MIDTERM REPORT

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

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

SEPTEMBER 26, 2014 (GOVERNING BOARD)

Certification of the ACCJC 2014 Midterm Report

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

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

DATE: October 15, 2014

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

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Pam Keith   President, Governing Board

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

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Casey Bess   President, Associated Students of Solano College

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I. Statement on Report Preparation

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

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

The Accreditation Coordinator continues to work full-time on assisting all members of the College community to work on Accreditation. The Coordinator's full-time position reflects the District's continued commitment to remain off sanctions and to be in compliance at all times with the ACCJC Standards. The Accreditation Task Force, comprised of representatives from all College constituents, continued to work together to keep the College informed on Accreditation news and to involve the various groups in gathering evidence pertaining to the Standards. Accreditation Task Force Meetings were held on [E0.2: Accreditation Task Force Minutes,] [E0.3: Accreditation Task Force survey]. The initial working draft of the ACCJC Report was sent by email to all College employees [E0.4: Email to All, May 20, 2014] for review and commentary by the entire College community. ADD August email to ALL and Oct email to all.

Throughout Spring semester 2014, the Accreditation Coordinator presented information regarding Accreditation to the Academic Senate (AS), Shared Governance Council (SGC), Governing Board, Administrative Leadership Group (ALG), the various Schools, and the President's Cabinet. In Spring 2014 and Fall 2014, a Flex Cal session was dedicated to Accreditation [E0.5: Flex Cal Schedule,] Subsequent drafts of the Report were sent to the entire College community again on May 20, 2014, August 8, 2014, and September (TBA), providing an extended opportunity for feedback from all constituents. After further comment and revision, the final Report was accepted by the Superintendent/President's Cabinet on September 15, 2014 [E0.6: SPC Cabinet Agenda on Sept. 15, 2014] approved by the Academic Senate on September 15, 2014 [E0.7: Academic Senate Minutes,], by the Shared Governance Council on September 17, 2014 [E0.8: SGC Minutes,], and by the Governing Board on [E0.9: Governing Board Agenda,]. The final version of SCC's ACCJC Follow Up Report was signed on October_____2014.

II. Eligibility Requirements

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

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

2. **Mission**: The current Mission Statement was adopted by the Governing Board in 2012. The new Mission Statement better reflects the diverse student population the College serves, as well as the College's commitment to student learning. Basic skills, workforce development, and a transfer level curriculum are the foundations of Solano Community College's mission. The College publicizes its Mission Statement through a variety of venues, including its Web site, the College Catalog, various College newsletters, and in other official publications.

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

4. **Chief Executive Officer**: The Superintendent-President is the Chief Executive Officer (CEO) of Solano Community College. The CEO is hired by the District's Governing Board, and serves as the Secretary to the Board. The Superintendent-President is responsible for administering Governing Board policies, ensuring the quality of the Institution, providing leadership in budgeting, managing resources, and assessing Institutional effectiveness. The Superintendent-President also ensures that the Institution adheres to all applicable laws, regulations, and policies.

5. **Administrative Capacity**: The rigor of administrative oversight at Solano Community College is sufficient to ensure efficient management and operation of the College, as well as to ensure compliance with all laws, regulations, and mandates. The staff are fully qualified and meet or exceed minimum qualifications required for their positions. The Superintendent-President is supported by a Vice President of Academic Affairs, a Vice President of Finance and Administration, an Associate Vice President of Human Resources, a Chief

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

6. **Operational Status**: Solano Community College operates in a manner that is consistent with its authority and mission. In Fall 2014 approximately **9, 914 at census** students were enrolled at the College. The College offers its students a wide array of instructional programs and student services, a library collection and library services, and a wide selection of academic support services for both onsite and online students, as well as students enrolled in the Vacaville and Vallejo Centers. Student support services are available online, at the Main campus in Fairfield, at the Vacaville Center, and at the Vallejo Center.

7. **Degrees**: Solano Community College provides the courses needed to fulfill the requirements for 89 Associate Degrees and 39 Certificates. The majority of the College's course offerings apply toward Degree or Certificate completion. In 2013-14, the College awarded 1398 Associate Degrees and 209 Certificates to students. The plan to create additional certificates in Auto Technology will add to SCC's Certificate opportunities.

8. **Educational Programs**: Solano Community College's Degree programs are consistent with its Mission to provide basic skills, workforce preparation, and a transfer curriculum. Its programs are based on recognized fields of study, reflect a wide variety of disciplines, and are evaluated and culminate in identified student outcomes. Some degree programs are two academic years in length. All courses and programs are reviewed through a curriculum review process and approved by the Governing Board.

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

10. **Student Learning and Achievement**: At Solano Community College, all courses have approved course outlines of record and are required to have student learning outcomes, methods of assessment of those outcomes, and an ongoing cycle of assessment. To ensure the quality of programs and services, Student Learning Outcomes (SLOs) have been developed for all active courses. Additionally, College Programs have defined learning outcomes and assessments. All Institutional Learning Outcomes (ILOs) were assessed in 2012-2013 and will continue to be assessed. Solano Community College continues to maintain progress to achieve proficiency in learning outcomes assessment and evaluation in order to provide quality student learning. All Schools have Coordinators to assist faculty to assess SLOs and the District continues to maintain an SLO Coordinator (now Assessment Coordinator) to oversee outcomes assessments.

11. **General Education**: Students seeking an Associate Degree from Solano Community College are required to take a number of General Education courses in order to gain a breadth of knowledge across a wide range of disciplines. Students have three options for the completion of the College General Education requirement. Option A is a 21 unit pattern of courses representing Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Cross-cultural Studies. The College has an additional local requirement in the area of Health and Physical Education. Option B is a pattern of classes matching the IGETC standards, and Option C matches the CSU GE standards. In both Options B and C, a student must include a cross-cultural course requirement.

12. **Academic Freedom**: The Solano Community College District adopted Board Policy 6430 regarding academic freedom in December 1984 and made revisions to this policy in 2007 and in 2009. Article 16.8 of the SCFA Collecting Bargaining Agreement also addresses academic freedom. The Institution maintains an atmosphere in which intellectual freedom and independence exist.

13. **Faculty**: Solano Community College employs 150 full-time faculty and approximately 253 adjunct faculty. All faculty possess the minimum qualifications of their teaching position as set forth by the California Community Colleges Chancellor's Office. The faculty develop and review curriculum as well as develop and assess student learning outcomes. The development and assessment of student learning outcomes is also included in faculty evaluation.

14. **Student Services**: Solano Community College's Fairfield campus, along with the Vacaville and Vallejo Centers, provides a comprehensive array of student services to assist students in meeting their educational goals. Services reflect the values stated in the Mission Statement of the College and support the achievement of student learning. Students are oriented to avail themselves of various student services, and these services are widely publicized in the College Catalog, College Class Schedule, College web site, and other official College publications.

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

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

Services for Students with Disabilities, First Year Experience, (At add any missing resources here).

17. **<u>Financial Resources</u>**: Solano Community College District documents its funding base, financial resources, and plans for financial development adequate to support student learning programs and services, improve institutional effectiveness, and to assure financial stability. These excess reserves position the District for state budget shortfalls, minimizing the need to borrow and permitting a thoughtful budget reduction planning process. Additionally, funds have been transferred to an irrevocable trust to pay for the costs of medical, dental and vision insurance benefits to eligible retirees. Furthermore, in November 2012, the District successfully passed a $348 bond (referred to as the Measure Q Bond. Through Board oversight, the District has adequate reserve levels for contingencies and maintains financial management policies to ensure ongoing financial stability.

18. **<u>Financial Accountability:</u>** The Solano Community College District annually undergoes and publicizes an external independent, financial audit firm of all federal, state, grant, and bond funds. The report is widely presented to all oversight committees including the SCC Audit Sub-Committee of the Board of Trustees and the Citizen's Bond Oversight Committee; the final audit report is reviewed and accepted by the SCC Governing Board in public sessions. For 2012-2013, as in years past, the District continues to receive unmodified audit opinions. In addition, the District's financial statements are filed with the California Community College's Chancellor's Office and adhere to Board approved policies and procedures regarding fiscal matters.

19. **<u>Institutional Planning and Evaluation</u>**: Solano Community College is engaged in the ongoing development and implementation of effective Institutional planning, and provides institutional support to the Office of Institutional Research, Planning, and Effectiveness. The College's Mission, Educational Master Plan, Facilities Master Plan, the Strategic Plan, Institutional Learning Outcomes, and Program Reviews link planning initiatives across the Institution, connects these plans to resource allocations, and makes public (SCC website) our various goals and planning documents.

20. **<u>Public Information</u>**: The Solano Community College Catalog contains pertinent information to assist students. It is available in print and on the College website. The Catalog provides general information, the education mission, a statement on academic freedom, information on requirements for admissions, student fees, and other financial obligations, degrees and certificates, graduation, and transfer, names and degrees of administrators and faculty, names of Governing Board members, as well as information on major policies affecting students, to include academic regulations, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, and refund of fees. The Catalog is reviewed annually for accuracy and currency and includes publications and/or locations where additional policies may be found.

21. <u>Relations with the Accreditation Commission</u>:

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

III. Solano Community College Response to 2013 ACCJC Recommendations

Include exact language here from ACCJC statement that DE and Equity only partially met the Standards)

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

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

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

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

The Mission statement is referenced in all formal College documents and publications and is used in evaluating requests for funding. The SCC Mission shall be regularly evaluated and revised, in light of the mission statement itself. The College is in compliance with Standards 1.A, 1-4, IV.B.1.b.

Recommendation 2: Improving Institutional Planning
The College continues to build upon its progress in development of an integrated planning process. All planning processes are clearly linked to the fulfillment of the College mission and strategic goals to support continuous improvement of student learning and student success.
(Standards 1.B.17,II.A.2.ef, II.B.3a,II.B.4,III.A.6,III.B.2,III.C.2,III.D.1.a-d, IV.A.1,IV.A.2,IV.B.2b).

In the last 3 years, much work has been expended to improve the effectiveness of SCC's Institutional Planning Process, and in the last 6 months, additional improvements have been made.

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

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

In November 2013, a meeting was held with all ALG managers to discuss the draft Strategic Plan and were told how this Plan was organized based on managers' individual submissions. [E2.3: ALG Meeting Invite][E2.4: Draft Strategic Plan]

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

Another handout given to managers at this meeting explained the elements that should inform their work, such as accreditation recommendations, accreditation standards, California Community College Chancellor's office and Title 5 mandates, feedback from staff, attention to SCC's Education Master Plan, and Industry best practices that contribute to managers' planned work This handout was particularly important as it served as a guide allowing any manager to identify and prioritize future work projects. [E2.6: Sources of Work Plans]

Update to Central Planning Database

An inventory of all work projects and all outcomes and assessments for non-academic areas, committees, and other formal integrated plans, such as the Student Equity Plan and the Education Master Plan, continue to be located in a central Planning Database. This central Planning Database eliminates repetition in reporting and exists as a single

resource for the vast majority of SCC's planning and outcomes assessment information. It has been in use since Fall 2012.

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

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

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

- Setup and Introduction to the Planning Database
- Outcomes Assessment
- Project Planning
- Database Reporting
- Adding a Project
- Adding an Outcome Assessment
- Completing a Program Review

[E2.8: Database Help Guides]

The new database was discussed with all managers in a March training meeting of ALG. (2014??) [E2.9: ALG Meeting Notes]

Another major aspect of the Planning Database redesign was to include the capacity to represent the decision making structure of governance of the College. Here, reporting functions for every area responsible for planning and outcome assessment were assigned to the appropriate member of the President's Cabinet. This new element of reporting was important as it added a layer of accountability at the top level of the Institution. An email was sent to all members of the SPC to confirm areas of responsibility. [E2.10: Verification Required – Planning Database Email.]

Reconstructing Planning Committees

Currently, further refinement of the Institutional Planning Process is being achieved through the reconstruction of the major planning committees that serve to continually assess Institutional Planning. The roles and composition of these restructures was acknowledged recently in a series of meetings with ALG and SPC [E2.11: Planning Committee Structures], [E2.AA: SPC Minutes]

The first of these restructured assessment committees met in May 2014 to begin looking at financial indicators for the College's use in planning.

[E2.13: Financial Indicators Meeting Notes]
In addition to the modified planning committee structure, a document that includes both the Planning Control Calendar and Rubric for evaluation of non-academic program review has been developed. [E2.14: Planning Control Document]
This document has been widely shared with ALG and SPC and clearly outlines timelines, responsibilities, and expectations for moving the planning process forward [E2.AA: SPC Minutes]– I do not know where ALG minutes are stored online.
A key component of successful Institutional Planning is for the SPC to begin reviewing validation reports from the planning database to identify potential errors within the various manager reports submitted .E2.15: Validation Report]

Strategic Proposal process

The strategic proposal process, which is the main method by which funding is provided for materials and supplies linked to Institutional Planning, was offered again in 2013 with $300k worth of funding made available to all members of the College community in December 2013. [E2.16: Strategic Proposal Announcement]
38 proposals were received, requesting almost $1m in funding, and a summary of all proposals was sent to the entire College community. [E2.17: Strategic Proposals Received Update Email] [E2.18: Strategic Proposals Summary]

The proposals were a major source of discussion in several Shared Governance Council meetings. Topics included a review of the Strategic Proposal Planning process and scoring methods, an overview of proposals and confirmation of rating method, and confirmation of final recommendations based on rank [E2.HHH: SGC Minutes] [E2.III: SGC Minutes [E2.JJJ: SGC Minutes]

The SPC was introduced to the recommendations in a subsequent meeting [E2.LLL SPC Agenda]. To follow up, SPC members were given a summary of all recommendations and access to all proposal submissions [E2.KKK Email to SPC]
Final decisions were provided by SPC on 12th May and a status report with outstanding actions issued in May (E2: May 14 minutes??) All proposal authors were notified via email by May 15, 2014. [E2.MMM Example SP Notification]

FUTURE ACTIVITIES

Non Academic Program Review Evaluation

In May, 2014, an Ad Hoc committee consisting of one Student Services Rep, the Executive Bond Manager, the Chief Technology Officer, the Accreditation Coordinator, one ALG Rep, and both Dean and Lead Research Analyst of the Office of Research and Planning convened to review Non Academic Program Reviews. This Committee became familiar with the layout of a Non Academic Program Review process and review and finalized the rubric to be used for assessment [E2.BBB: Non Academic Program Review Notes].As a result of this meeting, an online rating system was created and all group members rated every non academic program review.

The results of the Non Academic Program Review were shared with all members of the SPC and each was assigned responsibility for reviewing and signing off at least one of the Non Academic Program Reviews. [E2.CCC Fa 13 Non Academic Program Review Evaluations Results] [E2.DDD: Non Academic Program Review Debriefing Email to SPC]

An additional committee, PERT (Process evaluation review team) me in May 2014 (consisting of a Faculty Rep, CSEA Rep, Local 39 Rep, HR Manager, ALG Rep, and Dean of Research, Planning and Effectiveness) was to look at major planning processes to identify potential problems, i.e. separating instructional equipment requests from strategic proposals, focusing on making sure the proposals include more long-range ideas… Numerous problems and potential solutions in both the Strategic Proposal process and the Non Faculty Hiring Process were identified, to include more refined definitions for a strategic proposal and SPC oversight for integrating into institutional planning. [E2 2705 PLANNING REVIEW Notes]

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

In August 2014, the Dean of Institutional Research, Planning, and Effectiveness held a 2 hour meeting with all members of the SPC. The focus of this meeting was to refamiliarize members with the Mission, Vision Statement, and Strategic Goals and Objectives of the College and how these statements inform planning. They also became more familiar with the process of project based planning and how that informs the strategic plan. Another important aspect of this meeting was to strengthen the role of the SPC in accountability for advancing the Strategic Plan. Members were also given reports specific to their area that demonstrated how they can track and ensure accountability in their area. Overall, this meeting served to build on recommendations from both the Process Review Committee and Non Academic Program Review Committee to strengthen SPC involvement in planning. [E2.FFF SPC Presentation], [E2.GGG SPC Update]

Conclusion:
Increased accountability, control (this is, early identification of problems), and validation at the highest level of the Institution was a key consideration in recent efforts to strengthen Institutional Planning at the College and to make all planning more relevant, accurate, and useful. Assessments will occur annually to continue to establish and refine standards for ongoing.

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

As SCC needed to accelerate its progress on course assessments, the SLO Committee recommended that all outcomes of all courses be assessed during the 2012-13 and 2013-14 academic years. Even-numbered courses would be assessed in the Fall semester while odd-numbered courses would be assessed in the Spring semester. In addition, any new course or any course offered just once in the academic year regardless of the semester that it was taught would be assessed also. Faculty were informed of the 2013-14 schedule at the August 9, 2013 required Flex day; a reminder of the schedule was sent out to all faculty on November 20, 2013; the Interim Vice President of Academic Affairs (IVPAA) sent out another reminder to all faculty on March 26. On June 10, 2014, the IVPAAs sent letters to all faculty who had not yet turned in their assessments for the Fall semester [E3.1: Flex Calendar Presentation Aug. 9, 2013][E3.2: SLO Reminder Email Nov. 20, 2013] [E3.3: SLO Deadline Email from IVP White Mar. 26, 2014] [E3.4: Faculty Missing SLO Letter from IVP White Jun. 10, 2014] Moving forward, however, courses will be assessed twice within a five-year program review cycle.

As of September 3, 2014, 66 percent of even-numbered courses in the Fall 2013 semester have assessments in the SLO data base compared to 57.5 percent of odd-numbered courses for the Spring 2014 semester [E3. 7A/B: Completion Reports]. To date, there exist additional assessments for both Fall 2013 and Spring 2014 that have simply not yet been placed into the SLO database and some course assessments have no yet been completed by faculty. Furthermore, our new model of SLO assessment allows for one assessment submit one assessment per multiple sections of the same course.

To ensure that all faculty meet their assessment obligations for 2013-14, the Assessment Committee provided additional resources during the Spring 2014 semester. One member of the Assessment Committee presented a workshop on the mechanics of assessment, e.g., how to find the outcomes for any course and the forms that are used to report results, how to better measure success, how to modify outcomes to more accurately reflect the desired knowledge/skills, and how to apply results to change pedagogy or curriculum. [E3.8: SLO Workshop PowerPoint] In addition, the SLO coordinator scheduled "drop-in" hours for assistance with completing assessments [E3.9: SLO Workshop Help] and all School Coordinators assist faculty in competing their assessments. [E3.10 through E3.22; E.11, E.12, E.13, E..14].

In December 2013, the IVPAA reconstituted the SLO Committee and renamed it the Assessment Committee. The purpose of the Committee is to provide support and training for faculty, deans, and staff regarding assessment methods and processes; to review assessment instruments; and to refine plans and cycles for assessments. In addition to the IVPAA, Committee membership includes School Coordinators (faculty), SCC's Program Review Coordinator, Assessment Coordinator, and other faculty, to include an adjunct

faculty representative [E3.5:Assessment Committee Meeting and Minutes Dec. 12, 2013][E3.6: Assessment Committee Meeting Agenda Mar. 4, 2014]

In order to further progress in SLO implementation, the Assessment Committee and Deans determined that: (1) all outstanding course assessments for 2013-14 must be submitted by all fulltime and adjunct faculty as soon as possible; (2) course assessments would now follow the quality rubric approved by the Assessment Committee in Spring 2014; (3) faculty would demonstrate that course outcomes have been used to modify curriculum, pedagogy, and/or the outcomes themselves; (4) programs would be reassessed using the ACCJC rubric; (4) for courses with multiple sections, discipline faculty would develop common assessments and rubrics so that comparisons across sections could be implemented; and (5)course assessments will be conducted twice in a five-year Program Review cycle. In addition, the Assessment Committee will be producing a YouTube video to help faculty, especially new hires, learn how to assess their courses. [E3.22: Assessment Committee Minutes August 8, 2014]

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

The District continues to employ an Assessment Coordinator (40 percent reassignment time) and School Coordinators (20 percent reassignment time each) to assist faculty in completing their assessments. Deans provide time during Flexible Calendar days and School meetings to complete assessment activities. Furthermore, by March 1, 2015, faculty will create common assessments and rubrics for courses with multiple sections

Completion of assessments is now in the Workload Article and Evaluation Article of the Collective Bargaining Agreement. Deans will now be more involved in ensuring that all faculty are meeting their assessment obligations. [E3.23: Workload Article; E3.24: Language of Collective Bargaining Agreement].

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

Recommendation 4: Support for Institutional Research and Culture of Evidence
In order to meet the standards and to ensure institutional effectiveness, the team recommends that resources and support for institutional research be made available to provide necessary and timely data and information for program review, evaluation of institutional effectiveness, documentation of assessment results, and tracking of planning processes. The results of these efforts should be used to demonstrate that the institution regularly uses data in all integrated planning processes and has developed a culture of evidence in all decision making (Standards: I.B, II.A.1.c, II.A.2.e, II.A.2.f, II.B.3, IV.B.2.b)

Argos Business Intelligence System

The College has completed the purchase of Argos Business Intelligence system. This purchase has opened up a multitude of options for increasing relevancy and timeliness of reporting direct from Banner, which, over time, will be integrated into reporting and accountability throughout the College.

Two training courses totaling six days were undertaken in March 2014, all primarily for the IT programming team and the Institutional Research Office. The first course was higher level technical and SQL focused aspects of Argos, while the second focused on report design and distribution. **E4.1 Argos Training Schedule**
In addition to Argos reporting, IR office has continued to utilize current data analysis software including Crystal Reports and Tableau. Linking analysis software to our comprehensive datamart has allowed us to speed up the availability of research and allowed for the inclusion of standard program review and course level reports, as well as special custom reports. Details of relevant analyses is are at:
> **E4.2 CME Progression Analysis**
> **E 4.3 Math Progression Analysis**
> **E4.4 Discipline Schedule Example**

An increase in speed of analysis has allowed for more in depth analysis of students data. This includes a large presentation to all out counsellors taking a cohort based approach to looking at student success factors. **E4.5 Cohort Analysis Presentation Slides**

Data based decision making is making inroads into enrollment management issues. Historically the institution simply looked at the number of sections to be added to reach FTES targets. The EMC committee, supported by VP AA, VP Admin and Lead Research Analysis have worked hard to bring forward other concepts such as efficiency and scheduling locations and methods into EMC conversations and enrollment modelling. EMC is also regularly looking at enrollment data trends to guide decision makers.
> **E4.6 Enrollment Data Summary**
> **E4.7 Weekly Enrollment Report**
> **E4.8 FTES Model**

Institutional Research will soon be supported by a new Director of Institutional Research. This position will greatly help the existing Institutional Research office that is severely under-staffed for the current workload.**E4.9 Director IR JD   E4.10 Director IR Needs Analysis]**

Planned Activities 2014/15 College Year:
- Argos Dashboards for managers - CTO and Dean of IR
- Argos Automated reporting – Director of IR, Dean of IR, and EOPS (who is lead?)
- Student Counselling Form via Argos – Dean of IR and DSP
- Hire IR Director - Dean of IR
- Cohort 2011 – Dean of IR
- Comprehensive Student Survey (Fall 2014) – IR STAFF

Conclusion:
The College continues to meet the Standards in Recommendation 4 and is collaborating to provide more training to better utilize existing resources and to inform enrollment data trends.

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

In the ACCJC Follow Up Team Report, a statement was made that Recommendation 5 has only "partially met the standards."

STUDENT EQUITY
In partial?? fulfillment of Recommendation 5, the Governing Board of Solano Community College adopted a Student Equity Plan on September 18, 2013. The plan includes required activities that address increasing access, course completion, English as a Second Language (ESL) and basic skills completion, degrees, certificates and transfer for, at a minimum student groups who may be disproportionately impacted by college practices, programs or services including ethnic and gender subpopulations (namely, American Indians/Alaska Natives, Asians and Pacific Islanders, African Americans, Hispanics, Whites, men, and women), veterans, low-income students, students with disabilities, and foster youth. (Title 5, Section 54220; SB 860 (2014), SB 852 (2014), Education Code §66010.2c and Title 5, §55100). Perhaps this section should be moved to EEO Plan discussion. (will coordinate with Staff Equity overview).

