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

MIDTERM REPORT

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

Certification of the ACCJC 2014 Midterm Report

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

FROM: Jowel C. Laguerre, 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 Mid-Term Report accurately reflects the nature and substance of this Institution.

_____
Pam Keith   President, Governing Board

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

_____
Diane M. White   Interim Vice President of Academic Affairs
                                  Accreditation Liaison Officer

_____
Michael Wyly   President, Academic Senate

_____
James DeKloe   President, Solano College Faculty Association

_____
Debbie Luttrell-Williams   President, California School Employees Association

_____
Jeff Lehfeldt   Operating Engineers, Local 39

_____
Casey Bess   President, Associated Student Students of Solano College

TABLE OF CONTENTS

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 Self-Study 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: ATF 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.

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 [E0.6: SPC Cabinet Agenda,] approved by the Academic Senate on [E0.7: Academic Senate Minutes,], by the Shared Governance Council on [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, and a Chief Student Services Officer. In addition, as reflected in the SCC

Organizational Chart (Include Org Chart as evidence? OR delete introductory clause?), Solano Community College has 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 **(INSERT NUMBER—headcount? First census data?)** 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 (?) of all courses active courses and, of those, (?) have been assessed (?) of College Programs have defined learning outcomes. Approximately ? of the College Programs have been assessed. Institutional Learning Outcomes (ILOs) were assessed in ? 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 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. Full-time faculty teach approximately 53% of classes on Contract and 10% overload of the College's credit hours. All faculty possess the minimum qualifications of their teaching position as set forth by the California Community Colleges Chancellor's Office. The faculty develop and review curriculum as well as develop and assess student-learning outcomes.

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, (What resources are missing here?). INCLUDE ALL ACRONYMS OR NONE?

17. **Financial Resources**: 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. The District closed its Fiscal year 2013-14 with estimated reserves of 9.1%, which is in excess of the 5% minimum established by SCC Board policy and required by the California Community College's Chancellor's Office. 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) that will not only ensure adequate funding for the construction of new facilities and modernization of existing buildings, but will enhance the potential for innovation in the learning environment (?)

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

20. **Public Information**: The Solano Community College Catalog contains pertinent information to assist students. It is available in print and on the College website. The Catalog provides general information, the education mission, a statement on academic freedom, information on requirements for admissions, student fees, and

other financial obligations, degrees and certificates, graduation, and transfer, names and degrees of administrators and faculty, names of Governing Board members, as well as information on major policies affecting students, to include academic regulations, nondiscrimination, acceptance of transfer credits, grievance and complaint procedures, and refund of fees. The Catalog is reviewed annually for accuracy and currency and includes publications and/or locations where additional policies may be found.

21. **<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 an overview of the Team Report (include statement that DE and Equity only partially meeting 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).

Much work has been ongoing to add pragmatism and control structures to the planning process over the last 6 months.

The first major task was to review every program review that had been submitted. While this would customarily be undertaken by a committee, it was determined by SPC?? that at this time the expertise needed to give constructive feedback in a timely manner to all users could be handled more effectively by the Research and Planning office Dean and Lead Research Analyst.

Written feedback was given to all service areas responsible for completing a program review, a copy was also provided to the appropriate VP with oversight of a particular area as well as the SP. [E2.1: Program Review and Planning Email to all Users] [E2.2: Sample Program Review Feedback]

Following the update of individual area program reviews, the Research and Planning office Dean and Lead Research Analyst were able to extract future plans linked to strategic goals from the SCC Planning Database and collate a draft strategic plan. To further refine the process, the Administrative Leadership Group (ALG) was given the opportunity to review this overall plan and to be instructed as to how their individual projects were included in the plan.

In November 2013, a meeting was held with all ALG managers to discuss the draft plan and explain 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 number of handouts were provided to managers pertaining to the explanation of the College's overall planning process. One handout demonstrated the managers' role in planning and explained how their individual work fed into the College's Strategic Plan. [E2.5: A Managers Role in Planning Handout]

Another worksheet given to managers at this meeting prompted them to become familiar with all of the potential elements in their work.[E2.6: Sources of Work Plans] This worksheet was particularly important as it provided education for all managers in all the areas they need to be familiar with to effectively manage the expectations of their various programs. Going through this exercise would allow any manger to identify and prioritize future work projects.

All work projects and outcomes assessments for non-academic areas, committees, and other integrated plans continue to be held in a central Planning Database. This system eliminates repetition for reporting and exists as a single source for the vast majority of planning and outcomes assessment information. It has been in use since Fall 2012.

The next major activity was a complete redesign of the Planning Database. This large project took into account feedback from users, observations during the training session, and an audit of data fields. The changes included:
- Removal of all date information and converted to semester values

- Cosmetic improvements to the interface
- Improved program review reporting
- Validation reporting for VPs
- Functionality Improvements.

All management users of the database were notified of the changes.
[E2.7: Planning Database Update Email]

To support the new changes, 7 distinct help sheets were designed and distributed. These help sheets covered the following areas:
- Setup and Introduction
- 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 on the March 7th meeting of ALG. (2014??)

[E2.9: ALG Meeting Notes, Mar. 7, 2014]
Another major aspect of the database redesign was to include the governance structure of the College. Here reporting functions for every area responsible for planning and outcome assessment were assigned to the appropriate member of President's Cabinet. This new element was important as it added a layer of accountability at the top level of the Institution that had previously been virtually absent. An email was sent to all members of SPC to confirm areas of responsibility. (WILL THIS NEW PROCESS BE ASSESSED?)

[E2.10: Verification Required – Planning Database Email.]
Accountability, control and validation at the highest level of the Institution was a key consideration of strengthening planning at the College and making it more relevant, accurate, and useful.

Refinement is being achieved through the finalization of the major planning committee structures. The roles and composition of these structures was confirmed recently through meetings with ALG and SPC (***need minutes!***).

[E2.11: Planning Committee Structures]
The first of these committees met on 1st May 2014 to begin looking at financial indicators for the College's use in planning.
(*** will update after the others meet***)
[E2.12: Financial Indicators Meeting Notes]

In addition to the new planning committee structure, a planning control calendar and rubric for evaluation of non-academic program review has been developed.
[E2.13: Planning Control Document]

This document has been widely shared with ALG and SPC (***need minutes***). It clearly outlines timelines, responsibilities, and expectations for moving the planning process forward.

A key component is for SPC to begin reviewing validation reports from the planning database to identify potential errors. [E2.14: Validation Report]

The strategic proposal process, which is the main method by which funding is provided for materials and supplies linked to planning, has been successfully integrated again in 2013 with $300k worth of funding made available.

The process was opened on the 11th of December 2013 with an email to everyone on campus. [E2.15: Strategic Proposal Announcement]

38 proposals were received requesting almost $1m in funding, the update summary of all received proposals was sent to the entire campus.
[E2.16: Strategic Proposals Received Update Email]
[E2.17: Strategic Proposals Summary]
UPDATES NEEDED BELOW (WE DO NOT FINE DETAIL OF EVERY MEETING DATE)—generalize.

The proposals were a major source of discussion in several Shared Governance Council meetings.
On the 12th March to discuss process and scoring methods
On the 19th March to have an overview of proposals and confirm rating method
On the 26th March to confirm final recommendations based on rankings

SPC were introduced to the recommendations on the following SPC meeting on 21st April.

SPC members were given a summary of all recommendations and access to all proposal submissions via email on 25th April.

Final decisions were provided by SPC on 12th May and a status report with outstanding actions issued 14th May.

All proposal authors were notified via email on 15th May.

