

EXTERNAL EVALUATION REPORT

**Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534**

**A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the finding of the External Evaluation Team
That visited
Solano Community College
October 2 – October 5, 2017**

**Carole Goldsmith, Ed.D.
Chair**

Chair

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SUMMARY OF EXTERNAL EVALUATION REPORT

INSTITUTION: Solano College

DATE OF VISIT: October 2-5, 2017

TEAM CHAIR: Dr. Carole Goldsmith, President, Fresno City College

A team of twelve professional educators visited Solano College from October 2, 2017 through October 5, 2017, for the purpose of reaffirming the College's accreditation. The team's evaluation included an assessment of Solano College's performance as related to the Accreditation Standards and the compliance with Eligibility Requirements of the Accrediting Commission for Junior and Community Colleges policies, and United States Department of Education (USDOE) regulations. The team evaluated the College's achievement of its stated purposes, providing recommendations for quality assurance and institutional improvement.

The team members prepared for the visit in advance by attending an all-day training session on September 7, 2017, conducted by Commission personnel. The members also reviewed the College's Comprehensive Institutional Self Evaluation Report (ISER) and all supporting documents. Before the visit, the team chair and team assistant conducted a pre-visit to the campus on September 13, 2017. During the pre-visit, the chair met with President/Superintendent, and the Accreditation Liaison Officer (ALO).

All team members arrived on Sunday October 1, 2017 and participated in a team meeting to review the pre-visit findings and review the schedule of College interviews. On Monday morning, October 2, 2017, the entire team began its visit to Solano Community College (SCC). The SCC Superintendent/President (SP) along with the College leadership team welcomed the visiting team during a breakfast forum. Student leaders provided the team with an introductory campus tour. Several team members visited over a dozen face-to-face classes, observed nineteen (19) online courses, traveled to the Vallejo and Vacaville Centers as well as conducted in-depth visits to the new automotive facility. Members of the team conducted over two-dozen formal interviews with personnel from all areas of the College, including, but not limited to, the library, administration, student services and the Biomanufacturing program, which is the new Bachelor of Science Degree that started in fall 2017. The team attended several committees. The team conducted two open forums to listen to students, staff, and community members, as well as met with various governance groups, campus leadership, and faculty. Members of the visiting team attended the Solano Community College Board of Trustees meeting and were given time to ask questions and observe the Board's interaction.

Solano Community College prepared well for the visit. The team reviewed multiple sources of materials prior to the visit. Evidence reviewed by the team included policies and procedures, Baccalaureate Protocol, student learning outcomes reports, information discussing governance structures, committee minutes, enrollment information, and institutional planning documents such as a facility plan, master technology plan, student success plan, and educational master

plan. Some of the evidence was accessed by hard copies in the team room, electronically via flash drives, and on the College's website.

The team welcomed the support and sincere enthusiasm from the College, as demonstrated by their commitment to the accreditation process through their writing, actions, and prompt responses to inquiries or requests during the evaluation process. Throughout the visit, the team was impressed with the engagement and dedication of faculty, staff, administration, students, and board members. The team members worked hard to validate all documentation and evidence.

It is evident through the interviews with students, board members and staff that Solano Community College represents hope for the future for its students and a great sense of pride for the community. The College and the two Centers demonstrate a genuine hospitality and provide a pathway to the future for many residents.

Major findings, commendations and recommendations from the team's review are included below and in the body of the report. The visiting team verified that the College is operating in full compliance with Eligibility Requirements, and largely in compliance Commission Policies and Standards and USDOE regulations. The team issued a number of commendations to the College. It also found several improvement and compliance related recommendations.

The visiting team acknowledges and congratulates the College and Centers faculty, leadership, and staff, as well as the SCCC Board of Trustees, for their steadfast commitment to Solano Community College.

INTRODUCTION

The College had its most recent comprehensive Self-Study Report in 2011. Since that time, the College submitted three Follow-up Reports (2012, 2013 and 2014) and a Midterm Report in 2014 which successfully addressed the nine (9) recommendations from the ACCJC 2013 visit as evidenced in the ACCJC Letter of Approval dated February 6, 2015. Additionally, the College has submitted two Substantive Change Proposals, one in 2016 and another Substantive Change Proposal in 2014, as well as Annual Reports for each year.

Solano Community College (SCC) is a comprehensive, public community college, serving approximately 10,000 students. In 1945, the Vallejo Unified School District established Vallejo Junior College, which in 1967 became an independent community college district. Solano Community College (SCC) opened the current 192-acre central campus in 1971 with 5,000 students. Currently, the College operates two successful centers in Vacaville and Vallejo and enrolls students from several surrounding communities including Benicia, Dixon, Fairfield, Suisun, Vacaville, Winters and Vallejo.

The College offers programs at additional locations to ensure access for a diverse student population, including the California State Prison and the associated medical facility, as well as the University Center at the Travis Air Force Base. The College also hosts an Early College program on the main Fairfield campus.

Solano Community College offers associate degrees, associated degree of transfer, and certificates of completion. The College is also pioneering a pilot Baccalaureate program, which offers a 120-unit Bachelor of Science degree in Bio manufacturing.

The College service area serves approximately 429,000 residents and is expected to grow significantly in the next twenty years. In the last fifteen years, the residents have shown great support for the College's comprehensive master planning through the passage of two facilities bonds, Measures G and Q. The most recently approved was a \$348 million general obligation bond that has and will assist the College in achieving its long-term educational and facility plans. The two newest additions to SCC, the Autotech facility in Vallejo and the Biotechnology facility in Vacaville were built to reflect the College's focus on clean energy and sustainability. These two LEED rated facilities will enrich the lives of students and the broader community by providing high-tech workforce education opportunities that are highly sought-after by industry. The main campus hosts an Early College program in partnership with the local high school. The passage of these two bonds has allowed SCC to construct facilities on the main campus and at the two centers. Future construction projects include a modern Library & Learning Resources Center to be funded from Measure Q and the state educational facilities funding, Proposition 51.

The College has experienced several administrative leadership changes. The current superintendent-president has led a comprehensive organizational change and a culture shift. The visiting team acknowledges and congratulates the Solano Community College faculty, staff, students, Board of Trustees and administration for their commitment to advance the mission of the College in a respectful, thoughtful and collaborative manner.

MAJOR FINDINGS AND RECOMMENDATIONS OF THE 2017 EXTERNAL EVALUTION TEAM

Solano College Commendations

Commendation 1: The team commends the College for implementing one of 15 prestigious baccalaureate pilot programs under SB 769 that is also a member of California Community College Baccalaureate Coalition. This premier program provides invaluable workforce education and training leading to employment, builds on the College's expertise in biotechnology, is housed in a state-of-the-art facility, and is led by student-centered, passionate faculty and administration embodying the spirit of the College mission. This program is an exemplary model of maximizing opportunities for students who would not otherwise have access to higher education.

Commendation 2: The team commends the College for its work in lowering its federal financial aid cohort default rates from 33.7% down to 15.1% through implementation of a default-prevention program, which includes financial literacy workshops and loan counseling.

Commendation 3: The team commends the College's Governing Board, administration, faculty and staff for their financial management and forecasting. The College's concerted efforts to implement effective multi-year enrollment management practices, reduce costs, and increase ending balance amounts demonstrate the institution's commitment to fiscal stewardship.

Commendation 4: The team commends the College for its Career and Technical Education (CTE) programs in Biotechnology and Automotive Technology which received recognition as CTE Stars, part of the California Community College Chancellor's Office Strong Workforce Program.

Commendation 5: The team commends the College's faculty, staff, administration and student leadership for developing and fostering a collegial culture that actively demonstrates dedication and commitment to students and the community.

Commendation 6: The team commends the College on the development and implementation of a comprehensive Facilities Master plan that effectively addresses the current and future needs of students and the community. The commitment and dedication of the faculty, staff, administrators, and Governing Board is evident in the safe, welcoming, and aesthetically pleasing working and learning environment.

Commendation 7: The team commends the College's Umoja Scholars program, a Chancellor's Office Award for Student Success recipient, for its efforts to support student learning and success, particularly for disproportionately impacted African-American students. In 2014-2015 African-American students enrolled in the cohort experienced a 77-89% course success rate as compared to an institution wide 54-56.5% success rate.

Commendation 8: The team commends the College’s English faculty for implementing an acceleration model which improved student equity and success. This program increased access to transfer-level English from 18% to 70% in a five-year period.

Solano College Recommendations

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)

Recommendation 2 (Compliance): 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)

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)

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)

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)

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)

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)

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)

Recommendation 9 (Improvement): In order to improve effectiveness and ensure student access and success, the College should conduct a comprehensive review of LR10. (II.B.3)

ELIGIBILITY REQUIREMENTS

1. Authority

The team verified that Solano Community College is authorized by California Education Code to operate as a post-secondary, degree-granting educational institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The team confirmed that the College is authorized to offer a baccalaureate of science in Biomanufacturing. The ACCJC is the regional accrediting body for the Western Region recognized by the United States Department of Education.

Furthermore, the College operates under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors (State of California Education Code 70900-70901).

Solano College meets the Eligibility Requirement.

2. Operational Status

The team verified Solano Community College is operational and serves students who are actively pursuing transfer, certificates, and/or degrees. The team verified operational status at the Vacaville, Vallejo, and Fairfield locations. Course enrollments in fall 2016 were 22,776; course enrollments in fall 2017 is 25,548.

All courses are published on the website and in the College catalog.

Established in 1945 as Vallejo Junior College, part of the Vallejo Unified School District, Solano Community College (SCC) became an independent community college district in 1967 and has been in continuous service since that time. The District currently includes centers in Vacaville and Vallejo and enrolls almost 10,000 students from the communities of Benicia, Dixon, Fairfield, Suisun, Vacaville, Winters, and Vallejo.

Solano College meets the Eligibility Requirement.

3. Degrees

A substantial portion or majority of the Solano College educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. Degrees were awarded in 74 different majors in eight different divisions in 2016-17. Degrees were awarded from fourteen AA-T programs and four AS-T programs.

Solano College meets the Eligibility Requirement.

4. Chief Executive Officer

The team confirmed that the College has a chief executive officer, Dr. Celia Esposito-Noy, duly appointed by the governing board with the title of Superintendent/President and whose full-time responsibility for oversight of the College operations. Dr. Esposito-Noy possesses the requisite authority to administer board policies. Solano Community College informs the Commission immediately when there are noteworthy changes.

Solano Community College meets the Eligibility Requirement.

5. Financial Accountability

The team confirmed that Solano College engages a qualified independent audit firm to conduct audits of all financial records. The College has had unmodified financial audits for the past six years. All results are presented to the Governing Board and made available to the public. Solano College has also demonstrated compliance with Title IV requirements, proven that it manages its financial resources with integrity to ensure financial solvency and maintain its ability to sustain and improve student learning programs and services.

Solano College meets the Eligibility Requirement.

CHECKLIST FOR EVALUATING COMPLIANCE WITH FEDERAL REGULATIONS AND RELATED COMMISSION POLICIES

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards which address the same or similar subject matter. Evaluation teams will evaluate the institution’s compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

The team confirmed that Solano College has solicited third-party comment via open forums, email, communication, website postings, and public comment during District Board of Trustees meetings. The team verified receiving third-party comments.

Standards and Performance with Respect to Student Achievement (STD I)

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution’s mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

The team verified that substantive and collegial discussions are occurring regarding student achievement, outcomes, and academic quality. It is evident, based upon a comprehensive review of documents and interviews, that institution-set standards for student achievement are integrated with other major plans such as student equity, facilities plan, and the educational master plan.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Credit hours and semester unit of credits are defined in Board Policy 6100. (The institution uses federal regulation 34CFR 600.2 and state regulation 5500II.5 of the California Code of Regulations (COR), Title 5, Division 6 for clock-to-credit hour conversions in the award of credit). Credits are awarded based on the fulfillment of the measures found in the COR, such as the course objectives, SLOs, and grading criteria. The Philosophy for Associate Degree and General Education is defined in Board Policy 6205. The Philosophy for Baccalaureate Degree and General Education is defined in Board Policy 6205 B. Enrollment fees are consistent across degree programs and in alignment with the requirements of the California Community Colleges Chancellor's Office. All associate degrees require a minimum of 60 units with a required and clearly defined component of general education. The Associate Degrees for Transfer (ADTs) may be completed in 60 units and guarantee transfer into a California State University campus with a similar major. The Certificates of Achievement meet state requirements for two-year colleges requiring a minimum of 18 units.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The College catalog and transfer/articulation website state transfer policies and provide links to Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), ADT and Course Identification Numbering System (C-ID) websites. Policies on Credit by Examination and Alternative Credit Options (such as advanced placement tests, credit for military service and high school equivalents) are listed in the catalog. The Transfer Center website has many useful links including a link to assist.org. Articulation/Transfer Agreements are also listed.

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative (add space as needed):

The team verified that Solano College does not offer correspondence courses. The Team verified that the College has established policies and procedures for defining and classifying a course as Distance Education with regular and substantive instructor-initiated interaction with the student. The College uses the Canvas learning management system, which requires verification of student identity and password protection of student information. The team verified that the technology infrastructure is sufficient to maintain Distance Education, and that the College complies with the *Commission Policy on Distance Education and Correspondence Education*.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The team verified that Solano College has clear procedures for student complaints and a systematic process for processing these complaints. The procedures are located in the College's catalog and website. Complaints are logged and maintained in the Office of the Vice President, Student Services and followed-up per the procedures.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The team verified that Solano College publishes information about programs, locations, and policies in the College Catalog, the Schedule of Classes and website. The College maintains a comprehensive website on accreditation.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The team verified that Solano College demonstrates compliance with Federal Title IV regulations. The College has significantly improved its loan default rates, going from 33.7% in 2011 down to 15.1% in 2013. The College developed a Default Prevention Plan to lower its default rate and preserve institutional Title IV eligibility and is now well within acceptable limits defined by the USDE.

STANDARD I MISSION, ACADEMIC QUALITY, AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I – Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard 1.A Mission

General Observations

The mission statement identifies the College’s educational purpose in that the College “transforms students’ lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic skills education, and lifelong-learning opportunities.” The College’s mission statement describes its intended student population drawn from the geographical region and “beyond.” The mission statement was updated and approved by the Governing Board in 2016 to include their new Baccalaureate program in Bio-manufacturing. The mission statement addresses their “culturally and academically diverse student population.” (1.A.1, ER6)

The mission is broadly displayed on the College campus in many areas where students, faculty, staff, and community members can easily see the mission and the strategic plan (1.A.4 ER 6). The laminated posters are also displayed at both the Vallejo and Vacaville Centers. (1.A.1) The College mission is also easily found on the college webpage, schedule of courses, catalogue, Educational Master Plan and Facilities Master Plan. The College has made a concerted effort to address the need for an integrated planning process in the Quality Focus Essay (QFE). The College has recognized this gap and has proposed several action plans to attain a more integrated planning process (ISER pg. 351-352).

Findings and Evidence

The College’s mission statement is aligned with the broad mission of the California Community College System to provide basic skills, career technical training, transfer education, workforce development and lifelong learning opportunities. The mission statement defines its intent to serve students in its highly diverse region. (1.A.1)

The College’s mission is also found in various locations but the mission statement shown in the Educational Master Plan and the Facilities Master Plan is the 2014 version. The College does not appear to have a process in place to update all documents after changes are made to the mission or strategic plan. (I.A.4)

The College offers a wide array of degrees. A review of the course catalog and schedule of courses revealed that students have the ability to pursue AA/AS/AA-T degrees and certificates in 60 programmatic areas, plus a Bachelor’s degree program in Bio-manufacturing.

