



Solano Community College

MID TERM REPORT

Submitted to:

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

October 11, 2021

Solano Community College

MIDTERM REPORT

Submitted by:
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534

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

Date Submitted:
October 11, 2021

Midterm Accreditation Report Certification Page

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

From: Dr. Celia Esposito-Noy, Ed.D.
(Chief Executive Officer)
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

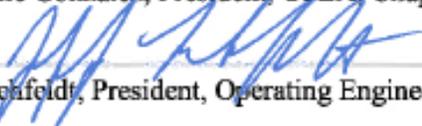
	10-6-21
(Dr. Celia Esposito-Noy, Ed.D., Chief Executive Officer)	(Date)
	10/06/2021
(Denis Honeychurch, J.D., President, Board of Trustees)	(Date)
	10/6/2021
(David Williams, Ph.D., Accreditation Liaison Officer)	(Date)
	10/6/2021
(LaNae Jaimez, Ph.D., President, Academic Senate)	(Date)
	10/6/2021
(Erin Farmer, President, Solano College Faculty Association)	(Date)
 for D.G.	10/6/21
(Danielle Gonzalez, President, CSEA, Chapter 211)	(Date)
	10/6/21
(Jeff Lohfeldt, President, Operating Engineers, Local 39)	(Date)

Table of Contents

COVER SHEET	2
CERTIFICATION PAGE	3
TABLE OF CONTENTS	4
REPORT PREPARATION	5
PLANS ARISING OUT OF THE SELF-EVALUATION REPORT: CENTERING STUDENT EQUITY AND SUCCESS	
Robust outreach, orientation, counseling, and ongoing-advising process	6
Improvement in English and Math	14
Efficient completion, transfer & programs to improve outcomes	22
Increase campus-wide focus on diversity, equity, and inclusion	28
Robust and integrated strategies for assessment	33
INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS: RESPONSE TO TEAM RECOMMENDATIONS FOR IMPROVEMENT	
Recommendation 1	36
Recommendation 2	37
Recommendation 3	39
Recommendation 4	42
Recommendation 5	43
Recommendation 6	45
Recommendation 7	49
Recommendation 8	51
REFLECTION ON IMPROVING INSTITUTIONAL PERFORMANCE	
Student Learning Outcomes	54
Institution Set Standards	63
REPORT ON THE OUTCOMES OF THE QUALITY FOCUS PROJECTS	
Action Projects	66
Desired Goals and Outcomes	66
Implementation, Timeline and Responsibilities	70
FISCAL REPORTING	75
CONTINUING THE WORK: CORE VALUES	75

Report Preparation

This report has been prepared in response to an External Evaluation Report presented to Solano Community College by a team of representatives of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) following evaluation of an Institutional Self-Evaluation Report in August 2017 and an on-site visit October 2-5, 2017. Previous reports include a comprehensive Self-Study Report in 2011, three follow-up reports (2012, 2013, and 2014), and a Midterm report in 2014.

The Midterm Accreditation Report Steering Committee was formed in February of 2021 after the ALO announcement that anyone interested in serving on the accreditation team contact him or the Academic Senate President. This steering committee is chaired by the Vice President of Academic Affairs, David Williams, who is the College's Accreditation Liaison Officer (ALO). Representatives from across the campus, including administration, faculty, and staff, met regularly through Spring 2021 and worked to gather evidence and respond to the recommendations of the ACCJC External Evaluation Team.

The Midterm report was drafted in Summer 2021 and, in early Fall 2021, presented to the campus community, as well as relevant governing bodies, the Academic Senate, and the Board of Trustees. The timeline is provided below.

April 12 – June 30, 2021	Work groups draft responses, collect evidence
June 30, 2021	Individual draft narratives due to ALO
July – August 12, 2021	Report writer/ALO edit and finalize Midterm Report
August 12, 2021	Draft of Report shared at joint Academic Senate/Administration FlexCal
August 13, 2021	Draft of Report shared at all-faculty FlexCal session
September 7, 2021	Report due for inclusion on the Board agenda
September 8, 2021	Present Midterm Report to College Governance Committee for review
September 13, 2021	Present Midterm Report to the Academic Senate for review
September 15, 2021	Present Midterm Report at Board of Trustees meeting for endorsement
October 15, 2021	Report due to ACCJC

Report Preparation Evidence
Midterm Report Steering Committee Announcement
Steering Committee Representatives

Plans Arising out of the Self-Evaluation Report

Centering Student Equity and Success

At the time of the 2017 ISER, the College was focused on implementing and improving multiple programs intended to support students from registration to completion. In general, the conversations across campus were focused on streamlining processes and meeting students' needs in and out of the classroom with targeted interventions and clear pathways to success. Further, there was a shared desire to bring faculty, staff, and administrators out of their "silos" in order to work collaboratively on robust and interconnected solutions that could serve as what came to be called "The Solano HUG." With that in mind, our 2017-19 Integrated Plan set the goal of allocating funds from the Basic Skills Initiative, the Student Equity and Achievement Program, and the Student Success and Support Program. The Dean of Academic Support Services was charged with addressing funding needs, facilitating the network of support programs, and critically assessing progress. The result was a campus-wide focus on equity and success that produced a wide variety of projects, programs, and resources that had an immediate impact on student services and academic support. These efforts are highlighted throughout this report.

Develop a more robust outreach, orientation, counseling, and ongoing-advising process (I.B.1)

Outreach

In the last few years, Solano Community College has greatly increased its capacity for outreach to local feeder high schools, beginning with the hiring of a full-time Outreach Coordinator and adding support staff and student ambassadors. The outreach team coordinates with local high school counselors each Spring to offer introductory presentations covering CTE programs, certificates, degrees, transferring, and the Solano Promise program (First-Time, Full-Time support). Those presentations are followed by Application Workshops, and then interested students are invited to Orientation presentations. This past year, the College partnered with Cal-SOAP East Bay Solano County Consortium to provide financial aid application support during the application workshops both in English and in Spanish. Students were invited to "Next Steps" presentations to prepare them to meet with counselors and develop a Student Education Plan. Through the program's offerings, students work towards priority registration. Over the summer, the outreach team followed up with students to complete registration. In Spring and Summer 2021, the outreach team supported 714 students from 20 high schools with a high number of applications resulting in registrations.

In the 2020-21 academic year, the outreach team worked with both the College's Disability Services Program (DSP) and the Solano County Office of Education to provide Introductory presentations, Application workshops, and Orientation presentations to students in the High Schools' Transitional Partnership Program (TPP) and supported students going into the Department of Rehabilitation with Solano DSP services. A total of 15 workshops were held for Students in the TPP programs in the local high schools. Outreach also partnered with the Solano

College Athletics Program to provide three Orientation presentations to new student athletes during the recruitment process. Outreach to students at the Adult Schools is also ongoing and includes Fairfield, Benicia, Vallejo, and Vacaville Adult Schools, all in districts within the College's service area.

Overall, outreach activities increased by more than 25%, and the Outreach Summary Report shows that the program has been extremely successful recruiting and registering students, as well as helping them get financial aid and other resources to make the transition to college smoother and improve their readiness. ([Outreach Contact Information on SCC Website](#))

Outreach Evidence
Outreach Summary Report
Outreach Contact Information on SCC Website link & Screenshot

Summer Bridge

Summer Bridge is a free six-week academic success cohort program in which students take a 3-unit transferable class (SJS 001: Introduction to Social Justice Studies) and participate in workshops that prepare them for the academic expectations of higher education. Using funding from the Student Success and Support Program, the College hired a full-time Summer Bridge Coordinator, a part-time staff member, and two student ambassadors who worked together to develop the program, recruit students, and facilitate the workshops, tours, and activities.

Summer Bridge helps students establish a network of SCC faculty, advisors, and peer mentors and learn how to navigate financial aid, course registration, the transfer process, and much more. The workshops covered topics such as transferring to a 4-year college, MySolano (the student portal) and Canvas tutorials, Academic Support Services programs overview, professional development, and study hacks. Students were also given an extensive tour of the Biotechnology facility at the Vacaville campus. The session concluded with a field trip to UC Berkeley where students heard from a panel of current UC Berkeley transfer students.

25 students participated in Summer Bridge in 2019. Outreach for 2020 began in February, and we had 36 applicants; unfortunately, due to the pandemic, the program was unable to move forward. The College hopes to reinstate the program in Summer 2022. ([Summer Bridge Web Page](#))

Summer Bridge Evidence
Summer Bridge Web Page link & Screenshot

Welcome Day

The first Welcome Day was held in Summer 2019 with the goal of providing students with an orientation and community building experience, an introduction to campus life, student services, and academic opportunities. Incoming students were welcomed by the Superintendent-President of the College and attended workshops presented by faculty, staff, and current students. Student Ambassadors provided tours of the main campus and fielded questions from prospective students. A midday break included lunch, music, a Campus Clubs Fair, and activities in the College's Makerspace. A raffle was held at the end of the day which included gift certificates, book vouchers, and an iPad.

168 students and 57 family members attended Welcome Day. A review of attendee demographics shows that students came from all over Solano County and beyond, with about a third from Fairfield, a third from Vacaville and Vallejo combined, and the rest from surrounding communities. 82% of the students who attended were eligible for Financial Aid, and data on gender and ethnicity suggest that students from groups identified as disproportionately impacted comprised at least 30% of participants. More than 70% of attendees were new to Solano Community College, and all were enrolled in 9 or more units for the subsequent semester. In a follow-up survey, 100% of students who attended Welcome Day said they would recommend it to future students, and several have expressed interest in participating in planning the next one.

Unfortunately, Welcome Day 2020 and 2021 were not held due to the COVID-19 pandemic. An approved funding application for Summer 2020 planned for an event that would be held on more than one day/time to accommodate additional students (given limited capacity in the College's theater and potential conflicts with work schedules), and the College intended to offer child care to accommodate student-parents. One student said, "Since all of my classes are on the Vacaville Campus, I wish I had gotten a tour of the campus there." Considering that about a third of the attendees come from Vacaville and points North or East, the planning committee proposed offering tours and/or mini-orientations at the centers in the future.

As of Spring 2021, more than 90% of self-identified Welcome Day participants were still enrolled in classes at the College. Considering how effective this event was at disseminating a broad spectrum of information and allowing students to target the information that felt most useful to them, Welcome Day is clearly an efficient way to introduce students to the campus and create a sense of community early in a student's college journey.

Welcome Day Evidence
Welcome Day Event Registration
Welcome Day Activities and Attendance
Makerspace Flyer
Welcome Day 2020-21 SEA Application

Counseling

With the arrival of a new Dean of Counseling in the summer of 2018, counseling services were streamlined to allow for greater access and flexibility in serving students. Express Hours were implemented throughout the day for queries that require a Counselor but take less than 30 minutes to address. This allows a student to put themselves in a “queue” knowing they would have their question answered or document signed some time that same day, instead of waiting one to two weeks for an appointment. An online, live-chat feature was implemented during Express Hours for students who preferred to communicate their quick question in that format, in addition to the in-person, email, and phone options. Both options also free-up the longer appointments for students who need them.

Student Education Planning Workshops address the volume of new students coming to college for the first time who need not only a first semester education plan but a basic orientation to the general education options and help choosing a major. These small group workshops also introduce students to their peers, which creates community and eases the fears many new college students have going into a new environment. Additionally, a Registration Lab is now in place the week prior to and during the first week of classes to assist students with last minute decisions on course selection and challenges with the registration process.

To address equity and access of students needing counseling, Zoom video appointments were implemented in all counseling programs in Fall 2018. Counselors and key program coordinators were provided Zoom accounts, training on how to use Zoom, headsets for privacy, and web cameras. While in-person appointments were still available, we began encouraging students with transportation difficulties to try Zoom. Although it wasn’t immediately a popular medium, having this service in place became crucial during COVID-19 and the College-wide transition to remote services.

Providing counseling services to incarcerated students became a coordinated effort in Fall 2020 with COVID-19 restricting access to in-person services. Prior to the pandemic, in-person counseling services consisted of a group of counselors meeting with students in brief one-on-one meetings to plan their next semester courses. This was not ideal since the counselor often did not

know who they were meeting with prior to the appointment, and there was no background information on the student (prior courses at Solano or other colleges) due to restricted internet access and security rules at the correctional facilities. With in-person access restricted, a video appointment pilot program with the California Medical Facility (CMF) in Vacaville was implemented which allowed the Counselor to review a student’s past coursework and then meet over a video appointment at a designated time. The program went extremely well. Conversations with California State Prison-Solano (CSPS) also resulted in offering video appointment options. The Interim Associate Dean of Special Programs (who oversees corrections education) and the Dean of Counseling submitted a proposal for SEA funds which was funded and will allow for dedicated adjunct counselors to be hired to expand this mode of Counseling for CSP-Solano and CMF students (as well as the County jail and other facilities). Due to the continued restriction of internet access at the correctional facilities, this has been identified as the most effective and efficient mode for Counselors to provide appointments to students since they are able to instantly look up information mentioned when meeting with the student and send a comprehensive education plan over to the facility’s Education Coordinator. ([Counseling Web Page](#))

Counseling Evidence
SEA Proposal to serve Incarcerated Students
Counseling Web Page link & Screenshot
CalWorks Vallejo Workshops 2019
CalWorks End of Year Flyer 2021
CalWorks Orientation Flyer fall 2020
CalWorks Virtual Social Hour 2020
Clockwork Evidence Spring 2020
Clockwork Screenshot 7-18-21
Continuing Online in Fall-Spring 2021
DSP In Person Services at Centers
JAnderson Schedule Code Summary Report- Vallejo
Meeting Notes Regarding Continuing Online Services Spring 2021
Online Services Pre-Pandemic
Online Workshops Email Fall 2020

Counseling Evidence
Pre-Meeting Email About Brainstorming for Services after Covid
EOPS Forms link & Screenshot
Disability Services Program Web Page link & Screenshot
Veterans Services Web Page link & Screenshot

Online Access to Counseling Services

Degree Works (DW), the College’s educational planning and degree audit software, was implemented for Counselor use in building Student Education Plans in Spring 2018. This degree-auditing tool, which allows Counselors to input student transcripts from other institutions, began with a pilot phase in Fall 2020 and addressed earlier degree audit inconsistencies that required extensive time to input degree and catalog information. Student access to the DW platform is still in-process with major/program templates, student tutorials, and degree audit information still needing to be created and tested. The Counseling Division anticipates that students will have user access to their education plans in late Fall 2021.

To address the wide variety of external stressors that students face, the Counseling Division partnered with Inside Track, beginning in January 2020, to provide “on-demand coaching” (check-ins and referrals) for topics such as transitioning to online schooling, child care issues, money concerns, and so on. This free service was made possible by a grant that Inside Track received. The benefit to students is the ability for the on-demand coaches to text, Zoom, or email students to discuss whatever their needs are and to follow-up with them. The service will last until December 2021, when the program’s grant phases out. As a replacement, Ocelot, an online chatbot, will be implemented in Fall 2021 across all student services areas to identify basic information, answer quick questions, or determine more precisely which program to refer students to. This will help with efficiency and effectiveness of services and consistency of information provided to students.

Mental Wellness

A State Mental Health grant helped facilitate faculty and staff training regarding mental wellness. A trainer came on-campus to provide Mental Health First Aid training which assists faculty and staff in understanding the experiences of students with mental health issues as well as identifying warning signs and ways to interact with students needing assistance. We hope to continue providing this type of training when in-person services resume.

