not adequately reported in NEOGOV. HR has now requested NEOGOV support to review the system set up and to mirror the District's HR Information Systems structure. HR will be attending NEOGOV training in Fall of 2014 to increase effectiveness and efficiency of NEOGOV to SCC [[E5.63: NEOGOV Pre Conference Training Agenda 2014](#)].

The first NEOGOV data sets were generated in Fall 2013 and an analysis of the data was initiated to establish a baseline. CCCCCO MIS data pertaining to the workforce and County demographic data were also examined. An ongoing data set analysis cycle and evaluation will be determined in Fall 2014 and Spring 2015.

In the meantime, the HR Associate Vice President and HR Manager are working closely with Recruiters Webinar to ensure the integrity of data and reporting. Additionally, NEOGOV data is being distributed to the EIAC for analysis and discussion [[E5.64: NEOGOV Recruitment Life Cycle Overview](#)].

Recruitment Efforts

To develop further a diverse workforce at SCC, the HR department has expanded its recruitment efforts by advertising to websites such as the Northern Collegiate Athletic Association (NCAA), the Association of California Schools Administrators (ACSA), and the College University Professional Association for Human Resources (CUPA-HR). In addition, HR has continued to partner with the Workforce Investment Board Regional Career, which has over 500 partners, including the Solano Employment Connection, Department of Rehabilitation and the EDD Veteran Program. Various local groups such as Travis Air Force Base, Fairfield Community Center, and Solano County Libraries are also included in recruitment.

In Fall 2013 and Spring 2014, SCC HR recruiters participated in job fairs to attract top talent and increase accessibility for applicants. HR provided step-by-step instructions at the job fairs for applicants. [[E5.65: Employment Opportunities and Online Instructions, Apr. 4, 2014](#)] In Spring 2015, HR will develop a plan to improve recruitment efforts.

Diversity, Equity, and Inclusion Awareness for Faculty, Staff, Administration, and the Community

SCC has sponsored and promoted many activities to promote diversity, equity, and inclusion, to include long-standing activities such as the annual Reverend Dr. Martin Luther King, Jr. Celebration Day, Cinco de Mayo, Ethnic Studies Guest Lecture series, Black History Month activities, Women's History Month activities, Foreign Language night, and many more. This year SCC added an Hispanic/Chicano/Latino graduation ceremony, an Early Childhood Education graduation ceremony, and has engaged in many community outreach activities, e.g., an Art History Mural Project, Soccer athlete

planning, etc. The Superintendent-President regularly participates in community events and continues to establish diversity partnerships with many community organizations and businesses, which are featured in his weekly SPD publication to the College community. www.solano.edu/president/updates.php.

In Fall 2013, Solano Community College's Asian/Pacific Islander Club initiated a program to provide aid to victims in the Philippines from the Super Typhoon, Haiyan. [E5.66: API Club Efforts PR]. The January 14, 2014 Reverend Dr. Martin Luther King, Jr., Multicultural Celebration [E5.67: MLK Community Event 2014], included interviews of Civil Rights veterans. In February 2014, students from SCC Ceramic courses created ceramic bowls for a Solano County Food Bank project entitled Empty Bowls. The handcrafted bowls were used as the Food Bank endeavored to raise awareness about hunger in our community [E5.68: Empty Bowls].

In early April, Solano Community College's (SCC) Umoja Program and Ethnic Studies Program, partnered with Kaiser Permanente, to host the 9th Annual Peace Summit, a three-day "Stop the Violence" jamboree. The keynote speaker leads the Southern Poverty Law Center (SPLC) in Montgomery, Alabama, in its outreach efforts to promote social justice issues. [E5.69: Peace Summit PR 2014].

SCC's Multicultural week was celebrated this year on May 5-9. Some of the activities included Aztec dancers, a lecture on Cinco de Mayo and Northern Mexican Regional music, a Sidewalk Chalk Festival, and an SCC Student Club Festival and Luau feast [E5.70: Multicultural Week May 5-9, 2014]. In late May, Solano Community College's Governing Board proclaimed Memorial Day as "Honoring Our Fallen Heroes Day" to remember the souls of those who died in war [E5.71: Fallen Heroes]. In June 2014, the Administration sponsored once again a Leadership Academy. The Solano Leadership Academy (SLA) included presentations on local partnership opportunities and presentations on community college finance structures, education innovation, and leadership styles [E5.72: SLA June 2-4, 2014]. In early August, the Ministry of Education from China visited SCC to learn about the various programs and resources offered at SCC for students from other countries. Presentations were given by the Student Life Director, Math & Science and Biotechnology leaders. In addition, a hosted campus tour was led [E5.73: Ministry of China Meeting].

This year, Solano Community College (SCC) was one of many agencies involved in hosting a "Make-A-Wish" activity--Greater Bay Area. Travis Air Force Base (to include the Air Force, Army, Marines and Navy), Solano County Sheriff's Department, California Office of Emergency Services (OES), US Coast Guard, and SCC joined forces to create a real-life scenario to fulfill a local boy's wish: To ride in a military helicopter with a superhero [E5.74: Make a Wish PR]. In October 2014, SCC is partnering with Bunko Friends to raise money for Breast Cancer Awareness. The proceeds go to the National Breast Cancer Foundation to continue research for wellness in breast cancer [E5.75: Bunko 2014 Flyer].

Human Resources Staffing Plan

A revised HR staffing plan was submitted to the President's Office in April 2014 [E5.76: [HR Reorganizational Chart 2014](#)], but limited staffing and funding slowed its implementation. During the 2013-14 year, an Associate Vice President [E5.77: [HR Associate Vice President Job Description](#)] was hired, but left for personal family-related reasons having served only five months in the position.

A new Associate Vice President was hired and began working for SCC in early July 2014. His vision includes the complete staffing of a fully operational and professional level human resources function. Thus far, three permanent HR employees have been hired: HR Generalist, HR Recruiter, and AVP. The position of HR Manager is about to be filled [E5.78: [HR Manager Job Description](#)].

The Human Resources Department will be almost fully staffed by September 2014 with 6 of the 7 permanent positions filled by that time. Additional emphasis will then be placed on process improvement to identify and assess HR strategies that will lead to greater efficiencies and effectiveness, especially as it pertains to employee recruitment, retention, and success.

Opportunities for Internships

SCC's Counseling Department continues to provide opportunities for graduate students at CSU Sacramento and St. Mary's College to intern at SCC [E.5.79: [SCC Agreement with CSU Sacramento](#)]. In Fall 2013, a graduate student intern from Southern Illinois University worked with the College's Superintendent-President. The Minority Coalition is currently investigating options to institute a Faculty Internship Program at SCC and has made presentations to the Shared Governance Council [E5.80: [SGC Minutes, Apr. 9, 2014](#)]. Student internships at SCC hold the promise of providing peer support to SCC students, and Faculty Internships allow faculty and administration to mentor future leaders and to expand SCC's outreach to attract a more diverse workforce within the College.

Conclusion

Solano Community College has met ACCJC Standards II.A.1.a, II.A.2.d, II.B.3.d, III.A.4.a-c and has fully resolved the issues noted in Recommendation 5 to improve staff equity planning by expanding its data collection and fully integrating the EEO Plan into the Institutional planning processes. The College will continue to monitor and evaluate its Human Resource needs as continues to evaluate progress to increase equity opportunities for all staff.

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).

The ACCJC Follow Up Team Report of November 4, 2013 states: “Based on documented analysis and on-site interviews, the team concluded that the College has partially resolved Recommendation 6 from the 2011 Team Report and partially meets the associated Accreditation Standards. The team advises the College to complete a full cycle of the model established for the purpose of ensuring that students enrolled in distance education courses are achieving stated learning outcomes at a level comparable with students enrolled in on-site courses and programs; to evaluate the model; and to modify the model as indicated in the evaluation to achieve continuous quality improvement.”

The following is SCC’s 2014 response to the Recommendation 6 findings:

In response to these recommendations, the Distance Education Committee has continued its work to develop mechanisms and learning support systems so that DE students are achieving stated learning outcomes at a level comparable with students who are enrolled in face-to-face classes. Specifically the DE Committee has addressed the following topics from SCC’s 2013 Follow-Up Report:

SLOs in Online Courses

The College is now requiring course approvals for all online courses to be taught in our new Learning Management System, Canvas. Section 4 of the Course Approval Form specifies that complete and accurate SLOs must be presented to the students in the class syllabus. Courses that do not contain the proper SLOs are not approved by the Distance Education Committee. In addition, the SLOs must be linked to specific assessments in the course, so that the instructor can evaluate student success rates relative to the SLOs [E6.1: [Canvas Course Shell Review Checklist, Section 4](#)].

Student Support Services

Since October 2013, the Distance Education Committee at Solano Community College has made significant progress in expanding Learning Support Systems for SCC’s online students. Key developments include the following:

- Expanded DE staff to include an Administrative Technician (also referred to as DE Technician) dedicated to providing walk-in and online Help Desk support to online students [E6.2: [DE Technician Job Description](#)].
- Implemented a Distance Education Ticket “Help Desk” System for faculty and students. Over 1,100 student “Help” tickets were successfully processed during the Spring 2014 semester [6.3: [IT Ticket Filter List Jan. – May 2014](#)].
- Created a “Canvas” Student Orientation that has been posted to SCC’s web site. [E6.4 [Student Orientation & Success Course Links](#)]

- Provided for the DE Technician to host two Canvas Drop-In Troubleshooting Workshops for students in March, 2014 [[E6.5: Student Success Workshops Spring 2014](#)].
- Obtained a campus-wide Respondus 4.0 and LockDown Browser License in December 2013. Respondus 4.0 is a Windows-based authoring tool that makes it easy to create and manage exams in a LMS. Respondus LockDown Browser is a customized browser that increases the security of online testing in Instructure Canvas. When students use Respondus LockDown Browser to access a quiz, they are unable to print, copy, go to another URL, access other applications, or close a quiz until it is submitted for grading
- Added links to Student Services on the Canvas homepage and the SCC Online Classes Web page:

http://www.solano.edu/student_services/
<http://www.solano.edu/counseling/>
<http://www.solano.edu/counseling/ecounseling.php>
http://www.solano.edu/financial_aid/

- Provided orientation workshops conducted by the DE Technician at the Main campus in Fairfield and the Centers during June for the incoming Summer 2014 online students and during August for the Fall 2014 semester students. Orientation workshops will be held at all campus locations before every semester hereafter. [[E6.6: Student Orientation Workshops](#)]

Online Writing Lab

The SCC Online Writing Lab continues to serve students in both online and face-to-face classes [[E6.7: Online Writing Lab Hours](#)].

Beginning with the Fall 2013 semester, students, faculty, and staff had access to a range of video and “paper” materials concerning various elements of writing. The first offerings are intended to meet areas of greatest needs for students and the Online Lab will be revised as needed. [[E6.8: Online Writing Lab Instructional Videos](#)] [[E6.9: Online Writing Lab email](#)]

Embedded Tutors

The Distance Education Program, in conjunction with the campus Tutoring Center, has been investigating potential sources of online tutoring. These sources include Tutor.com and Smarthinking.com. After reviewing these programs, the DE Committee has decided to focus on developing its own in-house tutoring service for SCC’s online students. In-house tutoring services will be designed through the SCCs Tutoring Center and the Academic Success Center. The DE Committee will be working on an embedded tutor program during the 2014-2015 academic year, to include the History Department, as that department implements its supplemental instruction/embedded tutor program as specified in the Educational Master Plan.

Program Review Data Analysis

The October 2013 Follow-Up Report included analysis of student retention and success data through Fall 2013 semester. The DE Committee will extend the analysis through the Spring 2014 semester as soon as the data becomes available [E6.10: Distance Education Aggregate Data 2010-2013]. A survey of online student satisfaction will be conducted in October 2014.

The DE Committee outlined in its October 2013 Report an “Action Plan” based on the evaluation of the DE success and retention data. Since then, the DE Committee has successfully implemented a “First 3-Day Semester Start Program” [E6.11: 3-Day Start Program]. The DE Committee discussed the results of the program at its February 2014 meeting [E6.12: Distance Education Minutes, Feb. 24, 2014]. Several faculty reported that they saw a significant increase in initial student retention as a result of the new 3-day procedures. The DE Committee will continue to implement and evaluate this program.

Other components of the “Action Plan” are:

- Develop a more comprehensive orientation for students enrolling in online classes, with face-to-face and online formats. The DE Committee will also consider making the orientation mandatory for all first-time online students.
- Determine student preparedness for online learning (technical competency, time management, etc.) through a survey conducted prior to class registration.
- Post online course syllabi to convey the comparable difficulty of online courses to face-to-face courses prior to registration.
- Post a welcome/orientation message to all online students a few days before class begins that clearly explains login procedures and instructor expectations and guidelines for student participation.

These policies are being developed during the Fall 2014 semester for deployment during the Spring 2015 semester.

DE Faculty Training

We are now requiring that all faculty be trained in online teaching before they are scheduled to teach an online class. Since October 2013, 58 faculty have successfully completed the training; SCC instructors cannot teach online without the training.

Faculty training in 2014:

- DE Coordinator conducted face-to-face faculty Canvas training sessions in January and August 2014 [E6.13: Flex Cal Program].
- DE Technician conducted one-on-one Canvas training with 7 faculty members totaling 9 ½ hours during February 2014.
- DE Technician conducted one-on-one Canvas training with 18 faculty members totaling 28 ½ hours during March 2014.
- DE Technician conducted one-on-one Canvas training with 5 faculty members totaling 11 ½ hours during April 2014.
- DE Technician conducted one-on-one Canvas training with 4 faculty members totaling 9 ½ hours during May 2014.

Course Shell Review and Approval

As reported in SCC's October 2013 Follow-Up Report, all courses to be offered online must now be approved by the DE Committee through its Course Shell Review process. As of September 5, 2014, 129 courses have been approved for our online program.

[E6.14: [Course Approval Status Report](#)]. The DE Committee implemented the Course Shell Review Process stressing the importance of the following course approval objectives:

1. Welcome & Orientation
2. Syllabus
3. Course Navigation & Organization
4. SLOs & Assessments
5. Instructor-Initiated Regular and Effective Contact
6. ADA Compliance / Student Support Services

Course Orientations

The DE Committee now requires all online instructors to provide an orientation for their online students, either a face-to-face or in-person orientation, or an online equivalent. This orientation component is covered in the Course Shell Review process. Courses that do not provide for a student orientation are not approved by the DE Committee.

Conclusion:

The Distance Education Committee has ensured that students enrolled in Distance Education courses are achieving stated learning outcomes at a level comparable with students enrolled in onsite courses. The College believes that it has met the requirements of Recommendation 6 and ACCJC Standard II.A.1.b-c and is presently creating mechanisms and learning support systems that will exceed the Standards by SCC's Self-Study.

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)

The February 11, 2013 letter from the Accrediting Commission for Community and Junior Colleges stated that:

“In order to meet the standard and increase institutional effectiveness, the team recommends that the College develop and implement appropriate policies and procedures that incorporate effectiveness in producing learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes.”

The College responded to the ACCJC Team's Recommendation 7 and during the October 2013 negotiations between the Solano Community College District and the Solano

College Faculty Association, a change in the evaluation instrument that administrators use to evaluate faculty was agreed upon (namely, SLO assessments became a contractual obligation for each faculty member's formal evaluation) [E7.1: SCFA Evaluation Instrument]. In addition, the Tentative Agreement signed October 4, 2013, also authorized additional pay for the Adjunct Faculty for completing SLO assessments: "...adjunct faculty may work on the SLO/SAO cycle and be compensated for a maximum of 7 hours of category 3 pay per semester for SLO/SAO work." [E7.2: Agreement, Oct. 4, 2013]

In response to the SCFA addition of new SLO language in their Contract, the ACCJC, in their letter of February 7, 2014 stated:

"The College provided evidence, and the team verified, that recommendations 7 (and 9) have been addressed and that the College now meets Standards II.A.1.c, II.A.2.e, II.A.2.f [E7.3: ACCJC letter Feb. 7, 2014].

In pursuing the continuous refinements of SLO assessment and to ascertain the effectiveness of the additional evaluation criteria, the Dean of Institutional Research, Planning, and Institutional Effectiveness, in collaboration with the Faculty Union President and the SP, designed and implemented a survey that was administered to the four School Deans responsible for the evaluation of faculty [E7.4: Dean Evaluation Survey].

All of the Deans surveyed were aware of the new Contract language in the evaluation instrument and all of them had completed evaluations of faculty members where the discussion of SLOs and assessments had been part of the evaluation process. As a direct result of the addition of the new Contract language, the incorporation of a discussion of SLOs as a function of the faculty evaluation is now becoming routine. Two (of four) Deans had included an analysis of faculty SLO assessment for all of the evaluations performed, and another had used it for a majority of the evaluations. The expectation that all evaluations will now include an analysis of a faculty member's use of SLO assessments in plans to improve overall educational outcomes is understood by all.

The Deans reported that they were providing assistance to faculty in carrying out SLO related professional tasks. The Deans relied on and encouraged the participation of the Coordinator of their respective Schools and of the District SLO Coordinator (now the Assessment Coordinator) to assist faculty in assessing their SLOs. Furthermore, the Deans expressed that now that they have had some experience with implementing the amended evaluation process.

The Deans offered several suggestions for improving the evaluation process. One survey comment suggested that the current procedures place the burden of assuring SLO compliance on the Deans rather than the faculty member being evaluated; here the Deans must check to see that the faculty member's assessments are accomplished. Several Deans stated that additional training in "best practices" for SLO assessments would help to make needed programmatic, curricular, or pedagogical changes in the classroom.

Conclusion:

This SLO survey indicates that the Deans share a conceptual understanding of the revised Contract language pertaining to SLO assessments and that this addition is becoming a routine part of evaluation. The survey also suggests that the faculty should receive additional training in assessing SLOs and be made aware of the new evaluation criteria. Both Deans and faculty will benefit from working together to enhance the evaluation process. The expectation is that a more conscientious effort and more effective dialogue pertaining to SLO assessments will result in the improvement of student outcomes. By incorporating additional SLO assessment criteria into the formal faculty evaluation, SCC believes that it has exceeded ACCJC Standards II.A.1.c, II.A.2.e, II.A.2.f, III.A.1.c.

Recommendation 8: Increase Services at Centers

The College continues to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online and to continue to regularly evaluate the services in conjunction with the needs of their students

(Standards II.B.3.a, II.C.1)

The College has continued to advance its plan to provide equitable services at the Centers during the 2013-2014 academic year. Those contributing to this effort include the Centers' Deans, Chief Student Services Officer, Student Services Council, Associate Dean of Admissions, Records, and Scheduling, Associate Dean of Financial Aid, EOPS, and Financial Affairs, Tutoring Center Specialist, Outreach and Public Relations Manager, members of the Basic Skills Steering Committee, English and Reading faculty who teach at the Centers, College Chief of Police, Director of Student Life, Associated Students of Solano College, and the College's Public Health Nurse. Moreover, meetings with the Student Services Managers, [\[E8.1: Student Services Managers Meeting Minutes\]](#), special Student Services in-service meetings [\[E8.2 All Student Service Meeting Agenda Jan. 31, 2014\]](#), the Campus Safety Committee, and other committees ensure ongoing services to the Centers. A number of the student services offered at the Centers is reflected in the Weekly Services template made available to the students. This template was revised during the 2013-2014 year to provide greater appeal to and more convenient usage by the students. [\[E8.3: Weekly Services, Vacaville Center, Spring 2014\]](#) [\[E8.4: Weekly Services, Vallejo Center, Spring 2014\]](#).

Progress in improving student services has been directed primarily by the 2013-2014 Goals and Objectives in the five-year *Plan for Providing Equitable Services to Center and Online Students*. All goals were met, along with additional accomplishments, as opportunities presented themselves. Accomplishments include the following:

1. The Centers' staff received additional training in scheduling support for Counseling, Orientation, and Outreach services, and Financial Aid [\[E8.5: Student Services Training Report\]](#). The Vacaville Center received a full time Generalist to assist in student services [\[E8.6: Email Regarding Admissions and Records Support for Vallejo Center\]](#). The Vallejo Center received a Registration Aide during the Spring 2014 who

was available on a part-time and temporary basis. The Office of Admissions and Records is planning to provide an additional Generalist at the Vallejo Center as it did at the Vacaville Center.

The second Generalist at both Centers will assume an important role in serving students. These Generalist will be trained to provide student services at Center locations and in the community as reflected and required in the new Generalist job description. Also, the Centers now have Student Ambassadors that assist in matriculation during peak times of the semester [E8.7: [Student Ambassador Support Memo](#)].