The Institutional Research web page houses several planning documents and supporting data resources that define expectations and measure outcomes related to institutional effectiveness,

student success, retention, and achievement. The College has acknowledged a gap in their integrated planning process and has proposed several action plans to achieve a more fully integrated planning process (ISER pg. 351-352). Data has been used successfully for institutional set standards but not in response to fully accomplishing the College mission, or whether the mission directs institutional priorities in meeting the educational needs of students. The institutional set standards have been developed for both short and long-term timeframes. The team verified that college identified their performance indicators in a report on Institutional Effectiveness Partnership Initiative [IEPI](#). The College would be well served to incorporate IEPI reporting and other “state of the union” reports the extent to which the data demonstrate that SCC is achieving its mission. (1.A.2)

The College has recently implemented the ARGOS Live data system, which is assisting in enrollment management. The College has a robust program review process which addresses how programs contribute to the mission of the College. The program review process contains disaggregated data to assist in the evaluation of student learning and achievement of program goals. The program review process is also integrated into planning for resource allocation; and, the process would benefit with additional support and institutionalization. (1.A.2 and 1.A.3)

The use of data is critical to institutional effectiveness and the team recognizes the need for increased institutional research capacity.

Conclusion

Solano College meets the Standard. The College aligns programs and services to the mission of the institution. The College has recognized the gap in their integrated planning process and is working improve to their current planning processes.

Recommendations

There are no recommendations for this Standard.

Standard I.B - Assuring Academic Quality and Institutional Effectiveness

General Observations

Solano Community College has demonstrated efforts in creating a structure to support the improvement of student learning and achievement. The team verified that College engaged in continuous and inclusive dialog with the different constituency groups about student outcomes, student equity, academic quality, and institutional effectiveness.

Student learning outcomes have been identified and assessed for a majority of active courses. The faculty are also engaged in training and usage of CurricUNET Meta where they will now house their student learning outcome assessments. The College faculty are invested in their comprehensive program review process where collegial dialogue drives programs in an effort to increase student achievement. Faculty identify program learning outcomes (PLO's) and their connection to institutional learning outcomes (ILO's). The institutional research and Planning Office provides student performance data to assist programs in making data-driven decisions regarding their programs. (1.B.1, 1.B.2 and ER 11)

The Board of Trustees, in consultation with the Superintendent-President, annually reviews and discusses the College's performance on student success and IEPI goals. Board study sessions are also scheduled with representatives of special programs. The Board also engages in external dialogue through annual participation in the Governmental Institute for Student Success.

The College CTE programs and baccalaureate program utilize their required advisory boards for ensure that the contents and methods of instruction meet the industry standards and expectations. These partnerships guide student success and achievement.

There are several student success interventions that have emerged from substantive dialogue at all levels of the institution, internally and externally with the broader community. These include Transformation of English Basic Skills Pathway, Implementation of Multiple Measures Assessment Placement, Learning Communities Programs including Puente, Umoja, and First Year Experience, and Increased integration of Academic Success and Tutoring Center. (1.B.1)

The College has Student Learning Outcomes (SLO) assessment process. The College has identified and assessed active courses. The College has linked the course SLOs to the program learning outcomes. Service Area Outcomes (SAO) have been identified but have not been fully assessed since 2014. (I.B.1, I.B.2 and ER 11).

The team verified that the institutional set standards were developed in 2015 have been actively measured, reviewed, and updated. Institutional-set standards and disaggregated student success data are in place and are actively utilized at the institutional level. The use of data is pervasive at Solano Community College and is used to support student learning and student achievement (I.B.3, 1.B.4, and ER11).

Solano Community College has a strong program review process for academic programs. The program review process allows faculty to assess their programs by reviewing disaggregated data. The comprehensive program review process is on a six-year cycle with annual updates. One of the major gaps identified in the Quality Focus Essay (QFE) was the assessment of SLOs. The

QFE details a strong plan to increase the assessment process with the use of CurricUNET Meta software. (I.B.5)

Solano Community College disaggregates and analyzes learning outcomes and achievement gaps for subpopulations. The performance gaps for the standards of achievement are identified in the areas of access; student completion; pre-collegiate work; transition to college-level coursework; degrees and certificate completion and transfers. The College employs successful programs such as the Umoja Scholars, Puente Project and the MESA programs that have demonstrated successful strategies that have led to mitigating performance gaps. (I.B.6)

The College regularly evaluates its policies and practices across all areas of the institution. The College follows the participatory governance structure established by State of California regulations. The Academic Senate has several committees including the curriculum committee, program review, and distance education. Senate committees work on several recommendations in conjunction with the College Governance Council including but not limited to Board Policy updates, approval of the curriculum handbook, curriculum technical review committee formation, and approval of the faculty hiring manual. Policies and practices related to student success and the service area outcomes have been identified but not reviewed regularly and updated as needed in a non-academic program review process. The College has several resource management processes in place including financial, human resources, technological, and facilities. Several evidentiary documents related to institutional planning were reviewed that included: the Educational Master Plan, Facilities Plan; Technology Plan; Student Success and Support Program (SSSP), Student Equity and Basic Skills Initiative Plans. (I.B.7)

The College communicates assessment data through constituency appointments on various committees. The College has several documents that have been widely shared and are available on their webpage including the Educational Master Plan, Strategic Plan, Facilities Master Plan and Technology Plan. In addition, the College also widely shares Scorecard data, Basic Skills Initiative, and Institutional Effectiveness Indicators. Information is shared online, in Board meetings, Management meetings, Dean Meetings, Committee meetings and program level meetings across the College. (I.B.8)

Solano Community College recognized a gap in their integrated planning process and selected this area for their Quality Focused Essay (QFE). The accreditation team leaders group identified integrated planning as one of their two topics on November 30th, 2016, during their bi-weekly meeting. The QFE clearly indicates the expressed interest in continuous quality improvement. The College details several action plans to integrate planning database, academic program review, non-academic program review, and resource allocation. (I.B.9)

The Institutional Research web page houses several planning documents and supporting data resources that define expectations and measure outcomes related to institutional effectiveness, student success, retention, and achievement. The College has acknowledged a gap in their integrated planning process and has proposed several action plans to achieve a more fully integrated planning process (ISER pg. 351-352). However, after a thorough review of documentation and interviews, the team has determined that the College did not close the loop with an assessment process of the previous strategic plan or the three planning priorities. Although the College did identify three areas: improving student success and experience,

compliance, and fiscal responsibility the College did not identify specific strategic initiatives to attain or assess the attainment of those priorities. (Planning Philosophy Handout, Aug. 2016, Consideration of priorities presented at College Governance Council Oct. 2016). The College relied on a collaboration between the office of institutional research and executive leadership review process where individual nonacademic programs could indicate program projects that they felt were related to the three broad priorities. The institutional researcher provided status updates on the individual projects in a report but the information was not used to assess the progress and/or the viability of the planning process (Solano College Project Tracking Report created Fall 2017 at the request of the Accreditation team). (I.B.9)

Findings and Evidence

The College relies on various forms of data to support student success and achievement. The College would benefit from an increased capacity of institutional research to support this standard.

The College lacks the data analysis and program assessments of service area outcomes. A stronger program review process for non-instructional areas, with timelines for assessment, that mirror the academic program review process could assist the College in addressing gaps in student service areas.

The team confirmed that California Acceleration Project and RP Group data influenced curricular changes for accelerated English pathways. SCC developed a highly successful pre-collegiate English course (English 360) and a co-requisite option for students to directly enter transfer-level English. The *ISER* states that recent assessment data reveals that access to “transfer-level English [has increased] from 18% five years ago to over 70% in the current system” (I.B.4.) English acceleration at SCC has contributed significantly to student success. Math is also using data to develop more acceleration options to keep students from falling into a pit of despondence--which, in other words, translates into low success rates. The implementation of CurricUNET Meta’s assessment module will further the College’s aim to tie SLO assessment data to integrated planning to improve student learning and achievement. (I.B.6.)

The QFE, the *ISER*, and discussions with Academic Deans and the SLO Coordinator confirm that courses that may have fallen through the cracks in the assessment process are currently being accounted for through tracking in CurricUNET Meta. The current dialog surrounding SLO assessments is leading to complete assessment cycle, as well as renewed and substantive reflection on improving student learning. (I.B.1). While not every section of a course being offered is being assessed, the SLO Coordinator believes that an appropriate sample size is being extracted from offerings. CurricUNET Meta also permits the College to examine assessment result patterns that relate to time of course offerings (day or night) as well as modality of instruction. It is not currently clear what proportions of SLO assessment are direct or indirect.

The team found substantial evidence that student success data is used to identify student populations experiencing achievement gaps in five areas: access, student completion in pre-collegiate coursework and transition to college-level coursework, course completion in college-level courses, degree and certificate completion, and transfer. The Umoja program, which focuses on social justice and the African American experience, is one exemplary college

intervention that has increased course success rates for African American students from 77%-89% in AY 2014-2015, compared to the institution wide success rates of 54%-56.5% in the same reporting period. (1.B.6)

The team confirmed that the Academic Senate and all Senate subcommittees develop goals at the start of every semester and evaluate these goals at the end of every semester. This review process has enhanced instructional and committee effectiveness. For example, the faculty load assignment for Program Review Coordinator was expanded from 20% to 40% in 2015 to better address the need for the re-design and coordination of Academic Program Review cycle. As a result, the Academic Program Review Committee is more robust in analyzing student success, student equity, and program needs. However, in the case of the Distance Education Committee, the team found limited capacity for distance education coordination, the need for the development of an integrated distance education plan and a comprehensive faculty professional development program. Additionally, while the SAO process was developed, instability in Student Services administrative leadership stalled implementation of a continuous cycle of non-instructional program review and SAO assessment. (I.B.5, 1.B.7, I.B.9)

The team verified that the College has a defined shared governance committee structure in place that allows for a broad and significant dialogue about institutional effectiveness, educational quality, and improvement on campus. The Board of Trustees, College Governing Council, and Academic Senate meet regularly to share College information, including results of assessments. These meetings include agendas and approved minutes are posted on the SCC website. The management team meets weekly to discuss enrollment management and college procedures. However, the team also identified the need to develop a communications mechanism to keep planning documents such as the EMP relevant and current in order to integrate all planning processes. (1.B.8)

The team confirmed that the College has begun the work of integrated planning with the establishment of the Integrated Planning Taskforce and QFE action projects. Program Review, for example, now includes an annual program review update which review program performance in relation to IEPI indicators. This will allow Program Review to better integrate into the larger institutional planning process. The institution has cultivated a culture of transparency and sustained dialogue. Still, there is a requirement for planning and governance committees to formalize, assess, document, and widely communicate their decision-making processes. (I.B.9)

Conclusion

Solano College meets the Standard. The institution is actively engaged in assessment and accomplishment of their mission through the process of program review and evaluation of the College's goals and objectives. The College acknowledges gaps in integrated planning and have set in motion a detailed plan for improvement. (ER 11 and 19).

Recommendation for Improvement

See improvement recommendations 4, 6, 7 and 8.

Standard I.C - Institutional Integrity

General Observations

The College provides accurate, clear information to students, prospective students, personnel and the outside public regarding its mission, learning outcomes, educational programs, student achievement, costs, policies and student support services (I.C.1, ER 20).

The College regularly reviews the catalog, class schedule and their webpage. The College has policies on academic freedom and employee ethics as well as on academic honesty and student conduct. The College responds to Accreditation Commission requests in a timely manner. Information about the accreditation status of the College is readily available on the College homepage. The College complies with Eligibility Requirements, Accreditation Standards, Commission Policies, guidelines and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. (I.C.1, I.C.2, I.C.4, I.C.7, I.C. 8, I.C.9, I.C.10, I.C.12, I.C.13, ER 20)

The College produces an annual report for the community and cited this report as evidence to support for this standard. The most recent annual report was provided in evidence to the visiting team but was difficult to find on the web page. The document does present student narratives but is more of a marketing document than a student achievement document. (I.C.3)

Solano Community College webpage has links to Board Policies and procedures. All documents indicate when they were last approved by the Board of Governors (I.C.5). The cost of education, including tuition, fees, and other required expenses, including textbooks or any other instructional materials are posted in online and printed resources. (I.C.6)

Findings and Evidence

The team found substantial evidence that Solano Community College provides information to prospective and current students, employees, community members, and the public, regarding its mission, learning outcomes, educational programs, student support services, and accreditation status through both print and online documents. The mission statement is also displayed prominently on posters throughout the Fairfield campus, Vacaville and Vallejo Centers. The mission statement was updated and approved by the Governing Board in 2016 to include their new Baccalaureate program in Bio-manufacturing, but the mission statement shown in the Educational Master Plan and the Facilities Master Plan is the 2014 version. The College does not appear to have a process in place to update all documents after changes are made to the mission or strategic plan. (1.C.1, ER 20)

The College provides a print and online catalog which contains information about degrees and certificates including description, unit requirements, required and elective courses, suggested course sequence, and program learning outcomes. The College catalog clearly identifies academic achievement policies. The College catalog is available free online and for a small charge in the bookstore. (1.C.2, 1.C.4, ER 20)

The College's Schedule and Catalog Committee meets in fall and spring to review the catalog and assigns relevant campus constituents to review sections of the catalog for accuracy of information. Regular updates to the College publications and website are made to ensure currency of information. (I.C.1, I.C.2, I.C.5)

Solano Community College uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies. The College communicates its record of academic quality to current and future students and the community by prominently featuring a link to the Student Success Scorecard on the homepage. The Scorecard presents Solano Community College's rates in a number of accountability metrics established by the California Community Colleges Chancellor's Office. (1.C.3, ER 19)

The College describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. Both the College website and print catalog list certificates, degrees, purpose, content, courses, and learning outcomes. In the catalog, both in print and online, each program includes a general program description that also indicates potential job opportunities that students will be prepared for upon graduation. A random review verified that this information is also posted in the Academics section of the SCC website. (1.C.4)

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services. Depending on the policy or publication, authority to begin such processes of review can emanate from several individuals or groups on campus, including the Academic Senate or administrative units. The team found that the bulk of the Board Policies and Administrative Procedures were not reviewed nor updated on a regular cycle. For example, many Board Policies have not been updated since 2008. (1.C.5)

The team verified the total cost of education information is available online, in the catalog, and in the schedule of classes. Cost of books can be found on the Solano Community College Bookstore website. The Academic Senate was included in consultation groups reviewing the board policies including updates of the 6000 series related to academic affairs. The College has a Board Policy on Academic Freedom (BP 6430) and posts the policy in the College website. (1.C.6 and 1.C.7)

The team found the College has clearly defined expectations, policies for student behavior, academic honesty, and consequences for academic dishonesty as evidenced in BP 4100. The catalog provides detailed information regarding students' rights and responsibilities, including grievance policies and procedures. The conduct policy defines the enforcement process that applies to all employees, including faculty. The conduct standards are also available on the College website and the College catalog. (1.C.8 and ER 13)

The College expects faculty to distinguish between personal conviction and professionally accepted views in a discipline. This expectation is supported by the Academic Freedom Policy (2016-2017) in the Faculty Handbook. (1.C.9)

The team confirmed that the College does not seek to instill specific beliefs or worldviews. The College has policies in place for nondiscrimination, academic freedom, and prohibition of

harassment as indicated by the College's Board Policies and Administrative Procedures, BP 4210 Political Activity, but it has not been updated since 2004. (1.C.10).

The College does not operate in foreign locations. (1.C.11)

The team verified that the College complies with regulations and statutes, and closely monitors communications from regulatory bodies. The College enumerates all relationships with accrediting agencies on program webpages and provides hyperlinks to each agency. The College is in compliance with Eligibility Requirements, Accreditation Standards for public disclosure as evidenced by the College's website. Also the College consistently responds in a timely manner to requirements established by the Accreditation Commission. (1.C.12, I.C.13 and ER 21)

The College ensures that its commitments to student learning and achievement are paramount to other objectives as indicated in the College BP 1019 on Conflict of Interest. (1.C.14)

Conclusion

Solano College meets the Standard except for I.C.5 and fully meets Eligibility Requirements 10, 13, 19, 20 and 21.

Recommendations

See compliance recommendation 1.

STANDARD II

STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

II.A: Instructional Programs

General Observations

Solano College grants associate degrees in 74 different majors in eight divisions of the College, including 15AA Degrees for Transfer and five AS Degrees for Transfer. In addition, Solano College grants one baccalaureate degree. The College offers 76 certificates and degrees in Career Technical Education (CTE) fields. Many student services are offered to support students in their educational endeavors. All programs participate in annual and comprehensive program reviews. Dialogue on performance in meeting success and retention rates and program completions takes place in a variety of forums including the Academic Senate. The program review process seems developed and is performed according to schedule. The College has made recent adjustments to improve the use of comprehensive SLO assessment results in integrated planning.

