



## **Solano Community College**

Institutional Self-Evaluation Report  
in Support of Reaffirmation of Accreditation

Submitted by:

Solano Community College  
4000 Suisun Valley Road  
Fairfield, CA 94534

Submitted to:

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

**August 2017**



**SOLANO**  
COMMUNITY COLLEGE

# Certification of the Institutional Self Evaluation Report


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

From: Celia Esposito-Noy, Ed.D.  
Solano Community College  
4000 Suisun Valley Road, Fairfield, CA 94534

The Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's status.

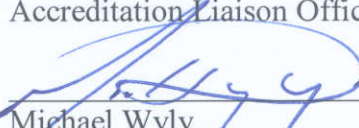
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

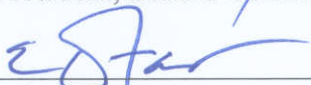
Signatures:

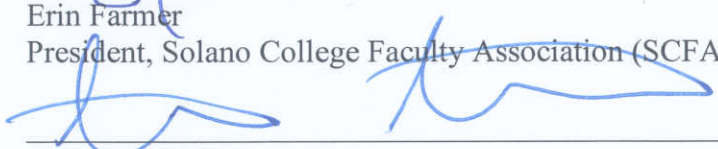
  
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Celia Esposito-Noy, Ed.D.  
Superintendent-President

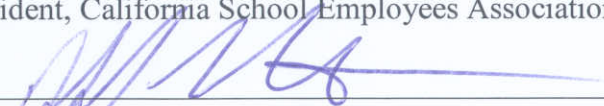
  
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Accreditation Liaison Officer; Vice President, Academic Affairs

  
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Erin Farmer  
President, Solano College Faculty Association (SCFA)

  
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Salvatore Abbate  
President, California School Employees Association (CSEA), Chapter 211

  
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Operating Engineers, Local 39



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**SOLANO**

COMMUNITY COLLEGE



## **A. Introduction**

**The introduction should include a brief history of the institution, including the year of establishment. The introduction should highlight the major developments that the institution has undergone since the last comprehensive review, including student enrollment data, summary data on the service area in terms of labor market, demographic and socio-economic data. The introduction should also include the names and locations, including addresses, of sites where 50% or more of a program, certificate or degree is available to students and any other off-campus sites or centers, including international sites. Institutions should clearly state in the Self Evaluation Report, as it does to the public, any specialized or programmatic accreditation held.**

### **History of the Institution**

Established in 1945 as Vallejo Junior College, part of the Vallejo Unified School District, Solano Community College (SCC) became an independent community college district in 1967. The 192-acre central campus, located just off Interstate 80 in Fairfield, California, opened in 1971 with 5,000 students. The SCC District currently includes centers in Vacaville and Vallejo and enrolls almost 10,000 students from the communities of Benicia, Dixon, Fairfield, Suisun, Vacaville, Winters, and Vallejo; as of a 2015 population estimate by the State of California Department of Finance, this service area consists of approximately 429,267 residents and is expected to grow by another 100,000 by 2035. The College also offers classes at local high schools and program-specific spaces, such as an aeronautics facility in Vacaville and at a shared space at Travis Air Force Base. In all, the District maintains over 500,000 gross square feet in 32 buildings on 285 acres of land. The District provides educational and training opportunities in three broad mission areas: Academic/Transfer, Career Technical Education/Vocational, and Developmental/Basic Skills. In addition to the approximately 2500 course sections offered each academic year, the college offers 92 degrees and 39 certificates of achievement (per the 2016-2017 catalog). The College also offers limited Contract Education courses, in which the College partners with local businesses, industries, and agencies to develop solutions for workforce or workplace needs. A community education and lifelong learning program called Vistas and the Solano College Small Business Development Center were discontinued in spring 2017 so the College can focus on credit education for students seeking degrees, certificates, and transfer opportunities. Finally, through a Memorandum of Understanding with a local feeder school, Angelo Rodriguez High School, the College hosts an Early College program on its main Fairfield campus. [ [MOU Fairfield USD/ ECHS](#) ]

## *Instructional Sites*

<b>Site Name</b>	<b>Address</b>	<b>Phone</b>
Fairfield Campus (Main)	4000 Suisun Valley Road, Fairfield, CA 94534	(707) 864-7000
Vacaville Campus	2001 North Village Parkway, Vacaville, CA 95688	(707) 863-7836
Vallejo Campus	545 Columbus Parkway, Vallejo, CA 94591	(707) 642-8188

SCC has recently undergone extensive expansion and renovation due to the passing of a \$348M Bond (Measure Q) in November 2012. In addition to a number of small capital projects, major projects from this bond include [ [Measure Q Quarterly Progress Update](#) ]:

### Fairfield campus:

- Horticulture site improvements (progressing);
- Substation replacement (utility infrastructure upgrade, with construction slated to start during Thanksgiving 2017);

### Vacaville Campus:

- Classroom annex renovation (ongoing);
- Biotechnology and Science Building (construction ongoing);
- Intersection improvements (crosswalk designs submitted);
- Aeronautics and Workforce Development building (cost estimate developed);
- HVAC system upgrades (work scheduled for summer 2018);

### Vallejo Campus:

- Autotechnology Building (construction ongoing);
- HVAC system upgrade (work scheduled for summer 2017; classes have been relocated to Mare Island Technology Academy in Vallejo for summer 2017)

## ***Vacaville Center***

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

In July 2010, the former Vacaville Center Director position was upgraded to a Center Dean (educational administrator) position in order to effectively address the anticipated growth in size, complexity, and ongoing challenges at the Center. With this change, the Center's chief administrative officer is able to manage both the operations and personnel. The enhanced

administrative and academic role of the Vacaville Center Dean includes the supervision of two academic programs: Aeronautics and Fire Technology. The Aeronautics Program provides training in basic maintenance techniques and specialized requirement for airframe and power plant work. Upon completion of required courses, students are eligible to take the Federal Aviation Administration (FAA) exams for airframe or power plant licenses. The Aeronautics program is housed at the Nut Tree County Airport, located a few miles from the Center. The Fire Technology program, which is one of the College's top ten majors in terms of numbers of graduates, provides the skills, knowledge, and training needed to be a firefighter. The Center hosted its first Fire Academy graduation in December 2010.

The Vacaville Center is also the planned site for the College's new pilot baccalaureate program in Biomanufacturing. Through funding provided by Measure Q, a \$34,300,000 biotechnology and science building is being constructed, with a target completion date of August 2017, in time for fall 2017 classes and the first enrollments in the baccalaureate program. [ [Biotech Science Building](#) ]

During the 2015-2016 academic year the Vacaville Center enrolled 989 full-time equivalent students (FTES). In order to serve increasing numbers of students, the Center has increased service hours and hired additional staff, including an administrative assistant to the dean; increased custodial and grounds keeping staffing; hired a part-time Community Services Officer; increased counseling and library services; and added a part-time Science Lab Technician. In addition, the former 1.4 FTE Extended Campus Assistant positions were reclassified as Student Services Generalists to reflect the growing student support needs at the Center. The Student Services Generalists perform a variety of support duties and provide current and potential students with registration, financial aid, outreach, assessment, and career services at the Center.

### ***Vallejo Center***

SCC opened the Vallejo Center in September 2007, replacing and adding to classes that had formerly been held at Vallejo's JFK Library since 1984. The campus is located on a 10-acre site and boasts a multi-story facility with classrooms, a lecture hall, a computer laboratory, bookstore distribution space, theatre rehearsal space, art exhibit areas and outdoor spaces for study and relaxation. The state-of-the-art facility can accommodate 3,000 students.

During the 2015-2016 academic year the Vallejo Center enrolled 910 full-time equivalent students (FTES). The center has grown to serve a significant percentage of Hispanic, African American, and Asian students and all age groups from K-12 to senior citizens. Through collaboration with local school principals, the Center is placing courses at local high school sites to help students initiate their college careers and prepare them for college success. The Center has more than 100 faculty and staff and generates approximately \$7,000,000 per year in revenue.

At the Vallejo Center, students can take their first two years of general education coursework for transfer to CSU or UC, and there are a number of job-direct and other certificates available. The Center offers approximately 150 courses per semester, with certificates and degrees in Business, Accounting, Office Technology, Criminal Justice, Human Services,

Early Childhood Education, Art, and Pre-Nursing. It provides a number of basic skills English and math courses to prepare the sizable percentage of underprepared students for college-level coursework and provides Contract Education to the community in areas such as Green Technology and Computer Technology. Since 2007, the Vallejo Center has entered into an MOU with Sonoma State University to offer a BA degree in Liberal Studies for local residents interested in such careers as Education, Human Services, Criminal Justice, and Law.

### ***Other Educational Locations***

To better serve its diverse population, in recent years the College has offered programs at California State Prison (CSP), Solano, and at the adjacent California Medical Facility, reaching a constituency of our county that had previously been excluded from district services. The College also offers classes at the University Center at Travis Air Force Base in Fairfield. Students enroll in general education classes offered at both CSP Solano and Travis AFB, and plans are underway to offer a complete degree program at the prison.

### **Specialized or Programmatic Accreditation**

The College offers several programs that are accredited or licensed by agencies other than the Accrediting Commission for Community and Junior Colleges. These programs are subject to compliance in curriculum, training materials, or bylaws, and include the following:

- Nursing: California Board of Registered Nursing
- Certified Nursing Assistant: California Department of Public Health
- Cosmetology: California Board of Barbering and Cosmetology
- Aeronautics: Federal Aviation Administration
- Auto Technology: NATEF
- Emergency Medical Technician: Solano County Emergency Management Systems
- Fire Academy: California State Fire Marshal

## B. Presentation of Student Achievement Data and Institution-set Standards

Institutions are required to gather and analyze data on student achievement. Student achievement data provides the institution with basic information about achievement of its educational mission (see 5.4 i). ACCJC has developed a generic template for the presentation of disaggregated student achievement data that will assist institutions in implementing data-driven and informed evaluation and planning processes (Appendix G). Institutions are also required to establish institution-set standards for success with respect to student achievement in relation to the institution's mission. Institutions are expected to set expectations for each of the areas of student achievement (See 5.4 vii), demonstrate that they gather data on these standards, analyze the results on student achievement, and make appropriate changes/improvements to increase student performance (Appendix H). Evaluation teams will verify that institutions collect student achievement data and use it in the decision-making and integrated planning processes. Teams will also review the institution-set standards, determine their appropriateness and whether the institution is meeting its own expectations, and ensure that plans to improve student performance are developed and implemented whenever the standards are not met.

### Institution-Set Standards

Solano Community College engages in a collegial and collaborative process to create institution-set standards. [ [Institution-Set Standards](#) ] These standards help the College to benchmark and discuss data linked to student learning and achievement. These indicators are developed through the shared governance process, are periodically reviewed in management meetings and presentations to the Board of Trustees, and are published online.

The College began to develop institution-set standards in the fall of 2015. The Vice President of Academic Affairs led the process in coordination with the Office of Institutional Planning and Research, initially soliciting input from the impacted constituent groups. The midpoint between the mean and the lowest achievement rates in the past 5 years was used to determine the minimal standards for student achievement. These standards were vetted with the academic deans and approved by the Academic Senate prior to approval by the Board of Trustees. [ [Institution Set Standards Deans Memo September 2015](#); [Academic Senate Minutes 10-5-15](#); [SCC District Governing Board Minutes 10-21-15](#) ]

Led by the Office of Institutional Planning and Research, the College decided to set standards for five metrics that indicate thresholds for student success:

<b>Metric</b>	<b>Institution-Set Standard</b>
Successful course completion	67%
Number of degrees/certificates (headcount)	718/180
Number of students transferring to 4-year institutions	819
Licensure pass rate	75% (EMT = 60%)
Job placement rate	67%

1. *Successful Course Completion:* With limited variability in success rates over seven fall semesters, the College determined that a standard of 67% was reasonable. In fall 2014, the College success rate was 66.91%, the only semester in which the success rate fell below the standard. When disaggregated by ethnicity, disproportionate impact is revealed for black, Hispanic, and American Indian and Alaskan native students. This disparity is addressed in our Student Equity Plan. Hybrid and online courses also perform below this standard and will be addressed in the Distance Education Committee under the guidance of the College's new distance education coordinator.
2. *Number of degrees/certificates awarded:* The College decided to set the standard for degrees awarded by headcount rather than by number of degrees awarded. At 718 awards per year, the only year the College fell below that was in 2011-2012, prior to the setting of the standard. The College recommendation for number of certificates awarded by headcount is 180, with 2011-2012 (169) and 2015-2016 (151) falling below that number. However, the uptick in the number of associate degrees for transfer may account for this dip in certificates awarded.
3. *Number of students transferring to 4-year institutions:* The College set this standard at 819, though the College only surpassed this mark in two of the past six years.
4. *Licensure pass rate:* The College has historically set this rate at 75%, though the recent discussions about institution-set standards did not include a new target for this metric. The three College programs that are subject to this standard - Registered Nursing, Emergency Medical Technician, and Cosmetology - have generally exceeded this standard, though Emergency Medical Technician does have a lower standard (60%) that they failed to reach in one of the past three years.
5. *Job placement rate:* The College uses a Perkins Performance Goal of 67% for this standard. In the most recent data, five programs fell below the standard: Child Development, Human Services, Corrections, Fire Technology, and Cosmetology.

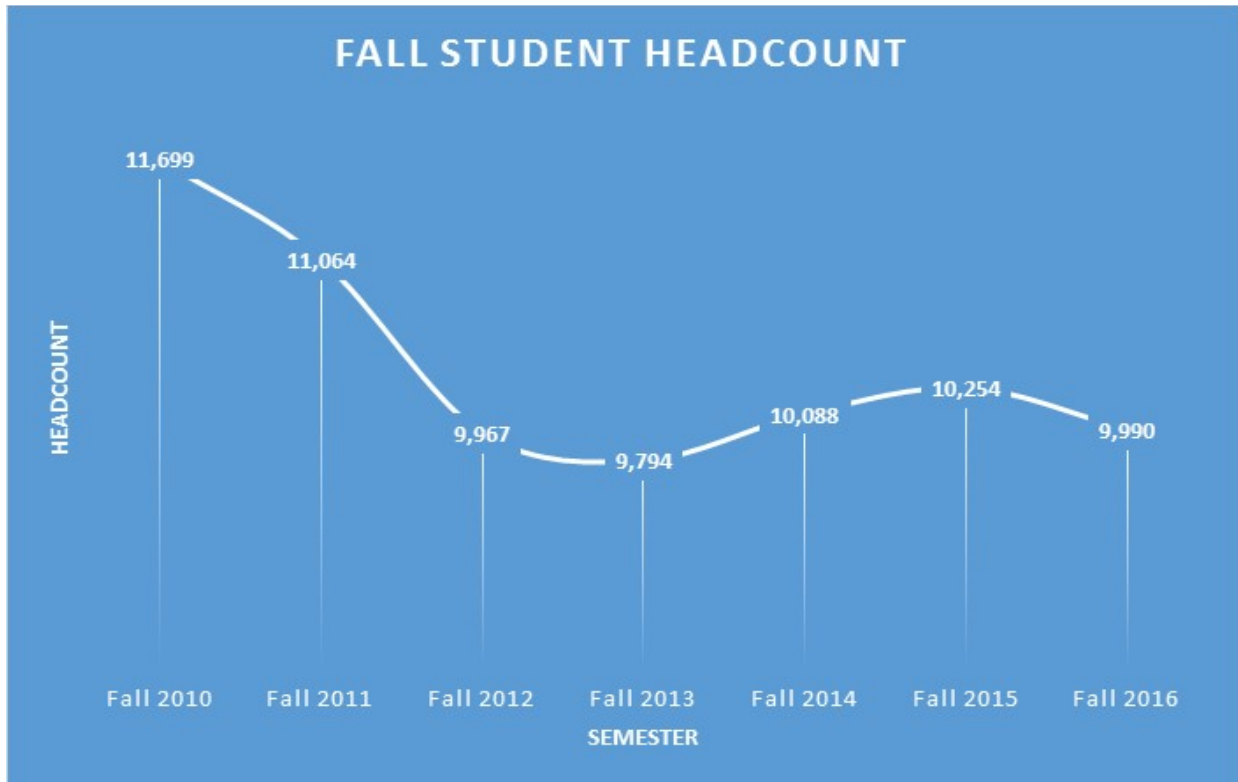
[ [ISS Handout BSI Meeting 2-10-17](#); [BSI Meeting Notes 2-10-17](#); [BSI Meeting Notes 2-24-17](#); [ISS Handout for Academic Senate 3-6-17](#); [CGC Minutes Intro to Institution Set Standards 1-25-17](#) ]

## Solano Community College Enrollment and Success Trends

Current and historical College trends help assess how effective the College has been in achieving its mission, and this data factors into the College's planning and decision processes. In order to gain an understanding of the College, the following internal data has been collected for enrollment, student educational goal, unit load, full- and part-time status, course success and retention, enrollments by educational site, and methods of instruction.

### *Student Enrollment*

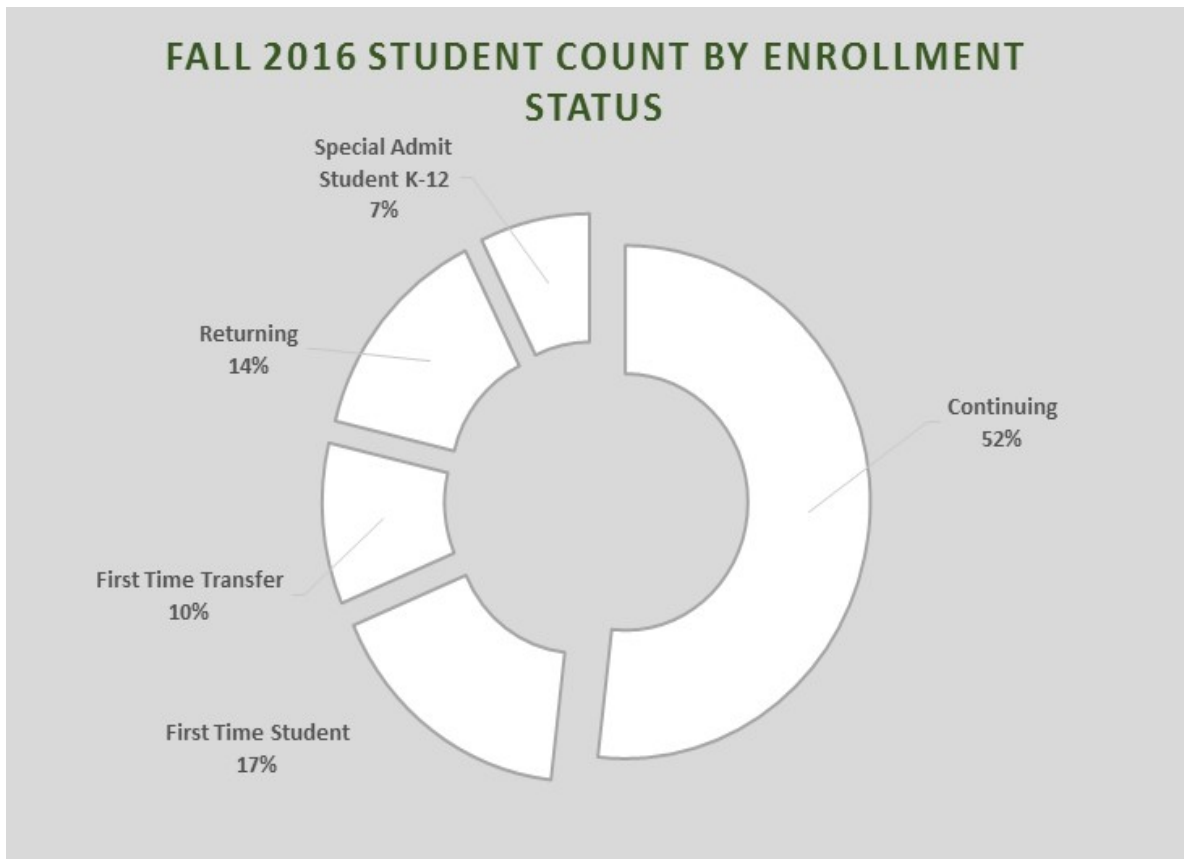
In the most recent seven fall semesters, student enrollment ranged from a high of 11,699 in fall 2010 to a low of 9,794 in fall 2013. This steady decline in student headcount mirrors similar downward trends statewide. The College understands the effects of lower enrollments and is making efforts to increase outreach to local schools. Additionally, the College is exploring a pathways model as a way to clarify and streamline student completion.



Data Source: Banner Student Information System Data Extract April 2017

**Enrollment Status**

Over half of Solano Community College’s students are returning students. In fall 2016, the majority of students (52%) continued their studies from the previous semester. 17% of the students in fall 2016 were first-time freshmen, 14% returned to Solano after an absence of one or more semesters, and 10% transferred from another college or university. The largest growth in enrollment status is in special admit students (K-12): in fall 2016 high school students accounted for 7% of students, up from fall 2011 when they accounted for only 3% of the student body.

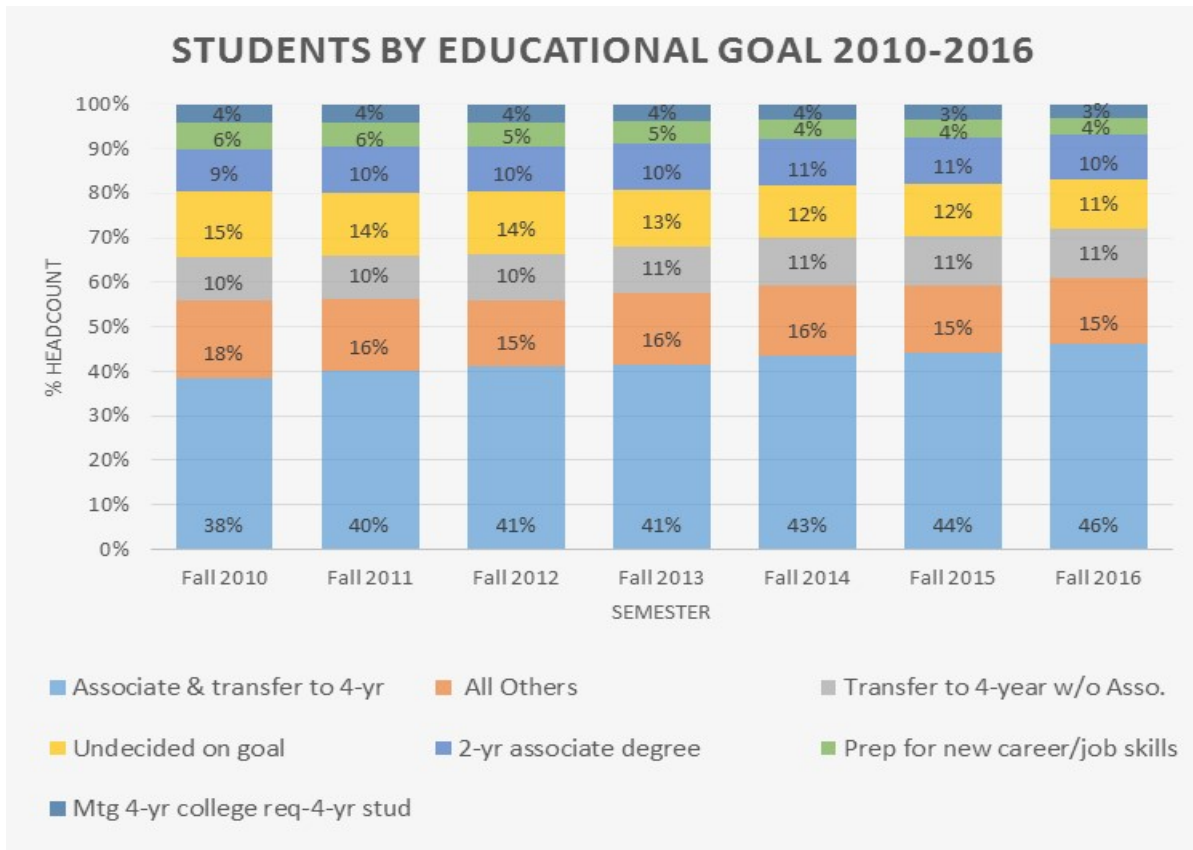


Data Source: Banner Student Information System Data Extract April 2017



**Educational Goals**

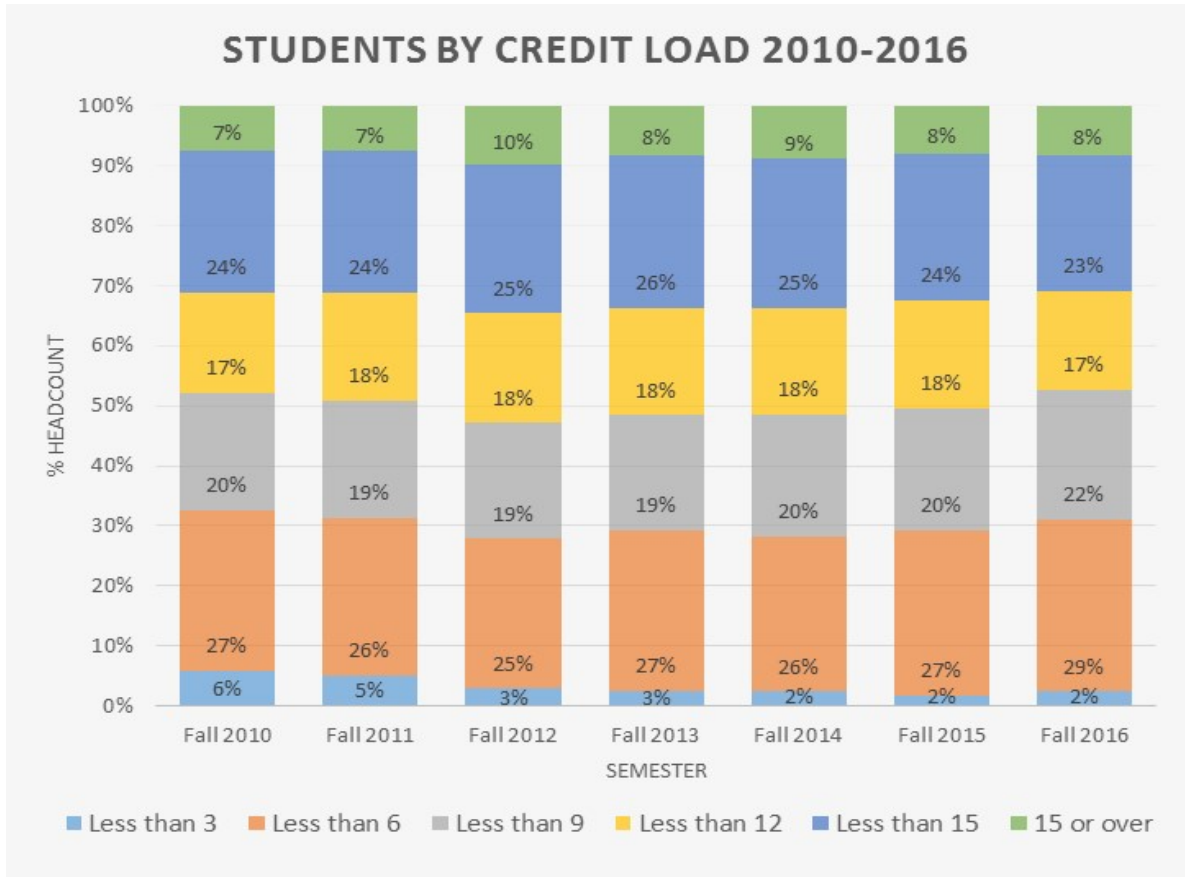
Solano Community College offers a variety of options for students to advance or achieve the goals they have set for themselves. Almost one-half (46%) of Solano Community College’s fall 2016 students indicated that their educational goal was to transfer to a four-year college or university with an associate degree. When adding the 11% who desire to transfer without an associate degree, that brings transfer as the goal of over half (57%) the student body. The next largest category of students are those who are “Undecided” (11%) about their educational goal. While this may seem like a large portion of students, this does represent a slight downward trend from 15% who were undecided in 2010-2011. Only 10% plan to earn a degree without transferring, and smaller portions of students were taking courses to prepare for or to enhance their career, improve their basic skills, or satisfy personal interests. Not surprisingly, summer students were more likely to be taking community college classes to complete requirements for their 4-year degrees (10%).



Data Source: Banner Student Information System Data Extract April 2017

**Student Unit Loads**

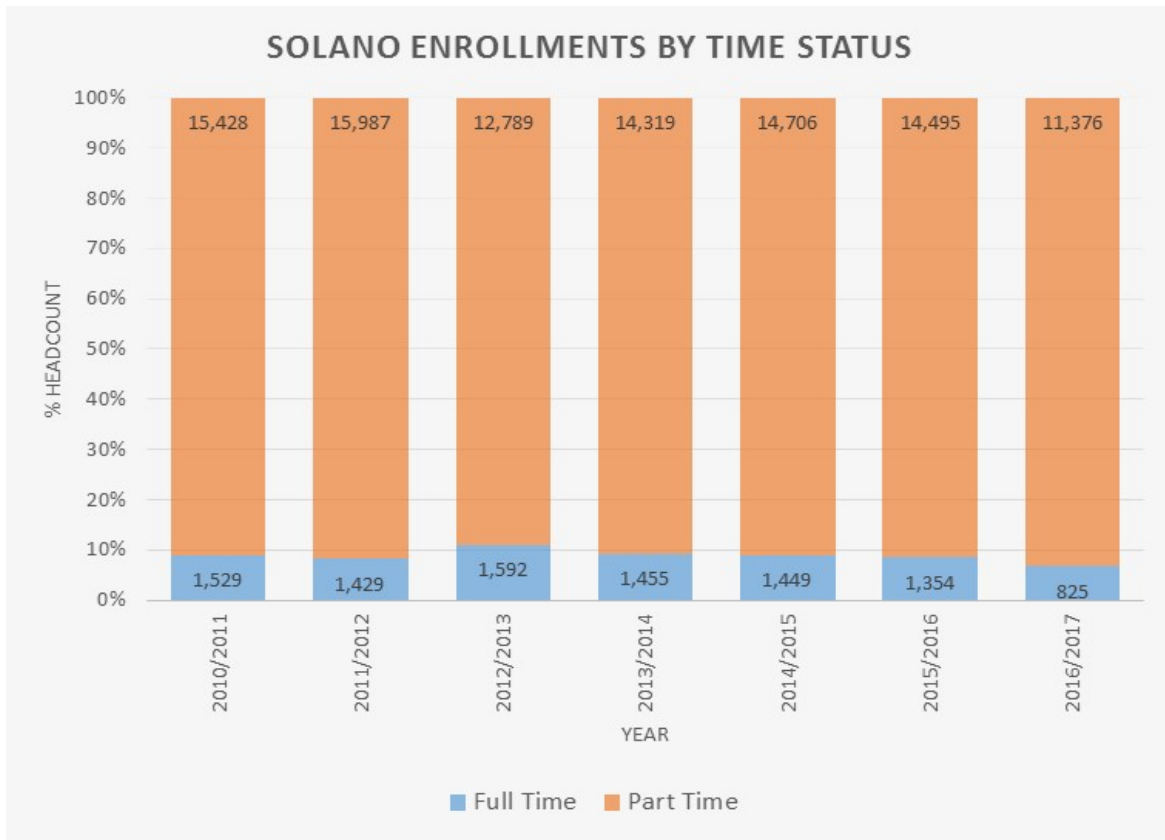
Roughly 9-10% of students are taking over 15.0 units and are thus considered full-time students. Students enrolled in 12 or more units and thus eligible for financial aid fluctuated between a low of 31% in several semesters and a high of 35% in fall 2012. Most students take between 3.00-5.9 units (around 25-29%) and between 6.00 and 8.9 units (around 19-22%). The smallest unit load is 0.1-2.9 (around 2-6% of the students), meaning that, as a rule, about a third of Solano Community College students are taking enough units to qualify for financial aid, with a very few students taking one class only.



Data Source: Banner Student Information System Data Extract April 2017

### ***Student Full-Time and Part-Time Enrollment Status***

When looking at student enrollments by full-time and part-time status, it is clear that Solano Community College serves mostly part-time students, defined in this context as students taking fewer than 15 units. Only around 10% of the courses in any given semester are taken by full-time students. This has implications in other areas of College life, since part-time students are less likely to spend time outside of class on campus socializing, utilizing student support services, or taking advantage of the library or cafeteria.



*Data Source: Banner Student Information System Data Extract April 2017*

### ***Course Success Rates***

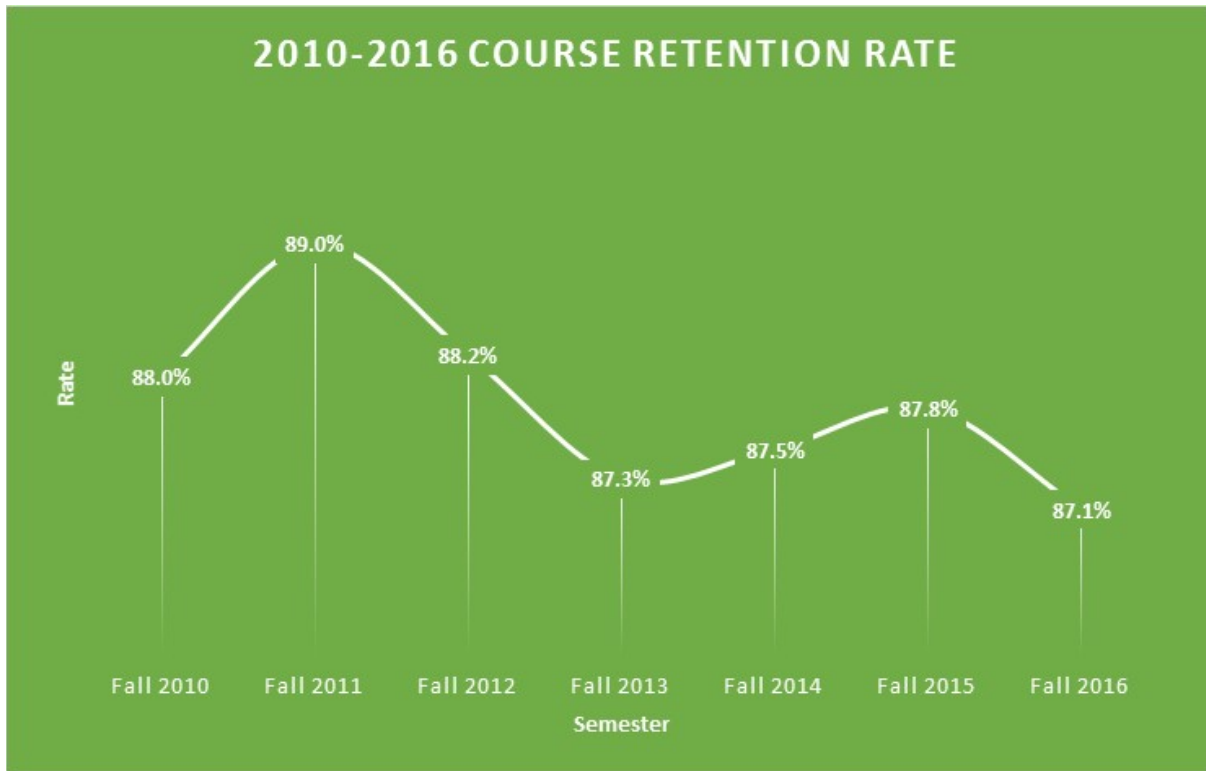
Course success (the percentage of students who complete a course with a grade of A, B, C, or P) is a major indicator of instructional effectiveness. During the academic years 2010-2016, students have been more successful (74-78%) during the summer session than in the major terms (67-70%). This could be attributed to a couple of factors, namely that students take fewer credits during the summer and also because the College sees an influx of 4-year university students satisfying degree requirements at the less expensive community college. Recent trends show that the overall course success rate is improving as faculty spend more time assessing SLOs and implementing improvements. Additionally, initiatives in acceleration in English and Math pathways are showing promising results as students are not only more successful but are more likely to move into college-level classes at a quicker pace. However, as discovered when looking at disaggregated data, certain student groups experience disproportionate impact in course success; efforts to address this impact are addressed in the *Student Equity Plan*.



*Data Source: Banner Student Information System Data Extract April 2017*

### ***Course Retention Rates***

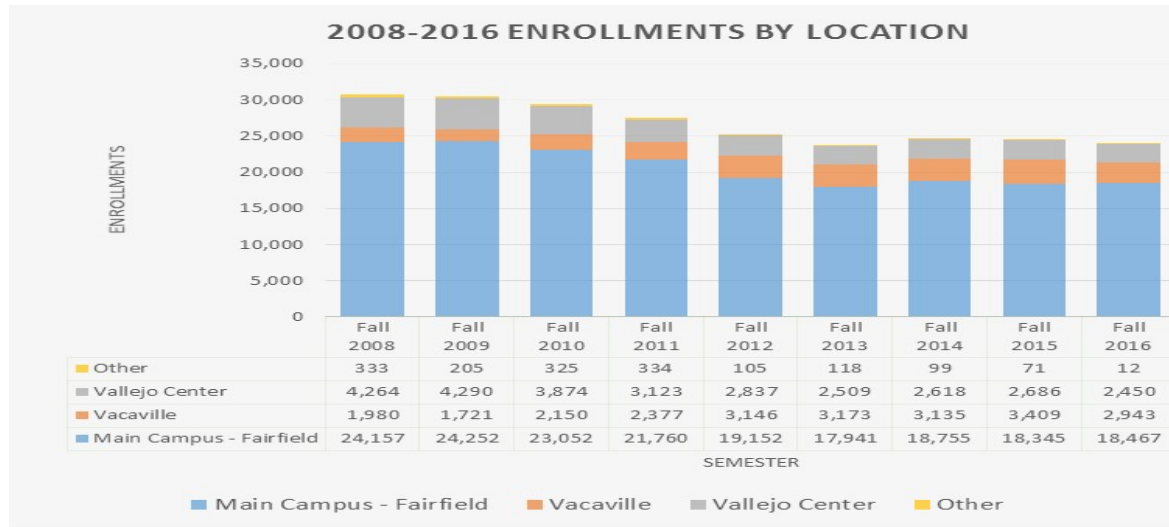
Course retention rates (the percentage of students who complete a course without withdrawing) for academic years 2010-2016 show that retention rates remained relatively consistent at between 87% and 89% in the major terms, though additional data show that there was more fluctuation in the summer. Considering that there will always be some students who drop out, an 87% retention rate is a testament to the quality of teaching at the College.



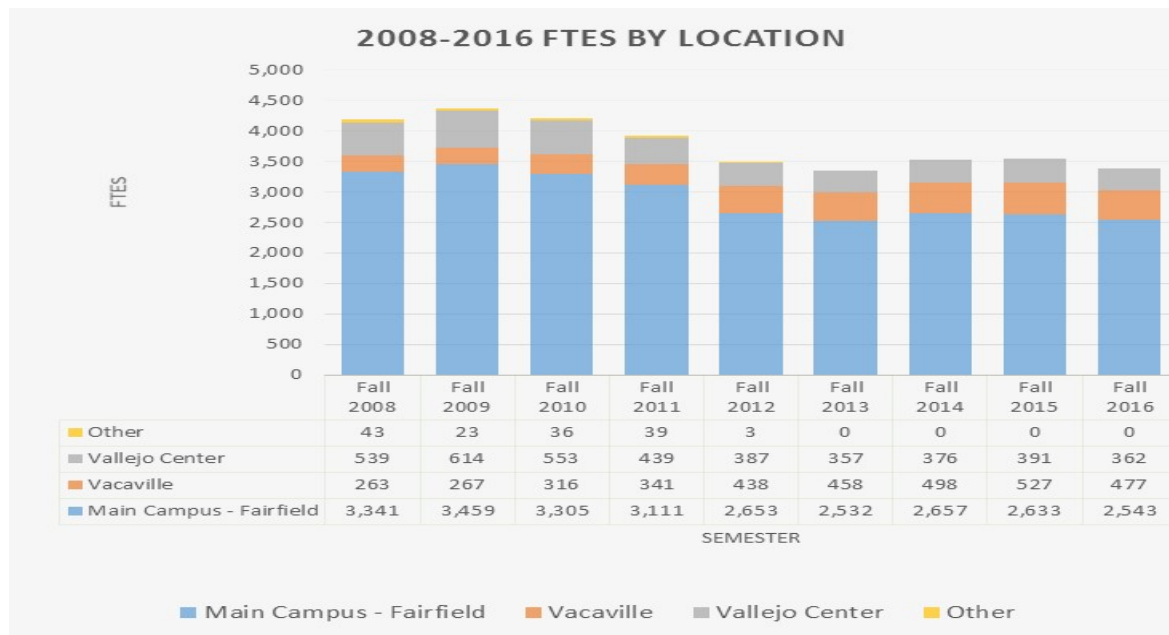
*Data Source: Banner Student Information System Data Extract April 2017*

### Enrollment by Educational Site

Fall enrollments have typically been higher than spring. Enrollments at the Fairfield campus peaked at 24,252 in fall 2009, getting to as low as 17,941 in fall 2013, a decline of around 26%. During this period, enrollments at the Vallejo Center also fell from just over 4,000 to around 2,500, while the Vacaville Center saw a steady increase in enrollments before stabilizing around 3,000. The downward trend in enrollments, while part of statewide patterns, is concerning, and the College is continually looking for ways to ensure that more students can take advantage of a quality education at our educational sites. The charts below highlight both enrollments and corresponding FTES numbers.



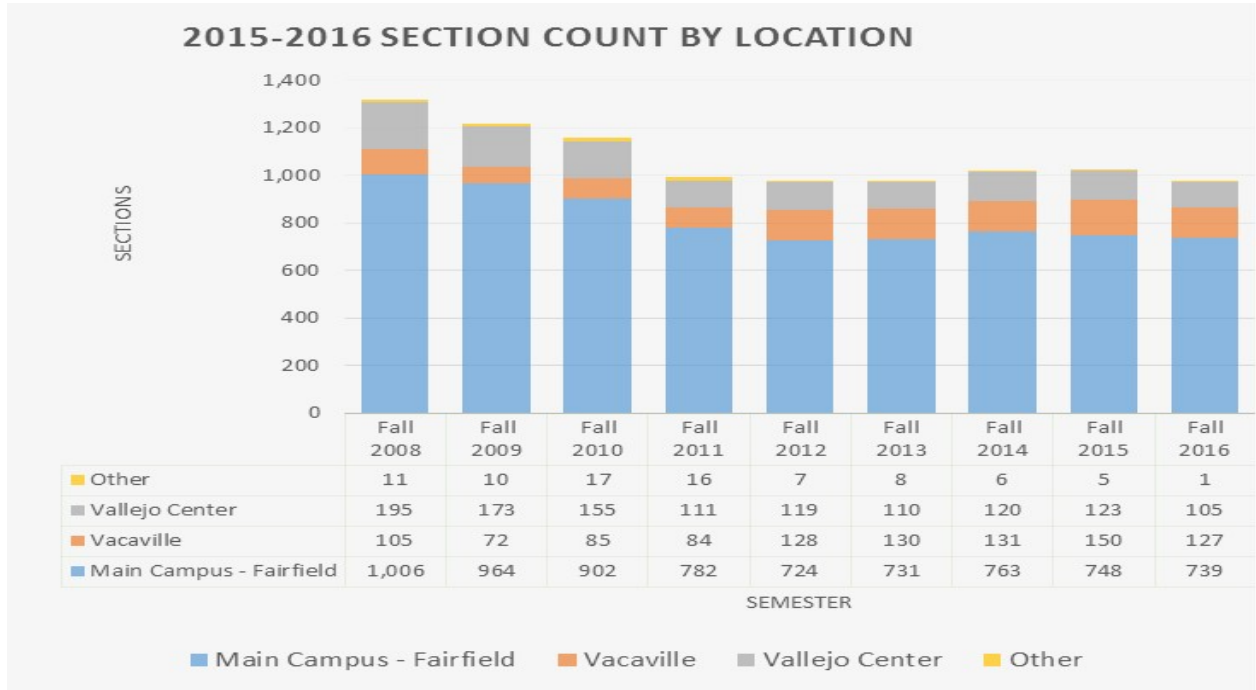
Data Source: Banner Student Information System Data Extract April 2017



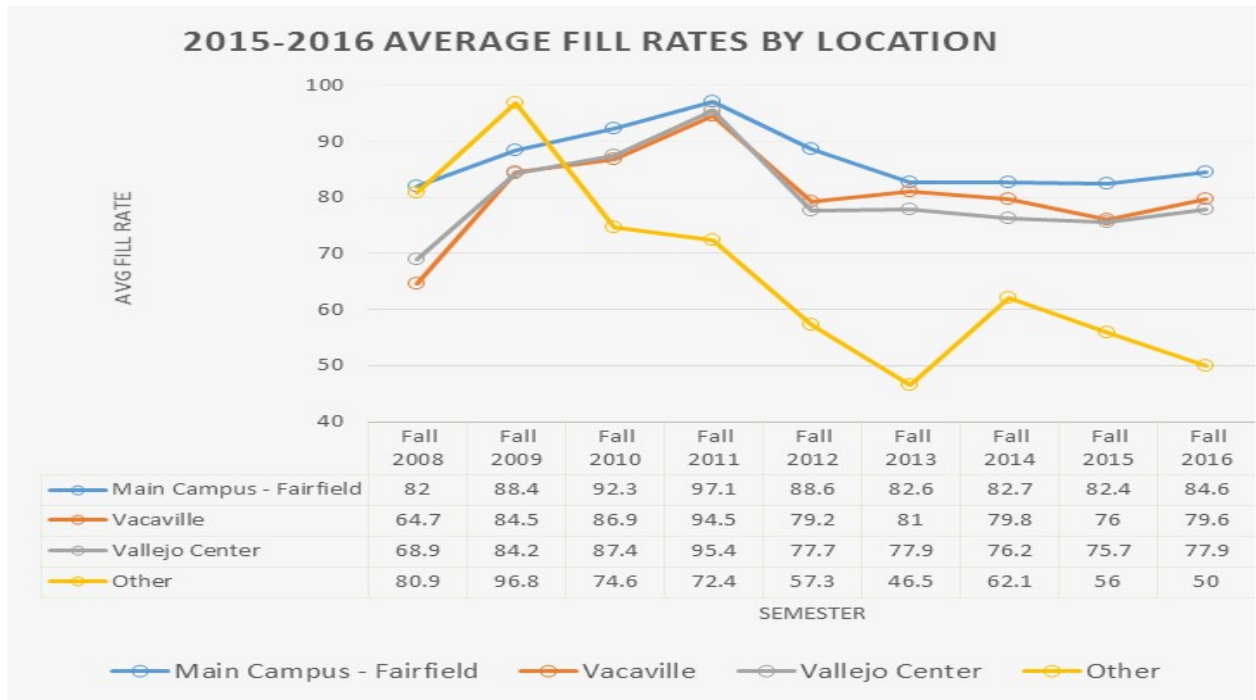
Data Source: Banner Student Information System Data Extract April 2017

**Course Section Count by Educational Site**

Section counts at the three educational sites have also fluctuated recently. While some of this is due to reductions in enrollments, administrators and faculty have begun closer analysis of enrollment trends and have been able to reduce sections while increasing fill rates.



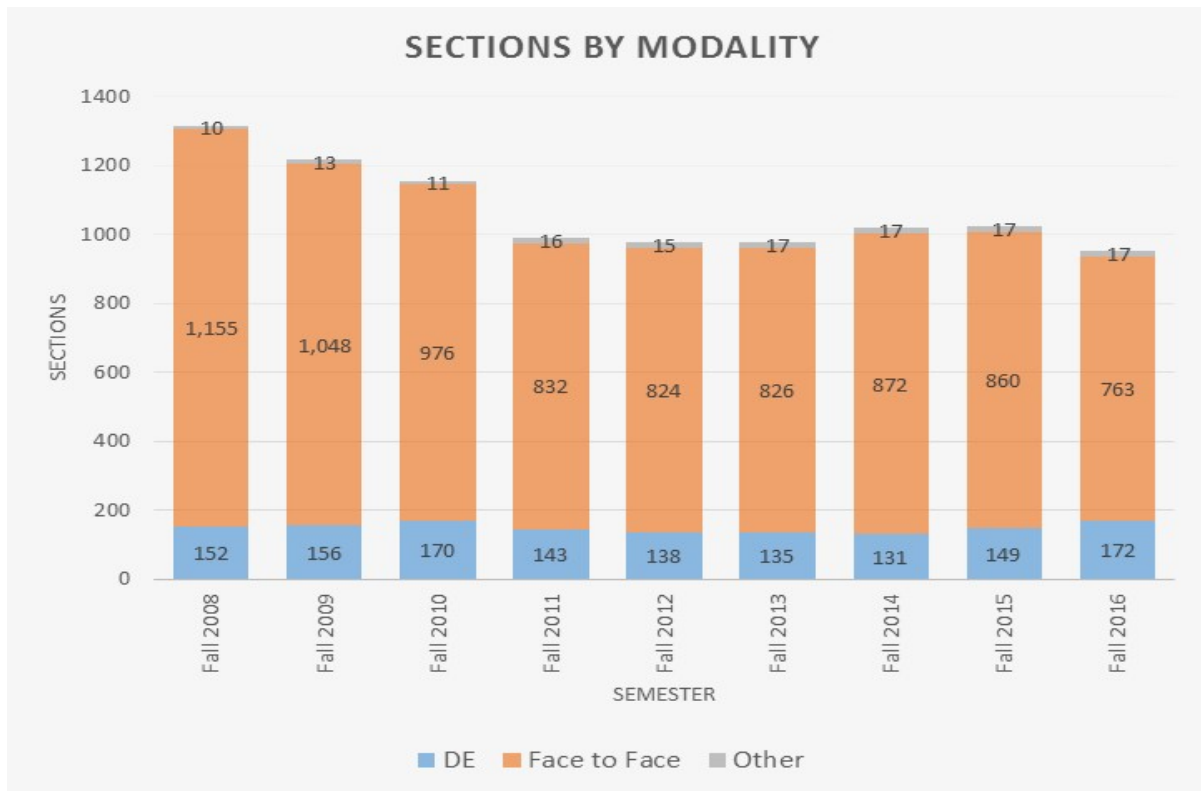
Data Source: Banner Student Information System Data Extract April 2017



Data Source: Banner Student Information System Data Extract April 2017

### ***Methods of Instruction***

Solano Community College offers classes in a variety of forms or modalities to suit the needs of full- and part-time students. This includes traditional methods such as lectures and labs as well as newer and more flexible modalities such as online or hybrid courses and learning communities. The number of unique classes offered overall in the fall terms has declined from a high of 1,317 in fall 2008 to a low of 952 in the most recent fall semester; however, due to strategic enrollment decisions, fill rates improved and FTES has not fallen as drastically as enrollments since 2011. As online education gains popularity, more faculty have adapted their courses for this modality; the increase is evident in the chart below.

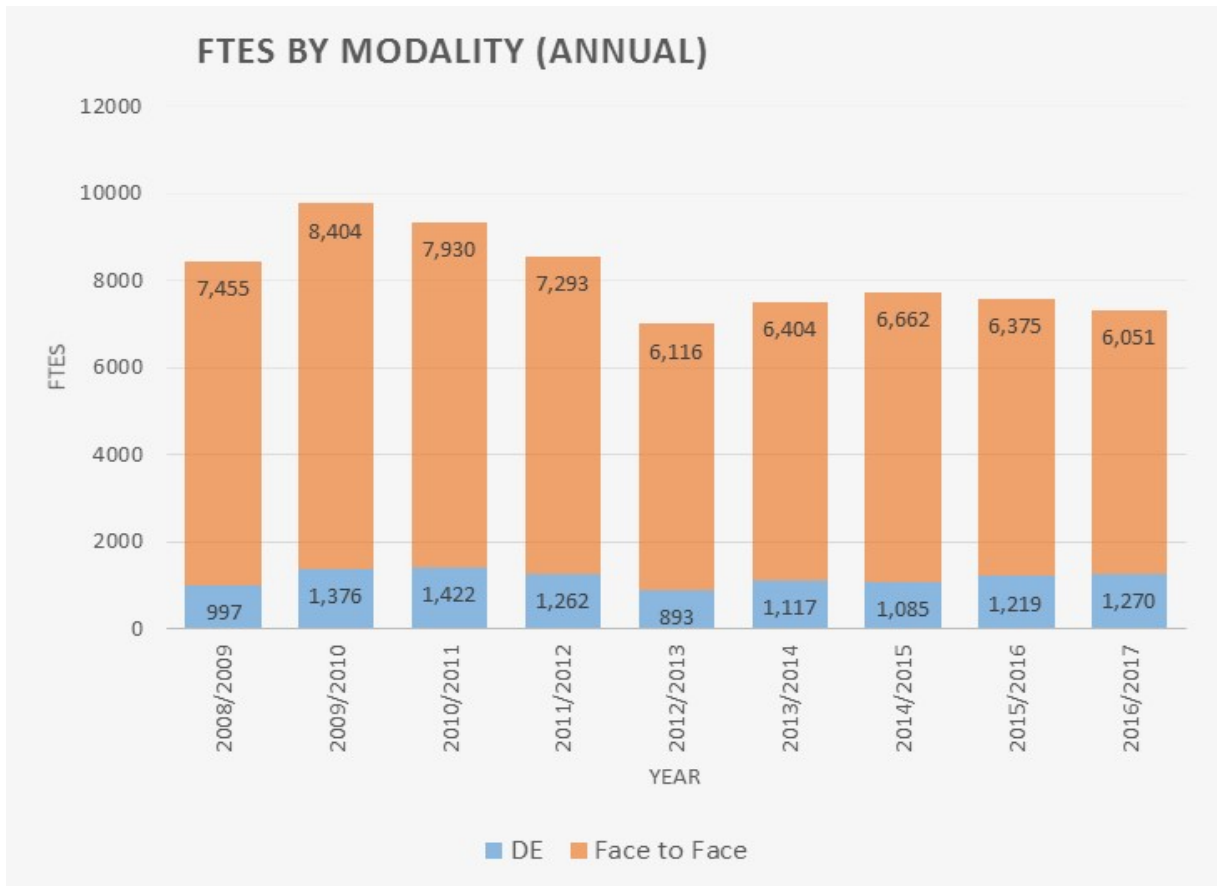


Data Source: Banner Student Information System Data Extract April 2017



***Distance Education***

Distance education FTES has fluctuated but has gradually increased even as overall enrollment has declined. While the total FTES for the college fell by approximately 1,000 students from 8,555 in 2011-2012 to 7,321 in 2016-2017, the number of distance education students remained relatively steady (1,262 to 1,270). This reflects the College’s efforts to increase distance education offerings at a measured and monitored rate.

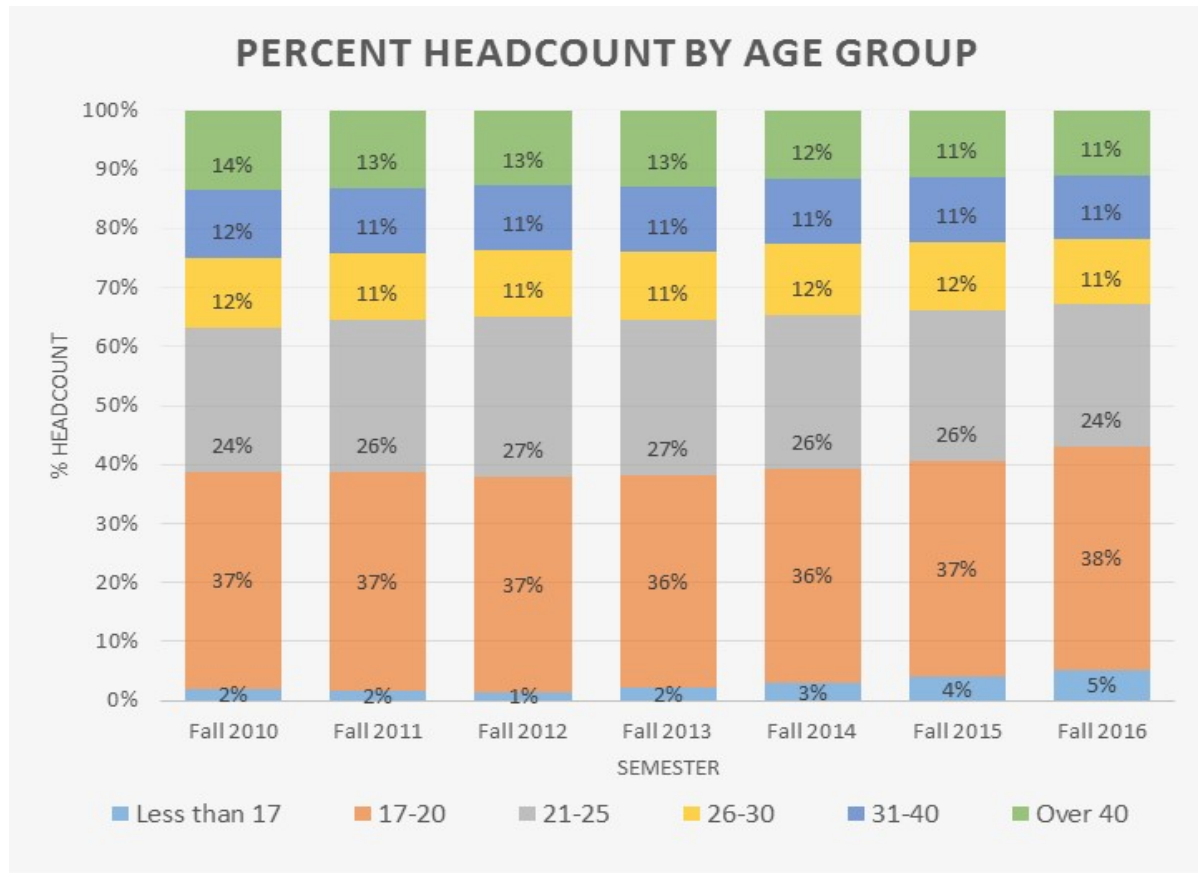


Data Source: Banner Student Information System Data Extract April 2017

## Description of Student Population

### Age

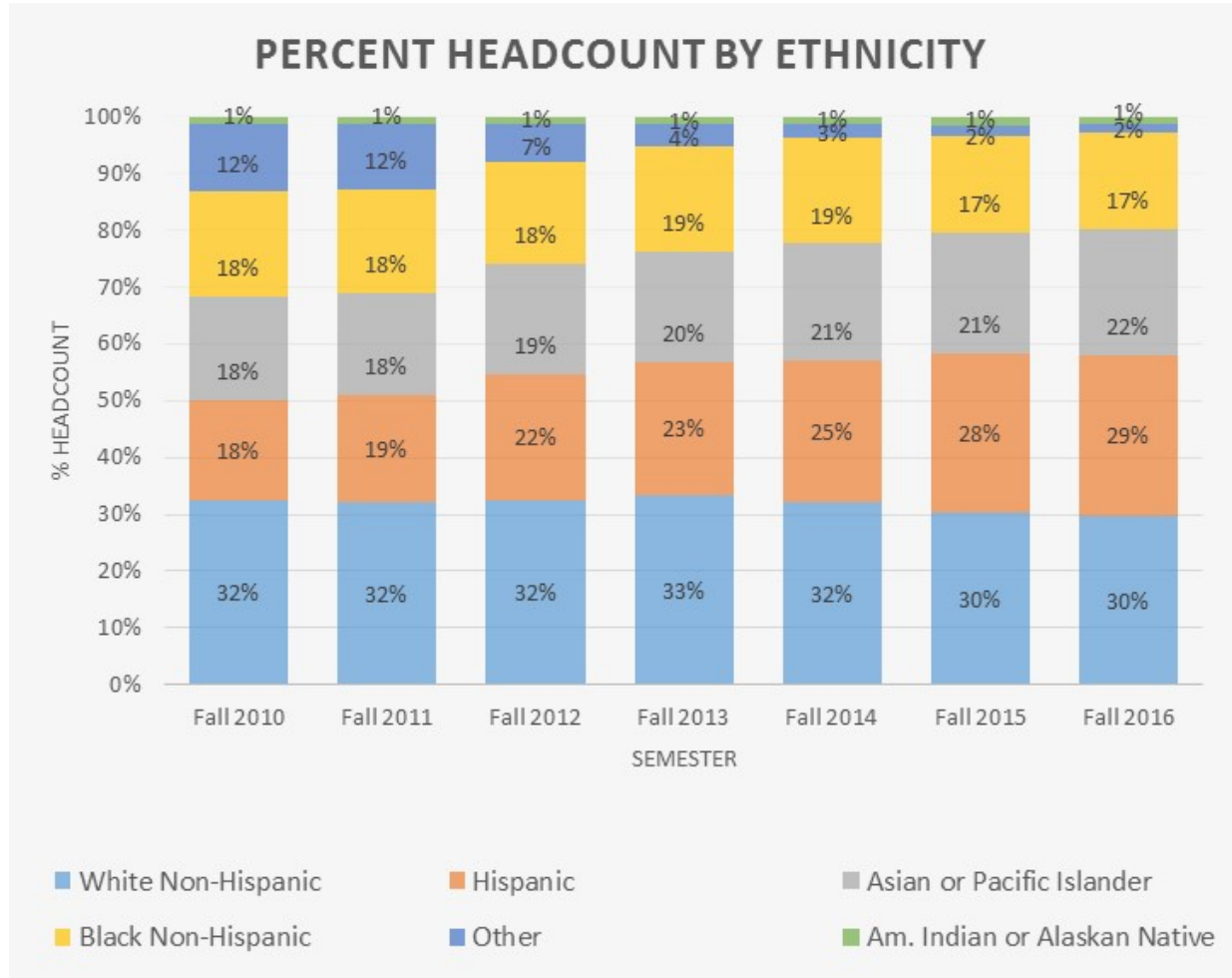
In fall 2011, the largest proportion of students was 17-20 years old (37%), and this group has remained the largest through 2016. The next largest percentage of students falls into the 21-25 age group (26%). Around a third of the College student population is 26 years old or older and can be considered non-traditional. In the summer sessions, a larger number of high school students attends classes than in the major terms, topping out at 9% in summer 2015.



Data Source: Banner Student Information System Data Extract April 2017

***Ethnicity***

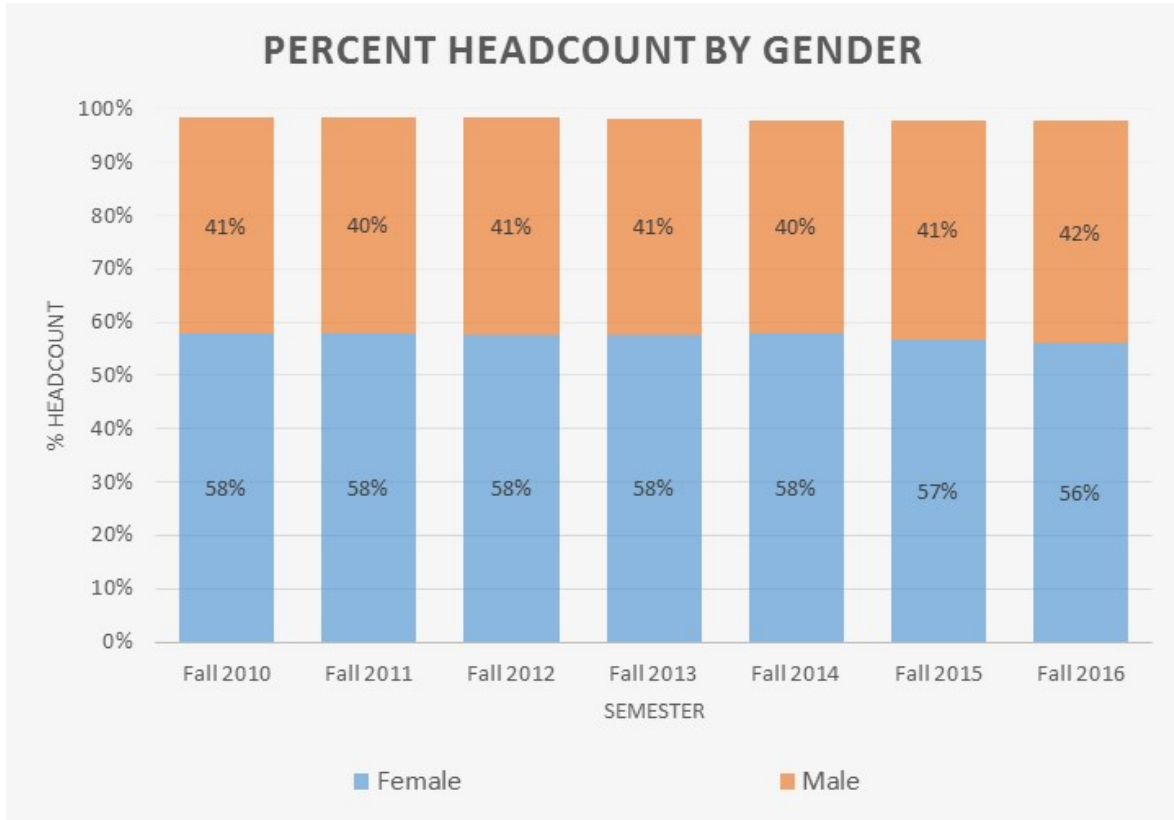
At Solano Community College, the percentage of Black students has remained relatively stable in the past five years, fluctuating between 17-19%, while the percentage of Hispanic students has risen from 18% to 29% (+11%) between 2010 and 2016. Conversely, the proportion of white students dropped from 32% in fall 2011 to 30% in fall 2016 (-2%). In addition, the percentage of students who are Asian/Pacific Islanders rose slightly from 18% to 22% between 2011 and 2016. Compared to Solano County’s population, Solano Community College enrolls a slightly larger percentage of Black and Hispanic students and a significantly larger portion of Asian students than are present in the general population.



Data Source: Banner Student Information System Data Extract April 2017

### Gender

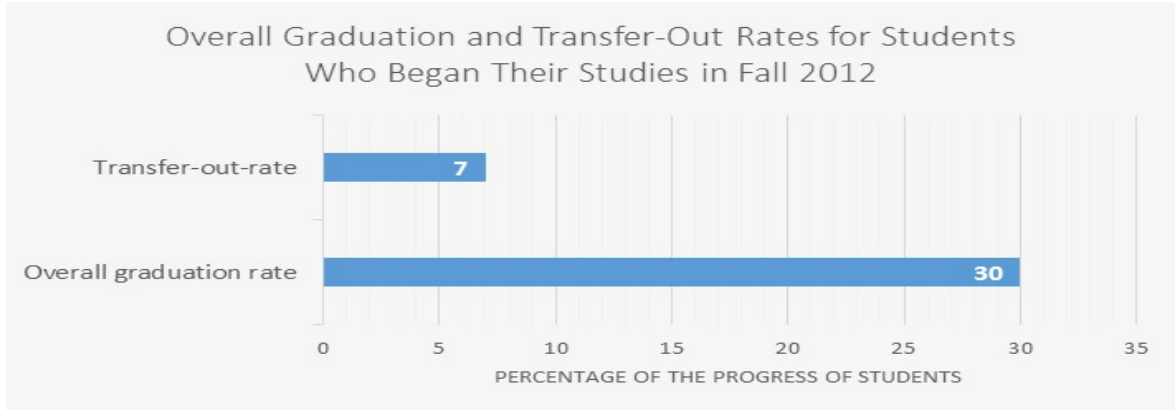
The proportion of male and female students remained relatively stable between fall 2010 and fall 2016, with females making up roughly 58% of the student population. Interestingly, a slightly higher percentage of summer school students is female.



Data Source: Banner Student Information System Data Extract April 2017

**Student Achievement: Awards and Transfer**

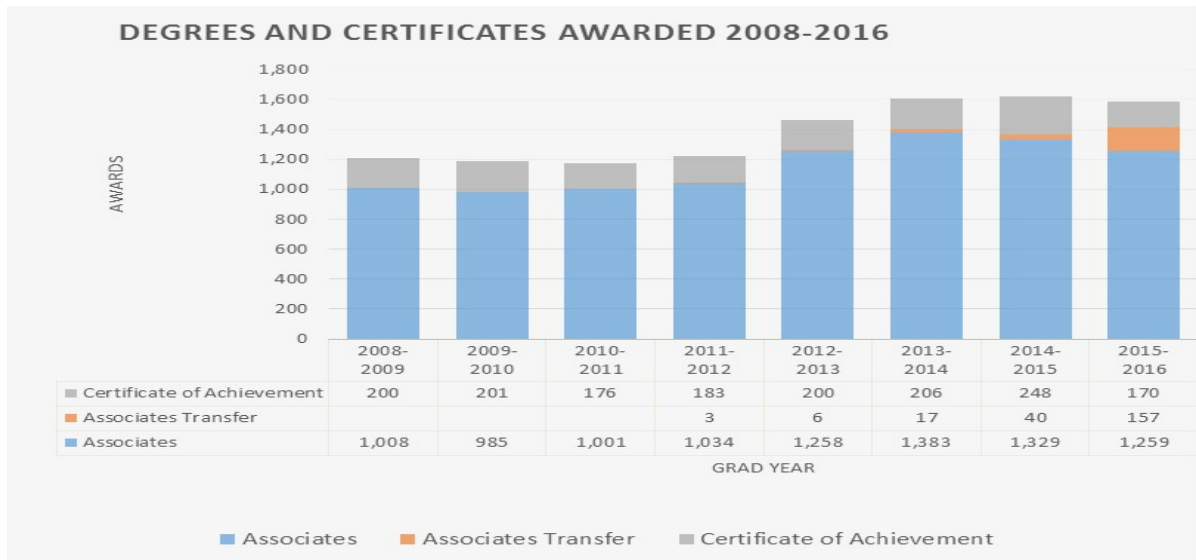
According to the 2015 IPEDS Report, the overall graduation rate of Solano Community College students is 30%, with 7% transferring. The rate is calculated by tracking students at 150% of “normal time,” or 3 years for a 2-year institution. Since a majority of students identify transfer as their educational goal, the transfer rate is low and is an area to be addressed.



Source: IPEDS 2015.

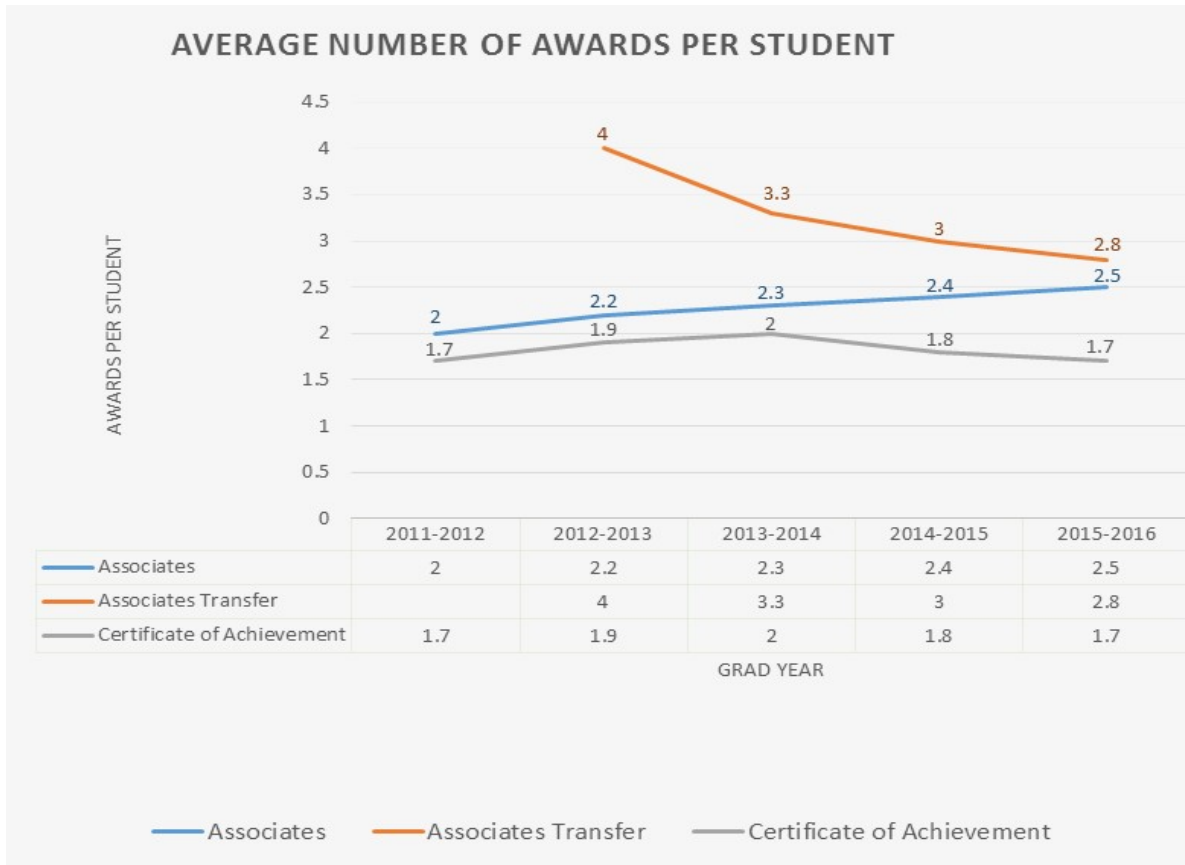
**Degrees and Certificates Awarded**

Between academic years 2008-09 and 2015-16, the number of degrees awarded to Solano Community College graduates increased significantly from a low of 985 in 2009-10 to a high of 1,416 in 2015-16. In addition to this increase in traditional associate degree attainment, the College began seeing the effects of the Associate Degree for Transfer, with increasing numbers of students (157 in 2015-16) opting for this pathway. The increased number of transfer degrees awarded corresponds to a decrease in the number of certificates earned, which dropped from a high of 248 in 2014-15 to a low of 170 the following academic year.



Data Source: Banner Student Information System Data Extract April 2017

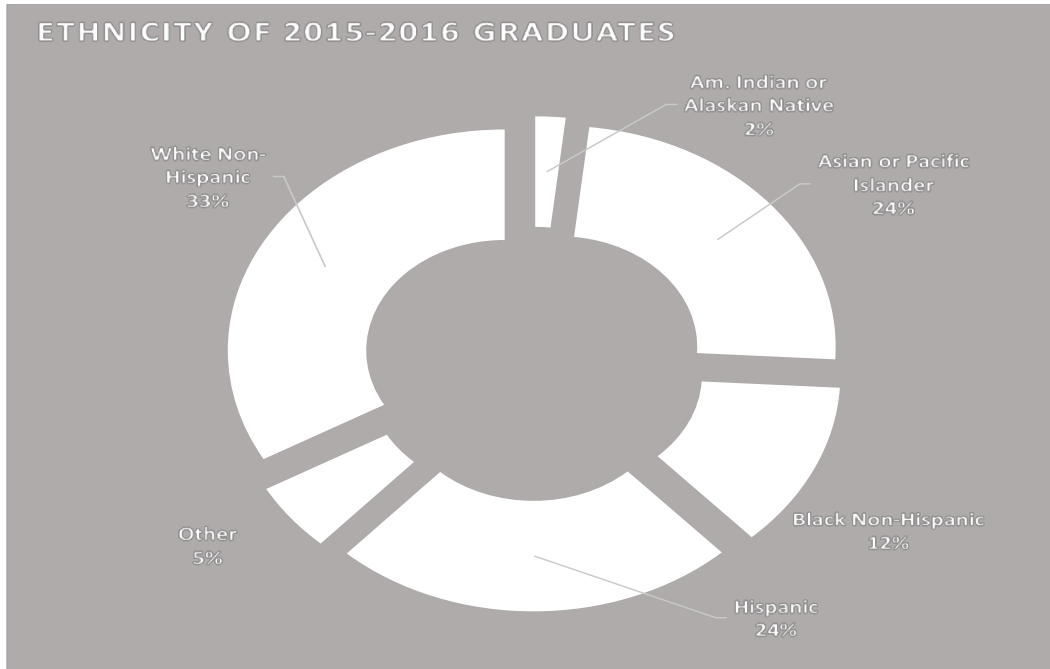
The data also show that many students earn more than one credential from the College: in 2015-16, 853 students earned 1,586 awards. The Curriculum Committee is assessing the College's degrees to ascertain if multiple awards per student is the result of duplicative program offerings.



*Data Source: Banner Student Information System Data Extract April 2017*

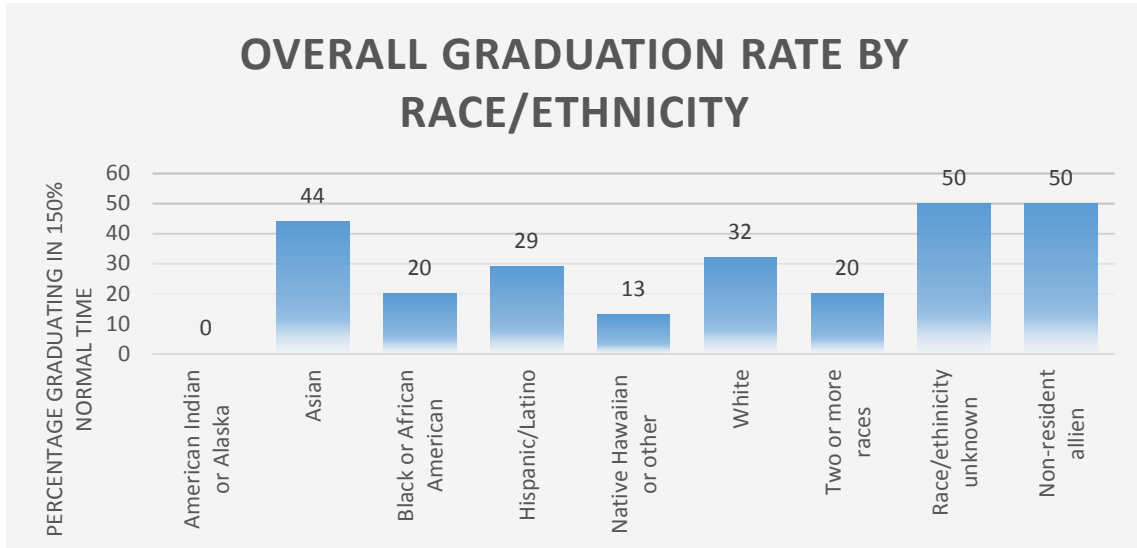
***Ethnicity of Graduates***

In 2015-16, the ethnic distribution of Solano Community College graduates reflected the overall ethnic ratios of the College population as a whole. At 33%, White students made up the largest portion of graduates, with Asian or Pacific Islander (24%) and Hispanic (24%) students not far behind. The 12% of graduates who are Black is slightly lower than the current population.



*Data Source: Banner Student Information System Data Extract April 2017*

The graduation rate by ethnicity is also useful to consider. Asian students graduated at the highest rate (44%), followed by White (32%) and Hispanic (29%) students. Of concern is the low rate of graduation for Black (20%), multiracial (20%), and Native Hawaiian (13%) students.

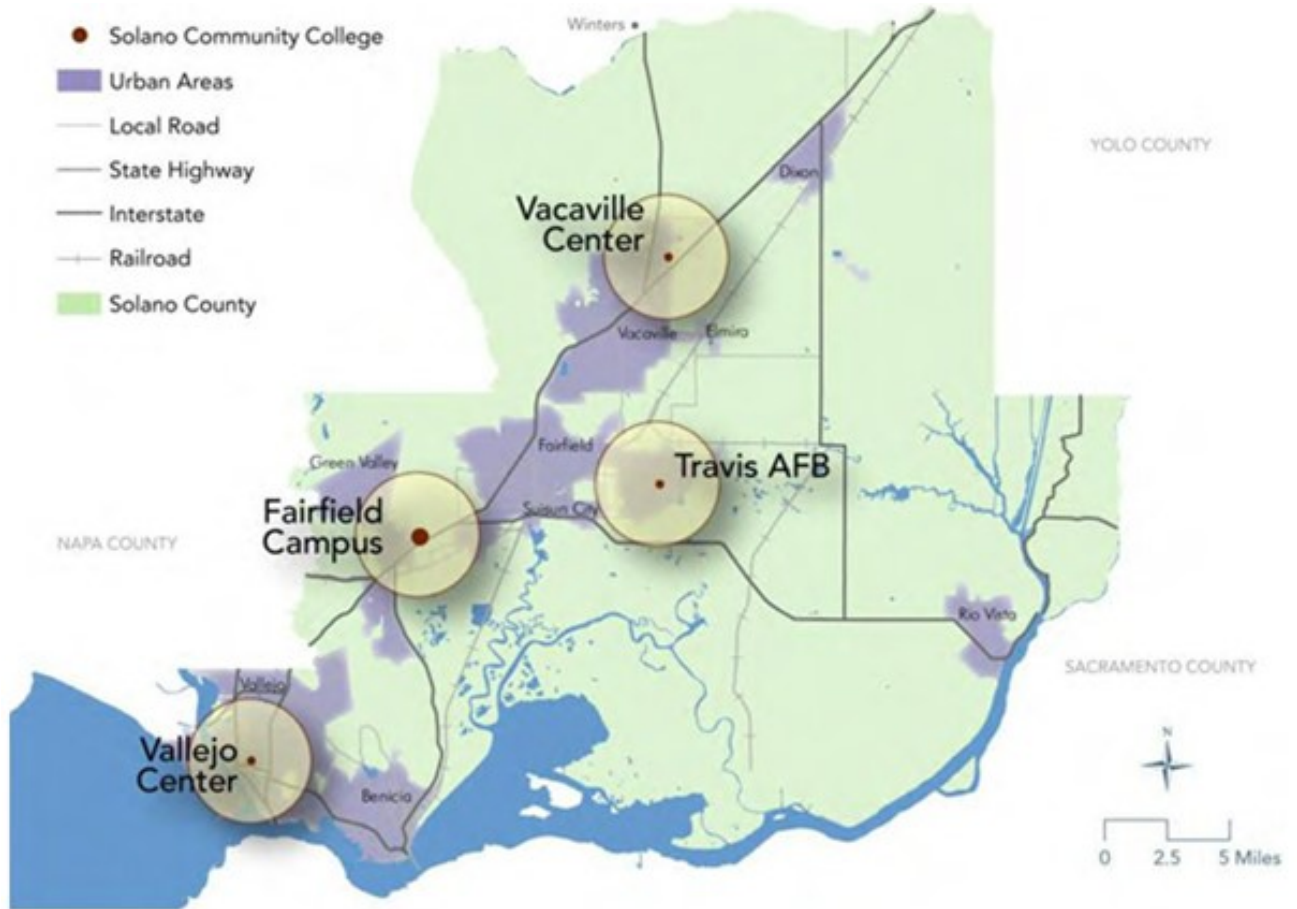


Source: IPEDS 2015



### Service Area Demographics

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



**Population**

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

The population of the service area is primarily concentrated in the cities listed in the table below. As of July 2016, Solano County’s total population is 440,207. Currently available projections show continued growth in all cities in the service area ranging from a total change 2010-2035 of 11.5% to over 86% in the smaller town of Winters. Across all cities in the Solano Community College service area population is expected to increase by 21.3%.

**Projected Population Growth for Solano County 2015-2035**

	2010	2015	2020	2025	2030	2035
Solano County	412,573	429,267	455,795	482,723	509,230	534,008

*Source: Total Estimated and Projected Population for California and Counties: July 1, 2010 to July 1, 2060 in 5-year Increments, California Department of Finance*

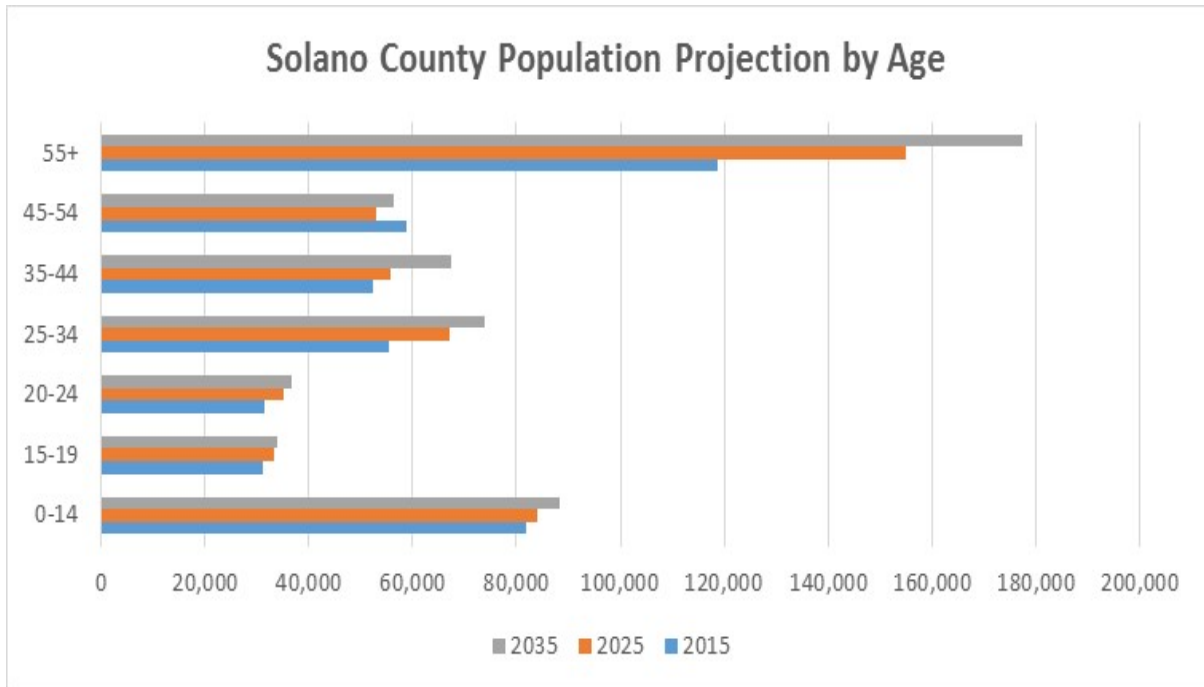
**Projected Population Growth for Solano Community College Service Area**

City	2010	2015	20120	2025	2030	2035	2010-35 %change	2010-35 %change
Benicia	26,997	29,000	29,300	29,600	29,800	30,100	11.5%	3,103
Dixon	18,351	19,400	20,600	21,800	22,700	23,900	30.2%	5,549
Fairfield	105,321	115,800	118,900	121,900	124,300	127,000	20.5%	21,679
Suisun City	28,111	30,200	31,200	32,300	33,300	34,300	22%	6,189
Vacaville	92,428	102,600	105,000	107,300	109,400	111,100	20.2%	18,672
Vallejo	115,942	127,400	130,900	133,600	136,400	138,900	19.8%	22,958
Winters	6,624	N/A	N/A	N/A	N/A	12,360	86.6%	5,736
Service Area Cities Total	393,774	424,400	435,900	446,500	455,900	477,660	21.3%	83,886

*Sources: California Department of Finance Census 2010 Redistricting Data Summary; Association of Bay Area Governments “Projections 2009”; Sacramento Area Council of Governments statistics based on 2008 projections.*

### Age

The age breakdown of the community is relevant for the types of programs and methods of delivery at a College, as well as for the potential for enrollment growth. The projected age breakdown of Solano Community College’s service area is weighted heavily in the oldest categories, with the 55 and older category comprising the largest portion of the total population. The smallest age groups are those in the college age (20-24) and pre-college age (15-19) groups. In terms of growth projections, the category of oldest residents increases by 49% while the 15-19 group and 20-24 group grow at the slowest paces, 9% and 17%, respectively. In terms of planning, the College should look toward educational opportunities for the older population if it wants to grow.



Source: <http://www.dof.ca.gov/Forecasting/Demographics/projections/>

***Ethnicity***

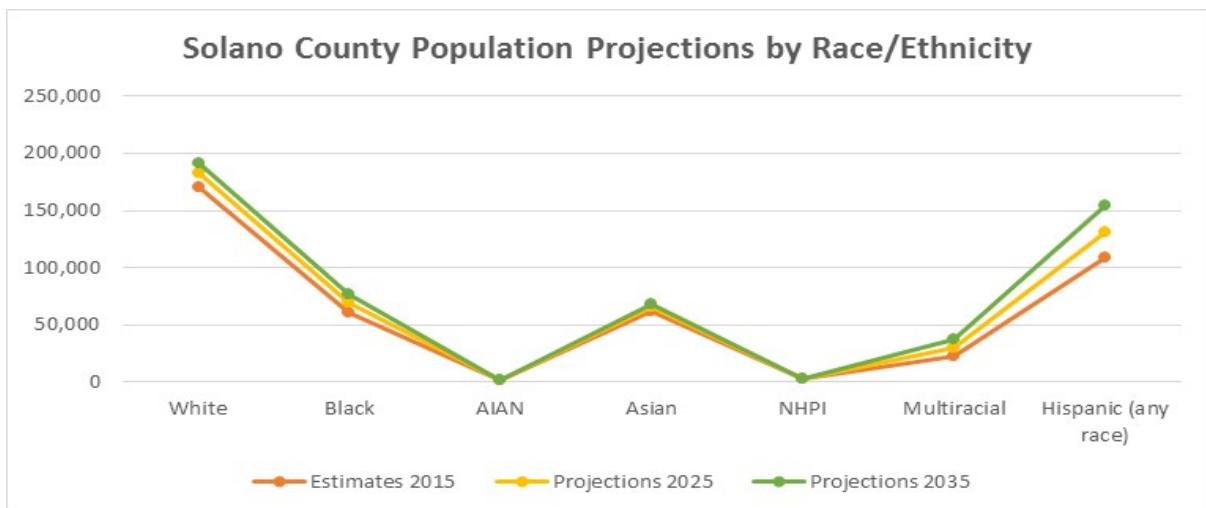
The changing ethnic makeup of Solano County and Solano Community College’s service area further informs decision-making at the College. Solano County is an ethnically diverse community with significant Hispanic, Asian, and African-American populations.

**Percent of Solano College Service Area Population by Ethnicity**

<i>Race and Hispanic Origin</i>	<b>2015</b>	<b>2010</b>	<b>Diff in %</b>
<i>White alone, percent</i>	60.4	51.0	15.6
<i>White alone, not Hispanic or Latino, percent</i>	39.1	40.8	-4.3
<i>Hispanic or Latino, percent</i>	26.0	24.0	7.7
<i>Asian alone, percent</i>	15.7	14.6	7.0
<i>Black or African-American alone, percent</i>	14.8	14.7	0.7
<i>Two or More Races, percent</i>	6.9	7.6	-10.1
<i>American Indian and Alaska Native alone, percent</i>	1.3	0.8	38.5
<i>Native Hawaiian and Other Pacific Islander alone, percent</i>	1.0	0.9	10.0

*Data Source: Banner Student Information System Data Extract April 2017*

Population trends by race/ethnicity are generally consistent. The largest percentage growth is anticipated in the multiracial population, growing 67% between 2015 and 2035, though that represents an increase of only 15,198. In numbers, however, the Hispanic population of the county is expected to increase by 45,060 by 2035.



*AIAN refers to American Indian or Alaska Native. NHPI refers to Native Hawaiian or Pacific Islander. Multiracial refers to two or more of the other races.*

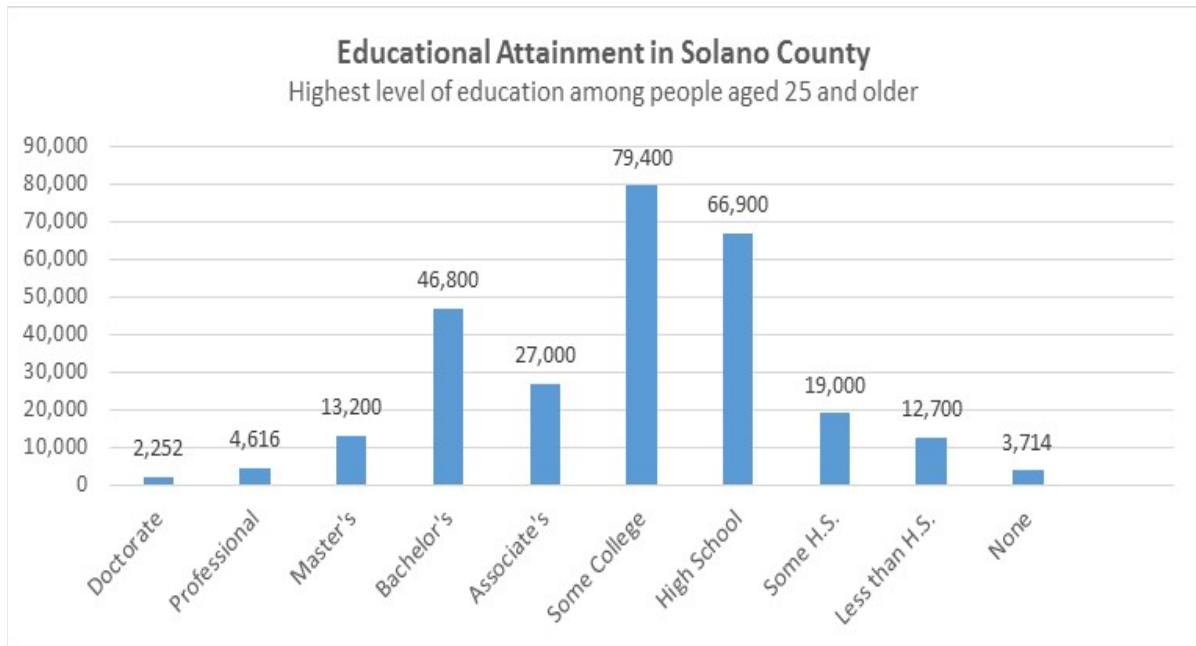
*Source: <http://www.dof.ca.gov/Forecasting/Demographics/projections/>*

## Additional Demographic Factors

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

### *Educational Attainment*

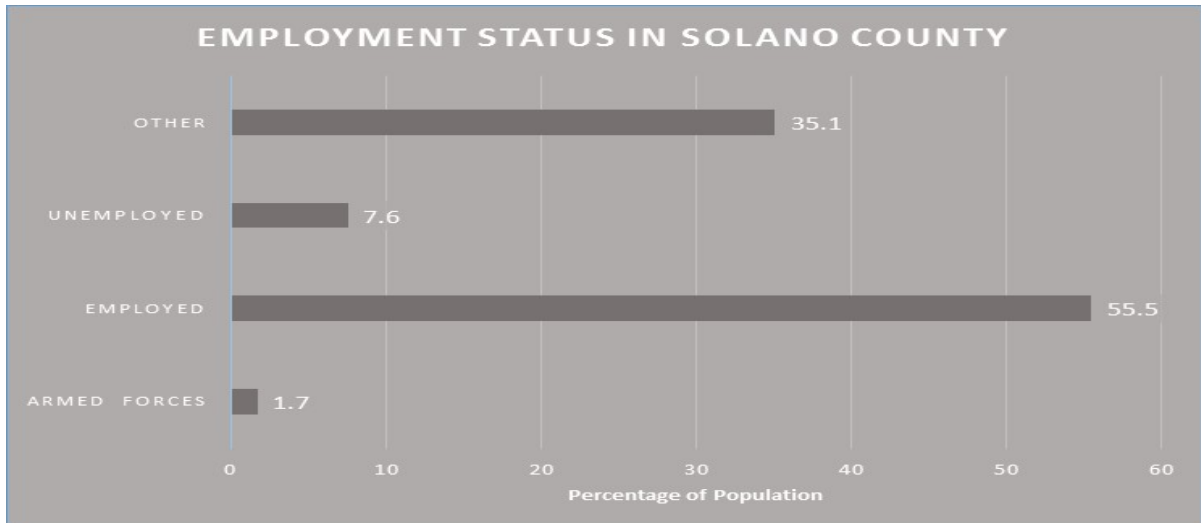
Over 87% of Solano County residents aged 25 and over have a high school diploma or higher while over 24% have a bachelor's degree or higher. Approximately 13% of adults age 25 and over do not complete or pursue education above the high school level, approximately 26.5% attend college but do not obtain a degree, and the remaining 23.9% of adults 25 years and older obtain an associate, bachelor or professional degree. Compared to the statewide data, Solano County has a greater percentage of residents with only a high school diploma, some college and no degree, or an associate degree, while the county lags behind the rest of the state for residents with a bachelor's degree or higher.



Source: <http://statisticalatlas.com/county/California/Solano-County/Educational-Attainment>

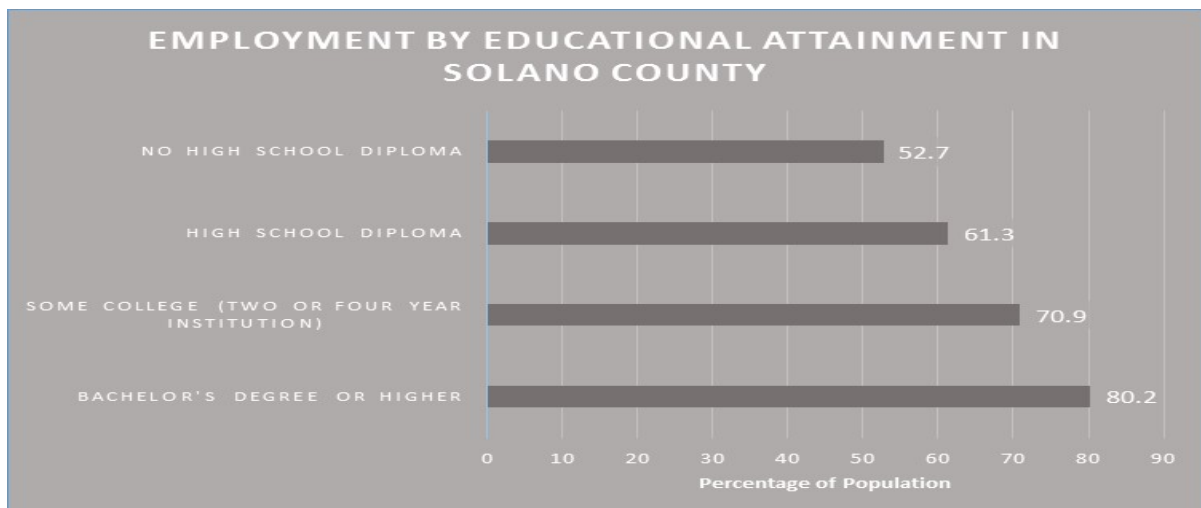
### **Resident Employment**

Just over 55% of Solano County residents are employed. There is also a substantial number of persons employed in the Armed Services, as the county houses Travis Air Force Base, which also serves as an educational site for several Solano Community College courses. The unemployment rate is 7.6% and another 35% are out of the workforce.



Source: <http://statisticalatlas.com/county/California/Solano-County/Employment-Status>

The value of a college degree is evident when looking at employment in the College’s service area. At least some college exposure – either at the 2-year or 4-year level – has a significant impact on employability. 70.9% of working aged adults with some college education are employed, compared to 61.3% of residents with a high school diploma only. Of those who do not complete high school, the employment rate is a disappointing 52.7%. “Some College” also represents the largest portion of the Solano County population, and the employment rate for this group is consistent with the statewide average.



