

MIDTERM REPORT PLANNING AGENDA 2 DRAFT AUGUST 7, 2014

(Items 1-21)

1. The College will provide ongoing training in interpreting and using data.

Standard IB.1

Standard IB.3

Training (for which group(s)) was initially offered in a series of weekly MS Access classes (Evidence: 2.1.1). After review (evidence here?) it was decided to take things slower and easier and build up some basic skills in MS Excel. The first class (Who will be invited to attend?) will look at data manipulation via MS Excel pivot tables in September 2014 (Evidence: 2.1.2)

Training for use of program review data is routinely offered during Flex Cal [evidence here] and is well attended by those departments starting program review.

Since we are getting users more used to receiving data in Tableau format we make sure to include full instructions on design and interpretation with all major Tableau workbooks. [Evidence: 2.1.3]

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

Standard IB.2

Every manager at the Institution links the strategic goals of the College back to their own areas outcomes. Each outcome has a set of assessment strategies and success criteria. Having managers document a written assessment strategy and specific success criteria helps to ensure that the linked outcomes are measureable. Each linked outcome also has a set of assessments recorded [Evidence: 2.2.1]

Managers have been trained on recording outcomes and assessments and written guidance is provided in the Integrated Planning Process manual [Evidence: 2.2.2]

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

Standard IB.6

The Institution has made steady progress in refining planning evaluation. Nevertheless, monthly meeting of planning review tended to be unfocused. To better organize and focus these planning review meetings, it was determined that planning might be effective if these functions were distributed across 4 committees [Evidence: 2.3.1]. The committees now meet less frequently but are more focused.

The most recent review of planning process lead to many excellent suggestions for improvement of processes [Evidence: 2.3.2] which have been shared with the President's lead Institutional Planning Group [Evidence:2.3.3]. Work is ongoing to advance the recommendations.

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

Standard I.B.7

Assessment results from non academic areas are fed into an annual program review. The program review collects assessment results data from linked service area outcomes as well as from defined next steps. The program review format also shows projects and activities that may be linked to the outcome assessment and any highlighted areas of concern. Since all of this data is recorded in database format there is minimal reporting burden on managers. [Evidence: 2.4.1]

[The Academic Program Review has undergone major revision and a solid program has been established, to include Program Review assessment.](#)

[Reference Academic Program Review here \(PA 3,Item 9\)](#)

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

Standard II.A.2.i

As directed by Title 5 (the California Education Code governing community colleges), the Solano Community College Governing Board, and the Solano Community College Curriculum Committee Handbook, the Curriculum Committee reviews the prerequisites for all courses during the curriculum review process. [Evidence 1, 2, 3.] This process completes a review of all courses and their prerequisites over a five-year cycle.

[Evidence 4.] The purpose of the curriculum review is to guarantee that courses and programs are current with the requirements of the respective transfer or career goals. The Curriculum Committee has been reviewing prerequisites regularly in order to fulfill this directive at least since the Governing Board adopted its current prerequisite policy in 1994. [Evidence 5.]

It should also be noted that the Curriculum Committee has begun the process of changing the College's prerequisite procedure to permit content review alone to establish prerequisites and corequisites as now allowed by Title 5. [Evidence 6.] Prior to the change in Title 5, prerequisites for courses not in a sequence typically had to be established using content review with statistical validation. The effect of this was that students had to fail to allow a prerequisite to be established. With the goal of improving student success, the state changed Title 5 to allow an enhanced content review to establish these prerequisites. The new regulations have many requirements that must be met before implementation. The Curriculum Committee's actions taken in the spring of 2014 are the first steps in this process. The issue will be taken up by the Academic Senate in Fall Semester 2014 [additional evidence goes here]. The proposed changes do not affect the regular review of established prerequisites or corequisites as required by Title 5, Board Procedure 6023, and the Curriculum Committee Handbook.

Evidence 1: Section 55003(b)(4), p. 27: "...that at least once each six years all prerequisites and corequisites established by the district shall be reviewed" .

Evidence 2: Procedure 6023(I)(D): "As a regular part of the curriculum review process or at least every five years, the College shall review each prerequisite, corequisite, or advisory to establish that each is still supported by the faculty in the discipline or division and by the Curriculum Committee"

Evidence 3: Curriculum Handbook, p. 27, "...all corequisites and prerequisites must be validated every 5 years"

Evidence 4: The Curriculum Review Timeline.

Evidence 5: See, for example, the meeting minutes for a small sample of such reviews.

Evidence 6: See the minutes from the meeting where the Curriculum Committee first approved the new procedure and the required form was approved.