To address the mental wellness needs of students, the College established an MOU with JFK University (now National University) to provide free short-term therapy (6-8 sessions) for students. Therapists in training from JFK seeking required clinical practicum hours for therapy licensing are placed at Solano Community College to provide individual therapy and group

presentations on wellness topics with supervision by clinical faculty at JFK. This service provides an opportunity for the College to contribute to the growth of the therapeutic counseling profession and provides students with a service not otherwise available from non-licensed College Counselors. ([JFK Services on Counseling Web Page](#))

Mental Wellness Evidence

JFK Services on Counseling Web Page link & Screenshot

Disability Services Program

The Disability Services Program (DSP) has been making strides over the past few years in bringing more technology options to their program and to students for efficiency and effectiveness. The DSP program is in the process of converting their intake/application and accommodation request services to a new software called Clockwork. COVID-19 jump started the document conversion process to get all paper files into their online system, and in Fall 2021 the hope is that all new students will be on-boarded through this program. The benefit of the program for staff and Counselors is that it is online, and any important information about the student can be accessed no matter where the staff is (Vacaville, Vallejo, Veterans Center, or working remotely). For the student, the benefit is being able to see their accommodations, download their accommodation letters (where they previously had to have a staff or faculty email it to them) and directly email the accommodation documentation to their faculty. The assistive technology and alternate media arm of the DSP program is also using this program for better tracking and assistance for students. ([DSP Web Page](#))

In 2019, the DSP program submitted a project proposal to the Student Equity and Success Council to purchase iPads, and the proposal was funded. The iPads purchased are loaded with assistive-technology related apps (note taking, lecture tracking, etc.) and then are loaned to students with accommodations for those specific issues as a way to help the student be more successful in courses. As new tools are identified, they are continually being loaded to the iPads for student use.

Disability Services Program Evidence

DSP In Person Services at Centers

DSP Web Page link & Screenshot
--

Extended Opportunity and Services Program (EOPS)/CARE

There have been great strides in making access to the program and materials easier for students. The entire application process has been converted to an online method (rather than a paper-based process as in the past). This allows students to fill-in and upload the necessary documents wherever they may be in their busy lives. Similarly, the student progress reports have been converted to an electronic version that can be emailed to faculty and easily returned to the EOPS/CARE program and the student. For these students especially, the barriers of transportation and busy personal lives made a 100% in-person/paper-based program ineffective for students. With the conversion to online methods, the return rate of progress reports and other requirements, such as appointments, increased significantly when online methods were introduced. ([EOPS/CARE Web Page](#))

Extended Opportunity and Services Program (EOPS)/CARE Evidence

EOPS/CARE Web Page link & Screenshot
--

COVID-19 Transition

When COVID-19 hit in Spring 2020, all Counseling services were able to transition to online/remote Counseling easily since Zoom appointments were already offered. Online shared folders in the “cloud” with quick videos and handouts were created to keep all faculty and staff connected with important office information. All services were able to remain the same since there was some type of online component already offered “pre-COVID”. After some initial adjustments related to figuring out how to sign online forms and create fillable form options where there weren’t any before, the Counseling division found that services and response time actually increased due to a concentrated focus on responding by Zoom, phone, or email to students. Overall, data from our appointment scheduling system, SARS, indicates that fulfilled appointments during COVID-19 were up by almost 50% since students were able to access the appointment online regardless of their physical location. Students who were initially hesitant to use Zoom found it easy to navigate after the first appointment.

COVID 19 Transition Evidence

CalWorks Vallejo Workshops 2019

CalWorks End of Year Flyer 2021

CalWorks Orientation Flyer fall 2020
--

CalWorks Virtual Social Hour 2020

Clockwork Evidence Spring 2020
--

COVID 19 Transition Evidence
Clockwork Screenshot 7-18-21
Continuing Online in Fall-Spring 2021
DSP In Person Services at Centers
JAnderson Schedule Code Summary Report – Vallejo
Meeting Notes Regarding Continuing Online Services Spring 2021
Online Services Pre-Pandemic
Online Workshops Email Fall 2021
Pre-Meeting Email About Brainstorming for Services after Covid
Counseling Services Web Page link & Screenshot
EOPS Forms link & Screenshot
DSP Web Page link & Screenshot
Veterans Services Web Page link & Screenshot

Improve access to college-level English and Math; increase completion rates of disproportionately impacted students for college-level English and Math (II.A.4, II.A.8, IV.A.1)

Placement: English

Since 2016, the English Department has used a multiple measures system, based on data from the RP Group, to place students in transfer-level English (ENGL 001: College Composition). Since then, the parameters for placement have changed, as have the course offerings; most significantly, between Fall 2018 and Fall 2019, the department reduced and then eliminated all pre-transfer courses to allow every student access to transfer-level English in compliance with the requirements of AB 705. At the same time, the department introduced and then increased sections of English 1 paired with a co-requisite support lab (English 310D). By Fall 2019, all students self-placed in either stand-alone English 1 or English 1/310D.

The following chart shows current multiple measures that are used for English placement:

ENGL Placement Recommendation by Multiple Measures		
Highest HS ENGL	GPA < 2.60	GPA ≥ 2.60
Jr./Sr. ENGL	ENGL310D and ENGL001	ENGL001
		Other Clearance: [Jr./Sr. ENGL with B or better] OR [AP ENGL with C+ or better]
Notes: 1. ENGL360 is an option open for all students who do not feel prepared to take ENGL310D after engaging in Guided Self Placement.		

Placement: Mathematics

Beginning in Fall 2017, the Math Department adopted a Multiple Measures placement system that assigned students to classes based on high school GPA and high school math success (course and final grade). Beginning in Fall 2019, students self-place using the following guides related to GPA and highest high school math course completed:

Non-Stem:

MATH Placement Recommendation by Multiple Measures For <u>Non-STEM/SLAM</u> Path			
Highest HS MATH	GPA < 2.30	2.3 ≤ GPA < 3.0	GPA ≥ 3.0
Pre-Algebra	MATH 012/312 or MATH 011/311 strongly recommended		MATH 012/312 or MATH 011/311 recommended
Algebra 1, Integrated Math 1 or 2, Geometry	MATH 012/312 or MATH 011/311 strongly recommended	MATH 012/312 or MATH 011/311 recommended	MATH 011, 012 MATH 311/312 support available
Algebra 2, Integrated Math 3, Trigonometry		MATH 012/312 or MATH 011/311 recommended or MATH 055	MATH 011, 012, 055 MATH 311/312 support available
Statistics	MATH 012/312 or MATH 011/311 recommended or MATH 055	MATH 011, 012, 055 MATH 311/312 support available	
Integrated Math 4, Pre-Calculus, Math Analysis		MATH 011, 012, 055 MATH 311/312 support available	
Calculus or higher		MATH 011, 012, 055 MATH 311/312 support available	

STEM:

MATH Placement Recommendation by Multiple Measures For <u>BSTEM</u> Path			
Highest HS MATH	GPA < 2.6	2.6 ≤ GPA < 3.4	GPA ≥ 3.4
Pre-Algebra	MATH 104 support strongly recommended		
Algebra 1, Integrated Math 1 or 2, Geometry	MATH 104 support strongly recommended		
Algebra 2, Integrated Math 3, Trigonometry	MATH 051, 002, 030 support strongly recommended	MATH 051, 002, 030 support recommended	MATH 051, 002, 030
Statistics	MATH 020, 030 support recommended	MATH 020, 030	
Integrated Math 4, Pre-Calculus, Math Analysis		MATH 020, 030	
Calculus or higher (Failed Course)		MATH 021, 031	
Calculus or higher (Passed Course)	MATH 020, 030, 021, 031 support recommended	MATH 021, 031	
Notes: 1. It is recommended to take MATH051 first, however, MATH002 and MATH051 can also be taken concurrently. 2. Support for all above courses is provided in our Math Activities Center by enrolling in the no-cost course Math 505.			

Access: English

Prior to instituting Multiple Measures and the addition of the 1-unit co-requisite support course, only 18% of incoming students had access to English 1. Beginning with the transition to multiple measures in Fall 2016, access increased 85%. Beginning in Fall 2018, all students, regardless of multiple measures placement criteria, are eligible to enroll directly into English 1/310D. With the emergency transition to fully online in Fall 2020, the English Department decided that it was not equipped to offer 310D effectively online. Instead, all students were given access directly to English 1 and distributed across sections, rather than tracked into cohorts. The result is that 100% of students currently have access to English 1.

Access: Math

Prior to instituting Multiple Measures, placement was determined by Accuplacer, which, as studies demonstrate, has been a barrier for most students. The math course offerings below transfer level have been greatly reduced. No Arithmetic, Pre-Algebra, or Beginning Algebra courses are offered anymore, and Geometry has been reduced to a single section. The AA degree only requires a course at the Beginning Algebra or Geometry level, so offerings of these courses benefits some AA students as well as re-entry students who could benefit from some remedial math exposure. Not only has multiple measures given more direct-access to students, but the department's choice to eliminate the majority of pre-transfer-level courses has eliminated most of the barriers.

Success: English

Success rates for English 1 have remained steady since the College transitioned to multiple measures five years ago. From Fall 2016 through Spring 2020, students continued to be placed in either stand-alone English 1 or English 1 with the co-requisite lab, 310D. Over that time, the headcount slowly increased in the Fall semesters and decreased in the Spring semesters, while maintaining success rates ranging from 63% to 70%, in line with campus-wide averages. Since Fall enrollment and success trended higher than in Spring, the English Department concluded that more students were attempting and completing English 1 in the Fall semester than ever before. Over the same period of time, while headcounts in the co-requisite lab class (310D) fluctuated, 310D success rates between Fall 2016 and Fall 2020 were slightly higher than English 1, which indicates that some students achieved the outcomes and were able to enroll in a stand-alone English 1 in their second attempt.

In Fall 2020, when Solano Community College was not offering in-person classes due to the COVID-19 pandemic, the English Department chose not to offer the co-req lab and, instead, to allow all students to enroll directly in a stand-alone English 1. So far, it appears that success rates have remained steady, but a wide variety of factors need to be considered, such as multiple measures placement and the option for students to file an Excused Withdrawal, in lieu of a Withdrawal or a D/F grade, which removes those students from the final count for success rate calculations. These numbers have yet to be analyzed closely. The department intends to delve

into this as part of the upcoming Program Review, but it will take longer (and a return to campus) to be able to truly get a sense of the impact of these changes.

Success: English Evidence
Success Rates for English 001
Success Rates for English 310D
English Course Sequence

Success: Math

Completion of transfer-level math rose from 29%, before multiple measures, to 50% after self-placement based on multiple measures. The impact was most significant for students who gained access to transfer-level math: in 2016-17, almost 500 students attempted (as a result of placement or persistence) a transfer-level course and more than 300 were successful, an impressive 64%. However, by 2019-20, the College (particularly Counseling and Math faculty) was putting more and more emphasis on guiding students into those classes, and 773 students were taking transfer-level math in their first year. The success rate for 2019-20 dropped to only 61% which is a small loss, but the number of students who completed transfer-level math rose dramatically, to 469, almost the same number of students who *attempted* the year before. In other words, one and a half times as many students completed transfer-level math in 2019-20 compared to 2016-17. Finally, looking at data for pre-transfer (Math 104 Interim Algebra), STEM transfer (Math 2, 20, and 51), and non-STEM transfer (Math 11 and 12), there is a clear improvement in success rates across the board.

Unfortunately, the department was only just starting the first round of AB705 reforms when the pandemic occurred. While there has been a steady increase in the percent of new students who complete a transfer-level course in the first year, it is difficult to determine if the increase can be associated with course placement, participation in a co-requisite, or online instruction. The population of students taking a transfer level course has increased and the success rates have seen some increase, especially in summer sessions, but with COVID and online instruction, the data needs further analysis to get a sense at this time of all the ways that it has impacted students, faculty, and staff. As expected with AB705, the headcounts in basic skills went down in that period while they went up in transfer courses. These are all observations that fit with expectations for AB705. In addition, most of the data lumps terminal AA students, SLAM, and STEM majors together. The different groups have diverse needs, and we expect different outcomes for them.

These impressive gains can largely be attributed to the shift in placement strategies which has given thousands of students earlier access to transfer-level math. In addition, the Math faculty have taken steps to focus on ways to encourage students to make that choice and to support them as they enter the program. For example, after department discussions, all Math instructors now

spend time explaining the process and purpose of multiple measures placement to students in the first week of classes in order to ensure that students have placed themselves into the appropriate course. From that, students have a chance to enroll in a co-requisite lab, sign up for tutoring, or, in some cases, attempt a more challenging course. Further, the department has examined its textbook assignments with a focus on equity and access, including agreeing on a single textbook for all sections of Statistics so it is easier for students to study with peers enrolled in other sections or in other semesters, pass on books to future students, and get help from tutors who are more familiar with the text. Finally, the Math faculty have held multiple conversations related to best pedagogical practices and the organization of their curriculum in support of student learning processes.

There are multiple complications when analyzing transfer-level success rates for Math, particularly looking at students who start at one-level below transfer. For example, there are students who intend to complete an AA degree but are not required to complete a transfer-level math course and so they never will, despite successfully graduating from Solano Community College. Similarly, Early College students who are dual-enrolled in high school may take a pre-transfer Math class but then take AP Math or go on to a 4-year university without ever attempting transfer-level math at SCC.

As with English, success rates remained steady after the implementation of AB705, but a wide variety of factors need to be considered, such as multiple measures placement and the pandemic-related option for students to file an Excused Withdrawal, in lieu of a Withdrawal or a D/F grade, which removes those students from the final success rate calculation. These numbers have yet to be analyzed closely. However, the positive takeaway is that success numbers did not return to pre-multiple measures numbers in Spring 2021.

Success: Math Evidence
Completion Rates for all Math classes f 2010-f2020
Math 104 Interim Algebra Success Data F 16-F20
STEM Transfer (Math 2, 20, 51) Success Data
Non-STEM Transfer (Math 11 and 12) Success Data
Math All Classes Success Data F16-S21
Math Course Retention Success fall 18-spring 21
Transfer Math Course Sequence

Co-requisite lab courses

Beginning in Fall 2018, co-requisite courses were added for English and Math. A 1-unit lab (310D) for English 1 was created, and in Fall 2019, .5-unit co-requisites for Math 11 (311) and Math 12 (312) with self-placement based on a multiple-measures assessment were created.

Teaching Apprentices Program

Teaching Apprentices with Bachelor's degrees were assigned to each section of a course that includes a co-requisite lab.

Tracking and Analyzing Data

Data is collected and reported to the state every semester through the AB705 Data Collection process.

Tracking and Analyzing Evidence
Data Integration in Support of AB705 at the CCC Web Page link & Screenshot
1805 Data Submission Form
AB 1805 Solano Community College Data 08-20-21

Key programs and services in place to support DI students include:

- aSTEM support program
- Academic Success and Tutoring Center (ASTC)
- Puente
- Umoja
- FT3
- MESA/TRIO
- Foster Youth Success Initiative
- Students Helping Students (Formerly Incarcerated Youth and includes Students Overcoming Adversity and Recidivism (SOAR))
- M.E.N./A2MEND (African American Male Education Network)

Key Support and Services Programs Evidence
aSTEM Funding Proposal
Academic Success and Tutoring Center (ASTC) link & Screenshot
Puente link & Screenshot
FT3 Tracks Flyer
MESA Brochure
TRIO link & Screenshot
Foster Youth Success Initiative link & Screenshot
Students Overcoming Adversity and Recidivism (SOAR) link & Screenshot
M.E.N./A2MEND (African American Male Education Network) link & Screenshot

Academic Success and Tutoring Center

The ASTC offers drop-in, one-on-one tutoring, small group tutoring, and tutoring by appointment. Our tutors are trained in learning strategies and know the concepts in the courses they tutor. Recent data shows that students benefit from accessing ASTC resources:

- Retention rates are higher among ASTC users (92%) than non-ASTC users (88%).
- Success rates are higher among ASTC users (79%) than non-ASTC users (71%).
- Average term GPA is higher for ASTC users (2.60) than non-ASTC users (2.39).
- Of students who ultimately drop or fail a class, only 6% of them have visited the ASTC.
- Most tutored subjects: English, Math, Biology, Chemistry.
- Most ASTC visits are an average of 2 hours long.

Subject-specific tutoring includes: Accounting, Biology, Business, Chemistry, CIS, Economics, English/Writing, Health Science, History, Math, Physics, Foreign Languages and behavioral and social sciences courses.