Student Equity Committee's Composition and Charge
Since the ACCJC Evaluation Team's visit in November 2013, the work of the Student
Equity Planning Committee has been ongoing. The Student Equity Committee's
composition includes representatives from:
- Academic Senate
- Academic Affairs administrator
- Student Services administrator
- Institutional Research
- Classified staff
- Associated Students of Solano College (ASSC)
- Ethnic Minority Coalition (EMC)
- Disability Services Program (DSP)
- Foster Youth program
- MESA
- Umoja
- EOPS
- CalWORKs
- Foster Youth Initiative
- Veterans Affairs

The Committee convenes its meetings on a regularly scheduled monthly basis, i.e. the 4th
Wednesday of the month from noon to 1:00 p.m. Meeting agendas and minutes are
posted under "Committees" on the SCC web site. [E5.1: Agenda and Minutes][E5.2:
Student Equity Committee Charge and Responsibilities, Jul. 22, 2014].

Specifically, the Committee is responsible for:
- Coordinating updates to the Student Equity Plan (SEP) with the development of
  the Student Success and Support Program Plan, required by SB 1456.
  [E5.3: Agendas and Minutes of SSSP/Academic Success Committee]
- Assessing and refining Student Equity Plan strategies to address and monitor
  equity. [E5.4: Minutes of Student Equity Committee and subgroup (?)]
- Examining data and suggesting solutions to mitigate disproportionate impact on
  students caused by inequitable practices, policies, and approaches in key courses,
  resources, and supports that hamper students and their academic success. [E5.5:
  DI data from Research and Planning] [E5.6: Updated SEP Chart of
  "Goals/Activities/Outcomes"]
- Planning coordinated interventions and services for students at risk of academic
  progress or probation (Title 5, Section 55100). [E5.7: *Student Success and
  Support Program Plan* draft –Approved by Academic Senate, May 5, 2014; SGC
  and BOT approval pending]

The committee's makeup, charge and responsibilities were reaffirmed at its meeting of
July 22, 2014.

Since student equity planning is at the heart of the Institution's planning efforts, the Student Equity Committee has worked to ensure the SEP's integration into other major institutional plans and that planning efforts are in line with the Chancellor's Office (CCC) Student Equity requirements.

The Student Equity Committee Chairperson and other committee members work in coordination with the committees responsible for developing the Strategic Plan, Educational Master Plan, Facilities Master Plan, Student Success and Support Program Plan (SSSP), and the E.I.A.C.

Integrated Student Equity Planning

The College's Student Equity Plan outcomes and projects are recorded in the Master Planning and Assessment Database which is maintained by the Office Institutional Research and Planning.   The Master Planning Database links our institutional planning, thereby allowing us to integrate our Student Equity Plan with other major College plans. The Student Equity Coordinator, with assistance from Institutional Research and Planning, is responsible for entering Staff Equity Plan outcomes and projects into the database.

Example: *Student Equity Plan in Planning Database REPLACE SCREEN SHOT*

Area Plans

Area	Student Equity Plan	Manager	Shirley Lewis

Mission	Provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

Conduct Degree Audits

Priority		Status	In Progress	Responsibility	Barbara Fountain	Budget	
Project Start		01-Sep-13	Project End		01-Sep-15	Days Until Completion	690
Estimated Total Costs				Funding Source			

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Implement Degree Works	Implement degree audit (i.e. Degree Works) program for Admissions and Records excluded in existing BANNER system.	01-Sep-13	01-Sep-15	☐	

Enhance Staff and Faculty Development

Priority		Status	In Progress	Responsibility	Diane White	Budget	
Project Start		01-Sep-13	Project End		01-Sep-18	Days Until Completion	1786
Estimated Total Costs				Funding Source			

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Support SSS Professional Development	Increase support for faculty and staff professional development, to include: •Student Success and Support (SSS) and Basic Skills best practices. •Emerging technologies that aid online and face-to-face teaching. •Opportunities that increase cultural competency to address student success and persistence of target groups. •Strategies that foster interactive engagement, particularly for at-risk students. (SSI 6.1, 6.2)	01-Sep-13	01-Sep-18	☐	

Area Plans

Area	Student Equity Plan		Manager	Shirley Lewis

Mission: Provide a teaching and learning environment that is welcoming, supportive, and accessible to all participants, regardless of ethnicity, culture, nationality, language, disability, gender, sexual orientation, or religion, and to ensure that all students have an equal opportunity for academic success.

Develop Declaration of Major Requirement

Priority		Status	In Progress	Responsibility	Barbara Pavao	Budget	
Project Start		01-Nov-13	Project End		30-May-14	Days Until Completion	231
Estimated Total Costs				Funding Source			

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Design policy	Design Student Service policy and procedures to require freshmen students to declare a major or course of study.(SSI 2.5)	01-Nov-13	30-May-14 ☐		

Implement Student Education Plan Requirement

Priority		Status	In Progress	Responsibility	Barbara Pavao	Budget	
Project Start		01-Sep-13	Project End		30-Jan-14	Days Until Completion	111
Estimated Total Costs				Funding Source			

Activity Title	Activity Description	Start	End	Complete	Activity Notes
Finalize Ed Plan Service Delivery	Finalize plan and processes to deliver mandatory Student Educational Plan sessions, and where appropriate, in conjunction with assessment testing and orientation for	01-Sep-13	30-Jan-14 ☐		

Integration with Educational Master Plan and Other Major Plans

Beginning Fall 2013, the College renewed its efforts to update its Educational Master Plan (EMP) and Facilities Master Plan (FMP). Under the leadership of the Interim Vice President of Academic Affairs, Chief Technology Officer, Chief Student Services Officer, and Executive Bond Manager, and with assistance of the Superintendent-President, Deans, Directors, faculty, staff, students and the community, the College updated the College's Educational Master Plan (EMP) to help guide the development of the Facilities Master Plan (FMP).   The previous version of the EMP did not adequately address student success and support initiatives. The revised version has integrated the Student Equity Plan (SEP) into the EMP.   Chapter 6 of the EMP describes the essential programs, partnerships, and activities already in place to support student success at SCC, and identifies actions and plans for the future to further close performance gaps, break down enrollment barriers, and ensure that all students have equal opportunities to succeed academically.

The 2013 Educational Master Plan (EMP) includes as its goal, *Goal F: Improve student access to courses, programs, and services that contribute to student success* and the Student Equity Plan's *Goal 1: Access, Objective 1.0, Activity: Enhance and Improve SSSP programs*.   In accordance with this EMP goal, Solano Community College is committed to advancing student equity and success through a range of endeavors described in its EMP, Student Equity Plan, and the Student Success and Support Program (SSSP) Plan.   These plans place emphasis on activities that will:

- Strengthen student assistance and support to students as soon as they arrive at SCC;
- Help students identify educational goals and develop educational plans early through focused information sessions, assessment, orientation, and counseling;
- Increase outreach to target groups;
- Enhance orientation and counseling efforts to new and continuing students;
- Increase support for innovative programs and services that focus on achieving student equity;
- Continue to research and evaluate student equity data;
- Develop incentives for successful student behaviors or behaviors associated with eventual student success; and
- Continue to evaluate student programs and services to improve effectiveness and efficiency in meeting the educational needs of SCC students and the community.

In a nutshell, all of these major planning endeavors, which focus on student equity, work together to accomplish SCC's mission to educate students. [E5.8: Education Master Plan]; [E5.9: Facilities Master Plan]

As part of the College's effort to obtain a student perspective on student equity, access, and success, on October 23, 2013, the first of a series of planned Town Hall meetings was held in the Solano Student Union. The Student Success Town Hall Meeting was organized by Academic Affairs, Student Services, and the Associated Students of Solano College to field questions and comments from a panel of students to obtain student feedback on access, equity, and success at SCC. [E5.10: Transcript of student comments written on butcher paper attached to the walls in the Cafeteria, Student Success Town Hall Meeting, Oct. 23, 2013].

That same month, the College learned that it was in jeopardy of exceeding the U.S. Department of Education's Cohort Default Rate (CDR) thresholds and immediately convened a Default Prevention Taskforce, which included the Student Equity Committee, SSSP Committee, ASC, AS, and BSI representation. A clear connection exists between the rate of Title IV student loan default rates and educational outcomes related to student equity and success rates. For example, the Cohort Default Rate (CDR) Prevention Plan includes activities to monitor progress of all students, including those at risk students targeted by student equity planning. SCC is the first of the fourteen so-called Tier 1 schools to have its plan approved by the U.S. Department of Education—a plan that now

serves as a template for other California Colleges [E5.11: CDR Taskforce Meeting Minutes]; [E5.12: Solano Community College CDR Plan].

The Student Equity Committee has also participated in SSSP planning activities that address technology and innovative program solutions. These discussions prompted efforts to make improvements to Solano Community College website, including the revamped MySolano "log in" page. [E5.13: Shemila Johnson, Marketing/Outreach Webinar re: CCC Apply and Links to SB 145 Core Services]. [E5.14: SSSP Meeting: Demo on K-12 Bridge Program, Oct. 31, 2013

Other examples of how student equity planning and implementation at SCC are integrated into Institution-wide planning have been the inclusion of student equity discussions (examine evidence) and the Student Equity Plan itself in Accreditation Task Force meetings, Academic Senate meetings, Deans meetings, Student Services Managers, and Basic Skills Initiative meetings, as well as in the increased focus of professional development of staff and faculty. [E5.15: Accreditation Taskforce Meeting Minutes of Dec. 2, 2013]; [E5.16: Student Services Managers Minutes]; [E5.17: Student and Staff Equity and Diversity Training Workshop, Jan. 9, 2014]. INCLUDE increased funding: i.e. Umoja, Basic Skills, Participation in NSILC, Olympia, WA; etc.

At Student Services monthly meetings, student equity and student success initiatives are discussed with student services staff from Admissions, Assessment, Scheduling, Financial Aid, EOPS, DSP, Counseling, Umoja, Foster Youth, etc. Student equity and success activities have also been highlighted in faculty and staff development activities, e.g. Spring 2014 Flex.

Examples of increased focus on professional development related to student equity:
- Members of the Student Equity Committee and Equity and Inclusion Advisory Committee (EIAC) attended a five-hour joint diversity and equity training on January 9, 2014, at the Vacaville Center.   College administrators, faculty, staff, and students reflected on working definitions of equity, inclusion, diversity, culture, and ethnicity, and discussed the significance of curriculum, environment, and perception in equity and inclusion.
- Representatives from Student Services, Academic Affairs, and Human Resources, as well as the Superintendent-President, attended the Equity Summit in Oakland, in March 2014. Summarize the equity summit w/ SP article.
- Six faculty, a counselor, and the Chief Student Services Officer attended the National Summer Institute on Learning Communities, July 14-18, 2014, and developed a plan to enhance and scale the existing SCC Puente, Umoja, and First-Year Experience Learning Communities.
- In addition, the Fall 2014 Flex Cal Planning Committee has developed required activities that focus on student equity and success. [E5.18: Spring 2014 Flexible Calendar Schedule][E5.19: Fall 2014 Flexible Calendar Schedule][E5.20: Minutes and Flex Cal Agenda]

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

The Student Equity Committee has conducted its Year 1 evaluation of the Student
Equity Plan. The evaluation covers the period September 19, 2013 – August 1, 2014. In
accordance with the *Student Equity Plan 2013-18*, approved on September 18, 2013, the
Committee evaluated the actual results in implementing all proposed activities.   The
Committee also assessed the "student equity indicators" of the SEP for (1) Access, (2)
Basic Skills/ESL Course Completion, (3) Retention and Persistence, (4)
Degree/Certificate Completion, and (5) Transfer. The assessment data will become part
of the published Instructional Program Reviews, allowing the widest dissemination to the
campus community and to the public. The Student Equity Committee reviewed updated
data which was used to update the Plan. The Committee will submit its 2014 Evaluation
Report to the campus community.

The Student Equity Committee has examined data from the recently released *SCC
Student Success Scorecard 2012-13* and compare those findings with the prior *SCC
Student Success Scorecard 2011-12* findings to determine where improvement or no
improvement is being made. [Evidence 5.21: Comparison of 2011-12 and 2012-13
Student Success Scorecard Data]. In addition, the Committee analyzed updated SEP data
compiled by the Office of Institutional Research and will issue its findings in August
2014.   These findings are included in the update to the 2013-18 Student Equity Plan
scheduled to be completed in early September 2014.

In keeping with the SEP evaluation plan, the Student Equity Committee is gathering
evidence of actual results and progress in achieving the SEP goals and objectives and
implementing required activities. [E5.23: Sample SEP email (Jaimez) to Responsible
Parties]; and [E5.24: Student Equity Plan 2014 Evaluation Report – in progress]

Conclusion
Solano Community College has met the Accreditation Standards required to fulfill
Recommendation 5, by updating its Student Equity Plan, continuing to integrate the Plan
into campus wide planning efforts, to include the Educational Master Plan. Furthermore,
the Student Equity Committee has established the framework and processes to assess and
ensure accountability in implementing the planned activities to address the complex
needs of our increasingly diverse student body and monitor the educational success of all
students.

STAFF EQUITY
A focus on equity and inclusion is an integral part of the College and its initiatives. The
following demonstrate the inclusion of staff equity as it is integrated into the following
key areas of focus.

Education Master Plan
The College serves a very diverse and unique population in Solano County and Winters. To effectively address the diverse nature of those whom the College serves, it is in the institution's best interests to attract and retain a staff that equally reflects that diversity. To achieve this, the EMP has integrated a heavy emphasis on attracting and retaining qualified employees from a diverse background Additionally, the College emphasizes in its EMP its efforts to attract and retain diversity in its teaching staff and support or auxiliary staff to promote, encourage and otherwise ensure equity and inclusion throughout the organization.

Integrated Planning Process
The College also uses its Integrated Planning Process (IPP) to establish staff equity as an essential component of the direction of the institution. Within those areas of emphasis of the IPP specific to the human resources of the College, several objectives have been established to give direction to implementation of greater staff equity measures to attract and retain a diverse population of employees and to ensure equity exists for all employees.

The following are the objectives within the HR section of the IPP:

1. Staff Diversity Plan – While stated as a "diversity" plan, it is synonymous with the Staff Equity Plan that is focused on creating a work environment that attracts and promotes a high level of inclusion, acceptance, and diversity among all employees and throughout the organization. An annual review of the Staff Equity Plan will further ensure that it is maintained appropriately and continues to focus on maintaining effective staff equity throughout the organization {EIAC Minutes].

2. Online Training – Within the plan is the College's intent to offer mandatory online training for all employees in areas of diversity, equity, and inclusion with the focus on creating and maintaining a work environment that is conducive to ensuring staff equity. HR began offering this training in July 2014 and will continue to require the training annually in some form for all employees beginning the 2014-15 school year [EVIDENCE].

3. Equity and Inclusion Advisory Council –The objective of this committee is to provide recommendations on matters pertaining to equity and inclusion throughout the organization. The Council meets monthly and is instrumental is contributing to the annual revision of the EEO Plan [Evidence].

Strategic Proposals
The College develops several variations of strategic proposals, primarily for internal use in developing and achieving initiatives that promote the success of the College's goals and objectives. An integral part of these initiatives is the focus on diversity and staff equity.

Managers are directed to incorporate elements of staff equity in their proposals, specifically as proposals pertains to matters regarding personnel. [EVIDENCE].

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Non Faculty Prioritization Process
The requests for non-faculty new positions were submitted by management to HR in early April for 2014-2015 fiscal year. ALG subcommittee reviewed and prioritized the list in April 2014 E5.24: ALG subcommittee Minutes, Apr. 28, 2014]. Once the list was developed, the process moved to Position Control Review Committee (PCR) [E5.25: PCR Minutes, Apr. 30, 2014]. . The PCR committee formulated questions to management regarding specific positions and forwarded these questions to the various managers. In addition, HR presented an update to the Superintendent/President's Cabinet in early May for review [E5.26: SPC Agenda May 5, 2014].

PCR committee met again on May 16, 2014 and made recommendations for changes to job descriptions for two new positions. The positions required further review by unions to ensure accuracy, these two positions were not finalized in time for the next step. [E5.27: PCR Minutes, May 16, 2014]. The PCR committee had no further recommendations for the remaining new positions, therefore, those positions were presented to Shared Governance on June 11, 2014 for information, there were no recommendations regarding any of the new proposed positions [E5.28: New Non Faculty positions - Shared Governance, Jun. 11, 2014]. HR presented the prioritized list to Cabinet in June 2014 and the list was approved [E5.29: SPC Agenda Jun. 30, 2014. The new positions were presented to Governing Board on July 16, 2014 and approved.

To review the effectiveness of the Non Faculty New Position process, a survey was sent to hiring managers in July 2014. At that time, managers had concerns with the process due to slow turn around and follow up on status of positions. In addition, there were recommendations for changes in the committee groups and consolidating some processes to ensure efficiency [E5.30: Non Faculty New Position Process - Survey Results]. HR will review survey results in November of 2014 with all committees for evaluation of process.

Equity and Inclusion Advisory Council
The EIAC met monthly meetings during the 2013/2014 academic year, a significant change from quarterly meetings of the past. Of importance was the decision to sponsor formal workshops to engage the College community in discussions of diversity and equity. The first workshop was held during January Flex Cal and was a useful activity in which the EIAC and the Student Equity Committee joined together in a 5-hour workshop. A second workshop was held during the August Flex Cal; at this workshop, Facilities and Maintenance Staff will engage in dialogue to expand their understandings of equity and diversity. [E5.32: Workshop Program]. The August Flex Cal agenda included a session hosted by members of EIAC to bring awareness to advocacy efforts for diversity and equity and to encourage ideas to strengthen equity and inclusion at the College. [E5.3]

In October 2013, EIAC created a survey inquiring into Student Equity concerns. A major finding is that students have requested more evening services, but overall, students seemed to find diversity and equity in their educational experience at SCC [E5:34: Survey results].

Two members of the EIAC also attended the first Equity Summit hosted by the CCC League [E5:35]. Following the session, the members, along with the Chair of the Student Equity Committee, submitted a report to the President of the College summarizing highlights from the Equity Summit, along with a recommended reading list of various papers and reports pertaining to equity, inclusion, and diversity [E5:36]

Coordination with the SCC Police Chief regarding the Clery Act was a major goal of EIAC in 2013. The EIAC held a special meeting with the SCC Police Chief to discuss staff awareness of campus crime. The police are now working to more regularly publicize timely information so as to create awareness of any crimes that occur at the main campus and our Centers.

In May, the EIAC decided to revise its purpose in order to be more active in advocating for diversity and equity [E5:37] More workshops targeting issues pertaining to equity and diversity are being planned (evidence) and the EIAC is more involved in reviewing and analyzing hiring data, with the end result being to improve recruitment for hiring and to refine and revise SCC's training processes for hiring. The E.I.A.C. is also reviewing its Purpose document and intends to revise its by-laws in Fall 2014. The group met once during summer 2013 to begin to create a list of goals for 2014-2015 and revised its Purpose document [E5.38:]. Instrumental in their future planning is to contribute information to a College-wide Student Survey that will be designed and implemented during Fall 2014.

Equal Employment Opportunity Training
EEO training is ongoing for all employees who participate on hiring committees [E5.39: EEO Training - Keenan]. HR department is reviewing both EEO online and on-site trainings to ensure that the District utilizes resources that will improve our hiring practices to ensure fair and equitable inclusion. The EIAC has urged that more comprehensive training be put in place by HR as some hiring committees have needed additional training [E5.40: EIAC Minutes May 14, 2014].

Faculty and Staff Hiring Policies
The Academic Senate, in conjunction with the Interim Dean of Academic Affairs, reviewed the faculty emergency hiring policy and adjunct hiring policy and made suggested changes. [E5:9: AS Minutes……..Revised Policies].   The Academic Senate approved the revised policies in September? 2014 [E5:41].

Beginning in Spring 2014 and continuing throughout Summer and Fall 2014, HR initiated a review of all 4000 level policies (HR) in an effort to review and revise all policies. [E5:42 Policy 4005].

Applicant Tracking System
The HR department is utilizing the new applicant tracking system, NEOGOV. HR has identified some challenges [E5.43 NeoGov Application Template] with the initial set up and structure of NEOGOV for reporting purposes. For example, in Spring 2014 and Fall

2014, new postings were entered into NEOGOV through an ad-hoc process. As a result, tracking selected candidates for the position were not necessarily captured in NEOGOV. HR has now requested NEOGOV support to review the system set up and structure to mirror the District's HR Information Systems structure. HR will be attending NEOGOV training in Fall of 2013 [E5.44 NEOGOV Pre Conference Training Agenda 2014] to increase effectiveness and efficiency of NEOGOV to SCC.

The first NEOGOV data sets were generated in Fall 2013 and an analysis of the data sets were initiated to establish a baseline. CCCCO MIS data pertaining to the workforce and County demographic data was also examined. An ongoing data set analysis cycle and evaluation will be determined in Spring 2014 and Fall 2014 [E5.45 EEO Data].

In the meantime, the HR Associate Vice President and Manager are working closely with Recruiters Webinar [E5.46 NEOGOV Recruitment Full Cycle] to ensure the integrity of data and reporting. Additionally, NEOGOV data is being distributed to the EIAC for analysis and discussion [E5.47 EEO Data].

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

In Fall of 2013 and Spring 2014, SCC HR recruiters participated in job fairs to attract top talent and increase accessibility for applicants. HR provided step-by-step instructions at the job fairs for applicants to apply [E5.48 Employment Opportunities and Online Instructions Apr. 4, 2014]. In the Spring of 2015, HR will develop a plan to improve recruitment efforts.

Diversity Awareness for Faculty, Staff, Administration, and the Community - Annette
SCC has sponsored and promoted many diversity activities, to include long-standing activities such as Martin Luther King Jr. Celebration Day, Cinco de Mayo, Ethnic Studies Guest Lecture series, Black History Month activities, Women's History Month activities, Foreign Language night, and much more. This year SCC added an Hispanic/Chicano/Latino graduation ceremony, an Early Childhood Education graduation ceremony, and has engaged in many community outreach activities (Art History Mural Project, Soccer athlete planning, etc. The Superintendent-President regularly participates in community events and continues to establish partnerships with many community organizations and businesses [E5.49 LINK TO SP Direct].

In Fall of 2013, Solano Community College's Asian/Pacific Islander Club initiated a program to provide aid to victims in the Philippines from the Super Typhoon, Haiyan [E5.50 API Club Efforts PR]. Each year SCC honors Martin Luther King Jr. Multicultural Celebration, this year SCC celebrated it on January 19, 2014 at the SCC Fairfield Campus Theater [E5.51 MLK Community Event 2014]. The event included interviews of civil rights veterans. In February of 2014, students from SCC Ceramic courses created ceramic bowls for a Solano County Food Bank project entitled Empty Bowls. The handcrafted bowls were used as the Food Bank endeavors to rally volunteers to raise awareness about hunger in our community [E5.52 Empty Bowls].

In early April, Solano Community College's (SCC) UMOJA Program and Ethnic Studies Program, partnered with Kaiser Permanente, to host the 9th annual Peace Summit, a 3-day "Stop the Violence" jamboree. The keynote speaker for the series. leads the Southern Poverty Law Center (SPLC), in Montgomery, Alabama, in its outreach efforts to promote key initiatives and social justice issues. [E5.53 Peace Summit PR 2014]

Multicultural week was celebrated this year on May 5-9. Some of the activities included Aztec dancers, lecture on Cinco de Mayo, Northern Mexican Regional music, Sidewalk Chalk Festival, Club Festival and Luau feast [E5.54 Multicultural Week May 5-9, 2014]. In late May, Solano Community College's (SCC) Governing Board proclaimed Memorial Day as "Honoring Our Fallen Heroes Day" to remember the souls of those who died in war [E5.55 Fallen Heroes]. In June 2014, the Administration sponsored once again a Leadership Academy. The leadership academy included presentations from Solano County leaders on partnership opportunities, educational presentation on community colleges financials and leadership styles. [E5.56 XXXXX]. In early August, Ministry of Education from China visited SCC to learn about the various programs and resources offered at SCC for students from other countries. Presentations were given by Student Life, Math & Science and Biotechnology. In addition, a hosted campus tour was given [E5.57: Ministry of China Meeting].