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

In Summer 2012, the Academic Senate President enlisted a team of faculty to assist their colleagues in assessing all course outcomes and to write outcomes where none existed. [E2.6.1: Academic Senate Memorandum, 6-30-12]. An SLO Coordinator was hired in August of 2012 [E.2.6.2 SLO Coordinator Job Description] and School Coordinators [E.2.6.3: School Coordinator Job Description] were hired shortly thereafter to help faculty with assessments. Among their other job duties, School Coordinators added assessments to the database and to School shared folders so that other faculty could learn from their colleagues' work and to provide evidence for assessments.

Since 2012, the College has convened various iterations of the SLO Committee to notify faculty of the assessment schedule and to help faculty assess their courses. In 2012-13, the SLO Committee met approximately six times [E2.6.3: SLO Committee Agenda and Minutes 3-5-13]. In Fall 2013, the SLO Committee noted that the quality of assessments needed to be improved and a quality rubric was written [E2.6.4: Quality Rubric] though it wasn't formally adopted by the committee until May.

In January 2014, the SLO Committee was reconstituted as the Assessment Committee and met three times [E2.6.4: Assessment Committee Agenda and Minutes 3-18-14 and 4-1-14] Members include representatives from management, faculty, and staff. The SLO Coordinator and the Interim Dean of Academic Affairs determined that the Assessment Committee should broaden its scope to include review and analysis of all College Outcomes. It met several times in Spring 2014 and determined that: (1) many of the even-numbered courses from the Fall 2013 semester were not in the database and probably had not been completed, (2) a committee member provided a workshop on the reason for

assessments and the mechanics in assessment to increase the number of assessments, (3) quality needed to be improved, and (4) program assessments needed to better conform to ACCJC's rubric. [E2.6.5: Assessment Committee Minutes 4-9-14 and 5-20-14].

All Schools dedicate time during some School meetings and during Flex Cal to exchange ideas regarding SLOs and SLO assessments. **Have requested 7/21/14 from each school coordinator.** [E2.6.6: Title of document goes here] School coordinators have made presentations to faculty regarding best practices in SLOs in School meetings [E2.6.7: TITLE HERE]

Many faculty get together informally to discuss SLOs in Department meetings. For example, some of the math faculty have met to develop a common assessment and rubric for Math ____ [E2.6.8. ____] The chemistry faculty have rewritten their program assessment to align with ACCJC's rubric for program assessment. [E2.6.9 __: Chemistry Program Assessment].

SCC continues to include SLO workshops in our bi-yearly FlexCal presentations [E2.6.10 TITLE HERE]. and throughout the year. Additionally, one-to-one help (either face-to-face or via email) has helped faculty complete their assessments and improve quality; anecdotally, faculty report that the workshops and one-on-one sessions are helpful. [EVIDENCE---FLEX CAL EVALUATIONS SHOULD BE USEFUL HERE ALSO AS EVIDENCE]

ADD NARRATIVE AND EVIDENCE FROM AUGUST 8 (ETC.) ASSESSMENT MEETING

Assessment activities for the 2014-15 year include: (CHECK IF DUPLICATION OF LANGUAGE IN PA 8)

Improve quality of course assessments based on recommendations from School Coordinators/Assessment Committee with follow-up from Deans: Fall 2014.

Document how course outcomes have been used to modify pedagogy: Fall 2014.

Ensure program assessments meet ACCJC standards as set forth in its rubric: Fall 2014 and Spring 2015.

Determine which courses are best suited to assess ILOs and GELOs (General Education Learning Outcomes) so course assessments can be used for these other outcomes: Spring 2015

ONGOING PLANS?

Conclusion:

We need to address our weaknesses in collecting the data.

If our total number of SLO assessments is lower than last year, what are we specifically doing to address this?

Do we need to amend our database entry system?

Etc.

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

Standard 11.A.6.a

NARRATIVE AND EVIDENCE NEEDED

8. The College will put into place surveys for students to self-assess the Core Competencies and for faculty to assess students' "Personal Responsibility and Professional Growth"

Standard II.B.3.b

In October of 2012, the Dean of Research and Planning wrote and distributed a student survey [E2.8.1: Student Survey] and a separate faculty survey [E2.8.2: Faculty Survey] for Institutional Learning Outcomes 3 (Global Awareness) and 4 (Personal Responsibility & Professional Development). He analyzed the data and wrote the report [E2.8.3: ILOs 3 & 4 Report]. Overall, faculty rated students lower than students rated themselves for all measures (e.g., the scientific method and how experiments work; communicating social and political issues in their own communities; and ability to assess their own skills).