Drop-in hours for each subject are based on student-demand and posted on the ASTC website and are updated each semester. To connect with the tutors in Canvas, students enroll in the ASTC Canvas shell. This is a free service for all SCC students, and it can be added at any time during the semester.

Throughout the semester, the ASTC offers free, 50-minute Student Success Workshops to all students. Workshop topics have included: study skills, note taking, the writing process, Canvas support, test preparation, and dealing with test-taking anxiety. The Student Success Workshop

schedule can be seen on the ASTC website. Occasionally, the ASTC schedules group tutoring in specific subjects such as anatomy and physiology. These group tutoring sessions are led by an instructional assistant in group study rooms. Additionally, some instructors hold office hours and/or volunteer their time in the ASTC to work with students in their discipline. This is a great opportunity for students to get one-on-one assistance with an academic leader of our community.

This fall the ASTC has an open computer lab available for students who do not have access at home during the pandemic. ([ASTC Web Page](#))

Academic Success and Tutoring Center Evidence
ASTC Web Page link & Screenshot
ASTC Tutor Schedule link & Screenshot
Faculty Coordinator ASTC Responsibilities and Duties
Academic Success Tutor Coordinator Responsibilities and Duties

Students Overcoming Adversity and Recidivism (S.O.A.R.)

SOAR is a campus-based support program for currently and formerly incarcerated individuals, foster youth, and homeless students, that works in partnership with Solano County educational and community partners to provide the critical wrap-around services that our target population needs to transform their lives. SOAR activities align with the goal of providing support for individuals facing economic, educational, and other barriers to securing and maintaining jobs (e.g. basic needs such as food, housing, transportation, textbooks, and school and training supplies). Additional activities include academic advising including Education Plans, Veterans Services, Disability Services, career awareness and guidance, tutoring, job skills training workshops, and connecting individuals to quality job opportunities. This, paired with SOAR support services, positions these individuals for success in school, in their community, and for future long-term employment.

SOAR has a unique and challenging mission. By providing a community of support for currently incarcerated juvenile youth and formerly incarcerated individuals, foster youth, and homeless students, program staff assist them in overcoming obstacles that are entirely invisible to the general population: financial restrictions, employment barriers, housing challenges, restricted access to specific careers, amongst others.

SOAR emboldens students to overcome their past and current circumstances, specifically through community building. The program intentionally creates an environment where currently and formerly incarcerated students, foster youth, and unhoused students are able to release fears of being judged by peers, faculty, staff, and the public, and instead feel validated and

empowered, thereby increasing self-esteem and self-efficacy. SOAR can act as a beacon of hope for students in attaining a job with a meaningful wage due to the resources and opportunities provided. ([S.O.A.R. Web Page](#))

Students Overcoming Adversity and Recidivism (S.O.A.R.) Evidence
S.O.A.R. Web Page link & Screenshot
S.O.A.R. Orientation Materials

Looking Forward

Overall, the College will continue to examine enrollment, persistence and completion for all students. While African American and Hispanic students have had similar net increases in success in both English and Math, they remain 15-20 points behind White and Asian students. The initiatives (that also include training for staff, administrators and faculty) and reliable support programs and services (described throughout this report), as well as a return to campus, all serve to support continued student success.

Review award offerings for more efficient completion of certificates, degrees, and transfer; institute programs to improve outcomes for Disproportionately Impacted students (I.A.1; II.A.1-3; III.A.1; IV.A.1)

General Studies Task Force

Starting in Fall 2020, a subgroup of the curriculum committee began a review of the Local General Education requirements with the intent to make that pathway more efficient for students. To achieve that goal, the task force “has completed a proposal for both revising the local GE and creating a clear process for new course proposals. Currently, the committee is collecting feedback from divisions and faculty and hope to have a finalized version to bring to the Senate in Fall 2021.” The Curriculum Committee goals and self-assessment for the academic year 2020-2021 is provided for review.

General Studies Task Force Evidence
GE and Clear Process Proposal Details
Solano GE Proposal
Curriculum Chair Email 5-7-21
Solano GE Request All Areas
GE Option A 2021 Catalogue Fillable Form

General Studies Task Force Evidence
Curriculum Committee DRAFT Minutes 05-04-2021, item 21b
Curriculum Committee Goals and Assessment 2020-2021

Transfer Center

In Fall 2019 a full-time Transfer Center Coordinator was hired to increase and implement programming, promote transfer, and help students with the application process. This hire allowed for the re-implementation of tours to 4-year campuses and expanded transfer agreements with private universities. The Transfer Center Coordinator also assists with articulation of general education to make sure the information posted publicly about UC and CSU general education is up-to-date for students, faculty/staff, and the community. ([Transfer Center Web Page](#))

Transfer Center Evidence
Transfer Center Coordinator Responsibilities
Transfer Center Web Page link & Screenshot

Guided Pathways (II.A.1, II.A.5 & 6, II.A.10, II.C.6, III.A.1, IV.A.1)

In the first three years of the College’s Guided Pathways implementation, beginning in July 2018, the College hired one full-time Guided Pathways Coordinator, a faculty member on reassigned time through December 2020. Activities in the first three years included the creation of meta-majors (“Pathways for Academic and Career Excellence,” or PACE categories), the development of degree maps for the 26 Associate Degrees for Transfer, and the completion of the Scale of Adoption metrics. Led by the Vice President of Student Services, the Guided Pathways Steering Committee (GPSC) met in the spring of 2021 to plan the next steps for GP at Solano Community College. The GPSC discussed leadership for the program, the role of First Year Experience in GP, and the possibility of forming student success teams. Agendas and meetings notes from 2018 to the present are provided for review.

The GPSC determined that the program at SCC would best be served by a model that included coordinators for each of the six meta-major areas and one Counselor-coordinator. Ultimately, the interview committee decided to hire two Counselors to split the responsibilities; consequently, their reassigned time was adjusted to 15% apiece. The coordinator positions are for one year at 20% reassigned time starting in fall 2021. A planning retreat for the newly hired coordinators occurred in early August 2021. The coordinator team was introduced to the College at Convocation and school meetings held on the required FLEX day prior to the start of the fall semester. Job descriptions are provided to review responsibilities.

The GPSC is continuing to discuss the use of “Department Leads” supported with stipends to assist the P.A.C.E. coordinators with the creation/update of program maps, creation of department/program webpages, and pathway social events. The goal is to better inform students and guide them to placement in a pathway with a clear roadmap, decreasing the time it takes them to successfully complete a degree or certificate.

In fall 2021, the GPSC will discuss the possibility of developing a First Year Experience program in each PACE area to serve as support for students with the goal of increasing retention and success.

The College has contracted with a third-party vendor, Tassel, to build a web version of the program maps. Tassel programmers will turn the design-intensive paper-based program maps into web pages with links to course descriptions from the College catalog. Additionally, Tassel will build web pages for each program that contain up-to-date data on employment prospects for graduates in the discipline, salary ranges, and dedicated pages for industry partners and potential employers. ([P.A.C.E. Web Page](#))

Guided Pathways Evidence
Sample Agendas, Meeting Notes & Materials 2018-2021 (zipped file)
PACE Coordinator Duties and Responsibilities
Director of Guided Pathways Duties and Responsibilities
GP Scaling Report
Pathways to Law School Program Success Stories
Proposed Design for GP Areas of Emphasis in Catalog
P.A.C.E. Web Page link & Screenshot

Correctional Education Program (III.A.1, III.A.3, IV.A.1)

Solano Community College is dedicated to providing an education for justice-involved students, a worthy and admirable undertaking as data demonstrates lower recidivism rates and improved lives for incarcerated persons who receive a college education. For many years, the College has offered a variety of correspondence and on-site courses to justice-involved students at California Medical Facility, California State Prison-Solano, and Solano County Jail. The majority of incarcerated students fall into one or more categories of impacted students per the SCC student equity plan. This data includes a large proportion of Black or African American, Hispanic, Pacific Islander, foster youth, and students with disabilities. Of 586 students (Spring 2021), 260 identified as Black or African American, 158 as Hispanic, 96 white, 46 Asian or Pacific Islander, 11 American Indian/Alaskan Native, and 15 as “other.”

Since 2017-18, the correctional education program has increased enrollment from 483 to 586 students with improvements in both success and retention. However, to date, SCC has awarded few Associates Degrees (n < 10) to incarcerated students, partly due to limited classrooms for in-person teaching and the difficulty of tracking degree petitions identifying the petitioner as an incarcerated student, but also due to challenges in communications and policies inherent in working across multiple public institutions. A recent move to correspondence education, prompted by the COVID-19 pandemic, and greater support by key personnel at the correctional facilities has allowed the College to increase course and program offerings. In Spring 2021, the College hired an Interim Associate Dean of Special Programs to facilitate a more robust and efficient program. As a result, the College is offering an expanded program by incorporating both face-to-face and correspondence courses at the facilities we serve, including an intentional and targeted plan to increase counseling services, material resources, and administrative assistance to support incarcerated students. The program was presented at the Academic Senate Meeting on February 1st, 2021.

Correctional Education Program Evidence
Targeted Plan for Incarcerated Students - Funding Application
Inmate Education MOU
Video Presentation at Academic Senate 2/1/2021: https://vod.ccctechconnect.org/vo/302883/23bcabf7c2ad2faece0dad82d5c3a77695a37c61 link & Screenshot
Deans of Special Programs Duties and Responsibilities

Biomanufacturing

Developed in 2016, Solano Community College is accredited to grant a Bachelor’s of Science degree in Biomanufacturing. May 2021 saw the graduation of the third cohort and Fall 2021 is the start of the fifth cohort: 34 students who will start their baccalaureate journey with Solano Community College.

In total, 41 students have successfully completed the program. Graduates have been very successful, enjoying a near 100% placement rate into a high technology, high wage, high opportunity-for-upward mobility career. The biomanufacturing field is growing at an incredible pace, and the College is frequently contacted by recruiters who are looking for talented and trained employees. This workforce shortage is occurring all over the country, but it is especially acute in California where the field of biomanufacturing was founded. In the past year, the biomanufacturing field has proved its worth: the manufacture of a vaccine against the novel coronavirus saved many lives and prevented the economy from collapsing. Without this

workforce, the pandemic would still be raging uncontrolled. Some of our graduates were hired by companies that manufacture these vaccines.

When developing the biomanufacturing program, the College argued that biomanufacturing was fundamentally different than the research-based “biotechnology” degrees taught at several campuses of the California State University system and taught at a single campus of the University of California (UC Davis). In the past, students graduating with an Associate’s degree in biotechnology from one of the 28 colleges with that specialty found it difficult to transfer those technical units to their transfer institution; SCC’s Biomanufacturing degrees allows students to transfer seamlessly without the loss of a single unit. With the Bachelor’s degree this pathway now extends from articulated high school biotech courses through a certificate through an Associate’s degree through the Bachelor’s degree and then into graduate school for a Master’s or PhD.

The launch of SCC’s Bachelor’s degree coincided with the opening of a \$34.5 million biotechnology/science building at the College’s Vacaville Center. The facility enjoys the advantage of being located within one of the largest biomanufacturing hubs in the United States. The 38,000 square foot facility houses four biomanufacturing suites that include:

- a cell culture suite,
- a bioreactor suite,
- a protein recovery and purification suite,
- and laboratory space where small-scale research training and exposure to quality control techniques are offered.

The suites have been designed to mimic the floor plan of a biopharmaceutical manufacturing plant and for activities to emulate the regulated environment of biopharmaceutical manufacturing. This facility has the capability to introduce new students to the biotechnology and biomanufacturing field. Also, the facility provides a location where industry professionals can update their knowledge and add new skills. This building also houses:

- two laboratories to teach biology,
- an inorganic chemistry and an organic chemistry teaching lab,
- and a laboratory that houses a cadaver-dissection based anatomy education program.

The Solano College Biomanufacturing facility and program rival the top biotech training institutions in the country. ([Biomanufacturing Web Page](#))

Biomanufacturing Evidence
Biomanufacturing Web Page link & Screenshot

Law Pathways

Solano Community College's CCPLS Scholars Program is part of the Community College Pathway to Law School (CCPLS) Initiative, the first and only program of its kind to provide a clear pathway from community college to law school. The California State Bar's Council of Access and Fairness (COAF) developed the initiative. SCC's CCPLS Program is able to take advantage of special partnerships with six highly esteemed undergraduate and law school programs, which include UC Davis, UC Irvine, USF, Santa Clara University, Loyola Marymount, Pepperdine University, UCLA, USC, and UC Berkeley. Students taking part in the CCPLS Initiative and successfully completing the program are eligible to take advantage of these partnerships towards the goal of completing a legal studies education. CCPLS Scholars are encouraged to pursue the academic major of their choice, but must complete the California State Bar core curriculum, including course work in English, Communications, Political Science, Math, and History.

The curriculum and law-related events build necessary skills to increase competitiveness at the next level of academia. Upon successful completion of the requirements at SCC, students may apply for admission to participating undergraduate programs.

As the first college selected to participate in CCPLS, Solano Community College's CCPLS Scholars program has been in place since Fall Semester 2014. Since then, fifty-seven (57) students have gone through the program and eight (8) students have been admitted to law schools, one of whom was admitted to Columbia University Law School in Fall 2021. Students are attending the following law schools: King Hall-UC Davis, John F. Kennedy University Law School, Chicago Kent University Law School, Columbia University Law School, and McGeorge School of Law. Inside Solano highlights a success story.

While the gender of most participants is skewed female (74% to 26% male), the most recent data from the Law Pathways Report 2020 shows the group is extremely diverse, with 69% of students identifying as students of color (27% African-American/Black, 28% Asian American, 22% Latino, 31% White) and mostly residents of Vallejo, the county's largest and most diverse city. Retention and transfer rates are both high (82% and 72%, respectively) with 94% of transfers choosing a CCPLS Partner institution.

The CCPLS Scholars Program at Solano Community College and the Law Academy at Jesse Bethel High School (JBHS), Vallejo, established a joint Advisory Committee in 2017. Each term, the Vallejo Center Dean coordinates the offering of PLSC 1 and PLSC 16 classes at the Vallejo Center, which would align with Law Academy high school students' schedules. Jesse Bethel students are batch enrolled by Center staff and able to complete two of the required CCPLS classes while still in high school. Law Academy students are also invited to the Fairfield campus each semester to participate in the annual Law Day event in the fall and tour the campus.

During the pandemic lockdown, a series of virtual events were jointly planned by CCPLS and the Law Academy, including the recent presentation on criminal law by Judge Dan Healy.

Law Pathways Evidence
Inside Solano Law Pathways Success Story
Law Pathways Report 2020
Law Day Correspondence
Black Lives Matter & U.S. Constitution Day w CCC Law Pathways Invitation Email
Constitution Day 2020 Flyer
U.S. Constitution Day w CCC Law Pathways Invitation
CC Law Pathways Flyer
Scaling Pathways Report 2019

Increase campus-wide focus on diversity, equity, and inclusion (I.B.1; I.B.6; III.A.8.; III.A.14; IV.A.1-3)

Professional Development and FLEX Committee

The goal of the Professional Development and Flex Committee (PDFC) is to promote professional development opportunities for faculty and staff to broaden their knowledge, expand their skills, and enhance their abilities to benefit the students, the College, and the greater community; their overall goals and self-assessment have been outlined for 2020-2021. The committee continues to refine the processes and procedures regarding the flexible calendar planning as well as professional development funds requests. The committee continues to seek feedback on offerings for faculty and staff and continues to increase the number of [professional development/flex cal offerings](#) throughout the academic year with varied topics, including: open and enriched course materials, faculty engaging students online, the intricacies of counseling, sexual harassment prevention, CCCAA Constitution & Bylaw Compliance Workshop, reducing implicit bias, PLO mapping and SLO Assessments, support for Dreamer students, universal learning design, maker space printing, retirement, mindfulness, and accessibility for learning. This work requires tremendous time and effort on the part of committee members and has been well supported by the College administration.