Solano Community College (SCC) was one of many agencies involved in hosting a Make-A- Wish. Greater Bay Area, Travis Air Force Base (to include the Air Force, Army, Marines and Navy), Solano County Sheriff's Department, California Office of Emergency Services (OES), US Coast Guard, and SCC joined forces to create a real-life scenario to fulfill a local boy's wish: To ride in a military helicopter with a superhero [E5.58 Make a Wish PR]. In October of 2014, SCC is partnering with Bunko Friends to raise money for Breast Cancer Awareness. The proceeds go to National Breast Cancer Foundation to continue the research for wellness in breast cancer [E5.59 Bunko 2014 Flyer].

Human Resources Staffing Plan
A revised HR staffing plan was submitted to the President's Office in April 2014 [E5.60 HR Reorganizational Chart 2014], but limited staffing and funding slowed the implementation of the revised HR staffing Plan. During the 2013-14 year, an Associate Vice President [E5.61 HR Associate Vice President Job Description] was hired, but his tenure at SCC was brief having served only 5 months in the position.

A new Associate Vice President was hired and began working for SCC in early July 2014. His vision includes the complete staffing of a fully operational and professional level human resources function. Thus far three permanent HR employees: HR Generalist, HR Recruiter and Executive Coordinator have been hired in addition to the AVP, with a current position HR Manager moving forward to be filled [E5.62: HR Manager Job Description].

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

Opportunities for Internships
SCC's Counseling Department continues to provide opportunities for graduate students at CSU Sacramento and St. Mary's College to intern at SCC [E.5:63] In Fall 2013, a graduate student intern from Southern Illinois University worked with the College's Superintendent-President The Minority Coalition is currently investigating options to institute a Faculty Internship Program at SCC and has made presentations to the Shared Governance Council [E5:64 SGC minutes] Student internships at SCC hold the promise of providing peer support to SCC students, and Faculty Internships allow faculty and administration to mentor future leaders and to expand SCC's outreach to attract a more diverse workforce within the College.

Evaluating and Revising the EEO Staff Plan
The 2013-2016 EEO Staff Plan was approved and integrated into the College's overall Institutional plan by the Governing Board on September 18, 2014. [E5.65: Governing Board Agenda Sep. 18, 2013].

With the adoption of the EEO Plan, outcomes and projects continue to be updated and integrated into activities and outcomes in the Educational Master Plan (CHECK EMP) and Assessment Database, and maintained by the Office of Research, Planning, and Institutional Effectiveness [E5.66: EEO Project Calendar in Planning database UPDATE]

DATA BASE SCREEN SHOT HERE

Work is in progress to revise the current EEO Plan, to include new mandates from the CCCCO, and to review and update goals. A draft plan was present to EIAC for review in early Fall 2014 semester and was accepted by the Committee. Despite the past challenges to maintain stability in HR, SCC continues to build on meaningful EEO practices that benefit all staff and faculty and, by extension, contribute to student equity practices.

Conclusion
Solano Community College has met ACCJC standards cited in Recommendation 5 and has fully resolved the issues noted in Recommendation 5 (Standards II.A.1.a, II.A.2.d,

II.B.3.d, III.A.4.a-c) to improve staff equity planning by expanding its data collection and fully integrating the EEO Plan into the Institutional planning processes. The College will continue to monitor and evaluate its Human Resource needs as it seeks to continue to evaluate progress to increase equity opportunities for all staff.

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

The ACCJC Follow Up Team Report of December 6, 2013 states that DE has only "partially met the Standards." **(Include exact language from ACCJC here)**

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

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

Student Support Services
Since October 2013, the Distance Education Program at Solano College has made significant progress in expanding Learning Support Systems for SCC's online students. Key developments include the following:
- Expanded DE staff to include an Administrative Technician (also referred to as DE Technician) dedicated to providing walk-in and online Help Desk support to online students. [E6.2: DE Technician Job Description]
- Implemented a Distance Education Ticket "Help Desk" System for faculty and students. Over 1100 student "Help" tickets were successfully processed during the Spring 2014 semester. [6.3: IT Ticket Filter List Jan. – May 2014]
- Created a Canvas Student Orientation that has been posted to SCC's web site [E6.4 Student orientation & success Course Links]
- The DE Technician hosted two Canvas Drop-In Troubleshooting Workshops for students in March, 2014. [E6.5: Student Success Workshops Spring 2014]
- The DE Committee obtained a campus-wide Respondus 4.0 and LockDown Browser License in December 2013. Respondus 4.0 is a Windows-based

authoring tool that makes it easy to create and manage exams in a LMS. Respondus LockDown Browser is a customized browser that increases the security of online testing in Instructure Canvas. When students use Respondus LockDown Browser to access a quiz, they are unable to print, copy, go to another URL, access other applications, or close a quiz until it is submitted for grading

- Added links to Student Services on Canvas homepage and the SCC Online Classes web page:

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

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

Online Writing Lab
SCC Online Writing Lab continues to serve students in both online and face-to-face classes. [E6.7: Online Writing Lab Hours]
Beginning with the Fall 2013 semester, students, faculty, and staff had access to a range of video and "paper" materials concerning various elements of writing. The first offerings are intended to meet areas of greatest needs for students. [E6.8: Online Writing Lab Instructional Videos] INSERT EMAIL EVIDENCE HERE. [E6.9]

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

Program Review Data Analysis
The October 2013 Follow-Up Report included analysis of student retention & success data through Fall 2013 semester. DE Committee will extend the analysis through the Spring 2014 semester as soon as the data becomes available. [E6.10 Distance Education Aggregate Data 2010-2013]. REFERENCE #E1 8-1 in Planning Agenda Report] A survey of online students will be conducted in October 2014.

The DE Committee outlined in its October 2013 report an "Action Plan" based on the evaluation of the DE success and retention data. Since then, the DE Committee has

successfully implemented a "First 3-Day Semester Start Program." [E6.11: 3-Day Start Program]. The DE Committee discussed the results of the program at our February 2014 meeting. [E6.12: Distance Education Minutes, Feb. 24, 2014]. Several faculty reported that they saw a significant increase in initial student retention as a result of the new 3-day procedures. We will continue to implement this program and evaluate and revise, as needed.

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

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

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

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

Course Shell Review and Approval
As reported in SCC's October 2013 Follow-Up Report, all courses to be offered in our online program must now be approved by the DE Committee through our Course Shell Review process. As of September 5, 2014, 129 courses have been approved for our online program. [E6.14: Course Approval Status Report].

- Implemented a Course Shell Review Process with the following categories as a way to measure course approval objectives:
  1. Welcome & Orientation
  2. Syllabus
  3. Course Navigation & Organization
  4. SLOs & Assessments
  5. Instructor-Initiated Regular Effective Contact
  6. ADA Compliance / Student Support Services

Course Orientations

The DE Committee now requires all online instructors to provide an orientation for their online students, either a face-to-face or in-person orientation, or an online equivalent. This orientation component is covered in the Course Shell Review process (see item #7 above). Courses that do not provide for a student orientation are not approved by the DE Committee.

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

Recommendation 7: Incorporate SLOs into Faculty Evaluation
In order to meet the standards and increase institutional effectiveness, the team recommends that the College develop and implement appropriate policies and procedures that incorporate effectiveness in producing student learning outcomes into the evaluation process of faculty and others directly responsible for student progress toward achieving student learning outcomes.
(Standards II.A.1.c, II.A.2.e, II.A.2.f, III.A.1.c)

Recommendation 7 of the February 11, 2013 warning letter from the Accrediting Commission for Community and Junior Colleges stated that:

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

The College responded to the Team's Recommendation 7 and during the October 2013 negotiations between the Solano Community College District and the Solano College Faculty Association, a change in the evaluation instrument that administrators use to evaluate faculty was agreed upon (namely, SLO assessments became a contractual obligation for each faculty member's formal evaluation) [E7.1: Evaluation Instrument].

In addition, the Tentative Agreement signed October 4, 2014 also authorized additional pay for the Adjunct Faculty for completing SLO assessments:

"…adjunct faculty may work on the SLO/SAO cycle and be compensated for a maximum of 7 hours of category 3 pay per semester for SLO/SAO work." [E7.2: SCFA Tentative Agreement, Oct. 4, 2013]

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

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

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

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

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

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

Conclusion:

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

Recommendation 8: Increase Services at Centers
The College continues to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online and to continue to regularly evaluate the services in conjunction with the needs of their students
(Standards II.B.3.a, II.C.1)

The College has continued to advance its plan to provide equitable services at the Centers during the 2013-14 academic year. Those contributing to this effort include the Centers' Deans, the Student Services Managers, the Student Services Council, the Associated Dean of Admissions and Records, the Outreach and Public Relations Manager, members of the Basic Skills Steering Committee, English and Reading faculty who teach at the Centers, the Campus Chief of Police, the Director of Student Development, the Associated Students of Solano College, and the College's Public Health Nurse. Moreover, meetings with the Student Services Managers [E8.1: Student Services Managers Meeting Minutes], special Student Services in-service meetings [E8.2 All Student Service Meeting Agenda Jan. 31, 2014] the Campus Safety Committee, and other committees that work to provide ongoing services to the Centers. A number of the student services at the Centers are reflected in the Weekly Services template made available to the students and adapted during the 13-14 year for greater appeal to and more convenient usage by the students [E8.3: Weekly Services, Vacaville Center, Spring 2014] [E8.4: Weekly Services, Vallejo Center, Spring 2014].

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

1. The Centers' staff received additional training in scheduling support for Counseling, Orientation and Outreach services, and Financial Aid [E8.5: Student Services Training Report]. The Vacaville Center received a full time Generalist to assist in student services [E8.6: Email Regarding A&R Support for Vallejo Center]. The Vallejo Center received a Registration Aid during the Spring term of 2014 which was available on a part-time and temporary basis. The Office of Admissions and Records

is planning to provide an additional Generalist at the Vallejo Center as it did at the Vacaville Center.

The second Generalist at both Centers will assume an important role in serving students. These Generalist will be trained to provide student services at Center locations and in the community as reflected and required in the new Generalist job description. Also, the Centers now have Student Ambassadors that assist in matriculation during peak times of the term in their respective Lobbies [E8.7: Student Ambassador Support Memo]. Shouldn't this section be combined with Generalist information in 5?

2. While the counseling hours have remained constant, the Centers have enhanced Counseling access with additional "drop-in" appointments [E8.8: Counseling Department, Walk-ins Memo]. In addition, the Centers have added Transfer Counseling once a week [E8.9: Counseling Department, Transfer Counseling Memo]. The Centers are also offering Orientation Sessions to incoming students [E8.10: Counseling Department, Orientations Memo].

3. The Vacaville Center has received additional library hours [E8.11: Library Hours, Vacaville Center]. Moreover, the Centers received additional faculty support in the Learning Labs which added a Drop-In Writing Lab component to the existing services there [E8.12: English Department, Writing Labs Memo]. Also, the Vallejo Center is now offering Late Night Study Hall during the last week of the term to assist students in completing their course assignments [E8.13: Late Night Study Hall Memo]. Furthermore, the Centers provide drop-in Computer Lab assistance via the computer courses offered [E8.14 Computer Lab Memo]. Each course generally makes one hour of open lab time available. The Vallejo Center provides two or more hours per week. The Vacaville Center offers lab hours beyond this as it must feature more computer courses to meet the student demand at that location.

4. The Associated Students of Solano College has instituted polling stations at the Centers for the Associated Students of Solano College (ASSC) elections [E8.15: Student Development Elections Memo]. Furthermore, Student Health Services have just been increased to twice a month at the Vallejo Center and will likewise be increased at the Vacaville Center at the beginning of the next full term [E8.16: Student Health Office Memo, Increased Visits Memo]. Lastly, the campus security coverage at the Centers has been increased to include all the hours in which they are open, 7:30 A.M. to 10:30 P.M. [E8.17: Law Enforcement Staffing Deployment].

5. The District has redefined and reorganized all Student Services Support personnel which includes the Centers, along with Admissions and Records, Counseling, and Financial Aid. These individuals all function under an expanded Student Services Generalist job description [E8.18: Student Services Generalist Job Description]. The Student Service Generalists all provide a wider range of service to the students and are able to be of mutual support to other locations-including the Centers-during times of peak demand. Additionally, they assist in outreach events at the local schools and

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

The Centers believe that the efforts to upgrade the student services at these locations have translated into a higher level service to their students. An indication of this is found in the fact that the "virtual student" services, via live video conferences with the Fairfield campus, is not now being utilized. ADD SCHOOL MEETINGS BROADCAST FROM/TO CENTERS AND ASSC MEETINGS (Check with Risha).

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

Recommendation 9: Develop a Code of Ethics
In order to meet the standard, the team recommends that the College develop a clear, written code of ethics for all its personnel.
(Standard III.A.1.d)

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

During Spring 2014, the Code of Ethics was assessed by CSEA [E9.1: Email from CSEA President email regarding Code of Ethics]. In the CSEA review, only minor recommendations were proposed and the group determined that the existing Code of Ethics should continue to be used at SCC.
The Academic Senate also reviewed the current Code of Ethics and proposed an alternative document for consideration in May 2014. [E9.2: Academic Senate Minutes, May 5, 2014].

Overall, the current Code of Ethics appears to reinforce the Core Values set forth by Solano Community College. The Code of Ethics will be brought to Shared Governance Council for review in 2015.

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

PLANNING AGENDA 1
The College will address the needs of its Distance Education (DE) program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective.
(Standard I.B.1, Standard I.B.2, Standard II.A.1.c, Standard II.A.2, Standard II.A.2, Standard II.B.2.d, Standard II.A.2.c, Standard II.A.6.c, Standard II.B.2.d)

The College will address the needs of its Distance Education (DE) program and students by enhancing the following: access, equity of student services, comparative data analysis with traditional courses, and the resources to be effective. (SCC Strategic Goals 1: Foster Excellence in Learning and 2: Maximize Student Access and Success)

Planning Agenda 1
Item 1. The College will use relevant Student Opinion Survey results as a basis for discussions and improvement in DE.
(Standard I.B.1; Responsibility—Director of Research and Planning, DE Coordinator)

The Distance Education Committee administered a Student Opinion Survey in Fall 2012. The survey covered a wide range of issues, including student satisfaction with their online course, communication with the instructor, support services. The results were tabulated, shared with the faculty, and discussed by the DE Committee. Several major initiatives were developed to address the issues raised in the survey results (see item #2 below).

The next DE student survey will be conducted during the Fall 2014 semester The DE Committee intends to survey online students once per year. [E1.1:1 DE Student Opinion Survey, Nov. 20, 2012].

Planning Agenda 1
Item 2. The College will work collaboratively to negotiate terminology and follow through on creating, implementing, and enforcing DE guidelines.
(Standard I.B.2; Responsibility—DE Committee, Curriculum Committee, Academic Senate, deans, and EVPASA)

The DE Committee undertook a major re-organization of Distance Education at Solano College from 2012 through 2013. The changes address a wide variety of issues raised by our faculty and students, as well as guidelines addressed by the Accreditation Commission and the Chancellor's Office. In summary, the new policies include:

- Required listing of course SLOs in online syllabi. The mechanisms for ensuring that Distance Education courses are using and assessing Student Learning

Outcomes are currently the same as those for face-to-face courses. All courses, online and face-to-face, have SLOs (EVIDENCE).

- Student Success Workshops & Orientations. Face-to-face orientation and success workshops for students in online classes are now being offered at the beginning of every semester. These workshops include information on how to succeed in online courses, e.g., Time Management, Communicating with Your DE Instructor, Taking Tests Online, and Introduction to the Canvas Learning Management System. These DE workshops are part of the Student Success Workshops series sponsored by the Academic Success Center. [E1.2:1 DE Student Orientation Workshop Agenda].

- Annual Analysis of Comparative Data on Online and face-to-face classes (see item #8 below).

- Faculty Training. All faculty planning to teach online courses at SCC must now undergo training in online teaching. The training focuses on tools and techniques for maximizing student success in online classes, including compliance with ACCJC and Title 5 standards. [E1.2.2: Academic Senate Minutes Apr. 15, 2013][E1.2.3 Online Faculty Training & Certification] [E1.2.4: Outline of Canvas Training Workshops] [E1.2.5: Training Process Graphic]

- Course Shell Review & Approval. SCC is now requiring all online courses to undergo a "Course Shell Review" to insure compliance with ACCJC and Title 5 standards. The online course shell contains all of the content for the online course, including the course syllabus, course assignments, and course assessments. The College administration has directed that no online section will be added to the class schedule until it has completed the Course Shell Review. Course shell reviews are now being completed for Spring 2014 online classes taught in the new Canvas LMS. [E1.2.6: Academic Senate Minutes, Apr. 29, 2013] [E1.2.7: Course Shell Review Policy]

  - Course Orientations. We are now requiring all online instructors to provide an orientation for their online students, either a face-to-face in-person orientation, or an online equivalent. This orientation component is covered in the Course Shell Review process [E1.2.8 Canvas Course Shell Review Checklist].

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

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

In subsequent discussions, the DE Committee has determined that our Distance Education offerings do not constitute a program, since a student does not receive a degree of any kind in Distance Education. Online classes are a modality of instructional delivery, not a program. Consequently, the construction of program outcomes are not appropriate for Distance Education. The quality of the online course offerings are determined by the policies outlined in items #2 above.

Planning Agenda 1
Item 4. The College will consider the following catalog issues: the catalog does not address instructional delivery applied in DE courses, programs and degree offerings. The catalog does not address the interaction between DE faculty and students, nor the accessibility of DE faculty and staff to students.
(Standard II.A.2 and Standard II.B.2.d; Responsibility—DE Committee, EVPASA)

The Distance Education Committee will review the Catalog language for Distance Education in Fall 2014. They will make changes to Catalog language where appropriate.

It its August 25 meeting, the Distance Education Committee clarified its plans for revising the Catalog language and determined that the Committee will consult other catalog descriptions and submit revised language describing our Distance Education program by the end of Fall 2014 semester [E1.4.1: DE Committee Meeting Minutes, Aug. 25, 2014].

Planning Agenda 1
Item 5. The College will consider adding a DE clause to the academic freedom policy
(Standard II.A.2 and Standard II.B.2.d; Responsibility—Academic Senate)

In our 2011 Self-Study Report, SCC stated the following:
> **Academic Freedom Statement:**
> Faculty and student academic freedom policies are
> clearly stated on page 10 and 14 of the College Catalog.
> There is no separate policy for DE students or faculty.
> (p. 190)

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

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

Planning Agenda 1
Item 6. The College will continue to develop department/school-level policies regarding online courses.
(Standard II.A.2.c; Responsibility—School deans and faculty)

After further discussion, the DE Committee has determined that this Planning Agenda item is no longer necessary. Instead, the Committee initiated a campus-wide re-organization of DE policies and procedures (see item #2 above). The Committee determined that the refinement of campus-wide policies would be more consistent than the creation of a variety of department or school-level policies.

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

Planning Agenda 1
Item 7. The College will encapsulate all DE information and complete DE Program Review.
(Standard II.A.6.c; Responsibility—DE Committee, Director of Research and Planning, school deans and faculty)

A comprehensive DE Program Review will be done after all departments who offer DE courses have completed their Program Reviews. The DE Program Review will encapsulate all of the findings in the Department Program reviews, in addition to addressing broader issues relating to DE. [E1.7:1 Program Review Timeline]

Planning Agenda 1
Item 8. The College will begin purposely disaggregating data for DE instruction, including data on complaints/grievances.
(Standard II.B.2.d; Responsibility—Director of Research and Planning)

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

Summary of the 2010-2012 data:
Enrollment data at 1st Census (approx. 2 weeks after the start of semester) shows a 10% differential in fill rate between face-to-face and online enrollments (FF=92% / OL=83.6 %). Since the online enrollments are generally as high or higher than face-to-face on the first day of class, these data indicate significant drop rates in online classes during the first two weeks of the semester. As noted earlier, the Distance Education Committee identified multiple reasons for this higher drop rate, including lack of student preparedness for online learning, technology barriers, student failure to read and follow directions, and lack of instructor contact in the crucial first days of the semester. They contend that a segment of our students enter online classes with the mistaken impression that online class will be easier, then drop when they discover the contrary.

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

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

DE Committee planned actions based on the evaluation of the DE data
The Distance Education Committee devoted its Sept 9, 2013 meeting to a discussion of measures to address the higher drop rates in online classes (EVIDENCE). The DE Committee developed the following Action Plan for Spring 2014:

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

UPDATE WITH FALL EVIDENCE OF THE ABOVE….., ALSO FLEX CAL TRAINING.

[E1.8.2 DE Student Orientation Workshop Agenda]
[E1.8.3 First Three Days of Semester Procedure]
[E1.8.4 Welcome email message to students]

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

We will continue to review and/or revise our policies and procedures on an annual basis as we receive additional data for student surveys and program reviews.

PLANNING AGENDA 2
The College will collect high quality, meaningful qualitative and quantitative data as deemed appropriate by users and will make this information easily accessible to staff, faculty, and students. The College will use the results of this assessment for planning and continuous improvement and disseminate findings regularly. (Strategic Goals 1: Foster Excellence in Learning, 2: Maximize Student Access and Success, 3: Strengthen Community Connections, and 4: Optimize Resources) (Standard I.B.1, Standard I.B.3, Standard I.B.2, Standard I.B.6, Standard I.B.7, Standard II.A.2.i, Standard II.A.2.i, Standard II.A.6.a, Standard II.B.3.b, Standard II.B.4, Standard II.B.4, Standard III.A.2, Standard IV.B.2.a, Standard III.A.3.a, Standard III.B.1.a, Standard III.B.1.b, Standard III.B.2, Standard III.B.2.b, Standard III.C.1.a, Standard III.C.2, Standard IV.A.1, Standard I.B.1 Standard I.B.3, Standard III.A.1.b., Standard IV.B.1.b)

Planning Agenda 2
Item 1. The College will provide ongoing training in interpreting and using data. (Standard IB.1, Standard IB.3)

Training for staff members was initially offered in a series of weekly MS Access classes [PA-E2.1.1: MS Access Training Session]. 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, aimed at regular data users (including Fiscal Services staff, HR staff and Student Services staff) will look at data manipulation via MS Excel pivot tables in September 2014 [PA-E2.1.2: Pivot Table Class for Staff]

Training for use of program review data is routinely offered during Flex Cal [see Flex Cal agenda] and is well attended by those departments starting program review. Academic Senate Program Review rep and IR staff also offer regular (****ask AMY O how many sessions we offer***) office hours during the semester to help authors with program review issues, including data interpretation. (***SEE AMY O for email schedule of open office hours***)

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. [PA-E2.1.3: CSD Instructions].
The goal is to have the appropriate user receiving the appropriate data to strengthen decision making and making sure that data is unambiguous and easy to interpret.

Planning Agenda 2
Item 2. The College will assure that all outcomes for strategic goals and objectives are measurable.
(Standard IB.2)

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

Managers continue to be trained on recording outcomes and assessments and written guidance is provided in the Integrated Planning Process manual [PA-E2.2.2: Pages from IPP June 2013] which was subject to a comprehensive revision in Summer 2013. A second update is planned for Spring 2015.
Although every manager has participated in the process for at least one cycle, work is ongoing to improve quality of submissions.

Planning Agenda 2
Item 3. The College will continue to implement improvements identified in assessments of the Integrated Planning Process.
(Standard IB.6)

The Institution has made steady progress in refining planning evaluation. Nevertheless, monthly meeting of planning review committee (formerly known as PERT) 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 [PA-E2.3.1: Planning Committee Structures] with clearly defined roles and responsibilities.