In Spring 2013, Solano's other two ILOs were assessed; the SLO Coordinator wrote a survey and rubric [E2.8.____] to assess ILOs 1 (Communication) and 2 (Critical Thinking and Information Competency). Faculty who taught the scientific method (biology, physics, statistics, and psychology) were contacted and the survey distributed. Over 200 student responses were recorded and a report was written [EVIDENCE HERE____]. In a world of Twitter, Facebook, and texting, it is not surprising that most students do not meet expectations for written communication (What is being done to remedy this illiteracy?) Clearly students are able to provide a brief, accurate answer to a question, but they fail to develop or expand an idea within a paragraph. The fact that students with 30 or more units (sophomores) are not able to communicate better than those students with fewer than 30 units (freshmen) is surprising (what steps are being taken to remedy). While students certainly understand some aspects of the scientific method, their inability to differentiate an experimental variable from a negative control or to determine whether a sample size is adequate or not are serious failures. (What is our specific plan to help students?)

Assessment activities for the 2014-15 year include:

Improve quality of course assessments based on recommendations from School Coordinators/Assessment Committee with follow-up from Deans: Fall 2014.

Document how course outcomes have been used to modify pedagogy: Fall 2014.

Ensure program assessments meet ACCCJC standards as set forth in its rubric: Fall 2014 and Spring 2015.

Determine which courses are best suited to assess ILOs and GELOs (General Education Learning Outcomes) so course assessments can be used for these other outcomes: Spring 2015

Conclusion:

Do we intend to continue to survey?

What are our plans for assessing the current ILOs?

Who is responsible for ongoing work with ILOs?

We need to address our weaknesses in collecting and assessing the data.

If our total number of SLO assessments are low, what are we doing to address this?

Do we need to amend our database entry system?

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

Standard II.B.4

Delivery of Online Counseling Services:

ECOUNSELING

The Counseling Department offers students an opportunity to ask general questions about the college and various programs through an eCOUN online service [E.2.9.1: eCOUN brochure].

In the 2012-2013 year, 155 hours were dedicated to eCOUN. eCoun was originally piloted in ___year___. Each year, the number of hours has ___remained the same/increased___ [E.2.9.2: Screen Shot or what evidence you have to document] During that year (2012-13?) 376 student emails were answered. In the 2013-2014 year, 147 hours were dedicated to eCOUN and 245 student emails were answered [E.2.9.3: Title of Evidence goes here] The Counseling Department will review this email data during the program review process Program Review was last completed in _____. **WHAT IS YOUR PROGRAM REVIEW TO OCCUR?)** and will identify efficiencies (??) to optimize personnel costs for student served. A method to evaluate student satisfaction will also be determined and implemented and possible recommendations for improving student use, and/or revision of the current practice will be identified.

Counselor Professional Development:

Best Practices:

In 2013-2014 year, the Counseling Department faculty added two meetings per month in order to collectively address best practices in counseling. Previously, the faculty met twice per month with agenda items primarily devoted to department business. Topics included: advising students regarding ADT, the new statewide Associate Degrees for Transfer majors, how to best counsel dismissed students and the procedures for readmission, crisis counseling, and discussions addressing student feedback as received by the dean and student government. [E.2.9.4: Title of Minutes with date]

On April 10, 2014, ASSC Student Body President presented feedback from students based on a student government activity in which students were asked to write comments about their experiences with counseling [E.2.9.5: Title of ASSC evidence document] The

feedback was profound as it reflected some student concerns that counselors were not visible nor readily available and counselors were visibly moved by the ASSC President's honesty and pointed comments. It was agreed that this activity should be regular and ongoing and the feedback should be considered valuable data upon which planning should at least partially rely.

Additionally, the ASSC Student Senator for Student Services met with the Dean of Counseling at least four times throughout the year to discuss relevant student concerns about Counseling services [E.2.9.6: [Title of Minutes documenting these meetings goes here](#)].

Adjunct Counselor Training:

In 2014? two counselors developed and presented a counselor training program for recently hired adjunct counselors. The last adjunct counselor training was held in 2013 and was conducted by two experienced counselors following a model used for many years. That model (the 2013?) was to provide six hours of intense training which included a philosophical discussion about the purpose of counseling followed by detailed technical information about the College's data management system. This second portion included information and practice with entering student information about prerequisites, educational plans, transfer information as well as College registration procedures. After that experience, the two counselors concluded that the scope of the training was too much to be included in the six hour session and so recommended that this year's training be modified. The training consisted first of two hours of shadowing an experienced counselor, followed by a four hour session of in-person and hands on training about many of the technical details, and then an additional two hours of more shadowing.