The PDFC launched a custom Professional Development System ([Vision Resource Center with Cornerstone On Demand](#)) in Fall 2021, providing user guides as well as training for administration, faculty, and staff on how to use this system. The PDFC committee will continue promoting equity sessions offered by the [Student Equity & Success Council](#), the Guided

Pathways Steering Committee, and Teachers 4 Equity (T4E). While equity is always a significant consideration in education, the ongoing pandemic has highlighted, and indeed exacerbated, preexistent opportunity gaps. Since student inquiry groups and faculty, staff, and administrative input informed the development of the meta-majors, as well as the language used to direct students to our programs, one of the committee’s goals is to use [P.A.C.E.](#) to provide career-oriented exploration of SCC programs through meta-majors. Lastly, the committee will work with the District to hold sessions that prepare faculty and staff for a safe and healthy return to campus. ([Professional Development and Flex Committee Web Page](#))

Professional Development Evidence
PDFC External Training Request Form
PDFC Forms Employee Application 2020
PDFC Goals and Assessment Draft 2020-2021
Professional Development Portal Update
Scaling Pathways Report 2019
Vision Center Resource User Guide
Professional Development/Flex Cal Offerings link & Screenshot
Vision Resource Center with Cornerstone On Demand link
Student Equity & Success Council link & Screenshot
Professional Development and Flex Committee Web Page link & Screenshot
P.A.C.E link & Screenshot

Student Equity and Success Council

The Student Equity and Success Council was formed in 2018 to replace the Basic Skills Committee, co-chaired by a faculty coordinator and the Dean of Academic Support Services. The committee developed an Integrated Plan for the fiscal years 2017-19 and an application for those seeking funding. Many programs that targeted disproportionately impacted students were funded, including Summer Bridge; the First Time, Full-Time, Fast Track (FT3) program for first-year students; Welcome Day; Teachers 4 Equity; Foster Youth Success Initiative; Formerly Incarcerated Student Center; Students Overcoming Diversity and Recidivism (SOAR); and a program to support African American male students called Men to Men. In particular, increasing the number of degrees earned by incarcerated students was the goal of one funded submission. Additionally, services and resources were introduced or expanded, such as the provision of iPads, laptops, and calculators for DSP and low-income students; the Puente Project Center, with

a loaner library, laptops, and free printing. The committee was also tasked with supporting and assessing these programs on a regular basis as well as developing regular professional development activities focused on increasing the campus’ focus on equity and student success.

The SESC also created a space for several cross-campus conversations on diversity, equity, and inclusion, hosting joint sessions between Academic Senate, Education Administrators, SESC, Minority Coalition, and SCC Students to develop a set of “Equity Outcomes and Activities.” ([Student Equity and Success Council Web Page](#))

Student Equity and Success Council Evidence
Integrated Plan at SCC 2017-2019
Equity and Outcomes Collaborative List
Inmate Education Funding Request
Land Acknowledgement
SEA Funds 2021-2022 Meeting
SEA Project Fund Request Form 2021
Senate Hot Topics Newsletter 1-9-2020
SESC Approved Proposals
SESC Projects May 23, 2019 Update
Student Equity and Success Council Agenda 08272021
Student Equity and Success Council Meeting Notes 09102021
The Vallejo Village Presentation
The Vallejo Village Resources
Welcome Day 2020 SEA Application
Superintendent-President’s Advisory Council on Diversity, Equity and Inclusion StormBoard Report
02-05-21 PAC DEI Agenda
10-2-2020 DEI Minutes Draft

Student Equity and Success Council Evidence
11-06-2020 PAC DEI Agenda
Basic Principles of Equity Literacy Gorski
CUE Indicators of Equity Mindedness
EL Definition and Abilities
Equity Minded Change Leadership Bragg McCambly
PAC Stormboard Daily Update
PAC DEI 21-Day Challenge Check-In Day
Preparation for S/P Council on Equity
President's Advisory Council - Using Stormboard
Student Equity Plan 2019-2022
Student Equity and Achievement (SEA) Request for Funding
Student Equity Success Coordinator Duties and Responsibilities 2021
Student Equity and Success Council Web Page link & Screenshot
Teaching 4 Equity Proposal & Overview

Teaching4Equity (T4E)

Teaching for Equity (T4E) is a cohort-led initiative designed by SCC faculty to create an opportunity for faculty to engage in anti-racist, equity-minded pedagogy. Teaching for Equity seeks to tackle issues related to instruction and embrace equitable practices that improve the classroom experience. T4E utilizes an equity framework to encourage individual faculty to critically examine their teaching methods while working collaboratively to advance cultural competency and anti-racist practices on campus.

T4E focuses on a ‘teach the teacher’ cohort model of community practice, analyzing current attitudes and approaches related to curriculum, syllabi, assignments and grading, and classroom management strategies. The program seeks to be the starting place for new faculty as well as a space where any teacher, librarian, or counselor can opt into discussions of progressive pedagogy and outcomes-based strategies. In alignment with the Student Equity Plan, T4E participants will be inspired to discuss equity and student-centered and anti-racist practices inside the classroom.

The College recently approved funding for a T4E Academy launched in Fall 2021 with a cohort specifically designed for the College’s management team. From Spring 2022, the T4E Academy will run with 60 faculty participants each academic semester. The Academy curriculum includes 40 hours of training per semester for a total of 80 training hours by the end of the program (excluding any homework, self-study, and so on). Participants will typically spend 4 hours in training sessions each month.

Teaching 4 Equity Evidence
Teaching 4 Equity Proposal & Overview
Student Equity Plan 2019-2022

Students4Equity

Students for Equity is a new initiative that includes a collective of students dedicated to empower, support, and advocate for students at Solano Community College (SCC). The group hosts workshops for students to discuss important issues, supports students through mentorship, and advocates for student-centered initiatives. We look forward to the increased impact students will make in varied areas associated with academic success, including their experiences as SCC students.

Additional Diversity, Equity, and Inclusion (DEI) Efforts

Other important equity work has been happening across campus, from the Students 4 Equity and student-centered programming such as Undocumented Student Week of Action and Black Student Success Week. The Associated Students of Solano College created a Land Acknowledgement recognized by the Academic Senate and other campus committees. Several campus restrooms were converted from single-gendered to gender-neutral access and students can submit their preferred name and pronouns in Banner. Other activities include the Superintendent-President’s Advisory Council on Diversity, Equity and Inclusion (PAC-DEI); the [SCC Governing Board’s](#) statements Affirming Solano Community College’s Commitment to Diversity Equity and Inclusion; and Board resolutions declaring LGBTQ+ Pride Month and Denouncing Anti-Asian Hate and Racism. Administrators, faculty and staff engaged in productive dialogue that was challenging, including participation in a training to discuss Diversity, Equity and Inclusion in Curriculum. Overall, these DEI discussions centered on the climate at SCC and how we all are responsible for developing and sustaining a welcoming environment for everyone at every level--whether direct or indirect. PAC-DEI participants were invited to a 21-day challenge where each participant focused every day on diversity, equity and inclusion in a very intentional manner. Participants then met to discuss what they did and its impact on self and others, as applicable. Resources were shared, such as [How to be an Anti-Racist](#), Equity Literacy for Educators: Definition and Abilities, Employing Culturally Affirming & Equity-Minded Teaching & Learning Practices to Advance Institutional Equity, and the Center for Urban Educators Indicators of Equity-Mindedness. An [Anti-Hate video](#) produced by members of SCC clearly communicates our stand against hate and racism, advocacy for social justice, and support for diversity, equity, and inclusion as we build community together.

Addition DEI Efforts Evidence
Undocumented Student Week of Action 2021
Diversity, Equity and Inclusion in Curriculum Presentation
How to be an Anti-Racist link and Screenshot
Land Acknowledgement
Gender Neutral Restroom Access & Preferred Name in Banner 10-10-20
Superintendent-President’s Advisory Council on Diversity, Equity and Inclusion (zipped file includes samples from meetings, resources and strategies shared)
SCC Governing Board’s statements Affirming Solano Community College’s Commitment to Diversity Equity and Inclusion
Resolution Declaring LGBTQ+ Pride Month
Resolution Denouncing Anti-Asian Hate and Racism
Anti-Hate Video link & Video

Create more robust and integrated strategies for assessment, including input from across disciplines and constituents (I.B.1; I.B.4-7)

Academic Program Review

The roles and responsibilities of the Academic Program Review Committee are to initiate and implement a standardized process to evaluate academic degree programs, to provide feedback on program review reports, to periodically review APR processes and make policy recommendations to the Academic Senate, and to serve as a resource for departments/programs under review. In November 2020, the Academic Program Review Committee presented new templates for Six-Year and Two-Year (Abridged) Program Reviews. The Committee Goals and Self-Assessment for Academic Year 2020-2021 includes the academic year initiatives, accomplishments, and progress to date. Despite a pandemic, an entirely remote work model for AY 2020-2021, and a change in APR leadership (Spring 2021), the committee was effective in completing its initiatives. Due to the pandemic, the timeline for program review completion had to be revised several times, and the master calendar was updated in April 2021. Part 3 of the report provides a self-assessment narrative for review and indicates that next year the APR Committee should support Health Sciences and Counseling faculty as they complete their 6-yr reports in eLumen, and CTE programs as they complete their 2-year abridged reports.

Additionally, the APR committee will assess the logistics of nonprogram faculty reviewing reports in eLumen. ([Academic Program Review Web Page](#))

#	Initiative Undertaken, Achieved or In Progress	Status C or IP	Accomplishments/challenges/recommendations for this initiative
1	Contact Deans of HS and Counseling to set up Zoom meetings with faculty to give an overview of eLumen module	IP	Beginning this in Fall of 2021 will likely be more helpful for program faculty
2	Update student survey template for 2021 to reflect pandemic-era change in course modality*	C	Survey was updated in mid-February
3	Provide HS and Counseling faculty with surveys to administer to students	C	Student surveys were entered into Qualtrics by R&P; survey links were sent to program faculty on 3/30/2021. For the Liberal Studies AA, the student survey was sent to select faculty who teach ENGL 001, ENGL 004, MATH 011, MATH 012, PSYC 001, BIO 015, and ART 010.
4	Assess current APR status of all CTE programs*	C	Relevant CTE programs who are due/overdue for a 2-yr abridged report have been identified and notified. These reports will be due by Dec., 2021
5	Enter program-specific templates (HS, Counseling, and CTE programs) into eLumen and assign relevant faculty as collaborators *	IP	In progress; will likely finish this task over the summer
6	Determine new day/time for APR committee meetings, beginning Fall 2021*	C	To accommodate Academic Senate moving to 2 nd and 4 th Mondays, APR will now meet on the 1 st and 3 rd Mondays from 2:30 – 4:00pm

Academic Program Review Evidence
Assessment Handbook v1 9821 Draft for Elumen
Assessment Schedule & Appendix F From Draft handbook for eLumen
Six Year Program Review Template
APR Initiative Progress Report 2020-2021
APR Committee Update: Social Justice Program
APR End of Year Evaluation and Assessment -Committee Goals and Self-Assessment 20-21
Assessment Newsletters and Handbook (zipped file)
Human Services Program Review 2019-20
Human Services Feedback from APRC 2020
Psychology Program Review 2020

Academic Program Review Evidence

Academic Program Review Web Page link & Screenshot
--

Curriculum (II.A.2, II.A.12, II.C.7, IV.A.1)

Over the last year, the top priority of the Curriculum Committee has been to “create a process for critical self-examination of all components of curriculum to ferret out the presence of racist or inequitable language, structure or other detail (intentional or unintentional) as well as the absence of anti-racist and pro-equity content.” To that end, the committee hosted a presentation by Ginni May, Vice President, Academic Senate for California Community Colleges on the topic of Diversity, Equity, and Inclusion in Curriculum which focused on using an equity lens to write Course Outlines and Student Learning Outcomes. Workshops and trainings continue to be provided in varied topic areas and revisions are made to ensure students are getting to completion efficiently and with the knowledge and training required to be successful as they transition to a 4-year institution or begin to work. ([Curriculum Web Page](#))

Curriculum Evidence

CSU GE Area F Ethnic Studies Proposed Courses

Curriculum Committee 2021 End of Year Report
--

Curriculum Committee Draft Minutes 5-4-2021

Details for Local GE Proposal 5-7-2021
--

Solano GE Proposal

Solano GE Request All Areas

Diversity, Equity and Inclusion in Curriculum Presentation
--

Curriculum Calendar 2021-2022 – Workshop & Training Dates

Curriculum Web Page link & Screenshot

INSTITUTIONAL REPORTING ON QUALITY IMPROVEMENTS

Responses to Team Recommendations for Improvement

Recommendation 1 (Improvement): In order to meet the Standard, the team recommends that the Governing Board and College finalize the review, revision, and adoption of all the Board Policies and Administrative Procedures to ensure sound financial practices, financial stability and appropriate internal control mechanisms. The team also recommends that the Board establish and implement a formal plan to review and update all Board Policies and Administrative Procedures on a regular cycle. (I.C.5)

In 2016-2017, the College Governance Council initiated the review of all board policies. The Academic Senate reviewed and suggested updates to the 6000 series of board policies, those that relate to academic affairs, and those modifications to the 6000 series were then forwarded to the Board's ad hoc committee on policy by the Superintendent-President. The ad hoc committee reviewed and revised, in consultation with the Superintendent-President, before taking the revised policies to the full Board for approval. As of the 2017 ISER, the College had reviewed and revised the following series of policies and taken the revisions to the Board: 1000, 2000, 5000, 6000. Series 4000 (Human Resources) was reviewed and revised, including changes to the following sections:

4003: Emeritus -2019

4480: Travel Expense - 2018

Effective Spring 2021, a long-term plan for reviewing and updating Board Policies and Procedures was adopted, as follows:

The Board shall regularly assess its policies for effectiveness in fulfilling the District's mission. At a minimum, Board policies shall be renewed on a regular 5-year cycle according to the following schedule, where an "Academic Year" (AY) is defined by the year of the Spring semester (for example, AY 2021 is the Summer/Fall 2020 and Spring 2021 year).

- Governing Board 1000: AY ending in "1" and "6"
- Community Services 1100: AY ending in "1" and "6"
- Administration 2000: AY ending in "2" and "7"
- Business Services 3000: AY ending in "3" and "8"
- Human Resources 4000: AY ending in "4" and "9"
- Student Services 5000: AY ending in "5" and "0"
- Academic Affairs 6000: AY ending in "6" and "1"

New or revised individual policies may be submitted to the Governing Board on an ongoing basis.

Administrative procedures shall be revised as necessary to ensure student and institutional success.

The College is planning to align its local policy numbers with the Community College League of California board policies and procedures template to improve efficiency. ([Policies and Procedures Web Page](#))

Recommendation 1 Evidence
BP 4003: Emeritus- 2019
BP 4480 Travel Expense 2018
AP 1000 Governing Board Policies and Procedures
Classified Hiring Process
EEO Plan SCCD 2021
Policies and Procedures Web Page link & Screenshot

Recommendation 2 (Improvement): In order to meet the Standard, the team recommends that the College provide sufficient quantity, depth and variety of library support services, specifically access to a robust circulating library collection for Vacaville and Vallejo center students. (II.B.1)

The Library’s approach to providing services and support to all students is to maximize available resources to meet student needs regardless of time/location. Flexibility of service and support materials has remained a key factor when purchasing, scheduling, and offering library services and tools.

Over the past ten years, the Library has increasingly relied on digital reference collections rather than physical reference books, unless those cannot be acquired digitally. This decision was made so that equitable access to reference materials could be available to all students, regardless of location. The College’s e-book collection includes more than 26,000 reference books in the Library’s reference collections. Since the 2017 ISER, the Library has added 240 hand-selected e-book titles to the general e-book collection so that the digital “stacks” are more robust, covering a wider and deeper array of disciplines and research areas. The Vacaville Center’s Library now has a biotechnology-specific collection containing 102 titles, serving the Biomanufacturing baccalaureate program. Several digital resources were purchased using CARES Act funds during the pandemic.

