



**SOLANO**  
COMMUNITY COLLEGE

**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 15, 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.

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(Dr. Celia Esposito-Noy, Ed.D., Chief Executive Officer) (Date)

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(Denis Honeychurch, J.D., President, Board of Trustees) (Date)

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(David Williams, Ph.D., Accreditation Liaison Officer) (Date)

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(LaNae Jaimez, President, Academic Senate) (Date)

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(Erin Farmer, President, Solano College Faculty Association) (Date)

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(Danielle Gonzalez, President, CSEA, Chapter 211) (Date)

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(Jeff Lehfeldt, President, Operating Engineers, Local 39) (Date)

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## Report Preparation

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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 made an announcement asking anyone interested in serving on the accreditation team to contact the Academic Senate President. This 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 approval
September 13, 2021	Present Midterm Report to the Academic Senate for approval
September 15, 2021	Present Midterm Report at Board of Trustees meeting for endorsement
October 15, 2021	Report due to ACCJC

<b>Report Preparation Evidence</b>
Midterm Report Steering Committee Announcement
Steering Committee Representatives

## Plans Arising out of the Self-Evaluation Report

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### 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. To oversee the process, the college hired a Dean of Academic Support Services whose charge was to address funding needs, facilitate the network of support programs, and critically assess 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 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, 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 application to registration conversion rate.

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 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](#))

<b>Outreach Evidence</b>
Outreach Summary Report
<a href="#">Outreach Contact Information on SCC Website</a> link

### **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 money from the Student Success and Support Program fund, 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 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. Efforts to go virtual were not completed because SCC staff coordinating the Summer Bridge program were laid off due to the pandemic. The College hopes to reinstate the program in Summer 2022. ([Summer Bridge Web Page](#))

<b>Summer Bridge Evidence</b>
<a href="#">Summer Bridge Web Page</a> link

### **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. (The MakerSpace Flyer and Maker Space Certificate of Achievement description are provided for review.)

In Summer 2019, 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.

<b>Welcome Day Evidence</b>
Welcome Day Event
Maker Space Certificate of Achievement
Attendee Demographics
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 the most 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.

The new 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 general 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 during the week prior to and 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 for 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 Dean of Incarcerated Student Programs and Dean of Counseling submitted a proposal for SEA funds which was funded and will allow for dedicated incarcerated student 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 so 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](#))

<b>Counseling Evidence</b>
SEA Proposal to serve Incarcerated Students
<a href="#">Counseling Web Page</a> link
CalWorks Vallejo Workshops 2019
CalWorks EOP Flyer 2021
CalWorks Orientation Flyer fall 2020
CalWorks Virtual Social Hour 2020
CalWorks Evidence Spring 2020
Clockwork 7-18-21
Continuing Online in Fall-Spring 2021
DSP In Person Services at Centers
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
<a href="#">Counseling Services Web Page</a> link
<a href="#">EOPS Forms</a> link
<a href="#">DSP Web Page</a> link
<a href="#">Veterans Services Web Page</a> link

### **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 hopes that students will have access to their education plans sometime 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 assist students in identifying basic information to answer quick questions or know more precisely which program to reach out to for their question. This will help with efficiency and effectiveness of services and consistency of information provided to students.

### **Mental Wellness**

A State Mental Health grant offered us the opportunity for faculty and staff training regarding mental wellness. A trainer came on-campus to provide the Mental Health First Aid training which assists faculty and staff in understanding the experiences of students with mental health issues as well as warning signs and ways to interact with students for 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 WebPage](#) )

<b>Mental Wellness Evidence</b>
<a href="#">JFK Services on Counseling WebPage</a> link

### **Disability Services Program**

The Disability Services Program (DSP) has been making strides over the past few years to bring 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.

<b>Disability Services Program Evidence</b>
<a href="#">DSP Web Page</a> link

#### **Extended Opportunity and Services Program (EOPS)/CARE**

Although the EOPS/CARE program has had a lot of staff turn-over, making consistency of services difficult, there have also 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 changed 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 availability with busy 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](#))

<b>Extended Opportunity and Services Program (EOPS)/CARE Evidence</b>
<a href="#">EOPS/CARE Web Page</a> link

#### **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 “no show” appointments during COVID-19 were down by almost 50% since students were able to access the appointment online no matter where they were. Students who were initially hesitant to use Zoom found it easy to navigate after the first appointment, and a recent “town hall” of students asked if the online services were going to continue for Counseling, to which we indicated, “Absolutely!”