Findings and Evidence

The mission statement includes “transfer courses, career-and-technical education, certificate programs, workforce development and training, basic skills education, and lifelong learning opportunities.” Courses and certificate and degree programs, including those offered via distance education, go through a curriculum approval process and are reviewed and updated at least once every six years during the curriculum review stage of the program review cycle. All CTE programs must complete a program review every two years to meet Education Code and Perkins funding requirements. In this way, there is consistent review as it relates to mission and measurable student learning outcomes. Administrative Procedure 6100 states that curriculum is “of high quality, relevant to student need and evaluated regularly to ensure quality and currency.” The College’s philosophy and criteria for Associate Degrees and general education are outlined in Board Policy 6205. (II.A.1)

Solano College also has a strong partnership with the local public school system. The College prides itself on their outreach efforts in helping high school students to receive assessment, orientation and educational plan services. Solano Community College offers the Jesse Bethel High School Law Academy and the Vallejo High School Biotechnology program students courses that provide them with early college credit. The College has several MOU’s with feeder high schools in an effort to provide up to 12 units of college credit to their high school students. (II.A.1)

The development of all course--and program-level curriculum--is regulated by Board Policy 6100 (Program, Curriculum, and Course Development). The Curriculum Committee is a subcommittee of the Academic Senate. All instructional offerings, including those offered via distance education, are reviewed by the Curriculum Committee to ensure consistency and compliance with the mission, appropriateness to higher education, and focus on student achievement and learning outcomes at both the course and program level. (II.A.2)

There is some inconsistency regarding the status of SLOs for courses. The *ISER* states that “outcomes have been identified for all courses and programs offered” (II.A.1. page 137), but then specifies that SLOs “have been identified for the great majority of courses regularly offered at the college” (II.A. 3. page 141). Curriculum, SLO Coordinators, and Academic Departments should make sure that all courses do indeed have SLOs and are assessed according to the cycle that has been determined: “at least twice every six years” (II.A.1. page 137, II.A.3. page 141). Some of the inconsistency regarding the status of SLOs most likely results from the transition to CurricUNET Meta, which the College believes will help with mapping SLOs to PLOs, GELOs, and ILOs, thereby enhancing the integrated planning process.

Curriculum Committee members are trained on state requirements for community college curriculum, using the Program and Course Approval Handbook (PCAH) and the Solano Community College Curriculum Handbook which follows the Board Policy and Administrative Regulations, Section 6000. The College has received C-ID approval for 140 courses.

The *ISER* emphasizes that “each certificate and degree program is built upon student learning outcomes.” Despite some inconsistencies regarding SLOs, the certificate and degree programs appear to rest on a foundation of outcomes and their assessment, which are “used for program improvement” and “institutional planning” (II.A.1 page 138). With the implementation of CurricUNET Meta, the connections between assessment and institutional improvement and resource allocation will most likely become even more robust. (II.A.2)

Solano Community College does not offer complete programs via Distance Education (DE); nonetheless, about 70 of its courses are offered as DE, and a negligible number are offered in hybrid mode. Currently, the DE program consists mostly of LR10 courses that are set up as a co-requisite to English 1 and are only delivered completely online. The College uses Canvas as its learning management system; access to the LMS is password-protected for verification of student identity and protection of student information. The College has policies and procedures, aligned with USDE definitions, that define and classify a course as DE or hybrid. These policies and procedures are applied consistently and include requiring that faculty members be trained before they deliver their courses online or as hybrid. Members of the Distance Education Committee conduct the approval process for designating courses as DE or hybrid, and they provide the initial review of instructors’ course shells. The Team’s review of a substantial number of DE courses affirms that the design of each course shell across disciplines shows clear and intentional planning, awareness of best practices in DE, awareness of policies and procedures, and engagement in presenting DE courses that facilitate and encourage student learning. (II.A.1)

The Methods of Instruction & Evaluation forms (found in the SCC Curriculum Committee Member Handbook, page 35) describe how the methods of instruction are adapted for online course delivery, and affirm that the instructor must provide regular, effective, instructor-initiated contact with students. The approval process requires that courses delivered online be fully equivalent to the on-ground version in terms of weekly contact hours, rigor, workload, and instructor-student interaction. The Curriculum Committee approves proposals and modifications to deliver courses online through a separate process.

The Team's review of a sampling of faculty evaluations, as well as interviews with the DE Coordinator and VP of Academic Affairs, indicate that there is limited evidence to show that DE instructors maintain consistent instructor-initiated contact with students.

The College has recently moved to the peer evaluation process for tenure-track faculty, and specific evaluation of DE and instructor-initiated interaction is being considered and discussed as part of the collective bargaining process. Through the team's review of the *ISER*, along with information gathered during interviews with the faculty, DE Coordinator and the VP of Academic Affairs, indicated a lack of consistent and systematic follow-up evaluation of DE. The team encourages the institution to maintain control over the quality of Distance Education. The team found that the college lacks regular and substantive interaction that is initiated by the instructor in the DE environment. The team encourages the college to create professional development opportunities and subsequent evaluation process that will lead to consent, regular and substantive interaction that is initiated by instructors.

Although not fully integrated into one multi-page website for DE, Solano Community College has a number of webpages with comprehensive information and resources for the Distance Education Committee, a page for the schedule of Online Classes and online support for faculty (including the OEI), and a page for students (with information about orientations and student support services, and a Canvas demo). There is a library page with resources about Distance Education, a page dedicated to online counseling, and a page dedicated to Tutor.com (one-on-one online tutoring help is available daily 1:00 PM to 10:00 PM). One integrated DE website linked to the College's front page would make these resources more visible.

Additionally, the technology infrastructure is sufficient to maintain Distance Education, however the College is not utilizing the interface available between Banner and Canvas. That lack on interface, along with the limited staff support for DE, impedes full implementation of all the tools offered by Canvas, the widespread use of Canvas, and the growth of DE. Implementing and integrating all of the capabilities of Canvas as they interface with Banner would greatly enhance the potential to deliver DE more effectively and broadly. The team encourages the college to develop a comprehensive DE plan that is integrated with the College's strategic plan. (I.B.7, I.B.9, II.A.16)

Implementing the changes recommended above would benefit DE to also meet the College's Technology Master Plan's vision and goals: "extend access to the College's resources beyond campus borders and college time limitations"; "enhance the capabilities and support for the use of instructional technology for teaching and learning," and continue to "improve the information technology infrastructure to provide reliable, secure and high performance access to network and online services" (SCC Technology Master Plan 2017-2010, page 6).

The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

SCC offers 76 certificates and degrees in Career Technical Education (CTE) fields. The College's CTE offerings are consistent with the mission, are subject to rigorous curriculum review and approval, are appropriate to higher education, and culminate in achievement of

outcomes at the course, program, and college levels as well as attainment of certificates, employment or transfer to other higher education programs. Courses and programs are held to high quality standards, not only by SCC's local curriculum approval process, but by external industry review boards. Each program must demonstrate a need for the degree or certificate by conducting a convincing labor market analysis using standard labor market data sources. The College's CTE programs also match faculty expertise with industry expertise. (II.A.1, ER9, ER11)

The team validated that SCC faculty and others responsible for instructional courses and programs are evaluated to assure currency and improve teaching and learning for student success. Peer faculty and deans evaluate tenure track faculty, but peer faculty do not evaluate tenured faculty. Deans currently have the sole responsibility for this duty. Peer evaluation of faculty who have tenure would assist SCC in maintaining best instructional practices (Academic Deans Meeting on 4 October 2017). (II.A.2)

The Curriculum Committee ensures that content and methods of instruction meet accepted academic and professional standards and expectations. The Program and Course Approval Handbook (PCAH), and the Curriculum Committee Member Handbook, are used as guidelines. The Technical Review Committee ensures that all required components of the proposal are present, including student learning outcomes. The Distance Education Committee also has a process in place to approve all proposed distance education courses. The same requirements are in place for all courses: pre-collegiate, collegiate, distance education, CTE, and courses approved for the Biomanufacturing baccalaureate degree. CTE Faculty and external industry review boards ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty are required to complete training courses prior to teaching online sections. The College specifies several ways in which the training can be completed including in-house training options. (II.A.2)

SCC has procedures in place for identifying and assessing learning outcomes. The new use of the CurricUNET Meta Assessment module will promote even more accurate tracking of outcomes that still need to be assessed. Because of the transition away from an outmoded SLO assessment database, which resulted in "backlogs and even misplaced assessments," to a more streamlined system, the College is still catching up to complete all SLO assessments. The College has identified the gaps, which is allowing the school to work toward completion of all SLO assessments (II.A.3). The *ISER* explains that "approximately [only] 80% of active course SLOs have been assessed," because of extenuating circumstances, a few of which are that some newer courses have yet to be offered and assessed, some courses have not been taught for many years, and some adjunct faculty have not been completely aware of assessment responsibilities. SCC has made strides in addressing the missing assessments issue and has clear plans for improvement (II.A.3 and QFE). The CurricUNET system now includes a portion under Student Learning Outcomes that identifies each outcome and a description of the assessment used to capture the successful completion of each outcome. The curriculum committee will continue the effort to ensure that all courses have SLOs and assessments in place. The Assessment Coordinator continues to promote a culture of assessment across all academic disciplines. (II.A.3)

As with other instructional programs, all CTE degree and certificate programs have learning outcomes. Faculty work to complete SLO and PLO assessments according to the assessment and program review schedules. All CTE programs must complete a program review every two years to meet Education Code and Perkins funding requirements. These reviews include effectiveness measures for CTE programs such as labor market data, recommendations from program advisory committees, and use of Perkins funds. (II.A.3)

Board Policy 6025 provides a definition of “remedial coursework.” The College has pre-collegiate curriculum in English, ESL, and mathematics. The courses in all three disciplines have undergone major revisions in recent years to help students move from pre-collegiate levels to college level coursework. For example, the English pre-collegiate courses (three levels below English transfer) were combined into one course, English 360, which utilizes a TA. Data from the 3-semester pilot shows that students who had traditionally been placed into the basic skills English classes successfully completed the College level course at equal or better rates through the accelerated pathway. The English department also created a “high touch” option to better support students who needed additional help; this class (English 310A) is not required. The English department also now offers a co-requisite freshman level English class for those who have assessment scores that are not quite at the freshman writing level. In 2016-17, the English department stopped offering basic skills (pre-collegiate) Reading courses. One rationale for developing the 5-unit accelerated developmental English course was to integrate reading instruction. One important outcome of these acceleration models is a decrease in the equity gap in placement in transfer-level English. The team determined that the overall success rates for students have improved significantly.

In 2014, ESL curriculum was revised. Integrated reading/writing grammar courses at all three levels of the ESL program were developed so that students in every level practice literacy for the goal of eventual success in mainstream English and other disciplines. According to the *ISER*, over 60% of students who took advanced ESL within the past 3 semesters have already passed transfer-level English or are currently enrolled in it.

SCC has made improvements in “pre-collegiate math pathways” through new placement guidelines. Counseling faculty will be able to better place students into courses and increase their chances for reaching and completing transfer-level math courses. In addition to making improvements with placement, SCC has developed a more direct pre-collegiate math option for non-STEM students, Math 112, which leads to non-STEM transfer options Math 011 (Mathematical Ideas) or Math 012 (Statistics). The Math department could further consider the possibility of non-STEM students bypassing Math 112 and pursuing a transfer-level option with a co-requisite. Furthermore, STEM students at the pre-collegiate level might also benefit from a more streamlined approach to transfer-level Math courses. (II.A.4)

The Curriculum approval process at Solano Community College ensures that courses and programs follow practices common to American higher education. Expert discipline-specific faculty work with the Articulation Officer to confirm that proposed courses are equivalent to courses and programs at four-year institutions. Co-requisite and prerequisite procedures are well established. The College has 20 Associate Degrees for Transfer, with two additional programs going through the approval process. (II.A.5)

Board Policy 6200 regulates degree requirements, stipulating that all degrees are appropriate in length, breadth, depth, rigor, and synthesis of learning. For CTE programs, advisory boards are integral to the process.

BP 6025 (Philosophy and Criteria for associate Degree and General Education) ensures that breadth and depth are appropriate by requiring that degree programs have a minimum of 60 units, with at least 18 units in an area of concentration. (II.A.5, II.A.12, II.A.13)

The baccalaureate program in Biomanufacturing requires 120 semester credits, including ten upper division courses in the major and three upper division GE courses (BS Substantive Change Report pages 20-27). BP 6200 was developed for the baccalaureate program (Graduation Requirements for Baccalaureate Degree). In addition, the Curriculum Committee developed criteria to differentiate the requirements and rigor for upper division courses (Curriculum Handbook pages 45-48). (II.A.5)

Board Policy 6023 (Prerequisites, Corequisites, and Course Advisories) provides a policy to determine prerequisites for courses within an area of emphasis. Cosmetology and mathematics are two disciplines in which each course in the sequence fulfills the prerequisite for entry into the next course. Other programs have more flexibility.

A full time student who takes an average of 15 units per semester is able to complete a 60-unit degree program over four primary terms. That is assuming that they are ready for collegiate level courses. However, actual time to completion is longer, as is the case for many, if not most, community colleges students. (II.A.6)

The College measures synthesis of learning in their assessment of learning outcomes in capstone courses and in the assessment of program learning outcomes, and in the assessment of General Education Learning Outcomes. (II.A.5, ER 12)

At Solano College, the scheduling process has the goal of making sure that students' needs for courses are met. The Associate degree programs are designed to be completed in two years for full-time students, and the required major courses are scheduled accordingly. CTE courses are offered at times that make sense for the occupations; e.g., Fire Technology and Cosmetology courses are offered after normal business hours to accommodate working adults and professionals.

The Collective Bargaining Agreement requires the consultation of faculty in consideration of programmatic impacts prior to any cancellation decisions (CBA Revision October 2013 p.4 Article 19.5). Solutions are provided for any student negatively impacted by a class that is canceled due to low enrollment.

The Bachelor of Science in Biomanufacturing employs a cohort structure, so students all enroll in the same sections of the same classes in the same sequence. This means that the class schedule is designed so that there are no time conflicts for students. (II.A.6, ER 9)

Solano Community College employs a variety of teaching methods and delivery modes such as short-term classes and Distance Education classes. Short-term (8 week) classes in English are sequenced to accelerate student completion and already show success in improving equity for students. Each delivery mode is evaluated in the program review process. To address the generally lower success rates of students in online courses, the DE Committee developed plans that need to be fully implemented.

Several Learning Support Services are offered at Solano College, including Learning Communities, Umoja Scholars Program, Puente Project, First Year Experience, MESA, and a Nursing Academic and Success Achievement Program for Nursing students.

Academic support and drop-in tutoring services are offered at the Fairfield Campus, and the Vacaville and Vallejo Centers through the Academic Success and Tutoring Center (ASTC Webpage and ASTC Info Sheet Fall 2016). (II.A.7)

Solano College uses placement exams in English, ESL, and mathematics approved by the California Community College Chancellor's Office (CCCCO) to assess English language proficiency and computational skills. The College reviews these instruments for bias to determine disproportionate impact on groups of students. If found, there is a plan developed to correct any disproportionate impact. Accuplacer is optional for math placement, but the College uses multiple measures to place students into mathematics courses. In fall 2016, a BSOT Grant award supported the College in developing a guide to help with math placement.

Similarly, English placement has evolved with acceleration efforts. The English department eliminated some remedial levels and created a one-semester accelerated course--the only pre-collegiate option. English also adopted the Multiple Measures Assessment using high school GPA English grades. This Multiple Measures Assessment eliminated the disproportionate impact among ethnic groups. In addition, access to transfer-level English rose in all student categories.