SCC Institutional Planning Group
Process Evaluation Review Team
Budget Planning Group
Non Academic Program Review Evaluation

The committees now meet less frequently but are more focused.

The most recent review of planning process led to many excellent suggestions for improvement [PA-E2.3.2: Planning Review] which have been shared with the President's lead Institutional Planning Group [PA-E2.3.3: IPG Notes, Jun. 3, 2014]]. Work is ongoing to advance the recommendations.

One of the major recommendations of the Planning groups is to increase involvement from the membership of the Superintendent/President's Cabinet (SPC) in the process of program review and service area planning.

2 major initiatives have worked to increase the involvement of the SPC involvement. First is a regular meeting group working specifically with the VPAA and his managers to strengthen outcomes, assessments and planning. (***AD add pilot group evidence)

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

Planning Agenda 2
Item 4. The College will improve documentation of how it is using the assessment results (outcomes, program review, strategic goals and objective, ARCC) to make improvements.
(Standard I.B.7)

Assessment results from non academic areas are fed into an annual program review. The program review is comprised of 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 (correct??) and any highlighted areas of concern. Since all of this data is recorded in database format, there is minimal reporting burden on managers. [PA-E2.4.1: Example of Non Academic Program Review]

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)
Planning Agenda 2
Item 5. The College will conduct a review of pre- requisites (if any) for transfer-level courses to keep up with the changing needs and skill levels of students entering with transfer goals.
(Standard II.A.2.i)

As directed by Title 5 (the California Education Code governing community colleges), the Solano Community College Governing Board, and the Solano Community College Curriculum Committee Handbook mandates, the Curriculum Committee reviews the prerequisites for all courses during the curriculum review process. [E2.5.1 Appendix B in Prerequisites Guidelines 55003 Final][E2.5.2 - SCC District Procedure 6023] E2.5.3 Solano Curriculum Handbook] This process completes a review of all courses and their prerequisites over a five-year cycle. [E2.5.4 Curriculum Review Timeline] The purpose of the curriculum review is to guarantee that courses and programs are current with the requirements of the respective transfer or career goals. The Curriculum Committee has been reviewing prerequisites regularly in order to fulfill this directive at least since the

Governing Board adopted its current prerequisite policy in 1994. [Academic Senate Curriculum Committee Sample Course Reviews]

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. [E2.5.6 Academic Senate Curriculum Committee Approvals] 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 course prerequisites.

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

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

In summer 2012, the Academic Senate President enlisted a team of faculty to assist their colleagues in assessing all course outcomes and to write outcomes where none existed. [E2.6.1: Academic Senate Memorandum, Jun. 30, 2012]. An SLO Coordinator was hired in August of 2012 [E2.6.2 SLO Coordinator Job Description] and School Coordinators [E2.6.3: 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.

Since 2012, the College has convened the SLO Committee to establish and notify faculty of the assessment schedule and to help faculty assess their courses. In 2012-13, the SLO Committee met six times [E2.6.4: Sample SLO Committee Agenda and Minutes, Mar. 5, 2013]. In Fall 2013, the SLO Committee noted that the quality of assessments needed to be improved and a rubric was written to assist all faculty to pay more attention to the quality of their assessments [E2.6.5: Quality Rubric]. The Quality Rubric was formally

adopted by the Assessment Committee in May. [E2.6.6: Assessment Committee Agenda and Minutes, Mar. 18, 2014].

In January 2014, the SLO Committee was reorganized as the Assessment Committee and met three times in spring semester. [E2.6.7: Assessment Committee Agenda and Minutes Apr. 1, 2014][E2.6.8: Assessment Committee Agenda and Minutes, May 6, 2014] Members now include representatives from management, faculty, and staff. The SLO Coordinator and the Interim Vice President of Academic Affairs determined that the Assessment Committee should broaden its scope to include review and analysis of all College Outcomes.

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

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

Many faculty get together informally to discuss SLOs in Department meetings. For example, some of the math faculty have met to develop a common assessment and rubric for Math 310. . [E2.6.11: Math 310 Common Assessment problems; E2.6.12: Math 310 SLO Questions] The chemistry faculty have rewritten their program assessment to align with ACCJC's rubric for program assessment. [E2.6.13: Chemistry Program Assessment].

SCC continues to include SLO workshops in our bi-yearly FlexCal presentations [E2.6.14: Fall 2014 Flex Presentation] and throughout the year. Additionally, one-to-one help (either face-to-face or via email) has helped some faculty to complete their assessments and improve quality. Anecdotally, faculty report that the workshops and one-on-one sessions are helpful. [E2.6.15: Assessment Committee Minutes, Apr. 14, 2014]

Assessment activities for the 2014-15 year include:
Fall 2014
Specific measures will be designed and piloted to improve the quality of course assessments based on recommendations from School Coordinators/Assessment Committee with follow-up from Deans.
All Schools will be required to document how course outcomes have been used to modify assessment methods, outcomes, and pedagogy.

The Assessment Coordinator will assure that program assessments meet ACCCJC standards

<u>Fall 2014 and Spring 2015</u>
The Assessment Committee will determine which courses are best suited to assess ILOs and GELOs (General Education Learning Outcomes)

The Assessment Committee, working in collaboration with the Dean of Research and Planning, will make improvements to the database so assessments from each faculty member can be more accurately tracked. Any weaknesses in collecting and posting Outcomes' Assessments will be addressed.

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

<u>Planning Agenda 2</u>
Item 7. The College will create a formal process for evaluating and monitoring articulation.
(Standard 11.A.6.a)

In Fall 2012, in an effort to create a formal process for evaluating and monitoring articulation, the SCC Articulation Officer began the project by assessing data from academic years 2010-11 and 2011-12 relating to departmental course articulation between Solano Community College (SCC) and six local University of California (UC) and California State University (CSU) campuses. [E2.7.1: Articulation Single Outcomes Assessment Fall 2012] The data assessment project pointed to a decrease in articulation with those six local universities, but a more informal examination of all of the UCs and CSUs, revealed an overall articulation <u>increase</u>. As a result, the SCC Articulation Officer concluded that measuring articulation agreements between Solano College and only six universities did not produce sufficient data for establishing meaningful results. Furthermore, it was determined that measuring articulation by major (which showed an increase in articulation) rather than by department, produces different results, which may be considered also.

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

To complicate matters, over the last several years, there has been a significant increase in articulation officer workloads in California due to legislation such as SB 1440 and mandates for California community colleges to create new degrees called Associate Degrees for Transfer (ADTs). Additionally, the degree creation process involves submission of new and modified courses for Course Identification Numbers (C-IDs). As

a consequence, the SCC articulation officer has accumulated additional duties, i.e., consulting with faculty about C-ID and entering data and course outlines into databases such as C-ID and ASSIST, the official repository of articulation for California's public colleges and universities (the Articulation Officer is the ASSIST manager for Solano College). In fact, as of this writing, the Articulation Officer has submitted 99 courses for C-ID and SCC has 16 ADTs approved by or submitted for approval to the California Community College Chancellor's Office (CCCCO). In Summer 2013, the Dean of Counseling agreed that the additional work now being done for C-ID and ADT should be included in the design of a formal process of evaluation and monitoring of articulation. [E2.7.3: Courses Submitted to C-ID] [E2.7.4: Transfer Degree status spreadsheet].

Currently, the Articulation Officer and the Dean of Institutional Research, Planning, and Institutional Effectiveness are collaborating to create a new tool for evaluating and monitoring articulation. If successful, the new evaluation tool (designed to replace the original spreadsheet created in 2012) will be both user-friendly and capable of including all data that needs to be compiled and analyzed. The first version of this tool is now available for the Articulation Officer to test and evaluate. [E2.7.5: Articulation Database 08-2014]. As the tool is evaluated, an alternate version will be developed, if needed, by Spring 2015. Data from the final version of the tool will be monitored and evaluated and a progress report created during the Summer 2015, and yearly thereafter.

SCC has determined also that hiring dedicated clerical support for the Articulation Officer is essential. To that end, during the 2013-14 academic year, the Articulation Officer, Transfer Center Director, and Dean of Counseling cooperatively reviewed a needs analysis for a Transfer-Articulation Specialist, created a job description, and moved the position through the various committees and the Governing Board for approvals. The position was advertised on campus during August 2014 and is now ready for hiring committee selection and a review of applications [E2.7.6 Transfer & Articulation Specialist].

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

Planning Agenda 2
Item 8. The College will put into place surveys for students to self-assess the Core Competencies and for faculty to assess students' "Personal Responsibility and Professional Growth"
(Standard II.B.3.b)

In October 2012, the Dean of Research and Planning wrote and distributed a student survey eliciting attitudes regarding two of SCC's four Institutional Learning Objectives (ILOs): (Global Awareness and Personal Responsibility and Professional Development) [E2.8.1: Student Survey] as well as a separate faculty survey [E2.8.2: Faculty Survey] Overall, faculty rated students lower than students rated themselves in mastering the following competencies for all measures (the scientific method and how experiments

work; articulating social and political issues in their own communities; and ability to assess their own skills). [E2.8.3: Survey Results for ILOs 3 & 4].

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

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

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

In the 2014-15 academic year, specific assessment activities include:
Fall 2014:
The Assessment Committee determined that to raise greater awareness of ILO's that ILO's will be posted in every classroom. [E2.8.6: Assessment Committee Minutes, Aug. 8, 2014] The Office of Academic Affairs will create these postings and arrange for their placement in classrooms (DID WE CREATE AND POST?)

The Assessment Committee will then review the ILOs and determine if any need revision.

To improve the quality of course assessments, recommendations will be made by School Coordinators and the Assessment Committee, with specific follow-up action to be taken by School Deans. Outcomes will be used to modify assessment methods, outcomes, and pedagogy, to include changes to the curriculum.

Fall 2014 and Spring 2015:
To ensure that Program Learning Outcomes (PLOs) Assessments meet ACCCJC standards.

To determine which courses are best suited to assess specific ILOs and GELOs (General Education Learning Outcomes)

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

Planning Agenda 2
Item 9. The College will enhance counseling services through: identifying and implementing ways to provide more counselor availability for students, which might include increased online counseling. Assuring that advising information is accurate and consistent among counselors, including part-time counselors.
(Standard II.B.4)

Delivery of Online Counseling Services:
ECOUNSELING
The Counseling Department offers students an opportunity to ask general questions about the College and various programs through an eCOUN online service [E.2.9.1: eCOUN.WebpageSnapshot; E2.9.2: eCounBrochure].

In the 2012-2013 year, 155 hours were dedicated to eCOUN. [E.2.9.3: SARS.Report.eCOUN12-13] During that year, 376 student emails were answered.[E.2.9.4: eCounData.email12-13] In the 2013-2014 year, 147 hours were dedicated to eCOUN[E.2.9.5.SARS.Report.eCOUN13-14] and 245 student emails were answered [E.2.9.6: eCounData.email] The Counseling Department will review this data during their program review and will identify efficiencies to optimize personnel costs for student served. A method to evaluate student satisfaction will also be determined and implemented. The Department will look at all of the information collected by the end of spring 2016 and suggest recommendations for improving student use, and/or revision of the current practice.

Counselor Professional Development:

Best Practices:

For the 2013-2014 year, the Counseling Department faculty met twice monthly in order to collectively address "best practices" in counseling. Previously, the faculty met twice per month with agenda items primarily devoted to Department business in contrast to student success. Topics now include: advising students regarding ADT, the new statewide Associate Degrees for Transfer majors, how to best counsel dismissed students and implementing best practices for readmission, crisis counseling, and the discussion of student feedback as received by the Dean and the student government [E.2.9.7: SSSPandEdPlaningMinutes10.24.13; E.2.9.8: SSSPTraining.Minutes.10.31.13; E.2.9.9: Disq.Student.BestPractices10.10.13; E2.9.10: CollaborativeMtg.withEval.Staff 11.7.13]

In April 2014, the ASSC Student Body President presented feedback from students based on a student government activity in which students were asked to write comments about their experiences with counseling [E.2.9.11: StudentPresentation.Minutes.4.10.14] The feedback was profound and reflected student concerns that counselors were not aware of. Counselors were visibly moved by the ASSC President's honest and pointed comments. It was agreed that this activity should be regular and ongoing and that student feedback should be considered valuable data upon which planning should at least partially rely.

Additionally, the ASSC Student Senator for Student Services met with the Dean of Counseling at least three times throughout the year to discuss relevant student concerns about Counseling services [Dean's outlook calendar. Jan. 16, March 27 and April 4 2014].

Adjunct Counselor Training:

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

Counseling Depart 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 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.2.9.13: Conference brochure or Agenda title].

At the Counseling Department Retreat, SCC's Dean of Institutional Research, Planning, and Institutional Effectiveness 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 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. [E.2.9.14: Retreat Summary]

After examining the data, the counselors divided into teams and began the development of goals and objectives that would address four main areas. The teams began the identification of additional data needs as well as strategies for addressing the student success gaps. The group will reassess their progress in Spring 2015 {E.2.9.15: SampleTeamGoals].

Follow up from the retreat included two division meetings [E.2.9.15: Followup Action from Retreat.minutes; E.2.9.16: WorkGroupsFollowupFromRetreat].
Planning for the 2014-2015 year includes continuation of the work detailed above. The original responsible Dean has returned to her counselor position and the new Dean and faculty will determine the new priorities for continuation of this work.

Planning Agenda 2
Item 10. The College will enhance financial aid services through determining which processes are most problematic for students and how these processes can be improved. Identifying and implementing ways to speed up payment to students. (Standard II.B.4)

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 a Service Agreement with Higher One Disburse Program on 8-19-10. At this time, the College moved from mailing paper checks to disbursing student refunds to a Higher One debit card. The Higher One Cards provide faster and more efficient resources to students. No more lost or stolen checks was a major benefit of this service agreement **[E 1: Higher One Service Agreement]**

- SIG Consultant (Strata Information Group)- The Banner consultant (SIG consultant) was 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 to better accommodate students. The disbursement dates were initially once a month and now have been changed to weekly. These changes include: Pell, Loans, SEOG, Cal Grants, etc. **[E 3: Disbursement calendar]**

- Work Study participation and engagement: Prior to 2011, the Work Study program hired approximately 25 students. In the past 2 ½ years, SCC has expanded the program and hired 77+ students, providing students with additional resources and job- training skills on campus. **[E 4: List of Federal Work study students-2012-13]**

- Student Loan change- 2011: The Student Loan process was changed to provide a more efficient and effective completion rate. A maximum of 3 full-year loans is the requirement, with at least 24 units between each academic year**. [E 5: Student Loan criteria]**

- SAP Plan and SAP Counseling tool, 2011: A *Satisfactory Academic Progress(SAP) Plan* was developed according to Department of Education and California Community Chancellor's Office guidelines and regulations. Additionally, a Satisfactory Academic Progress Counseling Tool was developed to enable students to view when they applied for financial aid. This tool provides much information and a more comprehensive explanation to students in order to keep them informed about maintaining their eligibility for Title IV funds. **[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 is available at both SCC Centers and the main campus???. Videos that provide information regarding all Financial Aid programs through Title IV funding are also available. **[E 7: screen shot of FATV from SCC-Website]**

- Extended financial aid to Centers, 2011: Financial Aid has provided marketing materials and staff training to Center Staff resulting in enhanced 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-The Participation Agreement and ECAR (WHAT IS 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: The Drop Box provides more service to students when dropping off documents during non-office-hours and

allows Financial Aid staff to process paperwork faster and more efficiently. **[E 10: picture of Drop Box attached]**

- In-reach/out-reach events; Financial Aid Awareness events are held on all three SCC locations. These events bring about awareness of Financial Aid services to potential students, to include low income and disadvantaged groups. The events provide resources to students and one-on-one support. **[E 11: picture of FA Awareness events]**
- Increased permanent Staff; 2011-2014: Financial Aid has increased its full-time permanent staff. Three and one half full-time permanent positions have been hired, reducing the lines, and processing time, and providing more specialized positions for the Financial Aid office. **[E 12: Attach Organization chart}**

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

Planning Agenda 2
Item 11. The College will formally evaluate the effect of the two recent reorganizations on teaching and learning, financial resources, and institutional effectiveness.
(Standard 111.A.2, Standard IV.B.2.a)

The catastrophic financial impact on the state of California and the California Community Colleges in 2009-2010 hit Solano Community College particularly hard. With the College's reserves hovering around 5%, the Governing Board was asked in 2009-2010 to make some difficult decisions to ensure that the proper reserve level was maintained and that personnel hardship was spared as much as possible. The areas hit the hardest were the Senior Administrative and the Deans/Directors' levels. The College succeeded in reevaluating both categories and made several formal reorganizations these staff. These reorganizations were made to primarily save funds, but also to better realign disciplines that shared common characteristics [Reorganization History] [Academic Affairs Reorganization 3-1-11]

Follow-up Actions to evaluate the recent reorganizations:
- In 2010, the positions of Academic Vice President and Student Services Vice President were combined into a single Vice President for Academic and Student Affairs (VPAA) position. This arrangement lasted approximately two years, as combining these two positions into one proved an inadequate working model for Solano Community College. The model was then changed to revert back to a separate VPAA, while the President of the College was responsible for oversight of the Student Services area. Additionally, the VP for Technology remained as an Executive Director and was compensated at the level of dean.

- Within the instructional areas, the number of deans was cut from seven to four. Financial savings allowed also the two Centers, Vallejo and Vacaville, to receive appropriate academic and student support services.
- The title of Divisions was changed to Schools: School of Liberal Arts; School of Sciences; School of Human Performance and Development, and, School of Career Technical Education and Business.
- After the new School structure was in place, it was apparent that two of the schools were too large to be managed effectively (Liberal Arts and Sciences). Additionally Career Technology presented challenges with the inclusion of Health Sciences, because the disciplines were so dissimilar. The College then held a series of forums on March 14, 2011, March 15, 2011, and March 17, 2011and determined a need for additional reorganization Academic Affairs Reorganization 8-21-13] [Academic Affairs Reorganization 7-1-14]

Current Status: The College continues to maintain a VPAA position and has created a Chief Student Services Officer to oversee Student Services [evidence JDs]. Vice President, Academic Affairs Job Description] [CSSO Job Description] The status of the Director of Human Resources has been upgraded to Associate Vice President of Human Services to ensure that Human Resources will be adequately and competently staffed [evidence JDs] [Associate Vice President of Human Resources Job Description]. Recently, 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 athletic] [Athletic Director Job Description]. The College has also reallocated resources and readjusted the School structure to reflect a more equitable division of resources and a more appropriate grouping of faculty disciplines. The current School structure is as follows:
- School of Health Sciences
- School of Liberal Arts
- School of Social and Behavioral Sciences
- School of Mathematics and Science
- School of Applied Technology and Business

Conclusion: It has taken almost four years for the College to realign financial resources and teaching and learning resources to determine the best model to strengthen overall Institutional effectiveness. The Administration's reorganizations were a positive response, 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 and to assist the School Deans [JD School Coordinators] [School Coordinators Job Announcement]. The College will continue to assess its current reorganization structures to determine whether prudent resource management and organizational stability are being realized.

Planning Agenda 2
Item 12. The College will review/revise HR policies to catch up with scheduled review.
(Standard III.A.3.a)

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

With the new staff in place, the Associate Vice President Of Human Resources developed a list of all HR policies SCC's (4000 series policies) in Fall 2014, to undergo a full revision to be complete by 2015-16. Under the direction of the Associate Vice President for Human Resources, the HR Department has now begun the process to oversee and manage the review and revision (as needed) of all HR policies and related procedures. Policies relating to compliance with federal, state, and local laws will be reviewed first to ensure accuracy alignment with current employment and labor laws.

Calender for reviewing the HR policies and procedures: VERIFY IF ON THIS LIST IF SOME POLICIES HAVE ALREADY BEEN REVIEWED AND APPROVED AND LABEL AS SUCH (4100 was created in 2013, for example)

Policy #	Policy title	Timeline	Responsible
4000	Employment of District Personnel Policy and Procedures	Spring 15	AVPHR
4001	Academic Employees	Summer 15	VPAA
4002	Classified Employees	Spring 15	VPFA
4003	Emeritus	Spring 15	SP
4005	Faculty Hiring, Equivalency and Minimum Qualifications Procedures with Equivalency	Fall 15	Senate
4010	Authorization to Employ	Spring 15	SP
4015	Collective Bargaining	Summer 15	AVPHR
	Employment Considerations		
4020	Age Limits	Spring 15	AVPHR
4030	Nondiscrimination	Spring 15	AVPHR
4035	Equal Employment Opportunity	Spring 15	AVPHR
4037	Commitment to Diversity	Fall 14	SP
4040	Employment of Immediate Family Members	Spring 15	AVPHR
4045	Domestic Partners	Spring 15	AVPHR
	Employment Responsibilities		

4430	Termination of Temporary Employees	Fall 15	AVPHR
4440	Student Intern Instructors/Counselors	Fall 15	VPAA
4450	Medical Examination	Fall 15	AVPHR
4460	Retiree Benefits	Summer 15	AVPHR
4470	Research and Publication by Faculty	Fall 15	VPAA
4480	Travel Expense	Fall 15	AVPHR
4490	Gifts to College Personnel	Fall 15	AVPHR
4500	Payment for Tutoring	Spring 15	CSSO
4510	Faculty Not Required to Collect Money	Summer 15	VPAA
4520	Commercial Travel Tour Solicitation	Fall 15	AVPHR
4530	Reemployment	Fall 15	AVPHR
4710	Employees Not Included in the Classified Service	Summer 15	AVPHR
4720	Position Classification	Summer 15	AVPHR
4770	Disciplinary Action	Spring 15	AVPHR
	4770.1 - Causes for Discipline	Summer 15	AVPHR
	4770.2 - Causes for Suspension, Demotion,	Summer 15	AVPHR
	Dismissal	Summer 15	AVPHR
4775	Discipline and Dismissal	Fall 15	AVPHR
4780	Physical/psychological Exam	Fall 15	AVPHR
4790	Whistleblower Protection	Fall 15	AVPHR
4800	Administrative Employees	Summer 15	SP

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

Planning Agenda 2
Item 13. College units will meet with Maintenance and Operations to exchange ideas and discuss areas of facility concern and potential short and long term maintenance schedules.
(Standard III.B.1.a)

As noted in PA, Item 4, the District estimates potential long-term plant operating costs via the Facilities Condition Assessment study (FCA), as well as submittals of the 5-year Capital Outlay and Scheduled Maintenance and/or Deferred Maintenance plans. Coupled with the requests coming through the work order system (short-term facilities matters), the District has a fair understanding of its Facilities concerns. However, addressing some of these operational needs have proven to be challenging, given the current staffing levels, for example, the skilled trades are comprised of six staff: an electrician, one

mechanic, a lead carpenter, two engineers and one general maintenance worker. The Grounds crew, too, only consists of six members who have to cover Fairfield and both Vacaville and Vallejo Centers. The custodians number fifteen, but their duties cover additional facilities, to include the Vacaville Annex, Nut Tree Airport, Dixon High School, and the Vallejo Auto Tech facility. Diminishing resources and funding has further exacerbated the situation and while the District has finally begun to see allocations of Scheduled Maintenance funds, no State Facilities Bond is anticipated until 2016.

In joining the District, the Director of Facilities, hired in 2012 [Dwight's JD goes here as evidence] quickly recognized these challenges. Of particular concern is the increased square footage of the overall District facilities (doubling from the pre Measure G Bond and expected to increase with the Measure Q Bond). Thus the new Director initiated two distinct activities: 1) perform an assessment of staffing levels, and 2) conduct a formal and more in-depth Facilities Assessment, to include mechanical (e.g., heat exchangers, boilers, chillers, air handlers, etc.), and structural (i.e., roofing assessment) components. [evidence]

The outcomes of this analysis, together with and assessment of the existing FCA and 5-year plans, allowed the Director to quickly gain information about areas of facility concerns and to establish short and long term maintenance schedules . [Evidence]. Regarding staffing levels, the Director noted that his span of responsibility was too large, and in an effort to improve operations, advocated for a Custodial Supervisor and an Assistant Facilities Director. Both these positions went through the non-faculty hiring prioritization process, were approved, and the positions filled in 2013 and 2014. [Evidence JDs and Governing Board Approval].