Source: <http://statisticalatlas.com/county/California/Solano-County/Employment-Status>

***Top Occupations in the Service Area***

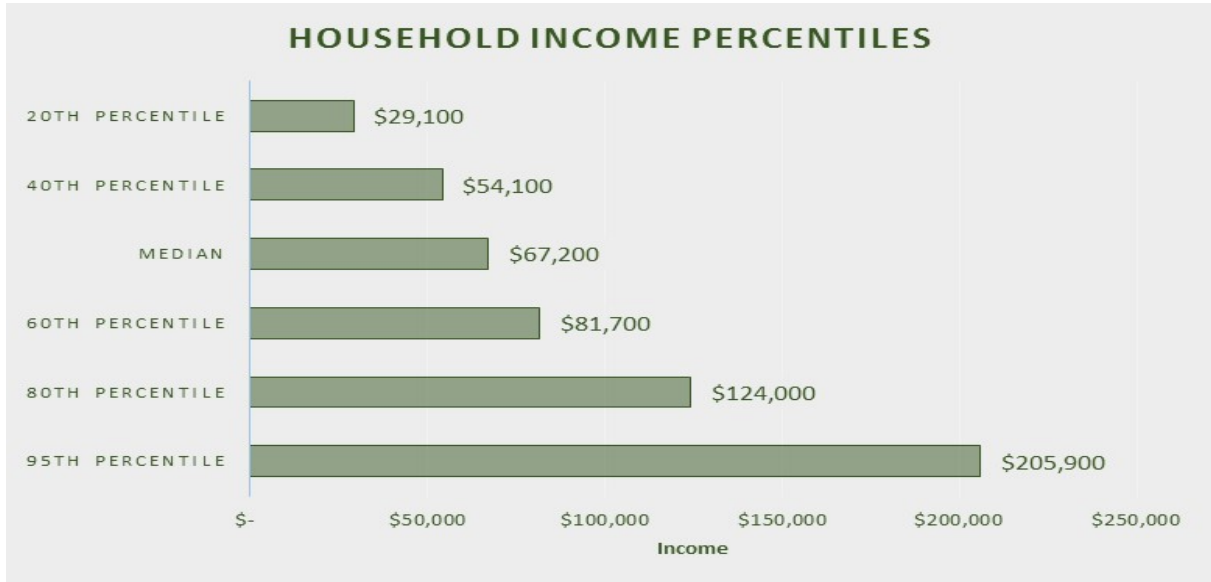
The top fifteen occupations in terms of projected growth are shown in the table below. The largest number of jobs is anticipated for Personal Care Aids (1,010 new jobs), though this field falls in the lower salary range at \$10.29/hour. In terms of percent change, laborers in Painting, Construction and Maintenance will see 8.6% growth at a relatively good wage of \$24.54/hour. Other high wage occupations projected to grow include Radiologic Technologists (\$46.60/hour), Respiratory Therapists (\$42.19/hour), and Surgical Technologists (\$34.50/hour).

Occupational Title	Estimated Employment 2012	Projected Employment 2022	Percent Change 2012-2022	Annual Average % Change	2014 First Quarter Wages	
					Median Hourly	Median Annual
Painters, Construction and Maintenance	350	650	85.7%	8.6%	\$24.54	\$51,042
Home Health Aides	720	1,250	73.6%	7.4%	\$9.56	\$19,901
Surgical Technologists	120	190	58.3%	5.8%	\$34.50	\$71,761
Construction Laborers	1,140	1,790	57.0%	5.7%	\$21.83	\$45,406
Operating Engineers and Other Construction Equipment Operators	190	290	52.6%	5.3%	\$31.86	\$66,251
Cement Masons and Concrete Finishers	160	240	50.0%	5.0%	\$26.53	\$55,191
Drywall/Ceiling Tile Installers	240	360	50.0%	5.0%	\$28.00	\$58,247
Respiratory Therapists	180	260	44.4%	4.4%	\$42.19	\$87,746
Personal Care Aides	2,330	3,340	43.3%	4.3%	\$10.29	\$21,392
Structural Metal Fabricators and Fitters	170	240	41.2%	4.1%	\$31.72	\$65,988
Vocational Ed Teachers, Postsecondary	220	310	40.9%	4.1%	\$31.72	\$65,964
Radiologic Technologists	200	280	40.0%	4.0%	\$46.60	\$96,932
Security Guards	410	570	39.0%	3.9%	\$11.37	\$23,640
Self-Enrichment Education Teachers	260	360	38.5%	3.8%	\$11.54	\$23,998
Industrial Machinery Mechanics	390	540	38.5%	3.8%	\$31.02	\$64,528

Source: Employment Development Department, Labor Market Division, March 2015.

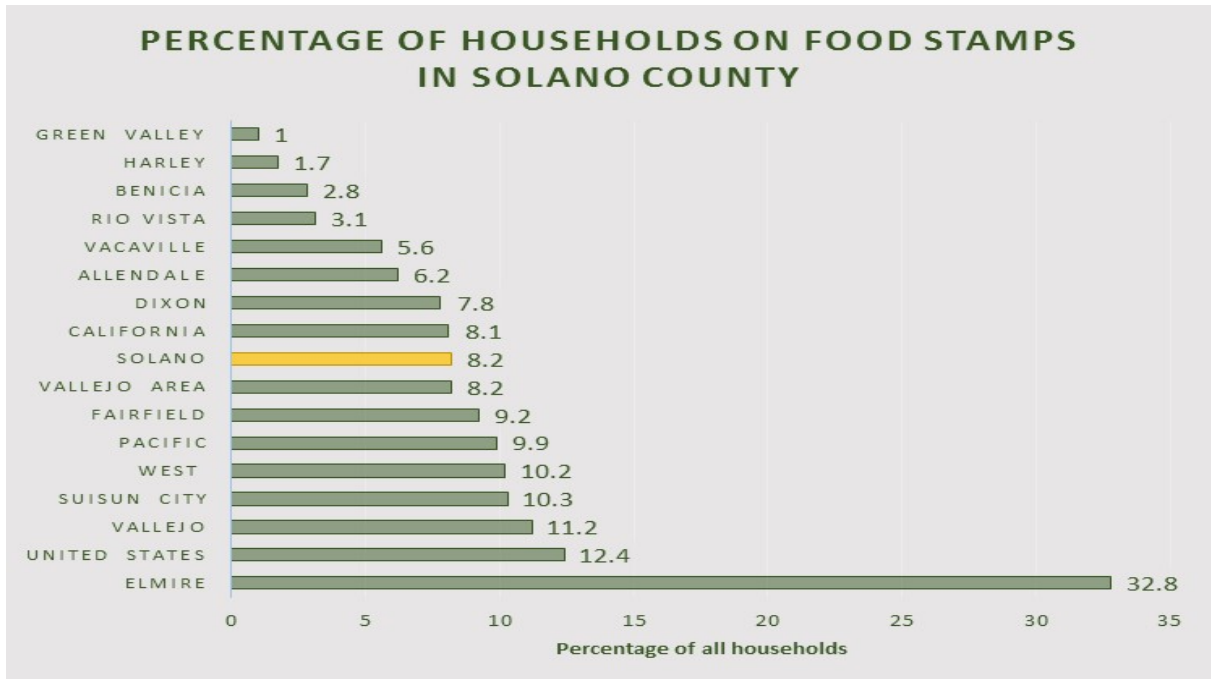
### Households, Income, and Poverty

The median household income in Solano County is \$67,200 per year. The 95th percentile makes \$205,900 per year, which is significantly lower than the statewide percentile.



Source: <http://statisticalatlas.com/county/California/Solano-County/Household-Income>

The percentage of households on food stamp assistance in Solano County is 8.2%, representing 11,500 households. The California average is 8.1%, and both are lower than the national average of 12.4%.

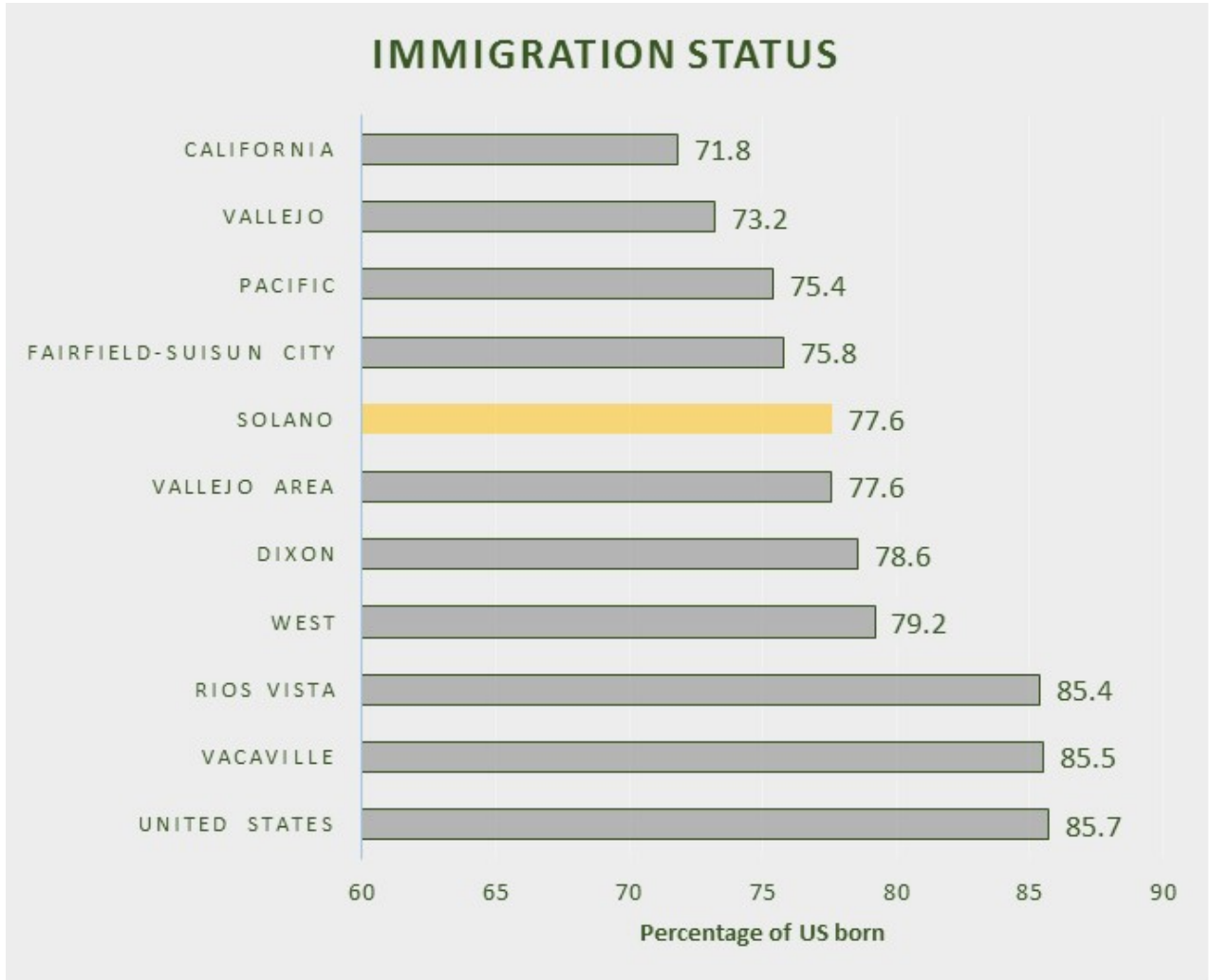


Source: <http://statisticalatlas.com/county/California/Solano-County/Food-Stamps>



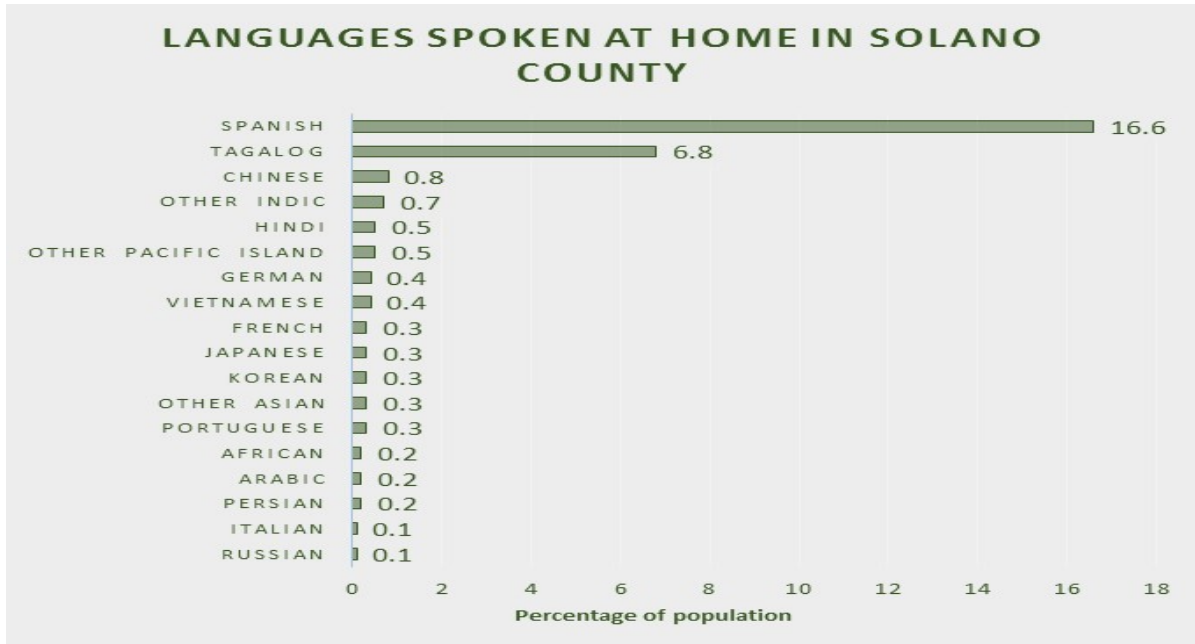
**Immigration Status**

19.9%, or around 82,900, of Solano County’s population is foreign born. Of those foreign born residents, 46% come from Asia and 45% are Hispanic originating in the Americas. 34.7% come from Mexico.

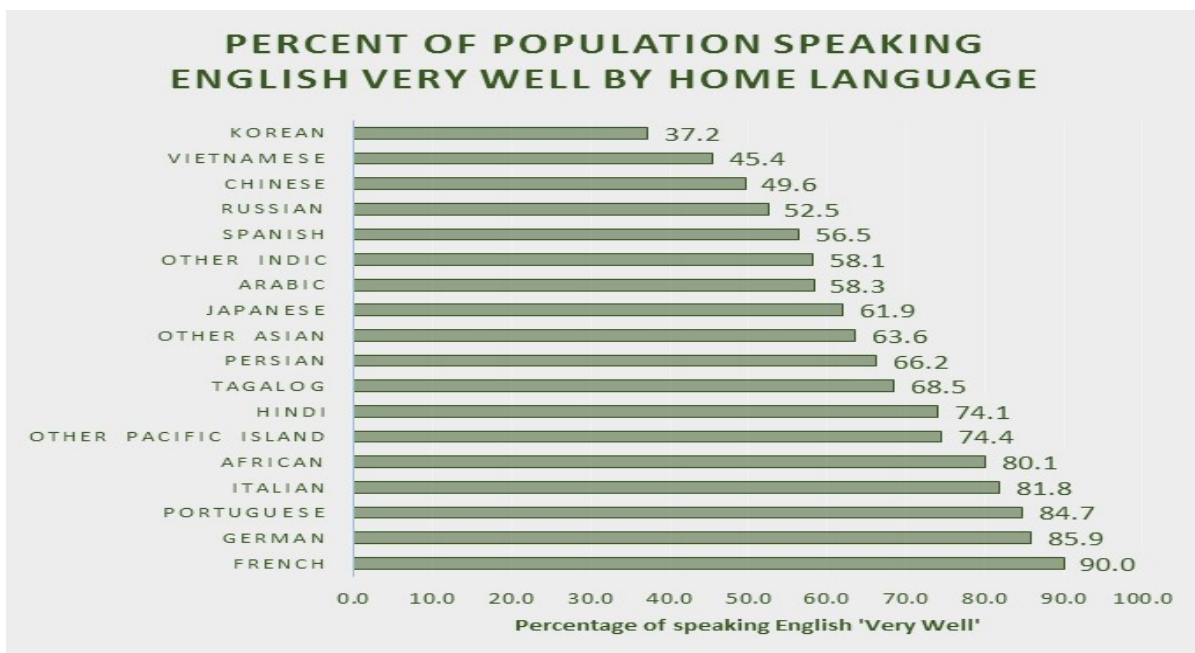


Source: <http://statisticalatlas.com/county/California/Solano-County/National-Origin>

In Solano Community College’s service county, almost 17% speak Spanish at home. In those homes, 43.5% speak English “Less than Very Well.” At over 28,000 people, this is a significant portion of the service population who struggle with English.



Source: <http://statisticalatlas.com/county/California/Solano-County/Languages#figure/language-spoken-at-home>



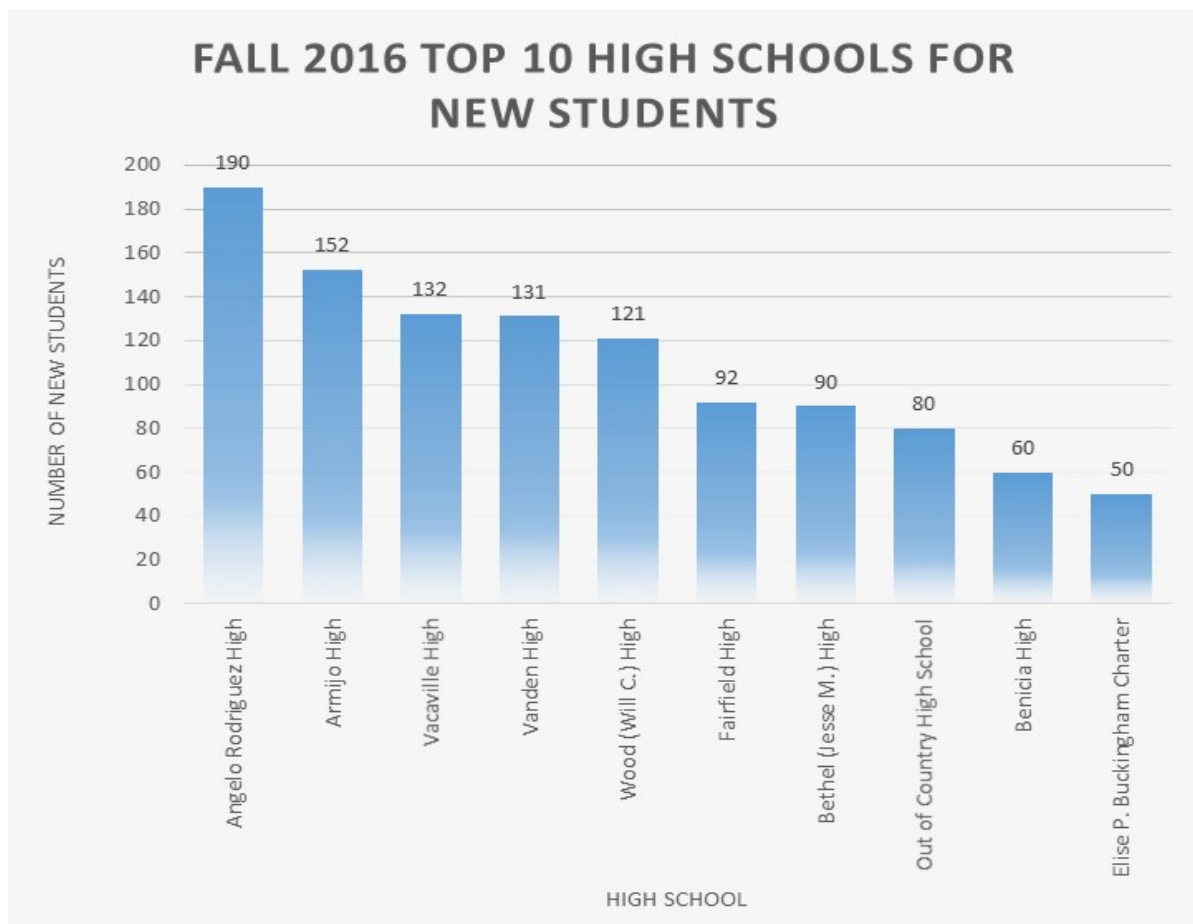
Source: <http://statisticalatlas.com/county/California/Solano-County/Languages#figure/language-spoken-at-home>

## Potential Future Students: Area High School Data

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

### *Feeder High Schools*

The graduates of twelve major high schools feed a significant portion of the incoming freshman class into Solano Community College. The largest proportion of fall 2016 Solano County high school graduates attending Solano Community College were from Angelo Rodriguez High School (190), followed by Armijo (152), Vacaville (132), Vanden (131), and Will C. Wood (121) High Schools.

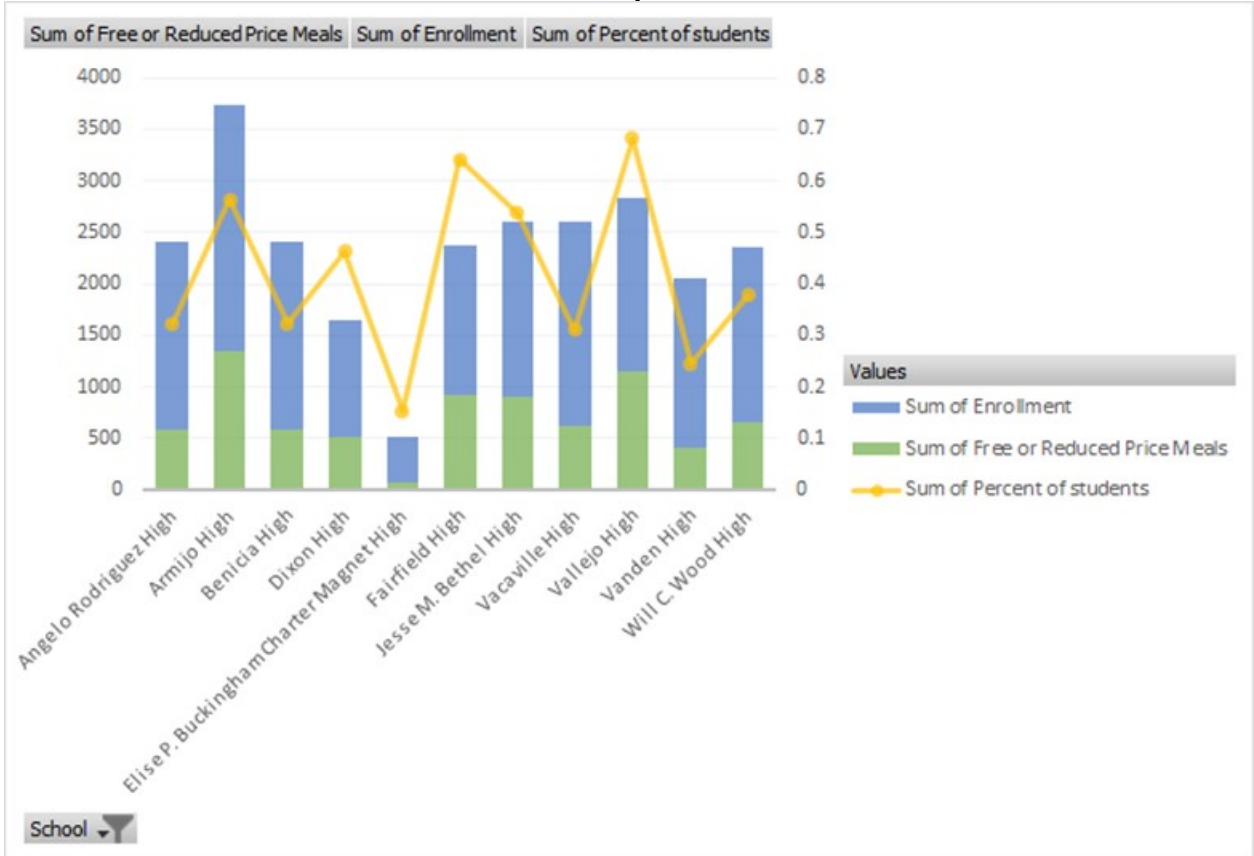


Data Source: Banner Student Information System Data Extract April 2017

**Socioeconomic Status**

The socioeconomic status of students from the College’s top feeder schools can be derived from the number of students who receive free or reduced meals. The sum of free or reduced meals represents the number of students enrolled in 2015-16 with a family annual income of less than \$31,525 for a family of four. Four of the top feeder schools have over 50% of their students falling into this category, with Vallejo High coming in at the highest with 68% and Elise P. Buckingham Charter Magnet School coming in at the lowest, providing free or reduced meals to only 15% of its students.

**Socioeconomic Indicator of Top Feeder Schools, 2015-16**



Source: California Department of Education, DataQuest; Subject: Create your own report; Free or Reduced Price Meals, as of 04/04/2017, <http://dq.cde.ca.gov/dataquest/>

Many of the top feeder schools predominantly serve students of color. Of the eleven top feeder schools, five have Hispanic and Latino students comprising the largest single ethnic group (Angelo Rodriguez High, Armijo High, Dixon High, Fairfield High, and Vallejo High), with Dixon High having the highest percentage of Hispanic students at 52%. Hispanic students also make up the largest number of graduates from Solano Community College main feeder schools; at 5,726, they make up 32% of the 17,634 graduates. Vacaville High reports the highest number of white students (1,024), but they represent only 51% of the school population. The smallest ethnic group graduating from the college’s feeder schools is American Indian or Alaska Native students, representing only 115 graduates.

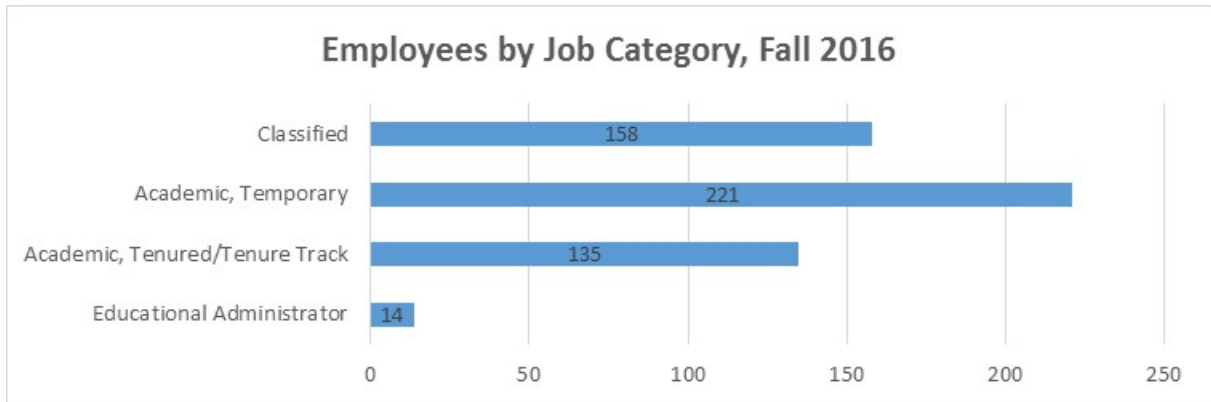
### Ethnicity of Top Feeder Schools for 2015-2016 Academic Year

School	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Angelo Rodriguez High	459	13	114	12	267	346	446	162	1	1,820
Armijo High	1,009	22	140	21	247	363	401	188	0	2,391
Benicia High	283	3	91	7	152	141	781	186	20	1,664
Jesse M. Bethel High	429	8	62	36	461	507	148	33	12	1,696
Elise P. Buckingham Charter Magnet	82	4	18	1	18	34	245	42	10	454
Dixon High	590	6	15	3	21	22	432	23	12	1,124
Fairfield High	593	9	62	31	143	308	189	108	0	1,443
Vacaville High	618	20	49	20	56	115	1,024	76	9	1,987
Vallejo High	719	9	20	37	254	516	89	24	20	1,688
Vanden High	369	7	98	20	215	250	563	131	2	1,655
Will C. Wood High	575	14	41	20	66	182	725	75	14	1,712

Source: California Department of Education, DataQuest; Level: School; Subject: Enrollment; Report: Enrollment by Ethnicity; as of 04/04/2017, <http://dq.cde.ca.gov/dataquest/>

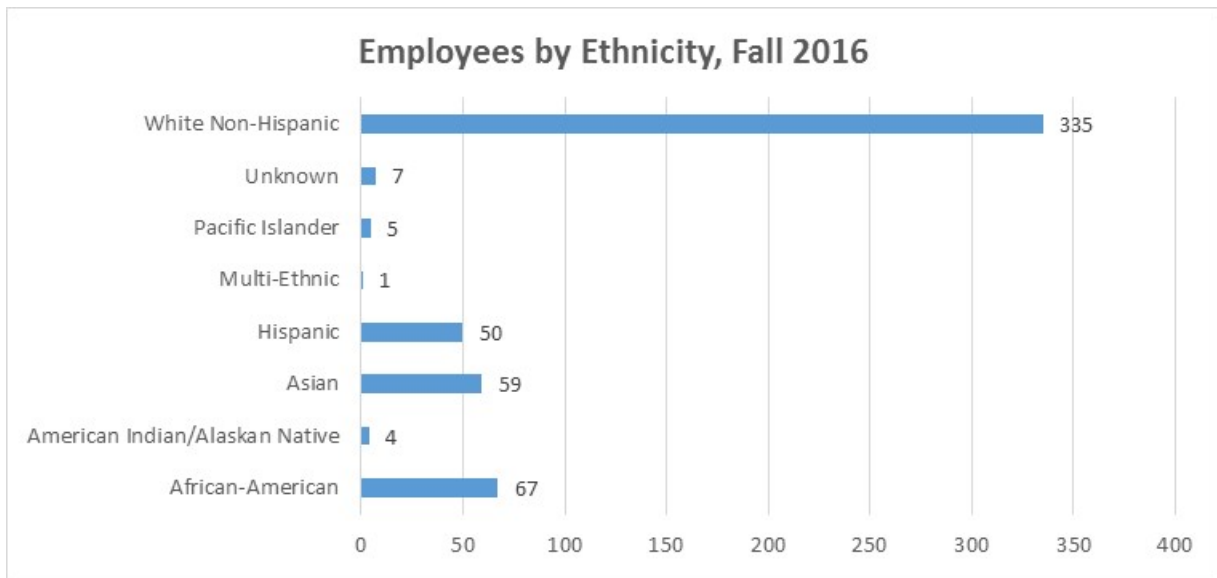
## Solano Community College Employee Demographics

In fall 2016, the college employed 528 people as full- (26%) and part-time (42%) faculty, classified employees (30%), and educational administrators (3%).



Source: California Community Colleges Chancellor's Office DataMart

The majority of employees identify as white (non-Hispanic), with African-American, Asian, and Hispanics also comprising large groups of employees. There is a large disparity between the employee and student demographics of the college. While 63% of staff identify as white, only 33% of students are white. Further, Hispanic students (28%) and Asian students (21%) are not represented in equal proportion by the college staff, which is only 9% Hispanic and 11% Asian.



Source: California Community Colleges Chancellor's Office DataMart

### **C. Organization of the Self Evaluation Process**

**The institution should explain, either in narrative or chart form, how it organized the self-evaluation process, the individuals who were involved, and what their responsibilities were.**

Solano Community College engaged in a collaborative and self-reflective process in preparation for the External Evaluation Team visit in October 2017. The creation of the 2017 Institutional Self-Evaluation Report is the result of dialogue across constituencies, research into the College's processes and effectiveness, and support from faculty and staff in all areas of College operations. The resulting report documents how the College meets the Accreditation Standards established by the Accrediting Commission for Community and Junior Colleges (ACCJC).

The organization of the self-evaluation process began in earnest in spring 2015 when teams from the College attended two accreditation workshops. In February 2015, a team of faculty attended the California Community Colleges Academic Senate Accreditation Institute in San Mateo, CA. There they learned about the revised accreditation standards as well as effective practices in addressing the standards in the self-evaluation report. In April 2015 a team of faculty, managers, and Board members attended the ACCJC Accreditation Institute in San Diego, CA.

In spring 2015, following these training sessions, the College's Academic Senate recommended a structure consisting of faculty and manager co-chairs to guide the process of developing the self-evaluation report. The Superintendent-President authorized faculty release time for five faculty: one for each standard co-chair plus one faculty to serve as the lead writer. Hiring of these faculty occurred in November 2015, following the development of a job description and formal interviews of all interested applicants. All five initially began as co-chairs on the standards (two were assigned to Standard II). The Superintendent-President subsequently increased the release time assignments of two of the original five faculty co-chairs, designating one as lead writer (at 40% in Fall 2016 and 60% in Spring 2017) and the other as accreditation coordinator and data developer in charge of organizing evidence (40% in AY 2016-17).

#### ***Accreditation Faculty/Manager Team Leaders***

Standard I A. B. C.: Sandy Lamba (Dean), Chris Collins (Adjunct Faculty)

Standard II A.: Maire Morinec (Dean), LaNae Jaimez (Faculty), Saki Cabrera (Faculty)

Standard II B.: Gregory Brown (VP), Saki Cabrera (Faculty), LaNae Jaimez (Faculty)

Standard II C.: Gregory Brown (VP), Saki Cabrera (Faculty)

Standard III A.: Yulian Ligioso (VP), Rachel Ancheta (Staff), Stephen Watkins (Adjunct Faculty)

Standard III B.: Yulian Ligioso (VP), Myron Hord (Staff), Stephen Watkins (Adjunct Faculty)

Standard III C.D.: Yulian Ligioso (VP), Stephen Watkins (Adjunct Faculty)

Standard IV A: Shirley Lewis (Dean), Melissa Reeve (Faculty)

Standard IV B. C.: Shirley Lewis (Dean), Melissa Reeve (Faculty)

With faculty and manager co-chairs in place and standard teams of additional faculty and managers assembled, the process of collecting evidence began. The standard teams decided to use Solano Community College's learning management system (LMS), Canvas, as the platform for the repository of evidence and for collaborative writing using Google Docs. Canvas is well-known to many of the faculty, and the standard teams determined that it provided a central location that ensured transparency in the writing process. The team developed "Evidence Standard Submission Forms" to streamline and formalize evidence gathering across the multiple teams. These forms allowed team members to identify relevant evidence, document the source of the evidence, and briefly describe how the evidence supports the discussion of the standard.

From the beginning of the process, standard teams met regularly to collaborate on evidence gathering and to report to the Vice President of Academic Affairs, who also serves as the Accreditation Liaison Officer (ALO). A bi-monthly Accreditation Team Leaders meeting also brought the Superintendent-President into the discussions and progress updates. Additional weekly meetings between the lead writer and ALO ensured that the process was moving according to schedule.

Evidence gathering consumed much of spring 2015 and fall 2016. The lead writer and accreditation coordinator organized a required flexible calendar activity in fall 2016 that included a college-wide brainstorming session devoted to the kinds of evidence that would be helpful to provide to the external evaluation team. In October 2016, Solano Community College's Governing Board reviewed Standard IVC pertaining to board roles and responsibilities. The Quality Focus Essay was also developed during this time, following discussions at Accreditation Team Meetings; in November 2016 integrated institutional planning and student learning outcomes assessment were identified as areas requiring attention.

In spring 2017, with evidence gathered, the heavy work of writing commenced in full force. In February, the Accreditation Lead Writer, faculty Accreditation Coordinator, and VPAA/ALO attended another California Community Colleges Academic Senate Accreditation Institute, this time in Napa, CA. Throughout the semester, regular updates to the local academic senate ensured that faculty were included in dialogue around accreditation. Semi-regular "Accreditation Update" newsletters from the Office of Academic Affairs were electronically disseminated College-wide to keep constituencies informed as to progress on the self-evaluation report but also to highlight "accreditation basics," share interesting data or information related to each standard, and generally prepare the College community for the external team visit. A mid-semester Flex workshop in March updated faculty on the progress of writing, and a presentation to the Governing Board by the Accreditation Coordinator and Lead Writer occurred in April. Also in April, additional management team members attended the ACCJC Accreditation Institute.



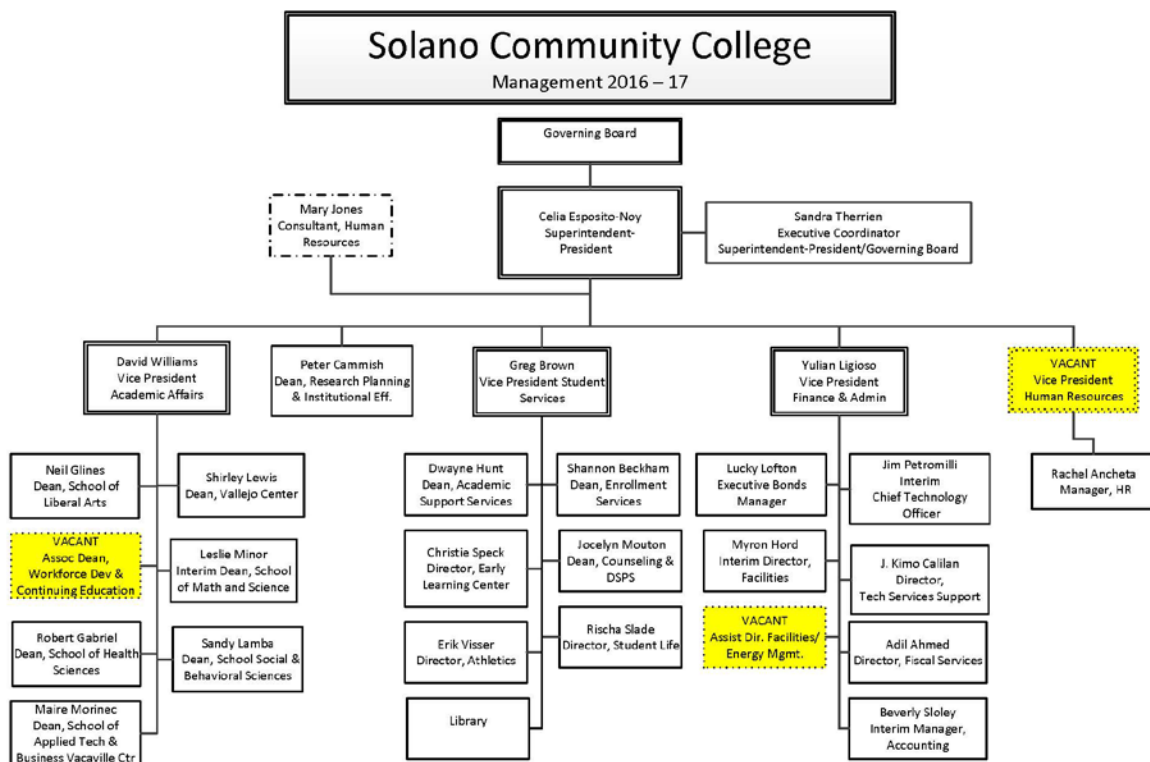
<b>Week of:</b>	<b>Tasks / Targets</b>
January 16	<ul style="list-style-type: none"> <li>• Complete draft: Standard I.A &amp; IV.C</li> </ul>
January 23	<ul style="list-style-type: none"> <li>• Complete draft: Standards II.C &amp; IV.A</li> </ul>
January 30	<ul style="list-style-type: none"> <li>• Complete draft: Standards II.B &amp; III.C</li> <li>• All outstanding evidence on all standards due</li> <li>• Review groups begin to review draft sections for coverage of key topics (Feb. 1-15)</li> </ul>
February 6	<ul style="list-style-type: none"> <li>• Complete draft: Standards III.A, III.B, IV.B</li> <li>• Committee / Standards Chairs review and provide input on Drafted sections</li> </ul>
February 13	<ul style="list-style-type: none"> <li>• Complete draft: Standard IIID &amp; Quality Focused Essay</li> </ul>
February 20	<ul style="list-style-type: none"> <li>• Complete draft: Standards I.A, I.B &amp; Front Matter</li> </ul>
February 27	<ul style="list-style-type: none"> <li>• Complete draft: Standard I.C</li> <li>• Committee / Standards Chairs review and provide input on Drafted sections</li> </ul>
March 6	<ul style="list-style-type: none"> <li>• Deadline for all input from Committee / Standards Chairs and review teams to Writer and ALO</li> <li>• Deadline for all input on Quality Focused Essay</li> </ul>
March 13	<ul style="list-style-type: none"> <li>• March 15: Distribution of Second Draft of Self Evaluation</li> </ul>
March 20	<ul style="list-style-type: none"> <li>• March 22: Preparation for Study Session with Board – all input on second draft incorporated</li> </ul>
April 3	<ul style="list-style-type: none"> <li>• April 5: Study Session with Board of Trustees</li> </ul>
April 10	<b>SPRING BREAK</b>
April 17	<ul style="list-style-type: none"> <li>• Self-Study Second Draft to all constituent groups for final review / input—<b>Academic Senate</b></li> </ul>
May 8	<ul style="list-style-type: none"> <li>• Self-Study on all committee agendas—<b>Academic Senate</b></li> </ul>
May 22	<ul style="list-style-type: none"> <li>• May 24: First Final draft due to President’s Office for inclusion in board packet</li> </ul>
June 5	<ul style="list-style-type: none"> <li>• June 7: Board of Trustees first review of Self-Study</li> </ul>
July 10	<ul style="list-style-type: none"> <li>• July 14: Final version of Self-Study due to the President’s Office for inclusion in board packet</li> </ul>
July 17	<ul style="list-style-type: none"> <li>• July 19: Board of Trustees approves final version of Self-Study</li> </ul>

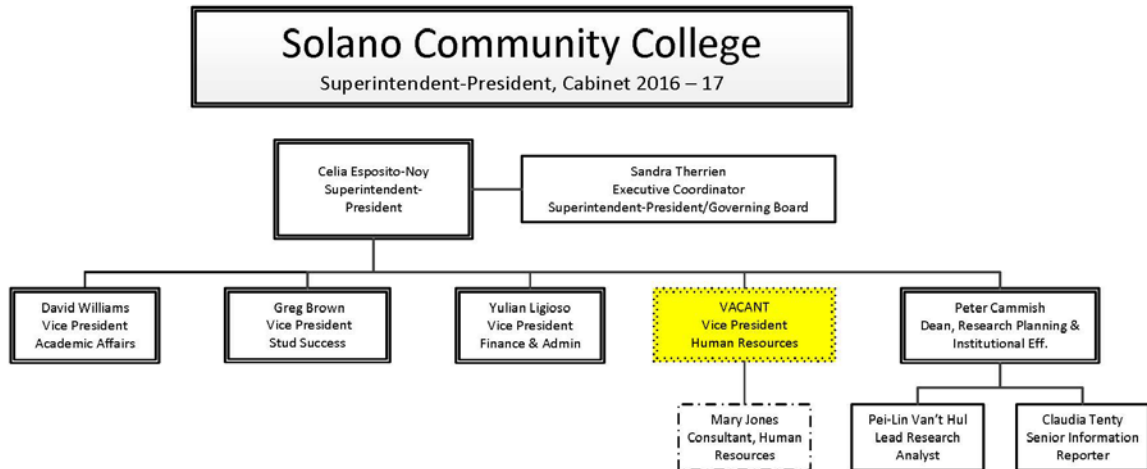
In April and May, the self-evaluation draft report was shared with constituent groups, including the Academic Senate, College Governing Council, Associated Students, and constituency groups for classified staff. Review and feedback contributed to further

refinement of the report draft, which was shared with the Governing Board in June for first reading. Final adoption of the self-evaluation report is scheduled for July 19, 2017.

## D. Organizational Information

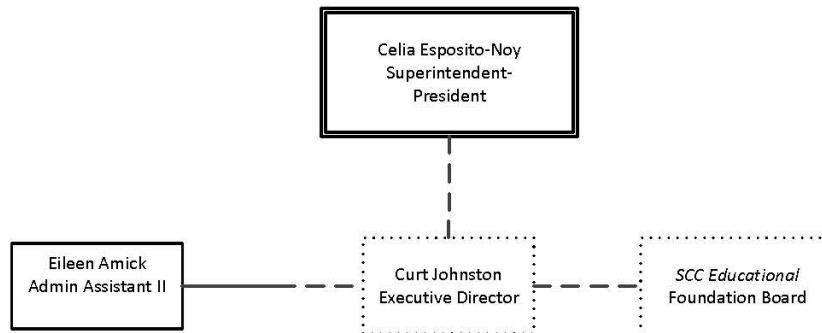
The Institutional Self Evaluation Report should include organizational charts for the institution and for each major function, including names of individuals holding each position. In a corporate structure, the relationship to the accredited institution, including roles and responsibilities of both entities, must be included in this section. The institution should provide a list of its contracts with third-party providers and non-regionally accredited organizations. Colleges in multi-college districts/systems must provide an account of whether primary responsibility for all or parts of specific functions that relate to the Standards are vested at the college or district level. The overview of the responsibilities of key functions in institutions in multi-college districts/systems must be presented in the form of a Functional Map. (Examples of Functional Maps can be found in Appendix E). The institution should also provide an analysis of the effectiveness of this division of responsibilities.





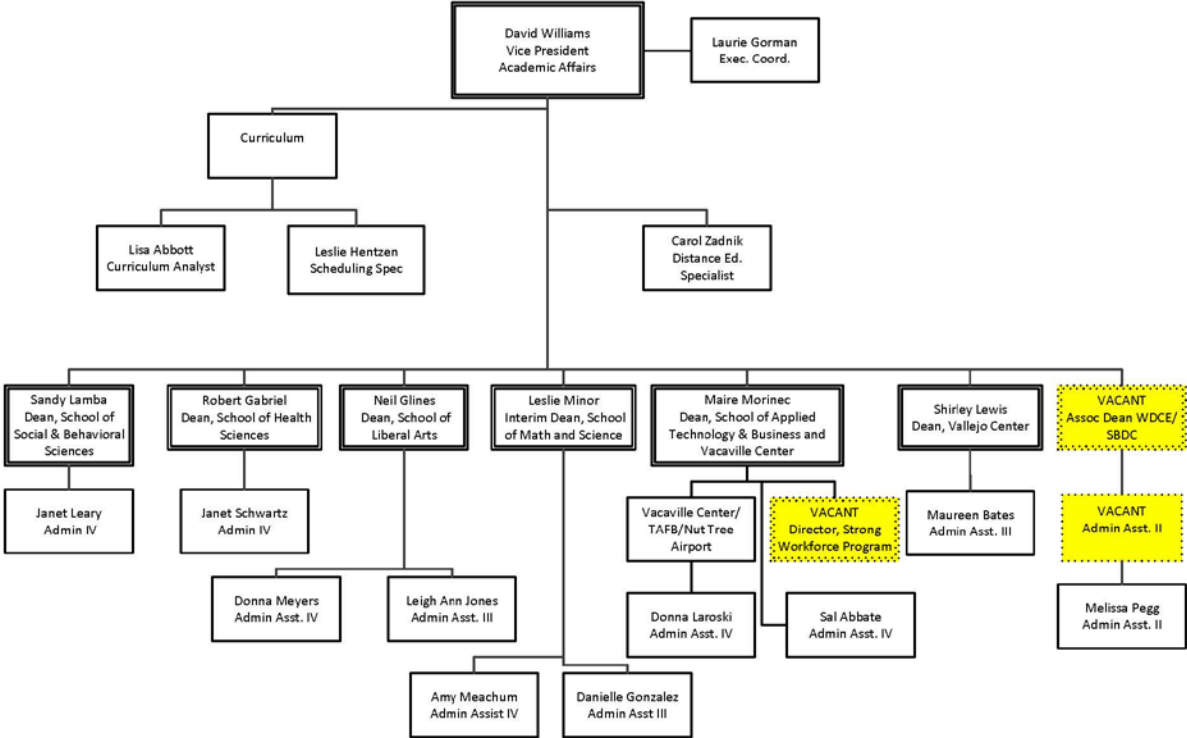
## Solano Community College

Educational Foundation 2016 – 17



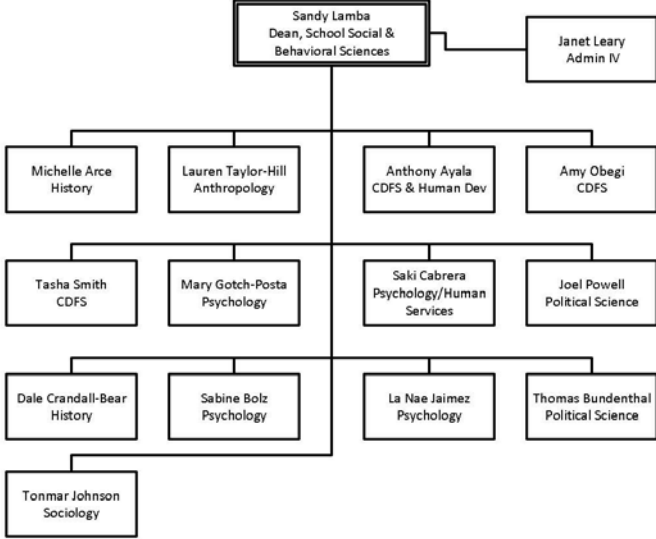
# Solano Community College

Academic Affairs 2016 – 17



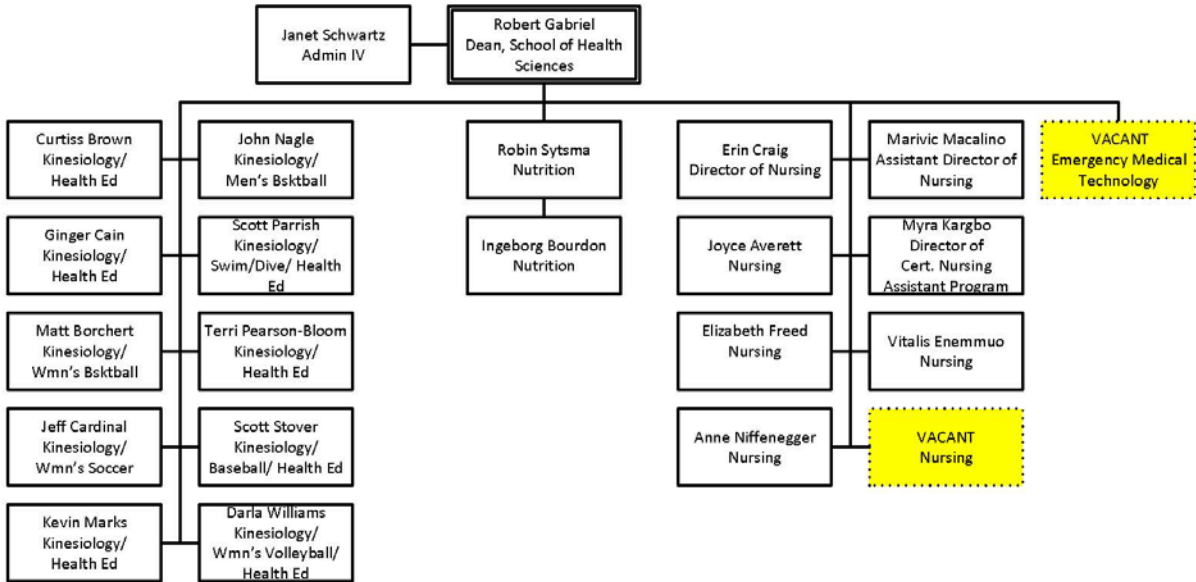
# Solano Community College

School of Social & Behavioral Sciences 2016 – 17



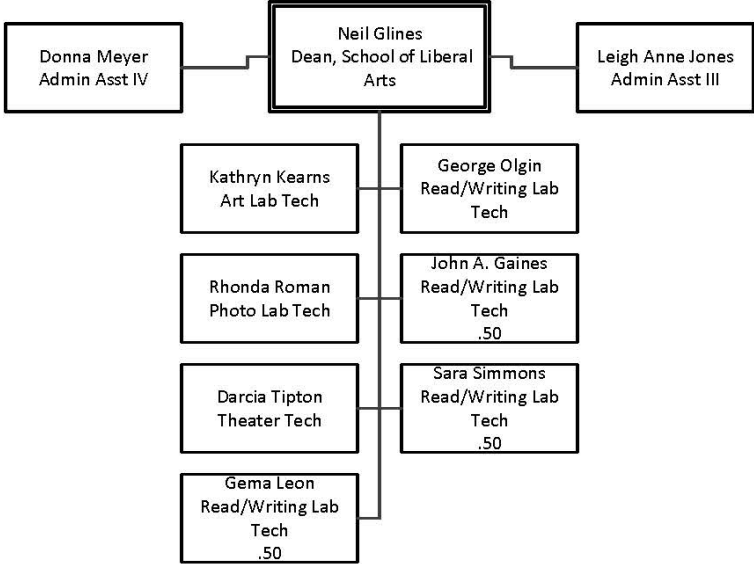
# Solano Community College

School of Health Sciences 2016 – 17



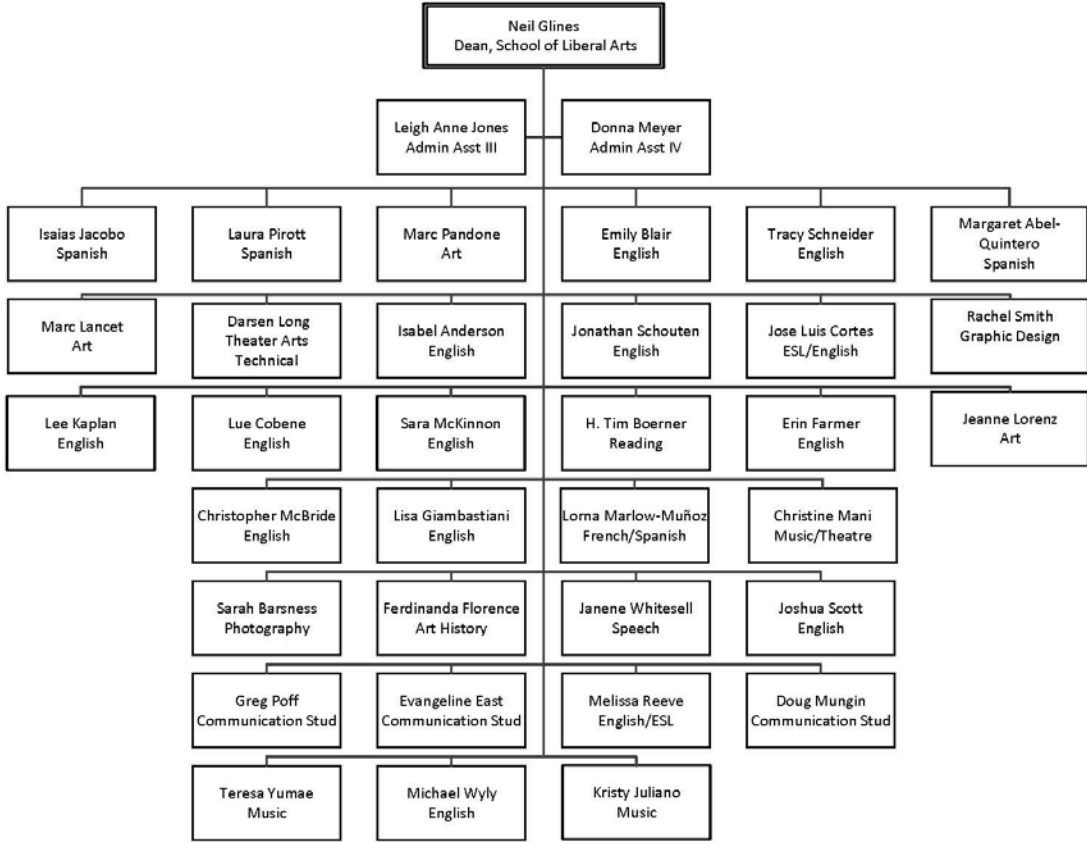
# Solano Community College

School of Liberal Arts Classified 2016 – 17



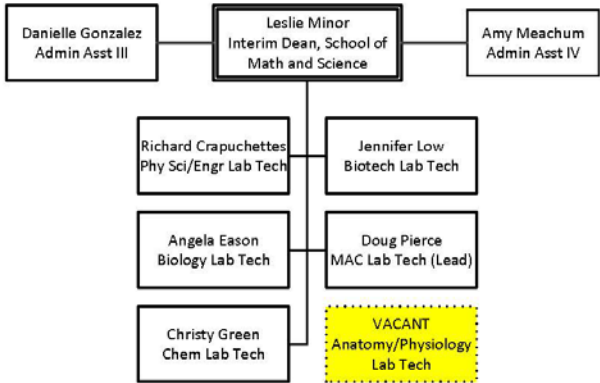
# Solano Community College

School of Liberal Arts 2016 – 17

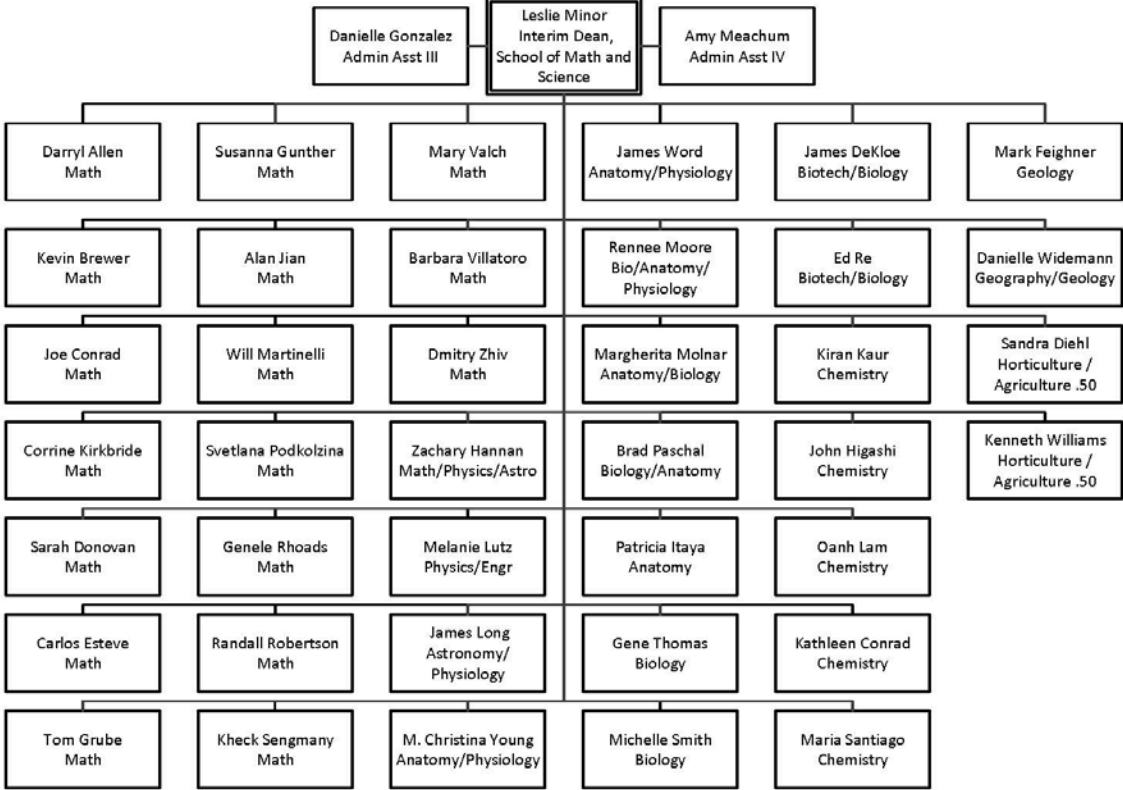


# Solano Community College

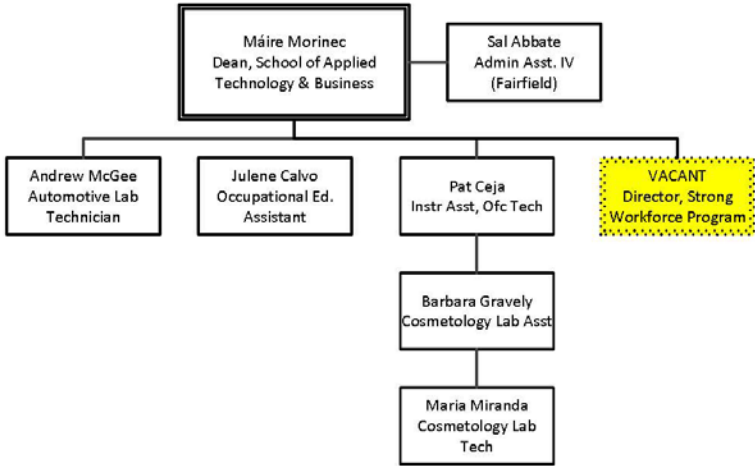
School of Mathematics and Science Classified 2016 – 17



**Solano Community College**  
School of Mathematics and Science 2016 – 17

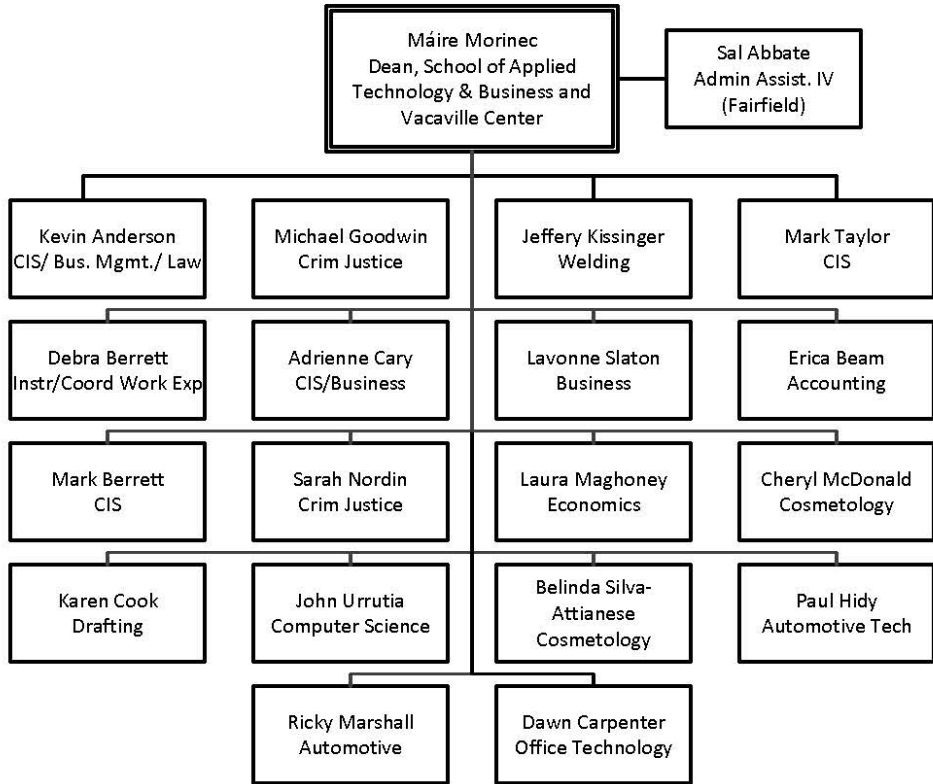


**Solano Community College**  
School of Applied Technology & Business Classified 2016 – 17

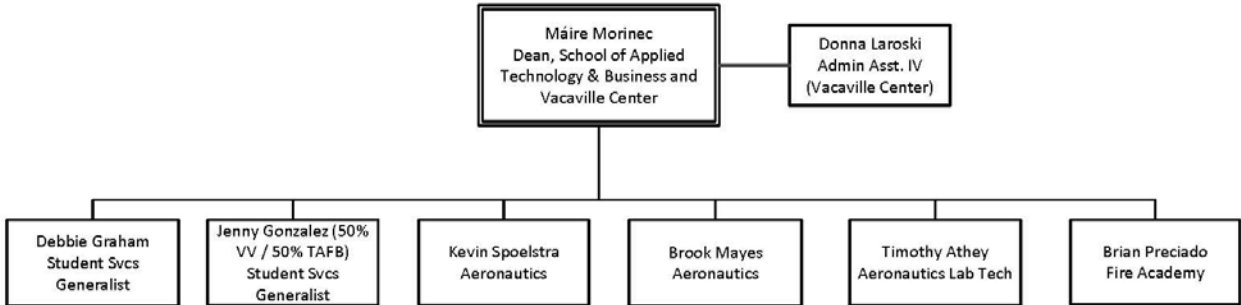




**Solano Community College**  
**School of Applied Technology & Business 2016 – 17**

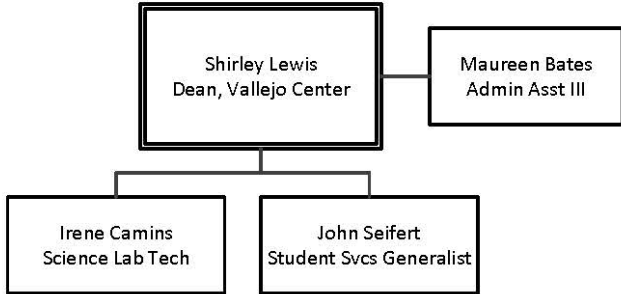


**Solano Community College**  
**Vacaville Center/Travis AFB/Nut Tree Airport 2016 – 17**



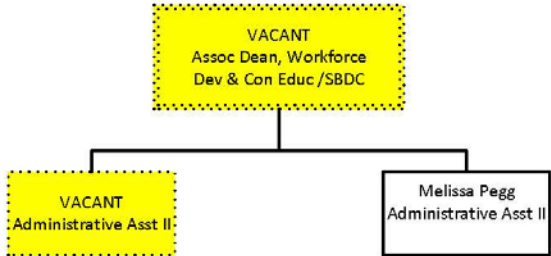
# Solano Community College

Vallejo Center 2016 – 17



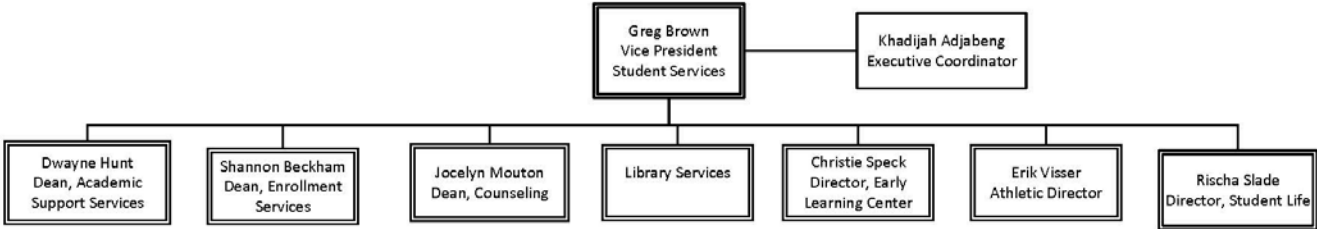
# Solano Community College

Workforce Development & Continuing Ed/Small Business Dev 2016 – 17



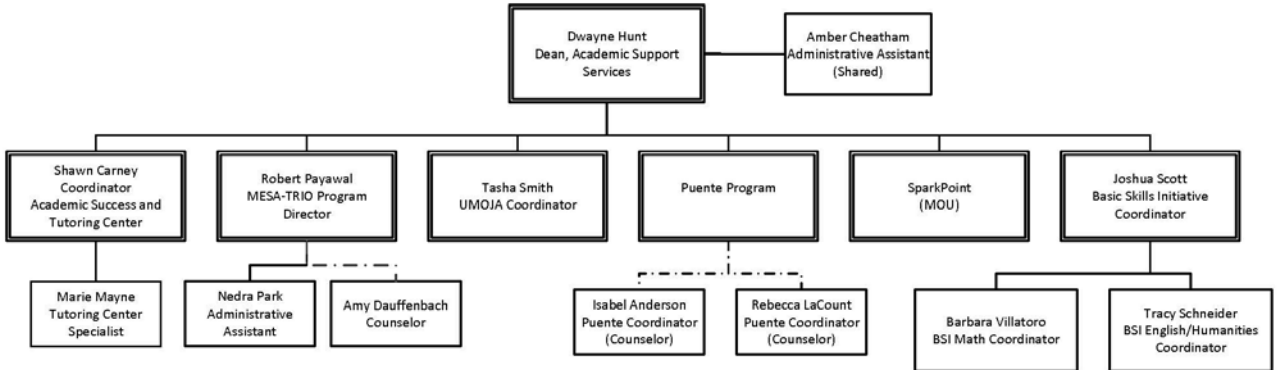
# Solano Community College

Student Services 2016 – 17



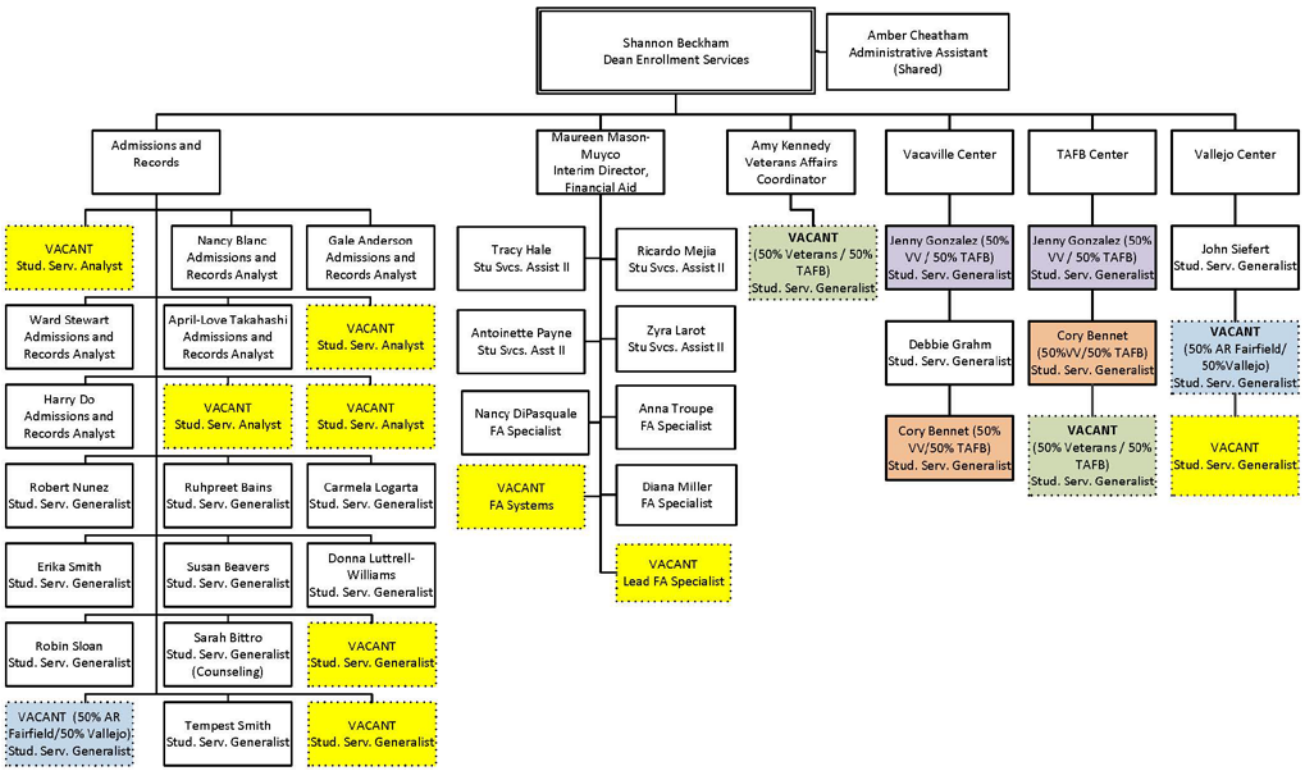
# Solano Community College

Academic Support Services 2016 – 17



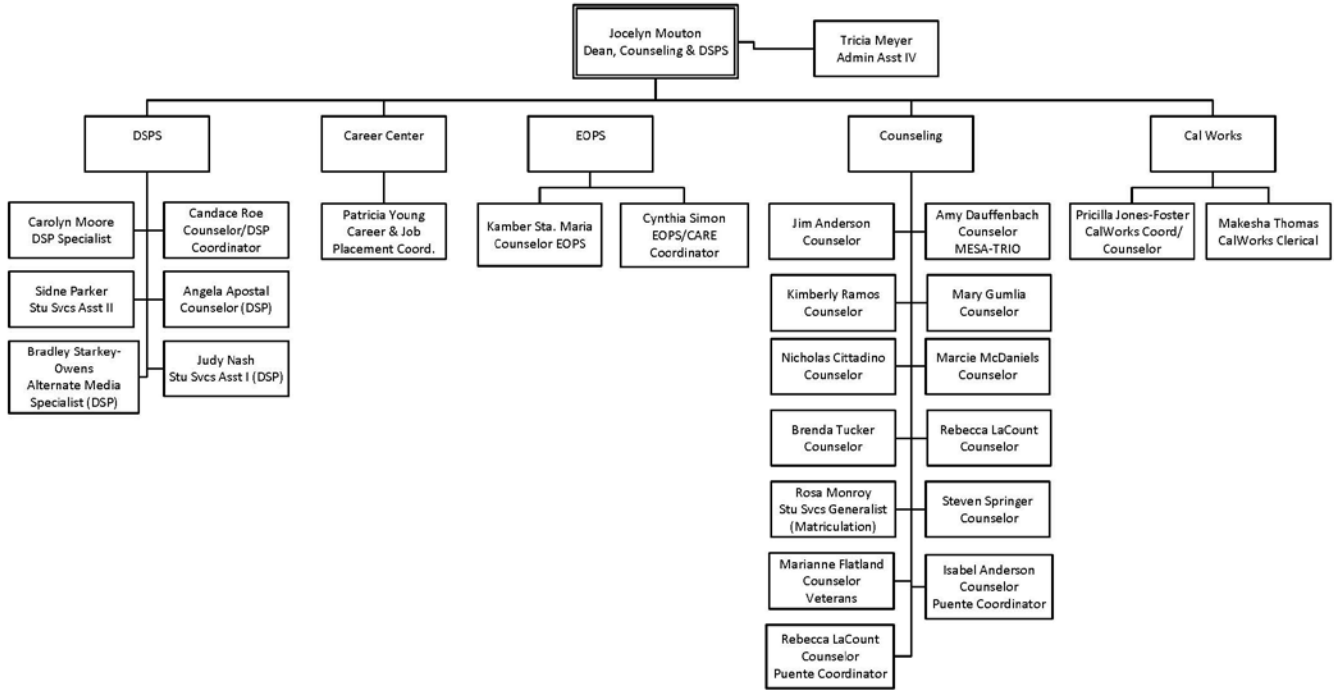
# Solano Community College

Enrollment Services 2016 – 17



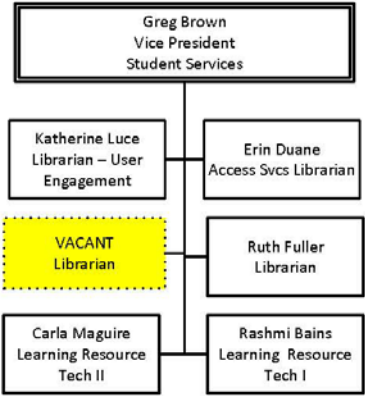
# Solano Community College

Counseling & Special Services 2016 – 17

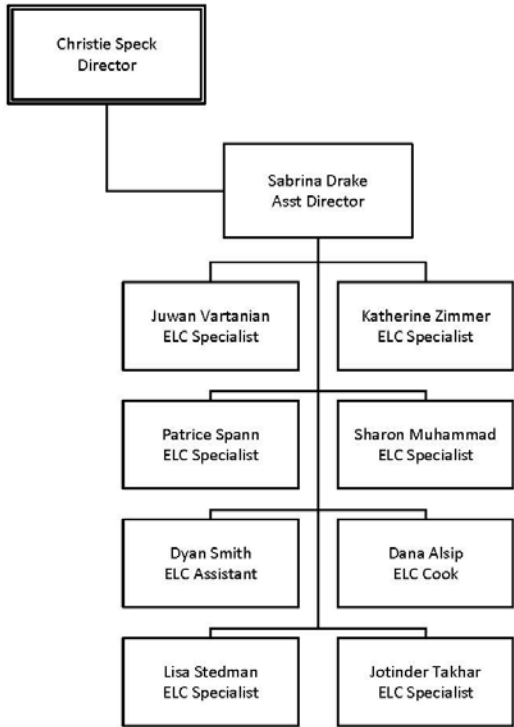


# Solano Community College

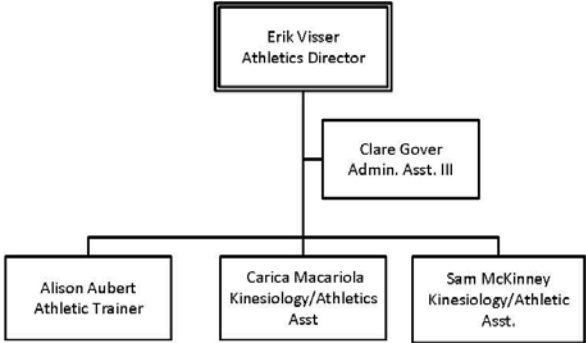
Library Services 2016 – 17



**Solano Community College**  
Early Learning Center 2016 – 17

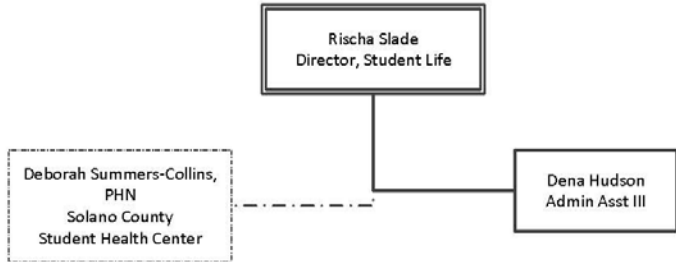


**Solano Community College**  
Athletics 2016 – 17



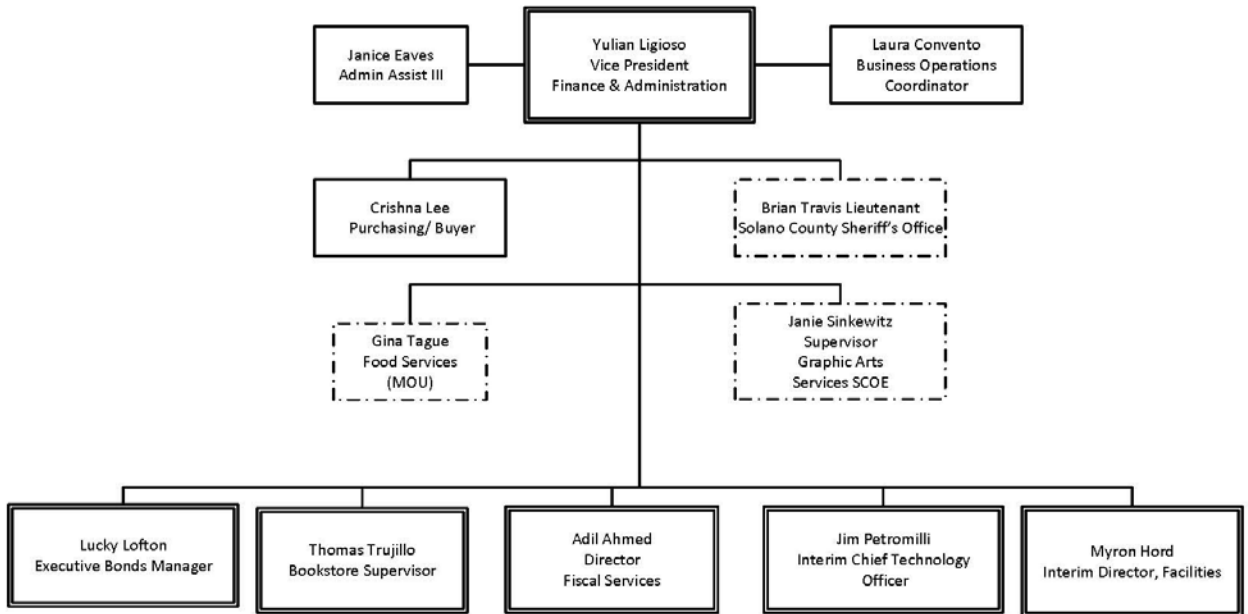
# Solano Community College

Student Life 2016 – 17

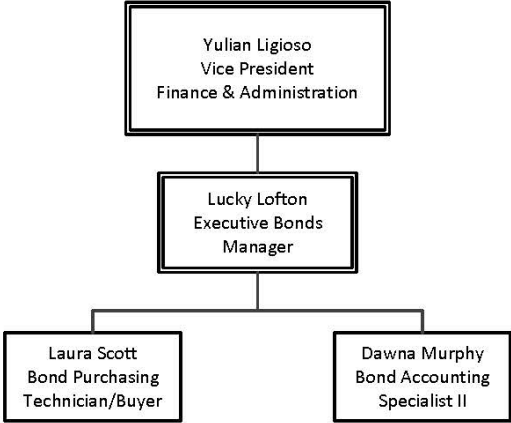


# Solano Community College

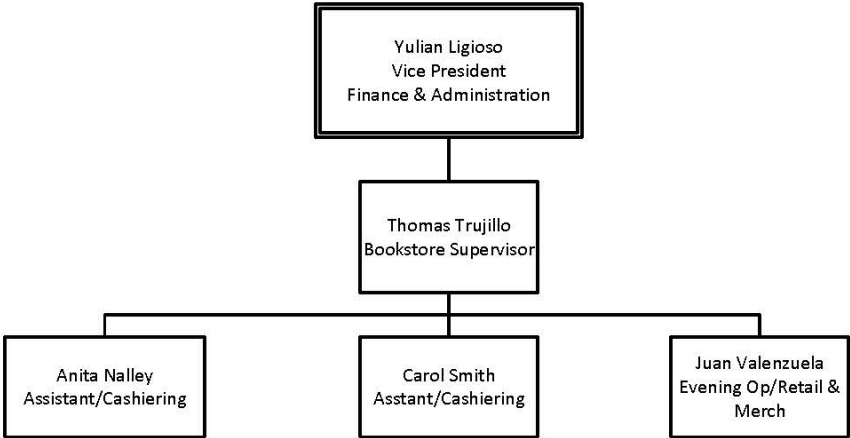
Finance & Administration 2016 – 17



**Solano Community College**  
Bond Positions 2016 – 17

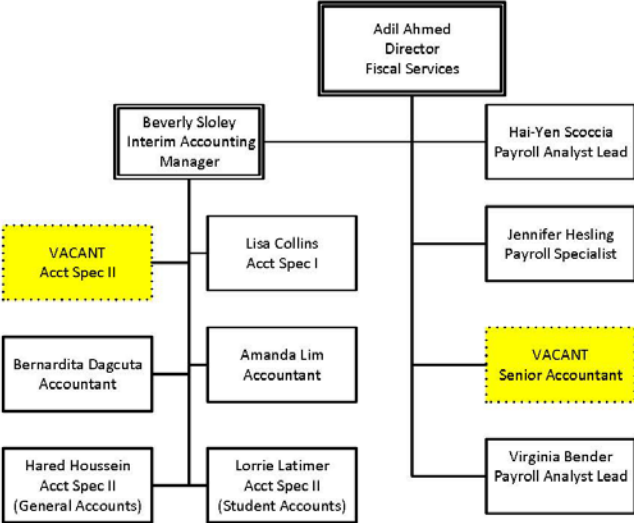


**Solano Community College**  
Bookstore 2016 – 17



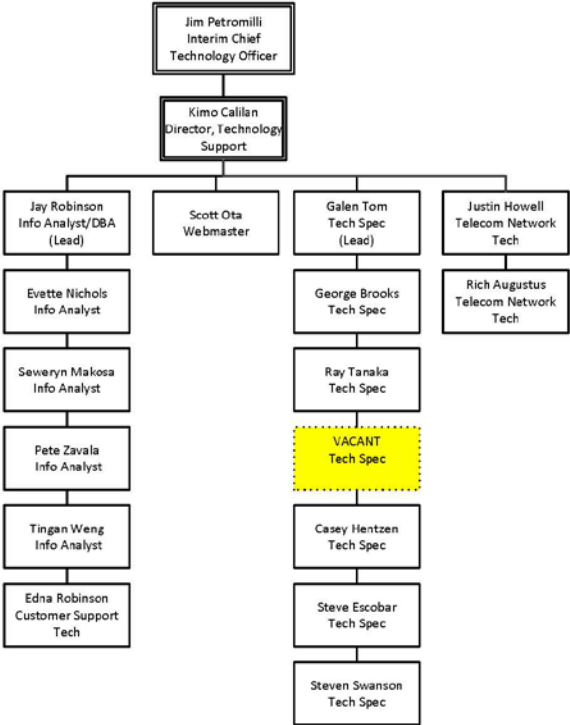
# Solano Community College

Fiscal Services 2016 – 17



# Solano Community College

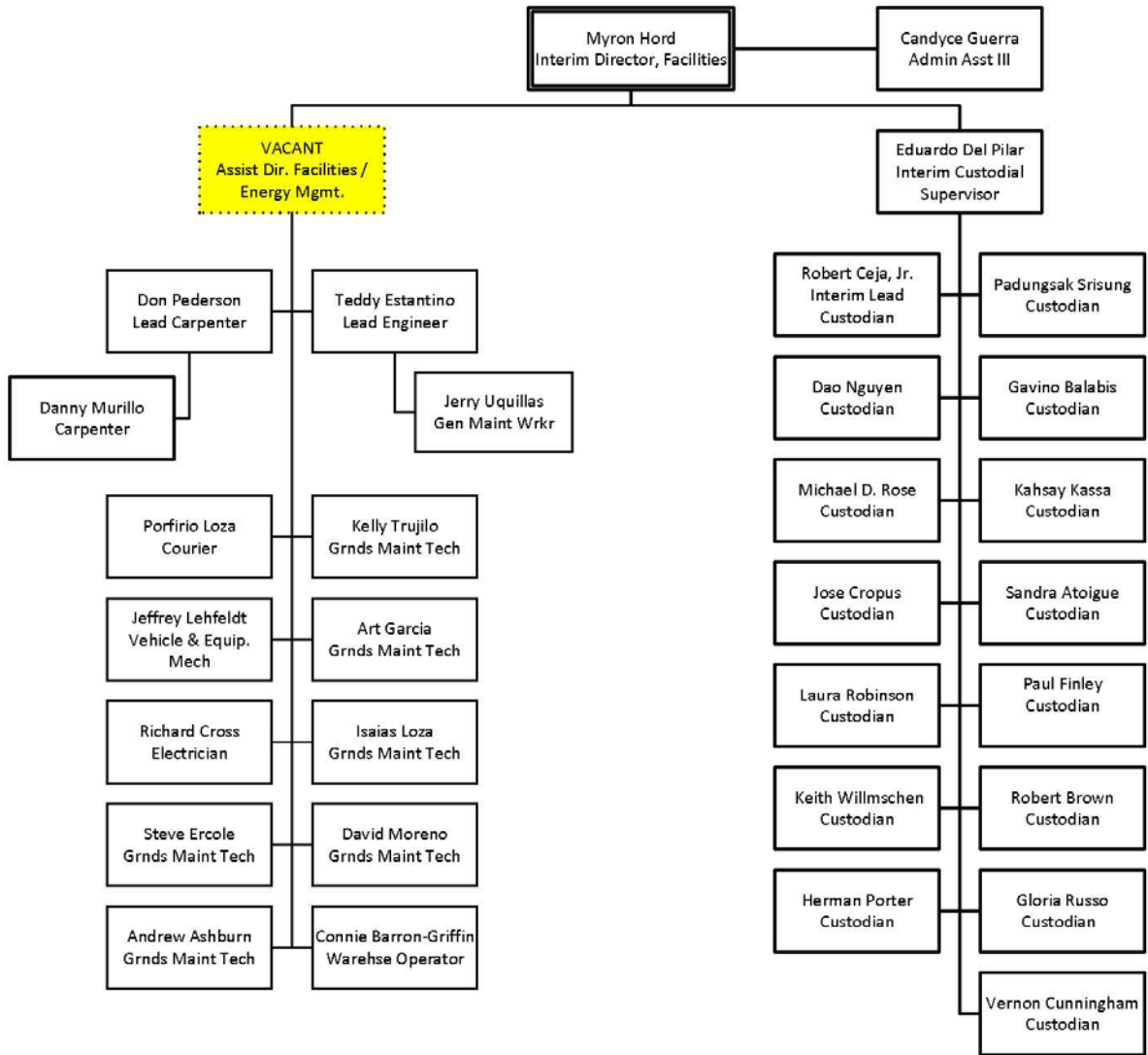
Technology Support Services 2016 – 17





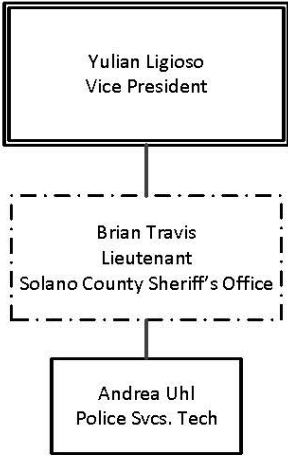
# Solano Community College

Facilities 2016 – 17



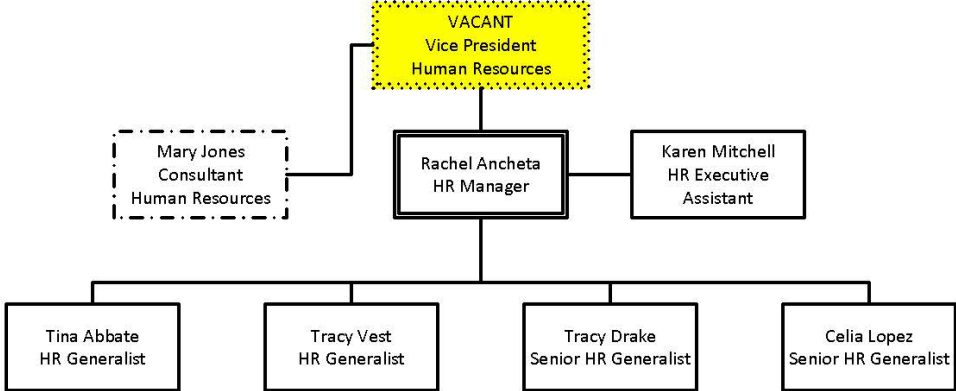
# Solano Community College

College Police 2016 – 17



# Solano Community College

Human Resources 2016 – 17



## **E. Certification of Continued Institutional Compliance with Eligibility Requirements**

**The USDE, as part of the recognition process of accrediting commissions, requires that the accrediting commissions ensure their accredited institutions provide evidence they meet the commission's eligibility requirements at any given time. The Institutional Self Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution meets the Eligibility Requirements (see 3.1 above). The Eligibility Requirements as well as the list of documents needed to substantiate continued eligibility can be found in Appendix F.**

### **1. Authority**

Solano Community College (SCC) is a public, two-year community college, one of 114 such institutions comprising the California Community Colleges system and authorized by the State of California. The College operates as an educational institution and awards degrees under the authority of the Board of Governors of the California Community Colleges and is locally governed by an elected Board of Trustees. The College is authorized to operate as a post-secondary educational institution and to award degrees based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

### **2. Operational Status**

In fall 2016, Solano Community College had 22,776 student enrollments. 57% of students declared their educational goal to be to transfer, with or without an associate degree. In academic year 2015-2016, the College awarded 1,586 awards: 170 certificates, 1,259 associate degrees, and 157 associate degrees for transfer.

### **3. Degrees**

Solano Community College offers approximately 73 Associate of Arts and Associate of Science Degrees. Additionally, the College offers 20 state-approved Associate Degrees for Transfer to the CSU System. The college catalog lists the requirements for all Associate Degrees. The Associate in Arts and Associate in Science degrees involve satisfactory completion of a minimum of 60 semester units with a "C" average or higher, including the semester units required in each area of emphasis and fulfillment of all Solano Community College, CSU, or IGETC general education (GE) options. The Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units with an overall average grade of "C" or higher. Twelve of these units must be completed at the College. Students enrolled full-time could complete the requirements in two academic years. During the 2016-2017 academic year 1,837 sections were offered in the major terms, with an additional 262 sections offered in the summer of 2016.

The college offers traditional two-year Associate degrees, and in 2015, in response to SB 850 (Block), the College applied for and was approved to be one of the first 15 community colleges to offer pilot Bachelor's degrees. The College submitted its Substantive Change Proposal and in November 2016 was granted initial accreditation from the ACCJC for its Bachelor of Science Degree in Biomanufacturing. The College will host its first cohort in the new baccalaureate program in fall 2017. The degree requires the completion of 120 units and the length of the proposed program for a full-time student is four years.

#### **4. Chief Executive Officer**

The Solano Community College District Board of Trustees has the responsibility for hiring and evaluating the Chief Executive Officer of the College and delegates full authority to the Superintendent-President to administer Board Policy and to oversee the general operations of the institution. The College's Board of Trustees appointed Dr. Celia Esposito-Noy as the College's Superintendent-President on November 23, 2015. Dr. Esposito-Noy took office in January 2016. The Superintendent-President is the chief executive officer of the College, whose full-time responsibility is to the institution. The Superintendent-President does not serve as the chair of the governing board but does serve as secretary.

Since the last comprehensive site visit for accreditation, the College experienced two changes in the position of chief executive officer. In June 2015, Dr. Jowell Laguerre, after holding the position of Superintendent-President for six years, was appointed Chancellor of the Peralta Community College District. In June 2015 former Superintendent-President Stan Arterberry assumed the interim leadership position until Dr. Esposito-Noy joined the College in January 2016. The College immediately informed the Commission of the changes to chief executive officer.

#### **5. Financial Accountability**

Each year, Solano Community College undergoes and makes available an external financial audit by a certified public accountant, in accordance with the requirements of the California Community College Chancellor's Office. The auditing firm conducts the audit using generally accepted accounting principles. The annual District Audit Reports are presented to the Board of Trustees and is posted on the college website.

The College's Financial Aid Office coordinates the approval process and provides assistance to students completing and submitting their Free Application for Federal Student Aid (FAFSA) forms. The Financial Aid Office submits annual and six-year Program Review reports. The College's three-year default rate on student loans from the 2012-13 cohort was 15%, down from 34% in the 2010-11 cohort.

## **F. Certification of Continued Institutional Compliance with Commission Policies**

**The Accreditation Standards reference specific Commission policies. The Institutional Self Evaluation Report must address how the institution is in compliance with these policies in conjunction with their assessment of how they meet the Standards. Some Commission policies are not integrated in the Accreditation Standards. The Self Evaluation Report must include the institution's analysis and evidentiary information demonstrating that the institution addresses policies specific to the college mission and activities. A complete list of the policies that institutions must specifically address can be found in Appendix A.**

### ***Policy on Distance Education and on Correspondence Education***

Solano Community College offers distance education courses in online and hybrid formats. Online courses meet the same standards as on ground courses and are required to meet additional standards as prescribed by the College's Distance Education (DE) Committee. While online classes adhere to the same Course Outline of Record (COR) as on ground courses, go through the same curriculum approval process, and assess the same SLOs, additional scrutiny is applied to online course shells to ensure academic rigor. The College does not provide correspondence courses.

The College has policies and procedures for developing and approving distance education courses. Best practices as outlined by WCET in 2009 inform the work of the College's DE Committee. A course may be approved, denied, or "approved with conditions," which requires a faculty member to make the necessary modifications to the online course before approval is granted. While a course may be approved by the DE Committee, the decision to schedule the course is determined by the appropriate dean. DE courses may be observed during the faculty peer review process to ensure that regular and substantive interactions between faculty and students occurs in a timely manner. Online courses include student evaluations consistent with what is required of on ground courses. Additionally, faculty who teach an online course are also required to provide an online office hour.

Online counseling services are also provided to students. Each semester, counselors are identified who become responsible for responding to online requests for assistance, information, or advice. An email address and designated mailbox allows for easy communication with counselors who generally responds to email requests within 72 hours (3 business days). This timeframe is consistent with the wait time for students seeking an on ground counseling appointment. Students may receive information via email from other support services, such as Admissions and Records, Financial Aid, and Veterans services. The College is reviewing the costs of implementing Tutor.com, an online tutoring service that is highly regarded and can provide faculty with immediate feedback regarding student challenges and violations of academic integrity. Online library services are also accessible. Students may email the reference librarian during normal business hours and access electronic resources 24/7 through Polaris. The Library also hosts online chats with reference librarians through a service called eReference, available 24/7 to students; this is especially helpful to students when the Library is closed. The Library staff also provides feedback regarding resources to faculty proposing online courses. The College complies with the Commission's expectation of advanced notification any time it intends to offer a program, degree, or certificate in which 50% or more of the courses will be

available online. The College has in place mechanisms to verify student authentication in online courses by requiring students to use a secure log-in and password to access the Banner and Canvas systems. Student privacy is ensured by faculty communicating with students through Canvas, the College's Learning Management System (LMS). Faculty and staff understand that at no time may social security numbers or confidential student information be shared by email.

### ***Policy on Institutional Compliance with Title IV***

Solano Community College and the Financial Aid staff utilize rigorous and appropriate methods for keeping student loan default rates well below the acceptable rate determined by federal regulations. The College offers federal financial aid in the form of Pell Grants, SEOG Grants, Federal Work Study, and Direct Subsidized and Unsubsidized Stafford Loans. All first-time borrowers of direct loans are required to complete entrance and exit counseling for each loan and sign promissory notes. The College's financial aid policies, procedures, and processes are reviewed and updated to remain current and compliant with Title IV and State Student Eligibility Requirements and Policies. The College has maintained loan default rates at an acceptable level thereby complying with conditions defined by the USDE. The College's official three-year default rate on student loans was 15.1% based on the 2013 cohort information.

The College's financial aid programs are evaluated annually through the independent audit process; the audit includes an assessment of the College's compliance with Title IV regulations. Results of the audit are submitted to the USDE. The College currently has no financial aid audit findings.

### ***Policy on Representation of Accredited Status***

Solano Community College posts its accreditation status online requiring no more than one click from its homepage; further, the College includes accreditation and program approval information in the front section of the College Catalog. The information on accreditation includes documents submitted to the Commission and notifications once officially received from the Commission. Specific accreditations related to Nursing, Cosmetology, Aeronautics and approval to offer veterans training and international student admission are noted in the College Catalog and on the program-specific webpages. The College accreditation web page includes the following statement:

Solano Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. [ [Accreditation Webpage](#) ]

On November 21, 2016 Solano Community College received notification from the ACCJC that the College was approved to offer a Baccalaureate (BS) Degree in Biomanufacturing. The letter serves as evidence of approval and is on the College website under accreditation. [ [ACCJC Approval of Baccalaureate](#) ]

### ***Policy on Institutional Degrees and Credits***

Solano Community College conforms to the standard by requiring at least 60 semester units for an associate degree and 120 semester hours for a bachelor's degree. The College has written policies and procedures defining a credit hour consistent with the Chancellor's Office Standard Formula for Credit Hour Calculations. [ [Chancellor's Office Hours and Units Calculations](#) ] The College holds two eighteen-week semesters (fall and spring) and a summer term that includes sessions from two to nine weeks in length, depending on the class format and units. Eighteen lecture hours per semester or term corresponds to one unit of course credit. Fifty-four hours per semester or term of laboratory time accounts for one unit of course credit.

Both the associate and baccalaureate degrees conform to the 18-week semesters and summer term. The College does not offer direct assessment programs.

### ***Policy on Institutional Integrity and Ethics***

The College ensures institutional integrity and ethical practices as required by the Commission and specified in [Board Policy 1020: Code of Ethics/Standards of Practice](#) and [Board Policy 4100: Code of Ethics](#). The Board reviews BP 1020 when a new trustee is elected. A copy of the Board Code of Ethics is posted in the Superintendent-President's Office.

Accreditation status is easily found on the college webpage. The College's fees and refund policy, cost of attendance, and admissions requirements are posted to the College webpage and in the class schedule. The College Catalog publishes statements regarding academic integrity, academic honesty, and sanctions for academic dishonesty as set forth in [Board Policy and Procedure 5300: Standards of Student Conduct](#). Students are advised of transfer credit policies and licensure exam pass rates.