2. While the counseling hours have remained constant, the Centers have enhanced Counseling access with additional “drop-in” appointments [E8.8: [Counseling Department, Walk-ins Memo](#)]. In addition, the Centers have added Transfer Counseling once a week [E8.9: [Counseling Department, Transfer Counseling Memo](#)]. The Centers are also offering Orientation Sessions to incoming students [E8.10: [Counseling Department, Orientations Memo](#)].
3. The Vacaville Center has received additional library hours [E8.11: [Library Hours, Vacaville Center](#)]. Moreover, the Centers received additional faculty support in the Learning Labs which added a Drop-In Writing Lab component to the existing services [E8.12: [English Department, Writing Labs Memo](#)]. Also, the Vallejo Center is now offering Late Night Study Hall during the last week of the term to assist students in completing their course assignments [E8.13: [Late Night Study Hall Memo](#)]. Furthermore, the Centers provide drop-in Computer Lab assistance via the computer courses offered [E8.14: [Computer Lab Memo](#)]. Each course generally makes one hour of open lab time available. The Vallejo Center provides two or more hours per week. The Vacaville Center offers additional lab hours as it must feature more computer courses to meet the student demand at that location.
4. The Associated Students of Solano College has instituted polling stations at the Centers for the Associated Students of Solano College (ASSC) elections [E8.15: [Student Development Elections Memo](#)]. Furthermore, Student Health Services have been increased to twice a month at the Vallejo Center and will likewise be increased at the Vacaville Center [E8.16: [Student Health Office Memo, Increased Visits Memo](#)]. Lastly, the campus security coverage at the Centers has been increased to include all the hours in which the Centers are open, 7:30 A.M. to 10:30 P.M. [E8.17: [Law Enforcement Staffing Deployment](#)].
5. The District has redefined and reorganized all Student Services Support personnel which includes Center, Admissions and Records, Counseling, and Financial Aid personnel. These individuals all function under an expanded Student Services Generalist job description as mentioned earlier [E8.18: [Student Services Generalist Job Description](#)]. The Student Service Generalists all provide a wider range of service to the students and are able to be of mutual support to all College locations during times of peak demand. Additionally, Generalists assist in outreach events at the local

schools and communities [E8.19: Outreach Events Table, Vallejo Center]. Also, the student services phone system has been unified so that any campus site can respond to all calls. For the Centers and other localities, the revised phone system increases the efficiency in answering the phones by reducing wait times and holding dropped calls to a minimum [E8.20: Admission & Records, Phoning Memo]. Furthermore, since its opening in 2010, the Vacaville Center upgraded its food service on specified days to include foods catered by a local deli [E8.21: Food Catering Service Memo]. The Vallejo Center, at its opening, included items such as soups, sandwiches, and beverages in its vending service, and has not added additional food service at this time.

Conclusion

The Center Deans believe that the efforts to upgrade the student services at these locations have translated into a higher-level service to their students. An indication of this is found in the fact that the “virtual student” services (live video conferences with the Fairfield campus) are not now being utilized.

The Centers have maintained and increased Student Services as requested in Recommendation 8 (Standards II.B.3.a, II.C.1). As evidenced above, the Center Deans, Student Services Managers and staff, faculty, and others continue to collaborate to provide appropriate and equitable Student Services to 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)**

The District’s Code of Ethics, adopted in March 6, 2013, has been in place for approximately one and one half years [E9.1: SCC Code of Ethics]. During this time, it has served as a formal set of ethical guidelines for staff and faculty. In some cases, the Code of Ethics has been useful when resolutions of issues have not lent themselves to specific Contract language. Many offices on campus display framed copies of the Code of Ethics.

During Spring 2014, the Code of Ethics was assessed by CSEA [E9.2: Email from CSEA President email regarding Code of Ethics]. In the CSEA review, only minor recommendations were proposed and the group determined that the existing Code of Ethics should continue to be used at SCC.

The Academic Senate also reviewed the current Code of Ethics and proposed an alternative document for consideration in its May 2014 meeting [E9.3: Academic Senate Minutes, May 5, 2014]. Nevertheless, the 2013 version of the Code of Ethics remains in effect.

Conclusion:

Overall, the current Code of Ethics appears to reinforce the Core Values set forth by Solano Community College [\[E9.4: SCC Core Values\]](#). The College's Code of Ethics complies with ACCJC's Recommendation 9 and adheres to Standard III.A.1.d. The Code of Ethics will be brought to the Shared Governance Council for review in 2015.

IV. Solano Community College Responses to 2011 Planning Agenda Items (Improvement Plans)

The College must respond to each Planning Agenda Item from its 2011 Self-Study Report. The 42 Planning Agenda Items and SCC's responses are stated below:

IMPROVEMENT PLANS

PLANNING AGENDA 1: ITEMS 1-8

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

(Standard I.B.1, Standard I.B.2, Standard II.A.1.c, Standard II.A.2, Standard II.A.2, Standard II.B.2.d, Standard II.A.2.c, Standard II.A.6.c, Standard II.B.2.d)

Planning Agenda 1

Item 1. The College will use relevant Student Opinion Survey results as a basis for discussions and improvement in DE.

(Standard I.B.1; Responsibility—Director of Research and Planning, DE Coordinator)

The Distance Education (DE) Committee administered a Student Opinion Survey in Fall 2012 [[PA-E1.1.1: DE Student Opinion Survey, Nov.13, 2012](#)]. The survey covered a wide range of issues, including student satisfaction with online courses, communication with the instructor, and support services. The results were tabulated, shared with the faculty, and widely discussed by the DE Committee). [[PA-E1.1.2: Summary of DE Student Survey](#)] Several major initiatives were developed to address the issues raised in the survey results (See also Item 2 below for a detailed discussion of how survey results have been incorporated into new DE policies).

The next Student Opinion Survey will be conducted during the Fall 2014 semester. The survey form is currently being prepared. The DE Committee will then survey online students once per year.

Planning Agenda 1

Item 2. The College will work collaboratively to negotiate terminology and follow through on creating, implementing, and enforcing DE guidelines.

(Standard I.B.2; Responsibility—DE Committee, Curriculum Committee, Academic Senate, deans, and EVPASA)

The DE Committee undertook a major re-organization of Distance Education at Solano College from 2012 through 2013. The changes address a wide variety of issues raised by our faculty and students (to include the 2012 Student Opinion Survey results), as well as by the Accreditation Commission and the Chancellor's Office. As a result, new DE policies were created to include:

- Required Listing of Course SLOs in Online Syllabi. The mechanisms for ensuring that Distance Education courses are using and assessing Student Learning Outcomes are currently the same as those for face-to-face courses. All courses, online and face-to-face, have SLOs.
- Student Success Workshops & Orientations. Face-to-face orientation and success workshops for students in online classes are now being offered at the beginning of every semester. These workshops include information on how to succeed in online courses. Examples of workshop titles are: Time Management, Communicating with Your DE Instructor, Taking Tests Online, and Introduction to the Canvas Learning Management System. These DE workshops are part of the Student Success Workshop series sponsored by the Academic Success Center. [\[PA-E1.2.1: DE Student Orientation Workshop Agenda\]](#).
- Annual Analysis of Comparative Data on Online and Face-to-Face Classes (A detailed explanation is given in Planning Agenda 1, Item 8, on page 43)
- Faculty Training. All faculty planning to teach online courses at SCC must now undergo training in online teaching. The training focuses on tools and techniques for maximizing student success in online classes, including compliance with ACCJC and Title 5 standards. [\[PA-E1.2.2: Academic Senate Minutes Apr. 15, 2013\]](#) [\[PA-E1.2.3 Online Faculty Training & Certification\]](#) [\[PA-E1.2.4: Outline of Canvas Training Workshops\]](#) [\[PA-E1.2.5: Training Process Graphic\]](#)
- Course Shell Review & Approval. SCC is now requiring all online courses to undergo a “Course Shell Review” to insure compliance with ACCJC and Title 5 standards. The online course shell contains all of the content for the online course, including the course syllabus, course assignments, and course assessments. The College administration has directed that no online section will be added to the class schedule until it has completed the Course Shell Review. Course Shell Reviews are now being completed for Spring 2015 online classes taught in the new Canvas LMS. [\[PA-E1.2.6: Academic Senate Minutes, Apr. 29, 2013\]](#) [\[PA-E1.2.7: Course Shell Review Policy\]](#) [\[PA-E1.2.8: Canvas Course Shell Review Checklist\]](#)
- Course Orientations. The College now requires all online instructors to provide an orientation for their online students, either a face-to-face, in-person orientation, or an online equivalent. This orientation component is covered in the Course Shell Review process. Additional details pertaining to these policies can be located in Recommendation 6.

Planning Agenda 1

Item 3. The College will create outcomes for the DE Program (Standard II.A.1.c; Responsibility –DE Committee, Outcomes Assessment Coordinator)

In SCC’s 2011 Self-Study Report, we stated the following: “The Distance Education (DE) Committee is considering whether or not DE should be considered a program in and of itself, in which case it would need program outcomes; this is still in discussion.”

In discussions since then, the DE Committee has determined that our Distance Education offerings do not constitute a formal academic program, since a student does not receive a degree of any kind in Distance Education. Online classes are a modality of instructional delivery only. Consequently, program outcomes are not appropriate for Distance Education. The quality of the online course offerings is determined by the policies outlined in greater detail in Planning Agenda 1, Item 2, on page 40.

Planning Agenda 1

Item 4. The College will consider the following catalog issues: the catalog does not address instructional delivery applied in DE courses, programs and degree offerings. The catalog does not address the interaction between DE faculty and students, nor the accessibility of DE faculty and staff to students. (Standard II.A.2 and Standard II.B.2.d; Responsibility—DE Committee, EVPASA)

At its August 25 meeting, the Distance Education Committee clarified plans for revising the Catalog. The committee will consult other college catalog descriptions and submit revised language describing SCC’s Distance Education program by the end of Fall 2014 semester [[PA-E1.4.1: DE Committee Meeting Minutes, Aug. 25, 2014](#)].

Planning Agenda 1

Item 5. The College will consider adding a DE clause to the academic freedom policy (Standard II.A.2 and Standard II.B.2.d; Responsibility—Academic Senate)

In SCC’s 2011 Self-Study Report, we stated the following: “**Academic Freedom Statement:** Faculty and student academic freedom policies are clearly stated on page 10 and 14 of the College Catalog. There is no separate policy for DE students or faculty. “

The Distance Education Committee does not believe there is any need to alter this policy.

The College created guidelines for intellectual property rights in its online courses in 2010. In essence, all course content is the property of the author; the College retains rights to the course shells in the Learning Management System (currently Canvas). Formal language was negotiated into the Contract in 2011 [[PA-E1.5.1: CCA CTA NEA Contract excerpt Intellectual Property Rights-Academic Freedom](#)].

Planning Agenda 1

Item 6. The College will continue to develop department/school-level policies regarding online courses.

(Standard II.A.2.c; Responsibility—School deans and faculty)

After further discussion, the DE Committee has determined that this Planning Agenda item is no longer necessary. Instead, the Committee underwent a College-wide re-organization of DE policies and procedures (See Planning Agenda 1 Item 2 above). It was determined that College-wide policies would be more coherent than a variety of department or school-level policies.

Individual departments or schools can still develop their own policies in addition to the College-wide policies. For example, the Department of Mathematics has decided that examinations in the online math classes shall be in-person proctored exams.

Planning Agenda 1

Item 7. The College will encapsulate all DE information and complete DE Program Review.

(Standard II.A.6.c; Responsibility—DE Committee, Director of Research and Planning, school deans and faculty)

A comprehensive DE Program Review will be done after all departments who offer DE courses have completed their Program Reviews. At that time, the DE Program Review will include the evaluation of all findings in the various department Program Reviews, in addition to addressing broader issues relating to DE [[PA-E1.7.1: Program Review Timeline](#)].

Planning Agenda 1

Item 8. The College will begin purposely disaggregating data for DE instruction, including data on complaints/grievances.

(Standard II.B.2.d; Responsibility—Director of Research and Planning)

The College completed a study of disaggregated data for online and face-to-face classes in 2013. Data was examined that pertained to the previous three academic years (2010-2012). This comparative data will be studied on an annual basis from now on [[PA-E1.8.1: Distance Education Aggregate Data 2010-2013](#)].

Summary of the 2010-2012 data:

Enrollment data at 1st Census (approx. 2 weeks after the start of semester) shows a 10% differential in fill rate between face-to-face and online enrollments (FF=92% / OL=83.6 %). Since the online enrollments are generally as high or higher than face-to-face on the first day of class, these data indicate significant drop rates in online classes during the first two weeks of the semester. As noted earlier, the Distance Education Committee identified multiple reasons for this higher drop rate, including lack of student preparedness for online learning, technology barriers, student failure to read

and follow directions, and lack of instructor contact in the crucial first days of the semester. The Committee contends that a segment of our students enter online classes with the mistaken impression that online class will be easier, then drop when they discover the contrary.

The retention data revealed a 6-8% lower rate of end of semester retention in online classes relative to face-to-face classes. This figure has been very consistent for the last ten years and the Committee has not arrived at a decisive reason for this disparity.

Success rate data (students achieving a passing grade at the end of a course) indicates that students who persist in online classes do as well or better than students in face-to-face classes (GPA rates: FF=2.29 / OL=2.41). This may be because the higher drop rates in online classes leave a cohort of online students that are the better performers.

DE Committee planned actions based on the evaluation of the DE data:

The Distance Education Committee devoted its Sept 9, 2013 meeting to a discussion of measures to address the higher drop rates in online classes and DE Committee developed the following Action Plan for Spring 2014:

- Develop a more intense (and mandatory) orientation for students enrolling in online classes.
- Develop a survey to measure student preparedness for online learning (technical competency, time management, etc.) The survey will be developed and implemented for Spring 2014 classes prior to class registration.
- Continue to survey students at the end of the semester to assess satisfaction with online courses.
- Post course syllabi to the SCC Web prior to student registration to illustrate the comparable difficulty of online courses to face-to-face courses.
- Develop a common program for all online courses for the first 3 days of class. Students would be required to log into the class on day 1 or 2 and must participate in an activity by the end of the third day, or they will be dropped. This program is to bring the online classes more in line with what happens in face-to-face classes (no-show attendance).
- Develop a welcome email message that will be sent to all online students a few days before class begins that clearly explains login procedures and instructor expectations and guidelines for student participation.

[\[PA-E1.8.2: DE Student Orientation Workshop Agenda\]](#)

[\[PA-E1.8.3: First Three Days of Semester Procedure\]](#)

[\[PA-E1.8.4: Welcome email message to students\]](#)

Solano Community College has completely reorganized its Distance Education Program since 2013. New guidelines for faculty training, course approvals, and SLOs have brought SCC's online classes into full compliance with both the Accreditation Commission Guidelines and the California Community College Chancellor's Office Guidelines (Title 5).

The DE Committee will continue to review and revise our policies and procedures as we receive annual data for student surveys and program reviews. It is anticipated that SCC's DE Committee will exceed ACCJC Standards by 2016.

IMPROVEMENT PLANS

PLANNING AGENDA 2: ITEMS 1-21

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

(Strategic Goals 1: Foster Excellence in Learning, 2: Maximize Student Access and Success, 3: Strengthen Community Connections, and 4: Optimize Resources)

(Standard I.B.1, Standard I.B.3, Standard I.B.2, Standard I.B.6, Standard I.B.7, Standard II.A.2.i, Standard II.A.2.i, Standard II.A.6.a, Standard II.B.3.b, Standard II.B.4, Standard II.B.4, Standard III.A.2, Standard IV.B.2.a, Standard III.A.3.a, Standard III.B.1.a, Standard III.B.1.b, Standard III.B.2, Standard III.B.2.b, Standard III.C.1.a, Standard III.C.2, Standard IV.A.1, Standard I.B.1 Standard I.B.3, Standard III.A.1.b., Standard IV.B.1.b)

Planning Agenda 2

Item 1. The College will provide ongoing training in interpreting and using data. (Standard IB.1, Standard IB.3)

Training for staff members was initially offered in a series of weekly MS Access classes [[PA-E2.1.1: MS Access Training Session](#)]. In these sessions, the Dean of IR will build up basic skills in MS Excel in order to ease entry into MS Access training. The first class, aimed at regular data users (including Fiscal Services staff, HR staff and Student Services staff), will look at data manipulation via MS Excel pivot tables in September 2014 [[PA-E2.1.2: Pivot Table Class for Staff](#)].

Training for use of program review data is routinely offered during Flex Cal and is well attended by those departments starting their program review [[PA-E2.1.3: Sample Flex Cal Agenda, Spring 2014](#)]. The Academic Senate Program Review Coordinator and IR staff also offer regular training sessions and hold bi-monthly office hours during the semester to help authors with program review issues, including data interpretation [[PA-E2.1.4: Office Hours & Training Emails](#)]. The Office of IR adopted Tableau (data analysis software) in 2011 as the main format for all data analyses. The advantage of Tableau is that one can add interactivity to data, facilitate ease of data manipulation, and improve overall presentation of data. Since the College is now becoming more used to

receiving data in Tableau format, the IR staff make sure to include full instructions on design and interpretation with all major Tableau workbooks [[PA-E2.1.5: Tableau Workbooks Instructional Guide](#)].

The goal is to have the appropriate user receive the appropriate data to strengthen decision making and to ensure that data is easy to interpret.

Planning Agenda 2

Item 2. The College will assure that all outcomes for strategic goals and objectives are measurable.

(Standard IB.2)

Outcomes assessments, particularly in service areas, were strengthened beginning in the 2012-2013 academic year. The process of reorganizing the data required for outcomes assessment review included the addition of elements such as success criteria and assessment strategies. Every service area manager at the Institution links the strategic goals of the College back to their own area outcomes. Each outcome has a set of assessment strategies and success criteria. The assessment strategies define the “how and when” of assessment, while the success criteria illustrates if the outcome has been met. Having managers document a written assessment strategy and specific success criteria helps to ensure that the linked outcomes are accomplished. Each linked outcome also has a set of written assessments [[PA-E2.2.1: Example Area Outcome Assessment](#)].

Managers continue to be trained in recording outcomes and assessments, and written guidance is provided in the Integrated Planning Process manual that was subject to a comprehensive revision in Summer 2013 [[PA-E2.2.2: Pages from IPP June 2013](#)]. A second update is planned for Spring 2015.

Although every manager has participated in the above process for at least one cycle, work is ongoing to improve the quality of submissions.

Planning Agenda 2

Item 3. The College will continue to implement improvements identified in assessments of the Integrated Planning Process.

(Standard IB.6)

The Institution has made steady progress in refining planning evaluations. Nevertheless, the monthly meeting of the planning review committee (known as PERT) tended to be unfocused. To better organize and focus these planning review meetings, it was determined that planning might be more effective if these assessments of the IPP were distributed across 4 committees with clearly defined roles and responsibilities: 1.) SCC Institutional Planning Group, 2.) Process Evaluation Review Team (PERT), 3.) Budget Planning Group, and 4.) Non Academic Program Review Evaluation Group [[PA-E2.3.1: Planning Committee Structures](#)]. The committees now meet less frequently but are more focused.

The most recent review of planning processes led to many excellent suggestions for improvement which have been shared with the President's lead Institutional Planning Group [[PA-E2.3.2: Planning Review](#)] [[PA-E2.3.3: IPG Notes, June 3, 2014](#)].

One of the major recommendations of the four Planning groups is to increase involvement of the Superintendent/President's Cabinet (SPC) in the process of program review and service area planning. Two major initiatives have worked to increase the involvement of the SPC involvement. The first was to establish a regular meeting group that works specifically with the IVPAA and managers to strengthen outcomes, assessments, and planning [[PA-E2.3.4: Assessment Committee Minutes, Apr. 1, 2014](#)].

The second initiative consisted in a strategic planning session with all members of SPC. This session helped to focus SPC members to look more closely at SCC's Mission, Strategic Goals and Objectives, Accreditation recommendations, Education Master Plan, Facilities Master Plan, and other relevant documents so as to determine key areas in which managers should initiate projects. At this strategic planning session, the SPC was also shown a demonstration of the system used by the College to track and ensure accountability [[PA-E2.3.5: Strategic Planning SPC Presentation](#)].

Planning Agenda 2

Item 4. The College will improve documentation of how it is using the assessment results (outcomes, program review, strategic goals and objective, ARCC) to make improvements.

(Standard I.B.7)

The College has improved its documentation of how assessment results are being used to improve programs. Assessment results from non academic areas are fed into an annual program review. The program review is comprised of assessment data from linked service area outcomes and includes defined "next steps." The program review format also shows projects and activities that may be linked to the outcome assessments and any highlighted areas of concern. Since all of these data are recorded in database format, there is minimal reporting burden on managers [[PA-E2.4.1: Example of Non Academic Program Review](#)]. In the most recent round of assessments, all managers were sent an email to start the Program review process and a guide to completing program review. [[PA-E2.4.2: Fall 2014 Program Review Kickoff Email](#)] [[PA-E2.4.3: Completing a Program Review](#)].

The academic program review has undergone major revisions and a solid program has been established, to include Academic Program Review assessment (a detailed explanation of SCC's Academic Program Review can be found in PA 3, Item 9, page 87).

Planning Agenda 2

Item 5. The College will conduct a review of pre- requisites (if any) for transfer-level courses to keep up with the changing needs and skill levels of students entering with transfer goals.

(Standard II.A.2.i)

As directed by Title 5 (the California Education Code), the Solano Community College Governing Board, and the Solano Community College Curriculum Committee Handbook mandates, the SCC Curriculum Committee reviews the prerequisites for all courses during the curriculum review process [[PA-E2.5.1: Excerpt from Title 5, Regulations Section 5503](#)] [[PA-E2.5.2: SCC District Procedure 6023](#)] [[PA-E2.5.3: Excerpt from Solano Curriculum Handbook](#)]. This process completes a review of all courses and their prerequisites over a five-year cycle [[PA-E2.5.4: Curriculum Review Timeline](#)]. The purpose of the curriculum review is to guarantee that courses and programs are current with the requirements of the respective transfer or career goals. The Curriculum Committee has been reviewing prerequisites regularly in order to fulfill this directive at least since the Governing Board adopted its current prerequisite policy in 1994 [[PA-E2.5.5: Sample Curriculum Committee Minutes Dec. 10, 2013, Nov.22, 2013, and Feb. 12, 2013](#)].

It should also be noted that the Curriculum Committee has begun the process of changing the College's prerequisite procedure to permit content review alone to establish prerequisites and co-requisites as now allowed by Title 5 [[PA-E2.5.6: Curriculum Committee Minutes Mar. 25, 2014 and Apr. 29, 2014](#)]. Prior to the change in Title 5, prerequisites for courses not in a sequence typically had to be established using content review with statistical validation. The effect of using statistical validation was that students had to fail to allow a prerequisite to be established. With the goal of improving student success, the state changed Title 5 to allow an enhanced content review to establish these course prerequisites.