<b>COVID 19 Transition Evidence</b>
CalWorks Vallejo Workshops 2019
CalWorks EOP Flyer 2021
CalWorks Orientation Flyer fall 2020
CalWorks Virtual Social Hour 2020
CalWorks Evidence Spring 2020
Clockwork 7-18-21
Continuing Online in Fall-Spring 2021
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
<a href="#">Counseling Services Web Page</a> link
<a href="#">EOPS Forms</a> link
<a href="#">DSP Web Page</a> link

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 to comply 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 lab (English 310D). By Fall 2019, all students were 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). 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									
Integrated Math 4, Pre-Calculus, Math Analysis	MATH 012/312 or MATH 011/311 recommended or MATH 055			MATH 011, 012, 055 MATH 311/312 support available					
Calculus or higher									

### STEM:

MATH Placement Recommendation by Multiple Measures For <a href="#">BSTEM</a> 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					
Algebra 2, Integrated Math 3, Trigonometry	MATH 051, 002, 030 support strongly recommended	MATH 051, 002, 030 support recommended		MATH 051, 002, 030	
Statistics					
Integrated Math 4, Pre-Calculus, Math Analysis	MATH 020, 030 support recommended	MATH 020, 030			
Calculus or higher (Failed Course)					
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 the reduction in offerings has been problematic for some AA students as well as re-entry students who could benefit from the remedial courses that were previously offered. 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 001 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-req lab class (310D) fluctuated, 310D success rates between fall 2016 to fall 2020 were slightly higher than English 001 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 place all students 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 cycle, but it will take longer (and a return to campus) to be able to truly get a sense of the impact of these changes.

Students who took English 1 with the co-req were more successful in the next English class: English 1/310D students were much more likely to attempt English 2 or 4 than were their English 370 (one-level below) counterparts. Of our Fall 2016 cohort (150 students), 80% attempted English 2 or 4. In contrast, of our Fall 2016 cohort of English 370 students (121), only 43% attempted English 2 or 4. This number was predicted due to the benefits of acceleration and the improved odds of passing English 1 with 310D versus 370, but also benefited student morale/affect—being placed immediately into English 1 gives students more evidence they have potential in college and that they can realistically attempt transfer.

English 1/310D students are very successful in English 2 and 4. Of our Fall 2016 cohort, 93 have attempted English 2 with a 79.6% pass rate, and of those who passed, 74% received an A or a B. Fewer students took English 4 (26 students), but those who did passed at 88.5%, with almost 80% achieving an A or a B.

Most impressively, despite the fact that our Fall 2016 1/310D students were almost twice as likely to attempt English 2 or 4 than did our Fall 2017 English 370 students, the 1/310D students passed English 2 at a higher



rate than did their English 370 counterparts: 370 students passed English 2 at 75% versus 310D students' 79% rate. We have a small sample for English 370 attempts of English 4 (14 students), but 13 passed English 4 successfully, which is a very high rate (93%). That said, based on the combined numbers for English 2 and 4 for our Fall 2016 cohort, our 1/310D students had a slightly greater chance of passing English 2 or 4 as did their counterparts in 370 (81.5% vs. 80%).

<b>Success: English</b>
Success Rated for English 001
Success Rates for English 310D

### **Success: Math**

Success rates for STEM and non-STEM before/after AB705 -- use CCCO dashboard AND Solano data by STEM(2/20/51)/non-STEM(11/12)

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) 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. There has been a steady increase in the percent of new students who complete a transfer-level course in the first year. It is not possible 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. For example, Fall of 2020 showed marked improvement over Fall 2018. Likewise with Spring 2021 compared to Spring 2019, but the pandemic makes it difficult to directly interpret that data. 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 tens of thousands of students earlier access to transfer-level math. In addition, the Math faculty have taken huge

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, register for tutoring, or, in some cases, attempt a more challenging course. Further, the department has examined their textbook assignments with a focus on equity and access, including agreeing on a single, no-cost 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, it appears that success rates 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 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.

<b>Success: Math Evidence</b>
Completion of Transfer level math
Students who gained access to transfer level math
Math 104 Interim Algebra Success Data
STEM Transfer (Math 2, 20, 51) Success Data
Non-STEM Transfer (Math 11 and 12) Success Data

### Co-requisite lab courses

Beginning in Fall 2018, co-requisite courses were added for English and Math. A 1-unit lab (310D) for English 001 was created, and in Fall 2019, .5-unit co-requisites for Math 011 (311) and Math 012 (312) with self-placement based on a multiple-measures assessment were created.

### Teaching Apprentice Program

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

<b>Teacher Apprenticeship Program</b>
Link to <a href="#">Data Integration in Support of AB705 at the CCC Web Page</a> link
1805 Data Submission Form
AB 1805 SCC Data 08-20-21

### Tracking and Analyzing Data

Data is collected and reported to the state every semester through the AB705 Data Collection process ([Data Integration in Support of AB705 at the CCC Web Page](#)) AB 1805 Data Submission Form, AB 1805 SCC Data 082021

### 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 \(African American Male Education Network\)](#)

<b>Key Support and Services Programs Evidence</b>
s-STEM Funding Proposal
<a href="#">Academic Success and Tutoring Center (ASTC)</a> link
<a href="#">Puente</a> link
FT3
MESA/ <a href="#">TRIO</a> link
<a href="#">Foster Youth Success Initiative</a> link
<a href="#">Formerly Incarcerated Youth</a> link
<a href="#">Students Overcoming Adversity and Recidivism (SOAR)</a> link
<a href="#">M.E.N./A2MEND (African American Male Education Network)</a> link

### **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: [http://www.solano.edu/academic\\_success\\_center/schedule.php](http://www.solano.edu/academic_success_center/schedule.php) In order to be able 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.