New counselors have been encouraged to ask questions of more experienced counselors, however, discussions among the trainers have identified other possible improvements. One counselor has agreed to take a lead role in the development of a more detailed and lengthy training program for adjunct counselors. That counselor will incorporate and expand upon an informal manual that has been the product of various counselors' input. It is expected that a first draft of a process will be ready for counselor input and review by the middle of the spring 2015 semester. [E.2.9.7: [Title of document for evidence goes here](#)]

Counseling Department Off Campus Retreat:

With the encouragement and support of the Superintendent/President, the Counseling Department held a two day retreat on March 20 and 21, 2014 at the Hilton Garden Inn in Fairfield, CA. The retreat was facilitated by a retired manager in Student Services from a neighboring community college. The retreat focused on student success and sought to address how the department might improve its processes and organization to increase student success [E.2.9.10: [Conference brochure or Agenda title](#)].

At the Counseling Department Retreat, SCC's Institutional Researcher defined several metrics and then presented data about the persistence, retention, and success of our SCC

students. The group then spent a number of hours studying, synthesizing, and hypothesizing about the story told within the data, The counselors used their anecdotal experience with students to theorize about the reasons why certain groups were not performing as well as other groups, why new students were not persisting from one semester to another, and what in our College processes may be creating challenges for students. The group identified major areas of interest for our focus in the coming year. The plan includes four different goal statements, with measureable objectives, action plans and timelines for achieving and measuring the achievement of those goals. The plan is to work through the year and to reassess progress in spring 2015. [E.2.9.11: [Title of Research documents or whatever evidence you have goes here](#)] Follow up from the retreat included two division meetings [E.2.9.13: [Title of Minutes with dates goes here](#)].

Conclusion:

Planning for the 2014-2015 year includes continuation of this work.

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

The Financial Aid program has implemented several changes to the financial aid process to enhance and provide disbursements that will better serve students. These changes include:

- Higher One Cards-Solano Community College signed Service Agreement with Higher One-One Disburse Program on 8-19-10. The College moved from mailing out paper checks to disbursing student refunds to a Higher One debit card. The Higher One Cards provide faster & more efficient resources to students. No more lost or stolen checks [E 1: [Higher One Service Agreement](#)]
- SIG Consultant (Strata Information Group)- Banner Consultant hired to Streamline Efficiencies in the financial aid processes for disbursements to students[E 2: [SIG Contract Agreement](#)]
- September 2011-Disbursement change: Financial Aid changed the disbursement dates to better accommodate students. The disbursement dates were once a month and now have been changed to weekly. This includes: Pell, Loans, SEOG, Cal Grants, etc. [E 3: [Disbursement calendar](#)]
- Work Study participation and engagement: Prior to 2011, the work study program only hired approximately 25 students. In the past 2 ½ years, we have expanded the program and hired 77+ students. This provides students with additional resources and job- training skills on campus. [E 4: [List of Federal Work study students-2012-13](#)]
- Student Loan change- 2011: Student Loan process was changed to provide more efficiencies and better completion rate. A maximum of 3 full-year loans is the

- requirement with at least 24 units between each academic year. [\[E 5: Student Loan criteria\]](#)
- SAP Plan and SAP Counseling tool, 2011: *Satisfactory Academic Progress Plan* developed according to Department of Education and California Community Chancellor's Office guidelines and regulations. Developed a Satisfactory Academic Progress Counseling Tool for students to view when they apply for financial aid. This tool provides adequate information, and provides more efficiency and understanding for students to maintain their eligibility for Title IV funds.
[\[E 6: SAP Policy & Counseling Tool\]](#)
 - FATV Communication-24/7-2012: Financial Aid TV; An extensive and enhanced learning tool for students that can be accessed 24/7 through computer internet or cell phone. Videos that provide information regarding all Financial Aid programs through Title IV funding. [\[E 7: screen shot of FATV from SCC-Website\]](#)
 - Extended financial aid to Centers, 2011: Provide marketing materials and staff training to Center Staff. More communication and the ability for students attending at the Centers to conduct all financial aid business. [\[E 8: copy of Marketing posted at Centers-Vacaville & Vallejo\]](#)
 - Centers added to the PPA-Participation Agreement and ECAR is the official document that is approved and recorded with the Department of Education. This agreement allows Solano Community College to disburse title IV funds to all three locations of Solano Community College. [\[E 9: Copy of PPA/ECAR with Center Locations\]](#)
 - Installed a Drop Box at the Financial Aid Office: Provides more service to students when dropping off documents during non-office-hours. Allows financial aid staff to process paperwork faster and more efficient. [\[E 10: picture of Drop Box attached\]](#)
 - In-reach/out-reach events; Financial Aid Awareness events on all three SCC locations. These events bring about awareness of financial aid to potential students including low income and disadvantaged groups. The events provide resources to students and one-on-one support. [\[E 11: picture of FA Awareness events\]](#)
 - Increased permanent Staff; 2011-2014: Financial Aid has increased full-time permanent staff. Three and half full-time permanent positions have been hired. This has reduced the lines, processing time and provided more specialized positions to the Financial Aid office. [\[E 12: Attach Organization chart\]](#)

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

Standard 111.A.2
Standard IV.B.2.a

The catastrophic financial situation of the state of California and the Community Colleges hit Solano Community College particularly hard. With the College's reserves hovering around 5%, the Governing Board was asked (**Timeline here**) to make some difficult decisions to ensure that the reserve level was maintained and that personnel was spared as much as possible [**Evidence here?**]. The areas hit the hardest were the Senior Administrative and the Deans/Directors' levels. The College succeeded in reassessing both categories, but had to make several formal reorganizations of its staffing. The reorganizations were made to primarily save funds, but also to realign disciplines that shared common characteristics [**evidence?**].