FUTURE ACTIVITIES

23rd May – Non Academic Program Review Evaluation

On May 23, 2014, a group met to review Non Academic Program Reviews. The group became familiar with the layout of a Non Academic Program Review and finalized the rubric to be used [E2.18 -].As a result of this meeting, an online rating system was created and all group members rated every program review using the rubric dimensions. The results of the review were shared with all members of SPC who each had line responsibility for at least one of the Non Academic Program Reviews. [E2.19-]

27th May Planning Review

A meeting of the Planning Review Group (formerly PERT) occurred on 27th May 2014. The purpose of this group was to look at major planning processes to identify potential problems and suggest appropriate solutions. Numerous problems and potential solutions in both the Strategic Proposal process and the Non Faculty Hiring Process were identified.

Mid June Planning Review recommendations to SPC

On 2nd of July all of the recommendations from the Planning review Committee and Non Academic Program Review Committee were present to the Institutional Planning Group. The outcome of this presentation and subsequent discussion were a number of tasks designed to strengthen planning.

28th August Strategic Planning Meeting

On 28th August the Dean of Institutional Research, Planning and Effectiveness held a 2 hour meeting with all members of SPC. The focus of this meeting was to introduce them to the Mission, Vision and Strategic Goals and Objectives of the college and how that informs 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 SPC in accountability for advancing the Strategic Plan. They were also given reports specific to their area that demonstrated how they can track and ensure accountability in their area. The focus of this meeting was to build on recommendations from both the Process Review Committee and Non Academic Program Review Committee to strengthen SPC involvement in planning.

23rd May – Non Academic Program Review Evaluation
27th May Planning Review

Mid June Planning Review recommendations to SPC

Will annual assessments occur of all of the above?

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)

In Spring 2013, the SLO Committee recommended that all SLO outcomes of all courses be assessed during the 2013-14 academic year whereby even-numbered courses would be assessed in the fall semester, and 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 for 2013-14. This SLO assessment schedule was the same schedule as set for the 2012-13 year. Faculty were informed of the 2013-14 schedule at the August 9, 2013 required Flex day; a reminder was sent out to all faculty on November 20, 2013; the Interim Vice President of Academic Affairs sent out another reminder to all faculty on March 26th; and on June 10th the VP sent letters to all faculty who had not yet turned in their assessments for the Fall semester [E3.1:   , E3.2:,   E3.3.3: E3.4 ;]. -

In December 2013, the Interim Vice President of Academic Affairs reconstituted the SLO Committee and renamed it the Assessment Committee. The purpose of the Committee was to provide support and training for faculty, deans, and staff regarding assessment methods and processes, to review assessment instruments, and to develop plans and cycles for assessments. The membership of the Committee includes faculty, i.e., School Coordinators, the Program Review Coordinator, the Assessment Coordinator and other faculty, to include an adjunct representative [E3.5:   ] [E3.6:   ]

As of August 8 2014, 59% (444 out of 753 sections) of even-numbered courses in the Fall 2013 semester have assessments in the SLO data base compared to 29 percent (178 out of 612 sections) of odd-numbered courses that have assessments in the SLO data base for Spring 2014 semester [E3. 7:   ]. It is possible that there exist additional assessments for both Fall 2013 and Spring 2014 that have not yet been placed into the SLO database (e.g., assessments were sent to the wrong person, or School Coordinators received them but have not yet entered them into the database), but many of the missing assessments have simply not been completed by faculty. (THE NEXT SENTENCE DOES NOT APPEAR TO FOLLOW: The Assessment Committee, including the IVP of Academic Affairs, decided that faculty who taught multiple sections of the same course in one semester could submit one assessment for all sections of the same course.

One faculty member of the Assessment Committee gave 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:   ] The SLO coordinator scheduled drop-in times for assessment help [E3.9] and all School Coordinators assisted faculty in competing their assessments. [E3.10; E.11, E.12, E.13, E..14 I have evidence from nursing, SSBS, and M/S. Will get the rest from Kevin, Curtiss, and Amy in the next couple of days]

Exhibiting further progress in SLO implementation, the Assessment Committee and Deans decided that: (1) all outstanding course assessments for 2013-14 must be submitted by all fulltime and adjunct faculty by August 22, 2014; (2) course assessments would now follow the quality rubric approved by the Assessment Committee in Spring 2014; (3) faculty would demonstrate that course outcomes have been used to modify curriculum, pedagogy, and/or the outcomes themselves; (4) programs would be reassessed using the Commission's 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. [E3.15]

In the foregoing, it can be seen that Solano Community College is making progress on assessments. Assessment resources (assessment guides for courses and programs; necessary forms; and all outcomes and success criteria) are available online. Outcomes are available to the public, though these outcomes need to be updated for 2014 and thereafter, on a regular basis.

The District continues to employ an Assessments 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 and the Assessment Committee and Deans decided that courses would be assessed twice within a five-year Program Review cycle.

Completion of assessments is now in the Workload Article and Evaluation Article of the Collective Bargaining Agreement [EVIDENCE OF JUST THAT PIECE OF THE CONTRACT]. Nevertheless, some faculty are reluctant to meet these contractual obligations.

In speculating on why some faculty are not meeting their contractual obligations for SLOs, members of the Assessment Committee have suggested the following solutions:
- The Deans should be more involved in holding faculty accountable.
- Although all SLOs and programs have been assessed, all do not conform to ACCJC's standards, thus some programs will be rewriting their assessments.
- Although Solano's four ILOs were assessed one time, they need to be reviewed and assessed again and common assessment criteria must be used.

In conclusion, Solano Community College has not only satisfied the Recommendation 3, but is now expanding its planning agenda to improve the quality of all outcomes assessment and is working to exceed the expectations of Recommendation 3 by 2016-2017.

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)

In the past year, the College discussed the potential adoption of the Argos Business Intelligence system (need brief description of this system here). This year, the College has proceeded with the purchase of Argos Business Intelligence system, thereby opening up a multitude of options for increasing the complexity (another word here? Ability to collect more complex data???) , relevancy, and timeliness of reporting directly from Banner. HOW DOES ARGOS SUPPORT INSTITUTIONAL PLANNING? HOW DOES PLATEAU FIT IN?

Initial 3-day training sessions began on March 17 with higher level technical and SQL training. This session was attended by all of the programmers and Institutional Research office. The second 3-day training event was held on March 31 and was more focused on report design and distribution. This event was also attended by programmers and Institutional Research office. [E4.1: Argos Training Schedule]
Further training events for all managers, centering on the reporting functionality, will be available (****when?***).

In addition to Argos reporting, the IR office has continued to utilize current data analysis software including Crystal Reports and Tableau. Linking analysis software to our comprehensive datamart has allowed us to speed up the availability of research. The use of current software has included standard program review and course level reports, as well as special custom reports. [E4.2: CME Progression Analysis][E 4.3: Math Progression Analysis][E4.4: Discipline Schedule Example] ARE WE GOING TO KEEP TABLEAU? ARE THERE PLANS, FOR EXAMPLE, TO REPLACE WITH ARGOS? WHY ARE WE SWITCHING TO ARGOS? I DO SEE THE LINKAGE HERE.

An increase in speed of analysis has allowed for some in depth analysis of student (data?) to be carried out. This new approach to analysis includes a large presentation to all counselors who are now able to examine data in a cohort-based approach, to include student success factors. [E4.5: Cohort Analysis Presentation Slides].

Data based decision making is also evident in Enrollment Management issues. WHAT DOES AN ENROLLMENT MANAGEMENT PLAN LOOK LIKE? Historically the College simply looked at the number of sections to be added to reach FTES targets, but now the Enrollment Management Committee (EMC) Committee, supported by the IVP of Academic Affairs, the VP of Finance and Administration and the Lead Research Analyst have worked to bring forward other considerations such as efficiency (define), scheduling

locations, and other methods to refine EMC decisions. EMC is also regularly looking at enrollment data trends to guide decisions. WHAT DATA ARE WE LOOKING AT? NUMBER OF SECTIONS? FILL RATES? LOAD? WISCH? WISCH OVER FTES? HOW WILL WE DETERMINE GIVEN THE BROAD MIX? WE NEED TO STATE THAT WE ARE NOW CREATING BENCHMARKS [E4.6: Enrollment Data Summary] [E4.7: Weekly Enrollment Report] [E4.8: FTES Model].