Before the COVID-19 pandemic, the Vacaville and Vallejo Centers had librarian presence five days per week (and occasionally on Saturdays, depending on scheduling loads and librarian availability), similar to the Fairfield campus. Eventually the Fairfield campus expects to offer

longer hours as well as regular weekends. The new Library building opening in Spring 2022 at the Fairfield campus will have increased usage and traffic, necessitating extended open hours. At that point, the Library would also need to increase staffing at the Centers, as funding allows.

In addition to daily librarian presence at the Centers, the Library’s digital collections and digital reference service continue to serve as the bulk of library support for the Centers. Digital reference chat and digital collections have proven invaluable during the pandemic and will continue to be of great service to our students - regardless of location. Additions to digital collections since the last site visit include: Swank (video collection), Flipster (digital magazine collection), LibGuides (allows for embedding the Library’s website in every Canvas course/shell instance, making quick access easier for all students), and the abovementioned e-book collection additions.

Electronic reference hours have increased substantially since the onset of COVID-19. The librarians have found that the service plays an important role in providing remote “just-in-time” services to the students. The Library intends to keep a robust e-reference program to serve the needs of online and Center-stationed students even when the majority of classes and services return to campus.

During Spring 2021, the Library secured funding for locker units that will facilitate student borrowing/returning of physical library items at all three library locations. This will mitigate issues for students who come to the Centers at times when the Library/Center is closed.

In order to improve the quantity, depth, and variety of library support services for the Centers, funding support and facility adjustments for library services must be made. The 2020 Facilities Master Plan provides recommendations for converting classroom space into lab and library space at the Centers.

Currently, libraries at each center only provide reserve textbooks (and technology) for student use. In order to house a circulating collection beyond textbooks, several physical and personnel needs have to be met, including additional funds to purchase circulating items, a delivery system, secure shelving/storage, space to contain and perform circulation, circulation training for librarians scheduled at the Centers, and the eventual augmentation of staffing to include a student worker with the librarian at each Center.

In summary, the library’s main support services (librarians, circulating collections, textbook access – cannot grow without space and funding (including personnel) augmentations.

Recommendation 2 Evidence
SCC Facilities Master Plan 2020
Facilities Master Plan Space Inventory 2020

Recommendation 3 (Improvement): In order to improve institutional effectiveness, the team recommends that the College provide equitable student support services for students enrolled at the Travis Air Force Base, Vacaville, and Vallejo centers for categorical programs such as EOPS, Veterans Services, DSP, and CalWORKs. (II.C.1, II.C.3)

The primary way in which Solano Community College has addressed the need for equitable student support services at locations outside of the main campus has been through remote services. In most cases this began prior to the pandemic, but of course has been increased since due to health and safety requirements.

Since Fall 2019, the Extended Opportunity Programs and Services (EOPS) program at the College has offered counseling services and workshops remotely through Zoom video calls. This allows students to connect with their counselors directly from their laptops or smartphones without affecting service standards. Remote counseling services are specifically helpful for students who rely on public transportation, have transportation difficulties, or students enrolled in the Vacaville or Vallejo Centers or at Travis Air Force Base. In addition to counseling services, during 2020, the EOPS Program completely modified its process from paper-based forms to entirely virtual forms. This change allows students from the different Centers to request EOPS services without visiting the main campus. ([Extended Opportunity Programs and Services Web Page](#))

CalWORKs staff offered workshops at the Vallejo Center in Summer of 2019. CalWORKs staff have also offered virtual orientations, workshops, and gatherings prior to and throughout the pandemic, such as the CalWorks Virtual Social Hour in 2020; the CalWorks End of Year Celebration and Orientation. These virtual programs have been able to serve students equally, regardless of the campus they would have attended physically. ([CalWorks Web Page](#))

The Solano Community College Veterans Resource Center offers many services online, including how-to videos, electronic forms, and live chat. This allows students in need of services access regardless of location. During the pandemic there have been no in-person services. Prior to the pandemic, the College posted a counselor at Travis Air Force Base on Wednesdays to serve active military members. Based on student requests and majors, the Fairfield campus seemed to work best for students, but a counselor who knew all the Veteran's regulations based at the Vallejo Center a couple days a week served students needing those services. ([Veterans Resource Center Web Page](#))

The Veterans Resource Center (VRC) continues to evaluate the needs of student Veterans, Active-duty, their spouses and dependent children. Since opening the new Veterans Resource Center (VRC) on the main campus, additional services and space are available to support this population. Representatives from VA Health Care, EDD, and Solano County Veterans Service Office provide services weekly in the Veterans Resource Center. This is an enhancement to the existing services provided such as Academic Counseling, personal counseling, Readjustment

Counseling provided by the US Department of VA, assistance with applications for VA Education benefits, Veterans Readiness and Employment benefits, Department of Defense (DoD) Tuition Assistance, DoD MyCAA, and certifying enrollments for all student using VA and DoD education benefits. The VRC has extended hours of operation to accommodate students who attend evening classes.

The VRC provides in-person Academic Counseling on the Main Campus, at the Vallejo Center and Travis Air Force Base, and previously at the Vacaville Center. With the implementation of Zoom video conferencing, the VRC has provided Academic Counseling appointments and appointments with VRC Staff, the VRC School Certifying Official, and VRC Coordinator to all students regardless of location.

Spaces in the VRC for students include an individual study area, group study area, computer lab with free printing, Serenity Room, Recreation Room, and a breakroom. The breakroom is a space where students can eat their lunch and use a microwave and refrigerator. Also provided in the breakroom are food, snack and drink options that are free to the students; these are donated by the Military Order of the Purple Heart (MOPH), Chapter #78. The partnership between Solano Community College and the MOPH started in April 2019 when the College was named as the first Purple Heart Community College on the West Coast.

The Disabilities Services Program (DSP) began holding virtual meetings with students prior to the pandemic via Zoom as a way to more effectively serve students who, for whatever reason, found it difficult to make it to a face-to-face meeting. This, of course, allowed the program to more equitably serve students who would normally attend Travis Air Force Base or the Vacaville or Vallejo Centers. In addition, prior to the pandemic, DSP had just begun to offer appointments at the centers. During the pandemic, all appointment services have been via Zoom or phone call. In addition, the program offers workshops on note-taking, study skills, online success, and test anxiety via Zoom. Previously these had been in-person on the main campus and at the Centers. The PowerPoint presentations for these workshops are made available via the DSP website as well so that students have access from anywhere if they missed a workshop or would just like to review the information. DSP has also recently transitioned from a paper filing system to the online system Clockwork, which allows students to accomplish tasks previously only done in person, such as fill out and submit paperwork, request accommodations letters, and other activities, online. This makes it much easier for students to receive services regardless of physical location. ([Disability Services Program Web Page](#))

One thing that the pandemic made clear is that online services allow College staff to reach more students more effectively than simply offering face-to-face services, and so Solano Community College will continue to offer the services mentioned here virtually in addition to traditional methods and meet regularly to brainstorm for services after Covid. While it will be nice to get back to face-to-face services, we can best serve all students with a hybrid approach that offers services in the format that best meets the students' needs and personal situation.

Recommendation 3 Evidence
<u>CalWorks Vallejo Workshops 2019</u>
<u>CalWorks End of Year Flyer 2021</u>
<u>CalWorks Orientation Flyer fall 2020</u>
<u>CalWorks Virtual Social Hour 2020</u>
<u>Clockworks Evidence Spring 2020</u>
<u>Clockworks Screen Shot 2021</u>
<u>Continuing Online in Fall-Spring 2021 Meeting Notes 5-13-21, pgs. 2-3</u>
<u>Meeting Notes Regarding Continuing Online Services Spring 2021</u>
<u>DSP In Person Services at Centers</u>
<u>Online Services Pre-Pandemic 2018</u>
<u>Online Workshops Email Fall 2020</u>
<u>Pre-Meeting Email About Brainstorming for Services after Covid</u>
<u>Counseling Services Web Page link & Screenshot</u>
<u>EOPS Forms link & Screenshot</u>
<u>DSP Web Page link & Screenshot</u>
<u>Veterans Services Web Page link & Screenshot</u>
<u>Anderson Schedule Code Summary Report- Vallejo 2018-2021</u>
<u>Purple Heart Designation</u>
<u>Helpful Resources for Students Screenshot</u>

Recommendation 4 (Improvement): In order to improve institutional effectiveness, the team recommends that the College implement a continuous cycle of comprehensive non-instructional program review and service area outcome assessment. Assessment results should be fully integrated into planning and resource allocation processes. (I.B.1, I.B.2, I.B.4, I.B.5, I.B.7, I.B.8, II.B.3, II.C.1, II.C.2)

Program reviews in non-academic units at the College have been informal and infrequent. This was a self-identified area of weakness for the College, and efforts are underway to correct this.

Categorical programs, such as EOPS, CalWORKs, and DSP (Disability Services Program), and grant-funded programs, such as Puente and Corrections Education, are required to submit annual reports every year to their funding agencies. These reports include information on the number of students served, progress toward identified goals, assessments of outcomes, and justifications for expenditures. Managers in these areas use the results of these assessments and reports to make annual budget and personnel requests to their appropriate Vice President. Additionally, the Student Services division of the College conducted internal program reviews in Fall 2019. As part of the annual budget request process, the Vice Presidents include these requests in the overall budgeting plan.

The College created a draft template for “Administrative Program Reviews,” those program reviews in areas outside of the instructional departments, including the Superintendent-President’s Office, the offices of the Vice Presidents and deans, student services departments, fiscal and facilities/maintenance departments, and Human Resources, among others. A list of departments/units expected to complete such a review has been developed, and a cycle of review was presented to the College Governance Council at its September 8, 2021 meeting. The cycle of review establishes that each area will complete a program review once every three years, and each area will complete its first program review by the time of the College’s next accreditation visit in fall 2024.

The Administrative Program Review template contains questions related to the administrative department’s role at the College; its mission statement; the data it uses to measure its performance; and requests for fiscal, personnel, and other College resources. Service Area Outcomes replace the instructionally-themed Student Learning Outcomes typical of instructional program reviews. Additionally, the departments are asked how they contribute to the equity goals of the campus, as it is important to recognize that equity is everyone’s concern, from the classroom to the facilities to the grounds. Results from these Administrative Program Reviews will be shared at the College Governance Council, the participatory governance committee charged with making recommendations to the Superintendent-President for resource allocation and institutional effectiveness purposes.

Like the Instructional Program Reviews, the Administrative Program Reviews will be implemented in eLumen for ease of access, centralization of data, and to ensure consistency across College planning.

Recommendation 4 Evidence
Administrative Program Review Template & Cycle of Review
College Governance Agenda of 9.8.21
College Governance Minutes of 9.8.21

Recommendation 5 (Improvement): In order to ensure transparency, provide evidence of appropriate internal control structure for bond expenditures, and provide timely communication to the public regarding the appropriate expenditure of bond funds, the team recommends that the College work to ensure that the Citizen’s Bond Oversight Committee (CBOC) provides an annual report regarding bond expenditures. (III.D.5)

The Citizen’s Bond Oversight Committee (CBOC) has bylaws that outline its responsibilities, including meeting regularly and sharing annual updates to the Board of Trustees.

Section 3 of the Bylaws relates to the duties of the Committee; specifically, Section 3.1, entitled “Inform the Public,” states: “The Committee shall inform the public concerning the District’s expenditure of bond proceeds. In fulfilling this duty, all official communications to either the Board or the public shall come from the Chair acting on behalf of the Committee. The Chair shall only release information that reflects the majority view of the Committee.” To perform this responsibility of informing the public, the Committee posts minutes of meetings on its web page hosted by the College. Further, the Steering Committee of the CBOC meets regularly in meetings open to the public.

Section 3.3, entitled “Annual Report,” states: “The Committee shall present to the Board, in public session, an annual written report which shall include the following: (a) A statement indicating whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution; and (b) A summary of the Committee’s proceedings and activities for the preceding year.” To implement this responsibility, the Chair of the CBOC, as the spokesperson of the Committee, presents to the College’s Board of Trustees. An example of one of these annual reports is included in the evidence section below.

Other methods for ensuring transparency exist. The 2020 Facilities Master Plan outlines the internal control structure, appropriate expenditure, and robust public communication of local bond funds. President Esposito-Noy’s introductory message reads as follows:

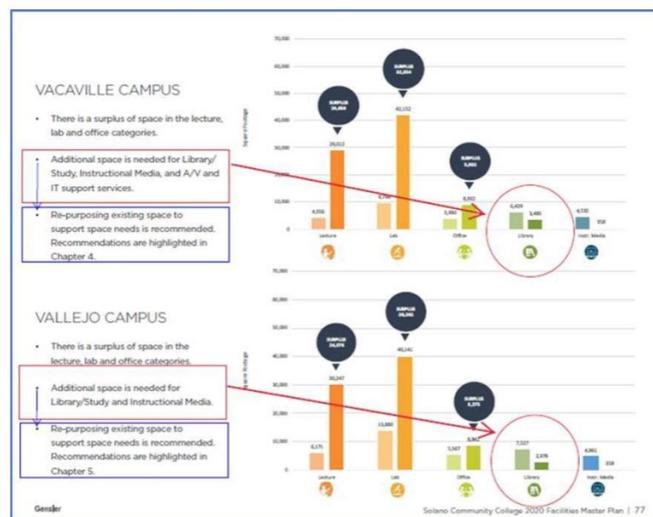
“For 75 years, Solano Community College has served residents of Solano County and the City of Winters providing opportunities to earn degrees, certificates, and to transfer. With the passage of Bond Measure G in 2002 and Q in 2012, and with the support of the

community, we have grown our three campuses in Fairfield, Vacaville, and Vallejo, updated our infrastructure, and provided residents with state-of-the-art facilities in automotive technology, bio-manufacturing, and the performing arts, in addition to a new library and learning resource center scheduled for completion in 2021. We have prepared all three campuses for the future by improving our technology and expanding our capacity for in-person and remote instruction. We are well-placed to continue serving our community into the next decade and beyond.

“This Facilities Master Plan (FMP) is the culmination of an 18-month process that included participation from students, faculty, staff, trustees, and community members. This ten-year plan provides a foundation for facilities that are responsive and flexible to the changing needs of our College and the communities we serve. The time frame for this FMP included our move to remote instruction due to COVID-19 in March, 2020 which required us to think broadly about what it means to plan for the future. We experienced the reality that students may not be allowed on campus for in person instruction for extended periods of time, and that teaching and serving students remotely requires us to build our digital capacity in order to meet the current crisis and in preparation for the future.

“This report also reflects thoughtful dialogue about changing student needs and how our facilities can meet those needs. Gone are the days of the commuter campus where 18 year olds reside at home and spend their days on campus. More students are over age 18, work full time, are caregivers, and no longer reside with parents. More students are looking for affordable housing that provides an environment where they can thrive, grow, and achieve academic success. The community college student has changed and our campuses must respond accordingly.”

As an example of broad participation in Bond activities, additional Library service needs at the Vallejo and Vacaville Centers were identified by our student surveys (reflected in our data collection in the FMP), but the space analysis indicates that we have more space than we need at both sites. The space is separated by Taxonomy of Programs codes, and is also reflected in the FMP information; see the following figure.



The Solano Community College District Measure Q Quarterly Update Report was presented for Board information on Wednesday, September 1, 2021. The report includes an overview of program and project activities for the Measure Q Bond Program for the period of April 1, 2021 – June 30, 2021.