Follow-up Actions to evaluate the recent reorganizations:

- **In what year 2011?** the position of Academic Vice President and Student Services Vice President were combined into a single Vice President for Academic and Student Affairs (VPAA) position. This arrangement lasted approximately two years. Combining two positions into one proved not a good working model for Solano Community College. The model was then changed to revert back to a separate VPAA, while the President of the College oversaw the Student Services area. Additionally, the VP for Technology remained as an Executive Director compensated at the level of a dean (?).
- Within the instructional areas, the number of deans was cut (**from what to what?**) not only for financial savings, but to allow the Centers to receive appropriate academic and student support services.
- The title of Divisions was changed to Schools: School of Liberal Arts; School of Sciences; School of Human Performance and Development and School of Career Technical Education and Business.
- Once the schools started to function, it was apparent that two of the schools were too large to be managed effectively (Liberal Arts and Sciences) and again the College determined a need for additional reorganization [**evidence here**]. Additionally Career Technology presented challenges (**some examples needed**) with the inclusion of Health Sciences.

Current Status:

The College continues to maintain a VPAA position and has created a Chief Student Services Officer to oversee Student Services [**evidence JDs?**]. The status of the Director of Human Resources has been upgraded to Associate Vice President of Human Services (**explanation needed**) [**evidence JD?**]. The College has instituted the position of Athletics Director, following requests for someone to be in charge of athletics on a more full-time basis [**evidence JD?**]. The College has also reallocated resources and readjusted the School structure to reflect a more equitable division of resources. The current School structure is as follows:

- School of Health Sciences
- School of Liberal Arts
- School of Social and Behavioral Sciences

- School of Mathematics and Science
- School of Applied Technology and Business
-

Conclusion:

It has taken almost four years for the College to feel comfortable with the realignment of disciplines as new reorganizations were put in place. The Administration's reorganizations were a positive response, inter alia, to the faculty's desire for stronger dean involvement in academic affairs. At the same time, several School coordinators' positions have been added to ensure even greater support for the faculty. The College will continue to assess its current reorganization structures to determine whether prudent resource management and organizational stability are being realized.

12. The College will review/revise HR policies to catch up with scheduled review. Standard III.A.3.a

NARRATIVE NEEDED AND EVIDENCE NEEDED

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

Standard III.B.1.a

A new Director of Facilities was hired in 2012 [Dwight's JD goes here as evidence]. In order to quickly gain information about areas of facility concerns and to establish short and long term maintenance schedules, the new Director of Facilities formally implemented Facilities Assessments, mechanical, e.g., heat exchangers, boilers, chillers, air handlers, etc., and structural, i.e., roofing assessment. Prior to the arrival of the new Director of Facilities, no formal schedules and assessments appeared to be documented.

One area of concern for the overall attention of the Facility Director is that the College's Measure G bond (and subsequent Measure Q Bond) has increased the square footage of the overall District facility responsibility to date (it almost doubled). Additionally, the two Centers have increased maintenance and operations needs, increased budget requests, and require travel to and from the Centers to the main campus in Fairfield. One ½ custodian for each Center [JD here] was hired and a Custodial Supervisor and Assistant Director, Facilities/Energy Management was recently hired [JD here]; nevertheless, current skilled staffing shortages prohibits the establishment of a Preventative Maintenance Program which would enable the College to formally establish a Deferred Maintenance plan. As a result, Facilities responds primary to equipment failure instead of prevention, which increases the cost of repair.

The Director of Facilities works with the Executive Bonds Manager to elicit feedback with the College's end users to get their feedback on any construction projects. The end users are brought in early in the process which contrasts to past practice wherein end

users were not consulted or were consulted minimally. Currently, we are in the design phase on renovation of Building 1200. [E2.13 WHAT IS THE TITLE OF THIS DOCUMENT?]

Additionally, the District Bond projects have increased the total cost of ownership for the District particularly as it pertains to Facilities. To date, the District does not have a formal plan in place to address the additional budgetary considerations such as materials and staffing needs. that is the total cost of ownership. There have been informal discussions between the Facilities Director, the VP of Administrative Services, and the Executive Bonds Manager. The District realizes the need to address this concern as soon as possible.