**ASTC Resources Include:**

- ASTC team members are knowledgeable, resourceful, supportive and attentive.
- Small group study spaces with white boards.
- Private study rooms.
- Study materials, such as calculators, microscopes, and models.
- For those using learning accommodation tools, we have software to support FSReader™ 3, JAWS® 2018, and Kurzweil Education® System.
- An area for printing, copying, and other stationery needs.
- Computer science software: Microsoft® Office, Visual Studio 2015, Adobe® After Effects® CC 2018, Adobe Premiere® Pro CC 2018, and others.
- Math software: Graph, Maple™ 17 (32-bit) Portal, Minitab® 15 English, wxMaxima, and XMaxima
- Science software: Esri® ArcGIS® (GIS mapping), College Chemistry Tutor, Vernier® Logger Pro® 3.8.5.1 (data-collection and analysis), Periodic Table by Revolution Software, and Microsoft® Windows® RasWin (molecular graphics).

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

<b>Academic Success and Tutoring Center Evidence</b>
<a href="#">ASTC Web Page</a> link
Faculty Coordinator ASTC JD?
Academic Success Tutor Coordinator 04-01-2019

**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, we will 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. We intentionally create 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 we can provide. ([S.O.A.R. Web Page](#))

<b>Students Overcoming Adversity and Recidivism (S.O.A.R.) Evidence</b>
<a href="#">S.O.A.R. Web Page</a> link
S.O.A.R. Orientation Packet

### 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.

<b>General Studies Task Force Evidence</b>
GE and Clear Process Proposal
Curriculum Committee Goals and Assessment 2020-2021

### **Transfer**

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-yr 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](#))

<b>Transfer Evidence</b>
Transfer Center Coordinator JD
<a href="#">Transfer Center Web Page</a> link

### **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 2018 to present are provided for review.

The GPSC determined that the Pathways for Academic and Career Excellence (P.A.C.E.) 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 is scheduled for early August. The coordinator team will be 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](#))

<b>Guided Pathways Evidence</b>
Sample Agendas and Meeting Notes (development and progress)
Guided Pathways Coordinator JD
Director of Guided Pathways JD
Pace Coordinator JD
<a href="#">P.A.C.E. Web Page</a> link

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

Solano 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 engage in a college education. For many years, we have 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 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 primarily by the COVID-19 pandemic, and greater support by key personnel at the correctional facilities has allowed us to increase our course and program offerings. In Spring 2021, the college hired an Interim Associate Dean of External Programs to facilitate a more robust and efficient program. As a result, we will be 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 1<sup>st</sup>, 2021:

<https://vod.ccctechconnect.org/vo/302883/23bcabf7c2ad2faece0dad82d5c3a77695a37c61>

<b>Correctional Education Program Evidence</b>
Funding Application- Intentional Targeted Plan
MOU
The program was presented at the Academic Senate Meeting on 2/1/2021: <a href="https://vod.ccctechconnect.org/vo/302883/23bcabf7c2ad2faece0dad82d5c3a77695a37c61">https://vod.ccctechconnect.org/vo/302883/23bcabf7c2ad2faece0dad82d5c3a77695a37c61</a> link
Deans of Special Projects JD

### **Biomanufacturing**

Developed in 2016, in partnership with MiraCosta College in Northern San Diego County, Solano Community College was accredited to grant a Bachelors of Science degree in Biomanufacturing. May 2021 was the graduation for the third cohort and Fall 2021 is the start of the fifth cohort: 34 students who will start their journey with Solano 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; Solano’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 programs through a certificate through an Associate’s degree through the Bachelor’s degree and then into graduate school for a Masters or PhD.

The launch of Solano’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, our facility provides a location where industry professionals can update their knowledge and add new skills. This building also houses:

- two new 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 rivals the top biotech training institutions in the country. ([Biomanufacturing Web Page](#))

<b>Biomanufacturing Evidence</b>
<a href="#">Biomanufacturing Web Page</a> link

### 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. Solano College'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 will be eligible to take advantage of these partnerships towards the goal of achieving a legal education. CCPLS Scholars are encouraged to pursue the academic major of their choice, but must complete the California State Bar core curriculum, including the 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 which was admitted to Columbia University Law School this fall. 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 Mc George School of Law. (Inside Solano Success Story)

While the gender of most participants is skewed female (74% to 26% male), the most recent data (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 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 batched 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 our annual Law Day event in the fall and tour the campus. During the pandemic lockdown, a series of virtual events are jointly planned by CCPLS and the Law Academy, including the recent presentation on criminal law by Judge Dan Healy.

<b>Law Pathways Evidence</b>
Inside Solano Success Story
Law Pathways Report 2020

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

#### **Professional Development and FLEX Committee (Standards I and III)**

The goal of the 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 as well as 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. Professional development continues to seek feedback on offerings for faculty and staff. The committee 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 Professional Development and FLEX Committee plans to launch our custom Professional Development System ([Vision Resource Center with Cornerstone On Demand](#)) shortly. We will provide 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](#) and is also considering collaborating with Teachers 4 Equity (T4E). Most importantly, the committee recognizes the need to hold sessions that facilitate a safe and healthy return to campus. While equity is always a significant consideration in education, the ongoing situation has highlighted, and indeed exacerbated, preexistent opportunity gaps. The PDFC is committed to equity work in partnership with other campus groups including, but not limited to, the Student Equity & Success Council, T4E, and Guided Pathways. 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; please review the Scaling Pathways report for more details. 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](#))