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

As noted in PA3, Item 4, to further enrich our understanding of the plant's total cost of ownership, the College as part of its updated FMP, adopted the ONUMA system in 2014. The ONUMA system is a relational database that confirmed and/or corrected information of the District plant as linked to the Chancellor's Office Facilities Utilization, Space Inventory Options Net (FUSION). The first linkage validated our physical footprint, including space dimensions and programmatic use of space, next were the assessments of systems and equipment in each building, then the assessment of the underground utility infra-structure (water, sewer, electric, gas), following the work order system, so that at some point the College can make better informed facilities decisions based on data. (FMP, Onuma, EVIDENCE)

Finally, the Director of Facilities and the Executive Bonds Manager are working collaboratively to develop District Standards [E: link to District standards, Measure Q]. on types of building materials, equipment and systems, and a simplified parts inventory to ultimately address the total cost of ownership issues that affect maintenance costs. Part of the total cost of ownership also involves full participation of maintenance staff in commissioning new buildings and/or projects in an effort to more understand how to efficiently operate the entire plant.

Planning Agenda 2
Item 14. The College will provide a format for user input into future deferred maintenance plans.
(Standard III.B.1.b)

Deferred maintenance activities originate from information gathered during SCC's annual facility maintenance inspection assessment as described in Planning Agenda 2, Item 13. This assessment is completed by the Facilities Department and includes a physical evaluation of user spaces and user input. [E2.14 NEED TITLE HERE]. Additional user information comes via the Facilities' work order system, whereas the Institutional data on facilities, equipment, land, and other assets, are part of the CCCCO FUSION/Onuma system (also see PA3 Item 4). From the above information, the Facilities Director prepares both the 5-Year Capital Outlay and the 5-Year Deferred Maintenance Plans.

Both 5-Year plans are updated in collaboration with SCC's Executive Bonds Manager and in consultation with the State Chancellor's Office Facilities Staff. To the extent the District can supplement expenses with State funds, the District has done so. For example, on Capital Outlay, the College has approved two project proposals – a fully State funded Theater renovation, and the Library proposal at 50% State funding. The Theater renovation planning and construction dollars have been included in the FY 2013-14 and FY 2014-15 budget acts, but addressing any deferred maintenance matters on the Library will likely be deferred until State funding is secured.

State Funding of Deferred or Scheduled Maintenance is only now returning to community colleges with about $175 million (SCC's amount is approximately $1.1M) in one-time funding covering both Instructional Equipment and Deferred Maintenance in FY 2014-15.   In developing project proposals, the SCC Facilities Director aligns all proposals to the California Community College Chancellor's Office (CCCCO) according to three criteria:

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

Within the aforementioned criteria, priorities are established from highest to lowest as follows:
- Roofs,
- Utilities,
- Mechanical,

- Exterior and
- Other Projects.

Additionally, the identification of the type of facility is prioritized as seen in the following ranking:
- Classroom and Labs,
- Library,
- Faculty and Administrative Offices,
- Cafeterias,
- Theater and Physical Education Facilities,
- Roadways and Walkways,
- Warehouse and Maintenance Facilities.

The District's Measure Q Bond also serves as a local funding source to tackle issues associated with an aging plant. Additionally, the Director of Facilities and the Executive Bonds Manager work together to develop building standards and to examine building designs that would optimize operational efficiencies. (EVIDENCE, Q Bldg Stds)

Finally, the Director of Facilities collaborates also with the VPFA to develop a realistic budget to maintain new facilities and to set appropriate expectations addressing the service level provided by the District. (EVIDENCE, 14-15 budget M&O allocation)

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

The Director of Facilities created Service Area Objectives (SAOs) in 2012 and has continued to update and assess these SAOs. Facilities, working closely with the College's Executive Bond Director and his team, completed two projects in the 2013-2014 fiscal year pertaining to outcome assessments and program review. The two projects completed were:
1. To establish standards for electronic access entry control [E2.15]
2. To design and implement a Comprehensive lighting survey [E2.16]

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

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

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

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

2. The lighting survey identified several areas of uneven and inefficient lighting on campus [E: PAE lighting report].

This survey resulted in the creation of lighting standards, which in turn were used to design a lighting retro-fit project, funded through both Proposition 39 and Measure Q. The project was completed in June 2014, validated by PG&E, and resulted in an energy efficiency rebate check to the District in the amount of $146,538.19 [E: check disbursement presented to Board on August 20].

Outcomes assessment will be gauged on:
- kWh and utility savings,

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

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

In the past few years all new constructions projects that were initiated, came through Measure G (the College's Bond project), where the District relied on a variation of the IPP. Projects initiated were the result of the 2002 Facilities Master Plan (FMP) [EVIDENCE] or the Master Project list developed by a group of campus constituents, projects that were in alignment with the Measure G Bond ballot language. For the most part, with the exception of necessary institutional changes, all projects that were initiated followed the prioritized project list and followed the 2002 FMP. As of FY 2010-11, the Measure G projects that were incomplete included Bldg. 1300, the Fine Arts remodel, Bldg. 200, the Child Development Center, the Vacaville and Vallejo Parking Lot additions, and lastly, Bldg.600, the Administration BuildingA similar process ensued once the District decided to explore the pursuit of a new facilities bond, namely, Measure Q. This time the District began by reconstructing its Educational Master Plan (EMP) in Fall 2011. This effort was led by an urban planning group (CITE EVIDENCE HERE) prior to embarking on the reconstruction of the new FMP, which provided support for the new bond. An architectural firm was then hired to create a new Facilities Master Plan and began their work by reviewing existing reports, including the 2002 FMP, (formerly called the EMP), the 5-Year Capital Outlay plan, and a preliminary facility project needs list. Furthermore, this architectural firm conducted various community, student, faculty, and

staff forums, so as to arrive at a campus plan in support of the prospective bond [EVIDENCE]. Following these forums, both the updated EMP and new FMP were vetted through various campus committees, including the Shared Governance Council, Academic Senate, Budget and Planning (FaBPAC), and the Governing Board.

Once the new bond, Measure Q, passed in November 2012, the District moved carefully through the process of setting up a support structure, to include a major presentation of a report titled "Measure Q – Next Steps," to the District's Governing Board. The Report included an update on the new FMP, Bond Financing, Legal Process, and a recommended in-house bond staff structure. [EVIDENCE BD Jan 23, 2013].

An Executive Bonds Manager (EBM) was hired in July of 2013 [EVIDENCE, JD here] to oversee the Measure Q project. Part of the EBM's charge was to finalize a Bond Spending Plan (BSP) which the Governing Board approved in Fall 2014 [EVIDENCE BD Aug 20, 2014].

While much of the future bond spending will be governed by the BSP, some initial expenditures, to include the payment of the solar installation debt service, were spelled out in the original Governing Board Resolution and the Measure Q bond indenture. [EVIDENCE ,BD]
Since the August 2014 Board approval, the FMP, operationalized through the BSP, now allows the District to begin initiating projects such as the recent land purchases in Vacaville and Vallejo.

As required by Proposition 39 (governing state bonds), the College has set up a Citizens Bond Oversight Committee comprised of (FILL IN NUMBER HERE) number of individuals representing a variety of groups in the County and Winters. This Committee meets quarterly and reviews Bonds expenditures to ensure that they are in compliance with the bond language and program [EVIDENCE…].

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

Planning Agenda 2
Item 17. The College will continue to work on Banner integration
(Standard III.C.1.a.)

Since the 2011 self-study, work has continued to integrate Banner into the day-to-day operations of the College. Progress in 2012 was severely restricted by significant financial constraints (felt by all California Community Colleges resulting from the recession). Deploying Banner components, with the necessary integration and staff development/training, is expensive in both dollars and in human 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 $80 -$100,000.

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

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

- **R25 (Facilities Management Software) and Advancement (Foundation Management Software):** These products no longer meet the College's needs; therefore, costly ongoing maintenance support for these unused products/modules has been, or 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 aimed at reducing the in excess of 5 million pages per year currently printed on the four hundred plus printing devices deployed around the College.(There is no specific evidence that is appropriate for this. I do not minute all of the meetings I have with vendors – Kimo will provide printer list – if it helps)

- **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 counseling staff on the Degree Works module with limited counseling rollout in fall of 2014.

- **Work Flow:** Work (absent automation) is the inefficient manual business process and the "manual flow and processing" of documents and data through the business and administrative systems. Manual work flow process are grossly inefficient and cumbersome. Within Banner there is a Work Flow module which automates many process across most departments of the college. It is pointless automating manual processes which may be in and of themselves inefficient and illogical. Therefore as a first step departments must conduct Business Process and Work Flow Analyses to ensure that moving to automated work flow processes follows best business practices.

  Preparations for "Work Flow" are still in their infancy. Work flow analyses started in Student Services in spring of 2014, and in Human Resources in Summer of 2014.

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. [E2.17.1 PR 11 18 13 Argos]

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

Deployment of Degree Works is ongoing, with expansion to include Counselling Staff training in October 2014.

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

There remains much work to do on maximizing the potential benefits of the Banner System to the College. However, the imminent arrival of Banner XE makes investment in training, conversion and upgrades to the existing system of dubious value. The IT staff will be undertaking an initial in depth review of Banner XE during this College Year and will be including Faculty and Staff as soon as IT fully understands the capabilities, operational and raining implications of the next Generation of the Banner solution.

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

Services Rendered - To provide added clarity and focus the CTO has re-defined IT Responsibilities as follows**:**
> The SCC Information Technology Department renders the following services: District-wide provision, administration and support of all information and education technology, including, Technology Communications Infrastructure, End-user (student, faculty and staff) Systems, Enterprise and Enterprise-Wide Software Systems.

Current Evaluation of Core Infrastructure Systems. A review of infrastructure systems during fall semester 2013 identified that all Core Enterprise Systems were EOL (End of Life) and/or EOS (End of Support). Providing technology services is totally dependent on a solid core enterprise infrastructure. At that time, a combination of inadequate system replacements and upgrades, meet increased demands for data storage, processing power and access, as a direct result of restricted budget mean that delivery of all technology based services was at risk. (IS THIS TRUE? Yes – absolutely – we came within 3 weeks of a total system meltdown!!!?). The priority for IT planning and rollout is therefore a complete refresh of enterprise infrastructure. The core infrastructure systems/subsystems are:

1. **Datacenter and SAN**: Approaching capacity limits in July 2013. System [E2.18.1 DC Capacity Monitoring]

2. **The Hard Wired Network, Including Fiber and Copper "Cabling", Core and Edge Routers and Switches (WHAT ARE THESE?)** 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 exist at SCC. Many are beyond EOL/EOS.

<u>Effective Rollout Plan</u> for Next Generation Enterprise Infrastructure (WHAT DOES THIS MEAN? IS IT A TITLE OF YOUR IT PLAN?:

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). Fortuitously, Measure Q bond funding became available in 2014. The Storage Area Network was upgraded from 30TB to 60TB in May 2014, sufficient for 2.5 years of growth.

Items 2 and 3: Initial good faith estimates (GFEs) have been obtained to address items 2 and 3 above, and Measure Q bond funding has been "earmarked". An RFP (Request for Proposal) is being prepared, with anticipated release in Fall Semester 2014. Kitchell PM (Project Manager) Mike Dossa is taking lead on release of the (EVIDENCE GOES HERE – **CANNOT** – SEE NOTE)

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 and provided by Dell has been approved as the sole source for desktop products for the next 5 year cycle. 20% of end user systems 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. Initial purchases for the 2014/15 refresh have already been made and equipment replacement systems are currently being deployed to the administrative staff who will be moving into the refurbished 600 building in November December 2014.

Since the 2011 Self-Study Report, the College has continued 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, with the inclusion of technology in the bond language. This Measure Q monetary infusion has allowed an acceleration in IT projects as illustrated below:

2012:
Spring: Redesign of SCC Web Site. Outcome Desired - improved access.

| May: | Major upgrade of College datacenter approved by BOT on May 16th 2012, and implemented in the subsequent months. Outcome Desired - improved access to all online resources. [E2.18.2 BOT 5 16 12 SAN-VDI]. |

2013

May/June: Approval of CTO position and hire of new CTO. Outcome Desired – improved Institutional effectiveness. [E2.18.3 BOT 6 5 13 CTO Approval]

July: Mobile App (Ellucian—WHAT IS IT?) – Initial Deployment - Outcome Desired - improved access.

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

September: 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. [E2.18.4 BOT 9 18 13 DW].

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

November: Purchase of Argos Business Intelligence System (Nov 18th) to facilitate data based decision making. Rollout to Institutional Research is complete, planning rollout to other business units Fall Semester 2014/Spring Semester 2015. Outcome Desired - improved institutional effectiveness. [E2.17.1 PR 11 18 13 Argos]

Utelogy 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. *E2*

2014

April: Major upgrade to data center to cover next three years of data growth (Measure Q funded). Outcome Desired - improved system performance, access and availability for all constituents. [E2.18.5 BOT 03 19 14 SAN UG & E2.18.1 Data Center Capacity Monitoring]

May: The Executive Bond Manager agreed in principle that 4% of Measure Q bond should be earmarked for infrastructure IT. Outcome Desired –

Institutional effectiveness. The Bond Spending Plan was approved by the Board of trustees in September 2014. This fundamental change in IT funding within the college has put core IT infrastructure on a sustainable basis for the duration of the measure Q bond, (30 plus years).

June: Distance Education: Rollout of Canvas Complete. A Distance Education Coordinator now leads the academic elements of the program and a full time Administrative Support Specialist has been hired. Training of DE faculty and students is ingoing. The problems alluded to in the 2011 report have been largely addressed. (Standard III.C.1.d). Outcome Desired - improved online education delivery. More complete details of the Canvas Program along with several reports are included in the section of this repot covering distance education.

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

Future Projects Planned Before Next Self Study 2016/17

Technology Planning:
Headed by a new Chief Technology Officer (CTO) the ~~old draft~~ existing technology plan is being used as the basis for developing completely new operational and strategic technology plans. Elements of these new 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. [E2. Planning. Chapter 8 of EMP; full EMP available on SCC Website]

The draft Operational IT Plan, to be completed fall 2014, will address the operationally urgent needs to update and replace the five core enterprise infrastructure hardware systems (see above), all of which were/are end of life and/or end of support. A substantive ~~change~~ improvement in funding available for IT projects has been facilitated by the earmarking of funds in Measure Q. The Bond Spending plan has been approved, and the IT Infrastructure Upgrade project is being presented to the board on 9/17/2014. [E2.18.6 140917 IT Infrast. Project Initiation Form].

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

Education Master Plan Chapter 8… Education Technology Focus Areas
The overarching purpose of SCC's education technology over the next decade and beyond is to deliver world class customer satisfaction (92.5% satisfaction rating) to all of our constituents; students, faculty, staff and our global community. This will be

accomplished by providing an outstanding user experience, ubiquitous access to education resources, information, and materials through the creative use of technology and communication systems. The following ten education technology focus areas are central to SCC's success in delivering the highest quality user experience and satisfaction, and thereby contributing to world class education delivery.

- **Ubiquitous access to technology**—Expand access with increasing emphasis on mobile devices and user-friendly online learning resources, to facilitate anytime, anyplace, learning.

- **Bring-Your-Own-Device capability**—Deliver a comprehensive college-wide Bring-Your-Own-Device (BYOD) capability to allow students to use devices that they own, and are both comfortable and familiar with, to continue their 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. *(multi site pilot of "shared learning" is being planned of spring 2015)*

- **Online education resources**—Build a library of online education/program resources and media, instantly available to all students in real time. *(this will be tied to the rebuild or refurbishment of the SCC library)*

- **Virtualization**—Offer greater use of virtualization for servers and student-centric end user devices, to maintain consistent look and feel across multiple platforms, allowing students and staff to focus on the content not the technology.

- **Online education management**—Increase capability in the area of online education management by students, faculty, and support staff.

- **Financial planning tools**—Provide better access to financial aid and financial planning tools.

- **Digital library capability**—Build greater digital library capability including e-text books, enhanced document scanning, digitization, OCR (Optical Character Recognition), and digital document capabilities.

- **Notepad device checkout**—Develop a "notepad device" checkout program to allow students to download multiple e-textbooks onto a single device.

- **Rich library media**—Develop a media and streamed media storage, management and delivery capability within the library system.

Technology Funding:

The establishment of a technology component as 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 recognized.

Concerns Not Yet Addressed:

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

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

Conclusions:
There is much ongoing work to bring the remaining core infrastructure hardware systems up to date.

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

Planning Agenda 2
Item 19. The College will enhance the availability 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)

SCC's Office of Institutional Research and Planning has created and deployed an online interactive Factbook that has been available on the Website since 2012. This interactive Factbook currently has a focus on student success and equity issues, with many expansions to this data underway. [E2.19.1: Online Factbook Sample]. The expansions will cover a wealth of student, success, financial and scheduling information, although at

this time, budget constraints may limit publication of these expansions, which require specific licensed software.

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

In Fall 2014, these reports went through a significant redesign. The redesign allowed the user to very quickly locate problem areas at program or course level related to student success through the use of demographics or course delivery/scheduling measures. The redesigned was achieved by comparing all success measures with institutional, course and ~~and~~ to measure? group averages and color code "out of range" values, allowing data users to easily view the variables. These reports and instructions for use were shared across all major campus groups. [E2.19.4: Course Enrollment and Academic Outcomes Email Aug 26 2014].

As the College community gets accustomed to using the data, it is expected that planning and decision-making will be increasingly effective, especially with regard to student equity and success. Annual review of data usage in Program Review is ongoing with revisions being made by the Program Review Committee, as appropriate. ***CHECK WITH AMY O ON CYCLE***

<u>Planning Agenda 2</u>
Item 20. The College will ensure that employees are evaluated according to the schedules specified in contract and policy.
(Standard II.A.1.b.)

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

The current schedule and processes for evaluations are as follows:

- CTA (Faculty) – Once per year for the first four years. At least once per every three years following tenure. [EVIDENCE – Article 4, CTA Contract]
- CSEA (Administrative Support Staff) – Once during the probationary period. Once per every two years following tenure [EVIDENCE – Article 4.2, CSEA CONTRACT]
- Local 39 (Trades and Crafts Staff) – First year employees are evaluated at least once per year. Employees in the second and third years are evaluated annually. Those in their fourth year and beyond are evaluated every two years. [EVIDENCE – Article 6.2, LOCAL 39 CONTRACT]

- Administrative Leadership Group (Managers and Confidential Staff) – First year employees are evaluated at least twice during the probationary year. Those employees beyond the one-year mark are evaluated at least every two years. [EVIDENCE – Section 4840, ALG CONTRACT]

The annual appraisal cycle managed through Banner ensures that managers are aware of employee evaluation due dates.

The Banner system tracks the evaluation cycles for all performance evaluations. As evaluations become due, supervisors receive notification to complete assigned evaluations within their personal portal when they login to the individual system through My.Solano.edu. (NEED EVIDENCE HERE…A SCREENSHOT CAN SUFFICE). Once the evaluations are completed by the supervisor, all completed forms are sent to HR to log into the HRIS system. Completed forms are generally sent to the Senior Human Resources Generalist for processing.

Once the Sr. HR Generalist inputs the data, the evaluation is completed and the evaluations are then received by the employee. The system is then reset by the Sr. Generalist and an automated announcement is generated be completed by the supervisor. This announcement is then uploaded onto Mysolano.

The Senior Generalist advises supervisors of approaching deadlines for evaluations. Nevertheless, some Deans have stated that the number of employees they need to evaluate can become overwhelming. To remedy that situation, the College has reorganized Academic Affairs to lessen the number of faculty the each Dean must evaluate. Furthermore, there have been discussions with the unions to allow for Center Deans to evaluate faculty as well, which will lessen the evaluation load. (EVIDENCE NEEDED FOR FACULTY AND STAFF EVALUATION COMPLETION)

Over the past few months, a new Associate Vice President of Human Resources (AVPHR) was hired and began working for the District in July 2014. The AVPHR's initial staffing efforts have brought the HR Department up to full speed with experienced HR professionals serving in all capacities. This new HR team's primary initiative in the current 2014-15 year is to bring the department and the organization into compliance with all HR-related policies and procedures, including the assurance that all performance evaluations are completed and submitted on time. During the 2014-15 year, HR will refine the existing system to track and monitor the completion of faculty and staff evaluations.

The Associate Vice President of Human Resources will further develop, schedule, and deliver a management workshop on effective performance management during the 2014-15 year. The course will be planned and scheduled by late Fall 2014 for notification to managers and supervisors. While the training will be voluntary, it will be a resource made available to evaluators to assist in the improvement of performance management practices. This workshop will be conducted as needed for new managers and every three

years as a refresher course. The training sessions will also include a component dealing with SLOs and SAOs.

It is anticipated that by 2015-2016, all performance evaluations will be kept up to date and that the performance management trainings will be ongoing.

Planning Agenda 2
Item 21. The Governing Board will discuss the development of an evaluation tool, check list, or worksheet that specifically documents how the Mission, Vision and Core Values of the College are used to evaluate proposed policies or policy revisions. (Standard IV.B.1.b)

The SCCD Governing Board originally formed an Ad Hoc Subcommittee to formally review policies in 2010 [E2.20.7 Governing Board Minutes, Mar. 17, 2010, page 8] That Subcommittee, comprised of 3 Board members, has worked collaboratively to review, revise, and present new Governing Board 1000 and 1100 series policies.

The Ad Hoc Subcommittee presently has no need for a "tool" to examine College policies in that the established procedures for policy analysis have proven satisfactory in reviewing the College's policies in the past. The committee uses the California Community College League (CCCL) as its primary source for policy review as all CCCL policies have been satisfactorily reviewed by legal counsel. The CCCL issues periodic revisions which are reviewed by the ad hoc committee and recommended for inclusion in SCC policies to the Governing Board and shared governance committees.

In 2010, the Ad Hoc Subcommittee presented revised and reviewed 1000 and 1100 series policies to the Governing Board for information . [E2.20.8 Governing Board Minutes, Apr. 21, 2010]   [E2.20.9 Governing Board Minutes, Jun. 2, 2010] [E2.20.10 Governing Board Minutes, Jun. 16, 2010]   [E2.20.11 Governing Board Minutes, Oct. 6, 2010] [E2.20.12 Governing Board Minutes, Oct. 20, 2010]   [E2.20.13 Governing Board Minutes, Dec. 1, 2010] After these policies were presented for information to the Governing Board, they were routed to the appropriate constituencies on campus for review. Because some of the polices got inadvertently suspended in the Shared Governance structure, the Ad Hoc Subcommittee submitted the policies again for information and final approval in 2014. [E2.20.14 Governing Board Minutes, Apr. 2, 2014] [E2.20.15 Governing Board Minutes, May 21, 2014]

In order to avert any future delays in reviewing and approving SCC policies, the Ad Hoc Subcommittee has strengthened its procedures in two ways: 1.) Policy 1052 was revised to address the first and second reading of policies and procedures to set a definitive timeline for the policies to be vetted through the system (NEED EVIDENCE HERE). 2.) In 2013, the S/P created a new faculty release time job description, Communications and Policy Analyst [E2.20.16 Communications and Policy Analyst [Evidence JD].]. This faculty person assists with research, as needed, and with shepherding the policies through the Shared Governance Council so that the timeline in 1052 can be adhered to.

The seven broad categories of policies are: (Move to beginning of narrative?)

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

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

In 2012, the entire 5000 series was reviewed by the Student Services Division and presented to the Ad Hoc Subcommittee and then to the entire Governing Board for final approval. [E2.20.17 Governing Board Minutes, Jan. 18, 2012]

The Governing Board Ad Hoc subcommittee will next review the Human Resources 4000 series in collaboration with the new Associate Vice President of Human Resources (CROSS REFERENCE WITH HR CALENDAR OF POLICY REVIEW).