The College has policies and procedures for receiving and addressing complaints. Concerns may be presented in writing or verbally to the Superintendent-President's Office, to the Board of Trustees, or to the manager of a specific department. Concerns and complaints may be submitted anonymously and confidentially through the online form available at the web page. [ [Complaint Form](#) ] Board Policy and Procedure 4280 outlines the steps to be taken by an employee or member of the public to file a complaint. [ [BP 4280 Complaints](#) ]

The College is committed to maintaining a positive working relationship with the Commission. Requests for information from the Commission are responded to in a timely manner and the College complies with Commission policies, directives, and decisions.

### ***Policy on Contractual Relationships with Non-Regionally Accredited Organizations***

The College does not have any contractual relationships with non-regionally accredited organizations.

## ***Policy on Student and Public Complaints Against Institutions***

The College has policies and procedures for receiving and responding to complaints from students and the public. As referenced earlier, *Board Policy 4280: Complaints* describes the policy. [ [BP 4280 Complaints](#) ] The College Catalog also includes information for students who wish to file a complaint and whom should be contacted. Online forms can be found on the College website. [ [Complaint Form](#) ] A complaint form for reporting unlawful discrimination is also available online. [ [Unlawful Discrimination Complaint Form](#) ] This form includes information on how to file a complaint against the College with the Chancellor's Office.

In addition to outlining processes for filing complaints with the College, the College Catalog alerts students and the public to the agencies with which they may file complaints including the California Department of Fair Employment and Housing (DFEH), U.S. Department of Education, Office for Civil Rights, the California Community College Chancellor's Office, and the Equal Employment Opportunity Commission (EEOC). Those in the Nursing and Cosmetology programs are provided information for filing complaints with the respective accrediting or licensing bodies including the California State Board of Registered Nursing and the California State Board of Barbering and Cosmetology.

### **List of Supporting Documents for the Introduction**

#### **Introduction File/Link Name**

- A** MOU Fairfield USD/ECHS  
Measure Q Quarterly Progress Update  
Biotech Science Building
- B** Institution Set Standards  
Institution Set Standards Deans Memo Sept 2015  
Academic Senate Minutes 10-5-15  
SCC District Governing Board Minutes 10-21-15  
ISSS Handout BSI Meeting 2-10-17  
BSI Meeting Notes 2-10-17  
BSI Meeting Notes 2-24-17  
ISS Handout for Academic Senate 3-6-17  
CGC Minutes Intro to Institution Set Standards 1-25-17
- F** Accreditation Webpage  
ACCJC Approval of Baccalaureate  
Chancellor's Office Hours and Units Calculations  
BP 1020 Code of Ethics Standards of Practice  
BP 4100 Code of Ethics  
BP 5300 Standards of Student Conduct  
Complaint Form  
BP 4280 Complaints  
Unlawful Discrimination Complaint Form



## **Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

**The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.**

### **I.A. Mission**

**I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### *MISSION STATEMENT:*

*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. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.*

Solano Community College's broad educational purpose is to educate a diverse student population while helping them achieve their educational, personal and professional goals. Solano Community College (SCC) offers a variety of degrees and credentials, including career and technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.

The College's intended student population represents the diversity of its surrounding community. SCC is an open access institution, welcoming students with varying levels of academic preparation, academic and career goals, and resources. The College takes pride in having a very diverse student body reflective of the diversity of Solano County. Comparing SCC's Student Scorecard College profile data to the census bureau facts for Solano County, California, we find, for example, 15.7% black/African-American students on our campus compared to 14.8% black/African-American in the census for the county. The College's percentage of Hispanic students is 25.9%, very close to the 26% proportion of Hispanic or Latino county residents in 2015 census data.

Ethnicities as % of Larger Population	Solano Community College Student Population as of 2015-2016 Academic Year	Solano County Population as of 7/1/2015
White	30%	39.1%
African-American	17%	14.8%
Hispanic/Latino	28%	26.0%
Asian & Pacific Islander	22%	16.7%
American Indian/Alaska Native	>1%	1.3%
Two or more races	9.2%	6.2%

[ [SCC Student Success Scorecard 2017](#); [US Census Bureau Quick Facts FF & Solano County](#); [Student Headcount by Ethnicity](#) ]

The reach of Solano Community College encompasses students from beyond the boundaries of the local communities in several ways. Course offerings at Travis Air Force Base extend opportunities to active duty service people stationed at the base, as well as to their families. The College also serves approximately 50 international students. In addition, in recent years the College has offered programs at the California State Prison, Solano (CSPS) and the adjacent California Medical Facility, reaching a constituency of the county that had previously been excluded from district services.

Solano Community College offers online courses to eligible students. As of fall 2016, nearly 10% of SCC students were enrolled exclusively in online courses. When compared to overall demographics, white students and female students comprise a somewhat larger share of exclusively online enrollments. The average age of online-only students is higher than other modalities, with students aged 31 or more representing over 35% of the exclusively online group. Additionally, exclusively online students are typically further along in their education, having attended more semesters. [ [Enrollment Demographics by Modality](#) ]

A growing number of students, more than one in three, enroll in a “mixed” load including at least one online class. Of those taking at least one online class, over three quarters are also taking a face-to-face class. Mixed online and face-to-face students are typically enrolled in more classes than either online only or face-to-face only students. This suggests that students select a mixed load when schedule conflicts prevent them from taking their full load in a single modality.

The College mission statement expresses Solano Community College’s commitment to “helping our students achieve their educational, professional, and personal goals,” and to “transform[ing]

students' lives" through education. SCC recognizes that students have diverse educational and career goals, and the College helps students achieve these goals by offering "undergraduate education, transfer courses, career and technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." These offerings are appropriate to an institution of higher learning and consistent with the California Community College System's three-pronged focus on basic skills education, certificate and degree achievement, and preparation for transfer. In anticipation of adding the Baccalaureate program in Biomanufacturing, the mission statement was revised and approved by the Board of Trustees in June 2016 to include "undergraduate education" to encompass the Baccalaureate courses. [ [Board Approval of Mission Statement 2016](#) ]

The mission statement is supported by SCC's vision statement and strategic goals and objectives. The vision statement reiterates the College's commitment to student learning and achievement, stating: "Solano Community College will be a recognized leader in educational excellence - transforming students' lives." The strategic goals and objectives build on the mission, with the first two goals focused on student learning and achievement and the third goal focused on the College's relationship to the community which comprises the core of its intended student population. The fourth strategic goal explicitly ties planning and resource allocation to the mission.

**SCC Strategic Goals:**

1. Foster Excellence in Learning
2. Maximize Student Access and Success
3. Strengthen Community Connections
4. Optimize Resources

The mission, vision, and strategic goals and objectives are widely published to all campus constituents including Trustees, employees, students, and community members via the College website and course catalog. These statements serve as the basis for all District planning and resource allocation and, as such, are included at the front of all major planning documents, such as the [Educational Master Plan](#) and [Facilities Master Plan](#). In addition, all proposal documents such as strategic proposals and staffing requests begin by asking the applicant to connect the resource request to the mission and one or more of the strategic goals and objectives.

**I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

The institution relies on many sources of data to evaluate effectiveness in accomplishing the mission and to promote improvements to that end. Data drive the identification of educational needs and trends, which then lead to the development of institutional priorities. By using longitudinal data collected internally for processes and reports related to the College mission, strategic goals and objectives, student achievement, and institutional effectiveness, the College identifies and prioritizes those areas needing attention. The process of improving institutional effectiveness and developing new strategies to improve student achievement and learning relies

on dialogue and collaboration. The College Governance Council (CGC) regularly reviews data and discusses areas needing attention. Managers are assigned to review plans and identify strategies to address issues.

The Dean of Research, Planning, and Effectiveness provides data on population trends, class fill rates, demographics, and student achievement to assist with planning, prioritizing, and decision-making. [ [Demographic Data 1](#); [Demographic Data 2](#); [Course Level Data](#) ]

Enrollment data by postal code demonstrate that the College draws students from throughout the service area “and beyond.” [ [Student Headcounts by Zip Code](#) ] Managers use this information to develop outreach programs to underserved areas of the community. For example, the most remote corner of the Solano Community College District (SCCD) service area lies in the town of Winters, outside of Solano County. In an effort to grow Winters enrollments, the College offered two sections of COMM 001 (Introduction to Public Speaking) at Winters High School in spring 2016. Discussions are underway to offer an evening ESL course there as well. Enrollment shortfalls from the Solano Community College service area’s most populous city, Vallejo, have led to intensified efforts to recruit Vallejo students. In spring 2016, SCC Enrollment Services worked with the Vallejo high schools to bus students to the Vallejo Center for assessment, orientation, a counseling workshop, and a tour of the facility. In spring 2017 the recruitment efforts took place on the Vallejo high school campuses, providing over 200 students with assessment, orientation, and education plan services.

Academic Deans and the Vice President of Academic Affairs use enrollment management and scheduling information throughout the scheduling process to ensure that the College offers a comprehensive, student-focused schedule. [ [ARGOS Live Data Instructions](#) ] Managers are able to generate ad hoc reports to support analyses of student enrollment patterns in relation to a range of factors such as class time, location and general education patterns. [ [GE Schedule Report Email to Managers](#); [GE Schedule Report Instructions](#) ] During peak enrollment periods, enrollment management data is distributed frequently with trend analyses and is available “live” to Deans and other administrators to guide scheduling decisions (adding and deleting sections) to meet educational needs of students. [ [Enrollment Data Report September 2016](#) ] In addition, in an effort to make everyone on campus aware of critical information, Enrollment Management data is freely available in interactive formats on the SCC website. [ [Research & Planning Interactive Data Webpage](#) ]

To measure the effectiveness of the courses, degrees and credentials offered, all academic areas make comprehensive use of enrollment, success, equity and financial data in the Academic Program Review process. [ [Program Review Template](#) ] In addition, numerous grants and initiatives occurring across campus are heavily dependent on monitoring and analyzing data to evaluate the educational attainment of the College’s diverse community of learners. As examples, the Student Success and Support Program (SSSP) and Student Equity Plan (SEP) represent state-level initiatives focused on increasing student completion rates and reducing achievement gaps among demographic groups. [ [SSSP Plan](#); [Equity Plan 2015-2019](#) ] To improve implementation of the SSSP and SEP, the College created and filled two new dean positions in fall 2017: a Dean of Enrollment Services, who oversees the SSSP implementation, and a Dean of Academic Support Services, who oversees the implementation of the SEP, Basic

Skills Plan, and the Basic Skills Student Outcomes Transformation (BSSOT) Grant. Previously, the Vice President for Student Services provided daily oversight of these plans in consultation with the Dean of Counseling.

The College utilizes Institutional Effectiveness Performance Indicators and institution-set standards to benchmark and discuss data linked to student learning and achievement as well as to the institution's financial health. These indicators are developed through the participatory governance process, are reviewed in periodic management meetings and presentations to the Board of Trustees, and are published online. [ [Institutional Effectiveness Data Webpage](#); [IEPI Indicator on Webpage](#); [ISS Handout BSI Meeting 2-10-17](#); [BSI Meeting Notes 2-10-17](#); [BSI Meeting Notes 2-24-2017](#); [ISS Handout for Academic Senate 3-6-17](#); [CGC Minutes Introduction to Institution Set Standards 1-25-17 p. 4](#); [IEPI Document for CGC Meeting 5-24-17](#); [IEPI Docs for FAC Meeting 6-7-17](#) ]

Enrollment demographics allow evaluation of the extent to which the College meets its mission of serving “a culturally and academically diverse student population drawn from our local communities and beyond.” As shown in I.A.1, enrollments by ethnicity closely mirror the ethnic composition of the College's local communities, though white students make up a smaller proportion of the student population as compared to the community. Gender composition reveals a slight imbalance, with 60% female students compared to 40% males. Students with disabilities are also under-represented at the College as compared to in the community. The Student Equity planning process makes use of these demographics to plan outreach to underrepresented groups. The College has set the goal of a 50% reduction in these representation gaps by 2018. [Demographic Data 2; Equity Plan 2015-2019](#) ]

Acknowledging the significant Latino population in the service area, the College expanded its outreach staff to include Spanish-speakers who are assigned to community events and agencies. The College hired more Student Services Generalists and Outreach Specialists in spring 2017 and developed a comprehensive outreach plan. [ [Outreach Plan Presentation](#) ] These outreach efforts seek to increase enrollments that better reflect the community, with a particular emphasis on connecting with feeder high schools. The College has provided students from feeder high schools with numerous opportunities to take college classes while in high school and to connect with the College through summer boot camps, The Law Pathway, and through a summer pre-apprenticeship program for 9<sup>th</sup>-12<sup>th</sup> grade students interested in exploring the building and construction trades. [ [Building Trades Bootcamp Flyer 2017](#) ]

While demographic data measures the extent to which the College provides access to the diverse populations of its service area, the College also tracks and compares the success of students across demographic groups to identify and address disproportionate impacts. Managers and faculty track student achievement at the course and program level by numerous factors and use data to direct institutional priorities to meet student needs. Two current cases involve the use of student data to identify and address disproportionate impacts in intake assessment/placement and in successful course completion.

Driven by local and statewide data showing the disproportionate placement of Black and Latino students in remedial English courses (in turn significantly reducing the chance that these students

would reach and pass transfer-level English), the English department recently implemented a number of changes, including lowering cut scores on Accuplacer assessment tests and developing a co-requisite supported transfer-level English option for students deemed “marginally prepared” by their assessment scores. The combined changes increased access to transfer-level English (with or without the co-requisite) from 18% of incoming freshmen in fall 2015 to 72% of incoming freshmen in fall 2016. Importantly, these changes have also nearly eliminated the equity gap in placement to transfer-level English. In fall 2015, 23% of white students had access to English 001 while only 11% of African American students had access, but in fall 2016, 80% of white students had access to English 001 and 65% of African American students had access. [ [English Placement Comparison Fall 2015 to Fall 2016](#); [English Course Options Flow Chart](#) ] The department expects even higher rates of transfer-level English placement in fall 2017 with the implementation of Multiple Measures Assessment using students’ high school courses and GPA to determine eligibility. Similar curriculum and assessment reform efforts are now underway in math as well, supported by the Basics Skills Student Outcomes Transformation (BSSOT) Grant. [ [BSI Committee Minutes 3-24-17](#); [Math MMAP Guide](#) ]

The institution is making efforts to address disproportionate impacts in course success rates as well. For example, the rate of successful course completion has remained stable at around 67% for the past several years, recently rising from an overall 66.9% completion rate in spring 2014 up to 69.7% in fall 2016. [ [Course Completion Data](#) ] Success rates vary by demographic groups, however, and analysis of these variables informs decisions regarding support services aimed at underperforming populations. For example, the cohort success rate of black non-Hispanic students was 54.8% in fall 2014, significantly lower than the institutional average success rate of 66.9% in the same semester. By fall 2016, the College’s targeted efforts to increase outreach and service delivery to this demographic segment had resulted in a 5.5% increase to 60.31%. This still fell well behind the institutional average success rate of 69.7% in fall 2016, but to see a larger incremental improvement in the target group is an encouraging result. In order to provide more direction and oversight to address achievement gaps, the Dean of Academic Support Services, a new position as of spring 2017, will oversee student services and campus programs targeting underperforming demographic groups.

Additional efforts to address gaps in performance outcomes are addressed in a number of venues. The College Governance Council (CGC) reviews data and discusses the importance of the entire College taking responsibility for all students, rather than assigning the responsibility to address and improve access and achievement gaps to Student Services, the Minority Coalition, or Basic Skills faculty and staff. The CGC emphasizes the importance of reframing challenges to focus on the institutional structures that need to improve rather than on perceived student deficits. Similar discussions occur in weekly management meetings where administrators review data and discuss strategies for improvement. In some cases, managers suggest additions to the Student Equity Plan (SEP), Student Support and Success Program (SSSP) Plan, Basic Skills Plan, and BSSOT Grant Plan, and the deans and vice presidents responsible for oversight of the plans take these ideas forward to the respective planning committees.

The Bachelor of Science degree program in Biomanufacturing will be subject to the same rigorous assessment and analysis as all instructional programs at the College, including thorough

analysis of the achievement of course- and program-level learning outcomes. In addition, the program will be reviewed through both the comprehensive six-year program review process and the two-year process required of all CTE programs.

**I.A.3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

The institutional mission guides the development, implementation, assessment, and sustained improvement of all programs and services offered at Solano Community College. By providing open and affordable access to high quality undergraduate degrees and certificates, the College delivers on its commitment to “helping our students achieve their educational, professional, and personal goals... with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities.” The depth and variety of programs demonstrate the institution’s commitment to the mission. The mission has guided the development of and subsequent revisions to the strategic goals and objectives, institutional effectiveness indicators, institution-set standards, and Institutional Learning Outcomes (ILOs), which in turn serve as the key indicators of success in meeting the mission. The analysis of the data collected for these indicators drives institutional planning, decision-making, and resource allocation.

The *Educational Master Plan* is at the core of the College's planning cycle and assures that the College is developing and sustaining programs and services in accordance with its mission. It provides the roadmap that both coordinates and relies upon recommendations, assessments, and other forms of input from lower-tier planning functions. Following are a number of related planning efforts and documents that provide further support for SCC’s core initiatives. The *Educational Master Plan* supports proposals outlined in these plans and processes and details specific programmatic strategies to further advance the District’s mission.

- [ [Educational Master Plan 2014](#) ]
- [ [Student Success and Support Plan](#) ]
- [ [Equity Plan 2015-2019](#) ]
- [ [Facilities Master Plan](#) ]
- [ [Technology Plan 2017-2020](#) ]
- [ [Integrated Planning Process](#) ]

Further evidence of the integration of the mission as the foundation for institutional decision-making is found in the Academic Program Review process. In alignment with its mission, Solano Community College offers a range of programs including undergraduate education, transfer pathways, and career-and-technical certificates. [ [Degree and Certificate List](#) ] All programs regularly measure their effectiveness in relation to the mission and use program review findings both to plan improvements at the program level and to influence college-wide planning and

decision-making. Each iteration of the Program Review self-study report has included a final table of the program's goals and planned actions, representing the culmination of the data analysis found throughout the report. In the 2017 template, the goals are organized into categories that are easily extractable, in order to link to institutional planning more efficiently. The following template categories relate directly to the *Educational Master Plan*: Program Overview and Mission; Campus and Community Integration; and Student Equity and Success. The category of Assessment informs SLO assessment and curriculum review. Resource goals are subdivided into the categories of human resources (to inform hiring decisions); technology and equipment (to inform the *Technology Master Plan*); facilities (to inform the *Facilities Master Plan*); library resources; and professional development. Beginning in AY 2017-18, all programs will submit annual program review updates which will review program performance in relation to institution-set standards and institutional effectiveness indicators to strengthen the links between assessment and planning. [ [Program Review Template 2017](#); [Program Review Annual Update Form](#); [Senate Approval of PR Use of ISS Indicators](#) ]

The Program Review Coordinator and members of the Academic Program Review Committee (APRC) have the opportunity to assess how effectively programs serve the College's mission. As a subcommittee of the Academic Senate, the Committee reports its findings, through the Coordinator's monthly report to the Senate, to raise questions and inspire broader discussions regarding program-related issues. For example, in response to concerns expressed by the Program Review Coordinator in spring 2017 [ [Senate Minutes 1-30-17](#) ], the Senate formed a task force, composed of the Vice President of Academic Affairs (VPAA), the Program Review Coordinator, a counselor, a dean, and various discipline faculty, to address the "general degrees" that comprise the largest number of awards granted each year: Interdisciplinary Studies, University Studies, and General Science. Some departmental self-study reports have raised concerns that these degrees are indistinguishable from each other and that students are pursuing one or more general degrees rather than discipline-specific degrees that might better serve students' transfer or career needs. The charge of this task force is to recommend what actions or changes are needed in these degrees, what philosophy should guide these changes, and to communicate these recommendations to the senate or its subcommittees. [ [Email Addressing Task Force on General Degrees](#); [APR Committee Minutes 3-27-2017](#) ]

The robust scope of the Program Review self-study reports, as revised in 2013, has enabled the identification of common threads among various reports over the last three years. The VPAA reads every report and can therefore identify repeated areas of concern and provide leadership to ameliorate problems at a college wide level. For example, in fall 2016, the Interim VPAA noted the common problem of outdated curriculum and guided the College to take advantage of the new, local curriculum approval process made available by the state Chancellor's Office. [ [Academic Senate Minutes 11-7-16](#) ] The Interim VPAA also spearheaded the effort to get CurriUNET META modules approved and funded, to streamline the curriculum review process, and to facilitate the more comprehensive collection of SLO/PLO/GELO/ILO assessment data.

The new Bachelor of Science degree program in Biomanufacturing aligns with the mission of the College by providing undergraduate education in a high demand, high growth, local industry. The College has offered a Biotechnology Associate's Degree program since 1997. The existing two-year program lays the foundation of knowledge and skills required for graduates to succeed



in the manufacturing sector of the biotechnology industry and emphasizes supporting the considerable number of biotechnology companies in the near vicinity. The City of Vacaville is home to Genentech Vacaville, the largest multi-use cell culture manufacturing facility in the world, with near-term plans to double its manufacturing capacity upon approval from the Food and Drug Administration. Vacaville is also home to the Janssen Pharmaceuticals manufacturing plant, a subsidiary of Johnson and Johnson, and a manufacturing plant recently acquired by Eli Lilly (formerly owned by Novartis, Inc.). Solano Community College routinely places graduates into these facilities, and the College also has an excellent placement rate with Bayer (in Berkeley, California) and BioMarin (in Novato, California). The courses in the Bachelor's degree will provide upper division general education and higher level technical skills to graduates to help them achieve greater upward mobility within these companies and in related industries.

### ***The College Mission Guides Institutional Decision-Making and Resource Allocation***

In coordination with the College's Fiscal Services department and the Office of Research and Planning, the Fiscal Advisory Committee (FAC) has strengthened the resource allocation process so that it is not only mission-driven but also integrated into the planning process. Decision-making and resource allocation are linked and integrated into the College's institutional planning processes. Evidence of this integration between planning and mission include the following:

- The Planning Database implemented in spring 2017 allows managers to submit annual budget requests that are explicitly tied to planned work. In turn this planned work is tagged by College priorities and strategic goals and objectives. This gives budget approvers information on what work the request will support, the current status of this work, and how the work meets the priorities and mission of the institution. The full dataset can also be downloaded from the database to allow for easy budget analysis and potential upload to Banner. [ [Strategic Budget Request Example](#) ]
- Staffing request forms require program managers to link their staffing requests to priorities identified in campus wide plans. Staffing needs are ranked by secret ballot and subsequently filled in order of priority as funds are identified. [ [Management & Classified Position Requisition Form](#); [Approved Classified Positions 2017-2018](#) ]
- Instructional equipment applications require those initiating the request to do so in relation to one or more of the strategic goals and/or Institutional Learning Outcomes. [ [Instructional Equipment Request Example](#) ]
- The Strategic Proposal Process, used until 2016 to fund selected initiatives proposed by faculty, staff, and managers, required applicants to describe how a proposal linked to the outcomes of a respective course, program, department or the institution, drawing on program review findings, outcomes assessment, or initiatives identified in the *Educational Master Plan*. [ [Strategic Proposal Example](#) ]
- Requests for professional development funds require applicants to identify the relationship between the planned professional development activity and the College's strategic objectives. [ [PD Grant Application Form](#) ]

The mission of the College serves as a guiding principle for all resource development activities. As such, all new externally-funded programs, such as those secured through grants, must align with one or more components of the mission and the supporting strategic goals and objectives.

As a recent example, the Basic Skills Student Outcomes Transformation Grant, a 3-year, \$1.1 million grant secured in 2016, outlines plans to achieve the following three objectives:

- Objective #1: Increase the placement of students directly in gateway English and math courses.
- Objective #2: Reform placement tests and adopt multiple measures assessment.
- Objective #3: Provide proactive student support services that are integrated with instruction.

All three objectives align with the mission of helping students achieve their educational goals by accelerating students' progression into degree-level coursework. For example, the BSSO Transformation Grant addresses elements of two of the Strategic Goals: Goal 1: Foster Excellence in Learning; and Goal 2: Maximize Student Access & Success. [ [BSSO Transformation Grant Application](#); [BSSO Transformation Grant Award Agreement](#) ]

Solano Community College's School of Math and Science has secured a grant from the National Science Foundation which supports the mission of providing opportunities for undergraduate education. This grant funds the STEM "2+1" program, a merit- and need-based program which supports selected students in a range of STEM majors with \$3,000 annual scholarships for two years at Solano Community College and an additional year at a four-year transfer institution. Counseling, study sessions, and other cohort support services improve students' likelihood of achieving their transfer goals and succeeding in their upper division courses upon transfer. The program recently selected a new group of 15 scholars to join the cohort in fall 2017, the program's third year. [ [STEM Brochure 2017](#); [STEM 2+1 Program Webpage](#) ]

The California Community College Chancellor's Office awarded a \$200,000 Institutional Effectiveness Partnership Initiative (IEPI) grant to the College in 2016 to support the College's efforts to fulfill its mission through improved budget development and integrated planning. In addition, the grant supports the College's efforts to survey students and assess the student experience. The College plans to implement the Community College Survey of Student Engagement (CCSSE) survey tool and will look for gaps in student satisfaction and engagement levels by disaggregating student responses (the survey is administered by the Center for Community College Student Engagement at the University of Texas at Austin). The IEPI grant also supports professional development efforts to improve recruiting, hiring and retaining diverse faculty. [ [IE Plan Update December 2016](#) ]

### ***The College Mission Informs Institutional Goals for Learning and Achievement***

As with planning, decision-making, and resource allocation, the College's mission statement and its supporting strategic goals and objectives inform and guide institutional goals for student learning and achievement.

The mission's emphasis on serving a diverse student population with similarly diverse educational goals is reflected in the nine Institutional Learning Outcomes (ILOs) adopted in spring 2017. Solano Community College's ILOs articulate the knowledge and skills students will achieve through the course of their education. They describe a breadth of learning that provides for a rounded education. Given the diversity of educational goals of students and the length of

their study, students will be proficient in the identified areas to the extent required of their courses and/or program of study. These outcomes are neither course nor program specific but are meant to be applicable to all students. The most recent revision of SCC's ILOs was guided by the mission to be inclusive of the breadth of learning students undertake at the College, whether they are in basic skills courses, degree programs, career technical education programs, or are life-long learners. [ [GELOs & ILOs Revised 2017](#) ]

While the College meets the standard, more work is planned in refining integrated planning and resource allocation processes, especially in terms of budget allocation across departments. This need is highlighted in the Integrated Planning section of the Quality Focus Essay. An Integrated Planning Taskforce composed of the Superintendent-President, the Dean of Institutional Research and Planning, the Vice President of Academic Affairs, the President of the Academic Senate, and the Chair of the Assessment Committee has already begun laying out a visual "roadmap" for year-long integrated planning. This work will continue through fall 2017, with input gathered from multiple constituencies. Building on the work of the Academic Program Review Committee and the Assessment Committee, a final Integrated Planning Process (IPP) will be completed in fall 2018.

**I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

The College mission statement is published online, in the annual print catalog, and is posted in frames in all campus buildings. In addition, the mission statement appears in the front matter of all major campus planning documents, such as the *Educational Master Plan* and *Facilities Master Plan*, and is iterated as an element in evaluating all internal proposals. [ [Mission in Educational Master Plan](#); [Mission in Facilities Master Plan](#) ]

The mission statement is reviewed periodically and updated as necessary to reflect evolutions in the College's intended student population and types of program offerings. All changes to the mission go through an extensive vetting process and receive final approval by the Board of Trustees. The mission statement was most recently updated in June 2016 with the addition of the phrase "*undergraduate education*" in anticipation of adding the baccalaureate degree in Biomanufacturing to the College's offerings. The following documents reflect the review and revision process. [ [SGC Minutes 4-15-15](#); [SGC Special Meeting Minutes 5-20-15](#); [College Governance Minutes 2-10-16](#); [BoT Minutes 6-15-16](#); [Senate Minutes 1-25-16](#) ]

## **I.B: Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

**I.B.1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### *Dialogue Across Campus*

The College's processes, structures, and culture ensure that institutional dialogue is sustained, collegial, and evidence-based. As a result, the College engages in many forms of substantive dialogue regarding student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement at all institutional levels: from individual student success to program efficacy and ultimately institutional effectiveness. These dialogues extend beyond the discussion of student outcomes to the development of strategies to improve the experience and achievement of students.

Most of the dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement begins and develops at the program and department level. Faculty and staff take a deep interest in student success and initiate conversations to ensure and improve that success.

Several processes help facilitate and guide these conversations. Most importantly, the program review process drives programs and departments to engage in reflective dialogue focused on improving student learning and achievement. In completing regular program reviews, departments describe and analyze student learning and achievement data and discuss how assessment results are used to inform program objectives and planning. Discussion of student learning outcomes (SLO) assessment results within departments is essential to the program review process. In addition, the Research and Planning Office provides access to comprehensive student performance data at the section, course, discipline, program, and department levels for all academic departments to facilitate these conversations and the completion of program review reports. [ [Program Review Handbook & Template 2014-2015](#); [Program Review Handbook & Template 2015-2016](#); [Program Review Handbook 2017-2018](#); [Program Review Template 2017-2018](#) ]

In addition to the formal, regular, and compulsory program review process, faculty and academic managers initiate and participate in a wide range of dialogues focused on various elements of student outcomes, equity, and achievement. Such dialogues occur frequently in school meetings, department meetings, FlexCal programs, and department retreats, as sampled in the following evidence. [ [ENGL Dept. Equity Retreat 2015](#); [Meeting Agendas for Social & Behavioral Sciences](#); [SLA Student Support ReDefined Discussion August 2016](#); [Basic Skills & Counseling Retreat October 2016](#); [FlexCal Session on Compassion March 2017](#) ]

A recent example of how a departmental discussion of achievement data has driven substantial improvement in student support and resulting increase to student success is found in the

Corrective Action Plan that Solano Community College Nursing faculty submitted to the Board of Nursing in response to an NCLEX passing rate of 64% for students in 2014. In accordance with the corrective plan, the nursing program increased student support through mentorship and dedicated counseling, reorganized the department meeting schedule to include broader faculty participation, and created a comprehensive reporting structure to incorporate external license mandates with college mandates and data. The following year, the passing rate rose to 95%. [ [CA Board of Registered Nursing Pass Rates p. 2](#); [Nursing Program Corrective Action Plan](#) ]

Many campus programs conduct additional research to initiate further discussions of student learning and achievement, as well as of academic quality. Following is a small sampling of research and reporting done to evaluate the effectiveness of specific programs:

- Puente Project [ [Puente Student Outcomes Report 2017](#); [Puente Success Data 2013 - 2016](#) ]
- Umoja Scholars Program [ [Umoja Study Session PPT May 2017](#); [Umoja Program Report 2015](#) ]
- First Year Experience Program (2012-2016) [ [FYE Data & Survey Years 1-3](#) ]
- Distance Education [ [Online Student Survey Results 2016](#); [DE-F2F Success Comparison Fall 2016](#) ]
- Community College Pathway to Law School Program [ [CCPLS Annual Report 2016](#) ]

### ***Dialogue at the Institutional Level***

Program-level dialogue about student learning and achievement may develop into institution wide dialogue about overarching needs and concerns. College-wide committees and specialized ad hoc committees help ensure continuous improvement of student learning and academic quality at the student, program, and institutional level. Examples of such committees include the following:

- Curriculum Committee
- Professional Development / FlexCal Committee
- Academic Program Review Committee
- Distance Education Committee
- Student Equity Committee
- Basic Skills Initiative Committee
- AB 288 / Dual Enrollment Task Force
- Ad hoc committee on general studies degrees

College-wide flexible calendar days (FlexCal) typically include presentations, workshops, and seminar-style discussions around student success themes, such as: [ [Flex Calendars Fall 2015 - Spring 2017](#) ]

- Flex Presentation on January 13, 2017: “Note to Educators: Hope Required When Growing Roses in Concrete.” Guest speaker Dr. Jeffrey Duncan-Andrade’s presentation addressed the need to develop educational environments that are relevant and responsive to students as part of efforts to understand, dialogue, and address issues and conditions impacting student equity. [ [Flex Calendar Spring 2017](#) ]

- Flex Seminar on August 11, 2016 - Eliminating Exit Points & Increasing Student Success [ [Flex Calendar Fall 2016](#) ]
- Flex Day Joint Meeting of Academic Senate and Academic Affairs on August 11, 2016 [ [Flex Calendar Fall 2016](#); [SLO Training PPT](#) ]
- Flex Day Seminar on August 12, 2016 - Writing and Assessing Program Learning Outcomes [ [Flex Calendar Fall 2016](#) ]
- Flex Day Seminar on October 11, 2016 - The New and Improved ASTC: Helping our Students Succeed [ [Flex Calendar October 2016](#) ]
- Basic Skills / Counseling Retreat [ [Basic Skills & Counseling Retreat October 2016](#) ]
- Flex Day Seminar on March 14, 2017 - Teaching with Compassion [ [FlexCal Session on Compassion March 2017](#) ]

### ***Dialogue at the Board of Trustees Level***

As conversations regarding institutional effectiveness lead to recommendations for institutional planning and resource allocation, the Board of Trustees, in consultation with the College Superintendent-President, uses this information to make institutional decisions. Each year, the Board examines and reviews the College's performance on the student success metrics of the system wide accountability measures (the Student Success Scorecard) as well as progress toward IEPI Goals. In addition, representatives of specific programs and initiatives report to the Board on their programs' respective accomplishments with regard to student achievement and success. These presentations are referred to as "Board Study Sessions." Reports for the 2016-2017 academic year included presentations on topics such as Student Success Scorecard Update, Outreach, Accreditation, Umoja, and Athletics. [ [Board Study Session Topics 2016 -2017](#) ]

In addition to regular meetings, the Board of Trustees engages in external and internal conversations pertaining to institutional and leadership effectiveness. External dialogue includes annual participation in the Governmental Institute for Student Success. [ [GISS Agenda 2015](#); [GISS Slides 2016](#) ] Local dialogues include Board retreats, generally convened twice a year, to discuss specific topics concerning institutional effectiveness. Recent Board retreats have focused on such topics as:

- Planning for the Future of Solano Community College [ [Board Retreat Minutes 5-31-15](#) ]
- The Road to an Effective Board/CEO Relationship [ [Board Retreat Minutes 1-30-16](#) ]
- Understanding Leadership Roles [ [Board Retreat Minutes 6-25-16](#) ]

### ***Dialogue with the External Communities***

Dialogue at the program and department level is also informed by dialogue with the external community about student outcomes and academic quality. The following sections detail examples of examples of external dialogue.

### ***Dialogue with business and industry partners:***

- Career Technical Education Industry Advisory Boards: Each CTE program has an industry advisory board that meets at least once a year to discuss emerging trends and current/future employment needs, review curricula to ensure that courses are meeting the needs of the industry, and explore strategies to improve student success. [ [Industry](#) ]

[Advisory Board Minutes](#); [BACCC](#); [CCCCO Strong Workforce](#); [BACCC Program Endorsements](#); [BACCC Endorsements SCC Detail List](#) ]

- As part of the preparation for the Strong Workforce program, the College, in partnership with the Solano College Faculty Association (SCFA), Operating Engineers/Stationary Engineers Local 39, and the California School Employees Association Chapter 211 (CSEA), has held a series of meetings involving local employers, the trade unions, K-12 partners, and legislators to help determine the needs for the local community and beyond. The "Doing What Matters for Jobs in Solano County" has become a driving force in the planning process. [ [Doing What Matters Newsletters](#) ]
- Local Chambers of Commerce: The Joint Chamber mixer is a part of the College outreach program. The SCC Educational Foundation and the SCC Small Business Development Center (SBDC) regularly engage with the local business community in events such as “mixers” with the regional chambers of commerce. [ [Joint Chamber Mixer April 2017](#) ]

### ***Dialogue with the local public schools:***

The College regularly engages partners from local K-12 districts in dialogue about student preparedness, program development, and student learning and achievement. Examples include the following:

- The Superintendent-President meets regularly with the superintendents of the K-12 districts in Solano County and with the Winters Joint Unified School District in Yolo County.
- The College hosts an annual High School Counselor Conference to keep the counselors in local feeder schools apprised of new opportunities at SCC as well as changes in the matriculation process. [ [HS Counselor Brunch 2017](#) ]
- Enrollment Services staff and Counseling faculty have worked directly with the Vallejo City Unified School District to increase the number of Vallejo high school seniors receiving assessment, orientation and education plan services. In April 2017, SCC personnel provided on-site services to over 200 students at two Vallejo high schools. [ [Vallejo Outreach Planning Emails](#); [Vallejo Outreach Counseling Schedule](#) ]
- College faculty and managers are involved in high school outreach efforts through their service on high school advisory committees, in particular, the Wall to Wall Academies offered at the two high schools in the Vallejo Unified School District. Since fall 2014, SCC has helped create educational opportunities for Vallejo City Unified School District (VCUSD) students interested in getting a head start on their college careers. SCC’s partnership with VCUSD, formalized in a memorandum of understanding, provides opportunities for academically qualified high school students to earn transferable college credit by enrolling in college courses taught by SCC faculty at the Vallejo Center. [ [MOU Jesse Bethel HS Pathways](#) ] College faculty work closely with the Jesse Bethel High School Law Pathways Academy and the Vallejo High School Biotechnology Academy:
  - Jesse Bethel High School Law Academy students have enrolled in two political science courses - PLSC 001: Introduction to American Government and PLSC 016: The American Legal System - which are scheduled in the afternoon at the Solano Community College Vallejo Center after high school classes end. The college courses are part of the required curriculum for SCC’s Community College

Pathway to Law School Program (CCPLS). Therefore, taking these courses at the College not only provides high school students with exposure to learning in a college setting, but also allows students to get a head start on fulfilling CCPLS course requirements. SCC also provides counseling, assessment, and orientation services to students in the program. The CCPLS Faculty Coordinator and CCPLS Council member and Vallejo Center Dean participate on the Law Academy Advisory Council. In order to strengthen the law pathway, the Jesse Bethel High School Law Academy Advisory Council also serves as the CCPLS Program advisory committee.

- The Vallejo High School Biotechnology program has been articulated with SCC's Biotechnology program for nearly 20 years. Students who complete the high school program and pass an exam which embeds the College's course SLOs can receive credit for BIOT 160: Basic Concepts/Methods in Biotechnology at SCC. SCC biology faculty have served on the advisory committee for the Vallejo High School Biotechnology pathway since the mid-1990s to ensure alignment between the high school courses and the College's biotechnology program.
- The College has six Memorandums of Understanding (MOUs) with feeder high schools or districts:
  - Fairfield-Suisun Unified School District concerning Early College High School (ECHS) [ [MOU Fairfield USD / ECHS](#) ]
  - Mare Island Technology Academy for Collaborative Educational Opportunities (MIT) [ [MOU MITAHS](#) ]
  - Vacaville Unified School District concerning a Middle College High School (MCHS) at Solano Community College Vacaville Center [ [MOU Vacaville USD](#) ]
  - Winters Joint Unified School District for Collaborative Educational Opportunities [ [MOU Winters JUSD](#) ]
  - Dixon Unified School District for Collaborative Educational Opportunities through College Advancement Program (CAP) [ [MOU Dixon USD](#) ]
  - Vallejo City Unified School District for Collaborative Educational Opportunities [ [MOU Vallejo City USD](#) ]

Of the six MOUs, two programs are currently active: the Early College High School with Rodriguez High School in Fairfield; and the Mare Island Technology Academy, an independent, public charter school for grades 6-12 located in Vallejo. The goals for both programs are to prepare high school students for successful transitions to college and to support students towards completing up to 12 units of college credit while completing high school. The MOU concerning the Vacaville Middle College High School program has been placed on hold, pending the rehabilitation of the SCC Vacaville Center Annex, where the program has been housed.

- The College maintains articulation agreements with area high schools and adult schools, allowing students to earn college credit for courses in several CTE fields. [ [CTE Transitions Participating Schools](#); [CATEMA](#) ]
- Since fall 2014, the College has partnered with local adult schools in the AB86 Regional Consortium. [ [AB86 Summary](#); [AB86 Senate Report](#) ] Recent results of this collaboration include:



- Partnering with the Fairfield-Suisun Adult School to deploy the “Six Week Start Up” class in English. The focus was on helping people become self-employed by launching their own business;
- Partnering with the Vacaville Adult School to help promote the “Six Week Start Up” class in Spanish, hosted in Dixon in March 2017 [ [Start Up Vacaville Flyer](#) ];
- Representing SCC at the April 2017 Career and Resource Fair at the Vallejo Adult School;
- Initiating basic skills course offerings at area Adult School sites, starting with ENGL 062: College Reading in fall 2017, to familiarize adult school students with the College and to prepare them to transition to college programs.

### ***Dialogue Informs Improvement of Student Learning and Achievement***

Substantive dialogue at all levels both internally and with the broader community engenders a greater understanding of ways to improve practices, policies, and procedures with the goal of advancing student learning and achievement. The following is a sampling of the interventions that have resulted, in part, from these collegial dialogues:

- Transformation of English Basic Skills Pathway
- Development of MATH 112: Intermediate Algebra for non-STEM majors
- Development and increasing integration of the Academic Success and Tutoring Center (ASTC)
- Implementation of Multiple Measures Assessment Placement
- Learning Communities programs including Puente, Umoja, and First Year Experience
- Development of more robust orientation and counseling/advising processes

Sustained, substantive, and collegial dialogue around student learning guides many processes and decisions at the College. This is an area of increased attention, as well, as identified in the Quality Focus Essay. Documented improvements in assessment tools, the creation of an *Assessment Handbook*, and implementation of the CurricUNET META assessment module to store and track assessments are critical steps in building on the strong foundation of student learning outcomes at the College. [ [SLO Training PPT](#); [Instructional Solano College Assessment Video Webpage](#); [SLO Rubric](#) ]

### **I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

As part of the curriculum development and subsequent curriculum review processes, faculty have developed SLOs for nearly all of the College’s active courses, including online courses. (Exceptions as of May 2017 include Honors courses and a few others as detailed in Standard II.A.3.) The SLOs are included in the course syllabus and are listed in the Course Outline of Record (accessible via CurricUNET). Assessments of student achievement of SLOs are integrated into regular classroom assessments (e.g., items on examinations, projects, homework assignments, laboratory reports, and papers).

Faculty members have defined program learning outcomes (PLOs) for all instructional degrees and certificates, building upon the course SLOs. As such, all of the College's instructional programs have PLOs that are listed in the College catalog. In an effort to improve the overall quality and clarity of PLOs and the relationships between course content and PLOs, the Assessment Coordinator offers faculty training in FlexCal sessions. [ [PLO Assessment Training FlexCal August 2016](#) ] However, until recently, the database developed locally for archiving SLO assessments did not offer a way to systematically collect data reflecting the assessment of PLOs. The CurricUNET META system, to be implemented in fall 2017, addresses this concern by electronically tracking the links between SLOs and PLOs.

All service and administrative areas at the College define Service Area Outcomes (SAOs) that align with the strategic goals of the College. Since the strategic goals of the College are a direct breakdown of the College's mission, these SAOs ensure alignment between the work of all service and administrative areas and the mission of the College. The SAOs are assessed to measure the extent to which each area is meeting its goals and, ultimately, the mission and goals of the College as a whole. In addition, all service area and administrative area plans define projects that link to the strategic goals. [ [SAO Assessment Tracking](#); [Service Area Project Linked to Planning Priorities](#) ]

Besides aligning and assessing plans and outcomes in relation to the mission and strategic goals, many student services areas develop specific outcomes that relate to student learning. In that case the outcome is defined and assessed in terms of student learning and includes links to the institutional learning outcomes of the institution. Service area assessment occurs regularly, and the ability to complete outcomes assessment is part of management evaluations. [ [FA SAOs with ILO Link & Assessment](#); [ALG Evaluation Form](#) ]

To strengthen the link between the mission and the immediate work of administrative and student service areas, the College has recently focused on the development of institutional priorities derived from the mission. Changes to strengthen and increase the relevancy of planning has included adding the concept of priorities. While the mission statement was previously decomposed into workable strategic goals, adding "priorities" has provided a way for the institution to focus even further and consider the current situation and resource availability.

To help develop priorities, the Dean of Research, Planning, and Effectiveness presented the concept of planning priorities and related data in a Deans' Retreat [ [Informed Planning Presentation](#) ], formally introduced it in a management meeting in fall 2016 [ [Integrated Planning Presentation](#) ], and subsequently shared it with the College Governance Council. [ [CGC Minutes 10-26-16](#) ] College Governance Council approved the concept and the actual priorities in January 2017. [ [CGC Minutes 1-25-17](#) ] With approval in place, the ability to link planned project work to the Planning Database was implemented. Managers received training on the database and were directed to start adding planned work that was linked to priorities. [ [Project Planning Email to Managers Spring 2017](#); [Project Management Training Notes](#); [Entering a Project Training Guide](#) ] With this information in the database, the management team is now provided with regular updates on progress towards institution priorities. [ [Priorities Tracking Report](#) ]

This concept of setting and planning around clear institutional priorities has improved the focus, currency, and relevancy of area planning. The planning priorities, approved through the participatory governance structure, have proved vital to decision making in the recent leadership transitions.

The College defines and assesses student learning outcomes for all areas, but increased attention has recently been focused on student support areas. This is identified in the Quality Focus Essay. A revised planning structure, led by the Dean of Research, Planning, and Effectiveness and involving a proprietary planning database, will help all units, including student services and administrative units, to better develop and track student learning outcomes.

**I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

The College began to develop institution-set standards in fall 2015. The Vice President of Academic Affairs led the process in coordination with the Institutional Research and Planning Office, initially soliciting input from the impacted constituent groups. As a result of the process, the College determined that, for each rubric, the mathematical midpoint between the mean and the lowest achievement rates in the previous five years would serve as the minimal standard for student achievement. These standards were vetted with the academic deans and approved by the Academic Senate prior to approval by the Board of Trustees. [ [Institution Set Standards Deans Memo Sept 2015](#); [Academic Senate Minutes 10-5-15](#); [SCC District Governing Board Minutes 10-21-15](#) ]

The College has continued to review and refine the institution-set standards each year and to add new standards with local relevance. Management reviewed the standards in fall 2016 with additional contextual data to aid in the setting of standards. [ [ISS Handout](#) ] After thorough discussion the standards were also introduced to CGC in January 2017. [ [CGC Minutes 1-25-17](#) ] CGC took responsibility for determining short- and long-term student-focused goals, seeking appropriate input from the Basic Skills Committee to ensure that the goals were appropriate. The Fiscal Advisory Committee took on the role of setting short- and long-term financial goals. [ [ISS Handout BSI Meeting 2-10-17](#); [BSI Meeting Notes 2-10-17](#); [BSI Meeting Notes 2-24-17](#); [Institutional Effectiveness Data](#); [ISS Handout for Academic Senate 3-6-17](#); [Academic Senate Minutes 3-6-17 Item 10.2](#) ] College Governance Council made a final recommendation on the standards in March 2017. [ [CGC Minutes 3-8-17](#) ] The final standards and a method for potential institutional response were subsequently presented to and approved by the S-P and VPs. [ [ISS & Suggested Institution Response](#) ]

Institution-set standards set minimum performance thresholds and will trigger a focused institutional response in the event any metric falls below the standard. In addition to these minimum standards, the College identifies and measures progress toward aspirational performance targets through setting Institutional Effectiveness Performance Initiative (IEPI) indicators reported to the California Community College Chancellor's Office. IEPI indicators are set with input from three participatory governance committees. The fiscal indicators are

produced with recommendations from the Fiscal Advisory Committee while the Student Outcomes Indicators are set with recommendations from the College Governance Council, following vetting in the Academic Senate. The final indicators recommended by CGC are approved by management and publically posted online. [ [IEPI Fiscal Handout](#); [Fiscal 5-4-16](#); [Fiscal 5-18-16](#); [CGC Handout](#); [CGC 4-13-16 Minutes](#); [Senate Minutes 5-2-16 Item 11.7](#); [Senate Minutes 5-9-16 Item 10.2](#); [CGC Minutes 5-11-16](#); [IEPI Webpage](#); [IEPI Indicators on Webpage](#) ]

#### **I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

The College employs assessment data extensively and in diverse ways to support student learning and achievement. From day-to-day program operations to broader processes such as those involved in master planning, program review, institutional effectiveness, and strategic planning, institutional processes rely on data from a number of internal and external sources, including: the College's Office of Research and Planning, the California Community Colleges Chancellor's Office Data Mart, the Student Success Scorecard, labor market information, Perkins Core Indicators, and licensing exam agencies. Access to detailed data has enabled the College to conduct assessment at all levels to inform decision-making and planning processes and also to evaluate the effectiveness of programs and improvement strategies.

##### ***Use of data informs curricular change:***

Faculty are able to request or directly access data for the class sections they teach to evaluate the effectiveness of a particular instructional strategy or intervention. For example, after the implementation of accelerated courses in fall 2011, the English department used data on pass rates, following-term persistence rates, and course grades in pre- and post-comparison courses to evaluate the impact of acceleration on student progression through the first transfer-level English course. Comparative data showed that students placing two or three levels below transfer were at least as likely to pass transfer-level English within six semesters if placed in a one-semester accelerated developmental course rather than taking the two- or three-semester sequence. [ [348G Analysis for 10-12-12 English Retreat](#); [English Dept Retreat 10-12-12](#) ] Based on early pilot results, the department expanded access to the accelerated course by adding sections, and eventually (as of spring 2017) made this the *only* developmental pathway.

More recently (spring 2015-fall 2016), an examination of external data from the RP Group and the California Acceleration Project (CAP) led the English department to lower Accuplacer cut scores for placement into transfer-level English as well as to implement multiple measures assessment, which allows many students to enroll directly into the transfer-level course based on their high school GPA or English grades. In addition, the department developed a co-requisite course to support the transfer-level English success of students deemed "marginally ready" by multiple measures. These moves, taken together, have expanded first-semester access to transfer-level English from just 18% five years ago to over 70% in the current system. [ [English Placement Data Fall 2016](#) ]

Using internal data, the department has assessed each of these steps from the very first semester of implementation to ensure the new systems are supporting student success in the intended ways. For example, pass rates in the pilot semester of the co-requisite supported section of transfer-level English were nearly equal to pass rates in the stand-alone sections, showing that the co-requisite indeed supported “marginally ready” students to pass transfer-level English on their first attempt. As a result, the offering was rapidly expanded from three sections in the spring 2016 pilot to seven in fall 2016 and nine in spring 2017. Examination of fall 2016 pass rates and grades in all sections of the first transfer-level of English to assess whether the dramatic expansion of access to this level had impacted student success rates in the course revealed that course pass rates remained stable; the 67% pass rate achieved in fall 2016 was identical to the rate in spring 2016 prior to expanding access.

Similarly, the math department has begun to discuss and implement reforms to their remedial sequence based on throughput data showing that each level of required remediation dramatically reduces a student’s chance of ever completing any transfer-level math course. The math faculty taking on this charge have led the department wide discussions of student achievement data to further the case for curriculum reform and to engage collegial interest in adopting teaching practices to improve student success through the math sequence. [ [Math FlexCal Program August 2016](#); [Math FlexCal Prezi August 2016](#) ]

Assessment data are used to develop departmental objectives in the Academic Program Review cycle. For example, the Human Services program implemented a pre-requisite after analyzing student achievement data that supported instructors’ anecdotal observations. Data provided by the Research and Planning office showed that students taking HS 051: Introduction to Human Services before HS 054: Group Process were more likely to complete HS 054 and to pass with higher grades. As a result of this analysis, a prerequisite of HS 051 for HS 054 was approved by the Curriculum Committee in February of 2015. [ [Data-Driven HS 054 Course Modification](#) ]

***Use of data informs resource allocation in support of student learning and achievement:***

Resource allocations to support student learning and achievement result from data-based decisions. For example, deans requesting additional faculty hires in their areas must use data in justifying the need for these resources. The faculty staffing request form requires both quantitative and qualitative rationale for each position. For example, a recently granted hiring request from the English department shows the use of various data points including the proportion of English sections staffed by adjunct faculty, student success rates, and the need for faculty diversity to more closely match the diversity of our student population. [ [English Faculty Hiring Req 2016](#) ]

Implementation of CurricUNET META's assessment module in AY 2017-18 will add stronger links between SLO assessment and institutional planning and resource allocation. The “planned actions” portion of the SLO assessment entry page not only prompts faculty to state what they plan to do in their classroom to support student success based on the assessment results, but also asks what the College can do to support success. This information will be used to inform planning processes.

Assessment data drove the allocation of resources in the Strategic Proposal process in use from 2013-2016. The Strategic Proposal process was devised as a way to pool institutional money to fund strategic programs and initiatives in the face of decreasing departmental budgets. The process was competitive, with proposals submitted on a standard form that referenced links to course, program, or institutional outcomes, as well as expected outcomes and assessment plans [ [Strategic Proposal FYE 2014-2015](#); [Strategic Proposal Umoja 2015-2016](#) ] College Governance Council rated all proposals using an agreed upon and published rubric. [ [Strategic Proposal Assessment Rubric](#) ] Following rating and deliberation, CGC would forward a ranked list to the Superintendent-President for final decision on approval and funding sources. All proposals were tracked by the Institutional Research and Planning office from inception to completion. [ [Strategic Proposal Tracking](#) ] The process evolved each year, with the last round of proposals (2015-16) focused on strategic initiatives with additional guidance from executive management. [ [Strategic Proposal Notification 2015-2016](#); [Recommendation for Changes to Strategic Proposal Process](#) ]

In 2016, the new Superintendent-President therefore recommended that future strategic proposals should focus on student success and equity and be supported through SSSP, Equity, Basic Skills, and professional development funds. Several of the initiatives funded through these plans are detailed below in Standard I.B.6. [ [SSSP Plan](#); [Equity Plan 2015-2019](#) ]

The College uses assessment data and organizes its institutional processes to support student learning and student achievement, though much of the success of these efforts has resided at the department level. As identified in the Quality Focus Essay, greater dialogue will ensure that assessment results better inform decision-making. Documented improvements in assessment tools, the creation of an *Assessment Handbook*, greater stability in senior administration, and implementation of the CurricUNET META assessment module to store and track assessments are critical steps in building on the strong foundation of student learning outcomes dialogue at the College. [ [Assessment Handbook](#) ]

**I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

#### *Academic Program Review*

The most widely-used internal tool for assessing the degree to which the College is achieving its mission is the Academic Program Review process. Each instructional department conducts a comprehensive self-evaluation every six years as part of the program review cycle. [ [Program Review Cycle](#) ] Programs that offer courses online include an assessment of these courses within their respective department's program review report.

As part of the program review process, departments are asked to clearly articulate program elements that align with and support the College's mission (PR Prompt 1.2). In turn, through review of each program's progress toward its goals, the College can determine how well it is accomplishing its mission. The program review process also ensures that departments are

utilizing SLOs and student achievement data to assess the effectiveness of their courses, including those offered online, and to evaluate accomplishment of their goals and objectives. The Program Review Committee reviews each department's responses to these questions and makes recommendations for improvement as necessary.

To facilitate departments' preparation of their six-year program review reports, the Institutional Research and Planning office prepares comprehensive data addressing student demographics, course offering patterns, course success and retention rates, and degrees and certificates data for each program within a department. The data are disaggregated by student demographic variables and mode of course delivery, including online courses, where appropriate. In addition, the Institutional Research and Planning office works with all programs to collect and report custom department data. Programs may use these data to more accurately and effectively evaluate their goals and objectives and student achievement. [ [Research & Planning Interactive Data](#); [Data Report Examples](#) ]

The Institutional Research and Planning office provides a variety of data reports to faculty and staff throughout the year for use in analyzing college wide performance trends. Disaggregated factors include student demographics as well as course level dimensions such as mode of delivery and campus. For example, a recent report looked at first-time student retention from fall 2016 to spring 2017, disaggregated by such factors as which course(s) students took in their first semester, whether students were enrolled full- or part-time, day or evening, and at which campus they took their courses. [ [Retention Report Fall 16 - Spring 17](#) ]

As identified in the Quality Focus Essay, greater attention to student learning outcomes, including disaggregating data and using that information to assess the College's progress toward achieving its mission, is part of the College's ongoing improvement plan.

**I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

The Institutional Research and Planning office supports well-informed decision making by providing free and easy access to data. Disaggregated student success data is readily available to faculty and administrators as well as to students and members of the public.

At the program level, the six-year program review process requires departments to analyze student success data disaggregated by many student and course dimensions. The Institutional Research and Planning office facilitates this process by providing dynamic data sorting tools accessible on-demand to all programs. [ [Research & Planning Interactive Data](#); [R & P Program Review Data Use Guide](#) ] Through the mechanism of Academic Program Review this data is used to identify performance gaps and recommend strategies for improvement. Through the Academic Program Review process, faculty at the department level convert gap analyses into action plans that are used to help guide resource allocation. When equity gaps are identified, the College responds by either implementing appropriate strategies to mitigate the gaps or by

conducting further inquiry to better understand why the gaps exist, which will better inform interventions.

At the institutional level, the Student Equity planning process uses disaggregated student learning and achievement performance data to identify performance gaps and areas of disproportionate impact.

In recent years, there has been a more directed effort at the state and federal level to address student equity; the State of California is now mandating the community college system to address student equity directly and more intentionally and has provided funding to support these efforts. Thus, in 2012-13, Solano Community College initiated a systematic and comprehensive student equity planning process. The student equity planning process began with the analysis of success metrics by student demographic variables. The Student Equity Committee used data to carry out discussions on equity-related issues and to inform the development of the initial 2013-18 *Student Equity Plan* and annual updates, including the current 2015-2019 plan. [ [Equity Plan 2015-2019](#) ]

Student success data is used to identify the student populations most in need of support and identify achievement gaps in five areas: access, student completion in pre-college coursework (Math, English, and ESL) and transition to college-level coursework, course completion in college-level courses, degree and certificate completion, and transfer. For example, the 2015-2019 *Student Equity Plan* identifies disproportionate impacts in course completion rates for African American students and Foster Youth. The Plan therefore budgeted Equity funds for interventions to assist students in the target groups. Funded projects include supporting students' access to expensive course materials and the implementation of an early alert system to identify struggling students in time to help them with referrals to counseling and tutoring services. [ [Equity Plan 2015-2019 p. 9](#) ] The former concern has been addressed with additions to the library's textbook reserve collection and with the purchase of Chromebooks and laptops for the library's "laptop loan" program. The latter is underway, as the Dean of Academic Support Services has begun to research the Starfish early alert system and will soon vet the program with other campus representatives for possible adoption in AY 2017-18. As an additional activity to support academic achievement among male students of color, SCC has joined the National Consortium on College Men of Color (NCCMC), an effort initiated by researchers out of USC and SDSU School of Education. Representatives from the College participated in training sessions in spring of 2017. [ [NCCMC Member Institutions p. 2](#); [NCCMC Working Group Meeting June 2017](#) ] The College will continue to evaluate each activity and intervention that is implemented as part of the *Student Equity Plan*, and use these data to determine which projects should be institutionalized as funding becomes available or can be reallocated from other areas.

While projects identified in the *Student Equity Plan* work broadly to serve the targeted populations, specific and targeted equity interventions are also implemented at the course and program levels. The program review process requires departments to identify and address equity gaps among student populations within their courses, programs, and/or departments and to develop new intervention strategies and/or update existing efforts. For example, one major motivation behind the English department's changes to intake placement practices, as discussed above in I.B.4, was data from the RP Group indicating that alternative placement methods could



eliminate disproportionate impact on students of color being placed into remedial English courses. Implementation of two new strategies in fall 2016 - lowering the cut score for transfer-level English and offering transfer-level English with co-requisite support - has already eliminated disproportionate impact on credit placement rates for students of any ethnicity. In addition, credit placement rates have increased dramatically for all student ethnicities. [ [English Placement Data Fall 2016](#) ] Adding the use of multiple measures assessment for fall 2017 should further improve on these results.

The College offers an array of student support services to address the unique needs and concerns of students who are economically or educationally disadvantaged, are traditionally underrepresented in postsecondary education, or who are not achieving academically at the same rates as their peers.

Several targeted programs seek to mitigate the performance gap. The *Umoja Scholars* welcomes all students interested in being in a collaborative academic environment with a focus on social justice and the African-American student experience. The program is designed to help students make a smooth transition to college and successfully transfer to a four-year university. To this end, the program provides students early alert services and interventions including transportation assistance, a lending library, and tutoring for those who have placed below college-level math and English; additionally, the program requires that participants undergo two academic progress checks per semester. The Umoja Center provides students the use of computers and printers and sponsors co-curricular opportunities including attending the statewide Umoja Conference and A2Mend. Students who participate in these activities then present to the broader College community demonstrating a commitment to share what they have learned. [ [A2MEND Conference Flyer](#) ] Incoming students may also attend a summer bridge program that offers an orientation to college and an opportunity to brush up on English and math skills to prepare for the transition to college. [ [Umoja Summer Bridge 2017](#) ] SCC's Umoja program has been honored with the Chancellor's Office award for Student Success programs. Course success rates in the Umoja Learning Community ranged from 77-89% in AY 2014-15, compared to institution wide success rates of 54-56.5% among African-American students in the same reporting period. [ [UMOJA Program Report 2015](#); [UMOJA Board Study Session May 2017](#) ]

The *Puente Project* is part of a statewide program focused on increasing the number of Mexican American and Latino students who transfer to four-year colleges and universities. Puente supports students through dedicated counseling, mentoring, and other co-curricular activities, as well as through a Counseling / Personal Development course and English courses focused on Latino experiences and literature. In prior years, Puente offered developmental English one level below transfer as the first semester course, followed by transfer-level English (ENGL 001) in the second term. However, in alignment with curricular reforms in the English department, the most recent cohort (AY 2016-17) began with ENGL 001 with co-requisite support in the fall term, followed by ENGL 002: Literature and Critical Thinking in the spring. The change has led to impressive gains in pass and persistence rates, and has resulted in students who have fulfilled their entire transfer English requirements by the end of their first year at the College. [ [Puente Student Outcomes Report 2017](#); [Puente Success Data 2013-2016](#) ]

The college's *MESA Program*, funded since 2015 by a Federal TRIO grant, provides support to first year students of low income pursuing goals in the STEM fields. Program participants gain access to the MESA-TRIO Center, the hub of student support services including a dedicated computer lab, Academic Excellence Workshops (AEW's) and tutoring in their STEM classes, workshops and field trips pertaining to STEM professions, university and industry visits, and financial literacy workshops. Program effectiveness is measured by a number of student success metrics, including persistence rate, academic standing, transfer rate, and two- and four-year graduation rates of participating students. [ [MESA/TRIO Brochure 2017-2018](#); [MESA Student Outcomes 2015-2016](#) ]

The College has also actively pursued public grant funding to implement larger institutional initiatives to address student equity:

- Solano Community College's School of Math and Science secured a National Science Foundation grant of over \$600,000 over a five-year span (AY 2015-16 through AY 2019-20) which funds the STEM "2+1" program, a merit and need-based program which supports selected students in a range of STEM majors with \$3,000 annual scholarships for two years at Solano Community College and an additional year at a four-year transfer institution. [ [NSF Grant Proposal 2015](#); [STEM Brochure 2017](#); [STEM 2+1 Program](#) ]
- The Basic Skills Student Outcomes Transformation grant [ [BSSO Transformation Grant Application](#) ] provides over \$1.1 million in a 3-year period (AY 2016-17 through 2018-19) to implement Multiple Measures Assessment Placement in English and math and streamline developmental pathways in English and math to reduce or eliminate achievement gaps.

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students, implements strategies to mitigate achievement gaps, and evaluates the efficacy of those strategies. As identified in the Quality Focus Essay, the College is transitioning to an inquiry-based culture as evidenced by investment in the CurricUNET META assessment module and additional training for faculty and staff, changes that will help the College better utilize outcomes data for decision making.

**I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

The College regularly evaluates its policies and practices to assure their effectiveness in supporting academic quality. To achieve ongoing evaluation, the College relies on strategic and systematic communication and cooperation among the administration, faculty, classified staff, and students. All areas of the college community are represented on the College's various committees. Although committees such as those described in this section work independently, they purposefully and constantly share information through established reporting mechanisms to create cohesive efforts. Noted in this section are some of the many deliberate processes in place for regularly reviewing the operations and policies of the College as they relate to the overall

academic experience. The processes of these groups directly affect the College's ability to achieve its mission.

## **Policies/Practices Related to Instructional Programs**

### ***Academic Senate***

Under the participatory governance structure established in AB1725 (1988), the Academic Senate makes policy development and implementation recommendations to the Board of Trustees on all academic matters. Such recommendations may come directly from the main Senate body, or may originate in any Senate subcommittee or ad hoc task force prior to discussion and action by the Senate. [ [Senate & Subcommittees](#) ]

The Academic Senate and all Senate subcommittees develop goals and objectives at the beginning of each term and evaluate these goals mid-term and at the end of each semester. [ [Senate Goals 2015-2016](#); [Senate Priorities 2016-2017](#); [APRC Goals & Self-Assessment 2016-2017](#); [PDFC Goals & Self-Assessment 2016-2017](#); [DE Goals & Self-Assessment 2015-2016](#) ] Setting goals and regularly evaluating and reporting on progress toward those goals supports focused and productive work in all committees. At times, this review process enables committees and the Senate to propose additional resources and/or re-structuring to enhance committee effectiveness. For example, the faculty load assignment for Program Review Coordinator was expanded from 20% to 40% in 2015 to more adequately address the workload needed for the re-design and coordination of the Academic Program Review cycle. A recent proposal for enhanced resources is the addition of a compensated Coordinator position for the Professional Development/FlexCal Committee. An example of proposed committee restructuring is currently underway, as the Basic Skills Committee, a Senate subcommittee originally comprised entirely of faculty from the math, English, ESL and counseling departments, is proposing a formal restructuring and re-naming to better reflect the integration of Basic Skills, SSSP, and Equity planning. The restructuring will look for ways to include voting members from management, classified staff, and a wider range of campus departments and disciplines. [ [BSI Committee Restructure Proposal](#) ] The development and consideration of such proposals ensures that each committee functions effectively to support the mission of the College.

Recommendations from the Senate are additionally vetted through the College Governance Council prior to approval by senior administration and the Board of Trustees. The following is a sampling of recent Senate action items:

- Updates to Board Policies, 6000 series
- Approval of updated *Curriculum Handbook*
- Establishment of Curriculum Technical Review as a stand-alone committee, and addition of Assessment Coordinator as a Technical Review member
- Approval of a revised Program Review Template, Handbook, and 1-year update template
- Approval of a *Faculty Hiring Manual*
- Approval of revised General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs)
- Approval of High School Articulation Agreement Procedures

[ [Senate Task List Accomplishments Spring 2017](#) ]

***Curriculum Committee***

The Curriculum Committee has the primary responsibility for maintaining the integrity and quality of the College's instructional programs and, in this capacity, regularly evaluates relevant policies and practices. One of the primary functions of this committee is to ensure that the curriculum supports the College's mission, aligns with college goals, and meets the needs of students. Directives from the Chancellor's Office, state-level changes, Academic Senate recommendations, and faculty proposals guide and set the agenda. The efficiency of the curriculum process enables the College to respond quickly to changing student needs, such as C-ID requirements (common course descriptors), AD-T requirements (associate degrees for transfer), and the recent development of one of the state's first community college bachelor's degree programs.

***Academic Program Review Committee***

The Academic Program Review Committee supports academic quality and the accomplishment of the College mission. All programs undergo a comprehensive program review every six years. This process enables all academic departments to assess how effectively they are working internally and how well their program or service supports the mission of the College. This process has been detailed in previous sections of this standard.

Ongoing review by the Program Review Committee and solicitation of feedback from programs who have undergone program review have led to many changes in recent years to make the Academic Program Review process more robust in investigating topics such as student success, equity, student access, and programmatic needs.

- May 2012: Academic Program Review Committee was formed as a standing subcommittee of the Academic Senate. [ [Academic Senate Minutes 5-7-12](#) ]
- Summer 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. A Solano Community College pilot program review process was outlined in a handbook and template. [ [Academic Program Review Handbook and Template Pilot 2013](#) ]
- Spring 2013: the Academic Program Review Committee began meeting and reporting to the Academic Senate. The committee both assisted in refining the new program review process and providing feedback on program self-studies.
- Fall 2013: A faculty Program Review Coordinator was hired in a .20 FTE position (later increased to .40 FTE) to facilitate Academic Program Review committee meetings, to compile feedback to departments undergoing program review, and to assist in the training of faculty. [ [Position Description for Program Review Faculty Coordinator](#) ]
- Spring 2013: Program Review trainings were held for faculty members during spring 2013 Flex-Cal days, and continue to be held every spring and fall, scheduled directly with deans. [ [Emails Regarding Pilot PR Training](#) ]
- AY 2013-14: The *Program Review Handbook* was expanded to include the rubrics that would be utilized by the Program Review Committee as well as a detailed description of

where to find the data for each section of the report. [ [Program Review Handbook/Template 2014-15](#); [Program Review Handbook/Template 2015-16](#) ]

- Completed program reviews were placed on the College website so that program faculty could see samples of completed program review self-study reports.
- 2016: PR Committee approved a series of surveys to be completed by faculty who had completed self-study reports, the deans who had reviewed reports, the Vice President of Academic Affairs, and other stakeholders. [ [Survey Results, 2016](#) ]
- 2016: PR template revised to reflect needs identified in survey results
  - streamline the template and eliminate redundancies
  - add analysis of what library materials are available to support students and what deficiencies may exist in library holdings
- 2016: a six-year cycle was adopted to allow CTE programs requiring a two-year abbreviated review for purposes of Perkins funding to synchronize with the longer cycle.
- 2017-18: A newly revised handbook, template, 6-year cycle, and annual updates will be implemented. [ [Program Review Handbook 2017-2018](#); [Program Review Template 2017-2018](#); [Annual Program Review Update Form](#) ]

The revisions outlined above have yielded an Academic Program Review process that calls on faculty to collectively analyze data and to survey students to get their input on the program. The document also integrates an analysis of SLOs, PLOs, and distance education. In addition, the process ensures that the report is reviewed at multiple levels, while the faculty members submitting the report are engaged throughout. The report is considered “complete” only after department faculty have received feedback and have had an opportunity to respond to that feedback from the dean of the program, the Academic Program Review Committee faculty, and the Vice President of Academic Affairs. The finished reports are robust documents that can guide the College in fulfilling its mission.

The Academic Program Review process not only encourages improvements at the program level, but also college wide planning and decision-making. Each iteration of the program review self-study report has included a final table of the program’s goals and planned actions, representing the culmination of the data analysis found throughout the report. In the 2017 template, the goals are organized into categories that are easily extractable in order to link to institutional planning more efficiently. The following categories relate directly to the *Educational Master Plan*: Program Overview and Mission; Campus and Community Integration; and Student Equity and Success. The category of Assessment should inform assessment and curriculum review. Resource goals are subdivided into the categories of human resources (to inform hiring decisions); technology and equipment (to inform the *Technology Master Plan*); facilities (to inform the *Facilities Master Plan*); library resources; and professional development. [ [Program Review Template 2017-2018](#) ]

### ***Distance Education Committee***

The Distance Education Committee is responsible for regularly reviewing and evaluating policies and practices related to the Distance Education (DE) program. In service of the College’s efforts to achieve its mission and foster student learning and achievement, the DE committee keeps all faculty apprised of new tools that become available for use in the Canvas DE platform. [ [DE Bulletin February 2016](#); [DE Bulletin September 2016](#); [DE Bulletin](#)

[October 2016](#) ] The DE Committee has led efforts to make online courses accessible to all populations identified in the mission statement by pursuing ADA compliance in all DE materials. Closed captioning of all videos used in online courses and online eCompanion shells was made possible through the DE Captioning & Transcription (DECT) Grant awarded to Solano Community College. Instructors submit a request and the College's DE technician submits an application to an approved vendor through the DECT grant. [ [DE Closed Caption Requests 2016](#); [DE Bulletin June 2016](#) ]

The College's Management Information System (MIS) collects course enrollment and success data for all courses, regardless of delivery method. These data are provided to the instructional programs disaggregated by course and instructor and further disaggregated by student group, delivery method, and instructional program through the data tools made available the Office of Research and Planning. The Distance Education Committee also reviews these data in an effort to provide support and guidance to the College and its instructional programs. In addition, the DE Committee conducted a survey of students enrolled in online courses in 2016. [ [DE-F2F Success Comparison Fall 2016](#); [Online Student Survey Results 2016](#) ]

### **Practices/Policies Related to Student Services**

The College's Student Services programs have worked diligently to carry out evidence-based program evaluation to assess the degree to which they support student learning and enhance the College's ability to accomplish its mission.

Area managers worked with the Superintendent-President and the Dean of Research, Planning, and Effectiveness in 2011-2012 to develop Service Area Outcomes (SAO's), project plans, a project planning database, and an Integrated Planning Process (IPP). The first set of program reviews under this structure were completed in fall 2013. [ [IPP 2013](#) ] This initial set of reviews went through an extensive evaluation process, and each area received individual feedback on its submission. [ [FA Program Review 2013](#); [FA Feedback 2013](#) ] A subsequent evaluation of these early program reviews by a cross-campus committee led to recommendations for improving the process in the following round. [ [PR Rubric 2014](#); [PR Committee Recommendations 2014](#); [PR Instructions 2014](#) ]

Improvements in the 2014 Non-Academic Program Review process included specific links between the identified activities and projects and institution level objectives, integrating the program reviews with overall institutional planning. [ [PR Tracking Tool 2014](#) ] To further increase the relevancy of planning as a cornerstone of program review activities, the *Education Master Plan* was integrated into the Program Review and Planning Process. [ [EMP Tracking 2015](#) ]

Increased leadership stability in 2016 and additional student services management hired in spring 2017 has afforded the opportunity to reexamine the organization of program review and planning and has allowed for the introduction of a mechanism to increase the relevancy of planned Program Review projects. The new changes have been extensively discussed with the management team as well as the College Governance Council. In spring 2017 all student support and administrative units reviewed and revised their SAOs. Unit managers, faculty, and staff are

now working to complete Program Reviews by late fall 2017. [ [Note to Managers on Planning Processes Fall 2016](#); [Management Handout on Planning](#); [Note to CGC on Planning Priorities Fall 2016](#); [Note to CGC Confirming Planning Priorities Spring 2017](#) ]

The College has a process and timeline in place for program review in all non-academic student support and administrative areas. The non-academic program review template includes an evaluation section that reflects on outcomes assessment and efficacy of completed projects. Regular assessment of student support services, as well as attention to improving the quality of these assessments and their relevance to integrated planning, shows the College's commitment to delivering impactful services and to continuous quality improvement.

## **Practices/Policies Related to Resource Management**

Resource management at Solano Community College includes financial resource management, as well as management of human resources, technological resources, and physical plant resources. Each of these areas is guided by the efforts of one or more groups as outlined in the following pages.

### ***Financial Resource Management***

The ongoing evaluation of policies and practices related to financial resource management is led by the College's Fiscal Services Department, which provides an array of services to the College community in the areas of Accounting, Accounts Payable, Budget, and Payroll. Fiscal Services receives assistance in the development and implementation of policies and practices related to financial resource management from the Fiscal Advisory Committee (FAC). [ [Fiscal Advisory Committee](#) ]

### ***Human Resource Management***

The Office of Human Resources works to develop and implement effective policies and practices for human resource management. The Office of Human Resources works closely with the College Governance Council, the Academic Senate, the three employee collective bargaining units, Fiscal Services, and the Superintendent-President to review data and practices related to staffing needs; monitor trends in equity and diversity; review mandated training; and revise, as needed, board policies and administrative regulations pertaining to College employees.

### ***Technological Resource Management***

The Technology Services and Support department and the College's Strategic Technology Advisory Committee (STAC) lead institutional efforts to maintain and improve the management of technology resources. STAC provides a vision, examines policies, and develops plans for academic information technology and digital education, while considering other technology matters that fulfill the goals of the College. STAC has updated the College's *Technology Master Plan* for 2017-2020 and guided the plan through the participatory governance approval process. [ [Technology Plan 2017-2020](#) ] The *Technology Master Plan* provides the direction for Solano Community College Information Technology resources for the support of the entire College. The Technology Services department and Strategic Technology Advisory Committee regularly review and revise existing policies and practices to ensure the academic quality of the College's programs and achievement of its mission. [ [STAC](#) ]

### ***Facilities Resource Management***

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the *Education Master Plan* (EMP), which defines the goals and objectives for the College and provides guiding principles for facilities planning. For example, Chapter 9 of the 2014 EMP, “Envisioning the Future,” identifies opportunities for expanding the Horticulture program to use existing land on the Fairfield Campus, revamping the Auto Tech program in Vallejo, and creating a STEM center connected to local biotechnology industries in Vacaville. All three projects are now taking shape with funding from Bond Measure Q.

The *Facilities Master Plan* (FMP) focuses on facilities issues related to specific projects needed to meet the goals set forth in the EMP and ensures that programs, services, and learning facilities are adequately provided for and maintained. The FMP, approved by the Solano Community College Board of Trustees in February of 2014, serves as a framework for the growth and transformations necessary for the institution to be prepared for projected growth and space needs, as well as for the innovative technologies and learning environments that are necessary to appropriately prepare the workforce of tomorrow. The plan is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. Updates to both the EMP and FMP are tied to instructional needs, as demonstrated by current facilities projects affecting nearly every discipline. [ [Facilities Master Plan](#); [Facilities Master Plan on Website](#) ]

### **Policies and Practices Related to Governance Processes**

#### ***College Governance Council (CGC)***

As the focal point of the College’s participatory governance structure, CGC is the central planning body that makes recommendations to the Superintendent-President. Discussions and recommendations within CGC include institutional effectiveness, the District budget, facilities, human resources, college services, and technology planning. Most importantly, CGC is responsible for leading the process by which the College’s *Educational Master Plan* is developed. This process has been subject to ongoing review and revision as the College has worked to develop a planning process that honors the culture of the College, while ensuring that data and assessment are key drivers of the process. [ [College Governance Council](#) ]

As identified in the Integrated Planning section of the Quality Focus Essay, integrated planning and resource allocation is an area of continued improvement for the College. The Integrated Planning Task Force will continue to explore ways to make decision-making more transparent, inserting more accountability into the process. The Planning Database created by the Office of Research and Planning will be an effective tool in tracking progress toward goals.



**I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

The College broadly communicates the results of all of its assessment and evaluation activities so that all stakeholders have a shared understanding of institutional strengths and weaknesses and can set appropriate priorities. As previously described, the College assesses, evaluates, and communicates its programs and activities at a variety of institutional levels to inform and facilitate decision-making by the College's representative bodies.

***Institution-Wide Discussions***

The development of the *Educational Master Plan* (EMP) provides an opportunity to communicate evaluation and assessment activities to the College community. A number of summary reports feed into the EMP, including reports from the Academic Senate and its sub-committees, and college-wide committees such as College Governance Council. Every academic program and student service area identifies program-specific goals for inclusion in the EMP as well. Each representative body engages in discussion regarding the plan's content and implications, particularly for institutional planning. Students are also represented at all levels of this process and are encouraged to provide feedback and recommendations. The fully-developed EMP is presented to the Board of Trustees for further discussion. Once approved, the EMP is communicated to the College community through the College's website.

The College assesses, evaluates, and communicates its programs and activities at a variety of institutional levels. This broad-based communication informs and facilitates decision making by the College's representative bodies. An example of broad-based communication regarding programs and activities is the Planning Summit held in spring 2016. With the assistance of an outside facilitator, the Planning Summit included a review of the 2014 EMP. This summit provided faculty, staff, managers, and student leaders with the opportunity to review the EMP published in July 2014 and confirm that the plan was relevant and consistent with the current direction.

***Communication with the Board of Trustees***

The Board of Trustees is kept apprised of assessment results through regular reviews of institution-set standards, Institutional Effectiveness Indicators, and an annual presentation of Scorecard data and Basic Skills results. [ [Board Agenda Scorecard Update 2-1-17](#); [BSI Board Presentation 2-1-17](#); [Scorecard Data Board Presentation 2-1-17](#) ] Additionally, specific programs, initiatives, and task force efforts are communicated to the Board via formal reports in Board study sessions. Examples of these reports include:

- Umoja Program update
- CTE Program Update
- Athletics Program Update

[ [Board Study Session Topics 2016-2017](#) ]

### ***Management Communication***

Communication among the management staff occurs in a number of ways. The management team consisting of the Superintendent-President, vice presidents, deans, and other management consultants meets weekly to discuss College business including enrollment concerns, processes, and procedures to ensure that the College runs smoothly. Deans and vice presidents use this time to focus on specific issues and communicate the resulting decisions to faculty and staff. Previously, the Wednesday morning management meetings were facilitated by the Vice President for Academic Affairs and included the instructional deans. The other vice presidents and deans for student services and research were only periodically included. This created a lack of cohesion among the managers, and many issues were left unattended or partially resolved. Upon arrival, the new Superintendent-President re-worked the management meetings to include the vice presidents, all of the deans, and IT and HR managers, as needed. The Wednesday meetings include agenda items from all participants and are focused on problem-solving strategies to improve operations, ensure that planning and assessment occur, and develop cohesive messages that are shared throughout the schools, programs, and services. [ [Management Meeting Agenda](#) ]

The Administrative Leadership Group (ALG) includes all managers and confidential staff who are not represented by a bargaining unit. This group meets quarterly and as needed to participate in mandatory trainings including EOC (Emergency Operations Center), NIMS (National Incident Management System) and SEMS (Standardized Emergency Management System). ALG members also participate in hiring, sexual harassment prevention, and EEOC workshops, and meet and confer on issues related to work conditions and compensation.

The management meetings regularly include dialogue regarding assessment of strengths and challenges based on data. The Dean of Planning, Research, and Effectiveness presents data and findings at nearly every meeting, and discussions regarding planning occur regularly. These discussions lead to further dialogue at the College Governance Council and other participatory governance committees. Management meetings also result in changes to the documentation of planning, the frequency of assessment, and ways to incorporate planning and assessment activities into standard practices. [ [Program Review Data 2](#); [SCC Management Data](#) ]

### ***Dean Meetings***

On some occasions, dean meetings have been necessary and helpful in addressing specific issues such as scheduling, communication between the schools and the scheduling staff, and finalizing the class schedule. These meetings are held as needed and facilitated by the Vice President of Academic Affairs. They may include all or some of the deans, depending on the topics to be addressed. These meetings often occur on Friday afternoons, when time can be dedicated to specific topics. A summary of the meeting is then provided at the following Wednesday management meeting. Dean meetings have recently been used to resolve issues related to classroom scheduling.

Dean meetings also include discussions on how to improve processes and strengthen managers' abilities to use data in meaningful ways. Evidence of this is found in changes made to the class scheduling process. In prior semesters, deans had a limited sense of how much FTE was scheduled by each dean and, resulting in excessive class cancellations. Through discussions and

review of data, a greater understanding of effective class scheduling and the impact of over-scheduling and canceling classes has emerged and is reflected in the improved fill rates and significant reduction in canceled classes.

### ***Meetings of the Board of Trustees***

The Superintendent-President, the Vice Presidents, the Executive Bonds Manager, and the Human Resources Consultant attend all board meetings. Prior to each meeting, the Superintendent-President reviews the agenda items and advises the appropriate manager of potential questions that may arise or requests additional information on items. Decisions made by the Board are then communicated by the Superintendent-President to the managers and to faculty and staff through the established participatory governance committees including the Academic Senate and the College Governance Council. Information may be broadly shared through the weekly publication, "Inside Solano," or through a college wide email. Questions or concerns directed to the Board are most often facilitated through the Superintendent-President's office, although faculty and staff have access to trustees via email. Requests to trustees for information or follow-up are directed to the Superintendent-President who then advises trustees of the issue and resolution.

### ***Faculty Communication***

Faculty stay abreast of assessment and evaluation activities at the program level and at the institution level in a variety of ways. Program-level discussions allow departments to delve into data and consider specific trends impacting student success. Program-level assessment discussions typically occur through discussion of SLO and PLO assessment results. These discussions are frequently scheduled during FlexCal days, division meetings, and department meetings, and intensify as each discipline prepares for program review. To facilitate program review, programs receive standardized data to facilitate both the tracking of trends over time and comparisons, wherever relevant, with other areas of the College. Program review also provides room for departments to share their own, distinctive observations about their particular units of the College, including an assessment of their needs for the foreseeable future inclusive of requests for new faculty or staff positions. After review and approval by the Program Review Committee, all six-year review Academic Program Review reports are available to the College community and the general public on the College web page. The data that are used to drive these reports are available on the website as well, under the Research and Planning tab.

Monthly Assessment Newsletters and "Hot Topics" Bulletins from the Academic Senate apprise faculty of institutional assessment and evaluation activities. In addition, many English, ESL, math, and counseling faculty participate in robust discussions of assessment data pertaining to the success of students in the basic skills disciplines. [ [Learning Outcome Newsletters](#); [Learning Outcomes Newsletters Webpage](#); [Division & Department Meetings-SLOs](#); [Senate "Hot Topics" Bulletins Spring 2017](#); [Basic Skills Committee Agendas & Minutes Webpage](#) ]

### ***Professional Development Activities***

The planning processes at Solano Community College often identify areas of focus for the College that must be broadly communicated to the college community. The Professional Development/FlexCal Committee organizes all programs for the required Flex days in August and January as well as optional mid-semester programs. FlexCal sessions typically highlight

initiatives rooted in the College’s mission, vision, strategic goals, or other identified institutional priorities. For example: Activities in support of advancing student equity through teaching and learning are offered during FlexCal, and employees are supported in their requests to attend professional development seminars and trainings. In addition, the Superintendent-President addresses the full faculty and staff at the start of each semester in a “State of the College” presentation focused on successes and areas of improvement at the institution.

### ***Communication to the Public***

Solano Community College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies. For example, all course outcomes assessments are posted publically on the SCC website. By searching for a particular subject under a drop-down menu, individuals can view posted SLO assessment results for courses in that discipline. [ [SCC SLO Webpage](#) ]

The Office of Research and Planning regularly shares data regarding student success across numerous metrics to the campus community, the Board of Trustees, and the public. The Research and Planning website directs interested parties to a wealth of data resources. For example, a searchable report of Program Review data allows any user to access detailed and disaggregated data regarding student success rates at the section, course, and program level. [ [Research and Planning Interactive Data](#) ]

The College also communicates its record of academic quality to current and future students and the community by prominently featuring a link to the Student Success Scorecard on the homepage. [ [SCC Student Success Scorecard 2017](#) ] The Scorecard presents Solano Community College’s success rates in a number of accountability metrics established by the California Community Colleges Chancellor’s Office.

### ***Other Communication Activities***

The Research and Planning Office also communicates evaluation and assessment activities through formal reports and presentations of assessment and other data to meetings of various college bodies, and publishes a great deal of assessment data on the College website.

Through a regular and multi-layered process of reporting, planning, professional development, program review, and presentations by and for key stakeholders, the College broadly communicates its assessment and evaluation activities in a way that not only serves campus wide planning but also facilitates an everyday culture of student-focused improvement. However, as identified in the Integrated Planning section of the Quality Focus Essay, more work needs to be done to make resource allocation decisions more transparent. The Integrated Planning Task Force will continue to develop a solid “roadmap” for planning processes, including a strict timeline for decision making and communication back to constituency groups.

**I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and**

**long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

***Mechanisms Used to Gather Evidence about Program Effectiveness***

The College engages in continuous, broad-based, systematic evaluation and planning at the program, service, and institutional levels. Processes and tools are available to effectively assess the College's ability to achieve its mission and progress toward the improvement of institutional effectiveness and academic quality. Comprehensive planning and evaluation procedures are identified in Academic Program Review, which features broad-based and systematic evaluation processes as well as future planning with the identification of resource requirements. [ [Integrated Planning Presentation](#); [Integrated Planning Process](#) ]

Every academic program at the College must complete a comprehensive program review self-evaluation every six years as well as an annual program review update (commencing in AY 2017-18). The comprehensive review provides programs with the opportunity to delve into student, faculty, course, and program data and make short- and long-term recommendations for program improvement. Each iteration of the self-study report has included a final table of the program's goals and planned actions, representing the culmination of the data analysis found throughout the report.

In the 2017 template, the goals are organized into categories that are easily extractable, in order to link to institutional planning more efficiently. The following categories relate directly to the *Educational Master Plan*: Program Overview and Mission; Campus and Community Integration; and Student Equity and Success. The category of Assessment should inform assessment and curriculum review. Resource goals are subdivided into the categories of human resources (to inform hiring decisions); technology and equipment (to inform the *Technology Master Plan*); facilities (to inform the *Facilities Master Plan*); library resources; and professional development. [ [Program Review Template 2017-2018](#) ] This table of goals will form the framework of a yearly follow-up report, so that faculty can revisit and revise, as needed, their goals and planned actions.

Beginning in AY 2017-18, all programs will submit annual program review updates which review program performance in relation to institution-set standards and IEPI indicators to strengthen the links between assessment and planning. In this way, the program review process will feed into the larger institutional planning process, which includes policies and procedures for assessing institutional effectiveness, reviewing the mission, identifying strategic initiatives, and allocating resources in support of these decisions. [ [Program Review Annual Update Form](#); [Senate Approval of PR Use of ISS Indicators](#) ]

This new framework is currently under review by the Academic Senate [ [Academic Senate Minutes 3-20-17](#) ]; upon feedback and revision, the follow-up report will be piloted in the 2017-18 academic year, as part of a newly revised integrated planning process. The format of the follow-up report—whether in Word, Excel, or an online database—depends on the implementation timetable of CurricUNET META. In order to ensure that faculty can update assessment and program review information as efficiently and accurately as possible, the College has invested in two CurricUNET META modules. The Assessment module will be ready for

faculty use in fall 2017; once this new module is implemented, a Program Review Follow-Up Report module will be sandboxed and piloted.

As described in II.B.2, all service and administrative areas at the College define Service Area Outcomes (SAOs) that align with the strategic goals of the College. These SAOs are assessed to measure the extent to which each area is meeting its goals and, ultimately, the mission and goals of the College as a whole. In addition, all service area and administrative area plans define projects that link to the strategic goals. [ [SAO Assessment Tracking](#); [Service Area Project Linked to Planning Priorities](#) ]

Institution-level planning processes revolve around the College Governance Council, which receives information and recommendations from a number of academic, student services, and administrative committees tasked with the development, implementation, and evaluation of policies, procedures, and activities specific to their area. Some of these committees are directly involved in program and institutional assessment (Academic Program Review and Assessment committees) and instructional and student support planning (Curriculum and Basic Skills committees). These committees rely on the program review process as well as external data to assess the effectiveness of programs and services and use this information to make program and policy recommendations to the Academic Senate, which in turn represents these interests in College Governance Council and Fiscal Advisory Committee for action, including informing decisions about resource allocation.

Feedback and assessment materials produced and submitted by the various assessment and planning informs the development of the *Educational Master Plan* and guides the direction of senior administration, including the Board of Trustees, regarding program planning and resource allocation. The *Educational Master Plan* is a five-year plan that addresses the short- and long-range needs and directions for educational programs, student services, and District resources.

### ***Effectiveness of Evaluation Processes and Results in Achieving Program Improvement***

At the student level, the Research and Planning Office has standardized the process for collecting and monitoring student achievement data, including course completion and retention, student persistence, and goal completion (certificate, degree, transfer, and employment), disaggregated by student group, instructional program, and delivery method, including distance education. These data are provided annually to all instructional programs for consideration as programs prepare their annual program review reports. Data are being used to inform planning, program development and implementation, and evaluation. The quality and depth of program review reports have also improved since the departments have had access to regular and consistent data, disaggregated by student population, program type, and delivery method. Each cycle of reports reveals an increased focus on data analysis and on linking report findings to resource allocation. Standardization of data allows for comparison across and within programs and facilitates the identification of trends in student achievement, as well as challenges to student success.

Institutional objectives are also informed by other planning documents, including Board of Trustees goals and priorities, Academic Senate priorities, Academic Senate sub-committee efforts, Fiscal Advisory Committee recommendations, Accreditation Recommendations and self-

initiated improvement plans, the *Technology Master Plan*, the *Facilities Master Plan*, the *Student Success Support Program (SSSP) Plan*, and the *Student Equity Plan*. [ [Technology Master Plan](#); [Facilities Master Plan](#); [Student Success Support Program \(SSSP\) Plan](#); [Student Equity Plan](#) ]

Solano Community College utilizes the same process to collect and assess data for all of its instructional programs regardless of delivery method, including those offered through distance education. As such, data collected for online courses includes an array of student success data, including course retention and completion rates. These data are disaggregated by student population, instructional program, and instructor. Data regarding the effectiveness of distance education courses is included in the interactive data tools for all programs that offer online courses. The Distance Education Committee works with department faculty to address trends and gaps in access.

Through continuous refinement of its program review, planning, and resource allocation processes, the College has made substantial improvements in how it integrates these processes that lead to institutional effectiveness and the accomplishment of its mission. Integrating these various processes and their timelines is a challenge, especially as new state and federal mandates have required including more policies and practices that necessitate their own integration into the College's continuous cycle of evaluation and planning. As identified in the Integrated Planning section of the Quality Focus Essay, this is an area of continued interest by the College. Of particular interest is the formal manner in which the College responds to the data-driven needs identified in various planning processes and how those decisions are reached and are communicated back to individual departments or units. The Integrated Planning Taskforce has already begun addressing these concerns and will continue to engage in a collaborative process resulting in a revised planning "roadmap" for the College.

## Standard IC: Institutional Integrity

**I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Solano Community College assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The College utilizes multiple forms of communication, including its website, to inform students and the public about its course offerings, policies, services for students, and accreditation status. Other forms of communication include newsletters, the College catalog, local newspaper stories, press releases, and internal updates via email. Additionally, the College gives accurate information to students and the public about its accreditation status with all of its accreditors.

### ***Mission Statement***

The mission statement is posted on the College website and in the College catalog and printed course schedule. To reinforce the College's commitment to its mission statement, printed mission statement posters are framed and posted across the campus and educational sites, prominently displayed in classrooms, conference rooms, and offices of support staff. [ [Mission Statement](#) ] New students are introduced to the College mission and vision statements through orientation modules that all students are required to complete. [ [SCC Orientation Online Webpage](#) ]

### ***Learning Outcomes***

Information about learning outcomes is displayed on the College website and in the College catalog. Through a collaborative and deliberative process, College faculty have developed General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) [ [Academic Senate Minutes 3-20-17 Item 11.5](#); [GELOs and ILOs Revised 2017](#) ] Individual faculty, in the process of creating and teaching courses, have developed Student Learning Outcomes (SLOs) for each course, and departmental faculty work together to develop Program Learning Outcomes (PLOs) for each degree or certificate. All of these are posted on the College website, and GELOs, ILOs, and PLOs for each program are included in the College catalog. [ [Learning Outcomes](#); [SCC Catalog 2017-2018](#); [SCC Catalog 2016-2017](#); [SCC Catalog Online Webpage](#) ]

The College ensures that the learning outcomes are accurate and clear through a regular cycle of assessment. [ [Program Review Cycle](#) ]

### ***Educational Programs***

The College catalog and website contain accurate and clear information about the College's educational programs. Preparing the College catalog falls under the purview of Academic Affairs, which monitors a thorough review of educational programs to ensure that the



information presented to the community aligns with CurricUNET, the college curriculum inventory system, and the California Community Colleges Chancellor's Office Curriculum Inventory.

All new incoming students are introduced to the College's educational programs through online or in-person orientation activities. The College has developed an online orientation [ [SCC Online Orientation](#) ] for new students in partial satisfaction of the requirements of the Student Success and Support Program. [ [SSSP](#) ] The online orientation contains several modules, but information is specifically included that covers College educational programs, information on general education requirements, and transfer agreement guarantees (TAG) with 4-year universities.

Solano Community College has an "Online Classes" page on the College website and in the published class schedule as a resource for students seeking online courses. The Online Classes page is maintained by the Distance Education Technician and the College Webmaster. The published class schedule includes the list of online courses that is maintained by Academic Affairs. The online page is reviewed before each new semester and updated with changes; updates to the page in the published class schedule are reviewed by Academic Affairs. Dates listed on the Online Classes page are based on the Solano Community College academic class schedule, ensuring that students are provided with accurate and current information. [ [Online Classes Webpage](#) ]

The Canvas Orientation module is designed to help students learn some of the basics of navigating in Canvas and to make them aware of how to get help with Canvas. [ [Canvas Orientation for SCC Online Students](#) ] This site is maintained and updated by the Distance Education Technician before each new semester. The Canvas Orientation is offered online and is publicly accessible to students at all times. Resources for the materials listed in the Canvas Orientation come from the Canvas Guides located online [ [Canvas Guides](#) ] as well from information from the Respondus website. [ [Respondus](#) ]

The Canvas Orientation module provides students with: in-person orientation schedules, information on how to get started in Canvas; Canvas operation specifications; navigation and communication tool information; and assignment, quiz, and grade information. Students are directed to DE personnel for help [ [Examples of Help Tickets Resolved](#) ]; emails and telephone numbers are provided.

### ***Student Support Services***

Information about student support services can be accessed on the College website, in the College catalog and printed schedule of classes, in course syllabi, in new student orientation modules, and in targeted communications from College staff. The Student Services web page is a featured link at the top of the College homepage. Once in Student Services, students and the public will find informative links divided up by "Access" and "Success." Under "Access" are links targeted to specific student groups, such as veterans, new students, international students, or high school students, along with links to such resources as the application process, financial aid, and the student handbook. Under "Success" are links to services like counseling, the Academic Success Center (tutoring), and resources for online students. Faculty and staff from

the Student Services area review these pages for accuracy and update accordingly.  
[ [Student Services Webpage](#) ]

### ***Accreditation Status***

The College provides accurate information about its accreditation status to students and the community via the accreditation page on the College website. [ [Accreditation Page on SCC Website](#) ] An “Accreditation” link from the homepage takes parties directly to the accreditation page of the site. [ [Accreditation Link on SCC Website](#) ] Thus, accreditation information is “one click away” from the College homepage. On this accreditation page, the College accurately and clearly lists its accreditation status, posts all official communications between the College and the ACCJC, and clearly and accurately identifies the Commission, including providing physical address, phone numbers, email addresses, and the website address of the Commission if anyone wants to contact them directly or file a complaint.

Currently, the accreditation landing page contains links to several official letters, including the ACCJC letter of February 6, 2015 affirming the College’s accreditation, the midterm report of October 15, 2014, and follow-up reports dating back to 2012. The page also contains copies of two substantive change reports submitted by the College: a 2014 report on the Auto Technology program notifying the Commission of the establishment of a new facility apart from the main campus and a 2016 report on the College’s proposal to offer a pilot baccalaureate program in Biomanufacturing. The ACCJC approval letter for the baccalaureate program is also posted on this page. This page also includes the College’s mission and vision statements.

A sidebar link on the accreditation landing page takes readers to past documents and sources of contextual accreditation information, such as a resource page for the College team assigned to lead the writing and evidence collection for the self-evaluation report, past Commission reports dating back to 2005, and a link to ACCJC policies.