<b>Professional Development Evidence</b>
PDFC External Training Request Form
PDFC Forms Employee Application 2020
PDFC Goals and Assessment Draft 2020-2021
Professional Development Portal Update

Scaling Pathways Report
<a href="#">Professional Development/Flex Cal Offerings</a> link
Custom Professional Development
<a href="#">Vision Resource Center with Cornerstone On Demand</a> link
<a href="#">Student Equity &amp; Success Council</a> link
Scaling Pathways Report
<a href="#">Professional Development and Flex Committee Web Page</a> link

### **Student Equity and Success Council**

After the college decided to streamline the allocation process for multiple funding streams, 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 the allocation of funds. 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 Youth 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 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 our 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](#))

<b>Student Equity and Success Council Additional Evidence</b>
2017-2019 Integrated Plan at SCC
Equity and Ac

Inmate Education Funding Request
Land Acknowledgement
SEA Funds 2021-2022 Meeting
SEA Project Fund Request Form 2021
Senate Hot Topics Newsletter 1-9-1?
SESC Approved Proposals
SESC Projects May 23, 2019 Update
The Vallejo Village
Welcome Day 2020 SEA Application
Superintendent-President's Advisory Council on Diversity, Equity and Inclusion
05-05-21 PAC DEI Agenda
10-2-2020 DEI Minutes Draft
11-06-2020 PAC DEI Agenda
Basic Principles of Equity Literacy Gorski
CUE Indicators of Equity Mindedness
Documents for the President's Advisory Board
EL Definition and Abilities
Equity Minded Change Leadership Bragg McCambly
PAC DEI 10-2-2020 Agenda
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 and Achievement (SEA) Request for Funding
Student Equity Success Coordinator JD

<a href="#">Equity and Success Council Web Page</a> link
Teaching 4 Equity Proposal

### **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 to the Academic Senate's Land Acknowledgement to the conversion of campus restrooms from single-gendered to gender neutral access and from the Superintendent-President's Consultative Council on Diversity, Equity and Inclusion to the [SCC Governing Board's](#) statements Affirming Solano Community College's Commitment to Diversity Equity and Inclusion, Resolution Declaring LGBTQ+ Pride Month and Resolution Denouncing Anti-Asian Hate and Racism. Administrators, faculty and staff engaged in productive dialogue that was challenging; 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 one had to focus 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 Center for Urban Educators Indicators of Equity-Mindedness. The [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.

<b>Addition DEI Efforts Evidence</b>
Land Acknowledgement
Gender Neutral Restroom Access
Superintendent-President's Advisory Council on Diversity, Equity and Inclusion
<a href="#">SCC Governing Board's</a> statements Affirming Solano Community College's Commitment to Diversity Equity and Inclusion link
Resolution Declaring LGBTQ+ Pride Month
Resolution Denouncing Anti-Asian Hate and Racism
<a href="#">Anti-Hate Video</a> link

### **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. We seek 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, our hope is that T4E participants will be inspired to discuss equity and what student-centered and anti-racist practices look like inside the classrooms.

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

<b>Teaching 4 Equity Evidence</b>
Teaching e Equity Proposal

### **Students4Equity**

Students for Equity is a collective of students dedicated to empower, support, and advocate for students at Solano Community College. The group hosts workshops for students to discuss important issues, supports students through mentorship, and advocates for student centered initiatives.

**Create more robust and integrated strategies for assessment, including input from across disciplines and constituents**

### **Academic Program Review (Standards I, II, III)**

“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 descriptions of the 2020-2021 academic year initiatives, accomplishments and progress to date, inclusive of challenges



and recommendations for the initiatives. Despite a pandemic, an entirely remote work model for AY 2020-2021, and a change in APR leadership (Spring 2021) the committee was mostly effective in completing its initiatives; please see table below for the status of the initiatives at the end of the 2021-2021 academic year. 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; this understandably created some confusion over when exactly schools were in their program cycle. 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-yr abridged reports. Additionally, the APR committee will need to 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 <sup>nd</sup> and 4 <sup>th</sup> Mondays, APR will now meet on the 1 <sup>st</sup> and 3 <sup>rd</sup> Mondays from 2:30 – 4:00pm

<b>Academic Program Review Evidence</b>
Six Year Program Review Template
APR Initiative Progress Report 2020-2021
APR Committee Update: Social Justice Program
APR End of Year Evaluation and Assessment 2021-Committee Goals and Self-Assessment 2020-21
<a href="#">Academic Program Review Web Page</a> link

### **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. ([Curriculum Web Page](#))

Curriculum Additional Evidence
CSU GE Area F Ethnic Studies Proposed Courses
Curriculum Committee 2021 End of Year Report
Details for Local GE Proposal 5-7-2021
Diversity, Equity and Inclusion in Curriculum Presentation
<a href="#">Curriculum Web Page</a> link

## Responses to Team Recommendations for Improvement

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*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 which could improve efficiency but will admittedly be a considerable undertaking. ([Policies and Procedures Web Page](#))

<b>Recommendation 1 Evidence</b>
BP 4002: Classified Employees
BP 4003: Emeritus- 2019
BP 4035 Equal Employment Opportunity 2021
BP 4480 Travel Expense 2018
BP 4710: Employees Not Included in the Classified Service 2019
Annual Employee Notice 202-2021
AP 1000 Governing Board Policies and Procedures
Classified Hiring Process
EEO Plan SCCD 2021
<a href="#">Policies and Procedures Web Page</a> link

*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. Our e-book collection includes more than 26,000 reference books in the Library's reference collections. Since our 2017 ISER, we have added 240 hand selected e-book titles to our general e-book collection so that our 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 which will require a more permanent funding source in the future.