The new regulations have many requirements that must be met before implementation. For example, a formal plan must be created to identify courses that might need prerequisites. Also, a plan is needed for training Curriculum Committee members to use enhanced content review and to document the process. Additionally, the official Governing Board policy must be revised. The Curriculum Committee's actions taken in Spring 2014 were the first steps to begin to implement the new regulation requirements. Furthermore, the matter of implementing the new regulations has been taken up by the Academic Senate in Fall 2014. To date, the Academic Senate has approved the revised Governing Board procedures, the plan for implementation, and the form that faculty will use to establish prerequisites and co-requisites [[PA-E2.5.7: Academic Senate Agenda Aug. 25, 2014](#)]. The proposed changes do not affect the regular review of established prerequisites or co-requisites as required by Title 5, Board Procedure 6023, and the Curriculum Committee Handbook.

Planning Agenda 2

Item 6. The College will increase the robustness of outcomes dialogue. (Standard II.A.2.i)

In Summer 2012, the Academic Senate President enlisted a team of faculty to assist their colleagues to create course outcomes and assessments where none existed and issued directions for this task [[PA-E2.6.1: SLO/SAO Coordinator Directions](#)]. An SLO Coordinator was hired in August of 2012 [[PA-E2.6.2: SLO Coordinator Job Description](#)] and School Coordinators [[PA-E2.6.3: School Coordinator Job Description](#)] were hired shortly thereafter to help faculty with assessments. Among their job duties, School Coordinators added assessments to the database and to School Shared Folders so that other faculty could learn from their colleagues' work.

Since 2012, the College has convened the SLO Committee to establish and notify faculty of the assessment schedule and to help faculty assess their courses. In 2012-2013, the SLO Committee met six times [[PA-E2.6.4: Sample SLO Committee Agenda and Minutes, Mar. 5, 2013](#)]. In Fall 2013, the SLO Committee noted that the quality of assessments needed to be improved and a rubric was written to assist all faculty to pay more attention to the quality of their assessments [[PA-E2.6.5: Quality Rubric](#)]. The Quality Rubric was formally adopted by the Assessment Committee in May 2014. [[PA-E2.6.6: Assessment Committee Agenda and Minutes, May 6, 2014](#)].

In January 2014, the SLO Committee was reorganized as the Assessment Committee and met three times in spring semester [[PA-E2.6.7: Assessment Committee Agenda and Minutes Apr. 1, 2014](#)] [[PA-E2.6.8: Assessment Committee Agenda and Minutes, Mar. 18, 2014](#)]. Members now include representatives from management, faculty, and staff. The SLO Coordinator and the Interim Vice President of Academic Affairs determined that the Assessment Committee should broaden its scope to include review and analysis of all College Outcomes.

In April 2014, the Assessment Coordinator reviewed the database and reported to the Assessment Committee that many of the even-numbered courses from the Fall 2013 semester were not in the database and some had not yet been completed. The Assessment Committee determined that in order to increase the number of assessments, improve the quality of assessments, and better conform to ACCJC's rubric, that the faculty needed more assistance in creating quality SLOs and their assessments. The Committee then established a workshop for faculty on quality assessments [[PA-E2.6.9: Assessment Workshop Announcement](#)].

All Schools dedicate time during some School meetings and during Flex Cal to exchange ideas regarding SLOs and SLO assessments. School coordinators have made presentations to faculty regarding "best practices" in SLOs in School meetings [[PA-E2.6.10: Sample Social Behavioral Sciences Minutes of Apr. 2, 2014](#)].

Many faculty get together informally to discuss SLOs in Department meetings. For example, some of the Mathematics faculty have met to develop a common assessment and rubric for Math 310 [[PA-E2.6.11: Math 310 Common Assessment problems](#)] [[PA-E2.6.12: Math 310 SLO Questions](#)]. The Chemistry faculty have rewritten their program assessment to align with ACCJC's rubric for program assessment [[PA-E2.6.13: Chemistry Program Assessment](#)]. The Psychology faculty have developed a common assessment for Psychology 1 and have plans to revise this tool in Spring 2015.

SCC continues to include SLO workshops in our bi-yearly Flex Cal presentations and throughout the year. Additionally, one-on-one help (either face-to-face or via email) has helped some faculty to complete their assessments and improve quality [[PA-E2.6.14: Fall 2014 Flex Presentation Outcomes and Assessments](#)]. Anecdotally, faculty report that the workshops and one-on-one sessions are helpful.

Assessment activities for the 2014-15 year include:

Fall 2014: Specific measures will be designed and piloted to improve the quality of course assessments based on recommendations from School Coordinators and the Assessment Committee, with follow-up from Deans. All Schools will be required to document how course outcomes have been used to modify assessment methods, outcomes, and pedagogy. The Assessment Coordinator will assure that program assessments meet ACCJC standards.

Fall 2014 and Spring 2015: The Assessment Committee will determine which courses are best suited to assess ILOs and GELOs (General Education Learning Outcomes). The Assessment Committee, working in collaboration with the Dean of Research and Planning, will make improvements to the database so assessments from each faculty member can be more accurately tracked. Any weaknesses in collecting and posting Outcomes' Assessments will be addressed.

It is anticipated that by 2016-2017, the College will have shown significant progress in continuing to increase outcomes dialogue and to increase the quality of assessments for all courses, programs, and institutional outcomes.

Planning Agenda 2

Item 7. The College will create a formal process for evaluating and monitoring articulation.

(Standard 11.A.6.a)

In Fall 2012, in an effort to create a formal process for evaluating and monitoring articulation, the SCC Articulation Officer began a project to assess data from academic years 2010-2011 and 2011-2012 relating to departmental course articulation between Solano Community College (SCC) and six local University of California (UC) and California State University (CSU) campuses [[PA-E2.7.1: Articulation Outcomes Assessment Fall 2012](#)]. The data assessment project pointed to a decrease in articulation with those six local universities, but a more informal examination of all of the UCs and CSUs, revealed an overall articulation increase. As a result, the SCC Articulation Officer

concluded that measuring articulation agreements between Solano College and only six universities did not produce sufficient data for establishing meaningful results. Furthermore, it was determined that measuring articulation by major (which showed an increase in articulation) rather than by department, produces different results, which may be considered also.

The Articulation Officer then created a spreadsheet of articulation requests and results, updating it periodically as time permitted [[PA-E2.7.2: Modified Articulation Requests and Results](#)]. The spreadsheet proved to be too basic and not user-friendly. Additionally, due to lack of dedicated clerical support and articulation demands, the spreadsheet was not kept up to date and did not reflect all articulation requests and results.

To complicate matters, over the last several years, there has been a significant increase in articulation officer workloads in California due to legislation such as SB 1440 and mandates for California community colleges to create new degrees called Associate Degrees for Transfer (ADTs). Additionally, the degree creation process involves submission of new and modified courses for Course Identification Numbers (C-IDs). As a consequence, the SCC articulation officer has accumulated additional duties, i.e., consulting with faculty about C-ID and entering data and course outlines into databases such as C-ID and ASSIST, the official repository of articulation for California's public colleges and universities (the Articulation Officer is the ASSIST manager for Solano College). In fact, as of this writing, the Articulation Officer has submitted 99 courses for C-ID and SCC has 16 ADTs approved by or submitted for approval to the California Community College Chancellor's Office (CCCCO). In Summer 2013, the Dean of Counseling agreed that the additional work now being done for C-ID and ADT should be included in the design of a formal process of evaluation and monitoring of articulation [[PA-E2.7.3: Courses Submitted to C-ID](#)] [[PA-E2.7.4: Transfer Degree status spreadsheet](#)].

Currently, the Articulation Officer and the Dean of Institutional Research, Planning, and Institutional Effectiveness are collaborating to create a new tool for evaluating and monitoring articulation. If successful, the new evaluation tool (designed to replace the original spreadsheet created in 2012) will be both user-friendly and capable of including all data that needs to be compiled and analyzed. The first version of this tool is now available for the Articulation Officer to test and evaluate [[PA-E2.7.5: Articulation Database](#)]. As the tool is evaluated, an alternate version will be developed, if needed, by Spring 2015. Data from the final version of the tool will be monitored and evaluated and a progress report created during Summer 2015, and yearly thereafter.

SCC has determined also that hiring dedicated clerical support for the Articulation Officer is essential. To that end, during the 2013-2014 academic year, the Articulation Officer, Transfer Center Director, and Dean of Counseling cooperatively reviewed a needs analysis for a Transfer-Articulation Specialist, created a job description, and moved the position through the various committees and the Governing Board for approvals. The position was advertised on campus during August 2014 and is now ready for hiring committee selection and a review of applications [[PA-E2.7.6 Transfer & Articulation Specialist Job Description](#)].

With the redesign of the formal process for evaluating and monitoring articulation and the addition of dedicated clerical support, it is anticipated that SCC will have in place an effective system for ongoing evaluation and monitoring of growing articulation needs by Fall 2015.

Planning Agenda 2

Item 8. The College will put into place surveys for students to self-assess the Core Competencies and for faculty to assess students' "Personal Responsibility and Professional Growth" (Standard II.B.3.b)

In October 2012, the Dean of Research and Planning wrote and distributed a student survey eliciting attitudes regarding two of SCC's four Institutional Learning Objectives (ILOs): (Global Awareness and Personal Responsibility and Professional Development) as well as a separate faculty survey [[PA-E2.8.1: Student Survey](#)] [[PA-E2.8.2: Faculty Survey](#)]. Overall, faculty rated students lower than students rated themselves in mastering the following competencies for all measures (the scientific method and how experiments work; articulating social and political issues in their own communities; and ability to assess their own skills) [[PA-E2.8.3: Survey Results for ILOs 3 & 4](#)].

In Spring 2013, Solano's other two ILOs (formally called Core Competencies) were assessed. At this time, the SLO Coordinator wrote a survey and created a rubric to assess ILOs (Communication and Critical Thinking and Information Competency) [[PA-E2.8.4: Assessment and Rubric for ILOs 1 & 2](#)]. The survey required students to examine and interpret two graphs and to write summaries or answer objective questions; the final task required students to develop a "Plan of Action" for a friend who was not doing well academically due to multitasking. Faculty who taught the scientific method, e.g., biology, physics, statistics, and psychology, were surveyed and over 200 student responses were recorded. The rubric assessment revealed that a majority of students were not able to interpret both graphs (most provided an interpretation that covered only parts of the graphs) and had not mastered the role of the "negative control." The inability of students to differentiate an experimental/independent variable from a negative control or to determine whether a sample size is adequate or inadequate would be considered as serious failures in the class.

For the ILO on communication, few students were able to compose answers that incorporated a topic sentence or supporting sentences and few students received total points for grammar, punctuation, and spelling. The last task, developing a plan of action, was poorly done as the majority of students could not provide specific, cogent suggestions; and if they did, they typically were written as lists rather than complete sentences [[PA-E2.8.5: Report on ILOs 1 & 2](#)]. Students may be able to provide a brief, accurate answer to a question, but they fail to develop or expand an idea within a paragraph. The fact that students with 30 or more units (sophomores) are not able to communicate better than those students with fewer than 30 units (freshmen) is surprising.

While the College has put into place surveys for students and faculty to self-assess Institutional Learning Outcomes (ILOs) Assessment, one of the imperatives of the SLO Committee is to design a specific plan to determine whether or not our ILOs need to be revised and/or faculty and students must focus on developing specific outcomes for all ILOs or only some ILOs. Furthermore, it is incumbent upon the Committee to clearly determine who should be responsible for assessing ILOs, e.g., should the Assessment Committee conduct regular assessments of ILOs? If so, that group will need to determine how results will be disseminated to all.

In the 2014-15 academic year, specific assessment activities include:

The Assessment Committee determined that to raise greater awareness of ILOs, posters will be placed in every classroom [PA-E2.8.6: [Assessment Committee Minutes Aug. 8, 2014](#)]. The Office of Academic Affairs will create these posters and arrange for their placement in classrooms in Fall 2014. The Assessment Committee will review the ILOs again and determine if any need revision.

To improve the quality of course assessments, in Fall 2014 the Assessment Committee will provide all faculty with models of useful outcomes assessments that have resulted in clear planning agendas and actions. School Deans and coordinators will facilitate faculty discussion of these model assessments and planning agendas to assist faculty with modifications of assessment methods, outcomes, and pedagogical changes to the curriculum.

Furthermore, the Assessment Committee will evaluate Program Learning Outcomes (PLOs) assessments to ensure that ACCJC Standards are being met and to determine which courses are best suited to assess specific ILOs and GELOs (General Education Learning Outcomes)

As the College collects and analyzes additional outcomes data, it is anticipated that by 2015-16 the Assessment Committee and the Assessment Coordinator will have clearly delineated responsibilities for regular data collection and assessments of all Institutional Learning Outcomes (ILOs) and that these outcomes will be accessed easily by all faculty and their respective Deans and managers and utilized collaboratively to further enhance the quality of instruction.

Planning Agenda 2

**Item 9. The College will enhance counseling services through: identifying and implementing ways to provide more counselor availability for students, which might include increased online counseling. Assuring that advising information is accurate and consistent among counselors, including part-time counselors.
(Standard II.B.4)**

Delivery of Online Counseling Services:

ECounseling

The Counseling Department offers students an opportunity to ask general questions about the College and various programs through an eCOUN online service [PA-E.2.9.1: eCOUN Webpage Snapshot] [PA-E2.9.2: eCOUN Brochure].

In the 2012-2013 year, 155 hours were dedicated to eCOUN [PA-E.2.9.3: SARS Report eCOUN 2012-2013]. During that year, 376 student emails were answered [PA-E2.9.4: eCOUN Data email 2012-2013]. In the 2013-2014 year, 147 hours were dedicated to eCOUN and 245 student emails were answered [PA-E2.9.5 SARS Report eCOUN 2013-2014] [PA-E2.9.6: eCOUN Data email 2013-2014]. The Counseling Department will review this data during their program review and will identify efficiencies to optimize personnel costs for all students served. A method to evaluate student satisfaction will also be determined and implemented. The Department will look at all of the information collected by the end of Spring 2016 and suggest recommendations for improving student use, and/or revision of the current practices.

Counselor Professional Development:

Best Practices:

In 2013-2014, the Counseling Department faculty met twice monthly in order to collaboratively address “best practices” in counseling. Previously, the faculty met twice per month with agenda items primarily devoted to Department business in contrast to student success. Topics now include: advising students regarding ADT, the new statewide Associate Degrees for Transfer majors, how to best counsel dismissed students and implementing best practices for readmission, crisis counseling, and a discussion of student feedback as received by the Dean and the student government [PA-E2.9.7: SSSP and Ed Planning Minutes Oct. 24, 2013] [PA-E2.9.8: SSSP Training Minutes Oct. 31, 2013] [PA-E2.9.9: Counseling Division Meeting Minutes, Oct. 10, 2013] [PA-E2.9.10: Collaborative Meeting with Evaluation Staff, Nov. 7, 2013].

In April 2014, the ASSC Student Body President presented feedback from students based on a student government activity in which students were asked to write comments about their experiences with counseling [PA-E2.9.11: Student Presentation Minutes, Apr. 10, 2014]. The feedback was profound and reflected student concerns that counselors were not aware of. Counselors were visibly moved by the ASSC President’s honest and pointed comments. It was agreed that this activity should be regular and ongoing and that student feedback should be considered valuable data upon which planning should at least partially rely.

Additionally, the ASSC Student Senator for Student Services met with the Dean of Counseling at least three times throughout the year to discuss relevant student concerns about counseling services.

Adjunct Counselor Training:

Two counselors developed and presented counselor training for recently hired adjunct counselors. The last adjunct training was held in 2013 and was conducted by two experienced counselors following a model used for many years. That model was to provide six hours of intense training which included a philosophical discussion about the purpose of counseling, followed by detailed technical information about the College data management system. This second portion included practice with entering student information about prerequisites, educational plans, and transfer information, as well as College registration procedures. After that experience, the two counselors concluded that the scope of the training was too much to be included in the six hour session and recommended that this year's training be modified. The training consisted first of two hours of shadowing an experienced counselor, followed by a four hour session of in-person and hands-on training about many of the technical details, followed by an additional two hours of shadowing [[PA-E2.9.12: Training Agenda email](#)]. New counselors have been encouraged to ask questions of more experienced counselors and the trainers have identified additional topics for enhanced training. One counselor has agreed to take a lead role in the development of a more detailed and lengthy training program for adjunct counselors and will incorporate and expand upon an informal manual that has been the product of various counselors. It is expected that a first draft of a process will be ready for counselor review by the middle of Spring 2015 semester

Counseling Department Off Campus Retreat:

With the encouragement and support of the Superintendent-President, the Counseling Department held a two-day retreat on March 20 and 21, 2014 at the Hilton Garden Inn in Fairfield, CA. The retreat was facilitated by a retired manager in Student Services from a neighboring community college. The retreat focused on student success and sought to address how the department might improve its processes and organization to increase student success [[PA-E2.9.13: Retreat Summary](#)].

At the Counseling Department Retreat, SCC's Dean of Institutional Research, Planning, and Institutional Effectiveness defined several metrics and presented data about the persistence, retention, and success of our SCC students. The group then spent a number of hours studying, synthesizing, and hypothesizing about the data. The counselors used their anecdotal experience with students to theorize why certain groups were not performing as well as other groups, why new students were not persisting from one semester to another, and what in our College processes may be creating challenges for students [[PA-E2.9.14: Sample Team Goals](#)].

After examining the data, the counselors divided into teams and began the development of goals and objectives that would address four main areas. The teams began the identification of additional data needs as well as strategies for addressing the student

success gaps. The group will reassess their progress in Spring 2015 [[PA-E2.9.14: Sample Team Goals](#)].

Follow up from the retreat included two division meetings [[PA-E2.9.15: Follow-up Action from Retreat minutes](#)] [[PA-E2.9.16: Work Groups Follow-up from Retreat](#)].

Planning for the 2014-2015 year includes continuation of the work detailed above. The original responsible Dean has returned to her counselor position and the new Dean and faculty will determine the new priorities for continuation of this work.

Planning Agenda 2

Item 10. The College will enhance financial aid services through determining which processes are most problematic for students and how these processes can be improved. Identifying and implementing ways to speed up payment to students. (Standard II.B.4)

Several important changes to the financial aid process have been made to SCC's Financial Aid Program, to enhance and provide disbursements that will better serve students. These changes include:

- Higher One Cards: Solano Community College signed a Service Agreement with the Higher One Disburse Program (debit cards) on August 19, 2010. At this time, the College moved from mailing paper checks to disbursing student refunds to a Higher One debit card. The Higher One Cards provide faster and more efficient resources to students. No more lost or stolen checks was a major benefit of this service agreement [[PA-E2.10.1: Higher One Service Agreement](#)].
- SIG Consultant (Strata Information Group): The SIG consultant was hired to streamline efficiencies in the Financial Aid processes for disbursements to students [[PA-E2.10.2: SIG Contract Agreement](#)].
- September 2011 Disbursement change: Financial Aid changed the disbursement dates to better accommodate students. The disbursement dates were initially once a month and now have been changed to weekly disbursements. These changes include: Pell Loans, SEOG, Cal Grants, etc. [[PA-E2.10.3: Disbursement calendar](#)].
- Work Study participation and engagement: Prior to 2011, the Work Study program hired approximately 25 students. In the past 2 ½ years, SCC has expanded the program and hired 77+ students, providing students with additional resources and job- training skills on campus [[PA-E2.10.4: List of Federal Work study students-2012-13](#)].
- Student Loan change in 2011: The Student Loan process was changed to provide a more efficient and effective completion rate. A maximum of 3 full-year loans is the requirement, with at least 24 units between each academic year [[PA-E2.10.5: Student Loan criteria](#)].
- SAP Plan and SAP Counseling tool, 2011: A *Satisfactory Academic Progress (SAP) Plan* was developed according to Department of Education and California Community Chancellor's Office guidelines and regulations. Additionally, a

- Satisfactory Academic Progress Counseling Tool was developed to enable students to view online when they applied for financial aid. This tool provides much information and a more comprehensive explanation to students in order to keep them informed about maintaining their eligibility for Title IV funds [\[PA-E2.10.6: SAP Policy & Counseling Tool\]](#).
- FATV Communication (24/7-2012): Financial Aid TV is an extensive and enhanced learning tool for students that can be accessed “24/7” through the computer internet or personal cell phones and is available at both SCC Centers and the main campus. Videos that provide information regarding all Financial Aid programs (Title IV funding) are also available [\[PA-E2.10.7: screen shot of FATV from SCC-Website\]](#).
 - Extended financial aid to services at the Centers (2011): Financial Aid has provided marketing materials and staff training to the Center Staff resulting in enhanced communication and the ability for students enrolled in classes at the Centers to conduct all Financial Aid business.
 - Centers added the Program Participation Agreement, Eligibility and Certification Approval Report (PPA/ECAR). This is the official document that is approved and recorded with the Department of Education. This agreement allows Solano Community College to disburse Title IV funds to all three locations of Solano Community College [\[PA-E2.10.8: PPA/ECAR with Center Locations\]](#).
 - Installed a Drop Box at the Financial Aid Office: The Drop Box provides more service to students when dropping off documents during non office hours and allows Financial Aid staff to process paperwork faster and more efficiently [\[PA-E2.10.9: Student Financial Aid Drop Box Notification\]](#).
 - In-reach/out-reach events: Financial Aid Awareness events are held at all three SCC locations. These events bring awareness of Financial Aid services to potential students, to include low income and disadvantaged groups. The events provide resources to students and one-on-one support [\[PA-E2.10.10: Financial Aid Awareness events\]](#).
 - Increased permanent Staff, 2011-2014: Financial Aid has increased its full-time permanent staff. Three and one half full-time permanent positions have been hired, reducing the lines and processing time, and providing more specialized positions for the Financial Aid office [\[PA-E2.10.11: Organization chart\]](#).

The Associate Dean of Financial Aid serves on a variety of state and national committees in an effort to enhance SCC’s Financial Aid services. Ongoing evaluation of all financial aid services is routine and processes continue to be refined.