(EVIDENCE TO BE POSTED ON SHARED DRIVE)

<u>PLANNING AGENDA 3</u>
The College will refine the Integrated Planning Process (IPP) to ensure a more direct connection between College planning (e.g., program review) and resource allocation.
(Standard I.B.6, Standard I.B.7, Standard II.C.1, Standard III.B.1.b, Standard III.B.2.b, Standard III.A.2, Standard III.A.6, Standard IV.B.2, Standard III.D, Standard III.A.6, Standard III.D.1 Standard III.D.1.a, Standard III.D.1.d, Standard III.D.1.d, Standard III.D.1.d)

<u>Planning Agenda 3</u>
Item 1. The College will work on a "Fast Track" for decisions that need to be made quickly so that they are still a part of the IPP.
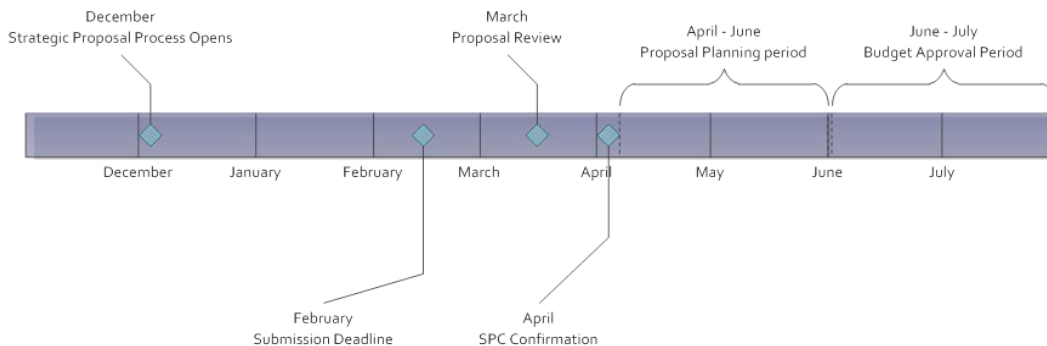**(Standard 1.B.6)**

The strategic proposal process has been significantly shortened from a year long process to a process that is usually complete within 5-6 months. The following charts compare SCC's former Strategic Proposal process with a new Strategic Proposal Plan that was initiated in the 2012/2013 academic year.
Former SCC Strategic Proposal Process (1 Year Process)

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

REDO CHART…CANNOT READ

New Process (6 Month Process)

Additionally, a review of planning processes has recommended that the purchase of Instructional Equipment be completely removed from the Strategic Proposal process and that all decisions regarding the purchase of Instructional Equipment are completely contained within divisions and School to further reduce the timeline and simplify the request form. [Evidence 3.1.1: Request for Instructional Equipment Funding]

The current process is being reviewed for approval by the Deans [Evidence 3.1.2: Deans Meeting Minutes] with final adoption slated for the 2014/2015 academic year.

Planning Agenda 3
Item 2. The College will better document how it is using assessment results (SLO/SAO, Program Review, Strategic Goals and Objective outcomes, ARCC) to make improvements.
(Standard 1.B.7)

Assessment results from non academic areas are fed into an annual program review. The program review is comprised of assessment results data from service area outcomes, as well as specifically defined next steps for implementing appropriate activities for the various programs. As part of the Non Academic Program Review process, service area managers are encouraged to reflect upon assessment results and to create narratives that will serve to best inform upcoming project plans. Every completed project plan concludes with an evaluation component and an assessment of efficacy of work completed.

The program review format also shows projects and activities that may be linked to outcome assessments and project evaluations. Since all of this data is recorded in database format, there is minimal reporting burden on managers. [E 3.2.1 Example Non Academic Program Review].
Additionally all members of the SPC will receive a printed report every semester showing progress of projects within their area. This report clearly identifies areas of concern and will serve as the main vehicle that ensures that documented improvements identified through assessments are being advanced annually and/or as needed [E3.2.2: VP Tracking Plan]

The College's Academic Program Review has been revised significantly [See Planning Agenda 3, Item 9]

Planning Agenda 3
Item 3. The College will evaluate how best to optimize resources in an economic downturn.
(Standard II.C.1)

To optimize resources in an economic downturn, the District has in the past utilized its Financial and Budget Planning Advisory Council (FaBPAC) to review, evaluate and recommend financial matters, including the institutional budgets, grants, as well as various initiatives, such as the placing of a facilities bond on the ballot and pursuing a solar installation, that have fiscal implications on the District's finances. Concurrently, the District also ran a Shared Governance Council (SGC) where related operational implications were disseminated, discussed and recommendations put forth to the Superintendent-President Cabinet (SPC). While both of these processes allowed for broad constituency input and participation, it also resulted in much duplicated and redundant efforts, with reports given to essentially the same group participants, members of both committees. Thus in an effort to streamline these processes as well as optimizing

staff resources, these two groups FaBPAC and SGC were merged effective February 2013 into SGC [E3.3.1: Combined FaBPAC and Shared Governance Council, 2/20/13 (Committee on Committees)]. The merger was intended to facilitate improved communications and to tie planning more cohesively to resource allocation.

SCC's budget development process is framed and guided by the Institution's Strategic Goals (to include the Mission) [E3.3.2: Strategic Goals AY 2010-2013, 05/31/2013], as well as annual Board of Trustees (BOT) and CEO goals, while also considering the three-prong programmatic directive from the State Chancellor's Office to emphasize Basic Skills, Transfer and Career Technical Education [E3.3.3: Board and CEO Goals AY 2010-2011, 10/06/2010 Governing Board Meeting], [E3.3.4: Board and CEO Goals AY 2011-2012, 06/15/2011 Governing Board Meeting], [E3.3.4: Board and CEO Goals AY 2012-2013, 07/18/2012 Governing Board Meeting].

During the current economic downturn/recession the District saw its workload measure or Full-Time Equivalent Students (FTES) be reduced by 344.34 FTES and 703.83 FTES, for FY 2009-10 and FY 2011-12, respectively [E3.3.6: 2009-10 SCC Recalculation Apportionment, Exhibit E, March Revision, CCCCO], [E3.3.7: 2011-12 SCC Recalculation Apportionment, Exhibit E, CCCCO], with the latter resulting in an approximate $3.2 million funding cut. And in response to the State's budget woes, the District responded accordingly with various initiatives and budget reduction strategies to combat the cuts, attempting to optimize resources while preserving access

For FY 2011-12 for example, expense reduction strategies included elimination of about 500 course sections, roughly a 15% cut of the College's offerings, implementing a re-organization of Academic Affairs that merged six instructional divisions into four schools, reducing faculty release time, realizing significant salary savings [E3.3.8: Academic Affairs Reorganization, 05/18/2011 Governing Board Meeting].

The District also terminated the contract with the Solano College Theater Association [E3.3.9: Termination of Contract between Solano College and Solano College Theater Association, 06/20/2012 Governing Board Meeting]. Additionally, the District effected freezes in supplies, other operating expenditures, such as consulting services, travel, printing, postage, and equipment accounts as well as expenditure transfers to categorical grants to extent allowable. The aforementioned budget cuts, while austere, stopped short of more draconian measures including layoffs, which translated into the District moving forward with a deficit spending plan of about $1.5 million. Revenue and expenditure activities were carefully monitored and the District did end up realizing the budget as adopted. In moving forward concessions were reached with the bargaining units, principally the transition from a self-insured health plan to the CalPERS health plan, resulting in significant operational savings [E3.3.10: CalPERS health plan, 05/16/2012 Governing Board Meeting], [E3.3.11: SCFA July 1, 2012 – June 30, 2015 contract].

The District does need to stay vigilant and continue to explore improved operating efficiencies, look at revenue stream outside the funding mechanism, and develop reserve level guidelines.

Planning Agenda 3
Item 4. The College will use the IPP process and strategic goals and objectives to provide for physical and personnel resources to ensure safe and adequate custodial and ~~groups~~ [sic] grounds.
(Standard III.B.1.b)

The College followed the IPP (non faculty hiring process) to hire Custodial supervisor, Assistant Facilities Director, and new Facilities' hire, in progress
(See Planning Agenda Item 2, Item 13)………OR BETTER TO EXTRACT PORTIONS OF PA 2, ITEM 13 AND INCLUDE HERE. ITEMS ARE INTERELATED.
REREAD STANDARD III.B.1.a   (ITEMS OVERLAP)

Planning Agenda 3
Item 5. The College will, prior to the passing of a bond, create a Business Plan that will ensure new bond facilities and grounds will have enough staff support for maintenance.
(Standard III.A.2, Standard III.A.6, Standard IV.B.2)

In the fall of 2011 the District received Board authorization to explore the prospect of pursuing a facilities bond (Measure Q) in November 2012 [EVIDENCE HERE—Aug 1, 2012 BOT approval]. As part of that process the College engaged the services of a political consultant, a polling firm, underwriters as well as bond counsel [Evidence]. Additionally, the District also hired an Educational Master Planning and a Facilities Master Planning firms, with the latter's charge being to develop an institution facilities' build out (this is the facilities master plan, also covered in Item 16.), that began with the campus plans for Vacaville and Vallejo Centers and the Fairfield Campus. [evidence for consultant] The planning strived to address total cost of ownership, that is, it emphasized overall building and energy efficiencies to allow for ongoing maintenance costs, including staff support as necessary [evidence is part of FMP, will ask architects]. Planning will include Leadership in Energy & Environmental Design (LEED) standards, developing design, materials as well as Furniture, Fixture & Equipment (FF&E) standards, as well as address the President Climate Action Commitment. Part of the savings of the energy efficiency initiatives funded a new Assistant Facilities Director position who is charged with the District's energy management [Evidence is JD. Hire date was August 1, 2014]

Using the District's Non Faculty Hiring Prioritization process, the Director of Facilities recommended to the VPFA, that in order to further strengthen support and maintenance of existing and new facilities, the District must hire a Custodial Supervisor, to rebuild and direct custodial staff, develop standards of care, and improve overall service levels. (Non Faculty Prioritization Process, Need JD, Hire Date Summer 2014??)

The Facilities Master Plan, as informed by the Educational Master Plan, is the primary support document for the Bond spending plan and will serve as a template for Bond compliance with the Measure Q Ballot language and ongoing evaluation (Evidence

excerpt Ballot Language b.4.).To oversee the roll out and implementation of Measure Q, the District hired an Executive Bonds Manager in July of 2013 [E: JD, see also PA 2, Item 16]. Furthermore, the implementation of Measure Q is being monitored by the Citizens Bond Oversight Committee (CBOC). [EVIDENCE] Compliance is also evidenced through the Financial and Operational audits of the Bond (Evidence of recent audits).

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

Planning Agenda 3
Item 6. The College will create a staffing plan.
(Standard III.A.2, Standard III.A.6, Standard IV.B.2)

The Associate Vice President of Human Resources (AVPHR) will work with SCC unions (specifically CSEA and Local 39), as well as the Academic Leadership Group (ALG), to formulate and coordinate a comprehensive classification review process which will include the review, revision, and evaluation of all job non-faculty descriptions. The project will be initiated in the 2014-15 academic year and will be completed during the 2016-17 academic year. (SPECIFIC TIMELINE CHART HERE?) All job descriptions have not received a comprehensive review in many years because positions have been added and many job descriptions (JDs) were merely updated or reviewed.

The College continues to ensure fair employment practices as outlined:

- Equal Employee Opportunity (EEO) Plan – The EEO Plan outlines the procedures and practices adopted by the College to ensure that fairness and equity are central to staffing and employment. (EVIDENCE – Refer to the EEO Plan-ANNETTE). In collaboration with the Equity and Inclusion Advisory Committee (EIAC), HR has undertaken a full evaluation, review, and revision of the existing EEO Plan to ensure legal compliance and to address the local needs of the College (MINUTES NEEDED--ANNETTE).

- Board Policies 4030, 4035, and 4037 – These policies and related procedures (where applicable) prohibit unlawful discrimination in selection and employment based upon an individual's protected class status (EVIDENCE NEEDED).

  - EEO Online Training-To maintain a climate of fairness and equity, the College has recently begun an online training program that requires employees to complete a 2-hour training on EEO topics such as employee roles and responsibilities to assure and equitable work environment. This training is required for all new hires within the first 90-days of hire. (RACHEL EVIDENCE HERE) This EEO training will continue to be required annually. HR will be introducing this training to all employees in Fall 2014.

Training for Hiring Committees-Additionally, prior to serving on a hiring committee, committee members must complete an additional course focused on compliance, equity, inclusion , and unlawful discrimination in hiring. (RACHEL EVIDENCE OF TRAINING GOES HERE) HR in Spring 2015, HR will institute additional efforts to ensure fair employment practices, to include the development of a system to track and manage that all employees have completed the initial training and refresher training, as needed.

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

The College does not currently employee track turnover trends on a consistent basis. Additional processes will be developed by 2016 that will help to identify and report turnover trends among employees, as currently the College does not track turn over on a consistent basis. These processes will include a means of identifying causes of turnover, projected employment cycles of employees, and other information that can help to better manage the recruitment and hiring processes. Currently, the College does distribute an exit survey to employees who voluntarily leave the Institution to ascertain specific reasons for departure. However, these data need to be carefully analyzed on a regular basis in order to institute any necessary changes that might be needed.. (RACHEL EVIDENCE EXIT SURVEY--RACHEL).
.
The College strives to staff according to its needs – based upon both internal and external trends. The work completed by the Dean of Research, Planning and Institutional Effectiveness and his staff provide ongoing analyses of data that are pertinent to both internal and external trends, however, the College has not utilized these data or its analyses to their potential to refine project staffing needs, understand turnover cycles, or to identify strategies that could help to address both internal and external staffing needs.

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

The design of a more formalized Staffing Plan has been initiated as the College has now refined its staffing request process. As stated above, in 2012, HR initiated the Non Faculty Prioritization process wherein all managers made specific requests annually (January) and prioritize for funding each June (SEE RACHEL HERE FOR DETAILS). EVIDENCE NEEDED Additionally, each year faculty and their

respective Deans generate a list of faculty positions needed and work with the Academic Senate to determine a priority list of faculty hires (SEE WYLY HERE FOR DETAILS). EVIDENCE NEEDED. Both the faculty and the non-faculty position request processes will serve as the basis for development of a formal staffing plan for SCC.

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

Planning Agenda 3
Item 7. The College will work with the Board on goals to establish reserve levels funding available for IPPs, staff development, equipment replacement, etc. (Standard III.D)

As part of several budget presentations to the Governing Board, varying levels of reserves were discussed (ESTABLISH A TIMEFRAME HERE REMEMBER SINCE 2011), including the consequences of falling below the minimum 5% level and the impact of maintaining lower reserve levels have on the District's operations. [evidence] The Solano College Governing Board in its Policy 3010 – General Fund Contingency Reserve – outlines a minimum of five percent of the unrestricted budget which also corresponds to the minimum guideline recommended by the State Chancellor's Office.   [E3.7.1 General Fund Contingency Reserve 3010 - Board Policie]

Consistent with both Board Policy and the Chancellor's Office guidelines, The District has maintained reserve levels above the minimum 5%, reaching 9% in FY 2010-11, and 11% in FY 2013-14. [evidence] Besides compliance with the Board policy and CCCCO guidelines, reserve levels also impact 1) cash flows, 2) the District's credit rating, and 3) accreditation:

Cash flow – as the District's cash burn rate is approximately $4million per month, a 5% reserve merely that represents about a half months of cash flow. As a result the District prudently puts in place borrowing arrangements and in the past has resorted to the annual Tax Revenue Anticipation Notes (TRAN) through the Community College League of California as well as invoked via the Solano County Treasury a short-term temporary funds transfer arrangement, allowing cash balances to deficit, repaid upon receipt of State funds. [evidence needed]

District credit rating – as part of the bond issuance process in 2013 the District was rated by both Standard & Poor's and Moody's, where we received AA- and Aa3, respectively.

While certainly solid ratings, such ratings were in part based on relatively strong reserves of approximately 11%, used as one of the predictors as to how the District manages it finances. Future lower reserves may negatively impact the District's credit rating. And of course credit ratings may impact the District's ability to borrow funds. Updated information here?

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

In discussions with the Superintendent-President as well as the Governing Board, reserve levels double the monthly cash flow were deemed a reasonable long-term goal [evidence here…ALSO WHAT ABOUT SGC?] Informal discussions only, mentioned in budget presentations to the Board. SGC this year recommended reserves between 6%-9%. SEARCH FabPAC minutes to document the double the cash flow.

Also determined in discussions with the Superintendent-President were dollar amounts to be set aside for Strategic Proposals – first introduced in 2011-12 at $100,000 per year, the allotment grew to $200,000 the following year, and are now at the $300,000 per year levels. [evidence]

Additionally, during the FY 2010-11 the District stratified its reserves by the minimum required 5% as well the Designated Fund Balances, to include: Staff Development, Strategic Proposals (please note that Strategic Proposals are part of the IPP process, but in this context IPP truly represents Strategic Proposals), and Stability Funds for FY 2011-12 and FY 2012-13. ?? [also evidence needed]
REFERENCE Adoption Budget 2010-11 HERE??

CONCLUSION GOES HERE

Evidence:
        #80 – Board Policy 3010 (Reserve Level)
        #81 – FabPAC, September 7, 2011 (Reserve level requirements, set aside for staff/professional development and strategic initiatives)
        #82 – BOT, September 5, 2012 (Adoption of FY 2011-12 Budget)
        #83 – Adoption Budget – FY 2010-11; (Designated Fund Balances)

Planning Agenda 3
Item 8. Through oversight of budget decisions and discussions in FABPAC, the College's financial planning will rely specifically on its mission and goals and will be fully integrated with all planning through the IPP, specifically program review and three-year plans.
(Standard III.A.6, Standard III.D.I, Standard III.D.1.a, Standard III.D.1.d)

FABPAC pre-merger statement goes here. In 2013, the College merged its budget and planning committee (formerly known as Financial and Budget Planning Advisory Committee) to a new Shared Governance Council which incorporated budget development and financial planning activities in an effort to reduce the number of meetings attended by faculty, staff, and administrators (EVIDENCE).

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

A faculty Hiring prioritization process, as mandated by AB 1725, has been in place for several years. At SCC, faculty and their Deans research faculty hiring needs and work with the Academic Senate to establish a list of prioritized faculty positions (sample recent EVIDENCE of one hire, AS, SGC, Cabinet, BOT). Research to inform this prioritization list is gathered from Program Review (EVIDENCE Program Review).

In 2014, the Dean of Institutional Research, Planning, and Institutional Effectiveness began a process to evaluate these two staffing processes. Process Evaluation Committee (PEC) met (explain committee function) and identified a need for managers to submit an annual area staffing plan which included justification for current and new positions tied to program review. PEC will now contribute to the evaluation of the staffing plan. [Evidence: meeting minutes]

IPG (President's Planning group?) reviewed the recommendations of the PEC and requested that training for managers become an element for all institutional planning. [evidence: meeting minutes]

The budget development process at SC begins with the establishment of a budget calendar, which in its early stages emphasizes position control wherein managers will validate the various existing staffing positions. Later, new positions (staff and faculty) are added via the SCC hiring prioritization processes. (EVIDENCE Adopted Budget …total authorized staffing).

SCC recognizes the need to carefully coordinate a general strategic staffing plan that is appropriate to the College that has experienced reduced enrollment. With the addition of a new Associate Vice President of Human Resources, the College has reinstated its former budget review team comprised of the VPAA, VPFA, and AVP HR (evidence).

Planning Agenda 3
Item 9. The College will make program review and three-year plans more meaningful through training and a possible program review committee. (Standard III.D.1.d)

Significant changes have been made to SCC's Academic Program Review since 2011 to make the process more meaningful, comprehensive, and more closely tied to institutional planning. A standing subcommittee of the Academic Senate called the Academic Program Review Committee was first established on May 7, 2012 [E3.9.1: Academic Senate Minutes, May 5, 2012]. During the summer of 2012, an Academic Senator was hired to rewrite the College's Academic Program Review process drawing from the State Academic Senate Program Review Handbook and models from other California Community Colleges. As a result of this faculty member's initial research, a Solano College pilot program review process was outlined in a handbook and a template was created [E3.9.2 Academic Program Review Handbook and Template Pilot 2013]. The process and template were vetted in meetings of the Academic Senate and through the establishment of a Program Review Task Force [E3.9.3: Academic Senate Minutes Aug. 20, 2012] [E3.9.4 Academic Senate Minutes Sep. 17, 2012][E3.9.5: Academic Senate Minutes, Oct. 15, 2012][E3.9.6: Academic Senate Minutes Nov. 5, 2012]. The template and handbook were also brought to the Faculty Union for review, and other constituent groups such as the Distance Education Faculty Coordinator, and the Dean of Institutional Research and Planning. All faculty were invited to provide feedback on the new handbook and template [E3.9:7 Academic Senate President email, Oct. 17, 2012]. The new program review process was approved by the Academic Senate on December 3, 2012 [E3.9:8 AS Minutes Dec. 3, 2012]. The Handbook and Template Pilot were brought to the Solano College Board of Governors as information [E3.9:9 Governing Board Minutes, Feb. 6, 2013].

In Spring 2013, the Academic Program Review (APR) Committee began meeting (2nd and 4th Mondays of the month), and reporting back to the Academic Senate. The APR Committee assisted in both refining the new Program Review process (making decisions about rubrics, timelines, etc.), and providing feedback on the various program review self-studies. The APR Committee is made up of faculty representatives from each School (who also serve as a support team for their School during the reviews), members of the Office of Institutional Research and Planning, Deans of programs under review and when available the Vice President of Academic Affairs. [E3.9:10 Academic Program Review Committee Agendas].

Spring 2013 was also the time the pilot began with the School of Career Technical Education and Business. During the summer of 2013, CTE programs not in the School of CTE and Business were also invited to conduct reviews (for example, Early Childhood Education, Human Services, Film/TV, Photography, Interior Design and Journalism). Trainings were held for faculty members during Spring Flex 2013, Summer 2013, and Spring Flex 2014 [E3.9:11 Flex Calendar Programs and Follow-up Emails].

A faculty Program Review Coordinator was hired in Fall 2013 in a .20 reassigned time position to facilitate Academic Program Review committee meetings, to compile feedback to faculty undergoing Program Review, and to assist in the training of faculty [E3.9:12 Position Description for Program Review Faculty Coordinator]. The Academic Program Review Coordinator also met with a number of faculty members individually to assist them in understanding the process and to help them to complete their program

review self-studies. The Program Review Faculty Coordinator worked closely with the Dean of Institutional Research and Planning to ensure faculty had the data they needed-to complete their reports easily accessible. They also worked together to provide regular open office-hours and to support faculty in creating student surveys to assess student's experiences in the program.

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

One of the goals of the Academic Program Review Faculty Coordinator and the Dean of Institutional Research and Planning is to make program review training on-going and the process of collecting data and report-writing as user friendly as possible. To this end the program review database was updated so that the title of the data (for example "Distinct Enrollments") is listed next to the number of the corresponding section of the template for which the data applies (for example 1.3). Completed Program Reviews self-studies were placed on the College website so that faculty who were initiating Program Reviews could see samples. Trainings were held during Fall Flex 2014 to help faculty see how program review is connected with planning and resource allocation, and more importantly with student and program success [E3.9:15 Flex Calendar Fall 2014, E3.9:16 Flex Sign-In Sheet, E3.9:17 PowerPoint Presentation]. Program review office hours are also being held this fall semester, and deans of programs under review are helping to ensure benchmarks are met and faculty have the needed support [E3.9:18 Agenda for SBS School Meeting and E3.9.19 Agenda for M/S School Meeting].

The Program Review process requires a one-year, one-page follow-up report detailing the status of Program Review recommendations. This document will be developed during the 2014-2015 academic year. In light of the creation of a one year update, it was decided to not pursue 3 year plans as have been done in the past. A proposal is being brought to the Academic Senate to create this follow-up report in conjunction with Educational Master Plan and Program Level Outcome Assessment follow-ups so that faculty can complete one document that coherently integrates all discipline-level planning [E3.9:20 Academic Senate Agenda, Aug. 25, 2014].