### **I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)**

Solano Community College provides both a print and an online catalog for students and prospective students. These catalogs strive to present precise, accurate, and current information on all facts, requirements, policies, and procedures. A limited number of catalogs are printed each year for use by College staff, including those in Admission and Records, Counseling, academic departments, and other services. The online version of the catalog is a direct copy of the paper version and is available to all students, prospective students, and community members through a link on the College homepage. [ [SCC Catalog Webpage](#) ]

The College catalog contains a wealth of information about the College, its services to students, and its academic programs. Information provided in the catalog includes:

- Name, address, telephone numbers, and website address of the institution and its centers

- Name, address, and telephone number of the Accrediting Commission and notification of the College's accreditation status
- Information on the governance and funding structure and memberships in other organizations
- College Mission and Vision Statements, Core Values, Code of Ethics, and Strategic Goals
- Institutional Learning Outcomes (ILOs), General Education Outcomes (GELOs)
- General campus information and policies
- Student Services, including academic support and financial aid
- Academic policies and standards of student conduct
- Graduation requirements, including general education options and transfer programs
- Certificate and degree programs, including Associate Degrees for Transfer and the new Baccalaureate degree in Biomanufacturing
- Rosters of administration, faculty, and staff

The bulk of the catalog lays out program and course information. Curricular information is as up-to-date as possible; publication deadlines in late spring sometimes preclude very recent updates from appearing in the print catalog, which usually comes out in April or May. In fall 2017, the College will post an online catalog addendum to accommodate new program and course approvals and changes so that students and counselors have the most current information.

Curriculum information in the catalog is produced by creating an extract from the College curriculum management system, CurricUNET (for programs) and Banner (for courses). A thorough validation process ensures that this information is consistent with the Curriculum Inventory system at the state Chancellor's Office. Draft versions are reviewed by faculty, deans, and administrative staff in each academic area; by administrators and staff in student services areas; and by Academic Affairs staff, including the Vice President of Academic Affairs, the curriculum analyst, and the scheduling specialist. [ [Curriculum Summit Meeting Agenda & Catalog Development Timeline](#) ]

Program information includes the title of the award (for example, Associate in Arts or Certificate of Achievement), a program description, unit and course requirements, program learning outcomes, and a detailed course listing. If the program is a Gainful Employment program, a link to the Gainful Employment discipline website is included. [ [Gainful Employment](#) ] Programs on this page are listed alphabetically with links to specific information detailing the cost of the program for students, various financial aid options for students, and success factors like the length of the program and job placement rates.

Course information includes the department number (ie., MKT 171), course title (ie., Introduction to Marketing), the unit value, course prerequisites or advisories, a catalog description, and weekly instruction type and breakdown ("Three hours lecture"; other courses might be "Two hours lecture; one hour lab," for example). In subsequent years, the updated College catalog will also contain information on the course's transferability ("Transferable to UC/CSU") and applicability to certain general education (GE) patterns ("General Education: Solano College Option A Area C; IGETC Area 3B; CSU Area C2). This change is recommended

to assist students in making informed choices and to assist counselors in advising students about clear pathways to degrees and certificates.

**I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

Solano Community College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies. For example, all course outcomes assessments are posted publically on the SCC website. [ [Student Learning Outcomes Webpage](#) ] By searching for a particular subject under a drop-down menu, individuals can view posted SLO assessment results for courses in that discipline. Faculty complete SLO reports that contain information on the course, identify how course outcomes relate to College-level Institutional Learning Outcomes (ILOs) and Program Learning Outcomes (PLOs), and indicate assessment methods for each SLO. [ [SLO Report Example](#) ] The report form also allows faculty to describe planned actions for improvements in course outcomes.

The Office of Institutional Research and Planning maintains an active and prolific research agenda and shares data regarding student success across numerous metrics on a regular basis to the campus community, the Board of Trustees, and the public. The Office has also taken the lead in data-informed planning initiatives such as setting IEPI performance goals and Institution-Set Standards generated by the Commission. [ [IEPI Goals](#); [IEPI Webpage](#); [IEPI Indicators on Webpage](#); [IEPI Docs for 6-17 FAC Meeting](#); [Senate Minutes 5-2-16](#); [CGC Minutes 5-11-16](#); [IEPI Documents for CGC Meeting 5-24-17](#); [CGC Minutes Intro to Institution Set Standards 1-25-17 p. 4](#); [ISS Handout BSI Meeting 2-10-17](#); [BSI Meeting Notes 2-10-17](#); [BSI Meeting Notes 2-24-17](#) ]

The Research and Planning website directs interested parties to a wealth of data resources. One resource is an interactive Enrollment Management Data page. This directs readers to a Tableau data system, a web-based data-on-demand system with tabs leading to up-to-date and accurate performance measures at the College, course, and site level, including:

- Fill rates
- Headcount
- FTEF count
- Enrollment by modality (face-to-face versus online)
- Section count by discipline

(The [Enrollment Management Data page](#) requires Wifi to access data; please click [here](#) to utilize the interactive query functions on the web site.)

Another searchable Tableau report on course level program review data provides further evidence of student enrollment across disciplines. [ [Data Report Examples](#); [R & P Program Review Data Use Guide](#); [Program Review Data Example Webpage](#) ] Department faculty, deans,

and upper administration use this information to plan class schedules that meet the needs of students by offering the best array of courses possible.

The College also communicates its record of academic quality to current and future students and the community by prominently featuring a link to the Student Success Scorecard on the homepage. The Scorecard presents Solano Community College's rates in a number of accountability metrics established by the California Community Colleges Chancellor's Office. [ [SCC Student Success Scorecard 2017](#) ]

A more outward-looking, community-focused document, the Annual Report, presents student achievement in a narrative context. [ [SCC 2015-2016 Annual Report](#) ] Subtitled "Committed to Transforming Students' Lives" [ [Vision Statement](#) ], the 19-page report features student success stories such as the cardiothoracic surgeon who got his start at Solano Community College, and College accomplishments such as securing a \$1.1 million Basic Skills Transformation Grant to improve strategies for developmental education, and an announcement of the pilot baccalaureate program in Biotechnology. The report further communicates academic quality at the College with stories on academic programs like Theatre Arts and Athletics and special spotlights on the College's educational centers serving students and the communities in Vacaville and Vallejo. The report ends with photos and information about the graduating class, highlighting the diversity of the student population.

#### **I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

The College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. This information is taken from the official Program of Study, developed by discipline faculty, approved by the participatory governance Curriculum Committee, and stored on CurricUNET, the College's curriculum inventory system.

Both the College website and print catalog list certificates and degrees. [ [SCC Degrees & Certificates Webpage](#); [Program Description Examples](#) ] In the catalog, both in print and online, each program includes a general program description that also indicates potential job opportunities that students will be prepared for upon graduation. [ [Automotive Body and Repair AS Degree](#) ] Each listing also outlines the number of units required for completion, including general courses, if required, courses within the major, and the grades acceptable for completion (usually a "C" or better in the major courses, or a "P" if the class is taken "Pass/No Pass").

Course requirements are outlined for every certificate and degree. Many programs have required courses along with electives. If electives are recommended in groups, those groups are clearly defined and separated in the course listing. For example, the Associate in Arts in Art History degree lists 3 required courses, plus 1 or 2 courses in each of 3 different sub-categories: Non-Western Art History; Modern, Contemporary, and Theory; Studio Art; and Diverse Media.

Program learning outcomes for each certificate or degree are also included in the program description page. These are reviewed and updated according to a regular cycle of evaluation established by the college's Assessment Committee. [ [Program Review Cycle](#) ]

The College's pilot baccalaureate degree in Biomanufacturing appears for the first time in the 2017-18 catalog, the same year it accepts its first student cohort. Information about this pilot program is on the SCC website dedicated to the program, as well as in the College catalog. The website contains general information about biomanufacturing and the future of the field, the eligibility requirements for admission into the competitive program, a description of the newly created upper-division courses, and the course sequence required for completion of the baccalaureate degree. Additionally, the website contains contact information so students can contact the College for further information or assistance. [ [Baccalaureate Degree in Biomanufacturing Webpage](#); [Biomanufacturing Degree Program Description in Catalog 2017-2018](#) ]

#### **I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services. Depending on the policy or publication, authority to begin such processes of review can emanate from several individuals or groups on campus, including the Academic Senate or administrative units.

Solano Community College District Board Policy 1050 gives the Board of Trustees the authority to "adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District." [ [BP 1050 Policy and Administrative Procedure](#) ] Policies may be adopted, revised, or amended at any regular Board meeting by a simple majority vote. Following the Brown Act and its own Board policy, any changes must be introduced not less than one regular Board meeting prior to the recommended action. [ [BP 1052 First and Second Reading Procedure for Establishing or Changing Policies](#) ] The College subscribes to the Community College League of California's Board Policy and Administrative Procedure Service to remain in compliance with the latest legislative and system-wide policy changes. This service includes: access to Board Policy and Administrative Procedure templates, legal updates to ensure that board policies and administrative procedures reflect recent revisions in federal/state statutes and regulations as well as changing accreditation standards, and participation in Board of Trustees retreats and workshops for classified staff involved in policy updates. [ [Policy & Administrative Procedure Service](#) ]

Solano Community College follows a collaborative and collegial process related to board policies and procedures. In 2016-2017, the College Governance Council initiated the review of all board policies. The College then contracted with a retired CEO who provided an initial draft for the CGC to review and forward to appropriate representative groups, such as the Academic Senate. The Academic Senate reviewed and suggested updates to the 6000 series of board policies, those that relate to academic affairs, and those modifications to the 6000 series were then forwarded to the Board's ad hoc committee on policy by the Superintendent-President.

[ [Board Policy Review 6000 Series](#) ] The ad hoc committee reviewed and revised in consultation with the Superintendent-President before taking the revised policies to the full Board for approval. The College has reviewed and revised the following series of policies and taken the revisions to the Board: 1000, 2000, 5000, 6000. Series 4000 is currently being revised and 3000 and 1100 will be the last two series in the current cycle of revisions.

Procedures have been revised or developed where in the past there were none. For example, the *Faculty Hiring Handbook* serves as the new procedures for hiring faculty as it addresses specifics, is more comprehensive than previous procedures, and was collaboratively developed and vetted by faculty and administration. As all of the policies are revised and approved by the Board, the College will continue to collaboratively update procedures.

**I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

Solano Community College informs current and prospective students and the public of the total cost of education through a variety of online and printed resources. This includes information about tuition, fees, and other required expenses, including textbooks. [ [ED Gainful Employment Disclosure Examples](#) ] Based on a federal mandate, the primary venue to communicate all this information is included in Gainful Employment reporting. Gainful Employment reporting requires institutions to provide key information on program costs, how many students complete, how much they earn, and how much debt they may accumulate. This information can be found on the Gainful Employment web page. [ [Gainful Employment Webpage](#) ] To ensure accuracy, the yearly program review process is the venue used to update and collect program information regarding textbooks, fees, and other program costs.

The total cost of education is also featured prominently on the College web page under “Student Services.” [ [Education Cost on Webpage](#) ] From that page, students and prospective students will find a link to “Fees and Refunds” [ [Fees and Refunds on Webpage](#) ] which displays a table of all fees, including: Enrollment Fee, Health Fee (and exemptions), Parking Permit Fee, Non-Resident Tuition Fee, Non-Resident Capital Outlay Fee, Student I.D. Card Fee, Student Center Fee (for students taking classes on the main Fairfield campus), and the Student Transportation Fee. All fee descriptions include the amount of the fee, which student classifications are required to pay the fee, and how to secure a refund, if necessary. The same information is included in the College print and online catalog. [ [Online Catalog - Fees 2016-2017 p. 38](#) ]

Some educational programs have associated fees. In those instances, the College catalog indicates this in the program description. One example is in the Cosmetology Associate in Science, Certificate of Achievement, and Job Direct educational programs. These programs are housed in the School of Applied Technology and Business, and on the school webpage under a listing of programs, students and prospective students will find a link for the Cosmetology page with information on the cost of the required equipment kit. [ [School of Applied Technology and Business Webpage](#); [Cosmetology Webpage](#) ] Similar notices are included in the College catalog

so students entering the program or exploring classes in the area are accurately informed of the total cost of enrollment.

Textbook costs are clearly displayed on the College bookstore website. A link to “Textbooks” is featured at the top of the page. On the Textbook page, students can search for their courses and see textbook requirements. Information includes the name of the book, author(s), the ISBN, the editor, and the publisher. Additionally, faculty indicate whether a text is required or optional. Students also have choices about book format: they can choose to view the price of a new book, a used one, a rental copy, or a digital version (if one exists). The price for each option is displayed for the students. This bookstore page also lists course supplies that are available for purchase at the bookstore, if students choose to purchase them on campus. [ [SCC Bookstore Webpage](#) ]

The College Financial Aid web page includes other helpful resources to help students understand the full cost of their education. [ [Financial Aid Webpage](#) ] For example, a link to Solano Community College’s “Financial Aid TV” leads students to a series of short, 30-second videos on topics with titles such as:

- Welcome to Financial Aid TV’s Counseling On Demand
- Financial Aid Basics
- 150% Subsidized Loan Limit Rule
- Understanding the FAFSA
- What happens to my Federal Direct Loan if I do not attend school at least half time?

In all, the site offers 51 playlists, each with several short video questions and answers. [ [Financial Aid TV](#) ]

Another helpful link from the Financial Aid webpage is to a site called “Cash Course: Your Real-Life Money Guide.” [ [Cash Course](#) ] This is an external site hosted by the National Endowment for Financial Education and is free for students to use. Students going to this site will find information on financial literacy so they can not only get through college successfully, but they can prepare for a life of financial stability.

Finally, students can check out the Net Price Calculator. This site is hosted by the California Community Colleges Chancellor’s Office and allows students to enter general personal information, such as their age, their living situation (at home, renting an apartment), their family income, and so on to calculate not only the total cost of their education but also their eligibility for certain types of financial aid. [ [Net Price Calculator Webpage](#) ]



**I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

***Academic Freedom for Faculty and Students***

Solano Community College is committed to academic freedom and responsibility, and as such uses and publishes governing board policies that make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Board Policy 6430 is devoted to academic freedom. Last revised and affirmed at the governing board meeting of March 1, 2017 [ [Board Minutes 3-1-17](#) ], the policy clearly states that academic freedom applies both to faculty and students:

The Solano Community College District affirms its belief in the academic freedom of its full and part-time faculty and students to engage in any campus or off-campus teaching, studying, research, writing, and criticism deemed appropriate by such individuals to the spirit of free inquiry and the pursuit of truth. [ [BP 6430 Academic Freedom](#) ]

Board Policy 6430 further states: “Since these rights of academic freedom carry responsibilities with them, each faculty member and student should strive to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and will indicate that he or she does not speak, necessarily, for the College.” [ [BP 6430 Academic Freedom](#) ]

This policy on academic freedom is included, in its entirety, in the College catalog. In fact, this is the first entry in the catalog under “General Campus Information,” and as such it underlies everything that follows. [ [Academic Freedom Faculty](#) ] The policy is also included on page 21 of the *Faculty Handbook*, accessible via the College’s Academic Affairs website. [ [Faculty Handbook Academic Freedom Policy p 21](#); [Faculty Handbook Webpage](#); [Faculty Handbook 2016-2017](#) ]

***Exercise of Free Speech for Students***

Related to academic freedom, a specific board policy is also devoted to students’ free expression of speech. Board Policy 5580 states:

“Students, employees, and members of the public shall be free to exercise their rights of free expression, and advocacy subject to the requirements of this policy.” [ [BP 5580 Speech: Time, Place, and Manner](#) ]

Solano Community College has a preferred space on campus, the “Hyde Park” location near the College bookstore and cafeteria, where peaceful assembly may take place for the purpose of free expression and exchange of ideas. The College’s *Student Rights Handbook* allows for such free expression in the sections on Academic Freedom and Civil Rights, and the College encourages students to become engaged in issues that concern them. [ [Student Rights Handbook](#) ]

**I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Solano Community College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

The College has adopted a Code of Ethics and a set of Core Values. The Code of Ethics, published on the College website [ [SCC Code of Ethics Webpage](#) ], is stated in BP 4100 and was last revised and affirmed at the governing board meeting of February 17, 2016 [ [Board Minutes 2-17-16](#) ]:

“The Code of Ethics serves to articulate values that the college embodies and promotes:

- Act with uncompromising integrity, dignity, respect, and fairness, and promote a spirit of collegiality campus-wide.
- Recognize and work to meet the college’s responsibility to all citizens of the District to provide an educational program of the highest quality.
- Maintain and support transparency, communication, and equity in governance of the College, and in relationship to the community.
- Commit to the advancement and protection of academic freedom for all members of the institution.”

This Code of Ethics is also published in the College catalog, alongside the Core Values statement (cited below) and mission and vision statements, making it clear to students, staff, and the public that these standards of behavior apply to everyone associated with the College. [ [Mission, Vision, Core Values, & Ethics in SCC Catalog 2016-2017](#); [SCC Online Catalog Webpage](#) ] A framed copy of the Code of Ethics is also posted in the Superintendent-President’s Office.

The College has also developed a set of Core Values to guide activities at the College, both in the classroom and in service to others:

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

- *Student Well-being* — considering and addressing the impact on students of any and all actions or inactions [ [Core Values Webpage](#) ]

The College’s Governing Board is also subject to standards of conduct. Board Policy 1020 establishes a norm for Trustee performance. [ [BP 1020 Code of Ethics/Standards of Practice](#) ] The policy enumerates ten standards that guide trustee behavior, including:

1. Holding the educational welfare of the students of the District as a primary concern;
2. Recognizing that authority rests only with the Board in a legally constituted meeting and not with individual members;
3. Promoting and maintaining good relations with fellow Board members;
4. Recognizing that he/she is responsible to all citizens of the District;
5. Attending and participating in all meetings insofar as possible, having prepared for discussion and decision by studying all agenda materials;
6. Recognizing that the primary function of the Board is to establish the policies by which Solano Community College District is to be administered;
7. Delegating authority to the Superintendent-President as the chief executive officer and confining Board action to policy determination, planning, overall approval and evaluation, and maintaining the fiscal stability and instructional integrity of the District;
8. Conducting all District business in open public meetings and holding closed sessions only for those purposes permitted by law;
9. Avoiding any situation that may constitute a conflict of interest;
10. Utilizing opportunities to enhance his/her role as a Board member through participation in educational conferences, workshops, and training sessions offered by local, state, and national organizations.

Board Policy 1070 requires the Board to undergo annual self-assessment of its performance. As part of this policy, Board members complete a quarterly assessment survey, “Board’s Leadership: How Do We Rate Checklist.” [ [BP 1070 Board Self-Evaluation](#) ] Specific questions on this survey pertain to Board member ethics and standards of conduct and professionalism, including the following specific questions:

7. *Are we adhering to standards of Board ethics?*
9. *Do we respect and support the CEO?*
20. *Do we honor the professionalism of College staff by allowing them to perform their duties?*
29. *Do we model behaviors that the Board values?*

Responses to these and other survey questions are collected and summarized by the Board Secretary, discussed at the annual Board retreat, and utilized in assessing the past year’s performance and formulating the following year’s annual goals.

The College’s *Student Handbook* further communicates clear policies and procedures that promote honesty, responsibility, and academic integrity. The student Academic Honesty Policy states that “The College community functions best when its members treat one another with honesty, fairness, respect and trust. Therefore, an individual should realize that deception for the

purpose of individual gain is an offense against the members of the College community.” The handbook then lays out the consequences of academic dishonesty, including the possibility of a failing grading on an assignment or, in extreme cases, suspension. [ [Student Rights Handbook, p. 9; Student Rights Handbook](#) ]

The *Student Handbook* also contains Student Conduct Standards, including violations related to academics (as previously described), computer usage, behavior, substance use and possession, and weapons possession. [ [Student Rights Handbook, pgs 10-11](#) ] Types of disciplinary action and discipline procedures as outlined in Board Policy 5300 are also included in the Handbook. [ [BP 5300 Standards of Student Conduct](#) ]

**I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

Faculty at Solano Community College distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. The statement on academic freedom in the *Faculty Handbook* states, regarding the freedom from restraints or pressures, “Since these rights of academic freedom carry responsibilities with them, each faculty member and student should strive to be accurate, should exercise appropriate restraint, show respect for the opinions of others, and must indicate that he or she does not speak, necessarily, for the College.” [ [Academic Freedom Policy Faculty Handbook 2016-2017 p 21](#) ]

The College Code of Ethics further compels faculty and staff to “Act with uncompromising integrity, dignity, respect, and fairness, and promote a spirit of collegiality campus-wide.” This code does not discourage faculty or staff from holding strong personal convictions, but it does encourage faculty to adhere to standards of disciplinary knowledge. [ [Code of Ethics Webpage](#) ]

Faculty are subject to periodic performance review, and both the administrator’s rating form and the student evaluation of faculty form allow for feedback on the faculty member’s presentation of course material in an objective and evidence-driven manner. On the Instructional Faculty Performance Evaluation, administrative reviewers are able to rate the faculty member on various metrics, including “Demonstrates sensitivity to students from diverse backgrounds” and “Instruction is consistent with the stated and approved goals and content of the course.” [ [Instructional Faculty Performance Evaluation Form](#) ] The Student Evaluation of Instructor form allows students to provide feedback on faculty performance in multiple areas, including: “The instructor shows that she/he is sensitive to the feelings and needs of the students,” “The instructor keeps the lecture(s) and/or class discussion(s) focused on the subject of the course,” and “The instructor uses clear and appropriate examples to explain new material.” Additional student questions relate to the ability of instructors to inspire critical thinking rather than simply indoctrinate students into a particular worldview, such as “The instructor encourages students to ask questions, disagree or express their own ideas” and “The instructor is intellectually stimulating (thought provoking or causes students to do additional studying on their own).” [ [Student Evaluation of Instructor Form](#) ]

**I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

Solano Community College requires students and staff to conform to certain standards of conduct, as discussed in the College's response to Accreditation Standard I.C.8, but the College does not seek to instill specific beliefs or worldviews. Nonetheless, College staff are allowed free expression of political beliefs in accordance with the rights of citizenship, subject to the conditions outlined in Board Policy 4210. [ [BP 4210 Political Activity](#) ] This policy lays out four conditions for employee engagement in political processes:

- (1) Campaign activities may be undertaken only at times when the employee is not scheduled to work or required to perform duties for the District; and
- (2) District funds, services, supplies or equipment (includes use of e-mail) may not be used to campaign for or against a candidate or issue; and
- (3) Reasonable steps must be taken to clarify that the District employee is acting in an individual capacity and does not represent the District; and
- (4) All other restrictions imposed by the Political Reform Act of 1976 and other provisions of law are followed.

The policy allows for certain interactions in political processes, including encouraging candidates to speak on campus and allowing District employees to appear before a citizens' group that requests the appearance to discuss the reasons why the Board called an election to submit to the voters a proposition for the issuance of bonds, and to respond to inquiries from the citizens' group, as long as the previous four conditions have been met.

**I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

Solano Community College does not operate in any foreign locations. This standard does not apply.

**I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

Solano Community College agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. This is evidenced by the

College's timely and thorough responses to the Commission's Accreditation Recommendations during the previous review cycle. For example, the College submitted three required Follow-up Reports, one each in 2012, 2013, and 2014. The 2012 report was a response to being put on Warning by the Commission, including the College's response to nine Recommendations. Despite the College's best efforts, the Commission kept the institution on Warning status and requested an additional Follow-up Report by October 15, 2013 to address four remaining Recommendations. The College's Midterm Report from October 2014 further addresses the nine original Recommendations and discusses steps taken to comply with Commission Eligibility Requirements, Accreditation Standards, and Commission policies. In February 2015, the Commission removed the College from Warning status and reaffirmed the College's Accreditation. [ [SCC Accreditation Reaffirmation Letter](#) ]

The College complies with Commission requirements regarding substantive change reports. During the current accreditation cycle, the College has submitted two such reports: one in 2014 for the Auto Technology Program (to identify the establishment of an additional location geographically apart from the main campus) [ [Substantive Change Report Auto Technology Program](#) ] and another in 2016 for the Pilot Baccalaureate Program in Biomanufacturing (for initial Accreditation of a new program). [ [Substantive Change Report BA Biomanufacturing Program](#) ] Both reports were submitted in a timely fashion and were accepted by the Commission. The Commission's letters of approval for both reports are posted on the College's web page. [ [Commission Approval for Auto Tech Webpage](#); [Commission Approval for BA Biomanufacturing Webpage](#); [ACCJC Letter Auto Tech Approval](#); [Commission Approval of Bachelor of Science in Biomanufacturing](#) ]

When directed to do so by the Commission, the College responds to meet requirements within the time period set by the Commission. As discussed in the previous paragraph, the College has met each deadline established by the Commission. The College further demonstrates its commitment to respond to the Commission by establishing the Accreditation Self-Study Coordinator position. The College's Accreditation Task Force, comprised of representatives from all primary constituency groups, works collaboratively to inform the College of Accreditation news and to involve various groups in gathering evidence pertaining to the Standards. [ [Accreditation Task Force Minutes](#) ] Flexible Calendar days each semester feature workshops and presentations related to Accreditation status and activities. [ [Accreditation Presentation PPT August 2016](#); [Accreditation Resources Handout Flex 2016](#); [Accreditation Standards Flex Handout Fall 2016](#); [FlexCal Program January 2017](#); [FlexCal Program March 2017](#) ] This resulting institutional self-evaluation report is evidence of broad participation by all constituent groups and the Board of Trustees.

The College discloses information required by the Commission to carry out its accrediting responsibilities. All Commission letters, College Accreditation documents, and links to Accreditation resources are posted on the College website. The link to the Accreditation web page is featured prominently on the College homepage so that all resources are no more than one internet click away from the homepage. [ [Accreditation Link on SCC Website](#); [Accreditation Page on SCC Website](#); [Accreditation Update August 2016](#); [Accreditation Update September 2016](#); [Accreditation Update March 2017](#); [Accreditation Update May 2017](#) ]

**I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

Solano Community College advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with all applicable regulations and statutes. As noted in the College's core values statement and Code of Ethics, integrity in interpersonal and professional relationships is at the heart of the College's mission, practices, and outcomes, as well as its relationships with external agencies, including the ACCJC. This commitment to honesty and integrity is demonstrated at all levels of the institution, as well as programmatically, and among faculty and staff. In instances where the College has fallen short, immediate action is taken to ensure resolution and compliance. [ [Core Values Webpage](#); [Code of Ethics Webpage](#) ]

***Relationship with Accrediting Agencies and State Governing Bodies***

In addition to the ACCJC, select Solano Community College programs are subject to the authority of other regulating bodies, including:

- **California State Board of Registered Nursing:** The Registered Nursing Program at Solano Community College is a 2-year Associate Degree Program fully approved by the California State Board of Registered Nursing and subject to its regulations regarding the education and training of nurses. [ [Nursing Program on SCC Website](#); [California State Board of Registered Nursing Webpage](#) ] Successful completion of the program qualifies the student to take the National Council Licensure Examination (NCLEX) to become a Registered Nurse. Most recently, a positive site visit in November 2013 resulted in a letter of February 12, 2014, wherein the Board voted to continue approval of the program. [ [Nursing Consultant Approval Report](#); [BRN Letter of Continued Approval](#) ] Publicly posted NCLEX passage rates demonstrate Solano Community College graduates pass at a high rate - around 94-98%. [ [Nursing NCLEX Pass Rates p. 2](#) ] The program continues to abide by board policies and procedures as evidenced by the submission of a progress report in 2015. [ [Nursing Progress Report](#) ]
- **California Department of Public Health (CDPH):** The Certified Nursing Assistant (CNA) program is approved by the CDPH. [ [California Department of Public Health Webpage](#) ] On October 28, 2016, the program was renewed through August of 2018 after the CDPH approved the program's training schedule and clinical training sites. [ [CNA Approval from CDPH](#) ]
- **Board of Barbering and Cosmetology:** This Board approves the College's Cosmetology program. The College is currently licensed and the publicly posted passage rates demonstrate SCC graduates pass at a high rate of 95%. [ [Approved Schools SCC Cosmetology](#); [School Pass/Fail Rate for Cosmetology Practical p. 2](#); [Board of Barbering and Cosmetology Webpage](#) ]
- **Emergency Services Bureau:** This Bureau, which is part of the Solano County Health & Social Services Department, approves the College's Emergency Medical Technician (EMT) job-direct certificate. The latest approval was dated June 8, 2013, informing the

College that its program was approved through August 2017. [ [Program Approval for EMT Training Programs](#); [Emergency Services Bureau Webpage](#) ]

- **California State Fire Marshal:** The Fire Technology/Academy Program is accredited by the State Fire Marshal and follows the Firefighter 1 curriculum resulting in the Firefighter 1 certification testing process. The most recent accreditation was in 2015, for which the Academy submitted a detailed and accurate Fire Academy Self-Assessment Report resulting in continued accreditation. [ [Fire Academy Self-Assessment Report](#); [Fire Academy Accreditation Letter](#); [California State Fire Marshal Webpage](#) ]
- **California Community College Athletic Association (CCCAA):** The College's athletics program is governed by the CCCAA, which sets eligibility rules, sporting contest schedules, and standards of conduct. Solano Community College participates in the Bay Valley Conference of the CCCAA and is subject to conference rules and regulations as outlined in the Bylaws. [ [CCCAA Webpage](#); [Bay Valley Conference Webpage](#); [BVC Constitution - Bylaws 2017](#) ] Membership in the conference requires payment of dues by October 1 of each year and attendance at fall and spring meetings. The College Athletic Director, all coaches, senior management (Superintendent-President and all Vice Presidents), the Athletic Counselor, Dean of Enrollment Services, and outreach staff take a compliance exam annually to ensure broad understanding of association rules and regulations. [ [CCCAA Compliance Exam Webpage](#) ] This is followed each Fall by a 2-hour compliance training on campus. [ [Compliance Exam Links & In Service Information](#) ] Student athletes must also meet eligibility requirements, including being registered as a full-time student during their season of sport in accordance with the bylaws.
- **California Department of Education:** The SCC Early Learning Center, while not an academic program, is mandated by Title V, Section 18279 to conduct regular program self-evaluation to affirm its compliance with various standards. Feedback indicates the services provided by the SCC Early Learning Center continues to be of high quality. [ [ELC Program Self Evaluation 2016-2017](#); [ELC Program Evaluation Results 2015-2016](#); [ELC Program Self Evaluation Results](#) ]

The College demonstrates the same degree of honesty and integrity for each of these program-specific accrediting and approval processes as it does for the institutional accrediting process. Of paramount importance is integration with the mission and vision of the College. This is accomplished through each department's annual program review process, which serves as the basis for developing departmental goals and objectives that are linked to institutional learning outcomes and supporting goals and included with each program's accrediting/approval process. The six-year program review process, including development of objectives for each program, also serves as a primary means for responding to and complying with accrediting agency recommendations.

To ensure consistencies in the College's reporting of its activities and programs, all program specific accreditation and approval reports are reviewed by the appropriate Vice President and/or the Superintendent-President before the report is submitted.

### ***Relationship with Other External Partners***

The College also maintains positive relationships with a number of other external partners



that, due to the nature of the relationship, impose an array of regulations and statutes that must be followed with honesty and integrity. For the most part, these are financial relationships through which the external partner awards, or grants, financial resources to the College with the expectation that the College will achieve agreed-upon outcomes and outputs. The College's most significant external funder is the US Department of Education. In addition to receiving federal financial aid, the College receives Perkins funding, administered through the California Community Colleges Chancellor's Office, as well as a number of competitive grant awards, including the Basic Skills Student Outcomes Transformation Grant.

It is the responsibility of the College's primary point of contact, often known as a project director, project manager, or faculty lead, to oversee project development and implementation. This person serves as the College's liaison with the funder and must be familiar with all applicable policies and procedures, at both the institutional and funding level. This person is responsible for ensuring that the College remains in compliance at the program level. The second line of compliance is financial, and this is the responsibility of the Vice President of Finance and Administration, working in conjunction with the grant manager. The Fiscal Services office has ensured that all grant accountants have been trained in state and federal grant management and empowered to work proactively with project managers to ensure that grant funds are spent in accordance with generally accepted accounting practices and program requirements. The final level of review is administrative. All externally funded projects report to a senior administrator who has ultimate responsibility for their execution. Project staff meet regularly with the senior administrator to share project successes and challenges and to solicit feedback regarding implementation strategy and recommendations for improvement. This administrative review helps to strengthen the honesty and integrity of the College's relationships with external partners and provides an opportunity for potential discrepancies and errors to be identified. This review process is utilized at all stages of the grant cycle, from Board acceptance of the new award to close-out.

The College has also established specific policies designed to protect staff who report suspected dishonest activities through Board Policy 4790. [ [BP 4790 Whistleblower Protection](#) ] Using this policy as a guideline, any College employee is encouraged to report dishonest acts, either known or suspected, through an anonymous process. The Superintendent-President is currently in the process of updating the procedures related to whistleblower protection.

### ***Communicating Changes in Accreditation Status***

Any changes in accreditation status at either the institutional or program level are communicated to the public through the office of the Vice President of Academic Affairs, who is the institution's Accreditation Liaison Officer (ALO). In addition, the College updates its publications to include these changes and ensure that the public is aware of the College's accrediting status. This is true for substantive change requests as well, most specifically the College's change in mission to include the offering of a baccalaureate degree.

Updates to accreditation status are posted on the accreditation page of the College website; the most recent ACCJC Letter of Approval dated February 6, 2015 and the Accreditation Midterm Report dated October 15, 2014. [ [ACCJC Letter of Approval](#); [Accreditation Midterm Report](#) ] There is also a tab for "Past Reports," which provides reports from 2005 through 2014. The

Letter of Approval from ACCJC for the College’s Baccalaureate Degree is also posted on the website.

Sample public announcements of changes include a February 1, 2012 ACCJC Letter of Warning outlining nine recommendations to the College, describing the College’s required response, and indicating the timeline for the College to comply with a follow-up report. [ [ACCJC Letter of Warning 2012](#) ] Additional correspondence and reports by the College and the Commission are included, and a February 11, 2013 Letter of Warning alerted the College that it was placed on “Continued Warning” and asked to respond to four of the original recommendations that the Commission felt were not adequately addressed in the College’s initial response. [ [ACCJC Letter of Warning 2013](#) ] After the College aggressively corrected the recommendations to come into compliance with Commission policies, the ACCJC announced that it had taken the College off of Warning status and reaffirmed its fully accredited status in a February 7, 2014 letter. [ [ACCJC Reaffirming Accreditation Letter 2014](#) ] The College took the additional step of sending out a press release and holding a press conference for the public and the campus community celebrating news of reaccreditation. In the press release, the College clarified the definition of “Warning” to mean that, while the College never lost its accreditation status, the lengthy and thorough reviews and self-evaluation that the College submitted to resulted in improvements that made the College a better institution. [ [Press Release Reaffirming SCC Accreditation](#) ]

**I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

Solano Community College is a public, not-for-profit college and therefore is not indebted to investors, parent organizations, or external interests. This standard in general does not apply, though it should be mentioned that members of the Board of Trustees are subject to Board Policy 1019. [ [BP 1019 Conflict of Interest](#) ] This policy ensures that Board members are not financially interested or involved in any contract before the Board or are employed in any capacity that is at odds with the performance of their duties as a Board member. In accordance with California Law, board policy designates Trustees and specific managers who are required to file the Form 700 annually.

**List of Supporting Documents for Standard I**

**Standard File/Link Name**

**IA**

- IA1** SCC Student Success Scorecard 2017
- US Census Bureau Quick Facts FF & Solano County
- Student Headcount by Ethnicity
- Enrollment Demographics by Modality
- Board Approval of Mission Statement 2016

**folder**  
**IA2**

Educational Master Plan  
Facilities Master Plan  
Demographic Data 1  
Demographic Data 2  
Course Level Data  
Student Headcounts by Zip Code  
ARGOS Live Data Instructions  
GE Schedule Report Email to Managers  
GE Schedule Report Instructions  
Enrollment Data Report September 2016  
Research & Planning Interactive Data Webpage  
Program Review Template  
SSSP Plan  
Equity Plan 2015-2019  
Institutional Effectiveness Data Webpage  
IEPI Indicators on Webpage  
ISS Handout BSI Meeting 2-10-17  
BSI Meeting Notes 2-10-17  
BSI Meeting Notes 2-24-17  
ISS Handout for Academic Senate 3-6-17  
CGC Minutes Introduction of Standards 1-25-17 p 4  
IEPI Document for CGC Meeting 5-24-17  
IEPI Document for FAC Meeting 6-7-17  
Demographic Data 2  
Equity Plan 2015-2019  
Outreach Plan Presentation  
Building Trades Bootcamp Flyer 2017  
English Placement Comparison Fall 2015 to Fall 2016  
English Course Options Flow Chart  
BSI Committee Minutes 3-24-17  
Math MMAP Guide  
Course Completion Data

**IA3**

Educational Master Plan 2014  
Student Success and Support Plan (SSSP)  
Equity Plan 2015-2019  
Facilities Master Plan  
Technology Plan 2017-2020  
Integrated Planning Process  
Degree and Certificate List  
Program Review Template 2017  
Program Review Annual Update Form

Senate Approval of PR Use of ISS Indicators  
Senate Minutes 1-30-17  
Email Addressing Task Force on General Degrees  
APR Committee Minutes 3-27-17  
Academic Senate Minutes 11-7-16  
Strategic Budget Request Example  
Management & Classified Position Requisition Form  
Approved Classified Positions 2017-2018  
Instructional Equipment Request Example  
Strategic Proposal Example  
PD Grant Application Form  
BSSO Transformation Grant Application  
BSSO Transformation Grant Award Agreement  
STEM Brochure 2017  
STEM 2+1 Program Webpage  
IE Plan Update December 2016  
GELOs and ILOs Revised 2017  
Mission in Educational Master Plan  
Mission in Facilities Master Plan  
SGC Minutes 4-15-15  
SGC Special Meeting Minutes 5-20-15  
College Governance Minutes 2-10-16  
BoT Minutes 6-15-16  
Senate Minutes 1-25-16

**IA4**

**IB**

**IB1**

Program Review Handbook & Template 2014-2015  
Program Review Handbook & Template 2015-2016  
Program Review Handbook 2017-2018  
Program Review Template 2017-2018  
ENGL Dept. Equity Retreat 2015  
Meeting Agendas for Social and Behavioral Sciences  
SLA Student Support ReDefined Discussion August 2016  
Basic Skills & Counseling Retreat October 2016  
FlexCal Session on Compassion March 2017  
CA Board of Registered Nursing Pass Rates p. 2  
Nursing Program Corrective Action Plan  
Puente Student Outcomes Report 2017  
Puente Success Data 2013-2016  
Umoja Study Session PPT May 2017  
Umoja Program Report 2015  
FYE Data & Survey Years 1-3

Online Student Survey Results 2016  
 DE-F2F Success Comparison Fall 2016  
 CCPLS Annual Report 2016  
**folder** Flex Calendars Fall 2015-Spring 2017  
 Flex Calendar Spring 2017  
 Flex Calendar Fall 2016  
 SLO Training PPT  
 Flex Calendar Fall 2016  
 Flex Calendar October 2016  
 Basic Skills & Counseling Retreat October 2016  
 Flex Calendar Session on Compassion March 2017  
 Board Study Session Topics 2016-2017  
 GISS Agenda 2015  
 GISS Slides 2016  
 Board Retreat Minutes 5-31-15  
 Board Retreat Minutes 1-30-16  
 Board Retreat Minutes 6-25-16  
**folder** Industry Advisory Board Minutes  
 BACCC  
 CCCCCO Strong Workforce  
 BACCC Program Endorsements  
 BACCC Endorsements SCC Detail List  
**folder** Doing What Matters Newsletters  
 Joint Chamber Mixer April 2017  
 HS Counselor Brunch 2017  
 Vallejo Outreach Planning Emails  
 Vallejo Outreach Counseling Schedule  
 MOU Jesse Bethel HS Pathways  
 MOU Fairfield USD ECHS  
 MOU MITAHS  
 MOU Vacaville USD  
 MOU Winters JUSD  
 MOU Dixon USD  
 MOU Vallejo City USD  
 CTE Transitions Participating Schools  
 CATEMA  
 ABB6 Summary  
 AB86 Senate Report  
 Start Up Vacaville Flyer  
 SLO Training PPT  
 Instructional Solano College Assessment Video Webpage

- SLO Rubric
- IB2** PLO Assessment Training FlexCal August 2016
- SAO Assessment Tracking
- Service Area Project Linked to Planning Priorities
- FA SAOs with ILO Link & Assessment
- ALG Evaluation Form
- Informed Planning Presentation
- Integrated Planning Presentation
- CGC Minutes 10-26-16
- CGC Minutes 1-25-17
- Project Planning Email to Managers Spring 2017
- Project Management Training Notes
- Entering a Project Training Guide
- Priorities Tracking Report
- IB3** Institution Set Standards Deans Memo September 2015
- Academic Senate Minutes 10-5-15
- SCC District Governing Board Minutes 10-21-15
- ISS Handout
- CGC Minutes 1-25-17
- ISS Handout BSI Meeting 2-10-17
- BSI Meeting Notes 2-10-17
- BSI Meeting Notes 2-24-17
- Institutional Effectiveness Data
- ISS Handout for Academic Senate 3-6-17
- Academic Senate Minutes 3-6-17 Item 10.2
- CGC Minutes 3-8-17
- ISS & Suggested Institution Response
- IEPI Fiscal Handout
- Fiscal 5-4-16
- Fiscal 5-18-16
- CGC Handout
- CGC Minutes 4-13-16
- Senate Minutes 5-2-16 Item 11.7
- Senate Minutes 5-9-16 Item 10.2
- CGC Minutes 5-11-16
- IEPI Webpage
- IEPI Indicators on Webpage
- IB4** 348G Analysis for 10-12-12 English Retreat
- English Dept. Retreat 10-12-12
- English Placement Data Fall 2016
- Math FlexCal Program August 2016

Math FlexCal Prezi August 2016  
Data-Driven HS 054 Course Modification  
English Faculty Hiring Req. 2016  
Strategic Proposal FYE 2014-2015  
Strategic Proposal Umoja 2015-2016  
Strategic Proposal Assessment Rubric  
Strategic Proposal Tracking  
Strategic Proposal Notification 2015-2016  
Recommendation for Changes to Strategic Proposal Process  
SSSP Plan  
Equity Plan 2015-2019  
Assessment Handbook  
**IB5** Program Review Cycle  
**folder** Research & Planning Interactive Data  
Data Report Examples  
Retention Report Fall 16 Spring 17  
**IB6** Research & Planning Interactive Data  
R & P Program Review Data Use Guide  
Equity Plan 2015-2019  
Equity Plan 2015-2019 p. 9  
NCCMC Member Institutions p. 2  
NCCMC Working Group Meeting June 2017  
English Placement Data Fall 2016  
A2MEND Conference Flyer  
Umoja Summer Bridge 2017  
UMOJA Program Report 2015  
UMOJA Board Study Session May 2017  
Puente Student Outcomes Report 2017  
Puente Success Data 2013-2016  
MESA-TRIO Brochure 2017-2018  
MESA Student Outcomes 2015-2016  
NSF Grant Proposal 2015  
STEM Brochure 2017  
STEM 2+1 Program Webpage  
BSI Transformation Grant Application  
**IB7** Senate & Subcommittees  
Senate Goals 2015-2016  
Senate Priorities 2016-2017  
APRC Goals & Self-Assessment 2016-2017  
PDFC Goals & Self-Assessment 2016-2017  
DE Goals & Self-Assessment 2015-2016

BSI Committee Restructure Proposal  
 Senate Task List Accomplishments Spring 2017  
 Academic Senate Minutes 5-7-12  
 Academic Program Review Handout & Template Pilot 2013  
 Position Description for Program Review Faculty-Coordinator  
**folder** Emails Regarding Pilot Training  
 Program Review Handbook/Template 2014-2015  
 Program Review Handbook/Template 2015-2016  
**folder** Survey Results 2016  
 Program Review Handbook 2017-2018  
 Program Review Template 2017-2018  
 Annual Program Review Update Form  
 Program Review Template 2017-2018  
 DE Bulletin February 2016  
 DE Bulletin September 2016  
 DE Bulletin October 2016  
 DE Closed Caption Requests 2016  
 DE Bulletin June 2016  
 DE-F2F Success Comparison Fall 2016  
 Online Student Survey Results 2016  
 IPP 2013  
 FA Program Review 2013  
 FA Feedback 2013  
 PR Rubric 2014  
 PR Committee Recommendations 2014  
 PR Instructions 2014  
 PR Tracking Tool 2014  
 EMP Tracking 2015  
 Note to Managers on Planning Process Fall 2016  
 Management Handout on Planning  
 Note to CGC on Planning Priorities Fall 2016  
 Note to CGC Confirming Planning Priorities Spring 2017  
 Fiscal Advisory Committee  
 Technology Plan 2017-2020  
 Stack  
**folder** Facilities Master Plan  
 Facilities Master Plan on Website  
 Policies & Practices Related to Governance Processes Webpage  
 College Governance Council  
**IB8** Board Agenda Scorecard Update 2-1-17  
 BSI Board Presentation 2-1-17



	Scorecard Data Board Presentation 2-1-17
	Board Study Session Topics 2016-2017
	Management Meeting Agenda
	Program Review Data 2
	SCC Management Enrollment Data
<b>folder</b>	Learning Outcomes Newsletters
	Learning Outcomes Newsletters Webpage
<b>folder</b>	Division & Department Meetings SLOs
	Senate "Hot Topics" Bulletins Spring 2017
	Basic Skills Committee Agendas & Minutes Webpage
	SCC SLO Webpage
	Research & Planning Interactive Data
	SCC Student Success Scorecard 2017
<b>IB9</b>	Integrated Planning Presentation
	Integrated Planning Process
	Program Review Template 2017-2018
	Program Review Annual Update Form
	Senate Approval of PR Use of ISS Indicators
	Academic Senate Minutes 3-20-17
	SAO Assessment Tracking
	Service Area Project Linked to Planning Priorities
	Technology Master Plan
<b>folder</b>	Facilities Master Plan
	Student Success Support Program (SSSP) Plan
	Student Equity Plan
<b>IC</b>	
<b>IC1</b>	Mission Statement
	SCC Online Orientation on Webpage
	Academic Senate Minutes 3-20-17 Item 11.5
	GELOS & ILOS Revised 2017
	Learning Outcomes
	SCC Catalog 2017-2018
	SCC Catalog 2016-2017
	SCC Catalog Webpage
	Program Review Cycle
	SCC Online Orientation
	SSSP
	Online Classes Webpage
	Canvas Orientation for SCC Online Students
	Canvas Guides
	Respondus

- folder** Examples of Help Tickets Resolved  
Student Services Webpage  
Accreditation Page on SCC Website  
Accreditation link on SCC Website
- IC2** SCC Catalog Webpage  
Curriculum Summit Meeting Agenda & Catalog Development Timeline  
Gainful Employment
- IC3** Student Learning Outcomes Webpage  
SLO Report Example  
IEPI Goals  
IEPI Webpage  
IEPI Indicators on Webpage  
IEPI Document for FAC Meeting 6-17-17  
Senate Minutes 5-2-16  
CGC Minutes 5-11-16  
IEPI Document for CGC Meeting 5-24-17  
CGC Minutes Intro to Institution Set Standards 1-25-17  
ISS Handout BSI Meeting 2-10-17  
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Enrollment Management Data Page Requires Wifi to Access Data  
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- folder** Data Report Examples  
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SCC Student Success Scorecard 2017  
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Vision Statement
- IC4** SCC Degrees & Certificates Webpage
- folder** Program Description Examples  
Automotive Body and Repair AS Degree  
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Baccalaureate Degree in Biomanufacturing Webpage  
Biomanufacturing Degree Program Description in Catalog
- IC5** BP 1050 Policy and Administration  
BP 1052 First and Second Reading Procedure for Establishing or Changing  
Policies  
Policy & Administrative Procedure Service  
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- IC6** Gainful Employment Webpage
- folder** ED Gainful Employment Disclosure Examples  
Education Cost on Webpage

Fees and Refunds on Webpage  
Online Catalog - Fees 2016-2017 p. 38  
School of Applied Technology and Business Webpage  
Cosmetology Webpage  
SCC Bookstore Webpage  
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Financial Aid TV  
Cash Course  
Net Price Calculator Webpage

**IC7**

Board Minutes 3-1-17  
BP 6430 Academic Freedom  
Academic Freedom Faculty  
Academic Freedom Policy Faculty Handbook 2016-2017 p 21  
Faculty Handbook Webpage  
Faculty Handbook 2016-2017  
BP 5580 Speech: Time, Place, and Manner

**IC8**

Student Rights Handbook  
SCC Code of Ethics Webpage  
Board Minutes 2-17-16  
Mission, Vision, Core Values, & Ethics in SCC Catalog 2016-2017  
SCC Online Catalog Webpage  
Core Values Webpage  
BP 1020 Code of Ethics/Standards of Practice  
BP 1070 Self-Evaluation  
Student Rights Handbook P. 9  
Student Rights Handbook  
Student Rights Handbook, pgs. 10-11  
BP 5300 Standards of Student Conduct

**IC9**

Academic Freedom Policy Faculty Handbook 2016-2017 p 21  
Code of Ethics Webpage  
Instructional Faculty Performance Evaluation Form  
Student Evaluation of Instructor Form

**IC10**

BP 4210 Political Activity

**IC11**

This standard does not apply given SCC does not operate in any foreign locations.

**IC12**

SCC Accreditation Reaffirmation Letter  
Substantive Change Report Auto Technology  
Substantive Change Report BA Biomanufacturing Program  
Commission Approval for Auto Tech Webpage  
Commission Approval for BA Biomanufacturing Webpage  
ACCJC Letter Auto Tech Approval  
Commission Approval of Bachelor of Science in Biomanufacturing

**folder** Accreditation Task Force Minutes  
 Accreditation Presentation PPT August 2016  
 Accreditation Resources Handout Flex 2016  
 Accreditation Standards Flex Handout Fall 2016  
 FlexCal Program January 2017  
 FlexCal Program March 2017

**folder** Accreditation Task Force Minutes  
 Accreditation Presentation PPT August 2016  
 Accreditation Resources Handout Flex 2016  
 Accreditation Standards Flex Handout Fall 2016  
 FlexCal Program January 2017  
 FlexCal Program March 2017  
 Accreditation Link on SCC Website  
 Accreditation Page on SCC Website  
 Accreditation Update August 2016  
 Accreditation Update September 2016  
 Accreditation Update March 2017  
 Accreditation Update May 2017

**IC13** Core Values Webpage  
 Code of Ethics Webpage  
 Nursing Program on SCC Website  
 California Board of Registered Nursing Webpage  
 Nursing Consultant Approval Report.  
 BRN Letter of Continued Approval  
 Nursing NCLEX Pass Rates p. 2  
 Nursing Progress Report  
 California Department of Public Health Webpage  
 CNA Program Approval from CDPH  
 Approved Schools SCC Cosmetology  
 School Pass/Fail Rate for Cosmetology Practical p. 2  
 Board of Barbering and Cosmetology Webpage  
 Program Approval for EMT Training Programs  
 Emergency Services Bureau Webpage  
 Fire Academy Self-Assessment Report  
 Fire Academy Accreditation Letter  
 California State Fire Marshal Webpage  
 CCCAA Webpage  
 Bay Valley Conference Webpage  
 BVC Constitution - Bylaws 2017  
 CCCAA Compliance Exam Webpage  
 Compliance Exam Links and In-Service Information

ELC Program Self Evaluation 2016-2017  
ELC Program Self Evaluation Results 2015-2016  
ELC Self Evaluation Results  
BP 4790 Whistleblower Protection  
ACCJC Letter of Approval  
Accreditation Midterm Report  
ACCJC Letter of Warning 2012  
ACCJC Letter of Warning 2013  
ACCJC Reaffirming Accreditation Letter 2014  
Press Release Reaffirming SCC Accreditation  
BP 1019 Conflict of Interest

**IC14**



## **Standard II: Student Learning Programs and Support Services**

**The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.**

### **II.A. Instructional Programs**

**II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

All courses and certificate and degree programs, including those offered via distance education, are subject to a rigorous curriculum approval process upon inception and are reviewed and updated at least once every six years during the curriculum review stage of the program review cycle. These processes ensure that all instructional offerings are consistent with the College's mission, are appropriate to higher education, have well-defined and measurable student learning outcomes, and support student achievement of educational and/or employment goals.

[ [Program Review Cycle](#); [Curriculum Review Timeline](#) ]

The College's philosophy and criteria for Associate Degree and general education are formally presented in Administrative Procedure 6205. [ [AP 6205 Philosophy and Criteria for Associate Degree and General Education](#) ]

#### ***Curriculum Development and Approval Process***

The development of all course- and program-level curriculum is regulated by board policy. [ [BP 6100 Program, Curriculum, and Course Development](#) ] Central to the curriculum development and approval process is the Curriculum Committee, a subcommittee of the Academic Senate. [ [Curriculum Committee Webpage](#) ] It is the responsibility of this committee to ensure that all instructional offerings, including those offered via distance education, are consistent with the College's mission, appropriate to higher education, and focused on student achievement of stated learning outcomes at both the course and program level. Preliminary review by the Technical Review subcommittee ensures that the technical details of course and program development are followed by curriculum developers.

Curriculum Committee members are trained on state requirements for community college curriculum, using the state's *Program and Course Approval Handbook* (PCAH) and the Solano Community College *Curriculum Handbook*, which adheres to the College's Board Policies and Administrative Regulations, Section 6000. [ [Program and Course Approval Handbook](#); [BP 6000 Series Academic Affairs Webpage](#) ] Training also includes Curriculum Committee purview per Ed Code and Title 5 as well as Brown Act. [ [Title 5 & Brown Act Presentation](#); [Curriculum Committee Minutes 9-13-16 Item 14](#) ] The development of each new course and program follows a comprehensive review process that is applied consistently across all disciplines and which takes into consideration a program's relevance to the mission of the College, the field of study, and student learning and achievement. [ [Curriculum Committee Basics Training Manual](#); [Curriculum Handbook](#) ]

New and updated courses and programs approved by the Curriculum Committee are forwarded to the College's Board of Trustees, and in most cases the California Community Colleges Chancellor's Office for further approvals; some courses may be certified locally by the Curriculum Chair and CIO. [ [New Local Certification Process](#) ] Once a new course or program receives final approval, the College enters the new curriculum into its course catalog. In many cases, new courses are submitted at this point to either or both the CSU and UC systems for consideration for transfer and/or fulfillment of general education (GE) requirements. [ [Articulation Evidence](#) ] Many courses are also submitted for approval to the state's common course numbering project known as C-ID. [ [Course Identification Numbering System Webpage](#) ] The College has been proactive in obtaining C-ID approval for its courses and, to date, has received approval for 140 courses. [ [Approved C-ID Courses](#) ] In addition, many of the College's degree offerings conform to state-approved Associate Degree for Transfer (AD-T) patterns which in turn offer guaranteed transfer to the California State University System.

### ***Distance Education Approval***

Solano Community College does not offer any complete programs via distance education, but over 70 courses across a wide range of disciplines are available in fully online and/or hybrid modalities involving a combination of online and face-to-face instruction and activities. Deans consult with members of their school to identify courses that will be suitable for online learning. Some courses have practice-oriented components or depend significantly on observing behavior and providing immediate feedback; offering such a course online would not provide students with proper training. For example, the Human Services course HS 054: Introduction to Group Process, would not be viable in an online modality, while the Criminal Justice course CJ 001: Introduction to Criminal Justice works well in this format. [ [CJ 001 Online Offerings](#) ]

In accordance with Title 5 §55206, the Curriculum Committee must approve any course delivering any portion of its content via distance education separately from any face-to-face version of that course. Once a course is identified as a potential online offering, an instructor must develop in CurricUNET a proposal to change the modality of the course, which includes the submission of sample assignments for the online environment. The Curriculum Committee considers distance education proposals and course modifications through a separate action after reviewing the online Methods of Instruction & Evaluation forms which describe how the methods of instruction and evaluation are adapted to the distance education modality and how the instructor will provide regular, effective, instructor-initiated contact with students. This



separate approval action allows the Curriculum Committee to ensure that the online version of any course is the full equivalent of the on-ground version in terms of weekly contact hours, rigor, workload, and instructor-student interaction. [ [Curriculum Handbook, pgs. 49-52](#) ] Course shell reviews by members of the Distance Education Committee provide an additional layer of oversight and accountability: once a course is approved for DE delivery, the faculty member teaching the course must submit a “course shell” in Canvas for review by the committee. The committee evaluates the potential effectiveness of the online pedagogy and provides feedback and assistance for improvement, if warranted. Only after this approval process is complete will an online or hybrid course be added to the schedule.

### ***Career and Technical Education***

Courses and programs in Career and Technical Education (CTE) fields are held to high quality standards not only by our local curriculum approval process but by external industry review boards. As an additional quality assurance measure, Solano Community College CTE programs are endorsed by the Bay Area Community College Consortium (BACCC), a regional partnership comprised of 28 colleges, which provides “a framework to enhance the coordination of regional programs; to increase collaboration on regional priorities; and to serve as a link between colleges’ Career Technical Education programs, Economic and Workforce Development Initiatives, and the Chancellor's Office.” [ [BACCC Webpage](#); [CCCCO Strong Workforce Webpage](#); [BACCC Program Endorsements Webpage](#); [BACCC Endorsements SCC Detail List](#) ]

### ***Student Learning Outcomes***

Student learning outcomes have been identified for all courses and programs offered at the College. The course-level outcomes are identified and approved as part of the curriculum approval process and are archived along with all assessments in the SLO database (used through spring 2017). The SLOs for many courses are also stored in the CurriCUNET system. In AY 2017-18, all SLOs will be entered and archived in CurriCUNET Meta, a process which will begin with the training of all faculty and academic managers on the Meta system during August 2017 FlexCal days. [ [FlexCal Schedule August 2017](#) ] Course-level outcomes (SLOs) are assessed at least twice every six years, in accordance with the assessment schedule. [ [Six-Year Assessment Schedule](#) ] Courses have been mapped to program learning outcomes (PLOs) in previous years, but not at the level of linking specific course SLOs to each PLO. In 2017-2018, as part of the CurriCUNET Meta implementation, faculty will map course-level SLOs to PLOs, GELOs (for courses that satisfy general education requirements), and Institutional Learning Outcomes ILOs). The Assessment Committee is currently in the process of designing the PLO assessments in Meta. Once this system is in place, the mapping of course-level outcomes to PLOs will ensure that students successfully completing all courses in a given program will satisfy the program learning outcomes as well. PLOs are assessed as part of the six-year Academic Program Review cycle. [ [Academic Program Review Template](#) ] Course-level student learning outcomes are included in every instructor's course syllabus (as prompted by the syllabus template), while program learning outcomes are published in the College catalog. [ [Syllabus Template](#) ]

### ***Degree, Transfer, and Certificate Pathways***

Students come to Solano Community College with a range of educational and employment goals, and every program at the college culminates in the achievement of one or more of these goals. Academic programs culminate in Associate Degrees, many of which conform to state-approved

Associate Degree for Transfer (AD-T) patterns which in turn offer guaranteed transfer to the California State University system. [ [TMC Business Administration](#) ] The College has received approval for 19 Associate Degrees for Transfer, with 4 additional programs in the submission or approval process. [ [ADT Process & Checklist](#); [ADT Approval List](#) ] In the 2015-16 academic year, the College awarded 1,416 Associates degrees to 743 individual students. [ [Degree Completion Statistics](#) ] (The nearly 2:1 ratio of degrees to graduates has become a concern recently; in spring 2017, an Academic Senate task force began to examine the relevance of “general studies” degrees, which account for much of this duplication, and to make recommendations to encourage and support students to complete single, more focused majors rather than multiple general degrees. Please see II.A.3 for more details). Non-degree transfer pathways are also available at the College. A total of 811 students transferred to 4-year colleges and universities in AY 2014-15, the last year for which complete data are available.

In addition, SCC has been approved to offer a Baccalaureate Degree in Biomanufacturing, with the first cohort of students to start in fall 2017. In preparation for this program, the Curriculum Committee developed additional criteria with which to review the curriculum for upper division courses to assure that these courses meet corresponding requirements and rigor. An additional form which addresses these upper-division criteria, titled “Upper-Division Course Work Form,” is reviewed as a part of the upper-division course approval process. [ [Curriculum Handbook pgs. 45-48](#) ] Details of the Baccalaureate Degree in Biomanufacturing can be found in the Substantive Change Report submitted to and approved by the Commission in 2016.

An additional option for students seeking to complete a Bachelor’s degree locally involves a multi-campus collaboration. The Solano College Vallejo Center serves, along with neighboring Napa Valley College, as a site for the Sonoma State University (SSU) BA Completion program. The Liberal Studies major is composed of a wide variety of courses in the social and behavioral sciences, arts, humanities, science, and technology. Courses taught by SSU faculty are scheduled evenings and weekends at Napa Valley College and at the Vallejo Center for students who are not able to join traditional programs on the main campus due to work, family or other commitments. SCC Counselors meet with SCC students and advise them of the appropriate course pattern and required academic standards for eligibility into the SSU BA program. SCC is exploring with SSU, adding a Business Management degree program in addition to the BA in Liberal Arts. [ [SSU BA Completion Flyer](#); [Liberal Studies BA Completion Program](#) ]

For students with more immediate employment goals, Solano Community College offers 76 certificates and degrees in Career Technical Education (CTE) fields. The College awarded 170 certificates to 151 students in the 2015-16 academic year. [ [Degrees and Certificates Conferred 2012-2015](#) ] SCC’s Nursing, Certified Nursing Assistant, Cosmetology, and EMT programs culminate in state or national licensure exams. The College monitors licensure exam pass rates as well as post-graduation employment rates in a number of vocational fields. [ [2016 Annual Report to ACCJC](#); [Licensure Pass Rates](#); [Job Placement Rates](#) ]

Each certificate and degree program is built upon student learning outcomes, which are assessed regularly to monitor student performance and improve courses and programs as needed. Assessment results are evaluated by faculty and administration and results are used for program improvement and to inform institutional planning and resource allocation.

The College uses institution-set standards to measure progress toward student achievement goals, including standards for degree and certificate completion, transfer rates, licensure exam pass rates, and post-graduation employment rates for several CTE fields. The College exceeded its Institution-Set Standard of 718 students earning degrees in each of the last four years (AY 2012-13 through AY 15-16). The rate of certificate completion exceeded the Institution-Set Standard of 180 students per year in three of the last four years (AY 2012-13 through AY 2014-15), but dipped below the standard in AY 2015-16 with 151 students earning certificates. This dip can partially be explained by the increase in degree awards, as students migrated toward AD-T degrees. The College reviews and refines the Institution-Set Standards each year, and considers how to respond in the case of falling below any of the standards. [ [ISS and Suggested Institution Response](#) ]

**II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.**

To ensure alignment with generally accepted academic and professional standards and expectations, the course content and methods of instruction of all courses offered at Solano Community College are systematically vetted and approved through a formal process by the Curriculum Committee, a subcommittee of the Academic Senate. [ [Curriculum Committee Structure](#) ]

All curriculum actions go through technical review prior to consideration by the full Curriculum Committee. The technical review process ensures that the new course outline of record (COR) or any modifications to existing courses adhere to all guidelines codified in the *Curriculum Committee Member Handbook* and the *Program and Course Approval Handbook (PCAH)* issued by the California Community Colleges Chancellor's Office. [ [Curriculum Handbook](#); [Program & Course Approval Handbook](#) ] When the proposal reaches the technical review process, it is reviewed by various faculty Curriculum Committee members and curriculum support staff for compliance with best practices in curriculum development and Title 5 regulations. In addition to grammar and syntax, the Technical Review Committee ensures that all required components of the proposal are present, including student learning outcomes. The initiating faculty member must make any changes advised by the Technical Review Committee prior to bringing the course to the full Curriculum Committee for action. [ [Tech Review Evidence 1](#); [Tech Review Evidence 2](#) ] Once approved by the Technical Review Committee, the curriculum proposal is forwarded to the full Curriculum Committee for content review.

As stipulated in the *Curriculum Committee Member Handbook*, review criteria include: relevance, appropriateness, currency, planning for the future scheduling needs, and clearly defined student learning outcomes. The same requirements are in place for all courses, including pre-collegiate and collegiate-level courses, distance education courses, and courses approved for the Biomanufacturing baccalaureate degree.

Through the cyclical and interrelated processes of SLO and PLO assessment, program review, and curriculum review, faculty and others responsible systematically evaluate all courses and programs to assure currency, improve teaching and learning strategies, and promote student success. Each academic program engages in a comprehensive program review every six years, as determined by the assessment Schedule. This six-year cycle ensures assessment of program learning outcomes every six years, and assessment of course-level SLO's at least twice between each comprehensive program review. [ [Six-Year Program Review Schedule](#); [Program Review Handbook](#); [Program Review Self-Study Template](#) ]

Career and Technical Education (CTE) certificate and degree programs must satisfy technical and professional competencies that meet employment standards. Therefore, in addition to local review and approval through the curriculum and program review processes, CTE programs work with industry advisory boards to ensure alignment with current professional norms. [ [ATEC Certificate Approval Dialogue](#); [Industry Advisory Board Minutes Examples](#) ] Furthermore, all CTE programs must complete an abridged program review every two years to meet Education Code and Perkins funding requirements. These abridged reviews take into account CTE-specific effectiveness measures such as labor market data, recommendations from program advisory committees, and use of Perkins funds. [ [Abridged Two-Year Program Review](#) ] The new BS Degree program in Biomanufacturing has also been designated (locally) as a CTE program, and, as such, will be subject to this two-year abridged review requirement.

### ***Distance Education***

As described in the College's response to Standard II.A.1, courses are approved for the online modality via the Curriculum Committee process. However, any faculty member wishing to teach an online course must first complete training in online course design. Solano's Distance Education Committee has approved a locally-developed program which is periodically offered in person on FlexCal days and is also available online. [ [Distance Education Institute](#); [Canvas Training Instructor Record](#); [Approved Online Instructor List](#) ] The instructor must then develop substantial portions of the new course shell in advance, and submit these to the DE Committee for approval. For example, faculty wishing to teach new online courses in spring 2017 had to submit materials for DE Committee approval by September 30, 2016. [ [DE Bulletin September 2016](#) ] The Distance Education Committee, comprised of experienced DE faculty and the DE Coordinator [ [DE Coordinator JD](#) ], review and evaluate online course shells according to rigorous criteria; a locally developed rubric has been in place for several years, and will be replaced in AY 2017-18 with the rubric approved at the state level for institutions participating in the California Community College Online Education Initiative (OEI). The Academic Senate supported and approved the use of the OEI rubric for course assessment. Courses can be placed into "pilot" (provisional), "final" (approved) or "not approved" status. [ [DE Course Certification Curriculum Handbook pgs. 71-74](#) ] Provisional courses are reviewed again for final status or denial between weeks 6 and 12 during the fall and spring semesters. [ [DE Committee Minutes 11-14-16](#); [DE Course Shell Review Form](#); [DE Pilot Course Shell Review Notification](#); [Approved Canvas Courses 4-17-17](#); [OEI Rubric](#) ]

The continuous improvement of instructional courses, programs and related services is a matter of ongoing concern to faculty and academic managers, who regularly discuss these matters outside of the proscribed assessment and program review cycles. For example, time to discuss SLO results, share effective practices, and plan improvements regularly appears on the agendas of school meetings. [ [SLO School Meeting Discussions](#); [SLA Meeting 8-12-16](#); [FlexCal Program Fall 2015](#); [FlexCal Program Spring 2016](#) ]

**II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.**

The College has made significant strides toward establishing a “culture of assessment” through institutional procedures developed by the Assessment Committee and the Academic Program Review Committee, both sub-committees of the Academic Senate.

Student Learning Outcomes (SLOs) have been identified for the great majority of courses regularly offered at the College. The course level outcomes are identified and approved as part of the curriculum approval process and are archived in the CurricUNET system. The six-year assessment schedule establishes a clear timeline for regular assessment of courses, programs, degrees, and certificates. [ [Six-Year Assessment Schedule](#) ] This schedule provides for the assessment of course level outcomes (SLOs) at least twice every six years. Course level outcomes are mapped to Program Level Outcomes (PLOs), ensuring that students successfully completing all courses in a given program will satisfy the PLOs as well. Program Learning Outcomes (PLOs) are scheduled for comprehensive assessment during year four of the assessment cycle and are also reported in the Academic Program Review. [ [Academic Program Review Template](#) ]

The effort to identify and regularly assess learning outcomes for all courses, programs, degrees and certificates has been led by the Assessment Committee. This committee was created in the fall of 2012 with a coordinator at 40% release time to oversee course assessment at the college. In the fall of 2015 the committee became a formal subcommittee of the Academic Senate, and in AY2016-17, the committee increased the frequency of meetings from once a month to twice a month. Initially created to help guide the college in meeting compliance with Student Learning Outcome (SLO) and Program Learning Outcome (PLO) assessment standards, the Assessment Committee also led the work on the development and assessment of General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs). [ [GELOs and ILOs Revised 2017](#); [AS Minutes 3-20-17 Item 11.5](#) ]

The Assessment Committee has created a number of resources to aid faculty in developing and assessing their SLOs. These include: an Assessment Guide, a standardized SLO assessment submission form, a rubric for evaluating the quality of assessments, and a tutorial video. All of these resources are available on the College website. [ [Assessment Webpage](#) ] In addition, the Assessment Coordinator and members of the Assessment Committee regularly provide in-person

training and support for full-time and part-time faculty regarding the assessment of SLOs. Between fall 2014 and spring 2017, the Assessment Coordinator has worked with the Professional Development/FlexCal Committee to schedule one or two general faculty trainings each semester, including some training sessions scheduled in conjunction with the Adjunct Support Center to better include adjunct faculty in local SLO assessment practices. [ [PLO Assessment Training FlexCal August 2016](#) ] More recently, the Committee has developed an *Assessment Handbook* that includes information regarding the assessment of SLOs, PLOs and other assessments pertinent to faculty. The Academic Senate approved this handbook in draft form in May 2017. Updates to appendices and refinement of the section on PLO assessment will be completed in early fall 2017 in the process of implementing CurricUNET Meta. [ [Assessment Handbook Approved Draft](#); [AS Agenda 5-15-17 Item 10.5](#) ] In addition, in AY 2016-17, the Assessment Coordinator began publishing monthly newsletters to keep faculty abreast of assessment matters, including important dates, examples of best practices, and developments in the college's assessment processes and infrastructure. [ [Assessment Updates 2016-2017 Webpage](#); [Learning Outcomes Newsletters](#) ]

All of this activity around assessment has yielded substantial progress toward the standard of identifying and regularly assessing SLOs for all active courses and programs, certificates, and degrees. However, the infrastructure for archiving SLOs and assessments has presented a number of impediments to full and consistent compliance. Implementation of the CurricUNET Meta Assessment module in fall 2017 will enable more accurate reporting of this progress.

In past years (2010-13), the version of CurricUNET used at Solano Community College provided no place to enter SLOs during the curriculum initiation or approval process. SLOs were developed as a separate process and archived in a locally developed database with no interface to CurricUNET. Access to this database was granted only to faculty in School Coordinator positions; all other faculty had to submit SLO assessments to their School Coordinators for uploading to the database, resulting at times in backlogs and even misplaced assessments. Furthermore, since faculty could not access the database to see assessments submitted by their colleagues, assessments were completed in relative isolation and without a sense of “closing the loop,” or building on the recommendations of previous assessments.

More recently (2013-spring 2017), CurricUNET was updated to allow for SLOs to be input as part of the curriculum approval process, so SLOs have been captured as part of each official Course Outline of Record. However, because there has been no system in place to signal when a course was deleted or added in CurricUNET, the SLO database has not always been updated, and mis-matches between CurricUNET and the SLO database have persisted. In addition, having coordinators input assessments instead of faculty doing it themselves meant at times there have been delays in the completion numbers, and in some cases assessments were never entered. The 20% workload assignment for School Coordinators has proved insufficient for the hours needed to input assessments in the database in addition to all other responsibilities. In 2016-17, the coordinators input assessments into a shared drive, which will be added to the database during summer 2017.

In preparation for the launch of CurricUNET META, the Assessment Coordinator and the School Coordinators have worked with faculty to update all SLOs and assessments in the external database. Reports prepared for these purposes in spring 2017 indicate the following:

- Approximately 80% of active course SLOs have been assessed. This is based on 835 courses and 665 assessed in the database (more courses are listed as active in Banner, but 39 of them are new and have not been assessed as of May 2017).
- Unassessed courses typically fall into one of the following six categories, and the Assessment Committee has developed a plan to remedy each situation:

<b>REASONS NOT ASSESSED</b>	<b>PLANNED ACTION</b>
1. New courses haven't been offered yet	Many newer courses haven't yet been offered or assessed. The plan is to offer and assess these courses at the time of their initial or next offering. At times, however, courses were created and approved without instructors available to teach them. Faculty must be hired to teach the courses, or the courses should be removed.
2. Courses haven't been taught in many years	A new process developed in partnership with the Academic Senate and Curriculum Committee establishes a system for deleting or archiving courses that haven't been offered in several years. Faculty have already deleted many courses that haven't been offered recently; school meetings in AY 2016-17 prioritized this work. <a href="#">[ Liberal Arts School Meeting 2-10-17 ]</a>
3. Courses taught by adjuncts only	At times, adjunct faculty aren't aware of their assessment responsibilities, or they move on to another institution without completing their assessments. Willingness to assess SLOs has been added to the short list of considerations for adjunct rehire, and hourly payment for SLO assessment work has been negotiated in the faculty contract. A new adjunct pay form has been created and advertised to encourage completion. Adjunct SLO trainings are also being held more regularly.
4. Courses cancelled due to low enrollment	Some courses that have been cancelled due to low enrollment haven't been assessed in years. Faculty will need to work with deans to determine whether these courses can be allowed to run with low enrollment and assessed, or if they are no longer viable and need to be changed or deleted.



<p>5. Honors courses</p>	<p>Many programs' honors courses don't have SLOs or assessments. They are offered infrequently and the content varies from student to student. In the next academic year, the Assessment Committee will work on recommending common assessment language to use for these courses.</p>
<p>6. Faculty not keeping up on their assessments</p>	<p>CurricUNET Meta will easily generate reports of who has and has not completed their assessments. Faculty evaluations now include a metric concerning the faculty member's participation in assessments. School Coordinators have generated lists of unassessed courses to remind faculty to complete their assessments, and most are now assessing. One of the chief difficulties is building in time to assess. Academic Senate and the Assessment Coordinator have suggested adding a second required FlexCal day at the beginning of each semester designated as an assessment work day, with support provided. However, calendar changes are subject to collective bargaining.</p>

To promote the engagement of both full-time and part-time faculty in SLO assessment and program review, the Faculty Association reached an agreement with management in 2013 to incorporate related terms into the performance evaluations of all faculty. [ [SCFA TA October 2013](#) ] Faculty evaluation criteria include the development and assessment of Student Learning or service area outcomes, and the production of written reports documenting assessment findings. [ [Faculty Evaluation Criteria](#) ] In addition, the timely completion of SLO/SAO assessments is one of the criteria required for part-time faculty to earn priority consideration for future teaching assignments. Finally, to positively incentivize participation by part-time faculty, the collective bargaining agreement (CBA) grants part-time faculty up to seven paid hours per semester for SLO/SAO assessment work, and up to three additional paid hours for participation in program review.

All faculty are required to include the officially approved student learning outcomes in their course syllabi, including for online courses. [ [Syllabus Examples](#) ] To improve consistency in the inclusion of SLOs and other common elements in course syllabi across all disciplines, the Academic Senate developed and approved a Syllabus Template in spring 2017, for implementation in fall 2017. [ [Syllabus Template](#) ] As an additional quality control measure, faculty must submit copies of all course syllabi to their respective school offices within the first week of each semester. School deans review the documents for completeness and contact faculty to revise and re-submit any syllabus found to be lacking SLOs or other required elements.

Program learning outcomes (PLOs) are identified for every program that leads to a certificate or degree. These outcomes are published in the print and online versions of the general catalog with the description of each program. [ [PLOs in Catalog Examples](#); [PLOs in Catalog Webpage](#) ] All courses required in a respective program are mapped to the PLOs for that program to indicate which courses introduce each PLO, which courses provide students with opportunities to develop that skill, and which courses require students to demonstrate mastery of the outcome. As faculty submit their course SLO assessments, evidence for the analysis of the program learning outcomes accumulates. Analysis of student performance on the PLOs occurs in the fourth year as part of the assessment cycle, and then are reported on with planned actions and/or programmatic changes in the comprehensive program review self-study report. [ [Academic Program Review Template p. 5](#) ]

As part of the comprehensive program review process, implemented in 2013, programs report on the status of PLO assessment and provide examples of improvements made to the program(s) as a result of those assessments. Almost every program that has completed the comprehensive program review process since 2013 has current PLO assessments. [ [Program Reviews 2013 - Present Webpage](#) ] A few programs have been unable to complete these analyses due to special circumstances. For instance, some smaller programs employ only adjunct faculty who can be compensated for their time in working on program-level assessment but whose job descriptions do not require this work.

Finally, the Program Review Committee became aware in spring 2017 of a gap in the comprehensive review of the ten “general degrees” (Interdisciplinary Studies and University Studies) which together comprise the largest proportion of degrees awarded annually at the College. [ [APR Committee Minutes 2-13-17](#) ] Because these degrees have been housed under the Counseling department rather than in any of the academic disciplines whose courses they include, no discipline faculty group had taken ownership of these programs to complete the program reviews or PLO assessments, and the program review self-study report completed by the Counseling faculty was too broad in scope to allow for in-depth program analysis. This discovery led to the Academic Senate’s formation of a task force to review these degree programs. The charge of this task force is to recommend what actions or changes are needed in these degrees, what philosophy should guide these changes, and to communicate these recommendations to the Academic Senate or its subcommittees. Those degrees which, after review and revision, are found to be consistent with the College’s mission will be assigned to faculty in specific academic disciplines to ensure future inclusion in the institution’s assessment and program review cycles. [ [Academic Senate Minutes 1-30-17 Item 12.2](#); [General Studies Task Force Launch 2-22-17](#); [General Studies Task Force email SLA](#); [Academic Senate Minutes 5-1-17 Item 11.7](#) ]

The infrastructure for collecting and archiving SLO data has not supported the compilation of SLO results for the purpose of PLO assessment and analysis. Faculty have needed to manually extract SLO assessment evidence relevant to each PLO, and though courses were mapped to PLOs, individual course-level SLOs were not. In addition, the SLO assessment reporting form did not prompt faculty to comment directly on PLO performance, so this information was not captured systematically. The College’s recent investment in two CurricUNET Meta modules will ensure that faculty can update PLO assessment and program review information as

efficiently and accurately as possible. The assessment module, which will be implemented in fall 2017, will automate the collection of SLO data mapped to PLOs, GELOs, and ILOs, greatly facilitating the process of more regular assessment of program, general education, and institutional outcomes. Once the assessment module is implemented, a Program Review Follow-Up Report module will be sandboxed and piloted as well.

Solano Community College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The College has officially approved current course outlines that include Student Learning Outcomes. In every class section students receive a course syllabus that includes officially approved learning outcomes. Although SLOs have been identified as an area of focus in our Quality Focus Essay, the College meets this standard and will continue with the plans outlined above to improve the efficacy of assessment efforts.

**II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Solano Community College distinguishes pre-collegiate curriculum from college-level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. In accordance with California Code of Regulations, Title 5, Sections 71020 and 84500, Solano Community College Board Policy 6025 provides a definition of “remedial coursework” and limits students to a maximum of 30 semester credits in such courses, with exceptions for students enrolled in ESL courses and those with diagnosed learning disabilities. [ [CCCLC Regulation on Remedial Coursework](#); [BP 6025 Remedial Coursework Limit](#) ]

The College offers pre-collegiate curriculum in English, English as a Second Language (ESL), and mathematics. Curriculum in all three areas is designed to develop the skills students will need in order to be successful in college-level courses in English and math, respectively, as well as in other college-level courses requiring literacy and numeracy skills. Faculty ensure this alignment in the development and assessment of course and program-level student learning outcomes and through the regular review of student achievement data. The courses in all three disciplines have undergone major revisions in recent years to streamline student pathways from pre-collegiate levels to college level coursework.

***Revisions to the Pre-Collegiate English Sequence***

Revisions to the pre-collegiate English sequence began in 2011-2012 with the piloting of a one-semester “accelerated” course available to all students placed into any remedial level. Data from the 3-semester pilot showed that students who had traditionally been placed into English courses 2-3 levels below the first college level course successfully reached and completed the college-level course at equal or better rates through the one-semester accelerated pathway. The accelerated course (English 348G, later re-numbered English 360) was therefore approved as a permanent option for pre-collegiate English. [ [348G Analysis for 10-12-12 English Retreat](#); [English Dept Retreat 10-12-12](#) ]

With the permanent implementation of English 360, the English department deleted English 305, which had been the lowest-level pre-collegiate course (3 levels below transfer). Pipeline data showed that students placed in English 305 had less than 10% chance of ever completing a college-level English course. Though students taking English 360 demonstrated improved success rates overall, the department recognized that some students traditionally served by English 305 (in particular, students with cognitive processing disabilities) would be “left behind” by the demanding workload of the 5-unit accelerated course. The department therefore developed English 310A as a “high touch” option to better support these students. No student is required to take 310A (since English 360 is open access), but some choose this based on counselor consultations. The combined lecture-lab format of English 310A results in most work being completed during class hours, to assist students in developing the cognitive skills and work habits necessary to succeed in courses requiring more independence. English department faculty continue to monitor the effectiveness of the 310A course and have recently begun to consider whether the course might be suited to pair with CTE disciplines for students with certificate rather than degree-pathway goals. [ [English Basic Skills Meeting Notes 2016-2017](#) ]

In AY 2016-17, the English department also stopped offering sections of pre-collegiate Reading courses. Two levels had previously been in place, but student performance data showed that completion of these courses was inversely predictive of students’ eventual success in transfer-level English. Meanwhile, part of the philosophy and rationale for developing the 5-unit accelerated developmental English course (up from 3 units when Composition and Reading were taught as separate 3-unit courses) was the more robust integration of reading instruction.

Building on these efforts to streamline pre-collegiate offerings, the English department has recently made two additional changes which have vastly increased the number of students placed directly into college-level English. The first change, piloted in spring 2016, was to pair the first college-level English course, ENGL 001, with a 1-unit co-requisite support lab for students traditionally placed one level below transfer. The pilot proved an immediate success. Students in the co-requisite-supported sections passed the college-level course at rates equal to those of students in conventional sections of ENGL 001. Based on the success of the pilot sections, offerings of ENGL 001 with co-requisite support were expanded in fall 2016, and the co-requisite model completely replaced the pre-collegiate course one level below transfer in spring 2017. [ [English Course Options](#); [English Course Options Flow Chart](#) ]

Secondly, the department made substantial changes to intake placement practices. In fall 2015, English faculty voted to lower placement scores for access to transfer-level English (from 102 on the Accuplacer sentence skills test to 90 for a stand-alone course or 70 for the co-req) and to use high school performance as a multiple measure to assess readiness for the transfer-level course (2.7 high school GPA or a “B” in Junior or Senior English for 2.3 GPA or better with a “C” in Junior/Senior English for the co-requisite option).

	Traditional English Placement (Fall 2015)	Multiple Measures (Fall 2016)
Overall	18%	72%
White Students	23%	80%
African-American Students	11%	65%

These combined changes increased access to English (with or without the co-requisite) from 18% of incoming freshmen in fall 2015 to 72% of incoming freshmen in fall 2016. Importantly, this also has significantly reduced the equity gap in placement in transfer-level English. In fall 2015, 23% of white students had access to English 001 while only 11% of African-American students had access, but in fall 2016, 80% of white students had access to English 001 and 65% of African-American students had access. [ [English F15 to F16 Placement Comparison](#) ]

As of summer 2017, Multiple Measure Assessment will be automated, using student responses to optional questions in the CCCApply online application to determine English course placement (as well as math placement, discussed below). The Basic Skills Committee developed an information campaign to maximize the number of students who respond to the questions in CCCApply. Additional steps are being taken to reach out to students already enrolled at the College, most of whom assessed under the previous system (Accuplacer-only, and with the old cut scores) and may now be eligible, under the new placement rules, to move straight to transfer-level English. [ [Re-Assessment Announcement for Students](#); [Re-Assessment Poster](#); [BSI Minutes 3-24-17 P. 4 Item a](#) ]

### ***Revisions to Pre-Collegiate Curriculum in English as a Second Language (ESL)***

The ESL program at the College prepares students for the English language demands of other courses, grounding the program design in the following two program learning outcomes:

*Students who successfully complete the ESL program will:*

- *Participate and succeed in 300-level [pre-collegiate] English courses and other courses with the “SCC minimum English” advisory*
- *Choose the appropriate language for specific situations in the classroom*

An analysis of the ESL curriculum in relation to these program outcomes led to a substantial revision to the ESL course offerings in 2014. ESL faculty recognized that the previous structure of the program, which offered discrete-skills courses (pronunciation, grammar, reading, writing) in an “a la carte” format (students could advance to the next level with a passing grade in just one skill class) did not require students to develop or demonstrate mastery of the full range of language skills necessary to succeed in other courses. A further weakness in the prior program model was the absence of writing instruction in the first two levels of the program. ESL faculty addressed these curricular gaps by developing integrated reading/writing grammar courses at all three levels of the program. These courses ensure that students in every level practice all aspects of literacy necessary to eventual success in mainstream English and other disciplines. In addition, the integrated skills model facilitates contextualized grammar instruction and the

assignment of reading-based writing prompts of the kinds that students will see in future English courses. [ [ESL Course Descriptions 2017-2018](#) ]

Collaboration between ESL and English faculty has improved the rate at which English learners transition from the ESL program to transfer-level English. With the expansion of the co-requisite-supported sections of English 001 in fall 2016, one section of the course was flagged in the schedule of classes as “attend[ing] to the language development needs of ESL and multilingual writers.” This section, taught by an instructor with both English and ESL qualifications and experience, will become a fixture in the schedule, providing an additional level of support to students making this transition. The intent is for this section of transfer-level English to serve not only transitioning ESL students, but also multilingual and generation 1.5 students who do not identify as ESL students or enroll in ESL courses.

The above changes to the ESL curriculum and the addition of co-requisite-supported English 001 have resulted in a higher proportion of ESL students attempting and completing transfer-level English. In the past, fewer than 40% of students who took ESL classes ever went on to take English 001. However, as of spring 2017, over 60% of students who took advanced ESL (ESL 094) within the past 3 semesters have already passed transfer-level English (English 001) or are currently enrolled in it. [ [ESL Throughput Data](#) ]

### ***Revisions to Pre-Collegiate Curriculum in Mathematics***

Several math department faculty participated in the California Acceleration Project (CAP) 2016-17 Community of Practice to explore innovative ways to improve the rate at which students complete degree- and transfer-level math requirements. Motivated by data indicating that students who can finish their transfer-level math within one year are twice as likely to graduate/transfer, faculty are working on a plan to scale up the offerings of Math 112 (Algebraic Reasoning), an alternate, “applied” intermediate algebra course with a pre-stats component, intended to prepare students for the non-STEM transfer-level math options: Mathematical Ideas (Math 011) or Statistics (Math 012). Many non-STEM students who have passed Elementary Algebra in high school will be able to start in Math 112, creating a one-semester sequence for AA level math, and a two-semester sequence for transfer-level math for most. [ [Math Basic Skills Reports 2013-2016](#) ]

As an additional step to streamline pre-collegiate math pathways, the Math department is also making reforms to intake placement. Placement into the math sequence has long been determined by the use of multiple measures rather than by standardized test scores, but determinations were often made on an individualized basis by counselors, without specific, data-backed guidelines from the Math department. In fall 2016, supported by funding from the Basic Skills Student Outcomes Transformation (BSSOT) Grant, a guide was created to help counselors place students in the math course(s) in which they would have at least a 70% chance of success. [ [Math GPA MM Placement Guide](#) ] These new placement guidelines are backed by extensive statewide research by the RP Group, along with information from the Solano math faculty. The Math Assessment Coordinator (a temporary, grant-supported role) met with the Counseling department faculty in October 2016 to explain how to utilize the new placement guide. From spring 2017 onward, the guide will enable consistent placement into the correct math course based on previous math courses taken, high school GPA, math aptitude, and future academic

goals. To facilitate the transition to the new placement rules, the Basic Skills Committee has initiated discussions to identify how best to provide training and support to all Counseling faculty as they learn the new system. Most incoming students will be eligible for more than one math course option and will need knowledgeable assistance to make the best choices. [ [BSI Committee Minutes 3-24-17](#) ]

**II.A.5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

The curriculum process described in Standard II.A.1 ensures that the College’s courses and programs follow practices widely accepted in American higher education. Faculty who are subject-matter experts propose new courses, and articulation checks conducted by the articulation officer before and during the curriculum approval process confirm that proposed courses are equivalent to courses and programs at four-year institutions, as appropriate. The Curriculum Committee validates course advisories, co-requisites, and prerequisites by reviewing the exit skills of a course and the entrance skills required to succeed in the subsequent course. This process is outlined in the Curriculum Handbook. [ [Curriculum Handbook on Webpage; Curriculum Handbook](#) ] Adherence to common practices is further ensured by local board policy, and by the California Community Colleges Chancellor’s Office, which must approve all programs, certificates, and degrees.

Academic programs culminate in Associate’s Degrees, many of which conform to state-approved Associate Degree for Transfer (AD-T) patterns which in turn offer guaranteed transfer to the California State University System. The College has received approval for 19 Associate Degrees for Transfer, with four additional programs in the submission or approval process. [ [ADT Approval List](#) ] Acceptance of these degrees by four-year institutions attests to the College’s adherence to the norms of American higher education.

***Length, Breadth, Depth, and Rigor***

Board Policy 6200 regulates degree requirements, stipulating that all degrees are appropriate in length, breadth, depth, rigor, and synthesis of learning. [ [BP 6200 Graduation Requirements for Degrees and Certificates](#) ] This policy states, in part: “The District grants the degrees of Associate in Arts, Associate in Science and Associate Degrees for Transfer to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.”

For all of its courses and programs, including courses delivered online, the College’s faculty ensure appropriate breadth, depth, and rigor by engaging in thorough discussion of course hours and units, as well as detailed course objectives and learning outcomes. This discussion begins at the discipline level with faculty experts. For Career Technical Education programs, input and feedback from industry advisory boards are also critical to the process.

[ [Industry Advisory Board Minutes](#) ] Likewise, professional regulatory agencies are engaged for programs such as Nursing, as discussed in Standard I.C.13. Once discipline faculty have developed detailed course outlines, discussion progresses to the Curriculum Committee processes, as outlined in Standard II.A.1.

The College further ensures appropriate breadth and depth by requiring that degree programs have a minimum of 60 units, with at least 18 units in an area of concentration. All Associate's Degree programs and the pilot Baccalaureate degree require, in addition, the completion of general education (GE) requirements, in keeping with the norms of American higher education and as explained in Board Policy 6205. [ [BP 6025 Philosophy and Criteria for Associate Degree and General Education](#) ] At least one general education course must be in cross-cultural studies. Depending on their degree and/or transfer goals, students may choose between three general education patterns: the College's own GE pattern (Option A), the Intersegmental General Education Transfer Curriculum (IGETC) pattern (Option B), or California State University's GE pattern (Option C). The program requirements for general education and areas of focused study are discussed more thoroughly in Standards II.A.12 and II.A.13, respectively.

The pilot baccalaureate program in Biomanufacturing will also follow appropriate practices in American higher education, requiring a total of 120 semester credits, including ten (10) upper-division courses in the major and three (3) upper-division GE courses. [ [BS Substantive Change Report pgs. 20-27](#) ] In April 2017 the Board of Trustees approved a new policy stipulating: "The District grants the degree of Baccalaureate in Science or the Baccalaureate in Arts, to those students who have completed 120 degree-applicable semester units, including upper-division coursework in the appropriate field of study with no grade in the Science or Art prerequisite courses less than a 'C'." [ [BP 6200B Graduation Requirements for Baccalaureate Degree](#) ] In addition, as described in I.A.1, the Curriculum Committee developed clear criteria for differentiating the requirements and rigor for upper-division courses. [ [Curriculum Handbook pgs. 45-48](#) ]

As is common throughout American higher education, the College uses the Carnegie method for assigning units to courses. Doing so enables the College to offer high quality instruction focusing on program breadth, depth, and rigor, thereby fostering overall synthesis of learning.

### ***Course Sequencing***

Course sequencing within programs is determined using similar processes as for breadth, depth, and rigor. The process of determining prerequisites for courses within an area of emphasis requires both faculty expertise and reliance on accepted practices within each specific discipline. Prerequisites, co-requisites, and advisories are approved in accordance with Title 5 and local board policy. [ [BP 6023 Prerequisites, Corequisites, and Course Advisories](#) ]

Some programs are heavily sequenced, requiring students to take each course in order so that the skills can build upon each other. Cosmetology and mathematics are two such disciplines, in which each course in the sequence fulfills the prerequisite for entry into the next course. [ [Cosmetology Program Core](#); [Math Course Sequencing](#) ] Other programs allow more flexibility, using course advisories to indicate the sequence of courses most supportive of student comprehension and success, but not requiring students to progress in the suggested order. The



Child Development and Family Studies program and AD-T program in Political Science provide two such examples. [ [CDFS Course Sequence](#); [PoliSci AD-T Course Advisories](#) ]

Two of the College's programs, the AS in Registered Nursing and the new BS in Biomanufacturing, require students to complete a separate application and admissions process following the completion of rigorous prerequisites, including requirements both in the area of emphasis and in general education. [ [Nursing Pre-Major Reqs](#); [BS Program Prereqs](#) ] Students admitted to either of these programs then proceed in cohorts, completing core program requirements in a fixed order. [ [Nursing AS Degree Core](#); [Nursing AS Degree Handbook p. 21](#); [Biomanufacturing Upper Division Sequence](#) ] Courses in the baccalaureate degree program are designated as "upper division," as defined in the *Curriculum Handbook*, which was developed in accordance with the definition published on page nine of the *Baccalaureate Degree Pilot Program Handbook* developed by the Chancellor's Office and the Academic Senate of California Community Colleges:

Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum or capstone projects. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in Title 5, section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees. [ [BDP Handbook](#) ]

### ***Time to Completion***

In general, full-time students who take an average of 15 units per semester will be able to complete a 60-unit degree program over four fall and spring semesters, or about 22 months. Students who take slightly fewer units in the fall and spring may still complete a program in this period of time by taking summer courses. As described in Standard II.A.6, the College utilizes various scheduling strategies to ensure that students are able to enroll in the classes needed to complete their program of study in a timely fashion. Students with GE and area of emphasis credits from other regionally accredited institutions are able to reduce their time to degree completion, as long as at least 12 credits are completed at Solano Community College.

As described above, the AS degree program in Registered Nursing and the new BS degree in Biomanufacturing require the completion of extensive coursework prior to admission. Admission to either program requires an additional two years of coursework. The "two plus two" design of the Biomanufacturing program allows for a full-time student to complete a Bachelor's degree within four years by first completing the two-year AS in Biotechnology, followed by two years of upper-division coursework to complete the BS program. [ [BS Substantive Change Report p. 27](#); [BS Substantive Change Report](#) ]

Though degrees are designed for two-year completion and courses are sequenced to facilitate completion within this timeframe, actual time to completion tends to be higher, reaching a mean of 59 months from the first semester enrollment for non-transfer AA/AS graduates in the class of

2016. [ [Class of 2016 Data](#) ] Reasons for this lengthy time-to-completion vary, but they include time spent in pre-collegiate course work as well as the fact that most students do not attend full-time. Indeed, the average unit load per student has declined in recent semesters, likely due to a higher proportion of students working full- or part-time in the strengthened economy. [ [Unit Load per Student](#) ] While some of these factors lie outside of the College's control, the result serves as a valuable measure of institutional effectiveness. Discussion has begun regarding the development of an institution-set standard to ensure ongoing monitoring and planning around this metric. [ [BSI Notes 2-24-17 Item 3](#) ] Recent changes to intake assessment and pre-collegiate English and math sequences, described in II.A.4, should positively impact program completion time.

### **Synthesis of Learning**

The College measures the degree to which students synthesize their learning in several ways:

- Assessing learning outcomes in capstone courses, where students are most likely to exhibit their cumulative understanding and competence in the discipline. Programs with capstone courses include: Human Services [ [HS Capstone Course](#) ] and Child Development / Family Studies. [ [CDFs Course Sequence](#) ]
- Assessing program learning outcomes (PLOs), which focuses on the body of knowledge, attitudes, and behaviors a student will have acquired upon completion of a program. PLOs are used in the program review process to evaluate the effectiveness of the degree program. Additional detail regarding PLO assessment is provided above in Standard II.A.3, and following in standards II.A.13 and II.A.16.
- Assessing General Education Learning Outcomes (GELOs), which identify the competencies students should exhibit as the result of completing a pattern of general education requirements at the College. [ [GELO Assessment 2016](#); [GELOs & ILOs Revised 2017](#) ]

### **II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

The College's large and diverse course offering provides students with multiple options of days and times in which they can enroll in high-demand courses, thereby enabling students to complete degrees on time and with enough flexibility to accommodate their personal schedules.

Preparation of the schedule of classes is the responsibility of the Office of Academic Affairs. The Vice President of Academic Affairs works with the academic deans to create three schedules each year: comprehensive schedules for the fall and spring semesters, and a limited schedule for summer session. The scheduling process is designed to ensure that students' needs for courses are met. The College's associate degree programs are designed to be completed in two years for a full-time student, so all required major courses are offered at least once per year so that students can progress in a timely manner. Academic deans work together with discipline faculty to plan course rotations that will meet these needs. [ [CIS Course Sequencing Plan](#); [Human Services Program Scheduling](#); [Course Sequencing Physics](#) ] While every effort is made to offer courses required for each major in regular rotation, courses may be canceled in cases of very low

enrollments. To protect the program integrity, the Collective Bargaining Agreement between the College faculty and SCCD requires the consultation of faculty and the consideration of programmatic impacts prior to cancellation decisions. [ [CBA Revision October 2013 p. 4 Article 19.5](#) ] When/if isolated students are affected negatively without a clear solution, honors work and/or course substitutions are considered as means to support a student's program completion. [ [Course Substitution/Waiver Petition](#) ]

The scheduling process for each academic year is driven by the goal of meeting student needs, as determined by such factors as enrollment patterns, classes added or cancelled the previous year, course fill rates, waitlist data, and feedback from faculty and counselors. Allocation of course offerings is based upon the previous year's enrollment data, as well as on enrollment targets set by the College. Courses are then scheduled to meet these enrollment targets.

The College's course offering is robust. In the period of summer 2016-spring 2017, for example, the College offered 2,502 course sections distributed across instructional departments and locations to meet students' needs and interests. Classes are scheduled to accommodate a wide variety of offerings in terms of place, time, and delivery modes. The greatest number of course sections is assigned to the English and Math departments, each of which represents approximately 12-13% of all enrollments each semester, as these are the courses that nearly all students need in order to progress toward goal completion. However, every degree and certificate-granting program receives an allocation of course sections each semester. [ [Total Sections Offered 2016-2017](#) ]

The Bachelor of Science in Biomanufacturing employs a cohort structure. The students will all enroll in the same sections of the same classes, in the same sequence. Thus, the class schedule is designed specifically to ensure that the class schedule has no conflicts and students follow a convenient and practical full-time schedule. The realistic course load designed for the Baccalaureate degree students, coupled with available student support services and the strong academic backgrounds of program participants will ensure that most, if not all, students are able to complete all degree requirements within two years of their admission to the upper-division program. [ [BS Substantive Change Report p. 27](#); [BS Substantive Change Report](#) ]

At times, the College's ability to meet student demand for classes is partially dependent upon factors external to the College's control. For example, during the recent fiscal recession, funding to all of the California community colleges was reduced and each college received a "workload" reduction order from the state, meaning that the state reduced the number of FTES (full-time equivalent students) it would fund for each college. Solano Community College, like all the colleges that rely on state apportionment, was forced to reduce the number of course sections offered, despite high demand during that period. Nevertheless, even in that most dramatic of cases, course reductions were carefully considered to minimize adverse impacts on students' progress toward their goals.