Planning Agenda 2

Item 11. The College will formally evaluate the effect of the two recent reorganizations on teaching and learning, financial resources, and institutional effectiveness.

(Standard 111.A.2, Standard IV.B.2.a)

The catastrophic financial impact on the state of California and the California Community Colleges in 2009-2010 hit Solano Community College particularly hard. With the College's reserves hovering around 5%, the Governing Board was asked in 2009-2010 to make some difficult decisions to ensure that the proper reserve level was maintained and that personnel hardship was spared as much as possible. The areas hit the hardest were the Senior Administrative and the Deans' and Directors' levels. The College succeeded in reevaluating both categories and made several formal reorganizations to staffing levels. These reorganizations were made to primarily to save funds, but also to better realign disciplines that shared common characteristics [[PA-E2.11.1: Reorganization History Presentation](#)] [[PA-E2.11.2: Academic Affairs Reorganization, Spring 2011](#)].

Follow-up Actions to evaluate the recent reorganizations:

- In 2010, the positions of Academic Vice President and Student Services Vice President were combined into a single Vice President for Academic and Student Affairs (VPAA) position. This arrangement lasted approximately two years, as combining these two positions into one proved an inadequate model given the lack of adequately trained personnel in both areas. The model was then changed to revert back to a separate VPAA, while the President of the College took on the oversight of the Student Services area. Additionally, the VP for Technology remained as an Executive Director and was compensated at the level of dean.
- Within the instructional areas, the number of deans was cut from seven to four. Financial savings allowed also the two Centers, Vallejo and Vacaville, to receive appropriate academic and student support services.
- The title of Divisions was changed to Schools: School of Liberal Arts; School of Sciences; School of Human Performance and Development, and, School of Career Technical Education and Business.
- After the new School structure was in place, it was apparent that two of the schools were too large to be managed effectively (Liberal Arts and Sciences). Additionally Career Technology presented challenges with the inclusion of Health Sciences, because the disciplines were so dissimilar. The College then held a series of forums on March 14, 2011, March 15, 2011, and March 17, 2011 and determined a need for an additional reorganization [[PA-E2.11.3: Academic Affairs Reorganization Aug. 21, 2013](#)] [[PA-E2.11.4: Academic Affairs Reorganization July 1, 2014](#)].

Current Status:

The College continues to maintain a VPAA position and has created a Chief Student Services Officer to oversee Student Services [[PA-E2.11.5: Vice President, Academic Affairs Job Description](#)] [[PA-E2.11.6: Chief Student Services Officer Job Description](#)].

The status of the Director of Human Resources has been upgraded to Associate Vice President of Human Services to ensure that Human Resources will be adequately and competently staffed [[PA-E2.11.7: Associate Vice President of Human Resources Job Description](#)]. Recently, the College has created the position of Athletics Director, following requests, feedback, and input for someone to be in charge of athletics on a full-time basis [[PA-E2.11.8: Athletic Director Job Description](#)]. The College has also reallocated resources and readjusted the School structure to reflect a more equitable division of resources and a more appropriate grouping of faculty disciplines. The current School structure is as follows:

- School of Health Sciences
- School of Liberal Arts
- School of Social and Behavioral Sciences
- School of Mathematics and Science
- School of Applied Technology and Business

It has taken almost four years for the College to realign financial resources and teaching and learning resources to determine the best model to strengthen overall Institutional effectiveness. The Administration's reorganizations were a positive response, among other considerations, to the faculty's desire for stronger dean involvement in academic affairs. At the same time, several School coordinators' positions have been added to ensure even greater support for the faculty and to assist the School Deans [[PA-E2.11.9: School Coordinators Job Announcement](#)]. The College will continue to assess its current reorganization structures to determine whether prudent resource management and organizational stability are being realized.

Planning Agenda 2

Item 12. The College will review/revise HR policies to catch up with scheduled review.

(Standard III.A.3.a)

In the past few years, Human Resources has undergone many challenges in its staffing appointments, e.g., some staff members have been only interim, the HR Manager was on a one year personal leave, and the new Associate Vice President of Human Resources had to resign after 5 months for personal reasons. As a result of these staffing difficulties, a sharply and continuously focused review of HR policies was severely hampered. As of July 2014, the College has hired four new full-time staff in Human Resources, to include a Recruiter, Human Resource Manager, Generalist, and an Associate Vice President of Human Resources.

With the new staff in place, the Associate Vice President of Human Resources developed a list of all HR policies SCC's (4000 series policies) in Fall 2014, to undergo a full revision to be complete by 2015-2016. Under the direction of the Associate Vice President for Human Resources, the HR Department has now begun the process to oversee and manage the review and revision (as needed) of all HR policies and related procedures. Policies relating to compliance with federal, state, and local laws will be reviewed first to ensure alignment with current employment and labor laws.

Proposed Calendar for reviewing the HR policies and procedures:

Policy #	Policy title	Timeline	Responsible
4000	Employment of District Personnel Policy and Procedures	Spring 15	AVPHR
4001	Academic Employees	Summer 15	VPAA
4002	Classified Employees	Spring 15	VPFA
4003	Emeritus	Spring 15	SP
4005	Faculty Hiring, Equivalency and Minimum Qualifications Procedures with Equivalency	Fall 15	Senate
4010	Authorization to Employ	Spring 15	SP
4015	Collective Bargaining Employment Considerations	Summer 15	AVPHR
4020	Age Limits	Spring 15	AVPHR
4030	Nondiscrimination	Spring 15	AVPHR
4035	Equal Employment Opportunity	Spring 15	AVPHR
4037	Commitment to Diversity	Fall 14	SP
4040	Employment of Immediate Family Members	Spring 15	AVPHR
4045	Domestic Partners	Spring 15	AVPHR
Employment Responsibilities			
4050	Tuberculosis Clearance	Spring 15	AVPHR
4060	Fingerprinting	Spring 15	AVPHR
4070	Oath of Affirmation of Allegiance	Spring 15	AVPHR
4090	Transcripts and Verification of Experience	Spring 15	AVPHR
4100	Code of Ethics	Fall 15	AVPHR
4110	Accident Reports	Spring 15	VPFA
4120	Reporting Personal Data Changes to the Human Resources Department	Fall 15	AVPHR
4130	Payroll Memo/Notice of Employment	Fall 15	AVPHR
Personnel Information			
4135	Family Care and Medical Leave Procedures	Fall 15	AVPHR
4140	Personnel Files	Fall 16	AVPHR
4150	Salary Schedules	Summer 15	AVPHR
4160	Payroll Deductions	Spring 15	Foundation
4170	Salary Errors	Spring 15	VPFA
4180	Pay Period	Spring 15	VPFA
4190	Employer-Paid Benefits/Coverage	Summer 15	AVPHR
4200	Continuation of Health Benefits (COBRA)	Summer 15	AVPHR
4210	Political Activity	Fall 14	SP
4215	Smoking on Campus	Fall 14	VPFA
4220	Performance Evaluations	Spring 15	AVPHR

4230	Transfer of Sick Leave	Spring 16	AVPHR
4240	Resignation	Summer 15	AVPHR
4250	Continued Employment	Summer 15	AVPHR
4255	Employees Called to Military Duty	Summer 15	AVPHR
	4255.1 – Salary	Summer 15	AVPHR
	4225.2 - Health Benefits	Summer 15	AVPHR
	4255.3 - Vacation and Sick Leave	Summer 15	AVPHR
	4255.4 – Reinstatement	Summer 15	AVPHR
4260	Attendance of Conferences and Professional Activities	Fall 14	SP
4270	Sexual Harassment (for employees and students)	Spring 15	AVPHR
4280	Complaints	Fall 15	
4285	Unlawful/Prohibited Discrimination (employees and students)	Fall 15	AVPHR
4290	Cultural Diversity/Equal Opportunity	Spring 15	AVPHR
4300	Drug-Free Workplace	Spring 15	AVPHR
4310	Americans with Disabilities	Spring 15	AVPHR
4400	Assignment Of Instructors	Summer 15	VPAA
4410	Day-to-Day Faculty Substitute	Summer 15	VPAA
4420	Extended Day and Summer School Employment	Summer 15	VPAA
4430	Termination of Temporary Employees	Fall 15	AVPHR
4440	Student Intern Instructors/Counselors	Fall 15	VPAA
4450	Medical Examination	Fall 15	AVPHR
4460	Retiree Benefits	Summer 15	AVPHR
4470	Research and Publication by Faculty	Fall 15	VPAA
4480	Travel Expense	Fall 15	AVPHR
4490	Gifts to College Personnel	Fall 15	AVPHR
4500	Payment for Tutoring	Spring 15	CSSO
4510	Faculty Not Required to Collect Money	Summer 15	VPAA
4520	Commercial Travel Tour Solicitation	Fall 15	AVPHR
4530	Reemployment	Fall 15	AVPHR
4710	Employees Not Included in the Classified Service	Summer 15	AVPHR
4720	Position Classification	Summer 15	AVPHR
4770	Disciplinary Action	Spring 15	AVPHR
	4770.1 - Causes for Discipline	Summer 15	AVPHR
	4770.2 - Causes for Suspension, Demotion, Dismissal	Summer 15	AVPHR
4775	Discipline and Dismissal	Fall 15	AVPHR
4780	Physical/psychological Exam	Fall 15	AVPHR
4790	Whistleblower Protection	Fall 15	AVPHR
4800	Administrative Employees	Summer 15	SP

Analysis and evaluation of all policies and procedures will align with the contracts of all three SCC labor unions. In situations where misalignment exists, the Associate Vice President for HR will work with the designated labor representative(s) to bring all Contracts and policies into sync. Additionally, the policies and procedures work will involve participation of the SCC Shared Governance Council, the SCC Governing Board Ad Hoc Sub Committee on Policies, as well as the College's Policy Analyst hired in 2013 [[PA-E2.12.1: Communications and Policy Analyst Job Description](#)].

Planning Agenda 2

Item 13. College units will meet with Maintenance and Operations to exchange ideas and discuss areas of facility concern and potential short and long term maintenance schedules.

(Standard III.B.1.a)

As detailed in PA 3, Item 4, the District estimates potential long-term Maintenance and Operations costs via the Facilities Condition Assessment study (FCA), as well as the 5-year Capital Outlay and Scheduled Maintenance and/or Deferred Maintenance plans. Coupled with the requests coming through the District's work order system (short-term facilities matters), the District has a fair understanding of its overall facilities needs. However, addressing some of these needs has proven to be challenging, given the current staffing levels. For example, the skilled trades are comprised of six staff members and the grounds crew also consists of six members who cover the Fairfield campus and the Vacaville and Vallejo Centers. The custodians number fifteen, but their duties include also the Vacaville Annex, Nut Tree Airport, and the Vallejo Auto Tech facility. Nevertheless, for budget year 2014-2015, the College has committed additional resources to meet the full cost of ownership of the College facilities.

The Director of Facilities, hired in 2012, quickly recognized staffing challenges [[PA-E2.13.1: Facilities Director Job Description](#)]. Of particular concern has been the increased square footage of the overall District facilities (doubling from the pre Measure G Bond and expected to increase with the Measure Q Bond). Thus the new Director initiated two distinct activities: 1) perform a needs assessment of current staffing levels, and 2) conduct a formal and more in-depth facilities needs' assessment, to include mechanical (e.g., heat exchangers, boilers, chillers, air handlers, etc.), and structural (i.e., roofing assessment) components [[PA-E2.13.2: Small Maintenance Projects](#)].

The outcomes of these assessments, together with the assessment of the existing FCA and 5-year plans, allowed the Director to quickly gain information about areas of immediate facility concerns and to establish more desirable short and long term maintenance schedules. Regarding staffing levels, the Director noted that his span of responsibility was too large, and in an effort to improve overall operations, advocated for a Custodial Supervisor and an Assistant Facilities Director. Both of these positions went through the non-faculty hiring prioritization process, were approved, and the positions were filled in 2013 and 2014 [[PA-E.13.3: Assistant Director, Facilities/Energy Management, Job Description](#)].

While the College has postponed the establishment of a formal Preventive Maintenance Program, to combat inefficiencies and to address large coverage areas, other initiatives have been put in place. For example, a truck and covered trailer were purchased for the Grounds crew which significantly lowered “down time” associated with loading/unloading landscape equipment on a daily basis. The Director of Facilities also assigned specific service areas, leading to greater accountability, and is developing standards of care, particularly for the outdoor classrooms

To further enrich the District’s understanding of the College’s Maintenance and Operations’ needs, the College revised its FMP and adopted the ONUMA system in 2014. The ONUMA system is a database that confirms and/or corrects information of the District operations as linked to the California Community College’s Chancellor’s Office Facilities Utilization, Space Inventory Options Net (FUSION), validating SCC’s physical footprint (including space dimensions), the assessments of systems and equipment in each building and underground utility infra-structure (water, sewer, electric, gas), so that the College can make better informed facilities decisions based on data [PA-E2.13.4: ALG Notes, June 19, 2014].

Finally, the Director of Facilities and the Executive Bonds Manager are working collaboratively to develop District Standards for types of building materials, equipment and systems, and a simplified parts inventory, so as to address more effectively the total cost of ownership that affects maintenance costs. These standards will address how maintenance staff can fully participate in the planning of new buildings and projects and become more efficient in their maintenance [PA-E2.13.5: District and Bond Building Standards Excerpt]. To read the entire document, see this link: http://solano.edu/measureq/1415/SCCD_ArchitecturalStandards2014.pdf

Planning Agenda 2

Item 14. The College will provide a format for user input into future deferred maintenance plans. (Standard III.B.1.b)

Deferred maintenance activities originate from information gathered during SCC’s annual facility maintenance inspection assessment as described in Planning Agenda 2, Item 13. This assessment is completed by the Facilities Department and includes a physical evaluation of user spaces and user input [PA-E2.14.1: Building Renovation email]. SCC user requests come via the Facilities’ work order system. Institutional data pertaining to facilities, equipment, land, and other assets, are part of the CCCCCO FUSION/Onuma system (SEE ALSO PA3 Item 4). Using these data, the Facilities Director prepares both the 5-Year Capital Outlay and the 5-Year Deferred Maintenance Plans.

Both 5-Year Plans are updated in collaboration with SCC’s Executive Bonds Manager and in consultation with the State Chancellor’s Office Facilities Staff. To the extent that the District can supplement expenses with State funds, the District has done so. For example, the College has approved two capital outlay project proposals – a fully State

funded Theater renovation and the Library proposal at 50% State funding. The Theater renovation planning and construction dollars have been included in the FY 2013-2014 and FY 2014-2015 budgets; addressing any deferred maintenance for the Library will likely be deferred until full State funding is secured.

State Funding of Deferred or Scheduled Maintenance is only now being restored to community colleges with approximately \$175 million dollars (SCC's amount is approximately \$1.1M) in one-time funding, covering both Instructional Equipment and Deferred Maintenance in FY 2014-2015. In developing project proposals, the SCC Facilities Director aligns all proposals with the California Community College Chancellor's Office (CCCCO) according to three criteria:

- 1) to protect the safety of students and campus staff,
- 2) to prevent disruption to instructional programs,
- 3) to avoid increased repair or replacement costs in the future.

Within the aforementioned criteria, priorities are established, from highest to lowest, as follows:

- Roofs
- Utilities
- Mechanical
- Exterior
- Other Projects

Additionally, the identification of the type of facility is prioritized as follows:

- Classroom and Labs
- Library
- Faculty and Administrative Offices
- Cafeterias
- Theater and Physical Education Facilities
- Roadways and Walkways
- Warehouse and Maintenance Facilities.

The District's Measure Q Bond also serves as a local funding source to tackle issues associated with an aging plant. Additionally, the Director of Facilities and the Executive Bonds Manager work together to develop building standards and to examine building designs that would optimize operational efficiencies. To read the entire document, see this link: http://solano.edu/measureq/1415/SCCD_ArchitecturalStandards2014.pdf

Finally, the Director of Facilities collaborates with the VPFA to develop a realistic budget to maintain new facilities and to set appropriate expectations addressing the service level provided by the District.

Planning Agenda 2

Item 15. The College will ensure that Maintenance and Operations will complete outcomes assessment and program review.

(Standard III.B.2)

The Director of Facilities created Service Area Objectives (SAOs) in 2012 and has continued to update and assess these SAOs. Facilities, working closely with the College's Executive Bond Director and his team, completed two projects in the 2013-2014 fiscal year pertaining to outcome assessments and program review. The two projects completed were: 1.) to establish standards for electronic access entry control, and 2.) to design and implement a comprehensive lighting survey [[PA-E2.15.1: Facilities Key and Lighting Projects](#)].

1. Standards for electronic access entry control:

The benefits of electronic access entry controls are multi-fold:

- a. Minimizes the amount of time needed by Facilities staff to lock and unlock buildings in the mornings and evenings
- b. Limits distribution of physical keys
- c. Improves access security, as off hours access is now programmable
- d. Improves tracking ability in off hours (entry/exit monitoring)
- e. Improves emergency preparedness procedures (provision to activate centralized lockdown)

As the remodeled Administration Building will serve as the pilot project for electronic access, outcomes will be measured by:

- a. The number of service calls to open/unlock
- b. The number of service calls for repair
- c. Time and dollar savings: cards vs. keys, issuance/replacements/tracking

After approximately six months of monitoring electronic access, the District will determine in June 2015 the efficacy of electronic access entry controls.

2. Design and Implement a comprehensive lighting survey:

The lighting survey identified several areas of uneven and inefficient lighting on campus [[PA-E2.15.2: PAE Engineers Lighting Report](#)]. This survey resulted in the creation of lighting standards, which in turn were used to design a lighting retro-fit project, funded through both Proposition 39 and Measure Q. The project was completed in June 2014, validated by PG&E, and resulted in an energy efficiency rebate check to the District in the amount of \$146,538.19 [[PA-E2.15.3 PG&E Check Presentation to Governing Board, Aug. 20, 2014](#)].

Outcomes assessment will be gauged on overall utility savings and Service Area Outcomes assessment (SAO) is an ongoing activity. The Facilities Department will update its SAOs and develop and access new ones annually, and as needed.

Planning Agenda 2

Item 16. The College will use the Integrated Planning Process (IPP) to ensure that all areas are explored before initiating new construction projects. (Standard III.B.2.b)

Recent construction projects were initiated and funded by Measure G (the College's Bond project) that started in 2004. The District relied on a variation of the IPP and initiated projects that were the result of the 2002 Facilities Master Plan (FMP) or the Master Project list developed by a group of College constituents. Projects were aligned with the Measure G Bond ballot language [[PA-E2.16.1: Facilities Master Plan Executive Summary](#)]. For the most part, with the exception of necessary institutional changes, all projects that were initiated followed the prioritized project list and the 2002 FMP. As of FY 2010-2011, incomplete Measure G projects included Building 1300-the Fine Arts remodel; Building 200- the Child Development Center; the Vacaville and Vallejo Parking Lot additions; and lastly, Building 600, the Administration Building. A similar process ensued once the District decided to pursue a new facilities bond, namely, Measure Q. The District began by rewriting its Educational Master Plan (EMP) in Fall 2011. The effort was led by an urban planning group and led to a new FMP and budget, which supported the new bond. An architectural firm was then hired to create a new Facilities Master Plan and their scope included a review of existing reports, including the 2002 FMP, (formerly called the EMP), the 5-Year Capital Outlay plan, and a preliminary facility project needs list. Furthermore, this architectural firm conducted various community, student, faculty, and staff forums, so as to arrive at a College plan in support of the prospective bond [[PA-E2.16.2 STV Executed Contract Amendment](#)] [[PA-E2.16.3 Measure Q Language and Resolution Ordering Election](#)]. Following these forums, both the pre-election EMP and FMP were vetted through various College committees, including the Shared Governance Council, Academic Senate, Budget and Planning (FaBPAC), and the Governing Board.

Once the new bond, Measure Q, passed in November 2012, the District moved carefully to set-up a bond support structure, to include a major presentation titled "Measure Q – Next Steps," to the District's Governing Board. The report included an update of the new FMP, Bond Financing, Legal Process, and a recommended in-house bond staff structure [[PA-E2.16.4: Governing Board Special Meeting Minutes Jan. 23, 2013](#)].

An Executive Bonds Manager (EBM) was hired in July of 2013 [[PA-E2.16.5: Executive Bonds Manager Job Description](#)] to oversee the Measure Q project. In addition to creating a team and putting appropriate controls in place and hiring team, the EBM's charge was to finalize a Bond Spending Plan (BSP) that the Governing Board approved in Fall 2014.

Initial expenditures in the BSP included solar energy debt service, which was defined in the original Governing Board resolution and the Measure Q bond indenture [[PA-E2.16.6: Bond Spending Plan](#)]. Additional expenditures include land purchases in Vacaville and Vallejo, as well as the initialization of the Auto Technology project, the Biotechnology project, and the Science building. These projects are prioritized in the EMP.

Per Proposition 39 (bond requirements), the District continued forward with the Measure G Citizens Bond Oversight Committee (CBOC) and had the Governing Board approve a change to allow the oversight of Measure Q. The District's committee is comprised of nine individuals (two more than Prop 30 requires) representing a variety of groups in Solano County and the city of Winters. This Committee meets quarterly and reviews Bonds' expenditures to ensure that they are in compliance with the bond language and program [[PA-E2.16.7: CBOC Meeting Minutes May 5, 2014](#)].

Outcomes will be measured through external financial and performance audits. Project updates are regularly presented to the Citizens' Bond Oversight Committee and Governing Board which provide additional measures of accountability.

Planning Agenda 2

Item 17. The College will continue to work on Banner integration (Standard III.C.1.a.)