In the next several years, the Academic Program Review Committee will be working under an expedited timeline so that all programs can be reviewed with the new program review template in this accreditation cycle. Career Technical Education programs piloted the new template during the 2013-2014 academic year. In 2014-2015, the School of Social and Behavioral Sciences, the School of Health Sciences, Counseling's academic programs, and ½ of the School of Math and Sciences are being asked to conduct their

program review self-studies. In 2015-2016, the remaining programs in the School of Math and Sciences and the School of Liberal Arts will be asked to complete their program review self-studies. At that time, each school will rotate on a consistent five-year cycle (one school per year) [E3.9:21 Program Review Schedule].

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

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

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

Planning Agenda 3
Item 10. The College will investigate the possibility of a 0-based budget model. (Standard III.D.1.d)

While 0-based budgeting was noted E3.10.1 Budget Update 02-07-2012 Student Services Council Minutes] it was only briefly discussed, and at the recommendation of the Vice President of Finance and Administration (VPFA), not pursued. The VPFA's rationale is that with an overall budget that expends virtually all funds on compensation and mandatory and required expenditures (such as utilities, software licensing, leases, maintenance contracts, audit, election, etc), that there are little discretionary funds available to create a 0-based budget for SCC.

In 2014, the VPFA recommended [evidence here] that the VPAA and the Deans develop a rubric for both Instructional Equipment and Supplies to address establishing a 0-based budget in these areas [#79 – Deans' Meeting July 24, 2014; (Instructional Equipment funding rubric).

While a rubric for Instructional Equipment is now in place (DO WE HAVE EVIDENCE OF THIS RUBRIC?) and being used as part of the FY 2014-15 budget allocation, the rubric for Instructional Supplies is expected to be completed for the next budget cycle. The current Instructional Supply allocation is based on the prior year spending.

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

Planning Agenda 4
Item 1. The College's future flex days will promote cultural awareness and diversity in the workplace.
(Standard III.a.5.b)

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

Past Flex Cal programs have included many cultural awareness and diversity training opportunities for faculty and staff that have included the following activities:

- Viewing and discussing culturally based documentary movies [E4.1.1: Fall 2011 Staff Development Flex Cal Activities] [E4.1.2: Fall 2012 Staff Development Flex Cal Activities]
- Book reading discussions [E4.1.3: Fall 2012 Staff Development Flex Cal Activities, E4.1.4: Spring 2013 Staff Development Flex Cal Activities]
- Puente program meetings [E.4.1 Fall 2011 Staff Development Flex Cal Activities]
- Basic Skills Mini Conference [E.4.1 Fall2011 Staff Development Flex Cal Activities]
- Student Equity Mini Conference [E.4.4 Spring 2013 Staff Development Flex Cal Activities]
- Numerous Math and English basic skills workshops for faculty [E.4.1 Fall 2011 Staff Development Flex Cal Activities, E.4.2 Spring 2012 Staff Development Flex Cal Activities, E.4.4 Spring 2013 Staff Development Flex Cal Activities, E.4.6 Spring 2014 Staff Development Flex Cal Activities]
- Numerous student equity and student success workshops [E.4.1 Fall 2011 Staff Development Flex Cal Activities, E.4.2 Spring 2012 Staff Development Flex Cal Activities, E.4.3 Fall 2012 Staff Development Flex Cal Activities, E.4.4 Spring 2013 Staff Development Flex Cal Activities, E.4.6 Spring 2014 Staff Development Flex Cal Activities] and
- Numerous policy workshops sponsored by the SCC HR department that include Equal Employment Opportunity (EEO) training, Sexual Harassment training, Workplace Bullying, Family Educational Rights and Privacy Act (FERPA) and Mandated Reporting training [E.4.3 Fall 2012 Staff Development Flex Cal Activities, E.4.4 Spring 2013 Staff Development Flex Cal Activities, E.4.5 Fall 2013 Staff Development Flex Cal Activities, E.4.6 Spring 2014 Staff Development Flex Cal Activities]

- WHERE IS JOINT SEP/EIAC TRAINING SESSION (SPRING 2014 and FALL 2014) led by K. McCord? THESE SESSIONS WERE FOCUSED ON EQUITY, INCLUSION, AND DIVERSITY. ALSO NEED TO INCLUDE EVIDENCE.

Ongoing Diversity and Equity Activities.
Many of the activities cited above were promoted in Fall 2014 Flex Cal activities, illustrating SCC's continued commitment to provide ongoing equity and diversity training for faculty and staff [E.4.7 Fall 2014 Staff Development Flex Cal Activities].

Many of the HR sponsored College Policy workshops cited above were mandated by the State of California such as Sexual Harassment training, Equal Employment Opportunity training, Mandated Reporting training **and** Family Educational Rights and Privacy Act training are offered online by Keenan (http://solano.keenan.safecolleges.com/login) on a scheduled basis as required for all staff. HR notifies staff when they are due for this training. [E.4.8 Email from HR Executive Admin to Chair of Flex Cal Committee, June 25, 2014]   THIS INFORMATION IS NOT IN SYNC WITH INFO FROM HR. ARE ONLINE TRAININGS AVAILABLE TO ALL CURRENTLY? VERIFY. DO WE CONTINUE TO OFFER KEENAN WORKSHOPS AND SHOULD WE REMOVE THE LINK HERE?

Planning Faculty Development Activities.
The Flexible Calendar Committee (Flex Cal Committee) is a subcommittee of the Academic Senate and ideally is comprised of faculty representatives from the five Academic Schools of the College and an HR representative who provides administrative help to the Committee. Presently the committee has representatives from 4 Schools. Membership is voluntary and the Committee selects its own chair. The Committee meets regularly (weekly in the past and biweekly presently) to plan Flex Cal activities for faculty and staff for the following semester [E.4.9 Minutes from two consecutive meetings showing this weekly schedule].

The Flex Cal Committee solicits feedback from faculty and staff regarding suggestions for activities and speakers. An example was a Brainstorming session held during a Flex Day Oct 12, 2012 [E.4.10 Fall 2012 Staff Development Flex Cal Activities]. The feedback from this session was summarized and disseminated [E.4.11 How about Flex Cal Program Brainstorming] and many of the suggestions were implemented in subsequent Flex Cal activities, to include sessions on students that are having trouble in the classroom and referrals to the various services available at SCC [E.4.7 Fall 2014 Staff Development Flex Cal Activities]. Another suggestion that was implemented was to reduce the time allotted to Division/Department (now School/Department) meetings during Flex Cal. As a result of the latter suggestion, School meetings have been reduced from 4.5 hours [E.4.12 Fall 2011 Staff Development Flex Cal Activities] to 2 hours to allow for faculty to attend additional professional development activities during the required Flex Cal days [E.4.13 Fall 2014 Staff Development Flex Cal Activities]. Additionally, the EIAC aims to involve all segments of the College community in Equity, Inclusion, and Diversity training. This training, initiated in Spring 2014 will be ongoing each semester. (CROSS REFERENCE WITH EARLIER CITATION OR MOVE).

The Flex Cal committee also solicits feedback from each workshop and activity to determine the quality of the activity or workshop. Evaluation forms [E.4.14. Flexible Calendar Evaluation

Form] are distributed, collected, and archived by the HR department. All responses are reviewed by the Flex Cal Committee to determine the effectiveness of the workshops and activities and to provide support for continuing an activity or obtain ideas for future activities. A tabulation of evaluations from Fall 2012 Flex Cal [E.4.15. Flex Cal Optional Activities Evals] shows that comments were generally favorable for the workshops and activities presented. Detailed tabulations like that shown in E.4.15 are not done regularly.

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

Planning Agenda 4
Item 2. The College will reassess the status and effectiveness of the faculty professional development committee and program needs.
(Standard III.A.5.b)

Background context: The Academic Senate has historically charged its Flex Cal Committee, a subcommittee of the Academic Senate, to design and implement various professional development activities (required by SCFA Contract; [E4.2.1: 2012-15 CTA Contract approved 5-16-12]). Additionally, the various faculty divisions (now Schools) have been primarily responsible for approving faculty requests for professional development. Since 2011, budgetary restrictions have prevented the formal establishment of a Faculty Professional Development Committee, although some professional development fund criteria and funding have been established for the use of Basic Skills Funding [E4.2.2]. Other professional development funding has been allotted primarily through requests submitted to the Office of Academic Affairs.

In Spring 2014, academic year, the SCC Academic Senate reconsidered the role of its subcommittee on flex-cal in the following ways: 1. to explore/discuss clarification with administration what activities should be appropriate/approved for optional flex-cal hours, including the determination of what role(s) its subcommittee should play; 2. To examine how faculty development funds are awarded, to include as the expansion of faculty involvement in the formal vetting of requests for faculty professional development funds. In addition to various related discussions of Flex-Cal and the Flex-Cal Committee at its meetings on January 9, 2014 [E4.2.3: Academic Senate Minutes, Jan. 9, 2014], March 3, 2014 [E4.2.4: Academic Senate Minutes, Mar. 3, 2014], April 21, 2015 [E4.2.5: Academic Senate Minutes, Apr 21, 2014] and May 5, 2014 [E4.2.6 Academic Senate Minutes, May 5, 2014], an Academic Senate task force solicited input from faculty regarding the types of activities currently being approved for optional Flex-Cal by various academic deans, the results of which were reported to the Senate on April 21, 2014 [E4.1.5].

Although no formal actions on this issue were taken by the Senate by the end of the 2013-2014 academic year, both issues were on-going subjects between the Academic Senate and the Interim Vice-President of Academic Affairs during Summer 2014: 1.) the IVPAA expressed to the AS President that Administration advocated the use of ASCCC recommendations on Flex and professional activities to determine the suitability of

activities for optional Flex-Cal; 2. the IVPAA communicated to the AS President support of shifting faculty development funds to the control of the Flex-Cal committee should the Senate opt to expand the charges of its subcommittee.

Both of these items were reported to the Senate by its President at its first meeting of the 2014-2015 academic year [E4.2.7: Academic Senate Minutes Aug. 11, 2014]. In addition, the AS President included as an action item, the renaming of the Flex-Cal Committee to the Faculty Development Committee and the expansion of that Committee's purview to include the receipt and vetting of faculty petitions for professional development funds. Part of this discussion included the adoption of the ASCCC recommendations on Flex-Cal activities as the standard for SCC. Subsequently, the AS President met with the Flex-Cal Committee to apprise the committee of this change and to solicit input from that committee regarding how to proceed with the development of new procedures per the new charges [E4.1.8 Flex Meeting Minutes Aug 8, 2014].

Conclusion: The Academic Senate and the SCC Administration recognizes that need for faculty to assess the status and effectiveness of a faculty driven professional development committee and to set and assess goals for various programs needs based on Institutional data. It is anticipated that by December 2014 the Academic Senate will have established a formal Faculty Development Committee and will also work with Administration to establish a fair process for allocating funding for professional development.

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

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

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

Planning Agenda 4
Item 3. The College will enhance campus climate for employees by maintaining transparency and good communication, providing training for employees in interpersonal relations, and providing more opportunities for faculty, staff, and managers to interact.
(**Standard IV.A.1**)

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

  The College has redesigned its Shared Governance function so as to more effectively involve representatives of all constituents of the College. In hiring, search committees are used to recommend unranked candidates to the S/P for hiring. Particular groups have been formed by the CEO to provide input into decision-making. For example, the President's Council on Emergency Preparedness has been working to prepare the College for any major disasters; the President's Advisory Council on Sustainability has worked to focus the College community on the issues of renewable energy and sustainability. [E4.3.1: Sample minutes: President's Council on Emergency Preparedness (to include date) and President's Advisory Council on Sustainability (date needed)]

  The proliferation of College has seemed excessive to some and as a result, a Committee on Committees was formed in 2013 to establish greater efficiency by not only reducing the number of committees, but also to reduce the number of meeting times for some. Already the number of Shared Governance Council meetings has been reduced and the former FaBPAC (SPELL OUT) has been merged with what is now the Shared Governance Council [evidence here: C on C document and minutes documenting merger] This group achieved some early successes by reducing the number of meetings of the Shared Governance Council and merging the former FABPAC with SGC. Currently, the Student Equity Committee has proposed a consolidation of various student success committees to more effectively address student equity. The Committee on Committees has also recommended that all committees now specify their purpose, membership, terms of office, etc. [evidence here], the intent being to involve a greater number of people in participating in committees, to improve decision making, and to reduce the amount of time spent in attending meetings.

  Improved communications have been enhanced in various ways:

- Ten Plus One, a subcommittee of the Academic Senate, was initiated to bridge communication gaps between the leaders of the Academic Senate and the

President's Office. After a year and a half of meeting, this group of four faculty and four administrators definitely reduced the communication gap [evidence here]. This year the Ten Plus Once committee will continue to meet.

- Weekly SPD: To keep in touch with College constituents, the President created and Superintendent President Direct (SPD) bulletin in 2011 (???) as a way of informing the entire College community of important information and events, to include the publication of the Shared Governance Agenda [Use some SPDs as evidence]. A 2013 survey indicated that the publication is widely read [evidence here]. In 2014, the President has requested that important announcements are routed to SPD for inclusion when possible, thus reducing the number of emails on campus [ALG minutes here]. SPD is viewed as the primary source for information pertaining to the entire College.

- "Providing training for employees in interpersonal relations": This particular training focusing on interpersonal relations is difficult to institute in a comprehensive way. At a minimum, we have held training for customer service and will do so again in the future. [Shirley has evidence]. COULD EIAC PLANNING BE LINKED HERE?

- "Providing more opportunities for faculty, staff and managers to interact": The College has hosted Leadership Academies involving all constituents of the college representatives in Summer 2013 and Summer 2014. The first Academy involved members of the administration as well as some non-supervisors. The second institute involved members of the Classified staff, Administrators and Faculty. This second Solano Leadership Academy (SLA) was more extensive than the first, by all accounts, and was a most successful practicum in cross discipline interaction. [Evidence as well as evaluation of the academies].

In the past few years, SCC has become more engaged in assessing and improving communications and will continue to do so.

Update Summary of Georgia Street/Auto Tech Substantive Change

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

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

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

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

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

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

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

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

By 2016-17, the Auto Tech program will have 5 additional courses approved, 12 operational bays (with 9 having vehicle lifts and tool sets), and 8 certificates, along with the Associate Degree, etc. The Auto Tech Program will also increase students services opportunities for learning.

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

Index of Abbreviations and Acronyms

ACCJC	Accrediting Commission of Community and Junior Colleges
ADA	American Disabilities Act
ADT	Associate Degree for Transfer
ALG	Administrative Leadership Group
APR	Academic Program Review
AS	Academic Senate
ACSA	Association of California Schools Administrators
APPEX	Automotive Aftermarket Productions
ASSC	Associated Students of Solano College
ATF	Accreditation Task Force
AVPHR	Associated Vice President, Human Resources
Board	Governing Board
BOT	Board of Trustees
BP	Board Policy
BSI	Basic Skills Initiative
C-ID	Course Identification Numbers
CARE	Cooperative Agencies Resources for Education
CBOC	Citizen's Bond Oversight Committee
CCCCO	California Community Colleges Chancellor's Office
CCCL	California Community College League
CDR	Cohort Default Rate
CEO	Chief Executive Officer
CIS	Computer Information Systems
COE	Code of Ethics
CSEA	California School Employee Association
CSSO	Chief Student Services Officer
CSU	California State University
CTA	California Teachers Association
CTE	Career Technical Education
CTO	Chief Technology Officer
CUPA	College University Professional Association
DE	Distance Education
DI	Disproportional Impact
DOF	Department of Finance
DSP	Disability Services Program
EEO	Equal Employment Opportunity
EDD	Employment Development Department
EIAC	Equity and Inclusion Advisory Committee
EMC	Enrollment Management Committee
EMC	Ethnic Minority Coalition
EMP	Educational Master Plan
EOPS	Extended Opportunity Programs and Services
ESL	English as a Second Language
FAFSA	Free Application for Federal Student Aid
FAO	Financial Aid Office
FA-TV	Financial Aid-TV
FCA	Facilities Condition Assessment

FF	Face-to-Face
FMP	Facilities Master Plan
FTES	Full Time Equivalent Students
Fusion	Facilities Utilization, Space Inventory Options Net
FY	Fiscal Year
Flex Cal	Flexible Calendar
GE	General Education
GELO	General Education Learning Outcome
HR	Human Resources
IAVP	Interim Academic Vice President
IGETC	Inter-segmental General Education Transfer Curriculum
ILOs	Institutional Learning Outcomes
IPP	Integrated Planning Process
IR	Institutional Research
IT	Information Technology
IVP	Interim Vice President
LMS	Learning Management System
MESA	Mathematics, Engineering, and Science Achievement
MIS	Management Information System
NCAA	Northern Collegiate Athletic Association
NEOGOV	NEOGOV Applicant Tracking System
OL	Online
PCR	Position Control Review
PLOs	Program Learning Outcomes
RP	Research and Planning
SAOs	Service Area Outcomes
SB	Senate Bill
SCC	Solano Community College
SCCD	Solano Community College District
SCFA	Solano College Faculty Association
SEMA	Specialty Equipment Market Association
SEP	Student Equity Plan
SGC	Shared Governance Council
SLA	Solano Leadership Academy
SLOs	Student Learning Outcomes
SP	Superintendent-President
SPC	Superintendent-President's Cabinet
SPP	Strategic Proposal Process
SQL	Structured Query Language
SSC	Student Services Council
SSSP	Student Success and Support Program
TA	Tentative Agreement
TRAN	Tax Revenue Anticipation Notes
UC	University of California
VP	Vice President
VPAA	Vice President, Academic Affairs
VPFA	Vice President, Finance and Administration
WASC	Western Association of Schools and Colleges

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Evidence 0.2:   Accreditation Task Force Minutes
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Evidence 0.4:   Email to All, May 20, 2014
Evidence 0.5:   Flex Cal Schedule,
Evidence 0.6:   SPC Agenda,
Evidence 0.7:   Academic Senate Minutes,
Evidence 0.8:   SGC Minutes,
Evidence 0.9:   Governing Board Agenda,

SOLANO COMMUNITY COLLEGE RESPONSE TO ACCJC 2013 TEAM RECOMMENDATIONS

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<u>Recommendation 2: Improve Institutional Planning</u>
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Evidence 2.2:   Sample Program Review Feedback
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<u>Recommendation 3: Accelerate Progress on SLO Implementation</u>
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Evidence 3.2:   SLO Reminder Email, Nov. 20, 2013
Evidence 3.3:   Deadline Email from IVP White, Mar. 26, 2014
Evidence 3.4:   Letter to Faculty Missing Assessments Jun. 10, 2014
Evidence 3.5:   Assessment Committee Meeting and Minutes Dec. 12, 2013
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Evidence 3.8:   SLO Workshop PowerPoint
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Evidence 4.4:   Discipline Schedule Example
Evidence 4.5:   Cohort Analysis Presentation Slides
Evidence 4.6:   Enrollment Data Summary
Evidence 4.7:   Weekly Enrollment Report
Evidence 4.8:   FTES Model
Evidence 4.9:   Director IR Job Description
Evidence 4.10:   Director IR Needs Analysis

Recommendation 5: Integrate Equity Plans with Institutional Planning
Evidence 5.1:   Agenda and Minutes
Evidence 5.2:   Student Equity Committee Charge and Responsibilities, Jul. 22, 2014
Evidence 5.3:   Agendas and Minutes of SSSP/Academic Success Committee
Evidence 5.4:   Minutes of Student Equity Committee and subgroup
Evidence 5.5:   DI data from Research and Planning
Evidence 5.6:   Updated SEP Chart of "Goals/Activities/Outcomes"
Evidence 5.7:   Student Success and Support Program Plan draft –Approved by Academic
                  Senate, May 5, 2014; SGC and BOT approval pending]
Evidence 5.8:   Education Master Plan
Evidence 5.9:   Facilities Master Plan
Evidence 5.10:   Transcript of student comments written on butcher paper attached to the walls
                  in the Cafeteria, Student Success Town Hall Meeting, October 23, 2013
Evidence 5.11:   CDR Taskforce Meeting Minutes
Evidence 5.12:   Solano Community College CDR Plan
Evidence 5.13   Shemila Johnson, Marketing/Outreach Webinar re: statewide activity re: CCC
                  Apply and Links to SB 145 Core Services
Evidence 5.14:   SSSP Meeting: Demo on K-12 Bridge Program, Oct. 31, 2013
Evidence 5.15:   Accreditation Taskforce Meeting Minutes of Dec. 02, 2013
Evidence 5.16:   Student Services Managers Minutes
Evidence 5.17:   Student and Staff Equity and Diversity Training Workshop, Jan. 19, 2014
Evidence 5.18:   Spring 2014 Flexible Calendar Schedule
Evidence 5.19:   Fall 2014 Flexible Calendar Schedule
Evidence 5.20:   Minutes and Flex Cal Agenda
Evidence 5.21:   Comparison of 2011-12 and 2012-13 Student Success Scorecard Data
Evidence 5.22:   Sample SEP email (Jaimez) to Responsible Parties
Evidence 5.23:   Student Equity Plan 2014 Evaluation Report – in progress
Evidence 5.24:   ALG subcommittee Minutes, Apr. 28, 2014
Evidence 5.25:   PCR Minutes, Apr. 30, 2014

Evidence 5.26:   SPC Agenda, May 5, 2014
Evidence 5.27:   PCR Minutes, May 16, 2014
Evidence 5.28:   New Non Faculty positions - Shared Governance Council Jun. 11, 2014
Evidence 5.29:   SPC Agenda Jun. 30, 2014
Evidence 5.30:   Non Faculty New Position Process - Survey Results
Evidence 5.31:   TITLE TBD
Evidence 5.32:   Workshop Program
Evidence 5.33:   TITLE TBD
Evidence 5.34:   Survey Results
Evidence 5.35:   TITLE TBD
Evidence 5.36:   TITLE TBD
Evidence 5.37:   TITLE TBD
Evidence 5.38:   TITLE TBD
Evidence 5.39:   TITLE TBD
Evidence 5.41:   TITLE TBD
Evidence 5.42:   TITLE TBD
Evidence 5.43:   TITLE TBD
Evidence 5.44:   TITLE TBD
Evidence 5.45:   NEOGOV Training Agenda
Evidence 5.46:   TITLE TBD
Evidence 5.47:   TITLE TBD
Evidence 5.48:   Review NEOGOV Recruitment Full Cycle
Evidence 5.49:   # Data Provided
Evidence 5:50:   Employment Opportunities and Online Instructions, Apr. 03, 2014
Evidence 5.51:   TITLE TBD
Evidence 5.52:   LINK TO SP Direct
Evidence 5.53:   Staffing Plan
Evidence 5.54:   Associate Vice President, Human Resources Job Description
Evidence 5.55:   Human Resources Job Descriptions
Evidence 5.56:   TITLE TBD
Evidence 5.57:   TITLE TBD
Evidence 5.58:   SCC Agreement with CSU Sacramento
Evidence 5.59:   SGC Minutes
Evidence 5.60:   Governing Board Agenda, Sep. 18, 2013
Evidence 5.61:   EEO Project Calendar in Planning database

Recommendation 6: Learning Support for Distance Education
Evidence 6.1:   Course Shell Review Form (note section 4)
Evidence 6.2:   DE Technician Job Description
Evidence 6.3:   IT Ticket Filter List Jan. – May 2014
Evidence 6.4:   Student Orientation & Success Course Links
Evidence 6.5:   Student Success Workshops Spring 2014
Evidence 6.6:   Student Orientation Workshops
Evidence 6.7:   Online Writing Lab Hours
Evidence 6.8:   Online Writing Lab Instructional Videos
Evidence 6.9:   TITLE TBD
Evidence 6.10:   Distance Education Aggregate Data 2010-2013
Evidence 6.11:   3-Day Start Program
Evidence 6.12:   Distance Education Minutes, Feb.24 2014
Evidence 6.13:   Flex Cal Programs
Evidence 6.14:   Course Approval Status Report