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. We anticipate that 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 our digital collections have proven invaluable during the pandemic and will continue to be of great service to our students- regardless of location. Additions to our 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 continue to serve the needs of our 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. Lockers have been ordered which will mitigate issues for students that come to the Centers at times when the Library/Center is closed.

However, physical library services at the Centers have not changed significantly since the ACCJC visit in 2017. 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. Both Centers were constructed without any space allocation for library services; as such, the existing spaces are inadequate to create robust, secure, and usable physical collections.

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. At Measure Q and facility planning meetings there has been discussion of transitioning currently underused spaces at both Centers into library spaces. (Evidence.)

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

<b>Recommendation 2 Evidence</b>
Strategic Plan 2019-2022 Board Approved

*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 (R3 Counseling Services). 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, Vallejo, or Travis Air Force Centers. In addition to counseling services, during 2020, the EOPS Program completely modified its process from paper-made forms to entirely virtual forms (R3 EOPS 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](#))

The Solano Community College CalWORKs program, being community-based, offers services proportionate to the communities in which it is housed. CalWORKs staff offered workshops at the Vallejo Center in Summer of 2019 (R3 CalWorks Vallejo Workshops 2019). CalWORKs staff have also offered virtual orientations, workshops, and gatherings prior to and throughout the pandemic (R3 CalWorks Virtual Social Hour 2020; R3

CalWorks EOY flyer 2021; R3 CalWorks Orientation flier Fall 2020). 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. (R3 Veterans Services). This allows students in need of services access regardless of location. Of course 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 we also had a counselor who knew all the Veteran's regulations based at the Vallejo Center a couple days a week so that if a student needed those services there they would be available. ([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, 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 has been able to provide 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 of our 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 for students. 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 (R3 Online Services pre-pandemic 2018). 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 (R3 DSP In-Person Services at Centers). During the pandemic, of course, 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 (R3 Online Workshop email F20). 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 (R3 DSP Website-Students). 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 (R3 Clockwork Evidence Sp2020; R3 Clockwork screenshot 2021-07-18). This makes it much easier for students to receive services regardless of physical location. ([Disability Services Program Web Page](#))

One thing that the pandemic has taught us is that online services allow us 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 our traditional methods (R3 Pre-meeting email about brainstorming for services after covid Sp21; R3 Continuing online in the fall Sp21). While it will be nice to get back to face-to-face services, we have found that 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.

<b>Recommendation 3 Evidence</b>
CalWorks Vallejo Workshops 2019
CalWorks EOP Flyer 2021
CalWorks Orientation Flyer fall 2020
CalWorks Virtual Social Hour 2020
CalWorks Evidence Spring 2020
Clockwork 7-18-21
Continuing Online in Fall-Spring 2021
DSP In Person Services at Centers
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
<a href="#">Counseling Services Web Page</a> link
<a href="#">EOPS Forms</a> link

<a href="#">DSP Web Page</a> link
<a href="#">Veterans Services Web Page</a> link
Anderson Schedule Code Summary Report- Vallejo 2018-21
Purple Heart Designation

*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 per VP Cooper - evidence?) As part of the annual budget request process, the Vice Presidents include these requests in the overall budgeting plan.

The College is finalizing 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. [Administrative Program Review Cycle of Completion; College Governance Agenda of 9.8.21] The expectation is that each area will complete a program review once every six 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. [Administrative Program Review Template] 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.

<b>Recommendation 4 Evidence</b>
Student Services Program Review (2019) ???
Annual Reports from Categorical or Grant-Funded Programs
Administrative Program Review Template
Administrative Program Review Cycle of Completion

*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 also reflected in the FMP information; see the figure below.



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 approval on September 1, 2021. Copies are available from the Office of the Vice President of Finance and Administration, and online at: [http://www.solano.edu/finance\\_admin/](http://www.solano.edu/finance_admin/)

Recommendation 5 Evidence
2020 SCC FMP Gensler
Facilities Master Plan Space Inventory
Space Analysis
CBOC Bylaws
CBOC Annual Report 2020
Link to minutes of the CBOC: <a href="http://www.solano.edu/measureq/cboc.php">http://www.solano.edu/measureq/cboc.php</a>
Link to CBOC Steering Committee meetings: <a href="http://www.solano.edu/measureq/presentations.php">http://www.solano.edu/measureq/presentations.php</a>

*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 agendaized 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: the 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.