In some departments, common assessment tools are used to ensure similarity across sections of a course. These common exams are only one factor of several used to determine course grades. Interviews with faculty revealed that faculty find these common assessment tools helpful in standardizing grading across sections. (II.A.8)

Solano College uses the Carnegie System of Units to determine units of credit to be awarded for each course. The College also follows the Chancellor's Office "Standard Formula for Credit Hour Calculations." Credit hours and semester unit of credits are defined in Board Policy 6100. Credits are awarded based on the fulfillment of the measures found in the COR, such as the course objectives, SLOs, and grading criteria.

The team found that Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) play an integral role in the completion of course credit, degrees, and certificates. The team determined that this assertion holds up largely because Solano College has a system for assessing learning outcomes at the course, program, and institutional levels. The assessment of Student Learning Outcomes has been somewhat mixed, but the College is moving forward to eliminate missteps and gaps in assessment. (II.A.9, ER 10)

The College catalog and transfer/articulation website state the transfer policies and provide links to Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), ADT and Course Identification Numbering System (C-ID) websites. Policies on Credit by Examination and Alternative Credit Options (such as advanced placement tests, credit for military service and high school equivalents) are listed in the catalog. The Transfer Center website has many useful links including a link to assist.org. Articulation/Transfer Agreements are also listed.

For continuing students coming from other colleges and universities, the College grants credit for most courses taken at other accredited institutions of higher education. The College catalog provides this information for students. If course equivalency is questioned, there is a process in place to review course descriptions, syllabi, and other documentation provided by the student to ensure alignment of learning outcomes. Students can request this by submitting a “Request for Equivalency Form.” In addition, a course can be challenged through Credit-by-Examination, Military Transcript Evaluations, Military Service Credit, and credits available for eligible scores on Advanced Placement and College Level Examination Placement exams.

For transfer to other institutions, transcripts are sent to other institutions when requested by students. The College’s Articulation Officer works closely with faculty on course proposals to ensure courses are transferrable to CSUs and UCs.

The Solano College catalog explains transfer of credit policies for students entering from high school or from another institution of higher education. The Articulation Officer submits courses into ASSIST and Online Services for Curriculum and Articulation Review (OSCAR) for inclusion in CSU GE Breadth and IGETC general education patterns. (II.A.10, ER 10)

Solano College has carefully worked on connecting SLOs, PLOs, GELOs, and ILOs and continues to work on building meaningful connections between outcomes and planning. See previous discussion in II.A.3. (II.A.11)

The College general education requirements reflect its philosophy statement for the associate degree as published in the 2016-17 catalog on page 50. The general education requirement for an Associate Degree from Solano College includes a 3-unit Cross-Cultural Studies course. Courses that satisfy this requirement are listed in the catalog and under “Area E” of the local GE pattern.

The degree requirements for the Bachelor of Science degree in Biomanufacturing include completion of the CSU general education pattern, including nine units of upper division general education courses and the fulfillment of the cross-cultural studies requirement.

In 2015, the Assessment Committee led the development of general education learning outcomes (GELOS). The GELOs were approved by the Academic Senate in 2015 and the Board of Trustees in early 2016. In spring 2016, the Assessment Coordinator completed an assessment of these GELOs which led to a substantial revision of the GELOs in 2016-17 to establish a cleaner link between the general education pattern and the learning outcomes faculty want students to have from taking that particular sequence of courses. The resulting outcomes are organized around the areas in the GE requirements. Academic Senate approved these revisions in March 2017. (II.A.12)

Solano College's curriculum approval process determines that new programs and changes to existing programs include a focused area of study that includes 18 or more semester units as per California Law. As part of the program development process, faculty develop program learning outcomes (PLOs) for all degrees and certificates. The Assessment Committee reviews the PLOs for relevance and measurability. Course-level SLOs for courses required in a program are mapped to the PLOs for that program. The Bachelor of Science degree in Biomanufacturing requires lower division preparation equivalent to the Associate of Science in Biotechnology, as well as satisfactory completion of the upper division courses focused on the Biomanufacturing major. (II.A.13)

The College awarded 170 certificates to 151 students in the 2015-16 academic year. SCC's Nursing, Certified Nursing Assistant, Cosmetology, and EMT programs culminate in state or national licensure exams. The College monitors licensure exam pass rates as well as post-graduation employment rates in a number of vocational fields. CTE student data is also tracked through the CTE Outcomes Survey (CTEOS), which tracks SCC students who have left or completed a CTE program, looking at gainful employment, wage gains, and other metrics of post-graduation success.

The College's commitment to producing graduates who meet employment standards is evident in the Nursing program's response to the sharp drop in licensure pass rates in AY 2014-15. When NCLEX-RN Exam pass rates for first-time testers dropped below the 75% standard, program faculty immediately set to work in developing a comprehensive corrective action plan. This plan successfully addressed a range of concerns including faculty cohesion, consistency in curriculum and course-level exams, student support, and several other elements to strengthen the program. The program continues to innovate to support student success and recently implemented an online application system to streamline the admissions process. (II.A.14)

The Academic Senate led the development of Board Policy 6105 (Program Discontinuance Policy) which was adopted in 2007. This Board Policy ensures that if the Discontinuance Evaluation Committee recommends the elimination of a program, "the recommendation shall include a detailed plan and recommended timeline for phasing out of the program with the least impact on students, faculty, staff, and the community." When students are affected by the reduction or discontinuation of a program, the instructional department works closely with the Counseling Department to provide assistance to students. A "Course Substitution Petition" also allows course substitutions approved by discipline faculty and signed by the dean. Courses from other colleges may also be petitioned to be approved to satisfy program requirements. Students always keep their catalog rights as outlined in Board Policy 6210, updated in 2016. (II.A.15)

The team determined that the Academic Program Review process is a longstanding practice of the College. However, in 2013 an improved Program Review was introduced and then updated in 2016. The goal set for all programs is "sustainable continuous quality improvement," and criteria were developed for this outcome. As of 2017-18, program reviews are conducted on a six-year cycle allowing more time for programs to analyze data and implement changes which include curriculum review. The same program review template is used for all programs. The College mission is central to program review, and data analysis is required. Achievement of learning outcomes at the course and program level is included in the assessment section of the program

review template. Faculty must include the relationships between PLOS and the ILOs. Faculty are required to map program courses to PLOs. PLO assessments and resulting action plans are noted. Student Learning Outcomes are very important in the review process. The Office of Institutional Research and Planning provides longitudinal and up-to-date data for program review. The program review also includes an analysis of student success and equity. Discipline faculty analyze how underprepared students are supported.

Programs gain resources as a result of program planning. These resources have seen direct improvements leading to enhanced student learning.

In cooperation with the Bay Area Community College Consortium and the RP Group, in an effort to track data related to CTE students, Solano Community College has participated in the CTE Outcomes Survey (CTEOS). The survey tracks SCC students who have left or completed a CTE program, looking at gainful employment, wage gains, and other metrics of post-graduation success. Student responses to the CTEOS indicate that participation in SCC's CTE programs significantly increases employment prospects, moving many from part-time employment to full-time, and improving hourly wages by over 26% on average in 2013, and nearly 40% in the most recent survey. CTE program faculty use the data to inform discussions and decisions. (II.A.16)

Conclusion

Solano College meets the Standard and Eligibility Requirements 9, 10, 11, and 12.

Recommendations

See improvement recommendation 8.

Standard II.B: Library and Learning Support Services

General Observations

Library and Learning Support Services at Solano Community College include library collections, tutoring and additional services available are sufficient in quantity, currency, depth, and variety to support instructional programs. The College relies on the expertise of faculty and support services personnel to identify and regularly evaluate educational materials and equipment that support student achievement. The College takes responsibility for the security, maintenance, and reliability of services. However the College does not provide equitable learning support services for all students regardless of location.

The library holds 49,434 volumes, including 2,000 reference books and over 1,000 reserve textbooks available to students. The Library also has access to approximately 200,000 ebooks, numerous periodicals, databases, and newspapers via contracted online services. The College recently finalized a contractual agreement with Tutor.com to provide online tutorial services that are available 24/7, and to provide resources to support its mission and instructional programs as required in Eligibility Requirement 17.

While the College has robust Library and Learning Support services to support student learning on the main campus, access to the resources is limited by distance as it relates to the Vallejo Center and the Vacaville Center. The two centers' libraries are inadequate in size and do not provide circulating collections to promote and support student success. At the Vacaville and Vallejo Centers there are no circulating collections and very small text book collection of 268 and 206 volumes respectively. Students need to be provided adequate opportunities to reach levels of information literacy that enhance and support student success regardless of the student's primary location; that library and learning support services are adequately available to all students; that funding resources responsive to planning are available to maintain library and learning support services; and, that they are sufficient to facilitate education offerings.

A variety of learning support services are offered to students, including tutoring, supplemental instruction, directed learning activities for English, and math activities through the library at the main campus. The Tutorial Center offers various methods of assistance, including one-on-one tutoring, supplemental instruction, workshops, and online learning assistance videos and tutorials. Recent changes in administration have led to discussions regarding the need to decentralize the collection and services to each of the centers in order to provide equitable library service. It is important that the College ensure that equitable services are provided for students who primarily attend the Vallejo Center, Vacaville Center, and online.

Findings and Evidence

The Solano Community College Library is poised for growth and change. As noted, a new 60,000 sq ft. facility is planned for the Fairfield campus. Community meetings are underway to determine constituent needs while environmental studies are also being conducted. The libraries at the Vacaville and Vallejo centers are inadequate in size and lack collections. Vacaville has a

new library planned for Phase III of their Facilities Plan with no immediate date for construction. (II.B.1; III.B.2; ER17)

While the Library offers a rich array of physical and electronic resources, they are not uniformly available at all campus locations. At this time, the Vacaville and Vallejo centers only have reserve textbooks. This severely limits student usage as any research must be done online since there are no physical library materials. Staff indicate that if a student needs a ‘physical’ item they must travel to the Fairfield or they are referred to the local public library. The College’s mail delivery system could facilitate the movement of materials and the institution could consider floating collections to reduce transport costs for the returned materials. Each center has adequate space to house a small circulating collection and curbside book returns would allow for material return when the facility is closed. (II.B.1, III.B.2)

The Library has made a concerted effort to expand their textbook reserve collection supporting student equity by providing access to required course materials for students who are unable to purchase their own copies. This is a great service for students and addresses a financial burden many students face. The College recently migrated to Polaris ILS system which provides a more robust reporting mechanism enabling the College’s librarians to gather data documenting the use of reserve textbooks. This information will allow for better management of the existing collection, and will generate data to guide future purchases. Staff are still learning how to use the new integrated library system (ILS) and eventually will be able to access data to support collection management decisions. Staff did indicate however, that due to a lack of staffing, having the appropriate time to study and learn the new system is problematic. To use this new tool effectively staff must have proper time to work with the system appropriately.

The team encourages the College to consider reviewing staff job classifications. For example, the management of the ILS is typically conducted by a credentialed librarian with a M.L.I.S. For Solano, this is done by someone in a clerical support role. The need to understand data manipulation, coding, relational databases, SIP protocols and statistical methods dictates the position be rated at a para-professional level at a minimum. Staff also need the appropriate time to do administrative or “of-desk” functions. (III.A.9)

The team also discussed the method of acquisition, cataloging and processing of new library materials with staff and recommends Library staff consider working with vendors to automate the process to reduce processing costs and achieve efficiencies. (II.B.1)

The team found that the College’s librarians and instructional faculty work collaboratively to ensure currency and relevancy to the College’s course offerings and to library use patterns of 21st-century college students. For example, with the development of the new Baccalaureate Degree in biotechnology, staff were given a \$25,000 dedicated book budget to work with faculty to purchase key resources for the program. (II.B.1; ER17)

The Library offers one course in research skills and the use of resources, LR 10: Introduction to Library Research. This is a co-requisite to English 001, the College’s first degree/transfer-level English composition course. The LR 10 co-requisite meets the research needs of the English Composition course, which has as a student learning outcome: “Apply proper methods of

research and documentation.” In addition, the LR 10 requirement ensures that every student will meet those aspects of the general education learning outcome pertaining to information competency in library research while completing a transfer or an associate’s or bachelor’s degree. Further, the College’s new multiple measures course placement practices for English enables most students to take English 001 within their first two semesters at the College. This results in earlier exposure to the Library’s resources through LR 10, providing them with a solid foundation for research as they progress through their education. The team reviewed post survey data, which indicated that students were grateful to have learned the research concepts that are so critical to student success. Staff report a 72% pass rate with LR 10. (II.B.1; ER17)

The LR 10 co-requisite is only offered as a DE class, and is only available online. The staff indicated that there was no alternative for face-to-face instruction should there be a student desiring this. Since this is a co-requisite to an English course required for transfer, the team is concerned this could be a barrier to some students. Further, conversations with instructional faculty and deans indicate that the class as a co-requisite to English 001 may limit a student’s ability to complete the requirements needed to transfer successfully. The team encourages the College to review the policies for co-requisites and requisites, as well as the overall effectiveness of LR 10. (II.B.1, II.B.3, IV.C.7)

As a tool for instruction, the team found the Library’s website functions as a very well organized source. For example, listing the instructor’s office hours for LR 10 right off the homepage allows students immediate access to critical information. The page discussing citations is also excellent and meets the rigor of library instructional standards. (II.B.2)

The Library offers a robust collection of resources online so that students can access information at any time of day from any location. Reference service is provided through eReference chat service, and a myriad of e-books, citation tools and a full complement of subscription databases are available. Access to the Library’s online catalog to physical resources is available, and through their consortial agreements, Napa Valley College and Napa County Library holdings are also available to students. ProQuest and EBSCO provide access to a vast array of ebooks, reference tools and magazines in full text. (II.B.4)

The Library is expanding hours and plans to continue to do so as staffing stabilizes. A reduction of staff in 2016 necessitated scaling back hours and thus far weekend and evening service is limited. The Library’s electronic offerings that are available remotely may offset this issue. (II.B.1)

When discussing all of the projects on the go for the Library, staff indicated they were using their SAOs as their guidepost for achievement. The team determined this to be a good approach to the work they are undertaking. Staff referred to having a “re-set” and are very excited about the direction the Library is headed. (II.B.3)

Conversations with staff and faculty throughout the campus indicate that the Library, and most specifically the staff, are held in high regard and their expertise is well respected. This is evident with Program and Review and the development of new courses. As a routine part of the course approval process, library staff check every new course proposal and confirm that the Library can

provide the appropriate materials and services to support the new curriculum. This is a proactive process and guarantees support for student learning with the appropriate resources in place at the start of a course. This is also an excellent tool from a budgetary perspective as it does allow library staff to indicate areas that may require additional funding. The new Program Review practice commenced in fall 2017, and CTE courses are the pilot. (II.B.2; II.B.3; ER17)

The College provides a variety of learning support services including an Academic Success and Tutoring Center for drop-in tutoring and subject-specific general interest workshops, a Math Activities Center (MAC) for Additional Instruction from faculty, and course-embedded academic support for English and Math.

The College has an ASTC at the Fairfield campus and the Vacaville and Vallejo Centers. All three locations offer drop-in assistance, with the focus on the two core transfer subjects, Math and English. (II.B.1; ER17)

Hours of operation and available tutoring subjects vary by location and the curriculum available at each location. Tutor.com was recently implemented to 24/7 tutoring services to supplement in-person tutoring and provide access to such services for distance education students. (II.B.1; ER 17)

The ASTC sends a welcome letter to faculty at the start of each semester that promotes services. This is a timely marketing tool, and ASTC staff follow up throughout the semester with reminders and updates about ASTC services. This tool, sent at key intervals encourages faculty to announce ASTC services in their classes, and some include ASTC information in their course syllabi. (II.B.1; ER 17)

Student tutors are often recruited by faculty, based on successful course performance. Tutors receive training in the ASTC Policies and Procedures, and are given a comprehensive manual to serve as a reference tool. This ensures tutors interactions with students meet the purpose, goals, and philosophy of the ASTC. (II.B.1; II.B.2; ER17)

In addition to student tutors in several disciplines, the ASTC is staffed with Supplemental Instructors in English and Math.