The District’s Tentative and Adopted Budgets are posted on the College’s website, including the 2021-2022 budget which was presented to the Board for information on September 1, 2021 and approved at the September 15, 2021 meeting. Copies are available from the Office of the Vice President of Finance and Administration, and online at: http://www.solano.edu/finance_admin/

Recommendation 5 Evidence
SCC FMP Gensler 2020
Facilities Master Plan Space Inventory
CBOC Bylaws
CBOC Annual Report 2020
Minutes of the CBOC link & Screenshot
CBOC Steering Committee Meetings link & Screenshot

Recommendation 6 (Improvement): In order to increase effectiveness in integrated planning that supports resource allocation, the College mission, and the institution’s culture of transparency and sustained dialogue, the team recommends that all planning and shared governance committees formalize, assess, document, and widely communicate their decision-making processes. Identified planning priorities and the resulting assessments should be used to inform a continuous cycle of improvement. (I.B.5, I.B.9, IV.A.1, IV.A.2, IV.A.3, IV.A.6)

Planning and shared governance committees at the College follow prescribed processes for assessing, documenting, and communicating their decisions and decision-making processes.

Those committees called out by legislation - the Academic Senate and the Curriculum Committee - are subject to the Brown Act and comply with Brown Act requirements such as:

- posting agendas 72 hours prior to meetings on the website and in publicly accessible spaces on campus,
- posting meeting location and time,
- being freely accessible to the public,
- only discussing agenda items (unless voted on by 2/3 of the body for an emergency situation)

Agendas and minutes for each of these committees are posted on each committee's webpage on the College website. Additionally, a master Campus-Wide Committees document outlines regular meeting times for each committee as well as prescribed membership composition and chair structure. Even when prescribed membership is not outlined in policy or the collective bargaining agreements, committee, workgroup, and task force chairs still strive to secure participation from members of various constituent groups, including students. It is the responsibility of those members to report back to their members on committee discussions, decisions, and initiatives.

Committees at the College fall under two main areas of oversight: Academic Senate and the College Superintendent-President. All committees are under the guidance of the Board of Trustees; some report regularly and others report as requested by the Board.

Those committees under the purview of the Academic Senate include the following:

- [Academic Program Review Committee](#)
- [Assessment Committee](#)
- [Curriculum Committee](#)
- [Distance Education Committee](#)
- [Professional Development Committee](#)
- [Student Equity and Success Council](#)
- [Technical Review Committee](#)

Besides regularly posting agendas and minutes, each of these committees reports regularly to the Academic Senate on an every-other-week rotating basis; additionally, each committee shares goals at the beginning of each semester and then shares progress and recommendations at the end of each term using the "Committee Goals and Self-Assessment" report template. This report asks each committee to report on:

- Committee roles and responsibilities
- ACCJC standards addressed by the committee
- Goals and initiatives for the current year
- An evaluation of accomplished and in-progress initiatives
- A year-end evaluation
- A listing of unaccomplished initiatives
- A complete self-assessment
- Recommendations for changes to the committee or other items that can be addressed by the Academic Senate or College administration

In addition to distributing minutes of the Academic Senate proceedings each month, the Secretary of the Academic Senate publishes a bi-weekly summary report, [Hot Topics](#), that is distributed via campus email to every employee to ensure that employees in the classified and administrative ranks are regularly informed of items the Academic Senate is considering and actions they have taken.

Other College-wide committees that fall under the purview of the Superintendent-President include the following:

- [College Governance Council](#)
- [Equal Employment Opportunity Committee](#)
- [Fiscal Advisory Committee](#)
- [Graduation Committee](#)
- [Measure Q Steering Committee](#)
- [Safety Committee](#)
- [Student Services Managers \(SSM\)](#)
- [Sustainability Advisory Committee \(SAC\)](#)
- [Tech Committee \(STAC\)](#)

Since some of these committees are not subject to the Brown Act, not all of them post minutes or advertise their meeting times and location. All do report to the Superintendent-President.

Some shared governance committees do not fall squarely under the Academic Senate or the Superintendent-President but are instead composed by mutual agreement or in collaboration with the faculty bargaining unit. These committees include the:

- Academic Calendar Committee
- Accreditation Steering Committee
- Guided Pathways Steering Committee
- Sabbatical Subcommittee
- Strategic Planning Steering Committee
- Workload Committee

These committees convene as needed, and membership is normally not defined, except in the cases of the Academic Calendar, Sabbatical, and Workload committees that are defined by the collective bargaining agreement. These committees are charged with creating documents (like the Academic Calendar Committee), determining awards (like the Sabbatical Committee), or setting College priorities (like the Guided Pathways and Strategic Planning Steering Committees) and report as needed to the Academic Senate, College Governance Committee, and the Board of Trustees.

Evidence of the College's continuous cycle of improvement are the Academic Senate self-evaluation, program review template revision (program review chair shares recommendations with appropriate people), the incorporation of student learning outcomes [assessment](#) into eLumen, and discussions that the [fiscal advisory](#) and [college governance](#) committees conduct related to how to best support students and keep the College sustainable. This is an area of continued focus.

Recommendation 6 Evidence
Campus Wide Committee Master Schedule
Committee Goals and Self-Assessment Report Template
Hot Topics link & Screenshot
College Governance Council link & Screenshot
Equal Employment Opportunity link & Screenshot
Fiscal Advisory Committee link & Screenshot
Graduation Committee link & Screenshot
Measure Q Web Page link & Screenshot
Safety Committee link & Screenshot
Student Services Managers (SSM) link & Screenshot
Sustainability Advisory Committee (SAC) link and Screenshot
Tech Committee (STAC) link & Screenshot
Collective Bargaining Agreement
Senate Goals & Priorities - Self-Assessment fall 2021
Program Review Report Template
Curriculum Committee End of Year Report 2020-2021
Assessment Web Page link & Screenshot
College Governance Web Page link & Screenshot
PDFC Goals and Self-Assessment Draft 2020-2021
Program Review Report Template and Survey
Program Review Survey – Human Services
Program Review Survey-Psychology

Recommendation 7 (Improvement): In order to increase effectiveness, the team recommends that the College increase capacity for institutional research to support assessment and planning for advancing the College mission. (I.B.1, I.B.8, I.B.9)

Recognizing the high volume of research requests coming into the Office of Institutional Research and Planning and the limited number of staff - two full-time research analysts - the College hired a consultant to work collaboratively with the VPSS and the research team to determine the needs of the office and develop an improvement plan to address the identified needs.

The consultant, a working dean of research at a neighboring college, conducted a self-assessment survey completed by the research and planning staff as well as a community survey that targeted faculty and staff who had submitted requests for data in the previous year.

From late March to early May, information was gathered from various sources to assess the effectiveness of the Research and Planning (R&P) unit, including: team meetings with R&P staff, one-on-one meetings, the R&P webpage, the job descriptions of each team member, individual self-assessments, and community assessment survey.

As a result of this information-gathering, the consultant determined that R&P's ability to successfully meet the research and planning needs of the College is impacted by:

1. High volume of data requests, resulting in little to no time available to write research reports/summaries or go over data requests with colleagues.
2. Responsibilities are weighted heavily on technical reporting and assistance, and are sometimes outside the scope of research and planning.
3. Team is not able to conduct research beyond pulling and reporting data, as much of their time is spent on IT related technical assistance.
4. Job descriptions are not written to meet research and planning needs beyond the technical reporting requirements associated with the R&P area.
5. The team is challenged to engage in research or planning activities that could help the institution with its continuous improvement (i.e., program review, program evaluation, strategic planning, accreditation related activities, etc.)
6. Vacant managerial position to oversee unit and provide leadership.
 - a. This position also manages expectations of the College community in regards to scope of work, appropriateness of data requests, and determining appropriate data to effectively support college planning.
 - b. This position sets the research agenda for the unit that enables the team to prioritize research requests and projects accordingly.
 - c. The position is also capable of advocating for and procuring additional resources needed to address both workload and college research/planning needs.

Improvement Plan

Based on the information attained, analysis, and observations, the consultant recommended the following action steps to support the Research and Planning team meet the objective of increasing capacity to effectively meet the College's research/planning needs, while also improving communication and managing of expectations with the campus community:

Short-term (within the next 6 months) action steps:

1. Fill the vacant Dean position overseeing the Research and Planning unit.
2. Improve communications and ability to manage expectations by
 - a. Review and update its mission and goals
 - b. Review, update, and publish its research agenda
 - c. Update the Research and Planning webpage and data request form, informed by "a" and "b"
 - d. Utilize an interactive project management tool (to help internal communications and tracking of projects)
3. Participate in professional development (PD) activities:
 - a. the RP Group Summer Institute
 - b. Technology related opportunities
 - c. Network with other practitioners and/or establish a mentor/mentee relationships with individual practitioners in the field.
4. Review IT related activities and identify which ones are Research and Planning related and which should be supported by the College's IT department
 - a. Submit the report to the Vice President of Student Services

Other possible outcomes as a result of the assessment of the Research and Planning Office include supporting the delegation of out-of-scope technical work to the College IT department and identifying resources for an IT analyst position, if needed, within the Research and Planning Office

1. Review ongoing and recurring (including daily) requests for research and reports generated out of the R&P office.
 - a. Identify which projects, reports, and requests can be discontinued due to the following reasons: 1) out of scope for the unit, 2) outdated, 3) not being utilized by requestor in a timely manner, and 4) identified as a "nice to have" rather than a "need"

Long-term actions (within 12 months):

1. Reclass:
 - a. The Senior Information Reporter to reflect the responsibilities and duties of a Research Analyst
 - b. The Principal Research and Data Analyst to reflect the role of an IT Analyst

As a result of this assessment, the College has posted and will recruit a Dean of Research and Planning in the Fall of 2021, along with an additional staff researcher.

The summary report (Research and Planning Unit Assessment Summary) is provided for review.

Recommendation 7 Evidence
Dean of Research & Planning Job Description & Responsibilities
SCC Research and Planning Unit Assessment Summary - Spring 2021 Report
Research and Planning Community Assessment - Survey Instrument
Research and Planning Individual Assessment - Survey Instrument
Request to Participate in Survey Regarding Research & Planning

Recommendation 8 (Improvement): In order to improve student learning, the team recommends that the College increase capacity for distance education coordination, develop an integrated distance education plan, and establish a comprehensive faculty professional development program. Planning should include review, formalization, and implementation of processes and procedures to ensure that all online and hybrid courses demonstrate appropriate levels of regular and substantive instructor-initiated contact with students. (I.B.7, II.A.7, II. A.16, II.C.1, II.C.3)

Since the 2017 Accreditation Report was submitted, the Distance Education Committee has adopted the [Online Education Initiative \(OEI\) Rubric](#) and an Online Education Initiative (OEI) Review process. On October 02, 2017 the Academic Senate adopted both the OEI Rubric and the Review process on the recommendation of the Distance Education subcommittee. This was to create a transparent process in alignment with the CCC system exchange of online courses. On May 09, 2019 the Distance Education Committee adopted definitions of the peer review roles and the assignment process amongst the DE Committee members to clarify expectations and responsibilities of committee members participating in the DE review process and ensure equitable workload. Additionally, the DE Committee updated the Peer Review Handbook and [contract](#) to include online courses for load and evaluation and updated the DE Addenda Form to include policies for both Regular and Effective Contact (REC) and Accessibility.

Due to the COVID-19 pandemic and California’s school closures, the College transitioned all courses to an online format in Spring 2020. Training sessions were offered in-person over two days to quickly prepare faculty to teach online. These trainings covered the human aspect of the current crisis and how to convert course content to Canvas efficiently. A third day of training sessions was offered over Zoom to continue offering tips and guidance.

After Title 5 language changed the requirements for the DE Addendum, as approved by the local Curriculum subcommittee of the Academic Senate, the College’s local approval process was updated to meet the new policies. On June 11, 2020, DE Coordinator, Erica Beam, presented to the Academic Deans the requirements now part of Title 5, the current status of local courses, and the plan to bring all DE Addenda into compliance. The primary challenge was that all courses should be approved through the regular process of each college; at SCC, that meant that all DE addenda should be approved to be eligible to offer online through the DE and Curriculum Committee. Over two meetings, the DE Committee reviewed and approved approximately 530 DE Addenda submitted by discipline faculty. These approved DE Addenda were forwarded to the Curriculum Committee for final approval and adoption. The Curriculum office has also updated the DE Addendum module in eLumen to reflect the changes to Title 5 and to ensure new courses and course modifications are in compliance.

As part of the transition to fully online, Solano Community College built multiple emergency offerings of two required courses to ensure faculty competency to teach online: “Introduction to Online Teaching and Learning in Canvas” and “Creating Accessible Course Content.” Both courses are @ONE courses facilitated locally by the DE Coordinator. Further, faculty were required to develop and submit a Canvas course shell for at least one class to demonstrate readiness and compliance with ADA requirements. Courses submitted by faculty were assigned to DE Committee members for the review process in alignment with the OEI Rubric. Faculty completed self-assessment rubrics, and peer mentors worked with faculty to ensure alignment with all aspects of the OEI Rubric. The DE Technician and DE Coordinator reviewed courses for accessibility compliance and worked directly with faculty to ensure requirements were met. Ultimately, more than 300 courses were determined to be aligned with the OEI Rubric.

Like so many institutions, SCC scrambled to ready faculty and students for distance learning, but the fact that the processes were in place and that the DE committee had such strong leadership and support meant that the transition was as effective and efficient as possible. The years of planning and diligent attention to faculty training (including frequent FLEX workshops, mentorship opportunities, a “Canvas Day” collaboration with Napa Valley College, and professional development funding) are evidenced in the immediate and immense scaling up of DE as of March 2020.

Recommendation 8 Evidence
Online Education Initiative (OEI) Rubric link & Screenshot
DE Agenda 09-04-2020 (Approvals)
DE Agenda 09-18-2018 (Approvals)
AS Minutes 10-22-2017
Regular Effective Contact Course Design Resources
Canvas Day with Napa College Flyer

Recommendation 8 Evidence
DE Course Approval Process
DE 3 Day Training via ConferZoom-COVID 3-18-2020
DE Content Session Instructions-COVID
Faculty Content Migration Plan - COVID
Implementation Session Instructions - COVID
DE Addenda Presentation for Deans at Dean's Tea 6-11-2020
DE Shell for Review
DE Tracking System Screenshot
DE Program 2020 Training Summer & Fall
DE Program 2020
DE Meeting Minutes 05-03-2019
DE Course Shell Review Process
Faculty Courses DE Approved spring 2021
OEI Rubric
Professional Development DE Events 2020-2021
Professional Development Handbook Approved by Academic Senate 4-2020
SCC DE Process, Rubric and Assessment
Solano DE Addendum

Reflection on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: “The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.”

What are the strengths of the process that help the college to improve teaching and learning?

In 2019, the College administration brought forth a proposal to switch from CurricUNET META to eLumen for curriculum, assessment, and program review. The Academic Senate and relevant sub-committees were involved in determining whether or not to make the change. In particular, the assessment committee, which had just recently led the transition to CurricUNET META, held multiple conversations and collected extensive feedback which it documented in newsletters and spreadsheets. In the end, eLumen was adopted in Summer 2020 with Fall 2020 as the first semester of implementation.

The eLumen platform acts as a central repository for curriculum and assessment data, including a library that allows faculty to go in and review not only their own course SLO assessments but those of others in their discipline; this allows for greater collaboration and improved PLO assessment. eLumen also has the ability to assign collaborators within departments so that faculty can work together on a single course. Further, eLumen connects with Banner and is easily linked to course rosters which allows faculty to assess at the student level if they desire.

The assessment rubric in eLumen is flexible such that each discipline has collaborated to determine the scale and language they will use to assess outcomes. For example, some departments have opted to use a 10-point scale which makes it easy for faculty to match course grades to outcomes, ie. an 85% grade = 8 on the SLO rubric. On the other hand, some departments prefer broader gradients such as “does not/almost/does meet” or “exceeds” outcomes. Finally, since the College’s learning management platform, Canvas, has a feature that allows SLO’s to be linked directly to assignments for final assessments, those can then be extracted to a spreadsheet or report for manual input in eLumen, making the process easier for faculty.

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

Currently, the College is using a default system, a single template, as faculty gain fluency in the system; for those who want to do more with their assessments, eLumen has the flexibility to allow for discipline faculty to customize template(s) for their courses. Moving to more customized templates will require more extensive faculty training.