Since the SCC 2011 Self Study, work has continued to integrate Banner into the day-to-day operations of the College. Progress in 2012 was severely restricted by significant financial constraints (felt by all California Community Colleges resulting from the recession). Deploying Banner components, with the necessary integration and staff development/training, is expensive in both dollars and in human resources. The full cost of rolling out each major component including all necessary consulting services, integration, and training is typically in the region of \$80 to \$100,000.

At the time of SCC's 2011 Self-Study, five components of the system, that had been part of the initial purchase, had not been deployed: R25 (Facilities Management Software), Advancement, Banner Document Management System (BDMS), Degree Works, and Work Flow.

Since arriving in June 2013, the Chief Technology Officer (CTO) has held many informal meetings with Deans and Associate Deans to review the status and need of the many components of Banner that were part of the original purchase, but have never been deployed or used. The ongoing maintenance and support bill for these modules totals tens of thousands of dollar a year. The following conclusions were made:

- **R25 (Facilities Management Software) and Advancement (Foundation Management Software):** These products no longer meet the College's needs, therefore, costly ongoing maintenance support for these unused products/modules has been, or may be (effective at the next option date) discontinued.
- **BDMS:** IT staff are currently working with multiple vendors of Document Imaging and Management Systems to determine whether BDMS is the best business solution for the District. The College is investigating whether document imaging and management should be incorporated into a more comprehensive document management solution aimed at reducing the in excess of 5 million pages per year currently printed on the four hundred plus printing devices deployed around the College.

- **DegreeWorks:** Planning for the DegreeWorks rollout to Admissions and Records began in Fall 2013 with an initial limited rollout and training in Spring 2013. Planning is now underway to train counseling staff on the DegreeWorks module with limited counseling rollout in Fall 2014.
- **Work Flow:** Work (absent automation) is the inefficient manual business process and the “manual flow and processing” of documents and data through the business and administrative systems. Manual work flow processes are grossly inefficient and cumbersome. Within Banner, there is a Work Flow module which automates many processes across most departments of the College. It seems pointless to automate manual processes which may be in and of themselves inefficient and illogical. Therefore as a first step, departments must conduct Business Process and Work Flow Analyses to ensure that moving to automated work flow processes follows best business practices. Preparations for “Work Flow” are still in their infancy. Work flow analyses started in Student Services in Spring 2014, and in Human Resources, in Summer 2014.

The College purchased licenses for the Argos Business Intelligence System in Fall 2013 and IT staff installed the system and made initial connections to the Banner backend databases. Argos rollout (including training) to the College’s Institution Research Department began Spring 2014 [[PA-E2.17.1: Purchase Requisition for Argos](#)].

Banner is a cumbersome and difficult to use system that requires constant support and training. Support and training are in and of themselves expensive services. To get the maximum value out of the system, staff need to use it on a daily basis. Some of the components have already been identified as not meeting the College’s needs and their expensive maintenance and support is being discontinued.

Deployment of DegreeWorks is ongoing, with expansion to include Counseling Staff training in October 2014.

With regards to better integration into business processes and practices, the CTO has recently started discussions with the new (July 2014) AVP of Human Resources to make HR a pilot for the Banner work flow product.

There remains much work to do on maximizing the potential benefits of the Banner System to the College. However, the imminent arrival of Banner XE makes investment in training, conversion, and upgrades to the existing system of dubious value. The IT staff will be undertaking an initial in depth review of Banner XE during the 2014-2015 academic year, to include faculty and staff participation, as soon as IT fully understands Banner XE’s capabilities.

Planning Agenda 2

Item 18. The College will conduct post-evaluation of technology services rendered and create an effective Roll-Out plan.

(Standard III C.2)

Services Rendered: To provide added clarity and focus the CTO has re-defined IT Responsibilities as follows:

The SCC Information Technology Department renders the following services: District-wide provision, administration and support of all information and education technology, including Technology Communications Infrastructure, End-user (student, faculty and staff) Systems, Enterprise and Enterprise-Wide Software Systems.

Current Evaluation of Core Infrastructure Systems. A review of infrastructure systems during Fall 2013 identified that all Core Enterprise Systems were EOL (End of Life) and/or EOS (End of Support). Providing technology services is totally dependent on a solid core enterprise infrastructure. At that time, a combination of inadequate system replacements and upgrades, increased demands for data storage, processing power and access, and a direct result of restricted budgets meant that delivery of all technology based services was at risk. The priority for IT planning and rollout is therefore a complete “refresh” of the Enterprise infrastructure. The core infrastructure systems/subsystems are:

1. **Datacenter and SAN:** Approaching capacity limits in July 2013. System [[PA-E2.18.1: Data Center Capacity Monitoring](#)]
2. **The Hard Wired Network, including Fiber and Copper “Cabling,” Core and Edge Routers and Switches,** along with associated transmission media, are End of Life (EOL) and/or End of Support (EOS).
3. **Enterprise WiFi:** The manufacturer (Trapeze) no longer exists and systems are at maximum capacity and EOL and EOS.
4. **Voice Over Internet Protocol (VOIP)** enterprise phone system is near EOL
5. **End User Systems (Desktop Computers, Laptops & other mobile devices):** Almost 2000 end user systems exist at SCC. Many are beyond EOL/EOS.

Effective Rollout Plan for SCC’s Next Generation Enterprise Infrastructure

Item 1: Planning for a SAN upgrade started in 2013, but the roll out was delayed due to funding constraints. The SAN reached 95+% of capacity in early 2014 (18GB of data is added each day). Fortunately, Measure Q bond funding became available in 2014. The Storage Area Network was upgraded from 30TB to 60TB in May 2014, sufficient for 2.5 years of growth.

Items 2 and 3: Initial good faith estimates (GFEs) have been obtained to address items 2 and 3 above, and Measure Q bond funding has been “earmarked.” An RFP (Request for Proposal) is being prepared, with anticipated release in Fall Semester 2014. As a Measure Q bond funded project, the RFP process is being managed by the College’s bond management company.

Item 4: The current Cisco VOIP system will be maintained until network upgrades have been completed (July 2015). An RFP for VOIP services will be prepared in early 2015.

Item 5: A 5 year “refresh” plan is in preparation to move all end user systems to a rolling replacement funded by Measure Q and provided by Dell has been approved as the sole resource for desktop products for the next 5 year cycle. 20% of end user systems will be replaced annually from 2014/2015 school year onwards, unless there are changes to funding or unless there are compelling technology reasons for different refresh cycles. Initial purchases for the 2014/15 refresh have already been made and equipment replacement systems are currently being deployed to the administrative staff who will be moving into the refurbished 600 building in December 2014. Additional 200 end user systems will be purchased every two months throughout the current academic year.

Since the 2011 Self-Study Report, the College has continued steady technological progress, despite severe budgetary shortfalls experienced from 2011 to Fall 2013. The budgetary challenges have most recently been alleviated by the passing of the Measure Q Bond, with the inclusion of technology in the bond language. This Measure Q monetary infusion has allowed an acceleration in IT projects as illustrated below:

2012:

Spring: Redesign of SCC Web Site. Outcome Desired - improved access.

May: Major upgrade of College datacenter approved by BOT on May 16th 2012, and implemented in the subsequent months. Outcome Desired - improved access to all online resources. [\[PA-E2.18.2: Governing Board Minutes, May 16, 2012\]](#).

2013

May/June: Approval of CTO position and hire of new CTO. Outcome Desired – improved Institutional effectiveness. [\[PA-E2.18.3 Governing Board Attachment, June 5, 2013\]](#).

July: Mobile App by Ellucian – Initial Deployment - Outcome Desired - improved access.

Hot Backups conducted while the systems are live and online were implemented, maximizing system availability to students and faculty. Prior to this operational change, users experienced significant down time for daily system backups. Outcome Desired - improved access.

September: DegreeWorks Implementation: Rollout Completed to OAR Spring Semester and planned for Counseling and Financial Aid Fall 2014 (including On Line Education Plans). Outcome Desired – improved student education planning and availability of online education plans. [\[PA-E2.18.4: Governing Board Minutes, Sep. 18, 2013\]](#).

Oracle 11g (core underlying database) – major system upgrade. Outcome Desired - improved institutional effectiveness.

November: Purchase of Argos Business Intelligence System (Nov 18th) to facilitate data based decision-making. Rollout to Institutional Research is complete and planning rollout to other business units will occur in Fall 2014 and Spring 2015. Outcome Desired - improved institutional effectiveness. [\[PA-E2.18.5: Purchase Requisition Nov. 18, 2013 Argos\]](#).

Utology Next Generation (Utology is SCC's vendor) smart classroom management system core server purchased and implementation complete in select classrooms and in SCC's 360 Campus Lane Building. Rollout continues as part of Next Generation Smart Classroom - Strategic Project. Outcome Desired – improved classroom/education delivery. [\[PA-2.18.6: Distance Education Committee Minutes, Mar. 24, 2014\]](#)

2014

April: Major upgrade to data center to cover next three years of data growth (Measure Q funded). Outcome Desired - improved system performance, access and availability for all constituents [\[PA-E2.18.7: Governing Board Minutes, Mar. 18, 2014\]](#) [\[PA-E2.18.1: Data Center Capacity Monitoring\]](#).

May: The Executive Bonds Manager agreed in principle that 4% of Measure Q bond should be earmarked for infrastructure IT. Outcome Desired – Institutional effectiveness. This fundamental change in IT funding within the College has put core IT infrastructure on a sustainable basis for the duration of the Measure Q bond, (30 plus years).

June: Distance Education: Rollout of Canvas Complete. A Distance Education Coordinator now leads the academic elements of the program and a full time Administrative Support Specialist has been hired. Training of DE faculty and students is ongoing. The problems alluded to in the 2011 report have been largely addressed. Outcome Desired - improved online education delivery. More complete details of the Canvas Program, along with several reports, are included in the section of this Midterm Report pertaining to distance education (See Recommendation 6 and Planning Agenda 1, Items 1-8).

July: A new SCC Mobile App (software publisher Dub Labs) is currently in final testing. Outcome Desired -more user friendly, improved student and staff access.

Future Projects Planned Before Next Self Study 2016/17

Technology Planning:

Headed by a new Chief Technology Officer (CTO) the existing technology plan is being used as the basis for developing completely new operational and strategic technology plans. Elements of the Educational Master Plan are included as Chapter 8 of the District's July 2014 revision of its Education Master Plan (EMP) and are consistent with the integrated planning process of the District. The revision of the technology plan has started the process of integrating technology planning with strategic education planning [PA-E2.18.8: [Education Master Plan, Chapter 8](#)].

The draft Operational IT Plan, to be completed in Fall 2014, will address the operationally urgent needs to update and replace the five core enterprise infrastructure hardware systems (see above), all of which were/are at end of life and/or end of support. A substantive improvement in funding available for IT projects has been facilitated by the earmarking of funds in Measure Q. The Bond Spending plan has been approved, and the IT Infrastructure Upgrade project was presented to the Governing Board on 9/17/2014. [PA-E2.18.9: [Solano CCD Capital Improvement Program Project Initiation Form](#)].

The draft Strategic IT Plan, to be completed in Spring 2015, will focus on delivering state of the art, higher education opportunities to significantly enhance education delivery through the creative and integrated use of technology. In order to make SCC a leader in the use of education technology, Chapter 8 of the EMP defines the Education Technology Focus Area which are core to the success in the District's overall Mission [PA-E2.18.8].

[Education Master Plan Chapter 8... Education Technology Focus Areas](#)

The overarching purpose of SCC's education technology over the next decade and beyond is to deliver world class customer satisfaction (92.5% satisfaction rating) to all of our constituents, i.e., students, faculty, staff, and our global community. This will be accomplished by providing an outstanding user experience, ubiquitous access to education resources, information, and materials through the creative use of technology and communication systems. The following ten education technology focus areas are central to SCC's success in delivering the highest quality user experience and satisfaction, and thereby contributing to world class education delivery.

- **Ubiquitous access to technology**—Expand access with increasing emphasis on mobile devices and user-friendly online learning resources, to facilitate anytime, anyplace, learning.
- **Bring-Your-Own-Device capability**—Deliver a comprehensive college-wide Bring-Your-Own-Device (BYOD) capability to allow students to use devices that they own, and are both comfortable and familiar with, to continue their education anywhere on any Solano Campus.

- **Distance education programs**—Expand and develop distance education courses to capitalize on the value of ubiquitous access and bring-your-own-device tactics. (multi site pilot of “shared learning” will be planned in Spring 2015)
- **Online education resources**—Build a library of online education/program resources and media, instantly available to all students in real time (this will be tied to the rebuild or refurbishment of the SCC library).
- **Virtualization**—Offer greater use of virtualization for servers and student-centric end user devices, to maintain a consistent look and feel across multiple platforms, allowing students and staff to focus on the content-- not the technology.
- **Online education management**—Increase capability in the area of online education management by students, faculty, and support staff.
- **Financial planning tools**—Provide better access to financial aid and financial planning tools.
- **Digital library capability**—Build greater digital library capability including e-text books, enhanced document scanning, digitization, OCR (Optical Character Recognition), and digital document capabilities.
- **Notepad device checkout**—Develop a "notepad device" checkout program to allow students to download multiple e-textbooks onto a single device.
- **Rich library media**—Develop a media and streamed media storage, management and delivery capability within the library system.

Technology Funding:

The establishment of a technology component as the core infrastructure in the Measure Q Bond spending plan sets up a systematic budgetary mechanism to replace or upgrade infrastructure technology. (ACCJC Standard III.C.1.c and Standard III.C.2). A separate mechanism still needs to be established to ensure that the replacement and upgrade of technology items that are not deemed as “core enterprise infrastructure” are recognized.

Concerns Not Yet Addressed:

The lack of disaster recovery and redundant systems that were identified as lacking in the 2011 report have not yet been adequately addressed. The server room physical security and access control is adequate. While the District does maintain off-site tape backups, in the event of a major disaster involving physical loss of the data center, there is no established plan as to how, where, or when the tape backups could be restored.

Since the 2011 report, cloud based options for disaster recovery have become much more mainstream. Accordingly, the CTO’s staff have recently started researching both cloud based options (including Amazon Cloud, Microsoft Cloud and Google Cloud, plus other lesser knowns) for redundancy, disaster recovery, and on demand storage and processing, along with partnering possibilities with sister colleges (Sierra and Foothill Colleges). A number of exploratory meetings have been held with Cloud Based organizations capable of providing various levels of disaster recovery, redundancy, failover and capacity on demand.

The IT department and Bond team are working collaboratively to rebuild the core infrastructure. There is much ongoing work to bring the remaining core infrastructure hardware systems up to date. The statewide loosening of the financial purse strings and the inclusion of funding in Measure Q has enabled the IT staff to start the process of bringing systems up to date consistent with the needs of a higher education institution in the 21st century. This largess has had a beneficial effect on the institution as a whole and has acted as a spur to the IT staff, enhancing the team's morale considerably.

Planning Agenda 2

**Item 19. The College will enhance the availability of data and information for planning and decision making by developing a Data Mart or Fact Book to allow easy access to clear, routine data and reports.
(Standard IV.A.1, Standard 1.B.1, Standard 1.B.3)**

SCC's Office of Institutional Research and Planning has created and deployed an online interactive Factbook that has been available on the SCC website since 2012. This interactive Factbook currently has a focus on student success and equity issues, with many expansions to this data underway [[PA-E2.19.1: Online Factbook Sample](#)]. The expansions will cover a wealth of student success, financial, and scheduling information, although at this time, budget constraints may limit publication of these expansions, which require specific licensed software.

Central to the utility of the interactive Factbook is that all faculty have access to a dropbox which includes thousands of institutional, program, and course level reports. Access to a variety of reports allows for the inclusion of data in all level of decision-making [[PA-E2.19.2: Program Review Data Sample – Accounting](#)] [[PA-E2.19.3 Course Level Data Sample – ACCT 001](#)].

In Fall 2014, these reports underwent a significant redesign. The redesign allows the user to quickly locate problem areas at program or course level related to student success, through the use of demographics or course delivery/scheduling measures. The redesign was achieved by comparing all success indicators with institutional and course data and by measuring group averages and color coding "out of range" values. As a result, the redesigned reports now allow data users to easily view all variables. These reports and instructions for use have been discussed among all major campus groups [[PA-E2.19.4: Course Enrollment and Academic Outcomes email Aug. 26, 2014](#)].

As the College community gets accustomed to using the Factbook data, it is expected that planning and decision-making will be increasingly effective, especially with regard to student equity and success metrics. The ease of use of data is particularly effective in Program Review allowing ongoing revisions to be made by the Program Review Committee, as appropriate [[PA-E2.19.5: Rotation of Schools](#)].

Planning Agenda 2

Item 20. The College will ensure that employees are evaluated according to the schedules specified in contract and policy. (Standard II.A.1.b.)

The District's Human Resources Department is charged with the oversight in managing the completion and submission of performance evaluations for all employees.

The current schedule for evaluations is as follows:

- CTA (Faculty) – For tenure-track faculty, once per year for four years. At least once every three years following tenure [[PA-E2.20.1: Article 4, CTA Contract](#)].
- CSEA (Administrative Support Staff) – Once during the probationary period. Once every two years thereafter [[PA-E2.20.2: – Article 4.2, CSEA Contract](#)].
- Local 39 (Trades and Crafts Staff) – First year employees are evaluated at least once per year. Employees in the second and third years are evaluated annually. Those in their fourth year and beyond are evaluated every two years [[PA-E2.20.3: – Article 6.2, Local 39 Contract](#)].
- Administrative Leadership Group (Managers and Confidential Staff) – First year employees are evaluated at least twice during the probationary year. Thereafter, employees are evaluated at least every two years [[PA-E2.20.4: – Section 4840, ALG Contract](#)].

SCC's Banner system tracks the annual cycles for all performance evaluations, ensuring that all managers are aware of employee evaluation due dates. The HR Senior Generalist advises supervisors of approaching deadlines for evaluations. As evaluations become due, supervisors receive notification to complete assigned evaluations when they login to My.Solano.edu. [[PA-E2.20.5: Supervisor Evaluation Logon Screen Shot](#)]. Once the evaluation is completed by the supervisor, completed forms are sent to HR to log into the Human Resources Information System (HRIS). The evaluation is then sent to the employee. Finally, the system is reset by the Senior Generalist and an automated announcement is generated to be completed by the supervisor and uploaded onto My.Solano.edu.

In the past few years, some Deans and managers have stated that the number of employees they need to evaluate are so numerous that evaluations cannot all be accomplished according to schedule. As a result, some evaluations simply have not been completed on schedule [[PA-E2.20.6: Summary of Evaluation Completion Rate](#)]. As the College has now reorganized various Schools and manager responsibilities, the number of evaluations are more evenly distributed throughout the College, therefore it is anticipated that all evaluations can now be accomplished on schedule. Furthermore, there have been discussions with the unions to allow for Center Deans to evaluate faculty as well, thereby increasing the number of evaluators.

An Associate Vice President of Human Resources (AVPHR) was hired in July 2014. Since then, the AVPHR has fully staffed HR and aims to assure that all performance evaluations are completed and submitted on time. During the 2014-15 year, HR will refine the existing HRIS to track and monitor the completion of faculty and staff evaluations.

The AVPHR will develop a management workshop on effective performance management during Fall 2014. The workshop will be implemented by late Fall 2014 or early Spring 2015. While the training will be voluntary, it will be a valuable resource made available to evaluators to assist in the improvement of performance management practices. This workshop will be conducted as needed for new managers and every three years as a refresher course. The training sessions will also include a component that addresses SLOs and SAOs.

It is anticipated that by 2015-2016, all performance evaluations will be completed on schedule and that performance management trainings will be ongoing.

Planning Agenda 2

Item 21. The Governing Board will discuss the development of an evaluation tool, check list, or worksheet that specifically documents how the Mission, Vision and Core Values of the College are used to evaluate proposed policies or policy revisions. (Standard IV.B.1.b)

The SCCD Governing Board originally formed an Ad Hoc Subcommittee to formally review policies in 2010 [[PA-E2.21.1: Governing Board Minutes excerpt, Mar. 17, 2010](#)]. That Subcommittee, comprised of 3 Board members, has worked collaboratively to review, revise, and present new Governing Board 1000 and 1100 series policies.

The Ad Hoc Subcommittee presently states that it has no need for a “tool” to examine College policies in that the established procedures for policy analysis have proven satisfactory in reviewing the College’s policies in the past. The Committee uses the California Community College League (CCCL) as its primary source for policy review as all CCCL policies have been satisfactorily reviewed by legal counsel. The CCCL issues periodic revisions which are reviewed by the Ad Hoc Committee and recommended for inclusion in SCC policies to the Governing Board and Shared Governance Committees.

In 2010, the Ad Hoc Subcommittee presented revised and reviewed 1000 and 1100 series policies to the Governing Board for information. [[PA-E2.21.2: Governing Board Minutes excerpt, Apr. 21, 2010](#)] [[PA-E2.21.3: Governing Board Minutes excerpt, June 2, 2010](#)] [[E2.21.4: Governing Board Minutes excerpt, June 16, 2010](#)] [[PA-E2.21.5: Governing Board Minutes excerpt, Oct. 6, 2010](#)] [[PA-E2.21.6: Governing Board Minutes excerpt, Oct. 20, 2010](#)] [[PA-E2.21.7: Governing Board Minutes excerpt, Dec. 1, 2010](#)]. After these policies were presented for information to the Governing Board, they were routed to the appropriate constituencies on campus for review. Because some of the policies got inadvertently suspended in the Shared Governance structure, the Ad Hoc Subcommittee submitted the policies again for information and final approval in 2014 [[PA-E2.21.8:](#)

[Governing Board Minutes excerpt, Apr. 2, 2014](#)] [[PA-E2.21.9: Governing Board Minutes excerpt, May 21, 2014](#)].

In order to avert any future delays in reviewing and approving SCC policies, the Superintendent-President created a new faculty release time job description, Communications and Policy Analyst in 2013 [[PA-E2.21.10: Communications and Policy Analyst Job Description](#)]. This faculty person assists with shepherding the policies through the Shared Governance Council so that policies are approved in a timely manner.