Institutional Research will soon be supported by the addition of a Director of Institutional Research. This position will greatly help the existing Institutional Research office that is severely under-staffed to effectively undertake the current workload. [E4.9 Director IR Job Description] [E4.10 Director IR Needs Analysis]

Future Events (Summer 2014)
- Dashboards for managers via Argos (IT and Dean of Institutional Research)
- Automated reporting via Argos (Institutional Research staff and EOPS staff)
- Student Counseling Form via Argos (Institutional Research staff and DSPS)
- Hiring IR Director (Dean of Institutional Research and HR staff)
- Cohort 2011 (Dean of Institutional Research)
- Comprehensive Student Survey (Institutional Research Staff--early Fall distribution)

Conclusion:
Report summer findings and future plans. DEFINE ENROLLMENT MANAGEMENT PLANNING (GOAL?).

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." (Annette to add additional Report findings here)

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*

THE SCREEN SHOT IS NOT READABLE: REPLACE

Outcomes Assessment

ACCESS

	Assessment Status	First assessed on	Loop closed on	NAssessments
	Never assessed			0

Outcome Description

The proportion of underrepresented student enrollment matches or exceed that of the population within the district and community.

Links to Core Competencies	Links to Strategic Outcomes
IIIB - Social Diversity & Civics	2.4 Improve access
	2.1 Support Underprepared Students

Assessment Strategy

Success Criteria

Compare the percentage of each group that is enrolled to the percentage of each group in the adult population of Solano County.

BASIC SKILLS AND ESL COURSE COMPLETION

	Assessment Status	First assessed on	Loop closed on	NAssessments
	Never assessed			0

Outcome Description

Increased of all students, especially of African American, Hispanic, male, ESL and disabled students, in basic skills and ESL classes who complete a college-level course in the same discipline goal.

Links to Core Competencies	Links to Strategic Outcomes
IA - Read	2.1 Support Underprepared Students
IB - Write	
IIB - Computation	

Assessment Strategy

Success Criteria

Compare the basic skills and ESL course completion rate for each population group of Solano Community College students

Compare the completion rates for students, in each population group, who started in basic skills and completed a college-level course in the same discipline.

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 ☐		

[Need to address: inclusion of student equity planning in and link to program review, particularly as it relates to access/basic skills completion/retention/degrees/transfer that are disaggregated by student demographics]

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,

20

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, October 23, 2013].

That same month, the College learned that it was in jeopardy of exceeding the U.S. Department of Education's Cohort Default Rate (CDR) thresholds and immediately convened a Default Prevention Taskforce, which included the Student Equity Committee, SSSP Committee, 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: statewide activity re: CCC Apply and Links to SB 145 Core Services]. [E5.14: SSSP Meeting: Demo on K-12 Bridge Program, October 31, 2013]. Note: Include Roger's Board presentation on Technology Plans.

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 December 2, 2013]; [E5.16: Student Services Managers Minutes]; [E5.17: Student and Staff Equity and Diversity Training Workshop, January 19, 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]

ADD: Describe efforts to consolidate the variety of student success and equity committees.

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

Introduction here…….Staff Equity changes: EEO Plan Adopted in 2013 (coordinate with Student Equity section…….. Overview

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. [excerpt EMP]

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].

<u>Strategic Proposals</u>
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].

<u>Non Faculty Prioritization Process</u>
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. 1 ALG subcommittee Minutes, 4-28-14]. Once the list was developed, the process moved to Position Control Review Committee (PCR) [E5.2: PCR Minutes 4-30-14]. 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 [E5.3 SPC Agenda 5-5-14].

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. [E5.4 PCR Minutes 5-16-14]. 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 [E5.5 New Non Faculty positions - Shared Governance 6-11-14]. HR presented the prioritized list to Cabinet in June 2014 and the list was approved [E5.6 SPC Agenda 6-30-14]. 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 [E5.7 Non Faculty New Position Process - Survey Results]. HR will review survey results in November of 2014 with all committees for evaluation of process.

<u>Equity and Inclusion Advisory Council</u>
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. [E5.5: 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.   }

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 [E5:6: Survey results].

Two members of the EIAC also attended the first Equity Summit hosted by the CCC League [E5:7.]. 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 [E5:8]

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:] 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 [E5.9:]. 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: 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. E.I.A.C Minutes 5-14-14:].

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:].

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: Policy 4005].

Applicant Tracking System
The HR department is utilizing the new applicant tracking system, NEOGOV. HR has identified some challenges (E5. 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. NEOGOV Training Agenda]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. EEO Data].

In the meantime, the HR Associate Vice President and Manager are working closely with Recruiters Webinar [E5. 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.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 [E5.12 Employment Opportunities and Online Instructions 4-3-14]. 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. 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. API Club Efforts]. 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.MLK 2014]. The event included interviews of civil rights veterans, ~~Ms. Sherie Labedis and Mr. Charles McLaurin, conducted by middle school students Marcus Fleming and Mekhi Little.~~ 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. 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 was Lecia Brooks. Ms. Brooks leads the Southern Poverty Law Center (SPLC), in Montgomery, Alabama, in its outreach efforts to promote key initiatives and social justice issues. [E5.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. 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. 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. 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. 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. 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. Bunko 2014 Flyer].

Human Resources Staffing Plan
A revised HR staffing plan was submitted to the President's Office in April 2014 [E5. HR Reorganizational Chart], but limited staffing and funding slowed the implementation of the revised HR staffing Plan. During the 2013-14 year, an Associate Vice President [E5. AVP JD] 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. HR Manager JD].

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:] In Fall 2013, a graduate student intern from Southern Illinois University worked with the College's Superintendent-President The Minority Coalition (KEVIN WILL UPDATE HERE) is currently investigating options to institute a Faculty Internship Program at SCC and has made presentations to the Shared Governance Council [E: 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.: Governing Board Agenda September 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.: 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).

UPDATE THIS SECTION TO ALIGN WITH NEW INFORMATION REPORTED IN PLANNING AGENDA 1, 1-8 (PERHAPS ALSO CROSS REFERENCE PLANNING AGENDA?)

The ACCJC Follow Up Team Report of December 6, 2013 states that DE has only "partially met the Standards." **(Elaborate Report findings 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 (???) 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. (E.6.3EVIDENCE??)
- 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 EVIDENCE?)
- The DE Committee obtained a campus-wide Respondus 4.0 and LockDown Browser License in December 2013 (Brief explanation needed here). In May 2014 we deployed several Respondus updates, including a new screenreader capability that provides audio reading of test questions for vision-impaired students.
- 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 will host 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. (E6.6 EVIDENCE)

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] ARE WE DOING ANYTHING OTHER THAN WHAT WE HAD LAST YEAR? ARE WE ASSESSING THIS ONLINE WRITING LAB? INSERT EMAIL HERE.

Embedded Tutors
The Distance Education Program, in conjunction with the campus Tutoring Center, has been investigating potential sources of online tutoring. (E6.9 ANY EVIDENCE HERE?) 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 (WHAT IS THE TIMELINE FOR THIS PROJECT?)

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. (E.6.10 EVIDENCE GOES HERE. ARE YOU DOING ANOTHER SURVEY?)

We outlined in our October 2013 report an "Action Plan" based on the evaluation of the DE success and retention data. Since then, we have 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 (E6.12DE Minutes?). 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 it as needed. (WAS THE ACTION PLAN LIMITED TO THE 3-DAY START PROGRAM OR ARE THERE OTHER ELEMENTS THE COMMITTEE IS TACKLING?)