Students may also receive Supplemental Instruction from math faculty at the MAC. Students are referred between the ASTC and MAC depending on the level of support needed by students. (II.B.1; ER 17)

Students can find embedded tutors in classes for the core subjects of math and English. The embedded tutor sits in the class with the students, developing a relationship from the outset. The tutor then offers after class study sessions, one-on-one support, and is a role model for the students showing them how to learn successfully. (II.B.1; ER 17)

Several specially funded programs including Umoja, Puente, and First Year Experience also use embedded tutors, supplemental instructors (SI), and faculty and student mentors to facilitate student learning success for those enrolled in these programs. (II.B.1; ER 17)

College staff in the ASTC and Basic Skills have indicated a need for standardized training for tutors. The team concurs with this assessment and recommends the College consider developing consistent training that is recognized by the National Tutoring Association (NTA). Receiving such certification will improve the commitment of tutors and give them a credential to add to their portfolio. The NTA does provide a basic level training certification that can be delivered by a certified trainer from an NTA Certified Tutor Trainer. (II.B.3)

The College is using TurnItIn.com, which will allow students and faculty to submit written assignments that can be reviewed and assessed for possible plagiarism. This is an excellent tool to ensure academic excellence and student success. (II.B.1)

Approximately 800 students receive various types of support from the Disability Services Program (DSP). Students must self-identify to receive services and meet with a DSP counselor to determine appropriate services. Students may approach the DSP themselves or be referred by a general counselor. Once determined to be eligible, the student may receive assistive software, an environment that is distraction free for testing, or alternate media to assist in classes. DSP staff indicate that services are customized to the student and no two students are the same. Maximizing resources, the DSP can often load most assistive software on to the students' own computer, thus reducing the need for hardware to support the assistive software. The DSP does have a small lab with 12 computers to assist those that need basic accessibility and there are three private, video-monitored exam rooms equipped with computers for students requiring distraction-free environments and/or assistive technology for taking exams. (II.B.3)

The Disability Services Program (DSP) has not conducted systematic evaluation of the academic support services they provide; however, due to the one-on-one nature of these services, staff members are able to assess and meet the needs of students by responding to student requests as they arise. The team recommends the College conduct a full assessment and evaluation of services offered by DSP to identify areas of redundancy and areas to achieve efficiencies. (II.B.3)

Staff at the Vacaville Center indicate that they are meeting disabled student needs, but feel a more proactive approach is warranted since there is no DSP Office. The team recommends rotating DSP counselors visit the Vacaville and Vallejo Centers to increase access to DSP services. (II.B.3)

Conclusion

The College meets the Standard except for II.B.1 and II.B.3 and the College meets ER 17. Solano Community College provides excellent Library and Learning Services for students. Distance Education students also have access to online tutoring and library services. However, the College does not provide equitable library services for all students regardless of location.

Recommendations

See Compliance Recommendation 2.

Standard II.C: Student Services

General Observations

The College has demonstrated a commitment to provide innovative and quality services supporting student learning in a number of areas. This commitment was strengthened by collaboration with the Office of Research and Planning and student services to develop and evaluate service area outcomes (SAO) and establishment of a student-services focused program review document. Student Services provides a myriad of opportunities for students through their categorical programs, grants and learning communities and has identified creative means to obtain student satisfaction feedback. The College maintains student records permanently, securely and confidentially both in paper and electronic form. Well established policies for release of student records are clearly communicated to students, faculty and staff.

Findings and Evidence

On the Main Campus in Fairfield, Student Support Services are housed in the Student Services (400) building. The building advertises services and study spaces and also houses Admissions, Assessment, CalWorks, CARE program, Career & Employment Services, Disability Services Program (DSP), Financial Aid, MESA program, Puente program, Umoja program, Transfer Center and Veteran's Affairs. Student Health Services and the Academic Success and Tutoring Center (ASTC) are located in other buildings on campus.

Student Services outside of Enrollment Services vary at Travis AFB and the Vacaville and Vallejo centers due partly to staffing vacancies. While services are provided at all locations, the access and timeliness to those services can be improved. The College recognizes the need to provide services at these locations that mirror the Fairfield campus in order to serve the students. Hours of operation in key student services areas have been expanded to meet the needs of evening and weekend students. In addition, online services exist for students in areas such as financial aid, counseling, orientation, and admissions.

The College evaluates the quality of student support services through department meetings and collaboration with the Office of Research and Planning. Admissions, Records, and Counseling, for example, solicit student feedback through quick response surveys that provide customer service information (II.C.1). These surveys can provide data-driven improvements to their services. Consistent collaboration occurs between the units in Student Services in areas of planning and programming for prospective and current students. An example of this collaboration is the creation of One-Stop Enrollment days that occur on Fridays and Saturdays throughout the semester to showcase services provided by admissions and records, financial aid, counseling, assessment and the categorical programs. (II.C.1, II.C.2, II.C.5). (ER 15). In addition, the team found that a counselor guide and collaboration with faculty, high school counselors, SCC counseling faculty and Enrollment Services remove roadblocks that students face (II.C.7).

Service Area Outcomes were reviewed and revised as of Spring 2017, but last assessed within the 2012-2015 academic years. Due to added management in student services and stability at the S-P level, the College acknowledges the opportunity and need to adhere to evaluation timelines for review and evaluation of SAOs. (II.C.1) In addition, the absence of administration

responsible for program review in student services led to a pause of the process until spring 2017. Program Review assessment and planning for student services is scheduled to resume in fall 2017, under the direction of Executive Leadership. (II.C.1)

The College provides equitable access to College students by providing services to students at all locations through various delivery methods. Through a number of categorical programs, the College strives to provide equitable access for all of its students. These programs address and identify disproportionately impacted populations and provide ongoing support (DSP, EOPS/CARE, CalWorks, (II.C.2)). The College has also utilized learning communities via mentoring and cultural competency programs supporting academic success and transfer (Puente, Umoja, MESA/TRiO, STEM) and by aligning efforts with the Student Equity Plan and Basic Skills Student Outcomes Transformation (BSSOT) grant (II.C.1, II.C.2.). (ER 15)

To enhance services and address the increased demand for student education planning, transcript evaluation and degree auditing, the College is implementing Banner's Degree Works system (spring 2018) to assist staff and faculty in meeting student needs. In addition, the online orientation program for Counseling and online entrance and exit sessions for Financial Aid provide 24/7 access for all students, in particular, the online student community (II.C.1).

The addition of the vice president of student services and two additional deans – dean of enrollment services and the dean of academic support services--allows Student Services to facilitate the implementation of the state-mandated Student Success and Support Program (SSSP) and Student Equity Plan (SEP), which support the campus culture embodied in the vision and mission of the College. Staff and faculty in student services regularly meet with the Deans and Vice President, providing a venue to address the operational matters of 3SP, Student Equity and overall student services functions. (II.C.1).

Athletics and co-curricular programs, including student leadership, Forensics and performing arts are overseen by standards set by both Board Policy and a Handbook/Operating manual. These programs contribute greatly to the educational mission of the College (II.C.4).

There are counseling services based on collaborations with other student services programs such as Outreach and its participation in the One Stop enrollment programs, which allow for group counseling in addition to the drop-in, online, phone or in-person appointments with Counselors. Additional academic advising and counseling services, along with professional development opportunities for counselors, have been made available via SSSP funding. Counselors utilize electronic databases such as ASSIST to provide detailed and updated transfer information for students. Extensive collaborations between Counselors and Math and English faculty have resulted in more accurate course placements, assisting students in their academic and career planning development. The implementation of DegreeWorks (spring 2018) will enhance services for Counselors in assisting students reach their academic goals as well as tracking degrees and certificates (II.C.5, II.C.6)

The College maintains appropriately updated board policies related to admission policies consistent with its mission. Policies are referenced in catalogs, course schedules and websites. SCC has definite standards for admitting high school students, international students, CTE

programs, and special program admission. Examples of special admission include the Liberal Studies BA degree completion program with Sonoma State University and the Baccalaureate Degree in Biomanufacturing (II.C.6). The College provides students with pathways to complete degree, certificate, and/or transfer through the College website, catalog and E-brochures addressing a range of educational and employment goals for the students such as Associate Degree for Transfer (AD-T) patterns (II.C.6). (ER 16)

The institution intends to comply with the state-wide Common Assessment Initiative, and during its implementation delay, SCC uses the California Acceleration Project (CAP) and statewide data from the RP group to adjust for accurate placement scores (II.C.7). This process change, in addition to the use of multiple measures for course placement, resulted in higher representations in English and Math courses for underserved populations. The collaborative efforts with the BSOT Grant Math Coordinator, Office of Research and Planning, Assessment office and Counselors demonstrate the use of innovative and creative practices to better place students (II.C.7) Absent was direct evidence in the self-evaluation documents that the College is using data to determine the effectiveness of their admission practices, but SCC does use access as a key performance indicator for success. (II.C.7).

The College complies with all laws and policies related to ensuring the confidentiality of student records, as well as maintaining and securing those documents. The Dean of Enrollment Services serves as the custodian of student records, and records are regularly reviewed and classified as Class I-Permanent, Class II-Optional, and Class III-Disposal.

The College strictly monitors the release of student records, per Board Policy 5140. Student records and board policies and procedures are contained in the College's catalog and website. In accordance with federal and state law, and BP 5160, students must provide written consent to grant release of record contents. (II.C.8).

Paper records in Student Services such as Admissions and Records are maintained in a locked and secure area. The College uses PaperClip as backup for the student data repository (II.C.8)

Conclusions

The College meets the Standard and Eligibility Requirements 15 and 16.

Recommendations

See improvement recommendations 3, 4, and 8.

STANDARD III: RESOURCES

Standard III.A: Human Resources

General Observations

Human Resources appears to be organized and operated effectively. An Interim Director for Human Resources was brought in, and many of the policies and procedures were updated. Operations became more organized and efficient. Human Resources meets Accreditation Standards.

Findings and Evidence

Solano Community College demonstrates that it has developed appropriate hiring criteria. The College's board policies and procedures (4000 series – Employment Selection Procedures) are comprehensive albeit in need of review. Any time a new or replacement position is requested, there is a review to be sure the position is aligned with the mission and goals of the College. Job announcements are created from position descriptions and classifications. A standard system for hiring ensures that procedures are consistently applied. The *Faculty Hiring Manual* clearly outlines the procedures for selecting new faculty. All committee members must complete the Title 5 mandated diversity and cultural competence training. At the core of all hiring processes is the development of a position description that clearly outlines the necessary qualifications and expected responsibilities of the position (BP 4005 – Faculty Hiring, Equivalency, and Minimum Qualifications). The Office of Human Resources monitors effectiveness in recruiting applicants from diverse background and makes adjustments in outreach as necessary. Solano College has hired three new full-time faculty members to teach upper division courses in the Bio manufacturing program. The new faculty members have educational credentials that meet or exceed the minimum qualifications and possess the appropriate academic background and industry experience for teaching in the subject area. Policies and practices as outlined in the ACCJC policy for Baccalaureate programs were followed. (III.A.1)

The team verified that Solano College has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter. The College follows BP 4005 for faculty hiring. The team reviewed several job descriptions and found that the faculty job descriptions include development and review of curriculum as well as assessment of learning (SCFA Contract 2012-15, Article 19). The *Faculty Hiring Manual* clearly outlines procedures for selecting new faculty. All faculty descriptions include the responsibility for curriculum oversight and student learning outcomes assessment (SCFA Contract 2012-15, Article 19). (III.A.2, ER14)

Solano College has a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. Solano sets minimum qualifications that meet or exceed the Administrator qualifications set by Ed Code. Board Policy 4800 defines the positions and responsibilities for both educational administrators and classified managers. (III.A.3)

The Office of Human Resources at Solano College verifies that individual recommended for hire have earned the required degree(s) for that position and/or discipline. Verification includes confirmation of the granting institution's accredited status. There is an established equivalency process for those with degrees from non-U.S. Institutions. (III.A.4)

Board Policy 4220 assures that all faculty and staff and administrators are evaluated with the goal of improvement of job performance. There is an evaluation timeline and process for each employee group. For faculty, SCFA Contract 2012-15 Article 4 Evaluations, is followed. For classified staff, the Collective Bargaining Agreement specifies timeline and criteria (Local 39-2014-2016 CBA, p. 9). For Management evaluations, recommended procedures and timelines are outlined in BP 4800, section 4840; Evaluation. This policy identifies the purpose of management evaluations as "to maintain and improve the quality of management and to assess and document performance." The superintendent-president is evaluated annually by the Board of Trustees during closed session. (III.A.5)

The evaluation process has the direct goal of the improvement of teaching methods to improve student learning. The Collective Bargaining agreement for faculty includes assessment of learning outcomes to improve teaching and learning. To protect the integrity of the SLO assessment process, these evaluation criteria focus on the collection and reporting of SLO data rather than evaluating individual faculty members in terms of their individual outcomes results. Board Policy 4840.3 specifies the evaluation criteria for Academic Administrators as follows: *Contributes to and participates in drafting, measuring and assessing SLO outcomes and guidance for faculty and staff in SLO assessment activities.* Evaluative instruments, where appropriate, include evidence of engagement with SLOs. (III.A.6)

The College demonstrates that it has the appropriate staffing levels for each program and service. The College prioritizes achieving the Full-Time Faculty Obligation Number (FON). Full-time faculty teach approximately 62 percent of the College credit hours, with the rest assigned to approximately 400 fully qualified adjunct faculty. There are three full-time faculty members assigned to the baccalaureate program. (III.A.7, ER14)

All faculty attend an initial orientation prior to the start of the semester followed by a local orientation provided by the area dean and faculty and staff in the area to which the faculty are hired. Adjunct faculty receive a half-day orientation conducted by HR staff. Many departments also have processes for assigning new adjunct hires to full-time faculty mentors. Adjunct faculty are encouraged to participate in the Flex activities and are compensated for their attendance (SCFA Contract 2012-2015 p 93 Article 23.205). The Adjunct Support Center was opened in fall 2014 and provides adjunct faculty with a communal office space equipped with desks, five networked computers, four campus phones, and a 10-seat conference room. (III.A.8).

The College has policies and practices to determine the appropriate number and qualifications for support personnel. Solano College recently introduced a process for new classified positions consistent with the process used to identify new faculty positions. Managers present requests for new and replacement positions with ties to program review, the Educational Master Plan, Accreditation Standards, Governing Board Priorities, or other means (EMP: Board of Trustees

Priorities; Senate Priorities Fall 2016). The College determines staffing needs based on standard industry ratios (such as one full-time custodian for every 25,000-27,000 square feet), the scope of the work, location of the work, and skills needed. (III.A.9, ER8)

The College has policies and practices to determine the appropriate number, qualifications, and organization of administrators. As positions become vacant, roles and responsibilities are revisited to ensure the scope of each position includes efforts that are critical to supporting the College's mission and purposes. For example, in the past year, the College recognized that it had limited capacity to meet essential services including those outlined in SSSSP and Student Equity and the Basic Skills Initiative and Transformation Grant. Therefore, two new dean positions were created and filled in January 2017. The College has developed and deployed management positions strategically to expand capacity in key areas while maintaining an overall stable number of management personnel. (III.A.10, ER8)

Solano College ensures that it administers its personnel policies and procedures consistently and equitably. Board policies and procedures and the Collective Bargaining Agreements are clear. The Board policies are available on the Governing Board web page (Governing Board Webpage). The team recommends that the Governing Board and College continue to 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 Collective Bargaining Agreements are available on the Human Resources website. Review of personnel policies and procedures ensures fair and consistent administration and continuity with state and federal laws. (III.A.11)

Solano demonstrates commitment to employing and maintaining a diverse workforce as outlined in Board Policies 4035, 4037, and 4030 (Equal Opportunity Employment, Commitment to Diversity, and Nondiscrimination). All who serve on hiring committees must attend orientation sessions that include Equal Employment Opportunity (EEO) training, and HR determines that hiring committees reflect diversity. The Equity and Inclusion Advisory Council reviews EEO Reports annually and develops EEO plans based on the results of these reports (EEPO Plan 2014-16). Further support for diverse personnel and equitable treatment is provided in current District training practices which requires all new and current employees to complete training modules in General Ethics in the Workplace and Discrimination Awareness in the Workplace. In addition, the College has a shared governance committee developed in the 1970s when faculty and staff diversity was sparse: the Minority Coalition includes faculty and staff who support efforts to improve both the student and staff experience keeping in mind the interests and needs of diverse populations. The EEO manual publishes and analyzes its employment equity record. The Equity and Inclusion Advisory Council reviews EEO reports annually and develops EEO plans based on the results of these reports (EEO Plan 2014-16). (III.A.12)

Solano has an approved ethics policy for all of its personnel, which delineates consequences for violation. Board Policy 4100 applies to all College employees. The Code of Ethics is available on the District website. The College takes seriously violations and investigations can lead to disciplinary action up to and including termination. (III.A.13)

Solano College offers Professional Development (PD) programs consistent with its mission. The Flexible Calendar program for faculty also supports staff and administrators. Board Policy 4260 states the Board's support for employees to attend conferences and other professional activities. An Academic Senate task force was formed to develop a process for faculty to apply for PD funds. Goals for this committee were established (PDFC Goals AY 2016-17). A rubric was developed to evaluate grant applications (PD funds: Applications Rubric: Academic Senate Minutes 10-16-17). A survey was conducted in February 2017 to assess the PD needs of faculty, staff and the entire campus community. Results of the survey will guide the development of the flex calendar activities and PD for 2017-18. In addition, the committee has created a new form to solicit faculty interest in presenting/leading a Flex Calendar event. Classified employees and operating engineers have a number of opportunities and incentives for PD and continuing education, as do managers who may request up to 40 days of educational leave during their tenure with the College. The CBA for classified staff and operating engineers include 5% salary incentives for those who obtain degrees or certificates beyond their minimum job qualifications. (IIA.14)

The College's has procedures and facilities for keeping personnel records secure and confidential. Solano has clearly established policies and procedures that provide for security and confidentiality of personnel records and the HR staff is trained to ensure compliance (BP 4140). (IIIA.15)

Conclusion

Solano College meets the Standard and Eligibility Requirements 8 and 14.