<b>Recommendation 6 Evidence</b>
Campus Wide Committee Schedule
Committee Goals and Self-Assessment Report Template
<a href="#">Hot Topics</a> link
<a href="#">College Governance Council</a> link
<a href="#">Equal Employment Opportunity Committee</a> link
<a href="#">Fiscal Advisory Committee</a> link
<a href="#">Graduation Committee</a> link
<a href="#">Measure Q Steering Committee</a> link
<a href="#">Safety Committee</a> link
<a href="#">Student Services Managers (SSM)</a> link
<a href="#">Sustainability Advisory Committee (SAC)</a>
<a href="#">Tech Committee (STAC)</a>
Collective Bargaining Agreement
Academic Senate Self-Evaluation
Program Review Report Template
Curriculum Committee 2020-2021 End of Year Report
<a href="#">Assessment Web Page</a> link
<a href="#">Fiscal Advisory Web Page</a> link
<a href="#">College Governance Web Page</a> link
PDFC Goals and Self-Assessment Draft 2020-
Program Review Report Template and Survey
Program Review Survey – Human Services Template Sample

Program Review Survey-Psychology
Psychology Program Review 2019-2020
Senate Goals & Priorities 2021

*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:

- A. High volume of data requests, resulting in little to no time available to write research reports/summaries or go over data requests with colleagues
- B. Responsibilities are weighted heavily on technical reporting and assistance, and are sometimes outside the scope of research and planning
  - a. Team is not able to conduct research beyond pulling and reporting data, as much of their time is spent on IT related technical assistance.
  - b. Job descriptions are not written to meet research and planning needs beyond the technical reporting requirements associated with the R&P area.
- C. Both "A" and "B" result in the team unable 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.)
- D. 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:

- A. Fill the vacant Dean position overseeing the Research and Planning unit.
- B. 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)
- C. 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.
- D. 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

- E. 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):

- F. 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 is attached. [Research and Planning Unit Assessment Summary]

<b>Recommendation 7 Evidence</b>
Research & Planning Satisfaction Survey Invitation
Research & Planning Satisfaction Survey
<a href="#">Dean of Research &amp; Planning Job Description</a> link
SCC Research and Planning Unit Assessment Summary - Spring 2021 report
Research and Planning Community Assessment - Survey Instrument
Research and Planning Individual Assessment - Survey Instrument

*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.I, 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. (See attachments for R8.1 in module) On May 09, 2019 the Distance Education subcommittee 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. (See attachment for R8.3 and R8.4 in module). 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. 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. (See attachments for COVID transition in module)

After Title 5 language changed the requirements for the DE Addendum, as approved by the local Curriculum subcommittee of the Academic Senate, our 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 our 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. (See attachments for R8.7 for updated DE Addendum and DE agendas September 4, 2020 and September 18, 2020). 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 the two required courses to ensure their 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. (See attachments for DE training Summer and Fall 2020) Further, faculty were required to develop and submit a Canvas course shell for at least one class, to demonstrate readiness and compliance with ADA law. 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. (See attachment for courses approved during Spring 2021 semester) Ultimately, more than 300 courses were determined to be aligned with the OEI Rubric.

Like so many institutions, Solano 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.

<b>Recommendation 8 Additional Evidence</b>
<a href="#">Online Education Initiative (OEI) Rubric</a> link
DE Agenda 09-04-2020
DE Agenda 09-18-2018
AS Minutes 10-22-2017
Regular Effective Contact Course Design Resources
Canvas Day with Napa College Flyer
DE Course Approval Process

DE 3 Day Training via ConferZoom-COVID
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
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

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### 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 (See Vol 23 Newsletter; Assessment Committee Reservations About Switching To eLumen in the 2019-2020 Academic Year; Assessment Committee Pros and Cons). In the end, eLumen was adopted in Summer 2020 with Fall 2020 as the first semester of implementation.

The eLumen platform allows for a central repository for curriculum and assessment data, including a library that will allow 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 gives us 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 our 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, Solano College has been in the early stages of 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 from 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 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 is 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 studio's, boys 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>
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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"> <li>1. There are no ENGL prereqs for SCC history courses, only recommendations</li> <li>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.</li> </ol> <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> <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.</p> <p>Faculty noted that there is a need to go beyond reading and class discussions to cover challenging topics such as gays, lesbians, and non-conforming gender. 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>

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 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 most timely 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 workforce. Finally, the email prompts local employers to file an "Internship Site Development" form.</p>



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"> <li>• The title and content for Photo 029 were updated to clarify the class as the introduction to the program.</li> <li>• Photo 151 and Photo 032 were also updated, including revising the SLOs.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <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	<p>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.' 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 is 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"> <li>• Students are provided an opportunity to offer anonymous feedback at the end of every module.</li> <li>• 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)</li> <li>• 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.</li> </ul> <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>
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**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 has 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. (eLUMEN GUIDELINES FOR SLO ASSESSMENTS) Assessment training at flex and email communication from the Assessment Coordinator is invaluable.

Evidence
Assessment News, Volume 23
Assessment Committee Reservations About Switching to eLumen in the 2019-2020 Academic Year
Assessment Committee Pros and Cons
Assessment Schedule
eLumen Guidelines for SLO Assessments
Assessment Training
Assessment Communication
Assessment Coordinator JD

### **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.

#### ASSOCIATE 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 PACE 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 (we currently only have them for our ADT programs), 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](#)..