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 (How does this compare with the total number of faculty teaching online?) have successfully completed the training process.
Other faculty training:
- DE Coordinator conducted face-to-face faculty Canvas training sessions in January 2014.
- 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. [E6.13 Evidence Flex Cal Programs? Emails?]

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. Since October 2013, 108 courses have been approved for our online program. [E6.14: Course Approval Status Report]. 76 additional courses are scheduled to be approved in time for the Spring 2015 semester.
- 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:

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 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. (ADD CONTRACT LANGUAGE) 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." [E7.1: 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 (Recommendation 7) …" [E7.2: ACCJC letter Feb. 7, 2014]

In an effort to pursue continuous improvement and to assess the effectiveness of the addition to the evaluation criteria, the SCFA President and the SP? designed and implemented a survey that was administered to the four School Deans responsible for the evaluation of faculty and who are using these additional criteria for evaluation. The Deans surveyed had used the new evaluation form and responded to the Survey. [E7.3: Dean Evaluation Survey]

All of the Deans surveyed were aware of the new Contract language in the evaluation instrument and all of them had carried out 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 has now become routine: two [of four] Deans had used the new evaluation instrument for 100% of the evaluations performed, and another had used it for a majority of the evaluations.

The Deans reported that they were providing assistance to faculty for carrying out SLO related professional tasks; they were especially relying on and encouraging the participation of the Coordinator of their School and of the campus SLO Coordinator to assist faculty to assess their SLOs. Furthermore, the Deans expressed that now that they have had some experience with implementing the current evaluation process and having used the evaluation criteria, that (the evaluation process??) could be improved (needs specific information here). The current procedures place the burden of assuring SLO compliance on the Deans rather than the faculty member being evaluated. The Deans believed that additional training on best practices for SLO evaluations would benefit the College community and felt that additional refinement is required to truly "close the loop" by using the lessons learned during the completion of SLO assessments to make programmatic, curricula, or pedagogical changes in the classroom.

This SLO survey indicates that the Deans have integrated the discussion of SLO assessments into the evaluation process. The survey also suggests that the faculty should receive additional training in assessing SLOs and being made aware of the new evaluation criteria. Both Deans and faculty will benefit from working together to better enhance communication during the evaluation process. The expectation that enhanced communication and increased dialogue pertaining to SLO assessments will result in the improvement of student outcomes.

Conclusion:
The Administration and faculty will continue to work collaboratively to make the Learning Outcomes and Assessments instrument a more effective tool to improve student learning.

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] 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, 2014] [E8.4: Weekly Services, Vallejo Center, 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: A & R Memo]. 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

36

the Fairfield campus, is not now being utilized. IS VJO CENTER USING VIDEO? SCHOOL MEETINGS BROADCAST FROM/TO CENTERS? WHAT ABOUT STUDENT USE OF VIDYO? SHOULD 5 YEAR PLAN BE INCLUDED IN EVIDENCE?

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: D. Luttrell-Williams 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].

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
(Items 1-8)

Distance Education

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)

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. [evidence here] **[E1.1:1 DE Student Opinion Survey, 11-20-12].**

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 (EVIDENCE). [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. [E6.12 Academic Senate Minutes Apr. 15, 2013 discussion of Faculty Training & Certification Proposal [E6:13 Online Faculty Training & Certification] [E6.14 Outline of Canvas Training Workshops [E6.15 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. [E6.16 Academic Senate Minutes April 29, 2013 Approval of Online Course Shell Review Proposal] [E6.17 Course Shell Review Policy] [E6.18 Course Shell Review Form]

- 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 [See E6.17].

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.

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 Minutes, 8/25].

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 Contract excerpt – Intellectual Property Rights]

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.

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]

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 Comparable data, OL/FF, from the DE Program Review] 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.

[E1.8:1 Student Orientation Workshops (same as #2 above]

[E1.8:2 First Three Days of Semester Procedure]

[E1.8:3 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:
(Items 1-21)

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.

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.

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]

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)

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. [Evidence 1, 2, 3.] This process completes a review of all courses and their prerequisites over a five-year cycle. [Evidence 4.] The purpose of the curriculum review is to guarantee that courses and programs are current with the requirements of the respective transfer or career goals. The Curriculum Committee has been reviewing prerequisites regularly in order to fulfill this directive at least since the Governing Board adopted its current prerequisite policy in 1994. [Evidence 5.]

It should also be noted that the Curriculum Committee has begun the process of changing the College's prerequisite procedure to permit content review alone to establish prerequisites and corequisites as now allowed by Title 5. [Evidence 6.] Prior to the change in Title 5, prerequisites for courses not in a sequence typically had to be

established using content review with statistical validation. The effect of this was that students had to fail to allow a prerequisite to be established. With the goal of improving student success, the state changed Title 5 to allow an enhanced content review to establish these 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. [Evidence 7.] The proposed changes do not affect the regular review of established prerequisites or corequisites as required by Title 5, Board Procedure 6023, and the Curriculum Committee Handbook.

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 [PA-E2.6.4: Sample SLO Committee Agenda and Minutes, Mar. 5, 2013]. In Fall 2013, the SLO Committee noted that the quality of assessments needed to be improved and a rubric was written to assist all faculty to pay more attention to the quality of their assessments [PA-E2.6.5: Quality Rubric]. The Quality Rubric was formally adopted by the Assessment Committee in May. [PA-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. (ARE ALL THREE SETS OF MINUTES HERE?) [PA-E2.6.7 Assessment Committee Agenda Minutes, May 6, 2014] [PA-E2.6.8: Assessment Committee Agenda and Minutes Apr. 1, 2014][PA-E2.6.9: 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. [E2.6.10: 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 [E2.6.11: sample Social Behavioral Sciences Minutes of 4-2-14]

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. [E2.6.12: Math 310 Common Assessment problems; E2.6.13: Math 310 SLO Questions] The chemistry faculty have rewritten their program assessment to align with ACCJC's rubric for program assessment.[E2.6.14: Chemistry Program Assessment].

SCC continues to include SLO workshops in our bi-yearly FlexCal presentations [E2.6.15: 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

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

The Assessment Committee, working in collaboration with the Dean of Research and Planning, will make improvements to the database so assessments from each faculty

member can be more accurately tracked. Any weaknesses in collecting and posting Outcomes' Assessments will be addressed.

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

7. The College will create a formal process for evaluating and monitoring articulation.
Standard 11.A.6.a

NEEDS EDITING

In Fall 2012, the SCC Articulation Officer assessed data from academic years 2010-11 and 2011-12 relating to course articulation between Solano College and six local University of California (UC) and California State University (CSU) campuses. [E2.7.1: Articulation Single Outcomes Assessment Fall 2012]. Although the assessment pointed to a decrease in articulation for those six local universities, a more comprehensive examination of all of the UCs and CSUs, revealed an overall increase in course articulation with universities and SCC. (VERIFY) As a result, the SCC Articulation Officer concluded that measuring articulation agreements between Solano College and only six universities did not produce a full picture of SCC articulation transfers. It was also determined that measuring articulation by major (which showed an increase in articulation) rather than by department, yielded inconclusive results.

In November 2012, the Articulation Officer created a spreadsheet of articulation requests and results, updating it periodically as time permitted. [E2.7.2: Modified Articulation Requests and Results]. The spreadsheet was very basic and proved to be 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.

Over the last several years, additional factors have increased articulation officer workloads, to include legislation mandates for California community colleges to create new degrees called Associate Degrees for Transfer (ADTs). Part of 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 expanded her workload to consult with faculty and regularly enter 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). As of this writing, the College has submitted 99 courses for C-ID [E2.7.3: Courses Submitted to C-ID] and has 16 ADTs approved by or submitted for approval to the California Community College Chancellor's Office (CCCCO). [E2.7.4: Transfer Degree status spreadsheet].