**II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

***Modes***

The College effectively uses an array of traditional and non-traditional delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students. Although traditional, single-course delivery over a full semester – in a classroom or laboratory setting – remains the most familiar and abundant mode, the College utilizes other delivery modes to meet the diverse needs of students including the following:

- Short-Term Classes allow students to focus on a particular class more intensively and over a shorter period of time, typically in eight-week formats during the regular semesters and six- or eight-week formats during summer session. Short-term (8-wk) courses in English have also been sequenced to accelerate student completion of transfer requirements where possible: English 001 in the first 8 weeks of the semester, followed by English 002 and 004 in the second half of the term.
- Distance Education (DE) promotes the College’s mission in supporting students’ achievement of their academic goals by providing them with an alternative learning modality from the traditional campus-based classes. DE courses include those offered fully online or those offered in hybrid online/face-to-face modalities. [ [Approved Canvas Courses 4-17-17](#) ] The Office of Institutional Research and Planning collects data to monitor and analyze student demographics in relation to selection of courses in different modalities, as well as student success rates in each mode. [ [Demographics & Course Modality](#) ]
- eCompanions leverage the advantages of the Canvas online course delivery platform for use in face-to-face classes. A growing number of faculty across disciplines use eCompanions as a means for students to access and submit course assignments, access and share electronic resources, participate in threaded discussions, comment on one another’s work, and so on. The use of eCompanions supports all students’ success by providing centralized, “24/7” access to course materials. Gaining experience with the Canvas platform may also increase a student’s future willingness to try an online class. Faculty who use eCompanion shells also gain familiarity with Canvas and may subsequently go through the process of developing fully online versions of their courses. Since spring 2016, Canvas eCompanion shells have been generated automatically for every section in the schedule, leading to a dramatic increase in faculty use of this system. [ [eCompanion Usage Rates](#) ]

**Methods:**

- The Cosmetology program offers cosmetology services to the campus community at reduced prices as an opportunity for students to complete supervised hands-on practice hours required for licensing. [ [Cosmetology Services](#) ]
- The Foreign Language program offers a course in cross-age language teaching, in which students gain work experience credit for presenting language lessons (French and Spanish) in local elementary schools. [ [Cross-Age Teaching Inside Solano](#) ]

- The Dance department produces a major performance during the spring, engaging students with a wide range of learning styles in various elements of real-world production management. Students gain experience in lighting, staging, costuming, & make-up. They also learn advertising, promotion, and fundraising for these events. Finally, networking and career exploration increases as students share their art with the greater community by performing and learning from professionals, such as guest choreographers, composers, and conductors. [ [Dance & Music Events](#) ]
- The Art department offers a course in wood-fired ceramics and kiln-building. Three times a year, the class works together to build and fire the kiln, which must be tended 24 hours a day for three days to maintain the temperature for firing ceramics in this 11th-Century Japanese technique. [ [Wood Kiln Newsletter April 2017](#) ]
- The Creative Writing (English) department and the Art department regularly collaborate on courses, involving student collaborations in the integration of image and word. The results of these collaborations include the showcasing of student work in various venues, including displays in the library, readings, and gallery shows. [ [Ekphrasis](#) ]
- English 058 and 059 have produced the annual edition of the *Suisun Valley Review*, an award-winning literary magazine, since 1981. The students produce 350 copies of the magazine as well as an online version for distribution and an accompanying release reading each spring. [ [Suisun Valley Review Webpage](#) ]
- Distance Education instructors make use of a wide range of online tools to engage different learning styles. These include, but are not limited to: chats, collaborations, assignments, modules, quizzes, online office hours, email, discussions, conferences, peer reviews, videos, PowerPoint slides, and announcements. Synchronous and asynchronous learning occurs within the online environment. Content is also provided with audio clips and other tools like BigBlueButton and WorldWideWhiteboard in Canvas. The *DE Bulletin* keeps all faculty apprised of new tools that become available for use in the Canvas DE platform. [ [DE Bulletin February 2016](#); [DE Bulletin September 2016](#); [DE Bulletin October 2016](#) ]
- The DE Committee offers face-to-face workshops at the start of each semester to orient students to Canvas and to prepare them for success in the online modality. [ [DE Orientation Schedule Fall 2016](#); [DE Bulletin June 2017](#) ] In addition, most online instructors have adopted the “3-day start” system endorsed by the DE Committee to promote online students’ early engagement and familiarity with the materials and expectations of their online courses. [ [DE Bulletin May 2016](#) ]
- Closed captioning of all videos used in online courses and online eCompanion shells was made possible through the DE Captioning & Transcription (DECT) Grant awarded to Solano Community College. Instructors submit a request for transcription of any educational videos used in a course and the DE Technician submits an application to an approved vendor through the DECT Grant. [ [DE Closed Caption Requests 2016](#); [DE Bulletin June 2016](#) ]

Each of these delivery modes is evaluated in the program review process to assess its effectiveness in achieving course learning outcomes. Department faculty and academic managers work together to determine the appropriateness of using non-traditional modes such as distance education for particular courses.

- The English department has elected not to offer developmental English online, considering that online courses require most class interactions to occur through reading and writing, whereas students in developmental English may accordingly lack those skills. However, many developmental English instructors use online eCompanion shells to prepare students for online learning in other courses, and particularly for the fully online course, LR 010 (Library Research), which students must take as a co-requisite to transfer-level English.
- The College's Academic Senate, Curriculum, and DE Committees worked to develop a program at California State Prison, Solano (CSPS) with a number of courses being initially offered as correspondence. Preparation included vetting by the Academic Senate and approval of a Title 5 compliant method for approving DE curriculum offered in a correspondence mode. A small number of correspondence courses were offered in spring and fall of 2015. This pilot was assessed at the end of each semester. The College discontinued the use of correspondence courses in spring 2016 and began offering on-ground and onsite classes at CSP Solano. Solano Community College was one of the first community colleges to offer on-ground courses inside a California State Prison. [ [Joint Senate-Management Meeting Minutes 8-13-15](#) ]
- The Distance Education Committee conducted a survey of students enrolled in online courses in 2016. [ [Online Student Survey Results 2016](#) ]

The Office of Research and Planning collects data to allow comparisons of student success when the same course is offered in multiple formats. [ [DE-F2F Success Comparison Fall 2016](#) ] Disparities in performance between instructional modes drive planning for improvements. For example, to address the generally lower success rates of students in online courses relative to their peers in face-to-face sections, the DE Committee has developed the following plans for AY 2017-18 and beyond:

- Increased offerings of student online orientations [ [DE Bulletin June 2017](#) ]
- Integrating student online orientations within ASTC workshops
- Add a link to the orientation schedule to all Canvas shells [ [DE Orientation Advisory](#) ]
- Increase quality of online instruction:
  - Add dean approval to course shell requests
  - Switch to use of OEI rubric for evaluation and approval of new course shells (approved in spring 2017 revisions to the *Curriculum Handbook*) [ [OEI Rubric](#) ]
  - Increased training for DE committee (first 4 meetings will be all training and open to all faculty) and approval process
  - Flex workshops scheduled in October 2017 [ [FlexCal Schedule Fall 2017 p. 6](#) ]
  - Develop new training modules
  - Develop new policies for instructor-initiated contact and instructor-initiated communication standards.

### ***Learning Support Services***

In addition to offering a variety of instructional modalities, the College supports students' different learning needs through an array of special programs and student support services.

*Learning Communities* have a long history at Solano Community College. Over the last decade, the focus of most learning community efforts at the College has been to support the success of designated student populations including African-Americans, Latinos, and students placed in Basic Skills courses.

*Umoja Scholars Program* actively serves and promotes academic success for all students, with a special emphasis on the African-American students and their experience. The program is designed to help students make a smooth transition to college and successfully transfer to a four-year university. Support for Umoja Scholars students includes dedicated counselors, tutors, mentors, and a study space on campus referred to as, The Village. The program includes a faculty coordinator who, like other faculty who teach in the program, completed the The Summer Learning Institute (SLI), an intensive retreat designed for Umoja Community program staff. [ [Umoja Program Report 2015](#) ]

The *Puente Project* is part of a statewide program focused on increasing the number of Mexican American and Latino students who transfer to four-year colleges and universities. Puente supports students with dedicated counseling, mentoring, and other co-curricular activities, as well as English courses focused on Latino experiences and literature. The program uses a cohort model to ensure student cohesion and degree completion. [ [Puente Student Outcomes Report 2017](#); [Puente Success Data 2013 - 2016](#) ]

The *First Year Experience Learning Community (FYE)* was developed by the Basic Skills Committee to support the success of students placed into pre-collegiate levels of both English and math. This cohort-based program sought to replicate many features of the Umoja and Puente programs in a more scalable and inclusive model. From the pilot cohort in AY 2012-13 through AY 2015-16, FYE showed significant gains in student success and retention compared to the performance of first-time students in the general population. [ [FYE Data and Survey Years 1-3](#) ] Though unstable funding and logistical challenges caused the program to lapse after spring 2016, one key practice, the use of embedded tutoring and supplemental instruction in entry-level math and English courses, respectively, has subsequently been expanded to all sections of these classes (see below: course-embedded support).

The college's *MESA Program*, funded since 2015 with a Federal TriO grant, provides support to low income, first year students pursuing goals in the STEM fields. Program participants gain access to the MESA-TRIO Center, the hub of student support services including a dedicated computer lab, Academic Excellence Workshops (AEWs) and tutoring in their STEM classes, workshops and field trips pertaining to STEM professions, university and industry visits, and financial literacy workshops. [ [MESA/TRIO Brochure 2017-2018](#); [MESA Student Outcomes 2015-2016](#) ]

*Nursing students* are eligible for the support of the Nursing Academic and Success Achievement Program (NASA), implemented in 2013 on a student success grant from the Chancellor's Office. The grant funds a Student Success Specialist who reviews all incoming student transcripts and identifies students who may have academic difficulties. The specialist develops a contract to meet with students regularly to provide test review, 1:1 clinical instruction, workshops, and other kinds of support. Each student is assigned a big brother or sister and faculty advisor. If students

feel they need extra tutoring, second-year students can be hired to tutor first-year students. Nursing faculty have also developed a *Nursing Student Handbook* to promote student achievement in this rigorous program. [ [NASA Program](#); [Nursing Student Handbook](#) ]

To support *student-athletes'* management of academic coursework and individualized educational plans amid rigorous athletic training and competition schedules, the College provides designated counseling and tutoring services. A counselor is dedicated to student-athletes 15 hours a week. The counselor and students work on appropriate individualized education plans, course sequencing, academic program mapping, and monitoring academic progress (requirement for CCCAA). Counselors also provide workshops on financial aid, transferring to 4-year schools, and offer personal counseling, including crisis management. [ [Athletic Counselor Strategic Proposal 2015](#); [Athlete Counseling Sign-In Sheet](#) ]

Approximately 800 students receive various types of support from the *Disability Services Program (DSP)*. Students who have been diagnosed with a disability may receive services ranging from testing accommodations (extra time, assistive software, distraction-free testing environment) to a wide variety of alternate media for use in class. [ [DSP Alt Media List](#) ] The DSP office houses a lab space with 12 computers equipped with basic accessibility software. Additional programs can be added depending on student needs. A designated Alternate Media Specialist works with students to ensure that academic materials are available in alternate formats.

While students in learning communities and other special programs enjoy a range of dedicated services, the College also provides an array of services to support the learning needs of all students.

The College provides academic support and drop-in tutoring services at the Fairfield Campus, and the Vacaville and Vallejo Centers through the *Academic Success and Tutoring Center (ASTC)*. [ [ASTC Webpage](#) ] All three locations offer drop-in assistance with math and writing during hours aligned with peak class scheduling. [ [ASTC Info Sheet Fall 2016](#) ] Hours of operation and available tutoring subjects (beyond math, English and general writing) vary by location but are expanding each semester based on need and funding. In addition to drop-in tutoring, the ASTC offers a workshop series covering a range of general-interest topics. [ [ASTC Workshop Schedule February 2017](#) ]

Students enrolled in math courses receive supplemental support from math faculty and student tutors through the *Math Activities Center (MAC)*, available at the Fairfield Campus and at the Vacaville and Vallejo Centers. [ [MAC Webpage](#) ]

*Course-embedded support models* have been scaled up from initiatives in the learning communities and Basic Skills programs to a wide range of entry-level English and math classes. The math department began several years ago to employ embedded tutors, usually former students of the instructors whose classes they served. Embedded support in the English department began with Supplemental Instructors (already in possession of BA degrees) from regional graduate programs. The Basic Skills Student Outcomes Transformation (BSSOT) Grant, secured in fall 2016, has allowed the development of a more structured program of



embedded support, scaled to encompass all sections of accelerated English (English 360), the lab support class (English 310A), and the 1A+ co-req (English 001/310D). As part of the grant, the previous Supplemental Instructor position was enhanced to the new role of “Teaching Apprentice.” [ [Teaching Apprentice JD](#) ] Teaching Apprentices are typically graduate students or recent graduates of MA programs with an interest in careers as teachers or college faculty. The new English TA program was fully implemented in spring 2017, with 15 TA’s embedded in 24 class sections (including enrollment in the online eCompanion shells), a TA Coordinator in place, and ongoing professional development for TA’s and their faculty partners. The Teaching Apprentice program will expand into math courses in fall 2017 to support students in pre-collegiate courses as well as Math 112 (Algebraic Reasoning) and Math 011 (Statistics). [ [TAs Added to eCompanion Shells; BSI Minutes 4-7-17 pgs. 2-3 Item 4](#) ]

Embedded tutors are also in place in most sections of BIO 004 (Human Anatomy), providing indispensable support for the lab portion of the course as well as outside study sessions for students. Due to the fact that BIO 004 is a prerequisite course to BIO 005 (Human Physiology) as well as a requirement for Allied Health programs, there is a large student demand for BIO 004 each semester at Solano Community College. Thus, approximately 20 sections of BIO 004 are offered each year, serving over 600 students. The primary role that an embedded tutor plays in the anatomy lab is to assist the instructor in fielding specific questions, given the presence of 30 students in each lab section. In addition to performing the basic functions of a teaching assistant, embedded tutors help instructors set up lab exams and disassemble them at the end of the lab practical exam.

Students enrolled in distance education courses have access to the same support available to students taking classes on campus. Where possible, online resources are available to fulfill these needs for students who cannot come to campus. Information about E-Counseling [ [Online Counseling Webpage](#) ] and links to services such as DSP, Library, Financial Aid, and other support services are provided to students at [Current Students Webpage](#).

**II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Solano Community College uses department-wide assessment instruments in two contexts:

1. To assess students’ proficiency in math, English, and ESL for the purpose of accurate placement into classes.
2. To assist in providing a consistent level of rigor across sections of a course while also providing a common student learning outcomes (SLO) assessment tool to improve the reliability of SLO assessment results across sections.

***Placement Exams***

In accordance with California Code of Regulations Title 5, the College utilizes assessments in English, ESL, and mathematics that are approved by the California Community Colleges Chancellor’s Office (CCCCO) to assess students’ English language proficiency and computational skills. [ [55522 Assessment Section A1](#) ] These instruments undergo a

comprehensive review by the CCCCCO's Assessment Workgroup, and individual colleges must also validate these for local use.

The College reviews the instruments for bias by conducting a disproportionate impact analysis to determine whether any assessment test, method, or procedure has a disproportionate impact on particular groups of students. When there is a disproportionate impact on any group, the College develops and implements a plan to correct the disproportionate impact.

### ***Math Placement***

Math department faculty determined several years ago that Accuplacer, a standardized testing system approved by the Chancellor's office and adopted by the College, was not an accurate predictor of students' success in the math courses they were placed in. Therefore, while students can still take the Accuplacer exam at Solano Community College, it hasn't been mandatory for some time. Instead, in most cases counselors have used multiple measures and their own experience and judgment to place students into mathematics courses.

In fall 2016, supported by funding from the BSSOT Grant, a guide was created to help counselors place students in the math course(s) in which they would have at least a 70% chance of success, based on the GPA rules from the RP Group, as well as information from SCC math faculty. [ [Math MMAP Guide](#) ] The Math Coordinator of the BSSOT Grant met with the Counseling department in October 2016 to explain how to utilize this document. Students should now be more consistently placed into the correct math course based on previous math courses taken, high school GPA, math aptitude, and future academic goals.

### ***English Placement***

English department faculty became increasingly suspicious of the Accuplacer "sentence skills" score as a valid placement tool after implementing an accelerated pre-collegiate English course in 2012. In the accelerated model, students who had previously been placed 2-3 levels below collegiate English were able to prepare for the college-level course in a single semester. Students successfully achieved this at sufficient rates to call into question the validity of their initial placements. Equally concerning, Black and Hispanic students were placed into pre-collegiate courses at disproportionately higher rates.

The English department has addressed these assessment concerns in a range of ways, including eliminating some remedial levels, making the one-semester accelerated course the primary (and, as of spring 2017, the sole) pre-collegiate option, and lowering the cut score for access to the first transfer-level English class. However, the most important and highest-impact change has been the adoption in Multiple Measures Assessment. In this system, English placement for most students is based on their self-reported high school GPA or on their 11th or 12th grade English class grades. Immediately upon implementation in fall 2016, Multiple Measures Assessment eliminated the disproportionate impact among ethnic groups. In addition, access to transfer-level English rose dramatically in all student categories. [ [Multiple Measures Placement Data](#) ] These exciting results were validated by the fact that pass rates in the transfer-level English course remained stable in fall 2016 despite the sizable increase in access. [ [ENGL 001 Course Data](#) ]

### ***Multiple Measures Assessment Automation***

In order to allow more students access to first-year math and English courses without having to show transcripts or see a counselor first, the BSSOT Grant Coordinators and Basic Skills Coordinator have worked with the Office of Research and Planning to create a set of rules which were subsequently used to create code in Banner. This system, which will be ready for testing during the summer 2017 registration period, will prompt students when applying to Solano Community College using CCCApply to self-report information such as high school GPA, 11th and 12th grade English class grades, and the highest level of math they have passed. Students will then receive auto-generated letters informing them of their eligibility for English and math classes and explaining how the different entry-level math options relate to respective academic goals. [ [Assessment Results Notification](#) ]

As the College prepares for this automation, serious discussions continue around how best to inform and train counselors to help students interpret their assessment results. [ [BSI Minutes 3-24-17](#) ] In addition, the Basic Skills Committee, the BSSOT Grant Coordinators, the Office of Research and Planning, and Admissions and Records staff are working together to update the online orientation assessment language. [ [Email Online Orientation Revision](#) ] Finally, in spring 2017 the Basic Skills Committee developed an announcement and posters, widely displayed around campus, to inform current students (assessed under the previous system) of the opportunity to reassess using multiple measures. [ [Reassessment Announcement For Students; Reassessment Poster](#) ]

### ***Common Course Assessments***

Many departments employ common assessment tools to ensure similarity across sections of a particular course. These tools generally consist of a few questions within larger examinations or similar essay prompts and scoring rubrics for one assignment among several. In order to reduce bias, these common exams are only one factor of several used to determine course grades. Even so, these departments find their respective common assessment tools helpful in standardizing grading across sections so that all students receive a similar experience and so that all instructors adhere to agreed-upon standards. These exams and essay norms are written by the faculty teaching the courses and are updated regularly to address anomalies in student performance on individual exam items. [ [Math 330 Common Assessment](#); [Math 021 Common Assessment](#); [Pre-collegiate English Common Final & Rubric](#); [English Meeting Notes - Changes to Common Final](#); [HS 051 Human Service Report](#); [HS 053 Special Populations Report](#); [Psyc 001 Common Assessment](#) ]

**II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Solano Community College uses the Carnegie System of Units to determine units of credit to be awarded for each course, including courses offered online. The College also follows the Chancellor's Office "Standard Formula for Credit Hour Calculations." [ [CCCCO Formula for](#)

[Unit Value Calculations](#) ] As such, every 18 hours of lecture per semester (one hour per week in the College’s 18-week semester system) corresponds to one unit of course credit, using the following method:

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

The result of this calculation is then rounded down to the nearest .5 increment.

SCC offers courses in three instructional categories: Lecture (Category 1), Activity (Category 2), and Lab (Category 3), distinguished by the ratio of total contact hours to total out-of-class hours. The category of each class is determined through the curriculum approval process, and unit values are assigned accordingly. The table below calculates the ratio of weekly hours for “one unit” in each of the three categories. In each case, the total “learning hours” (in class + out-of-class) is equal to 3 hours per week. Multiplied across an 18-week semester (and accounting for holidays and faculty FlexCal days), these formulas ensure that total learning hours fall within the Chancellor’s Office range of a minimum of 48 and maximum of 54 hours for one unit of semester credit.

<b>Instructional Category</b>	<b>In-Class Hours</b>	<b>Outside-of-Class Hours</b>
<b>Lecture</b> (Lecture, Discussion, Seminar and Related Work)	1	2
<b>Activity</b> (Activity, Lab w/ Homework, Studio, and Similar)	2	1
<b>Laboratory</b> (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Courses offered in online or hybrid modalities are held accountable to identical standards for weekly contact hours. “In-class” hours in an online environment include those activities that students must complete within the course shell, much as “in-class” activities in a face-to-face course occur within the classroom. Online, such activities are generally described as “instructor initiated regular effective contact” and occur in many forms, including: announcements, discussion boards, web conferencing, live chat, blogs, electronic versions of lectures, and threaded group discussions with participation by the instructor. The “Course Shell Review Checklist,” which must be completed and approved by the Distance Education Committee prior to any instructor offering any course online, includes a thorough review of regular effective contact to ensure equivalence between the weekly hours required in online or hybrid sections and those offered fully in a traditional classroom environment. [ [DE Course Shell Review Form](#) ] As of AY 2017-18, the DE Committee will replace the locally developed Course Shell Review Checklist with the rubric approved at the state level for institutions participating in the California

Community College Online Education Initiative (OEI), further ensuring that Solano Community College's online courses meet the most rigorous standards and are aligned with external norms. [ [OEI Rubric](#) ]

SLO mastery ensures that achievement of stated program learning outcomes serves as the basis for awarding degrees and certificates. Every course in every degree or certificate program offered at the College has clearly written and measureable student learning outcomes (SLOs) that are made available to students. Every course is developed with SLOs as a central component of the Course Outline of Record; course content is designed to ensure that students who successfully complete the course will have developed proficiency in each course-level SLO. Credit is awarded for courses only when the student earns a passing grade. For courses in a student's area of concentration, the course grade must be a "C" or better. The integration of course content and course SLOs affirms that when students earn credit for a course, the majority of course outcomes have been achieved. Likewise, the achievement of degree- and certificate-level outcomes is reflected in students' course grades in their area of emphasis. In addition, as described above in II.3.A, course-level SLOs are mapped to the program learning outcomes defined for each certificate and degree program. Students who have developed proficiency in the course SLOs for all courses required in a given program will therefore develop proficiency in the PLOs as well. The regular analysis of SLO and PLO assessments through the Academic Program Review process ensures the continued alignment of course credits and degree and certificate awards with students' attainment of defined learning outcomes.

Policies and procedures related to the awarding of credit via the Carnegie Unit system are the same for the upper-division courses that comprise the Bachelor of Science in Biomanufacturing as they are for lower-division courses. Student grades in the upper division program are awarded based upon student attainment of the objectives and outcomes for each course. To further ensure that all program level outcomes are also achieved, the college will analyze the performance of its graduates on each program learning outcome using the same methodologies described above for the Associate Degrees and Certificates of Achievement.

**II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

In order to facilitate the mobility of students between institutions without penalty, Solano Community College provides clear policies, procedures, and tools for students seeking to transfer credits into SCC as well as for students transferring SCC credits to other colleges and universities.

***Transfer and Exam Credits (Incoming Students)***

For continuing students coming from other colleges and universities, it is the College's policy

to grant credit for most courses taken at other accredited institutions of higher education. The College catalog provides information about the various ways that incoming students are able to receive transfer credits toward the completion of a program at SCC. The transfer of credits from other institutions is addressed on p. 36 of the 2016-17 catalog. [ [Transfer of Credit Information from SCC Online Catalog 2016 - 2017](#); [SCC Online Catalog Webpage](#) ] When course equivalency is questioned, Counselors and Enrollment Services evaluators, in consultation with appropriate department faculty, review the course descriptions, syllabi, and other relevant documents provided by the student to ensure alignment of learning outcomes. [ [Request for Equivalency Form](#) ]

Other types of credits are detailed on pages 47-48 of the 2016-2017 SCC Catalog. These include challenging a course through Credit-by-Examination (at SCC), Military Transcript Evaluation, Military Service Credit, and credits available for eligible scores on Advanced Placement (AP) and College Level Examination Placement (CLEP) exams. The catalog also provides conversion tables to clarify the course credit values awarded for each exam result. [ [Credits SCC Catalog pgs. 47-48](#) ] For AY 2017-2018, the Academic Senate-approved process for accepting credit for International Baccalaureate (IB) courses will be included in the catalog as well. [ [Academic Senate Minutes 2-1-16](#); [Credit Conversion Table](#) ]

All of the above information is also publicly available through the Admissions and Records link on the SCC website. In addition, the website provides information for submitting transcripts and a form for requesting transcript evaluation. [ [Submitting Transcripts Webpage](#); [Request for Transcript Review](#); [A&R Policies-Exam Credit Conversions Webpage](#) ] The College also provides a list of approved evaluation services for students seeking to have credits converted from college- and university-level courses completed in other countries. [ [Transcript Evaluation Services](#) ]

Incoming students from local feeder schools may also apply for college credit for a range of articulated courses in career-oriented fields. [ [Articulated Courses Webpage](#) ] The CTE Transitions Program [ [CTE Transitions Webpage](#) ] coordinates articulation agreements between Solano Community College, ten regional high schools, and the Vallejo Adult School. [ [CTE Transitions Participating Schools Webpage](#) ] All articulated courses lead to certificate and degree programs available at SCC. [ [Career Pathways Index Webpage](#) ]

### ***Transfer to Other Institutions***

The Admissions and Records link on the College website provides instructions and a link for students to order official transcripts through the TranscriptsPlus service. TranscriptsPlus delivers official transcripts directly to any institution(s) the student requests. Students also have the option to pick up hard copies of their ordered transcripts from the SCC Admissions and Records Office upon showing a photo ID. [ [Outgoing Transcripts Webpage](#) ]

To facilitate articulation of Solano Community College courses with four-year institutions, the College's Articulation Officer works closely with faculty on proposals for course revisions or new courses. Once a course is determined to be transferrable, the transferability to a CSU is subject to review by the CSU Chancellor's Office. Community college courses that are transferable to all campuses of the University of California (UC) are identified on the UC

Transferable Course List. The Articulation Officer maintains complete electronic records for course equivalency so that counselors and evaluators can immediately access the evaluation decisions.

In support of SCC's transfer mission, the College provides information on opportunities and procedures for transfer to four-year colleges and universities in the catalog, the website, and in person through the Transfer Center at the main campus in Fairfield. The College catalog presents detailed information about Transfer Admission Guarantees (TAG's) with California State University and University of California systems, and the requirements for successful transfer to these institutions. [ [TAG's SCC Catalog pgs. 54-62](#) ] This same information is available online through the Transfer Center link on the College website, which also includes information about the California Community College transfer agreement with several Historically Black Colleges and Universities. [ [Transfer Center Webpage](#) ] The Transfer Center site also provides additional resources, including online access to the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST). ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

In the past year, the University of California system introduced its own "transfer pathways" program, similar to the CSU's associate degrees for transfer. [ [UC Pathways Webpage](#) ] Broader and less restrictive than the transfer model curriculum of the AD-Ts, the UC transfer pathways also do not guarantee admission into a UC. Nonetheless, they do identify relevant courses for students seeking specific degree paths. SCC counselors use these pathways to assist students seeking transfer to a UC campus.

The Transfer Center regularly hosts visits by representatives from four-year institutions, and publishes an events calendar showing when representatives will be available on campus to meet with students. [ [Transfer Center Event Calendar Webpage](#) ] In addition to these special events, the Transfer Center serves students with regular drop-in hours on Thursdays and Fridays from 11:00 a.m. - 1:00 p.m. Transfer counselors suggest professional educational plans for specific career goals, provide transcript information, offer IGETC and CSU GE advisement, and clarify associate's degree and certificate requirements. Students may also receive this guidance by meeting with any general counselor when the Transfer Center is not open.

**II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

While all certificate and degree programs at the College have in place Program Learning Outcomes (PLOs) directly related to respective areas of emphasis, the College has long identified overarching Institutional Learning Outcomes (ILOs). These outcomes, published in the College catalog, are neither course nor program specific but are meant to inform the experiences of all

Solano Community College students. Given the diversity of educational goals of our students and the length of their study, we would expect proficiency in these areas to the extent required of their courses and/or program of study.

The original ILOs, adopted in 2010, were modeled after the “Core Four” in place at the time at Cabrillo College, and included the following areas: Communication, Critical Thinking and Problem Solving, Personal Responsibility and Workplace Skills, and Global Awareness. The “Core Four” ILOs went through several iterations over the years and were approved in their final form in 2016. [ [ILOs 2016](#) ] In 2013, the Assessment Coordinator and the Dean of Research, Planning, and Effectiveness worked to devise ways to assess the version of the ILOs in use at that time. ILOs 1 & 2 were assessed on the basis of a common problem set administered to 198 students in four transfer-level courses. [ [ILO 1 & 2 Assessments 2013](#) ] ILOs 3 & 4 were assessed through student and faculty responses to a survey. [ [ILO 3 & 4 Assessments 2013](#) ] However, the ILOs have undergone substantial revision since the 2013 or 2016 versions, as discussed below.

Under new leadership in AY 2016-17, the Assessment Committee again reviewed the ILOs. The committee found the 2016 version to be too narrow, and further, the ILOs did not address the new Accreditation standards. This latest revision expanded the original four ILOs to six by more clearly delineating the desired competencies students may gain through completing the various types of programs offered at the college:

- Communication Competency
- Information Competency
- Quantitative Competency
- Technical Competency
- Analytic Inquiry
- Ethics
- Global Awareness
- Personal Growth
- Professional Development

[ [GELOS & ILOs Revised 2013](#) ]

As the College moves through the process of implementing the assessment module of CurricUNET META, these ILOs will be explicitly linked in the system to particular courses, programs, and services. How many ILOs “touch” a student will depend on the degree of that student’s contact with the institution.

The goal of articulating ILOs is to drive campus-wide dialogue about how each course and program can touch on all of these outcomes. The new *Assessment Handbook* approved by the Academic Senate in May 2017 defines two means of accomplishing this goal:

The Assessment Committee will conduct an analysis of mapped SLOs to the ILOs every five years, systematically pulling a robust sample size of representative certificate, degree, general education, and career technical education courses. A rubric will be utilized to evaluate each ILO. The first task will be to see that all courses are in fact



mapped to the ILOs, and that SLO assessments have been completed. The Assessment Committee will look at the distribution of SLOs mapped to the varied ILOs; if some ILOs have minimal SLOs assessing them, discipline faculty will be consulted to see if more links can be made, or if the ILO itself needs revising. The committee will look at student performance on the ILOs to ascertain students' areas of strengths and weakness. What were the planned actions faculty proposed to increase student success? These themes will be compiled in a report and shared with discipline faculty teaching the general education courses, the Academic Senate, and College administration. Findings will be used as part of the integrated planning process to plan for professional development and other needed resources.

The second way ILOs will be assessed is through shared dialogue. Each year one ILO topic area (communication competency, information competency, etc.) will be the focus of a Flex teaching and learning event. All faculty will be invited to share examples of how they promote success and engage learners in that area. They will share the SLOs and success criteria they use to assess the ILO and dialogue about successes and challenges they encounter. Finally, they will make recommendations to the College about how to promote student success in their courses. The goal is to share quality practices in teaching, dialogue about techniques that facilitate learning, and highlight the work of faculty across campus that support the institutional learning outcomes.

[ [Assessment Handbook Approved Draft p. 22](#) ]

**II.A.12. The institution requires in of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

Solano Community College offers three general education options for the associate's degree:

- Option A: Solano Community College's own GE pattern, outlined below (although this is not an option for students pursuing an Associate's Degree for Transfer);
- Option B: Intersegmental GE Transfer Curriculum (IGETC), ideal for students planning to transfer to either the CSU system or the University of California system; or
- Option C: California State Universities' GE pattern (CSU GE), ideal for students planning to transfer to a CSU campus

The College's general education requirements reflect the College's philosophy statement for the associate's degree as published in the College catalog (p. 50 in 2016-17), which states:

### ***General Education Philosophy and Criteria Statements***

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

- To improve the essential communication skills of speaking, writing, reading, and listening.*
- To understand the heritage and culture of one's own society and the society of others.*
- To provide opportunities to gain information which could aid students in making realistic career decisions.*
- To provide the opportunity for students to achieve competence in mathematics and analytical thinking appropriate to their needs.*
- To provide educational experiences for students to gain understanding and appreciation in the basic areas of knowledge: the social and behavioral sciences, the natural sciences, and the humanities which will provide an opportunity for cultural, intellectual and personal growth.*
- To develop insight and knowledge in the area of self-understanding.*
- To develop the knowledge and understanding of the rights, responsibilities and privileges involved in becoming a participating citizen in a democratic society.*
- To develop an understanding of technological developments and the effects these will have on society today and in the future.*

### ***Cross-Cultural Studies Requirement***

The general education requirement for an Associate Degree from Solano Community College includes a 3-unit Cross-Cultural Studies course. Courses that satisfy this requirement are listed in the catalog and under "Area E" of the local GE pattern ("Option A").

Per these requirements, students pursuing an associate's degree from Solano Community College must complete a minimum of 18 units in the following areas: Natural Science; Social and Behavioral Studies; Humanities; Language and Rationality, which includes English and mathematics; and Cross-Cultural Studies. In addition, AA/AS students must participate in at least two kinesiology or health activities. The College catalog, as well as the schedule of classes, outlines the courses that meet each of these requirements, and identifies which courses meet IGETC requirements. Two hundred forty-nine (249) Solano Community College courses are approved to meet GE requirements under Options A (Solano), B (IGETC for both UC and State systems), and C (CSU). [ [GE Courses](#) ]

The content and methodology of traditional areas of knowledge in the general education pattern are determined through the curriculum process. Because transfer to a four-year institution is a major part of Solano Community College's mission, guidelines set forth by the University of

California (UC) and California State University (CSU) systems play a role in these determinations as well. The Articulation Officer advises the Curriculum Committee and helps faculty to find parallel lower division courses at UC, CSU, and other four-year institutions to ensure the course will be transferable and will be approved by other four-year institutions as a general education requirement. If approved, the course is presented to the Academic Senate and then the Board of Trustees for their review and approval. If the class is also seeking CSU GE or IGETC transferability, it is also submitted to the UC and CSU for approval into the appropriate GE pattern.

The degree requirements for the Bachelor of Science degree in Biomanufacturing include completion of the CSU general education pattern, including nine units of upper division general education courses, and fulfillment of the cross-cultural studies requirement. All students earning the baccalaureate degree will successfully complete at least 47 units of general education coursework. [ [BS Sub Change Report pgs. 21-23](#); [BP 6205B Philosophy and Criteria for Baccalaureate Degree and General Education](#) ]

To assist students by offering a wider range of locations and/or schedule needs to complete their degree and transfer goals, various general education courses are offered through distance education. All courses offered online are posted on the College website. Students can select the Online tab in the e-catalog and all the courses for the semester that are offered online are made available for review. The printed catalog also differentiates online from face-to-face classes by showing “ONL” next to them. [ [Solano Community College Class Finder Online](#); [SCC Class Finder Search Results Online Classes](#) ] An online class list is also posted each semester on the [SCC Online Classes Webpage](#). [ [Online Class List Examples](#) ]

### ***General Education Learning Outcomes***

In 2015, the Assessment Committee led the development of general education learning outcomes (GELOs). Essentially, the previous version of the institutional learning outcomes was adopted, with slight modifications, as the GELOs; at the same time, the language of the ILOs was pared down to reflect much broader competencies. [ [Assessment Committee Minutes May 2015](#) ] The GELOs were approved by the Academic Senate in 2015, and by the Board of Trustees in early 2106. [ [Academic Senate Minutes September 2016](#); [GELOs 2016](#) ] In spring 2016, the Assessment Coordinator completed an assessment of these GELOs by compiling relevant information from the SLO assessments submitted for all courses that fulfill GE requirements. [ [GELO Assessment 2016](#) ]

Analysis of the 2016 GELO Assessment and consideration of the new Standards led to a substantial revision of the GELOs in AY 2016-17. In developing the new GELOs, the Assessment Committee sought to establish a cleaner link between the general education pattern and the learning outcomes faculty want students to ascertain from taking that particular sequence of courses. The resulting outcomes are therefore organized around the areas in the GE requirements. The Academic Senate approved these revisions in March 2017. [ [GELOs & ILOs Revised 2017](#); [AS Minutes 3-20-17 Item 11.5](#); [Governance Council Agenda 4-26-17](#); [Board Agenda 5-17-17 Item 15.a](#) ]

Implementation of the Assessment module of CurricUNET META during the fall 2017 semester will strengthen significantly the quality and quantity of evidence available for comprehensive assessment of the general education learning outcomes. Courses that meet GE requirements will be mapped to the GELOs within the system, such that faculty entering SLO assessments for those courses will be prompted automatically to assess the relevant GELOs as well. In addition to facilitating the compilation of GELO assessments, this system will raise faculty awareness of the roles of respective courses in the GE patterns, opening opportunities for discipline-level and cross-campus dialogue focused on ensuring that all students completing degrees and transfer patterns meet these outcomes.

**II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

Solano Community College's curriculum approval process ensures, through well-established procedures, that new programs and changes to existing programs include a focused area of study that includes 18 or more semester units as per California Law, Title 5, section 55063(a).

Development of a new degree or certificate involves faculty subject matter experts establishing requirements in the area of focus, ensuring that the required courses have learning outcomes that meet current standards within the discipline, and include mastery of the key theories and practices within the field of study. Establishment of these requirements is informed by researching articulation requirements, in the case of academic degrees and certificates, and by working with industry advisory boards in the case of technical certificates.

Once approved by the department, the program is submitted to the Curriculum Committee for further review and approval in accordance with the state Chancellor's Office *Program Course and Approval Handbook*. Upon approval by the Curriculum Committee, the program is reviewed by the Academic Senate and the Board of Trustees. If no concerns are raised, it is sent to the state Chancellor's office for final approval before it is offered at the College.

As part of the program development process, faculty develop program learning outcomes (PLOs) for all degrees and certificates offered by the College. The Assessment Committee reviews the PLOs for relevance and measurability. All degree and certificate PLOs are published in the College catalog, both in hardcopy and online. Course-level SLOs for courses required in a respective program are mapped to the PLOs for that program to ensure that the courses in that program provide the opportunity for students to develop and demonstrate mastery, at the appropriate degree level, of key theories and practices within the field of study.

The Bachelor of Science degree in Biomanufacturing requires lower division preparation equivalent to the Associate of Science in Biotechnology, as well as satisfactory completion of the upper division courses focused on the Biomanufacturing major. The lower division preparation includes 28 semester units of Biology, Chemistry, and Biotechnology courses, and the upper

division includes 10 Biotechnology courses totaling 39 units, for a grand total of 67 units within the major area of inquiry. [ [BS SubChange Report pgs. 21-23](#) ] Each course is designed around key student learning outcomes designed by faculty discipline experts. [ [BS Course SLOs & PLOs](#) ]

#### **II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

All career technical education (CTE) programs at Solano Community College are subject to the same rigorous curriculum approval and program review process as other degree or certificate programs. In addition, each program must demonstrate a need for the degree or certificate by conducting a convincing labor market analysis using standard labor market data sources. Each CTE program must also have an advisory board composed of representatives from the industry that meets regularly with program faculty to provide input on curriculum and ensure that program requirements and content are current with industry standards.

The College's CTE programs also match faculty expertise with industry expertise. An example is the College's new baccalaureate degree: SCC Biotechnology faculty are, themselves, industry experts and the architects of the degree curriculum. The College has offered a Biotechnology program since 1997. This program designed and pioneered the teaching of the knowledge and skills required for graduates to succeed in the manufacturing sector of the biotech industry. Graduates are often employed in biotech companies within the San Francisco Bay Area and in other parts of the country. When possible, the courses and the program are aligned with competencies based on nationally recognized standards; an example is the inclusion in the BS program of a course that prepares students to earn Six Sigma certification. Program faculty will depend upon the expertise of the Biotechnology Advisory Committee during the design and subsequent review of the program after it launches. The faculty will continue to conduct rigorous assessment of the program's outcomes to ensure that the quality of the curriculum will continue to meet industry standards.

As with other instructional programs, all CTE degree and certificate programs must have well-developed learning outcomes that relate directly to course level learning outcomes. Input from the relevant advisory board and endorsement by the Bay Area Community College Consortium, as discussed above in II.A.1, ensures that they encompass competencies required for employment in the field. Assessment of the degree or certificate program learning outcomes is accomplished by examining the student mastery rate on the course level SLOs of each required course for the area of emphasis. Faculty complete SLO and PLO assessments according to the assessment and program review schedules. CTE program faculty complete a comprehensive program review every six years and a truncated program review every two years. These analyses demonstrate that degree or certificate completers have mastered program learning outcomes. [ [Abridged 2-Year Program Review for CTE Webpage](#) ]

Student achievement on licensing examinations is another indicator that the CTE program graduates demonstrate technical and professional competencies that meet employment standards.

Four CTE programs culminate with a licensing exam, and pass rates for the last four years are shown in evidence. [ [Licensure Pass Rates](#) ]

The College's commitment to producing graduates who meet employment standards is evident in the Nursing program's response to the sharp drop in licensure pass rates in AY 2014-15. When NCLEX-RN Exam pass rates for first-time testers dropped below the 75% standard, program faculty immediately set to work in developing a comprehensive corrective action plan. This plan addresses a range of concerns including faculty cohesion, consistency in curriculum and course-level exams, student support, and several other elements to strengthen the program. [ [Nursing Corrective Action Plan](#) ] As one component of the corrective action plan, the Nursing faculty have developed a form that consolidates data from a number of sources to examine the effectiveness of each course in the program. Information includes data provided by the Office of Institutional Research and Planning but also considers the results of student surveys developed specifically for this program. For example, the Nursing program administers a survey to students who fail or drop to enable faculty to track the reasons for these results. The information is documented in an attrition report that includes demographic information as well. In addition, students in the program complete an online survey providing feedback on theoretical and clinical courses. If student feedback is less than 85% favorable, a corrective action plan is developed. Faculty discuss this data as a means to improve the program. [ [Nursing Course Summary Form](#) ] In addition, Nursing has a contract with an NCLEX review company to help students pass the NCLEX, and NCLEX prep curriculum is threaded through the whole program.

In cooperation with the Bay Area Community College Consortium and the RP Group, in an effort to track data related to CTE students, Solano Community College has participated in the CTE Outcomes Survey (CTEOS). The survey tracks SCC students who have left or completed a CTE program, looking at gainful employment, wage gains, and other metrics of post-graduation success. Student responses to the CTEOS indicate that participation in SCC's CTE programs significantly increases employment prospects, moving many from part-time employment to full-time, and improving hourly wages by over 26% on average in 2013, and nearly 40% in the most recent survey. [ [CTEOS Results 2013](#); [CTEOS Results 2013-2016 Webpage](#) ]

This year the CCCC, as part of the Strong Workforce Program, is instituting a CTE Stars Program. The CTE Stars is a new, annual commendation for college programs whose students show quantitative gains in a variety of factors, including: a substantial increase in earnings, attainment of a living wage, and a job closely matched with the field of study as measured by the Strong Workforce LaunchBoard. SCC is being recognized for two programs where students have made significant wage gains: Biotechnology and Automotive Technology. As an additional measure of CTE program effectiveness, the institution-set standard for post-graduation employment is set to match the Perkins post-graduation employment target of 67%. Six of the eleven programs measured by this metric met this standard in the last period studied.

[ [Job Placement Rates](#) ]

**II.A.15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

The College's Program Discontinuance Policy (Board Policy and Procedures 6105) was adopted in 2007 in an effort led by the Academic Senate. The purpose of this policy is to ensure that if circumstances warrant the elimination of any program, the College has a policy in place that will honor the “spirit of access and equity for students.” According to this policy, when the Program Discontinuance Evaluation Committee Recommends the elimination of a program, “the recommendation shall include a detailed plan and recommended timeline for phasing out the program with the least impact on students, faculty, staff and the community. The recommendation must provide either a way for currently enrolled students to continue their programs of study or a plan for them to meet their educational objectives through alternative means.” [ [BP 6105 Program Discontinuance](#) ]

When students are affected by the reduction or discontinuation of a program, the appropriate instructional department works closely with the Counseling Department to provide assistance to students in identifying a means to continue their studies or to complete an alternate program.

In the event that a program reduction eliminates one or more course(s) a student needs to complete a program, an alternative course to meet the requirement is identified and approved through the use of a “Course Substitution Petition.” Course substitutions must be approved by discipline faculty and signed by the academic dean responsible for the respective program. The “Course Substitution Petition” is also used to approve the use of courses from other institutions to satisfy SCC program requirements. [ [Course Substitution/Waiver Petition](#) ]

When program requirements change, students have clear catalog rights. Catalog Rights, as outlined in Board Policy 6210 and last updated in 2016, dictate that a student may satisfy the requirements of a degree or certificate by completing the general education and major/area of emphasis requirements in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in at least one course per academic year until completion; this also allows for periods of enrollment at other accredited institutions of higher education. Program requirements made after the student enrolls are not applicable to the student as long as he/she maintains enrollment. However, students may choose to adopt a more recent catalog if doing so benefits their chance of completion. [ [BP 6210 Catalog Rights](#); [Senate Review of BP 6210](#) ]

**II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

Academic Program Review is a longstanding practice of the College; however, the new, robust form of program review introduced in 2013 and updated in 2016 has provided a more comprehensive tool to inform integrated planning. For example, in the past programs created a list of goals to inform the *Educational Master Plan*; these goals ran parallel to the goals identified in program review self-studies, yet were addressed as separate lists. Data once culled from diverse sources and documents is now available in rigorously vetted self-study reports, providing “one stop shopping” for the various entities that make institutional planning decisions. For some decisions, the program review self-studies are consulted; for other decisions, faculty members are asked to complete forms with information linked to the relevant self-study, adding updated information as needed. The process in its current form ensures that planning is based on the most current information. By fall 2017, an online assessment module in CurricUNET Meta will allow faculty to update assessment results and program review goals on a routine basis, allowing for a more transparent and efficient integrated planning process. [ [Program Review Committee Minutes January 2017](#) ]

The College’s Academic Program Review process is designed to provide a robust assessment of each program’s effectiveness and identify strategies to improve a program’s effectiveness, from the course level to the college wide level and beyond. Academic programs are reviewed by faculty serving on the Academic Program Review Committee, a subcommittee of the Academic Senate. Committee members receive a program’s self-study report, together with an assessment from the dean. Self-study reports are evaluated with two rubrics. One rubric assesses the document’s level of completeness and ensures that data was used to drive analysis and assessments. [ [Program Review Handbook p. 12](#) ] The second rubric is used to assess the program’s effectiveness in the following areas: program mission; assessment (including student learning outcomes at the course level); curriculum; campus and community integration; student success; and resources.

The goal set for all programs is sustainable continuous quality improvement, which is indicated by the following criteria:

- *Educational Master Plan* and past program review recommendations are continually analyzed and acted upon. Each program’s mission is integrated in planning and there is a clear vision for the future. Community feedback from advisory meetings is an integral part of planning.
- Data from SLOs and PLOs are regularly analyzed by all faculty to collaboratively make programmatic changes.
- Curriculum is routinely analyzed to assess content, rigor, prerequisites, sequencing, and efficiency in scheduling (time, location, modality, etc.). Faculty keep current on articulation agreements and state mandates for curriculum.



- Co-curricular activities are an integral part of the program. The program maintains links to the community and adjusts activities and efforts based on student and community needs.
- Success rates for students in the program are regularly analyzed and action is taken to equalize student success; results are analyzed for continuous assessment. CTE programs routinely assess adequacy of workforce preparation.
- Resources are sought and allocated based on regular assessment of needs, student learning, and expected benefits. [ [Program Review Handbook](#) ]

The coordinator of the Academic Program Review Committee compiles committee members' feedback and relays this information to department faculty. Faculty must revise factual errors and complete missing areas, but are not obligated to make other changes. The self-study report is then sent to the Vice President of Academic Affairs (VPAA) for review. Having received the VPAA's feedback, faculty members have a final opportunity to revise the report prior its finalized certification, when it is published on the College website. [ [Program Review Webpage](#) ]

Program reviews were completed on a five-year cycle prior to 2017. Starting in AY 2017-18, program reviews will be conducted on a six-year cycle, allowing more time for programs to implement changes and prepare for curriculum review (which is driven by needs identified in the program review process). Career Technical Education (CTE) Programs, which receive Perkins funding, submit an abridged program review report every two years. The six-year cycle also permits a synchronized schedule for CTE program reviews. All programs will complete annual program review updates. [ [Program Review Schedule 2015-2022](#); [PR Update Form](#); [Senate Minutes PR Annual Review](#) ]

The same program review template is used for all programs, regardless of type (Baccalaureate, career technical education programs, developmental, etc.). Program relevancy and appropriateness are addressed in the first criteria: Program Overview & Mission. Faculty must describe how the program embodies the College's mission, and they are prompted to use data to identify the community population served by the program (gender, age, and ethnicity), analyze trends, and identify actions taken to recruit underrepresented groups. Regardless of the type of program, the criteria include an analysis of the program's future outlook, including internal and external conditions that may affect the future of the program in the coming years. CTE programs must also include labor market data to assess future relevancy. [ [Program Review Template Item 1.7 p. 4](#); [Program Review Template](#) ]

Achievement of learning outcomes at the course and program level is included in the assessment section of the program review template. [ [Program Review Template Assessment pgs. 5-7](#); [Program Review Template](#) ] Successful programs have clear and effective Program Learning Outcomes (PLOs), with specific courses and assignments identified to measure PLO success. In completing program review, faculty must chart the relationships between their PLOs and the Institutional Learning Outcomes (ILOs). The program review template further requires faculty to map program courses to PLOs, indicating which courses introduce a given PLO, provide opportunities to develop a PLO, or ensure mastery of the PLO. Faculty then note PLO assessments and resulting action plans. Student Learning Outcomes (SLOs) receive particular scrutiny in the self-study document; program effectiveness is measured by the quality of

response to a series of prompts addressing the quality, frequency, analysis, discussion, and results of SLO assessment, as well as actions planned as a result of assessment findings. The College offers many courses in the online and hybrid modalities; however, the College does not offer any programs in a fully online modality. Therefore, distance education courses are evaluated alongside courses offered in other modalities, using both aggregated and disaggregated success data. Various sections of a course are held to the same standards and student learning outcomes, regardless of modality, in order to ensure equity.

Currency and future planning are addressed throughout the program review self-study. Committee members review program self-studies to ensure that program goals and planning relate to assessment, curriculum, inter- and intra-campus integration, student equity and success, and resource analysis. Inconsistencies are identified so that programs can more effectively plan. For example, an effective self-study links the need for an additional faculty position (as stated in the final “Goals & Planning” section) to subjective and objective evidence presented in the other sections of the document. The self-study document rubric includes the criteria that evidence is used appropriately; assessment follows from the evidence; and initiatives (including goals and plans) are realistic.

The Office of Institutional Research and Planning provides longitudinal and up-to-date data for program review. Faculty can compare program statistics with college wide data in order to identify trends, areas of consistency, and gaps in the following areas:

- Enrollment (section count, census enrollment, FTES, gender, age, ethnicity)
- Student learning outcomes (course assessments, success criteria, number of times each course is assessed, date of last assessment)
- Fill rates and class size
- Offerings by modality (including lecture, discussion, lab, and distance education offerings)
- Student success (success, retention, and success by gender, age, ethnicity, and modality)
- Success of transfer-ready students
- FTEF (full-time equivalency statistics)

[ [Interactive Data Resources Webpage](#) ]

Faculty must also include curriculum data in the program review self-study. In the “Curriculum” section, faculty identify, analyze, and evaluate the effectiveness of curricular offerings, taking into consideration such factors as scheduling and sequencing; currency; class size and fill rate, articulation, and distance education offerings. This information in turn informs curriculum review, which takes place a year after the program review self-study is completed. [ [Program Review Template Curriculum pgs. 7- 8](#); [Program Review Template](#) ]

The program review self-study includes an analysis of student success and equity related directly to college-wide offerings. Discipline faculty analyze how underprepared students are supported, including an examination of prerequisites, co-requisites, and course advisories. Faculty in math, English, and ESL identify how the basic skills courses in their disciplines prepare students for collegiate-level coursework. In addition, faculty analyze the success rates of students who take courses outside of the respective program in order to fulfil a certificate or degree requirement

and note areas of cross-discipline collaboration, including curricular planning. Finally, when reporting the number of degrees and certificates awarded since the last program review, faculty analyze trends and identify ways in which college wide offerings impact the program, and vice versa. [ [Program Review Template](#) ]

The program review template addresses distance education in two areas: Curriculum section 3.7 [ [Program Review Template Curriculum pgs. 7- 8](#) ] and Student Equity & Success section 5.2. [ [Program Review Template Student Equity & Success pgs. 8- 9](#) ] In Section 3.7 faculty identify which courses are offered in the online modality, note the rationale for offerings, and identify general success trends. In Section 5.2, faculty use data to analyze success by gender, age, ethnicity, and modality, providing possible reasons for trends and planned actions to equalize student success. Program Review Committee members identify gaps in face-to-face and distance education achievement and ensure that the Program Goals noted in Table 4 include the planned actions addressed in Section 5.2. [ [Program Review Template Goals & Planning](#) ]

As noted above, distance education is not addressed as a separate program but rather as a modality within respective programs; subsequently, curricular review of online offerings chiefly occurs at the departmental level. The Distance Education Committee regularly evaluates the efficacy of distance education courses at the college as a whole, utilizing program review evidence as well as college wide institutional research data. [ [DE-F2F Success Comparison Fall 2016](#) ] As detailed in Standard II.A.7, the Committee develops and implements plans to continuously improve the quality of online course offerings and the rate of DE student success across all disciplines offering online courses. The introduction of the California Community College Online Education Initiative (OEI) has prompted a larger, college-wide discussion of online curricula; however, it remains the purview of each program to assess the needs of students and evaluate the pedagogical feasibility of offering a class online.

Program Review is a key part of the institutional planning process. Resource allocation decisions - from hiring new faculty and staff to buying new classroom technology - are tied to the results of the program review process. The program review process provides the most comprehensive examination of a program's needs from the course level (measured by success rates and SLO assessments) to the college level. As noted above, the "Goals & Planning" section of the self-study outlines plans that are consistent with, and tied to, objective data analyzed throughout the document. Goals are subdivided according to the following categories: [ [Program Review Template](#) ]

- Program Overview & Mission
- Curriculum
- Campus & Community Integration
- Student Equity and Success
- Resources
  - Human Resources
  - Technology & Equipment
  - Facilities
  - Library Resources
  - Professional Development

As a result of program review, many programs have been augmented with new resources and have seen direct improvements leading to enhanced student learning. In addition, trends across multiple program reviews may point to campus wide needs. Following are several examples of such cases:

- In the *2013 Occupational Education (OCED) Program Review Self-Study*, faculty identified the need for adequate staffing, per a Title 5 mandate. The mandate states that Work Experience Programs must have clerical support. Following the 2013 report, the Dean successfully lobbied for the position, citing the program review evidence. [ [OCED Program Review 2013 p. 59](#) ]
- In the *2016 Art Program Review Self-Study*, faculty identified the need for facilities and equipment improvements in the Graphics iMac Lab. As a result, the classroom was redesigned to accommodate students' needs in the lab environment, and iPad Pro software and hardware was added to the lab, so that students could be trained on the most state-of-the-art graphics equipment. Faculty also identified the need for a mechanized press to train students pursuing the new Visual Communications certificate; this press was purchased with Strong Workforce funds. [ [Art Program Review 2016 pgs. 52-57](#); [Art Program Review 2016](#) ]
- The English department received additional time to work on their 2016 self-study, as the program involves multiple degrees, basic skills, and interdisciplinary components. While in the process of writing the self-study, the English department considered moving the American Sign Language (ASL) department from the purview of English to the purview of Foreign Language, based on high course fill rates and the pedagogical affinities of ASL and Foreign Language study. As a result, the College initiated the move of the ASL program to Foreign Language so that ASL could receive resource attention separate from English. Additionally, faculty submitted a full-time faculty request for an ASL instructor, and the position was approved via the faculty prioritization process. [ [ASL Faculty Staffing Request 2016](#) ]
- Results in the *2016 Art Program Review Self-Study* suggest that the gap between face-to-face and online success is neither insurmountable nor inevitable. Data from the College's Office of Research and Planning indicates that students in the online ART 010: Art Appreciation classes consistently perform equal to, or better than, their counterparts in the face-to-face Art 010 classes. [ [Art Program Review pgs. 35-36](#); [Art Program Review](#) ] As a result of this evidence, faculty in art lecture classes have increased the number of assignments in face-to-face classes to mirror the weekly demands of the online course. These smaller, more manageable assignments build students' skills and confidence week to week and have resulted in greater retention in those courses. The online shells from ART 010 sections will also be used as a model to help other faculty develop more effective online courses.
- The program review process has resulted in college-wide discussion of curricular offerings. For example, the *2016 Kinesiology Program Review Self-Study* addressed the possible impact of the Interdisciplinary Studies curriculum on Kinesiology's enrollment and number of degrees awarded. Students can earn an Interdisciplinary Studies associate's degree in Wellness much more quickly than a Kinesiology degree. This evidence has led to a broader examination at the Academic Senate level regarding the

role of such general, interdisciplinary degrees at the College. [ [Academic Senate Minutes 1-30-17 Item 12.2](#) ]

- As noted above, distance education is not evaluated as a separate program. However, several programs have, through the program review process, identified the need to develop online courses. These plans highlighted the pressing need to allocate additional reassign time for the Distance Education Coordinator position, which stood vacant in fall 2016 following the reduction of assignment load from 40% FTEF to 20%. While an interim chair presided over the DE Committee, the Academic Senate worked with the DE Committee and the Superintendent-President to increase the position to 30%. [ [DE Support Senate Minutes & Doc](#) ] The new Coordinator has now been selected, to begin in summer 2017, and will assist faculty in developing robust online course shells. [ [DE Coordinator JD](#) ]

## **Standard II: Student Learning Programs and Support Services**

**The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.**

### **B. Library and Learning Support Services**

**II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Solano Community College supports student learning and achievement by providing library and student support services of sufficient quality, depth and variety to meet student needs and foster the achievement of their educational goals. The College's resources in support of student learning, regardless of location or delivery mode, include libraries, book and materials collections, tutoring and academic success centers, computer labs and learning technology in classrooms and campus study settings. The College relies on the expertise of faculty and support services personnel to identify and regularly evaluate educational materials and equipment that support student achievement. Any proposal for a new course or a new program is reviewed for sufficient library resources, and a review of library resources is integrated into the academic program review process.

#### **Library**

##### ***Reference Desk***

Reference Librarians are available to provide research support to all students during all operating hours, M-F at the Fairfield Campus and M-Th at the Vallejo and Vacaville Centers. Library hours are aligned with class schedules and use patterns to ensure students, faculty, and staff have access to services and materials at the most populous times: [ [Ref Desk Schedule Spring 2017](#) ]

Main Campus: M-Th 9:00-5:50 / Fri 9:00-2:20

Vallejo Center: M-Th 9:00-2:00

Vacaville Center: M-W 9:00-2:00 / Th. 9:00-1:00

The retirement of two full-time librarians (50% of FT faculty) in spring 2016 has limited the possibility of weekend or evening hours, but expanded hours are expected in fall 2017 upon the hire of two replacement positions. However, all students have 24/7 access to live, online reference services through the eReference chat widget on the library website. [ [Vacaville Weekly Services Fall 2016](#); [Vallejo Weekly Services Fall 2016](#); [eRef Widget](#) ] To fully extend library services to the needed levels will require additional classified staffing in addition to the new faculty hires to keep circulation services running smoothly. The library plans to request new classified staff hires in the next round of requests.

### ***Library Collections***

The Solano Community College Library offers a rich array of physical and electronic information resources which are available to students at any campus location and remotely through on-line services.

The Main Campus Library in Fairfield maintains physical stacks of approximately 45,000 volumes plus an additional 2,000 reference books and over 1,000 reserve textbooks. Print periodicals include subscriptions to 123 magazines and journals and 7 newspapers. Students who take classes at the Centers and are unable to travel to Fairfield may have materials delivered to any Center by inter-campus mail.

The library maintains the security of all print materials with the use of a magnetic system. Security strips are inserted into the material, then magnetized. When an item is checked out, the strip is demagnetized. The library security gate sounds an alarm if a patron tries to leave with an item that has not been demagnetized.

Beyond the physical holdings of the College's own library, all Solano Community College library card holders have access to the collections of over 50 college, university, and city libraries throughout the states of California and Nevada through the Link+ service. [ [Link+ Webpage](#) ] Patrons electronically request an item not available in the campus library, and it is delivered for them to check out. Link+ may be accessed directly through the Solano Community College Library website, where the icon is prominently displayed in two places: Under "Research Help" on the home site and under "Let's get started" when a user selects the "Books" search tab. Link+ materials ordered by SCC library users are delivered to the Main Campus Library, as the Centers currently have no mechanisms in place for the storage, delivery, return, and security of these items.

### ***Electronic Resources***

The College Library subscribes to an expansive range of online databases, giving students, faculty and staff free electronic access to hundreds of thousands of titles. The majority of these database offerings are through two major database providers (ProQuest and EBSCOhost), augmented by twelve additional databases. The contents of nearly all of the databases are integrated into one searchable interface for students' convenience. [ [SCC Library Databases](#) ] Below is sampling of available content:

- In EBSCO: Over 270,000 titles (books, periodicals, etc.) between 35 different databases.
- In ProQuest: 32 databases, just *one* of which has 419 individual titles (magazines, trade publications, newspapers) alone. [ [ProQuest Title List](#) ]

### ***Textbook Reserves***

The library's textbook reserve collection supports student equity by providing access to required course materials for students who are unable to purchase their own copies for all or part of the semester. Librarians add to the collection as funds are available, with priority given to texts for high-enrollment classes and books costing over \$50. As indicated above, over 1,000 reserve textbooks are available for student use at the Main Campus Library and in the library rooms at the Vacaville and Vallejo Centers. The collection is housed primarily at the Main Campus Library, with revolving collections placed at the Centers each semester depending on available funding and which courses are offered at each site. Current library policy allows students to borrow any reserve volume to use inside the library for 2-hour intervals. College librarians are exploring options for the Centers, based on specific needs and foot traffic that may allow for overnight circulation of certain books with multiple copies. The librarians are also developing a secondary reserve collection at the Fairfield Campus, where older editions of the most heavily used textbooks may be allowed to circulate overnight. The ultimate goal for the textbook reserve collection is for the College library to be a mandatory repository, meaning at least one copy of every textbook is housed in the library for student use.

Books for the textbook reserve collection are selected in accordance with clear guidelines. [ [Textbook Collection Development Guidelines](#) ] Librarians have made use of application-based funding streams such as ASSC grants and Basic Skill mini-grants to meet some of their needs, but these funds may be insufficient, too restrictive (for example Basic Skills funds could be used only for purchasing reserves copies for Basic Skills courses) [ [BSI Proposal Library Reserves](#) ], or misaligned with the timeframe in which materials need to be purchased. Until recently, an additional challenge was that the CARL Integrated Library System (ILS) used through June 2015 as a member of the Solano, Napa, and Partner (SNAP) regional librarian consortium provided no mechanism for tracking the use of reserve materials. The new Polaris ILS system provides such a mechanism, enabling the College's librarians to gather data documenting the use of reserve textbooks. This information will allow better management of the existing collection, and will generate data to guide future purchases. [ [Sample Reserve Collection Circulation Stats 2016](#) ]

### ***Baccalaureate Degree Resources***

Solano Community College Biotechnology faculty have worked closely with the library staff for decades to assure that the book and journal offerings in this field are robust and remain up-to-date. The faculty submit book requests, and the majority of books and related resource materials are ultimately ordered and catalogued for students' access and use. Library databases currently include at least 725 books and 256 journals (via subscription) covering cell and molecular biology, immunology, biotechnology, and biomanufacturing. [ [Biotech Books List February 2016](#) ]

As the College launches the baccalaureate degree program in fall 2017, the library's biotechnology and biomanufacturing resources will be expanded to include additional resources that specifically support upper-division biotechnology courses and the program's general



education upper division courses. Many resources have already been identified, and the library is working with faculty to prioritize and purchase these resources. Additional resources will be directed to developing these resources as the baccalaureate program is implemented and the newly designed upper division courses are offered and assessed for the first time.

### ***Remote Access***

The services and resources of the SCC Library are available to all students, regardless of location. The library utilizes a remote access authentication system (EZProxy) to allow off-campus access for all SCC students, faculty and staff. The campus community can use any of the library's digital resources (databases, eBooks, eReference, citation tools, handouts, etc) via the library website. [ [Library Webpage](#) ] Users' "MySolano" login credentials ensure access while protecting the College's subscription agreements. Every database is available from off campus via the library's proxy server. The print book catalog [ [Polaris Catalog Webpage](#) ] is available through the website as well, allowing users to place holds, manage their accounts, and find books at partner libraries. Information about connecting to library services is provided in one of the FAQ links at the library home page. [ [Library FAQ Webpage](#) ] Additional processes for remote access are outlined on the library's "Need Help?" page. [ [Need Help? Webpage](#) ]

For students requiring one-on-one assistance from remote locations or when the library is closed, the library webpage offers users an eReference chat widget to connect students remotely to reference librarians. This eReference service is staffed entirely by academic librarians at California Community Colleges and other institutions of higher education. As part of the subscription, the Solano Community College library provides 10 hours per week of service. [ [Online Reference Librarian Schedule Spring 2017](#) ] The eReference service defaults to the SCC librarian when one is online, and otherwise connects the user to a librarian at another member college. The retirement of two full-time librarians in May 2016 caused a brief lapse in local SCC coverage, which compromised the ability to respond to SCC-specific questions (about non-library matters such as registration deadlines, add codes, etc.) but the Consortium continued to respond to SCC students' online library inquiries until the College was able to resume the commitment of 10 hours per week in October 2016. [ [eRef Use Stats 2014-2016](#) ]

For students enrolled in DE courses, the library website offers a Canvas help guide and a direct link to the Canvas online course platform. For access to electronic resources, DE students are prompted to enter their MySolano credentials (username and password), just as all off-campus users must. Once credentials are entered, remote users' access and user experience seamlessly mirrors that of on-campus students. The library website also offers a dedicated section for DE students. [ [Library DE Guide Webpage](#) ]

The library supports students enrolled in courses at California State Prison, Solano, through a request form process. Students send a completed form through their instructors with a research request. A librarian completes the request and returns it via the instructor. So far, the demand for this service has entailed only 5 to 10 requests a semester. [ [Prison Program Library Form](#) ]

The librarians and database vendors are working toward full mobile access to all library products in recognition that some students access online content primarily or solely through mobile devices.

### ***Ongoing Instruction In Library Use***

Library faculty offer introductory library and research workshops. Faculty members in any discipline may sign up for these presentations either to be given in their classroom or, whenever possible, in the “Bib Lab,” a 30-station computer lab located inside the Main Campus Library. Upon request, librarians will also provide customized instruction to meet the research needs of individual classes and departments. [ [Library Workshop Calendar 2015-2016](#) ]

The library offers courses in research skills and the use of resources. One of these courses, LR 010: Introduction to Library Research, is linked as a corequisite to every section of English 001, the first degree/transfer-level English composition course. The LR 010 corequisite serves the research needs of the English Composition course, which has as a student learning outcome: “Apply proper methods of research and documentation.” Many English faculty members collaborate closely with the instructors of linked LR 010 sections to explicitly integrate the work of the two courses. In addition, the LR 010 requirement ensures that every student completing a transfer pattern or an associate’s or bachelor’s degree will meet those aspects of the general education learning outcome pertaining to information competency in library research. New course placement practices that will enable nearly every student to take English 001 within their first two semesters at the College will also result in early exposure to LR 010, familiarizing students with the library’s vast resources very early in their college careers. [ [LR 010 Syllabus](#); [LR 010 Sections Spring 2017](#); [Library Courses Catalog Descriptions](#); [Revised GELOs](#) ]

### ***Academic Success and Tutoring Center (ASTC)***

The College provides academic support and drop-in tutoring services at the Fairfield Campus, and the Vacaville and Vallejo Centers through the Academic Success and Tutoring Center (ASTC). [ [ASTC Webpage](#) ] All three locations offer drop-in assistance with math and writing, during hours aligned with peak class scheduling. [ [ASTC Info Sheet Fall 2016](#) ] Hours of operation and available tutoring subjects (beyond Math, English and general writing) vary by location but are expanding each semester based on need and funding. ASTC services are promoted through the faculty, who receive a letter at the start of each semester with updated information about hours and offerings, followed by regular reminders throughout the semester. [ [ASTC Welcome Back Letter Spring 2017](#) ] Many faculty announce these services in their classes, include ASTC information in their course syllabi, advise struggling students to use the ASTC at various times during the semester, and even walk them over.

Student tutors are typically recruited by faculty, based on successful course performance. Tutors receive training in the ASTC Policies and Procedures to ensure their interaction with drop-in students align with the purpose, goals, and philosophy of the ASTC. [ [Drop-In Tutoring Policies and Procedures](#) ] In addition to student tutors in several disciplines, the ASTC is staffed with Supplemental Instructors in English and math.

In addition to drop-in tutoring, the ASTC offers a workshop series covering a range of general-interest topics. [ [ASTC Workshop Schedule February 2017](#) ] A monthly calendar is available on line. [ [ASTC Workshop Calendar on Webpage](#) ] Recent topics include:

- Budget Basics
- Introduction to Canvas
- How to Succeed in an Online Class
- Intro to GoogleDocs [ [ASTC Sample Workshop Handout](#) ]
- How to Use a Scientific Calculator
- Managing Test Anxiety
- Math Strategies

To improve convenience and visibility and to expand the seating capacity of the ASTC on the Main Campus, the service moved from its original location, a small classroom near the library, into the back section of the main library space in fall 2016.

The College began collecting apportionment for student use of the ASTC in spring 2016. Students wishing to use any of the ASTC's services are now prompted to first enroll in TUTOR 500, a free, non-credit course. Students may complete the quick registration process at the ASTC front desk the first time they attend. Once enrolled in TUTOR 500, students sign in each time they enter and leave the ASTC, allowing accurate tracking of attendance patterns. The College collects non-credit apportionment for these hours and can also use the attendance data for planning purposes. [ [TUTOR 500 Flyer](#); [TUTOR 500 FTEs](#) ]

### ***Math Activities Center***

In addition to the tutoring available through the ASTC, students enrolled in math courses receive supplemental support from math faculty through the Math Activities Center (MAC), available at the Fairfield Campus and the Vacaville and Vallejo Centers. Time in the MAC is tracked as positive attendance and garners apportionment via enrollments in TUTOR 500, as in the ASTC. [ [MAC Webpage](#) ]

### ***Course-Embedded Academic Support***

In the core Basic Skills disciplines of English and math, faculty have implemented embedded support in order to bring service to students rather than leaving the onus on students to find it.

Embedded tutors were placed in all developmental math classes starting in spring 2014 with Basic Skills funding, and continued for two years with Strategic Proposal funding. The program now utilizes basic skills and BSSOT grant funding. [ [Math Embedded Tutors](#) ]

Several programs, including Umoja, Puente, and First Year Experience, have implemented a range of embedded support systems including embedded tutors, supplemental instructors (SI), and faculty and student mentors. For math classes, embedded tutors have typically been former students of the instructors they work with, and thus, they are familiar with the teaching style and expectations of the instructor. Embedded tutors attend classes and take notes, help students during class by checking work, and offer individual and small group tutoring outside of class. The English department has favored recruiting Supplemental Instructors (already in possession of BA degrees) from graduate programs at San Francisco State University and UC Davis rather than hiring current SCC students as embedded tutors. The SI's have been a real asset to the classes, offering break-out study sessions, one-on-one support, and modeling successful "student skills" in the classroom.

The Basic Skills Student Outcomes Transformation (BSSOT) grant, secured in fall 2016, has allowed the development of a more structured program of embedded support, scaled to encompass all sections of accelerated English (English 360), the lab support class (English 310A), and the 1A+ co-requisite model (English 001/310D). As part of the grant, the English department enhanced the previous Supplemental Instructor position to create a new course-embedded support role: “Teaching Apprentice.” [ [Teaching Apprentice JD](#) ] Teaching Apprentices are typically graduate students or recent graduates of MA programs with an interest in careers as teachers or college faculty. TA’s may lead some lessons and lab activities and work with students one-on-one or in small groups during class time. The support of TA’s expands opportunities for individually targeted instructional support within the context of the English course. The new TA program was fully implemented in spring 2017, with 15 TA’s embedded in 24 sections of English, a TA Coordinator in place, and ongoing professional development for TA’s and their faculty partners. In 2017-2018, the TA program will be expanded to math classes, particularly Math 112 (intermediate algebra for non-STEM majors). [ [FlexCal Program January 2017 ENG 360-310D Discussion](#); [BSI Committee Minutes 4-7-2017 Item 4](#) ]

Embedded tutors are also in place in most sections of BIO 004: Human Anatomy, providing indispensable support for the lab portion of the course as well as outside study sessions for students. Due to the fact that BIO 004 is a prerequisite course for BIO 005: Human Physiology as well as a requirement for Allied Health programs, there is a large student demand for BIO 004 each semester at Solano Community College. Thus, approximately 20 sections of BIO 004 are offered each year, serving over 600 students. The primary role that an embedded tutor plays in the anatomy lab is to assist the instructor in fielding specific questions, given the presence of 30 students in each lab section. In addition to performing basic functions of a teaching assistant, embedded tutors help instructors set up lab exams and disassemble them at the end of the lab practical exam.

### ***Disability Services Program***

Approximately 800 students receive various types of support from the Disability Services Program (DSP). Students who wish to receive services from DSP must meet with a DSP counselor to determine appropriate accommodations. General counselors refer eligible students to the DSP for services, ranging from accommodations (extra time, assistive software, distraction-free testing environment) to a wide variety of alternate media for use in class. Students requiring assistive technology are referred to the Alternative Media Specialist, who selects tools appropriate to each student’s classroom needs. Though provisions vary somewhat depending on software licensing and equipment availability, portability, and so on, DSP staff make every effort to provide convenient access to all media. Some items, such as “smart pens,” are checked out to specific students for full-semester intervals. Most assistive software can be loaded to students’ own computers for the duration of their enrollment at the College. [ [DSP Alt Media List](#) ] [ [DSP Alt Media Presentation](#) ]

The DSP office houses a lab space with 12 computers equipped with basic accessibility software. Additional programs can be added depending on student needs; for instance, in spring 2017 one machine was loaded with AutoCad to support a student in a drafting course. In addition, the

DSP center offers 3 private, video-monitored exam rooms equipped with computers for students requiring distraction-free environments and/or assistive technology for taking exams.

## **II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

### ***Library***

Solano Community College librarians work collaboratively with faculty to keep materials current and relevant to the College's course offerings and to the library use patterns of 21st-century college students. As a routine part of the course approval process, the SCC library staff must check every new course proposal and confirm that the library can provide the appropriate materials and services to support the new curriculum. In the CurricUNET process used by SCC faculty to submit course proposals, the course initiation form prompts the course developer to indicate any new library resources the course will require. Review of the course by the library staff is required; the approval process cannot continue without a sign-off by the library. This allows the librarians to identify areas in need of additional support.

Librarians regularly order new materials requested by faculty to add to the general collection. [ [Librarian Book Order Example](#) ] In addition, several small collections are maintained for specific programs, such as Early Childhood Education and ESL, and for specific student populations, such as those requiring large-print editions or Spanish-language materials. [ [Library Special Collections](#) ] To provide a systematic mechanism to review and update library resources in each discipline, the librarians have created a library section of the Academic Program Review form. This new step will be implemented with the programs scheduled for review in fall 2017, using the updated program review template and handbook. [ [Library Collections Assessment Form](#) ] This new system will ensure that every part of the library collection is reviewed and updated every six years, in accordance with the Academic Program Review cycle. In addition, the library program review form will provide a more accurate assessment of the areas of greatest need, allowing for a more refined allocation of resources in developing and maintaining the collections.

In addition to direct input from faculty, Solano Community College Library staff make regular use of data to monitor the use of materials. Usage reports from the Reference service and the EBSCO database show extensive use of these electronic resources. For example, students accessed nearly 1,000 eBooks through the EBSCOHost database in a 3-month period in fall 2016. [ [eRef Usage Stats 2014-2016](#); [EBSCO 3 Month Use by Material Type](#); [EBSCO Total Use Stats AY 2015-2016](#); [EBSCO eBook Use AY 2015-2016](#) ] Monitoring the use of subscription services allows the library to assess the need for each service. The lack of comprehensive usage reports for the physical book collections was one of the factors in the library's decision to leave the SNAP Library Consortium and join with Napa County and Napa Valley College in June 2016. [ [Library Emails - Switch to Polaris](#) ] The Polaris Integrated Library System used in the Napa consortium yields the data needed to continue to refine the management of library resources. [ [Sample Circulation Stats](#) ]

### ***Academic Success and Tutoring Center (ASTC)***

The Academic Success and Tutoring Center (ASTC) was developed on the basis of faculty input, and has continued to expand in size and scope of services in response to student demand. Beginning in the 2011-12 academic year, the Basic Skills Committee advocated for the creation of a Center for Academic Success, starting with the creation of a coordinator position to get the project on track. [ [BSI Agenda CAS Coordinator](#) ] The coordinator position, once approved, was subsidized by Basic Skills grant funds for the first 3 years of the project. The Center made its start in fall 2012, in a little-used classroom adjacent to the library in Building 100. Early services were limited, primarily consisting of tutoring in math and chemistry and a series of student success workshops; in addition, supplemental instructors and faculty members from several disciplines began holding some of their office hours in the room that soon became known as the Academic Success Center (ASC). A small number of laptops were available in the room, and students were allowed to print assignments for free. By word of mouth among students and active promotion by faculty, the ASC grew to a bustling study center and rapidly outgrew its original 32-seat capacity.

In alignment with the College's long-desired direction of creating an integrated library and student support center, librarians suggested that the ASC expand into the adjacent library space. The ASC Coordinator worked with the library, the academic deans, the Vice President of Finance, and others to gain support for the expansion plan. The ASC's goals were presented to the Board of Trustees in September of 2015. [ [ASC Presentation to Board 9-2-15](#) ] In summer 2015, while the library was closed for HVAC renovation, some rearrangement of fixtures and furniture allowed the ASC to move into the back portion of the library, behind the stacks. This move tripled the seating capacity and allowed the ASC to continue to expand services. However, the move caused a noise concern in the library, creating the need for a quiet study room. As a result, in the summer of 2016 the librarians voluntarily moved into shared quarters in the circulation office so their former office could be sectioned off as a quiet study room.

Since the 2016 expansion, the ASC continues to pursue opportunities to grow into a full-fledged "one stop shop" for academic support as envisioned in the *Educational Master Plan*. [ [EMP 2014 One Stop Shop p. 45](#) ] With the ASC located in the library (Building 100), the Tutoring Center located on the second floor of Building 400, the Reading/Writing Lab offering drop-in writing help in another space in Building 100, and the Math Activities Center located in yet another building, a concern arose that students would have difficulty locating the best service for a particular need. In addition, resources intended to complement each other appeared at times to be in competition. Consolidation into a single service center began in spring 2016 with the merger of the Tutoring Center and what then became the ASTC: Academic Support and Tutoring Center. Further discussion in the Basic Skills Committee focused on whether a drop-in writing lab (which was located across the hall, and staffed by English faculty rather than student tutors) could also be moved into the ASTC space; this change occurred in spring 2017, in conjunction with a curricular shift in the way the English department uses the former Reading/Writing Lab space. [ [BSI Meeting on Integrating ASTC Agenda](#); [BSI Meeting on Integrating ASTC Minutes](#) ] The Math Activities Center remains in Building 1500, where most of the math classes and math faculty offices are located. The MAC's attendance exceeds what

the ASTC could possibly absorb, and its current proximity to the math department makes this resource convenient for the students who use it and the faculty who staff it. [ [BSI Committee Minutes 4-7-17 Item 6](#) ]

### ***Instructional Technology and Academic Computing Resources***

Smart classrooms and student computer resources, including desktop and laptop machines, are used throughout the Solano Community College District to support and increase the effectiveness of student learning outcomes, safety, and the quality of services.

Smart Classrooms (classrooms containing at a minimum a projector/monitor, sound system, DVD player, computer and internet) are located at all three campus locations. There are 103 smart classrooms at the Fairfield campus, 24 at the Vacaville Center and 17 at the Vallejo Center. The District's Technology Plan includes a budget to modernize all smart classrooms over the course of five years, beginning in fall 2017, to improve reliability and ease of use. [ [Technology Master Plan 2017-2020 pgs. 18-25](#); [Technology Master Plan 2017-2020](#) ]

Approximately 1,380 student computer stations are located in instructional laboratories and drop-in centers throughout the District. The majority of systems (1,054) are located on the Fairfield campus, while the Vacaville Center has 190 and the Vallejo Center has 136. For example, the Main Campus Library provides 69 open workstations (both Mac and PC) in the main library space, and an additional 30 in the "Bib Lab" library classroom. All three campus sites offer workstations equipped with Respondus Lockdown Browser, the software required for taking exams through the Canvas online course platform. [ [Respondus Lockdown Browser in Library](#) ] The ASTC space, also located in the library, provides 47 student workstations. The District's *Technology Master Plan* budgets for the replacement of all student systems on a rolling basis, replacing 20% of all machines each year starting in spring 2017. [ [Technology Master Plan 2017-2020 pgs. 18-25](#) ]

The library secured Student Equity funds to purchase 24 Chromebooks and 10 Dell laptops to lend to students. Students may use the loaner machines in class to take notes or to access online material for a face-to-face class. The loaner Chromebooks and laptops enable teachers to equip all students with computers in library workshops when course enrollments exceed the number of library lab computers, and also allow for students to have easier access to online course materials. To support students' use of portable devices, the library continues to pursue resources to equip the space with additional power outlets. [ [Library Instructional Equipment Request](#) ]

Lastly, the library has implemented a wireless printing interface. Initially, the quiet study room did not allow printer access for students using that space. As of spring 2017, however, with the PaperCut system and the purchase of laptops, students can fully utilize the quiet study space and still have access to printing. Students using the library's laptops have complete access regardless of where they are in the library. The library provides 5 printers, 5 copiers, and 5 scanners for student use.

The BSSOT Grant allowed for the purchase of 60 Chromebooks in AY 2017-18 for use in English lab classes. The goal in purchasing these machines is to equip students to work in class on research and writing assignments, particularly in the ENGL 310D support lab connected to

some sections of ENGL 001. Faculty teaching the ENGL 001/310D combination must otherwise reserve the library's lab classroom when class work will require computers, but conflicts arise when multiple sections want the lab at the same time. The new Chromebooks will outfit two sections at any given time, with the advantage that they can be moved to any classroom where they are needed.

**II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **Library**

The library routinely evaluates all aspects of learning support services to ensure their adequacy in meeting student needs. As described in Standard II.B.2, usage data serves as the primary means to assess student familiarity with and use of the learning resources available through the library, and analysis of this data has led to the ongoing expansion of those resources. Faculty input drives the purchase of new print texts, periodical subscriptions, and video materials. Beginning in fall 2017, the new library component of Academic Program Review will ensure the regular and systematic evaluation of library collections and eResources by faculty in each discipline, enabling the library to keep materials up-to-date to serve students' needs.

The library organizes all program activities around three service area outcomes which the staff regularly review, driving a range of improvement projects. [ [Library Assessment Summary](#); [Library Planning Calendar](#) ] The library program service area outcomes are:

- *Instruction*: Improve student success through information competency instruction.
- *Access*: Provide a library environment that attracts and supports students from our diverse community to increase success via access to information.
- *Service*: Support and expand library services to address the current and future educational needs of the students and the college.

A complete review of all library SAO assessments and resulting improvement activities may be found here: [Library SAO Assessment Projects 2012-2016](#). Highlights include:

#### ***Instruction***

*LR 010*: The LR 010 course, a corequisite to all sections of English 001, is evaluated every semester by the full-time and adjunct faculty who teach the course. Assessment of student learning outcomes has resulted in overhauls of the midterm/MLA quiz and the final project, the Annotated Bibliography. In addition, pre- and post-surveys are taken in every section of LR 010. The responses to these surveys were analyzed for the corequisite validation process that occurred in fall 2013. [ [LR10 Program Report 2013](#) ] An additional assessment focused on the need to add closed captioning to all embedded videos in LR 010 to improve student access.

[ [LR10 SLO Assessment MLA](#); [SLO Assessment Closed Captions](#); [Closed Captioning Request Spring 2017](#); [LR10 Program Review Draft April 2017](#) ]



*Orientations:* As a follow-up evaluation of the Orientations SAO, 119 students in "Journal Research Orientations" were given questionnaires evaluating learning outcomes from the research sessions. Similar lectures were given to nine classes in CDFS 038, NURS 058, SOCS I22, COUN 083, COUN 007, and PSYC 004. The questionnaires evaluated specifics of what was learned during the research session. Overall, the results of the survey showed great success in the instruction methodology using the "Journal Research Orientations."

### ***Access***

*Library print management system:* In spring 2016, the Solano Community College Library was notified that its current print management system would no longer be supported by the vendor. This presented an opportunity to solve several problems inherent to the old system, which required students to purchase a card, keep the card with them without damaging it, and continually add funds in cash in order to print. Library staff researched their options to identify a system that didn't charge students for cards, didn't increase student printing costs, was easy to use, and allowed students to use any copier in the library to print, copy or scan. In fall 2016, the library introduced PaperCut, a service connected through the campus server. Now, students use their MySolano username and password to load money to their PaperCut accounts and can print from this account without a card. Patrons can add via the pay station in the library or through PayPal. Currently, students can print only from library computers. However, the goal is to set up mobile printing, which will allow students to load print jobs through an application on either their phone, tablet or a site on their computer and then come to school to print on any copier set up with PaperCut. These machines can potentially be set up across the main campus and at the Vacaville and Vallejo sites.

### ***Access at the Centers***

*Vacaville Center:* Usage statistics for the Vacaville Center Library show that in AY 2013-14, when the library first offered service 5 days per week, 1,395 students used the library room in fall, and 1,128 students used it in the spring. Based on use, funding was allocated to increase the size of the Textbook Reserve Collection in Vacaville.

*Vallejo Center:* Usage statistics for the Vallejo Center Library show that in AY 2013-14, when the library first offered service 5 days per week, 2430 students used the library room in fall - an average of 33 students per day. Based on use, money was allocated to increase the size of the Textbook Reserve Collection in Vallejo. Additional fixtures were also procured to house the expanded collection. A follow-up count in 2015-16 showed 1,014 students used the library in fall and 1,057 used the facility in spring 2016.

### ***Academic Success and Tutoring Center***

Students have access to computers, staff support, and library services all in one location. Student tutors and staff work with students to help identify additional computer or software resources as needed. The expanded ASTC space allows for more computer terminals which include accessible software and furniture.

### ***Instructional Technology and Academic Computing Resources***

Solano Community College regularly evaluates and improves technology resources that are used to support student learning programs and services. The Solano Technology Advisory Committee (STAC) serves as a forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services, and administrative services. The STAC is responsible for the development and maintenance of the Solano Community College *Technology Master Plan*. In preparation for the development of the 2017-2020 *Technology Master Plan*, the College conducted surveys of students and faculty to assess each user group's experiences with campus technology. [ [Technology Master Plan 2017-2020 Appendix B](#) ]

As a result of long-term facilities planning and the passage of the \$348 million public construction bond, Measure Q, Solano Community College District has begun an extensive initiative to renovate existing facilities and to obtain the technological resources necessary to provide excellent educational opportunities along with access to services and resources for its diverse student population.

In March 2017, the Technology Services Department completed a major network infrastructure upgrade, funded by Measure Q dollars. The project consisted of a total refresh of 176 Network Switches, 291 Internal and External Wi-Fi Access Points, and the complete upgrade/replacement of all in-ground fiber on the main campus. These upgrades allow for more robust and reliable network services by bringing the District's IT infrastructure, in its entirety, up to date to fully support 21<sup>st</sup> century learning, including distance education, shared learning, and BYOD (bring your own device) capability.

As of AY 2015-16, computer stations throughout the district averaged 5-10 years in age. Industry standards for replacement of computer systems typically lie within the 3-5 year range. Measure Q provided funding to reset the computer system age with our newly developed Technology Master Plan. SCCD has identified a computer replacement plan moving forward. Measure Q also funded upgrades to classroom technology at the Vallejo Center in 2015. The installation of 15 projectors and 20 document cameras raised all Vallejo Center classrooms to District AV standards.

### ***Disability Services Program***

The Disability Services Program (DSP) has not conducted systematic evaluation of the academic support services they provide; however, due to the one-on-one nature of these services, staff members are able to assess and meet the needs of students by responding to student requests as they arise. For example, recently more students have been asking for "Read and Write" software, so DSP is assessing the utility of this program to determine whether it is worth purchasing. The program is available both as computer software and as a phone app; so far, students appear to prefer the phone app, which is available at a lower cost. In addition, the new "smart pens" have proven to be very popular and cannot be shared since students check them out for the full semester; therefore, DSP doubled the available number from 30 to 60 in spring 2017. The variety of invaluable resources currently available to students can be reviewed in the [DSP Alternate Media List](#).

**II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### ***Library***

*Regional consortium:* The Solano Community College library collaborates with networks of other local and regional libraries for two important elements of service: inter-library loan and eReference.

The library's inter-library loan service offers access to materials and resources not available in the College's own physical collection. Through June 30, 2016, the library was a member of SNAP, a coalition comprised of the libraries of Solano and Napa Valley Colleges, and the public libraries of Solano and Napa counties. Patrons could use a single library card at any location within SNAP's region and have materials delivered from one site to another. Students had access to two additional collections in Marin and Sonoma County through SuperSearch.

In fall 2015, Napa Valley College and Napa County libraries informed the SCC library of their intent to leave SNAP, leaving SCC in the position of deciding whether to stay with Solano County public libraries or join with the Napa partners. SCC's librarians recognized that partnering with Napa offered immediate benefits in two key areas of service: a more comprehensive Integrated Library System (ILS) software and a more expansive network for inter-library loan. Librarians had already found the "CARL" ILS used in the SNAP consortium to be inadequate for the College's needs, because CARL did not track statistics on reserve textbooks use, which made it difficult to document the need for funding for growing reserve collections. CARL also did not work at the Vacaville or Vallejo Centers, so the Center libraries used a separate software system. The Polaris system adopted by Napa solved both of those issues, and in general yields more useful data for managing all parts of the collections. Secondly, joining the Napa libraries connected the Solano Community College library to the Link+ network, which allows inter-library loan from over 50 libraries throughout California and Nevada. With several state universities and larger city libraries in the consortium, Link+ offers a much larger collection, including more academic materials, with delivery to the main campus library in just 2-4 days. To gain these significant improvements to service and access, the SCC library formed a new regional partnership with Napa County and Napa Valley College library, effective July 1, 2016. [ [Library Dialogue - Switch from SNAP](#); [Press Release Change in Consortium & ILS](#) ]

Solano Community College library's partnership with the Napa Polaris users' consortium as well as permission to use the Polaris software are documented in formal contracts. [ [Polaris Contract](#) ] In addition, the library retains a contract with Tricor delivery service to deliver materials between regional consortium partners. [ [Tricor Contract](#); [Tricor MOU](#) ] The librarians are

working toward expanding delivery service to the Vacaville and Vallejo centers and expect to have this in place by AY 2017-18.

Electronic reference desk, or “eRef” service, is the second area in which service to Solano Community College students relies on collaboration with a large network. As a member of the eRef network, the SCC library provides 10 hours a week of staff time to respond in real-time to eRef inquiries from users at any participating library. All partner libraries do the same, resulting in 24/7 access to online reference desk help. In fall 2016, when a staffing shortage left SCC temporarily unable to cover the 10 hour per week commitment, the partner libraries allowed the College to continue offering eRef access to students. As of spring 2017, the College is “paying back” the missed hours by committing additional hours each week to the eRef system.

### ***Instructional Technology and Academic Computing Resources***

The College uses Canvas as its learning management system (LMS) and provides significant support and training to faculty, students, and staff. Canvas is the only LMS that is supported by the College. Upon initial registration, all students are provided access to Canvas.

The College recently initiated a contract with TurnItIn.com, which will allow students and faculty to submit written assignments for review and assessment for potential plagiarism. The College will next review services for online tutoring such as Tutor.com. By providing this service, the College can ensure that online classes and students at any location will have 24/7 tutoring support.

### ***Disability Services Program***

In a joint effort with the Veterans Affairs office, the DSP office is vetting the “Sonocent” audio recording software (which allows students to record lecture audio, then organize segments by color categories) through a 3-semester grant approved through California Community College system. The College will further pursue this option in fall 2017.

## **Standard II: Student Learning Programs and Support Services**

**The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.**

### **II.C. Student Support Services**

**II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

The College's Student Services programs have worked diligently to carry out evidence-based program evaluation to assess and enhance the degree to which they support student learning and enhance the College's ability to accomplish its mission.

Beginning in 2011, all Student Services areas at the College worked with the Office of Research and Planning to develop service area outcomes and a process for Non-Academic Program Review. These were supported by project plans, a project database, and a planning process for closing the loop on project completion, evaluation, and development of new projects to meet outcomes. Several cycles of the process were completed, with varying levels of success. The process was refined through extensive feedback on each submission, development of a rubric for evaluating non-academic program reviews, and committee recommendations based on these early efforts. [ [FA Program Review 2013](#); [FA Feedback 2013](#); [PR Rubric 2014](#); [PR Committee Recommendations 2014](#) ] Leadership changes in 2015 paused the process, which was subsequently re-evaluated in the fall of 2016 and restarted in the spring of 2017. The revised / current process has reduced the number of projects to a manageable level, and has strengthened accountability at the dean and vice president level. In spring 2017, deans and vice presidents engaged in training provided by the Office of Research and Planning on identifying outcomes, developing plans, inputting information into the project database, and generating basic reports. The updates to plans and project outcomes is ongoing, with major projects identified below.

#### ***Student Services Leadership***

The complexity of implementing the state-mandated *Student Success and Support Program (SSSP) Plan* and managing the *Student Equity Plan (SEP)* necessitated a reorganization and expansion of leadership capacity in Student Services. Recent changes to the management

structure in Student Services include the hire of a Vice President of Student Services in August 2015 and the addition of two additional deans: the Dean of Enrollment Services and the Dean of Academic Support Services, in January 2017. The restructuring has provided more direct support and supervision for staff and students in their reporting areas, resulting in more effective service to students. [ [Organizational Chart](#); [Dean of Enrollment JD](#); [Dean of Support Services JD](#) ]

Prior to January 2017, the VPSS had one dean, the Dean of Counseling, and a number of direct reports including supervisors and directors. With the addition of two new deans, Student Services leadership has been able to attend to service delivery issues ensuring that the quality of service is consistent at all three campuses. For example, the development of a 5 second Student Experience Survey using emoji, where students can provide immediate feedback regarding their experience of services, will enable Deans to review service quality in real time. [ [SCC Student Experiences Survey Using Emoji DRAFT March 2017](#) ] Staff are trained collaboratively between the Dean of Enrollment Services and the deans of the Vacaville and Vallejo Centers, outreach efforts have expanded, and open hours have been extended. [ [Current Students Web Page](#); [Vacaville Weekly Services Fall 2016](#); [Vallejo Weekly Services Fall 2016](#); [Vallejo Weekly Campus Services Spring 2017](#); [Vacaville Weekly Services Spring 2017](#); [Vacaville Weekly Services Summer 2017](#) ]

The Counseling office implemented online counseling services and in fall 2017 will review and revise the services to ensure continuity for any student requesting access to or information from counseling in an online format.

### ***Admissions and Records***

To address the number of appeals for various enrollment and academic records changes, Admissions and Records evaluated its organizational structure and staffing. The resulting restructuring of the office has broken down silos of communication and responsibilities, cross-training most staff as “generalists” who can help as needed with a wide range of tasks. In spring 2017, staffing was adjusted district wide, including additional staffing at the Centers and training for all staff at all locations. Service training for customer service and partnering with IT resulted in increased responses to email and telephone services to students. The Admissions and Records office initiated a “user experience” service evaluation to collect real-time assessments of students’ satisfaction with the services available in specific times and locations. This short survey, using quick “emoji” indicators of satisfaction, can be completed on a student’s smart phone. As students receive services from various departments, they are directed to nearby computers and asked to answer five questions, selecting the emoji that best represents their experience. Data can be analyzed to determine areas of concern or success. This data will guide future refinements to service scheduling to better meet the needs of all students from first contact through separation from the College.

Implementation of the Student Success and Support Program increased the demand for student information regarding education planning, transcript evaluation, and degree auditing. To meet these needs, the College is in the process of implementing Banner’s Degree Works system. The implementation began in spring 2017 with needed hardware and software upgrades to the

College's IT infrastructure. Completion of these upgrades will allow for the launch of Degree Works in spring 2018.

In accordance with the provisions of SSSP, the College provides an orientation program to new students, and students must complete the basic orientation as a condition of securing priority enrollment status. To provide a high-quality, uniform orientation program to all students, including those attending the Centers and online, Enrollment Services is developed an improved online orientation program. The new orientation will ensure that all students view the same information regardless of whether they attend an on-campus registration event, an event at their high school, or are completing their enrollment process fully online. [ [SCC - VIP Online Orientation Webpage](#) ]

### ***Services for Distance Education***

The College continues to develop online components of essential student support services to address the needs of online students, as well as the needs of students who find it difficult to visit campus to access services. For example, upon the launch of the new orientation program, the presentation shown at on-campus orientation events will be available online as well. At the conclusion of the orientation, students complete questions from a test bank in order to demonstrate comprehension of key information. Financial Aid requires students to complete online entrance and exit sessions. As online student support services continue to develop, these services will be reviewed regularly as part of their respective department's program review.