Recommendation 7: Incorporate SLOs into Faculty Evaluation
Evidence 7.1:   Evaluation Instrument
Evidence 7.2:   SCFA Tentative Agreement, Oct. 4, 2013
Evidence 7.3:   ACCJC letter Feb. 7, 2014
Evidence 7.4:   Dean Evaluation Survey

Recommendation 8: Increase Services at Centers
Evidence 8.1:   Student Services Managers Meeting Minutes
Evidence 8.2:   All Student Service Meeting, Jan. 31, 2014
Evidence 8.3:   Weekly Services, Vacaville Center, Spring 2014
Evidence 8.4:   Weekly Services, Vallejo Center, Spring 2014
Evidence 8.5:   Student Services Training Report
Evidence 8.6:   A&R Memo
Evidence 8.7:   Student Ambassador Support Memo
Evidence 8.8:   Counseling Department, Walk-in Memo
Evidence 8.9:   Counseling Department, Transfer Counseling Memo
Evidence 8.10:   Counseling Department, Orientations Memo
Evidence 8.11:   Library Hours, Vacaville Center
Evidence 8.12:   English Department, Writing Labs Memo
Evidence 8.13:   Late Night Study Hall Memo
Evidence 8.14:   Computer Lab Memo
Evidence 8.15:   Student Development Elections Memo
Evidence 8.16:   Student Health Office Memo, Increased Visits Memo
Evidence 8.17:   Law Enforcement Staffing Deployment
Evidence 8.18:   Student Services Generalist Job Description
Evidence 8.19:   Outreach Events Table, Vallejo Center
Evidence 8.20:   Admission & Records, Phoning Memo
Evidence 8.21:   Food Catering Service Memo

Recommendation 9: Develop a Code of Ethics
Evidence 9.1:   Email from CSEA President to CSEA regarding Code of Ethics
Evidence 9.2:   Academic Senate Minutes, May 5, 2014

SOLANO COMMUNITY COLLEGE RESPONSE TO 2011 PLANNING AGENDA ITEMS

Planning Agenda 1
PA Evidence 1.1.1:   DE Student Opinion Survey, Nov. 20, 2012
PA Evidence 1.1.2:   Title TBD
PA Evidence 1.2.1:   DE Student Orientation Workshop Agenda
PA Evidence 1.2.2:   Academic Senate Minutes Apr. 15, 2013
PA Evidence 1.2.3:   Online Faculty Training & Certification
PA Evidence 1.2.4:   Outline of Canvas Training Workshops
PA Evidence 1.2.5:   Training Process Graphic
PA Evidence 1.2.6:   Academic Senate Minutes Apr. 29, 2013
PA Evidence 1.2.7:   Course Shell Review Policy
PA Evidence 1.2.8:   Canvas Course Shell Review Checklist

PA Evidence 1.4.1:	DE Committee Meeting Minutes, Aug. 25, 2014
PA Evidence 1.5.1:	CCA CTA NEA Contract excerpt Intellectual Property Rights
PA Evidence 1.7.1:	Program Review Timeline
PA Evidence 1.8.1	Distance Education Aggregate Data 2010-2013
PA Evidence 1.8.2	DE Student Orientation Workshop Agenda
PA Evidence 1.8.3	First Three Days of Semester Procedure
PA Evidence 1.8:4:	Welcome email message to students

Planning Agenda 2

PA Evidence 2.1.1:	MS Access Training Session
PA Evidence 2.1.2:	Pivot Table Class For Staff
PA Evidence 2.1.3:	CSD Instructions
PA Evidence 2.1.4:	Example Area Outcome Assessment
PA Evidence 2.2.1:	Example Area Outcome Assessment
PA Evidence 2.2.2:	Pages from IPP June 2013
PA Evidence 2.3.1:	Planning Committee Structures
PA Evidence 2.3.2:	Planning Review
PA Evidence 2.3.3:	IPG Notes, Jun. 3, 2014
PA Evidence 2.3.4:	Non Academic Program Review Evaluation
PA Evidence 2.3.5:	Strategic Planning SPC Presentation
PA Evidence 2.4.1:	Example of Non Academic Program Review
PA Evidence 2.5.1:	Section 55003(b)(4), p. 27:
PA Evidence 2.5.2:	Procedure 6023(I)(D)
PA Evidence 2.5.3:	Curriculum Handbook, p. 27
PA Evidence 2.5.4:	The Curriculum Review Timeline.
PA Evidence 2.5.5:	See, for example, the meeting minutes for a small sample of such reviews.
PA Evidence 2.5.6:	See the minutes from the meeting where the Curriculum Committee first approved the new procedure and the required form was approved.

PA Evidence 2.6.1:	Academic Senate Memorandum, Jun. 30, 2012
PA Evidence 2.6.2:	SLO Coordinator Job Description
PA Evidence 2.6.3:	School Coordinator Job Description
PA Evidence 2.6.4:	SLO Committee Agenda and Minutes Mar. 5, 2013
PA Evidence 2.6.5:	Quality Rubric
PA Evidence 2.6.6:	Assessment Committee Agenda and Minutes, Mar. 18, 2014
PA Evidence 2.6.7:	Assessment Committee Agenda and Minutes, Apr. 1, 2014
PA Evidence 2.6.8:	Assessment Committee Agenda and Minutes, May 6, 2014
PA Evidence 2.6.9:	Assessment Workshop Announcement
PA Evidence 2.6.10:	Sample Social Behavioral Sciences Minutes, Apr. 2, 2014
PA Evidence 2.6.11:	Math 310 Common Assessment problems
PA Evidence 2.6.12:	Math 310 SLO Questions
PA Evidence 2.6.13:	Chemistry Program Assessment
PA Evidence 2.6.14:	Fall 2014 Flex Presentation
PA Evidence 2.6.15:	Assessment Committee Minutes, Apr. 4, 2014

PA Evidence 2.7.1:	Articulation Single Outcomes Assessment Fall 2012
PA Evidence 2.7.2:	Modified Articulation Requests and Results
PA Evidence 2.7.3:	Courses Submitted to C-ID
PA Evidence 2.7.4:	Transfer Degree status spreadsheet
PA Evidence 2.7.5:	Transfer Degree Status Spreadsheet

PA Evidence 2.8.1:   Student Survey
PA Evidence 2.8.2:   Faculty Survey
PA Evidence 2.8.3:   Survey Results for ILOs 3 & 4
PA Evidence 2.8.4:   Assessment and Rubric for ILOs 1&2
PA Evidence 2.8.5:   Report on ILOs 1 & 2
PA Evidence 2.8.6:   Assessment Committee Minutes, Aug. 8, 2014
PA Evidence 2.9.1:   eCOUN.WebpageSnapshot
PA Evidence 2.9.2:   eCounBrochure
PA Evidence 2.9.3:   SARS.Report.eCOUN12-13
PA Evidence 2.9.4:   eCounData.email12-13
PA Evidence 2.9.5:   SARS.Report.eCOUN13-14
PA Evidence 2.9.6:   eCounData.email13-14
PA Evidence .2.9.7:   eCounData.email12-13
PA Evidence 2.9.8:   Conference brochure or Agenda title
PA Evidence 2.9.9:   Title of Research documents or whatever evidence you have goes here]
PA Evidence 2.9.10   Title of Minutes with dates goes here

PA Evidence 2.10.1:   Higher One Service Agreement
PA Evidence 2.10.2:   SIG Contract Agreement
PA Evidence 2.10.3:   Disbursement calendar
PA Evidence 2.10.4:   List of Federal Work study students-2012-13
PA Evidence 2.10.5:   Student Loan criteria
PA Evidence 2.10.6:   SAP Policy & Counseling Tool
PA Evidence 2.10.7:   Screen shot of FATV from SCC-Website
PA Evidence 2.10.8:   Copy of Marketing posted at Centers-Vacaville & Vallejo
PA Evidence 2.10.9:   Copy of PPA/ECAR with Center Locations
PA Evidence 2.10.10:   Picture of Drop Box attached
PA Evidence 2.10.11:   Picture of FA Awareness events
PA Evidence 2.10.12:   Attach Organization chart

PA Evidence 2.11.1:   Title TBD
PA Evidence 2.11.2:   Title TBD
PA Evidence 2.11.3:   Title TBD
PA Evidence 2.11.4:   Title TBD
PA Evidence 2.11.5:   Title TBD
PA Evidence 2.11.6:   Title TBD

PA Evidence 2.13.1:   Facilities Director, Job Description
PA Evidence 2.13.2:   Custodian, Job Description
PA Evidence 2.13.3:   Assistant Director, Facilities/Energy Management, Job Description
PA Evidence 2.13.4:   Title TBD

PA Evidence 2.14.1:   Title TBD
PA Evidence 2.15.1:   Title TBD
PA Evidence 2.15.2:   Title TBD
PA Evidence 2.16.1:   Facilities Master Plan excerpt
PA Evidence 2.16.2:   Documentation of interviews
PA Evidence 2.16.3:   Dean's meeting agenda and add the date here
PA Evidence 2.16.4:   Board presentation, February 2014
PA Evidence 2.16.5   Title TBD
PA Evidence 2.16.6   EXCERPT??? of Educational Master Plan February 2014

PA Evidence 2.16.6   EXCERPT??? of Educational Master Plan addendum, dated July 2014].
PA Evidence 2.16.8   Governing Board Minutes, Apr. 2, 2014
PA Evidence 2.16.9   NEED EVIDENCE HERE—COULD BE MEMOS, FOR EXAMPLE.
PA Evidence 2.16.10   Title TBD evidence here
PA Evidence 2.16.11   Elided presentation to Board, July 16, 2014
PA Evidence 2.17.1:   PR 11 18 13 Argos
PA Evidence 2.18.1:   DC Capacity Monitoring
PA Evidence 2.18.2:   Governing Board Minutes, May 16, 2012
PA Evidence 2.18.3:   Governing Board Minutes, Jun. 5, 2013
PA Evidence 2.18.4:   Governing Board Minutes, Sep. 18, 2013
PA Evidence 2.18.5:   Governing Board Minutes, Mar. 18, 2014
PA Evidence 2.18.6:   Chapter 8 of EMP; full EMP available on SCC Website
PA Evidence 2.19.1:   Online Factbook Sample
PA Evidence 2.19.2:   Program Review Data Sample - Accounting
PA Evidence 2.19.3:   Course Level Data Sample - ACCT 001
PA Evidence 2.19.4:   Course Enrollment and Academic Outcomes Email Aug 26 2014

PA Evidence 2.20.1:   Governing Board Minutes, Mar. 17, 2010
PA Evidence 2.20.2:   Governing Board Minutes, Apr. 21, 2010
PA Evidence 2.20.3:   Governing Board Minutes, Jun. 2, 2010
PA Evidence 2.20.4:   Governing Board Minutes, Jun. 16, 2010
PA Evidence 2.20.5:   Governing Board Minutes, Oct. 6, 2010
PA Evidence 2.20.6:   Governing Board Minutes, Oct. 20, 2010
PA Evidence 2.20.7:   Governing Board Minutes, Dec. 1, 2010

PA Evidence 2.20.8:   Governing Board Minutes, Apr. 2, 2014
PA Evidence 2.20.9:   Governing Board Minutes, May 21, 2014
PA Evidence 2.20.10: Communications and Policy Analyst
PA Evidence 2.20.11: Governing Board Minutes, Jan. 18, 2012

Planning Agenda 3
PA Evidence 3.1.1:   Title TBD
PA Evidence 3.1.2:   Title TBD
PA Evidence 3.1.3:   Title TBD
PA Evidence 3.2.1:   Title TBD
PA Evidence 3.2.2:   Title TBD

PA Evidence 3.3.1:   Combined FaBPAC and Shared Governance Council Minutes, Feb. 20,
                      2013
PA Evidence 3.3.2:   Strategic Goals AY 2010-2013, 05/31/2013]
PA Evidence 3.3.3:   Governing Board Attachments, Oct. 6, 2010
PA Evidence 3.3.4:   Governing Board Attachments, Jun. 15, 2011
PA Evidence 3.3.5:   Governing Board Attachments, Jul. 18, 2012.
PA Evidence 3.3.6:   2009-10 SCC Recalculation Apportionment, Exhibit E
PA Evidence 3.3.7:   2011-12 SCC Recalculation Apportionment, Exhibit E
PA Evidence 3.3.8:   Academic Affairs Reorganization, May 18, 2011
PA Evidence 3.3.9:   Governing Board Minutes, Jun. 20, 2012
PA Evidence 3.3.10:   Governing Board Minutes, May 16, 2012
PA Evidence 3.3.11:   SCFA Jul. 1, 2012 – Jun. 30, 2015 contract excerpt

PA Evidence 3.3.12   SGC and Deans Meeting
PA Evidence 3.3.13:   2013 Retiree Health Benefits Actuarial Study

PA Evidence 3.4.1:   Title TBD
PA Evidence 3.5.1:   Solicitations of Request for Proposals for Investment
                       Banker/Underwriter and Public Opinion Poll, 06/15/2011 Governing
                       Board Meeting
PA Evidence 3.5.2:   Bond Process Update, 09-07-2011 FaBPAC Minutes
PA Evidence 3.5.3:   Facilities Master Plan Presentation, 10/19/2011 Governing Board
Meeting
PA Evidence 3.5.4:   Fiscal Services and Facilities Positions, 10/09/13 Shared Governance
                       Council]
PA Evidence 3.5.5:   Revised Job Description: Assistant Director, Facilities/Energy
                       Management, 12-19-2013 Governing Board Meeting

PA Evidence 3.9.1:   Academic Senate Minutes, May 5, 2012
PA Evidence 3.9.2:   Academic Program Review Handbook and Template Pilot 2013
PA Evidence 3.9.3:   Academic Senate Minutes, Aug. 20, 2012
PA Evidence 3.9.4:   Academic Senate Minutes, Sep. 17, 2012
PA Evidence 3.9.5:   Academic Senate Minutes, Oct. 15, 2012
PA Evidence 3.9.6:   Academic Senate Minutes, Nov. 5, 2012
PA Evidence 3.9.7:   Academic Senate President Email Oct. 17, 2012
PA Evidence 3.9.8:   Academic Senate Minutes, Dec. 3, 2012
PA Evidence 3.9.9:   Governing Board Minutes, Feb. 6, 2013
PA Evidence 3.9.10:   Academic Program Review Committee Agendas
PA Evidence 3.9.11:   Flex Calendar Programs and Follow-up Emails
PA Evidence 3.9.12:   Position Description for Program Review Faculty Coordinator
PA Evidence 3.9.13:   Program Review Self-Study and Handbook, 2014-2015
PA Evidence 3.9.14:   Academic Senate Minutes, Jan. 9, 2014
PA Evidence 3.9.15:   Flex Calendar Fall 2014
PA Evidence 3.9.16:   Flex Sign-In Sheet
PA Evidence 3.9.17:   PowerPoint Presentation
PA Evidence 3.9.18:   Agenda for SBS School Meeting
PA Evidence 3.9.19:   Agenda for M/S School Meeting
PA Evidence 3.9.20:   Academic Senate Agenda, Aug. 25, 2014
PA Evidence 3.9.21:   Program Review Schedule

Planning Agenda 4

PA Evidence 4.1.1:   Fall 2011 Staff Development FLEX CAL Activities
PA Evidence 4.1.2:   Spring 2012 Staff Development FLEX CAL Activities
PA Evidence 4.1.3:   Fall 2012 Staff Development FLEX CAL Activities
PA Evidence 4.1.4:   Spring 2013 Staff Development FLEX CAL Activities
PA Evidence 4.1.5:   Fall 2013 Staff Development FLEX CAL Activities
PA Evidence 4.1.6:   Spring 2014 Staff Development FLEX CAL Activities
PA Evidence 4.1.7:   Fall 2014 Staff Development FLEX CAL Activities

PA Evidence 4.1.8:   Email from HR Executive Admin to Chair of Flex Cal Committee, June 25, 2014
PA Evidence 4.1.9:   Minutes from two consecutive meetings showing this weekly
PA Evidence 4.1.10   How about Flex Cal Program Brainstorming
PA Evidence 4.1.11:   Flexible Calendar Evaluation Form
PA Evidence 4.1.12:   FLEX CAL OPTIONAL ACTIVITIES EVALS].

PA Evidence 4.2.1:   Title TBD
PA Evidence 4.2.2:   Basic Skills Funding
PA Evidence 4.2.3:   Strategic Proposal Funding
PA Evidence 4.2.4:   Flex Cal Committee Meeting, Jan. 9, 2014
PA Evidence 4.2.5:   Flex Cal Committee Meeting, Mar 3, 2014
PA Evidence 4.2.6:   Flex Cal Committee Meeting, Apr. 21, 2014
PA Evidence 4.2.7:   Academic Senate Minutes, Apr. 21, 2014
PA Evidence 4.2.8:   Academic Senate Minutes, Aug. 11, 2014
PA Evidence 4.3.1   Sample minutes: President's Council on Emergency Preparedness (to include date) and President's Advisory Council on Sustainability (date needed)]
PA Evidence 4.3.2:   Title TBD
PA Evidence 4.3.3:   C on C document and minutes documenting merger
PA Evidence 4.3.4:   Title TBD
PA Evidence 4.3.5:   Use some SPDs as evidence
PA Evidence 4.3.6:   Title TBD
PA Evidence 4.3.7:   ALG minutes here
PA Evidence 4.3.8:   Shirley has evidence
PA Evidence 4.3.9:   Evidence as well as evaluation of the academies

Update Summary of Georgia Street/Auto Tech Substantive Change

SC Evidence 1:   ACCJC Letter Aug. 15, 2014
SC Evidence 2:   Email from CTO confirming Technology & Connectivity for Auto Tech Program 301 Georgia St
SC Evidence 3:   Email from SCC Counselor Re Visits to Auto Tech Spring 2014
SC Evidence 4:   Job Description and Announcement for Auto Lab Technician
SC Evidence 5:   ATEC 135 curriculum approval
SC Evidence 6:   August 26 & 28 Alternative and Renewable Fuel Vehicle Training Program Summer Workshop 2014
SC Evidence 7:   Registration Confirmation for AAPEX and SEMA Show 2014
SC Evidence 8:   Email from Dean Morinec re Spring 2015 ATEC Course Offerings

CONTRIBUTORS:
-   review TITLEs (CHECK CATALOG) CHECK FORMAL TITLE OF JOB POSITIONS.

ACCJC 2014 Midterm Report Contributors

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Judy Spencer, Chief of Staff

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Laurie Gorman, Executive Coordinator

Accreditation Coordinator
Dr. Annette Dambrosio, Reading/English faculty

Solano Community College Response to ACCJC 2013 Team Recommendations

Recommendation 1: Modify Mission Statement
Dr. Jowel C. Laguerre, Superintendent-President

Recommendation 2: Improve Institutional Planning
Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness

Recommendation 3: Accelerate Progress on SLO Implementation
Dr. Gene Thomas, SLO Coordinator and Biology faculty

Recommendation 4: Support for Institutional Research and Culture of Evidence
Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness

Recommendation 5: Integrate Equity Plans with Institutional Planning

Student Equity Planning Committee:
Chair 2013-2014: Dr. Shirley Lewis, Chief Student Services Officer
Dr. Jose Ballesteros, MESA Director
Peter Cammish, Dean of Research & Planning and Institutional Effectiveness
Dr. Annette Dambrosio, Advisory Member, Accreditation Coordinator and English/Reading Faculty
Appointment Pending, Associated Students of Solano College (ASSC)
LaNae Jaimez, Psychology, Faculty (Academic Senate)
Dr. Karen McCord, Social Science Faculty/Ethnic Studies & UMOJA Coordinator
Dr. Maurice McKinnon, Interim Dean of Health Sciences
Carolyn Moore, Disability Services Specialist
Jocelyn Mouton, Interim Dean of Counseling/CalWORKs Coordinator
Dr. Joel Powell, Political Science Faculty
Melissa Reeve, Basic Skills Initiative Coordinator & English/ESL Faculty
Kamber Sta. Maria, EOPS/CARE Counselor, FYSI & YESS-ILP Program Coordinator/Counselor

Cynthia Simon, EOPS and CARE Coordinator
Amy Utt, Veterans Affairs Coordinator

Staff Equity Committee:

Equity Inclusion and Advisory Council (EIAC)

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

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

Advisory members:
Shemila Johnson, Outreach and Public Relations Manager
Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness
Dr. Annette Dambrosio, Accreditation Self-Study Coordinator
Dr. Jose Ballesteros, MESA Director
Dr. Rischa Slade, Director of Student Development
Pei-Lin Van't Hul, Lead Research Analyst

Recommendation 6: Learning Support for Distance Education
Chair 2013-2014: Dale Crandall-Bear, Distance Education Coordinator/History

Recommendation 7: Incorporate SLOs into Faculty Evaluation
Jim DeKloe, President SCFA
Dr. Jowel C. Laguerre, Superintendent-President

Recommendation 8: Increase Services at Centers
Chair: Dr. Thomas "Jerry" Kea, Dean of Vallejo Center

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

Recommendation 9: Develop a Code of Ethics
Debbie Luttrell-Williams, President CSEA
Dr. Jowel C. Laguerre, Superintendent-President

Solano Community College Response to 2011 Planning Agenda Items

Planning Agenda 1
<u>Chair 2013-2014:</u> Dale Crandall-Bear, Distance Education Coordinator/History

Planning Agenda 2
Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness
Roger Clague, Chief Technology Officer
Diane M. White, Interim Vice President of Academic Affairs
Dwight Calloway, Director, Facilities
Leigh Sata, Executive Bonds Manager
Amy Obegi, Human Development Faculty
Dr. Wade Larson, Associate Vice President, Human Resources
Robin Darcangelo, Associate Dean, Financial Aid
Barbara Pavao, Counseling

Planning Agenda 3

Dwight Calloway, Director, Facilities
Peter Cammish, Dean of Research, Planning, and Institutional Effectiveness
Dr. Wade Larson, Associate Vice President, Human Resources
Yulian Ligioso, Vice President, Finance and Administration
Leigh Sata, Executive Bonds Manager

Planning Agenda 4
Dr. Jowel C. Laguerre, Superintendent-President
Michael Wyly, President, Academic Senate
Dr. Charles Spillner, Chair, Flex Cal Committee

<u>SCC Governing Board Accreditation Leadership Ad Hoc Subcommittee</u>
<u>Chair:</u> Vice President A. Marie Young

Dr. Sarah E. Chapman, Trustee
Michael A. Martin, Trustee

<u>Accreditation Task Force 2013-2014</u>
<u>Chair:</u> Dr. Annette Dambrosio, Accreditation Self-Study Coordinator

Dr. Shirley Lewis, Chief Student Services Officer, Chair
Recommendation 5: Equity and Student Equity Plan (SEP)
Dr. Wade Larson, Associate Vice President of Human Resources (Chair EEO Plan)
Dale Crandall-Bear, Chair (Recommendation 6: Distance Education)
Jim DeKloe, President SCFA, Co-Chair (Recommendation 7: SLOs in Faculty Evaluation)
Dr. Jowel C. Laguerre, Superintendent-President, Co-Chair (Recommendation 7: SLOs in Faculty Evaluation)

Debbie Luttrell-Williams, President CSEA, Co-Chair (Recommendation 9: Code of Ethics)
Kevin Anderson, President Minority Coalition, Co-Chair (Recommendation 9: Code of Ethics)
Dr. Gene Thomas, SLO Coordinator (now Assessment Coordinator)
Peter Cammish, Dean of Institutional Research, Planning, and Institutional Effectiveness
Dr. Thomas "Jerry" Kea, Dean of Vallejo Center
Maire Morinec, Dean of Applied Technology and Business, Vacaville Center & Travis Air Force Base
Michael Wyly, Academic Senate President
Roger Clague, Chief Technology Officer
Jeff Lehfeldt, Local 39, Warehouse Operator
Diane M. White, Interim Vice President Academic Affairs & Accreditation Liaison Officer
Dr. Sarah E. Chapman, Trustee SCC Governing Board
Casey Bess, President ASSC

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