Although the evaluation and monitoring of articulation should include work done for C-ID and ADT, the Articulation Officer and the Dean of Institutional Research, Planning, and Institutional Effectiveness are collaborating to create a new process 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 able to process all of the 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 December 2, 2014. Data from the final version of the tool will be monitored and evaluated with a report created by May 15, 2015.

SCC has determined also that hiring dedicated clerical support for the Articulation Officer is now essential. To that end, during the 2013-14 academic year, the Articulation Officer, Transfer Center Director and Dean of Counseling cooperatively reviewed a previously created needs analysis for a transfer-articulation clerical specialist, created a job description, and moved the position through the various committees and the Governing Board for approvals. The position has been advertised on campus during August 2014 and is now ready for hiring committee selection and a review of applications [NEED EVIDENCE HERE; JD FOR T-A Clerical 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.

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 <u>entire</u> 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.

<u>In the 2014-15 academic year, specific assessment activities include</u>:
<u>Fall 2014</u>:
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.

<u>Fall 2014 and Spring 2015</u>:
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.

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.2.9.10: 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.2.9.13: 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.2.9.14: SampleTeamGoals].

Follow up from the retreat included two division meetings [E.2.9.15: FollowupActionfrom 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.

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 of state 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.(?). OR SIMILAR STATEMENT

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

Follow-up Actions to evaluate the recent reorganizations:
- In 2010, the position of Academic Vice President and Student Services Vice President were combined into a single Vice President for Academic and Student Affairs (VPAA) position. This arrangement lasted approximately two years. Combining two positions into one proved not a good working model for Solano Community College. The model was then changed to revert back to a separate VPAA, while the President of the College oversaw the Student Services area. Additionally, the VP for Technology remained as an Executive Director, although compensated at the level of a dean.
- Within the instructional areas, the number of deans was cut from 6 to 4 (LIST THE FORMER). not only for financial savings, but to allow the Centers to receive appropriate academic and student support services.
- The title of Divisions was changed to Schools: School of Liberal Arts; School of Sciences; School of Human Performance and Development and School of Career Technical Education and Business.
- Once the schools started to function, it was apparent that two of the schools were too large to be managed effectively (Liberal Arts and Sciences) and again the College determined a need for additional reorganization [evidence here]. Additionally Career Technology presented challenges (some examples needed) with the inclusion of Health Sciences. Specifically, the anchor program on (ASK DR. LAGUERRE TO EXPLAIN ADDITIONAL INFO)

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

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

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

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

The comprehensive planning and analysis to undertake a policy revision project is still in progress. HR has reviewed one policy that is still in discussion phase with President's Cabinet before moving forward to the Governing Board [EVIDENCE]

Additional work is required to continue this effort to review and revise policies as needed to ensure compliance and alignment with applicable labor laws, District practices, labor contracts, and other practices. Under the direction of the new Associate Vice President for Human Resources, the HR Department has begun the process to oversee and manage the review and revision (as needed) of all HR policies and related procedures. These generally include all 4000 series of Board Policy.

Human Resources staff will develop a comprehensive working list of all 4000 series policies in Fall 2014 to complete their review and revision by end of 2015-16. All policies will be reviewed for accuracy and alignment with all other 4000 series policies. Policies relating to compliance with federal, state, and local laws will be reviewed first to ensure accuracy and alignment with current employment and labor laws.

Further analysis and assessment will seek to ensure that policies and procedures are aligned with the contracts of all three SCC labor unions. In situations where

misalignment exists, the Associate Vice President for HR will seek to work with the designated labor representative(s) to bring all Contracts and policies into compliance. The policies and procedures work will involve participation of the Board Ad Hoc Sub committee on Policies, as well as the College's Policy Analyst hired in 2013 (evidence JD).

Below is a tentative calendar for reviewing the HR policies: CHECK TO SEE IF ANY ON THIS LIST HAVE ALREADY BEEN REVIEWED AND APPROVED AND LABEL AS SUCH

Policy #	Policy title	Timeline	Responsible
4000	Employment of District Personnel Procedures	Spring 15	
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		
4050	Tuberculosis Clearance	Spring 15	AVPHR
4060	Fingerprinting	Spring 15	AVPHR
4070	Oath of Affirmation of Allegiance	Spring 15	AVPHR
4090	Transcripts and Verification of Experience	Spring 15	AVPHR
4100	Code of Ethics	Fall 15	AVPHR
4110	Accident Reports	Spring 15	VPFA
4120	Reporting Personal Data Changes to the Human Resources Department	Fall 15	AVPHR
4130	Payroll Memo/Notice of Employment	Fall 15	AVPHR
	Personnel Information		
4135	Family Care and Medical Leave Procedures	Fall 15	AVPHR
4140	Personnel Files	Fall 16	AVPHR
4150	Salary Schedules	Summer 15	AVPHR
4160	Payroll Deductions	Spring 15	Foundation
4170	Salary Errors	Spring 15	VPFA

4180	Pay Period	Spring 15	VPFA
4190	Employer-Paid Benefits/Coverage	Summer 15	AVPHR
4200	Continuation of Health Benefits (COBRA)	Summer 15	AVPHR
4210	Political Activity	Fall 14	SP
4215	Smoking on Campus	Fall 14	VPFA
4210	Performance Evaluations	Spring 15	AVPHR
4215	Transfer of Sick Leave	Spring 16	AVPHR
4220	Resignation	Summer 15	AVPHR
4230	Continued Employment	Summer 15	AVPHR
4240	Employees Called to Military Duty	Summer 15	AVPHR
	4255.1 – Salary	Summer 15	AVPHR
	4225.2 - Health Benefits	Summer 15	AVPHR
	4255.3 - Vacation and Sick Leave	Summer 15	AVPHR
	4255.4 – Reinstatement	Summer 15	AVPHR
4260	Attendance of Conferences and Professional Activities	Fall 14	SP
4270	Sexual Harassment (for employees and students)	Spring 15	AVPHR
4280	Complaints	Fall 15	
4285	Unlawful/Prohibited Discrimination (employees and students)	Fall 15	AVPHR
4290	Cultural Diversity/Equal Opportunity	Spring 15	AVPHR
4300	Drug-Free Workplace	Spring 15	AVPHR
4310	Americans with Disabilities	Spring 15	AVPHR
4400	Assignment Of Instructors	Summer 15	VPAA
4410	Day-to-Day Faculty Substitute	Summer 15	VPAA
4420	Extended Day and Summer School Employment	Summer 15	VPAA
4430	Termination of Temporary Employees	Fall 15	AVPHR
4440	Student Intern Instructors/Counselors	Fall 15	VPAA
4450	Medical Examination	Fall 15	AVPHR
4460	Retiree Benefits	Summer 15	AVPHR
4470	Research and Publication by Faculty	Fall 15	VPAA
4480	Travel Expense	Fall 15	AVPHR
4490	Gifts to College Personnel	Fall 15	AVPHR
4500	Payment for Tutoring	Spring 15	CSSO
4510	Faculty Not Required to Collect Money	Summer 15	VPAA
4520	Commercial Travel Tour Solicitation	Fall 15	AVPHR
4530	Reemployment	Fall 15	AVPHR
4710	Employees Not Included in the Classified Service	Summer 15	AVPHR
4720	Position Classification	Summer 15	AVPHR
4770	Disciplinary Action	Spring 15	AVPHR
	4770.1 - Causes for Discipline	Summer 15	AVPHR

4770.2 - Causes for Suspension, Demotion,	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

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 has information on the plant???, including estimates of 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, the District has a fair understanding of facilities concerns. However, addressing some of these operational needs pose challenging solutions, 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 twenty-four, but their duties cover additional facilities, to include the Vacaville Annex, Nut Tree Airport, Dixon High School, Suisun Theater, 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~~, which were then communicated to the coaches and overlaid with the teaching schedule to arrive at reasonably achievable field maintenance plans.~~ [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.