### ***Assessment***

Faculty in the English and Math departments identified that the Accuplacer program used for placement lacked accuracy in predicting appropriate English and math course placements. As a result, the English department modified the cut scores for transfer-level placement, added multiple measures related to high school grades and subjects, and modified the curriculum to provide an accelerated option for direct entry into transfer-level composition (ENGL 001). The College received a Basic Skills Student Outcomes Transformation Grant in spring 2016 which helped support efforts to implement multiple measures and revise and assess curricular changes. The new assessments and curriculum were piloted in spring 2016 and were formally integrated through the Curriculum approval and Banner systems in fall 2016, allowing students options for initial placement in English. This change has positively impacted student completion of College level writing, as well as positively affecting student equity measures. [ [Multiple Measures Placement Data](#); [English F15 to F16 Placement Comparison](#); [BSI Board Presentation 2-1-17](#) ] Similar changes to assessment and initial course placement are now underway in Mathematics for implementation in summer 2017.

### ***Counseling***

Implementation of SSSP impacted the Counseling department with an increase in the number of Student Education Plans (SEP) required for incoming students. In response to the increased need and the desire to provide continuity of service to individual students, the Counseling department moved to a case management system. The Counseling department will explore in fall 2017 new ways to meet the demand for initial and comprehensive education plans including offering more small group SEP sessions for entering high school students needing a preliminary SEP, and the option of reviewing student application data including personal education goal, major, and

placement information, as well as initial courses completed to develop a comprehensive SEP that will be mailed to the student and will outline the courses needed to reach their academic goal. Students who wish to change their education goal, major, or whose interests change can then initiate a counseling appointment to update their SEP. These strategies will reduce the demand on counseling for individual appointments and allow the College to meet in a timely manner the increasing demands for comprehensive SEPs for all students.

### ***Academic Success and Tutoring Center (ASTC)***

For a number of years, the College attempted to operate a Student Success Center using one-year funding streams while also operating a stand-alone Tutoring Center. The College determined that more consistent funding was needed to support the services and identified resources for implementing the integrated Academic Success and Tutoring Center (ASTC) in spring 2016. Space was identified in the library, offices renovated, furniture purchased, and computing resources added during spring and summer 2016. A faculty coordinator was hired part-time to provide training, and the full-time classified staff employee was provided additional temporary staff and tutors for drop-in, one-on-one, and small group tutoring. ASTC services are also delivered to the Centers, using the library and tutoring spaces identified at those sites.

[ [ASTC Info Sheet Fall 2016](#) ]

### ***Disability Services Program***

Individual learning support outcomes are identified for each student participating in the College's Disability Services Program. Students requiring assistive technology are referred to the Alternative Media Specialist, who selects tools appropriate to each student's classroom needs. [ [DSP Alt Media List](#); [DSP Alt Media Presentation](#) ] The DSP office houses a lab space with 12 computers equipped with basic accessibility software. Additional programs can be added depending on student needs. DSP staff assess the efficacy of their services informally through direct contact with the students they serve, and adjust available equipment based on student feedback. The Disability Services Program is housed at the Fairfield campus, with counseling staff available to work with students at the Centers. Recent discussions regarding the quality of services began in spring 2016. DSP staff and College leadership determined the need to improve the availability of and expand the services of the program and began exploring ways to offer testing for disabilities, improve access to note takers, and collaborate with other programs and agencies (e.g., Veterans Services, Department of Rehabilitation). More resources, such as "smart pens," were purchased to decrease the dependency on student note takers who were difficult to find and provided inconsistent quality of notes. DSP is increasing their availability to work with faculty and promote greater understanding of universal design for the classroom so as to improve the classroom experience for all students. These efforts will continue in fall 2017.

### ***EOPS/CARE***

EOPS/CARE identifies and supports program-eligible students through initial recruitment and outreach, program orientation, priority registration, counseling/advising, and university transfer assistance and support. Eligible students are provided with academic supplies, book vouchers and grants. Programs and activities support program goals including providing a new student welcome, opportunities for visits to universities, scholarship opportunities from the local community (Soroptimist International), academic intervention to support students in basic skills



math and English courses, and supporting food-insecure students during finals week with sponsored breakfasts and lunches. Cooperation and joint outreach with CalWORKs helps identify additional students who could be served in the program. [ [EOPS Advisory Board Minutes](#) ]

### ***CalWORKs***

The CalWORKs program is a support service for students on public assistance to achieve employment by completing education and training at the College. Eligible students are referred from the county. Program goals are met through providing students with an orientation and participation in a summer bridge program and summer workshops, which include training for job readiness, family support skills, and work-related soft skill development. Students work with their counselor to develop their student education plan and participate in intervention activities to support program completion. Participating students are provided opportunities for work-study employment, on-campus child care, textbook loan program, and a laptop computer loan program. Other partnerships are developed with the county and community to support the goals of the program. [ [CalWORKs Program Report](#); [CalWORKs Partnership Meeting Minutes](#) ]

### ***Financial Aid***

The Financial Aid Office provides students with federal financial aid as required by Title IV. Resources include Pell Grants, subsidized and unsubsidized loans, federal work study, and state and local financial assistance through the Board of Governors (BOG) Fee Waiver and scholarship information. The Financial Aid Office works closely with EOPS, DSP, and CalWORKs as well as with Foster Youth ensuring that eligible students are advised of aid and the academic and progress requirements necessary to maintain eligibility. Students receiving federal financial aid are required to complete an entrance session that includes details on the types of federal aid and, if taking out loans, requirements for paying them back, as well as academic and progress requirements in order to remain eligible for aid. Exit sessions are required of students who have taken out loans; these sessions help students understand the importance of paying back loans, payment plan options, and repercussions for failing to be responsible borrowers.

The Financial Aid Office worked to initially reduce and now maintain a low student loan default rate. These changes occurred through deliberate efforts to inform students of their responsibilities as borrowers and to counsel students on alternatives to student loans.

The Financial Aid Office regularly hears from students and staff regarding the quality of service and the challenges many face when learning about federal financial aid. These issues have, in part, contributed to the College's efforts to implement a student fee payment plan. In previous years, students who were unable to pay fees were not provided options and continued to carry old student debt unless collected through COTOP (Chancellor's Office Tax Offset Program) or payment if they returned to SCC. Beginning summer 2017, students will have the option to enter into a payment plan through CASHNet, the payment plan provider that works with Higher One. The College entered into a payment plan agreement several years ago but did not develop the plan until spring 2017 with implementation beginning summer 2017.

In addition to the efforts by the Financial Aid Office to assist students with paying for college, the College recognized that students who were not eligible for financial aid or who had ongoing financial challenges needed additional support. In spring 2017, the College partnered with SparkPoint, a non-profit financial advisory program supported by the United Way. SparkPoint provides counseling and other resources for those who need more than federal financial aid, such as students who cannot live on federal aid, are unable to maintain the academic and progress requirements, or face chronic unemployment or under-employment, housing and food instability. SparkPoint also provides students resources for financial literacy and strategies for managing resources, and emphasizes the importance of managing student debt. The program is housed in the Career Center and staff are employees of SparkPoint. [ [SparkPoint Flyer](#) ]

Stability at the Superintendent-President level and added management in Student Services has afforded the opportunity to reexamine the structure of program review and planning as well as the introduction of a mechanism to increase the relevancy of planned Program Review projects. The new changes have been extensively discussed with the management team as well as College Governance Council. With expanded management capacity and renewed focus and direction on outcomes assessment and planning, spring 2017 has seen the review and revision of SAOs in all service units. Unit managers, faculty, and staff are now working to complete Non-Academic Program Reviews by early fall 2017. Regular assessment of student support services, as well as attention to improving the quality of these assessments and their relevance to integrated planning, shows the College's commitment to delivering impactful services and to continuous quality improvement. [ [Future Projects SAOs](#); [Integrated Planning Committee Notes](#); [Overarching Goals for Schools Draft](#) ]

**II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Through the Student Success and Support Program, the Student Equity Program, and the Basic Skills Student Outcomes Transformation (BSSOT) Grant, the College has identified learning support outcomes for students.

The Student Success and Support Program (SSSP) encompasses elements of matriculation and student support services developed to increase student access to Solano Community College and to promote and sustain the efforts of credit students to be successful in their educational endeavors. The goals of SSSP are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives with the assistance of the student-direct components of SSSP: admissions, orientation, assessment and placement, counseling, and student follow-up. [ [CCCCO Webpage](#) ] The SSSP includes participation in assessment, orientation, student education planning, and follow up services for new students as part of the learning support services and programs. SSSP data, using California Community College MIS data elements, is used for identifying progress on the goals. Programmatic and service adjustments are made based on the information. Decisions derived from this process include implementing a case management system for counseling, the current implementation of

Banner's DegreeWorks program, creating an online student orientation program, and implementation of an intervention program for students on probation and dismissal.

The College's *Student Equity Plan* focuses on increasing access, course completion in ESL and basic skills, and completion of degrees, certificates, and transfer for all students as measured by success indicators linked to the, and other measures developed in consultation with local colleges. [ [CCC Student Success Scorecard Webpage](#) ] "Success indicators" are used to identify and measure areas for which specific populations may be impacted by issues of unequal opportunity. [ [CCCCO Student Equity Webpage](#) ] Based on the College's disproportionate impact study, the College provided support for programs focused on populations impacted, including the Umoja program and the Puente program, as well as support for incarcerated students. Direct academic support through tutoring and embedded tutoring for target populations was also enhanced. Implementation of the *Student Equity Plan* identified issues related to access and the ability to continue in school, including transportation issues and access to textbooks. The College developed strategies for supporting these concerns by providing bus passes and increasing reserve textbook purchases by the library. The Associated Students of Solano College also initiated a successful ballot measure to secure half-priced bus passes for all students. [ [ASSC News September 2016](#) ] To improve course completion rates, in targeted groups and for all students, the Dean of Academic Support Services has begun to research the Starfish early alert system and will soon vet the program with other campus representatives for possible adoption in AY 2017-18. [ [Equity Plan 2015-2019 Early Alert Program](#) ]

### ***Basic Skills Student Outcomes Transformation (BSSOT) Grant***

Research regarding student achievement in the College's Basic Skills math and English sequences revealed that students placed in basic skills courses were completing collegiate transfer level courses in English and mathematics at low rates. Consequently, students placed in basic skills courses were leaving the College without completing certificate, degree, or transfer programs. Furthermore, students of color were disproportionately impacted by remedial placement. In spring 2016, the College was awarded a 3-year, \$1.1 million Basic Skills Student Outcomes Transformation (BSSOT) Grant to address these achievement gaps. The grant outlines plans to achieve the following three objectives:

- Objective #1: Increase the placement of students directly in gateway English and math courses.
- Objective #2: Reform placement tests and adopt multiple measures assessment.
- Objective #3: Provide proactive student support services that are integrated with the instruction.

[ [BSSO Transformation Grant Application](#); [BSSO Transformation Grant Award Agreement](#); [BSSO Transformation Grant Work Plan](#) ]

To achieve these goals, the College has made a number of research-based changes, including: lowering cut scores for Accuplacer; establishing and automating high school transcript criteria for multiple measures assessment for placement; modifying curricular offerings; and enhancing embedded instructional support in the classroom with the development of the Teaching Apprentice program. These moves, taken together, have expanded first-semester access to transfer-level English from just 18% five years ago to over 70% in the current system. [ [English](#)

[Placement Data Fall 2016](#) ] Examination of fall 2016 pass rates demonstrated that course pass rates in transfer-level English remained stable through this dramatic expansion of access. The BSSOT project is continuing with the implementation of similar changes in the mathematics program: the use of high school GPA and math course completion as multiple measures for college math placement, the use of Teaching Apprentices as course-embedded support, and scaled-up offerings of Math 112 (Algebraic Reasoning), an alternate, “applied” intermediate algebra with a pre-stats component, intended to prepare students for the non-STEM transfer-level math options. [ [Math Basic Skills Reports 2013-2016](#); [Math GPA MM Placement Guide](#); [BSI Committee Minutes 3-24-17](#) ]

### ***Umoja Scholars Program***

Umoja Scholars Program actively serves students and promotes academic success for all, with a special emphasis on the African-American experience. The program is designed to help students make a smooth transition to college and successfully transfer to a four-year university. Support for Umoja Scholars students include linked courses, dedicated counseling, embedded tutors, embedded social work interns, and a program-specific study space on campus. Incoming students may also attend a 3-day summer bridge program offering an orientation course and an opportunity to brush up on English and math skills to prepare for the transition to college. [ [Umoja Summer Bridge 2017](#); [Umoja Study Session Ppt May 2017](#); [Umoja Program Report 2015](#) ]

The Umoja Scholars data has indicated inconsistent student success results semester to semester. The program strengthened its focus on student accountability, maintaining academic standards, and ensuring that students are utilizing academic support services in a timely manner. The new Dean of Academic Support Services works closely with the faculty coordinator, support staff, and student and community tutors to ensure that student success remains the primary focus of the program. The results were compelling in fall 2016 when 70% of the male students participating in the program were academically successful at a rate that exceeded success rates for any SCC student group. [ [Umoja Comparison 4-27-17](#) ] Efforts to continue this positive impact will continue in fall 2017.

### ***Puente Project***

The Puente Project is part of a statewide program focused on increasing the number of Latino students who transfer to four-year colleges and universities. Puente supports students with dedicated counseling, mentoring, and other co-curricular activities, as well as a Counseling/Personal Development course and English courses focused on Latino experiences and literature. [ [Puente Student Outcomes Report 2017](#); [Puente Success Data 2013 - 2016](#) ] Following a one-year lapse upon the retirement of the previous program counselor, Puente was restored in fall 2016 by two faculty members who provide coordination and instruction for the program. Student enrollment in Puente has increased to 35 students in each cohort and includes mentoring activities, family events (Noche de la Familia dinner), and active participation by former Puente students known as “Puentistas.”

### ***Athletic Programs Counseling***

Student athletic counseling designates a counselor to serve student-athletes fifteen hours per week. [ [Athletics Strategic Proposal](#); [Athlete Counseling Sign-In Sheet](#) ] They work on

appropriate individualized course sequencing, academic program mapping, and monitoring academic progress (a requirement of the CCCAA). [ [Course Sequencing Student Education Plan; California Community College Athletic Association Webpage](#) ] In 2016, coaches implemented a standardized department progress report card that student-athletes receive from the athletic counselor. Counselors also provide workshops on financial aid, transferring to 4-year schools, and offer personal counseling, including crisis management. The Athletics Department also hosts a summer orientation session where athletes who have committed to or are considering attending SCC meet with the coaches, counselor, and athletic staff to ensure SEPs are completed and students are enrolled in the appropriate summer and/or fall classes.

The College found that two of the women's athletic teams struggled to maintain a full roster in AY 2016-2017. Women's basketball and softball had challenges retaining students due to "life issues" that made it difficult for some student athletes to complete a full academic load, attend practices and games, and manage their personal lives. Female students reported life issues, such as difficulty managing personal relationships, family responsibilities including having young children, and financial issues as the most frequent reasons for having to discontinue athletics. The Athletics Department was particularly attuned to these issues and pressed for more counseling hours dedicated to student athletes. The tragic death of a student athlete on the tennis team highlighted the importance of providing support services for student athletes and highlighted the need to increase counseling services earlier and more often throughout the season.

### ***MESA/TRiO***

The college's MESA Program, funded since 2015 with a Federal TRiO grant, provides support to first year students of low income pursuing degrees in the STEM fields. Program participants gain access to the MESA-TRiO Center (the hub of student support services including a dedicated computer lab), Academic Excellence Workshops (AEW's) and tutoring in their STEM classes, workshops and field trips pertaining to STEM professions, university and industry visits, and financial literacy workshops. Program effectiveness is measured by a number of student success metrics, including persistence rate, academic standing, transfer rate, and two- and four-year graduation rates of participating students. [ [MESA/TRiO Brochure 2017-2018](#) ]

The MESA Program expanded its academic support and co-curricular activities in AY 2016-17 with the arrival of a new director who had been working as a mentor with the program. Field trips to universities, conversations with successful alumni now working in the STEM field, and a focus on improving academic success and transfer rates resulted in a significant number of students completing their degrees and transferring to UC Berkeley, UC Davis, and UCLA. With greater direction from the new director, students have become more engaged and more visible at college outreach events as well as remaining focused on academics.

### ***STEM 2+1 Program***

Solano Community College's School of Math and Science secured a grant from the National Science Foundation which supports the mission of providing opportunities for undergraduate education in the STEM field. This grant funds the STEM "2+1" program, a merit- and need-based program which supports selected students in a range of STEM majors with \$3,000 annual scholarships for two years at SCC and an additional year at a four-year transfer institution.

Counseling, study sessions, and other cohort support services improve students' likelihood of achieving their transfer goals and succeeding in their upper division courses upon transfer. A new group of 15 scholars has recently been selected to join the cohort in fall 2017, the program's third and final year. [ [STEM Brochure 2017](#); [STEM 2+1 Program Webpage](#) ] The STEM "2+1" students participate in many of the MESA services and events so once the NSF funds end, these students will still receive academic and counseling support services to improve their course success and completion rates.

### **II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

Solano Community College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students regardless of location or delivery method. Initial services for incoming students are provided at the Fairfield campus, at the Centers, and at Travis Air Force Base by Student Services Generalists. Student Services Generalists assist students with information on applying to the College and completing assessments; deliver orientations; assist with registration and records processing; and guide students to online and centralized resources.

The Solano Community College website serves as a rich source of information about all aspects of the application, enrollment, registration, and financial aid application processes. Buttons clearly marked "Future Students," "Current Students," "K12 Students," and "International Students" lead directly to the information most relevant to the needs of these respective constituent groups. The "Future Students" button leads to a simple flow-chart outlining the steps for becoming a student. Each step in this outline doubles as an active link to more specific information and resources for completing that step. These instructions guide new students to complete the necessary steps to gain priority registration. [ [Future Students Webpage](#) ]

Students may complete orientation either in-person or online. [ [Online Orientation Portal Webpage](#) ] Online orientation is being updated for fall 2017 to reflect the implementation of Multiple Measures Assessment. [ [BSI Minutes 3-24-17 Item 4](#) ] In spring 2015, the College began hosting Super Saturdays, designed as "one-stop shop" days where prospective students could apply, assess, and meet with a counselor to complete an Education Plan all in one day. In spring 2017 this concept was refined in the implementation of 3-hour "One Stop Enrollment" events on Fridays and Saturdays. The format of the "One Stop Enrollment" is to provide a tour of student services offices, orientation, assessment, counseling and financial aid workshops, prerequisite clearing and assistance with registering for classes. [ [One Stop Schedule June 2017](#) ]

Counselors are scheduled at the Fairfield campus and the Centers, Travis Air Force Base, and the California State Prison in Vacaville. Online counseling services are also provided to students. Each semester, counselors are identified as responsible for responding to online requests for assistance, information, or advice. An email address and designated mailbox allows for easy communication with counseling who generally responds to email requests within 3 business days. Librarians and Academic Success and Tutoring Center staff also provide direct service to students at the Fairfield campus and the Centers. Librarians offer email and synchronous

reference support for all students. The College is exploring the purchase of an online tutoring support service, such as Tutor.com. [ [Ref Desk Schedule Spring 2017](#); [Vacaville Weekly Services Fall 2016](#); [Vallejo Weekly Services Fall 2016](#); [Vacaville Weekly Services Spring 2017](#); [Vallejo Weekly Campus Services Spring 2017](#); [Vacaville Weekly Services Summer 2017](#); [Library eRef Widget](#) ]

Financial aid services are located on the Fairfield campus and supports staff at the Centers through email and by phone. Generalists at the Centers and the airbase intake information and respond to basic financial aid questions. The Financial Aid Office provides centralized processing at the Fairfield campus, as the College identifies one campus for Federal Financial Aid delivery. A Financial Aid drop box (2<sup>nd</sup> floor in Building 400) allows students to drop off completed paperwork during non-business hours. Scheduled appointments for 1:1 advisement are based on need. Students can complete the financial aid application online and access information through MySolano 24/7. Office hours for student appointments run Monday through Thursday 9a.m.-5p.m. and 9a.m.-12p.m. on Friday. FA 101, an information session for students, as well as financial aid workshops, are delivered at the Fairfield campus and Centers. The Financial Aid page on the College website also offers “Financial Aid TV,” a set of video responses to frequently asked questions about Financial Aid. Answers to many questions are available in Spanish as well as English.

Veterans services are primarily located on the Fairfield campus, with a Student Services Generalist serving students at the local airbase. An additional Generalist position has been authorized for fall 2017, to be half-time at the Fairfield VA office, and half-time at Travis Air Force Base. Other categorical programs (EOPS, CARE, CalWORKs) serve students who meet each program criteria. All students are eligible to apply for the programs.

The College has begun additional hiring of classified staff to serve as Generalists and Analysts in the various service units, after several years of declining staff due to budget constraints. In addition, hiring of adjunct faculty counselors began in spring 2017, after new full-time faculty counselors were not highly prioritized in the College’s staffing process. Recent technology decisions, including the implementation of Banner’s DegreeWorks product and the aforementioned hires, bode well for expanding services to students.

### ***California State Prison, Solano (CSPS)***

SCC was one of the first of California’s community colleges to offer face-to-face instruction and support services at a California State Prison. Over 500 students have been provided general education classes inside the facility and also receive counseling services, transcript evaluation services, research and library assistance, and textbooks funded through Student Equity. Faculty who teach at CSPS are dedicated to supporting their students and, when permissible, make themselves available following class to meet with students providing “office hours” and tutoring. Informal tutoring services are provided by fellow classmates or previous students who have taken the class and SCC is involved in discussions at the statewide level to consider offering tutor training to inmate students.

The College began discussions with CSPS regarding implementing a certificate or degree program and identified a Business Technology certificate program that could be provided using

an instructor currently teaching at the California Medical Facility (CMF) who meets minimum qualifications to teach for SCC. Efforts are underway to implement the certificate beginning fall 2017.

Offering a degree program has proven more challenging since the current faculty collective bargaining agreement precludes the College from assigning faculty to teach at CSPA without faculty approval. Offering support services has been less challenging since staff and counseling faculty have been eager to provide services and some have experience working with incarcerated students. Counselors meet with students individually or as a class, collect transcripts from SOMS (Strategic Offender Management System), review transcripts, develop education plans, and have appropriate admissions and records staff evaluate units and courses. With the passing of Prop 57, the California Department of Corrections and Rehabilitation (CDCR) staff may award credit for completion of meaningful programs and this, in turn, leads to a reduction in sentences for some inmates. Meaningful programs are defined as those certificates and degree programs from regionally accredited colleges.

SCC continues to work closely with the Chancellor's Office on inmate education and is currently one of the select colleges working with Stanford Law School's Opportunity Institute and the California Department of Corrections and Rehabilitation (CDCR) to strategically expand face-to-face instruction and support services to the incarcerated at CSPA and other CDCR facilities. [\[ Draft September Agenda Executive WG Session \]](#)

**II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

The College offers co-curricular programming through the Office of Student Life. The Associated Students of Solano College (ASSC) serves as the student participatory governance arm for the college. [\[ ASSC Webpage \]](#) Part of the ASSC is the Inter-Club Council, which represents various active clubs on campus. The number of clubs varies each year and currently there are 39 active clubs. [\[ SCC ICC Webpage \]](#) Campus-wide activities are overseen by the Director of Student Life, including themed month activities, health fairs, community organization representation, and other activities. [\[ SCC Student Life Office Webpage; Student Life Activities \]](#) Fiscal accountability is maintained through budget control using administrative signature authorization, with final authorization at the College's Fiscal Affairs office.

#### ***Student Health Services***

Through a contract with Solano County Public Health, the College provides access to free, confidential health services for students. The Health Center is staffed with a full-time Registered Nurse and can also connect students with a Physician of Record. Services are available at the Fairfield campus and at both Centers. [\[ SCC Health Center Webpage \]](#) Mental health services are available through referral by the nurse or by a counselor. Two of the college's full-time counseling faculty are licensed mental health practitioners who can provide immediate care



before referring students to outside services. In addition, counseling faculty serve in the rotating assignment of daily “crisis counselor” to provide immediate care and referral service to students in any kind of crisis. The new state-wide crisis text service providing students with immediate access to crisis counseling is available on the College’s Facebook page which directs students to the link for more information. [ [Crisis Text Line](#) ]

### ***Athletics Programs***

Solano Community College has a long tradition of athletics dating back to 1947. The College subscribes to the philosophy that athletics plays an integral role in the total educational process. It is with this basic philosophy of purpose that the College strives to embrace the “Falcons Four Pillars of Success” for all its athletes: Academic Excellence; Athletic Excellence; Commitment to Community Service; Development of Good Citizenship. Intercollegiate sports include men’s baseball, basketball, swimming and tennis. Women’s sports include basketball, soccer, softball, swimming, tennis and volleyball. [ [Athletics Programs Webpage](#) ]

Like all of the College’s programs and services, athletics programs are regularly evaluated and adjusted to appropriately meet the needs of the College and the communities it serves. Most recently, Varsity Tennis was added in direct response to community demand, [ [Tennis MOU 2013](#) ] with Men’s Tennis beginning in spring 2016, and Women’s Tennis added in spring 2017 to enhance gender equity among athletics programs. The College complies with all three prongs of Title IX athletic compliance and plans for the implications of enrollment projections that the 54-56% female proportion of student population may be as high as 64% in the next decade. [ [Title IX Athletics](#) ]

Recruitment events each spring and summer provide prospective student-athletes with an orientation, assessment, and an initial education plan. Students are oriented to the requirements of the College, financial aid and eligibility, and requirements of the CCCAA (California Community College Athletic Association). The CCCAA requires that each student-athlete has an abbreviated and/or comprehensive education plan on file (for fall sports, by October 1 and for spring sports, by March 1). Additionally, each team attends a required meeting with the athletic counselor and the athletic director once a semester to review the eligibility rules and College requirements.

To support student athletes’ management of academic coursework and individualized educational plans amid rigorous athletic training and competition schedules, the College provides designated counseling and tutoring services. Student-athletes request academic progress reports from each instructor three times every semester. Those who are not progressing well are scheduled to see the athletic counselor for follow up to include tutoring, counseling, academic success help, or restructuring of classes. The academic counselor is available 15 hours per week and is located in the 1700 (Gym) building for ease of student access. When students are ready to transfer, the athletic counselor is available to advise them through the completion of applications and transfer agreements, and to write letters of recommendation. [ [Athletic Counselor Strategic Proposal](#); [Athlete Counseling Sign-In Sheet](#) ]

Serving the College's educational and transfer mission, athletic coaches and program staff assist many student-athletes in transferring to 4-year schools and earning scholarships. Coaches and staff contact programs students are interested in, arrange college visits, and enable students to make informed decisions about the schools to which they wish to transfer. [ [Athlete Transfer List & GPA Data](#) ]

The College has integrated team sports into related academic and vocational programs in sports-related careers. The Associate of Science degree in Sports Medicine serves the mission as a program that can lead either to vocational placement or transfer. The program operates synergistically with team sports, in that Sports Medicine students must enroll in practicum coursework under the guidance of a Certified Athletic Trainer to provide care for student-athletes over the course of both in-season and off-season activities. [ [Sports Medicine Program Webpage](#) ] In addition, the College offers courses in Sports Broadcasting - COMM 075A (Sports Broadcasting - Fall Sports) and COMM 075B (Sports Broadcasting - Spring Sports) - and the Solano College Sports Network broadcasts most home games. The network provides live, hands-on experience covering sporting events, as well as providing editing and production experience for students in the Sports Broadcasting courses seeking athletic support-related careers.

The College's athletics programs maintain high standards of professionalism and integrity, ensured by internal and external policies, training, and evaluations.

Updates to the Solano Community College *Student Athlete Handbook* received approval during summer 2016. [ [Student Athlete Handbook](#) ] The Handbook was vetted by the Vice President of Student Services and the Superintendent-President and meets all state and federal mandates. [ [Implementation of 2016 Revisions](#) ] All students receive orientation to the Handbook, which includes the 4 pillars of success: Academic Excellence, Athletic Excellence, Good Citizenship, and Commitment to Community Service (page 2). All athletic department staff involved with student-athletes participate in similar training with this manual, including volunteers. The *Student Athlete Handbook* is available from the Director of Athletics located in building 1700. Samples of [Student Athlete Contract](#) and [Team Rules](#) are provided, along with the [Student Athlete Handbook](#).

Solano Community College's athletics teams compete in the Bay Valley Conference of the [California Community College Athletic Association Webpage](#) (CCCCAA). CCCCCAA provides regulations for best practices. The Bay Valley Conference reviewed SCC's Athletics programs in 2017 and confirmed that the College has maintained its high standards. [ [BVC Athletics Program Review 2017](#) ] In addition, the Athletic Director, coaches, S-P, and Dean and Vice President overseeing athletics must be knowledgeable of the CCCCCAA Constitution and Bylaws and pass a compliance exam every year. [ [Compliance Exam Webpage](#) ]

Similarly, anyone involved with student athletes must complete the appropriate section of the compliance exam and annual concussion training through the California Community College Athletic Association (CCCCAA), conducted by experts in the field. Athletic coaches are responsible for knowing sections of the bylaws that pertain to recruitment, student eligibility, etc., while non-coaching personnel including those in the Office of Admission & Records,

Counseling, Financial Aid, Student Life, and managers assigned athletics must complete designated sections of the compliance exam and/or concussion training. Additional training includes driver education for coaches to safely transport students in a 10-seat passenger van; substance and child abuse training, including mandated reporting; hazing; ethics; and concussion prevention/awareness. Taken as a whole, these certification and training requirements ensure that student athletes at SCC meet eligibility standards and are well cared for. [ [Athletics Dept Policy & Procedure Manual](#) ]

The College maintains full responsibility for the control and financial security of all athletics programs. Individual teams and the department as a whole engage in numerous fundraising activities to subsidize equipment and travel costs. The 2013 roll-out of the Tennis program came with the same high standard of fiscal accountability that applies to existing athletic programs. The Association of Tennis Professionals (ATP) Challenger tournament hosted at the Fairfield campus in fall 2016 benefited the College and community as the entire cost of tennis court resurfacing was picked up by the ATP. [ [Tennis MOU 2013](#) ]

SCC's various athletics teams engage in a range of fundraising activities to subsidize equipment and travel costs. Funds for each team remain in separate trust accounts managed by the Fiscal Services Office. [ [Athletics Trust Accounts](#) ] One major source of fundraising for the athletics programs is the annual SCC golf tournament, Tee Off for Athletics, first held in 2012. The 2016 event raised approximately \$24,000, which was distributed equally among eight SCC Trust Accounts for each of the benefiting athletic programs (\$3,000 each). [ [Golf Tournament Brochure 2016](#); [Golf Tournament Finances 2016](#) ] The Board Policies 3000 series addresses requisition and disbursement processes of athletic funds.

### ***Athletics Boosters***

The Athletic Boosters is a club comprised of retirees and current faculty and staff who donate time and money to supplement all athletic programs. The snack bar in Building 1700 is managed by the Boosters and sells food at all home games held in the gym. The Boosters also assist with the annual golf tournament volunteering prior to and during the event. [ [Athletics Boosters Brochure 2016](#); [Boosters Club Purpose & Structure](#) ]

### ***Forensics Program***

Solano Community College has a long history of success in its forensics program. This highly successful and competitive co-curricular activity is dependent on the active recruitment of students from the required communications classes in the department, including COMM 001, COMM 002, COMM 006, and COMM 015. The Solano Community College Forensics team has traditionally been a full-service program, offering debate, individual events, and interpreter's theatre to interested students. The coaching staff consists of one full-time faculty member (who serves as the Director of Forensics) and one or two additional faculty members (either full-time or adjunct) to serve in the capacity as assistant coaches. Additionally, the coaching staff has also included one or more SCC alumni to serve as peer coaches for the team.

The forensics team competes at four or five tournaments each semester and also competes at the California Community College State Tournament and the Phi Rho Pi National Tournament. Additionally, the speech team has also competed at the American Reader's Theater Association

National Tournament, the National Oratory Tournament, and the Parliamentary Debate National Tournament. On average, the team consists of twelve students who compete on a regular basis and an additional ten students who serve as researchers or compete at one or two tournaments each semester. Students who compete on a regular basis receive eight hours of coaching each week, with additional coaching between classes. Coaching sessions take place on the main campus and also the Vacaville Center campus.

Among many regional sweepstakes awards, the Solano Community College speech and debate team has also been awarded the Jim Miller Perpetual Sweepstakes Award in 2002 [ [Jim Miller Award](#) ] and the Sylvia D. Mariner Perpetual Sweepstakes Award in 2013. [ [Sylvia Mariner Award](#) ] These awards are given to community colleges that accumulate points over the year, which get added to the totals from previous years. Receiving these awards therefore demonstrates the SCC team's continuous history of success.

Many students who are successful on the forensics team receive scholarships to universities. In 2014, four students received full scholarships to Concordia University. Other universities that have offered scholarships to graduating Communications majors have been University of the Pacific, St. Mary's College and Mills College. Graduates who have competed on the forensics team have a strong record of success in CSU and UC transfer institutions in Communication Studies and other fields.

### ***Performing Arts***

The College offers a robust performing arts curriculum in music, voice and instrumental music, theatre, dance, stagecraft and lighting, and costuming. The College's Theatre productions, the faculty, and several students have won the Arty Award for best musical, best choreography, and best performance in a lead or supporting role. The Arty Award Ceremony is held annually and honors theatre performance and production throughout Solano County. The Theatre Department attracts students from feeder high schools as well as from performing arts high schools in the Bay Area. The faculty are well-known and respected in their disciplines and all productions are cast with students enrolled in classes in drama, costuming, lighting and stagecraft. While members of the community audition for and are cast in productions, the majority of the roles go to full-time students who are often majoring in theatre.

The College offers extensive vocal and instrumental programs from traditional choral groups to steel drums. Course offerings vary each semester depending on faculty availability and student enrollment. While the vocal and instrumental groups include full-time students, members of the community may also enroll or audit the performance classes. Some of the instrumentalists in the orchestra are current or former professional musicians who rehearse and perform alongside enrolled students for special performances. Guest conductors are invited for special performances providing students the opportunity to study and perform with a number of well-known musicians from Solano County and beyond. Music majors are provided applied music lessons and enroll in a performance class each semester as required by transfer institutions.

### ***Associated Students of Solano College and Student Clubs***

The Associated Students of Solano College (ASSC) serves as the student leadership representative body for the college. Elected each spring semester by enrolled students, the ASSC

leadership appoints student representatives to governance committees, serves as the voice of the students, and oversees the Inter-Club Council, the governing body for all student clubs. [ [ASSC Officers 2016-2017](#); [ASSC Officers 2014-2015](#); [ASSC Minutes Samples 2015-2017](#) ] The ASSC is supervised by a full-time advisor and classified staff who oversee the office and the distribution of student, staff, and faculty ID cards, the usage of space in Building 1400, scheduling of student club and other student events. Each semester there are anywhere from 20-50 student clubs with active charters and oversight by a faculty or staff member.

In fall 2016, the ASSC successfully passed an initiative that requires students to pay fees towards reduced public transportation passes. [ [Board Minutes Student Transportation Fee](#) ] The fees are prorated based on total units enrolled for fall and spring (no fees or access to passes in summer term). Students then purchase one or more bus passes at the College Bookstore at a reduced price. The College continues to work with local public transportation providers including Solano Transportation Authority (STA) to improve and expand the program including access to the Clipper Card, a transportation card that provides access to buses, BART, and the ferry system that runs from Vallejo to San Francisco.

Both the ASSC and student clubs offer students opportunities to develop leadership skills, planning and project management skills, and participation in shared governance. Students who participate on College committees are briefed by the committee chairperson to bring the student representative up to date on issues, protocol, and scheduled meetings. Student participation on committees is valued and respected by faculty, staff, and managers. Requests by student leaders to meet with managers including the S-P are welcomed, and managers and staff are encouraged to assist student leaders in defining their issues and identifying interests and opportunities to work together. One example is the request from ASSC leadership to discuss the AA Degree in Ethnic Studies and the pending ADT in Social Justice with the S-P. Several meetings occurred where student leaders' concerns were addressed and their input validated. [ [ADT Social Justice Discussions](#) ]

**II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure that students understand the requirements related to their respective programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

With the implementation of the Student Success and Support Program (SSSP), the College relies primarily on counselors for performing academic advising/counseling services. New students work with counselors to develop Student Education Plans to guide their academic and registration decisions. In support of student success, a case management program was instituted in fall 2016. Students are initially assigned a dedicated counselor but have the option of choosing a different counselor with whom to work. The majority of the counseling services are delivered as individual appointments, with a few small group appointments. Students can make appointments in-person, by phone, and online. Drop-in and quick-stop services are also available.

Counselors have access to electronic information for transfer, including ASSIST and other databases. To serve students consistently, counselors use a common database for notes, to seamlessly follow up with students who may be served during walk-in appointments or with counselors who are not the primary case manager. In addition, counselors have participated in Super Saturday and high school outreach programs for groups of new and transfer students to participate in an orientation, complete any needed assessments, and develop student education plans.

Counselors have liaison relationships with the academic departments and serve on College committees, including the Curriculum Committee, to gather and share information regarding programmatic changes as well as any procedural changes for programs. Counselors provide focused services to student populations with eligibility requirements, including Nursing students, student-athletes, and other student populations participating in the academic support programs detailed above in Standards II.C.1-2. The College's Career Center and Transfer Center are also staffed through the Counseling department. Students have guided access to electronic and paper resources to assist with academic and career decision making.

Students can also enroll in Counseling courses which support various academic and career decisions. Counseling courses are designed to assist students in making successful adjustment to college, develop academic and career plans and goals, acquire learning skills, obtain job-seeking skills and employment, and develop interpersonal skills for life and work. General availability of courses are offered face-to-face and online; no correspondence counseling courses are currently offered. Counseling course descriptions are provided in pages 142-144 in the Solano Community College catalog. [ [Counseling Course Descriptions](#) ]

Counselors have also worked with faculty in English and Mathematics addressing academic acceleration to transfer level Writing and Mathematics courses. Faculty have approved changes in the Accuplacer cut scores and the use of multiple measures questions regarding high school course completion to assist with course placement. [ [BSI Committee Minutes 3-24-17 Item 4](#); [BSI Committee Minutes 4-20-17 Item 5](#) ]

The College is in the process of implementing Banner's DegreeWorks program, with an expected implementation in spring 2018. The DegreeWorks program will provide students and counselors with more accessible information regarding completion and potential pathways for students to reach their academic goals.

**II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

The College abides by the state requirements for community college admissions. It is the policy of the District that, unless specifically exempted by state statute, every course section or individual course which is eligible for state apportionment shall be open for enrollment by any

person who has been admitted to the College, meets the course prerequisites, and has paid required fees. [ [SCC Online Catalog p. 2](#); [SCC Online Catalog Webpage](#) ] The Solano Community College catalog provides extensive information on admissions and enrollment processes and requirements and the range of programs available. The same information is available on the College website. In addition, prospective and current students can use the e-brochure feature on the College website to generate custom brochures outlining whichever programs and services the student selects. [ [Ebrochure Webpage](#) ]

Incoming students are supported through the development of Student Education Plans with College counselors. The Counseling department operates on a case management process, which links each student to one counselor, to assist in developing a long-term working relationship for academic planning and success.

Students come to Solano Community College with a range of educational and employment goals, and every program at the College culminates in the achievement of one or more of these goals. Academic programs culminate in Associate's Degrees, many of which conform to state-approved Associate Degree for Transfer (AD-T) patterns which in turn offer guaranteed transfer to the California State University System. [ [TMC Business Administration](#) ] The College has received approval for 19 Associate Degrees for Transfer, with four additional programs in the submission or approval process. [ [ADT Process & Checklist](#); [ADT Approval List](#) ] A new AD-T in Social Justice is now in development. The College promotes AD-T opportunities through the Counseling department as well as by advertising these pathways in the schedule of classes. [ [ADT Information in SCC Catalog 2016-2017](#); [Transfer Center Webpage](#) ]

### ***Solano Liberal Studies BA Degree Completion Program***

The College offers in partnership with the School of Social Sciences and the School of Extended and International Education at Sonoma State University (SSU), a BA Degree in Liberal Arts. Students need a minimum of 60 transferable units with a "C" or better including 30 units in general education. Classes are held at the Vallejo Center and at Napa Valley College nights and weekends. [ [FAQ BA Degree Completion Program](#) ] The program is designed for working adults who wish to complete the BA degree and transition into a teaching credential program or master's degree in the social sciences. SCC Counselors stay abreast of SSU's requirements and work closely with the admissions officer at SSU to guide students through SCC lower division courses into SSU's upper division courses in order to meet program requirements.

### ***SCC Baccalaureate Degree in Biomanufacturing***

Solano has been approved to offer a Baccalaureate Degree in Biomanufacturing, with the first cohort of students to start in fall 2017. The College began accepting applications for the BS degree program in early spring 2017 and will continue accepting and reviewing applications until shortly before the start of fall 2017. Admission criteria was crafted to closely align with the College's nursing program admission criteria; students must have the prerequisite classes completed to be considered for admission to the program and a waiting list will be available as demand exceeds availability. [ [Draft Approval Process for Upper Division Courses](#) ]

For students with more immediate employment goals, Solano Community College offers 76 certificates and degrees in Career Technical Education (CTE) fields.

Special admission opportunities are identified for concurrent high school students. The College also has an agreement with the Fairfield-Suisun School District to provide an Early College High School program on the Fairfield campus. Various outreach efforts are implemented at feeder high schools in an effort to provide high school students, counselors, teachers, and parents with information about admission requirements and the degree, transfer, and career pathways available at SCC. The College is currently developing a comprehensive outreach plan that will include specific staff members regularly scheduled at the feeder high schools. During the spring semesters, the College offers graduating seniors the opportunity to complete the pre-enrollment steps at one of the Centers or on the Fairfield campus. [ [SCC Assessment, Orientation & Ed. Planning for HS Seniors](#) ] Each year, the College provides assessment, orientation, and counseling services to hundreds of graduating seniors during spring break and on Saturdays. Efforts to provide similar outreach services to community agencies, including PAL (Police Activity League) are underway.

The College has provided students from feeder high schools with numerous opportunities to take college classes while in high school and to connect with the College through summer Boot Camps, The Law Pathway, and through a summer pre-apprenticeship program for 9<sup>th</sup>-12<sup>th</sup> grade students interested in exploring the trades. [ [Bootcamp Flyer 2017](#) ]

In addition, the College regularly engages partners from local K-12 districts in dialogue about student preparedness, program development, and student learning and achievement. Examples include the following:

- The College hosts an annual High School Counselor Conference to keep the counselors in our feeder schools apprised of new opportunities at SCC as well as changes in the matriculation process. [ [HS Counselor Brunch 2017](#) ]
- Vallejo High School on-site matriculation services in spring 2017.
- College faculty and managers are involved in high school outreach efforts through their service on high school advisory committees, in particular, the Wall to Wall Academies offered at the two high schools in the Vallejo Unified School District. College faculty work closely with the Jesse Bethel High School Law Pathways Academy and the Biotechnology Academy. [ [Biotech Advisory Meetings & Outreach](#); [Law Pathways Correspondence](#); [CCPLS Law Academy Advisory Committee](#) ]
- The College has long developed and maintained numerous articulation agreements with our feeder schools in a wide range of career-oriented fields. The CTE Transitions Program [ [CTE Transitions Webpage](#) ] coordinates articulation agreements between Solano College, ten regional high schools, and the Vallejo adult school. [ [CTE Transitions Participating Schools Webpage](#) ] CTE Transitions Program Career Pathways include courses in disciplines such as biotech, business, computer science, criminal justice, drafting, child development and family studies, fire technology, marketing, management, and photography. [ [Articulated Courses Webpage](#) ] All articulated courses lead to certificate and degree programs available at SCC. [ [Career Pathways Index Webpage](#) ] Five, 2-week summer bootcamp courses offer further opportunities for high school students to get a jump-start on college. [ [Summer Bootcamps Webpage](#) ] The CTE Transitions courses make it possible for students to gain college credit for approved high



school course work, and encourage students who have taken these courses to continue their studies at SCC.

- The Early College High School program provides for Rodriguez High School students in grades 9-12 to attend high school classes at the College's Fairfield campus and attend SCC classes throughout their school day. The vice principal assigned to the ECHS, along with the three teachers, one counselor, and a campus supervisor, work with the College to secure classrooms for their high school classes and offices for their staff, and develop their students' class schedules around the SCC courses their students are eligible to attend. ECHS students must meet the same academic and placement requirements as other high school students wishing to enroll in college classes. The vice principal and teachers consult the deans and college faculty to determine the best courses for their students. The program will have its first class of graduating seniors in June 2018.
- The College offers classes open to all at MIT Academy in Vallejo. Specific classes are requested each semester such as, Math 011 (Statistics) and Art 30B (Mural Painting) and allow for MIT students to complete college classes at their site. Offering courses at MIT allows students with limited transportation to complete college classes. All SCC classes are taught by SCC faculty who meet minimum qualifications, and both full-semester and short-term courses are offered as detailed in the approved course of record. [ [MIT SCC Course Data 2015-2017](#) ]
- Incoming students from our local feeder schools may also apply for college credit for a range of articulated courses in career-oriented fields. [ [Articulated Courses Webpage](#) ] The CTE Transitions Program [ [CTE Transitions Webpage](#) ] coordinates articulation agreements between Solano Community College, ten regional high schools, and the Vallejo adult school. [ [CTE Transitions Participating Schools Webpage](#) ] All articulated courses lead to certificate and degree programs available at SCC. [ [Career Pathways Index Webpage](#) ]

### ***Pathways to Progress***

Over the past year, the College faculty, administrators, and staff have focused on opportunities to improve current and implement new pathways to progress and success. Creating clear pathways towards completion of certificates, degrees, and transfer have been paramount. Much of this effort has been led by the School of Applied Technology and Business, also referred to as our CTE programs. Under the direction of the dean, faculty have worked diligently to identify opportunities to reduce redundancy and improve the time to completion. Courses that previously had high unit values, such as those in welding, were revised and reduced to a more manageable unit value. The College curriculum committee is reviewing the number of university study degrees that seem similar except for one or two classes. Efforts to streamline and make evident the required courses needed to complete or transfer will continue into the fall. The College has begun promoting the ADT degrees by dedicating a page in the class schedule to ADTs and by encouraging counseling faculty to promote these 60-unit programs.

To improve the tracking and guidance of student progress toward the completion of degrees and certificates, plans are underway to implement the DegreeWorks program. Efforts to implement this product began several years ago, but were tabled in consideration of personnel changes. With the needed management and staff in place, the College revived this effort in spring 2017, with a target implementation date of spring 2018. Steps completed or now underway include:

updating our contract with Strata Information Group (SIG) to facilitate implementation; attending a kick-off meeting with the primary players; updating the course catalog for accuracy; updating to the most current version of the Banner platform as required for the DegreeWorks product.

### **II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

Like all of the California Community Colleges, Solano Community College is an open-access institution that utilizes CCCApply as the application portal. [ [CCC Apply Webpage](#) ] System-wide admissions criteria are published at the CCC Apply site and stipulate that “California community colleges are required to admit any California resident possessing a high school diploma or equivalent. Additionally, California community colleges may admit any non-resident possessing a high school diploma or equivalent or anyone (resident or nonresident) over the age of 18 without a high school diploma or equivalent who, in the judgment of the board, is capable of profiting from the instruction offered.” [ [Admissions Requirements CCC Apply Webpage](#) ] In addition, the College has admissions processes in place for minors without diplomas (special admits) and international students. As a member of the California Community College system, the College is also committed to access for undocumented students who meet admissions requirements. [ [BoG Resolution on DACA Students](#); [Senate Resolution Sanctuary Campus & Equity](#) ]

#### ***Assessment and Placement Reforms***

The California Community Colleges Chancellor’s Office has identified a state-wide Common Assessment Initiative for all California Community Colleges. Solano Community College is identified for implementation in the last group of colleges, scheduled for spring 2018. However, the state has delayed the implementation of the Common Assessment, due in part to nation-wide evidence regarding multiple measures and the use of high school course completion and success. [ [CAI Update 5-5-17](#) ]

Solano Community College has been working with the California Acceleration Project (CAP) since 2011 to increase completion of the first transfer-level courses in English and math through redesigning remedial sequences and creating a more equitable and accurate placement process.

Based on statewide data from the RP Group, members of the English faculty voted in fall 2015 to lower placement scores for access to English 001 (from 102 on the Accuplacer sentence skills test to 90 for a stand-alone course or 70 to take the transfer-level course with a co-requisite support course) and to use high school performance as a multiple measure (2.7 high school GPA or a “B” in Junior or Senior English for 2.3 GPA or better with a “C” in Junior/Senior English for the co-requisite). The lowered Accuplacer score increased access to English (or the co-requisite) from 18% of incoming freshmen in fall 2015 to 72% of incoming freshmen in fall 2016. Importantly, this also has dramatically decreased the equity gap; 23% of white students had access to English 001 in fall 2015 while only 11% of African-American students had access, but in fall 2016, 80% of white students had access to English 001 and 65% of African-American students had access. [ [English F15 to F16 Placement Comparison](#) ]

As part of SCC’s Basic Skills Student Outcomes Transformation (BSSOT) Grant, faculty members from math have also worked to institute multiple measures, which in other Districts has proven to improve the likelihood that students will complete transfer-level math through more accurate initial placement.

In fall 2016, the BSSOT Grant Math Coordinator created a guide to help counselors place students in the math course(s) in which they are predicted to have at least a 70% chance of success (based on the GPA rules from the RP Group and input from the Solano math faculty). [ [Math Placement Guide](#) ] Counselors subsequently received training in how to utilize this document. Students are now more consistently placed into the correct math course based on previous math courses taken, HS GPA, math aptitude, and future academic goals.

In order to allow more students into the appropriate math courses without having to show transcripts or see a counselor first, the Transformation Grant Math Coordinator worked with the Office of Research and Planning to create a set of rules to code directly to Banner. This system, which was tested during the summer 2017 registration period, allows students applying to Solano Community College through CCCApply to automatically place into certain math courses based on the highest-level math course they passed in high school, as well as high school GPA. Math and English faculty, counselors, and Enrollment Services staff have also developed new ways to inform students of math courses and which course best complements their academic goals. [ [BSI Minutes 4-7-17 p. 3 Item 5; Assessment Results Notification](#) ]

**II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Solano Community College maintains student records permanently, securely, and confidentially, both in paper and electronic form. Board Policy 5150 directs that “The Superintendent-President or designee shall establish administrative procedures to assure the lawful retention and destruction of District records including electronically stored information as defined by the Federal Rules of Civil Procedure in compliance with Title 5. Such records shall include but not be limited to student records, employment records and financial records.” [ [BP 5150 Student Records Retention and Destruction](#) ] This is further elaborated in *Administrative Procedure 5150*, which lays out the process for the Director of Admission and Records or designee to annually review documents and classify them according to three categories related to record retention: Class I-Permanent, Class II-Optional, and Class III-Disposable.

As per the administrative procedure, Class I-Permanent documents can be digitally stored as per Title 5 regulations, and include records that must be kept permanently, including the following:

1. FTES reports for each semester
2. Records of enrollment and scholarship of each student:
  - a. Name of student

- b. Date of birth
- c. Place of birth
- d. Name and address of a parent having custody or a guardian, if the student is a minor.
- e. Entering and leaving date for each academic year and for any summer session or other extra session.
- f. Subjects taken during each year, half year, summer session or quarter.
- g. If grades or credits are given, the grades and number of credits toward graduation allowed for work taken. [ [BP 5150 Student Records Retention and Destruction](#) ]

The board procedure goes on to describe the kinds of records in Class II and Class III. Further, it stipulates the retention of Class III documents and papers, setting the disposal date as roughly the third year after the origin of the document. As with all board policies and procedures, this information is contained on the College website.

Student data is found on secure federal and state databases, in the Banner system, stored in locked files and electronically found in Paperclip as back-up. Security of student records is ensured by storing the information behind locked doors and in locked file cabinets. Paper files are stored in locations separate from the associated hard copies to further enhance security and protection of records from disasters such as fires and floods. Hard copies from years past are clearly documented for storage and purging according to regulations. Hard copies are securely shredded once they have been electronically stored, which also serves to protect the information from natural disasters.

Solano Community College also publishes and follows established policies for release of student records. Board Policy 5140 states:

The Dean of Admissions and Records shall assure that student records are maintained in compliance with applicable federal and state laws relating to the privacy of student records.

Any currently enrolled or former student of the District has a right of access to any and all student records relating to him or her maintained by the College.

Solano Community College shall not release the contents of a student record to any member of the public without the prior written consent of the student other than directory information as defined in SCC Board Policy 5160 and information sought pursuant to a court order or lawfully issued subpoena, or otherwise authorized by applicable federal and state laws.

Students shall be notified of their rights with respect to student records, including the definition of directory information, and that they may limit the information. [ [BP 5140 Student Records](#) ]

The College maintains the privacy of student records to the extent possible, and only provides the following information pursuant to application regulations and law:

Student records shall be released pursuant to a student's written consent.

- "Directory Information" may be released in accordance with the definitions in *Board Policy 5160*.
- Student records shall be released pursuant to a judicial order or a lawfully issued subpoena.
- Student records shall be released pursuant to a federal judicial order that has been issued regarding an investigation or prosecution of an offense concerning an investigation or prosecution of terrorism.
- Student records may be released to officials and employees of the District only when they have a legitimate educational interest to inspect the record.
- Student records may be released to officials of other public or private schools or school systems, including local, county, or state correctional facilities where education programs are provided, where the student intends to enroll or is directed to enroll. The release is subject to the conditions in Education Code 76225.j. [ [BP 5140 Student Records](#) ]

Solano Community College takes student privacy seriously and adheres to applicable laws and regulations regarding the release of student records.

## List of Supportive Documents for Standard II

Standard	File/Link Name
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<b>IIA</b>	
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<b>IIA1</b>	<ul style="list-style-type: none"> <li>Program Review Cycle</li> <li>Curriculum Review Timeline</li> <li>AP 6205 Philosophy and Criteria for Associate Degree and General Education</li> <li>BP 6100 Program, Curriculum and Course Development</li> <li>Curriculum Committee Webpage</li> <li>Program and Course Approval Handbook</li> <li>BP 6000 Series Academic Affairs Webpage</li> <li>Title 5 &amp; Brown Act Presentation</li> <li>Curriculum Committee Minutes 9-13-16 Item 14</li> <li>Curriculum Committee Basics Training Manual</li> <li>Curriculum Handbook</li> <li>New Local Certification Process</li> <li>Articulation Evidence</li> <li>Course Identification Numbering System Webpage</li> <li>Approved C-ID Courses</li> <li>CJ 001 Online Offerings</li> <li>Curriculum Handbook pgs. 49-52</li> <li>BACCC Webpage</li> <li>CCCCO Strong Workforce Webpage</li> <li>BACCC Program Endorsements Webpage</li> <li>BACCC Endorsements SCC Detail List</li> <li>FlexCal Schedule August 2017</li> </ul>
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Six Year Assessment Schedule  
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Syllabus Template  
TMC Business Administration  
ADT Process & Checklist  
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Degree Completion Statistics  
Curriculum Handbook pgs. 45-48  
SSU BA Completion Flyer  
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Curriculum Committee Structure  
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Program & Course Approval Handbook  
Tech Review Evidence 1  
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Six-Year Program Review Schedule  
Program Review Handbook  
Program Review Self-Study Template  
ATEC Certificate Approval Dialogue  
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DE Course Certification Curriculum Handbook pgs. 71-74  
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**folder**

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  - Academic Program Review Template
  - GELOs and ILOs Revised 2017
  - AS Minutes 3-20-17 Item 11.5
  - Assessment Webpage
  - PLO Assessment Training FlexCal August 2016
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  - Assessment Updates 2016-2017 Webpage
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  - Liberal Arts School Meeting 2-10-17
  - SCFA TA October 2013
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  - Faculty Evaluation Criteria
  - Syllabus Examples
  - Syllabus Template
  - PLOs in Catalog Examples
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  - Program Reviews 2013 - Present Webpage
  - APR Committee Minutes 2-13-17
  - Academic Senate Minutes 1-30-17 Item 12.2
  - General Studies Task Force Launch 2-22-17
  - General Studies Task Force Email - SLA
  - Academic Senate Minutes 5-1-15 Item 11.7
- IIA4**
  - CCCJC Regulation on Remedial Coursework
  - BP 6025 Remedial Coursework Limit
  - 348G Analysis for 10-12-12 English Retreat
  - English Dept. Retreat 10-12-12
- folder**
  - English Basic Skills Meeting Notes 2016-2017
  - English Course Options
  - English Course Options Flow Chart
  - English F15 to F16 Placement Comparison
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  - BSI Committee Minutes 3-24-17 p 4 Item a
  - ESL Course Descriptions 2017-2018
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  - Math Basic Skills Reports 2013-2016
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 BP 6200 Graduation Requirements for Degrees and Certificates  
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 BP 6025 Philosophy and Criteria for Associate Degree and General Education  
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- IIC8**
  - BP 5150 Student Records Retention and Destruction
  - BP 5140 Student Records



## **Standard III: Resources**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

### **III.A. Human Resources**

**III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Solano Community College has a well-defined personnel hiring process focused on selecting highly qualified individuals who have the appropriate education, training, and experience to provide and support the College's mission, programs and services. Key to the hiring process for all employee groups is an understanding of each position's minimum qualifications, which include education and experience requirements; the essential functions, duties and responsibilities of the position; and the requisite skills, knowledge and abilities. Subject matter and service area experts, working with Human Resources personnel, define these qualifications in developing job descriptions for each position. The College's board policies and procedures, specifically the 4000 series, outline the process by which the College ensures the hiring of highly qualified employees within an equal employment environment that reflects the diversity of the College's student population and its local community. [ [Board Policy 4000 Series Website](#) ]

As noted in Board Procedure 4000, job descriptions for management and classified positions are developed to describe essential duties, minimum job requirements and minimum qualifications. [ [BP 4000 Employment Selection Procedures](#) ] As part of the job analysis, any program or department seeking a new, replacement, or temporary position must submit a position requisition form to document that the requested position is aligned with the mission and goals of the College. Documentation may include evidence that details program expansion, new program development, and/or identification of new needs that require additional resources. All job descriptions also include a requirement that applicants demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, faculty, and staff.

Job announcements are created from position descriptions or classifications. All job announcements are publicly posted on the College's website and through advertisements in numerous sources to assist with outreach and development of diverse applicant pools. In

addition, representatives from Human Resources attend annual recruitment fairs sponsored by the CCC Registry. The Office of Human Resources monitors their effectiveness in recruiting qualified applicants from diverse backgrounds, and making adjustments in outreach efforts as necessary. Hiring committees and Human Resources staff verify the qualifications of applicants and newly hired personnel by calling references including applicants' current supervisors, scrutinizing official transcripts, and verifying employment histories.

A standard system for hiring ensures that procedures are consistently applied. For example, the *Faculty Hiring Manual* clearly outlines the procedures for selecting new faculty. All committee members must complete the Title 5 mandated diversity and cultural competence training for hiring committees prior to the start of the hiring process. This orientation details the duties of committee members and the policies they must adhere to. All committee members sign confidentiality agreements in this orientation. [ [Faculty Hiring Manual p. 14](#); [Faculty Hiring Manual](#); [EEO Trainee List February 2017](#) ]

The College's commitment to student success is rooted in its practice of hiring administrators, faculty, and staff who are qualified for their positions as demonstrated by their education, training, and experience. Procedures are clearly outlined in the College's administrative regulations and help ensure the hiring of highly qualified employees within an environment that reflects the diversity of the College's student population and its local community.

### ***Distance Education Faculty***

To date, Solano Community College does not hire new full- or part-time faculty specifically for online teaching positions. Qualifications to teach online have therefore not been incorporated into any job descriptions, job announcements, or hiring criteria. In accordance with the process developed locally by the DE Committee and approved by the Academic Senate, full- and part-time faculty interested in teaching online can establish their qualifications to do so in either of two ways. A faculty member may either complete the locally-developed 4-part Canvas training or @ONE certification. [ [FlexCal DE Institute August 2015](#) ] The instructor must then develop two-thirds of the course shell for the intended online course and submit these materials for review by the DE committee the semester in advance of the online course assignment. Upon DE Committee approval the instructor becomes eligible to teach that specific course online in a future semester, though the final determinations regarding the scheduling and staffing of online courses remains with the academic deans.

### ***Baccalaureate Program***

Solano Community College has hired a new full-time faculty to teach upper division courses in the Biomanufacturing program to ensure students receive courses of the appropriate quality and rigor. The new faculty member has educational credentials that meet or exceed the minimum qualifications and possesses the appropriate academic background and industry experience for teaching in the subject area. The new faculty member was hired via the policies and practices of the College and in compliance with the minimum qualifications as outlined in the ACCJC policy enacted in June 2016. The job descriptions for faculty members teaching in the baccalaureate degree program accurately reflect the duties and responsibilities associated with the position, and all faculty teaching in the program have earned at least a Master's degree in relevant fields. [ [Biotech Faculty Brochure](#); [Biotechnology Instructor JD](#) ]

**III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

At the core of all hiring processes is the development of a position description that clearly outlines the necessary qualifications and the expected responsibilities of the position. In developing minimum qualifications for faculty positions, the College follows California Education Code and Board Policy 4005. [ [BP 4005 Faculty Hiring, Equivalency and Minimum Qualifications](#) ] Candidates for all faculty positions, whether full-time or adjunct, must meet or exceed the minimum qualifications set forth for that discipline by the Board of Governors in its *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. (California Education Code, Section 70902(d), 87100, 87355- 87359 California Administrative Code, Title 5, Section 53024) Valid California Community College credentials may be accepted in lieu of the minimum degree requirements. An equivalency petition process is available to applicants whose exact degrees and/or work experience do not conform to the minimum qualifications. [ [Request for Equivalency of Academic Qualifications](#) ] Equivalency applications are reviewed by hiring committees and, in the case of committee disagreements, reviewed by HR. The College has outlined guidelines in the *Faculty Hiring Manual* for determining the minimum qualifications both for disciplines requiring and not requiring a master's degree. [ [Faculty Hiring Manual pgs. 11-13](#) ]

While the Board of Governors determines the minimum qualifications for each of the College's academic disciplines, the instructional departments and programs themselves are responsible for developing the job responsibilities. Specifically, hiring committees comprised of discipline faculty, the respective area dean, and representative(s) from the Office of Human Resources work together to develop clear and complete job descriptions and announcements, including all job-related skill requirements and any additional qualifications recommended by the faculty for each position.

The job descriptions and announcements for all full-time faculty positions, including responsibilities and tasks, are also guided by Article 19 ("Workload") of the Collective Bargaining Agreement between the College's Faculty Association and the District. Faculty job descriptions include development and review of curriculum as well as assessment of learning. [ [SCFA Contract 2012-2015 Article 19](#) ]

To ensure that applicants selected for an interview have subject matter expertise and requisite skills for the service to be performed, live interviews, conducted either face-to-face or via videoconference, require applicants to demonstrate discipline-specific teaching skills through such exercises as teaching demonstrations or writing responses to student work. [ [Teaching Demo Rubric](#); [ASL Interview Questions Score Sheet](#) ] Hiring committees design interview questions and scenarios to ascertain a candidate's knowledge in the field, discipline expertise, and potential to contribute to the mission of the College. Given the College's commitment, in the

mission, to “educate a culturally and academically diverse student population drawn from our local communities and beyond,” every hiring committee includes at least one question designed to demonstrate the applicant’s understanding of the diversity of our student body and to allow the applicant to describe successful experience working with such diverse groups. Human Resources works with interview committees to assess the diversity of the applicant pool and of the candidates selected for interviews.

Hiring committee chairs verify that information presented in the application materials and interview process is accurate by conducting reference calls to previous employers and/or other academic and/or professional associates. [ [Reference Check Form](#) ] The final step in all full-time / tenure track and adjunct faculty hiring is approval by the Board of Trustees.

### ***Distance Education***

As indicated in III.A.1, determinations regarding faculty qualifications to teach online courses are not made at the time of hiring but rather through a secondary process developed and managed by the Distance Education Committee in cooperation with the academic deans. Therefore, faculty who wish to teach online must first meet the same discipline-specific criteria required of general faculty. Faculty interested in teaching online must additionally complete locally-developed training in the Canvas LMS platform or provide documentation of equivalent training. [ [Canvas Instructor Training Records](#); [Approved Online Instructor List](#) ] Trained instructors must then develop substantial portions of each new online course shell in advance, and submit these to the DE Committee for approval. For example, faculty wishing to teach new online courses in spring 2017 had to submit materials for DE Committee approval by Sept 30, 2016. [ [DE Bulletin September 2016](#) ] The Distance Education Committee, comprised of experienced DE faculty and the DE Coordinator [ [DE Coordinator Job Description](#) ], review and evaluate online course shells according to rigorous criteria. [ [DE Course Shell Review Form](#) ] These procedures ensure that faculty teaching Distance Education offerings not only meet the minimum qualifications in their respective academic disciplines, but have demonstrated, additionally, their expertise and teaching skills in the online modality.

### ***Baccalaureate Degree Program***

All faculty assigned to the new Baccalaureate program in Biomanufacturing, including those teaching both lower division and upper division coursework, hold earned Master’s degrees in relevant fields. Program faculty develop courses and design coherent program sequences to provide a comprehensive learning experience for students. Faculty also develop and assess student learning outcomes, using multiple measures and evaluation techniques and tools. The new faculty members hired for this program will work with current faculty to develop and revise the baccalaureate Biomanufacturing curriculum and assess student outcomes for the purposes of ongoing improvement of the program and enhanced student achievement. [ [Biotech Faculty Brochure](#); [BS Substantive Change Report p. 46 Item 14](#) ]

The College’s board policies and procedures clearly outline the process for hiring qualified individuals who have subject matter expertise and requisite skills for both full- and part-time faculty positions. These regulations incorporate the Board of Governors’ guidelines. The Office of Human Resources has implemented a process that ensures that the College has documentation of each selected candidate’s qualifications prior to the start of each assignment. Qualification

information is included in the personnel files. In the case of approved equivalent qualifications, the request, supporting documentation, and approval of equivalency is retained in the personnel file as well.

By practicing continuous recruitment in disciplines with a high demand for adjunct instructors, deans, and hiring committees are able to access a pool of qualified candidates to review and potentially hire any time additional positions are needed.

### ***Faculty Coordinators***

Faculty coordinator positions include job descriptions that have been developed and vetted by the school or program, HR, and faculty union leadership. Faculty coordinator positions are designed to provide discipline expert faculty with release time or overload to focus on a specific program, project, or college wide need. Faculty coordinator positions are posted and advertised to full-time and adjunct as outlined in the collective bargaining agreement, and an interview committee recommends the selected candidate to the managers. Faculty coordinators are hired to assist with department duties such as class scheduling, to develop and implement programs such as Umoja, and to meet college-wide needs such as Accreditation. The amount of faculty coordinator release time depends on project and program needs, the length of the project, and the specifics as outlined by the funding source. For example, University of California Office of the President (UCOP) requires that the College provide a counselor with 50% release or assigned time and 20% release or assigned time for the English faculty member for Puente. [ [Job Descriptions](#) ]

Faculty coordinators were also responsible for entering SLO assessment results for faculty in their schools prior to the implementation of CurricUNET META, which will enable all faculty to access the system and enter their course SLO assessments themselves.

### **III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

In setting the qualifications for academic administrators responsible for educational programs and services, Solano Community College sets minimum qualifications that meet or exceed the Administrator qualifications stipulated by the Board of Governors and [California Education Code §53420, Minimum Qualifications for Educational Administrators](#). The Office of Human Resources works with the supervising manager responsible for the area to which the position is to be assigned to develop a job description that clearly outlines job responsibilities and minimum and preferred qualifications. While Ed Code requires that managers have a minimum of one year of formal training, internship, or leadership experience reasonably related to the assignment, SCC advertises most administrative positions with a desired experience level of 3-5 years, and the individuals hired to fill these positions often have substantially more. For positions that require the use of specialized software or programs, the College may include preferred qualifications that indicate prior experience with these tools and/or programs. When appropriate, the College will consider both management and non-management experience, including teaching, when hiring academic administrators. Individuals who do not meet the minimum

qualifications set forth in the California Education Code may apply if they possess qualifications that are at least equivalent to the minimum qualifications specified by the California Education Code and the Board of Governors.

Board Policy 4800 defines the positions and responsibilities for both educational administrators and classified managers. Administrative employees include educational administrators, classified managers, supervisors, and classified confidentials. Employees within this classification are referred to as ALG, the Administrative Leadership Group. Administrators hired under contract are evaluated once a year for the first two years in the position, and at least every two years thereafter. Special evaluations may be scheduled as needed to address pressing issues. Administrative contracts roll year to year unless the District issues a March 15th notice of non-renewal. [ [BP 4840 Administrative Employees pgs. 10-14](#); [BP 4840 Administrative Employees](#) ]

The College employs two types of administrative employees: academic administrators and classified administrators. Academic administrators are those who directly supervise or oversee academic programs or services with instructional, library, and/or counseling faculty. This classification includes the S-P; the vice presidents for academic affairs, student services, and HR; the instructional deans; the dean of counseling; the dean of academic support programs and services; the dean of research and planning; the deans of the Vallejo Center and Vacaville Center; and the Athletic Director. Classified administrators are those who oversee classified staff and do not supervise faculty or oversee instructional programs. These positions include the vice president for finance and administration, dean of enrollment services, the executive bonds manager, the chief technology officer, and all directors, except for the Athletic Director. HR reviews contracts and classifications to ensure that positions are properly categorized so the appropriate section of the Ed Code and board policy are applied.

Evaluations are conducted in accordance with Board Policy 4840 which allows the immediate supervisor “to use the prescribed form or any other comparable format with review by the next higher level administrator.” The written evaluation may include completion of the management evaluation form, a self-evaluation or progress on goals, an extensive narrative evaluation, or a combination thereof. Supervisors are advised of evaluation due dates for each of their direct reports by Human Resources through the Banner system. The Superintendent-President may review the evaluations before they are shared with the employee to ensure that the content is appropriate and consistent with board policy, college goals, and includes specifics if improvements are needed. The supervisor meets with the employee and provides the written evaluation that is reviewed and discussed. Managers may indicate agreement or disagreement with the conclusions of the primary evaluator and may also submit a letter to the file. Results of evaluations are confidential and kept in the personnel file in Human Resources. [ [BP 4840 Administrative Employees](#); [ALG Evaluation Form](#) ]



**III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

In hiring faculty, administrators, and other employees, the College adheres to the California Code of Regulations, specifically Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees working in the community college system must possess degrees and/or credits from accredited institutions (section 5340628). The Office of Human Resources verifies that individuals recommended for hire have earned the required degree(s) for the position and/or discipline. Verification includes confirmation of the granting institution's accredited status.

For applicants who have earned degrees outside of the United States, the Offices of Human Resources refers candidates to a credential evaluation service to verify the accreditation status of the institution and show degree equivalency. [ [Form Letter for Transcript Evaluation](#); [Request for Equivalency of Academic Qualifications](#) ]

Advancement credit for faculty and classified staff and stipends for doctoral degrees require completion of courses or programs from regionally accredited institutions or the equivalent in the case of coursework completed outside the United States.

**III.A.5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

As outlined in Board Policy 4220, Solano Community College District's Board of Trustees is committed to the evaluation of the performance of all faculty, staff, and administrative personnel employed by the College. The performance of duties and the professional growth of all academic, management, and classified staff of the District is evaluated in accordance with provisions of the California Education Code and the collective bargaining agreements. The purpose of evaluation is to retain the services of competent staff and to develop, improve and maintain high level programs and services at the District by improving communication between employee and supervisor, measuring performance, recognizing achievements and contributions, providing guidelines for individual development, and to serve as a basis for disciplinary action or dismissal. [ [BP 4220 Performance Evaluations](#) ]

Distinct evaluation processes for each employee group ensure that all personnel are systematically evaluated at stated intervals, as outlined below.

***Faculty Evaluation***

While the robust faculty hiring processes outlined above result in the careful selection of faculty with the disciplinary knowledge, teaching skills, and professional experience to execute all job

responsibilities, the faculty evaluation process serves as further and ongoing verification of these qualifications. The requirement and procedures for the evaluation of tenured, probationary, temporary contract and hourly faculty are specified in the Collective Bargaining Agreement.

- Probationary tenure-track faculty employees are evaluated in writing at least once each year during the four year probationary period.
- Tenured faculty are evaluated once every three years.
- Adjunct faculty members are evaluated each semester for the first two semesters of employment over a two-year period and at least once every six semesters of employment thereafter.

Evaluation of instructional faculty includes one or more classroom observation(s), and includes elements of teaching and instruction effectiveness; departmental and college-wide service, which includes development and review of curriculum as well as assessment of learning; and professional development. [ [Faculty Evaluation Form](#) ] Separate evaluation criteria apply to faculty in non-instructional assignments such as librarians, counselors, and faculty assigned to coordinator roles. [ [SCFA Contract 2012-2015 Article 4 Evaluations](#); [SCFA Contract 2012-2015](#) ] The routine evaluation of all tenure-track, tenured, and adjunct faculty members includes the following components pertaining to outcomes assessment and the use of assessment results:

- Develops Student Learning Outcomes of Service Area Outcomes as needed
- Assesses Student Learning Outcomes of Service Area Outcomes as needed
- Produces written reports of SLO or SAO assessment results as needed
- Initiates and/or participates in overall department-wide program development, maintenance, evaluation, revision, updating, and/or expansion of programs
- Updates course contents, methods, and materials of instruction as necessary

[ [Faculty Evaluation Form](#); [Evaluation Forms](#) ]

Historically and through the 2015-16 Academic Year, deans or other responsible supervisors performed all aspects of faculty evaluations. More recently, in recognition of the role of faculty in supporting academic and instructional quality, the Academic Senate and faculty bargaining unit worked with management to develop a more comprehensive faculty evaluation process, including peer review and self-evaluation. This process, now in its pilot phase, was implemented in fall 2016 in the evaluation of tenure-track faculty. Following assessment and any necessary revision by the Academic Senate, the process will expand to include evaluation of all full-time and adjunct faculty by the 2018-19 academic year. [ [SCFA Agreement May 2016](#) ]

### **Classified Staff Evaluations**

Newly-hired classified staff in the CSEA Union are evaluated within the initial probationary period of six (6) months of paid service in the position. An extension of three (3) months may be necessary due to marginal, unsatisfactory performance or for other extenuating circumstances; in such a case, the manager shall prepare another evaluation prior to the end of the three-month extension. Each evaluation includes an interview between the manager and the employee and must be executed only upon the District's Classified Employees Performance Evaluation Form.

Classified staff who have passed their probationary evaluation period become regular employees and are subsequently evaluated once every two years. A staff person who is hired into a promotional position is placed in conditional status for the first 3 months of the new assignment and is evaluated in the second month. An additional 3-month conditional period with a second evaluation may be granted if needed before the member gains regular employment status.

[ [CSEA 2014-2017 CBA pgs. 7-8](#) ]

New classified staff hired in the Local 39 Union are evaluated at least once between the 6th and 10th months of service prior to earning regular status. Regular employees are evaluated annually for the second (2nd) and third (3rd) years; thereafter every two years (5th, 7th, etc.), provided performance is satisfactory. A regular employee who is promoted to a higher classification is placed in conditional status in the new classification for a period not to exceed six (6) months and evaluated at least once prior to the end of the conditional status period. [ [Local 39 2014-2016 CBA p. 9](#); [Local 39 2014-2016 CBA](#) ]

### ***Management Evaluations***

Recommended procedures and timelines for the evaluation of classified and educational managers are outlined in Board Policy 4800, section 4840: Evaluation. [ [BP 4000 pgs. 10-14](#) ] This policy identifies the purpose of management evaluations as “to maintain and improve the quality of management and to assess and document performance.”

### ***Classified Managers***

New Classified managers are placed on probationary status for the first year and evaluated by the immediate supervisor at least twice during the one-year probationary period. Board policy recommends that supervisors use the District’s Management Evaluation Forms and include a face-to-face discussion of the evaluation with the employee being evaluated. Permanent classified managers are evaluated once every other year, but establish performance goals each year. Per Board Policy 4840.2, performance goals for classified managers include:

- the class specification/job description;
- department and district goals;
- performance goals for the position in which the employee is serving; and
- the major job categories in which the employee will be evaluated, including the development and implementation of student learning outcomes and/or service area outcomes.

### ***Academic Administrators***

New academic administrators are evaluated by the respective immediate supervisor at least once each year in the first two years of employment; subsequently, written evaluations by the immediate supervisor occur once every two years. The evaluation includes four components: an evaluation by the immediate supervisor, a self-evaluation, a peer evaluation, and a subordinate evaluation.

The immediate supervisor and employee discuss evaluation criteria consistent with the strategic plan and agreed-upon goals, objectives and methods of achievement. The immediate supervisor

evaluates the administrator on: goals, objectives, and performance methods; and on the following evaluation criteria:

- Communication skills
- Leadership skills
- Human relations
- Management and Administrative skills
- Professional knowledge
- Contributions to and participation in drafting, measuring and assessing student learning outcomes
- Guiding and assisting faculty and staff in SLOs assessment activities

All regular managers, faculty, classified staff who report directly to the evaluatee and others who have frequent contact with the evaluatee in the performance of their duties will be invited to participate in the “Subordinate Evaluation” component of the Educational Administrator evaluation. When appropriate, students with direct contact with the evaluatee on a regular basis may also participate. [ [BP 4840 Administrative Employees](#); [ALG Evaluation Form](#) ]

#### ***Superintendent-President Evaluation Process***

The S-P is evaluated annually by the Board of Trustees during closed session of a regular or special board meeting. In accordance with the S-P’s contract, the annual evaluation shall include a review of the previous year’s goals and the development of upcoming goals. The evaluation tool is determined by the Board and may be developed or revised in consultation with the VP of HR or a consultant, such as ACCT. Trustees score the S-P’s performance on a number of items and provide written responses that are compiled and shared with the S-P by the Board President. Specific board interests and goals are identified, and the S-P submits a plan in response to how interests and goals will be met.

#### **III.A.6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

Established performance evaluation procedures for faculty, academic administrators, and other personnel directly responsible for student learning require that evaluators consider how employees use the results of assessments of learning outcomes to improve teaching and learning. To ensure that outcomes assessments are included in departmental planning and program review processes, program managers and school coordinators work with department faculty to create, assess, and discuss student and program learning outcomes.

The Collective Bargaining Agreement between the Faculty Association and the District stipulates the evaluation criteria for all tenure-track, tenured, and adjunct faculty members, including those who teach online. The routine evaluation of all faculty includes the following components pertaining to outcomes assessment and the use of assessment results:

- Develops Student Learning Outcomes or Service Area Outcomes as needed
- Assesses Student Learning Outcomes or Service Area Outcomes as needed
- Produces written reports of SLO or SAO assessment results as needed
- Initiates and/or participates in overall department wide program development, maintenance, evaluation, revision, updating, and/or expansion of programs
- Updates course contents, methods, and materials of instruction as necessary

[ [SCFA Contract 2012-2015 Article 4 Evaluations](#); [Faculty Evaluation Form](#); [Student Evaluation of Instructor Form](#) ]

To protect the integrity of the SLO assessment process, these evaluation criteria focus on the robust collection and reporting of SLO data rather than evaluating individual faculty members in terms of their individual outcomes results.

As indicated above in III.A.5, Board Policy 4840.3 specifies the evaluation criteria for Academic Administrators. These include:

- Contributions to and participation in drafting, measuring and assessing student learning outcomes
- Guiding and assisting faculty and staff in SLOs assessment activities

The College's evaluation processes for faculty and academic administrators includes elements focused on each individual's actions to create, assess, and discuss SLOs and, in the case of administrators, to provide leadership for these efforts. The creation and assessment of SLOs helps to ensure that the tools are in place to effectively measure student learning and achievement, while the discussion ensures that the results of these student learning assessments are used to improve student learning. These discussions occur throughout the year and culminate in the completion of annual program review reports that feed into a comprehensive six-year program review report. All faculty, staff, and management members are expected to participate in this process.

**III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.**

The College maintains a sufficient number of qualified faculty to fulfill faculty responsibilities essential to delivering educational programs and services that achieve the institutional mission and purpose. The College prioritizes meeting the Full-Time Faculty Obligation Number (FON), set by the California Community Colleges Chancellor's Office. An early retirement incentive reached in spring 2015 faculty led to sixteen faculty retiring at the end of the 2015-16 academic year. The College was able to meet the FON in AY 2016-17 by hiring ten new faculty. Eleven (11) additional hires are already processed for fall 2017, raising the total number of full-time faculty to the projected 2017-18 FON. [ [FON Compliance](#) ] Full-time faculty teach approximately 62 percent of the College's credit hours, with the rest assigned to approximately 400 fully qualified adjunct faculty.

The College commits a substantial amount of FTEF to reassign time. In spring 2017, the College committed 14.7 FTEF for reassign time for faculty to serve as school and program coordinators, and to work on projects including distance education, Doing What Matters, curriculum, a new Associate Degree for Transfer (ADT) in Social Justice, and for Accreditation.

Multiple processes determine appropriate staffing levels for each program and service. The College has a well-defined process for identifying and ranking the full-time faculty positions that will be hired in the following year. This process begins with a joint meeting of the Academic Senate and the management team consisting of deans, vice presidents, and the S-P assessing all programs' requests in light of program review data, enrollment data and trends, and proposals submitted by each department seeking to hire full-time faculty. The ranked list is submitted to the Superintendent-President for final consideration. [ [AS Agenda 11-28-16](#); [AS Minutes 11-28-16](#) ]

Each fall, department faculty, school coordinators, and academic deans conduct an analysis of the full-time staffing of each department to determine current strengths and needs. Schools have the opportunity to make a case for new hires through the preparation of Faculty Staffing Requests. [ [Faculty Staffing Request Form](#) ] Supporting evidence for these requests may include details of program expansion, new program development, and/or identification of new needs that require additional resources. In late November, the Academic Senate, academic deans and Vice President of Academic Affairs convene a joint session to review and prioritize the faculty hiring requests to best address the needs of the institution in serving its student population. [ [Human Resources Policy 4005 Item I](#); [Academic Senate Special Meeting on Faculty Hiring Priorities November 2016](#) ] The hiring priority list generated through this meeting is forwarded to the Superintendent-President, who may adjust the priorities based on additional criteria such as regulatory compliance, availability of special funding streams for certain positions, or other factors. The Superintendent-President determines, in consultation with the vice presidents and Human Resources managers, the number of full-time faculty hires to be added in consideration of the state-mandated Faculty Obligation Number and projected District budget. [ [FON Compliance](#) ] The Superintendent-President then approves the determined number of full-time positions in order of established priority. Every effort is made to finalize the list of approved positions by January to enable the timely initiation of hiring processes. [ [Faculty Hiring Priority Rankings 2017](#) ]

Because the Bachelor of Science degree in Biomanufacturing is new, a limited number of faculty are needed at this time. There are currently three full-time faculty, three adjunct faculty members, and two classified staff laboratory technicians identified to provide instruction to the program, and one additional full-time hire specific to the new program for the program launch in fall 2017. [ [BS Substantive Change Report p. 32](#) ]

**III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional**

**development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Solano Community College integrates its part-time faculty in the life of the institution through various means, beginning with orientation and continuing through oversight, evaluation, professional development, and other departmental and institutional activities.

***Orientation***

Full-time and tenured track faculty receive an initial orientation prior to the start of the semester if hired during the academic year or during the first two weeks of employment. The initial orientation is provided by Human Resources staff, followed by a local orientation provided by the school dean, faculty colleagues and staff. The HR orientation includes local and state required topics including FERPA and confidential records, sexual harassment prevention and reporting, workplace violence, mandatory reporting (child and elder abuse), accident reports, and responding to active shooters, to name a few. Orientation agendas can be found in fall Flexible Calendar (FlexCal) programs. All faculty, regardless of employment classification, are invited and encouraged to attend optional and required FlexCal days. At the required day, updates are provided by the S-P, Academic Senate, and may include a keynote speaker or focus on a program or service.

Adjunct faculty receive a half-day orientation conducted by Human Resources staff. This formal orientation includes information about College processes, employee benefits, and other technical matters not related to actual instruction. The Adjunct Alliance of the Faculty Association also offers an adjunct faculty meeting at the start of each semester to address specific adjunct employment concerns. [ [Adjunct FlexCal Agenda January 2017](#) ] In addition, a number of departments have developed processes for assigning new adjunct hires to full-time faculty mentors who are better able to address discipline-specific concerns. The mediated contract agreement reached in April 2015 between the District and the Faculty Association created the possibility of formalizing these mentor positions, with up to one mentor per school to earn a stipend of \$1,000. [ [SCC CTA Agreement April 2015](#) ] However, to date no school has implemented this system, suggesting a need to re-structure this provision.

***Oversight***

All adjunct faculty work is under the oversight of academic deans who are primarily responsible for assigning course loads and evaluating faculty performance. The College has made strides in honoring the indispensable service of adjunct faculty by granting priority rehire rights to adjunct faculty who have served the District for four out of the last six semesters with satisfactory evaluations on a list of key criteria. [ [SCFA TA Ratified Oct. 2013 p. 2](#) ]

Adjunct faculty are subject to formal evaluation each of the first two semesters of employment with SCC and every sixth subsequent semester of employment. Historically, these evaluations have consisted of student evaluations and evaluation by the supervising dean, following a classroom observation. In AY 2017-18, as the College continues the pilot of its new comprehensive evaluation process, adjunct faculty evaluations will include the additional components of peer evaluation and self-evaluation.

### ***Professional Development***

Adjunct faculty are encouraged to participate in FlexCal activities and are compensated for their attendance on Campus FlexCal days up to the commensurate number of hours they would have otherwise taught on those days. [ [SCFA Contract 2012-2015 p. 93 Article 23.205](#); [CTA SCC Collective Bargaining Contract 2012-2015](#) ] A FlexCal session is held for adjuncts on the evening of the required flex day. An abbreviated presentation from the college-wide morning session and topical presentations are provided. [ [Adjunct FlexCal Agenda January 2017](#) ] Additional professional development opportunities include service on campus-wide committees such as Academic Senate and Curriculum Committee. In spring 2015, the Faculty Association secured stipends for adjunct faculty performing these important but time-consuming committee functions. [ [SCC CTA Agreement April 2015](#) ] Finally, in recent years a number of coordinator positions, previously open only to full-time faculty applicants, have been made accessible to adjunct faculty applicants as well. Serving on committees and in coordinator roles enables adjunct faculty to broaden their familiarity with campus processes and build the professional qualifications for those with the goal of eventual hire into full-time faculty positions.

### ***Integration of Adjunct Faculty into the Life of the Institution***

Given that adjunct faculty provide approximately 38% of instruction, the College invites and supports the integration of these faculty into the life of the institution in a number of ways.

The Adjunct Support Center, opened in fall 2014, provides adjunct faculty with a communal office space equipped with desks, five networked computers, four campus phones, and a 10-seat conference room. The space is centrally located on the Fairfield campus in the library building (Building 100), directly next to the graphics department (for self-serve and pre-ordered photocopying) and across the hall from a faculty/staff lunchroom and restrooms. Adjunct faculty are able to use these facilities to prepare for classes, hold office hours, convene meetings, and generally make themselves at home at the College. Additional adjunct offices are located in the faculty office wings of several campus department buildings. These offices are usually shared, and adjunct faculty can reserve them on a regular schedule in order to hold office hours.

The faculty union (SCFA) has an active Adjunct Alliance which organizes and advocates for the improvement of compensation, benefits, job security, and working conditions for adjunct faculty. SCFA has worked with District Management through the collective bargaining process to improve the position of adjunct faculty, with the following recent outcomes:

- Rehire rights language [ [CTA SCC Agreement October 2013](#) ]
- Compensation for office hours
- Stipends for curriculum committee and academic senate participation [ [CTA SCC Agreement April 2015](#) ]

Adjunct faculty are important members of the College community, and as such, it is essential that these faculty are thoroughly and consistently oriented, mentored, evaluated and supported by the College. Much of this support is provided at the department level by full-time faculty who are committed to ensuring the quality of the curriculum. The departments receive support from the Office of Human Resources, Academic Affairs, the Academic Senate, the Faculty



Association, and other groups on campus as they work to integrate part-time faculty into the life of the institution.

**III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

The College has several categories of support staff: those who provide student and faculty support and general administrative support; those who provide infrastructure support (including maintenance, grounds, and physical plant operations); and those who provide technology support. Management carefully considers its fiscal resources when reviewing requests for replacement and/or additional personnel.

Under the new Superintendent-President, the College has introduced a process for new classified positions consistent with the process used to identify new faculty positions. Managers present requests for new and replacement positions with ties to program review, the *Educational Master Plan*, Accreditation Standards, Governing Board Priorities, or other means. [ [EMP](#); [Board of Trustees Priorities](#); [Senate Priorities Fall 2016](#) ] Each area may prioritize the positions if there are multiple requests. The process includes leadership from CSEA and Local 39 who meet with the managers and hear each manager's rationale for the position(s). A vote is taken by secret ballot where leaders from the bargaining units and the managers prioritize the positions. The vice presidents meet with the Superintendent-President to review the ranked positions and make sure that College needs are addressed. Funding is identified for the positions before they are announced and advertised.

The College determines staffing needs based on standard industry ratios (such as one full-time custodian for every 25,000-27,000 square feet), the scope of the work, location of the work, and skills needed. Student Services Generalists are used at the Vacaville and Vallejo Centers as they can provide broad support to managers, faculty, and students at the Centers. IT support is managed out of Fairfield with staff assigned on rotation to Vacaville and Vallejo, mornings and evenings. Lab assistants are assigned to the Chemistry labs, Biology and Biotechnology labs, Anatomy and Physiology labs, and Physics labs. Each lab assistant is required to have knowledge specific to the science discipline so as to ensure adequate performance of job duties. [ [Classified Prioritization Timeline 2017](#); [Hiring Prioritization Process 2014](#); [Classified Position Requisition Form](#) ]

The College maintains a contract with SIG (Strategic Initiative Group) for information technology assistance. Currently, the College's interim Chief Technology Officer (CTO) is on contract from SIG after three failed searches for a CTO. Our interim CTO is experienced and knowledgeable of the Banner system and California community colleges. Through this contract, the College has seen a significant improvement in the quality and consistency of IT service and is making progress towards addressing long-standing IT issues due to the initial installation of Banner. The interim CTO has determined that the number of positions in IT is sufficient for a college of our size.

The College hired an Executive Bonds Manager in spring 2016 after having a retiree serve in the interim. The Executive Bonds Manager has extensive experience with Bond measures and previously worked at the College overseeing facilities. The Bonds Manager has two direct reports who are responsible for purchasing and accounts payable. The College contracts with project and construction firms to provide leadership to the many Bond funded construction projects to avoid increasing the workload for facilities. The College is reviewing the current staffing levels for bond funded projects and may consider developing a project manager position in the near future.

**III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)**

Solano Community College employs academic administrators and classified administrators and managers to provide leadership and oversight to the College’s various programs and departments. As noted above in III.A.1, position descriptions clearly outline the responsibilities and tasks for each position and the qualifications required to successfully complete these responsibilities. [ [Job Descriptions](#) ] These qualifications adhere to the minimum standards set forth in the Board of Governors’ [Minimum Qualifications for Faculty and Administrators in California Community Colleges](#). [ [CCC Revisions to Qualification January 2016](#) ]

Leadership roles and responsibilities are reviewed in several ways. As positions become vacant, roles and responsibilities are revisited to ensure the scope of each position includes efforts that are critical to supporting the College’s mission and purposes. For example, in the past year, the College recognized that it had limited capacity to meet essential services including those outlined in the *Student Success and Support Program (SSSP) Plan*, the *Student Equity Plan*, and the Basic Skills Initiative (BSI) and the Basic Skills Student Outcomes Transformation (BSSOT) Grant. Two new dean positions were therefore created and filled in January 2017: Dean of Enrollment Services and Dean of Academic Support Services. These new positions were shared at CGC, with the Academic Senate, and with classified leadership prior to receiving approval from the Board, and the duties for both positions were outlined in the SSSP and Student Equity plans. Previous positions such as assistant deans in Enrollment and Financial Aid were eliminated as the employees resigned, and their funding contributed to the creation of the two new dean positions. The College has developed and deployed management positions strategically to expand capacity in key areas while maintaining an overall stable number of management personnel.

<b>Solano Community College Administrative Personnel</b>				
	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Academic Administrators	11	11	14	14
Classified Managers	16	19	23	19
Total Administrative Staff	96	90	93	95

At times, the College engages the services of interim or contract employees in order to address long-standing issues, to offer expertise not available at the College, or to provide a fresh perspective to ongoing challenges. One example includes the consultant brought in to assist in Human Resources following the February 2016 resignation of the Associate Vice President of Human Resources. The consultant, a retiree with many years of successful HR experience in another California community college district, was able to correct long-standing issues, errors, and ineffective practices. Through her efforts, the College implemented an Interest-Based Approach (IBA) to negotiations, addressed and corrected payroll issues, and provided a new and informed perspective of an effective HR department. The same can be said about the interim Chief Technology Officer (CTO). After three attempts to hire a CTO, the College could not delay significant projects that required knowledge and expertise. Having a CTO who has worked in other districts brought a fresh perspective to our efforts and allowed us to complete the updated *Technology Master Plan*, make significant progress on Banner upgrades, and meet the IT needs of the many bond funded projects.

The College has increased its efforts to recruit, hire, and retain qualified managers who are committed to excellence, who understand the College’s commitment to improvement, and who have demonstrated knowledge and experience critical to the position. Managers have been provided professional development opportunities including training in EEO compliance and hiring, implementing the faculty peer review process, and conducting fair and meaningful evaluations for employees. Managers have spent focused time on enrollment management, effective class scheduling, NIMS/SEMS training, and planning and budgeting. The deans meet

weekly and have appropriate access to the S-P and vice presidents who serve as resources. Management team retreats are held twice per year and focus on improving communication and collaboration, attending to organizational structure issues, and working from both interest-based and strengths-based approaches in order to be more effective leaders and managers.

**III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

The College has clearly established personnel policies and procedures as outlined in its board policies and procedures, and collective bargaining agreements with the Solano College Faculty Association, the California School Employees Association, and Operating Engineers/Local 39. The board policies are available online at the SCC Governing Board web page [ [Governing Board Webpage](#) ], while the collective bargaining agreements are available on the Human Resources website. [ [Human Resources Webpage](#) ] The development and ongoing review and revision of these policies involves the Academic Senate; the College Governance Council, which is comprised of faculty, management, staff, and students; and the Governing Board.

Board policies and administrative procedures that govern the treatment of personnel at the College include BP 4000-4800. [ [Board Policies Webpage](#) ] These include policies pertaining to all employee groups as well as provisions specific to academic employees, classified employees, and administrative employees. In addition, policies and procedures are in place to cover a number of employee protections:

- 4030    4030    Nondiscrimination
- 4035    4035    Equal Employment Opportunity
- 4037            Commitment to Diversity
- 4040            Employment of Immediate Family Members
- 4045            Domestic Partners
- 4100            Code of Ethics
- 4135    4135    Family Care and Medical Leave Procedures
- 4170            Salary Errors
- 4210            Political Activity
- 4215    4215    Smoking on Campus

4255	Employees Called to Military Duty
4270	Sexual Harassment (for employees and students)
4285	Unlawful/Prohibited Discrimination (employees and students)
4290	Cultural Diversity/Equal Opportunity
4300	Drug-Free Workplace
4790	Whistleblower Protection

Review of these personnel policies and procedures ensures fair and consistent administration and continuity with state and federal laws as well as with other district documents such as collective bargaining agreements. In AY 2016-17, the College reviewed and revised these board policies to ensure accuracy and compliance with state, federal, and local requirements and to correct any outstanding issues. Policies were updated to reflect recommended language from CCLC and in some cases, were revised to comply with current practices. Manager contracts were reviewed and revised to more accurately reflect best practices and conform to the rights and responsibilities appropriate to academic or classified administrators.

ALG (administrators) are provided sexual harassment prevention and reporting training bi-annually at one of their quarterly meetings and as individual issues arise. In AY 2016-17, ALG members received a four hour training on equal employment, discrimination, and hiring and promoting. All administrators were required to attend. [ [EEO Training Completion Records](#) ] Bi-annual training for sexual harassment prevention is also required of managers. A new online curriculum has been developed in consultation with the College's risk management firm, and HR is responsible for notifying managers of their responsibility to complete the training by July 31, 2017. Efforts to provide bi-annual training for all faculty and staff are being considered in consultation with the PD/Flex Cal Committee.

### ***Title IX Compliance***

The College adheres to Title IX reporting and investigation requirements for athletics, student complaints, and employee complaints related to sexual harassment, sexual violence, and gender inequity. There are two Title IX Compliance officers: one for students and one for faculty and staff. The Title IX Officer for students works closely with the student discipline officer (Vice President of Student Services) and with College police (Solano County Sheriff) to ensure that all reports and claims of sexually inappropriate or violent behaviors, whether they occur on or off campus are properly investigated when the incident involves enrolled students. Confidentiality is respected when allowed by the law and every effort is made to protect the rights of all involved.

The Human Resources manager serves as the Title IX Compliance Officer for all employees, including student employees. Employees are advised of their responsibility to report any incidents of sexual harassment or violence to their immediate supervisor and supervisors are

directed to contact the HR manager immediately. The College provides Title IX Officers with annual training either through local resources, such as law or risk management firms offering training, or by attending trainings designed for higher education administrators.

All complaints are maintained in the HR Office, including those brought forward by students, and include the steps taken, the timeline, witnesses contacted, and findings. Students who are found to have violated the student code of conduct due to sexual harassment or violence directed towards a student or staff member face disciplinary action up to and including expulsion. Employees who engage in sexual harassment or sexual violence face disciplinary action up to and including termination.

In its commitment to maintain the fair and equitable administration of all personnel policies, the College maintains standardized forms for the documentation and processing of employee complaints:

- Complaint and grievance process
  - [Complaint Form Webpage](#)
  - [Complaint Form Contact Webpage](#)
- Unlawful discrimination/sexual harassment
  - [Unlawful Discrimination Form](#)
- Workplace and campus violence
  - [Safety Awareness Webpage](#)

The College has established personnel policies for all of its employees, including specific policies and procedures for faculty, classified staff, and management and administrative personnel. The Office of Human Resources ensures that these policies are consistently and fairly implemented by offering new employee orientation and training, and by working directly with hiring committees and the respective employee bargaining units. Members of ALG which includes those who supervise, understand that they are responsible for ensuring that employees are aware of their rights and responsibilities and that employees and students are afforded the right to file a complaint or grievance and the right to work in a safe and harassment-free environment.

**III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

The College is committed to employing and maintaining a diverse workforce, as outlined in Board Policies 4035, 4037, and 4030. [ [BP 4035 Equal Opportunity Employment](#); [BP 4037 Commitment to Diversity](#); [BP 4030 Nondiscrimination](#) ] Each applicant may choose to identify himself/herself as a member of a historically underrepresented group when his/her application is submitted. This information is kept confidential and may be used only in evaluating the effectiveness of the District's diversity program and in ensuring that the applicant pools are reflective of historically underrepresented groups in the workforce. All faculty, staff, and

administrators who serve on hiring committees must attend orientation sessions that include EEO training, and interview committees for faculty, classified, and academic administrator positions are reviewed by Human Resources personnel to ensure diversity of the committee. [ [EEO Training Completion Records](#) ]

The College also considers its ability to retain a diverse workforce, to make certain that employees are supported, and that the College climate is welcoming of all employees. All faculty and management finalists meet with the S-P, the designated dean and/or vice president, and often with a faculty member from the interview committee for second-level interviews. At the second-level interview, the S-P discusses finalists' strengths and their capacity to contribute to the diverse College community considering their experience, ability to connect with students and staff, and to "stretch" the organization's thinking and practices.