For the future, eLumen has a Canvas integration feature which allows for data input in Canvas to be exported directly to eLumen. However, implementing this option will take additional training.

Over the last year, SCC has begun a review of SLOs under the lens of equity and inclusion as part of that overarching focus across all aspects of the campus. This has been a focus of the Academic Senate and several subcommittees, particularly Curriculum, Assessment, and Academic Program Review.

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

Program/Subject/Course(s)	Assessments, Improvements, and Plans
Athletics	<p>SLO assessments of multiple sports courses revealed the need for academic support of athletes which in turn resulted in the development and expansion of in-house athletic counseling. Academic Support is provided to our full-time student athletes with a mentoring program, called AAMP (Academic Athletics Mentoring Program). There is a lead person (sometimes an assistant coach) who contacts and supports student athletes with course work, testing, tutoring support, etc. It has turned many academic standards around, raised expectations and has accomplished some positive things. In 2020 the Volleyball team averaged a 3.5 GPA for the full year. One of the highest in Solano athletics history. All athletic teams have improved their GPAs with this new mentoring program being offered to student athletes.</p> <p>Athletics modified their SLOs to reflect academic progress, transfer rates to 4-year colleges, and competition results to help identify areas that affect student-athlete academic and athletic success.</p> <p>Recently, due to changes with Covid protocols and teaching indoor sports outside, Athletics purchased outdoor volleyball grass nets and outdoor basketball hoops for training purposes until the gym opened for skill work and competition.</p>
Dance	<p>The dance program at Solano has been a part of the Kinesiology Department and the Kinesiology degree for over 40+ years. The department had full-time faculty and several part-time faculties teaching the various dance courses for many years. Currently there is only one full-time dance faculty teaching the program; however, there was a clear interest from</p>

Program/Subject/Course(s)	Assessments, Improvements, and Plans
	<p>students wanting to transfer to dance programs at UC Irvine, UC Riverside, UC Santa Barbara, UC Berkeley, UC Davis, UC San Diego, University of Long Beach, Santa Clara University, UCLA, UC Los Angeles, San Francisco State and Cal State University Northridge.</p> <p>As a result of SLO assessment in 2017, faculty in Kinesiology determined that there had been enough interest to develop an AA Dance Degree program. In 2017-2018 faculty wrote the AA Dance degree program and it went through the various channels for approval so that it was first offered in the Spring of 2019.</p> <p>Dance courses are also a part of the ADT Kinesiology Degree, Elementary Teacher Education ADT, Interdisciplinary Studies Wellness and Development ADT.</p> <p>The essential goals and objectives of the program are to assist students in moving on to the four-year level which requires the ability to demonstrate the skills required to perform at a proficient level in a variety of dance styles, including ballet, jazz, modern and hip hop. Students gain working knowledge and development of choreography, production techniques, staging, costuming and concert presentations. Furthermore, students develop an appreciation of the historical, theoretical, and critical approaches to dance as a performing and creative art. Lastly, dancers demonstrate and comprehend good problem-solving skills, group critiques, an ability to work with people, good health, physical stamina, along with flexibility, agility, coordination, grace, and creativity.</p> <p>Another goal of the dance program is to support those students not interested in pursuing dance at the 4-year level, but may pursue physical therapy, dance therapy, health management, nutrition, business to open a dance or Pilates/yoga studio, sports medicine, and other related fields at the 4-year level.</p> <p>One purpose of the dance program is to provide students an opportunity to find jobs at dance studios, fitness studios, boys</p>

Program/Subject/Course(s)	Assessments, Improvements, and Plans
	<p>and girls clubs, recreation centers, senior centers, senior care homes, professional preparation for choreography jobs, dance critic, dance manager, dance promoter, massage therapist, dance photographer, dance videographer, somatic practitioner, stage manager, costume designer, liturgical dance specialist, director of a dance company, and K-12 education both in the public and private sector. Some dance students have expressed interest in using their AA dance degree with their Liberal Arts education degree to teach special needs children.</p> <p>Students build skills, for all of the above, through the study of modern dance, ballet technique, jazz technique, hip-hop technique, performance, as well as production, dance appreciation, music appreciation, multicultural music in America, cultures of diverse artists in U.S. and choreography composition.</p>
History	<p>Previously, larger writing assignments (i.e. 8-10 page research papers) were the standard assessment of a student's historical knowledge. However, students in all history classes struggled with these assessments for two main reasons:</p> <ol style="list-style-type: none"> 1. There are no ENGL prereqs for SCC history courses, only recommendations 2. Many (if not all) SCC history faculty were not formally trained in how to teach writing to students. In addition, many history faculty assessed papers on less relevant components (such as grammar, punctuation, and formal citations) rather than content and/or strength of historical analysis. <p>Interrogation at the department level revealed that students could still demonstrate mastery of history writing without writing a longer formal essay.</p> <p>Faculty have moved from more lengthy writing assignments to more frequent, smaller writing assignments. Exams have also been made more frequent, covering smaller segments of materials. This resulted in greater workload but also greater student retention. Students are less intimidated and can process the information in pieces rather than being overwhelmed.</p>

Program/Subject/Course(s)	Assessments, Improvements, and Plans
	<p>Finally, qualitative student feedback indicates that they feel more comfortable with shorter analytical writing assignments, particularly when those assignments focus on more diverse and representative historical voices.</p>
Human Services	<p>All Human Services Program courses have been assessed which helps to delineate planned actions in order to increase comprehension, application and ease in which students learn and access course content. Courses are assessed more often than the required schedule to also help facilitate conversation amongst faculty and continually meet industry best practices.</p> <p>A proposal to reduce class size for HS 55 was the result of reviewing course work and outcomes. Students benefitted from more tailored assignments and in class feedback to ensure they fully understood how to link consumers to services based on varied assessments.</p> <p>Faculty noted that there is a need to go beyond reading and class discussions to cover challenging topics such as people who identify as gay, lesbian, and do not identify with the gender binary. In the future, having guest speakers from these cultural groups would add great educational value and learning opportunities for students to be able to ask questions and hear firsthand experiences.</p> <p>Revisions to the certificate and AA will now require students to take classes that will help them have a deeper understanding of the human condition. A reduction of units enables students to complete their training sooner to become gainfully employed. The addition of a transfer degree enables them to transfer to a 4-year institution.</p>
Kinesiology	<p>In Kinesiology, SLO assessments in movement-based courses have informed instructional equipment purchases and repairs to equipment, specifically in the area of weights and body conditioning. The department's weight room had outdated equipment and some unsafe platforms, all of which were replaced and updated. Weight equipment (lighter weights, like</p>

Program/Subject/Course(s)	Assessments, Improvements, and Plans
	<p>5 lbs. to heavier arm weights, like 20 lbs.) were added to allow for beginning and advanced students to all be participants and involved in the same course, allowing for more effective cross-listing and efficiency. The equipment in the Cardio Conditioning room is inspected and updated on a semester basis to keep activities safe and up to a higher standard.</p> <p>Throughout 2020, to accommodate restrictions resulting from the pandemic, members of the Kinesiology Department developed a wide variety of activity courses to be taught online at Solano College. The new curriculum provides students with the option of in-person courses, online courses, and hybrid courses, now and in the future. For example, Yoga can now be taught in-person and online. Some courses are geared toward in-person only in our field (KINE) but thinking and preparing outside the box the department has found that some KINE courses can be taught online and in the hybrid model for the future. This will be especially valuable for students who plan to complete their full AA or ADT online.</p>
Occupational Education	<p>Hiring an OCED Assistant has improved the ability of the Coordinator Instructor to have more effective contact with supervisors. Can you give any specific examples? What does the assistant do? What does the Coordinator Instructor do? Who are the “supervisors”? The addition of an Internship Site Developer will provide employers with more pre-internship training and guidance. Was this position filled? Any updates on training and guidance provided? The more informed the supervisors are the better the experience that students will have. Has this been the case?</p> <p>In order to provide students and local employers with the timeliest information, the OCED program has set an auto-reply email that includes the most frequently asked questions, including an invitation to informational Zoom sessions prior to each semester. The email also guides students through the placement process, outlining the difference between enrollment in Work Experience versus Non-Work Experience, courses that teach students “soft-skills” as they prepare to enter the</p>

Program/Subject/Course(s)	Assessments, Improvements, and Plans
	workforce. Finally, the email prompts local employers to file an “Internship Site Development” form.
Photography	<p>SLOs were last updated in 2018. Recent assessments offered insight into the overall program goals and informed upcoming changes in the program and course curriculum. Beginning in Spring 2019, there were significant modifications to both the AS Degree and Certificate program, including:</p> <ul style="list-style-type: none"> • The title and content for Photo 029 were updated to clarify the class as the introduction to the program. • Photo 151 and Photo 032 were also updated, including revising the SLOs. • An introduction to industry software will now be a core class, rather than an elective, since contemporary photography is heavily dependent on software skills. The course is being offered more often and an intermediate section is going to be added as an elective. • Overall, courses were modified to more clearly offer a trajectory through the program and pre-requisites were modified to encourage a more productive path through the courses. • Finally, credit hours were reduced in order to expedite degree progress and advisories were removed from core classes, which has helped students begin and complete the program more efficiently. <p>The reduction of credits, and increase in flexibility of required credits, means that student are completing the program sooner and are also more likely to complete, often before transfer. The new SLOs are enabling instructors to set clear goals for core classes, and helping students understand what they can expect to gain from course content. However, this year, the department plans to revise SLOs and course descriptions again to reflect commitment to anti-racism, diversity and inclusion.</p>
Political Science	Results from a recent student survey show that students majoring in the program (26 students surveyed) either strongly agree or agree that they understand each of the three Program Learning Outcomes. Only one student selected ‘disagree.’

Program/Subject/Course(s)	Assessments, Improvements, and Plans
	<p>Students were also asked whether they felt the courses in the program were “preparing [them] to meet the PLO.” Again, most students either strongly agree or agree for each PLO. Five students selected ‘too early to tell’ for the first PLO: “comprehend the several and enduring problems of domestic and international politics to include power, scarcity, choice, justice and change.” It’s possible they felt they needed to complete the program to be fully masterful in developing theory and content knowledge.</p> <p>PLO assessment will be completed in the next cycle, and then faculty will be able to determine how PLOs have impacted program or course changes.</p>
Psychology	<p>Members of the Psychology Department worked spring and summer of 2020 to develop an online shell for the Introduction to Psychology course at Solano. The new curriculum and design are a product of classroom and practitioner experiences; materials were shared and the collaboration included lessons learned from SLO Assessments and regular discourse in department meetings.</p> <p>Improvements include:</p> <ul style="list-style-type: none"> • Students are provided an opportunity to offer anonymous feedback at the end of every module. • Specific handouts were created to clarify and further explore concepts/theories identified with SLO assessments as being more challenging for students (e.g., learning theory) • Online discussions were used to help students apply psychological concepts and principles to their everyday lives (SLO 3 - Apply psychological principles to personal, social and organizational issues.) In fact, in completing SLOs for Spring 2021, one instructor decided to continue online discussions for face-to-face classes because it allows more students to engage in rich discussions regarding the role of psychological principles in personal, social and organizational realms.

Program/Subject/Course(s)	Assessments, Improvements, and Plans
	<p>3 out of the 4 FT faculty adopted the shell and modified it to meet their specific needs and all FTF used resources from the shell. Another significant result of this collaboration is that the Psychology Department is having conversations about a common book and exploring options for ZCT.</p>

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college’s schedule?

To effectively implement eLumen, beginning in the summer of 2019, the Assessment Coordinator conducted multiple trainings for faculty to help them understand the system and begin assessing SLOs. eLumen is a more user-friendly and flexible program than its predecessor, which encourages faculty to engage more thoughtfully with the SLO assessment process. The interface for eLumen shows the assessments required each semester on the home page. Reminders can also be automatically generated to let faculty know an assessment is due.

The assessment schedule outlines in which year program reviews, curriculum reviews, and student and program learning assessments take place. If it is the first time a course is taught, the SLO must be assessed that semester. The schedule includes a rotation of two College divisions per semester; each division is required to complete two assessment cycles per 6-year period. As a result of the pandemic, fall 2020 assessments were optional rather than required, with fewer than hoped-for faculty participation. Spring 2021 learning outcomes assessment was mandatory in the hopes of balancing out the low participation in fall 2020. In fall 2021, more professional development for conducting outcomes assessment was offered, and more faculty are participating in the process.

Since we are in the early stages of adopting eLumen, there is not currently space for faculty to evaluate changes from one semester to the next. However, in future cycles, the self-reflection section of eLumen will offer a question that encourages faculty to reflect on improvements from one semester/offering to the next based on past outcome assessments. Ideally this is a place where departments can create a system for evaluating a course and/or program.

To streamline the process, a new handbook is being designed, including detailed instructions on how to input assessments in eLumen. Assessment training at flex and email communication from the Assessment Coordinator is invaluable.

Student Learning Outcomes Standard I.B.2 Evidence
Assessment News, Volume 23
Assessment Committee Reservations About Switching to eLumen in the 2019-2020 Academic Year
Assessment Committee Pros and Cons Regarding CurriCunet & eLumen
Assessment Schedule
eLumen Guidelines for SLO Assessments
Assessment Training
Assessment Communication Example Screenshot
Outcomes Assessment Coordinator Duties & Responsibilities
Assessment Handbook v1 9821 Draft (based on eLumen)

Institution Set Standards (Standard I.B.3)

ACCJC Standard I.B.3 states: “The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.”

Has the college met its floor standards?

Yes, the College has continually met or exceeded its floor standards. Specifically, for the academic years 2017-2018, 2018-2019, and 2019-2020, the College’s progress is as follows:

Course Completion Rates

The College set its institution-set standard for course completion at 67%. In the academic years under consideration, the College’s course completion rate was between 73-76%. However, disaggregated data show achievement gaps for some student groups, and the College is undertaking efforts to address those. For example, in Fall 2019 and Fall 2020, Black Non-Hispanic students succeeded at a rate of 66%, below our institution-set standard, and American Indian and Native Alaskan students (admittedly a small sample size) succeeded at 60% and 57% respectively. Data are being shared with all faculty and discussions around ways to improve success for all students will be the focus of the 2021-2022 academic year.

Certificates

The institution-set standard for certificates is 140 annually; in the past three academic years, the actual number of certificates was 111, 167, and 193. Noticeably, the number of completed certificates in 2017-2018 (111) is below the standard; however, a note about the method for extracting data is important here. In past reports, the College relied on internal MIS data for awards and headcount, for example. This year, our Research Office has used the data from the Student Success Metrics dashboard. This resulted in lower numbers for some metrics.

Consequently, on metrics where the college appears to be below the Institution-Set Standard, this is mainly the result of this re-calibration and does not necessarily reflect underperforming on the part of the College. Data for succeeding years demonstrates that the College exceeded its standard.

Associates Degrees (A.A./A.S.)

The institution-set standard for associate degrees is 718; in the past three academic years, the actual number of degrees awarded was 633, 794, and 771. Again, a change in the data calculation method resulted in the College not meeting the standard in the first year under consideration.

Bachelor's Degrees

The institution-set standard for Bachelor's degrees is 18; this standard was based on the College's anticipated number of participants in the newly-created B.S. Degree in Biomanufacturing. However, our actual number of graduates was 12 and 15, due to the fact that the full capacity for enrollments in the program has not been met. Ultimately, each person who has enrolled in the program has completed, and in the upcoming year, the program will finally enroll students to full capacity.

Transfers

The institution-set standard for transfers is 775, and actual transfers were 775 in 2017-2018 and 787 in 2018-2019. Numbers for 2019-2020 were not available as of this writing, due to delayed results from the four-year institutions. These results demonstrate that the College has not gone below its standard floor.