The seven broad categories of policies are:

- Governing Board Policies, Series 1000
- Community Service Policies, Series 1100
- Administrative Policies, Series 2000
- Business Service Policies, Series 3000
- Human Resources Policies, Series 4000
- Student Services Policies, Series 5000
- Academic Affairs Policies, Series 6000

The managers responsible for the policy categories review policies, recommend revisions, and then forward the recommendations to the Shared Governance Council (SGC) and S/P Cabinet for information and approval. The policies are then sent to the Governing Board Ad Hoc Subcommittee for review and approval before going forward to the Governing Board for final approval.

In 2012, the entire 5000 series was reviewed by the Student Services Division and presented to the Ad Hoc Subcommittee and then to the entire Governing Board for final approval [[PA-E2.21.11 Governing Board Minutes excerpt, Jan. 18, 2012](#)].

The Governing Board Ad Hoc Subcommittee will next review the Human Resources 4000 series in collaboration with the new Associate Vice President of Human Resources.

IMPROVEMENT PLANS

PLANNING AGENDA 3: ITEMS 1-10

The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation. (Standard I.B.6, Standard I.B.7, Standard II.C.1, Standard III.B.1.b, Standard III.B.2.b, Standard III.A.2, Standard III.A.6, Standard IV.B.2, Standard III.D, Standard III.A.6, Standard III.D.1 Standard III.D.1.a, Standard III.D.1.d, Standard III.D.1.d, Standard III.D.1.d)

Planning Agenda 3

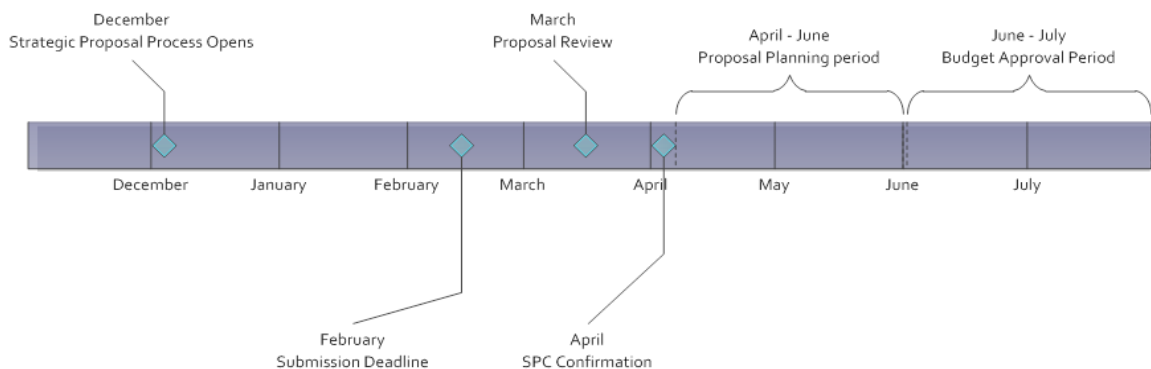
**Item 1. The College will work on a “Fast Track” for decisions that need to be made quickly so that they are still a part of the IPP.
(Standard 1.B.6)**

The strategic proposal process has been significantly shortened from a year long process to a process that is usually complete within 5-6 months. The following charts compare SCC’s former Strategic Proposal process with a new Strategic Proposal Plan that was initiated in the 2012/2013 academic year.

Former SCC Strategic Proposal Process (1 Year Process)

Deadline	Activity
May 1 st	The Strategic Proposal & Evaluation Form is filled out by members of faculty, staff, and ASSC and submitted to the Review Group (RG) responsible for the specific strategic goal and objectives addressed. (There will be one committee, with cross-functional or cross-departmental representation, for each strategic goal. Representation from the Academic Senate will be on each committee.) Proposals must be submitted to the appropriate RG by MAY 1 st prior to the planning year.
May 15 th	The RG reviews all proposals and provides initial feedback and recommendations to the individuals by MAY 15 th prior to the planning year. The RG works with the person/group submitting the proposal to clarify and complete an implementation plan in appropriate detail.
Aug 15 th	The completed proposals are submitted to the RG by AUG 15 th of the planning year.
Oct 1 st	The RG will review the final proposals and forward all reasonable/feasible strategies to the Shared Governance Council (SGC) by OCT 1 st of the planning year. The RG will maintain an archive of proposals and will track the implementation and success of those approved.
Nov 1 st	The proposals are reviewed and prioritized by the SGC for budget planning. Proposals requiring funding will be forwarded to Finance & Budget Planning Advisory Council (FaBPAC) by NOV 1 st of planning year.
Feb 15 th	FaBPAC will provide budgeting recommendations and report the results to the RGs and the College community by FEB 15 th of the planning year.
Mar 1 st	The Executive Council (EC) and Superintendent-President identify proposals to be implemented and report these to the College community by MAR 1 st of the planning year.
End of Spring Term	Pending the outcome of the Governor's Revised State Budget (the May Revise), the EC will identify the proposals to be implemented in the new academic year and report these to the College community by the end of the spring semester.
May 1 st +1	The RG , in cooperation with the person(s) responsible for implementing the proposal, will collect, evaluate, and report data relevant to the implementation and outcome of the proposal to the SGC and College community by MAY 1 st of the implementation year.
Jun 30 th +1	A combined evaluation report of all proposals, recommended by the SGC , will be presented to the Board by the Office of the Superintendent-President by JUN 30 th of the implementation year.

New Process (6 Month Process)



Additionally, a review of planning processes has recommended that the purchase of Instructional Equipment be completely removed from the Strategic Proposal process and that all decisions regarding the purchase of Instructional Equipment are completely contained within divisions and Schools to further reduce the timeline and simplify the request form [[PA-E3.1.1: Request for Instructional Equipment Funding](#)].

The current process is being reviewed for approval by the Deans, with final adoption slated for the 2014/2015 academic year. [[PA-E3.1.2: Deans Meeting Agenda, July 24, 2014](#)].

Planning Agenda 3

Item 2. The College will better document how it is using assessment results (SLO/SAO, Program Review, Strategic Goals and Objective outcomes, ARCC) to make improvements.

(Standard 1.B.7)

The College has made improvements to document assessment results, to include SLO/SAO assessments, Program Review, Strategic Goals and Objective outcome assessment, and other assessments. Assessment results from non-academic areas are entered into an annual program review. The program review is comprised of analyzing assessment results data from service area outcomes, as well as identifying next steps for implementing appropriate activities for the various programs. As part of the Non Academic Program Review process, service area managers are encouraged to reflect upon assessment results and to create narratives that will serve to best inform upcoming project plans. Every completed project plan concludes with an evaluation component and an assessment of efficacy of work completed. The program review format also shows projects and activities that may be linked to outcome assessments and project evaluations. Since all of this data is recorded in database format, there is minimal reporting burden on managers [[PA-E 3.1.1: Example Non Academic Program Review](#)].

Additionally all members of the SPC will receive a printed report every semester showing progress of projects within their area. This report clearly identifies areas of concern and will serve as the main vehicle that ensures that documented improvements identified through assessments are being advanced annually and/or as needed. [[PA-E3.2.2: VP Tracking Plan](#)]

The College's Academic Program Review has been revised significantly (A detailed explanation is in Planning Agenda 3, Item 9, page 89.)

Planning Agenda 3

Item 3. The College will evaluate how best to optimize resources in an economic downturn.

(Standard II.C.1)

To optimize resources in an economic downturn, the District has in the past utilized its Financial and Budget Planning Advisory Council (FaBPAC) to review, evaluate, and inform financial decision-making regarding institutional budgets, grants, as well as various initiatives, such as the placement of a Facilities bond on the ballot, and pursuing extensive solar installations. Concurrently, the District instituted a Shared Governance Council (SGC) where related operational implications were disseminated and discussed and recommendations were put forth to the Superintendent-President Cabinet (SPC). While both SGC and FaBPAC allowed for broad constituency input, these two committee structures resulted also in redundant efforts. In an effort to streamline the work of SGC and FaBPAC, as well as to optimize staff resources, these two groups were merged effective February 2013 into one SGC [[PA-E3.3.1: Combined FaBPAC and Shared Governance Council Minutes, Feb. 20, 2013](#)]. This merger was intended to facilitate communications and to tie planning more cohesively to resource allocations.

SCC's budget development process is framed and guided by the Institution's Strategic Goals (to include the Mission) [[PA-E3.3.2: Strategic Goals AY 2010-2013, May 21, 2013](#)], as well as annual Board of Trustee and CEO goals. Furthermore, the budget development process takes into account the three-pronged programmatic directive from the State Chancellor's Office that emphasizes Basic Skills, Transfer, and Career Technical Education [[PA-E3.3.3: Governing Board Attachments, Oct. 6, 2010](#)] [[PA-E3.3.4: Governing Board Attachments, June 15, 2011](#)] [[PA-E3.3.5: Governing Board Attachments, July 18, 2012](#)].

During the recent economic downturn, the District saw its Full-Time Equivalent Students (FTES) reduced by 344.34 FTES and 703.83 FTES, for FY 2009-2010 and FY 2011-2012, respectively [[PA-E3.3.6: 2009-10 SCC Recalculation Apportionment, Exhibit E](#)] [[PA-E3.3.7: 2011-12 SCC Recalculation Apportionment, Exhibit E](#)]. The FY 2011-2012 FTES reduction resulted in an approximate \$3.2 million funding cut for SCC.

In response to the State's budget woes, the District responded with various initiatives and budget reduction strategies to optimize resources while preserving access to its students. In FY 2011-2012, for example, expense reduction strategies included elimination of about 500 course sections, roughly a 15% cut of the College's offerings, implementing a re-organization of Academic Affairs that merged six instructional divisions into four schools, and reducing faculty release time and realizing significant salary savings [[PA-E3.3.8: Academic Affairs Reorganization, May 18, 2011](#)].

In 2012, the District also terminated the contract with the Solano College Theater Association [[PA-E3.3.9: Governing Board Minutes, June 20, 2012](#)]. Additionally, the District froze supplies and other operating expenditures, such as consulting services,

travel, printing, postage, and equipment accounts, as well as expenditure transfers to categorical grants to the extent allowable. These budget cuts, while austere, stopped short of more extreme measures including layoffs, which translated into the District moving forward with a deficit spending plan of about \$1.5 million. Revenue and expenditure activities were carefully monitored and the District approved the proposed budget. In moving forward, concessions were reached with the bargaining units, principally to adopt a new health plan (CALPERS) resulting in significant savings [[PA-E3.3.10: Governing Board Minutes, May 16, 2012](#)] [[PA-E3.3.11: SCFA July 1, 2012 – June 30, 2015 contract excerpt](#)].

The District remains vigilant and continues to explore improved operating efficiencies, look at revenue stream outside the funding mechanism, and develop reserve guidelines.

Planning Agenda 3

Item 4. The College will use the IPP process and strategic goals and objectives to provide for physical and personnel resources to ensure safe and adequate custodial and groups [sic] grounds.

(Standard III.B.1.b)

The College has revised and refined its Institutional Planning Process (IPP) considerably since 2010/2011.

Consistent with the IPP, the College's budget development process has as its overarching guidelines the current BOT and CEO goals, which include fiscal stability. Initiatives leading toward SCC's improved financial strength have involved the examination of College utilities, as this area constitutes: 1) the single largest expense after salary compensation, 2) availability of Federal, as well as State funding for renewable energy initiatives, 3) utility savings which would serve to finance various purchase/installation costs, and 4) renewable energy options which address the President's Climate Action Plan commitment to reduce the College's carbon foot print and move toward becoming a "greener" institution.

The SCC solar project begun in 2013, is yielding about a 60% electricity savings, further enhanced by the lighting retro-fit project which added an estimated 15% savings on top of that. These two projects also generated PG&E rebates which further cut electricity costs. Portions of all these utility savings were set aside to partially fund an Assistant Facilities Director position whose tasks include monitoring the solar plant and other energy efficiency projects and to identify additional utility savings opportunities. The Assistant Director is also reviewing workflow and staffing levels, and will recommend reinvestments to ensure that adequate custodial and grounds personnel are in place to maintain a safe plant [[PA-E3.4.1: Assistant Facilities Director Job Description](#)].

To further enrich SCC's understanding of the physical and personnel resources, in 2014, the College, as part of its updated FMP, adopted the Onuma system, a relational database that confirms and corrects information pertaining to the District's plant operations as linked to the California Community College Chancellor's Office Facilities Utilization, Space Inventory Options Net (FUSION). This linkage validates SCC's physical footprint,

including space dimensions and programmatic use of space, the systems and equipment in each building, the underground utility infra-structure (water, sewer, electric, gas), and follows SCC's work order system to assist the College to make optimal use of FUSION's data [[PA-E3.4.2: Onuma Systems Announcement](#)].

The aforementioned structures are an extension of the CCCCCO Facilities Condition Assessment (FCA) study begun about a decade ago and renewed approximately every three years. FCA compares the District's maintenance costs to the cost of constructing a new facility. In its recent FCA, many Solano College buildings rated in the 70% range which indicates recommended replacement. In the 2014-2015 year, SCC received approximately 1.1 million in Instructional Equipment/Deferred Maintenance funds (five times the previous year's allocation). The College anticipates spending approximately 25% for instructional equipment and the remaining revenue on scheduled maintenance [[PA-E3.4.3: CCCCCO Report Instructional Equipment/Deferred Maintenance funds](#)].

The Onuma system, coupled with additional state capital outlay and scheduled maintenance funds, plus SCC's local bonds' funding, should allow the institution to greatly improve the College's physical infrastructure and personnel resources to ensure a more safe and efficient physical environment.

Planning Agenda 3

Item 5. The College will, prior to the passing of a bond, create a Business Plan that will ensure new bond facilities and grounds will have enough staff support for maintenance.

(Standard III.A.2, Standard III.A.6, Standard IV.B.2)

In Fall 2011, the District received Board authorization to consider the pursuit of a Facilities bond (Measure Q) in November 2012 [[PA-E3.5.1: Governing Board Minutes, Aug. 1, 2012](#)]. The College engaged the services of a political consultant, a polling firm, underwriters, as well as a bond counsel [[PA-E3.5.2: FABPAC Minutes, Sept. 7, 2011](#)]. Additionally, the District hired an Educational Master Planning and a Facilities Master Planning firm, with the latter's charge being to develop SCC's building plan, to include the Fairfield campus and the Vacaville and Vallejo Centers (for more detailed information, see the Facilities Master Plan located in PA 2, Item 16.) [[PA-E3.5.3 Governing Board Minutes, Oct. 19, 2011](#)]. The plan emphasized overall building and energy efficiencies to include ongoing maintenance costs and staff support [[PA-E3.5.4 Facilities Master Plan excerpt](#)]. Planning will include Leadership in Energy & Environmental Design (LEED) standards, developing design materials, Furniture, Fixture & Equipment (FF&E) standards, as well addressing the President's Climate Action Commitment. Part of the savings of the energy efficiency initiatives funded a new Assistant Facilities Director position who is charged with the District's energy management. [[PA-E3.5.5: Assistant Director Facilities/Energy Management Job Description](#)] The hire date was August 1, 2014.

Using the District’s Non Faculty Hiring Prioritization process, the Director of Facilities recommended to the VPFA, that in order to further strengthen support and maintenance of existing and new facilities, the District must hire a Custodial Supervisor, to rebuild and direct custodial staff, develop standards of care, and improve overall service levels [[PA-E3.5.6: Custodial Supervisor Job Description](#)].

The Facilities Master Plan, as informed by the Educational Master Plan, is the primary support document for the College’s Bond spending plan and serves as a template for Bond compliance with the Measure Q Ballot language and ongoing evaluation [[PA-E3.5.7 Measure Q Language and Resolution Ordering Election](#)]. To oversee the “roll out” and implementation of Measure Q, the District hired an Executive Bonds Manager in July of 2013 [[PA-E3.5.8 Executive Bonds Manager Job Description](#)] Furthermore, the implementation of Measure Q is being monitored by the Citizens Bond Oversight Committee (CBOC). [[PA-E3.5.9: CBOC Meeting Minutes May 5, 2014](#)]. Compliance is also evidenced through the Financial and Operational audits of the Bond [[PA-E3.5.10: 2012-2013 Bond Audit excerpt](#)].

The Director of Facilities will continue to work with his staff and the Executive Bonds Manager to improve the understanding of the impact of new bond projects on total cost of ownership, to include operational costs.

Planning Agenda 3

Item 6. The College will create a staffing plan.

(Standard III.A.2, Standard III.A.6, Standard IV.B.2)

The Associate Vice President of Human Resources (AVPHR) will work with SCC unions (specifically CSEA and Local 39), as well as the Academic Leadership Group (ALG), to formulate and coordinate a comprehensive classification review process which will include the review, revision, and evaluation of all non-faculty descriptions. The project will be initiated in the 2014-2015 academic year and will be completed during the 2016 academic year. All job descriptions have not received a comprehensive review in many years because positions have been added and many job descriptions were merely updated or reviewed.

The College continues to ensure fair employment practices as outlined:

- Equal Employee Opportunity (EEO) Plan – The EEO Plan outlines the procedures and practices adopted by the College to ensure that fairness and equity are central to staffing and employment [[PA-E3.6.1: Equal Opportunity Plan](#)]. In collaboration with the Equity and Inclusion Advisory Committee (EIAC), HR has undertaken a full evaluation, review, and revision of the existing EEO Plan to ensure legal compliance and to address the local needs of the College (See also Recommendation 5, Staff Equity section on page 25).
- Board Policies 4030, 4035, and 4037 – These policies and related procedures (where applicable) prohibit unlawful discrimination in selection and employment based upon an individual’s protected class status. [[PA-E3.6.2: Governing Board Policy 4030](#)]

[\[PA-E3.6.3: Governing Board Policy 4035\]](#) [\[PA-E3.6.4: Governing Board Policy 4037\]](#)

- EEO Online Training-To maintain a climate of fairness and equity, the College has recently begun an online training program that requires employees to complete a 2-hour training on EEO topics such as employee roles and responsibilities to assure and equitable work environment. This training is required for all new hires within the first 90-days of hire. This EEO training will continue to be required annually. HR will be introducing this training to all employees in Fall 2014 [\[PA-E3.6.5: EEO/Training\]](#).
- Training for Hiring Committees- Prior to serving on a hiring committee, committee members must complete an additional course focused on compliance, equity, inclusion, and unlawful discrimination in hiring [\[PA-E3.6.6: EEO/Selection Committee Training\]](#). In Spring 2015, HR will institute additional processes to ensure fair employment practices, to include the development of a system to track and manage that all employees have completed the initial training and refresher training, as needed.

In 2016, HR will develop a system to assess and track current employee skill levels, thereby identifying areas in need of development. The shortage of help in HR and recent hire of most permanent HR staff during Summer 2014 contributes to the department's lack of capacity to address this need any sooner.

The College does not currently track employee turnover trends on a consistent basis. Additional processes will be developed by 2016 that will help to identify and report turnover trends among employees. These processes will include a means of identifying causes of turnover, projected employment cycles of employees, and other information that can help to better manage the recruitment and hiring processes. Currently, the College does distribute an exit survey to employees who voluntarily leave the Institution to ascertain specific reasons for departure. However, these data need to be carefully analyzed on a regular basis in order to institute any necessary changes that might be needed [\[PA-E3.6.7: Voluntary Exit Interview Questions\]](#).

The College strives to staff according to its needs – based upon both internal and external trends. The work completed by the Dean of Research, Planning and Institutional Effectiveness and his staff provide ongoing analyses of data that are pertinent to both internal and external trends, however, the College has not utilized these data or its analyses to their potential to refine project staffing needs, to understand turnover cycles, or to identify strategies that could help to address both internal and external staffing needs.

Most requests for staffing have come from individual managers and supervisors identifying a specific need within their School or division (either refilling vacant positions or filling new positions per Board Policy 4000). They submit requests via a relatively new process identified as the Non Faculty Prioritization. Requests for new positions (or to fill existing vacancies) are then reviewed by the Superintendent-President's Cabinet for approval of the position and its funding. Once approved, the

manager then follows the process outlined in Board Policy 4000 to fill the position [[PA-E3.6.8: Board Policy 4000](#)].

The design of a more formalized Staffing Plan has been initiated as the College has now refined its staffing request process. As stated above, in 2012, HR initiated the Non Faculty Prioritization process wherein all managers made specific requests annually (January) and prioritize for funding each June [[PA-E3.6.9: Non Faculty New Position Process for 2014-2015](#)]. Additionally, each year faculty and their respective Deans generate a list of faculty positions needed and work with the Academic Senate to determine a priority list of faculty hires [[PA-E3.6.10: Academic Senate/ Ed Admin Minutes Nov. 25, 2013](#)]. Both the faculty and the non-faculty position request processes will serve as the basis for development of a formal staffing plan for SCC.

Finally, the newly hired AVPHR has determined that the College could benefit from a comprehensive staffing plan that includes both internal and external needs analyses. The Human Resources Department will work with the Dean of Research, Planning and Institutional Effectiveness and staff to develop a comprehensive Staffing Plan by 2016. This Plan will incorporate all factors described above, to include an analysis of internal and/ or external demographics, identification and evaluation of currently held resources (including current employees), a gap analysis to identify needs that are unmet, criteria to evaluate both the importance and the urgency of such needs, and more formal procedures to articulate the clear delineation of staffing needs of the Institution.