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

Deferred maintenance issues originate from information gathered during annual the facility maintenance inspections as described in Item 13. This assessment is completed by the Facilities Department. Physical evaluation and user input goes into the inspection report. [E2.14.1]
AGAIN, IS THE FORMAT WORKING? SHOULD YOU REVISE IT? WHAT ARE FUTURE PLANS HERE?

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

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

- Establish standards for electronic access entry control [E2.15.1]
- Comprehensive lighting survey [E2.15.2]

These two outcomes were completed during fiscal year 2013-2014. CAN CONCLUSIONS BE DRAWN FROM THE SURVEY THAT MIGHT BE RELEVANT TO THE REPORT? Reviewed by President's Sustainability Council? WHAT ABOUT THE NEW SYSTEM JUST ESTABLISHED (ONLINE WORK ORDER REQUESTS). DESCRIBE HOW THAT SYSTEM CAME TO BE.

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

Shouldn't some background on the Measure Q Bond go here? Item 16 was written prior to the inclusion of Measure Q.

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

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

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

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

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

EDITING NEEDED>>>>>>JARGON IS PROBLEMATIC

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

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

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

- **BDMS:** IT staff are currently working with multiple vendors of Document Imaging and Management Systems, to determine whether BDMS is the best business solution for the district. The college is investigating whether document imaging and management should be incorporated into a more comprehensive document management solution to include group printing initiatives, aimed at reducing the approximately 1 million pages per month currently printed on the four hundred plus printing devices deployed around the college.

- **Degree Works:** Planning for Degree Works rollout to Admissions and Records began in fall of 2013 with an initial limited rollout and training in spring of 2013. Planning is now underway to train counselling staff on the Degree Works module with limited counselling rollout in fall of 2014.

62

- **Work Flow:** Preparations for "Work Flow" are still in their infancy. Business Process Analysis in student services started in May of 2014, and in Human Resources in July of 2014.

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]

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

EDIT, ESPECIALLY FOR IT JARGON

Services Rendered - IT Responsibilities: Responsibilities of the Information Technology Department remain as: "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). Provision of all technology services is totally dependent on a solid core enterprise infrastructure. Delivery of all technology based services is at risk. The priority for IT planning and rollout is therefore a complete refresh of enterprise infrastructure. The core infrastructure systems/subsystems referenced are:

1. **Datacenter and SAN**: Approaching capacity limits in July 2013. System [E2.18.1 DC Capacity Monitoring]
2. **Network (hard wired) Core and Edge Switching** along with associated transmission media are End of Life (EOL) and/or End of Support (EOS).
3. **Enterprise WiFi**, The manufacturer (Trapeze), no longer exists, system are at max capacity and EOL and EOS.
4. **Voice Over Internet Protocol** (VOIP) enterprise phone system. Near EOL
5. **End User Systems** (Desktop Computers, Laptops & other mobile devices). Almost 2000 end user systems, many are beyond EOL/EOS.

Effective Rollout Plan **for Next Generation Enterprise Infrastructure:**

Item (FIND ANOTHER WORD BECAUSE WE HAVE THE 42 ITEMS—will be confusing!) 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 at current rates.

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

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

Item 5: A 5 year refresh plan is in preparation to move all end user systems to a rolling replacement funded by measure Q, provided by Dell who have been approved as the sole source for desktop 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.

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

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

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

May: Major upgrade of college datacenter approved by BOT on May 16th 2012, and implemented in the subsequent months. Outcome Desired - improved access. [E2.18.2 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) – Started development. Outcome Desired - improved access.

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

September: Degree Works Implementation: Rollout Completed to OAR Spring Semester and planned for Counselling and Financial Aid Fall 2014

(including On Line Education Plans). Outcome Desired – improved student education planning and availability of online education plans. [E2.18.4 BOT 9 18 13 DW].

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

November: Purchase of Argos Business Intelligence System (Nov 18th) to facilitate data based decision making. Rollout to Institutional Research complete, planning rollout to other business units Fall Semester 2014/Spring Semester 2015. Outcome Desired - improved institutional effectiveness. [E2.17.1 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 growth. (Measure Q funded). Outcome Desired - improved system performance and access. [E2.18.5 BOT 03 19 14 SAN UG & E2.18.1 Data Center Capacity Monitoring]

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

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

July: Beta version of new SCC Mobile app (Dub Labs) available. Outcome. More user friendly, improved student and staff access.

Future Projects Planned Before Next Self Study 2016/17

Technology Planning:
At the of the new Chief Technology Officer (CTO) the old draft technology plan is being used as the basis for developing completely new operational and strategic technology

plans. Elements of these draft plans are included as Chapter 8 of the District's Draft Education Master Plan (EMP) consistent with the integrated planning process of the District. The revision of the technology plan has started the process of integrating technology planning with strategic education planning. [E2. Planning. Chapter 8 of EMP; full EMP available on SCC Website]

The former (draft Operational IT Plan to be completed fall 2014) will address the operationally urgent needs of updating and replacing 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 in funding available for IT projects has been facilitated by the earmarking of funds in Measure Q The Bond Spending plan is was approved on Aug 20th 2014

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

Education Master Plan Chapter 8… Education Technology Focus Areas

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

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

- **Bring-Your-Own-Device capability**—Deliver a comprehensive college-wide Bring-Your-Own-Device (BYOD) capability to allow students to use devices that they own, and are both comfortable and familiar with, to continue their learning anywhere on any Solano Campus.

- **Distance education programs**—Expand and develop distance education courses to capitalize on the value of ubiquitous access and bring-your-own-device tactics. *(multi site pilot of "shared learning" 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)*

66

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

Technology Funding:

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

Concerns Not Yet Addressed:

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

Since the 2011 report, cloud based options for disaster recovery have become much more mainstream. Accordingly, the CTO's staff have recently started researching both cloud based options (including Amazon Cloud, Microsoft Cloud and Google Cloud plus other lesser known) for redundancy, disaster recovery, and on demand storage and processing, along with partnering possibilities with sister colleges (Sierra Foothills). 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 at the operational level to bring the remaining core infrastructure hardware systems up to date.

The loosening of the financial purse strings and the inclusion of funding in Measure Q has enabled the IT staff to start the process of bringing systems up to date consistent with the needs of a higher education institution in the 21st century. This has had a beneficial

effect on the institution as a whole and has acted as a spur to the IT staff, enhancing the team's morale considerably.

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

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***

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.

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 [E2.20.1 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 . [E2.20.2 Governing Board Minutes, Apr. 21, 2010]   [E2.20.3 Governing Board Minutes, Jun. 2, 2010] [E2.20.4 Governing Board Minutes, Jun. 16, 2010]   [E2.20.5 Governing Board Minutes, Oct. 6, 2010] [E2.20.6 Governing Board Minutes, Oct. 20, 2010]   [E2.20.7 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. [E2.20.8 Governing Board Minutes, Apr. 2, 2014] [E2.20.9 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 [E2.20.10 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. [E2.20.11 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)

PLANNING AGENDA 3
(Items 1- 10)

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.
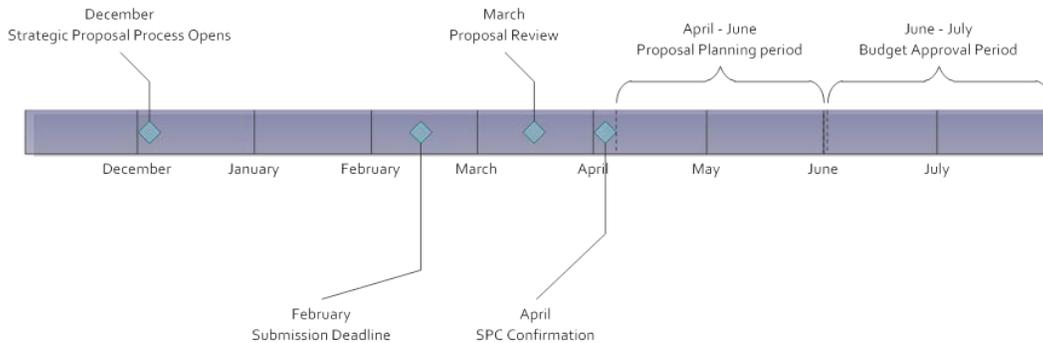**Standard 1.B.6**

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

72

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: IE Request Form]

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.