Recommendations

There are no recommendations for this Standard.

Standard Responsibility: III.B. Physical Resources

General Observations

Solano Community College District serves the populations of Benicia, Dixon, Fairfield, Suisun, Vacaville, Winters and Vallejo. The College was established in 1945 in Fairfield and comprises 192 acres. The College has also opened a 10-acre center in Vallejo, in 2007 and a 60-acre center at Vacaville in 2010. The College also serves their communities at local high schools and at Travis Air Force base.

The College has utilized college project funds, state scheduled maintenance funds, and Measure G and Measure Q bond funds to plan, develop, maintain, modernize and expand its physical resources to serve its students and diverse communities. Through these efforts the College has been able to assure access to its physical resources and provide a safe, secure, and healthful work and learning environment that will meet current and future needs. The main campus and centers were well maintained, and renovations and facilities improvements were occurring at each campus location. College constituency groups, facilities and maintenance staff, and administration are involved in the planning, and prioritization of campus facilities projects and have an active role from conception to completion. The sense of pride in the work that has been accomplished is evident during all of the team's interviews with faculty, staff and administrators. The College's commitment to maintaining and improving the educational and work environment is commendable.

Findings and Evidence

Solano College assures safe, sufficient physical resources at all locations through its integrated master planning processes. The 2013 Facilities Master Plan (FMP) was developed to meet the goals identified within Education Master Plan (EMP). Other planning documents are developed and implemented such as the 5 Year Capital Construction Plan, 5-Year Scheduled Maintenance Plan, The College also established the Measure Q Steering Committee, which is comprised of representatives from the College constituent groups, that reviews and recommends funding for facilities projects. The team was able to meet with representatives from the Citizens Bond Oversight Committee (CBOC) and view meeting minutes, project status reports, and planning documents to verify it meets as required by law, receives project updates and reviews audits and expenditures of bond proceeds. The annual Citizens Bond Oversight Committee report as required California Education Code 15280(b), and by the 2013 amended and restated CBOC bylaws approved by the Governing Board has not occurred on an annual basis. The last annual report was completed in December of 2015. (III.B.1, III.B.2)

Solano assures all facilities are designed and built to comply with all applicable building, safety and accessibility codes and requirements. As evidenced by state approved projects and signed/stamped construction documents, the College utilizes the service of professional architects and engineers to design code complaint projects and submits all plans to the Division

of State Architects (DSA) for review and approval. DSA inspectors are also employed to monitor construction and modernization projects. The College has a disaster recovery plans and has set aside funding to improve their recovery efforts including backup generators for the data center and improved fire walls as highlighted in their recently updated Technology Plan. (III.B.1, III.B.2)

Solano College incorporated the required Americans with Disabilities Act (ADA) accessibility transition plan as a component of book 3, process and assessments within their 2013 Facilities Master Plan. Since that time, the College has completed a number of ADA improvement projects including sidewalk improvement project, classroom upgrades and by improving transportation and accessible parking. Accessibility is also ensured through the use of District standards for furniture, fixtures and equipment outlined within the 2013 FMP. (III.B.1, III.B.2)

The College assures a safe, secure and healthful environment and continues to plan and implement campus wide safety, security and environmental improvements. Evidence of this include campus lighting projects, access control hardware installation, and implementation of green cleaning practices. The College has a Safety Committee that reviews and discusses safety inspections, crime reports and emergency notification protocols. Team was able to review the College's comprehensive Emergency Operations Plan and that the College has conducted trainings to ensure a functional Incident Command System structure. The College contracts with the Solano Sheriff's Office to provide security to the three college sites. The College has also implemented an Integrated Pest Management Plan and a smoke-free campus Board policy. The College Safety Committee is responsible for review of campus safety issues and makes recommendations for remediation. The College has also engaged Keenan and Associates to complete a through property liability and assessment audit through the Statewide Association of Community Colleges (SWACC). The College has resolved all high priority safety items identified within the audit and continues to correct items identified within the audit report. College staff have the ability to report safety issues via email or through the web based work order system (III.B.I.)

The College has passed two locally funded bond measures, Measure G in 2002 for \$124.5 million and Measure Q in 2012 for \$348 million. Since the passage of these bonds, the College has completed numerous building projects including Performing Arts building renovation, Biotechnology and Science Building Project, and the Auto technology building project. The College is in the process of planning and constructing numerous infrastructure project to increase efficiency and improve the educational and work environment. Projects include HVAC improvements, electrical infrastructure upgrades and replacement, and pedestrian walkway repairs to improve campus accessibility. (III.B.2)

Solano Community College engages in comprehensive master planning, complemented and informed by annual program planning, to ensure effective utilization of its physical resources and to maintain the quality necessary to support its programs and services and achieve its mission.

The College completes an annual comprehensive 5-year Construction Plan that is based on the FMP priorities and takes into account future growth projections, staffing requirements and cap/load ratios. The College updates its space inventory and utilizes the space inventory and cap/load ratios to inform its facilities planning processes. The College continues to improve its total cost of ownership planning by designing efficient buildings based on criteria it has established within the 2013 FMP. All building plans include numerous assessments and evaluate and remediate environmental impacts. The College evaluates its facilities on a regular basis taking into account utilization and other life cycle information. The team was able to meet with Facilities and custodial staff, and review the College work order system and the efforts being made by the College to maintain and improve the physical resources and equipment. The College has utilized the Community Colleges Facilities Condition Assessment to estimate costs for repair, and prioritize facilities modernization and replacement projects. The College is also implementing a computerized preventative maintenance program which will interface with their computerized maintenance management system (CMMS) program to ensure the regular and timely scheduling of routine and preventative maintenance. The efforts when completed will allow the College maintenance staff to be more proactive in maintaining district assets and increasing their life cycles. (III.B.3, III.B.4)

The College develops and implements its long-range capital plans to meet the College mission, vision, goals, and the needs of its academic and student support programs. The College has taken into consideration the life cycles and total cost of ownership as identified within the 5-Year Capital Outlay Plan, and has been proactive in working to reduce operations costs and be environmentally responsible. The team was able to view examples of the College's efforts including photovoltaics at each site, LED lighting projects, pool covers, and HVAC controls upgrades. The College has established a LEED Silver rating goal for new buildings to help reduce operational costs and lower total cost of ownership (TCO) into the future. (III.B.4)

Conclusions

Solano College meets the Standard.

Recommendations

There are no recommendations for this Standard.

Standard III.C: Technology

General Observations

SCC effectively employs its technology resources to advance its mission, enhance teaching and learning, and improve effectiveness of the institution. In recent years, numerous technology innovations and upgrades have been executed to enhance and expand capacity and services in administration, instruction, and student support services. Funding for technology comes from multiple sources and is used effectively. Planning for technology acquisition, maintenance, and usage is evident in a comprehensive Technology Master Plan which is updated regularly by an advisory committee comprised of members from all sectors of the SCC community. Technology infrastructure, resources, and services are robust at the Fairfield campus as well as the Vacaville and Vallejo Centers. In recent years, SCC has executed impressive network upgrades, deployed innovative technologies in classrooms and laboratories, and achieved unified communications and data systems that are consistent with industry standards and best practices. The Technology Master Plan provides the basis for sustaining these gains, future enhancements, and ensuring effective 21st century teaching and learning environments.

Findings and Evidence

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support SCC's administrative, educational and student support functions. (III.C.1) Across the District, there are 26 instructional computer labs, 3 for student support services, and 3 library-based labs. There are over 1,000 administrative desktop computers, over 1,000 student computer systems in labs and drop-in centers, 144 Smart Classrooms, approximately 330 printers, over 600 VOIP (Voice Over Internet Protocol) telephone handsets, over 700 security cameras and approximately 19 digital signs.

SCC has undertaken several major technology upgrades and building projects in recent years; high design standards were used for upgraded/renovated rooms, audiovisual systems, and network infrastructure upgrades, enabling SCC to achieve the mission stated in the Technology Master Plan: "SCC IT provides a collaborative, transparent, sustainable, ubiquitous, and responsive information technology environment that is supportive of the College's mission, student success, and is focused on customer service and satisfaction." (Technology Master Plan, September 26, 2017, p. 6)

Recently completed projects include a network infrastructure upgrade completed in March 2017; computer upgrades for faculty/staff, and classrooms; group printing initiative; and Vallejo Center classroom upgrades completed in fall 2015; and the completion of three buildings in summer 2017 -- the Theatre, Bldg. 1200 at Fairfield, the Biotechnology building at the Vacaville Center, and the Automotive Technology building at the Vallejo Center. Network upgrades included 10Gbs fiber link connections between and within buildings at each location/center; end-user connectivity through 1Gb/s switching equipment, CAT5e and CAT6 cabling; and wireless network access via 802.11ac managed access points (over 300 wire access points). A unified approach to network management provides seamless access to services for mobile users across all locations.

SCC has a comprehensive set of administrative software services to assist with communication, budgeting, planning, and research and a comprehensive set of student enabling software services to assist with scheduling, communications, online instruction, and paying of fees. Administrative software systems include Banner, Discoverer, Argos, IntelCheck, and FormFusion, and ePrint. Student support software systems include CCCApply, DegreeWorks, and SARS. External technology contracts are engaged as needed to ensure high-quality services and/or timely and swift enhancements without negatively impacting internal resources.

Long-term planning and funding, combined with strategic and visionary technology leadership (CTO, TSSO Director, STAC) to acquire and deploy “the technological resources necessary to become a community college leader in providing excellent educational opportunities along with access to services and resources for its diverse student and employee population.” (ISER, p.274)

SCC continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services (III.C.2). Technology planning occurs at multiple levels of the institution. Technology use and needs are discussed at the program level in the Comprehensive Program Reviews and Annual Program Plans; the Technology Master Plan is crafted, reviewed, and assessed regularly by the Solano Technology Advisory Committee (STAC) which is comprised of members of administration, faculty and staff, and the student body; and guidance and oversight of STAC is provided by the College’s Management Team, College Governance Council, and Fiscal Advisory Committee.

The Technology Master Plan guides decisions related to technology resources. The plan is based on the SCC mission and vision, is constructed collaboratively as part of campus participatory governance processes, and is reviewed and updated on an annual basis. The Plan is based on the premise, “Information Technology is as essential to Solano College success as electricity, water, and gas. It is part of the College’s core infrastructure. Technology is no longer an elective it is a requirement.” (Technology Master Plan, p. 6) The Plan includes priorities, replacement, upgrades, and acquisition schedules. “In addition, the Plan charts campus technology activities for each academic year and connects technology planning with College budgeting processes.” (ISER, p. 275)

Funding for technology comes from the College’s regular budget, Measure Q bond funds, and special programs funding, and funds for unanticipated technology are recommended in the Master Technology Plan.

SCC assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security (III.C.3). SCC has numerous sites – the Fairfield campus and Centers at Vallejo and Vacaville. The Centers are part of the of the District’s Wide Area Network (WAN). They are connected to the Fairfield campus via a 250MB network backbone and thus have high-speed access to all District network resources and security products. Both Centers have technology-equipped classroom, computer labs, security cameras, computers for faculty/staff, and printers. The Technical Services and Support (TSS) Department’s Director deploys a full-time IT technician to each

center on a rotational basis which promotes integrity of service provision across all locations. Network, security cameras and telephones are maintained by District network staff based on the Fairfield campus. Solano Community College District provides the necessary network, hardware and support services to maintain reliable access, safety, and security at both centers. Provisions exist for back up and off-site storage of mission-critical data. The STAC regularly reviews progress made in accordance with the Technology Master Plan and assesses needs and user satisfaction through a comprehensive technology survey sent to the entire College community. The survey instrument and results are included as appendices in the Plan and are used to guide improvement of services by TSS and the College.

SCC provides instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations (III.C.4). Administrative technology is provided and supported by the Technical Services and Support (TSS) Department. SCC students and personnel have opportunities to receive technology training and professional development from multiple internal and external sources. Online students must attend a distance education orientation prior to enrolling in online classes. Peer-to-peer training, especially amongst faculty when it comes to the use of instructionally specific applications and smart classrooms, is ongoing at the College. Plans to enhance the training in SCC personnel's use of enterprise applications are in place.

SCC has policies and procedures that guide the appropriate use of technology in the teaching and learning processes (III.C.5.). The Curriculum Committee and DE Committee guide appropriate uses of technology in teaching and learning. Policies and processes are in place for the development, approval, and delivery of distance education courses. For example, faculty must meet SCC standards for online course development prior to teaching online courses. The DE committee is guided by best practices and standards from sources such as WCET (WICHE Cooperative for Educational Technologies). Technology-related policies are published on the Technology Services & Support website as well as in the College Catalog. Policies are comprehensive, covering acceptable use, information security and confidentiality.

Conclusions

Solano College meets the Standard.

Recommendations

There are no recommendations for this Standard.

Standard III.D: Financial Resources

General Observations

Solano College effectively uses its financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Solano has begun to implement plans to assure that its financial resources are sufficient to support and sustain student learning programs and services and to improve effectiveness. The College has demonstrated its commitment achieving financial stability through years of budget reductions, improved enrollment management practice, and a six-year plan to increase FTES and reach its base of approximately 8,082 FTES by 2023. To meet its current budget needs while implementing a FTES stability plan, the College has used the state's stability process to go in and out of stability. The College has improved its financial stability in recent years as evidenced by its increased general fund reserves. The College has increased its unrestricted general fund ending balance percentage from 6.5% in fiscal year 2014-15 to 25.73% for fiscal year 2016-17 as indicated in the 2017-18 Adopted Budget unaudited actuals. Budget development is an integral part of College-wide planning and the program-review process. External auditors have given the College unmodified opinions of its financial statements for the past six years. The team finds that financial information is disseminated throughout the organization. The College has established an irrevocable trust to offset its liabilities for Other Post-Employment Benefits (OPEB) and has established a designated reserve to help off-set the STRS/PERS pension costs increases. The College is working on improving its integrated planning processes and has begun to institute improvements to support this effort including increased Institutional Research and Planning support, improvement of planning databases, and improved faculty prioritization processes.