Planning Agenda 3

Item 7. The College will work with the Board on goals to establish reserve levels funding available for IPPs, staff development, equipment replacement, etc. (Standard III.D)

Since 2011, as part of several budget presentations to the Governing Board, varying levels of reserves have been discussed, to include the consequences of falling below the minimum reserve 5% level [[PA-E3.7.1 Governing Board Minutes, Sep. 5, 2012](#)]. The Solano College Governing Board Policy 3010, the General Fund Contingency Reserve, lays down the five percent minimum reserve, a figure that aligns with the minimum guideline recommended by the State Chancellor's Office. [[PA-E3.7.2 SCC Board Policy 3010](#)]. The District has actually maintained reserve levels above the minimum 5%. [[PA-E3.7.3: Solano Fiscal Trend Analysis 2009-2014](#)].

Besides compliance with the Board Policy 3010 and CCCCO guidelines, reserve levels also impact: 1) cash flow, 2) the District's credit rating, and 3) accreditation:

1.) Cash flow – as the District's cash burn rate is approximately \$4 million per month, a 5% reserve represents about a half month's cash flow. As a result, the District prudently puts in place borrowing arrangements. In the past, the District has used the annual Tax Revenue Anticipation Notes (TRAN) made available by the Community College League of California and the Solano County Treasury, a short-term temporary funds transfer

arrangement, allowing cash balances to deficit, repaid upon receipt of State funds [PA-E3.7.4: SCG and FABPAC Minutes June 16 2010].

2.) District credit rating – as part of the bond issuance process in 2013, the District was rated by both Standard & Poor’s and Moody’s, where we received AA- and Aa3, respectively [PA-E3.7.5: Solano Community College Bond Ratings]. While certainly these are solid ratings, such ratings were in part based on relatively strong reserves of approximately 11%. Future lower reserves may negatively impact the District’s credit rating and its ability to borrow funds.

3.) Accreditation – reserve levels often play a role in demonstrating to external organizations, including ACCJC, how a district handles not only day-to-day finances, but also its long-term obligations. As such, a higher reserve does represent more stable finances and thus, an improved ability to adequately support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

In addition to the 3 areas addressed above, SCC’s attends to its local Governing Board policies and CCCCCO guidelines pertaining to the establishment of reserves. Recent discussions with the Superintendent-President, as well as the Governing Board, have recognized the advantages of establishing guidelines to target reserve levels above the minimum. One suggestion was to maintain a reserve approximately equal to twice the monthly cash flow [PA-E3.7.6: SGC Minutes, May 28, 2014].

Staff development activities have been funded, in part, through a one-time, Barnes and Noble Sign-On Contribution, when SCC contracted the operations of the bookstore to Barnes and Noble [PA-E3.7.7: Barnes and Noble Contract Excerpt with SCC]. Additionally, the District sets aside funding for Strategic Proposals, first introduced in 2011-2012 at \$100,000 funding per year. The allotment grew to \$200,000 the following year, and is now funded at \$300,000 [PA-E3.7.8: 2013-2014 Adopted Budget excerpt].

Regrettably, the state no longer allocates staff development funding, however, SCC is making efforts to send staff to professional development activities [PA-E3.7.9: Solano Leadership Academy Agenda June 2-4 2014].

For 2014-2015, adequate state funds have been available for the equipment proposals that were approved [PA-E3.7.10: CCCCCO Report Instructional Equipment/Deferred Maintenance funds]. The Bond Project also includes equipment funding for academic facility and technology upgrades [PA-E3.7.11: Bond Spending Plan, August 2014].

In Spring 2015, the VPFA will begin to address the establishment of a formal plan via its Shared Governing Council and the Governing Board to establish guidelines for reserve level funding, staff development, and equipment replacement. It is anticipated that by 2016-2017, the College will implement these guidelines as part of the routine Institutional Planning Process (IPP).

Planning Agenda 3

Item 8. Through oversight of budget decisions and discussions in FABPAC, the College's financial planning will rely specifically on its mission and goals and will be fully integrated with all planning through the IPP, specifically program review and three-year plans.

(Standard III.A.6, Standard III.D.I, Standard III.D.1.a, Standard III.D.1.d)

In 2013, the College merged its budget and planning committee, formerly known as Financial and Budget Planning Advisory Committee (FaBPAC), to a new Shared Governance Council which incorporated budget development and financial planning activities in an effort to reduce the number of meetings attended by faculty, staff, and administrators [\[PA-E3.8.1: Joint Meeting with FaBPAC and SGC, Feb. 20, 2013\]](#).

In 2012, the HR Manager, in collaboration with the Dean of Institutional Research, Planning, and Institutional Effectiveness, created a prioritization process for determining non faculty hiring needs which promotes evidence based decision making tied to program review and available data [\[PA-E3.8.2: Non Faculty Prioritization Plan\]](#).

A faculty hiring prioritization process, as mandated by AB 1725, has been in place for several years. At SCC, faculty and their Deans research faculty hiring needs and work with the Academic Senate to establish a list of prioritized faculty positions [\[PA-E3.8.3: Academic Senate Minutes, Dec. 3, 2012.\]](#). Research to inform this prioritization list is gathered from Program Review [\[PA-E3.8.4: Program Review\]](#).

In 2014, the Dean of Institutional Research, Planning, and Institutional Effectiveness began a process to evaluate the non faculty hiring process. The Process Evaluation Review Team (PERT) met and identified a need for managers to submit an annual area staffing plan which included justification for current and new positions tied to program review. PERT will now contribute to the evaluation of the staffing plan [\[PA-E3.8.5: Planning Review Memorandum, May 27, 2014\]](#).

The Institutional Planning Group (IPG) reviewed the recommendations of PERT and requested that training for managers become a routine element for all institutional planning. [\[PA-E3.8.6: Institutional Planning Group, Minutes\]](#)

SCC's budgeting practices begin with the establishment of a budget calendar, which in its early stages emphasizes the validation of existing staffing positions. Later, new positions (staff and faculty) are added via the SCC hiring prioritization processes [\[PA-E2.8.7: FY 2014-15 Total authorized staffing\]](#).

SCC recognizes the need to carefully coordinate a strategic staffing plan that is appropriate to the College that has experienced reduced enrollment. With the addition of a new Associate Vice President of Human Resources, the College has reinstated its former budget review team comprised of the VPAA, VPFA, and AVPHR. This team will assure additional oversight of budget decisions [\[PA-E3.8.8: Budget Freeze Review Committee Email\]](#).

Planning Agenda 3

Item 9. The College will make program review and three-year plans more meaningful through training and a possible program review committee. (Standard III.D.1.d)

Significant changes have been made to SCC's Academic Program Review since 2011 to make the process more meaningful, comprehensive, and more closely tied to Institutional planning. A standing subcommittee of the Academic Senate called the Academic Program Review Committee was first established on May 7, 2012 [PA-E3.9.1: [Academic Senate Minutes, May 5, 2012](#)]. During the summer of 2012, an Academic Senator was hired to rewrite the College's Academic Program Review process drawing from the State Academic Senate Program Review Handbook and models from other California Community Colleges. As a result of this faculty member's initial research, a Solano College pilot program review process was outlined in a handbook and a template was created [PA-E3.9.2: [Academic Program Review Handbook and Template Pilot 2013](#)]. The process and template were vetted in meetings of the Academic Senate and through the establishment of a Program Review Task Force [PA-E3.9.3: [Academic Senate Minutes Aug. 20, 2012](#)] [PA-E3.9.4: [Academic Senate Minutes Sep. 17, 2012](#)] [PA-E3.9.5: [Academic Senate Minutes, Oct. 15, 2012](#)] [PA-E3.9.6: [Academic Senate Minutes Nov. 5, 2012](#)]. The template and handbook were also brought to the Solano College Faculty Association for review, and other constituent groups such as the Distance Education Faculty Coordinator, and the Dean of Institutional Research, Planning, and Effectiveness. All faculty were invited to provide feedback on the new handbook and template [PA-E3.9.7: [Academic Senate President email, Oct. 17, 2012](#)]. The new program review process was approved by the Academic Senate on December 3, 2012 [PA-E3.9.8: [Academic Senate Minutes Dec. 3, 2012](#)]. The Handbook and Template Pilot were brought to the Solano College Board of Governors as information [PA-E3.9.9: [Governing Board Minutes, Feb. 6, 2013](#)].

In Spring 2013, the Academic Program Review (APR) Committee began meeting (2nd and 4th Mondays of the month), and reporting back to the Academic Senate. The APR Committee assisted in both refining the new Program Review process (making decisions about rubrics, timelines, etc.), and providing feedback on the various program review self-studies. The APR Committee is made up of faculty representatives from each School (who also serve as a support team for their School during the reviews), members of the Office of Institutional Research and Planning, Deans of programs under review and the Vice President of Academic Affairs [PA-E3.9.10: [Sample Academic Program Review Committee Agenda](#)].

Spring 2013 was also the time the pilot began with the School of Career Technical Education and Business. During the summer of 2013, CTE programs not in the School of CTE and Business were also invited to conduct reviews (for example, Early Childhood Education, Human Services, Film/TV, Photography, Interior Design and Journalism). Trainings were held for faculty members during Spring Flex 2013, Summer 2013, and Spring Flex 2014 [PA-E3.9.11: [Flex Calendar Schedule Spring 2014 and Follow-up email](#)].

A faculty Program Review Coordinator was hired in Fall 2013 in a .20 reassigned time position to facilitate Academic Program Review committee meetings, to compile feedback to faculty undergoing Program Review, and to assist in the training of faculty [[PA-E3.9.12: Position Description for Program Review Faculty Coordinator](#)]. The Academic Program Review Coordinator also met with a number of faculty members individually to assist them in understanding the process and to help them to complete their program review self-studies. The Program Review Faculty Coordinator worked closely with the Dean of Institutional Research and Planning to ensure faculty had the data they needed to complete their reports. They also worked together to provide regular open office-hours and to support faculty in creating student surveys to assess student's experiences in the program.

In Spring 2014, one year after the pilot was initiated, changes to the handbook and template were put in place to better assist faculty in completing their program review self-studies. Specifically, the handbook was expanded to include the rubrics that would be utilized by the APR Committee to evaluate the program review self-studies. Also, a detailed description of where to find the data for each section of the report was added to the handbook [[PA-E3.9.13: Program Review Self-Study and Handbook, 2014-2015](#)]. The Academic Senate approved these changes and a few minor changes to the template meant to improve clarity, ending the pilot period and beginning the first official program review cycle [[PA-E3.9.14: Academic Senate Minutes, Jan. 9, 2014](#)].

One of the goals of the Academic Program Review Faculty Coordinator and the Dean of Institutional Research and Planning is to make program review training on-going and the process of collecting data and report-writing as user friendly as possible. To this end, the program review database was updated so that the title of the data (for example "Distinct Enrollments") is listed next to the number of the corresponding section of the template for which the data applies (for example 1.3). Completed Program Reviews self-studies were placed on the College website so that faculty who were initiating Program Reviews could see samples. Trainings were held during Fall Flex 2014 to help faculty see how program review is connected with planning and resource allocation, and more importantly with student and program success [[PA-E3.9:15 Flex Calendar Fall 2014](#)] [[PA-E3.9:16 Flex Sign-In Sheet](#)] [[PA-E3.9.17: Writing program review self-studies PowerPoint Presentation](#)]. Program review office hours are also being held this fall semester, and deans of programs under review are helping to ensure benchmarks are met and faculty have the needed support [[PA-E3.9.18 Agenda for School of Social and Behavioral Sciences Meeting Aug. 12, 2014](#)] and [[PA-E3.9.19 School of Math and Sciences Meeting Agenda, Nov. 7, 2013](#)].

The Program Review process requires a one-year, one-page follow-up report detailing the status of Program Review recommendations. This document will be developed during the 2014-2015 academic year. In light of the creation of a one year update, it was decided to not pursue 3 year plans as have been done in the past. A proposal is being brought to the Academic Senate to create this follow-up report in conjunction with Educational Master Plan and Program Level Outcome Assessment follow-ups so that faculty can complete

one document that coherently integrates all discipline-level planning [[PA-E3.9:20 Academic Senate Agenda, Aug. 25, 2014](#)].

In the next several years, the Academic Program Review Committee will be working under an expedited timeline so that all programs can be reviewed with the new program review template in this accreditation cycle. Career Technical Education programs piloted the new template during the 2013-2014 academic year. In 2014-2015, the School of Social and Behavioral Sciences, the School of Health Sciences, Counseling's academic programs, and ½ of the School of Math and Sciences are being asked to conduct their program review self-studies. In 2015-2016, the remaining programs in the School of Math and Sciences and the School of Liberal Arts will be asked to complete their program review self-studies. At that time, each school will rotate on a consistent five-year cycle (one school per year) [[PA-E3.9:21 Program Review Schedule](#)].

During the 2014-2015 academic year, the Academic Program Review Committee will create a committee evaluation, so that members can assess the committee's functioning. The Academic Program Review Committee also plans to make minor adjustments to the process and template as warranted by feedback and by documented assessments of the process. For example in the 2014-2015 academic year, the APR Committee is exploring changes to the approval process at the administrative level. The change is intended to help faculty and administration have their voices heard, yet not result in a "stalling" of the process.

Although SCC had previously been upholding its commitment to program view, it is the Academic Program Review Committee and Academic Senate's hope that this more robust program review process will better facilitate continuous program improvement, student success, and integrated institutional planning.

In conclusion, SCC has exceeded its own goals to make program review more meaningful through training and the establishment of a formal Program Review process and the establishment of a standing Program Review Subcommittee of the Academic Senate.

Planning Agenda 3

Item 10. The College will investigate the possibility of a 0-based budget model. (Standard III.D.1.d)

While 0-based budgeting was addressed in a Student Services Council meeting in 2012, it was only briefly discussed, and at the recommendation of the Vice President of Finance and Administration (VPFA), not pursued [[PA-E.3.10.1: Student Services Council Meeting Notes, Feb. 7, 2012](#)]. The VPFA's rationale was that with an overall budget that expends virtually all funds on salary compensation and mandatory and required expenditures (such as utilities, software licensing, leases, maintenance contracts, audit, election, etc.), that there are little discretionary funds available to create a 0-based budget for SCC [[PA-E.3.10.2: PERT Minutes, Feb. 28, 2012](#)].

In 2014, the VPFA recommended that the VPAA and the Deans develop criteria for ranking both Instructional Equipment and Supplies to establish a 0-based budget in these areas. At this time, criteria for ranking Instructional Equipment is now in place and being used as part of the FY 2014-15 budget allocation [[PA-E.3.10.3: Instructional Equipment Ranking Criteria](#)]. The criteria for Instructional Supplies are expected to be completed for the next budget cycle.

IMPROVEMENT PLANS

PLANNING AGENDA 4: ITEMS 1-3

**Based on College-wide input, the College will provide increased professional development opportunities addressing such topics as equity, interpersonal skills, effective pedagogy, technology, and data access and analysis. (Strategic Goals 1: Foster Excellence in Learning and 2: Maximize Student Access and Success)
(Standard III.A.4, Standard III.A.5.b, Standard IV.A.1)**

Planning Agenda 4

**Item 1. The College's future flex days will promote cultural awareness and diversity in the workplace.
(Standard III.a.5.b)**

Solano Community College has regularly provided workshops and training at Flex Cal for professional development for faculty and staff with emphasis on the promotion of cultural awareness and diversity in the workplace. Evidence of this training includes excerpts from past Flex Cal programs dating from Fall 2011 to the present http://www.solano.edu/hr/staff_dev.php.

Many cultural awareness and diversity training opportunities for faculty and staff include, for example:

- Viewing and discussing culturally based documentary movies
- Book reading discussions
- Puente Program meetings
- Student Equity Mini Conference
- Math and English Basic Skills workshops for faculty
- Student Equity and Student Success workshops
- Policy workshops sponsored by the SCC HR department that include Equal Employment Opportunity (EEO) training, Sexual Harassment training, Workplace Bullying, Family Educational Rights and Privacy Act (FERPA) and Mandated Reporting training
- Equity, Inclusion, and Diversity Training Workshops for College Staff

Ongoing Diversity and Equity Activities.

Diversity and Equity activities will be ongoing, illustrating SCC's continued commitment to provide ongoing equity and diversity and inclusion training and workshops for faculty and staff.

Many of the HR sponsored College Policy workshops are mandated by the State of California, such as Sexual Harassment training and Equal Employment Opportunity training and will continue to be offered on a regular basis as required for all staff. HR notifies staff when they are due for this training [[PA-E.4.1.1: Email from HR Executive Coordinator to Chair of Flex Cal Committee, June 25, 2014](#)].

Planning Faculty Development Activities.

The Flexible Calendar Committee (Flex Cal Committee) is a subcommittee of the Academic Senate and is comprised of faculty representatives from the Academic Schools of the College and an HR representative who provides administrative help to the Committee. Presently the committee has representatives from 4 Schools. Membership is voluntary and the Committee selects its own chair. The Committee meets regularly (weekly in the past and biweekly presently) to plan Flex Cal activities for faculty and staff for the following semester [[PA-E.4.1.2: Sample Minutes from Successive Flex Cal Committee Meetings, Nov. 13, 2013 and Nov. 20, 2013](#)].

The Flex Cal Committee solicits feedback from faculty and staff regarding suggestions for activities and speakers. An example was a Brainstorming session held during a Flex Day in Fall 2012. The feedback from this session was summarized and disseminated and many of the suggestions were implemented in subsequent Flex Cal activities, to include sessions on students that are having trouble in the classroom and referrals to the various services available at SCC [[PA-E.4.1.3: How about Flex Cal Program Brainstorming Questions](#)]. Another suggestion that was implemented was to reduce the time allotted to Division/Department (now School/Department) meetings during Flex Cal. As a result of the latter suggestion, School meetings have been reduced from 4.5 hours to 2 hours to allow for faculty to attend additional professional development activities during the required Flex Cal days.

The Flex Cal Committee also solicits feedback from each workshop and activity to determine quality. Evaluation forms are distributed, collected, and archived by the HR department. All responses are reviewed by the Flex Cal Committee to determine the effectiveness of the workshops and activities and to provide support for continuing an activity or to obtain ideas for future activities. [[PA-E.4.1.4: Flexible Calendar Evaluation Form](#)] A tabulation of evaluations from Fall 2012 Flex Cal [[PA-E.4.1.5: Flex Cal Optional Activities Evals](#)] shows that comments were generally favorable for the workshops and activities presented. Detailed tabulations like that shown in are not done regularly, although the Flex Cal Committee is reviewing the evaluation process.

The Flex Cal Committee is a subcommittee of the Academic Senate. At this time, the Academic Senate is considering that the Flex Cal Committee might be expanded to include more involvement in providing other elements of faculty development.

Planning Agenda 4

**Item 2. The College will reassess the status and effectiveness of the faculty professional development committee and program needs.
(Standard III.A.5.b)**

Background context: The Academic Senate has historically charged its Flex Cal Committee, a subcommittee of the Academic Senate, to design and implement various professional development activities as required by SCFA Contract; [[PA-E4.2.1: 2012-15 CTA Contract approved May 16, 2012](#)]. Additionally, the various faculty divisions (now Schools) have been primarily responsible for approving faculty requests for professional

development. Since 2011, budgetary restrictions have prevented the formal establishment of a Faculty Professional Development Committee, although some professional development fund criteria and funding have been established for the use of Basic Skills Funding [[PA-E4.2.2: Basic Skills Funding, Strategic Proposal Forms](#)]. Other professional development funding has been allotted primarily through requests submitted to the Office of Academic Affairs.

In the Spring 2014 academic year, the SCC Academic Senate reconsidered the role of its subcommittee on Flex-Cal in the following ways: 1.) to clarify with administration what activities should be appropriate/ for optional Flex-Cal hours, including the determination of what role(s) its subcommittee should play; 2.) to examine how faculty development funds are awarded, to include the expansion of faculty involvement in the formal vetting of requests for faculty professional development funds. In addition to various related discussions of Flex-Cal and the Flex-Cal Committee at its meetings on January 9, 2014 [[PA-E4.2.3: Academic Senate Minutes, Jan. 9, 2014](#)], the Senate continued discussions [[PA-E4.2.4: Academic Senate Minutes, Mar. 3, 2014](#)] [[PA-E4.2.5: Academic Senate Minutes, Apr 21, 2014](#)] [[PA-E4.2.6: Academic Senate Minutes, May 5, 2014](#)]. An Academic Senate task force solicited input from faculty regarding the types of activities currently being approved for optional Flex-Cal by various academic deans, the results of which were reported to the Senate on April 21, 2014.

Although no formal actions on this issue were taken by the Senate by the end of the 2013-2014 academic year, both issues were on-going subjects between the Academic Senate and the Interim Vice-President of Academic Affairs during Summer 2014: 1.) the IVPAA expressed to the AS President that Administration advocated the use of ASCCC recommendations on Flex and professional activities to determine the suitability of activities for optional Flex-Cal; 2.) the IVPAA communicated to the AS President support for shifting faculty development funds to the control of the Flex-Cal Committee should the Senate opt to expand the charges of its subcommittee.

Both of these items were reported to the Senate by its President at its first meeting of the 2014-2015 academic year [[PA-E4.2.7: Academic Senate Agenda, Aug. 11, 2014](#)]. In addition, the AS President included as an action item, the renaming of the Flex-Cal Committee to the Faculty Development Committee and the expansion of that Committee's purview to include the receipt and vetting of faculty petitions for professional development funds. Part of this discussion included the adoption of the ASCCC recommendations on Flex-Cal activities as the standard for SCC. Subsequently, the AS President met with the Flex-Cal Committee to apprise the committee of this change and to solicit input from the committee regarding how to proceed with the development of new procedures per the new charges [[PA-E4.2.8 Flex Meeting Minutes Aug 8, 2014](#)].

The Academic Senate and the SCC Administration recognizes the need for faculty to assess the status and effectiveness of a faculty driven professional development committee and to set and assess goals for various programs based on Institutional data. It is anticipated that by December 2014 the Academic Senate will have established a

formal Faculty Development Committee and will also work with the administration to establish a fair process for allocating funding for professional development.