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

Deferred maintenance issues originate from information gathered during annual the facility maintenance inspections as described in Item 13. This assessment is completed by the Facilities Department. Physical evaluation and user input goes into the inspection report. [E2.14]

AGAIN, IS THE FORMAT WORKING? SHOULD YOU REVISE IT? WHAT ARE FUTURE PLANS HERE?

Item 15: The College will ensure that Maintenance and Operations will complete outcomes assessment and program review.
Standard III.B.2

The Director of Facilities created Service Area Objectives (SAOs) in 2012 and has continued to update and assess these SAOs. Facilities have recently completed two items regarding outcome assessment and program review:

- Establish standards for electronic access entry control [E2.15]
- Comprehensive lighting survey [E2.15]

These two outcomes were completed during fiscal year 2013-2014.

CAN CONCLUSIONS BE DRAWN FROM THE SURVEY THAT MIGHT BE RELEVANT TO THE REPORT? Reviewed by President's Sustainability Council? WHAT ABOUT THE NEW SYSTEM JUST ESTABLISHED (ONLINE WORK ORDER REQUESTS). DESCRIBE HOW THAT SYSTEM CAME TO BE.

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

Should some background on the Measure Q Bond go here? Item 16 was written prior to the inclusion of Measure Q.

The Measure Q bond project list has been vetted by various on-campus constituents, utilizing the shared governance system. The Facilities Master Plan (FMP) was developed over a two year period with multiple meetings with various stakeholders [E2.16: 1 Facilities Master Plan excerpt]. The result is that the project list follows the needs expressed by the College stakeholders in various interview sessions [E2.16: 2: Documentation of interviews]. As the development of the Facilities Master Plan progressed, the plans were shared with the Dean's group [E2.16.3: Dean's meeting agenda and add the date here] and presentations were given to faculty and the community [E2.16.4: Board presentation, February 2014]. **WILL THE BOARD PRESENTATION EVIDENCE INCLUDE EVIDENCE OF PRESENTATIONS GIVEN TO FACULTY AND THE COMMUNITY?** Faculty evidence would be agendas created by each Dean. The timeframe was approximately December of 2013 – I will send an email to the Deans and copy you-- can't assure this.

In addition, the Facilities' Planners, STV/vbn Architect, chose projects that were represented in the original Bond language [excerpt here?] and the Educational Master Plan (EMP) [E2.16.3: EXCERPT??? of Educational Master Plan February 2014 and addendum, dated July 2014]. The Governing Board approved the EMP and FMP in February 2014 [E2.16.4: Governing Board Minutes, April 2, 2014 item 10(e)]. The EMP process included workshops with on campus and off campus community groups [NEED EVIDENCE HERE—COULD BE MEMOS, FOR EXAMPLE. These meetings were held at VJO, and the work produce was produced by MIG [evidence here]. The result was a conceptual direction for each campus, from which the current bond project list was developed, and from which the set of phase 1 projects will be developed and approved by the Governing Board.

The result is that the FMP represents many points of view including faculty, staff, students, administrators and community, and the currently proposed project list represents the highest priority projects for the College [E2.16.5: Elided presentation to Board, July 16, 2014]. The bond team will continue to work with the College community in the development of project specifics, as well as in the development of the phase two project list.

PLANNING DOCUMENT WITH TIMELINES OR DOES FMP COVER? HOW IS BOND WORK ASSESSED? OVERSIGHT COMMITTEE? [evidence here]

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

**Item 18. The College will conduct post-evaluation of technology services rendered
and create an effective Roll-Out plan.
Standard III C.2**

Technology Planning:

Under the guidance of the new Chief Technology Officer (CTO) the old draft technology plan is being used as the basis for developing completely new operational and strategic technology plans. Elements of these draft plans are included as Chapter 8 of the District's Draft Education Master Plan (EMP) consistent with the integrated planning process of the District. The revision of the technology plan has started the process of integrating technology planning with strategic education planning. [\[E.2.17.1: Chapter 8 of EMP; full EMP available on SCC Website\]](#)

The former (draft operational plan) will address the operationally urgent needs of updating and replacing the five core enterprise infrastructure hardware systems (see below), all of which were/are end of life and/or end of support. A substantive change in funding available for IT projects has been facilitated by the earmarking of funds in Measure Q [\[E.2.17.2: Excerpt of Measure Q Plan\]](#). The Bond Spending plan is scheduled for BOT review and approval in August 2014.

The latter (Strategic Plan) will focus on delivering state of the art, high quality higher education opportunities to significantly enhance education delivery through the creative and integrated use of technology. In order to make SCC a leader in the use of education technology Chapter 8 of the EMP defines the Education Technology Focus Area which are core to success in the District's overall Mission.