The Equity and Inclusion Advisory Council reviews EEO Reports annually and develops EEO Plans based on the results of these reports. [ [EEO Plan 2014-2016](#) ] Further support for diverse personnel and equitable treatment is provided in current District training practices, which requires all new and current employees to complete training modules in General Ethics in the Workplace and Discrimination Awareness in the Workplace.

The College has a shared governance committee that developed in the 1970s when faculty and staff diversity was sparse. The Minority Coalition is comprised of faculty and staff who support efforts to improve both the student and staff experience at the College keeping in mind the interests and needs of diverse populations. Representatives from the Minority Coalition serve on the College Governance Council and may call on administrators to address pressing issues. An example is the coalition's concern that the College was eliminating the AA Degree in Ethnic Studies. The S-P was asked to attend a coalition meeting where it was explained that there was no interest in eliminating the degree but in expanding options for students by offering the ADT in Social Justice in addition to the AA degree. [ [Ethnic Studies Program Discussion Email 2017](#) ]

### **III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

Board Policy 4100 applies to all College employees, including faculty, classified staff, and administrators. [ [BP 4100 Code of Ethics](#) ] The Code of Ethics is available on the District website with other District wide policies.

*The Code of Ethics serves to articulate values that the college embodies and promotes:*

- *Act with uncompromising integrity, dignity, respect, and fairness, and promote a spirit of collegiality campus-wide.*
- *Recognize and work to meet the college's responsibility to all citizens of the District to provide an educational program of the highest quality.*
- *Maintain and support transparency, communication, and equity in governance of the College, and in relationship to the community.*
- *Commit to the advancement and protection of academic freedom for all members of the institution.*

In the event of an alleged ethical violation, the employee meets with his/her supervisor to discuss the allegation, and a report is placed in the personnel file. Faculty who are accused of unethical behavior meet directly with the Vice President of Academic Affairs. In the event of an allegation of sexual harassment, the Office of Human Resources conducts an investigation. [ [BP 4770 Disciplinary Action](#) ]

The College takes seriously violations of the Code of Ethics and offenses, once investigated, can lead to disciplinary action up to and including termination.

**III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Solano Community College has worked diligently to strengthen its professional development offerings for faculty and staff and to ensure that all personnel groups are receiving the ongoing training and support that they need to effectively do their jobs and contribute to the institutional mission to improve student learning and achievement.

The College maintains a Flexible Calendar (FlexCal) program for faculty and supports professional development for staff and administrators. The Flex Calendar Committee, a subcommittee of the Academic Senate, has long been responsible for the development of the Flex Calendar schedule including optional and required days. [ [FlexCal Program January 2017](#); [FlexCal Program March 2017](#) ] In August 2014, the Academic Senate voted to change the roles and responsibilities of the Flex Cal committee to include the vetting of faculty requests for professional development funds. In addition, the name of the Flex Cal Committee was changed to the Professional Development/Flex Cal (PDFC) Committee. [ [FlexCal Committee Minutes August 2014](#); [Academic Senate Minutes August 2014](#) ]

Board Policy 4260 expresses the Board's support for employees to attend conferences and other professional activities within the means of the District's budget. [ [BP 4260 Attendance at Conferences and Professional Activities](#) ] An Academic Senate task force was therefore formed to develop a process for faculty to apply for professional development funds and for vetting those requests. The PDFC Committee implemented the new application and vetting process for implementation in fall 2015. Since the implementation of the new process, the PDFC committee has granted monies for 52 professional development activities. The grants have funded faculty to attend such activities as:

- 2016 National On Course Conference
- CMC<sup>3</sup> Math Conference
- Californian Conference on Library Instruction
- NATA Inter-Association Summit on the Organization and Administration of Athletic Health Services in the College/University Environment



- Annual Conference for the National Association for the Education of Young Children.

The PD Grant Application/PD Grant Procedures and Information forms were evaluated and modified in December 2015. [ [PD Grant Application Form](#); [PD Grant Procedures and Information](#) ]

In fall 2016, the PDFC committee created written documents that defined the roles and responsibilities of the committee as follows: *promote professional development opportunities for faculty and staff to broaden their knowledge, expand their skills, and enhance their abilities to benefit the students, the college as well as the greater community and to vet faculty request for professional development funds.* [ [PDFC Goals AY 2016-2017](#) ] Furthermore, committee composition was formalized to consist of: co-chairs, a faculty member (VP of Academic Senate) and administrator (Dean of Academic Support Services); 3 faculty representatives (at least 1 adjunct faculty) appointed by the Academic Senate; and a CSEA representative.

To provide guidance and standardization of the process for reviewing PD Grant Applications, the PDFC committee created a rubric, subsequently approved by the Academic Senate, in fall 2016. [ [PD Funds Application Rubric](#); [Academic Senate Minutes 10-16-17](#) ] In spring 2017, the PDFC committee reviewed and updated the PD Grant Application form [ [PD Grant Application Form](#) ] to ensure alignment with the evaluation rubric and eliminate redundancies with the new Travel Authorization form. [ [SCC Travel Authorization Form](#) ]

Flex Cal programs are developed by the PDFC Committee with input from Human Resources and faculty as well as feedback from previous flex events. The PDFC Committee reviews all proposals/requests, selects events to be offered, and develops the Flex day schedules. All Flex events are evaluated, and these evaluations are reviewed by the PDFC Committee, shared with the presenter(s) and used to inform future Flex events. In September 2016, the PDFC Committee determined that the current evaluation forms and review process yielded little useful information. The committee therefore developed a new evaluation form and process, subsequently approved by the Academic Senate. [ [Flex Session Evaluation Form](#) ] Data from session evaluations are now electronically scored and compiled in PDF documents that can be immediately reviewed and utilized by the committee. [ [Survey Results for January 2017 Flex Sessions](#) ] For example, consistent feedback from the January 2017 Flex day events was that several of the sessions did not provide “sufficient time for learning or practicing new skills learned.” Based on this feedback the committee decided 50-minute sessions were too short, and that future sessions would be at least 80 minutes long. [ [PDFC Minutes February 2017](#) ] In addition, the committee received many requests to have specific sessions repeated; these events were re-scheduled for the March 2017 FlexCal days.

The current PDFC committee has proposed a new calendar for the development of Flex day schedules. [ [Flex Calendar Planning Timeline](#) ] The goal is to have a Flex calendar for the following academic year (e.g. AY 17-18) in place by the first week in May of the preceding year (e.g. 2017). The PDFC committee will select a theme for each academic year (the theme for AY 17-18 is *Academic Excellence*). [ [PDFC Minutes December 2016](#) ] The committee will work with administration, CSEA and Local 39 to implement the theme campus-wide. A survey will be conducted in February 2017 to assess the professional development needs of faculty, staff and

the entire campus community. Results of the survey will guide the development of the flex calendar activities and professional development events for the AY 17-18. [ [Professional Development Survey Spring 2017](#) ] In addition, the committee has created a new form to solicit faculty interest in presenting/leading a Flex Cal event. [ [FlexCal Presentation Form](#) ] This form will streamline the process of developing the Flex Cal schedule.

The PDFC Committee is committed to continuous quality improvement. The committee engages in self-evaluation, setting goals at the beginning of the academic year and evaluating progress at mid-year (January) and at the end of the year (May). The committee continuously reviews and updates its forms and processes to better meet the professional development needs of the faculty, staff and campus community with the goal of improving student success. The FlexCal program for January 2017 demonstrates the variety of programs and inclusion on different employee groups. [ [FlexCal Program January 2017](#) ]

The College offers additional opportunities for faculty to participate in college-funded professional development through the sabbatical leave process. Any full-time faculty member may apply for a semester- or year-length sabbatical upon reaching her/his seventh year of employment with the District, and every seventh year from the time any granted leave is taken.

Classified employees and operating engineers have a number of opportunities and incentives for professional development and continuing education, as do managers who may request up to 40 days of educational leave during their tenure with the College. The College funds professional development activities assigned to employees and their area managers. In addition, employees can initiate professional development by enrolling in an approved job-related program or course, and can choose tuition reimbursement as permitted by their current collective bargaining contract. Finally, the collective bargaining agreements for the classified staff and operating engineers include 5% salary incentives for those who obtain degrees or certifications beyond their minimum job qualifications.

### **III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

Solano Community College has clearly established policies and procedures that provide for the security and confidentiality of its personnel records. The Human Resources staff is trained to ensure that they are knowledgeable about of these policies and procedures and utilize effective practices to ensure compliance.

The Office of Human Resources maintains personnel files for all employees. Personnel files are stored in a file room within the Human Resources Office and are locked during non-business hours. Access to these files is limited to Human Resources personnel. The College provides employees access to their records in accordance with the California Education Code, Title 3, Section 87031. The employee must sit with a Human Resources staff person while viewing his/her file. Board Policy 4140 defines the procedure for personnel who wish to access their archived records, stating that the contents of personnel files will be made available to employees “in accordance with the law and/or respective collective bargaining agreements.” [ [BP 4140](#) ]

[Personnel Files](#) ] The CBAs of the three employee bargaining units each outline a process in the Articles indicated:

- CSEA: Article IV.1 [ [CSEA 2014-17 Contract pgs. 7-8](#) ]
- Local 39: Article VI [ [Local 39 2015-16 Contract pgs. 8-10](#) ]
- SCFA: Article V [ [2012-15 SCFA Contract pgs. 11-12](#) ]

Requests to view one's personnel file must be made in writing, and documentation noting the day, time, and person reviewing the file is to be noted. Only those documents as allowed by Board Policy, collective bargaining agreements, legal directive, and state or federal regulations are maintained in the personnel file.

## **Standard III: Resources**

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

### **III.B. Physical Resources**

**III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Solano Community College provides broad access to our community by offering courses and other services at the main campus in Fairfield and at two centers in Vallejo and Vacaville. The College provides safe and sufficient physical resources at all of its locations to address the teaching and learning needs of students, faculty, and programs and to assure that the mission of the College is achieved. Though separated by short distances, the Main Campus and the Centers operate as a single system, thus facilitating the ability of the College's support programs, including the Facilities Department, the Solano County Sheriff's Department, and other groups, to maintain sufficient control over all sites. The following pages outline the College's effort to ensure access, safety, security and a healthful learning and working environment.

The Fairfield campus was constructed in the early 1970s and, while scheduled maintenance has occurred, parts of the campus are aging. One area is the infrastructure. Through small capital project funds and bond funds, electrical power and gas systems have been and continue to be replaced or improved. Transformer substations one and two are scheduled for replacement during the 2017 Thanksgiving break. When transformer one failed in fall 2016, the College fixed the initial problem and ordered a new transformer. Because it takes 9-12 months to build and ship a transformer, the dates for a campus shut-down in 2017 were scheduled in 2016. Gas line repairs and replacements began in spring 2017 and will continue throughout the summer. Once a problem is identified, facilities assesses and provides an immediate fix to the problem while long-term plans are developed.

The College is also attending to the IT system. In summer 2016, all buildings at all three campuses were assessed for wi-fi capacity, and access and improvements were made. Issues with IT systems in classrooms, labs, and other student learning spaces are attended to immediately once reported to IT through the Help Desk, and overall IT capacity has improved. Plans to continue improvements to the IT infrastructure are outlined in the *Technology Master Plan* that was developed, vetted, and approved in fall 2016.

### ***Access***

The College provides the necessary physical resources to ensure that students from a variety of backgrounds have access to high quality education. This includes providing sufficient physical access by addressing the access needs of students and employees in accordance with the Americans with Disabilities Act (ADA), ensuring that there is adequate parking and access by public transit to all campus sites. [ [2013 FMP Book 3 Process & Assessments, ADA](#) ] The College also offers classes at Travis Air Force Base University Center, Maritime Institute of Technology (MIT) in Vallejo, Will C. Wood High School, and Winters High School. Classes held at these locations are open to all. Students wishing to take a course offered at Travis must receive clearance from the Air Force Base Command as does any visitor to a military base. By offering limited classes at these additional locations, the College is accessible to those who may not have access to transportation or may not yet feel comfortable being on a college campus. All classrooms at these locations are fully accessible, and classroom standards are consistent with those on the main campus and at the centers.

As with all projects, the College complies with DSA requirements to ensure access. Most recently, the College began addressing the pedestrian access to the Fairfield campus. In a collaborative effort with STA (Solano Transit Authority) who initiated a “Safe Passages to School” campaign, the College will receive \$50,000 towards the sidewalk improvement project scheduled for completion in fall 2017. [ [Project Update Summary for Sidewalk Improvement; Measure G Q QPR Presentation](#) ]

### ***Safety***

Plans for all new construction and building upgrades are submitted to the Division of the State Architect (DSA) to show compliance with all codes for structural integrity, fire, life and safety codes, and ADA compliance. As stipulated by the Field Act, DSA reserves its highest safety standards for school buildings, and the College complies with these standards. Recent examples include Field Act upgrades for the Vacaville Center Annex, which had originally been constructed as an office building. The re-builds of Buildings 600 (Administration) and 1200 (Theatre Building) at the Fairfield Campus also included Field Act upgrades. In all projects, the College complies with DSA requirements.

- [DSA SCCD Project Status Reports](#)
- [Facilities Master Plan Presentation to CBOC 2-11-13](#)
- [2013 Facilities Master Plan Book 1 MP & Guidelines](#)
- [2013 Facilities Master Plan Book 2 District Standards](#)
- [2013 Facilities Master Plan Book 3 Process & Assessments](#)
- [2013 Facilities Master Plan Book 4 Furniture Functional Inventory](#)
- [2013 Facilities Master Plan Book 5 Appendix](#)
- [Measure Q Project Update May 2017](#)
- [Measure Q Quarterly Project Update 11-2-16](#)

With the construction of new facilities, the College is installing fob key systems in all new buildings. This will provide for limited access to facilities and eliminate the need to track keys. The College will be able to assign and restrict building access to staff during specific days and

times, to “lock down” a facility remotely thereby providing additional protection in the case of an emergency, and to track access into buildings.

Safe access to all College facilities is ensured by regular assessments of pavement, trip hazards, and lighting. Assessments and reported safety issues result in correcting the hazards in a timely manner. For example, the College acknowledged that interior campus lighting was poor following a safety assessment by campus police and facilities which included addressing shrubbery that may serve as a hiding place throughout the Fairfield campus. Poorly lit walkways between buildings were identified and exterior building lighting was improved. In 2016 the College used bond funds to complete an exterior lighting retrofit project that received a Board of Governors Energy and Sustainability award. [ [BoG CCC Sustainability Award Notice](#) ] As part of the Fairfield campus efforts to improve safety, updated and well-lit campus maps are being installed, and efforts to identify and repair exterior surveillance cameras in parking lots is scheduled for fall 2017.

The College further promotes accessible and safe learning and working environments through the adoption of new standards for furniture, fixtures and equipment (FF&E). These new standards take user safety and a wider range of potential users’ physical needs into consideration. The College has also contracted with its insurance agent, Keenan and Associates, to conduct office safety evaluations.

### ***Healthful***

Several regular measures and recent changes were implemented to promote healthful air quality on campus. Solano Community College became a smoke-free campus in AY 2012-13 with a phasing-in of the smoke free status. [ [BP 4215 Smoking on Campus](#) ] *Administrative Procedure 4215* documents implementation and enforcement of the smoke-free and, more recently, vape-free campuses. While smoking has been prohibited since fall 2013, more recently “vaping” in all campus areas other than the parking lots was also banned. [ [BP 4215 Revised 8-20-14](#) ]

Other efforts to ensure the health of the campus include changes in the types of pesticides and cleaning supplies used. Facilities personnel switched to non-toxic sprays for pest control in spring 2015, and implemented an Integrated Pest-Management Plan per SB 394 and SB 1405, Pesticides and School Sites. Although SB 1405 explicitly regulates K-12 schools, the standard applies to the College’s Child Development Center, and has therefore been adopted as a campus-wide standard. Cleaning products have been switched to eco-friendly products campus wide to increase indoor air quality. The Facilities Department is now adhering to the plan and training custodians to these standards. The College takes all appropriate measures to monitor and maintain healthful air quality within classrooms and all other campus buildings. Science facilities are frequently inspected to ensure proper working order of all gas, ventilation, refrigeration, and air circulation equipment.

The College has an active group of faculty, staff, and students committed to sustainability. This group includes the interim Director of Facilities and works closely with the Facilities Committee to inform efforts to reduce waste, identify opportunities to reduce greenhouse emissions and increase drought-resistant landscaping. [ [Sustainability Advisory Committee Blog Webpage](#); [Earth Day Event Flyer 2016](#); [RecycleMania Flyer 2015](#); [Academic Senate Minutes 5-1-17](#) ]

The College's Facilities Office responds appropriately when members of the College community raise health and safety concerns. Issues receiving immediate responses have included repairs to the pool deck and pool filtration system and the repair or replacement of damaged roofs.

The College's Facilities office is responsible for the overall safety and security of the College community as it relates to the College's physical resources. The College has recently updated a comprehensive Injury and Illness Prevention Program to ensure the timely identification and correction of health and safety hazards that may arise in any campus department or facility. The Program also provides for employee training to prevent on-the-job injury. Employees such as lab technicians and maintenance workers regularly participate in hazardous waste training to ensure that use, storage, disposal, and transportation of toxic chemicals meets established safety standards. [ [Injury and Illness Prevention Program](#) ]

### ***Security***

The Maintenance Department is responsible for the maintenance and upkeep of all doors, closures, and locking systems and supports the maintenance of the College's fire and alarm systems. The College maintains a secure campus with adequate lighting (recently upgraded), blue emergency phones, and security cameras at all three campuses. In addition, the District has adopted new standards for keys, moving from metal keys to a more secure electronic fob system. Transition to the electronic fobs has begun with their installation in Building 600, the central administration building and in the newly remodeled Building 1200, both on the Main Campus.

Campus security is provided through a contract with the Solano County Sheriff's Office. The Lieutenant in charge of this detail reports directly to the Superintendent-President and the Vice President for Finance and Administration. The security detail assigned to the three campus sites (Fairfield, Vacaville, and Vallejo) consists of the supervising Lieutenant, two Deputies and six Campus Security Officers (CSO). A recently instituted Cadet Program provides additional assistance with patrolling the Fairfield campus. Officers and Deputies patrol all three campuses from 7:30 a.m.-11:30 p.m. Monday-Friday. The Main campus is patrolled by three officers during daytime hours and by two at night. Each of the Centers has one CSO on duty at all times, with one shift change midway through the 7:30 a.m.-11:30 p.m. patrol period. On Saturdays, duty officers open the Centers in the morning but then report to patrol the Main Campus and remain on call to the Centers. Deputies are available to all sites via 911 dispatch during off hours and on Sundays.

In accordance with the Clery Disclosure Act, mandated by the Crime Awareness and Campus Security Act of 1990, the College reports crime statistics annually. The crime rates at Solano Community College have been low relative to similar college campuses. Information about the Sheriff's office and are campus crime reports are published on the College website. [ [Campus Sheriff's Office Webpage](#) ] Statistics of recent crimes are reported to students in the monthly ASSC newsletter along with crime prevention tips. [ [ASSC Newsletter January 2017 p. 2 Crime Beat](#) ] The College proactively notifies all students and personnel via emails, phone messages and text message notifications regarding incidents that may put the campus in imminent danger or in cases of power outages or potential emergency conditions. The Regroup notification system is managed by the Solano County Sheriff's Office at the Fairfield campus. Human

Resources staff conduct routine checks to ensure contact data remains up-to-date for all personnel.

The College plans for and provides training to managers, staff, and faculty to maintain the safety and security of the campus community. In the 2016-17 academic year, the College contracted with a consulting group to develop a comprehensive Emergency Operations Plan in compliance with federal and state regulations (NIMS and SEMS). This detailed plan presents organizational charts, checklists, assignments and responsibilities in response to a wide range of potential emergencies, including: biological emergencies, environmental emergencies, bombs and explosives, disturbances and demonstrations, earthquake, fire, flooding, active shooter, terrorism, and pandemic. In conjunction with this plan, a group of managers and staff attended extensive training and simulated practice in emergency response to ensure the College has a fully operational Incident Command System in place. [ [Emergency Preparedness Consulting Contract](#); [Emergency Operations Plan Intro](#); [Emergency Operations Plan Table of Contents](#); [Emergency Checklists](#); [Evacuation Plans](#); [Emergency Response Team and Organizational Chart](#); [WCCG - Solano College Training Schedule](#) ]

The College Safety Committee, comprised of managers, faculty, staff, and students and facilitated by the Sheriff's Lieutenant assigned to the campus, meets monthly to discuss issues such as notification protocols, crime reports, and safety assessments. The Lieutenant regularly provides reports to the S-P during monthly meetings. [ [Safety Committee Meeting Agenda 5-23-17](#) ]

Finally, active shooter incidents at other college campuses have prompted the Sheriff's Department to prepare the College community for this worst-case scenario. Officers presented an active shooter response video, "Run Hide Fight," to the Board of Trustees in November 2015, and subsequently, at the Board's direction, presented this to the full faculty and staff in a campus wide FlexCal presentation/convocation in January 2016. [ [Board Minutes November 2015](#); [Run Hide Fight Video Webpage](#); [FlexCal Agenda January 2016 Active Shooter Preparedness](#) ] More recently, officers offered 2-hour "ALICE" training (Alert, Lockdown, Inform, Counter, Evacuate) as a FlexCal session in January 2017 to disseminate updated law enforcement recommendations for active-shooter response, as well as local information about current lock down procedures and the Regroup mass notification system in use at the College. [ [FlexCal Program January 2017 Active Shooter Preparedness](#) ]

While the College has not received any recent reports of sexual assault, the Solano County Sheriff staff on campus work closely with the student discipline officer and the Title IX Compliance Officer to ensure that any report of sexual violence or any other illegal or disruptive behavior is reported to the appropriate administrator. Investigations done by law enforcement may be reported to the Title IX Compliance Officer and/or the student discipline officer, depending on the nature of the incident and if it involves a student, to ensure that all responsible parties are aware of the allegations and steps taken for an investigation.

**III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that**



**assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the *Education Master Plan* (EMP), which defines the goals and objectives for the College and provides guiding principles for facilities planning. For example, Chapter 9 of the 2014 EMP, “Envisioning the Future,” identifies opportunities for expanding the Horticulture program to use existing land on the Fairfield Campus, upgrading the Auto Tech program in Vallejo, and creating a STEM center connecting to local biotechnology industries in Vacaville. All three projects are now taking shape with funding from Measure Q.

The *Facilities Master Plan* (FMP) focuses on facilities issues related to specific projects needed to meet the goals set forth in the EMP and ensures that programs, services, and learning facilities are adequately provided for and maintained. The FMP, approved by the Solano Community College Board of Trustees in February of 2014, serves as a framework for the growth and transformations necessary for the institution to be prepared for projected growth and space needs, as well as for the innovative technologies and learning environments that are necessary to appropriately preparing the workforce of tomorrow. The Plan is aligned with the salient priorities of the region in terms of workforce needs and the new State of California energy standards. Updates to both the EMP and FMP are tied to instructional needs, as demonstrated by facilities projects affecting nearly every discipline.

The *Facilities Master Plan* was developed through a shared governance process from December 2011 through February 2014. The process encompassed a series of meetings, workshops, online surveys and dedicated committees. Stakeholder participation and involvement occurred throughout the process and included input from students, faculty, staff, Facilities & Maintenance, administration, the Superintendent-President, and the Board.

From January 2012 through April 2012, the team gathered information on District Programs by meeting with stakeholders and completing the following analyses:

- Existing Campus Analysis (FMP Book 3, starts at page 10)
- Facilities Assessments (FMP Book 3, starts at page 13)
- Space Analysis (FMP Book 3, starts at page 57)
- Traffic and Parking Analysis (FMP Book 3, starts at page 61)
- Water Opportunities, Constraints & Strategies (FMP Book 5, starts at page 115)
- Existing Campus Information Integration with Onuma (FMP Book 5, starts at page 18)
- Existing Underground Infrastructure Digital Mapping (FMP Book 5, starts at page 69)

[ [2013 Facilities Master Plan Book 3 Process & Assessments](#); [2013 Facilities Master Plan Book 5 Appendix](#) ]

After the passage of the Measure Q in November 2012, the District embarked on a more comprehensive *Facilities Master Plan* that comprised:

- Accessibility Transition Plan
- Design and Sustainability Guidelines
- District Standards (multiple disciplines)
- Fittings, Furniture and Equipment Master Plan
- Infrastructure Existing Capacity/Condition Assessments
- Infrastructure Master Plan
- Initial Asset Management
- Signage and Wayfinding Master Plan
- Security and Technology Standards
- Traffic and Parking Analysis
- Work Order Ticketing

[ [Facilities Master Plan Process and Assessments](#) ]

Following the FMP, in 2015-2016 the College established comprehensive “Standards for Design and Construction” to ensure equity and consistency in facilities and for efficiency in operations and maintenance. The design standards are directives and information for design consultants to incorporate into their contract documents (drawings and specifications). These standards were developed by the District, with intensive input from District Facilities, Maintenance and Operations personnel. IT personnel and the Security participatory governance committee provided additional input to relevant sections. The standards are based on prior experience at the District and the best practices from other California Community Colleges, and the products selected were carefully evaluated based on criteria that included aesthetics and user comfort, durability, ease of maintenance, sustainable properties/practices and cost.

[ [Facilities Master Plan District Standards](#) ]

Solano Community College District’s focus on Clean Energy and Sustainability is evident in solar panel installations on each campus. Additional energy efficiency proposals funded by Prop 39 have included:

- Exterior campus lighting upgrades
- Pool covers to retain heat & reduce chemical loss
- HVAC upgrades
- Upgrade to Delta controls system, allowing remote online monitoring and control of all building systems including HVAC and lighting

The *Facilities Master Plan* emphasizes moving Solano Community College towards its goal of achieving a minimum rating of Silver in the LEED Certified Green Building Rating System. The new Autotech facility in Vallejo is on track for LEED Gold, and the Biotechnology facility in Vacaville is on track for LEED Silver. [ [Autotech OAC Notes Meeting 31 p. 4 Item 1.14](#); [Autotech OAC Notes Meeting 31](#); [Autotech LEED Checklist](#) ]

The College engages in two levels of facilities planning: long-term planning which results in updates to the *Facility Master Plan*, and short-term planning, which occurs on a continuous basis

and identifies new needs that require near-term action. The Executive Bond Manager reports to and regularly meets with the S-P to ensure that projects are on time and on budget. Monthly updates on facilities and bond projects are provided to the Board at the first meeting of each month and the Measure Q Steering Committee, an advisory group to the S-P meets monthly to review and recommend standards and receive project updates. The S-P, three members of the Board of Trustees, the Executive Bonds Manager, and appointed faculty, staff, and students serve on the committee. Staff from the company providing project management services also attend these meetings.

As required per Prop 39, the College has a Citizen's Bond Oversight Committee (CBOC) that meets quarterly and receives updates on projects, reviews audits of bond funds, and provides the Board of Trustees with an annual report. Purchase of land or buildings as well as facility improvements are shared with the CBOC during meetings.

The 5-year *Capital Outlay Plan* identifies long-term plans such as the construction of new facilities that overlay and augment the build outs under the District's *Facilities Master Plan*. These large projects require additional proposals and approval in order to move forward. Shorter-term operational and tactical "ground-level" projects to continue the daily functionality of campus facilities are based on a rolling 5-year Scheduled Maintenance & Special Repairs (SMSR) Plan identified through FUSION, and funded as resources become available. Both the 5-year Capital Outlay Plan and the 5-year SMSR are informed by the facilities condition assessment, space utilization, data from the College's maintenance work order system, as well as the annual assessments carried out for property and liability insurance through the statewide Association of Community Colleges. (Full hard copies of reports are available at the Facilities office; online access requires login.) Following priorities established by the state Chancellor's Office in the *Facilities Manual for the California Community Colleges*, the Facilities Director discusses with staff what needs attention on the campuses and formulates a list based on team discussion. [ [Facilities Planning Manual Webpage](#) ]

In addition to responding to maintenance needs as they arise, the Facilities Department began in the summer of 2016 to develop a preventive maintenance program in conjunction with the construction of new campus buildings. Facilities managers and staff are gaining training in the use of Building Information Modeling (BIM) software that imports the digital information that is available when designing a building into the preventive maintenance work-order system software.

Another element in the preventive maintenance planning is the College's use of the statewide FUSION network. All building footprints, data on equipment make and model, and electronic data from building plans are digitized and uploaded into FUSION. This project consolidates all facilities data in one place to support facilities decisions and maintenance projections based on equipment life-cycle data. The FUSION program also allows Facilities staff to track equipment histories (every work-order, man hours, materials, etc.) to more accurately predict and plan for preventive maintenance and equipment replacement needs.

**III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

Solano Community College engages in comprehensive master planning, complemented and informed by annual program planning, to ensure effective utilization of its physical resources and to maintain the quality necessary to support its programs and services and achieve its mission. These plans are used to guide the acquisition, construction, and renovation of College facilities on an ongoing basis. However, the College retains flexibility to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns.

Taking space utilization data and projected programmatic needs into account, the Five-Year Capital Outlay Plan outlines plans for new and replacement buildings, including state-funded projects and those funded by our local bonds, Measure G and Measure Q. All building plans include numerous assessments analyzing and planning for impacts on noise, traffic, and other considerations. [ [Measure Q Plans and Assessments Webpage](#) ]

The *ADA Transition Plan* identifies repairs and upgrades needed to clear paths of travel for ADA compliance. [ [ADA Transition Plan; 2013 Facilities Master Plan Book 3 Process & Assessments](#) ] In addition, areas immediately surrounding all bond projects are automatically upgraded to ADA standards as each project is completed.

The 5-year Scheduled Maintenance & Special Repairs (SMSR) Plan identifies the repair and maintenance needs of roofs, utilities, mechanical, and exterior features on all campuses (the report lists eligible categories and also includes hazard removal such as lead, asbestos, and chemicals - fully funded by the state). The College submits this plan every year through FUSION to secure maintenance and repair funds from the Chancellor's Office.

The Facilities Department is implementing a preventive maintenance program which will identify which buildings, systems, and equipment need maintenance on a quarterly, semi-annual, or annual basis. This program will interface with the newly implemented ONUMA work order system to ensure the regular and timely scheduling of routine maintenance. The Facilities Department is working with Fiscal Services to meet the engineering and custodial staffing needs of this and other projects.

Replacement of the outdated Main Campus Library with a modern Library & Learning Resources Center has been identified in the Facilities Master Plan for several years, and Measure Q funds are reserved to cover half the cost of this \$40 million project, with the expectation of matching funds from the State. [ [Facilities Master Planning 2013](#) ] An educational facilities bond, Proposition 51, was passed by California voters in the November 2016 election. The most recent budget includes the Solano Community College Library project among the approved capital outlay projects in the proposal. [ [State Budget Update 6-30-2017](#) ]

### **III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

The passage of two facilities bonds, Measures G and Q, in the last fifteen years has supported the construction of new facilities at all three campus sites. However, the College recognizes that while the cost of capital construction represents a large cost in a short period of time, the costs to maintain and operate a facility will continue annually for at least 50 years. As such, it is crucial for the College to understand and budget for its facility operations. The Facilities Department has therefore begun to work with Fiscal Services to plan for the ongoing maintenance needs of the additional square footage represented by current and future building projects. The S-P has discussed with the vice president for finance and administration, CTO, and with the executive bonds manager the need to consider implementing a “sinking fund” that will allow the College to save annually for long-range facility needs.

Projections for total cost of ownership are reflected in the Five-Year Construction Plan, which references the FMP & EMP. In addition, facilities planning relies on the Facilities Planning Manual from the Chancellor’s Office, developed to “assist in the development of state funded CC facilities.” [\[ Facilities Planning Manual Final Draft Campus Plans Webpage \]](#) The planning manual provides guidelines for the following areas:

- Master plans
- Capital outlay budgeting
- Capital outlay project design and construction
- Acquisitions

The new District standards for design and construction, developed in 2015-2016, plan for the total cost of ownership of new facilities, fixtures and equipment, taking into consideration the efficiency, life-span, versatility, safety, and personnel requirements of all projects and purchases. Standards are developed for every area of facilities and maintenance, including:

- Furniture, Fixtures and Equipment
- Landscape
- Electrical
- HVAC
- Building materials

Where possible, the College makes use of a statewide purchasing program (through CCCCCO), “College Buys,” which combines the purchasing power of all institutions in the CCC system to secure the best pricing. In addition, using consistent and standard products and systems throughout the district’s facilities contains the variety of parts and products needed and reduces the need for training on different systems.

To project the personnel needs associated with current and planned facilities, the College uses standards developed by the APPA (Association of Physical Plant Administrators). APAA provides formula-backed recommendations for the staffing necessary to maintain a given area,

taking into account such factors as square footage of building and surrounding landscape.  
[ [AAPA Webpage](#) ]

## Standard III: Resources

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

### III.C. Technology Resources

**III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Technology resources are used throughout the College to support and increase the effectiveness of student learning outcomes, safety, communication, institutional research and the quality of services provided to students. In the past three years, guided by its Mission, Vision, and Values, [ [Mission Statement Webpage](#) ] Solano Community College has made significant progress in the planning, support, and deployment of innovative teaching and learning design of classrooms and laboratories, communication, faculty and staff computing, network bandwidth and availability, and distance education. Technology planning is fully integrated into the College planning process. The College's Strategic Technology Advisory Committee (STAC), with the participation of the College participatory governance process, updated the College's *Technology Master Plan* to 2017-2020. [ [Technology Master Plan](#) ] The *Technology Master Plan* is updated annually and reviewed through the College's participatory governance process. The *Technology Master Plan* provides the direction for Solano Community College Information Technology resources for the support of the entire College

To support institutional effectiveness and student success, Solano Community College provides a robust technology infrastructure, resources and services including the following:

- 100 percent of all classrooms and labs (Smart classrooms include: projectors, screens, sound systems, wireless internet, video players, and, in most rooms, document cameras)
- 100 percent of the Fairfield campus and the Vacaville and Vallejo Centers provide wireless Internet access
- 26 program-specific instructional computer and drop-in labs
- 3 student services, career and transfer computer labs
- 3 library-based labs
- 2,438 (1,646 Desktops, 792 laptops) computers
- 395 printers
- Campus wide digital signage system
- Campus wide security camera network
- Laptop or desktop computers for all full-time faculty and staff

- Convenient access to printing for faculty and staff
- A comprehensive set of administrative software services to assist with communication, budgeting, planning, and research
- A comprehensive set of student enabling software services to assist with scheduling, communications, online instruction, and paying of fees
- Adjunct Support Center provides part-time faculty with:
  - four workstations, three of which are equipped with video recorders
  - a conference room equipped with smart classroom technology enhancements enabling its use as a seminar space

Further, administrative technology is provided and supported by the Solano Community College Technical Services and Support (TSS) Department. Examples of the administrative services include the following:

- Banner®: The ERP system utilized at the District is Ellucian Banner®. It was initially installed in 2008 and has undergone significant major upgrades over the years. Banner® is extensively used by all faculty, staff, and students and includes major modules for student registration, faculty grading, transcript production, student accounts payable, financial accounting, budget development, purchasing, student financial aid, and payroll and human resources. Mandated state and federal reporting is largely based on information residing in the Banner® database.
- The Banner® web interface or portal, locally called MySolano, is accessed by students and staff to conduct a variety of self-service tasks such as Student emails via Gmail, registration, payment of fees, and faculty submission of student grades.
- Faculty and Staff Email: TSS maintains a comprehensive unified messaging service for the staff of the College and District, which includes voicemail and email. The system is based on Microsoft Exchange Server 2010 for voicemail and auto attendants and Cisco Unified Communications (Callmanager) for VoIP telephony. There are more than 1,500 email accounts currently supported by the system. To reduce and control email spam and prevent the sending of unprotected personally identifiable information (PII), TSS is using a Barracuda Networks spam filter appliance.
- Argos®: A web-based reporting tool used to provide users with a variety of reports and data extracts from the Banner® transactional or Operational Data Store (ODS) Oracle databases. It is a product licensed from Evisions, Inc., a company based in Southern California. The application is also intended to provide end users with the ability to easily create ad-hoc reports when needed.
- IntelleCheck®: Utilizes blank check stock instead of costly pre-printed check stock, and provides protection against fraudulent activity with the optional Positive Pay module. IntelleCheck integrates with 3rd party imaging solutions so that check copies no longer need to be printed and stored. IntelleCheck can be customized to email direct deposit advices to students, vendors and employees as password-protected and encrypted PDF attachments. The IntelleCheck main menu contains eight areas:
  1. *Process Pending* - Process pending payments that have not yet been processed.
  2. *Reprocess* - Process payments that have been processed previously.
  3. *Void* - Void or un-void previously processed payments.



4. *Positive Pay* - Generate an electronic account reconciliation file to send to your bank before distributing printed checks. Used to prevent fraud.
  5. *Reports* - Generate and customize reports to view information about your checking system.
  6. *BankMobile* - Manage BankMobile Disbursements enrollment options.
  7. *Reconciliation* - Reconcile processed BankMobile payments with the Banner payroll and finance systems.
  8. *Administration* - Allows administrators to configure IntelCheck.
- FormFusion®: Document enhancement and distribution solution that gives complete control over the design and delivery of the output while automating processes and eliminating paper stock. It can be used for Purchase Orders, Mailers, Invoices, Tax Forms, Letter Generation, and more. Users can rearrange data, add images, change the layout, formatting, color and fonts, as well as add information not included in the original output file. FormFusion converts standard application output into more attractive, functional, and efficient electronic documents, and then intelligently distributes them to print, email, database, or imaging systems.
  - Discoverer®: The Web-based reporting tool used to provide users with a variety of reports and data extracts from the Banner® transactional or Operational Data Store (ODS) Oracle databases. It is a product licensed from Oracle, Inc., a company based in Northern California. The application is also intended to provide end users with the ability to more easily create ad-hoc reports.
  - CCCApply®: Students use CCCApply® to apply for admission and enrollment at the college. The system is hosted by California Community Colleges Chancellor's Office, and applications are downloaded automatically into Banner® throughout each day.
  - DegreeWorks: DegreeWorks is a Web-based academic advising and degree audit tool that the District began exploring in 2014. Students and advisors are able to check academic progress and receive advice on courses needed to satisfy requirements towards achieving academic goals. The system also provides an electronic education plan. Full implementation of DegreeWorks is slated for spring 2018.
  - SARS: SARS Software Products are used for counseling and assessment appointments and attendance functions for a variety of student lab areas to enhance student services. Currently supported products include: SARS-GRID, SARS-CALL, SARS-TRAK, and eSARS. The SARS servers utilize an MS SQL Server database and are maintained and backed up in the data center. Interfaces between SARS and Banner® are supported by TSS.
  - ePrint: Banner ePrint is a web-based system designed to distribute reports securely and quickly to authorized recipients. Using a web browser, authorized users can view reports in a user-friendly format. Banner ePrint was developed to provide a faster, safer, and more efficient solution for the process of printing and distributing reports. It handles all of the processing, from input of the formatted report file to the receipt of that report by the end-user. Reports are delivered electronically in a choice of formats that the recipient can view, search, and save. The recipient can print all or selected portions of the report. Some reports can be formatted so that the data can be imported seamlessly into a spreadsheet.

- Atomic (a.k.a. UC4): Web-based application which lets you schedule and submit jobs as well as view and print output.
- Clean Address: An Integrated address verification solution that corrects and standardizes postal addresses within Oracle®, Ellucian® and other enterprise systems (ERP, SIS, HCM, CRM, MDM). Seamless integration provides address correction in real-time at the point of entry and for existing data via batch and change of address processing.

As a result of long-term facilities planning and the passage of the \$348 million public construction bond Measure Q, Solano Community College District has begun an extensive initiative to renovate existing facilities and build new facilities reflective of the educational needs of Solano County. Measure Q has allowed Solano Community College to obtain the technological resources necessary to become a community college leader in providing excellent educational opportunities along with access to services and resources for its diverse student and employee population. [ [Bond Resolution and Documentation Webpage](#) ]

### ***Technology Upgrades via Measure Q***

Measure Q funds have allowed the College to pursue a number of needed technology upgrades, including the following:

- *Network Infrastructure Upgrade – Completed Mar 2017* – This project consisted of a total refresh of 176 Network Switches (Core & Edge), 291 Internal and External Wi-Fi Access Points, and the complete upgrade/replacement of the District’s Main Campus in-ground fiber. The Infrastructure Upgrade was proposed to meet the demanding need for better, more robust and reliable network services by bringing the District's IT infrastructure, in its entirety, up to date to fully support 21<sup>st</sup> century learning, including distance education, shared learning and BYOD (bring your own device) capability. [ [Network Infrastructure Project PO](#); [Network Infrastructure Upgrade RFQ](#); [Network Infrastructure Project Upgrade SOW](#) ]
- *Computer upgrade (Classrooms, Faculty/Staff) - Ongoing* - Computer systems throughout the district averaged anywhere from 5-10 years old in age. Industry standards for replacement of computer systems typically lie within the 3-5 year range. SCCD did not have an established computer replacement plan in place prior to Measure Q. Measure Q provided funding to reset the computer system age, and with its newly developed *Technology Master Plan* SCCD has identified a computer replacement plan moving forward. [ [Computer Upgrade PO'S](#) ]
- *Technology Master Plan 2017 - 2020* – The *Technology Master Plan* provides the direction for Solano Community College Information Technology resources for the support of the entire College. [ [Tech Master Plan Board Agenda](#) ]
- *Group Printing – Ongoing* – In fall 2014, the District started the process to move to a group printing initiative. Building 600 (Administration) was the first whole building to move to the group printing concept. Since then the District has been replacing aging local copy machines and removing personal printer devices as they fail. Future construction plans will configure any new buildings with the group-printing model in mind. [ [Group Printing PO](#) ]

- *Classroom Upgrades Vallejo – Completed fall 2015.* Vallejo Center classroom technology (15 projectors and 20 document cameras) was upgraded to the 2015 District AV standards. [ [Vallejo Classroom Upgrades PO](#) ]

***Buildings Projects Related to Technology via Measure Q***

- *Fairfield Campus, Theatre, Bldg. 1200, Scheduled for completion summer 2017* – The new Theatre building on the main campus will be a state of the art performing arts venue with technology playing a pivotal role in its purpose moving forward. All technology upgrades in the Theatre will include the latest district standards of desktop/laptop computer systems as well as Audio/Video systems within the classrooms. [ [SCC Audio-Video Standards](#) ]
- *Vacaville Center, Biotechnology Center, Scheduled for completion summer 2017* – The new Vacaville Biotechnology building at the Vacaville Center will be a first-class Bio Tech instructional facility. All technology upgrades at the Vacaville Biotechnology building will include latest district standards of desktop/laptop computer systems as well as Audio/Video systems within the classrooms. [ [SCC Audio-Video Standards](#) ]
- *Vallejo Center, Auto Technology, Scheduled for completion summer 2017* – The new Vallejo Auto Center building will be a premier Auto Technology training facility. All technology upgrades at the Vallejo Center Auto Technology building will include latest district standards of desktop/laptop computer systems as well as Audio/Video systems within the classrooms. [ [SCC Audio-Video Standards](#) ]

The Solano Technology Advisory Committee (STAC) serves as a viable forum through which faculty, staff and administrators discuss, plan, investigate, and implement ideas and strategies that will best utilize advances in technology to enhance instruction, student support services and administrative services, while providing leadership and support for ongoing technological innovation. The STAC is responsible for the development and maintenance of the Solano Community College *Technology Master Plan*. The Plan includes detailed prioritized replacement schedules for administrative and instructional technology, Smart classrooms, and general campus technology. In addition, the Plan charts campus technology activities for each academic year and connects technology planning with College budgeting processes. STAC is also responsible for the review of annual progress made in accordance with the plan and to insure that technology resources are being deployed in a manner that is consistent for the support of the College’s facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services. [ [STAC Meeting Minutes, 2016 - 2017 Webpage](#) ]

The STAC is comprised of representation from administration, faculty and staff. Members are selected in accordance with the College’s participatory governance process. For more detail on current membership, see the College’s *Technology Master Plan*. [ [Technology Master Plan](#) ]

Solano Community College has extensive technology resources that are used to support student learning programs and services and to improve institutional effectiveness. Up-to-date technology is available to faculty staff and students. Technology planning is integrated with institutional planning at both the College and the District level.

**III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Solano Community College continuously plans for and, as resources permit, replaces, acquires, maintains, and upgrades the technology infrastructure and equipment to meet institutional needs. To insure that technology is consistent with the College's mission and goals, the College's Strategic Technology Advisory Committee (STAC) continually reviews and updates the College's *Technology Master Plan*. [ [Mission Statement Webpage](#); [STAC Webpage](#); [Technology Master Plan](#) ] Guidance and oversight is provided by the College's Management Team, College Governance Council, and Fiscal Advisory Committee. [ [Administration Webpage](#); [College Governance Council Webpage](#); [Fiscal Advisory Committee Webpage](#) ]

In addition, Comprehensive Program Reviews [ [Program Review Webpage](#) ] and Annual Program Plans [ [District Plans Webpage](#) ] provide for analysis, dialogue and identification of technology resource needed at the program level.

The College's *Technology Master Plan* [ [Technology Master Plan](#) ] includes a five-year instructional lab replacement schedule, a four-year replacement schedule for faculty and staff technology, a four-year upgrade plan for network equipment/services, and a four-year update schedule for Smart classrooms and conference rooms. For each year, there are several recommended special projects that are consistent with institutionally identified needs.

To maintain and infrastructure that supports the College's mission, operations, programs, and services, significant resources are required. Funding for technology comes from the College's regular budget, Measure Q bond funds, and special programs funding. [ [Bond Resolution and Documentation Webpage](#) ] Examples of these programs include the Student Success and Support Program (SSSP), Vocational-Technical Education Act (VTEA), and special grants. For the 2017-2018 academic year, the recommended base Total Cost of Ownership (TCO) technology replacement budget is \$1,217,000. In addition, special technology initiative projects scheduled for 2017-18 total approximately \$490,000.

Maintaining a synchronization between technology resources and the College's needs is the responsibility of the STAC and Solano College Technology Services & Support Leadership. Each year, the STAC uses the *Technology Master Plan* as a basis for an annual technology achievement assessment. Based on the assessment and changing College needs, the STAC develops a technology plan for the upcoming year along with a proposed budget. The proposed updated *Technology Master Plan* is then passed through the College's participatory governance process, Fiscal Advisory Committee, and management groups. In addition to this process, every two years the STAC assesses needs and user satisfaction through a comprehensive technology survey sent to the entire College community. The results of the 2016 survey can be found in Appendices B & C in the *Technology Master Plan*. [ [Technology Master Plan Appendices](#); [Technology Master Plan](#) ]

To accommodate unforeseen emergencies, the *Technology Master Plan* also recommends an annual technology budget set-aside equal to two percent of the total technology allocation. These funds are available to address unanticipated technology needs.

Through the College's integrated planning process and participatory governance committees, technology resource planning, quality and capacity of services are adequate to support the College's mission, operations, programs, and services.

**III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

In addition to the main campus located in Fairfield, Solano Community College District has two significant satellite centers. The two centers, both of which offer a broad range of courses and comprehensive student support services, are located in Vacaville and Vallejo. These centers are part of the of the District's Wide Area Network (WAN). [ [Technology Master Plan pgs. 10-12](#) ] They are connected to the Fairfield campus via a 250MB network backbone. As a result, each center has high speed access to all District network resources and security products.

The Vacaville Center, located at 2001 North Village Parkway, Vacaville is a 40,000 Sq. Ft. facility opened in May of 2010. [ [Vacaville Center Webpage](#) ] This 2-story facility contains nine (9) classrooms, two (2) Science Labs, two (2) Computer Labs and (1) Library/Tutoring resource room. As a result of Measure Q funding, a new Biotechnology wing will be added to the Vacaville Center in fall 2017. [ [Measure Q Project Updates Webpage](#) ] This new 32,000 Sq. Ft. facility features state-of-the art laboratory technology along with the latest in advanced classroom technology for the District.

The Vallejo Center, located at 545 Columbus Parkway, Vallejo is a 40,000 Sq. Ft facility opened in September of 2007. [ [Vallejo Center Webpage](#) ] This 2-story facility includes twelve (12) classrooms, two (2) Science Labs, two (2) Computer labs and one (1) Library/Tutoring resource room. As a result of Measure Q funding, a new Auto Technology building will open in the fall 2017. [ [Measure Q Project Updates Webpage](#) ] Located within a mile of the Vallejo Center campus, this 30,000 Sq. Ft. facility features some of the most advanced auto technology instructional equipment available. With 17 lift bays equipped with the latest diagnostic equipment and GoPro cameras all networked together, instructors will be able to demonstrate various procedures and share with the other instructional rooms in the center.

***Technology Located at Each Center:***

Vacaville Center

- 26 faculty and staff computers
- 187 student/lab computers
- 14 Number of Smart Classrooms
- 25 Printers
- 25 Security cameras

Vacaville Biotechnology wing

- 10 faculty and staff computers

- 74 student/lab computers
- 9 Number of Smart Classrooms
- 8 Printers
- 14 Security cameras

#### Vallejo Center

- 22 faculty and staff computers
- 132 student/lab computers
- 14 smart classrooms
- 21 printers
- 18 Security cameras

#### Vallejo Auto Technology Building

- 6 faculty and staff computers
- 50 student/lab computers
- 3 smart classrooms
- 3 printers
- 18 Security cameras

All center technology is accounted for in the *Technology Master Plan*. [[Technology Master Plan](#)] Computers, printers and smart classrooms are included in the equipment replacement schedule. There is a full-time IT desktop technician assigned to each center. Network, security cameras and telephones are maintained by District network staff based on the Fairfield campus.

Solano Community College District provides the necessary network, hardware and support services to maintain reliable access, safety, and security at both centers.

### **III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

In May 2016, the Solano Community College Office of Institutional Research and Planning, in coordination with the Solano Technology Advisory Committee (STAC), developed a 26-question technology survey that was administered to SCC faculty, staff, and administration. The result of the survey indicated a very favorable response from the campus community for Canvas training and support that was provided by the Distance Education staff. [[SCC Online Webpage](#)] In contrast to the positive response for Canvas training and support, the survey indicated a strong need for both Banner and general campus technology training. The results of that survey are contained within the *Technology Master Plan*, Appendix C. [[Technology Master Plan](#)]

Peer-to-peer training, especially amongst faculty when it comes to the use of instructionally specific applications and smart classrooms, is ongoing at the College. In the case of the smart classrooms, intuitive interfaces and room to room consistency of operation has also helped

facilitate the transfer of knowledge. Additionally, various FlexCal workshops on smart classroom technology have been offered. [ [FlexCal Agenda Fall 2014](#) ] In the case of the smart classrooms, intuitive interfaces and room to room consistency of operation has also helped facilitate the transfer of knowledge.

The Distance Education Committee serves as a resource for Solano Community College distance education faculty and also serves as the College's hub for innovation in teaching and learning. Through the Distance Education Committee, the College is empowering faculty and staff to extend the College's online and asynchronous instruction and services as well as provide support for technology used in the classroom. Workshops for faculty are held during flex periods.

FlexCal Agendas with DE training content include the following:

- [Optional FlexCal Agenda March 2017](#)
- [FlexCal Agenda January 2017](#)
- [FlexCal Agenda August 2013](#)
- [FlexCal Agenda Fall 2014](#)
- [FlexCal Agenda Spring 2014](#)
- [FlexCal Agenda Fall 2016](#)
- [FlexCal Agenda Spring 2013](#)

Other than the training and support that is provided to the Distance Education faculty and staff regarding instructional technology, Solano Community College has no formalized, ongoing technology training programs. In some instances limited training has been provided by vendors. As a result, there are significant gaps in user knowledge resulting in inefficient or under-utilization of mission critical applications. This is especially the case when it comes to Banner, the College's Enterprise Resource Planning application.

While there have been few resources directed to training in the past, the results of the recent technology survey, new executive leadership, and the increasing need for accurate and timely data for decision making has brought new attention to the need for formalized training. Such training and support has the full commitment of fiscal resources and most importantly a broad College commitment to supporting and participating in training. The responsibility for training will be shared across the entire College and not viewed as the unique responsibility of the IT department.

Beginning fall 2017, the College leadership will engage the participatory governance process to appoint a special Training Task Force charged with the responsibility for specifying the requirements for enhanced technology training at SCC. The Training Task Force will identify the range of training needs, budget, facilities, and staffing requirements to implement a formalized training program.

### **III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

Solano Community College provides a variety of technology resources for faculty/staff and students to use. Board Policy 2067 governs the use of these technical resources. [ [BP 2067](#) ]

[Computer and Network Use](#) ] The District's information system, “Banner,” which houses all student, financial, and human resource information, is subject to policies and procedures that require any user who is requesting access to sign/acknowledge. Any request for access to Banner requires users to fill out and sign a confidentiality statement form. [ [Security & Confidentiality Agreement](#) ] This agreement identifies to users the importance of data contained within the information systems at the District as well as identifies State and Federal Acts the District is bound to adhere to. A user’s signature on this Security and Confidentiality form is an acknowledgement of understanding the importance of proper handling and maintaining of sensitive student, financial, and human resource information.

The District’s Technology Services and Support Department maintains a webpage for easy access to a variety of technology related items. [ [Technology Services & Support Webpage](#) ] This webpage contains an area for Policies and Standards that are specific to Information Technology. [ [Technology Services & Support Policies & Standards Webpage](#) ] The Technology Webpage also provides users with “Tech Tips” [ [Tech Tips Webpage](#) ] and Frequently Asked Questions (FAQ’s) [ [FAQ’s Webpage](#) ] for every area that Technology Services covers.

Those areas include:

- Computers
- Email
- Wireless
- Banner/MySolano
- Video Conferencing
- Printers
- Telephones/E-fax
- ISE (Cisco Identity Services Engine)
- Smart Classroom
- Quest Password Manager

While clear policies for computer usage are in place, it has been difficult to keep up to date on the areas of FAQ’s and Tech Tips. Technology Services Leadership will put more emphasis on reviewing and maintaining the Tech Tips and FAQ section within the Technology Services Website.



## Standard III: Resources

**The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).**

### III.D. Financial Resources

**III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Solano Community College has sufficient financial resources to support student learning programs and services and to improve institutional effectiveness with appropriate distribution of resources. The Board of Trustees has established fiscal goals, policies, and practices to ensure financial stability. Budget and enrollment updates are regularly provided at Board meetings.

#### *Financial Resources Are Sufficient*

The unrestricted general fund is the institution's primary funding source for its general operations, with revenues principally derived through the state's apportionment funding process. This funding model is driven by full-time equivalent students (FTES), the primary workload measure used to calculate the District's total computational revenues. State apportionment, property taxes, and student enrollment fees make up about 95% of the unrestricted general fund revenues.

#### *FTES Analysis*

Like many districts, SCC has struggled with enrollment fluctuations since 2009 when enrollments were flush and exceeded FTES projections. For the past three years the College has moved in and out stability. As the economy has improved in Solano County and more residents are employed, enrollments have suffered with most students enrolling less than full time. In 2009, the unemployment rate for Solano County was as high as 11.2%, while currently the county's unemployment rate is at an all-time low of 4.3%. The unemployment rate for the County began decreasing during the last quarter of 2012 and has consistently declined. [ [Solano County Unemployment Rates Webpage](#) ] Improved employment rates have contributed to increases in housing and commercial businesses in the county, but have also contributed to the College's decline in FTES. Additionally, Vallejo City Unified School District, SCC's primary feeder to the Vallejo Center, closed one of its three high schools several years ago due to a decline in K-12 enrollments; subsequently, no new high schools have been built in Solano County since 2001. As noted in this report's Introduction, the service area's population has seen and is projected to see a continued decline in traditional college-aged students - those ages 18-24

- with the fastest growing group ages 30-50+. This demographic change requires the College to assess course offerings and to consider developing a more robust evening and Saturday schedule as well as focusing on degree completion and skills needed for employment mobility.

The College understands that these changes in the economy and its service area require implementing new recruitment and outreach strategies and more nimble responses to economic changes and industry needs in order to better serve the community and to increase and maintain FTES goals. Through various CTE consortia, and pathway grants, the College is implementing courses to support new and emerging industries including cyber-security, drone technology, and makerspace/“Fab lab” as part of the BACCC Strong Workforce Program. These offerings will begin in summer 2017. Efforts to partner with adult education programs have also increased with the College offering an English 062 (College Reading) course at each of the adult schools in the service area starting in fall 2017. Improving pipelines and access to the College from high schools, adult schools, and with employers will increase the College’s FTES and is one component of an enrollment management plan that will allow the College to move off of stability.

The S-P and the management team have taken the lead in assessing capacity and identifying strategies for increasing FTES and reducing expenditures. These strategies are shared and discussed with the Fiscal Advisory Committee, with the College Governance Council, and in weekly management meetings. [ [FTE Scenarios Example](#); [SCC Enrollment Management Data](#); [SCC Enrollment Data 5-10-17](#) ] Deans have authority and responsibility for class scheduling, ensuring that the schedule meets student needs, is offered on a variety of days and times, and is strategically located on the main campus and at the centers. Deans and school coordinators work to ensure that scheduled classes are productive, and when a class must be canceled, it is done in consultation with discipline faculty. Over the past year, the management team developed timelines and parameters for developing the class schedules. The summer and fall class schedule goes live yearly on April 1 and the spring schedule on November 1. In order to reduce the number of canceled classes, no class may be scheduled until a faculty member and classroom are assigned. In developing class schedules, managers review student enrollment data, and counselors review preliminary class schedules to ensure students can complete degrees, certificates, and transfer requirements. Deans are allocated FTE based on FTES goals, and they make every effort to improve productivity, increase fill rates, and schedule a range of classes. The dean assigned to each Center is responsible for scheduling the allocated FTE in order to increase Center FTES. These efforts have resulted in significant and consistent improvements in fill rates, headcount, and productivity. [ [SU17 Enrollment Management Summary 6-21-17](#); [F17 Enrollment Management Summary 6-21-17](#) ]

The College is taking steps to improve fiscal stability by lowering projected FTES to a more sustainable number. By projecting a lower FTES goal while improving outreach and retention efforts, the College will reduce the likelihood of moving in and out of stability by 2023. As part of this effort, the College is also reducing expenses. Several management and classified positions have remained unfilled, and activities that were not central to the College mission have been eliminated. The strategic allocation of funds secured through SSSP, Student Equity, Basic Skills and the Basic Skills Student Outcomes Transformation Grant funds has allowed for increased outreach and retention efforts. Service delivery has improved, and efforts to engage

with feeder high schools have increased. With the new Baccalaureate Degree beginning in fall 2017, the College is optimistic that we will see an increase in enrollments over the next five years.

Following is an FTES analysis that depicts seven scenarios – from 1% to 2.5% internal enrollment growth – to get out of stability funding. Given the flexibility with the summer FTES “borrowings” this gradual pull back off stability is reasonably and realistically achievable, allowing the College to get out of stability by 2023. Of the seven different FTES scenarios, the FAC recommended planning around the 1.75% FTES growth level scenario to get out of stability.

<b>Solano Community College</b>							
<b>FTES Analysis to Get Off Stability</b>							
<i>Goal - Summer/Fall/Spring Terms for Enrollment Reporting</i>							
<i>At 1.75% Growth - with a gradual transition to 3-term reporting to 8,000 FTES</i>							
Growth = 1.75%		Stability		Stability		Stability	
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Summer	780	14	808	364	836	657	866
Fall	3,445	3,505	3,566	3,628	3,691	3,756	3,822
Spring	3,060	3,114	3,168	3,223	3,279	3,336	3,394
Summer	780	-	458	-	194	-	-
Reported	8,065	6,633	8,000	7,215	8,000	7,749	8,082
Stability	-	1,432	-	785	-	251	-
Funded	8,065	8,065	8,000	8,000	8,000	8,000	8,082

Accompanying the FTES analysis was the “Six-Year Plan to get off Stability” which showed the gradual impact of phasing out the second summer enrollments. Assumptions used in the model included:

### ***Revenues***

- Annual enrollments maintained at 8,000 FTES
- Vacaville and Vallejo Center FTES thresholds are sufficient to maintain center funding
- Annual Cost of Living Adjustments (COLA) of 1%
- No growth funding is received through the apportionment process
- Local revenues are constant at \$2 million per year

### ***Expenditures***

- At the lowered student enrollment base of 8,000 FTES, the Faculty Obligation Number (FON) is expected to be at 140, whereas the college currently has 149.50 full-time equivalent faculty (FTEF). [ [HR Employee Step Grade and FOAP](#) ] A typical annual attrition rate of three retirements per year would keep the College in alignment with the FON's compliance number for the next three years with no additional full-time faculty hires. The College will suspend further full-time faculty hires until the College nears the FON compliance number.
- The other operating ratio to be addressed is the weekly student contact hours (WSCH) in relation to FTEF. Full-time faculty instructional productivity runs around 450, and steps are being taken to bring productivity ratios of adjunct and overload to the same 450 level. The longer range target is to improve instructional productivity to 470.
- SCC is in discussions with Keenan and Epic healthcare consultants to change health plans. A change may reduce annual health care expenditures by 25%. Additional steps to contain rising healthcare costs may include a combination of employee contributions and caps on premiums, pending the outcomes of collective bargaining.
- Other College operating expenditures are examined for potential reductions.

The aforementioned assumptions, based on attaining enrollments at an 8,000 FTES level, and getting off stability, provided the basis for the budget plan below. This plan was presented at and supported by the Governing Board at its June 16, 2017 Board Retreat [ [Board Agenda Retreat 6-16-17 Item 10a](#); [SCCD Board Retreat Unadopted Minutes 6-16-17](#) ] The plan was also vetted through the Fiscal Advisory Committee at its June 21, 2017 meeting, resulting in the Committee's support for this long-range plan. [ [FAC Unadopted Minutes 6-21-17](#) ]

<b>Solano Community College</b>						
<b>6 Year Plan to Get Off Stability</b>						
	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Total	50,235,625	50,824,301	51,292,544	51,765,469	52,243,124	52,725,555
Expenditures	51,878,680	52,881,725	51,863,079	52,372,607	52,737,264	53,312,316
Lower FON to 140		(331,621)	(331,621)	(331,621)	(55,270)	
Increased WSCH/FTEF (450 to 470)		(215,462)	(295,779)	(293,610)	(290,339)	(287,342)
Plan Change/ Leave CalPERS		(1,300,000)	-	-	-	-
Employee Health Contributions		(378,000)	(21,000)	(21,000)	(21,000)	(21,000)
Other	-	(100,000)	-	-	-	-
	51,878,680	50,556,641	51,214,679	51,726,376	52,370,595	53,003,074
Deficit	(1,643,055)	267,660	77,865	39,093	(127,471)	(278,419)
Beg FB	11,744,080	10,101,025	10,368,685	10,446,550	10,485,643	10,358,172
End FB	10,101,025	10,368,685	10,446,550	10,485,643	10,358,172	10,079,753
	19.47%	20.51%	20.40%	20.27%	19.78%	19.02%

### ***Distribution of Resources***

Distribution of resources aligns with College and program plans. The College program review process has been more closely linked with distribution of resources including the allocation of new faculty positions, categorical funds, and program development. Resources have been allocated to adequately support professional development, instructional equipment requests, and temporary staffing needs. Managers review program review documents before requesting budget augmentations and work with faculty to ensure that requests for resources align with program review and the mission and goals of the College. The management team works collaboratively to identify appropriate resources to fund additional needs. Faculty and staff work directly with their deans, who bring interests to the vice president(s) and/or management team.

Faculty and staff may also make direct requests for funds through the Professional Development (PD) Committee. The PD Committee requires those requesting funds to document how receipt of funds will improve teaching and learning, student success, or advance other college or program goals. Appropriate funds are identified in consultation with the S-P, vice presidents, or deans.

Categorical funds, such as those from SSSP and Student Equity, are allocated in alignment with each plan. The designated manager is responsible for overseeing the budget and allocating funds appropriately.

### ***Ensuring Financial Stability***

Solano Community College's Governing Board policies and priorities, the College's strategic goals, and the S-P's annual objectives frame budget development to ensure that the use of financial resources advances the institution's mission. [ [Adoption Budget FY 2016-2017](#) ]

Board Policy 3005 and Board Policy 3020 outline the Governing Board's expectations that the College comply with Title 5 regulations and the California Community College's *Budget and Accounting Manual* and further details the principles of sound fiscal policies that College personnel are to employ. [ [BP 3005 District Fiscal Policy](#); [BP 3020 Budget – Fiscal Management](#) ]

The College plans and manages its financial affairs through the work of the Fiscal Advisory Committee (FAC) which serves as a recommending authority on budget matters to the Superintendent-President who makes all final decisions. Budget development is then operationalized via an established process to allocate resources. First priority goes to staffing and associated benefits through position control, as well as any other required and mandatory expenditures, followed by supplies, other operating expenditures, and equipment.

All new faculty position requests go through a hiring prioritization process in which academic managers and faculty representatives (the Academic Senate) review, vet, and rank the positions, which are then funded based on available funding. To strengthen the non-faculty hiring process and optimize institutional effectiveness, the College instituted a new classified position hiring prioritization process that parallels the faculty hiring prioritization process. [ [Non FAC Prioritization v4](#); [Faculty Hiring Priority Rankings 2017](#); [Requisition Form Classified Positions](#) ] Deans and budget managers identify new needed positions, providing an underlying rationale for each position. The identified positions are then reviewed and ranked by the submitting managers and representatives from both the Classified School Employee Association (CSEA) and the Operating Engineers. Approved positions are incorporated into the budget based on available funding.

Budget development, including filtering newly approved positions through the College Governance Council, provides for a transparent process. The Governing Board and FAC receive budget information related to current revenues, expenditures, goals, and directions on the upcoming budget year and on the tentative and final budgets throughout the year. Additionally, a four-year budget projection is presented annually to the FAC and the Board.

Despite the statewide recession, the College—through established planning mechanisms, human and physical resource allocation processes, and fiscal prudence—consistently met these fiscal requirements as shown in the 2010 through 2016 adopted and actual budgets. [ [Adoption Budget FY 2010-2016](#) ] The unrestricted ending balances/reserves have met or exceeded the state’s recommended 5% reserve and the College’s 5% Board reserve policy (Board Policy 3010). Strategies to balance the budget included careful financial management, cost reductions, and combining job duties. The use of restricted categorical allocations, grants, and bond and redevelopment funds has enabled the development of additional services and improved institutional effectiveness.

**Table - Reserve Trends**

<b>Fiscal Year</b>	<b>Reserve</b>	<b>As a Percent of Unrestricted General Fund Expenditures</b>
2012-13	\$6,214,519	14.1%
2013-14	\$4,319,857	9.1%
2014-15	\$3,178,227	6.5%
2015-16	\$10,769,973	22.1%
2016-17	\$9,904,051	19.1%

The College has an established system of board policies and administrative procedures for the oversight and allocation of fiscal resources. These formalized processes and practices, grounded in sound fiscal management principles, ensure that available financial resources are used to support student learning programs and services and improve institutional effectiveness. Meeting annual budgetary goals shows that the College’s financial planning processes are operating as designed.

Despite the significant limitations caused by the recession, financial resources have consistently been sufficient to support and sustain student learning programs and services. And while California’s economic outlook through 2020-21 is subject to additional uncertainty, the LAO also adds that the state is increasingly prepared to weather such a recession. Coupled with strong institutional reserves, the College expects sufficient resources to support student learning programs and services and to improve institutional effectiveness.

**III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability.**

**Appropriate financial information is disseminated throughout the institution in a timely manner.**

The College's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institutional mission and strategic goals are posted on the College website [ [SCC Mission Webpage](#); [SCC Strategic Goals & Objectives Webpage](#) ] and both the Board and the Superintendent-President annually review and set their respective goals which are incorporated into the budget development process. [ [Board/CEO Goals for 2017-2018](#) ]

***Policies and Procedures to Ensure Sound Financial Practices and Financial Stability***

Institutional priorities, developed at the beginning of each budget cycle, include enrollments, staffing, facilities, technology, retiree benefits contributions, and debt obligations.

***Financial Information is Disseminated Throughout the Institution in a Timely Manner***

Board Policy 3020 requires, by law, quarterly updates to the Board of Trustees. [ [BP 3020 Budget Fiscal Management](#) ] Further, Board Policy 3005 establishes defined processes and practices for financial planning and budget development. [ [BP 3005 District Fiscal Policy](#) ] This policy broadly sets forth the roles and responsibilities of the Superintendent-President and administration in managing and developing the budget and stipulates quantifiable guidelines for annual general and unrestricted fund expenditures. Board policy further defines general rules to ensure that all stakeholders have a fair opportunity to participate in the budget development and financial planning processes; for example, the "Budget Development" section provides that "Development of the budget shall begin early in the calendar year in order to provide ample opportunities for the Governing Board, staff and constituencies to consider all relevant data, parameters and issues prior to Board adoption at a regularly scheduled meeting."

Consistent with Board Policy, the Budget Development Calendar provides a timeline for the development of the College's budget in coordination with the state budget. This calendar establishes the links between the College's existing institutional plans and annual short- and long-term financial plans, demonstrating that the financial planning process relies primarily on institutional plans for content and timelines. Established priorities among competing needs enable the College to predict future funding. Following this calendar, the Fiscal Advisory Committee can effectively integrate financial and budget planning processes with SCC's mission and goals. [ [Budget Development Calendar](#); [FAC Minutes 3-1-17](#) ]

To promote transparency and trust among all constituent groups, detailed information such as the annual adoption budget (and all revisions), presentations explaining the major implications of each budget iteration, fiscal reports from current and prior years, and bond spending plans are published on the District website. [ [Adoption Budgets District Webpage](#); [Fiscal Reports 2007-2016 District Webpage](#); [Bond Spending Plans District Webpage](#) ] These budget reports are widely disseminated, with regular presentations to FAC, the Board of Trustees, the College Governance Council, and the Academic Senate. [ [FAC Minutes District Webpage](#) ]



**III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

***Clearly Defined and Followed Guidelines and Processes for Financial Planning and Budget Development***

The processes for financial planning and budget development are specified in [Board Policy 3000 Budget Preparation](#), [Board Policy 3005 District Fiscal Policy](#), [Board Policy 3010 General Fund Contingency Reserve](#), [Board Policy 3020 Fiscal Management](#), and the annual budget calendar. [ [Budget Development Calendar](#) ] The College's mission and goals, the state's budget assumptions, local property tax revenue assumptions, and BOT directives guide the development of the annual budget. Budget development is done through a participatory process within the Fiscal Advisory Committee, which has members from all constituent groups. Budgets are recorded in the District's Enterprise Resource Planning (ERP) system, which is accessible to all employees. Standard departmental budget reports are available to unit managers to enable ongoing budget management. The following mechanisms or processes are used to ensure that there is constituent participation in financial planning and budget development.

***Opportunities to Participate***

As the College begins to develop the budget, the Office of Fiscal Services distributes worksheets throughout the College. Budget development instructions provided to budget managers incorporate planning principles. The department budget managers complete their department budget worksheets and return them to the Office of Fiscal Services. Fiscal Services then updates the budget planning system to consolidate all budget inputs and presents the final version to the Fiscal Advisory Committee for its review, feedback, and finalization. This process provides College constituencies with appropriate opportunities to participate in the development of institutional plans and budgets. The final budget is then forwarded as a recommendation to the Superintendent-President.

The institution has clearly defined processes and guidelines for financial planning and budget development. These processes are communicated to College constituents through Board meetings, council meetings, and governance meetings. The annual program review process allows all campus departments an opportunity to develop action plans and request resources. Department managers are included in the preparation of budget worksheets. Constituent groups on campus also have the opportunity to participate in the development of institutional plans and budgets through participation in committees.

**III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

***Institutional Planning Reflects a Realistic Assessment of Resources and Expenditures***

The College's planning incorporates and reflects a realistic assessment of financial resources available as well as the ability to develop financial resources to meet expenditure requirements. Financial resource availability, including current year financials and future year potential funding

as projected by the Office of Fiscal Services is assessed through review and discussion with the Fiscal Advisory Committee. [ [FAC Agendas](#); [FAC Minutes](#) ] Available resources are then applied to current and future expenditures, both short- and long-term, through budget projections. The budget is developed using reasonable assumptions based on available information. [ [FY 2017-2018 Revenue Assumptions](#) ] Depending upon the state budget, key assumptions may include growth, COLA, and other potential one-time and recurring funding sources identified in the Governor's January budget release, revised in May.

Additionally, throughout the year, Academic Affairs, Institutional Research, and the Office of Fiscal Services meet to review FTES projections for budget development scenarios. [ [FAC Agendas](#); [FAC Minutes](#); [Data Enrollment Report 5-10-17](#); [SU17 Enrollment Management Summary 6-21-17](#); [F17 Enrollment Management Summary 6-21-17](#); [FON Worksheet 2016](#) ] This information is reported to the FAC, enabling anticipation of current-year changes prior to year-end. Key expenditure requirements are regularly monitored including the 50 Percent Law and faculty obligation number (FON), cash flow, reserve levels, unfunded liabilities, and any other legal requirements or standards that facilitate strong fiscal health.

The College's planning incorporates and reflects a realistic assessment of financial resources available as well as the ability to develop financial resources to meet expenditure requirements. Financial resource availability, including current year financials and future year potential funding as projected by the Chancellor's Office, is assessed through review and discussion with the Office of Fiscal Services and the Fiscal Advisory Committee. Available resources are then applied to current and future expenditures, both short- and long-term, through budget projections. The budget is developed using reasonable assumptions based on available information.

**III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

***The Internal Control Structure Has Appropriate Control Mechanisms***

Through established processes as set forth in board policies, the College assures the financial integrity of the institution and the responsible use of financial resources. The relevant board policies include:

- Board Policy 3000 outlines adherence to Title 5 and the California Community College Budget and Accounting Manual in the budget preparation process. [ [BP 3000 Budget Preparation](#) ]
- Board Policy 3005 defines fiscal planning processes, compliance with sound business, accounting, budget practices, and public disclosure and audit principles. [ [BP 3005 District Fiscal Policy](#) ]
- Board Policy 3010 spells out the minimum reserve levels. [ [BP 3010 General Fund Contingency Reserve](#) ]

- Board Policy 3020 prescribes fiscal management procedures in accordance with principles contained in Title 5 Section 58311, including: provisions for adequate internal controls; fiscal objectives, procedures, and constraints are communicated to the Board and constituent groups; adjustments are made to the budget in a timely manner; the management information system provides timely, accurate, and reliable fiscal information; and responsibility and accountability for fiscal management are clearly delineated. [ [BP 3020 Fiscal Management](#) ]

The College has developed all of these Board Policies and Administrative Procedures in conformity and adherence to the *California Community College Budget and Accounting Manual* and Title 5 requirements in administering and recording financial records. Audits confirm the integrity of the College’s financial control mechanisms. The College undergoes an annual financial and compliance audit as required by Title 5 and Board Policy 3070. The audit is performed by Certified Public Accountants who possess the qualifications and credentials required by the State of California and are experienced in auditing California community colleges. [ [BP 3070 Accounting Annual Audit](#) ]

The June 30, 2016 fiscal year-end audit yielded an unmodified (unqualified) audit opinion in relation to the College’s financial statements and federal compliance and a qualified audit opinion (audit findings noted) related to state compliance. [ [Audit Report 2015-2016](#) ] An unmodified (unqualified) audit opinion indicates that the College’s financial statements and records are free from material errors and that the College maintains them within generally accepted accounting standards. The College also completes a performance audit on all Proposition 39 local bond funds. According to the most recent audit completed for the fiscal year ending June 30, 2016, the audit conclusion reached was that “Solano Community College District has properly accounted for the expenditures held in the Measure Q Building Fund and that such expenditures were made for authorized Bond projects.” [ [Measure Q & G Audit Reports](#); [Quarterly Reports](#); [CCF311 Annual Fiscal Reports](#) ]

Additionally, the College has internal controls integrated into both its financial software and organizational structure. Internal controls are built into the College’s software system (Ellucian) to facilitate segregation of duties. Information Technology (IT) personnel manage Software security access for e-mail, phone and Ellucian software. [ [Banner Confidentiality Agreement](#) ] Elucian finance training is provided by fiscal staff. [ [Banner End User Training](#); [Banner Training Documentation](#) ] An employee requests access to budgets for inquiry, requisitioning, and budget approvals; this request is reviewed by the Director of Fiscal Services who confirms the employee’s scope of responsibility before appropriate access is granted. Budget managers can approve only items for their own assigned departments, and support staff can only view and enter requisitions for their assigned departments.

***The College Widely Disseminates Dependable and Timely Information for Sound Financial Decision Making***

The College prepares numerous financial documents in a timely manner, distributes them broadly, and uses them for evaluative purposes. Financial documents include, but are not limited to: annual financial audit report, 311A – Annual Financial and Budget Report, annual external audits, quarterly Board budget updates, and quarterly budget status reports by area. All these

financial documents provide the College and constituent groups with valuable information to assess and evaluate resource allocations from an institutional level down to the unit level.

***The Institution Regularly Evaluates Its Financial Management Practices and Uses the Results to Improve Internal Control Systems***

The broad dissemination of the above in the College environment of mutual cooperation and commitment to the mission has yielded continuous improvement to the College's internal control systems. The Vice President of Finance and Administration also provides monthly budget updates to the Fiscal Advisory Committee (FAC), and these updates are available on the website. [ [FAC Agendas](#); [FAC Minutes](#) ] At these meetings and through constituency leadership, the College continuously and openly evaluates its financial management practices and uses the results to make improvements.

Through established processes, the College assures the financial integrity of the institution and the responsible use of financial resources. Board policies and administrative procedures establish and ensure appropriate fiscal internal controls are present, and the broad dissemination of dependable and timely financial documents yields a regularly-evaluated financial management system with continuous improvement.

The College has developed all of these board policies and administrative procedures in conformity and adherence to the *California Community College Budget and Accounting Manual* and Title 5 requirements in administering and recording financial records. The College prepares numerous financial documents in a timely manner and distributes those documents broadly to ensure financial integrity. Through meetings and constituency leadership, the College continuously and openly evaluates its financial management practices and uses the results to make improvements. Internal controls are incorporated into both the financial software and organizational structure.

**III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

***Financial Documents Have a High Degree of Credibility and Accuracy***

The College's financial documents have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

The College prepares numerous financial documents in a timely manner, broadly distributes them, and uses them for evaluative purposes. Financial documents include, but are not limited to: annual financial audit report, 311A – Annual Financial and Budget Report, annual external audits, quarterly board budget updates, and quarterly budget status reports by area. All these financial documents provide the College and constituent groups with valuable information to assess and evaluate resource allocations from an institutional level down to the unit level.

As required by Title 5 and Board Policy 3070, the College undergoes an annual financial and compliance audit that ensures a high degree of credibility and accuracy in those financial documents. [ [Title V Fiscal Support-Budgets & Reports](#); [BP 3070 Accounting Audits](#) ] The audit is performed by Certified Public Accountants and is conducted to comply with: Education Code and state regulations; Federal Single Audit Act and OMB A-133; applicable requirements and standards set forth by the California Department of Finance; and guidelines published by the American Institute of Certified Public Accountants. Since 2008, each of the College's audited financial statements has received an unmodified audit opinion. An unmodified audit opinion means that the financial statements present fairly, in all material respects, the financial position of the College.

### ***Appropriate Allocation and Use of Financial Resources to Support Student Learning Programs and Services***

The budget development process is transparent and receives input from the campus community. Budget workshops are provided annually to provide accurate information to support all program activities. Budget managers have access to their budgets built into the College's financial software (Ellucian) and can review their budgets at any time. Budget managers are responsible for the development and management of their department budgets (please see Standard III.D.3 for additional information). Using base budgets and following allocation processes per Board Policy 3005, the College's use of resources supports the institution's mission, vision, and annual College priorities. [ [BP 3005 District Fiscal Policy](#) ]

The College's financial documents are the reflection of a budget development process that includes the institution's departments, governance groups, and the Board. By involving the constituents in the program review and resource allocation process, the final budget ensures appropriate use of financial resources to support student learning programs and services. A high degree of credibility and accuracy is reflected in each auditor's opinion, which indicates that the financial statements present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate remaining fund information of the District. [ [CCFS 311 Fiscal Reports](#); [Measure Q & G Audit Reports](#); [Quarterly Reports](#) ]

### **III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

As required by state and federal law, Solano Community College conducts an annual external audit in compliance with State of California Title 5, Education Code and United States Office of Management and Budget's Circular A-133, which sets forth standards for obtaining consistency and uniformity among federal agencies for the audit of states, local governments, and non-profit organizations expending federal funding. The scope of the annual fiscal audit includes all funds within the College except for the Educational Foundation which has its own mechanism for engaging and performing its independent audit. [ [CCFS11 Annual Fiscal Reports](#); [Measure Q & G Audit Reports](#); [Quarterly Reports](#) ]

Any external audit findings are listed in the audited annual financials are presented to the Governing Board in February [ [Audit Report BOT 2-15-17](#) ] and can be found on the College's website. [ [SCC Finance & Administration Audit Webpage](#) ] Any findings, the associated

recommendation, and the College's response are included in the report. The College communicates all findings and recommendations broadly, making all external and internal audits publicly available.

The College has implemented systematic processes wherein it addresses all audit findings appropriately and in a timely manner.

**III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

The College evaluates and assesses its financial and internal control systems for validity and effectiveness, and the College uses the results of the assessments for improvement.

***Evaluation and Assessment of Financial and Internal Control Systems***

The College has several methods to evaluate its financial and internal controls, including the annual external audit, bond audits, and periodic audits from outside entities. Annually, an outside independent audit firm examines financial and internal control systems. Within the scope of that annual audit, the College's external auditors specifically review, evaluate, and assess internal controls related to the validity of financial reports, federal compliance, and state compliance. Instances where the external auditors deem internal controls deficient result in audit findings. Any findings from the audit are resolved and communicated to the appropriate areas. [ [Audit Report 2015-2016 Schedule of Findings](#) ] A Citizen's Bond Oversight Committee (CBOC) reviews bond funds [ [CBOC Meeting Minutes 3-15-16](#) ], and the accounting manager monitors compliance with the original bond ballot measure and objectives. In addition, the annual bond fund audit opines on proper use and management of bond funds. If there are comments or recommendations from the auditors, they are reviewed and implemented, if necessary. [ [CCFS11 Annual Fiscal Reports](#); [Measure Q & G Audit Reports](#); [Quarterly Reports](#) ]

The College regularly evaluates the financial and internal control system and assesses them for validity and addresses audit findings through the implementation of corrective actions in a timely fashion. Annual audits are a primary mechanism for evaluating and assessing the College's financial and internal control systems. The College's external auditors specifically review, evaluate, and assess internal controls related to the validity of financial reports, federal compliance, and state compliance.

**III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

***Sufficient Cash Flow***

The College has sufficient cash flow and reserves to maintain stability, to support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences. Fiscal year 2011-12 was the last year the College invoked Article XVI, Section 6, of the California Constitution with the County of Solano which allowed the College to address potential cash deficits as a result of the state's use of apportionment deferrals

that year. As the state budget improved, so did the College's budgets, cash balances, and related cash flows. The College monitors cash balances regularly and going into fiscal year 2017-18 cash flow continues to improve. [ [2011 Letter to County](#); [SCC Budget Outlook - Board Retreat 6-16-17](#); [2016-2017 Fiscal Year Projections as of 6-21-17](#); [2017-2018 Tentative Budget 6-21-17](#) ]

### ***Sufficient Reserves***

The College ended fiscal year 2015-16 with reserves of approximately 22 percent, and fiscal year 2016-17 is expected to close out at near 24 percent. Reserves were built up to address increasing pension costs and maintain fiscal stability into fiscal year 2017-18 and beyond. [ [SCC Budget Outlook - Board Retreat 6-16-17](#); [2016-2017 Fiscal Year Projections as of 6-21-17](#); [2017-2018 Tentative Budget 6-21-17](#) ]

### ***Risk Management***

Reducing uncertainty is a vital part of maintaining stability. The College participates in the Northern California Community College Self Insurance Authority (NCCCSIA) for both property and liability as well as worker's compensation. A risk services consultant is assigned to the College and helps with safety, insurance, compliance, and loss control. [ [SolanoCCD-SWACCInspection-4-1-17](#) ]

### ***Contingency Plans***

The College prepares multi-year projections which include multiple scenarios reflecting changes in enrollment trends and the resulting local or state funding reductions. The plan developed for fiscal year 2017-18 shows different scenarios for getting the College off the stability mechanism and returning to a balanced budget. [ [SCC Budget Outlook - Board Retreat June 16 2017](#); [2016-2017 Fiscal Year Projections as of 6-21-17](#); [2017-2018 Tentative Budget 6-21-17](#) ]

The College has adequate reserves which exceed the Governing Board's minimum requirement of 5%. The College carefully manages its cash flow and ensures sufficiency through its practices and its ability to use Solano County's temporary borrowing arrangement and/or the TRAN program, if necessary. Both these programs offer an option for meeting cash flow needs at a relatively low cost. [ [TRAN Debt Issuance and Management Policy - Solano CCD 2-15-17](#) ]

## **III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

### ***Effective Oversight of Finances***

The College maintains effective oversight of its finances and related processes through the use of policies and procedures that establish appropriate internal controls:

- Board Policy 3000 outlines adherence to Title 5 and the California Community College Budget and Accounting Manual in the budget preparation process. [ [BP 3000 Budget Preparation](#) ]

- Board Policy 3005 defines fiscal planning processes, compliance with sound business, accounting, budget practices, and public disclosure and audit principles. [ [BP 3005 District Fiscal Policy](#) ]
- Board Policy 3010 spells out the minimum reserve levels. [ [BP 3010 General Fund Contingency Reserve](#) ]
- Board Policy 3020 prescribes fiscal management procedures in accordance with principles contained in Title 5 Section 58311, including: provisions for adequate internal controls; fiscal objectives, procedures, and constraints are communicated to the Board and constituent groups; adjustments are made to the budget in a timely manner; the management information system provides timely, accurate, and reliable fiscal information; and responsibility and accountability for fiscal management are clearly delineated. [ [BP 3020 Fiscal Management](#) ]
- Board Policy 3220 defines purchasing authority and conformance to California Public Contract Code. [ [BP 3220 Authority to Purchase](#) ]
- Board Policy 3225 establishes administrative procedures for contract awards and management. [ [BP 3225 Budget Contracts](#) ]

The College applies these practices in managing financial aid, grants and externally funded programs, contractual relationships, auxiliary organizations, and institutional investments and assets. The following provides more information about these financial aspects of the College:

- *Financial aid:* The College effectively monitors and manages student loan default rates, grant revenue and the overall student loan program to ensure appropriate financial oversight and compliance with all applicable requirements (see also Standard III.D.15.).
- *Grants and externally funded programs:* The College submits regular categorical program and grant quarterly and annual reports to federal and state granting agencies and to local granting agencies and private funding agencies as required. The departments with categorical funds use these reports to monitor, report spending, and to make any adjustments or augmentations requested as a result of the expenditure analysis reports. Budget managers also have the use of Banner to access reports covering burn rates, negative balance, and budget history to assist with ensuring that expenditures are appropriate, analyzing trends, and making budget adjustments (see also Standard III.D.14.).
- *Contractual relationships:* As noted above, Board Policy 3220 (Procurement of Supplies, Equipment and Services) and Board Policy 3225 (Contracts) govern the approval and administration of contracts. Legal Counsel reviews and approves all incoming and outgoing contract language prior to execution by the Vice President of Finance and Administration or designee based on the recommendation of the manager responsible for carrying out or overseeing the work. Fiscal Services establishes an account and fund number for incoming contracts. The Purchasing Department administers all outgoing contracts. All outgoing contracts with individuals or entities include a description of services, deliverables, a timeline for completion of deliverables, and requirements for documenting progress made on deliverables when invoicing the College for payment. Supervising administrators monitor progress and sign off on invoices prior to processing by the Purchasing Department (see also Standard III.D.16.)



- *Auxiliary organizations or foundations:* As noted in III.D.14. below, Solano College’s bookstore, now outsourced to Barnes & Noble, no longer has an auxiliary organization. The Solano Community College Educational Foundation is a separate non-profit 501 (c)(3) and not an auxiliary organization of the College. It is governed by an independent Board of Directors; membership includes College personnel to ensure that the Foundation fulfills its mission to provide financial support to the students and the programs of Solano Community College. The Foundation undergoes its own separate audits.

***Ensuring Oversight of Finances is Effective***

The ongoing assessment and evaluation of these processes occur through the following:

- Annual audits and related audit findings
- Other financial and non-financial analyses
- Budget and expenditure reports and analysis
- Categorical program and grant reports
- Productivity reports and FTES analysis
- Position control and staffing plans
- Annual planning and Program Review
- Internal and external assessments

An independent firm of certified public accountants annually audits finances, financial aid, grants, externally funded programs, contracts, auxiliary organizations and investments and assets.

The College maintains effective oversight of its finances and related processes through the use of policies and procedures that establish appropriate internal controls. The College applies these practices in managing financial aid, grants and externally funded programs, contractual relationships, and auxiliary organizations. The College employs numerous ongoing assessment and evaluation processes in ensuring the effective oversight of institutional finances. The College systematically assesses the effective use of fiscal resources and uses the analysis as the basis for improvement. The greatest example of this is with the integration and direct linkage of FTES targets and resource allocations, as provided for in Board Policy 3000 and Board Policy 3005. [ [BP 3000 Budget Preparation](#); [BP 3005 District Fiscal Policy](#) ]

The Vice President of Finance and Administration provides budget review and analysis including quarterly budget status reports, position control reports, budget development scenarios, and other analyses that are used to evaluate fiscal resource allocations and recommendations for improvements. The College reviews all categorical and grant funding requests, reallocations, and quarterly and annual reports to ensure expenditures are aligned with grant awards and the College’s mission and goals.

**III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### ***Solvency***

The College's financial resources provide a reasonable expectation of short- and long-term solvency, and the College makes short-term financial plans in consideration of long-range financial priorities. The College has implemented policies and procedures that prioritize and emphasize developing a strong record of prudent fiscal planning and management.

### ***Liabilities and Future Obligations***

The Five-Year Financial Plan, the Five-Year Construction Plan (III.B.1-2), and the *Technology Master Plan* (see III.B) provide the College the information necessary to develop reasonable expectations of both short- and long-term financial solvency. The plans and their respective assumptions are updated annually. [ [FMP](#); [Technology Plan](#) ] The Five-Year Financial Plan projects revenues, expenditures, and ending fund balances. Long-range considerations in the Five-Year Financial Plan include changes in enrollment, salary increases, changes in staffing and benefits, and inflation for supplies and other operating expenses. Other financial priorities are allocated funds in the annual budget including health benefits, insurance costs, building maintenance, expected huge increases in CalSTRS/CalPERS contributions, the retirement of Unfunded Actuarial Accrued Liability (UAAL) for Other Post-Employment Benefits (OPEB), and other costs.

When making short-range financial plans, the College considers its long-range financial plans and priorities to assure financial stability. Solano Community College clearly identifies, plans, and allocates resources for payment of liabilities and future obligations. Long-range financial priorities, including expected benefit increases, large STRS/PERS increases through 2020, and debt payments for the lease revenue bond are included in the Five-Year Financial Plan. Also, the College is continuing contributions to the OPEB Retiree Health benefits JPA.

### **III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

Through the participatory governance structure, Solano Community College plans for and allocates appropriate resources for the payment of its liabilities and future obligations. When liabilities and obligations are mandated, the College community, with leadership from the Fiscal Advisory Committee, carefully considers all funding options and makes recommendations with input from the Office of Fiscal Services. The following paragraphs outline specific actions and/or practices that have occurred in OPEB, compensated absences, and other employee related obligations.

### ***Other Post-Employment Benefits (OPEB)***

The District began its process of addressing GASB 45 – Retiree Medical Benefits, otherwise known as OPEB, in 2007. That year the College began funding its retiree health liabilities, joining the CCLC's Retiree Health Benefits JPA, and placing its OPEB aside into an irrevocable

trust. [ [OPEB Irrevocable Trust - BOT Minutes 1-20-10 pgs. 9-10](#) ] Annually the College contributes into the trust until the College reaches its annual required contribution. [ [Retiree Health Benefits Actuarial Studies](#) ]

### ***Compensated Absences***

The Office of Fiscal Services monitors its Compensated Absences Liabilities and calculates the total cost of this liability on an annual basis. Employees are encouraged to use their vacation time during the year in which they earn it. In an effort to curtail this liability, classified employees can accrue up to twice their annual days of vacation entitlement on July 1, with any excess used by September 1. [ [Operating Engineers 2014-2016 Agreement Vacation Plan](#); [CSEA 2014-2017 Contract Vacation Plan](#) ] Administrative employees also may accrue up to twice their annual vacation entitlement; however, once that limit is reached, they are unable to earn additional days. [ [Administrative Leadership Group – Board Policy 4800 Vacation](#) ]

### ***Other Employee Related Obligations***

The College community, with leadership from the Fiscal Advisory Committee, has developed a plan to address the increasing costs related to the STRS and PERS contribution rates. Taking into account the District's long-term budget projections, the District has set aside \$4.2 million in one-time funding from the state in a designated reserve to offset a portion of future cost increases. This recommendation was unanimously approved by Fiscal Advisory Committee and is included in the District's budget. [ [FAC Budget Agenda 6-7-17](#) ]

The College has appropriately addressed its largest liabilities/obligations including OPEB compensated absences and increasing STRS and PERS obligations in a manner that addresses the long-term needs with the current budgetary condition at the College. As other long-term liabilities and obligations arise, the District will continue to engage the participatory governance structure to ensure that each of the College's constituency groups understands the full impact of their recommendations and to make recommendations that include the full cost of these liabilities and obligations over time.

### **III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### ***Assessing and Allocating Resources***

As part of the annual budget development process, the College assesses short-term and long-term debts and identifies and allocates resources to meet debt service requirements. As noted in the 2015-2016 Annual Audit (FY 2015-16 audit, pp. 39-42), College long-term debt includes the 2002 and 2012 Proposition 39 General Obligation Bonds and its 2013 Lease revenue bonds (solar projects).

In collaboration with its financial advisors, and the County Assessor's Office, the College manages the general obligation bond debt service. Solano County and City of Winters taxpayers repay the general obligation bond debt. The College reviews this debt annually and, when feasible, refinances the debt to lower the cost to the taxpayers. In 2014 and 2015, the College

saved taxpayers approximately \$8.4 million through refinancing the 2002 bonds. The tax savings were accomplished through decreased interest rates. [ [BOT Minutes 2-9-14 - Bond Refunding](#); [BOT Minutes 8-5-15 - Bond Refunding](#); [Fiscal Advisory Committee Webpage - Agendas & Minutes](#); [Board of Trustees Webpage](#) ] Proceeds directly and exclusively benefited taxpayers without requiring an extension of the repayment period. The lease revenue bonds are paid by the 2012 general obligation bonds. In spring 2017, the College met with Standard & Poor's and Moody's to rate the College's new debt issue – Series C of its 2012 General Obligation Bonds authorization. These meetings resulted in an improved rating from Standard & Poor's to AA with a stable outlook. While Moody's was impressed with the District's progress, they ultimately decided to affirm the current Aa3 rating.

Solano Community College has very little locally incurred debt as a result of its ability to generate voter support for its general obligation bond initiatives. However, through several years during the recession – fiscal years 2008-09 through fiscal year 2011-12 – the college borrowed funds through a temporary transfer of funds agreement with Solano County, invoking article XVI, Section 6, of the California Constitution. This allowed the College to address potential cash deficits as a result of the state's use of apportionment deferrals. Such temporary funds transfers were paid during each of those respective years through property tax receipts and resumption of the state apportionment payments.

During the annual budget development process, the College assesses and allocates financing for the repayment of debt and debt service. Locally incurred debt includes a lease revenue bond, sourced for the purchase and installation of a solar farm, which is being repaid from the 2012 General Obligation Bonds. [ [FY 2015-2016 Audit](#) ]

**III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

***Using Resources with Integrity in a Manner Consistent with the Intended Purpose***

Financial resources are used with integrity and in a manner consistent with their intended purpose. The use of financial resources is subject to effective oversight and adherence to Board policies, in addition to any appropriate federal and state guidelines. Fiscal Services, Purchasing, and Accounting ensure that all financial resources are spent with integrity and in a manner consistent with the intended purpose.

The College tests and verifies this through a number of internal and external controls. As required by Board Policy 3070, the College undergoes annual audits on its financial records including the financial statements, internal control procedures, and compliance with state and federal requirements. The annual audits include review of institutional investments and assets as well as financial aid grants. Annual audits also include all capital outlay, capital bond funds, and grant funds. [ [BP 3070 Accounting Annual Audits](#); [CCFS11 Annual Fiscal Reports](#); [Measure Q & G Audit Reports](#); [Quarterly Reports](#) ]

College budget managers have access to the Banner ERP system that allow managers the ability to practice effective oversight of budgets. Fiscal Services monitors all College funds on an ongoing basis and recommends any needed adjustments to department, divisions, and to participatory governance committees. Fiscal oversight is achieved through a multi-tiered review and approval process. Selected staff initiate purchase requisitions and changes to individual budgets which are then reviewed and approved by their respective budget manager. The purchase requisitions then flow through Fiscal Services for review to ensure there is available budget and that the expenditures meet relevant requirements. This allows corrections or adjustments to be made prior to the actual expenditure. All contracts entered into must be reviewed by the area manager, department chair, and vice presidents.

### ***Short- and Long-term Debt Instruments***

While the College has no short-term debt instruments, the institution does pursue General Obligation Proposition 39 Bonds (long-term debt instruments) to support its mission and improve student learning and achievement. General Obligation Bonds are a form of debt generally considered for asset acquisition, not cash flow management, and therefore are supported by specific institutional plans to purchase new facilities and/or renovate existing facilities. These plans are set forth in the *Facilities Master Plan* and include a description of the proposed project in relation to the mission of the College, proposed project goals and outcomes, and the benefit for students, faculty, and programs. [ [FMP](#) ]

All General Obligation Bonds require the development of a Citizens Bond Oversight Committee to ensure that taxpayer dollars (in the form of bond proceeds) are expended for the purposes set forth in the ballot measure. The College also conducts two annual audits of these bonds: a Prop 39 Financial Audit and a Prop 39 Performance Audit. These audits are presented to the Board of Trustees and the Citizens Bond Oversight Committee and are posted on the College website. The College has had no findings in the audit of its bonds. [ [CBOC Report 7-29-16](#) ]

### ***Auxiliary Activities***

Solano Community College in 2012 ceased self-operating its College bookstore, contracting out to Barnes & Noble who then began operating the College bookstore. As part of the contractual arrangement, Barnes & Noble pays the district a monthly commission check. Similarly, food services are outsourced to a third party, Fresh & Natural, who provide cafeteria services, for a monthly commission.

### ***Fund-Raising***

The College is supported by a separate foundation – the Solano Community College Educational Foundation (SCCEF) – which is a separate 501(c)(3) non-profit organization, run by a separate Board. Their Executive Director oversees the donations review and approval process to ensure donations are appropriate to the mission of the College.

### ***Grants***

Grant applications go through a multi-layer review and approval process prior to submission to ensure each grant aligns with the mission of the department and College and supports the goals established by the College. The Superintendent-President, appropriate vice presidents, and directors/grant managers approve all grants prior to submission. These grants and categorical

funds are monitored and tracked by their respective directors/grant managers and the College’s categorical accountant. Respective grant reports are reviewed, approved, and submitted on a quarterly and annual basis.