At the August 25, 2014 meeting of the Senate, a new Task Force was charged with the development of a petition process to be submitted to the Senate by its first meeting in October 2014 [PA-E4.2.9: [Academic Senate Minutes, Aug. 25, 2014](#)]. This Plan is to include an application for funds, a timeline, and a plan for ongoing evaluations. The Plan will include the composition of clear outcomes to be assessed at the end of each academic year and reported to the Academic Senate by the Committee Chair.

The new process is to be approved by the Academic Senate no later than the end of the Fall 2014 semester. At that time, faculty will be informed of the new process by email, in workshops to be held during Spring 2015 Flex Cal, and via Senate reports. The new process is to be implemented in Spring 2015.

Using the outcomes defined by the Task Force, the Professional Development Committee will evaluate the new process at the end of the Spring 2015 term. The Committee Chair will report the results of this evaluation to the Academic Senate no later than its final meeting in May 2015, including recommendations for changes. This process of evaluation will be scheduled to occur at the end of each academic year thereafter, to include a report to the Senate to be reflected in its minutes no later than its last meeting in May of each academic year [PA-E4.2.10: [Task Force on Faculty Development Committee Procedures Processes](#)].

Planning Agenda 4

Item 3. The College will enhance campus climate for employees by maintaining transparency and good communication, providing training for employees in interpersonal relations, and providing more opportunities for faculty, staff, and managers to interact.

(Standard IV.A.1)

The College has enhanced the campus climate for employees in the following ways:

- **Maintaining transparency in communication**
Transparency is maintained at SCC where the steps in arriving at decisions are clearly and immediately visible to all parties. Transparency is often achieved through the use of formal policies, broad and diligent representation on committees and taskforces, and open communications among all members of the College.

The College has redesigned its Shared Governance function so as to more effectively and transparently involve representatives of all constituents of the College. In hiring, search committees are used to recommend unranked candidates to the SP for hiring. Particular groups have been formed by the SP to provide input into decision-making. For example, the President's Council on Emergency Preparedness has been working to prepare the College for any major disasters; the President's Advisory Council on Sustainability has worked to focus

the College community on the issues of renewable energy and sustainability [PA-E4.3.1: Sample minutes: President's Council on Emergency Preparedness, June 25, 2014.] [PA-E4.3.2: President's Sustainability Council, Sept. 24, 2012].

The proliferation of College committees has seemed excessive to some and as a result, a Committee on Committees was formed in 2013 to establish greater efficiency by not only reducing the number of committees, but to reduce the number of lengthy meetings for some groups [PA-E4.3.3: Committee Operating Standards Draft Plan Jan. 22, 2013]. This group achieved some early economies by making recommendations to the Superintendent-President to merge the former FaBPAC with the existing SGC. [PA-E4.3.4: SGCFaBPAC Merger Memorandum Feb. 19, 2013]. Currently, the Student Equity Committee has proposed a consolidation of various student success committees to more effectively address student equity [PA: E4.3.5: Student Equity Minutes, Aug. 25, 2014]. The Committee on Committees has also recommended that all committees now specify their purpose, membership, terms of office, etc., the intent being to improve decision making by clarifying committee goals, and by reducing the amount of time spent in attending meetings [PA-E4.3.6: Committee on Committees Minutes, Aug. 26, 2014].

More effective group interactions and communications have been achieved, to include:

- Ten Plus One, a subcommittee of the Academic Senate, was initiated in 2013 to bridge communication gaps between the leaders of the Academic Senate and the President's Office. After a year and a half of meeting, this group of four faculty and four administrators definitely reduced the communication gap [PA-E4.3.7: Ten Plus One Agenda, Sept 17, 2014]. This year, the Ten Plus One committee continues to meet.
- Weekly SPD: To keep in touch with College constituents, the Superintendent President created a Superintendent-President's Direct (SPD) weekly bulletin in 2011 as a way of informing the entire College community of important information and events, to include the publication of the Shared Governance Agenda [PA-E4.3.8: Superintendent President's Direct, Apr. 11, 2014]. In 2014, the Superintendent-President requested that important announcements are routed to SPD for inclusion when appropriate, thus reducing the number of inter-campus emails [PA-E4.3.9: ALG Minutes, Apr. 11, 2014]. SPD is viewed as the primary source for information pertaining to the entire College's weekly operations.
- The College has held two Student Services' Retreats, one Counselors' Retreat, and retreats for Financial Aid. The Administrative Leadership Group (ALG) has held retreats also [PA-4.3.10: ALG Retreat Notes, June 28, 2012]. The various retreats have provided opportunities for faculty, staff, and managers to interact, as well as to provide opportunity to engage in dialogue pertaining to mutual goals.
- The College's Equity Inclusion Advisory Council (EIAC) has been instrumental in planning and implementing an ongoing series of Diversity and Inclusion training workshops, beginning with a 5 hour joint workshop of the Student Equity Committee and EIAC in January 2014 and a 2 hour workshop training session of

Maintenance and Facilities in August 2014. EIAC's goal is to provide Diversity and Inclusion training workshops to all major campus groups in the next two years.

- SCC is now beginning to hold training for customer service and will do so again in the future. Providing training for employees in interpersonal relations is difficult to institute but SCC is looking for opportunities to engage in such training [[PA-E4.3.11: Customer Service Training Invitation, May 14, 2014](#)].
- The College has expanded opportunities for faculty, staff, and managers to interact. The Superintendent-President has hosted the Solano Leadership Academy (SLA) involving representatives from all constituents of the College in Summer 2013 and Summer 2014. The first Academy involved members of the administration, as well as some non-supervisors. The second involved members of the Classified staff, administrators, and faculty. This second Solano Leadership Academy (SLA) was more expansive than the first, by all accounts, and was a most successful practicum in cross discipline interaction [[PA-E4.3.12: Solano Leadership Academy Agenda June 2-4 2014](#)] [[PA-E4.3.13: Summary Evaluation SLA June 2014](#)].

In August 2014, SCC administrators and members of the recent Solano Leadership Academy (approximately 40 SCC employees) engaged in a 3 hour interactive workshop pertaining to what is known as the Completion Agenda, a national movement that reaffirms the need to assist our students to complete their education. Workshop participants were asked to read *Empowering Community Colleges To Build the Nation's Future*, a handbook published by the American Association of Community Colleges (AACC). Currently, the various participants are engaging their respective constituents in the information presented at the SCC workshop. Each participant will then submit a written report of recommended action items for SCC, all of which will be compiled into a comprehensive report for the Governing Board. The overall goal of this group is to recommend and institute changes needed to improve SCC's completion rates by 50% by 2020. [[PA-E4.3.14: Completion Agenda Meeting Powerpoint, Aug. 22, 2014](#)].

In the past few years, SCC has become more engaged in assessing and improving an environment of greater civility, conviviality, and trustworthiness, and will continue to do so.

Update On Auto Tech Substantive Change Report

On April 11, 2014 SCC submitted to the Accrediting Commission on Community and Junior Colleges (ACCJC) Committee on Substantive Change, a Substantive Change Report seeking approval of a new location for the Automotive Technology Program at 1301 Georgia Street, Vallejo, California. On May 8, 2014, the Commission approved the change, pending a federally mandated site visit, which was conducted on July 23, 2014. On August 15, 2014, ACCJC sent notice to the Superintendent-President and Accreditation Liaison Officer that the site visit confirmed that statements made in the Substantive Change Report and supporting evidence in the report were true and accurate and that SCC's Automotive Technology Program at the Georgia Street site met all Eligibility Requirements, Accreditation Standards, and relevant Commission policies [\[E.SC.1: ACCJC Letter Aug. 15, 2014\]](#).

Since the ACCJC site visit on July 23, 2014, additional improvements to the site have been made: **34** student laptops have been installed and are functional, with full wireless connectivity, printing, and Internet. Wireless coverage is available throughout the facility. On August 19, 2014, pending confirmation of a contract with AT&T Fiber, a temporary connectivity using U-Verse was set up to provide connectivity [\[E.SC.2: Aug. 19, 2014 Email from CTO confirming Technology & Connectivity for Auto Tech Program 301 Georgia St.\]](#).

An SCC counselor visited the Auto Tech Program on four separate occasions during Spring 2014 semester to meet with students. In addition, the counselor also met with students at the main campus in Fairfield during the Spring semester. The counselor will make monthly visits during 2014-2015 semester [\[E.SC.3: Email from SCC Counselor Re Visits to Auto Tech Spring 2014\]](#)

A full-time Automotive Lab Technician is in the process of being hired to assist students and provide administrative and technical support in the daily operation of the instructional lab. [\[E.SC.4: Job Description and Announcement for Auto Lab Technician\]](#).

The curriculum for ATEC135, Automotive Engine Performance, has been submitted to the Curriculum Committee for approval [\[E.SC.5: ATEC 135 curriculum approval\]](#). The Auto Tech program continues to thrive, with 118 students enrolled in Fall 2014 semester.

The full-time Auto Tech instructor presented Alternative and Renewal Fuel Vehicle Training in August 2014 [\[E.SC.6: Aug. 26 & 28 Alternative and Renewable Fuel Vehicle Training Program Summer Workshop 2014\]](#) and will attend the Automotive Aftermarket Productions (AAPEX) and SEMA (Specialty Equipment Market Association (SEMA) show November 4 through the 7, 2014 for professional development purposes [\[E.SC.7: Registration Confirmation for AAPEX and SEMA Show 2014\]](#).

Currently there are three sections of ATEC 070 Automotive Fundamentals, one section of ATEC 132 Automotive Brakes, and one section of ATEC 130 Automotive Suspension. Additionally, a section of ATEC 140 Hybrid Vehicle Maintenance is being offered on

Saturdays. Spring 2015, sections of ATEC 133 Internal Combustion, and ATEC 134 Auto Trans are currently planned with additional sections to be scheduled as a result of the high Fall 2014 enrollments and the addition of two adjunct faculty members. [\[E.SC.8 Email from Dean Morinec re Spring 2015 ATEC Course Offerings\]](#).

By 2016-2017, the Auto Tech program will have 5 additional courses approved, 12 operational bays (with 9 having vehicle lifts and tool sets), and 8 certificates, along with the Associate Degree. The Auto Tech Program will also increase the availability of student services.

Future plans include possible Automotive Manufacturer Partnerships and the development of the California Smog Technician training program. Currently, it is anticipated that the Auto Tech Program will move into the new facility in the Vallejo Center in December of 2017. The program and certificates will be assessed in Spring 2016 and all course outcomes will be assessed each academic year.

INDEX OF ABBREVIATIONS AND ACRONYMS

AACC	American Association of Community Colleges
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	American Disabilities Act
ADT	Associate Degree for Transfer
ALG	Administrative Leadership Group
API	Asian Pacific Islander
APR	Academic Program Review
ARCC	Accountability Reporting for the Community Colleges
AS	Academic Senate
ACSA	Association of California Schools Administrators
APPEX	Automotive Aftermarket Productions
ASSC	Associated Students of Solano College
ATEC	AutoTech
ATF	Accreditation Task Force
AVPHR	Associate Vice President, Human Resources
AY	Academic Year
BDMS	Banner Document Management System
BI	Business Intelligence
Board	Governing Board
BOT	Board of Trustees
BP	Board Policy
BSI	Basic Skills Initiative
BSP	Bond Spending Plan
BYOD	Bring your own device
C-ID	Course Identification Numbers
CALPERS	California Public Employees' Retirement System
CARE	Cooperative Agencies Resources for Education
CBOC	Citizen's Bond Oversight Committee
CCC	California Community Colleges
CCCCO	California Community Colleges Chancellor's Office
CCCL	California Community College League
CDR	Cohort Default Rate
CEO	Chief Executive Officer
CIS	Computer Information Systems
CME	Continuing Medical Educations
COBRA	Consolidated Omnibus Budget Reconciliation Act
COE	Code of Ethics
CSEA	California School Employee Association
CSSO	Chief Student Services Officer
CSU	California State University
CTA	California Teachers Association
CTE	Career Technical Education

CTO	Chief Technology Officer
CUPA	College University Professional Association
DE	Distance Education
DI	Disproportional Impact
DOF	Department of Finance
DPT	Default Prevention Taskforce
DSP	Disability Services Program
EC	Executive Council
ECAR	Eligibility and Certification Approval Report
eCOUN	E Counselor
EBM	Executive Bonds Manager
EEO	Equal Employment Opportunity
EDD	Employment Development Department
EIAC	Equity and Inclusion Advisory Committee
EMC	Enrollment Management Committee
EMC	Ethnic Minority Coalition
EMP	Educational Master Plan
EOL	End of Life
EOPS	Extended Opportunity Programs and Services
EOS	End of Support
ESL	English as a Second Language
EVPASA	Executive Vice President Academic Student Affairs
FABPAC	Financial and Budget Planning Advisory Council
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Office
FA-TV	Financial Aid-TV
FCA	Facilities Condition Assessment
FERPA	Family Educational Rights and Privacy Act
FF	Face-to-Face
FF&E	Furniture, Fixture and Equipment
FMP	Facilities Master Plan
FTES	Full Time Equivalent Students
FUSION	Facilities Utilization, Space Inventory Options Net
FY	Fiscal Year
Flex Cal	Flexible Calendar
GE	General Education
GELO	General Education Learning Outcome
GFE	Good Faith Estimate
GPA	Grade Point Average
HR	Human Resources
HRIS	Human Resources Information System
IAMP	Interim Academic Vice President
IE	Instructional Equipment
IGETC	Inter-segmental General Education Transfer Curriculum
ILOs	Institutional Learning Outcomes

IP	Institutional Planning
IPG	Institutional Planning Group
IPP	Institutional Planning Process
IPP	Integrated Planning Process
IR	Institutional Research
IT	Information Technology
IVP	Interim Vice President
IVPAA	Interim Vice President Academic Affairs
JD	Job Description
LEED	Leadership in Energy & Environmental Design
LMS	Learning Management System
MESA	Mathematics, Engineering, and Science Achievement
MIS	Management Information System
MLK	Martin Luther King, Jr.
MS	Microsoft
NAPR	Non Academic Program Review
NCAA	Northern Collegiate Athletic Association
NEA	National Education Association
NEOGOV	NEOGOV Applicant Tracking System
NSILC	National Summer Institute on Learning Communities
OCR	Optical Character Recognition
OES	Office of Emergency Services
OL	Online
OPEB	Other Post-Employment Benefits
PA	Planning Agenda
PCR	Position Control Review
PEC	Process Evaluation Committee
PERT	Process Evaluations Review Team
PG&E	Pacific Gas and Electric
PLOs	Program Learning Outcomes
PM	Project Manager
PR	Press Release
PR	Public Relations
RFP	Request for Proposal
RG	Review Group
RP	Research and Planning
SAN	Storage Area Network
SAOs	Service Area Outcomes
SAP	Satisfactory Academic Progress
SARS	Student Assessment and Reporting System
SB	Senate Bill
SC	Substantive Change
SCC	Solano Community College
SCCD	Solano Community College District
SCFA	Solano College Faculty Association

SEMA	Specialty Equipment Market Association
SEOG	Supplemental Educational Opportunity Grant
SEP	Student Equity Plan
SGC	Shared Governance Council
SIG	Strata Information Group
SLA	Solano Leadership Academy
SLOs	Student Learning Outcomes
SP	Superintendent-President
SPC	Superintendent-President's Cabinet
SPD	Superintendent-President Direct
SPLC	Southern Poverty Law Center
SPP	Strategic Proposal Process
SPPP	Strategic Proposal Planning Process
SQL	Structured Query Language
SSC	Student Services Council
SSS	Student Success Scorecard
SSSP	Student Success and Support Program
TA	Tentative Agreement
TRAN	Tax Revenue Anticipation Notes
UC	University of California
US	United States
VA	Veteran Affairs
VOIP	Voice Over Internet Protocol
VP	Vice President
VPAA	Vice President, Academic Affairs
VPFA	Vice President, Finance and Administration
WASC	Western Association of Schools and Colleges

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Recommendation 7: Incorporate SLOs into Faculty Evaluation

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SC Evidence 3	Email from SCC Counselor Re Visits to Auto Tech Spring 2014
SC Evidence 4	Job Description and Announcement for Auto Lab Technician
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SC Evidence 7	Registration Confirmation for AAPEX and SEMA Show 2014
SC Evidence 8	Email from Dean Morinec re Spring 2015 ATEC Course Offerings

ACCJC 2014 MIDTERM REPORT CONTRIBUTORS

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Dr. Annette Dambrosio, Reading/English faculty

Solano Community College Response to ACCJC 2013 Team Recommendations

Recommendation 1: Modify Mission Statement

Dr. Jowel C. Laguerre, Superintendent-President

Recommendation 2: Improve Institutional Planning

Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness

Recommendation 3: Accelerate Progress on SLO Implementation

Dr. Gene Thomas, SLO (Assessment) Coordinator and Biology faculty

Recommendation 4: Support for Institutional Research and Culture of Evidence

Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness

Recommendation 5: Integrate Equity Plans with Institutional Planning

Student Equity Planning Committee:

Chair 2013-2014: Dr. Shirley Lewis, Chief Student Services Officer

Dr. Jose Ballesteros, MESA Director

Peter Cammish, Dean of Research & Planning and Institutional Effectiveness

Dr. Annette Dambrosio, Accreditation Coordinator and English/Reading Faculty

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Dr. LaNae Jaimez, Psychology, Faculty (Academic Senate)

Dr. Karen McCord, Social Science Faculty/Ethnic Studies & UMOJA Coordinator

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Staff Equity Committee:

Equity Inclusion and Advisory Council (EIAC)

Chair 2013-14 Dr. Annette Dambrosio, Accreditation Self-Study Coordinator

Representatives (Voting members):

Rachel Ancheta, (Human Resources Manager)
Dr. Tasha Smith, (Representative: Minority Coalition)
Jesse Branch, (Representative: Veterans)
Richard Cross, (Representative: Local 39)
Dr. Karen McCord, (Representative: Academic Senate)
Judy Yu, (Representative: ALG)
Judy Nash, (Representative: DSP)
George Olgin, (Representative: CSEA)
Luis Garcia, (Representative: ASSC)

Advisory members:

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Shemila Johnson, Outreach and Public Relations Manager
Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness
Dr. Jose Ballesteros, MESA Director
Dr. Rischa Slade, Director of Student Development
Pei-Lin Van't Hul, Lead Research Analyst

Recommendation 6: Learning Support for Distance Education

Distance Education Committee:

Chair 2013-2014: Dale Crandall-Bear, Distance Education Coordinator/History

Isabel Anderson, English Faculty
Katie Berryhill, Math & Sciences Faculty
Roger Clague, Chief Technology Officer
Neil Glines, Dean of Liberal Arts
Mary Gumlia, Counseling Faculty
Julia Kiss, Nursing Faculty
Laura Maghoney, Economics Faculty
Dr. Leslie Minor, Dean of Social and Behavioral Sciences
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Lauren Taylor-Hill, Faculty
Diane M. White, Interim Vice President of Academic Affairs
Carol Zadnik, Administrative Assistant

Recommendation 7: Incorporate SLOs into Faculty Evaluation

Jim DeKloe, President SCFA

Dr. Jowel C. Laguerre, Superintendent-President

Recommendation 8: Increase Services at Centers

Chair: Dr. Thomas “Jerry” Kea, Dean of Vallejo Center

Maire Morinec, Dean of Applied Technology and Business, Vacaville Center & Travis Air Force Base

Recommendation 9: Develop a Code of Ethics

Debbie Luttrell-Williams, President CSEA

Dr. Jowel C. Laguerre, Superintendent-President

Team Chairs: SCC 2011 Planning Agendas 1-4:

Planning Agenda 1

Dale Crandall-Bear, Distance Education Coordinator/History faculty

Planning Agenda 2

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Rosemary Thurston, Trustee

Yulian Ligioso, Vice President, Finance and Administration

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Dr. Wade Larson, Associate Vice President, Human Resources

Yulian Ligioso, Vice President, Finance and Administration

Leigh Sata, Executive Bonds Manager

Planning Agenda 4

Dr. Jowel C. Laguerre, Superintendent-President

Dr. Charles Spillner, Chair, Flex Cal Committee and Chemistry faculty

Michael Wyly, President, Academic Senate and English faculty

SCC Governing Board Accreditation Leadership Ad Hoc Subcommittee

Chair: Vice President A. Marie Young

Dr. Sarah E. Chapman, Trustee

Michael A. Martin, Trustee

Accreditation Task Force 2013-2014

Chair: Dr. Annette Dambrosio, Accreditation Self-Study Coordinator

Dr. Shirley Lewis, Chief Student Services Officer, Chair

Dr. Wade Larson, Associate Vice President of Human Resources (Chair EEO Plan)

Dale Crandall-Bear, Chair (Recommendation 6: Distance Education)

Jim DeKloe, President SCFA, Co-Chair (Recommendation 7: SLOs in Faculty Evaluation)

Dr. Jowel C. Laguerre, Superintendent-President, Co-Chair (Recommendation 7: SLOs in Faculty Evaluation)

Debbie Luttrell-Williams, President CSEA, Co-Chair (Recommendation 9: Code of Ethics)

Kevin Anderson, President Minority Coalition, Co-Chair (Recommendation 9: Code of Ethics)

Dr. Gene Thomas, Assessment Coordinator (formerly SLO Coordinator)

Peter Cammish, Dean of Institutional Research, Planning, and Institutional Effectiveness

Dr. Thomas “Jerry” Kea, Dean of Vallejo Center

Maire Morinec, Dean of Applied Technology and Business, Vacaville Center & Travis Air Force Base

Michael Wyly, Academic Senate President

Roger Clague, Chief Technology Officer

Jeff Lehfeldt, Local 39, Warehouse Operator

Diane M. White, Interim Vice President Academic Affairs & Accreditation Liaison Officer

Dr. Sarah E. Chapman, Trustee SCC Governing Board

Casey Bess, President ASSC

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