EMP Chapter 8... Education Technology Focus Areas

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

- **Ubiquitous access to technology**—Expand access with increasing emphasis on mobile devices and user-friendly online learning resources, to facilitate anytime, anyplace, anyhow learning.
- **Bring-Your-Own-Device capability**—Deliver a comprehensive college-wide Bring-Your-Own-Device (BYOD) capability to allow students to use devices that they own, and are both comfortable and familiar with, to continue their learning anywhere on any Solano Campus.
- **Distance education programs**—Expand and develop distance education courses to capitalize on the value of ubiquitous access and bring-your-own-device tactics.

- **Online education resources**—Build a library of online education/program resources and media, instantly available to all students in real time.
- **Virtualization**—Offer greater use of virtualization for servers and student-centric end user devices, to maintain consistent look and feel across multiple platforms, allowing students and staff to focus on the content not the technology.
- **Online education management**—Increase capability in the area of online education management by students, faculty, and support staff.
- **Financial planning tools**—Provide better access to financial aid and financial planning tools.
- **Digital library capability**—Build greater digital library capability including e-text books, enhanced document scanning, digitization, OCR, and digital document capabilities.
- **Notepad device checkout**—Develop a "notepad device" checkout program to allow students to download multiple e-textbooks onto a single device.
- **Rich library media**—Develop a media and streamed media storage, management and delivery capability within the library system.

Technology Funding:

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

The College will continue to work on Banner integration

Since the 2011 self-study, work has continued to integrate Banner into the day to day operations. Progress in 2012 was severely impacted by significant financial constraint (felt by all California Community Colleges resulting from the recession). Rollout of banner components with the necessary integration and staff development/training is expensive in both absolute dollars terms and in human resource terms. The full cost of rolling out each major component including all necessary consulting services, integration and training is typically in the region of \$100,000.

At the time of the self-study five components of the system, that had been part of the initial purchase, had not been deployed; R25, Advancement, Banner Document Management System (BDMS), Degree Works and Work Flow.

- **R25 & Advancement:** The College has determined that R25 and Advancement do not meet the college’s needs; therefore, costly ongoing maintenance support for these unused products/modules has been, or will be (effective at the next option date) discontinued.

- **BDMS:** IT staff are currently working with multiple vendors of Document Imaging and Management Systems, to determine whether BDMS is the best business solution for the district. The college is investigating whether document imaging and management should be incorporated into a more comprehensive document management solution to include group printing initiatives, aimed at reducing the approximately 1 million pages per month currently printed on the four hundred plus printing devices deployed around the college.
- **Degree Works:** Planning for Degree Works rollout to Admissions and Records began in fall of 2013 with an initial limited rollout and training in spring of 2013. Planning is now underway to train counselling staff on the Degree Works module with rollout in fall of 2014.
- **Work Flow:** Preparations for “Work Flow” are still in their infancy. Business Process Analysis in student services started in May of 2014, and in Human Resources in July of 2014.

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Argos Business Intelligence (BI) System:

The College purchased licenses for the Argos BI System in fall of 2013 and IT staff installed the system and made initial connections to the Banner backend databases. Argos rollout (including training) to the College’s Institution Research Department began in spring of 2014.

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

Services Rendered - IT Responsibilities:

Responsibilities of the Information Technology Department remain as: “District-wide provision, administration and support of all information and education technology.”

Evaluation of current core systems identified that all were EOL and/or EOS. Provision of all technology services is totally dependent on a solid core enterprise infrastructure. As a result, delivery of all technology based services is at risk. The priority for IT planning and rollout is therefore a complete refresh of enterprise infrastructure. The core infrastructure systems/subsystems referenced are:

1. **Datacenter and SAN:** Approaching capacity limits.
2. **Network (hard wired) Core and Edge Switching** along with associated transmission media are End of Life (EOL) and/or End of Support (EOS).
3. **Enterprise WiFi,** The manufacturer (Trapeze), no longer exists, system are at max capacity and EOL and EOS.
4. **Voice Over Internet Protocol (VOIP)** enterprise phone system. Near EOL
5. **End User Systems** (Desktop Computers, Laptops & other mobile devices). Almost 2000 end user systems, many are beyond EOL/EOS.

Planned Rollout of Next Generation Enterprise Infrastructure:

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

Items 2 and 3: Initial good faith estimates (GFEs) have been obtained to address items 2 and 3 above, and Measure Q bond funding has been “earmarked”. An RFP (Request for Proposal) is being prepared, with anticipated release in September 2014.

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

Item 5: A 5 year refresh plan is in preparation to move all end user systems to a rolling replacement funded by measure Q, provided by Dell who have been approved as the sole source for desktop product for the next 5 year cycle. 20% of administrative computers will be replaced annually from 2014/15 school year onwards, unless there are changes to funding or unless there are compelling technology reasons for different refresh cycles.