Licensure Pass Rates and Employment Rates for Career and Technical Education Students

As can be seen from the accompanying ACCJC Annual Report, the College has exceeded the institution-set standard in every category of these two metrics. This data will need to be disaggregated to get a truer picture of individual and student group performance, but at the College-wide level, the College is satisfactorily serving students and preparing them for the workforce.

Has the college achieved its stretch (aspirational) goals?

In some metrics, the College has achieved its stretch goals. Specifically, for course completion rates, the overall College level stretch goal was 73% in 2017-18 and 74% in 2018-19 and 2019-20. In these three years, actual completion rates were 73%, 74%, and 76%, meeting or exceeding the goal each year. As noted earlier, disaggregated data still display some disproportionate impact that is being addressed through equity-focused professional development. In Certificate completion, the College exceeded its stretch goals in the past two years. In the categories of

degree completion, Bachelor’s degree completion, and transfer, the College has yet to meet its stretch goals, though the numbers in each category are improving annually.

What initiative(s) is the college undertaking to improve its outcomes?

In Spring 2022, the College is instituting the Teaching for Equity (T4E) Institute, a year-long professional development program that all faculty will be expected to complete. The Institute is an expansion of a faculty-developed and Student Equity and Achievement-funded project that takes small cohorts of faculty - around 10 - through an equity-informed exploration of pedagogy and anti-racist practices. The goal is to have all faculty trained in equity in the next three years.

The College has restructured how it approaches Guided Pathways, as well, in an effort to improve student achievement in course completion, degree and certificate completion, transfer, and placement into jobs. In place of the former single Guided Pathways Coordinator, the College has hired faculty coordinators to lead each meta-major (we call them P.A.C.E. categories for “Pathways to Academic and Career Excellence”). These coordinators will work with faculty in the academic departments along with counselors and other staff engaged in student outreach, engagement, and success to institutionalize the Guided Pathways principles of Identifying the Path, Entering the Path, Staying on the Path, and Ensuring Student Learning. In the current year, these coordinators are tasked with finalizing pathway maps for all degrees and certificates (currently only the ADT programs are mapped), assisting faculty in the development of department web pages that will host these maps, and devising student-focused guided pathways events in the Spring term.

How does the college inform its constituents of this information?

The Annual Report is shared each year at the Academic Senate and College Governance Committee, which includes representation from each of the bargaining units, who are then responsible for sharing with their constituent groups. Additionally, the Annual Reports are posted on the College’s [Accreditation Web Page](#).

Institution Set Standards (Standard I.B.3 Evidence)
Accreditation on SCC Web Page link & Screenshot
ACCJC Annual Report

Report on the Outcomes of the Quality Focus Projects

A. Action Projects

Action Project	Accreditation Standards Targeted by Improvement
Improve Integrated Planning	Standards: I.A.3, I.B.9, III.B.3 Additional Related Standards: I.B.7, I.B.8
Improve Student Learning Outcome Assessment	Standards: I.B.2, I.B.4, I.B.5, I.B.6, I.C.3, II.A.3 Additional Related Standards: I.B.1

B. Update on the Desired Goals and Outcomes for Action Projects

Action Project	Goals	Status
Improve Integrated Planning	<ul style="list-style-type: none"> ✓ Increased focus and relevancy of planned work ✓ Strengthened accountability of progress ✓ A trained management team on project management methodology ✓ Full integration of resource allocation with planning ✓ Adopted method for integration of educational planning. 	<p>The college has not yet implemented or integrated non-academic program reviews into a larger system of resource allocation. While academic departments complete program reviews and categorical programs provide annual reports, and while these planning documents provide support resource requests, this is not true for other non-academic units on campus. A new “administrative program review” template has been adopted that will help close the loop on college-wide planning.</p>

Action Project	Goals	Status
Improve Student Learning Outcomes Assessment	<ul style="list-style-type: none"> ✓ Move toward an inquiry-based culture and away from a culture of compliance. ✓ Adopted best practices in disaggregating data. ✓ A transparent assessment process that provides for easily accessible information and includes the creation of an Assessment Handbook. ✓ Revised GELOs and ILOs to better capture the college's learning goals for students. ✓ Improved course mappings between SLOs, PLOs, GELOs, and ILOs. ✓ Increased faculty and student participation in outcomes assessment dialogue and practice. ✓ Implementation of the CurricUNET assessment module to store and track assessments. ✓ Additional training and time to support faculty in outcomes assessment. ✓ Improved integrated planning that includes analysis of SLO data. 	<p>In Fall 2021, faculty and departments were provided disaggregated student success data at the instructor and department level, leading to ongoing discussions on strategies for improvement, particularly for students demonstrating an achievement gap. In the college's view, these are teaching gaps, as outcomes for some student groups are entirely satisfactory. The college also reviews Student Centered Funding Formula data and AB 705 outcomes to determine additional strategies for increasing student success. The adoption of eLumen provides easier access to course and program learning outcomes, and as this becomes more utilized by faculty, we will have richer data to inform decision-making.</p>

Action Project	Desired Outcomes	Update
Improve Integrated Planning	<ul style="list-style-type: none"> ✓ System will be developed and implemented that is derivative of strategic goals and objectives. ✓ System will reference goals and mission of the college and will also 	<p>The adoption and implementation of administrative program reviews will add to the data already provided by instructional program reviews. This will lead</p>

	<p>consider the current and medium-term situation and available resources, allowing for more focused planning.</p> <ul style="list-style-type: none"> ✓ Standardized accountability reports will include identified planning activities with an assigned responsible person(s) and recorded deadline dates. Each project will have a named project manager. ✓ College Governance Council will form a major part of accountability and monitoring of progress, recommending actions to the Management Team where appropriate. ✓ The standard format for recording plans and initiatives will use a common project-based approach to ensure accountability, repeatability, and a standard that can be learned. Increased skills in PM methodology will help with the quality and accountability of the entire planning project. ✓ Through scheduled trainings, increased understanding of the information requirements and the data related to budgets that can be stored, and how planning information feeds into the resource allocation process. ✓ Newly revised faculty and non-faculty position prioritization process will be thoroughly reviewed and revised as necessary. ✓ All planning products will be brought together into a common format and repository to allow planning information to be reported in a standard format. 	<p>to true institutional planning where outcomes can be assessed and resource allocations can be requested. This activity is in its early stages.</p>
--	---	---

	<ul style="list-style-type: none"> ✓ A standard language for planning will allow for more effective higher management-level decision making. 	
Improve Student Learning Outcome Assessment	<ul style="list-style-type: none"> ✓ 100% implementation of assessment module in CurricUNET Meta ✓ 100% of ILOs and GELOs are assessed and revised. ✓ SCC Assessment Handbook developed and disseminated to faculty. ✓ Completed schedule of professional development training. ✓ Documented faculty training on use of CurricUNET assessment module. ✓ 100% of SLOs are mapped to PLOs, GELOs, and ILOs in CurricUNET. ✓ 100% of SLOs are reviewed and revised, as needed, based on findings of mapping. ✓ Update of assessment webpage completed. ✓ Assessment Newsletters are published quarterly and widely disseminated, and on file. ✓ Completed analysis of data from Year 1 pilot of assessment module, including disaggregation of data, and revisions made, where needed, disseminated and on file. ✓ 100% completion of integrated planning component of outcomes assessment 	<p>With the move to eLumen, assessing student learning outcomes has been institutionalized, and faculty are beginning to more fully engage in the process. With eLumen, all courses are open for assessment each semester, in place of the earlier college practice of requiring only one outcome to be assessed. Work on assessing and updating GELOs and ILOs is awaiting more SLO and PSLO data to be accumulated.</p>

C. Actions/Steps to be Implemented, Timeline and Responsibility for Action Projects

Project One: Improve Integrated Planning

Activity	Timeline	Responsibility	Update
Review and revise Academic Program Review template	Fall 2016	Vice President, Academic Affairs; Program Review Coordinator	Program Review Coordinator revised template and entered into eLumen.
Review and potentially adopt Program Review assessment module in CurricUNET	Fall 2016	Vice President, Academic Affairs; Program Review Coordinator	Program Review module in eLumen adopted.
Review and revise VPAA response forms and timeline	Fall 2016	Vice President, Academic Affairs; Program Review Coordinator	This activity was deemed unnecessary. New approval workflow adopted in eLumen.
Define College Planning Priorities	Spring 2017	Management Team; College Governance Council	Not addressed in a formal document. College is currently focusing on equitable student learning outcomes for all students and conducting numerous activities in pursuit of this goal.
Get campus feedback on Planning Priorities	Spring 2017	College Governance Council	Not addressed.
Finalize Planning Priorities	Spring 2017	College Governance Council	N/A
Add Planning Priorities to database	Spring 2017	Institutional Research	N/A
Train management team and faculty on planning linked to priorities	Spring 2017- Fall 2017	Institutional Research	N/A
Critique and amend plans	Summer 2017	Management Team	N/A
Add budget request component to planning database	Summer 2017	Institutional Research	N/A
Make first round of budget requests using planning database	Summer 2017	Institutional Research; Fiscal Advisory Committee	N/A

Activity	Timeline	Responsibility	Update
Report on plans linked to Planning Priorities	Fall 2017- Spring 2019	Institutional Research; Management Team; College Governance Council	N/A
Design planning validation reports that identify incomplete &/or erroneous planning activities	Spring 2018	Institutional Research	N/A
Complete all documentation on planning and resource allocation processes	Summer 2018	Institutional Research	N/A
Design and deploy completed Planning website	Summer 2018	Institutional Research	N/A
Review and revise planning processes	Fall 2018	College Governance Council	N/A
Explore options for complete online planning system	Spring 2019	Superintendent- President	N/A
Review college planning priorities	Fall 2019	College Governance Council	N/A

Project Two: Improving Student Learning Outcomes Assessment

Activity	Timeline	Responsibility	Update
Review and revise SLO reporting forms and SLO quality rubric	Fall 2016	Vice President, Academic Affairs; Assessment Coordinator; Assessment Committee	SLO reporting adopted in eLumen and implemented in Spring 2021. This resulted in a new standard rubric for all courses.
Review and potentially adopt SLO Assessment module in CurricUNET	Fall 2016	Vice President, Academic Affairs; Assessment Coordinator;	Adopted SLO module in eLumen.

Activity	Timeline	Responsibility	Update
		Assessment Committee	
Collaborate with Governet on the design of the CurricUNET META assessment module; pilot-test; and “go live”	Spring 2017	Vice President, Academic Affairs; Assessment Coordinator; Assessment Committee	The college moved to eLumen and new assessment system is now live.
Revise Institutional Learning Outcomes and General Education Learning Outcomes based on assessment results and models of effective practice	Spring 2017	Assessment Coordinator; Discipline Faculty	No progress. Unfortunately, delays and revised priorities due to the pandemic have delayed this activity.
Write the Solano College Assessment Handbook	Spring 2017	Assessment Coordinator	Due to the ease of eLumen’s assessment module, this handbook is no longer necessary.
Continue to provide professional development training and assessment newsletters to train faculty	Spring 2017	Assessment Coordinator	SLO assessment training provided during every flex period and periodically throughout the semester. Assessment newsletter has been discontinued.
Continue to revise SLOs	Spring 2017	Assessment Coordinator; Discipline Faculty	Assessment coordinator sits on the technical review and curriculum committee; role is to advise faculty on appropriate SLOs. In fall 2021, the curriculum committee will embark on an equity-focused review of curriculum, including assessing SLOs to ensure they meet defined equity rubrics.
Train faculty in the use of the CurricUNET Assessment module	Fall 2017	Assessment Coordinator	Training on eLumen provided on an ongoing basis.

Activity	Timeline	Responsibility	Update
Ensure all SLOs are in the CurricUNET Assessment module	Fall 2017- Spring 2018	Assessment Coordinator	SLOs were manually input into eLumen when we transitioned away from CurricUNET.
Collaboratively map SLOs to PLOS, GELOs, and ILOs in CurricUNET with faculty	Fall 2017- Spring 2018	Assessment Coordinator Discipline Faculty	Mapping has been started by the Assessment Coordinator; this is an ongoing project.
Train faculty on mapping and support dialogue, collaboration, and an inquiry based approach to assessment.	Fall 2017- Spring 2018	Assessment Coordinator	Ongoing as part of flex days and regular open lab workshops for faculty.
Support the revision of SLOs (if necessary), based on findings of mapping	Fall 2017- Spring 2018	Assessment Coordinator Discipline faculty	This activity is unnecessary; mapping does not affect SLO content.
Update the assessment website	Fall 2017- Spring 2018	Assessment Coordinator IT Webmaster	Assessment website has been updated with eLumen training materials and links to outcomes. http://www.solano.edu/assess/
Faculty work with administration on the integrated planning component of outcomes assessment	Fall 2017- Spring 2018	Management Team Academic Senate Dean, Research & Planning	Not addressed
Work with the Curriculum Committee and faculty to review any revisions or additions of SLOs made in the database	Fall 2017- Spring 2018	Assessment Coordinator Curriculum Committee Discipline Faculty	All SLOs are reviewed by the curriculum committee during course revisions and renewals.
Continue to distribute Assessment Newsletters and provide professional development trainings based on expressed needs	Fall 2017- Spring 2018	Assessment Coordinator	Newsletter has been discontinued, but ongoing professional development has been provided.

Activity	Timeline	Responsibility	Update
Continue training faculty in the use CurricUNET, mapping, and writing quality outcomes assessments	Fall 2018-Spring 2019	Assessment Coordinator Assessment Committee Discipline Faculty	Ongoing.
Analyze data from the first year of the CurricUNET assessment module including the disaggregation of data collected, making revisions to the process as necessary	Fall 2018-Spring 2019	Assessment Committee	No progress.
Assess GELOs beyond a mapping analysis	Fall 2018-Spring 2019	Assessment Coordinator Discipline Faculty	No progress.
Involve students more in the analysis of outcomes assessment	Fall 2018-Spring 2019	Assessment Coordinator Discipline Faculty	Students are members of multiple committees, including the College Governance Committee, where such discussion and analysis will take place.
Work with administration on the integrated planning component of outcomes assessment	Fall 2018-Spring 2019	Assessment Committee	This would fall under the purview of the Academic Program Review Committee; currently, assessing SLOs in our new assessment system (eLumen) is in its infancy and we have not collected enough data to provide for meaningful planning.
Work with the Curriculum Committee and faculty to review any revisions or additions of SLOs made in the database	Fall 2018-Spring 2019	Assessment Coordinator Assessment Committee Curriculum Committee Discipline Faculty	This is an ongoing activity.
Continue to distribute Assessment Newsletters and provide professional development trainings	Fall 2018-Spring 2019	Assessment Coordinator	Already addressed.

Activity	Timeline	Responsibility	Update
based on expressed needs			
Assess ILOs beyond a mapping analysis	Fall 2019- Spring 2020	Assessment Coordinator Discipline Faculty	No progress.

Fiscal Reporting

The College is meeting its goals and is not on fiscal monitoring. The District is currently operating under “Hold Harmless” provisions and has implemented a plan to gradually reduce operations in the event of the loss of this funding. The 2021-2022 adopted budget includes a Fund Balance of 20.1%. The most recent annual fiscal report is provided for further review.

Fiscal Reporting Evidence
Annual Fiscal Report

Continuing the Work: Core Values

Overall, the campus-wide focus on equity and success produced a wide variety of projects, programs, and resources that supported students from registration to completion. This collaborative work will continue and reflects the core values of Solano Community College:

- **Integrity**— Firm adherence to a code of ethical values in thought and behavior
- **Critical Thinking**— The use of intellectually disciplined, logically sound processes involving data driven decision making
- **Mutual Respect**— Valuing the intrinsic worth of each person in an atmosphere of collegiality
- **Collaboration**— Working together across areas of responsibility or interest to achieve common goals and objectives
- **Innovation**— The search for and use of effective processes or procedures
- **Accountability**— Individual and collective responsibility for achieving the highest level of performance
- **Student Well-being**— Considering and addressing the impact on students of any and all actions or inactions

We look forward to continued self-assessment in order to best prepare students for success!