<b>Evidence</b>
<a href="#">Accreditation Web Page</a> link
Annual Report

## Report on the outcomes of the Quality Focus Projects

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### 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"><li>✓ Increased focus and relevancy of planned work</li><li>✓ Strengthened accountability of progress</li><li>✓ A trained management team on project management methodology</li><li>✓ Full integration of resource allocation with planning</li><li>✓ Adopted method for integration of educational planning.</li></ul>	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 is being adopted that will help close the loop on college-wide planning.

<b>Improve Student Learning Outcomes Assessment</b>	<ul style="list-style-type: none"> <li>✓ Move toward an inquiry-based culture and away from a culture of compliance.</li> <li>✓ Adopted best practices in disaggregating data.</li> <li>✓ A transparent assessment process that provides for easily accessible information and includes the creation of an Assessment Handbook.</li> <li>✓ Revised GELOs and ILOs to better capture the college's learning goals for students.</li> <li>✓ Improved course mappings between SLOs, PLOs, GELOs, and ILOs.</li> <li>✓ Increased faculty and student participation in outcomes assessment dialogue and practice.</li> <li>✓ Implementation of the CurricUNET assessment module to store and track assessments.</li> <li>✓ Additional training and time to support faculty in outcomes assessment.</li> <li>✓ Improved integrated planning that includes analysis of SLO data.</li> </ul>	<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>
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<b>Action Project</b>	<b>Desired Outcomes</b>	<b>Update</b>
<b>Improve Integrated Planning</b>	<ul style="list-style-type: none"> <li>✓ System will be developed and implemented that is derivative of strategic goals and objectives.</li> <li>✓ System will reference goals and mission of the college and will also consider the current and medium term situation and available resources, allowing for more focused planning.</li> <li>✓ Standardized accountability reports will include identified planning activities with an assigned responsible person(s) and recorded deadline dates. Each project will have a named project manager.</li> </ul>	<p>The adoption and implementation of administrative program reviews will add to the data already provided by instructional program reviews. This will lead 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"> <li>✓ College Governance Council will form a major part of accountability and monitoring of progress, recommending actions to the Management Team where appropriate.</li> <li>✓ The standard format for recording plans and initiatives will use a common project-based approach to ensure accountability, repeatability, and a standard that can be learned. Increased skills in PM methodology will help with the quality and accountability of the entire planning project.</li> <li>✓ Through scheduled trainings, increased understanding of the information requirements and the data related to budgets that can be stored, and how planning information feeds into the resource allocation process.</li> <li>✓ Newly revised faculty and non-faculty position prioritization process will be thoroughly reviewed and revised as necessary.</li> <li>✓ All planning products will be brought together into a common format and repository to allow planning information to be reported in a standard format.</li> <li>✓ A standard language for planning will allow for more effective higher management-level decision making.</li> </ul>	
<b>Improve Student Learning Outcome Assessment</b>	<ul style="list-style-type: none"> <li>✓ 100% implementation of assessment module in CurricUNET Meta</li> <li>✓ 100% of ILOs and GELOs are assessed and revised.</li> <li>✓ SCC Assessment Handbook developed and disseminated to faculty.</li> <li>✓ Completed schedule of professional development training.</li> <li>✓ Documented faculty training on use of CurricUNET assessment module.</li> </ul>	<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>



	<ul style="list-style-type: none"> <li>✓ 100% of SLOs are mapped to PLOs, GELOs, and ILOs in CurricUNET.</li> <li>✓ 100% of SLOs are reviewed and revised, as needed, based on findings of mapping.</li> <li>✓ Update of assessment webpage completed.</li> <li>✓ Assessment Newsletters are published quarterly and widely disseminated, and on file.</li> <li>✓ Completed analysis of data from Year 1 pilot of assessment module, including disaggregation of data, and revisions made, where needed, disseminated and on file.</li> <li>✓ 100% completion of integrated planning component of outcomes assessment</li> </ul>	
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## C. Actions/Steps to be Implemented, Timeline and Responsibility for Action Projects

### Project One: Improve Integrated Planning

Activity	Timeline	Responsibility	Update
<b>Review and revise Academic Program Review template</b>	Fall 2016	Vice President, Academic Affairs; Program Review Coordinator	Program Review Coordinator revised template and entered into eLumen.
<b>Review and potentially adopt Program Review assessment module in CurricUNET</b>	Fall 2016	Vice President, Academic Affairs; Program Review Coordinator	Program Review module in eLumen adopted.
<b>Review and revise VPAA response forms and timeline</b>	Fall 2016	Vice President, Academic Affairs; Program Review Coordinator	This activity was deemed unnecessary. New approval workflow adopted in eLumen.
<b>Define College Planning Priorities</b>	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.
<b>Get campus feedback on Planning Priorities</b>	Spring 2017	College Governance Council	Not addressed.