Summary of Enterprise Level Technology Advances & Implementations Since The 2011 Report:

Since the 2011 report the college has continued its steady technological progress, despite severe budgetary shortfalls experienced from 2011 to the fall of 2013. The budgetary challenges have most recently been alleviated by the passing of the Measure Q Bond, and the inclusion of technology in the bond language. This has facilitated an acceleration in the IT projects as is illustrated below.

2012:

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

May: Major upgrade of college datacenter approved by BOT on May 16th 2012, and implemented in the subsequent months. Outcome Desired - improved access. *E2 BOT 5 16 12 SAN-VDI.*

2013

May/June: Approval of CTO position and hire of new CTO. Outcome Desired – improved institutional effectiveness. *(E2. BOT 6 5 13 CTO Approval)*

July: Mobile App (Ellucian) – Started development. Outcome Desired - improved access.

Hot Backups implemented - maximizing system availability to students and faculty. Prior to this operational change users experienced significant down time for daily system backups. Outcome Desired - improved access.

September: Degree Works Implementation: Rollout Completed to OAR Spring Semester and planned for Counselling and Financial Aid Fall 2014 (including On Line Education Plans). Outcome Desired – improved student education planning and availability of online education plans. *E2 BOT 9 18 13 DW.*

Oracle 11g – major system upgrade. Outcome Desired - improved institutional effectiveness.

November: Purchase of Argos Business Intelligence System (Nov 18th) to facilitate data based decision making. Rollout to Institutional Research complete, planning rollout to other business units Fall Semester 2014/Spring Semester 2015. Outcome Desired - improved institutional effectiveness. *E2 PR 11 18 13 Argos*

Utology next generation smart classroom management system core server purchased and implementation complete in select classrooms and 360 Campus Lane. Rollout continues as part of Next Generation Smart Classroom - Strategic Project. Outcome Desired – improved classroom/education delivery. *Evidence – Strategic Projects Request and Allocation*

2014

April: Major upgrade to data center to cover next three years of growth. (Measure Q funded). Outcome Desired - improved system performance and access. *E2 BOT 03 19 14 SAN UG*

May: Agreed in principal that 4% of measure Q bond should be earmarked for infrastructure IT. Outcome Desired – institutional effectiveness. Scheduled for Action at BOT meeting 8/20/2014

June: Distance Education: Rollout of Canvas Complete. A Distance Education Coordinator now leads the academic elements of the program and a full time Administrative Support Specialist has been hired. Training of DE faculty and students is ingoing. The problems alluded to in the 2011 report have been largely addressed. (Standard III.C.1.d). Outcome Desired - improved online education delivery.

July: Beta version of new SCC Mobile app (Dub Labs) available.

Future plans here (Midterm Report is progress update from 2011 but projects until our 2016/17 Self Study Report is completed).

Concerns Not Yet Addressed:

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

Since the 2011 report, cloud based options for disaster recovery have become much more mainstream. Accordingly, the CTO's staff have recently started researching both cloud based options (including Amazon Cloud, Microsoft Cloud and Google Cloud plus other lesser known) for redundancy, disaster recovery, and on demand storage and processing, along with partnering possibilities with sister colleges (Sierra Foothills). More will be reported in the next update.

Linkage: These initiatives clearly establish the linkage between institutional planning, budgeting, and technology, referenced in the 2011 report.

Conclusion:

There is much work still to be done at the operational level to bring the remaining core infrastructure hardware systems up to date.

The loosening of the financial purse strings and the inclusion of funding in Measure Q has enabled the IT staff to start the process of bringing systems up to date consistent with the needs of a higher education institution in the 21st century. This has had a beneficial effect on the Institution as a whole and has acted as a spur to the IT staff, enhancing the team's morale considerably.

19. The College will enhance the availability and usefulness of data and information for planning and decision-making by developing a Data Mart or Fact Book to allow easy access to clear, routine data and reports.

Standard IV.A.1 Standard I.B.1 Standard 1.B.3

On online interactive Factbook is available on the website. This interactive Factbook currently has a focus on student success and equity issues with many expansions to this data underway. [\[Evidence: 2.19.1\]](#)

All faculty have access to a dropbox which includes thousands of institutional, program and course level reports. [\[Evidence: 2.19.2 and 2.19.3\]](#).

As the College community gets used to using the data, it is expected that planning and decision-making will be increasingly effective, especially with regard to student equity and success.

20. The College will ensure that employees are evaluated according to the schedules specified in contract and policy.

Standard II.A.1.b.

NARRATIVE AND EVIDENCE NEEDED

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

NARRATIVE AND EVIDENCE COLLECTION IS IN PROGRESS