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

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

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.

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)

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 in November 2012 [EVIDENCE HERE}. 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 (explain), 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 of the District's energy management [Evidence is JD. Hire date was August 1, 2014]
Evidence will include:
- FMP; varying stages of campus plans as presented to Board and FabPAC, eventually leading to FMP.
- RFQs/RFPs for political consultant, pollster, bond counsel, underwriters. On we under Administration/Purchasing
- Aug 2012 Board – green light on moving forward with bond election

       ○ Also late 2011, Board approval to move fwd with exploring feasibility of bond

The Facilities Master Plan, as informed by the Educational Master Plan, is the primary support document for the bond spending plan.

What about reference to the Executive Bond Manager who manages the fund? Is that beyond scope, i.e. "prior to passing a bond …"? Bond management addressed elsewhere or here??.

How will Business Plan be assessed?

Community and College input to the Plan?
[Evidence here, various forums (first Ed Plan forums, next FMP forums, including open sessions,

6. The College will create a staffing plan.
Standard III.A.2
Standard III.A.6
Standard IV.B.2

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. For positions that have not been vacant, a review of the JDs has not been done. The Associate Vice President of Human Resources will work with 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 2014-15 and will be completed during the 2016-17 academic year.

The College ensures fair employment considerations as outlined in the following documents:

- 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)

  In collaboration with the Equity and Inclusion Committee, HR has undertaken a full evaluation, review and revision of the existing EEO Plan to ensure compliance, understanding, and usability (MINUTES NEEDED).

- 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).

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 This training is required for all new hires within the first 90-days of hire. (EVIDENCE HERE) The training addresses employee roles and responsibilities to ensure a fair and equitable workplace. This EEO training will continue to be required annually. Currently, only new hires are receiving this training. HR will be introducing this training to all employees in Fall 2014.

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. (EVIDENCE OF TRAINING GOES HERE) Additional efforts by HR starting Spring 2015 will help to track and manage the list of training completion to ensure that all committee members have in fact received the initial training and that they continue to receive refresher training as needed and/or appropriate to ensure legal compliance and promotion of a fair and diverse workplace.

Additional processes will be developed by 2016 that will help 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 in order to better identify causes of turnover, projected employment cycles of employees within specific positions, 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.. (EVIDENCE).
.
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 is pertinent to both internal and external trends, however, the College has not utilized this data or its analyses to its fullest to project staffing needs, understand turnover cycles, or to identify strategies and processes that could help to address both internal and external staffing needs.

Up to this time, most requests for staffing have come as a result of individual managers and supervisors identifying a specific need within their department or

division and asking for assistance, which is provided through the staffing process (either refilling vacant positions or filling new positions per Board Policy 4000). Traditionally, managers have identified new positions that they believe are justified and warranted based upon department needs. Requests for new positions (or to refill existing vacancies) have then been reviewed by 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. (EVIDENCE HERE….SAMPLE CABINET MINUTES)

Our first attempt at creating a formalized Staffing Plan has been initiated as the College standardized the its staffing request and process. In 2012, HR initiated the Non Faculty Priorizition process wherein all managers made specific requests in January and were reviewed in 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 a springboard toward the full development of the staffing plan.

A comprehensive master staffing plan The College could benefit from a master staffing plan that includes 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 the end of 2016. HR will work to develop this comprehensive staffing plan which will incorporate all factors described within this section, to include an analysis of the impact of either internal or external trends, 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 a clear process to follow that can meet the needs of the Institution.

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.   [evidence policy here]

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)

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

SCC has made progress on developing a foundation for developing a plan for faculty and non faculty staffing. EXPLAIN WHY NO FaBPAC AND NEW PROCESS EVOLVING.

There is a prioritization process for determining faculty hiring needs and non-faculty hiring needs, which promote evidence, based decision making tied to program review and available data. [Evidence Senate Minutes for Faculty Prioritization and Non Faculty Minutes]

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 design of actual staffing plan. [Evidence: meeting minutes]

IPG (President's Planning group?) strengthened this idea by requesting that training for how to create effective committee minutes become an element [evidence: meeting minutes]

Need to carefully coordinate a more coordinated general strategic staffing plan. Longitudinal Data can be collected that pertains to our human resources (staffing) comparative to students served.

THIS SEGMENT IS IN THE PROCESS OF REVISION.

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.

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 [evidence here}, 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
(ITEMS 1-3)

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. (MOVE TO INTRO?) At this time, the Academic Senate is considering that the Flex Cal Committee might be expanded to include more involvement in providing faculty development. DO WE WISH TO ADD ADDITIONAL INFORMATION ABOUT EXPANDING ASSESSMENT OF FLEX CAL ACTIVITIES?

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; [E4.1.1]). 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 [E4.1.2]. 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 [E4.1.3], March 3, 2014 [E4.1.4], April 21, 2015 [E4.1.5] and May 5, 2014 [E4.1.6], 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 [E4.1.7]. 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]. 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, [E4.1.9] 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 [E4.1.10].

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 <u>SPD</u>: 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.

- - "<u>Providing training for employees in interpersonal relations</u>": 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?

- - "<u>Providing more opportunities for faculty, staff and managers to interact</u>": 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 Automotive Technology Program at the Georgia Street site met all Eligibility Requirements, Accreditation Standards and relevant Commission policies [E.S. C. 1: ACCJC Letter August 15, 2014].

Since the ACCJC site visit on July 23, 2014, additional improvements to the site have been made: **34** student laptops have been installed and are functional with full wireless connectivity, printing, and Internet. Wireless coverage is available throughout the facility. On August 19, 2014, pending confirmation of a contract with AT&T Fiber, a temporary connectivity using U-Verse has been set up to provide connectivity**. [**Evidence email from Roger Clague dated 8/19/14**. [E.S.C. 2: title of email confirming installation—must have a date.]

In Fall 2014, a student ambassador was present at the Georgia Street site (VERIFY OR DELETE) 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??. [Does Evidence verify???]

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**. [Evidence: JD]**

The curriculum for ATEC135, Automotive Engine Performance, has been submitted to the Curriculum Committee for approval. [EVIDENCE FROM CURRICUNET GOES HERE]. 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 [evidence Training Flyer] 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. [Evidence registration confirmation]

Currently there are two sections of ATEC 133 Internal Combustion, and ATEC 134 Auto Trans, being offered for the Spring 2015 semester. As a result of the high fall 2014

enrollment and the addition of two adjunct faculty members, the intention is to add additional sections. [evidence: 9/8/2014 email from M. Morinec].

By 2016-17, the Auto Tech program will have all new courses approved?…….9 fully operative bays?, and opportunites for earning (blank) certificates, etc.
Can we project any future plans? How will the Program be assessed?