The College follows specific policies and procedures for reviewing and monitoring all facets of fiscal management, ensuring that financial transactions are properly reviewed and vetted. Additionally, only selected senior administrators are authorized to obligate or commit College resources. [ [SCCD Transactional Signature Authorization Effective 5-17-17](#) ] The Governing Board is provided with all commitments entered into by the College, as required by Education Code and Board Policy.

**III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

***Student Loan Default Rates***

The Financial Aid Office monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The office regularly monitors revenues through the Federal Awards website, processes disbursements based on actual receipts of revenues, and works with the Office of Fiscal Services to ensure various compliance requirements and to effectively serve students. Title IV revenues are accounted for in a separate fund, and the College contracts with BankMobile (formerly HigherOne) to assist with refunds and disbursements to ensure compliance with federal regulations. [ [Higher One 4-29-16](#) ]

The table below displays the student loan default rates over the most recent three fiscal years for which these data are available, as reported to the United States Department of Education (DOE).

	<b>FY 2013</b>	<b>FY 2012</b>	<b>FY 2011</b>
Default Rate	15.1%	28.2%	33.7%
No. in Default	52	110	134
No. in Repay	343	389	397
Enrollment figures	16,207	17,920	18,688
Percentage Calculation	2.1%	2.1%	2.1%

The College developed a Default Prevention Plan (DPP) required by the DOE to lower cohort default rates to preserve institutional Title IV eligibility. The College DPP interventions include additional requirements to current student loan borrowers such as attending Smart Borrower Financial Literacy workshops; further, the College has contracted with Educational Credit Management Corporation (ECMC) to provide grace and delinquency outreach counseling to the College's former students who have withdrawn or completed their education and entered repayment. [ [ECMC Contract BOT 12-18-13](#) ] Furthermore, in order to help students understand their obligations related to student loans, the College provides financial literacy workshops and also entered into a memorandum of understanding with SparkPoint Solano, a one-stop financial education center, to provide financial literacy workshops and presentations and also provide financial coaching and debt and credit counseling. [ [SparkPoint MOU](#); [SparkPoint Solano Flyer](#) ]

### ***Revenue Streams and Assets***

The College, as part of its annual audit, includes the OMB-133A audit, which has shown full compliance with all federal requirements. [ [OMB 133 A Audits](#) ] The College proactively monitors and manages student loan default rates and assets, ensuring that the institution remains in compliance with all federal requirements. Efforts include educating students through outreach and financial literacy workshops. The college's most recent default rate is 15.1 percent, well below the federal requirement of 30 percent, and reflecting the continuation of a downward trend over the last three years. [ [Default Rates](#) ] Processes are in place to create and implement a default management plan, should the College fall out of compliance. [ [ECMC Contract](#) ]

Additionally, almost every year, the external auditors select Title IV Federal Financial Aid as the major program to be audited for federal purposes. The audit focuses on compliance with federal regulations including revenue streams and cash management. During the fiscal years of 2010-11 through 2015-16, the external auditors' opinions over federal awards have been unmodified, identifying no material weaknesses or significant deficiencies.

### **III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

The College's policies and procedures, including its review and approval processes, ensure that contracts are consistent with the mission and goals of the institution and that all contracts maintain the integrity of the institution and the quality of programs, services, and operations.

#### ***Contractual Agreements are Consistent with the Mission and Goals of the Institution***

The institution follows policies and procedures governing contracts in order to ensure contract language alignment with institutional mission, vision, and goals.

#### ***Contracts are Governed by Policy***

Board Policy 3225 delegates the authority to enter into contracts to the Superintendent-President or his/her designee and to establish administrative procedures for contract awards and

management. [ [BP 3225 Budget Contracts](#); [Erickson Law Firm Solano CCD](#) ] Board Policy 3220 determines the process for purchasing supplies, materials, apparatus, equipment and services necessary for the efficient operation of the District. Administrative Procedure 3220 further outlines delegated signature authority. [ [AP 3320 Purchasing - Authority to Purchase](#) ]

Contracts are also reviewed, including by appropriate outside legal counsel (depending on complexity, scope, and dollar value), and approved by the appropriate dean, appropriate vice president, and then submitted to the Vice President of Finance & Administration and/or Superintendent-President for final review and approval.

Generally all proposed contracts go to the Board for first reading, then are approved at the following meeting with emergency needs being the exception. Additionally, depending on the type, nature, and scope of the agreement, some contracts may be subject to formal bidding requirements per Public Contract Code.

All contracts provide evidence that are consistent with institutional goals.

***Contracts Contain Appropriate Provisions to Maintain Integrity and Quality***

By following the aforementioned processes, the college maintains the integrity and quality of programs, services, and operations in all contract provisions.

All contractual agreements between the District and external organizations are developed in support of the College mission and institutional goals. District contractual agreements are executed and administered to ensure compliance with all applicable laws, codes, and regulations. Contracts are constructed and administered in such a way as to maximize value and minimize risk to the institution. Each month, the BOT ratifies all procurements, including contractual agreements and purchase orders. [ [BP 3030 Unbudgeted Expenditures](#) ]

**List of Supporting Documents for Standard III**

<b>Standard</b>	<b>File/Link Name</b>
<b>III A</b>	
<b>III A1</b>	BP 4000 Series Webpage BP 4000 Employment Selection Procedures Faculty Hiring Manual p. 14 Faculty Hiring Manual EEO Trainee List February 2017 FlexCal DE Institute August 2015 Biotech Faculty Brochure Biotechnology Instructor JD
<b>III A2</b>	BP 4005 Faculty Hiring, Equivalency and Minimum Qualifications Request for Equivalency of Academic Qualifications Faculty Hiring Manual pgs. 11-13



	SCFA Contract 2012-2015 Article 19
	Teaching Demo Rubric
	ASL Interview Questions Score Sheet
	Reference Check Form
	Canvas Instructor Training Records
	Approved Online Instructor List
	DE Bulletin September 2016
	DE Coordinator Job Description
	DE Course Shell Review Form
	Biotech Faculty Brochure
	BS Substantive Change Report p. 46 Item 14
<b>folder</b>	Job Descriptions
<b>IIIA3</b>	California Education Code §53420, Minimum Qualifications for Educational Administrator
	Webpage
	BP 48040 Administrative Employees pgs. 10-14
	BP 4840 Admin Employees Evaluation p. 9
<b>IIIA4</b>	ALG Evaluation Form
	Form Letter for Transcript Evaluation
<b>IIIA5</b>	Request for Equivalency of Academic Qualifications
	BP 4220 Performance Evaluations
	Faculty Evaluation Form
	SCFA Contract 2012-2015 Article 4 Evaluations
	SCFA Contract 2012-2015
	Faculty Evaluation Form
<b>folder</b>	Evaluation Forms
	SCFA Agreement May 2016
	CSEA 2014-2017 CBA pgs. 7-8
	Local 39 2014-16 CBA p. 9
	Local 39 2014-16 CBA
	BP 4000 pgs. 10-14
	BP 4840 Admin Employees Evaluation
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## **Standard IV: Leadership and Governance**

**The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges**

### **IV.A. Decision-Making Roles and Processes**

**IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Institutional leaders have adopted a strengths-based approach to providing support to managers, faculty, staff, and students in an effort to cultivate excellence. This approach is demonstrated by practices that focus on goals, identify the skills or strengths needed to accomplish the goals, and identify the most appropriate individuals or groups to carry out the objectives. Assignments are not solely determined by one's title but also by one's strengths.

Ideas for improving and clarifying various committee goals developed after conversations and activities revealed that some practices no longer made sense for a changing organization. The strategy of "doing things as we have always done them" no longer made sense for a college that is seeking to change. For example, when the current Superintendent-President (S-P) arrived in 2016 and met with the College Governance Council (CGC), the committee had been tasked with reviewing strategic proposals and recommending funding for the proposals. [ [CGC Minutes 2-10-16](#); [CGC Minutes 4-13-16](#); [Planning Summit 4-20-16](#) ] This effort was particularly challenging in 2015 when the committee did not want to approve or deny requests and passed along all requests to the interim S-P to make decisions. The S-P guided the committee through a discussion about how the College might better support strategic proposals without the restrictions of funding and with a focus on College goals. [ [CGC Minutes 3-9-16](#); [FAC Draft Minutes Unadopted 4-6-16](#); [Planning Summit 4-20-16](#); [CGC Minutes 4-27-16](#) ] The rationale was that the committee was working with limited information regarding various funding sources and that limiting strategic proposal requests to the CGC resulted in missed opportunities to use categorical funding including SSSP, Equity, and BSSOT that could advance the College's commitment to student success, student equity, and supporting students enrolled in basic skills

classes. [ [FAC Minutes 12-2-15](#) ] This change in strategy was shared with the Academic Senate, the managers, CSEA, and Local 39 leadership with the reassurance that the College had sufficient funds to support strategic proposals that advance the College's goals. The Fiscal Advisory Committee was also informed of this change, and managers overseeing categorical funds were advised that strategic proposals previously approved and funded through the CGC would be submitted for categorical funding.

**IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

The College has in place policies that detail participation in shared governance and decision-making processes [ [BP 2005 Shared Governance](#); [BP 1077 Participation in Local Decision Making](#) ] and has developed procedures for activities including faculty hiring, travel authorization and reimbursement, faculty and classified staff prioritization, and requests for professional development. [ [BP 4005 Faculty Hiring](#); [BP 4001 Academic Employees](#); [BP 4260 Attendance Conference Professional Activities](#); [BP 4480 Travel Expense](#) ] Students serve on appropriate shared governance committees and other committees where student input is appropriate and necessary. One example of student participation in College decision-making is their role on the Measure Q Steering Committee. [ [CBOC Bylaws Measure Q Steering Committee Membership](#) ] The Measure Q Steering Committee was developed by the previous S-P as a means of soliciting input regarding buildings funded under the Measure Q Bond. Input from this committee includes location of programs, services, and classrooms within a new building, recommendations on signage, and general matters of interest appropriate to the Bond plan. [ [CBOC Bylaws Measure Q Steering Committee Membership PURPOSE](#) ] Students also serve on the College Governance Council (CGC), the Fiscal Advisory Committee (FAC), and other committees. [ [SCC Campus Wide Committees 2016 - 2017](#) ] Students are encouraged to ask questions and seek definitions so that they can fully participate in the discussions. Board Policy 1077 "...ensures that appropriate members of the District participate in developing recommended policies for Board action and administrative procedures for Superintendent-President action." The policy further clarifies how representative groups within the College bring forward ideas in accordance with Title 5, Sections 53200-53206 (Academic Senate), Title 5, Section 51023.5 (Classified), and Title 5, Section 51023.7 (Students). [ [BP 1077 Participation in Local Decision Making STUDENT](#); [BP 1007 Student Trustee](#) ]

**IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

The District's policies and procedures define the substantive role of faculty, administrators, staff, and students in institutional governance. Board Policy and Procedure 2005 outlines shared governance responsibilities of the administration, Academic Senate, classified staff, and Student Association consistent with [Title 5, Section 51023.5](#). [ [BP 2005 Shared Governance](#) ] College committees include representatives from the administration, faculty, classified, and student ranks. When new members join committees, chairs are encouraged to review the scope and purpose of the committee with new members, in particular with students who may be unfamiliar with the issues and the acronyms used. [ [CGC Minutes 9-28-16](#) ]

In the recent year, the S-P has worked with the College's vice presidents, encouraging a focus on teaching and learning for College committees, that is, to ensure that members on the committee understand the regulations that inform their work, understand budgeting conventions, and understand information essential to thoughtful decision-making. This encouragement occurs at weekly meetings between the S-P and vice presidents and at weekly management meetings where best practices for ensuring effective participation in College governance are discussed. [ [Management Meeting Agenda 3-15-17](#); [Management Meeting Resources 3-8-17](#); [SP-VP Thursday Meeting Agenda](#) ]

The College Governance Council provides a bi-monthly opportunity for representatives from the bargaining units, Academic Senate, Associated Students, management, and the Minority Coalition to identify and discuss college-wide issues. This group serves as a recommending body to the S-P. The S-P serves as the chair and enlists representatives to provide and bring input on a number of issues. One of the recent discussions has been regarding the official name of the College. [ [CGC Agenda 10-12-16](#); [CGC Minutes 10-12-16](#) ] Some at the College have been pondering the idea of dropping "Community" from the official name, though it has become clear that the College cannot drop "Community," per legal counsel.

Another committee that includes representatives from the constituent groups is the Fiscal Advisory Committee (FAC). This group discusses issues related to budget and enrollment management. In previous years, the College had separate committees: one for budget and another for enrollment management. As the College came to better understand the connection between enrollment management and fiscal matters, it is reasonable for FAC to also address enrollment management. [ [FAC Minutes 4-6-16](#) ]

**IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Faculty and academic administrators have, through board policies and procedures, designated authority and responsibility for developing curriculum, programs, and services. The academic administrators and Academic Senate work closely and collegially on matters consistent with “10+1” issues, making sure to consult, as appropriate, and to respect the scope of authority and responsibility of both parties. Board Policy 2005 recognizes the Academic Senate as the representative body of the faculty in shared governance processes relating to academic and professional matters as outlined in [Title 5 Section 53200 C 1-11](#). [ [BP 2005 Shared Governance](#) ] The Board acknowledges the role of the Academic Senate in consulting collegially on matters set forth in [Title 5, Section 53203 \(a-f\)](#). The College Governance Council meets twice each month, and agenda items include a review and discussion of board policies and procedures. For example, the CGC has been reviewing and recommending revisions to Board Policies 1000, 2000, 5000, and 6000 and discussions have been collegial and appropriate in scope of authority as it pertains to each series. [ [CGC Agenda 1-25-17](#); [CGC Agenda 3-8-17](#); [CGC Agenda 8-24-16](#); [CGC Agenda 9-28-16](#); [CGC Agenda 10-12-16](#); [CGC Agenda 11-9-16](#); [CGC Agenda 12-14-16](#); [CGC Minutes 1-25-17](#); [CGC Minutes 3-8-17](#); [CGC Minutes 8-24-16](#); [CGC Minutes 9-28-16](#); [CGC Minutes 10-12-16](#); [CGC Minutes 11-9-16](#); [CGC Minutes 12-14-16](#) ]

The roles and responsibilities of academic administrators are outlined in managers’ job descriptions. Only academic administrators supervise faculty. Each of the academic administrators meets the minimum qualifications as outlined in Title 5. Both faculty and academic administrators are responsible for recommendations to the curriculum and support programs and services with the District relying primarily on faculty. Both faculty and academic administrators serve on the Curriculum Committee and Technical Review Subcommittee. Faculty and administrators collaborate to develop the class schedule, to propose programmatic changes, and to develop program outcomes that support the College’s outcomes. Evidence of this can be found throughout the College. For example, the Career and Technical Education faculty and their dean have worked collaboratively to develop academic programs that will address student and industry needs. Development of the Perkins Plan; curriculum that aligns with a local effort, “Doing What Matters;” and numerous pathways have been jointly developed relying on faculty expertise to determine courses and programs appropriate to each effort. [ [Perkins Presentation 2017-2018](#); [CTE Perkins Application Packet-2017-2018](#); [Example of CTE Perkins Application 2017-2018 Submission](#); [Doing What Matters Newsletters & Communication](#) ]

**IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Solano Community College has increased efforts to improve communication, improve trust, and consider multiple perspectives before decisions are made. The Superintendent-President works closely with the seven-member, regionally elected Board of Trustees by providing weekly updates. [ [Weekly Update for April 17, 2017](#) ] Board agenda items are fully explained and questions are addressed during open session Board meetings. Through monthly reports at the Board meetings, Trustees hear from the Academic Senate President and the President of the Associated Students of Solano College (ASSC). These reports are also provided to the Board in writing, along with individual Board member reports, as necessary. [ [Academic Senate Update](#); [ASSC President Update](#); [Report from Trustee](#) ]

The Board understands its role in policy development, budget and hiring, and maintaining the overall fiscal well-being of the District. The Board hears perspectives on various issues from the Superintendent-President, from faculty and staff, and from students. On occasion and based on what they may have heard from constituent groups, the Board may direct the S-P to further research an issue and bring recommendations to the Board.

Administrators, faculty, staff, and students understand that the Board is responsible for hiring, approving contracts, and making changes to policy, and that interview committees, governance groups, and staff recommendations are just recommendations to the Board. [ [Dean of Academic Support Services](#); [Dean of Enrollment Services](#); [Board Retreat June 25, 2016](#) ]

**IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

Decision-making occurs in participatory governance committees, in management meetings, and with the Board of Trustees. The process for decision-making is reviewed at the start of the fall semester as committees meet to review their charge, calendar of meetings, and the Brown Act. [ [Brown Act Workshop FlexCal Fall 2016](#); [Brown Act Presentation 8-13-15](#); [CGC Minutes 8-24-16](#) ] Decisions at participatory governance committee meetings may include recommendations directly to the Superintendent-President or recommendations for the Superintendent-President to take to the Board of Trustees. Such recommendations are shared at College Governance Council meetings, in weekly management meetings, and with the Academic Senate leadership and bargaining units, as appropriate. Decisions from the Academic Senate are shared with the CGC and with the Superintendent-President to ensure such decisions are disseminated widely for input, information, and for implementation, as appropriate.

Board policies are developed through the College Governance Council as recommendations which are then forwarded to the Board's Ad Hoc Policy Committee before going forward to the full Board for a first and second reading. [ [CGC Agenda 9-28-16](#) ] Management meetings focus

on ensuring input and participation from faculty and staff and in developing and implementing procedures.

Decisions and recommendations made by participatory governance committees are disseminated through approved minutes and posted on the appropriate website. Managers communicate or reiterate decisions within their schools or programs. Human Resources is responsible for reviewing with managers all contractual agreements. This communication may be done in writing, in Academic Leadership Group (ALG) meetings, or in weekly management meetings.

The Academic Senate takes great care in communicating broadly decisions made by the Senate and/or their subcommittees. Emails, announcements at school and management meetings, and updates at various participatory governance committees include notification of senate actions. Decisions are communicated to the schools and programs and shared with those who are impacted, as not all decisions apply to all members of the College community.

The Board of Trustees conducts an annual self-evaluation of its effectiveness and conducts bi-annual evaluations in January and June of the Superintendent-President. The Board assesses its goals and accomplishments as well as the Superintendent-President's ability to meet the goals and effectively address the Board's priorities. The Board uses the self-evaluation process and tool as prescribed in Board Policy and Administrative Procedure 1070. [ [BP 1070 Board Self-Evaluation](#); [AP 1070 Procedure](#) ] Board Policy 4800 outlines the evaluation process and tool for administrators [ [BP 4800 Administrative Employees](#) ], and Board Policy 2035 specifies the evaluation process for the Superintendent-President. [ [BP 2035 Evaluation of Superintendent/President](#) ] Action regarding extending or renewing the Superintendent-President's contract is announced in public session. The content of evaluations remains confidential, and evaluations are included in the employee's personnel files located in Human Resources.

In addition to Board meetings held the first and third Wednesday of the month (except for January and July when meetings are only held on the third Wednesday), the Board also holds annual study sessions which are open to the public. Study sessions are used to review the Board's and Superintendent-President's progress on achieving goals and to establish priorities for the coming year as well as to focus on specific priorities. [ [Board Retreat 6-25-16](#) ]

**IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Leadership roles and responsibilities are reviewed in several ways. As positions become vacant, roles and responsibilities are revisited to ensure the scope of the position includes efforts that are critical to the College's stability and growth. In the past year, the College recognized that it had limited capacity to meet essential services, including those outlined in the *Student Success and Support Program (SSSP) Plan*, the *Student Equity Plan*, and the Basic Skills Initiative (BSI) and the Basic Skills Student Outcomes Transformation Grant. To remedy this, two new dean



positions were created and filled in January 2017: Dean of Enrollment Services and Dean of Academic Support Services.

The Dean of Enrollment Services position responsibilities include oversight of Admissions & Records, Outreach and Recruitment, Financial Aid, Assessment, Orientation, and Veterans Affairs. The Dean of Academic Support Services position oversees the Academic Support and Tutoring Center (ASTC), Student Equity, SSSP, BSI, the Basic Skills Student Outcomes Transformation Grant, and related academic support groups including Umoja, Puente, and MESA. These positions for added capacity were shared at CGC, with the Academic Senate, and with classified leadership prior to receiving approval from the Board, and the duties for both positions were outlined in the SSSP and Student Equity plans. Previous positions such as Assistant Deans in Enrollment and Financial Aid were eliminated as the respective employees resigned and their funding contributed to the creation of the two new dean positions. [ [Governing Board Minutes 7-20-16](#); [Dean of Academic Support Services JD](#); [Dean of Enrollment Services JD](#) ]

With the arrival of a new Superintendent-President in January 2016, the institution's governance and decision-making policies, procedures, and processes were reviewed and some recommended changes were made. One example is the decision made by the CGC to no longer review requests and determine funding for "innovative projects." At one of the first CGC meetings, the Superintendent-President engaged the committee in a discussion about its role and, specifically, its role in recommending innovative projects for funding to the Superintendent-President. [ [CGC Agenda 2-10-16](#); [CGC Minutes 2-10-16](#) ] The CGC acknowledged that the task of approving or denying a project was uncomfortable, and rather than recommending, all requests were forwarded to the Superintendent-President to make the decision. The process of asking faculty and staff to request funds for innovative projects was discontinued and the focus placed instead on those efforts that were outlined in various plans including SSSP, Student Equity, BSI, and the Basic Skills Student Outcomes Transformation Grant. The CGC determined that the College needed to focus on efforts related to improving student success, addressing and improving equity, and improving basic skills success rates. Request for funding for projects is now done in consultation with the manager overseeing the programs and budgets to ensure that the request aligns with what is in the plan. In addition to the discussion regarding a change in procedures occurring in the CGC, the change was discussed at Academic Senate meetings as part of the Superintendent-President Report, which is a standing agenda item.

## **IV.B. Chief Executive Officer**

**IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

The Superintendent-President understands her role in ensuring the overall quality of the institution and provides effective leadership in these areas. She arrived in January 2016 and immediately addressed pressing issues regarding compliance and best practices related to finance, planning, organizing, budgeting, and hiring. By doing so, the S-P began to establish a new climate of trust and transparency. The S-P works closely and collaboratively with the Academic Senate, union leadership, and the Administrative Leadership Group (ALG) that includes all managers and confidential staff, and she meets with the Associated Students of Solano College (ASSC) throughout the year.

The Superintendent-President engages faculty, staff, managers, and students in participatory governance processes, stressing the importance of understanding the context in which decisions are made, how those decisions connect to the College's goals, and how the decisions support fiscal stability. The S-P seeks recommendations from participatory governance and interview committees while retaining the authority and responsibility for making recommendations to the Board. One example of this process is the interview process for faculty and managers. Representative committees screen, interview, and recommend candidates for the second level interviews. The interview committees are co-chaired by the appropriate manager and faculty appointee and join the S-P in second level interviews. The committee understands that hiring is done only by the Board on recommendation from the Superintendent-President.

The Superintendent-President communicates regularly with the College community through committee meetings, standing meetings, at Convocation, and by email. As incidents occur, the S-P informs the College of appropriate specifics. The Superintendent-President sends a weekly electronic newsletter, "Inside Solano," as a means of communicating good work, success stories, and acknowledgments of faculty, staff, managers, and students. [ [Inside Solano Home Webpage](#) ] The missive is sent to all College employees, the Board of Trustees, and the Educational Foundation Board members, and College employees are asked to contribute stories, photos, and events to the publication.

The Superintendent-President, with the assistance of a consultant hired in Human Resources, introduced the College to the Interest Based Approach (IBA) as a means of identifying interests and advancing dialogue throughout the organization. This approach has shifted the dialogue in management meetings, collective bargaining, and throughout the hiring processes. Rather than stating positions or making declarations, participants are asked to identify interests with the understanding that no one interest is more important or credible than another. [ [CTA Neg 2-23-17](#); [CTA Neg 3-23-17](#) ] This approach has also been applied to professional development efforts. In consultation with the Academic Senate, the Professional Development/FlexCal (PDFC) Committee has become more inclusive and has aligned professional development efforts more strategically with advancing the College's goals. The PDFC Committee membership now

includes managers and classified staff, in addition to faculty representatives. [ [PDFC Minutes 9-8-16](#) ] The work of the committee includes reviewing requests for professional development from faculty, classified staff, and ALG as well as developing a robust series of activities for FlexCal Days and Convocation. [ [FlexCal Event Schedule Spring 2017](#); [FlexCal Event Schedule Fall 2016](#) ] The PDFC Committee Chair works closely with the Superintendent-President to determine appropriate funding sources for each request.

**IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

The Superintendent-President serves as the Chief Executive Officer (CEO) of the District and as the Secretary to the Board of Trustees. The Superintendent-President is responsible for the administrative structure, ensuring that staff and job titles meet institutional needs and goals. In addition to the CEO, there are four vice presidents considered senior level administrators: vice president for academic affairs, vice president for finance and administrative services, vice president for student services, and the newest position, vice president for human resources. This position was previously an associate vice president, but the scope of the job and the legal responsibilities warranted elevating the position to a vice president. Each vice president is responsible for designated areas as depicted in the organizational chart at the front of this Self Evaluation report. [ [SCC Organizational Chart](#) ]

In addition to the vice presidents, there is an executive bonds manager and a dean of college planning and research. All five positions report directly to the CEO. The S-P meets weekly with senior level administrators, both one-on-one and as a group, and the vice presidents and dean of planning and research are included in the weekly management meetings with all College deans, facilitated by the CEO.

The senior level administrators work with their respective deans to provide direction and guidance and ensure that plans are implemented in support of the College’s goals.

**IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

The Superintendent-President works with faculty, classified staff, managers, and student leaders to cultivate a culture of collegiality and respect in support of improving the teaching and learning environment. Through the College Governance Council, values are discussed and College priorities and goals are established. Goals set by the Board of Trustees are also shared with the CGC, management team, Academic Senate, and classified leadership. The CGC recommends institutional performance standards for student achievement to the Board each year, and scorecard data is shared with the Board by March 15<sup>th</sup> as required by the California Community Colleges Chancellor's Office. The College participates in the Institutional Effectiveness Partnership Initiative (IEPI) which requires the College to set goals and performance standards. [ [Board Minutes re Scorecard Discussion 2-1-17](#); [CGC Minutes 2-10-16](#); [Study Session Minutes 3-1-17](#) ]

The College relies primarily on the Dean of Planning, Research, and Effectiveness, along with the department's two analysts, to identify and respond to research needs in consultation with faculty and managers. Requests for research may be initiated by faculty, staff, or managers, and the scope and staff capacity to meet the requests are assessed by the dean. Data is reviewed and informs discussions in CGC, Academic Senate, and management meetings. [ [Management Meeting Resources 3-8-17](#); [Management Meeting Agenda 3-15-17](#); [Student Performance Indicators Email & Resources](#); [IEPI Fiscal Viability Indicators Email & Resources](#); [CGC Minutes 5-11-16](#) ]

The wide variety of research produced to react to the diversity of our audiences and decision types include:

*Decisions around efficacy of new programs or initiatives:*

[MATH 160 for Nursing Data](#)  
[Changes to Placement](#)

*Program and Course Review:*

[Program Review Data](#)  
[Course Level Data](#)  
[ENGL 062 Review Data](#)

*Decisions around working with special populations:*

[FYE Report](#)  
[Umoja Comparison](#)  
[ESL Data](#)

*Enrollment Management decisions:*

[Applications Report](#)  
[Enrollment Management Summary](#)

*Decisions made by community partners and the public:*  
[Awards Data for PhD Research Feeder High School Data](#)  
[Feeder High School Data](#)

*Strategic and Project Manager Decision Making:*  
[Strategic Planning](#)  
[Project Tracking Report](#)

*College indicators and standards as guides to decision making:*  
[CGC Indicators](#)  
[Fiscal Indicators](#)  
[Institution Set Standards](#)

The Superintendent-President periodically meets with committees to assess progress towards goals, to respond to questions or concerns, and to assess needs and provide support. Efforts to connect committee work to college goals and resource allocation are ongoing. Significant reassign time is provided to faculty working on various committees and projects and to develop new programs. The College currently has 14 FTEF on reassign time to provide leadership to various efforts such as Distance Education and to developing the Associate Degree for Transfer (ADT) in Social Justice. Reassign time is determined annually and based on College need.

To address planning and resource allocation, a planning summit was held in 2016. [ [Planning Summit 4-20-16](#) ] Following the summit, the Planning Committee Chair; the Dean of Planning, Research, and Effectiveness; the Academic Senate President; and the Vice President of Academic Affairs met with the Superintendent-President to document the schedule of events that inform resource allocation, specifically, new faculty and staff positions.

The College adheres to its plans to improve student learning. School unit plans, the *SSSP Plan*, *Student Equity Plan*, Basic Skills Initiative, and the Basic Skills Student Outcomes Transformation Grant, along with Career and Technical Education grants, all inform efforts to advance student learning. Evaluating institutional planning and implementation of activities is done regularly at CGC, Academic Senate, and at management meetings. The Superintendent-President works closely with constituent groups and management to assess and modify planning and implementation as needed. The College regularly engages in institutional effectiveness through consultation and makes modifications to processes and procedures as appropriate.

**IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

The Superintendent-President has the primary leadership role for ensuring the institution meets all Eligibility Requirements and meets or exceeds Accreditation Standards. [ [Superintendent](#)

[President Job Description](#) ] The Superintendent-President remains current in accreditation requirements and ensures that managers and faculty responsible for providing leadership to the accreditation effort are knowledgeable and are provided adequate training. For example, the College's ALO, Lead Writer, and Accreditation Coordinator attended the 2017 Accreditation Institute, and many attended the 2017 ACCJC Conference: Partners in Excellence. All Accreditation Coordinators completed the online accreditation training offered by ACCJC in 2016. The Superintendent-President supports any staff who wishes to attend training sessions or serve on a site visit team. Specifically, a full-time instructor served on a site visit team in academic year 2016-2017. The Superintendent-President meets regularly with the ALO and faculty and staff who engage in accreditation activities including planning and SLO assessment, and ensures that policies are current. The Vice President for Academic Affairs serves as the ALO and fully understands the self-study and accreditation process.

The College was selected as one of the first fifteen schools authorized to pilot a Baccalaureate Degree and submitted the substantive change report to ACCJC in March 2016. The Superintendent-President worked closely with the ALO and ACCJC staff to ensure that the report met the standards for substantive change. [ [Biomanufacturing Degree Program Webpage](#) ]

The Accreditation Steering Committee is composed of the co-chairs for each standard and the ALO. The Superintendent-President receives updates from the ALO at standing meetings and meets with the steering committee as needed.

**IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

The Superintendent-President reviews and recommends updates to board policies to ensure that they are consistent with Title 5 and regulatory requirements. The board policies were updated in 2016 and 2017 and reviewed by the CGC, Academic Senate, and the Board Ad Hoc Committee on Policies prior to being adopted by the Board. Board policies are developed using guidelines established by the Community College League of California (CCLC) of which the College is a member. Some content is also reviewed by outside legal counsel before being forwarded to the Board.

The institutional mission is supported by policies and the College's values are evident through procedures. Budgetary procedures have been examined and improved and include appropriate fiscal controls. One example is the change to the travel authorization and reimbursement process which previously did not require management approval prior to travel or for purchases. The form now requires employees to secure a supervisor's approval before travel or reimbursement requests are submitted. Included on the new form are detailed directions. [ [Travel Authorization Form](#) ] The Superintendent-President also informs managers, faculty, and staff of non-compliance with policies and regulations as issues arise and communicates allowable options.

#### **IV.B.6. The CEO works and communicates effectively with the communities served by the institution.**

The Superintendent-President represents the College in the community, in organizations, on Boards, and cultivates relationships with K-12 partners and elected officials. The S-P serves as co-chair of the Solano County Workforce Development Committee and is a Board member of the Solano County Economic Development Corporation, the Vallejo Education and Business Alliance (VEBA), and works closely with county agencies. Because Solano Community College serves two counties, Solano and Yolo, the S-P maintains regular communication with the six cities and school districts within Solano County and the City of Winters, the Winters Joint Unified School District, and Yolo County Office of Education within Yolo County. The S-P also participates in regional organizations including Align Capitol-Region that serves part of Yolo County. The S-P meets regularly with Solano and Yolo county K-12 superintendents to address issues affecting high school students preparing for college.

The Superintendent-President participates in Rotary and Chamber events, specifically events that are co-hosted by the SCC Educational Foundation. Several times each year, the Educational Foundation holds chamber events at each of the college campuses: Fairfield, Vacaville, and Vallejo. [ [Chamber Mixer Flyer](#) ] The S-P participates in these events and highlights relevant programs and partnerships. At the event held at the Vacaville Center in January 2017, the focus was the impending BS Degree in Biomanufacturing and the new Biotechnology and Science Building.

The Superintendent-President spends significant time ensuring that the College can deliver on commitments made to the community. This is done through honest and frequent dialogue with community, labor, and educational leaders and by ensuring that projects have sufficient staff who can deliver results. One result is developing a pre-apprenticeship boot camp for high school students. [ [Building Trades Bootcamp Flyer 2017](#) ] Following the passage of Measure Q, a Project Labor Agreement (PLA) was established in 2013, and the College committed to implementing an introductory program for high school students highlighting apprenticeship programs in the trades. [ [PLA 2013](#) ]

The Superintendent-President maintains communication with the community through newspaper stories, marketing, by attending civic and social events, and by hosting College and community events including the USTA (Tennis Association) Men's Pro Challenger, The Educational Foundation Gala, and Tee Off for Athletics. [ [Ed Foundation Gala Flyer](#); [Men's Pro Challenger Flyer](#); [Golf Tournament Flyer](#); [Crab Feed Flyer](#) ]

## STANDARD IV.C: Governing Board

### IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Solano Community College District is governed by a seven-member Board elected to four-year terms by service areas within Solano and Yolo counties. A student trustee is elected annually by the student body. The Board serves as the policy-making body and provides direction to the Superintendent-President. Board Policy 1050 outlines the processes for developing policy and administrative procedures. [ [BP 1050 Policy and Administrative Procedure](#) ] The relationship between the Board and the Superintendent-President is outlined in Board Policy 2030. [ [BP 2030 Superintendent/President as Executive Officer of the Board](#) ] and delegation of authority to the Superintendent-President is outlined in Board Policy 1075. [ [BP 1075 Delegation of Authority to Superintendent-President](#) ]

Board policies are numbered by category and pertain to the following broad categories of College operations:

- [1000 Series: Governing Board](#)
- [1100 Series: Community Services](#)
- [2000 Series: Administration](#)
- [3000 Series: Business Services](#)
- [4000 Series: Human Resources](#)
- [5000 Series: Student Services](#)
- [6000 Series: Academic Affairs](#)

In 2016-2017, all board policies were reviewed and revised and revisions were approved by the CGC and the Board providing for a first and second read.

The Board remains committed to academic quality, integrity, and effective programs and services. The Board holds the Superintendent-President accountable for these efforts including ensuring the institution is financially stable. As part of the 2016-17 Board goals and the Superintendent-President's goals, the Board directed the Superintendent-President to reduce the structural deficit and establish practices that support fiscal stability. [ [Board Minutes Board Goals 1-30-16](#) ]

The College has a compilation of board-established policies, contained in Board Policy Series 1000: Governing Board Policies and Procedures, which specify the Board of Trustees' role in maintaining quality, integrity, and effectiveness of the College's academic programs and services and financial stability. Pursuant to Board Policy 1000, "(T)he Board may adopt such policies as are authorized by law or determined to be necessary for the efficient operation of the District." [ [BP 1000 Governing Board Policies and Procedures](#) ] Board Policy 1005 provides for the legal basis and authority of the Board. [ [BP 1005 Legal Basis and Authority](#) ] The duties and responsibilities of the Board of Trustees are outlined in Board Policy 1016.



[ [BP 1016 Duties and Responsibilities of the Board](#) ] These policies and procedures were reviewed in spring 2014 [ [Board Minutes 4-2-14](#) ] and, most recently, in spring 2017. [ [Board Agenda BP 1000 Series 3-1-17](#) ]

The Board regularly receives financial reports, information on academic programs, updates on the effectiveness of student services programs, and bond spending plans. Written documents and presentations are provided at bi-monthly Board meetings, and the Superintendent-President provides a weekly update by email. Urgent matters are communicated as needed to Board members individually.

#### **IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

The SCC Board of Trustees acts as a collective entity. In accordance with Board Policy 1020, Board members recognize that Board authority rests only in a legally constituted meeting and not with individual members (See item #2). Per BP 1020 5.c., the Board also must “(a)bide by and uphold the final majority decision of the Board.” [ [BP 1020 Code of Ethics/Standards of Practice](#) ]

The Board of Trustees demonstrates its support for its own policies and decisions in the following recent examples of controversial decisions where the Board, after reaching a decision, spoke with a unified voice: the adoption of a Project Labor Agreement (PLA) for Measure Q Bond projects in Fall 2013, approval of Measure Q Bond change orders, and the response to the Civil Grand Jury Report in July 2015. [ [PLA Agreement 2013](#); [Board Minutes & Excerpt 11-6-13](#); [Board Minutes & Excerpt 11-20-13](#); [Civil Grand Jury Report](#) ]

To ensure that the SCC Governing Board acts as a collective entity, Board Policy 1071 requires that Board members refrain from communicating among themselves outside of Board Meetings. Board Policy 1073 further states that Board committees have no authority or power to act on behalf of the Board. [ [BP 1071 Communication Among Board Members](#); [BP 1073 Committees of the Board](#) ]

Board members serve on ad hoc committees responsible for reviewing policies, recommending self-evaluation tools, and reviewing auditors and audit findings, and are appointed to serve on community boards. No more than three trustees serve on an ad hoc committee or on a community board. [ [SCC Governing Board & Subcommittees](#) ] Ad hoc committees work with the Superintendent-President to put forward recommendations to the Board.

The Trustees work with each other respectfully. The Superintendent-President ensures that Board members have information necessary to make informed votes and that the Board is aware of actions taken by the Superintendent-President. The Superintendent-President is responsible for making recommendations to the Board in accordance with policies.

#### **IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

The Superintendent-President (S-P) is the chief executive officer (CEO) of Solano Community College. The CEO is hired by the District's Governing Board, and while the CEO serves as secretary of the Board, she does not serve on the Board. The S-P is responsible for administering Governing Board policies, ensuring the quality of the institution, providing leadership in budgeting, managing resources, and assessing institutional effectiveness. The S-P also ensures the institution's adherence to all applicable laws, regulations, and policies.

The Governing Board follows an established process for the selection of the Superintendent-President in the case of a vacancy, in accordance with Board Policy and Procedure 2045. [ [BP 2045 Selection of Superintendent/President](#) ] As part of the S-P search in fall 2015, the Board of Trustees adhered to this process. The process was implemented by a national firm specializing in community college presidential searches and followed what is considered best practices. The presidential search process was shared with the College staff and the community with the following information made public on the college website: the announcement, the process, the time line, search committee membership, updates, and progress reports. [ [CEO Search & Selection Process 2015](#); [Message from Fisher S/P Search](#); [S/P Search Progress Report 7-22-15](#) ]

The Governing Board follows an established process for evaluating the performance of the Superintendent-President. The S-P receives an initial six-month evaluation and an annual evaluation thereafter. The criteria are set by the Board, in consultation with the S-P. The Administrative Leadership Group (ALG) received an opportunity to evaluate former S-P and discuss the results. [ [BP 2035 Evaluation of S/P](#); [ALG Agenda S/P Evaluation 12-5-14](#); [SP Evaluation on Agenda 3-1-17](#) ] Confidential results of S-P evaluations will be made available to the team during the site visit.

The Governing Board sets clear expectations for regular reports on institutional performance from the S-P. Board Policy 2030 requires the S-P to give any report requested by the Governing Board and to fulfill all duties determined in goal-setting or evaluation sessions with the Governing Board. [ [BP 2030 Superintendent as Executive Officer of the Governing Board](#) ] The Governing Board meeting agendas include "Reports" by the S-P, Academic Senate, College Governance Council, and the ASSC (student government) as standing agenda items. In addition, the Governing Board provides Study Session topics to the S-P to be addressed at board meetings.

#### **IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

The Governing Board of the Solano Community College District acts on behalf of the people of the Solano Community College District. The Board's composition reflects the public interest with its membership representative of the College's seven service areas: Area #1: Vallejo; Area #2 Vallejo; Area #3: Benicia, Vallejo, Suisun; Area #4: Fairfield, Vacaville, Travis Air Force

Base; Area #5: Fairfield, Green Valley, and Cordelia; Area #6: Vacaville; Area #7: Dixon, and Winters, and; the Associated Students of Solano College (ASSC). [ [Board Members, Terms, Rep Areas](#) ]

The roles and responsibilities of members of the Governing Board, as outlined in Board Policy 1016, clearly delineate the responsibility of the Board for adopting policies and procedures that govern educational quality, legal matters, and financial integrity and stability. [ [BP 1016 Duties and Responsibilities of the Board](#) ] Pursuant to Board Policy 1015, the duties of the Board President include, but are not limited to, “assuring that the Board conducts its business with integrity and in a manner consistent with its Board Policies and Procedures and regulations legitimately imposed upon it from outside the organization.” [ [BP 1015 Officers and Duties of Officers](#) ] Furthermore, adherence to the Board’s Code of Ethics, as contained in Board Policy 1020, requires Board members to maintain independent judgment unbiased by private interest or partisan political pressure.

The Governing Board is careful to avoid any conflicts of interest. Board members are required to “avoid any situation that may constitute a conflict of interest.” [ [BP 1020 Code of Ethics/Standards of Practice](#) ] In November 2015, the Board faced strong political pressure from the union and non-union contractors to adopt or reject Project Labor Agreements (PLAs) for Measure Q Bond building projects. The Board maintained independent judgment, heard arguments from both sides, and, despite initial dissension among members, subsequently voted in favor of PLAs. [ [Board Minutes 11-20-13](#) ]

The Board President is the designated spokesperson for the Governing Board and all press requests are referred to this individual to ensure that the Board speaks as one voice and to ensure the dissemination of accurate information.

**IV.C.5. The governing board establishes policies consistent with the college/ district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Board policies, the College’s mission and vision, core values, and strategic goals and objectives, as well as the Board and CEO annual goals, formally describe the Board of Trustees’ expectations for quality, integrity and improvement of student learning programs and services. [ [SCC Mission Statement](#) ]

The Board of Trustees is responsible for the educational quality and integrity of student learning programs. For example, the Board’s approval is required for adoption of curriculum, the Academic Calendar and general education learning outcomes (GELOs) and institutional learning outcomes (ILOs). [ [Board Minutes 1-20-16](#); [Board Agenda Curriculum Approval Item 14 m 4-19-17](#) ]

The Board of Trustees has ultimate responsibility for the financial integrity and stability of the institution. The Board is required to provide for an annual independent audit of SCCD's financial statements and to evaluate management controls. Annually, the Board reviews and takes action on the acceptance of the independent audit report. [ [Board Minutes Board Acceptance of Independent Audit 2-18-15](#) ] The Vice President of Finance and Administration provides regular budget reports to the Board of Trustees which also engages in study sessions on the budget. [ [Board Minutes Study Session Budget Update 2-3-16](#) ]

Actions of the independent SCCD Board of Trustees are final and not subject to the actions of any other entity.

#### **IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

SCCD Board policies specify the Governing Board's size, duties, responsibilities, and structure. The College website provides information on current board membership, by name, terms of office, and representative areas, as well as identifies board subcommittees and membership. [ [BP 1006 Board Membership/Eligibility](#); [BP 1008 Election of Board Members](#); [BP 1016 Duties & Responsibilities of the Board](#); [SCC Governing Board Members](#) ]

The College has published board policies on operating procedures for the conduct of regular meetings; the annual organizational meeting; special and emergency meetings; recessed meetings; adjourned meetings; and closed sessions. [ [BP 1025 Regular Meetings](#); [BP 1026 Annual Organizational Meeting](#); [BP 1027 Special & Emergency Meeting](#); [BP 1028 Recessed Meetings](#); [BP 1029 Adjourned Meetings](#); [BP 1030 Closed Sessions](#) ]

Additional board policies on operating procedures deal with recordings of governing board meetings; meeting minutes; quorum and voting; agendas; order of business; rules of procedure for conduct of meetings; decorum; public participation at meetings; speakers; and direct requests for Board action. [ [BP 1046 Recording Procedures](#); [BP 1045 Minutes of Meetings](#); [BP 1035 Quorum & Voting](#); [BP 1036 Agendas](#); [BP 1037 Order of Business](#); [BP 1040 Rules of Procedure for Conduct of Meeting](#); [BP 1041 Decorum](#); [BP 1042 Public Participation](#); [BP 1043 Speakers](#); [BP 1044 Requests for Board Action](#) ]

#### **IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

The actions of the SCCD Board of Trustees are consistent with its policies, as evidenced by the Board minutes and resolutions. These records are on file and available in the Superintendent-President's office and posted in a timely manner on the College's website under "Administration." [ [SCCD Governing Board Meetings](#) ]

In accordance with Board Policy 1050, the SCCD Board of Trustees evaluates and revises its policies on a regular basis. [ [BP 1050 Policy and Administrative Procedure](#); [Board Agenda 4-5-17](#); [BP 6200B Graduation Requirement for BA](#); [BP 6205B Phil Criteria BA Degree GE](#) ] In 2016-17, board policies were reviewed, revised, and shared with the College Governance Council before going to the Board Policies and Procedures Ad Hoc Committee and to the full Board for a vote.

**IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

The Board regularly reviews student performance data and key indicators of student learning and achievement and institutional plans for improving quality. For example, the Board Study Sessions on March 2, 2016, and February 1, 2017, respectively, included a review of the College's Student Success Scorecard data as well as an update on the Basic Skills Initiative. The Dean of Research, Planning, and Effectiveness provided the Board members with institutional characteristics (e.g. male to female ratio, full-time/part-time faculty, ethnicity, age groups, and the student-to-counselor-ratio); momentum points and completion percentages; and Basic Skills and Career Technical Education (CTE) completion rates. The Basic Skills Coordinator provided the Board with information and data and discussed assessment and placement issues; persistence rates; strategies for improvement including acceleration, co-requisite support, and assessment reforms; multiple measures; and non-credit options. [ [Board Minutes Board Study Session 3-2-16](#); [Board Study Session Scorecard + BSI 2-1-17](#) ] The Superintendent-President also advises the Board of strategies used to improve student achievement, areas in need of attention, and the strategies for improving areas including the assignment of a manager to oversee efforts.

**IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Board Policy 1072 requires the Board to engage in a Trustee education program, including new Trustee orientation and study sessions. [ [BP 1072 Board Education](#) ] New board member orientation, including basic trusteeship training, is conducted as needed. New members are directed to webinars posted to the College's website. [ [Trustee Webinars Webpage](#) ]

The SCCD Board of Trustees undergoes annual training for Board development. As an example, recently, five of the seven elected Board members attended the Association of Community College Trustees (ACCT) Governance Institute for Student Success (GISS), Northern/Central California. [ [GISS Training PPT March 2016](#) ]

The SCCD Board of Trustees dedicates one meeting per month to a "Study Session" as part of its commitment to ongoing Board education. The Board members receive access to reading materials, conference attendance, and other activities such as Board retreats. A June 25, 2016

Board retreat session on “Understanding Leadership Roles” was facilitated by Dr. Frances White. [ [Board Minutes Retreat 6-25-16](#) ]

Board Policy 1008 provides for continuity of Board membership and staggered terms of office. Trustee elections are held every two years, in even numbered years. Terms are staggered so that, to the extent practical, one-half of the trustees are elected at each election. [ [BP 1008 Election of Board Members](#) ]

**IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

The Board of Trustees’ commitment to self-evaluation is set forth in Board Policy and Procedure 1070. A self-evaluation is conducted annually as part of the Annual Board Retreat. The evaluation instrument checks the Board’s perception of its leadership and is based on criteria contained in Board policies and recognized Board effectiveness practices. A copy of the self-evaluation instrument, “Board’s Leadership: How Do We Rate Checklist” is found in Board Administrative Procedure 1070. [ [BP 1070 Board Self-Evaluation](#) ]

The “How Do We Rate” survey is completed by the Trustees on an annual basis. Individual Board member survey responses are maintained in a locked file in the Office of the S-P. A summary of the quarterly evaluation results is made public and discussed at the annual Board Retreat and is used to assess Board leadership effectiveness and to formulate goals for the following year. [ [BP 1070 Board Self-Evaluation](#); [BP 1070 Board Procedure](#); [Board Minutes SCCD Gov Board “How Do We Rate” Checklist Summary 1-21-15](#) ]

**IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

The Board has adopted a Code of Ethics/Standards of Practice (BP 1020), which provides a set of principles to guide Board member performance, as well as a conflict of interest policy (BP 1019). Board Policy 1020 was amended to require Board members to adhere to a Board Code of Conduct, adopted on February 4, 2009. [ [BP 1020 Code of Ethics](#); [BP 1019 Conflict of Interest](#); [Board Minutes Code of Ethics Proposed Change 1-11-16](#) ]

As stated in Board Policy 1021, dealing with unethical board behavior, charges of Board member violations of BP 1020 are directed to the Board President. [\[BP 1021 Violation of Code of Ethics\]](#) The Board President or an ad hoc committee reviews the allegation(s) and determines whether a violation has occurred. If so determined, the Board President or ad hoc committee chairperson requests relevant evidence from the accused Trustee who has a right to face and question the accuser. The charge and assembled evidence is presented to the Board who, by majority vote, decides whether the accused Trustee is “Guilty of Ethical Violation” and what action should be taken on advice of legal counsel (e.g. censure, referral to District Attorney’s Office, etc.). Notably, the Board has not had occasion to implement this process.

In accordance with Board Policy 1019, Board members cannot have a personal financial interest in District contracts. Members must disclose any remote interests and must abstain from voting on any such contracts involving those interests. Board members may not engage in employment that may conflict with District officer duties. Additionally, Board members are required by the College to file statements of economic interests, in compliance with state regulations. [\[ BP 1020 Code of Ethics \]](#)

**IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

The Board of Trustees’ delegation of administrative authority to the chief administrator, the Superintendent-President, is defined in Board Policy 1075 and Board Policy 2030; supported by its Code of Ethics; and outlined in the contract with the S-P. As stated in the policy, the S-P has “executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.” [\[ BP 1075 Delegation of Authority to Superintendent/President; BP 2030 Superintendent as Executive Officer of the Governing Board \]](#)

SCCD Board policy and the Board contract with the Superintendent-President make it clear that the Board’s focus is at the policy making level and not at the administrative level. The Board’s contract with the Superintendent-President states that “the Board shall operate at the policy level and shall delegate to the Superintendent-President the authority of the internal management of the institution. The Superintendent-President provides the Board with appropriate information, in a timely manner, in order that the Board may promulgate policy. The Superintendent-President, as Chief Executive Officer, is responsible for executing policies and implementing identified goals through the day-to-day management of the college. The Board and its individual members agree not to unreasonably interfere with or to usurp the responsibilities of the Superintendent-President.” [\[ Board Minutes S/P Contract 12-2-15 \]](#)

The Board of Trustees, in its January 21, 2015 meeting agenda item on self-evaluation, stated: “In order for the Governing Board to focus on the institution’s major issues and questions of policy, the Board of Trustees is encouraged to delegate full responsibility and authority to the Superintendent-President to implement and administer Board policies and the operations of the College. The institution’s leaders should likewise foster empowerment, innovation, and

institutional excellence through dialogue that builds trust and increases focus on student learning and assessment of learning outcomes, institutional effectiveness, and integrity.” [ [Board Agenda Item 11e How Do We Rate? 1-21-15](#); [Board Minutes Item 11e How Do We Rate 1-21-15](#) ]

In accordance with Board Policy 1075, the Superintendent-President is expected to perform the duties contained in his/her job description and to fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance are developed by the Trustees in consultation with the Superintendent-President. [ [BP 1075 Delegation of Authority to Superintendent/President](#); [S/P Job Description](#) ]

The Superintendent-President is held accountable for the implementation of Board policies, achievement of institutional goals, and operation of the College. In addition to providing monthly reports on institutional performance to the Board and conducting study sessions related to academic quality and financial integrity and closed sessions on legal matters, the Superintendent-President is formally evaluated by the Board following the CEO evaluation process defined in Board Policy 2035. [ [BP 2035 Evaluation of S/P](#); [Board Agenda S/P Performance Evaluation 3-1-17](#) ]

**IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

As part of the Board of Trustees development program, the Board is provided with training on the Eligibility Requirements, accreditation process, and Accreditation Standards at its annual Board Retreat, study sessions, and through reading materials. Board members also have the opportunity to attend conferences such as statewide Academic Senate Accreditation Institute sessions on the process of accreditation and the new standards, e.g. Community College League of California Annual Convention, Nov. 19-22, 2014, Rancho Mirage; ASCCC Accreditation Institute, February 20-21, 2015, San Mateo; and ACCJC Accreditation Institute, February 19-20, 2016, San Diego.

Board members participate appropriately in institutional self-evaluation and planning efforts as members understand their role in accreditation. The Trustees are fully informed of accreditation requirements including institutional reports and ACCJC recommendations to the College. Board members are involved in the accreditation self-study process. For example, a special meeting of the Board on October 19, 2016, provided the opportunity for the Standard IV Committee to ask questions and obtain information from the Board regarding Standard IV.C: Leadership and Governance – Governing Board. The Board also convenes an established Accreditation Leadership Ad Hoc Subcommittee, comprised of three Board members, which meets as needed to provide appropriate Board input on institutional reports and on the self-study process. [ [Questions for the Board 10-17-16](#); [Board Minutes item 17, p. 8 10-19-16](#) ]



As an indication of the Board’s commitment to student learning and adherence to accreditation standards and expectations for institutional improvement, the Board and CEO goals reflect these priorities. Board members set forth yearly goals for the Board and the Superintendent-President at its annual Board Retreat. The goals for the CEO are initially developed by the Superintendent-President with subsequent input from the Board and approved following discussion and prioritization. At the January 24, 2015, Board Retreat, one of the four SCCD Governing Board Priorities for 2015-16 was “(E)nsure the college has appropriately met accreditation standards” (emphasis added). At the January 30, 2016 Board Retreat, the “Chief Executive Officer (CEO) Goals” for 2016-17 included the following:

1. Address the budget deficit.
2. Implement a comprehensive enrollment management plan.
3. Ensure the college maintains accreditation without sanctions.
4. Ensure that bond programs and projects remain on task.
5. Ensure that student success and student equity plans are implemented and outcomes are assessed.
6. Ensure that employees are developed, evaluated, and working in support of the College’s goals and priorities.

[ [Board Minutes Board Goals for CEO 2-4-15](#); [Board Minutes Board Goals 1-30-16](#) ]

The Board of Trustees strives for ongoing adherence to accreditation standards, particularly those that apply to the Board itself, and assesses its own performance using those standards. The Board periodically reviews its self-evaluation instrument, “How Do We Rate?” to ensure that it reflects accreditation standards.

### List of Supporting Documents for Standard IV

Standard	File/Link Name
<b>IV</b>	
<b>IVA1</b>	CGC Minutes 2-10-16 CGC Minutes 4-13-16 Planning Summit 4-20-16 CGC Minutes 3-9-16 FAC Draft Minutes Unadopted 4-6-16 Planning Summit 4-20-16 CGC Minutes 4-27-16 FAC Minutes 12-2-15
<b>IV A 2</b>	BP 2005 Shared Governance BP 1077 Participation in Local Decision Making BP 4005 Faculty Hiring BP 4001 Academic Employees BP 4260 Attendance Conference Professional Activities BP 4480 Travel Expense

CBOC Bylaws Measure Q Steering Committee Membership  
CBOC Bylaws Measure Q Steering Committee Membership PURPOSE  
SCC Campus Wide Committees 2016 - 2017  
BP 1077 Participation in Local Decision Making STUDENT  
BP 1007 Student Trustee

**IV A 3**

Title 5, Section 51023.5  
BP 2005 Shared Governance  
CGC Minutes 9-28-16  
Management Meeting Agenda 3-15-17  
Management Meeting Resources 3-8-17  
SP VP Thursday Meeting Agenda  
CGC Agenda 10-12-16  
CGC Minutes 10-12-16  
FAC Minutes 4-6-16

**IV A 4**

Title 5 Section 53200 C 1-11  
Board Policy 2005 Shared Governance  
Title 5 Section 53203 A-F  
CGC Agenda 1-25-17  
CGC Agenda 3-8-17  
CGC Agenda 8-24-16  
CGC Agenda 9-28-16  
CGC Agenda 10-12-16  
CGC Agenda 11-9-16  
CGC Agenda 12-14-16  
CGC Minutes 1-25-17  
CGC Minutes 3-8-17  
CGC Minutes 8-24-16  
CGC Minutes 9-28-16  
CGC Minutes 10-12-16  
CGC Minutes 11-9-16  
CGC Minutes 12-14-16  
Perkins Presentation 2017-2018  
CTE Perkins Application Packet 2017-2018  
Example of CTE Perkins Application 2017-2018

**folder**

**IV A 5**

Doing What Matters Newsletters & Communication  
Weekly Update for April 17, 2017  
Academic Senate Update  
ASSC President Update  
Report from Trustee  
Dean of Academic Support Services  
Dean of Enrollment Services

- Board Retreat June 25, 2016
- IV A 6** Brown Act Workshop FlexCal Fall 2016
- Brown Act Presentation 8-13-15
- CGC Minutes 8-24-16
- CGC Agenda 9-28-16
- BP 1070 Board Self Evaluation
- AP 1070 Procedure
- BP 4800 Administrative Employees
- BP 2035 Evaluation of Superintendent/President
- Board Retreat June 25, 2016
- IV A 7** Governing Board Minutes 7-20-16
- Dean of Academic Support Services JD
- Dean of Enrollment Services JD
- CGC Agenda 2-10-16
- CGC Minutes 2-10-16

## **IV B**

- IV B 1** Inside Solano Home Webpage
- CTA Neg 2-23-17
- CTA Neg 3-23-17
- PDFC Minutes 9-8-16
- FlexCal Event Schedule Spring 2017
- FlexCal Event Schedule Fall 2016
- IV B 2** SCC Organizational Chart
- IV B 3** Board Minutes re Scorecard Discussion 2-1-17
- CGC Minutes 2-10-16
- Study Session Minutes 3-1-17
- Management Meeting Resources 3-8-17
- Management Meeting Agenda 3-15-17
- Student Performance Indicators Email & Resources
- IEPI Fiscal Viability Indicators Email & Resources
- CGC Minutes 5-11-16
- MATH 160 for Nursing Data
- Changes to Placement
- Program Review Data
- Course Level Data
- ENGL 062 Review Data
- FYE Report
- Umoja Comparison
- ESL Data
- Applications Report
- Enrollment Management Summary

Awards Data for PhD Research Feeder High School Data  
Feeder High School Data  
Strategic Planning  
Project Tracking Report  
CGC Indicators  
Fiscal Indicators  
Institution Set Standards  
Planning Summit 4-20-16  
**IV B 4** Superintendent-President Job Description  
Biomufacturing Degree Program Webpage  
**IV B 5** Travel Authorization Form  
**IV B 6** Chamber Mixer Flyer  
Building Trades Bootcamp Flyer 2017  
PLA 2013  
Ed Foundation Gala Flyer  
Men's Pro Challenger Flyer  
Golf Tournament Flyer  
Crab Feed Flyer

## **IV C**

**IV C 1** BP 1050 Policy & Administrative Procedure  
BP 2030 SP as Executive Officer of Board  
BP 1075 Delegation of Authority to SP  
1000 Series, Governing Board  
1100 Series, Community Services  
2000 Series, Administration  
3000 Series, Business Services  
4000 Series, Human Resources  
5000 Series, Student Services  
6000 Series, Academic Affairs  
Board Minutes Board Goals 1-30-16  
BP 1000 Governing Board Policies & Procedures  
BP 1005 Legal Basis & Authority  
BP 1016 Duties & Responsibilities  
Board Minutes 4-2-14  
Board Agenda BP 1000 Series 3-1-17  
**IV C 2** BP 1020 Code of Ethics  
PLA Agreement 2013  
Board Minutes & Excerpt 11-6-13  
Board Minutes & Excerpt 11-20-13  
Civil Grand Jury Report  
BP 1071 Communication Among Board Members

- BP 1073 Committees
- SCC Governing Board & Subcommittees
- IV C3** BP 2045 SP Selection
- CEO Search & Selection Process 2015
- Message from Fisher SP Search
- SP Search Progress Report 7-22-15
- BP 2035 Evaluation of S/P
- ALG Agenda S/P Evaluation 12-5-14
- SP Evaluation on Agenda 3-1-17
- BP 2030 Superintendent as Executive Officer of the Governing Board
- IV C4** Board Members, Terms, Rep. Areas
- BP 1016 Duties & Responsibilities of Board
- BP 1015 Officers & Duties of Officers
- BP 1020 Code of Ethics
- Board Minutes 11-20-13
- IC C5** SCC Mission Statement
- Board Minutes 1-20-16
- Board Agenda Curriculum Approval item 14m 4-19-17
- Board Minutes Board Acceptance of Independent Audit 2-18-15
- Board Minutes Study Session Budget Update 2-3-16
- IV C6** BP 1006 Board Membership/Eligibility
- BP 1008 Election of Board Members
- BP 1016 Duties & Responsibilities of the Board
- SCC Governing Board Members
- BP 1025 Regular Meetings
- BP 1026 Annual Organizational Meeting
- BP 1027 Special & Emergency Meeting
- BP 1028 Recessed Meetings
- BP 1029 Adjourned Meetings
- BP 1030 Closed Sessions
- BP 1046 Recording Procedures
- BP 1045 Minutes of Meetings
- BP 1035 Quorum & Voting
- BP 1036 Agendas
- BP 1037 Order of Business
- BP 1040 Rules of Procedure for Conduct of Meeting
- BP 1041 Decorum
- BP 1042 Public Participation
- BP 1043 Speakers
- BP 1044 Requests for Board Action
- IV C7** SCCD Governing Board Meetings

- BP 1050 Policy & Administration Procedure  
Board Agenda 4-5-17
- BP 6200B Graduation Requirement for BA
- BP 6205B Phil Criteria BA Degree GE
- IV C8** Board Minutes Board Study Session 3-2-16  
Board Study Session Scorecard + BSI 2-1-17
- IV C9** BP 1072 Board Education  
Trustee Webinars  
GISS Training PPT March 2016  
Board Minutes Retreat 6-25-16  
BP 1008 Election of Board Members
- IV C10** BP 1070 Board Self-Evaluation  
BP 1070 Board Procedure  
Board Minutes SCCD Gov Board How Do We Rate Checklist Summary 1-21-15
- IV C11** BP 1020 Code of Ethics  
BP 1019 Conflict of Interest  
Board Minutes Code of Ethics Proposed Change 1-11-16  
BP 1021 Violation of Board Code of Ethics
- IV C12** BP 1075 Delegation of Authority to S/P  
BP 2030 SP as Executive Office of the Board  
Board Minutes SP Contract 12-2-15  
Board Agenda Item 11e How Do We Rate? 1-21-15  
Board Minutes Item 11e How Do We Rate 1-21-15  
BP 1075 Delegation of Authority to S/P  
S/P Job Description  
Board Agenda SP Performance Evaluation 3-1-17
- IV C13** Questions for the Board 10-17-16  
Board Minutes item 17, p 8 10-19-16  
Board Minutes Board Goals for CEO 2-4-15  
Board Minutes Board Goals for CEO 1-30-16

# Solano Community College

## Quality Focus Essay

### Part I: Overview and Background

Solano Community College engaged in several activities to examine its effectiveness in accomplishing its mission in the context of student learning and student achievement. Two key activities, the development of the 2017 institutional self-evaluation report and participation in the Institutional Effectiveness Partnership Initiative (IEPI) statewide project, led the College to determine areas that required further courses of action in order to improve effectiveness and improve student outcomes. Specifically, the College determined that action projects related to improving the *integration of institutional planning* as well as *student learning outcome assessment* would best benefit both students and the College as whole. [ [IEPI Webpage](#) ]

The self-evaluation report was developed in preparation for the fall 2017 team visit and in support of continued accreditation for the college. To develop the self-evaluation, the college hosted a series of summits that became avenues for institutional dialogue and created teams composed of members from all stakeholder groups: faculty, staff, students and administrators. Each standard was assigned a team leader as well as team members who collected evidence, interviewed campus constituents, and drafted responses. The self-evaluation included the review and analysis of data and progress reports prepared by the Office of Institutional Research and Planning. As the work of these teams progressed, a clear need for both refinement of the integration of institutional planning processes as well as a refinement of student learning outcomes assessment became apparent.

The focus of our Action Projects was determined through a collaborative process that included:

- A review of the College's strengths and areas of needed improvement as they related to the accreditation standards;
- Identification of priority goals of the Governing Board, Superintendent-President, Vice Presidents, Academic Deans and other managers, Academic Senate, staff, and students; and
- Broad-based institutional dialogue on establishing institutional effectiveness priorities that would have a far-reaching and long standing impact on student outcomes.

Members of the Accreditation Team Leaders group, at one of its bi-weekly meetings on November 30, 2016, reached consensus that the college's Quality Focus Essay (QFE) Action Projects would target the improvement of student learning outcomes assessment and integrated planning.

At the same time, Solano Community College engaged in the Institutional Effectiveness Partnership Initiative (IEPI) through the California Community College Chancellor's Office. IEPI is a collaborative effort in which Partnership Resource Teams (PRTs) that are comprised of colleagues throughout the state visit colleges and provide assistance in support of institutional improvement. As a participant in the pilot phase of IEPI, the College invited a Program Review

Team (PRT) to make college visits in May and November 2015, and to work with SCC leadership to address issues associated with accreditation sanctions, fiscal stability, and institutional effectiveness.

One of the important areas of focus in the College's Innovation and Effectiveness Plan (IEP), dated April 21, 2016, was integrated planning. The plan for improving integrated planning had the following objectives: (1) align planning with resource allocation in support of College goals; (2) evaluate assessment outcomes to determine the effectiveness of the planning process; (3) ensure curriculum and hiring protocols align with and/or support college goals; and (4) acquire tools for collecting and reporting planning activities and progress, as well as surveying student satisfaction. [ [IEP Webpage](#) ]

An IEP action by the Superintendent-President on integrated planning included college-wide planning summits - e.g. the Planning Summit held on April 20, 2016 and the Enrollment Management Summit held February 26, 2016 - that were well-attended and included college governance constituent groups. The summits focused on the utilization of program review data to inform resource allocation, including requests for new full-time faculty positions. [ [Planning Summit 4-20-16](#) ]

As part of our ongoing efforts aimed at continuous review, assessment, and improvement of our processes, the institution is ready to continue its commitment to student learning and embark on the successful completion of specific projects aimed at improving integrated planning and student learning outcomes assessment.

## **Part II: Description of Action Projects**

### **A. Identification of Action Projects**

#### **Improve Integrated Planning**

Despite significant improvements to Solano Community College's defined and ongoing cycle of evaluation, planning, resource allocation, and implementation in years 2010-2014, efforts to fully implement the integrated planning process have been uneven, at best, for nearly the past two years. The selection of a new Superintendent-President in January 2016; the selection of two new student services deans in January 2017; and the hiring of a new Vice President of Academic Affairs in May 2017, allows the institution to begin renewed efforts on reviewing and improving the integrated planning process, including piloting new planning strategies, to effectively allocate resources in support of student learning and services.

The following major improvements and shortcomings of the process are identified:

Planning Database Management. The current Planning Database, redesigned in 2014, is the primary method used by the Office of Institutional Research and Planning to capture all outcomes, goals, assessments, projects, and program review narratives, and to provide reports to responsible managers of what is being planned under that manager and progress toward completion of projects and activities contained in institutional plans. See *Appendix I – Planning Guides*. The Planning Database hierarchy follows:



- (1) Vice President Plan (VP Plan): Area → Strategic Goal → Project → Activity;
- (2) Educational Master Plan (EMP): EMP Goal → Area → Project → Activity; and
- (3) Strategic Plan: Strategic Goal → Sub Goal → Area → Project → Activity

Storing plans in the planning database helps ensure that program reviews, operational plans, the strategic plan, and other institutional plans remain consistent with each other. However, an evaluation of non-academic program reviews revealed that the managers must do a better job to ensure that the projects entered into the database are in line with the overall strategic goals and objectives of the college, and not solely operational in nature.

Academic program review. In 2013, the process of program review was revised to align more closely with ACCJC accreditation standards, increase accountability, and integrate with the budget and planning process. Established in May 2012, the Academic Senate's Academic Program Review Committee (APRC) is responsible for reviewing all programs and providing support to faculty tasked with completing program review. The APRC works collaboratively with the Office of Institutional Research and Planning to provide current data to the faculty of programs under review, to create and analyze student surveys, and in the future to support a manageable system for data entry and retrieval.

An evaluation of the program review process by the APRC faculty members, Superintendent-President, VPAA, academic deans, Academic Senate (AS) and the chairs of AS subcommittees was initiated at the end of spring 2016. The evaluation included a review of the 2014-15 *Program Review Handbook and Self-Study Template* and discussion of potential improvements to the process. A revised program review template and handbook were approved by Academic Senate on December 5, 2016. [ [AS Minutes 12-5-16](#); [Revised PR Handbook](#) ] To address the lack of a clear delineation of the role of the Vice President of Academic Affairs and the College Governance Council in linking program review to institutional planning and resource allocation, the document now includes new procedures to support the integrated planning process such as a new procedure for the VPAA to collect and disseminate themes from program reviews to share with planning bodies, identification of more focused timelines, and the use of a CurricUNET program review module which will provide for yearly updates of programmatic goals which can be easily integrated into institutional planning processes (e.g. technology plan, faculty hiring, etc.).

A major task for the College is the implementation of a robust assessment management database. Currently, faculty do not have access to the SLO Database. One of our goals is to implement a software/database system that is accessible so faculty can input and more effectively use their own SLO data. Ensuring that all SLOs are in the SLO database will require a significant effort. In fall 2016, the College signed a contract with Governet, the company that created and manages CurricUNET, to implement an upgrade called CurricUNET Meta that will allow faculty access to the Planning Database. CurricUNET Meta is scheduled for implementation in spring 2017 and will be introduced college wide at the fall 2017 Convocation.

Non-academic program review. A spring 2015 evaluation of non-academic program reviews by an ad hoc committee revealed problems of quality and missing information. The non-academic program review process has also been stalled due to administrative personnel changes. The

college recently instituted and filled Dean of Enrollment Services and Dean of Academic Support Services positions, which will provide for additional student services capacity.

Additionally, the Dean of Research, Planning, and Effectiveness and the ad hoc committee, in briefing the Superintendent-President, noted that there was a lack of prioritization and strategic activity noted in non-academic plans and that there needed to be increased Vice President-level involvement in the planning process. The dean also provided recommendations from the Planning Process Committee that the Dean of Research, Planning, and Effectiveness work with the Superintendent-President's Cabinet to strengthen planning relevancy.

Linking Planning to Resource Allocation. In the recent past, the College Governance Council approved strategic proposals as a way to allocate resources. The Council allowed the Superintendent-President to ultimately decide which strategic proposals would be funded. The strategic proposal process was determined to be an unwieldy, time consuming process plagued by funding delays.

Arguably, institutional planning and resource allocation should focus on providing resources to support efforts to achieve the College's mission. The College is piloting a new planning strategy where faculty and staff identify needs, and managers are responsible for identifying resources, options for funding, and collaborative partnerships. For a case in point, currently, the faculty and Management Team are actively exploring ways to leverage and "braid" Basic Skills Initiative, Basic Skills Transformation Grant, SSSP, Student Equity, Career Technical Education, Workforce Development, Perkins, and NSF STEM Access grant funding by identifying activities that will help meet our common student learning goals.

### **Improve Student Learning Outcomes Assessment**

Over the last several years, Solano Community College has made significant strides around outcomes and assessment. During 2014-2015 and 2015-2016, General Education Student Learning Outcomes (GELOs) were written and assessed, and the Institutional Learning Outcomes (ILOs) were revised and assessed. In March 2017, GELOs and ILOs were revised and approved by the Academic Senate for submission to the Governing Board for approval. See *Attachment I – Revised GELOs and ILOs*. An assessment calendar was approved through 2022 that includes a schedule for each school designating when their SLOs, PLOs, program reviews, and curriculum reviews are to be completed. The Assessment Coordinator and committee members supported individual faculty in their work on student learning outcomes assessment and a You Tube video was created to walk faculty through the process of writing quality assessments. [ [SLO Instruction Video Webpage](#) ] In spring 2016, the Assessment Committee and College also committed to creating an Assessment Module as part of CurricUNET Meta. The module is currently being pilot-tested in spring 2017 by the Assessment Committee.

Despite these gains, there is still a lot to be done around student learning outcomes and assessment. As a College, we want to move more toward an inquiry-based culture of assessment rather than just a culture of compliance. To that end, the SLO quality rubric was revised, as was the SLO assessment form, to dig deeper into student learning and quality teaching. Faculty are now being asked to provide more in-depth analysis of assessment results, looking at the strengths and weaknesses of students, and exploring practices in the classroom that will promote deeper understanding. [ [Revised SLO Quality Rubric](#) ]

We have asked faculty to come together to develop common success criteria rubrics for courses with multiple sections, so faculty can engage in dialogue and come to shared understanding of what successful completion of course outcomes looks like. [ [Common Assessment Examples](#) ] This, in turn, will provide students with a clearer picture of the knowledge and skills they are being asked to obtain, and it will help students understand how to successfully achieve these goals. Another example of how the process of assessment, inquiry, and reflection is helping us move forward is the recent revision of our GELOs and ILOs. Our assessment findings and other models of quality practice have demonstrated that improvement in these outcomes can help us better articulate our goals for students learning.

As a College, we also have the goal of exploring best practices in disaggregation of data to determine how to look closely at student learning in meaningful ways. We have decided not to jump into a “roster” system of analysis to check who met or did not meet the student learning outcomes, in fear we would lose the rich anecdotal data of what was working and not working in the classroom.

We also recognize that in order for disaggregated SLOs to be most meaningful, the SLOs themselves have to be written very thoughtfully, so that they are measuring different types of learning. For example, in a history course, all outcomes are not linked to knowledge obtainment, but some relate to critical thinking and writing, for example. The assessment committee would like to look thoughtfully at how we best move forward in disaggregating by individual student, and in the meantime, are going to begin disaggregating SLO data by delivery modality, course duration, and scheduling options.

Another area of recognized need was the absence of an effective assessment management software/database system. For the last several years, we used a home-grown database which stored assessment results but that was not accessible to all faculty and did not integrate with our curriculum network. To remedy this, the College contracted with CurricUNET to develop an assessment module that we believe will make our assessment processes much more efficient and sustainable for years to come. Faculty will be able to input their own assessments and share their findings with others. The assessment coordinator will be able to review new or revised SLOs or PLOs for quality, and importantly it will be easier to systematically map and analyze the connections between SLOs, PLOs, GELOS, and ILOs. The CurricUNET assessment module will “talk” to the curriculum side, so any changes to SLOs will automatically be updated in the assessment database.

Another significant advantage of the upgraded CurricUNET platform will be stronger links between outcomes assessment and the College’s integrated planning process. When faculty report their planned actions, they will report what they can do to improve learning in the classroom, and they will also analyze if there are resources and/or college wide efforts that could support students. Armed with this knowledge, the college can make more informed choices about how to spend resources in support of student learning based on assessment findings.

Finally, the Assessment Committee and College have the goal of making our assessment processes transparent, and information easily accessible. In 2016-2017, the Assessment

Committee began distributing an online Assessment newsletter to share with faculty relevant information, samples of quality assessments, and other resources that can support faculty and student learning. See *Appendix III: Sample Assessment Newsletter*. An Assessment Handbook is currently being developed that will house all our processes related to SLOs, PLOs, GELOs, and ILOs (we currently only have an SLO handbook). See *Appendix IV – Assessment Handbook draft*. In the 2017-2018 year, we will also update our website and provide training on the new CurricUNET assessment module, on mapping, and other assessment related topics.

In summary, the two Action Projects contained in this QFE will help the College move away from a culture of compliance with regard to its engagement with integrated planning and student learning outcome assessment, and move toward a culture of inquiry. We will be able to more clearly define and measure SLOs that measure the core skills and knowledge we want students to have in all of our courses, and which are aligned with program learning outcomes and institutional learning outcomes. We will engage in more institutional dialogue and reflect on student learning outcomes and ways to improve student achievement.

We will be more able to effectively integrate student learning outcome assessment into planning and resource allocation that supports our goals. In this way, student learning outcomes will be at the heart of our planning and how we allocate resources for the improvement of instruction.

<b>Action Project</b>	<b>Accreditation Standards Targeted by Improvement</b>
<b>Improve Integrated Planning</b>	Standards I.A.3, I.B.9, III.B.3  Additional Related Standards: I.B.7, I.B.8
<b>Improve Student Learning Outcome Assessment</b>	Standards I.B.2, I.B.4, I.B.5, I.B.6, I.C.3, II.A.3  Additional Related Standards: I.B.1

## **B. Desired Goals and Outcomes for Action Projects**

<b>Action Project</b>	<b>Goals</b>
<b>Improve Integrated Planning</b>	<ul style="list-style-type: none"> <li>• Increased focus and relevancy of planned work</li> <li>• Strengthened accountability of progress</li> <li>• A trained management team on project management methodology</li> </ul>

	<ul style="list-style-type: none"> <li>• Full integration of resource allocation with planning</li> <li>• Adopted method for integration of educational planning.</li> </ul>
<b>Improve Student Learning Outcomes Assessment</b>	<ul style="list-style-type: none"> <li>• Move toward an inquiry-based culture and away from a culture of compliance.</li> <li>• Adopted best practices in disaggregating data.</li> <li>• A transparent assessment process that provides for easily accessible information and includes the creation of an Assessment Handbook.</li> <li>• Revised GELOs and ILOs to better capture the college's learning goals for students.</li> <li>• Improved course mappings between SLOs, PLOs, GELOs, and ILOs.</li> <li>• Increased faculty and student participation in outcomes assessment dialogue and practice.</li> <li>• Implementation of the CurricUNET assessment module to store and track assessments.</li> <li>• Additional training and time to support faculty in outcomes assessment.</li> <li>• Improved integrated planning that includes analysis of SLO data.</li> </ul>

<b>Action Project</b>	<b>Desired Outcomes</b>
<b>Improve Integrated Planning</b>	<ul style="list-style-type: none"> <li>• System will be developed and implemented that is derivative of strategic goals and objectives.</li> <li>• System will reference goals and mission of the college and will also consider the current and medium term situation and available resources, allowing for more focused planning.</li> <li>• Standardized accountability reports will include identified planning activities with an assigned responsible person(s) and recorded deadline dates. Each project will have a named project manager.</li> <li>• College Governance Council will form a major part of accountability and monitoring</li> </ul>

	<p>of progress, recommending actions to the Management Team where appropriate.</p> <ul style="list-style-type: none"> <li>• The standard format for recording plans and initiatives will use a common project-based approach to ensure accountability, repeatability, and a standard that can be learned. Increased skills in PM methodology will help with the quality and accountability of the entire planning project.</li> <li>• Through scheduled trainings, increased understanding of the information requirements and the data related to budgets that can be stored, and how planning information feeds into the resource allocation process.</li> <li>• Newly revised faculty and non-faculty position prioritization process will be thoroughly reviewed and revised as necessary.</li> <li>• All planning products will be brought together into a common format and repository to allow planning information to be reported in a standard format.</li> <li>• A standard language for planning will allow for more effective higher management-level decision making.</li> </ul>
<p><b>Improve Student Learning Outcome Assessment</b></p>	<ul style="list-style-type: none"> <li>• 100% implementation of assessment module in CurricUNET Meta</li> <li>• 100% of ILOs and GELOs are assessed and revised.</li> <li>• SCC Assessment Handbook developed and disseminated to faculty.</li> <li>• Completed schedule of professional development training.</li> <li>• Documented faculty training on use of CurricUNET assessment module.</li> <li>• 100% of SLOs are mapped to PLOs, GELOs, and ILOs in CurricUNET.</li> <li>• 100% of SLOs are reviewed and revised, as needed, based on findings of mapping.</li> <li>• Update of assessment webpage completed.</li> <li>• Assessment Newsletters are published quarterly and widely disseminated, and on file.</li> </ul>

	<ul style="list-style-type: none"> <li>Completed analysis of data from Year 1 pilot of assessment module, including disaggregation of data, and revisions made, where needed, disseminated and on file.</li> <li>100% completion of integrated planning component of outcomes assessment</li> </ul>
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### C. Actions/Steps to be Implemented, Timeline and Responsibility for Action Projects

ACTION PROJECT: Improve Integrated Planning

Activity	Timeline	Responsibility
<b>Review and revise Academic Program Review template</b>	Fall 2016	Vice President, Academic Affairs Program Review Coordinator
<b>Review and potentially adopt Program Review assessment module in CurricUNET</b>	Fall 2016	Vice President, Academic Affairs Program Review Coordinator
<b>Review and revise VPAA response forms and timeline</b>	Fall 2016	Vice President, Academic Affairs Program Review Coordinator
<b>Define College Planning Priorities</b>	Spring 2017	Management Team College Governance Council
<b>Get campus feedback on Planning Priorities</b>	Spring 2017	College Governance Council
<b>Finalize Planning Priorities</b>	Spring 2017	College Governance Council
<b>Add Planning Priorities to database</b>	Spring 2017	Institutional Research
<b>Train management team and faculty on planning linked to priorities</b>	Spring 2017- Fall 2017	Institutional Research
<b>Critique and amend plans</b>	Summer 2017	Management Team
<b>Add budget request component to planning database</b>	Summer 2017	Institutional Research

<b>Make first round of budget requests using planning database</b>	Summer 2017	Institutional Research and Fiscal Advisory Committee
<b>Report on plans linked to Planning Priorities</b>	Fall 2017- Spring 2019	Institutional Research, Management Team, College Governance Council
<b>Design planning validation reports that identify incomplete &amp;/or erroneous planning activities</b>	Spring 2018	Institutional Research
<b>Complete all documentation on planning and resource allocation processes</b>	Summer 2018	Institutional Research
<b>Design and deploy completed Planning website</b>	Summer 2018	Institutional Research
<b>Review and revise planning processes</b>	Fall 2018	College Governance Council
<b>Explore options for complete online planning system</b>	Spring 2019	Superintendent-President
<b>Review college planning priorities</b>	Fall 2019	College Governance Council

**ACTION PROJECT: Improving Student Learning Outcomes Assessment**

<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Review and revise SLO reporting forms and SLO quality rubric</b>	Fall 2016	Vice President, Academic Affairs Assessment Coordinator Assessment Committee
<b>Review and potentially adopt SLO Assessment module in CurricUNET</b>	Fall 2016	Vice President, Academic Affairs Assessment Coordinator Assessment Committee
<b>Collaborate with Governnet on the design of the CurricUNET META assessment module; pilot-test; and “go live”</b>	Spring 2017	Vice President, Academic Affairs Assessment Coordinator



		Assessment Committee
<b>Revise Institutional Learning Outcomes and General Education Learning Outcomes based on assessment results and models of effective practice</b>	Spring 2017	Assessment Coordinator Discipline Faculty
<b>Write the Solano College Assessment Handbook</b>	Spring 2017	Assessment Coordinator
<b>Continue to provide professional development training and assessment newsletters to train faculty</b>	Spring 2017	Assessment Coordinator
<b>Continue to revise SLOs</b>	Spring 2017	Assessment Coordinator Discipline Faculty
<b>Train faculty in the use of the CurricUNET Assessment module</b>	Fall 2017	Assessment Coordinator
<b>Ensure all SLOs are in the CurricUNET Assessment module</b>	Fall 2017- Spring 2018	Assessment Coordinator
<b>Collaboratively map SLOs to PLOS, GELOs, and ILOs in CurricUNET with faculty</b>	Fall 2017- Spring 2018	Assessment Coordinator Discipline Faculty
<b>Train faculty on mapping and support dialogue, collaboration, and an inquiry based approach to assessment.</b>	Fall 2017- Spring 2018	Assessment Coordinator
<b>Support the revision of SLOs (if necessary), based on findings of mapping</b>	Fall 2017- Spring 2018	Assessment Coordinator Discipline faculty
<b>Update the assessment website</b>	Fall 2017- Spring 2018	Assessment Coordinator IT Webmaster
<b>Faculty work with administration on the integrated planning component of outcomes assessment</b>	Fall 2017- Spring 2018	Management Team Academic Senate Dean, Research & Planning
<b>Work with the Curriculum Committee and faculty to review any revisions or additions of SLOs made in the database</b>	Fall 2017- Spring 2018	Assessment Coordinator Curriculum Committee Discipline Faculty

<b>Continue to distribute Assessment Newsletters and provide professional development trainings based on expressed needs</b>	Fall 2017- Spring 2018	Assessment Coordinator
<b>Continue training faculty in the use CurricUNET, mapping, and writing quality outcomes assessments</b>	Fall 2018- Spring 2019	Assessment Coordinator Assessment Committee Discipline Faculty
<b>Analyze data from the first year of the CurricUNET assessment module including the disaggregation of data collected, making revisions to the process as necessary</b>	Fall 2018- Spring 2019	Assessment Committee
<b>Assess GELOs beyond a mapping analysis</b>	Fall 2018- Spring 2019	Assessment Coordinator Discipline Faculty
<b>Involve students more in the analysis of outcomes assessment</b>	Fall 2018- Spring 2019	Assessment Coordinator Discipline Faculty
<b>Work with administration on the integrated planning component of outcomes assessment</b>	Fall 2018- Spring 2019	Assessment Committee
<b>Work with the Curriculum Committee and faculty to review any revisions or additions of SLOs made in the database</b>	Fall 2018- Spring 2019	Assessment Coordinator Assessment Committee Curriculum Committee Discipline Faculty
<b>Continue to distribute Assessment Newsletters and provide professional development trainings based on expressed needs</b>	Fall 2018- Spring 2019	Assessment Coordinator
<b>Assess ILOs beyond a mapping analysis</b>	Fall 2019- Spring 2020	Assessment Coordinator Discipline Faculty

### **Part III: Recent Improvements and Effective Practices**

#### **Improving Integrated Planning**

Solano Community College has expended a great deal of time and resources to ensure that the College's Mission, Educational Master Plan, Facilities Master Plan, Strategic Plan, Student

Learning Outcomes Assessments, and Program Reviews link planning initiatives across the college and connect these plans to resource allocation. The College, in recent years, has made significant progress to improve the effectiveness of its integrated planning process and to support continuous improvement of student learning and student success, including:

- Increased Institutional Support for the Office of Institutional Research and Planning, including a restructure that now includes a Dean (formerly a Director), a Principal Research and Data Analyst (formerly a Lead Research Analyst position); and a Senior Information Reporter, as well as the purchase of research and planning tools.
- Improvement of the Institutional Planning Database, in use since fall 2012, which eliminates repetition in reporting and provides a single resource for the vast majority of the College's planning and outcomes assessment information. An inventory of all projects, outcomes and assessments for non-academic areas, committees, and other formal integrated plans, such as the Educational Master Plan, are located in the Planning Database. In 2014, there was a redesign of the Planning Database based on user feedback and audit of data fields. Improvements included improved program review reporting; validation reporting for Vice Presidents to assist with quality control; and functionality improvements such as automation in program review preparation. The redesign also included reporting functions for every area responsible for planning, and outcome assessments were assigned to senior managers in order to add a layer of accountability.

In addition, a Planning Control and Review Calendar has been developed that tracks the completion of validation report reviews, non-academic program review, strategic plan review, area updates, fall and spring reviews, and end of year review. [ [Planning & Review Calendar Examples](#) ]

- Restructure of Major Planning Committees, which included reinstating the previously defunct Fiscal Advisory Committee. The committee is chaired by the Vice President of Finance & Administration and is charged with making recommendations to the Superintendent-President on District financial and budget planning issues. Beginning spring 2016, the Superintendent-President assembled the Management Team, which is comprised of the Vice Presidents of Academic Affairs, of Finance and Administration, of Student Services, and of Human Resources; and Academic, Research and Planning, and Student Services Deans. These managers meet weekly to discuss integrated planning and resource allocation issues. [ [Management Team Meeting Agenda Example](#) ]
- Improvements to Academic Program Review. At the September 26, 2016 Academic Program Review meeting, the Superintendent-President and Interim VPAA provided feedback on the program review process and template which the faculty agreed to consider for future planning. Continuing to improve efforts at closing the loop, the faculty held an integrated planning meeting related to program review on November 18, 2016, where the role of the VPAA and other key participants in the process and the flow of information was also reconsidered. The VPAA's response form was revised. The VPAA was assigned an additional duty of synthesizing program review requests to identify larger institutional needs, which would then be presented to the College

Governance Council for further review. In order to facilitate the monitoring and updating of yearly goals and dissemination of information, the APRC reviewed the Program Review software module in CurricUNET, which the Committee deemed useful and appropriate for the College's purposes. [ [Program Review on Webpage](#) ]

- Improved Non-Academic Program Review Evaluation. In conjunction with the Office of Institutional Research and Planning, an ad hoc committee finalized a rubric for assessing non-academic program reviews and reviewed and provided feedback on all non-academic service area outcomes and program reviews utilizing the rubric. [ [Non-Academic Program Review Rubric](#) ]
- Improved Strategic Planning. The Office of Institutional Research and Planning, utilizing the Planning Database, is now able to extract plans linked to strategic goals from the Planning Database. [ [Research and Planning Webpage](#); [Linked Assessments](#) ]
- Increased Training and Planning Guides on use of the Planning Database have been provided to all Managers, which cover outcomes assessment, project planning, database reporting, adding projects, adding outcome assessment, and completing program reviews. The Dean of Research, Planning, and Effectiveness has hosted workshops with managers to renew familiarity of members with the Mission, Vision, Strategic Goals and Objectives and how these statements inform planning. Managers also received training on their roles in planning and how departmental projects and activities are linked to strategic goals and objectives and how linked projects are communicated in the Strategic Plan. [ [Future Projects with SAOs](#); [SAO Tracking](#); [Resources & Training](#); [Program Review Data](#) ]
- Increased Institutional Dialogue. With broad campus community participation, two planning summits took place in spring 2016 with discussion focused on resource allocation and faculty hiring. Significantly, based on these discussions and the collaborative work that ensued, changes were made to the faculty prioritization process and piloted in December 2016. [ [Faculty Prioritization](#) ]
- Integration of Planning with Resource Allocation. Integrated planning is required for one of the most important, long-lasting resource allocations that our college will make: the selection of faculty positions. To align planning with college needs, the faculty prioritization process and timeline were reviewed and revised in early December 2016. [ [Faculty Prioritization](#) ]

In consultation with faculty, the administration proposed a slightly revised process that requires completion of program review and student learning outcome assessment before a faculty position will be considered.

Additionally, the college took steps to broaden understanding of the curriculum development process in order to align planning with resource allocation to advance college goals; discussed the integration of planning processes at weekly Management meetings; made progress toward full implementation of CurricUNET, including

CurricUNET Meta, and assessed the current Planning database in order to incorporate our program review and SLO assessments into the curriculum system.

In sum, recent improvements to institutional planning have focused on increased accountability, control, and validation as well as efforts to make all planning more relevant, accurate, and useful. Evaluation of the planning process is ongoing and occurs on an annual basis.

### **Improving Student Learning Outcome Assessment**

Over the last several years, Solano Community College has made significant progress in improving student learning outcomes assessment, including the following:

- General Education Student Learning Outcomes (GELOs) were written and assessed. [ [Revised GELOs](#) ]
- Institutional Learning Outcomes (ILOs) were revised and assessed. [ [Revised ILOs; Assessment of ILOs](#) ]
- An assessment calendar was approved through 2022 that included a schedule for each school designating when their SLOs, PLOs, program reviews, and curriculum reviews are to be completed. [ [Assessment Calendar](#) ]
- The Assessment Coordinator and committee members supported individual faculty in their work on student learning outcomes assessment and writing quality assessments, including providing personalized, one-on-one training at recent Flex Cal professional development days. [ [Flex Calendars](#) ]
- The Assessment Committee and College are working to deploy the SLO Assessment Module as part of CurricUNET Meta and will be pilot-testing the module in spring 2017. This action will integrate SLO data from curriculum with assessments and will ensure accuracy and consistency. Faculty will be able to directly input their own SLOs and this will allow for easier tracking. It will also assist faculty and administrators with reflecting on assessment results and using these results in integrated planning. [ [SLO Training](#) ]
- The Assessment Committee updated the SLO Quality Rubric and SLO Course Assessment form to help clarify what makes a quality assessment. One of the form's new questions relates to closing the assessment loop by asking faculty to state how previous planned activities worked and any changes that will be made to support student learning. [ [Revised SLO Quality Rubric](#) ]

### **Part IV: Monitoring Progress and Closing the Loop**

The following responsible administrators and constituent group members have been assigned by the Superintendent-President to help monitor progress and implement improvements:

<b>Action Project</b>	<b>Administrator Responsible</b>	<b>Constituent Group Members</b>
Integrated Planning	<b>Peter Cammish</b> , Dean of Research, Planning, and Effectiveness <b>Yulian Ligioso</b> , Vice President of Finance and Administration <b>David Williams</b> , Vice President of Academic Affairs, <b>Gregory Brown</b> , Vice President of Student Services	<b>Michael Wyly</b> , Academic Senate President <b>Erin Farmer</b> , Faculty Association (SCFA) President <b>Salvatore Abbate</b> , Classified Staff (CSEA) President <b>Jeffrey Lehfelddt</b> , Local 39 Rep <b>Jacob Hinkle</b> , Associated Students (ASSC) Senator
SLO Assessment	<b>David Williams</b> , Vice President, Academic Affairs	Assessment Committee: <b>Amy Obegi</b> , Faculty Coordinator <b>Michael Wyly</b> , Liberal Arts <b>LaNae Jaimez</b> , Social/Behavioral Sciences <b>Terri Pearson-Bloom</b> , Health Sciences <b>Randy Robertson</b> , Math and Science <b>Cynthia Jourgensen</b> , Applied Technology/Business <b>Nick Cittadino</b> , Counseling <b>Rebecca Estes</b> , Adjunct Rep (Foreign Languages)
Regular Review and Evaluation	<b>Celia Esposito-Noy</b> , Superintendent-President	Management Team College Governance Council

These responsible parties will monitor the progress of the Action Plans, hold discussions, and develop protocols that will ensure that the Action Plans are folded into existing processes to promote sustainable and lasting change.

Action Plan teams will provide written progress reports at the end of each fall semester, as well as an end-of-year annual report on the status of the respective action plans. These reports will be compiled by team members and communicated to the campus community.

Our plan for sustainability includes continuing to build institutional support, including support from academic leadership. Significant pieces of the integrated planning and assessment processes are already in place, and there are various funding sources available to leverage and provide participatory support, thus eliminating the need for the monetary support for the action projects.

## List of Supporting Documents for Quality Focus Essay

<b>QFE</b>	<b>File/Link Name</b>
<b>Part I</b>	IEPI Webpage Planning Summit 4-20-16
<b>Part II</b>	AS Minutes 12-5-16 Revised PR Handbook 2017-2018 SLO Assessment Video Webpage Solano Assessment Video Revised SLO Quality Rubric
<b>folder</b>	Common Assessment Examples
<b>Part III</b>	Planning & Review Calendar Examples Management Team Meetings Agenda Example Program Review On Webpage Non-Academic Program Review Rubric Linked Assessments Future Projects with SAOs SAO Tracking Resources & Training Program Review Data Faculty Prioritization Revised GELOS Revised ILOs Assessment of ILOs Assessment Calendar
<b>folder</b>	Flex Calendars
<b>folder</b>	SLO Training Revised SLO Quality Rubric





## Glossary of Acronyms

AEW	Academic Excellence Workshops
ALG	Administrative Leadership Group
AP	Administrative Procedure
AP	Advanced Placement
APPA	Association of Physical Plant Administrators
APRC	Academic Program Review Committee
AS	Academic Senate
ASC	Academic Success Center (later ASTC)
ASSC	Associated Students of Solano College
ASTC	Academic Success and Tutoring Center
BACCC	Bay Area Community College Consortium
BOG	Board of Governors
BP	Board Policy
BSSOT	Basic Skills Student Outcomes Transformation Grant
CAP	California Acceleration Project
CAP	College Advancement Program ( <i>MOU with Dixon Unified School District</i> )
CBA	Collective Bargaining Agreement
CBOC	Citizen's Bond Oversight Committee
CCCAA	California Community College Athletic Association
CCCCO	California Community Colleges Chancellor's Office
CCLC	Community College League of California
CCPLS	Community College Pathway to Law School

CGC	College Governance Council
COR	Course Outline of Record
CSEA	California School Employees Association
CSO	Campus Security Officer
CSPS	California State Prison, Solano
CTEOS	CTE Outcomes Survey
DE	Distance Education
DECT	Distance Education Captioning and Transcription grant
DPP	Default Prevention Plan
DSA	Division of the State Architect
DSP	Disability Services Program
ECHS	Early College High School
EMP	Educational Master Plan
ERP	Enterprise Resource Planning System
FAC	Fiscal Advisory Committee
FB	Fund Balance
FF&E	Furniture, Fixtures, and Equipment
FMP	Facilities Master Plan
FON	Full Time Faculty Obligation Number
FTEF	Full-Time Equivalent Faculty
FTES	Full-Time Equivalent Student
FYE	First Year Experience Program
GE	Gainful Employment
GE	General Education

GELO	General Education Learning Outcomes
IB	International Baccalaureate
IBA	Interest Based Approach
IEP	Innovation and Effectiveness Plan
IEPI	Institutional Effectiveness Partnership Initiative
ILO	Institutional Learning Outcomes
IPM	Integrated Planning Manual
IPP	Integrated Planning Process
ISS	Institution-Set Standards
LAO	Legislative Analyst's Office
LMS	Learning Management System
MAC	Math Activities Center
MCHS	Middle College High School
MIS	Management Information System
MIT	Mare Island Technology Academy
NASA	Nursing Academic and Success Achievement Program
NCCMC	National Consortium on College Men of Color
NIMS/ SEMS	National Incident Management System / Standardized Emergency Management System
OEI	Online Education Initiative
OPEB	Other Post-Employment Benefits
PCAH	Program and Course Approval Handbook
PDFC	Professional Development/FlexCal Committee
PLA	Project Labor Agreement
PLO	Program Learning Outcomes
PRT	Partnership Resource Teams (IEPI)

SAO	Service Area Outcome
SBDC	Small Business Development Center
SCC	Solano Community College
SCCD	Solano Community College District
SCCEF	Solano Community College Educational Foundation
SCFA	Solano College Faculty Association
SEP	Student Equity Plan
SEP	Student Education Plan
SI	Supplemental Instructor
SIG	Strategic Information Group
SMSR	Scheduled Maintenance and Special Repairs Plan
SNAP	Solano, Napa, and Partners Library Consortium
S-P	Superintendent-President
SSSP	Student Success and Support Program
SSU	Sonoma State University
STAC	Strategic Technology Advisory Committee
STEM	Science, Technology, Engineering, and Math
TAG	Transfer Admission Guarantee
USP	Umoja Scholars Program
VPAA	Vice President, Academic Affairs
VPFA	Vice President, Finance and Administration
VPSS	Vice President, Student Services
VCUSD	Vallejo City Unified School District