Findings and Evidence

Solano College has been able to successfully manage its budget regardless of apportionment deficits, and FTES declines and has developed and implemented college plans to effectively manage and respond to enrollment fluctuations, and ongoing cost increases. The unrestricted general fund's ending balances and percent of expenditures were \$12.99 million, 25.73% percent for 2016-17; \$10.76 million, 22.1 percent for 2015-16; and \$3.17 million, 6.5 percent for 2014-15, and \$4.31 million, 9.1 percent for 2013-14. The College has been able to meet all of its contractual and financial obligations while increasing and maintain its ending balance amounts well above the 5% contingency required by BP 3010. (III.D.1)

The College manages its financial resources with integrity to ensure financial solvency and maintain its ability to sustain and improve student learning programs and services. The College reviews its mission and strategic goals and integrates them into the annual budget allocation process. The annual budget is based on realistic assumptions and projections of revenues, expenditures and FTES production, and is communicated throughout the campus community. Budget development is informed through the collegial consultation process, the revitalized Fiscal Advisory Committee (FAC) and College Governance Council (CGC) review and make planning and budgetary recommendations before being sent to the Superintendent-President. The superintendent-president makes the final funding decisions. Financial information, including the annual budget development calendar, quarterly and annual financial reports, the external audit of

financial statements, the tentative and adopted budgets, and FAC meeting minutes are disseminated throughout the College in a timely manner. (III.D.2, III.D.4, ER18).

The College's budget allocation process is informed by the College mission, strategic goals, and operational improvement needs. The integrated planning process is anchored by program review. The team found that the College has been working to strengthen the linkages between planning and budget allocation. The Academic areas have a robust program review process and have the planning, implementation and evaluation processes are fully functional within the non-academic areas. The Team found that service area outcome (SAO) assessments within the Student Services and Business and Financial Services areas were sporadically completed and in many cases had not been done since 2015. The College acknowledged the absence of SAO evaluations due to staffing challenges, and has implemented a plan to improve this process and close the planning, implementation, and evaluation loop. (III.D.2, III.D.3)

The Fiscal Advisory Committee (FAC) serves as the recommending authority on budget matters to the superintendent-president and Governing Board. The annual budget allocation process is integrated with the planning processes and the College continues to improve the linkages with program review and the entire PIE process with the academic areas leading the way. Governing Board Policies 3000, 3005, 3010, and 3020 define the necessary criteria to be included in the budget development process. Although the College has defined Board Policies, many of the business policies have not been reviewed since 2008. The College needs to adopt business and financial oversight Board Policies and numerous Administrative Procedures including Designation of Authorized Signatures, Fiscal Management, Investments, Audits, Insurance, Capital Construction, Civic Center, Parking, and Occupational Safety. The team received copies of updated Board Policies and Procedures when it arrived at the site visit, but the team could not tell where in the review and approval process these updated BP's and AP's were. Many appeared to still be in template form, with key responsibilities still needing to be identified. The College acknowledged that it is behind on reviewing and updating Board Policies and Administrative Procedures, but is working within its collegial consultation groups and Governing Board ADHOC committee to review and adopt all legally required Board Policies and Administrative Procedures. Adoption of these Policies and Procedures would assist the College in tightening internal controls and communicating its fiscal oversight and business practice requirements throughout the institution. These Administrative Procedures also help define the operational and implementation aspects of the Policies. The team recommends that the Governing Board and College work to ensure all BP's and AP's are adopted and that a regular cycle for review be implemented. (III.D.3)

Since fiscal year 2010-11, the College has received Unmodified/Unqualified opinions regarding its financial statements and Federal Award Compliance by the external auditors. The College has received qualified opinions of State Award Compliance in fiscal years: 2011-12, 2012-13, 2013-14, and 2015-16 with several significant deficiencies being identified by the external auditor. External audit findings are reviewed by staff and the Boards Audit Committee and then provided to the entire Governing Board for review and approval and are posted on the College website to ensure transparency. The team finds that the College has responded quickly to correct most identified deficiencies. The Proposition 39 performance audits for the College's bond funds have received unmodified opinions. The College has established a Citizen's Bond Oversight

Committee that meets regularly, but has struggled to meet quorum recently. The CBOC currently has three vacancies (student, tax payer organization, and support organization representatives). The College has been working diligently to get these vacancies filled. The CBOC has not completed an annual report of activities since December 2015 as required by CBOC bylaws to ensure transparency and provide the public with a sense of confidence that bond proceeds are being spent according to the voter approved bond language. (III.D.7, III.D.8, III.D.10)

The College has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and to implement contingency plans to meet financial emergencies and unforeseen occurrences. The College has not had to request assistance for Solano County for cash flow assistance since 2011-12. The College provided a Debt Issuance and Management Policy as evidence, but it does not appear to have been adopted by the Governing Board as of this date. The College participates in the Northern California Community College Self Insurance Authority (NCCCSIA) for property, liability and worker's compensation. The College also maintains a self-insurance fund with a current balance of \$523,061 at the end of fiscal year 2016-17. The College engaged Keenan and Associates to complete a thorough property liability and assessment audit through the Statewide Association of Community Colleges (SWACC). The College has resolved all high priority items identified within the audit and continues to correct items identified within the audit report. The team was able to review college multi-year budget plans including FTES growth models which provide evidence that the College has developed contingency plans and has had robust conversations regarding fiscal stability and the College's ability to weather unforeseen conditions. (III.D.9)

The College practices effective oversight of finances, financial aid, grants, externally funded programs, auxiliary organizations, and investments. BP 3000 outlines adherence to Title 5 and the California Community College Budget and Accounting Manual, BP 3005 defines fiscal planning processes, compliance with sound business, accounting, budget practices, public disclosure and audit principles, BP 3020 establishes the internal controls for fiscal management, and BP 3225 establishes the requirements for procuring and awarding contracts. As evidenced by the annual external audit, the College is in compliance and has adequate internal controls for federal Title IV funds, all grants, externally funded programs, and state categorically funded programs. The Solano Community College Educational Foundation undergoes an annual audit of its financial statements. (III.D.2, III.D.10)

The College has established an irrevocable trust to address its OPEB liabilities with the help of Community College League of California JPA, and contracts for an actuarial study every two years as required. The most recent actuarial study determined the plans residual unfunded actuarial accrued liability (UAAL) of negative \$6,354,587. For fiscal year 2015-2016, the District paid \$1,195,460 in pay as you go health premiums and no additional contributions to the JPA Investment Trust. During the annual budget development process, the College determines the contribution amount to the irrevocable trust. The College has contributed \$3.3 million to the irrevocable trust as identified in their 2017-18 Adopted Budget book. The College has established a designated reserve for its CalPERS/STRS pension liabilities with \$4.2 million towards the liability. Compensated absence liability is reviewed annually and the College has established controls, including vacation accrual practices to help manage the liability of

\$1,177,276 based on the June 30, 2016 audit. Solano clearly identifies, plans, and allocates funds for its long-term liabilities during the annual budget development process. (III.D.11, III.D.12)

Solano initiated a lease-revenue bond of \$12,300,000 for the installation of solar projects. The annual payment for bonds in 2016-17 was \$1,178,720, with annual payments made from 2012 general obligation bond proceeds. The total bond debt for Measures G and Q is \$221.5 million, and all bonds issued are secured by local “ad valorem” property taxes. The bond debt does not have an adverse impact on the College general fund. Annual financial and performance audits are completed on Proposition G and Q bond funds, no deficiencies were identified and the bonds are being used with integrity and consistent with their intended purpose. (III.D.13, III.D.14)

Solano College is supported by the Solano Community College Educational Foundation. The Foundation is a 501(c)(3) non-profit organization operated for the benefit of Solano Community College. The College and Solano Community College Educational Foundation renewed their required master agreement on April 4, 2012, and amended it on August 15, 2012. The College and Solano Community College Educational Foundation will be reviewing and updating the Master agreement based on the updated Auxiliary Organizations Manual. The team was able to review Foundation finances and contributions to support the College programs. The College currently outsources its bookstore services to Barnes and Noble and its food service operations to Fresh and Natural. Based on interviews with the superintendent/president, the director of fiscal services, and a review of the auxiliary and foundation financial information the team concludes that the College financial resources, including short-term and long-term debt, auxiliary activities, fundraising efforts, and grants are used with integrity and in a manner consistent with the intended purpose. (III.D.14)

The team finds that the College monitors and manages student loan default rates, revenue streams, and assets to ensure compliance. The cohort default rate for the past three available years has been 33.7 percent for 2011, 28.2 percent for 2012, and 15.1 percent for 2013, which shows a significant decrease, and are now well below the federal guideline of 30 percent. The College developed a Default Prevention Plan (DPP) required by the DOE to lower cohort default rates to preserve institutional Title IV eligibility. The College also provides financial literacy workshops, financial counseling, and debt and credit counseling through agreements with the Educational Credit Management Corporation, and Spark Point. The College has policies and procedures in place to monitor compliance to federal regulations. The financial aid staff are sufficiently trained and receive updates through local and regional training events and conferences. (III.D.15)

Board Policy 3225 and the accompanying AP 3320 define the procedures for contracts, and contract signing authority. Contracts are reviewed to ensure compliance with applicable laws, regulations, and codes by the appropriate dean, appropriate vice president, and then submitted to the vice president of finance and administration and/or superintendent-president and Governing Board for final review and approval. Contract documents and forms are reviewed and updated by

the College's legal counsel and have appropriate termination and indemnification clauses, insurance and other legal requirements and protections. All contractual agreements with external entities are consistent with the College mission and goals, and contain provisions to maintain the integrity of the College and the quality of its programs, services, and operations. (III.D.16)

Conclusions

The College substantially meets the standard except for III.D.5 and fully meets Eligibility Requirement 18.

Recommendations

See improvement recommendation 5.

STANDARD IV LEADERSHIP AND GOVERNANCE

Standard IV. A: Leadership and Governance

General Observations

The ISER provides evidence of Solano Community College's (SCC) commitment to a broad dialogue about institutional effectiveness and is making progress on Program Review, Student Learning and Service Area Outcomes Assessment, and Integrated Planning and Resource Allocation. A detailed description is provided of the role and function of the Superintendent/President, Board of Trustees, and participatory governance committees and processes. The Assessment Committee, for example, is a formal subcommittee of the Academic Senate, which leads the effort to identify and regularly assess learning outcomes for all courses, programs, degrees and certificates. The Academic Senate has also collaborated with instructional administrators to refine the Program Review process.

The Superintendent/President has engaged the SCC Board of Trustees, Academic Senate, Union Presidents, and Associated Students to review, discuss, and make changes where needed to improve institutional effectiveness, academic programs, and student services. As a result, the College Program Review process is now more closely linked with distribution of resources including the allocation of new faculty positions, categorical funds, and program development. Resources have been allocated to adequately support professional development, instructional equipment requests, and temporary staffing needs.

The College plans and manages its financial affairs through the work of the Fiscal Advisory Committee (FAC), which serves as a recommending authority on budget matters to the superintendent-president who makes all final decisions. Communication of decision-making and recommendations is done through approved and posted minutes on the website, emails, and announcements, and managers communicating to their departments and programs. The Academic Senate broadly communicates decisions made by their subcommittees and larger senate. Additionally, the Superintendent/President and SCC constituency leads provide regular reports to the Board of Trustees during the bi-monthly Board meetings.

Findings and Evidence

The team has found that institutional leaders have adopted a strengths-based approach to support administrators, faculty, and staff in their efforts to improve academic learning and services. The Superintendent/President has engaged constituency groups in dialogues to review and revise existing institutional practices in order to cultivate institutional excellence. SCC decided to change their planning and resource allocation processes to better leverage categorical funding. As a result, the College Governance Council no longer approves funding requests that have no connection to College goals. (IV.A.1)

Solano Community College (SCC) has established and implements policy and procedures that clearly delineate the roles of administrators, faculty, and staff in decision-making. Board Policy

1077, which was adopted in June 2014, encourages student participation in dialogues about institutional planning and policy-making. One example of student participation in decision-making involves the work of the Measure Q Steering Committee, which oversees buildings funded by the Measure Q Bond, and discussions of location of programs, services, and classrooms. Board Policy 2005, adopted in 1992 and revised in 2007, recognizes and endorses the rights of Academic Senate and Associated Students to represent the faculty and students respectively in Shared Governance committees. The Fiscal Advisory Committee (FAC) is another committee that encourages substantial voice in institutional planning and fiscal matters. (IV.A.2, IV.A.3)

Solano Community College's (SCC) Board Policy 2005 and procedures designate authority and responsibility to faculty and academic administrators for developing curriculum, programs, and services. Both faculty and academic administrators serve on the Curriculum Committee and Technical Review Subcommittee. Faculty and administrators collaborate to develop the class schedule, programmatic changes, program outcomes, and College outcomes. (IV.A.4)

The Superintendent/President works closely with the SCC Board to ensure that they are well informed about key issues impacting the institution and student learning services. The Board listens to perspectives from all constituency groups through Board reports from faculty, staff, students, and the Superintendent-President. The Board will solicit additional research if needed before they take action on policy, institutional plans, and curricular change. (IV.A.5)

Solano Community College has developed and implemented an inclusive and transparent decision-making process through its participatory governance committees, management meetings, and with the Board of Trustees. Decisions and recommendations made by participatory governance committees are disseminated through approved minutes and posted on the appropriate website. Managers also reiterate decisions within their departments and programs. The Superintendent-President maintains open communication with constituency groups, which provides opportunities to provide input and feedback both formally and informally. (IV.A.6)

Leadership roles and responsibilities are reviewed when positions become vacant and through the Superintendent/President who engages with SCC's participatory governance committees. In January 2016, SCC reviewed existing decision-making policies and changes were made. This included the decision to stop the College Governance Council's practice of funding innovative projects that did not align with SCC's goals for student equity and student success. Requests from now begin at the Program Review level with managers and faculty and staff reviewing the data on their programs and identifying needs. (IV.A.7)

Conclusion

Solano Community College meets the Standard.

Recommendations

There are no recommendations for this Standard.

Standard IV. B: Chief Executive Officer

General Observations

The ISER provides evidence of the Superintendent-President's commitment to a broad dialogue about institutional effectiveness and SCC is making progress on Student Learning Outcomes Assessment, Program Review, and Integrated Planning and Resource Allocation. SCC leadership has initiated campus dialogue, institution level dialogue, board of trustees level dialogue, external community dialogue, and business and industry partners dialogue. Student success centered interventions have resulted from all of these levels of dialogue such as the establishment of ethnic-based learning communities, multiple measures assessment, and academic support/tutoring.

The Superintendent/President has demonstrated leadership of SCC in several key areas: Adoption of an interest-based approach to shift dialogue in management, collective bargaining, and hiring; Creation of new management positions to better support operations with focus on mission and strategic direction; Cultivation of a collaborative and collegial campus culture in wherein constituency groups are comfortable voicing and sharing their ideas and concerns; Initiating Board review of college policies and procedures that support SCC's mission; Consistent communication with the six cities served by SCC.