<b>Finalize Planning Priorities</b>	Spring 2017	College Governance Council	N/A
<b>Add Planning Priorities to database</b>	Spring 2017	Institutional Research	N/A
<b>Train management team and faculty on planning linked to priorities</b>	Spring 2017- Fall 2017	Institutional Research	N/A
<b>Critique and amend plans</b>	Summer 2017	Management Team	N/A
<b>Add budget request component to planning database</b>	Summer 2017	Institutional Research	N/A
<b>Make first round of budget requests using planning database</b>	Summer 2017	Institutional Research; Fiscal Advisory Committee	N/A
<b>Report on plans linked to Planning Priorities</b>	Fall 2017- Spring 2019	Institutional Research; Management Team; College Governance Council	N/A
<b>Design planning validation reports that identify incomplete &amp;/or erroneous planning activities</b>	Spring 2018	Institutional Research	N/A
<b>Complete all documentation on planning and resource allocation processes</b>	Summer 2018	Institutional Research	N/A
<b>Design and deploy completed Planning website</b>	Summer 2018	Institutional Research	N/A
<b>Review and revise planning processes</b>	Fall 2018	College Governance Council	N/A
<b>Explore options for complete online planning system</b>	Spring 2019	Superintendent- President	N/A
<b>Review college planning priorities</b>	Fall 2019	College Governance Council	N/A

#### Project Two: Improving Student Learning Outcomes Assessment

<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>	<b>Update</b>
<b>Review and revise SLO reporting forms and SLO quality rubric</b>	Fall 2016	Vice President, Academic Affairs;	SLO reporting adopted in eLumen and implemented in Spring 2021.

		Assessment Coordinator; Assessment Committee	This resulted in a new standard rubric for all courses.
<b>Review and potentially adopt SLO Assessment module in CurricUNET</b>	Fall 2016	Vice President, Academic Affairs; Assessment Coordinator; Assessment Committee	Adopted SLO module in eLumen.
<b>Collaborate with Governet on the design of the CurricUNET META assessment module; pilot-test; and “go live”</b>	Spring 2017	Vice President, Academic Affairs; Assessment Coordinator; Assessment Committee	The college moved to eLumen and new assessment system is now live.
<b>Revise Institutional Learning Outcomes and General Education Learning Outcomes based on assessment results and models of effective practice</b>	Spring 2017	Assessment Coordinator; Discipline Faculty	No progress. Unfortunately, delays and revised priorities due to the pandemic have delayed this activity.
<b>Write the Solano College Assessment Handbook</b>	Spring 2017	Assessment Coordinator	Due to the ease of eLumen’s assessment module, this handbook is no longer necessary.
<b>Continue to provide professional development training and assessment newsletters to train faculty</b>	Spring 2017	Assessment Coordinator	SLO assessment training provided during every flex period and periodically throughout the semester. Assessment newsletter has been discontinued.
<b>Continue to revise SLOs</b>	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.
<b>Train faculty in the use of the CurricUNET Assessment module</b>	Fall 2017	Assessment Coordinator	Training on eLumen provided on an ongoing basis.

<b>Ensure all SLOs are in the CurricUNET Assessment module</b>	Fall 2017- Spring 2018	Assessment Coordinator	SLOs were manually input into eLumen when we transitioned away from CurricUNET.
<b>Collaboratively map SLOs to PLOS, GELOs, and ILOs in CurricUNET with faculty</b>	Fall 2017- Spring 2018	Assessment Coordinator Discipline Faculty	Mapping has been started by the Assessment Coordinator; this is an ongoing project.
<b>Train faculty on mapping and support dialogue, collaboration, and an inquiry based approach to assessment.</b>	Fall 2017- Spring 2018	Assessment Coordinator	Ongoing as part of flex days and regular open lab workshops for faculty.
<b>Support the revision of SLOs (if necessary), based on findings of mapping</b>	Fall 2017- Spring 2018	Assessment Coordinator Discipline faculty	This activity is unnecessary; mapping does not affect SLO content.
<b>Update the assessment website</b>	Fall 2017- Spring 2018	Assessment Coordinator IT Webmaster	Assessment website has been updated with eLumen training materials and links to outcomes. <a href="http://www.solano.edu/assess/">http://www.solano.edu/assess/</a>
<b>Faculty work with administration on the integrated planning component of outcomes assessment</b>	Fall 2017- Spring 2018	Management Team Academic Senate Dean, Research & Planning	Not addressed
<b>Work with the Curriculum Committee and faculty to review any revisions or additions of SLOs made in the database</b>	Fall 2017- Spring 2018	Assessment Coordinator Curriculum Committee Discipline Faculty	All SLOs are reviewed by the curriculum committee during course revisions and renewals.
<b>Continue to distribute Assessment Newsletters and provide professional development trainings based on expressed needs</b>	Fall 2017- Spring 2018	Assessment Coordinator	Newsletter has been discontinued, but ongoing professional development has been provided.
<b>Continue training faculty in the use CurricUNET, mapping, and writing quality outcomes assessments</b>	Fall 2018- Spring 2019	Assessment Coordinator Assessment Committee Discipline Faculty	Ongoing.
<b>Analyze data from the first year of the CurricUNET assessment module including the disaggregation of data</b>	Fall 2018- Spring 2019	Assessment Committee	No progress.

collected, making revisions to the process as necessary			
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 based on expressed needs	Fall 2018-Spring 2019	Assessment Coordinator	Already addressed.
Assess ILOs beyond a mapping analysis	Fall 2019-Spring 2020	Assessment Coordinator Discipline Faculty	No progress.

## Fiscal Reporting

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The college is meeting its goals and is not on fiscal monitoring; the annual fiscal report is provided for further review.

<b>Fiscal Reporting Evidence</b>
Annual Fiscal Report

## Appendices

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