Index of Abbreviations and Acronyms (NOT COMPLETE)

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
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

Index of Evidence by Recommendation(Not Complete)

Statement on Report Preparation
Evidence 0.1:   Accreditation Press Release, Feb. 7, 2014
Evidence 0.2:   Accreditation Task Force Minutes
Evidence 0.3:   ATF survey
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

Recommendation 1: Modify Mission Statement
Evidence 1.1:   SGC Minutes, May 14, 2014

Recommendation 2: Improve Institutional Planning
Evidence 2.1:   Program Review and Planning Email to all Users
Evidence 2.2:   Sample Program Review Feedback
Evidence 2.3:   ALG Meeting Invite
Evidence 2.4:   Draft Strategic Plan
Evidence 2.5:   A Managers Role in Planning Handout
Evidence 2.6:   Sources of Work Plans
Evidence 2.7:   Planning Database Update Email
Evidence 2.8:   Database Help Guides
Evidence 2.9:   ALG Meeting Notes, Mar. 7, 2014
Evidence 2.10:   Verification Required – Planning Database Email
Evidence 2.11:   Planning Committee Structures
Evidence 2.12:   Financial Indicators Meeting Notes
Evidence 2.13:   Planning Control Document
Evidence 2.14:   Validation Report
Evidence 2.15:   Strategic Proposal Announcement
Evidence 2.16:   Strategic Proposals Received Update Email
Evidence 2.17:   Strategic Proposals Summary
Evidence 2.18:   TBD
Evidence 2.19:   TBD

Recommendation 3: Accelerate Progress on SLO Implementation
Evidence 3.1:   Flex Calendar Presentation, Aug. 9, 2014
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 June 10
Evidence 3.5:
Evidence 3.6:
Evidence 3.7:
Evidence 3.8:
Evidence 3.9:
Evidence 3.10:

Evidence 3.11:
Evidence 3.12:
Evidence 3.13:
Evidence 3.14:
Evidence 3.15:

Recommendation 4: Support for Institutional Research and Culture of Evidence

Evidence 4.1:	Argos Training Schedule
Evidence 4.2:	CME Progression Analysis
Evidence 4.3:	Math Progression Analysis
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:   MISSING
Evidence 5.32:   Workshop Program
Evidence 5.33:   MISSING
Evidence 5.34:   Survey Results
Evidence 5.35:   MISSING
Evidence 5.36:   MISSING
Evidence 5.37:   MISSING
Evidence 5.38:   MISSING
Evidence 5.39:   MISSING
Evidence 5.41:   MISSING
Evidence 5.42:   MISSING
Evidence 5.43:   MISSING
Evidence 5.44:   MISSING
Evidence 5.45:   NEOGOV Training Agenda
Evidence 5.46:   MISSING
Evidence 5.47:   MISSING
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:   MISSING
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:   MISSING
Evidence 5.57:   MISSING
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:   MISSING
Evidence 6.4:   Student orientation & success Course Links
Evidence 6.5:   MISSING
Evidence 6.6:   MISSING
Evidence 6.7:   Online Writing Lab Hours
Evidence 6.8:   Online Writing Lab Instructional Videos
Evidence 6.9:   MISSING
Evidence 6.10:   MISSING
Evidence 6.11:   3-Day Start Program
Evidence 6.12:   DE Minutes Missing
Evidence 6.13:   [Evidence Flex Cal Programs? Emails?]
Evidence 6.14:   Course Approval Status Report]

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

Evidence 7.3:   Dean Evaluation Survey

Recommendation 8: Increase Services at Centers
Evidence 8.1:   Student Services Managers Meeting Minutes
Evidence 8.2:   All Student Service Meeting
Evidence 8.3:   Weekly Services, Vacaville Center, 2014
Evidence 8.4:   Weekly Services, Vallejo Center, 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:   D. Luttrell-Williams email regarding Code of Ethics
Evidence 9.2:   Academic Senate Minutes

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:   Missing
PA Evidence 1.2.1:   Academic Senate Minutes Apr. 15, 2013
PA Evidence 1.2.2:   Online Faculty Training & Certification
PA Evidence 1.2.3:   Outline of Canvas Training Workshops
PA Evidence 1.2.4:   Training Process Graphic
PA Evidence 1.2.5:   Academic Senate Minutes April 29, 2013
PA Evidence 1.2.6:   Course Shell Review Policy
PA Evidence 1.2.7:   Course Shell Review Form
PA Evidence 1.4.1:   DE Committee Unadopted Minutes, Aug. 25, 2014
PA Evidence 1.8:1:   Comparable data, OL/FF, from the DE Program Review

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, May 6, 2014
PA Evidence 2.6.8:	Assessment Committee Agenda and Minutes, Apr. 1, 2014
PA Evidence 2.6.9:	Assessment Committee Agenda and Minutes, May 6, 2014
PA Evidence 2.6.10:	Assessment Workshop Announcement
PA Evidence 2.6.11:	Sample Social Behavioral Sciences Minutes, Apr. 2, 2014
PA Evidence 2.6.12:	Math 310 Common Assessment problems
PA Evidence 2.6.13:	Math 310 SLO Questions
PA Evidence 2.6.14:	Chemistry Program Assessment
PA Evidence 2.6.15:	Fall 2014 Flex Presentation
PA Evidence 2.6.16:	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: Missing
PA Evidence 2.11.2: Missing
PA Evidence 2.11.3: Missing
PA Evidence 2.11.4: Missing
PA Evidence 2.11.5: Missing
PA Evidence 2.11.6: Missing

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: Missing

PA Evidence 2.14.1: Missing
PA Evidence 2.15.1: Missing
PA Evidence 2.15.2: Missing
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 Missing
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 Missing 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:   Missing
PA Evidence 3.1.2:   Missing
PA Evidence 3.1.3:   Missing
PA Evidence 3.2.1:   Missing
PA Evidence 3.2.2:   Missing
PA Evidence 3.3.1:   Combined FaBPAC and Shared Governance Council, 2/20/13
                        (Committee on Committees)].
PA Evidence 3.3.2:   Strategic Goals AY 2010-2013, 05/31/2013]
PA Evidence 3.3.3:   Board and CEO Goals AY 2010-2011, 10/06/2010 Governing Board
                        Meeting]
PA Evidence 3.3.4:   Board and CEO Goals AY 2011-2012, 06/15/2011 Governing Board
                        Meeting,
PA Evidence 3.3.5:   Board and CEO Goals AY 2012-2013, 07/18/2012 Governing Board
                        Meeting].
PA Evidence 3.3.6:   2009-10 SCC Recalculation Apportionment, Exhibit E, March Revision,
                        CCCCO
PA Evidence 3.3.7:   2011-12 SCC Recalculation Apportionment, Exhibit E, CCCCO
PA Evidence 3.3.8:   Academic Affairs Reorganization, 05/18/2011 Governing Board Meeting
PA Evidence 3.3.9:   Termination of Contract between Solano College and Solano College
                        Theater Association, 06/20/2012 Governing Board Meeting]
PA Evidence 3.3.10:   CalPERS health plan, 05/16/2012 Governing Board
PA Evidence 3.3.11:   SCFA July 1, 2012 – June 30, 2015 contract
PA Evidence 3.4.1:   Missing
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:   Missing
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:   Missing
PA Evidence 4.3.3:   C on C document and minutes documenting merger
PA Evidence 4.3.4:   Missing
PA Evidence 4.3.5:   Use some SPDs as evidence
PA Evidence 4.3.6:   Missing
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

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

ACCJC 2014 Midterm Report Contributors

Office of the Superintendent-President
Dr. Jowel C. Laguerre, Superintendent-President
Judy Spencer, Chief of Staff

Accreditation Liaison Officer
Diane M. White, Interim Vice President of Academic Affairs & Accreditation Liaison Officer
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
Chair 2013-2014: 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

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

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

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

Dr. Shirley Lewis, Chief Student Services Officer, Chair
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
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

Additional Contributors: LIST IS INCOMPLETE!
Pei-Lin Van't Hul, Hai-Yen Scoccia, Karen Mitchell, Connie Adams, Janie Sinkewiz, Laura Convento, Justin Howell, Scott Ota (SCC Webmaster)