Findings and Evidence

The Superintendent/President of the Solano Community College is employed by and reports to the Solano Community College (SCC) Board of Trustees. The superintendent-president was appointed by the SCC Board of Trustees in January 2016. The superintendent-president immediately engaged the Board, faculty, staff, managers, and students to address issues related to compliance, finance, planning and resource allocation, budgeting and hiring. (IV.B.1, ER 4)

The Superintendent/President of Solano Community College ensures that the management structure reflects the needs of the institution; for example, a vice president of human resources position was created due to the scope of the job and the legal responsibilities. There are now four vice presidents in senior administration to support the Superintendent-President. A dean of college planning and research and executive bonds manager were also hired to support institutional effectiveness and planning and implementation of Measure Q. (IV.B.2)

The Superintendent/President of Solano Community College guides institutional effectiveness and improvement of academic learning and services. SCC has revised its planning model so that there is improvement in College Governance Council planning and resource allocation due to alignment with existing categorical initiatives that support SCC's mission and strategic plan. The College plans and manages its financial affairs through the work of the Fiscal Advisory Committee (FAC), which serves as a recommending authority on budget matters to the Superintendent-President. The hiring of the dean of college planning and effectiveness, along

with two existing research analysts, has increased the institutional capacity to respond to faculty and management research needs. (IV.B.3)

The Superintendent/President of Solano Community College demonstrates leadership in accreditation, ensuring that SCC meets eligibility requirements, accreditation standards, and commission policies. The superintendent-president provides accreditation training for faculty, staff, and administrators by supporting attendance at the Accreditation Institute and the ACCJC conference. The superintendent-president meets regularly with and receives updates from the Accreditation Steering Committee and accreditation liaison officer (ALO), who is also the vice president of academic affairs. (IV.B.4)

Solano Community College has a clearly defined process for institutional practices and procedures that are consistent with regulatory requirements. Some board policies were updated in 2017 and reviewed by the Academic Senate and College Governance Committee. SCC's mission and core values are supported by improvement in budgetary procedures such as the reimbursement process and travel authorization reimbursement. The superintendent-president also reviews allowable budgetary guidelines with managers. (IV.B.5)

The Superintendent/President of Solano Community College partners and communicates effectively with communities served in Solano and Yolo counties. The superintendent-president participates as a member or Board member of community organizations such as the Solano County Economic Development Corporation, Vallejo Education and Business Alliance, Rotary, and Chamber. Communication is maintained through newspaper stories about SCC, marketing, attending civic events, and hosting community events such as the prestigious United States Tennis Association's (USTA) Men's Pro Challenger. (IV.B.6)

Conclusion

Solano Community College meets the Standard.

Recommendation

There are no recommendations for this Standard.

Standard IV.C Governing Board

General Observations

The Governing Board for Solano Community College consists of seven trustees who are elected to a four-year staggered terms by constituents within Solano and Yolo counties. A student trustee is also elected annually by the student body. The team found the board members' participation in the accreditation process to be a demonstration of the commitment to and understanding of the accreditation process.

The Board develops policy to ensure academic quality, integrity, effective student learning, and financial stability. The Board establishes annual goals and provides direction to the Superintendent/President. The Board's delegation of authority to the President is clearly outlined in Board policy.

The Board regularly meets bi-monthly to review, discuss, and approve academic and service programs and financial expenditures. The Board members also serve on ad hoc committees responsible for reviewing policies, recommending self-evaluation tools, and reviewing audits and findings. Ad hoc committees are composed of no more than three Trustees.

The team observed that the Board follows the principle of speaking with one voice. Trustees work well with each other and the Superintendent/President respectfully, and communication of information between them is consistent. The Board regularly reviews data related to educational quality and financial integrity. These include an annual audit, academic reports and adherence to the Brown Act.

The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity. Consistent with its duties and responsibilities (BP1016), the Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources required to support them.

Findings and Evidence

Solano Community College (SCC) has a locally elected governing board. The Board of Trustees has authority and responsibility to ensure academic quality, integrity, effective student learning, and financial stability. (IV.C.1, ER 4)

The SCC Board has enacted and abides by Board Policy 1020, which states that the board will act as a collective entity. The policy, adopted in 1993 and revised in March 1, 2017, also includes a code of ethics and sanctions for violation of it. To ensure that the Board acts as a collective entity, the SCC Board has enacted Board Policy 1070, which requires Board members from communicating among themselves outside of Board meetings. This policy was adopted in 2007, revised in 2009, and reviewed March 1, 2017. (IV.C.2)

Current SCC Board policies regarding the selection and evaluation of the CEO recognize the participation of the SCC Board of Trustees and the Superintendent/President. These policies, Board Policy 2045 and Board Policy 2035 were last updated in 2013 and 2007 respectively. Board Policy 2030, which was enacted in 1971 and was last revised February 21, 2007, also requires regular reports on institutional performance of the Superintendent-President. (IV.C.3)

SCC Board policies and practices show the Board is an independent policy-making body that reflects the public's interest in SCC's educational quality. The SCC Board conducts its business with integrity and adheres to Board Policy 1015, which clearly defines Board duties. Board Policy 1015 was adopted in 1982 and last revised June 6, 2007. (IV.C.4, ER 4)

The team found that many of the SCC Board policies are not current, including policies regarding organization, academic affairs, and fiscal responsibility. SCC has planned to review and adopt revisions for the majority of SCC policies and procedures during the current academic year. (IV.C.5)

The team verified that Board policies and operating procedures are published and easily accessible on the SCC website. (IV.C.6)

The Board policy revision dates vary and many have not been reviewed or updated within the last 10 years. The team recommends that the College develop a schedule for regular, periodic review of all Board policies. SCC has planned to review and adopt revisions for the majority of SCC policies and procedures during the current academic year. (IV.C.7)

The team found the SCC Board regularly reviews key indicators of student learning and achievement. Board study session included review of the Student Success Scorecard, Basic Skills Initiative and Career Technical Education (CTE) completion rates. (IV.C.8)

The SCC Board has developed a professional development program for its members. The Board participates in the Trustee education program, which includes Trustee orientation, study sessions, and legislative workshops. (IV.C.9)

The team found that SCC Board conducts an annual self-evaluation as part of the annual Board Retreat to ensure its leadership reflects Board policies. The Board also participates in an annual survey to further assess its effectiveness. (IV.C.10)

The SCC Board has developed and approved a detailed ethics policy, and practices those policies that protect against conflict of interest, financial interest, or inappropriate political activity. (IV.C.11, ER 4)

The SCC Board has approved policies and practices for delegating responsibility to the Superintendent-President. The SCC Board of Trustees is responsible for evaluating the Superintendent-President, and the most recent evaluation was conducted March 2017. (IV.C.12)

Conclusion

Solano College meets the Standard except for IV.C.7 and fully meets Eligibility Requirement 4.

Recommendations

See Compliance Recommendation 1.

Baccalaureate

General Observations

The Solano Community College District's Bachelor of Science Degree in Biomanufacturing is one of 15 baccalaureate pilot programs created under SB 769. This program provides invaluable workforce education and training leading to employment, contributes to economic development, builds on the College's expertise in biotechnology, is housed in a state-of-the-art facility, and is led by student-centered, passionate faculty and administrators who embody the spirit of the College mission. This program is an exemplary model of maximizing opportunities for students who would not otherwise have access to higher education.

SCC has been teaching Biomanufacturing courses since 1997 and the Biotechnology CTE program was recently recognized as a CTE Star, part of the CCCO's Strong Workforce Program. This pilot baccalaureate builds on that strong foundation, leverages existing faculty expertise and relationships with the industry, and is well-supported with funding that enabled the construction and furnishing of a new facility for the Biomanufacturing program. The first cohort of this program began in Fall 2017 and will graduate in May 2019.

Findings and Evidence

SCC's mission statement was modified to reflect the addition of the new baccalaureate program and include a reference to "undergraduate education." The change was discussed and supported by the campus community and participatory governance bodies including the Academic Senate, Associated Students, College Governance Counsel, the Dean's Committee, and the SCCD Board Subcommittee on Policies and Procedures Subcommittee, and the Board of Trustees. (I.A.1, ER6)

The Bachelor of Science degree program in Biomanufacturing will be subject to the same rigorous assessment and analysis as all instructional programs at the College, including thorough analysis of the achievement of course- and program-level learning outcomes. Since the program's foundation is the Biotechnology CTE program, courses in this program are held to high quality standards not only by SCC's local curriculum approval process but by an external industry review board, i.e., the Biotechnology Advisory Committee. In addition, the program will be appraised through both the comprehensive six-year program review process and the two-year process required of all CTE programs. (I.A.2)

The baccalaureate program is aligned with SCC's mission which informs institutional decision-making, planning, resource allocation, and goals for student achievement. The program is an outcome of the College's planning and goal setting processes and it advances SCC's mission by providing undergraduate education in a high demand, high growth, local industry. That industry has a considerable number of biotechnology companies in the near vicinity, such as Genentech and Janssen Pharmaceuticals, and Eli Lilly. SCC has a strong record of alumni being placed into these facilities and into Bayer in Berkeley and BioMarin in Novato. These companies are receptive to placement of future baccalaureate graduates who will have great upward mobility within the industry by virtue of their higher level technical skills. (I.A.3, II.A.1, ER 9, ER11)

Student learning outcomes are detailed in each course outline and course level outcomes are mapped to Program Level Outcomes; students successfully completing all courses in the program will also achieve

the PLOs. Assessments of student achievement of SLOs are integrated into regular classroom assessments (e.g., items on examinations, projects, homework assignments, laboratory reports, and papers). Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education. The faculty will depend upon rigorous assessment of the program's outcomes to ensure that the quality of the curriculum will continue to meet industry standards. Student learning outcomes are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level. SCC's Program Review Handbook has been updated to include relevant sections and references to the baccalaureate program. In the lower division coursework of the College, program learning outcomes are scheduled for comprehensive assessment during year four of the six-year assessment cycle and are also reported in the Academic Program Review. SCC's general practice with regards to institution-set standards will apply to the baccalaureate. Since the program just started in August 2017, it has not yet completed a program review. (I.B.2, I.B.3, I.C.4, II.A.3, II.A.9, ER 11, ER 19)

SCC's evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services, resource allocation, and management. Students enrolled in the baccalaureate program are eligible for the same learning and student support services as lower division students. The baccalaureate program, likewise, participates in resource allocation along with other College programs. New Board policies were adopted to support the baccalaureate program (Board Policy 6200B: Graduation Requirement for Baccalaureate Degree and Board Policy 6205B: Philosophy and Criteria for Baccalaureate Degree and General Education). (I.B.7, II.A.11)

SCC assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (I.C.1, ER 20)

Information related to baccalaureate programs is clear and accurate, especially in regard to learning outcomes, program requirements, and student support services. The College's 2017-2018 catalog contains a section devoted to the new baccalaureate program covering the program's purpose, content, course requirements and learning outcomes as well as a description of the eligibility and application requirements. The Student Learning Outcomes for the Program, or PLOs, are listed explicitly on this program description page in the catalog. The prerequisites are clearly identified in the College catalog, all brochures, and every document that discusses the baccalaureate degree. The pathway is clearly defined and advising of students related to the baccalaureate degree appropriately identifies course sequencing pathways. A clear and transparent admission process for applicants and upcoming student cohorts are clearly articulated in various documents in print and online. (I.C.4, II.C.6, ER 16)

The initial student cohort is still in its first semester of course work and thus no assessment results are available, but assessments of outcomes for the baccalaureate program will adhere to established practice of the Science Department at SCC. (I.C.3, ER 19)

SCC's baccalaureate degree follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent

at the associate level, and 120 credits or equivalent at the baccalaureate level. In preparation for this program, the Curriculum Committee developed additional criteria with which to review the curriculum for upper division courses to assure that these courses meet corresponding requirements and rigor. The rigor of each upper division course has been evaluated by the SCC Curriculum Committee during the approval process and found to be of sufficient rigor to be considered upper division. The degree requirements for the Bachelor of Science degree in Biomanufacturing include completion of the CSU general education pattern, including nine units of upper division general education courses, and fulfillment of the cross-cultural studies requirement. All students earning the baccalaureate degree will successfully complete at least 47 units of general education coursework. The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies. (II.A.5, II.A.12, ER 12)

Baccalaureate courses are scheduled to ensure that students will complete the program in a reasonable period of time – in this case, four semesters or two years. The baccalaureate program has been designed to enroll cohorts of students that have already completed 60 units and to add 60 more units in a two-year period. The Biomanufacturing program includes elements in its design to make it easier for students from other colleges to continue their education and transfer into the upper division program in a way that allows them to seamlessly apply all of their units. Solano Community College uses the Carnegie System of Units to determine units of credit to be awarded for each course, whether upper or lower division. The College also follows the California Community Colleges Chancellor's Office "Standard Formula for Credit Hour Calculations." (II.A.6, II.A.9, II.A.10, ER 9, ER 10)

The Biomanufacturing baccalaureate degree focuses on Biomanufacturing, a single specialty which incorporates knowledge from a variety of disciplines including biology, chemistry, physics, engineering, mathematics, and statistics. The laboratory courses in the baccalaureate program cover process development which includes practices solely covered in upper division classes. (II.A.13)

Graduates of the Biomanufacturing program will demonstrate technical and professional competencies that meet employment standards and other applicable standards. The Biomanufacturing discipline does not have formal licenses or certification, however many professional organizations within the field offer professional certifications. Biomanufacturing baccalaureate students would be eligible to pursue elite certifications in the field. Current eligibility for these exams is determined through appropriate background consisting of education and/or work experience. (II.A.14)

Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program. Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs. The library on the main campus has an especially rich collection of titles in Biomanufacturing, biotechnology, cell biology, molecular biology, and immunology; and the College plans to enhance its library collection of titles related to Biomanufacturing and house the majority of the new resources at the Vacaville Center where the Biomanufacturing program is located. The Library's Biotechnology and Biomanufacturing resources will be expanded to include additional resources that specifically support upper-division biotechnology courses and the program's General Education upper division courses. These resources will continue to be identified during the formal approval of the curriculum, currently underway,

and continually during delivery of the program. Additional resources will be directed to developing these resources as the baccalaureate program is implemented and the newly designed upper division courses are offered and assessed for the first time. Academic support services include resources such as the Academic Success and Tutoring Center, the Math Activities Lab, the Reading and Writing Labs, Science labs, Student Computer labs, the Mathematics, Engineering, and the Science Achievement (MESA) Center. Biomanufacturing students will be able utilize these learning support services at SCC and at the College's Vacaville Center, where students have ready access to a variety of student learning services, as well as services provided online. (II.B.1)

The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position. The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree or doctoral degree, in an appropriate discipline. All of the faculty who will teach in the Biomanufacturing degree have a Master's degree or higher in biology, chemistry, or engineering. Four full-time faculty have been hired in Biomanufacturing/Biotechnology. This level and quality of staffing assures the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve SCC's mission and purposes. (III.A.1, III.A.2, III.A.7, ER14)

The College completed the 31,943 square foot Biotechnology/Science Building at the Vacaville Center location just in time for the beginning of fall 2017 classes and the first cohort of students into the baccalaureate program. The building houses a 4-lab Biotech suite consisting of: 1) a Cell Culture Lab; 2) Fermentation Lab (Bioreactors); 3) Proton Purification Lab; and 4) a Qualification Control/Assurance lab. The existing state-of-the-art lab on the Fairfield campus, plus the new Biotech lab suites in Vacaville, will ensure that the Biomanufacturing Baccalaureate program will have quality, state-of-the-art physical resources available for use. The facilities and other physical resources utilized by the baccalaureate program have been evaluated for feasibility and effectiveness for the program, and regular review is planned. Facilities are constructed and maintained to provide accessible, safe and healthy learning environments for students, faculty and staff. Technology resources for the baccalaureate program in Biomanufacturing have been identified and will be sufficient to support a quality learning experience for enrolled students. (III.B.3, III. C.1) SCC's history of solid management and fiscal leadership is culminating in an expected ending General Fund balance of 15% for 2016-2017. SCCD's financial picture looks strong and is able to support quality educational programs and services and meet student and organizational needs. (III.D.1)

At SCC, governance roles are identified and supported by the College's organizational structure and decision-making processes. SCC follows a participatory governance model. The governance infrastructure, inclusive of all constituencies, is well-defined and will capably handle the new and added requirements and procedures needed to support and grant the bachelor's degree in Biomanufacturing. The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program. (IV.A.4)

Quality Focus Essay

Solano Community College was candid in its self-reflection leading to its Quality Focus Essay Action Projects: Integration of Institutional Planning and Student Learning Outcome Assessment. The College has made significant progress in these areas as detailed in the ISER and aspires to move from a culture of compliance to a culture of inquiry, which is well supported in its action projects. The detailed plans to enhance the integration of SLO assessment into planning and resource allocation will advance institutional effectiveness and support student learning and success. The action projects, timelines and outcomes are reasonable and support achievement of the plans.

The College may want to consider adding assessment of planning priorities and outcomes into the timeline for action projects. Also, assessment and instruction hold the majority of responsibility for implementation of the Quality Focus Essay. To ensure full integration into planning structures the College may want to consider addition of student and administrative services into the oversight.

Overall, the Quality Focus essay is thoughtful, detailed and well-developed. Implementation will advance the College mission and support student learning and success.